LOYOLA UNIVERSITY CHICAGO

Academic Catalog 2026-2027

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Program Definitions

Accelerated Bachelors/Masters

Programs in which students share limited credits between their undergraduate and graduate degrees to allow completion of both degrees. Such programs are also known as 4+1 Bachelor's/Master's programs, 5 Year Programs, 5-year dual degree programs, or Combined Bachelor's/Master's programs.

Certificate

An organized program of study that requires a minimum of 8 credit hours. Certificates exist at three levels: bachelor's, post-baccalaureate, and graduate. Graduate certificate students must have earned a bachelor's degree. Bachelor's certificates are comprised of courses ranging from 100-300 level. Post-baccalaureate certificates are comprised of courses between 100-400 level and graduate certificates must be comprised entirely of courses at the 400 level or above.

Concentration

A concentration is a more focused area of study most typically within an undergraduate major. The minimum credit hour requirement for a concentration is 9 hours.

Double Major

Undergraduate students may complete more than one Bachelor of Arts major, more than one Bachelor of Science major and more than one Bachelor of Business Administration major from the same school within 120 hours. Students must complete the Core requirements and the requirements of all academic majors. One diploma is issued.

Dual Degree

Loyola offers dual degree programs leading to two master's degrees (e.g., MDiv/MSW) or to a graduate and first professional degree (e.g., MA/JD). The requirements for each of these dual degree programs vary. Two separate diplomas are issued when students complete two distinct degrees from different schools within Loyola University Chicago.

Endorsement

The endorsement is an ISBE (Illinois State Board of Education) credential. The courses in these programs allow the student a professional pathway to career paths in education.

Major

That component of the undergraduate curriculum consisting of a set of courses selected and sequenced to provide students with the opportunity for extensive and in-depth study of a discipline or interdisciplinary field of study. Requirements for the major may also include integrating elements or experiences, such as a senior thesis or capstone course. The minimum number of hours required for a major is 30 credit hours. A major is required for all bachelor's degrees.

Minor

At the undergraduate level, a prescribed grouping of courses in a school, department, or interdisciplinary program, more than 50% of which are usually in upper division courses. The minimum number of hours required for a minor is 18 credits. A minor is not required. At the graduate level, see entry for "specialization."

Pre-Major Coursework

At the Associate Degree level, a minimum of 6 credit hours that may constitute credit toward a defined major in a future bachelor's degree.

Track/Specialization

An integrated, coherent set of courses that define a limited topic or field of study, used most often at the graduate level as part of an academic degree program. Specializations may be prescribed by a department/program or constructed by students in consultation with an advisor. A minimum of 9 credit hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

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UNDERGRADUATE CATALOG

Past Undergraduate Studies Catalogs, which include course descriptions, are archived at: Archived Course Catalogs (https://www.luc.edu/academics/catalog/archivedcoursecatalogs/#den232843)

Loyola University Chicago is an independent, Catholic and urban university with a Jesuit heritage, emphasizing the development of the intellectual, social and moral values, and character of its students. Dedicated to higher education and health care, the university has national, regional and international influence.

The Undergraduate Studies Catalog provides students with information regarding the academic policies and regulations of the university, the university Core Curriculum, and the policies and programs of the undergraduate schools and college that make up Loyola's undergraduate programs.

The undergraduate studies catalog is issued annually, prior to the start of the Fall Term of the new academic year. Undergraduate students are governed by the catalog issued for the academic year in which they enter Loyola University Chicago.

Accreditation

Loyola University Chicago is accredited by The Higher Learning Commission (HLC). Contact HLC at 800.621.7440 or visit: www.hlccommission.org (https://www.hlcommission.org/).

Student Responsibilities

It is the personal responsibility of each student to actively know all the pertinent regulations set forth in the Undergraduate Studies Catalog.

Within the various undergraduate schools and college, the only official interpretation or modification of academic regulations are those which are made in writing by the Dean of the school or college of which the student is a member.

Catalog Disclaimer

This catalog is published for informational purposes. Although every attempt is made to ensure accurate information, the information provided should be used only as a reference and planning tool. While students are governed by the catalog that is in effect in the academic year in which they enter, students should not assume that the catalog is a contract between Loyola University Chicago and students. The Board of Trustees of Loyola University Chicago reserves the right to change, at any time, without notice, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this catalog. Students should always consult with their college advisors to confirm all information.

This Academic Catalog lists the approved courses for the plan of study during the published Catalog Year. A current Loyola student's degree requirements are based on when the major or minor **was officially declared**, and may differ from what is shown in this document. Loyola students should work with their academic advisor and refer to My Academic Requirements in LOCUS for their individualized lists of approved courses. Final confirmation of all degree requirements is subject to department, school, and university approval.

Non-Discrimination Policy

Loyola University Chicago will not discriminate in its programs and activities on the basis of race, color, religion, national origins, sex, age, ancestry, marital status, sexual orientation, arrest record, military status or unfavorable military discharge, physical or mental handicap or disability.

Confidentiality of Education Records

Loyola University Chicago complies with the provisions of the Family Education Rights and Privacy Act of 1974 ("FERPA") when releasing personally identifiable information concerning students. FERPA stipulates that a student's education record is confidential information and must not be released without prior written consent of the student. FERPA does permit the release of "Directory Information." Directory information is information which would not generally be considered harmful or an invasion of privacy if disclosed. Students have the right to withhold "directory Information." However, the student should consider the consequences of such a request as Loyola University Chicago will honor the request, until removed in writing by the student. Loyola University Chicago has determined directory information to consist of a student's:

- Name
- Address(es) and telephone number
- University e-mail address
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute or program in which the student is enrolled
- Dates of attendance
- Grade level (Such as freshman, sophomore, junior, senior or graduate level)
- Enrollment status (Undergraduate or graduate, full-time or part-time)
- Date of graduation
- Degree(s) received
- Honors or awards received, including selection to a Dean's list or honorary organization
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams

Rights Reserved

The President and officers of Loyola University Chicago reserve the right to change information, regulations, requirements and procedures announced in this catalog; to change the requirements for admission, graduation or degrees; to change the arrangements, scheduling, credit or content of courses; and to change the fees listed in this catalog.

The University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the University to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable scholarship.

Arrupe College

Mission Statement

Arrupe College is a two-year college of Loyola University Chicago that continues the Jesuit tradition of offering a rigorous liberal arts education

to a diverse population, many of whom are the first in their family to pursue higher education.

Using an innovative model that ensures affordability while providing care for the whole person—intellectually, morally, and spiritually—Arrupe prepares its graduates to continue on to a bachelor's program or move into meaningful employment. Heeding the call of its namesake, renowned Jesuit leader Pedro Arrupe, S.J., the college inspires its students to strive for excellence, work for justice, and become "persons for others."

Arrupe Programs

- Business Administration (AA) (p. 34)
- Liberal Arts (AA) + Bilingual/Bicultural Education (BSEd) (p. 36)
- Liberal Arts with a Concentration in Communication (AA) (p. 37)
- Liberal Arts with a Concentration in English (AA) (p. 39)
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- Liberal Arts with a Concentration in Pre-STEM (AA) (p. 43)
- Social and Behavioral Sciences (AA) + Nursing (BS) (p. 45)
- Social and Behavioral Sciences with a Concentration in Criminal Justice (AA) (p. 46)
- Social and Behavioral Sciences with a Concentration in Political Science (AA) (p. 48)
- Social and Behavioral Sciences with a Concentration in Psychology (AA) (p. 50)

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

Arrupe College Policies

The Arrupe Student Academic Standards and Regulations (p. 1914) is a resource guide to help you:

- Learn about Arrupe College's innovative Associate of Arts degree program;
- Find information about procedures that relate to academic progress and standing; and
- Understand important policies to help you successfully complete your degree program.

We produce this handbook so that you have the information you need all in one place. Please review its contents carefully when referencing policies that may affect you. If any questions arise, please reach out to your advisor or dean(s) for clarification.

From time to time, these policies and their accompanying forms will be updated to align with the needs of the College and its students. All students will be held to the most current academic policies and regulations.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

ACACT 201 Introductory Accounting I (3 Credit Hours)
Pre-requisites: Either 15 earned credit hours or ACMAT 117 (ACMAT 117 may also be taken as a Corequisite)
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process, and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include preparation and use of financial statements, the accounting process, and the measurement and reporting of income, assets, liabilities, and owners' equity.
IAI code: BUS 903
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACACT 202 Introductory Accounting II (3 Credit Hours)
Pre-requisites: ACACT 201
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
IAI code: BUS 904
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ACBIO 101 General Biology I (3 Credit Hours)
Co-requisites: ACBIO 111
General Biology I is a 3-credit lecture course that introduces the fundamental principles of Biology focusing the fields of cell structure and function, molecular genetics, and evolution. Topics covered in the course include introductory chemistry, cell structure and function, cellular communication, metabolic processes, cellular reproduction, and introductory genetics.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 101 / BIOL 101
Outcomes:
Students will be able to demonstrate an understanding of matter, energy, and organization in living systems; Students will be able to demonstrate an understanding of the biochemistry and metabolism of organisms; Students will be able to demonstrate and understand the fundamental concepts of cell structure, function, and processes; Students will be able to explain the major concepts of molecular genetics, including the flow of genetic information from DNA to RNA to proteins and how changes in genes impact cellular function, organismal health, and evolutionary trajectories

ACBIO 102 General Biology II (3 Credit Hours)
Pre-requisites: ACBIO 101 and ACBIO 111 with grade of C- or better
Co-requisites: ACBIO 112
General Biology II is a 3-credit lecture course that introduces the fundamental principles of Biology focusing the fields of evolution and evolutionary history, plant structure and function, animal form and function. Topics covered in the course include evolutionary processes, speciation, history of life on earth, plant biology, soils, homeostasis, animal biology, mammalian organ systems, community ecology, and environmental challenges as scientific and social problems.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 102 / BIOL 102
Outcomes:
Students will be able to demonstrate an understanding of biological evolution and differentiate between the processes of evolution; Students will be able to demonstrate an understanding of the evolutionary history of life on Earth; Analyze the functions and interrelationships of various organismal systems including plant structure and function, and animal form and function; Explain major concepts of ecology including nutrient cycling, trophic levels, population dynamics, and biodiversity

ACBIO 111 General Biology I Lab (1 Credit Hour)
Co-requisites: ACBIO 101
General Biology 1 Lab is a 1-credit laboratory course that introduces students to the fundamental principles of organismal biology.
IAI code: BIO910; L1910L
Course equivalencies: BIOL 111/ACBIO 111
Outcomes:
Differentiate between the major taxonomic groups; Make comparisons in cell structure and function among selected organisms; Identify characteristics of selected organisms and understand the evolutionary and ecological relationships among taxonomic groups; Demonstrate the ability to use current research techniques and instruments to study the diversity of organisms at the microscopic and macroscopic level

ACBIO 112 General Biology II Lab (1 Credit Hour)
Pre-requisites: ACBIO 101 and ACBIO 111 with a grade of C- or better
Co-requisites: ACBIO 102
General Biology lab is a 1-credit laboratory course that introduces the fundamental principles of Biology focusing on evolutionary principles and processes, cell structure and function, plant and animal biological processes, and ecological principles.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 112 / BIOL 112
Outcomes:
Differentiate between the major taxonomic groups; Make comparisons in cell structure and function among selected organisms; Identify characteristics of selected organisms and understand the evolutionary and ecological relationships among taxonomic groups; Demonstrate the ability to use current research techniques and instruments to study the diversity of organisms at the microscopic and macroscopic level

ACCHM 100 Introductory Chemistry (3 Credit Hours)
A course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure and states of matter, bonding, stoichiometry, acid-base concepts, periodicity and solution chemistry.
IAI code: P1902
Outcomes:
Understand the structure of matter and the chemical changes it undergoes, and predict those changes based on the periodic nature of the elements; Solve problems using chemical calculations concerning mass or concentration; Describe strong and weak acids and bases, and carry out related calculations; Develop the academic skills needed for future science courses including problem-solving, taking and reviewing notes, and multiple choice exams

ACCHM 101 General Chemistry I (3 Credit Hours)
Pre-requisites: ACMAT 117 (C- or higher); Corequisites: ACCHM 111
This course focuses on building a conceptual understanding of fundamental chemical principles. Topics include the periodic table of the elements, atomic structure, nuclear chemistry, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, thermochemistry, solutions, acids and bases, and the gaseous state.
IAI code: CHM911; P1902
Course equivalencies: ACCHM / CHEM 101
Outcomes:
Build conceptual understanding of fundamental chemical principles

ACCHM 102 General Chemistry II (3 Credit Hours)
Pre-requisites: ACCHM 101 and ACMAT 118; Corequisite of ACCHM 112
Topics include the basic concepts of the liquid and solid states, solutions, reaction kinetics, equilibria, acid-base equilibria, solubility equilibria, reaction thermodynamics, and electrochemistry.
IAI code: CHM912
Course equivalencies: ACCHM / CHEM 102
Outcomes:
Continue building on conceptual understanding of fundamental chemical principles

ACCHM 111 General Chemistry Lab I (1 Credit Hour)
Co-requisites: ACCHM 101
This laboratory course translates theory and topics covered in the lecture (ACCHM 101) to application. Students will be introduced to basic chemical laboratory skills and techniques. Topics include lab safety, measurements and calculations, basic statistics, pH and titration, calorimetry, spectrophotometry, and a variety of chemical reactions.
IAI code: CHM911; P1902L
Course equivalencies: ACCHM / CHEM 111
Outcomes:
Students will be able to apply proper lab safety and proper procedures for handling and disposal of chemicals, demonstrate proper manipulation of common equipment, as well as use and understand selected instrumentation

ACCHM 112 General Chemistry Lab II (1 Credit Hour)
Co-requisites: ACCHM 102
The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture, including the liquid and solid states, solutions, equilibrium, acid-base equilibria, solubility equilibria, kinetics, thermodynamics, and electrochemistry.
IAI code: CHM912
Course equivalencies: ACCHM / CHEM 112
Outcomes:
Formulate or evaluate hypotheses, plan and conduct experiments, make systematic observations, interpret and analyze data, draw conclusions, and communicate results

ACCOM 101 Public Speaking and Critical Thinking (3 Credit Hours)
This course is designed to supply students with an understanding of critical thinking practices, foundational tenets of communication theory, the skills of public address and persuasion, the role of visual aids in effective presentation, and a sense of the social responsibility that comes with the capacity for communication.
IAI code: C2 900
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking, preparing a presentation - including visual aids - and critical listening, thinking, and speaking

ACCOM 103 Business and Professional Speaking (3 Credit Hours)
Through theory and practice, the course will explore oral presentation in business and professional situations, including message design and audience analysis of organizations. Students will examine expectations for communication in business; after studying and analyzing professional context, students will complete three substantive presentations. Finally, students will gain a sense of social responsibility that comes with the capacity for communication.
IAI code: C2900
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking, preparing a presentation, including visual aids, and critical listening, thinking, and speaking with a focus on professional environments

ACCOM 200 Communication and New Media (3 Credit Hours)
This course explores the way technology affects personal, cultural, and mass communication through examining the historical, societal, and ethical implications of new and interactive forms of media.
Course equivalencies: X - COMM / ACCOM 200
Outcomes:
Students use audio, video, and digital tools to research and produce essays, projects, and presentations that analyze the impact of technology on communication

ACCOM 201 Introduction to Communication (3 Credit Hours)
This course gives a general and theoretical overview of communication. By approaching communication through a critical and historical lens, students will acquire a foundation for further study and practice in communication.
IAI code: MC911
Course equivalencies: ACCOM 201 / COMM 175
Outcomes:
Students will have an understanding of the nature and structure of communication and be able to critically evaluate oral and written communications

ACCOM 274 Introduction to Cinema (3 Credit Hours)
This course introduces students to cinema as an artform and a mode of mass communication. By developing a film vocabulary and studying film aesthetics, students will learn how to evaluate film and create written formal analyses of film texts. Students will also consider the historical and cultural impact of films and begin to explore film theory and criticism.
IAI code: F2908
Course equivalencies: ACCOM / COMM 274
Outcomes:
Understand film aesthetics and form; Develop basic filmic vocabulary related to production, distribution, and analysis; Develop critical standards for film evaluation; Critically evaluate films verbally and in written form; Recognize scholarly approaches to film studies and criticism; Analyze film texts considering historical and social context

ACCRJ 201 The Criminal Justice System (3 Credit Hours)
This course provides an overview of the development and operations of the US criminal justice system. Attention will be focused on law enforcement, judicial organization, and correctional processes. The course will also consider the nature and extent of crime and will survey main theories of criminal behavior.
IAI code: CRJ 901
Course equivalencies: ACCRJ 201 / CJC 101
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges facing the criminal justice system from historical, interdisciplinary, and inter-agency relationship perspectives

ACCRJ 204 Corrections (3 Credit Hours)
This course examines the history, functions, and processes of corrections. The primary focus is institutional corrections and its evolution based on philosophies of retribution, deterrence, incapacitation, and rehabilitation. The role and influence of community correctional practices and policy on institutional corrections are also covered.
IAI code: CRJ911
Course equivalencies: ACCRJ 204 / CJC 204
Outcomes:
Students will be able to identify and describe the role of institutional corrections in society and the criminal justice system and articulate the connection between theories regarding criminality and the purposes of incarceration that have historically guided and continue to guide American correctional practice historically and currently

ACECO 201 Microeconomics (3 Credit Hours)
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
IAI code: S3 902
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures and how prices, household incomes, and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ACECO 202 Macroeconomics (3 Credit Hours)
This course is an introduction to national product, its components, money and the real sectors, and business fluctuations.
IAI code: S3 901
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
Students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal, and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

ACENG 110 Interpreting Literature (3 Credit Hours)
This is a foundational course in literary studies requiring students to read closely and analyze carefully a representative variety of prose, poetry, and drama, master key literary and critical terms, and explore a variety of core critical approaches to the analysis and interpretation of literature.
IAI code: H3900
Course equivalencies: ACENG 110 / UCLR 100
Outcomes:
Students will understand the structure and techniques of different literary forms and will be able to analyze the content of literary works with respect to the authors' purposes and meaning

ACENG 220 Introduction to Rhetoric: Classical & Contemporary (3 Credit Hours)
This course emphasizes the relevance of classical disputes for understanding current controversies over the nature and function of discourse. We will study several definitions of rhetoric, including rhetoric as "the art of persuasion," as the available means of persuasion, as identification, and others. Enrollment Conditions: Practical tools and theoretical methods will strengthen your skills in critical thinking, persuasive reasoning, and logical reasoning.
Course equivalencies: ACENG 220 / COMM 220

ACENG 271 Exploring Poetry (3 Credit Hours)
This class offers you the opportunity to become proficient in close reading and critical analysis of poetry with different styles, and from several different periods.
Knowledge Area: Tier 2 Literary Knowledge
IAI code: H3903
Course equivalencies: ENGL 271/ACENG 271
Outcomes:
practicing the skill of close reading & developing annotation strategies for literary texts; mastering key literary terms and integrating them into your own analyses of literature; placing the poems we read in conversation with their historio-political contexts; using different literary theoretical lenses to ask new questions of our texts; articulating [explaining/stating] your interpretations: in class, on tests, and for written assignments

ACENG 273 Exploring Fiction (3 Credit Hours)
Exploring Fiction focuses on reading and analysis of fiction, especially short stories and novels, from a variety of periods, while examining and applying key approaches to determining literary meaning, form and value.
Knowledge Area: Tier 2 Literary Knowledge
IAI code: H3901
Course equivalencies: ENGL 273/ACENG 273
Outcomes:
1) Critically analyze fiction, especially short stories and novels, from a variety of periods, and apply a narrative theory approach to literary interpretation; 2)Interpret literary texts within various contexts - biographical, social, political, aesthetic, etc

ACENG 274 Exploring Shakespeare (3 Credit Hours)
This course focuses on the dramatic works of Shakespeare as literature and as theatre, covering at least three of the four genres (comedy, history, tragedy, romance). The class experience includes attendance at and discussion of performances of the Chicago Shakespeare Theater.
IAI code: H3 905
Course equivalencies: ACENG 274 / ENGL 274
Outcomes:
Students will be able to demonstrate understanding of the theatrical works of Shakespeare, such elements of drama as plot, character, theme, imagery, and verse forms, and the personal, political, and theatrical world in which Shakespeare lived and worked

ACENG 276 Writing the Self (3 Credit Hours)
In this course, we will study nonfiction prose from a range of times and places. To focus our studies, we will investigate how a wide variety of authors have used writing to express, explore, and create a sense of self. When sharing their lives with an audience of readers, how do these authors navigate the territory between the private and public spheres, between internal experience and external reality, between self and environment? To answer this question, we will read a variety of nonfiction forms including diaries, essays, autobiographies, and graphic memoirs. Throughout the course, we will discuss issues of literary meaning, form, and value.
IAI code: H3 904
Course equivalencies: ACENG 276 / ENGL 290
Outcomes:
Upon completion of this course, students will have demonstrated inquiry and pursue self-directed learning, mastered key literary terms, read for comprehension, read for analysis, and argued for literary interpretation

ACENG 282 African American Literature (3 Credit Hours)
This course focuses on the development of the African American literary tradition, including analysis of historic and contemporary themes. Readings may cover any time period in African American literature through the present.
IAI code: H3910D
Course equivalencies: ENGL 282 / ACENG 282
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ACFNA 100 Art and Visual Culture (3 Credit Hours)
A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) as they transmit cultural traditions and humanistic and aesthetic values. Examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art.
IAI code: F2 900
Course equivalencies: X - ACFNA 100 / FNAR 199
Outcomes:
1) Introduce students to an appreciation of the visual arts through an inter cultural, social/historical approach; 2) Emphasize the nature of the creative process, integrating a study of the conceptual principles, with methods and materials which influence artistic critical thinking, problem solving, exploration, and discovery

ACFNA 105 Western Art: Renaissance to Modern (3 Credit Hours)
A general survey which explores the development of art in Western culture from the Renaissance to modern art in the twentieth century.
IAI code: F2 901
Course equivalencies: ACFNA 105 / FNAR 201
Outcomes:
Students will be able to demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of art in relation to their cultural, social, and historical contexts; Students acquire the skills to critically analyze the relationships between various art forms and their relation to historical cultures

ACFNA 112 Foundation Studio: Two Dimensional Design (3 Credit Hours)
This course explores the fundamental organizational systems of intentional visual expression through purposeful making of, and critical response to, traditional design concepts. The elements of art and the principles of design will be experienced through a range of media both tactile and digital, with emphasis on spatial perception, color theory, and visual communication.
IAI code: ART 907
Course equivalencies: FNAR112/ACFNA112
Outcomes:
Students will recognize and experience the core concepts and practices of visual communication through hands-on exercises and projects addressing observation and perception, composition, transformation and manipulation of the picture plane, sequence and narrative, and the physical and communicative properties of pigment and color; Students will manipulate various media to produce intentional spatial effects and use design methods, including scale, perspective, and composition, to guide a viewer's understanding of, and reaction to, visual information on a two-dimensional surface; Students will further engage these concepts through critical examination of images, texts, and objects representing a wide array of contemporary and historical visual culture; Students will demonstrate understanding of visual and linguistic design vocabulary and an awareness of professional design practices through self-assessment and group critique

ACHIS 101 Western Civilization to the 17th Century (3 Credit Hours)
This course traces the early development of Western civilization from the ancient Near East, Greece and Rome, the medieval civilization(s), and the European Renaissance and Reformation.
IAI code: S2 902
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline, be able to place Judaism, Christianity, and Islam in historical context, explain the expansion of the West, and develop critical thinking and communications skills

ACHIS 102 Western Civilization from the 17th Century (3 Credit Hours)
This course traces the development and of western civilization and its global impact from the seventeenth century to the present.
IAI code: S2 903
Course equivalencies: ACHIS 102 / HIST 102
Outcomes:
Students will gain an understanding of history as a discipline and develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world

ACHIS 104 Introduction to Global History since 1400 (3 Credit Hours)
This course surveys the history of the world since 1400 by introducing students to the origins of diverse people and the intellectual, social, political, and economic developments of their societies to the present.
IAI code: S2913N
Course equivalencies: HIST / ACHIS 104
Outcomes:
Students will gain an understanding of history as a discipline; differentiate intellectual, social, political, and economic aspects between and among diverse people and their societies; place contemporary global issues within their historical contexts; and develop critical thinking and communications skills

ACHIS 201 US History to 1865 (3 Credit Hours)
This course is an introduction to the history of the United States from the colonial era through the Civil War.
IAI code: S2 900
Course equivalencies: HIST201/HIST111/ACHIS201
Outcomes:
Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery

ACHIS 202 US History since 1865 (3 Credit Hours)
This course is an introduction to the history of the United States from the Civil War to the present.
IAI code: H2 905; S2901
Course equivalencies: HIST202/HIST112/ACHIS202
Outcomes:
Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society

ACHIS 220 Introduction to Mexican American History (3 Credit Hours)
This course surveys of the history of Mexicans and Mexican Americans in the United States, examining their social, political, and economic contributions to the history of the U.S. from the 15th century to the present.
IAI code: S2 923D
Outcomes:
Analyze pre-Columbian societies, European colonization, and Mexican migration; synthesize various interpretations and sources; situate Mexican American history past, present, and future

ACINF 247 Introduction to Information Systems (3 Credit Hours)
This course is an introduction to using information technology to support business processes.
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Students will understand the purpose and composition of information systems and develop expertise in the use of information technology to develop business spreadsheets and database applications

ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues (3 Credit Hours)
The foundational course in science is predicated on the view that understanding environmental issues and their underlying scientific principles will occupy a central role in our students' lives and will be critical in their development as informed and participating members of society. The overarching strategy of the course will be to frame environmental science in terms of a series of interacting systems to allow students to analyze a variety of environmental issues.
IAI code: LP 900
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
1) Exhibit knowledge of the nature of the four Earth systems; 2) Draw inferences from evidence, constructing testable and falsifiable hypotheses and analyzing data; 3) Understand the role of energy and thermodynamics in ecosystems; 4) Understand and describe important cycles in nature

ACISC 102 Environmental Processes, Challenges, and Methods (4 Credit Hours)
This course examines scientific issues underlying a series of significant threats to the planet. These include the loss of biodiversity, ensuring access to a stable supply of food and water for all of the Earth's inhabitants, climate change, and the demands for energy and other resources. Students will also investigate possible responses to these planetary threats.
IAI code: LP 901L
Outcomes:
Students will understand the nature of contemporary environmental challenges, both as scientific and social problems

ACMAT 100 Fundamentals of Math (3 Credit Hours)
This course focuses on the foundations of algebra. Topics include the real number system operations, variable expressions, linear equations and inequalities, graphing linear equations in two variables, slope and equations of a line, exponents and polynomials, applications of proportion, percent, and the use of formulas to develop problem-solving skills.
Course equivalencies: ACMAT100/MATH100
Outcomes:
Students will evaluate variable expressions; Students will solve and graph linear equations in two variables; Students will apply ratios and proportions

ACMAT 117 Precalculus I (3 Credit Hours)
Pre-requisites: "C-" or better in ACMAT 100 or by test placement
This course covers algebraic topics ranging from functions and their applications to complex numbers to inverse functions to the fundamental theorem of algebra.
Course equivalencies: ACMAT 117/MATH 117
Outcomes:
Students who plan to study calculus will obtain the algebraic background needed to enroll in precalculus

ACMAT 118 Precalculus II (3 Credit Hours)
Pre-requisites: "C-" or better in ACMAT 117 or required score on placement test
This course is a continuation of MATH 117 focusing on exponential, logarithmic, trigonometric, and inverse trigonometric functions, their graphs, and their properties. Techniques for solving equalities involving these functions are examined. Trigonometric identities, sum and difference formulas, double and half-angle formulas, the Laws of Sines and Cosines, and polar coordinates are also considered.
Course equivalencies: MATH 118/ ACMAT 118
Outcomes:
Students will build and improve their skills in algebra and pre-calculus topics in order to be able solve a variety of problems; The content and the strategies students will learn will prepare them to be successful in Calculus and courses beyond; Students will frequently be asked to express their mathematical thinking orally and in writing by working in groups and explaining their work

ACMAT 161 Calculus I (4 Credit Hours)
A traditional introduction to differential and integral calculus. Functions, limits, differentiation, the Intermediate Value Theorem, curve sketching, optimization problem, related rates, definite and indefinite integrals, the Fundamental Theorem of Calculus, logarithm and exponential functions, applications to the natural and social sciences. Restricted to Arrupe students. Students are eligible to enroll in the course upon successful completion of ACMAT 118 or by math placement exam.
IAI code: M1900-1
Course equivalencies: ACMAT 161/MATH 161
Outcomes:
Students will obtain the background needed to enroll in Calculus II; This course satisfies the quantitative literacy requirement of the core curriculum

ACMAT 162 Calculus II (4 Credit Hours)
Pre-requisites: A grade of C- or higher in ACMAT 161; math placement exam
This course is a continuation of ACMAT 161, Calculus I.
IAI code: M1900-2
Course equivalencies: ACMAT 162/MATH 162
Outcomes:
1) Select and apply appropriate models and integration techniques to solve problems involving algebraic and transcendental functions; these problems will include but are not limited to applications involving volume, arc length, surface area, force and work; 2) Recognize and implement appropriate techniques to integrate trigonometric functions and apply trigonometric substitutions to solve integrals; 3) Decompose a rational integrand using partial fractions; 4) Evaluate proper and improper integrals using various integration techniques: 5) Determine convergence of improper integrals with discontinuities in their domain or infinite limits of integration; 6) Apply basic anti-differentiation techniques to selected problems arising in various fields such as physical modeling, economics and population dynamics; 7) Find general solutions to basic differential equations and analytical solutions to separable differential equations; 8) Find solutions of various kinds of differential equations using Direction Fields and Euler's Method; 9) Develop the algebra associated with vectors in both two and three dimensions and define two fundamental operations for vectors: the dot product and the cross product; 10) Develop equations for lines and planes in space and explore their properties and uses; 11) Apply familiar single-variable function properties (domain, graphs, limits, continuity and derivatives) to multivariable functions; 12) Find maximum and minimum values of multivariable functions using partial derivatives; 13) Identify the Directional Derivatives and the gradient of a multivariable function

ACPHI 130 Philosophy and Persons (3 Credit Hours)
This course examines the way philosophy looks for fundamental characteristics that identify life as a properly human life, asks about its ultimate meaning or purpose, and raises questions about what counts as a good life.
IAI code: H4 900
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to explain a claim to truth, to explain theories of value in human life, and to describe theories of the metaphysical nature of human persons

ACPHI 205 The Person and Society (3 Credit Hours)
A contemporary look at the origins of social problems, democracy movements (both domestic and international), and the role of government in society.
IAI code: H4 901
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will understand the moral bases of social activity and have the ability to relate individual responsibilities with life in a society

ACPHI 274 Logic (3 Credit Hours)
Study of the rules of judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements is included. Logical analysis is applied to problems dealing with knowledge of reality.
IAI code: H4 906
Course equivalencies: PHIL 174/PHIL 274/ACPHI 274
Outcomes:
Students will be able to formally analyze, evaluate, and demonstrate the various aspects of argumentation

ACPHI 281 Ethics (3 Credit Hours)
This course is a general introduction to ethics and moral philosophy.
IAI code: H4 904
Course equivalencies: PHIL 181 / PHIL 281 /ACPHI 281
Outcomes:
Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision making and ethical questions that arise in everyday life

ACPHI 284 Society, Justice, and Health Care (3 Credit Hours)
A study of the role of ethics and moral reasoning in healthcare contexts. Emphasis is placed on identifying ethical issues that arise in a variety of contemporary healthcare settings and in critically applying ethical theories and concepts to respond to health care and medical issues.
IAI code: H4907
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will gain skills in ethical questioning, reasoning, and application, with an emphasis on the intersection of healthcare practice and broader social, political, and legal issues

ACPOL 101 American Government and Citizenship (3 Credit Hours)
This course examines American national government and politics, including institutions, group and electoral processes, and public policy. An underlying theme throughout the course identifies the rights and responsibilities of citizens within the American political system.
IAI code: S5 900
Course equivalencies: ACPOL 101 / PLSC 101
Outcomes:
Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of US political institutions

ACPOL 200 Introduction to Political Thought (3 Credit Hours)
An introduction to political thought, covering the principal ideas, controversies, and institutions of political society. Authors covered include Plato, Machiavelli, Locke, Hobbes, and Marx.
IAI code: PLS913
Course equivalencies: ACPOL 200 / PLSC 100
Outcomes:
Students will be able to demonstrate an understanding of major approaches to the normative study of politics, to identify the assumptions underlying philosophical arguments, and to critically assess different theories of political justice

ACPOL 202 International Relations (3 Credit Hours)
Competing perspectives on international politics and global issues such as North-South relations, human rights, war and peace, population growth, and environmentalism.
IAI code: S5 904
Course equivalencies: ACPOL 202 / PLSC 102
Outcomes:
Students will be able to demonstrate an understanding of the main approaches to the study of international politics and to analyze and assess such major substantive issues as interstate war, terrorism, arms control, international political economy, and sustainable development

ACPOL 205 Power, Rap Music, and Urban America (3 Credit Hours)
By focusing on rap music and urban American society since the 1960s, this course delves into the social scientific analysis of race, gender, socioeconomic status, and other identities.
IAI code: S9902D
Outcomes:
Derive a balance of the (1) concepts, (2) theories, (3) methods, and (4) conclusions of Political Science and Sociological inquiry; gain proficiency in reading, writing, and verbal communication within the disciplinary frameworks of Political Science and Sociology and gain proficiency in combining the frameworks for an interdisciplinary approach; identify, analyze, and question the political and sociological impact of race, ethnicity, socioeconomic status, and gender in urban American society; examine the political and social impact of Hip Hop culture (and rap music) in urban American society and the ethical issues contained; develop the academic skills needed for future social science and behavioral science courses including examining peer-reviewed scholarship, examining multimedia content, and producing technical, social scientific research projects related to political and social questions and problems

ACPSY 201 General Psychology (3 Credit Hours)
Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, and biological and social aspects of behavior.
IAI code: S6 900
Course equivalencies: ACPSY 201 / PSYC 101
Outcomes:
Students will master basic concepts and key theories and learn to apply them to real-world situations

ACPSY 273 Developmental Psychology (3 Credit Hours)
Survey of theory and research relevant to human growth and development with emphasis on physical, cognitive, and social development from infancy through adolescence.
IAI code: S6 902
Course equivalencies: ACPSY273/PSYC273
Outcomes:
Students will demonstrate understanding of basic theory and research in human development, and will develop skills in critical examination of psychological research as applied to current issues in human development

ACPSY 275 Social Psychology (3 Credit Hours)
Pre-requisites: ACPSY 201
This course is an introduction to the field of social psychology, which seeks to understand human behavior by viewing it within its social and cultural context.
IAI code: PSY908
Course equivalencies: ACPSY 275 / PSYC 275
Outcomes:
Students will be able to demonstrate understanding of cultural and social group differences, which is critical to the development of inter-cultural understanding and the reduction of inter-group (or inter-cultural) conflict

ACPSY 280 Abnormal Psychology (3 Credit Hours)
Pre-requisites: ACPSY 201 General Psychology
Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.
IAI code: PSY905
Course equivalencies: X-CPSY333/PSYC331/ACPSY280
Outcomes:
Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of mental disorders, factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues

ACSTA 103 Introduction to Statistics (4 Credit Hours)
This course provides an introduction to statistical reasoning and techniques in descriptive and inferential statistics and their applications. All foundational mathematics topics necessary for college level Statistics will be reviewed and reinforced throughout the course. Topics will include: data collection processes (observational studies, experimental design, sampling techniques, bias), descriptive methods using quantitative and qualitative data, bivariate data, correlation, least squares regression, probability theory, probability distributions (normal distributions and normal curve, binomial distribution), confidence intervals, hypothesis tests using p-values.
IAI code: M1902
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will develop the skills necessary to compute, compare and analyze numbers; obtain a background in the fundamentals of descriptive and inferential statistics; develop the skills necessary to analyze graphs and data sets; develop the algebra skills necessary to calculate descriptive statistics measurements; and explain the use of data sets and statistics as tools to reach reasonable conclusions

ACTHE 101 Introduction to Christian Theology (3 Credit Hours)
This course is an introduction to reflection on and analysis of the Christian theological tradition.
Course equivalencies: ACTHE 101 / THEO 100
Outcomes:
Students will be able to demonstrate understanding of the tasks of Christian theology in its efforts to understand the human situation from the perspective of faith, various challenges to theology in the contemporary world, and will focus on one or more current theological issues

ACTHE 107 Introduction to Religious Studies (3 Credit Hours)
This course is an introduction to the contemporary field of religious studies.
IAI code: H5 900
Course equivalencies: THEO170 / THEO270 / ACTHE 107
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

ACUNI 101 First Year Seminar (1 Credit Hour)
This course introduces students to college life, especially that of an Arrupe student. The course focuses on Ignatian spirituality, community building, goal setting and attainment, academic success strategies, and task initiation.
Course equivalencies: UNIV101 / ACUNI 101

ACUNI 102 Academic Success Strategies (1 Credit Hour)
Designed to strengthen students' academic skills so that they can become more effective learners. By completing class readings and participating in class discussions and activities, students will learn and practice relevant and productive study strategies. Additionally, students will reflect on the motivations, achievements, and obstacles they encounter while working to become more successful students.
Outcomes:
Time management, motivation maintenance, study skills, and college resources

ACUNI 103 Career Exploration and Attainment (0 Credit Hours)
This course focuses on career exploration, development, and attainment. Students will identify their professional aptitudes and interests, develop their professional network, and hone their interviewing skills.
Outcomes:
1) Identify and evaluate career options based on aptitude and interests; 2) Identify and prioritize short-term and long-term steps for pursuing one or more careers of interest; 3) Use standard resume format; select and describe relevant educational, employment, and extracurricular experiences to demonstrate suitability for a specific position; 4) Develop an elevator pitch; 5) Use the STAR method to answer interview questions (STAR = Situation; Task; Action; Result)

ACUNI 104 College Transfer Seminar (0 Credit Hours)
This course is designed to help prepare first year students in identifying appropriate transfer institutions to apply to in the following fall and spring.
Outcomes:
Students will identify transfer institutions; Understand direct and indirect costs of attending college; Prepare their transfer applications; Identify support services at the senior institution

ACUNI 201 A Journey in the Spirit of Ignatius (1 Credit Hour)
The purpose of the sophomore seminar is to provide students with the opportunity to utilize Ignatian values and reflective practices to identify their values, accomplishments and future personal, academic and or professional goals. Restricted to Arrupe Sophomores.
Outcomes:
Students will reflect upon how Ignatian values connect to their personal experiences and how they see themselves becoming persons for others

ACWRI 105 College Writing I (3 Credit Hours)
College Writing I is designed to help first-year Arrupe students understand and meet college expectations for writing. Students will complete at least four polished papers during this course. Activities will also include informal writing, invention exercises, and responding to peer and instructor feedback. At least 60% of the final grade will be based on formal, graded writing assignments.
IAI code: C1900
Outcomes:
Students will demonstrate an effective process for invention, drafting, and revision to produce polished academic work; communicate using written modes appropriate to audience and purpose; and analyze, synthesize, and evaluate texts

ACWRI 110 College Writing II (3 Credit Hours)
Pre-requisites: ACWRI 105
College Writing II is designed to help first-year Arrupe students understand and meet college expectations for writing. Students will complete at least three polished papers, including a long final paper that requires documented, multi-source writing. Activities will also include informal writing, invention exercises, information literacy instruction, and responding to peer and instructor feedback. At least 60% of the final grade will be based on formal, graded writing assignments.
IAI code: C1901R
Course equivalencies: ACWRI 110 / UCWR 110 / UCWR109
Outcomes:
In College Writing II, students will continue to practice and strengthen their writing process, including invention, drafting, and revision; Additionally, students will demonstrate skills needed in the research process, including finding, evaluating, and integrating material from reliable sources

Business Administration (AA)

To earn an A.A. in Business administration, you must complete at least 62 credit hours and complete all the Core requirements. Additionally, you must complete Business Administration coursework, including pre-calculus and accounting courses. This degree prepares you to study Accounting or Business Administration at a four-year institution.

Related Programs

Major

- Social and Behavioral Sciences with a Concentration in Political Science (AA) (p. 48)

Combined

- Liberal Arts (AA) + Bilingual/Bicultural Education (BSEd) (p. 36)

Curriculum

Required Courses for Business Administration

A.A. Business Administration

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACECO 201	Microeconomics [1]	3
ACECO 202	Macroeconomics [1]	3
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACSTA 103	Introduction to Statistics	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
A.2 Arrupe Core Requirements		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration		
ACACT 201	Introductory Accounting I [2]	3
ACACT 202	Introductory Accounting II	3
ACMAT 100	Fundamentals of Math (or Elective)	3
ACMAT 117	Precalculus I	3
ACMAT 118	Precalculus II	3
Total Hours		**63**

[1] It is recommended that you do not take both ACECO 201 and ACECO 202 at once.

[2] ACMAT 117 is a co-requisite for ACACT 201, meaning that you must take ACMAT 117 *before* or *at the same time* as ACACT 201.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
ACMAT 100	Fundamentals of Math	3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**13**
Spring		
ACWRI 110	College Writing II	3
ACMAT 117	Precalculus I	3
ACACT 201	Introductory Accounting I	3
Arrupe CORE [1]		3-4
	Hours	**13**
Summer		
ACMAT 118	Precalculus II	3
Arrupe CORE [1]		3
	Hours	**6**
Year 2		
Fall		
ACACT 202	Introductory Accounting II	3
Arrupe CORE [1]		3-4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**13**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**6**
	Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic
- ACPHI 281 Ethics
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies
- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Business Administration concentration, you will:

- You will demonstrate fundamental knowledge in the foundational business areas of accounting and economics through summative assessments and final projects.

Liberal Arts (AA) + Bilingual/ Bicultural Education (BSEd)

Dual enrollment programs are based on agreements between Arrupe and another Loyola college. In addition to earning an A.A. from Arrupe, you begin taking courses at another college while still working toward your A.A. After graduating with an A.A. in 2 years, you earn a bachelor's degree in 2-3 years from another Loyola college.

Related Programs

Major

- Liberal Arts with a Concentration in Communication (AA) (p. 37)
- Liberal Arts with a Concentration in English (AA) (p. 39)

Curriculum

Liberal Arts (AA) + Bilingual/Bicultural Education (B.S.Ed.)

A.A. Liberal Arts: Pre-Education concentration

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACFNA 105	Western Art: Renaissance to Modern	3
or ACFNA 100	Art and Visual Culture	
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics	4
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
CIEP 206	Children's Literature	3
A.2 Arrupe Core Requirement		
ACPHI 205	The Person and Society	3
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
A.3 Concentration (19 cr taken at Arrupe)		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
Total Hours		**67**

Notes

- Students who pursue the Pre-Education pathway at Arrupe will earn an A.A. in Liberal Arts
- In addition to coursework at Arrupe, they take TLSC courses through the School of Education
- Students who successfully complete this associate's degree at Arrupe may pursue the 2 year + 2 year degree pathway to earn a bachelor's degree in bilingual education from the School of Education.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

Liberal Arts with a Concentration in Communication (AA)

To earn an A.A. in Liberal Arts, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Communication.

Related Programs

Major

- Liberal Arts with a Concentration in English (AA) (p. 39)
- Liberal Arts with a Concentration in History (AA) (p. 41)

Curriculum

To earn an A.A. in Liberal Arts, you must complete at least 63 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Communication.

Liberal Arts Core Requirements

A.A. Liberal Arts

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 37)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
A.3 Concentration and Electives		
LBAR students can concentrate in English (2 courses), History (2 courses), Communication (2 courses), or pre-STEM (2 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**63**

[1] Pre-STEM students must take Calculus I; other LBAR students choose Statistics or Calculus I.

[2] Students may apply ACCOM 274 in the core OR in the pre-major; they may not apply it in both.

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Liberal Arts)

Liberal Arts Pre-Major Requirements

Effective Fall 2018

Code	Title	Hours
Select two of the following:		6
ACCOM 200	Communication and New Media	
ACCOM 201	Introduction to Communication	
ACCOM 274	Introduction to Cinema	
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Social and Behavioral Science Core Elective (p. 37) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3`]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 3 [3]		3
Elective 4 [3]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Communication concentration, you will:

1.

- Develop competency and depth in interpreting the themes and content in introductory media courses.

Liberal Arts with a Concentration in English (AA)

To earn an A.A. in Liberal Arts, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in English.

Related Programs

Major

- Liberal Arts with a Concentration in Communication (AA) (p. 37)
- Liberal Arts with a Concentration in Pre-STEM (AA) (p. 43)

Curriculum

Liberal Arts Core Requirements

A.A. Liberal Arts

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics [1]	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 39)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
LBAR students can concentrate in English (2 courses), History (2 courses), Communication (2 courses), or pre-STEM (2 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**63**

[1] Pre-STEM students must take Calculus I; other LBAR students choose Statistics or Calculus I.

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3

ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Liberal Arts)

Liberal Arts Pre-Major Requirements

Code	Title	Hours
ACENG 200-Level Course		3
ACENG 200-Level Course		3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Social and Behavioral Science Core Elective (p. 39) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 3 [3]		3
Elective 4 [3]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.

4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the English concentration, you will:

- Explore the rich variety of literature written in different times and places.

Liberal Arts with a Concentration in History (AA)

To earn an A.A. in Liberal Arts, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in History.

Related Programs

Major

- Liberal Arts with a Concentration in Communication (AA) (p. 37)
- Liberal Arts with a Concentration in English (AA) (p. 39)

Curriculum

Liberal Arts with a Concentration in History (AA)

A.A. Liberal Arts

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics [1]	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 41)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
LBAR students can concentrate in English (2 courses), History (2 courses), Communication (2 courses), or pre-STEM (2 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**63**

[1] Pre-STEM students must take Calculus I; other LBAR students choose Statistics or Calculus I.

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Liberal Arts)

Liberal Arts Pre-Major Requirements

Code	Title	Hours
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Social and Behavioral Science Core Elective (p. 41) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3`]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 3 [3]		3
Elective 4 [3]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate

responses that respect and promote the welfare of all beings in global and intersectional[2] communities.

6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the History concentration, you will:

- Develop competency and depth in interpreting the themes and content presented in western civilization and U.S. history courses.

Liberal Arts with a Concentration in Pre-STEM (AA)

To earn an A.A. in Liberal Arts, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Pre-STEM.

Related Programs

Major

- Liberal Arts with a Concentration in Communication (AA) (p. 37)

Combined

- Liberal Arts (AA) + Bilingual/Bicultural Education (BSEd) (p. 36)

Curriculum

Liberal Arts with a Concentration in Pre-STEM (AA)

A.A. Liberal Arts

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACMAT 161	Calculus I	4
or ACSTA 103	Introduction to Statistics	
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Select one of the following:		7
ACISC 101 & ACISC 102	Interdisciplinary Science: Scientific Basis of Environmental Issues and Environmental Processes, Challenges, and Methods	
ACBIO 101 & ACCHM 101 & ACBIO 111 & ACCHM 111	General Biology I and General Chemistry I and General Biology I Lab and General Chemistry Lab I [2]	
Social and Behavioral Science Core Elective (p. 43)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
LBAR students can concentrate in English (2 courses), History (2 courses), Communication (2 courses), or pre-STEM (2 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Select one of the following:		3
Elective 1		
ACMAT 100	Fundamentals of Math	
Elective 2		3
Elective 3		3
Total Hours		**63**

[1] Pre-STEM students must take Calculus I; other LBAR students choose Statistics or Calculus I.

[2] Students must take ACBIO 111 and ACCHM 111 as co-requisites to ACBIO 101 and ACCHM 101, respectively. The natural sciences core requirement will be met as long as a student passes either ACBIO 111 or ACCHM 111.

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3

ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Liberal Arts)

Liberal Arts Pre-Major Requirements

Code	Title	Hours
ACMAT 117	Precalculus I	3
ACMAT 118	Precalculus II	3
Select one of the following:		3
Elective 1		
ACMAT 100	Fundamentals of Math	
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		4
Arrupe CORE [1]		3
Social and Behavioral Science Core Elective (p. 43) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3`]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 3 [3]		3
Elective 4 [3]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate,

articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.

5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Pre-STEM concentration, you will:

- Start the Calculus sequence, which sets you up for many different pathways in higher education or careers.

Social and Behavioral Sciences (AA) + Nursing (BS)

Dual enrollment programs are based on agreements between Arrupe and another Loyola college. In addition to earning an A.A. from Arrupe, you begin taking courses at another college while still working toward your A.A. After graduating with an A.A. in 2 years, you earn a bachelor's degree in 2-3 years from another Loyola college.

Related Programs

Major

- Social and Behavioral Sciences with a Concentration in Criminal Justice (AA) (p. 46)
- Social and Behavioral Sciences with a Concentration in Psychology (AA) (p. 50)

Curriculum

Social & Behavioral Sciences: Pre-Nursing Concentration

A.A. Social & Behavioral Sciences: Pre-Nursing Concentration

Code	Title	Hours
A.1 GECC Core Requirements		
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACPHI 130	Philosophy and Persons	3
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACBIO 101	General Biology I	3
ACCHM 101	General Chemistry I	3
ACBIO 111	General Biology I Lab	1
or ACCHM 111	General Chemistry Lab I	
ACSTA 103	Introduction to Statistics	4
ACPSY 201	General Psychology	3
ACPOL 101	American Government and Citizenship	3
A.2 Arrupe Core Requirement		
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
ACPHI 281	Ethics	3
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
A.3 Concentration (6 cr taken at Arrupe)		
ACPSY 273	Developmental Psychology	3
ACPSY 275	Social Psychology	3
or ACPSY 280	Abnormal Psychology	
A.3 Concentration (10 cr taken at Niehoff School of Nursing)		
GNUR 157	Human Anatomy and Physiology I Theory	3
GNUR 157L	Human Anatomy and Physiology I Lab	1
GNUR 158	Human Anatomy and Physiology II Theory	3
GNUR 158L	Human Anatomy and Physiology II Lab	1
GNUR 102	Introduction to Professional Nursing Practice	1
GNUR 230	Success in Nursing I	1
Total Hours		**64**

Notes:

- Students who pursue the Pre-Nursing pathway at Arrupe will earn an A.A. in Social & Behavioral Sciences with a concentration in Psychology. In addition to coursework at Arrupe, they take GNUR courses through the Niehoff School of Nursing.
- Students who successfully complete this associate's degree at Arrupe may pursue the 2 year + 3 year degree pathway to earn a bachelor's degree from the Niehoff School of Nursing.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACCHM 101	General Chemistry I	3
ACCHM 111	General Chemistry Lab I	1
ACSTA 103	Introduction to Statistics	4
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		3
	Hours	**15**
Spring		
ACWRI 110	College Writing II	3
ACBIO 101	General Biology I	3

ACBIO 111	General Biology I Lab	
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**6**
Year 2		
Fall		
ACPSY 201	General Psychology	3
GNUR 157	Human Anatomy and Physiology I Theory	3
GNUR 157L	Human Anatomy and Physiology I Lab	1
GNUR 230	Success in Nursing I	1
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACPSY 273	Developmental Psychology	3
GNUR 158	Human Anatomy and Physiology II Theory	3
GNUR 158L	Human Anatomy and Physiology II Lab	1
GNUR 102	Introduction to Professional Nursing Practice	1
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Summer		
ACPSY 275 or ACPSY 280	Social Psychology or Abnormal Psychology	3
	Hours	**3**
	Total Hours	**64**

[1] Arrupe Core Choices:
- ACCOM 101 Public Speaking and Critical Thinking
- ACPHI 130 Philosophy and Persons
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACFNA 100 Art and Visual Culture or ACCOM 274 Introduction to Cinema
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

Social and Behavioral Sciences with a Concentration in Criminal Justice (AA)

To earn an A.A. in Social and Behavioral Sciences, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Criminal Justice.

Related Programs

Major

- Social and Behavioral Sciences with a Concentration in Political Science (AA) (p. 48)
- Social and Behavioral Sciences with a Concentration in Psychology (AA) (p. 50)

Curriculum

Social and Behavioral Sciences Core Requirements

A.A. Social & Behavioral Sciences

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101 or ACCOM 103	Public Speaking and Critical Thinking Business and Professional Speaking	3
ACENG 110	Interpreting Literature	3
ACFNA 100 or ACCOM 274	Art and Visual Culture Introduction to Cinema	3
ACHIS 101 or ACHIS 102	Western Civilization to the 17th Century Western Civilization from the 17th Century	3

or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 47)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
SBSC students (who are not earning a pre-Nursing concentration) can concentrate in Political Science (2 courses), Criminal Justice (2 courses), or Psychology (3 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Select one of the following:		3
Pre-Major Requirement 3		
Elective 1		
Select one of the following:		3
Pre-Major Requirement 4		
Elective 2		
Elective 3		3
Total Hours		**63**

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Social and Behavioral Sciences)

Behavioral and Social Science Pre-Major Requirements

SBSC students can choose from the three concentrations listed below.

Code	Title	Hours
ACCRJ 201	The Criminal Justice System	3
ACCRJ 204	Corrections	3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		3-4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		3
Arrupe CORE [1]		3-4
Social and Behavioral Science Core Elective (p. 47) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3]		3
Elective 3 [3]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3

Elective 4 [3]	3
Hours	**12**
Summer	
Arrupe CORE [1]	3
Elective 5 [3]	3
Hours	**6**
Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Criminal Justice concentration, you will:

- Develop competency and depth in understanding and interpreting the subject matter presented in introductory criminal justice and corrections courses.

Social and Behavioral Sciences with a Concentration in Political Science (AA)

To earn an A.A. in Social and Behavioral Sciences, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Political Science.

Related Programs

Major

- Social and Behavioral Sciences with a Concentration in Criminal Justice (AA) (p. 46)
- Social and Behavioral Sciences with a Concentration in Psychology (AA) (p. 50)

Curriculum

Social and Behavioral Sciences Core Requirements

A.A. Social & Behavioral Sciences

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3
or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	

ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 49)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
SBSC students (who are not earning a pre-Nursing concentration) can concentrate in Political Science (2 courses), Criminal Justice (2 courses), or Psychology (3 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Select one of the following:		3
Pre-Major Requirement 3		
Elective 1		
Select one of the following:		3
Pre-Major Requirement 4		
Elective 2		
Elective 3		3
Total Hours		**63**

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Social and Behavioral Sciences)

Behavioral and Social Science Pre-Major Requirements

SBSC students can choose from the three concentrations listed below.

Code	Title	Hours
ACPOL 200	Introduction to Political Thought	3
ACPOL 202	International Relations	3
Elective 1		3
Elective 2		3
Elective 3		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		3-4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		3
Arrupe CORE [1]		3-4
Social and Behavioral Science Core Elective (p. 49) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3]		3
Elective 3 [3]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 4 [3]		3
	Hours	**12**

Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		3-4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		3
Arrupe CORE [1]		3-4
Social and Behavioral Science Core Elective (p. 49) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3]		3
Elective 3 [3]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 4 [3]		3
	Hours	**12**
Summer		
Arrupe CORE [1]		3
Elective 5 [3]		3
	Hours	**6**
	Total Hours	**63**

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Political Science concentration, you will:

- Develop competency and depth in understanding and interpreting the subject matter presented in introductory political science and international relations courses.

Social and Behavioral Sciences with a Concentration in Psychology (AA)

To earn an A.A. in Social and Behavioral Sciences, you must complete at least 62 credit hours and complete all the Core requirements. In addition to completing Core requirements, you will choose an elective concentration in Psychology.

Related Programs

Major

- Social and Behavioral Sciences with a Concentration in Criminal Justice (AA) (p. 46)
- Social and Behavioral Sciences with a Concentration in Political Science (AA) (p. 48)

Combined

- Social and Behavioral Sciences (AA) + Nursing (BS) (p. 45)

Curriculum

Social and Behavioral Sciences Core Requirements

A.A. Social & Behavioral Sciences

Code	Title	Hours
A.1 GECC Core Requirements		
ACCOM 101	Public Speaking and Critical Thinking	3
or ACCOM 103	Business and Professional Speaking	
ACENG 110	Interpreting Literature	3
ACFNA 100	Art and Visual Culture	3
or ACCOM 274	Introduction to Cinema	
ACHIS 101	Western Civilization to the 17th Century	3

or ACHIS 102	Western Civilization from the 17th Century	
or ACHIS 104	Introduction to Global History since 1400	
ACISC 101	Interdisciplinary Science: Scientific Basis of Environmental Issues	3
ACISC 102	Environmental Processes, Challenges, and Methods	4
ACPHI 130	Philosophy and Persons	3
ACPOL 101	American Government and Citizenship	3
ACSTA 103	Introduction to Statistics	4
or ACMAT 161	Calculus I	
ACWRI 105	College Writing I	3
ACWRI 110	College Writing II	3
Social and Behavioral Science Core Elective (p. 51)		3
A.2 Arrupe Core Requirement		
ACPHI 281	Ethics	3
ACTHE 101	Introduction to Christian Theology	3
or ACTHE 107	Introduction to Religious Studies	
ACUNI 101	First Year Seminar	1
or ACUNI 102	Academic Success Strategies	
Select one of the following:		3
ACPHI 205	The Person and Society	
ACPHI 274	Logic	
ACPHI 284	Society, Justice, and Health Care	
A.3 Concentration and Electives		
SBSC students (who are not earning a pre-Nursing concentration) can concentrate in Political Science (2 courses), Criminal Justice (2 courses), or Psychology (3 courses). Remaining credit hours can be attained by completing any course listed in the Arrupe catalog granted the student meets the course's requisites.		
Pre-Major Requirement 1		3
Pre-Major Requirement 2		3
Select one of the following:		
Pre-Major Requirement 3		
Elective 1		
Select one of the following:		3
Pre-Major Requirement 4		
Elective 2		
Elective 3		3
Total Hours		**60**

Social and Behavioral Science Core Elective (A.1)

Classes listed below fulfill the SBSC Core Elective Requirement. Note: the course you choose cannot count as fulfilling both the SBSC Core Elective Requirement (A.1) and the Concentration and Elective requirement (A.3). So, for instance, students concentrating in Psychology must count ACPSY 201 General Psychology as fulfilling part of their Concentration and Elective requirement and choose a different class from this list to fulfill their SBSC Core Elective Requirement.

Code	Title	Hours
ACECO 201	Microeconomics	3
ACECO 202	Macroeconomics	3
ACHIS 101	Western Civilization to the 17th Century	3
ACHIS 102	Western Civilization from the 17th Century	3
ACHIS 104	Introduction to Global History since 1400	3
ACHIS 201	US History to 1865	3
ACHIS 202	US History since 1865	3
ACHIS 220	Introduction to Mexican American History	3
ACPOL 202	International Relations	3
ACPOL 205	Power, Rap Music, and Urban America	3
ACPSY 201	General Psychology	3

Required Courses for this Concentration (Social and Behavioral Sciences)

Behavioral and Social Science Pre-Major Requirements

SBSC students can choose from the three concentrations listed below.

Effective Fall 2015

Code	Title	Hours
ACPSY 201	General Psychology	3
ACPSY 200-Level Course		3
ACPSY 200-Level Course		3
Elective 1		3
Elective 2		3
Total Hours		**15**

Talk with your advisor to identify which electives are the best fit for your plan of study.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ACWRI 105	College Writing I	3
ACUNI 101	First Year Seminar	1
Arrupe CORE [1]		3-4
Arrupe CORE [1]		3
Arrupe CORE [1]		3
	Hours	**14**
Spring		
ACWRI 110	College Writing II	3
Arrupe CORE [1]		3
Arrupe CORE [1]		3-4
Social and Behavioral Science Core Elective (p. 51) [2]		3
	Hours	**13**
Summer		
Arrupe CORE [1]		3
Elective 1 [3]		3
	Hours	**6**
Year 2		
Fall		
Arrupe CORE [1]		3
Arrupe CORE [1]		3
Elective 2 [3]		3
Elective 3 [3]		3
	Hours	**12**
Spring		
Arrupe CORE [1]		3

Arrupe CORE [1]	3
Arrupe CORE [1]	3
Elective 4 [3]	3
Hours	**12**
Summer	
Arrupe CORE [1]	3
Elective 5 [3]	3
Hours	**6**
Total Hours	**63**

[1] Arrupe CORE includes courses noted below, which can be taken at any time based on preference and availability:

- ACCOM 101 Public Speaking and Critical Thinking or ACCOM 103 Business and Professional Speaking
- ACCOM 274 Introduction to Cinema or ACFNA 100 Art and Visual Culture
- ACENG 110 Interpreting Literature
- ACHIS 101 Western Civilization to the 17th Century or ACHIS 102 Western Civilization from the 17th Century or ACHIS 104 Introduction to Global History since 1400
- ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues
- ACISC 102 Environmental Processes, Challenges, and Methods
- ACMAT 161 Calculus I or ACSTA 103 Introduction to Statistics
- ACPHI 130 Philosophy and Persons
- ACPHI 205 The Person and Society or ACPHI 274 Logic or ACPHI 284 Society, Justice, and Health Care
- ACPHI 281 Ethics
- ACPOL 101 American Government and Citizenship
- ACTHE 101 Introduction to Christian Theology or ACTHE 107 Introduction to Religious Studies

[2] Social and Behavioral Science Core Elective includes any course noted below *that is not used to satisfy another requirement*:

- ACECO 201 Microeconomics
- ACECO 202 Macroeconomics
- ACHIS 101 Western Civilization to the 17th Century
- ACHIS 102 Western Civilization from the 17th Century
- ACHIS 104 Introduction to Global History since 1400
- ACHIS 202 US History since 1865
- ACHIS 220 Introduction to Mexican American History
- ACPOL 202 International Relations
- ACPOL 205 Power, Rap Music, and Urban America
- ACPSY 201 General Psychology

[3] Electives may include any courses not used to satisfy other academic requirements.

Learning Outcomes

1. Communication: You will communicate effectively, using written, oral, and visual modes appropriate to your audience and purpose.
2. Quantitative Reasoning: You will understand, analyze, and evaluate numerical data and use it to draw or evaluate conclusions.
3. Critical Thinking: You will analyze, synthesize, and evaluate diverse information, ideas, and perspectives in a contextually appropriate manner. You will demonstrate an awareness of your own thinking and decision-making processes, and their importance in academic and non-academic settings.
4. Ethical Reasoning: You will demonstrate historically grounded awareness of ethical concepts and frameworks. You will evaluate, articulate, and apply ethical reasoning in decision-making, showing awareness of the intersectional[2] and historical nature of the relationships/situations being studied.
5. Social Justice: You will reflect on social, political, and historical events, contexts, and norms that lead to injustice, and then articulate responses that respect and promote the welfare of all beings in global and intersectional[2] communities.
6. Diversity, Equity, and Inclusion: You will connect academic knowledge to lived experience in order to identify and critique how diverse thinkers[1] contribute to knowledge in and outside academia.

[1] "Diverse thinkers" refers to the many dimensions of human identity and experience as defined in intersectionality, below.

[2] Intersectionality addresses multiple contexts, such as gender, sexuality, race, class, culture, religion, and disability, with attention to power structures that have privileged some identities over others.

In the Psychology concentration, you will:

- Develop competency and depth in understanding and interpreting the subject matter presented in your general, developmental, social, and abnormal psychology courses.

College of Arts and Sciences

The College of Arts and Sciences (CAS) is the oldest, largest and most academically diverse of Loyola University Chicago's schools, colleges, and institutes. More than 150 years since its founding, the College's academic departments and interdisciplinary programs and centers span an array of intellectual pursuits, ranging from the natural and computational sciences to the humanities, the social sciences, and the fine and performing arts.

Our students and faculty are engaged internationally at our campus in Rome, Italy, as well as at dozens of University-sponsored study abroad and research sites around the world. Home to the departments that anchor the University's Core Curriculum, the College seeks to prepare all of Loyola's students to think critically, to engage the world of the 21st century at ever deepening levels, and to become caring and compassionate individuals. Our faculty, staff, and students view service to others not just as one option among many, but as a constitutive dimension of their very being. In the truest sense of the Jesuit ideal, our graduates strive to be "individuals for others."

For further information about the College of Arts and Sciences, please visit our website. (https://luc.us3.list-manage.com/track/click/?u=46dffeabe974efdc2b6fce2ac&id=a7649009c5&e=1cdbe2a3df)

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College of Arts and Sciences Academic Policies

Academic Advising in the College of Arts and Sciences

- Academic Advisors in First and Second Year Advising (FSYA) advise all first-year students and sophomores.
- Academic Advisors in the College of Arts and Sciences (CAS) Dean's Offices advise CAS juniors, seniors, and students who transferred to Loyola concerning: Core and College requirements, transfer credit; placement into math, English composition, or language courses; concerns about academic performance; academic probation and dismissal; taking a course overload (more than 18 credit hours in a regular semester) or dropping to part-time status (fewer than 12 credit hours); taking courses on a pass/no-pass or audit basis; repeating courses; late registration; Incomplete grades; dropping a class; progress toward graduation.

College Requirements

Writing Intensive Courses

Students should expect that nearly all of their courses will include a writing component. In addition, the college requirement for writing intensive sections is a means of strengthening the writing of all students throughout their years at Loyola.

Writing-intensive sections are designated courses taught with a special emphasis on writing. They are identified by a "W" in the section number. Students in these course sections will have a variety of writing assignments that will be integrated closely with the learning objectives of the course. Often, students will be able to complete their required writing-intensive courses within their chosen major(s) and minor(s). The purpose of these sections is to ensure students continue to cultivate writing skills as an essential component of education throughout their education at Loyola.

In order to graduate with a College of Arts and Sciences degree, students must complete three writing-related requirements *and* earn a C- or better in each writing intensive course in order for the requirement to be satisfied. These requirements include:

- UCWR 110 Writing Responsibly (three credit hours and a Core Curriculum requirement)
- Two writing-intensive sections (in different academic semesters)

Note: UCWR 110 must be taken in the freshman year and must be completed with a grade of "C-" or better before any additional writing-intensive section may be taken.

To ensure training in writing is spread throughout the undergraduate years, the program specifies that no more than one writing-intensive course per semester may be applied to this requirement.

Transfer students who have taken and passed (with a C- or higher) both semesters of a two-semester requirement in college composition at their previous institutions or who have taken a composition course that is equivalent to UCWR 110 are not required to take UCWR 110 at Loyola. Transfer students with 59 or fewer transfer credit hours (completed prior to matriculation) must take two writing-intensive sections during their undergraduate career at Loyola; transfer students with 60-89 transfer credit hours must take one writing-intensive section during their undergraduate career at Loyola; transfer students with 90 or more transfer credit hours are exempt from taking writing-intensive courses, although some required courses in some majors and minors may have a writing-intensive requirement built into the courses. For further information, transfer students should consult their primary academic advisor.

Language Competency

Competency in reading, writing, and speaking at the 102-level (second semester level) or higher in a language other than English is required for all students in the College of Arts and Sciences. Students may complete this requirement in one of two ways:

1. Earn college credit with a C- or better at the 102-level or above in a language (other than English) at Loyola or the equivalent in transfer credit from another college, or by an appropriate score on an Advanced Placement (AP) or International Baccalaureate (IB) examination:

- At Loyola, students may study any language offered through the Modern Languages and Literatures department or study Latin or Ancient Greek offered through the Classical Studies department. Placement examination (https://www.luc.edu/modernlang/exam.shtml/) and/or placement advising is available through the Modern Languages and Literatures department or Classical Studies department.
- If coursework in a language (e.g., Diné Bizaad, Korean, Croatian, etc.) is not offered at Loyola, a student may review eligibility and seek permission to take coursework at another college or university during the summer in accordance with the Policy on Prior Permission to Take Coursework at Other Universities (https://www.luc.edu/academics/catalog/undergrad/reg_permission.shtml/).
- Eligible scores on an AP exam or IB exam may award credit-by-exam (https://www.luc.edu/undergrad/academics/creditbyexam/) for language coursework. All AP or IB scores must be officially reported to Loyola by the testing agency.

OR

2. Demonstrate competency by passing a 102-level Language Competency Examination. Students are permitted to take only one language competency exam, and the exam may only be taken once. Multilingual students who wish to take a competency exam should request to take a language competency exam in the language they know best in reading, writing, and speaking.

For further details on fulfilling the language requirement, including a list of competency exams available, and language coursework please see here (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.luc.edu%2Fmodernlang%2Fplacementcompetency%2Fforeignlanguagecompetencyexam%2F&data=05%7C02%7Croconnell%40luc.edu%7C9525a7ab779c4e08970008dcc5d9b3a6%7C021f4fe32b9c48248378bbcf9ec5ac%7C0%7C0%7C638602786016879649%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLC%7C0%7C%7C%7C%7C&sdata=JwPPt8bJUOlKlW1gTWmCmy21Yt7wXXEaX1iRasBDCkw%3D&reserved=0).

General Electives

Students must complete at least 120 credit hours to graduate from Loyola. By definition, general electives are courses not used toward completing the major, minor, or Core requirements, and which students take to complete the graduation requirement of 120 credits. We encourage students to think of the knowledge, values, and skills you hope to gain in exploring a particular academic interest or in anticipation of a career after graduation. General electives also present an opportunity to broaden your liberal arts education, add to your skill set, or simply try a new subject for the joy of it.

Residency Requirement

In-residence hours refer to the course credit hours taken at any of the Loyola University Chicago campuses or the Rome Center, or taken from any of the Loyola-sponsored study abroad programs through the Office for International Programs.

Students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago.

University Core Curriculum and Engaged Learning Requirements

The University's Core Curriculum (p. 989) plays a key educational role in every Loyola student's undergraduate experience. Designed to provide both breadth and depth to a student's chosen program of study, the Core Curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors.

The Core introduces students to 10 central Knowledge Areas of university learning: artistic, historical, literary, quantitative, scientific, societal and cultural, philosophical, theological, religious studies, ethics, and written communication. To complete the Core Curriculum, students will take 16 courses across the ten Knowledge Areas. Two courses are required in six

of these areas (historical knowledge, literary knowledge and experience, scientific literacy, societal and cultural knowledge, philosophical knowledge, and theological and religious studies knowledge). Students will begin their studies in these six areas with a foundational (or Tier I) course that will introduce them to critical ideas and methods of analysis in that area. After completing a foundational course, students will have an array of options to further their studies by taking one of a variety of Tier II classes to pursue their particular interests in more depth. The other four Knowledge Areas (college writing, artistic knowledge and experience, quantitative analysis, and ethics) require one course for each.

Additionally, students will have the opportunity to apply their Loyola education to real-world experiences through the Engaged Learning requirement (p. 1000). This requirement may be satisfied by a course within the Core Curriculum, *or* in a student's major or minor, *or* through an elective course.

Students must earn a 2.00 overall cumulative GPA in Core Knowledge Areas and Engaged Learning courses. To calculate your cumulative Core GPA, use this GPA calculator (https://www.luc.edu/advising/gpa_calculator.shtml/).

College Major and Minor Requirements

Major Field of Study

In selecting a major, the student is encouraged to consult the appropriate chairperson or departmental advisor. The dean, in consultation with the chairperson of a department, may refuse the application of a student for or the continuation of a student in a given major if the student has not shown sufficient progress in that particular subject. The specific information and requirements for the major are provided separately by each department.

A student who receives a "D+" or lower grade in a course in his/her major must seek the advice of the department and/or academic dean regarding a decision either to repeat the course or replace it with another course. Whichever option is chosen, the original grade remains on the record. Earned hours for a repeated course will not count toward the graduation requirements. In some departments, students may be dropped from the major if they receive more than one grade below a "C."

Students in the College of Arts and Sciences must have a cumulative GPA of at least 2.00 in their major or minor in order to be certified at graduation. No course in which a student earned credit points of 1.33 or below may count toward fulfillment of the major or minor.

Major Advising

All students are assigned a faculty advisor (https://www.luc.edu/cas/advising/) to guide them through their chosen major. Declared students are encouraged to consult their faculty advisor for major-specific course selection and schedule planning. Generally, all students should pace their major and plan to enroll in some major electives during senior year. This strategy allows greater flexibility in scheduling required major and minor classes and also avoids conflict with the pursuit of other non-major courses. Undeclared students should research majors and minors they are interested in pursuing prior to seeking advice from a department faculty advisor. Academic advisors can assist in this process.

If you have already declared your major(s) and/or minor(s), or are simply exploring a possible course of study, you may view each department's academic program brochure (http://luc.edu/undergrad/academiclife/college-majors.html) for additional information about the majors/minors in CAS.

Transfer Credit in the Major

At the discretion of the department chairperson, courses in the student's major field that are transferred into Loyola may or may not fulfill the major requirements. Departments limit the number of transfer credits given for the major and/or have specified a minimum number of Loyola hours required in the major. At minimum, students must complete at least half of the credit hours required for a department's major (excluding ancillary requirements) with Loyola course work. For interdisciplinary majors, students must complete at least half of the credit hours required for the major, inclusive of all requirements. Students should consult the department chairperson or program director or seek guidance from their academic advisor.

Minor Field of Study

A minor field of study option ordinarily consists of six courses selected from a department or interdisciplinary program. Please consult individual departments for specific information and requirements. Grades of "D+" or lower are not counted toward the fulfillment of minor requirements. Most departments and programs limit the number of hours allowed in as transfer credits for a minor. Students should consult with the department chairperson or program director, or seek guidance from their academic advisor in transfer cases. In those departments within the College of Arts and Sciences that offer more than one major field of study (i.e., classical studies, mathematics, computer science, modern languages and literatures), students may choose to major and minor within the same department with the approval of the department chairperson.

Note: With the exception of journalism majors, students do not need to complete a minor in order to graduate.

Transfer Credit in the Minor

At the discretion of the department chairperson, courses in a minor field that are transferred to Loyola may or may not fulfill the minor requirements. Departments limit the transfer credit given for a minor and/or have specified a minimum number of Loyola hours required in a minor. At a minimum, students must complete at least half of the credit hours required for a department's minor (excluding ancillary requirements) with Loyola course work. For interdisciplinary minors, students must complete at least half of the credit hours required for the minor, inclusive of all requirements. Students should consult the department chairperson or program director or seek guidance from their academic advisor.

Double Dipping in a Major/Minor

Double-Dipping: the College of Arts and Sciences endorses the following norms.

1. Students may not major and minor in the same discipline.
2. Majors: No fewer than **21 credit hours in the individual student's transcript must be unique to each major**; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
3. Minors: no fewer than **6 credit hours in the individual student's transcript must be unique to each minor**; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.
4. Departments and Programs may enforce stricter double-dipping policies than those stated above. Any such policies are listed on the department or program catalog page.

Adopted: 04/17/24 (CAS Academic Council); discussed 03/25/24 (CAS Leadership Council)

Honors in the College of Arts and Sciences

Dean's List

The College of Arts and Sciences Dean's List is a semester-by-semester acknowledgement of full-time students (taking 12 credit hours or more) who obtain at minimum a 3.5 grade point average (GPA) in any given academic semester. Students on the Dean's List receive a personal acknowledgement from the Dean.

Departmental and Program Honors

Departmental and program honors will be conferred on those students who meet the specific requirements at graduation. These honors vary by department and program. Students should consult their department or program website as well as their faculty major or minor advisor. Your Faculty Advisor assignment should also be listed in your Student Center in LOCUS.

University Honors Program

Since 1936, the **University Honors Program** has provided an educational environment that inspires the highest level of performance and creates special educational experiences tailored for the college's most talented students. Students in all undergraduate colleges may be admitted to the program. Honors requirements are adjusted to fit the requirements of each college.

Application to the Honors Program is part of the admission process to Loyola University Chicago. For further details, visit the **University Honors Program** site.

Laudatory Honors at Graduation

Students earning 60 or more graded Loyola credits are eligible to graduate with laudatory standing according to the criteria below. This outstanding accomplishment will be noted on the student's diploma, transcript, and at commencement.

Cumulative Loyola GPA	Laudatory Honor
3.500-3.699	Cum laude (with praise)
3.700-3.899	Magna cum laude (with high praise)
3.900 or higher	Summa cum laude (with highest praise)

Note: GPA is not rounded for laudatory honors.

Honor Societies

Phi Beta Kappa, one of the most prestigious national honor societies, recognizes academic achievement and commitment to the liberal arts and sciences. Faculty members of Phi Beta Kappa identify candidates who are then invited to become members on the basis of GPA and other requirements. For more information, visit the **Kappa of Illinois chapter** of Phi Beta Kappa.

Alpha Sigma Nu is the National Honor Society of Jesuit colleges and universities throughout the world. Its purpose is to acknowledge the Jesuit ideals of intellectual excellence, community service and integrity. Juniors, seniors, and graduate students who are in the top 15% of their class and have a demonstrated record of service and loyalty to the Jesuit ideals of education are eligible to apply. For more information, visit Loyola's chapter of **Alpha Sigma Nu**.

College of Arts & Sciences Statement on Academic Integrity

The College of Arts & Sciences adheres to the University's Standards & Regulations regarding Academic Integrity (p. 1919).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

African Studies and the African Diaspora (AFR)

AFR 201 African Studies and the African Diaspora (3 Credit Hours)
African Studies and the African Diaspora advances Loyola's mission to expand knowledge in the service of humanity through learning from African descended people's experiences, perspectives, and achievements, ranging from the earliest civilizations of the Nile valley, to the classical cultures of West Africa, to the present day liberation struggles to counter and overcome the enduring effects of slavery, colonialism, neocolonialism, apartheid, legalized segregation, racial terrorism, institutionalized racism, and all other past and current forms of white supremacist ideology and abuse.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Ability to recognize and identify the unique gifts of Black World communities in the areas of spirituality, philosophy, literature, politics, and the arts and discuss the impact which these gifts have exerted in enriching world civilization for millennia; Ability to reasonably discuss Africa as the cradle of humanity and civilization, locate Black culture in space and time from its earliest beginnings, and describe the varied ways in which Black people's cultural identity and gifts have come to expression across global communities; Ability to understand the history of enslavement of Africans in the Western hemisphere and the European colonization of Africa as this history relates to current issues of racial injustice and social inequality in the US, Africa, and elsewhere; Ability to appreciate the liberation struggles of Black World communities and the inspirational impact these struggles have exerted globally on other civil and human rights movements; Ability to understand African descended peoples as actors or agents of justice rather than as helpless victims of injustice on the stage of history, recognizing that the primary reality is not what oppressors have done to Blacks, but what Blacks have done and are currently doing to resist, counter, and overcome their oppressor's power to enslave, exploit, defame, and dominate

AFR 295 Directed Readings in Black World Studies (3 Credit Hours)
This course allows students to engage in a directed self-study of a topic in the realm of African Studies and the African Diaspora that is not covered in other courses offered in the program. Students will work with the AFR Director or another advisor to develop their own class readings and research assignment. Director approval is required for this course.

AFR 397 Capstone/Internship (3 Credit Hours)
This capstone course may be completed in a variety of ways. This includes an internship at a business or organization that is related to the program, or a study abroad semester related to the program. Internships require a minimum of 10 hours/week verified service hours over the 15 week semester, amounting to 3 credit hours. Students may also make a 300 level AFR course into a "Capstone" by adding an additional, in-depth research assignment approved by the course instructor and the program director. Director approval is required for this course.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.

American Sign Language (ASL)

ASL 101 American Sign Language I (3 Credit Hours)
ASL 101 is the first class in the American Sign Language series at Loyola. It presents the basic skills and use of ASL and basic knowledge of Deaf & Hard of Hearing Culture.
Outcomes:
Students will: 1) demonstrate the basic abilities to comprehend and communicate in ASL; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 102 American Sign Language II (3 Credit Hours)
Pre-requisites: ASL 101 or equivalent
This course is designed for students who have completed a college level ASL I course and have a basic knowledge of ASL. It is the second course in the ASL series at Loyola and presents intermediate skills and use of ASL and continued working knowledge of Deaf & Hard of Hearing culture.
Outcomes:
Students will: 1) demonstrate abilities to comprehend and communicate in ASL at an intermediate level; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 103 American Sign Language III (3 Credit Hours)
Pre-requisites: Completion of ASL 102, or prior to enrolling in ASL 103, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This course includes vocabulary-building and mastery of grammar through rigorous receptive and expressive activities. ASL skills development applied to complex grammatical structures. Topics include location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Depicting /Indicating verb grammatical structures introduced. Discussions of Deaf culture. 2) Acquire adequate speed in expressive and receptive signing skills. 3) Expand sign terminology in areas such as classifiers, sentence types, numbers, NMS
Outcomes:
1) Demonstrate fluency in expressive, receptive fingerspelling/numbering in ASL

ASL 104 American Sign Language IV (3 Credit Hours)
Pre-requisites: Completion of ASL 103, or prior to enrolling in ASL 104, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This intermediate ASL course refines students' expressive and receptive skills. Advanced linguistic structures introduced and put into practice. Vocabulary-building in specific challenging areas: academics, occupations, computer technologies, and abstract nouns. Current events discussed in ASL, giving students opportunities to apply linguistic-cultural knowledge while participating in open discussions.
Outcomes:
1) Comprehension and expression with intermediate ASL vocabulary and correct grammar; 2) Narrate and describe events in connected, paragraph-length ASL discourse; 3) Exchange information and perspectives in group settings at intermediate level

Anthropology (ANTH)

ANTH 100 Globalization and Local Cultures (3 Credit Hours)
This course examines anthropological approaches to social and cultural changes associated with globalization, particularly how global patterns of inequality profoundly impact people's lives.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Human Services, International Business
Course equivalencies: ANTH100/271/INTS271
Outcomes:
Students will demonstrate an understanding of relationships between historic and contemporary global processes, especially ways globalization influences inequality and peoples' social, symbolic, material, political, and economic existence

ANTH 101 Human Origins (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the biocultural evolution of our species, Homo sapiens. It addresses the basic human desire for self-understanding. We explore what it means to be human through the use of genetics, non-human primates, and the fossil record. Each section of the course contributes to an overall understanding of human origins and the process of evolution.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
By the end of the semester students will have a better understanding of human nature, our relationship to the world around us, and our interactions with each other

ANTH 102 Culture, Society, and Diversity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the anthropological study of living people, or cultural anthropology, with particular focus on how people understand, act in, and transform their worlds. Students will also consider how anthropology can help us think about our own society and what it means to be human in different times and places.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, International Business
Outcomes:
Students will be able to demonstrate ways that central concepts of cultural anthropology help us understand cultural diversity; learn how to think critically about various cultures (including their own); and be aware of the ethical dimensions of research with living people

ANTH 103 Biological Background Human Social Behavior (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines possible biological bases of modern human behavior, from a scientific and multi-disciplinary perspective, to explore questions regarding what comprises "human nature".
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
Students will demonstrate an understanding of how science is conducted, as well as interactions between science and culture, in the context of how evolutionary approaches to animal behavior may be applied to the study of human behavior

ANTH 104 The Human Ecological Footprint (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to global human ecology and concentrates on how we as humans affect global ecosystems and how these changes can impact our behavior, health, economics, and politics.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Global Studies, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-ANTH104ESP104PAX104INTS102
Outcomes:
Students will be able to draw connections between basic ecological processes and the global patterns of human population growth, health and disease, inequality and poverty, subsistence strategies, and land use and technology

ANTH 105 Human Biocultural Diversity (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines human variation through a biocultural approach, with specific attention paid to historical and contemporary ideas of race.We explore genetics and how evolution by natural selection has favored important adaptations, how those specific adaptations have helped humans migrate and survive across the planet's habitats, and socio-cultural and scientific ideas about race that have resulted in inequalities.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Bioethics, Neuroscience, Race and Ethnicity
Course equivalencies: X-BIET 105/ANTH 105
Outcomes:
Students will gain an understanding of how biocultural approaches help us understand human variation, with specific attention paid to skin color and the idea of race; Students will learn how scientific racism in anthropology contributed to our ideas of race, and how that can be seen in contemporary US society

ANTH 106 Sex, Science and Anthropological Inquiry (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines sex utilizing a scientific and anthropological lens. Anthropology brings a unique perspective to the study of sex by examining it across cultures and through an evolutionary perspective. In this class, we will travel around the world and through deep time to examine how sex is shaped by biological, cultural, and political factors. Topics include sex, sexuality, sexual orientation, gender, evolution, reproductive biology, parenting, sex work, and sexually transmitted infections.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Women & Gender Studies
Course equivalencies: X-ANTH 106/WOST 106/WSGS106
Outcomes:
Students will be able to demonstrate an understanding of the intersection of sexology and anthropology, an evolutionary perspective on sex, the physiological and anatomical aspects of male and female sexual systems, a comparative view of human sexuality across the life course, and how globalization is influencing sex and gender

ANTH 107 Ancient Worlds (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores societies in the near and distant past, with an emphasis on examining cultures left out of standard US and world history textbooks.
Knowledge Area: Tier 2 Historical Knowledge
Outcomes:
Students will be able to: 1) describe the early history and scientific foundations of archaeology; 2) explain important developments in human history; 3) apply their knowledge to decolonize world history

ANTH 203 Violence, Social Suffering, and Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This class investigates violence, suffering and justice through an ethnographic and cross-cultural perspective. It asks, how are overt forms of violence related to larger social structures which produce less visible forms of suffering? How are violence and suffering related to other socio-cultural phenomena such as race, gender, sexuality and identity?
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Students will understand: the ethnographic analysis of violence and social suffering; political and economic contexts of violence, including colonialism, globalization, racism, and poverty; movements for justice and safety

ANTH 205 Gender in Cross-Cultural Perspective (3 Credit Hours)
This course explores a broad range of cultural expectations for gender diversity and the experiences of women in different cultures.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ANTH205/WOST205/WSGS205
Outcomes:
Students will be able to demonstrate understanding of how categories and concepts of sex and gender are culturally constructed and reflect wide variation both historically and cross-culturally

ANTH 207 Economies, Culture, and Development (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course explores different types of and ideas about exchange, economies, and development in cross-cultural perspective and through ethnography.
Interdisciplinary Option: Global Studies
Outcomes:
The course will help students learn about (1) the development of social thought about non-Western economic activity; (2) the key theories from and debates within Economic Anthropology; (3) contemporary ethnography about economies and development; and (4) ways to think critically about and apply course concepts

ANTH 208 Language and Identity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course will examine how language both reflects and helps constitute identity in social and linguistic interaction. Presenting a broad introduction, this course will address complex and often intersecting relationships between language and gender, race, class, place, age, and social practice, using case studies from around the world.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn how language is central to the expression and interpretation of social and cultural identities, and to human experiences of diversity

ANTH 210 Visual Representation of Culture (3 Credit Hours)
The course deals with how human cultural identities are represented through the construction of both moving and static visual images.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-ANTH210/IFMS210
Outcomes:
Students will gain critical skills resulting in greater visual literacy regarding how constructed visual images are used to represent cultures

ANTH 211 Peoples of Latin America (3 Credit Hours)
This course offers an anthropological overview of the major cultures and cultural regions of contemporary Latin America.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH211/INTS211/LASP211
Outcomes:
Students will understand the basic cultural processes that led to the formation of the socio-political landscape of contemporary Latin American

ANTH 212 Peoples of Native North America (3 Credit Hours)
This course considers post-contact ethnography including key contemporary issues among indigenous North American peoples including Indian-white relations, assimilation, genocide, revitalization movements, sovereignty, environmentalism, urbanization, and native identity.
Outcomes:
Students will be able to describe the pattern and basis of cultural diversity among native North American peoples and their historical relationships with Euro-American colonists

ANTH 213 Culture in Africa (3 Credit Hours)
This course takes an interdisciplinary perspective, and includes discussion of African history, political economy, and contemporary forms of social life and culture. It also examines intellectual and historical trajectories informing how knowledge about Africa was and is produced.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Course equivalencies: X-ANTH213/BWS 213/INTS214
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Africa, their historical relevance, and social and cultural impacts

ANTH 214 African-American Anthropology (3 Credit Hours)
This course offers an historical and contemporary exploration of various efforts undertaken by African Americans and their supporters to achieve racial parity, social justice and equality with other Americans, from the early presence of Africans in the Americas to the present period.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-ANTH214/BWS 214
Outcomes:
Students will understand landmark legal cases brought to US courts of law by African Americans and their supporters and strengthen their critical thinking and writing skills on these and related topics

ANTH 215 Culture in Contemporary Asia (3 Credit Hours)
This course explores contemporary Asian culture from an ethnographic perspective.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Asia, their historical relevance, and social and cultural impacts

ANTH 216 Cultures of Migration (3 Credit Hours)
Using theoretical, ethnographic, and autobiographical literature from different world regions, we will explore three central questions: 1) How do people make the decision to move? 2) How do political policies structure the life chances of im/migrants in the "global north"? 3) How do im/migrants transform their own life situations and communities?
Interdisciplinary Option: Global Studies, Italian American Studies, Latin American Studies, Race and Ethnicity
Outcomes:
Students will understand: an anthropological approach to the study of migration; leading theories of migration; contemporary migration patterns; im/migrant labor; factors that shape the formation of im/migrant communities

ANTH 217 Mexican Culture & Heritage (3 Credit Hours)
In this class, students become familiar with Mexico and its people as we explore Mexican history, contemporary Mexico, and Mexican migration to the United States. At each juncture, we consider how sociocultural developments shaped Mexican society in the context of the region and the world.
Interdisciplinary Option: Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH217/INTS217/LASP217
Outcomes:
Students will be able to explain concepts such as colonialism, neocolonialism, globalization, and migration through their application to Mexican culture and history

ANTH 220 Contemporary Cultures of the Middle East (3 Credit Hours)
Focusing on the culturally diverse region of the Middle East, the course considers historical dynamics, diversity of religious orientations, gender and ethics relations, nation-building strategies, and expressive arts (architecture, film, literature and media), from the Middle East.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-ANTH220/IWS220/INTS222
Outcomes:
Students will be able to demonstrate an understanding of the history, geography, religious, cultural and ethnic diversity of the Middle East as well as the major ethnographic themes and scholarly debates concerning the area

ANTH 222 Culture in Contemporary Europe (3 Credit Hours)
This course explores culture in contemporary Europe from an ethnographic perspective. Topics include recent developments in European nationalisms; the EU and Europeanization; (im)migration and integration; family and gender; production and branding; international tourism; and the politics of language in both 'old' and 'new' Europe.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will understand the role of culture in European current events, appreciate the challenges facing the European Union, and articulate connections between European history and contemporary European and global politics

ANTH 224 Social Movements, Culture, and Activism (3 Credit Hours)
This class examines social movements and activism from an ethnographic perspective. Case studies will examine movements across the globe. Topics to analyze include: what socio-cultural contexts shape, and are shaped by, social movements? How do social movements organize themselves, and what meanings or belief systems do they appeal to?
Outcomes:
familiarizing students with the ethnographic analysis of social movements; analyzing the socio-cultural effects of global commodity flows, secularization, environmental pollution, corporate power, migration and other political issues; examining how people resist, reproduce and alter relations of power; and introducing students to the broader field of political anthropology

ANTH 225 Museum Cultures (3 Credit Hours)
This course explores the museum as a dynamic site of cultural production and consumption. It examines the historical and contemporary relationships between museums, anthropology, and material culture, particularly the broader socio-cultural context of collecting from and representing cultures. Students will visit, discuss, and critique exhibitions in Chicago-based museums.
Outcomes:
Students will gain knowledge of museums as sites of anthropological study and practice, particularly the formation, history, and use of anthropological collections, and cultural representations

ANTH 231 Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course introduces the subfield of linguistic anthropology through a survey of topics, including linguistic relativity, linguistic patterning and structure, nonverbal communication, indexicality, and linguistic diversity and inequality.
Outcomes:
Students will demonstrate knowledge of the historical, scientific, methodological, and analytical foundations of linguistic anthropology

ANTH 241 Principles of Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Introduction to the ethical principles and scientific methods used to investigate the archaeological record, including issues of stewardship, community collaboration, research design, fieldwork strategies, materials analysis, and archaeological interpretation.
Outcomes:
Students will able to explain the basic methods and theory of the archaeological process; Students will also be to apply their knowledge to craft an archaeological research design

ANTH 242 Mesoamerican Archaeology and Survivance (3 Credit Hours)
This course explores the cultures and peoples of Mesoamerica (Mexico, Guatemala, Belize, Honduras, El Salvador) in long-term perspective, with emphasis on Indigenous survivance and heritage. Cultures examined include the Mayas, Olmecs, Teotihuacanos, Zapotecs, and Mexicas (Aztecs).
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: ANTH242/LASP216
Outcomes:
Students will be able to: 1) define what is meant by Mesoamerica; 2) identify how Mesoamerican heritage connects to contemporary nations and descendants; 3) explain key themes in Mesoamerican archaeology

ANTH 243 North American Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course surveys archaeological evidence in North America with focus on regional patterns of indigenous adaptation and explanations for prehistoric culture change.
Outcomes:
Students will be able to describe the chronological pattern and regional diversity in the cultural evolution of prehistoric societies in North American from ice-age colonization to European contact

ANTH 244 Historical Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104; Recommended: ANTH 241
Historical archaeology merges the study of documentary records with material remains to understand the overlaps, gaps, and contradictions in narratives about the human experience. This course is an introduction to the methods of historical archaeology, including issues of perspective, coloniality, and silencing that shape our understanding of history.
Outcomes:
Students will be able to 1) describe how archaeology and anthropology complement documentary analysis; 2) identify sources of bias in historical analysis; 3) apply intersectional and community-based methods to archaeology

ANTH 245 Gender in Deep Time (3 Credit Hours)
Students will critically reflect on gender in cross-cultural and long-term perspective. From an anthropological perspective, they will also deconstruct their own cultural biases and assumptions. With a deep and critical understanding of contemporary norms, students will apply evidence-based reasoning to examine the construction of gender in the past.
Interdisciplinary Option: African Studies and the African Diaspora, Women & Gender Studies
Outcomes:
1) Describe Western ideas of gender and sexuality; 2) identify connections between feminist movements and gender archaeology; 3) apply an intersectional approach to the study of gender both past and present

ANTH 246 Ancient Human-Animal Interactions (3 Credit Hours)
Pre-requisites: For Biology majors and minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101, ANTH 104, BIOL 102, ENVS 101, or ENVS 137
This course focuses on human-animal interactions in the past and covers how humans have shaped the geographic ranges and behaviors of animals today. Questions on whether humans caused prehistoric animal extinctions and how animal domestication occurred will be explored using evidence from archaeological and paleontological records around the world.
Outcomes:
Students will demonstrate an understanding of how archaeologists use empirical data to answer questions about prehistoric human-animal interactions

ANTH 247 Aliens, Atlantis, and Archaeology (3 Credit Hours)
Students will examine the foundations of archaeological knowledge claims to distinguish science from pseudoscience. Students will also examine ways of knowing that go beyond Western science (i.e., Indigenous epistemologies). In the end, students will understand why academic archaeologists do or do not accept claims about ancient aliens or mythical moundbuilders. 2) Differentiate science from pseudoscience in popular media. 3) Construct an evidence-based argument about an archaeological controversy.
Outcomes:
1) Identify logical arguments and their supporting evidence

ANTH 258 Medical Anthropology & Global Health (3 Credit Hours)
This course examines how society and health are intertwined using medical anthropology and global health. Medical anthropology is the study of how health and illness are shaped, experienced, and understood cross-culturally, while global health is dedicated to improving the health of populations worldwide. Students will apply their knowledge to develop a research proposal.
Interdisciplinary Option: Bioethics
Outcomes:
Students will learn how medical anthropologists and global health scientists work in varying cultural contexts to understand health and illness

ANTH 280 Evolution of Human Disease (3 Credit Hours)
The complex interaction between humans and pathogens is explored throughout time, with particular emphasis on the role and impact of human biology, human culture, and changing environments.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the human immunological system, competing paradigms of human health, the processes and mechanisms of biological evolution, the pathogeneses of specific diseases, and the archaeological, paleopathological, paleodemographic, and historical data used to explore the evolution of disease

ANTH 281 Evolution of the Human Diet (3 Credit Hours)
Pre-requisites: For Biology majors/minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101 or BIOL 102
This interdisciplinary course explores the evolution of the human diet utilizing a biocultural perspective. The complex interplay between our diet, biology, and culture is examined through energy acquisition, primate and hominin nutrition, the Agricultural Revolution and Industrialization on human health, food sustainability, and nutritional inequality through socioeconomic and gender lenses.
Outcomes:
Students will identify the role food has played throughout the 6-7 million years of human evolution and its significance in terms of climate change variability, evolutionary adaptations, and contemporary inequality

ANTH 300 Anthropology Career Development (3 Credit Hours)
Pre-requisites: Restricted to ANTH/SANT majors and minors
This course empowers students to translate their undergraduate anthropology education into a professional portfolio that communicates their knowledge, skills, and experiences to graduate schools and future employers.
Outcomes:
Through personal reflection exercises, the preparation of professional and scholarly application documents, and proposal writing, students will gain insight into how their anthropological education informs their future professional interests

ANTH 303 People and Conservation (3 Credit Hours)
This course considers the interplay between indigenous peoples and environmental resources utilizing current perspectives from evolutionary and community ecology, conservation biology, anthropology, political ecology and economics.
Interdisciplinary Option: Bioethics, Global Studies
Course equivalencies: ANTH303/INTS303A/BIET303
Outcomes:
Students will demonstrate an understanding of factors influencing this interplay, including environmental ethics, traditional environmental knowledge, resource management, community-based conservation, property rights, common-pool resources, sustainable development, land tenure, indigenous movements, and eco-tourism

ANTH 304 Anthropological Theory (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
In this course, we review major works of anthropological theory that have influenced anthropology over the course of the past two centuries. We attend to dynamic conversations that occur within the discipline, the geopolitical diversity (and lack thereof) of anthropological theorists, and we consider how these factors have shaped the trajectory of anthropological research over time.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will: Demonstrate in-depth knowledge of major paradigms and concepts in anthropology; apply anthropological theory to contemporary topics and debates; critically discuss ethical and political implications of anthropological research; demonstrate familiarity with main points of agreement and disagreement in the discipline

ANTH 305 Violence and Culture (3 Credit Hours)
This course examines the complex relationships between violence and culture using the ethnographic method as practiced by anthropologists and other social scientists.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH305/INTS303/PAX305
Outcomes:
Students will demonstrate an understanding of the ways violence destroys, alters or produces forms of cultural meaning and social action and the ways in which cultural difference impacts patterns of violence

ANTH 306 Anthropology and Human Rights (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course examines the concept of universal human rights, and the social movement that has developed to promote human rights, from an anthropological perspective.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH306/INTS308/PAX306
Outcomes:
Students will be able to demonstrate an understanding of the social and historical origins of the concept of human rights and analyze the debates that arise out of applying the concept of human rights in cross-cultural contexts

ANTH 307 The Body and Culture (3 Credit Hours)
This course examines how culture shapes how the human body is understood, categorized and used, and it also examines how bodily experiences shape culture and society. Drawing on cultural anthropology, it analyzes diverse cross-cultural examples, possibly ranging from body decoration among Amazonian indigenous people, to plastic surgery, childbirth, or sports.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will learn how socio-cultural forces shape human bodies; understand how cultural anthropology examines the body; and examine classic social theories about bodies, gender, social class and subjectivity

ANTH 309 Urban Anthropology (3 Credit Hours)
This course is focused on defining characteristics of city life across a variety of societies. It particularly considers urban complexity in the context of the globalization of cities.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain a cross-cultural and global outlook on the defining features of urbanism

ANTH 314 Applied Anthropology (3 Credit Hours)
Pre-requisites: ANTH 304 or Instructor approval
This course offers a hands-on introduction to the application of anthropological principles and methods to non-academic, "real world" problems. Course sessions will be dedicated to situating applied anthropology within the broader discipline, learning methods, and practicing applied cultural techniques. Students will also develop and carry out an applied cultural anthropology project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: situate applied anthropology in the broader discipline; practice a variety of applied methodological techniques; work with a community partner to design a project; prepare a comprehensive and clearly written report

ANTH 316 Anthropology of Religion & Ritual (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course considers religion as a form and part of culture. The innovative as well as conservative features of religion in culture change are addressed. Religion's role as both a belief-system and ritual practice are underscored.
Outcomes:
Students will develop the capacity to view religion in a broad perspective and to understand it as a significant factor of belief and practice in cultural systems

ANTH 317 Explore Chicago: Research in Culture and History (3 Credit Hours)
This course takes an Anthropological perspective on Chicago and presents numerous opportunities for experiential learning through hands-on research. The course examines historical and cultural perspectives, with attention to communities and neighborhoods as important sites of everyday life. The history, multiculturalism, diversity, and inequality in Chicago present instructive opportunities to analyze themes of community, power, and social change.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: learn more about history and culture across Chicago, through archival research and experiential learning in different neighborhoods; learn more about different forms and methods of anthropological inquiry and ethnographic research; develop critical perspectives on theoretical approaches central to Anthropology; prepare a comprehensive, theoretically informed poster incorporating original ethnographic data

ANTH 319 Anthropology of Tourism (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course explores the phenomenon of tourism from an anthropological perspective, addressing the social, cultural, economic, and environmental impact of tourism on host communities and nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-ANTH319/INTS319
Outcomes:
Students will demonstrate an understanding of the strengths/limitations of various theoretical models for understanding tourism dynamics; tourism's role in national development; the interplay between tourism and cultural imagery; gender dynamics in tourism; the role of tourism institutions (museums, souvenirs, travel literature) in the construction of "exotic others"

ANTH 321 Human Rights in Latin America (3 Credit Hours)
This course examines human rights in Latin America from a multidisciplinary perspective. It asks: what are human rights? Why have human rights abuses occurred and how have Latin Americans responded?
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-ANTH 321/LASP 398
Outcomes:
Students will understand the international human rights legal framework, be able to analyze why abuses have occurred, and understand how Latin Americans have mobilized by studying specific cases

ANTH 324 Human Evolution (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 103
The course examines the discipline of paleoanthropology, including the techniques and methods, evolutionary framework, and detailed analysis of skeletal and archaeological material that form our current understanding of human evolution. Students will develop critical thinking skills in how to interpret the human fossil and archaeological records.
Interdisciplinary Option: Forensic Science, Neuroscience
Outcomes:
Students will be able to discuss the interdisciplinarity of paleoanthropology, including the use of specific geology, chemistry, and archaeological techniques

ANTH 325 Primatology-Behavior & Ecology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines primate behavior and ecology from a comparative and evolutionary perspective. Students will be introduced to the diversity across taxonomic groups within the Order Primates. Through class discussion and observation, students will explore key issues in primate studies.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to describe the taxonomic diversity of non-human primates and explain the impact of biological, evolutionary, and ecological factors on primate behavior, Students will develop and apply skills in primate observation

ANTH 326 Human Osteology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: ANTH 101, or ANTH 103, or background in Biology
This course focuses on developing a deep understanding of the human skeleton and ways in which biological anthropologists and forensic anthropologists use this knowledge to explore human biological diversity. Through hands-on exercises and class discussion, students will build analytical skills that are foundational to many techniques used by professionals and will appreciate the complex ethical considerations inherent to the fields of biological and forensic anthropology.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to demonstrate superior knowledge of skeletal anatomy, analyses of skeletal remains from archaeological contexts, and apply current techniques designed to understand and explore human variation, stature, ancestry, age-at-death, sex, and pathological conditions

ANTH 327 Dental Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines teeth with an anthropological perspective. By using evolution by natural selection as our theoretical framework, students will learn dental anatomy, morphology, and variation. The course then focuses on embryology, dental development and eruption, and the biocultural ways humans use their teeth.
Outcomes:
Students will gain factual knowledge of teeth from an evolutionary perspective and will develop specific hands-on skills needed by dental anthropologists, dentists, and oral biologists, including dental molding, casting, and wear scoring

ANTH 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

ANTH 330 Language in Popular Culture (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course presents a critical approach to understanding language and linguistic innovation in popular culture, including entertainment and news media, digital communication, and political discourse.
Outcomes:
Students will 1) identify linguistic patterns and language ideologies in mass media and digital discourse, 2) critically assess linguistic evaluations and (mis)representations of social groups, 3) apply linguistic anthropological insights to their own experiences with language in pop culture

ANTH 332 Language, Race, and Inequality (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course addresses how and why languages and speakers are associated with racialized stereotypes, and how linguistic discrimination operates in U.S. culture today. In-depth case studies examine language and race in education, mass media, material culture, and everyday interaction. Critical perspectives on sociolinguistic norms and relationships between language, Whiteness, and power are also included. Critical thinking and writing are emphasized.
Interdisciplinary Option: African Studies and the African Diaspora, Latin American Studies, Race and Ethnicity
Outcomes:
Students will identify relationships between language and race in everyday life, recognize and analyze instances of linguistic discrimination, stereotypes, and covert racism

ANTH 334 Intro to Classical Archaeology (3 Credit Hours)
Refer to CLST 334
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334

ANTH 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

ANTH 340 Classical Archaeology: Greek Temple (3 Credit Hours)
Refer to CLST 340
Course equivalencies: X-ANTH340/CLST340

ANTH 342 Rise & Fall of Civilizations (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course examines the socio-cultural process that produced complex societies in the past, particularly the contrasting trajectories of Old World and New World civilizations. Emphasis is on the material manifestations of status differences, power relations, and ideological control.
Outcomes:
Students will appreciate the complicated dynamics that underwrite increasing socio-cultural differentiation and will understand the archaeological methods used to chart that differentiation through time

ANTH 346 Biology of Women (3 Credit Hours)
The biology of women at pivotal points in the lifespan, along with the biological changes that occur from one life stage to another. The interaction of society (eg, medical field) with women at each of these points in time. Topics to be discussed include the evolution of sex and gender, gender differentiation and diversity, reproductive processes, disease detection and treatment, and violence against women.
Interdisciplinary Option: Women & Gender Studies

ANTH 348 Museum & Material Culture Research (3 Credit Hours)
This course offers direct experience with anthropological research methods and analysis using material culture and archival holdings from the May Weber Ethnographic Study Collection. Grounded in object-based studies and using examples from the collection, this course will examine collecting contexts, formal and technical analyses, operational sequences, cultural contexts, and interpretation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of research techniques for working with museum-held objects while contributing to the permanent documentation and interpretation of the May Weber Ethnographic Study Collection through object research

ANTH 353 Epidemics and Pandemics (3 Credit Hours)
Pre-requisites: ANTH 101 or BIOL 101
This interdisciplinary course tracks how scientists from multiple disciplines have come together to understand and combat epidemics, such as Ebola, HIV, Zika, SARS, MERS, and COVID-19. From the molecular pathways underlying disease to the cultural contexts shaping public health responses, students will understand epidemics and pandemics from a biological and social perspective.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the biological, epidemiological, clinical, and social aspects of key epidemics/pandemics; Students will develop critical thinking skills by using this information to develop locally-relevant public health recommendations

ANTH 356 Bioanthropological Lab Work (1-3 Credit Hours)
Pre-requisites: permission of department chairperson or instructor
Individualized opportunity to learn about and engage in the main laboratory methods used in bioanthropological research
Outcomes:
Students will gain detailed knowledge of the main bioanthropological lab methods

ANTH 359 Paleopathology (3 Credit Hours)
Pre-requisites: ANTH 101 or Instructor permission; ANTH 326 recommended
This course introduces advanced students to the exploration of the history of human disease through the analysis of human skeletal remains.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have command of biological anthropological approaches towards the understanding of human disease and will be familiar with theoretical issues germane to the field of paleopathology, biases and ethical issues, and the role that disease has played throughout human history

ANTH 360 Issues in Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Specific theoretical, methodological, and research problems in archaeology with focus on current research in the discipline. Topics include but are not restricted to: environmental archaeology; ethnoarchaeology and experimental archaeology; the study of prehistoric craft specialization, trade, demography, and urbanism.
Outcomes:
Students will be able to draw connections between contemporary archaeological method and theory and current research issues in anthropology

ANTH 361 Issues Cultural Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course is a vehicle for topics of particular interest to the instructor or an issue of contemporary relevance. It may be a trial run for a course later added to the official list.
Outcomes:
Students will be able to demonstrate how cultural anthropology is relevant to contemporary issues or how a problem can be structured around a cultural anthropological viewpoint

ANTH 362 Issues in Biological Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or BIO 101
This course considers specific topics pertinent to the discipline of physical or biological anthropology.
Outcomes:
Students will master theoretical perspectives and current information pertinent to the specific issues covered in each specific course

ANTH 362B Bioethics Minor Capstone: Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when ANTH 362 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and anthropological issues with regard to the special topic in anthropology

ANTH 363 Issues in Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 208 or ANTH 231
This course focuses on a current research question or area within linguistic anthropology.
Outcomes:
Students will be able to demonstrate appropriate knowledge and application of methods and findings from aspects of linguistic anthropology pertinent to the specific topic of the course

ANTH 365 Archaeology Lab Methods (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Practicum in analysis techniques for common archaeological materials, such as lithics, ceramics, faunal and floral remains, and historic debris. Topics include transformation processes; classification techniques; data recording and analysis standardization; curation; and computerized strategies of data management and analysis.
Outcomes:
Students will be able to identify, describe, and classify basic archaeological materials and relate these analyses with traditional techniques of material fabrication and processing

ANTH 366 Lithic Technology (3 Credit Hours)
This course is a laboratory analysis of archaeological stone tools through experimentation and ethno-archaeology.
Outcomes:
Students will demonstrate an understanding of causes of variability in raw material procurement, manufacturing techniques, use wear, discard, recycling, methodological and theoretical considerations of artifact classification and strategies of data management and analysis

ANTH 375 Archaeology of Early Greece (3 Credit Hours)
Refer to CLST 375
Course equivalencies: X-CLST375/ANTH375

ANTH 396 Internship in Anthropology (3-6 Credit Hours)
Pre-requisites: Students must receive instructor permission prior to enrolling and must complete (with signatures) the Course Contract Form Enrollment is limited to Undergraduate Anthropology Majors/Minors.
This course is designed to enhance student engagement by facilitating internship experiences within the department or in museums, service-oriented organizations, businesses, and non-profit organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of anthropological theory, methods, or techniques, to the internship experience

ANTH 396A Internship: Bioarchaeology & Forensic Anthropology (1-4 Credit Hours)
This course is designed to enhance student engagement by facilitating internship experiences in forensic anthropology and bioarchaeology, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience. Instructor permission required.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of forensic-anthropological theory, methods, or techniques, to the internship experience

ANTH 396M Internship: Museum Collections Management (3 Credit Hours)
Pre-requisites: Instructor permission required
Through a 100-hour internship in the May Weber Ethnographic Study Collection on the Lakeshore campus, students will contribute to the ongoing professional management of a museum collection.

ANTH 397 Directed Readings-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized readings in varied topics within anthropology.
Outcomes:
Students will gain detailed knowledge of the specific topic of their directed readings subject

ANTH 398 Independent Study-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized program of independent study of anthropological problems and/or issues.
Outcomes:
Students will gain detailed knowledge of the specific study program they undertake

ANTH 399 Fieldwork in Anthropology (1-6 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Application of anthropological concepts and methods to a specific field situation under the supervision of a faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn field techniques and data recovery and analysis techniques pertinent to the specific nature of their field experience

ANTH 399P Fieldwork in Anthropology: Primate Behavior (3 Credit Hours)
Pre-requisites: ANTH 325 and Instructor Permission
This course is designed to enhance student engagement by facilitating fieldwork experience in the observation of non-human primate behavior, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work.
This course satisfies the Engaged Learning requirement.
Outcomes:
Complete ~20 hours of observation of non-human primates at the Lincoln Park Zoo; Keep a fieldwork journal that tracks dates and times spent observing primates, goals, accomplishments, insights, and questions; Collect, analyze, and interpret data collected from observations and summarize them in a final report

Arabic (ARAB)

ARAB 101 Arabic I (3 Credit Hours)
This course is designed for beginners and those with modest acquaintance to Arabic. Through a culturally rich context, it focuses on functional articulation of Modern Standard Arabic with a limited exposure to Damascene (Shaami) dialect.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB101/IWS101A
Outcomes:
Students will be able to write simple sentences, understand selected principles of basic grammar and vocabulary, and will be introduced to Modern Standard Arabic as well as to a modern spoken dialect; Students will learn aspects of Arab culture

ARAB 102 Arabic II (3 Credit Hours)
Pre-requisites: ARAB 101 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect to help students develop speaking, listening, reading comprehension, and writing skills in diverse sociocultural contexts.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB102/IWS102A
Outcomes:
Students are expected to be able to sustain conversations on daily life topics, to comprehend and compose simple authentic multimodal texts, and integrate interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a project

ARAB 103 Arabic III (3 Credit Hours)
Pre-requisites: ARAB 102 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect in familiar topics reflecting the behavior of native speakers. Students are expected to reach low-mid intermediate proficiency levels.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB103/IWS103A
Outcomes:
Students are expected to be able to initiate and sustain simple social interactions about self and immediate environment; Students will be able to comprehend and compose simple authentic multimodal texts and apply such interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a final project

ARAB 104 Arabic IV (3 Credit Hours)
Pre-requisites: ARAB 103 completed with C- or higher; Students with equivalent preparation must be assessed for placement
The course help students build an active learning solid foundation in the intermediate level of functional use of Arabic. Students are expected to learn how to own their learning process and engage critically in representations of self and others.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB104/IWS104A
Outcomes:
Students are expected to be able to compose and comprehend more complex authentic multi modal texts in topics of relevance to student, investments and fields of study; They will articulate their integrative interdisciplinary knowledge of the Arab world through a final project

ARAB 250 Advanced Composition and Conversation (3 Credit Hours)
Pre-requisites: ARAB 104 or equivalent; Students' self-assessment is not sufficient for placement in an appropriate level of Arabic class
The focus of the course assignments is to connect classroom work and community-based service learning into a constructive coordinated dual relationship. Bedsides classroom language learning, students will complete 20 hours in community-based work at an organization of service to Arab and Muslim immigrants and refugees. Some readings may be in English.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: ARAB250/IWS250A
Outcomes:
Students will synthesize classroom and community-based learning contexts to reflect on collective and individual explorations of concepts of civic engagement with Arab/Muslim communities; They will demonstrate awareness of self and community through learning portfolios and public presentations

ARAB 251 Advanced Composition and Conversation II (3 Credit Hours)
This course emphasizes the development of advanced Arabic speaking and writing skills and examines grammar and vocabulary in relation to advanced skill development. Conducted entirely in Arabic.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB251/IWS251A
Outcomes:
Students will be able to demonstrate advanced reading, writing, listening, and speaking skills in Arabic; Students will also be able to demonstrate knowledge of significant aspects of the Arab world and culture in relation to their major field of study

Arts (ARTS)

ARTS 200 Introduction to Teaching Artistry (3 Credit Hours)
Introduction to teaching artistry with an emphasis on art education, art integration, and community-based arts practices.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will identify and describe the practice of teaching artistry, reflect on a direct experience with an art organization, and create a lesson plan

ARTS 201 Grant Writing for the Arts (2 Credit Hours)
Introduction to grant writing for the arts. The course concludes with a completed grant proposal.
Outcomes:
Students will identify how to find grants that support the arts and engage in the process of applying for a grant or other arts funding

ARTS 397 Fieldwork in Arts Education (3 Credit Hours)
Credit given for arts education work outside the university undertaken under the guidance professional arts educators. Students keep an hour and activity log and write reflective evaluative papers. Permission of the Department of Fine and Performing Arts Specific outcomes and credit hours assigned to be determined by the student in consultation with the Teaching Artistry Faculty Coordinator and the project supervisor

Asian Studies (ASIA)

ASIA 130 Introduction to Martial Arts (3 Credit Hours)
This course introduces the student to Chinese Wushu. Two forms of Wushu will be selected for in depth study each semester. Students will explore the origins of the sports studied and their importance to Chinese culture and philosophy while learning the specific physical techniques.
Course equivalencies: THTR130/ASIA130
Outcomes:
Students will improve their balance, flexibility and coordination while learning the basic moves of two forms of Wushu; They will develop a reference for appreciating the place of Wushu in Chinese culture and create a foundation for further Wushu training

ASIA 152 Drawing China (3 Credit Hours)
This is an introductory drawing course. There are no pre-requisites nor prior experience need to succeed in this course. Beijing is our laboratory and the topic of all class drawings.
Course equivalencies: FNAR152/ASIA152
Outcomes:
Students will be able to draw trees, buildings, automobiles, vegetables, human beings in real life situations and in perspective

ASIA 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

ASIA 167 Religions in China (3 Credit Hours)
This course is a survey of various religions in China that may include, not only Confucianism and Taoism, but also Buddhism, Christianity, Islam, Judaism, Zoroastrianism, Manicheism and popular or "folk" religion. The course will consider the function of these various religions in the development of Chinese society and their significance in Chinese civilization from ancient mythology to contemporary practices and developments."
Course equivalencies: X-THEO167/ASIA167/INTS167
Outcomes:
Students will be able to demonstrate knowledge of the beliefs, practices, and institutions in varied contexts and historical periods in China, of various religions, both indigenous and "foreign

ASIA 168 Sacred Texts of China (3 Credit Hours)
Through the study of primary sacred texts of China (in translation), this class will provide a basic understanding of Chinese thought and its historical development. Interconnections among the various periods and different schools of Chinese philosophy such as Confucianism, Taoism, Buddhism and Neo-Confucianism will be demonstrated and discussed from ancient through the medieval and modern periods.
Course equivalencies: X-THEO168/ASIA168/INTS168
Outcomes:
Students will be able to demonstrate knowledge of the major Chinese sacred texts and teachings of various religious and philosophical traditions, and how they developed and interacted historically

ASIA 169 Taoism (3 Credit Hours)
Students will study the history and main ideas and practices of Taoism, meet the sages who wrote the Taoist texts, be introduced to the various schools of Taoist philosophy, and get a feel for what it means to practice Taoism today. The course will illustrate how religious Taoism established a relationship with Confucian thought and practice as well as how at each stage of its historical development, Taoism exerted a profound influence on Chinese politics, economy, culture, art, natural sciences, and social life.
Course equivalencies: X-THEO169/ASIA169/INTS169
Outcomes:
Students will be able to demonstrate knowledge of philosophical and religious Taoist beliefs, practices, and institutions in varied contexts and historical periods

ASIA 191 Traditional Chinese Philosophy (3 Credit Hours)
Students will investigate Chinese ancient philosophy in a way to let its own tendencies be sensed and appreciated. Topics include Confucianism, Mencius, Sunzi, Taoism, Legalism, Yin-Yang School, Tung Chung-shu, Chinese Buddhism and Neo-Confucianism. In addition, students learn about the relations among different schools or different thinkers in the same school. Comparisons between Chinese philosophies and western ones are encouraged.

ASIA 192 Chinese Ethics and Asian Values (3 Credit Hours)
This course offers an overview of the spirit of Chinese ethics, covering sacred and secular as well as intellectual and practical elements.

ASIA 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Course equivalencies: X-PHIL193/ASIA193/INTS193

ASIA 252 Peoples of China (3 Credit Hours)
This class introduces China's cultural diversity and unity as a whole. It provides a general overview of cultural mappings in China, and a detailed study of significant ethnic minorities.
Course equivalencies: SOCL251/ASIA252/INTS251
Outcomes:
Students will gain the ability to perceive cultural phenomena in a comparative framework and understand cultural differences more deeply

ASIA 263 Political and Social Movements in China (3 Credit Hours)
This course examines historical and contemporary movements pursuing political, economic and social reforms in China. It studies both state-sponsored and voluntary movements.
Course equivalencies: SOCL263/INTS263
Outcomes:
Students will gain a deeper understanding of China's ongoing transformation, and will learn how to develop their own scholarly analysis of such social change

ASIA 266 Development and Social Change in Modern China (3 Credit Hours)
This course examines change and development in modern China from the late Qing period to the present, focusing on the movement from a planned economy to a market-based economy.
Course equivalencies: SOCL266/ASIA266/INTS266WSGS297
Outcomes:
Students will gain knowledge of China's economic development path, and will apply gender and/or class-based analysis to patterns of social change

ASIA 272 Environment of China (3 Credit Hours)
This course provides a systematic introduction to major environmental issues in the context of recent social and economic development in China
Course equivalencies: X-NTSC270/ASIA272/INTS270

ASIA 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

ASIA 297 Topics in Asia (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the Asian minor requirement for a 300-level course in Asia-related topics. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: Asian Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

ASIA 302 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

ASIA 314 Modern Chinese Literature in Chinese (3 Credit Hours)
This course is a survey of modern Chinese literature from 1918 to the present. It requires the close reading of famous Chinese writers and poets as well as some of the avant-garde writers. Students will have the opportunity to explore their own ideas of the aesthetic characteristics of the Chinese literature in the 20th century, as well as its historical and social background and learn about one of the important aspects of modern Chinese culture.
Course equivalencies: X-CHIN341/ASIA314/INTS341A
Outcomes:
Students will demonstrate knowledge of principal, genres, themes and forms of modern Chinese literature through analytical oral and written arguments

Bioethics (BIET)

BIET 395 Special Topics (3 Credit Hours)
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgement (concepts, theories, methods) to discuss the topic

BIET 395A Bioethics Minor Capstone: Philosophical & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395B Bioethics Minor Capstone: Philosophical & Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395C Bioethics Minor Capstone: Philosophical and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395E Bioethics Minor Capstone: Philosophical & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396A Bioethics Minor Capstone: Theological & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396B Bioethics Minor Capstone: Theological and Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396C Bioethics Minor Capstone: Theological and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396E Bioethics Minor Capstone: Theological & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

Bioinformatics (BIOI)

BIOI 201 Introduction to Bioinformatics (3 Credit Hours)
This course provides an introduction to the fundamental concepts and practical applications of bioinformatics, the interdisciplinary field that combines biology, chemistry, computer science, and statistics. Students will explore how biological data - such as DNA, RNA, and protein sequences - are created, stored, analyzed, and interpreted. Topics include genome structure, sequence alignment, database searching, molecular evolution, structural bioinformatics, and essential computational tools for analyzing biological data. Through a mix of lectures and hands-on activities, students will learn to use key bioinformatics resources and software to solve real-world problems in genetics, molecular biology, and biotechnology.
Outcomes:
Identify applications of bioinformatics in biological research\\n; Introduce the interdisciplinarity of modern life sciences research; Demonstrate ability to use scripting language to work with sequence data; Utilize fundamental bioinformatics software and web tools

BIOI 300 Directed Readings (1-3 Credit Hours)
Readings from the scientific literature in any focused area of bioinformatics agreed upon by the student and the supervising faculty member.
Outcomes:
Students will gain knowledge, journal reading expertise, and scientific writing skills

BIOI 365 Exploring Proteins (3 Credit Hours)
Pre-requisites: CHEM 361
Computational tools are essential for the prediction of protein structures, protein interactions, and structure based drug design. This class will introduce fundamental concepts in the field of computational protein biology.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain a general understanding of the principles of proteomics in addition to theoretical and practical experience with protein-based databases and bioinformatics tools to explore protein structure and function

BIOI 395 Special Topics: Bioinformatics (1-3 Credit Hours)
Special areas of bioinformatics outside the usual curriculum that vary each time the course is offered.
Outcomes:
Students will gain knowledge in and master a unique topic in bioinformatics

BIOI 397 Bioinformatics Survey (1-4 Credit Hours)
Pre-requisites: BIOL 101 and Instructor consent
This course trains students in conducting collaborative bioinformatics research as well reading and presenting scientific research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Provides an alternative to individual research; reflects trends in the field for collaborative, group research

BIOI 398 Bioinformatics Internship (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed off-campus under the mentorship of a Bioinformatics scientist not affiliated with Loyola.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

BIOI 399 Bioinformatics Research (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed under the mentorship of one or more Bioinformatics faculty members.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

Biology (BIOL)

BIOL 101 General Biology I (3 Credit Hours)
Fundamental principles of Biology including: introduction to the scientific method, basic biological chemistry, cell structure and function, energy transformations, mechanisms of cell communication, cellular reproduction, and principles of genetics.
Interdisciplinary Option: Bioethics, Bioinformatics, Forensic Science
Course equivalencies: ACBIO 101 / BIOL 101
Outcomes:
Students will be able to demonstrate understanding of the historical foundations, methodologies employed, general architecture, and functioning of the cell - the basic unit of life

BIOL 102 General Biology II (3 Credit Hours)
Pre-requisites: BIOL 101 and BIOL 111
A continuation of BIOL 101. Fundamental principles of Biology including: evolutionary theory, general principles of ecology, study of plant structure and function, and comparative animal physiology.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 102 / BIOL 102
Outcomes:
Students will be able to demonstrate an understanding of the fundamental principles of ecology and evolution, as well as the anatomy and physiology of representative plant and animal phyla

BIOL 110 Liberal Arts Biology (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or equivalent, Please check requirements for declared majors/minors for exceptions
For non-science majors. Liberal Arts Biology is a Tier II Core course in the area of Scientific Knowledge and Inquiry. It covers fundamental principles of biological sciences at a level for non-science majors. The focus of the course will vary depending on expertise of the instructor. All instructors will address the same fundamental principles.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students understand the scientific method, diversity of life, classification of organisms, cell structure and function, the chromosomal and molecular basis of inheritance, and organ systems of the human body

BIOL 111 General Biology I Lab (1 Credit Hour)
Pre-requisites: BIOL 101 (may also be taken as a Corequisite)
Complements General Biology I lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: BIOL 111/ACBIO 111
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 112 General Biology II Lab (1 Credit Hour)
Pre-requisites: BIOL 101 and BIOL 111
Complements General Biology II Lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 112 / BIOL 112
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 195 Special Topics in Biology (1-4 Credit Hours)
Special Topics - Specific areas of study in the biological sciences.

BIOL 205 Plant Biology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lecture and laboratory. Survey of the principles of botany including development and reproduction, structure, phylogeny and metabolism.
Outcomes:
Students will understand the basic morphology of plants; utilize morphology in the identification of local plants; understand the anatomy of plants; understand the relationship between anatomy and basic physiology; recognize that differences in physiological function allow different plants to be found in specific environments; appreciate the diversity of organisms called "plants"

BIOL 210 Laboratory Techniques (2 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lab sessions designed to prove a firm foundation in basic techniques and procedures, use of equipment and apparatus, keeping a lab notebook, and in data collection and treatment.
Outcomes:
Students will acquire basic skills needed to work in a research laboratory

BIOL 242 Anatomy and Physiology I (4 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and [(CHEM 102 and 112) or CHEM 106 or CHEM 180]
Lecture, laboratory, and demonstrations. Organization of the human body from the cellular to the organismal level. Anatomy of body systems and their physiology related to 1) support and movement (integumentary, skeletal and muscular systems) and integration and control (nervous and endocrine systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate knowledge of human anatomy at the microscopic and gross levels; Students will be able to correlate structure and function and will have a firm understanding of the organizing principle of human physiology, homeostasis and explain the role of the nervous and endocrine systems in its maintenance

BIOL 243 Anatomy and Physiology II (4 Credit Hours)
Pre-requisites: BIOL 242
Lecture, laboratory, and demonstrations. A continuation of BIOL 242. Anatomy of body systems and their physiology related to regulation and maintenance (cardiovascular, lymphatic, respiratory, digestive, and urinary systems) and reproduction and development (male and female reproductive systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate a comprehensive integrated knowledge and understanding of human anatomy and physiology at all levels

BIOL 251 Cell Biology (3 Credit Hours)
Pre-requisites: For Biophysics majors: (BIOL 101 and BIOL 111) and (CHEM 101, CHEM 105, or CHEM 160); All other majors: (BIOL 102 and BIOL 112) and (CHEM 101, CHEM 105, or CHEM 160)
This course covers basic molecular and cellular studies of living organisms, emphasizing the relationships between subcellular structures and biochemical and physiological functions of cells.
Outcomes:
Students will become familiar with a wide range of cell biological principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern cell biology research

BIOL 252 Cell Biology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 251 (may also be taken as a Corequisite)
Laboratory experiences designed to explore relationships between structure and function of subcellular components.
Outcomes:
Working knowledge of a variety of techniques utilized in the cell biology laboratory

BIOL 265 Ecology (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and (CHEM 160 or CHEM 101 or CHEM 105)
Relationships of organisms to their environment and to each other at the organism, population, community, and ecosystem levels.
Outcomes:
Students will understand the fundamental principles governing the interactions of organisms and their environment at the population, community, and ecosystem levels

BIOL 266 Ecology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 265 (may also be taken as a Corequisite)
Laboratory and field experience are designed to illustrate the principles of ecology and to give students experience in collecting, processing, and analyzing data. Field trips required.
Course equivalencies: BIOL266/ESP 266
Outcomes:
Students will understand the methodology and use techniques in studying interactions of organisms to the environment and to each other at the organism, population, community, and ecosystem levels

BIOL 282 Genetics (3 Credit Hours)
Pre-requisites: For Bioinformatics and Biophysics majors: BIOL 101 and (CHEM 101, CHEM 105, or CHEM 160); For all others: BIOL 102, BIOL 112, and (CHEM 101, CHEM 105, or CHEM 160)
This course surveys principles and processes of genetic inheritance, gene expression, molecular biology, developmental, quantitative, population, and evolutionary genetics.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop knowledge and awareness of the genetic bases of modern biology; Students will understand Mendelian principles of inheritance, chromosome and DNA structure and replication, gene expression, molecular biology, genetic bases of development and other biological processes, and quantitative, population, and evolutionary genetics

BIOL 283 Genetics Laboratory (1 Credit Hour)
Pre-requisites: BIOL 282 (may also be taken as a Corequisite)
Experiments and demonstrations to illustrate chromosomal structures and transmission, molecular biology, gene linkage, gene frequencies, and variation.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop technical skills and ability to interpret data from a variety of types of genetics experiments

BIOL 296 Introduction to Research (1 Credit Hour)
Pre-requisites: BIOL 102, 112; Permission of the instructor; Biology Core highly recommended
Students will begin reading the literature in the field of their mentor, conduct experiments designed by the mentor, and give a presentation on their work or studies, in preparation for upper level undergraduate research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop critical reading skills and become familiar with basic lab techniques in the area of their mentor

BIOL 302 General Microbiology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 304 Intro to Developmental Biology (3 Credit Hours)
Pre-requisites: BIOL 251
The analysis of developmental processes such as; fertilization, embryonic cleavage, cell determination and cell differentiation in selected species. Emphasis will be on experiments that reveal how these processes are controlled at the molecular and cellular levels.
Outcomes:
Students will become familiar with a wide range of developmental biology principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern developmental biology research

BIOL 307 Biology of Stem Cells (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Stem cell research represents an exciting area of biology. This course will cover the early discoveries that launched the field of stem cell biology, the different types of stem cells that exist, potential therapeutic uses of stem cells, and the ethical implications of these discoveries and therapies.
Outcomes:
Students will be able to read primary research articles, describe different stem cell types and therapeutic uses, and consider the ethical implications of stem cell research and therapies

BIOL 315 Introductory Immunology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The study of the nature and molecular basis of immune responses. History and vocabulary of immunology; experiments involving immune recognition and destruction; theories regarding self-tolerance and immunological diseases.
Outcomes:
Students will learn the morphology and histology of the cells involved in an immune response, as well as how the cells develop and the molecular mechanisms used to recognize and eliminate non-self material; Students will become familiar with the evasion strategies of pathogens and the consequences associated with either hyper or hypo-responsiveness

BIOL 316 Limnology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265 and CHEM 102 or CHEM 106 or CHEM 180
An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions; Students will learn to evaluate the trophic status and health of a lake by the end of the course

BIOL 317 Models of Human Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course explores approaches used to study human diseases from in vitro to in vivo levels and examines their strengths and weaknesses. Discussions will cover historical experiments and cutting-edge research to learn about the techniques used to generate data and how to interpret the results.
Outcomes:
Students will gain knowledge about human diseases and techniques used to model aspects of those diseases in the laboratory

BIOL 318 General Virology (3 Credit Hours)
Pre-requisites: BIOL 251 & BIOL 282
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Course equivalencies: BIOL 318 / BIOL 218
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 319 Evolution (3 Credit Hours)
Pre-requisites: BIOL 282; BIOL 265 recommended
This course focuses on analysis of processes and patterns of evolution. Topics include population genetic principles, fossil patterns and geologic ages, phylogenetic analysis of relationships of species, experimental approaches to evolutionary questions, and evolutionary perspectives on human biology and relationships.
Outcomes:
Students will develop knowledge and awareness of evolutionary processes and patterns, the evidence for them, and how evolutionary hypotheses are tested experimentally; They will develop an appreciation of the primary literature through reading and discussing research articles

BIOL 321 Great Transitions in Vertebrate History (3 Credit Hours)
Pre-requisites: BIOL 265
The major vertebrate groups-fish, amphibians, reptiles, birds, and mammals-arose through great transitions in size and form. These transitions opened up previously inaccessible habitats for those groups to radiate throughout, creating the remarkable diversity we observe today. In this class, students will learn about the major transitions that occurred in vertebrate history within the context of Earth's geological history. Students will also learn about the adaptive changes in anatomy and life history that have allowed those radiations to successfully radiate in those habitats. Students will also learn about species whose unique attributes allow them to occupy the most extreme habitats on earth, such as the deep sea, arctic, and high elevation habitats.
Outcomes:
Learn the major radiations of vertebrates and their evolutionary relationships, the general characteristics of the major organ systems in those radiations, the major evolutionary transitions that occurred during vertebrate history, and how changes in ecology, life history, and anatomy change during organismal evolution

BIOL 323 Comparative Anatomy Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282
A study of homologous systems and vertebrate phylogeny in both lecture and lab.
Outcomes:
Students will understand the evolutionary relationships and processes that are involved in the development of vertebrate anatomy

BIOL 328 Conservation Biology (3 Credit Hours)
Pre-requisites: BIOL 265
This course explores species diversity, natural and human induced extinctions, environmental ethics, and conservation practices being developed at the population, community, and ecosystem levels.
Course equivalencies: X-BIOL328/ESP 330
Outcomes:
Students will be able to describe conservation strategies being used by institutions around the world and understand the ecological theory that supports those strategies

BIOL 330 Global Change Biology (3 Credit Hours)
Pre-requisites: BIOL 265 or ENVS 280
Human activities are changing our planet to such an extent that scientists have proposed we are in a new geological epoch, the 'Anthropocene'. Through lectures, discussions, and group projects we will examine key elements of global change including biodiversity loss, land-use alterations, climate change, and pollution.
Outcomes:
Learn global element cycles that drive biological processes; Read, critique, and discuss primary scientific literature

BIOL 341 Histology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course examines the microscopic anatomy of the four basic adult tissue types and how they are arranged and utilized in the construction of the major vertebrate organ systems.
Outcomes:
The major learning objectives for this course are (1) to become familiar with the gross and microscopic anatomy of cells, tissues, and organs and; (2) to understand how these anatomical features correlate with specific physiological functions

BIOL 344 Microbial Evolution and Human Well-being (3 Credit Hours)
Pre-requisites: BIOL 282
The course explores the many ways, both positive and negative, that the evolution of bacteria, viruses, and other microbes affects humans. Topics include infectious disease, the human microbiome, food production, and environmental microbes. The course is centered around reading and analyzing primary literature.
Outcomes:
Students will apply fundamental evolutionary principles to microbes, understand the broad relevance of microbial evolution to human life, and read and communicate about primary literature on the topic

BIOL 350 Vertebrate Physiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, and (CHEM 180 or CHEM 102 or CHEM 106)
This is an introduction to the physiology of marine, freshwater, and terrestrial vertebrates. Understanding how physiological concepts are manifested by animals facing different environmental challenges is emphasized. Topics to be covered include metabolism and energy balance, nervous and endocrine function, respiration, circulation, water balance and ionic regulation, and excretion.
Outcomes:
Compare and contrast how various vertebrates utilize major organ systems to maintain homeostasis; Describe how common physiological principles are manifested through vertebrates' adaptation to their environments

BIOL 351 Sleep/Circadian Rhythms (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
We will cover circadian rhythms one very prominent circadian-regulated behavior: sleep. We will investigate these topics at several different levels, spanning from cellular and molecular mechanisms to systems and behavioral approaches, and finally will look at pathologies of these systems that lead to human disorders.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with a variety of model systems used to study circadian rhythms, and learn how to critically read primary literature and lead discussions of this reading

BIOL 353 Natural History of Vertebrates (4 Credit Hours)
Pre-requisites: BIOL 265
The objective of the course is to provide an in-depth study of the vertebrates in the Midwestern U.S. Topics will include the origin and evolution of vertebrates, and their ecology, behavior and specializations. The lab will focus on identification of vertebrate taxa and learning wildlife sampling techniques.
Outcomes:
Understand specifics of ecology, behavior, life history, evolution and conservation of all vertebrate taxa; Read, analyze, interpret, and discuss peer-reviewed literature

BIOL 356 The Evolution of Animal Sex (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Among animals, sex cannot be simplified down to X's and Y's, or even males and females. Sex is diverse and dynamic. The class will discuss modern research around three themes: 1) sexual differentiation, 2) animal weapons and ornaments, and 3) reproduction and mating systems.
Outcomes:
Students will gain a deeper appreciation of the sexual diversity among animals at genetic, physiological, morphological and behavioral levels

BIOL 357 Neural Disease, Degeneration, and Regeneration (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course offers an overview of cellular and molecular mechanisms underlying common neurodegenerative disorders. Mechanisms of neuronal cell death and application of stem cells in CNS regeneration will also be covered. Students will learn by reading assigned background materials and research articles, and participating in class discussions.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand current advances of genetic, developmental, molecular, and cellular mechanisms underlying the neurodegenerative diseases; Students will also learn how disease mechanisms affect neural function, cognition, and behavior

BIOL 358 Developmental Neurobiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles; Students will also learn how to critically read primary research papers and present these papers to the class

BIOL 361 Cellular and Gross Neuroanatomy (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
This course explores the cellular and gross anatomy of the nervous system, with an emphasis on the functional anatomy of the human brain and spinal cord in the normal and pathological states. The major sensory, motor, and integrative neural systems of the human brain are discussed.
Interdisciplinary Option: Neuroscience
Outcomes:
Understanding of gross neuroanatomy, including major brain systems, spinal cord input and output, and cranial nerves; Understanding of cell types and their functions within the nervous system, and how diseases impact their function; Understanding of modern approaches to identifying cell types and connections among different structures in the brain and periphery

BIOL 361L Cellular and Gross Neuroanatomy Lab (1 Credit Hour)
Pre-requisites: NEUR 101, BIOL 251, and BIOL 361 (BIOL 361 may also be taken as a Corequisite)
This course gives students hands on experience with gross dissection methods and cellular and molecular approaches for identifying cell types and organization of neurons and their connections in the brain and in the periphery.
Interdisciplinary Option: Neuroscience
Outcomes:
Ability to identify neural cells; Ability to recognize, dissect, and label nervous system structures; Ability to conduct, interpret, and describe procedures that identify neural cell types and structures

BIOL 362 Neurobiology (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Interdisciplinary Option: Neuroscience
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 365 Writing a Scientific Manuscript (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112
A Process from Data Collection to Writing a Scientific Manuscript. This course is designed for upper level students interested in practicing the scientific process; including hypothesis construction, experimental design, data collection, and writing of a scientific paper detailing Introduction, Methods, Results and Discussion.
Outcomes:
Students would learn to develop hypotheses, design experiments based on those hypotheses, analyze data, and learn to construct and peer-review a scientific manuscript

BIOL 366 Cell Physiology & Biochemistry (3 Credit Hours)
Pre-requisites: Bioinformatics majors: CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req); All other majors: BIOL 251 & CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req)
An introduction to biochemical principles as they relate to major biological themes such as the relationship between cellular structure and function, metabolism, thermodynamics, regulation, information pathways, and evolution. BIOL 366 is cross-listed with CHEM 361.
Interdisciplinary Option: Forensic Science
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will study the basic concepts of biochemistry and will understand how thermodynamics govern biochemical processes; Catalytic strategies, as well as the major pathways of both anabolism and catabolism, will also be learned

BIOL 366L Cell Physiology and Biochemistry Lab (3 Credit Hours)
Pre-requisites: CHEM 361 (may also be taken as a Corequisite)
Introduction to modern techniques and instrumentation with an emphasis on cellular metabolism and protein biochemistry including purification and quantitation methods and enzyme kinetics.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Proficiency in performing a variety of biochemical assays and the ability to write up results as a formal lab report

BIOL 368 Plant Ecology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Focuses on plant population dynamics; plant-animal interactions, including herbivory, pollination, dispersal; plant community dynamics, such as the processes of succession; and the effect of global climate on the distribution of major vegetation types. The laboratory is divided between weekend field trips to local forests, prairies and bogs, and laboratory studies.
Outcomes:
Students will achieve familiarity with major vegetation types and especially with local vegetation and natural areas; understand the dynamics of plant communities; understand the nature of research in plant ecology and gain familiarity with the primary literature; understand environmental issues as they relate to plant ecology

BIOL 369 Invertebrate Biology (3 Credit Hours)
Pre-requisites: BIOL 265
Broad survey of invertebrates including morphology, physiology, ecology, evolution, and systematics.

BIOL 370 Ichthyology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Lecture and laboratory and/or field trips. Systematics, phylogeny, anatomy, physiology, behavior, functional morphology and ecology of fishes. Includes field collecting trips in Lake Michigan and local streams and lakes and individual projects/research papers.
Outcomes:
Students will develop a detailed understanding of a range of topics in fish biology, with special emphasis on evolutionary relationships

BIOL 373 Laboratory in Neurophysiology and Behavior (4 Credit Hours)
Pre-requisites: BIOL 362 (may also be taken as Corequisite)
This lab course explores how cellular activity in the nervous system controls behavior. Students gain hands-on experience with anatomical, physiological, behavioral, and computational techniques used in cellular neurobiology, including microdissection, neural recording, stimulation, and modeling. Using Aplysia, students conduct group a research project, analyze data, and produce a publication-style paper.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop scientific research skills in cellular neurobiology, including anatomical and physiological techniques, electrophysiological data acquisition, computational modeling of neural activity, and analysis and communication of empirical findings

BIOL 375 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Pre-requisites: BIOL 265
This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 376 Seminar in Molecular/Cellular Neuroscience (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 362
This lecture/discussion will span synaptic plasticity, modern approaches to studying neural circuits, and the therapeutic potential of neural stem cells. Students become familiar with principles of molecular/cellular approaches to the study of the nervous system through review articles and the primary literature.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of molecular/cellular approaches to the study of the nervous system; Students will also learn how to evaluate primary literature

BIOL 377 Molecular Pathogenesis (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Introduction to the molecular mechanisms of disease pathology and therapeutic and control strategies, using a particular disease as model.
Outcomes:
Students will be able to explain the molecular basis for particular disease symptoms, understand therapeutic strategies, and use experimental results to form conclusions about disease molecular mechanisms

BIOL 378B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses required
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 379B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include biotechnologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 380 Genetics and Evolution of Development (3 Credit Hours)
Pre-requisites: BIOL 282
This course explores the evolution of the embryo and the patterns of gene regulation and morphogenesis that drive early development. Topics include evolution of nervous system patterning, shared human, mouse and frog regulatory systems, and evolution of human genetic syndromes.
Outcomes:
Students will master the stages and regulation of development in a number of organisms through use of primary literature; Evidence of their mastery will be seen through grant writing exercises, in class presentations, and conventional exams

BIOL 381 Epigenetics (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course will introduce students to epigenetic mechanisms operating throughout life, which include chromatin regulation, DNA methylation, histone modifications and non-coding RNAs. Students will gain an appreciation of how different cell types can maintain drastically different gene expression patterns yet share the exact same DNA sequences.
Outcomes:
Students will understand epigenetic mechanisms, apply insights gained to evaluate the effect of epigenetic changes in development, disease and aging, and learn how to lead a class discussion

BIOL 382 Molecular Genetics (3 Credit Hours)
Pre-requisites: BIOL 251 and 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 384 Microbial Pathogenesis of Infectious Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The course is focused on teaching students the way bacteria, viruses, fungi, and pathogens can adhere, invade, replicate, and cause damage and disease in their hosts. The course focuses on the techniques used by researchers to ask questions about these processes.
Outcomes:
Students will understand the ways pathogens cause disease, read and review primary literature, and apply techniques used in a grant proposal on a topic of their interest

BIOL 385 Principles of Electron Microscopy Lecture/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and Instructor Permission; BIOL 341 recommended
This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs; Students will also learn how to correctly interpret their results and properly present their data

BIOL 386 Human Genetics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will learn the foundations of human complex trait genetics in this course-based undergraduate research experience. They will analyze and discuss primary literature in human genetics, understand how our genes do and do not influence human differences, apply software tools used in the field, and gain experience in oral and written presentation of research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Learn the foundations of human complex trait genetics; Analyze and discuss primary literature in human genetics; Begin applying the scripting and software tools used in the field; Design, implement, and evaluate a guided genome-wide analysis of a human phenotype; Gain experience in oral and written presentations of research

BIOL 387 Genomics (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 283
Genomics is the compilation, characterization, and evaluation of DNA sequence information and its integration with established methods and genetic knowledge. This course will introduce students to the study of genome structure and function and its application to biomedicine, agriculture, and evolution.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will acquire an in-depth knowledge of the nature of gene and genome structure, function, and evolution as well as the methods used to obtain and evaluate this knowledge; Students will be able to create meaningful web-based database search strategies and interpret the significance of results

BIOL 388 Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 390 Molecular Biology Laboratory (4 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq)); All other majors: BIOL 251, BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq))
This course is an intensive laboratory course in the basic principles and techniques of molecular biology, including bacterial cloning, polymerase chain reaction, restriction mapping, agarose gel electrophoresis, and DNA sequencing.
Interdisciplinary Option: Bioinformatics, Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate basic molecular biology skills including manipulation of bacterial cultures and DNA, plasmid minipreps, gel electrophoresis, cloning, polymerase chain reaction, and other molecular techniques that may be specific to their chosen independent projects

BIOL 392 Metagenomics (3 Credit Hours)
Pre-requisites: BIOL 282
Exploration of next-generation sequencing technologies for assessing microbial diversity in ecological niches.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain hands-on experience with metagenomic methodologies while working in an interdisciplinary, collaborative setting

BIOL 394 Special Topics in Biology Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 394E Special Topics in Biology Laboratory (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 394M Special Topics in Biology Laboratory (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 395 Special Topics in Biology (3 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395E Special Topics in Biology (Ecology Emph) (3 Credit Hours)
Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 395L Special Topics Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395M Special Topics in Biology (Molecular Emph) (3 Credit Hours)
Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 396 Research (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Course equivalencies: BIOL299/BIOL396
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 396E Research (Ecology Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to ecology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to ecology and reporting the results

BIOL 396M Research (Molecular Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to molecular biology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to molecular biology and reporting the results

BIOL 397 Course-Based Undergraduate Research Experience in Biology (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397E Course-based Undergraduate Research Experience in Biology (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to ecology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to ecology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397M Course-based Undergraduate Research Experience in Biology (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to molecular biology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to molecular biology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 398 Internship in Biology (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biology-related job settings

BIOL 398E Internship in Biology (Ecology Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to ecology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in ecology-related job settings

BIOL 398M Internship in Biology (Molecular Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to molecular biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in molecular biology-related job settings

BIOL 399 Individual Study (1-3 Credit Hours)
Directed study of a specific topic by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology

BIOL 399E Individual Study (Ecology Emph) (1-3 Credit Hours)
Directed study of a specific topic related to ecology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 399M Individual Study (Molecular Emph) (1-3 Credit Hours)
Directed study of a specific topic related to molecular biology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to molecular biology

Catholic Studies (CATH)

CATH 100 Introductory Topics in Catholic Studies (3-6 Credit Hours)
Introductory level course for topics cross-listed with other courses that focus on areas of Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 101 Evolution Western Ideas & Institutions to the 17th Century (3 Credit Hours)
This course traces the early development of Western civilization from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

CATH 101D Development of Western Thought Honors Discussion (3 Credit Hours)
Pre-requisites: Catholic Studies students must be enrolled in the Honors Program and must be completing the first section of the course HONR 101 (cross-listed with CATH 102)
This course is the second half of the Freshmen Honors program protocol of HONR 101, where students receive 6 credit hours for intensive reading, lectures, and discussion groups with professors.
Course equivalencies: X-HONRD101/CATH101D

CATH 102 Western Traditions Honors-Antiquity to Middle Ages (3 Credit Hours)
This course is restricted to Catholic Studies Minors enrolled in the Honors Program. This foundational course in the history of Western culture from antiquity to the Middle Ages discusses such writers ranging from Homer all the way to Augustine. Students will pose questions and comments about some of the ideas and texts that helped shaped Western culture, including many that come out of the western Christian tradition.
Course equivalencies: X-HONR10/CATH102

CATH 104 Jesus Christ (3 Credit Hours)
The study of the person of Jesus Christ.
Course equivalencies: THEO104/CATH104
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

CATH 105 The Church in the World (3 Credit Hours)
How does Christian Theology inform how Christians act in the world? This is the central question that we will seek to answer throughout this course. Examining the intersection between theoretical and practical theology, we will explore the Church's engagement in the world at large, both in global cultures and political movements. Each class will focus on the sources of Christian doctrine, Biblical and Traditional, with an emphasis on Catholic teaching since Vatican II and on the lived reality of these teachings in a variety of historical and geographical contexts. Using contemporary examples of global issues, we will explore the practicality and potential benefits and drawbacks of doing theology in the public sphere.
Course equivalencies: X-THEO105/CATH105

CATH 106 Theology of The Sacraments (3 Credit Hours)
This course studies the realities of Christian faith life as expressed in the concrete rituals of Christian communities. Sacraments are more than just mechanical ways in which to experience God in Christian liturgy - defined traditionally as "visible signs of invisible realities." Certainly, the seven sacraments of the Catholic tradition perform the central mysteries of God's gracious self communication; however, as importantly, they also introduce and articulate a way of interpreting reality. This course will not only examine the historical development, central beliefs and communal practices of the sacraments, but will also explore the "sacramental principle" as a way to illuminate the theological dynamics that are such an essential component of Catholic liturgy and Christian spirituality. Students will investigate the nature of the sacramental system in Catholic worship, identify the key concepts of "sacramentality" and explore the religious practices that are part of the living tradition of sacramental theology. Finally, students will explore how, in the end, the sacramental principle affects everything and cannot be contained. Sacramentality is a way of being, an "eventing" that reminds us how dynamic and transcendent (as opposed to static and insulated) life is. So, we will follow the clues where they lead and assess current relationships among sacramental theology, liturgy, artistic reflection, cross-cultural expression, and daily life.
Course equivalencies: X-THEO265/CATH106

CATH 112 New Testament (3 Credit Hours)
The study of the New Testament.
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the various literary genres found in the New Testament

CATH 179 Roman Catholicism (3 Credit Hours)
James Joyce famously called Roman Catholicism the "Here comes everybody" tradition, offering an apt description for a faith community made up of both sinners and saints, martyrs and missionaries, defenders and detractors all. This course on Roman Catholicism begins from the assumption that it is fundamentally a tradition of paradox, which establishes constancy through change and firmness through fluidity. Students will explore Roman Catholicism less as a set of definite beliefs and moral precepts, and more as a world-shaping perspective that forms Catholics to see and to be in distinctive ways. Finally, the course will address head-on a range of serious challenges confronting Roman Catholicism today, including widespread disaffiliation, clergy abuse, Magisterial teaching on gender and sexuality, women's ordination, and racism and anti-Judaism in the tradition.
Course equivalencies: THEO179/THEO279/CATH179

CATH 181 Christianity Through Time (3 Credit Hours)
This course will introduce you to the history and missionary movements of the Christian religion, from the early church to the present day. While the course is set up thematically in chronological order, you will read case studies based on primary sources, social history, and material culture that will give you an overview of Christian revelation, theological differences, community and controversies, circulation of ideas and counter-ideas, missionary tactics, power struggles, and people's experiences in ecclesial (liturgy and sacrament), para ecclesial, and personal ways. You will also visit the Art Institute of Chicago and the Newberry Library to see objects and manuscripts from the Christian tradition. The story this course seeks to reveal is how the Christian religion has defined the relationship between the divine and the human world.
Course equivalencies: THEO181/ THEO281/CATH181

CATH 193 Christian Marriage (3 Credit Hours)
Examination of the historical development of marriage within the Christian tradition as well as an investigation and evaluation of its condition in contemporary American society.
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

CATH 200 Intermediate Topics in Catholic Studies (3-6 Credit Hours)
Intermediate level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 255 Music in Catholic Worship (3 Credit Hours)
This course will explore the relationship between music and the liturgies of the Roman Catholic Church. Theologies of liturgical music will be compared and contrasted using the official documents of the Church, theological perspectives and from pastoral experience.
Course equivalencies: X-MUSC255/CATH255
Outcomes:
For students seeking greater knowledge of sacred music, they will be introduced and become familiar with different styles of music, reflect upon and access the application and performance of sacred works within the course as well as in onsite experiences in Catholic parishes in Chicago

CATH 278 Medieval Culture (3 Credit Hours)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history.
Course equivalencies: X-ENGL279/CATH278/MSTU304

CATH 296 All Things Ignatian: Living and Learning in the Jesuit Trad (3 Credit Hours)
This course explores the founder of the Jesuits, St. Ignatius Loyola and considers his historical context and that of the Jesuits from Renaissance Europe to today. Second, the course will introduce "The Spiritual Exercises," a highly refined and adaptable method of prayer, contemplation and action. Finally, the course will examine Ignatian spirituality as a practical resource for addressing critical issues in the Church and world today. Identify and explain the chief characteristics and major themes of Ignatian spirituality. Locate, analyze, and demonstrate Jesuit apostolate of scholarship and teaching; identify the global contribution to education, particularly to university life. Experience direct service.
Interdisciplinary Option: Catholic Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CATH 296/THEO 296
Outcomes:
Describe the life and history of Ignatius of Loyola and the Society of Jesus

CATH 297 The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

CATH 300 Advanced Topics in Catholic Studies (3-6 Credit Hours)
Advanced level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 301 Catholics in America (3 Credit Hours)
This course uses canonization, the process by which the Catholic Church recognizes saints, to explore change over time in the history of both the Catholic Church and the United States. Drawing upon a cast of characters that includes saints and sinners, martyrs and missionaries, patriot priests and unruly women, we will explore how conceptions of sanctity and holiness have been shaped by popular devotion, papal power, gender, race, sexuality, nationalism, and commercialization.

CATH 302 Religion & Pop Culture: Europe (3 Credit Hours)
In this course, we will explore how religion is lived by ordinary people in the contexts of everyday life through various popular culture forms and genres. We will consider how religion animates popular culture, how popular culture itself does religious work, and how religious and non-religious groups and individuals approach popular culture at various times and in certain circumstances as both sacred and profane.

CATH 303 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines some aspect(s) of the Catholic philosophical tradition, drawing from various eras: its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with some central features of the Catholic philosophical tradition, demonstrating proficiency in operating within the philosophical framework of this tradition

CATH 305 Medieval Philosophy (3 Credit Hours)
This course deals with selected works from such authors as Augustine, Anselm, Aquinas, Bonaventure, Scotus, and Ockham. The course may be on a particular author, or on a theme or issue characteristic of medieval thought.
Course equivalencies: X-PHIL305/CATH305/MSTU344

CATH 307 13th & 14th Century Philosophy (3 Credit Hours)
Modern thinkers of the 13th and 14th centuries, including at least some of the following: Albertus Magnus, Thomas Aquinas, Dun Scotus, William of Ockham, Roger Bacon. This course will focus on Thomas Aquinas, John Duns Scotus, and William of Ockham. In doing so we will try to get a sense of how they carried out the practice of philosophy, especially given the fact that each of them was a theologian by profession. Thus, the main theme of the course will be the relation of philosophy to theology - more broadly, faith and reason - as it was understood in this period. We will also look at a range of other issues that were of concern to the scholastics--chiefly questions of metaphysics and epistemology.
Course equivalencies: X-PHIL307/CATH307

CATH 309 History of Primitive Christianity (3 Credit Hours)
This course treats the history of Christian communities and beliefs from their emergence in cities of the early Roman Principate to the legalization of that religion in the Late Antique period.
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students gain familiarity with messianism and eschatology in Second Temple Judaism, evangelization and growth of urban Christian churches, interaction with Roman Imperial government, and the flourishing of monasticism in the period of legalization

CATH 310 The Early Middle Ages 600-1150 (3 Credit Hours)
This course examines European society and culture in the early Middle Ages.
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will demonstrate an understanding of reasons behind the transformation of classical civilization; the so-called fall of Rome and the barbarian invasions; early Germanic kingdoms; Charlemagne and Carolingian Europe; the Vikings; and church and society in the eleventh century

CATH 311 Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

CATH 312 Dante-The Divine Comedy (3 Credit Hours)
Refashioning the conventions of poetry, Dante (1265-1321) used the account of his presumed journey through the three realms of the Christian afterlife - Hell, Purgatory and Paradise - to explore the world at the close of the Middle Ages. The poem is both an adventure story and an exhaustive, assessment of the state of politics, society, religion, literature, philosophy, and theology at the beginning of the fourteenth century. This course examines a selection of cantos Dante's Inferno, Purgatorio, Paradiso in its cultural, theological, social and political context. In particular we will explore how the underground world imagined by the poet relates to late medieval urban life and culture. A guiding concern of the discussion is to assess the ways in which Dante changed our understanding of the relationship between the human and the divine, justice and love, will and reason, happiness and knowledge, literature and the Bible. Political turmoil, philosophical and theological paradigms social and religious conflict all converge in the making of the Comedy and will thus form crucial elements of our investigation.
Course equivalencies: X-ITAL312/CATH312/MSTU364

CATH 315 Mary and The Church (3 Credit Hours)
The course is structured as a chronological sweep through the history of ideas on Mary and her importance for understanding the God revealed in Jesus Christ. We will examine Mary's place throughout the seven major ages of Christianity with particular attention to the Early Church Age. After exploring the Mariologies of the Early Church Age, we will explore the continued development of Mariology, spending significant time thinking about Mariology in the Post-Modern Age through your papers and presentations.
Course equivalencies: THEO315/CATH315

CATH 316 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

CATH 317 Christian Thought: Ancient to Medieval (3 Credit Hours)
Early and medieval Christian Thought focuses upon the development of Christian thinking from the apostolic times to the eve of the Protestant Reformation. It centers on those individuals of the period who influenced thinking and practice in their as well as subsequent times. It also focuses upon important historical, social and political events that interacted with Christian doctrines throughout the centuries.
Course equivalencies: X-THEO317/CATH317/MSTU360

CATH 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

CATH 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

CATH 321 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original. Students will receive training in the understanding, appreciation, and criticism of works of medieval culture.
Course equivalencies: X-ENGL320/CATH321/MSTU308

CATH 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them. Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works.

CATH 345 Roman Catholic Social Thought (3 Credit Hours)
An introduction to the social documents of the Catholic Church in the modern era. This course presents a synthesis of the methodology, the anthropology, and the principles used by the Church in its moral reflection on the various social problems of our day.
Course equivalencies: X-THEO345/CATH345

CATH 361 St Augustine Works (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Course equivalencies: LATN361/CATH361
Outcomes:
students should be able to translate these works with proficiency, and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

CATH 379 Ecumenism in The 20th Century (3 Credit Hours)
Investigation of the principles of ecumenism as formulated in Vatican II. Study of the agreed statements of bilateral discussions between Christian communities.
Course equivalencies: X-THEO379/CATH379
Outcomes:
Students will be able to assess how various configurations of a religious worldview can both expand and foreshorten the way human thinking has gone on

CATH 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

CATH 393 Seminar Theology (3 Credit Hours)
An undergraduate seminar course in theology with variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

CATH 395 Directed Readings in Catholic Studies (3-6 Credit Hours)
An independent program of reading and research developed in consultation with either the Catholic Studies Program director or a supervising faculty member that teaches in Catholic Studies, culminating in a major project or paper.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 396 Seminar in Medieval Phil (3 Credit Hours)
This course will study selected issues from medieval philosophy.
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

Chemistry (CHEM)

CHEM 101 General Chemistry A Lecture/Discussion (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Co-requisites: CHEM 111 and MATH 118
A year of high school chemistry is recommended; This non-majors course deals with the development of basic chemical principles. Multiple perspectives of matter will be used to describe and explain characteristics, properties, and relationships across the following topics: atomic structure, nuclear chemistry, periodicity, molecular structure, chemical bonding, chemical reactions, thermochemistry, aqueous solutions, gases
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 101
Outcomes:
Students will learn the foundational concepts of chemistry in these topic areas and develop skills in scientific problem solving and critical thinking

CHEM 102 General Chemistry B Lecture/Discussion (3 Credit Hours)
Pre-requisites: CHEM 101 or CHEM105; MATH 118 or equivalent
This non-majors course further develops principles from CHEM 101 & requires in-depth integration of concepts. Multiple perspectives of matter will be used to describe/explain characteristics, properties, & relationships across the following topics: liquids & solids, solutions, reaction kinetics, equilibria, acids & bases, reaction thermodynamics, electrochemical reactions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 102
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking and synthesis of concepts

CHEM 102D General Chemistry B Discussion (0 Credit Hours)
Discussion to accompany the CHEM 102 lecture section.

CHEM 105 Chemical Principles (4 Credit Hours)
Pre-requisites: Math Placement Test or Math 117
Lecture, discussion and laboratory course for majors covering stoichiometry, reactions in aqueous solution, states of matter, electronic structure, thermodynamics, chemical bonding, molecular geometry and intermolecular forces. Emphasis given to writing electron configurations and Lewis diagrams, predicting molecular geometry and properties, mass/mole conversions and solving thermodynamic and gas law problems.
Outcomes:
Students will learn basic chemical principles in these areas

CHEM 106 Basic Inorganic Chemistry (4 Credit Hours)
Pre-requisites: CHEM 105 AND MATH 118 or equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 111 General Chemistry Lab A (1 Credit Hour)
Pre-requisites: MATH 117 or placement test equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 111
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 112 General Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105) and MATH 118 (or equivalent)
The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 112
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 160 Chemical Structure and Properties (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include atomic structure, periodic properties, bonding and properties of molecules, solid states, interactions and connections of light and matter, quantum and molecular mechanics models of atoms and molecules.
Outcomes:
Students will use multiple perspectives of matter to describe and explain how atomic, molecular and interparticle structure determines the properties of common materials

CHEM 161 Chemical Structure and Properties Laboratory (1 Credit Hour)
Pre-requisites: MATH 117 or equivalent
Laboratory course designed to create foundational knowledge and proficiency in essential chemistry lab skills including developing the knowledge and use of PPE, MSDS, and Chemical labels, basic statistical analysis and graphing, proper usage of common laboratory equipment and instrumentation, and keeping a laboratory notebook and writing reports.
Outcomes:
Students will learn essential chemistry lab skills, including best practices for chemical safety and hygiene, laboratory equipment, instrumentation, writing techniques, and measurements

CHEM 171 General Chemistry for Engineering Science Majors (3 Credit Hours)
Pre-requisites: MATH 118 or Math Placement Test; Co-requisite CHEM 173; Restricted to Engineering Science Students; A good background in high school chemistry is recommendation
This course is designed to acquaint students in engineering science with fundamental concepts of chemistry as well as their applications in the field of engineering. Students will survey topics in atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry. A good background in high school chemistry is recommendation.
Outcomes:
Students should demonstrate proficient understanding of fundamental concepts and skills of general chemistry as well as their applications in the field of engineering

CHEM 173 General Chemistry Lab for Engineering Science Majors (1 Credit Hour)
Pre-requisites: MATH 118 or equivalent; Co-requisite: CHEM 173; Enrollment is restricted to declared ENGR majors; A good background in high school chemistry is recommendation
This lab course is a companion course to CHEM 171 General Chemistry for Engineering Science and is designed to support the development of chemistry concepts within the following topics: atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry.

CHEM 180 Chemical Reactivity I (3 Credit Hours)
Pre-requisites: CHEM 160 and MATH 118 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include acids and bases, buffers, chemical equilibrium, molecular thermodynamics and kinetics, nucleophilic substitutions, elimination reactions, carbonyl compounds and reactions with applications to biochemical pathways.
Outcomes:
Students will use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions

CHEM 181 Chemical Reactivity I Lab (1 Credit Hour)
Pre-requisites: CHEM 160, CHEM 161, and MATH 118 or equivalent
Laboratory course designed to utilize experiments to illustrate the relationships between the structures of compounds and their resulting properties Topics include identification of compounds using chromatography, mass spectrometry, infrared spectroscopy, and NMR, separation methods. Additional skills in analytical reasoning and information literacy will also be developed.
Outcomes:
Students will establish best practices for working safely in lab, analyzing compounds, interpreting spectra, and purification of reaction products

CHEM 186 Science and Culture of Food (3 Credit Hours)
Pre-requisites: CHEM 180 or CHEM 221 or CHEM 222 or CHEM 223 or CHEM 224; GNUR 160 may substitute for the CHEM course prerequisite
Food is chemistry, culture, and community. In this study abroad course, students explore the science that underlies the taste, texture, and transformation of foods--and how those scientific processes are deeply tied to local traditions and cultural identities. Through lectures, tastings, and local excursions, students discover the chemical and biochemical processes behind fermentation, baking, coffee and tea preparation, cheese making, and more. By engaging directly with local producers, artisans, and food experts, students connect chemistry with sustainability, history, and community well-being.
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe basic chemical and biochemical processes that occur during food preparation and preservation; Explain how processing affects the sensory and nutritional properties of foods and beverages; Identify connections between local food traditions and the underlying chemistry; Reflect on how food and science connect to culture, sustainability, and personal experience; Communicate scientific and cultural insights clearly in writing and discussion; Demonstrate understanding of the chemical and biochemical processing and effects on the human biochemical processes of non-alcoholic beverages (tea, coffee, herbal infusions, juices)

CHEM 195 Foundational Concepts in Chemistry (1-3 Credit Hours)
Foundational Chemistry seminar/topics course, 1-3 credit hours. Chemical topics vary by section and are selected from the CHEM 100- and/or 200-level Departmental curriculum. Departmental consent required.
Outcomes:
Students will use multiple perspectives of matter to describe and explain characteristics, properties, and relationships of chemical systems

CHEM 212 Quantitative Analysis Lecture (3 Credit Hours)
Pre-requisites: CHEM 106 or 102 and 112
This lecture course provides an introduction to modern analytical quantitative chemistry. Topics include chemical equilibrium, statistical analysis of data as well as modern and classical methods of chemical analysis.
Interdisciplinary Option: Forensic Science

CHEM 214 Quantitative Analysis Laboratory (1 Credit Hour)
Pre-requisites: CHEM 106 or 102 and 112; Pre or co-requisite: CHEM 212
This laboratory course introduces students to classical and modern methods of chemical analysis and teaches wet chemical laboratory techniques.
Interdisciplinary Option: Forensic Science

CHEM 221 Organic Chemistry I Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 106; Chemistry and Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors covering structure and bonding in organic molecules; nomenclature, chemical and physical properties and reactions of non-aromatic hydrocarbons, alkyl halides, alcohols, ethers; stereochemistry and conformational analysis; and spectroscopy.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will understand the chemical behavior of organic molecules and the mechanisms of reactions

CHEM 222 Organic Chemistry II Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 221; Chemistry & Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors continuing from 221 covering nomenclature, properties, reactions, syntheses, and spectroscopy of further classes of aliphatic and aromatic compounds, carbohydrates and other polyfunctional compounds.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to assign IUPAC names, spectroscopically identify, prepare, and propose reactions for these groups

CHEM 223 Organic Chemistry A Lec/Disc (3 Credit Hours)
Pre-requisites: (CHEM 102 or CHEM 106) and MATH 118 (or equivalent)
Lecture and discussion course for non-chemistry majors surveying nomenclature, structures, properties, stereochemistry, reactions, mechanisms, and syntheses of aliphatic hydrocarbons, alkyl halides, alcohols, and ethers.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 224 Organic Chemistry B Lec/Disc (3 Credit Hours)
Pre-requisites: CHEM 223 or 221
The second semester lecture and discussion course of a two semester sequence, a continuation of CHEM 223 for non-chemistry majors emphasizing the organic chemistry of conjugated systems, aromatic compounds, carbonyl compounds, amines, carboxylic acids and their derivatives, carbohydrates, lipids, and proteins.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 225 Organic Chemistry Lab A (1 Credit Hour)
Pre-requisites: CHEM 102 and 112 (or CHEM 106) and MATH 118 (or equivalent)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from CHEM 223 and to expose students to the safe handling of organic chemicals.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will acquire basic laboratory techniques and practices for working with organic chemicals

CHEM 226 Organic Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 223 and CHEM 225 (or CHEM 221)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from 224 and to expose students to organic synthesis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will perform reactions to prepare known organic compounds and then isolate and characterize the reaction products

CHEM 240 Chemical Reactivity II (3 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181; Bioinformatics majors have Pre-requisite: CHEM 180 Outcomes: Students will increase their ability to use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the reactivity of: alkenes, arenes, alkynes, and polyfunctional organic molecules. These topics will expand and enhance the ability to use chemical principles to explain natural phenomena.

CHEM 241 Chemical Reactivity II Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 242 Chemical Synthesis Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results. Students will also learn how to search the chemistry literature for existing synthesis laboratory procedures.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 260 Quantitative Methods in Chemistry (3 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181 and MATH 131 (or MATH 161); BIOI-BS majors, Pre-requisite: CHEM 180 and MATH 131 (or MATH 161)
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include quantitative description of gases, liquids, and solutions, kinetics of chemical reactions, chemical equilibria, acids and bases, the thermodynamics of chemical reactions, electrochemistry, and spectroscopy.
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking, and synthesis of concepts

CHEM 261 Quantitative Methods in Chemistry Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181 and MATH 131 (or MATH 161)
Laboratory course designed for non-majors. The course provides students continued laboratory and chemical safety topics, scientific writing, peer review, and importance of articulating lab results in content. It will teach students how to perform chemical analysis using a variety of techniques including titration, kinetics, and spectrophotometry. Students also learn about the peer review process.
Outcomes:
Students will utilize best practices for working safely in lab during experiments designed to include kinetics, acids & bases, buffers, and spectrophotometry

CHEM 272 Analytical Chemistry Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181, and MATH 131 (or MATH 161)
This course continues exposure to laboratory and chemical safety topics, scientific writing, and articulating experiment results. The course utilizes hands-on lab experiments to teach a variety of analytical methods for quantifying a diverse set of chemical species. Data analysis, calibration methods, peer review are also of focus.
Outcomes:
Students will utilize best practices for lab safety, demonstrate application of analytical methods in chemical analysis, articulate results through scientific writing, and explain importance of accuracy & precision of data

CHEM 280 Environmental & Chemical Analysis (3 Credit Hours)
Pre-requisites: CHEM 240 and CHEM 260; Pre- or Co-requisite: CHEM 272
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the chemical analytical process, sample preparation, quantitative analysis, and data evaluation and validation. These topics will expand and enhance the ability to use chemical principles to analyze various types of environmental samples.
Outcomes:
Students will increase their ability to use both qualitative and quantitative reasoning to follow the chemical analytical process for various types of samples encountered in the Environment, Life Sciences, and Industry

CHEM 300 Undergraduate Research (1-6 Credit Hours)
Pre-requisites: Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the department office, and the completed form (signed by the student, instructor, and chairperson) must be deposited in the chemistry office before the student can register for the course
This course gives undergraduate students an opportunity to participate in research in a selected area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

CHEM 300P Introduction to Chemistry Research (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105)
This two week course will focus on issues of chemical safety, research protocols, data recording, and instrumentation use. Typical course meetings will involve in-class presentations, group discussions, and hands-on experience.
Outcomes:
Expose students to of essential and important issues of chemical safety, research protocols, data recording, and instrumentation use for students preparing for undergraduate and graduate chemistry research

CHEM 301 Physical Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles and applications of thermodynamics and kinetic theory and emphasizing the laws of thermodynamics and statistical theory and their ramifications for equilibrium and non-equilibrium systems.
Outcomes:
Students will acquire fundamental knowledge of work, heat, their interconversions and the relationships between entropy, free energy and heat capacity

CHEM 302 Physical Chemistry II (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles of quantum mechanics with the applications to chemical properties and spectroscopy of atoms and molecules.
Outcomes:
Students will acquire fundamental knowledge of the physical laws that govern chemical processes, and learn how to apply these laws to predict the structure and properties of chemical systems

CHEM 303 Physical Chemistry Lab I (2 Credit Hours)
Co-requisites: CHEM 302
Pre or This course covers principles and techniques of experimental physical chemistry including the practice of numerical data analysis, solid-state electronics, and vacuum technology along with their applications to magnetic resonance, high-resolution spectroscopy, and chemical thermodynamics. Outcome: Students will acquire broad-based knowledge of laboratory skills central to experimental physical chemistry.

CHEM 305 Physical Biochemistry for the Biological Sciences (3 Credit Hours)
Pre-requisites: (CHEM 240 and 260) or CHEM 222 or CHEM 224, and PHYS 112, and MATH 132 or equivalent; Restricted to Biochemistry and Forensic Science majors
Lecture course covering principles and biological applications of thermodynamics, kinetics, quantum mechanics and molecular spectroscopy.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will learn how fundamental concepts in physical chemistry can be used to understand biological processes

CHEM 306 Physical Biochemistry Lab (1 Credit Hour)
Pre-requisites: CHEM 305
This laboratory course will introduce apparatus, and analysis used in experimental physical chemistry for biochemistry students.
Outcomes:
Students will acquire broad-based knowledge of laboratory skills central to biophysical chemistry

CHEM 307 Inorganic Chemistry (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 242 and CHEM 260) or CHEM 222 or (CHEM 224 and CHEM 226); Restricted to Biochemistry majors
Lecture course covering atomic structure, chemical bonding, and transition metal, solid state, organometallic and bioinorganic chemistry.
Outcomes:
Students will learn chemical principles in important areas of inorganic chemistry

CHEM 314 Instrumental Analysis (4 Credit Hours)
Pre-requisites: (CHEM 272 and CHEM 280) or (CHEM 212, CHEM 214, and (CHEM 222 or (CHEM 224 and CHEM 226); and PHYS 112 or PHYS 122; Restricted to Chemistry majors
This course discusses and demonstrates how instrumental techniques such as atomic spectroscopy, molecular spectroscopy, mass spectrometry and chemical separations can be used to identify the chemical composition of a sample. The hands-on approach will enable students to perform instrumental analysis independently.
Outcomes:
Students will be able to select the most suitable analytical method to identify a sample

CHEM 323 Medicinal Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
This course examines how medicinal chemists design and synthesize drug candidates to meet FDA requirements of efficacy and safety, and how a testing strategy measures efficacy vs. toxicity comprising the therapeutic index. Topics include drug-receptor/enzyme binding, PK, ADME, patenting of IP, and the ethical aspects of pharmaceuticals.
Outcomes:
Students will be able explain the strategy of drug candidate analog design, synthesis, binding and inhibition constants, drug testing strategies, pharmacokinetics, structure-activity relationships (SAR), and the therapeutic index of drugs

CHEM 340 Advanced Inorganic Chemistry (3 Credit Hours)
Pre-requisites: CHEM 302
Lecture course covering modern theories of atomic and molecular structure as applied to inorganic chemistry with discussion of acid-base theories, the chemistry, spectra and reaction mechanisms of coordination and organometallic compounds. Symmetry is used to develop molecular orbital diagrams, predict geometry, hybridization schemes and interpret electronic spectra.
Outcomes:
Students will learn chemical principles in these areas

CHEM 341 Advanced Inorganic Laboratory (1 Credit Hour)
Pre- or co-requisites: CHEM 340
A laboratory course illustrating topics and techniques used in modern inorganic chemistry; coordination and organometallic compounds are prepared and characterized by IR, UV-Vis and NMR spectroscopy, and magnetic susceptibility measurements. All experimental work is recorded in a laboratory notebook and includes a formal written report.
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 361 Principles of Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course examines the structural' functional relationships in proteins, nucleic acids, carbohydrates and lipids as well as their metabolic pathways. CHEM 361 is cross-listed with BIOL 366. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees. These students must take CHEM 370.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will be able to demonstrate an understanding of biological molecules and how they are metabolized

CHEM 365 Proteomics (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
Proteomics describes and deciphers the protein structures that are the result of biochemical interactions encoded in a genome. To understand these processes, proteins have to be identified, sequenced, categorized, and classified with respect to their function and interaction in a protein network. This course will teach students how to characterize functional protein networks, examine their dynamic alteration during physiological and pathological processes. The course will also cover techniques to analyze and identify proteins using protein databases and study protein to protein interactions in the discover of drugs for diseases.
Interdisciplinary Option: Bioinformatics
Course equivalencies: CHEM365/BIOI386

CHEM 370 Biochemistry I (3 Credit Hours)
Pre-requisites: CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240 and CHEM 242 pre-req, and CHEM 260 co-req); Restricted to Chemistry and Biochemistry majors
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways. Chemistry and Biochemistry majors must take CHEM 370. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate an understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 371 Biochemistry II (3 Credit Hours)
Pre-requisites: CHEM 370
This is the second part of a two-semester Biochemistry lecture series that emphasizes important biochemical concepts on lipid, amino acid and nucleotide metabolic pathways as well as the structure and function of nucleic acids. Special topics on sensory systems, motility, immunology and drug development will also be discussed.
Outcomes:
Students will be able to demonstrate an understanding of metabolic pathways and of current research topics in biochemistry

CHEM 372 Biochemistry Laboratory I (2 Credit Hours)
Pre-requisites: CHEM 242 or CHEM 222 or CHEM 226; and (CHEM 260 and CHEM 272) or (CHEM 212 and CHEM 214); and CHEM 370; Restricted to Biochemistry majors
This laboratory is designed to simulate a research experience and to teach basic techniques utilized in a biochemistry laboratory. The course theme involves a comparative investigation of the enzyme glyceraidehyde-3-phosphate dehydrogenase (GAPDH) from various animal sources. All procedures required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on GAPDH from either an aquatic or land animal source, e.g., trout, tuna, pork beef or chicken.
Outcomes:
Students will be able to purify and characterize an enzyme in a research context

CHEM 373 Biochemistry Laboratory II (2 Credit Hours)
This laboratory course is designed to simulate a research project in which molecular biology techniques and biochemistry are integrated. Those techniques are used as important tools to help solve questions in enzyme structure and function. he course theme involves an investigation on the relationship between protein structure and function of the ADP-glucose pyrophosphorylase (ADP-Glc PPase) from Escherichia coli. All procedure required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on a specific ADP-Glc PPase that has been previously obtained in a recombinant form. Their genes will be provided in a plasmid form. The student will learn strategies to produce and test a hypothesis in this area. Additionally, the student will learn how to integrate molecular biology techniques and biochemistry.
Outcomes:
Students will study the basic concepts of enzyme structure relationships and how to investigate them

CHEM 380 Chemistry Seminar (1 Credit Hour)
Pre-requisites: CHEM 240 or CHEM 222 or CHEM 224
A weekly seminar course with presentations, generally given by outside speakers, covering topics in chemistry usually not encountered in the classroom.
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

CHEM 385 Advanced Enzyme Kinetics and Mechanisms (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be topics that are related to modern enzymology. The structure of this course will involve lectures by Dr. Ballicora for each topic, and discussion with the students.
Outcomes:
Students will be able to understand enzyme mechanisms and be able to make oral presentations on recently published articles

CHEM 386 The Chemistry of Enzymes (3 Credit Hours)
Pre-requisites: CHEM 370, restricted to Biochemistry majors
The course describes the chemical strategies employed by enzymes to accelerate reactions combined with an examination of the specialized methods employed to study enzyme chemistry. The course is lecture based with concurrent problems sets. The course content will focus on deductive reasoning to understand what is observed how best analyze data obtained from the study of enzymes.
Outcomes:
Students will gain an understanding of transient state chemical kinetics as it pertains to the study of enzymes

CHEM 387 Plant Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be about topics that are related to plant biochemistry and metabolism. The structure of the course will involve lectures for each topic, with discussion with the students. Students will learn how plants and photosynthetic organisms acquire and process energy. Plant metabolism will constitute a central part of the course, focusing on the main differences from other living organisms. A solid understanding of plant metabolism will inspire the student to think about all the possibilities that plant biochemistry and biotechnology offer to solve critical problems, such as malnutrition, global climate change, drug discovery, and infectious diseases.
Outcomes:
Students will be able to understand how knowledge of plant biochemistry is important in many areas, including medicine, nutrition and climate change

CHEM 388 Biophysical Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or 370
Survey of experimental methods for the physicochemical characterization of biomolecules. Topics include electrophoresis, mass spectrometry, calorimetry, optical spectroscopy, NMR, and X-ray crystallography.
Outcomes:
Students will have a conceptual understanding of different experimental methods for the physicochemical characterization of biomolecules and will be able to evaluate utility and limitations of the different approaches

CHEM 395 Special Topics in Chemistry (0-3 Credit Hours)
Pre-requisites: Satisfactory progress toward completion of the core chemistry courses, and junior or senior status
Course content varies from semester to semester and has included advanced topics in analytical, inorganic, organic, physical, and biochemistry.
Outcomes:
Students will acquire an advanced understanding of a selected topic in chemistry

CHEM 395B Bioethics Minor Capstone: Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when CHEM 395 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and chemical issues with regard to the special topic in chemistry

CHEM 396 Special Topics in Biochemistry (1-3 Credit Hours)
1) Course content varies from semester to semester and includes advanced topics in biochemistry. 2) Satisfactory progress toward completion of the core chemistry courses, and junior or senior status. 3) Students will acquire an advanced understanding of a selected topic in biochemistry.

CHEM 399 Internship in Biochemistry or Chemistry (2-3 Credit Hours)
A supervised field placement to give students training or work experience in aspects of biochemistry or chemistry that are not commonly available on campus. Students will work outside the classroom (e.g. industrial setting or national lab) applying and extending their biochemistry or chemistry skills, typically for at least 150 hours to receive 3 credits or for more than 100 hours for 2 credits. Permission of faculty advisor Students must complete a total of 3 credits to receive engaged learning credit. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biochemistry or chemistry related job settings

Chinese (CHIN)

CHIN 101 Chinese I (3 Credit Hours)
This is an introductory course in Modern Standard Chinese (Mandarin) for students with none or little prior experience in Chinese. This course introduces the four basic communicative skills in Chinese: listening, speaking, reading and writing, and emphasizes on conversation. They will be able to understand and respond to greetings, as well as talk about family members, time, hobbies and friends. They will learn nearly 200 characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN101/ASIAC01
Outcomes:
Students will achieve active control of Chinese sound system and writing system

CHIN 102 Chinese II (3 Credit Hours)
Pre-requisites: CHIN 101
CHIN 102 is a continuation of CHIN 101. Students will expand their knowledge of Chinese characters, vocabulary and grammar, improve their skills on listening, speaking, reading, and writing skills, and learn more cultural knowledge. Aside from dialogues, they will also read a short dairy and a letter. They will learn some 200 new characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN102/ASIAC02
Outcomes:
Students will be able to make appointments, talk about Chinese learning experience, school life, shopping, weather and transportation

CHIN 103 Chinese III (3 Credit Hours)
Pre-requisites: CHIN 102
CHIN 103 builds on the knowledge and skills gained in CHIN 101-CHIN 102. This course develops conversational skills by using fundamental grammatical patterns and vocabulary in functional contexts.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN103/ASIAC03
Outcomes:
Students will learn dialogues used in the contexts of dinning out, studying in library, asking directions, attending birthday party, seeing a doctor, and dating

CHIN 104 Chinese IV (3 Credit Hours)
Pre-requisites: CHIN 103
CHIN 104 is the continuation of CHIN 103. This course further extends students' knowledge of Chinese vocabulary and grammar, and improves their skills in listening, speaking, reading, and writing.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN104/ASIAC04
Outcomes:
Students will learn expressions in the contexts of renting an apartment, mailing a letter and traveling in both mainland China and Taiwan, talking about hometown and sports, and checking in at the airport

CHIN 190 Business Chinese I (3 Credit Hours)
Pre-requisites: CHIN 101
Business Chinese I is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. Examples of topics include meeting with a manager, being introduced to colleagues, and attending social events.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
1) An expanded vocabulary (500-600 characters in total); 2) deeper knowledge of Chinese grammar; and 3) a multi-faceted introduction to Chinese business culture

CHIN 191 Business Chinese II (3 Credit Hours)
As a follow-on course to Business Chinese I (CHIN 190), this course is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. In CHIN 191, all the topics are practical for a "real world" business environment, for instance, making an appointment, visiting a company, introducing production facilities and products, dining etiquette, and socializing with colleagues after work.
Outcomes:
Upon completion of Business Chinese II, the student should have 1) an expanded vocabulary frequently encountered in a business environment, 2) deeper knowledge of Chinese syntax (sentence patterns and habitual usages), morphology (character construction and combinations), and other aspects of grammar (eg, verb tense markers, positioning of prepositional phrases and adverbials), and 3) a multifaceted introduction to Chinese business culture

CHIN 250 Composition and Conversation (3 Credit Hours)
Pre-requisites: CHIN 104
This course focuses on different aspects of Chinese life and society, enhancing students' ability to understand Chinese culture and Chinese ways of socializing, thinking, lifestyle, etc.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 251 Advanced Composition & Conversation (3 Credit Hours)
Pre-requisites: CHIN 250
This course focuses contemporary aspects of Chinese life and society.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 252 Advanced Composition and Conversation II (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 251 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 253 Advanced Composition and Conversation III (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 252 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 395 Tutorial (1-6 Credit Hours)
This independent study course provides an opportunity to explore a topic of interest to the student related to Chinese language and culture under the guidance of a faculty member.

Classical Civilization (CLST)

CLST 206 Art of Ancient Greece (3 Credit Hours)
This course is an introduction to the art of the ancient Greek world from the Bronze Age through the Hellenistic period (to c. 50 B.C.E.), focusing on major trends and developments in Classical Greek architecture, sculpture, pottery and painting through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST206/FNAR336
Outcomes:
Students should be able to recognize and interpret selected examples of ancient Greek art, including painting, sculpture, architecture, and other types; they should be able to apply their art-critical and appreciation skills to other types of art

CLST 207 Art of the Roman World (3 Credit Hours)
This course is an introduction to the art of the Roman world from c. 3000 B.C.E. to c. the fifth century CE. It focuses on major trends and developments in Etruscan, Roman and later Greek art, including architecture, painting, mosaic, and sculpture through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST207/FNAR337/ROST307
Outcomes:
Students should be able to recognize and be able to interpret selected examples of ancient Roman art, including painting, mosaic, sculpture, architecture, and other types; they will be able to apply their art-critical and appreciation skills to other types of art

CLST 241 Religions of Ancient Greece (3 Credit Hours)
This course examines the beliefs and practices in ancient Greek religion by studying the written, artistic, and archaeological evidence for their forms and functions and the environment in which they flourished.
Interdisciplinary Option: European Studies
Course equivalencies: CLST241/CLST371
Outcomes:
Students will be able to demonstrate understanding of ancient Greek religions

CLST 267 Medical and Scientific Terminology in Context (3 Credit Hours)
This course focuses on the ancient Greek and Latin roots of terminology relating to the sciences, specifically, medical science. The development and changes in the scientific paradigm are explored through readings in translation of a variety of ancient Greek and Roman thinkers.
Outcomes:
Students should be able to demonstrate knowledge and better understanding of the language of modern science

CLST 271 Classical Mythology (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271G Classical Mythology - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines Greek and Roman literature involving myth and how peoples use traditional narratives and characters to explain and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. CLST 271G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271R Classical Mythology - Rome Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and (especially) Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now.
Interdisciplinary Option: European Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students will gain factual knowledge of the essential characters and basic narratives of the most important myths of ancient Greece and Rome; Students will gain a broader understanding and appreciation of intellectual and cultural activity through Classical myth as simultaneously fixed and mutable narrative, one which depends on unchanging elements as it is refracted through different genres, authors, and time periods; Students will gain basic knowledge of modern myth theory as well as awareness of both its broad categorization and the difficulty of a universal definition of myth; Students will be able to analyze and evaluate critically particular versions of myths in their cultural and historical context as well as in reference to other versions of the same stories from different contexts; Students will be able to interpret myths using modern myth theories and to recognize the use of myth as consciousness-raising in religious contexts; Students will learn to apply course material to improve thinking by contextualizing their own moral sensibilities and aesthetic preferences by comparing the archetypes of ancient myths with modern archetypes

CLST 272 Heroes & the Classical Epics (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course centers upon the epics of the ancient Mediterranean world, their nature and significance, and, especially, the concepts of heroes and heroism.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of ancient epic as a literary genre, what heroes are and why they are featured in epics, and how epics began and evolved to reflect audiences and their social, cultural, political and other concerns, values (such as leadership) beliefs and practices

CLST 273 Classical Tragedy (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST273/CLST273G
Outcomes:
Students should be able to demonstrate knowledge of plot, characters and themes in Greek drama; understanding of the historical, social and cultural conditions implicated with each work; comprehension of concerns and values contained in them, such as justice, and how these are mirrored in modern literature and drama

CLST 273G Classical Tragedy - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides. CLST 273G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST273/CLST273G

CLST 274 World of Archaic Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the history, literature, art, culture and society of Archaic Greece (c. 750-480 B.C.E.), the precursor of Classical Greece and western civilization.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 275 World of Classical Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course investigates the history, literature, art, culture and society of Classical Greece (c. 480 B.C.E. to c. 300 B.C.E.), the origin of so much that has impacted western civilization; its primary focus is Athens in the fifth and fourth centuries B.C.E.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, concerns, and the major figures of the age

CLST 276 World of Classical Rome (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman people through study of their history, politics, society and culture especially in the 1st centuries B.C.E. and C.E., the turning points of Republican and Imperial Rome.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies, Shakespeare Studies
Course equivalencies: CLST276/ROST276
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 277 World of Late Antiquity (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman Empire in the 3rd to 5th centuries C.E. when the Mediterranean basin and Europe re-evaluated their classical past and decisively set their course toward Medieval and later governmental, religious and cultural history.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 278 Experiencing Mesopotamia (3 Credit Hours)
This course introduces daily life in Ancient Mesopotamia. Students will become acquainted with the ways in which individuals experienced family, government, sports, art, and societal interaction in the "cradle of civilization."
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will understand the emergence of certain aspects of daily life in the world's first civilizations and be able to contextualize these developments within the Mesopotamian political and social sphere

CLST 279 Classical Rhetoric (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores how ancient Greeks and Romans practiced and interrogated the 'craft of speech' (rhetorike techne), specifically persuasive speech, especially as it would be delivered in public settings.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will learn to assess the relationship of Classical rhetorical literature to the world that produced and used it

CLST 280 Romance Novel in Ancient World (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to the ancient masterworks of Greek and Roman fiction in the form of the novel.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to appreciate and explain the ancient romance novel, including the components of structure, characterization, theme, narrative technique, style, and meaning

CLST 281 War and War Experience, Ancient and Modern (3 Credit Hours)
This course focuses upon the institution of war and its effects upon individuals, especially in ancient Greece and modern times.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students should be able to understand better and demonstrate knowledge of the many levels of active and passive war experience, including participant/observer, combatant/non-combatant, and various groups in and out of war, ancient and modern

CLST 282 The Use & Abuse of Ancient History (3 Credit Hours)
This course will evaluate the ways in which ancient events, individuals, art, and literature have been recycled, manipulated, and (mis)understood by modern societies, particularly in political contexts. We will tackle an entire range of the (mis)uses of ancient history, including its recontextualization in the service of pseudoscience; generational racism; historical revisionism; partisan politics; and sensationalized fiction. However, the course material is not only concerned with a presentist approach; we will develop these issues within an historical continuum, examining also the ways in which censorship, revisionism, and (mis)appropriation was incorporated into ancient narratives about their own distant pasts. The nature of the course framework is such that the students will receive a wide-angled survey of the ancient world, moving through periods associated with Ancient Near Eastern empires, all the way to imperial Rome. The class will be lecture and discussion-based.
Outcomes:
Understand how history was imagined and contrived in the ancient world; Interpret in historical, political, and social contexts the ways in which both ancient and modern civilizations have (mis)appropriated ancient history and myth in multiple media; Identify the rationale for the adoption of ancient cultural history in the modern era; Discover and present additional examples of references to ancient history in modern media; Understand the concepts of historical revisionism and censorship, and be able to apply these approaches to modern contexts; Enhance their research and writing skills through several in-class and written exercises by learning to write in an argumentative style using primary sources from the ancient world, secondary sources written about ancient culture, and in-class discussions

CLST 283 Classical Comedy & Satire (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
In this course, students engage with great literary works of the ancient world that combine social criticism with humor.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge of such authors as Aristophanes, Menander, Terence, and Petronius, and their works, including the components of plot, characters and themes in the main works of ancient comedy and satire; as well as understanding of the historical, social and cultural conditions implicated with each work

CLST 288 Greek Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in ancient Greek literature. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Greek literature and its possible interpretations

CLST 289 Latin Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in Latin literature. (This is a special topics course.)
Course equivalencies: X-CLST289/ROST289
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature and its possible interpretations

CLST 295 Women in the Classical World (3 Credit Hours)
This course investigates the social roles available to women in the ancient Greek and Roman worlds, together with beliefs, behaviors, and cultural expressions supporting ancient Greek and Roman constructions of womanhood.
Interdisciplinary Option: Italian Studies, Women & Gender Studies
Course equivalencies: X-CLST295/WOST295/WSGS295
Outcomes:
Students should be able to identify and discuss distinctive Classical patterns of thought and behavior regarding women and gender

CLST 304 History of Ancient Philosophy (3 Credit Hours)
See PHIL 304: The History of Ancient Philosophy
Interdisciplinary Option: European Studies
Course equivalencies: X-PHIL304/CLST304

CLST 305 Ancient Political Thought (3 Credit Hours)
See Ancient Political Thought. (PLSC 304)

CLST 306 Science in Ancient Greece and Rome (3 Credit Hours)
This course will focus on the origins of scientific thought and the scientific method in the Classical world and broader Mediterranean. We will survey the attitudes of Greeks and Romans towards physics, biology, evolution, medicine, and animal behavior, and ask why science emerged in Greece and Rome in the first place.
Outcomes:
Students will learn about the history of ideas of nature, physics, biology, medicine, and animal behavior in Ancient Greece, Rome, and the broader Mediterranean

CLST 308 History of Rome to Constantine (3 Credit Hours)
See HIST 308A: Roman History to Constantine
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308

CLST 309 Greece to Alexander the Great (3 Credit Hours)
See HIST 307: Greece to Alexander the Great
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307

CLST 315 Alexander & Hellenistic World (3 Credit Hours)
This course centers on the history, literature, art, culture and society of the Hellenistic world from 336 to c. 31 B.C.E. and assays the impact of Alexander the Great particularly in the eastern Mediterranean, the site of the kingdoms established by the successors of Alexander; a particular focus is Egypt and its capital, Alexandria.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social events, institutions, questions, and concerns, and the major figures of the age

CLST 316 Western Patristic Thought (3 Credit Hours)
This course centers on first-hand study of the leading voices of early Christianity in the western portion of the Roman Empire, from the first century C.E. to Augustine.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST316/THEO316
Outcomes:
Students should be able to demonstrate detailed knowledge about the western Church fathers, their works, and the impact of these upon the Church and its teachings

CLST 318 Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

CLST 324 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago.
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant; They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum

CLST 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

CLST 334 Intro to Classical Archeology (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world and on the methodologies involved with the recoveries.
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Interdisciplinary Option: Italian Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 340 Classical Arch-Greek Temples (3 Credit Hours)
This course centers on the art and architecture of selected ancient Greek temples and upon the methodologies involved with their study and understanding.
Course equivalencies: X-ANTH340/CLST340
Outcomes:
Students should be able to recognize and interpret selected Greek temples and demonstrate knowledge of the methodologies and technical vocabulary associated with them

CLST 342 Geography of The Ancient World (3 Credit Hours)
This course focuses on the history of, ideas relating to, and expressions about the geography of the ancient Greco-Roman world as a background for the study of the ancient Mediterranean world.
Outcomes:
Students should be able to demonstrate knowledge of the significant authors, texts, and concepts relating to ancient Mediterranean geography; They should be able to demonstrate good comprehension of technical terms associated with that geography

CLST 344 Ancient Greek and Roman Coins (3 Credit Hours)
This course centers on the numismatics of the ancient Mediterranean world and upon coins as sources for the history, art, epigraphy and mythology of ancient Greece and Rome.
Outcomes:
Students should be able to recognize, assess and interpret various types of Greek and Roman coins; They should be able to demonstrate good comprehension of technical terms associated with ancient Mediterranean numismatics

CLST 348 Introduction to Museum Studies (3 Credit Hours)
In collecting, preserving, interpreting, and presenting items of material cultures, as the 20th century recognized and reconsidered, museums function as mass-media, social "tracers" as well as "objects-subjects" for economic and political elaboration. This course introduces students to relevant concerns of objects, conceptualization and communication, scholarship, cultural property, and identity.
Outcomes:
Students will gain understanding of how museums conserve cultural artefacts, serve academic research, educate specialist and non-specialist audiences, and focus social energy in local and touristic communities

CLST 361 Roman Political Theory & Practice (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Roman political institutions from earliest times to that of Justinian., as well as the legal appurtenances of those constituents.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST361/ROST361
Outcomes:
Students should be able to explain constituents of Roman civil and legislative procedure, including assemblies, magistracies, courts, etc

CLST 362 Roman Law (3 Credit Hours)
This course investigates the history, scope, principles, and components of Roman civil and private law from the archaic period to Justinian's codification.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students should be able to explain Roman legal and civil procedure, including the legal concepts of property, the person, family law, and legal obligations and issues, including contracts, civil wrongs, etc

CLST 363 Law & Legislature-Ancient Greece (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Greek law and legislation from Homeric times through the Classical Period., especially in Classical Athens.
Interdisciplinary Option: European Studies, Sociolegal Studies
Outcomes:
Students should be able to explain Greek legal, civil and legislative procedure, including concepts of justice and due process, as well as legal issues such as inheritance, homicide, etc

CLST 373 Daily Life in Ancient Greece (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the societies of ancient Greece, including, among other topics, their involvement in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Greece, what important issues and concerns affected the ancient Greeks and how these are to be compared and contrasted with their own life issues and concerns

CLST 374 Private Life of Ancient Romans (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the society of ancient Rome (and the Roman Empire), including, among other things, their involvements in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST374/ROST374
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Rome, what important issues and concerns affected the ancient Romans (and subjects of Rome) individually, and how these are to be compared and contrasted with their own life issues and concerns

CLST 375 Archaeology of Early Greece (3 Credit Hours)
This course surveys archaeological research in Greece covering the Paleolithic Age through the early Iron Age (c. 700 B.C.E.).
Course equivalencies: X-CLST375/ANTH375
Outcomes:
Students should be able to demonstrate knowledge of the main archaeological sites and their contents and the importance of archaeological material for reconstructing knowledge about the period; students should also be able to demonstrate knowledge of archaeological methodology and how evidence is gathered, classified and interpreted

CLST 376 Homeric Questions (3 Credit Hours)
Pre-requisites: CLST 272 is recommended
An advanced course in the Iliad and/or Odyssey enriched by study of Homeric scholarship from the time of Wolf's Prolegomena (1795) to the present day. Concentrations can include such key issues as "the Homeric question," the Parry-Lord theory, narratology, rhetorical criticism, and the psychiatric interpretations of Dr. Jonathan.
Outcomes:
Students will be able to place the Homeric poems into their historical and literary context

CLST 378 Sport in Ancient Greece & Rome (3 Credit Hours)
This course focuses on the practices of and attitudes toward athletics of the ancient Greeks and Romans.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST378/PHED202
Outcomes:
Students should be able to demonstrate knowledge about the educational, philosophical, and political significance of athletics from Homeric times through the Roman Empire; They should be able to assess and interpret written, artistic and archaeological evidence relating to ancient athletics

CLST 380 Research in Classical Studies (3 Credit Hours)
Students complete a semester-long research project on a topic in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will improve research methods and produce a research paper that engages with both primary sources and secondary scholarship

CLST 381 Directed Study (1-3 Credit Hours)
This course is centered on extensive and in-depth study of a selected author or topic involving ancient Greece or Rome. (This is a special study course, carried on by students usually under the direction of a faculty member of the department.)
Outcomes:
Students should be able to demonstrate deeper understanding of the selected author or topic

CLST 382 Internship in Classical Studies (3 Credit Hours)
Students complete a semester-long internship (100 hours minimum) that builds on their training in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience while applying theories and techniques gained from coursework

CLST 383 The Humanism of Antiquity I (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from Homer to Plato, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Greek texts concerned with these issues and topics

CLST 384 The Humanism of Antiquity II (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from early Rome to the High Empire, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Latin texts concerned with these issues and topics

CLST 385 Historical Classic Greek Literature to 200 A.D (3 Credit Hours)
This courses surveys important authors and works of Greek literature in a chronological and topical fashion from Homer to the Hellenistic period.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret texts covered

CLST 386 History of Classical Roman Lit (3 Credit Hours)
This courses surveys important authors and works of Roman (i.e., Latin) literature in a chronological and topical fashion from the 2nd cent. B.C.E.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST386/ROST386
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret the texts covered

CLST 388 Classical Backgrounds I (3 Credit Hours)
This course explores various environments of Greek literature, art, religion, etc., or other aspects of Greek civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 389 Classical Backgrounds II (3 Credit Hours)
This course explores various environments of Latin literature, Roman art, religion, etc., or other aspects of Roman civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 390 Fieldwork Greek Sites/Museums (1-4 Credit Hours)
This course comprises a study Greek or Roman art, monuments, topography or other cultural or historical artifacts or areas of interest on site. This study is accomplished through illustrated lectures or (when on-site) on-site lectures. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate detailed knowledge of the material remains of ancient Mediterranean civilizations and the cultures within them

CLST 391 Topics in Comp Literature (3 Credit Hours)
This course centers on a comparison of ancient Greek or Roman literature with literatures of other times and other cultures. (This is a special topics course.)
Course equivalencies: X-LITR391/CLST391/ENGL391
Outcomes:
Students should be able to demonstrate detailed knowledge of the authors and works chosen for it

CLST 392 Theories of Myth (3 Credit Hours)
This course surveys important theoretical models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

CLST 395 Topography of Rome (3 Credit Hours)
The subject of this course is the topography and monuments of ancient Rome, from the city's beginnings through the Republican and Imperial periods to the time of Constantine. This study is accomplished through illustrated lectures or (when taught in Rome) on-site lectures.
Interdisciplinary Option: European Studies
Course equivalencies: CLST395/ROST395
Outcomes:
Students should be able to demonstrate detailed knowledge of the history of the buildings and monuments of ancient Rome

Computer Science (COMP)

COMP 102 Web Design and Multimedia Publishing (3 Credit Hours)
This course introduces foundations of the world wide web technology, HTML, and multimedia publishing techniques. Topics include HTML syntax, CSS, XML, RSS, and various multimedia formats.
Outcomes:
An understanding of the technologies behind web sites and the ability to use them effectively

COMP 104 Computer Animation (3 Credit Hours)
The course introduces techniques for understanding and developing dynamic and interactive media by using sound, motion, images, and text. Relevant software knowledge areas are covered.
Outcomes:
Ability to publish created animated media projects to the web in a process that involves understanding human interface design

COMP 111 History of Computing (3 Credit Hours)
The social and organizational history of humanity is intricately entangled with the history of technology in general and the technology of information in particular. Advances in this area have often been closely involved in social and political transformations. While the contemporary period is often referred to by such names as the Computing and Information Age, this is the culmination of a series of historical transformations that have been centuries in the making. This course will provide a venue for students to learn about history through the evolution of number systems and arithmetic, calculating and computing machines, and advanced communication technology via the internet.
Course equivalencies: X - COMP 111 / HIST 279C

COMP 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

COMP 122 Introduction to Digital Music (3 Credit Hours)
This course explores the intersection of music and computing. Topics include sound, digital audio, sampling, synthesis, sequencing, and automation. Students encounter tools and techniques of digital music and data structures for encoding musical thought as well as examples of musical creativity and technological advances resulting from experimentation and interdisciplinary thinking.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122
Outcomes:
Understanding of the physics of musical sound and data structures for digital audio and music; facility with hands-on applications of digital music composition, musicology, sound design

COMP 125 Visual Information Processing (3 Credit Hours)
Pre-requisites: Restricted to Freshman or Sophomore standing OR majors other than COMP-BS AND CSEC-BS AND SWEN-BS
This course is an introduction to fundamental programming principles and techniques. Students encounter data structures, logical operations, quantitative inputs, and object-oriented thinking through graphics, animation and personal creativity. Emphasis is on coding for interactive applications. No prior experience in computer programming is required.
Knowledge Area: Quantitative Knowledge
Outcomes:
Understanding of computer mechanisms for representing and analyzing numerical information and the role of parameters inputs in computer algorithm execution; ability to implement programming techniques to solve practical problems

COMP 141 Introduction to Computing Tools and Techniques (3 Credit Hours)
This course introduces students to the Unix shell environment and essential tools for succeeding in computer science degrees. Students who complete this course will develop fluency in the Unix (Linux) environment, which is essential for solving problems in academic, research, and professional computing disciplines.

COMP 144 Cybersecurity for All (3 Credit Hours)
This course will cover cybersecurity fundamentals, including how to think like an adversary, general awareness of cybersecurity and privacy, and cybercrime. This course is intended for any student who wants to know more about general cybersecurity and privacy issues in the "cyber" world.
Outcomes:
Ability to quantitatively and qualitatively assess cybersecurity and privacy risks, and understanding fundamentals of protecting security and privacy in a cyberworld and connections to cybercrime and other real-life scenarios

COMP 150 Introduction to Computing (3 Credit Hours)
Pre-requisites: Freshman or Sophomore standing OR majors other than Computer Science BS, Cybersecurity BS, and Software Engineering BS
The world overflows with electronic data. This course introduces programming in a simple, powerful language like Python, with selection, repetition, functions, graphical effects, and dynamic interaction with the Internet, plus connections to lower level computer organization and computer implications in the wider world.
Knowledge Area: Quantitative Knowledge
Outcomes:
Empowerment to manage and transform masses of data; understanding of technical, societal, and ethical issues involved

COMP 163 Discrete Structures (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 or placement into MATH 118 or higher
This course covers the mathematical foundations of computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Course equivalencies: COMP211/COMP163
Outcomes:
The student will be prepared for the study of advanced ideas in computer science, from cryptography to databases to algorithms to computer architecture

COMP 170 Introduction to Object-Oriented Programming (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 118 or Placement into a higher MATH course or COMP 125 or COMP 141 or COMP 150 or COMP 180 or permission or SCPS student; Prior experience with a procedural programming language is sufficient to obtain permission to enroll
This programming-intensive course with an integrated lab component introduces basic concepts of object-oriented programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP170/ISOM/INFS370
Outcomes:
Ability to take a problem, break it into parts, specify algorithms, and express a solution in terms of variables, data types, input/output, repetition, choice, arrays, subprograms, classes, and objects; Ability to judge a good program

COMP 171 Scripting Languages (1 Credit Hour)
Scripting languages are rapid prototyping languages that are used extensively. This course covers the principles, syntax and semantics of widely used scripting languages.
Outcomes:
Students will learn how a program can be put together quickly and efficiently to solve problems

COMP 180 Computing and Data Analysis for the Sciences (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 (or any higher MATH course such as 118, 131, 132, 161, 162) with grade of at least C- or placement into MATH 118
Scientific computing emphasizes data analysis and visualization in a scientific context - analyzing data quickly for understanding by the individual, sharing automated workflows with collaborators, and preparing results for later publication. This course will emphasize rapid, interactive, and reproducible collaborative analysis of data for scientific contribution.
Interdisciplinary Option: Neuroscience
Outcomes:
At the end of this course, students will be well versed in the use of a specific, interactive environment for data analysis (likely Python, R, or MATLAB as indicated in the course notes) for analyzing data and sharing results

COMP 215 Object Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

COMP 231 Data Structures & Algorithms for Informatics (3 Credit Hours)
Pre-requisites: (MATH/COMP 215 OR COMP 170) AND (COMP 141 OR AMTH-BS OR MATH-BS) Advisory: MATH/COMP 215 preferred
This course introduces data structures and algorithms that are essential for data science and informatics. Here we will focus on identifying the right method for storing data and using the most efficient algorithm for analysis. A subset of data structures and algorithms fundamental to computer science will be covered.
Outcomes:
Students will learn fundamental data structures and algorithms frequently used in informatics and data science; Students will be able to apply this knowledge for data analysis

COMP 250 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

COMP 251 Introduction to Database Systems (3 Credit Hours)
Pre-requisites: COMP 125 or COMP 141 or COMP 150 or COMP 170 or COMP 180 or COMP/MATH 215
This course explores ways in which data collections are organized, stored, analyzed, and manipulated. Topics include relational databases, the SQL query language, and the basics of XML and web interfaces to data sets. Applications from a variety of domains illustrate the course's key concepts.
Course equivalencies: COMP 251 / COMP 368
Outcomes:
Students will organize data in ways to emphasize relationships, write simple programs to process, visualize and graphically display data, mine data for patterns, and design web interfaces to data

COMP 264 Introduction to Computer Systems (3 Credit Hours)
Pre-requisites: COMP 141 and (COMP 170 or MATH/COMP 215) and (coreq or prereq of COMP 163 or MATH 201); COMP 163 coreq or prereq and COMP 170 prereq preferred
This course studies the hierarchy of abstractions and implementations that constitute a modern computer system, with a particular focus on issues of interest to programmers, typically including some systems programming instruction.
Outcomes:
Understanding of system issues that affect the performance, correctness, or utility of user-level programs

COMP 271 Data Structures I (3 Credit Hours)
Pre-requisites: COMP 141 and COMP 170 and (co-requisite or pre-requisite of COMP 163 (preferred) or MATH 201); For Bioinformatics majors, pre-requisite of COMP 141 and COMP 170; For SCPS students, pre-requisite of COMP 170
This course studies basic data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations, study of recursion, applications of data structures, and simple analysis of algorithms are covered.
Outcomes:
Students learn linear data structures and the performance of their operations, and they learn to solve simple computational problems by designing suitable algorithms and efficient data structures

COMP 272 Data Structures II (3 Credit Hours)
Pre-requisites: COMP 271 and (COMP 163 or MATH 201) and (MATH 131 or MATH 161)
This course studies advanced abstract data types, such as sets, maps, and graphs, and their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also studies the performance of the data structures built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students learn non-linear data structures and runtime performance of their operations, solve computational problems by choosing suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 301 Introduction to Computer Security (3 Credit Hours)
Pre-requisites: COMP 170
This is an introductory course on computer security covering a broad range of topics, including basic security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The course teaches both the principles and concepts of computer security as well as some of the tools and technologies. Students will learn to think like an adversary, find and exploit vulnerabilities in computer and network systems, understand cryptography and security goals, and learn about some of the commonly-used tools.

COMP 305 Database Administration (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
Business and scientific institutions increasingly use large commercial data base systems. This course teaches the theory and practice for the definition, security, backup, tuning, and recovery of these systems.
Outcomes:
Students will be able to use theory and pragmatic approaches to define and implement realistic solutions for large database administration environments

COMP 306 Data Mining (3 Credit Hours)
Pre-requisites: (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission) and (COMP 150 or COMP 170); Corequisites or Prerequisites: COMP 251 or COMP 353
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
This course offers an introduction to topics such as error analysis, interpolation and approximation, and the numerical solution of problems involving differentiation, integration, and ordinary and partial differential equations.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

COMP 310 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
This course introduces principles of operating systems and how they are designed. Various important parts of operating systems such as memory addressing, file structures, processes, and threads are covered.
Outcomes:
Students will learn the different parts of an operating system at a functional level and how they interact with each other

COMP 312 Open Source Software Practicum (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271 or instructor permission
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn to implement projects involving Free and Open Source software and learn how to participate in open-source projects effectively

COMP 313 Object-Oriented Design (3 Credit Hours)
Pre-requisites: COMP 272
Object-orientation continues to be a dominant approach to software development. This intermediate programming-intensive course studies the use of classes and objects with an emphasis on collaboration among objects.
Outcomes:
A thorough understanding of the principles of object-orientation: abstraction, delegation, inheritance, and polymorphism; exposure to basic design patterns; programming experience in mainstream object-oriented languages such as C++ and Java

COMP 314 Problem Solving Strategies I (1 Credit Hour)
Pre-requisites: COMP 271
Corequisite or This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Course equivalencies: COMP281/COMP314
Outcomes:
Ability to work in small groups, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 315 Problem Solving Strategies II (2 Credit Hours)
Pre-requisites: COMP 314
This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Outcomes:
Ability to lead a small group, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 317 Social, Legal, and Ethical Issues in Computing (3 Credit Hours)
Pre-requisites: Any COMP course and Ethics Core
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 319 Introduction to UNIX (1 Credit Hour)
Pre-requisites: COMP 170 and COMP/MATH 215
An introduction to the UNIX operating system. Topics include files and directories, electronic mail, security, advanced file systems, network utilities, network file sharing, text utilities, shell programming, UNIX internals, UNIX system administration (essentials), the X windowing system, systems programming, and secure shell (SSH).
Course equivalencies: COMP219/COMP319
Outcomes:
After taking this course, students will develop working knowledge of Unix and be able to use modern Unix operating systems such as Linux, OS X, or Solaris

COMP 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear, and complex models, and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

COMP 322 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course will focus on the unique challenges, methods, tools, and technologies for developing software applications for wireless and mobile devices, smart mobile phones, and the growing world of mobile connected devices.
Outcomes:
1) Understand challenges of software design for resource limited devices; 2) Know the architecture of one or more state-of-the-art mobile operating systems; 3) Gain experience designing, developing, testing embedded software

COMP 323 Game Design and Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course studies design, development, and publication of games and game-based applications. This includes example games and designers, industry practices, and team-based project development.
Outcomes:
Students will acquire an awareness of different game design and development methods, technologies, and techniques suitable for the development of a variety of game based environments

COMP 324 Client-Side Web Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course covers the design and implementation of the presentation layer of dynamic web applications. Topics include visual design and usability, multi-channel and multi-modal applications, markup of static and dynamic content, and client-side executable content. HTML/CSS/JavaScript are introduced quickly, followed up with the stack of current JavaScript frameworks and libraries used in practice.
Outcomes:
Familiarity with the most common effective tools for creating responsive, dynamic, and interactive web content with client-side tools

COMP 325 Rapid Application Development Methodology (3 Credit Hours)
Pre-requisites: COMP 271 with a grade of C- or above
This course will teach students how to effect rapid application development using a software framework such as the .NET Framework. Particular emphasis will be placed on enhancing object-oriented programming skills using a language such as C#.NET.
Outcomes:
Students will gain enhanced skill in object-oriented programming and development of such applications as database applications, web applications, Microsoft .NET services, Silverlight applications, and WCF Services

COMP 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: One of: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

COMP 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes with algebraic structure and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

COMP 329 Natural Language Processing (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission)
This course provides an introduction to the field of natural language processing (NLP). NLP is concerned with computational approaches to analyzing, generating, and understanding human language. This course will introduce the students to the problems, methods, and applications of NLP.
Outcomes:
Students will become familiar with such areas of natural language processing as information retrieval, sentiment analysis, machine translation, document classification, and question answering

COMP 330 Software Engineering (3 Credit Hours)
Pre-requisites: COMP 271
Students learn real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 331 Mathematical Foundations of Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH 201 or COMP 363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP 180 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 332 Requirements Engineering (3 Credit Hours)
Pre-requisites: COMP 330
This course aims to equip students with techniques for successful requirements analysis and requirements engineering (RE) of software-intensive systems. Students will learn a systematic process of developing requirements through co-operative problem analysis, representation, and validation.
Outcomes:
Students will learn and apply the current state of the art in requirements engineering and a systematic method for engineering high-quality requirements on realistic large-scale projects

COMP 333 Web Services Programming (3 Credit Hours)
Pre-requisites: COMP 313
Web services are building blocks for enterprise applications that use open data exchange standards and transport protocols to exchange data with calling clients. This course studies the architectures, frameworks, and tools required to develop and compose web services and clients, as well as integrate service-oriented systems with legacy systems.
Outcomes:
An understanding of the design space of software architecture; Proficiency in designing, implementing, deploying and composing systems from web services

COMP 335 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 272
As embedded and networked systems are becoming ever more ubiquitous, we depend increasingly on the correctness of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as UML and ESC

COMP 336 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 337 Concurrent Programming (3 Credit Hours)
Pre-requisites: COMP 313
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 338 Server-based Software Development (3 Credit Hours)
Pre-requisites: COMP 313
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 339 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 313 or COMP 363 or COMP 310
This course covers topics in modern distributed systems. This course places special emphasis on scalability (performance), reliability/fault tolerance, and security.
Outcomes:
After taking this course, students should understand the essential ingredients of distributed systems and how to build distributed systems that are resilient to transient network failures and other potential anomalies

COMP 340 Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 301 (may also be corequisites)
The course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 341 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
Limitations in human-computer interaction are as much due to human factors, cognitive limits, expectations, motivations, and inertia as technological capabilities. Systematic methods will be used to evaluate and improve designs through both qualitative feedback and statistical, hypothesis-driven testing on web pages, GUIs, mobile apps and many non-traditional interfaces.
Outcomes:
Students will be exposed to a wide array of non-traditional computing interfaces, and be able to evaluate, design and develop better human-computer interfaces using research-based, systematic approaches

COMP 342 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: COMP 170
An introduction to webpage development using JavaScript, jQuery and associated client-side tools.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Students will be able to create webpages using JavaScript and related tools and protocols, and interface a webpage with a database

COMP 343 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271 or instructor permission
This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. Some programming may be required.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 344 Hands-on Approach to Security and Privacy (3 Credit Hours)
Pre-requisites: COMP 301 and (COMP 340 or COMP 347 or COMP 348 or COMP 349 or COMP 352)
This course will introduce students to privacy, cybersecurity competitions, and how computers can be compromised and secured. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate knowledge and competency in the cybersecurity and privacy fields by participating in competitions, capture the flag, cybersecurity challenges, cybersecurity certifications, and other cybersecurity events/activities; Students will apply what they know in a realistic professional setting, usually working in a team

COMP 345 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 301
It introduces the Internet of Things (IoT) comprising embedded devices and cloud-based resources. The course studies concepts and techniques used in designing and implementing IoT systems providing valuable functionality to consumers and valuable data to organizations. The course discusses methods for addressing related safety, security, reliability, and privacy concerns.
Outcomes:
Ability to design and implement secure software and establish safety, security, reliability, and privacy goals for embedded and IoT-based systems; Ability to visualize and analyze data from an IoT system

COMP 346 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the fundamental concepts of telecommunication networks, including requirements of voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system.
Outcomes:
Students will understand how modern telephone systems work

COMP 347 Intrusion Detection and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course covers techniques and algorithms for detecting unusual usage patterns that typically signal a break-in, including techniques for detecting evasive or stealthy attacks. Also covered are differences in detecting local versus network intruders. Additional topics: computer viruses, computer security management, computer forensics.
Outcomes:
Students will learn to configure ID systems (eg SNORT) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 348 Network Security (3 Credit Hours)
Pre-requisites: COMP 301
This course involves a discussion of network security through the following areas which lead to an overall security posture: Security Frameworks, Implementation Security, System Best Practices, a Case for Centralized Configuration Management, Network Security Architecture, Standards Adherence, Risk Assessments, Testing and Review and Application Security.
Outcomes:
An understanding of how to secure networks using encryption, authentication, perimeter protection, restricted access policies, intrusion detection/prevention and other security frameworks

COMP 349 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course will explore the wireless standards, authentication issues, and common configuration models for commercial versus institutional installations and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 350 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 351 Network Management (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the current state of the art in automated management of computer networks, including protocols such as SNMP and its attendant naming conventions, network management systems, and important issues in administrative network configuration.
Outcomes:
Students will become familiar with the SNMP protocol, with how large-scale Network Management Systems operate and are configured, and with advanced network configuration

COMP 352 Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 301
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities at the machine-code level and how they can be leveraged into an attack; Run a virus in a virtual-machine sandbox with appropriate monitoring

COMP 353 Database Programming (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course introduces relational and object databases to support database creation and application development. Use of commercial database products will give a practical orientation.
Course equivalencies: COMP353/BIOI353
Outcomes:
Students will learn SQL, database design and application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 358 Big Data Analytics (3 Credit Hours)
Pre-requisites: ((Database experience: COMP 251 OR COMP 305 OR COMP 353) AND (Analytics experience: COMP 306 OR COMP 379 OR STAT 338 OR STAT 308)) OR permission of instructor
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 362 Computer Architecture (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
Introduction to digital logic and Verilog. Design and implementation of a CPU pipeline. Processor design, instruction set design, and addressing. Control structures and microprogramming. Memory management, caches, and memory hierarchies. Interrupts and I/O structures. Instruction dependencies and hazards. Design synthesis on FPGAs.
Course equivalencies: COMP 260 / COMP 275 / COMP 362
Outcomes:
Ability to design complex digital systems using hierarchical organization and implementation in Verilog; Ability to reason about dependencies in an instruction sequence and how dependencies create pipeline hazards

COMP 363 Design and Analysis Computer Algorithms (3 Credit Hours)
Pre-requisites: COMP 272 and (MATH 132 or MATH 162)
Theoretical design and analysis of computer algorithms may be supplemented by small amounts of programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-COMP363/BIOI363
Outcomes:
The ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 364 High Performance Computing (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
This course covers parallel architectures and parallel models of computation. Algorithms for achieving high performance in various computational contexts are discussed. Models such as shared memory, message passing, and hybrid modes of computing are introduced.
Outcomes:
Students will learn how to engineer solutions to practical problems in multiprocessor architectures and using large physical memories

COMP 366 Microcomputer Design & Interfacing (3 Credit Hours)
Pre-requisites: COMP 271
This course covers computer architecture, CPU logic, data acquisition, signal conditioning, analog/digital conversion and computer interfacing.
Course equivalencies: X-PHYS366/COMP366
Outcomes:
Students will gain a working knowledge of interfacing techniques and design, hands-on experience with professional interfacing hardware and software, and the ability to document and report experimental results

COMP 367 Robotics Software Development (3 Credit Hours)
Pre-requisites: COMP 271; COMP 313 recommended
This course is an introduction to robotics and robotic software development using humanoid robots. The course will use modern robot platforms and provide hands on experience with robotic sensor systems, motion and navigation, robot behavior planning and implementation.
Outcomes:
Students will explore the history of robotics, overview the theory of autonomous robotic systems, and develop complete robot projects

COMP 369 Product Invention and 3D Printing (3 Credit Hours)
This course explores the role of products in the economy and how things are made, including: product conceptualization and design, physical design vs. design of things that are not physical, rapid prototyping, 3D printing, 2D conceptualization and sketching, 3D modeling, and design reviews.
Outcomes:
Students will be able to visualize ideas via sketching basic shapes, create 3D models using 3D modeling software, use a 3D Printer, and give constructive feedback in peer review sessions

COMP 370 Software Quality (3 Credit Hours)
Pre-requisites: COMP 330
The course teaches software testing and quality control concepts, principles, and techniques including black box and white box testing, coverage testing, test case development, and regression testing.
Outcomes:
Students will learn how to prevent errors, how to get 'bugs' out of software, and be able to apply this knowledge in other courses and projects

COMP 371 Programming Languages (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.
Outcomes:
An understanding of key principles and paradigms underlying the design and implementation of commonly used programming languages; exposure to formal mechanisms for describing language syntax and semantics; programming experience in several representative languages

COMP 373 Advanced Object-Oriented Programming (3 Credit Hours)
Pre-requisites: COMP 313
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 376 Formal Languages & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 377 IT Project Management (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure and responsibilities, a written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 378 Artificial Intelligence (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course introduces artificial intelligence theory and programming.
Outcomes:
Student will learn basic theory of artificial intelligence and be able to build small applications based on it

COMP 379 Machine Learning (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or ISSCM 241 or STAT 335 or PSYC 304 or instructor permission)
Machine learning is the process of making predictions and decisions from data without being explicitly programmed. Topics include a variety of supervised learning methods. Ensemble approaches are used to combine independent models efficiently. Unsupervised and semi-supervised methods demonstrate the power of learning from data without an explicit training goal.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 380 Computer Graphics (3 Credit Hours)
Pre-requisites: COMP 271
This course introduces modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 382 Compiler Construction (3 Credit Hours)
Pre-requisites: COMP 264 and 272
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn how a compiler is built

COMP 383 Computational Biology (4 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and COMP 381 (Equivalencies: BIOI/BIOL 388)
This course presents an algorithmic focus to problems in computational biology. It is built on earlier courses on algorithms and bioinformatics. Problems and solutions covered in this course include gene hunting, sequence comparison, multiple alignment, gene prediction, trees and sequences, databases, and rapid sequence analysis.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP383/BIOI383
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 386 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

COMP 387 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 379 or STAT 338 or STAT 308 This course covers key concepts of neural network algorithms as well as their applications in computer vision and natural language processing
The topics will include popular building blocks of neural networks including fully-connected, convolutional, recurrent, attention, and transformer layers.
Outcomes:
Learn how to build and analyze popular modern neural network architectures; Learn how to design, build, and evaluate their models in the context of practical applications related to fields such as computer vision and natural language processing

COMP 388 Topics in Computer Science (1-6 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 389 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

COMP 390 Broadening Participation in STEM (Computing, Math & Science) (1-3 Credit Hours)
Students will learn about underrepresentation of various population groups in STEM fields (science, technology, engineering, mathematics), as well as some of the reasons and negative effects of this situation. They will learn about techniques and educational materials for ameliorating this situation and will engage in relevant service learning activities.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain first-hand experience with broadening STEM participation and seeing how they can make a difference in the lives of other students and contribute to national needs

COMP 391 Internship in Computer Science (1-6 Credit Hours)
Students work outside the classroom applying and extending their computer science skills, typically for at least 150 hours for 3 credits. A memorandum of understanding is required between a student, his or her employer, and the Undergraduate Internship Coordinator, followed by final reports from the student and the employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Application of classroom skills to real-world situations

COMP 395 Professional Development & Career Growth in CompSci/IT (1 Credit Hour)
Pre-requisites: Sophomore standing and any COMP course
This course is designed specifically for students pursuing a degree in computing-related fields, for example, Computer Science, Information Technology, Software Engineering, and Cybersecurity. They will learn about ways to develop themselves professionally, communicate their strengths, expand their contacts, and advance their careers. Students should acquire skills to professionally brand themselves, successfully network in technical circles, perform an effective job/internship search, and conduct themselves well in interviews.

COMP 397 Research Methods in Computer Science (1 Credit Hour)
Supplements CS Seminar by targeting students directly engaging in research and facilitating contributions in ongoing projects. Progress in outside projects tracked through milestones such as abstracts, small fellowship-style proposals, informal updates, and outcome-oriented goal setting. Emphasizes creating lasting impacts through establishing project continuity and presenting posters, papers, and slide shows.
Outcomes:
Regular progress on research projects and final presentations of results for demonstration to department faculty and students, and potential use at professional conferences

COMP 398 Independent Study (1-6 Credit Hours)
The student and a sponsoring faculty member will determine an advanced topic for the student to work on.
This course satisfies the Engaged Learning requirement.
Outcomes:
Knowledge of an advanced topic

COMP 399 Computer Science Seminar (1 Credit Hour)
The department seminar is designed to bring together students interested in understanding and engaging in extracurricular applications of computer science, with a focus on ongoing research. Speakers will include department faculty, research students, and invited outside speakers. Students will be asked to read relevant literature and participate in discussions.
Course equivalencies: COMP 399H / COMP 399
Outcomes:
Students will be exposed to a wide range of topics in computer science, participate in discussions, and provide feedback to assess their general understanding of the presented material

Computer Science and Education (CSED)

CSED 301 Introduction to Programming/Computer Science (3 Credit Hours)
This course provides an introduction to programming with an overview of other topics in computer science.
Outcomes:
Basic programming skills in a computer language such as VB.NET or Logo that may be suitable for teaching to young programmers; understanding of other fundamentals of how computer hardware and software tools work

CSED 317 Social Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

CSED 330 Technical Administration PC Clusters (3 Credit Hours)
This course covers technical knowledge and practical skills needed to administer a PC cluster in a school or similar environment, focusing on security issues such as firewalls, viruses, and external and internal attacks, and also covers server and LAN configuration and storage management.
Outcomes:
Students will be familiar with the procedures and design tradeoffs involved in configuring a computer lab

CSED 331 Management of PC Cluster (3 Credit Hours)
Further topics in management of school-based PC clusters are covered: purchasing, staffing, troubleshooting, configuration, copyright and software licensing, facilities and resource management, use of IT outsourcing, acceptable-use policies, account management, content filtering, and reliability.
Outcomes:
Students will be familiar with issues and conflicts, both technical and social, that arise in school lab management, and with ways of addressing them

CSED 343 Introduction to Computer Networks (3 Credit Hours)
How a computer network is put together, from lowest to highest levels. TCP/IP protocols and the construction of the internet; LAN protocols such as Ethernet and ATM; internetworking protocols such as IP; transit protocols such as TCP and UDP; congestion and security issues.

Criminal Justice & Criminology (CJC)

CJC 101 Criminal Justice in a Global Context (3 Credit Hours)
This course introduces students to the study of the causes and control of crime from a global perspective. The course considers: the way crime and criminal justice reflects social, political, and cultural forces; the complex intersection between social inequalities and state responses to crime; and the diffusion of criminal justice reforms based on concepts of equality and justice.
Interdisciplinary Option: Forensic Science, Psychology of Crime and Justice
Course equivalencies: ACCRJ 201 / CJC 101
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges of state responses to crime from global, historical, and interdisciplinary perspectives

CJC 201 Theories of Criminal Behavior (3 Credit Hours)
This course will provide a detailed examination of past and present theories of criminal behavior, placing them in a socio-historical context and exploring their policy and practical implications.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of how the specific theories of criminal behavior can be compared and evaluated, how the theories evolved over time, and how they can be applied to criminal justice policy and practice

CJC 202 Criminal Courts (3 Credit Hours)
This course provides students with an overview of state and federal criminal courts and case processing, including the study of prosecutors, defense attorneys, judges, jury decision-making, plea bargaining, and sentencing.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to understand the functions of the state and federal criminal courts, the actors working in those courts and their respective roles, and the procedures for processing of criminal cases

CJC 203 Policing (3 Credit Hours)
This course examines the nature and purpose of policing in American society. Topical areas include the urban police function, contemporary U.S. police systems, principles of police organization and administration, basic operational methodology, and efforts to professionalize police agencies.
Outcomes:
Students will be able to demonstrate an understanding of changing role of police in modern society and articulate the role and challenges faced by police as it relates to the overall operation and goals of the criminal justice system

CJC 204 Corrections (3 Credit Hours)
This course examines the history, functions, and processes of corrections. The primary focus is institutional corrections and its evolution based on philosophies of retribution, deterrence, incapacitation, and rehabilitation. The role and influence of community correctional practices and policy on institutional corrections are also covered.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: ACCRJ 204 / CJC 204
Outcomes:
Students will be able to identify and describe the role of institutional corrections in society and the criminal justice system and articulate the connection between theories regarding criminality and the purposes of incarceration that have historically guided and continue to guide American correctional practice historically and currently

CJC 205 Research Methods (3 Credit Hours)
An introduction to the logic and basic concepts of social research, with an emphasis on both basic and applied research within criminal justice and criminology. The course provides a basic conceptual framework for designing, conducting, interpreting, and evaluating social research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will be able to demonstrate the capacity to effectively design, review and interpret research to answer questions within the field of criminal justice and other social science disciplines

CJC 206 Statistics (3 Credit Hours)
An introduction to the basic concepts and techniques of statistical analysis, with an emphasis on the study of delinquency, crime, and program evaluation within the criminal justice system.
Knowledge Area: Quantitative Knowledge
Interdisciplinary Option: Human Services
Course equivalencies: X-CRMJ206/SOWK391
Outcomes:
Students will be able to effectively perform and interpret statistical analyses and identify the appropriate use of these statistics in the analysis of crime and criminal justice system performance

CJC 302 Juvenile Justice System (3 Credit Hours)
This course will examine the history, theories, policies, and practices of the juvenile justice system. It will also include a discussion of diversion programs, child maltreatment, and gang behavior.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges facing the juvenile justice system as it responds to delinquency and abuse/neglect from an historical, interdisciplinary, and inter-agency relationship perspective, and how this differs from the adult (criminal) justice system

CJC 310 Contemporary Police Issues (3 Credit Hours)
This course provides an in-depth examination of specific contemporary issues in policing related to recruitment and training, education and retention, innovations in policing strategies, police policies and practices, professionalism and ethics.
Outcomes:
Students will be able to identify and discuss the impact that current issues in policing have on police operations, effectiveness, and police-community relations

CJC 312 Popular Culture and the Criminal Justice System (3 Credit Hours)
This course will examine the interrelationship among crime, the media, the criminal justice system, and other forms of popular culture. Topics include media representations of crime and criminal justice, social media, and the social construction of myths about crime and the criminal justice system.
Outcomes:
Students will be able to (1) know the meaning of the social construction of deviance; (2) know and be critical of the manner in which crime and criminal justice are portrayed in the media, and their effect on public opinions and images of the latter; and (3) analyze and evaluate the effects of popular culture

CJC 322 Criminal Law (3 Credit Hours)
This course is an introduction to the principles underlying the definition, constitutionality, and application of criminal laws. It includes the analysis of court decisions regarding various state and federal crimes, and the rules of individual responsibility and accountability for those crimes.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the constitutional limitations on the construction of statutory crimes, the elements of different crimes, and the principles governing individual responsibility and accountability for those crimes

CJC 323 Criminal Procedure (3 Credit Hours)
This course provides an in-depth, sophisticated coverage of criminal procedures surrounding investigations, stops, searches and seizure, arrests, interrogations, and procedural remedies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to identify and articulate the origin, interpretation and application of legal procedures as they relate to matters involving the police, and how these relate to the overall operation and effectiveness of the criminal justice system

CJC 336 Political Violence and Crime (3 Credit Hours)
This course offers a thematic approach to the study of different forms of political violence and crime, their causes and consequences, how different types of violence and crime manifest in the present day, and how violence is represented in popular culture.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Outcomes:
Students will learn to evaluate the ways in which violence and crime are used for political ends and assess the countermeasures taken by various international and government agencies to combat political violence

CJC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist organizations across the globe and of the efforts by governments to combat terrorism.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motivates the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

CJC 338 Community-Based Corrections (3 Credit Hours)
This course examines the history, purpose, and functioning of probation and parole as well as other aspects of community-based supervision, including: pre-trial supervision, electronic monitoring, house arrest/home detention, day reporting centers, and other programs that provide both supervision and treatment of offenders in the community.
Outcomes:
Students will be able to articulate the organizational structure of community corrections programs, the roles community corrections play in the criminal justice system, and the effectiveness and challenges facing community corrections agencies

CJC 345 Social Justice and Crime (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses to crime.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies
Outcomes:
Articulate the meaning of social justice; Discuss restorative and retributive justice

CJC 346 Mental Illness and Crime (3 Credit Hours)
This course explores the relationship of mental illness to crime and violence. Topics include the nature, prevalence, and consequences of mental disorder, substance use, and violence among criminal offenders, violence risk assessment, and the institutional and other treatments for the mentally ill offender.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will know (1) the history and development of research on mental illness and crime, (2) the various mental disorders endemic in the criminal justice system and their relationship to crime and violence, (3) assessment measures of the risk for violence, and (4) management and treatment of mentally ill offender

CJC 351 Organized Crime (3 Credit Hours)
This course offers an introduction to the study of organized crime in U.S. society. Emphasis is given to the history and development of traditional organized crime in Chicago. Emerging organized crime groups are also studied. In addition, this course offers an introduction to the concept of transnational organized crime.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will articulate the extent and nature of organized crime, how it relates to other forms of criminal behavior, and the effectiveness of the justice system's response to it

CJC 352 Gangs (3 Credit Hours)
This course examines the historical development of urban street gangs with a view toward understanding their structure, characteristics, purposes, and activities. Particular emphasis is given to the history and development of street gangs in Chicago.
Interdisciplinary Option: Urban Studies
Course equivalencies: CRMJ352/URB352
Outcomes:
Students will demonstrate an understanding of the causes and history of street gangs, the methods used to control them, and their impact on society and the criminal justice system

CJC 353 White Collar Crime (3 Credit Hours)
This is a study of non-traditional crime engaged in by governmental and corporate entities, and persons in the "white collar" professions. It includes state political crimes, corporate violence and abuse of power, as well as occupational, financial, and environmental crimes, and enforcement of laws against such crimes.
Outcomes:
Students will be able to describe the nature and extent of white collar crime, how it differs from traditional crime, and the manner in which laws against such crimes are enforced

CJC 354 Cybercrime (3 Credit Hours)
This course examines the theory, practice, and prevention of cybercrime. It considers how advances in technology have led to the creation of cybercrime and new avenues for deviance. The course centers on various forms of cybercrimes and how theories of crime can be applied to explain and prevent cybercrime.
Outcomes:
Define the nature and scope of cybercrime, Analyze national and global digital law enforcement efforts, Critically consider laws and policies governing cybercrime detection and prosecution

CJC 360 Substance Use and Crime (3 Credit Hours)
This course will explore whether substance use is related to crime, the effect of drug trafficking on communities, the policies aimed at controlling drug use and their effectiveness, as well as the implications of current drug policies and practices on communities and on the criminal justice system itself.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will describe the relationship between substance use and crime, the effects of substance use and abuse on communities, and the implications of currents drug policies and practices

CJC 365 Firearm Violence (3 Credit Hours)
This course provides a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership, public health and criminal justice approaches to reduce firearm violence, and the effectiveness of such efforts.
Outcomes:
Students will be able to apply critical thought, scientific research, and a full understanding of the nature of firearm violence to objectively assess the effectiveness of policies that seek to reduce firearm violence

CJC 366 Crime Prevention (3 Credit Hours)
This course examines the theory and practice of crime prevention. The course will review theories of crime and justice with specific implications for crime prevention efforts. Students will trace the evolution of crime prevention efforts. Most importantly, the course will review crime prevention strategies, ranging from those designed to protect the individual to those designed to protect society at large.
Outcomes:
Define and explain crime prevention, as an idea and as a practice; Define and explain the three broad categories of crime prevention; Know and explain how theories of crime and justice provide the foundation for particular methods of crime prevention; Describe and understand the importance of evaluation in judging the effectiveness of crime prevention techniques; Differentiate between crime prevention techniques pitched at different levels (individual, household, business, neighborhood)

CJC 370 Women in The Criminal Justice System (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines four areas relative to women in the criminal justice system: the historical view of female criminality; women as defendants in criminal cases and women in prison; women as victims of domestic violence and sexual assault; and women as professionals in the criminal justice system.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-CRMJ370/WOST395/WSGS395
Outcomes:
Students will be able to describe the extent, nature and theories of female criminality and victimization and how this is consistent with and different from male criminality and victimization

CJC 371 Victimology (3 Credit Hours)
This course examines the scientific study of victimization, the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other social groups and institutions.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice
Course equivalencies: X-CRMJ371/PAX 369
Outcomes:
Students will be able to describe the legal, social and psychological issues related to crime victimization, and current knowledge about the victim-offender and victim- criminal justice system relationships

CJC 372 Race, Ethnicity, and Criminal Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines current research and theoretical perspectives related to race and ethnicity in crime and in criminal justice processing. It will cover such issues as racial profiling, the effects of drug laws on people of color, minority disenfranchisement from the criminal justice system, and crime and immigration.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373
Outcomes:
Students will demonstrate an understanding of contemporary issues relating to - and current research and theory about - race and ethnicity and their relationship to crime and criminal case processing

CJC 373 Intimate Partner Violence (3 Credit Hours)
This course will address the nature and scope of intimate partner violence, the factors that contribute to it as well as the theories that have been developed to explain it. Attention will be paid to society's responses to intimate partner violence.
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Women & Gender Studies
Course equivalencies: CJC373/PAX374/WSGS392
Outcomes:
Students will be able to describe the theory, extent, nature, and impact of intimate partner violence, and how the community and criminal justice system respond to this problem

CJC 374 Miscarriages of Justice (3 Credit Hours)
This course takes an interdisciplinary approach to the study of criminal justice system error, drawing from criminology, psychology, and law, to examine wrongful conviction and acquittal, official misconduct, and discrimination. The course examines the rate of error, institutional responses to error, and how policies exacerbate, or minimize, miscarriage of justice.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Critically evaluate criminal justice practices for their ability to administer justice; identify hallmarks of miscarriages of justice; analyze policy for its potential to prevent, or contribute to, miscarriages of justice

CJC 375 Punishment and Society (3 Credit Hours)
This course explores the dominant sociological approaches to understanding punishment in modern society. The course also focuses on punishment as practiced in the United States in light of these theoretical approaches, examining the collateral consequences of punishment and the importance of racial, gender, and sexual identities in relation to punishment.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Understand the philosophical justifications for punishment; understand social theories of punishment; critically assess the role punishment plays in modern society; understand the consequences of punishment for individuals, communities, and society

CJC 376 Childhood Exposure to Violence (3 Credit Hours)
This course examines the definitions, scope, and impact of violence and abuse in childhood. In particular, this course introduces students to the theoretical and empirical literatures relating to family violence, including child physical abuse, child sexual abuse, and child neglect, as well as child victimization in neighborhoods and schools.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
To understand, critically analyze, and apply a variety of theories, conceptual frameworks, and empirical research to explain child victimization and the impact of exposure to violence on children

CJC 377 Psychology and Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the US jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

CJC 378 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, and the emerging legal framework for its prevention and control. It includes the history of the internationalization of crime control and measurement, and international trends in law enforcement, victim assistance, courts, sentencing, and corrections.
Interdisciplinary Option: Global Studies
Outcomes:
Students will examine globalization of crime; learn about international crime statistics; understand the prevalence of common crimes internationally; identify emerging crime threats; and understand international trends in criminal justice

CJC 379 Leaving Crime Behind (3 Credit Hours)
Pre-requisites: CJC 201
This course provides students with an examination of desistance from crime and the potential for rehabilitation in the criminal justice system. The course discusses theories of desistance, empirical research on desistance, and the extent to which the criminal justice system contributes to individuals' ability to desist from crime.
Outcomes:
Students will be able to: 1) analyze desistance theories; 2) describe crime patterns across the life course; 3) identify individual and community-level factors associated with desistance; and 4) critique rehabilitation approaches grounded in desistance theories

CJC 380 Introduction to Forensic Science (3 Credit Hours)
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for criminal justice majors emphasizing the application of the forensic sciences in the criminal justice system.
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

CJC 390 Capstone Experience Internship (1-6 Credit Hours)
Pre-requisites: CRMJ Majors and Minors, Psychology of Crime and Justice Minors, Forensic Science Majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in criminal justice agencies.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency and be able to identify and describe the link between their field experience and prior courses

CJC 391 Capstone Experience Research (3 Credit Hours)
Pre-requisites: Instructor approval required; major in criminal justice; junior or senior standing; Students must complete CJC 205: Research Methods (or equivalent) and four additional CJC courses
The course will allow students to be actively engaged in a faculty member's research project, providing the student with an opportunity to apply the research skills that they already have and to acquire additional skills and knowledge about research design, statistical analysis, and writing research presentations, briefs, or papers.
This course satisfies the Engaged Learning requirement.
Outcomes:
increasing knowledge about the research process from design, analysis, presentation, writing and policy implications

CJC 395 Special Topics (3 Credit Hours)
Special topics courses provide students with an opportunity to examine various criminal justice topics not normally offered as part of the Department's regular curriculum.
Outcomes:
Students will be able to gain an understanding of new issues confronting the criminal justice system, or an advanced understanding of traditional subjects covered in basic courses

CJC 396 Independent Study (1-6 Credit Hours)
This course provides students with the opportunity to examine a specific topic in the field of criminal justice that is currently not offered or available.
Outcomes:
Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study

CJC 399 Senior Capstone (3 Credit Hours)
Pre-requisites: 6 courses in Criminal Justice and Criminology and senior-standing only
This course is for CJC majors slated to graduate within two semesters. This course is a culmination of the student's study of crime and criminal justice issues. It consists of projects aimed at integrating theory, knowledge, and research in the context of a variety of contemporary criminal justice problems, issues, and policies.
Outcomes:
Students will apply all that they have learned throughout their criminal justice courses and apply this knowledge to demonstrate a sophisticated understanding of criminal justice professions, practices, and policy

Dance (DANC)

DANC 111 Ballet I: Introduction to Ballet Theory and Technique (3 Credit Hours)
Ballet I is designed to introduce the concepts and vocabulary of ballet with a focus on developing student's body awareness and control. Students will learn about the art form of ballet in relationship to theatre, music and other forms of dance.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR111/DANC111
Outcomes:
Students will improve their posture, flexibility and coordination; They will develop a reference for enjoying ballet performances and create a foundation for further dance training

DANC 121 Modern Dance I: Theories and Techniques (3 Credit Hours)
Modern Dance I is designed to increase student's body awareness, strength, flexibility and musicality. The course studies the technique and theory of Fall and Recovery developed by Doris Humphrey.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR121/DANC121
Outcomes:
Students will develop a basic dance technique and be able to describe and demonstrate the differences between modern dance and ballet; They will understand the history of the development of modern dance as a uniquely American art form

DANC 131 Jazz Dance I: Theories and Techniques (3 Credit Hours)
Jazz I is designed to increase the student's body awareness, enjoyment of movement and appreciation of Jazz dance in theatrical productions. May be repeated once for credit.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR131/DANC131
Outcomes:
Students will improve their strength, coordination, flexibility and correct posture; They will develop basic skills and vocabulary for performing Jazz movements and a framework to view dance in theatrical productions

DANC 212 Ballet Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Students should be familiar with the five feet and arm positions and be able to work in 5th position of the feet. Dancers should demonstrate correct alignment of the pelvis and spine in plie and releve and while working at the barre. Dancer must be able to execute correct articulation of the feet and leg in tendu. They should be familiar with basic petite allegro and action of the feet, hips and legs while jumping. This is a continuing ballet class designed to build on established vocabulary and movement fundamentals with emphasis on ballet as a theatrical art form.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR212/DANC212
Outcomes:
This class further develops strength, posture, flexibility and coordination; Progressions include more work en relev at the barre, development of leg extensions, single leg jumping and more complex movement combinations; Students will develop awareness of a dancer's role in a ballet production

DANC 213 Ballet III: Advanced Continuing Ballet (2 Credit Hours)
Pre-requisite skills: Student must demonstrate correct alignment and articulation at the barre and in the center when standing in first or fifth position. Student should have introductory proficiency in pirouettes en dehors and en dedans as well as petit allegro. This course serves students who have achieved proficiency in the basic elements of Continuing Ballet, but need to develop skills to meet the Intermediate level. Course focuses on reinforcing foundational technique in alignment and articulation and provides opportunities to develop strength, coordination and vocabulary required to advance to 311 Intermediate Ballet.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will increase their awareness of overall dance alignment and articulation; They will develop strength, coordination and vocabulary preparing them for Intermediate Ballet; Students will enhance their ability to travel across the floor as well as conduct pirouettes; Adagio work in the center and grand allegro is introduced

DANC 222 Modern Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Dancers should be able to maintain correct alignment of the legs, back and pelvis standing and shifting their weight. Must be familiar with 1st and 2nd position of the legs and demonstrate basic articulation of the legs in tendu and jumping. This course is designed to further increase student's body awareness, strength, flexibility and musicality. We will study the technique and theory of Fall and Recovery developed by Doris Humphrey as well as learn short excerpts of repertory to be analyzed. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR222/DANC222
Outcomes:
Students will further develop their modern dance technique and be able to execute more physically challenging falls and longer and more complex movement combinations

DANC 224 Majors Modern II (1 Credit Hour)
This course is designed for Dance majors to increase their body awareness, strength, flexibility and musicality through the study the technique and theory of Fall and Recovery developed by Doris Humphrey. Restricted to Dance Majors.
Outcomes:
Students will develop their modern dance technique including falls and longer and more complex movement combinations; They will further their understanding of spatial patterns and musicality

DANC 232 Jazz Dance II: Theories and Techniques (2 Credit Hours)
Prerequisite Skills: Dancers should demonstrate correct placement of the legs, back and pelvis standing and in plié. They should be able to demonstrate basic jazz turns, jazz runs and pas de bourée. Dancers need to use correct position and opposition of the arms in combinations. Jazz II is designed to further develop student's technical ability and awareness of Jazz dance in theatrical productions. Students will learn about professional Jazz dance in Chicago and improve their strength, coordination, flexibility and correct posture in increasingly complex combinations applying the vocabulary and principles of jazz dance. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR232/DANC232
Outcomes:
Students will improve their dance technique, performance skills and appreciation of Chicago's rich tradition of Jazz dance performance

DANC 240 Dance Practicum (1 Credit Hour)
Pre-requisites: THTR 253
Students apply stagecraft for dance in a variety of domains: costuming, lighting, electrics and sound. They will work as running crew for a mainstage dance production.
Outcomes:
Students will acquire a variety of skills necessary for producing dance; including collaboration and organization skills and will gain appreciation for the complexity dance production

DANC 250 Historical Contexts in Contemporary Dance Practice (3 Credit Hours)
Pre-requisites: Must be a Dance major or Dance minor
This course surveys historical flashpoints in the evolution of American contemporary dance. It provides a critical framework for interrogating cultural and sociopolitical influences on concert dance practice and performance. Students will analyze intersecting aesthetics originating from the French courts of Catherine de Medici and Louis XIV, the Atlantic slave trade and Asian theatrical dance forms such as kabuki and bharatanatyam in the development of ballet, modern, tap, jazz and musical theater dance.
Outcomes:
Students will be able to identify historical figures and events that have significantly influenced American theatrical dance; This course gives students the ability describe and interpret dance history by contextualizing sociopolitical and cultural influences on the evolution of dance aesthetics while applying critical race, queer and feminist theoretical frameworks to their understanding of contemporary dance in America

DANC 260 Topics in Dance (2 Credit Hours)
This course is a studio course that explores the theories and techniques of various dance forms. A specific dance genre will be selected each time the course is offered. The course may be repeated two times for credit.
Outcomes:
The student will gain a historical perspective on the dance form presented, as well as demonstrate specific skills required of the dance form

DANC 261 Topics in Applied Dance (1-2 Credit Hours)
This is an all-inclusive heading for courses rarely offered that serve under the Applied Technique designation for the Dance Minor.
Outcomes:
Each offering will provide discipline-specific vocabulary and applied skill acquisition

DANC 270 Dance Kinesiology (3 Credit Hours)
Pre-requisites: Must be an enrolled Dance Major or Dance Minor
The purpose of this class is to present dancers with basic knowledge of the anatomy, physiology, and biomechanics of human movement in dance and non-dance applications.
Outcomes:
Students participate in lecture, physical practice, group and individual projects to understand the mechanisms for dance movement and how movement patterns contribute to the presence or absence of dance injuries

DANC 275 Global Influences on Contemporary Dance Practice (2 Credit Hours)
Pre-requisites: Must be Dance Major or Dance Minor or have instructor approval
This seminar-styled course provides essential experience and knowledge through applied study of diverse lenses and movement styles contributing to contemporary dance practice.
Outcomes:
Identify, Demonstrate and Discuss non-western influences on contemporary dance choreography and practice

DANC 280 Dance & Disability: Interdisciplinary Theory & Applied Movement Practices (3 Credit Hours)
This course explores interdisciplinary theory and applied innovation at the intersection of movement, science, and community engagement.
Outcomes:
Students will demonstrate a working knowledge of best interdisciplinary practices in disability dance practices, and will develop strategies that address the physical, social, and cultural implications of physically integrated dance in multiple settings

DANC 312 Pointe I: Theory and Techniques (1 Credit Hour)
Co-requisites: DANC 213 or 341
This course is practice-oriented and builds on dancers' knowledge of ballet vocabulary, alignment, and strength. Pointework is geared towards the development of a higher level of articulation in classical footwork.
Outcomes:
The student will gain a deeper understanding of ballet technique en pointe, as well as demonstrate specific skills required of the dance form

DANC 314 Pointe II: Continuing Pointework (1 Credit Hour)
This is a studio class that explores ballet technique en pointe. This course is to be taken concurrently with DANC 213 Ballet III, DANC 341 Ballet IV, or DANC 343 Ballet V. This course explores continuing ballet technique en pointe. It requires students to apply and synthesize all aspects of pointework studies including technique, spatial awareness, dynamics and group forms by preparing and presenting a public performance. It must be taken concurrently with Ballet III, Ballet IV or Ballet V. May be taken 8 times for credit.
Outcomes:
Students gain a deeper understanding of pointe technique, as well as demonstrate specific advanced skills required of the dance form; Students apply and synthesize material in a public performance

DANC 323 Rehearsal and Performance (1 Credit Hour)
Pre-requisites: Permission of the department
Dancing, choreographing, or stage managing, in a campus production. Completion of a journal or paper is required. May be repeated up to 12 times.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique into production practice

DANC 324 Modern III: Theory and Techniques (1 Credit Hour)
This studio course develops core strength, coordination and musical, spatial and performance skills through the study the technique and theory developed by Martha Graham as well as contemporary dance practices.
Outcomes:
Dancers will improve coordination, phrasing, physical power, shift of weight, anatomical awareness, performance, projection, flexibility and placement

DANC 331 Jazz Dance III: Intermediate Jazz Dance Theories and Techniques (2 Credit Hours)
Pre-requisites: Permission of the Instructor
This course develops students' ability to execute Jazz dance technique at an intermediate level. Students improve their dance technique, dynamic, spatial and performance skills. Students apply and synthesize all aspects of jazz dance technique in public performance. This course may be taken six times for credit.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve core strength, coordination, flexibility and correct posture at the intermediate level, in increasingly complex combinations applying and synthesizing all concepts and technique in public performance

DANC 341 Ballet IV: Anatomical Foundations and Cultural Context (1 Credit Hour)
This applied studio technique course emphasizes contemporary scientific anatomical research and cultural context in the study of ballet. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge and apply anatomical principles, connect the study of ballet to cultural and artistic context

DANC 343 Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet (1 Credit Hour)
This applied studio technique course emphasizes contemporary best practices in the study of Ballet in performance and theory in order to advance artistic and technical proficiency. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge of universal dance principles and advance their proficiency in contemporary ballet practice; Course skills and concepts are applied and synthesized through presentation of a public performance

DANC 360 Dance Pedagogy (3 Credit Hours)
Pre-requisites: Dance major or dance minor
The study child development, sequential dance pedagogy, biomechanics, nutrition and classroom management techniques as it relates to the teaching of dance. Coursework includes lecture, readings, model teaching, and research. Students observe master teachers instructing children of all ages and create sequential lesson plans consisting of all elements of dance pedagogy.
Outcomes:
Students will demonstrate a working knowledge of child development in relationship to age-appropriate dance skills as well as behavioral expectations; They will develop strategies that address the sequences of skill acquisition as well as concrete strategies for classroom management

DANC 370 Dance Composition (3 Credit Hours)
Pre-requisites: Must be a Dance Major or Dance Minor to enroll; Placement in Level III or higher dance technique courses; Permission of the department required
This course takes students from an introduction to dance composition theory and techniques through the process of creating a group work for the stage. Course work includes lecture, discussion, selected readings, viewing of masterworks of dance composition, creation of several dance studies on various themes and culminates in the creation of a work for performance in the Student Choreographic Showcase.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the development of short dance students learn the principles of dance composition and then apply them to their own creation performed for a public audience

DANC 380 Senior Showcase Capstone (1 Credit Hour)
Restricted to Senior Dance Majors. This course serves as the capstone of the Dance major and creates a platform for dancers to apply technical skills, theory and practice from many required courses for the Bachelor of Arts including DANC 341/DANC 343 Majors Ballet, DANC 321 Majors Modern, DANC 323 Rehearsal and Performance and DANC 370 Dance Composition.
Outcomes:
Dance majors will apply and synthesize all applied technique courses taken for their dance majors as well as integrate their knowledge of the choreographic and performance process

DANC 394 Internship in Dance (1-12 Credit Hours)
Dance students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a dance organization while reflecting on their work experience and applying theories and techniques acquired from their first dance courses

DANC 395 Independent Study (1-12 Credit Hours)
Pre-requisites: Written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the dance. Such projects should be done under the close supervision of a dance faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and dance faculty supervisor

DANC 397 Fieldwork in Chicago - Dance (1-12 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional dance organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Dance and the project supervisor

DANC 398 Research in Dance (1-12 Credit Hours)
Pre-requisites: DANC 323
Faculty serve as mentors for dance students pursuing research opportunities. Platforms cross various domains in cognitive, psychomotor, and artistic development. Students and faculty work together to generate qualitative and quantitative data documented in multiple modalities including: dancemaking, regression analyses, interviews, correlational and case studies. This course satisfies the Engaged Learning-Undergraduate Research requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn discipline-specific language skills, research ethics and methodologies; Students will gain valuable skills disseminating research through performances, scholarly articles, conference presentations and research symposia

Data Science (DSCI)

DSCI 101 Fundamentals of Modern Data Science with R (3 Credit Hours)
This course is designed to be an introduction to the basics of data science with R. Students will learn the very basics of data science and introductory programming skills for working with data.
Outcomes:
Students will learn basic programming skills for working with different types of data as well as data visualization, data wrangling, and data management practices

DSCI 399 Data Science Internship (1-3 Credit Hours)
Pre-requisites: DSCI internship coordinator and DSCI program director consent required
This course provides data science students with an opportunity to apply the knowledge obtained through their previous coursework as well as obtain course credits by working on data science projects through paid or unpaid internships. All projects for this course must be accompanied by a written form to be filled out by the student and their internship supervisor, and approved by the data science internship coordinator (DSIC). Students will receive 1 credit hour for every 50 hours worked at the approved internship for a maximum of 3 credit hours. Students taking this course will fulfill their data science capstone requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
The ability to manage large data sets in preparation for data science analysis; The ability to perform a data science analysis from beginning to end while adhering to the principles of reproducible research; The ability to program in both the R and Python programming languages

Economics (ECON)

ECON 201 Principles of Microeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 201H Principles of Microeconomics - Honors (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. Restricted to SBA honors students or Honors students. This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 202 Principles of Macroeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal and monetary policies of the government, to ultimately understand economic stability and the welfare of the individual citizen

ECON 202H Principles of Macroeconomics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, and fiscal and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

ECON 303 Intermediate Microeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course is a detailed study of consumer and firm behavior, market structures, and the elementary propositions concerning welfare economics.
Outcomes:
Students will develop analytical skills to understand and predict consumer and firm behavior, understand the underlying pinning of antitrust legislation and dynamic market strategies

ECON 304 Intermediate Macroeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course develops the framework used by economists in government, business, and academia to analyze the key determinants of economic growth, the business cycle, unemployment, inflation, the level of interest, and exchange rates, as well as explaining how all these variables are influenced by monetary and fiscal policy.
Outcomes:
Students are able to understand and critically analyze business cycles and financial market fluctuations; Students are able to study inflation and unemployment policies

ECON 320 Urban Economics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ECON 201, ECON 202, and ECON 303
This course analyzes the economic role and functioning of cities and examines urban issues such as real estate markets, transportation, economic development, and crime.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will understand the economic forces that shape urban agglomerations; Students will understand the economic and ethical trade-offs of various urban economic policies; Students will be able to think critically about the economic forces that make a city grow and contract over time

ECON 323 International Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course analyzes microeconomic and macroeconomic theories of global trade; balance of payments, adjustment problems and the international monetary system.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON323/INTS323
Outcomes:
Students will be able to demonstrate the ability to critically apply microeconomic and macroeconomic concepts to the understanding of international economic phenomena/problems; This course emphasizes the role of economic leadership to promote peace and justice in a global diverse world

ECON 324 International Monetary Relations (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
Examination of the operation of the international monetary system and an analysis of the determination of currency flows between countries, with topics of balance of payments statements, currency flows between countries, determination of exchange rates, and international liquidity problems.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON324/INTS324
Outcomes:
Student will be able to demonstrate an understanding of the operation of the international currency market and be able to analyze exchange rates with an emphasis on international liquidity and currency problems, and risk management of currency fluctuations

ECON 325 Economics of Growth & Development (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course describes and analyzes the problems and policy issues facing developing countries and the third world with respect to their economic and social policies and programs.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON325/INTS325
Outcomes:
The students are trained to evaluate the economic conditions that are conducive to economic growth and critically assess ethical arguments as they relate to growth, trade, and poverty in emerging countries; The role of leadership is emphasized

ECON 327 American Economic & Business History (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course emphasizes the evolution and the role of past business leaders of the American economy from the colonial times to the present, emphasizing the entrepreneurs and the environments in which they operated. Economic and business change in the period 1865-1914 receives particular attention, as do the enterprises of Chicago-area entrepreneurs.
Outcomes:
Students learn the skills required of entrepreneurs and business leaders and their contribution to society; Students will develop an awareness of the historical dynamics that produced the current economy, and how its institutions evolved and the importance of markets in allocating resources

ECON 328 Environmental Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201
This course applies economic theory to environmental and natural resource problems and policies, investigates the role economic incentives play, and discusses externalities, property rights, common property problems, pollution and pollution control, and renewable and non-renewable resource management.
Course equivalencies: X-ECON328/ESP 328
Outcomes:
Students will understand that environmental problems are fundamentally economic problems that come about because there is a market failure (eg, an externality or public good) and that environmental problems have economic solutions

ECON 329 Health Economics (3 Credit Hours)
Pre-requisites: Sophomore standing and a minimum grade of "C-" in ECON 201
This course provides an understanding of the unique economic complexities of the health care industry and individual health behaviors. Relying on economic principles of scarcity, efficiency, productivity, and market behavior, demand and supply of health care, the role of government in determining health care policy, and medical practices are explored.

ECON 334 Economics of Government Expenditures & Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303 and 304
This course is an analysis of taxation and expenditure, instruments and policies as they relate to the allocative, distributive, and stabilization functions of government and society and ethical responsibilities of each.
Outcomes:
The student are able to understand and analyze public policy issues, specifically as it relates to the voting process, size of government, tax policy debates, and long-term problems of transfer payments in an aging society

ECON 336 Monetary and Fiscal Policy (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201, 202 and 304
This course uses macroeconomics to critically analyze the evolution of monetary and fiscal policy from the late 19th century to the present as well as current trends and topics relating to monetary and fiscal policy.
Outcomes:
Students will develop critical economic thinking skills as they apply macroeconomic theory to historical events and discuss the potential future paths of the world economy and for assessing the leadership role of the government and Federal Reserve System in stabilizing the domestic and world economy

ECON 346 Econometrics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ISSCM 241 or ISSCM 241H or STAT 103; ECON 202; ECON 303; and MATH 130 or MATH 131 or MATH 161
This course teaches students how to use statistical tools to evaluate hypotheses about economic models.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to interpret and critically analyze quantitative information related to economics; Students will understand regression analysis and understand how to use it to test economic models and to measure important economic parameters, and to predict economic relationships

ECON 360 Labor Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course is an intensive examination of the market for labor services, and discusses wage determination, occupational and earnings differentials, diversity, investments in education, collective bargaining, and the ethical implications of labor market inequality.
Outcomes:
Students will gain a broad understanding of how economists study labor market issues and outcomes, and be able to use critical economic reasoning to better appreciate such issues as labor force participation decisions, human capital, and the variation in wages across individuals

ECON 370 Pricing & Industrial Organization (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course investigates firm behavior, strategies and market outcomes in settings of less than perfect competition.
Outcomes:
Students learn to evaluate various strategies both in terms of firm profitability as well as consumer surplus

ECON 395 Independent Study in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing, instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in Economics

ECON 399 Special Topics in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Engineering (ENGR)

ENGR 101 Introduction to Engineering Design (4 Credit Hours)
Restricted to Engineering students. This course is the first of four engineering design courses in the Engineering curriculum. Major topics in this course include engineering estimation, three dimensional computer-aided design, 2k factorial design, teamwork, engineering ethics, requirement specifications, and design iteration.
Outcomes:
1) Demonstration of proficiency in engineering design; 2) Application of teamwork principles to an open-ended design project

ENGR 102 Engineering Freshman Seminar (1 Credit Hour)
This seminar offers a shared learning experience with an assignment of a service project and exposure to Industrial Advisory Board members and Loyola administrators and faculty. In addition to providing intellectual enhancement to the program, these seminars give us a time and place to regularly interact. This class is restricted to Engineering freshman.
Outcomes:
Encourage bonding through a service project, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader industry community

ENGR 201 Experiential Engineering (3 Credit Hours)
Pre-requisites: COMP 170 and (PHYS 112K or PHYS 122) (each with minimum C-); Corequisite: CHEM 171
This course introduces students to environmental, biomedical and computer engineering-based sensors and signal analysis techniques. Major topics in this course include an introduction to common biomedical sensors, electronics, signals, sampling, analog-to-digital conversion, c programming, microcontroller system architectures, and microcontroller programming.
Outcomes:
Provide an experiential environment to learn about instrumentation and sensors in biomedical, computer and environmental engineering; Introduce complex devices and systems to understand, measure and analyze signals

ENGR 311 Engineering Systems I (3 Credit Hours)
Pre-requisites: ENGR 201 with a minimum grade of C-; Restricted to Applied Mathematics and Engineering majors; Concurrent enrollment in MATH 266 (Engineering majors only)
ENGR 311 covers the fundamentals of signal and system analysis, focusing on representations of discrete-time and continuous-time signals and representations of linear, time-invariant systems. Major topics in this course include convolution, Fourier series, Fourier Transform, and unit impulse and unit step functions. Applications are drawn broadly from engineering and physics.
Outcomes:
Understand basic concepts of discrete and continuous time signals; Employ Fourier analysis to analyze simple LTI systems; Proficiently use MATLAB as a numerical analysis tool

ENGR 312 Engineering Systems II (3 Credit Hours)
Pre-requisites: ENGR 311, ENGR 321, (MATH 264 or MATH 266), and COMP 170
Introduces numerical methods and control systems theory. Students are exposed to root finding, numerical integration and differentiation, numerical solutions to ODEs, curve fitting and regression techniques, classical control system theory methods (Laplace transforms and transfer functions, root locus design, Routh-Hurwitz stability analysis, Bode and Nyquist plots) and the state variable method (controllability and observability). Employ the state variable method.
Outcomes:
Understand the concepts of numerical methods, their strengths and weaknesses; Use MATLAB as a numerical analysis tool; Apply Laplace transforms and transfer functions

ENGR 313 Engineering Systems III (3 Credit Hours)
Pre-requisites: ENGR 312 with a minimum grade of C-; Restricted to Applied Math and Engineering majors
This course is an introduction to discrete-time signal processing and system identification. Major topics include the z-transform, infinite/finite impulse response filters, discrete/fast Fourier transform, models of linear time-invariant systems, and parameter estimation methods.
Outcomes:
Reinforce fundamental knowledge of signal processing concepts; Execute discrete-time signal processing techniques; Solve real-world problems through use of modeling, prediction, and estimation methods

ENGR 321 Electronic Circuits & Devices (2 Credit Hours)
Pre-requisites: PHYS 112K or PHYS 122 (minimum C-); Corequisites: ENGR 311 and (MATH 266 or MATH 264)
This course is an introduction to electronic circuits and devices. Major topics in this course include an introduction to Ohm's Law, Kirchhoff's Current Law, Kirchhoff's Voltage Law, Nodal and Loop analysis, Thevenin's and Norton's Theorems, and alternating current steady-state analysis.
Outcomes:
Define and explain the terminology associated with linear circuit theory; Identify and solve linear circuits utilizing the most appropriate method for the analysis

ENGR 322 Chemical & Thermal Processes (3 Credit Hours)
Pre-requisites: (CHEM 171 or CHEM 102), (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and MATH 162 (each with minimum C-)
This course provides an introduction to basic chemical and thermal processes. Major topics include open and closed systems, control volumes, microscopic vs. macroscopic, mass and energy balances, first and second laws of thermodynamics, entropy balance, exergy balance, thermodynamic cycles, thermodynamic property relations, gas laws, and chemical thermodynamics.
Outcomes:
Describe engineering systems and cycles using mass and energy conservation laws, quantify chemical and thermodynamic properties of pure substances, and analyze thermodynamics cycles and processes

ENGR 323 Digital Electronic & Computer Engineering (3 Credit Hours)
Pre-requisites: (PHYS 112K or PHYS 122) and COMP 170 (each with minimum C-); Corequisite: ENGR 324L
This course is an introduction to digital design. Major topics in this course include, but is not limited to, binary conversions, logic gates, combinational logic design, sequential logic design, microprocessor architecture, and an introduction to hardware description languages.
Outcomes:
Understand the fundamental building blocks of digital systems; Understand and apply knowledge in the implementation and design of digital circuits

ENGR 324 Mechanics (3 Credit Hours)
Pre-requisites: (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and (MATH 264 or MATH 266) (each with minimum C-)
Mechanics covers the fundamentals of modeling continuous media. Major topics include stress, strain, and constitutive relations; elements of tensor analysis; basic applications of solid and fluid mechanics; and application of conservation laws to control volumes.
Outcomes:
Construct free-body diagrams to undertake structural analysis; Apply the laws of conservation to solve engineering problems

ENGR 324L Core Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisites: ENGR 322, ENGR 323, and ENGR 324
This lab course enables students to experiment with concepts learned in concurrently taken core engineering courses ENGR 322, ENGR 323, and ENGR 324.
Outcomes:
Understand, apply and create an assembly-based program for ARM-based microprocessors; Apply Thermodynamic and Flow principles in an experimental context

ENGR 325 Materials Engineering (3 Credit Hours)
Pre-requisites: ENGR 322 and ENGR 324 (minimum of C-)
This course introduces concepts related to the structure, properties, and processing of materials commonly used in engineering applications. Major topics include material structure, bonding, crystalline and non-crystalline structures, imperfections, properties of metals, metal alloys, ceramics and polymers, phase transformation, and material failures.
Outcomes:
Describe the microscale structure of metals, ceramics, polymers, and composites; quantify and describe relationships among structure, processing, and properties; understand the role of material selection in contemporary engineering design applications

ENGR 341 Medical Device Systems (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 321, ENGR 323, ENGR 324, BIOL 101, and CHEM 171; ENGR majors only; Corequisites: ENGR 325, ENGR 341L, and ENGR 313
The relevant physiology, clinical need, history, and system descriptions of eighteen fundamental medical devices are discussed and analyzed. Students are also introduced to several medical device systems, including medical instruments, electrical stimulators, and combination products. These topics provide a foundational background for medical device product development and regulation.
Outcomes:
Understand and analyze the clinical need and common subsystems underlying eighteen fundamental medical devices; Evaluate the battery requirements for commonly implantable medical devices

ENGR 341L Medical Device Systems Laboratory (1 Credit Hour)
Introduction to the graphical user interface, data acquisition, and sensors of common medical devices. The lab experiments are synchronized with the presentation of medical device topics in ENGR 341. Students also create a software application for a Sponsor from the School of Nursing. Restricted to Engineering majors. Concurrent enrollment in ENGR 341.
Outcomes:
Use common medical devices subsystems, Apply FDA design control principles for creation of a nursing software application and accompanying requirement and design specifications

ENGR 342 Medical Device Software Development I (3 Credit Hours)
Pre-requisites: ENGR 341 and ENGR 341L, each with a minimum grade of C-
This is the second semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During the first four weeks, students increase their programming skills through exposure to recurrence solving, sorting, and data structures. They then learn how design and verify medical device software using model-based engineering. Restricted to Engineering majors. Concurrent enrollment in ENGR 381.
Outcomes:
Design a medical device through model-based engineering concepts

ENGR 343 Medical Device Software Development II (3 Credit Hours)
Pre-requisites: Restricted to Engineering majors
This is the third semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During four weeks, students increase their programming skills through exposure to advanced data structures and graph algorithms. Separately, software issues that the Food and Drug Administration considers during medical device submissions are highlighted. ENGR 342 with a minimum grade of C-, concurrent enrollment in ENGR 391.
Outcomes:
Analyze software issues that the FDA considers during medical device submissions; Create user interface and cybersecurity code, according to Requirements Specifications provided by the instructor

ENGR 351 Electronic Circuit Analysis and Design (3 Credit Hours)
Pre-requisites: ENGR 201, ENGR 312, and ENGR 321 (each with minimum of C-); Corequisite: ENGR 351L
A course for engineering students (computer engineering) that introduces advanced topics in the design and analysis of analog and digital electronic circuits. Areas of emphasis include an introduction to semiconductor physics, diodes, BJT transistors, CMOS devices, advanced operational amplifier circuits and frequency response fundamentals.
Outcomes:
Understand and apply fundamental concepts of semiconductor physics; Understand and apply complex models to analyze analog and digital microelectronic circuits

ENGR 351L Circuit Design Laboratory (1 Credit Hour)
Co-requisites: ENGR 351
A lab for engineering students (in the computer engineering specialization) to provide a first experience working with semiconductor devices (such as diodes, BJTs, MOSFETs, and Operational Amplifiers) for the design, creation and analysis of microelectronics using lab instruments.
Outcomes:
Identify integrated circuit design issues and develop applicable solutions; Apply advanced principles in analog circuit design, creation and analysis

ENGR 352 Methods and Algorithms for Computer Engineers (3 Credit Hours)
Pre-requisites: ENGR 351 and ENGR 351L (each with minimum of C-)
ENGR 352 is the second semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The areas of emphasis are the analysis of the methods and algorithms used in computer engineering. The course includes hands-on experiments and a design project related to the computing performance and efficiency improvement of engineering systems
Outcomes:
Evaluate the design and implementation of methods and algorithms in computer engineering; Analyze the performance, efficiency and computational complexities of algorithms using the time-and-space tradeoff

ENGR 353 Programmable Systems (3 Credit Hours)
Pre-requisites: ENGR 352 (minimum C-)
ENGR 353 is the third semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The course consists of an introduction to programmable logic controllers, relays, timers, counters, shift registers, human-machine interfaces and programmable embedded systems. The course includes hands-on experiments and a design project to evaluate the performance and efficiency of programmable systems, related safety issues and hardware troubleshooting for control and automation systems.
Outcomes:
Evaluate the performance and efficiency of programmable controllers, embedded systems and processors; Design modern engineering tools to integrate hardware and software components, and input-output devices used in industries

ENGR 361 Fundamentals of Environmental Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 322, ENGR 324, and ENGR 325 (each with minimum C-); ENGR majors only; Corequisite: ENGR 361L
This is the first of three Specialization courses in Environmental Engineering. Topics include aquatic chemistry, chemical thermodynamics and kinetics, environmental soil and biogeochemistry, environmental organic chemistry, surface and groundwater hydrology, atmospheric processes, and fate and transport modeling of contaminants in natural and engineered systems.
Outcomes:
Apply principles of environmental engineering to describe and quantify key physical, biological and chemical phenomena in natural and engineered systems

ENGR 361L Fundamentals of Environmental Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisite: ENGR 361
This laboratory course introduces students to the analytical techniques such as mass spectrometry and titration, relevant to environmental engineering practice. This course emphasizes the design of field sampling campaigns of water and soil environments and the statistical data analysis of experimentally estimated water and soil parameters.
Outcomes:
Quantify fundamental environmental parameters with emphasis on water quality; Design and conduct a field sampling campaign

ENGR 362 Water & Wastewater Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and CHEM 171 (each with minimum C-)
Theoretical and conceptual design of systems for treating municipal wastewater and drinking water which include reactor theory, process kinetics, and models. Physical, chemical, and biological processes are presented, including sedimentation, filtration, biological treatment, disinfection, and sludge processing. Re-use of water and waste products are also covered.
Outcomes:
Undertake calculations related to unit processes and undertake the required calculations to design a municipal water and wastewater treatment facility

ENGR 363 Contemporary Environmental Engineering Challenges (3 Credit Hours)
Pre-requisites: MATH 266 and ENGR 324 (minimum C-)
This is the third semester of a three-semester Specialty course series for students specializing in Environmental Engineering. Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices for stormwater management, an exploration of conventional and renewable energy technologies and the design of green infrastructure.
Outcomes:
Make aware of present and future environmental challenges; Understand the current methods being employed to tackle current environmental issues

ENGR 381 Biomedical Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 341
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group is assigned an industry-sponsored medical device software problem to solve. Each week, a medical device product development or regulation topic is also introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 382 Computer Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 351
First part of the team-based Capstone Design series for Computer Engineering students. Students focus on the design of an industry-sponsored project with practical, economic, and ethical constraints. They learn the fundamentals of product development, quality, reliability, ethics and project management as it relates to the field of computer engineering.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce microelectronic solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 383 Environmental Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and ENGR 322 (each with minimum C-); ENGR majors only
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and multiple realistic constraints. Each group is assigned an environmental engineering industry-sponsored design problem to solve. During the semester, specific environmental design and regulation case studies will be introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solution that meet specified needs with consideration for public health, safety, environmental and other factors

ENGR 391 Biomedical Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 381 during the same academic year, ENGR 342, concurrent enrollment in ENGR 343
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored medical device projects assigned in ENGR 381. Medical device product development or regulation topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 392 Computer Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 382 during the same academic year, ENGR 352, concurrent enrollment in ENGR 353
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 382. Computer engineering or professional development topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce computer engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 393 Environmental Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: ENGR 383 (minimum C-)
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 383. Environmental engineering or professional development topics are also introduced. ENGR majors only.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 398 Independent Study (1-3 Credit Hours)
The course enables independent study of selected topics in Biomedical, Computer, and Environmental Engineering, under the supervision of a faculty member. It may be repeated for credit. Restricted to Engineering majors. Permission of Director.
Outcomes:
Application of engineering concepts, and analysis of Biomedical, Computer, or Environmental Engineering systems

English (ENGL)

ENGL 100 Developmental Writing (3 Credit Hours)
English 100 is a basic writing course that provides instruction in fundamental composition skills to prepare the student for UCWR 110. The course emphasizes mastery of grammar, usage, and punctuation. Placement required.
Outcomes:
Students will develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of basic grammar, usage, and punctuation conventions

ENGL 102 College Composition ESL 1 (3 Credit Hours)
English 102 is the first of a two-course sequence designed to improve the linguistic abilities of those for whom English is a second language. This course provides grammar and writing instruction for students who require more focused work in revising language usage and composing than English 103 can provide. Placement required.
Outcomes:
Students will develop skill in: writing essays that develop a clearly-stated governing idea and that provide relevant support for that idea; proceeding through all stages of the writing process: prewriting, drafting, and revising, with emphasis on improving language usage; editing their own compositions, and working with other students in peer-editing groups; consistently employing English-language grammar, usage, and punctuation

ENGL 103 College Composition ESL 2 (3 Credit Hours)
English 103 is the second of two courses intended to improve the linguistic abilities of those for whom English is a second language. English 103 stresses the acquisition of necessary language skills in the areas of grammar and usage, comprehension and critical reading, and writing at a level appropriate to university study in an English-speaking country. Placement required.
Outcomes:
Students develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of grammar, usage, and punctuation

ENGL 210 Business Writing (3 Credit Hours)
English 210 provides training and practice in various forms of writing (such as memos, instructions, letters, resumes, proposals, and reports) relevant to students who are considering careers in business.
Outcomes:
Students will demonstrate familiarity with genres and styles of writing commonly used in business, with the stages of the writing process, and with individual and collaborative methods of composing

ENGL 211 Writing for Pre-Law Students (3 Credit Hours)
Pre-requisites: successful completion of UCWR 110
Studies in argument and exposition from a lawyer's perspective for students considering the study of law.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose for a variety of legal purposes, and be able to apply these principles to their own writing in the field

ENGL 212 Science Writing, Technical Communication, and Problem-Solving in Public (3 Credit Hours)
It doesn't matter how brilliant your work is if no one can understand it. Communication in technical and scientific fields involves presenting solutions to complex problems to a wide variety of audiences. Your research is important and this class is designed to help you better communicate your work and its significance. This course will introduce you to the principles and practices of technical writing, emphasizing clear, concise, and effective communication across contexts. This course focuses on training the skills you need to make your work legible beyond a narrow specialty area. You will learn how to write, design, revise, and analyze technical and scientific documents, including reports, proposals, research grants, instructional guides, and literature reviews. The term will conclude with a poster session, presentation, and research paper. Through hands-on assignments and team-based projects, you will develop the skills to communicate complex information clearly, tailor content to specific audiences, and collaborate effectively.
Outcomes:
Recognize characteristics and conventions of technical writing across fields; Research, analyze, and synthesize technical information; Present research findings and data across a variety of modalities; Develop proficiency in writing about technical topics for a variety of audiences; Design graphics to communicate technical, scientific, and statistical information; Deliver effective technical presentations; Develop an understanding of collaborative team dynamics, including conflict resolution; Write clear, concise, correct, and professional prose

ENGL 220 Theory and Practice of Tutoring Writing (3 Credit Hours)
This seminar explores Writing Center pedagogical theory and practice. It includes a community-based service-learning component that involves community-service, professional development, leadership development, civic engagement, and cross-curriculum collaboration on a daily basis to continually improve the quality of the writing tutoring services.
This course satisfies the Engaged Learning requirement.

ENGL 271 Exploring Poetry (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
The course will survey British and American poetry, especially from the Romantic movement on, especially of lyric kinds. Class discussion will generally focus on the form and sense of individual poems, and will in general be about poetic ways of meaning, and individual poets' understandings of what poetry is and what it is to do.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 271/ACENG 271
Outcomes:
Students will be able to demonstrate an understanding of significant poems by selected British and American poets, demonstrate an understanding of basic critical terminology, and demonstrate an understanding of relevant critical perspectives on poetry

ENGL 272 Exploring Drama (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of drama; extensive readings and several critical analyses are required. Students will also be able to demonstrate understanding of how plays are constructed in different ways to serve different purposes.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will be able to demonstrate understanding of drama's ability to express the deepest and most complex feelings and concerns of human beings as individuals, as family members, and as members of society: the individual's place in the universe, in relation to others, and in relation to the socio-political system that he or she inhabits

ENGL 273 Exploring Fiction (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of prose fiction.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 273/ACENG 273
Outcomes:
Students will be able to demonstrate understanding of fiction as a means of exploring human experience and understanding the creative process, and be able to use the technical vocabulary necessary for understanding fiction

ENGL 274 Exploring Shakespeare (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the works of Shakespeare as literature and as theatre, covering at least three of the four genres (comedy, history, tragedy, romance).
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 274 / ENGL 274
Outcomes:
Students will be able to demonstrate understanding of the theatrical and poetic works of Shakespeare, such elements of drama as plot, character, theme, imagery, and verse forms, as well as the personal, political and theatrical world in which Shakespeare lived and worked

ENGL 282 African-American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the development of the African American literary tradition from the emergence of the slave narrative to the contemporary present.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: ENGL 282 / ACENG 282
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282B African-American Literature 1700-1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material within the time period 1700-1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282C African-American Literature since 1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material since 1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 283 Women in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the representation of women in literature, as discussed in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: ENGL283/WOST283/WSGS283
Outcomes:
Students will be able to demonstrate understanding of the representations of women in various periods of literary history and diverse cultural contexts

ENGL 284 Asian American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the range of Asian American literature from its earliest works around the turn of the 20th century to its proliferation in contemporary literature.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will trace major developments in Asian American literature, recognize the diversity of Asian American identities and histories, and apply key concepts and historical contexts from Asian American culture

ENGL 287 Religion and Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the study of literature and religion as a contemporary field of inquiry. It aims to explain and illustrate the nature and theoretical strategies of a religious literary criticism, and to encourage an appreciation of this valuable and productive way of reading.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to use the technical vocabulary necessary for discussing literary representations of religious and spiritual experience

ENGL 288 Nature in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the relationship of human beings and the environment in which they function, as represented in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-ENGL288/ESP 288/PAX 288
Outcomes:
students will be able to demonstrate understanding of the representations of ""nature"" in various periods of literary history and diverse cultural contexts

ENGL 290 Human Values in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This variable topics course focuses on a perennial psychological or philosophical problem facing the individual as exemplified in literary works, e.g., the passage from innocence to experience, the problem of death, and the idea of liberty.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 276 / ENGL 290
Outcomes:
Students will be able to demonstrate understanding of the ability of literature to express the deepest and most abiding concerns of human beings, and how literary works come to be

ENGL 292 South Asian Literature and Civilizations (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to South Asian literatures and civilizations, from ancient to contemporary times, with attention to social institutions, religious practices, artistic achievements, literature, and modern challenges.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of the cultures and civilizations of South Asia

ENGL 293 Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent (grade of C- or higher)
This advanced writing course will focus on scholarly theories about the practice and process of writing. Course work will center on students' reconsiderations of their own writing processes in the context of scholarly composition theory.
Outcomes:
Students will develop and demonstrate theoretical knowledge of advanced strategies for producing academic writing

ENGL 294 Writing in/with New Media (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or higher
This advanced writing course will consider how communication is mediated and remediated in the digital age, and draw connections between historical moments of print culture with that of contemporary technological advancement. Writing will engage emerging digital genres (websites, blogs, memes), digital storytelling, multimodal composition, and social media.
Outcomes:
Learn terms/theories/concepts of new media historically and in the present; identify interactions between new media, writing, and other disciplines; effectively move a piece of writing from concept to revision

ENGL 295 Writing Toward Social Justice: Eloquentia Perfecta (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or better
Course will address problems of community concern through Jesuit rhetorical practice, with basis in thinking, acting and reflecting. Students will learn how to write and speak in a variety of outward-facing modalities. They will work in partnership with a local community organization, applying techniques and practices learned in the classroom. This course satisfies the Engaged Learning requirement.
Outcomes:
Reflection: personal concerns and values; Community organization collaboration: writing and presentation projects; Peer review and group writing; Proficiency in modalities: op-ed pieces, funding requests, promotional writing, multimodal presentations, grant writing

ENGL 296 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

ENGL 299 Topics in Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110
This is a course in writing clear and effective prose in whatever form/genre is being studied; the subtitle will define the form/genre more precisely.
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose in whatever form/genre is under study, and be able to apply these principles to their own writing in this form/genre

ENGL 300 History of English Language (3 Credit Hours)
Study of the origin and development of English: its sounds, word-forms, and syntax.
Outcomes:
Students will demonstrate knowledge of the history of English and some understanding of linguistic theory

ENGL 303 Grammar: Principles & Pedagogy (3 Credit Hours)
A study of English grammar focusing on linguistic applications such as the teaching of Standard American English to native and non-native speakers, to speakers of Ebonics, and other classroom applications. Required for students planning to teach high school English, but open to others.
Outcomes:
Students will demonstrate understanding of grammar and sentence structure sufficient to teach them

ENGL 306 Studies in Women Writers (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from any literary period.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306A Studies in Women Writers Before 1700 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306B Studies in Women Writers 1700-1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry within the period from 1700-1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306C Studies in Women Writers Since 1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry since 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 307 Topics in Feminist and Gender Studies (3 Credit Hours)
This course is an intensive study of selected issues in women's studies or gender studies in relation to literature.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL307/WOST307/WSGS307

ENGL 311 U.S. Latino/a Literature (3 Credit Hours)
Pre-requisites: UCWR 110 plus one 200-level ENGL course
Students will study literature by U.S. Latino and Latina writers (esp. Mexican American, Puerto Rican, Dominican American, and Cuban American). Readings will highlight the variety of aesthetic styles and cultural points of view that characterize this rapidly growing field. Issues like language (bilingualism, translation, and code-switching), immigration, nationalism, transnationalism, and citizenship will be especially important.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will develop analytical tools, culturally-specific terms, and critical questions to help them to interpret and to write about Latino/a literature

ENGL 312 Studies in World Literature in English (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
This course adopts a transnational, trans-historical approach to Anglophone world literatures. Readings may include global, postcolonial, and/or diasporic literatures in English.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop analytical tools, culturally-specific terminology, and critical questions to enable them to interpret and formulate arguments about global English-language literatures

ENGL 312A Studies in World Literature in English Before 1700 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers before 1700.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312B Studies in World Literature in English 1700-1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers within the period of 1700-1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312C Studies in World Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers since 1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 313 Border Literatures (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures will vary, and may include Hispanic-American writers, the Caribbean poet, Derek Walcott, and other literatures that move between disparate locations (England, India, Africa, Burma, etc.).
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313A Border Literature Before 1700 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures before 1700 will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313B Border Literature 1700-1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures from within this period will vary, and may include various writers in literature that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313C Border Literature Since 1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures from within this period will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 315 South Asian Literatures in English (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora. Authors studied may include Narayan, Naipaul, Desai, Sidhwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 315C South Asian Literature Since 1900 (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora, focusing on the period since 1900. Authors studied may include Narayan, Naipaul, Desai, Sidwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 316C Caribbean Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to the study of literature written in English from the Caribbean in this period. Authors studied may include Lamming, Rhys, Walcott, Cliff, Lovelace, and Brathwaite.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the different genres of Caribbean literature, as well as the personal, political, and cultural contexts of the literature

ENGL 317 The Writing of Poetry (3 Credit Hours)
This course provides extensive practice in both the reading and the writing of poetry.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about poetry, and will produce a portfolio of original poems

ENGL 318 The Writing of Fiction (3 Credit Hours)
This course will discuss the techniques of fiction writing and will offer guidance in writing some works of original short fiction.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original short stories

ENGL 318R The Writing of Fiction: Writing Rome (3 Credit Hours)
By exploring the city of Rome through reading, writing, and on-site classes, students will be provided with an interdisciplinary approach to the generation of written work. This course will discuss the techniques of fiction writing, drawing inspiration from the city of Rome as a backdrop. On-site classes will enrich the fiction writing process, while in-class workshops will offer guidance in writing works of short original fiction.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original works of fiction in the form of writing portfolio

ENGL 319 Writing Creative Nonfiction (3 Credit Hours)
A workshop in writing and critiquing original creative nonfiction in several representative sub-genres.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will learn to apply both traditional fictional techniques (eg, in-depth characterization, dramatic plot development, specific concrete detail) and more innovative ones (eg, shifting chronology, genre mixing, eccentric voices, multiple points-of-view) in their nonfiction writing

ENGL 320 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL320/CATH321/MSTU308
Outcomes:
Students will receive training in the understanding, appreciation, and criticism of works of medieval culture

ENGL 321 Intro to Old English (3 Credit Hours)
This course introduces students to the fundamentals of the Old English language (c. 600-1150), surveying poetry and prose in the original.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-ENGL321/MSTU312
Outcomes:
Students will be able to read Old English and to demonstrate a knowledge of literary works written in this language

ENGL 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL322/MSTU316
Outcomes:
Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works

ENGL 323 Studies in Medieval Literature (3 Credit Hours)
Intensive study of specific topics in the field of Medieval literature and culture.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL323/MSTU320
Outcomes:
Students will be able to demonstrate an understanding of significant works of the Medieval period, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 325 British Literature-The Renaissance (3 Credit Hours)
This course is a study of selected literature of the Tudor, Stuart, and Cromwellian periods, excluding Shakespeare, by authors such as Sidney, Spenser, Lanyer, Donne, Wroth, and Milton.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will become familiar with: the texts of significant authors of the period; how to read these texts in relation to the intellectual and social contexts in which they were produced; the literary genres, traditions, and conventions they employed and transformed

ENGL 326 Shakespeare: Selected Major Plays (3 Credit Hours)
This course is an advanced study of selected plays as theatre and as literature. Topics may include Shakespeare's life, sources, and influence; background of Early Modern literature and drama; Shakespeare's theatre; the tradition of Shakespeare criticism.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of the plays of Shakespeare

ENGL 327 Studies in Shakespeare (3 Credit Hours)
Pre-requisites: ENGL 274 or 326
Intensive reading of selected Shakespeare plays.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of a particular body of plays by Shakespeare, chosen by genre, theme, etc

ENGL 328 Studies in The Renaissance (3 Credit Hours)
The course will be a highly selective survey of late Renaissance literature, from John Donne and Ben Jonson to Andrew Marvell.
Interdisciplinary Option: Catholic Studies, European Studies, Shakespeare Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of significant works by selected Renaissance authors; 2) demonstrate an understanding of historical, political, social, and intellectual backgrounds as they provide a context for the poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 329 Milton (3 Credit Hours)
This course will cover Milton's early poetry, one or two of his prose works, and his late, major poems: Paradise Lost, Paradise Regained, and Samson Agonistes.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of Milton's major works, and a knowledge of his career; 2) demonstrate an understanding of social, political, and cultural backgrounds as they provide a context for Milton's poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 335 British Literature - The Romantic Period (3 Credit Hours)
This course focuses on the study of literature of the Romantic movement in its historical context; authors may include Blake, Wordsworth, Coleridge, Smith, Byron, P.B. Shelley, M.W. Shelley, Keats, Hemans, Hazlitt, and Austin.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of major works of the Romantic movement, and of its relationship to historical developments of the period

ENGL 338 Studies in The Romantic Movmnt (3 Credit Hours)
Students will engage in intensive consideration of selected Romantic period texts. The focus of the course will vary according to the instructor's choice of topic.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to discuss and analyze the texts studied in this course, and to articulate diverse positions on the issues related to the course's central topic

ENGL 340 British Literature - The Victorian Period (3 Credit Hours)
This course provides a survey of important works of prose, poetry, and fiction from the Victorian period (1832-1901). Authors may include Tennyson, the Brownings, Arnold, the Brontës, Hopkins, Hardy, Newman, Dickens, Thackeray, and George Eliot.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate their ability to analyze and interpret a variety of works studied in the course, and to articulate an awareness of the social, political, and historical contexts that inform an understanding of these works

ENGL 343 Studies in the Victorian Period (3 Credit Hours)
This course provides an opportunity for intensive consideration of selected Victorian texts that centers on a particular theme or genre or author. The course will vary each time it is taught.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of the subject of the course and an appreciation of that particular aspect of Victorian life, art, and thought

ENGL 344 Studies in Modernism (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
The course focuses on selected issues in current critical discussions of modernism. The issues may concern competing conceptions of modernism and individual writers associated with modernism.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to articulate diverse positions on the issues of the course

ENGL 345 British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and one 200-level English course
This course focuses on selected examples of British poetry, fiction, drama, film, and non-fiction written in the 20th century. The principle of selection may be cultural, theoretical, or formal.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of assigned texts and will be able to explain the relationship among assigned texts in relation to the themes of the course

ENGL 348 Studies in British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course focuses intensively on selected twentieth century British texts in relation to social and literary issues of the period. The selection may focus on cultural, theoretical, or formal issues.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate detailed knowledge of particular texts and will be able to describe the relation of the assigned texts to a particular set of critical questions

ENGL 350 Studies in Postmodernism (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
Postmodernism, as an aesthetic response to postmodernity, is an interdisciplinary concept, originating in architecture and encompassing literature, art in various media, digital media, and literary and cultural theory. Focusing primarily on Western literature and theory after WWII, this course investigates postmodernism as a literary period, an aesthetic style, an historical moment, and a cultural problematic.
Outcomes:
Students will learn how the term "postmodernism" functions as a literary period, an aesthetic style, an historical moment, a cultural problematic, as well as a theoretical imperative

ENGL 351 Contemporary Literature (3 Credit Hours)
Contemporary literature is most often defined as literature produced after WWII. This course explores the challenge of defining "contemporary" literature by reading a range of texts from the period in their aesthetic, social, historical, and cultural contexts.
Outcomes:
Students will learn critical and analytical tools for reading contemporary literature

ENGL 354 Contemporary Critical Theory (3 Credit Hours)
This course, which is required of all English majors, introduces students to critical terminology and to issues in contemporary criticism and theory. Readings may include critical works that have informed and established formalist, feminist, psychoanalytic, and Marxist approaches to literary analysis, as well as those associated with gender studies, cultural studies, postcolonialism, and deconstruction.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts and theories relating to issues in contemporary criticism

ENGL 355 Studies in Literary Criticism (3 Credit Hours)
Intensive study of specific topics in the field of literary criticism and theory.
Outcomes:
Students will be able to demonstrate an understanding of significant works in the designated field, and will be able to discuss relevant theoretical and critical perspectives

ENGL 357 Literature from a Writer's Perspective (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course examines literature from various periods in poetry and/or prose for technical innovation and genre development, with particular emphasis on applications to the creative process.
Outcomes:
Students will gain a deeper understanding of the technical innovations and/or genre developments being studied, and will be able to apply these to their own creative works of fiction and/or poetry

ENGL 358 Cultural Theory (3 Credit Hours)
This course provides an introduction to the theory informing the field of Cultural Studies and to the history of theoretical writings about "culture."
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant theoretical texts in the field of cultural studies

ENGL 359 High and Low Culture (3 Credit Hours)
Students will study the interactions between elite and popular culture, possibly focusing on a historical period or on a conceptual issue such as the framing of "canons." Students will review and assess the assumptions and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359A High and Low Culture Before 1700 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period before 1700. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359B High and Low Culture 1700-1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period from 1700-1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359C High and Low Culture Since 1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period after 1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 361 Modernist Poetry (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of poetry written in response to the conditions of modernity from the late 19th century to the middle of the 20th. The course focuses on poetic style and technique as well as on historical and cultural contexts.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts, techniques, and concepts in modernist poetry, and to situate these in relation to important literary and historical contexts

ENGL 362 Studies in Poetry (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362A Studies in Poetry Before 1700 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written before 1700.
Course equivalencies: ENGL362/362A/362B/362C
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362B Studies in Poetry 1700-1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362C Studies in Poetry Since 1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written since 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 363A Major Author, Before 1700 (3 Credit Hours)
Intensive study of the works and contexts of a major author, before 1700. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363B Major Author, 1700-1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, 1700-1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363C Major Author, After 1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, after 1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, after 1900.

ENGL 367 Modern Drama (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of dramatists and dramatic forms, techniques, and innovations from the late-nineteenth century to the present.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize and define major modern dramaturgical techniques and to demonstrate understanding of, to analyze, and to defend interpretations of a variety of plays

ENGL 368 Studies in Drama (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368A Studies in Drama Before 1700 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written before 1700.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368B Studies in Drama 1700-1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368C Studies in Drama Since 1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written since 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369A Women in Drama Before 1700 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369B Women in Drama 1700-1900 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama between 1700 and 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 371 The Modern Novel (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course covers novels since the late 19th century and explores formal and cultural influences on the form.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about the novel in the modern world

ENGL 372 Studies in Fiction (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372A Studies in Fiction Before 1700 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written before 1700.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372B Studies in Fiction 1700-1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written between 1700-1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372C Studies in Fiction Since 1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written since 1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 375 American Literature to 1865 (3 Credit Hours)
This course is a study of selected works of American Literature of this period against the background of historical events, political and social changes, moral and cultural traditions. Authors may include Bradford, Bradstreet, Franklin, Poe, Hawthorne, Melville, Emerson, and Thoreau.
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 376 American Literature 1865-1914 (3 Credit Hours)
This course is a study of the rise of American Literature of this period. Authors may include Whitman, Dickinson, Twain, James, and Dreiser.
Course equivalencies: ENGL 376 / ENGL 380
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 377 American Literature 1914-1945 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of literature of early twentieth-century America. Authors may include Cather, Eliot, Frost, Hemingway, Fitzgerald, Faulkner, O'Neill, Miller and Williams.
Course equivalencies: ENGL 377 / ENGL 385
Outcomes:
Students will be able to demonstrate knowledge of the literature of this period in American history, and familiarity with critical perspectives on the works studied

ENGL 379 Studies in American Literature (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement, period, or theme.
Outcomes:
students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379A Studies in American Literature Before 1700 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme before 1700.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379B Studies in American Literature 1700-1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period from 1700-1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379C Studies in American Literature Since 1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period since 1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 381 Comparative American Literature (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381A Comparative Literature Before 1700 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381B Comparative American Literature 1700 - 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381C Comparative American Literature Since 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period since 1900.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 382 Studies in American Culture (3 Credit Hours)
Intensive study of specific topics in the field of American culture.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382A Studies in American Culture Before 1700 (3 Credit Hours)
Intensive study of specific topics in the field of American culture before 1700.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382B Studies in American Culture 1700-1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture between 1700 and 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382C Studies in American Culture Since 1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture since 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 383 Theology and Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

ENGL 384 Studies in African American Literature (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement, period, or theme.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition

ENGL 384B Studies in African American Literature, 1700-1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme, 1700-1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition, 1700-1900

ENGL 384C Studies in African American Literature Since 1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme since 1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition since 1900

ENGL 390 Advanced Seminar (3 Credit Hours)
Pre-requisites: Junior standing
This course is required of all English majors. It offers an advanced, intensive study of a period, author, genre, theme or critical issue in a seminar setting. Topics are announced when the course is offered.
Outcomes:
Students will be able to recognize the ways that the subject matter of the seminar relates to the production, representation, and interpretation of artistic culture

ENGL 392 Advanced Creative Nonfiction Workshop (3 Credit Hours)
Pre-requisites: ENGL 319 Writing Creative Nonfiction
This is a workshop in writing creative nonfiction, furthering work done in ENGL 319, Writing Creative Nonfiction. Students will write in different genres (e.g., memoir, travel writing, speculative essay, nature writing, the spiritual essay), and will further their study in using both traditional and experimental literary techniques in nonfiction.
Outcomes:
Students will deepen their learning of traditional and innovative methods of writing creative nonfiction, applying them to their original creative nonfictions and discussing and critiquing them in fellow students' work

ENGL 393 Teaching English to Adults: Internship (1-3 Credit Hours)
Pre-requisites: Sophomore Standing or above
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program at Loyola University. Students examine literacy issues and write a research paper. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills

ENGL 394 Internship (3 Credit Hours)
Pre-requisites: Junior standing, six English courses
This course provides on-the-job experience for majors in adapting their writing and analytical skills to the needs of such fields as publishing, editing, and public relations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze their experience in terms of the skills they brought to their jobs, what they learned about the fields they worked in, and what new skills they developed as a result of their experiences

ENGL 395 Honors Tutorial (3 Credit Hours)
Content will vary each time the course is offered, but in general will entail in-depth study of a literary genre or a major author or theme in literature.
Course equivalencies: ENGL 395H / ENGL 395
Outcomes:
Students will strengthen their capacity to analyze literature and to discuss it, both orally and in writing, and will be able to demonstrate understanding of the materials studied and of relevant theoretical and critical perspectives

ENGL 397 Advanced Writing Workshop: Poetry (3 Credit Hours)
Pre-requisites: ENGL 317
Students will read master poets as models and will write and revise poems of their own, which will be discussed by the class in a workshop format.
Outcomes:
Students will produce original poems, building upon skills honed in ENGL 317; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original poetry, theirs and their fellow students'

ENGL 398 Advanced Writing Workshop: Fiction (3 Credit Hours)
Pre-requisites: ENGL 318
This course allows students to develop further their skills in writing and analyzing original fiction begun in ENGL 318, in a supportive workshop atmosphere.
Outcomes:
Students will produce original short stories, building upon skills honed in ENGL 318; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original fiction, theirs and their fellow students'

ENGL 399 Special Studies in Literature (3 Credit Hours)
Subject matter of this course will be designated by a subscript whenever the course is offered. Usually taken as an independent study.
Outcomes:
Students will be able to demonstrate understanding of the topic of the course, and of the research and critical skills necessary to analyze and discuss it; Usually students will work independently and produce a research paper, under the direction of a faculty member

English as a Second Language (ESL)

ESL 20 Special Topics (1-6 Credit Hours)
This course may be customized to fit the needs of student groups. Specialized courses may focus on reading, writing, listening, speaking, pronunciation and subject-specific vocabulary, along with U.S. culture and history.

ESL 50 English for Specific Purposes (0-6 Credit Hours)
Pre-requisites: ESL Placement Test or Equivalent
This course is designed to meet the needs of a specialized ESL group. Some needs may be, but are not limited to listening, speaking, reading, writing, and grammar.

ESL 55 Graduate Preparation (3 Credit Hours)
This course addresses the needs of graduate students at the Intermediate/Low Advanced level. Students will study grammatical and syntactic structures necessary for clear communication in English for academic purposes and will produce a variety of texts.

ESL 60 Low-Intermediate Reading & Vocabulary (0-6 Credit Hours)
This course focuses on developing reading skills with an emphasis on building vocabulary, literal comprehension, and fluency. Students will read graded materials and appropriate ESL books from library resources.

ESL 61 Low-Intermediate Listening & Speaking (0-6 Credit Hours)
This course will provide further instruction in academic listening and speaking for English language learners. Instruction focuses on basic listening and speaking strategies for a variety of situations, including listening for main ideas and details, and giving informal presentations. Students will work on word and stress patterns.

ESL 62 Low-Intermediate Writing & Grammar (0-6 Credit Hours)
In this course students will expand control of English sentence and paragraph structures. Students will develop mastery of simple present and simple past verb tenses, subject verb agreement, singular and plural nouns, and compound and complex sentence structures.

ESL 70 Intermediate Reading & Vocabulary (0-6 Credit Hours)
This course focuses on the development of academic reading skills, with an emphasis on vocabulary development, literal comprehension, and dictionary skills. Students will continue to develop critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in graded materials and appropriate ESL texts.

ESL 71 Intermediate Listening & Speaking (0-6 Credit Hours)
This course prepares English language learners for the academic listening, note-taking, and discussion skills necessary to be successful in college classes. Students develop academic note-taking skills by listening to real academic lectures and develop discussion skills by responding to lectures, agreeing/disagreeing, supporting opinions, and connecting ideas.

ESL 72 Intermediate Writing & Grammar (0-6 Credit Hours)
In this course students will continue to develop their writing skills through the writing process to create focused, fully developed and well-organized essays. Essays will incorporate outside sources as well as personal experience. Students will also learn to develop mastery of adjective clauses, gerunds and infinitives, and conditional statements.

ESL 80 High-Intermediate Reading and Vocabulary (0-6 Credit Hours)
High Intermediate Reading Skills exposes students to a variety of non-fiction and fiction materials. Fiction materials include short stories and simple novels. Non-Fiction materials will include news reports, scholarly journals and other intermediate level non fiction texts. Attention to reading comprehension including an awareness of main ideas, supporting details, fact/opinion and author's purpose is emphasized. Timed readings are included. Vocabulary development includes advanced

ESL 81 High-Intermediate Listening and Speaking (0-6 Credit Hours)
The Intermediate course focuses on listening and presentation skills that are necessary for university students. Students build listening skills in and out of class through excerpts from lectures, documentaries, radio and TV programs. These skills include predicting and connecting ideas in a lecture, note-taking strategies, listening for cause and effect, key terms, and examples. Students build presentation skills by giving short PowerPoint speeches.

ESL 82 High-Intermediate Writing and Grammar (0-6 Credit Hours)
Students will build upon the skills learned in the prior courses and recognize and produce effective five paragraph essays. Furthermore, students will develop the skills to effectively and accurately write using these rhetorical patterns, to name a few: compare/contrast and cause and effect.

ESL 90 Advanced Reading and Vocabulary (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
Students will develop strategies for managing advanced reading assignments. Students will also increase their vocabulary from reading in general and specialized subject areas.

ESL 91 Advanced Listening and Speaking (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
No course description is available

ESL 92 Advanced Writing and Grammar (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
Students will advance their academic writing skills and communicate more clearly and accurately with an in-depth study of advanced English grammar. Students will effectively write using the rhetorical patterns most commonly used in universities. Students will also learn how to make citations of research sources and examine the cultural/ethical issues related to plagiarism.

ESL 94 English Pronunciation (0-6 Credit Hours)
Students will be able to speak clearly and be understood by others. Students will learn about and practice phonemic awareness and accuracy, stress patterns, intonation, and rhythm with extensive practice. Students will also be able to identify and improve their individual pronunciation issues.

ESL 95 TOEFL Preparation (2-4 Credit Hours)
Pre-requisites: ESL Placement Test
Students will be able to sharpen their test-taking skills and improve your TOEFL score. Students will become familiar with TOEFLLiBT and learn strategies for achieving the score they need.

ESL 96 Graduate Preparation (1.5-3 Credit Hours)
Pre-requisites: ESL Placement Test
Designed as a support for current non-native graduate students, this course focuses on refining the language components - listening, speaking, reading and writing - for success in one's current graduate classes at Loyola. Some of the objectives are doing research, reading and responding to journal articles; editing one's writing for content, organization, grammar, and creating effective presentations and using PowerPoint. NOTE: only open to Graduate students.

ESL 98 American English Pronunciation (3 Credit Hours)
This course assists students in improving phonemic accuracy, stress patterns, intonation, and rhythm. Students will develop class participation and group discussion skills as well as the fundamentals of public speaking. Students are required to practice with pronunciation software in the language resource center.

ESL 101 Graduate Reading and Critical Thinking (0-6 Credit Hours)
This course is intended for current or future graduate level international students and is designed to improve their overall comprehension of college/graduate level texts and critical thinking skills

ESL 102 Graduate Research and Writing (0-6 Credit Hours)
This course is intended for current or future graduate level international students and is designed to improve their academic writing skills and ability to synthesize and critique information from outside sources.

ESL 105 Skill-Building for TOEFL/IELTS (2-4 Credit Hours)
This course is for students with intermediate level language skills. This course will strengthen students' language skills while also familiarizing students with the content, questions, and tasks on the TOEFL iBT and IELTS exams.

European Studies (EURO)

EURO 101 Introduction to European Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of European studies. It provides an overview of the major disciplines represented in the program, introduces the main approaches covered in the program, and discusses some of the most important topics involving European states, regions, and the European Union. Restricted to European Studies minors.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain a basic understanding of how different disciplines contribute to the study of Europe at the state, sub-state and supra-state levels

EURO 301 European Studies Capstone (3 Credit Hours)
This capstone class is intended to provide seniors a chance to reflect on what they have learned as European Studies minors by focusing on a particular theme. The class takes an interdisciplinary and cross-national approach. Students develop a major research project. Restricted to Juniors and Seniors minoring in European Studies.
Interdisciplinary Option: European Studies
Outcomes:
Through this course students will gain an understanding of the ways in which various fields and their approaches to European Studies can help answer specific important questions about the region

Experiential Learning Course (EXPL)

EXPL 200 Faculty-Mentored Research (0 Credit Hours)
This course is for LUC faculty-mentored research experiences on campus.
Outcomes:
Students will gain insight into how research is done in the discipline of study

EXPL 290 Seminar in Community-Based Service and Leadership (3 Credit Hours)
This course is a seminar course focusing on community-based service and leadership through service-learning, in which students will work 40 hours over the semester at a non-profit organization.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain professional experience at an organization, while reflecting on their service experience in the context of asset-based community development, civic engagement, social justice, leadership in the community, and service for the common good

EXPL 291 Introduction to Research (3 Credit Hours)
This course is a seminar course focused on an introduction to research and community-based research. As an Engaged Learning course, students will work with a community partner on a community-based research project at a non-profit, community-based organization, approved by the Center for Engaged Learning, Teaching, and Scholarship (CELTS). This course satisfies the Engaged Learning requirement.
Outcomes:
Students will reflect on their research plan and community-based research experience in the context of research as service for the common good

EXPL 292 International Service Learning (3 Credit Hours)
Pre-requisites: Must have 30 credits completed (15 credits if a transfer student) and enroll through International Programs Office
This course is a seminar course focusing on community-based service in an international setting. The focus of the course will be on cultural and political practices from a community perspective through service-learning, in which students will work 50-75 hours over the academic period at international non-profit organizations.
Interdisciplinary Option: Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-UNIV292/INTS278
Outcomes:
Students will gain professional experience in an international setting, engaging in direct service with a different culture and community, while reflecting on their service experiences in the context of cultural and political community development, the impact of the current environment on specific populations, contemporary issues, social justice and poverty, and global citizenship

EXPL 390 Internship Seminar: Organizational Change and Community Leadership (3 Credit Hours)
This course is a seminar course focusing on organizational leadership and change through a 100 hour internship experience with a non-profit organization, government agency, or business organization, pre-approved by the Center for Experiential Learning.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Students will gain professional experience at an organization while reflecting on their work experience and applying theories of organizational leadership, civic engagement, community development, and leadership in the community

EXPL 391 Seminar in Undergraduate Research Methods (3 Credit Hours)
This seminar course offers undergraduate students the experiential opportunity to engage in research while building their foundation of research methods. Students may be part of the Loyola Undergraduate Research Opportunities Program (LUROP) through a funded fellowship, or students may be working independently with a faculty mentor (volunteering in a lab, working on a research team). All students must have a research project with a faculty mentor identified prior to enrolling in this course. As an experiential learning course, students will need to be engaging in research with a faculty mentor concurrently to taking this course. Students must work a minimum of 5 - 10 hours each week over the semester on their research projects (10 - 15 hours per week over the summer session). Students will reflect on research experience in the context of understanding research paradigms, application of research methodologies, understanding the implications of ethical research, and preparing to present research professionally. This course will provide students engaged in research with the opportunity to develop a formal written research paper and poster, as if the students are preparing to present their research in a professional setting, such as the LUROP Symposium.
This course satisfies the Engaged Learning requirement.

EXPL 393 Seminar in Integrative Leadership (3 Credit Hours)
This is a seminar course for students leaders in approved co-curricular programs (e.g., ABI leaders, student organization executive board, Loyola4Chicago leaders, etc.). Students in this course will complete at least 100 hours in a leadership experience in the context of integrative leadership theory culminating in a portfolio to demonstrate holistic leadership capacity.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Develop understanding of leadership theories, reflection on actions, and integrative leadership theories; 2) Enhance connection to the institution through leadership experience, and academic and professional learning and development; 3) Produce an integrative professional portfolio

Fine Arts (FNAR)

FNAR 110 Foundations of Visual Art (3 Credit Hours)
Explores some of the fundamental principles, concepts, and historical and contemporary contexts that constitute a contemporary art practice. Provides experience across a range of modes of art making while emphasizing the basic concepts that underlie visual expression. Studio activity is augmented with research, discussion, and critique.
Outcomes:
Explore and express visual concepts; Develop creative competencies; Utilize design elements to communicate themes and ideas; Expand cognitive capacities; Comprehend historical and contemporary approaches to visual art

FNAR 112 Two-Dimensional Design (3 Credit Hours)
An examination of the basic elements and organizational systems of visual expression through the application of design principles and theory.
Course equivalencies: FNAR112/ACFNA112
Outcomes:
Students will be able manipulate various forms of media to produce desired spatial effects, and understand how to control by- using such design methods as scale, perspective, and composition - the viewer's understanding of and reaction to visual information on a two-dimensional surface

FNAR 113 Drawing I (3 Credit Hours)
An introduction to the basic elements of drawing including: line, value, texture, volume, shape, proportion, perspective and visual composition. A variety of drawing materials will be explored with an emphasis on observation problems designed to build technical, perceptual, and personal expressive interpretation of form through the drawing idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic drawing principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 114 Painting I (3 Credit Hours)
An introduction to the basic elements of painting including: the application of drawing, design, and color principles. A variety of materials will be explored with an emphasis on oil painting. Observational problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic painting principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 115 Foundations of Photography (3 Credit Hours)
This course introduces photography as a form of visual art. Students learn the technical concepts in order to develop their ability to express ideas through photography. The course also emphasizes strengthening visual literacy through lectures, discussions, and critiques. Requirements: A fully adjustable digital camera (DSLR) and an external hard drive are required.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: FNAR115/ICVM115/IFMS115
Outcomes:
Students will learn how to formulate and communicate ideas through photography; The course focuses on building the students' visual literacy and understanding of photography as a form of visual art

FNAR 118 Printmaking I (3 Credit Hours)
An exploration of the production of fine art multiples as they are created utilizing zinc and copper plates. Techniques of etching and engraving aquatint and color printing as well as innovative processes are taught.
Outcomes:
Students will demonstrate understanding of the techniques needed to produce images on metal plates and alternative surface; the intrinsic qualities particular to expression in print media, recognize fine prints, specific techniques, and archival quality in historical examples, use intaglio presses as a means of production and form evaluative judgments about printed imagery

FNAR 120 Ceramics: Handbuilding (3 Credit Hours)
An exploration of various handbuilding techniques, surface design techniques, and firing ranges available to the contemporary ceramist. Students are encouraged to pursue individual expression in the context of a broad range of methods and creative concepts.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate the basics of successful construction and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 121 Ceramics: Wheelthrowing (3 Credit Hours)
An introduction to the potters' wheel. Students learn basic throwing skills, explore utilitarian design concepts, and learn to balance spontaneous and practiced approaches to process. Emphasis is on the successful integration of craft and personal expression.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: FNAR220/FNAR121
Outcomes:
Students will be able to demonstrate basic wheelthrowing and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 123 Metalwork and Jewelry I (3 Credit Hours)
The methods and processes of construction using nonferrous metals applied to problems in design and function. Projects are designed to familiarize the student with processes in metalwork and the proper use of hand tools.
Outcomes:
Students will demonstrate an understanding of the fundamental characteristics of metal; the ability to cut, shape and manipulate metals; to express visual ideas in low and high relief; and to form judgments about design on other than flat surfaces

FNAR 124 Sculpture Foundations (3 Credit Hours)
An introduction to three dimensional concepts and materials, and associated techniques, in the process of articulating a personal artistic statement. Students will be guided in the fabrication of various 3-D constructions employing a wide range of building materials such as plaster, wood, clay, foam board, paper, and metals.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to translate two-dimensional sketches and drawings into expressive three dimensional forms; demonstrate basic sculpting techniques and creative strategies; provide critical evaluation of the creative process; and produce objects that are viewable in the round, structurally stable with masses and appendages proportionate to one another

FNAR 132 Visual Communication I (3 Credit Hours)
This course initiates a professional sequence whereby the student receives an introduction to composition, typography, and historical and contemporary concepts in visual communication. It introduces students to page layout software (Adobe InDesign), its relationship to other software packages, and the technical aspects of digital typography.
Outcomes:
Students gain an understanding of fundamental principles of visual communication emphasizing typography, the development technical skills in materials and techniques, and the ability to express formal and creative ideas

FNAR 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Interdisciplinary Option: Asian Studies
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

FNAR 190 Color Theory (3 Credit Hours)
An examination of the nature of subtractive and additive color in its physiological, psychological, aesthetic, cultural, and symbolic dimensions through the application of past and current theory. Emphasis is placed on color mixing, color relationships, and understanding color terminology. Students develop proficiency using color in their work as well as gaining a fundamental understanding of the basic visual, aesthetic, and theoretical considerations of color use in art & design.

FNAR 195 Topics in Fine Arts Pre-Collegiate (3 Credit Hours)
This course consists of special topics in specific Fine Arts areas, and is offered for the Pre-Collegiate student.
Outcomes:
While the specific area of study varies, the expectation is that the student will become familiar with the methods, materials and aesthetic properties of that artistic approach, as well as the technical means to control the expression

FNAR 199 Art and Visual Culture (3 Credit Hours)
An introduction to the principles of art and their application to broader visual culture, this course explores the complex nature of art through an examination of its visual elements, techniques, functions, critical methodologies, and related social issues. The course takes advantage of Chicago's artistic resources.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - ACFNA 100 / FNAR 199
Outcomes:
Students will demonstrate knowledge of the elements of visual language, means of visual expression in diverse cultures and eras, media and techniques of art, artistic terminology, and critical approaches to the study of visual culture and related social issues; Students will acquire the skills to interpret art and visual culture in oral and written form

FNAR 200 Global Art History: Prehistoric to 600 CE (3 Credit Hours)
A comprehensive survey that introduces students to the art, architecture, and material practices of global cultures from pre-history to the 7th Century CE. This course will study the internal and cross-cultural relationships between various art forms and the social, geo-political, spiritual, economic, and political contexts in which selected artifacts and monuments were made.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of ancient global societies

FNAR 200R Art History: Pre-History to Renaissance in Rome (3 Credit Hours)
A general survey which explores the development of art in Western culture from pre-history through the sources of the Renaissance in the fourteenth century with a focus on Rome and Italy.
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will be able to demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of art in relation to their cultural, social, and historical contexts

FNAR 201 Global Art History: 600-1800CE (3 Credit Hours)
A general survey which explores the development of global art from 540 through 1800.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: ACFNA 105 / FNAR 201
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of early modern global societies

FNAR 202 Global Art History: Modern Art (3 Credit Hours)
A comprehensive survey of major artistic movements from a global perspective, engaging key concepts, issues, and modes of production in the modern world. It examines evolving ideas about the forms, content, techniques, and functions of art from the late 18th century to today considered within its socio-political and historical context.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: FNAR202/ICVM202/IFMS202
Outcomes:
Students will demonstrate knowledge of the key ideas, formal expressions, themes, techniques, and functions of modern art in relation to social-historical contexts and modern culture from a global perspective

FNAR 203 Chicago: Face of a City (3 Credit Hours)
An examination of the history of the Chicago School of Architecture along with public sculpture and mural painting in Chicago, this course explores the changing trends of American public art, artists' response to a public audience, and issues of social responsibility. Participation in class field trips is required.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will be able to identify the major social concerns of the city as well as the means by which visual arts can be integrated into its daily life; They will be able to recognize the major artists and recent artistic developments in their urban context

FNAR 207 Women, Art, and Society (3 Credit Hours)
An examination of women artists in Western culture and the societies in which they worked from the medieval period to the present. Women's artistic production, the styles and subject matter they embraced, and their relation to artistic trends of their eras are explored within the context of social attitudes about gender.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-FNAR207/WOST207/WSGS207
Outcomes:
Students will be able to demonstrate knowledge of women's contribution to the visual arts, the factors that impacted their participation in the art world, the underlying ways that gender constructions impact society, and feminist theory and methodologies related to art

FNAR 213 Drawing II (3 Credit Hours)
Pre-requisites: FNAR 113
An intermediate level drawing course designed to extend the understanding of the visual elements of drawing introduced in FNAR 113. This course includes an emphasis on color, and an exploration of a broader range of drawing media. Observational and conceptual problems are introduced.
Outcomes:
Students will be able to demonstrate an understanding of more advanced drawing principles through expanded practice and articulation of both formal and artistic ideas

FNAR 214 Painting II (3 Credit Hours)
Pre-requisites: FNAR 114
An intermediate level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114. This course will explore both oil and acrylic painting and a variety of substrates. Emphasis on individualized conceptual problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Outcomes:
Students will be able to demonstrate an understanding of more advanced painting principles through expanded practice and articulation of both formal and artistic ideas

FNAR 216 Lighting Techniques for Photography and Video Art (3 Credit Hours)
Pre-requisites: FNAR 115 or instructor permission
This course examines techniques with both available and artificial lights for works with photography and video. The students learn how the use and control of lighting are essential in working with lens-based media, whether it¿s on-location or in a studio environment. The concepts covered in the class will be used to produce photographic and video works.
Outcomes:
Students learn the equipment and techniques for effectively using available and artificial lights

FNAR 218 Printmaking II (3 Credit Hours)
Pre-requisites: FNAR 118
This course explores specialized work in intaglio, monotypes, and mixed media. Emphasis is placed on the development and perfecting of technique.
Outcomes:
Students demonstrate understanding of mixed-media printing; knowledge of a wide range of printmaking media; apply drawing concepts to the materials of printmaking; produce a consistent body of work in a complex medium; recognize historical prototypes and articulate the differences to others; and form judgments needed to adapt image making in a highly technical area of expression

FNAR 219 Photography: Digital Imaging (3 Credit Hours)
Pre-requisites: FNAR 115 - Foundations of Photography; A fully adjustable digital camera (DSLR) and an external hard drive are required
The course focuses on advanced editing techniques in Photoshop in regards to color correction, color management, image compositing, and image manipulation. Students will also learn the technical and aesthetic concepts that are crucial components of the digital workflow to further develop their visual languages as photographic artists.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR219/IFMS220
Outcomes:
Students learn more complex editing in Photoshop, how to operate a professional inkjet printer and the importance of paper selection; The course examines possibilities with digital technology

FNAR 222 Sculpture/Ceramics: Intermediate Studio (3 Credit Hours)
Pre-requisites: FNAR 124 and (FNAR 120 or FNAR 121); or instructor permission
This intermediate course expands the students' knowledge of materials, techniques, and concepts relative to the production of three-dimensional artwork. Students explore the dynamic interrelationship between art, craft, and design, with particular emphasis on the role and function of three-dimensional artworks historically and in contemporary practice. The conceptual possibilities for reproduction and multiplication in sculpture and ceramics is also highlighted. Visual and written research is a component of the course, as are personal reflection and group discussion. The course provides context for the key concepts explored.
Course equivalencies: FNAR320/FNAR222
Outcomes:
Students develop technical, aesthetic, and conceptual strategies in the creation of three-dimensional artwork, and increased awareness of cultural / historical perspectives of the medium

FNAR 232 Visual Communication II (3 Credit Hours)
Pre-requisites: FNAR 132 Visual Communication I
A continued study of the visual and conceptual principles introduced in FNAR 132 with an emphasis on advanced typographic principles and an introduction to the history of graphic design.
Outcomes:
Students gain knowledge of graphic design history and advance in their understanding of typography and imagery in the problem-solving processes in graphic design, including the further development of conceptual skills

FNAR 233 Digital Media Design (3 Credit Hours)
An exploration of image creation and design using Adobe Photoshop and Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of compositions effectively combining image and typography

FNAR 234 Digital Media: Vector (3 Credit Hours)
An exploration of vector illustration using Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of artistic compositions effectively combining image and typography

FNAR 251 African-American Art (3 Credit Hours)
An introduction to the achievements of Americans of African descent beginning with African roots through the Harlem Renaissance to the contemporary work of such internationally recognized artists as Richard Hunt and Martin Puryear. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-FNAR251/BWS 251
Outcomes:
Students will be able to demonstrate knowledge of the richness of African-American visual arts as they developed within and outside the purview of traditional art venues

FNAR 260 The Art of Bookbinding (3 Credit Hours)
An introduction to the basic methods of bookbinding exploring traditional and one-of-a-kind artists books. Sewn, glued and free form structures will form the basis for the study of image and text within the framework of a personal approach to alternative surfaces.
Outcomes:
Students will be able to construct and manipulate a wide variety of media using the grammar and language of the book form; Through selected projects students will utilize compositional elements and descriptive to communicate ideas and concepts in book form

FNAR 303 Visual Arts Pedagogy (3 Credit Hours)
This course explores the ideas of teaching and learning through the visual arts and arts integration as they pertain to teaching artists. Coursework includes lecture and discussion, readings, model teaching, and teaching artist visits. Students will learn art pedagogy, classroom management techniques, and to develop their ideas into a curricular format.
Outcomes:
Students will recognize perspectives and theories around learning through the visual arts, identify appropriate teaching content and techniques, and design appropriate visual arts lessons, aligning content and standards

FNAR 304 Paris in the Nineteenth Century (3 Credit Hours)
An examination of Nineteenth Century art in Paris as shaped by contemporary changes in the physical, social and economic life of the city.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of nineteenth century art and artists in the context of the emergence of a modern, industrial urban complex

FNAR 305 American Art to 1945 (3 Credit Hours)
An examination of American painting, sculpture, and architecture from the colonial period to the period immediately following World War II. Emphasis is placed on the development of specifically American art forms as they evolved from their dependency upon European sources.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the earliest days of the Republic when Europe served as a source of training and inspiration to the beginnings of modern times when global developments shifted the focus of artistic inspiration to New York

FNAR 306 Contemporary Art 1945-Present (3 Credit Hours)
An examination of recent developments in American and European art beginning with the physical shift of the center of artistic authority from Paris to New York during and immediately after World War II.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the mid-twentieth century to the present day; They will also understand the major theoretical issues of the period

FNAR 311 Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 213 or FNAR 214 or equivalent
The most advanced level studio course in painting and drawing and is designed to aid the student in developing a body of creative work from conception to production to presentation. This course is conducted as an individual studio practicum between the instructor and student. The course may be taken twice for credit.
Outcomes:
Students will demonstrate a strong understanding of their own creative process through the development of a cohesive body of work

FNAR 314 Painting III (3 Credit Hours)
Pre-requisites: FNAR 114 and 214
An advanced level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114 and expanded in FNAR 214. This course will explore a range of painting materials and substrates. Emphasis is placed on critique and the development of conceptual problems to build technical, perceptual, and personal expressive interpretation.
Outcomes:
Students will develop a body of work through expanded practice and articulation of both formal and artistic ideas

FNAR 315 Photography: Films and Cameras (3 Credit Hours)
Pre-requisites: FNAR 219 or instructor permission
This course will explore processes and materials related to film-based photography. The primary focus of this course will be shooting films with various types of film cameras. Students will also explore integrating a digital workflow to edit and print images captured on film.
Outcomes:
Students will learn how to use film cameras, scan film, and incorporate a digital workflow with the editing and printing of film to produce photographic projects

FNAR 318 Printmaking III (3 Credit Hours)
Pre-requisites: FNAR 218
A continued exploration of Printmaking I, II which enables the student to enhance technical and conceptual skills in printmaking mediums.
Outcomes:
Through selected projects students will demonstrate knowledge of contemporary trends in printmaking including new digital media and photomechanical processes; They will acquire analysis skills and functional critical knowledge of the grammar and language of prints

FNAR 320 Video Art (3 Credit Hours)
Pre-requisites: FNAR 216 or instructor permission
This is a course on Video Art and expanded lens-based media that introduces students to time-based art and the language and history of moving images. Students will explore the ways in which artists use video in their artworks and the techniques foundational to the craft of creating moving images.
Outcomes:
Students will learn technical skills, such as cinematography, video editing, and audio recording; Students will develop their literacy of video media by exploring artworks made by pioneering artists

FNAR 322 Sculpture & Ceramics: Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 222 or permission of instructor
An advanced studio course in which students focus on developing an independent, compelling three-dimensional fine arts practice through a more focused approach to the application and synthesis of knowledge and experiences in comparison to Intermediate Studio courses. Visual and written research and field trips are components of the course, as are personal reflection and group discussion. Technical experiments and key concepts are geared specifically to the students interests and artistic goals.
Course equivalencies: FNAR321/FNAR322
Outcomes:
Select and apply appropriate materials and methods to resolve complex visual and conceptual problems and meaningfully discuss key issues; Create a portfolio of work built on independent investigation

FNAR 332 Visual Communication III (3 Credit Hours)
Pre-requisites: FNAR 232 Visual Communication II
This course includes the continued study of contemporary graphic design practice and further work in design with emphasis on analytical and creative approaches to problem solving across many types of media. Students are exposed to current best practices for effective self-promotion.
Outcomes:
Students gain an understanding of how contemporary design is used to communicate; They begin to develop a sophisticated body of work, advancing in their ability to critically evaluate visual communication

FNAR 333 Explorations in Typography (3 Credit Hours)
Pre-requisites: FNAR 232
Students explore both practical and experimental solutions utilizing typography as a means of communication and language visualization; investigating multifaceted modes of expression with emphasis placed on the study and creation of meaning relative to audience, culture, and history.
Outcomes:
Students develop a heightened awareness of the nuanced role that typography plays as a delivery mechanism for narrative structures, information, language visualization, and alternate forms of expression

FNAR 334 Motion Design (3 Credit Hours)
An exploration of time-based motion graphics. Industry standard software is utilized as a vehicle for learning graphic animation concepts and as a tool for creative expression.
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of motion graphics effectively combining image and typography

FNAR 338 Medieval Art (3 Credit Hours)
An examination of the art and architecture of the Christian world from 250 to 1453 CE, including the Early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods as well as the influence of Islamic culture.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-FNAR338/MSTU380/ROST338
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of medieval art and their relation to relevant cultural, social, and historical contexts; They will acquire the skills to critically analyze these relationships and to understand the scholarship and issues related to medieval studies

FNAR 341 Renaissance Art - Painting (3 Credit Hours)
An examination of pictorial arts of the Renaissance in Northern and Southern Europe within the context of the material culture and society of the fifteenth and sixteenth centuries. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-FNAR341/ROST341
Outcomes:
Students will demonstrate knowledge of techniques, formats, themes, forms, functions, and patronage of European painting and its relation to society and culture and will acquire the skills to critically analyze these relationships

FNAR 342 Art in Rome (3 Credit Hours)
A survey of Rome's artistic heritage, including architecture, mosaic, painting, and sculpture from antiquity to the present day studied within the context of Rome's changing roles in Western European history. Classes are taught on site.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR342/ROST342
Outcomes:
Students will demonstrate knowledge of Rome's cultural role in history and of its artistic traditions and how they relate to their historical context

FNAR 343 Baroque Art (3 Credit Hours)
An examination of art and architecture in Europe during the seventeenth and eighteenth centuries with special concentration on the preeminence of Rome. (Rome Center students are expected to visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR343/ROST343
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of seventeenth and eighteenth-century Western European art and their relation to relevant cultural, social and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Baroque studies

FNAR 344 Early Italian Renaissance Art (3 Credit Hours)
An examination of Italian art and architecture from the late thirteenth to the late fifteenth centuries with special emphasis on Florence, Siena, and centers in northern Italy such as Padua and Mantua. (Rome Center students visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR344/ROST344
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of early Italian Renaissance art and their relation to relevant cultural, social, and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian Renaissance art

FNAR 345 Italian High Renaissance and Mannerist Art (3 Credit Hours)
An examination of Italian painting, sculpture, and architecture from the late fifteenth through the sixteenth centuries, focusing on the art of Florence, Rome, and Venice and including consideration of such artists as Leonardo da Vinci, Michelangelo, Raphael, and Titian. (Rome Center students visit and study works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR345/ROST345
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of Italian High Renaissance and Mannerist art and their relation to relevant cultural, social, and historical contexts; Students acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian High Renaissance and Mannerist art

FNAR 349 Art and the Catholic Tradition (3 Credit Hours)
An examination of the integral role that the visual arts and architecture have played in the Catholic faith since its early centuries.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will understand the role of Catholic art and architecture within its theological, social, and historical contexts through an examination of both visual and related textual sources

FNAR 351 Latin American Art I: Ancient to 19th Century (3 Credit Hours)
This course examines creative production in Latin America from its Ancient empires to colonization, and independence in the 19th century. Exploring archaic periods to imperial integration, we consider the legacy of indigenous artistic production and mestizaje in the visual culture in the region from the 16th through 19th century.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-ANTH344/FNAR351/INTS385/LASP
Outcomes:
Students will demonstrate the ability to distinguish sculptural, pictorial, and architectural styles of diverse cultures within the geographical and temporal boundaries defined, and historical processes that shaped its production

FNAR 352 Islam and Visual Culture (3 Credit Hours)
This course examines the visual forms of Islamic culture from the 7th century to the present. Students will be introduced to the major monuments, artistic techniques, and regional styles, investigating visual works within their historical context and in relation to intercultural engagement.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-FNAR352/IWS352
Outcomes:
Through study of major monuments, artistic techniques, regional style, and intercultural engagement, students will recognize Islam and visual culture as a global phenomenon entailing much more than religious artifacts

FNAR 353 Latin American Art II: Modern to Contemporary (3 Credit Hours)
This course provides an expanded understanding of modernity and its artistic partner, modernism, as well as the political, social and cultural landscapes that informed and formed the art and architecture of Latin America and its diasporic intersections, from the early twentieth century to the present day.
Interdisciplinary Option: Latin American Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to distinguish pictorial, sculptural, performative and architectural styles of diverse artists and identities associated with Latin America, and the historical processes that shaped its production

FNAR 355 Art of Africa (3 Credit Hours)
An examination of the traditional arts of West Africa and the Pacific and their role in the control and organization of tribal societies before the introduction of European influences.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: ANTH345/BWS/INTS/FNAR355
Outcomes:
Students will demonstrate understanding of the unique role of the visual arts and music in the transmission of traditional mores; They will demonstrate understanding of the social and artistic distinctions found in a comparison of highly centralized societies with loosely defined tribal organization and how this is reflected in different cultural standards

FNAR 356 India, Women and Visual Culture (3 Credit Hours)
This course examines images of women and the work of women artists in India, engaging with broader topics in feminist and postcolonial theory, including indigenous responses to colonialism, contemporary critiques of the female form in Indian art, and the agency of women artists in the twentieth and twenty-first centuries.
Outcomes:
Student will become familiar with the work of Indian women artists and how images of Indian women have been understood and interpreted throughout the 20th and 21st centuries

FNAR 357 South Asian Visual Culture (3 Credit Hours)
An examination of the cultural background and major art forms of South Asia from the Indus River Valley settlements to the Present. As well as sculpture, architecture and painting, popular visual art forms will be examined.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR357/ASIA357/INTS396
Outcomes:
Students will demonstrate knowledge of the religious, cultural and political forces shaping South Asian art; They will be able to distinguish the regional styles and identify the major monuments of South Asia; Students will understand the role of the visual arts in South Asian society

FNAR 358 Chinese Art and Culture (3 Credit Hours)
An examination of the cultural background and major visual art forms of China from prehistoric to early modern times.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR358/ASIA358/INTS321
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major traditional art forms of China; They will recognize the degree to which Confucian morality controlled the social and intellectual principles by which society was governed and the arts evaluated until the advent of Communism

FNAR 359 Japanese Art and Culture (3 Credit Hours)
An examination of the cultural background and major art forms of Japan from earliest times until the twentieth century.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-FNAR359/ASIA359/INTS329
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major art forms of Japan; They will recognize the dual formative influences of indigenous traditions and those of foreign origin in what becomes a uniquely Japanese adaptation and resolution of ideas expressed effectively either verbally or visually

FNAR 360 Picturing Women in Renaissance and Baroque Art (3 Credit Hours)
An examination of issues related to women, art, and society in early modern Europe (15th-17th centuries) through a study of women as subject matter, viewers, producers, and patrons of art. A multi-disciplinary approach is employed to explore how gender as a social, political, and psychological category is reflected in and reinforced by visual culture.
Interdisciplinary Option: European Studies, Women & Gender Studies
Course equivalencies: X-FNAR360/WOST360/WSGS360
Outcomes:
Students will demonstrate knowledge of the ways gender is constructed in society, the origins and effects of gender attitudes, the interrelation between gender and visual culture, and the ways women have claimed agency; Students will critically analyze visual culture and gender attitudes and demonstrate knowledge of feminist theory and scholarly methods

FNAR 364 History of Graphic Design (3 Credit Hours)
A survey of the evolution of graphic communication from prehistory through postmodern design and the digital revolution.
Outcomes:
Students will demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of graphic communication in relation to its social-historical context

FNAR 365 History of Photography (3 Credit Hours)
A chronological and thematic survey of the history of photography, especially in Europe and America. Fine art and utilitarian applications of the medium are considered by examining photographers who represent the origin and development of major pictorial forms; the interaction between technology and imagery; and the relationships between photography and historical, social and cultural events.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR365/ICVM365/IFMS365
Outcomes:
Students will be able to demonstrate understanding of the most important pictorial forms, themes, practitioners, processes and context of photography as a fine and applied art from the beginning of the nineteenth century to the present

FNAR 367 History of Architecture (3 Credit Hours)
An examination of the history of the built environment from the earliest known forms to contemporary examples, in terms of architectural theory, structural realities and socio-cultural usages.
Outcomes:
Students will be able to demonstrate an understanding of the many ways architecture serves the human race, and be able to constructively analyze the specific functions buildings serve within their particular cultural temporal milieu

FNAR 367R Architecture in Rome (3 Credit Hours)
This course explores architectural drawing as a way to incorporate hands-on experience in students` study of architecture in Rome. Students will develop drawing skills by conceptualizing architectural ideas in relationship to Rome's buildings and sites.
Outcomes:
Upon successful completion of this course, students will be able to develop basic architectural drawing skills, to understand graphic standards and drawing conventions of the architectural design as well as to analyze and appreciate Rome's architectural buildings and spaces

FNAR 368 Fine Arts Internship (1-4 Credit Hours)
A comprehensive introduction to gallery and/or studio operations in the Fine Arts Division. Internships will provide opportunities in various aspects of administration, scholarship, teaching, and sustaining standards in studio and/or gallery performance. Gallery internships available at the Ralph Arnold Gallery. External internships upon approval. Teaching/studio assistantship based on class availability. Departmental consent required for enrollment.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop practical experience for the professional world and be able to demonstrate knowledge of gallery/museum administration, scholarship, exhibition production, and/or class preparation and teaching

FNAR 380 Internship I (1-4 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III; Fine Arts Majors only
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 381 Internship II (1-4 Credit Hours)
Pre-requisites: Permission of chairperson
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 382 Visual Communication IV (3 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III and Senior standing or instructor permission
This course perfects the practice and tools of visual communication through a series of advanced projects with the aim of creating a robust and well-balanced body of work.
Outcomes:
Students are prepared to use their skills in research, analysis, and the design processes that lead to creative conceptualization to create appropriate design decisions and refined design solutions

FNAR 383 Interactive Design (3 Credit Hours)
Pre-requisites: FNAR 233 Digital Media Design
This course introduces aspects of interaction and web design including theory, common best practices, usability, information architecture, graphic design in the interactive context, prototyping, and the technical parameters of an interactive environment. Industry standard software will be used. Strong emphasis will be placed on design principles, information hierarchy, and typography.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR383/ICVM383/IFMS383
Outcomes:
Experience in the research, planning, design, and prototyping of interactive communication

FNAR 388 Critical Approaches to Visual Art (3 Credit Hours)
Pre-requisites: FNAR 202: Modern Art, C- or higher
This course examines key theoretical issues in contemporary art. Students will apply these concepts to develop strategies for creative output. The course will feature readings, discussions, written assignments, and projects to explore interdisciplinary approaches that emphasize idea as the primary means of visual production.
Outcomes:
Gain an understanding of key theoretical concepts in contemporary art; Apply theoretical concepts for the production of artworks; Develop a contemporary art practice in preparation for FNAR 398 Capstone

FNAR 390 Art History: Methods and Research (3 Credit Hours)
Pre-requisites: Restricted to Art History Majors and Minors
An examination of theoretical, critical and methodological issues as related to Modern and Post-Modern art.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR390/IFMS390
Outcomes:
Students will learn to recognize and apply a range of appropriate theoretical approaches and scholarly methods

FNAR 391 Senior Thesis in Art History (3 Credit Hours)
Students develop an in-depth scholarly research paper while engaging new theoretical frames or topics to expand upon the writing and research of a paper of their choice from a previous art history class. In addition, they will share their research in a final, formal oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and articulate in verbal and written form relevant issues

FNAR 392 Senior Thesis II: FNAR Art History Capstone (3 Credit Hours)
Pre-requisites: FNAR 391 or instructor permission; Art History majors only; Senior standing
The second half of the capstone experience for art history majors. In Senior Thesis II, students write an in-depth scholarly research paper.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and defend a thesis; and critically analyze and articulate in verbal and written form the issues and ideas relevant to their topic

FNAR 393 Topics in Studio Art (3 Credit Hours)
Special topics in specific areas of study in studio art.
Outcomes:
Students will master topics in areas of studio art not offered elsewhere in the curriculum

FNAR 394 Topics in Art History (1-4 Credit Hours)
Special topics in specific areas of study in art history.
Outcomes:
Students will master topics in areas of art history not offered elsewhere in the curriculum

FNAR 398 Fine Arts Capstone (3 Credit Hours)
Pre-requisites: Completion of the most advanced course in the student's FNAR concentration
The course serves as the culmination of each student's experience as a Fine Art major. Students will demonstrate the ability to produce work that exemplified the application and synthesis of the knowledge gained from the courses and experiences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to produce art work suitable for exhibit

FNAR 399 Independent Study (1-4 Credit Hours)
Pre-requisites: written permission of instructor and chairperson
Advanced student are afforded the opportunity to work on an in-depth project in the medium of his/her choice in a tutorial setting. The course is developed in consultation with a faculty advisor and is stated formally in a written contract. of definition, goals, procedures and outcomes.
Outcomes:
Students will be able to demonstrate the ability to produce a significant body of original artwork on a focused theme

Forensic Science (FRSC)

FRSC 340 Introduction to Forensic Science (3 Credit Hours)
Pre-requisites: CJC 101; Restricted to Forensic Science majors
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for forensic science majors emphasizing the scientific aspects in the forensic sciences.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

FRSC 341 Forensic Ethics and Professional Practice (3 Credit Hours)
Pre-requisites: FRSC 340; Restricted to Forensic Science majors
This course develops a basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field and professional practice of forensic science.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding and application of ethics in the forensic sciences; Students will be able to articulate the role and challenges of ethical issues facing forensic science today and the applicability of ethics in the profession and their individual careers

FRSC 342 Expert Witness Testimony and Court Room Demeanor (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
The goal for this course is to give you the information necessary to be an effective and ethical witness. This should help throughout your career and help make testimony not so much something to be feared as something which represents the culmination of your work in a case.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop courtroom and expert witness testimony literacy, understanding of the dynamics during court, and appreciation of the impact to the judicial system

FRSC 343 Physical Organic Chemistry for Forensic Science (3 Credit Hours)
Pre-requisites: PHYS 112; MATH 132; CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240, CHEM 241, CHEM 260, and CHEM 272); Restricted to Forensic Science majors
An introduction to the foundational principles of physical and physical organic chemistry. The course focuses on the application of these principles to solving problems in forensic science. The numerous aspects of forensic science require a working knowledge of physical chemistry, the foundational principles, and the interrelation of cause and effect.
Outcomes:
Understand the basic concepts of physical and physical organic chemistry; Acquire and interpret data and form conclusions; Use critical thinking skills in problem solving

FRSC 350 Pattern Evidence I (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
This course introduces the basic principles and methods of forensic pattern evidence: latent fingerprints, firearms and tool marks, and question documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding of the three (3) forensic pattern evidence areas; Students will develop techniques, work on non-probative cases, and write formal reports of findings

FRSC 350L Pattern Evidence Lab I (1 Credit Hour)
Pre-requisites: FRSC 350 (may also be taken as a Corequisite); Restricted to Forensic Science majors
This course introduces the basic laboratory methods of forensic pattern evidence: latent prints, firearms and tool marks, and questioned documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate a basic competency through development of various techniques; Students will work non-probative cases, along with written formal reports of their findings

FRSC 360 Forensic Drug Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360L
This course provides an introduction to the basic principles of forensic drug analysis. The use of microscopic, chemical, and chromatographic techniques to gather data, interpret results, and form conclusions are developed. Recognizing the strengths and weaknesses in the techniques used and the correct interpretation of results is stressed.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 360L Forensic Drug Chemistry Laboratory I (2 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360
This course provides both basic and advanced foundations to the principles of forensic drug analysis. The use of basic and advanced analytical techniques to gather data, interpret results, and form conclusions are developed. Additionally, national forensic laboratory operational standards and requirements are incorporated.
Interdisciplinary Option: Forensic Science
Outcomes:
The techniques, skills, advances, and limitations of the modern forensic laboratory will be discussed; The students will be able to demonstrate basic/advanced concepts of forensic drug analysis, testing, and formal reporting

FRSC 361 Forensic Toxicology I (3 Credit Hours)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361L
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic toxicology

FRSC 361L Forensic Toxicology Laboratory I (1 Credit Hour)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 370 Forensic Biology (3 Credit Hours)
Pre-requisites: FRSC 341, BIOL 102, BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370L
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 370L Forensic Biology Laboratory (1 Credit Hour)
Pre-requisites: FRSC 341, BIOL 102, and BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 371 Forensic Molecular Biology Lecture and Laboratory (5 Credit Hours)
Pre-requisites: BIOL 282, BIOL 283, FRSC 342, FRSC 370, and FRSC 370L; Restricted to Forensic Science majors
This course prepares students to work in forensic DNA analysis. The lectures cover the basic aspects of DNA structure and function while the laboratory gives students experience with the techniques and instruments used in forensic DNA analysis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have a strong theoretical understanding of STR marker origin, population biology, and legal uses and will be able to isolate and process DNA for STR scoring

FRSC 390 Forensic Science Internship (1-4 Credit Hours)
Pre-requisites: FRSC 342; Restricted to Forensic Science majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in forensic focused criminal justice agencies.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific forensic focused criminal justice agency and be able to identify and describe the link between their field experience and prior courses

FRSC 392 Forensic Science Seminar (1 Credit Hour)
A weekly seminar course with presentations - generally given by outside speakers - covering topics in chemistry usually not encountered in the classroom.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

FRSC 394 Forensic Science Research (1-4 Credit Hours)
Pre-requisites: Restricted to Forensic Science majors; Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the program office, and the completed form (signed by the student, instructor, and program director) must be deposited in the program office before enrollment
This course gives undergraduate students an opportunity to participate in research in a selected area.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

FRSC 395 Special Topics in the Forensic Science (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
Special topics courses provide students with an opportunity to examine various forensic science topics not normally offered as part of the Program's regular curriculum.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to gain an understanding of new issues confronting the forensic sciences or an advanced understanding of traditional subjects covered in basic courses

French (FREN)

FREN 101 Elementary French I (3 Credit Hours)
Pre-requisites: No previous knowledge of French is expected; Please go to http://www.luc.edu/modernlang/exam.shtml for placement test instructions, especially if you took any French courses in high school or college
Taught in French. Instructs basic communicative French, the people and cultures where it is spoken, using formal and informal registers, and speaking in present and future time. Students will listen and respond, read and write, ask and answer simple questions in basic functional French. Content: personal topics, everyday living.
Outcomes:
Student will successfully interpret and express needs pertaining to home, work, college, leisure, and dining; Achievement level desired: Novice Low, American Council on the Teaching of Foreign Languages (ACTFL*) standards

FREN 102 Elementary French II (3 Credit Hours)
Pre-requisites: FREN 101 or one semester college French with C- or better, or placement test score; Please go to Modern Languages home page for placement test instructions; You must take the placement test if you took any French courses in high school
Taught in French. Continuation of basic French inter-communication skills both producing French (speaking and writing), and interpreting French (listening and reading.) The aim is to comprehend and contribute to discussions about families, housing, sports, travel, and traditions in French.
Outcomes:
Students will comprehend and speak in present, future, and past narrative; get and give simple direction; share personal information; Achievement level desired: ACTFL* Novice Low to Mid

FREN 103 Intermediate French I (3 Credit Hours)
Pre-requisites: FREN 102, or equivalent French at another college, with C- or better, or placement test score; Exam required for placement on the basis of high-school work: please go to Modern Languages home page for placement test instructions
Taught in French. Course continues to work on focus on pronunciation, grammar. and developing conversational and writing fluency. Students will read excerpts of French and francophone media or literature. Topics include the environment and the many francophone cultures and tasks include narrating in more complex past, future and hypothetical contexts.
Outcomes:
Students become more fluent and precise in expressing opinions, asking and answering more probing and data-driven questions, on topic; Achievement level desired ACTFL* Novice Mid to High

FREN 104 Intermediate French II (3 Credit Hours)
Pre-requisites: FREN 103, or equivalent French at another college, with C- or better, or placement test score; Placement test on the basis of high-school work required: please go to Modern languages home page for placement test instructions
Taught in French. Students will comprehend and produce French in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.
Outcomes:
Students will skillfully interpret and write about literature excerpts or French and francophone media; They will summarize, narrate, and offer opinions; Achievement level desired ACTFL* Novice High to Intermediate Low

FREN 250 French Composition and Conversation I (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better, or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Students develop advanced interpretive and presentation skills, detecting sequencing, time frames and chronology in texts, whether heard or viewed. Format is discussion, presentation, role plays, several compositions written in a process.
Outcomes:
Students will share points of view verbally and in writing on contemporary topics discovered in current media of French and francophone cultures; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 251 French Composition and Conversation II (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Via classic, French New Wave, francophone to contemporary French-speaking film students discover and compare cultural differences, discuss global or local concerns, spanning the disciplines. Writing in a process leads to more sophisticated writing skills.
Outcomes:
Students become ever-precise and effective in communicating facts, opinions, and concerns about French-speaking communities in relationship to their own; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 270 Main Currents of French Literature & Culture I (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C- or better or AP credit for both 250 and 251, or with instructor's consent
Survey of representative works of French literature from the Middle Ages, the Renaissance, and the 17th and 18th centuries, examining the formation of French cultural identity up through the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify literary and cultural trends and ruptures across these centuries, and explain them in some detail; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 271 Main Currents of French Literature & Culture II (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C or better, acquire AP credit, or instructor's consent
Survey of representative works of French literature in all genres, from Romanticism through narrative realism and the modernist innovations of Surrealism and existentialism in the 20th century.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn to identify these literary and cultural movements, and explain in some detail their importance regarding French cultural identity; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Eligible students majoring in French may elect tutorial for credit; topic chosen in consultation with faculty member.
Outcomes:
Student may choose their own topic to explore

FREN 301 Stylistics (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
This is advanced work in writing expository prose is based on intensive study of advanced grammar and syntax with attention to peculiar features of the French idiom. Students examine phonology and phonetics with attention to French speech patterns and rhythms whilst enhancing vocabulary development through the varieties of lexical references and other dictionaries.
Outcomes:
Students will be able to demonstrate a sophisticated, comprehensive command of the complexities of written and spoken French; Achievement level desired: ACTFL* Advanced Low

FREN 302 French for Professions (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Surviving in global careers--commerce, law, diplomacy, communications, health--requires knowledge of business terminology and organism structures. Students study current events, and present on francophone companies, institutions, and NGO's. Résumés are perfected in French, interview questions are drilled. The French government DAF (Diplôme du français des affaires) exam is optional.
Outcomes:
Students will be able to navigate confidently in French business and diplomatic sectors; They will be prepared to interview in French; ACTFL* achievement level desired: Intermediate High to Advanced Low

FREN 308 Literary Criticism and Theory (3 Credit Hours)
Pre-requisites: Completion of French major course requirements and instructor's consent
Capstone for all French Majors, taken with other Modern Languages & Literatures language majors. Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, historical, and cultural approaches to literature will be studied in intimate conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate critical knowledge and understanding of major theoretical issues in the study of literature; ACTFL* achievement level desired: Advanced Low to Mid

FREN 309 Francophone Literature (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students explore salient characteristics and themes of literature of various genres written in French from Northern and Sub-Saharan Africa, the Caribbean, and Québec. Topics include «la négritude», other reactions to colonialism, `borrowed language', ideas and realities of liberation, post-colonialism, the francophone woman, literature as political agent, and satire.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN309/BWS 309/INTS309
Outcomes:
Students will be able to demonstrate critical knowledge of historical and political implications of these movements in contemporary global society; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 311 French Modernity (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study major French authors of the twentieth and twenty-first centuries (Proust, Malraux, Sartre, Camus, and others), with attention to the historical context of their works against the background of two world wars and world-wide revolutionary movements, along with their interaction with other artistic media.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 314 Survey of Medieval Literature (3 Credit Hours)
Pre-requisites: FREN 270 with a grade of C or better and permission of the instructor
This course will explore the literature and culture of the French Middle Ages. Students will develop familiarity with literary genres and themes including the chansons de geste, romances, and fabliaux, courtly love, the international character of medieval French literature, voices and representation of women, and the role of the Church.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-FREN314/MSTU372
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 316 Renaissance France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the French Renaissance in their historical and cultural contexts. Authors to be read will include Marot, Labé, Scève, Rabelais, Du Bellay, Ronsard, and Montaigne, in conjunction with study of Renaissance culture, the Reformation, the Wars of Religion, and the other arts.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 317 Le Grand Siècle (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the "long" 17th century in historical and cultural contexts: Corneille, Cyrano, Descartes, Pascal, Mme de Lafayette, Molière, Racine, Mme de Sévigné, the moralistes, among others. Focus is on complex historical contexts of the period: baby kings, the Fronde, religious conflict, the court and wars of Louis XIV.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 318 Enlightenment France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major French authors of the European Enlightenment. Authors to be read will include Montesquieu, Voltaire, Rousseau, and Diderot, among others, in the context of the development of (and resistance to) the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 319 Romantic Century (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study the emergence of French Romanticism in the wake of Revolutionary tumult (Lamartine, Vigny, and Hugo), and of the deeper and darker reaction to bourgeois culture (Baudelaire, Flaubert, Rimbaud, and others), marking relations with painting, sculpture, and music.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of works from modern sensibilities are formulated, plus an understanding of major issues and questions in these works and their culture; ACTFL* achievement level desired: Intermediate Mid-Advanced Low

FREN 320 Survey of Literature of the Theatre (3 Credit Hours)
Pre-requisites: French 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Students study theater in French from its medieval beginnings to the present. Authors/works to be read may include medieval farce, Turnèbe, Corneille, Molière, Racine, Diderot, Hugo, Rostand, Ionesco, Girardoux, Beckett, and Césaire. Works will be studied in historical, cultural, critical, and performing contexts.
Outcomes:
Students will demonstrate critical knowledge of major works of French theater, and appreciate the major issues involved and their cultural significance; ACTFL* achievement level: Intermediate Mid to Advanced Low

FREN 330 Survey-Poetry Thry & Practice (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Theory and Practice. Study of French narrative, dramatic, and lyric poetry, with emphasis on the lyric.
Outcomes:
Students will be able to demonstrate detailed critical knowledge and comprehension of major literary works of the genre under study, as well as a sophisticated critical appreciation of the major issues and questions in these works and their culture

FREN 340 Survey of Prose: Fictional & Non-Fictional (3 Credit Hours)
Pre-requisites: FREN 270 and/or FREN 271 with C or better, and instructor's consent
Students conduct detailed analysis of the outstanding stylistic features of France's great prose writers from the XVIth century to the present day. Works may include writings by Rabelais, Montaigne, Pascal, Voltaire, Flaubert, Balzac, Michelet, Proust, Camus, Malraux and Lévi-Strauss, among others.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of the rich variety of expressive skills and moral penetration among France's great prose writers; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 369 Introduction to French for Reading Knowledge (3 Credit Hours)
This course will prepare students for reading and conducting research in French. Fundamentals of grammar, syntax, and vocabulary essential to reading competence will be covered, using materials drawn from a wide range of fields. Completion of this course with a passing grade fulfills the Graduate School language competency requirement. This course is restricted to graduate students.
Course equivalencies: FREN369 / FREN109

FREN 390 French & Francophone Cultures & Civilizations (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
This multidisciplinary study of French and Francophone cultures as they have developed over the centuries will focus on the historical, institutional, religious, and artistic manifestations that have contributed to the formation of these identities. Special attention will be given to their revolutionary role in politics, painting, intellectual life, and cinema.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN390/INTS390
Outcomes:
Students will be able to identify and discuss the revolutionary roles these cultures have had in politics, painting, intellectual life, and cinema; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 395 Internship (3 Credit Hours)
Pre-requisites: Completion of at least one 300-level French course and instructor's consent
Eligible students who have secured an internship related to the field of study may complete an internship for credit, with the approval of a faculty member. Students complete reflective assignments and a final project in French, in consultation with the faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience while working with the French language and Francophone cultures and applying skills they have learned in the classroom

FREN 399 French Honors Tutorial (3 Credit Hours)
Eligible students majoring in French and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member. Instructor's consent, restricted to students in French BA.
Course equivalencies: FREN399H / FREN399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper

German (GERM)

GERM 101 Elementary German I (3 Credit Hours)
This course is an introduction to German, designed for students with no previous experience. Students develop communicative language skills and acquire a fundamental knowledge of German-speaking cultures.
Outcomes:
Students will be able to understand simple sentences and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, comprehend basic written texts, and write simple German sentences

GERM 102 Elementary German II (3 Credit Hours)
Pre-requisites: GERM 101
Students will further develop communicative language skills and knowledge of German-speaking cultures, and will finish learning all the basic grammatical structures of the language.
Outcomes:
Students will have learned to express themselves through a wider range of vocabulary and grammatical structures; They will be able to express appropriate reactions to ordinary situations, read more complex texts, and write sentences in short but cohesive paragraphs

GERM 103 Intermediate German I (3 Credit Hours)
Pre-requisites: GERM 102 Students will review and develop their understanding of German grammar and vocabulary
Students will read and discuss a variety of short readings, including short stories and poetry.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in longer paragraphs

GERM 104 Intermediate German II (3 Credit Hours)
Pre-requisites: GERM 103 This course focuses on review and practice of more complex grammatical elements
Students will read texts of greater length and complexity, expand their vocabulary, and increase their ability to communicate, both orally and in writing.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in cohesive paragraphs and short essays

GERM 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: GERM 104
This is a briskly paced class in which students engage in learning to express themselves effectively, both orally and in writing, in German. All work is carried out in German.
Interdisciplinary Option: German Studies
Outcomes:
Students gain confidence in their ability to speak, read and write modern German, and will gain a wider range of oral expression, both lexical and grammatical

GERM 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: GERM 250
Students will learn to express themselves with increasing sophistication in both oral and written German. Course materials are challenging and may include a full length literary text.
Interdisciplinary Option: German Studies
Outcomes:
Students will gain further confidence in their ability to speak, read and write modern German, and will have gain a wider range of oral expression, both lexical and grammatical

GERM 270 Modern German Literature and Culture I (3 Credit Hours)
Pre-requisites: GERM 103 or equivalent
Representative works in literature, philosophy, and fine arts, with sociopolitical backgrounds, 1830-1900.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand revolutionary post-romanticism, realism, and naturalism in German literature and culture

GERM 271 Modern German Literature and Culture II (3 Credit Hours)
Pre-requisites: GERM 271
Representative works in literature, philosophy, and fine arts, with sociological backgrounds, 1900-present.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand neoromanticism, expressionism, literature and fascism, socialist realism, and postwar culture in West and East Germany

GERM 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: Permission of chairperson
Eligible students minoring in German may elect tutorial for credit.
Outcomes:
Students will be able to focus on a specific aspect of German literature or culture

GERM 320 German-American History: Focus on Chicago (3 Credit Hours)
This engaged-learning course traces the history of German-speaking immigrants in the United States from its very beginnings in 1608, through the 19th century heyday of German immigration, and to the present day. Chicago will function as a case study. Students will interact with the DANK Haus and the German community in Chicago.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn about the historical chronology of German-speaking immigration to the United States, assimilation, and German-American cultural contributions to the US, with a focus on Chicago; Students will interact with the DANK Haus and the German community in Chicago

GERM 369 German Reading Knowledge (3 Credit Hours)
This course provides graduate students in the humanities, arts and social sciences with the fundamentals of German grammar for the purposes of reading and translating academic German. Students will work through German grammar explanations, vocabulary, strategies for negotiating meaning, and translation exercises.
Course equivalencies: GERM369 / GERM109

GERM 370 German Cinema (3 Credit Hours)
The course provides an overview of German film from its beginnings until the present time. Movies will be screened and discussed chronologically from the various eras of German film: Silent Movies, Weimar Sound Movies, Film in the Third Reich, Post-War Films, New German Cinema and Movies of Unified Germany. Taught in English.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, German Studies, International Film & Media Studies
Course equivalencies: X-GERM370/ICVM370/IFMS370

German Studies (GRMS)

GRMS 300 German Studies Minor Capstone (1 Credit Hour)
In an independent study format, students write a 10-15 page paper that synthesizes the knowledge gained in their coursework into an interdisciplinary project, combining that knowledge with the student's other academic interests. Alternatively, students may secure a supervised internship at a German-related institution or organization that also lines up with their interests Students must be near completion of most requirements for German Studies Minor in order to be eligible for enrollment.
Interdisciplinary Option: German Studies
Outcomes:
Interdisciplinary synthesis of coursework into a paper, or outcomes based on a specific internship, including a reflection component

Global Studies (GLST)

GLST 101 Introduction to Global Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of global studies. It provides an overview of the major disciplines represented in the program, introduces the main regions covered in the program, and discusses important global issues.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
Outcomes:
By analyzing various topics in global studies, students will gain an understanding of the different regions of the world and the ways that different disciplines contribute to this interdisciplinary field

GLST 301 Directed Readings in Global Studies (3 Credit Hours)
Pre-requisites: Course requires permission of instructor; GLST will enroll approved students directly (no self-enrollment or non-GLST advisors); Course is open only to junior and senior majors and minors
This directed readings course may be taken with permission of the director of the Global Studies Program for a course of study not otherwise offered at Loyola that is relevant to the Global Studies Program and addresses at least one of the program's learning outcomes. Students must arrange this course of study with a faculty mentor of their choosing and in conversation with the GLST director. The faculty mentor, who can come from any department or school at Loyola University Chicago, should send the syllabus to the director of the Global Studies Program for approval at least one month before the start of the term in which the student plans to undertake their course of study. Normally, students should complete a substantial research project or a paper of approximately 20,000 words (about forty double-spaced pages) that they work on over the course of the entire semester with their faculty mentor.
Interdisciplinary Option: Global Studies
Outcomes:
Students will 1) demonstrate progress in their research and writing skills; and 2) demonstrate advanced undergraduate knowledge of the issue or issues covered in the directed study course

GLST 302 States and Firms (3 Credit Hours)
This course focuses on the relationship between multinational corporations and the state. It explores the origin of firms, as well as issues such as corruption, tax policy, bailouts, and economic development. It also examines the development of private military contractors and their relationship to state security.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the various relations between multinational corporations and states as well as private military contractors and states

GLST 303 Technological Change and Society (3 Credit Hours)
This course explores how changes in technology affect society in four broad areas: its impact on how we communicate, on the workplace, on regulatory issues surrounding technology firms, and on humanity itself.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the various relations between technology and society

GLST 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices. We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

GLST 305 Globalization and Environmental Sustainability (3 Credit Hours)
This course introduces students to social, political and economic factors that have contributed to globalization, development and their impact on the environment. It provides students with the background and conceptual tools to understand global environmental challenges and questions.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop a fundamental knowledge of the study of global development and environmental challenges and develop analytical skills to assess the tradeoffs involved in economic development and environmental sustainability

GLST 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will be able to demonstrate a fundamental knowledge of the various factors that are considered to help or hinder development

GLST 309 The Global Economy (3 Credit Hours)
This course examines global economic relations with a focus on the movement of three items across borders: the movement of goods (trade), the movement of money (finance), and the movement of people (migration). The course aims not only to help students become more informed consumers of the news and events of the day, but also to enable them to critically evaluate and understand these events in their own terms.
Interdisciplinary Option: Global Studies
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Demonstrate an understanding of global trade, cross-border financial flows, and immigration as well as the political systems that help shape these transactions in at least two countries; Demonstrate an awareness of historical patterns concerning trade, global finance, and immigration and be able to apply knowledge of these historical patterns to current events and debates; Demonstrate the research skills necessary to gather, evaluate, and synthesize information from multiple sources to support an argument about an issue related to global trade, finance, or immigration

GLST 370 Internship in Global Studies (3-6 Credit Hours)
Pre-requisites: Open to all GLST major and minors but requires instructor permission to enroll
Students enrolled in this course must secure an internship relevant to the field of global studies. Students not only engage in regular workplace activities but also attend class meetings, complete writing assignments reflecting on their internship placements, write a final paper, and submit a final evaluation from their workplace supervisor.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate awareness of at least one important global concern or issue as addressed in the internship

GLST 398 Topics in Global Studies (3 Credit Hours)
This is a variable topics course. Specific topics vary from semester to semester.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate knowledge of a unique topic in the interdisciplinary field of Global Studies

Greek (GREK)

GREK 101 Ancient Greek I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of ancient Greek, and simple readings in the language.
Course equivalencies: GREK131/GREK101
Outcomes:
students should be able to demonstrate basic knowledge of ancient Greek vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Greek sentences and passages into English

GREK 102 Ancient Greek II (3 Credit Hours)
Pre-requisites: GREK 101
This course continues the study of the fundamentals of the ancient Greek language, including more vocabulary, grammar, syntax and more advanced readings. (Ancient Greek I or its equivalent is a prerequisite for this course.)
Course equivalencies: GREK132/GREK102
Outcomes:
Students should be able to demonstrate more advanced knowledge of ancient Greek vocabulary, syntax and grammar, and deploy it to be able to translate accurately more advanced Greek sentences and passages into English

GREK 236 Xenophon (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the prose works of Xenophon, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate the selected prose passages in ancient Greek with accuracy, as well as demonstrate understanding of the content of the passages

GREK 262 Introduction to Plato (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from works of the philosopher Plato, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages from Plato, as well as demonstrate knowledge and understanding of the content of the passages

GREK 267 Intro to New Testament Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from the New Testament, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-GREK267/THEO307
Outcomes:
Students should be able to translate accurately the selected passages, as well as demonstrate knowledge and understanding of the content

GREK 271 Intermediate Greek (3 Credit Hours)
Pre-requisites: GREK 101; GREK 102 or equivalent This intermediate-level course centers on translation of prose and poetry of Greek authors, with special emphasis on review of Greek grammar as it is encountered in the selected texts
No course description is available
Outcomes:
To review and master basic Greek grammar, vocabulary, and syntax; To read and understand selections of Greek prose and poetry in the original language; To prepare for further study in ancient Greek literature (in the original), history, and culture

GREK 275 Introduction to Greek Oratory (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from Attic and other ancient Greek orators, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings, as well as rhetorical figure and constructs in them

GREK 281 Intro to Greek Historiography (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the historical works of ancient Greek authors, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately ancient Greek historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

GREK 285 Introduction to Greek Poetry (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the poetic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek poetry.
Outcomes:
Students should be able to translate accurately the selected passages in Greek poetry, comprehend, analyze and appreciate various poetic genres, as well as demonstrate knowledge and understanding of the content and artistry of the selected poetry

GREK 286 Introduction to Greek Drama (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
This course centers on translation of representative selections from the dramatic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek drama.
Outcomes:
Students should be able to translate accurately the selected passages in Greek drama, comprehend, analyze and appreciate the genre, as well as demonstrate knowledge and understanding of the content and artistry of the selected texts

GREK 287 Introduction to Christian Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course focuses on the translation of selected passages from Christian Greek writers, such as Origen, Basil, and Gregory, with special emphasis on review of grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

GREK 289 Readings in Ancient Greek Literature (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
Students study a selected range of texts in ancient Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of ancient Greek literature, its style, and its possible interpretations

GREK 303 Greek Composition (3 Credit Hours)
Pre-requisites: Two other GREK author courses
This course involves practical exercises to develop correct and fluent expression in written ancient Greek prose.
Outcomes:
students should be able to write ancient Greek in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of ancient Greek prose

GREK 315 The Greek Fathers (3 Credit Hours)
This course examines the writings of the early church fathers, including such as Athanasius, Basil and John (Chrysostom); it also comprises an introduction to the historical background of Eastern patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

GREK 325 Demosthenes (3 Credit Hours)
This course examines the works of the Attic orator Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the orations

GREK 331 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the Histories with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 335 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War of Thucydides, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the History with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 341 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad and the genre of ancient Greek epic poetry, in particular, on the characters of the heroes and their place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Iliad with proficiency, and demonstrate detailed knowledge of the author, the poem, its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 342 The Odyssey (3 Credit Hours)
This course focuses on Homer's Odyssey and the genre of ancient Greek epic poetry, in particular, on the character of Odysseus and his place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Odyssey with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 343 Greek Lyric Poetry (3 Credit Hours)
The subject of this course is ancient Greek lyric poetry involving selections from such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should be able to translate the selected works with proficiency, demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 351 Aristophanes (3 Credit Hours)
This course focuses on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections of Aristophanes with proficiency, and demonstrate knowledge in detail about the author and his comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 353 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of Athens in the earlier fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Aeschylus with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 354 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of Athens in the fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Sophocles with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 355 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of Athens in the later fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Euripides with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 360 Theocritus (3 Credit Hours)
This courses centers on the poetry of Theocritus of Syracuse, set against the background of Hellenistic Alexandria.
Outcomes:
Students should be able to translate the selections from Theocritus with proficiency, and demonstrate knowledge in detail about the author, his poetry, and the styles he employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 362 Plato Republic (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic.
Outcomes:
Students should be able to translate the selections with proficiency, and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the work's meaning and the historical, social and intellectual contexts and influences pertaining to it

GREK 388 Readings in Greek Literature I (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

GREK 389 Readings in Greek Literature II (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

Hebrew (HEBR)

HEBR 101 Modern Hebrew I (3 Credit Hours)
An introduction to the fundamentals of modern Hebrew, together with study of the distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture of modern Israel

HEBR 102 Modern Hebrew II (3 Credit Hours)
Pre-requisites: HEBR 101
A continued introduction to the fundamentals of modern Hebrew, together with study of distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture modern Israel

HEBR 103 Modern Hebrew III (3 Credit Hours)
Taught in Hebrew. Course focuses on pronunciation, grammar, and developing conversational and writing fluency.

HEBR 104 Modern Hebrew IV (3 Credit Hours)
Taught in Hebrew. Students will comprehend and produce Hebrew in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.

History (HIST)

HIST 101 Culture, Power and Identity: Western Ideas & Institutions to 17th Century (3 Credit Hours)
This course traces the early development of Western ideas and institutions from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

HIST 102 Culture, Power and Identity: Western Ideas & Institutions from 17th Century (3 Credit Hours)
This course traces the development of Western ideas and institutions and their global impact from the seventeenth century to the present.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: European Studies
Course equivalencies: ACHIS 102 / HIST 102
Outcomes:
Students will gain an understanding of history as a discipline, develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world, and hone their communication skills

HIST 103 American Pluralism (3 Credit Hours)
This course is an introduction to the origins, development and structure of the United States as a pluralistic and multiracial society from 1609 to the present.
Knowledge Area: Foundational Historical Knowledge
Outcomes:
Students will gain an understanding of history as a discipline, demonstrate historical knowledge, draw links between the American experience and national identities, and develop critical thinking and communication skills

HIST 104 Global History Since 1500 (3 Credit Hours)
This course deals with the emergence of the modern world, including such topics as the expansion and intensification of cross-cultural interaction; imperialism, colonialism, and nationalism; the spread of information; capitalism, industrialism, and popular sovereignty; race and ethnicity, gender, and socio-economic status.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: HIST / ACHIS 104
Outcomes:
Students will gain an understanding of history as a discipline; Evaluate and explain the forces of historical continuity and change; Demonstrate how the encounters/changes between and among societies produced the world we have today; Analyze and discuss the significance of primary and secondary sources and how they relate to the history under discussion

HIST 205 Modern Western Civilization: Social Sciences in Context (3 Credit Hours)
An introduction to history as a discipline and an analysis of the history of Western civilization since the 17th century that emphasizes the contexts from which emerged the concepts of the social sciences and their related value systems.

HIST 208 East Asian History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the roles and contributions of China, Japan, and Korea from the sixteenth century to the present tracing such themes as nationalism, capitalism, socialism, imperialism, war, peace, race, and gender struggles.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-HIST108/ASIA108/INTS108
Outcomes:
Students will demonstrate an ability to evaluate and explain the forces of historical continuity and change; understand the relationships among historical events, cultures and social forces; analyze and discuss the significance of primary and secondary sources

HIST 208X Pre-Modern Chinese History (3 Credit Hours)
This course starts with the formative periods of Chinese civilization from the Neolithic era and ends with the Opium War and the collapse of the Manchu Qing Empire in 1911. This course will provide students with an understanding of modern-day China by looking at China's dynamic and multilayered past.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342A/ASIA342A
Outcomes:
Students will learn to: situate major historical events in China's early history in their proper geographical, chronological, and thematic context; and use primary and secondary sources to construct interpretations of historical problems and events

HIST 208Z Modern Chinese History (3 Credit Hours)
The course is specifically designed for foreign students studying in Beijing with the objective of enabling them to understand the ongoing social, economic and political trends which have roots in the past. The time period studied will span from the end of the 19th century through the 20th century.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST346A/ASIA346A/INTS346A
Outcomes:
students will learn to situate major historical events such as the May Fourth Movement in their proper geographical, chronological, and thematic context; and recognize the extent to which history is at the core of current Chinese leaders' speeches, policy making, and rule making

HIST 209 Islamic History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course will introduce the historical development of Islamic civilization and the formation of Muslim social and political institutions from the 7th century to the present.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Asian Studies, Global Studies, Islamic World Studies
Course equivalencies: HIST/ASIA/IWS/INTS109/AFR111
Outcomes:
Students will be able to demonstrate knowledge of the historical development and diversity of Islamic beliefs, practices, and institutions in varied regional contexts and historical periods

HIST 210 Latin American History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the formation of modern Latin America by examining the region as a global nexus where ideologies, cultures, peoples, and political entities have conjoined and clashed from the fifteenth century to the present. Demonstrate and understanding of the relationships among historical events, culture and social forces. Differentiate between students' values and ways of understanding the world & those of other cultures.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies
Outcomes:
Demonstrate and ability to evaluate and explain forces of historical continuity and change; Demonstrate and understanding of the relationships among historical events, culture and social forces; Differentiate between students' values and ways of understanding the world & those of other cultures

HIST 211 US History to 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the colonial era through the Civil War.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST201/HIST111/ACHIS201
Outcomes:
Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery

HIST 212 US History since 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the Civil War to the present.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST202/HIST112/ACHIS202
Outcomes:
Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society

HIST 213 African History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course surveys the history of Africa from dynastic Egypt to post-colonialism. The primary focus of this class is to examine the interactions African peoples had with non-Africans from the 15th century to the present. Engage communication skills and sensitivities. Possess a heightened understanding of diversity in the world.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Outcomes:
Engage in critical thinking skills and disposition; Engage communication skills and sensitivities; Possess a heightened understanding of diversity in the world

HIST 253A Barbarians and the Fall of the Roman Empire (3 Credit Hours)
This course examines the interaction between Romans and the so-called 'barbarians' such as the Goths, Huns, Slavs, and Arabs from the 2nd to the 7th centuries, with a focus on how new archaeological and skeletal data is changing our understanding of the barbarians.
Interdisciplinary Option: European Studies, Italian Studies, Medieval Studies
Outcomes:
Students will study the role of neighboring peoples in the collapse of the Roman Empire; interpret archaeological data; compare receptions of immigrants and refugees in the ancient and modern world

HIST 254A The Vikings (3 Credit Hours)
The Vikings are popularly thought of as invaders, marauders, destroyers of civilized peace. However, recent research has focused on their society, culture, accomplishments and contributions in a much more positive sense.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST334/MSTU326
Outcomes:
Students will gain an understanding of the impact of the Vikings on European development; a knowledge of historiographical issues concerning the Vikings; and awareness of various types of primary sources

HIST 257A Witchcraft and Science in Pre-Modern Europe (3 Credit Hours)
This course will trace the history of medieval and early modern ideas about nature, magic, demonology, and witchcraft, exploring the history of reason and rationality, elite and popular culture, persecution and society, and the intersections between Magic, Science, and Witchcraft.
Interdisciplinary Option: European Studies, Medieval Studies
Outcomes:
Students will understand connections between witchcraft and popular religions; the gendering of witches; the political and economic aspects of witch trials; and modern portrayals of witches in popular media

HIST 258A Blood, Heresy, and Treason: The Tudors and Stuarts (3 Credit Hours)
This course covers the most crucial period in the history of England, encompassing the Reformation, The Tudors, the Civil War, the Glorious Revolution, and the rise of Britain as a great power. Major figures featured include Richard III, Henry VIII, Thomas More, Elizabeth I, Shakespeare, Oliver Cromwell, and Charles II. Students will confront developments significant not just for the British Isles, but across the globe for centuries. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 265A The First World War (3 Credit Hours)
World War I is arguably the greatest watershed separating us from our pre-modern past. This course proposes to explore the causes, campaigns consequences, and cultural legacies of the war. Students will be required to read eyewitness accounts and memoirs, and view films that assess the war's impact on world civilization. Students will learn about the First World War by engaging with primary accounts by combatants and non-combatants. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 267A Modern German Culture and Ideas I (3 Credit Hours)
This course will investigate intellectual and cultural responses to major events of nineteenth-century German history, including the Napoleonic Wars, the Restoration, the Revolution of 1848, the unification of Germany, the German Empire under Bismarck and Wilhelm II, and events leading to the First World War.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: X-HIST321A/INTS321A
Outcomes:
The student will be able to connect German cultural life to political and social developments, and be able to identify intellectual currents such as Romantic Germany, Idealist Germany, and Dionysian Germany

HIST 267B Modern German Culture and Ideas II (3 Credit Hours)
This course will cover the major phases of modern German history: Wilhelmine Germany, Volkish Germany, Germany in the First World War, Weimar Germany, National Socialist Germany, Germany in the Second World War, Post-War West Germany, East Germany, and Reunification. While setting forth the background of political and social developments, we will carefully consider responses to these issues by leaders in German intellectual and cultural life.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST336/INTS336
Outcomes:
Students will apprehend the role of Germany in World War I; the turn to the Weimar Republic; the Rise and Fall of National Socialism; the emergence of two Germanies as a consequence of defeat in World War II; reunification in 1989; and cultural responses to these developments

HIST 275A The Silk Roads: Global Trade, Culture, & Politics (3 Credit Hours)
The course will cover: exchanges between nomad and sedentary populations in East Asia and the flourishing of information routes to modern day Mongolia, Afghanistan, India, Greece and Rome; interactions with European powers, concepts of colonialism, imperialism, and the emergence of 20th century world wars; contemporary geo-political challenges in the region.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Understand diversity in the World from a historical, political, and economic point of view; familiarize oneself with the relations between Asia and the West; highlight differences, similarities and reciprocal influences

HIST 279C History of Computing (3 Credit Hours)
This course will teach students about the history of computing from the development of number systems and arithmetic, through calculating and computing machines, to advanced communication technology via the Internet. The History of Computing will foster historical awareness about the ongoing relationships between social organization, intellectual climate, and technological innovation. Students will attain computer science literacy while studying core historical concepts. They will learn the background of the computing discipline, which plays a significant role in modern human experience.
Course equivalencies: X - COMP 111 / HIST 279C

HIST 279E Climate and History (3 Credit Hours)
Explores the role of climate in history, from the emergence of homo sapiens to recent anthropogenic climate change. Major topics include the social impact of climate variability, sources of resilience, origins of scientific knowledge, and the use of historical knowledge in the present.
Course equivalencies: X-HIST279E/ ENVS279
Outcomes:
Students will analyze examples of climate shaping history, learn different ways that scholars have treated this relationship, and reflect on how this knowledge might be useful today

HIST 280A Pirates and Sailors in the Revolutionary Atlantic (3 Credit Hours)
Moving beyond seafaring lore and legend, this course places the history of pirates and sailors in the context of "Atlantic history." Students will explore how organized conquests and trading ventures led to the formation of the first British empire and the expansion of commercial networks around the Atlantic and beyond.
Outcomes:
Course prepares students to confront the way political and economic power is exercised, justified, questioned, and resisted during periods of rapid, global capitalist expansion

HIST 290A History of Sexuality in the United States (3 Credit Hours)
This course provides a historical introduction to sexual behaviors and attitudes in the United States from the early American period to the present. The primary emphasis concerns the impact of social and political change on sexual norms and behavior.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST392/WOST/WSGS320
Outcomes:
The course enables students to comprehend the evolving boundaries of sexual behavior and the historical transformations of the family, sexuality, gender, and personal identity in the United States

HIST 291A American Icons: Heroes, Images, Ideas (3 Credit Hours)
We explore US history through Iconic photographs, movies, artworks and essays. For example, the film "To Kill a Mockingbird," allows us to delineate the image of race, class and family in the South during the Great Depression, even as the film opens up Hollywood's role in shaping popular ideologies. Learn about 20th-century US history, including the Great Depression, Civil Rights Movement, and Cold War; develop writing and discussion skills; learn about the relationship between history and memory.

HIST 297E North American Environmental History (3 Credit Hours)
This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.
Course equivalencies: X-ENVS297/HIST297E
Outcomes:
Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills

HIST 298A History and the Public: Intro to Public History (3 Credit Hours)
History and the Public explores the field of public history with special emphasis on the theory, methods, practice, ethics, and controversies faced when preserving or presenting history outside of a formal classroom environment.
Outcomes:
Appreciate how public historians shape public perceptions of the past and how public perceptions of the past shape public history; appreciate the diverse areas of historical practice; enhance teamwork skills

HIST 299 Historical Methods (3 Credit Hours)
Pre-requisites: 12 hours in HIST
This course studies the ways historians arrive at their interpretation of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods by past and present historians. Students are expected to take this course after completing their four introductory courses for the major.
Outcomes:
students will understand that history is not a set of facts but a discipline that depends on competing paradigms and the ongoing interpretation of primary sources

HIST 300 Topics in History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. They may be used, like all other 300-level courses, to fulfill the history major distribution requirements. The title of each Topics course, specifying date and/or area, will indicate which distribution requirement it fulfills within the history major. Students can take HIST 300 multiple times.

HIST 300A Topics (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course counts as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300B Topics in Premodern History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Pre-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300C Topics in European History (Post-1700) (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Post-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300D Topics in U.S. History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-level U.S. history or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300E Topics in World History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement for a 300-level course in the history of Africa, Asia, Latin America, or the Middle East or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 301 Plagues: The Black Death and Other Pandemics (3 Credit Hours)
This course examines some of the worst pandemics ever to strike humanity, starting with the outbreaks of smallpox and bubonic in the final centuries of the Roman Empire, the devastating Black Death of the 14th century, and the diseases that destroyed the native Americans in the wake of Columbus's voyages.
Interdisciplinary Option: Bioethics
Course equivalencies: X-HIST301/ESP 304
Outcomes:
Students will gain an understanding of: the role of poverty, nutrition, and population in epidemics; state, church, or community responses to epidemics; how science has changed the history of disease

HIST 302 History of Western Education (3 Credit Hours)
History of Western Education. (ELPS 310)
Course equivalencies: X-ELPS301/HIST302

HIST 303 Pre-Industrial City in Europe (3 Credit Hours)
This course traces urban development from late antiquity to the early modern period.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST303/MSTU324
Outcomes:
Students will demonstrate an understanding of the origins and chronology of European town planning and development; and make comparisons with Islamic and Asian cities

HIST 307 Greece to Alexander the Great (3 Credit Hours)
This course explores ancient Greek history, society and culture, from the Bronze Age through the period of Classical Greece ending with Alexander and his empire.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307
Outcomes:
Students will be able to evaluate and interpret different types of sources critically and explain how these affect our understanding of the ancient Greeks

HIST 308A History of Rome to Constantine (3 Credit Hours)
This course surveys ancient Roman history, with a focus on Rome's conquest of the Mediterranean, the civil wars that ended the Roman Republic, the good and bad emperors of the Principate, and the conversion of Constantine to Christianity.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308
Outcomes:
Students will understand the interrelationship among political, social, economic, and cultural developments and develop their research and writing skills

HIST 308B Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

HIST 308C History of Early Christianity (3 Credit Hours)
This course examines the history of Christian communities and beliefs from their emergence in Jewish Palestine to the legalization of that religion in the Late Antique period. Students will gain familiarity with the diversity of early Christian belief, the interaction with the Roman imperial government, the evangelization and spread of Christianity both within the Roman Empire and outside it, the impact of Christianity on Roman social and family life, and the birth of monasticism.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students will be able to evaluate the impact of discoveries such as the Dead Sea Scrolls and the Nag Hammadi library on the history of early Christianity; appreciate the extraordinary diversity of early Christianity; understand why Christianity was seen as a threat to Roman family life; improve their research, writing, and oral presentation skills; improve their critical reading skills of both secondary and primary sources

HIST 308D Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

HIST 309 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago. They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum.
Interdisciplinary Option: Medieval Studies
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant

HIST 310 The Middle Ages (3 Credit Hours)
This course examines European, Islamic and Byzantine society and culture in the Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will learn of the Middle Ages, including relations between religious and political institutions; cultural developments; the rise of towns; reactions to the Black Death and the Hundred Years War

HIST 310A Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

HIST 310B Medieval Culture (3 Credit Hours)
This course explores the three cultures of the Middle Ages - Islam, Byzantium, and Europe, with particular emphasis on art, music, and literature.
Interdisciplinary Option: Catholic Studies, German Studies
Outcomes:
students will understand how these cultures developed through shared roots, mutual influence, interaction and reaction; be able to interpret artistic expression and material culture in historical context; and gain skill in the analysis of primary sources

HIST 310C Medieval Women (3 Credit Hours)
This course explores the lives of medieval women from 500-1500 CE. While paying close attention to medieval ideas about gender and sexuality, students will examine experiences of medieval women from a range of backgrounds and social statuses as well as male and female roles in family life, religion, and politics.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Students will understand resources concerning medieval women while gaining appreciation for the need to challenge historical "master narratives" that frequently ignore or minimize the experiences and roles of women

HIST 310D Medieval Popular Religion (3 Credit Hours)
This course will explore the "lived" religious experience of medieval people through their actions, behaviors and artifacts. "Folk" (or pagan) survivals, pilgrimage, music and arts, devotion to saints, magical beliefs and practices, and attitudes to the natural/supernatural world[s] may be covered, depending on subtitle.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Outcomes:
Students will appreciate the complex world view and agency of regular medieval people; they will acquire research skills and be able to critically assess primary and secondary source materials

HIST 310F Medieval Inquisitions and Heresy (3 Credit Hours)
This course examines the intriguing range of religious beliefs and practices in medieval Europe. Over the course of the semester, students will explore the criteria and processes by which local communities and translocal authorities defined heresy as well as the political interests and cultural assumptions that shaped labels and definitions.
Interdisciplinary Option: Medieval Studies
Outcomes:
Students will understand beliefs that shaped medieval religiosity, gain appreciation for roles played by heretics and inquisitions in premodern Europe, and look for similar phenomena in the modern world

HIST 310G Supernatural in the Middle Ages (3 Credit Hours)
Understanding the medieval supernatural leads to an appreciation of the richness of medieval society and intellectual culture. How were "natural" and "supernatural" defined across time and space, popular and elite cultures? How were ideas about the "supernatural" shaped by daily life, theology?
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Outcomes:
Think historically about social and intellectual approaches to the supernatural; Assess arguments; interpret and contextualize primary sources; Develop research skills and ability to formulate questions

HIST 310L Love and Violence in Medieval Culture and Society (3 Credit Hours)
We will investigate the extent to which chivalric ideas controlled or encouraged aristocratic violence; the relationship between violence and courtliness; the extent to which chivalry threatened or strengthened royal government; and the influence of courtly love on gender.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Familiarity with medieval ideas about acceptable forms of violence; understand long-term influence of medieval ideas about love, sexuality, and violence; how to read and interpret medieval literary and social texts

HIST 311B The Crusades: Christianity and Islam (3 Credit Hours)
This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It will explore crusade ideology, political and military histories of crusades, compare Christian, Jewish, and Muslim perceptions of the crusading movement, and consider invocations of Jihad and Crusade into the modern era.
Interdisciplinary Option: Catholic Studies, European Studies, Middle East and Islamic World Studies, Medieval Studies
Outcomes:
Students will learn about the histories of the Crusades, the communities impacted by them, and historiographical debates on the topic; They will write papers using primary and secondary sources

HIST 312 England to 1485 (3 Credit Hours)
This course examines the history of medieval England, with an emphasis on its cultural history as manifested through written documents, material remains, art and music.
Interdisciplinary Option: Medieval Studies, Shakespeare Studies
Course equivalencies: X-HIST329/MSTU340
Outcomes:
Students will understand that English culture is an amalgamation of Anglo-Saxon and Norman-French culture, with influences from the Celtic and the Latin culture of Roman Catholicism; and will gain skill in the analysis of primary sources

HIST 314 Renaissance (3 Credit Hours)
This course examines the political and cultural life of Italy's five principal city-states (Rome, Florence, Venice, Milan and Naples) from the era of St. Francis and Dante until the sack of Rome in 1527.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies, Shakespeare Studies
Course equivalencies: HIST314/MSTU336
Outcomes:
Students gain appreciation for the debate about a rebirth of ancient culture in the city-states of Italy; They acquire special cognizance of humanism as a historical phenomenon and the influence of humanism on education, politics, the visual arts and religion

HIST 314A The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

HIST 315 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Interdisciplinary Option: Catholic Studies, European Studies, German Studies, Shakespeare Studies
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

HIST 316 History of Poland (3 Credit Hours)
This course examines political, socioeconomic, and cultural developments in Poland since the first Polish state. Its major themes include: the consolidation of the Polish state; economic and political problems in the 17th Century; revolution and independence; World War II; Communist rule in Poland; and Solidarity.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will improve their analytical, quantitative synthetic, and critical cognitive skills; develop written and oral communications skills; and gain historical knowledge

HIST 317 Age of Absolutism & the Enlightenment (3 Credit Hours)
The course explores the period that leads directly into the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students gain an appreciation of the social and economic role of Western Europe in the world of the 17th and 18th centuries; the nature of classic absolutism as illustrated by the reign of Louis XIV of France; and the origin and evolution of Prussia and Austria as examples of enlightened absolutism

HIST 318A Early Modern England 1485-1760 (3 Credit Hours)
This course surveys the major political, social, economic, religious, and cultural developments in England under the Tudors, Stuarts and early Hanoverians (1485-1760).
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students examine the complexities of the aftermath of the Wars of the Roses; the English Reformation; Elizabethan and Jacobean culture and society; the English Civil War and Glorious Revolution of 1688; the wars against Louis XIV; and the rise of England as a great power

HIST 318B English Social History 1450-1750 (3 Credit Hours)
This is a course in the social and cultural history of early-modern England. It focuses, in particular, upon the tension between how early modern English men and women saw their world (ordered, hierarchical, stable, divinely sanctioned) and what their world was actually like (disordered, socially mobile, unstable, secular).
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of the best and most recent work in demography, iconography, family history, women's history, and the histories of material culture, popular culture, religion, education and crime, and be exposed both to a wide variety of historical methodologies as well as related fields such as anthropology and art history

HIST 318C London 1550 - 1715 (3 Credit Hours)
This interdisciplinary introduction to the history of London will assess the economic, political, social, and cultural reasons for the city's importance in British and world history.
Interdisciplinary Option: European Studies, Shakespeare Studies, Urban Studies
Outcomes:
Students will gain an understanding of how a variety of source materials can be are used to develop an urban history of Great Britain's capital and apply this knowledge to enhance their own communication and critical thinking skills

HIST 320 Era French Revolution & Napoleon (3 Credit Hours)
This course analyzes the causes, meanings, and consequences of the French Revolution of 1789 by examining French society and culture from the age of absolutism to the end of Napoleon Bonaparte's empire.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of both the Revolution itself and its effects on the course of world history and become familiar with variety of analytic styles, such as narrative, political, economic, social, Marxist, and revisionist approaches to the history of the period

HIST 321 19th Century European Culture and Ideas (3 Credit Hours)
This course investigates the main currents of European thought and culture from the Romantic era to the fin de siècle. Using literary texts and music, as well as visual arts, we will study the major intellectual trends of the nineteenth century and attempt to determine their influence on European society.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
By using their historical knowledge of nineteenth century Europe as a guide, students will develop critical thinking and communications skills about the art, music, and literature of the era

HIST 322 Modern France: From Empire to Postcolonial Nation (3 Credit Hours)
This course explores the cultural and political development of modern France as a nation and imperial power. It examines the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens, state, colonized peoples, and empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST338/INTS338
Outcomes:
Students will understand how the development of French republicanism and Enlightenment thinking shaped nation and empire building in the 19th century but also influenced colonial resistance in the 20th century

HIST 324 Italy 19th & 20th Centuries (3 Credit Hours)
This course studies the major currents in Italy from the defeat of Napoleon to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: HIST335/INTS335/ROST335
Outcomes:
Students explore the political, social, religious, economic and intellectual currents against the background of Italy's unification as a nation-state

HIST 325 Modern Britain: Empire, Industry, Democracy (3 Credit Hours)
This course examines political changes in Britain, economic and social causes and consequences of industrialization, and the changing position of Great Britain in Europe and the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate an understanding of the political process of democratization and the global affect of economic change on Britain as evidenced in the extension of voting rights, the growth of Empire, the creation of the Commonwealth and participation in the European Union

HIST 325A The British Empire: From Barbados to Brexit (3 Credit Hours)
This course examines the rise and decline of Britain's empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST332/INTS332
Outcomes:
Students will understand the different factors responsible for its growth; relationship of empire and British economic and political change; place of empire in the Victorian ethos; different imperial governing arrangements; growth of nationalism and movements for independence within the empire and commonwealth

HIST 326 Ireland: Colony to Nation State (3 Credit Hours)
This course traces the transformation of Britain's oldest colony into an independent nation between the seventeenth and twentieth centuries.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: HIST333/INTS333
Outcomes:
Students will develop an understanding of how Irish nationalism shaped British and Irish history and use Ireland as a template to develop critical thinking and communications skills about the transformation of colonies into independent states

HIST 327A The Balkans: History, Fiction, Film (3 Credit Hours)
Covering southeast European areas once ruled by the Habsburg, Venetian, and Ottoman Empires, the course explores the following issues: the rise and fall of empires; nationalism and nation-formation; Communism and post-socialist transformations; popular culture and politics; and experiences of war, organized violence, and international intervention.
Interdisciplinary Option: European Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will gain fain factual knowledge (terminology, trends, basic structures) of Balkan societies and develop advanced skills in speaking and writing about history

HIST 328 Russia Pre-1917: Empire Building (3 Credit Hours)
This course examines how, by the middle of the 19th century, Russia emerged as the largest empire in the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to explain how Russia survived the ravages of the Mongols under Chingis Khan, the reign of terror under Ivan the Terrible, westernization under Peter the Great; opened itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and remained a deeply divided society ready to explode in 1917

HIST 328A Russian Empire and Literature (3 Credit Hours)
This course examines a history of the Russian empire through the works of Russian literature. What Russian writers from Pushkin to Tolstoy can tell us about Russia and how a history of the Russian empire is crystallized in the works of fiction are among the issues addressed in this course. Course introduces students to the history of the Russian empire and classics of Russian literature. A historical and literary context will help students understand the predicament of contemporary Russia.
Interdisciplinary Option: European Studies

HIST 329 Women's Sphere in Past Society (3 Credit Hours)
This course examines comparative perspectives on feminism, sexuality, and women in the family and in public life in Europe 1700-present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST293/WOST256/WSGS256
Outcomes:
Students will demonstrate understanding of women's contributions to history, historian's perspectives on women in history, and the gendered definition of public and private spheres

HIST 329C Empire, Sex, Violence: European Colonial History (3 Credit Hours)
This course examines European colonialism in Africa and Asia. Topics include theories of imperial expansion; the rise of "scientific" racism; the role of class and gender in colonial ideologies; the relationship between ideas of "civilization" and colonial violence; the forces behind decolonization; and globalization in the post-colonial world. Students will know the political and socio-economic factors that shaped European imperialism in the nineteenth and twentieth centuries and understand the consequences of colonialism and decolonization on the world today.
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies

HIST 329N Modern European Nationalism: Myth and Reality (3 Credit Hours)
The course will begin by tracing the origins and various forms of European nationalism, continue with the establishment of nation-states in Western and Eastern Europe, and end with a discussion of various national and ethnic issues that dominate European political and ideological discourse today.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will explore ways in which nationalism has affected relations between individuals, communities, and states in Europe; Students will assess nationalism's adaptability to diverse social, political, and cultural environments

HIST 330 Europe in the Age of Catastrophe, 1900-1945 (3 Credit Hours)
This course traces the origins of the two world wars in the first half of the twentieth century and assesses the cultural and political movements that transformed Europe and the west in those years.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST325/INTS376
Outcomes:
Students will develop critical thinking and communications skills about how the contemporary world was shaped by the political, military, cultural, and social transformations in the first half of the twentieth century

HIST 330F Fascinating Fascism: 1919 to the Present (3 Credit Hours)
The recent emergence of populist nationalism in the western world has sparked a renewed interest in the political phenomenon of Fascism. This course explores the rise and evolution of Fascist movements and regimes from early twentieth century to the present. Students will learn about the characteristics of Fascist movements, the circumstances that brought some of them to power, and the factors that shaped the behavior of Fascist Regimes.
Interdisciplinary Option: European Studies, Global Studies

HIST 331A Food, Hunger, and Power in the Modern World (3 Credit Hours)
This course explores how conflicts over food shaped the modern world. We compare shifting interpretations of famine (in Ireland, India, and Ethiopia), and explore how food became a "weapon of war" during the World Wars. Finally, the course analyzes how race, gender, and class shaped American food and welfare policies.); Students will develop skills in analytically interpreting both primary and secondary sources; Students will have engaged in independent research with both primary and secondary sources to complete a historical research project; Students will understand how race and gender have shaped and been shaped by the modern food system.
Interdisciplinary Option: Bioethics, European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will have developed an awareness of the biological, political, social, cultural, and economic meanings of food in modern societies; Students will have gained exposure to different methodological approaches to studying food and hunger (anthropology, economics, sociology, psychology, gender studies etc

HIST 334A The Nazi Revolution (3 Credit Hours)
The course will deal with the causes, main features and consequences of the Nazi movement in Germany and Europe from 1919 to 1945.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
The students explore the origins of Nazism and the reasons for Hitler's success; Students appreciate the elements of "Nazi culture," the nature of Nazi rule in the 1930s, Nazi foreign policy and aggression in the 1930s, and World War II; They acquire a sense of the Nazi movement as a phenomenon growing out of unique German circumstances as well as one reflecting the larger context of modern western history

HIST 334B The Holocaust: History and Memory (3 Credit Hours)
This course explores a defining event of modernity, the genocide of Europe's Jews, by exploring Nazi actions, victims' varied experiences, and international reactions. We will also tackle questions like: Was the Holocaust unique? What does it mean to be a "bystander"? What are the politics of memory and commemoration?
Interdisciplinary Option: European Studies, Global Studies, Peace, Justice, and Conflict Studies, Polish Studies
Course equivalencies: X-HIST304/PAX 304
Outcomes:
Students acquire a sense of the causes, processes and implications of recent genocide; They are challenged to develop the outlines of a theory for predicting when genocide is likely to occur and to provide a clear definition of the term; Most importantly, they articulate from the historical data ways to prevent genocide

HIST 335 The Second World War (3 Credit Hours)
The course examines the history of the war from its origins to the destruction of the Axis powers and the onset of the Cold War.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST326/INTS328/PAX 326
Outcomes:
Students will understand the interrelationship among political, social, economic, military, and diplomatic developments as demonstrated in the events of the Holocaust, the spread of nationalism, and the origins of the Cold War

HIST 336 Contemporary Europe 1945 to Present (3 Credit Hours)
This course examines the postwar world, the movement toward European integration; the tensions between East and West; problems and proposed solutions in contemporary Europe, as well as responses to these issues made by intellectual and cultural leaders of the modern age.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST327/INTS327
Outcomes:
Students will understand the process of European integration, including the effects of the Cold War on Europe, the challenges of the re-unification of Germany, the integration of ten Central European nations into the European Union, and cultural reactions to these developments

HIST 337 Rise & Fall of Soviet Union (3 Credit Hours)
This course will cover such issues as the Revolution and Civil War, Stalin's repression, victories in World War II, the years of stagnation, Soviet society, its institutions and culture.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-HIST341/INTS392
Outcomes:
Students will be able to explain how the Russian Socialist revolution came into being, what kind of society it sought to create, and how this new society, the Soviet Union, developed and finally dissolved in 1991

HIST 337A Women in Russia and Eurasia, 1860-Present (3 Credit Hours)
This course surveys the experiences of women in the late Russian empire, the Soviet Union, and the states that now comprise the region. In particular, we will examine the ways in which writers, filmmakers, and activists of the 19th, 20th, and 21st centuries have addressed the 'woman question.'
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will gain understanding of key concepts related to women's history in Russia; they will produce written and oral commentaries on the texts and issues studied in class

HIST 338A History of European Communism (3 Credit Hours)
In this course students will study the history of European Communism from its inception. The success that this ideology enjoyed among European societies makes it necessary to study this phenomenon in detail. The course will begin by tracing the origins of Communism and end with a discussion of its downfall.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 338B Eastern Europe in the 20th Century (3 Credit Hours)
This course offers a historical survey and analysis of the processes of political, social, cultural, and economic change that affected Eastern Europe in the twentieth century. The course will begin with the break-up of multi-national empires in Eastern Europe and end with the collapse of communism.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 339C Modern Europe and the Arts (3 Credit Hours)
This course takes advantage of Chicago's access to one of the most important collections of modern European art in the world. The Art Institute of Chicago offers masterpieces representing every major aesthetic movement in Western history. Full appreciation of these treasures involves recognizing the historical circumstances that surrounded their creation and considering the ideas their creators intended to communicate.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST305/INTS305A
Outcomes:
Students will better appreciate the great works themselves and learn from them about major developments in modern European social, political, and cultural history

HIST 339F History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

HIST 340B Introduction to Islamic History (3 Credit Hours)
This course focuses on the early and medieval history of the states, societies, and cultures of the Middle East from the prophetic mission until the fall of the 'Abbasid empire in 1258.
Interdisciplinary Option: Middle East and Islamic World Studies, Medieval Studies
Course equivalencies: X-HIST312/IWS312
Outcomes:
Students will demonstrate an understanding of the impact of Islam as a religious and cultural phenomenon and be able to analyze historically the Quran as well as primary sources from jurisprudence, philosophy, ethics, and historiography

HIST 341 Modern Middle East (3 Credit Hours)
This course surveys the modern Middle East, with a focus on the Arab world.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST313/INTS313/IWS313
Outcomes:
Students will demonstrate an understanding of the Ottoman background; the age of imperialism; and the 20th century, and be able to approach the period from an anthropological as well as historical perspective

HIST 341B Arab-Israeli Conflict (3 Credit Hours)
This course explores the history of the Arab-Israeli conflict since the beginnings of the immigration of the East Europeans and Russian Jews to Ottoman Palestine in the late 19th century.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies, Peace, Justice, and Conflict Studies
Course equivalencies: HIST322/INTS322/PAX 322/IWS322
Outcomes:
Students will gain understanding of national Zionism in Europe; Ottoman and British Palestine; the declaration of the state of Israel; the Palestinian refugee problem; the Arab-Israeli wars; the Camp David agreement and recent peace talks and their aftermath

HIST 341C Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

HIST 342A African History to 1600 (3 Credit Hours)
This course traces the history of the African continent to 1600.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST350/BWS 386/INTS378
Outcomes:
students will demonstrate understanding of the development and diversity of political, economic, ecological, cultural and religious forces in Africa, as well as the relationship between Africa and other world areas

HIST 342B African History Post-1600 (3 Credit Hours)
This course traces the history of the African continent from 1600 to the present, i.e., from the tumult of the slave trade through Africa's resistance to European imperialism and colonialism, and its eventual emergence as an independent continent.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST351/BWS 387/INTS351
Outcomes:
Students will appreciate the legacies of colonialism and place the contemporary problems of independence in historical perspective

HIST 342C The History of Islam in Africa (3 Credit Hours)
This course examines the development of Islam in Africa, including issues such as Islamic mysticism, eschatology, and state formation.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST349/BWS300/IWS349
Outcomes:
Students will gain an understanding of how and when Islam entered Africa and how the religion shaped African societies prior to the colonial period

HIST 342D African Diaspora in the Middle East and South Asia (3 Credit Hours)
The purpose of this course is to explore the African Diaspora as it pertains to the Middle East and South Asia. Issues such as the concept of slavery in Islam, and identity preservation will be treated throughout the course of the semester. Emphasis will be placed on the role Black Africans such as Antara ibn Shadad, Malik Kafur, and Malik Ambar, just to name a few, played in the formation and crystallization of Middle Eastern and South Asian states, kingdoms and empires.
Interdisciplinary Option: African Studies and the African Diaspora

HIST 342M African Music's Influence on American Music (3 Credit Hours)
This historically-based exploration will analyze the role that African music from the continent played in shaping and forming such American musical forms as the Blues, Jazz, Rock and Roll, Soul Music, and Hip-Hop. The course begins in 15th century West Africa, and ends in the late 20th century American milieu.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will demonstrate understanding of the development and diversity of African, as well as the influence of African music on American culture

HIST 343 Modern South Asia (3 Credit Hours)
This course will examine the modern history of South Asia. It will explore the history of South Asia with a thematic and chronological approach. Important subjects to be examined include: early modern state formation, colonial forms of knowledge, religious identity, gender and class relations, and the political economy in the early modern and colonial state.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will enhance their written and oral communication skills; improve their critical thinking skills and improve their ability to engage in historical analysis

HIST 345A Traditional China from Antiquity to 1550 (3 Credit Hours)
This course will trace Chinese history from the origins of classical Chinese civilization in the Shang and Zhou periods to the evolution of an agrarian society under the imperial state.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342/ASIA341
Outcomes:
Students will gain an understanding of how domination by aristocratic lineage gave way to the Confucian state and society based on peasant farming; and how a bureaucratic and autocratic polity existed in symbiosis with a socioeconomic elite that maintained itself through the dominance of the agrarian economy as well as through increasing access to the sources of commerce and trade

HIST 346A Early Modern China: 1550-1800 (3 Credit Hours)
This course studies early modern Chinese society, economy, and the state from ca. 1550 to 1800, a period which marked the culmination of the development of the centralized, bureaucratic, imperial state and exhibited significant innovations in economic structure and activity. Students will be able to describe the pressure of unprecedented demographic growth, and explain how the society began to experience many of the problems that continue. They will be able analyze China's failure to build on its earlier economic and technological successes by exploring intellectual life and its relation to scientific and technological innovation.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST344/ASIA344/INTS371

HIST 346B Reform & Revolution in China, 1800-1949 (3 Credit Hours)
This course explores China's attempt to adjust to the complex transformations in its economy, society, politics and intellectual life initiated during the early modern period and transfigured into crisis proportions by unchecked demographic growth. These challenges were heightened and made more acute by the often hostile encounter with first the West and then Japan through the end of World War II.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST345/ASIA345/INTS372
Outcomes:
Students will be able to describe and assess the numerous evolutionary and revolutionary strategies for change during the period in China under discussion

HIST 346C History of Christianity in China (3 Credit Hours)
The course will cover the encounter between China and Christianity, from 7th century Nestorian monks, 12th century Franciscan Missions, 16th century Jesuit missionaries, Christianity in the period of Western imperialism, the expulsion of Western missionaries after the 1949 Communist revolution, and the formation of underground churches. Develop critical, writing, and research skills. Deepen understanding of Christianity as a world religion, the history of China, Christianity in China, and historical ties between China and The West.
Interdisciplinary Option: Asian Studies, Catholic Studies, Chinese Language & Culture, Global Studies

HIST 347A China Since 1949: The People's Republic (3 Credit Hours)
This course examines the attempt to create and foster the growth of a socialist state and society in China under the Chinese Communist Party, with attention to the steady transformation of society, the economy, and political life since 1949.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346/ASIA346/INTS373
Outcomes:
Students will be able to assess the major convulsive episodes such as land reform, the Great Leap Forward, the Great Proletarian Cultural Revolution, the Four Modernizations, and the impact and legacy of Mao Zedong

HIST 347C Cultural Revolution-China (3 Credit Hours)
The Great Proletarian Cultural Revolution (1966-1976) was a watershed in China's modern history. Over the course of a decade, Mao summoned the populace to battle "bourgeoisie" of the state by attacking various parts of the social, cultural and political structure.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346B/ASIA346B/INTS346B
Outcomes:
Students will examine the Cultural Revolution from the perspectives of political, social, and cultural history, utilizing memoirs, oral histories, documentary and dramatized films, primary documents written by China's party leaders, and scholarly writings; come to understand these events not solely from the hindsight of post-reform China, but from the perspective of the times during which these events unfolded; and develop their own understandings of what these years meant for the shaping of modern China's state, economy, institutions, and citizens

HIST 347D Modern Chinese History through Film (3 Credit Hours)
This course presents Chinese modern History through the lens of feature films and documentaries. Through a chronological approach, it focuses on the period from the Opium Wars to the present. It discusses political struggles, economic shifts, the encounter with Western Imperialism, the birth of Communist China, the shift to a market economy; it focuses on issues of war, gender, society, rural versus urban, and the environment. Acquire a non-Western Historical perspective; understand diversity in the World; be conversant in modern Chinese History; connect those notions to the historical development of the West; understand film theory and practice.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Film & Digital Media Studies, Global Studies, International Film & Media Studies

HIST 349 Contemporary Global Issues: Historical Perspectives (3 Credit Hours)
This course will introduce students to important contemporary issues such as globalization, resurgent ethnic and religious strife, racism, imperialism, and the crisis of the nation state, among others. Both thematic and chronological approaches will be employed in examining selected world regions.
Interdisciplinary Option: Global Studies
Course equivalencies: HIST299BCDE/INTS298
Outcomes:
Students will be able to demonstrate an understanding of the way history shapes pressing issues in the contemporary world, the way a historical approach helps make sense of these same issues, and the value of comparative study and analysis across time and place

HIST 349A Women in East Asia (3 Credit Hours)
This course studies the lives of Asian women in China, Japan, and Korea from early modern times to the present by examining changing roles of women and how these changes have come about.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture, Women & Gender Studies
Course equivalencies: X-HIST296/ASIA296/INTS296/WOST
Outcomes:
Students will be able to explain how life reflects law in the political, social, economic and cultural history of Asian women; how imperialism and war have affected women; how women have effected change

HIST 350 Colonial Latin America (3 Credit Hours)
This course will introduce students to the major themes in the colonial history of the region known today as Latin America from conquest to independence.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST352/LASP350
Outcomes:
Students will be able to demonstrate an understanding of the following broad themes: the nature and difficulties of colonial rule in culturally diverse societies; the different ways in which individuals from all walks of life fared in the colonies; and the role that religion and the church played in everyday life

HIST 351 Latin American Independence, 1750-1830 (3 Credit Hours)
This course examines independence movements and wars in the region known today as Latin America. Course readings and lectures will explore the impact of the Enlightenment on Bourbon Spain and Spanish America, new movements toward free trade, friction between the church and state, and crown policies toward indigenous peoples.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST353/LASP351
Outcomes:
Students will be able to demonstrate an understanding of the basic contours of independence movements in Latin America

HIST 352 Latin America in the 19th Century (3 Credit Hours)
This is a survey course that introduces students to the history of Latin America during the nineteenth century through two: 1) Nation Formation: 1780s-1850s and 2) Liberal Reforms and Progress: 1850s-1910.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST354/LASP352
Outcomes:
Students will demonstrate an understanding of the persistence of political instability, the problems of economic development, and elite and popular perceptions of race, class, and gender; Students will also be able to draw comparisons between different Latin American experiences

HIST 353 Latin America in Recent Times (3 Credit Hours)
This course examines major political, cultural and socio-economic developments in Latin America from the twentieth century to today. Topics to be covered include nationalism and revolution, military dictatorship and state oppression, and hemispheric relations.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST355/INTS389/LASP353
Outcomes:
Students will be able to demonstrate a broad understanding of the impetus behind the following events and themes: the Mexican Revolution of 1910; Castro and the Cuban Revolution; Peronism; Dirty Wars in Chile, Argentina and Central America; Cold War politics and CIA operations; and the current Drug War in Colombia

HIST 355 The Caribbean & Central America in Colonial/Modern Times (3 Credit Hours)
This course examines the Caribbean and Central America from European conquest and colonization to the present day.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST356/INTS380/LASP354
Outcomes:
Students will demonstrate an understanding of the significance of the Caribbean and Central America region in world, but especially US, politics since the nineteenth century and increasingly during the Cold War; Students will demonstrate an ability to draw comparisons and contrasts between nations in these regions, especially as they relate to the rest of Latin America and the United States

HIST 356 Mexican History-Ancient to Modern Times (3 Credit Hours)
This course will introduce students to the major themes in Mexican history from pre-Columbian to contemporary times based on three historical periods: Early Mexico, the Nineteenth Century, and Recent Mexico.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST357/INTS379/LASP355
Outcomes:
Students will be able to demonstrate an ability to draw on the major themes in Mexico history as they relate to the Aztec empire, Spanish conquest and colonialism, independence, modernization, revolution, and democratization

HIST 357 The Mexican Revolution in Popular Imagination (3 Credit Hours)
This course explores debates about the Mexican Revolution (1910-1917) by analyzing its interpretation in scholarship and its representations in memoir, fiction, art and film.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will demonstrate an understanding of the Mexican Revolution as an event and as a myth in history and popular culture

HIST 358 Women in Latin American History (3 Credit Hours)
This course introduces students to the life experiences of women in Latin America through history, film, oral history, and their personal narratives.
Interdisciplinary Option: Global Studies, Latin American Studies, Women & Gender Studies
Course equivalencies: HIS358/INT368/LASP299/WSGS385
Outcomes:
Students will demonstrate an understanding of the way notions of femininity have been constructed and have changed over time throughout Latin American history, the various and sometimes subtle ways that women have empowered themselves, and the more overt politicization of women since the mid-twentieth century

HIST 359 Teaching World History (3 Credit Hours)
This course focuses on pedagogical approaches, curricular analysis, and methodological developments in the field of World (or Global) history. Students will become familiar with world history by developing a syllabus for a course they may teach in the future at the high school or college level.
Interdisciplinary Option: Global Studies

HIST 359D The Ottoman Empire: A Global Perspective (3 Credit Hours)
The main themes of the course include rise and development of the Ottoman Empire; relations between Muslims, Jews, Christians, and other communities; the practices of inclusion and exclusion along class, gender, and ethno-religious lines; the rise of nationalism; experiences of violence and war; and imperial legacies in post-Ottoman states.
Interdisciplinary Option: European Studies, Middle East and Islamic World Studies
Outcomes:
Gain factual knowledge; Learn to analyze different ideas and texts

HIST 359E Concentration Camps: A Global History (3 Credit Hours)
This course explores the underlying logic of extrajudicial encampment from the camps of 19th-century colonialism to the Soviet Gulag, Nazi death camps, and more contemporary detention centers for refugees and political prisoners. Why have modern states - across the ideological spectrum - made use of camps against real and perceived enemies? Students will understand the underlying political, racial, and economic motives that lead to concentration camps. A transnational approach will help students contextualize specific camp regimes within a larger global history.
Interdisciplinary Option: European Studies

HIST 359F Genocides in the Modern World (3 Credit Hours)
This class evaluates the motives and circumstances of global genocides and uncovers the experiences of those targeted by genocidal violence. The course will range widely from settler colonial violence in the Americas to the Armenian Genocide, the Holocaust, the Khmer Rouge, Rwanda, ISIL, and beyond.
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will compare and contrast global genocides across space and time, evaluate the configurations of twentieth-century politics that have generated multiple genocides, and hone critical reading and writing skills

HIST 359H Anti-Colonial Resistance in the Twentieth Century (3 Credit Hours)
This course will explore the end of modern colonialism and the emergence of nation-states in Africa and Asia: one of the most significant transformations in modern history. It will consider how imperial agents justified their subjugation of colonized peoples and how colonial objects came to resist and end colonial rule.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn about theoretical, political, and historical explanations about the processes of resistance and decolonization; Further, they will develop critical analysis skills and historical knowledge

HIST 360 Community and Culture in Colonial America (3 Credit Hours)
This course covers the story of America's colonial past from its origins in the Atlantic world of the 16th century through its contact and conflicts with Native American peoples.
Outcomes:
Students will demonstrate an understanding of the process of colonial settlement, colonial labor and economic patterns, trans-Atlantic immigration, Colonial Wars of Empire and the conquest of native lands

HIST 360A Slavery and Abolition: Then & Now (3 Credit Hours)
This course will first examine the history of slavery in the ancient and medieval eras, but is devoted mainly to the rise and maturation of slavery and slave trading in the Atlantic world (ca. 1500-1865). The last third of the class charts the resurgence of post-abolition slavery.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn about slavery past and present to fashion a moral philosophy of human freedom that can make a world without slavery a reality

HIST 361 The American Revolution, 1763-1815 (3 Credit Hours)
When British colonists in North America declared themselves independent from the British Crown in 1776, they affected the most successful revolution in modern history. This course covers the antecedents and outcomes of their actions from the Seven Years War through the American Revolution to the War of 1812.
Outcomes:
Students will demonstrate an understanding of the origins, actions and significance of the American Revolution; the development of the United States Constitution; and the development of the nation up the War of 1812

HIST 362 America in the Age of Slavery and Capitalism (3 Credit Hours)
This course covers United States social, cultural, economic, and political development during the first half of the nineteenth century.
Outcomes:
Students will demonstrate an understanding of how Modern America was built between 1800 and 1850 through the study of urban development, immigration, gender history, educational developments, wars of expansion, and the growth of a democratic society

HIST 363 Civil War & Reconstruction 1850-1877 (3 Credit Hours)
This course covers the crisis of the Union from the Compromise of 1850 through the Civil War and the era of Reconstruction.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST363/BWS 363
Outcomes:
Students will demonstrate an understanding of the institution of slavery, the rise of abolitionist sentiment, the failure of democratic political institutions, the military history of the war, its cultural impact on the nation, and the struggle for racial justice in the Reconstruction era

HIST 366A World War I and American Culture (3 Credit Hours)
Although World War I's impact on America paled in comparison to that of the European combatants, the wartime experiences affected the nation's economic, political, and cultural life for the remainder of the twentieth century. This course examines America's World War I experience and explores its legacy.
Outcomes:
Students will understand how the United States underwent the transformation from a relatively minor player on the international scene to an international presence, how those living through these years experienced social, cultural, economic, and political challenges associated with American life in the twentieth century; and how the roads taken and not taken during this period have shaped the options available to us today

HIST 367 United States from Great Depression to Recession (3 Credit Hours)
This course focuses on American history from 1929 to the present, a period of economic turmoil, domestic reform, and international engagement.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate historical knowledge of the politics and government of the United States since the start of the Great Depression and develop critical thinking and communication skills

HIST 369 20th Century Popular Culture (3 Credit Hours)
This course examines the social and cultural patterns of twentieth century life as revealed in popular novels, vaudeville, movies, music, nightlife, and advertising.
Outcomes:
Students will be able to demonstrate historical knowledge of American traditions of success, family, home, consumption and culture, to draw links between gender and social life, and to develop critical thinking and communication skills

HIST 370 American Business, Wealth, and Inequality (3 Credit Hours)
Beginning with colonization and extending to the 2000s global expansion of Starbucks, this course outlines the history of American business, wealth, and the attendant inequality by exploring the interplay between business, labor, politics, and culture.
Interdisciplinary Option: Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will improve their written communication skills; develop their critical thinking skills; and learn how to execute historical analysis

HIST 372 American Constitutional & Legal History to 1865 (3 Credit Hours)
This course focuses on the constitutional and legal history of the U. S. from colonial times to the end of the Civil War.
Outcomes:
Students will be able to demonstrate historical knowledge of American legal traditions of common law, federalism, and civil liberties, to draw links between social and legal change; to evaluate US Supreme Court decisions, and to develop critical thinking and communication skills

HIST 373 US Law & Public Policy (3 Credit Hours)
This course focuses on the constitutional, legal, & public policy history of the U. S. from the end of the Civil War to the twenty-first century
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate knowledge of American legal traditions of federalism, civil rights, criminal justice, and civil liberties; understand social, legal, & policy changes; and evaluate US Supreme Court decisions

HIST 373A Crime and Punishment (3 Credit Hours)
This course examines how notions of crime and punishment have evolved between the nineteenth and twentieth centuries (with the early modern period serving as a backdrop).
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: X-HIST373A/CRMJ345
Outcomes:
Students will be able to draw conclusions on what precisely caused the shifts in punishment, with attention to such things as the professionalization of the judiciary, industrialization and urbanization, the American Civil War, and Constitutional changes; Students will also gain an understanding of sociological and anthropological approaches to this topic

HIST 374 Black Politics (3 Credit Hours)
This course will present a general overview of black politics in America, including the major black political ideologies and their theoretical underpinnings and the role of race in urban politics in the late twentieth and early twenty-first centuries.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST374/PLSC393/BWS374
Outcomes:
Students will gain an understanding of how the circumstances of Reconstruction shaped black political ideologies; how blacks came into political power in major urban centers; and what the contours of debate are in the black community over provocative issues such as the criminal justice system, affirmative action, reparations, and education

HIST 375 Digital History (3 Credit Hours)
Digital resources make primary source material available while database, mapping, and text-mining applications allow us to ask new types of research questions. Digital history is more than just gaining familiarity with digital resources, applications, and platforms; it is about understanding how using these tools has changed the way we study history.
Outcomes:
Gain an introductory technical knowledge of digital tools or methods; Learn to apply technical knowledge about digital history tools to historical questions; Acquire experience managing and creating a team-based digital humanities

HIST 376 History of the American Frontier Movement (3 Credit Hours)
This course will cover the process of frontier expansion in American history.
Outcomes:
Students will understand the frontier as a social process that was part of the American experience from its earliest colonial origins to the end of the nineteenth century; Students will also understand the frontier as a place in the western United States where Americans engaged in cooperation, conflict, and conquest with native peoples, Mexicans, and Asians

HIST 376A History of the American Indian (3 Credit Hours)
This course is a survey of the history of American Indians, including the variety of Pre-Columbian societies, the encounter between Indians and European settlers, the impact of Eurasian diseases, American Indians' fight to avoid removal from their homelands, and the resurgence of Indians as sovereign peoples.
Outcomes:
The student is to emerge from the course with an enhanced ability to appreciate the unique cultures and experiences of American Indians; appreciate the many and important ways in which Indian peoples have changed and adapted over time; and understand the religious, racial, and cultural values that motivated European-American policies toward American Indians

HIST 377 African American Women's History (3 Credit Hours)
Course deepens students' understanding of African American History by emphasizing African American women's leadership, intellectualism, challenges, and social impact. Covering multiple eras from slavery, the civil rights movement to the present-day and difficult topics (including sexual assault), the course examines the diverse experiences of historically marginalized black women.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students become familiar with multiple important African American historical figures; increase their understanding of intersectionality (race, gender, sexuality, class) in American history; and gain essential research skills

HIST 378 Latina/o History (3 Credit Hours)
This course introduces the history of Latinos in the United States from the Spanish Colonial period to the present.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: X-HIST378/LASP378
Outcomes:
students will develop a greater appreciation and understanding of the important roles played by Latino men and women in U.S. society; the heterogeneity of the Latina/o population, including generational, regional, class, and gender divisions; and the formation of transnational immigrant communities

HIST 379B History of Italians in Chicago (3 Credit Hours)
The History of Italians in Chicago offers an in-depth look at one of Chicago's important ethnic groups. The course will utilize local resources and include a number of guest speakers from the fields of sociology, literature and political science.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will understand the major social-economic forces shaping the history of Italians in Chicago; learn how to do primary research; see themselves and local institutions as a part of history

HIST 380 Introduction to African-American History (3 Credit Hours)
This course is a general survey of African-American history from its African origins to the Present.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST380/BWS 380
Outcomes:
Upon completion of this class students should have a broad understanding of African-American History from 17th to the early 21st century

HIST 380A Islam in the African-American Experience (3 Credit Hours)
This course traces the development of Islam among African Americans from West African societies prior to the trans-Atlantic slave trade to the influence of Islam on popular culture in the 21st century.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST380A/BWS302/IWS380
Outcomes:
Students will gain an understanding of how Islamic identity was maintained in the face of slavery, how and if African-American Muslim communities differ from their emigrant counterparts, and how black nationalist groups such as the Moorish Science Temple and Nation of Islam influenced the Islamization of black consciousness in the 20th century

HIST 381 Rebels & Reformers in U.S. History (3 Credit Hours)
This course explores the success and failure of radical political and social movements in the United States.
Interdisciplinary Option: African Studies and the African Diaspora, Peace, Justice, and Conflict Studies, Women & Gender Studies
Course equivalencies: HIST381/AFR388/PAX387/WSGS303
Outcomes:
Students will understand five major movements for social change in the United States: abolition, women's rights, socialism, peace, and the quest for racial equality

HIST 382 Teaching Race, Class, and Gender (3 Credit Hours)
What resources are there for future K-12 teachers wanting to explore the intersections of gender, race, ethnicity, and class into their classrooms and meet new requirements, like those in Chicago, to broaden the K-12 curriculum? This course is designed for primary and secondary education majors eager to explore digital resources.
Interdisciplinary Option: Latin American Studies, Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will: discover a range of free, digital resources; hone their critical reading and writing skills; craft and share lesson plans and reflections; write and present a peer-reviewed research paper

HIST 384 Irish Diaspora in America (3 Credit Hours)
This course examines the origins and diversity of Irish migration to the United States since the eighteenth century.
Outcomes:
Students will use historical knowledge to develop critical thinking and communications skills about the first large American ethnic minority and its impact on the history of the United States

HIST 385 Chicago in America (3 Credit Hours)
This course surveys the history of Chicago from its origins to the present, using the city as a case study of American urbanization.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST385/URB385
Outcomes:
Students will be able to demonstrate historical knowledge of Chicago's environmental, economic, social, cultural, and political history, to draw links between race relations and urban change, and to develop critical thinking and communication skills

HIST 386 Creation the American Metropolis (3 Credit Hours)
This course examines the transformation of the United States from a simple agrarian and small-town society to a complex urban and suburban nation, covering the pre-Columbian period to the present.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST386/URB386
Outcomes:
Study history of American urbanization; improve writing and analytical thinking

HIST 388 U.S. Wars (3 Credit Hours)
This course will study United States Military history from the Revolutionary War to the War on Terror. We will study key battles, strategy, weapons and leaders. We will also focus on the individual soldier: his pay, recreation, benefits and equipment.
Outcomes:
Students will gain familiarity with the military aspects of warfare in U.S. history and the social aspects of warfare; They will be challenged to integrate those varying perspectives into a coherent synthesis of the topic

HIST 388A Vietnam War (3 Credit Hours)
This course offers a comprehensive examination of origin, execution, and failure of America's war in Vietnam.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-HIST/ASIA/PAX389/INTS388
Outcomes:
Students will understand the ancient origins of the Vietnamese nation, the rise and fall of the French colonial regime, the role of Vietnam in the Cold War, the peace movement, the political and cultural impact of the war on America, the success and failures of the United States military, the impact of the war on the Indo-China region, and the memory of the war in American culture

HIST 389B Topic: Gender, Race, & Class in US History (3 Credit Hours)
This course examines the historical interplay of gender, race and class in the lives of African-American and white women in the United States.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X-HIST295/PAX295/WSGS299
Outcomes:
Students will understand critical themes and periods in the development of racism and sexism, especially the ways in which the two relate; differences and similarities in the manifestations of and reactions to racism and sexism in the lives and thought of African-American and white women of differing class backgrounds

HIST 389C Gender Benders (3 Credit Hours)
This course examines the changes in gender roles and the relationship between men and women from the colonial era to the present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST294/WOST290/WSGS294
Outcomes:
Students will demonstrate understanding of the changing expectations about and definitions of men and women of how families were organized, how childrearing was handled, who made up the home, and how work and family production followed a sexual division of labor

HIST 389F The Sixties (3 Credit Hours)
This course focuses on the turbulent years from 1960 to 1974 in American history, a period of active social movements and foreign wars.
Outcomes:
Students will be able to demonstrate historical knowledge of American social, political, gender, and cultural change during the 1960s, to draw links between popular mobilizations, countercultures, and social change, and to develop critical thinking and communication skills

HIST 389K Autobiography and Memoir in Recent US History (3 Credit Hours)
Autobiography and Memoir in Recent US History uses personal recollections as a way to get at large themes in history. Topics include immigration, nativism, ethnicity, gender, regionalism, war, religion, and class. Students read intensively as a way of understanding how individuals live their lives within large historical forces and events. This is a writing intensive course. It is also a reading intensive course. It is run as a seminar - learning to discuss and engage with ideas is a key element.

HIST 389N Anti-Immigrant Politics in U.S. History (3 Credit Hours)
The course features studies of anti-immigrant politics sponsored by: 1. the Federalist Party (late 18th c); 2. the "Know Nothing" Party (mid-19th c); 3. the Populist Party (late 19th c); 4. the Ku Klux Klan (1920s); 5. the Republican Party (early 21st c).
Interdisciplinary Option: Italian American Studies, Latin American Studies
Outcomes:
Students will use historical perspective to deconstruct the rhetoric and analyze the socio-economic and political contexts of past and present nativist political movements

HIST 389W Races to the White House: Presidential History (3 Credit Hours)
This course aims to show how the president's election, job, power, and mystique has changed since the Founding. Students will delve into the modern primary and party system's origins, the fierce debates about the Electoral College, the controversies over executive power, the media's importance, and the first families' changing role.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain historical knowledge of the American presidency, federalism, and electoral politics and develop critical thinking and communication skills

HIST 390 Senior Capstone (3 Credit Hours)
Each participant will utilize the research skills, historical studies and writing abilities acquired to date to produce a significant paper based largely on historical research in primary sources and bolstered by appropriate secondary sources. Restricted to students in senior standing.
Outcomes:
Students will be able to demonstrate appropriate historical scholarship, analysis and writing skills

HIST 397 History Honors Tutorial (3 Credit Hours)
Students in this course will produce a significant research paper on a topic of their own choice (25-30 pages) based largely on primary sources through archival research and will present their work in a symposium at the end of the course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Produce analytical arguments by using evidence and facts to interpret past events, behavior, and processes in your own historical research project; Identify the arguments put forth by historians in order to compare, evaluate, and criticize different interpretations of the past - In doing so, be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc) that historians use to make truth claims about the past; Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities, and consequences of change over time in relationship to historical events and processes; Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world - In this endeavor, students will also gain an understanding of the ethical practices and standards for historical research and writing

HIST 398 History Internship (3 Credit Hours)
This course provides three hours credit for students engaged in history related internships in the public and private sectors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to obtain an internship position, to learn on-the-job from an experienced practitioner in a wide variety of public and private sector settings, to draw links between their present situation and historical research, and to develop critical thinking and communication skills

HIST 399 Directed Study (1-3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the department's usual curriculum.
Outcomes:
Students will gain an understanding of a specific area of history through the close reading of selected texts and the preparation of a research paper

Hindi (HNDI)

HNDI 100 Urdu Script (1-3 Credit Hours)
A course in the script for Urdu, the national language of Pakistan and much of Muslim India.
Course equivalencies: HNDI100/ASIA100U/IWS100U

HNDI 101 Hindi-Urdu I (3 Credit Hours)
This course is an introduction to the two sister languages, Hindi and Urdu. No previous knowledge of either language is assumed. It also introduces the Devanagari script in which Hindi is written.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI101/ASIAHU1/IWS101U
Outcomes:
Students will be introduced to the spoken language and the script in which the majority of native speakers write the language

HNDI 102 Hindi-Urdu II (3 Credit Hours)
This course is for students who have a basic knowledge of either spoken Hindi or Urdu, but do not read or write in Hindi. The course emphasizes the ability to read and write the script and the acquisition of basic grammatical structures and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI102/ASIAHU2/IWS102U
Outcomes:
Students will be able to develop basic proficiency in the language and will be able to speak, read and write in simple sentences at the elementary level

HNDI 103 Hindi-Urdu III (3 Credit Hours)
This course is for students who have an elementary to intermediate knowledge of either spoken Hindi or Urdu but do no read or write in Hindi. The course emphasizes the ability to read and write in the script and the acquisition of formal grammar and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI103/ASIAHU3/IWS103U
Outcomes:
Students will be able to develop better understanding of grammatical structures and usage; Students will develop more proficiency in reading and writing the language at the intermediate level

HNDI 104 Hindi-Urdu IV (3 Credit Hours)
The course is a continuation of 103 and emphasizes the ability to read and write in the script and the acquisition of formal grammar and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI104/ASIAHU4/IWS104U
Outcomes:
Students will be able to develop better understanding of grammatical structures and usage; Students will develop more proficiency in reading and writing the language at the intermediate level

Honors (HONR)

HONR D101 Developments Western Thought I Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: Antiquity to the Middle Ages. All students enrolled in HONR 101 must also be enrolled in a section of HONR D101.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONRD101/CATH101D

HONR D102 Developments in Historical Western Thought II Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: the Renaissance to Modernism. All students enrolled in HONR 102 must also be enrolled in a section of HONR D102.

HONR 101 Western Traditions - Antiquity to the Middle Ages (3 Credit Hours)
This course,(and its companion, HONR 102), opens perspectives on works that have shaped the self-understanding of the Western intellectual tradition. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONR10/CATH102
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 102 Western Traditions-Renaissance to Modernity (3 Credit Hours)
This course (and its companion, HONR 101) opens perspectives on works that have shaped the self-understanding of the West. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 203 The United States Experience (3 Credit Hours)
Pre-requisites: HONR 101, HONR D101, HONR 102, HONR D102
Restricted to students in the Honors Program This course examines the formation and development of the United States. Focusing on selected topics, students learn how much is at stake in competing versions of the past. Students read influential political, literary and historical texts. Professors will introduce students to various ways of understanding the United States experience.
Outcomes:
Students will be able to demonstrate an understanding of the various ways in which the distinctive U.S. experience has been presented; Students will learn to use available public sources to conduct research on aspects of the American experience

HONR 204 Science and Society (3 Credit Hours)
Pre-requisites: Prerequisite HONR 101, HONR D101, HONR 102, HONR D102
Restricted to Honors students. Students will examine the ways natural science and social science address a particular issue as well as the effects of science on society. They will study scientific ways of knowing and organizing knowledge, and demonstrate the capacity to make reasoned and ethical judgments about the impact of science on society.
Outcomes:
Students will learn scientific principles and methods of producing knowledge and to make reasoned and ethical judgments about the impact of science on the individual, community and society

HONR 208 Encountering Latin America and the Caribbean (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102
Restricted to students in the Honors Program. This course introduces students to the history and culture of selected nations of Latin America and the Caribbean. Students will study significant ideas and events that have shaped this area. These might include indigenous cultures, colonization, slavery, race relations, independence and revolutionary movements, economic dependency and political instability.
Interdisciplinary Option: Global Studies
Outcomes:
Students will understand the relationships among cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human values and behavior, ideas of justice, and shared understandings in unfamiliar cultures

HONR 209 Encountering Asia (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course will introduce students to various regions in Asia and some of the fundamental components of Asian civilizations as they have evolved historically and persist in the modern world. Regions might include East, South and Southeast Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 210 Encountering Africa (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in Africa and some of the fundamental components of African civilizations as they have evolved historically and persist in the modern world. These might include classical African civilizations, origins of the slave trade, agriculture, ethnicities, colonialism, nationalism, the modern state.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 212 Encountering the Middle East (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in the Middle East and some of the components of selected civilizations in this region as they have evolved historically and persist in the modern world. Topics might include monotheistic religions, the Ottoman Empire, Islamic culture, creation of the modern system of states after the First World War, the place of women in Middle Eastern societies, urban and rural cultures, the political and economic consequences of water scarcity and oil wealth.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and methods of interpretation in unfamiliar cultures

HONR 216 Encountering Contemporary Europe (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to selected areas of Europe as they have evolved since World War II. Topics might include Europe's cultural history, nationalism, the European Union, immigration, economic development, and political life. Professors introduce students to various ways of approaching an area with many languages, ethnicities, nation-states and religions.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 290 Literacy Center (3 Credit Hours)
Pre-requisites: Students in or beyond their second semester; UCWR 110 or equivalent
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program. Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills.
This course satisfies the Engaged Learning requirement.

HONR 301 Honors Capstone: Moral Responsibility (3 Credit Hours)
This course is the capstone of the Interdisciplinary Honors Program and may be taught from the disciplinary perspectives of philosophy or theology. Students will be able to analyze ethical theories and to apply principles of ethical reasoning and individual moral responsibility to contemporary social issues and questions that arise in everyday life. Students must have 75 credit hours or more to enroll.
Knowledge Area: Ethics

HONR 370 Fieldwork in Honors - Internship (1-3 Credit Hours)
The main goal of this course is to provide students with valuable work experience in a professional field connected with their academic program. It allows students to apply and further develop their knowledge and skills through an internship in a non-academic setting. The course is also intended to serve as a "bridge" between college and career. This internship presents an opportunity for students to gain valuable professional experience as an intern in public or private institutions engaged in public service projects. HONR 370 will satisfy the "service" requirement for all Honors students.
This course satisfies the Engaged Learning requirement.

Human Services (HMSV)

HMSV 101 Survey of Human Services (3 Credit Hours)
Survey of Human Services will cover basic concepts and models of service delivery in the field. Primary emphasis will be on the growth and evolution of the field, types of services and needy populations, and issues that affect the delivery of human services in the United States.
Interdisciplinary Option: Human Services

HMSV 201 Human Services Practice (3 Credit Hours)
The purpose of this course is to prepare students for their future work in HMSV agencies and to introduce them to HMSV clients. The course will teach students about the basic issues that face HMSV providers and will help them put a human face on HMSV clients. In addition, the course will emphasize the importance of client diversity in formulating assessment and case management strategies for HMSV clients.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

HMSV 390 Supervised Fieldwork II (6 Credit Hours)
No course description is available
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

Interdisciplinary Studies (INDS)

INDS 380 Newberry Seminar (6 Credit Hours)
This course is for students selected for the Newberry Library Undergraduate Seminar, an interdisciplinary, humanities research course offered every Spring. The theme of research changes annually. The competition for the five spots for Loyola students is held every Fall.
This course satisfies the Engaged Learning requirement.

Italian (ITAL)

ITAL 101 Italian I (3 Credit Hours)
This course provides an introduction to the basic grammatical elements of Italian, promoting the development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 102 Italian II (3 Credit Hours)
Pre-requisites: ITAL 101
This course continues the introduction to the basic grammatical elements of Italian, promoting the further development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 103 Italian III (3 Credit Hours)
Pre-requisites: ITAL 102
This course examines more complex grammatical elements of Italian, and promotes the development of intermediate listening comprehension, speaking, reading and writing skills.
Outcomes:
Students will be able to understand and write more complex Italian sentences and paragraphs, and to produce orally and in writing paragraphs and longer pieces providing accounts of their present past and future activities, and oral and written reactions to Italian cultural products

ITAL 104 Italian IV (3 Credit Hours)
Pre-requisites: ITAL 103
This course is a comprehensive review of the basic grammatical elements of Italian, while continuing to promote all language skills with particular emphasis on reading and writing proficiency in areas of cultural and societal investigation.
Outcomes:
Students will be able to understand and write increasingly complex Italian sentences and paragraphs and to produce orally and in writing utterances and texts about Italy, its cultural distinctness and its differences from the United States

ITAL 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course can either be taken as a continuation of ITAL 250 or independently. It also emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 270 Main Currents of Italian Literature I (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts of the Middle Ages and early Renaissance in relation to the cultural and social and political history of Italy during its most noteworthy period of development.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how medieval and Renaissance Italian literary text reflect in a profound way Italy's cultural, artistic and political history in a systematic manner

ITAL 271 Main Currents of Italian Literature II (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts and films in relation to the cultural and political history of Italy from 1700 to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how Italian literary texts and film reflect in a profound way Italy's social, cultural, economic and political history in a systematic manner

ITAL 280 Masterpieces of Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected literary masterpieces written in Italian. Canonical and non-canonical works may be included, alongside essays that reflect on the definition and the history of Italian literature and its canon.
Outcomes:
By the end of the course, students will be able to describe, discuss, and present works of literature in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course explores a theme chosen by the instructor on any social, artistic, and intellectual currents in the cultural history of Italy. The course may include cultural expressions such as the visual arts, music, theatre, performance, and film. It may consider different communication platforms such as - but not limited to - social media and pop culture. It may examine different genres and periods.
Outcomes:
By the end of the course, students will be able to identify the historical and social roots of Italian cultural phenomena and differentiate traditions and cultural perspectives in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 283 Studies in Italian Authors (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected Italian authors. Canonical and non-canonical writers may be included, alongside authors of the Italian diaspora.
Course equivalencies: X-ITAL283/MSTU376
Outcomes:
By the end of the course, students will be able to describe, discuss, and present the works of Italian authors in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 284 Studies in Italian Film (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course will focus on one or more aspects of Italian films and may concentrate on narrative structure, genre, authorship, cinematography, casting, setting, and so on. The course may include a diverse selection of Italian high-brow and popular films, alongside readings that highlight their societal and cultural roots.
Interdisciplinary Option: Global Studies
Outcomes:
By the end of the course, students will be able to describe, discuss, and present on various aspects of Italian cinema and the work of Italian filmmakers; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 290 The Italians (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course aims at the acquisition of the Italian language for professional purposes in conducting business in Italy or with Italian companies. It will provide students with professional opportunities in an international and global environment.
Interdisciplinary Option: Italian American Studies
Outcomes:
By the end of the course, students will be familiar with business etiquette and the organization of Italian companies and corporations; Students will demonstrate use of appropriate written professional language in business letters and CV writing, and in oral communication; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 300 Tutorial for Credit (1-6 Credit Hours)
Students will cover a specially designed program of study through regular meeting with Italian faculty.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of literature and culture and will improve their language skills

ITAL 301 Stylistics (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course helps students develop writing skills in expository prose. Based on intensive study of advanced grammar and syntax, the course enhances students' vocabulary through prose, poetry, and essay readings.
Outcomes:
By the end of the course, students will demonstrate a firm and comprehensive command of the complexities of written and spoken Italian in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low

ITAL 305 Advanced Grammar (3 Credit Hours)
This course, taught in Italian, is a study of advanced Italian composition and rhetoric, with advanced study of Italian grammar.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skills acquired in previous courses and through experience and will strive to achieve as high a proficiency level as personally possible in their advanced Italian reading and writing ability

ITAL 308 Literary Criticism (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, and cultural approaches to literature will be studied in conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study and theory of literature in expository writing and oral presentations; ACTFL* achievement level desired: Advanced Low to Mid

ITAL 312 Dante-The Divine Comedy (3 Credit Hours)
This course, taught in Italian, will examine the Vita Nuova and Divine Comedy of Dante Alighieri and study Dante's poetic world in the context of Medieval culture.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies
Course equivalencies: X-ITAL312/CATH312/MSTU364
Outcomes:
Students will demonstrate knowledge of Dante's Italian and understanding of the historical, cultural, critical and technical vocabulary needed to analyze the Divine Comedy

ITAL 314 Survey 13th & 14th Century Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Francis Petrarch and Giovanni Boccaccio with emphasis on their respective masterpieces: the Canzoniere and the Decameron.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-ITAL314/MSTU368
Outcomes:
Students will demonstrate knowledge of Petrarch's poetry and Boccaccio's difficult prose and their techniques of composition

ITAL 315 Italian Renaissance Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Poliziano, Lorenzo dei Medici, Machiavelli and Castiglione.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Renaissance literature in a variety of genres

ITAL 316 Renaissance Chivalric Poems (3 Credit Hours)
This course, taught in Italian, will examine the Chivalric Romance Epics of Boiardo, Ariosto and Tasso.
Outcomes:
Students will demonstrate knowledge of Renaissance literature 's greatest works

ITAL 317 Survey Early 19th Century Literature (3 Credit Hours)
This course will examine the influential literary works of Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni and other authors in a crucial period in the formation of modern Italian cultural identity.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate knowledge of Foscolo and Leopardi poetry and Manzoni's prose and their literary style

ITAL 318 Survey Late 19th Cent Lit (3 Credit Hours)
This course will examine the influential literary works of Giovanni Verga and the school of Verismo and the "romanzi di formazione" of Edmondo De' Amicis, Carlo Collodi, and other significant Italian authors.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Verga and verismo and of the works of other major late-19th century authors

ITAL 319 Survey of 20th Century Prose (3 Credit Hours)
This course, taught in Italian, will examine representative Italian novels of the 20th century by authors such as Svevo, Silone, Calvino, Bassani, P. Levi, and Ginzburg.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian novelists and their prose and their literary style; Students will improve their Italian reading and writing skills

ITAL 320 Survey of 20th Century Poetry (3 Credit Hours)
This course will examine the major Italian poets of the twentieth century with emphasis on Ungaretti, Quasimodo, Montale, Pasolini, Zanzotto and Luzi.
Interdisciplinary Option: Global Studies
Outcomes:
Students will demonstrate knowledge of Italian poetry and major 20th century poets, Students will demonstrate the ability to interpret Italian poetry and will write their own Italian poetry

ITAL 331 Survey of Italian Theater (3 Credit Hours)
This course will examine representative works of Italian theater from the Renaissance to the present. Featured authors will include Machiavelli, Goldoni, Pirandello and Dario Fo.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian theater in its historical development; Students will demonstrate the ability to analyze Italian plays and act out famous scenes

ITAL 340 Italian Short Story (3 Credit Hours)
This survey course will examine representative works of the Italian short story tradition from the 13th century Novellino to the present.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian short story in its historical development; Students will demonstrate the ability to analyze Italian short stories and will create their own

ITAL 390 Culture & Civilization (3 Credit Hours)
This course taught in Italian studies the Italy that has emerged since the World War II. examines contemporary Italian culture and society and the problems Italy faces through study of a variety written texts (literary, historical, journalistic) and media.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-ITAL390/INTS394
Outcomes:
Students will demonstrate knowledge of Italian society as it has been transformed over the past 60 years and will be able to under the role of representative political and cultural figures and forces in promoting change

ITAL 395 Internship (3 Credit Hours)
The internship will enable students to gain practical experience in working in Italian government institutions in Chicago (such as the Italian Cultural Institute) or working in businesses or education.
Interdisciplinary Option: Italian Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will work 4-8 per week and reflect on their experience in conversations with supervising professor and other interns

ITAL 397 Topics in Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course explores a topic chosen by the instructor on any genre, tradition, and form in the literary history of Italy. The course may include literary expressions such as poetry, the short story, the novel, theatre, travel literature, etc., and may also consider different genres and periods.
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study of Italian literature in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low to Advanced Medium

ITAL 399 Italian Honors Tutorial (3 Credit Hours)
Pre-requisites: Instructor's consent, restricted to students in Italian BA Eligible students majoring in Italian and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member.
Interdisciplinary Option: Italian Studies
Course equivalencies: ITAL399H / ITAL399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper; Achievement level desired: ACTFL* Advanced Low to Advanced-Mid

Japanese (JAPN)

JAPN 101 Japanese I (3 Credit Hours)
This course introduces the four basic communicative skills in Japanese: listening, speaking, reading, and writing. Students gain knowledge of Japanese culture and ways of thinking which provide the context for communicating in Japanese. No previous knowledge of Japanese is required.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN101/ASIAJ01
Outcomes:
Students will be able to understand and respond to greetings, introductions, and basic question about time, location, and directions and will be able to read and write hiragana and katakana, the two phonetic Japanese scripts as well as about 25 ideographic characters

JAPN 102 Japanese II (3 Credit Hours)
Pre-requisites: JAPN 101
Students will build on the skills in listening comprehension, speaking, reading and writing gained in JAPN 101.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN102/ASIAJ02
Outcomes:
Students will be able to introduce themselves and others, discuss daily life, and read and write simple paragraph length compositions with the aid of vocabulary lists

JAPN 103 Japanese III (3 Credit Hours)
Pre-requisites: JAPN 102
Students will expand their knowledge of Japanese vocabulary, grammar, usage, and speech levels, using Japanese as a medium for learning Japanese.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN103/ASIAJ03
Outcomes:
Students will use written and spoken Japanese to ask for and express opinions, to ask for assistance, and to participate in a variety of written and verbal social routines

JAPN 104 Japanese IV (3 Credit Hours)
Pre-requisites: JAPN 103
This course extends students' knowledge of Japanese grammar, vocabulary, verbal routines, and cultural patterns. Students will read and respond in Japanese to short works of fiction and non-fiction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN104/ASIAJ04
Outcomes:
Students will converse in Japanese for extended periods and be able to decode and create many written items from daily life such as application forms, catalogs, and recipes

JAPN 250 Composition & Conversation I (3 Credit Hours)
Students gain mastery of intermediate Japanese grammar and increase their ability to use honorific and humble speech, with increasing use of Japanese as the medium of instruction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

JAPN 251 Composition & Conversation II (3 Credit Hours)
This class is conducted mostly in Japanese with students developing the ability to read and discuss longer texts, including primary sources, to gain greater knowledge and understanding of Japan.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

Latin (LATN)

LATN 101 Latin I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of Latin, and simple readings in the language.
Course equivalencies: LATN131/LATN101
Outcomes:
students should be able to demonstrate basic knowledge of Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Latin sentences and passages into English

LATN 102 Latin II (3 Credit Hours)
Pre-requisites: LATN 101
This course continues the study of the fundamentals of the Latin language, including more vocabulary, grammar, syntax and more advanced readings. (Latin I or its equivalent is a prerequisite for this course.)
Course equivalencies: LATN132/LATN102
Outcomes:
students should be able to demonstrate advanced knowledge of basic Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately more advanced Latin sentences and passages into English

LATN 271 Introduction to Reading Latin (3 Credit Hours)
Pre-requisites: LATN 101, 102 (grade of 'B' or higher) or their equivalents (AP Latin credit; CAS Latin competency exam)
This intermediate-level course centers on translation of prose and poetry of Roman authors, with special emphasis on review of Latin grammar as it is encountered in the selected texts.
Outcomes:
Students will be able to translate selected passages of Latin prose and poetry with accuracy, analyze and appreciate Roman literature, and demonstrate understanding of the content of the passages

LATN 281 Intro to Roman Historians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation of representative selections from the historical works of Republican, Augustan and other Latin authors.
Outcomes:
Students should be able to translate accurately Latin historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

LATN 283 The Age of Caesar (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Julius Caesar, in particular translation of selected readings from such authors as Lucretius, Catullus, Sallust, Caesar and Cicero.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 284 The Age of Augustus (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Augustus. Selected readings are from such authors as Vergil, Horace, Livy, Ovid, Tibullus and Propertius.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 286 The Age of Nero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Nero. Selected readings are from such authors as Tacitus, Petronius, Seneca, and Lucan.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 287 Age of Flavians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of the emperors Vespasian, Titus and Domitian. Selected readings are from such authors as Tacitus, Suetonius, Martial and Juvenal.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 289 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 303 Latin Composition (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course involves practical exercises to develop correct and fluent expression in written Latin prose.
Outcomes:
Students should be able to write Latin in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of Latin prose

LATN 314 Cicero's Letters (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of Cicero, as well as the political, social, and intellectual context of Classical Rome.
Outcomes:
Students should be able to translate these works with proficiency, to demonstrate knowledge in detail of the genre of formal Latin correspondence, the author and his times, and to understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 315 The Latin Fathers (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the writings of the early church fathers, including such as Ambrose, Jerome and Augustine; it also comprises an introduction to the historical background of Western patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

LATN 317 Pliny The Younger (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of the younger Pliny, as well as the political, social, and intellectual context of later Classical Rome and Roman customs in public and private life.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 325 The Orations of Cicero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on the public orations of Cicero, his methods of oratorical persuasion, and the judicial processes of late Republican Rome that form the context for these orations.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, understand and appreciate the ideas, issues and concerns expressed in the orations, and comprehend the historical and judicial background of the orations

LATN 328 Quintilian (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on Quintilian and his Institutio Oratoria, a comprehensive textbook of the technical aspects of ancient rhetoric.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of Latin rhetoric and oratory, and understand and appreciate Latin rhetorical styles, literary figures, and the structure and contents of Latin speeches

LATN 332 Historical Masterworks I (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Livy or Sallust and their contexts in the later Republic and early Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual context

LATN 335 Historical Masterworks II (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Tacitus, Suetonius or Latin historical writers of the later Roman Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual contexts

LATN 341 Vergil (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on Vergil's Aeneid and the genre of Latin epic poetry, in particular, on the character of Aeneas and his place within the context of Augustan Roman politics and society.
Outcomes:
Students should be able to translate the Aeneid with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem and Vergil's accomplishments in composing it

LATN 343 Latin Verse (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin poetic verse, including selections from Catullus, Horace, Martial, Statius and other Latin poets.
Outcomes:
Students should be able to translate the works with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 344 Roman Elegy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin elegiac poetry, including selections from Catullus, Tibullus, Propertius, and Ovid.
Outcomes:
Students should be able to translate Roman elegy with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and Latin elegy, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 345 Horace (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on selections of the odes, satires and epistles of Horace, set against the backdrop of late Republican and Augustan Rome.
Outcomes:
Students should be able to translate the selections of Horace with proficiency, and demonstrate knowledge in detail about the author, his poetry, the various styles he used, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 346 Juvenal (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the satires of Juvenal, set against the backdrop of Flavian Age Rome and the Roman Empire.
Outcomes:
Students should be able to translate the satires with proficiency, and demonstrate knowledge in detail about the author and his satires, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 347 Early Christian Poetry (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on early Christian poets such as Ausonius, Prudentius and Fortunatus, and their works.
Outcomes:
Students should be able to translate the selected works with proficiency, and demonstrate knowledge in detail about the authors and their poems, as well as deeper understanding and appreciation of the historical, social, spiritual, and intellectual contexts of their works

LATN 351 Roman Comedy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the genre of Roman comedy, including selected plays of Plautus and/or Terence.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate selected texts in Roman comedy with proficiency and demonstrate knowledge in detail about the authors and their comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 360 Lucretius (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation and understanding of the De Rerum Natura of Lucretius.
Outcomes:
Students should be able to translate the poetry of Lucretius with proficiency and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to it

LATN 361 St Augustine's Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Interdisciplinary Option: Catholic Studies
Course equivalencies: LATN361/CATH361
Outcomes:
Students should be able to translate these works with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 362 Cicero's Philosophical Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the philosophical works of the orator Cicero, including, for example, De Amicitia.
Outcomes:
Students should be able to translate the philosophical works of Cicero with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 364 Seneca (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of the philosopher and playwright, Seneca.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selected works of Seneca with proficiency and demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 373 Workshop-Secondary School Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the objectives, standards, methods of presentation, testing, audiovisual aids, and desirable backgrounds for the teaching of Latin in secondary schools. This course is for prospective teachers of Latin and is taught in cooperation with Loyola's School of Education.
Course equivalencies: X-CIEP373/LATN373
Outcomes:
Students should be able to demonstrate knowledge of these objective and standards, etc, as well as be able to employ them effectively in classroom contexts

LATN 387 Medieval Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on readings in medieval Latin prose and poetry, as well as on comparison with classical Latin style and content.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-LATN387/MSTU384
Outcomes:
Students should be able to translate the selected works of the course with proficiency, and demonstrate knowledge in detail about their authors, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 388 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 389 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

Latin American Studies (LASP)

LASP 196 Topics in Latin American Studies: Introductory (3 Credit Hours)
This is the 100-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to evaluate students

LASP 297 Special Topics (3 Credit Hours)
This is the 200-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America. Topics will vary from semester to semester.

LASP 395 Capstone in Latin American Studies (3 Credit Hours)
Topics in Latin American Studies. Completes the minor in Latin American studies. This tutorial course serves an integrative purpose, requiring the student to focus on a specific issue or theme in Latin American studies research. Each student completes a research project integrating Latin American studies and his/her major field.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: LASP395/INTS395A

LASP 396 Topics in Latin American Studies-Advanced (3 Credit Hours)
This is the advanced special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate a more complex and nuanced understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to test students at an advanced level

Linguistics (LING)

LING 302 Methods of Teaching Foreign Language (3 Credit Hours)
This course is an introduction to the fields of Second Language Acquisition as well as Foreign Language Teaching.
Outcomes:
Students will gain a solid understanding of the underlying psychological processes of language acquisition, and how this knowledge is used in the design of pedagogical materials for the second/ foreign language classroom; Students will also receive pragmatic instruction in the teaching of the different linguistic skills

Literature in Translation (LITR)

LITR 161 Introduction to Italian Culture (3 Credit Hours)
This course introduces students to major social, artistic, and intellectual currents in the cultural history of Italy from antiquity to contemporary times. The overall goal is to reflect on how Italian culture has transcended the strict confines of its national origin to become a source of universal values and inspiration.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Outcomes:
Students will be able to identify the historical roots of Italian cultural phenomena; Students will become familiar with differing traditions and cultural perspectives; Students will enhance their reading and critical thinking skills

LITR 200 European Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
Major European literary texts will be examined in a historical and cultural context and in their transhistorical, universal aspects that make them masterpieces. Students will understand how literary masterpieces help us develop critical consciousness of our experience.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR200/INTS200

LITR 202 European Novel (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will focus on major EUROPEAN novels.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR202/INTS204
Outcomes:
Students will gain an overview of the literary production of representative EUROPEAN novelists studied in the historical and societal context

LITR 203 European Drama (3 Credit Hours)
This course will focus on major European novels.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR203/INTS205
Outcomes:
Students will learn how drama enhances our understanding of human interaction, violence, social order and the margins of individual freedom

LITR 204 European Film (3 Credit Hours)
This course will focus on major European films in order to give students an overview of the film production of representative European filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR204/INTS206/IFMS205
Outcomes:
Students will gain an understanding of the distinctive aspects of the major European movements such as Italian neorealism, French new wave, New German Cinema and old and new Spanish surrealism

LITR 211 Latina Authors (3 Credit Hours)
The course will examine the writings of Latina authors: women writers from diverse Hispanic backgrounds who make their home in the United States and publish their writings in a particular form of English full of offerings from standard Spanish, "street Spanish", regional speech, and Spanglish.
Interdisciplinary Option: Global Studies
Course equivalencies: LITR211/INTS207
Outcomes:
Students will gain an understanding of the principal thematic and formal differences and similarities that characterize today's writings by Latina authors

LITR 219 African Film (3 Credit Hours)
This course will survey African film from the 1960s to the present, concentrating on the cinema of Francophone West Africa, the center of the African film industry.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR219/INTS219/IFMS219
Outcomes:
Students will gain an understanding of the legacies of colonialism, identity formation, corruption and violence in post-colonial society, globalization, the positive and negative effects of tradition, and changing sex roles in modern Africa

LITR 221 Polish Authors (3 Credit Hours)
This course focuses on the major Polish writers from the Renaissance through the Enlightenment and Romantic periods, and into the modern era.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-LITR221/INTS221
Outcomes:
Students will gain an understanding of the Polish cultural traditional and the basis of Polish cultural identity

LITR 225 Russian Masterpieces (3 Credit Hours)
This course will study 18th, 19th, and 20th century Russian literature, including poetry, drama, and fiction.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR225/INTS225
Outcomes:
Students will learn of the importance of Pushkin, Russia's most influential poet and about influential Russian psychological realists - Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov

LITR 230 German Masterpieces (3 Credit Hours)
Students will study German novels or other literary texts in which German authors explore their historical and human experience and reflect on the process of literary creation.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR230/INTS230
Outcomes:
Student will gain or enhance their abilities to examine the portrayal of human values in literary texts

LITR 238 Arabic Literature in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course is a survey of Arabic literature in translation with a focus on continuity and change, influence, and major trends, themes, and genres.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: LITR238/INTS238/IWS238
Outcomes:
Students will gain a foundational knowledge of literature in the Arabic language

LITR 243 South Asian Literature (3 Credit Hours)
This course will explore literature originally written in languages of the Indian sub-continent such as Hindi, Urdu, Bengali, Assamese, or Tamil. Themes such as nationalism, the Partition experience, communal identities, gender and class may be highlighted.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LIT243/INTS243/ASIA243
Outcomes:
Students will gain an understanding of how social hierarchies, gendered structures, and religious differences are central issues in the historical and social evolution of South Asian nations

LITR 244 Indian Film (3 Credit Hours)
This course will provide an introduction to popular cinema (Bollywood), as well as regional and parallel cinema, to arrive at an assessment of the link between culture and nationalism in modern South Asia.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: LITR244/INTS244/IFMS/ASIA244
Outcomes:
Students will be introduced to political and socio-cultural issues including religious, gender, and caste identities as reflected in and refracted through South Asian cinema; We will examine the conventions of popular cinema in contrast to the "realism" of parallel cinema

LITR 245 Asian Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study masterpieces of Asian literature in a variety of literary genres in their cultural context.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LITR245/INTS245/ASIA245
Outcomes:
Students will gain a significant understanding of how Asian literary works reflect their Asian cultural context

LITR 260 Italian Masterpieces (3 Credit Hours)
This course will focus on major Italian literary works in order to give students an overview of the literary production of representatives, Italian poets and writers studied in the historical, art-historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR260/INTS260
Outcomes:
Students will understand how the importance of key authors in shaping the Italian cultural imagination and their great influence on European culture

LITR 262 Modern Italian Novel (3 Credit Hours)
This course will provide an introduction to the 20th century Italian novel and will examine literary works in the historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR262/INTS262
Outcomes:
Students will gain an understanding of the transformation of Italian society in the 20th century

LITR 264 Italian Film Genre (3 Credit Hours)
This course will feature celebrated films of the Italian comic tradition from the age of "commedia all'italiana" in the 1950's to the present.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR264/INTS264/IFMS264
Outcomes:
Students will learn to understand and appreciate Italian comic films and gain insights into the Italian national character

LITR 267 Italian Film History (3 Credit Hours)
This course will focus on major Italian films in order to give students an overview of the development of representative Italian filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR267/INTS267/IFMS267
Outcomes:
Students will gain an understanding of the importance of film art in the Italian 20th and 21st century cultural traditions

LITR 268 Italy: Cultural History (3 Credit Hours)
This interdisciplinary, multimedia course provides a comprehensive view of Italian civilization from its origins in Classical Antiquity to the present, and includes an overview of the history of architecture and art from the Greco-Roman period and the Renaissance to the modern period as well as the study of Italian political, social, religious and cultural development through examination of key literary and other texts.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR268/INTS268
Outcomes:
Students will develop a critical consciousness of the importance of a multidisciplinary panoramic overview of Italy's rich past as they explore the Italy of today

LITR 268R Italian Culture: Food & Wine (3 Credit Hours)
The course deals with the history of Italian cuisine and wines through centuries up to present day. It outlines the development and change of taste, how it has been affected and defined by historical events. A dynamic pattern of society is thus given by the intersections among history, culture, food and wines. The course will also offer on-site classes and guest speakers. Students will demonstrate an historical appreciation of the change in eating and drinking habits in modern Italy, and a knowledge of Italy's move towards a more ethnic and global taste.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies

LITR 280 World Masterpieces in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study literary masterpieces, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: LITR280/INTS280
Outcomes:
Students will gain an appreciation of the literary masterpieces of another culture or nation

LITR 283 Major Authors in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
G3This course will study the works of selected authors, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: LITR283/INTS283
Outcomes:
Students will gain an appreciation of the writings of authors of another culture or nation

LITR 284 International Film (3 Credit Hours)
This course will study selected films of a specific nation, region, or culture.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR284/INTS284
Outcomes:
Students will gain an appreciation of the cinematic themes and techniques of another culture or nation

LITR 287 Topics in Asian Literature (3 Credit Hours)
This course introduces students to representative works of Asian literature within their cultural, historical, and aesthetic contexts.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR287/INTS287
Outcomes:
Students will be able to analyze literary texts of a particular genre and write critical essays on the works read in the course

LITR 290 Classical Chinese Literature (3 Credit Hours)
This course is a survey of the classical Chinese literature from ancient time to the fall of Qing Dynasty.
Interdisciplinary Option: Chinese Language & Culture, Global Studies
Outcomes:
Students will reach aesthetical appreciations and cultural understandings of classical Chinese literature, and grasp the styles and creative skills of different Chinese poets and writers; They will learn to read literary texts within their particular Chinese social, historical, cultural and mental contexts

LITR 291 Italian & Italian-American Women Writers (3 Credit Hours)
This course is a comparative study of 20th century Italian & Italian-American writers from different periods and geographic areas. What unites these writers in addition to their nationality and ethnicity is that the city of Rome played a central role in their development as artists. Special emphasis will be given to the construction of the female and male subject; ties among women, and the dynamic interplay of gender, politics, spirituality, etc.
Interdisciplinary Option: European Studies, Italian American Studies, Italian Studies, Women & Gender Studies
Outcomes:
To identify the differences between women and men who hail from different parts of Italy and different immigrant communities in America, while highlighting their common national heritage; To understand the city of Rome as having played a central role in literary history from the 19th century to the present

LITR 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

LITR 299 Comparative Literature (3 Credit Hours)
This course will examine literary themes and problems of the instructor's choice in multiple literary traditions. Literary theory will be an important component of the course.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR299/INTS299

LITR 392 Theories of Myth (3 Credit Hours)
This course surveys important models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

Mathematical Sciences (MATH)

MATH 100 Intermediate Algebra (3 Credit Hours)
Pre-requisites: Math Placement Test
This course covers the fundamentals of algebra, ranging from linear equations and their graphs through exponents and systems of equations.
Course equivalencies: ACMAT100/MATH100
Outcomes:
Students will receive the preparation needed to use algebra in other courses or, if they plan to take calculus, to enroll in Precalculus I

MATH 108 Real World Modeling with Mathematics (3 Credit Hours)
This course investigates mathematical modeling applied to a variety of topics such as linear programming, coding information, probability and statistics, scheduling problems and social choice.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will understand the usefulness of mathematical modeling in a variety of disciplines within the life sciences, the social sciences, and business; This course satisfies the quantitative literacy requirement of the core curriculum

MATH 110 Business Precalculus (3 Credit Hours)
Pre-requisites: (MATH100 or math placement of MATH117 or above) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
A one-semester course in precalculus designed for business students. It includes the study of functions, their graphs, and their basic properties. Techniques for solving equations involving linear, quadratic, polynomial, exponential and logarithmic functions are explored, and ideas like inverse functions are developed. An emphasis is placed on business applications.
Outcomes:
Students will be able to work with and analyze polynomial, logarithmic and exponential functions using a variety of techniques and apply those skills in a variety of contexts, especially business applications

MATH 117 Precalculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 100
This course covers a variety of algebraic topics, including functions and their applications, graph transformations, composition and inverse functions, as well as polynomial and rational functions.
Course equivalencies: ACMAT 117/MATH 117
Outcomes:
Students who plan to study calculus will obtain the algebraic background needed to enroll in Precalculus II

MATH 118 Precalculus II (3 Credit Hours)
Pre-requisites: MATH 110, MATH 117, or Math Placement Test
This course covers topics ranging from exponential and logarithmic functions to trigonometric functions. It also considers applications of these topics in various settings.
Course equivalencies: MATH 118/ ACMAT 118
Outcomes:
Students will obtain the background needed to enroll in either of the department's calculus sequences

MATH 123 Topics (1-3 Credit Hours)
Freshman Mathematics/Statistics Seminar (1-3 Credit Hours): A freshman seminar with no prerequisites on topics in the mathematical sciences drawn from algebra, geometry, statistics, and their applications.

MATH 130 Business Calculus (4 Credit Hours)
Pre-requisites: (MATH110 or MATH118 or math placement of MATH131 or 161) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
An introduction to calculus focused on business applications. The following topics are considered: modeling change using algebraic, exponential and logarithmic functions, derivatives, optimization, integration, functions of two variables, and partial derivatives.
Outcomes:
Students will understand and be able to use methods of calculus (especially differential calculus) and be able to apply these in a variety of contexts, especially business applications

MATH 131 Applied Calculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
An introduction to differential and integral calculus, with an emphasis on applications. This course is intended for students in the life and social sciences, computer science, and business. Topics include: modeling change using functions including exponential and trigonometric functions, the concept of the derivative, computing the derivative, applications of the derivative to business and life, social and computer sciences, and an introduction to integration.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of calculus and methods for applying calculus (especially differential calculus), including modeling/analyzing processes (such as population growth and cooling), interpreting the derivative (numerical, graphical, and algebraic), and optimization (such as finding the time and level for a peak drug concentration)

MATH 132 Applied Calculus II (3 Credit Hours)
Pre-requisites: MATH 131
This course is a continuation of MATH 131. Topics include: definition and interpretations of the integral (numerically, graphically, and algebraically), basic techniques for computing anti-derivatives, applications to probability, an introduction to multi-variable calculus and optimization for functions of several variables, and mathematical modeling using differential equations. (This course is not a substitute for MATH 162.)
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of integral and multi-variable calculus, including modeling/analyzing processes with the integral, optimization of functions of several variables, and modeling with differential equations

MATH 147 Mathematics For Teachers I (3 Credit Hours)
For course description, see CIEP 104.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CIEP104/MATH147

MATH 148 Mathematics For Teachers II (3 Credit Hours)
For course description, see CIEP 105.
Course equivalencies: X-CIEP105/MATH148

MATH 160A Seminar A for Calculus Transition (1 Credit Hour)
Pre-requisites: (MATH 130 or MATH 131) and department consent
Co-requisites: MATH 162
This seminar is a corequisite support course for students transitioning from applied or business calculus (MATH 130 or MATH 131) to the more rigorous theoretical calculus sequence (MATH 162). Topics include applications of differentiation, optimization, implicit differentiation, related rates and techniques of integration. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 162 when they make the transition from MATH 130 or MATH 131, including concurrent support and enrichment for the corequisite course

MATH 160B Seminar B for Calculus Transition (2 Credit Hours)
Pre-requisites: MATH 132 and department consent
Co-requisites: MATH 263
This seminar is a corequisite support course for students transitioning from applied calculus (MATH 132) to the more rigorous theoretical calculus sequence (MATH 263). Topics include applications of differentiation, optimization, implicit differentiation, related rates, techniques of integration, vectors and matrices, and double integrals. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 263 when they make the transition from MATH 132, including concurrent support and enrichment for the corequisite course

MATH 161 Calculus I (4 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
This course provides a standard introduction to differential and integral calculus and covers topics ranging from functions and limits to derivatives and their applications to definite and indefinite integrals and the fundamental theorem of calculus and their applications.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACMAT 161/MATH 161
Outcomes:
Students will obtain a theoretical understanding of principles of differential and integral calculus, will demonstrate computational skills in support of reasoning and interpretation, and will apply concepts such as the derivative and the integral to modeling processes; Students will be able to make use of a wide variety of techniques of differentiation

MATH 162 Calculus II (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, three-dimensional geometry, and differentiation and integration in two variables.
Interdisciplinary Option: Bioinformatics
Course equivalencies: ACMAT 162/MATH 162
Outcomes:
Students will obtain an understanding of techniques for finding anti-derivatives, and applications of the integral to questions in three-dimensional geometry and physics; Students will obtain conceptual understanding about functions of several variables and apply these concepts to optimization and integration questions for functions of two variables; Students will employ techniques for solving differential equations and their applications

MATH 162A Calculus II, Alternate (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, sequences and infinite series, and an introduction to differential equations. This course follows a traditional approach to calculus sequencing.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the background needed for further study in mathematics and to apply mathematics in the physical sciences

MATH 170 Service Learning in Mathematics (3 Credit Hours)
Pre-requisites: B+ or higher in any of the following (MATH 118 or MATH 131 or MATH 132 or MATH 161 or MATH 162 or MATH 263 or MATH 263A)
Students will learn best practices to communicate mathematical concepts and skills to diverse populations by engaging in tutoring mathematics to the undergraduate population at Loyola. This course is designed to promote and encourage engagement and rigor in mathematical concepts and skills among the diverse communities of learners at Loyola.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students in this course will deepen their understanding of mathematical concepts and skills and be able to communicate this effectively to diverse communities of learners

MATH 201 Introduction to Discrete Mathematics & Number Theory (3 Credit Hours)
Pre-requisites: MATH 161
This course covers topics from discrete mathematics and number theory, areas of mathematics not seen in calculus courses and abundant in applications, that provide students with the concepts and techniques of mathematical proof needed in 300 level courses in mathematics.
Outcomes:
Students will obtain an understanding of the basic concepts and techniques involved in constructing rigorous proofs of mathematical statements

MATH 212 Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course provides an introduction to linear algebra in abstract vector spaces with an emphasis on Rn, covering topics such as Gaussian elimination, matrix algebra, linear independence and spanning, linear transformations and eigenvalues; software packages such as MAPLE may be used.
Outcomes:
Students will receive an introduction to abstract mathematics in a setting that encourages the thinking needed in more advanced mathematics courses

MATH 215 Object-Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

MATH 263 Multivariable Calculus (4 Credit Hours)
Pre-requisites: MATH 162
This course covers the differential and integral calculus of multivariable and vector valued functions, and sequences and infinite series, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 263A Multivariable Calculus, Alternate (4 Credit Hours)
Pre-requisites: MATH 162A
This course covers the differential and integral calculus of multivariable and vector valued functions, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem. This course follows a traditional approach to calculus sequencing.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 264 Ordinary Differential Equations (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (Can also be a corequisite)
This course covers the theory, solution techniques, and applications surrounding linear and non-linear first- and second-order differential equations, including systems of equations.
Outcomes:
Students will obtain an understanding of elementary differential equations and their applications

MATH 266 Differential Equations and Linear Algebra (3 Credit Hours)
Co-requisites: MATH 263 or MATH 263A
This course provides an introduction to basic topics in ordinary differential equations and linear algebra. Topics include first and second-order differential equations, Laplace transform, systems of first-order differential equations, systems of linear algebraic equations, matrix algebra, bases and dimension for vector spaces, linear independence, linear transformations, determinants, eigenvalues, and eigenvectors. Prerequisites or
Outcomes:
Students will learn fundamental results and methods in ordinary differential equations and linear algebra, with a strong emphasis on topics that are particularly relevant for Engineering Science

MATH 277 Problem-Solving Seminar (1 Credit Hour)
In a seminar setting, students discuss and present proofs (or computer examples) as solutions to regional and national mathematics contest problems usually involving techniques drawn from elementary logic, calculus of one and several variables, combinatorics, number theory, geometry, basic algebra, and abstract algebra.
Outcomes:
To improve a student's ability to communicate mathematically and to strengthen the student's problem-solving skills

MATH 298 Research Seminar in Mathematics (1 Credit Hour)
Pre-requisites: MATH 162 or MATH 162A
A seminar-style course that covers various topics about how to conduct research in mathematical sciences while engaging students in active research projects with faculty mentors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain an initial insight into a number of areas of advanced study in mathematics

MATH 301 History of Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course explores selected topics in the history of mathematics ranging from Babylonian and Egyptian mathematics to Pythagoras and Euclid to the Hindu-Arabic numeration system to Newton and Leibniz to geometries other that Euclid's to the mathematical art of Escher.
Outcomes:
Students will obtain a unique historical perspective on the various areas of mathematics that they are studying in their other courses

MATH 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
For description, see STAT 304.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

MATH 305 Introduction to Mathematical Statistics (3 Credit Hours)
For prerequisites and description, see STAT 305.
Course equivalencies: X-MATH305/STAT305

MATH 306 Intro to Stochastic Processes (3 Credit Hours)
For prerequisites and description, see STAT 306.
Course equivalencies: X-MATH306/STAT306

MATH 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, solutions to systems of linear equations, numerical differentiation and integration, numerical solutions to ordinary and partial differential equations equations, and other selected topics.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

MATH 313 Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 201 and 212
This course provides a rigorous introduction to the study of structures such as groups, rings, and fields; emphasis is on the theory of groups with topics such as subgroups, cyclic groups, Abelian groups, permutation groups, homomorphisms, cosets, and factor groups.
Outcomes:
Students will be able to read, understand, and communicate arguments about group theory and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 314 Advanced Topics Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course studies advanced algebraic systems with an emphasis on rings and fields, culminating with the Galois theory of equations.
Outcomes:
Students will be able to read, understand, and communicate arguments about rings, fields and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 315 Advanced Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course offers a rigorous abstract approach to vector spaces and transformations, including similarity, duality, canonical forms, inner products, bilinear forms, Hermitian and unitary spaces, and other selected topics.
Outcomes:
Students will obtain an understanding of advanced linear algebra structures that will prepare them for graduate level work in mathematics and industry work involving mathematics

MATH 318 Combinatorics (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 162A) and MATH 201
This course offers a rigorous introduction to combinatorics, including topics such as induction, the pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, the inclusion-exclusion principle, and other selected topics.
Outcomes:
Students will obtain an understanding of the basic topics in combinatorics that will prepare them for advanced study of related topics in mathematics and computer science

MATH 320 Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 201
This course in modern mathematical logic begins with a study of propositional logic and leads to the study of first-order predicate logic, including quantifiers, models, syntax, semantics, the completeness and compactness theorems, and other selected topics.
Outcomes:
Students will develop a fuller understanding of mathematical logic and therefore of the underlying theory behind proofs of mathematical assertions

MATH 322 Advanced Number Theory (3 Credit Hours)
Pre-requisites: MATH 201
This course will cover Pythagorean triples, problems related to Fermat's Last Theorem, Pell's equation, Fermat's method of descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA public key encryption, quadratic residues, and quadratic reciprocity. Additional topics will be covered as time permits.
Outcomes:
Students will be able to solve important practical and theoretical number theory problems; Students will be exposed to both significant recently solved number theory problems and currently unsolved conjectures

MATH 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or MATH 266
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

MATH 331 Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH201 or COMP363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

MATH 344 Geometry (3 Credit Hours)
Pre-requisites: MATH 212
This course discusses axiomatic systems which define geometries and includes topics from synthetic and analytic projective geometry.
Outcomes:
Students will obtain an understanding of the many different geometries that are studied by teachers and researchers

MATH 345 Introduction to Financial Mathematics Derivatives (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 304
The course provides an introduction to the mathematical theory of option pricing. We will rigorously derive option relationships using no arbitrage conditions, introduce rudimentary stochastic calculus and Brownian motion as models for stock prices, and give an introduction to methods for solving partial differential equations to give explicit Black-Scholes formulas.
Outcomes:
The students will gain knowledge of the theory of options, bond and stock pricing, portfolio optimization, and will be exposed to other relevant applications of Mathematics to Finance

MATH 351 Introduction to Real Analysis I (3 Credit Hours)
Pre-requisites: MATH 201 and (MATH 263 or MATH 263A) and (MATH 212 or MATH 266)
An introduction to the topology of, and to the functions on the real line or more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will obtain an understanding of the fundamentals of real analysis that will prepare them for advanced work in mathematics

MATH 352 Introduction to Real Analysis II (3 Credit Hours)
Pre-requisites: MATH 351
A continuation of MATH 351. Topics include Riemann integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will obtain an understanding of topics in advanced analysis that will prepare them for graduate level work in mathematics

MATH 353 Introduction to Complex Analysis (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 351
An introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, the Fundamental Theorem of Algebra, and other selected topics.
Outcomes:
Students will obtain an understanding of the fundamentals of complex analysis that will prepare them for advanced work in mathematics

MATH 355 Methods of Applied Mathematics (3 Credit Hours)
Pre-requisites: MATH 264
Vector calculus, linear transformations, matrices, series solutions of differential equations, special functions; Fourier series, Fourier and Laplace transforms; Partial differential equations and topics from complex analysis, Green's functions, integral equations, the calculus of variations.
Course equivalencies: X-PHYS301/PHYS271/MATH355
Outcomes:
Facility with mathematical methods used in sciences and engineering

MATH 356 Introduction to Mathematical Modeling (3 Credit Hours)
Pre-requisites: MATH 266 or (MATH 264 and MATH 212)
This course will teach students how to use various areas of mathematics, such as vector calculus, linear algebra, and/or differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will learn how to use the tools from previous mathematics classes to formulate models of real world phenomena

MATH 358 Introduction to Optimization (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 263A) and (MATH 212 or MATH 266)
The course is an introduction to linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH358/STAT358
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, perform mathematical analysis of the problems, and solve the problems using computational tools

MATH 360 Introduction to Game Theory (3 Credit Hours)
Pre-requisites: MATH 162 or MATH 162A
The noncooperative and cooperative theories of games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory and will be able to apply this knowledge in a variety of settings

MATH 365 Introduction to Partial Differential Equations (3 Credit Hours)
Pre-requisites: MATH 264 or MATH 266
This course provides an introduction to basic topics in partial differential equations (PDE). In addition to first order PDE, such as the transport equation, the main types of second order PDE, including the Laplace equation, the heat equation, and the wave equation, will be studied in detail.
Outcomes:
Students will learn fundamental results and methods in partial differential equations and their applications

MATH 366 Applied Dynamical Systems (3 Credit Hours)
Pre-requisites: MATH 266 Linear Algebra and Differential Equations or (MATH 264 Ordinary Differential Equations and MATH 212 Linear Algebra)
Modeling, analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will learn how to model dynamical systems and predict their behavior

MATH 376 Formal Language & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

MATH 386 Introduction to Topology (3 Credit Hours)
Pre-requisites: MATH 201 and 212 This first course in topology discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms, and other selected topics
No course description is available
Outcomes:
Students will obtain a background in topology that will allow them to apply this topic to other areas of mathematics or to pursue graduate studies

MATH 388 Special Topics in Mathematics (1-3 Credit Hours)
This course covers advanced topics in mathematics, including analysis, topology, algebra, applied mathematics, and logic.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

MATH 390 Advanced Research Seminar in Mathematics (2 Credit Hours)
Pre-requisites: MATH 304/STAT 304 or MATH 313 or MATH 351
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain the ability to present material in Mathematics and applications to a general audience

MATH 395 Capstone Seminar (3 Credit Hours)
Pre-requisites: MATH 313 Abstract Algebra, MATH 351 Introduction to Real Analysis I, and MATH 390 Undergraduate Seminar
The course unifies the knowledge gained in previous Mathematics courses and provides an opportunity for in-depth study and presentation of advanced material not usually covered in the standard Mathematics curriculum.
Outcomes:
Students will learn how to integrate previous knowledge in exploring new topics in Mathematics, discover applications to other disciplines, and refine their mathematical writing and presentation skills

MATH 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in mathematics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

Medieval Studies (MSTU)

MSTU 300 Integrative Experience I (1.5 Credit Hours)
This course is the first in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

MSTU 301 Integrative Experience II (1.5 Credit Hours)
This course is the second in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

Military Science (MLSC)

MLSC 101 Introduction to the Army (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 101 consists of both lecture and lab sections. Focuses on introduction to the Army and basic Soldier skills. Students receive an introduction to the Army Profession and examine what it means to be a professional in the U.S. Army.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 102 Foundations of Leadership (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 102 consists of both lecture and lab sections. Introduces students to the personal challenges and competencies that are critical for effective leadership.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 201 Leadership and Ethics (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 201 consists of both lecture and lab sections. Focuses on leadership and ethics. Adds depth to the student's knowledge of the different leadership styles.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 202 Army Doctrine and Decision Making (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 202 consists of both lecture and lab sections. Focuses on Army doctrine and decision making. Begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 250 Physical Readiness Training (1 Credit Hour)
This course is designed to develop the fitness capabilities of future Army officers. Students will be introduced to and become proficient in the physical components of muscular strength, muscular endurance, aerobic endurance, anaerobic endurance, and power.
Outcomes:
Future Army officers ready to meet the physical demands of any duty or combat position, move lethally on the battlefield, accomplish the mission and continue to fight, win, and come home healthy

MLSC 301 Training Management and the Warfighting Functions (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 202 or departmental consent is required
MLSC 301 consists of both lecture and lab sections. Focuses on training management and the warfighting functions. Student will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting Functions.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially

MLSC 302 Applied Leadership in Small Unit Operations (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 301 or departmental consent is required
MLSC 302 consists of both lecture and lab sections; focuses on applied leadership in small unit operations; analyze, test, and relate the fundamentals of direct level leadership and small unit tactics at the platoon level.
This course satisfies the Engaged Learning requirement.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially; Successful completion of this course will help prepare contracted Army ROTC students for the Cadet Summer Training Advance Camp, which students normally attend summer of junior year at Fort Knox, KY

MLSC 311 The Army Officer (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 302 or departmental consent is required. MLSC 311 consists of both lecture and lab sections. Focuses on development of the Army Officer. Students will learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder

MLSC 312 Company Grade Leadership (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 311 or departmental consent is required. MLSC 312 consists of both lecture and lab sections. Develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Multidomain Operations and Company Grade Officer roles and responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder; Successful completion of this course will assist in preparing contracted ROTC students for the Basic Officer Leadership Course-B and is a mandatory requirement for commissioning

Music (MUSC)

MUSC 101 Music: Art of Listening (3 Credit Hours)
Focus is on the acquisition and enhancement of listening skills through direct experience of musical works along with an examination of cross-cultural similarities and differences among musical styles. Concert attendance is required.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A cultivation of musical perception through a process of repeated and guided listening; strengthening of listening skills while developing and expanding styles perspectives

MUSC 102 Class Piano for Beginners (3 Credit Hours)
For the student who has never had keyboard instruction and is interested in learning the art of performance on the piano. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic keyboard ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 103 Class Guitar for Beginners (3 Credit Hours)
For the student who has never had guitar instruction and is interested in learning the art of performance on the guitar. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic guitar ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 104 Gospel Choir (1 Credit Hour)
Admission through audition. A mixed ensemble of singers performing primarily Gospel music (Spirituals, Blues, etc). Admission through audition. The choir participates in at least one public performance each semester. May be repeated to a limit of eight hours.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC104/BWS 104
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; They reflect on their personal and collective artistic growth through the process

MUSC 105 Symphony Orchestra (1 Credit Hour)
Admission through audition. The study and performance of standard orchestral literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper instrumental technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 106 Guitar Ensemble (1 Credit Hour)
Admission through audition. For advanced guitarists. The study, rehearsal and performance of transcriptions and original works for guitar ensemble. Repertoire from the Renaissance through the present will be performed. Students must provide their own instruments. Gives at least one concert each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper guitar technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 107 Chorus (1 Credit Hour)
University Chorus is a topics course in ensemble singing devoted to the study, rehearsal and performance of standard choral literature of all periods. Admission through audition. Gives at least two performances each semester. Some sections require audition for admission.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve their vocal/choral technique and knowledge of the musical literature through rehearsal and performance; They reflect on their personal and collective artistic growth throughout the performance process

MUSC 108 Liturgical Choir: Cantorum (1 Credit Hour)
Admission through audition. An SATB ensemble providing music for the Sunday liturgies in Madonna della Strada Chapel and other university liturgical and choral functions and concerts. Repertoire includes both traditional and contemporary sacred music. Admission through audition.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic throughout the performance process

MUSC 109 Jazz Ensemble (1 Credit Hour)
Admission through audition. Rehearsal and performance of standard Jazz and Big Band music. Members must have previous Jazz Band experience. Performs publicly at least twice each semester of the academic year.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC109/BWS 109
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 110 Wind Ensemble (1 Credit Hour)
Admission through audition. The study and performance of standard wind ensemble literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 111 Percussion Ensemble (1 Credit Hour)
Enrollment Requirements: Audition and permission of the instructor. The study and performance of standard percussion ensemble literature. The ensemble gives at least two concerts each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

MUSC 122 Introduction to Digital Music (3 Credit Hours)
Computers and digital tools have been seeping into the world of music, and this course aims to explore this newly formed territory. This course is intended for students who wish to learn more about electronic music, signal processing, and algorithmic music composition. Understanding of the physics of musical sound and digital audio, facility with hands-on applications of algorithmic music composition and musicology, and ability to design and render digital instruments.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122

MUSC 142 Class Voice for Beginners (3 Credit Hours)
For the student who has never had voice instruction and is interested in learning the art of vocal performance. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
A basic vocal ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 144 Music Theory I (3 Credit Hours)
Co-requisites: MUSC 145
An introduction to the fundamentals of melodic construction in all the diatonic modes (major/minor and modal) and culminates in control of two-part counterpoint. Melodies will be examined and broken down into their essential components. The class strengthens the basic musicianship skills of the student through performance of the students' written compositions illustrating the class concepts. Must be taken concurrently with MUSC 145.
Outcomes:
Through the study of melody students will develop an understanding of musical notation, the organization and color of all diatonic scales (major/minor and modal), interaction between intervals, transposition and its implications, rhythmic and beat structure, and begin developing critical analysis skills

MUSC 145 Musicianship Lab I (1 Credit Hour)
Co-requisites: MUSC 144
This course reinforces concepts presented in Music Theory I and introduces students to the basic concepts of sight singing, ear training and dictation. The voice is the class's primary focus. This course must be taken concurrently with MUSC 144.
Outcomes:
Recognize Music Theory I concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 153 The Music of China (3 Credit Hours)
This course surveys the broad range of Chinese musical traditions as well as the practice of fieldwork, music theory and methodological issues encountered in Chinese music studies.
Outcomes:
Students will identify Chinese musical traditions throughout history and their connections to the Chinese language, history, cultural and religious studies and politics

MUSC 154 Intro to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

MUSC 154R Introduction to Opera in Rome (3 Credit Hours)
This course offers the student an overview of the development of opera in Europe with a particular emphasis on some of the most representative Italian operas and authors from the 17th to the 20th century. As the course considers opera as a cultural phenomenon, the historical, intellectual, political, social, religious and economic conditions that influenced the development of this art will be also examined.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Students will acquire the basic understanding the cultural phenomenon of opera and the style differences of different historical periods, as well as musical terms

MUSC 155 Intro to Symphonic Music (3 Credit Hours)
Survey of the principal forms of orchestral music from the Baroque to the present. Course will include: the symphony, concerto suite, overture, and symphonic poems. (Also offered at Rome Center.)
Outcomes:
Functional knowledge of the language and grammar of music through selected analysis and experience of specific symphonic literature

MUSC 156 Intro to Jazz (3 Credit Hours)
Survey of the development of jazz emphasizing the major trends and artists of this unique American style. Listening skills will be developed.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-MUSC156/BWS 156
Outcomes:
Functional knowledge of the language and grammar of this uniquely American music through selected analysis and experience of specific jazz literature

MUSC 157 America Popular Song (3 Credit Hours)
Survey of American popular song from the early 19th century minstrel shows to the present. The evolution of this music and its relationship to society will be studied. Listening skills will be developed.
Outcomes:
Functional knowledge of the language and grammar of popular music through selected analysis and experience of specific repertoire

MUSC 161 Music in United States (3 Credit Hours)
An historical survey and guided listening experience of the evolution of music in the United States from the earliest inhabitants and settlers to the dawn of the 21st century. Special emphasis will be given to a selected era and/or music type.
Outcomes:
An understanding of the societal influences on the music of the United States and an appreciation of its music repertoire

MUSC 185 Jazz Improvisation (3 Credit Hours)
Previous basic understanding of theory and analysis is essential. Fundamentals will be expanded and enhanced through writing, listening and performing. An emphasis will be placed on learning the jazz language by ear. Students will also learn to read lead sheets and chord symbols, developing the ability to apply the jazz language to the repertoire.
Outcomes:
Appreciation for and ability to create and perform jazz improvisation

MUSC 186 Jazz Arranging (3 Credit Hours)
Fundamentals of composition and arranging will be expanded and enhanced through writing and listening. Students will learn information about the instrumentation of the big band, instrument ranges, and how to use software to make arrangements. Previous basic understanding of theory and analysis is essential.

MUSC 201 Music Technology I (3 Credit Hours)
This introductory course in Music Technology is designed to introduce students to MIDI orchestration, sequencing and digital audio editing. The course is designed to present software and hardware as tools for the creation of sound design as musical composition.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Demonstrate proficiency in using software as a musical instrument to orchestrate, perform and record

MUSC 202 Class Piano II (3 Credit Hours)
Pre-requisites: MUSC 102 or permission of the instructor
This applied group class is designed for students who have successfully completed MUSC 102, or have previously attained a similar level of proficiency. Emphasis is on a variety of styles and levels of keyboard repertoire to promote a balance of new information with musical material that reinforce concepts.
Outcomes:
Students will demonstrate basic keyboard skills, piano repertoire and musical styles, to express themselves musically at the piano

MUSC 203 Class Guitar II (3 Credit Hours)
Pre-requisites: MUSC 103 or permission of the department
This course is a continuation of (MUSC 103) or a previously attained equivalent level of study and musical skill development. Throughout the course students refine technical skills and music theory as applied to the guitar. Students perform in both solo and ensemble settings.
Outcomes:
Students will demonstrate an ongoing development of coordination skills, fingerboard knowledge, sight-reading skills, performance practices and intermediate repertoire knowledge

MUSC 207 Chamber Choir (1 Credit Hour)
Audition Required. An ensemble of advanced singers performing works written especially for the smaller choir. Performance of music from all historical periods suitable for this type of choir. The choir participates in at least two public performances each semester. Admission through audition. May be repeated for up to eight credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered through rehearsal and performance, while integrating proper vocal/choral technique; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 244 Music Theory II (3 Credit Hours)
Pre-requisites: MUSC 144; Corequisite: MUSC 245
An introduction to the fundamentals of harmonic progressions controlled through either expansion of a tonic-dominant phrase structure, elaborations of two-part counterpoint structures, or control of the three basic root motion models. Music will be analyzed using chord matrixes and reductions into two-part frameworks. The class strengthens the basic musicianship skills through performance students' compositions illustrating the class concepts. Must be taken concurrently with MUSC 245.
Outcomes:
Through the study of harmony students will develop an understanding of all chord types, root motion, cadence types, how tonal music expands upon the basic tonic-dominant phrase, voice leading techniques, and begins exploring the techniques of chromaticism and modulation; The class will also further develop the student's critical analysis skills

MUSC 245 Musicianship Lab II (1 Credit Hour)
Co-requisites: MUSC 244
Students build on basic voice and board skills acquired in Musicianship Lab I and reinforce concepts introduced in Music Theory II by recreating the concepts on the keyboard and voice. This course must be taken concurrently with MUSC 244.
Outcomes:
Recognize Music Theory II concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 246 Composition I (3 Credit Hours)
Course deals with the study of music theory and simple and binary forms. In addition to that, students compose an original piece of music for two instruments that receives public performance.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the study of relevant music scores, students learn the principles of composition and instrumentation to then apply them to their own compositions

MUSC 247 Composition II (3 Credit Hours)
Pre-requisites: MUSC 246
This course deals with the study of melody, counterpoint, harmony, and shorter forms. In addition to the study of theory and form, students compose an original piece of music for two instruments that is presented professionally at a public performance.
Outcomes:
Through the study of related scores and with the supervision of instructor, students compose an original work for violin and piano or violoncello and piano

MUSC 248 Jazz Composition and Arranging (3 Credit Hours)
Pre-requisites: MUSC 144
A study of the harmonic, melodic, and rhythmic theories that lead to the ability to compose and arrange in the jazz idiom. Emphasis will be placed on common harmonic progressions, scale / chord relationships, melody, song forms, and extended harmony and reharmonization. Students will also learn the basic principles of arranging and music notation, culminating in a final composition and arranging project for jazz quintet.
Outcomes:
The ability to compose and arrange music for small jazz combos of up to two horns plus rhythm section

MUSC 252 Music History I (3 Credit Hours)
Pre-requisites: MUSC 144 and MUSC 145 or taken concurrently
European music from the Medieval to the early Baroque where vocal music dominated, and the study of counterpoint led to the birth of harmony.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Through listening, performance and study students demonstrate an understanding of how melodic composition gave rise to harmony and formed the foundation of Western music

MUSC 255 Music in Catholic Worship (3 Credit Hours)
Pre-requisites: MUSC 252
This course will trace the development of music in liturgy from Gregorian chant through Vatican II and to the present, examining repertoire and forms, musical and theological trends, and how music has been employed in the expression of the living prayer of the Roman Catholic Church through the centuries.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-MUSC255/CATH255
Outcomes:
Students can identify the major shifts and movements of music in the Catholic Church from the Middle Ages to the present, including the shifts represented by the Second Vatican Council

MUSC 256 Jazz Music History (3 Credit Hours)
This course is a historical and listening survey exploring the development of jazz music from its origins at the turn of the 20th century to the music of the present era. Many styles of jazz and a multitude of important musicians will be discussed, as well as important cultural and sociological aspects of the art form.
Interdisciplinary Option: Italian American Studies
Outcomes:
Through listening, lecture, required reading, and concert attendance, the student will gain an understanding of the basic musical elements of jazz, it's musical and sociological contexts, and how these elements have developed and changed over the music's varied history

MUSC 260 Conducting (3 Credit Hours)
The student will acquire a personal conducting style through study and practical application and will develop the basic skills that make one an effective, well-rounded conductor.
Outcomes:
Students will demonstrate rudimentary skills of conducting: including conducting patterns, cues, score reading and analysis

MUSC 261 Lyric Diction I: Italian and German (1 Credit Hour)
This course will acquaint students with the rules of diction in the two major languages of classical singing, German and Italian. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make the relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe Italian and German into IPA; To learn and produce all of the relevant sounds of German and Italian; To sing in German and Italian with accurate diction

MUSC 262 Lyric Diction II: French and Other Languages (1 Credit Hour)
This course will acquaint the student with the rules of French, English and Latin. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe French, English and Latin texts into IPA; To learn to produce all of the relevant sounds of French; To sing in French, English and Latin with accurate diction

MUSC 280A Applied Music: Clarinet (1 Credit Hour)
Twelve 30-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280AA Applied Music: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 30-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 280B Applied Music: Percussion (1 Credit Hour)
Twelve 30-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280BB Applied Music: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 30-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 280C Applied Music: Oboe (1 Credit Hour)
Twelve 30-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280E Applied Music: Trumpet (1 Credit Hour)
Twelve 30-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280F Applied Music: Saxophone (1 Credit Hour)
Twelve 30-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280G Applied Music: Guitar (1 Credit Hour)
Twelve 30-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280I Applied Music: Organ (1 Credit Hour)
Twelve 30-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280J Applied Music: Piano (1 Credit Hour)
Twelve 30-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280K Applied Music: Voice (1 Credit Hour)
Twelve 30-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280L Applied Music: Violin (1 Credit Hour)
Twelve 30-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280M Applied Music: Flute (1 Credit Hour)
Twelve 30-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280N Applied Music: Cello (1 Credit Hour)
Twelve 30-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280O Applied Music: Double Bass (1 Credit Hour)
Twelve 30-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280P Applied Music: Viola (1 Credit Hour)
Twelve 30-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Q Applied Music: Horn (1 Credit Hour)
Twelve 30-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280R Applied Music: Trombone (1 Credit Hour)
Twelve 30-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280S Applied Music: Harp (1 Credit Hour)
Twelve 30-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280U Applied Music: Drum Set (1 Credit Hour)
Twelve 30-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280V Applied Music: Low Brass (1 Credit Hour)
Twelve 30-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Y Applied Music: Bassoon (1 Credit Hour)
Twelve 30-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Z Applied Music: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 30-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 289 Chamber Music (1 Credit Hour)
Small ensemble (2-10 member) applied music study through non-jazz instrumental ensembles. Open to strings, woodwinds, brass, keyboard instruments. One or more public performance is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 290 Jazz Combo (1 Credit Hour)
Small group applied jazz music study through ensemble playing. One or more public performance is required. Enrollment Conditions: Audition and permission of the instructor
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 320 Rehearsal and Performance (1 Credit Hour)
This course allows students to receive credit for performing in an on-campus production during the semester. Completion and submission of a journal or paper is required. Permission of department is required.
This course satisfies the Engaged Learning requirement.

MUSC 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, or permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

MUSC 333 Music and Ritual in Catholic Liturgical Life (3 Credit Hours)
Drawing both from liturgical documents and the ritual texts themselves, this course explores how the theology and spirituality of our Catholic tradition are expressed in the music, liturgies, and rituals of the Roman Catholic Church.
Outcomes:
Students are conversant with the components, structure, and musical elements of the Catholic liturgy and how the Mass interacts with the spiritual and cultural lives of the faithful

MUSC 344 Music Theory III (3 Credit Hours)
Pre-requisites: MUSC 244 or permission of chair
Study of large compositional forms and the extended harmonic vocabulary of music of the 19th century. Continued development of aural, keyboard, sight-singing, compositional and analytical skills in class, computer lab and small group sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 345 Music Theory IV (3 Credit Hours)
Pre-requisites: MUSC 344 or permission of chair
Continued examination of the structural aspects of music with a focus on contrapuntal forms. Study of the compositional vocabularies of 20th century music. Continued development of aural, keyboard, sightsinging, compositional and analytical skills in class, computer lab and weekly skills sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 347 Composition III (3 Credit Hours)
Pre-requisites: MUSC 247
Course provides students with the ability to compose an original work for string quartet and examines larger forms, chromatic harmony, extended tonality, and modern techniques.
Outcomes:
Through the writing of original music and the study of related scores students demonstrate an understanding of musical forms and techniques and the ability to compose music for string quartet

MUSC 353 Music History II (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
A new shared musical language spreads through Europe during the Baroque through Romantic period giving rise to the best known composers of Western music.
Interdisciplinary Option: European Studies
Course equivalencies: MUSC353 / MUSC253
Outcomes:
Students demonstrate an understanding of how composers developed music during this common practice period to create some of the most well known works of the Western cannon

MUSC 354 Music History III (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
Composers in the modern era turn to innovative and foreign influences as technological developments allow the Western musical tradition to spread throughout the world.
Course equivalencies: MUSC354 / MUSC254
Outcomes:
Students are able to identify and articulate the many musical innovations and movements that helped turn Western music into a global force of expression

MUSC 363 Foundations of Vocal Technique and Pedagogy (3 Credit Hours)
This course will acquaint students with the basics of anatomy and physiology associated with singing technique, including the anatomy of the larynx, the structure of posture and breathing, and the physics of resonance. Additional topics will include vocal registers, healthy use of voice, and the basics of vocal instruction. Recognize healthy modes of phonation across musical styles. Learn to structure a voice lesson.
Outcomes:
Identify the major anatomical structures used in singing and their function

MUSC 364 Vocal Repertoire (3 Credit Hours)
This course covers a broad spectrum of vocal repertoire from 1600 to the present. Emphasis will be given to the application of stylistic conventions and the development of effective performance skills, culminating in public performance.
Outcomes:
To gain knowledge of important vocal repertoire and history; To develop the creative capacity to perform vocal music of different styles and eras

MUSC 365 Vocal Performance Workshop (3 Credit Hours)
The class aims to develop students' ability to deliver compelling performances on the musical stage. The first portion of the semester is focused on gaining and applying theoretical knowledge of acting for the singer. The second portion of the class focuses on preparing and performing opera/musical scenes.
Outcomes:
Acquire foundational skills in acting for singers / Learn basics of stagecraft for musical production / Perform operatic and/or musical theatre scenes

MUSC 370 The Business of Music (3 Credit Hours)
The Business of Music will offer a broad overview as to how the music industry works and provide insight into various career options. The course will include weekly discussions on current events in the music industry as they occur and feature a host of guest speakers. Students will also learn about the recording industry, music publishing, and the digital music world.
Outcomes:
An understanding of careers in the areas of performance, composition, production, management, education, and radio

MUSC 374 Musical Theatre Repertoire (4 Credit Hours)
This capstone repertoire course synthesizes musical theatre history, theory and performance. It is designed to develop students' ability to perform vocally, dramatically and physically within the canon of musical theatre repertoire. It culminates in a musical theatre showcase which features student performance of the repertoire learned in class.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the history of musical theatre performance by comparing the work of significant composers, directors and choreographers and demonstrate understanding of the intrinsic requirements for effective synthesis of vocal, dramatic and dance performance

MUSC 380A Applied Music Advanced: Clarinet (1 Credit Hour)
Twelve 60-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380AA Applied Music Advanced: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 60-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 380B Applied Music Advanced: Percussion (1 Credit Hour)
Twelve 60-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380BB Applied Music Advanced: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 60-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 380C Applied Music Advanced: Oboe (1 Credit Hour)
Twelve 60-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380E Applied Music Advanced: Trumpet (1 Credit Hour)
Twelve 60-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380F Applied Music Advanced: Saxophone (1 Credit Hour)
Twelve 60-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380G Applied Music Advanced: Guitar (1 Credit Hour)
Twelve 60-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380I Applied Music Advanced: Organ (1 Credit Hour)
Twelve 60-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380J Applied Music Advanced: Piano (1 Credit Hour)
Twelve 60-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380K Applied Music Advanced: Voice (1 Credit Hour)
Twelve 60-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380L Applied Music Advanced: Violin (1 Credit Hour)
Twelve 60-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380M Applied Music Advanced: Flute (1 Credit Hour)
Twelve 60-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380N Applied Music Advanced: Cello (1 Credit Hour)
Twelve 60-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380O Applied Music Advanced: Double Bass (1 Credit Hour)
Twelve 60-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380P Applied Music Advanced: Viola (1 Credit Hour)
Twelve 60-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Q Applied Music Advanced: Horn (1 Credit Hour)
Twelve 60-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380R Applied Music: Advanced Trombone (1 Credit Hour)
Twelve 60-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380S Applied Music Advanced: Harp (1 Credit Hour)
Twelve 60-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380U Applied Music Advanced: Drum Set (1 Credit Hour)
Twelve 60-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380V Applied Music Advanced: Low Brass (1 Credit Hour)
Twelve 60-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Y Applied Music Advanced: Bassoon (1 Credit Hour)
Twelve 60-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Z Applied Music Advanced: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 60-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 385 Jazz Improvisation II (3 Credit Hours)
Pre-requisites: MUSC 185 Jazz Improvisation
A continued study of the harmonic, melodic, and rhythmic theories that lead to the ability to improvise in the jazz genre. Emphasis is on ear training, listening, extended harmony, motivic development, rhythm, and scale /chord relationships.
Outcomes:
Students will be able to construct bass lines, build four-part chordal accompaniment at the piano, and improvise melodies and improvise over intermediate to advanced tunes in the jazz

MUSC 386 Orchestration (3 Credit Hours)
Pre-requisites: MUSIC 144 or permission of chair
Immersion in the art of writing for the instruments of the orchestra in order to understand and write /arrange music for the indigenous capability of each instrument while achieving desired sound effects.
Outcomes:
Ability to score effectively for every instrumental family and also to write/arrange music for any instrumental ensemble

MUSC 387 Solo Recital: MUSC Capstone (1-4 Credit Hours)
Pre-requisites: Department's permission and audition
Preparation and presentation of a full-length, balanced program by memory in one's major area of performance. This may be taken twice for credit.
Outcomes:
For the performance-oriented student, the capstone of 4 years of applied study as well as fulfillment of an experience required by graduate schools for performance majors

MUSC 388 Lecture/Recital: MUSC Capstone (3 Credit Hours)
Pre-requisites: Music Major only
A directed studies capstone experience course. Project proposal must be approved by the course advisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include, a performance of a composition, paper presentation, digital music design for a commercial product, conduct a chamber ensemble or the creation of a music installation. This course satisfies the Engaged Learning requirement.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

MUSC 389 Topics in Music (1-9 Credit Hours)
Specific course titles and content will vary. May be taken as directed study under the supervision of a designated faculty member for independent or small group research in special areas of interest. Because of variations described, students may repeat the course for a total of six hours.
Outcomes:
Opportunity to experience a music elective which is not ordinarily in the music offerings and thus enables individual enhancement of unique interests

MUSC 394 Internship in Music (1-6 Credit Hours)
Music students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission required. No more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a music organization while reflecting on their work experience and applying theories and techniques acquired from their music courses

MUSC 397 Fieldwork in Chicago - Music (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional music organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours to be assigned to be determined by the student in consultation with the Director of Music and the project supervisor

MUSC 399 Independent Study (1-6 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a music faculty member.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the chairperson and theatre faculty supervisor

Neuroscience (NEUR)

NEUR 101 Introduction to Neuroscience (3 Credit Hours)
Pre-requisites: None; Recommended: BIOL 101 and PSYC 101
This course will introduce students to basic concepts and the variety of topics in the field of neuroscience, including neuroanatomy (gross and cellular), neurophysiology, the neural basis of behavior, malfunctions due to disease and injury, and methods used to study these areas, laying a foundation for advanced coursework in neuroscience.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-BIOL 202/PSYC202/NEUR 101
Outcomes:
Knowledge of the organization of the nervous system, neural processes underlying cognitive functioning and behavior, and awareness of research methods and techniques for advancing the interdisciplinary field of neuroscience

NEUR 300 Seminar in Neuroscience (1 Credit Hour)
Pre-requisites: NEUR 101 with grade of C- or better; Restricted to Neuroscience Majors or Minors
The seminar introduces students to the interdisciplinary nature of modern neuroscience with an emphasis on the various neuroscience research activities employed in the field both at Loyola University Chicago and other academic and professional environments.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become proficient in reading and listening to primary neuroscience research; Students will also reflect on current neuroscience research with respect to contemporary issues in society

Peace Studies (PAX)

PAX 201 Peace Studies Overview (3 Credit Hours)
A general introduction to peace studies as an area of inquiry. Students identify concrete social justice issues and their relevance to domains of societal, international and ecological spheres of violence and address literature on nonviolence or limited use of violence through a critical research paper and other course applications.
Interdisciplinary Option: Interreligious and Interfaith Studies, Peace, Justice, and Conflict Studies

PAX 390 Directed Readings in Peace Studies (3 Credit Hours)
An independent program of reading and research developed in consultation with a supervising faculty member and the PAX director. It usually includes a review of the peace studies literature in the student's major field, with a final research project that integrates the student's major with peace studies.
Interdisciplinary Option: Peace, Justice, and Conflict Studies

Philosophy (PHIL)

PHIL 130 Philosophy & Persons (3 Credit Hours)
This course introduces students to the fundamental philosophical issues that bear on our understanding of persons in three equally weighted components, namely, Persons & Knowledge, Persons & Values, and Persons & Reality.
Knowledge Area: Foundational Philosophical Knowledge
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to explain a claim to truth, to explain theories of value in human life, and to describe theories of the metaphysical nature of human persons

PHIL 180 Being Human: Philosophical Perspectives (3 Credit Hours)
The course examines the way philosophy looks for fundamental characteristics that identify life as a properly human life, asks about its ultimate meaning or purpose, and raises questions about what counts as a good life.
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to demonstrate understanding of the various approaches of the philosophical question of what it means to be human

PHIL 181 Ethics (3 Credit Hours)
This course is a general introduction to ethics and moral philosophy.
Knowledge Area: Ethics
Course equivalencies: PHIL 181 / PHIL 281 /ACPHI 281
Outcomes:
Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life

PHIL 182 Social and Political Philosophy (3 Credit Hours)
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together.
Knowledge Area: Ethics
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 190 Loyola's Mission: The Philosophical Vision (3 Credit Hours)
Enrollment is limited to transfer students with 30 or more credit hours. The course introduces transfer students to the mission of LUC, especially "Transformative Education," by means of the methodology of philosophy."
Outcomes:
Students who take the course acquire an intellectual and experiential assimilation of LUC's mission, especially as it relates to "Transformative Education

PHIL 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PHIL193/ASIA193/INTS193

PHIL 262 Social & Political Philosophy - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Knowledge Area: Ethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions, and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 263 Contemporary Ethical Issues - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course explores ethical reasoning by considering a variety of contemporary issues in ethics. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Outcomes:
Students will develop a deeper appreciation of moral problems, and will gain practice in using philosophical moral reasoning

PHIL 264 Health Care Ethics - Civic Engagement (3 Credit Hours)
Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. This course studies philosophical ethics as practiced in the health care setting. It includes a service-learning experience and satisfies the civic engagement core requirement.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 267 Aesthetics - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
The course explores philosophical issues in aesthetics like the nature of art and beauty through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate their understanding of aesthetics and the value of leadership development and civic engagement

PHIL 271 Philosophy of Religion (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development, not only of some classic positions within the philosophy of religion, but also of how these views have affected the formulation of more contemporary discussions.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 171 / PHIL 271
Outcomes:
Students will be able to demonstrate understanding of the enterprise of using reason, broadly construed, to articulate issues arising out of religious belief and practice and to formulate and defend positions with respect to those issues

PHIL 272 Metaphysics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the fundamental principles by which the nature of reality can be explained.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 172 / PHIL 272
Outcomes:
Students will be able to demonstrate understanding of the central issues surrounding the field of metaphysics

PHIL 273 Philosophy of Science (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature of scientific knowledge and its claim to possess a distinctive method of inquiry.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Neuroscience
Course equivalencies: PHIL 173 / PHIL 273
Outcomes:
Students will be able to demonstrate understanding of the mode of inquiry which is the scientific method

PHIL 274 Logic (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course is a detailed study of the deductive methods and principles of correct reasoning, from both the traditional and modern point of view.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 174/PHIL 274/ACPHI 274
Outcomes:
Students will be able to formally analyze, evaluate, and demonstrate the various aspects of argumentation

PHIL 275 Theory of Knowledge (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines both the nature and the reliability of human knowledge.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 175 / PHIL 275
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the study of knowledge

PHIL 276 Philosophy of Mind (3 Credit Hours)
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176
Outcomes:
Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter

PHIL 277 Aesthetics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty?
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 277R Aesthetics: the Aesthetic Experience in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics, with reference particularly to aesthetic experience in Rome: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty? Outcomes: Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian Studies
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 279 Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
Students can take only one course from PHIL 279, PSYC 279, PSYC 280.
This course examines the philosophical and psychological foundations of decision-making.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to demonstrate understanding of the principles of reasoning and decision-making

PHIL 283 Business Ethics (3 Credit Hours)
Effective Spring 2007 students who have taken and successfully passed PHIL 185 are not eligible to take MGMT 341. This course is an introduction to ethics which focuses on ethical issues in the world of business and commerce.
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in business

PHIL 284 Health Care Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent, Please check requirements for declared majors/minors for exceptions
This course studies philosophical ethics as practiced in the health care setting.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 285 Contemporary Ethical Issues (3 Credit Hours)
This course explores ethical reasoning through consideration of a variety of contemporary issues in ethics, such as: abortion, euthanasia, corruption, discrimination, poverty, and justice.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a deeper appreciation of moral problems and will gain practice at using philosophical moral reasoning to come to justifiable ethical choices and answers

PHIL 286 Ethics and Education (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines philosophical ethics as it informs and guides the activity of teaching.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in teaching

PHIL 287 Environmental Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to ethical reasoning and to various topics in environmental ethics. Topics may include: pollution, animal rights, and natural resources.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: PHIL187/BIET187
Outcomes:
Students will demonstrate an understanding of diverse ethical theories and an ability to use philosophical reasoning to defend positions in topics covered

PHIL 288 Culture and Civilization (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 288R Culture & Civilization in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization with an emphasis on Italian philosophers during the Renaissance.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian American Studies, Italian Studies
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 289 Philosophy and Gender (3 Credit Hours)
This course considers gender as a philosophical question. Is gender simply a biological truth, or is it a social construct? How does gender affect our roles and opportunities in society? Should gender play a role in discussion of human rights?
Outcomes:
The student will develop a philosophical understanding of gender and will be able to articulate in a thoughtful manner understanding of issues concerning ethics, society and biology concerning gender

PHIL 301 Symbolic Logic (3 Credit Hours)
This course is an introduction to the study of modern symbolic logic, emphasizing formalization and proof construction. The student is introduced to the terminology and chief concepts of modern logic.
Outcomes:
Students will be able to symbolically analyze, evaluate, and demonstrate the various aspects of formal reasoning

PHIL 302 Topics in Formal Logic (3 Credit Hours)
Selected topic regarding logical theory or metatheory, such as the completeness of formal systems, non-standard logics, computability, foundational issues regarding mathematics.
Outcomes:
Students will develop an advanced understanding of the selected topic in formal logic

PHIL 304 History of Ancient Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies the philosophies of the ancient Greeks, including the pre-Socratics, Plato, and Aristotle.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-PHIL304/CLST304
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the ancient Greek philosophers

PHIL 305 Medieval Philosophy (3 Credit Hours)
This course studies the philosophies of the major thinkers of the 4th to the 12th centuries, such as Augustine, Scotus, Boethius, Avicenna, Anselm, Abelard, Maimonides, and Averroes.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-PHIL305/CATH305/MSTU344
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early medieval philosophers

PHIL 306 19th Century Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies 19th century post-Kantian philosophy from idealism toward phenomenology. May include philosophers such as Hegel, Nietzsche, and Husserl.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of 19th century post-Kantian philosophy

PHIL 307 13th & 14th Century Philosophy (3 Credit Hours)
This course studies major thinkers of the 13th and 14th centuries, such as Albertus Magnus, Aquinas, Scotus, William of Ockham, Roger Bacon.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-PHIL307/CATH307
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the late medieval philosophers

PHIL 308 Islamic Philosophy (3 Credit Hours)
Covers the development of classical Islamic philosophy from 800 to 1200 CE. Attention will be given to the central topics (God, the cosmos, knowledge, the human good) with which Muslim philosophers were concerned and to major figures such as Al-Kindi, Al-Farabi, Ibn Sina (Avicenna). Al-Ghazali and Ibn Rushd (Averroes).
Interdisciplinary Option: Middle East and Islamic World Studies
Course equivalencies: X-PHIL308THEO357MSTU334IWS308
Outcomes:
Students will be able to articulate and discuss major philosophical problems of concern to Muslim philosophers of the classical period

PHIL 309 Classical Modern Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies selected philosophers from the early modern period, such as Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early modern philosophers

PHIL 310 Issues in Philosophy of Human Nature (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course gives intensive consideration to various issues that pertain to being human, such as freedom, determinism, person, society, mind-body, immortality, etc.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key issues of human nature

PHIL 311 Issues in Metaphysics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding the nature of all reality, including existence, causality, relations, abstract entities, purpose, the possibility of knowledge of reality.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key metaphysical issues

PHIL 312 Problems in the Philosophy of God (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies classical and contemporary approaches to knowledge of the existence of God, divine attributes, good and evil, providence and human freedom.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding philosophical views of God

PHIL 318 Philosophy of Art (3 Credit Hours)
Reading and discussion of selected philosophical texts concerning the nature of art and artistic experience.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of art and artistic experience

PHIL 319 Studies in Philososphy & Literature (3 Credit Hours)
This course is a study of selected works of literature and a discussion of philosophical issues in relation to these works.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the nature of literary work, the relations of philosophical and literary language, and methods of interpretation

PHIL 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

PHIL 321 Ethics and Society (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a study of the rights, duties, and virtues of individuals as members of societies, covering issues such as family and state, social justice, international society, war, and globalization.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding ethics in social contexts

PHIL 322 Feminist Philosophies (3 Credit Hours)
This course will examine a variety of philosophical frameworks for thinking about gender, sexuality, the problems of sexism, and proposed solutions to those problems. Students will explore the complexity and diversity of feminist thought by examining many different feminist philosophies including liberal, radical, cultural, Marxist/socialist, existentialist, postmodern, ecological, and indigenous perspectives.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will demonstrate competence in the terminology, concepts, methodologies, and theories used by feminist philosophers; Students will learn to analyze feminist philosophies from multiple perspectives and will develop reasoned solutions to problems; Students will learn to communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms

PHIL 323 Philosophy of Law (3 Credit Hours)
This course pursues a philosophical analysis of law. It deals with topics such as philosophical presuppositions of law, origin and purpose of law, law as social control, current legal problems involving ethical issues.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding law and its applications

PHIL 324 Topics in Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of ethics.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 324B Bioethics Minor Capstone: Philosophical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when PHIL 324 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in philosophy

PHIL 325 Ethics & Case Based Reasoning (3 Credit Hours)
Pre-requisites: Two previous philosophy courses
This course is an engaged learning course that provides students with a unique opportunity to practice applying moral theories and argumentative principles to personal and social- ethical problems, and to teach middle school students how to do the same. The course focuses on presenting solutions to cases and hence involves research, writing, and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions using a case based system

PHIL 326 Political Philosophy (3 Credit Hours)
This course is an examination of the major theories of political society, studying important aspects of political society and their relationships to human nature.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of political society in relation to its members

PHIL 327 Topics in Political Philosophy (3 Credit Hours)
This course will concentrate on a specific issue or issues in political philosophy. Typical topics include civil disobedience, war and peace, political revolution, punishment, and criminal justice.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 328 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Two prior courses in Philosophy
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 329 International Ethics (3 Credit Hours)
Pre-requisites: Two prior courses in either Philosophy or Political Science
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 330 Theory of Knowledge (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course will study major philosophical positions regarding knowledge, belief, thought and language, truth, evidence, reason, perception, skepticism.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the field of knowledge and related issues

PHIL 331 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course introduces students to various philosophical approaches to technology with a special emphasis on computation and artificial intelligence.
Outcomes:
Describe and evaluate various approaches to technology's capacity to frame or shape human life; Describe and evaluate various philosophical approaches to artificial intelligence

PHIL 333 Language: Theories Ancient & Modern (3 Credit Hours)
Classical, modern, and contemporary philosophical theories on the nature and structure of human language.
Course equivalencies: X-LING333/PHIL333
Outcomes:
Students will be able to understand and articulate some philosophical problems and answers regarding the nature and structure of human language

PHIL 335 Asian Philosophy (3 Credit Hours)
A study of fundamental tenets of major Eastern philosophies (Chinese, Japanese, Indian) in comparison to Western tradition. Course may vary in emphasis on particular philosophies and themes.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-PHIL335/ASIA335/INTS334
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding Eastern philosophical thought

PHIL 340 Philosophy of St Thomas Aquinas (3 Credit Hours)
A study of the philosophy of Thomas Aquinas, including background regarding his life and medieval context.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL340/MSTU348
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Aquinas and its medieval context

PHIL 342 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines the Catholic philosophical tradition, beginning with its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with the Catholic philosophical tradition throughout its history, demonstrating proficiency in operating within the philosophical framework of this tradition

PHIL 344 Philosophy of Human Nature (3 Credit Hours)
The course explores at an advanced level the relation of human nature and aesthetics through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate advanced understanding of the relation between human nature and aesthetics and the value of leadership development and civic engagement

PHIL 350 Directed Reading (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Independent research according to program developed jointly by the student and a faculty director. Open to majors and to non-majors with the permission of the chairperson.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 354 Topics in Bioethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of bioethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic in bioethics; Students will develop effective philosophical writing and presentation skills

PHIL 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PHIL 360 Contemporary European Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Readings and discussion drawn from contemporary French and German philosophers, such as Merleau-Ponty, Sartre, Heidegger, Derrida, Foucault.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of contemporary French and German philosophy

PHIL 362 The British Philosophers (3 Credit Hours)
Readings and discussion drawn from early modern and modern British philosophers such as Hobbes, Locke, Hutcheson, Hume, Smith, Bentham, Mill.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of early British philosophy

PHIL 369 Philosophy of Medicine (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course investigates philosophical questions concerning the practice of medicine, such as the epistemology of medicine, the nature of health and disease, what is a profession, and the nature of suffering.
Interdisciplinary Option: Bioethics
Course equivalencies: X-PHIL369/BIET369
Outcomes:
The student will develop a critical understanding of the practice of medicine from a philosophical point of view

PHIL 370 Intro to American Philosophy (3 Credit Hours)
This course studies American Philosophers such as Peirce, James, Dewey, with an evaluation of their principles.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of American philosophy

PHIL 374 Philosophy of History (3 Credit Hours)
Study of the nature of historical knowledge and of theories concerning historical process.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding history as a discipline and a historical process

PHIL 375 Philosophy of Marxism (3 Credit Hours)
A study of the philosophical dimensions of the thought of Karl Marx, his 19th century precursors and 20th century interpreters.
Interdisciplinary Option: German Studies
Course equivalencies: PHIL394/PHIL375
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Karl Marx and Marxism

PHIL 379 John F. Grant, M.D., Symposium on Health Care Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course explores contemporary philosophical, ethical, and social policy questions concerning issues in health care and biomedical ethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a more advanced understanding of contemporary health care ethics and bioethics through direct student participation in an interactive seminar environment; Students will learn to apply ethical reasoning and ethical judgment (concepts, theories, methods) to discuss issues in health care and biomedical ethics; Students will develop effective writing and oral presentation skills

PHIL 380 Topics in Philosophy of Religion (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding religion. May include issues such as religious concepts, types of religion, divine attributes, free will and providence, problem of evil.
Course equivalencies: PHIL391/PHIL380
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key religious issues

PHIL 381 Philosophy of Science (3 Credit Hours)
Readings and discussion of selected texts regarding theories of scientific methods, scientific reasoning, metaphysical foundations of science, philosophical problems of scientific theories about physical reality.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding scientific inquiry and theory

PHIL 382 Philosophy of Social Science (3 Credit Hours)
Study of philosophical issues in the practice of contemporary behavioral sciences: theory, fact and value, causality, relativism, functionalism, statistical generalization, social planning.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the behavioral sciences

PHIL 383 Philosophy of Psychology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
A philosophical analysis of theoretical positions in psychology. May include issues regarding methodology, perception, learning theory, rationality, emotions.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the field of psychology

PHIL 384 Topics in Philosophy & Science (3 Credit Hours)
Particular topics selected from philosophy and science. Typical topics include the Scientific Revolution, positivism, space and time, relativity theory, cosmology, evolution.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 385 Environmental Ethics (3 Credit Hours)
This course will examine a number of controversial moral issues involving our environment. Theoretical and applied topics may include animal rights and species rights, nonwestern environmental perspectives, ecofeminism, duties to future generations, overpopulation, pollution, nuclear power, and environmental issues in policy making and business ethics.

PHIL 386 Analytic Philosophy (3 Credit Hours)
A survey of 20th century British and American philosophy in the analytic tradition, including philosophers such as Russell, Moore, Wittgenstein, Carnap, Quine.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the analytic tradition in philosophy

PHIL 387 Topics in Philosophy of Mind (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a critical study of issues such as the mind-body problem, personal identity, knowledge of other minds, consciousness, and perception.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the philosophy of mind

PHIL 388 History of Ethics (3 Credit Hours)
An intensive study of the ethical theories of several major figures in the history of western moral philosophy, including, for example, the systems of Aristotle, Kant, and Mill.
Outcomes:
Students will develop a more advanced understanding of philosophical problems and answers to questions in the field of ethics by means of this historical study

PHIL 389 Contemporary Issues (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Study of a selected topic in some area of contemporary philosophy.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 390 Independent Study for Majors (3 Credit Hours)
Pre-requisites: Students must be a philosophy major with adequate background
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 391 Topics in Philosophy of Religion (3 Credit Hours)
PHIL 391 was re-numbered to PHIL 380.
Course equivalencies: PHIL391/PHIL380

PHIL 393 Philosophy & The Human Sciences (0 Credit Hours)
This seminar explores a selected theme in health care ethics. Extensive use is made of visiting guest experts. Students should have completed four courses in philosophy, including a course in health care ethics.
Outcomes:
Students will develop a more advanced philosophical understanding of health care ethics, through direct student participation in an interactive seminar environment

PHIL 395 Seminar in Ancient Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 304.
Outcomes:
Students will develop a more advanced understanding of ancient philosophy, through direct student participation in an interactive seminar environment

PHIL 396 Seminar in Medieval Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including a course in medieval philosophy.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-PHIL396/MSTU350
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

PHIL 397 Capstone Seminar in Classical Modern Philosophy (3 Credit Hours)
This course will study selected issues from early modern philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 309.
Outcomes:
Students will develop a more advanced understanding of early modern philosophy, through direct student participation in an interactive seminar environment

PHIL 398 Capstone Seminar in Contemporary Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course will study selected issues in contemporary philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of contemporary philosophy, through direct student participation in an interactive seminar environment

PHIL 399 Capstone Seminar on a Topic in Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course engages the student in an analysis and discussion of special problems found in various areas of philosophy. Student should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of the philosophical enterprise, through direct student participation in an interactive seminar environment

Physics (PHYS)

PHYS 101 Liberal Arts Physics (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
For non-science majors. Selected topics from classical and modern physics emphasizing beauty, symmetry, and simplicity. Contemporary issues of physics and society.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Understanding of interaction between theory and experiment, role of physics in society, science vs. nonscience; solve problems using algebra, geometry, vectors, and graphs; synthesize disparate physics topics

PHYS 102 Planetary and Stellar Astronomy (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course covers the astronomy of the solar system and planetary science as well as the astronomy of stars and galaxies. This includes study of earth and comparative study of all the planets, as well as the birth, evolution, and death of stars, the clustering of stars and galaxies, the expanding universe and cosmology.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students will demonstrate an understanding of the fundamental knowledge and concepts in astronomy, the qualitative and quantitative reasoning used, and how this science can be applied

PHYS 106 Physics of Music (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Language, structure, history and styles of music; motion, force, energy and waves applied to production of sound; physical properties of instruments and musical acoustics.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Knowledge of music fundamentals; understand how instruments function; apply physics concepts and experimentation to analyze the production of music and acoustics

PHYS 111 College Physics I Lec / Dis (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
Non-calculus introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 111L College Physics Laboratory I (1 Credit Hour)
Pre- or co-requisites: PHYS 111 or PHYS 121; Prerequisite: MATH 118 or MDT
Laboratories cover selected topics in introductory mechanics, including freefall, uniform circular motion, work-energy, collisions, rotational motion, and harmonic motion.
Interdisciplinary Option: Forensic Science
Outcomes:
Experience and familiarity with basic measuring devices and simple mechanics equipment; Understand measurement errors and their propagation, plotting and interpretation of data, the connection between theory and experiment for selected topics in elementary mechanics

PHYS 112 College Physics II Lec/Disc (3 Credit Hours)
Pre-requisites: PHYS 111 or equivalent
PHYS 111 and 112 provide a non-calculus introduction to physics. Topics include electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 112L College Physics Lab II (1 Credit Hour)
Pre-requisites: PHYS 112 or PHYS 122 (may also be taken as corequisite); also prerequisite PHYS 111L; For ESBE, ESCE, and ESEE majors only: Prerequisite or corequisite of PHYS 122
Laboratories cover selected topics in electrical circuits and optics, including DC circuits, resonance in AC circuits, ray optics, and prism and grating spectrometers.
Interdisciplinary Option: Forensic Science
Outcomes:
Understand the connection between theory and experiment for selected topics in elementary electrical circuits and optics; Experience and familiarity with DC power supplies, digital multi-meters, function generators, oscilloscopes, mirrors, lenses, and spectrometers; Ability to correlate simple electronic schematic diagrams with actual circuits

PHYS 121 College Physics I with Calculus Lecture/Discussion (3 Credit Hours)
Co-requisites: MATH 131 or MATH 161
Calculus-based introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 122 College Physics II with Calculus Lecture/Discussion (3 Credit Hours)
Pre-requisites: PHYS 121; Corequisite: MATH 132 or MATH 162
Calculus-based introduction to electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 126F Freshman Projects (1 Credit Hour)
Pre-requisites: PHYS 111 or 121 (C- or better); Enrollment restricted to PHYS, BPHY, TPAM, and PCSC majors Outcomes: Students should gain a deeper understanding of the material covered in introductory physics and learn about research methods employed by physicists
Under the guidance of a faculty member, students perform research on a physics-related topic through a semester-long project. The project involves development of a proposal, building of experimental apparatus, data collection/analysis, and theoretical calculations.
This course satisfies the Engaged Learning requirement.

PHYS 130 Introduction to Computational Physics (3 Credit Hours)
Pre-requisites: PHYS 121 (C- or better); Corequisite: PHYS 122
This is an introductory computational physics course. The course will cover basic computational skills using Python and common scientific Python packages. We will solve a set of programming exercises that enhances both the understanding of introductory physics (Newton's laws, work, energy, momentum) and physics problem solving skills.
Outcomes:
Students should be able to write a Python program to perform numerical calculations in physics and gain computational skills that would be utilized in upper division physics coursework and research

PHYS 235 Modern Physics (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: PHYS 235L and MATH 263; Enrollment is restricted to PHYS, BPHY, TPAM and PCSC majors and PHYS minors
This course covers the Special Theory of Relativity and Introductory Quantum Mechanics.
Outcomes:
Understand the relative nature of space and time; the duality of waves and particles; the microscopic structure of matter and its macroscopic consequences

PHYS 235L Modern Physics Laboratory (1 Credit Hour)
Co-requisites: PHYS 235
Modern physics experiments including electromagnetic waves (microwaves), interferometry, spectroscopy, electron and quantum physics, and solid-state physics.
Outcomes:
Students will gain hands on experience and familiarity with experiments from early modern physics, the ability to use spreadsheets and symbolic algebraic software for problem solving and data interpretation, and experience documenting and reporting results including historical background searches

PHYS 301 Mathematical Methods in Physics (3 Credit Hours)
Pre-requisites: PHYS 235; Corequisite: MATH 264
Lecture and computer laboratory; Mathematical and computer methods in physics and engineering; Topics include vector calculus, functions of a complex variable, phasors, Fourier analysis, linear transformations, matrices, first and second order differential equations, special functions, numerical and symbolic computer applications.
Course equivalencies: X-PHYS301/PHYS271/MATH355

PHYS 303 Electronics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Study of analog electronics, including direct and alternating circuit analysis, resonant circuits, diodes, transistors, amplifiers, operational amplifiers, noise, feedback and oscillators.
Outcomes:
Students will understand and manipulate equations and concepts, and gain experience with electronics equipment, plotting and interpretation of data, synthesizing and writing laboratory results, and the formal verbal presentation of results

PHYS 303L Electronics Laboratory (1 Credit Hour)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various electronic components, instruments, techniques, and applications. This course is the lab component for PHYS 303.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 303 (Analog and digital electronics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 310 Optics (3 Credit Hours)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
The course covers electromagnetic nature of light, geometrical optics, polarization, Fresnel relations, interference, Fraunhofer and Fresnel diffraction, Fourier optics, lasers, and holography.
Outcomes:
Students will gain knowledge of the principles of classical and modern optics, the role of optics in the development of quantum mechanics and its applications to modern technology

PHYS 310L Optics Lab (1 Credit Hour)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various optical components, instruments, techniques, and applications. This course is the lab component to PHYS 310.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 310 (Geometrical and wave optics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 314 Theoretical Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: MATH 264 and PHYS 301 Outcomes: Students will gain understanding of analytical and numerical methods of mechanics, understanding of principles in dynamics, and experience in applying formalisms of Lagrange and Hamilton to mechanics in preparation for other areas of physics and engineering
Newtonian particle dynamics, conservation theorems, oscillations, gravitation, generalized coordinates, Lagrange and Hamilton formalisms.

PHYS 315 Theoretical Mechanics II (3 Credit Hours)
Pre-requisites: PHYS 314
This course is a continuation of PHYS 314 and covers dynamics of system of particles, moving coordinates, rigid body dynamics, systems of oscillators, motion in a central force field, relativity.
Outcomes:
Students will gain understanding of analytical and numerical methods of mechanics, and of the laws of dynamics and their applications

PHYS 328 Thermal Physical & Statistical Mechanics (3 Credit Hours)
Pre-requisites: PHYS 235 and PHYS 301
This course examines the fundamental concepts of temperature, entropy, and thermodynamic equilibrium, the first and second law, engines, the third law, and Boltzmann, Fermi-Dirac, and Bose-Einstein statistics.
Outcomes:
Students will learn to compare thermodynamical versus statistical characterizations of macroscopic systems with applications ranging from analyzing Fermi gases and black body radiation to information theory

PHYS 338 Advanced Physics Laboratory (2 Credit Hours)
Pre-requisites: PHYS 301 and PHYS 314; Restricted to PHYS, TPAM, PCSC, and BPHY majors
Lab course with advanced experiments in mechanics, biophysics, electromagnetism, quantum mechanics, solid state, and particle physics. Students will receive training in data analysis methods, data acquisition systems, signal processing, and 3D fabrication. Students will work in teams on a final independent project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain an understanding of experiment design, data analysis, and error estimation in the context of investigating physical principles and using different instrumentation

PHYS 351 Electricity and Magnetism I (3 Credit Hours)
Pre-requisites: PHYS 235, 301 & MATH 264
Electrostatics and magnetostatics in a vacuum as well as in linear media, and an introduction to electrodynamics.
Outcomes:
Students will gain an understanding of mathematical methods of electrodynamics, of static electricity and magnetism including Coulomb's, Gauss', Ampere's, and Faraday's laws and their applications, and of solutions of Laplace's and Maxwell's equations

PHYS 352 Electricity and Magnetism II (3 Credit Hours)
Pre-requisites: PHYS 351
Introduction to electrodynamics and the special theory of relativity.
Outcomes:
Students will gain an understanding of electromagnetic field energy and momentum, Maxwell's equations and their applications including electromagnetic radiation and emission, involving retarded potentials and Lorentz covariance

PHYS 361 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 235 & PHYS 301
Non-relativistic quantum mechanics.
Outcomes:
Students will understand and use separation of variables, finite polynomials, and matrix algebra to solve the Schroedinger equation, explain microscopic structure of matter, and describe philosophical interpretations of quantum mechanics

PHYS 371 Biophysics (3 Credit Hours)
Pre-requisites: For Biology and Molecular Biology majors: BIOL 251, (PHYS 112 or 122), and (MATH 132 or 162); For all other majors: PHYS 235 and BIOL 101
An upper-level course in biological physics focused on a quantitative description of the physical processes driving molecular and cellular processes with an emphasis on experiment design and analysis.
Outcomes:
Students will understand how to apply physical principles and probabilistic analysis toward the study of biological phenomena at molecular and cellular levels

PHYS 380 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students will understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 381 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 391 Research (1-12 Credit Hours)
Research in physics or an associated field. This is a variable credit course and can be repeated.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHYS391 / PHYS385 / PHYS386
Outcomes:
Under the guidance of a faculty member, students study and understand research methods employed by physicists and gain a deeper understanding of a particular area of physics

PHYS 394 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

PHYS 395 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

Polish (POLS)

POLS 101 Polish I (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 102 Polish II (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 103 Polish III (3 Credit Hours)
Pre-requisites: POLS 102
This course is designed to further develop and improve student's ability to speak and read Polish, by introducing advanced grammar, vocabulary, idioms, phraseology and syntax structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand various grammatical forms of verbs, nouns, adjectives, adverbs and numbers; They will be appropriately prepared to use Polish grammatical and stylistic structures required in POLS 104

POLS 104 Polish IV (3 Credit Hours)
Pre-requisites: POLS 103
This course focuses on improving the student's ability to communicate in Polish both oral and written. Primary emphasis is on speaking and basic writing in Polish using proper grammatical and stylistic structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish with the level of fluency appropriate for POLS 250

POLS 201 Polish Medical Terminology (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical and healthcare related professions, future physicians and nurses, healthcare administrators and health insurance specialists. We will study Polish vocabulary for anatomy and physiology, and introduced Polish terms for medical procedures and tests. We will use phraseology common for taking medical history. Students will practice using medical terminology in patient interviews, reading articles from healthcare publications as well as understanding and formulating medical instructions. In this course we will also talk about cultural issues in practicing medicine, including the cultural differences between Polish and American approach. There will be strong emphasis on speaking, listening, and reading Polish.
Outcomes:
Students will expand their Polish vocabulary, including body parts and functions, diseases and their manifestations; They will practice taking a medical history in dialogues between medical professionals and their clients as well as use medical names and description

POLS 202 Polish for Healthcare (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical professions, future physicians, dentists, and nurses. We will practice vocabulary for anatomy and physiology, Polish terms for medical procedure and test as well as phraseology used in every day in doctor-patient communication. This course will cover medical specializations such as: pediatrician, nutritionist, internist, immunologist, neurologist, psychiatrist and surgeon. We will also talk about cultural issues in practicing medicine. There will be strong emphasis on speaking, listening, and reading Polish and using more advanced aspects of Polish grammar.
Outcomes:
Students will learn medical vocabulary, including body parts and organs, physiology and functions of various systems; They will practice taking medical history in dialogues between medical professionals and their patients, and they will write descriptions of medical conditions

POLS 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: POLS 104
This course focuses on improving and further developing student's ability to converse and write in literary Polish language. Primary emphasis is on proper grammatical and stylistic expression in Polish with extended vocabulary and phraseology.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish by making oral presentations and writing short compositions; They will be appropriately prepared for POLS 251

POLS 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: POLS 250
This course focuses on enhancing and polishing student's ability to converse and write in contemporary Polish language. Primary emphasis is on standard, literary Polish with its grammatical, orthographical and stylistic level expected of an educated Polish speaker.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to speak fluently, make oral presentations and write essays in standard literary Polish language with fluency of an educated Polish speaker

POLS 270 Contemporary Polish Culture in the Original Language (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
We will discuss the key elements of Polish culture as it is evolving in the fast changing social, technological, and economic circumstances after the political transformation of Central Europe. Students will explore the cultural traditions and values of the pre-WWII generation and the Soviet era generation, which led many to emigrate from Poland.
Interdisciplinary Option: Polish Studies

Polish Studies (POST)

POST 199 Topics in Polish Studies: Introductory (1-6 Credit Hours)
Introduction to a specific theme in Polish Studies, e.g. Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To gain a basic knowledge of Poland through its art, history, politics, religion, philosophy, or cinema

POST 299 Topics in Polish Studies: Intermediate Topics (1-6 Credit Hours)
Exploration of important themes in Polish Studies, such as Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To enhance knowledge of Polish Studies through different disciplines: art, history, politics, religion, philosophy, or cinema

POST 395 Polish Studies Capstone (3 Credit Hours)
Capstone course to the POST Minor program. This is a tutorial course with a service learning component that serves an integrative purpose. In the tutorial students will focus on a specific issue or theme in POST. The syllabus will reflect the research interests of the faculty member who administers the course.
Interdisciplinary Option: Polish Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to integrate their coursework in the POST minor with their major concentration

POST 399 Topics in Polish Studies: Advanced (1-6 Credit Hours)
Intensive study of a specific theme or themes in the broad field of Polish Studies: language, art, literature & film, politics, music, and history.
Interdisciplinary Option: Polish Studies
Outcomes:
To provide an in-depth knowledge of Polish Studies

Political Science (PLSC)

PLSC 100 Political Theory (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to political theory, covering the principal ideas, controversies and institutions of political society.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: ACPOL 200 / PLSC 100
Outcomes:
Students will be able to demonstrate an understanding of major approaches to the normative study of politics; to identify the assumptions underlying philosophical arguments; and to critically assess different theories of political justice

PLSC 101 American Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
American national government and politics, including institutions, group and electoral processes, and public policy.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ACPOL 101 / PLSC 101
Outcomes:
Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of US political institutions

PLSC 102 International Relations in an Age of Globalization (3 Credit Hours)
Competing perspectives on international politics and global issues such as North-South relations, human rights, war and peace, population growth, and environmentalism.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: ACPOL 202 / PLSC 102
Outcomes:
Students will be able to demonstrate an understanding of the main approaches to the study of international politics and to analyze and assess such major substantive issues as interstate war, terrorism, arms control, international political economy, and sustainable development

PLSC 103 Comparative Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
A cross-national comparison of political institutions and political behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn why political systems differ and how different political systems function and change

PLSC 123 Speak Up Democracy (0-3 Credit Hours)
"Speak Up Democracy" is a course on perennial questions about the workings of democracies. Participating students will investigate the connection between speech and political power, ruminating on whose voices are heard (and silenced) in a democracy. This summer program is animated by a central question: how should we speak to one another in a democracy? The course is open to high school students participating in the summer program.

PLSC 202 Mock Trial (3 Credit Hours)
Students will study the trial as a process for finding truth and administering justice by learning the dynamics of the trial, by developing trial strategy, by learning how to conduct and respond to direct and cross examination and by delivering effective opening and closing arguments. Mock trial is an engaged learning course. Prior Permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Mock trials are an activity that promotes critical thinking and reasoning; They call upon students to employ their problem-solving and public-speaking skills, and students gain knowledge of legal practices and procedures

PLSC 203 Moot Court (3 Credit Hours)
Students will study the appeal as a process for finding truth and administering justice by learning the dynamics of appellate advocacy, by developing oral argument strategies, by learning how to respond to questions posed by judges in competition, and by delivering effective summations and rebuttal arguments. Moot court is an engaged learning course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Moot court competitions are an activity that promotes critical thinking and reasoning; They will enhance their ability-to-think- on-their-feet skills, their legal research skills, and their public-speaking skills; Students gain knowledge of legal argumentation and constitutional law

PLSC 204 Conflict Management (3 Credit Hours)
This course considers a variety of different approaches to international conflict management: direct bargaining, mediation, military intervention, economic sanctions, arbitration, adjudication, and peacekeeping. In addition to learning about the differences among these various conflict resolution techniques.
Interdisciplinary Option: Global Studies
Outcomes:
This course will treat state conflict as a natural phenomenon that must be understood before it can be mitigated; Doing so requires scientific investigation

PLSC 208 Representation in the United States (3 Credit Hours)
Considers what "political representation" means and how scholars study how well representation works in the contemporary United States.
Outcomes:
Understanding of concept of political representation and tools scholars use to study representation

PLSC 213 International Human Rights (3 Credit Hours)
This course focuses on the theoretical foundations of such international human rights as well as their practical implications. It discusses the roles of states, intergovernmental organizations, and nongovernmental organizations in shaping human rights norms and practices. They will also understand practical causes and consequences of human rights policies.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to identify assumptions of arguments and critically assess different theories of international human rights

PLSC 215 Politics of Marginalized Groups (3 Credit Hours)
This course focuses on the role that race, ethnicity, and marginalized status plays in American politics and public policy. It will provide a general overview of several groups, including Blacks, Latinxs, Asian and Muslim Americans, Women, LGBTQ, immigrants and refugees, indigenous peoples and other groups.
Outcomes:
Students will acquire an understanding of the historical exclusion of various groups from the political system and the resulting political participation and behavior patterns of minoritized groups in American society

PLSC 216 Political Numbers (3 Credit Hours)
This course will train participants to be critical consumers of political arguments that cite quantitative evidence. The course will take a hands-on approach where students learn how to conduct, interpret, and critique quantitative analysis using common statistical software packages.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will learn to critically engage with the numbers-based claims they encounter in the political arena and beyond; They will also learn how to conduct and present quantitative analysis

PLSC 218 African-American Politics (3 Credit Hours)
The political goals, behavior, voting patterns, group structures, values, and attitudes of various segments of the African-American population, and how these affect the political system.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Race and Ethnicity
Course equivalencies: X-PLSC218/BWS 218
Outcomes:
Students will be able to demonstrate an understanding of the patterns of political participation and behavior of African-American individuals and groups in American society

PLSC 232 Politics of the United Kingdom (3 Credit Hours)
This course offers an introduction to politics in the United Kingdom (officially known as the United Kingdom of Great Britain and Northern Ireland, and unofficially referred to as Britain).
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the structure and operation of the United Kingdom's domestic political system, as well as its relations with the rest of the world, especially the European Union

PLSC 236 Political Communication (3 Credit Hours)
The purpose of this course is to explore and examine how elected officials and institutions communicate to the public - and the role journalists and PR professionals play in the process--through readings, seminar, and practicum. The class will challenge students to grapple with questions like - What is the meaning of the "truth" in today's media environment?
Outcomes:
Students will understand how and why journalists cover what they cover, and the roles PR professionals/spin doctors attempt to shape the media narrative

PLSC 238 Political Advocacy (3 Credit Hours)
Policy-making and implementation in the United States is a complicated process. In any given year laws are passed by elected officials, decisions that guide our implementation of the law are made by government agencies, and rulings handed down by the courts shape our interpretation of those laws.
Outcomes:
Students will understand their place in the policy-making ecosystem, and the efficacy of those efforts

PLSC 251 Women in American Politics (3 Credit Hours)
This course focuses on Women and Politics in the United States. It looks at women's movements both historical and current, how women and men in the United States act differently in politics in terms of voting behavior, as political candidates, and as elected leaders. Students will gain a better understanding of the U.S. political system and how and when women are treated equally and unequally when compared with men.
Interdisciplinary Option: Women & Gender Studies

PLSC 252 Capitalism and Its Discontents (3 Credit Hours)
This course analyzes the intersection of capitalist economics and politics from a critical perspective. Capitalism and Marxism will be reviewed, followed by a critical examination of how capitalism has played out in economic/political practice in the world today. Includes discussions of many economic topics recently in the news, and the potential for change in a variety of directions. Students will learn to critically analyze the ways in which modern economics leads to less than optimal solutions, including economic inequality. They will also learn to identify other options that may lead to greater equality and economic success.
Interdisciplinary Option: Global Studies

PLSC 300 Contemporary Political Issues (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in politics. This course may apply to any of the four areas of the department, and may be repeated depending on subject matter.
Outcomes:
Students will gain an in-depth knowledge of a unique topic in contemporary politics

PLSC 300A Contemporary Political Issues: American Politics (3 Credit Hours)
Investigation of selected topics or methods in American Politics. This course may be repeated depending on subject matter.

PLSC 300B Contemporary Political Issues: Political Theory (3 Credit Hours)
Investigation of selected topics or methods in Political Theory. This course may be repeated depending on subject matter.

PLSC 300C Contemporary Political Issues: Comparative Politics (3 Credit Hours)
Investigation of selected topics or methods in Comparative Politics. This course may be repeated depending on subject matter.

PLSC 300D Contemporary Political issues in International Relations (3 Credit Hours)
Investigation of selected topics or methods in International Relations. This course may be repeated depending on subject matter.

PLSC 301 Political Justice (3 Credit Hours)
A study of alternative conceptions of political justice and the attempts to institutionalize them in various political systems.
Outcomes:
Students will be required to demonstrate a mastery of competing theories about how various goods should be distributed fairly, and apply the just-war doctrine to various real-world cases; This course will help students to analyze and appraise social practices and policies that claim to be consistent with principles of justice

PLSC 302 American Political Thought (3 Credit Hours)
Major political themes from the founding era to the present.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major American political theorists, and to reflect on their significance in the evolution of American politics and society

PLSC 304 Ancient Political Thought (3 Credit Hours)
(CLST 305) A study of major political theorists from Plato to the fall of the Roman republic.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major Ancient Greek and early Roman political theorists

PLSC 306 Modern Political Thought (3 Credit Hours)
A study of major political theorists from Machiavelli to the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of the major political theorists from Machiavelli to Rousseau

PLSC 307 Democratic Theory (3 Credit Hours)
This course examines normative arguments for and against popular rule.
Outcomes:
Students will be able to explain and assess critically arguments for and against democratic government

PLSC 308 Contemporary Political Thought (3 Credit Hours)
A study of major political theorists from the nineteenth century to the present.
Interdisciplinary Option: German Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and guiding principles of the writings of major political theorists from the nineteenth century to the present

PLSC 310B Catholic Political Thought (3 Credit Hours)
A survey of classic and contemporary political thinkers in the Roman Catholic tradition. The problems examined include religious pluralism, moral decay, natural law, distributive justice, political obligation, war, and peace.

PLSC 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: PLSC 216 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

PLSC 312 Feminist Theory (3 Credit Hours)
(WOST 318) A survey of classical and contemporary feminist political theory.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-PLSC312/WOST318/WSGS318
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of influential feminist political theorists and their critics, and to reflect on the significance of feminist political theory in promoting a more just society

PLSC 313 Resistance and Obligation (3 Credit Hours)
This course examines normative arguments about the source of political obligation and the right to resist government through various means, both violent and nonviolent.
Outcomes:
Students will be able to explain and assess critically various arguments about the duty to obey and the right to disobey government

PLSC 314 Liberalism (3 Credit Hours)
A survey of classical and contemporary political theorists in the liberal tradition.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major liberal political theorists and their critics, and to reflect on the significance of liberal political theory in promoting a more just society

PLSC 316 Politics of Genocide (3 Credit Hours)
This course analyzes the politics surrounding genocide, war crimes and crimes against humanity in contemporary times. The primary focus is on occurrences since the end of the Cold War, including the former Yugoslavia, Rwanda, Sudan and the Democratic Republic of the Congo.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate an understanding of genocide and other massive human rights violations, along with the role of the international community in preventing future atrocities

PLSC 317 Politics of International Health (3 Credit Hours)
This course discusses political issues in the field of international health, including comparing health care systems in the industrialized world, and treatment of diseases in the developing world, particularly Africa (HIV/AIDs, TB, Malaria, etc). Students will be able to demonstrate an understanding of international health and comparative health systems.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies

PLSC 319 Women, Law & Public Policy (3 Credit Hours)
The legal arrangements and public policies that structure the relationships of women and men in American society.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-PLSC319/WOST319/WSGS319
Outcomes:
Students will be able to analyze and appraise the impact of judicial decisions and public policies on women in the United States

PLSC 320 Constitutional Law-Due Process (3 Credit Hours)
The Supreme Court's role in defining substantive and procedural due process issues such as criminal procedure, individual autonomy, and economic regulation.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning and application of due process in American law and its impact in safeguarding individual freedoms and civil rights

PLSC 321 Constitutional Law-Powers of Government (3 Credit Hours)
The Supreme Court's role in allocating power among the three branches of the national government and between the state and federal governments.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of alternative judicial approaches to the separation of governmental powers

PLSC 322 Constitutional Law-Rights and Liberties (3 Credit Hours)
The Supreme Court's role in defining constitutional guarantees of equal protection and individual freedom.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning, protection and boundaries of civil rights and individual liberties in American law

PLSC 325 American Foreign Policy (3 Credit Hours)
(INTS 375) Origins and development of American foreign policies; the method of their formulation and conduct.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC325/INTS375
Outcomes:
Students will be able to demonstrate an understanding of the formulation, adoption and implementation of American foreign policy and its impact on domestic and international affairs

PLSC 326 American National Security (3 Credit Hours)
American national security policy, including the role of major political actors, the defense budgetary process, and the capability and effectiveness of the military.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC326/PAX 327
Outcomes:
Students will be able to analyze and assess the formation, adoption and implementation of national security policies in the United States and their impact on domestic and international affairs

PLSC 327 Political Psychology (3 Credit Hours)
Political attitudes from a social psychological perspective with emphasis on cognitive development models.
Outcomes:
Students will be able to understand the psychological sources of political decision making

PLSC 329 Interest Group Politics (3 Credit Hours)
A study of the role of interest groups in American politics and policy.
Outcomes:
Students will be able to analyze and assess the patterns of political participation and behavior of diverse interest groups and their impact on the American political system

PLSC 330 Global Justice (3 Credit Hours)
This course explores debates about global justice such as immigration, climate change, free trade, and humanitarian interventions. Rooted in political theory, the course also includes readings from sociology, philosophy, and economics.
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn to critically assess different theories of political justice and learn how to evaluate the moral and political justifications of international practices and policies

PLSC 331 Islamic Political Thought (3 Credit Hours)
An introduction to Islamic political thought, covering main ideas, questions, debates of the Islamic religio-political society, from the Qur'an to the present. Among the authors studied include al-Farabi, al-Mawardi, Ibn Khaldun, Islamic feminists, Islamic modernists, and Islamists.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will be able to identify assumptions of arguments, critically assess different theories, and, having been familiarized with the inherent entanglement of religion and politics, will be able to identify what is specific to Islamic governance and what may be universalized

PLSC 332 Politics of American Bureaucracies (3 Credit Hours)
The political and social aspects of American bureaucracies at the local, state and national levels with emphasis on the roles of administrators and administrative institutions in the political system and policy process.
Outcomes:
Students will be able understand the role of the federal bureaucracy in the formulation, adoption and implementation of public policies, and their impact on the everyday lives of citizens

PLSC 333 Crossing Borders: The Politics of Immigration (3 Credit Hours)
This course explores immigration policies and practices around the world. The primary goal is to gain a better understanding of the choices both countries and would-be immigrants face, as well as the consequences of the laws and policies enacted to regulate the movement of people across borders.
Interdisciplinary Option: Global Studies
Outcomes:
Understand the range of motivations that cause people to migrate, the laws and policies to regulate this movement, the consequences of migration, and contribute to societal debates about migration

PLSC 334 Urban Policies and Problems (3 Credit Hours)
An analysis of selected problems confronting governments in urban America as well as the range of public policies that address urban problems. (May be repeated with different issues.)
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of urban policy-making

PLSC 335 Urban Semester Seminar (3 Credit Hours)
See course description for SOCL 335.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
See outcome for SOCL 335

PLSC 336 Politics in Contemporary China (3 Credit Hours)
This course primarily focuses on domestic politics in post-1978 China. It introduces and examines China's key political institutions and players, various forms of political participation by political elites and ordinary citizens, and issues on governance and political reforms.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to make informed use of China as a case in more general arguments and have a solid footing from which to pursue more in-depth study of particular topics in China

PLSC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist insurgencies across the globe and of the efforts by governments to combat terrorism
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motives the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

PLSC 339 Political Ideologies (3 Credit Hours)
(INTS 369) A comparative analysis of important modern political ideologies and the functions they serve in the political system. Attention will be devoted to the ideologies of non-Western regimes and movements.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC339/INTS339
Outcomes:
Students will be able to analyze and assess the role and impact of political ideologies in the foundation, development, and justification of various political regimes

PLSC 340 International Relations of Africa (3 Credit Hours)
An introduction to the international relations of the countries that comprise the African continent. The primary focus is the evolution of African international relations during the post-colonial period (c. 1960-present).
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC340/BWS 340/INTS340
Outcomes:
Students will be able to demonstrate an understanding of the nature and evolution of African international relations with the major northern industrialized democracies and various regions of the developing world

PLSC 342 African Politics (3 Credit Hours)
Forces shaping political societies south of the Sahara: the heritage of colonialism, the sociology of modernization, race related stresses, economic factors, and political movements.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: PLSC342/BWS 342/INTS342/IWS342
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of African political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in African societies, and evaluate the roles and processes of African political institutions

PLSC 343 Latin American Politics (3 Credit Hours)
(INTS 343) (LASP 343) Historical, cultural, economic and political forces in the governments of Latin America and the Caribbean.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-PLSC343/INTS343/LASP343
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Latin American and Caribbean political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in Latin American and Caribbean societies, and evaluate the roles and processes of Latin American and Caribbean political institutions

PLSC 346 East Asian Politics (3 Credit Hours)
(ASIA 342) (INTS 346) The social forces and structure of politics and government of East Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PLSC346/ASIA342/INTS346
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of East Asian political systems, the patterns of political participation and behavior of diverse individuals and groups in East Asian societies, and evaluate the roles and processes of East Asian political institutions

PLSC 347 The European Union (3 Credit Hours)
(INTS 381) An introduction to the European Union, a regional organization linking the nations of Europe.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC347/INTS381
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the European Union, the patterns of political participation and behavior of diverse individuals, groups, and governments in the European Union, and evaluate the roles and processes of the European Union's political institutions

PLSC 348 Soviet & Post-Soviet Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC348/INTS382
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 349 Eastern European Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC349/INTS349
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 350 Global Political Economy (3 Credit Hours)
An examination of the modern global economy with attention to the interrelationship between the economic and political orders.
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Students will be able to demonstrate knowledge of the global economy and the interrelationship between economic and political systems in the modern world

PLSC 353 International Law (3 Credit Hours)
(INTS 353) (PAX 353) Introduction to legal principles and procedures of recognized international law.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-PLSC353/INTS353/PAX 353
Outcomes:
Students will be able to demonstrate an understanding of the role and impact of law and legal principles and institutions in international relations

PLSC 354 Global Environmental Politics (3 Credit Hours)
(ESP 354) (INTS 354) (PAX 354) Examines the linkages between the world's natural environment and the global political system.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC/ESP/INTS/PAX 354
Outcomes:
Students will be able to demonstrate an understanding of the role of various private, national and international actors in the formulation, adoption and implementation of environmental public policies

PLSC 355C Women and Politics: A Cross-National Perspective (3 Credit Hours)
This course offers a cross-national perspective of women's status in the political world, as voters, activists, and officeholders. It examines women's participation in the developed and developing world. Students will acquire knowledge of the role of women as political actors in a multitude of nations in the world.
Interdisciplinary Option: Global Studies, Women & Gender Studies
Course equivalencies: PLSC355C/WSGS355C/INTS361C

PLSC 356 Intervent in World Politics (3 Credit Hours)
(INTS 356) (PAX 356) Examines the purposeful use of political, economic, and military instruments by one country to influence the domestic or the foreign policies of another country.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC356/INTS356/PAX 356
Outcomes:
Students will obtain an in-depth knowledge of the historical evolution, potential constraints, and case studies of U.S. intervention in the post World-War II era

PLSC 357 Hollywood and Law (3 Credit Hours)
This course analyzes films that focus on justice, the law, and the legal system, to see what they tell us about political and legal culture, and what messages (if any) they have for contemporary politics.
Outcomes:
Student will analyze how Hollywood portrays law, policy, and major trials and court decisions as well as be able to locate and ask questions about how the depiction of law, politics, and civic responsibility have changed across time

PLSC 358 War, Peace and Politics (3 Credit Hours)
(PAX 358) The historical evolution of war, the nature of wars in the 20th century and into the 21st century, the nature of threats, sources of conflict, and procedures for peaceful resolution of disputes.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC358/INTS358/PAX 358
Outcomes:
Students will be able to demonstrate an understanding of the principal causes of wars, the means and ends of warfare, and the process and prospects of reestablishing peace

PLSC 358D The Scientific Study of War (3 Credit Hours)
This course provides an introduction to & overview of the concepts & approaches related to the causes of war, conflict, and peace in the international system. The main topics of the course are: (1) an introduction to understanding war as a social science topic, (2) the origins of the demands and disputes that can lead to war, (3) the escalation of these, (4) the expansion of war, (5) the consequences of war, and (6) the possibility of peace.
Interdisciplinary Option: Global Studies

PLSC 359 Revolutions (3 Credit Hours)
(INTS 368) A critical examination of different empirical theories of revolution. Case studies will be drawn from Europe, Asia, Africa, and the Americas.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC359/INTS384
Outcomes:
Students will be able to analyze and assess the causes, development, and consequences of modern revolutionary movements and revolutions

PLSC 360 Western European Politics (3 Credit Hours)
(INTS 360) Comparative study of the structures, processes, and functions of the parties and governments of the western powers with emphasis on the United Kingdom, France and the German Federal Republic.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: PLSC360/INTS360
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of West European political systems, the patterns of political participation and behavior of diverse individuals and groups in West European societies, and evaluate the roles and processes of West European political institutions

PLSC 362 Politics Developing Societies (3 Credit Hours)
(INTS 362) Social, economic, and ideological factors influencing political developments in emerging nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC362/INTS362
Outcomes:
Students will be able to demonstrate an understanding of the foundation and structure of emerging nations, the patterns of political participation and behavior of diverse individuals, groups, and governments in developing societies, and evaluate the roles and processes of political institutions in developing societies

PLSC 363 International Politics (3 Credit Hours)
This course is intended to serve as an advanced exploration of the field of international politics. Students will explore the most recent developments in international relations theory and select political developments within the international system, including the evolution of these developments in various regions of the world.
Interdisciplinary Option: Global Studies
Outcomes:
Students will hone their ability to assess/critique cutting edge theories and developments within the field of international politics

PLSC 364 UN & International Organization (3 Credit Hours)
(INTS 364) (PAX 364) An examination of the purposes, organization, background, and operations of existing international organizations.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC364/INTS364/PAX 364
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of various International Organizations, especially the United Nations, the patterns of political participation and behavior of individuals, private and public groups, and governments in International Organizations, and evaluate the roles and processes of International Organizations

PLSC 365 Italian Politics & Government (3 Credit Hours)
(INTS 365) (ROST 365) An examination of the institutions, processes, and practices of Italian political life. Major concern is with post-1945 Italian politics.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Course equivalencies: X-PLSC365/INTS365/ROST365
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Italy's contemporary political system, the patterns of political participation and behavior of diverse individuals and groups in Italian society, and evaluate the roles and processes of Italian political institutions

PLSC 366 Dictatorship (3 Credit Hours)
This comparative politics course examines the origins, dynamics, and contradictions of various nondemocratic forms of government, including military and party dictatorships.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC366/INTS366
Outcomes:
Students will be able to explain why authoritarian systems rise and fall and how politics in these systems compares to the political process in democratic states

PLSC 367 Model United Nations (3 Credit Hours)
Introduction to the operations and practices of United Nations, including training for student participation in the Model U.N. program. Students taking PLSC 367 Model UN class and act as leaders of the team that represents Loyola at the New York conference. Prior permission required to enroll.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC367/INTS367/PAX 367
Outcomes:
Students will demonstrate an understanding of the formation and structure of the United Nations; Understanding in enhanced by the practical experience gained by participating in Loyola's Model UN program

PLSC 368 Politics of the Middle East (3 Credit Hours)
This course will draw upon the theoretical insights of comparative politics to examine politics in the Middle East and North Africa. The seminar focuses on issues that are important for understanding the contemporary politics of the region, from the persistence of authoritarianism, petropolitics, political Islam, Arab-Israeli conflict, and the rise of ISIS to ethnic divisions, gender relations, and social movements.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC368/INTS391/IWS368

PLSC 369 Politics of Energy (3 Credit Hours)
The course will discuss how the challenges of climate change, energy security, and poverty alleviation are being tackled by politicians and the public. It will also assess the degree to which changes in energy resources bring changes in economic, political, and social power.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain a firm understanding of the various global and regional trends that are shaping 21st Century foreign policy behavior generally, and energy diplomacy specifically

PLSC 370 Fieldwork in Political Science-Internship (1-6 Credit Hours)
Practical experience in political and governmental agencies and organizations in Chicago and Washington, D.C.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn about different forms of public service and the ethical responsibilities of civic engagement; Working in a professional office for fifteen weeks allows students to experience the world of public service first-hand; Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 371 Roman Law (3 Credit Hours)
(CLST 362) An introduction to the general principles and basic concepts of Roman civil law with emphasis upon the Late Republican-Early Imperial period.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students will be able to demonstrate an understanding of the assumptions and principles guiding the formulation and implementation of Roman civil law

PLSC 372 Crime, Race & Violence (3 Credit Hours)
This course discusses the political aspects that affect crime and violence in the United states, with a special focus on questions of race.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373

PLSC 373 Politics and Literature (3 Credit Hours)
Literature as a medium of political analysis and political criticism. The literary tradition examined may vary, and the course may be repeated for credit, depending on the subject matter.
Outcomes:
Students will learn to interpret and evaluate the political assumptions and principles underlying the writings of major literary figures, and to reflect on the role and significance of literature in promoting a more just society

PLSC 374 Democracy (3 Credit Hours)
A critical examination of the theory and practice of democratic government. The subfield to which this course belongs varies depending on its content.
Outcomes:
Students will be able to analyze and assess the theoretical arguments for and against democracy, and to demonstrate an understanding of the various institutional arrangements of democratic government

PLSC 376 Political Behavior and Public Opinion (3 Credit Hours)
This course will cover a range of topics pertaining to public opinion and political behavior in the United States. Topics will include how public opinion is measured, research on the factors that shape public attitudes about political matters, and work that examines who participates in politics and why.
Outcomes:
Students will learn about substantive scholarly findings on these topics, as well as the methodologies researchers use to answer questions about public opinion and political participation

PLSC 377 American Public Policies (3 Credit Hours)
Public policy-making at the national and state government levels; includes social, economic, fiscal, judicial, and moral policies.
Course equivalencies: PLSC377 / PLSC205
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of American public policy adoption and implementation

PLSC 379 The Legislative Process (3 Credit Hours)
Legislative campaigns and elections, the formal procedures of law making, the influence of political parties and interest groups, and the interaction with the president, the judiciary, and the bureaucracy.
Course equivalencies: PLSC379 / PLSC210
Outcomes:
Students will be able to analyze and assess the role and processes of the US Congress in the deliberation and formulation of domestic policies and their impact on the everyday lives of citizens

PLSC 380 Public Policy Analysis (3 Credit Hours)
The course offers a broad approach to the study of public policy.

PLSC 381 The American Presidency (3 Credit Hours)
The powers, roles, and responsibilities of the presidential office with special attention to political leadership, the bureaucracy, and political parties.
Course equivalencies: PLSC381 / PLSC211
Outcomes:
Students will be able to analyze and assess the role and impact of the U.S. presidency on domestic policy and foreign affairs

PLSC 384 The Judicial Process (3 Credit Hours)
The judicial process in the American court system from the Supreme Court to local trial courts, civil and criminal procedure, appellate court decision-making, and the impact of judicial policies on American politics and society.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: PLSC384 / PLSC212
Outcomes:
Students will be able analyze and assess the role and impact of the U.S. court system on the protection of individual freedoms and civil rights

PLSC 385 Introduction to Law (3 Credit Hours)
The nature of law in society, including the constitutional origins and institutional structure of legal systems, the practices of the legal profession, and the substance of selected areas of case law.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: CRMJ375/PLSC385/PLSC214
Outcomes:
Students will be able to understand the role of law and the legal system in American politics and its impact on the everyday lives of citizens

PLSC 386 Campaigns and Elections (3 Credit Hours)
The organization, functions, and behavior of political parties and elections in the United States.
Course equivalencies: PLSC386 / PLSC217
Outcomes:
Students will be able to analyze and evaluate the role and impact of political parties and elections on the American political system

PLSC 387 Politics and the Press (3 Credit Hours)
A study of the dynamics between politics and the press, including its impact on campaigns, elections, and public policy.
Course equivalencies: X-PLSC387/CMUN340
Outcomes:
Students will be able to analyze and assess the role and impact of the press on the American politics

PLSC 388 The Morality and Legality of War (3 Credit Hours)
Competing perspectives on the moral, legal, and practical challenges of military force as a tool of foreign policy, especially focused on the complexity of using force to pursue humanitarian goals.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of just war theory, international humanitarian law, and major theories of humanitarianism, to analyze the stakes and trade-offs involved in decisions about war and peace, and to critically engage with contemporary foreign policy events

PLSC 389 State Politics (3 Credit Hours)
A comparative study of the composition and powers of state governments.
Course equivalencies: PLSC389 / PLSC221
Outcomes:
Students will be able to demonstrate an understanding of state governments, the patterns of political participation and behavior of diverse individuals and groups in state politics, and evaluate the roles and processes of state political institutions

PLSC 390 Urban Politics (3 Credit Hours)
Political processes in cities and other local governments, Examination of mayors, city councils, bureaucrats, and their interaction with local citizens and interest groups.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: PLSC390 / PLSC222
Outcomes:
Students will be able to demonstrate an understanding of urban governments, the patterns of political participation and behavior of diverse individuals and groups in urban politics, and evaluate the roles and processes of urban political institutions

PLSC 391 Chicago Politics (3 Credit Hours)
The political groups in Chicago, their political power and impact on city politics and policy. Attention will be given to the powers and roles of city council and the mayor's office.
Interdisciplinary Option: Human Services, Italian American Studies
Course equivalencies: PLSC391 / PLSC224
Outcomes:
Students will be able to demonstrate an understanding of Chicago government, the patterns of political participation and behavior of diverse individuals and groups in Chicago politics, and evaluate the roles and processes of Chicago's political institutions

PLSC 392 Environmental Politics (3 Credit Hours)
The issues, significant actors, and public policies relating to the environment. (ESP 235) (PAX 235)
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: PLSC392/PLSC/ESP/PAX235
Outcomes:
Students will be able to analyze and assess the role of various actors in the formulation, adoption and implementation of environmental public policies, and their impact on the everyday lives of citizens

PLSC 395 Political Science Honors Seminar (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in Political Science.
Outcomes:
Students will gain an in-depth knowledge of a unique topic or method in Political Science

PLSC 396 Directed Readings (1-3 Credit Hours)
Opportunity for an unusually accomplished student to pursue a discrete area of knowledge in political studies in a format designed to stimulate highly productive effort.
Outcomes:
Students will hone research and writing skills in close collaboration with a faculty sponsor

PLSC 397 Urban Studies Research (3 Credit Hours)
The course allows students to engage in research-related projects related to urban studies.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-PLSC397/URB397

PLSC 398 Washington DC Internship Seminar (3 Credit Hours)
This course requires you to combine your academic interests and your internship, allowing you to reflect on and think deeply about the relationship between your internship, experience and academic learning. This course will also explore political Washington.
Outcomes:
This course will clarify students' career goals, and demonstrate how these goals can be enhanced by their academic work

PLSC 399 Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

Psychology (PSYC)

PSYC 100 Psychological Perspectives on the Experience of Globalization (3 Credit Hours)
Globalization from a psychological perspective. Applying core psychological concepts, research and theory to cross-cultural issues of behavior and development. Topics may include human rights of children, human trafficking, immigration, moral issues of international trade, parenting across cultures.
Outcomes:
Students will learn basic concepts and theories and apply them to real-world globalization problems

PSYC 101 General Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, biological and social aspects of behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 201 / PSYC 101
Outcomes:
Students will master basic concepts and key theories and learn to apply them to real-world situations

PSYC 201 Psychology Advising and Career Development (1 Credit Hour)
Pre-requisites: PSYC 101, PSYC-BS major
Overview of the psychology major at Loyola and career options in psychology. Introduces students to psychology career development resources. Students will also prepare for opportunities in independent research and internships and plan for a career including creating a resume and CV.
Outcomes:
Students will learn about career options in psychology and plan their psychology major to support and develop their career interests

PSYC 225 Psychology of Peace (3 Credit Hours)
Application of psychological theories, concepts, and research to issues of peace and conflict. Areas covered include international conflicts and international peacebuilding (including war, terrorism, and global environmental issues) as well as interpersonal conflicts and conflict resolution (including crime, family violence, and conflict arising from prejudice and perceived threat). Classic theories of peace are also analyzed and connected to psychological theory and research.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: PSYC 225/PAX225

PSYC 235 Psychology of Human Sexuality (3 Credit Hours)
Pre-requisites: PSYC 101
This course will explore sexuality as a multi-faceted and diverse phenomenon structured by individual experience, interpersonal relationships, and societal institutions. Topics include anatomy and physiology, intersectionality, power and privilege, sexual diversity, attraction and love, relationships, and sexual health education.
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will demonstrate an understanding of the biological, psychological and socio-cultural aspects of human sexuality, along with gender and sexual diversity

PSYC 237 Cross-Cultural Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Students will learn about cultural factors that influence cognition, perception, emotion, behavior, motivation, and mental health. Similarities and difference in both explicit and implicit cultural factors will be emphasized. Students will explore their identities, values, and biases. Students will engage in reflection to increase cultural awareness and sensitivity towards others.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of concepts and research methodologies in cross-cultural psychology; Students will develop critical thinking skills, as well as increased cultural awareness and sensitivity towards others

PSYC 238 Psychology of Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course reviews psychological research and theory concerning gender and sex from a biopsychosocial perspective. Course material emphasizes how gender as an identity, social role, and system of power affects nearly every aspect of our lives.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will learn about the diversity of gender within and across cultures, gender socialization and its effects, the role of gender inequality in multiple contexts, and how gender intersects with other identities

PSYC 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness. Articulate how personal power can be used to create change.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue

PSYC 240 Psychology-Biology of Perception (3 Credit Hours)
Pre-requisites: For Biology majors: BIOL 102, BIOL 112, and PSYC 101; For all others: PSYC 101
Introduction to the study of sensory systems, especially vision and audition, emphasizing historical development of the field, multi-disciplinary scientific approaches, recent research and theory on the mechanisms of seeing and hearing, and applications of research to real-world problems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand and be able to explain how knowledge of the functioning of sensory systems is obtained using a variety of experimental methods, how stimulus energy is translated into neural signals, how the brain processes sensory information, and how these processes determine conscious perception

PSYC 250 Cognitive Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Overview of cognitive psychology. Topics include: human information processing, object recognition, memory, attention, language production and comprehension, reasoning and problem solving.
Outcomes:
Students will understand and be able to explain how knowledge about mental events is obtained using a variety of experimental methods, discuss current empirical research and theories of cognition, understand well established cognitive theories about attention, memory, language processing, reasoning and decision-making

PSYC 251 Learning and Memory (3 Credit Hours)
Pre-requisites: Grade of C- or better in PSYC 101 and NEUR 101
This course surveys the field of learning and memory, including working, episodic, and semantic memory, nonassociative learning, classical and operant conditioning, skill learning, and neuroplasticity. Behavioral, neuroscientific, and clinical perspectives will be considered.
Interdisciplinary Option: Neuroscience

PSYC 273 Developmental Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of theory and research relevant to human growth and development with emphasis on physical, cognitive, and social development from infancy through adolescence.
Interdisciplinary Option: Human Services
Course equivalencies: X-CPSY273/PSYC273
Outcomes:
Students will demonstrate understanding of basic theory and research in human development, and will develop skills in critical examination of psychological research as applied to current issues in human development

PSYC 274 Lifespan Development (3 Credit Hours)
Pre-requisites: PSYC 101
This course provides a survey of current theory, research, and applications on development (physical, cognitive, and social/emotional development) that are present at each stage of the lifespan. Normal development is emphasized; however, special human circumstances are also explored.
Outcomes:
Students will demonstrate an understanding of theory and research in development across the lifespan; Students will develop critical thinking skills, applying research to contemporary issues in lifespan development

PSYC 275 Social Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to the field of social psychology; including topics such as social cognition, impression formation, social influence, attitude formation and change, stereotyping and prejudice, aggression, pro-social behavior, and group behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 275 / PSYC 275
Outcomes:
Students will demonstrate the ability to think critically about fundamental theoretical approaches within social psychology, scientific methods of hypothesis testing, and potential applications of social psychology that address real-world problems

PSYC 276 Philosophy of Mind (3 Credit Hours)
Pre-requisites: PHIL 130
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies. Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter.
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176

PSYC 277 Environmental Psychology (3 Credit Hours)
Human behavior is at the root of environmental degradation. This course examines how psychological processes influence behaviors that help or hurt the environment and how psychology can promote conservation. The course identifies theory-based interventions and evaluates their effectiveness. Class activities allow students to practice applying psychology to promote environmental sustainability.
Outcomes:
Students will be able to identify the psychological bases of environmental problems; Students will be introduced to theories and practical strategies to change behavior as it relates to environmental issues

PSYC 280 Psychology of Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions; Students can only take one course from PHIL 279, PSYC 279, PSYC 280
This course examines the forces that shape decision-making, from the individual and day-to-day to the shaping of public policy. Psychological research on cognitive biases, economic models, and philosophical perspectives on deductive reasoning and what makes a good decision will be discussed.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will learn fundamental principles and theories - including various biases and decision-making errors, and learn to apply the course to improve thinking, problem-solving, and decisions

PSYC 302 History & Systems in Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
A systematic treatment of the historical roots and foundation of psychology. Special emphasis is placed on relating past trends to current developments in the field.
Outcomes:
Students will demonstrate knowledge of the foundations of psychology as a science, including major schools and theoretical frameworks, and make connections between past trends and current approaches

PSYC 304 Statistics (3 Credit Hours)
Pre-requisites: PSYC 101
This course is an introduction to fundamentals of statistical analysis in psychology.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate the ability to analyze data, interpret the results of research using basic statistical methods, and understand the conceptual foundation, appropriate use, and limitations of these statistical methods

PSYC 306 Research Methods in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 or STAT 335
Logic and theory of the scientific method. Basic principles of scientific research methodologies employed in approaching major problem areas in psychology. This class is writing intensive.
Interdisciplinary Option: Human Services, Neuroscience, Urban Studies
Outcomes:
Students will demonstrate knowledge and skills necessary to: formulate research questions and hypotheses, develop research designs, operationalize variables, and gather data in an ethical manner; choose appropriate statistical methods for analyzing data and interpret results of statistical analyses; write a scientific paper in APA style; and critically evaluate research

PSYC 307 Psychology of Language (3 Credit Hours)
Pre-requisites: PSYC 101
Analysis of language as symbol-behavior specific to humans, language structure and competence, language performance, and the neurophysiological basis of language. Methods for investigating language processing, acquisition, bilingualism, and language disorders will be considered.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of language

PSYC 310 Lab in Program Evaluation (3 Credit Hours)
Pre-requisites: PSYC 306; PSYC 275 is also recommended
Special attention is given to the fundamental skills needed to evaluate human service programs including research methodology and research diplomacy. The strengths and weaknesses of several evaluation strategies will be discussed in terms of scientific validity, ethical constraints, and political acceptability.
Outcomes:
Students apply their developing evaluation skills in a class project and present the data in a written report

PSYC 311 Lab in Psychobiology (3 Credit Hours)
Pre-requisites: For Psychology BS and Cognitive & Behavioral Neuroscience majors: PSYC 306 and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-; For all others: (STAT 335 or PSYC 304) and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-
Introduction to the structures and functions of vertebrate nervous systems and how these systems compute and process information. Laboratory experience with concepts and methods in the neurophysiological study of the bases of perception and other behaviors. Hearing is used as an example.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will learn the concepts of basic neurophysiology and the theory of signal detectability and have experience applying the logic and formulation of neurophysiological theories of perception

PSYC 312 Lab in Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and PSYC 382
This course is a laboratory practicum in the techniques of cognitive neuroscience, with an emphasis on electrophysiological and hemodynamic methods of measuring nervous system function during cognitive and behavioral tasks and the effects of noninvasive brain stimulation.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will develop scientific research skills as they relate to the field of cognitive neuroscience, including experimental design, physiological methods of data collection, statistical analysis and interpretation, and reporting findings

PSYC 313 Lab in Behavioral Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 251 or PSYC 382
Provides an understanding of the structure and function of the brain as it relates to behavior through empirical data collection and analyses. Course objectives will be met through demonstrations, hands-on laboratory experience with different behavioral assays, histology, an evaluation of scientific literature, and scientific communication via poster presentations.
Outcomes:
Develop a breadth of neuroscientific knowledge and skills involving critical thinking, research ethics, experimental design, animal behavior, data collection and analysis, and dissemination of scientific findings in different formats

PSYC 314 Lab in Experimental Psychology: Cognition (3 Credit Hours)
Pre-requisites: PSYC 306 (C-) and (C- in PSYC 250, PSYC 251, PSCY 307, or PSYC 382)
Laboratory demonstrations, experiments, and microcomputer applications in the area of human cognition. Topics vary, but include learning, memory, thinking and language processing.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research on human cognition

PSYC 315 Lab in Tests & Measurements (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 331 or PSYC 346
Topics include: theory of psychological testing and assessment; historical context and related legal and ethical considerations; basics of test construction and evaluation, including reliability, validity, and standardization; and common measures of personality, attitudes, and ability and their psychometric properties. PSYC 338 is recommended.
Outcomes:
Students will learn to demonstrate proficiency with psychological testing terminology and concepts

PSYC 316 Lab in Experimental Psychology: Sense & Perception (3 Credit Hours)
Pre-requisites: PSYC 306, NEUR 101 (formerly PSYC/BIOL 202) or PSYC 240
Laboratory demonstrations, experiments, and microcomputer applications to the psychophysical and physiological study of sensory systems. The course stresses the research methods and quantitative measures that are used in characterizing sensory processes, especially visual and auditory systems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research in sensory processes

PSYC 318 Lab in Developmental Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 273 or PSYC 274
Lecture and laboratory on empirical studies of developmental processes in humans. Focus is on research in particular content areas within developmental stages (e.g., infancy, childhood, adolescence, adulthood) and research on changes in behavior across time.
Outcomes:
Students will demonstrate skills and knowledge of developmental methodology, designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 321 Laboratory-Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275 and 306
Lectures, demonstrations, readings, and individual or group research projects illustrating various methods, such as observation, interviewing, archives, standardized tests, and experimentation, are used to learn about topics such as group influences on the individual, attitudes, prosocial and antisocial behavior, and perception of self and others.
Outcomes:
Students will demonstrate skills and knowledge of methodology in social psychological research; designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 327 Lab on Body Image (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 275 or PSYC 338
Lab on Body Image focuses on the scholarly study of body image and eating disorders, as well as how research is conducted in the field. Students will complete smaller labs and a larger research project in the field.
Outcomes:
1) Learn about the scholarly study of body image and eating disorders; 2) Learn general research methods in Psychology and specific ones pertaining to the topic; 3) Learn about computer packages, including SPSS to analyze data

PSYC 331 Psychopathology (3 Credit Hours)
Pre-requisites: PSYC 101
Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: X-CPSY333/PSYC331/ACPSY280
Outcomes:
Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of "mental disorders", factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues

PSYC 332 Affective Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101 or NEUR 101 (formerly PSYC/BIOL 202)
Affective experiences promote human adaptability and survival, and healthy emotion function is critical to promoting physical and psychological well being. The course will provide an overview of fundamental neurobiological correlates associated with emotion function and processing affective stimuli.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 338 Psychology of Personality (3 Credit Hours)
Pre-requisites: PSYC 101 Facts and principles of personality study
Nature of personality, its structure, development, expression, and measurement. Exposition and evaluation of personality study methods with critical review of traditional and modern theories of personality.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: X-CPSY338/PSYC338
Outcomes:
Students will acquire an understanding of different personality theories, critically evaluate these theories, and apply what they have learned

PSYC 340 Psychology of Women (3 Credit Hours)
Pre-requisites: PSYC 101
Review of psychological aspects of women's experiences. Topics include psychological aspects of biological events such as menarche, pregnancy, menopause; aspects of women's work and family roles; and mental health issues relevant to women.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: PSYC340/WOST340/WSGS340
Outcomes:
Students will demonstrate knowledge of critical contemporary issues impacting women and girls, and critically evaluate/analyze academic theory, social institutions, and media

PSYC 346 Psychopathology of Childhood (3 Credit Hours)
Pre-requisites: PSYC 273
Consideration of the nature and causes of maladjustment, emotional disorders, and learning disabilities in children in conjunction with approaches to prevention and remediation.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will demonstrate knowledge of the major categories of childhood psychopathology and methods of diagnosis, theories of causes of maladjustment and mental illness in children and adolescents, and types of intervention strategies

PSYC 348 Psychology of Adolescence (3 Credit Hours)
Pre-requisites: PSYC 273
In-depth study of adolescence using an interdisciplinary approach. Integration of cultural, social, psychological, and biological perspectives.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will appreciate the various factors leading to similarities and differences in the experience of adolescence in America and in other cultures, and will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of adolescence

PSYC 349 Maturity and Aging (3 Credit Hours)
Pre-requisites: PSYC 273 or PSYC 274 with a C- or better
Overview of theory and research relevant to middle age and aging. Topics include personality, cognitive and social functioning as well as biological functioning. Applications to life situations such as living arrangements, provision of health services, and retirement are discussed.
Interdisciplinary Option: Bioethics, Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of maturity and aging, and learn to recognize and reject myths and stereotypes associated with adult development and aging

PSYC 350 Developmental Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101, NEUR 101 (formerly PSYC/BIOL 202)
An overview of theory and research relevant to the study of the developing child through the use of neuroscience methods; topics may include: brain plasticity and maturation, sensorimotor systems, attention, memory, executive function, language, social cognition, and typical and atypical development.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will gain knowledge of basic theory and research in the field of developmental cognitive neuroscience and will acquire understanding of brain and behavior relationships in a developmental context

PSYC 352 Neuropsychology (3 Credit Hours)
Pre-requisites: PSYC 101 and NEUR 101
Neuropsychology is the interdisciplinary study of the relation between human brain function and behavior. This course is an undergraduate survey of topics related to neuropsychology, including neuroanatomy, psychophysiology, and cognitive neuroscience. A primary goal of the course is to introduce undergraduate students to neuropsychological concepts in research and applied settings.
Interdisciplinary Option: Neuroscience
Outcomes:
Successful completion of this course leads to mastery of CNS function and structure; The ability to integrate this information will allow students to develop and test hypotheses about brain-behavior relationships

PSYC 353 Applied Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275
Applications of principles and methods of social psychology to social issues and problems in such areas as: law and justice, health and health care, education, natural and built environments, population, work, life and intergroup relations.
Outcomes:
Students will demonstrate the ability to apply knowledge of major theories, research methodologies, and empirical knowledge in social psychology to real-world issues and problems

PSYC 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PSYC 356 Consumer Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the field of consumer psychology; including topics such as consumer attitude formation and change, persuasive communication and consumer behavior, the psychology of advertising, consumer decision making, personality and consumer behavior, identity and consumer behavior, and culture and consumer behavior.
Outcomes:
Students will understand and apply theoretical approaches within consumer psychology and the psychology of advertising

PSYC 360 Understanding Prejudice (3 Credit Hours)
Pre-requisites: PSYC 101
Prejudice from a psychological perspective. Applying psychological concepts, research, and theory to understand the origins and consequences of prejudice as well as potential remedies.
Interdisciplinary Option: African Studies and the African Diaspora, Psychology of Crime and Justice, Race and Ethnicity, Women & Gender Studies
Course equivalencies: BWS360/WSGS360
Outcomes:
Students will learn the origins of stereotypes and prejudice, the nature of prejudice against different social groups, how people are affected by prejudice and cope with prejudice, and the processes that may change stereotypes, reduce prejudice, and improve intergroup relations

PSYC 362 Industrial/Organizational Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 101 Outcomes: Students will demonstrate understanding and ability to think critically about how the science of behavior is applied to work environments
Study of human behavior in work settings. Topics include principles of employee selection, job analysis, motivation and morale, managerial behavior, organization development and socialization, leadership, conflict management, work design and group process.
Course equivalencies: PSYC362 / PSYC364

PSYC 368 Counseling (3 Credit Hours)
Pre-requisites: PSYC 101; PSYC 331 or 338 is also recommended
Introduction to the theory, techniques, and research behind major helping interventions, focusing on individual psychotherapy with adults.
Interdisciplinary Option: Human Services
Outcomes:
Students will critically evaluate different approaches to intervention in terms of their theoretical underpinnings, applications, goals and effectiveness, and will develop the ability to utilize some basic counseling skills

PSYC 369 Psychology Honors Readings (3 Credit Hours)
Pre-requisites: Membership in the Psychology Honors award program and approval of the Department Honors Advisor
Directed readings and development of a formal research proposal on a topic of interest to the student and the faculty member with whom he/she has chosen to work. Students are not restricted to working with the faculty member whose name is listed in the schedule of classes.
Outcomes:
Students will write a literature review and research proposal for the honors thesis

PSYC 370 Psychology Honors Research (3 Credit Hours)
Pre-requisites: PSYC 369
Students carry out the research proposed in PSYC 369 and prepare a formal report constituting the honors thesis. Approval of the thesis by the honors committee earns the psychology honors award. PSYC 370 is a capstone course.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PSYC370H / PSYC370
Outcomes:
Students will conduct research, analyze and interpret data, and write a thesis

PSYC 371 Psychology of Political Behavior (3 Credit Hours)
Examination of the determinants of political judgments and decision; including topics such as voting preference, stereotypes and political thinking, racism and political behavior, ideology and public opinion, the effect of the media on political thought.
Outcomes:
Understanding of core theoretical and methodological approaches commonly applied to the study of political psychology

PSYC 372 Psychology & Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the U.S. jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

PSYC 373 Health Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of psychological and behavioral influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: health behavior and primary prevention, stress and coping, patient-physician interaction, and management of chronic illness.
Interdisciplinary Option: Bioethics, Human Services
Outcomes:
Students will demonstrate an understanding of the complex interaction of an individual's psychology and physical health, as well as understanding of different intervention and prevention programs, the structure of the health care system, and the various roles psychologists play in this system

PSYC 374 Community Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Prevention of mental disorder and promotion of well-being, primarily through creating more mentally healthy environments, but also by enhancing individual resilience. Recognizing the toxicity of psychosocial stressors such as inequality, poverty, alienation, and discrimination, community psychologists also fight for social justice through empowerment of oppressed groups and policy advocacy. Understanding of the methods of community psychology; effects of societal, cultural, and environmental influences on psychological and community well-being.
Interdisciplinary Option: Human Services, Neuroscience

PSYC 375 Psychology of Addiction (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of historical, demographical, and statistical aspects of substance abuse. Abuse of alcohol and drugs, as well as eating disorders, may be considered. A variety of theoretical models and interventions are discussed.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will demonstrate understanding of the psychopharmacological effects of various substances, major research findings in the area of substance abuse, and prevention and intervention techniques

PSYC 376 Psychology of Religion (3 Credit Hours)
Introduction to the major issues, theories and empirical approaches in the psychology of religion; effect of religion on beliefs, motivations, emotions and behaviors.
Outcomes:
Understanding of the relationship between religion and psychological variables (eg, adjustment, prejudice, and prosocial behavior)

PSYC 377 Psychology of Music (3 Credit Hours)
Pre-requisites: PSYC 101
Engagement in musical activities is common across all human cultures. This course will introduce students to the interdisciplinary field of psychology of music and will focus on how humans perceive and are affected by music, how we create music, and how music is integrated into human life.
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 378 Drugs and Behavior (3 Credit Hours)
Pre-requisites: NEUR 101
This course will introduce students to neuropsychopharmacology. Acute and long term effects of addictive drugs and drugs used to treat psychiatric disorders on neural function and behavior are discussed by integrating human and preclinical animal studies. Major types of drugs of abuse, antidepressants, antipsychotics, and anxiolytics will be discussed.
Outcomes:
Knowledge of the mechanisms of action of drugs, including illicit drugs and drugs used to treat psychiatric disorders

PSYC 381 Advanced Statistical Analysis-Computer:Social Science (3 Credit Hours)
Pre-requisites: PSYC 304 or SOCL 301
Expanded treatment of topics covered in PSYC 304 with emphasis on using standard computer analysis packages (SPSS).
Outcomes:
Students will demonstrate the ability to discuss theoretical assumptions of various statistical techniques, choose the appropriate statistical test in a variety of situations, use SPSS to enter data and perform a statistical analysis, and interpret the results of statistical analyses

PSYC 382 Behavorial and Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: For BIOL-BS, BIOL-MINR, and BIOE-BS students: BIOL 102 and NEUR 101; For all others: NEUR 101
Overview of topics and methodologies used in behavioral and cognitive neuroscience including: attention, learning and memory, language, reasoning, decision making, intelligence, emotions, social cognition, and consciousness.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms, underlying mental events and the technologies used for studying these mechanisms

PSYC 383 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

PSYC 384 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

PSYC 385 Practicum in Peace Activism (3 Credit Hours)
Students will learn how to recognize and navigate the psychological pitfalls that accompany work as a peace activist. Topics include building programs, recruiting volunteers, managing media messages, avoiding burnout, handling conflict within organizations, and securing funding for peace activities. Psychological constructs and theories such as group dynamics, perceived control, learned helplessness, attitude change, and altruism will be used to increase understanding of processes related to peace activism.
Course equivalencies: PSYC385/PAX385

PSYC 386 Psychology Seminar: Selected Topics (3 Credit Hours)
Pre-requisites: PSYC 101
An upper-level, intensive seminar on selected aspects of psychology.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the selected topic

PSYC 387 Seminar in Behavorial and Cognitive Neurosciences (3 Credit Hours)
Pre-requisites: NEUR 101 (formerly PSYC/BIOL 202); PSYC 382/BIOL 284, limited to NRCB-BS seniors
Lecture/discussions will focus on issues central to behavioral neuroscience, emphasizing human and animal mental processes and neural information processing mechanisms. Students will read primary research papers and practice analytical skills in class discussion and presentations. Presentations and exams will promote critical thinking and a general understanding of current issues in behavioral and cognitive neurosciences.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of cognitive and behavioral approaches to the study of the neural bases of behavior; Students will also learn how to critically read primary research papers and present these papers to the class

PSYC 390 Internship in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 and approval via an internship application due on the 5th Friday of the previous semester
Capstone service-learning experience for psychology majors, involving application and development of psychological knowledge and skills through an internship (100 hours) in a human service organization or applied research setting, combined with regular class meetings, reading and writing assignments. Students arrange placements and complete a project on site. Application details may be found here: https://luc.edu/psychology/undergraduate/internshipinpsychology. Practical, pre-professional job skills, critical analysis and connection between theory and practice, on topics of: human service agency operation; effective working relationships; professional communication; cultural competence; values and ethics.
This course satisfies the Engaged Learning requirement.

PSYC 396 Teaching Internship in Psychology (3 Credit Hours)
Pre-requisites: Junior or Senior standing; Department consent required
This course provides undergraduate students serving as teaching assistants in psychology academic structure and guided reflection. Through readings, discussions, and reflective assignments, students will develop skills in supporting student learning and managing classroom responsibilities. The course complements practical work as teaching assistants in psychology courses, integrating theory and practice.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate understanding of how students learn and how to facilitate effective classroom engagement; Connect teaching experiences to psychological and educational theory; Develop transferable professional skills such as leadership and organization

PSYC 397 Independent Research (3 Credit Hours)
Pre-requisites: PSYC 306 and approval of internship coordinator
Limited to psychology majors with senior standing. Capstone opportunity to conduct research under the guidance of a psychology faculty member. Only one of PSYC 397 and 399 may count toward the psychology major.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain experience in all aspects of psychological research, including literature review, formulating hypotheses, designing and conducting research, analyzing data and interpreting results, communicating the results of research in written reports

PSYC 399 Special Studies in Psychology (1-3 Credit Hours)
Pre-requisites: permission of instructor and department
Opportunity for individual reading or research in a specialized area not otherwise covered by the Department's course offerings. Only one of PSYC 397 and 399 may count toward the psychology major.
Outcomes:
Students will gain experience (eg, integrating research results from various sources, conducting research) working directly with a faculty member on a current topic in psychology

Psychology of Crime & Justice (PSCJ)

PSCJ 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Psychology of Crime and Justice minor's usual curriculum. Program permission required.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Gain supervised research experience in a specific area of psychology and law

Rome Studies (ROST)

ROST 199 Topics in Rome Studies: Introductory (1-3 Credit Hours)
Variable topics in Rome Studies at the elementary level.

ROST 299 Topics in Rome Studies: Intermediate (1-3 Credit Hours)
Variable topics in Rome Studies at the intermediate level.

ROST 370 International Internship - Rome Focus (3-6 Credit Hours)
Enrollment is limited to Rome Center Students Only. This course offers students at the John Felice Rome Center an opportunity to gain valuable professional experience as an intern in Italian and international organizations and companies, essentially making the city of Rome their classroom.
Interdisciplinary Option: Italian American Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain in-depth knowledge and practical experience in an international professional work setting relevant to the student's future career

ROST 382 Human Rights: View from Rome (3 Credit Hours)
Pre-requisites: Enrollment is restricted to Rome Center Students Only
The course aims to discuss with the students the socio-juridical developments of human rights and their applications in the Mediterranean area. The course provides basic tools for understanding the history and principles underlying human rights. It is organized in two parts to discuss human rights related to two fundamental issues of the contemporary age: migration and religious freedom.
Interdisciplinary Option: Catholic Studies, Global Studies, Italian American Studies, Italian Studies, Race and Ethnicity
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate knowledge of history and principles underlying human rights; Assess application of human rights related to migration and religious freedom; Identify current challenges regarding the enjoyment of human rights in the Mediterranean area; Demonstrate self-reflection, anchored in the service-learning experience

Russian (RUSS)

RUSS 101 Russian I (3 Credit Hours)
This course is an introduction to the basic elements of the Russian language and to Russian culture.
Outcomes:
Students will develop communicative skills and a fundamental knowledge of the Russian people, language and culture

RUSS 102 Russian II (3 Credit Hours)
Pre-requisites: RUSS 101
This course continues the study of the Russian language and culture.
Outcomes:
Students will continue developing communicative skills and further their knowledge of the Russian people, language and culture

RUSS 103 Russian III (3 Credit Hours)
Pre-requisites: RUSS 102
This course is an intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read simple texts in Russian

RUSS 104 Russian IV (3 Credit Hours)
Pre-requisites: RUSS 103
This course continues the intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read short literary and cultural texts in Russian

RUSS 290 Russia and Russians in the World (3 Credit Hours)
RUSS 290 is a service learning course focusing on leadership through service learning and the study of the Russian language and history. This course satisfies the Engaged Learning requirement.
Outcomes:
1) Students will develop Russian language skills (speaking, listening, reading, writing) and expand their knowledge of Russian history and culture; 2) Student will develop civic engagement leadership skills through practical service work and reflection

Sociolegal Studies (SLGL)

SLGL 200 Introduction to Sociolegal Studies (3 Credit Hours)
The course will introduce students to several complementary perspectives from the interdisciplinary "Law and Society" movement: the sociology of law; the psychology of justice; the anthropology of disputing; the economics of rulemaking; and the institutional politics of courts and legislatures.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Compare & critique different social science theories of law; understand the role of law in society and the intersection of law, politics, economics, and culture

SLGL 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Sociolegal Studies minor's usual curriculum. Program permission required. Students will gain an understanding of a specific area of sociolegal studies through the close reading of selected texts or through directed research.
Interdisciplinary Option: Sociolegal Studies

Sociology (SOCL)

SOCL 101 Society in a Global Age (3 Credit Hours)
This foundational course in the social sciences introduces students to key sociological perspectives and methods to examine global issues. Students explore how institutions, culture, and systems of power and inequality shape people's lives across diverse communities and contexts.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Identify examples of the relationship between institutions and individuals; Explain the impact that culture has on group dynamics and social interactions within local, national, and global settings; Summarize how people's identities are formed through a complex interaction of biographical, societal, or cultural contexts; Describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression; Analyze how systems of power, privilege, and oppression (eg, racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted

SOCL 121 Social Problems (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an opportunity to examine major issues facing society. In addition to analyzing the roots of social problems, the course addresses social policy concerns and explores solutions.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies
Course equivalencies: SOCL121/PAX 121
Outcomes:
Students will be able to critically examine the impact of a social problem and its possible solutions; to integrate knowledge gleaned from a variety of disciplines; to find and utilize relevant data and research in defining issues and solutions; and to view social problems from macro and micro perspectives as a means of applying workable solutions for the issues facing society

SOCL 122 Race and Ethnic Relations (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the development of cultural, society, and self-understanding by exploring the social construction of race in the United States. The course explores how social constructions of race affect interpersonal relations, laws, policies, and practices in various racial and ethnic communities.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Italian American Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity
Course equivalencies: X-SOCL122/ASIA122/BWS 122/PAX
Outcomes:
Students will be able to demonstrate understanding of the conditions which have worsened racial tensions as well as how social movements have been successful at eradicating racially oppressive laws and working towards a just society

SOCL 123 Mass Media and Popular Culture (3 Credit Hours)
This course examines the connections between the media of mass communication and multiple forms of popular art and culture. Topics considered include the social, political, and cultural organization of mass communication and its impact on values, expectations, and life styles of contemporary society.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies, Women & Gender Studies
Course equivalencies: SOCL123/WSGS123/IFMS123
Outcomes:
Students will be able to demonstrate understanding of the social relationships between mass media and the general population

SOCL 125 Chicago: Urban Metropolis (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development of Chicago metropolitan region from the 1830's to the present day. Students will explore the urban area not only through texts, but also through fieldwork.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Urban Studies
Course equivalencies: SOCL125/URB125
Outcomes:
Students will be able to demonstrate understanding of the geography, history, and people of the Chicago metropolitan region

SOCL 127 Social Analysis and Social Action (3 Credit Hours)
This course helps students who are volunteering at local congregations and agencies better understand the communities and issues they will encounter in Chicago. It emphasizes the analysis of "social solutions" to social problems as well as personal reflection and action.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL127/PAX127
Outcomes:
Analyzing and acting on social issues

SOCL 145 Religion & Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines how religion and society interact.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of how individual behavior, organizations, and society as a whole are affected by religious ideas and institutions, and how religion is itself changed by its encounter with changing social circumstances

SOCL 171 Sociology of Sex and Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the social organization of sex and gender.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL271/WOST271/WSGS271
Outcomes:
Students will be able to situate their pre-conceived experiences of the naturalness of gender in a particular historical and cultural context

SOCL 205 Sociological Thought (3 Credit Hours)
This course examines classical and contemporary sociological theories and uses them as frameworks for understanding modern society. Such social theories attempt to explain and understand the world, as well as inspire further research and theory.
Interdisciplinary Option: German Studies
Outcomes:
The class provides students with theoretical foundations for understanding social organizations as well as the social processes that transform societies

SOCL 206 Principles of Social Research (3 Credit Hours)
This course is an introduction to the basic research methodologies of sociology. A variety of methods used in sociological analysis and data generation will be considered. Students learn how to select and use methodologies appropriate for various research projects. They will be able to critically evaluate existing research and select appropriate techniques to undertake original research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will learn how social science research is conducted

SOCL 210 Gender and Work (3 Credit Hours)
This course looks at the nature of work through the lens of gender. It considers how male and female labor force participation has changed over time. It examines the ways working families are transformed when women combine employment with domestic responsibilities and child care, or when men's jobs no longer provide a family wage.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-SOCL210/WOST210/WSGS210
Outcomes:
Students learn how gender has been and remains a fundamental organizational principle in the workplace and the labor force

SOCL 215 Law & Society (3 Credit Hours)
This course trains students to examine the law as a sociological concept and to look at the relationship between the legal system and society. A critical concern is whether changes in the legal system reflect societal change or do changes in the legal system stimulate change in society.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Outcomes:
Students learn to recognize the close linkage between the law and social structure; They also gain experience examining legal texts and decisions

SOCL 216 The Sociology of Violence (3 Credit Hours)
The threat of violence is a significant concern for individuals in many societies. In this course, violence will be studied as a social phenomenon. Topics of particular concern include: family violence, gang violence, and terrorism.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL216/PAX 291
Outcomes:
Students learn to examine the causes of violence from a sociological perspective; They also learn methods to reduce violence and the harm it causes

SOCL 221 Sociology and Culture of the Life Course (3 Credit Hours)
Life course studies emerged in response to the sociological need to understand how social change intersects with the aging process. Social and cultural contexts, individual experience and agency, and historical time and place are elements in the construction of a life and the social relationships that make it up.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: X-ANTH221/SOCL221
Outcomes:
Students learn sociological concepts and theories relevant to the life course and how they help us understand local and global changes; Learn about programs and policies pertinent to an aging society

SOCL 222 Poverty & Welfare in America (3 Credit Hours)
In this course, students learn to think critically about the character, causes and responses to poverty in American society, using both historical and contemporary evidence.
Outcomes:
Students will understand the strengths and limitations of American welfare policy in relation to poverty

SOCL 225 Sociology of Health Care (3 Credit Hours)
This course examines the sociology of health care with particular attention to: social and psychological factors; health care professionals; inter-personal relations in health care; the organization and use of health services; and the relationship between aging and health.
Interdisciplinary Option: Bioethics, Race and Ethnicity
Course equivalencies: X-SOCL225/BIET225
Outcomes:
Students will understand the role that social forces play in the health and wellness of individuals, the community and society; Students will engage with different theoretical perspectives to examine how race, ethnicity, and gender shape health outcomes and access to health care in the US and other countries; Students will learn about empirical patterns of racial and ethnic disparities in health, health care delivery, and health policy

SOCL 226 Science, Technology, & Society (3 Credit Hours)
This course serves as a broad introduction to the social study and analysis of science and technology in society. It examines how scientific knowledge and technologies are created and constructed and how they influence and are influenced by society.
Outcomes:
Students will be able to understand how scientific knowledge and technologies are developed in particular historical and cultural contexts and analyze their impact on our daily lives

SOCL 228 Sociology of the African American Experience (3 Credit Hours)
A sociological inquiry into the historical and contemporary experience of African Americans. Social movements and social change, urban and institutional processes, social values and collective behavior, and African Americans and public policy are among the topics explored.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-SOCL228/BWS 228
Outcomes:
Students will gain a deeper understanding of the experiences that African Americans have in American society and of the social, political and institutional forces that have contributed to the historical and contemporary experience of African Americans

SOCL 230 Self & Society (3 Credit Hours)
This course examines the relationships between the self as a social product and the larger society in which that self is socialized, develops and expresses itself. Various theories of selfhood are explored.
Outcomes:
Students will come to appreciate how selfhood, their own and others, is a product of historical factors as well as social contexts such as class, gender, race and ethnicity

SOCL 231 Childhood and Society (3 Credit Hours)
This course looks at the social construction of childhood, the impact of parents, the media, peer groups, and educational institutions as well as changing social attitudes about the place of children in society.
Interdisciplinary Option: Human Services
Outcomes:
Students will gain a better understanding of the historical and social manner in which childhood is constructed and the impacts of various social institutions, family, religion, media, education on childhood development

SOCL 234 City, Suburbs & Beyond (3 Credit Hours)
This course studies the historical emergence of cities, focusing on the ecological, demographic, and organizational processes involved in the continuing growth and change of metropolitan areas and in the relationship of a metropolitan area to the surrounding region.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: X-SOCL234/URB234
Outcomes:
Students will understand fundamental facts and theories about the character and development of cities and urban regions

SOCL 235 Communities in a Global Age (3 Credit Hours)
This course examines communities sociologically, both as a concept and as they exist in society. The course covers urban, racial/ethnic, religious, territorial, utopian, ideological, and web-based communities, and their strengths and limitations in a rapidly changing global world.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will identify, describe, and analyze communities using sociological concepts and be able to assess the mechanisms by which old and new communities are being formed as well as their consequences for social life

SOCL 236 Population Studies (3 Credit Hours)
This course introduces the study of demography by examining trends of fertility, work, marriage, migration and mortality.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: SOCL236 / SOCL285
Outcomes:
Students will gain an understanding of how the size, composition, and dynamics of a population influence the social, economic, and political structure of individual nations and the world

SOCL 237 Professions and Society (3 Credit Hours)
Work involving high levels of expertise - medical, legal, technical, and much else - is a critical component of modern society. This course examines how professional work is structured, the way professionals are trained and organized, the privileges and responsibilities of professional work, and the role of conflicts over expertise in modern society.
Outcomes:
Students will gain an understanding of how work based on knowledge and expertise is organized and on the social and economic factors that contribute to the position of professionals in society

SOCL 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue; Articulate how personal power can be used to create change

SOCL 240 Families (3 Credit Hours)
Contemporary family structures encompass a variety of living arrangements and social relationships. This course considers differences and similarities among the various family types and explores the social, cultural, and economic forces structuring family life.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL240/WOST242/WSGS242
Outcomes:
Students will develop an expanded understanding of the varieties of family arrangements and the connections between family life and the wider social, political, and economic environment

SOCL 245 Sociology of Education (3 Credit Hours)
This course is a rigorous introduction into the scholarly traditions and contemporary research developments in the sociology of education. Topics include: educational stratification and inequality, how educational institutions function and with what policy implications, and social psychology/human development.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Identify areas of research interest; trace connections to studies in the field; analyze and evaluate policy effectiveness; evaluate the capacity and potential for institutions to support efforts at social justice

SOCL 247 Sociology of Culture (3 Credit Hours)
This course examines the social production, consumption, and use of culture and cultural objects, especially in the fields of literature, art, music, mass media and religion.
Outcomes:
Students will learn sociological methods of analyzing culture and cultural objects, and will understand the social organization of cultural production and consumption

SOCL 250 Inequality in Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the manner in which contemporary society is divided by race, ethnicity, class, sexuality and gender, and the impact of social institutions on these divisions. An emphasis will be placed on income/wealth differences, status differences, class conflict and social conflict over time.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Course equivalencies: ASIA/AFR/SOCL/WSGS 250
Outcomes:
Students will acquire a better understanding of social inequality and what can be done to make society more just

SOCL 252 Global Inequalities (3 Credit Hours)
This course examines inequality on a global scale, focusing on the impact of globalization processes on race, class, and gender inequalities here and abroad.
Interdisciplinary Option: Global Studies, Human Services, Race and Ethnicity
Outcomes:
Students will analyze how race, class, and gender inequalities influence each other across national boundaries, and will recognize global causes and consequences of inequality

SOCL 254 Sociology of Migration (3 Credit Hours)
This course is designed to provide a sociological understanding concerning various impacts of immigration in the United States. International migration patterns have significantly affected the development of US society since its inception. In recent decades, the United States experienced a record number of new immigrants from a variety of countries. In this course, we examine fundamental concepts for studying migration and theories that explain international migration. We also discuss how immigrants have redefined - and will keep redefining - local and foreign demographic dynamics in receiving and sending societies, transnational networks, and a more complex ethno-racial diversity with meaningful international roots.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Be familiar with key theories, concepts, and analyses that explain migration issues in the United States; Understand the relevance of historical and contemporary associations among cultural, economic, political, and social forces, as well as their impact on immigration; Understand the relevance of sociological knowledge on migration issues for dealing with current social problems at different levels (ex: remedial policies, activism, educational objectives)

SOCL 255 Deviance and Social Control (3 Credit Hours)
This course is a socio-historical look at definitions of deviant behavior and individuals, an examination of techniques of social control, and an analysis of specific forms of deviant behavior such as crime and mental illness.
Interdisciplinary Option: Human Services
Outcomes:
Students learn to analyze how history, science, and philosophy combine to define the nature of deviant behavior and to identify deviant individuals

SOCL 258 Confronting Homelessness: Local to Global (3 Credit Hours)
Pre-requisites: SOCL 101 or PSYC 100 or PLS 102 or ANTH 100
Who are homeless people in the United States and beyond? Why are they homeless? What is being done to address the issues of homelessness? This course addresses these questions from a variety of disciplinary perspectives. As an "engaged learning" course, students will also learn by assisting at various agencies. The student will be able to discuss framings of the causes of homelessness and evaluate different policy approaches for addressing it while contributing work to a local agency.
Interdisciplinary Option: Urban Studies

SOCL 260 Power in Society (3 Credit Hours)
This course focuses on sociological theories and case studies of power, authority, and social change. It explores the ways in which power relations perpetuate social inequality and the ways in which social conflicts and power struggles transforms society.
Outcomes:
Students learn about the structures of power in economic systems, political systems, and organizations; the cultural and ideological underpinnings of power relationships; and political struggles for social change

SOCL 261 Social Movements & Social Change (3 Credit Hours)
This course examines the dynamics of collective behavior and movements promoting social change.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Outcomes:
Students will demonstrate understanding of competing explanations of social movements and social change and will be able to test various theories by analyzing historical movements for change

SOCL 265 Globalization & Society (3 Credit Hours)
This course examines the nature of contemporary globalization and considers how it influences communities, nations and the world. The course examines the positive and negative consequences of globalization and the global justice movements that have emerged seeking more equality, tolerance and environmental stewardship.
Interdisciplinary Option: Global Studies, Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn how economic, political and cultural aspect of globalization impact society in an increasingly interconnected world

SOCL 267 Italy Today (3 Credit Hours)
Pre-requisites: One Tier I Foundational Social and Cultural Knowledge Core course: SOCL 101, ANTH 100, PLSC 102, or PSYC 100
Italy Today traces the nation's extraordinary transformation from the ashes of World War II to the leading economic and cultural power it is today and analyses a broad range of issues in contemporary Italy, such as Catholicism, gender, family, emigration and immigration, regional identities, media and material culture.
Interdisciplinary Option: Global Studies, Italian American Studies, Italian Studies
Outcomes:
Understand the transformation of Italy since WWII Think critically about issues such as stereotypes, regional identities, and diversity

SOCL 272 Environmental Sociology (3 Credit Hours)
This course examines the distinctively social aspect of the relationship of people to their environments, both built and natural.
Interdisciplinary Option: Bioethics, Global Studies, Human Services, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL272/ESP272PAX 272BIET272
Outcomes:
Students will recognize the role that both social and physical factors play in the environmental problems facing the world; Students will also develop critical thinking skills needed to evaluate statements and policy proposal to improve environmental quality

SOCL 276 The Sociology and Politics of Food (3 Credit Hours)
Explores the impact of globalized economic, political, and social relationships through the prism of food. Considers the cultural and ideological dimensions of food, the structure of food production and consumption, and responses to the global food system.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain awareness of themselves as consumers of food and food products

SOCL 278 Global Health (3 Credit Hours)
This course addresses the underlying social, economic, political, and cultural mechanisms driving some of the leading issues in global health today, including the rise of non-communicable diseases in low and middle income countries, neglected infectious diseases, human resources for health, and access to global pharmaceuticals.
Interdisciplinary Option: Bioethics
Outcomes:
Students will become familiar with evaluating the global health policy process and debating possible routes to achieving health equity

SOCL 280 Topics in Contemporary Sociology (3 Credit Hours)
The course examines selected contemporary sociological issues. Topics addressed represent specialized or newly developing areas of sociological inquiry. Topics will vary from semester to semester.
Outcomes:
Students gain insights into contemporary social issues and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 281 Current Issues in Medical Education (1 Credit Hour)
Pre-requisites: Sophomore Standing or Above; Instructor Permission
This class is an opportunity to examine selected reform and innovation movements facing health professional education and training. Sophomore standing or above is required.
Outcomes:
Students will demonstrate critical analysis of selected reforms and innovations in health professional education and training

SOCL 301 Statistics for Social Research (4 Credit Hours)
Pre-requisites: SOCL 206
The course is a comprehensive introduction to statistical analysis in social research. Topics include: univariate, bivariate, and multivariate analysis, computer statistical applications and interpretation of results.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate understanding of statistical thinking and data analysis techniques and be able to use them to evaluate existing research and conduct original research

SOCL 302 Qualitative Research (3 Credit Hours)
An introduction to the major qualitative methods of social inquiry. Participant observation, interviewing, historical analysis, and content analysis, as well as ethical issues of field research are studied.
Outcomes:
Students will gain understanding of important methods of data collection and analysis common in social science research; Students will gain experience using these techniques to conduct research and evaluate the research of others

SOCL 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices. We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

SOCL 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will develop a fundamental knowledge of the various factors that are considered to help or hinder development

SOCL 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: SOCL 301 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

SOCL 334 Latinas/os/xs in Space (3 Credit Hours)
Latinas/os/xs are the largest minoritized population in the United States with a population of more than 60 million. As the fasting growing demographic in the U.S., how is this complex and variegated population (re)conceptualizing, (re)framing, (re)making, and (de)constructing spatial boundaries? Further, how are Latinas/os/xs both transforming and challenging U.S. physical and conceptual landscapes? Drawing from spatial, decolonial, and feminist of color theories, we will engage these questions through a thematic exploration of the ways that Latinas/os/xs have influenced, shaped, and (re)used space as a struggle to maintain dignity and engage in place-making. We will connect these ideas to geography, citizenship, civil rights, social justice, and cultural practices. This is a discussion and project-based course.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Identify and describe the impact Latinas/os/xs have on US culture, history, and geography; Critically analyze political, social, and cultural treatment of Latinas/os/xs in the US; Critically analyze US culture using spatial and decolonial theories; Understand the intersection(s) of space, race, and opportunity within the US; Link social issues and responses to creative outlets/endeavors; Work in small teams; Gain oral presentation skills

SOCL 335 Urban Semester Seminar (3 Credit Hours)
Pre-requisites: Junior or senior standing
Students explore how cities work through texts, field trips, and guest speakers, and help find solutions to pressing urban issues. They fulfill civic engagement core value requirement.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
Students will understand and address inequities in urban communities, and identify avenues of leadership and civic engagement in contemporary cities

SOCL 365 Social Theory & Social Research (3 Credit Hours)
Pre-requisites: SOCL 205, 206, 301, and senior standing, or permission of instructor or chair
In this capstone course, each student designs and conducts an empirical research project resulting in a senior research paper.
Outcomes:
Student demonstrate mastery of sociological theory and methods by writing a research paper bringing a full complement of sociological skills to bear on an issue of substantial theoretical and/or practical importance

SOCL 370 Undergrad Seminar-Special Topics (3 Credit Hours)
Using a seminar format, the course undertakes an in-depth study of selected contemporary sociological issues in depth. Topics addressed represent specialized or newly emerging areas of sociological inquiry and will vary from semester to semester.
Outcomes:
Students have opportunity to examine contemporary social issues in a seminar environment and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 372 Directed Readings (3 Credit Hours)
Pre-requisites: Permission of instructor or chair
Independent study of a selected body of sociological literature on a topic defined by the student in collaboration with a faculty advisor.
Outcomes:
Student gains in-depth knowledge of a selected sub-field of sociology

SOCL 380 Internship (3-6 Credit Hours)
Pre-requisites: Permission of instructor or chair
Supervised field experience for students working in a selected community organization, government agency, social agency, or business.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students have opportunity to apply the skills and analysis of sociology to a concrete situation

SOCL 397 Independent Study Projects (3 Credit Hours)
Independent study of a topic delineated by the student in collaboration with an individual faculty member.
Outcomes:
Student gains experience and expertise in defining and conducting independent scholarly work

SOCL 398 Independent Study Projects (1-6 Credit Hours)
Independent research done in collaboration with a faculty member on a sociological topic defined by the student in consultation with a faculty member.
Outcomes:
Student gains experience and expertise conducting independent research

SOCL 399 Independent Study Projects (3 Credit Hours)
Advanced independent research in collaboration with a faculty member on a sociological topic relevant to the student. Limited to senior Sociology majors.
Outcomes:
Student gains experience and expertise conducting independent research

Spanish (SPAN)

SPAN 101 Spanish I (3 Credit Hours)
This course is an introduction to the basic elements of Spanish language and culture. It is designed for students with no previous experience in Spanish.
Outcomes:
Students will be able to understand simple messages and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, as well as understand basic written texts

SPAN 102 Spanish II (3 Credit Hours)
Pre-requisites: SPAN 101
This course builds on SPAN 101, and introduces students to new topics and grammatical structures.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will be able to produce sounds in Spanish more accurately, express appropriate reactions to ordinary situations, understand basic oral commands, read more complex texts, and write sentences in cohesive paragraphs

SPAN 103 Spanish III (3 Credit Hours)
Pre-requisites: SPAN 102
This course is the first semester of second-year Spanish.
Outcomes:
Students will increase their knowledge of Spanish grammar and vocabulary, and their Spanish communication skills

SPAN 104 Spanish IV (3 Credit Hours)
Pre-requisites: SPAN 103
This course is the second semester of second-year Spanish.
Outcomes:
Students will continue to perfect their knowledge of Spanish grammar and vocabulary, with greater stress on reading and speaking

SPAN 190 Spanish for Medical Professionals I (3 Credit Hours)
This course develops intermediate-level skills in comprehension and conversation for the health professions. It is for students who have completed at least Spanish 104 who have intermediate-level Spanish language skills.
Outcomes:
Students will be able to understand and use appropriate Spanish expressions in a variety of situations involving use of Medical Spanish; Students will understand essential information about the dialects and cultural characteristics of major Spanish speaking populations in Chicago

SPAN 195 Spanish for Medical Interpretation (3 Credit Hours)
This course is part of an intermediate advanced sequence focusing on (mainly) advanced oral intercultural skills in Spanish language oriented to preparing students for the interaction with Spanish speaking patients with none or little English skills. Students will develop a strong cultural sensitivity to improve future patient-doctor communications, while reflecting on the role of medical interpreters in successful medical outcomes. An intensive speaking, translating and interpreting training will help to strengthen students' knowledge of language and their confidence in its use.

SPAN 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: SPAN 104
This course is the first in an intermediate-level sequence designed to develop greater fluency in speech and writing through diverse readings and activities and is taught in Spanish.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the intermediate level

SPAN 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: SPAN 250
Advanced conversation and composition course designed to develop greater fluency in speech and writing through diverse readings and activities. Taught in Spanish and required for Spanish majors.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the advanced, third-year college level

SPAN 252 Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: fluency in Spanish
This course is designed for Spanish-speaking students, and is an Intensive study of grammar and composition.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 253 Advanced Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: SPAN 252 or equivalent
This course is a continuation of SPAN 252.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 270 Introduction to Critical Analysis in Spanish (3 Credit Hours)
This course reviews and sharpens the essential skills and techniques necessary to critically read, interpret, and write and speak about all genres of Hispanic literature (narrative, poetry, drama, and essay) in Spanish. In so doing, students refine their linguistic skills, and gain awareness of the complexities of the Spanish-speaking world.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain the necessary skills for critically reading, writing and discussing all genres of Hispanic literature

SPAN 271 Introduction to Iberian Literature and Culture (3 Credit Hours)
An introduction to Iberian literature, film, and cultural production, designed to provide students with an understanding of Iberian culture, history, and society, while also honing their linguistic and analytical skills.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain a grounding in Iberian literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 272 Introduction to Spanish American Literature and Culture (3 Credit Hours)
An introduction to Spanish-speaking Latin American literature, film, and other forms of cultural production, designed to provide students with an understanding of the region's variety and complexity while also honing their linguistic and analytical skills.
Outcomes:
Students will obtain a grounding in Spanish-speaking Latin American literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: SPAN 104 or equivalent, and/or intermediate or above proficiency in Spanish as indicated by the foreign language placement exam
Close examination of a particular theme within the contemporary Spanish-speaking world not covered by the Department's regular course offerings. Focus may vary from term to term and depending on the instructor. This course counts towards the SPAN-MINR but not the SPAN-BA or SLIT-MINR. This course also counts towards satisfying the CAS language competency requirement.
Outcomes:
Describe a variety of social values, traditions, texts, artifacts, and other cultural expressions within historical contexts; Compare cultural phenomena across Spanish-speaking communities; Evaluate critical perspectives within cultural, literary, and social contexts

SPAN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: permission of chairperson
Course material will be agreed upon by the student and instructor.
Outcomes:
Students will explore an aspect of Spanish language, culture and civilization, or literature not present in the curriculum or not offered that semester

SPAN 302 Business Spanish (3 Credit Hours)
Introduction to the fundamentals of the Spanish language and Hispanic culture as it relates to business practices.
Outcomes:
Students will learn the language of commerce in Spanish

SPAN 305 Advanced Spanish Grammar (3 Credit Hours)
Pre-requisites: SPAN 251 and permission of chairperson
This course is an overview of the most important aspects of Spanish grammar: sentence components, verbal systems, pronominal system, sentence structure, and paragraph structure.
Outcomes:
Students will be able to analyze words, sentences, both simple and compound, and to properly use pertinent linguistic terminology

SPAN 308 Literary Criticism (3 Credit Hours)
Introduction to various theories and methods of literary criticism and textual analysis. Conducted in English.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate a comprehensive critical knowledge of major currents and themes in international literary criticism and theory

SPAN 311 Generation of 1898 (3 Credit Hours)
Pre-requisites: Permission of chairperson
This course studies the distinctive group of turn-of-the-century Spanish writers known as the 'Generation of 1898': Unamuno, Baroja, Valle-Inclán, Machado, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to discern the similarities and differences among the writers of this generation, as well as their relationship to modernism

SPAN 314 Survey of Medieval Literature (3 Credit Hours)
This course is a survey of the more prominent works of the Spanish Middle Ages - El Cantar de Mío Cid, El libro del buen amor, El conde Lucanor, and La tragicomedia de Calisto y Melibea o La Celestina - which reflect the religious, spiritual, and intellectual currents of Medieval Spain. In the form of seminar discussions and independent study, students will examine the aesthetic, social, and political trends of the ninth through fifteenth centuries, as well as the most important themes writers developed in pre-modern Iberia: honor, authority, vice and virtue, pilgrimage, devotion, and humor. These themes will be explored in the major works (primary sources), which will be complemented by secondary source readings and each student's independent research. The writers and texts studied in this course will also be viewed in the context of the greater artistic production in Spain and Medieval Europe.
Interdisciplinary Option: European Studies, Medieval Studies

SPAN 319 Romanticism (3 Credit Hours)
Pre-requisites: permission of chairperson
Study of the principle philosophical and esthetic characteristics of romanticism through readings in the major Spanish and/or Latin American romantic authors.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize the principle characteristics of romanticism, its foreign influences, and its historical development in a variety of genres, including drama, prose fiction, essay, and poetry

SPAN 321 20th Century Theatre (3 Credit Hours)
Pre-requisites: permission of chairperson
An examination of 20th Century Theater in Spain covering such dramatists as Valle-Inclán, J. Benavente, M. Mihura, García Lorca, Buero Vallejo, and others.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of dramatic genres and the contribution of Spanish playwrights to contemporary discussions on political and aesthetic issues

SPAN 326 Theater of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
A study of major Renaissance and Baroque plays by Calderón, Lope de Vega, Tirso de Molina, Mira de Amescua, Juan Ruiz de Alarcón, and others.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to recognize mythological and historical themes while discussing the ethics of tragedy, the evolution of comic characters, and social concerns in the era of absolutism

SPAN 330 Survey-Poetry Theory & Practice (3 Credit Hours)
The poetry of the 19th century in Spain and Latin America derives from two literary, artistic and cultural movements: romanticism and modernism.

SPAN 331 20th Century Poetry (3 Credit Hours)
Pre-requisites: Permission of chairperson
A study of the development of modern Spanish poetry from post-modernism to the present with a special emphasis on the Hispanic poets of the avant garde.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will able to recognize the major poetic trends, forms, themes, and movements in 20th century Spanish verse

SPAN 336 Poetry of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An exploration of the influence of the Italian Renaissance on the Spanish tradition: Garsilaso de la Vega, Herrera, San Juan de la Cruz, Fray Luis de León, Quevedo, Góngora and others.
Outcomes:
Students will learn to recognize classical themes and rhetorical techniques, and to trace the development of such genres as epic, satire, and the lyric

SPAN 339 19th Century Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of 19th-century literature, with emphasis on Romanticism and Realism.
Outcomes:
Students will become acquainted with the rich literature of the nineteenth century and will improve their critical and analytical skills

SPAN 340 Survey Prose-Fictional & Nonfiction (3 Credit Hours)
Pre-requisites: permission of chairperson
This course traces the development of Spanish prose from the Middle Ages to the present day. All prose genres are included.
Interdisciplinary Option: European Studies
Outcomes:
Students will come to appreciate and understand how peninsular prose has developed

SPAN 341 20th Century Spanish Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
Beginning with the Generation of 1898 and concluding with post-modernism, this course studies the rich literature of modern Spain.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will better understand and appreciate the complexities of modern Spanish literature, as well as improve their critical and analytical skills

SPAN 346 Prose of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An approach to the picaresque, the pastoral novel and the essay with their concern with power and submission in everyday life. A study of the growing role of individual experience in fictional modes.
Interdisciplinary Option: European Studies
Outcomes:
Students will recognize the confluence of different prose styles, and the creation of individual voices in fiction; They will also become familiar with emerging concerns with religious and scientific issues during the period

SPAN 347 Cervantes Don Quijote (3 Credit Hours)
Pre-requisites: permission of chairperson
This course reads Cervantes' masterpiece with an emphasis on critical approaches, and on the book's impact on the invention of the modern novel.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn about Cervantes's contribution to the development of modern fiction; They will become familiar with the novel's connection to other literary genres, and the role of metafiction and textuality

SPAN 349 Realism and Naturalism (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is primarily a study of the novel of Realism and Naturalism, as well as of the short story.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand the goals of the great Realists and Naturalists and see their relationship to the major European masters of the nineteenth century

SPAN 352 Masterpieces of Latin American Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of representative works from pre-Colombian times to the present day, and an introduction to literary genres and defining themes in Latin American literature. It is taught in Spanish.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN352/LASP372
Outcomes:
Students will be able to understand the principal works, movements, and genres in Latin American literature

SPAN 353 Literary Masterpieces of Spain (3 Credit Hours)
This course is a survey of representative works of Spanish literature from the Middle Ages to the present, that is, from the first texts in the Castilian Spanish language (eleventh century), to works of the Renaissance and Baroque, and beyond, to key works of modern and contemporary times.
Outcomes:
Students will obtain a firm grasp of Iberian literary production, and an awareness of their context of production

SPAN 360 Intro to Hispanic Linguistics (3 Credit Hours)
Pre-requisites: SPAN 271 or 272
Introduction to Hispanic Linguistics is an introductory course on the structure of Spanish and its use in the Spanish-speaking world. Introducing the linguistic terminology and the basis for this science, helping the student analyze the grammatical structure and sounds of Spanish, and familiarizing the student with the different varieties of Spanish.

SPAN 361 Hispanic Women Writers (3 Credit Hours)
Pre-requisites: SPAN 271 or SPAN 272
A comparative study of 20th century Spanish and Latin American women writers who practice a variety of genres: autobiography, memoir, novel, short story, poetry, and testimonio.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to recognize the major concerns of 20th century Hispanic women's writing

SPAN 362 History of Hispanic Feminism (3 Credit Hours)
This course challenges the usual view of feminism in Hispanic societies - that it played a minimal role in the revolutionary movements of the 20th century - through the reading of a series of works from the colonial period to the present, that chart the Hispanic woman's struggle to achieve liberation and self-realization.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to trace the true history of Hispanic feminism, beginning with Sor Juanna Ines de la Cruz, and ending with such contemporary feminist writers as Rosario Ferre, Rosario Castellanos, Montserrat Roig, and Rosa Montero

SPAN 363 Borges (3 Credit Hours)
This course focuses on the poetry and prose of Jorge Luis Borges, one of the central figures in 20th century Latin American literature, and one of the major writers of modern times.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to recognize the major themes and forms of Borges, as well as appreciate his seminal role in the creation of the so-called literature of the "boom" in Latin America

SPAN 364 Advanced Spanish Oral Expression (3 Credit Hours)
This advanced Spanish course will induce students to acquire more sophisticated tools for conversational management and oral expression, and in enlarging their vocabulary through structured practice.
Outcomes:
Students will gain more sophisticated skills and fluency in Spanish

SPAN 365 Latin American Cinema (3 Credit Hours)
This course will focus on Latin American cinema, from its early beginnings in silent cinema to the present. Instructor's consent required to enroll.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will gain an understanding of the formation of national film industries, the emergence of larger regional trends, and the cinematic treatment of social, political and economic aspects of various Latin American countries

SPAN 366 Spanish Cinema (3 Credit Hours)
Spanish film from early Surrealistic cinema to contemporary pastiche: Bunuel, Berlanga, Erice, Borau, Saura, Aranda, Almadovar, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain an understanding of the development of cinema in Spanish society, and how it incorporated old genres such as comedy or melodrama

SPAN 367 Spanish Sociolinguistics (3 Credit Hours)
This course is an introduction to sociolinguistics.
Outcomes:
Students will gain a rudimentary knowledge of the linguistic sciences (semantics, phonology, syntax, language acquisition) with a focus mainly on linguistic issues of great relevance in contemporary United States: Ebonics, Spanglish, language in the media, language and gender, and language in politics, and the 'English only' movement

SPAN 368 Baroque and Neobaroque (3 Credit Hours)
The course will examine XVII century literature, including poetry, drama and prose of the periods in Spain and Latin- America, and will study the works of Quevedo, Gongora, Maria de Zayas, Lope de Vega, Calderon, Sor Juana, Carpentier, Sarduy.
Interdisciplinary Option: European Studies
Outcomes:
Students will understand the aspects of XVII century literature that relate to visual and spatial contexts, and the transformation that literature into a new style

SPAN 370 Latin American Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
Panoramic view of Latin American poetry with special emphasis on modernism, the avant-garde, and the post-World War II period. Selected authors include Gabriela Mistral, Delmira Agustini, César Vallejo, Vicente Huidobro, Octavio Paz, Pablo Neruda, and Gio
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN370/LASP370
Outcomes:
Students will understand the principle forms, trends, themes and movements in Latin American verse through the work of poets from Sor Juana Inés de la Cruz to Ernesto Cardenal

SPAN 371 Latin-American Poetesses (3 Credit Hours)
Pre-requisites: permission of chairperson
Survey of Latin American women's poetry from Sor Juana Inés de la Cruz to Gioconda Belli.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN371/LASP371
Outcomes:
Students will be able to discern a distinctive female voice in Latin American verse, while familiarizing themselves with the principle women poets from the colonial period to the present

SPAN 380 Latin American Prose Fiction (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
Representative selection of Latin American fiction from first half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN380/LASP380
Outcomes:
Students will be able to comment knowledgeably on content, form, and context of selected Latin American works of fiction

SPAN 381 Contemporary Spanish-American Novel (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This course covers a representative selection of Latin American fiction from second half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN381/INTS383/LASP381
Outcomes:
Students will be able to identify and assess both the contextual and the formal features of modern Latin American fiction

SPAN 382 Latin American Theatre (3 Credit Hours)
An introduction to major playwrights from Argentina, Chile, Cuba, México, Venezuela and Colombia from the early baroque to the 20th Century. Topics include realism, existentialism, meta-theatre, performance art, and female dramatists.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN382/LASP382
Outcomes:
Students will be able to discuss different schools of drama and their impact on the stage in South America; They will also become familiar with playwrights who have used theater to approach social problems and critique contemporary mores

SPAN 385 Caribbean Literature (3 Credit Hours)
The course covers novelists and/or poets from Cuba, the Dominican Republic and Puerto Rico: Cabrera Infante, Alejo Carpentier, Reinaldo Arenas, Luis Rafael Sánchez, Ana Lidia Vega, Zoe Valdés, Lezama Lima, Severo Sarduy and others.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: SPAN385/LASP385
Outcomes:
Students will explore the role of Afro-Caribbean mythology, and learn about the use of humor and music forms in fiction; They will recognize certain historical patterns (slavery, dictatorship) and how they shape the creation of extreme characters and situation

SPAN 389 Latin American Short Story (3 Credit Hours)
Survey of the Latin American short story from the middle of the 19th century to the present.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN389/LASP389
Outcomes:
Students will be able to contextualize short stories, to analyze them both formally and thematically, and to recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 390 Latin American Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This is a survey course of Latin American culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Latin America. Special attention is given to the art and literature that has come to from contemporary Latin American culture within the context of colonization and independence.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-SPAN390/INTS397/LASP390
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin American culture; This will be accomplished through the study of texts, art and film

SPAN 391 Spanish Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 & SPAN 271
This is a survey course of Spanish culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Iberia and Spain. Special attention is given to the art and literature that has come to from contemporary Spanish culture within the context of European history.
Interdisciplinary Option: Catholic Studies, Global Studies
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin Spanish culture; This will be accomplished through the study of primary texts, back-ground reading, art and film

SPAN 395 Internship (3 Credit Hours)
The internship will allow students to work in a variety of settings using Spanish - business, education, government, or social service agencies. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience in speaking and writing Spanish

SPAN 396 Saints and Sinners of Spain (3 Credit Hours)
Pre-requisites: SPAN 270 and SPAN 271 or 272
This course surveys prominent Spanish Golden Age authors whose writings reflect the religious, spiritual, and intellectual currents of early Modern Spain, with a concentration on the culture of the Counter-Reformation. Its primary focus is how Christian life in reflected in literature and art and the portrayal of virtue and vice. To comprehend religious, spiritual and intellectual currents in Spanish culture, as reflected in literature and art.
Interdisciplinary Option: Catholic Studies

SPAN 397 Topics in Hispanic Literature (3 Credit Hours)
This revolving-topics course allows students to focus on a specific theme, such as Hispanic Feminism, Visions of America, or The Literature, Cinema ad Music of 21st century Spain. It also provides for in-depth study of a single author, such as Federico Garcia Lorca, Miguel de Unamuno or Jorge Luis Borges.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN397/LASP397

Statistics (STAT)

STAT 103 Fundamentals of Statistics (3 Credit Hours)
This course provides an introduction to statistical reasoning and techniques in descriptive and inferential statistics and their applications in economics, education, genetics, medicine, physics, political science, and psychology. Not open to students who have completed ISOM 241.
Knowledge Area: Quantitative Knowledge
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will obtain a background in the fundamentals of descriptive and inferential statistics along with an understanding of their uses and misuses; This course satisfies the quantitative literacy requirement of the core curriculum

STAT 203 Introduction to Probability & Statistics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A; MATH 162 may also be taken concurrently as a co-requisite
This course is a Calculus-based rigorous introduction to basic topics in probability (distributions, expectations, variance, central limit theorem and the law of large numbers) and statistics (estimation, hypothesis testing, regression, design of experiments) needed in engineering and science applications.
Outcomes:
Students will obtain required knowledge in probability and statistics useful in every area of engineering and science; They will learn how to assess data and outcomes of experiments

STAT 303 SAS Programming and Applied Statistics (3 Credit Hours)
Pre-requisites: STAT 103, STAT 203, or STAT 335
This course provides an introduction to SAS programming in the context of practical problems taken from applied statistics.
Outcomes:
Students obtain extensive experience with data-set manipulations, SAS procedures, and their application in contexts such as t-tests, simple and multiple regression, ANOVA, and regression

STAT 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
This course provides a calculus based introduction to probability theory, including topics such as combinatorial analysis, conditional probability, and a variety of statistical distributions.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

STAT 305 Introduction to Mathematical Statistics (3 Credit Hours)
Pre-requisites: STAT 304
This course is a continuation of STAT 304 and applies the techniques of calculus and probability to the study of advanced topics in statistics.
Course equivalencies: X-MATH305/STAT305
Outcomes:
Students obtain the theoretical background in statistics needed for graduate level work in probability and statistics

STAT 306 Introduction to Stochastic Processes (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (MATH 212 or MATH 266)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion.
Course equivalencies: X-MATH306/STAT306
Outcomes:
Students will obtain a background in stochastic processes and apply this in areas like biology, social science, sports, and finance

STAT 307 Statistical Design & Analysis of Experiments (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better
This course discusses comparative experiments, analysis of variance and covariance, fixed and random effects models, and a variety of experimental design models including cross-over and split plot designs; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain the background in statistical design and analysis of experiments needed to apply them in their own areas of interest

STAT 308 Applied Regression Analysis (3 Credit Hours)
Pre-requisites: STAT 203 or 335
This course discusses simple and multiple linear regression methods, multiple comparison estimation procedures, residual analysis, and other methods for studying the aptness of a proposed regression model; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain an extensive background in the applications of regression analysis and computer coding of regression models

STAT 310 Categorical Data Analysis (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (STAT 303 or STAT 308)
An introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modelling techniques based on generalized linear models. Methods for matched-pair, small datasets, ordinal and multi-category data also discussed. This course focuses on applications using real-life data sets, and uses popular software packages.
Outcomes:
Students will obtain an extensive background in the applications of categorical data analysis methods

STAT 311 Applied Survival Analysis (3 Credit Hours)
Pre-requisites: STAT 308 (Applied Regression Analysis)
This course focuses on methods for analyzing time-to-event data. The course will explore non-parametric methods for analyzing time-to-event data like Life tables, the Kaplan-Meier method, the Nelson-Aalen method and the log-rank test. This course will also explore semi-parametric models such as the Cox proportional hazards regression models and parametric models including exponential, Weibull and log-logistic regression model.
Outcomes:
Derive survival and hazard functions from an underlying distribution, calculate survival probabilities and hazard rates, compare survival probabilities and hazard ratios between two or more cohorts

STAT 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 308
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

STAT 335 Introduction to Biostatistics (3 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 101 and (MATH 132, MATH 162, or MATH 162A); For all others: BIOL 102 and (MATH 132, MATH 162, or MATH 162A); MATH 162 may be taken as a Corequisite for all majors
This course provides an introduction to descriptive and inferential statistics in the biological sciences. Topics include data visualization, probability, discrete and continuous probability distributions, confidence intervals, t-tests, tests of proportions, chi-square tests, correlation, linear regression, and ANOVA. Contemporary computer software will be used to apply the methods.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to visualize data appropriately, properly design a statistical experiment, apply the correct statistical methods, and properly analyze the results

STAT 336 Advanced Biostatistics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course overviews applied statistical methods useful in biomedical modelling chosen from: experimental design, categorical data analysis including logistic regression, nonlinear regression, bioassay and synergy modelling, multivariate methods, survival statistics, and longitudinal data analysis techniques. Modern statistical software methods will be extensively used and illustrated.
Outcomes:
Students are expected to obtain expertise in applying this course's advanced biostatistical methods application areas including knowing how best to implement these methods, interpret results, and use statistical software output

STAT 337 Quantitative Methods in Bioinformatics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course develops the mathematical and statistical methods necessary to analyze and interpret genomic and proteomic data, including signal analysis, sequence alignment methods, data-base search methods useful in bioinformatics and data mining.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the quantitative skills used in BLAST, including inference, stochastic processes and hidden Markov models, random walks, microarray analysis and biological sequence analysis

STAT 338 Predictive Analytics (3 Credit Hours)
Pre-requisites: STAT 308
Students will study methods for predicting future events and properly classifying data using both supervised and unsupervised statistical learning techniques.
Outcomes:
Learn methods for predicting and classifying; Model Selection; Evaluate the effectiveness and accuracy of a model/prediction

STAT 344 Longitudinal Data Analysis and Mixed Modelling (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better or permission of the instructor
Repeated measures and longitudinal data are ubiquitous in studies, research and applications. This course explores methods for repeated measures, longitudinal (time-series), and nested/hierarchical data in a detailed manner. These methods take account of correlations between measurements by allowing each individual in a study to serve as their own control.
Outcomes:
Students are expected to master the analysis and interpretation of repeated measures, longitudinal, mixed, and nested/hierarchical data; This includes effectively using R, SAS or other software for these data analyses

STAT 351 Nonparametric Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335 with C- or better
This course will cover the basic principles of nonparametric methods in statistics including: one, two and K sample location methods; tests of randomness; tests of goodness of fit; nonlinear correlation; histogram; density estimation; nonparametric regression. Students should learn how to apply the nonparametric techniques in real datasets, interpret the results and draw conclusions.

STAT 360 Introduction to Bayesian Statistics (3 Credit Hours)
Pre-requisites: STAT 308
An introduction to Bayesian data analysis and statistical inference. Topics include single and multiple Bayesian models, hierarchical models, Bayesian linear regression models. The course will also consider computational methods related to Bayesian inference such as Markov Chain Monte Carlo methods. Emphasis is placed on both theoretical understanding and practical implementation using statistical software.
Outcomes:
Students will understand the principles of Bayesian inference; implement and evaluate Bayesian models using computational tools; and effectively communicate Bayesian results in applied contexts

STAT 364 Introduction to Multivariate Statistics (3 Credit Hours)
Pre-requisites: STAT 308
This course introduces students to the concepts and methods used to analyze multivariate data in an applied context. Topics include exploring and visualizing multivariate data, linear algebra for multivariate methods, principal components and factor analysis, canonical correlation, discriminant and cluster analysis, multivariate normal distributions, MANOVA, and other dimensionality reduction techniques. Emphasis will be placed on interpreting results and applying methods using real-world data. Statistical software such as R will be used for computation and visualization.
Outcomes:
Students will be able to: 1) describe and visualize relationships among multiple variables in multivariate datasets; 2) apply linear algebra concepts relevant to multivariate analysis; 3) perform and interpret principal component and factor analyses; 4) communicate results from multivariate analyses clearly and effectively

STAT 370 Data Science Consulting (3 Credit Hours)
Pre-requisites: STAT 308
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Apply methods learned in classes to a address a real world problem; 2) Oral and Written presentation skills; 3) Collaboration skills

STAT 388 Topics (1-3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course covers advanced topics in statistics, such as multivariate analysis, sampling theory, non-parametric methods, decision theory, and Bayesian analysis.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 390 Undergraduate Seminar (1 Credit Hour)
Pre-requisites: Senior Standing, including completion of MATH 304/ STAT 304
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
Outcomes:
Students will gain the ability to present material in Statistics, and their applications to a general audience

STAT 391 Internship in Actuarial Science (1-3 Credit Hours)
Pre-requisites: STAT 304 and 396; approval of the internship director
This course offers an opportunity to obtain experience in actuarial science in a professional environment; placement requires approval of the internship coordinator and acceptance by an employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain first hand experience doing actuarial work in a real world environment

STAT 396 Actuarial Seminar I (1 Credit Hour)
Pre-requisites: MATH 263
The seminar provides a comprehensive review of the probability topics that most commonly appear on the Actuarial Exam P. Topics covered include: axiomatic probability, combinatorial probability, conditional probability and Bayes' Theorem, independence, random variables and their various distributions, joint distributions, marginal distributions, conditional distributions of tow of more random variables.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 397 Actuarial Seminar II (1 Credit Hour)
Pre-requisites: MATH 263
The seminar is a continuation of STAT 396. It provides a comprehensive review of topics in probability and risk management directed toward students preparing for the Actuarial Exam P. Additional topics may include order statistics, moment-generating functions, the Central Limit Theorem and risk analysis.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in statistics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 399H Honors Tutorial (1-3 Credit Hours)
This course allows students in the honors program to engage in independent study of selected topics in statistics for honors credit under the supervision of a faculty member.
Course equivalencies: STAT399H / STAT399
Outcomes:
Students will obtain an understanding of an advanced topic in their major

Theatre (THTR)

THTR 100 Intro to Theatre Experience (3 Credit Hours)
This course is an introductory study of the theatrical art form and its contemporary production practice. Students engage in a series of workshops and participatory creative projects.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will demonstrate the ability to identify the variety of collaborating arts and artists that combine to create of a work of theatre; to analyze a play script for live performance; to evaluate theatrical production; and to creatively apply knowledge of theatrical process through expressive and creative endeavors

THTR 142 Class Voice for Beginners (3 Credit Hours)
This class is for the student who has never had voice instruction and is interested in learning the art of performance in voice. Strongly recommended for those interested in the music major, theater or public speaking/performance
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
Students will demonstrate understanding and application of the fundamentals of music theory, diction, and tone

THTR 154 Introduction to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

THTR 203 Dramatic & Theatrical Process (3 Credit Hours)
This course is an introduction to the basic methods of analyzing and interpreting plays representative of the modern stage (from Ibsen to the present). It explores how text analysis is, for all theatre artists, a critical first step in transferring the printed play text to the stage.
Outcomes:
Students will acquire the ability to analyze a play's structure and ideational content, its characters, and the potential challenges each play presents to theatre artists seeking to produce the play on the stage for a modern audience

THTR 204 Playwriting (3 Credit Hours)
This course is and introduction to the theories and techniques of playwriting with particular emphasis on the analysis of dramatic structure.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the theories and techniques of playwriting and dramatic structure through application of these skills in several playwriting exercises and the development of a one act play

THTR 205 Theatre in Chicago (3 Credit Hours)
This course is an introduction to live theatre in the rich Chicago theatre scene. Students will develop an appreciation and enjoyment of drama through attendance at live theatre performance and sharpen critical thinking skills through written critiques and discussion of those productions.
Outcomes:
Students will demonstrate knowledge of and appreciation for the range of theatrical experiences, traditions and expressions available in the City of Chicago

THTR 227 Stage Management (3 Credit Hours)
This course explores the role of the stage manager in theatrical production from pre-production through closing documentation.
Outcomes:
Students will demonstrate understanding of the responsibilities and duties of a Stage Manager to a production; develop the necessary communication and organizational skills to fulfill these responsibilities in a production experience; and be exposed to various techniques and tools used in professional stage management

THTR 241 Voice & Diction for Stage I (3 Credit Hours)
This course focuses on the techniques of effective voice and speech production.
Course equivalencies: THTR 241 / THTR 241E
Outcomes:
Through class exercises and presentations, students will demonstrate greater knowledge and control over their breath support, tonal placement, vocal resonance, projection, clarity of articulation, Standard American vowel and consonant formation, language orchestration and coloration

THTR 252 Theatrical Design I (3 Credit Hours)
This course introduces the theatre student to the fundamentals of design especially as they relate to the theatrical design of sets, lights, and costumes.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will demonstrate understanding of the tools a set, costume, and lighting designer use to express their ideas; improve their abilities to communicate their creative ideas; appreciate how design affects an overall theatrical experience; and be prepared to engage in practical design experience in our theatre

THTR 261 Beginning Acting (3 Credit Hours)
Beginning Acting is an introduction designed to provide a foundation in the critical understanding and practical application of contemporary acting theories and techniques. Content will focus on stimulating full utilization of the actor's instrument (mind, body, voice, imagination, and emotion) and using exercises and improvisations to provide a practical approach to standard acting challenges.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will develop skills in observation, concentration and imagination, as well as critical skills in script analysis

THTR 267 Acting Theories and Techniques II (3 Credit Hours)
Pre-requisites: THTR 261
This course builds on the skills introduced in THTR 261 and development of physical and vocal skills towards performance of character from classical texts.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will develop skills to research historical information for application in performance of characters and improve use of the body and voice to communicate character

THTR 300 Design Technology: Special Effects, Sound Engineer (3 Credit Hours)
Special Effects, Sound Engineering, Moving Light Programing, Projections, Computer Aided Drafting and Automation Design
Outcomes:
To provide a broad overview of current state of the art stage design technologies through lectures, demonstrations, and hands-on work

THTR 305 Theatre Workshop: Special Topics (3 Credit Hours)
This course introduces the student to a style, genre or method theatre making through active application in exercises, demonstrations, games and workshops.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop skills in applying performance theory to practice; develop performance skills in a particular style or genre; expand a repertoire of rehearsal techniques; and develop skills to create original theatre pieces

THTR 321 Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321C Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321E Practicum: Electrics (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with electrics.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321P Theatre Practicum: Production Staff (1 Credit Hour)
Pre-requisites: Permission of the Department
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience as production staff.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321R Theatre Practicum: Running Crew (1 Credit Hour)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with a running crew.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321S Practicum: Scenic (2 Credit Hours)
Theatre Practicum (Scenery) is one of four experiential learning courses that will provide the student with an opportunity for practical application of varied techniques and theories in planning and construction of theatrical scenery and properties. The specific topics and skills the course will focus on vary from semester to semester as per the demands of each design.

THTR 321T Theatre Practicum: Scene Painting (1 Credit Hour)
Theatre Practicum: Scene Painting is a hands-on learning course that will provide the student with an opportunity for practical application of varied scenic painting techniques as applied to Loyola Theatre productions. The course is introductory and assumes no prior skills. A student with a background in painting in other mediums will be able to gain theatre specific, and more advanced, skills in this course.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre, including collaboration and organization skills, and will gain appreciation for the complexity of play production

THTR 323 Rehearsal & Performance (1-12 Credit Hours)
Pre-requisites: permission of the instructor
This course allows students to receive credit for stage managing, acting in or directing a campus production during the semester. Completion and submission of a journal or paper is required. Course may be repeated up to 12 times for a total of no more than 12 credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique covered in coursework to production practice

THTR 324 Applied Design and Management (1-3 Credit Hours)
This independent study course supports student scene, costume, lighting, make-up, sound or property designers and stage managers selected by the faculty to design or manage for university productions. Department Permission Required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will deepen their understanding of a design process via first hand experience in our theatre

THTR 324D Applied Design (1-3 Credit Hours)
This class will teach Stage Design techniques in practice in production through mentorship. Students will design productions or assist faculty designers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Design, Application and Reflection

THTR 324M Applied Management (1-3 Credit Hours)
This class will teach Stage Management techniques in practice in production through mentorship. Students will Stage Manage or Assistant Stage Manage productions.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Application; Reflection

THTR 327 Theatre Management and Arts Leadership (3 Credit Hours)
Pre-requisites: THTR 100 or THTR 203
This course is an introduction to the economic, managerial and administrative aspects of American Theatre and performing arts in general, with an emphasis on the non-for profit Chicago and Regional Theatre Industry and practical and contemporary aspects of the field. Any student looking to work in performing arts leadership or administration or start their own company will find this course valuable.
Outcomes:
Students demonstrate knowledge of the evolution of arts organizations and theatrical management; practical management tools; the economic challenges of producing theatre; production trends in the industry; the theories and processes behind planning and decision making; and students will gain appreciation for the importance of management in theatrical productions and organizations

THTR 329 Make-up and Mask Design (3 Credit Hours)
This course involves a hands-on study of make-up techniques especially as they relate to basic theatrical needs, character make-up, and special effects make-up.
Outcomes:
Students will be prepared to use make-up effectively in the theatre either as performers or beginning make-up designers, and to understand the variety of techniques and tools a make-up designer has available

THTR 331 Movement: Theories & Technique I (3 Credit Hours)
This course examines the relationship between the kinetic and kinesthetic experiences and personality development.
Course equivalencies: THTR 331 / THTR 331E
Outcomes:
Through a series of exercises, students will demonstrate an awareness of one's physical mannerisms, increased confidence in one's physical presence on stage and demonstrate physical transformation into character

THTR 335 London Theatre Experience (3 Credit Hours)
This course is a month long study abroad experience which allows the student to intensively study British theatre through excursions within London, special guest lecturers, walking tours, workshops, gallery and museum visits, and attendance of at least eight plays.
Outcomes:
Students will gain an understanding of the importance of London theatre and its influence on the rest of the world's theatre

THTR 336 Stage Combat for Actors (3 Credit Hours)
This class will teach Stage Combat techniques that will allow actors to perform fights effectively and safely. Students will work towards a final performance involving all students in a story told through violence.
Outcomes:
Be able to perform a choreographed stage combat sequence effectively and safely at full speed and before a live audience

THTR 341 Studies in Dramatic Form (3 Credit Hours)
This course studies the various structural forms drama has taken from the Greeks to the present. In particular it looks at tragedy, comedy, and melodrama and seeks to find their roots in the cultures which nurtured them.
Outcomes:
the student will be able to distinguish various dramatic forms as well as their roots in their cultures, and will have a vocabulary with which to discuss and evaluate them

THTR 344 Dialects for the Stage (3 Credit Hours)
This course provide instruction in the dialects most frequently used by the American actor and to explore a systematic approach to dialect acquisition which will serve the student in further independent dialect study.
Outcomes:
Students will acquire a working knowledge of the International Phonetic Alphabet, an understanding of the historical and cultural background of each dialect, skills in applying dialects to dramatic texts, and an introduction to the work of the dialect coach in the theatre

THTR 346 Scenic Art: Color Elevation to Scene Painting (3 Credit Hours)
This course is introduces the student to basic scene painting techniques for the theatre.
Outcomes:
Students will demonstrate understanding of the role of the scenic artist in relationship to the scenic designer, develop basic level skills required to execute the designer's intention or vision and execute a paint elevation

THTR 348 Theatre Pedagogy (3 Credit Hours)
This course explores the process of engaging children with teaching artistry techniques such as theatre acting games, design, and technical theatre as a means towards self-expression, personal development and content learning. This course will utilize planning tools and teach facilitation techniques that can be utilized across artistic practices. Laboratory experiences working with children are provided.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR348/CIEPM95
Outcomes:
Students will articulate the differences and similarities between theatre for children and creative dramatics disciplines, develop age appropriate materials and exercises, identify appropriate facilitating methods and techniques and apply these techniques in a laboratory setting

THTR 352 Theatrical Design II (3 Credit Hours)
Pre-requisites: THTR 252
An Intermediate course of study to explore the process of Theatre Design (Scenic, Costumes, and Lighting). Collaboration and storytelling through visual means is the key to understanding text-based theatre. Each individual will have the opportunity to express ideas in class discussions, written critical analysis, and execution of design while enhancing the process of design.
Outcomes:
The purpose of this course is to develop intermediate design skills building upon those learned THTR 252 and preparing students for assistant level production design experiences; Students will learn to merge and implement visual ideas to communicate with directors, fellow designers, actors, and technicians; Students will develop a critical eye in a group setting and have the ability to appraise the process in an open forum of discussion and reflection; Students will demonstrate evidence of research and written analysis through technical skills, preliminary sketching, and drawing techniques; Students will develop a better understanding of how to read scripts and how to describe and discuss the material in a cohesive manner in a group, and discover new and innovative ways of translating the text into thoughtful and inspiring designs

THTR 353 Theatrical Design III (3 Credit Hours)
Pre-requisites: THTR 252 and THTR 352
This team taught course will alternate between full group discussions on topics valuable to all disciplines and small group instruction on specific techniques within sub-disciplines. Students will declare a discipline at the beginning of the course. Students can repeat the course to pursue a second discipline. Students will be placed in teams of complimentary disciplines.
Outcomes:
Students will gain advanced level theories, practices, and techniques in one of the following theatrical design disciplines: scenery, costumes, lighting, or sound; Students will further deepen collaboration, communication, and presentation skills; Students will develop individual artistic voice as expressed through theatrical design

THTR 354 Storytelling Design: Puppetry, Properties and Toy (3 Credit Hours)
Pre-requisites: THTR 252, and either THTR 261 or 266
Puppetry is one of the oldest forms of storytelling. This course is intended to allow the student to several explore different forms of storytelling through the use of puppets and puppetry. The course will explore shadow puppetry, toy theatre and hand & rod puppetry. Each student will develop, as a member of a series of "production teams", a brief performance piece base.
Outcomes:
Students will gain skill in design through the storytelling techniques of puppetry and toy theatre

THTR 364 Theatre History and Literature I (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature I focuses on the development of theatre from Greek through Jacobean and Caroline periods.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture, and significant plays within their historical context; Students will apply research to creative practice

THTR 365 Theatre History and Literature II (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature II focuses on the development of theatre from the 16th through 19th centuries.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context, They will also apply research to creative practice

THTR 366 Theatre History and Literature III (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature III focuses on the development of theatre from the 19th through mid-20th centuries.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 367 Theatre History and Literature IV (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature IV focuses on contemporary and post-modern theatre.
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 368 Acting Theories and Techniques III (3 Credit Hours)
This course continues the work of THTR 261, based on the needs of the students, using plays by modern and contemporary playwrights as the primary material.
Outcomes:
Students will be able to demonstrate an understanding of how to interpret and effectively perform plays written since the early 19th century up to present day

THTR 369 Acting Theories and Techniques IV (3 Credit Hours)
Pre-requisites: THTR 267
This course continues the work of THTR 368 based on the needs of the students. Performance material is at discretion of the instructor.
Outcomes:
Students will further develop performance skills and workshop areas of weakness based on individual needs and interests

THTR 375 Play Direction: Theater Capstone (3 Credit Hours)
Pre-requisites: THTR 203, 252, 266, 267, 364, 365, 366 and 367, or 375 may be taken concurrently with THTR 367
This course explores the fundamental principles of play direction. Students are required to direct a monologue, select a play script for production, develop a production concept, stage a fifteen-minute scene, and develop a detailed Director's Notebook.
Outcomes:
Students acquire the skills to identify the basic elements of stage direction; analyze a play script from the point of view of the director; articulate and defend a production concept; develop actor-coaching skills; and identify elements of direction that communicate story, theme, and concept

THTR 377 Audition Seminar (3 Credit Hours)
Pre-requisites: THTR 368
This course focuses on preparing to audition for professional theatre, commercial and film with particular emphasis on audition for Chicago Theatre.
Outcomes:
Students will demonstrate the ability to engage an auditor through an audition, demonstrate the ability to score and read copy truthfully, develop a head shot and resume and develop a personal repertoire of suitable audition pieces

THTR 393 Shakespeare Seminar (3 Credit Hours)
Pre-requisites: ENGL 326, THTR 365, and 9 credit hours for electives in the minor
This course provides a capstone seminar experience for students, focusing on how Shakespeare has been interpreted on the page and the stage. It will culminate with a thesis project, either scholarly or creative, that will serve as the capstone for the Shakespeare Studies Minor.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will engage in advanced scholarly work in Shakespearean Studies towards development of a scholarly thesis or significant project

THTR 394 Internship in Theatre (1-6 Credit Hours)
Theatre students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department Permission Required. No more than 6 credit hours of Internship of Fieldwork may be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a theatrical organization while reflecting on their work experience and applying theories and techniques acquired from their theatre courses

THTR 395 Seminar in Theatre (3 Credit Hours)
Subject and requirements of this course will be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 396 Seminar in Theatre II (3 Credit Hours)
Subject and requirements to be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 397 Fieldwork in Chicago - Theatre (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional theatre organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Theatre and the project supervisor

THTR 399 Independent Study (3 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a theatre faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and theatre faculty supervisor

Theology (THEO)

THEO 100 Christian Theology (3 Credit Hours)
This course is an introduction to reflection on and analysis of the Christian theological tradition.
Knowledge Area: Foundational Theological Knowledge
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: ACTHE 101 / THEO 100
Outcomes:
Students will be able to demonstrate understanding of the tasks of Christian theology in its efforts to understand the human situation from the perspective of faith, various challenges to theology in the contemporary world, and will focus on one or more current theological issues

THEO 107 Introduction to Religious Studies (3 Credit Hours)
This course is an introduction to the contemporary field of religious studies, focusing on both the theoretical investigations of religious traditions, as well as on the study of selected religious texts and practices (such as creation stories, sacred biographies, sacred scriptures of a religious tradition(s) rituals, ritual taboos, religiously motivated behaviors.
Knowledge Area: Foundational Theological Knowledge
Course equivalencies: THEO170 / THEO270 / ACTHE 107
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 185 Christian Ethics (3 Credit Hours)
Introduction to Christian Ethics is a core course that explores the major sources, methods, and insights of Christian social and theological ethics. Particular attention is given to Roman Catholic thought. The course will concentrate on the foundational sources in Christian ethics and examine the moral significance of major theological themes and affirmations.
Knowledge Area: Ethics
Outcomes:
Students will identify the major sources of Christian ethics (Scripture, Church tradition, philosophy, the social and human sciences, and human experience), and gain practice in identifying how different thinkers use, interpret, and prioritize these sources

THEO 186 Global Religious Ethics (3 Credit Hours)
Religious Ethics explores fundamental moral sources and methods in Christian ethics in dialogue with the ethical understandings of at least one other religious tradition, and with special attention to Roman Catholic thought. In doing so, it explores moral issues faced by individuals and communities from theological perspectives, particularly mindful of how the economic, political and cultural structures in a religiously plural world affect those issues.
Knowledge Area: Ethics
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
In this course, students will explore and compare the ethical understandings of Christianity and at least one other religious tradition; With respect to each tradition, students will learn about the foundational sources, doctrines and questions that guide its ethical thinking

THEO 190 Loyola's Mission: Ignatian Traditions (3 Credit Hours)
The course introduces students to LUC's mission through theological reflection on the main themes of the Transformative Education mission-statement: spirituality and faith, interlinked human knowing, moral compass, civic and environmental responsibility.
Course equivalencies: THEO190 / THEO290
Outcomes:
Integration into the LUC community, ethos, and vision

THEO 203 Social Justice and Injustice (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course introduces students to Catholic and Protestant approaches to social justice. Students will also study theories and analyses of social injustice. Students will study specific instances of social injustice (gender, race, and class). It will increase student awareness of diversity, in the United States and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Peace, Justice, and Conflict Studies, Race and Ethnicity
Outcomes:
Summarize relevant social, economic, policy history/context that related to current sites of injustice related to racial-ethnic inequalities, economic inequality, immigration status, healthcare, and sex/gender inequality; Distinguish among distinct theories of justice in both theological and philosophical thought; Describe the moral challenges posed by injustice; Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help individuals and societies move closer to approximating justice in society/world

THEO 204 Religious Ethics and the Ecological Crisis (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
Advances in technology and industry confront us with unprecedented abilities for altering long standing climate patterns. These capacities challenge many traditional religious and ethical assumptions about humanity and our relationship to the nonhuman world. We will examine the resources that religious traditions of the world offer for promoting ecological responsibility.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Catholic Studies, Peace, Justice, and Conflict Studies
Outcomes:
students will be able to:*Summarize relevant history related to scientific, policy & political data and decisions *Describe central scientific and ethical challenges posed by the climate crisis *Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help address this crisis

THEO 214 Introduction to the Qur'an (3 Credit Hours)
This course provides an introduction to the central Islamic scripture, the Qur'an in terms of its main features and themes, and as a basis for the theological and ethical teachings of Islam, employing both classical interpretive traditions and contemporary academic approaches. Outcome: Students will be able to demonstrate and understanding of the nature of the main Islamic scripture, the Qur'an, and its influence on Muslim beliefs, ethical understandings, and social and religious practices.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Black World Studies

THEO 231 Hebrew Bible/Old Testament (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to the Old Testament / Tanakh (Hebrew Scriptures).
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 232 New Testament (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the historical and theological reading of the various documents of early Christianity known as the New Testament.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the literary genres found in the New Testament and explain why the recognition of genre is essential to the interpretation of the New Testament, as well as the importance of how the New Testament documents have reached their present state

THEO 265 Sacraments and the Christian Imagination (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course studies the realities of Christian faith life as expressed and celebrated in the concrete rituals of the Christian communities.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO265/CATH106
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts such as poetry, music, painting, literature, and film, and recognize and interpret the impact of history and cultures on the development of Christian doctrine and practices

THEO 266 Church & Global Cultures (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to ways in which the Christian churches, and primarily the Roman Catholic Church, understand and enact their identity in relation to the secular world of culture, economics, and politics, both nationally and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: X-THEO105/CATH105
Outcomes:
Students will be able to analyze and interpret contrasting Christian understandings of the notion of original sin, and demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition

THEO 267 Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO104/CATH104
Outcomes:
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship

THEO 272 Judaism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Judaism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO172/THEO272/INTS172
Outcomes:
Students will be able to name and discuss some of the most important Jewish scriptures, articulate the general outline of the historical evolution of Judaism, and define and discuss key concepts, terms, values, and religious practices foundational to Judaism

THEO 276 Black World Religion (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the revelatory manner in which the divine comes to unique presence and expression among African peoples throughout human history. It will examine the religious experiences and traditions of: Africa's ancient Nile valley civilizations, long recognized as cradling the world's spiritual and philosophical wisdom and as influencing the formative development of Judaism, Christianity, and Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will demonstrate their knowledge of African peoples' religious experiences within their various historical and cultural contexts

THEO 278 Religion & Gender (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study the role of women in at least one (if not more) of the major world religious traditions.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: THEO178/THEO278/WSGS278
Outcomes:
Students will be able to demonstrate understanding of the influence of religion on gender roles, and how women in the contemporary world are reinterpreting their religious traditions

THEO 279 Roman Catholicism (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Roman Catholicism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: THEO179/THEO279/CATH179
Outcomes:
Students will be able to demonstrate understanding of the most important Roman Catholic beliefs, the historical evolution of Roman Catholicism, the key Roman Catholic concepts, terms, values, and religious practices, and the main lines of current Roman Catholic identity in today's world

THEO 280 Religion & Interdisciplinary Studies (3 Credit Hours)
Course topics will rotate to incorporate the study of religion in a variety of other disciplines. Focus will be on the influence or application of religious teachings and traditions in the fields of healthcare, politics, education, etc.
Knowledge Area: Tier 2 Theological Knowledge
Course equivalencies: THEO180 / THEO280
Outcomes:
Describe the ethical implications of the religious beliefs and traditions of at least one religion for the primary field of study

THEO 281 Christianity Through Time (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course is a survey course in the history of Christian thought. Not a course in Church history, this is a course whose primary goal is to investigate the major interactions between Christian thought and practice and the cultures that it has been a part of in its two thousand year history.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: THEO181/ THEO281/CATH181
Outcomes:
Students will learn to analyze and interpret religious texts, beliefs and practices using standard scholarly methods and tools

THEO 282 Hinduism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Hinduism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: THEO196/ASIA196/INTS294
Outcomes:
Students will be able to demonstrate understanding of the most important Hindu scriptures, the general outline of the historical evolution of Hinduism, the key Hindu concepts, terms, values, and religious practices, and the basic narratives and imagery of Hinduism

THEO 293 Christian Marriage (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the Christian understanding of marriage.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of historical & ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

THEO 295 Islam (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will provide an introduction to Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO195/ASIA195/INTS295/IWS195
Outcomes:
Students will be able to demonstrate understanding of the most important Muslim scriptures, the general outline of the historical evolution of Islam, the key Islamic concepts, terms, values, and religious practices, and the diversity within Islam

THEO 297 Buddhism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Buddhism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: THEO197/ASIA197/INTS297
Outcomes:
Students will be able to demonstrate understanding of the most important Buddhist scriptures, the general outline of the historical evolution of Buddhism, including its different major branches, and the key Buddhist concepts, terms, values, and religious practices

THEO 299 Religions of Asia (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
An introductory survey of selected teachings, institutions, and practices of the great religious traditions of South Asia and East Asia placed in historical context.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-THEO199/ASIA199/INTS199
Outcomes:
Students will be able to demonstrate understanding of the central texts, beliefs, ethical understandings, and practices of at least three Asian religions

THEO 302 Wisdom Literature and Psalms (3 Credit Hours)
Pre-requisites: THEO 111
A study of the wisdom literature of the Old Testament, attention to the nature of the wisdom tradition in Israel; study of the Psalms as the prayer of Israel.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 303 Pentateuch (3 Credit Hours)
Pre-requisites: THEO 111
The literary structure of the first five books of the Bible.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 304 Israel Conquest to Exile (3 Credit Hours)
Pre-requisites: THEO 111
A study of the so-called historical books of the Bible (Joshua, Judges, Samuel, Kings) with attention to the history of Israel from conquest to exile.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 308 Biblical Hebrew I (3 Credit Hours)
The sound, forms and grammar of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO308/CLST101
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 309 Biblical Hebrew II (3 Credit Hours)
Pre-requisites: THEO 308
Further study of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO309/CLST102
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 311 The Meaning of Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 104
Interpretations of the person and work of Jesus.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

THEO 313 Gospels of Matthew, Mark & Luke (3 Credit Hours)
Pre-requisites: THEO 112
An analysis of the development of the synoptic tradition (the gospels of Matthew, Mark and Luke).
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the various literary elements found in these particular gospels

THEO 314 Topics in Biblical Studies (3 Credit Hours)
This variable-topics course will focus on a specific method, theme, or topic in biblical scholarship. Areas of focus may include methods in biblical scholarship, thematic studies of the biblical canon, extracanonical literature, traditions of commentary on the biblical text, and historical, social, cultural, and economic realities pertinent to understanding and interpreting biblical texts.
Outcomes:
Students will analyze the relevant biblical and related ancient literature in light of the course's special topic, theme, or method; Students will critically evaluate biblical and ancient studies scholarship on the course topic, demonstrating awareness of the current state of scholarly debates; If the special topic is (or includes) a method of biblical or ancient scholarship, students will understand and utilize the method in the study of biblical literature and/or ancient literature relevant to biblical studies

THEO 317 Christian Thought: Ancient-Medieval (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the first fourteen centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-THEO317/CATH317/MSTU360
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 330 Liberation Theology (3 Credit Hours)
An introduction to the contemporary theologies of liberation emerging in Latin American, African, and Asian Christian.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-THEO/INTS/LASP330/PAX332
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 331 Theology of Secularization (3 Credit Hours)
An exploration of the history of secularization and the context it establishes for American Christianity. Focus on practical issues of Christian living.
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 340 Foundations of Christian Morality (3 Credit Hours)
A survey of theological and philosophical issues which shape the articulation of specific moral principles.
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 342 Perspectives on Life and Death (3 Credit Hours)
Examination of the exploration of our perception of the life range for possible reevaluation and rearticulation, in view of modern scientific developments.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO342/BIET342
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 343 Contemporary Christian Sexuality (3 Credit Hours)
Examination of inter-religious perspectives in contemporary sexual ethics.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO343/BIET343
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 344 Theology and Ecology (3 Credit Hours)
Examination of the ecological, ethical and theological analyses of humanity's relationship to the natural world.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO344/ESP 344/BIET344
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 348 Supervised Ministry (3 Credit Hours)
Placement in a ministerial position, on-site supervision, and biweekly individual or group meetings with the course director is required. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 349 Theological Topics for the Bioethics Capstone (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Theology students when the Bioethics capstone's topic is theological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in theology

THEO 350 Topics in Islam (3 Credit Hours)
A deeper and more focused study of significant aspects of the religion of Islam.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: XTHEO350INTS387ASIA350IWS350
Outcomes:
Students will be able to demonstrate understanding of Islam

THEO 352 Topics in Buddhism (3 Credit Hours)
A deeper and more focused study of significant aspects of Buddhism.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-THEO352/INTS352/ASIA352
Outcomes:
Students will be able to demonstrate understanding of Buddhism

THEO 353 Religious Traditions (3 Credit Hours)
This course investigates the historical, social, ritual and reflective positions of one or more religious traditions. It likewise develops the student's abilities to use contemporary methods of historical, theological, and social scientific analysis of religious traditions.

THEO 356 Topics in Judaism (3 Credit Hours)
A deeper and more focused study of significant aspects of Judaism.
Outcomes:
Students will be able to demonstrate understanding of Judaism

THEO 365 Women, Gender and Embodiment in Islam (3 Credit Hours)
This course will consider gender both as articulated in normative Islamic religious and legal systems and as embodied during various historical periods in a range of Muslim societies.
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: THEO/ASIA/INTS/WSGS/IWS365
Outcomes:
Students will read a number of the most important academic studies in this field and consider anthropological and cultural materials including films and short stories that disclose Muslim practices and concepts of maleness, femaleness, and gender relations

THEO 366 Contemporary Islamic Thought and Movements (3 Credit Hours)
This course will consider contemporary Islamic thought and movements world-wide. After a brief introduction to Islam and the historical development of the tradition up to the present, students will learn about a range of contemporary Muslim intellectual and activist movements and thinkers through the study of original writings and secondary analysis. Some major figures to be considered include: Syed Maududi, Sayyid Qutb, Fazlur Rahman, and other Muslim intellectuals representing movements such as Jama'at-i Islami, the Muslim Brotherhood, and Islamic liberalism. We will focus on the 20th century up to the most current trends. Some of the theological and social issues that will be discussed are gender, the ideal political order, Islamic law and its role in society, and pluralism.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-THEO/ASIA/IWS366/INTS366A

THEO 373 Theology Capstone (3 Credit Hours)
Students enrolling in this course must have junior status and be Theology majors. This 3 credit capstone course gives students an opportunity to integrate various aspects of their theological education, drawing upon the major sources of Christian and Catholic tradition, including Scripture, History, Systematic Theology, and Ethics.
Outcomes:
Students will be able to demonstrate an understanding of the varied sources within Christian theological traditions and how to make reasoned theological arguments

THEO 378 Theology and Culture (3 Credit Hours)
This course can count as an elective for the major or minor. The course will be divided into three parts: (1) an exploration of the interaction between theological reflection & culture; (2) a look at some theological texts that compare Christian and non-Christian practices and practices in the U.S. where different cultural understandings interact; (3) a study of postmodernism.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 382 Readings-Liturgy (3 Credit Hours)
Examination of the readings, prayers, songs, rites of contemporary liturgies. Comparison of these materials with those of traditional liturgies and evaluation of the underlying principles.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

THEO 392 Readings in Theology (3 Credit Hours)
A reading course with variable content in the area of theology. Open to major and non-majors with permission of instructor.

THEO 393 Seminar (3 Credit Hours)
An undergraduate seminar course for majors and minors in the Theology department; variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

THEO 395 Theology Tutorial (3 Credit Hours)
Tutorials for seniors on selected topics in biblical, systematic, historical or moral theology.
Outcomes:
Students will gain an in-depth understanding of a selected topic

University Course (UNIV)

UNIV 101 First Year Seminar (1 Credit Hour)
This class is intended to help first year students enhance their academic skills and social integration into Loyola University Chicago.
Course equivalencies: UNIV101 / ACUNI 101

UNIV 102 Loyola Seminar (1 Credit Hour)
This is a 1-credit, letter-graded, elective, special topics course taught by faculty or staff experts at Loyola. These small classes are intended to connect students to a faculty or staff member and their peers through meaningful discussions on topics of shared interest.

UNIV 112 Strategies for Learning (1 Credit Hour)
This course is designed primarily for first and second year students to strengthen their academic skills. This course provides an opportunity for students to evaluate their goals and motivation for studying at Loyola and to develop effective strategies for academic success.
Course equivalencies: CIEP 112/UNIV 112
Outcomes:
Students will gain a clear view of their goals and the steps and strategies needed for achieve academic success

UNIV 114 Bridge to Loyola Workshop (1-3 Credit Hours)
As part of the Bridge to Loyola program this course is designed to develop critical thinking and effective strategies for academic success. Restricted to students in the LEAP and STEP programs.
Course equivalencies: UNIV 114/CIEP 111
Outcomes:
Students will develop a capacity for critical and ethical judgements, effective study strategies, an introduction to scientific inquiry, and an understanding of the Loyola Mission

UNIV 201 Transfer Seminar (1 Credit Hour)
Enrollment restricted to Transfer Students. This seminar course is designed for students who transferred to Loyola from other institutions. Students in this course will develop strategies to succeed academically, transition smoothly and strengthen their connection with Loyola.
Outcomes:
1) Understand Loyola's mission/identity and participate in the Loyola Experience; 2) Improve study habits and academic motivation; 3) Enhance ability to find and utilize campus support and resources

UNIV 224 Career & Life Planning Seminar (3 Credit Hours)
Unsure of how your classes and previous experiences will turn into a career? Many students feel unsure about how to plan for life post-graduation. This seminar will allow you to reflect on who you are as a person (not just as a particular "major"), as well as how to research and connect with relevant opportunities and plan effectively for the next chapter of your life. Highly recommended for 3rd/4th year students.
Course equivalencies: CPSY 224/UNIV 224
Outcomes:
Clarify career identity and appropriate pathways; develop effective application materials, networking, and job/internship search skills; develop plan for next steps

UNIV 301 Ricci Seminar Rome (3 Credit Hours)
A research seminar in which a Ricci Scholar develops a project and refines it under the tutelage of a faculty member based in Rome. The focus of the project will be Rome-, Italy-, or Euro-centered.
Interdisciplinary Option: Global Studies
This course satisfies the Engaged Learning requirement.

UNIV 302 Ricci Seminar Asia (3 Credit Hours)
Pre-requisites: Restricted to Ricci Scholar students; UNIV 301 (Can also be taken as corequisite)
A research seminar in which a Ricci Scholar develops a project and refines it under the tutelage of a faculty member based on location at a LUC-approved study abroad site in Asia. The focus of the project will be Asia centered, based on the study abroad location of the Ricci Scholar student.
Interdisciplinary Option: Asian Studies, Global Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and conduct original research on a topic selected by student and approved by the Ricci Scholars Program; Evaluate the merits of different research methodologies, and be able to adopt or modify existing methods to do qualitative and quantitative research in different cultural contexts; Communicate effectively through written reports, oral presentations, and discussion; Provide constructive feedback to peers and work collaboratively in a multi-disciplinary setting

UNIV 340 Ricci Scholars Seminar (1 Credit Hour)
Pre-requisites: UNIV 301 and UNIV 302
This course is the culmination of one year junior study abroad experience of RICCI scholars who have done their two supervised individual research projects on East (Vietnam) and on West (Italy). In the course, student's East and West research studies are combined and compared to make a cohesive final report of their findings.

UNIV 370 Responsible Conduct in Research and Scholarship (0 Credit Hours)
Loyola University actively promotes a culture of responsible and ethical behaviors among all people associated with the University. This includes the LUC faculty, staff, and students of all levels. This course provides students with a strong foundation of the basic ethical principles and professional standards that can then be built upon by future experiences. Topics include the nine identified by Office of Research Integrity critical to research activities as well as those of value to scholars here at LUC. Taught over a three day period, students will be presented with information and relevant background and given the opportunity to apply these ethical principles in a small group setting. NOTE: This course satisfies the LUC policy requirements for students that are enrolled in graduate programs, undergraduate students that are involved in research activities, and faculty and staff that receive funds from external agencies that require evidence of ethics training.

Urban Studies (URB)

URB 397 Urban Studies Research (3 Credit Hours)
Pre-requisites: Junior or Senior standing
In Urban Studies Research, undergraduates work on collaborative, community-based research projects through CURL (Center for Urban Research and Learning). The research teams include graduate students, faculty, and community leaders. This course must be taken concurrently with SOC/PLSC 335 Students will contribute to a research project that addresses inequities in urban communities.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC397/URB397

Urdu (URDU)

URDU 101 Introductory Urdu I (3 Credit Hours)
This course is an introduction to the Urdu language. No previous knowledge is assumed. It also introduces the Urdu script.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Outcomes:
Students will be introduced to the spoken language and the script in which Urdu is written

URDU 102 Introductory Urdu II (3 Credit Hours)
Pre-requisites: URDU 101
This course is a continuation of URDU 101. The course imparts basic grammatical structures and vocabulary of Urdu as well as greater familiarity in reading and writing using the Urdu script.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Outcomes:
Students will be able to develop basic proficiency in the language and will be able to speak, read and write in simple sentences at the elementary level

Women and Gender Studies (WSGS)

WSGS 101 Introduction to WSGS from a Global Perspective (3 Credit Hours)
This is an introduction to the interdisciplinary fields of both Women's Studies and Gender Studies which explore the ways that sex and gender manifest themselves in social, cultural, and political arenas. It draws upon scholarship in women's studies, masculinities studies, and queer studies which themselves draw upon a variety of intellectual perspectives, including historical, psychological, rhetorical, sociological, literary, and biological.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Outcomes:
students will demonstrate understanding of historical developments, key concepts, theories and themes in women's studies and gender studies, the impact that gender can have on social, cultural, political and economic material conditions

WSGS 201 Contemporary Issues in WSGS (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores issues in women's studies, feminism, and gender studies from the perspective of a particular discipline, depending on the faculty member teaching the course. This may, for example, include Communication, English, History, Sociology, or Theology.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST201/WSGS201
Outcomes:
Students will examine the subjects of women and gender, as well as the challenges of conducting feminist or gender scholarship, within the discipline and how new research changes or transforms that scholarship

WSGS 297 Topics in WSGS (3 Credit Hours)
This course allows students to explore intermediate courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies

WSGS 330 History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

WSGS 350 Global Feminisms (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course offers critical and theoretical tools to evaluate feminist theories by women of color in the global South. Adopting a decolonial, anti-racist approach, the course evaluates how women and gender relations are affected by economic, cultural, and political changes related to the racial regimes of globalization and migratory movements.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will acquire and utilize key theoretical concepts in the study of feminisms, race theory, border studies, postcolonial studies, transnationalism, and migration studies

WSGS 360 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
In this seminar WSGS course we will explore how crossing borders, identity politics, and sexuality intersect to produce a rich and necessary conversation on contemporary global immigration issues. We will explore the gendered dynamics and experiences of recent immigrants.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Acquire and utilize key theoretical concepts in the study of borders, identity politics, transnationalism, and sexuality from an intersectional lens

WSGS 370 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 375 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: WSGS 101
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 380 Queer Theory: Beyond the Binary (3 Credit Hours)
Pre-requisites: WSGS 101 or 201
This course maps the field of Queer Theory from an interdisciplinary, global perspective in order to cover a wide range of theoretical and disciplinary approaches (race theory, transnational theory, postmodernism, Latinx-American Studies, among others) and interpretative applications (film, literature).
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to identify key concepts and thinkers of this influential field of study; they will develop an intersectional, global understanding of this field of critical theory

WSGS 388 Women's Studies Practicum (3 Credit Hours)
This supervised field experience uses experiential learning at a wide variety uses experiential learning at a variety of women's political, cultural or educational organization as the basis for learning and refining skills which cab benefit gender equity.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST388/WSGS388
Outcomes:
Students demonstrate skill proficiency, professional conduct, and systematic reflection on their experience; Students learn about public and private sector responses to women's issues and concerns

WSGS 389 Independent Study (1-3 Credit Hours)
This course consists of independent research or engaged learning in a specific area of WSGS; work must be completed under the supervision of a WSGS faculty member.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain a deeper understanding of a specific WSGS topic through research, service, reading, or other mode of learning; The product of this work will vary depending on the interests of the student

WSGS 390 Directed Readings Women Studies (3 Credit Hours)
An independent program of reading and research arranged between the student and the supervising faculty member in the student's major department. Students will complete a final research project integrating their major fields with women's studies. Permission of women's studies director is required.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST390/WSGS390

WSGS 391 WSGS Methodologies (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201, and WSGS 330
This course is part of a two-semester sequence for the final year of the WSGS major and minor. In this course we review several approaches to feminist research methods and consider ways to put them into practice, individually or combined with other methods. Enrollment by permission.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will produce a project proposal that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the use of feminist methodologies in practice

WSGS 397 Special Topics in WSGS (3 Credit Hours)
This course allows students to explore advanced courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST397/WSGS397
Outcomes:
Students demonstrate an understanding of a unique topic in women's studies

WSGS 398 Women's Studies Internship (3 Credit Hours)
This course uses supervised project-based experiential learning to allow students the opportunity to apply feminist analysis and practical skills to a student-designed project that will be completed within the timeframe of a course term.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST398/WSGS398
Outcomes:
Students learn application of feminist concepts and principles to pragmatic outcomes; leadership, planning, time management, and assessment skills

WSGS 399 WSGS Capstone (3 Credit Hours)
Pre-requisites: WSGS 330 and WSGS 391; Enrollment by permission
This is a project-oriented course that represents the culmination of the WSGS major. Students build on their work in WSGS 391/WSGS Methodologies to complete a project under the direction of a faculty or community organization mentor, either individually or as a group.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST399/WSGS399
Outcomes:
Students will complete a project that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the intentional use of feminist methodologies in practice

African Studies and the African Diaspora

African Studies and the African Diaspora taps a wide range of academic pursuits, intellectual methods and cultural traditions to give our majors and minors a broad perspective of African experiences—both historic, contemporary, local and global. Our students are informed and knowledgeable in dialogues concerning the socio-political, literary, cultural, psychological, and spiritual dimensions of how the African experience has influenced every aspect of the world we live in. This ranges from the history, politics and culture (among other aspects) of African countries, to the influence and lives of people in the African diaspora around the world, including black life in the United States. Numerous opportunities exist for our students to study abroad in Africa, Latin America, or the Caribbean, further enabling them to expand their international and multicultural awareness of issues relative to globalization and social justice. Internships or service-learning programs that foster experiential learning are also available. The Black World Studies program was inaugurated in 1971 as Loyola's first interdisciplinary program. It uniquely advanced the university's transformative educational mission for over four decades. As agents of social change, our students strive to apply their knowledge of the global black experience in ways that help make our world a home for all. In keeping with changes in the various disciplines that study the African and diaspora experience, in 2013 the program evolved into the new African Studies and the African Diaspora program.

Undergraduate Programs

- African Studies and the African Diaspora (BA) (p. 250)
- African Studies and the African Diaspora Minor (p. 251)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

African Studies and the African Diaspora (AFR)

AFR 201 African Studies and the African Diaspora (3 Credit Hours)
African Studies and the African Diaspora advances Loyola's mission to expand knowledge in the service of humanity through learning from African descended people's experiences, perspectives, and achievements, ranging from the earliest civilizations of the Nile valley, to the classical cultures of West Africa, to the present day liberation struggles to counter and overcome the enduring effects of slavery, colonialism, neocolonialism, apartheid, legalized segregation, racial terrorism, institutionalized racism, and all other past and current forms of white supremacist ideology and abuse.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Ability to recognize and identify the unique gifts of Black World communities in the areas of spirituality, philosophy, literature, politics, and the arts and discuss the impact which these gifts have exerted in enriching world civilization for millennia; Ability to reasonably discuss Africa as the cradle of humanity and civilization, locate Black culture in space and time from its earliest beginnings, and describe the varied ways in which Black people's cultural identity and gifts have come to expression across global communities; Ability to understand the history of enslavement of Africans in the Western hemisphere and the European colonization of Africa as this history relates to current issues of racial injustice and social inequality in the US, Africa, and elsewhere; Ability to appreciate the liberation struggles of Black World communities and the inspirational impact these struggles have exerted globally on other civil and human rights movements; Ability to understand African descended peoples as actors or agents of justice rather than as helpless victims of injustice on the stage of history, recognizing that the primary reality is not what oppressors have done to Blacks, but what Blacks have done and are currently doing to resist, counter, and overcome their oppressor's power to enslave, exploit, defame, and dominate

AFR 295 Directed Readings in Black World Studies (3 Credit Hours)
This course allows students to engage in a directed self-study of a topic in the realm of African Studies and the African Diaspora that is not covered in other courses offered in the program. Students will work with the AFR Director or another advisor to develop their own class readings and research assignment. Director approval is required for this course.

AFR 397 Capstone/Internship (3 Credit Hours)
This capstone course may be completed in a variety of ways. This includes an internship at a business or organization that is related to the program, or a study abroad semester related to the program. Internships require a minimum of 10 hours/week verified service hours over the 15 week semester, amounting to 3 credit hours. Students may also make a 300 level AFR course into a "Capstone" by adding an additional, in-depth research assignment approved by the course instructor and the program director. Director approval is required for this course.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.

African Studies and the African Diaspora (BA)

As of Fall 2026, this program is no longer accepting applicants.

African Studies and the African Diaspora taps a wide range of academic pursuits, intellectual methods and cultural traditions to give our majors and minors a broad perspective of African experiences—both historic, contemporary, local and global. Our students are informed and knowledgeable in dialogues concerning the socio-political, literary, cultural, psychological, and spiritual dimensions of how the African experience has influenced every aspect of the world we live in. This ranges from the history, politics and culture (among other aspects) of African countries, to the influence and lives of people in the African diaspora around the world, including black life in the United States. Numerous opportunities exist for our students to study abroad in Africa, Latin America, or the Caribbean, further enabling them to expand their international and multicultural awareness of issues relative to globalization and social justice. Internships or service-learning programs that foster experiential learning are also available.

The Black World Studies program was inaugurated in 1971 as Loyola's first interdisciplinary program. It uniquely advanced the university's transformative educational mission for over four decades. As agents of social change, our students strive to apply their knowledge of the global black experience in ways that help make our world a home for all. In keeping with changes in the various disciplines that study the African and diaspora experience, in 2013 the program evolved into the new African Studies and the African Diaspora program.

Related Programs

Minor

- Middle East and Islamic World Studies Minor (p. 524)
- Race Ethnicity Interdisciplinary Minor (p. 634)

Curriculum

The African Studies and the African Diaspora major requires 11 courses (33 credit hours):

Code	Title	Hours
Foundations		
AFR 102	African Studies and the African Diaspora (Required Courses)	3
AFR 397	Capstone/Internship	3
Culture Course [1]		3
Research Course [1]		3
Concentration		**12**
Select one of three concentrations: History; Literature & Arts; OR Social Sciences		
At least two courses must be 200-level or higher and one must be 300-level or higher.		
History Concentration		
HIST 209	Islamic History: Themes & Issues	
HIST 210	Latin American History: Themes & Issues	
HIST 213	African History: Themes & Issues	
HIST 350	Colonial Latin America	
HIST 351	Latin American Independence, 1750-1830	
HIST 363	Civil War & Reconstruction 1850-1877	
HIST 374	Black Politics	
HIST 380	Introduction to African-American History	
HIST 380A	Islam in the African-American Experience	
HIST 381	Rebels & Reformers in U.S. History	
Literature & Arts Concentration		
ENGL 282	African-American Literature	

ENGL 282B	African-American Literature 1700-1900	
ENGL 282C	African-American Literature since 1900	
ENGL 316C	Caribbean Literature in English Since 1900	
ENGL 384	Studies in African American Literature	
ENGL 384B	Studies in African American Literature, 1700-1900	
ENGL 384C	Studies in African American Literature Since 1900	
FNAR 251	African-American Art	
FREN 309	Francophone Literature	
FREN 390	French & Francophone Cultures & Civilizations	
MUSC 109	Jazz Ensemble	
MUSC 156	Intro to Jazz	
THTR 396	Seminar in Theatre II	
Social Sciences Concentration		
ANTH 100	Globalization and Local Cultures	
ANTH 105	Human Biocultural Diversity	
ANTH 211	Peoples of Latin America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 245	Gender in Deep Time	
ANTH 332	Language, Race, and Inequality	
CJC 372	Race, Ethnicity, and Criminal Justice	
PLSC 102	International Relations in an Age of Globalization	
PLSC 218	African-American Politics	
PLSC 340	International Relations of Africa	
PLSC 342	African Politics	
PSYC 360	Understanding Prejudice	
SOCL 101	Society in a Global Age	
SOCL 122	Race and Ethnic Relations	
SOCL 125	Chicago: Urban Metropolis	
SOCL 228	Sociology of the African American Experience	
SOCL 250	Inequality in Society	
Electives [2]		**9**
COMM 272	Intercultural Communication	
FNAR 355	Art of Africa	
MUSC 104	Gospel Choir	
SOWK 370	Power, Oppression, Privilege, and Social Justice	
Total Hours		**33**

1. Students can take any Culture and Methods courses from any of the departments associated with the African Studies and African Diaspora program. Students should consult their advisor before registering for this requirement.
2. Three additional AFR courses that have not been taken from the selected concentration. Of the three AFR elective courses selected, at least one must be 200-level or higher and at least one further course must be 300-level or higher.

Transfer-Student Residence Requirement

At least 17 credit hours of AFR-BA requirements must be completed at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Upon successful completion of the program, our students can recognize, identify, and appreciate the unique gifts and enriching contributions of African and African descended people, communities and countries in the areas of literature, politics, spirituality, morality, psychology, philosophy, and the arts. In service of humanity, our students are able to skillfully communicate their knowledge and values to peoples of all cultural backgrounds, nurturing within them a spirit of tolerance, accommodation, and respectful inclusion that grounds a more just, humane, and peaceful social order. Differences with regard to race, gender, sexual orientation, culture, ethnicity, and religion are viewed and affirmed as valuable. Our students are able to reasonably discuss Africa as the cradle of humanity and civilization, locate African and African influenced culture in space and time from its earliest beginnings, and describe the varied ways in which African people's cultural identity and gifts have come to expression across global communities for centuries. They are knowledgeable about the liberation struggles of African and diaspora communities and the inspirational impact these struggles have exerted globally on other civil and human rights movements. They understand the history of enslavement of Africans in the Western hemisphere and the European colonization of Africa as this history relates to current issues of institutional racism and social inequality in the US, Africa, and elsewhere. From their elevated perspective, our students view African descended peoples as actors or agents of justice rather than as helpless victims of injustice on the stage of history, recognizing that the primary reality is not what oppressors have done to blacks but what blacks have done to resist, counter, and overcome their oppressors' power to enslave, exploit, defame, and dominate.

African Studies and the African Diaspora Minor

African Studies and the African Diaspora taps a wide range of academic pursuits, intellectual methods and cultural traditions to give our majors and minors a broad perspective of African experiences—both historic, contemporary, local and global. Our students are informed and knowledgeable in dialogues concerning the socio-political, literary, cultural, psychological, and spiritual dimensions of how the African experience has influenced every aspect of the world we live in. This ranges from the history, politics and culture (among other aspects) of African countries, to the influence and lives of people in the African

diaspora around the world, including black life in the United States. Numerous opportunities exist for our students to study abroad in Africa, Latin America, or the Caribbean, further enabling them to expand their international and multicultural awareness of issues relative to globalization and social justice. Internships or service-learning programs that foster experiential learning are also available.

The Black World Studies program was inaugurated in 1971 as Loyola's first interdisciplinary program. It uniquely advanced the university's transformative educational mission for over four decades. As agents of social change, our students strive to apply their knowledge of the global black experience in ways that help make our world a home for all. In keeping with changes in the various disciplines that study the African and diaspora experience, in 2013 the program evolved into the new African Studies and the African Diaspora program.

Related Programs

Major

- African Studies and the African Diaspora (BA) (p. 250)
- Global Studies (BA) (p. 466)

Minor

- Race Ethnicity Interdisciplinary Minor (p. 634)

Curriculum

Code	Title	Hours
Required Course		
AFR 201	African Studies and the African Diaspora	3
Electives [1]		**15**
ANTH 100	Globalization and Local Cultures	
ANTH 105	Human Biocultural Diversity	
ANTH 211	Peoples of Latin America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 245	Gender in Deep Time	
ANTH 332	Language, Race, and Inequality	
CJC 372	Race, Ethnicity, and Criminal Justice	
ANTH 361	Issues Cultural Anthropology	
COMM 272	Intercultural Communication	
ENGL 282B	African-American Literature 1700-1900	
ENGL 282C	African-American Literature since 1900	
ENGL 316C	Caribbean Literature in English Since 1900	
ENGL 384	Studies in African American Literature	
ENGL 384B	Studies in African American Literature, 1700-1900	
FREN 309	Francophone Literature	
FREN 390	French & Francophone Cultures & Civilizations	
FNAR 251	African-American Art	
FNAR 355	Art of Africa	
HIST 209	Islamic History: Themes & Issues	
HIST 210	Latin American History: Themes & Issues	
HIST 213	African History: Themes & Issues	
HIST 350	Colonial Latin America	
HIST 363	Civil War & Reconstruction 1850-1877	
HIST 374	Black Politics	
HIST 380	Introduction to African-American History	
HIST 380A	Islam in the African-American Experience	
HIST 381	Rebels & Reformers in U.S. History	
MUSC 104	Gospel Choir	
MUSC 109	Jazz Ensemble	
MUSC 156	Intro to Jazz	
PLSC 102	International Relations in an Age of Globalization	
PLSC 218	African-American Politics	
PLSC 340	International Relations of Africa	
PLSC 342	African Politics	
PSYC 360	Understanding Prejudice	
SOCL 101	Society in a Global Age	
SOCL 122	Race and Ethnic Relations	
SOCL 125	Chicago: Urban Metropolis	
SOCL 228	Sociology of the African American Experience	
SOCL 250	Inequality in Society	
SOWK 370	Power, Oppression, Privilege, and Social Justice	
THTR 395	Seminar in Theatre	
Total Hours		**18**

[1] Two (2) of the AFR electives must be from a single academic department. One (1) course must be 200-level or higher and one (1) must be 300-level or higher.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
AFR 201	African Studies and the African Diaspora	3
	Hours	**3**
Spring		
Elective [1]		3
	Hours	**3**
Junior		
Fall		
Elective [1]		3
	Hours	**3**
Spring		
Elective [1]		3
	Hours	**3**
Senior		
Fall		
Elective [1]		3
	Hours	**3**
Spring		
Elective [1]		3
	Hours	**3**
	Total Hours	**18**

[1] Two (2) of the AFR electives must be from a single academic department. One (1) course must be 200-level or higher and one (1) must be 300-level or higher.

Transfer-Student Residency Requirement

At least 8 credit hours of AFR-MINR requirements must be completed at Loyola.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Upon successful completion of the program, our students can recognize, identify, and appreciate the unique gifts and enriching contributions of African and African descended people, communities and countries in the areas of literature, politics, spirituality, morality, psychology, philosophy, and the arts. In service of humanity, our students are able to skillfully communicate their knowledge and values to peoples of all cultural backgrounds, nurturing within them a spirit of tolerance, accommodation, and respectful inclusion that grounds a more just, humane, and peaceful social order. Differences with regard to race, gender, sexual orientation, culture, ethnicity, and religion are viewed and affirmed as valuable. Our students are able to reasonably discuss Africa as the cradle of humanity and civilization, locate African and African influenced culture in space and time from its earliest beginnings, and describe the varied ways in which African people's cultural identity and gifts have come to expression across global communities for centuries. They are knowledgeable about the liberation struggles of African and diaspora communities and the inspirational impact these struggles have exerted globally on other civil and human rights movements. They understand the history of enslavement of Africans in the Western hemisphere and the European colonization of Africa as this history relates to current issues of institutional racism and social inequality in the US, Africa, and elsewhere. From their elevated perspective, our students view African descended peoples as actors or agents of justice rather than as helpless victims of injustice on the stage of history, recognizing that the primary reality is not what oppressors have done to blacks but what blacks have done to resist, counter, and overcome their oppressors' power to enslave, exploit, defame, and dominate.

Anthropology

About Us

Anthropology is a discipline that uniquely bridges the social and natural sciences. Students seeking a BA, BS, or minor in anthropology will study the diversity of humankind as manifest through time and across the globe. The scope of anthropology is vast, and is divided traditionally into four major subfields, each of which contribute distinct perspectives on the issues of what makes us human:

- **Archaeology** focuses on understanding human behavior through the study of material culture recovered from the past.
- **Biological anthropology** explores evolution, adaptation, and variation in past and modern human and primate populations.
- **Cultural anthropology** investigates contemporary human cultures and the diversity of human social institutions.
- **Linguistic anthropology** focuses on human language and communication, and their interrelationship with culture.

Together, these branches of study will inform students about modern human biological and cultural diversity, as well as our evolutionary origins, thereby enhancing students' understanding of the past, present and future of the human species.

The Anthropology Department offers a Bachelor or Arts in Anthropology, a Bachelor of Science in Anthropology, an anthropology minor, as well as a combined major in Sociology/Anthropology leading to a Bachelor of Arts in Sociology/Anthropology. The department boasts a variety of special resources for students, including a biological anthropology laboratory; archaeology laboratory; anthropometric, photographic and bioplastic research material; and an ethnographic museum collection.

There is also an active Chardin Anthropology Club (https://www.luc.edu/anthropology/chardin.shtml/) which organizes anthropology-related activities, guest speakers and field trips for interested majors.

Undergraduate Programs

- Anthropology (BA) (p. 262)
- Anthropology (BS) (p. 263)
- Anthropology Minor (p. 264)
- Honors in Anthropology (p. 265)
- Sociology-Anthropology (BA) (p. 649)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Anthropology

ANTH 100 Globalization and Local Cultures (3 Credit Hours)
This course examines anthropological approaches to social and cultural changes associated with globalization, particularly how global patterns of inequality profoundly impact people's lives.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Human Services, International Business
Course equivalencies: ANTH100/271/INTS271
Outcomes:
Students will demonstrate an understanding of relationships between historic and contemporary global processes, especially ways globalization influences inequality and peoples' social, symbolic, material, political, and economic existence

ANTH 101 Human Origins (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the biocultural evolution of our species, Homo sapiens. It addresses the basic human desire for self-understanding. We explore what it means to be human through the use of genetics, non-human primates, and the fossil record. Each section of the course contributes to an overall understanding of human origins and the process of evolution.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
By the end of the semester students will have a better understanding of human nature, our relationship to the world around us, and our interactions with each other

ANTH 102 Culture, Society, and Diversity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the anthropological study of living people, or cultural anthropology, with particular focus on how people understand, act in, and transform their worlds. Students will also consider how anthropology can help us think about our own society and what it means to be human in different times and places.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, International Business
Outcomes:
Students will be able to demonstrate ways that central concepts of cultural anthropology help us understand cultural diversity; learn how to think critically about various cultures (including their own); and be aware of the ethical dimensions of research with living people

ANTH 103 Biological Background Human Social Behavior (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines possible biological bases of modern human behavior, from a scientific and multi-disciplinary perspective, to explore questions regarding what comprises "human nature".
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
Students will demonstrate an understanding of how science is conducted, as well as interactions between science and culture, in the context of how evolutionary approaches to animal behavior may be applied to the study of human behavior

ANTH 104 The Human Ecological Footprint (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to global human ecology and concentrates on how we as humans affect global ecosystems and how these changes can impact our behavior, health, economics, and politics.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Global Studies, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-ANTH104ESP104PAX104INTS102
Outcomes:
Students will be able to draw connections between basic ecological processes and the global patterns of human population growth, health and disease, inequality and poverty, subsistence strategies, and land use and technology

ANTH 105 Human Biocultural Diversity (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines human variation through a biocultural approach, with specific attention paid to historical and contemporary ideas of race.We explore genetics and how evolution by natural selection has favored important adaptations, how those specific adaptations have helped humans migrate and survive across the planet's habitats, and socio-cultural and scientific ideas about race that have resulted in inequalities.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Bioethics, Neuroscience, Race and Ethnicity
Course equivalencies: X-BIET 105/ANTH 105
Outcomes:
Students will gain an understanding of how biocultural approaches help us understand human variation, with specific attention paid to skin color and the idea of race; Students will learn how scientific racism in anthropology contributed to our ideas of race, and how that can be seen in contemporary US society

ANTH 106 Sex, Science and Anthropological Inquiry (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines sex utilizing a scientific and anthropological lens. Anthropology brings a unique perspective to the study of sex by examining it across cultures and through an evolutionary perspective. In this class, we will travel around the world and through deep time to examine how sex is shaped by biological, cultural, and political factors. Topics include sex, sexuality, sexual orientation, gender, evolution, reproductive biology, parenting, sex work, and sexually transmitted infections.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Women & Gender Studies
Course equivalencies: X-ANTH 106/WOST 106/WSGS106
Outcomes:
Students will be able to demonstrate an understanding of the intersection of sexology and anthropology, an evolutionary perspective on sex, the physiological and anatomical aspects of male and female sexual systems, a comparative view of human sexuality across the life course, and how globalization is influencing sex and gender

ANTH 107 Ancient Worlds (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores societies in the near and distant past, with an emphasis on examining cultures left out of standard US and world history textbooks.
Knowledge Area: Tier 2 Historical Knowledge
Outcomes:
Students will be able to: 1) describe the early history and scientific foundations of archaeology; 2) explain important developments in human history; 3) apply their knowledge to decolonize world history

ANTH 203 Violence, Social Suffering, and Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This class investigates violence, suffering and justice through an ethnographic and cross-cultural perspective. It asks, how are overt forms of violence related to larger social structures which produce less visible forms of suffering? How are violence and suffering related to other socio-cultural phenomena such as race, gender, sexuality and identity?
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Students will understand: the ethnographic analysis of violence and social suffering; political and economic contexts of violence, including colonialism, globalization, racism, and poverty; movements for justice and safety

ANTH 205 Gender in Cross-Cultural Perspective (3 Credit Hours)
This course explores a broad range of cultural expectations for gender diversity and the experiences of women in different cultures.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ANTH205/WOST205/WSGS205
Outcomes:
Students will be able to demonstrate understanding of how categories and concepts of sex and gender are culturally constructed and reflect wide variation both historically and cross-culturally

ANTH 207 Economies, Culture, and Development (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course explores different types of and ideas about exchange, economies, and development in cross-cultural perspective and through ethnography.
Interdisciplinary Option: Global Studies
Outcomes:
The course will help students learn about (1) the development of social thought about non-Western economic activity; (2) the key theories from and debates within Economic Anthropology; (3) contemporary ethnography about economies and development; and (4) ways to think critically about and apply course concepts

ANTH 208 Language and Identity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course will examine how language both reflects and helps constitute identity in social and linguistic interaction. Presenting a broad introduction, this course will address complex and often intersecting relationships between language and gender, race, class, place, age, and social practice, using case studies from around the world.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn how language is central to the expression and interpretation of social and cultural identities, and to human experiences of diversity

ANTH 210 Visual Representation of Culture (3 Credit Hours)
The course deals with how human cultural identities are represented through the construction of both moving and static visual images.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-ANTH210/IFMS210
Outcomes:
Students will gain critical skills resulting in greater visual literacy regarding how constructed visual images are used to represent cultures

ANTH 211 Peoples of Latin America (3 Credit Hours)
This course offers an anthropological overview of the major cultures and cultural regions of contemporary Latin America.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH211/INTS211/LASP211
Outcomes:
Students will understand the basic cultural processes that led to the formation of the socio-political landscape of contemporary Latin American

ANTH 212 Peoples of Native North America (3 Credit Hours)
This course considers post-contact ethnography including key contemporary issues among indigenous North American peoples including Indian-white relations, assimilation, genocide, revitalization movements, sovereignty, environmentalism, urbanization, and native identity.
Outcomes:
Students will be able to describe the pattern and basis of cultural diversity among native North American peoples and their historical relationships with Euro-American colonists

ANTH 213 Culture in Africa (3 Credit Hours)
This course takes an interdisciplinary perspective, and includes discussion of African history, political economy, and contemporary forms of social life and culture. It also examines intellectual and historical trajectories informing how knowledge about Africa was and is produced.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Course equivalencies: X-ANTH213/BWS 213/INTS214
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Africa, their historical relevance, and social and cultural impacts

ANTH 214 African-American Anthropology (3 Credit Hours)
This course offers an historical and contemporary exploration of various efforts undertaken by African Americans and their supporters to achieve racial parity, social justice and equality with other Americans, from the early presence of Africans in the Americas to the present period.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-ANTH214/BWS 214
Outcomes:
Students will understand landmark legal cases brought to US courts of law by African Americans and their supporters and strengthen their critical thinking and writing skills on these and related topics

ANTH 215 Culture in Contemporary Asia (3 Credit Hours)
This course explores contemporary Asian culture from an ethnographic perspective.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Asia, their historical relevance, and social and cultural impacts

ANTH 216 Cultures of Migration (3 Credit Hours)
Using theoretical, ethnographic, and autobiographical literature from different world regions, we will explore three central questions: 1) How do people make the decision to move? 2) How do political policies structure the life chances of im/migrants in the "global north"? 3) How do im/migrants transform their own life situations and communities?
Interdisciplinary Option: Global Studies, Italian American Studies, Latin American Studies, Race and Ethnicity
Outcomes:
Students will understand: an anthropological approach to the study of migration; leading theories of migration; contemporary migration patterns; im/migrant labor; factors that shape the formation of im/migrant communities

ANTH 217 Mexican Culture & Heritage (3 Credit Hours)
In this class, students become familiar with Mexico and its people as we explore Mexican history, contemporary Mexico, and Mexican migration to the United States. At each juncture, we consider how sociocultural developments shaped Mexican society in the context of the region and the world.
Interdisciplinary Option: Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH217/INTS217/LASP217
Outcomes:
Students will be able to explain concepts such as colonialism, neocolonialism, globalization, and migration through their application to Mexican culture and history

ANTH 220 Contemporary Cultures of the Middle East (3 Credit Hours)
Focusing on the culturally diverse region of the Middle East, the course considers historical dynamics, diversity of religious orientations, gender and ethics relations, nation-building strategies, and expressive arts (architecture, film, literature and media), from the Middle East.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-ANTH220/IWS220/INTS222
Outcomes:
Students will be able to demonstrate an understanding of the history, geography, religious, cultural and ethnic diversity of the Middle East as well as the major ethnographic themes and scholarly debates concerning the area

ANTH 222 Culture in Contemporary Europe (3 Credit Hours)
This course explores culture in contemporary Europe from an ethnographic perspective. Topics include recent developments in European nationalisms; the EU and Europeanization; (im)migration and integration; family and gender; production and branding; international tourism; and the politics of language in both 'old' and 'new' Europe.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will understand the role of culture in European current events, appreciate the challenges facing the European Union, and articulate connections between European history and contemporary European and global politics

ANTH 224 Social Movements, Culture, and Activism (3 Credit Hours)
This class examines social movements and activism from an ethnographic perspective. Case studies will examine movements across the globe. Topics to analyze include: what socio-cultural contexts shape, and are shaped by, social movements? How do social movements organize themselves, and what meanings or belief systems do they appeal to?
Outcomes:
familiarizing students with the ethnographic analysis of social movements; analyzing the socio-cultural effects of global commodity flows, secularization, environmental pollution, corporate power, migration and other political issues; examining how people resist, reproduce and alter relations of power; and introducing students to the broader field of political anthropology

ANTH 225 Museum Cultures (3 Credit Hours)
This course explores the museum as a dynamic site of cultural production and consumption. It examines the historical and contemporary relationships between museums, anthropology, and material culture, particularly the broader socio-cultural context of collecting from and representing cultures. Students will visit, discuss, and critique exhibitions in Chicago-based museums.
Outcomes:
Students will gain knowledge of museums as sites of anthropological study and practice, particularly the formation, history, and use of anthropological collections, and cultural representations

ANTH 231 Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course introduces the subfield of linguistic anthropology through a survey of topics, including linguistic relativity, linguistic patterning and structure, nonverbal communication, indexicality, and linguistic diversity and inequality.
Outcomes:
Students will demonstrate knowledge of the historical, scientific, methodological, and analytical foundations of linguistic anthropology

ANTH 241 Principles of Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Introduction to the ethical principles and scientific methods used to investigate the archaeological record, including issues of stewardship, community collaboration, research design, fieldwork strategies, materials analysis, and archaeological interpretation.
Outcomes:
Students will able to explain the basic methods and theory of the archaeological process; Students will also be to apply their knowledge to craft an archaeological research design

ANTH 242 Mesoamerican Archaeology and Survivance (3 Credit Hours)
This course explores the cultures and peoples of Mesoamerica (Mexico, Guatemala, Belize, Honduras, El Salvador) in long-term perspective, with emphasis on Indigenous survivance and heritage. Cultures examined include the Mayas, Olmecs, Teotihuacanos, Zapotecs, and Mexicas (Aztecs).
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: ANTH242/LASP216
Outcomes:
Students will be able to: 1) define what is meant by Mesoamerica; 2) identify how Mesoamerican heritage connects to contemporary nations and descendants; 3) explain key themes in Mesoamerican archaeology

ANTH 243 North American Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course surveys archaeological evidence in North America with focus on regional patterns of indigenous adaptation and explanations for prehistoric culture change.
Outcomes:
Students will be able to describe the chronological pattern and regional diversity in the cultural evolution of prehistoric societies in North American from ice-age colonization to European contact

ANTH 244 Historical Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104; Recommended: ANTH 241
Historical archaeology merges the study of documentary records with material remains to understand the overlaps, gaps, and contradictions in narratives about the human experience. This course is an introduction to the methods of historical archaeology, including issues of perspective, coloniality, and silencing that shape our understanding of history.
Outcomes:
Students will be able to 1) describe how archaeology and anthropology complement documentary analysis; 2) identify sources of bias in historical analysis; 3) apply intersectional and community-based methods to archaeology

ANTH 245 Gender in Deep Time (3 Credit Hours)
Students will critically reflect on gender in cross-cultural and long-term perspective. From an anthropological perspective, they will also deconstruct their own cultural biases and assumptions. With a deep and critical understanding of contemporary norms, students will apply evidence-based reasoning to examine the construction of gender in the past.
Interdisciplinary Option: African Studies and the African Diaspora, Women & Gender Studies
Outcomes:
1) Describe Western ideas of gender and sexuality; 2) identify connections between feminist movements and gender archaeology; 3) apply an intersectional approach to the study of gender both past and present

ANTH 246 Ancient Human-Animal Interactions (3 Credit Hours)
Pre-requisites: For Biology majors and minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101, ANTH 104, BIOL 102, ENVS 101, or ENVS 137
This course focuses on human-animal interactions in the past and covers how humans have shaped the geographic ranges and behaviors of animals today. Questions on whether humans caused prehistoric animal extinctions and how animal domestication occurred will be explored using evidence from archaeological and paleontological records around the world.
Outcomes:
Students will demonstrate an understanding of how archaeologists use empirical data to answer questions about prehistoric human-animal interactions

ANTH 247 Aliens, Atlantis, and Archaeology (3 Credit Hours)
Students will examine the foundations of archaeological knowledge claims to distinguish science from pseudoscience. Students will also examine ways of knowing that go beyond Western science (i.e., Indigenous epistemologies). In the end, students will understand why academic archaeologists do or do not accept claims about ancient aliens or mythical moundbuilders. 2) Differentiate science from pseudoscience in popular media. 3) Construct an evidence-based argument about an archaeological controversy.
Outcomes:
1) Identify logical arguments and their supporting evidence

ANTH 258 Medical Anthropology & Global Health (3 Credit Hours)
This course examines how society and health are intertwined using medical anthropology and global health. Medical anthropology is the study of how health and illness are shaped, experienced, and understood cross-culturally, while global health is dedicated to improving the health of populations worldwide. Students will apply their knowledge to develop a research proposal.
Interdisciplinary Option: Bioethics
Outcomes:
Students will learn how medical anthropologists and global health scientists work in varying cultural contexts to understand health and illness

ANTH 280 Evolution of Human Disease (3 Credit Hours)
The complex interaction between humans and pathogens is explored throughout time, with particular emphasis on the role and impact of human biology, human culture, and changing environments.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the human immunological system, competing paradigms of human health, the processes and mechanisms of biological evolution, the pathogeneses of specific diseases, and the archaeological, paleopathological, paleodemographic, and historical data used to explore the evolution of disease

ANTH 281 Evolution of the Human Diet (3 Credit Hours)
Pre-requisites: For Biology majors/minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101 or BIOL 102
This interdisciplinary course explores the evolution of the human diet utilizing a biocultural perspective. The complex interplay between our diet, biology, and culture is examined through energy acquisition, primate and hominin nutrition, the Agricultural Revolution and Industrialization on human health, food sustainability, and nutritional inequality through socioeconomic and gender lenses.
Outcomes:
Students will identify the role food has played throughout the 6-7 million years of human evolution and its significance in terms of climate change variability, evolutionary adaptations, and contemporary inequality

ANTH 300 Anthropology Career Development (3 Credit Hours)
Pre-requisites: Restricted to ANTH/SANT majors and minors
This course empowers students to translate their undergraduate anthropology education into a professional portfolio that communicates their knowledge, skills, and experiences to graduate schools and future employers.
Outcomes:
Through personal reflection exercises, the preparation of professional and scholarly application documents, and proposal writing, students will gain insight into how their anthropological education informs their future professional interests

ANTH 303 People and Conservation (3 Credit Hours)
This course considers the interplay between indigenous peoples and environmental resources utilizing current perspectives from evolutionary and community ecology, conservation biology, anthropology, political ecology and economics.
Interdisciplinary Option: Bioethics, Global Studies
Course equivalencies: ANTH303/INTS303A/BIET303
Outcomes:
Students will demonstrate an understanding of factors influencing this interplay, including environmental ethics, traditional environmental knowledge, resource management, community-based conservation, property rights, common-pool resources, sustainable development, land tenure, indigenous movements, and eco-tourism

ANTH 304 Anthropological Theory (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
In this course, we review major works of anthropological theory that have influenced anthropology over the course of the past two centuries. We attend to dynamic conversations that occur within the discipline, the geopolitical diversity (and lack thereof) of anthropological theorists, and we consider how these factors have shaped the trajectory of anthropological research over time.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will: Demonstrate in-depth knowledge of major paradigms and concepts in anthropology; apply anthropological theory to contemporary topics and debates; critically discuss ethical and political implications of anthropological research; demonstrate familiarity with main points of agreement and disagreement in the discipline

ANTH 305 Violence and Culture (3 Credit Hours)
This course examines the complex relationships between violence and culture using the ethnographic method as practiced by anthropologists and other social scientists.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH305/INTS303/PAX305
Outcomes:
Students will demonstrate an understanding of the ways violence destroys, alters or produces forms of cultural meaning and social action and the ways in which cultural difference impacts patterns of violence

ANTH 306 Anthropology and Human Rights (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course examines the concept of universal human rights, and the social movement that has developed to promote human rights, from an anthropological perspective.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH306/INTS308/PAX306
Outcomes:
Students will be able to demonstrate an understanding of the social and historical origins of the concept of human rights and analyze the debates that arise out of applying the concept of human rights in cross-cultural contexts

ANTH 307 The Body and Culture (3 Credit Hours)
This course examines how culture shapes how the human body is understood, categorized and used, and it also examines how bodily experiences shape culture and society. Drawing on cultural anthropology, it analyzes diverse cross-cultural examples, possibly ranging from body decoration among Amazonian indigenous people, to plastic surgery, childbirth, or sports.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will learn how socio-cultural forces shape human bodies; understand how cultural anthropology examines the body; and examine classic social theories about bodies, gender, social class and subjectivity

ANTH 309 Urban Anthropology (3 Credit Hours)
This course is focused on defining characteristics of city life across a variety of societies. It particularly considers urban complexity in the context of the globalization of cities.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain a cross-cultural and global outlook on the defining features of urbanism

ANTH 314 Applied Anthropology (3 Credit Hours)
Pre-requisites: ANTH 304 or Instructor approval
This course offers a hands-on introduction to the application of anthropological principles and methods to non-academic, "real world" problems. Course sessions will be dedicated to situating applied anthropology within the broader discipline, learning methods, and practicing applied cultural techniques. Students will also develop and carry out an applied cultural anthropology project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: situate applied anthropology in the broader discipline; practice a variety of applied methodological techniques; work with a community partner to design a project; prepare a comprehensive and clearly written report

ANTH 316 Anthropology of Religion & Ritual (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course considers religion as a form and part of culture. The innovative as well as conservative features of religion in culture change are addressed. Religion's role as both a belief-system and ritual practice are underscored.
Outcomes:
Students will develop the capacity to view religion in a broad perspective and to understand it as a significant factor of belief and practice in cultural systems

ANTH 317 Explore Chicago: Research in Culture and History (3 Credit Hours)
This course takes an Anthropological perspective on Chicago and presents numerous opportunities for experiential learning through hands-on research. The course examines historical and cultural perspectives, with attention to communities and neighborhoods as important sites of everyday life. The history, multiculturalism, diversity, and inequality in Chicago present instructive opportunities to analyze themes of community, power, and social change.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: learn more about history and culture across Chicago, through archival research and experiential learning in different neighborhoods; learn more about different forms and methods of anthropological inquiry and ethnographic research; develop critical perspectives on theoretical approaches central to Anthropology; prepare a comprehensive, theoretically informed poster incorporating original ethnographic data

ANTH 319 Anthropology of Tourism (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course explores the phenomenon of tourism from an anthropological perspective, addressing the social, cultural, economic, and environmental impact of tourism on host communities and nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-ANTH319/INTS319
Outcomes:
Students will demonstrate an understanding of the strengths/limitations of various theoretical models for understanding tourism dynamics; tourism's role in national development; the interplay between tourism and cultural imagery; gender dynamics in tourism; the role of tourism institutions (museums, souvenirs, travel literature) in the construction of "exotic others"

ANTH 321 Human Rights in Latin America (3 Credit Hours)
This course examines human rights in Latin America from a multidisciplinary perspective. It asks: what are human rights? Why have human rights abuses occurred and how have Latin Americans responded?
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-ANTH 321/LASP 398
Outcomes:
Students will understand the international human rights legal framework, be able to analyze why abuses have occurred, and understand how Latin Americans have mobilized by studying specific cases

ANTH 324 Human Evolution (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 103
The course examines the discipline of paleoanthropology, including the techniques and methods, evolutionary framework, and detailed analysis of skeletal and archaeological material that form our current understanding of human evolution. Students will develop critical thinking skills in how to interpret the human fossil and archaeological records.
Interdisciplinary Option: Forensic Science, Neuroscience
Outcomes:
Students will be able to discuss the interdisciplinarity of paleoanthropology, including the use of specific geology, chemistry, and archaeological techniques

ANTH 325 Primatology-Behavior & Ecology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines primate behavior and ecology from a comparative and evolutionary perspective. Students will be introduced to the diversity across taxonomic groups within the Order Primates. Through class discussion and observation, students will explore key issues in primate studies.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to describe the taxonomic diversity of non-human primates and explain the impact of biological, evolutionary, and ecological factors on primate behavior, Students will develop and apply skills in primate observation

ANTH 326 Human Osteology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: ANTH 101, or ANTH 103, or background in Biology
This course focuses on developing a deep understanding of the human skeleton and ways in which biological anthropologists and forensic anthropologists use this knowledge to explore human biological diversity. Through hands-on exercises and class discussion, students will build analytical skills that are foundational to many techniques used by professionals and will appreciate the complex ethical considerations inherent to the fields of biological and forensic anthropology.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to demonstrate superior knowledge of skeletal anatomy, analyses of skeletal remains from archaeological contexts, and apply current techniques designed to understand and explore human variation, stature, ancestry, age-at-death, sex, and pathological conditions

ANTH 327 Dental Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines teeth with an anthropological perspective. By using evolution by natural selection as our theoretical framework, students will learn dental anatomy, morphology, and variation. The course then focuses on embryology, dental development and eruption, and the biocultural ways humans use their teeth.
Outcomes:
Students will gain factual knowledge of teeth from an evolutionary perspective and will develop specific hands-on skills needed by dental anthropologists, dentists, and oral biologists, including dental molding, casting, and wear scoring

ANTH 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

ANTH 330 Language in Popular Culture (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course presents a critical approach to understanding language and linguistic innovation in popular culture, including entertainment and news media, digital communication, and political discourse.
Outcomes:
Students will 1) identify linguistic patterns and language ideologies in mass media and digital discourse, 2) critically assess linguistic evaluations and (mis)representations of social groups, 3) apply linguistic anthropological insights to their own experiences with language in pop culture

ANTH 332 Language, Race, and Inequality (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course addresses how and why languages and speakers are associated with racialized stereotypes, and how linguistic discrimination operates in U.S. culture today. In-depth case studies examine language and race in education, mass media, material culture, and everyday interaction. Critical perspectives on sociolinguistic norms and relationships between language, Whiteness, and power are also included. Critical thinking and writing are emphasized.
Interdisciplinary Option: African Studies and the African Diaspora, Latin American Studies, Race and Ethnicity
Outcomes:
Students will identify relationships between language and race in everyday life, recognize and analyze instances of linguistic discrimination, stereotypes, and covert racism

ANTH 334 Intro to Classical Archaeology (3 Credit Hours)
Refer to CLST 334
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334

ANTH 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

ANTH 340 Classical Archaeology: Greek Temple (3 Credit Hours)
Refer to CLST 340
Course equivalencies: X-ANTH340/CLST340

ANTH 342 Rise & Fall of Civilizations (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course examines the socio-cultural process that produced complex societies in the past, particularly the contrasting trajectories of Old World and New World civilizations. Emphasis is on the material manifestations of status differences, power relations, and ideological control.
Outcomes:
Students will appreciate the complicated dynamics that underwrite increasing socio-cultural differentiation and will understand the archaeological methods used to chart that differentiation through time

ANTH 346 Biology of Women (3 Credit Hours)
The biology of women at pivotal points in the lifespan, along with the biological changes that occur from one life stage to another. The interaction of society (eg, medical field) with women at each of these points in time. Topics to be discussed include the evolution of sex and gender, gender differentiation and diversity, reproductive processes, disease detection and treatment, and violence against women.
Interdisciplinary Option: Women & Gender Studies

ANTH 348 Museum & Material Culture Research (3 Credit Hours)
This course offers direct experience with anthropological research methods and analysis using material culture and archival holdings from the May Weber Ethnographic Study Collection. Grounded in object-based studies and using examples from the collection, this course will examine collecting contexts, formal and technical analyses, operational sequences, cultural contexts, and interpretation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of research techniques for working with museum-held objects while contributing to the permanent documentation and interpretation of the May Weber Ethnographic Study Collection through object research

ANTH 353 Epidemics and Pandemics (3 Credit Hours)
Pre-requisites: ANTH 101 or BIOL 101
This interdisciplinary course tracks how scientists from multiple disciplines have come together to understand and combat epidemics, such as Ebola, HIV, Zika, SARS, MERS, and COVID-19. From the molecular pathways underlying disease to the cultural contexts shaping public health responses, students will understand epidemics and pandemics from a biological and social perspective.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the biological, epidemiological, clinical, and social aspects of key epidemics/pandemics; Students will develop critical thinking skills by using this information to develop locally-relevant public health recommendations

ANTH 356 Bioanthropological Lab Work (1-3 Credit Hours)
Pre-requisites: permission of department chairperson or instructor
Individualized opportunity to learn about and engage in the main laboratory methods used in bioanthropological research
Outcomes:
Students will gain detailed knowledge of the main bioanthropological lab methods

ANTH 359 Paleopathology (3 Credit Hours)
Pre-requisites: ANTH 101 or Instructor permission; ANTH 326 recommended
This course introduces advanced students to the exploration of the history of human disease through the analysis of human skeletal remains.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have command of biological anthropological approaches towards the understanding of human disease and will be familiar with theoretical issues germane to the field of paleopathology, biases and ethical issues, and the role that disease has played throughout human history

ANTH 360 Issues in Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Specific theoretical, methodological, and research problems in archaeology with focus on current research in the discipline. Topics include but are not restricted to: environmental archaeology; ethnoarchaeology and experimental archaeology; the study of prehistoric craft specialization, trade, demography, and urbanism.
Outcomes:
Students will be able to draw connections between contemporary archaeological method and theory and current research issues in anthropology

ANTH 361 Issues Cultural Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course is a vehicle for topics of particular interest to the instructor or an issue of contemporary relevance. It may be a trial run for a course later added to the official list.
Outcomes:
Students will be able to demonstrate how cultural anthropology is relevant to contemporary issues or how a problem can be structured around a cultural anthropological viewpoint

ANTH 362 Issues in Biological Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or BIO 101
This course considers specific topics pertinent to the discipline of physical or biological anthropology.
Outcomes:
Students will master theoretical perspectives and current information pertinent to the specific issues covered in each specific course

ANTH 362B Bioethics Minor Capstone: Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when ANTH 362 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and anthropological issues with regard to the special topic in anthropology

ANTH 363 Issues in Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 208 or ANTH 231
This course focuses on a current research question or area within linguistic anthropology.
Outcomes:
Students will be able to demonstrate appropriate knowledge and application of methods and findings from aspects of linguistic anthropology pertinent to the specific topic of the course

ANTH 365 Archaeology Lab Methods (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Practicum in analysis techniques for common archaeological materials, such as lithics, ceramics, faunal and floral remains, and historic debris. Topics include transformation processes; classification techniques; data recording and analysis standardization; curation; and computerized strategies of data management and analysis.
Outcomes:
Students will be able to identify, describe, and classify basic archaeological materials and relate these analyses with traditional techniques of material fabrication and processing

ANTH 366 Lithic Technology (3 Credit Hours)
This course is a laboratory analysis of archaeological stone tools through experimentation and ethno-archaeology.
Outcomes:
Students will demonstrate an understanding of causes of variability in raw material procurement, manufacturing techniques, use wear, discard, recycling, methodological and theoretical considerations of artifact classification and strategies of data management and analysis

ANTH 375 Archaeology of Early Greece (3 Credit Hours)
Refer to CLST 375
Course equivalencies: X-CLST375/ANTH375

ANTH 396 Internship in Anthropology (3-6 Credit Hours)
Pre-requisites: Students must receive instructor permission prior to enrolling and must complete (with signatures) the Course Contract Form Enrollment is limited to Undergraduate Anthropology Majors/Minors.
This course is designed to enhance student engagement by facilitating internship experiences within the department or in museums, service-oriented organizations, businesses, and non-profit organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of anthropological theory, methods, or techniques, to the internship experience

ANTH 396A Internship: Bioarchaeology & Forensic Anthropology (1-4 Credit Hours)
This course is designed to enhance student engagement by facilitating internship experiences in forensic anthropology and bioarchaeology, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience. Instructor permission required.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of forensic-anthropological theory, methods, or techniques, to the internship experience

ANTH 396M Internship: Museum Collections Management (3 Credit Hours)
Pre-requisites: Instructor permission required
Through a 100-hour internship in the May Weber Ethnographic Study Collection on the Lakeshore campus, students will contribute to the ongoing professional management of a museum collection.

ANTH 397 Directed Readings-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized readings in varied topics within anthropology.
Outcomes:
Students will gain detailed knowledge of the specific topic of their directed readings subject

ANTH 398 Independent Study-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized program of independent study of anthropological problems and/or issues.
Outcomes:
Students will gain detailed knowledge of the specific study program they undertake

ANTH 399 Fieldwork in Anthropology (1-6 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Application of anthropological concepts and methods to a specific field situation under the supervision of a faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn field techniques and data recovery and analysis techniques pertinent to the specific nature of their field experience

ANTH 399P Fieldwork in Anthropology: Primate Behavior (3 Credit Hours)
Pre-requisites: ANTH 325 and Instructor Permission
This course is designed to enhance student engagement by facilitating fieldwork experience in the observation of non-human primate behavior, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work.
This course satisfies the Engaged Learning requirement.
Outcomes:
Complete ~20 hours of observation of non-human primates at the Lincoln Park Zoo; Keep a fieldwork journal that tracks dates and times spent observing primates, goals, accomplishments, insights, and questions; Collect, analyze, and interpret data collected from observations and summarize them in a final report

Anthropology (BA)

To obtain the BA degree in Anthropology and prepare for a chosen field, students must complete the major requirements, round out their education by learning important skills and values through Loyola's Core Curriculum (p. 989) and develop their own special interests by taking general electives.

Related Programs

Major

- Anthropology (BS) (p. 263)

Minor

- Anthropology Minor (p. 264)

Curriculum

Degree Requirements

Code	Title	Hours
Required Foundations:		
ANTH 100	Globalization and Local Cultures	3
or ANTH 102	Culture, Society, and Diversity	
ANTH 101	Human Origins	3
ANTH 231	Linguistic Anthropology	3
Ethnographic Requirement (Choose two of the following):		**6**
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 207	Economies, Culture, and Development	
ANTH 208	Language and Identity	
ANTH 211	Peoples of Latin America	
ANTH 212	Peoples of Native North America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 215	Culture in Contemporary Asia	
ANTH 216	Cultures of Migration	
ANTH 217	Mexican Culture & Heritage	
ANTH 220	Contemporary Cultures of the Middle East	
ANTH 222	Culture in Contemporary Europe	
ANTH 224	Social Movements, Culture, and Activism	
ANTH 225	Museum Cultures	
Theoretical Requirement (Choose two of the following):		**6**
ANTH 303	People and Conservation	
ANTH 304	Anthropological Theory [1]	
ANTH 305	Violence and Culture	
ANTH 306	Anthropology and Human Rights	
ANTH 307	The Body and Culture	
ANTH 309	Urban Anthropology	
ANTH 314	Applied Anthropology	
ANTH 316	Anthropology of Religion & Ritual	
ANTH 317	Explore Chicago: Research in Culture and History	
ANTH 319	Anthropology of Tourism	
ANTH 321	Human Rights in Latin America	
ANTH 330	Language in Popular Culture	
ANTH 332	Language, Race, and Inequality	
ANTH 348	Museum & Material Culture Research	
ANTH 361	Issues Cultural Anthropology	
ANTH 363	Issues in Linguistic Anthropology	
Archaeology Requirement (Choose one of the following):		**3**
ANTH 241	Principles of Archaeology	
ANTH 242	Mesoamerican Archaeology and Survivance	
ANTH 243	North American Archaeology	
ANTH 244	Historical Archaeology	
ANTH 245	Gender in Deep Time	
ANTH 246	Ancient Human-Animal Interactions	
ANTH 247	Aliens, Atlantis, and Archaeology	
Bio-Anthropology Requirement (Choose one of the following):		**3**
ANTH 324	Human Evolution	
ANTH 325	Primatology-Behavior & Ecology	
ANTH 326	Human Osteology Lecture/Laboratory	
ANTH 327	Dental Anthropology	
ANTH Elective (100/200/300 level)		3
ANTH Elective (200/300 level) [2]		3
ANTH Elective (200/300 level) [2]		3
Total Hours		**36**

[1] Students contemplating graduate studies in anthropology should select ANTH 304 Anthropological Theory.
[2] Can be outside Anthropology with approval from the Undergraduate Program Director.
ANTH 396, ANTH 397, ANTH 398, and ANTH 399 may be taken more than once, but ONLY ONE may count towards the major.

There are no restrictions on course double-dipping for major and minor programs in Anthropology. However, students may only earn a degree in Anthropology BA or Anthropology BS.

Suggested Sequence of Courses

Students can begin the Anthropology (BA) degree at any point in their undergraduate studies, in consultation with their advisor. While there is

no set sequence of classes, students are encouraged to take ANTH 101 Human Origins and either ANTH 100 Globalization and Local Cultures or ANTH 102 Culture, Society, and Diversity early on, since these classes are often (but not always) pre-requisites for higher level classes. Once students have declared the major, they are encouraged to contact their advisor within the Anthropology Department or the Anthropology Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Transfer-Student Residency Requirement

At least 18 credit hours courses for this degree must be completed at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Upon completion of the Anthropology major, students will be able to apply knowledge of human language as a structured, variable, and power-laden communicative system through analysis of their own social and linguistic worlds;
- identify theoretical and methodological approaches to cultural anthropology and assess them critically, as demonstrated on course assignments;
- develop knowledge of culture and social life in different parts of the world, as assessed through course assignments;
- evaluate the interaction of biology, environment, and social behavior through course assignments;
- apply archaeological method and theory to the analysis of material remains, as evaluated through course assessments.

Anthropology (BS)

To obtain the BS degree in Anthropology and prepare for a chosen field, students must complete the major requirements, round out their education by learning important skills and values through Loyola's Core Curriculum (p. 989) and develop their own special interests by taking general electives.

Related Programs

Major

- Anthropology (BA) (p. 262)

Minor

- Anthropology Minor (p. 264)

Curriculum

Code	Title	Hours
Required Foundations:		
ANTH 100	Globalization and Local Cultures	3
or ANTH 102	Culture, Society, and Diversity	
ANTH 101	Human Origins	3
ANTH 231	Linguistic Anthropology	3
ANTH 241	Principles of Archaeology	3
Ethnographic Requirement (Choose one of the following):		**3**
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 207	Economies, Culture, and Development	
ANTH 208	Language and Identity	
ANTH 211	Peoples of Latin America	
ANTH 212	Peoples of Native North America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 215	Culture in Contemporary Asia	
ANTH 216	Cultures of Migration	
ANTH 217	Mexican Culture & Heritage	
ANTH 220	Contemporary Cultures of the Middle East	
ANTH 222	Culture in Contemporary Europe	
ANTH 224	Social Movements, Culture, and Activism	
ANTH 225	Museum Cultures	
Archaeology Requirement (Choose one of the following):		**3**
ANTH 242	Mesoamerican Archaeology and Survivance	
ANTH 243	North American Archaeology	
ANTH 244	Historical Archaeology	
ANTH 245	Gender in Deep Time	
ANTH 246	Ancient Human-Animal Interactions	
ANTH 247	Aliens, Atlantis, and Archaeology	
ANTH 342	Rise & Fall of Civilizations	
ANTH 360	Issues in Archaeology	
ANTH 365	Archaeology Lab Methods	
ANTH 366	Lithic Technology	
Theoretical Requirement (Choose one of the following):		**3**
ANTH 303	People and Conservation	
ANTH 304	Anthropological Theory [1]	
ANTH 305	Violence and Culture	
ANTH 306	Anthropology and Human Rights	
ANTH 307	The Body and Culture	
ANTH 309	Urban Anthropology	
ANTH 314	Applied Anthropology	
ANTH 316	Anthropology of Religion & Ritual	
ANTH 317	Explore Chicago: Research in Culture and History	
ANTH 319	Anthropology of Tourism	
ANTH 321	Human Rights in Latin America	
ANTH 330	Language in Popular Culture	
ANTH 332	Language, Race, and Inequality	
ANTH 348	Museum & Material Culture Research	

ANTH 361	Issues Cultural Anthropology	
ANTH 363	Issues in Linguistic Anthropology	
Bio-Anthropology Requirement (Choose two of the following):		**6**
Select at least one of the following:		
ANTH 324	Human Evolution	
ANTH 325	Primatology-Behavior & Ecology	
ANTH 326	Human Osteology Lecture/Laboratory	
ANTH 327	Dental Anthropology	
Select no more than one of the following:		
ANTH 280	Evolution of Human Disease	
ANTH 281	Evolution of the Human Diet	
ANTH 359	Paleopathology	
ANTH 362	Issues in Biological Anthropology	
ANTH Elective (100/200/300 level)		3
ANTH Elective (200/300 level) [2]		3
ANTH Elective (200/300 level) [2]		3
Total Hours		**36**

[1] Students contemplating graduate studies in anthropology should select ANTH 304 Anthropological Theory.

[2] Can be outside Anthropology with approval from the Undergraduate Program Director.
ANTH 396, ANTH 397, ANTH 398, and ANTH 399 may be taken more than once, but ONLY ONE may count towards the major.

There are no restrictions on course double-dipping for major and minor programs in Anthropology. However, students may only earn a degree in Anthropology BA or Anthropology BS.

Suggested Sequence of Courses

Students can begin the Anthropology (BS) degree at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take ANTH 101 Human Origins and either ANTH 100 Globalization and Local Cultures or ANTH 102 Culture, Society, and Diversity early on, since these classes are often (but not always) pre-requisites for higher level classes. Once students have declared the major, they are encouraged to contact their advisor within the Anthropology Department or the Anthropology Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Transfer-Student Residency Requirement

At least 18 credit hours of ANTH courses must be completed at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Upon completion of the Anthropology major, students will be able to apply knowledge of human language as a structured, variable, and power-laden communicative system through analysis of their own social and linguistic worlds;
- identify theoretical and methodological approaches to cultural anthropology and assess them critically, as demonstrated on course assignments;
- develop knowledge of culture and social life in different parts of the world, as assessed through course assignments;
- evaluate the interaction of biology, environment, and social behavior through course assignments;
- apply archaeological method and theory to the analysis of material remains, as evaluated through course assessments.

Anthropology Minor

The minor in anthropology is deliberately broad and flexible, so that students can use it to supplement their main major. It complements many different majors, across the spectrum of humanities, social sciences, pre-law, pre-health, pre-business, and most other disciplines.

Related Programs

Major

- Anthropology (BA) (p. 262)
- Anthropology (BS) (p. 263)

Curriculum

A minor in anthropology requires the completion of six courses within the department—at least three of which must be at the 200- or 300 level.

Code	Title	Hours
Any 100, 200, or 300 Level ANTH Course		3
Any 100, 200, or 300 Level ANTH Course		3
Any 100, 200, or 300 Level ANTH Course		3
Any 200 or 300 Level ANTH Course		3
Any 200 or 300 Level ANTH Course		3
Any 200 or 300 Level ANTH Course		3
Total Hours		**18**

A list of Anthropology (ANTH) course descriptions can be found here (p. 2103).

There are no restrictions on course double-dipping for major and minor programs in Anthropology.

Suggested Sequence of Courses

The Anthropology Minor is deliberately broad and flexible, requiring any five Anthropology (ANTH) classes, only two of which can be at the 100-level. Students are generally encouraged to take the two (2) 100-level classes first, and are advised that ANTH 101 Human Origins and ANTH 100 Globalization and Local Cultures or ANTH 102 Culture, Society, and Diversity are often pre-requisites for other upper-level classes. But there is not set or recommended sequence.

Learning Outcomes

- Students will be able to remember the four sub-fields of anthropology (archaeology, biological, cultural, and linguistic) including their respective core concepts
- Students will apply anthropological theories and methodologies to better understand multiple forms of social difference, including race, ethnicity, class, gender and sexuality

Honors in Anthropology

Anthropology majors may graduate with distinction in anthropology by fulfilling the requirements of the departmental honors program. This program is not connected with the university's Honors Program. The requirements for the department honors are:

- Minimum 3.5 grade point average overall and in the major
- Honors thesis written under faculty supervision and approved by the anthropology program

The thesis represents at least 6 credit hours of work devoted to an original research project in any subfield of anthropology. It may be completed as a substantial addition to a normal classroom course or courses, or by the appropriate use of the directed readings, independent study or fieldwork courses.

Thesis research is usually done during the summer following the junior year or during the senior year. Students interested in pursuing departmental honors must express this intent no later than September 15 of the senior year (February 15 for December graduates). The student is responsible for obtaining the consent of a department faculty member to guide the work. The final thesis product (commonly at least 25 pages, double-spaced) must be approved by the department undergraduate committee. A copy of the thesis remains with the department after graduation.

Related Programs

Major

- Anthropology (BA) (p. 262)
- Business Honors Program (p. 782)
- Honors in History (p. 497)

Asian Studies Interdisciplinary Program

Whether you want to gain advantage in the international world of business, explore your own Asian heritage, study Asian medical systems, or simply learn more about this fascinating part of the world, choosing to minor in Asian studies is a wise move. The Asian studies minor effectively complements a variety of majors, including anthropology, history, fine arts, political science, sociology, literature, theology, marketing and finance. Students who plan to continue their studies with an advanced degree in Asian studies or a related field can lay the educational groundwork here at Loyola University Chicago.

Undergraduate Programs

- Asian Studies Minor (p. 267)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Asian Studies (ASIA)

ASIA 130 Introduction to Martial Arts (3 Credit Hours)
This course introduces the student to Chinese Wushu. Two forms of Wushu will be selected for in depth study each semester. Students will explore the origins of the sports studied and their importance to Chinese culture and philosophy while learning the specific physical techniques.
Course equivalencies: THTR130/ASIA130
Outcomes:
Students will improve their balance, flexibility and coordination while learning the basic moves of two forms of Wushu; They will develop a reference for appreciating the place of Wushu in Chinese culture and create a foundation for further Wushu training

ASIA 152 Drawing China (3 Credit Hours)
This is an introductory drawing course. There are no pre-requisites nor prior experience need to succeed in this course. Beijing is our laboratory and the topic of all class drawings.
Course equivalencies: FNAR152/ASIA152
Outcomes:
Students will be able to draw trees, buildings, automobiles, vegetables, human beings in real life situations and in perspective

ASIA 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

ASIA 167 Religions in China (3 Credit Hours)
This course is a survey of various religions in China that may include, not only Confucianism and Taoism, but also Buddhism, Christianity, Islam, Judaism, Zoroastrianism, Manicheism and popular or "folk" religion. The course will consider the function of these various religions in the development of Chinese society and their significance in Chinese civilization from ancient mythology to contemporary practices and developments."
Course equivalencies: X-THEO167/ASIA167/INTS167
Outcomes:
Students will be able to demonstrate knowledge of the beliefs, practices, and institutions in varied contexts and historical periods in China, of various religions, both indigenous and "foreign

ASIA 168 Sacred Texts of China (3 Credit Hours)
Through the study of primary sacred texts of China (in translation), this class will provide a basic understanding of Chinese thought and its historical development. Interconnections among the various periods and different schools of Chinese philosophy such as Confucianism, Taoism, Buddhism and Neo-Confucianism will be demonstrated and discussed from ancient through the medieval and modern periods.
Course equivalencies: X-THEO168/ASIA168/INTS168
Outcomes:
Students will be able to demonstrate knowledge of the major Chinese sacred texts and teachings of various religious and philosophical traditions, and how they developed and interacted historically

ASIA 169 Taoism (3 Credit Hours)
Students will study the history and main ideas and practices of Taoism, meet the sages who wrote the Taoist texts, be introduced to the various schools of Taoist philosophy, and get a feel for what it means to practice Taoism today. The course will illustrate how religious Taoism established a relationship with Confucian thought and practice as well as how at each stage of its historical development, Taoism exerted a profound influence on Chinese politics, economy, culture, art, natural sciences, and social life.
Course equivalencies: X-THEO169/ASIA169/INTS169
Outcomes:
Students will be able to demonstrate knowledge of philosophical and religious Taoist beliefs, practices, and institutions in varied contexts and historical periods

ASIA 191 Traditional Chinese Philosophy (3 Credit Hours)
Students will investigate Chinese ancient philosophy in a way to let its own tendencies be sensed and appreciated. Topics include Confucianism, Mencius, Sunzi, Taoism, Legalism, Yin-Yang School, Tung Chung-shu, Chinese Buddhism and Neo-Confucianism. In addition, students learn about the relations among different schools or different thinkers in the same school. Comparisons between Chinese philosophies and western ones are encouraged.

ASIA 192 Chinese Ethics and Asian Values (3 Credit Hours)
This course offers an overview of the spirit of Chinese ethics, covering sacred and secular as well as intellectual and practical elements.

ASIA 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Course equivalencies: X-PHIL193/ASIA193/INTS193

ASIA 252 Peoples of China (3 Credit Hours)
This class introduces China's cultural diversity and unity as a whole. It provides a general overview of cultural mappings in China, and a detailed study of significant ethnic minorities.
Course equivalencies: SOCL251/ASIA252/INTS251
Outcomes:
Students will gain the ability to perceive cultural phenomena in a comparative framework and understand cultural differences more deeply

ASIA 263 Political and Social Movements in China (3 Credit Hours)
This course examines historical and contemporary movements pursuing political, economic and social reforms in China. It studies both state-sponsored and voluntary movements.
Course equivalencies: SOCL263/INTS263
Outcomes:
Students will gain a deeper understanding of China's ongoing transformation, and will learn how to develop their own scholarly analysis of such social change

ASIA 266 Development and Social Change in Modern China (3 Credit Hours)
This course examines change and development in modern China from the late Qing period to the present, focusing on the movement from a planned economy to a market-based economy.
Course equivalencies: SOCL266/ASIA266/INTS266WSGS297
Outcomes:
Students will gain knowledge of China's economic development path, and will apply gender and/or class-based analysis to patterns of social change

ASIA 272 Environment of China (3 Credit Hours)
This course provides a systematic introduction to major environmental issues in the context of recent social and economic development in China
Course equivalencies: X-NTSC270/ASIA272/INTS270

ASIA 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

ASIA 297 Topics in Asia (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the Asian minor requirement for a 300-level course in Asia-related topics. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: Asian Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

ASIA 302 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

ASIA 314 Modern Chinese Literature in Chinese (3 Credit Hours)
This course is a survey of modern Chinese literature from 1918 to the present. It requires the close reading of famous Chinese writers and poets as well as some of the avant-garde writers. Students will have the opportunity to explore their own ideas of the aesthetic characteristics of the Chinese literature in the 20th century, as well as its historical and social background and learn about one of the important aspects of modern Chinese culture.
Course equivalencies: X-CHIN341/ASIA314/INTS341A
Outcomes:
Students will demonstrate knowledge of principal, genres, themes and forms of modern Chinese literature through analytical oral and written arguments

Asian Studies Minor

As of Fall 2026, this program is no longer accepting students.

Whether you want to gain advantage in the international world of business, explore your own Asian heritage, study Asian medical systems, or simply learn more about this fascinating part of the world, choosing to minor in Asian studies is a wise move. The Asian studies minor effectively complements a variety of majors, including anthropology, history, fine arts, political science, sociology, literature, theology, marketing and finance. Students who plan to continue their studies with an advanced degree in Asian studies or a related field can lay the educational groundwork here at Loyola University Chicago.

Our society is becoming increasingly more global and ethnically diverse. Asians in the American labor force are expected to triple to 10 million within the next 30 years. Asian businesses have become transnational leaders in the fields of international trade, finance and technology. One way that will help ensure your future success is to augment your educational experience now with a minor in Asian studies.

Related Programs

Major

- Global Studies (BA) (p. 466)

Minor

- Japanese Language and Culture Minor (p. 560)

Curriculum

Code	Title	Hours
Required Elective Courses		**18**
Two (2) courses must be taken at the 300-level.		
Total Hours		**18**

Courses in Asian languages are not required but may count towards the required coursework.

Cross-Listed Course Offerings

The following courses are to be used toward elective requirements. Students should consult an advisor before registering for courses for the minor.

Code	Title	Hours
ANTH 100	Globalization and Local Cultures	3
ANTH 215	Culture in Contemporary Asia	3
CHIN 101	Chinese I	3
CHIN 102	Chinese II	3
CHIN 103	Chinese III	3
CHIN 104	Chinese IV	3
COMM 239	Moving China	3
COMM 269	Observing China	3
COMM 301	Discovering China Through Film	3
ENGL 315	South Asian Literatures in English	3
ENGL 315C	South Asian Literature Since 1900	3
FNAR 160	The Crafts of China	3
FNAR 357	South Asian Visual Culture	3
FNAR 358	Chinese Art and Culture	3
FNAR 359	Japanese Art and Culture	3
HIST 208	East Asian History: Themes & Issues	3
HIST 208X	Pre-Modern Chinese History	3
HIST 208Z	Modern Chinese History	3
HIST 209	Islamic History: Themes & Issues	3
HIST 275A	The Silk Roads: Global Trade, Culture, & Politics	3
HIST 300	Topics in History (South Asian History)	3
HIST 343	Modern South Asia	3
HIST 345A	Traditional China from Antiquity to 1550	3
HIST 346A	Early Modern China: 1550-1800	3
HIST 346B	Reform & Revolution in China, 1800-1949	3
HIST 346C	History of Christianity in China	3
HIST 347A	China Since 1949: The People's Republic	3
HIST 347C	Cultural Revolution-China	3
HIST 347D	Modern Chinese History through Film	3
HIST 349A	Women in East Asia	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3
HIST 388A	Vietnam War	3
HNDI 101	Hindi-Urdu I	3
HNDI 102	Hindi-Urdu II	3
HNDI 103	Hindi-Urdu III	3
HNDI 104	Hindi-Urdu IV	3
HONR 209	Encountering Asia	3
JAPN 101	Japanese I	3
JAPN 102	Japanese II	3
JAPN 103	Japanese III	3
JAPN 104	Japanese IV	3
JAPN 250	Composition & Conversation I	3
JAPN 251	Composition & Conversation II	3
LITR 243	South Asian Literature	3
LITR 244	Indian Film	3
LITR 245	Asian Masterpieces	3
LITR 292	Modern Chinese Fiction	3
PHIL 191		
PHIL 193	Contemporary Chinese Philosophy	3
PHIL 335	Asian Philosophy	3
PLSC 336	Politics in Contemporary China	3
PLSC 346	East Asian Politics	3
SOCL 122	Race and Ethnic Relations	3
SOCL 250	Inequality in Society	3
THEO 282	Hinduism	3
THEO 295	Islam	3
THEO 297	Buddhism	3
THEO 299	Religions of Asia	3
THEO 350	Topics in Islam	3
THEO 352	Topics in Buddhism	3
THEO 365	Women, Gender and Embodiment in Islam	3
THEO 366	Contemporary Islamic Thought and Movements	3
UNIV 302	Ricci Seminar Asia	3
URDU 101	Introductory Urdu I	3
URDU 102	Introductory Urdu II	3

Suggested Sequence of Courses

Course	Title	Hours
Sophomore		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
Junior		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
Senior		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
	Total Hours	**18**

Transfer-Student Residency Requirement

At least 9 credit hours of ASIA-MINR requirements must be completed at Loyola.

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (https://www.luc.edu/cas/double-dippingpolicy/) regarding unique credits required for each declared major/minor. Not less than 9 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

For more information on the Asian Studies Minor, please contact the Asian studies director:

Dr. John Pincince, Director of Asian Studies
Department of History, Crown Center, 5th Floor
Loyola University Chicago
1032 W. Sheridan Road
Chicago, Illinois 60660

Phone: 773.508.2238

Learning Outcomes

The Asian Studies minor is an interdisciplinary program of study, which incorporates the diversity of disciplinary approaches and geo-political areas of interest. The minor seeks to introduce students to the rich variety of places, peoples, histories, relations, cultures, polities, environments with an emphasis on not only a singular nation-state, but to consider as well transnational, regional, and global connectivities.

Essential to developing, expanding, and enriching the process of learning, Asian Studies minors will demonstrate a knowledge and skills development in different ways:

- Students will be able to articulate broadly the history of Asia or a particular Asian region.
- Students will be develop an understanding of political experiences and forms of Asia/Asian region.
- Students will be able to reflect on the interaction among and between Asian societies, historically and/or contemporaneously.
- Students will develop basic understanding of the historical and contemporary connections of Asia/Asian region with the rest of the world (and expansively post-1500CE).
- Students will be able to describe and differentiate various Asian religious traditions.
- Students will be able to articulate values of diversity, justice, and multi-culturalism in Asian and the rest of the world.
- Students will be able to demonstrate analytical, communications, and critical thinking skills through a variety of forms, textual, performative, and experiential: e.g. essays, oral presentations, language acquisition, cultural immersion (study/internships abroad), artistic.

Bioethics Interdisciplinary Program

The interdisciplinary minor in bioethics encompasses work in the fields of biology, natural science, philosophy, sociology and theology. It enables students to study topics in which the life sciences and ethics converge, such as: biological and chemical weapons, human stem cell research, global warming, human and animal experimentation, pollution, genetic screening and gene therapy, and human population growth.

Undergraduate Programs

- Bioethics Minor (p. 269)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Bioethics (BIET)

BIET 395 Special Topics (3 Credit Hours)
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgement (concepts, theories, methods) to discuss the topic

BIET 395A Bioethics Minor Capstone: Philosophical & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395B Bioethics Minor Capstone: Philosophical & Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395C Bioethics Minor Capstone: Philosophical and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395E Bioethics Minor Capstone: Philosophical & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396A Bioethics Minor Capstone: Theological & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396B Bioethics Minor Capstone: Theological and Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396C Bioethics Minor Capstone: Theological and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396E Bioethics Minor Capstone: Theological & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

Bioethics Minor

The interdisciplinary minor in bioethics encompasses work in the scientific fields of biology and the natural sciences, and in the humanities fields of philosophy, sociology, theology and psychology. It enables students to study topics in which the life sciences and ethics converge, such as: biological and chemical weapons, human stem cell research, global warming, human and animal experimentation, pollution, genetic

screening and gene therapy, dying and death, and human population growth.

The bioethics minor helps to prepare students for a range of future careers, or for advanced study in the health professions, the sciences, teaching, law, journalism, ministry, research, government or social work. For many students, the study of bioethics not only deepens their understanding of science and its ethical challenges, but also strengthens their ability to think broadly and critically, and to better see the vital integration of science and technology with individuals and the world around us.

Related Programs

Minor

- Biology Minor (p. 289)
- Chemistry Minor (p. 319)
- Philosophy Minor (p. 590)
- Sociology Minor (p. 647)

Curriculum

Requirements

The minor in bioethics requires at least seven courses completed with a grade of "C" or better. The science requirement is satisfied by taking either four courses in Biology or three courses in the Natural Sciences. The Ethics requirement is satisfied by 1) completing the foundational course (PHIL 284 Health Care Ethics); 2) taking two elective courses (one at the 300-level); and 3) one interdisciplinary capstone course (BIET 395A, BIET 395B, BIET 395C, BIET 395E, BIET 396A, BIET 396B, BIET 396C, or BIET 396E). See below for more detailed information about which specific courses satisfy these requirements.

Please note that one of the three ethics courses must be taken at the 300-level. This is in addition to the required capstone course (BIET 395A,B,C, or E or BIET 396A,B,C, or E).

Code	Title	Hours
Science Requirement		
Students choose either Biology or Natural Sciences courses to fulfill the Science requirement.		8-9
Biology (BIOL) Courses		
All four (4) courses are required		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	
Natural Sciences Courses		
Choose three (3) of the following:		
ANTH 101	Human Origins	
ANTH 103	Biological Background Human Social Behavior	
ANTH 104	The Human Ecological Footprint	
ANTH 105	Human Biocultural Diversity	
ANTH 106	Sex, Science and Anthropological Inquiry	
ANTH 258	Medical Anthropology & Global Health	
ANTH 280	Evolution of Human Disease	
ANTH 303	People and Conservation	
ANTH 353	Epidemics and Pandemics	
ENVS 204	Gender, Health & Environment	
ENVS 207	Plants and Civilization	
ENVS 218	Biodiversity & Biogeography	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 273	Energy and the Environment	
ENVS 274	Chemistry of the Natural Environment	
ENVS 280	Principles of Ecology	
ENVS 283	Environmental Sustainability	
ENVS 301	Environmental Health	
ENVS 385	Introduction to Global Health	
ENVS 387	Principles of Ecotoxicology	
Ethics Requirement		
Foundations Course		
PHIL 284	Health Care Ethics (Also counts as Tier 2 core, Philosophical Knowledge)	3
Choose two (2) additional Ethics courses from the list below, one of which must be 300-level:		6
Philosophy		
PHIL 287	Environmental Ethics (Also counts as Tier 2 core, Philosophical Knowledge)	
PHIL 354	Topics in Bioethics	
PHIL 355	Neuroethics	
PHIL 369	Philosophy of Medicine	
PHIL 379	John F. Grant, M.D., Symposium on Health Care Ethics	
PHIL 389	Contemporary Issues (Topic must be related to Bioethics)	
Theology		
THEO 204	Religious Ethics and the Ecological Crisis	
THEO 342	Perspectives on Life and Death	
THEO 343	Contemporary Christian Sexuality	
THEO 344	Theology and Ecology	
THEO 393	Seminar (Topic must be related to Bioethics)	
History		
HIST 301	Plagues: The Black Death and Other Pandemics	
HIST 331A	Food, Hunger, and Power in the Modern World	
Health Systems Management		
HSM 110	Healthcare in America	
HSM 210	Introduction to Global Healthcare Delivery	
HSM 220	Post-Acute & Long-Term Care Management	
HSM 230	Fundamentals of Health Equity	
Psychology		
PSYC 235	Psychology of Human Sexuality	
PSYC 238	Psychology of Gender	
PSYC 373	Health Psychology	
Sociology		
SOCL 221	Sociology and Culture of the Life Course	
SOCL 226	Science, Technology, & Society	
SOCL 225	Sociology of Health Care	
SOCL 236	Population Studies	
SOCL 272	Environmental Sociology	
SOCL 278	Global Health	

Interdisciplinary Capstone Course [1]		
BIET 395A	Bioethics Minor Capstone: Philosophical & Anthropological Topics	3
or BIET 395B	Bioethics Minor Capstone: Philosophical & Biological Topics	
or BIET 395C	Bioethics Minor Capstone: Philosophical and Chemical Topics	
or BIET 395E	Bioethics Minor Capstone: Philosophical & Environmental Science Topics	
or BIET 396A	Bioethics Minor Capstone: Theological & Anthropological Topics	
or BIET 396B	Bioethics Minor Capstone: Theological and Biological Topics	
or BIET 396C	Bioethics Minor Capstone: Theological and Chemical Topics	
or BIET 396E	Bioethics Minor Capstone: Theological & Environmental Science Topics	
Total Hours		**20-21**

[1] Prerequisites: Must have completed two of the science requirements and two of the ethics requirements.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Biology Track (For Biology, Biochemistry, & Neuroscience Majors)

Course	Title	Hours
Year 1		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
	Hours	**4**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
	Hours	**4**
Year 2		
Fall		
PHIL 284	Health Care Ethics	3
	Hours	**3**
Year 3		
Fall		
Ethics Elective (any level)		3
	Hours	**3**
Spring		
Ethics 300-level Elective		3
	Hours	**3**
Year 4		
Spring		
BIET 395A or BIET 395B or BIET 395C or BIET 395E or BIET 396A or BIET 396B or BIET 396C or BIET 396E	Bioethics Minor Capstone: Philosophical & Anthropological Topics or Bioethics Minor Capstone: Philosophical & Biological Topics or Bioethics Minor Capstone: Philosophical and Chemical Topics or Bioethics Minor Capstone: Philosophical & Environmental Science Topics or Bioethics Minor Capstone: Theological & Anthropological Topics or Bioethics Minor Capstone: Theological and Biological Topics or Bioethics Minor Capstone: Theological and Chemical Topics or Bioethics Minor Capstone: Theological & Environmental Science Topics	3
	Hours	**3**
	Total Hours	**20**

Life Sciences Track

Course	Title	Hours
Year 1		
Fall		
Life Science Course #1		3
	Hours	**3**
Spring		
Life Science Course #2		3
	Hours	**3**
Year 2		
Fall		
PHIL 284	Health Care Ethics	3
	Hours	**3**
Spring		
Ethics Elective (any level)		3
	Hours	**3**
Year 3		
Fall		
Life Science Course #3		3
	Hours	**3**
Spring		
Ethics 300-level Elective		3
	Hours	**3**

Year 4		
Spring		
BIET 395A or BIET 395B or BIET 395C or BIET 395E or BIET 396A or BIET 396B or BIET 396C or BIET 396E	Bioethics Minor Capstone: Philosophical & Anthropological Topics or Bioethics Minor Capstone: Philosophical & Biological Topics or Bioethics Minor Capstone: Philosophical and Chemical Topics or Bioethics Minor Capstone: Philosophical & Environmental Science Topics or Bioethics Minor Capstone: Theological & Anthropological Topics or Bioethics Minor Capstone: Theological and Biological Topics or Bioethics Minor Capstone: Theological and Chemical Topics or Bioethics Minor Capstone: Theological & Environmental Science Topics	3
	Hours	**3**
	Total Hours	**21**

Double-Dipping Policy

- Students may not major and minor in the same discipline.
- Majors: Not less than 21 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
- Minors and interdisciplinary minors: not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Learning Outcomes

Upon completion of the program, students will:

- Understand relevant scientific concepts, techniques, and methods as they relate to bioethical topics.
- Recognize bioethical issues.
- Apply ethical reasoning and ethical judgment (concepts, theories, methods) to discuss bioethical issues.
- Integrate science and ethics such that students can take a bioethical topic or issue and connect the scientific with the ethical issues.

Bioinformatics

About Us

Bioinformatics is a highly interdisciplinary STEM field that integrates computational and statistical methods for analyzing large biological data sets. Bioinformaticians apply their biological and computational sciences backgrounds to develop, utilize, and optimize new computational tools to organize, synthesize, and analyze the rapidly increasing amount of biological and biomedical data.

The Bioinformatics Program includes Loyola faculty from the Departments of Biology, Chemistry, Computer Science, and Mathematics and Statistics. While these faculty have a vast area of research interests, all require interdisciplinary approaches.

The Bioinformatics Program at Loyola is part of the College of Arts and Sciences. The program provides students with unique preparation for professional careers by offering both integrated and project-based learning with courses that feature the latest developments in the field.

Undergraduate Programs

- Bioinformatics (BS) (p. 273)
- Bioinformatics Minor (p. 276)
- Honors in Bioinformatics (p. 277)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Bioinformatics (BIOI)

BIOI 201 Introduction to Bioinformatics (3 Credit Hours)
This course provides an introduction to the fundamental concepts and practical applications of bioinformatics, the interdisciplinary field that combines biology, chemistry, computer science, and statistics. Students will explore how biological data - such as DNA, RNA, and protein sequences - are created, stored, analyzed, and interpreted. Topics include genome structure, sequence alignment, database searching, molecular evolution, structural bioinformatics, and essential computational tools for analyzing biological data. Through a mix of lectures and hands-on activities, students will learn to use key bioinformatics resources and software to solve real-world problems in genetics, molecular biology, and biotechnology.
Outcomes:
Identify applications of bioinformatics in biological research\\n; Introduce the interdisciplinarity of modern life sciences research; Demonstrate ability to use scripting language to work with sequence data; Utilize fundamental bioinformatics software and web tools

BIOI 300 Directed Readings (1-3 Credit Hours)
Readings from the scientific literature in any focused area of bioinformatics agreed upon by the student and the supervising faculty member.
Outcomes:
Students will gain knowledge, journal reading expertise, and scientific writing skills

BIOI 365 Exploring Proteins (3 Credit Hours)
Pre-requisites: CHEM 361
Computational tools are essential for the prediction of protein structures, protein interactions, and structure based drug design. This class will introduce fundamental concepts in the field of computational protein biology.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain a general understanding of the principles of proteomics in addition to theoretical and practical experience with protein-based databases and bioinformatics tools to explore protein structure and function

BIOI 395 Special Topics: Bioinformatics (1-3 Credit Hours)
Special areas of bioinformatics outside the usual curriculum that vary each time the course is offered.
Outcomes:
Students will gain knowledge in and master a unique topic in bioinformatics

BIOI 397 Bioinformatics Survey (1-4 Credit Hours)
Pre-requisites: BIOL 101 and Instructor consent
This course trains students in conducting collaborative bioinformatics research as well reading and presenting scientific research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Provides an alternative to individual research; reflects trends in the field for collaborative, group research

BIOI 398 Bioinformatics Internship (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed off-campus under the mentorship of a Bioinformatics scientist not affiliated with Loyola.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

BIOI 399 Bioinformatics Research (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed under the mentorship of one or more Bioinformatics faculty members.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

Bioinformatics (BS)

The field of Bioinformatics is rooted in the massive databases generated by worldwide DNA sequencing projects and by ever-widening 3-dimensional protein structure studies. Mining the wealth of biological and chemical information contained in these databases requires the tools of computer science and statistics.

Bioinformatics approaches have already led to countless scientific, medical, and agricultural breakthroughs that would have taken decades to achieve without the foresight of a small number of visionary scientists and programmers. This major provides students with the training, skills, and opportunity to become charter members of this exciting, ground-breaking discipline with virtually limitless post-graduate educational and career advancement possibilities for years to come.

Loyola is home to a superb group of faculty members already working at the interfaces of these four disciplines, who are combining their expertise to offer students this unique educational opportunity. This interdisciplinary major has its own detailed web pages at https://www.luc.edu/bioinformatics/.

Related Programs

Major

- Biochemistry (BS) (p. 313)

Master's

- Bioinformatics (MS) (p. 1140)

Minor

- Bioinformatics Minor (p. 276)

Curriculum

Code	Title	Hours
Biology Fundamental Courses		
BIOL 101	General Biology I	3
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
Chemistry Fundamental Courses		
CHEM 160	Chemical Structure and Properties	3
CHEM 180	Chemical Reactivity I	3
CHEM 240	Chemical Reactivity II	3
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 361	Principles of Biochemistry	3
Computer Science Fundamental Courses		
COMP 141	Introduction to Computing Tools and Techniques	3
MATH 215	Object-Oriented Programming with Mathematics [1]	3
COMP 231	Data Structures & Algorithms for Informatics	3
Math/Stats Fundamental Courses		
MATH 131	Applied Calculus I	3
MATH 132	Applied Calculus II	3
STAT 335	Introduction to Biostatistics	3
or STAT 203	Introduction to Probability & Statistics	
Bioinformatics Fundamental Courses		
BIOI 201	Introduction to Bioinformatics	3
BIOL 387	Genomics	3
or BIOL 392	Metagenomics	
BIOL 388	Bioinformatics	3
COMP 383	Computational Biology	4
STAT 337	Quantitative Methods in Bioinformatics	3
or STAT 336	Advanced Biostatistics	
Bioinformatics Electives		
Select two of the following:		6
BIOL 390	Molecular Biology Laboratory	
or BIOL 382	Molecular Genetics	
BIOI 365	Exploring Proteins	
or CHEM 365	Proteomics	
COMP 353	Database Programming	
or COMP 379	Machine Learning	
Bioinformatics Research [2]		**1-4**
Select one of the following:		
BIOI 397	Bioinformatics Survey	

BIOI 398	Bioinformatics Internship	
BIOI 399	Bioinformatics Research	
Total Hours		**63**

Required courses within the major also satisfy the following university Core Curriculum (p. 989) requirements: scientific literacy (6 credits) and quantitative analysis (3 credits).

[1] Maybe substituted with COMP 170 Introduction to Object-Oriented Programming

[2] At least *1 Research credit hour is required for the BIOI major*. BIOI 397 Bioinformatics Survey,BIOI 398 Bioinformatics Internship, or BIOI 399 Bioinformatics Research can be taken any semester offered, and Internship/research can be repeated with each semester for 1 - 4 credit hours.

Suggested Sequence of Courses

These course schedules display how students may complete the bioinformatics major in addition to their university Core requirements in four years of study. The sequence of courses below is meant to be used as a *suggested* path for completing coursework. A student's completion of requirements depends on course offerings in a given term and the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
BIOL 101	General Biology I	3
CHEM 160	Chemical Structure and Properties	3
MATH 131	Applied Calculus I [1]	3
CORE: College Writing Seminar		3
CORE: Theology and Religious Studies Tier 1		3
UNIV 101	First Year Seminar	1
	Hours	**16**
Spring		
COMP 141	Introduction to Computing Tools and Techniques	3
CHEM 180	Chemical Reactivity I	3
MATH 132	Applied Calculus II [2]	3
BIOI 201	Introduction to Bioinformatics	3
CORE: Ethics		3
CORE: Theology and Religious Studies Tier 2		3
	Hours	**18**
Year 2		
Fall		
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
CHEM 240	Chemical Reactivity II	3
MATH 215	Object-Oriented Programming with Mathematics [3]	3
CORE: Historical Knowledge Tier 1		3
CORE: Philosophical Knowledge Tier 1		3
	Hours	**16**
Spring		
CHEM 260	Quantitative Methods in Chemistry	3
COMP 231	Data Structures & Algorithms for Informatics	3
CAS Elective		3
CORE: Historical Knowledge Tier 2		3
CORE: Philosophical Knowledge Tier 2		3
	Hours	**15**
Year 3		
Fall		
BIOL 388	Bioinformatics	3
CHEM 361	Principles of Biochemistry	3
BIOL 392 or BIOL 387	Metagenomics (Fall only) [4] or Genomics	3
CAS Elective		3
CAS Language Requirement 1 [5]		3
CORE: Literary Knowledge & Experience Tier 1		3
	Hours	**18**
Spring		
STAT 335	Introduction to Biostatistics	3
Select one Undergraduate Capstone: [6]		1-4
BIOI 397	Bioinformatics Survey	
BIOI 398	Bioinformatics Internship	
BIOI 399	Bioinformatics Research	
CAS Language Requirement 2		3
CORE: Literary Knowledge & Experience Tier 2		3
CORE: Societal and Cultural Knowledge Tier 1		3
	Hours	**13-16**
Year 4		
Fall		
Select two of the following:		6-7
BIOL 390 or BIOL 382	Molecular Biology Laboratory or Molecular Genetics	
BIOI 365 or CHEM 365	Exploring Proteins (Fall only) [7] or Proteomics	
COMP 379 or COMP 353	Machine Learning (Spring only) or Database Programming	
CAS Elective		3
CORE: Societal and Cultural Knowledge Tier 2		3
	Hours	**12-13**
Spring		
COMP 383	Computational Biology (Spring only)	4
STAT 337 or STAT 336	Quantitative Methods in Bioinformatics (Spring only) or Advanced Biostatistics	3
CAS Elective		3
CAS Elective		3
CORE: Artistic Knowledge and Experience		3
	Hours	**16**
	Total Hours	**124-128**

[1] May substitute with MATH 161 Calculus I

[2] May substitute with MATH 162 Calculus II

[3] May substitute with COMP 170 Introduction to Object-Oriented Programming

[4] May substitute with BIOL 387 Genomics(Spring only)

[5] Language competency required at the 102 level by course or test (https://www.luc.edu/cas/college-requirements/)

[6] BIOI 397 Bioinformatics Survey, BIOI 398 Bioinformatics Internship, and BIOI 399 Bioinformatics Research can be taken any semester offered and Internship/research can be repeated with each semester 1-4 credit hours (although only 1 credit hour is required for the major)

[7] CHEM 365 Proteomicsonly offered in Spring - odd years

Note: College of Arts & Sciences requires 2 Writing Intensive (WI) courses; many CORE Tier 2 courses are available as WI; BIOL 390 Molecular Biology Laboratory is also WI. Note, only 1 WI course can be taken in a single semester.

Note: 120 credit hours are required for graduation.

Major Sample Schedule – Pre-Health

Updated 3/2024

The sequence of courses below is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab [1]	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131	Applied Calculus I [2]	3
CORE: College Writing Seminar		3
UNIV 101	First Year Seminar	1
	Hours	**15**
Spring		
BIOL 102	General Biology II [1]	3
BIOL 112	General Biology II Lab [1]	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132	Applied Calculus II [3]	3
COMP 141	Introduction to Computing Tools and Techniques	3
BIOI 201	Introduction to Bioinformatics	3
	Hours	**17**
Year 2		
Fall		
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
MATH 215	Object-Oriented Programming with Mathematics	3
CORE: Philosophical Knowledge Tier 1		3
CORE: Historical Knowledge Tier 1		3
	Hours	**17**
Spring		
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
COMP 231	Data Structures & Algorithms for Informatics	3
CORE: Historical Knowledge Tier 2		3
CORE: Philosophical Knowledge Tier 2		3
CORE: Ethics		3
	Hours	**16**
Year 3		
Fall		
CHEM 361	Principles of Biochemistry	3
BIOL 392 or BIOL 387	Metagenomics (Fall only) or Genomics	3
CAS Language Requirement 1 [4]		3
CORE: Literary Knowledge & Experience Tier 1		3
PHYS 111	College Physics I Lec / Dis [1]	3
PHYS 111L	College Physics Laboratory I [1]	1
	Hours	**16**
Spring		
BIOL 388	Bioinformatics	3
Select one of the following: [6]		1-4
BIOI 397	Bioinformatics Survey	
BIOI 398	Bioinformatics Internship	
BIOI 399	Bioinformatics Research	
CAS Language Requirement 2		3
CORE: Societal and Cultural Knowledge Tier 1		3
PHYS 112	College Physics II Lec/Disc [1]	3
PHYS 112L	College Physics Lab II [1]	1
	Hours	**14-17**
Year 4		
Fall		
STAT 335	Introduction to Biostatistics	3
Select two of the following:		
BIOL 390 or BIOL 382	Molecular Biology Laboratory or Molecular Genetics	
BIOI 365 or CHEM 365	Exploring Proteins (Fall only) [7] or Proteomics	
COMP 353 or COMP 379	Database Programming or Machine Learning	
CORE: Societal and Cultural Knowledge Tier 2		3
CORE: Theology and Religious Studies Tier 1		3
	Hours	**9**
Spring		
COMP 383	Computational Biology (Spring only)	4
STAT 337 or STAT 336	Quantitative Methods in Bioinformatics (Spring only) [8] or Advanced Biostatistics	3
CORE: Artistic Knowledge and Experience		3
CORE: Literary Knowledge & Experience Tier 2		3

CORE: Theology and Religious Studies Tier 2	3
Hours	**16**
Total Hours	**120-123**

[1] Recommended for Pre-health students but not required for the major.
[2] May substitute with MATH 161 Calculus I
[3] May substitute with MATH 162 Calculus II
[4] Language competency required at the 102 level by course or test (https://www.luc.edu/cas/college-requirements/)
[5] May substitute with BIOL 392 Metagenomics (fall only)
[6] BIOI 397 Bioinformatics Survey, BIOI 398 Bioinformatics Internship, and BIOI 399 Bioinformatics Research can be taken any semester offered and Internship/research can be repeated with each semester 1-4 credit hours (although only 1 credit hour is required for the major)
[7] Choose 2 of 3:
1. BIOI 365 Exploring Proteins (Fall only) or CHEM 365 Proteomics (odd years, Spring only)
2. COMP 379 Machine Learning (Fall only) or COMP 353 Database Programming
3. BIOL 390 Molecular Biology Laboratory

[8] May substitute with STAT 336 Advanced Biostatistics (Fall & Spring)

Note: College of Arts & Sciences requires 2 Writing Intensive (WI) courses; many CORE Tier 2 courses are available as WI; BIOL 390 Molecular Biology Laboratory is also WI. Note only 1 WI course can be taken in a single semester.
Note: 120 credit hours are required for graduation.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The bioinformatics major at Loyola provides students with the training and opportunities to become leaders in this ground-breaking discipline, with career advancement and post-graduate possibilities for years to come. Loyola's BS Bioinformatics Program will prepare you with:

- Apply foundational knowledge and skills at the interface of biology, computer science, chemistry, and statistics. Behavior: Analyze biological datasets using concepts from molecular biology, genetics, biochemistry, mathematics, and statistics in coursework and projects. Achievement: Produce advanced data interpretations and supportive conclusions meeting program-defined achievement benchmarks, including exams, homework, and capstone projects. Timeframe: By completion of 300-level courses.
- Develop computer programming capabilities. Behavior: Write, test, and document scripts or code (e.g., Python or R) to process biological data sets. Achievement: Produce reproducible, functional code that successfully performs assigned analytical tasks according to grading rubrics. Timeframe: By the end of the junior year, and reinforced in Bioinformatics fundamental courses.
- Analyze large biological data sets and apply interdisciplinary problem-solving skills. Behavior: Conduct analysis of genomic or other omics datasets, including preprocessing, statistical testing, and visualization. Achievement: Submit analytical reports demonstrating appropriate methodology, interpretation, and visualization. Timeframe: By completion of fundamental 300-level bioinformatics courses, including at least one semester of research.
- Communicate scientific findings. Behavior: Develop an understanding of key problems, proposed solutions, and future challenges in the bioinformatics field. Prepare written reports and deliver oral or poster presentations of scientific work. Achievement: Achieve proficiency-level ratings on standardized communication rubrics (written and oral). Timeframe: Demonstrated progressively, with an advanced level achieved by graduation.
- Engage in independent undergraduate research. Behavior: Conduct at least one semester of bioinformatics research under faculty mentorship, either in a lab (BIOI 398, BIOI 399) or as part of a research course (BIOI 397). Achievement: Deliver written reports in scientific publication format as well as formal presentation (poster or oral) demonstrating hypothesis-driven inquiry and data interpretation. Timeframe: By the end of the senior year.
- Demonstrate ethical and reflective professional practice. Behavior: Apply responsible data management, reproducibility standards, proper attribution, and reflection on the societal impact of bioinformatics research. Achievement: Incorporate ethical analysis into research projects. Timeframe: Completed prior to graduation, with reinforcement in research experiences.

Bioinformatics Minor

Bioinformatics is a highly interdisciplinary STEM field that integrates computational and statistical methods for analyzing large biological data sets. Bioinformaticians apply their biological and computational sciences backgrounds to develop, utilize, and optimize new computational tools to organize, synthesize, and analyze the rapidly increasing amount of biological and biomedical data.

The Bioinformatics minor at Loyola provides students with training and opportunities in this ground-breaking discipline, opening doors to career advancement and post-graduate possibilities for years to come.

Related Programs

Major

- Biochemistry (BA) (p. 310)
- Bioinformatics (BS) (p. 273)

Master's

- Bioinformatics (MS) (p. 1140)

Curriculum

Degree Requirements

The following degree requirements are for students who have declared a minor in Bioinformatics.

Code	Title	Hours
BIOI 201	Introduction to Bioinformatics	3
BIOL 101	General Biology I	3
BIOL 282	Genetics	3
BIOL 388	Bioinformatics	3
Computer Science Fundamental Courses		
MATH 215	Object-Oriented Programming with Mathematics [1]	3
Math/Stats Fundamental Courses		
MATH 131	Applied Calculus I	3
MATH 132	Applied Calculus II	3
STAT 335	Introduction to Biostatistics	3
or STAT 203	Introduction to Probability & Statistics	
STAT 337	Quantitative Methods in Bioinformatics (Spring only)	3
or STAT 336	Advanced Biostatistics	
Bioinformatics Electives		
Select one of the following:		3
BIOL 387	Genomics (Spring only)	
BIOL 392	Metagenomics (Fall only)	
BIOI 397	Bioinformatics Survey	
Total Hours		**30**

[1] Maybe substituted with COMP 170 Introduction to Object-Oriented Programming

Suggested Sequence of Courses

We suggest taking the 100-level or 200-level first as they are often prerequisites for advanced courses. For example, BIOL 101 General Biology I is a prerequisite for BIOL 282 Genetics, which, in turn, is a prerequisite for BIOL 388 Bioinformatics. For assistance with planning your course sequence for the Bioinformatics minor, please contact your Academic or Bioinformatics advisor.

Additional Policies

There are no limits to **course-sharing** between the Bioinformatics minor and other majors/minors. However, the course-sharing policies of the other majors/minors must be considered.

The courses required for the minor also satisfy the following university Core Curriculum (p. 989) requirements: scientific literacy (6 credits) and quantitative analysis (3 credits).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students minoring in Bioinformatics will be able to:

- explain genetics concepts,
- apply computational methods to biological data,
- apply statistical methods to biological data, and
- evaluate computational & statistical methods for the analysis of biological data.

Honors in Bioinformatics

Graduating seniors recognized with departmental honors, Honors in Bioinformatics, excel not only in their coursework but also in their contributions to the scientific community. Students earning Honors in Bioinformatics have:

- an overall GPA at or above 3.5; and
- presented their research at a peer-reviewed conference (area, national or international non-undergraduate meeting) or co-authored a peer-reviewed publication.

Note: GPA requirement must be fulfilled the semester prior to commencement, e.g. Fall semester for Spring commencement. Conference approval rests with the Program Director.

Biology

The Department of Biology has extensive resources to support superior teaching and research in all the major areas of contemporary biological sciences to prepare students for medical school, other graduate or professional studies, teaching, or careers in industry or government.

The department is housed in the state-of-the-art Michael R. and Marilyn C. Quinlan Life Sciences Education and Research Center. This innovative facility features modern teaching and research labs, where students learn to operate the latest equipment used in scientific experiments. Students routinely engage in faculty-guided research with focus areas in Ecology, Evolution, Developmental Genetics, Bioinformatics, Neuroscience and Molecular/Cellular Biology.

Major facilities in the Department include electron/confocal microscopy, micro-CT X-ray scanners, animal/insect care facilities, artificial streams, field research vehicles/equipment, and greenhouses. The building itself is energy efficient with sunshades, and the green roof/prairie simulation helps Chicago manage rainwater. With Lake Michigan just steps away, students have another natural resource at their fingertips. Students can access the Loyola University Retreat and Ecology Campus (LUREC) in Woodstock, Illinois for field studies.

Students have access to the Cudahy Library collection, which includes more than 200,000 volumes, and subscriptions to more than 300 biological journals. Loyola's electronic research holdings allow world-wide access to cutting edge research reports and journal articles.

Undergraduate Programs

- Biology (BS) (p. 285)
- Biology Minor (p. 289)
- Biology with Ecology Emphasis (BS) (p. 291)
- Biology with Molecular Biology Emphasis (BS) (p. 295)
- Biostatistics Minor (p. 297)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Biology (BIOL)

BIOL 101 General Biology I (3 Credit Hours)
Fundamental principles of Biology including: introduction to the scientific method, basic biological chemistry, cell structure and function, energy transformations, mechanisms of cell communication, cellular reproduction, and principles of genetics.
Interdisciplinary Option: Bioethics, Bioinformatics, Forensic Science
Course equivalencies: ACBIO 101 / BIOL 101
Outcomes:
Students will be able to demonstrate understanding of the historical foundations, methodologies employed, general architecture, and functioning of the cell - the basic unit of life

BIOL 102 General Biology II (3 Credit Hours)
Pre-requisites: BIOL 101 and BIOL 111
A continuation of BIOL 101. Fundamental principles of Biology including: evolutionary theory, general principles of ecology, study of plant structure and function, and comparative animal physiology.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 102 / BIOL 102
Outcomes:
Students will be able to demonstrate an understanding of the fundamental principles of ecology and evolution, as well as the anatomy and physiology of representative plant and animal phyla

BIOL 110 Liberal Arts Biology (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or equivalent, Please check requirements for declared majors/minors for exceptions
For non-science majors. Liberal Arts Biology is a Tier II Core course in the area of Scientific Knowledge and Inquiry. It covers fundamental principles of biological sciences at a level for non-science majors. The focus of the course will vary depending on expertise of the instructor. All instructors will address the same fundamental principles.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students understand the scientific method, diversity of life, classification of organisms, cell structure and function, the chromosomal and molecular basis of inheritance, and organ systems of the human body

BIOL 111 General Biology I Lab (1 Credit Hour)
Pre-requisites: BIOL 101 (may also be taken as a Corequisite)
Complements General Biology I lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: BIOL 111/ACBIO 111
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 112 General Biology II Lab (1 Credit Hour)
Pre-requisites: BIOL 101 and BIOL 111
Complements General Biology II Lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 112 / BIOL 112
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 195 Special Topics in Biology (1-4 Credit Hours)
Special Topics - Specific areas of study in the biological sciences.

BIOL 205 Plant Biology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lecture and laboratory. Survey of the principles of botany including development and reproduction, structure, phylogeny and metabolism.
Outcomes:
Students will understand the basic morphology of plants; utilize morphology in the identification of local plants; understand the anatomy of plants; understand the relationship between anatomy and basic physiology; recognize that differences in physiological function allow different plants to be found in specific environments; appreciate the diversity of organisms called "plants"

BIOL 210 Laboratory Techniques (2 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lab sessions designed to prove a firm foundation in basic techniques and procedures, use of equipment and apparatus, keeping a lab notebook, and in data collection and treatment.
Outcomes:
Students will acquire basic skills needed to work in a research laboratory

BIOL 242 Anatomy and Physiology I (4 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and [(CHEM 102 and 112) or CHEM 106 or CHEM 180]
Lecture, laboratory, and demonstrations. Organization of the human body from the cellular to the organismal level. Anatomy of body systems and their physiology related to 1) support and movement (integumentary, skeletal and muscular systems) and integration and control (nervous and endocrine systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate knowledge of human anatomy at the microscopic and gross levels; Students will be able to correlate structure and function and will have a firm understanding of the organizing principle of human physiology, homeostasis and explain the role of the nervous and endocrine systems in its maintenance

BIOL 243 Anatomy and Physiology II (4 Credit Hours)
Pre-requisites: BIOL 242
Lecture, laboratory, and demonstrations. A continuation of BIOL 242. Anatomy of body systems and their physiology related to regulation and maintenance (cardiovascular, lymphatic, respiratory, digestive, and urinary systems) and reproduction and development (male and female reproductive systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate a comprehensive integrated knowledge and understanding of human anatomy and physiology at all levels

BIOL 251 Cell Biology (3 Credit Hours)
Pre-requisites: For Biophysics majors: (BIOL 101 and BIOL 111) and (CHEM 101, CHEM 105, or CHEM 160); All other majors: (BIOL 102 and BIOL 112) and (CHEM 101, CHEM 105, or CHEM 160)
This course covers basic molecular and cellular studies of living organisms, emphasizing the relationships between subcellular structures and biochemical and physiological functions of cells.
Outcomes:
Students will become familiar with a wide range of cell biological principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern cell biology research

BIOL 252 Cell Biology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 251 (may also be taken as a Corequisite)
Laboratory experiences designed to explore relationships between structure and function of subcellular components.
Outcomes:
Working knowledge of a variety of techniques utilized in the cell biology laboratory

BIOL 265 Ecology (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and (CHEM 160 or CHEM 101 or CHEM 105)
Relationships of organisms to their environment and to each other at the organism, population, community, and ecosystem levels.
Outcomes:
Students will understand the fundamental principles governing the interactions of organisms and their environment at the population, community, and ecosystem levels

BIOL 266 Ecology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 265 (may also be taken as a Corequisite)
Laboratory and field experience are designed to illustrate the principles of ecology and to give students experience in collecting, processing, and analyzing data. Field trips required.
Course equivalencies: BIOL266/ESP 266
Outcomes:
Students will understand the methodology and use techniques in studying interactions of organisms to the environment and to each other at the organism, population, community, and ecosystem levels

BIOL 282 Genetics (3 Credit Hours)
Pre-requisites: For Bioinformatics and Biophysics majors: BIOL 101 and (CHEM 101, CHEM 105, or CHEM 160); For all others: BIOL 102, BIOL 112, and (CHEM 101, CHEM 105, or CHEM 160)
This course surveys principles and processes of genetic inheritance, gene expression, molecular biology, developmental, quantitative, population, and evolutionary genetics.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop knowledge and awareness of the genetic bases of modern biology; Students will understand Mendelian principles of inheritance, chromosome and DNA structure and replication, gene expression, molecular biology, genetic bases of development and other biological processes, and quantitative, population, and evolutionary genetics

BIOL 283 Genetics Laboratory (1 Credit Hour)
Pre-requisites: BIOL 282 (may also be taken as a Corequisite)
Experiments and demonstrations to illustrate chromosomal structures and transmission, molecular biology, gene linkage, gene frequencies, and variation.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop technical skills and ability to interpret data from a variety of types of genetics experiments

BIOL 296 Introduction to Research (1 Credit Hour)
Pre-requisites: BIOL 102, 112; Permission of the instructor; Biology Core highly recommended
Students will begin reading the literature in the field of their mentor, conduct experiments designed by the mentor, and give a presentation on their work or studies, in preparation for upper level undergraduate research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop critical reading skills and become familiar with basic lab techniques in the area of their mentor

BIOL 302 General Microbiology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 304 Intro to Developmental Biology (3 Credit Hours)
Pre-requisites: BIOL 251
The analysis of developmental processes such as; fertilization, embryonic cleavage, cell determination and cell differentiation in selected species. Emphasis will be on experiments that reveal how these processes are controlled at the molecular and cellular levels.
Outcomes:
Students will become familiar with a wide range of developmental biology principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern developmental biology research

BIOL 307 Biology of Stem Cells (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Stem cell research represents an exciting area of biology. This course will cover the early discoveries that launched the field of stem cell biology, the different types of stem cells that exist, potential therapeutic uses of stem cells, and the ethical implications of these discoveries and therapies.
Outcomes:
Students will be able to read primary research articles, describe different stem cell types and therapeutic uses, and consider the ethical implications of stem cell research and therapies

BIOL 315 Introductory Immunology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The study of the nature and molecular basis of immune responses. History and vocabulary of immunology; experiments involving immune recognition and destruction; theories regarding self-tolerance and immunological diseases.
Outcomes:
Students will learn the morphology and histology of the cells involved in an immune response, as well as how the cells develop and the molecular mechanisms used to recognize and eliminate non-self material; Students will become familiar with the evasion strategies of pathogens and the consequences associated with either hyper or hypo-responsiveness

BIOL 316 Limnology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265 and CHEM 102 or CHEM 106 or CHEM 180
An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions; Students will learn to evaluate the trophic status and health of a lake by the end of the course

BIOL 317 Models of Human Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course explores approaches used to study human diseases from in vitro to in vivo levels and examines their strengths and weaknesses. Discussions will cover historical experiments and cutting-edge research to learn about the techniques used to generate data and how to interpret the results.
Outcomes:
Students will gain knowledge about human diseases and techniques used to model aspects of those diseases in the laboratory

BIOL 318 General Virology (3 Credit Hours)
Pre-requisites: BIOL 251 & BIOL 282
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Course equivalencies: BIOL 318 / BIOL 218
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 319 Evolution (3 Credit Hours)
Pre-requisites: BIOL 282; BIOL 265 recommended
This course focuses on analysis of processes and patterns of evolution. Topics include population genetic principles, fossil patterns and geologic ages, phylogenetic analysis of relationships of species, experimental approaches to evolutionary questions, and evolutionary perspectives on human biology and relationships.
Outcomes:
Students will develop knowledge and awareness of evolutionary processes and patterns, the evidence for them, and how evolutionary hypotheses are tested experimentally; They will develop an appreciation of the primary literature through reading and discussing research articles

BIOL 321 Great Transitions in Vertebrate History (3 Credit Hours)
Pre-requisites: BIOL 265
The major vertebrate groups-fish, amphibians, reptiles, birds, and mammals-arose through great transitions in size and form. These transitions opened up previously inaccessible habitats for those groups to radiate throughout, creating the remarkable diversity we observe today. In this class, students will learn about the major transitions that occurred in vertebrate history within the context of Earth's geological history. Students will also learn about the adaptive changes in anatomy and life history that have allowed those radiations to successfully radiate in those habitats. Students will also learn about species whose unique attributes allow them to occupy the most extreme habitats on earth, such as the deep sea, arctic, and high elevation habitats.
Outcomes:
Learn the major radiations of vertebrates and their evolutionary relationships, the general characteristics of the major organ systems in those radiations, the major evolutionary transitions that occurred during vertebrate history, and how changes in ecology, life history, and anatomy change during organismal evolution

BIOL 323 Comparative Anatomy Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282
A study of homologous systems and vertebrate phylogeny in both lecture and lab.
Outcomes:
Students will understand the evolutionary relationships and processes that are involved in the development of vertebrate anatomy

BIOL 328 Conservation Biology (3 Credit Hours)
Pre-requisites: BIOL 265
This course explores species diversity, natural and human induced extinctions, environmental ethics, and conservation practices being developed at the population, community, and ecosystem levels.
Course equivalencies: X-BIOL328/ESP 330
Outcomes:
Students will be able to describe conservation strategies being used by institutions around the world and understand the ecological theory that supports those strategies

BIOL 330 Global Change Biology (3 Credit Hours)
Pre-requisites: BIOL 265 or ENVS 280
Human activities are changing our planet to such an extent that scientists have proposed we are in a new geological epoch, the 'Anthropocene'. Through lectures, discussions, and group projects we will examine key elements of global change including biodiversity loss, land-use alterations, climate change, and pollution.
Outcomes:
Learn global element cycles that drive biological processes; Read, critique, and discuss primary scientific literature

BIOL 341 Histology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course examines the microscopic anatomy of the four basic adult tissue types and how they are arranged and utilized in the construction of the major vertebrate organ systems.
Outcomes:
The major learning objectives for this course are (1) to become familiar with the gross and microscopic anatomy of cells, tissues, and organs and; (2) to understand how these anatomical features correlate with specific physiological functions

BIOL 344 Microbial Evolution and Human Well-being (3 Credit Hours)
Pre-requisites: BIOL 282
The course explores the many ways, both positive and negative, that the evolution of bacteria, viruses, and other microbes affects humans. Topics include infectious disease, the human microbiome, food production, and environmental microbes. The course is centered around reading and analyzing primary literature.
Outcomes:
Students will apply fundamental evolutionary principles to microbes, understand the broad relevance of microbial evolution to human life, and read and communicate about primary literature on the topic

BIOL 350 Vertebrate Physiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, and (CHEM 180 or CHEM 102 or CHEM 106)
This is an introduction to the physiology of marine, freshwater, and terrestrial vertebrates. Understanding how physiological concepts are manifested by animals facing different environmental challenges is emphasized. Topics to be covered include metabolism and energy balance, nervous and endocrine function, respiration, circulation, water balance and ionic regulation, and excretion.
Outcomes:
Compare and contrast how various vertebrates utilize major organ systems to maintain homeostasis; Describe how common physiological principles are manifested through vertebrates' adaptation to their environments

BIOL 351 Sleep/Circadian Rhythms (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
We will cover circadian rhythms one very prominent circadian-regulated behavior: sleep. We will investigate these topics at several different levels, spanning from cellular and molecular mechanisms to systems and behavioral approaches, and finally will look at pathologies of these systems that lead to human disorders.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with a variety of model systems used to study circadian rhythms, and learn how to critically read primary literature and lead discussions of this reading

BIOL 353 Natural History of Vertebrates (4 Credit Hours)
Pre-requisites: BIOL 265
The objective of the course is to provide an in-depth study of the vertebrates in the Midwestern U.S. Topics will include the origin and evolution of vertebrates, and their ecology, behavior and specializations. The lab will focus on identification of vertebrate taxa and learning wildlife sampling techniques.
Outcomes:
Understand specifics of ecology, behavior, life history, evolution and conservation of all vertebrate taxa; Read, analyze, interpret, and discuss peer-reviewed literature

BIOL 356 The Evolution of Animal Sex (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Among animals, sex cannot be simplified down to X's and Y's, or even males and females. Sex is diverse and dynamic. The class will discuss modern research around three themes: 1) sexual differentiation, 2) animal weapons and ornaments, and 3) reproduction and mating systems.
Outcomes:
Students will gain a deeper appreciation of the sexual diversity among animals at genetic, physiological, morphological and behavioral levels

BIOL 357 Neural Disease, Degeneration, and Regeneration (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course offers an overview of cellular and molecular mechanisms underlying common neurodegenerative disorders. Mechanisms of neuronal cell death and application of stem cells in CNS regeneration will also be covered. Students will learn by reading assigned background materials and research articles, and participating in class discussions.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand current advances of genetic, developmental, molecular, and cellular mechanisms underlying the neurodegenerative diseases; Students will also learn how disease mechanisms affect neural function, cognition, and behavior

BIOL 358 Developmental Neurobiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles; Students will also learn how to critically read primary research papers and present these papers to the class

BIOL 361 Cellular and Gross Neuroanatomy (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
This course explores the cellular and gross anatomy of the nervous system, with an emphasis on the functional anatomy of the human brain and spinal cord in the normal and pathological states. The major sensory, motor, and integrative neural systems of the human brain are discussed.
Interdisciplinary Option: Neuroscience
Outcomes:
Understanding of gross neuroanatomy, including major brain systems, spinal cord input and output, and cranial nerves; Understanding of cell types and their functions within the nervous system, and how diseases impact their function; Understanding of modern approaches to identifying cell types and connections among different structures in the brain and periphery

BIOL 361L Cellular and Gross Neuroanatomy Lab (1 Credit Hour)
Pre-requisites: NEUR 101, BIOL 251, and BIOL 361 (BIOL 361 may also be taken as a Corequisite)
This course gives students hands on experience with gross dissection methods and cellular and molecular approaches for identifying cell types and organization of neurons and their connections in the brain and in the periphery.
Interdisciplinary Option: Neuroscience
Outcomes:
Ability to identify neural cells; Ability to recognize, dissect, and label nervous system structures; Ability to conduct, interpret, and describe procedures that identify neural cell types and structures

BIOL 362 Neurobiology (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Interdisciplinary Option: Neuroscience
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 365 Writing a Scientific Manuscript (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112
A Process from Data Collection to Writing a Scientific Manuscript. This course is designed for upper level students interested in practicing the scientific process; including hypothesis construction, experimental design, data collection, and writing of a scientific paper detailing Introduction, Methods, Results and Discussion.
Outcomes:
Students would learn to develop hypotheses, design experiments based on those hypotheses, analyze data, and learn to construct and peer-review a scientific manuscript

BIOL 366 Cell Physiology & Biochemistry (3 Credit Hours)
Pre-requisites: Bioinformatics majors: CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req); All other majors: BIOL 251 & CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req)
An introduction to biochemical principles as they relate to major biological themes such as the relationship between cellular structure and function, metabolism, thermodynamics, regulation, information pathways, and evolution. BIOL 366 is cross-listed with CHEM 361.
Interdisciplinary Option: Forensic Science
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will study the basic concepts of biochemistry and will understand how thermodynamics govern biochemical processes; Catalytic strategies, as well as the major pathways of both anabolism and catabolism, will also be learned

BIOL 366L Cell Physiology and Biochemistry Lab (3 Credit Hours)
Pre-requisites: CHEM 361 (may also be taken as a Corequisite)
Introduction to modern techniques and instrumentation with an emphasis on cellular metabolism and protein biochemistry including purification and quantitation methods and enzyme kinetics.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Proficiency in performing a variety of biochemical assays and the ability to write up results as a formal lab report

BIOL 368 Plant Ecology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Focuses on plant population dynamics; plant-animal interactions, including herbivory, pollination, dispersal; plant community dynamics, such as the processes of succession; and the effect of global climate on the distribution of major vegetation types. The laboratory is divided between weekend field trips to local forests, prairies and bogs, and laboratory studies.
Outcomes:
Students will achieve familiarity with major vegetation types and especially with local vegetation and natural areas; understand the dynamics of plant communities; understand the nature of research in plant ecology and gain familiarity with the primary literature; understand environmental issues as they relate to plant ecology

BIOL 369 Invertebrate Biology (3 Credit Hours)
Pre-requisites: BIOL 265
Broad survey of invertebrates including morphology, physiology, ecology, evolution, and systematics.

BIOL 370 Ichthyology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Lecture and laboratory and/or field trips. Systematics, phylogeny, anatomy, physiology, behavior, functional morphology and ecology of fishes. Includes field collecting trips in Lake Michigan and local streams and lakes and individual projects/research papers.
Outcomes:
Students will develop a detailed understanding of a range of topics in fish biology, with special emphasis on evolutionary relationships

BIOL 373 Laboratory in Neurophysiology and Behavior (4 Credit Hours)
Pre-requisites: BIOL 362 (may also be taken as Corequisite)
This lab course explores how cellular activity in the nervous system controls behavior. Students gain hands-on experience with anatomical, physiological, behavioral, and computational techniques used in cellular neurobiology, including microdissection, neural recording, stimulation, and modeling. Using Aplysia, students conduct group a research project, analyze data, and produce a publication-style paper.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop scientific research skills in cellular neurobiology, including anatomical and physiological techniques, electrophysiological data acquisition, computational modeling of neural activity, and analysis and communication of empirical findings

BIOL 375 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Pre-requisites: BIOL 265
This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 376 Seminar in Molecular/Cellular Neuroscience (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 362
This lecture/discussion will span synaptic plasticity, modern approaches to studying neural circuits, and the therapeutic potential of neural stem cells. Students become familiar with principles of molecular/cellular approaches to the study of the nervous system through review articles and the primary literature.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of molecular/cellular approaches to the study of the nervous system; Students will also learn how to evaluate primary literature

BIOL 377 Molecular Pathogenesis (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Introduction to the molecular mechanisms of disease pathology and therapeutic and control strategies, using a particular disease as model.
Outcomes:
Students will be able to explain the molecular basis for particular disease symptoms, understand therapeutic strategies, and use experimental results to form conclusions about disease molecular mechanisms

BIOL 378B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses required
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 379B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include biotechnologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 380 Genetics and Evolution of Development (3 Credit Hours)
Pre-requisites: BIOL 282
This course explores the evolution of the embryo and the patterns of gene regulation and morphogenesis that drive early development. Topics include evolution of nervous system patterning, shared human, mouse and frog regulatory systems, and evolution of human genetic syndromes.
Outcomes:
Students will master the stages and regulation of development in a number of organisms through use of primary literature; Evidence of their mastery will be seen through grant writing exercises, in class presentations, and conventional exams

BIOL 381 Epigenetics (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course will introduce students to epigenetic mechanisms operating throughout life, which include chromatin regulation, DNA methylation, histone modifications and non-coding RNAs. Students will gain an appreciation of how different cell types can maintain drastically different gene expression patterns yet share the exact same DNA sequences.
Outcomes:
Students will understand epigenetic mechanisms, apply insights gained to evaluate the effect of epigenetic changes in development, disease and aging, and learn how to lead a class discussion

BIOL 382 Molecular Genetics (3 Credit Hours)
Pre-requisites: BIOL 251 and 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 384 Microbial Pathogenesis of Infectious Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The course is focused on teaching students the way bacteria, viruses, fungi, and pathogens can adhere, invade, replicate, and cause damage and disease in their hosts. The course focuses on the techniques used by researchers to ask questions about these processes.
Outcomes:
Students will understand the ways pathogens cause disease, read and review primary literature, and apply techniques used in a grant proposal on a topic of their interest

BIOL 385 Principles of Electron Microscopy Lecture/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and Instructor Permission; BIOL 341 recommended
This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs; Students will also learn how to correctly interpret their results and properly present their data

BIOL 386 Human Genetics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will learn the foundations of human complex trait genetics in this course-based undergraduate research experience. They will analyze and discuss primary literature in human genetics, understand how our genes do and do not influence human differences, apply software tools used in the field, and gain experience in oral and written presentation of research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Learn the foundations of human complex trait genetics; Analyze and discuss primary literature in human genetics; Begin applying the scripting and software tools used in the field; Design, implement, and evaluate a guided genome-wide analysis of a human phenotype; Gain experience in oral and written presentations of research

BIOL 387 Genomics (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 283
Genomics is the compilation, characterization, and evaluation of DNA sequence information and its integration with established methods and genetic knowledge. This course will introduce students to the study of genome structure and function and its application to biomedicine, agriculture, and evolution.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will acquire an in-depth knowledge of the nature of gene and genome structure, function, and evolution as well as the methods used to obtain and evaluate this knowledge; Students will be able to create meaningful web-based database search strategies and interpret the significance of results

BIOL 388 Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 390 Molecular Biology Laboratory (4 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq)); All other majors: BIOL 251, BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq))
This course is an intensive laboratory course in the basic principles and techniques of molecular biology, including bacterial cloning, polymerase chain reaction, restriction mapping, agarose gel electrophoresis, and DNA sequencing.
Interdisciplinary Option: Bioinformatics, Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate basic molecular biology skills including manipulation of bacterial cultures and DNA, plasmid minipreps, gel electrophoresis, cloning, polymerase chain reaction, and other molecular techniques that may be specific to their chosen independent projects

BIOL 392 Metagenomics (3 Credit Hours)
Pre-requisites: BIOL 282
Exploration of next-generation sequencing technologies for assessing microbial diversity in ecological niches.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain hands-on experience with metagenomic methodologies while working in an interdisciplinary, collaborative setting

BIOL 394 Special Topics in Biology Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 394E Special Topics in Biology Laboratory (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 394M Special Topics in Biology Laboratory (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 395 Special Topics in Biology (3 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395E Special Topics in Biology (Ecology Emph) (3 Credit Hours)
Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 395L Special Topics Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395M Special Topics in Biology (Molecular Emph) (3 Credit Hours)
Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 396 Research (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Course equivalencies: BIOL299/BIOL396
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 396E Research (Ecology Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to ecology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to ecology and reporting the results

BIOL 396M Research (Molecular Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to molecular biology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to molecular biology and reporting the results

BIOL 397 Course-Based Undergraduate Research Experience in Biology (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397E Course-based Undergraduate Research Experience in Biology (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to ecology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to ecology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397M Course-based Undergraduate Research Experience in Biology (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to molecular biology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to molecular biology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 398 Internship in Biology (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biology-related job settings

BIOL 398E Internship in Biology (Ecology Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to ecology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in ecology-related job settings

BIOL 398M Internship in Biology (Molecular Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to molecular biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in molecular biology-related job settings

BIOL 399 Individual Study (1-3 Credit Hours)
Directed study of a specific topic by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology

BIOL 399E Individual Study (Ecology Emph) (1-3 Credit Hours)
Directed study of a specific topic related to ecology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 399M Individual Study (Molecular Emph) (1-3 Credit Hours)
Directed study of a specific topic related to molecular biology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to molecular biology

Biology (BS)

Loyola's Bachelor of Science (BS) in Biology degree program is designed for students wishing to pursue a career in the biological sciences or a range of healthcare fields. The curriculum includes foundational lecture and laboratory courses in the areas of cell biology, genetics, and ecology.

Students can then pursue their individual interests in biology through the diverse electives offered each term. Biology majors also have a myriad of undergraduate student research opportunities on campus. In addition, students have the opportunity to secure internships at hospitals, medical equipment companies, zoos, biotech companies, and other employers.

Many graduates of the biology program pursue advanced degrees in the biological or biomedical fields. For example, Loyola students who work with the Pre-Health Professions Advisory Committee (PHPAC) have a high acceptance rate into health professional schools. This also attests to the caliber of Loyola's Biology program.

Related Programs

Major

- Biochemistry (BA) (p. 310)

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)

Minor

- Biology Minor (p. 289)

Curriculum

The Biology major requires 37 credit hours, including 8 required Biology courses (18 credit hours) and Biology elective courses (19 credit hours) plus cognate courses in Calculus, Chemistry and Physics. This allows students to receive a strong background in fundamental biology required of all Biology majors. Students will follow the program outlined below:

Code	Title	Hours
Biology Courses: Required		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 265	Ecology	3
BIOL 282	Genetics	3
Select one of the following:		1
BIOL 252	Cell Biology Laboratory	
BIOL 266	Ecology Laboratory	
BIOL 283	Genetics Laboratory	
Biology Courses: Electives (p. 286) [1]		**19**
At least nine (9) credits must be at 300-level and at least two (2) elective courses must include a laboratory component. (p. 287)		
NOTE: Special topics courses (BIOL 377, BIOL 394, BIOL 394E, BIOL 394M, BIOL 395, BIOL 395E, BIOL 395M, BIOL 397, BIOL 397E, BIOL 397M) can be taken multiple times for credit as long as the course topic is different.		
Chemistry		
CHEM 160	Chemical Structure and Properties	3
or CHEM 101	General Chemistry A Lecture/Discussion	
or CHEM 105	Chemical Principles	
CHEM 161	Chemical Structure and Properties Laboratory	1
or CHEM 105	Chemical Principles	
or CHEM 111	General Chemistry Lab A	
CHEM 180	Chemical Reactivity I	3
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 223	Organic Chemistry A Lec/Disc	
CHEM 181	Chemical Reactivity I Lab	1
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 225	Organic Chemistry Lab A	
CHEM 240	Chemical Reactivity II	3
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 224	Organic Chemistry B Lec/Disc	
CHEM 241	Chemical Reactivity II Laboratory	1
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 226	Organic Chemistry Lab B	
CHEM 260	Quantitative Methods in Chemistry	3
or CHEM 102	General Chemistry B Lecture/Discussion	
or CHEM 106	Basic Inorganic Chemistry	
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
or CHEM 106	Basic Inorganic Chemistry	
or CHEM 112	General Chemistry Lab B	
Mathematics		
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
MATH 132	Applied Calculus II	3-4
or MATH 162	Calculus II	
Physics		
PHYS 111	College Physics I Lec / Dis	3
or PHYS 121	College Physics I with Calculus Lecture/Discussion	
or PHYS 125		
PHYS 111L	College Physics Laboratory I	1
PHYS 112	College Physics II Lec/Disc	3
or PHYS 122	College Physics II with Calculus Lecture/Discussion	
or PHYS 126		
PHYS 112L	College Physics Lab II	1
Total Hours		**67**

[1] Special topics courses (BIOL 377, BIOL 394, BIOL 394E, BIOL 394M, BIOL 395, BIOL 395E, BIOL 395M, BIOL 397, BIOL 397E, BIOL 397M) can be taken multiple times for credit as long as the course topic is different.

Biology Electives

Code	Title	Hours
Biology		
Any BIOL 200-Level Course [1,2]		
Any BIOL 300-Level Course [3]		
BIOL 2TRN Biology 200-Level Transfer		
BIOL 3TRN Biology 300-Level Transfer		
Anthropology		
ANTH 246 / BIOL 246	Ancient Human-Animal Interactions	3
ANTH 280 / BIOL 280	Evolution of Human Disease	3
ANTH 281 / BIOL 281	Evolution of the Human Diet	3

ANTH 325 / BIOL 325	Primatology-Behavior & Ecology	3
ANTH 326 / BIOL 326	Human Osteology Lecture/Laboratory	4
ANTH 327 / BIOL 378	Dental Anthropology	3
ANTH 346 / BIOL 346	Biology of Women	3
ANTH 359 / BIOL 359	Paleopathology	3
Bioinformatics		
BIOI 201	Introduction to Bioinformatics	3
BIOI 365	Exploring Proteins	3
Chemistry		
CHEM 361 / BIOL 366	Principles of Biochemistry	3
Environmental Science		
ENVS 215 / BIOL 215	Ornithology	3
ENVS 267 / BIOL 347	Bird Conservation and Ecology	3
ENVS 340 / BIOL 340	Natural History of Belize	3
ENVS 345 / BIOL 349	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 367	Mammalogy	3
ENVS 369 / BIOL 348	Field Ornithology	3
Neuroscience		
NEUR 101	Introduction to Neuroscience [4]	3
NEUR 301 / BIOL 373		
NEUR 302		
Physics		
PHYS 371	Biophysics	3
Psychology		
PSYC 240 / BIOL 240	Psychology-Biology of Perception [4]	3
PSYC 311 / BIOL 313	Lab in Psychobiology	3
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
PSYC 388 / BIOL 373		
Statistics		
STAT 310 / BIOL 310	Categorical Data Analysis	3
STAT 335 / BIOL 335	Introduction to Biostatistics	3
STAT 336 / BIOL 336	Advanced Biostatistics	3
STAT 337 / BIOL 337	Quantitative Methods in Bioinformatics	3

[1] If not already taken as a 200-level required course.

[2] BIOL 296 Introduction to Research can be taken multiple times, but only a maximum of 2 credit hours count as Biology Electives.

[3] A maximum of 3 total credits of BIOL 396 Research, BIOL 396E Research (Ecology Emph), BIOL 396M Research (Molecular Emph), BIOL 398 Internship in Biology, BIOL 398E Internship in Biology (Ecology Emph), BIOL 398M Internship in Biology (Molecular Emph) can count as Biology Electives.

[4] Either BIOL 240/PSYC 240 Psychology-Biology of Perception OR NEUR 101 Introduction to Neuroscience (but NOT both) count as Biology Electives.

Lab Requirements

Code	Title	Hours
100-Level Labs		
Both of the following courses are required:		
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
200-Level Labs		
Choose one of the following courses:		
BIOL 252	Cell Biology Laboratory	1
BIOL 266	Ecology Laboratory	1
BIOL 283	Genetics Laboratory	1
Biology Elective Labs		
Choose at least two of the following courses:		
BIOL 205	Plant Biology Lec/Lab	4
BIOL 210	Laboratory Techniques	2
BIOL 242	Anatomy and Physiology I	4
BIOL 243	Anatomy and Physiology II	4
BIOL 252	Cell Biology Laboratory [1]	1
BIOL 266	Ecology Laboratory [1]	1
BIOL 283	Genetics Laboratory [1]	1
BIOL 302	General Microbiology Lec/Lab	4
BIOL 313 / PSYC 311		3
BIOL 315	Introductory Immunology Lec/Lab	4
BIOL 316	Limnology Lec/Lab	4
BIOL 323	Comparative Anatomy Lec/Lab	4
BIOL 326 / ANTH 326		4
BIOL 327		4
BIOL 340 / ENVS 340		3
BIOL 341	Histology Lecture/Laboratory	4
BIOL 342		4
BIOL 347 / ENVS 267		3
BIOL 348 / ENVS 369		3
BIOL 349 / ENVS 345		3
BIOL 353	Natural History of Vertebrates	4
BIOL 355		4
BIOL 360		3
BIOL 363		4

BIOL 366L	Cell Physiology and Biochemistry Lab	3
BIOL 367		4
BIOL 368	Plant Ecology Lec/Lab	4
BIOL 370	Ichthyology Lec/Lab	4
BIOL 373 / NEUR 301 / PSYC 388	Laboratory in Neurophysiology and Behavior	4
BIOL 375	Aquatic Insects Lecture & Laboratory	4
BIOL 385	Principles of Electron Microscopy Lecture/Lab	4
BIOL 390	Molecular Biology Laboratory	4
BIOL 394	Special Topics in Biology Laboratory	1-4
BIOL 394E	Special Topics in Biology Laboratory (Ecology Emph)	1-4
BIOL 394M	Special Topics in Biology Laboratory (Molecular Emph)	1-4
BIOL 395L	Special Topics Laboratory	1-4
BIOL 396	Research [2]	3
BIOL 396E	Research (Ecology Emph) [2]	3
BIOL 396M	Research (Molecular Emph) [2]	3
BIOL 397	Course-Based Undergraduate Research Experience in Biology	1-4
BIOL 397E	Course-based Undergraduate Research Experience in Biology (Ecology Emph)	1-4
BIOL 397M	Course-based Undergraduate Research Experience in Biology (Molecular Emph)	1-4
BIOL 398	Internship in Biology [2]	1-3
BIOL 398E	Internship in Biology (Ecology Emph) [2]	1-3
BIOL 398M	Internship in Biology (Molecular Emph) [2]	1-3
NEUR 302		

[1] If not already taken as the 200-level required lab.

[2] A maximum of one course of BIOL 396 Research, BIOL 396E Research (Ecology Emph), BIOL 396M Research (Molecular Emph), BIOL 398 Internship in Biology, BIOL 398E Internship in Biology (Ecology Emph), BIOL 398M Internship in Biology (Molecular Emph) can count toward the 2 minimum courses of Biology Labs.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Semester		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131	Applied Calculus I [1]	3
	Hours	**11**
Second Semester		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132	Applied Calculus II [1]	3
	Hours	**11**
Third Semester		
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
Select one of the following:		1
BIOL 252	Cell Biology Laboratory	
BIOL 266	Ecology Laboratory	
BIOL 283	Genetics Laboratory	
	Hours	**8**
Fourth Semester		
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
	Hours	**7**
Fifth Semester		
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
PHYS 111	College Physics I Lec / Dis [1]	3
PHYS 111L	College Physics Laboratory I	1
	Hours	**7**
Sixth Semester		
BIOL Elective		4
PHYS 112	College Physics II Lec/Disc [1]	3
PHYS 112L	College Physics Lab II	1
	Hours	**8**
Seventh Semester		
BIOL Elective		4
BIOL Elective		3
	Hours	**7**
Eighth Semester		
BIOL Elective		4
BIOL Elective		4
	Hours	**8**
	Total Hours	**67**

[1] May be replaced by a more difficult course.

Transferring Credit

Transfer students seeking the BS in Biology degree must take a minimum of 20 credit hours in Biology courses at Loyola. No more than 18 credit hours from another institution may be applied to the BS in Biology degree program.

Course Repeat Rule

Effective with the spring 2009 semester, students are allowed only TWO attempts to pass Biology courses with a C- or better grade. The two attempts includes withdrawals (W).

The procedure for securing approval for a repeat: Students must come to the Biology Department, fill out a permission to register form, and obtain signatures of both the faculty instructor, and the Biology Chairperson or Assistant-Chairperson. A copy of this form is then submitted to the student's academic advisor to secure final permission for the repeat. After a second attempt to pass a Biology course, it is at the discretion of the Biology Chairperson or Assistant-Chairperson whether the student may repeat the course.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Biology Major:

- Students will demonstrate developing mastery of the following Vision and Change core concepts and their related principals: evolution (the diversity of life-forms that have evolved over time through mutations, selection and genetic change; structure and function (the basic units of biological structures that define the functions of all living things); information flow, exchange and storage (the influence of genetics on the control of the growth and behavior of organisms); pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern the growth and change of biological systems); and systems (the ways in which living things are interconnected and interact with one another).
- Students will be able to retrieve, synthesize, and critically evaluate scientific literature.
- Students will be able to communicate (orally and in writing) results and interpretation of scientific research.
- Students will be able to design and implement experiments that test predictive hypotheses, analyze data, report results, and interpret the significance of these experiments.

Biology Minor

The minor in biology is a perfect fit for students interested in the biological sciences, but who do not wish to pursue a career in biology. A minor in biology gives a strong basic background in cell biology, genetics, and ecology that will enhance a career in other areas such as: chemistry, physics, psychology, social sciences, computational sciences, humanities, or business.

Related Programs

Major

- Biology (BS) (p. 285)
- Biology with Ecology Emphasis (BS) (p. 291)
- Biology with Molecular Biology Emphasis (BS) (p. 295)

Curriculum

Students take the basic lecture and laboratory biology courses with the Biology majors, as well as a limited number of biology electives. Students may satisfy requirements for a minor concentration in biology by completing a minimum of 24 credit hours of biology with grades of "C-" or better with an overall minor GPA of 2.0 or higher. The minor in biology requires 24 credit hours including 17 credit hours of required biology courses and seven credit hours of biology electives.

Code	Title	Hours
Required Courses		
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 265	Ecology	3
BIOL 282	Genetics	3
Select seven credit hours of Biology Electives [1]		7
Total Hours		**24**

[1] Special topics courses (BIOL 377, BIOL 394, BIOL 394E, BIOL 394M BIOL 395, BIOL 395E, BIOL 395M, BIOL 397, BIOL 397E, BIOL 397M) can be taken multiple times for credit as long as the course topic is different.

Transferring students who seek a minor in biology must take a minimum of 12 credit hours in biology at Loyola.

Biology Electives

Code	Title	Hours
Biology		
Any BIOL 200-Level Course [1,2]		
Any BIOL 300-Level Course [3]		
BIOL 2TRN Biology 200-Level Transfer		
BIOL 3TRN Biology 300-Level Transfer		
Anthropology		
ANTH 246 / BIOL 246	Ancient Human-Animal Interactions	3
ANTH 280 / BIOL 280	Evolution of Human Disease	3

ANTH 281 / BIOL 281	Evolution of the Human Diet	3
ANTH 325 / BIOL 325	Primatology-Behavior & Ecology	3
ANTH 326 / BIOL 326	Human Osteology Lecture/Laboratory	4
ANTH 327 / BIOL 378	Dental Anthropology	3
ANTH 346 / BIOL 346	Biology of Women	3
ANTH 359 / BIOL 359	Paleopathology	3
Bioinformatics		
BIOI 201	Introduction to Bioinformatics	3
BIOI 365	Exploring Proteins	3
Chemistry		
CHEM 361 / BIOL 366	Principles of Biochemistry	3
Environmental Science		
ENVS 215 / BIOL 215	Ornithology	3
ENVS 267 / BIOL 347	Bird Conservation and Ecology	3
ENVS 340 / BIOL 340	Natural History of Belize	3
ENVS 345 / BIOL 349	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 367	Mammalogy	3
ENVS 369 / BIOL 348	Field Ornithology	3
Neuroscience		
NEUR 101	Introduction to Neuroscience [4]	3
NEUR 301 / BIOL 373		
NEUR 302		
Physics		
PHYS 371	Biophysics	3
Psychology		
PSYC 240 / BIOL 240	Psychology-Biology of Perception [4]	3
PSYC 311 / BIOL 313	Lab in Psychobiology	3
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
PSYC 388 / BIOL 373		
Statistics		
STAT 310 / BIOL 310	Categorical Data Analysis	3
STAT 335 / BIOL 335	Introduction to Biostatistics	3
STAT 336 / BIOL 336	Advanced Biostatistics	3
STAT 337 / BIOL 337	Quantitative Methods in Bioinformatics	3

1 If not already taken as a 200-level required course.

2 BIOL 296 Introduction to Research can be taken multiple times, but only a maximum of 2 credit hours count as Biology Electives.

3 A maximum of 3 total credits of BIOL 396 Research, BIOL 396E Research (Ecology Emph), BIOL 396M Research (Molecular Emph), BIOL 398 Internship in Biology, BIOL 398E Internship in Biology (Ecology Emph), BIOL 398M Internship in Biology (Molecular Emph) can count as Biology Electives.

4 Either BIOL 240/PSYC 240 Psychology-Biology of Perception OR NEUR 101 Introduction to Neuroscience (but NOT both) count as Biology Electives.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Semester		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
	Hours	**4**
Second Semester		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
	Hours	**4**
Third Semester		
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
	Hours	**3**
Fourth Semester		
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
	Hours	**3**
Fifth Semester		
Select one of the following:		3
BIOL 251	Cell Biology	
BIOL 265	Ecology	
BIOL 282	Genetics	
	Hours	**3**
Sixth Semester		
BIOL Elective		3
	Hours	**3**
Seventh Semester		
BIOL Elective		4
	Hours	**4**
	Total Hours	**24**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

At the completion of the Undergraduate Biology Minor:

- Students will demonstrate developing mastery of the following Vision and Change core concepts and their related principals: evolution (the diversity of life-forms that have evolved over time through mutations, selection and genetic change; structure and function (the basic units of biological structures that define the functions of all living things); information flow, exchange and storage (the influence of genetics on the control of the growth and behavior of organisms); pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern the growth and change of biological systems); and systems (the ways in which living things are interconnected and interact with one another).
- Students will be able to retrieve, synthesize, and critically evaluate scientific literature.
- Students will be able to communicate (orally and in writing) results and interpretation of scientific research.

Biology with Ecology Emphasis (BS)

The growing significance of environmental issues to the overall health of our world in the new century requires more individuals who are scientifically trained to contribute to solving environmental problems.

The BS in Biology with Ecology emphasis is designed to provide in-depth training for students planning to do research in various areas of environmental sciences as either graduate students or employees of environmental agencies and companies. The curriculum includes the same foundational lecture and laboratory courses in the areas of cell biology, genetics, and ecology taken by general biology majors. Additional coursework focuses specifically on topics related to ecology and evolution.

Related Programs

Major

- Biology (BS) (p. 285)
- Biology with Molecular Biology Emphasis (BS) (p. 295)

Curriculum

This specialized Biology major requires 37 credit hours, including 9 required Biology courses (21 credit hours) and Biology elective courses (16 credit hours) plus cognate courses in Calculus, Chemistry and Physics. This track allows students to receive the strong background in fundamental biology required of all Biology majors, while also specializing in the areas of ecology and evolution. Students will follow the program outlined below:

Code	Title	Hours
Biology Courses: Required		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 265	Ecology	3
BIOL 266	Ecology Laboratory	1
BIOL 282	Genetics	3
BIOL 319	Evolution	3
Biology Courses: Electives (p. 292) [1]		**16**
At least six (6) credits must be at 300-level and at least two (2) elective courses must include a laboratory component. (p. 292)		
At least two (2) electives must be designated as Ecology Electives. (p. 293)		
Chemistry		
CHEM 160	Chemical Structure and Properties	3
or CHEM 101	General Chemistry A Lecture/Discussion	
or CHEM 105	Chemical Principles	
CHEM 161	Chemical Structure and Properties Laboratory	1
or CHEM 105	Chemical Principles	
or CHEM 111	General Chemistry Lab A	
CHEM 180	Chemical Reactivity I	3
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 223	Organic Chemistry A Lec/Disc	
CHEM 181	Chemical Reactivity I Lab	1
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 225	Organic Chemistry Lab A	
CHEM 240	Chemical Reactivity II	3
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 224	Organic Chemistry B Lec/Disc	
CHEM 241	Chemical Reactivity II Laboratory	1
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 226	Organic Chemistry Lab B	
CHEM 260	Quantitative Methods in Chemistry	3
or CHEM 102	General Chemistry B Lecture/Discussion	
or CHEM 106	Basic Inorganic Chemistry	
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
or CHEM 106	Basic Inorganic Chemistry	
or CHEM 112	General Chemistry Lab B	
Mathematics		
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
MATH 132	Applied Calculus II	3-4
or MATH 162	Calculus II	
Physics		
PHYS 111	College Physics I Lec / Dis	3-4
or PHYS 121	College Physics I with Calculus Lecture/Discussion	
or PHYS 125		
PHYS 111L	College Physics Laboratory I	1
PHYS 112	College Physics II Lec/Disc	3
or PHYS 122	College Physics II with Calculus Lecture/Discussion	
or PHYS 126		
PHYS 112L	College Physics Lab II	1
Total Hours		**67**

[1] Special topics courses (BIOL 377, BIOL 394, BIOL 394E, BIOL 394M, BIOL 395, BIOL 395E, BIOL 395M, BIOL 397, BIOL 397E, BIOL 397M) can be taken multiple times for credit as long as the course topic is different.

Biology Electives

Code	Title	Hours
Biology		
Any BIOL 200-Level Course [1,2]		
Any BIOL 300-Level Course [1,3]		
BIOL 2TRN Biology 200-Level Transfer		
BIOL 3TRN Biology 300-Level Transfer		
Anthropology		
ANTH 246 / BIOL 246	Ancient Human-Animal Interactions	3
ANTH 280 / BIOL 280	Evolution of Human Disease	3
ANTH 281 / BIOL 281	Evolution of the Human Diet	3
ANTH 325 / BIOL 325	Primatology-Behavior & Ecology	3
ANTH 326 / BIOL 326	Human Osteology Lecture/Laboratory	4
ANTH 327 / BIOL 378	Dental Anthropology	3
ANTH 346 / BIOL 346	Biology of Women	3
ANTH 359 / BIOL 359	Paleopathology	3
Bioinformatics		
BIOI 201	Introduction to Bioinformatics	3
BIOI 365	Exploring Proteins	3
Chemistry		
CHEM 361 / BIOL 366	Principles of Biochemistry	3
Environmental Science		
ENVS 215 / BIOL 215	Ornithology	3
ENVS 267 / BIOL 347	Bird Conservation and Ecology	3
ENVS 340 / BIOL 340	Natural History of Belize	3
ENVS 345 / BIOL 349	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 367	Mammalogy	3
ENVS 369 / BIOL 348	Field Ornithology	3
Neuroscience		
NEUR 101	Introduction to Neuroscience [4]	3
NEUR 301 / BIOL 373		
NEUR 302		
Physics		
PHYS 371	Biophysics	3
Psychology		
PSYC 240 / BIOL 240	Psychology-Biology of Perception [4]	3
PSYC 311 / BIOL 313	Lab in Psychobiology	3
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
PSYC 388 / BIOL 373		
Statistics		
STAT 310 / BIOL 310	Categorical Data Analysis	3
STAT 335 / BIOL 335	Introduction to Biostatistics	3
STAT 336 / BIOL 336	Advanced Biostatistics	3
STAT 337 / BIOL 337	Quantitative Methods in Bioinformatics	3

[1] If not already taken as a 200-level or 300-level required course.
[2] BIOL 296 Introduction to Research can be taken multiple times, but only a maximum of 2 credit hours count as Biology Electives.
[3] A maximum of 3 total credits of BIOL 396, BIOL 396E, BIOL 396M, BIOL 398, BIOL 398E, and BIOL 398M can count as Biology Electives.
[4] Either BIOL 240/PSYC 240 Psychology-Biology of Perception OR NEUR 101 Introduction to Neuroscience (but NOT both) count as Biology Electives.

Lab Requirements

Code	Title	Hours
100-Level Labs		
Both of the following courses are required:		
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
200-Level Labs		
The following course is required:		
BIOL 266	Ecology Laboratory	1
Biology Elective Labs		
Choose at least two of the following courses:		
BIOL 205	Plant Biology Lec/Lab	4
BIOL 210	Laboratory Techniques	2
BIOL 242	Anatomy and Physiology I	4
BIOL 243	Anatomy and Physiology II	4
BIOL 252	Cell Biology Laboratory	1
BIOL 283	Genetics Laboratory	1
BIOL 302	General Microbiology Lec/Lab	4
BIOL 313 / PSYC 311		3
BIOL 315	Introductory Immunology Lec/Lab	4
BIOL 316	Limnology Lec/Lab	4
BIOL 323	Comparative Anatomy Lec/Lab	4
BIOL 326 / ANTH 326		4
BIOL 327		4

BIOL 340 / ENVS 340		3
BIOL 341	Histology Lecture/Laboratory	4
BIOL 342		4
BIOL 347 / ENVS 267		3
BIOL 348 / ENVS 369		3
BIOL 349 / ENVS 345		3
BIOL 353	Natural History of Vertebrates	4
BIOL 355		4
BIOL 360		3
BIOL 363		4
BIOL 366L	Cell Physiology and Biochemistry Lab	3
BIOL 367		4
BIOL 368	Plant Ecology Lec/Lab	4
BIOL 370	Ichthyology Lec/Lab	4
BIOL 373 / NEUR 301 / PSYC 388	Laboratory in Neurophysiology and Behavior	4
BIOL 375	Aquatic Insects Lecture & Laboratory	4
BIOL 385	Principles of Electron Microscopy Lecture/Lab	4
BIOL 390	Molecular Biology Laboratory	4
BIOL 394	Special Topics in Biology Laboratory	1-4
BIOL 394E	Special Topics in Biology Laboratory (Ecology Emph)	1-4
BIOL 394M	Special Topics in Biology Laboratory (Molecular Emph)	1-4
BIOL 395L	Special Topics Laboratory	1-4
BIOL 396	Research [1]	3
BIOL 396E	Research (Ecology Emph) [1]	3
BIOL 396M	Research (Molecular Emph) [1]	3
BIOL 397	Course-Based Undergraduate Research Experience in Biology	1-4
BIOL 397E	Course-based Undergraduate Research Experience in Biology (Ecology Emph)	1-4
BIOL 397M	Course-based Undergraduate Research Experience in Biology (Molecular Emph)	1-4
BIOL 398	Internship in Biology [1]	1-3
BIOL 398E	Internship in Biology (Ecology Emph) [1]	1-3
BIOL 398M	Internship in Biology (Molecular Emph) [1]	1-3
NEUR 302		

[1] A maximum of one course of BIOL 396, BIOL 396E, BIOL 396M, BIOL 398, BIOL 398E, and BIOL 398M can count toward the 2 minimum courses of Biology Labs.

Ecology Electives

Code	Title	Hours
Biology		
BIOL 205	Plant Biology Lec/Lab	4
BIOL 316	Limnology Lec/Lab	4
BIOL 320		3
BIOL 321	Great Transitions in Vertebrate History	3
BIOL 327		4
BIOL 328	Conservation Biology	3
BIOL 330	Global Change Biology	3
BIOL 344	Microbial Evolution and Human Well-being	3
BIOL 353	Natural History of Vertebrates	4
BIOL 355		4
BIOL 360		3
BIOL 363		4
BIOL 368	Plant Ecology Lec/Lab	4
BIOL 369	Invertebrate Biology	3
BIOL 370	Ichthyology Lec/Lab	4
BIOL 375	Aquatic Insects Lecture & Laboratory	4
BIOL 394E	Special Topics in Biology Laboratory (Ecology Emph)	1-4
BIOL 395E	Special Topics in Biology (Ecology Emph)	3
BIOL 396E	Research (Ecology Emph) [1]	3
BIOL 397E	Course-based Undergraduate Research Experience in Biology (Ecology Emph)	1-4
BIOL 398E	Internship in Biology (Ecology Emph) [1]	1-3
BIOL 399E	Individual Study (Ecology Emph)	1-3
Anthropology		
ANTH 246 / BIOL 246	Ancient Human-Animal Interactions	3
ANTH 281 / BIOL 281	Evolution of the Human Diet	3
ANTH 325 / BIOL 325	Primatology-Behavior & Ecology	3
Environmental Science		
ENVS 215 / BIOL 215	Ornithology	3
ENVS 267 / BIOL 347	Bird Conservation and Ecology	3
ENVS 340 / BIOL 340	Natural History of Belize	3
ENVS 345 / BIOL 348	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 367	Mammalogy	3
ENVS 369 / BIOL 349	Field Ornithology	3
Statistics		
STAT 335 / BIOL 335	Introduction to Biostatistics	3

[1] A maximum of 3 total credits of either BIOL 396E Research (Ecology Emph) OR BIOL 398E Internship in Biology (Ecology Emph) (but NOT both) can count toward the BIOE-BS degree.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

The biology department recommends that students pursuing the BS in Biology with Ecology Emphasis complete their required classes in the following sequence. Requirements include courses in Biology (BIOL), Chemistry (CHEM), Mathematics (MATH) and Physics (PHYS):

Course	Title	Hours
First Semester		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131	Applied Calculus I	3
	Hours	**11**
Second Semester		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132	Applied Calculus II	3
	Hours	**11**
Third Semester		
BIOL 265	Ecology	3
BIOL 266	Ecology Laboratory	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
	Hours	**8**
Fourth Semester		
BIOL 282 or BIOL 251	Genetics or Cell Biology	3
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
	Hours	**7**
Fifth Semester		
BIOL 251 or BIOL 282	Cell Biology or Genetics	3
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
	Hours	**7**
Sixth Semester		
BIOL 319	Evolution	3
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
BIOL Elective (Ecology)		3
	Hours	**10**
Seventh Semester		
BIOL Elective (Ecology)		3
BIOL Electives		5
	Hours	**8**
Eighth Semester		
BIOL Electives		5
	Hours	**5**
	Total Hours	**67**

Transferring Credit

Transfer students seeking the BS in Biology with Ecology Emphasis degree must take a minimum of 20 credit hours in Biology courses at Loyola. No more than 18 credit hours from another institution may be applied to the BS in Biology with Ecology Emphasis degree program.

Course Repeat Rule

Effective with the spring 2009 semester, students are allowed only TWO attempts to pass Biology courses with a C- or better grade. The two attempts includes withdrawals (W).

The procedure for securing approval for a repeat: Students must come to the Biology Department, fill out a permission to register form, and obtain signatures of both the faculty instructor, and the Biology Chairperson or Assistant-Chairperson. A copy of this form is then submitted to the student's academic advisor to secure final permission for the repeat. After a second attempt to pass a Biology course, it is at the discretion of the Biology Chairperson or Assistant-Chairperson whether the student may repeat the course.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Biology with Ecology Emphasis Major:

- Students will demonstrate developing mastery of the following Vision and Change core concepts and their related principals as they relate to population ecology, community ecology, and ecosystem-level concepts: evolution (the diversity of life-forms that have evolved over time through mutations, selection and genetic change; structure and function (the basic units of biological structures that define the functions of all living things); information flow, exchange and storage (the influence of genetics on the control of the growth and behavior of organisms); pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern the growth and change of biological systems); and systems (the ways in which living things are interconnected and interact with one another).

- Students will be able to retrieve, synthesize, and critically evaluate scientific literature.
- Students will be able to communicate (orally and in writing) results and interpretation of scientific research.
- Students will be able to design and implement experiments that test predictive hypotheses, analyze data, report results, and interpret the significance of these experiments to enhance their understanding of ecological systems.

Biology with Molecular Biology Emphasis (BS)

Recent advances in genetics, molecular biology, and related biotechnologies have created a strong demand for college graduates with training in these areas. Hands-on experience in the use of the latest molecular techniques is particularly important to this training.

The BS in Biology with Molecular Biology emphasis program is designed for students seeking a rigorous, laboratory-intensive curriculum to prepare them for health-related professions, research jobs, or graduate programs in a number of areas related to molecular biology. The curriculum includes the same foundational lecture and laboratory courses in the areas of cell biology, genetics, and ecology taken by general Biology majors. Additional coursework focuses specifically on topics related to molecular biology.

Related Programs

Major

- Biology (BS) (p. 285)
- Biology with Ecology Emphasis (BS) (p. 291)

Curriculum

This specialized Biology major requires 37 credit hours including 9 required Biology courses (21 credit hours) and Biology elective courses (16 credit hours) plus cognate courses in Calculus, Chemistry and Physics. This track allows students to receive the strong background in fundamental biology required of all Biology majors, while also specializing in the area of molecular biology. Students will follow the program outlined below.

Code	Title	Hours
Biology Courses: Required		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 265	Ecology	3
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
BIOL 366	Cell Physiology & Biochemistry	3
Biology Courses: Electives		**16**
Select one of the following:		3
BIOL 382	Molecular Genetics	
BIOL 387	Genomics	
BIOL 388	Bioinformatics	
Select one of the following:		1-4
BIOL 366L	Cell Physiology and Biochemistry Lab	
BIOL 390	Molecular Biology Laboratory	
BIOL 396M	Research (Molecular Emph) [1]	
BIOL 397M	Course-based Undergraduate Research Experience in Biology (Molecular Emph)	
BIOL 398M	Internship in Biology (Molecular Emph) [1]	
Select 9-12 credit hours of the following: [2]		9-12
At least one (1) elective course must include a laboratory component. [3]		
BIOL 252	Cell Biology Laboratory [3]	
BIOL 296	Introduction to Research [4]	
BIOL 302	General Microbiology Lec/Lab [3]	
BIOL 307	Biology of Stem Cells	
BIOL 315	Introductory Immunology Lec/Lab [3]	
BIOL 317	Models of Human Disease	
BIOL 318	General Virology	
BIOL 319	Evolution	
BIOL 344	Microbial Evolution and Human Well-being	
BIOL 351	Sleep/Circadian Rhythms	
BIOL 352		
BIOL 366L	Cell Physiology and Biochemistry Lab [3,5]	
BIOL 377	Molecular Pathogenesis	
BIOL 380	Genetics and Evolution of Development	
BIOL 381	Epigenetics	
BIOL 382	Molecular Genetics [5]	
BIOL 383		
BIOL 384	Microbial Pathogenesis of Infectious Disease	
BIOL 387	Genomics [5]	
BIOL 388	Bioinformatics [5]	
BIOL 390	Molecular Biology Laboratory [3,5]	
BIOL 392	Metagenomics	
BIOL 394M	Special Topics in Biology Laboratory (Molecular Emph) [3]	
BIOL 395M	Special Topics in Biology (Molecular Emph)	
BIOL 396M	Research (Molecular Emph) [1,3,5]	
BIOL 397M	Course-based Undergraduate Research Experience in Biology (Molecular Emph) [3,5]	
BIOL 398M	Internship in Biology (Molecular Emph) [1,3,5]	
BIOL 399M	Individual Study (Molecular Emph)	
BIOI 201	Introduction to Bioinformatics	
BIOI 365	Exploring Proteins	
PHYS 371	Biophysics	
Chemistry		
CHEM 160	Chemical Structure and Properties	3
or CHEM 101	General Chemistry A Lecture/Discussion	
or CHEM 105	Chemical Principles	
CHEM 161	Chemical Structure and Properties Laboratory	1
or CHEM 105	Chemical Principles	
or CHEM 111	General Chemistry Lab A	
CHEM 180	Chemical Reactivity I	3
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 223	Organic Chemistry A Lec/Disc	

CHEM 181	Chemical Reactivity I Lab	1
or CHEM 221	Organic Chemistry I Lec/Disc	
or CHEM 225	Organic Chemistry Lab A	
CHEM 240	Chemical Reactivity II	3
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 224	Organic Chemistry B Lec/Disc	
CHEM 241	Chemical Reactivity II Laboratory	1
or CHEM 222	Organic Chemistry II Lec/Disc	
or CHEM 226	Organic Chemistry Lab B	
CHEM 260	Quantitative Methods in Chemistry	3
or CHEM 102	General Chemistry B Lecture/Discussion	
or CHEM 106	Basic Inorganic Chemistry	
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
or CHEM 106	Basic Inorganic Chemistry	
or CHEM 112	General Chemistry Lab B	
Mathematics		
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
MATH 132	Applied Calculus II	3-4
or MATH 162	Calculus II	
Physics		
PHYS 111	College Physics I Lec / Dis	3
or PHYS 121	College Physics I with Calculus Lecture/Discussion	
or PHYS 125		
PHYS 111L	College Physics Laboratory I	1
PHYS 112	College Physics II Lec/Disc	3
or PHYS 122	College Physics II with Calculus Lecture/Discussion	
or PHYS 126		
PHYS 112L	College Physics Lab II	1
Total Hours		**67**

1 A maximum of 3 total credits of either BIOL 396M Research (Molecular Emph) OR BIOL 398M Internship in Biology (Molecular Emph) (but NOT both) count as toward the BIOM-BS degree.

2 Special topics courses (BIOL 377, BIOL 394M, BIOL 395M, BIOL 397M) can be taken multiple times for credit as long as the course topic is different.

3 Counts as a Laboratory course.

4 BIOL 296 Introduction to Research can be taken multiple times, but only a maximum of 2 credit hours count as Biology Electives.

5 If not taken to fulfill another requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

The biology department recommends that students pursuing the BS in Biology with Molecular Biology Emphasis complete their required classes in the following sequence. Requirements include courses in Biology (BIOL), Chemistry (CHEM), Mathematics (MATH) and Physics (PHYS):

Course	Title	Hours
First Semester		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131	Applied Calculus I	3
	Hours	**11**
Second Semester		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132	Applied Calculus II	3
	Hours	**11**
Third Semester		
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
	Hours	**8**
Fourth Semester		
BIOL 251 or BIOL 265	Cell Biology or Ecology	3
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
	Hours	**7**
Fifth Semester		
BIOL 265 or BIOL 251	Ecology or Cell Biology	3
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
	Hours	**7**
Sixth Semester		
BIOL 366	Cell Physiology & Biochemistry	3
BIOL 382 or BIOL 387 or BIOL 388	Molecular Genetics or Genomics or Bioinformatics	3
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
	Hours	**10**
Seventh Semester		
Select one of the following:		1-4
BIOL 366L	Cell Physiology and Biochemistry Lab	
BIOL 390	Molecular Biology Laboratory	
BIOL 396	Research	
BIOL 398	Internship in Biology	
BIOL Elective Molecular		3-6
	Hours	**7**
Eighth Semester		
BIOL Elective Molecular		3

BIOL Elective Molecular	3
Hours	**6**
Total Hours	**67**

Transferring Credit

Transfer students seeking the BS in Biology with Molecular Biology Emphasis degree must take a minimum of 20 credit hours in Biology courses at Loyola. No more than 18 credit hours from another institution may be applied to the BS in Biology with Molecular Biology Emphasis degree program.

Course Repeat Rule

Effective with the spring 2009 semester, students are allowed only TWO attempts to pass Biology courses with a C- or better grade. The two attempts includes withdrawals (W).

The procedure for securing approval for a repeat: Students must come to the Biology Department, fill out a permission to register form, and obtain signatures of both the faculty instructor, and the Biology Chairperson or Assistant-Chairperson. A copy of this form is then submitted to the student's academic advisor to secure final permission for the repeat. After a second attempt to pass a Biology course, it is at the discretion of the Biology Chairperson or Assistant-Chairperson whether the student may repeat the course.

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Learning Outcomes

At the completion of the Undergraduate Biology with Molecular Biology Emphasis Major:

- Students will demonstrate developing mastery of the following Vision and Change core concepts and their related principals as they relate to the central dogma of molecular biology and how it impacts cellular and organismal processes: evolution (the diversity of life-forms that have evolved over time through mutations, selection and genetic change; structure and function (the basic units of biological structures that define the functions of all living things); information flow, exchange and storage (the influence of genetics on the control of the growth and behavior of organisms); pathways and transformations of energy and matter (the ways in which chemical transformation pathways and the laws of thermodynamics govern the growth and change of biological systems); and systems (the ways in which living things are interconnected and interact with one another).
- Students will be able to retrieve, synthesize, and critically evaluate scientific literature.
- Students will be able to communicate (orally and in writing) results and interpretation of scientific research.
- Students will be able to design and implement experiments that test predictive hypotheses, analyze data, report results, and interpret the significance of these experiments to enhance their understanding of molecular biology.

Biostatistics Minor

Students in this program will apply their quantitative, computing and biological knowledge to problems in biomedical research, statistical genetics, and bioinformatics. Students with biostatistical training are in high demand in a wide array of fields such as medical research, technology companies, pharmaceuticals, genetics, public health, and epidemiology to name a few.

Related Programs

Minor

- Bioinformatics Minor (p. 276)
- Biology Minor (p. 289)
- Statistics Minor (p. 522)

Curriculum

Code	Title	Hours
Required Courses		
Select one of the following:		6-8
MATH 161 & MATH 162	Calculus I and Calculus II	
MATH 131 & MATH 132	Applied Calculus I and Applied Calculus II	
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
STAT 335	Introduction to Biostatistics [1]	3
or STAT 203	Introduction to Probability & Statistics	
STAT 336	Advanced Biostatistics	3
Select one of the following:		3
STAT 303	SAS Programming and Applied Statistics	
STAT 308	Applied Regression Analysis	
STAT 337	Quantitative Methods in Bioinformatics	
Total Hours		**23-25**

[1] STAT 335 Introduction to Biostatistics recommended unless you are in a major requiring STAT 203 Introduction to Probability & Statistics.

Learning Outcomes

- Students will understand and be able to explain key components of research design and statistical analysis, including observational studies, clinical trials, and survey studies, while highlighting potential biases in non-randomized studies.

- Students will recognize appropriate statistical techniques for different types of data and apply them effectively, in particular to data coming from biology.
- Students will utilize statistical software proficiently to implement various statistical methods and techniques for data analysis, encompassing parametric, nonparametric, and modern statistical approaches.

Catholic Studies Interdisciplinary Program

Our mission is to expose our students to the ever-expanding intellectual and artistic tradition that is Roman Catholicism. We recognize that Catholicism is diverse and broad in its history, its people, its teaching, and its practices. At Loyola, we encounter various perspectives from around the world, and we encourage our students to bring this deep perspective to the table.

Undergraduate Programs

- Catholic Studies Minor (p. 301)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Catholic Studies (CATH)

CATH 100 Introductory Topics in Catholic Studies (3-6 Credit Hours)
Introductory level course for topics cross-listed with other courses that focus on areas of Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 101 Evolution Western Ideas & Institutions to the 17th Century (3 Credit Hours)
This course traces the early development of Western civilization from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

CATH 101D Development of Western Thought Honors Discussion (3 Credit Hours)
Pre-requisites: Catholic Studies students must be enrolled in the Honors Program and must be completing the first section of the course HONR 101 (cross-listed with CATH 102)
This course is the second half of the Freshmen Honors program protocol of HONR 101, where students receive 6 credit hours for intensive reading, lectures, and discussion groups with professors.
Course equivalencies: X-HONRD101/CATH101D

CATH 102 Western Traditions Honors-Antiquity to Middle Ages (3 Credit Hours)
This course is restricted to Catholic Studies Minors enrolled in the Honors Program. This foundational course in the history of Western culture from antiquity to the Middle Ages discusses such writers ranging from Homer all the way to Augustine. Students will pose questions and comments about some of the ideas and texts that helped shaped Western culture, including many that come out of the western Christian tradition.
Course equivalencies: X-HONR10/CATH102

CATH 104 Jesus Christ (3 Credit Hours)
The study of the person of Jesus Christ.
Course equivalencies: THEO104/CATH104
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

CATH 105 The Church in the World (3 Credit Hours)
How does Christian Theology inform how Christians act in the world? This is the central question that we will seek to answer throughout this course. Examining the intersection between theoretical and practical theology, we will explore the Church's engagement in the world at large, both in global cultures and political movements. Each class will focus on the sources of Christian doctrine, Biblical and Traditional, with an emphasis on Catholic teaching since Vatican II and on the lived reality of these teachings in a variety of historical and geographical contexts. Using contemporary examples of global issues, we will explore the practicality and potential benefits and drawbacks of doing theology in the public sphere.
Course equivalencies: X-THEO105/CATH105

CATH 106 Theology of The Sacraments (3 Credit Hours)
This course studies the realities of Christian faith life as expressed in the concrete rituals of Christian communities. Sacraments are more than just mechanical ways in which to experience God in Christian liturgy - defined traditionally as "visible signs of invisible realities." Certainly, the seven sacraments of the Catholic tradition perform the central mysteries of God's gracious self communication; however, as importantly, they also introduce and articulate a way of interpreting reality. This course will not only examine the historical development, central beliefs and communal practices of the sacraments, but will also explore the "sacramental principle" as a way to illuminate the theological dynamics that are such an essential component of Catholic liturgy and Christian spirituality. Students will investigate the nature of the sacramental system in Catholic worship, identify the key concepts of "sacramentality" and explore the religious practices that are part of the living tradition of sacramental theology. Finally, students will explore how, in the end, the sacramental principle affects everything and cannot be contained. Sacramentality is a way of being, an "eventing" that reminds us how dynamic and transcendent (as opposed to static and insulated) life is. So, we will follow the clues where they lead and assess current relationships among sacramental theology, liturgy, artistic reflection, cross-cultural expression, and daily life.
Course equivalencies: X-THEO265/CATH106

CATH 112 New Testament (3 Credit Hours)
The study of the New Testament.
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the various literary genres found in the New Testament

CATH 179 Roman Catholicism (3 Credit Hours)
James Joyce famously called Roman Catholicism the "Here comes everybody" tradition, offering an apt description for a faith community made up of both sinners and saints, martyrs and missionaries, defenders and detractors all. This course on Roman Catholicism begins from the assumption that it is fundamentally a tradition of paradox, which establishes constancy through change and firmness through fluidity. Students will explore Roman Catholicism less as a set of definite beliefs and moral precepts, and more as a world-shaping perspective that forms Catholics to see and to be in distinctive ways. Finally, the course will address head-on a range of serious challenges confronting Roman Catholicism today, including widespread disaffiliation, clergy abuse, Magisterial teaching on gender and sexuality, women's ordination, and racism and anti-Judaism in the tradition.
Course equivalencies: THEO179/THEO279/CATH179

CATH 181 Christianity Through Time (3 Credit Hours)
This course will introduce you to the history and missionary movements of the Christian religion, from the early church to the present day. While the course is set up thematically in chronological order, you will read case studies based on primary sources, social history, and material culture that will give you an overview of Christian revelation, theological differences, community and controversies, circulation of ideas and counter-ideas, missionary tactics, power struggles, and people's experiences in ecclesial (liturgy and sacrament), para ecclesial, and personal ways. You will also visit the Art Institute of Chicago and the Newberry Library to see objects and manuscripts from the Christian tradition. The story this course seeks to reveal is how the Christian religion has defined the relationship between the divine and the human world.
Course equivalencies: THEO181/ THEO281/CATH181

CATH 193 Christian Marriage (3 Credit Hours)
Examination of the historical development of marriage within the Christian tradition as well as an investigation and evaluation of its condition in contemporary American society.
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

CATH 200 Intermediate Topics in Catholic Studies (3-6 Credit Hours)
Intermediate level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 255 Music in Catholic Worship (3 Credit Hours)
This course will explore the relationship between music and the liturgies of the Roman Catholic Church. Theologies of liturgical music will be compared and contrasted using the official documents of the Church, theological perspectives and from pastoral experience.
Course equivalencies: X-MUSC255/CATH255
Outcomes:
For students seeking greater knowledge of sacred music, they will be introduced and become familiar with different styles of music, reflect upon and access the application and performance of sacred works within the course as well as in onsite experiences in Catholic parishes in Chicago

CATH 278 Medieval Culture (3 Credit Hours)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history.
Course equivalencies: X-ENGL279/CATH278/MSTU304

CATH 296 All Things Ignatian: Living and Learning in the Jesuit Trad (3 Credit Hours)
This course explores the founder of the Jesuits, St. Ignatius Loyola and considers his historical context and that of the Jesuits from Renaissance Europe to today. Second, the course will introduce "The Spiritual Exercises," a highly refined and adaptable method of prayer, contemplation and action. Finally, the course will examine Ignatian spirituality as a practical resource for addressing critical issues in the Church and world today. Identify and explain the chief characteristics and major themes of Ignatian spirituality. Locate, analyze, and demonstrate Jesuit apostolate of scholarship and teaching; identify the global contribution to education, particularly to university life. Experience direct service.
Interdisciplinary Option: Catholic Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CATH 296/THEO 296
Outcomes:
Describe the life and history of Ignatius of Loyola and the Society of Jesus

CATH 297 The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

CATH 300 Advanced Topics in Catholic Studies (3-6 Credit Hours)
Advanced level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 301 Catholics in America (3 Credit Hours)
This course uses canonization, the process by which the Catholic Church recognizes saints, to explore change over time in the history of both the Catholic Church and the United States. Drawing upon a cast of characters that includes saints and sinners, martyrs and missionaries, patriot priests and unruly women, we will explore how conceptions of sanctity and holiness have been shaped by popular devotion, papal power, gender, race, sexuality, nationalism, and commercialization.

CATH 302 Religion & Pop Culture: Europe (3 Credit Hours)
In this course, we will explore how religion is lived by ordinary people in the contexts of everyday life through various popular culture forms and genres. We will consider how religion animates popular culture, how popular culture itself does religious work, and how religious and non-religious groups and individuals approach popular culture at various times and in certain circumstances as both sacred and profane.

CATH 303 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines some aspect(s) of the Catholic philosophical tradition, drawing from various eras: its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with some central features of the Catholic philosophical tradition, demonstrating proficiency in operating within the philosophical framework of this tradition

CATH 305 Medieval Philosophy (3 Credit Hours)
This course deals with selected works from such authors as Augustine, Anselm, Aquinas, Bonaventure, Scotus, and Ockham. The course may be on a particular author, or on a theme or issue characteristic of medieval thought.
Course equivalencies: X-PHIL305/CATH305/MSTU344

CATH 307 13th & 14th Century Philosophy (3 Credit Hours)
Modern thinkers of the 13th and 14th centuries, including at least some of the following: Albertus Magnus, Thomas Aquinas, Dun Scotus, William of Ockham, Roger Bacon. This course will focus on Thomas Aquinas, John Duns Scotus, and William of Ockham. In doing so we will try to get a sense of how they carried out the practice of philosophy, especially given the fact that each of them was a theologian by profession. Thus, the main theme of the course will be the relation of philosophy to theology - more broadly, faith and reason - as it was understood in this period. We will also look at a range of other issues that were of concern to the scholastics--chiefly questions of metaphysics and epistemology.
Course equivalencies: X-PHIL307/CATH307

CATH 309 History of Primitive Christianity (3 Credit Hours)
This course treats the history of Christian communities and beliefs from their emergence in cities of the early Roman Principate to the legalization of that religion in the Late Antique period.
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students gain familiarity with messianism and eschatology in Second Temple Judaism, evangelization and growth of urban Christian churches, interaction with Roman Imperial government, and the flourishing of monasticism in the period of legalization

CATH 310 The Early Middle Ages 600-1150 (3 Credit Hours)
This course examines European society and culture in the early Middle Ages.
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will demonstrate an understanding of reasons behind the transformation of classical civilization; the so-called fall of Rome and the barbarian invasions; early Germanic kingdoms; Charlemagne and Carolingian Europe; the Vikings; and church and society in the eleventh century

CATH 311 Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

CATH 312 Dante-The Divine Comedy (3 Credit Hours)
Refashioning the conventions of poetry, Dante (1265-1321) used the account of his presumed journey through the three realms of the Christian afterlife - Hell, Purgatory and Paradise - to explore the world at the close of the Middle Ages. The poem is both an adventure story and an exhaustive, assessment of the state of politics, society, religion, literature, philosophy, and theology at the beginning of the fourteenth century. This course examines a selection of cantos Dante's Inferno, Purgatorio, Paradiso in its cultural, theological, social and political context. In particular we will explore how the underground world imagined by the poet relates to late medieval urban life and culture. A guiding concern of the discussion is to assess the ways in which Dante changed our understanding of the relationship between the human and the divine, justice and love, will and reason, happiness and knowledge, literature and the Bible. Political turmoil, philosophical and theological paradigms social and religious conflict all converge in the making of the Comedy and will thus form crucial elements of our investigation.
Course equivalencies: X-ITAL312/CATH312/MSTU364

CATH 315 Mary and The Church (3 Credit Hours)
The course is structured as a chronological sweep through the history of ideas on Mary and her importance for understanding the God revealed in Jesus Christ. We will examine Mary's place throughout the seven major ages of Christianity with particular attention to the Early Church Age. After exploring the Mariologies of the Early Church Age, we will explore the continued development of Mariology, spending significant time thinking about Mariology in the Post-Modern Age through your papers and presentations.
Course equivalencies: THEO315/CATH315

CATH 316 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

CATH 317 Christian Thought: Ancient to Medieval (3 Credit Hours)
Early and medieval Christian Thought focuses upon the development of Christian thinking from the apostolic times to the eve of the Protestant Reformation. It centers on those individuals of the period who influenced thinking and practice in their as well as subsequent times. It also focuses upon important historical, social and political events that interacted with Christian doctrines throughout the centuries.
Course equivalencies: X-THEO317/CATH317/MSTU360

CATH 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

CATH 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

CATH 321 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original. Students will receive training in the understanding, appreciation, and criticism of works of medieval culture.
Course equivalencies: X-ENGL320/CATH321/MSTU308

CATH 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them. Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works.

CATH 345 Roman Catholic Social Thought (3 Credit Hours)
An introduction to the social documents of the Catholic Church in the modern era. This course presents a synthesis of the methodology, the anthropology, and the principles used by the Church in its moral reflection on the various social problems of our day.
Course equivalencies: X-THEO345/CATH345

CATH 361 St Augustine Works (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Course equivalencies: LATN361/CATH361
Outcomes:
students should be able to translate these works with proficiency, and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

CATH 379 Ecumenism in The 20th Century (3 Credit Hours)
Investigation of the principles of ecumenism as formulated in Vatican II. Study of the agreed statements of bilateral discussions between Christian communities.
Course equivalencies: X-THEO379/CATH379
Outcomes:
Students will be able to assess how various configurations of a religious worldview can both expand and foreshorten the way human thinking has gone on

CATH 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

CATH 393 Seminar Theology (3 Credit Hours)
An undergraduate seminar course in theology with variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

CATH 395 Directed Readings in Catholic Studies (3-6 Credit Hours)
An independent program of reading and research developed in consultation with either the Catholic Studies Program director or a supervising faculty member that teaches in Catholic Studies, culminating in a major project or paper.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 396 Seminar in Medieval Phil (3 Credit Hours)
This course will study selected issues from medieval philosophy.
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

Catholic Studies Minor

Loyola's Catholic Studies minor is an interdisciplinary program that incorporates courses in philosophy, theology, history, literature, classical studies, political science, and the arts. Students in the program:

- Focus on the multicultural, multidisciplinary phenomenon of Roman Catholicism.
- Explore the Catholic intellectual tradition as a set of developing meanings and values that informs the lives of Catholic communities.
- Learn about the developing nature of Catholic beliefs and practices through history, especially Catholicism's relationship with modern Western culture and political institutions.
- Discover what is often called the "Catholic imagination" in the production and expression of culture through literature, art, theater, and music.
- Study and engage in Catholic social teaching, issues of justice, and what the Church calls "the preferential option for the poor."

Related Programs

Major

- Theology (BA) (p. 662)

Certificate

- Christian Spirituality Certificate (p. 1456)

Curriculum

Each semester, courses that are approved to count toward the minor can be found on the courses page. If you have any questions about a

specific course or about your progress toward the minor, please contact the director, Naomi Fisher (nfisher1@luc.edu).

The Catholic Studies minor consists of six courses (18 credit hours). No more than two courses from a single academic discipline may count toward the minor, and at least two elective courses must be taken at the 300-level. Academic requirements are divided into three categories: foundational course, electives, and capstone seminar.

Code	Title	Hours
Foundational Course		
Select one of the following:		3
CATH 296	All Things Ignatian: Living and Learning in the Jesuit Trad [1]	
CATH 303	Topics in the Catholic Philosophical Tradition [2]	
Elective Courses		
Select five (5) courses from the Elective Course List. (p. 302) [3]		15
Capstone Seminar		
Students must attend three capstone seminars		
Total Hours		**18**

[1] CATH 296 fulfills an LUC Engaged Learning requirement and a (300-level) Theology elective.

[2] CATH 303 is cross-listed with PHIL 342, and so many instead count as an upper level Philosophy elective.

[3] At least one elective must be from Philosophy, one elective must be from Theology, and at least two electives must be 300-level.

Elective Courses

Students may choose the remaining five courses from several academic disciplines, including theology, philosophy, history, English, classical studies, fine arts, or political science. Courses may overlap with Core Curriculum requirements. At least one elective must be from Philosophy, at least one elective must be from Theology, and at least two must be 300-level.

Each semester, before registration is open, a list of the current courses that are approved for the minor will be published. Below is a list of courses from various academic disciplines which count toward the minor. Other courses are approved on a case-by-case basis.

Code	Title	Hours
Catholic Studies		
CATH 100	Introductory Topics in Catholic Studies	3-6
CATH 200	Intermediate Topics in Catholic Studies	3-6
CATH 300	Advanced Topics in Catholic Studies	3-6
CATH 395	Directed Readings in Catholic Studies	3-6
Classical Studies		
CLST 288	Greek Literature in Translation (designated sections)	3
CLST 289	Latin Literature in Translation (designated sections)	3
Latin		
LATN 315	The Latin Fathers (Latin prerequisite)	3
LATN 361	St Augustine's Works (Latin prerequisite)	3
Greek		
GREK 267	Intro to New Testament Greek	3
GREK 315	The Greek Fathers (Greek prerequisite)	3
English		
ENGL 287	Religion and Literature	3
ENGL 290	Human Values in Literature (designated sections)	3
ENGL 320	English Literature: Medieval Period	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
ENGL 325	British Literature-The Renaissance	3
ENGL 328	Studies in The Renaissance	3
ENGL 329	Milton	3
ENGL 383	Theology and Literature	1-3
Fine Arts		
FNAR 338	Medieval Art	3
FNAR 341	Renaissance Art - Painting	3
FNAR 344	Early Italian Renaissance Art	3
FNAR 345	Italian High Renaissance and Mannerist Art	3
FNAR 349	Art and the Catholic Tradition	3
History		
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century	3
HIST 310B	Medieval Culture	3
HIST 314A	The Jesuits: Life and History	3
HIST 309	Shipwreck Archaeology	3
HIST 310	The Middle Ages	3
HIST 314	Renaissance	3
HIST 315	The Reformation	3
Italian		
ITAL 314	Survey 13th & 14th Century Literature	3
Literature		
LITR 283 / CATH 383	Major Authors in Translation (section designated for Dante)	3
Philosophy		
PHIL 190	Loyola's Mission: The Philosophical Vision	3
PHIL 271	Philosophy of Religion	3
PHIL 304 / CLST 304	History of Ancient Philosophy	3
PHIL 305	Medieval Philosophy	3
PHIL 307	13th & 14th Century Philosophy	3
PHIL 312	Problems in the Philosophy of God	3
PHIL 320	The Philosophy of St Augustine	3
PHIL 340	Philosophy of St Thomas Aquinas	3
PHIL 342	Topics in the Catholic Philosophical Tradition	3
PHIL 399	Capstone Seminar on a Topic in Philosophy	3
Political Science		
PLSC 300	Contemporary Political Issues	3
Sociology		
SOCL 145	Religion & Society	3
Theology		
THEO 100	Christian Theology	3
THEO 232	New Testament	3
THEO 265	Sacraments and the Christian Imagination	3
THEO 266	Church & Global Cultures	3
THEO 267	Jesus Christ	3

THEO 279	Roman Catholicism	3
THEO 280	Religion & Interdisciplinary Studies	3
THEO 293	Christian Marriage	3
THEO 311	The Meaning of Jesus Christ	3
THEO 313	Gospels of Matthew, Mark & Luke	3
THEO 317	Christian Thought: Ancient-Medieval	3
THEO 318	Christian Thought: Reformation to Modern	3
THEO 330	Liberation Theology	3
THEO 383	Theology Arts & Literature	1-3

Capstone Seminars

All students working toward a Catholic studies minor must attend three capstone seminars with the program director or a designated Catholic studies faculty member during the final semester of the senior year. Two capstone seminars involve making presentations to fellow seniors. The purpose of these two presentations is to create an informal context for students to explore and discuss the relationship between the Catholic intellectual and artistic tradition and their major field of study using various media, including film, literature, theology, philosophy, poetry, autobiography, music, and development in the sciences. At the third capstone seminar, students will present their work to faculty members and a larger group of students participating in the Catholic studies minor.

Extracurricular Activities

The Catholic Studies program works closely with the Joan and Bill Hank Center for the Catholic Intellectual Heritage to promote a community of learning for students and faculty.

Students can take advantage of many academic, cultural, social, and religious opportunities including lectures, retreats, concerts, internships, social events, and group activities designed for the Catholic studies minors. The Loyola University Museum of Art (LUMA) often hosts exhibits and lectures focusing on artists who create their work through their exploration and interaction with Catholicism.

Research Fellowship

Every year, the Joan and Bill Hank Center for the Catholic Intellectual Heritage (CCIH), in support of the Catholic Studies Minor, funds a one-year fellowship to undergraduate students who are currently enrolled in the Catholic Studies Minor program. This fellowship is dedicated to the support of CCIH-funded faculty research projects, as well as CCIH's international research projects. Interested students should submit a completed application online through the Loyola Undergraduate Research Opportunities Program (LUROP) by March 1.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sequence 1		
Semester I		
CATH 296 or CATH 303	All Things Ignatian: Living and Learning in the Jesuit Trad or Topics in the Catholic Philosophical Tradition	3
	Hours	**3**
Semester II		
Lower Division Elective [1]		3
	Hours	**3**
Semester III		
Lower Division Elective [1]		3
	Hours	**3**
Semester IV		
Lower Division Elective [1]		3
	Hours	**3**
Semester V		
Upper Division Elective [1]		3
	Hours	**3**
Semester VI		
Upper Division Elective [1]		3
	Hours	**3**
	Total Hours	**18**

[1] At least one elective must be a THEO course; at least one elective must be a PHIL course. Only two courses from a single discipline can count toward the minor.

Double Dipping Policy

Per recommendations from the CAS's Academic Council, Catholic Studies will adhere to and enforce the following policies:

- Not less than 6 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.
- General exceptions will be made if approved by the chairs/directors of the department(s)/program(s) housing each affected major and minor. A list of standing general exceptions will be maintained by the Dean's office.
- Individual student exceptions may be made in appropriate cases by the Program Director. As always, comprehensive education is encouraged and valued; alternative classes and approaches may provide the perfect fit.
- As always, students are to make certain that an individual tracking sheet has been filled out with the Program Director and filed with the student's advisor.
- Departments and Programs may enforce stricter double-dipping policies than those stated above, which also should be provided to the Dean's Office.

Learning Outcomes

Upon completion of this program, students will:

- understand the nature of reality as advanced in Roman Catholicism, including the nature of the human person, our relations and obligations to each other and God, and the manner in which we come to know timeless truths. Students will be conversant with this vision as it is presented throughout the history of Catholicism, in thinkers such as St. Augustine, Pseudo-Dionysius the Areopagite, and St. Thomas Aquinas.
- engage with become familiar with the "Catholic imagination", as the manner in which Catholicism informs and enriches imaginative expression in the arts, in movements such as the Renaissance and the Catholic literary revival of the 19th and 20th centuries.
- know and be able to engage with Church history, including its institutional history and the development of doctrine and practice as well as the expression of Catholicism at various times, places, and cultures.
- understand and engage with the specifically Catholic notion of social justice, as advancing the common good through a holy life.

Chemistry and Biochemistry

The Department of Chemistry features strong programs in both undergraduate and graduate education. We offer BS degrees approved by the American Chemical Society (ACS) in Chemistry and in Biochemistry as well as BA degrees and minors in chemistry. Many undergraduate chemistry majors participate in the student affiliate of the American Chemical Society. Numerous opportunities for undergraduate research also exist and students are encouraged to participate in faculty directed research projects.

We also offer programs leading to MS and PhD degrees with specialization in Analytical, Biological, Chemistry Education, Inorganic, Organic, and Physical chemistry.

Undergraduate Programs

- Biochemistry (BA) (p. 310)
- Biochemistry (BS) (p. 313)
- Chemistry (BA) (p. 315)
- Chemistry (BS) (p. 317)
- Chemistry Minor (p. 319)

Chemistry and Biochemistry Department Policies

Prerequisite Policy

A student's lack of appropriate course prerequisites constitutes grounds for withdrawal from the class at any time.

Policy on Multiple Majors or Minors

The following modifies and clarifies the "Double-Dipping" policy (https://www.luc.edu/cas/double-dippingpolicy/) of the College of Arts & Sciences, as it pertains to the Department of Chemistry & Biochemistry.

Because of nearly complete overlap, the following degree combinations are not allowed from the Department of Chemistry and Biochemistry: BS Chemistry Major with BS Biochemistry Major, BS Biochemistry Major with BA Chemistry Major, BS Chemistry Major with BA Chemistry Major, and no Chemistry Major may be paired with a Chemistry Minor. Other majors, e.g. Forensic Science Majors or Biology Majors, that require substantial chemistry coursework, may still earn a minor as long as 8 additional, unique credits are completed that are not also counted toward any other major or minor requirements.

Course Repeat Rule

Effective with the Fall 2017 semester, students are allowed up to THREE attempts to pass Chemistry courses with a C- or better grade. The three attempts include withdrawals (W). The Department advises that it is preferable to complete a course with a grade of C or C-, and to demonstrate growth in future coursework, than to withdraw from a course.

After the second attempt, the student must secure Department approval for a third attempt. Students must fill out the permission to register form, and arrange a meeting with the Undergraduate Program Director, Assistant Chairperson, or Chairperson in Chemistry. If approved, a signed copy of this form is then sent to a student's Advising office to secure final permission for the attempt.

Students must earn a grade of C- or higher in their final attempt to meet the pre-requisites for subsequent CHEM courses.

Requirements for Departmental Honors

In order to receive chemistry & biochemistry departmental honors, students must have a Loyola GPA in chemistry & biochemistry major courses (CHEM XXX) of 3.5 or higher exclusive of CHEM 300 and CHEM 380 and have completed at least one semester of CHEM 300 & CHEM 380. (CHEM 380 requirement effective as of May 2020 graduates and beyond).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Chemistry (CHEM)

Biochemistry students should visit the Biology page for their course descriptions (p. 278).

CHEM 101 General Chemistry A Lecture/Discussion (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Co-requisites: CHEM 111 and MATH 118
A year of high school chemistry is recommended; This non-majors course deals with the development of basic chemical principles. Multiple perspectives of matter will be used to describe and explain characteristics, properties, and relationships across the following topics: atomic structure, nuclear chemistry, periodicity, molecular structure, chemical bonding, chemical reactions, thermochemistry, aqueous solutions, gases
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 101
Outcomes:
Students will learn the foundational concepts of chemistry in these topic areas and develop skills in scientific problem solving and critical thinking

CHEM 102 General Chemistry B Lecture/Discussion (3 Credit Hours)
Pre-requisites: CHEM 101 or CHEM105; MATH 118 or equivalent
This non-majors course further develops principles from CHEM 101 & requires in-depth integration of concepts. Multiple perspectives of matter will be used to describe/explain characteristics, properties, & relationships across the following topics: liquids & solids, solutions, reaction kinetics, equilibria, acids & bases, reaction thermodynamics, electrochemical reactions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 102
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking and synthesis of concepts

CHEM 102D General Chemistry B Discussion (0 Credit Hours)
Discussion to accompany the CHEM 102 lecture section.

CHEM 105 Chemical Principles (4 Credit Hours)
Pre-requisites: Math Placement Test or Math 117
Lecture, discussion and laboratory course for majors covering stoichiometry, reactions in aqueous solution, states of matter, electronic structure, thermodynamics, chemical bonding, molecular geometry and intermolecular forces. Emphasis given to writing electron configurations and Lewis diagrams, predicting molecular geometry and properties, mass/mole conversions and solving thermodynamic and gas law problems.
Outcomes:
Students will learn basic chemical principles in these areas

CHEM 106 Basic Inorganic Chemistry (4 Credit Hours)
Pre-requisites: CHEM 105 AND MATH 118 or equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 111 General Chemistry Lab A (1 Credit Hour)
Pre-requisites: MATH 117 or placement test equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 111
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 112 General Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105) and MATH 118 (or equivalent)
The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 112
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 160 Chemical Structure and Properties (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include atomic structure, periodic properties, bonding and properties of molecules, solid states, interactions and connections of light and matter, quantum and molecular mechanics models of atoms and molecules.
Outcomes:
Students will use multiple perspectives of matter to describe and explain how atomic, molecular and interparticle structure determines the properties of common materials

CHEM 161 Chemical Structure and Properties Laboratory (1 Credit Hour)
Pre-requisites: MATH 117 or equivalent
Laboratory course designed to create foundational knowledge and proficiency in essential chemistry lab skills including developing the knowledge and use of PPE, MSDS, and Chemical labels, basic statistical analysis and graphing, proper usage of common laboratory equipment and instrumentation, and keeping a laboratory notebook and writing reports.
Outcomes:
Students will learn essential chemistry lab skills, including best practices for chemical safety and hygiene, laboratory equipment, instrumentation, writing techniques, and measurements

CHEM 171 General Chemistry for Engineering Science Majors (3 Credit Hours)
Pre-requisites: MATH 118 or Math Placement Test; Co-requisite CHEM 173; Restricted to Engineering Science Students; A good background in high school chemistry is recommendation
This course is designed to acquaint students in engineering science with fundamental concepts of chemistry as well as their applications in the field of engineering. Students will survey topics in atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry. A good background in high school chemistry is recommendation.
Outcomes:
Students should demonstrate proficient understanding of fundamental concepts and skills of general chemistry as well as their applications in the field of engineering

CHEM 173 General Chemistry Lab for Engineering Science Majors (1 Credit Hour)
Pre-requisites: MATH 118 or equivalent; Co-requisite: CHEM 173; Enrollment is restricted to declared ENGR majors; A good background in high school chemistry is recommendation
This lab course is a companion course to CHEM 171 General Chemistry for Engineering Science and is designed to support the development of chemistry concepts within the following topics: atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry.

CHEM 180 Chemical Reactivity I (3 Credit Hours)
Pre-requisites: CHEM 160 and MATH 118 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include acids and bases, buffers, chemical equilibrium, molecular thermodynamics and kinetics, nucleophilic substitutions, elimination reactions, carbonyl compounds and reactions with applications to biochemical pathways.
Outcomes:
Students will use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions

CHEM 181 Chemical Reactivity I Lab (1 Credit Hour)
Pre-requisites: CHEM 160, CHEM 161, and MATH 118 or equivalent
Laboratory course designed to utilize experiments to illustrate the relationships between the structures of compounds and their resulting properties Topics include identification of compounds using chromatography, mass spectrometry, infrared spectroscopy, and NMR, separation methods. Additional skills in analytical reasoning and information literacy will also be developed.
Outcomes:
Students will establish best practices for working safely in lab, analyzing compounds, interpreting spectra, and purification of reaction products

CHEM 186 Science and Culture of Food (3 Credit Hours)
Pre-requisites: CHEM 180 or CHEM 221 or CHEM 222 or CHEM 223 or CHEM 224; GNUR 160 may substitute for the CHEM course prerequisite
Food is chemistry, culture, and community. In this study abroad course, students explore the science that underlies the taste, texture, and transformation of foods--and how those scientific processes are deeply tied to local traditions and cultural identities. Through lectures, tastings, and local excursions, students discover the chemical and biochemical processes behind fermentation, baking, coffee and tea preparation, cheese making, and more. By engaging directly with local producers, artisans, and food experts, students connect chemistry with sustainability, history, and community well-being.
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe basic chemical and biochemical processes that occur during food preparation and preservation; Explain how processing affects the sensory and nutritional properties of foods and beverages; Identify connections between local food traditions and the underlying chemistry; Reflect on how food and science connect to culture, sustainability, and personal experience; Communicate scientific and cultural insights clearly in writing and discussion; Demonstrate understanding of the chemical and biochemical processing and effects on the human biochemical processes of non-alcoholic beverages (tea, coffee, herbal infusions, juices)

CHEM 195 Foundational Concepts in Chemistry (1-3 Credit Hours)
Foundational Chemistry seminar/topics course, 1-3 credit hours. Chemical topics vary by section and are selected from the CHEM 100- and/or 200-level Departmental curriculum. Departmental consent required.
Outcomes:
Students will use multiple perspectives of matter to describe and explain characteristics, properties, and relationships of chemical systems

CHEM 212 Quantitative Analysis Lecture (3 Credit Hours)
Pre-requisites: CHEM 106 or 102 and 112
This lecture course provides an introduction to modern analytical quantitative chemistry. Topics include chemical equilibrium, statistical analysis of data as well as modern and classical methods of chemical analysis.
Interdisciplinary Option: Forensic Science

CHEM 214 Quantitative Analysis Laboratory (1 Credit Hour)
Pre-requisites: CHEM 106 or 102 and 112; Pre or co-requisite: CHEM 212
This laboratory course introduces students to classical and modern methods of chemical analysis and teaches wet chemical laboratory techniques.
Interdisciplinary Option: Forensic Science

CHEM 221 Organic Chemistry I Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 106; Chemistry and Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors covering structure and bonding in organic molecules; nomenclature, chemical and physical properties and reactions of non-aromatic hydrocarbons, alkyl halides, alcohols, ethers; stereochemistry and conformational analysis; and spectroscopy.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will understand the chemical behavior of organic molecules and the mechanisms of reactions

CHEM 222 Organic Chemistry II Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 221; Chemistry & Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors continuing from 221 covering nomenclature, properties, reactions, syntheses, and spectroscopy of further classes of aliphatic and aromatic compounds, carbohydrates and other polyfunctional compounds.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to assign IUPAC names, spectroscopically identify, prepare, and propose reactions for these groups

CHEM 223 Organic Chemistry A Lec/Disc (3 Credit Hours)
Pre-requisites: (CHEM 102 or CHEM 106) and MATH 118 (or equivalent)
Lecture and discussion course for non-chemistry majors surveying nomenclature, structures, properties, stereochemistry, reactions, mechanisms, and syntheses of aliphatic hydrocarbons, alkyl halides, alcohols, and ethers.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 224 Organic Chemistry B Lec/Disc (3 Credit Hours)
Pre-requisites: CHEM 223 or 221
The second semester lecture and discussion course of a two semester sequence, a continuation of CHEM 223 for non-chemistry majors emphasizing the organic chemistry of conjugated systems, aromatic compounds, carbonyl compounds, amines, carboxylic acids and their derivatives, carbohydrates, lipids, and proteins.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 225 Organic Chemistry Lab A (1 Credit Hour)
Pre-requisites: CHEM 102 and 112 (or CHEM 106) and MATH 118 (or equivalent)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from CHEM 223 and to expose students to the safe handling of organic chemicals.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will acquire basic laboratory techniques and practices for working with organic chemicals

CHEM 226 Organic Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 223 and CHEM 225 (or CHEM 221)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from 224 and to expose students to organic synthesis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will perform reactions to prepare known organic compounds and then isolate and characterize the reaction products

CHEM 240 Chemical Reactivity II (3 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181; Bioinformatics majors have Pre-requisite: CHEM 180 Outcomes: Students will increase their ability to use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the reactivity of: alkenes, arenes, alkynes, and polyfunctional organic molecules. These topics will expand and enhance the ability to use chemical principles to explain natural phenomena.

CHEM 241 Chemical Reactivity II Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 242 Chemical Synthesis Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results. Students will also learn how to search the chemistry literature for existing synthesis laboratory procedures.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 260 Quantitative Methods in Chemistry (3 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181 and MATH 131 (or MATH 161); BIOI-BS majors, Pre-requisite: CHEM 180 and MATH 131 (or MATH 161)
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include quantitative description of gases, liquids, and solutions, kinetics of chemical reactions, chemical equilibria, acids and bases, the thermodynamics of chemical reactions, electrochemistry, and spectroscopy.
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking, and synthesis of concepts

CHEM 261 Quantitative Methods in Chemistry Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181 and MATH 131 (or MATH 161)
Laboratory course designed for non-majors. The course provides students continued laboratory and chemical safety topics, scientific writing, peer review, and importance of articulating lab results in content. It will teach students how to perform chemical analysis using a variety of techniques including titration, kinetics, and spectrophotometry. Students also learn about the peer review process.
Outcomes:
Students will utilize best practices for working safely in lab during experiments designed to include kinetics, acids & bases, buffers, and spectrophotometry

CHEM 272 Analytical Chemistry Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181, and MATH 131 (or MATH 161)
This course continues exposure to laboratory and chemical safety topics, scientific writing, and articulating experiment results. The course utilizes hands-on lab experiments to teach a variety of analytical methods for quantifying a diverse set of chemical species. Data analysis, calibration methods, peer review are also of focus.
Outcomes:
Students will utilize best practices for lab safety, demonstrate application of analytical methods in chemical analysis, articulate results through scientific writing, and explain importance of accuracy & precision of data

CHEM 280 Environmental & Chemical Analysis (3 Credit Hours)
Pre-requisites: CHEM 240 and CHEM 260; Pre- or Co-requisite: CHEM 272
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the chemical analytical process, sample preparation, quantitative analysis, and data evaluation and validation. These topics will expand and enhance the ability to use chemical principles to analyze various types of environmental samples.
Outcomes:
Students will increase their ability to use both qualitative and quantitative reasoning to follow the chemical analytical process for various types of samples encountered in the Environment, Life Sciences, and Industry

CHEM 300 Undergraduate Research (1-6 Credit Hours)
Pre-requisites: Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the department office, and the completed form (signed by the student, instructor, and chairperson) must be deposited in the chemistry office before the student can register for the course
This course gives undergraduate students an opportunity to participate in research in a selected area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

CHEM 300P Introduction to Chemistry Research (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105)
This two week course will focus on issues of chemical safety, research protocols, data recording, and instrumentation use. Typical course meetings will involve in-class presentations, group discussions, and hands-on experience.
Outcomes:
Expose students to of essential and important issues of chemical safety, research protocols, data recording, and instrumentation use for students preparing for undergraduate and graduate chemistry research

CHEM 301 Physical Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles and applications of thermodynamics and kinetic theory and emphasizing the laws of thermodynamics and statistical theory and their ramifications for equilibrium and non-equilibrium systems.
Outcomes:
Students will acquire fundamental knowledge of work, heat, their interconversions and the relationships between entropy, free energy and heat capacity

CHEM 302 Physical Chemistry II (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles of quantum mechanics with the applications to chemical properties and spectroscopy of atoms and molecules.
Outcomes:
Students will acquire fundamental knowledge of the physical laws that govern chemical processes, and learn how to apply these laws to predict the structure and properties of chemical systems

CHEM 303 Physical Chemistry Lab I (2 Credit Hours)
Co-requisites: CHEM 302
Pre or This course covers principles and techniques of experimental physical chemistry including the practice of numerical data analysis, solid-state electronics, and vacuum technology along with their applications to magnetic resonance, high-resolution spectroscopy, and chemical thermodynamics. Outcome: Students will acquire broad-based knowledge of laboratory skills central to experimental physical chemistry.

CHEM 305 Physical Biochemistry for the Biological Sciences (3 Credit Hours)
Pre-requisites: (CHEM 240 and 260) or CHEM 222 or CHEM 224, and PHYS 112, and MATH 132 or equivalent; Restricted to Biochemistry and Forensic Science majors
Lecture course covering principles and biological applications of thermodynamics, kinetics, quantum mechanics and molecular spectroscopy.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will learn how fundamental concepts in physical chemistry can be used to understand biological processes

CHEM 306 Physical Biochemistry Lab (1 Credit Hour)
Pre-requisites: CHEM 305
This laboratory course will introduce apparatus, and analysis used in experimental physical chemistry for biochemistry students.
Outcomes:
Students will acquire broad-based knowledge of laboratory skills central to biophysical chemistry

CHEM 307 Inorganic Chemistry (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 242 and CHEM 260) or CHEM 222 or (CHEM 224 and CHEM 226); Restricted to Biochemistry majors
Lecture course covering atomic structure, chemical bonding, and transition metal, solid state, organometallic and bioinorganic chemistry.
Outcomes:
Students will learn chemical principles in important areas of inorganic chemistry

CHEM 314 Instrumental Analysis (4 Credit Hours)
Pre-requisites: (CHEM 272 and CHEM 280) or (CHEM 212, CHEM 214, and (CHEM 222 or (CHEM 224 and CHEM 226); and PHYS 112 or PHYS 122; Restricted to Chemistry majors
This course discusses and demonstrates how instrumental techniques such as atomic spectroscopy, molecular spectroscopy, mass spectrometry and chemical separations can be used to identify the chemical composition of a sample. The hands-on approach will enable students to perform instrumental analysis independently.
Outcomes:
Students will be able to select the most suitable analytical method to identify a sample

CHEM 323 Medicinal Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
This course examines how medicinal chemists design and synthesize drug candidates to meet FDA requirements of efficacy and safety, and how a testing strategy measures efficacy vs. toxicity comprising the therapeutic index. Topics include drug-receptor/enzyme binding, PK, ADME, patenting of IP, and the ethical aspects of pharmaceuticals.
Outcomes:
Students will be able explain the strategy of drug candidate analog design, synthesis, binding and inhibition constants, drug testing strategies, pharmacokinetics, structure-activity relationships (SAR), and the therapeutic index of drugs

CHEM 340 Advanced Inorganic Chemistry (3 Credit Hours)
Pre-requisites: CHEM 302
Lecture course covering modern theories of atomic and molecular structure as applied to inorganic chemistry with discussion of acid-base theories, the chemistry, spectra and reaction mechanisms of coordination and organometallic compounds. Symmetry is used to develop molecular orbital diagrams, predict geometry, hybridization schemes and interpret electronic spectra.
Outcomes:
Students will learn chemical principles in these areas

CHEM 341 Advanced Inorganic Laboratory (1 Credit Hour)
Pre- or co-requisites: CHEM 340
A laboratory course illustrating topics and techniques used in modern inorganic chemistry; coordination and organometallic compounds are prepared and characterized by IR, UV-Vis and NMR spectroscopy, and magnetic susceptibility measurements. All experimental work is recorded in a laboratory notebook and includes a formal written report.
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 361 Principles of Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course examines the structural' functional relationships in proteins, nucleic acids, carbohydrates and lipids as well as their metabolic pathways. CHEM 361 is cross-listed with BIOL 366. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees. These students must take CHEM 370.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will be able to demonstrate an understanding of biological molecules and how they are metabolized

CHEM 365 Proteomics (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
Proteomics describes and deciphers the protein structures that are the result of biochemical interactions encoded in a genome. To understand these processes, proteins have to be identified, sequenced, categorized, and classified with respect to their function and interaction in a protein network. This course will teach students how to characterize functional protein networks, examine their dynamic alteration during physiological and pathological processes. The course will also cover techniques to analyze and identify proteins using protein databases and study protein to protein interactions in the discover of drugs for diseases.
Interdisciplinary Option: Bioinformatics
Course equivalencies: CHEM365/BIOI386

CHEM 370 Biochemistry I (3 Credit Hours)
Pre-requisites: CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240 and CHEM 242 pre-req, and CHEM 260 co-req); Restricted to Chemistry and Biochemistry majors
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways. Chemistry and Biochemistry majors must take CHEM 370. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate an understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 371 Biochemistry II (3 Credit Hours)
Pre-requisites: CHEM 370
This is the second part of a two-semester Biochemistry lecture series that emphasizes important biochemical concepts on lipid, amino acid and nucleotide metabolic pathways as well as the structure and function of nucleic acids. Special topics on sensory systems, motility, immunology and drug development will also be discussed.
Outcomes:
Students will be able to demonstrate an understanding of metabolic pathways and of current research topics in biochemistry

CHEM 372 Biochemistry Laboratory I (2 Credit Hours)
Pre-requisites: CHEM 242 or CHEM 222 or CHEM 226; and (CHEM 260 and CHEM 272) or (CHEM 212 and CHEM 214); and CHEM 370; Restricted to Biochemistry majors
This laboratory is designed to simulate a research experience and to teach basic techniques utilized in a biochemistry laboratory. The course theme involves a comparative investigation of the enzyme glyceraidehyde-3-phosphate dehydrogenase (GAPDH) from various animal sources. All procedures required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on GAPDH from either an aquatic or land animal source, e.g., trout, tuna, pork beef or chicken.
Outcomes:
Students will be able to purify and characterize an enzyme in a research context

CHEM 373 Biochemistry Laboratory II (2 Credit Hours)
This laboratory course is designed to simulate a research project in which molecular biology techniques and biochemistry are integrated. Those techniques are used as important tools to help solve questions in enzyme structure and function. he course theme involves an investigation on the relationship between protein structure and function of the ADP-glucose pyrophosphorylase (ADP-Glc PPase) from Escherichia coli. All procedure required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on a specific ADP-Glc PPase that has been previously obtained in a recombinant form. Their genes will be provided in a plasmid form. The student will learn strategies to produce and test a hypothesis in this area. Additionally, the student will learn how to integrate molecular biology techniques and biochemistry.
Outcomes:
Students will study the basic concepts of enzyme structure relationships and how to investigate them

CHEM 380 Chemistry Seminar (1 Credit Hour)
Pre-requisites: CHEM 240 or CHEM 222 or CHEM 224
A weekly seminar course with presentations, generally given by outside speakers, covering topics in chemistry usually not encountered in the classroom.
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

CHEM 385 Advanced Enzyme Kinetics and Mechanisms (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be topics that are related to modern enzymology. The structure of this course will involve lectures by Dr. Ballicora for each topic, and discussion with the students.
Outcomes:
Students will be able to understand enzyme mechanisms and be able to make oral presentations on recently published articles

CHEM 386 The Chemistry of Enzymes (3 Credit Hours)
Pre-requisites: CHEM 370, restricted to Biochemistry majors
The course describes the chemical strategies employed by enzymes to accelerate reactions combined with an examination of the specialized methods employed to study enzyme chemistry. The course is lecture based with concurrent problems sets. The course content will focus on deductive reasoning to understand what is observed how best analyze data obtained from the study of enzymes.
Outcomes:
Students will gain an understanding of transient state chemical kinetics as it pertains to the study of enzymes

CHEM 387 Plant Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be about topics that are related to plant biochemistry and metabolism. The structure of the course will involve lectures for each topic, with discussion with the students. Students will learn how plants and photosynthetic organisms acquire and process energy. Plant metabolism will constitute a central part of the course, focusing on the main differences from other living organisms. A solid understanding of plant metabolism will inspire the student to think about all the possibilities that plant biochemistry and biotechnology offer to solve critical problems, such as malnutrition, global climate change, drug discovery, and infectious diseases.
Outcomes:
Students will be able to understand how knowledge of plant biochemistry is important in many areas, including medicine, nutrition and climate change

CHEM 388 Biophysical Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or 370
Survey of experimental methods for the physicochemical characterization of biomolecules. Topics include electrophoresis, mass spectrometry, calorimetry, optical spectroscopy, NMR, and X-ray crystallography.
Outcomes:
Students will have a conceptual understanding of different experimental methods for the physicochemical characterization of biomolecules and will be able to evaluate utility and limitations of the different approaches

CHEM 395 Special Topics in Chemistry (0-3 Credit Hours)
Pre-requisites: Satisfactory progress toward completion of the core chemistry courses, and junior or senior status
Course content varies from semester to semester and has included advanced topics in analytical, inorganic, organic, physical, and biochemistry.
Outcomes:
Students will acquire an advanced understanding of a selected topic in chemistry

CHEM 395B Bioethics Minor Capstone: Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when CHEM 395 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and chemical issues with regard to the special topic in chemistry

CHEM 396 Special Topics in Biochemistry (1-3 Credit Hours)
1) Course content varies from semester to semester and includes advanced topics in biochemistry. 2) Satisfactory progress toward completion of the core chemistry courses, and junior or senior status. 3) Students will acquire an advanced understanding of a selected topic in biochemistry.

CHEM 399 Internship in Biochemistry or Chemistry (2-3 Credit Hours)
A supervised field placement to give students training or work experience in aspects of biochemistry or chemistry that are not commonly available on campus. Students will work outside the classroom (e.g. industrial setting or national lab) applying and extending their biochemistry or chemistry skills, typically for at least 150 hours to receive 3 credits or for more than 100 hours for 2 credits. Permission of faculty advisor Students must complete a total of 3 credits to receive engaged learning credit. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biochemistry or chemistry related job settings

Biochemistry (BA)

The Department of Chemistry & Biochemistry offers four undergraduate major degree programs: BA in Chemistry, BA in Biochemistry, BS in Chemistry, and the BS in Biochemistry. These programs follow prescribed professional guidelines and the CHEM-BS degree is approved by the American Chemical Society. Loyola programs are unique because of the close contact between students and faculty, due to smaller class sizes in advanced classes. Chemistry & Biochemistry faculty members spend significant time assisting students both in and out of the classroom.

Loyola's Bachelor of Science (BS) degree programs in Chemistry or Biochemistry offer opportunities to excel in a fundamental area of science. The prestige of these programs is based on the success of students in developing their goals for work in industry, academia, and/or diverse professional schools and in adopting the Loyola mission of applying knowledge in the service of humanity.

The programs in Chemistry and Biochemistry lay firm foundations for majors and give other students a cultural background in these fields. The BS programs are intended primarily for those undergraduates who have career goals in Chemistry or Biochemistry (i.e., an industrial or academic chemistry career most probably following graduate training for the MS and/or PhD degrees) but are also good preparation for careers in medicine, law, pharmacy and other professions.

The BA programs are intended for those undergraduates who have career goals in fields other than Chemistry or Biochemistry, but for which a strong background is desirable (e.g., medicine, dentistry, technical sales, patent law). These programs are also intended to provide additional schedule flexibility for students (e.g., study abroad, early graduation, double majors).

Related Programs

Major

- Biochemistry (BS) (p. 313)
- Chemistry (BA) (p. 315)
- Chemistry (BS) (p. 317)

Curriculum

LUC Chemistry is taking a modern, integrated approach to foundational coursework.

- Aligns with the latest American Chemical Society (ACS) and American Association of Medical Colleges (AAMC) standards & guidelines
- Themes: structure-activity relationships; culture and practice of science; energy; polymers, proteins, and macromolecules;

sustainability; chemical synthesis, purification, characterization, and analysis.

- With such knowledge and skills, you should be prepared to further excel in upper-level coursework that specializes your work in the specific major you have chosen.

In addition to the required courses listed below,CHEM 300 Undergraduate Research is strongly recommended. Credit hours earned in CHEM 300 Undergraduate Research or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the BS degree requirement. Both CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are required for Departmental honors. The CHEM-BS degree is accredited by the American Chemical Society.

Code	Title	Hours
Chemistry Courses Required		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 242	Chemical Synthesis Laboratory	2
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 305	Physical Biochemistry for the Biological Sciences	3
CHEM 306	Physical Biochemistry Lab	1
CHEM 307	Inorganic Chemistry	3
CHEM 370	Biochemistry I	3
CHEM 371	Biochemistry II	3
Biochemistry Focus Elective		
Select one of the following:		3
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
Biochemistry Elective		
Select one of the following:		3
CHEM 323	Medicinal Chemistry	
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
CHEM 396	Special Topics in Biochemistry	
BIOL 335		
BIOL 380	Genetics and Evolution of Development	
BIOL 382	Molecular Genetics	
BIOL 388	Bioinformatics	
BIOL 389		
Physics Courses Required		
PHYS 111	College Physics I Lec / Dis	3
PHYS 112	College Physics II Lec/Disc	3
PHYS 111L	College Physics Laboratory I	1
PHYS 112L	College Physics Lab II	1
Math Courses Required		
MATH 131 or MATH 161	Applied Calculus I Calculus I	3
MATH 132 or MATH 162	Applied Calculus II Calculus II	3
Biology Courses Required		
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
Total Hours		**66**

- Core requirements (p. 989)
- Please visit http://www.luc.edu/cas/academics_degreerequirements.shtml#college (https://www.luc.edu/cas/academics_degreerequirements.shtml/#college) to view other CAS requirements.
- For chemistry course descriptions and pre and co-requisite information, please visit here (p. 304).

All chemistry majors are assigned a chemistry faculty advisor. Please meet with your advisor on a regular basis, at least twice a year, for assistance with your chemistry schedule, research possibilities, graduate school information and more. If you do not know who your advisor is please call the chemistry department at 773/508-3100 or come to the department office located in Flanner Hall room 125.

Suggested Sequence of Chemistry, Biology, Math, and Physics Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Students **not** placing in MATH 118 Precalculus II or higher cannot start the Chemistry sequence until MATH 117 Precalculus I is completed with a grade of C- or better. Such students are advised to enroll in first-year Chemistry courses in the summer sessions (after meeting the math requirement) in order to complete the major in four years

Course	Title	Hours
Freshman		
Fall		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3
	Hours	**11**

Spring		
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132 or MATH 162	Applied Calculus II or Calculus II	3
	Hours	**11**
Sophomore		
Fall		
BIOL 282	Genetics	3
CHEM 240	Chemical Reactivity II	3
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
	Hours	**10**
Spring		
BIOL 251	Cell Biology	3
BIOL 283	Genetics Laboratory	1
CHEM 242	Chemical Synthesis Laboratory	2
CHEM 260	Quantitative Methods in Chemistry	3
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
	Hours	**13**
Junior		
Fall		
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 305	Physical Biochemistry for the Biological Sciences	3
CHEM 370	Biochemistry I	3
	Hours	**8**
Spring		
CHEM 306	Physical Biochemistry Lab	1
CHEM 307	Inorganic Chemistry	3
CHEM 371	Biochemistry II	3
	Hours	**7**
Senior		
Fall		
Biochemistry Focus Electives		
Select one of the following:		3
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
	Hours	**3**
Spring		
Biochemistry Electives		
Select one of the following:		3
CHEM 323	Medicinal Chemistry	
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
CHEM 396	Special Topics in Biochemistry	
BIOL 380	Genetics and Evolution of Development	
BIOL 382	Molecular Genetics	
BIOL 388	Bioinformatics	
STAT 335	Introduction to Biostatistics	
	Hours	**3**
	Total Hours	**66**

CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are strongly recommended and required to receive Departmental Honors with graduation. Credit hours earned in CHEM 300 Undergraduate Research and/or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the BIOC degree requirement. CHEM 361 Principles of Biochemistry does not count towards the BIOC-BA degree.

Mathematics Preparedness for Chemistry

Students intending to register for a chemistry course will need a background in mathematics that is commensurate with the computational requirements of the chemistry course. Evidence of math preparedness is obtained from results of the ACT/SAT and of a Mathematics Placement Assessment (MPA) administered by the College in conjunction with the Department of Mathematics and Statistics. Students who are found to be mathematically under prepared are required to pass the appropriate course or sequence of courses in mathematics with a grade of "C-" or better before they register for a chemistry course. More information regarding placement by ACT/SAT and the MPA can be found at http://www.luc.edu/math/placement/.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Major in Chemistry or Biochemistry, students will be able to:

- answer knowledge and comprehension type questions related to fundamental chemical concepts and demonstrate fluency with basic facts, terminology, and principles in the various subfields of chemistry.
- understand and describe the chemical basis of life, our natural resources and environments, and the universe.

- retrieve, research, synthesize, and critically evaluate scientific literature.
- design and implement experiments that test predictive hypotheses, gather relevant data, analyze results, and interpret the significance of these results.
- operate state of the art equipment used by chemists and biochemists.
- engage in scientific reasoning with claims based on supported evidence and communicate effectively results and interpretations of scientific research.

Biochemistry (BS)

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Related Programs

Major

- Biochemistry (BA) (p. 310)
- Chemistry (BA) (p. 315)
- Chemistry (BS) (p. 317)

Curriculum

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- Themes: structure-activity relationships; culture and practice of science; energy; polymers, proteins, and macromolecules; sustainability; chemical synthesis, purification, characterization, and analysis.
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CHEM 306	Physical Biochemistry Lab	1
CHEM 307	Inorganic Chemistry	3
CHEM 370	Biochemistry I	3
CHEM 371	Biochemistry II	3
CHEM 372	Biochemistry Laboratory I	2
CHEM 373	Biochemistry Laboratory II	2
Biochemistry Focus Elective		
Select one of the following:		3
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
Biochemistry Elective		
Select one of the following:		3
CHEM 323	Medicinal Chemistry	
CHEM 365	Proteomics	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
CHEM 396	Special Topics in Biochemistry	
BIOL 380	Genetics and Evolution of Development	
BIOL 382	Molecular Genetics	
BIOL 388	Bioinformatics	
BIOL 389		
Physics Courses Required		
PHYS 111	College Physics I Lec / Dis	3
PHYS 112	College Physics II Lec/Disc	3
PHYS 111L	College Physics Laboratory I	1
PHYS 112L	College Physics Lab II	1

Math Courses Required		
MATH 131	Applied Calculus I	3
or MATH 161	Calculus I	
MATH 132	Applied Calculus II	3
or MATH 162	Calculus II	
STAT 203	Introduction to Probability & Statistics	3
Biology Courses Required		
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
Total Hours		**73**

- Core requirements (p. 989)
- Please visit http://www.luc.edu/cas/academics_degreerequirements.shtml#college (https://www.luc.edu/cas/academics_degreerequirements.shtml/#college) to view other CAS requirements.
- For chemistry course descriptions and pre and co-requisite information, please visit here (p. 304).

All chemistry majors are assigned a chemistry faculty advisor. Please meet with your advisor on a regular basis, at least twice a year, for assistance with your chemistry schedule, research possibilities, graduate school information and more. If you do not know who your advisor is please call the chemistry department at 773/508-3100 or come to the department office located in Flanner Hall room 125.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Students **not** placing in MATH 118 Precalculus II or higher cannot start the Chemistry sequence until MATH 117 Precalculus I is completed with a grade of C- or better. Such students are advised to enroll in first-year Chemistry courses in the summer sessions (after meeting the math requirement) in order to complete the major in four years.

Course	Title	Hours
Freshman		
Fall		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3-4
	Hours	**11-12**
Spring		
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132 or MATH 162	Applied Calculus II or Calculus II	3-4
	Hours	**11-12**
Sophomore		
Fall		
BIOL 282	Genetics	3
CHEM 240	Chemical Reactivity II	3
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
STAT 203	Introduction to Probability & Statistics	3
	Hours	**13**
Spring		
BIOL 251	Cell Biology	3
BIOL 283	Genetics Laboratory	1
CHEM 242	Chemical Synthesis Laboratory	2
CHEM 260	Quantitative Methods in Chemistry	3
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
	Hours	**13**
Junior		
Fall		
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 305	Physical Biochemistry for the Biological Sciences	3
CHEM 370	Biochemistry I	3
	Hours	**8**
Spring		
CHEM 306	Physical Biochemistry Lab	1
CHEM 307	Inorganic Chemistry	3
CHEM 371	Biochemistry II	3
	Hours	**7**
Senior		
Fall		
CHEM 372	Biochemistry Laboratory I	2
Biochemistry Elective (p. 314)		3
	Hours	**5**
Spring		
CHEM 373	Biochemistry Laboratory II	2
Biochemistry Elective (p. 314)		3
	Hours	**5**
	Total Hours	**73-75**

Two Biochemistry Electives Are Required

One course must be from among these Biochemistry Focus Electives:

Code	Title	Hours
CHEM 365	Proteomics	3
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	3
CHEM 386	The Chemistry of Enzymes	3

CHEM 387	Plant Biochemistry	3
CHEM 388	Biophysical Chemistry	3

and for the other you can choose from any of these Biochemistry Electives:

Code	Title	Hours
CHEM 323	Medicinal Chemistry	3
CHEM 365	Proteomics	3
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	3
CHEM 386	The Chemistry of Enzymes	3
CHEM 387	Plant Biochemistry	3
CHEM 388	Biophysical Chemistry	3
CHEM 396	Special Topics in Biochemistry	1-3
BIOL 380	Genetics and Evolution of Development	3
BIOL 382	Molecular Genetics	3
BIOL 388	Bioinformatics	3

CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are strongly recommended and required to receive Departmental Honors with graduation. Credit hours earned in CHEM 300 Undergraduate Research and/or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the BIOC degree requirement. CHEM 361 Principles of Biochemistry does not count towards the BIOC-BA degree.

Mathematics Preparedness for Chemistry

Students intending to register for a chemistry course will need a background in mathematics that is commensurate with the computational requirements of the chemistry course. Evidence of math preparedness is obtained from results of the ACT/SAT and of a Mathematics Placement Assessment (MPA) administered by the College in conjunction with the Department of Mathematics and Statistics. Students who are found to be mathematically under prepared are required to pass the appropriate course or sequence of courses in mathematics with a grade of "C-" or better before they register for a chemistry course. More information regarding placement by ACT/SAT and the MPA can be found at http://www.luc.edu/math/placement/.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Major in Chemistry or Biochemistry, students will be able to:

- answer knowledge and comprehension type questions related to fundamental chemical concepts and demonstrate fluency with basic facts, terminology, and principles in the various subfields of chemistry.
- understand and describe the chemical basis of life, our natural resources and environments, and the universe.
- retrieve, research, synthesize, and critically evaluate scientific literature.
- design and implement experiments that test predictive hypotheses, gather relevant data, analyze results, and interpret the significance of these results.
- operate state of the art equipment used by chemists and biochemists.
- engage in scientific reasoning with claims based on supported evidence and communicate effectively results and interpretations of scientific research.

Chemistry (BA)

The Department of Chemistry & Biochemistry offers four undergraduate major degree programs: BA in Chemistry, BA in Biochemistry, BS in Chemistry, and the BS in Biochemistry. These programs follow prescribed professional guidelines and the CHEM-BS degree is approved by the American Chemical Society. Loyola programs are unique because of the close contact between students and faculty, due to smaller class sizes in advanced classes. Chemistry & Biochemistry faculty members spend significant time assisting students both in and out of the classroom.

Loyola's Bachelor of Science (BS) degree programs in Chemistry or Biochemistry offer opportunities to excel in a fundamental area of science. The prestige of these programs is based on the success of students in developing their goals for work in industry, academia, and/or diverse professional schools and in adopting the Loyola mission of applying knowledge in the service of humanity.

The programs in Chemistry and Biochemistry lay firm foundations for majors and give other students a cultural background in these fields. The BS programs are intended primarily for those undergraduates who have career goals in Chemistry or Biochemistry (i.e., an industrial or academic chemistry career most probably following graduate training for the MS and/or PhD degrees) but are also good preparation for careers in medicine, law, pharmacy and other professions.

The BA programs are intended for those undergraduates who have career goals in fields other than Chemistry or Biochemistry, but for which a strong background is desirable (e.g., medicine, dentistry, technical sales, patent law). These programs are also intended to provide additional schedule flexibility for students (e.g., study abroad, early graduation, double majors).

Related Programs

Major

- Biochemistry (BA) (p. 310)
- Biochemistry (BS) (p. 313)
- Chemistry (BS) (p. 317)

Curriculum

LUC Chemistry is taking a modern, integrated approach to foundational coursework.

- Aligns with the latest American Chemical Society (ACS) and American Association of Medical Colleges (AAMC) standards & guidelines
- Themes: structure-activity relationships; culture and practice of science; energy; polymers, proteins, and macromolecules; sustainability; chemical synthesis, purification, characterization, and analysis.
- With such knowledge and skills, you should be prepared to further excel in upper-level coursework that specializes your work in the specific major you have chosen.

In addition to the required courses listed below, CHEM 300 Undergraduate Research is strongly recommended. Credit hours earned in CHEM 300 Undergraduate Research or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the BS degree requirement. Both CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are required for Departmental honors.

Code	Title	Hours
Chemistry Courses Required		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 242	Chemical Synthesis Laboratory	2
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 280	Environmental & Chemical Analysis	3
CHEM 301	Physical Chemistry I	3
CHEM 302	Physical Chemistry II	3
CHEM 303	Physical Chemistry Lab I	2
CHEM 314	Instrumental Analysis	4
CHEM 340	Advanced Inorganic Chemistry	3
Physics Courses Required		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 112L	College Physics Lab II	1
Math Courses Required		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
STAT 203	Introduction to Probability & Statistics	3
Total Hours		**55**

- Core requirements (p. 989)
- Please visit http://www.luc.edu/cas/academics_degreerequirements.shtml#college (https://www.luc.edu/cas/academics_degreerequirements.shtml/#college) to view other CAS requirements.

- For chemistry course descriptions and pre and co-requisite information, please visit here (p. 304).

All chemistry majors are assigned a chemistry faculty advisor. Please meet with your advisor on a regular basis, at least twice a year, for assistance with your chemistry schedule, research possibilities, graduate school information and more. If you do not know who your advisor is please call the chemistry department at 773/508-3100 or come to the department office located in Flanner Hall room 125.

Suggested Sequence of Chemistry, Math, and Physics Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Students **not** placing in Math 118 or higher cannot start the Chemistry sequence until MATH 117 Precalculus I is completed with a grade of C- or better. Such students are advised to enroll in first-year Chemistry courses in the summer sessions (after meeting the math requirement) in order to complete the major in four years.

Course	Title	Hours
Freshman		
Fall		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 161	Calculus I	4
	Hours	**8**
Spring		
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 162	Calculus II	4
	Hours	**8**
Sophomore		
Fall		
CHEM 240	Chemical Reactivity II	3
CHEM 242	Chemical Synthesis Laboratory	2
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
STAT 203	Introduction to Probability & Statistics	3
	Hours	**12**
Spring		
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
	Hours	**9**
Junior		
Fall		
CHEM 280	Environmental & Chemical Analysis	3
CHEM 301	Physical Chemistry I	3
	Hours	**6**
Spring		
CHEM 302	Physical Chemistry II	3
CHEM 303	Physical Chemistry Lab I	2

CHEM 314	Instrumental Analysis	4
	Hours	**9**
Senior		
Fall		
CHEM 340	Advanced Inorganic Chemistry	3
	Hours	**3**
	Total Hours	**55**

CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are strongly recommended and required to receive Departmental Honors with graduation. CHEM 361 Principles of Biochemistry does not count towards the CHEM-BA degree.

Mathematics Preparedness for Chemistry

Students intending to register for a chemistry course will need a background in mathematics that is commensurate with the computational requirements of the chemistry course. Evidence of math preparedness is obtained from results of the ACT/SAT and of a Mathematics Placement Assessment (MPA) administered by the College in conjunction with the Department of Mathematics and Statistics. Students who are found to be mathematically under prepared are required to pass the appropriate course or sequence of courses in mathematics with a grade of "C-" or better before they register for a chemistry course. More information regarding placement by ACT/SAT and the MPA can be found at http://www.luc.edu/math/placement/.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Major in Chemistry or Biochemistry, students will be able to:

- answer knowledge and comprehension type questions related to fundamental chemical concepts and demonstrate fluency with basic facts, terminology, and principles in the various subfields of chemistry.
- understand and describe the chemical basis of life, our natural resources and environments, and the universe.
- retrieve, research, synthesize, and critically evaluate scientific literature.
- design and implement experiments that test predictive hypotheses, gather relevant data, analyze results, and interpret the significance of these results.
- operate state of the art equipment used by chemists and biochemists.
- engage in scientific reasoning with claims based on supported evidence and communicate effectively results and interpretations of scientific research.

Chemistry (BS)

The Department of Chemistry & Biochemistry offers four undergraduate major degree programs: BA in Chemistry, BA in Biochemistry, BS in Chemistry, and the BS in Biochemistry. These programs follow prescribed professional guidelines and the CHEM-BS degree is approved by the American Chemical Society. Loyola programs are unique because of the close contact between students and faculty, due to smaller class sizes in advanced classes. Chemistry & Biochemistry faculty members spend significant time assisting students both in and out of the classroom.

Loyola's Bachelor of Science (BS) degree programs in Chemistry or Biochemistry offer opportunities to excel in a fundamental area of science. The prestige of these programs is based on the success of students in developing their goals for work in industry, academia, and/or diverse professional schools and in adopting the Loyola mission of applying knowledge in the service of humanity.

The programs in Chemistry and Biochemistry lay firm foundations for majors and give other students a cultural background in these fields. The BS programs are intended primarily for those undergraduates who have career goals in Chemistry or Biochemistry (i.e., an industrial or academic chemistry career most probably following graduate training for the MS and/or PhD degrees) but are also good preparation for careers in medicine, law, pharmacy and other professions.

The BA programs are intended for those undergraduates who have career goals in fields other than Chemistry or Biochemistry, but for which a strong background is desirable (e.g., medicine, dentistry, technical sales, patent law). These programs are also intended to provide additional schedule flexibility for students (e.g., study abroad, early graduation, double majors).

Related Programs

Major

- Biochemistry (BA) (p. 310)
- Biochemistry (BS) (p. 313)
- Chemistry (BA) (p. 315)

Curriculum

LUC Chemistry is taking a modern, integrated approach to foundational coursework.

- Aligns with the latest American Chemical Society (ACS) and American Association of Medical Colleges (AAMC) standards & guidelines
- Themes: structure-activity relationships; culture and practice of science; energy; polymers, proteins, and macromolecules; sustainability; chemical synthesis, purification, characterization, and analysis.
- With such knowledge and skills, you should be prepared to further excel in upper-level coursework that specializes your work in the specific major you have chosen.

In addition to the required courses listed below,CHEM 300 Undergraduate Research is strongly recommended. Credit hours earned in CHEM 300

Undergraduate Research or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the BS degree requirement. Both CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are required for Departmental honors. The CHEM-BS degree is approved by the American Chemical Society.

Code	Title	Hours
Chemistry Courses Required		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 242	Chemical Synthesis Laboratory	2
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 280	Environmental & Chemical Analysis	3
CHEM 301	Physical Chemistry I	3
CHEM 302	Physical Chemistry II	3
CHEM 303	Physical Chemistry Lab I	2
CHEM 370	Biochemistry I	3
CHEM 314	Instrumental Analysis	4
CHEM 340	Advanced Inorganic Chemistry	3
CHEM 341	Advanced Inorganic Laboratory	1
Chemistry Elective		3
Chemistry Elective		3
Physics Courses Required		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 112L	College Physics Lab II	1
Math Courses Required		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
STAT 203	Introduction to Probability & Statistics	3
Total Hours		**65**

- Core requirements (p. 989)
- Please visit http://www.luc.edu/cas/academics_degreerequirements.shtml#college (https://www.luc.edu/cas/academics_degreerequirements.shtml/#college) to view other CAS requirements.

- For chemistry course descriptions and pre and co-requisite information, please visit here (p. 304).

All chemistry majors are assigned a chemistry faculty advisor. Please meet with your advisor on a regular basis, at least twice a year, for assistance with your chemistry schedule, research possibilities, graduate school information and more. If you do not know who your advisor is please call the chemistry department at 773/508-3100 or come to the department office located in Flanner Hall room 125.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Students **not** placing in MATH 118 Precalculus II or higher cannot start the Chemistry sequence until MATH 117 Precalculus I is completed with a grade of C- or better. Such students are advised to enroll in first-year Chemistry courses in the summer sessions (after meeting the math requirement) in order to complete the major in four years.

Course	Title	Hours
Freshman		
Fall		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 161	Calculus I	4
	Hours	**8**
Spring		
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 162	Calculus II	4
	Hours	**8**
Sophomore		
Fall		
CHEM 240	Chemical Reactivity II	3
CHEM 242	Chemical Synthesis Laboratory	2
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
STAT 203	Introduction to Probability & Statistics	3
	Hours	**12**
Spring		
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
	Hours	**9**
Junior		
Fall		
CHEM 280	Environmental & Chemical Analysis	3
CHEM 301	Physical Chemistry I	3
	Hours	**6**
Spring		
CHEM 302	Physical Chemistry II	3
CHEM 303	Physical Chemistry Lab I	2
CHEM 314	Instrumental Analysis [1]	4
CHEM 370	Biochemistry I	3
	Hours	**12**

Senior		
Fall		
CHEM 340	Advanced Inorganic Chemistry	3
CHEM Elective		3
	Hours	**6**
Spring		
CHEM 341	Advanced Inorganic Laboratory	1
CHEM Elective		3
	Hours	**4**
	Total Hours	**65**

[1] Capstone Course: CHEM 314 Instrumental Analysis for Junior or Senior year

CHEM 300 Undergraduate Research and CHEM 380 Chemistry Seminar are strongly recommended and required to receive Departmental Honors with graduation. Credit hours earned in CHEM 300 Undergraduate Research and/or CHEM 380 Chemistry Seminar do not count as elective hours satisfying the CHEM-BS degree requirement. CHEM 361 Principles of Biochemistry does not count towards the CHEM-BS degree.

Mathematics Preparedness for Chemistry

Students intending to register for a chemistry course will need a background in mathematics that is commensurate with the computational requirements of the chemistry course. Evidence of math preparedness is obtained from results of the ACT/SAT and of a Mathematics Placement Assessment (MPA) administered by the College in conjunction with the Department of Mathematics and Statistics. Students who are found to be mathematically under prepared are required to pass the appropriate course or sequence of courses in mathematics with a grade of "C-" or better before they register for a chemistry course. More information regarding placement by ACT/SAT and the MPA can be found at http://www.luc.edu/math/placement/.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

At the completion of the Undergraduate Major in Chemistry or Biochemistry, students will be able to:

- answer knowledge and comprehension type questions related to fundamental chemical concepts and demonstrate fluency with basic facts, terminology, and principles in the various subfields of chemistry.
- understand and describe the chemical basis of life, our natural resources and environments, and the universe.
- retrieve, research, synthesize, and critically evaluate scientific literature.
- design and implement experiments that test predictive hypotheses, gather relevant data, analyze results, and interpret the significance of these results.
- operate state of the art equipment used by chemists and biochemists.
- engage in scientific reasoning with claims based on supported evidence and communicate effectively results and interpretations of scientific research.

Chemistry Minor

Students majoring in areas other than chemistry and biochemistry may satisfy requirements for a minor concentration in chemistry by completing a minimum of 24 credit hours of chemistry with grades of “C-” or better with an overall minor GPA of 2.0 or higher.

Related Programs

Minor

- Bioinformatics Minor (p. 276)
- Biology Minor (p. 289)

Curriculum

Code	Title	Hours
Required Courses		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 280	Environmental & Chemical Analysis	3
Select four additional credit hours at the 300 level		4
Total Hours		**24**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
	Hours	**4**
Spring		
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
	Hours	**4**

Year 2		
Fall		
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
	Hours	**4**
Spring		
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
	Hours	**5**
Year 3		
Fall		
CHEM 280	Environmental & Chemical Analysis	3
CHEM 300-Level Elective		1
	Hours	**4**
Spring		
CHEM 300-Level Elective		3
	Hours	**3**
	Total Hours	**24**

Academic Policies

In conjunction with updated policies for majors and minors in the College of Arts and Sciences, not less than 8 credit hours must be unique to obtain a chemistry minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor and/or major. For Example: If your major CHEM 272 Analytical Chemistry Laboratory, CHEM 280 Environmental & Chemical Analysis, and CHEM 361 Principles of Biochemistry, then to obtain a chemistry minor, one must still take an additional 8 credits of CHEM classes that are not required for your major (or other minors). This is effective with the graduating class of May 2018 and following.

Note: Only 1 credit hour of CHEM 300 Undergraduate Research and only 1 credit hour of CHEM 380 Chemistry Seminar will be accepted toward the minor.

No more than 12 hours total can be transferred in for the minor from other institutions.

Because of nearly complete overlap, the following degree combinations are not allowed from the department of chemistry and biochemistry: BS Chemistry Major with BS Biochemistry Major, BS Biochemistry Major with BA Chemistry Major, BS Chemistry Major with BA Chemistry Major, and no Chemistry Major may be paired with a Chemistry Minor. Other majors, e.g. Forensic Science Majors or Biology Majors, that require substantial chemistry coursework, may still earn a minor as long as 8 additional, unique credits are completed that are not also counted toward any other major or minor requirements.

Please e-mail Dr. Sandra Helquist (shelquist@luc.edu) with any questions.

Learning Outcomes

At the completion of the Undergraduate Minor in Chemistry, students will be able to:

- answer knowledge and comprehension type questions related to fundamental chemical concepts and demonstrate fluency with basic facts, terminology, and principles in the various subfields of chemistry.
- understand and describe the chemical basis of life, our natural resources and environments, and the universe.
- retrieve, research, synthesize, and critically evaluate scientific literature.

Classical Studies

The Department of Classical Studies offers majors, minors, and courses in three areas: Classical Civilization (p. 320) (CLCV major and minor, CLST course-prefix), Ancient Greek (p. 334) (GREK minor), and Latin (p. 337) (LATN minor). Greek and Latin courses above the 200-level can be the central part of earning the Classics bachelor's degree distinction. Many Latin, Greek, or Classical Studies courses can fulfill requirements in interdisciplinary programs, like the Rome Studies or Medieval Studies minors. The Department of Classical Studies is part of the College of Arts and Sciences. Please consult their page for more information on degree requirements and policies that affect your majors and minors (e.g., the double dipping policy (https://www.luc.edu/media/lucedu/cas/pdfs/Double%20Dipping%20Policy.pdf)).

Undergraduate Programs

- Ancient Greek (BA) (p. 333)
- Ancient Greek Minor (p. 334)
- Classical Civilization (BA) (p. 334)
- Classical Civilization Minor (p. 335)
- Classics Degree-Distinction (-BAC/-BSC) (p. 336)
- Latin (BA) (p. 336)
- Latin Minor (p. 337)

Classical Studies Department Policies

Academic Integrity

Policy of the Department of Classical Studies concerning Academic Integrity

The policy of the Department of Classical Studies incorporates the Academic Integrity Statement of the College of Arts and Sciences (p.). (Follow the link to consult this statement directly.) Learning is wholly personal: it only happens if you do it yourself.

Any practice of academic dishonesty (e.g., cheating, plagiarism, obstructing the work of other students) perpetrated in a Classical Studies course will result, at a minimum, in a grade of zero for every assignment in which the dishonesty was practiced. Instructors may impose penalties up to and including failure of the course. Hearing boards constituted by the chairperson or the academic dean of the student's college may determine more serious penalties are also appropriate. Expulsion may be recommended if the seriousness of the misconduct warrants it. All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, to the Dean of the College of Arts and Sciences, and to the academic dean of the college in which the student is registered. In the case of multiple instances of academic dishonesty, the academic dean of the student's college may convene a hearing board. Students have the right to appeal the decision of the hearing board to the academic dean of their college. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of a dean.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found in the

Undergraduate Academic Standards and Regulations (p. 1919); the Department of Classical Studies follows the procedures outlined there.

The College of Arts and Sciences maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. A student may, however, be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Resources and Definitions

For basic principles and definitions of academic integrity, see the subsection on "Academic Integrity" in Loyola University Chicago's General Academic Standards and Regulations (p. 1919). As the College of Arts and Sciences states (see the link above; the next several paragraphs following here reproduce the same document), a basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to, cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as

- Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
- Students may not take an examination by proxy.
- Students may not attempt to change answers after an examination or an assignment has been submitted.
- Students may not falsify medical or other documents for any reason.
- Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
  1. Bringing notes into an exam that does not allow outside materials.
  2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
  3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
- Students may not facilitate academic misconduct.
  1. For example, a student may not allow another student to copy from their exam or give their own work to another student.
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following

- Submit material copied from a published or unpublished source.
- Submit material that is not cited appropriately.
- Use another person's unpublished work or examination material.
- Allow or pay another party to prepare or write an assignment.
- Purchase, acquire, or use a pre-written assignment for credit.
- Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Many websites offer information and strategies by which you can keep yourself clear from plagiarism. For example: Loyola University Writing Center (https://www.luc.edu/writing/index.shtml/), Princeton University (https://odoc.princeton.edu/curriculum/academic-integrity/), and Purdue University (https://owl.purdue.edu/) (follow links at these sites for more useful suggestions).

The Council of Writing Program Administrators (https://www.wpacouncil.org/aws/CWPA/pt/sp/home_page/) and OnlineEDUCATION.com (http://OnlineEDUCATION.com) offer additional comments and resources, including links, focused especially at helping instructors head off impulses to plagiarism and other forms of intellectual dishonesty in academic work.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Classical Civilization (CLST)

CLST 206 Art of Ancient Greece (3 Credit Hours)
This course is an introduction to the art of the ancient Greek world from the Bronze Age through the Hellenistic period (to c. 50 B.C.E.), focusing on major trends and developments in Classical Greek architecture, sculpture, pottery and painting through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST206/FNAR336
Outcomes:
Students should be able to recognize and interpret selected examples of ancient Greek art, including painting, sculpture, architecture, and other types; they should be able to apply their art-critical and appreciation skills to other types of art

CLST 207 Art of the Roman World (3 Credit Hours)
This course is an introduction to the art of the Roman world from c. 3000 B.C.E. to c. the fifth century CE. It focuses on major trends and developments in Etruscan, Roman and later Greek art, including architecture, painting, mosaic, and sculpture through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST207/FNAR337/ROST307
Outcomes:
Students should be able to recognize and be able to interpret selected examples of ancient Roman art, including painting, mosaic, sculpture, architecture, and other types; they will be able to apply their art-critical and appreciation skills to other types of art

CLST 241 Religions of Ancient Greece (3 Credit Hours)
This course examines the beliefs and practices in ancient Greek religion by studying the written, artistic, and archaeological evidence for their forms and functions and the environment in which they flourished.
Interdisciplinary Option: European Studies
Course equivalencies: CLST241/CLST371
Outcomes:
Students will be able to demonstrate understanding of ancient Greek religions

CLST 267 Medical and Scientific Terminology in Context (3 Credit Hours)
This course focuses on the ancient Greek and Latin roots of terminology relating to the sciences, specifically, medical science. The development and changes in the scientific paradigm are explored through readings in translation of a variety of ancient Greek and Roman thinkers.
Outcomes:
Students should be able to demonstrate knowledge and better understanding of the language of modern science

CLST 271 Classical Mythology (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271G Classical Mythology - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines Greek and Roman literature involving myth and how peoples use traditional narratives and characters to explain and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. CLST 271G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271R Classical Mythology - Rome Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and (especially) Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now.
Interdisciplinary Option: European Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students will gain factual knowledge of the essential characters and basic narratives of the most important myths of ancient Greece and Rome; Students will gain a broader understanding and appreciation of intellectual and cultural activity through Classical myth as simultaneously fixed and mutable narrative, one which depends on unchanging elements as it is refracted through different genres, authors, and time periods; Students will gain basic knowledge of modern myth theory as well as awareness of both its broad categorization and the difficulty of a universal definition of myth; Students will be able to analyze and evaluate critically particular versions of myths in their cultural and historical context as well as in reference to other versions of the same stories from different contexts; Students will be able to interpret myths using modern myth theories and to recognize the use of myth as consciousness-raising in religious contexts; Students will learn to apply course material to improve thinking by contextualizing their own moral sensibilities and aesthetic preferences by comparing the archetypes of ancient myths with modern archetypes

CLST 272 Heroes & the Classical Epics (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course centers upon the epics of the ancient Mediterranean world, their nature and significance, and, especially, the concepts of heroes and heroism.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of ancient epic as a literary genre, what heroes are and why they are featured in epics, and how epics began and evolved to reflect audiences and their social, cultural, political and other concerns, values (such as leadership) beliefs and practices

CLST 273 Classical Tragedy (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST273/CLST273G
Outcomes:
Students should be able to demonstrate knowledge of plot, characters and themes in Greek drama; understanding of the historical, social and cultural conditions implicated with each work; comprehension of concerns and values contained in them, such as justice, and how these are mirrored in modern literature and drama

CLST 273G Classical Tragedy - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides. CLST 273G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST273/CLST273G

CLST 274 World of Archaic Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the history, literature, art, culture and society of Archaic Greece (c. 750-480 B.C.E.), the precursor of Classical Greece and western civilization.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 275 World of Classical Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course investigates the history, literature, art, culture and society of Classical Greece (c. 480 B.C.E. to c. 300 B.C.E.), the origin of so much that has impacted western civilization; its primary focus is Athens in the fifth and fourth centuries B.C.E.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, concerns, and the major figures of the age

CLST 276 World of Classical Rome (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman people through study of their history, politics, society and culture especially in the 1st centuries B.C.E. and C.E., the turning points of Republican and Imperial Rome.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies, Shakespeare Studies
Course equivalencies: CLST276/ROST276
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 277 World of Late Antiquity (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman Empire in the 3rd to 5th centuries C.E. when the Mediterranean basin and Europe re-evaluated their classical past and decisively set their course toward Medieval and later governmental, religious and cultural history.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 278 Experiencing Mesopotamia (3 Credit Hours)
This course introduces daily life in Ancient Mesopotamia. Students will become acquainted with the ways in which individuals experienced family, government, sports, art, and societal interaction in the "cradle of civilization."
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will understand the emergence of certain aspects of daily life in the world's first civilizations and be able to contextualize these developments within the Mesopotamian political and social sphere

CLST 279 Classical Rhetoric (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores how ancient Greeks and Romans practiced and interrogated the 'craft of speech' (rhetorike techne), specifically persuasive speech, especially as it would be delivered in public settings.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will learn to assess the relationship of Classical rhetorical literature to the world that produced and used it

CLST 280 Romance Novel in Ancient World (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to the ancient masterworks of Greek and Roman fiction in the form of the novel.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to appreciate and explain the ancient romance novel, including the components of structure, characterization, theme, narrative technique, style, and meaning

CLST 281 War and War Experience, Ancient and Modern (3 Credit Hours)
This course focuses upon the institution of war and its effects upon individuals, especially in ancient Greece and modern times.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students should be able to understand better and demonstrate knowledge of the many levels of active and passive war experience, including participant/observer, combatant/non-combatant, and various groups in and out of war, ancient and modern

CLST 282 The Use & Abuse of Ancient History (3 Credit Hours)
This course will evaluate the ways in which ancient events, individuals, art, and literature have been recycled, manipulated, and (mis)understood by modern societies, particularly in political contexts. We will tackle an entire range of the (mis)uses of ancient history, including its recontextualization in the service of pseudoscience; generational racism; historical revisionism; partisan politics; and sensationalized fiction. However, the course material is not only concerned with a presentist approach; we will develop these issues within an historical continuum, examining also the ways in which censorship, revisionism, and (mis)appropriation was incorporated into ancient narratives about their own distant pasts. The nature of the course framework is such that the students will receive a wide-angled survey of the ancient world, moving through periods associated with Ancient Near Eastern empires, all the way to imperial Rome. The class will be lecture and discussion-based.
Outcomes:
Understand how history was imagined and contrived in the ancient world; Interpret in historical, political, and social contexts the ways in which both ancient and modern civilizations have (mis)appropriated ancient history and myth in multiple media; Identify the rationale for the adoption of ancient cultural history in the modern era; Discover and present additional examples of references to ancient history in modern media; Understand the concepts of historical revisionism and censorship, and be able to apply these approaches to modern contexts; Enhance their research and writing skills through several in-class and written exercises by learning to write in an argumentative style using primary sources from the ancient world, secondary sources written about ancient culture, and in-class discussions

CLST 283 Classical Comedy & Satire (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
In this course, students engage with great literary works of the ancient world that combine social criticism with humor.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge of such authors as Aristophanes, Menander, Terence, and Petronius, and their works, including the components of plot, characters and themes in the main works of ancient comedy and satire; as well as understanding of the historical, social and cultural conditions implicated with each work

CLST 288 Greek Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in ancient Greek literature. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Greek literature and its possible interpretations

CLST 289 Latin Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in Latin literature. (This is a special topics course.)
Course equivalencies: X-CLST289/ROST289
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature and its possible interpretations

CLST 295 Women in the Classical World (3 Credit Hours)
This course investigates the social roles available to women in the ancient Greek and Roman worlds, together with beliefs, behaviors, and cultural expressions supporting ancient Greek and Roman constructions of womanhood.
Interdisciplinary Option: Italian Studies, Women & Gender Studies
Course equivalencies: X-CLST295/WOST295/WSGS295
Outcomes:
Students should be able to identify and discuss distinctive Classical patterns of thought and behavior regarding women and gender

CLST 304 History of Ancient Philosophy (3 Credit Hours)
See PHIL 304: The History of Ancient Philosophy
Interdisciplinary Option: European Studies
Course equivalencies: X-PHIL304/CLST304

CLST 305 Ancient Political Thought (3 Credit Hours)
See Ancient Political Thought. (PLSC 304)

CLST 306 Science in Ancient Greece and Rome (3 Credit Hours)
This course will focus on the origins of scientific thought and the scientific method in the Classical world and broader Mediterranean. We will survey the attitudes of Greeks and Romans towards physics, biology, evolution, medicine, and animal behavior, and ask why science emerged in Greece and Rome in the first place.
Outcomes:
Students will learn about the history of ideas of nature, physics, biology, medicine, and animal behavior in Ancient Greece, Rome, and the broader Mediterranean

CLST 308 History of Rome to Constantine (3 Credit Hours)
See HIST 308A: Roman History to Constantine
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308

CLST 309 Greece to Alexander the Great (3 Credit Hours)
See HIST 307: Greece to Alexander the Great
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307

CLST 315 Alexander & Hellenistic World (3 Credit Hours)
This course centers on the history, literature, art, culture and society of the Hellenistic world from 336 to c. 31 B.C.E. and assays the impact of Alexander the Great particularly in the eastern Mediterranean, the site of the kingdoms established by the successors of Alexander; a particular focus is Egypt and its capital, Alexandria.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social events, institutions, questions, and concerns, and the major figures of the age

CLST 316 Western Patristic Thought (3 Credit Hours)
This course centers on first-hand study of the leading voices of early Christianity in the western portion of the Roman Empire, from the first century C.E. to Augustine.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST316/THEO316
Outcomes:
Students should be able to demonstrate detailed knowledge about the western Church fathers, their works, and the impact of these upon the Church and its teachings

CLST 318 Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

CLST 324 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago.
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant; They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum

CLST 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

CLST 334 Intro to Classical Archeology (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world and on the methodologies involved with the recoveries.
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Interdisciplinary Option: Italian Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 340 Classical Arch-Greek Temples (3 Credit Hours)
This course centers on the art and architecture of selected ancient Greek temples and upon the methodologies involved with their study and understanding.
Course equivalencies: X-ANTH340/CLST340
Outcomes:
Students should be able to recognize and interpret selected Greek temples and demonstrate knowledge of the methodologies and technical vocabulary associated with them

CLST 342 Geography of The Ancient World (3 Credit Hours)
This course focuses on the history of, ideas relating to, and expressions about the geography of the ancient Greco-Roman world as a background for the study of the ancient Mediterranean world.
Outcomes:
Students should be able to demonstrate knowledge of the significant authors, texts, and concepts relating to ancient Mediterranean geography; They should be able to demonstrate good comprehension of technical terms associated with that geography

CLST 344 Ancient Greek and Roman Coins (3 Credit Hours)
This course centers on the numismatics of the ancient Mediterranean world and upon coins as sources for the history, art, epigraphy and mythology of ancient Greece and Rome.
Outcomes:
Students should be able to recognize, assess and interpret various types of Greek and Roman coins; They should be able to demonstrate good comprehension of technical terms associated with ancient Mediterranean numismatics

CLST 348 Introduction to Museum Studies (3 Credit Hours)
In collecting, preserving, interpreting, and presenting items of material cultures, as the 20th century recognized and reconsidered, museums function as mass-media, social "tracers" as well as "objects-subjects" for economic and political elaboration. This course introduces students to relevant concerns of objects, conceptualization and communication, scholarship, cultural property, and identity.
Outcomes:
Students will gain understanding of how museums conserve cultural artefacts, serve academic research, educate specialist and non-specialist audiences, and focus social energy in local and touristic communities

CLST 361 Roman Political Theory & Practice (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Roman political institutions from earliest times to that of Justinian., as well as the legal appurtenances of those constituents.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST361/ROST361
Outcomes:
Students should be able to explain constituents of Roman civil and legislative procedure, including assemblies, magistracies, courts, etc

CLST 362 Roman Law (3 Credit Hours)
This course investigates the history, scope, principles, and components of Roman civil and private law from the archaic period to Justinian's codification.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students should be able to explain Roman legal and civil procedure, including the legal concepts of property, the person, family law, and legal obligations and issues, including contracts, civil wrongs, etc

CLST 363 Law & Legislature-Ancient Greece (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Greek law and legislation from Homeric times through the Classical Period., especially in Classical Athens.
Interdisciplinary Option: European Studies, Sociolegal Studies
Outcomes:
Students should be able to explain Greek legal, civil and legislative procedure, including concepts of justice and due process, as well as legal issues such as inheritance, homicide, etc

CLST 373 Daily Life in Ancient Greece (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the societies of ancient Greece, including, among other topics, their involvement in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Greece, what important issues and concerns affected the ancient Greeks and how these are to be compared and contrasted with their own life issues and concerns

CLST 374 Private Life of Ancient Romans (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the society of ancient Rome (and the Roman Empire), including, among other things, their involvements in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST374/ROST374
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Rome, what important issues and concerns affected the ancient Romans (and subjects of Rome) individually, and how these are to be compared and contrasted with their own life issues and concerns

CLST 375 Archaeology of Early Greece (3 Credit Hours)
This course surveys archaeological research in Greece covering the Paleolithic Age through the early Iron Age (c. 700 B.C.E.).
Course equivalencies: X-CLST375/ANTH375
Outcomes:
Students should be able to demonstrate knowledge of the main archaeological sites and their contents and the importance of archaeological material for reconstructing knowledge about the period; students should also be able to demonstrate knowledge of archaeological methodology and how evidence is gathered, classified and interpreted

CLST 376 Homeric Questions (3 Credit Hours)
Pre-requisites: CLST 272 is recommended
An advanced course in the Iliad and/or Odyssey enriched by study of Homeric scholarship from the time of Wolf's Prolegomena (1795) to the present day. Concentrations can include such key issues as "the Homeric question," the Parry-Lord theory, narratology, rhetorical criticism, and the psychiatric interpretations of Dr. Jonathan.
Outcomes:
Students will be able to place the Homeric poems into their historical and literary context

CLST 378 Sport in Ancient Greece & Rome (3 Credit Hours)
This course focuses on the practices of and attitudes toward athletics of the ancient Greeks and Romans.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST378/PHED202
Outcomes:
Students should be able to demonstrate knowledge about the educational, philosophical, and political significance of athletics from Homeric times through the Roman Empire; They should be able to assess and interpret written, artistic and archaeological evidence relating to ancient athletics

CLST 380 Research in Classical Studies (3 Credit Hours)
Students complete a semester-long research project on a topic in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will improve research methods and produce a research paper that engages with both primary sources and secondary scholarship

CLST 381 Directed Study (1-3 Credit Hours)
This course is centered on extensive and in-depth study of a selected author or topic involving ancient Greece or Rome. (This is a special study course, carried on by students usually under the direction of a faculty member of the department.)
Outcomes:
Students should be able to demonstrate deeper understanding of the selected author or topic

CLST 382 Internship in Classical Studies (3 Credit Hours)
Students complete a semester-long internship (100 hours minimum) that builds on their training in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience while applying theories and techniques gained from coursework

CLST 383 The Humanism of Antiquity I (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from Homer to Plato, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Greek texts concerned with these issues and topics

CLST 384 The Humanism of Antiquity II (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from early Rome to the High Empire, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Latin texts concerned with these issues and topics

CLST 385 Historical Classic Greek Literature to 200 A.D (3 Credit Hours)
This courses surveys important authors and works of Greek literature in a chronological and topical fashion from Homer to the Hellenistic period.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret texts covered

CLST 386 History of Classical Roman Lit (3 Credit Hours)
This courses surveys important authors and works of Roman (i.e., Latin) literature in a chronological and topical fashion from the 2nd cent. B.C.E.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST386/ROST386
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret the texts covered

CLST 388 Classical Backgrounds I (3 Credit Hours)
This course explores various environments of Greek literature, art, religion, etc., or other aspects of Greek civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 389 Classical Backgrounds II (3 Credit Hours)
This course explores various environments of Latin literature, Roman art, religion, etc., or other aspects of Roman civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 390 Fieldwork Greek Sites/Museums (1-4 Credit Hours)
This course comprises a study Greek or Roman art, monuments, topography or other cultural or historical artifacts or areas of interest on site. This study is accomplished through illustrated lectures or (when on-site) on-site lectures. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate detailed knowledge of the material remains of ancient Mediterranean civilizations and the cultures within them

CLST 391 Topics in Comp Literature (3 Credit Hours)
This course centers on a comparison of ancient Greek or Roman literature with literatures of other times and other cultures. (This is a special topics course.)
Course equivalencies: X-LITR391/CLST391/ENGL391
Outcomes:
Students should be able to demonstrate detailed knowledge of the authors and works chosen for it

CLST 392 Theories of Myth (3 Credit Hours)
This course surveys important theoretical models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

CLST 395 Topography of Rome (3 Credit Hours)
The subject of this course is the topography and monuments of ancient Rome, from the city's beginnings through the Republican and Imperial periods to the time of Constantine. This study is accomplished through illustrated lectures or (when taught in Rome) on-site lectures.
Interdisciplinary Option: European Studies
Course equivalencies: CLST395/ROST395
Outcomes:
Students should be able to demonstrate detailed knowledge of the history of the buildings and monuments of ancient Rome

Greek (GREK)

GREK 101 Ancient Greek I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of ancient Greek, and simple readings in the language.
Course equivalencies: GREK131/GREK101
Outcomes:
students should be able to demonstrate basic knowledge of ancient Greek vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Greek sentences and passages into English

GREK 102 Ancient Greek II (3 Credit Hours)
Pre-requisites: GREK 101
This course continues the study of the fundamentals of the ancient Greek language, including more vocabulary, grammar, syntax and more advanced readings. (Ancient Greek I or its equivalent is a prerequisite for this course.)
Course equivalencies: GREK132/GREK102
Outcomes:
Students should be able to demonstrate more advanced knowledge of ancient Greek vocabulary, syntax and grammar, and deploy it to be able to translate accurately more advanced Greek sentences and passages into English

GREK 236 Xenophon (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the prose works of Xenophon, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate the selected prose passages in ancient Greek with accuracy, as well as demonstrate understanding of the content of the passages

GREK 262 Introduction to Plato (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from works of the philosopher Plato, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages from Plato, as well as demonstrate knowledge and understanding of the content of the passages

GREK 267 Intro to New Testament Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from the New Testament, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-GREK267/THEO307
Outcomes:
Students should be able to translate accurately the selected passages, as well as demonstrate knowledge and understanding of the content

GREK 271 Intermediate Greek (3 Credit Hours)
Pre-requisites: GREK 101; GREK 102 or equivalent This intermediate-level course centers on translation of prose and poetry of Greek authors, with special emphasis on review of Greek grammar as it is encountered in the selected texts
No course description is available
Outcomes:
To review and master basic Greek grammar, vocabulary, and syntax; To read and understand selections of Greek prose and poetry in the original language; To prepare for further study in ancient Greek literature (in the original), history, and culture

GREK 275 Introduction to Greek Oratory (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from Attic and other ancient Greek orators, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings, as well as rhetorical figure and constructs in them

GREK 281 Intro to Greek Historiography (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the historical works of ancient Greek authors, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately ancient Greek historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

GREK 285 Introduction to Greek Poetry (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the poetic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek poetry.
Outcomes:
Students should be able to translate accurately the selected passages in Greek poetry, comprehend, analyze and appreciate various poetic genres, as well as demonstrate knowledge and understanding of the content and artistry of the selected poetry

GREK 286 Introduction to Greek Drama (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
This course centers on translation of representative selections from the dramatic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek drama.
Outcomes:
Students should be able to translate accurately the selected passages in Greek drama, comprehend, analyze and appreciate the genre, as well as demonstrate knowledge and understanding of the content and artistry of the selected texts

GREK 287 Introduction to Christian Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course focuses on the translation of selected passages from Christian Greek writers, such as Origen, Basil, and Gregory, with special emphasis on review of grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

GREK 289 Readings in Ancient Greek Literature (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
Students study a selected range of texts in ancient Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of ancient Greek literature, its style, and its possible interpretations

GREK 303 Greek Composition (3 Credit Hours)
Pre-requisites: Two other GREK author courses
This course involves practical exercises to develop correct and fluent expression in written ancient Greek prose.
Outcomes:
students should be able to write ancient Greek in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of ancient Greek prose

GREK 315 The Greek Fathers (3 Credit Hours)
This course examines the writings of the early church fathers, including such as Athanasius, Basil and John (Chrysostom); it also comprises an introduction to the historical background of Eastern patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

GREK 325 Demosthenes (3 Credit Hours)
This course examines the works of the Attic orator Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the orations

GREK 331 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the Histories with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 335 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War of Thucydides, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the History with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 341 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad and the genre of ancient Greek epic poetry, in particular, on the characters of the heroes and their place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Iliad with proficiency, and demonstrate detailed knowledge of the author, the poem, its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 342 The Odyssey (3 Credit Hours)
This course focuses on Homer's Odyssey and the genre of ancient Greek epic poetry, in particular, on the character of Odysseus and his place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Odyssey with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 343 Greek Lyric Poetry (3 Credit Hours)
The subject of this course is ancient Greek lyric poetry involving selections from such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should be able to translate the selected works with proficiency, demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 351 Aristophanes (3 Credit Hours)
This course focuses on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections of Aristophanes with proficiency, and demonstrate knowledge in detail about the author and his comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 353 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of Athens in the earlier fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Aeschylus with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 354 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of Athens in the fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Sophocles with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 355 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of Athens in the later fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Euripides with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 360 Theocritus (3 Credit Hours)
This courses centers on the poetry of Theocritus of Syracuse, set against the background of Hellenistic Alexandria.
Outcomes:
Students should be able to translate the selections from Theocritus with proficiency, and demonstrate knowledge in detail about the author, his poetry, and the styles he employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 362 Plato Republic (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic.
Outcomes:
Students should be able to translate the selections with proficiency, and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the work's meaning and the historical, social and intellectual contexts and influences pertaining to it

GREK 388 Readings in Greek Literature I (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

GREK 389 Readings in Greek Literature II (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

Latin (LATN)

LATN 101 Latin I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of Latin, and simple readings in the language.
Course equivalencies: LATN131/LATN101
Outcomes:
students should be able to demonstrate basic knowledge of Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Latin sentences and passages into English

LATN 102 Latin II (3 Credit Hours)
Pre-requisites: LATN 101
This course continues the study of the fundamentals of the Latin language, including more vocabulary, grammar, syntax and more advanced readings. (Latin I or its equivalent is a prerequisite for this course.)
Course equivalencies: LATN132/LATN102
Outcomes:
students should be able to demonstrate advanced knowledge of basic Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately more advanced Latin sentences and passages into English

LATN 271 Introduction to Reading Latin (3 Credit Hours)
Pre-requisites: LATN 101, 102 (grade of 'B' or higher) or their equivalents (AP Latin credit; CAS Latin competency exam)
This intermediate-level course centers on translation of prose and poetry of Roman authors, with special emphasis on review of Latin grammar as it is encountered in the selected texts.
Outcomes:
Students will be able to translate selected passages of Latin prose and poetry with accuracy, analyze and appreciate Roman literature, and demonstrate understanding of the content of the passages

LATN 281 Intro to Roman Historians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation of representative selections from the historical works of Republican, Augustan and other Latin authors.
Outcomes:
Students should be able to translate accurately Latin historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

LATN 283 The Age of Caesar (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Julius Caesar, in particular translation of selected readings from such authors as Lucretius, Catullus, Sallust, Caesar and Cicero.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 284 The Age of Augustus (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Augustus. Selected readings are from such authors as Vergil, Horace, Livy, Ovid, Tibullus and Propertius.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 286 The Age of Nero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Nero. Selected readings are from such authors as Tacitus, Petronius, Seneca, and Lucan.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 287 Age of Flavians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of the emperors Vespasian, Titus and Domitian. Selected readings are from such authors as Tacitus, Suetonius, Martial and Juvenal.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 289 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 303 Latin Composition (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course involves practical exercises to develop correct and fluent expression in written Latin prose.
Outcomes:
Students should be able to write Latin in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of Latin prose

LATN 314 Cicero's Letters (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of Cicero, as well as the political, social, and intellectual context of Classical Rome.
Outcomes:
Students should be able to translate these works with proficiency, to demonstrate knowledge in detail of the genre of formal Latin correspondence, the author and his times, and to understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 315 The Latin Fathers (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the writings of the early church fathers, including such as Ambrose, Jerome and Augustine; it also comprises an introduction to the historical background of Western patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

LATN 317 Pliny The Younger (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of the younger Pliny, as well as the political, social, and intellectual context of later Classical Rome and Roman customs in public and private life.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 325 The Orations of Cicero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on the public orations of Cicero, his methods of oratorical persuasion, and the judicial processes of late Republican Rome that form the context for these orations.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, understand and appreciate the ideas, issues and concerns expressed in the orations, and comprehend the historical and judicial background of the orations

LATN 328 Quintilian (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on Quintilian and his Institutio Oratoria, a comprehensive textbook of the technical aspects of ancient rhetoric.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of Latin rhetoric and oratory, and understand and appreciate Latin rhetorical styles, literary figures, and the structure and contents of Latin speeches

LATN 332 Historical Masterworks I (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Livy or Sallust and their contexts in the later Republic and early Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual context

LATN 335 Historical Masterworks II (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Tacitus, Suetonius or Latin historical writers of the later Roman Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual contexts

LATN 341 Vergil (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on Vergil's Aeneid and the genre of Latin epic poetry, in particular, on the character of Aeneas and his place within the context of Augustan Roman politics and society.
Outcomes:
Students should be able to translate the Aeneid with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem and Vergil's accomplishments in composing it

LATN 343 Latin Verse (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin poetic verse, including selections from Catullus, Horace, Martial, Statius and other Latin poets.
Outcomes:
Students should be able to translate the works with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 344 Roman Elegy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin elegiac poetry, including selections from Catullus, Tibullus, Propertius, and Ovid.
Outcomes:
Students should be able to translate Roman elegy with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and Latin elegy, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 345 Horace (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on selections of the odes, satires and epistles of Horace, set against the backdrop of late Republican and Augustan Rome.
Outcomes:
Students should be able to translate the selections of Horace with proficiency, and demonstrate knowledge in detail about the author, his poetry, the various styles he used, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 346 Juvenal (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the satires of Juvenal, set against the backdrop of Flavian Age Rome and the Roman Empire.
Outcomes:
Students should be able to translate the satires with proficiency, and demonstrate knowledge in detail about the author and his satires, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 347 Early Christian Poetry (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on early Christian poets such as Ausonius, Prudentius and Fortunatus, and their works.
Outcomes:
Students should be able to translate the selected works with proficiency, and demonstrate knowledge in detail about the authors and their poems, as well as deeper understanding and appreciation of the historical, social, spiritual, and intellectual contexts of their works

LATN 351 Roman Comedy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the genre of Roman comedy, including selected plays of Plautus and/or Terence.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate selected texts in Roman comedy with proficiency and demonstrate knowledge in detail about the authors and their comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 360 Lucretius (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation and understanding of the De Rerum Natura of Lucretius.
Outcomes:
Students should be able to translate the poetry of Lucretius with proficiency and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to it

LATN 361 St Augustine's Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Interdisciplinary Option: Catholic Studies
Course equivalencies: LATN361/CATH361
Outcomes:
Students should be able to translate these works with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 362 Cicero's Philosophical Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the philosophical works of the orator Cicero, including, for example, De Amicitia.
Outcomes:
Students should be able to translate the philosophical works of Cicero with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 364 Seneca (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of the philosopher and playwright, Seneca.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selected works of Seneca with proficiency and demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 373 Workshop-Secondary School Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the objectives, standards, methods of presentation, testing, audiovisual aids, and desirable backgrounds for the teaching of Latin in secondary schools. This course is for prospective teachers of Latin and is taught in cooperation with Loyola's School of Education.
Course equivalencies: X-CIEP373/LATN373
Outcomes:
Students should be able to demonstrate knowledge of these objective and standards, etc, as well as be able to employ them effectively in classroom contexts

LATN 387 Medieval Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on readings in medieval Latin prose and poetry, as well as on comparison with classical Latin style and content.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-LATN387/MSTU384
Outcomes:
Students should be able to translate the selected works of the course with proficiency, and demonstrate knowledge in detail about their authors, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 388 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 389 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

Ancient Greek (BA)

A major in Greek provides students with a well-rounded knowledge of the ancient Greek language, as well as Greek culture and traditions. Students will become proficient at reading different genres of Greek literature in the original; they will also add electives in Latin, Greek, or Classical Civilization to fill out their degree. Students will finish their senior year with a capstone sequence and the creation of a portfolio that demonstrates the wide range of their learning over the course of their study. Majors in Greek will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Classical Civilization (BA) (p. 334)

Minor

- Ancient Greek Minor (p. 334)
- Classical Civilization Minor (p. 335)

Curriculum

For a major in Greek, students must take at least six courses beyond the elementary Greek sequence, reading ancient Greek literature in Greek. Options include courses on specific authors such as Euripides, Aristophanes and Homer, and on topics such as Greek oratory and historiography. At least two of those courses must be at the 300-level. Majors must also take the year-long senior capstone, "The Humanism of Antiquity." Four electives in ancient Greek, Latin, or classical civilization courses round out the major. The major is thus a total of 36 credit hours. Students can begin the Greek major at Loyola without previous language experience.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Major Requirements		
GREK Electives (at least 2 at the 300-level) [1]		18
Four (4) courses in GREK, LATN, or CLST		12
Capstone		
CLST 383	The Humanism of Antiquity I	3
CLST 384	The Humanism of Antiquity II	3
Total Hours		**36**

[1] Courses must be beyond the elementary sequence in Greek (GREK 101 Ancient Greek I and GREK 102 Ancient Greek II).

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon successful completion of their program, Greek students will:

- By completion of the degree, read Greek at an advanced level
- By completion of the degree, analyze Greek texts from a variety of genres and contexts
- By completion of the degree, articulate and apply the structures and processes by which words are formed and combined to create meaning
- By completion of the degree, formulate interpretations in written and oral form based on textual evidence and current scholarly practice
- By completion of the degree, sharpen philological research skills and present interpretive observations in written form

Ancient Greek Minor

A minor in Greek provides students with a well-rounded knowledge of the ancient Greek language, as well as Greek culture and traditions. Students will become proficient at reading different genres of Greek literature in the original, finishing their senior year with a capstone course in Greek literature. Minors in Greek will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Ancient Greek (BA) (p. 333)
- Classical Civilization (BA) (p. 334)

Minor

- Classical Civilization Minor (p. 335)
- Latin Minor (p. 337)

Curriculum

The minor in Greek requires four courses at the 200-level or above, one course of the student's choice in CLST, GREK, or LATN, plus the first half of the senior capstone, CLST 383 The Humanism of Antiquity I, for a total of 18 credit hours.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Required Courses		
Four (4) Courses in GREK at the 200/300 level, with one course of student choice in CLST, GREK, or LATN [1]		15
CLST 383	The Humanism of Antiquity I	3
Total Hours		**18**

[1] Courses must be beyond the elementary sequence in Greek (GREK 101 Ancient Greek I and GREK 102 Ancient Greek II).

Learning Outcomes

Upon successful completion of their program, Greek students will:

- read Greek at an advanced level
- analyze Greek texts from a variety of genres and contexts
- formulate interpretations based on textual evidence and current scholarly practice

Classical Civilization (BA)

A major in Classical Civilization provides a well-rounded knowledge of ancient culture and traditions. Students have the opportunity to build their own program of study by choosing any combination of electives, which include courses in Literature and Language; History, Culture, and Society; and Art and Archaeology. Students will finish their senior year with a capstone sequence and the creation of a portfolio that demonstrates the wide range of their learning over the course of their study. Classical Studies students learn to apply their learning in cross-disciplinary, integrative ways that enable them to capitalize on multidimensional understanding of whole cultures. Majors in Classical Civilization will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Ancient Greek (BA) (p. 333)
- Latin (BA) (p. 336)

Minor

- Classical Civilization Minor (p. 335)

Curriculum

Subjects are offered in a wide variety, including Classical mythology, literature, art, archaeology, law, religion and gender studies. In completing the major, students receive a well-rounded and broad education through interaction with ancient literature and languages, art and archaeology, and history and culture. Students will emerge with experience and comprehension of the many different facets of ancient Mediterranean civilizations. Course materials for this major are presented in English, but students have the option of substituting up to four courses (12 credit hours) of coursework in ancient Greek or Latin at any level.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Required Courses		
CLST 275	World of Classical Greece	3
CLST 276	World of Classical Rome	3
Literature Requirement		
Select one of the following:		3
CLST 271	Classical Mythology	
CLST 271G	Classical Mythology - Women/Gender Focus	
CLST 272	Heroes & the Classical Epics	
CLST 273	Classical Tragedy	
CLST 273G	Classical Tragedy - Women/Gender Focus	
CLST 279	Classical Rhetoric	
CLST 280	Romance Novel in Ancient World	
CLST 283	Classical Comedy & Satire	
Electives		
Any 5 CLST courses; up to 4 can be GREK or LATN [1]		15
Capstone		
CLST 383	The Humanism of Antiquity I	3

CLST 384	The Humanism of Antiquity II	3
Total Hours		**30**

[1] For course descriptions, see here (p. 322).

Portfolio

A portfolio is required as part of degree requirements for this major.

Suggested Sequence of Courses

It is recommended that students complete the history (2 courses) and literature (1 course) requirements before enrolling in the senior capstone. Students must take 5 CLST elective courses, at any level, and in any order, to complete the major (although up to four courses in Greek and Latin language may be substituted towards the major). In their final year, students will complete CLST 383 and CLST 384, a year-long capstone sequence.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon successful completion of their program, Classical Civilization students will:

- By completion of the degree, demonstrate knowledge of the culture, ideas, and values of the ancient Greeks and Romans
- By completion of the degree, analyze written, visual, and material objects in accordance with the methodologies of the relevant discipline (literature & languages, art & archaeology, history & culture)
- By completion of the degree, contextualize the Greeks and Romans within a broader global environment
- By completion of the degree, formulate valid connections between the ancient world and the problems and questions of the 21st century
- By completion of the degree, sharpen discipline-specific research skills and present interpretive observations in written and oral form

Classical Civilization Minor

A minor in Classical Civilization provides a well-rounded knowledge of ancient culture and traditions. Students have the opportunity to build their own program of study by choosing any combination of electives in courses whose topics fall under the rubric of Literature and Language; History, Culture, and Society; and Art and Archaeology. Classical Studies students learn to apply their learning in cross-disciplinary, integrative ways that enable them to capitalize on multidimensional understanding of whole cultures. Minors in Classical Civilization will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Classical Civilization (BA) (p. 334)

Minor

- Ancient Greek Minor (p. 334)
- Latin Minor (p. 337)

Curriculum

The minor in Classical Civilization requires 18 credit hours, which may include the year-long senior capstone at students' option. Students pursuing the minor also have the option of substituting up to four courses (12 credit hours) of coursework in ancient Greek or Latin at any level for coursework presented in English. As with the majors, breadth of disciplinary experience is recommended, but not required.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Required Courses		
Six (6) courses in CLST [1]		18
CLST 206	Art of Ancient Greece	
CLST 207	Art of the Roman World	
CLST 241	Religions of Ancient Greece	
CLST 267	Medical and Scientific Terminology in Context	
CLST 271	Classical Mythology	
CLST 271G	Classical Mythology - Women/Gender Focus	
CLST 271R	Classical Mythology - Rome Focus	
CLST 272	Heroes & the Classical Epics	
CLST 273	Classical Tragedy	
CLST 273G	Classical Tragedy - Women/Gender Focus	
CLST 274	World of Archaic Greece	
CLST 275	World of Classical Greece	
CLST 276	World of Classical Rome	
CLST 277	World of Late Antiquity	
CLST 278	Experiencing Mesopotamia	
CLST 279	Classical Rhetoric	
CLST 280	Romance Novel in Ancient World	
CLST 281	War and War Experience, Ancient and Modern	
CLST 283	Classical Comedy & Satire	
CLST 288	Greek Literature in Translation	
CLST 289	Latin Literature in Translation	
CLST 295	Women in the Classical World	
CLST 304	History of Ancient Philosophy	
CLST 305	Ancient Political Thought	
CLST 306	Science in Ancient Greece and Rome	
CLST 308	History of Rome to Constantine	
CLST 309	Greece to Alexander the Great	
CLST 315	Alexander & Hellenistic World	

CLST 316	Western Patristic Thought
CLST 318	Transformations of Rome in Late Antiquity
CLST 324	Shipwreck Archaeology
CLST 328	Pompeii and Herculaneum
CLST 334	Intro to Classical Archeology
CLST 334R	Introduction to Classical Archaeology - Rome/Italy Focus
CLST 340	Classical Arch-Greek Temples
CLST 342	Geography of The Ancient World
CLST 344	Ancient Greek and Roman Coins
CLST 348	Introduction to Museum Studies
CLST 361	Roman Political Theory & Practice
CLST 362	Roman Law
CLST 363	Law & Legislature-Ancient Greece
CLST 373	Daily Life in Ancient Greece
CLST 374	Private Life of Ancient Romans
CLST 375	Archaeology of Early Greece
CLST 376	Homeric Questions
CLST 378	Sport in Ancient Greece & Rome
CLST 380	Research in Classical Studies
CLST 381	Directed Study
CLST 382	Internship in Classical Studies
CLST 383	The Humanism of Antiquity I
CLST 384	The Humanism of Antiquity II
CLST 385	Historical Classic Greek Literature to 200 A.D
CLST 386	History of Classical Roman Lit
CLST 388	Classical Backgrounds I
CLST 389	Classical Backgrounds II
CLST 390	Fieldwork Greek Sites/Museums
CLST 391	Topics in Comp Literature
CLST 392	Theories of Myth
CLST 395	Topography of Rome
CLST 499	Directed Study
Total Hours	**18**

[1] Up to four (4) courses in GREK or LATN may be substituted.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon successful completion of their program, Classical Civilization students will:

- By completion of the minor, demonstrate knowledge of the culture, ideas, and values of the ancient Greeks and Romans
- By completion of the minor, analyze written, visual, and material objects in accordance with the methodologies of the relevant discipline (literature & languages, art & archaeology, history & culture)
- By completion of the minor, formulate valid connections between the ancient world and the problems and questions of the 21st century

Classics Degree-Distinction (-BAC/-BSC)

Besides its own majors and minors (p. 320), the Department of Classical Studies also supports a special degree-distinction program that preserves the form of a well-rounded humanistic education in the Jesuit tradition. The Classics degree-distinction, available in all undergraduate programs of Loyola University Chicago, is modeled after the course of study that was required of all Loyola undergraduates during the first century of the institution.

The Classics degree-distinction is not a major. Students major in *any* department or program within the College of Arts and Sciences or other undergraduate School within Loyola University Chicago; please see departmental advisers for those requirements. The unique distinction of the Classics degree-distinction is that the Bachelor's degree the student earns also comprises four courses above the 100-series in Greek or Latin; Classics degree-distinguished graduates must also demonstrate elementary-level competence in a second foreign language (potentially though not necessarily the other classical language), amounting to two semesters' credit for college-level work or the equivalent expertise (e.g., proficiency exam or AP credit). A student completes a total of 120 course hours (minimum) to graduate with the Classics degree-distinction.

The notation "Classics" on a student's transcripts indicates a well-rounded education, giving the student an advantage on the job market or with law, medical or graduate school admission boards.

- For more information about the *Classics* degree-distinction, please contact Dr. Laura Gawlinski, Undergraduate Programs Director (lgawlinski@luc.edu).
- To declare your intention to pursue the Classics degree-distinction, please print and fill out the form at www.luc.edu/cas/forms (http://www.luc.edu/cas/forms.shtml/) and submit it to the Dean's Office of the College of Arts and Sciences (Sullivan Center 235 or Lewis Towers 900).

Latin (BA)

As of Fall 2026, this program is no longer accepting applicants.

A major in Latin provides students with a well-rounded knowledge of Latin language, as well as ancient Roman culture and traditions. Students will become proficient at reading different genres of Latin literature in the original; they will also add electives in Latin, Greek, or Classical Civilization to fill out their degree. Students will finish their senior year with a capstone sequence and the creation of a portfolio that demonstrates the wide range of their learning over the course of their study. Majors in Latin will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Ancient Greek (BA) (p. 333)
- Classical Civilization (BA) (p. 334)

Minor

- Latin Minor (p. 337)

Curriculum

For a major in Latin, students must take at least six courses beyond the 100-level Latin language sequence, reading Latin literature in Latin. Options include courses on specific authors such as Cicero, Horace, Virgil and Juvenal, and on topics such as "The Age of Nero" and Roman historiography. At least two of those courses must be at the 300-level. Majors must also take the year-long senior capstone, "The Humanism of Antiquity." Four electives in Latin, Greek, or Classical Civilization courses round out the major. The major is thus a total of 36 credit hours. Students can begin the Latin major at Loyola without previous language experience.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Major Requirements		
LATN Electives (at least 2 at the 300-level) [1]		18
Four (4) courses in GREK, LATN, or CLST		12
Capstone		
CLST 383	The Humanism of Antiquity I	3
CLST 384	The Humanism of Antiquity II	3
Total Hours		**36**

[1] Courses must be beyond the elementary sequence in Latin (LATN 101 Latin I and LATN 102 Latin II).

Portfolio

A portfolio is required as part of degree requirements for this major.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon successful completion of their program, Latin students will:

- By completion of the degree, read Latin at an advanced level
- By completion of the degree, analyze Latin texts from a variety of genres and contexts
- By completion of the degree, articulate and apply the structures and processes by which words are formed and combined to create meaning
- By completion of the degree, formulate interpretations in written and oral form based on textual evidence and current scholarly practice
- By completion of the degree, sharpen philological research skills and present interpretive observations in written form

Latin Minor

A minor in Latin provides students with a well-rounded knowledge of Latin language, as well as ancient Roman culture and traditions. Students will become proficient at reading different genres of Latin literature in the original, finishing their senior year with a capstone course in Roman literature. Minors in Latin will find themselves prepared for pre-law or pre-medical programs, business, and other careers.

Related Programs

Major

- Classical Civilization (BA) (p. 334)

Minor

- Ancient Greek Minor (p. 334)
- Classical Civilization Minor (p. 335)

Curriculum

The minor in Latin requires four courses at the 200-level or above, a course of the student's choice in CLST, GREK, or LATN, plus the second half of the senior capstone, CLST 384 The Humanism of Antiquity II, for a total of 18 credit hours.

For more information, please contact us (https://www.luc.edu/classicalstudies/contactus.shtml/).

Code	Title	Hours
Required Courses		
Four (4) Courses in LATN at the 200/300 level, plus a course of student choice in CLST, GREK, or LATN. [1]		15
CLST 384	The Humanism of Antiquity II	3
Total Hours		**18**

[1] Courses must be beyond the elementary sequence in Latin (LATN 101 Latin I and LATN 102 Latin II).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon successful completion of their program, Latin students will:

- read Latin at an advanced level
- analyze Latin texts from a variety of genres and contexts
- formulate interpretations based on textual evidence and current scholarly practice

Computer Science

Undergraduate Degree Programs

We offer several Bachelor of Science degree programs: the Computer Science major and three newer specialized majors: Cybersecurity, Software Engineering, and Information Technology. There also are two interdepartmental majors with their own administrative structure: Bioinformatics and Data Science. There also is a Computational Science track within the Applied Mathematics major managed by the mathematics department. Also, there are two combined majors with mathematics and physics, respectively. We also offer minors in computer science, computer crime and forensics, and information technology. Finally, students can enroll in a streamlined dual-degree BS/MS program.

Undergraduate Programs

- Artificial Intelligence and Human Flourishing Interdisciplinary Minor (p. 583)
- Artificial Intelligence Minor (p. 348)
- Computer Crime and Forensics Minor (p. 363)
- Computer Science (BS) (p. 348)
- Computer Science Minor (p. 351)
- Cybersecurity (BS) (p. 351)
- Departmental Honors (p. 353)
- Information Technology (BS) (p. 354)
- Information Technology Minor (p. 356)
- Physics with Computer Science (BS) (p. 602)
- Software Engineering (BS) (p. 356)

Computer Science Department Policies

"Double-Dipping" Rules

Computer Science Qualifiers to the College of Arts & Sciences Double-Dipping Policy for Majors and Minors

December 2025

This rule seeks to clarify policies with respect to awarding multiple majors or minors, in so far as they relate to any of the majors and minors administered by the Computer Science Department; we also touch upon interdepartmental programs that include many COMP courses.

For the most part, departmental policy is captured by the College of Arts & Sciences default rules (https://www.luc.edu/media/lucedu/cas/pdfs/Double%20Dipping%20Policy.pdf) that a student may not major and minor in the same discipline, any extra major requires 21 credits not being used for another major, and any minor requires at least 6 credits not being used for another major or minor.

Some further details relating to computing majors and minors follow.

The programs administered by the Computer Science Department are the following majors:

- "Computer Science" (COMP-BS)
- "Cybersecurity" (CSEC-BS)
- "Information Technology" (ITEC-BS)
- "Software Engineering" (SWEN-BS)

and minors:

- "Computer Science" (COMP-MINR)
- "Information Technology" (ITEC-MINR)
- "Computer Crime and Forensics" (CCFR-MINR)
- "Artificial Intelligence" (ARIN-MINR)

In addition, the following majors administered primarily through an interdepartmental program or another department incorporate heavy computing content:

- "Mathematics & Computer Science" (MCSC-BS) (administered primarily by the Department of Mathematics and Statistics)
- "Physics With Computer Science" (PCSC-BS) (administered primarily by the Department of Physics)
- "Data Science" (DSCI-BS) (interdepartmental program with its own director)
- "Bioinformatics" (BIOI-BS) (interdepartmental program with its own director)

The Department of Computer Science has established the following policies:

1. The CAS rule against obtaining a major and a minor in the same discipline is to be interpreted as generally prohibiting combinations of very closely related disciplines. In particular, a minor in "Computer Science" (COMP-MINR) or "Information Technology" (ITEC-MINR) is prohibited for any student majoring in "Computer Science" (COMP-BS), "Cybersecurity" (CSEC-BS), "Information Technology" (ITEC-BS), "Software Engineering" (SWEN-BS), "Mathematics & Computer Science" (MCSC-BS), "Physics With Computer Science" (PCSC-BS), or "Data Science" (DSCI-BS). But a minor in "Computer Science" (COMP-MINR) or "Information Technology" (ITEC-MINR) is *permitted* with a major in "Bioinformatics" (BIOI-BS) as long as it incorporates the CAS default of at least 6 distinct credits. (Furthermore, in consultation with the Undergraduate Program Director, students may also be able to arrange certain substitutions in the minor to avoid taking excessively similar classes.)
2. At the same time, other minors (such as CCFR-MINR, ARIN-MINR, AIHF-MINR, BAAI-MINR, etc.) are *permitted* with *any* major, as long as each additional minor incorporates the CAS default of at least 6 distinct credits.
3. A major in "Mathematics & Computer Science" (MCSC-BS) is not meaningful for a student who completes separate majors in both Mathematics and any of "Computer Science" (COMP-BS), "Cybersecurity" (CSEC-BS), "Information Technology" (ITEC-BS), or "Software Engineering" (SWEN-BS), even if extra course work is incorporated.
4. A major in "Physics With Computer Science" (PCSC-BS) is not meaningful for a student who completes separate majors in both Physics and any of "Computer Science" (COMP-BS), "Cybersecurity"(CSEC-BS), "Information Technology" (ITEC-BS), or "Software Engineering" (SWEN-BS), even if extra course work is incorporated.

The following table summarizes the number of distinct credits required for various combinations of majors and minors, where X represents a disallowed combination:

	COMP-BS	CSEC-BS	ITEC-BS	SWEN-BS	MCSC-BS	PCSC-BS	DSCI-BS	BIOI-BS
COMP-BS	X	21	21	21	21	21	21	21
CSEC-BS	21	X	21	21	21	21	21	21
ITEC-BS	21	21	X	21	21	21	21	21
SWEN-BS	21	21	21	X	21	21	21	21
MCSC-BS	21	21	21	21	X	21	21	21
PSCS-BS	21	21	21	21	21	X	21	21
DSCI-BS	21	21	21	21	21	21	X	21
BIOI-BS	21	21	21	21	21	21	21	X
COMP-MINR	X	X	X	X	X	X	X	6
ITEC-MINR	X	X	X	X	X	X	X	6
other minors	6	6	6	6	6	6	6	6
Double major involvin two corresp departm					X	X		

AP in Cybersecurity

Students who completed the AP in Cybersecurity with a 4 or 5 score should be equivalent to 3 credit hours of COMP 144 Cybersecurity for All. This is in line with the Department of Computer Science other AP courses.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Computer Science (COMP)

COMP 102 Web Design and Multimedia Publishing (3 Credit Hours)
This course introduces foundations of the world wide web technology, HTML, and multimedia publishing techniques. Topics include HTML syntax, CSS, XML, RSS, and various multimedia formats.
Outcomes:
An understanding of the technologies behind web sites and the ability to use them effectively

COMP 104 Computer Animation (3 Credit Hours)
The course introduces techniques for understanding and developing dynamic and interactive media by using sound, motion, images, and text. Relevant software knowledge areas are covered.
Outcomes:
Ability to publish created animated media projects to the web in a process that involves understanding human interface design

COMP 111 History of Computing (3 Credit Hours)
The social and organizational history of humanity is intricately entangled with the history of technology in general and the technology of information in particular. Advances in this area have often been closely involved in social and political transformations. While the contemporary period is often referred to by such names as the Computing and Information Age, this is the culmination of a series of historical transformations that have been centuries in the making. This course will provide a venue for students to learn about history through the evolution of number systems and arithmetic, calculating and computing machines, and advanced communication technology via the internet.
Course equivalencies: X - COMP 111 / HIST 279C

COMP 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

COMP 122 Introduction to Digital Music (3 Credit Hours)
This course explores the intersection of music and computing. Topics include sound, digital audio, sampling, synthesis, sequencing, and automation. Students encounter tools and techniques of digital music and data structures for encoding musical thought as well as examples of musical creativity and technological advances resulting from experimentation and interdisciplinary thinking.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122
Outcomes:
Understanding of the physics of musical sound and data structures for digital audio and music; facility with hands-on applications of digital music composition, musicology, sound design

COMP 125 Visual Information Processing (3 Credit Hours)
Pre-requisites: Restricted to Freshman or Sophomore standing OR majors other than COMP-BS AND CSEC-BS AND SWEN-BS
This course is an introduction to fundamental programming principles and techniques. Students encounter data structures, logical operations, quantitative inputs, and object-oriented thinking through graphics, animation and personal creativity. Emphasis is on coding for interactive applications. No prior experience in computer programming is required.
Knowledge Area: Quantitative Knowledge
Outcomes:
Understanding of computer mechanisms for representing and analyzing numerical information and the role of parameters inputs in computer algorithm execution; ability to implement programming techniques to solve practical problems

COMP 141 Introduction to Computing Tools and Techniques (3 Credit Hours)
This course introduces students to the Unix shell environment and essential tools for succeeding in computer science degrees. Students who complete this course will develop fluency in the Unix (Linux) environment, which is essential for solving problems in academic, research, and professional computing disciplines.

COMP 144 Cybersecurity for All (3 Credit Hours)
This course will cover cybersecurity fundamentals, including how to think like an adversary, general awareness of cybersecurity and privacy, and cybercrime. This course is intended for any student who wants to know more about general cybersecurity and privacy issues in the "cyber" world.
Outcomes:
Ability to quantitatively and qualitatively assess cybersecurity and privacy risks, and understanding fundamentals of protecting security and privacy in a cyberworld and connections to cybercrime and other real-life scenarios

COMP 150 Introduction to Computing (3 Credit Hours)
Pre-requisites: Freshman or Sophomore standing OR majors other than Computer Science BS, Cybersecurity BS, and Software Engineering BS
The world overflows with electronic data. This course introduces programming in a simple, powerful language like Python, with selection, repetition, functions, graphical effects, and dynamic interaction with the Internet, plus connections to lower level computer organization and computer implications in the wider world.
Knowledge Area: Quantitative Knowledge
Outcomes:
Empowerment to manage and transform masses of data; understanding of technical, societal, and ethical issues involved

COMP 163 Discrete Structures (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 or placement into MATH 118 or higher
This course covers the mathematical foundations of computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Course equivalencies: COMP211/COMP163
Outcomes:
The student will be prepared for the study of advanced ideas in computer science, from cryptography to databases to algorithms to computer architecture

COMP 170 Introduction to Object-Oriented Programming (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 118 or Placement into a higher MATH course or COMP 125 or COMP 141 or COMP 150 or COMP 180 or permission or SCPS student; Prior experience with a procedural programming language is sufficient to obtain permission to enroll
This programming-intensive course with an integrated lab component introduces basic concepts of object-oriented programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP170/ISOM/INFS370
Outcomes:
Ability to take a problem, break it into parts, specify algorithms, and express a solution in terms of variables, data types, input/output, repetition, choice, arrays, subprograms, classes, and objects; Ability to judge a good program

COMP 171 Scripting Languages (1 Credit Hour)
Scripting languages are rapid prototyping languages that are used extensively. This course covers the principles, syntax and semantics of widely used scripting languages.
Outcomes:
Students will learn how a program can be put together quickly and efficiently to solve problems

COMP 180 Computing and Data Analysis for the Sciences (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 (or any higher MATH course such as 118, 131, 132, 161, 162) with grade of at least C- or placement into MATH 118
Scientific computing emphasizes data analysis and visualization in a scientific context - analyzing data quickly for understanding by the individual, sharing automated workflows with collaborators, and preparing results for later publication. This course will emphasize rapid, interactive, and reproducible collaborative analysis of data for scientific contribution.
Interdisciplinary Option: Neuroscience
Outcomes:
At the end of this course, students will be well versed in the use of a specific, interactive environment for data analysis (likely Python, R, or MATLAB as indicated in the course notes) for analyzing data and sharing results

COMP 215 Object Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

COMP 231 Data Structures & Algorithms for Informatics (3 Credit Hours)
Pre-requisites: (MATH/COMP 215 OR COMP 170) AND (COMP 141 OR AMTH-BS OR MATH-BS) Advisory: MATH/COMP 215 preferred
This course introduces data structures and algorithms that are essential for data science and informatics. Here we will focus on identifying the right method for storing data and using the most efficient algorithm for analysis. A subset of data structures and algorithms fundamental to computer science will be covered.
Outcomes:
Students will learn fundamental data structures and algorithms frequently used in informatics and data science; Students will be able to apply this knowledge for data analysis

COMP 250 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

COMP 251 Introduction to Database Systems (3 Credit Hours)
Pre-requisites: COMP 125 or COMP 141 or COMP 150 or COMP 170 or COMP 180 or COMP/MATH 215
This course explores ways in which data collections are organized, stored, analyzed, and manipulated. Topics include relational databases, the SQL query language, and the basics of XML and web interfaces to data sets. Applications from a variety of domains illustrate the course's key concepts.
Course equivalencies: COMP 251 / COMP 368
Outcomes:
Students will organize data in ways to emphasize relationships, write simple programs to process, visualize and graphically display data, mine data for patterns, and design web interfaces to data

COMP 264 Introduction to Computer Systems (3 Credit Hours)
Pre-requisites: COMP 141 and (COMP 170 or MATH/COMP 215) and (coreq or prereq of COMP 163 or MATH 201); COMP 163 coreq or prereq and COMP 170 prereq preferred
This course studies the hierarchy of abstractions and implementations that constitute a modern computer system, with a particular focus on issues of interest to programmers, typically including some systems programming instruction.
Outcomes:
Understanding of system issues that affect the performance, correctness, or utility of user-level programs

COMP 271 Data Structures I (3 Credit Hours)
Pre-requisites: COMP 141 and COMP 170 and (co-requisite or pre-requisite of COMP 163 (preferred) or MATH 201); For Bioinformatics majors, pre-requisite of COMP 141 and COMP 170; For SCPS students, pre-requisite of COMP 170
This course studies basic data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations, study of recursion, applications of data structures, and simple analysis of algorithms are covered.
Outcomes:
Students learn linear data structures and the performance of their operations, and they learn to solve simple computational problems by designing suitable algorithms and efficient data structures

COMP 272 Data Structures II (3 Credit Hours)
Pre-requisites: COMP 271 and (COMP 163 or MATH 201) and (MATH 131 or MATH 161)
This course studies advanced abstract data types, such as sets, maps, and graphs, and their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also studies the performance of the data structures built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students learn non-linear data structures and runtime performance of their operations, solve computational problems by choosing suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 301 Introduction to Computer Security (3 Credit Hours)
Pre-requisites: COMP 170
This is an introductory course on computer security covering a broad range of topics, including basic security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The course teaches both the principles and concepts of computer security as well as some of the tools and technologies. Students will learn to think like an adversary, find and exploit vulnerabilities in computer and network systems, understand cryptography and security goals, and learn about some of the commonly-used tools.

COMP 305 Database Administration (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
Business and scientific institutions increasingly use large commercial data base systems. This course teaches the theory and practice for the definition, security, backup, tuning, and recovery of these systems.
Outcomes:
Students will be able to use theory and pragmatic approaches to define and implement realistic solutions for large database administration environments

COMP 306 Data Mining (3 Credit Hours)
Pre-requisites: (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission) and (COMP 150 or COMP 170); Corequisites or Prerequisites: COMP 251 or COMP 353
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
This course offers an introduction to topics such as error analysis, interpolation and approximation, and the numerical solution of problems involving differentiation, integration, and ordinary and partial differential equations.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

COMP 310 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
This course introduces principles of operating systems and how they are designed. Various important parts of operating systems such as memory addressing, file structures, processes, and threads are covered.
Outcomes:
Students will learn the different parts of an operating system at a functional level and how they interact with each other

COMP 312 Open Source Software Practicum (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271 or instructor permission
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn to implement projects involving Free and Open Source software and learn how to participate in open-source projects effectively

COMP 313 Object-Oriented Design (3 Credit Hours)
Pre-requisites: COMP 272
Object-orientation continues to be a dominant approach to software development. This intermediate programming-intensive course studies the use of classes and objects with an emphasis on collaboration among objects.
Outcomes:
A thorough understanding of the principles of object-orientation: abstraction, delegation, inheritance, and polymorphism; exposure to basic design patterns; programming experience in mainstream object-oriented languages such as C++ and Java

COMP 314 Problem Solving Strategies I (1 Credit Hour)
Pre-requisites: COMP 271
Corequisite or This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Course equivalencies: COMP281/COMP314
Outcomes:
Ability to work in small groups, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 315 Problem Solving Strategies II (2 Credit Hours)
Pre-requisites: COMP 314
This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Outcomes:
Ability to lead a small group, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 317 Social, Legal, and Ethical Issues in Computing (3 Credit Hours)
Pre-requisites: Any COMP course and Ethics Core
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 319 Introduction to UNIX (1 Credit Hour)
Pre-requisites: COMP 170 and COMP/MATH 215
An introduction to the UNIX operating system. Topics include files and directories, electronic mail, security, advanced file systems, network utilities, network file sharing, text utilities, shell programming, UNIX internals, UNIX system administration (essentials), the X windowing system, systems programming, and secure shell (SSH).
Course equivalencies: COMP219/COMP319
Outcomes:
After taking this course, students will develop working knowledge of Unix and be able to use modern Unix operating systems such as Linux, OS X, or Solaris

COMP 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear, and complex models, and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

COMP 322 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course will focus on the unique challenges, methods, tools, and technologies for developing software applications for wireless and mobile devices, smart mobile phones, and the growing world of mobile connected devices.
Outcomes:
1) Understand challenges of software design for resource limited devices; 2) Know the architecture of one or more state-of-the-art mobile operating systems; 3) Gain experience designing, developing, testing embedded software

COMP 323 Game Design and Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course studies design, development, and publication of games and game-based applications. This includes example games and designers, industry practices, and team-based project development.
Outcomes:
Students will acquire an awareness of different game design and development methods, technologies, and techniques suitable for the development of a variety of game based environments

COMP 324 Client-Side Web Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course covers the design and implementation of the presentation layer of dynamic web applications. Topics include visual design and usability, multi-channel and multi-modal applications, markup of static and dynamic content, and client-side executable content. HTML/CSS/JavaScript are introduced quickly, followed up with the stack of current JavaScript frameworks and libraries used in practice.
Outcomes:
Familiarity with the most common effective tools for creating responsive, dynamic, and interactive web content with client-side tools

COMP 325 Rapid Application Development Methodology (3 Credit Hours)
Pre-requisites: COMP 271 with a grade of C- or above
This course will teach students how to effect rapid application development using a software framework such as the .NET Framework. Particular emphasis will be placed on enhancing object-oriented programming skills using a language such as C#.NET.
Outcomes:
Students will gain enhanced skill in object-oriented programming and development of such applications as database applications, web applications, Microsoft .NET services, Silverlight applications, and WCF Services

COMP 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: One of: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

COMP 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes with algebraic structure and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

COMP 329 Natural Language Processing (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission)
This course provides an introduction to the field of natural language processing (NLP). NLP is concerned with computational approaches to analyzing, generating, and understanding human language. This course will introduce the students to the problems, methods, and applications of NLP.
Outcomes:
Students will become familiar with such areas of natural language processing as information retrieval, sentiment analysis, machine translation, document classification, and question answering

COMP 330 Software Engineering (3 Credit Hours)
Pre-requisites: COMP 271
Students learn real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 331 Mathematical Foundations of Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH 201 or COMP 363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP 180 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 332 Requirements Engineering (3 Credit Hours)
Pre-requisites: COMP 330
This course aims to equip students with techniques for successful requirements analysis and requirements engineering (RE) of software-intensive systems. Students will learn a systematic process of developing requirements through co-operative problem analysis, representation, and validation.
Outcomes:
Students will learn and apply the current state of the art in requirements engineering and a systematic method for engineering high-quality requirements on realistic large-scale projects

COMP 333 Web Services Programming (3 Credit Hours)
Pre-requisites: COMP 313
Web services are building blocks for enterprise applications that use open data exchange standards and transport protocols to exchange data with calling clients. This course studies the architectures, frameworks, and tools required to develop and compose web services and clients, as well as integrate service-oriented systems with legacy systems.
Outcomes:
An understanding of the design space of software architecture; Proficiency in designing, implementing, deploying and composing systems from web services

COMP 335 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 272
As embedded and networked systems are becoming ever more ubiquitous, we depend increasingly on the correctness of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as UML and ESC

COMP 336 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 337 Concurrent Programming (3 Credit Hours)
Pre-requisites: COMP 313
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 338 Server-based Software Development (3 Credit Hours)
Pre-requisites: COMP 313
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 339 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 313 or COMP 363 or COMP 310
This course covers topics in modern distributed systems. This course places special emphasis on scalability (performance), reliability/fault tolerance, and security.
Outcomes:
After taking this course, students should understand the essential ingredients of distributed systems and how to build distributed systems that are resilient to transient network failures and other potential anomalies

COMP 340 Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 301 (may also be corequisites)
The course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 341 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
Limitations in human-computer interaction are as much due to human factors, cognitive limits, expectations, motivations, and inertia as technological capabilities. Systematic methods will be used to evaluate and improve designs through both qualitative feedback and statistical, hypothesis-driven testing on web pages, GUIs, mobile apps and many non-traditional interfaces.
Outcomes:
Students will be exposed to a wide array of non-traditional computing interfaces, and be able to evaluate, design and develop better human-computer interfaces using research-based, systematic approaches

COMP 342 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: COMP 170
An introduction to webpage development using JavaScript, jQuery and associated client-side tools.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Students will be able to create webpages using JavaScript and related tools and protocols, and interface a webpage with a database

COMP 343 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271 or instructor permission
This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. Some programming may be required.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 344 Hands-on Approach to Security and Privacy (3 Credit Hours)
Pre-requisites: COMP 301 and (COMP 340 or COMP 347 or COMP 348 or COMP 349 or COMP 352)
This course will introduce students to privacy, cybersecurity competitions, and how computers can be compromised and secured. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate knowledge and competency in the cybersecurity and privacy fields by participating in competitions, capture the flag, cybersecurity challenges, cybersecurity certifications, and other cybersecurity events/activities; Students will apply what they know in a realistic professional setting, usually working in a team

COMP 345 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 301
It introduces the Internet of Things (IoT) comprising embedded devices and cloud-based resources. The course studies concepts and techniques used in designing and implementing IoT systems providing valuable functionality to consumers and valuable data to organizations. The course discusses methods for addressing related safety, security, reliability, and privacy concerns.
Outcomes:
Ability to design and implement secure software and establish safety, security, reliability, and privacy goals for embedded and IoT-based systems; Ability to visualize and analyze data from an IoT system

COMP 346 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the fundamental concepts of telecommunication networks, including requirements of voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system.
Outcomes:
Students will understand how modern telephone systems work

COMP 347 Intrusion Detection and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course covers techniques and algorithms for detecting unusual usage patterns that typically signal a break-in, including techniques for detecting evasive or stealthy attacks. Also covered are differences in detecting local versus network intruders. Additional topics: computer viruses, computer security management, computer forensics.
Outcomes:
Students will learn to configure ID systems (eg SNORT) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 348 Network Security (3 Credit Hours)
Pre-requisites: COMP 301
This course involves a discussion of network security through the following areas which lead to an overall security posture: Security Frameworks, Implementation Security, System Best Practices, a Case for Centralized Configuration Management, Network Security Architecture, Standards Adherence, Risk Assessments, Testing and Review and Application Security.
Outcomes:
An understanding of how to secure networks using encryption, authentication, perimeter protection, restricted access policies, intrusion detection/prevention and other security frameworks

COMP 349 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course will explore the wireless standards, authentication issues, and common configuration models for commercial versus institutional installations and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 350 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 351 Network Management (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the current state of the art in automated management of computer networks, including protocols such as SNMP and its attendant naming conventions, network management systems, and important issues in administrative network configuration.
Outcomes:
Students will become familiar with the SNMP protocol, with how large-scale Network Management Systems operate and are configured, and with advanced network configuration

COMP 352 Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 301
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities at the machine-code level and how they can be leveraged into an attack; Run a virus in a virtual-machine sandbox with appropriate monitoring

COMP 353 Database Programming (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course introduces relational and object databases to support database creation and application development. Use of commercial database products will give a practical orientation.
Course equivalencies: COMP353/BIOI353
Outcomes:
Students will learn SQL, database design and application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 358 Big Data Analytics (3 Credit Hours)
Pre-requisites: ((Database experience: COMP 251 OR COMP 305 OR COMP 353) AND (Analytics experience: COMP 306 OR COMP 379 OR STAT 338 OR STAT 308)) OR permission of instructor
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 362 Computer Architecture (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
Introduction to digital logic and Verilog. Design and implementation of a CPU pipeline. Processor design, instruction set design, and addressing. Control structures and microprogramming. Memory management, caches, and memory hierarchies. Interrupts and I/O structures. Instruction dependencies and hazards. Design synthesis on FPGAs.
Course equivalencies: COMP 260 / COMP 275 / COMP 362
Outcomes:
Ability to design complex digital systems using hierarchical organization and implementation in Verilog; Ability to reason about dependencies in an instruction sequence and how dependencies create pipeline hazards

COMP 363 Design and Analysis Computer Algorithms (3 Credit Hours)
Pre-requisites: COMP 272 and (MATH 132 or MATH 162)
Theoretical design and analysis of computer algorithms may be supplemented by small amounts of programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-COMP363/BIOI363
Outcomes:
The ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 364 High Performance Computing (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
This course covers parallel architectures and parallel models of computation. Algorithms for achieving high performance in various computational contexts are discussed. Models such as shared memory, message passing, and hybrid modes of computing are introduced.
Outcomes:
Students will learn how to engineer solutions to practical problems in multiprocessor architectures and using large physical memories

COMP 366 Microcomputer Design & Interfacing (3 Credit Hours)
Pre-requisites: COMP 271
This course covers computer architecture, CPU logic, data acquisition, signal conditioning, analog/digital conversion and computer interfacing.
Course equivalencies: X-PHYS366/COMP366
Outcomes:
Students will gain a working knowledge of interfacing techniques and design, hands-on experience with professional interfacing hardware and software, and the ability to document and report experimental results

COMP 367 Robotics Software Development (3 Credit Hours)
Pre-requisites: COMP 271; COMP 313 recommended
This course is an introduction to robotics and robotic software development using humanoid robots. The course will use modern robot platforms and provide hands on experience with robotic sensor systems, motion and navigation, robot behavior planning and implementation.
Outcomes:
Students will explore the history of robotics, overview the theory of autonomous robotic systems, and develop complete robot projects

COMP 369 Product Invention and 3D Printing (3 Credit Hours)
This course explores the role of products in the economy and how things are made, including: product conceptualization and design, physical design vs. design of things that are not physical, rapid prototyping, 3D printing, 2D conceptualization and sketching, 3D modeling, and design reviews.
Outcomes:
Students will be able to visualize ideas via sketching basic shapes, create 3D models using 3D modeling software, use a 3D Printer, and give constructive feedback in peer review sessions

COMP 370 Software Quality (3 Credit Hours)
Pre-requisites: COMP 330
The course teaches software testing and quality control concepts, principles, and techniques including black box and white box testing, coverage testing, test case development, and regression testing.
Outcomes:
Students will learn how to prevent errors, how to get 'bugs' out of software, and be able to apply this knowledge in other courses and projects

COMP 371 Programming Languages (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.
Outcomes:
An understanding of key principles and paradigms underlying the design and implementation of commonly used programming languages; exposure to formal mechanisms for describing language syntax and semantics; programming experience in several representative languages

COMP 373 Advanced Object-Oriented Programming (3 Credit Hours)
Pre-requisites: COMP 313
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 376 Formal Languages & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 377 IT Project Management (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure and responsibilities, a written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 378 Artificial Intelligence (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course introduces artificial intelligence theory and programming.
Outcomes:
Student will learn basic theory of artificial intelligence and be able to build small applications based on it

COMP 379 Machine Learning (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or ISSCM 241 or STAT 335 or PSYC 304 or instructor permission)
Machine learning is the process of making predictions and decisions from data without being explicitly programmed. Topics include a variety of supervised learning methods. Ensemble approaches are used to combine independent models efficiently. Unsupervised and semi-supervised methods demonstrate the power of learning from data without an explicit training goal.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 380 Computer Graphics (3 Credit Hours)
Pre-requisites: COMP 271
This course introduces modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 382 Compiler Construction (3 Credit Hours)
Pre-requisites: COMP 264 and 272
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn how a compiler is built

COMP 383 Computational Biology (4 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and COMP 381 (Equivalencies: BIOI/BIOL 388)
This course presents an algorithmic focus to problems in computational biology. It is built on earlier courses on algorithms and bioinformatics. Problems and solutions covered in this course include gene hunting, sequence comparison, multiple alignment, gene prediction, trees and sequences, databases, and rapid sequence analysis.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP383/BIOI383
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 386 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

COMP 387 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 379 or STAT 338 or STAT 308 This course covers key concepts of neural network algorithms as well as their applications in computer vision and natural language processing
The topics will include popular building blocks of neural networks including fully-connected, convolutional, recurrent, attention, and transformer layers.
Outcomes:
Learn how to build and analyze popular modern neural network architectures; Learn how to design, build, and evaluate their models in the context of practical applications related to fields such as computer vision and natural language processing

COMP 388 Topics in Computer Science (1-6 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 389 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

COMP 390 Broadening Participation in STEM (Computing, Math & Science) (1-3 Credit Hours)
Students will learn about underrepresentation of various population groups in STEM fields (science, technology, engineering, mathematics), as well as some of the reasons and negative effects of this situation. They will learn about techniques and educational materials for ameliorating this situation and will engage in relevant service learning activities.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain first-hand experience with broadening STEM participation and seeing how they can make a difference in the lives of other students and contribute to national needs

COMP 391 Internship in Computer Science (1-6 Credit Hours)
Students work outside the classroom applying and extending their computer science skills, typically for at least 150 hours for 3 credits. A memorandum of understanding is required between a student, his or her employer, and the Undergraduate Internship Coordinator, followed by final reports from the student and the employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Application of classroom skills to real-world situations

COMP 395 Professional Development & Career Growth in CompSci/IT (1 Credit Hour)
Pre-requisites: Sophomore standing and any COMP course
This course is designed specifically for students pursuing a degree in computing-related fields, for example, Computer Science, Information Technology, Software Engineering, and Cybersecurity. They will learn about ways to develop themselves professionally, communicate their strengths, expand their contacts, and advance their careers. Students should acquire skills to professionally brand themselves, successfully network in technical circles, perform an effective job/internship search, and conduct themselves well in interviews.

COMP 397 Research Methods in Computer Science (1 Credit Hour)
Supplements CS Seminar by targeting students directly engaging in research and facilitating contributions in ongoing projects. Progress in outside projects tracked through milestones such as abstracts, small fellowship-style proposals, informal updates, and outcome-oriented goal setting. Emphasizes creating lasting impacts through establishing project continuity and presenting posters, papers, and slide shows.
Outcomes:
Regular progress on research projects and final presentations of results for demonstration to department faculty and students, and potential use at professional conferences

COMP 398 Independent Study (1-6 Credit Hours)
The student and a sponsoring faculty member will determine an advanced topic for the student to work on.
This course satisfies the Engaged Learning requirement.
Outcomes:
Knowledge of an advanced topic

COMP 399 Computer Science Seminar (1 Credit Hour)
The department seminar is designed to bring together students interested in understanding and engaging in extracurricular applications of computer science, with a focus on ongoing research. Speakers will include department faculty, research students, and invited outside speakers. Students will be asked to read relevant literature and participate in discussions.
Course equivalencies: COMP 399H / COMP 399
Outcomes:
Students will be exposed to a wide range of topics in computer science, participate in discussions, and provide feedback to assess their general understanding of the presented material

Artificial Intelligence Minor

This minor teaches the technical aspects of Artificial Intelligence, including machine learning, deep learning, computer vision, natural language processing, responsible and fair AI, and ethics of AI.

Related Programs

Minor

- Artificial Intelligence and Human Flourishing Interdisciplinary Minor (p. 583)
- Business of Applied Artificial Intelligence Minor (p. 781)

Curriculum

Code	Title	Hours
COMP 163	Discrete Structures	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 271	Data Structures I	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 329	Natural Language Processing	3
COMP 378	Artificial Intelligence	3
COMP 379	Machine Learning	3
COMP 387	Deep Learning	3
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
Total Hours		**27**

Note: if this minor is declared by a CSEC-BS student (for example), this will be only 4 extra courses or 12 credit hours.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Semester I		
COMP 163	Discrete Structures	3
COMP 170	Introduction to Object-Oriented Programming	3
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3
	Hours	**9**
Semester II		
COMP 271	Data Structures I	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
	Hours	**6**
Semester III		
COMP 378	Artificial Intelligence	3
COMP 379	Machine Learning	3
	Hours	**6**
Semester IV		
COMP 329	Natural Language Processing	3
COMP 387	Deep Learning	3
	Hours	**6**
	Total Hours	**27**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Students will be able to articulate and apply fundamental AI concepts, including supervised learning, unsupervised learning, reinforcement learning, and basic neural networks, to solve a range of practical problems.
- Students will be able to select and apply AI techniques to solve specific problems within a chosen domain, demonstrating an understanding of the practical applications of AI.
- Students will demonstrate the ability to critically evaluate the ethical implications of AI systems, including bias, fairness, accountability, and transparency.

Computer Science (BS)

The B.S. degree program in computer science provides a balance between theoretical foundations and applied computer science with the ultimate goal of presenting knowledge likely to be of ongoing value throughout one's career. The preparation of the B.S. is aimed at students who want to pursue a career as an industry practitioner and/or as an academic.

Among 24 civilian occupation groups analyzed by The Bureau of Labor Statistics, Computer and Information Technology is rated third highest in median pay and second highest in projected employment growth for the period 2021 to 2031.

Related Programs

Major

- Cybersecurity (BS) (p. 351)

Minor

- Computer Science Minor (p. 351)

Curriculum

Code	Title	Hours
Major Requirements		
MATH 131	Applied Calculus I [1]	3-4
or MATH 161	Calculus I	
MATH 132	Applied Calculus II [1]	3-4
or MATH 162	Calculus II	
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 264	Introduction to Computer Systems	3
COMP 271	Data Structures I	3
COMP 272	Data Structures II	3
COMP 310	Operating Systems	3
or COMP 362	Computer Architecture	
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 363	Design and Analysis Computer Algorithms	3
COMP 371	Programming Languages	3
STAT 203	Introduction to Probability & Statistics	3
COMP-BS Restricted Electives		*9*
Select nine credit hours from the following:		
COMP 301	Introduction to Computer Security	
COMP 313	Object-Oriented Design	
COMP 330	Software Engineering	
COMP 332	Requirements Engineering	
COMP 339	Distributed Systems	
COMP 341	Human-Computer Interaction	
COMP 343	Computer Networks	
COMP 353	Database Programming	
COMP 362	Computer Architecture [2]	
or COMP 310	Operating Systems	
COMP 364	High Performance Computing	
COMP 370	Software Quality	
COMP 379	Machine Learning	
Practicum Capstone		*6*
Select six credits taken from one or more of the following: [3]		
COMP 312	Open Source Software Practicum	
COMP 344	Hands-on Approach to Security and Privacy	
COMP 390	Broadening Participation in STEM (Computing, Math & Science)	
COMP 391	Internship in Computer Science	
COMP 398	Independent Study	
Computer Science 300-Level Electives		*4*
COMP 300-Level Course(s)		
Computer Science Free Electives		*3*
Select one of the following:		
COMP 300-Level Course		
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
Total Hours		**61**

1. By arrangement with the Undergraduate Program Director, the extra credits from MATH 161 Calculus I/MATH 162 Calculus II may be applied towards the computer science electives.
2. You must take COMP 310 or COMP 362 as part of the Major requirements. The second one can be used as an elective if taken.
3. See the details of registering for these courses in the Computer Science Department website resources. Students are encouraged to complete these credits during junior and senior years to draw on prior experience. Note:
   - COMP 312 and COMP 344 each are a 3-credit course
   - COMP 390 is limited to 3 total credits
   - COMP 391 and COMP 398 will usually be limited to 6 total credits each, but permission may sometimes be granted for more.

Suggested Sequence of Courses

COMP-BS Sample Schedule

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection

Course	Title	Hours
Year 1		
Fall		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
COMP 170	Introduction to Object-Oriented Programming [1]	3
MATH 131	Applied Calculus I [2]	3
CORE: College Writing Seminar		3
UNIV 101	First Year Seminar	1
	Hours	**16**
Spring		
COMP 271	Data Structures I	3
MATH 132	Applied Calculus II [3]	3
CORE: Philosophical Knowledge Tier 1		3
CORE: Historical Knowledge Tier 1		3
CORE: Ethics		3
	Hours	**15**
Year 2		
Fall		
COMP 264	Introduction to Computer Systems	3
COMP 272	Data Structures II	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
STAT 203	Introduction to Probability & Statistics [4]	3
CAS Language Requirement 101 level [5]		3
	Hours	**15**

Spring		
COMP 313	Object-Oriented Design	3
COMP 330	Software Engineering	3
CORE: Scientific Knowledge Tier 1		3
CORE: Societal & Cultural Knowledge Tier 1		3
CAS Language Requirement 102 level [5]		3
	Hours	**15**
Year 3		
Fall		
COMP 310 or COMP 362	Operating Systems or Computer Architecture	3
COMP 300-Level Elective (e.g. COMP 391 or 395 or 399)		3
COMP Restricted Elective		1
CORE: Literary Knowledge & Experience Tier 1		3
CORE: Theological and Religious Studies Tier 1		3
CORE: Philosophical Knowledge Tier 2		3
	Hours	**16**
Spring		
COMP-BS Restricted Elective		3
COMP-BS Restricted Elective		3
CORE: Artistic Knowledge & Experience		3
CORE: Scientific Knowledge Tier 2		3
CORE: Historical Knowledge Tier 2		3
	Hours	**15**
Year 4		
Fall		
COMP 300-Level Elective		3
COMP Practicum		3
CORE: Literary Knowledge & Experience Tier 2		3
CORE: Societal & Cultural Knowledge Tier 2		3
CAS Elective		3
	Hours	**15**
Spring		
COMP Practicum		3
COMP Free Elective [6]		3
CORE: Theological and Religious Studies Tier 2		3
CAS Elective		3
CAS Elective		3
	Hours	**15**
	Total Hours	**122**

1. COMP 170 Introduction to Object-Oriented Programming is designed to serve as a first introductory programming course. Students seeking a more gentle introduction may start with COMP 125 Visual Information Processing or COMP 150 Introduction to Computing; if one of those courses is taken, it can be counted into the "COMP Free Elective" category of the requirements of the major. Additionally, A score of 4 or 5 on the AP CS Principles Exam or AP CS A exam will earn actual credit for COMP 150 or COMP 170, respectively.
2. May substitute MATH 161 Calculus I and may use the extra credit towards COMP Free Electives.
3. May substitute MATH 162 Calculus II and may use the extra credit towards COMP Electives.
4. May substitute MATH 212 Linear Algebra
5. Language must be completed through the 102 course level or through an exam.
6. If COMP 150 not taken

General Notes

- Credits never can be double-counted for different categories of the requirements for the major. But a course may satisfy a major requirement and also satisfy a University and/or College requirement (e.g., Core, residency, Engaged Learning, Writing Intensive).
- With permission, extra credits of MATH 161 Calculus I, MATH 162 Calculus II, or 300 level MATH, PHYS, or STAT **for double majors** can be applied to the "Computer Science 300-Level Electives" or "Computer Science Free Electives" categories.)
- It is usually not meaningful to combine a computing major or minor with another, the principal exception being CCFR-MINR; see more detail in the double-dipping rules (p. 338).

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- By the end of the program, students will be able to explain core computer science concepts as well as the operation of exemplars in areas such as abstract data types and data structures, algorithms, computer architectures, software engineering, databases, and networks.
- Students shall be able to write extensive computer programs in at least one high-level programming language and have sufficient experience with other languages and with general principles of programming to be able to use documentation to write small programs in other languages.
- Students will be able to use their knowledge of computer science to design, implement, and evaluate a computational system to meet a given set of requirements to solve a complex problem.
- Students shall be able to solve problems related to computer science by using mathematical and scientific principles in areas such as discrete mathematics, probability and statistics.
- Students shall demonstrate knowledge of and the ability to present well-structured arguments about professional, ethical, legal, security, and social issues and responsibilities as they pertain to computer science

- Students shall be able to work effectively on teams to accomplish a common goal, and they should be able to communicate design ideas and work effectively both verbally and in writing.

Computer Science Minor

Computers are extremely pervasive in the modern world, and important connections have been established between computer science and virtually every other field of study. Thus, a computer science minor is a valuable enhancement to majors in other fields, whether in the sciences, social sciences, arts, humanities, business, etc.

More specifically focused minors are also offered in:

- Minor in Information Technology (p. 356)
- Minor in Computer Crime and Forensics (p. 363)

In addition, majors are offered in the interdisciplinary fields of:

- B.S. in Bioinformatics (p. 273)
- B.S. in Mathematics and Computer Science (p. 519)
- B.S. in Physics with Computer Science (p. 602)

As well as the following majors:

- B.S. in Computer Science (p. 348)
- B.S. in Cybersecurity (p. 351)
- B.S. in Information Technology (p. 354)
- B.S. in Software Engineering (p. 356)

Curriculum

Code	Title	Hours
Required Courses		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 271	Data Structures I	3
Select one of the following:		*3*
3 credits from a 300-level COMP course OR		
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
COMP 180	Computing and Data Analysis for the Sciences	
Select one of the following:		*3*
3 credits from a 300-level COMP course OR		
COMP 251	Introduction to Database Systems	
COMP 272	Data Structures II	
COMP 264	Introduction to Computer Systems	
One 3-Credit 300-level computer science elective		*3*
Total Hours		**21**

Note: COMP 391 Internship in Computer Science is **not** allowed for any of the 300-level electives.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Semester I		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 170	Introduction to Object-Oriented Programming	3
	Hours	**6**
Semester II		
COMP 163	Discrete Structures	3
COMP 271	Data Structures I	3
	Hours	**6**
Semester III		
Elective 1		3
Elective 2		3
	Hours	**6**
Semester IV		
300-Level COMP Elective		3
	Hours	**3**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- By the end of the program, students shall be able to use foundational computational tools and apply discrete mathematics topics to solve types of problems arising in computer science.
- Students shall be able to write computer programs in at least one high-level programming language.
- Students shall be able to explain concepts and exemplars at a more advanced level in one or more areas of computer science such as data structures, algorithms, computer architecture, software engineering, databases, and networking.

Cybersecurity (BS)

This major grows out of the enormous importance of network computing and the major challenges to security that these networks pose. Students examine the architecture, properties, management, and performance of both wired and wireless networks, including how to keep them reliable and secure. Students gain the talents and skills necessary for success in today's organizations according to current industry practices: planning, designing, implementing and administering voice and data communication networks; assessing and implementing the communication and security requirements of an organization in the form of a secure communication infrastructure; functioning as an effective member of a network and security services division in an organization.

The Bureau of Labor Statistics indicates high median pay and estimates a 34.7% increase in the demand for information security analysts for the period 2021 to 2031 (the highest growth rate among all computer and

information technology occupations, which group is the second fastest growing of all BLS occupation groups).

Related Programs

Major

- Computer Science (BS) (p. 348)

Minor

- Computer Crime and Forensics Minor (p. 363)
- Computer Science Minor (p. 351)

Curriculum

Code	Title	Hours
Major Requirements		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 264	Introduction to Computer Systems	3
COMP 271	Data Structures I	3
COMP 301	Introduction to Computer Security	3
COMP 310	Operating Systems	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 340	Computer Forensics	3
COMP 343	Computer Networks	3
COMP 347	Intrusion Detection and Security	3
COMP 348	Network Security	3
COMP 349	Wireless Networking and Security	3
COMP 352	Computer Vulnerabilities	3
MATH 131	Applied Calculus I [1]	3-4
or MATH 161	Calculus I	
Practicum Capstone [2]		*6*
Select six credit hours from the following:		
COMP 312	Open Source Software Practicum	
COMP 344	Hands-on Approach to Security and Privacy	
COMP 390	Broadening Participation in STEM (Computing, Math & Science)	
COMP 391	Internship in Computer Science	
COMP 398	Independent Study	
Computer Science Restricted Electives		*7*
Select seven credit hours from the following:		
COMP 300-Level Course(s) OR		
CJC 354	Cybercrime	
COMP 272	Data Structures II	
Computer Science Free Elective		*3*
Select three credit hours from the following:		
COMP 300-Level 3-credit Course OR		
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
Total Hours		**61**

[1] By arrangement with the Undergraduate Program Director, the extra credit from MATH 161 Calculus I may be applied towards the computer science electives.

[2] See the details of registering for these courses in the Computer Science Department website resources. Students are encouraged to complete these credits during junior and senior years to draw on prior experience. Note:

- COMP 312 and COMP 344 each are a 3-credit course
- COMP 390 is limited to 3 total credits
- COMP 391 and COMP 398 will usually be limited to 6 total credits each, but permission may sometimes be granted for more.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

CSEC-BS Sample Schedule

Course	Title	Hours
Year 1		
Fall		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 170	Introduction to Object-Oriented Programming [1]	3
MATH 131	Applied Calculus I [2]	3
CORE: Philosophical Knowledge Tier 1		3
CORE: College Writing Seminar		3
UNIV 101	First Year Seminar	1
	Hours	**16**
Spring		
COMP 163	Discrete Structures	3
COMP 271	Data Structures I	3
CORE: Historical Knowledge Tier 1		3
CORE: Ethics		3
CORE: Scientific Knowledge Tier 1		3
	Hours	**15**
Year 2		
Fall		
COMP 264	Introduction to Computer Systems	3
COMP 301	Introduction to Computer Security	3
COMP 340	Computer Forensics	3
CORE: Theology and Religious Studies Tier 1		3
CAS Language Requirement 101 level [3]		3
	Hours	**15**
Spring		
COMP 310	Operating Systems	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 348	Network Security	3
CORE: Societal & Cultural Knowledge Tier 1		3

CAS Language Requirement 102 level [3]		3
	Hours	**15**
Year 3		
Fall		
COMP 343	Computer Networks	3
COMP 347	Intrusion Detection and Security	3
COMP 352	Computer Vulnerabilities	3
COMP Restricted Elective (e.g., COMP 391 or 395 or 398)		1
CORE: Literary Knowledge & Experience Tier 1		3
CORE: Artistic Knowledge & Experience		3
	Hours	**16**
Spring		
COMP 349	Wireless Networking and Security	3
COMP Restricted Elective		3
CORE: Theology and Religious Studies Tier 2		3
CORE: Scientific Knowledge Tier 2		3
CORE: Historical Knowledge Tier 2		3
	Hours	**15**
Year 4		
Fall		
COMP Practicum		3
COMP Restricted Elective		3
CORE: Literary Knowledge & Experience Tier 2		3
CORE: Societal & Cultural Knowledge Tier 2		3
CORE: Philosophical Knowledge Tier 2		3
	Hours	**15**
Spring		
COMP Free Elective		3
COMP Practicum		3
CAS Elective		3
CAS Elective		3
CAS Elective		3
	Hours	**15**
	Total Hours	**122**

1 COMP 170 Introduction to Object-Oriented Programming is designed to serve as a first introductory programming course. Students seeking a more gentle introduction may start with COMP 125 Visual Information Processing or COMP 150 Introduction to Computing; if one of those courses is taken, it can be counted into the "COMP Free Elective" category of the requirements of the major. Additionally, A score of 4 or 5 on the AP CS Principles Exam or AP CS A exam will earn actual credit for COMP 150 Introduction to Computing or COMP 170 Introduction to Object-Oriented Programming, respectively.

2 May substitute MATH 161 Calculus I and may use the extra credit towards COMP Free Electives.

3 Language must be completed through the 102 course level or through an exam.

General Notes

- Credits never can be double-counted for different categories of the requirements for the major. But a course may satisfy a major requirement and also satisfy a University and/or College requirement (e.g., Core, residency, Engaged Learning, Writing Intensive).
- It is usually not meant to combine a computing major or minor with another, the principal exception being CCFR-MINR; see more detail in the double-dipping rules (p. 338).
- With permission, the extra credit from MATH 161 Calculus I or 300 level MATH, PHYS, or STAT **for double majors** can be applied to the "Computer Science Restricted Electives" or "Computer Science Free Elective" categories.)

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- By the end of the program, students shall be able to explain how to protect and defend computer systems and networks by ensuring their availability, integrity, authentication, and confidentiality.
- Students shall be able to identify potential threats and vulnerabilities in a system, and indicate how to put measures in place to mitigate them.
- Students shall be able to use current tools and technologies to prevent and detect cyber threats.
- Students shall be able to analyze the risk to a system, including being able to explain how to quantify that risk and how to implement measures to manage it.
- Students shall be able to analyze the legal, ethical, and professional issues involved in case studies relating to cybersecurity, such as privacy concerns, intellectual property rights, and cybercrime laws.
- Students shall should be able to develop and implement an effective incident response strategy to reduce the impact of security breaches and network intrusions.
- Students shall be able to explain principles of cryptography and how to use it to secure data.

Departmental Honors

Awards

Dijkstra Award for Outstanding Academic Achievement

This award generally recognizes the single student with top academic performance across all computer science degrees. Selection is based on the GPA in all major courses and election by department faculty. The award is named for Edsger W. Dijkstra (1930–2002), a Dutch computer scientist whose 1968 letter to Communications of the ACM articulated the need for a new programming paradigm that became “structured programming.”

Turing High Achievement Award

This award is typically given to the top graduating student in each specialization area within computer science. Selection is by the election of department faculty from among those with the highest GPAs in computer science courses. The award is named for Alan M. Turing (1912–1954), a British mathematician and logician who made wide contributions to several areas which would later be named computer science. He created the Turing Machine and the Turing Test for artificial intelligence.

Departmental Honors

Outstanding students earn departmental honors by demonstrating top scholastic and academic performance in the undergraduate degree program. A student whose GPA in all major courses is at least 3.4 may qualify by completing six additional credits of 300-level or graduate-level computer science electives with a grade of B or higher.

Grace Murray Hopper Service and Leadership Award

This award recognizes extraordinary student leadership in the department, university, and the computer science profession. Selection is by department faculty election. The award is named for Rear Admiral Grace Murray Hopper (1906–1992), a remarkable woman and early pathfinder in computer science. She grandly rose to the challenges of programming the first computers and is responsible for the first compiler.

Note: Where GPA computations are used as part of determining awards, the GPAs are generally computed during the semester of graduation, and the major GPA is generally considered unusable if more than half the major credits have not been graded (in progress or transferred without a grade).

Information Technology (BS)

This major prepares students who plan to design, create, and administer large information bases used by organizations.

Enterprises have an ever-growing investment in the exploding quantity of information, especially in web-related data, that requires increasingly sophisticated approaches for efficient access and productive use. Students gain the talents and skills to be successful in today's organizations following current industry practices: planning, designing, implementing, and administering data information and knowledge bases that can be effectively mined; assessing the information and data requirements of an organization and implementing these requirements as an information system; functioning as an effective member of an information services division in an organization.

The Bureau of Labor Statistics estimates a 16.7% growth rate in jobs (much higher than average) for computer and information systems managers for the period 2021 to 2031, and shows it with the highest median annual wage among the top 5 fastest growing occupations in each of the BLS occupation groups.

Related Programs

Major

- Computer Science (BS) (p. 348)
- Software Engineering (BS) (p. 356)

Curriculum

Code	Title	Hours
Major Requirements		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 251	Introduction to Database Systems	3
COMP 264	Introduction to Computer Systems	3
or COMP 271	Data Structures I	
COMP 301	Introduction to Computer Security	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 377	IT Project Management	3
or ISSCM 349	Project Management	
Select one of the following: (Statistics)		*3*
STAT 103	Fundamentals of Statistics	
STAT 203	Introduction to Probability & Statistics	
ISSCM 241	Business Statistics	
PSYC 304	Statistics	
Select six credit hours from the following (Databases/Networking):		*6*
COMP 305	Database Administration	
COMP 306	Data Mining	
COMP 343	Computer Networks	
COMP 353	Database Programming	
Practicum Capstone		*6*
Select six credits taken from one or more of the following: [1]		
COMP 312	Open Source Software Practicum	
COMP 344	Hands-on Approach to Security and Privacy	
COMP 390	Broadening Participation in STEM (Computing, Math & Science)	
COMP 391	Internship in Computer Science	
COMP 398	Independent Study	
Electives		*10*
Select ten credit hours from the following including at most one of the first four courses: [2]		
COMP 125	Visual Information Processing	
or COMP 150	Introduction to Computing	
COMP 250	Research Writing: Open Source Tools and Techniques	
or ENGL 210	Business Writing	
COMP 264	Introduction to Computer Systems [3]	
or COMP 271	Data Structures I	
COMP 272	Data Structures II	
MGMT 318	Organizational Development and Change	
MGMT 320	Leading and Managing Teams	
MGMT 335	Micro-Enterprise Consulting	
MGMT 360	Values-Based Leadership	
ENTR 201	Essentials of Entrepreneurship	
ENTR 311	Social Entrepreneurship	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
ENTR 345	Entrepreneurial Marketing	

ENTR 390	Entrepreneurship Strategies - Capstone	
ISSCM 393	Requirements Analysis and Communication [3]	
COMP 300 level electives [4]		
Total Hours		**49**

[1] See the details of registering for these courses in the Computer Science Department website resources. Students are encouraged to complete these credits during junior and senior years to draw on prior experience. Note:

- COMP 312 and COMP 344 each are a 3-credit course
- COMP 390 is limited to 3 total credits
- COMP 391 and COMP 398 will usually be limited to 6 total credits each, but permission may sometimes be granted for more.

[2] Note that some COMP 300-level electives have a prereq of COMP 271 Data Structures I or higher, and MGMT and ENTR courses also have prereqs.

[3] You must take COMP 264 or COMP 271 as part of the Major requirements. The second one can be used as an elective if taken.

[4] MGMT 201 Managing People and Organizations plus ACCT 201 Introductory Accounting I may count in place of 3 credits of major Electives, only if ISSCM 349 Project Management is completed to also count toward this major.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 170	Introduction to Object-Oriented Programming [1]	3
STAT 103	Fundamentals of Statistics [2]	3
CORE: Philosophical Knowledge Tier 1		3
CORE: College Writing Seminar		3
UNIV 101	First Year Seminar	1
	Hours	**16**
Spring		
COMP 163	Discrete Structures	3
COMP 271 or COMP 264	Data Structures I or Introduction to Computer Systems	3
CORE: Historical Knowledge Tier 1		3
CORE: Ethics		3
CORE: Scientific Knowledge Tier 1		3
	Hours	**15**
Year 2		
Fall		
COMP 301	Introduction to Computer Security	3
COMP 251	Introduction to Database Systems	3
CORE: Theology and Religious Studies Tier 1		3
CORE: Societal & Cultural Knowledge Tier 1		3
CAS Language Requirement 101 level [3]		3
	Hours	**15**
Spring		
COMP 377	IT Project Management [4]	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
ITEC-BS Restricted Elective		3
CORE: Literary Knowledge & Experience Tier 1		3
CAS Language Requirement 102 level [3]		3
	Hours	**15**
Year 3		
Fall		
ITEC-BS Databases/Networks Choice		3
ITEC-BS Restricted Elective		3
ITEC-BS Restricted Elective (e.g., COMP 391 or 395 or 398)		1
CORE: Artistic Knowledge & Experience		3
CORE: Scientific Knowledge Tier 2		3
CAS Elective		3
	Hours	**16**
Spring		
ITEC-BS Databases/Networks choice		3
CORE: Theology and Religious Studies Tier 2		3
CORE: Historical Knowledge Tier 2		3
ITEC-BS Restricted Elective		3
CAS Elective		3
	Hours	**15**
Year 4		
Fall		
COMP Practicum		3
CORE: Literary Knowledge & Experience Tier 2		3
CORE: Societal & Cultural Knowledge Tier 2		3
CORE: Philosophical Knowledge Tier 2		3
CAS Elective		3
	Hours	**15**
Spring		
COMP Practicum		3
CAS Elective		3
CAS Elective		3
CAS Elective		3
CAS Elective		3
	Hours	**15**
	Total Hours	**122**

[1] COMP 170 Introduction to Object-Oriented Programming is designed to serve as a first introductory programming course. Students seeking a more gentle introduction may start with COMP 125 Visual Information Processing or COMP 150 Introduction to Computing; if one of those courses is taken, it can be counted into the "COMP Free Elective" category of the requirements of the major. Additionally, A score of 4 or 5 on the AP CS Principles Exam or AP CS A exam will earn actual credit for COMP 150 or COMP 170, respectively.

[2] May substitute STAT 203 Introduction to Probability & Statistics, ISSCM 241 Business Statistics, or PSYC 304 Statistics.

[3] Language must be completed through the 102 course level or through an exam (https://www.luc.edu/cas/college-requirements/).
[4] May substitute ISSCM 349 Project Management

General Notes

- Credits never can be double-counted for different categories of the requirements for the major. But a course may satisfy a major requirement and also satisfy a University and/or College requirement (e.g., Core, residency, Engaged Learning, Writing Intensive).
- It is usually not meaningful to combine a computing major or minor with another, the principal exception being CCFR-MINR; see more detail in the double-dipping rules (p. 338).

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Understanding of IT Fundamentals: This includes a broad understanding of areas such as networking, databases, website development, information systems, and IT project management.
- Proficiency in Technical Skills: Graduates shall be proficient in a variety of programming languages, operating systems, and hardware configurations.
- Knowledge of Information Systems: This includes understanding how information systems are used to support business processes, strategic goals, and decision making.
- Problem-Solving Skills: Students shall be able to analyze a problem and identify and define the computing requirements appropriate to its solution.
- Project Management Skills: Students shall understand the principles of project management as they relate to IT projects, including planning, coordination, execution, and evaluation.
- Understanding of IT Infrastructure: This includes knowledge of IT architecture and infrastructure, such as networks, operating systems, software applications, and data centers.
- Understanding of IT Security: Students shall have a basic understanding of the principles and best practices of information security, including how to protect networks, systems, and data from cyber threats.

Information Technology Minor

This minor is designed for students seeking an understanding of important aspects of computing such as databases, networking, and/or security, especially from a managerial viewpoint. This may be a particularly valuable enhancement to a major in the School of Business as well as to majors in other fields in the College of Arts and Sciences or other divisions of the University.

Related Programs

Minor

- Computer Crime and Forensics Minor (p. 363)
- Computer Science Minor (p. 351)
- Data Science Minor (p. 367)

Curriculum

Code	Title	Hours
COMP 141	Introduction to Computing Tools and Techniques	3
Select one of the following:		3
COMP 251	Introduction to Database Systems	
COMP 264	Introduction to Computer Systems	
COMP 271	Data Structures I	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 301	Introduction to Computer Security	3
COMP 377	IT Project Management	3
or ISSCM 349	Project Management	
Select one of the following:		3
COMP 306	Data Mining	
COMP 305	Database Administration	
COMP 353	Database Programming	
COMP 343	Computer Networks	
Total Hours		**18**

Software Engineering (BS)

With software applications of enormous size, complexity, and expense now prevalent in diverse domains, software engineering has never been as important a field as it is now. Students gain necessary talents to be successful in today's organizations, following current industry practices: designing and developing software; understanding and applying software development processes and methodologies in their work; leveraging software development tools used in the various phases of the development life cycle, and functioning as an effective member of a software development team or organization. Students develop their knowledge and skill through high-level electives where they write major projects in diverse areas such as client/server programming for the web, distributed programming for large clusters of processors, database programming, and markup language transformation. While working on modern applications with current software engineering practices such as Extreme Programming, students learn to analyze and apply good algorithms and other relevant tools.

Related Programs

Major

- Computer Science (BS) (p. 348)
- Information Technology (BS) (p. 354)

Curriculum

Code	Title	Hours
Major Requirements		
Select one of the following:		*3-4*
MATH 131	Applied Calculus I	
MATH 161	Calculus I [1]	
Select one of the following:		*3*
ISSCM 241	Business Statistics	
PSYC 304	Statistics	
STAT 103	Fundamentals of Statistics	
STAT 203	Introduction to Probability & Statistics	
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
COMP 170	Introduction to Object-Oriented Programming	3
COMP 264	Introduction to Computer Systems	3
COMP 271	Data Structures I	3
COMP 272	Data Structures II	3
COMP 313	Object-Oriented Design	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMP 330	Software Engineering	3
Software Engineering Restricted Electives		*9*
Select nine credit hours from the following:		
COMP 332	Requirements Engineering	
COMP 335	Formal Methods in Software Engineering	
COMP 370	Software Quality	
COMP 371	Programming Languages	
COMP 373	Advanced Object-Oriented Programming	
COMP 382	Compiler Construction	
Practicum Capstone		*6*
Select six credit hours from the following: [2]		
COMP 312	Open Source Software Practicum	
COMP 344	Hands-on Approach to Security and Privacy	
COMP 390	Broadening Participation in STEM (Computing, Math & Science)	
COMP 391	Internship in Computer Science	
COMP 398	Independent Study	
Computer Science 300-Level Electives		*10*
Select ten credit hours from any COMP 300-Level Courses [3]		
Computer Science Free Elective		*3*
Select one of the following:		
COMP 300-Level Course OR [3]		
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
Total Hours		**61**

[1] By arrangement with the Undergraduate Program Director, the extra credit from MATH 161 Calculus I may be applied towards the computer science electives.

[2] See the details of registering for these courses in the Computer Science Department website resources. Students are encouraged to complete these credits during junior and senior years to draw on prior experience. Note:

- COMP 312 and COMP 344 each are a 3-credit course
- COMP 390 is limited to 3 total credits
- COMP 391 and COMP 398 will usually be limited to 6 total credits each, but permission may sometimes be granted for more.

[3] A list of available COMP 300-level courses can be found here (https://catalog.luc.edu/undergraduate/arts-sciences/computer-science/#coursestext).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 163	Discrete Structures	3
COMP 170	Introduction to Object-Oriented Programming [1]	3
UNIV 101	First Year Seminar	1
CORE: College Writing Seminar		3
CORE: Philosophical Knowledge Tier 1		3
	Hours	**16**
Spring		
COMP 271	Data Structures I	3
MATH 131	Applied Calculus I [2]	3
STAT 103	Fundamentals of Statistics [3]	3
CORE: Ethics		3
CORE: Historical Knowledge Tier 1		3
	Hours	**15**
Year 2		
Fall		
COMP 264	Introduction to Computer Systems	3
COMP 272	Data Structures II	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
CAS Language Requirement 101 level [4]		3
CORE: Theology and Religious Studies Tier 1		3
	Hours	**15**
Spring		
COMP 313	Object-Oriented Design	3
COMP 330	Software Engineering	3
CAS Language Requirement 102 level [4]		3
CORE: Scientific Knowledge Tier 1		3
CORE: Societal & Cultural Knowledge Tier 1		3
	Hours	**15**

Year 3	
Fall	
COMP 300-Level Elective (e.g. COMP 391 or 395 or 398)	1
COMP 300-Level Elective	3
CORE: Artistic Knowledge & Experience	3
CORE: Literary Knowledge & Experience Tier 1	3
CORE: Philosophical Knowledge Tier 2	3
Software Engineering Restricted Elective	3
Hours	**16**
Spring	
CORE: Historical Knowledge Tier 2	3
CORE: Scientific Knowledge Tier 2	3
CORE: Theology and Religious Studies Tier 2	3
Software Engineering Restricted Elective	3
Software Engineering Restricted Elective	3
Hours	**15**
Year 4	
Fall	
CAS Elective	3
COMP Practicum	3
CORE: Literary Knowledge & Experience Tier 2	3
CORE: Societal & Cultural Knowledge Tier 2	3
COMP 300-Level Elective	3
Hours	**15**
Spring	
CAS Elective	3
CAS Elective	3
COMP 300-Level Elective	3
COMP Free Elective	3
COMP Practicum	3
Hours	**15**
Total Hours	**122**

[1] COMP 170 Introduction to Object-Oriented Programming is designed to serve as a first introductory programming course. Students seeking a more gentle introduction may start with COMP 125 Visual Information Processing or COMP 150 Introduction to Computing; if one of those courses is taken, it can be counted into the "COMP Free Elective" category of the requirements of the major. Additionally, A score of 4 or 5 on the AP CS Principles Exam or AP CS A exam will earn actual credit for COMP 150 or COMP 170, respectively.

[2] May substitute MATH 161 Calculus I and may use the extra credit towards COMP Free Electives.

[3] May substitute STAT 203 Introduction to Probability & Statistics or ISSCM 241 Business Statistics or PSYC 304 Statistics.

[4] Language must be completed through the 102 course level or through an exam (https://www.luc.edu/cas/college-requirements/).

General Notes

- Credits never can be double-counted for different categories of the requirements for the major. But a course may satisfy a major requirement and also satisfy a University and/or College requirement (e.g., Core, residency, Engaged Learning, Writing Intensive).
- With permission, extra credits of MATH 161 Calculus I or 300 level MATH, PHYS, or STAT **for double majors** can be applied to the "Computer Science 300-Level Electives" or "Computer Science Free Electives" categories.)
- It is usually not meaningful to combine a computing major or minor with another, the principal exception being Computer Crime and Forensics Minor (https://catalog.luc.edu/undergraduate/arts-sciences/computer-science/computer-crime-forensics-minor/); see more detail in the double-dipping rules (p. 338).

College of Arts and Sciences Graduation Requirements

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Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- By the end of the program, students shall be able to explain the various stages of software development, from requirements elicitation, to design, implementation, testing, and maintenance.
- Students shall be able to write extensive programs in several programming languages and apply a deep understanding of object-oriented design and other software paradigms.
- Students shall be able to design, implement, validate, and maintain software systems, including being able to work with complex software architectures and design patterns.
- Students shall be able to explain and apply testing methodologies, debugging, and techniques to ensure software reliability, usability, security, and performance.
- Students shall be able to apply software project planning and management techniques, including being able to perform cost estimation, risk management, and project scheduling and tracking.
- Students shall be able to work effectively on teams and be able to communicate design ideas and work effectively both verbally and in writing.
- Students shall demonstrate knowledge of and the ability to present well-structured arguments about professional, ethical, legal, security, and social issues and responsibilities as they pertain to computer science

Criminal Justice and Criminology

The Department of Criminal Justice and Criminology at Loyola University Chicago offers several academic programs. The department's undergraduate program (p. 363) leads to a Bachelor of Science (BS) degree, which introduces students to all aspects of the nation's complex criminal justice system, while stressing individual growth and personal attention, a hallmark of the 450-year-old Jesuit tradition that inspires Loyola University Chicago.

Students may elect to pursue a minor (p. 365) course of study if they have a different major, but a strong interest in criminal justice and criminology. Students eager to accelerate their education and expand their career options also may choose to apply for the Accelerated Master's Pathway (AMP) (p. 1187), leading to a Master of Arts (MA) in Criminal Justice and Criminology.

Classes for the undergraduate and graduate programs are held at Loyola's Lake Shore Campus. We look forward to considering your application for either undergraduate or graduate study at Loyola.

Undergraduate Programs

- Computer Crime and Forensics Minor (p. 363)
- Criminal Justice and Criminology (BS) (p. 363)
- Criminal Justice and Criminology Minor (p. 365)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Criminal Justice and Criminology (CJC)

CJC 101 Criminal Justice in a Global Context (3 Credit Hours)
This course introduces students to the study of the causes and control of crime from a global perspective. The course considers: the way crime and criminal justice reflects social, political, and cultural forces; the complex intersection between social inequalities and state responses to crime; and the diffusion of criminal justice reforms based on concepts of equality and justice.
Interdisciplinary Option: Forensic Science, Psychology of Crime and Justice
Course equivalencies: ACCRJ 201 / CJC 101
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges of state responses to crime from global, historical, and interdisciplinary perspectives

CJC 201 Theories of Criminal Behavior (3 Credit Hours)
This course will provide a detailed examination of past and present theories of criminal behavior, placing them in a socio-historical context and exploring their policy and practical implications.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of how the specific theories of criminal behavior can be compared and evaluated, how the theories evolved over time, and how they can be applied to criminal justice policy and practice

CJC 202 Criminal Courts (3 Credit Hours)
This course provides students with an overview of state and federal criminal courts and case processing, including the study of prosecutors, defense attorneys, judges, jury decision-making, plea bargaining, and sentencing.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to understand the functions of the state and federal criminal courts, the actors working in those courts and their respective roles, and the procedures for processing of criminal cases

CJC 203 Policing (3 Credit Hours)
This course examines the nature and purpose of policing in American society. Topical areas include the urban police function, contemporary U.S. police systems, principles of police organization and administration, basic operational methodology, and efforts to professionalize police agencies.
Outcomes:
Students will be able to demonstrate an understanding of changing role of police in modern society and articulate the role and challenges faced by police as it relates to the overall operation and goals of the criminal justice system

CJC 204 Corrections (3 Credit Hours)
This course examines the history, functions, and processes of corrections. The primary focus is institutional corrections and its evolution based on philosophies of retribution, deterrence, incapacitation, and rehabilitation. The role and influence of community correctional practices and policy on institutional corrections are also covered.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: ACCRJ 204 / CJC 204
Outcomes:
Students will be able to identify and describe the role of institutional corrections in society and the criminal justice system and articulate the connection between theories regarding criminality and the purposes of incarceration that have historically guided and continue to guide American correctional practice historically and currently

CJC 205 Research Methods (3 Credit Hours)
An introduction to the logic and basic concepts of social research, with an emphasis on both basic and applied research within criminal justice and criminology. The course provides a basic conceptual framework for designing, conducting, interpreting, and evaluating social research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will be able to demonstrate the capacity to effectively design, review and interpret research to answer questions within the field of criminal justice and other social science disciplines

CJC 206 Statistics (3 Credit Hours)
An introduction to the basic concepts and techniques of statistical analysis, with an emphasis on the study of delinquency, crime, and program evaluation within the criminal justice system.
Knowledge Area: Quantitative Knowledge
Interdisciplinary Option: Human Services
Course equivalencies: X-CRMJ206/SOWK391
Outcomes:
Students will be able to effectively perform and interpret statistical analyses and identify the appropriate use of these statistics in the analysis of crime and criminal justice system performance

CJC 302 Juvenile Justice System (3 Credit Hours)
This course will examine the history, theories, policies, and practices of the juvenile justice system. It will also include a discussion of diversion programs, child maltreatment, and gang behavior.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges facing the juvenile justice system as it responds to delinquency and abuse/neglect from an historical, interdisciplinary, and inter-agency relationship perspective, and how this differs from the adult (criminal) justice system

CJC 310 Contemporary Police Issues (3 Credit Hours)
This course provides an in-depth examination of specific contemporary issues in policing related to recruitment and training, education and retention, innovations in policing strategies, police policies and practices, professionalism and ethics.
Outcomes:
Students will be able to identify and discuss the impact that current issues in policing have on police operations, effectiveness, and police-community relations

CJC 312 Popular Culture and the Criminal Justice System (3 Credit Hours)
This course will examine the interrelationship among crime, the media, the criminal justice system, and other forms of popular culture. Topics include media representations of crime and criminal justice, social media, and the social construction of myths about crime and the criminal justice system.
Outcomes:
Students will be able to (1) know the meaning of the social construction of deviance; (2) know and be critical of the manner in which crime and criminal justice are portrayed in the media, and their effect on public opinions and images of the latter; and (3) analyze and evaluate the effects of popular culture

CJC 322 Criminal Law (3 Credit Hours)
This course is an introduction to the principles underlying the definition, constitutionality, and application of criminal laws. It includes the analysis of court decisions regarding various state and federal crimes, and the rules of individual responsibility and accountability for those crimes.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the constitutional limitations on the construction of statutory crimes, the elements of different crimes, and the principles governing individual responsibility and accountability for those crimes

CJC 323 Criminal Procedure (3 Credit Hours)
This course provides an in-depth, sophisticated coverage of criminal procedures surrounding investigations, stops, searches and seizure, arrests, interrogations, and procedural remedies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to identify and articulate the origin, interpretation and application of legal procedures as they relate to matters involving the police, and how these relate to the overall operation and effectiveness of the criminal justice system

CJC 336 Political Violence and Crime (3 Credit Hours)
This course offers a thematic approach to the study of different forms of political violence and crime, their causes and consequences, how different types of violence and crime manifest in the present day, and how violence is represented in popular culture.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Outcomes:
Students will learn to evaluate the ways in which violence and crime are used for political ends and assess the countermeasures taken by various international and government agencies to combat political violence

CJC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist organizations across the globe and of the efforts by governments to combat terrorism.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motivates the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

CJC 338 Community-Based Corrections (3 Credit Hours)
This course examines the history, purpose, and functioning of probation and parole as well as other aspects of community-based supervision, including: pre-trial supervision, electronic monitoring, house arrest/home detention, day reporting centers, and other programs that provide both supervision and treatment of offenders in the community.
Outcomes:
Students will be able to articulate the organizational structure of community corrections programs, the roles community corrections play in the criminal justice system, and the effectiveness and challenges facing community corrections agencies

CJC 345 Social Justice and Crime (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses to crime.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies
Outcomes:
Articulate the meaning of social justice; Discuss restorative and retributive justice

CJC 346 Mental Illness and Crime (3 Credit Hours)
This course explores the relationship of mental illness to crime and violence. Topics include the nature, prevalence, and consequences of mental disorder, substance use, and violence among criminal offenders, violence risk assessment, and the institutional and other treatments for the mentally ill offender.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will know (1) the history and development of research on mental illness and crime, (2) the various mental disorders endemic in the criminal justice system and their relationship to crime and violence, (3) assessment measures of the risk for violence, and (4) management and treatment of mentally ill offender

CJC 351 Organized Crime (3 Credit Hours)
This course offers an introduction to the study of organized crime in U.S. society. Emphasis is given to the history and development of traditional organized crime in Chicago. Emerging organized crime groups are also studied. In addition, this course offers an introduction to the concept of transnational organized crime.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will articulate the extent and nature of organized crime, how it relates to other forms of criminal behavior, and the effectiveness of the justice system's response to it

CJC 352 Gangs (3 Credit Hours)
This course examines the historical development of urban street gangs with a view toward understanding their structure, characteristics, purposes, and activities. Particular emphasis is given to the history and development of street gangs in Chicago.
Interdisciplinary Option: Urban Studies
Course equivalencies: CRMJ352/URB352
Outcomes:
Students will demonstrate an understanding of the causes and history of street gangs, the methods used to control them, and their impact on society and the criminal justice system

CJC 353 White Collar Crime (3 Credit Hours)
This is a study of non-traditional crime engaged in by governmental and corporate entities, and persons in the "white collar" professions. It includes state political crimes, corporate violence and abuse of power, as well as occupational, financial, and environmental crimes, and enforcement of laws against such crimes.
Outcomes:
Students will be able to describe the nature and extent of white collar crime, how it differs from traditional crime, and the manner in which laws against such crimes are enforced

CJC 354 Cybercrime (3 Credit Hours)
This course examines the theory, practice, and prevention of cybercrime. It considers how advances in technology have led to the creation of cybercrime and new avenues for deviance. The course centers on various forms of cybercrimes and how theories of crime can be applied to explain and prevent cybercrime.
Outcomes:
Define the nature and scope of cybercrime, Analyze national and global digital law enforcement efforts, Critically consider laws and policies governing cybercrime detection and prosecution

CJC 360 Substance Use and Crime (3 Credit Hours)
This course will explore whether substance use is related to crime, the effect of drug trafficking on communities, the policies aimed at controlling drug use and their effectiveness, as well as the implications of current drug policies and practices on communities and on the criminal justice system itself.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will describe the relationship between substance use and crime, the effects of substance use and abuse on communities, and the implications of currents drug policies and practices

CJC 365 Firearm Violence (3 Credit Hours)
This course provides a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership, public health and criminal justice approaches to reduce firearm violence, and the effectiveness of such efforts.
Outcomes:
Students will be able to apply critical thought, scientific research, and a full understanding of the nature of firearm violence to objectively assess the effectiveness of policies that seek to reduce firearm violence

CJC 366 Crime Prevention (3 Credit Hours)
This course examines the theory and practice of crime prevention. The course will review theories of crime and justice with specific implications for crime prevention efforts. Students will trace the evolution of crime prevention efforts. Most importantly, the course will review crime prevention strategies, ranging from those designed to protect the individual to those designed to protect society at large.
Outcomes:
Define and explain crime prevention, as an idea and as a practice; Define and explain the three broad categories of crime prevention; Know and explain how theories of crime and justice provide the foundation for particular methods of crime prevention; Describe and understand the importance of evaluation in judging the effectiveness of crime prevention techniques; Differentiate between crime prevention techniques pitched at different levels (individual, household, business, neighborhood)

CJC 370 Women in The Criminal Justice System (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines four areas relative to women in the criminal justice system: the historical view of female criminality; women as defendants in criminal cases and women in prison; women as victims of domestic violence and sexual assault; and women as professionals in the criminal justice system.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-CRMJ370/WOST395/WSGS395
Outcomes:
Students will be able to describe the extent, nature and theories of female criminality and victimization and how this is consistent with and different from male criminality and victimization

CJC 371 Victimology (3 Credit Hours)
This course examines the scientific study of victimization, the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other social groups and institutions.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice
Course equivalencies: X-CRMJ371/PAX 369
Outcomes:
Students will be able to describe the legal, social and psychological issues related to crime victimization, and current knowledge about the victim-offender and victim- criminal justice system relationships

CJC 372 Race, Ethnicity, and Criminal Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines current research and theoretical perspectives related to race and ethnicity in crime and in criminal justice processing. It will cover such issues as racial profiling, the effects of drug laws on people of color, minority disenfranchisement from the criminal justice system, and crime and immigration.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373
Outcomes:
Students will demonstrate an understanding of contemporary issues relating to - and current research and theory about - race and ethnicity and their relationship to crime and criminal case processing

CJC 373 Intimate Partner Violence (3 Credit Hours)
This course will address the nature and scope of intimate partner violence, the factors that contribute to it as well as the theories that have been developed to explain it. Attention will be paid to society's responses to intimate partner violence.
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Women & Gender Studies
Course equivalencies: CJC373/PAX374/WSGS392
Outcomes:
Students will be able to describe the theory, extent, nature, and impact of intimate partner violence, and how the community and criminal justice system respond to this problem

CJC 374 Miscarriages of Justice (3 Credit Hours)
This course takes an interdisciplinary approach to the study of criminal justice system error, drawing from criminology, psychology, and law, to examine wrongful conviction and acquittal, official misconduct, and discrimination. The course examines the rate of error, institutional responses to error, and how policies exacerbate, or minimize, miscarriage of justice.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Critically evaluate criminal justice practices for their ability to administer justice; identify hallmarks of miscarriages of justice; analyze policy for its potential to prevent, or contribute to, miscarriages of justice

CJC 375 Punishment and Society (3 Credit Hours)
This course explores the dominant sociological approaches to understanding punishment in modern society. The course also focuses on punishment as practiced in the United States in light of these theoretical approaches, examining the collateral consequences of punishment and the importance of racial, gender, and sexual identities in relation to punishment.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Understand the philosophical justifications for punishment; understand social theories of punishment; critically assess the role punishment plays in modern society; understand the consequences of punishment for individuals, communities, and society

CJC 376 Childhood Exposure to Violence (3 Credit Hours)
This course examines the definitions, scope, and impact of violence and abuse in childhood. In particular, this course introduces students to the theoretical and empirical literatures relating to family violence, including child physical abuse, child sexual abuse, and child neglect, as well as child victimization in neighborhoods and schools.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
To understand, critically analyze, and apply a variety of theories, conceptual frameworks, and empirical research to explain child victimization and the impact of exposure to violence on children

CJC 377 Psychology and Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the US jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

CJC 378 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, and the emerging legal framework for its prevention and control. It includes the history of the internationalization of crime control and measurement, and international trends in law enforcement, victim assistance, courts, sentencing, and corrections.
Interdisciplinary Option: Global Studies
Outcomes:
Students will examine globalization of crime; learn about international crime statistics; understand the prevalence of common crimes internationally; identify emerging crime threats; and understand international trends in criminal justice

CJC 379 Leaving Crime Behind (3 Credit Hours)
Pre-requisites: CJC 201
This course provides students with an examination of desistance from crime and the potential for rehabilitation in the criminal justice system. The course discusses theories of desistance, empirical research on desistance, and the extent to which the criminal justice system contributes to individuals' ability to desist from crime.
Outcomes:
Students will be able to: 1) analyze desistance theories; 2) describe crime patterns across the life course; 3) identify individual and community-level factors associated with desistance; and 4) critique rehabilitation approaches grounded in desistance theories

CJC 380 Introduction to Forensic Science (3 Credit Hours)
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for criminal justice majors emphasizing the application of the forensic sciences in the criminal justice system.
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

CJC 390 Capstone Experience Internship (1-6 Credit Hours)
Pre-requisites: CRMJ Majors and Minors, Psychology of Crime and Justice Minors, Forensic Science Majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in criminal justice agencies.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency and be able to identify and describe the link between their field experience and prior courses

CJC 391 Capstone Experience Research (3 Credit Hours)
Pre-requisites: Instructor approval required; major in criminal justice; junior or senior standing; Students must complete CJC 205: Research Methods (or equivalent) and four additional CJC courses
The course will allow students to be actively engaged in a faculty member's research project, providing the student with an opportunity to apply the research skills that they already have and to acquire additional skills and knowledge about research design, statistical analysis, and writing research presentations, briefs, or papers.
This course satisfies the Engaged Learning requirement.
Outcomes:
increasing knowledge about the research process from design, analysis, presentation, writing and policy implications

CJC 395 Special Topics (3 Credit Hours)
Special topics courses provide students with an opportunity to examine various criminal justice topics not normally offered as part of the Department's regular curriculum.
Outcomes:
Students will be able to gain an understanding of new issues confronting the criminal justice system, or an advanced understanding of traditional subjects covered in basic courses

CJC 396 Independent Study (1-6 Credit Hours)
This course provides students with the opportunity to examine a specific topic in the field of criminal justice that is currently not offered or available.
Outcomes:
Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study

CJC 399 Senior Capstone (3 Credit Hours)
Pre-requisites: 6 courses in Criminal Justice and Criminology and senior-standing only
This course is for CJC majors slated to graduate within two semesters. This course is a culmination of the student's study of crime and criminal justice issues. It consists of projects aimed at integrating theory, knowledge, and research in the context of a variety of contemporary criminal justice problems, issues, and policies.
Outcomes:
Students will apply all that they have learned throughout their criminal justice courses and apply this knowledge to demonstrate a sophisticated understanding of criminal justice professions, practices, and policy

Computer Crime and Forensics Minor

Crimes in general are dealt with using preventive and detective techniques. Computer crime is no different. With the dramatic increase in the use of computers, networks, and the Internet, crimes committed via computers and networks have also risen rather sharply. Computer crime prevention falls in areas known as computer and network security. Computer crime detection is generally known as computer forensics. Computer forensic investigations deal with white-collar crime, telecommunications fraud, network intrusion detection, and criminal procedures. A computer forensic expert can help solve cases in money laundering, intellectual property, child pornography, embezzlement, e-mail harassment, murder, and terrorism.

Computer Crime and Forensics is an interdisciplinary minor of the Computer Science and Criminal Justice Department that will impart knowledge to students in the areas of the criminal justice system, courts, law and procedures, computer software, hardware, networks, and investigative and evidence-gathering protocols.

The Computer Crime and Forensics minor does not require any prior programming background and will appeal to those who want to use computers to solve criminal or civil cases where the evidence is traceable via a computer network or storage. The minor should particularly appeal to computer science, criminal justice, and forensic sciences majors. The minor is open for any Loyola student who has an analytical and investigative mind and who enjoys working with computer tools.

Related Programs

Minor

- Computer Science Minor (p. 351)
- Criminal Justice and Criminology Minor (p. 365)
- Psychology of Crime and Justice Minor (p. 633)
- Sociolegal Studies Minor (p. 636)

Curriculum

Starting with Fall 2022, all of the following must be taken:

Code	Title	Hours
Required Courses		
CJC 101	Criminal Justice in a Global Context	3
CJC 202	Criminal Courts	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 301	Introduction to Computer Security	3
COMP 340	Computer Forensics	3
COMP 347	Intrusion Detection and Security	3
Choose one of the following:		3
COMP 264	Introduction to Computer Systems	
COMP 317	Social, Legal, and Ethical Issues in Computing	
CJC 323	Criminal Procedure	
CJC 354	Cybercrime	
Total Hours		**21**

Criminal Justice and Criminology (BS)

The Bachelor of Science (BS) in Criminal Justice and Criminology introduces students to theories of criminal behavior, concepts of justice, and all aspects of contemporary criminal justice systems, while giving them a strong background in the liberal arts.

Related Programs

Master's

- Criminal Justice and Criminology (MA) (p. 1187)

Minor

- Computer Crime and Forensics Minor (p. 363)
- Criminal Justice and Criminology Minor (p. 365)

Curriculum

Students majoring in criminal justice and criminology are required to complete a total of 12 criminal justice and criminology courses, totaling 36 credit hours in addition to the required courses identified by Loyola

University Chicago for students to receive a Bachelor of Science (BS) degree from the university.

Code	Title	Hours
Required Courses		
CJC 101	Criminal Justice in a Global Context	3
CJC 201	Theories of Criminal Behavior	3
CJC 205	Research Methods [1]	3
Select two of the following:		6
CJC 202	Criminal Courts	
CJC 203	Policing	
CJC 204	Corrections	
CJC 323	Criminal Procedure	
Elective Courses		**18**
Select six (6) electives from CJC 200-Level or 300-Level courses, as well as a statistics course in the Sociology, Psychology, or Statistics Department. [2,3]		
or		
Select five (5) electives from CJC 200-Level or 300-level courses and [2,3]		
CJC 206	Statistics	
Capstone		
CJC 399	Senior Capstone [4]	3
or CJC 390	Capstone Experience Internship	
Total Hours		**36**

1. Students double-majoring in Sociology/CJC or Psychology/CJC may also fulfill the research methods requirement in Sociology or Psychology; in such cases, students then will need to complete seven (7) CJC elective courses.
2. A list of available undergraduate courses can be found in our Undergraduate Course Descriptions (p. 359).
3. If students take CJC 206 Statistics, then they only need to complete five (5) CJC elective courses; however, if students fulfill the statistics requirement in another department, then they will need to complete six (6) CJC elective courses.
4. With the approval of the department, qualified students may also complete CJC 391 Capstone Experience Research.

Suggested Sequence of Courses

Students can begin the Criminal Justice and Criminology (BS) degree at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take CJC 101 Criminal Justice in a Global Context early on. Once students have declared the major, they are encouraged to contact their assigned Academic Advisor or the Criminal Justice and Criminology Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

The following grid is a suggested sequence of courses for students who declare a CJC major as freshmen.

Course	Title	Hours
Freshman		
CJC 101	Criminal Justice in a Global Context	3
CJC 201	Theories of Criminal Behavior	3
	Hours	**6**
Sophomore		
CJC 205	Research Methods	3
CJC 206	Statistics (or equivalent)	3
Select two of the following:		**6**
CJC 202	Criminal Courts	
CJC 203	Policing	
CJC 204	Corrections	
CJC 323	Criminal Procedure	
	Hours	**12**
Junior		
Select three electives from CJC 200- or 300-level courses.		9
CJC 390	Capstone Experience Internship [1]	3
	Hours	**12**
Senior		
Select two electives from CJC 200- or 300-level courses.		6
	Hours	**6**
	Total Hours	**36**

1. CJC 390 Capstone Experience Internship and CJC 391 Capstone Experience Research can be taken by students with junior or senior standing. CJC 399 Senior Capstone is restricted to students with senior standing only.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The CJC undergraduate curriculum incorporates five Student Learning Outcomes:

- Demonstrate a working understanding of the theoretical knowledge base in criminology and criminal justice.
- Critically analyze criminology and criminal justice issues utilizing theoretical, methodological, and statistical bases.
- Apply learned terminology and theory to real world situations that both relate to and expand outside the fields of criminology and criminal justice.
- Communicate thoughtfully and clearly in oral and written form, demonstrating sensitivity toward people from diverse backgrounds and cultures.

- Demonstrate ethical reasoning by recognizing how power structures rooted in systemic inequalities shape criminal justice system outcomes and implications for social justice.

Criminal Justice and Criminology Minor

Students majoring in other disciplines have the opportunity to minor in criminal justice and criminology. Any student minoring in criminal justice and criminology must complete CJC 101 Criminal Justice in a Global Context, two of six core criminal justice or criminology focus areas, and three other elective courses totaling 18 credit hours.

Related Programs

Major

- Criminal Justice and Criminology (BS) (p. 363)

Minor

- Computer Crime and Forensics Minor (p. 363)
- Psychology of Crime and Justice Minor (p. 633)
- Sociolegal Studies Minor (p. 636)

Curriculum

Code	Title	Hours
Required Courses		
CJC 101	Criminal Justice in a Global Context	3
Select at least two of the following:		6
CJC 201	Theories of Criminal Behavior	
CJC 202	Criminal Courts	
CJC 203	Policing	
CJC 204	Corrections	
CJC 322	Criminal Law	
CJC 323	Criminal Procedure	
Elective Courses		
Select three (3) electives from CJC 200- or 300- level courses. [1]		9
Total Hours		**18**

[1] A list of available undergraduate courses can be found in our Undergraduate Course Descriptions (p. 2219).

Learning Outcomes

The CJC undergraduate curriculum incorporates five Student Learning Outcomes:

- Theoretical Knowledge: Demonstrate a working understanding of the theoretical knowledge base in criminology and criminal justice. Students will demonstrate knowledge of the social, political, and historical foundations of the field, the workings of the criminal justice system and its related agencies, and the theories that seek to explain the behavior of both the system and its actors. Students will analyze issues and problems that confront the system and its actors as well as articulate strategies to ameliorate these problems.
- Critical Thinking Skills: Critically analyze criminology and criminal justice issues utilizing theoretical, methodological, and statistical bases. Students completing the major will demonstrate the ability to critically and creatively apply criminological theory, research methodologies, and empirical/statistical knowledge to analyze issues, policies, and practices in criminal justice.
- Application to Real-World Situations: Apply learned terminology and theory to real world situations that both relate to and expand outside the fields of criminology and criminal justice. A significant focus of Loyola's mission is on developing within of its students the capacity for leadership in the service of others. Consistent with that goal, the CJC program provides students with the knowledge, skills, and competency to become ethical and innovative criminal justice practitioners, scholars, and global citizens. It also provides students with opportunities for civic engagement related to the criminal justice system and to its actors.
- Critical Research Skills: Apply acquired research and statistical skills to evaluate the quality of scholarly work and its contribution to the fields of criminology and criminal justice. The learning outcome of research skill acquisition is an integral component of any degree in the social and natural sciences. Criminal justice professionals and scholars are now expected to integrate a broad range of methodologies into their practices.
- Communication Skills: Communicate effectively, in oral and written form, understanding and analyses of criminology and criminal justice issues. Students completing the program will be able to communicate effectively about criminal justice issues in both oral and written forms. In this endeavor, students are encouraged to appreciate and demonstrate sensitivity toward the diversity of communication norms practiced by people of varying gender, age, race, socio-economic, ethnic, sexual orientation, and cultural backgrounds.

Data Science

Data Science

Over the last several decades there has been an explosion of data in nearly every field imaginable including business, marketing, sports, and scientific fields such as medicine, genetics, and neuroscience. As a result of this deluge of data, the demand for individuals with the skills to manage, analyze, and communicate results based on large amounts of data are as high as they have ever been.

Become a data scientist and shape the future of the world!

Data Science is a multi-disciplinary field combining techniques from mathematics, computer science, and statistics to organize, analyze, visualize, and extract useful information from data. The field developed in response to the deluge of data present in our daily lives in the 21st century, and the high demand for workers and researchers who understand all parts of the data analysis cycle from managing, storing, and cleaning data, to statistical analysis, machine learning, and big data techniques, and the ability to communicate their results effectively to others.

At Loyola University Chicago, there are many options for you for your Data Science education. At the undergraduate level students can choose to major or minor in Data Science, and at the graduate level students can pursue a Master's Degree (M.S.) in Data Science with an option between thesis track and non-thesis track. In addition, undergraduate students have the option to pursue a Bachelor's and Master's degree in five total years through the 4+1 program.

Engage in innovative graduate research

Students on the thesis track or who are funded will engage in research while in our MS in Data Science program. Graduates will engage in research with faculty and other graduate students from Data Science and across other disciplines such as applied statistics and computer science. Learn more on our Graduate Research (https://www.luc.edu/math/msappliedstat/outcomesjobswithstatisticsdegreefromloyola/graduateresearch/) page.

Undergraduate Programs

- Data Science (BS) (p. 366)
- Data Science Minor (p. 367)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Data Science (DSCI)

DSCI 101 Fundamentals of Modern Data Science with R (3 Credit Hours)
This course is designed to be an introduction to the basics of data science with R. Students will learn the very basics of data science and introductory programming skills for working with data.
Outcomes:
Students will learn basic programming skills for working with different types of data as well as data visualization, data wrangling, and data management practices

DSCI 399 Data Science Internship (1-3 Credit Hours)
Pre-requisites: DSCI internship coordinator and DSCI program director consent required
This course provides data science students with an opportunity to apply the knowledge obtained through their previous coursework as well as obtain course credits by working on data science projects through paid or unpaid internships. All projects for this course must be accompanied by a written form to be filled out by the student and their internship supervisor, and approved by the data science internship coordinator (DSIC). Students will receive 1 credit hour for every 50 hours worked at the approved internship for a maximum of 3 credit hours. Students taking this course will fulfill their data science capstone requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
The ability to manage large data sets in preparation for data science analysis; The ability to perform a data science analysis from beginning to end while adhering to the principles of reproducible research; The ability to program in both the R and Python programming languages

Data Science (BS)

Students earning a BS in data science will gain a wide variety of skills needed to work with many different types of data, and to analyze, visualize, and extract useful information from data in a variety of ways. They will apply those skills in various contexts, especially during their capstone consulting class. The program includes courses from Mathematics, Statistics and Computer Science.

Related Programs

Master's

- Data Science (MS) (p. 1191)

Minor

- Data Science Minor (p. 367)

Certificate

- Introduction to Data Science Certificate (p. 883)

Curriculum

Code	Title	Hours
Math Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 212	Linear Algebra	3
STATS Requirements		
STAT 203	Introduction to Probability & Statistics	3
STAT 308	Applied Regression Analysis	3
STAT 310	Categorical Data Analysis	3
Select six credits of STAT 300-level electives [1]		6
Computer Science Requirements		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 215 / MATH 215	Object Oriented Programming with Mathematics	3
COMP 231	Data Structures & Algorithms for Informatics	3
COMP 353	Database Programming	3
Select six credits of COMP 300-level electives [2]		6
Data Science Core		
COMP 317	Social, Legal, and Ethical Issues in Computing	3
DSCI 101	Fundamentals of Modern Data Science with R	3
STAT 338	Predictive Analytics	3
or COMP 379	Machine Learning	
Capstone		
COMP 358	Big Data Analytics	3
Select one of the following:		3
DSCI 399	Data Science Internship [3]	
STAT 370	Data Science Consulting	
Total Hours		**59**

[1] Excluding STAT 335 and STAT 337.
[2] Excluding COMP 391.
[3] Subject to approval by the Data Science Internship Coordinator.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
DSCI 101	Fundamentals of Modern Data Science with R	3
MATH 161	Calculus I	4
	Hours	**7**

Spring		
COMP 141	Introduction to Computing Tools and Techniques	3
MATH 162	Calculus II	4
	Hours	**7**
Year 2		
Fall		
MATH 212	Linear Algebra	3
COMP 215 / MATH 215	Object Oriented Programming with Mathematics	3
	Hours	**6**
Spring		
COMP 231	Data Structures & Algorithms for Informatics	3
STAT 203	Introduction to Probability & Statistics	3
	Hours	**6**
Year 3		
Fall		
STAT 308	Applied Regression Analysis	3
COMP 353	Database Programming	3
	Hours	**6**
Spring		
COMP 300-level Course		3
STAT 300-level Course		3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
	Hours	**9**
Year 4		
Fall		
STAT 388 or COMP 379	Topics or Machine Learning	3
STAT 370	Data Science Consulting	3
STAT 300-level Course		3
	Hours	**9**
Spring		
COMP 358	Big Data Analytics	3
STAT 310	Categorical Data Analysis	3
COMP 300-level Course		3
	Hours	**9**
	Total Hours	**59**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- The ability to manage large data sets in preparation for data science analysis
- A working knowledge of traditional statistical techniques and the ability to apply these methods to a wide array of real-world problems
- The ability to perform a data science analysis from beginning to end while adhering to the principles of reproducible research
- The ability to program in both the R and Python programming languages

Data Science Minor

Students earning a minor in data science will gain foundational skills needed to work with many different types of data, and to analyze, visualize, and extract useful information from data in a variety of ways. The program includes courses from Mathematics, Statistics and Computer Science.

Related Programs

Major

- Data Science (BS) (p. 366)

Master's

- Data Science (MS) (p. 1191)

Curriculum

Code	Title	Hours
Required Courses		
Choose one of the following MATH sequences:		6-8
MATH 161 & MATH 162	Calculus I and Calculus II	
MATH 131 & MATH 132	Applied Calculus I and Applied Calculus II	
DSCI 101	Fundamentals of Modern Data Science with R	3
STAT 203	Introduction to Probability & Statistics	3
STAT 308	Applied Regression Analysis	3
COMP 141	Introduction to Computing Tools and Techniques	3
MATH 215 / COMP 215	Object-Oriented Programming with Mathematics	3
COMP 231	Data Structures & Algorithms for Informatics	3
STAT 338	Predictive Analytics	3
or COMP 379	Machine Learning	
Total Hours		**27-29**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
MATH 161 or MATH 131	Calculus I or Applied Calculus I	4
	Hours	**4**

Spring		
MATH 162 or MATH 132	Calculus II or Applied Calculus II	4
	Hours	**4**
Year 2		
Fall		
DSCI 101	Fundamentals of Modern Data Science with R	3
	Hours	**3**
Spring		
COMP 141	Introduction to Computing Tools and Techniques	3
	Hours	**3**
Year 3		
Fall		
STAT 308	Applied Regression Analysis	3
COMP 215 / MATH 215	Object Oriented Programming with Mathematics	3
	Hours	**6**
Spring		
STAT 203	Introduction to Probability & Statistics	3
COMP 231	Data Structures & Algorithms for Informatics	3
	Hours	**6**
Year 4		
Fall		
STAT 338 or COMP 379	Predictive Analytics or Machine Learning	3
	Hours	**3**
	Total Hours	**29**

Learning Outcomes

- The ability to manage data sets in preparation for data science analysis
- A working knowledge of traditional statistical techniques and the ability to apply these methods to a wide array of real-world problems
- The ability to program in both the R and Python programming languages

Economics

The Department of Economics is housed within Loyola University Chicago's Quinlan School of Business. Loyola University Chicago offers two undergraduate programs in economics. These programs will equip you with knowledge of principles, theories, and concepts of economics and business, which will hep you to become a responsible and successful leader in your chosen field. Our students who continue their education are accepted at many top universities.

- Bachelor of Business Administration (BBA) in Economics (p. 787)
- Bachelor of Arts (BA) in Economics through the College of Arts and Sciences (p. 370)

Undergraduate Programs

- Economics (BA) (p. 370)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Economics (ECON)

ECON 201 Principles of Microeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 201H Principles of Microeconomics - Honors (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. Restricted to SBA honors students or Honors students. This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 202 Principles of Macroeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal and monetary policies of the government, to ultimately understand economic stability and the welfare of the individual citizen

ECON 202H Principles of Macroeconomics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, and fiscal and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

ECON 303 Intermediate Microeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course is a detailed study of consumer and firm behavior, market structures, and the elementary propositions concerning welfare economics.
Outcomes:
Students will develop analytical skills to understand and predict consumer and firm behavior, understand the underlying pinning of antitrust legislation and dynamic market strategies

ECON 304 Intermediate Macroeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course develops the framework used by economists in government, business, and academia to analyze the key determinants of economic growth, the business cycle, unemployment, inflation, the level of interest, and exchange rates, as well as explaining how all these variables are influenced by monetary and fiscal policy.
Outcomes:
Students are able to understand and critically analyze business cycles and financial market fluctuations; Students are able to study inflation and unemployment policies

ECON 320 Urban Economics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ECON 201, ECON 202, and ECON 303
This course analyzes the economic role and functioning of cities and examines urban issues such as real estate markets, transportation, economic development, and crime.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will understand the economic forces that shape urban agglomerations; Students will understand the economic and ethical trade-offs of various urban economic policies; Students will be able to think critically about the economic forces that make a city grow and contract over time

ECON 323 International Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course analyzes microeconomic and macroeconomic theories of global trade; balance of payments, adjustment problems and the international monetary system.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON323/INTS323
Outcomes:
Students will be able to demonstrate the ability to critically apply microeconomic and macroeconomic concepts to the understanding of international economic phenomena/problems; This course emphasizes the role of economic leadership to promote peace and justice in a global diverse world

ECON 324 International Monetary Relations (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
Examination of the operation of the international monetary system and an analysis of the determination of currency flows between countries, with topics of balance of payments statements, currency flows between countries, determination of exchange rates, and international liquidity problems.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON324/INTS324
Outcomes:
Student will be able to demonstrate an understanding of the operation of the international currency market and be able to analyze exchange rates with an emphasis on international liquidity and currency problems, and risk management of currency fluctuations

ECON 325 Economics of Growth & Development (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course describes and analyzes the problems and policy issues facing developing countries and the third world with respect to their economic and social policies and programs.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON325/INTS325
Outcomes:
The students are trained to evaluate the economic conditions that are conducive to economic growth and critically assess ethical arguments as they relate to growth, trade, and poverty in emerging countries; The role of leadership is emphasized

ECON 327 American Economic & Business History (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course emphasizes the evolution and the role of past business leaders of the American economy from the colonial times to the present, emphasizing the entrepreneurs and the environments in which they operated. Economic and business change in the period 1865-1914 receives particular attention, as do the enterprises of Chicago-area entrepreneurs.
Outcomes:
Students learn the skills required of entrepreneurs and business leaders and their contribution to society; Students will develop an awareness of the historical dynamics that produced the current economy, and how its institutions evolved and the importance of markets in allocating resources

ECON 328 Environmental Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201
This course applies economic theory to environmental and natural resource problems and policies, investigates the role economic incentives play, and discusses externalities, property rights, common property problems, pollution and pollution control, and renewable and non-renewable resource management.
Course equivalencies: X-ECON328/ESP 328
Outcomes:
Students will understand that environmental problems are fundamentally economic problems that come about because there is a market failure (eg, an externality or public good) and that environmental problems have economic solutions

ECON 329 Health Economics (3 Credit Hours)
Pre-requisites: Sophomore standing and a minimum grade of "C-" in ECON 201
This course provides an understanding of the unique economic complexities of the health care industry and individual health behaviors. Relying on economic principles of scarcity, efficiency, productivity, and market behavior, demand and supply of health care, the role of government in determining health care policy, and medical practices are explored.

ECON 334 Economics of Government Expenditures & Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303 and 304
This course is an analysis of taxation and expenditure, instruments and policies as they relate to the allocative, distributive, and stabilization functions of government and society and ethical responsibilities of each.
Outcomes:
The student are able to understand and analyze public policy issues, specifically as it relates to the voting process, size of government, tax policy debates, and long-term problems of transfer payments in an aging society

ECON 336 Monetary and Fiscal Policy (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201, 202 and 304
This course uses macroeconomics to critically analyze the evolution of monetary and fiscal policy from the late 19th century to the present as well as current trends and topics relating to monetary and fiscal policy.
Outcomes:
Students will develop critical economic thinking skills as they apply macroeconomic theory to historical events and discuss the potential future paths of the world economy and for assessing the leadership role of the government and Federal Reserve System in stabilizing the domestic and world economy

ECON 346 Econometrics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ISSCM 241 or ISSCM 241H or STAT 103; ECON 202; ECON 303; and MATH 130 or MATH 131 or MATH 161
This course teaches students how to use statistical tools to evaluate hypotheses about economic models.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to interpret and critically analyze quantitative information related to economics; Students will understand regression analysis and understand how to use it to test economic models and to measure important economic parameters, and to predict economic relationships

ECON 360 Labor Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course is an intensive examination of the market for labor services, and discusses wage determination, occupational and earnings differentials, diversity, investments in education, collective bargaining, and the ethical implications of labor market inequality.
Outcomes:
Students will gain a broad understanding of how economists study labor market issues and outcomes, and be able to use critical economic reasoning to better appreciate such issues as labor force participation decisions, human capital, and the variation in wages across individuals

ECON 370 Pricing & Industrial Organization (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course investigates firm behavior, strategies and market outcomes in settings of less than perfect competition.
Outcomes:
Students learn to evaluate various strategies both in terms of firm profitability as well as consumer surplus

ECON 395 Independent Study in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing, instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in Economics

ECON 399 Special Topics in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Economics (BA)

The BA in Economics will equip you with knowledge of principles, theories, and concepts of economics and business, which will help you to become a responsible and successful leader in your chosen field. Our students who continue their education are accepted at many top universities.

Related Programs

Major

- Economics (BBA) (p. 787)

Minor

- Economics Minor (p. 789)

Curriculum

CAS BA Degree Requirements

BA degree: In addition to fulfilling courses in the Core Curriculum and general electives, students enrolled in the College of Arts and Sciences must complete 10 economics courses, calculus and statistics:

Code	Title	Hours
Major Requirements		
MATH 130	Business Calculus	3-4
or MATH 131	Applied Calculus I	
or MATH 161	Calculus I	
STAT 103	Fundamentals of Statistics (or equivalent)	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 303	Intermediate Microeconomics	3
ECON 304	Intermediate Macroeconomics	3
Choose six (6) 300-level Economics courses:		*18*
ECON 320	Urban Economics	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
ECON 327	American Economic & Business History	
ECON 328	Environmental Economics	
ECON 329	Health Economics	
ECON 334	Economics of Government Expenditures & Taxation	
ECON 336	Monetary and Fiscal Policy	
ECON 346	Econometrics	
ECON 360	Labor Economics	
ECON 370	Pricing & Industrial Organization	
ECON 399	Special Topics in Economics [1]	
MATH 360	Introduction to Game Theory	
Total Hours		**36**

[1] Only one ECON 399 Special Topics in Economics class is allowed to count for this major.

Students wishing to pursue doctoral study in economics are advised to take additional mathematics courses including the calculus course sequence (MATH 161 Calculus I, MATH 162 Calculus II and MATH 263 Multivariable Calculus); MATH 212 Linear Algebra; and two 300-level mathematical statistics courses (STAT 304 Introduction to Probability, STAT 305 Introduction to Mathematical Statistics). Students should consult with their economics advisor about completing mathematics courses.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
MATH 131	Applied Calculus I	3
	Hours	**6**
Spring		
ECON 202	Principles of Macroeconomics	3
STAT 103	Fundamentals of Statistics	3
	Hours	**6**
Year 2		
Fall		
ECON 303	Intermediate Microeconomics	3
	Hours	**3**
Spring		
ECON 304	Intermediate Macroeconomics	3
	Hours	**3**
Year 3		
Fall		
ECON Elective		3
ECON Elective		3
	Hours	**6**
Spring		
ECON Elective		3
ECON Elective		3
	Hours	**6**
Year 4		
Fall		
ECON Elective		3
	Hours	**3**
Spring		
ECON Elective		3
	Hours	**3**
	Total Hours	**36**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Analysis of real-world economic policies
- Principles of economics reasoning
- Business and professional presentations
- Business ethics and the market economy
- Graphical and quantitative modelings

Engineering

Loyola Engineering enrolled its first students in Fall 2015. We obtained our ABET accreditation in Fall 2020. A hallmark of our program is our emphasis on active learning. Rather than delivering a full lecture in each course, each professor provides a mini-lecture to go over fine points of the homework. To facilitate active learning, there are never more than 24 students in any Engineering course section. Active learning increases the retention of female students, students of color, and first-generation students; and is one aspect of our social justice-informed program. We are proud to be the first Engineering program in the U.S. to fully integrate social justice and Engineering in our curriculum.

Undergraduate Programs

The BS Engineering program has three (3) specializations:

- Engineering with a Biomedical Engineering Specialization (BS) (p. 375)
- Engineering with a Computer Engineering Specialization (BS) (p. 377)
- Engineering with an Environmental Engineering Specialization (BS) (p. 379)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Engineering (ENGR)

ENGR 101 Introduction to Engineering Design (4 Credit Hours)
Restricted to Engineering students. This course is the first of four engineering design courses in the Engineering curriculum. Major topics in this course include engineering estimation, three dimensional computer-aided design, 2k factorial design, teamwork, engineering ethics, requirement specifications, and design iteration.
Outcomes:
1) Demonstration of proficiency in engineering design; 2) Application of teamwork principles to an open-ended design project

ENGR 102 Engineering Freshman Seminar (1 Credit Hour)
This seminar offers a shared learning experience with an assignment of a service project and exposure to Industrial Advisory Board members and Loyola administrators and faculty. In addition to providing intellectual enhancement to the program, these seminars give us a time and place to regularly interact. This class is restricted to Engineering freshman.
Outcomes:
Encourage bonding through a service project, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader industry community

ENGR 201 Experiential Engineering (3 Credit Hours)
Pre-requisites: COMP 170 and (PHYS 112K or PHYS 122) (each with minimum C-); Corequisite: CHEM 171
This course introduces students to environmental, biomedical and computer engineering-based sensors and signal analysis techniques. Major topics in this course include an introduction to common biomedical sensors, electronics, signals, sampling, analog-to-digital conversion, c programming, microcontroller system architectures, and microcontroller programming.
Outcomes:
Provide an experiential environment to learn about instrumentation and sensors in biomedical, computer and environmental engineering; Introduce complex devices and systems to understand, measure and analyze signals

ENGR 311 Engineering Systems I (3 Credit Hours)
Pre-requisites: ENGR 201 with a minimum grade of C-; Restricted to Applied Mathematics and Engineering majors; Concurrent enrollment in MATH 266 (Engineering majors only)
ENGR 311 covers the fundamentals of signal and system analysis, focusing on representations of discrete-time and continuous-time signals and representations of linear, time-invariant systems. Major topics in this course include convolution, Fourier series, Fourier Transform, and unit impulse and unit step functions. Applications are drawn broadly from engineering and physics.
Outcomes:
Understand basic concepts of discrete and continuous time signals; Employ Fourier analysis to analyze simple LTI systems; Proficiently use MATLAB as a numerical analysis tool

ENGR 312 Engineering Systems II (3 Credit Hours)
Pre-requisites: ENGR 311, ENGR 321, (MATH 264 or MATH 266), and COMP 170
Introduces numerical methods and control systems theory. Students are exposed to root finding, numerical integration and differentiation, numerical solutions to ODEs, curve fitting and regression techniques, classical control system theory methods (Laplace transforms and transfer functions, root locus design, Routh-Hurwitz stability analysis, Bode and Nyquist plots) and the state variable method (controllability and observability). Employ the state variable method.
Outcomes:
Understand the concepts of numerical methods, their strengths and weaknesses; Use MATLAB as a numerical analysis tool; Apply Laplace transforms and transfer functions

ENGR 313 Engineering Systems III (3 Credit Hours)
Pre-requisites: ENGR 312 with a minimum grade of C-; Restricted to Applied Math and Engineering majors
This course is an introduction to discrete-time signal processing and system identification. Major topics include the z-transform, infinite/finite impulse response filters, discrete/fast Fourier transform, models of linear time-invariant systems, and parameter estimation methods.
Outcomes:
Reinforce fundamental knowledge of signal processing concepts; Execute discrete-time signal processing techniques; Solve real-world problems through use of modeling, prediction, and estimation methods

ENGR 321 Electronic Circuits & Devices (2 Credit Hours)
Pre-requisites: PHYS 112K or PHYS 122 (minimum C-); Corequisites: ENGR 311 and (MATH 266 or MATH 264)
This course is an introduction to electronic circuits and devices. Major topics in this course include an introduction to Ohm's Law, Kirchhoff's Current Law, Kirchhoff's Voltage Law, Nodal and Loop analysis, Thevenin's and Norton's Theorems, and alternating current steady-state analysis.
Outcomes:
Define and explain the terminology associated with linear circuit theory; Identify and solve linear circuits utilizing the most appropriate method for the analysis

ENGR 322 Chemical & Thermal Processes (3 Credit Hours)
Pre-requisites: (CHEM 171 or CHEM 102), (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and MATH 162 (each with minimum C-)
This course provides an introduction to basic chemical and thermal processes. Major topics include open and closed systems, control volumes, microscopic vs. macroscopic, mass and energy balances, first and second laws of thermodynamics, entropy balance, exergy balance, thermodynamic cycles, thermodynamic property relations, gas laws, and chemical thermodynamics.
Outcomes:
Describe engineering systems and cycles using mass and energy conservation laws, quantify chemical and thermodynamic properties of pure substances, and analyze thermodynamics cycles and processes

ENGR 323 Digital Electronic & Computer Engineering (3 Credit Hours)
Pre-requisites: (PHYS 112K or PHYS 122) and COMP 170 (each with minimum C-); Corequisite: ENGR 324L
This course is an introduction to digital design. Major topics in this course include, but is not limited to, binary conversions, logic gates, combinational logic design, sequential logic design, microprocessor architecture, and an introduction to hardware description languages.
Outcomes:
Understand the fundamental building blocks of digital systems; Understand and apply knowledge in the implementation and design of digital circuits

ENGR 324 Mechanics (3 Credit Hours)
Pre-requisites: (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and (MATH 264 or MATH 266) (each with minimum C-)
Mechanics covers the fundamentals of modeling continuous media. Major topics include stress, strain, and constitutive relations; elements of tensor analysis; basic applications of solid and fluid mechanics; and application of conservation laws to control volumes.
Outcomes:
Construct free-body diagrams to undertake structural analysis; Apply the laws of conservation to solve engineering problems

ENGR 324L Core Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisites: ENGR 322, ENGR 323, and ENGR 324
This lab course enables students to experiment with concepts learned in concurrently taken core engineering courses ENGR 322, ENGR 323, and ENGR 324.
Outcomes:
Understand, apply and create an assembly-based program for ARM-based microprocessors; Apply Thermodynamic and Flow principles in an experimental context

ENGR 325 Materials Engineering (3 Credit Hours)
Pre-requisites: ENGR 322 and ENGR 324 (minimum of C-)
This course introduces concepts related to the structure, properties, and processing of materials commonly used in engineering applications. Major topics include material structure, bonding, crystalline and non-crystalline structures, imperfections, properties of metals, metal alloys, ceramics and polymers, phase transformation, and material failures.
Outcomes:
Describe the microscale structure of metals, ceramics, polymers, and composites; quantify and describe relationships among structure, processing, and properties; understand the role of material selection in contemporary engineering design applications

ENGR 341 Medical Device Systems (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 321, ENGR 323, ENGR 324, BIOL 101, and CHEM 171; ENGR majors only; Corequisites: ENGR 325, ENGR 341L, and ENGR 313
The relevant physiology, clinical need, history, and system descriptions of eighteen fundamental medical devices are discussed and analyzed. Students are also introduced to several medical device systems, including medical instruments, electrical stimulators, and combination products. These topics provide a foundational background for medical device product development and regulation.
Outcomes:
Understand and analyze the clinical need and common subsystems underlying eighteen fundamental medical devices; Evaluate the battery requirements for commonly implantable medical devices

ENGR 341L Medical Device Systems Laboratory (1 Credit Hour)
Introduction to the graphical user interface, data acquisition, and sensors of common medical devices. The lab experiments are synchronized with the presentation of medical device topics in ENGR 341. Students also create a software application for a Sponsor from the School of Nursing. Restricted to Engineering majors. Concurrent enrollment in ENGR 341.
Outcomes:
Use common medical devices subsystems, Apply FDA design control principles for creation of a nursing software application and accompanying requirement and design specifications

ENGR 342 Medical Device Software Development I (3 Credit Hours)
Pre-requisites: ENGR 341 and ENGR 341L, each with a minimum grade of C-
This is the second semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During the first four weeks, students increase their programming skills through exposure to recurrence solving, sorting, and data structures. They then learn how design and verify medical device software using model-based engineering. Restricted to Engineering majors. Concurrent enrollment in ENGR 381.
Outcomes:
Design a medical device through model-based engineering concepts

ENGR 343 Medical Device Software Development II (3 Credit Hours)
Pre-requisites: Restricted to Engineering majors
This is the third semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During four weeks, students increase their programming skills through exposure to advanced data structures and graph algorithms. Separately, software issues that the Food and Drug Administration considers during medical device submissions are highlighted. ENGR 342 with a minimum grade of C-, concurrent enrollment in ENGR 391.
Outcomes:
Analyze software issues that the FDA considers during medical device submissions; Create user interface and cybersecurity code, according to Requirements Specifications provided by the instructor

ENGR 351 Electronic Circuit Analysis and Design (3 Credit Hours)
Pre-requisites: ENGR 201, ENGR 312, and ENGR 321 (each with minimum of C-); Corequisite: ENGR 351L
A course for engineering students (computer engineering) that introduces advanced topics in the design and analysis of analog and digital electronic circuits. Areas of emphasis include an introduction to semiconductor physics, diodes, BJT transistors, CMOS devices, advanced operational amplifier circuits and frequency response fundamentals.
Outcomes:
Understand and apply fundamental concepts of semiconductor physics; Understand and apply complex models to analyze analog and digital microelectronic circuits

ENGR 351L Circuit Design Laboratory (1 Credit Hour)
Co-requisites: ENGR 351
A lab for engineering students (in the computer engineering specialization) to provide a first experience working with semiconductor devices (such as diodes, BJTs, MOSFETs, and Operational Amplifiers) for the design, creation and analysis of microelectronics using lab instruments.
Outcomes:
Identify integrated circuit design issues and develop applicable solutions; Apply advanced principles in analog circuit design, creation and analysis

ENGR 352 Methods and Algorithms for Computer Engineers (3 Credit Hours)
Pre-requisites: ENGR 351 and ENGR 351L (each with minimum of C-)
ENGR 352 is the second semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The areas of emphasis are the analysis of the methods and algorithms used in computer engineering. The course includes hands-on experiments and a design project related to the computing performance and efficiency improvement of engineering systems
Outcomes:
Evaluate the design and implementation of methods and algorithms in computer engineering; Analyze the performance, efficiency and computational complexities of algorithms using the time-and-space tradeoff

ENGR 353 Programmable Systems (3 Credit Hours)
Pre-requisites: ENGR 352 (minimum C-)
ENGR 353 is the third semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The course consists of an introduction to programmable logic controllers, relays, timers, counters, shift registers, human-machine interfaces and programmable embedded systems. The course includes hands-on experiments and a design project to evaluate the performance and efficiency of programmable systems, related safety issues and hardware troubleshooting for control and automation systems.
Outcomes:
Evaluate the performance and efficiency of programmable controllers, embedded systems and processors; Design modern engineering tools to integrate hardware and software components, and input-output devices used in industries

ENGR 361 Fundamentals of Environmental Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 322, ENGR 324, and ENGR 325 (each with minimum C-); ENGR majors only; Corequisite: ENGR 361L
This is the first of three Specialization courses in Environmental Engineering. Topics include aquatic chemistry, chemical thermodynamics and kinetics, environmental soil and biogeochemistry, environmental organic chemistry, surface and groundwater hydrology, atmospheric processes, and fate and transport modeling of contaminants in natural and engineered systems.
Outcomes:
Apply principles of environmental engineering to describe and quantify key physical, biological and chemical phenomena in natural and engineered systems

ENGR 361L Fundamentals of Environmental Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisite: ENGR 361
This laboratory course introduces students to the analytical techniques such as mass spectrometry and titration, relevant to environmental engineering practice. This course emphasizes the design of field sampling campaigns of water and soil environments and the statistical data analysis of experimentally estimated water and soil parameters.
Outcomes:
Quantify fundamental environmental parameters with emphasis on water quality; Design and conduct a field sampling campaign

ENGR 362 Water & Wastewater Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and CHEM 171 (each with minimum C-)
Theoretical and conceptual design of systems for treating municipal wastewater and drinking water which include reactor theory, process kinetics, and models. Physical, chemical, and biological processes are presented, including sedimentation, filtration, biological treatment, disinfection, and sludge processing. Re-use of water and waste products are also covered.
Outcomes:
Undertake calculations related to unit processes and undertake the required calculations to design a municipal water and wastewater treatment facility

ENGR 363 Contemporary Environmental Engineering Challenges (3 Credit Hours)
Pre-requisites: MATH 266 and ENGR 324 (minimum C-)
This is the third semester of a three-semester Specialty course series for students specializing in Environmental Engineering. Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices for stormwater management, an exploration of conventional and renewable energy technologies and the design of green infrastructure.
Outcomes:
Make aware of present and future environmental challenges; Understand the current methods being employed to tackle current environmental issues

ENGR 381 Biomedical Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 341
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group is assigned an industry-sponsored medical device software problem to solve. Each week, a medical device product development or regulation topic is also introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 382 Computer Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 351
First part of the team-based Capstone Design series for Computer Engineering students. Students focus on the design of an industry-sponsored project with practical, economic, and ethical constraints. They learn the fundamentals of product development, quality, reliability, ethics and project management as it relates to the field of computer engineering.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce microelectronic solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 383 Environmental Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and ENGR 322 (each with minimum C-); ENGR majors only
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and multiple realistic constraints. Each group is assigned an environmental engineering industry-sponsored design problem to solve. During the semester, specific environmental design and regulation case studies will be introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solution that meet specified needs with consideration for public health, safety, environmental and other factors

ENGR 391 Biomedical Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 381 during the same academic year, ENGR 342, concurrent enrollment in ENGR 343
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored medical device projects assigned in ENGR 381. Medical device product development or regulation topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 392 Computer Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 382 during the same academic year, ENGR 352, concurrent enrollment in ENGR 353
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 382. Computer engineering or professional development topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce computer engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 393 Environmental Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: ENGR 383 (minimum C-)
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 383. Environmental engineering or professional development topics are also introduced. ENGR majors only.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 398 Independent Study (1-3 Credit Hours)
The course enables independent study of selected topics in Biomedical, Computer, and Environmental Engineering, under the supervision of a faculty member. It may be repeated for credit. Restricted to Engineering majors. Permission of Director.
Outcomes:
Application of engineering concepts, and analysis of Biomedical, Computer, or Environmental Engineering systems

Engineering with a Biomedical Engineering Specialization (BS)

Biomedical Engineers blend traditional engineering techniques with biological sciences and medicine to improve the quality of human health and life. We believe all patients should receive high-quality medical devices, regardless of their ability to pay. Our students learn to design

and test robust electrical medical devices, in preparation for a medical device to be cleared or approved by the Food and Drug Administration.

Related Programs

Major

- Engineering with a Computer Engineering Specialization (BS) (p. 377)
- Engineering with an Environmental Engineering Specialization (BS) (p. 379)

Curriculum

Code	Title	Hours
Engineering Design		
ENGR 101	Introduction to Engineering Design	4
ENGR 201	Experiential Engineering	3
Engineering Core		
ENGR 102	Engineering Freshman Seminar	1
ENGR 321	Electronic Circuits & Devices	2
ENGR 322	Chemical & Thermal Processes	3
ENGR 323	Digital Electronic & Computer Engineering	3
ENGR 324	Mechanics	3
ENGR 324L	Core Engineering Lab	1
ENGR 325	Materials Engineering	3
Engineering Systems		
ENGR 311	Engineering Systems I	3
ENGR 312	Engineering Systems II	3
ENGR 313	Engineering Systems III	3
Specialty Engineering Courses		
ENGR 341	Medical Device Systems	3
ENGR 341L	Medical Device Systems Laboratory	1
ENGR 342	Medical Device Software Development I	3
ENGR 343	Medical Device Software Development II	3
ENGR 381	Biomedical Engineering Capstone Design I	4
ENGR 391	Biomedical Engineering Capstone Design II	4
Math & Science Courses		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 171	General Chemistry for Engineering Science Majors	3
CHEM 173	General Chemistry Lab for Engineering Science Majors	1
COMP 170	Introduction to Object-Oriented Programming	3
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 266	Differential Equations and Linear Algebra	3
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	4
STAT 203	Introduction to Probability & Statistics	3
Total Hours		**86**

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Fall		
ENGR 101	Introduction to Engineering Design [1]	4
MATH 161	Calculus I [2]	4
BIOL 101	General Biology I [2]	3
BIOL 111	General Biology I Lab [2]	1
PHYS 121	College Physics I with Calculus Lecture/ Discussion [2]	3
UNIV 101	First Year Seminar [3]	1
	Hours	**16**
Spring		
COMP 170	Introduction to Object-Oriented Programming [2]	3
MATH 162	Calculus II [2]	4
PHYS 122	College Physics II with Calculus Lecture/ Discussion [2]	3
PHYS 112L	College Physics Lab II [2]	1
UCWR 110	Writing Responsibly [3]	3
LUC Core [3]		3
ENGR 102	Engineering Freshman Seminar [4]	1
	Hours	**18**
Sophomore		
Fall		
ENGR 201	Experiential Engineering [1]	3
MATH 263	Multivariable Calculus [2]	4
CHEM 171	General Chemistry for Engineering Science Majors [2]	3
CHEM 173	General Chemistry Lab for Engineering Science Majors [2]	1
LUC Core [3]		3
Foreign Language 101 [3]		3
	Hours	**17**
Spring		
ENGR 311	Engineering Systems I [5]	3
ENGR 321	Electronic Circuits & Devices [4]	2
MATH 266	Differential Equations and Linear Algebra [2]	3
LUC Core [3]		3
LUC Core [3]		3
Foreign Language 102 [3]		3
	Hours	**17**
Junior		
Fall		
ENGR 312	Engineering Systems II [5]	3
ENGR 322	Chemical & Thermal Processes [4]	3
ENGR 323	Digital Electronic & Computer Engineering [4]	3
ENGR 324	Mechanics [4]	3
ENGR 324L	Core Engineering Lab [4]	1
LUC Core [3]		3
	Hours	**16**

Spring		
ENGR 313	Engineering Systems III [5]	3
ENGR 325	Materials Engineering [4]	3
ENGR 341	Medical Device Systems [6]	3
ENGR 341L	Medical Device Systems Laboratory [6]	1
STAT 203	Introduction to Probability & Statistics [2]	3
LUC Core [3]		3
	Hours	**16**
Senior		
Fall		
ENGR 342	Medical Device Software Development I [6]	3
ENGR 381	Biomedical Engineering Capstone Design I [6]	4
LUC Core [3]		3
LUC Core [3]		3
LUC Core [3]		3
	Hours	**16**
Spring		
ENGR 343	Medical Device Software Development II [6]	3
ENGR 391	Biomedical Engineering Capstone Design II [6]	4
LUC Core [3]		3
LUC Core [3]		3
	Hours	**13**
	Total Hours	**129**

1 Engineering Design
2 Math & Science Courses
3 LUC Core/Foreign Language
4 Engineering Core
5 Engineering Systems
6 Specialty Engineering Courses

Learn more at LUC.edu/engineering (https://www.luc.edu/engineering/)

College of Arts and Sciences Graduation Requirements

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Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Engineering - ABET Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. Our students will possess:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering and mathematics.
- An ability to apply engineering process to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Engineering with a Computer Engineering Specialization (BS)

Computer Engineers conceive and develop the next wave of computing advances, innovations, and devices that are used in modern computers and computer-controlled systems. Our students learn how to design and integrate hardware and software components that are used in computer equipment such as microelectronic chips, circuit boards and controllers. In addition, our students learn the fundamentals utilized in computer- controlled systems such as computer networks, cyber-physical systems, sensors and actuators, smart grids, machine learning and artificial intelligence.

Related Programs

Major

- Engineering with a Biomedical Engineering Specialization (BS) (p. 375)
- Engineering with an Environmental Engineering Specialization (BS) (p. 379)

Curriculum

Code	Title	Hours
Engineering Design		
ENGR 101	Introduction to Engineering Design	4
ENGR 201	Experiential Engineering	3
Engineering Core		
ENGR 102	Engineering Freshman Seminar	1
ENGR 321	Electronic Circuits & Devices	2
ENGR 322	Chemical & Thermal Processes	3
ENGR 323	Digital Electronic & Computer Engineering	3
ENGR 324	Mechanics	3

ENGR 324L	Core Engineering Lab	1
ENGR 325	Materials Engineering	3
Engineering Systems		
ENGR 311	Engineering Systems I	3
ENGR 312	Engineering Systems II	3
ENGR 313	Engineering Systems III	3
Specialty Engineering Courses		
ENGR 351	Electronic Circuit Analysis and Design	3
ENGR 351L	Circuit Design Laboratory	1
ENGR 352	Methods and Algorithms for Computer Engineers	3
ENGR 353	Programmable Systems	3
ENGR 382	Computer Engineering Capstone Design I	4
ENGR 392	Computer Engineering Capstone Design II	4
Math & Science Courses		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 171	General Chemistry for Engineering Science Majors	3
CHEM 173	General Chemistry Lab for Engineering Science Majors	1
COMP 170	Introduction to Object-Oriented Programming	3
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 266	Differential Equations and Linear Algebra	3
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	4
STAT 203	Introduction to Probability & Statistics	3
Total Hours		**86**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
ENGR 101	Introduction to Engineering Design [1]	4
MATH 161	Calculus I [2]	4
BIOL 101	General Biology I [2]	3
BIOL 111	General Biology I Lab [2]	1
PHYS 121	College Physics I with Calculus Lecture/ Discussion [2]	3
UNIV 101	First Year Seminar [3]	1
	Hours	**16**
Spring		
COMP 170	Introduction to Object-Oriented Programming [2]	3
MATH 162	Calculus II [2]	4
PHYS 122	College Physics II with Calculus Lecture/ Discussion [2]	3
PHYS 112L	College Physics Lab II [2]	1
UCWR 110	Writing Responsibly [3]	3
LUC Core [3]		3
ENGR 102	Engineering Freshman Seminar [4]	1
	Hours	**18**
Sophomore		
Fall		
ENGR 201	Experiential Engineering [1]	3
MATH 263	Multivariable Calculus [2]	4
CHEM 171	General Chemistry for Engineering Science Majors [2]	3
CHEM 173	General Chemistry Lab for Engineering Science Majors [2]	1
LUC Core [3]		3
Foreign Language 101 [3]		3
	Hours	**17**
Spring		
ENGR 311	Engineering Systems I [5]	3
ENGR 321	Electronic Circuits & Devices [4]	2
MATH 266	Differential Equations and Linear Algebra [2]	3
LUC Core [3]		3
LUC Core [3]		3
Foreign Language 102 [3]		3
	Hours	**17**
Junior		
Fall		
ENGR 312	Engineering Systems II [5]	3
ENGR 322	Chemical & Thermal Processes [4]	3
ENGR 323	Digital Electronic & Computer Engineering [4]	3
ENGR 324	Mechanics [4]	3
ENGR 324L	Core Engineering Lab [4]	1
LUC Core [3]		3
	Hours	**16**
Spring		
ENGR 313	Engineering Systems III [5]	3
ENGR 325	Materials Engineering [4]	3
ENGR 351	Electronic Circuit Analysis and Design [6]	3
ENGR 351L	Circuit Design Laboratory [6]	3
STAT 203	Introduction to Probability & Statistics [2]	3
LUC Core [3]		3
	Hours	**18**
Senior		
Fall		
ENGR 352	Methods and Algorithms for Computer Engineers [6]	3
ENGR 382	Computer Engineering Capstone Design I [6]	4
LUC Core [3]		3
LUC Core [3]		3
LUC Core [3]		3
	Hours	**16**

Spring		
ENGR 353	Programmable Systems [6]	3
ENGR 392	Computer Engineering Capstone Design II [6]	4
LUC Core [3]		3
LUC Core [3]		3
	Hours	**13**
	Total Hours	**131**

1 Engineering Design
2 Math & Science Courses
3 LUC Core/Foreign Language
4 Engineering Core
5 Engineering Systems
6 Specialty Engineering Courses

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Learning Outcomes

Engineering - ABET Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. Our students will possess:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering and mathematics.
- An ability to apply engineering process to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Engineering with an Environmental Engineering Specialization (BS)

Environmental engineers identify, analyze and design solutions to environmental problems, which disproportionately impact historically disadvantaged communities. Addressing environmental issues, such as water, wastewater, air quality, and solids, requires taking into account the underlying impacts of climate change that threaten the global community. Our students learn environmental analysis and management for the water and wastewater treatment industries.

Related Programs

Major

- Engineering with a Biomedical Engineering Specialization (BS) (p. 375)
- Engineering with a Computer Engineering Specialization (BS) (p. 377)

Curriculum

Code	Title	Hours
Engineering Design		
ENGR 101	Introduction to Engineering Design	4
ENGR 201	Experiential Engineering	3
Engineering Core		
ENGR 102	Engineering Freshman Seminar	1
ENGR 321	Electronic Circuits & Devices	2
ENGR 322	Chemical & Thermal Processes	3
ENGR 323	Digital Electronic & Computer Engineering	3
ENGR 324	Mechanics	3
ENGR 324L	Core Engineering Lab	1
ENGR 325	Materials Engineering	3
Engineering Systems		
ENGR 311	Engineering Systems I	3
ENGR 312	Engineering Systems II	3
ENGR 313	Engineering Systems III	3
Specialty Engineering Courses		
ENGR 361	Fundamentals of Environmental Engineering	3
ENGR 361L	Fundamentals of Environmental Engineering Lab	1
ENGR 362	Water & Wastewater Engineering	3
ENGR 363	Contemporary Environmental Engineering Challenges	3
ENGR 383	Environmental Engineering Capstone Design I	4
ENGR 393	Environmental Engineering Capstone Design II	4
Math & Science Courses		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 171	General Chemistry for Engineering Science Majors	3
CHEM 173	General Chemistry Lab for Engineering Science Majors	1
COMP 170	Introduction to Object-Oriented Programming	3
MATH 161	Calculus I	4

MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 266	Differential Equations and Linear Algebra	3
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	4
STAT 203	Introduction to Probability & Statistics	3
Total Hours		**86**

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Fall		
ENGR 101	Introduction to Engineering Design [1]	4
MATH 161	Calculus I [2]	4
BIOL 101	General Biology I [2]	3
BIOL 111	General Biology I Lab [2]	1
PHYS 121	College Physics I with Calculus Lecture/ Discussion [2]	3
UNIV 101	First Year Seminar [3]	1
	Hours	**16**
Spring		
COMP 170	Introduction to Object-Oriented Programming [2]	3
MATH 162	Calculus II [2]	4
PHYS 122	College Physics II with Calculus Lecture/ Discussion [2]	3
PHYS 112L	College Physics Lab II [2]	1
UCWR 110	Writing Responsibly [3]	3
LUC Core [3]		3
ENGR 102	Engineering Freshman Seminar [4]	1
	Hours	**18**
Sophomore		
Fall		
ENGR 201	Experiential Engineering [1]	3
MATH 263	Multivariable Calculus [2]	4
CHEM 171	General Chemistry for Engineering Science Majors [2]	3
CHEM 173	General Chemistry Lab for Engineering Science Majors [2]	1
LUC Core [3]		3
Foreign Language 101 [3]		3
	Hours	**17**
Spring		
ENGR 311	Engineering Systems I [5]	3
ENGR 321	Electronic Circuits & Devices [4]	2
MATH 266	Differential Equations and Linear Algebra [2]	3
LUC Core [3]		3
LUC Core [3]		3
Foreign Language 102 [3]		3
	Hours	**17**
Junior		
Fall		
ENGR 312	Engineering Systems II [5]	3
ENGR 322	Chemical & Thermal Processes [4]	3
ENGR 323	Digital Electronic & Computer Engineering [4]	3
ENGR 324	Mechanics [4]	3
ENGR 324L	Core Engineering Lab [4]	1
LUC Core [3]		3
	Hours	**16**
Spring		
ENGR 313	Engineering Systems III [5]	3
ENGR 325	Materials Engineering [4]	3
ENGR 361	Fundamentals of Environmental Engineering [6]	3
ENGR 361L	Fundamentals of Environmental Engineering Lab [6]	1
STAT 203	Introduction to Probability & Statistics [2]	3
LUC Core [3]		3
	Hours	**16**
Senior		
Fall		
ENGR 362	Water & Wastewater Engineering [6]	3
ENGR 383	Environmental Engineering Capstone Design I [6]	4
LUC Core [3]		3
LUC Core [3]		3
LUC Core [3]		3
	Hours	**16**
Spring		
ENGR 363	Contemporary Environmental Engineering Challenges [6]	3
ENGR 393	Environmental Engineering Capstone Design II [6]	4
LUC Core [3]		3
LUC Core [3]		3
	Hours	**13**
	Total Hours	**129**

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2 Math & Science Courses
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English

Explore the resources and career opportunities available through the English BA degree program! This four-year degree guides undergraduates towards developing new research and communication skills through reading, critiquing, and writing about literature and theory.

Mission and Goals

The Department of English at Loyola University Chicago seeks to promote the university's mission to encourage freedom of inquiry, the pursuit of truth and care for others through teaching, scholarship and service of the highest caliber.

In its teaching, the Department of English seeks to provide students with an education of the highest quality in the English language, in literature written in English and in critical and creative writing, judiciously combining breadth with depth, tradition with contemporaneity. It seeks to attract the best possible students from diverse geographical, professional, racial and ethnic backgrounds; it encourages minority and foreign applicants and those returning to school after an interruption of their academic lives. It encourages students throughout their programs so as to enable them to progress expeditiously to their degrees and to gain the maximum benefit from their experience.

Through the work of its faculty, the Department of English also strives to participate in and contribute to the wider community of scholarship, research and pedagogical theory and practice in the disciplines of literary and critical studies; in creative and critical writing; in comparative literature; in gender, ethnic and cultural studies; in teacher training; and in linguistics.

The Department of English also seeks to serve the larger university and greater Chicago community through public event programming, collaborative projects with secondary schools and other colleges and universities, and general assistance.

The Department of English operates four programs: the Writing Programs, Core Courses in English Language and Literature, the Undergraduate Major and Minor Programs, and the Graduate Programs. Specific goals for each of these programs follow. In order to achieve these goals at the highest levels of professional and intellectual accomplishment, the department seeks to recruit, support and retain the best faculty, and to foster academic freedom in teaching and research in ways that support the university's mission of producing knowledge in the service of humanity.

Writing Programs

- Develop in students' writing sound organization of thought, clarity in the structure of sentences and paragraphs, forceful, energetic prose and critical thinking; undergird the Writing Across the Curriculum Program in the undergraduate colleges; provide remedial instruction for those students who require it; and bring students with second language and dialect interference problems into the mainstream of standard written English
- Offer tutorial and collaborative aid at the LUC Writing Centers at Lake Shore and Water Tower Campuses to students from all colleges and levels of the university

Core Courses in English Language and Literature

- Introduce students to the study of literature by providing practice in careful, critical reading and developing in them a sense of the various contexts—biographical, social, political, etc.—that can enrich their understanding of a work
- Foster in students an appreciation and enjoyment of literature's aesthetic and intellectual elements
- Enhance students' perception of the richness and diversity of the social and ethical values in literature and our response to them, recognizing that literature is by its nature value-laden; that each author and reader brings to his or her work an ethical framework and vision of the human condition
- Enable students to transfer sensitivity to language and literary structure to their own writing, through a required writing component in each course
- Offer guidance and training in the writing of fiction, poetry and non-fictional prose

Undergraduate Programs

- English (BA) (p. 393)
- English (BA/BSED) (p. 394)
- English Honors (p. 396)
- English Minor (p. 396)
- English with a Creative Writing Concentration (BA) (p. 397)
- Shakespeare Studies Minor (p. 450)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

English (ENGL)

ENGL 100 Developmental Writing (3 Credit Hours)
English 100 is a basic writing course that provides instruction in fundamental composition skills to prepare the student for UCWR 110. The course emphasizes mastery of grammar, usage, and punctuation. Placement required.
Outcomes:
Students will develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of basic grammar, usage, and punctuation conventions

ENGL 102 College Composition ESL 1 (3 Credit Hours)
English 102 is the first of a two-course sequence designed to improve the linguistic abilities of those for whom English is a second language. This course provides grammar and writing instruction for students who require more focused work in revising language usage and composing than English 103 can provide. Placement required.
Outcomes:
Students will develop skill in: writing essays that develop a clearly-stated governing idea and that provide relevant support for that idea; proceeding through all stages of the writing process: prewriting, drafting, and revising, with emphasis on improving language usage; editing their own compositions, and working with other students in peer-editing groups; consistently employing English-language grammar, usage, and punctuation

ENGL 103 College Composition ESL 2 (3 Credit Hours)
English 103 is the second of two courses intended to improve the linguistic abilities of those for whom English is a second language. English 103 stresses the acquisition of necessary language skills in the areas of grammar and usage, comprehension and critical reading, and writing at a level appropriate to university study in an English-speaking country. Placement required.
Outcomes:
Students develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of grammar, usage, and punctuation

ENGL 210 Business Writing (3 Credit Hours)
English 210 provides training and practice in various forms of writing (such as memos, instructions, letters, resumes, proposals, and reports) relevant to students who are considering careers in business.
Outcomes:
Students will demonstrate familiarity with genres and styles of writing commonly used in business, with the stages of the writing process, and with individual and collaborative methods of composing

ENGL 211 Writing for Pre-Law Students (3 Credit Hours)
Pre-requisites: successful completion of UCWR 110
Studies in argument and exposition from a lawyer's perspective for students considering the study of law.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose for a variety of legal purposes, and be able to apply these principles to their own writing in the field

ENGL 212 Science Writing, Technical Communication, and Problem-Solving in Public (3 Credit Hours)
It doesn't matter how brilliant your work is if no one can understand it. Communication in technical and scientific fields involves presenting solutions to complex problems to a wide variety of audiences. Your research is important and this class is designed to help you better communicate your work and its significance. This course will introduce you to the principles and practices of technical writing, emphasizing clear, concise, and effective communication across contexts. This course focuses on training the skills you need to make your work legible beyond a narrow specialty area. You will learn how to write, design, revise, and analyze technical and scientific documents, including reports, proposals, research grants, instructional guides, and literature reviews. The term will conclude with a poster session, presentation, and research paper. Through hands-on assignments and team-based projects, you will develop the skills to communicate complex information clearly, tailor content to specific audiences, and collaborate effectively.
Outcomes:
Recognize characteristics and conventions of technical writing across fields; Research, analyze, and synthesize technical information; Present research findings and data across a variety of modalities; Develop proficiency in writing about technical topics for a variety of audiences; Design graphics to communicate technical, scientific, and statistical information; Deliver effective technical presentations; Develop an understanding of collaborative team dynamics, including conflict resolution; Write clear, concise, correct, and professional prose

ENGL 220 Theory and Practice of Tutoring Writing (3 Credit Hours)
This seminar explores Writing Center pedagogical theory and practice. It includes a community-based service-learning component that involves community-service, professional development, leadership development, civic engagement, and cross-curriculum collaboration on a daily basis to continually improve the quality of the writing tutoring services.
This course satisfies the Engaged Learning requirement.

ENGL 271 Exploring Poetry (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
The course will survey British and American poetry, especially from the Romantic movement on, especially of lyric kinds. Class discussion will generally focus on the form and sense of individual poems, and will in general be about poetic ways of meaning, and individual poets' understandings of what poetry is and what it is to do.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 271/ACENG 271
Outcomes:
Students will be able to demonstrate an understanding of significant poems by selected British and American poets, demonstrate an understanding of basic critical terminology, and demonstrate an understanding of relevant critical perspectives on poetry

ENGL 272 Exploring Drama (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of drama; extensive readings and several critical analyses are required. Students will also be able to demonstrate understanding of how plays are constructed in different ways to serve different purposes.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will be able to demonstrate understanding of drama's ability to express the deepest and most complex feelings and concerns of human beings as individuals, as family members, and as members of society: the individual's place in the universe, in relation to others, and in relation to the socio-political system that he or she inhabits

ENGL 273 Exploring Fiction (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of prose fiction.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 273/ACENG 273
Outcomes:
Students will be able to demonstrate understanding of fiction as a means of exploring human experience and understanding the creative process, and be able to use the technical vocabulary necessary for understanding fiction

ENGL 274 Exploring Shakespeare (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the works of Shakespeare as literature and as theatre, covering at least three of the four genres (comedy, history, tragedy, romance).
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 274 / ENGL 274
Outcomes:
Students will be able to demonstrate understanding of the theatrical and poetic works of Shakespeare, such elements of drama as plot, character, theme, imagery, and verse forms, as well as the personal, political and theatrical world in which Shakespeare lived and worked

ENGL 282 African-American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the development of the African American literary tradition from the emergence of the slave narrative to the contemporary present.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: ENGL 282 / ACENG 282
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282B African-American Literature 1700-1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material within the time period 1700-1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282C African-American Literature since 1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material since 1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 283 Women in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the representation of women in literature, as discussed in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: ENGL283/WOST283/WSGS283
Outcomes:
Students will be able to demonstrate understanding of the representations of women in various periods of literary history and diverse cultural contexts

ENGL 284 Asian American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the range of Asian American literature from its earliest works around the turn of the 20th century to its proliferation in contemporary literature.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will trace major developments in Asian American literature, recognize the diversity of Asian American identities and histories, and apply key concepts and historical contexts from Asian American culture

ENGL 287 Religion and Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the study of literature and religion as a contemporary field of inquiry. It aims to explain and illustrate the nature and theoretical strategies of a religious literary criticism, and to encourage an appreciation of this valuable and productive way of reading.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to use the technical vocabulary necessary for discussing literary representations of religious and spiritual experience

ENGL 288 Nature in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the relationship of human beings and the environment in which they function, as represented in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-ENGL288/ESP 288/PAX 288
Outcomes:
students will be able to demonstrate understanding of the representations of ""nature"" in various periods of literary history and diverse cultural contexts

ENGL 290 Human Values in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This variable topics course focuses on a perennial psychological or philosophical problem facing the individual as exemplified in literary works, e.g., the passage from innocence to experience, the problem of death, and the idea of liberty.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 276 / ENGL 290
Outcomes:
Students will be able to demonstrate understanding of the ability of literature to express the deepest and most abiding concerns of human beings, and how literary works come to be

ENGL 292 South Asian Literature and Civilizations (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to South Asian literatures and civilizations, from ancient to contemporary times, with attention to social institutions, religious practices, artistic achievements, literature, and modern challenges.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of the cultures and civilizations of South Asia

ENGL 293 Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent (grade of C- or higher)
This advanced writing course will focus on scholarly theories about the practice and process of writing. Course work will center on students' reconsiderations of their own writing processes in the context of scholarly composition theory.
Outcomes:
Students will develop and demonstrate theoretical knowledge of advanced strategies for producing academic writing

ENGL 294 Writing in/with New Media (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or higher
This advanced writing course will consider how communication is mediated and remediated in the digital age, and draw connections between historical moments of print culture with that of contemporary technological advancement. Writing will engage emerging digital genres (websites, blogs, memes), digital storytelling, multimodal composition, and social media.
Outcomes:
Learn terms/theories/concepts of new media historically and in the present; identify interactions between new media, writing, and other disciplines; effectively move a piece of writing from concept to revision

ENGL 295 Writing Toward Social Justice: Eloquentia Perfecta (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or better
Course will address problems of community concern through Jesuit rhetorical practice, with basis in thinking, acting and reflecting. Students will learn how to write and speak in a variety of outward-facing modalities. They will work in partnership with a local community organization, applying techniques and practices learned in the classroom. This course satisfies the Engaged Learning requirement.
Outcomes:
Reflection: personal concerns and values; Community organization collaboration: writing and presentation projects; Peer review and group writing; Proficiency in modalities: op-ed pieces, funding requests, promotional writing, multimodal presentations, grant writing

ENGL 296 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

ENGL 299 Topics in Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110
This is a course in writing clear and effective prose in whatever form/genre is being studied; the subtitle will define the form/genre more precisely.
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose in whatever form/genre is under study, and be able to apply these principles to their own writing in this form/genre

ENGL 300 History of English Language (3 Credit Hours)
Study of the origin and development of English: its sounds, word-forms, and syntax.
Outcomes:
Students will demonstrate knowledge of the history of English and some understanding of linguistic theory

ENGL 303 Grammar: Principles & Pedagogy (3 Credit Hours)
A study of English grammar focusing on linguistic applications such as the teaching of Standard American English to native and non-native speakers, to speakers of Ebonics, and other classroom applications. Required for students planning to teach high school English, but open to others.
Outcomes:
Students will demonstrate understanding of grammar and sentence structure sufficient to teach them

ENGL 306 Studies in Women Writers (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from any literary period.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306A Studies in Women Writers Before 1700 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306B Studies in Women Writers 1700-1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry within the period from 1700-1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306C Studies in Women Writers Since 1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry since 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 307 Topics in Feminist and Gender Studies (3 Credit Hours)
This course is an intensive study of selected issues in women's studies or gender studies in relation to literature.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL307/WOST307/WSGS307

ENGL 311 U.S. Latino/a Literature (3 Credit Hours)
Pre-requisites: UCWR 110 plus one 200-level ENGL course
Students will study literature by U.S. Latino and Latina writers (esp. Mexican American, Puerto Rican, Dominican American, and Cuban American). Readings will highlight the variety of aesthetic styles and cultural points of view that characterize this rapidly growing field. Issues like language (bilingualism, translation, and code-switching), immigration, nationalism, transnationalism, and citizenship will be especially important.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will develop analytical tools, culturally-specific terms, and critical questions to help them to interpret and to write about Latino/a literature

ENGL 312 Studies in World Literature in English (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
This course adopts a transnational, trans-historical approach to Anglophone world literatures. Readings may include global, postcolonial, and/or diasporic literatures in English.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop analytical tools, culturally-specific terminology, and critical questions to enable them to interpret and formulate arguments about global English-language literatures

ENGL 312A Studies in World Literature in English Before 1700 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers before 1700.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312B Studies in World Literature in English 1700-1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers within the period of 1700-1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312C Studies in World Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers since 1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 313 Border Literatures (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures will vary, and may include Hispanic-American writers, the Caribbean poet, Derek Walcott, and other literatures that move between disparate locations (England, India, Africa, Burma, etc.).
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313A Border Literature Before 1700 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures before 1700 will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313B Border Literature 1700-1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures from within this period will vary, and may include various writers in literature that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313C Border Literature Since 1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures from within this period will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 315 South Asian Literatures in English (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora. Authors studied may include Narayan, Naipaul, Desai, Sidhwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 315C South Asian Literature Since 1900 (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora, focusing on the period since 1900. Authors studied may include Narayan, Naipaul, Desai, Sidwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 316C Caribbean Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to the study of literature written in English from the Caribbean in this period. Authors studied may include Lamming, Rhys, Walcott, Cliff, Lovelace, and Brathwaite.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the different genres of Caribbean literature, as well as the personal, political, and cultural contexts of the literature

ENGL 317 The Writing of Poetry (3 Credit Hours)
This course provides extensive practice in both the reading and the writing of poetry.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about poetry, and will produce a portfolio of original poems

ENGL 318 The Writing of Fiction (3 Credit Hours)
This course will discuss the techniques of fiction writing and will offer guidance in writing some works of original short fiction.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original short stories

ENGL 318R The Writing of Fiction: Writing Rome (3 Credit Hours)
By exploring the city of Rome through reading, writing, and on-site classes, students will be provided with an interdisciplinary approach to the generation of written work. This course will discuss the techniques of fiction writing, drawing inspiration from the city of Rome as a backdrop. On-site classes will enrich the fiction writing process, while in-class workshops will offer guidance in writing works of short original fiction.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original works of fiction in the form of writing portfolio

ENGL 319 Writing Creative Nonfiction (3 Credit Hours)
A workshop in writing and critiquing original creative nonfiction in several representative sub-genres.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will learn to apply both traditional fictional techniques (eg, in-depth characterization, dramatic plot development, specific concrete detail) and more innovative ones (eg, shifting chronology, genre mixing, eccentric voices, multiple points-of-view) in their nonfiction writing

ENGL 320 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL320/CATH321/MSTU308
Outcomes:
Students will receive training in the understanding, appreciation, and criticism of works of medieval culture

ENGL 321 Intro to Old English (3 Credit Hours)
This course introduces students to the fundamentals of the Old English language (c. 600-1150), surveying poetry and prose in the original.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-ENGL321/MSTU312
Outcomes:
Students will be able to read Old English and to demonstrate a knowledge of literary works written in this language

ENGL 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL322/MSTU316
Outcomes:
Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works

ENGL 323 Studies in Medieval Literature (3 Credit Hours)
Intensive study of specific topics in the field of Medieval literature and culture.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL323/MSTU320
Outcomes:
Students will be able to demonstrate an understanding of significant works of the Medieval period, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 325 British Literature-The Renaissance (3 Credit Hours)
This course is a study of selected literature of the Tudor, Stuart, and Cromwellian periods, excluding Shakespeare, by authors such as Sidney, Spenser, Lanyer, Donne, Wroth, and Milton.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will become familiar with: the texts of significant authors of the period; how to read these texts in relation to the intellectual and social contexts in which they were produced; the literary genres, traditions, and conventions they employed and transformed

ENGL 326 Shakespeare: Selected Major Plays (3 Credit Hours)
This course is an advanced study of selected plays as theatre and as literature. Topics may include Shakespeare's life, sources, and influence; background of Early Modern literature and drama; Shakespeare's theatre; the tradition of Shakespeare criticism.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of the plays of Shakespeare

ENGL 327 Studies in Shakespeare (3 Credit Hours)
Pre-requisites: ENGL 274 or 326
Intensive reading of selected Shakespeare plays.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of a particular body of plays by Shakespeare, chosen by genre, theme, etc

ENGL 328 Studies in The Renaissance (3 Credit Hours)
The course will be a highly selective survey of late Renaissance literature, from John Donne and Ben Jonson to Andrew Marvell.
Interdisciplinary Option: Catholic Studies, European Studies, Shakespeare Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of significant works by selected Renaissance authors; 2) demonstrate an understanding of historical, political, social, and intellectual backgrounds as they provide a context for the poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 329 Milton (3 Credit Hours)
This course will cover Milton's early poetry, one or two of his prose works, and his late, major poems: Paradise Lost, Paradise Regained, and Samson Agonistes.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of Milton's major works, and a knowledge of his career; 2) demonstrate an understanding of social, political, and cultural backgrounds as they provide a context for Milton's poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 335 British Literature - The Romantic Period (3 Credit Hours)
This course focuses on the study of literature of the Romantic movement in its historical context; authors may include Blake, Wordsworth, Coleridge, Smith, Byron, P.B. Shelley, M.W. Shelley, Keats, Hemans, Hazlitt, and Austin.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of major works of the Romantic movement, and of its relationship to historical developments of the period

ENGL 338 Studies in The Romantic Movmnt (3 Credit Hours)
Students will engage in intensive consideration of selected Romantic period texts. The focus of the course will vary according to the instructor's choice of topic.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to discuss and analyze the texts studied in this course, and to articulate diverse positions on the issues related to the course's central topic

ENGL 340 British Literature - The Victorian Period (3 Credit Hours)
This course provides a survey of important works of prose, poetry, and fiction from the Victorian period (1832-1901). Authors may include Tennyson, the Brownings, Arnold, the Brontës, Hopkins, Hardy, Newman, Dickens, Thackeray, and George Eliot.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate their ability to analyze and interpret a variety of works studied in the course, and to articulate an awareness of the social, political, and historical contexts that inform an understanding of these works

ENGL 343 Studies in the Victorian Period (3 Credit Hours)
This course provides an opportunity for intensive consideration of selected Victorian texts that centers on a particular theme or genre or author. The course will vary each time it is taught.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of the subject of the course and an appreciation of that particular aspect of Victorian life, art, and thought

ENGL 344 Studies in Modernism (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
The course focuses on selected issues in current critical discussions of modernism. The issues may concern competing conceptions of modernism and individual writers associated with modernism.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to articulate diverse positions on the issues of the course

ENGL 345 British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and one 200-level English course
This course focuses on selected examples of British poetry, fiction, drama, film, and non-fiction written in the 20th century. The principle of selection may be cultural, theoretical, or formal.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of assigned texts and will be able to explain the relationship among assigned texts in relation to the themes of the course

ENGL 348 Studies in British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course focuses intensively on selected twentieth century British texts in relation to social and literary issues of the period. The selection may focus on cultural, theoretical, or formal issues.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate detailed knowledge of particular texts and will be able to describe the relation of the assigned texts to a particular set of critical questions

ENGL 350 Studies in Postmodernism (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
Postmodernism, as an aesthetic response to postmodernity, is an interdisciplinary concept, originating in architecture and encompassing literature, art in various media, digital media, and literary and cultural theory. Focusing primarily on Western literature and theory after WWII, this course investigates postmodernism as a literary period, an aesthetic style, an historical moment, and a cultural problematic.
Outcomes:
Students will learn how the term "postmodernism" functions as a literary period, an aesthetic style, an historical moment, a cultural problematic, as well as a theoretical imperative

ENGL 351 Contemporary Literature (3 Credit Hours)
Contemporary literature is most often defined as literature produced after WWII. This course explores the challenge of defining "contemporary" literature by reading a range of texts from the period in their aesthetic, social, historical, and cultural contexts.
Outcomes:
Students will learn critical and analytical tools for reading contemporary literature

ENGL 354 Contemporary Critical Theory (3 Credit Hours)
This course, which is required of all English majors, introduces students to critical terminology and to issues in contemporary criticism and theory. Readings may include critical works that have informed and established formalist, feminist, psychoanalytic, and Marxist approaches to literary analysis, as well as those associated with gender studies, cultural studies, postcolonialism, and deconstruction.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts and theories relating to issues in contemporary criticism

ENGL 355 Studies in Literary Criticism (3 Credit Hours)
Intensive study of specific topics in the field of literary criticism and theory.
Outcomes:
Students will be able to demonstrate an understanding of significant works in the designated field, and will be able to discuss relevant theoretical and critical perspectives

ENGL 357 Literature from a Writer's Perspective (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course examines literature from various periods in poetry and/or prose for technical innovation and genre development, with particular emphasis on applications to the creative process.
Outcomes:
Students will gain a deeper understanding of the technical innovations and/or genre developments being studied, and will be able to apply these to their own creative works of fiction and/or poetry

ENGL 358 Cultural Theory (3 Credit Hours)
This course provides an introduction to the theory informing the field of Cultural Studies and to the history of theoretical writings about "culture."
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant theoretical texts in the field of cultural studies

ENGL 359 High and Low Culture (3 Credit Hours)
Students will study the interactions between elite and popular culture, possibly focusing on a historical period or on a conceptual issue such as the framing of "canons." Students will review and assess the assumptions and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359A High and Low Culture Before 1700 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period before 1700. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359B High and Low Culture 1700-1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period from 1700-1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359C High and Low Culture Since 1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period after 1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 361 Modernist Poetry (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of poetry written in response to the conditions of modernity from the late 19th century to the middle of the 20th. The course focuses on poetic style and technique as well as on historical and cultural contexts.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts, techniques, and concepts in modernist poetry, and to situate these in relation to important literary and historical contexts

ENGL 362 Studies in Poetry (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362A Studies in Poetry Before 1700 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written before 1700.
Course equivalencies: ENGL362/362A/362B/362C
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362B Studies in Poetry 1700-1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362C Studies in Poetry Since 1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written since 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 363A Major Author, Before 1700 (3 Credit Hours)
Intensive study of the works and contexts of a major author, before 1700. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363B Major Author, 1700-1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, 1700-1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363C Major Author, After 1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, after 1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, after 1900.

ENGL 367 Modern Drama (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of dramatists and dramatic forms, techniques, and innovations from the late-nineteenth century to the present.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize and define major modern dramaturgical techniques and to demonstrate understanding of, to analyze, and to defend interpretations of a variety of plays

ENGL 368 Studies in Drama (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368A Studies in Drama Before 1700 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written before 1700.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368B Studies in Drama 1700-1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368C Studies in Drama Since 1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written since 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369A Women in Drama Before 1700 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369B Women in Drama 1700-1900 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama between 1700 and 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 371 The Modern Novel (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course covers novels since the late 19th century and explores formal and cultural influences on the form.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about the novel in the modern world

ENGL 372 Studies in Fiction (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372A Studies in Fiction Before 1700 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written before 1700.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372B Studies in Fiction 1700-1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written between 1700-1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372C Studies in Fiction Since 1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written since 1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 375 American Literature to 1865 (3 Credit Hours)
This course is a study of selected works of American Literature of this period against the background of historical events, political and social changes, moral and cultural traditions. Authors may include Bradford, Bradstreet, Franklin, Poe, Hawthorne, Melville, Emerson, and Thoreau.
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 376 American Literature 1865-1914 (3 Credit Hours)
This course is a study of the rise of American Literature of this period. Authors may include Whitman, Dickinson, Twain, James, and Dreiser.
Course equivalencies: ENGL 376 / ENGL 380
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 377 American Literature 1914-1945 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of literature of early twentieth-century America. Authors may include Cather, Eliot, Frost, Hemingway, Fitzgerald, Faulkner, O'Neill, Miller and Williams.
Course equivalencies: ENGL 377 / ENGL 385
Outcomes:
Students will be able to demonstrate knowledge of the literature of this period in American history, and familiarity with critical perspectives on the works studied

ENGL 379 Studies in American Literature (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement, period, or theme.
Outcomes:
students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379A Studies in American Literature Before 1700 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme before 1700.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379B Studies in American Literature 1700-1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period from 1700-1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379C Studies in American Literature Since 1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period since 1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 381 Comparative American Literature (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381A Comparative Literature Before 1700 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381B Comparative American Literature 1700 - 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381C Comparative American Literature Since 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period since 1900.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 382 Studies in American Culture (3 Credit Hours)
Intensive study of specific topics in the field of American culture.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382A Studies in American Culture Before 1700 (3 Credit Hours)
Intensive study of specific topics in the field of American culture before 1700.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382B Studies in American Culture 1700-1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture between 1700 and 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382C Studies in American Culture Since 1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture since 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 383 Theology and Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

ENGL 384 Studies in African American Literature (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement, period, or theme.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition

ENGL 384B Studies in African American Literature, 1700-1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme, 1700-1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition, 1700-1900

ENGL 384C Studies in African American Literature Since 1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme since 1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition since 1900

ENGL 390 Advanced Seminar (3 Credit Hours)
Pre-requisites: Junior standing
This course is required of all English majors. It offers an advanced, intensive study of a period, author, genre, theme or critical issue in a seminar setting. Topics are announced when the course is offered.
Outcomes:
Students will be able to recognize the ways that the subject matter of the seminar relates to the production, representation, and interpretation of artistic culture

ENGL 392 Advanced Creative Nonfiction Workshop (3 Credit Hours)
Pre-requisites: ENGL 319 Writing Creative Nonfiction
This is a workshop in writing creative nonfiction, furthering work done in ENGL 319, Writing Creative Nonfiction. Students will write in different genres (e.g., memoir, travel writing, speculative essay, nature writing, the spiritual essay), and will further their study in using both traditional and experimental literary techniques in nonfiction.
Outcomes:
Students will deepen their learning of traditional and innovative methods of writing creative nonfiction, applying them to their original creative nonfictions and discussing and critiquing them in fellow students' work

ENGL 393 Teaching English to Adults: Internship (1-3 Credit Hours)
Pre-requisites: Sophomore Standing or above
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program at Loyola University. Students examine literacy issues and write a research paper. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills

ENGL 394 Internship (3 Credit Hours)
Pre-requisites: Junior standing, six English courses
This course provides on-the-job experience for majors in adapting their writing and analytical skills to the needs of such fields as publishing, editing, and public relations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze their experience in terms of the skills they brought to their jobs, what they learned about the fields they worked in, and what new skills they developed as a result of their experiences

ENGL 395 Honors Tutorial (3 Credit Hours)
Content will vary each time the course is offered, but in general will entail in-depth study of a literary genre or a major author or theme in literature.
Course equivalencies: ENGL 395H / ENGL 395
Outcomes:
Students will strengthen their capacity to analyze literature and to discuss it, both orally and in writing, and will be able to demonstrate understanding of the materials studied and of relevant theoretical and critical perspectives

ENGL 397 Advanced Writing Workshop: Poetry (3 Credit Hours)
Pre-requisites: ENGL 317
Students will read master poets as models and will write and revise poems of their own, which will be discussed by the class in a workshop format.
Outcomes:
Students will produce original poems, building upon skills honed in ENGL 317; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original poetry, theirs and their fellow students'

ENGL 398 Advanced Writing Workshop: Fiction (3 Credit Hours)
Pre-requisites: ENGL 318
This course allows students to develop further their skills in writing and analyzing original fiction begun in ENGL 318, in a supportive workshop atmosphere.
Outcomes:
Students will produce original short stories, building upon skills honed in ENGL 318; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original fiction, theirs and their fellow students'

ENGL 399 Special Studies in Literature (3 Credit Hours)
Subject matter of this course will be designated by a subscript whenever the course is offered. Usually taken as an independent study.
Outcomes:
Students will be able to demonstrate understanding of the topic of the course, and of the research and critical skills necessary to analyze and discuss it; Usually students will work independently and produce a research paper, under the direction of a faculty member

English (BA)

The undergraduate major program equips students with the skills and concepts that make the English major an asset in the modern world. In addition to literary analysis in both traditional and contemporary forms, the major helps students explore historical and cultural developments and invites them into the worlds of textual studies and digital humanities. All courses at all levels of the program encourage students to become clear and effective writers.

Related Programs

Major

- English with a Creative Writing Concentration (BA) (p. 397)

Minor

- English Minor (p. 396)
- Shakespeare Studies Minor (p. 450)

Curriculum

Twelve courses (36 hours), nine of which (27 hours) must be at the 300-level. Up to three elective courses (9 hours) may be drawn from UCLR-E 100 and advanced 200-level (ENGL 270 and above) courses. At least one course must be among those designated by the department as "multicultural." The Advanced Seminar (ENGL 390 Advanced Seminar) is considered the capstone of the major. These courses must also meet the following criteria:

Code	Title	Hours
Literary Theory		
ENGL 354	Contemporary Critical Theory	3
or ENGL 355	Studies in Literary Criticism	
Shakespeare		
Select one of the following: [1]		3
ENGL 326	Shakespeare: Selected Major Plays [2]	
ENGL 327	Studies in Shakespeare [2]	
Capstone: Advanced Seminar		
ENGL 390	Advanced Seminar [3]	3
English Literature Before 1900 (p. 393) (See List)		
Select at least one course prior to 1700 [4]		3
Select at least one course from 1700 to 1900		3
One additional course chosen from either of the previous categories		3
English Literature Since 1900 (p. 394) (See list)		**3**
Elective Courses		
Complete five ENGL elective courses		15
Total Hours		**36**

1. Note that ENGL 274 Exploring Shakespeare will **not** fulfill this requirement for English majors.
2. If both ENGL 326 Shakespeare: Selected Major Plays and ENGL 327 Studies in Shakespeare are taken, one may be used to satisfy the literature prior to 1700 requirement.
3. Open to students with junior or senior standing; students may take an additional ENGL 390 Advanced Seminar if they wish.
4. If a student takes both ENGL 326 Shakespeare: Selected Major Plays and ENGL 327 Studies in Shakespeare, one of these may be used to satisfy this requirement; the other will satisfy the Shakespeare requirement.

English Literature Before 1900

Code	Title	Hours
English Courses Prior to 1700		
ENGL 306A	Studies in Women Writers Before 1700	3
ENGL 312A	Studies in World Literature in English Before 1700	3
ENGL 313A	Border Literature Before 1700	3
ENGL 320	English Literature: Medieval Period	3
ENGL 321	Intro to Old English	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
ENGL 325	British Literature-The Renaissance	3
ENGL 328	Studies in The Renaissance	3
ENGL 329	Milton	3
ENGL 359A	High and Low Culture Before 1700	3
ENGL 362A	Studies in Poetry Before 1700	3
ENGL 363A	Major Author, Before 1700	3
ENGL 368A	Studies in Drama Before 1700	3
ENGL 369A	Women in Drama Before 1700	3
ENGL 372A	Studies in Fiction Before 1700	3
ENGL 379A	Studies in American Literature Before 1700	3
ENGL 381A	Comparative Literature Before 1700	3
ENGL 382A	Studies in American Culture Before 1700	3
English Courses Between 1700 and 1900		
ENGL 306B	Studies in Women Writers 1700-1900	3
ENGL 312B	Studies in World Literature in English 1700-1900	3
ENGL 313B	Border Literature 1700-1900	3

ENGL 335	British Literature - The Romantic Period	3
ENGL 338	Studies in The Romantic Movmnt	3
ENGL 340	British Literature - The Victorian Period	3
ENGL 343	Studies in the Victorian Period	3
ENGL 359B	High and Low Culture 1700-1900	3
ENGL 362B	Studies in Poetry 1700-1900	3
ENGL 368B	Studies in Drama 1700-1900	3
ENGL 369B	Women in Drama 1700-1900	3
ENGL 372B	Studies in Fiction 1700-1900	3
ENGL 375	American Literature to 1865	3
ENGL 376	American Literature 1865-1914	3
ENGL 379B	Studies in American Literature 1700-1900	3
ENGL 381B	Comparative American Literature 1700 - 1900	3
ENGL 382B	Studies in American Culture 1700-1900	3
ENGL 384B	Studies in African American Literature, 1700-1900	3

English Literature Since 1900

Code	Title	Hours
ENGL 306C	Studies in Women Writers Since 1900	3
ENGL 311	U.S. Latino/a Literature	3
ENGL 312C	Studies in World Literature in English Since 1900	3
ENGL 313C	Border Literature Since 1900	3
ENGL 315C	South Asian Literature Since 1900	3
ENGL 316C	Caribbean Literature in English Since 1900	3
ENGL 344	Studies in Modernism	3
ENGL 345	British Literature Since 1900	3
ENGL 348	Studies in British Literature Since 1900	3
ENGL 351	Contemporary Literature	3
ENGL 359C	High and Low Culture Since 1900	3
ENGL 361	Modernist Poetry	3
ENGL 362C	Studies in Poetry Since 1900	3
ENGL 363C	Major Author, After 1900	3
ENGL 367	Modern Drama	3
ENGL 368C	Studies in Drama Since 1900	3
ENGL 371	The Modern Novel	3
ENGL 372C	Studies in Fiction Since 1900	3
ENGL 377	American Literature 1914-1945	3
ENGL 379C	Studies in American Literature Since 1900	3
ENGL 381C	Comparative American Literature Since 1900	3
ENGL 382C	Studies in American Culture Since 1900	3
ENGL 384C	Studies in African American Literature Since 1900	3

Suggested Sequence of Courses

Students can begin the English (BA) degree at any point in their undergraduate studies, in consultation with their adviser. The major is designed to be flexible, engaging students with literature from diverse historical, national, and global traditions, but with no set sequence of courses. Students are encouraged, however, to take ENGL 354 (Contemporary Critical Theory) or ENGL 355 (Studies in Literary Criticism) early on, since these courses make them more conscious of what it means to read literature. Once students have declared the major, they are encouraged to contact their adviser in the English Department or the Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

English majors will:

- be able to perform close readings of literature and other kinds of texts, paying careful attention to textual detail.
- demonstrate an understanding of human diversity as it is represented in literature and other kinds of texts.
- be able to communicate their ideas clearly, in writing that employs appropriate word choice, diction, structure, and mechanics.
- be able to create focused and well-supported arguments and analyses.
- where applicable, demonstrate their understanding of literary and cultural theories by incorporating them into their work in precise and effective ways.
- where applicable, demonstrate their ability to employ in their own creative works their understanding of the conventions and techniques of particular literary genres.
- where applicable, demonstrate their knowledge of textual genres, histories, movements, traditions, and innovations.
- demonstrate an understanding of how texts reflect and affect societies and cultures.

English (BA/BSED)

The Department of English works closely with the School of Education (https://www.luc.edu/education/) to ensure that English majors who wish to teach high-school English are well prepared to do so and proceed smoothly towards both their degree in English and certification as teachers.

Regardless of the year in which they arrived at Loyola, students seeking certification must take all requirements for the Major. In addition, they must use three of their electives to take ENGL 303 Grammar: Principles & Pedagogy, ENGL 293 Advanced Writing, and ENGL 294 Writing in/with New Media

In addition to their English major, students interested in teaching high school English must apply to the School of Education BSED in Secondary Education (p. 919). Students are considered Dual-Degree Students and will earn both a BA and a BSED. Students planning to teach should

see Reid Leber in the School of Education their freshman year to ensure that they fulfill all of the requirements for the degree, major and Illinois licensure.

Dr. Elissa Weeks Stogner, Senior Lecturer in Writing and Core Literature, serves as liaison with the School of Education and oversees the advising of English-Secondary Education majors as they fulfill the requirements of both their major in English and their major in Secondary Education.

Related Programs

Major

- English (BA) (p. 393)

Minor

- English Minor (p. 396)

Curriculum

Code	Title	Hours
Required Courses		
ENGL 326	Shakespeare: Selected Major Plays	3
or ENGL 327	Studies in Shakespeare	
ENGL 354	Contemporary Critical Theory	3
or ENGL 355	Studies in Literary Criticism	
English Literature Before 1900 (p. 395) (See List)		**9**
At least one course prior to 1700		
At least one course after 1700		
English Literature Since 1900 (p. 395) (See List)		**3**
English courses for Secondary Education		
ENGL 303	Grammar: Principles & Pedagogy	3
ENGL 293	Advanced Writing	3
ENGL 294	Writing in/with New Media	3
Capstone		
ENGL 390	Advanced Seminar	3
Required Electives [1]		**9**
Choose two ENGL electives		
Total Hours		**39**

[1] UCLR-E 100 may count as the required ENGL elective

Depending on the subject matter, the following courses may be included in any one of the historical periods: 282, 306, 312, 313, 314, 315, 316, 359, 360, 362, 368, 369, 372, 379, 381, 382, 384.

One course must be "multicultural" (for guidelines, visit the English department Web site)

English Literature Before 1900

Code	Title	Hours
Choose at least one course prior to 1700		
ENGL 306A	Studies in Women Writers Before 1700	3
ENGL 312A	Studies in World Literature in English Before 1700	3
ENGL 313A	Border Literature Before 1700	3
ENGL 320	English Literature: Medieval Period	3
ENGL 321	Intro to Old English	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
ENGL 325	British Literature-The Renaissance	3
ENGL 327	Studies in Shakespeare	3
ENGL 328	Studies in The Renaissance	3
ENGL 329	Milton	3
ENGL 359A	High and Low Culture Before 1700	3
ENGL 368A	Studies in Drama Before 1700	3
ENGL 369A	Women in Drama Before 1700	3
ENGL 372A	Studies in Fiction Before 1700	3
ENGL 379A	Studies in American Literature Before 1700	3
ENGL 381A	Comparative Literature Before 1700	3
ENGL 382A	Studies in American Culture Before 1700	3
Choose at least one course after 1700		
ENGL 282B	African-American Literature 1700-1900	3
ENGL 306B	Studies in Women Writers 1700-1900	3
ENGL 312B	Studies in World Literature in English 1700-1900	3
ENGL 313B	Border Literature 1700-1900	3
ENGL 338	Studies in The Romantic Movmnt	3
ENGL 340	British Literature - The Victorian Period	3
ENGL 343	Studies in the Victorian Period	3
ENGL 359B	High and Low Culture 1700-1900	3
ENGL 362B	Studies in Poetry 1700-1900	3
ENGL 368B	Studies in Drama 1700-1900	3
ENGL 369B	Women in Drama 1700-1900	3
ENGL 372B	Studies in Fiction 1700-1900	3
ENGL 375	American Literature to 1865	3
ENGL 376	American Literature 1865-1914	3
ENGL 379B	Studies in American Literature 1700-1900	3
ENGL 381B	Comparative American Literature 1700 - 1900	3
ENGL 382B	Studies in American Culture 1700-1900	3
ENGL 384B	Studies in African American Literature, 1700-1900	3

English Literature Since 1900

Code	Title	Hours
ENGL 282C	African-American Literature since 1900	3
ENGL 306C	Studies in Women Writers Since 1900	3
ENGL 312C	Studies in World Literature in English Since 1900	3
ENGL 313C	Border Literature Since 1900	3
ENGL 315C	South Asian Literature Since 1900	3
ENGL 316C	Caribbean Literature in English Since 1900	3
ENGL 344	Studies in Modernism	3
ENGL 345	British Literature Since 1900	3
ENGL 348	Studies in British Literature Since 1900	3
ENGL 351	Contemporary Literature	3
ENGL 359C	High and Low Culture Since 1900	3
ENGL 361	Modernist Poetry	3
ENGL 362C	Studies in Poetry Since 1900	3
ENGL 367	Modern Drama	3
ENGL 368C	Studies in Drama Since 1900	3
ENGL 371	The Modern Novel	3
ENGL 372C	Studies in Fiction Since 1900	3

ENGL 377	American Literature 1914-1945	3
ENGL 379	Studies in American Literature	3
ENGL 379C	Studies in American Literature Since 1900	3
ENGL 381C	Comparative American Literature Since 1900	3
ENGL 382C	Studies in American Culture Since 1900	3
ENGL 384C	Studies in African American Literature Since 1900	3

Suggested Sequence of Courses

Unlike other students in the English Department, English/Secondary Education majors do not take courses in their last semester of their senior year, as they are student-teaching full time. All coursework should be finished prior to this semester. Students should plan on taking ENGL 293 Advanced Writing and ENGL 294 Writing in/with New Media during their first or second year. Students should take their critical theory course (either ENGL 354 Contemporary Critical Theory or ENGL 355 Studies in Literary Criticism) and their advanced seminar ENGL 390 Advanced Seminar during their third or fourth year. Students should work with their advisors, in the English Department as well as the School of Education, to devise a schedule that best suits their needs.

Transfer-Student Residency Requirement

At least 18 credit hours of ENGL courses must be completed at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Learning Outcomes

English/Secondary Education majors will:

- be able to perform close readings of literature and other kinds of texts, paying careful attention to textual detail.
- demonstrate an understanding of human diversity as it is represented in literature and other kinds of texts.
- be able to communicate their ideas clearly, in writing that employs appropriate word choice, diction, structure, and mechanics.
- be able to create focused and well-supported arguments and analyses.
- where applicable, demonstrate their understanding of literary and cultural theories by incorporating them into their work in precise and effective ways.
- where applicable, demonstrate their ability to employ in their own creative works their understanding of the conventions and techniques of particular literary genres.
- where applicable, demonstrate their knowledge of textual genres, histories, movements, traditions, and innovations.
- demonstrate an understanding of how texts reflect and affect societies and cultures.
- have proficiency in all of these outcomes sufficient to teach English at the high school level.

English Honors

The English Honors Program

To graduate with honors in English, students in the English Honors Program must take three Advanced Seminars (ENGL 390 Advanced Seminar or ENGL 395 Honors Tutorial), all of which count towards the major either as electives or as courses satisfying historical period requirements. Students in the Creative Writing Concentration may substitute one Advanced Workshop (ENGL 392 Advanced Creative Nonfiction Workshop, ENGL 397 Advanced Writing Workshop: Poetry, or ENGL 398 Advanced Writing Workshop: Fiction) for ENGL 390 Advanced Seminar. In order to be admitted to the English Honors Program, a student should have completed at least two English courses beyond composition and must have an average of at least 3.4 in all English courses. The student must maintain this average throughout the program. In some cases, ENGL 399 Special Studies in Literature (Independent Study) can be substituted for one of the honors tutorials. Students interested in the English Honors Program should contact the director of undergraduate programs.

Sigma Tau Delta

Loyola sponsors a chapter of Sigma Tau Delta, the International English Honor Society. Sigma Tau Delta, a member of the Association of College Honor Societies, confers distinction for high achievement in the study of the English language and of literature in English, promotes interest in such study, and encourages creative and critical writing. Active members receive and have the opportunity to contribute to the society's award-winning literary publication, *The Rectangle*, and are eligible to compete for writing awards and scholarships. To be eligible for membership in Loyola's chapter, students must major or minor in English, have at least a B average in English, rank in the highest 35 percent of their class overall and have completed three semesters. New members are inducted in the spring. Interested students should contact the director of undergraduate programs.

English Minor

The English minor equips students with essential skills, concepts, and experiences for the modern world, in a compact and flexible format. In addition to literary analysis in both traditional and contemporary forms, the minor helps students explore historical and cultural developments, invites them into the worlds of textual studies and digital humanities, and creative writing in a diverse array of genres. All courses at all levels of the program encourage students to become clear and effective writers.

Related Programs

Major

- English (BA) (p. 393)

Combined

- English (BA/BSED) (p. 394)

Curriculum

The English minor consists of six courses (18 hours), four of which (12 hours) should be 300-level. Up to two courses may be drawn from UCLR 100-E and advanced 200-level (ENGL 270 and above) courses.

Code	Title	Hours
UCLR 100E	Interpreting Literature - English (or an advanced 200-level course of ENGL 270 or above)	3
ENGL 270 or above		3
English 300-Level Course		3
English 300-Level Course		3
English 300-Level Course		3
English 300-Level Course		3
Total Hours		**18**

A list of undergraduate English courses can be found here (p. 382).

Suggested Sequence of Courses

The English minor is deliberately flexible. Though most (4) of the minor should be done at the 300 level, students are welcome to pursue their interests across our courses, including courses on literary study, advanced writing, and creative writing workshops. There is no required or suggested sequence of courses: students are encouraged to reach out to their advisor in the Department of English or the Director of Undergraduate Programs in English for advice in crafting a path through the minor that is rewarding for them.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

English minors will:

- be able to perform close readings of literature and other kinds of texts, paying careful attention to textual detail.
- demonstrate an understanding of human diversity as it is represented in literature and other kinds of texts.
- be able to communicate their ideas clearly, in writing that employs appropriate word choice, diction, structure, and mechanics.
- be able to create focused and well-supported arguments and analyses.
- where applicable, demonstrate their understanding of literary and cultural theories by incorporating them into their work in precise and effective ways.
- where applicable, demonstrate their ability to employ in their own creative works their understanding of the conventions and techniques of particular literary genres.
- where applicable, demonstrate their knowledge of textual genres, histories, movements, traditions, and innovations.
- demonstrate an understanding of how texts reflect and affect societies and cultures.

English with a Creative Writing Concentration (BA)

The Creative Writing Concentration is offered within the regular English major, and is intended for students interested in and committed both to their own creative work (fiction, poetry, and creative nonfiction) and to the study of literature from a writer's point of view.

Related Programs

Major

- English (BA) (p. 393)

Minor

- English Minor (p. 396)

Curriculum

Students can begin the English with a Creative Writing Concentration (BA) degree at any point in their undergraduate studies, in consultation with their adviser. The major is designed to be flexible, engaging students with a writing workshops in poetry, prose, and creative nonfiction, as well as courses on literature from diverse historical, national, and global traditions. There is no set sequence of courses, though students may wish to begin their introductory workshops (ENGL 317, ENGL 318, and ENGL 319) early on, in order to prepare them for their Advanced Workshops (ENGL 392, ENGL 397, and ENGL 398). Students may also wish to take ENGL 354 Contemporary Critical Theory or ENGL 355 Studies in Literary Criticism early on, since these courses make them more conscious of what it means to read literature. Once students have declared the major, they are encouraged to contact their adviser in the English Department or the Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Code	Title	Hours
Required Courses		
ENGL 317	The Writing of Poetry	3
ENGL 318	The Writing of Fiction	3
or ENGL 318R	The Writing of Fiction: Writing Rome	
ENGL 319	Writing Creative Nonfiction	3
or ENGL 357	Literature from a Writer's Perspective	
ENGL 326	Shakespeare: Selected Major Plays	3
or ENGL 327	Studies in Shakespeare	
ENGL 354	Contemporary Critical Theory	3
or ENGL 355	Studies in Literary Criticism	
English Literature Before 1900 (p. 398) (See List)		**9**
At least one course prior to 1700		
At least one course after 1700		
English Literature Since 1900 (p. 398) (See List)		**3**
ENGL Elective [2]		3
Capstone [3]		**6**
Select two of the following:		
ENGL 392	Advanced Creative Nonfiction Workshop	
ENGL 397	Advanced Writing Workshop: Poetry	
ENGL 398	Advanced Writing Workshop: Fiction	
Total Hours		**36**

1. Depending on the subject matter, the following courses may be included in any one of the historical periods: ENGL 362 Studies in Poetry, ENGL 368 Studies in Drama, ENGL 372 Studies in Fiction, ENGL 379 Studies in American Literature, ENGL 381 Comparative American Literature, ENGL 382 Studies in American Culture, or ENGL 384 Studies in African American Literature.
2. UCLR 100E Interpreting Literature - English may count as the required ENGL elective.

[3] Students may repeat any advanced workshop twice.

English Literature Before 1900

Code	Title	Hours
Choose at least one course prior to 1700		
ENGL 306A	Studies in Women Writers Before 1700	3
ENGL 312A	Studies in World Literature in English Before 1700	3
ENGL 313A	Border Literature Before 1700	3
ENGL 320	English Literature: Medieval Period	3
ENGL 321	Intro to Old English	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
ENGL 325	British Literature-The Renaissance	3
ENGL 327	Studies in Shakespeare	3
ENGL 328	Studies in The Renaissance	3
ENGL 329	Milton	3
ENGL 359A	High and Low Culture Before 1700	3
ENGL 362A	Studies in Poetry Before 1700	3
ENGL 368A	Studies in Drama Before 1700	3
ENGL 369A	Women in Drama Before 1700	3
ENGL 372A	Studies in Fiction Before 1700	3
ENGL 379A	Studies in American Literature Before 1700	3
ENGL 381A	Comparative Literature Before 1700	3
ENGL 382A	Studies in American Culture Before 1700	3
Choose at least one course after 1700		
ENGL 282B	African-American Literature 1700-1900	3
ENGL 306B	Studies in Women Writers 1700-1900	3
ENGL 312B	Studies in World Literature in English 1700-1900	3
ENGL 313B	Border Literature 1700-1900	3
ENGL 338	Studies in The Romantic Movmnt	3
ENGL 340	British Literature - The Victorian Period	3
ENGL 343	Studies in the Victorian Period	3
ENGL 359B	High and Low Culture 1700-1900	3
ENGL 362B	Studies in Poetry 1700-1900	3
ENGL 363B	Major Author, 1700-1900	3
ENGL 368B	Studies in Drama 1700-1900	3
ENGL 369B	Women in Drama 1700-1900	3
ENGL 372B	Studies in Fiction 1700-1900	3
ENGL 375	American Literature to 1865	3
ENGL 376	American Literature 1865-1914	3
ENGL 379B	Studies in American Literature 1700-1900	3
ENGL 381B	Comparative American Literature 1700 - 1900	3
ENGL 382B	Studies in American Culture 1700-1900	3
ENGL 384B	Studies in African American Literature, 1700-1900	3

English Literature Since 1900

Code	Title	Hours
ENGL 282C	African-American Literature since 1900	3
ENGL 306C	Studies in Women Writers Since 1900	3
ENGL 312C	Studies in World Literature in English Since 1900	3
ENGL 313C	Border Literature Since 1900	3
ENGL 315C	South Asian Literature Since 1900	3
ENGL 316C	Caribbean Literature in English Since 1900	3
ENGL 344	Studies in Modernism	3
ENGL 345	British Literature Since 1900	3
ENGL 348	Studies in British Literature Since 1900	3
ENGL 351	Contemporary Literature	3
ENGL 359C	High and Low Culture Since 1900	3
ENGL 361	Modernist Poetry	3
ENGL 362C	Studies in Poetry Since 1900	3
ENGL 363C	Major Author, After 1900	3
ENGL 367	Modern Drama	3
ENGL 368C	Studies in Drama Since 1900	3
ENGL 371	The Modern Novel	3
ENGL 372C	Studies in Fiction Since 1900	3
ENGL 377	American Literature 1914-1945	3
ENGL 379	Studies in American Literature	3
ENGL 379C	Studies in American Literature Since 1900	3
ENGL 381C	Comparative American Literature Since 1900	3
ENGL 382C	Studies in American Culture Since 1900	3
ENGL 384C	Studies in African American Literature Since 1900	3

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

English Creative Writing Majors will:

- Demonstrate their understanding of literary and cultural theories by incorporating them into their work in precise and effective ways.
- Demonstrate their ability to employ in their own creative works their understanding of the conventions and techniques of particular literary genres.
- Demonstrate their ability to employ in their own creative works their knowledge of textual histories, movements, traditions, and innovations.
- Be able to perform close readings of literature and other kinds of texts, paying careful attention to textual detail.
- Demonstrate an understanding of human diversity as it is represented in literature and other kinds of texts.
- Be able to communicate their ideas clearly, in writing that employs appropriate word choice, diction, structure, and mechanics.

- Be able to create focused and well-supported arguments and analyses.
- Demonstrate an understanding of how texts reflect and affect societies and cultures.

European Studies Interdisciplinary Program

The College of Arts and Sciences' interdisciplinary European Studies Minor explores the history, politics, economics, and cultures of the peoples of Europe from ancient times to the present.

It is designed to appeal to students who are interested in gaining a deeper understanding of European nations, cultures, and people, who want to explore their own European heritage, or to complement their majors in areas such as Anthropology, Classics, Fine and Performing Arts, History, Global Studies, Modern Languages and Literatures, Philosophy, Political Science, Sociology, or Theology.

Undergraduate Programs

- European Studies Minor (p. 399)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

European Studies (EURO)

EURO 101 Introduction to European Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of European studies. It provides an overview of the major disciplines represented in the program, introduces the main approaches covered in the program, and discusses some of the most important topics involving European states, regions, and the European Union. Restricted to European Studies minors.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain a basic understanding of how different disciplines contribute to the study of Europe at the state, sub-state and supra-state levels

EURO 301 European Studies Capstone (3 Credit Hours)
This capstone class is intended to provide seniors a chance to reflect on what they have learned as European Studies minors by focusing on a particular theme. The class takes an interdisciplinary and cross-national approach. Students develop a major research project. Restricted to Juniors and Seniors minoring in European Studies.
Interdisciplinary Option: European Studies
Outcomes:
Through this course students will gain an understanding of the ways in which various fields and their approaches to European Studies can help answer specific important questions about the region

European Studies Minor

The College of Arts and Sciences' interdisciplinary European Studies Minor explores the history, politics, economics, and cultures of the peoples of Europe from ancient times to the present.

It is designed to appeal to students who are interested in gaining a deeper understanding of European nations, cultures, and people, who want to explore their own European heritage, or to complement their majors in areas such as Anthropology, Classics, Fine and Performing Arts, History, Global Studies, Modern Languages and Literatures, Philosophy, Political Science, Sociology, or Theology.

Our students will find the chance to mold their own minor liberating as there are only 2 required courses taken alongside 4 electives selected from over 150 course options across over 15 departments and programs. The program is highly flexible and can easily accommodate a semester or full year spent studying abroad.

Related Programs

Minor

- Asian Studies Minor (p. 267)
- Latin American and Latino Studies Minor (p. 504)

Curriculum

The European Studies minor requires students to complete six courses totaling at least 18 credit hours. Students must also complete at least the 104-level in a modern European Language. In terms of European languages, the Department of Modern Languages and Literatures at Loyola offers instruction in French, German, Italian, Polish, Russian, and Spanish. Students having learned a different European language may submit a Language Competency Exam at or above the 104-level. Alternatively, students may request approval from the Director of European Studies for certification of this requirement; this last option is primarily intended for bilingual, native speakers of a European language where sitting for an exam is not necessary.

Code	Title	Hours
Required Courses		
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century	3
PLSC 347	The European Union	3
Elective Courses (p.)		
Select four elective courses listed below.		12
Total Hours		**18**

Elective Courses

Students must take four electives from the courses listed below. This list is based on courses suggested by the respective department chairs in conjunction with the Euro Program Director. At least two of these electives need to be at the 300-level. To promote the interdisciplinary nature of the program, no more than two electives may be taken from any one department. In conjunction with the required courses listed above, this means that no more than three courses in total may be taken from any one department and applied to the European Studies minor. In accordance with the College's current double-dipping policy, "no fewer than 8 credit hours ... must be unique to" the minor. This effectively means that of the 6 courses taken in total for the minor, 3 must be uniquely and solely applied to the minor and cannot be double counted towards any other major or minor.

Anthropology

Code	Title	Hours
ANTH 222	Culture in Contemporary Europe	3
ANTH 328	Pompeii and Herculaneum	3
ANTH 334	Intro to Classical Archaeology	3

Classical Studies

Code	Title	Hours
CLST 206	Art of Ancient Greece [1]	3
CLST 207	Art of the Roman World [1]	3
CLST 241	Religions of Ancient Greece	3
CLST 271	Classical Mythology [2]	3
CLST 271G	Classical Mythology - Women/Gender Focus [2]	3
CLST 271R	Classical Mythology - Rome Focus [2]	3
CLST 272	Heroes & the Classical Epics	3
CLST 273	Classical Tragedy	3
CLST 273G	Classical Tragedy - Women/Gender Focus	3
CLST 274	World of Archaic Greece [3]	3
CLST 275	World of Classical Greece [3]	3
CLST 276	World of Classical Rome [3]	3
CLST 277	World of Late Antiquity [3]	3
CLST 304	History of Ancient Philosophy	3
CLST 308	History of Rome to Constantine	3
CLST 309	Greece to Alexander the Great	3
CLST 315	Alexander & Hellenistic World	3
CLST 316	Western Patristic Thought	3
CLST 318	Transformations of Rome in Late Antiquity	3
CLST 328	Pompeii and Herculaneum	3
CLST 334	Intro to Classical Archeology	3
CLST 361	Roman Political Theory & Practice	3
CLST 362	Roman Law	3
CLST 363	Law & Legislature-Ancient Greece	3
CLST 373	Daily Life in Ancient Greece	3
CLST 374	Private Life of Ancient Romans	3
CLST 378	Sport in Ancient Greece & Rome	3
CLST 383	The Humanism of Antiquity I	3
CLST 384	The Humanism of Antiquity II	3
CLST 385	Historical Classic Greek Literature to 200 A.D	3
CLST 386	History of Classical Roman Lit	3
CLST 395	Topography of Rome	3

[1] Also satisfies CAS Core Requirement Knowledge Area: AKE
[2] Also satisfies CAS Core Requirement Knowledge Area: LKE Tier 2
[3] Also satisfies CAS Core Requirement Knowledge Area: HE Tier 2

English

Code	Title	Hours
ENGL 320	English Literature: Medieval Period	3
ENGL 321	Intro to Old English	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
ENGL 325	British Literature-The Renaissance	3
ENGL 326	Shakespeare: Selected Major Plays	3
ENGL 327	Studies in Shakespeare	3
ENGL 328	Studies in The Renaissance	3
ENGL 329	Milton	3
ENGL 335	British Literature - The Romantic Period	3
ENGL 338	Studies in The Romantic Movmnt	3
ENGL 340	British Literature - The Victorian Period	3
ENGL 343	Studies in the Victorian Period	3
ENGL 344	Studies in Modernism	3
ENGL 345	British Literature Since 1900	3
ENGL 348	Studies in British Literature Since 1900	3
ENGL 367	Modern Drama	3

Fine and Performing Arts

Code	Title	Hours
FNAR 200	Global Art History: Prehistoric to 600 CE [1]	3
FNAR 201	Global Art History: 600-1800CE [1]	3
FNAR 202	Global Art History: Modern Art [1]	3
FNAR 304	Paris in the Nineteenth Century	3
FNAR 342	Art in Rome [1]	3
FNAR 343	Baroque Art	3
FNAR 344	Early Italian Renaissance Art	3
FNAR 345	Italian High Renaissance and Mannerist Art	3
FNAR 349	Art and the Catholic Tradition	3
FNAR 360	Picturing Women in Renaissance and Baroque Art	3

[1] Also satisfies CAS Core Requirement Knowledge Area: AKE

French

Code	Title	Hours
FREN 270	Main Currents of French Literature & Culture I	3
FREN 271	Main Currents of French Literature & Culture II	3
FREN 311	French Modernity	3
FREN 316	Renaissance France	3
FREN 317	Le Grand Siècle	3
FREN 318	Enlightenment France	3
FREN 319	Romantic Century	3
FREN 340	Survey of Prose: Fictional & Non-Fictional	3

German

Code	Title	Hours
GERM 270	Modern German Literature and Culture I	3
GERM 271	Modern German Literature and Culture II	3
GERM 370	German Cinema	3

Global Studies

Code	Title	Hours
GLST 370	Internship in Global Studies	3
If the internship is Europe-related, up to 3 credits can be applied the Euro minor		

History

Code	Title	Hours
HIST 253A	Barbarians and the Fall of the Roman Empire	3
HIST 254A	The Vikings	3
HIST 257A	Witchcraft and Science in Pre-Modern Europe	3
HIST 258A	Blood, Heresy, and Treason: The Tudors and Stuarts	3
HIST 265A	The First World War	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 300C	Topics in European History (Post-1700)	3

HIST 300E	Topics in World History	3
HIST 303	Pre-Industrial City in Europe	3
HIST 307	Greece to Alexander the Great	3
HIST 308A	History of Rome to Constantine	3
HIST 308B	Pompeii and Herculaneum	3
HIST 308D	Transformations of Rome in Late Antiquity	3
HIST 310G	Supernatural in the Middle Ages	3
HIST 311B	The Crusades: Christianity and Islam	3
HIST 314	Renaissance	3
HIST 314A	The Jesuits: Life and History	3
HIST 315	The Reformation	3
HIST 316	History of Poland	3
HIST 317	Age of Absolutism & the Enlightenment	3
HIST 318A	Early Modern England 1485-1760	3
HIST 318B	English Social History 1450-1750	3
HIST 318C	London 1550 - 1715	3
HIST 320	Era French Revolution & Napoleon	3
HIST 321	19th Century European Culture and Ideas	3
HIST 322	Modern France: From Empire to Postcolonial Nation	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 325	Modern Britain: Empire, Industry, Democracy	3
HIST 325A	The British Empire: From Barbados to Brexit	3
HIST 326	Ireland: Colony to Nation State	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 328	Russia Pre-1917: Empire Building	3
HIST 328A	Russian Empire and Literature	3
HIST 329C	Empire, Sex, Violence: European Colonial History	3
HIST 329N	Modern European Nationalism: Myth and Reality	3
HIST 330	Europe in the Age of Catastrophe, 1900-1945	3
HIST 330F	Fascinating Fascism: 1919 to the Present	3
HIST 334A	The Nazi Revolution	3
HIST 334B	The Holocaust: History and Memory	3
HIST 335	The Second World War	3
HIST 336	Contemporary Europe 1945 to Present	3
HIST 337	Rise & Fall of Soviet Union	3
HIST 337A	Women in Russia and Eurasia, 1860-Present	3
HIST 338A	History of European Communism	3
HIST 338B	Eastern Europe in the 20th Century	3
HIST 339C	Modern Europe and the Arts	3
HIST 359D	The Ottoman Empire: A Global Perspective	3
HIST 359E	Concentration Camps: A Global History	3

[1] Also satisfies CAS Core Requirement Knowledge Area: HE Tier 1

Honors Program

Code	Title	Hours
HONR 216B		3

Italian

Code	Title	Hours
ITAL 270	Main Currents of Italian Literature I	3
ITAL 271	Main Currents of Italian Literature II	3
ITAL 312	Dante-The Divine Comedy	3
ITAL 317	Survey Early 19th Century Literature	3
ITAL 318	Survey Late 19th Cent Lit	3
ITAL 319	Survey of 20th Century Prose	3
ITAL 340	Italian Short Story	3
ITAL 390	Culture & Civilization	3

Literature

Code	Title	Hours
LITR 161	Introduction to Italian Culture	3
LITR 200	European Masterpieces [1]	3
LITR 202	European Novel [1]	3
LITR 203	European Drama	3
LITR 204	European Film	3
LITR 221	Polish Authors	3
LITR 230	German Masterpieces	3
LITR 260	Italian Masterpieces	3
LITR 262	Modern Italian Novel	3
LITR 264	Italian Film Genre [2]	3
LITR 267	Italian Film History	3
LITR 268	Italy: Cultural History	3
LITR 268R	Italian Culture: Food & Wine	3
LITR 291	Italian & Italian-American Women Writers	3

[1] Also satisfies CAS Core Requirement Knowledge Area: LKE Tier 2
[2] Also satisfies CAS Core Requirement Knowledge Area: AKE

Music

Code	Title	Hours
MUSC 252	Music History I	3
MUSC 353	Music History II	3

Philosophy

Code	Title	Hours
PHIL 304	History of Ancient Philosophy	3
PHIL 305	Medieval Philosophy	3
PHIL 306	19th Century Philosophy	3
PHIL 307	13th & 14th Century Philosophy	3
PHIL 309	Classical Modern Philosophy	3
PHIL 360	Contemporary European Philosophy	3

Political Science

Code	Title	Hours
PLSC 232	Politics of the United Kingdom	3
PLSC 306	Modern Political Thought	3
PLSC 348	Soviet & Post-Soviet Politics	3
PLSC 349	Eastern European Politics	3
PLSC 360	Western European Politics	3
PLSC 365	Italian Politics & Government	3
PLSC 371	Roman Law	3

Spanish

Code	Title	Hours
SPAN 270	Introduction to Critical Analysis in Spanish	3
SPAN 271	Introduction to Iberian Literature and Culture	3

SPAN 311	Generation of 1898	3
SPAN 314	Survey of Medieval Literature	3
SPAN 319	Romanticism	3
SPAN 326	Theater of The Golden Age	3
SPAN 331	20th Century Poetry	3
SPAN 340	Survey Prose-Fictional & Nonfiction	3
SPAN 341	20th Century Spanish Literature	3
SPAN 346	Prose of The Golden Age	3
SPAN 347	Cervantes Don Quijote	3
SPAN 349	Realism and Naturalism	3
SPAN 366	Spanish Cinema	3
SPAN 368	Baroque and Neobaroque	3

Theology

Code	Title	Hours
THEO 100	Christian Theology [1]	3
THEO 317	Christian Thought: Ancient-Medieval	3
THEO 318	Christian Thought: Reformation to Modern	3

[1] Also satisfies CAS Core Requirement Knowledge Area: TRL Tier 1

Theater

Code	Title	Hours
THTR 365	Theatre History and Literature II	3
THTR 366	Theatre History and Literature III	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sequence 1		
First Semester		
HIST 102 or EURO 101	Culture, Power and Identity: Western Ideas & Institutions from 17th Century or Introduction to European Studies	3
Elective		3
	Hours	**6**
Second Semester		
PLSC 347	The European Union	3
Elective		3
	Hours	**6**
Third Semester		
Elective		3
Elective		3
	Hours	**6**
	Total Hours	**18**

Learning Outcomes

Students completing a European Studies Minor will:

- Acquire a general awareness of the impact that Europe has had on global affairs and conversely, the effects of global forces on Europe.
- Possess general knowledge of the common cultural heritage found in Europe as well as the diversity of culture found within Europe.
- Understand the factors that have shaped Europe politically, socially, and economically throughout history.
- Acquire a basic understanding of present-day European institutions.
- Be prepared to complement their European studies at the Loyola campus with more in-depth "on the ground" study of a specific European country, to further their knowledge of that country's language, culture, history and to better understand the political, social and economic problems confronting it.

Fine and Performing Arts

The Department of Fine and Performing Arts (DFPA) is comprised of four distinct areas of study: Dance (http://luc.edu/dance/), Fine Arts (http://luc.edu/finearts/), Music (http://luc.edu/music/), and Theatre (http://luc.edu/theatre/). These areas are combined to promote dynamic artistic and academic opportunities for our students. Approximately 80 full and part time faculty members, actively involved in creative work, performance, and independent scholarship, teach and train over 400 student majors and minors in the department.

Students can choose a course of study from any of our 8 different majors or 11 different minors, or simply choose to explore a class in the art that interests them.

Our students are challenged to attentively experience and critically engage different aesthetic experiences, to develop and improve communication skills, and to relate the artistic experience to other fields. Our undergraduate programs prepare students for graduate work and employment in many dynamic cultural professions. The academic programs of the DFPA are complemented throughout the year by over 100 public presentations, performances, and exhibitions.

Our Mission

The Department of Fine and Performing Arts engages the transformative power of art to enrich the individual and connect communities. We provide students with theory and skill-based instruction within the context of a strong Jesuit liberal arts curriculum, and we engage audiences through extensive public programming in Dance, Fine Arts, Music, and Theatre. For more information, contact us at dfpa@luc.edu.

Undergraduate Programs

- Art History (BA) (p. 428)
- Art History Minor (p. 429)
- Dance (BA) (p. 431)
- Dance Minor (p. 432)
- Drawing, Painting and Printmaking Minor (p. 433)
- Music (BA) (p. 434)
- Music Minor (p. 436)
- Music with a Concentration in Jazz Studies (BA) (p. 437)
- Music with a Concentration in Liturgical Music (BA) (p. 439)
- Music with a Concentration in Vocal Performance (BA) (p. 440)
- Musical Theatre Minor (p. 442)
- Photography and Video Art (BA) (p. 445)
- Photography and Video Art Minor (p. 446)

- Sculpture and Ceramics (BA) (p. 447)
- Sculpture and Ceramics Minor (p. 449)
- Shakespeare Studies Minor (p. 450)
- Studio Arts (BA) (p. 451)
- Studio Art Minor (p. 452)
- Teaching Artist Minor (p. 453)
- Theatre (BA) (p. 454)
- Theatre Minor (p. 456)
- Visual Communication (BA) (p. 458)
- Visual Communication Minor (p. 459)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

ARTS (ARTS)

ARTS 200 Introduction to Teaching Artistry (3 Credit Hours)
Introduction to teaching artistry with an emphasis on art education, art integration, and community-based arts practices.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will identify and describe the practice of teaching artistry, reflect on a direct experience with an art organization, and create a lesson plan

ARTS 201 Grant Writing for the Arts (2 Credit Hours)
Introduction to grant writing for the arts. The course concludes with a completed grant proposal.
Outcomes:
Students will identify how to find grants that support the arts and engage in the process of applying for a grant or other arts funding

ARTS 397 Fieldwork in Arts Education (3 Credit Hours)
Credit given for arts education work outside the university undertaken under the guidance professional arts educators. Students keep an hour and activity log and write reflective evaluative papers. Permission of the Department of Fine and Performing Arts Specific outcomes and credit hours assigned to be determined by the student in consultation with the Teaching Artistry Faculty Coordinator and the project supervisor

DANCE (DANC)

DANC 111 Ballet I: Introduction to Ballet Theory and Technique (3 Credit Hours)
Ballet I is designed to introduce the concepts and vocabulary of ballet with a focus on developing student's body awareness and control. Students will learn about the art form of ballet in relationship to theatre, music and other forms of dance.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR111/DANC111
Outcomes:
Students will improve their posture, flexibility and coordination; They will develop a reference for enjoying ballet performances and create a foundation for further dance training

DANC 121 Modern Dance I: Theories and Techniques (3 Credit Hours)
Modern Dance I is designed to increase student's body awareness, strength, flexibility and musicality. The course studies the technique and theory of Fall and Recovery developed by Doris Humphrey.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR121/DANC121
Outcomes:
Students will develop a basic dance technique and be able to describe and demonstrate the differences between modern dance and ballet; They will understand the history of the development of modern dance as a uniquely American art form

DANC 131 Jazz Dance I: Theories and Techniques (3 Credit Hours)
Jazz I is designed to increase the student's body awareness, enjoyment of movement and appreciation of Jazz dance in theatrical productions. May be repeated once for credit.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR131/DANC131
Outcomes:
Students will improve their strength, coordination, flexibility and correct posture; They will develop basic skills and vocabulary for performing Jazz movements and a framework to view dance in theatrical productions

DANC 212 Ballet Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Students should be familiar with the five feet and arm positions and be able to work in 5th position of the feet. Dancers should demonstrate correct alignment of the pelvis and spine in plie and releve and while working at the barre. Dancer must be able to execute correct articulation of the feet and leg in tendu. They should be familiar with basic petite allegro and action of the feet, hips and legs while jumping. This is a continuing ballet class designed to build on established vocabulary and movement fundamentals with emphasis on ballet as a theatrical art form.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR212/DANC212
Outcomes:
This class further develops strength, posture, flexibility and coordination; Progressions include more work en relev at the barre, development of leg extensions, single leg jumping and more complex movement combinations; Students will develop awareness of a dancer's role in a ballet production

DANC 213 Ballet III: Advanced Continuing Ballet (2 Credit Hours)
Pre-requisite skills: Student must demonstrate correct alignment and articulation at the barre and in the center when standing in first or fifth position. Student should have introductory proficiency in pirouettes en dehors and en dedans as well as petit allegro. This course serves students who have achieved proficiency in the basic elements of Continuing Ballet, but need to develop skills to meet the Intermediate level. Course focuses on reinforcing foundational technique in alignment and articulation and provides opportunities to develop strength, coordination and vocabulary required to advance to 311 Intermediate Ballet.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will increase their awareness of overall dance alignment and articulation; They will develop strength, coordination and vocabulary preparing them for Intermediate Ballet; Students will enhance their ability to travel across the floor as well as conduct pirouettes; Adagio work in the center and grand allegro is introduced

DANC 222 Modern Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Dancers should be able to maintain correct alignment of the legs, back and pelvis standing and shifting their weight. Must be familiar with 1st and 2nd position of the legs and demonstrate basic articulation of the legs in tendu and jumping. This course is designed to further increase student's body awareness, strength, flexibility and musicality. We will study the technique and theory of Fall and Recovery developed by Doris Humphrey as well as learn short excerpts of repertory to be analyzed. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR222/DANC222
Outcomes:
Students will further develop their modern dance technique and be able to execute more physically challenging falls and longer and more complex movement combinations

DANC 224 Majors Modern II (1 Credit Hour)
This course is designed for Dance majors to increase their body awareness, strength, flexibility and musicality through the study the technique and theory of Fall and Recovery developed by Doris Humphrey. Restricted to Dance Majors.
Outcomes:
Students will develop their modern dance technique including falls and longer and more complex movement combinations; They will further their understanding of spatial patterns and musicality

DANC 232 Jazz Dance II: Theories and Techniques (2 Credit Hours)
Prerequisite Skills: Dancers should demonstrate correct placement of the legs, back and pelvis standing and in plié. They should be able to demonstrate basic jazz turns, jazz runs and pas de bourée. Dancers need to use correct position and opposition of the arms in combinations. Jazz II is designed to further develop student's technical ability and awareness of Jazz dance in theatrical productions. Students will learn about professional Jazz dance in Chicago and improve their strength, coordination, flexibility and correct posture in increasingly complex combinations applying the vocabulary and principles of jazz dance. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR232/DANC232
Outcomes:
Students will improve their dance technique, performance skills and appreciation of Chicago's rich tradition of Jazz dance performance

DANC 240 Dance Practicum (1 Credit Hour)
Pre-requisites: THTR 253
Students apply stagecraft for dance in a variety of domains: costuming, lighting, electrics and sound. They will work as running crew for a mainstage dance production.
Outcomes:
Students will acquire a variety of skills necessary for producing dance; including collaboration and organization skills and will gain appreciation for the complexity dance production

DANC 250 Historical Contexts in Contemporary Dance Practice (3 Credit Hours)
Pre-requisites: Must be a Dance major or Dance minor
This course surveys historical flashpoints in the evolution of American contemporary dance. It provides a critical framework for interrogating cultural and sociopolitical influences on concert dance practice and performance. Students will analyze intersecting aesthetics originating from the French courts of Catherine de Medici and Louis XIV, the Atlantic slave trade and Asian theatrical dance forms such as kabuki and bharatanatyam in the development of ballet, modern, tap, jazz and musical theater dance.
Outcomes:
Students will be able to identify historical figures and events that have significantly influenced American theatrical dance; This course gives students the ability describe and interpret dance history by contextualizing sociopolitical and cultural influences on the evolution of dance aesthetics while applying critical race, queer and feminist theoretical frameworks to their understanding of contemporary dance in America

DANC 260 Topics in Dance (2 Credit Hours)
This course is a studio course that explores the theories and techniques of various dance forms. A specific dance genre will be selected each time the course is offered. The course may be repeated two times for credit.
Outcomes:
The student will gain a historical perspective on the dance form presented, as well as demonstrate specific skills required of the dance form

DANC 261 Topics in Applied Dance (1-2 Credit Hours)
This is an all-inclusive heading for courses rarely offered that serve under the Applied Technique designation for the Dance Minor.
Outcomes:
Each offering will provide discipline-specific vocabulary and applied skill acquisition

DANC 270 Dance Kinesiology (3 Credit Hours)
Pre-requisites: Must be an enrolled Dance Major or Dance Minor
The purpose of this class is to present dancers with basic knowledge of the anatomy, physiology, and biomechanics of human movement in dance and non-dance applications.
Outcomes:
Students participate in lecture, physical practice, group and individual projects to understand the mechanisms for dance movement and how movement patterns contribute to the presence or absence of dance injuries

DANC 275 Global Influences on Contemporary Dance Practice (2 Credit Hours)
Pre-requisites: Must be Dance Major or Dance Minor or have instructor approval
This seminar-styled course provides essential experience and knowledge through applied study of diverse lenses and movement styles contributing to contemporary dance practice.
Outcomes:
Identify, Demonstrate and Discuss non-western influences on contemporary dance choreography and practice

DANC 280 Dance & Disability: Interdisciplinary Theory & Applied Movement Practices (3 Credit Hours)
This course explores interdisciplinary theory and applied innovation at the intersection of movement, science, and community engagement.
Outcomes:
Students will demonstrate a working knowledge of best interdisciplinary practices in disability dance practices, and will develop strategies that address the physical, social, and cultural implications of physically integrated dance in multiple settings

DANC 312 Pointe I: Theory and Techniques (1 Credit Hour)
Co-requisites: DANC 213 or 341
This course is practice-oriented and builds on dancers' knowledge of ballet vocabulary, alignment, and strength. Pointework is geared towards the development of a higher level of articulation in classical footwork.
Outcomes:
The student will gain a deeper understanding of ballet technique en pointe, as well as demonstrate specific skills required of the dance form

DANC 314 Pointe II: Continuing Pointework (1 Credit Hour)
This is a studio class that explores ballet technique en pointe. This course is to be taken concurrently with DANC 213 Ballet III, DANC 341 Ballet IV, or DANC 343 Ballet V. This course explores continuing ballet technique en pointe. It requires students to apply and synthesize all aspects of pointework studies including technique, spatial awareness, dynamics and group forms by preparing and presenting a public performance. It must be taken concurrently with Ballet III, Ballet IV or Ballet V. May be taken 8 times for credit.
Outcomes:
Students gain a deeper understanding of pointe technique, as well as demonstrate specific advanced skills required of the dance form; Students apply and synthesize material in a public performance

DANC 323 Rehearsal and Performance (1 Credit Hour)
Pre-requisites: Permission of the department
Dancing, choreographing, or stage managing, in a campus production. Completion of a journal or paper is required. May be repeated up to 12 times.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique into production practice

DANC 324 Modern III: Theory and Techniques (1 Credit Hour)
This studio course develops core strength, coordination and musical, spatial and performance skills through the study the technique and theory developed by Martha Graham as well as contemporary dance practices.
Outcomes:
Dancers will improve coordination, phrasing, physical power, shift of weight, anatomical awareness, performance, projection, flexibility and placement

DANC 331 Jazz Dance III: Intermediate Jazz Dance Theories and Techniques (2 Credit Hours)
Pre-requisites: Permission of the Instructor
This course develops students' ability to execute Jazz dance technique at an intermediate level. Students improve their dance technique, dynamic, spatial and performance skills. Students apply and synthesize all aspects of jazz dance technique in public performance. This course may be taken six times for credit.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve core strength, coordination, flexibility and correct posture at the intermediate level, in increasingly complex combinations applying and synthesizing all concepts and technique in public performance

DANC 341 Ballet IV: Anatomical Foundations and Cultural Context (1 Credit Hour)
This applied studio technique course emphasizes contemporary scientific anatomical research and cultural context in the study of ballet. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge and apply anatomical principles, connect the study of ballet to cultural and artistic context

DANC 343 Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet (1 Credit Hour)
This applied studio technique course emphasizes contemporary best practices in the study of Ballet in performance and theory in order to advance artistic and technical proficiency. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge of universal dance principles and advance their proficiency in contemporary ballet practice; Course skills and concepts are applied and synthesized through presentation of a public performance

DANC 360 Dance Pedagogy (3 Credit Hours)
Pre-requisites: Dance major or dance minor
The study child development, sequential dance pedagogy, biomechanics, nutrition and classroom management techniques as it relates to the teaching of dance. Coursework includes lecture, readings, model teaching, and research. Students observe master teachers instructing children of all ages and create sequential lesson plans consisting of all elements of dance pedagogy.
Outcomes:
Students will demonstrate a working knowledge of child development in relationship to age-appropriate dance skills as well as behavioral expectations; They will develop strategies that address the sequences of skill acquisition as well as concrete strategies for classroom management

DANC 370 Dance Composition (3 Credit Hours)
Pre-requisites: Must be a Dance Major or Dance Minor to enroll; Placement in Level III or higher dance technique courses; Permission of the department required
This course takes students from an introduction to dance composition theory and techniques through the process of creating a group work for the stage. Course work includes lecture, discussion, selected readings, viewing of masterworks of dance composition, creation of several dance studies on various themes and culminates in the creation of a work for performance in the Student Choreographic Showcase.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the development of short dance students learn the principles of dance composition and then apply them to their own creation performed for a public audience

DANC 380 Senior Showcase Capstone (1 Credit Hour)
Restricted to Senior Dance Majors. This course serves as the capstone of the Dance major and creates a platform for dancers to apply technical skills, theory and practice from many required courses for the Bachelor of Arts including DANC 341/DANC 343 Majors Ballet, DANC 321 Majors Modern, DANC 323 Rehearsal and Performance and DANC 370 Dance Composition.
Outcomes:
Dance majors will apply and synthesize all applied technique courses taken for their dance majors as well as integrate their knowledge of the choreographic and performance process

DANC 394 Internship in Dance (1-12 Credit Hours)
Dance students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a dance organization while reflecting on their work experience and applying theories and techniques acquired from their first dance courses

DANC 395 Independent Study (1-12 Credit Hours)
Pre-requisites: Written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the dance. Such projects should be done under the close supervision of a dance faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and dance faculty supervisor

DANC 397 Fieldwork in Chicago - Dance (1-12 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional dance organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Dance and the project supervisor

DANC 398 Research in Dance (1-12 Credit Hours)
Pre-requisites: DANC 323
Faculty serve as mentors for dance students pursuing research opportunities. Platforms cross various domains in cognitive, psychomotor, and artistic development. Students and faculty work together to generate qualitative and quantitative data documented in multiple modalities including: dancemaking, regression analyses, interviews, correlational and case studies. This course satisfies the Engaged Learning-Undergraduate Research requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn discipline-specific language skills, research ethics and methodologies; Students will gain valuable skills disseminating research through performances, scholarly articles, conference presentations and research symposia

Fine Arts (FNAR)

FNAR 110 Foundations of Visual Art (3 Credit Hours)
Explores some of the fundamental principles, concepts, and historical and contemporary contexts that constitute a contemporary art practice. Provides experience across a range of modes of art making while emphasizing the basic concepts that underlie visual expression. Studio activity is augmented with research, discussion, and critique.
Outcomes:
Explore and express visual concepts; Develop creative competencies; Utilize design elements to communicate themes and ideas; Expand cognitive capacities; Comprehend historical and contemporary approaches to visual art

FNAR 112 Two-Dimensional Design (3 Credit Hours)
An examination of the basic elements and organizational systems of visual expression through the application of design principles and theory.
Course equivalencies: FNAR112/ACFNA112
Outcomes:
Students will be able manipulate various forms of media to produce desired spatial effects, and understand how to control by- using such design methods as scale, perspective, and composition - the viewer's understanding of and reaction to visual information on a two-dimensional surface

FNAR 113 Drawing I (3 Credit Hours)
An introduction to the basic elements of drawing including: line, value, texture, volume, shape, proportion, perspective and visual composition. A variety of drawing materials will be explored with an emphasis on observation problems designed to build technical, perceptual, and personal expressive interpretation of form through the drawing idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic drawing principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 114 Painting I (3 Credit Hours)
An introduction to the basic elements of painting including: the application of drawing, design, and color principles. A variety of materials will be explored with an emphasis on oil painting. Observational problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic painting principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 115 Foundations of Photography (3 Credit Hours)
This course introduces photography as a form of visual art. Students learn the technical concepts in order to develop their ability to express ideas through photography. The course also emphasizes strengthening visual literacy through lectures, discussions, and critiques. Requirements: A fully adjustable digital camera (DSLR) and an external hard drive are required.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: FNAR115/ICVM115/IFMS115
Outcomes:
Students will learn how to formulate and communicate ideas through photography; The course focuses on building the students' visual literacy and understanding of photography as a form of visual art

FNAR 118 Printmaking I (3 Credit Hours)
An exploration of the production of fine art multiples as they are created utilizing zinc and copper plates. Techniques of etching and engraving aquatint and color printing as well as innovative processes are taught.
Outcomes:
Students will demonstrate understanding of the techniques needed to produce images on metal plates and alternative surface; the intrinsic qualities particular to expression in print media, recognize fine prints, specific techniques, and archival quality in historical examples, use intaglio presses as a means of production and form evaluative judgments about printed imagery

FNAR 120 Ceramics: Handbuilding (3 Credit Hours)
An exploration of various handbuilding techniques, surface design techniques, and firing ranges available to the contemporary ceramist. Students are encouraged to pursue individual expression in the context of a broad range of methods and creative concepts.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate the basics of successful construction and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 121 Ceramics: Wheelthrowing (3 Credit Hours)
An introduction to the potters' wheel. Students learn basic throwing skills, explore utilitarian design concepts, and learn to balance spontaneous and practiced approaches to process. Emphasis is on the successful integration of craft and personal expression.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: FNAR220/FNAR121
Outcomes:
Students will be able to demonstrate basic wheelthrowing and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 123 Metalwork and Jewelry I (3 Credit Hours)
The methods and processes of construction using nonferrous metals applied to problems in design and function. Projects are designed to familiarize the student with processes in metalwork and the proper use of hand tools.
Outcomes:
Students will demonstrate an understanding of the fundamental characteristics of metal; the ability to cut, shape and manipulate metals; to express visual ideas in low and high relief; and to form judgments about design on other than flat surfaces

FNAR 124 Sculpture Foundations (3 Credit Hours)
An introduction to three dimensional concepts and materials, and associated techniques, in the process of articulating a personal artistic statement. Students will be guided in the fabrication of various 3-D constructions employing a wide range of building materials such as plaster, wood, clay, foam board, paper, and metals.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to translate two-dimensional sketches and drawings into expressive three dimensional forms; demonstrate basic sculpting techniques and creative strategies; provide critical evaluation of the creative process; and produce objects that are viewable in the round, structurally stable with masses and appendages proportionate to one another

FNAR 132 Visual Communication I (3 Credit Hours)
This course initiates a professional sequence whereby the student receives an introduction to composition, typography, and historical and contemporary concepts in visual communication. It introduces students to page layout software (Adobe InDesign), its relationship to other software packages, and the technical aspects of digital typography.
Outcomes:
Students gain an understanding of fundamental principles of visual communication emphasizing typography, the development technical skills in materials and techniques, and the ability to express formal and creative ideas

FNAR 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Interdisciplinary Option: Asian Studies
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

FNAR 190 Color Theory (3 Credit Hours)
An examination of the nature of subtractive and additive color in its physiological, psychological, aesthetic, cultural, and symbolic dimensions through the application of past and current theory. Emphasis is placed on color mixing, color relationships, and understanding color terminology. Students develop proficiency using color in their work as well as gaining a fundamental understanding of the basic visual, aesthetic, and theoretical considerations of color use in art & design.

FNAR 195 Topics in Fine Arts Pre-Collegiate (3 Credit Hours)
This course consists of special topics in specific Fine Arts areas, and is offered for the Pre-Collegiate student.
Outcomes:
While the specific area of study varies, the expectation is that the student will become familiar with the methods, materials and aesthetic properties of that artistic approach, as well as the technical means to control the expression

FNAR 199 Art and Visual Culture (3 Credit Hours)
An introduction to the principles of art and their application to broader visual culture, this course explores the complex nature of art through an examination of its visual elements, techniques, functions, critical methodologies, and related social issues. The course takes advantage of Chicago's artistic resources.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - ACFNA 100 / FNAR 199
Outcomes:
Students will demonstrate knowledge of the elements of visual language, means of visual expression in diverse cultures and eras, media and techniques of art, artistic terminology, and critical approaches to the study of visual culture and related social issues; Students will acquire the skills to interpret art and visual culture in oral and written form

FNAR 200 Global Art History: Prehistoric to 600 CE (3 Credit Hours)
A comprehensive survey that introduces students to the art, architecture, and material practices of global cultures from pre-history to the 7th Century CE. This course will study the internal and cross-cultural relationships between various art forms and the social, geo-political, spiritual, economic, and political contexts in which selected artifacts and monuments were made.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of ancient global societies

FNAR 200R Art History: Pre-History to Renaissance in Rome (3 Credit Hours)
A general survey which explores the development of art in Western culture from pre-history through the sources of the Renaissance in the fourteenth century with a focus on Rome and Italy.
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will be able to demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of art in relation to their cultural, social, and historical contexts

FNAR 201 Global Art History: 600-1800CE (3 Credit Hours)
A general survey which explores the development of global art from 540 through 1800.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: ACFNA 105 / FNAR 201
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of early modern global societies

FNAR 202 Global Art History: Modern Art (3 Credit Hours)
A comprehensive survey of major artistic movements from a global perspective, engaging key concepts, issues, and modes of production in the modern world. It examines evolving ideas about the forms, content, techniques, and functions of art from the late 18th century to today considered within its socio-political and historical context.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: FNAR202/ICVM202/IFMS202
Outcomes:
Students will demonstrate knowledge of the key ideas, formal expressions, themes, techniques, and functions of modern art in relation to social-historical contexts and modern culture from a global perspective

FNAR 203 Chicago: Face of a City (3 Credit Hours)
An examination of the history of the Chicago School of Architecture along with public sculpture and mural painting in Chicago, this course explores the changing trends of American public art, artists' response to a public audience, and issues of social responsibility. Participation in class field trips is required.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will be able to identify the major social concerns of the city as well as the means by which visual arts can be integrated into its daily life; They will be able to recognize the major artists and recent artistic developments in their urban context

FNAR 207 Women, Art, and Society (3 Credit Hours)
An examination of women artists in Western culture and the societies in which they worked from the medieval period to the present. Women's artistic production, the styles and subject matter they embraced, and their relation to artistic trends of their eras are explored within the context of social attitudes about gender.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-FNAR207/WOST207/WSGS207
Outcomes:
Students will be able to demonstrate knowledge of women's contribution to the visual arts, the factors that impacted their participation in the art world, the underlying ways that gender constructions impact society, and feminist theory and methodologies related to art

FNAR 213 Drawing II (3 Credit Hours)
Pre-requisites: FNAR 113
An intermediate level drawing course designed to extend the understanding of the visual elements of drawing introduced in FNAR 113. This course includes an emphasis on color, and an exploration of a broader range of drawing media. Observational and conceptual problems are introduced.
Outcomes:
Students will be able to demonstrate an understanding of more advanced drawing principles through expanded practice and articulation of both formal and artistic ideas

FNAR 214 Painting II (3 Credit Hours)
Pre-requisites: FNAR 114
An intermediate level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114. This course will explore both oil and acrylic painting and a variety of substrates. Emphasis on individualized conceptual problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Outcomes:
Students will be able to demonstrate an understanding of more advanced painting principles through expanded practice and articulation of both formal and artistic ideas

FNAR 216 Lighting Techniques for Photography and Video Art (3 Credit Hours)
Pre-requisites: FNAR 115 or instructor permission
This course examines techniques with both available and artificial lights for works with photography and video. The students learn how the use and control of lighting are essential in working with lens-based media, whether it¿s on-location or in a studio environment. The concepts covered in the class will be used to produce photographic and video works.
Outcomes:
Students learn the equipment and techniques for effectively using available and artificial lights

FNAR 218 Printmaking II (3 Credit Hours)
Pre-requisites: FNAR 118
This course explores specialized work in intaglio, monotypes, and mixed media. Emphasis is placed on the development and perfecting of technique.
Outcomes:
Students demonstrate understanding of mixed-media printing; knowledge of a wide range of printmaking media; apply drawing concepts to the materials of printmaking; produce a consistent body of work in a complex medium; recognize historical prototypes and articulate the differences to others; and form judgments needed to adapt image making in a highly technical area of expression

FNAR 219 Photography: Digital Imaging (3 Credit Hours)
Pre-requisites: FNAR 115 - Foundations of Photography; A fully adjustable digital camera (DSLR) and an external hard drive are required
The course focuses on advanced editing techniques in Photoshop in regards to color correction, color management, image compositing, and image manipulation. Students will also learn the technical and aesthetic concepts that are crucial components of the digital workflow to further develop their visual languages as photographic artists.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR219/IFMS220
Outcomes:
Students learn more complex editing in Photoshop, how to operate a professional inkjet printer and the importance of paper selection; The course examines possibilities with digital technology

FNAR 222 Sculpture/Ceramics: Intermediate Studio (3 Credit Hours)
Pre-requisites: FNAR 124 and (FNAR 120 or FNAR 121); or instructor permission
This intermediate course expands the students' knowledge of materials, techniques, and concepts relative to the production of three-dimensional artwork. Students explore the dynamic interrelationship between art, craft, and design, with particular emphasis on the role and function of three-dimensional artworks historically and in contemporary practice. The conceptual possibilities for reproduction and multiplication in sculpture and ceramics is also highlighted. Visual and written research is a component of the course, as are personal reflection and group discussion. The course provides context for the key concepts explored.
Course equivalencies: FNAR320/FNAR222
Outcomes:
Students develop technical, aesthetic, and conceptual strategies in the creation of three-dimensional artwork, and increased awareness of cultural / historical perspectives of the medium

FNAR 232 Visual Communication II (3 Credit Hours)
Pre-requisites: FNAR 132 Visual Communication I
A continued study of the visual and conceptual principles introduced in FNAR 132 with an emphasis on advanced typographic principles and an introduction to the history of graphic design.
Outcomes:
Students gain knowledge of graphic design history and advance in their understanding of typography and imagery in the problem-solving processes in graphic design, including the further development of conceptual skills

FNAR 233 Digital Media Design (3 Credit Hours)
An exploration of image creation and design using Adobe Photoshop and Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of compositions effectively combining image and typography

FNAR 234 Digital Media: Vector (3 Credit Hours)
An exploration of vector illustration using Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of artistic compositions effectively combining image and typography

FNAR 251 African-American Art (3 Credit Hours)
An introduction to the achievements of Americans of African descent beginning with African roots through the Harlem Renaissance to the contemporary work of such internationally recognized artists as Richard Hunt and Martin Puryear. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-FNAR251/BWS 251
Outcomes:
Students will be able to demonstrate knowledge of the richness of African-American visual arts as they developed within and outside the purview of traditional art venues

FNAR 260 The Art of Bookbinding (3 Credit Hours)
An introduction to the basic methods of bookbinding exploring traditional and one-of-a-kind artists books. Sewn, glued and free form structures will form the basis for the study of image and text within the framework of a personal approach to alternative surfaces.
Outcomes:
Students will be able to construct and manipulate a wide variety of media using the grammar and language of the book form; Through selected projects students will utilize compositional elements and descriptive to communicate ideas and concepts in book form

FNAR 303 Visual Arts Pedagogy (3 Credit Hours)
This course explores the ideas of teaching and learning through the visual arts and arts integration as they pertain to teaching artists. Coursework includes lecture and discussion, readings, model teaching, and teaching artist visits. Students will learn art pedagogy, classroom management techniques, and to develop their ideas into a curricular format.
Outcomes:
Students will recognize perspectives and theories around learning through the visual arts, identify appropriate teaching content and techniques, and design appropriate visual arts lessons, aligning content and standards

FNAR 304 Paris in the Nineteenth Century (3 Credit Hours)
An examination of Nineteenth Century art in Paris as shaped by contemporary changes in the physical, social and economic life of the city.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of nineteenth century art and artists in the context of the emergence of a modern, industrial urban complex

FNAR 305 American Art to 1945 (3 Credit Hours)
An examination of American painting, sculpture, and architecture from the colonial period to the period immediately following World War II. Emphasis is placed on the development of specifically American art forms as they evolved from their dependency upon European sources.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the earliest days of the Republic when Europe served as a source of training and inspiration to the beginnings of modern times when global developments shifted the focus of artistic inspiration to New York

FNAR 306 Contemporary Art 1945-Present (3 Credit Hours)
An examination of recent developments in American and European art beginning with the physical shift of the center of artistic authority from Paris to New York during and immediately after World War II.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the mid-twentieth century to the present day; They will also understand the major theoretical issues of the period

FNAR 311 Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 213 or FNAR 214 or equivalent
The most advanced level studio course in painting and drawing and is designed to aid the student in developing a body of creative work from conception to production to presentation. This course is conducted as an individual studio practicum between the instructor and student. The course may be taken twice for credit.
Outcomes:
Students will demonstrate a strong understanding of their own creative process through the development of a cohesive body of work

FNAR 314 Painting III (3 Credit Hours)
Pre-requisites: FNAR 114 and 214
An advanced level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114 and expanded in FNAR 214. This course will explore a range of painting materials and substrates. Emphasis is placed on critique and the development of conceptual problems to build technical, perceptual, and personal expressive interpretation.
Outcomes:
Students will develop a body of work through expanded practice and articulation of both formal and artistic ideas

FNAR 315 Photography: Films and Cameras (3 Credit Hours)
Pre-requisites: FNAR 219 or instructor permission
This course will explore processes and materials related to film-based photography. The primary focus of this course will be shooting films with various types of film cameras. Students will also explore integrating a digital workflow to edit and print images captured on film.
Outcomes:
Students will learn how to use film cameras, scan film, and incorporate a digital workflow with the editing and printing of film to produce photographic projects

FNAR 318 Printmaking III (3 Credit Hours)
Pre-requisites: FNAR 218
A continued exploration of Printmaking I, II which enables the student to enhance technical and conceptual skills in printmaking mediums.
Outcomes:
Through selected projects students will demonstrate knowledge of contemporary trends in printmaking including new digital media and photomechanical processes; They will acquire analysis skills and functional critical knowledge of the grammar and language of prints

FNAR 320 Video Art (3 Credit Hours)
Pre-requisites: FNAR 216 or instructor permission
This is a course on Video Art and expanded lens-based media that introduces students to time-based art and the language and history of moving images. Students will explore the ways in which artists use video in their artworks and the techniques foundational to the craft of creating moving images.
Outcomes:
Students will learn technical skills, such as cinematography, video editing, and audio recording; Students will develop their literacy of video media by exploring artworks made by pioneering artists

FNAR 322 Sculpture & Ceramics: Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 222 or permission of instructor
An advanced studio course in which students focus on developing an independent, compelling three-dimensional fine arts practice through a more focused approach to the application and synthesis of knowledge and experiences in comparison to Intermediate Studio courses. Visual and written research and field trips are components of the course, as are personal reflection and group discussion. Technical experiments and key concepts are geared specifically to the students interests and artistic goals.
Course equivalencies: FNAR321/FNAR322
Outcomes:
Select and apply appropriate materials and methods to resolve complex visual and conceptual problems and meaningfully discuss key issues; Create a portfolio of work built on independent investigation

FNAR 332 Visual Communication III (3 Credit Hours)
Pre-requisites: FNAR 232 Visual Communication II
This course includes the continued study of contemporary graphic design practice and further work in design with emphasis on analytical and creative approaches to problem solving across many types of media. Students are exposed to current best practices for effective self-promotion.
Outcomes:
Students gain an understanding of how contemporary design is used to communicate; They begin to develop a sophisticated body of work, advancing in their ability to critically evaluate visual communication

FNAR 333 Explorations in Typography (3 Credit Hours)
Pre-requisites: FNAR 232
Students explore both practical and experimental solutions utilizing typography as a means of communication and language visualization; investigating multifaceted modes of expression with emphasis placed on the study and creation of meaning relative to audience, culture, and history.
Outcomes:
Students develop a heightened awareness of the nuanced role that typography plays as a delivery mechanism for narrative structures, information, language visualization, and alternate forms of expression

FNAR 334 Motion Design (3 Credit Hours)
An exploration of time-based motion graphics. Industry standard software is utilized as a vehicle for learning graphic animation concepts and as a tool for creative expression.
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of motion graphics effectively combining image and typography

FNAR 338 Medieval Art (3 Credit Hours)
An examination of the art and architecture of the Christian world from 250 to 1453 CE, including the Early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods as well as the influence of Islamic culture.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-FNAR338/MSTU380/ROST338
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of medieval art and their relation to relevant cultural, social, and historical contexts; They will acquire the skills to critically analyze these relationships and to understand the scholarship and issues related to medieval studies

FNAR 341 Renaissance Art - Painting (3 Credit Hours)
An examination of pictorial arts of the Renaissance in Northern and Southern Europe within the context of the material culture and society of the fifteenth and sixteenth centuries. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-FNAR341/ROST341
Outcomes:
Students will demonstrate knowledge of techniques, formats, themes, forms, functions, and patronage of European painting and its relation to society and culture and will acquire the skills to critically analyze these relationships

FNAR 342 Art in Rome (3 Credit Hours)
A survey of Rome's artistic heritage, including architecture, mosaic, painting, and sculpture from antiquity to the present day studied within the context of Rome's changing roles in Western European history. Classes are taught on site.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR342/ROST342
Outcomes:
Students will demonstrate knowledge of Rome's cultural role in history and of its artistic traditions and how they relate to their historical context

FNAR 343 Baroque Art (3 Credit Hours)
An examination of art and architecture in Europe during the seventeenth and eighteenth centuries with special concentration on the preeminence of Rome. (Rome Center students are expected to visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR343/ROST343
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of seventeenth and eighteenth-century Western European art and their relation to relevant cultural, social and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Baroque studies

FNAR 344 Early Italian Renaissance Art (3 Credit Hours)
An examination of Italian art and architecture from the late thirteenth to the late fifteenth centuries with special emphasis on Florence, Siena, and centers in northern Italy such as Padua and Mantua. (Rome Center students visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR344/ROST344
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of early Italian Renaissance art and their relation to relevant cultural, social, and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian Renaissance art

FNAR 345 Italian High Renaissance and Mannerist Art (3 Credit Hours)
An examination of Italian painting, sculpture, and architecture from the late fifteenth through the sixteenth centuries, focusing on the art of Florence, Rome, and Venice and including consideration of such artists as Leonardo da Vinci, Michelangelo, Raphael, and Titian. (Rome Center students visit and study works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR345/ROST345
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of Italian High Renaissance and Mannerist art and their relation to relevant cultural, social, and historical contexts; Students acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian High Renaissance and Mannerist art

FNAR 349 Art and the Catholic Tradition (3 Credit Hours)
An examination of the integral role that the visual arts and architecture have played in the Catholic faith since its early centuries.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will understand the role of Catholic art and architecture within its theological, social, and historical contexts through an examination of both visual and related textual sources

FNAR 351 Latin American Art I: Ancient to 19th Century (3 Credit Hours)
This course examines creative production in Latin America from its Ancient empires to colonization, and independence in the 19th century. Exploring archaic periods to imperial integration, we consider the legacy of indigenous artistic production and mestizaje in the visual culture in the region from the 16th through 19th century.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-ANTH344/FNAR351/INTS385/LASP
Outcomes:
Students will demonstrate the ability to distinguish sculptural, pictorial, and architectural styles of diverse cultures within the geographical and temporal boundaries defined, and historical processes that shaped its production

FNAR 352 Islam and Visual Culture (3 Credit Hours)
This course examines the visual forms of Islamic culture from the 7th century to the present. Students will be introduced to the major monuments, artistic techniques, and regional styles, investigating visual works within their historical context and in relation to intercultural engagement.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-FNAR352/IWS352
Outcomes:
Through study of major monuments, artistic techniques, regional style, and intercultural engagement, students will recognize Islam and visual culture as a global phenomenon entailing much more than religious artifacts

FNAR 353 Latin American Art II: Modern to Contemporary (3 Credit Hours)
This course provides an expanded understanding of modernity and its artistic partner, modernism, as well as the political, social and cultural landscapes that informed and formed the art and architecture of Latin America and its diasporic intersections, from the early twentieth century to the present day.
Interdisciplinary Option: Latin American Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to distinguish pictorial, sculptural, performative and architectural styles of diverse artists and identities associated with Latin America, and the historical processes that shaped its production

FNAR 355 Art of Africa (3 Credit Hours)
An examination of the traditional arts of West Africa and the Pacific and their role in the control and organization of tribal societies before the introduction of European influences.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: ANTH345/BWS/INTS/FNAR355
Outcomes:
Students will demonstrate understanding of the unique role of the visual arts and music in the transmission of traditional mores; They will demonstrate understanding of the social and artistic distinctions found in a comparison of highly centralized societies with loosely defined tribal organization and how this is reflected in different cultural standards

FNAR 356 India, Women and Visual Culture (3 Credit Hours)
This course examines images of women and the work of women artists in India, engaging with broader topics in feminist and postcolonial theory, including indigenous responses to colonialism, contemporary critiques of the female form in Indian art, and the agency of women artists in the twentieth and twenty-first centuries.
Outcomes:
Student will become familiar with the work of Indian women artists and how images of Indian women have been understood and interpreted throughout the 20th and 21st centuries

FNAR 357 South Asian Visual Culture (3 Credit Hours)
An examination of the cultural background and major art forms of South Asia from the Indus River Valley settlements to the Present. As well as sculpture, architecture and painting, popular visual art forms will be examined.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR357/ASIA357/INTS396
Outcomes:
Students will demonstrate knowledge of the religious, cultural and political forces shaping South Asian art; They will be able to distinguish the regional styles and identify the major monuments of South Asia; Students will understand the role of the visual arts in South Asian society

FNAR 358 Chinese Art and Culture (3 Credit Hours)
An examination of the cultural background and major visual art forms of China from prehistoric to early modern times.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR358/ASIA358/INTS321
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major traditional art forms of China; They will recognize the degree to which Confucian morality controlled the social and intellectual principles by which society was governed and the arts evaluated until the advent of Communism

FNAR 359 Japanese Art and Culture (3 Credit Hours)
An examination of the cultural background and major art forms of Japan from earliest times until the twentieth century.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-FNAR359/ASIA359/INTS329
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major art forms of Japan; They will recognize the dual formative influences of indigenous traditions and those of foreign origin in what becomes a uniquely Japanese adaptation and resolution of ideas expressed effectively either verbally or visually

FNAR 360 Picturing Women in Renaissance and Baroque Art (3 Credit Hours)
An examination of issues related to women, art, and society in early modern Europe (15th-17th centuries) through a study of women as subject matter, viewers, producers, and patrons of art. A multi-disciplinary approach is employed to explore how gender as a social, political, and psychological category is reflected in and reinforced by visual culture.
Interdisciplinary Option: European Studies, Women & Gender Studies
Course equivalencies: X-FNAR360/WOST360/WSGS360
Outcomes:
Students will demonstrate knowledge of the ways gender is constructed in society, the origins and effects of gender attitudes, the interrelation between gender and visual culture, and the ways women have claimed agency; Students will critically analyze visual culture and gender attitudes and demonstrate knowledge of feminist theory and scholarly methods

FNAR 364 History of Graphic Design (3 Credit Hours)
A survey of the evolution of graphic communication from prehistory through postmodern design and the digital revolution.
Outcomes:
Students will demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of graphic communication in relation to its social-historical context

FNAR 365 History of Photography (3 Credit Hours)
A chronological and thematic survey of the history of photography, especially in Europe and America. Fine art and utilitarian applications of the medium are considered by examining photographers who represent the origin and development of major pictorial forms; the interaction between technology and imagery; and the relationships between photography and historical, social and cultural events.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR365/ICVM365/IFMS365
Outcomes:
Students will be able to demonstrate understanding of the most important pictorial forms, themes, practitioners, processes and context of photography as a fine and applied art from the beginning of the nineteenth century to the present

FNAR 367 History of Architecture (3 Credit Hours)
An examination of the history of the built environment from the earliest known forms to contemporary examples, in terms of architectural theory, structural realities and socio-cultural usages.
Outcomes:
Students will be able to demonstrate an understanding of the many ways architecture serves the human race, and be able to constructively analyze the specific functions buildings serve within their particular cultural temporal milieu

FNAR 367R Architecture in Rome (3 Credit Hours)
This course explores architectural drawing as a way to incorporate hands-on experience in students` study of architecture in Rome. Students will develop drawing skills by conceptualizing architectural ideas in relationship to Rome's buildings and sites.
Outcomes:
Upon successful completion of this course, students will be able to develop basic architectural drawing skills, to understand graphic standards and drawing conventions of the architectural design as well as to analyze and appreciate Rome's architectural buildings and spaces

FNAR 368 Fine Arts Internship (1-4 Credit Hours)
A comprehensive introduction to gallery and/or studio operations in the Fine Arts Division. Internships will provide opportunities in various aspects of administration, scholarship, teaching, and sustaining standards in studio and/or gallery performance. Gallery internships available at the Ralph Arnold Gallery. External internships upon approval. Teaching/studio assistantship based on class availability. Departmental consent required for enrollment.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop practical experience for the professional world and be able to demonstrate knowledge of gallery/museum administration, scholarship, exhibition production, and/or class preparation and teaching

FNAR 380 Internship I (1-4 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III; Fine Arts Majors only
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 381 Internship II (1-4 Credit Hours)
Pre-requisites: Permission of chairperson
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 382 Visual Communication IV (3 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III and Senior standing or instructor permission
This course perfects the practice and tools of visual communication through a series of advanced projects with the aim of creating a robust and well-balanced body of work.
Outcomes:
Students are prepared to use their skills in research, analysis, and the design processes that lead to creative conceptualization to create appropriate design decisions and refined design solutions

FNAR 383 Interactive Design (3 Credit Hours)
Pre-requisites: FNAR 233 Digital Media Design
This course introduces aspects of interaction and web design including theory, common best practices, usability, information architecture, graphic design in the interactive context, prototyping, and the technical parameters of an interactive environment. Industry standard software will be used. Strong emphasis will be placed on design principles, information hierarchy, and typography.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR383/ICVM383/IFMS383
Outcomes:
Experience in the research, planning, design, and prototyping of interactive communication

FNAR 388 Critical Approaches to Visual Art (3 Credit Hours)
Pre-requisites: FNAR 202: Modern Art, C- or higher
This course examines key theoretical issues in contemporary art. Students will apply these concepts to develop strategies for creative output. The course will feature readings, discussions, written assignments, and projects to explore interdisciplinary approaches that emphasize idea as the primary means of visual production.
Outcomes:
Gain an understanding of key theoretical concepts in contemporary art; Apply theoretical concepts for the production of artworks; Develop a contemporary art practice in preparation for FNAR 398 Capstone

FNAR 390 Art History: Methods and Research (3 Credit Hours)
Pre-requisites: Restricted to Art History Majors and Minors
An examination of theoretical, critical and methodological issues as related to Modern and Post-Modern art.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR390/IFMS390
Outcomes:
Students will learn to recognize and apply a range of appropriate theoretical approaches and scholarly methods

FNAR 391 Senior Thesis in Art History (3 Credit Hours)
Students develop an in-depth scholarly research paper while engaging new theoretical frames or topics to expand upon the writing and research of a paper of their choice from a previous art history class. In addition, they will share their research in a final, formal oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and articulate in verbal and written form relevant issues

FNAR 392 Senior Thesis II: FNAR Art History Capstone (3 Credit Hours)
Pre-requisites: FNAR 391 or instructor permission; Art History majors only; Senior standing
The second half of the capstone experience for art history majors. In Senior Thesis II, students write an in-depth scholarly research paper.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and defend a thesis; and critically analyze and articulate in verbal and written form the issues and ideas relevant to their topic

FNAR 393 Topics in Studio Art (3 Credit Hours)
Special topics in specific areas of study in studio art.
Outcomes:
Students will master topics in areas of studio art not offered elsewhere in the curriculum

FNAR 394 Topics in Art History (1-4 Credit Hours)
Special topics in specific areas of study in art history.
Outcomes:
Students will master topics in areas of art history not offered elsewhere in the curriculum

FNAR 398 Fine Arts Capstone (3 Credit Hours)
Pre-requisites: Completion of the most advanced course in the student's FNAR concentration
The course serves as the culmination of each student's experience as a Fine Art major. Students will demonstrate the ability to produce work that exemplified the application and synthesis of the knowledge gained from the courses and experiences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to produce art work suitable for exhibit

FNAR 399 Independent Study (1-4 Credit Hours)
Pre-requisites: written permission of instructor and chairperson
Advanced student are afforded the opportunity to work on an in-depth project in the medium of his/her choice in a tutorial setting. The course is developed in consultation with a faculty advisor and is stated formally in a written contract. of definition, goals, procedures and outcomes.
Outcomes:
Students will be able to demonstrate the ability to produce a significant body of original artwork on a focused theme

Music (MUSC)

MUSC 101 Music: Art of Listening (3 Credit Hours)
Focus is on the acquisition and enhancement of listening skills through direct experience of musical works along with an examination of cross-cultural similarities and differences among musical styles. Concert attendance is required.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A cultivation of musical perception through a process of repeated and guided listening; strengthening of listening skills while developing and expanding styles perspectives

MUSC 102 Class Piano for Beginners (3 Credit Hours)
For the student who has never had keyboard instruction and is interested in learning the art of performance on the piano. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic keyboard ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 103 Class Guitar for Beginners (3 Credit Hours)
For the student who has never had guitar instruction and is interested in learning the art of performance on the guitar. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic guitar ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 104 Gospel Choir (1 Credit Hour)
Admission through audition. A mixed ensemble of singers performing primarily Gospel music (Spirituals, Blues, etc). Admission through audition. The choir participates in at least one public performance each semester. May be repeated to a limit of eight hours.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC104/BWS 104
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; They reflect on their personal and collective artistic growth through the process

MUSC 105 Symphony Orchestra (1 Credit Hour)
Admission through audition. The study and performance of standard orchestral literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper instrumental technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 106 Guitar Ensemble (1 Credit Hour)
Admission through audition. For advanced guitarists. The study, rehearsal and performance of transcriptions and original works for guitar ensemble. Repertoire from the Renaissance through the present will be performed. Students must provide their own instruments. Gives at least one concert each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper guitar technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 107 Chorus (1 Credit Hour)
University Chorus is a topics course in ensemble singing devoted to the study, rehearsal and performance of standard choral literature of all periods. Admission through audition. Gives at least two performances each semester. Some sections require audition for admission.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve their vocal/choral technique and knowledge of the musical literature through rehearsal and performance; They reflect on their personal and collective artistic growth throughout the performance process

MUSC 108 Liturgical Choir: Cantorum (1 Credit Hour)
Admission through audition. An SATB ensemble providing music for the Sunday liturgies in Madonna della Strada Chapel and other university liturgical and choral functions and concerts. Repertoire includes both traditional and contemporary sacred music. Admission through audition.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic throughout the performance process

MUSC 109 Jazz Ensemble (1 Credit Hour)
Admission through audition. Rehearsal and performance of standard Jazz and Big Band music. Members must have previous Jazz Band experience. Performs publicly at least twice each semester of the academic year.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC109/BWS 109
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 110 Wind Ensemble (1 Credit Hour)
Admission through audition. The study and performance of standard wind ensemble literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 111 Percussion Ensemble (1 Credit Hour)
Enrollment Requirements: Audition and permission of the instructor. The study and performance of standard percussion ensemble literature. The ensemble gives at least two concerts each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

MUSC 122 Introduction to Digital Music (3 Credit Hours)
Computers and digital tools have been seeping into the world of music, and this course aims to explore this newly formed territory. This course is intended for students who wish to learn more about electronic music, signal processing, and algorithmic music composition. Understanding of the physics of musical sound and digital audio, facility with hands-on applications of algorithmic music composition and musicology, and ability to design and render digital instruments.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122

MUSC 142 Class Voice for Beginners (3 Credit Hours)
For the student who has never had voice instruction and is interested in learning the art of vocal performance. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
A basic vocal ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 144 Music Theory I (3 Credit Hours)
Co-requisites: MUSC 145
An introduction to the fundamentals of melodic construction in all the diatonic modes (major/minor and modal) and culminates in control of two-part counterpoint. Melodies will be examined and broken down into their essential components. The class strengthens the basic musicianship skills of the student through performance of the students' written compositions illustrating the class concepts. Must be taken concurrently with MUSC 145.
Outcomes:
Through the study of melody students will develop an understanding of musical notation, the organization and color of all diatonic scales (major/minor and modal), interaction between intervals, transposition and its implications, rhythmic and beat structure, and begin developing critical analysis skills

MUSC 145 Musicianship Lab I (1 Credit Hour)
Co-requisites: MUSC 144
This course reinforces concepts presented in Music Theory I and introduces students to the basic concepts of sight singing, ear training and dictation. The voice is the class's primary focus. This course must be taken concurrently with MUSC 144.
Outcomes:
Recognize Music Theory I concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 153 The Music of China (3 Credit Hours)
This course surveys the broad range of Chinese musical traditions as well as the practice of fieldwork, music theory and methodological issues encountered in Chinese music studies.
Outcomes:
Students will identify Chinese musical traditions throughout history and their connections to the Chinese language, history, cultural and religious studies and politics

MUSC 154 Intro to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

MUSC 154R Introduction to Opera in Rome (3 Credit Hours)
This course offers the student an overview of the development of opera in Europe with a particular emphasis on some of the most representative Italian operas and authors from the 17th to the 20th century. As the course considers opera as a cultural phenomenon, the historical, intellectual, political, social, religious and economic conditions that influenced the development of this art will be also examined.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Students will acquire the basic understanding the cultural phenomenon of opera and the style differences of different historical periods, as well as musical terms

MUSC 155 Intro to Symphonic Music (3 Credit Hours)
Survey of the principal forms of orchestral music from the Baroque to the present. Course will include: the symphony, concerto suite, overture, and symphonic poems. (Also offered at Rome Center.)
Outcomes:
Functional knowledge of the language and grammar of music through selected analysis and experience of specific symphonic literature

MUSC 156 Intro to Jazz (3 Credit Hours)
Survey of the development of jazz emphasizing the major trends and artists of this unique American style. Listening skills will be developed.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-MUSC156/BWS 156
Outcomes:
Functional knowledge of the language and grammar of this uniquely American music through selected analysis and experience of specific jazz literature

MUSC 157 America Popular Song (3 Credit Hours)
Survey of American popular song from the early 19th century minstrel shows to the present. The evolution of this music and its relationship to society will be studied. Listening skills will be developed.
Outcomes:
Functional knowledge of the language and grammar of popular music through selected analysis and experience of specific repertoire

MUSC 161 Music in United States (3 Credit Hours)
An historical survey and guided listening experience of the evolution of music in the United States from the earliest inhabitants and settlers to the dawn of the 21st century. Special emphasis will be given to a selected era and/or music type.
Outcomes:
An understanding of the societal influences on the music of the United States and an appreciation of its music repertoire

MUSC 185 Jazz Improvisation (3 Credit Hours)
Previous basic understanding of theory and analysis is essential. Fundamentals will be expanded and enhanced through writing, listening and performing. An emphasis will be placed on learning the jazz language by ear. Students will also learn to read lead sheets and chord symbols, developing the ability to apply the jazz language to the repertoire.
Outcomes:
Appreciation for and ability to create and perform jazz improvisation

MUSC 186 Jazz Arranging (3 Credit Hours)
Fundamentals of composition and arranging will be expanded and enhanced through writing and listening. Students will learn information about the instrumentation of the big band, instrument ranges, and how to use software to make arrangements. Previous basic understanding of theory and analysis is essential.

MUSC 201 Music Technology I (3 Credit Hours)
This introductory course in Music Technology is designed to introduce students to MIDI orchestration, sequencing and digital audio editing. The course is designed to present software and hardware as tools for the creation of sound design as musical composition.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Demonstrate proficiency in using software as a musical instrument to orchestrate, perform and record

MUSC 202 Class Piano II (3 Credit Hours)
Pre-requisites: MUSC 102 or permission of the instructor
This applied group class is designed for students who have successfully completed MUSC 102, or have previously attained a similar level of proficiency. Emphasis is on a variety of styles and levels of keyboard repertoire to promote a balance of new information with musical material that reinforce concepts.
Outcomes:
Students will demonstrate basic keyboard skills, piano repertoire and musical styles, to express themselves musically at the piano

MUSC 203 Class Guitar II (3 Credit Hours)
Pre-requisites: MUSC 103 or permission of the department
This course is a continuation of (MUSC 103) or a previously attained equivalent level of study and musical skill development. Throughout the course students refine technical skills and music theory as applied to the guitar. Students perform in both solo and ensemble settings.
Outcomes:
Students will demonstrate an ongoing development of coordination skills, fingerboard knowledge, sight-reading skills, performance practices and intermediate repertoire knowledge

MUSC 207 Chamber Choir (1 Credit Hour)
Audition Required. An ensemble of advanced singers performing works written especially for the smaller choir. Performance of music from all historical periods suitable for this type of choir. The choir participates in at least two public performances each semester. Admission through audition. May be repeated for up to eight credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered through rehearsal and performance, while integrating proper vocal/choral technique; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 244 Music Theory II (3 Credit Hours)
Pre-requisites: MUSC 144; Corequisite: MUSC 245
An introduction to the fundamentals of harmonic progressions controlled through either expansion of a tonic-dominant phrase structure, elaborations of two-part counterpoint structures, or control of the three basic root motion models. Music will be analyzed using chord matrixes and reductions into two-part frameworks. The class strengthens the basic musicianship skills through performance students' compositions illustrating the class concepts. Must be taken concurrently with MUSC 245.
Outcomes:
Through the study of harmony students will develop an understanding of all chord types, root motion, cadence types, how tonal music expands upon the basic tonic-dominant phrase, voice leading techniques, and begins exploring the techniques of chromaticism and modulation; The class will also further develop the student's critical analysis skills

MUSC 245 Musicianship Lab II (1 Credit Hour)
Co-requisites: MUSC 244
Students build on basic voice and board skills acquired in Musicianship Lab I and reinforce concepts introduced in Music Theory II by recreating the concepts on the keyboard and voice. This course must be taken concurrently with MUSC 244.
Outcomes:
Recognize Music Theory II concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 246 Composition I (3 Credit Hours)
Course deals with the study of music theory and simple and binary forms. In addition to that, students compose an original piece of music for two instruments that receives public performance.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the study of relevant music scores, students learn the principles of composition and instrumentation to then apply them to their own compositions

MUSC 247 Composition II (3 Credit Hours)
Pre-requisites: MUSC 246
This course deals with the study of melody, counterpoint, harmony, and shorter forms. In addition to the study of theory and form, students compose an original piece of music for two instruments that is presented professionally at a public performance.
Outcomes:
Through the study of related scores and with the supervision of instructor, students compose an original work for violin and piano or violoncello and piano

MUSC 248 Jazz Composition and Arranging (3 Credit Hours)
Pre-requisites: MUSC 144
A study of the harmonic, melodic, and rhythmic theories that lead to the ability to compose and arrange in the jazz idiom. Emphasis will be placed on common harmonic progressions, scale / chord relationships, melody, song forms, and extended harmony and reharmonization. Students will also learn the basic principles of arranging and music notation, culminating in a final composition and arranging project for jazz quintet.
Outcomes:
The ability to compose and arrange music for small jazz combos of up to two horns plus rhythm section

MUSC 252 Music History I (3 Credit Hours)
Pre-requisites: MUSC 144 and MUSC 145 or taken concurrently
European music from the Medieval to the early Baroque where vocal music dominated, and the study of counterpoint led to the birth of harmony.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Through listening, performance and study students demonstrate an understanding of how melodic composition gave rise to harmony and formed the foundation of Western music

MUSC 255 Music in Catholic Worship (3 Credit Hours)
Pre-requisites: MUSC 252
This course will trace the development of music in liturgy from Gregorian chant through Vatican II and to the present, examining repertoire and forms, musical and theological trends, and how music has been employed in the expression of the living prayer of the Roman Catholic Church through the centuries.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-MUSC255/CATH255
Outcomes:
Students can identify the major shifts and movements of music in the Catholic Church from the Middle Ages to the present, including the shifts represented by the Second Vatican Council

MUSC 256 Jazz Music History (3 Credit Hours)
This course is a historical and listening survey exploring the development of jazz music from its origins at the turn of the 20th century to the music of the present era. Many styles of jazz and a multitude of important musicians will be discussed, as well as important cultural and sociological aspects of the art form.
Interdisciplinary Option: Italian American Studies
Outcomes:
Through listening, lecture, required reading, and concert attendance, the student will gain an understanding of the basic musical elements of jazz, it's musical and sociological contexts, and how these elements have developed and changed over the music's varied history

MUSC 260 Conducting (3 Credit Hours)
The student will acquire a personal conducting style through study and practical application and will develop the basic skills that make one an effective, well-rounded conductor.
Outcomes:
Students will demonstrate rudimentary skills of conducting: including conducting patterns, cues, score reading and analysis

MUSC 261 Lyric Diction I: Italian and German (1 Credit Hour)
This course will acquaint students with the rules of diction in the two major languages of classical singing, German and Italian. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make the relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe Italian and German into IPA; To learn and produce all of the relevant sounds of German and Italian; To sing in German and Italian with accurate diction

MUSC 262 Lyric Diction II: French and Other Languages (1 Credit Hour)
This course will acquaint the student with the rules of French, English and Latin. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe French, English and Latin texts into IPA; To learn to produce all of the relevant sounds of French; To sing in French, English and Latin with accurate diction

MUSC 280A Applied Music: Clarinet (1 Credit Hour)
Twelve 30-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280AA Applied Music: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 30-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 280B Applied Music: Percussion (1 Credit Hour)
Twelve 30-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280BB Applied Music: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 30-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 280C Applied Music: Oboe (1 Credit Hour)
Twelve 30-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280E Applied Music: Trumpet (1 Credit Hour)
Twelve 30-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280F Applied Music: Saxophone (1 Credit Hour)
Twelve 30-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280G Applied Music: Guitar (1 Credit Hour)
Twelve 30-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280I Applied Music: Organ (1 Credit Hour)
Twelve 30-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280J Applied Music: Piano (1 Credit Hour)
Twelve 30-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280K Applied Music: Voice (1 Credit Hour)
Twelve 30-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280L Applied Music: Violin (1 Credit Hour)
Twelve 30-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280M Applied Music: Flute (1 Credit Hour)
Twelve 30-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280N Applied Music: Cello (1 Credit Hour)
Twelve 30-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280O Applied Music: Double Bass (1 Credit Hour)
Twelve 30-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280P Applied Music: Viola (1 Credit Hour)
Twelve 30-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Q Applied Music: Horn (1 Credit Hour)
Twelve 30-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280R Applied Music: Trombone (1 Credit Hour)
Twelve 30-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280S Applied Music: Harp (1 Credit Hour)
Twelve 30-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280U Applied Music: Drum Set (1 Credit Hour)
Twelve 30-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280V Applied Music: Low Brass (1 Credit Hour)
Twelve 30-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Y Applied Music: Bassoon (1 Credit Hour)
Twelve 30-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Z Applied Music: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 30-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 289 Chamber Music (1 Credit Hour)
Small ensemble (2-10 member) applied music study through non-jazz instrumental ensembles. Open to strings, woodwinds, brass, keyboard instruments. One or more public performance is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 290 Jazz Combo (1 Credit Hour)
Small group applied jazz music study through ensemble playing. One or more public performance is required. Enrollment Conditions: Audition and permission of the instructor
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 320 Rehearsal and Performance (1 Credit Hour)
This course allows students to receive credit for performing in an on-campus production during the semester. Completion and submission of a journal or paper is required. Permission of department is required.
This course satisfies the Engaged Learning requirement.

MUSC 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, or permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

MUSC 333 Music and Ritual in Catholic Liturgical Life (3 Credit Hours)
Drawing both from liturgical documents and the ritual texts themselves, this course explores how the theology and spirituality of our Catholic tradition are expressed in the music, liturgies, and rituals of the Roman Catholic Church.
Outcomes:
Students are conversant with the components, structure, and musical elements of the Catholic liturgy and how the Mass interacts with the spiritual and cultural lives of the faithful

MUSC 344 Music Theory III (3 Credit Hours)
Pre-requisites: MUSC 244 or permission of chair
Study of large compositional forms and the extended harmonic vocabulary of music of the 19th century. Continued development of aural, keyboard, sight-singing, compositional and analytical skills in class, computer lab and small group sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 345 Music Theory IV (3 Credit Hours)
Pre-requisites: MUSC 344 or permission of chair
Continued examination of the structural aspects of music with a focus on contrapuntal forms. Study of the compositional vocabularies of 20th century music. Continued development of aural, keyboard, sightsinging, compositional and analytical skills in class, computer lab and weekly skills sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 347 Composition III (3 Credit Hours)
Pre-requisites: MUSC 247
Course provides students with the ability to compose an original work for string quartet and examines larger forms, chromatic harmony, extended tonality, and modern techniques.
Outcomes:
Through the writing of original music and the study of related scores students demonstrate an understanding of musical forms and techniques and the ability to compose music for string quartet

MUSC 353 Music History II (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
A new shared musical language spreads through Europe during the Baroque through Romantic period giving rise to the best known composers of Western music.
Interdisciplinary Option: European Studies
Course equivalencies: MUSC353 / MUSC253
Outcomes:
Students demonstrate an understanding of how composers developed music during this common practice period to create some of the most well known works of the Western cannon

MUSC 354 Music History III (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
Composers in the modern era turn to innovative and foreign influences as technological developments allow the Western musical tradition to spread throughout the world.
Course equivalencies: MUSC354 / MUSC254
Outcomes:
Students are able to identify and articulate the many musical innovations and movements that helped turn Western music into a global force of expression

MUSC 363 Foundations of Vocal Technique and Pedagogy (3 Credit Hours)
This course will acquaint students with the basics of anatomy and physiology associated with singing technique, including the anatomy of the larynx, the structure of posture and breathing, and the physics of resonance. Additional topics will include vocal registers, healthy use of voice, and the basics of vocal instruction. Recognize healthy modes of phonation across musical styles. Learn to structure a voice lesson.
Outcomes:
Identify the major anatomical structures used in singing and their function

MUSC 364 Vocal Repertoire (3 Credit Hours)
This course covers a broad spectrum of vocal repertoire from 1600 to the present. Emphasis will be given to the application of stylistic conventions and the development of effective performance skills, culminating in public performance.
Outcomes:
To gain knowledge of important vocal repertoire and history; To develop the creative capacity to perform vocal music of different styles and eras

MUSC 365 Vocal Performance Workshop (3 Credit Hours)
The class aims to develop students' ability to deliver compelling performances on the musical stage. The first portion of the semester is focused on gaining and applying theoretical knowledge of acting for the singer. The second portion of the class focuses on preparing and performing opera/musical scenes.
Outcomes:
Acquire foundational skills in acting for singers / Learn basics of stagecraft for musical production / Perform operatic and/or musical theatre scenes

MUSC 370 The Business of Music (3 Credit Hours)
The Business of Music will offer a broad overview as to how the music industry works and provide insight into various career options. The course will include weekly discussions on current events in the music industry as they occur and feature a host of guest speakers. Students will also learn about the recording industry, music publishing, and the digital music world.
Outcomes:
An understanding of careers in the areas of performance, composition, production, management, education, and radio

MUSC 374 Musical Theatre Repertoire (4 Credit Hours)
This capstone repertoire course synthesizes musical theatre history, theory and performance. It is designed to develop students' ability to perform vocally, dramatically and physically within the canon of musical theatre repertoire. It culminates in a musical theatre showcase which features student performance of the repertoire learned in class.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the history of musical theatre performance by comparing the work of significant composers, directors and choreographers and demonstrate understanding of the intrinsic requirements for effective synthesis of vocal, dramatic and dance performance

MUSC 380A Applied Music Advanced: Clarinet (1 Credit Hour)
Twelve 60-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380AA Applied Music Advanced: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 60-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 380B Applied Music Advanced: Percussion (1 Credit Hour)
Twelve 60-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380BB Applied Music Advanced: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 60-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 380C Applied Music Advanced: Oboe (1 Credit Hour)
Twelve 60-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380E Applied Music Advanced: Trumpet (1 Credit Hour)
Twelve 60-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380F Applied Music Advanced: Saxophone (1 Credit Hour)
Twelve 60-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380G Applied Music Advanced: Guitar (1 Credit Hour)
Twelve 60-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380I Applied Music Advanced: Organ (1 Credit Hour)
Twelve 60-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380J Applied Music Advanced: Piano (1 Credit Hour)
Twelve 60-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380K Applied Music Advanced: Voice (1 Credit Hour)
Twelve 60-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380L Applied Music Advanced: Violin (1 Credit Hour)
Twelve 60-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380M Applied Music Advanced: Flute (1 Credit Hour)
Twelve 60-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380N Applied Music Advanced: Cello (1 Credit Hour)
Twelve 60-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380O Applied Music Advanced: Double Bass (1 Credit Hour)
Twelve 60-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380P Applied Music Advanced: Viola (1 Credit Hour)
Twelve 60-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Q Applied Music Advanced: Horn (1 Credit Hour)
Twelve 60-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380R Applied Music: Advanced Trombone (1 Credit Hour)
Twelve 60-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380S Applied Music Advanced: Harp (1 Credit Hour)
Twelve 60-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380U Applied Music Advanced: Drum Set (1 Credit Hour)
Twelve 60-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380V Applied Music Advanced: Low Brass (1 Credit Hour)
Twelve 60-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Y Applied Music Advanced: Bassoon (1 Credit Hour)
Twelve 60-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Z Applied Music Advanced: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 60-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 385 Jazz Improvisation II (3 Credit Hours)
Pre-requisites: MUSC 185 Jazz Improvisation
A continued study of the harmonic, melodic, and rhythmic theories that lead to the ability to improvise in the jazz genre. Emphasis is on ear training, listening, extended harmony, motivic development, rhythm, and scale /chord relationships.
Outcomes:
Students will be able to construct bass lines, build four-part chordal accompaniment at the piano, and improvise melodies and improvise over intermediate to advanced tunes in the jazz

MUSC 386 Orchestration (3 Credit Hours)
Pre-requisites: MUSIC 144 or permission of chair
Immersion in the art of writing for the instruments of the orchestra in order to understand and write /arrange music for the indigenous capability of each instrument while achieving desired sound effects.
Outcomes:
Ability to score effectively for every instrumental family and also to write/arrange music for any instrumental ensemble

MUSC 387 Solo Recital: MUSC Capstone (1-4 Credit Hours)
Pre-requisites: Department's permission and audition
Preparation and presentation of a full-length, balanced program by memory in one's major area of performance. This may be taken twice for credit.
Outcomes:
For the performance-oriented student, the capstone of 4 years of applied study as well as fulfillment of an experience required by graduate schools for performance majors

MUSC 388 Lecture/Recital: MUSC Capstone (3 Credit Hours)
Pre-requisites: Music Major only
A directed studies capstone experience course. Project proposal must be approved by the course advisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include, a performance of a composition, paper presentation, digital music design for a commercial product, conduct a chamber ensemble or the creation of a music installation. This course satisfies the Engaged Learning requirement.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

MUSC 389 Topics in Music (1-9 Credit Hours)
Specific course titles and content will vary. May be taken as directed study under the supervision of a designated faculty member for independent or small group research in special areas of interest. Because of variations described, students may repeat the course for a total of six hours.
Outcomes:
Opportunity to experience a music elective which is not ordinarily in the music offerings and thus enables individual enhancement of unique interests

MUSC 394 Internship in Music (1-6 Credit Hours)
Music students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission required. No more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a music organization while reflecting on their work experience and applying theories and techniques acquired from their music courses

MUSC 397 Fieldwork in Chicago - Music (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional music organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours to be assigned to be determined by the student in consultation with the Director of Music and the project supervisor

MUSC 399 Independent Study (1-6 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a music faculty member.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the chairperson and theatre faculty supervisor

Theater (THTR)

THTR 100 Intro to Theatre Experience (3 Credit Hours)
This course is an introductory study of the theatrical art form and its contemporary production practice. Students engage in a series of workshops and participatory creative projects.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will demonstrate the ability to identify the variety of collaborating arts and artists that combine to create of a work of theatre; to analyze a play script for live performance; to evaluate theatrical production; and to creatively apply knowledge of theatrical process through expressive and creative endeavors

THTR 142 Class Voice for Beginners (3 Credit Hours)
This class is for the student who has never had voice instruction and is interested in learning the art of performance in voice. Strongly recommended for those interested in the music major, theater or public speaking/performance
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
Students will demonstrate understanding and application of the fundamentals of music theory, diction, and tone

THTR 154 Introduction to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

THTR 203 Dramatic & Theatrical Process (3 Credit Hours)
This course is an introduction to the basic methods of analyzing and interpreting plays representative of the modern stage (from Ibsen to the present). It explores how text analysis is, for all theatre artists, a critical first step in transferring the printed play text to the stage.
Outcomes:
Students will acquire the ability to analyze a play's structure and ideational content, its characters, and the potential challenges each play presents to theatre artists seeking to produce the play on the stage for a modern audience

THTR 204 Playwriting (3 Credit Hours)
This course is and introduction to the theories and techniques of playwriting with particular emphasis on the analysis of dramatic structure.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the theories and techniques of playwriting and dramatic structure through application of these skills in several playwriting exercises and the development of a one act play

THTR 205 Theatre in Chicago (3 Credit Hours)
This course is an introduction to live theatre in the rich Chicago theatre scene. Students will develop an appreciation and enjoyment of drama through attendance at live theatre performance and sharpen critical thinking skills through written critiques and discussion of those productions.
Outcomes:
Students will demonstrate knowledge of and appreciation for the range of theatrical experiences, traditions and expressions available in the City of Chicago

THTR 227 Stage Management (3 Credit Hours)
This course explores the role of the stage manager in theatrical production from pre-production through closing documentation.
Outcomes:
Students will demonstrate understanding of the responsibilities and duties of a Stage Manager to a production; develop the necessary communication and organizational skills to fulfill these responsibilities in a production experience; and be exposed to various techniques and tools used in professional stage management

THTR 241 Voice & Diction for Stage I (3 Credit Hours)
This course focuses on the techniques of effective voice and speech production.
Course equivalencies: THTR 241 / THTR 241E
Outcomes:
Through class exercises and presentations, students will demonstrate greater knowledge and control over their breath support, tonal placement, vocal resonance, projection, clarity of articulation, Standard American vowel and consonant formation, language orchestration and coloration

THTR 252 Theatrical Design I (3 Credit Hours)
This course introduces the theatre student to the fundamentals of design especially as they relate to the theatrical design of sets, lights, and costumes.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will demonstrate understanding of the tools a set, costume, and lighting designer use to express their ideas; improve their abilities to communicate their creative ideas; appreciate how design affects an overall theatrical experience; and be prepared to engage in practical design experience in our theatre

THTR 261 Beginning Acting (3 Credit Hours)
Beginning Acting is an introduction designed to provide a foundation in the critical understanding and practical application of contemporary acting theories and techniques. Content will focus on stimulating full utilization of the actor's instrument (mind, body, voice, imagination, and emotion) and using exercises and improvisations to provide a practical approach to standard acting challenges.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will develop skills in observation, concentration and imagination, as well as critical skills in script analysis

THTR 267 Acting Theories and Techniques II (3 Credit Hours)
Pre-requisites: THTR 261
This course builds on the skills introduced in THTR 261 and development of physical and vocal skills towards performance of character from classical texts.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will develop skills to research historical information for application in performance of characters and improve use of the body and voice to communicate character

THTR 300 Design Technology: Special Effects, Sound Engineer (3 Credit Hours)
Special Effects, Sound Engineering, Moving Light Programing, Projections, Computer Aided Drafting and Automation Design
Outcomes:
To provide a broad overview of current state of the art stage design technologies through lectures, demonstrations, and hands-on work

THTR 305 Theatre Workshop: Special Topics (3 Credit Hours)
This course introduces the student to a style, genre or method theatre making through active application in exercises, demonstrations, games and workshops.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop skills in applying performance theory to practice; develop performance skills in a particular style or genre; expand a repertoire of rehearsal techniques; and develop skills to create original theatre pieces

THTR 321 Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321C Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321E Practicum: Electrics (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with electrics.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321P Theatre Practicum: Production Staff (1 Credit Hour)
Pre-requisites: Permission of the Department
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience as production staff.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321R Theatre Practicum: Running Crew (1 Credit Hour)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with a running crew.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321S Practicum: Scenic (2 Credit Hours)
Theatre Practicum (Scenery) is one of four experiential learning courses that will provide the student with an opportunity for practical application of varied techniques and theories in planning and construction of theatrical scenery and properties. The specific topics and skills the course will focus on vary from semester to semester as per the demands of each design.

THTR 321T Theatre Practicum: Scene Painting (1 Credit Hour)
Theatre Practicum: Scene Painting is a hands-on learning course that will provide the student with an opportunity for practical application of varied scenic painting techniques as applied to Loyola Theatre productions. The course is introductory and assumes no prior skills. A student with a background in painting in other mediums will be able to gain theatre specific, and more advanced, skills in this course.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre, including collaboration and organization skills, and will gain appreciation for the complexity of play production

THTR 323 Rehearsal & Performance (1-12 Credit Hours)
Pre-requisites: permission of the instructor
This course allows students to receive credit for stage managing, acting in or directing a campus production during the semester. Completion and submission of a journal or paper is required. Course may be repeated up to 12 times for a total of no more than 12 credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique covered in coursework to production practice

THTR 324 Applied Design and Management (1-3 Credit Hours)
This independent study course supports student scene, costume, lighting, make-up, sound or property designers and stage managers selected by the faculty to design or manage for university productions. Department Permission Required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will deepen their understanding of a design process via first hand experience in our theatre

THTR 324D Applied Design (1-3 Credit Hours)
This class will teach Stage Design techniques in practice in production through mentorship. Students will design productions or assist faculty designers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Design, Application and Reflection

THTR 324M Applied Management (1-3 Credit Hours)
This class will teach Stage Management techniques in practice in production through mentorship. Students will Stage Manage or Assistant Stage Manage productions.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Application; Reflection

THTR 327 Theatre Management and Arts Leadership (3 Credit Hours)
Pre-requisites: THTR 100 or THTR 203
This course is an introduction to the economic, managerial and administrative aspects of American Theatre and performing arts in general, with an emphasis on the non-for profit Chicago and Regional Theatre Industry and practical and contemporary aspects of the field. Any student looking to work in performing arts leadership or administration or start their own company will find this course valuable.
Outcomes:
Students demonstrate knowledge of the evolution of arts organizations and theatrical management; practical management tools; the economic challenges of producing theatre; production trends in the industry; the theories and processes behind planning and decision making; and students will gain appreciation for the importance of management in theatrical productions and organizations

THTR 329 Make-up and Mask Design (3 Credit Hours)
This course involves a hands-on study of make-up techniques especially as they relate to basic theatrical needs, character make-up, and special effects make-up.
Outcomes:
Students will be prepared to use make-up effectively in the theatre either as performers or beginning make-up designers, and to understand the variety of techniques and tools a make-up designer has available

THTR 331 Movement: Theories & Technique I (3 Credit Hours)
This course examines the relationship between the kinetic and kinesthetic experiences and personality development.
Course equivalencies: THTR 331 / THTR 331E
Outcomes:
Through a series of exercises, students will demonstrate an awareness of one's physical mannerisms, increased confidence in one's physical presence on stage and demonstrate physical transformation into character

THTR 335 London Theatre Experience (3 Credit Hours)
This course is a month long study abroad experience which allows the student to intensively study British theatre through excursions within London, special guest lecturers, walking tours, workshops, gallery and museum visits, and attendance of at least eight plays.
Outcomes:
Students will gain an understanding of the importance of London theatre and its influence on the rest of the world's theatre

THTR 336 Stage Combat for Actors (3 Credit Hours)
This class will teach Stage Combat techniques that will allow actors to perform fights effectively and safely. Students will work towards a final performance involving all students in a story told through violence.
Outcomes:
Be able to perform a choreographed stage combat sequence effectively and safely at full speed and before a live audience

THTR 341 Studies in Dramatic Form (3 Credit Hours)
This course studies the various structural forms drama has taken from the Greeks to the present. In particular it looks at tragedy, comedy, and melodrama and seeks to find their roots in the cultures which nurtured them.
Outcomes:
the student will be able to distinguish various dramatic forms as well as their roots in their cultures, and will have a vocabulary with which to discuss and evaluate them

THTR 344 Dialects for the Stage (3 Credit Hours)
This course provide instruction in the dialects most frequently used by the American actor and to explore a systematic approach to dialect acquisition which will serve the student in further independent dialect study.
Outcomes:
Students will acquire a working knowledge of the International Phonetic Alphabet, an understanding of the historical and cultural background of each dialect, skills in applying dialects to dramatic texts, and an introduction to the work of the dialect coach in the theatre

THTR 346 Scenic Art: Color Elevation to Scene Painting (3 Credit Hours)
This course is introduces the student to basic scene painting techniques for the theatre.
Outcomes:
Students will demonstrate understanding of the role of the scenic artist in relationship to the scenic designer, develop basic level skills required to execute the designer's intention or vision and execute a paint elevation

THTR 348 Theatre Pedagogy (3 Credit Hours)
This course explores the process of engaging children with teaching artistry techniques such as theatre acting games, design, and technical theatre as a means towards self-expression, personal development and content learning. This course will utilize planning tools and teach facilitation techniques that can be utilized across artistic practices. Laboratory experiences working with children are provided.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR348/CIEPM95
Outcomes:
Students will articulate the differences and similarities between theatre for children and creative dramatics disciplines, develop age appropriate materials and exercises, identify appropriate facilitating methods and techniques and apply these techniques in a laboratory setting

THTR 352 Theatrical Design II (3 Credit Hours)
Pre-requisites: THTR 252
An Intermediate course of study to explore the process of Theatre Design (Scenic, Costumes, and Lighting). Collaboration and storytelling through visual means is the key to understanding text-based theatre. Each individual will have the opportunity to express ideas in class discussions, written critical analysis, and execution of design while enhancing the process of design.
Outcomes:
The purpose of this course is to develop intermediate design skills building upon those learned THTR 252 and preparing students for assistant level production design experiences; Students will learn to merge and implement visual ideas to communicate with directors, fellow designers, actors, and technicians; Students will develop a critical eye in a group setting and have the ability to appraise the process in an open forum of discussion and reflection; Students will demonstrate evidence of research and written analysis through technical skills, preliminary sketching, and drawing techniques; Students will develop a better understanding of how to read scripts and how to describe and discuss the material in a cohesive manner in a group, and discover new and innovative ways of translating the text into thoughtful and inspiring designs

THTR 353 Theatrical Design III (3 Credit Hours)
Pre-requisites: THTR 252 and THTR 352
This team taught course will alternate between full group discussions on topics valuable to all disciplines and small group instruction on specific techniques within sub-disciplines. Students will declare a discipline at the beginning of the course. Students can repeat the course to pursue a second discipline. Students will be placed in teams of complimentary disciplines.
Outcomes:
Students will gain advanced level theories, practices, and techniques in one of the following theatrical design disciplines: scenery, costumes, lighting, or sound; Students will further deepen collaboration, communication, and presentation skills; Students will develop individual artistic voice as expressed through theatrical design

THTR 354 Storytelling Design: Puppetry, Properties and Toy (3 Credit Hours)
Pre-requisites: THTR 252, and either THTR 261 or 266
Puppetry is one of the oldest forms of storytelling. This course is intended to allow the student to several explore different forms of storytelling through the use of puppets and puppetry. The course will explore shadow puppetry, toy theatre and hand & rod puppetry. Each student will develop, as a member of a series of "production teams", a brief performance piece base.
Outcomes:
Students will gain skill in design through the storytelling techniques of puppetry and toy theatre

THTR 364 Theatre History and Literature I (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature I focuses on the development of theatre from Greek through Jacobean and Caroline periods.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture, and significant plays within their historical context; Students will apply research to creative practice

THTR 365 Theatre History and Literature II (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature II focuses on the development of theatre from the 16th through 19th centuries.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context, They will also apply research to creative practice

THTR 366 Theatre History and Literature III (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature III focuses on the development of theatre from the 19th through mid-20th centuries.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 367 Theatre History and Literature IV (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature IV focuses on contemporary and post-modern theatre.
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 368 Acting Theories and Techniques III (3 Credit Hours)
This course continues the work of THTR 261, based on the needs of the students, using plays by modern and contemporary playwrights as the primary material.
Outcomes:
Students will be able to demonstrate an understanding of how to interpret and effectively perform plays written since the early 19th century up to present day

THTR 369 Acting Theories and Techniques IV (3 Credit Hours)
Pre-requisites: THTR 267
This course continues the work of THTR 368 based on the needs of the students. Performance material is at discretion of the instructor.
Outcomes:
Students will further develop performance skills and workshop areas of weakness based on individual needs and interests

THTR 375 Play Direction: Theater Capstone (3 Credit Hours)
Pre-requisites: THTR 203, 252, 266, 267, 364, 365, 366 and 367, or 375 may be taken concurrently with THTR 367
This course explores the fundamental principles of play direction. Students are required to direct a monologue, select a play script for production, develop a production concept, stage a fifteen-minute scene, and develop a detailed Director's Notebook.
Outcomes:
Students acquire the skills to identify the basic elements of stage direction; analyze a play script from the point of view of the director; articulate and defend a production concept; develop actor-coaching skills; and identify elements of direction that communicate story, theme, and concept

THTR 377 Audition Seminar (3 Credit Hours)
Pre-requisites: THTR 368
This course focuses on preparing to audition for professional theatre, commercial and film with particular emphasis on audition for Chicago Theatre.
Outcomes:
Students will demonstrate the ability to engage an auditor through an audition, demonstrate the ability to score and read copy truthfully, develop a head shot and resume and develop a personal repertoire of suitable audition pieces

THTR 393 Shakespeare Seminar (3 Credit Hours)
Pre-requisites: ENGL 326, THTR 365, and 9 credit hours for electives in the minor
This course provides a capstone seminar experience for students, focusing on how Shakespeare has been interpreted on the page and the stage. It will culminate with a thesis project, either scholarly or creative, that will serve as the capstone for the Shakespeare Studies Minor.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will engage in advanced scholarly work in Shakespearean Studies towards development of a scholarly thesis or significant project

THTR 394 Internship in Theatre (1-6 Credit Hours)
Theatre students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department Permission Required. No more than 6 credit hours of Internship of Fieldwork may be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a theatrical organization while reflecting on their work experience and applying theories and techniques acquired from their theatre courses

THTR 395 Seminar in Theatre (3 Credit Hours)
Subject and requirements of this course will be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 396 Seminar in Theatre II (3 Credit Hours)
Subject and requirements to be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 397 Fieldwork in Chicago - Theatre (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional theatre organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Theatre and the project supervisor

THTR 399 Independent Study (3 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a theatre faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and theatre faculty supervisor

Art History (BA)

The art history major is designed to ensure that students are well versed in both the historical and critical facets of the field through a sequence of courses (p. 429) that explores art objects from a variety of cultures across time. Courses emphasize visual, verbal, writing, and critical thinking skills, giving students the tools to form persuasive arguments based on evidence found in tangible objects, original documents, and scholarly literature.

The skills developed in the art history program prepare students for graduate programs and for a broad variety of careers.

Related Programs

Minor

- Art History Minor (p. 429)
- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 199	Art and Visual Culture	3
FNAR 200	Global Art History: Prehistoric to 600 CE	3
FNAR 201	Global Art History: 600-1800CE	3
FNAR 202	Global Art History: Modern Art	3
Studio Art Courses		**3**
Select one of the following:		
FNAR 113	Drawing I	
FNAR 114	Painting I	
FNAR 120	Ceramics: Handbuilding	
FNAR 121	Ceramics: Wheelthrowing	
FNAR 124	Sculpture Foundations	
Area Studies		
Early Modern Art		3
Select one of the following:		
FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
Non-Western Art		6
Select two of the following:		
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 355	Art of Africa	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
Modern Art and Western Traditions		3
Select one of the following:		
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 365	History of Photography	
Art History Choices: Three Additional Courses		9
Can be any course already listed in Area Study and...		
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 365	History of Photography	
Seminar		
FNAR 390	Art History: Methods and Research	3

Senior Thesis		
FNAR 391	Senior Thesis in Art History	3
Total Hours		**42**

Suggested Course Sequence

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FNAR 200	Global Art History: Prehistoric to 600 CE	3
	Hours	**3**
Spring		
FNAR 199	Art and Visual Culture	3
	Hours	**3**
Year 2		
Fall		
FNAR 201	Global Art History: 600-1800CE	3
FNAR Studio Art		3
	Hours	**6**
Spring		
FNAR 202	Global Art History: Modern Art	3
FNAR Area Studies		3
	Hours	**6**
Year 3		
Fall		
FNAR Area Studies (Non-Western)		3
FNAR Area Studies		3
	Hours	**6**
Spring		
FNAR Area Studies		3
FNAR Area Studies (Non-Western)		3
	Hours	**6**
Year 4		
Fall		
FNAR 390	Art History: Methods and Research	3
FNAR Area Studies		3
	Hours	**6**
Spring		
FNAR 391	Senior Thesis in Art History	3
FNAR Area Studies		3
	Hours	**6**
	Total Hours	**42**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate an understanding of human creativity and the role of the visual arts as a mode of visual communication in a global context
- Employ the elements of visual language and artistic terminology to critically analyze and interpret objects of art, architecture, and visual culture
- Demonstrate general knowledge and understanding of Western and non-Western art traditions across historical periods in terms of major monuments, artists, ideas, formal expression, themes, techniques, iconography, and functions of art in relation to their cultural, social, religious, and historical contexts
- Demonstrate depth of knowledge and understanding of specific historical periods or civilizations in the history of art
- Demonstrate an understanding of visual culture as it relates to issues of gender, class, race, religion
- Demonstrate knowledge of and an ability to apply art historical methodologies, criticism, and theory in art history research
- Demonstrate skills in critical thinking, conceptualization of self-developed projects, scholarly research techniques, and written and oral communication
- Demonstrate an understanding of the interdisciplinary nature of art history

Art History Minor

The Art History minor is often added as a secondary focus of study in order to complement or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major.

While the major (p. 428) is a comprehensive course of study, the minor in Art History is intended to provide a breadth of knowledge. Art history minors develop a base-level understanding of the field, from the arts of the ancient world to contemporary art.

Related Programs

Major

- Art History (BA) (p. 428)

Minor

- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 200	Global Art History: Prehistoric to 600 CE	3
FNAR 201	Global Art History: 600-1800CE	3
FNAR 202	Global Art History: Modern Art	3
Select one of the following:		3
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 338	Medieval Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 343	Baroque Art	
FNAR 360 / WSGS 360	Picturing Women in Renaissance and Baroque Art	
FNAR 304	Paris in the Nineteenth Century	
FNAR 349	Art and the Catholic Tradition	
Select one of the following:		3
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
FNAR 352	Islam and Visual Culture	
Select one additional course from either of the two categories above, or from the courses listed below:		3
FNAR 203	Chicago: Face of a City	
FNAR 207	Women, Art, and Society	
FNAR 342	Art in Rome (Rome Center only)	
FNAR 365	History of Photography	
FNAR 394	Topics in Art History	
FNAR 390	Art History: Methods and Research	
Total Hours		**18**

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Fall		
FNAR 200	Global Art History: Prehistoric to 600 CE	3
	Hours	**3**
Sophomore		
Fall		
FNAR 201	Global Art History: 600-1800CE	3
	Hours	**3**
Spring		
FNAR 202	Global Art History: Modern Art	3
	Hours	**3**
Junior		
Fall		
Select one of the following:		3
Required Choice: Western Traditions		
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
	Hours	**3**
Spring		
Select one of the following:		3
Required Choice: Non-Western Traditions		
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
	Hours	**3**
Senior		
Fall		
Select one of the following:		3
FNAR 203	Chicago: Face of a City	
FNAR 207	Women, Art, and Society	
CLST 206	Art of Ancient Greece	
CLST 207	Art of the Roman World	
FNAR 342	Art in Rome	
FNAR 365	History of Photography	
FNAR 390	Art History: Methods and Research	
FNAR 394	Topics in Art History	
	Hours	**3**
	Total Hours	**18**

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program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate an understanding of human creativity and the role of the visual arts as a mode of visual communication in a global context
- Employ the elements of visual language and artistic terminology to critically analyze and interpret objects of art, architecture, and visual culture
- Demonstrate general knowledge and understanding of Western and non-Western art traditions across historical periods in terms of major monuments, artists, ideas, formal expression, themes, techniques, iconography, and functions of art in relation to their cultural, social, religious, and historical contexts.

Dance (BA)

The Bachelor of Arts in Dance offers diverse rigorous dance training within the context of Loyola's Ignatian liberal arts curriculum in the service of social justice. The dance curriculum (p. 431) features classical, contemporary and global forms which contextualize and enrich current and emerging approaches to dance creation, dance research and performance.

Related Programs

Major

- Music (BA) (p. 434)

Minor

- Dance Minor (p. 432)
- Musical Theatre Minor (p. 442)

Curriculum

Code	Title	Hours
Foundation Courses		
THTR 321C	Practicum: Costumes	2
or THTR 321E	Practicum: Electrics	
DANC 250	Historical Contexts in Contemporary Dance Practice	3
DANC 270	Dance Kinesiology	3
Applied Courses		
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context (repeat 4 times)	1
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet (repeat 4 times)	1
DANC 312	Pointe I: Theory and Techniques (repeat 2 times)	1
or DANC 314	Pointe II: Continuing Pointework	
DANC 232	Jazz Dance II: Theories and Techniques	2
or DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques	
DANC 224	Majors Modern II (repeat 2 times)	1
DANC 324	Modern III: Theory and Techniques (repeat 2 times)	1
DANC 275	Global Influences on Contemporary Dance Practice	2
Electives Select from the Following		**4**
DANC 260	Topics in Dance	
DANC 261	Topics in Applied Dance	
DANC 398	Research in Dance	
DANC 395	Independent Study	
DANC 280	Dance & Disability: Interdisciplinary Theory & Applied Movement Practices	
DANC 397	Fieldwork in Chicago - Dance	
Any DANC course beyond degree requirements		
Synthesis		
DANC 323	Rehearsal and Performance (repeat 2 times)	1
DANC 360	Dance Pedagogy	3
DANC 370	Dance Composition	3
DANC 394	Internship in Dance	1
DANC 380	Senior Showcase Capstone	1
Total Hours		**40**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	1
DANC 224	Majors Modern II	1
DANC 312	Pointe I: Theory and Techniques	1
or DANC 314	or Pointe II: Continuing Pointework	
THTR 321C	Practicum: Costumes [1]	2
DANC 323	Rehearsal and Performance [1]	1
	Hours	**6**
Spring		
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	1
DANC 312	Pointe I: Theory and Techniques	1
or DANC 314	or Pointe II: Continuing Pointework	
DANC 224	Majors Modern II	1
DANC 250	Historical Contexts in Contemporary Dance Practice	3
	Hours	**6**
Year 2		
Fall		
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	1
DANC 312	Pointe I: Theory and Techniques [1]	1
or DANC 314	or Pointe II: Continuing Pointework	
DANC 324	Modern III: Theory and Techniques	1
DANC 270	Dance Kinesiology	3
DANC 275	Global Influences on Contemporary Dance Practice [1]	2
DANC 323	Rehearsal and Performance [1]	1
	Hours	**9**

Spring		
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	1
DANC 312 or DANC 314	Pointe I: Theory and Techniques [1] or Pointe II: Continuing Pointework	1
DANC 324	Modern III: Theory and Techniques	1
DANC Elective		1
	Hours	**4**
Year 3		
Fall		
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	1
DANC 312 or DANC 314	Pointe I: Theory and Techniques [1] or Pointe II: Continuing Pointework	1
DANC 324	Modern III: Theory and Techniques	1
DANC 323	Rehearsal and Performance	1
	Hours	**4**
Spring		
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	1
DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques [1]	2
DANC 324	Modern III: Theory and Techniques	1
DANC 370	Dance Composition	3
DANC Elective		1
	Hours	**8**
Year 4		
Fall		
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	1
DANC 312 or DANC 314	Pointe I: Theory and Techniques [1] or Pointe II: Continuing Pointework	1
DANC 324	Modern III: Theory and Techniques	1
DANC 360	Dance Pedagogy	3
DANC 323	Rehearsal and Performance	1
DANC 394	Internship in Dance	1
	Hours	**8**
Spring		
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	1
DANC 324	Modern III: Theory and Techniques	1
DANC 380	Senior Showcase Capstone	1
DANC Elective		
	Hours	**3**
	Total Hours	**48**

[1] Course can be taken in any semester that it appears in depending on student's preference and course schedule.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate an understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts
- Apply and synthesize performance experience with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
- Employ fundamental knowledge of the body/embodiment and of kinesiology as applicable to work in dance. Critically evaluate classroom technique, injury prevention, wellness, and personal development.
- Apply the ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical effectiveness, with the understanding that sharing our work in multiple contexts allows us to engage with the world on topics of academic and social relevance.
- Demonstrate the ability to develop and defend critical evaluations through creative inquiry and to respect, understand, and evaluate work in a variety of disciplines and scholarly, artistic, and pedagogical endeavors.
- Convey general knowledge of business and professional practices as they relate to the field of dance, recognizing that collaboration and interconnection are central to the growth and strengthening of our field.
- Demonstrate an understanding of, and experience in thinking about, moral and ethical problems. Cultivate empathy within roles as scholars and artists.

Dance Minor

For students looking to deepen their knowledge and experience in Dance while studying at Loyola University Chicago, the Dance minor offers a flexible framework for students to pursue excellence artistically and academically.

Related Programs

Major

- Dance (BA) (p. 431)
- Music (BA) (p. 434)

Minor

- Musical Theatre Minor (p. 442)

Curriculum

A total of 18 credits are required to complete the dance minor.

Code	Title	Hours
Foundations		
Select six credit hours from the following:		6
DANC 250	Historical Contexts in Contemporary Dance Practice [1]	
DANC 260	Topics in Dance	
DANC 270	Dance Kinesiology [1]	
DANC 280	Dance & Disability: Interdisciplinary Theory & Applied Movement Practices	
DANC 360	Dance Pedagogy	
DANC 370	Dance Composition [1]	
DANC 394	Internship in Dance	
DANC 395	Independent Study	
DANC 397	Fieldwork in Chicago - Dance	
DANC 398	Research in Dance	
MUSC or THTR Elective		
Studio Techniques		
Select twelve credit hours of any level from the following:		12
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	
DANC 121	Modern Dance I: Theories and Techniques	
DANC 131	Jazz Dance I: Theories and Techniques	
DANC 212	Ballet Dance II: Theory and Technique	
DANC 213	Ballet III: Advanced Continuing Ballet	
DANC 222	Modern Dance II: Theory and Technique	
DANC 232	Jazz Dance II: Theories and Techniques	
DANC 261	Topics in Applied Dance	
DANC 275	Global Influences on Contemporary Dance Practice	
DANC 312	Pointe I: Theory and Techniques	
DANC 314	Pointe II: Continuing Pointework	
DANC 324	Modern III: Theory and Techniques	
DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques	
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	
Total Hours		**18**

[1] Indicates that a student must be a declared DANC major or minor to enroll

Students interested in receiving a dance minor should make an appointment with Dance Minor Advisor Mari Jo Barker (mirbe@luc.edu).

Transfer-Student Residency Requirement

At least 9 credit hours of the dance minor must be completed at Loyola.

Learning Outcomes

- Increase psychomotor, cognitive and affective skills through the practice of dance
- Demonstrate foundational knowledge of dance theory and performance
- Employ fundamental knowledge of the body/embodiment and of kinesiology as applicable to work in dance. Critically evaluate classroom technique, injury prevention, wellness, and personal development
- Synthesize and apply coursework by preparing for and presenting public performance
- Engage with peers in co-curricular Dance minor piece for Dance Informance and in extra-curricular student dance organizations

Drawing, Painting and Printmaking Minor

As of Fall 2026, this minor is no longer accepting students. Please refer to the majors and minors listed below under "Related Programs," which will continue to be offered at the university.

The minor in Drawing, Painting & Printmaking is often added as a secondary focus of study in order to complement or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major (p. 451).

The minor embodies many of the key historical, critical, theoretical, methodological and contextual elements embedded within the more comprehensive framework of the major.

Related Programs

Major

- Studio Arts (BA) (p. 451)

Minor

- Art History Minor (p. 429)
- Studio Art Minor (p. 452)

Curriculum

A total of 18 credit hours are required for the minor in Drawing and Painting.

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
or FNAR 113	Drawing I	
Applied Courses		
FNAR 114	Painting I	3
FNAR 311	Advanced Studio	3
Select two of the following:		6
FNAR 118	Printmaking I	
FNAR 213	Drawing II	
FNAR 214	Painting II (Spring)	
History Courses		
Select one of the following:		3
FNAR 200	Global Art History: Prehistoric to 600 CE	
FNAR 201	Global Art History: 600-1800CE	
FNAR 202	Global Art History: Modern Art	
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	

FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
FNAR 365	History of Photography	
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
FNAR 113	Drawing I	3
	Hours	**3**
Spring		
FNAR 114	Painting I	3
	Hours	**3**
Sophomore		
Fall		
FNAR 213	Drawing II	3
	Hours	**3**
Spring		
Select one of the following:		3
FNAR 200	Global Art History: Prehistoric to 600 CE	
FNAR 201	Global Art History: 600-1800CE	
FNAR 202	Global Art History: Modern Art	
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
FNAR 365	History of Photography	
	Hours	**3**
Junior		
Spring		
Select one of the following:		
FNAR 118 or FNAR 214	Printmaking I or Painting II	3
	Hours	**3**
Senior		
Fall		
FNAR 311	Advanced Studio	3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of this program, students will be able to:

- Apply a range of materials, processes and techniques within their chosen concentration as a primary form of artistic expression
- Analyze interpret and comprehend the elements that constitute a work of art (visual, functional, psychological, and social)
- Engage in self-directed problem solving analysis and critical thinking, and take creative and intellectual risks in the production of original artwork
- Employ scholarly and visual research in developing concepts, principles, and theories that underlie their artistic intentions, and effectively communicate them orally and in written form

Music (BA)

The Loyola University music program invites students of all backgrounds to engage in a vast array of performance and coursework opportunities. Located in one of the world's most vibrant musical centers, and featuring a highly dedicated and award-winning faculty, Music at Loyola provides the rigorous training necessary for those intent on pursuing a career in music, while offering a welcoming environment for non-majors seeking to enhance their collegiate experience.

Related Programs

Minor

- Music Minor (p. 436)
- Musical Theatre Minor (p. 442)

Curriculum

A total of 42 credits are required to receive a B.A. in Music.

Code	Title	Hours
Music Theory and Musicianship		
MUSC 144	Music Theory I [1,2,3]	3
MUSC 145	Musicianship Lab I [1]	1
MUSC 244	Music Theory II [1,3]	3
MUSC 245	Musicianship Lab II [1]	1
MUSC 344	Music Theory III	3
Music History		
MUSC 353	Music History II (Required)	3
Select one of the following: [4]		3
MUSC 252	Music History I	
MUSC 256	Jazz Music History	
MUSC 354	Music History III	
Applied Music		
Select six (6) credits of Applied Music Lessons (p. 435) [5]		6
Ensembles		
Select six credits from the following:		6
MUSC 105	Symphony Orchestra	
MUSC 107	Chorus	
MUSC 108	Liturgical Choir: Cantorum	
MUSC 109	Jazz Ensemble	
MUSC 110	Wind Ensemble	
MUSC 111	Percussion Ensemble	
MUSC 207	Chamber Choir	
MUSC 289	Chamber Music	
MUSC 290	Jazz Combo	
Senior Capstone Experience		
Select one of the following: [6]		1
MUSC 387	Solo Recital: MUSC Capstone	
MUSC 388	Lecture/Recital: MUSC Capstone	
General Music Choice		
Select twelve credits from the following: [7]		12
MUSC 122	Introduction to Digital Music	
MUSC 185	Jazz Improvisation	
MUSC 201	Music Technology I	
MUSC 246	Composition I	
MUSC 247	Composition II	
MUSC 248	Jazz Composition and Arranging	
MUSC 252	Music History I	
MUSC 255	Music in Catholic Worship	
MUSC 256	Jazz Music History	
MUSC 260	Conducting	
MUSC 345	Music Theory IV	
MUSC 354	Music History III	
MUSC 363	Foundations of Vocal Technique and Pedagogy	
MUSC 364	Vocal Repertoire	
MUSC 365	Vocal Performance Workshop	
MUSC 370	The Business of Music	
MUSC 374	Musical Theatre Repertoire	
MUSC 385	Jazz Improvisation	
MUSC 389	Topics in Music	
MUSC 394	Internship in Music	
Total Hours		**42**

1. Must be taken concurrently.
2. Students receiving a 3 or 4 on the AP Music Theory Exam are eligible to receive credit for MUSC 144 Music Theory I.
3. Students receiving a 5 are eligible to receive credit for MUSC 144 Music Theory I and MUSC 244 Music Theory II.
4. Any of the other Music History courses may be used as electives.
5. It is preferred that students complete Applied Music credits on the same instrument, though multiple instruments are approved on a case-by-case basis.
6. It is the expectation of the music faculty that all students will enroll in MUSC 387 unless otherwise approved by the Director of Music.
7. With the exception of MUSC 101 Music: Art of Listening, MUSC 102 Class Piano for Beginners, MUSC 103 Class Guitar for Beginners, or MUSC 142 Class Voice for Beginners, students may choose from any 3 credit hour MUSC course that has not already been taken (see General Music Choice list), or use any combination of 1 credit hour MUSC courses such as Ensembles or Applied Music.

Applied Music Lessons

Code	Title	Hours
MUSC 280A	Applied Music: Clarinet	1
MUSC 280AA	Applied Music: Conducting	1
MUSC 280B	Applied Music: Percussion	1
MUSC 280BB	Applied Music: Improvisation	1
MUSC 280C	Applied Music: Oboe	1
MUSC 280E	Applied Music: Trumpet	1
MUSC 280F	Applied Music: Saxophone	1
MUSC 280G	Applied Music: Guitar	1
MUSC 280I	Applied Music: Organ	1
MUSC 280J	Applied Music: Piano	1
MUSC 280K	Applied Music: Voice	1
MUSC 280L	Applied Music: Violin	1
MUSC 280M	Applied Music: Flute	1
MUSC 280N	Applied Music: Cello	1
MUSC 280O	Applied Music: Double Bass	1
MUSC 280P	Applied Music: Viola	1
MUSC 280Q	Applied Music: Horn	1
MUSC 280R	Applied Music: Trombone	1
MUSC 280S	Applied Music: Harp	1
MUSC 280U	Applied Music: Drum Set	1
MUSC 280V	Applied Music: Low Brass	1
MUSC 280Y	Applied Music: Bassoon	1
MUSC 280Z	Applied Music: Composition	1

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will demonstrate:

- a thorough understanding of the basic elements related to music theory: rhythm, melody, and harmony.
- an understanding of musical forms, processes, and structures; and the ability to employ this understanding in written and verbal analyses.
- proficiency in the basic areas of musicianship: keyboard, aural skills, and sight-singing.
- a basic knowledge of music history resulting, in part, from score analysis, dedicated listening, and concert attendance.
- the ability to apply critical thinking towards music and its contextualization.
- the technical skills requisite for artistic self-expression.
- the knowledge and skills necessary to work collaboratively as part of a musical ensemble.
- the development of metacognitive skills.
- a working knowledge of the artistic considerations necessary to produce and perform a solo recital (capstone project)

Music Minor

The Music Minor cultivates foundational knowledge in music theory, history, and literature, while affording students the opportunity to work with a world-class faculty in an array of applied and performance classes.

While many students pursue the Music Minor simply to continue a lifelong passion, others find it to be a great complement to their major course of study, especially when their desired career path intersects with music, or the arts in general (e.g. Music Business, Arts Administration, Music Therapy, or Digital Music).

Related Programs

Major

- Music (BA) (p. 434)

Minor

- Musical Theatre Minor (p. 442)

Curriculum

A total of 21 credits are required to complete the Music Minor.

Code	Title	Hours
Music Theory		
MUSC 144	Music Theory I [1,2,3]	3
MUSC 145	Musicianship Lab I [1]	1
MUSC 244	Music Theory II [1,3]	3
MUSC 245	Musicianship Lab II [1]	1
Music History		
Select one of the following:		3
MUSC 252	Music History I	
MUSC 256	Jazz Music History	
MUSC 353	Music History II	
MUSC 354	Music History III	
Applied Music		
Select three (3) credits of Applied Music Lessons (p. 437)		3
Ensembles		
Select four credits from the following:		4
MUSC 105	Symphony Orchestra	
MUSC 107	Chorus	
MUSC 108	Liturgical Choir: Cantorum	
MUSC 109	Jazz Ensemble	
MUSC 110	Wind Ensemble	
MUSC 111	Percussion Ensemble	
MUSC 207	Chamber Choir	
MUSC 289	Chamber Music	
MUSC 290	Jazz Combo	
Electives		
Select one of the following:		3
MUSC 122	Introduction to Digital Music	
MUSC 185	Jazz Improvisation	
MUSC 201	Music Technology I	
MUSC 246	Composition I	
MUSC 247	Composition II	
MUSC 248	Jazz Composition and Arranging	
MUSC 252	Music History I [4]	
MUSC 255	Music in Catholic Worship	
MUSC 256	Jazz Music History [4]	
MUSC 260	Conducting	
MUSC 333	Music and Ritual in Catholic Liturgical Life	
MUSC 353	Music History II [4]	
MUSC 354	Music History III [4]	
MUSC 363	Foundations of Vocal Technique and Pedagogy	
MUSC 364	Vocal Repertoire	
MUSC 365	Vocal Performance Workshop	
MUSC 374	Musical Theatre Repertoire	
MUSC 385	Jazz Improvisation	
MUSC 389	Topics in Music	
Total Hours		**21**

[1] Must be taken concurrently.

[2] Students receiving a 3 or 4 on the AP Music Theory Exam are eligible to receive credit for MUSC 144 Music Theory I.
[3] Students receiving a 5 are eligible to receive credit for MUSC 144 Music Theory I and MUSC 244 Music Theory II.
[4] If not used for Music History Requirement.

Applied Music Lessons

Code	Title	Hours
MUSC 280A	Applied Music: Clarinet	1
MUSC 280AA	Applied Music: Conducting	1
MUSC 280B	Applied Music: Percussion	1
MUSC 280BB	Applied Music: Improvisation	1
MUSC 280C	Applied Music: Oboe	1
MUSC 280E	Applied Music: Trumpet	1
MUSC 280F	Applied Music: Saxophone	1
MUSC 280G	Applied Music: Guitar	1
MUSC 280I	Applied Music: Organ	1
MUSC 280J	Applied Music: Piano	1
MUSC 280K	Applied Music: Voice	1
MUSC 280L	Applied Music: Violin	1
MUSC 280M	Applied Music: Flute	1
MUSC 280N	Applied Music: Cello	1
MUSC 280O	Applied Music: Double Bass	1
MUSC 280P	Applied Music: Viola	1
MUSC 280Q	Applied Music: Horn	1
MUSC 280R	Applied Music: Trombone	1
MUSC 280S	Applied Music: Harp	1
MUSC 280U	Applied Music: Drum Set	1
MUSC 280V	Applied Music: Low Brass	1
MUSC 280Y	Applied Music: Bassoon	1
MUSC 280Z	Applied Music: Composition	1
MUSC 380A	Applied Music Advanced: Clarinet	1
MUSC 380AA	Applied Music Advanced: Conducting	1
MUSC 380B	Applied Music Advanced: Percussion	1
MUSC 380BB	Applied Music Advanced: Improvisation	1
MUSC 380C	Applied Music Advanced: Oboe	1
MUSC 380E	Applied Music Advanced: Trumpet	1
MUSC 380F	Applied Music Advanced: Saxophone	1
MUSC 380G	Applied Music Advanced: Guitar	1
MUSC 380I	Applied Music Advanced: Organ	1
MUSC 380J	Applied Music Advanced: Piano	1
MUSC 380K	Applied Music Advanced: Voice	1
MUSC 380L	Applied Music Advanced: Violin	1
MUSC 380M	Applied Music Advanced: Flute	1
MUSC 380N	Applied Music Advanced: Cello	1
MUSC 380O	Applied Music Advanced: Double Bass	1
MUSC 380P	Applied Music Advanced: Viola	1
MUSC 380Q	Applied Music Advanced: Horn	1
MUSC 380R	Applied Music: Advanced Trombone	1
MUSC 380S	Applied Music Advanced: Harp	1
MUSC 380U	Applied Music Advanced: Drum Set	1
MUSC 380V	Applied Music Advanced: Low Brass	1
MUSC 380Y	Applied Music Advanced: Bassoon	1
MUSC 380Z	Applied Music Advanced: Composition	1

Learning Outcomes

Upon completion of this program, students will demonstrate:

- a thorough understanding of the basic elements related to music theory: rhythm, melody, and harmony.
- proficiency in the basic areas of musicianship: keyboard, aural skills, and sight-singing.
- the technical skills requisite for artistic self-expression.
- the knowledge and skills necessary to work collaboratively as part of a musical ensemble.

Music with a Concentration in Jazz Studies (BA)

As of Fall 2026, this program is no longer accepting applicants.

A Major in Music with a concentration in Jazz Studies is a performance degree that prepares students to perform jazz music. Students will take courses in jazz improvisation, jazz music history, and jazz composition and arranging.

Related Programs

Major

- Music (BA) (p. 434)

Minor

- Music Minor (p. 436)

Curriculum

Code	Title	Hours
Music Theory		
MUSC 144	Music Theory I [1, 2, 3]	3
MUSC 145	Musicianship Lab I [1]	1
MUSC 244	Music Theory II [1, 3]	3
MUSC 245	Musicianship Lab II [1]	1
MUSC 344	Music Theory III	3
Music History		
MUSC 256	Jazz Music History	3
MUSC 353	Music History II	3
Applied Music		
Select six (6) credits of Applied Music Lessons (p. 438) [4]		6
Jazz Ensemble		
Students need 6 total Jazz Ensemble Credits. [5]		6
MUSC 109	Jazz Ensemble (1 credit each)	
Senior Capstone Experience		
MUSC 387	Solo Recital: MUSC Capstone	1
Required Jazz Studies Courses		
MUSC 185	Jazz Improvisation	3
MUSC 248	Jazz Composition and Arranging	3
MUSC 385	Jazz Improvisation	3
Electives [6]		

MUSC 280A-Z and MUSC 380A-Z Additional Applied Lesson of your choice. (One Each)	
Additional MUSC Ensemble of your choice. (One Each)	
Additional general 3 credits MUSC Course of your choice	
Total Hours	**39**

1 Must be taken concurrently.
2 Students receiving a 3 or 4 on the AP Music Theory Exam are eligible to receive credit for MUSC 144 Music Theory I.
3 Students receiving a 5 are eligible to receive credit for MUSC 144 Music Theory I and MUSC 244 Music Theory II.
4 It is preferred that students complete Applied Music credits on the same instrument, though multiple instruments are approved on a case-by-case basis.
5 If necessary - and with approval from the Director of Music - students may fulfill some of their Ensemble credits with MUSC 290 Jazz Combo.
6 Students may choose to take one three-credit class or a combination of one-credit classes to fulfill the elective requirement.

Applied Music Lessons

Code	Title	Hours
MUSC 280A	Applied Music: Clarinet	1
MUSC 280AA	Applied Music: Conducting	1
MUSC 280B	Applied Music: Percussion	1
MUSC 280BB	Applied Music: Improvisation	1
MUSC 280C	Applied Music: Oboe	1
MUSC 280E	Applied Music: Trumpet	1
MUSC 280F	Applied Music: Saxophone	1
MUSC 280G	Applied Music: Guitar	1
MUSC 280I	Applied Music: Organ	1
MUSC 280J	Applied Music: Piano	1
MUSC 280K	Applied Music: Voice	1
MUSC 280L	Applied Music: Violin	1
MUSC 280M	Applied Music: Flute	1
MUSC 280N	Applied Music: Cello	1
MUSC 280O	Applied Music: Double Bass	1
MUSC 280P	Applied Music: Viola	1
MUSC 280Q	Applied Music: Horn	1
MUSC 280R	Applied Music: Trombone	1
MUSC 280S	Applied Music: Harp	1
MUSC 280U	Applied Music: Drum Set	1
MUSC 280V	Applied Music: Low Brass	1
MUSC 280Y	Applied Music: Bassoon	1
MUSC 280Z	Applied Music: Composition	1
MUSC 380A	Applied Music Advanced: Clarinet	1
MUSC 380AA	Applied Music Advanced: Conducting	1
MUSC 380B	Applied Music Advanced: Percussion	1
MUSC 380BB	Applied Music Advanced: Improvisation	1
MUSC 380C	Applied Music Advanced: Oboe	1
MUSC 380E	Applied Music Advanced: Trumpet	1
MUSC 380F	Applied Music Advanced: Saxophone	1
MUSC 380G	Applied Music Advanced: Guitar	1
MUSC 380I	Applied Music Advanced: Organ	1
MUSC 380J	Applied Music Advanced: Piano	1
MUSC 380K	Applied Music Advanced: Voice	1
MUSC 380L	Applied Music Advanced: Violin	1
MUSC 380M	Applied Music Advanced: Flute	1
MUSC 380N	Applied Music Advanced: Cello	1
MUSC 380O	Applied Music Advanced: Double Bass	1
MUSC 380P	Applied Music Advanced: Viola	1
MUSC 380Q	Applied Music Advanced: Horn	1
MUSC 380R	Applied Music: Advanced Trombone	1
MUSC 380S	Applied Music Advanced: Harp	1
MUSC 380U	Applied Music Advanced: Drum Set	1
MUSC 380V	Applied Music Advanced: Low Brass	1
MUSC 380Y	Applied Music Advanced: Bassoon	1
MUSC 380Z	Applied Music Advanced: Composition	1

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will demonstrate:

- a thorough understanding of the basic elements related to music theory: rhythm, melody, and harmony.
- an understanding of musical forms, processes, and structures; and the ability to employ this understanding in written and verbal analyses.
- proficiency in the basic areas of musicianship: keyboard, aural skills, and sight-singing.
- a basic knowledge of music history resulting, in part, from score analysis, dedicated listening, and concert attendance.
- the ability to apply critical thinking towards music and its contextualization.
- the technical skills requisite for artistic self-expression.
- the knowledge and skills necessary to work collaboratively as part of a musical ensemble.
- the development of metacognitive skills.
- a working knowledge of the artistic considerations necessary to produce and perform a solo recital (capstone project)

Music with a Concentration in Liturgical Music (BA)

As of Fall 2026, this program is no longer accepting applicants.

A Major in Music with a concentration in Liturgical Music prepares students to work as church music directors. This concentration provides students the experience of working with pastors, choirs and congregations, building their skills and talents as future musicians and directors.

Conducting a choir or a congregation requires verbal and non-verbal communication skills, musical and liturgical knowledge, and a generosity of spirit—things that aid in leading and engaging others in worship. This major, while concentrating in the Roman Catholic tradition, will also prepare students for work in other Christian denominations, mainline Protestant and Orthodox, as they will study these different liturgical traditions, as well as their works of sacred music.

Building upon the solid curricular foundation already established in the Music program, this new major combines the study of sacred text and song, imagery, melody and rhythm. It is inherently a portrayal of interdisciplinary drawing from both the disciplines of theology and music.

Related Programs

Major

- Music (BA) (p. 434)

Minor

- Music Minor (p. 436)

Curriculum

Code	Title	Hours
Music Theory		
MUSC 144	Music Theory I [1, 2, 3]	3
MUSC 145	Musicianship Lab I [1]	1
MUSC 244	Music Theory II [1, 3]	3
MUSC 245	Musicianship Lab II [1]	1
MUSC 344	Music Theory III	3
Music History		
MUSC 252	Music History I	3
MUSC 353	Music History II	3
Applied Music		
Select six (6) credits of Applied Music Lessons (p. 439) [4]		6
Ensembles		
Students need six total Ensemble Credits: [5]		6
MUSC 107	Chorus (One Each)	
MUSC 108	Liturgical Choir: Cantorum (Three Semesters) (One Each)	
MUSC 207	Chamber Choir (One Each)	
Liturgical Music Requirements		
MUSC 255	Music in Catholic Worship	3
MUSC 333	Music and Ritual in Catholic Liturgical Life	3
Internship		
MUSC 394	Internship in Music	3
Music Electives		
Select one of the following:		3
MUSC 260	Conducting	
MUSC 185	Jazz Improvisation	
MUSC 246	Composition I	
MUSC 280I	Applied Music: Organ (three semesters if not student's primary instrument)	
Solo Recital or Capstone Project		
MUSC 387	Solo Recital: MUSC Capstone	1
or MUSC 388	Lecture/Recital: MUSC Capstone	
Total Hours		**42**

1. Must be taken concurrently.
2. Students receiving a 3 or 4 on the AP Music Theory Exam are eligible to receive credit for MUSC 144 Music Theory I.
3. Students receiving a 5 are eligible to receive credit for MUSC 144 Music Theory I and MUSC 244 Music Theory II.
4. It is preferred that students complete Applied Music credits on the same instrument, though multiple instruments are approved on a case-by-case basis.
5. Students must take three credits of MUSC 108 Liturgical Choir: Cantorum and 3 additional credits from any combination of the above.

Applied Music Lessons

Code	Title	Hours
MUSC 280A	Applied Music: Clarinet	1
MUSC 280AA	Applied Music: Conducting	1
MUSC 280B	Applied Music: Percussion	1
MUSC 280BB	Applied Music: Improvisation	1
MUSC 280C	Applied Music: Oboe	1
MUSC 280E	Applied Music: Trumpet	1
MUSC 280F	Applied Music: Saxophone	1
MUSC 280G	Applied Music: Guitar	1
MUSC 280I	Applied Music: Organ	1
MUSC 280J	Applied Music: Piano	1
MUSC 280K	Applied Music: Voice	1
MUSC 280L	Applied Music: Violin	1
MUSC 280M	Applied Music: Flute	1
MUSC 280N	Applied Music: Cello	1
MUSC 280O	Applied Music: Double Bass	1
MUSC 280P	Applied Music: Viola	1
MUSC 280Q	Applied Music: Horn	1
MUSC 280R	Applied Music: Trombone	1
MUSC 280S	Applied Music: Harp	1
MUSC 280U	Applied Music: Drum Set	1
MUSC 280V	Applied Music: Low Brass	1
MUSC 280Y	Applied Music: Bassoon	1
MUSC 280Z	Applied Music: Composition	1
MUSC 380A	Applied Music Advanced: Clarinet	1
MUSC 380AA	Applied Music Advanced: Conducting	1
MUSC 380B	Applied Music Advanced: Percussion	1
MUSC 380BB	Applied Music Advanced: Improvisation	1
MUSC 380C	Applied Music Advanced: Oboe	1
MUSC 380E	Applied Music Advanced: Trumpet	1

MUSC 380F	Applied Music Advanced: Saxophone	1
MUSC 380G	Applied Music Advanced: Guitar	1
MUSC 380I	Applied Music Advanced: Organ	1
MUSC 380J	Applied Music Advanced: Piano	1
MUSC 380K	Applied Music Advanced: Voice	1
MUSC 380L	Applied Music Advanced: Violin	1
MUSC 380M	Applied Music Advanced: Flute	1
MUSC 380N	Applied Music Advanced: Cello	1
MUSC 380O	Applied Music Advanced: Double Bass	1
MUSC 380P	Applied Music Advanced: Viola	1
MUSC 380Q	Applied Music Advanced: Horn	1
MUSC 380R	Applied Music: Advanced Trombone	1
MUSC 380S	Applied Music Advanced: Harp	1
MUSC 380U	Applied Music Advanced: Drum Set	1
MUSC 380V	Applied Music Advanced: Low Brass	1
MUSC 380Y	Applied Music Advanced: Bassoon	1
MUSC 380Z	Applied Music Advanced: Composition	1

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will demonstrate:

- a thorough understanding of the basic elements related to music theory: rhythm, melody, and harmony.
- an understanding of musical forms, processes, and structures; and the ability to employ this understanding in written and verbal analyses.
- proficiency in the basic areas of musicianship: keyboard, aural skills, and sight-singing.
- a basic knowledge of music history resulting, in part, from score analysis, dedicated listening, and concert attendance.
- the ability to apply critical thinking towards music and its contextualization.
- the technical skills requisite for artistic self-expression.
- the knowledge and skills necessary to work collaboratively as part of a musical ensemble.
- the development of metacognitive skills.
- a working knowledge of the artistic considerations necessary to produce and perform a solo recital (capstone project)

Music with a Concentration in Vocal Performance (BA)

As of Fall 2026, this program is no longer accepting applicants.

Loyola's Vocal Performance Concentration offers a program that emphasizes rigorous, conservatory-level study in a liberal arts setting. The curriculum is designed to support the artistry, citizenship, and intellect of the singer, as well as pedagogy, performance, and collaborative ensemble singing. Extraordinary singing is nurtured at every stage, as well as care of the whole person within the liberal arts environment.

In addition to the core music major requirements, students study diction, vocal repertoire, vocal pedagogy, vocal coaching, and ensemble singing. Students may also participate as soloists in oratorios, musicals, and opera scenes, as well as other performance opportunities. All Vocal Performance students are also required to give a full recital their senior year.

Recent performances include Mozart's Requiem, Orff's Carmina Burana, Faure's Requiem, Schubert's Mass in G, Robert Ray's Gospel Mass, Opera Scenes, and James Whitbourn's Annelies, which was performed with the Grammy-nominated Lincoln Trio. Additionally, the choirs participate in the annual holiday Lessons and Carols and JOYOLA, which collectively draw over 1200 people each year.

With a firm dedication to supporting social justice issues through the arts, Loyola's vocal students often engage in programming that highlights issues of our time. The choirs are frequent collaborators with the Institute of Environmental Sustainability, having performed regularly at the Climate Change Conference. Other projects have included a Black History Month program, Holocaust remembrance programming, outreach to the homeless, frequent collaborations with Misericordia, and the annual Women's Collegiate Choral Festival, celebrating women in the field of choral music.

In addition to supporting an outstanding faculty, Loyola also welcomes frequent guest artists. Recent guests have included Craig Terry (Lyric Opera), Richard Boldrey (Northwestern University), Rebecca Schorsch (Roosevelt University), Anne Harley (Scripps College), Shannon McGinnis (Collaborative Arts Institute), as well as area professional ensembles such as Bella Voce and William Ferris Chorale.

The Vocal Performance Concentration allows for the flexibility needed for students to pursue their love of singing, while simultaneously receiving a solid liberal arts education. Loyola music majors have gone on to become skilled educators, performers, arts administrators, music therapists, scholars, and most importantly, well-rounded young professionals.

For more information about the Vocal Performance Concentration please contact Kirsten Hedegaard at khedegaard@luc.edu.

Related Programs

Major

- Music (BA) (p. 434)

Minor

- Music Minor (p. 436)

Curriculum

Code	Title	Hours
Music Theory		
MUSC 144	Music Theory I [1, 2, 3]	3
MUSC 145	Musicianship Lab I [1]	1
MUSC 244	Music Theory II [1, 3]	3
MUSC 245	Musicianship Lab II [1]	1
MUSC 344	Music Theory III	3
Music History		
MUSC 353	Music History II	3
Select one of the following:		3
MUSC 252	Music History I	
MUSC 256	Jazz Music History	
MUSC 354	Music History III	
Applied Music		
Select six (6) credits of Applied Music Lessons (p. 441) [4]		6
Ensembles		
Select any combination of the following, totaling six credits:		6
MUSC 107	Chorus	
MUSC 207	Chamber Choir	
Senior Capstone Experience		
MUSC 387	Solo Recital: MUSC Capstone	1
Required Vocal Performance Courses		
MUSC 363	Foundations of Vocal Technique and Pedagogy	3
MUSC 364	Vocal Repertoire	3
MUSC 365	Vocal Performance Workshop	3
Electives		
Students may choose to take one three-credit class or a combination of one-credit classes to fulfill this elective requirement.		3
MUSC 280A-Z and MUSC 380A-Z Additional Applied Lesson of your choice. (One Each)		
Additional MUSC Ensemble of your choice. (One Each)		
Additional MUSC History Course of your choice		
Total Hours		**42**

1. Must be taken concurrently.
2. Students receiving a 3 or 4 on the AP Music Theory Exam are eligible to receive credit for MUSC 144 Music Theory I.
3. Students receiving a 5 are eligible to receive credit for MUSC 144 Music Theory I and MUSC 244 Music Theory II.
4. It is preferred that students complete Applied Music credits on the same instrument, though multiple instruments are approved on a case-by-case basis.

Applied Music Lessons

Code	Title	Hours
MUSC 280A	Applied Music: Clarinet	1
MUSC 280AA	Applied Music: Conducting	1
MUSC 280B	Applied Music: Percussion	1
MUSC 280BB	Applied Music: Improvisation	1
MUSC 280C	Applied Music: Oboe	1
MUSC 280E	Applied Music: Trumpet	1
MUSC 280F	Applied Music: Saxophone	1
MUSC 280G	Applied Music: Guitar	1
MUSC 280I	Applied Music: Organ	1
MUSC 280J	Applied Music: Piano	1
MUSC 280K	Applied Music: Voice	1
MUSC 280L	Applied Music: Violin	1
MUSC 280M	Applied Music: Flute	1
MUSC 280N	Applied Music: Cello	1
MUSC 280O	Applied Music: Double Bass	1
MUSC 280P	Applied Music: Viola	1
MUSC 280Q	Applied Music: Horn	1
MUSC 280R	Applied Music: Trombone	1
MUSC 280S	Applied Music: Harp	1
MUSC 280U	Applied Music: Drum Set	1
MUSC 280V	Applied Music: Low Brass	1
MUSC 280Y	Applied Music: Bassoon	1
MUSC 280Z	Applied Music: Composition	1
MUSC 380A	Applied Music Advanced: Clarinet	1
MUSC 380AA	Applied Music Advanced: Conducting	1
MUSC 380B	Applied Music Advanced: Percussion	1
MUSC 380BB	Applied Music Advanced: Improvisation	1
MUSC 380C	Applied Music Advanced: Oboe	1
MUSC 380E	Applied Music Advanced: Trumpet	1
MUSC 380F	Applied Music Advanced: Saxophone	1
MUSC 380G	Applied Music Advanced: Guitar	1
MUSC 380I	Applied Music Advanced: Organ	1
MUSC 380J	Applied Music Advanced: Piano	1
MUSC 380K	Applied Music Advanced: Voice	1
MUSC 380L	Applied Music Advanced: Violin	1
MUSC 380M	Applied Music Advanced: Flute	1
MUSC 380N	Applied Music Advanced: Cello	1
MUSC 380O	Applied Music Advanced: Double Bass	1
MUSC 380P	Applied Music Advanced: Viola	1
MUSC 380Q	Applied Music Advanced: Horn	1
MUSC 380R	Applied Music: Advanced Trombone	1
MUSC 380S	Applied Music Advanced: Harp	1
MUSC 380U	Applied Music Advanced: Drum Set	1
MUSC 380V	Applied Music Advanced: Low Brass	1
MUSC 380Y	Applied Music Advanced: Bassoon	1
MUSC 380Z	Applied Music Advanced: Composition	1

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN

program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will demonstrate:

- a thorough understanding of the basic elements related to music theory: rhythm, melody, and harmony.
- an understanding of musical forms, processes, and structures; and the ability to employ this understanding in written and verbal analyses.
- proficiency in the basic areas of musicianship: keyboard, aural skills, and sight-singing.
- a basic knowledge of music history resulting, in part, from score analysis, dedicated listening, and concert attendance.
- the ability to apply critical thinking towards music and its contextualization.
- the technical skills requisite for artistic self-expression.
- the knowledge and skills necessary to work collaboratively as part of a musical ensemble.
- the development of metacognitive skills.
- a working knowledge of the artistic considerations necessary to produce and perform a solo recital (capstone project)

Musical Theatre Minor

The Minor in Musical Theatre trains students to be skilled actors, musicians, and dancers.

Related Programs

Major

- Dance (BA) (p. 431)
- Music (BA) (p. 434)
- Theatre (BA) (p. 454)

Minor

- Theatre Minor (p. 456)

Curriculum

The Musical Theatre minor is structured differently dependent on a student's major. The four options are listed below.

Musical Theatre for Dance Major

A total of 22 credit hours are required for a minor in Musical Theatre as a Dance Major.

Code	Title	Hours
Theatre		
THTR 203	Dramatic & Theatrical Process	3
or THTR 100	Intro to Theatre Experience	
THTR 252	Theatrical Design I	3
THTR 261	Beginning Acting	3
Music		
MUSC 107	Chorus	1
Select one of the following: [1]		4
MUSC 144 & MUSC 145	Music Theory I and Musicianship Lab I	
MUSC 244 & MUSC 245	Music Theory II and Musicianship Lab II	
Applied Courses		**4**
MUSC 280K	Applied Music: Voice	
or MUSC 380K	Applied Music Advanced: Voice	
Capstone		
MUSC 374	Musical Theatre Repertoire	4
Total Hours		**22**

[1] You must take either MUSC 144 Music Theory I and MUSC 145 Musicianship Lab I **OR** MUSC 244 Music Theory II and MUSC 245 Musicianship Lab II.

It is important that you enter the music theory and musicianship course sequence according to your skill level. If you are unclear about your skill level, contact the director for assistance. MUSC 144 *and* MUSC 145 *as well as* MUSC 244 *and* MUSC 245 *must be taken concurrently.*

Musical Theatre for Music Major

A total of 21 credit hours are required for a minor in Musical Theatre as a Music Major.

Code	Title	Hours
Theatre		
THTR 203	Dramatic & Theatrical Process	3
or THTR 100	Intro to Theatre Experience	
THTR 252	Theatrical Design I	3
THTR 261	Beginning Acting	3
Dance		
Select eight credit hours from the following:		8
DANC 275	Global Influences on Contemporary Dance Practice	
Ballet		
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	
DANC 212	Ballet Dance II: Theory and Technique	
DANC 213	Ballet III: Advanced Continuing Ballet	
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	
Modern		
DANC 121	Modern Dance I: Theories and Techniques	
DANC 222	Modern Dance II: Theory and Technique	
DANC 324	Modern III: Theory and Techniques	
Jazz		
DANC 131	Jazz Dance I: Theories and Techniques	
DANC 232	Jazz Dance II: Theories and Techniques	
DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques	
Pointework		
DANC 312	Pointe I: Theory and Techniques	
DANC 314	Pointe II: Continuing Pointework	
Capstone		

MUSC 374	Musical Theatre Repertoire	4
Total Hours		**21**

Musical Theatre for Theatre Major

A total of 21 credit hours are required for a minor in Musical Theatre as a Theatre Major.

Code	Title	Hours
Music		
MUSC 107	Chorus	1
Select one of the following: [1]		4
MUSC 144 & MUSC 145	Music Theory I and Musicianship Lab I	
MUSC 244 & MUSC 245	Music Theory II and Musicianship Lab II	
Applied Courses		**4**
MUSC 280K	Applied Music: Voice [2]	
or MUSC 380K	Applied Music Advanced: Voice	
Dance		
Select eight credit hours from the following:		8
DANC 275	Global Influences on Contemporary Dance Practice	
Ballet		
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	
DANC 212	Ballet Dance II: Theory and Technique	
DANC 213	Ballet III: Advanced Continuing Ballet	
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	
Modern		
DANC 121	Modern Dance I: Theories and Techniques	
DANC 222	Modern Dance II: Theory and Technique	
DANC 324	Modern III: Theory and Techniques	
Jazz		
DANC 131	Jazz Dance I: Theories and Techniques	
DANC 232	Jazz Dance II: Theories and Techniques	
DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques	
Pointework		
DANC 312	Pointe I: Theory and Techniques	
DANC 314	Pointe II: Continuing Pointework	
Capstone		
MUSC 374	Musical Theatre Repertoire	4
Total Hours		**21**

[1] You must take either MUSC 144 Music Theory I and MUSC 145 Musicianship Lab I **OR** MUSC 244 Music Theory II and MUSC 245 Musicianship Lab II.

[2] Once the minor is declared students must apply to audition for consideration and evaluation. The link to audition information can be found here: https://www.luc.edu/music/academics/appliedlessons/

It is important that you enter the music theory and musicianship course sequence according to your skill level. If you are unclear about your skill level, contact the director for assistance. MUSC 144 *and* MUSC 145 *as well as* MUSC 244 *and* MUSC 245 *must be taken concurrently.*

Musical Theatre for non-DFPA Majors

For students in majors outside of Fine & Performing Arts, a total of 24 credit hours is required.

Code	Title	Hours
Dance		
Select six credit hours from the following:		6
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	
DANC 121	Modern Dance I: Theories and Techniques	
DANC 131	Jazz Dance I: Theories and Techniques	
DANC 212	Ballet Dance II: Theory and Technique	
DANC 213	Ballet III: Advanced Continuing Ballet	
DANC 222	Modern Dance II: Theory and Technique	
DANC 232	Jazz Dance II: Theories and Techniques	
DANC 275	Global Influences on Contemporary Dance Practice	
DANC 312	Pointe I: Theory and Techniques	
DANC 314	Pointe II: Continuing Pointework	
DANC 324	Modern III: Theory and Techniques	
DANC 331	Jazz Dance III: Intermediate Jazz Dance Theories and Techniques	
DANC 341	Ballet IV: Anatomical Foundations and Cultural Context	
DANC 343	Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet	
Music		**7**
MUSC 107	Chorus	
Select one of the following:		
MUSC 280K	Applied Music: Voice	
MUSC 380K	Applied Music Advanced: Voice	
Select one of the following:		
MUSC 144	Music Theory I	
MUSC 244	Music Theory II	
Theatre		**7**
THTR 100	Intro to Theatre Experience	
THTR 261	Beginning Acting	
THTR 321R	Theatre Practicum: Running Crew	
Capstone		
MUSC 374	Musical Theatre Repertoire	4
Total Hours		**24**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Suggested Sequence of Courses for Dance Majors

Course	Title	Hours
Year 1		
Fall		
THTR 203	Dramatic & Theatrical Process	3
	Hours	**3**
Spring		
MUSC 280K	Applied Music: Voice	1
THTR 261	Beginning Acting	3
	Hours	**4**
Year 2		
Fall		
MUSC 144	Music Theory I	3
MUSC 145	Musicianship Lab I	1
	Hours	**4**
Spring		
MUSC 107	Chorus	1
MUSC 280K	Applied Music: Voice	1
	Hours	**2**
Year 3		
Fall		
MUSC 280K	Applied Music: Voice	1
	Hours	**1**
Spring		
MUSC 280K	Applied Music: Voice	1
THTR 252	Theatrical Design I	3
	Hours	**4**
Year 4		
Fall		
MUSC 374	Musical Theatre Repertoire	4
	Hours	**4**
	Total Hours	**22**

Suggested Sequence of Courses for Music Majors

Course	Title	Hours
Year 1		
Fall		
THTR 203	Dramatic & Theatrical Process	3
	Hours	**3**
Spring		
DANC 131	Jazz Dance I: Theories and Techniques	3
	Hours	**3**
Year 2		
Fall		
THTR 261	Beginning Acting	3
	Hours	**3**
Spring		
DANC 232	Jazz Dance II: Theories and Techniques	2
	Hours	**2**
Year 3		
Fall		
THTR 252	Theatrical Design I	3
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	3
	Hours	**6**
Spring		
DANC 121	Modern Dance I: Theories and Techniques	3
	Hours	**3**
Year 4		
Fall		
MUSC 374	Musical Theatre Repertoire	4
	Hours	**4**
	Total Hours	**24**

Suggested Sequence of Courses for Theatre Majors

Course	Title	Hours
Year 1		
Fall		
MUSC 107	Chorus	1
	Hours	**1**
Spring		
MUSC 280K	Applied Music: Voice	1
DANC 131	Jazz Dance I: Theories and Techniques	3
	Hours	**4**
Year 2		
Fall		
MUSC 280K	Applied Music: Voice	1
DANC 232	Jazz Dance II: Theories and Techniques	2
	Hours	**3**
Spring		
MUSC 280K	Applied Music: Voice	1
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	3
	Hours	**4**
Year 3		
Fall		
MUSC 144	Music Theory I	3
MUSC 145	Musicianship Lab I	1
	Hours	**4**
Spring		
DANC 121	Modern Dance I: Theories and Techniques	3
MUSC 280K	Applied Music: Voice	1
	Hours	**4**
Year 4		
Fall		
MUSC 374	Musical Theatre Repertoire	4
	Hours	**4**
	Total Hours	**24**

Suggested Sequence of Courses for non-DFPA Majors

Course	Title	Hours
Year 1		
Fall		
MUSC 107	Chorus	1

THTR 100	Intro to Theatre Experience	3
	Hours	**4**
Spring		
MUSC 280K	Applied Music: Voice	1
THTR 261	Beginning Acting	3
	Hours	**4**
Year 2		
Fall		
DANC 131	Jazz Dance I: Theories and Techniques	3
MUSC 280K	Applied Music: Voice	1
	Hours	**4**
Spring		
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	3
	Hours	**3**
Year 3		
Fall		
MUSC 144	Music Theory I	3
MUSC 145	Musicianship Lab I	1
	Hours	**4**
Spring		
THTR 321R	Theatre Practicum: Running Crew	1
	Hours	**1**
Year 4		
Fall		
MUSC 374	Musical Theatre Repertoire	4
	Hours	**4**
	Total Hours	**24**

Transfer-Student Residency Requirement

At least 11 hours of MTHE-MINR must be completed at Loyola.

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy regarding unique credits received for each declared major/minor. Additional information about the policy may be found here (https://www.luc.edu/cas/double-dippingpolicy/).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students completing the Minor in Musical Theatre will:

- Create convincing characters and perform clear, active objectives
- Expand repertoire by performing pieces from a wide range of genres and eras
- Acquire proper dance technique with opportunities to train in ballet, modern, and jazz
- Demonstrate proper vocal technique and a deep understanding of musicality, rhythm, and written music

Photography and Video Art (BA)

As of Fall 2026, this program is no longer accepting applicants. Please refer to the majors listed below under "Related Programs," which will continue to be offered at the university.

Photography has played a major role in the production of images in visual culture since its invention in the first half of the 19th century. The program at Loyola University is focused on photography as an artistic discipline that has developed a rich history over the last century and a half, and which continues to evolve with recent innovations in technology. The curriculum guides students in learning the technical foundations, aesthetic strategies and conceptual approaches, and the cultural/historical perspectives of the medium. Through the program, students build their ability to pursue photography as a means of creative exploration and intellectual investigation.

The curriculum builds a foundation that enables students to pursue a broad range of career paths. It provides an experience that prepares students to apply to graduate programs and pursue a career in contemporary art as an artist or a curator. It develops techniques for students who are interested the commercial applications of the medium (editorial fashion/architecture/product photography). Finally, as a program that emphasizes the ability to create and analyze images, the curriculum offers skills that are relevant to numerous fields beyond photography that rely on conceptual thinking and communication through visual means (architecture, design, advertising, illustration, photo journalism, media studies, and visual anthropology).

Related Programs

Major

- Art History (BA) (p. 428)
- Studio Arts (BA) (p. 451)

Minor

- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
FNAR 113	Drawing I	3
Art History Courses		
FNAR 365	History of Photography [1]	3
Select one of the following:		3
FNAR 202	Global Art History: Modern Art	
or FNAR 306	Contemporary Art 1945-Present	
Applied Courses		
FNAR 115	Foundations of Photography	3
FNAR 216	Lighting Techniques for Photography and Video Art [2]	3
FNAR 219	Photography: Digital Imaging [3]	3
FNAR 315	Photography: Films and Cameras [4]	3
FNAR 320	Video Art [5]	3
Select one of the following from Visual Communication:		3
FNAR 132	Visual Communication I	
or FNAR 233	Digital Media Design	

Select one of the following from Drawing, Painting & Printmaking:		3
FNAR 114	Painting I	
or FNAR 118	Printmaking I	
Select one of the following from Sculpture & Ceramics:		3
FNAR 124	Sculpture Foundations	
or FNAR 120	Ceramics: Handbuilding	
Synthesis		
FNAR 388	Critical Approaches to Visual Art [2]	3
FNAR 398	Fine Arts Capstone [3]	3
Total Hours		**42**

[1] Spring offering; odd years
[2] Fall only
[3] Spring only
[4] Fall offering; odd years
[5] Fall offering; even years

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FNAR 110	Foundations of Visual Art	3
	Hours	**3**
Spring		
FNAR 113	Drawing I	3
FNAR 115	Foundations of Photography	3
	Hours	**6**
Year 2		
Fall		
FNAR 216	Lighting Techniques for Photography and Video Art	3
FNAR 114 or FNAR 118	Painting I or Printmaking I	3
	Hours	**6**
Spring		
FNAR 219	Photography: Digital Imaging	3
FNAR 365	History of Photography	3
	Hours	**6**
Year 3		
Fall		
FNAR 315	Photography: Films and Cameras	3
FNAR 132 or FNAR 233	Visual Communication I or Digital Media Design	3
	Hours	**6**
Spring		
FNAR 124 or FNAR 120	Sculpture Foundations or Ceramics: Handbuilding	3
FNAR 202 or FNAR 306	Global Art History: Modern Art or Contemporary Art 1945-Present	3
	Hours	**6**
Year 4		
Fall		
FNAR 320	Video Art	3
FNAR 388	Critical Approaches to Visual Art	3
	Hours	**6**
Spring		
FNAR 398	Fine Arts Capstone	3
	Hours	**3**
	Total Hours	**42**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Employ visual and scholarly research in developing concepts that underlie artistic projects
- Effectively communicate artistic intent through visual, written, and oral forms
- Develop cohesive bodies of work for public presentations and build portfolios to pursue professional opportunities
- Understand the role of artmaking in human creativity within a global historical context
- Differentiate between artistic styles and the multiplicity of populations and communities from which works have been made (and are made)
- Engage in critical discussion with a depth of analysis and appreciation for aesthetic and conceptual diversity

Photography and Video Art Minor

As of Fall 2026, this minor is no longer accepting students. Please refer to the majors and minors listed below under "Related Programs," which will continue to be offered at the university.

The Photography and Video Art minor is often added as a secondary focus of study in order to complement or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major.

The minor embodies many of the key historical, critical, theoretical, methodological and contextual elements embedded within the more comprehensive framework of the major (p. 445).

Related Programs

Major

- Studio Arts (BA) (p. 451)

Minor

- Studio Art Minor (p. 452)

Curriculum

A total of 18 credit hours are required for the minor in Photography.

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
or FNAR 113	Drawing I	
History Courses		
Select one of the following:		3
FNAR 202	Global Art History: Modern Art	
FNAR 306	Contemporary Art 1945-Present	
FNAR 365	History of Photography (Spring offering; odd years)	
Applied Courses		
FNAR 115	Foundations of Photography	3
FNAR 216	Lighting Techniques for Photography and Video Art	3
FNAR 219	Photography: Digital Imaging (Spring offering)	3
Select one of the following:		3
FNAR 315	Photography: Films and Cameras	
FNAR 320	Video Art	
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Select one of the following:		
FNAR 110	Foundations of Visual Art	3
or FNAR 113	or Drawing I	
	Hours	**3**
Spring		
FNAR 115	Foundations of Photography	3
	Hours	**3**
Sophomore		
Fall		
FNAR 216	Lighting Techniques for Photography and Video Art	3
	Hours	**3**
Spring		
FNAR 219	Photography: Digital Imaging	3
	Hours	**3**
Junior		
Fall		
Select one of the following:		
FNAR 315	Photography: Films and Cameras	3
or FNAR 320	or Video Art	
	Hours	**3**
Spring		
Select one of the following:		3
FNAR 202	Global Art History: Modern Art	
FNAR 306	Contemporary Art 1945-Present	
FNAR 365	History of Photography	
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of this program, students will be able to:

- Apply a range of materials, processes and techniques within their chosen concentration as a primary form of artistic expression
- Analyze interpret and comprehend the elements that constitute a work of art (visual, functional, psychological, and social)
- Engage in self-directed problem solving analysis and critical thinking, and take creative and intellectual risks in the production of original artwork
- Employ scholarly and visual research in developing concepts, principles, and theories that underlie their artistic intentions, and effectively communicate them orally and in written form.

Sculpture and Ceramics (BA)

As of Fall 2026, this program is no longer accepting applicants. Please refer to the majors listed below under "Related Programs," which will continue to be offered at the university.

The Sculpture & Ceramics Major at Loyola University Chicago explores the interplay between Art, Craft & Design, and reflects on the vital contribution that three dimensional art forms make to material culture. Enhanced by a long history and a diversity of contemporary practice, the curriculum offers courses in 3D Design, Ceramics, Sculpture and Jewelry which investigate a variety of perspectives and approaches (conceptual, theoretical and empirical). The program is housed in the Ralph Arnold Fine Arts Annex at the Lakeshore Campus which feature studio spaces for 3D Design, Sculpture, Ceramics, & Jewelry.

The major provides opportunity to develop unique capabilities which can be applied to a broad range of career paths. Students gain entry to higher education, or they can focus strategically on building a distinctive life in the visual arts though specialized production, promotion and collaboration. Many skills are transferrable for students interested in a career in the applied arts (interior architecture/product design/ advertising & PR/theater & film/museums & galleries - exhibition design and production, props, sets, special effects etc.).

Related Programs

Major

- Art History (BA) (p. 428)
- Studio Arts (BA) (p. 451)

Minor

- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
FNAR 113	Drawing I	3
Art History Courses		
FNAR 200	Global Art History: Prehistoric to 600 CE	3
or FNAR 201	Global Art History: 600-1800CE	
FNAR 202	Global Art History: Modern Art	3
Applied Courses		
FNAR 115	Foundations of Photography	3
FNAR 120	Ceramics: Handbuilding	3
or FNAR 121	Ceramics: Wheelthrowing	
FNAR 124	Sculpture Foundations	3
FNAR 222	Sculpture/Ceramics: Intermediate Studio	3
FNAR 322	Sculpture & Ceramics: Advanced Studio	3
Select one of the following from Drawing, Painting & Printmaking:		3
FNAR 114	Painting I	
FNAR 118	Printmaking I	
Select one of the following from Visual Communication:		3
FNAR 132	Visual Communication I	
FNAR 190	Color Theory	
Synthesis		
FNAR 388	Critical Approaches to Visual Art [1]	3
FNAR 398	Fine Arts Capstone [2]	3
Electives		
Select one of the following:		3
FNAR 120	Ceramics: Handbuilding [3]	
FNAR 121	Ceramics: Wheelthrowing [3]	
FNAR 123	Metalwork and Jewelry I	
FNAR 368	Fine Arts Internship	
Total Hours		**42**

[1] Fall only
[2] Spring only
[3] If not previously taken in Applied Courses category.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FNAR 110	Foundations of Visual Art	3
FNAR 113	Drawing I	3
	Hours	**6**
Spring		
FNAR 124	Sculpture Foundations	3
FNAR 120 or FNAR 121	Ceramics: Handbuilding or Ceramics: Wheelthrowing	3
	Hours	**6**
Year 2		
Fall		
FNAR 222	Sculpture/Ceramics: Intermediate Studio	3
FNAR 200 or FNAR 201	Global Art History: Prehistoric to 600 CE or Global Art History: 600-1800CE	3
	Hours	**6**
Spring		
FNAR 202	Global Art History: Modern Art	3
FNAR 132 or FNAR 190	Visual Communication I or Color Theory	3
	Hours	**6**
Year 3		
Fall		
Studio Elective [1]		3
	Hours	**3**
Spring		
FNAR 115	Foundations of Photography	3
FNAR 114 or FNAR 118	Painting I or Printmaking I	3
	Hours	**6**
Year 4		
Fall		
FNAR 322	Sculpture & Ceramics: Advanced Studio	3
FNAR 388	Critical Approaches to Visual Art	3
	Hours	**6**
Spring		
FNAR 398	Fine Arts Capstone	3
	Hours	**3**
	Total Hours	**42**

[1] We recommend students take their studio art elective during junior or senior year.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Understand the place of art making in human creativity within a global historical context.
- Differentiate between artistic styles, and the multiplicity of populations and communities from which works of have been made (and are made)
- Engage in critical discussion with a depth of analysis and appreciation for aesthetic and conceptual diversity

Sculpture and Ceramics Minor

As of Fall 2026, this minor is no longer accepting students. Please refer to the majors and minors listed below under "Related Programs," which will continue to be offered at the university.

The Sculpture & Ceramics minor is often added as a secondary focus of study in order to complement or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major.

The minor embodies many of the key historical, critical, theoretical, methodological and contextual elements embedded within the more comprehensive framework of the major (p. 447).

Related Programs

Major

- Studio Arts (BA) (p. 451)

Minor

- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 110 or FNAR 113	Foundations of Visual Art Drawing I	3
Applied Courses		
FNAR 120 or FNAR 121	Ceramics: Handbuilding Ceramics: Wheelthrowing	3
FNAR 124	Sculpture Foundations	3
FNAR 222	Sculpture/Ceramics: Intermediate Studio	3
FNAR 322	Sculpture & Ceramics: Advanced Studio	3
History Courses		
Select one of the following:		3
FNAR 200	Global Art History: Prehistoric to 600 CE	
FNAR 201	Global Art History: 600-1800CE	
FNAR 202	Global Art History: Modern Art	
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
FNAR 365	History of Photography	
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Select one of the following:		
FNAR 110 or FNAR 113	Foundations of Visual Art or Drawing I	3
	Hours	**3**
Spring		
FNAR 120 or FNAR 121	Ceramics: Handbuilding or Ceramics: Wheelthrowing	3
	Hours	**3**
Sophomore		
Fall		
FNAR 124	Sculpture Foundations	3
	Hours	**3**
Spring		
Select one of the following:		3
FNAR 200	Global Art History: Prehistoric to 600 CE	
FNAR 201	Global Art History: 600-1800CE	

FNAR 202	Global Art History: Modern Art	
FNAR 207	Women, Art, and Society	
FNAR 304	Paris in the Nineteenth Century	
FNAR 305	American Art to 1945	
FNAR 306	Contemporary Art 1945-Present	
FNAR 338	Medieval Art	
FNAR 343	Baroque Art	
FNAR 344	Early Italian Renaissance Art	
FNAR 345	Italian High Renaissance and Mannerist Art	
FNAR 349	Art and the Catholic Tradition	
FNAR 351	Latin American Art I: Ancient to 19th Century	
FNAR 352	Islam and Visual Culture	
FNAR 353	Latin American Art II: Modern to Contemporary	
FNAR 355	Art of Africa	
FNAR 356	India, Women and Visual Culture	
FNAR 357	South Asian Visual Culture	
FNAR 358	Chinese Art and Culture	
FNAR 359	Japanese Art and Culture	
FNAR 360	Picturing Women in Renaissance and Baroque Art	
FNAR 365	History of Photography	
	Hours	**3**
Junior		
Fall		
FNAR 222	Sculpture/Ceramics: Intermediate Studio	3
	Hours	**3**
Senior		
Fall		
FNAR 322	Sculpture & Ceramics: Advanced Studio	3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of this program, students will be able to:

- Apply a range of materials, processes and techniques within their chosen concentration as a primary form of artistic expression
- Analyze interpret and comprehend the elements that constitute a work of art (visual, functional, psychological, and social)
- Engage in self-directed problem solving analysis and critical thinking, and take creative and intellectual risks in the production of original artwork
- Employ scholarly and visual research in developing concepts, principles, and theories that underlie their artistic intentions, and effectively communicate them orally and in written form

Shakespeare Studies Minor

As of Fall 2026, this minor is no longer accepting students.

The works of William Shakespeare are foundational for two disciplines that Loyola offers as majors, English and Theatre, and central to the liberal arts tradition that is at the core of the College of Arts and Sciences undergraduate experience.

The Shakespeare Studies Minor will provide Loyola undergraduates with the opportunity to pursue advanced study in an interdisciplinary (http://www.luc.edu/shakespeare/participatingdepartmentsandfaculty/) fashion. Drawing from six academic departments, Shakespeare is one of the primary filters through which we experience the classical and medieval worlds. He provides a crucible in which one can study Renaissance history, philosophy, arts and literature. His work has had had a profound impact on the Western intellectual tradition, wrestled with by figures as wide-ranging as Coleridge, Goethe, Nietzsche, Dickens, Melville, and Freud; and his plays have inspired innumerable appropriations and adaptations, in every conceivable form, from painting to opera, dance, film, and beyond. To encounter Shakespeare is to encounter as far as it possible through a single figure, the breadth and scope of history, art, culture, and philosophy, making his work an ideal focal point for interdisciplinary spirit.

Students who wish to minor in Shakespeare Studies should contact Lee Keenan (https://www.luc.edu/dfpa/facultyandstaffdirectory/leekeenanmfa.shtml/), the Director of Theatre.

Related Programs

Major

- English (BA) (p. 393)
- Theatre (BA) (p. 454)

Minor

- Art History Minor (p. 429)
- Theatre Minor (p. 456)

Curriculum

Code	Title	Hours
Required Courses		
ENGL 326	Shakespeare: Selected Major Plays	3
THTR 365	Theatre History and Literature II	3
THTR 393	Shakespeare Seminar	3
or THTR 335	London Theatre Experience	
Electives		
Select three classes in three separate disciplines:		9
CLST 271	Classical Mythology	
CLST 271G	Classical Mythology - Women/Gender Focus	
CLST 273	Classical Tragedy	
CLST 273G	Classical Tragedy - Women/Gender Focus	
CLST 276	World of Classical Rome	
CLST 283	Classical Comedy & Satire	
CLST 275	World of Classical Greece	
CLST 280	Romance Novel in Ancient World	
LATN 283	The Age of Caesar	
LATN 351	Roman Comedy	

LATN 364	Seneca
GREK 351	Aristophanes
GREK 353	Aeschylus
GREK 354	Sophocles
GREK 355	Euripides
ENGL 325	British Literature-The Renaissance
ENGL 327	Studies in Shakespeare
ENGL 328	Studies in The Renaissance
ENGL 368	Studies in Drama (when appropriate)
PHIL 319	Studies in Philososphy & Literature (if topic is appropriate)
HIST 314	Renaissance
HIST 315	The Reformation
HIST 316	History of Poland
HIST 318C	London 1550 - 1715
HIST 330	Europe in the Age of Catastrophe, 1900-1945
THTR 267	Acting Theories and Techniques II
THTR 323	Rehearsal & Performance (when appropriate)
THTR 335	London Theatre Experience
THTR 364	Theatre History and Literature I
Total Hours	**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Note: Suggested sequence supposed to begin first semester sophomore year

Course	Title	Hours
First Semester		
ENGL 326	Shakespeare: Selected Major Plays	3
	Hours	**3**
Second Semester		
THTR 365	Theatre History and Literature II	3
	Hours	**3**
Third Semester		
Elective 1		3
	Hours	**3**
Fourth Semester		
Elective 2		3
	Hours	**3**
Fifth Semester		
Elective 3		3
	Hours	**3**
Sixth Semester		
THTR 393	Shakespeare Seminar	3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students completing the Shakespeare Studies Minor will:

- Engage in the practices of interdisciplinary study.
- Acquire substantial knowledge of the works of William Shakespeare and his contemporaries and the culture in which they lived.
- Master skills of research used to produce significant works of scholarship, preparing those who plan on pursuing academic graduate work for further study.
- Acquire skills and knowledge that will provide a foundation for those seeking to pursue a professional career in theatre.

Studio Arts (BA)

The Studio Arts major at Loyola University Chicago is focused on the subject as an artistic discipline with a rich global history, encompassing many diverse perspectives and approaches, which explores the relationship of traditional practices to recent advances in technology. The curriculum guides students in learning the technical foundations, aesthetic strategies and conceptual approaches, and the cultural / historical perspectives of the medium. Through the program, students build their ability to pursue Studio Arts as a means of creative exploration and intellectual investigation.

For students admitted before Fall 2026, this program was previously called Drawing, Painting, and Printmaking (BA). More information can be found here (p. 2662).

Related Programs

Major

- Art History (BA) (p. 428)

Minor

- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
FNAR 113	Drawing I	3
Art History Courses		
FNAR 201	Global Art History: 600-1800CE	3
FNAR 202	Global Art History: Modern Art	3
Applied Courses		
FNAR 114	Painting I	3
FNAR 118	Printmaking I	3
FNAR 213	Drawing II [1]	3
FNAR 214	Painting II [2]	3
FNAR 218	Printmaking II [2]	3
FNAR 311	Advanced Studio [1]	3
Select two of the following:		6

FNAR 115	Foundations of Photography	
FNAR 120	Ceramics: Handbuilding	
FNAR 124	Sculpture Foundations	
FNAR 190	Color Theory	
FNAR 233	Digital Media Design	
Synthesis		
FNAR 388	Critical Approaches to Visual Art [1]	3
FNAR 398	Fine Arts Capstone [2]	3
Total Hours		**42**

[1] Fall only
[2] Spring only

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FNAR 110	Foundations of Visual Art	3
FNAR 113	Drawing I	3
	Hours	**6**
Spring		
FNAR 114	Painting I	3
FNAR 201	Global Art History: 600-1800CE	3
	Hours	**6**
Year 2		
Fall		
FNAR 213	Drawing II	3
FNAR 202	Global Art History: Modern Art	3
	Hours	**6**
Spring		
FNAR 214	Painting II	3
FNAR 118	Printmaking I	3
	Hours	**6**
Year 3		
Fall		
Select two of the following:		6
FNAR 115	Foundations of Photography	
FNAR 120	Ceramics: Handbuilding	
FNAR 124	Sculpture Foundations	
FNAR 190	Color Theory	
FNAR 233	Digital Media Design	
	Hours	**6**
Spring		
FNAR 218	Printmaking II	3
	Hours	**3**
Year 4		
Fall		
FNAR 311	Advanced Studio	3
FNAR 388	Critical Approaches to Visual Art	3
	Hours	**6**
Spring		
FNAR 398	Fine Arts Capstone	3
	Hours	**3**
	Total Hours	**42**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Understand the place of artmaking in human creativity within a global historical context
- Differentiate between artistic styles, and the multiplicity of populations and communities from which works of have been made (and are made)
- Engage in critical discussion with a depth of analysis and appreciation for aesthetic and conceptual diversity

Studio Art Minor

The Studio Art minor is often added as a secondary focus of study in order to compliment or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major.

Related Programs

Minor

- Art History Minor (p. 429)
- Music Minor (p. 436)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 110	Foundations of Visual Art	3
or FNAR 113	Drawing I	
History Courses		
Select one of the following:		3

FNAR 200	Global Art History: Prehistoric to 600 CE
FNAR 201	Global Art History: 600-1800CE
FNAR 202	Global Art History: Modern Art
FNAR 207	Women, Art, and Society
FNAR 304	Paris in the Nineteenth Century
FNAR 305	American Art to 1945
FNAR 306	Contemporary Art 1945-Present
FNAR 338	Medieval Art
FNAR 343	Baroque Art
FNAR 344	Early Italian Renaissance Art
FNAR 345	Italian High Renaissance and Mannerist Art
FNAR 349	Art and the Catholic Tradition
FNAR 351	Latin American Art I: Ancient to 19th Century
FNAR 352	Islam and Visual Culture
FNAR 353	Latin American Art II: Modern to Contemporary
FNAR 355	Art of Africa
FNAR 356	India, Women and Visual Culture
FNAR 358	Chinese Art and Culture
FNAR 359	Japanese Art and Culture
FNAR 360	Picturing Women in Renaissance and Baroque Art
FNAR 365	History of Photography
Applied Courses	
Select twelve credit hours from the following:	12
FNAR 110	Foundations of Visual Art [1]
FNAR 113	Drawing I [1]
FNAR 114	Painting I
FNAR 115	Foundations of Photography
FNAR 118	Printmaking I
FNAR 120	Ceramics: Handbuilding
FNAR 121	Ceramics: Wheelthrowing
FNAR 123	Metalwork and Jewelry I
FNAR 124	Sculpture Foundations
FNAR 132	Visual Communication I
FNAR 213	Drawing II
FNAR 214	Painting II
FNAR 216	Lighting Techniques for Photography and Video Art
FNAR 218	Printmaking II
FNAR 219	Photography: Digital Imaging
FNAR 222	Sculpture/Ceramics: Intermediate Studio
FNAR 232	Visual Communication II
FNAR 233	Digital Media Design
Total Hours	**18**

[1] If not taken for Foundation requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Select one of the following:		
FNAR 110 or FNAR 113	Foundations of Visual Art or Drawing I	3
	Hours	**3**
Spring		
FNAR Art History Choice (refer to list above)		3
	Hours	**3**
Sophomore		
Sophomore to Senior Years		
Select any combination of the following, totaling 12 credits:		12
FNAR 110	Foundations of Visual Art [1]	
FNAR 113	Drawing I [1]	
FNAR 114	Painting I	
FNAR 115	Foundations of Photography	
FNAR 118	Printmaking I	
FNAR 120	Ceramics: Handbuilding	
FNAR 121	Ceramics: Wheelthrowing	
FNAR 123	Metalwork and Jewelry I	
FNAR 124	Sculpture Foundations	
FNAR 132	Visual Communication I	
FNAR 213	Drawing II	
FNAR 214	Painting II	
FNAR 216	Lighting Techniques for Photography and Video Art	
FNAR 218	Printmaking II	
FNAR 219	Photography: Digital Imaging	
FNAR 222	Sculpture/Ceramics: Intermediate Studio	
FNAR 232	Visual Communication II	
FNAR 233	Digital Media Design	
	Hours	**12**
	Total Hours	**18**

[1] If not taken for the Foundation requirement.

Learning Outcomes

Upon completion of this program, students will be able to:

- Apply a range of materials, processes and techniques within their chosen concentration as a primary form of artistic expression
- Analyze interpret and comprehend the elements that constitute a work of art (visual, functional, psychological, and social)
- Engage in self-directed problem solving analysis and critical thinking, and take creative and intellectual risks in the production of original artwork
- Employ scholarly and visual research in developing concepts, principles, and theories that underlie their artistic intentions, and effectively communicate them orally and in written form

Teaching Artist Minor

As of Fall 2026, this program is no longer accepting students.

The Teaching Artist Minor at Loyola University Chicago prepares artists to work as teaching artists in conjunction with certified public school teachers, arts organizations, and out-of-school programs. The minor is not a credentialing program. This minor focuses on experiential learning in local schools and arts organizations, preparing Loyola undergraduates to teach basic artistic skills to students from ages 7 to 70.

Related Programs

Minor

- Art History Minor (p. 429)
- Studio Art Minor (p. 452)

Curriculum

Code	Title	Hours
Required Courses		
ARTS 200	Introduction to Teaching Artistry	3
ARTS 201	Grant Writing for the Arts	2
ARTS 397	Fieldwork in Arts Education	3
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
Required: Arts Pedagogy Course [1]		
Select one of the following:		3
DANC 360	Dance Pedagogy	
FNAR 303	Visual Arts Pedagogy	
MUSC 260	Conducting	
MUSC 363	Foundations of Vocal Technique and Pedagogy	
THTR 348	Theatre Pedagogy	
Total Hours		**18**

[1] School of Education (SOE) students completing this minor would substitute their student teaching requirement (TLSC 380 Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching) for this credit requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ARTS 200	Introduction to Teaching Artistry	3
	Hours	**3**
Spring		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
	Hours	**4**
Year 2		
Fall		
--		
	Hours	**0**
Spring		
Select one of the following:		3
TLSC 140	Teaching, Learning and Leading for Social Justice	
TLSC 150	Constructive Learning Environments For Diverse Students	
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	
	Hours	**3**
Year 3		
Select one Discipline Specific Pedagogy:		3
DANC 360	Dance Pedagogy (Fall)	
FNAR 303	Visual Arts Pedagogy (Fall)	
MUSC 260	Conducting (Fall)	
MUSC 363	Foundations of Vocal Technique and Pedagogy (Spring)	
THTR 348	Theatre Pedagogy (Spring)	
	Hours	**3**
Year 4		
Fall		
ARTS 201	Grant Writing for the Arts	2
	Hours	**2**
Spring		
ARTS 397 or TLSC 380	Fieldwork in Arts Education or Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

Students completing the Teaching Artist Minor will:

- Employ fundamental knowledge of arts education, arts integration, and community-based arts to develop a course of study appropriate to specific institutions
- Apply pedagogy strategies that are developmentally appropriate
- Hold high expectations and build on the assets of diverse populations
- Utilize assessment strategies to measure learning effectiveness that are non-discriminatory
- Demonstrate effective classroom management

Theatre (BA)

Loyola University Chicago's Bachelor of Arts in Theatre strives to make the most out of a liberal arts education. By fostering work in performance, directing, design, technology, management, dramaturgy, and literature,

the theatre major prepares students to enter any aspect of the theatre industry.

Our approach to theatre is based in the Liberal Arts; by offering a BA rather than a BFA, we emphasize the importance of interdisciplinary study in the formation of adaptable, well rounded theatre artists. By nurturing and educating actors, directors, administrators, playwrights, designers, and technicians, we prepare theatre artists to enter any aspect of the industry.

Production of plays is integral to all of our academic work, and we offer many opportunities (https://www.luc.edu/theatre/opportunities/) for students to participate in our active production program as actors, directors, designers, dramaturges, and playwrights. We produce a season of faculty-directed (https://www.luc.edu/theatre/aboutus/facultyandproductionstaff/) plays and musicals, which often reflects the curricular and educational goals and mission of the department. The season is complimented by a diverse collection of student-generated work, ranging from funded research to experimental and staged readings.

We also take full advantage of our location right in the heart of Chicago's thriving theatre community. Our full time faculty of eight is comprised of professional actors, directors, dramaturges, and designers. Students are afforded chances to dabble in the professional world prior to graduation with the guidance and mentorship of their professors, as well as the multitude of internship and apprenticeship opportunities available at professional theatres around the city.

Loyola University Chicago is one of eight NAST-accredited (https://nast.arts-accredit.org/) institutions in Illinois (and the only one in the Chicago metropolitan area), as well as a member of the League of Chicago Theatres (https://chicagoplays.com/) and the Theatre Communications Group (https://circle.tcg.org/home/?ssopc=1).

Related Programs

Major

- Visual Communication (BA) (p. 458)

Minor

- Musical Theatre Minor (p. 442)
- Theatre Minor (p. 456)

Curriculum

A total of 47 credits are required to receive a B.A. in Theatre.

Code	Title	Hours
Foundation Courses		
THTR 100	Intro to Theatre Experience	3
THTR 252	Theatrical Design I	3
THTR 261	Beginning Acting	3
THTR 364	Theatre History and Literature I	3
THTR 365	Theatre History and Literature II	3
THTR 366	Theatre History and Literature III	3
THTR 367	Theatre History and Literature IV	3
THTR 375	Play Direction: Theater Capstone	3
Emphasis Course Choice		
THTR 267	Acting Theories and Techniques II	3
or THTR 352	Theatrical Design II	
Practicum		
THTR 321C	Practicum: Costumes	2
THTR 321S	Practicum: Scenic	2
THTR 321E	Practicum: Electrics	2
THTR 321R	Theatre Practicum: Running Crew	1
THTR 321P	Theatre Practicum: Production Staff	1
or THTR 321R	Theatre Practicum: Running Crew	
Electives		
Select 12 credit hours of the following, three of which must be designated Engaged Learning:		12
THTR 204	Playwriting	
THTR 227	Stage Management	
THTR 241	Voice & Diction for Stage I	
THTR 267	Acting Theories and Techniques II	
THTR 300	Design Technology: Special Effects, Sound Engineer	
THTR 305	Theatre Workshop: Special Topics	
THTR 323	Rehearsal & Performance	
THTR 324D	Applied Design	
THTR 324M	Applied Management	
THTR 327	Theatre Management and Arts Leadership	
THTR 329	Make-up and Mask Design	
THTR 331	Movement: Theories & Technique I	
THTR 335	London Theatre Experience	
THTR 336	Stage Combat for Actors	
THTR 341	Studies in Dramatic Form	
THTR 344	Dialects for the Stage	
THTR 346	Scenic Art: Color Elevation to Scene Painting	
THTR 348	Theatre Pedagogy	
THTR 352	Theatrical Design II	
THTR 353	Theatrical Design III	
THTR 354	Storytelling Design: Puppetry, Properties and Toy	
THTR 368	Acting Theories and Techniques III	
THTR 369	Acting Theories and Techniques IV	
THTR 377	Audition Seminar	
THTR 394	Internship in Theatre	
THTR 395	Seminar in Theatre	
THTR 397	Fieldwork in Chicago - Theatre	
THTR 399	Independent Study	
Total Hours		**47**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
THTR 100	Intro to Theatre Experience	3
THTR 321R	Theatre Practicum: Running Crew	1
Select one of the following:		3
THTR 261	Beginning Acting	
THTR 252	Theatrical Design I	
Select one of the following:		2
THTR 321C	Practicum: Costumes	
THTR 321E	Practicum: Electrics	

THTR 321S	Practicum: Scenic	
	Hours	**9**
Spring		
Select one of the following:		3
THTR 261	Beginning Acting	
THTR 252	Theatrical Design I	
Select one of the following:		3
THTR 267	Acting Theories and Techniques II	
THTR 352	Theatrical Design II	
Select one of the following:		2
THTR 321C	Practicum: Costumes	
THTR 321E	Practicum: Electrics	
THTR 321S	Practicum: Scenic	
	Hours	**8**
Year 2		
Fall		
THTR 364	Theatre History and Literature I	3
Select one of the following:		1
THTR 321R	Theatre Practicum: Running Crew	
THTR 321P	Theatre Practicum: Production Staff	
Elective 1		3
	Hours	**7**
Spring		
THTR 365	Theatre History and Literature II	3
Elective 2		3
	Hours	**6**
Year 3		
Fall		
THTR 366	Theatre History and Literature III	3
	Hours	**3**
Spring		
THTR 367	Theatre History and Literature IV	3
Elective 3		3
	Hours	**6**
Year 4		
Fall		
Select one of the following:		2
THTR 321C	Practicum: Costumes	
THTR 321E	Practicum: Electrics	
THTR 321S	Practicum: Scenic	
	Hours	**2**
Spring		
THTR 375	Play Direction: Theater Capstone	3
Elective 4		3
	Hours	**6**
	Total Hours	**47**

Residency Requirement

Transfer students majoring in theatre are required to complete a minimum of 24 credit hours of theatre major requirements at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Upon completion of the Theatre Major students will be able to demonstrate the variety of skills necessary for producing theatre; including collaboration, communication and hands-on skills through the completion of practicum courses.
- Upon completion of the Theatre Major students can construct and communicate nuanced, well-chosen, evidenced arguments in one or more ways as evidenced in a thesis-based essay, program note, dramaturgical research, artistic and/or creative reflections.
- Upon completion of the Theatre Major students can articulate connections between history/theory and theatrical practice as evidenced in a thesis-based essay or capstone Directing case book.
- Upon completion of the Theatre Major students can demonstrate ethical reasoning about theatre's impact on global communities through creation of works, analysis of works or acknowledgement of works.
- Upon completion of the Theatre Major students will be able to translate research and script analysis into a role via in-class scene work and/or production performance.
- Upon completion of the Theatre Major students will be able to contribute to a collaborative, creative ensemble via consistent participation and effective incorporation of feedback through in-class work and/or production.
- Upon completion of the Theatre Major students will be able to present creative and analytical ideas orally and visually while balancing self-expression and collaborative team dynamics.

Theatre Minor

The Minor in Theatre cultivates foundational knowledge in theatrical literature, performance, design, and technology, with room for at least three elective courses for advanced exploration or specific topics.

Related Programs

Major

- Theatre (BA) (p. 454)

Minor

- Musical Theatre Minor (p. 442)

Curriculum

Code	Title	Hours
Foundational Course		
THTR 100	Intro to Theatre Experience	3
Basic Skills		**6**
Select two of the following:		
THTR 252	Theatrical Design I	
THTR 261	Beginning Acting	
THTR 204	Playwriting	
THTR 227	Stage Management	
History and Literature		**3**
Select one of the following:		
THTR 364	Theatre History and Literature I	
THTR 365	Theatre History and Literature II	
THTR 366	Theatre History and Literature III	
THTR 367	Theatre History and Literature IV	
Practicum		**3**
THTR 321C	Practicum: Costumes	
THTR 321E	Practicum: Electrics	
THTR 321P	Theatre Practicum: Production Staff	
THTR 321R	Theatre Practicum: Running Crew	
THTR 321S	Practicum: Scenic	
THTR 321T	Theatre Practicum: Scene Painting	
Electives (p. 457)		
Theatre Electives		3
Total Hours		**18**

Electives List

Code	Title	Hours
THTR 324M	Applied Management	1-3
THTR 327	Theatre Management and Arts Leadership	3
THTR 241	Voice & Diction for Stage I	3
THTR 344	Dialects for the Stage	3
THTR 331	Movement: Theories & Technique I	3
THTR 267	Acting Theories and Techniques II	3
THTR 368	Acting Theories and Techniques III	3
THTR 369	Acting Theories and Techniques IV	3
THTR 377	Audition Seminar	3
THTR 142	Class Voice for Beginners	3
THTR 323	Rehearsal & Performance	1-12
THTR 352	Theatrical Design II	3
THTR 353	Theatrical Design III	3
THTR 324D	Applied Design	1-3
THTR 300	Design Technology: Special Effects, Sound Engineer	3
THTR 329	Make-up and Mask Design	3
THTR 346	Scenic Art: Color Elevation to Scene Painting	3
THTR 354	Storytelling Design: Puppetry, Properties and Toy	3
THTR 348	Theatre Pedagogy	3
THTR 364	Theatre History and Literature I	3
THTR 365	Theatre History and Literature II	3
THTR 366	Theatre History and Literature III	3
THTR 367	Theatre History and Literature IV	3
THTR 375	Play Direction: Theater Capstone	3
THTR 336	Stage Combat for Actors	3
THTR 305	Theatre Workshop: Special Topics	3
THTR 335	London Theatre Experience	3
THTR 341	Studies in Dramatic Form	3
THTR 394	Internship in Theatre	1-6
THTR 395	Seminar in Theatre	3
THTR 396	Seminar in Theatre II	3
THTR 397	Fieldwork in Chicago - Theatre	1-6
THTR 399	Independent Study	3

Suggested Sequence of Courses

Course	Title	Hours
First Semester		
THTR 100	Intro to Theatre Experience	3
	Hours	**3**
Second Semester		
THTR 261	Beginning Acting	3
	Hours	**3**
Third Semester		
THTR 321R	Theatre Practicum: Running Crew	1
	Hours	**1**
Fourth Semester		
Select one of the following:		2
THTR 321C	Practicum: Costumes	
THTR 321E	Practicum: Electrics	
THTR 321S	Practicum: Scenic	
Elective 1		3
	Hours	**5**
Fifth Semester		
THTR 204	Playwriting	3
	Hours	**3**
Sixth Semester		
THTR 365	Theatre History and Literature II	3
	Hours	**3**
	Total Hours	**18**

Residency Requirement

Transfer students minoring in theatre are required to complete a minimum of 11 credit hours of theatre minor requirements at Loyola.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students completing the Minor in Theatre will:

- Develop an understanding of dramatic and structural composition
- Demonstrate how set, costumes, and lighting are used as tools for expression

- Analyze a play with character in mind, develop relationships with fellow actors on stage, and play clear and effective character objectives
- Gain hands-on production experience

Visual Communication (BA)

The visual communication program in the Fine Arts Division at Loyola University Chicago prepares students to enter the workforce as design professionals, with graduates employed in graphic design studios, internal design teams, branding firms, cultural institutions, and other creative agencies. Students learn graphic design history, theory, and practice, in a rigorous program that covers the essentials needed by professionals. Graduates of the program have career opportunities in branding and corporate identity, advertising, web design, motion graphics, interface design, package design, mobile interactive design, digital product design, exhibit design, print and publication design, and more.

Related Programs

Major

- Studio Arts (BA) (p. 451)

Minor

- Teaching Artist Minor (p. 453)
- Visual Communication Minor (p. 459)

Curriculum

Code	Title	Hours
Foundation Courses		
FNAR 113	Drawing I	3
FNAR 112	Two-Dimensional Design	3
FNAR 190	Color Theory	3
Art History Courses		
Select one of the following:		3
FNAR 202	Global Art History: Modern Art	
FNAR 364	History of Graphic Design (Fall offering; even years)	
Applied Courses		
FNAR 115	Foundations of Photography	3
FNAR 132	Visual Communication I	3
FNAR 232	Visual Communication II	3
FNAR 233	Digital Media Design	3
FNAR 332	Visual Communication III (Fall only)	3
FNAR 333	Explorations in Typography	3
FNAR 334	Motion Design	3
FNAR 382	Visual Communication IV (Spring only)	3
FNAR 383	Interactive Design	3
Synthesis		
FNAR 380	Internship I	3
FNAR 398	Fine Arts Capstone	3
Optional Electives (not required)		
FNAR 118	Printmaking I	
FNAR 213	Drawing II	
COMM 275	Web Design and Usability	
COMM 299	Themes in Film and Digital Media	
FNAR 381	Internship II	
Total Hours		**45**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FNAR 112	Two-Dimensional Design	3
FNAR 113	Drawing I	3
	Hours	**6**
Spring		
FNAR 132	Visual Communication I	3
FNAR 233	Digital Media Design	3
	Hours	**6**
Year 2		
Fall		
FNAR 115	Foundations of Photography	3
FNAR 190	Color Theory	3
FNAR 202 or FNAR 364	Global Art History: Modern Art or History of Graphic Design	3
	Hours	**9**
Spring		
FNAR 232	Visual Communication II	3
FNAR 334	Motion Design	3
	Hours	**6**
Year 3		
Fall		
FNAR 332	Visual Communication III	3
FNAR 333	Explorations in Typography	3
	Hours	**6**
Spring		
FNAR 383	Interactive Design	3
	Hours	**3**
Year 4		
Fall		
FNAR 380	Internship I	3
	Hours	**3**
Spring		
FNAR 382	Visual Communication IV	3
FNAR 398	Fine Arts Capstone	3
	Hours	**6**
	Total Hours	**45**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as

complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, students will be able to demonstrate:

- An understanding of the role of visual communication in the culture at large
- An understanding of and experience in the variety of forms of visual communication from print to digital media, mastering the basics of visual form, color, typography, photography, layout, and interactive media
- Technical skills used to produce visual communication digitally and by hand
- Knowledge of key historical periods in the history of graphic design
- Skills in critical thinking, written and oral communication, visual literacy, and the conceptualization of self-developed projects
- Readiness for a career through a capstone project, an internship experience, and the preparation of a portfolio and related professional documents

Visual Communication Minor

The Visual Communication minor is often added as a secondary focus of study in order to complement or enhance a student's major or chosen career path. Students may also choose to add the minor in order to pursue an area of interest without the responsibility of a major.

While the major (p. 458) is a comprehensive course of study, the minor in Visual Communication is intended to provide a breadth of knowledge. Visual Communication minors develop a base-level understanding of the field, including how to organize complex information in order to persuade, to entertain, and to educate a diverse audience.

Related Programs

Major

- Visual Communication (BA) (p. 458)

Minor

- Studio Art Minor (p. 452)

Curriculum

A total of 18 credit hours are required for the minor in Visual Communication.

Code	Title	Hours
Foundation Courses		
FNAR 112	Two-Dimensional Design	3
or FNAR 113	Drawing I	
History Courses		
FNAR 202	Global Art History: Modern Art	3
or FNAR 364	History of Graphic Design	
Applied Courses		
FNAR 132	Visual Communication I	3
FNAR 232	Visual Communication II	3
FNAR 233	Digital Media Design	3
FNAR 334	Motion Design	3
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Select one of the following:		
FNAR 112	Two-Dimensional Design	3
or FNAR 113	or Drawing I	
	Hours	**3**
Spring		
Select one of the following:		
FNAR 202	Global Art History: Modern Art	3
or FNAR 364	or History of Graphic Design	
	Hours	**3**
Sophomore		
Fall		
FNAR 132	Visual Communication I	3
	Hours	**3**
Spring		
FNAR 232	Visual Communication II	3
	Hours	**3**
Junior		
Fall		
FNAR 233	Digital Media Design	3
	Hours	**3**
Spring		
FNAR 334	Motion Design	3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

Upon completion of this program, students will be able to demonstrate:

- An understanding of the role of visual communication in the culture at large
- An understanding of and experience in the variety of forms of visual communication from print to digital media, mastering the basics of visual form, color, typography, photography, layout, and interactive media

- Technical skills used to produce visual communication digitally and by hand
- Knowledge of key historical periods in the history of graphic design
- Skills in critical thinking, written and oral communication, visual literacy, and the conceptualization of self-developed projects
- Readiness for a career through a capstone project, an internship experience, and the preparation of a portfolio and related professional documents

Forensic Science

About Us

Forensic scientists analyze and evaluate evidence in criminal investigations. This evidence may include DNA from bodily fluids or other cells, drugs in different forms or in bodily fluids, firearms/weapons, and a variety of other types of evidence. A strong background in natural sciences, especially biology, chemistry or anthropology, allows the scientist to apply their knowledge to these analyses. The Forensic Science Program at Loyola University Chicago emphasizes natural science coursework and builds other necessary skills including critical thinking, ethics, strong analytical abilities, and written and oral communication.

Students pursuing the BS in Forensic Science (p. 462) at Loyola University Chicago benefit from expert faculty and state-of-the-art facilities, preparing them for careers in a variety of occupational settings. Apply today!

Program Mission Statement

Provide Loyola University Chicago students with a solid foundation in the natural sciences, educate students in a broad range of forensic analytical techniques from a generalist perspective, educate students in the various aspects of forensic science professional practice, emphasize the importance of critical thinking skills in approaching forensic science problems, and prepare students for entry level positions in forensic science laboratories and graduate or professional schools in the forensic sciences.

Advisory Board

In keeping with our mission, the Forensic Science Program has an advisory board made up of administrators from forensic laboratories. The relationships with these laboratories allows the Forensic Science Program to provide our graduates with the most relevant education, skills, and abilities to gain employment. Advisory Board members are regional and national leaders, active within their respective disciplines. Members are from the Illinois State Police Forensic Science Center at Chicago, Northeastern Illinois Regional Crime Laboratory, DuPage County Crime Laboratory, Idaho State Police, US Drug Enforcement Administration-North Central Regional Laboratory, US Internal Revenue Service-National Laboratory, US Food and Drug Administration-Forensic Chemistry Center, and United States Drug Testing Laboratories, Inc.

Undergraduate Programs

- Forensic Science (BS) (p. 462)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Forensic Science (FRSC)

FRSC 340 Introduction to Forensic Science (3 Credit Hours)
Pre-requisites: CJC 101; Restricted to Forensic Science majors
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for forensic science majors emphasizing the scientific aspects in the forensic sciences.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

FRSC 341 Forensic Ethics and Professional Practice (3 Credit Hours)
Pre-requisites: FRSC 340; Restricted to Forensic Science majors
This course develops a basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field and professional practice of forensic science.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding and application of ethics in the forensic sciences; Students will be able to articulate the role and challenges of ethical issues facing forensic science today and the applicability of ethics in the profession and their individual careers

FRSC 342 Expert Witness Testimony and Court Room Demeanor (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
The goal for this course is to give you the information necessary to be an effective and ethical witness. This should help throughout your career and help make testimony not so much something to be feared as something which represents the culmination of your work in a case.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop courtroom and expert witness testimony literacy, understanding of the dynamics during court, and appreciation of the impact to the judicial system

FRSC 343 Physical Organic Chemistry for Forensic Science (3 Credit Hours)
Pre-requisites: PHYS 112; MATH 132; CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240, CHEM 241, CHEM 260, and CHEM 272); Restricted to Forensic Science majors
An introduction to the foundational principles of physical and physical organic chemistry. The course focuses on the application of these principles to solving problems in forensic science. The numerous aspects of forensic science require a working knowledge of physical chemistry, the foundational principles, and the interrelation of cause and effect.
Outcomes:
Understand the basic concepts of physical and physical organic chemistry; Acquire and interpret data and form conclusions; Use critical thinking skills in problem solving

FRSC 350 Pattern Evidence I (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
This course introduces the basic principles and methods of forensic pattern evidence: latent fingerprints, firearms and tool marks, and question documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding of the three (3) forensic pattern evidence areas; Students will develop techniques, work on non-probative cases, and write formal reports of findings

FRSC 350L Pattern Evidence Lab I (1 Credit Hour)
Pre-requisites: FRSC 350 (may also be taken as a Corequisite); Restricted to Forensic Science majors
This course introduces the basic laboratory methods of forensic pattern evidence: latent prints, firearms and tool marks, and questioned documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate a basic competency through development of various techniques; Students will work non-probative cases, along with written formal reports of their findings

FRSC 360 Forensic Drug Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360L
This course provides an introduction to the basic principles of forensic drug analysis. The use of microscopic, chemical, and chromatographic techniques to gather data, interpret results, and form conclusions are developed. Recognizing the strengths and weaknesses in the techniques used and the correct interpretation of results is stressed.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 360L Forensic Drug Chemistry Laboratory I (2 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360
This course provides both basic and advanced foundations to the principles of forensic drug analysis. The use of basic and advanced analytical techniques to gather data, interpret results, and form conclusions are developed. Additionally, national forensic laboratory operational standards and requirements are incorporated.
Interdisciplinary Option: Forensic Science
Outcomes:
The techniques, skills, advances, and limitations of the modern forensic laboratory will be discussed; The students will be able to demonstrate basic/advanced concepts of forensic drug analysis, testing, and formal reporting

FRSC 361 Forensic Toxicology I (3 Credit Hours)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361L
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic toxicology

FRSC 361L Forensic Toxicology Laboratory I (1 Credit Hour)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 370 Forensic Biology (3 Credit Hours)
Pre-requisites: FRSC 341, BIOL 102, BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370L
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 370L Forensic Biology Laboratory (1 Credit Hour)
Pre-requisites: FRSC 341, BIOL 102, and BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 371 Forensic Molecular Biology Lecture and Laboratory (5 Credit Hours)
Pre-requisites: BIOL 282, BIOL 283, FRSC 342, FRSC 370, and FRSC 370L; Restricted to Forensic Science majors
This course prepares students to work in forensic DNA analysis. The lectures cover the basic aspects of DNA structure and function while the laboratory gives students experience with the techniques and instruments used in forensic DNA analysis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have a strong theoretical understanding of STR marker origin, population biology, and legal uses and will be able to isolate and process DNA for STR scoring

FRSC 390 Forensic Science Internship (1-4 Credit Hours)
Pre-requisites: FRSC 342; Restricted to Forensic Science majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in forensic focused criminal justice agencies.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific forensic focused criminal justice agency and be able to identify and describe the link between their field experience and prior courses

FRSC 392 Forensic Science Seminar (1 Credit Hour)
A weekly seminar course with presentations - generally given by outside speakers - covering topics in chemistry usually not encountered in the classroom.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

FRSC 394 Forensic Science Research (1-4 Credit Hours)
Pre-requisites: Restricted to Forensic Science majors; Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the program office, and the completed form (signed by the student, instructor, and program director) must be deposited in the program office before enrollment
This course gives undergraduate students an opportunity to participate in research in a selected area.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

FRSC 395 Special Topics in the Forensic Science (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
Special topics courses provide students with an opportunity to examine various forensic science topics not normally offered as part of the Program's regular curriculum.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to gain an understanding of new issues confronting the forensic sciences or an advanced understanding of traditional subjects covered in basic courses

Forensic Science (BS)

Loyola's strong reputation in the sciences, along with its successful track record in preparing students for the health professions, enables forensic science graduates to begin highly successful careers in this dynamic field.

The Program is fully accredited by The Forensic Education Programs Accreditation Commission (FEPAC). Learn more about FEPAC on their website. (https://www.fepac-edu.org/)

This major combines coursework from biology, chemistry, criminal justice, mathematics, physics, in addition to forensic science courses.

Program Content and Sensitive Topics

The Forensic Science Program curriculum, by its very nature, includes sensitive topics such as drug overdose, drug-facilitated sexual assault, sexual violence, domestic violence, postmortem forensic toxicology, homicides, and other violent crime. Our faculty endeavor to handle these topics with the appropriate respect, professionalism, gravity, and discretion. However, students should be aware that these and other topics involving criminal behavior are covered in numerous courses throughout the curriculum. Some courses also include in-depth discussion and case studies.

Related Programs

Major

- Biochemistry (BS) (p. 313)
- Criminal Justice and Criminology (BS) (p. 363)

Minor

- Criminal Justice and Criminology Minor (p. 365)

Curriculum

The forensic science major requires 84-88 credit hours of coursework. The curriculum delivers a broad knowledge base and covers the three major areas in forensic science laboratories: pattern, biology-DNA, and chemistry. Students in this program are required to include the following classes in their curriculum:

Code	Title	Hours
Laboratory Science Courses		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
BIOL 366L	Cell Physiology and Biochemistry Lab	3
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2

CHEM 280	Environmental & Chemical Analysis	3
CHEM 361	Principles of Biochemistry	3
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
Forensic Science and Criminal Justice Courses		
CJC 101	Criminal Justice in a Global Context	3
FRSC 340	Introduction to Forensic Science	3
FRSC 341	Forensic Ethics and Professional Practice	3
FRSC 342	Expert Witness Testimony and Court Room Demeanor	3
FRSC 343	Physical Organic Chemistry for Forensic Science	3
FRSC 350 & 350L	Pattern Evidence I and Pattern Evidence Lab I	4
FRSC 360 & 360L	Forensic Drug Chemistry I and Forensic Drug Chemistry Laboratory I	5
FRSC 370 & 370L	Forensic Biology and Forensic Biology Laboratory	4
Forensic Capstone		
Select one of the following:		1-5
FRSC 361 & 361L	Forensic Toxicology I and Forensic Toxicology Laboratory I	
FRSC 371	Forensic Molecular Biology Lecture and Laboratory	
ANTH 396A	Internship: Bioarchaeology & Forensic Anthropology [1]	
Ancillary Courses		
MATH 131	Applied Calculus I	3
MATH 132	Applied Calculus II	3
STAT 335	Introduction to Biostatistics	3
Total Hours		**84-88**

[1] Requires ANTH 326 Human Osteology Lecture/Laboratory as a prerequisite

In addition to fulfilling major requirements to earn an undergraduate degree, students are required to complete Loyola's Core Curriculum (p. 989), which teaches them important skills and values. Students also develop their own interests by taking general electives.

Electives

Code	Title	Hours
Students in this program are encouraged, but not required, to select elective courses from the following list:		
ANTH 324	Human Evolution	3
ANTH 326	Human Osteology Lecture/Laboratory	4
ANTH 359	Paleopathology	3
BIOL 242	Anatomy and Physiology I	4
BIOL 243	Anatomy and Physiology II	4
BIOL 251	Cell Biology	3
BIOL 341	Histology Lecture/Laboratory	4
FRSC 390	Forensic Science Internship	3-4
FRSC 392	Forensic Science Seminar	1
FRSC 394	Forensic Science Research	1-4
FRSC 395	Special Topics in the Forensic Science	3
CJC 201	Theories of Criminal Behavior	3
CJC 202	Criminal Courts	3
CJC 203	Policing	3
CJC 322	Criminal Law	3
CJC 323	Criminal Procedure	3
CJC 371	Victimology	3

Suggested Sequence of Courses

Students **not** placing in MATH 118 Precalculus II or higher cannot start the Chemistry sequence until MATH 117 Precalculus I is completed with a grade of C- or better. Such students are advised to enroll in first-year Chemistry courses in the summer sessions (after meeting the math requirement) in order to complete the major in four years.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3
UCWR 110	Writing Responsibly	3
UNIV 101	First Year Seminar	1
	Hours	**15**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
MATH 132 or MATH 162	Applied Calculus II or Calculus II	3
CJC 101	Criminal Justice in a Global Context	3
Philosophical Foundational Core [1]		3
	Hours	**17**
Year 2		
Fall		
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
FRSC 340	Introduction to Forensic Science	3
Historical Foundational Core [1]		3
Ethics Core [1]		3
	Hours	**17**
Spring		
PHYS 112	College Physics II Lec/Disc	3

PHYS 112L	College Physics Lab II	1
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
FRSC 341	Forensic Ethics and Professional Practice	3
Literary Foundational Core [1]		3
Theological Foundational Core [1]		3
	Hours	**18**
Year 3		
Fall		
BIOL 282	Genetics	3
BIOL 283	Genetics Laboratory	1
CHEM 280	Environmental & Chemical Analysis	3
FRSC 343	Physical Organic Chemistry for Forensic Science	3
FRSC 350	Pattern Evidence I	3
FRSC 350L	Pattern Evidence Lab I	1
Foreign Language 101 [1]		3
	Hours	**17**
Spring		
BIOL 366 / CHEM 361	Cell Physiology & Biochemistry	3
BIOL 366L	Cell Physiology and Biochemistry Lab [2]	3
STAT 335	Introduction to Biostatistics	3
FRSC 342	Expert Witness Testimony and Court Room Demeanor	3
Foreign Language 102 [1]		3
Societal/Cultural Foundation Core [1]		3
	Hours	**18**
Year 4		
Fall		
FRSC 360	Forensic Drug Chemistry I	3
FRSC 360L	Forensic Drug Chemistry Laboratory I	2
FRSC 370	Forensic Biology	3
FRSC 370L	Forensic Biology Laboratory	1
Artistic Core [1]		3
Literary Tier 2 Core [1]		3
	Hours	**15**
Spring		
FRSC 361 & 361L or FRSC 371 or ANTH 396A	Forensic Toxicology I or Forensic Molecular Biology Lecture and Laboratory or Internship: Bioarchaeology & Forensic Anthropology	3
FRSC 390 or FRSC 394	Forensic Science Internship [1,2] or Forensic Science Research	3-4
Historical Tier 2 Core [1]		3
Societal/Cultural Tier 2 Core [1]		3
Theological Tier 2 Core [1]		3
	Hours	**15-16**
	Total Hours	**132-133**

[1] Scheduling of this course is flexible

[2] BIOL 366L, FRSC 390, and FRSC 394 satisfy the Engaged Learning requirements.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The Forensic Science Program is dedicated to:

- Upon completion of the FRSC-BS degree, students will:
- 1. recognize and use foundational scientific principles in biology, chemistry, biochemistry, physics, and math
- 2. identify and explain foundational principles that guide the professional practice of forensic scientists in areas such as courtroom demeanor, ethics, evidence handling, and crime science investigations
- 3. Interpret, evaluate and solve problems related to pattern evidence, drug chemistry, and forensic biology using foundational scientific principles
- 4. develop laboratory skills and perform experiments as applied to independent forensic science projects in research and operational laboratories
- 5. analyze and design solutions to problems presented in a capstone experience in either forensic molecular biology (DNA), forensic toxicology, or anthropology
- 6. communicate technical and scientific topics to a variety of audiences in oral and written formats

Global Studies

About Us

The Global Studies Program serves students who wish to achieve a deeper understanding of other nations, cultures, and peoples in the modern world. Students majoring or minoring in Global Studies will explore general aspects of the international system from the perspectives of the academic departments represented in the program. Students will also examine the histories, cultures, and political systems of various regions of the world. To facilitate these studies, global studies majors and minors will develop a level of proficiency in a modern language beyond the general requirement of the College of Arts and Sciences.

The Global Studies Program prepares students for careers in an increasingly interdependent global environment. Professions that draw especially heavily on a background in global studies include those in business, communication, public service, education, journalism, law and social work. Completing a global studies major or minor also helps prepare students for graduate studies in global/international affairs.

Undergraduate Programs

- Global Studies (BA) (p. 466)
- Global Studies Minor (p. 472)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Global Studies (GLST)

GLST 101 Introduction to Global Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of global studies. It provides an overview of the major disciplines represented in the program, introduces the main regions covered in the program, and discusses important global issues.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
Outcomes:
By analyzing various topics in global studies, students will gain an understanding of the different regions of the world and the ways that different disciplines contribute to this interdisciplinary field

GLST 301 Directed Readings in Global Studies (3 Credit Hours)
Pre-requisites: Course requires permission of instructor; GLST will enroll approved students directly (no self-enrollment or non-GLST advisors); Course is open only to junior and senior majors and minors
This directed readings course may be taken with permission of the director of the Global Studies Program for a course of study not otherwise offered at Loyola that is relevant to the Global Studies Program and addresses at least one of the program's learning outcomes. Students must arrange this course of study with a faculty mentor of their choosing and in conversation with the GLST director. The faculty mentor, who can come from any department or school at Loyola University Chicago, should send the syllabus to the director of the Global Studies Program for approval at least one month before the start of the term in which the student plans to undertake their course of study. Normally, students should complete a substantial research project or a paper of approximately 20,000 words (about forty double-spaced pages) that they work on over the course of the entire semester with their faculty mentor.
Interdisciplinary Option: Global Studies
Outcomes:
Students will 1) demonstrate progress in their research and writing skills; and 2) demonstrate advanced undergraduate knowledge of the issue or issues covered in the directed study course

GLST 302 States and Firms (3 Credit Hours)
This course focuses on the relationship between multinational corporations and the state. It explores the origin of firms, as well as issues such as corruption, tax policy, bailouts, and economic development. It also examines the development of private military contractors and their relationship to state security.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the various relations between multinational corporations and states as well as private military contractors and states

GLST 303 Technological Change and Society (3 Credit Hours)
This course explores how changes in technology affect society in four broad areas: its impact on how we communicate, on the workplace, on regulatory issues surrounding technology firms, and on humanity itself.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the various relations between technology and society

GLST 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices. We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

GLST 305 Globalization and Environmental Sustainability (3 Credit Hours)
This course introduces students to social, political and economic factors that have contributed to globalization, development and their impact on the environment. It provides students with the background and conceptual tools to understand global environmental challenges and questions.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop a fundamental knowledge of the study of global development and environmental challenges and develop analytical skills to assess the tradeoffs involved in economic development and environmental sustainability

GLST 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will be able to demonstrate a fundamental knowledge of the various factors that are considered to help or hinder development

GLST 309 The Global Economy (3 Credit Hours)
This course examines global economic relations with a focus on the movement of three items across borders: the movement of goods (trade), the movement of money (finance), and the movement of people (migration). The course aims not only to help students become more informed consumers of the news and events of the day, but also to enable them to critically evaluate and understand these events in their own terms.
Interdisciplinary Option: Global Studies
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Demonstrate an understanding of global trade, cross-border financial flows, and immigration as well as the political systems that help shape these transactions in at least two countries; Demonstrate an awareness of historical patterns concerning trade, global finance, and immigration and be able to apply knowledge of these historical patterns to current events and debates; Demonstrate the research skills necessary to gather, evaluate, and synthesize information from multiple sources to support an argument about an issue related to global trade, finance, or immigration

GLST 370 Internship in Global Studies (3-6 Credit Hours)
Pre-requisites: Open to all GLST major and minors but requires instructor permission to enroll
Students enrolled in this course must secure an internship relevant to the field of global studies. Students not only engage in regular workplace activities but also attend class meetings, complete writing assignments reflecting on their internship placements, write a final paper, and submit a final evaluation from their workplace supervisor.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate awareness of at least one important global concern or issue as addressed in the internship

GLST 398 Topics in Global Studies (3 Credit Hours)
This is a variable topics course. Specific topics vary from semester to semester.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate knowledge of a unique topic in the interdisciplinary field of Global Studies

Global Studies (BA)

The BA in Global Studies (GLST) gives students the opportunity to examine global issues from the perspective of several academic disciplines in the humanities and social sciences. While developing an individual program, a global studies student may choose from a very wide range of courses drawn from units across the university.

Related Programs

Major

- Political Science (BA) (p. 619)

Master's

- Global Strategic Communication (MS) (p. 1306)
- Language, Culture, and Curriculum (MEd) (p. 1695)

Minor

- Global Studies Minor (p. 472)

Curriculum

The curriculum leading to a BA in Global Studies consists of thirty-three semester hours of coursework (eleven courses) and the fulfillment of an intermediate-level foreign language proficiency requirement. Courses completed to satisfy the language requirement do not count toward the thirty-three semester hours of coursework.

The College of Arts and Sciences requires that a minimum of twenty-one credit hours (seven courses) of any major, including the Global Studies Major, be unique to that major and hence may not count toward any other major or minor. The Global Studies Program allows up to nine credit hours (three courses) to fulfill the requirements of the Global Studies Major and any other individual major or minor. Therefore, students may count up to four classes total toward the BA in Global Studies and all other declared majors/minors.

The Global Studies Major requires students to complete the following core courses in addition to their Global Studies elective courses.

Code	Title	Hours
GLST 101	Introduction to Global Studies	3
ANTH 100	Globalization and Local Cultures	3
PLSC 102	International Relations in an Age of Globalization	3
Select at least two of the below 300-level courses. You may take up to four additional GLST 300-level courses as electives. Hence, up to six courses total from the below list can count for the Global Studies Major.		6
GLST 301	Directed Readings in Global Studies	
GLST 302	States and Firms	
GLST 303	Technological Change and Society	
GLST 304	Global Civil Society and Social Movements	
GLST 305	Globalization and Environmental Sustainability	
GLST 306	International Development	
GLST 309	The Global Economy	
GLST 370	Internship in Global Studies	
GLST 398	Topics in Global Studies	
GLST Elective Courses (p. 466)		18
Total Hours		**33**

Elective Courses

Majors have five required courses (ANTH 100, GLST 101, PLSC 102, and two 300-level GLST courses) and six electives of their choosing. In addition to the 300-level GLST courses listed above, numerous courses based in departments and schools across the university are tagged with the Global Studies Program and may count as electives in the Global Studies Major. Please consult LOCUS using the interdisciplinary search option in the “Undergraduate CORE/Interdisciplinary” drop-down menu or the semester-specific listing on the Global Studies website to see which electives are being offered in a given semester.

Global Studies majors must take elective courses in the major from at least two units (school, department, or program). Courses taken abroad may be substituted for LUC Global Studies courses only if they are pre-approved as GLST major electives by the director of Global Studies.

Many departmentally-based courses tagged with the Global Studies Program are not offered very often. If you want to know when a particular tagged course is going to be offered next, please check with the course's home department. The Global Studies Program does not control the scheduling of tagged elective courses.

Global Studies focuses on the world outside of the United States since around 1850 CE. Some LUC courses relevant to the geographic and thematic areas of focus named below may not appear on our lists, especially if they are "topics" courses. Please check with the director of the Global Studies Program if you have any questions about a course not listed below that you would like to count toward your Global Studies major.

Geographic and Thematic Areas of Concentration in the Global Studies Major

Students majoring in Global Studies are not required to choose an area of concentration but are encouraged to do so. Students may, for example, focus four or more of their major elective courses on one world area, preferably in alignment with their modern foreign language studies:

Africa, Asia, Europe, Latin America, or the Middle East. Alternatively, students may choose to complete a cluster of four or more courses from the thematic areas listed below or create their own thematic area in consultation with the program director. Relevant courses taken abroad may also count toward a given thematic area.

Africa

Code	Title	Hours
AFR 201	African Studies and the African Diaspora	3
ANTH 213	Culture in Africa	3
FNAR 355	Art of Africa	3
HIST 213	African History: Themes & Issues	3
HIST 342B	African History Post-1600	3
HIST 342M	African Music's Influence on American Music	3
HONR 210	Encountering Africa	3
LITR 219	African Film	3
PLSC 342	African Politics	3

Asia

Code	Title	Hours
ENGL 315	South Asian Literatures in English	3
ENGL 315C	South Asian Literature Since 1900	3
FNAR 357	South Asian Visual Culture	3
HIST 208	East Asian History: Themes & Issues	3
HIST 343	Modern South Asia	3
HIST 346C	History of Christianity in China	3
HIST 347C	Cultural Revolution-China	3
HIST 347D	Modern Chinese History through Film	3
HIST 349A	Women in East Asia	3
HONR 209	Encountering Asia	3
LITR 243	South Asian Literature	3
LITR 244	Indian Film	3
LITR 245	Asian Masterpieces	3
LITR 287	Topics in Asian Literature	3
LITR 290	Classical Chinese Literature	3
LITR 292	Modern Chinese Fiction	3
PHIL 335	Asian Philosophy	3
PLSC 336	Politics in Contemporary China	3
PLSC 346	East Asian Politics	3
THEO 299	Religions of Asia	3
THEO 352	Topics in Buddhism	3

Europe

Code	Title	Hours
ANTH 222	Culture in Contemporary Europe	3
FREN 271	Main Currents of French Literature & Culture II	3
FREN 309	Francophone Literature	3
FREN 311	French Modernity	3
FREN 390	French & Francophone Cultures & Civilizations	3
GERM 270	Modern German Literature and Culture I	3
GERM 271	Modern German Literature and Culture II	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 322	Modern France: From Empire to Postcolonial Nation	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 326	Ireland: Colony to Nation State	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 329N	Modern European Nationalism: Myth and Reality	3
HIST 330F	Fascinating Fascism: 1919 to the Present	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 334B	The Holocaust: History and Memory	3
HIST 337	Rise & Fall of Soviet Union	3
HIST 338A	History of European Communism	3
HONR 216	Encountering Contemporary Europe	3
ITAL 271	Main Currents of Italian Literature II	3
ITAL 284	Studies in Italian Film	3
LITR 161	Introduction to Italian Culture	3
LITR 200	European Masterpieces	3
LITR 202	European Novel	3
LITR 203	European Drama	3
LITR 204	European Film	3
LITR 221	Polish Authors	3
LITR 225	Russian Masterpieces	3
LITR 230	German Masterpieces	3
LITR 260	Italian Masterpieces	3
LITR 262	Modern Italian Novel	3
LITR 264	Italian Film Genre	3
LITR 267	Italian Film History	3
LITR 268	Italy: Cultural History	3
LITR 268R	Italian Culture: Food & Wine	3
LITR 283	Major Authors in Translation	3
LITR 291	Italian & Italian-American Women Writers	3
PLSC 232	Politics of the United Kingdom	3
PLSC 347	The European Union	3
PLSC 348	Soviet & Post-Soviet Politics	3
PLSC 349	Eastern European Politics	3
PLSC 360	Western European Politics	3
PLSC 365	Italian Politics & Government (offered only at the Rome campus)	3
ROST 382	Human Rights: View from Rome (offered only at the Rome campus)	3
SOCL 267	Italy Today (offered only at the Rome campus)	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 311	Generation of 1898	3
SPAN 321	20th Century Theatre	3
SPAN 331	20th Century Poetry	3
SPAN 341	20th Century Spanish Literature	3
SPAN 349	Realism and Naturalism	3
SPAN 362	History of Hispanic Feminism	3
SPAN 363	Borges	3
SPAN 366	Spanish Cinema	3
SPAN 390	Latin American Culture and Civilization	3
UNIV 301	Ricci Seminar Rome (offered only at the Rome campus)	3

Latin America

Code	Title	Hours
ANTH 211	Peoples of Latin America	3
ANTH 217	Mexican Culture & Heritage	3
ANTH 321	Human Rights in Latin America	3
HIST 210	Latin American History: Themes & Issues	3
HIST 353	Latin America in Recent Times	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3
HIST 356	Mexican History-Ancient to Modern Times	3
HIST 358	Women in Latin American History	3
HONR 208	Encountering Latin America and the Caribbean	3
LITR 211	Latina Authors	3
PLSC 343	Latin American Politics	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 363	Borges	3
SPAN 370	Latin American Poetry	3
SPAN 380	Latin American Prose Fiction	3
SPAN 381	Contemporary Spanish-American Novel	3
SPAN 385	Caribbean Literature	3
SPAN 389	Latin American Short Story	3
SPAN 390	Latin American Culture and Civilization (Topic: The Hispanic World)	3

Middle East

Code	Title	Hours
HIST 209	Islamic History: Themes & Issues	3
HIST 341	Modern Middle East	3
LITR 238	Arabic Literature in Translation	3
PLSC 368	Politics of the Middle East	3
THEO 350	Topics in Islam	3
THEO 366	Contemporary Islamic Thought and Movements	3
HONR 212	Encountering the Middle East	3

Art, Film, and Literature

Must include courses that focus on at least two different world regions outside of North America: Asia, Africa, Europe, Latin America, Middle East.

Code	Title	Hours
ANTH 210	Visual Representation of Culture	3
FNAR 355	Art of Africa	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 342M	African Music's Influence on American Music	3
HIST 347D	Modern Chinese History through Film	3
ITAL 271	Main Currents of Italian Literature II	3
ITAL 284	Studies in Italian Film	3
LITR 200	European Masterpieces	3
LITR 202	European Novel	3
LITR 203	European Drama	3
LITR 204	European Film	3
LITR 211	Latina Authors	3
LITR 219	African Film	3
LITR 221	Polish Authors	3
LITR 225	Russian Masterpieces	3
LITR 230	German Masterpieces	3
LITR 238	Arabic Literature in Translation	3
LITR 243	South Asian Literature	3
LITR 244	Indian Film	3
LITR 245	Asian Masterpieces	3
LITR 260	Italian Masterpieces	3
LITR 262	Modern Italian Novel	3
LITR 264	Italian Film Genre	3
LITR 267	Italian Film History	3
LITR 268	Italy: Cultural History	3
LITR 268R	Italian Culture: Food & Wine	3
LITR 280	World Masterpieces in Translation	3
LITR 283	Major Authors in Translation	3
LITR 284	International Film	3
LITR 287	Topics in Asian Literature	3
LITR 290	Classical Chinese Literature	3
LITR 292	Modern Chinese Fiction	3
LITR 291	Italian & Italian-American Women Writers	3
LITR 299	Comparative Literature	3
FREN 309	Francophone Literature	3
GERM 270	Modern German Literature and Culture I	3
GERM 271	Modern German Literature and Culture II	3
GERM 370	German Cinema	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 321	20th Century Theatre	3
SPAN 331	20th Century Poetry	3
SPAN 341	20th Century Spanish Literature	3
SPAN 349	Realism and Naturalism	3
SPAN 363	Borges	3
SPAN 366	Spanish Cinema	3
SPAN 370	Latin American Poetry	3
SPAN 380	Latin American Prose Fiction	3
SPAN 381	Contemporary Spanish-American Novel	3
SPAN 382	Latin American Theatre	3
SPAN 385	Caribbean Literature	3
SPAN 389	Latin American Short Story	3
SPAN 421	Theatre of Twentieth Century	3

Global Conflict and Peace

Code	Title	Hours
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 321	Human Rights in Latin America	3
CJC 336	Political Violence and Crime	3
CJC 378	International Criminal Justice	3
HIST 265A	The First World War	3
HIST 334B	The Holocaust: History and Memory	3
PLSC 204	Conflict Management	3
PLSC 213	International Human Rights	3
PLSC 316	Politics of Genocide	3
PLSC 325	American Foreign Policy	3
PLSC 330	Global Justice	3
PLSC 337	Terrorism	3
PLSC 356	Intervent in World Politics	3

PLSC 358	War, Peace and Politics	3
PLSC 358D	The Scientific Study of War	3
PLSC 364	UN & International Organization	3
PLSC 388	The Morality and Legality of War	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3

Global Cultures

Code	Title	Hours
ANTH 211	Peoples of Latin America	3
ANTH 213	Culture in Africa	3
ANTH 217	Mexican Culture & Heritage	3
ANTH 222	Culture in Contemporary Europe	3
FNAR 352	Islam and Visual Culture	3
FNAR 357	South Asian Visual Culture	3
FREN 390	French & Francophone Cultures & Civilizations	3
GERM 270	Modern German Literature and Culture I	3
GERM 271	Modern German Literature and Culture II	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 347C	Cultural Revolution-China	3
LITR 161	Introduction to Italian Culture	3
POLS 270	Contemporary Polish Culture in the Original Language	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 390	Latin American Culture and Civilization	3
THEO 272	Judaism	3
THEO 282	Hinduism	3
THEO 295	Islam	3
THEO 297	Buddhism	3
THEO 299	Religions of Asia	3

Global Ethics and Social Justice

Code	Title	Hours
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 306	Anthropology and Human Rights	3
ANTH 321	Human Rights in Latin America	3
CJC 378	International Criminal Justice	3
HSM 210	Introduction to Global Healthcare Delivery	3
PLSC 213	International Human Rights	3
PLSC 330	Global Justice	3
PLSC 353	International Law	3
ROST 382	Human Rights: View from Rome	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3
SOCL 215	Law & Society	3

Global Health, Development, and the Environment

Code	Title	Hours
ANTH 104	The Human Ecological Footprint	3
ANTH 207	Economies, Culture, and Development	3
GLST 305	Globalization and Environmental Sustainability	3
GLST 306	International Development	3
HIST 279E	Climate and History	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HSM 210	Introduction to Global Healthcare Delivery	3
PLSC 252	Capitalism and Its Discontents	3
PLSC 317	Politics of International Health	3
PLSC 354	Global Environmental Politics	3
PLSC 362	Politics Developing Societies	3
PLSC 369	Politics of Energy	3
SOCL 252	Global Inequalities	3
SOCL 272	Environmental Sociology	3

Global Order and Organizations

Code	Title	Hours
ANTH 203	Violence, Social Suffering, and Justice	3
CJC 378	International Criminal Justice	3
FINC 355	International Finance Management (prerequisite: FINC 301, 332, 332H, 334, or 334H)	3
GLST 302	States and Firms	3
GLST 303	Technological Change and Society	3
GLST 304	Global Civil Society and Social Movements	3
PLSC 316	Politics of Genocide	3
PLSC 333	Crossing Borders: The Politics of Immigration	3
PLSC 337	Terrorism	3
PLSC 353	International Law	3
PLSC 364	UN & International Organization	3
PLSC 367	Model United Nations	3
SCMG 338	Global Transportation (prerequisite: SCMG 338)	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3

International Economics and Business

Code	Title	Hours
ANTH 207	Economies, Culture, and Development	3
ECON 323	International Economics (prerequisites: ECON 201 and ECON 202)	3
ECON 324	International Monetary Relations (prerequisites: ECON 201 and ECON 202)	3
ENTR 313	Entrepreneurship - Global Opportunity Scan (prerequisite: IBUS 201 or ENTR 201)	3
FINC 355	International Finance Management (prerequisites: FINC 301, 332, 332H, 334, or 334H)	3
GLST 302	States and Firms	3
GLST 303	Technological Change and Society	3
GLST 306	International Development	3
GLST 309	The Global Economy (equivalent to PLSC 350)	3
HRER 329	Global HR and Organizational Behavior (prerequisite: MGMT 201 or HRER 201)	3
IBUS 201	Introduction to International Business	3
IBUS 315	International Management (prerequisite: MGMT 201)	3
MARK 363	International Marketing	3
PLSC 350	Global Political Economy (equivalent to GLST 309)	3
PLSC 252	Capitalism and Its Discontents	3

SCMG 338	Global Transportation (prerequisite: SCMG 232)	3
SPRT 345	Globalization of Sport Industry (prerequisite: SPRT 130)	3

International Relations

Must include at least three courses from Political Science.

Code	Title	Hours
ANTH 207	Economies, Culture, and Development	3
ANTH 306	Anthropology and Human Rights	3
ANTH 321	Human Rights in Latin America	3
CJC 378	International Criminal Justice	3
ECON 323	International Economics (prerequisites: ECON 201 and ECON 202)	3
ECON 324	International Monetary Relations (prerequisites: ECON 201 and ECON 202)	3
GLST 309	The Global Economy (equivalent to PLSC 350)	3
HIST 104	Global History Since 1500	3
HIST 334B	The Holocaust: History and Memory	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3
HSM 210	Introduction to Global Healthcare Delivery	3
PLSC 204	Conflict Management	3
PLSC 213	International Human Rights	3
PLSC 252	Capitalism and Its Discontents	3
PLSC 300C	Contemporary Political Issues: Comparative Politics (selected sections only)	3
PLSC 300D	Contemporary Political issues in International Relations	3
PLSC 316	Politics of Genocide	3
PLSC 317	Politics of International Health	3
PLSC 325	American Foreign Policy	3
PLSC 330	Global Justice	3
PLSC 337	Terrorism	3
PLSC 347	The European Union	3
PLSC 350	Global Political Economy (equivalent to GLST 309)	3
PLSC 353	International Law	3
PLSC 354	Global Environmental Politics	3
PLSC 356	Intervent in World Politics	3
PLSC 358	War, Peace and Politics	3
PLSC 358D	The Scientific Study of War	3
PLSC 364	UN & International Organization	3
PLSC 367	Model United Nations	3
PLSC 369	Politics of Energy	3
PLSC 388	The Morality and Legality of War	3
SOCL 252	Global Inequalities	3

General Global Studies - No concentration

Code	Title	Hours
ANTH 104	The Human Ecological Footprint	3
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 207	Economies, Culture, and Development	3
ANTH 210	Visual Representation of Culture	3
ANTH 216	Cultures of Migration	3
CJC 336	Political Violence and Crime	3
CJC 337 / PLSC 337	Terrorism	3
CJC 378	International Criminal Justice	3
COMM 272	Intercultural Communication	3
COMM 278	International Public Relations (offered only occasionally in summer as a faculty-led study abroad course to London)	3
ECON 323	International Economics (prerequisites: ECON 201 and 202)	3
ECON 324	International Monetary Relations (prerequisites: ECON 201 and 202)	3
ECON 325	Economics of Growth & Development (prerequisites: ECON 201 and 202)	3
ELPS 230	Globalization, Education and Childhood	3
ENGL 313	Border Literatures	3
ENTR 313	Entrepreneurship - Global Opportunity Scan (prerequisite: IBUS 201 or ENTR 201)	3
EXPL 292	International Service Learning	3
FINC 355	International Finance Management (prerequisites: FINC 301, 332, 332H, 334, or 334H)	3
FNAR 202	Global Art History: Modern Art	3
FNAR 352	Islam and Visual Culture	3
GLST 302	States and Firms	3
GLST 303	Technological Change and Society	3
GLST 304	Global Civil Society and Social Movements	3
GLST 305	Globalization and Environmental Sustainability	3
GLST 306	International Development	3
GLST 309	The Global Economy	3
GLST 370	Internship in Global Studies	3-6
GLST 398	Topics in Global Studies	3
HIST 104	Global History Since 1500	3
HIST 279E	Climate and History	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3
HRER 329	Global HR and Organizational Behavior (prerequisite: MGMT 201 or HRER 201)	3
HSM 210	Introduction to Global Healthcare Delivery	3
IBUS 201	Introduction to International Business	3
IBUS 315	International Management (prerequisite: MGMT 201)	3
LITR 280	World Masterpieces in Translation	3
LITR 283	Major Authors in Translation	3
LITR 284	International Film	3
LITR 299	Comparative Literature	3
MARK 363	International Marketing	3
PLSC 103	Comparative Politics	3
PLSC 204	Conflict Management	3
PLSC 213	International Human Rights	3
PLSC 232	Politics of the United Kingdom	3
PLSC 252	Capitalism and Its Discontents	3
PLSC 300C	Contemporary Political Issues: Comparative Politics (could be area specific depending on the topic)	3

PLSC 300D	Contemporary Political issues in International Relations (could be area specific depending on the topic)	3
PLSC 316	Politics of Genocide	3
PLSC 317	Politics of International Health	3
PLSC 325	American Foreign Policy	3
PLSC 330	Global Justice	3
PLSC 331	Islamic Political Thought	3
PLSC 333	Crossing Borders: The Politics of Immigration	3
PLSC 337	Terrorism	3
PLSC 339	Political Ideologies	3
PLSC 350	Global Political Economy	3
PLSC 353	International Law	3
PLSC 354	Global Environmental Politics	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 356	Intervent in World Politics	3
PLSC 358	War, Peace and Politics	3
PLSC 358D	The Scientific Study of War	3
PLSC 359	Revolutions	3
PLSC 362	Politics Developing Societies	3
PLSC 364	UN & International Organization	3
PLSC 366	Dictatorship	3
PLSC 367	Model United Nations	3
PLSC 369	Politics of Energy	3
PLSC 388	The Morality and Legality of War	3
POLS 270	Contemporary Polish Culture in the Original Language	3
SCMG 338	Global Transportation (prerequisite: SCMG 232)	3
SOCL 215	Law & Society	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3
SOCL 272	Environmental Sociology	3
SPRT 345	Globalization of Sport Industry (prerequisite: SPRT 130)	3
THEO 272	Judaism	3
THEO 282	Hinduism	3
THEO 295	Islam	3
THEO 297	Buddhism	3
THEO 330	Liberation Theology	3

Portfolio Requirement

All graduating global studies majors must submit during their final semester a portfolio. These portfolios are not graded at the level of the individual student but are used instead as part of an annual assessment of the program. Graduating students will receive an email about two months prior to graduation requesting the portfolio and detailing what students should include in it. Students are required to submit the following:

1. a personal statement (300-500 words) describing the most important knowledge and skills gained as a global studies major as well as the courses and experiences you have found most helpful;
2. the inclusion of a statement (300-500 words) on the strengths and weaknesses of the Global Studies Program itself as you see it as well as any recommendations you would like to see made to the program; and
3. depending on the year, we might request copies of essays completed for a Global Studies course, a short response to an essay prompt, or a similar kind of product. The details of what is needed will be communicated in the email sent prior to graduation.

December graduates must submit their portfolios by December 10th of their final semester; May graduates must submit their portfolios by April 30th of their final semester. Please note that portfolio submission prior to graduation is a requirement that is separate from all other Global Studies Major requirements.

Language Requirement

The language requirement for the major in global studies may be satisfied in any of the following ways:

- Successful completion with a grade of "C" or better of a 104-level or higher course in one of the accepted modern, foreign languages offered by the Department of Modern Languages and Literatures.
- Completion of a language proficiency examination or the equivalent, administered by the Department of Modern Languages and Literatures, demonstrating proficiency at the 104 level or higher of a modern, foreign language. Please email CASLanguageTesting@luc.edu for information about language proficiency testing.
- Determination by the director of the Global Studies Program, in consultation with appropriate specialists, that a student has at least a 104-level reading and writing proficiency in a language that is not taught or tested at Loyola.

Please note that English, American Sign Language, computer languages, and other US-based languages do not satisfy this requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
GLST 101	Introduction to Global Studies	3
	Hours	**3**
Spring		
ANTH 100	Globalization and Local Cultures	3
	Hours	**3**
Year 2		
Fall		
PLSC 102	International Relations in an Age of Globalization	3
	Hours	**3**
Spring		
GLST 300-level Required Course		3
Elective		3
	Hours	**6**

Year 3	
Fall	
Elective	3
Elective	3
Hours	**6**
Spring	
Elective	3
Hours	**3**
Year 4	
Fall	
GLST 300-level Required Course	3
Elective	3
Hours	**6**
Spring	
Elective	3
Hours	**3**
Total Hours	**33**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of the program, global studies majors will be able to do the following:

- Describe causes of or potential solutions to different contemporary global problems
- Synthesize geographical, cultural, or historical information from one or more world regions to support evidence-based arguments in global studies
- Analyze different modern political systems outside of North America
- Assess the significance and effectiveness of different international/global organizations

Global Studies Minor

The minor in Global Studies benefits students who want to engage in a focused program of coursework in the study of Global Studies, but are unable to complete the Global Studies major.

Related Programs

Major

- Global Studies (BA) (p. 466)
- Political Science (BA) (p. 619)

Master's

- Language, Culture, and Curriculum (MEd) (p. 1695)

Curriculum

The curriculum leading to a minor in Global Studies consists of eighteen semester hours of coursework (six courses) and the fulfillment of a language proficiency requirement. Courses completed to satisfy the language requirement do not count toward the eighteen semester hours of coursework.

Of the eighteen hours of coursework leading to a minor in Global Studies, students must successfully complete the following:

Code	Title	Hours
Minor Requirements		
GLST 101		3
Select at least two of the below courses. Students may take up to two additional courses from the below list as program electives (so, up to a total of four GLST 300-level courses).		6
GLST 301	Directed Readings in Global Studies	
GLST 302	States and Firms	
GLST 303	Technological Change and Society	
GLST 304	Global Civil Society and Social Movements	
GLST 305	Globalization and Environmental Sustainability	
GLST 306	International Development	
GLST 309	The Global Economy	
GLST 370	Internship in Global Studies	
GLST 398	Topics in Global Studies	
Three total electives, including at least one general (not area specific) courses focusing on various aspects of global studies. Electives must be taken from at least two units in total (that is, two departments or program).		9
Total Hours		**18**

A maximum of three courses may count toward the Global Studies Minor and another major or minor. No more than four courses total may count for the Global Studies Minor and all other declared majors/minors.

Numerous courses based in departments and schools across the university are tagged with the Global Studies Program and may count as electives in the Global Studies Minor. These are listed below. However, many of these courses are not offered very often. If you want to know when a particular tagged course is going to be offered next, you must check with the course's home department. The Global Studies Program does not control the scheduling of tagged elective courses.

Global Studies focuses on the world outside of the United States since around 1850 CE. Some LUC courses relevant to the geographic and thematic areas of focus named below may not appear on our lists, especially if they are "topics" courses. Please check with the director of the Global Studies Program if you have any questions about a course

not listed below that you would like to count toward your Global Studies major.

Geographic Region: Africa

Code	Title	Hours
AFR 201	African Studies and the African Diaspora	3
ANTH 213	Culture in Africa	3
FNAR 355	Art of Africa	3
HIST 213	African History: Themes & Issues	3
HIST 342B	African History Post-1600	3
HIST 342M	African Music's Influence on American Music	3
LITR 219	African Film	3
PLSC 342	African Politics	3
HONR 210	Encountering Africa	3

Geographic Region: Asia

Code	Title	Hours
ENGL 315	South Asian Literatures in English	3
FNAR 357	South Asian Visual Culture	3
HIST 208	East Asian History: Themes & Issues	3
HIST 343	Modern South Asia	3
HIST 346C	History of Christianity in China	3
HONR 209	Encountering Asia	3
HIST 347A	China Since 1949: The People's Republic	3
HIST 347C	Cultural Revolution-China	3
HIST 347D	Modern Chinese History through Film	3
HIST 349A	Women in East Asia	3
LITR 243	South Asian Literature	3
LITR 244	Indian Film	3
LITR 245	Asian Masterpieces	3
LITR 287	Topics in Asian Literature	3
LITR 290	Classical Chinese Literature	3
LITR 292	Modern Chinese Fiction	3
PHIL 335	Asian Philosophy	3
PLSC 336	Politics in Contemporary China	3
PLSC 346	East Asian Politics	3
THEO 299	Religions of Asia	3
THEO 352	Topics in Buddhism	3
ENGL 315C	South Asian Literature Since 1900	3

Geographic Region: Europe

Code	Title	Hours
ANTH 222	Culture in Contemporary Europe	3
FREN 271	Main Currents of French Literature & Culture II	3
FREN 309	Francophone Literature	3
FREN 311	French Modernity	3
FREN 390	French & Francophone Cultures & Civilizations	3
GERM 270	Modern German Literature and Culture I	3
GERM 271	Modern German Literature and Culture II	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 322	Modern France: From Empire to Postcolonial Nation	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 326	Ireland: Colony to Nation State	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 329N	Modern European Nationalism: Myth and Reality	3
HIST 330F	Fascinating Fascism: 1919 to the Present	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 334B	The Holocaust: History and Memory	3
HIST 337	Rise & Fall of Soviet Union	3
HIST 338A	History of European Communism	3
ITAL 271	Main Currents of Italian Literature II	3
HONR 216	Encountering Contemporary Europe	3
ITAL 284	Studies in Italian Film	3
LITR 161	Introduction to Italian Culture	3
LITR 200	European Masterpieces	3
LITR 202	European Novel	3
LITR 203	European Drama	3
LITR 204	European Film	3
LITR 221	Polish Authors	3
LITR 225	Russian Masterpieces	3
LITR 230	German Masterpieces	3
LITR 260	Italian Masterpieces	3
LITR 262	Modern Italian Novel	3
LITR 264	Italian Film Genre	3
LITR 267	Italian Film History	3
LITR 268	Italy: Cultural History	3
LITR 268R	Italian Culture: Food & Wine	3
LITR 283	Major Authors in Translation	3
LITR 291	Italian & Italian-American Women Writers	3
PLSC 232	Politics of the United Kingdom	3
PLSC 347	The European Union	3
PLSC 348	Soviet & Post-Soviet Politics	3
PLSC 349	Eastern European Politics	3
PLSC 360	Western European Politics	3
PLSC 365	Italian Politics & Government (offered only at the Rome campus)	3
ROST 382	Human Rights: View from Rome (offered only at the Rome campus)	3
SOCL 267	Italy Today (offered only at the Rome campus)	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 311	Generation of 1898	3
SPAN 321	20th Century Theatre	3
SPAN 331	20th Century Poetry	3
SPAN 341	20th Century Spanish Literature	3
SPAN 349	Realism and Naturalism	3
SPAN 362	History of Hispanic Feminism	3
SPAN 363	Borges	3
SPAN 366	Spanish Cinema	3
SPAN 390	Latin American Culture and Civilization	3
UNIV 301	Ricci Seminar Rome (offered only at the Rome campus)	3

Geographic Region: Latin America

Code	Title	Hours
ANTH 211	Peoples of Latin America	3
ANTH 217	Mexican Culture & Heritage	3
ANTH 321	Human Rights in Latin America	3
HIST 210	Latin American History: Themes & Issues	3
HIST 353	Latin America in Recent Times	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3
HIST 356	Mexican History-Ancient to Modern Times	3
HIST 357	The Mexican Revolution in Popular Imagination	3
HIST 358	Women in Latin American History	3
HONR 208	Encountering Latin America and the Caribbean	3
LITR 211	Latina Authors	3
PLSC 343	Latin American Politics	3
SPAN 271	Introduction to Iberian Literature and Culture	3
SPAN 363	Borges	3
SPAN 370	Latin American Poetry	3
SPAN 380	Latin American Prose Fiction	3
SPAN 381	Contemporary Spanish-American Novel	3
SPAN 385	Caribbean Literature	3
SPAN 389	Latin American Short Story	3
SPAN 390	Latin American Culture and Civilization (Topic: The Hispanic World)	3

Geographic Region: Middle East

Code	Title	Hours
HIST 209	Islamic History: Themes & Issues	3
HIST 341	Modern Middle East	3
HONR 212	Encountering the Middle East	3
LITR 238	Arabic Literature in Translation	3
PLSC 368	Politics of the Middle East	3
THEO 350	Topics in Islam	3
THEO 366	Contemporary Islamic Thought and Movements	3

General Global Studies

Code	Title	Hours
ANTH 100	Globalization and Local Cultures	3
ANTH 104	The Human Ecological Footprint	3
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 207	Economies, Culture, and Development	3
ANTH 210	Visual Representation of Culture	3
ANTH 216	Cultures of Migration	3
CJC 336	Political Violence and Crime	3
CJC 337 / PLSC 337	Terrorism	3
CJC 378	International Criminal Justice	3
COMM 272	Intercultural Communication	3
COMM 278	International Public Relations (offered only occasionally in summer as a faculty-led study abroad course to London)	3
ECON 323	International Economics (prerequisites: ECON 201 and 202)	3
ECON 324	International Monetary Relations (prerequisites: ECON 201 and 202)	3
ELPS 230	Globalization, Education and Childhood	3
ENGL 313	Border Literatures	3
EXPL 292	International Service Learning	3
ENTR 313	Entrepreneurship - Global Opportunity Scan (prerequisite: IBUS 201 or ENTR 201)	3
FINC 355	International Finance Management (prerequisites: FINC 301, FINC 334, or FINC 334H)	3
FNAR 202	Global Art History: Modern Art	3
FNAR 352	Islam and Visual Culture	3
GLST 302	States and Firms	3
GLST 304	Global Civil Society and Social Movements	3
GLST 305	Globalization and Environmental Sustainability	3
GLST 306	International Development	3
GLST 309	The Global Economy	3
GLST 370	Internship in Global Studies	3-6
GLST 398	Topics in Global Studies	3
HIST 104	Global History Since 1500	3
HIST 279E	Climate and History	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3
HSM 210	Introduction to Global Healthcare Delivery	3
HRER 329	Global HR and Organizational Behavior (prerequisite: MGMT 201 or HRER 201)	3
IBUS 201	Introduction to International Business	3
IBUS 315	International Management (prerequisite: MGMT 201)	3
LITR 280	World Masterpieces in Translation	3
LITR 283	Major Authors in Translation	3
LITR 284	International Film	3
LITR 299	Comparative Literature	3
MARK 363	International Marketing	3
PLSC 102	International Relations in an Age of Globalization	3
PLSC 103	Comparative Politics	3
PLSC 204	Conflict Management	3
PLSC 213	International Human Rights	3
PLSC 232	Politics of the United Kingdom	3
PLSC 252	Capitalism and Its Discontents	3
PLSC 300C	Contemporary Political Issues: Comparative Politics (could be area specific depending on the topic)	3
PLSC 300D	Contemporary Political issues in International Relations (could be area specific depending on the topic)	3
PLSC 316	Politics of Genocide	3
PLSC 317	Politics of International Health	3
PLSC 325	American Foreign Policy	3
PLSC 330	Global Justice	3
PLSC 331	Islamic Political Thought	3
PLSC 333	Crossing Borders: The Politics of Immigration	3
PLSC 337	Terrorism	3
PLSC 339	Political Ideologies	3
PLSC 350	Global Political Economy	3
PLSC 353	International Law	3

PLSC 354	Global Environmental Politics	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 356	Intervent in World Politics	3
PLSC 358	War, Peace and Politics	3
PLSC 358D	The Scientific Study of War	3
PLSC 359	Revolutions	3
PLSC 362	Politics Developing Societies	3
PLSC 364	UN & International Organization	3
PLSC 366	Dictatorship	3
PLSC 367	Model United Nations	3
PLSC 369	Politics of Energy	3
PLSC 388	The Morality and Legality of War	3
POLS 270	Contemporary Polish Culture in the Original Language	3
SCMG 338	Global Transportation (prerequisite: SCMG 232)	3
SOCL 215	Law & Society	3
SOCL 252	Global Inequalities	3
SOCL 265	Globalization & Society	3
SOCL 272	Environmental Sociology	3
SPRT 345	Globalization of Sport Industry (prerequisite: SPRT 130)	3
THEO 272	Judaism	3
THEO 282	Hinduism	3
THEO 295	Islam	3
THEO 297	Buddhism	3
THEO 330	Liberation Theology	3

Language Requirement

The language requirement for the minor in global studies may be satisfied in any of the following ways:

- Successful completion with a grade of "C" or better of three or more years of high school instruction in the same modern foreign language.
- Successful completion with a grade of "C" or better of a 103-level or higher course in one of the accepted languages offered by the Department of Modern Languages and Literatures.
- Completion of a language proficiency examination or the equivalent, administered by the Department of Modern Languages and Literatures, demonstrating proficiency at the 103 level or higher. Please email CASLanguageTesting@luc.edu for information about language proficiency exams.
- Determination by the director of the Global Studies Program, in consultation with appropriate specialists, that a student has at least a 103-level reading and writing proficiency in a language that is not taught or tested at Loyola.

Please note that English, American Sign Language, computer languages, and other US-based languages do not satisfy this requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Fulfillment of the required language proficiency is not included below as those courses do not count toward the credit hours of the minor. Courses must be taken or waived by placement examination before completion of the minor.

Course	Title	Hours
Freshman		
Fall		
GLST 101	Introduction to Global Studies	3
	Hours	**3**
Spring		
GLST 300-Level Course		3
	Hours	**3**
Sophomore		
Fall		
GLST 300-Level Elective		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
Junior		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
	Total Hours	**18**

Declaring a Minor in Global Studies

Please use LOCUS to declare a minor. We encourage you to also meet with the global studies director to discuss program requirements, career goals, and internship options.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the program, global studies minors will be able to do the following:

- Demonstrate an ability to describe and analyze some important contemporary global concerns (e.g., the environment, violence, human trafficking, poverty, child labor)
- Demonstrate geographical and historical knowledge of different world regions (Asia, Africa, South America, Europe, and the Middle East)
- Demonstrate an ability to describe and analyze important elements of some non-US cultures
- Demonstrate an ability to describe and analyze the modern political system of at least one country outside of North America

History

Overview

History Department faculty are engaged with wide-ranging fields of history across the globe, wrestling with the human past in all its complexity and contingency. Our curriculum is designed to develop a deep understanding of that past and to provide students with insight into the world in which they live through a perspective of change over time. History courses include a consideration of ideas and value systems in the past, enhancing students' understanding of both their own and other cultures in the present. At the same time, our curriculum teaches historical writing, analysis, and research as vital skills, and it fosters an appreciation of historical prose as a distinctive form of literature.

A History major prepares students to be critical thinkers ready for a wide range of careers and graduate programs. History majors thrive in careers in law, education, business, government, academia, and other fields that value the ability to ask broad questions, research specific answers, and craft compelling narratives.

Undergraduate Programs

- History (BA) (p. 492)
- History Minor (p. 496)
- Honors in History (p. 497)

History Department Policies

Double Dipping Policy

The History Department's policy on 'double dipping', or having courses count toward more than one major or minor, is below; it is consistent with the general policy of the College of Arts and Sciences.

1. Students may not major and minor in the same discipline.
2. Majors: Not less than 21 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
3. Minors and interdisciplinary minors: not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.
4. General exceptions to Rules 2 and 3 will be made if approved by the chairs/directors of the department(s)/program(s) housing each affected major and minor. A list of standing general exceptions will be maintained by the Dean's office.
5. Individual student exceptions may be made in appropriate cases by department chairs and program directors.
6. Departments and Programs may enforce stricter double-dipping policies than those stated above, which also should be provided to the Dean's Office.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

History (HIST)

HIST 101 Culture, Power and Identity: Western Ideas & Institutions to 17th Century (3 Credit Hours)
This course traces the early development of Western ideas and institutions from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

HIST 102 Culture, Power and Identity: Western Ideas & Institutions from 17th Century (3 Credit Hours)
This course traces the development of Western ideas and institutions and their global impact from the seventeenth century to the present.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: European Studies
Course equivalencies: ACHIS 102 / HIST 102
Outcomes:
Students will gain an understanding of history as a discipline, develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world, and hone their communication skills

HIST 103 American Pluralism (3 Credit Hours)
This course is an introduction to the origins, development and structure of the United States as a pluralistic and multiracial society from 1609 to the present.
Knowledge Area: Foundational Historical Knowledge
Outcomes:
Students will gain an understanding of history as a discipline, demonstrate historical knowledge, draw links between the American experience and national identities, and develop critical thinking and communication skills

HIST 104 Global History Since 1500 (3 Credit Hours)
This course deals with the emergence of the modern world, including such topics as the expansion and intensification of cross-cultural interaction; imperialism, colonialism, and nationalism; the spread of information; capitalism, industrialism, and popular sovereignty; race and ethnicity, gender, and socio-economic status.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: HIST / ACHIS 104
Outcomes:
Students will gain an understanding of history as a discipline; Evaluate and explain the forces of historical continuity and change; Demonstrate how the encounters/changes between and among societies produced the world we have today; Analyze and discuss the significance of primary and secondary sources and how they relate to the history under discussion

HIST 205 Modern Western Civilization: Social Sciences in Context (3 Credit Hours)
An introduction to history as a discipline and an analysis of the history of Western civilization since the 17th century that emphasizes the contexts from which emerged the concepts of the social sciences and their related value systems.

HIST 208 East Asian History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the roles and contributions of China, Japan, and Korea from the sixteenth century to the present tracing such themes as nationalism, capitalism, socialism, imperialism, war, peace, race, and gender struggles.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-HIST108/ASIA108/INTS108
Outcomes:
Students will demonstrate an ability to evaluate and explain the forces of historical continuity and change; understand the relationships among historical events, cultures and social forces; analyze and discuss the significance of primary and secondary sources

HIST 208X Pre-Modern Chinese History (3 Credit Hours)
This course starts with the formative periods of Chinese civilization from the Neolithic era and ends with the Opium War and the collapse of the Manchu Qing Empire in 1911. This course will provide students with an understanding of modern-day China by looking at China's dynamic and multilayered past.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342A/ASIA342A
Outcomes:
Students will learn to: situate major historical events in China's early history in their proper geographical, chronological, and thematic context; and use primary and secondary sources to construct interpretations of historical problems and events

HIST 208Z Modern Chinese History (3 Credit Hours)
The course is specifically designed for foreign students studying in Beijing with the objective of enabling them to understand the ongoing social, economic and political trends which have roots in the past. The time period studied will span from the end of the 19th century through the 20th century.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST346A/ASIA346A/INTS346A
Outcomes:
students will learn to situate major historical events such as the May Fourth Movement in their proper geographical, chronological, and thematic context; and recognize the extent to which history is at the core of current Chinese leaders' speeches, policy making, and rule making

HIST 209 Islamic History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course will introduce the historical development of Islamic civilization and the formation of Muslim social and political institutions from the 7th century to the present.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Asian Studies, Global Studies, Islamic World Studies
Course equivalencies: HIST/ASIA/IWS/INTS109/AFR111
Outcomes:
Students will be able to demonstrate knowledge of the historical development and diversity of Islamic beliefs, practices, and institutions in varied regional contexts and historical periods

HIST 210 Latin American History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the formation of modern Latin America by examining the region as a global nexus where ideologies, cultures, peoples, and political entities have conjoined and clashed from the fifteenth century to the present. Demonstrate and understanding of the relationships among historical events, culture and social forces. Differentiate between students' values and ways of understanding the world & those of other cultures.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies
Outcomes:
Demonstrate and ability to evaluate and explain forces of historical continuity and change; Demonstrate and understanding of the relationships among historical events, culture and social forces; Differentiate between students' values and ways of understanding the world & those of other cultures

HIST 211 US History to 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the colonial era through the Civil War.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST201/HIST111/ACHIS201
Outcomes:
Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery

HIST 212 US History since 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the Civil War to the present.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST202/HIST112/ACHIS202
Outcomes:
Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society

HIST 213 African History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course surveys the history of Africa from dynastic Egypt to post-colonialism. The primary focus of this class is to examine the interactions African peoples had with non-Africans from the 15th century to the present. Engage communication skills and sensitivities. Possess a heightened understanding of diversity in the world.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Outcomes:
Engage in critical thinking skills and disposition; Engage communication skills and sensitivities; Possess a heightened understanding of diversity in the world

HIST 253A Barbarians and the Fall of the Roman Empire (3 Credit Hours)
This course examines the interaction between Romans and the so-called 'barbarians' such as the Goths, Huns, Slavs, and Arabs from the 2nd to the 7th centuries, with a focus on how new archaeological and skeletal data is changing our understanding of the barbarians.
Interdisciplinary Option: European Studies, Italian Studies, Medieval Studies
Outcomes:
Students will study the role of neighboring peoples in the collapse of the Roman Empire; interpret archaeological data; compare receptions of immigrants and refugees in the ancient and modern world

HIST 254A The Vikings (3 Credit Hours)
The Vikings are popularly thought of as invaders, marauders, destroyers of civilized peace. However, recent research has focused on their society, culture, accomplishments and contributions in a much more positive sense.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST334/MSTU326
Outcomes:
Students will gain an understanding of the impact of the Vikings on European development; a knowledge of historiographical issues concerning the Vikings; and awareness of various types of primary sources

HIST 257A Witchcraft and Science in Pre-Modern Europe (3 Credit Hours)
This course will trace the history of medieval and early modern ideas about nature, magic, demonology, and witchcraft, exploring the history of reason and rationality, elite and popular culture, persecution and society, and the intersections between Magic, Science, and Witchcraft.
Interdisciplinary Option: European Studies, Medieval Studies
Outcomes:
Students will understand connections between witchcraft and popular religions; the gendering of witches; the political and economic aspects of witch trials; and modern portrayals of witches in popular media

HIST 258A Blood, Heresy, and Treason: The Tudors and Stuarts (3 Credit Hours)
This course covers the most crucial period in the history of England, encompassing the Reformation, The Tudors, the Civil War, the Glorious Revolution, and the rise of Britain as a great power. Major figures featured include Richard III, Henry VIII, Thomas More, Elizabeth I, Shakespeare, Oliver Cromwell, and Charles II. Students will confront developments significant not just for the British Isles, but across the globe for centuries. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 265A The First World War (3 Credit Hours)
World War I is arguably the greatest watershed separating us from our pre-modern past. This course proposes to explore the causes, campaigns consequences, and cultural legacies of the war. Students will be required to read eyewitness accounts and memoirs, and view films that assess the war's impact on world civilization. Students will learn about the First World War by engaging with primary accounts by combatants and non-combatants. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 267A Modern German Culture and Ideas I (3 Credit Hours)
This course will investigate intellectual and cultural responses to major events of nineteenth-century German history, including the Napoleonic Wars, the Restoration, the Revolution of 1848, the unification of Germany, the German Empire under Bismarck and Wilhelm II, and events leading to the First World War.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: X-HIST321A/INTS321A
Outcomes:
The student will be able to connect German cultural life to political and social developments, and be able to identify intellectual currents such as Romantic Germany, Idealist Germany, and Dionysian Germany

HIST 267B Modern German Culture and Ideas II (3 Credit Hours)
This course will cover the major phases of modern German history: Wilhelmine Germany, Volkish Germany, Germany in the First World War, Weimar Germany, National Socialist Germany, Germany in the Second World War, Post-War West Germany, East Germany, and Reunification. While setting forth the background of political and social developments, we will carefully consider responses to these issues by leaders in German intellectual and cultural life.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST336/INTS336
Outcomes:
Students will apprehend the role of Germany in World War I; the turn to the Weimar Republic; the Rise and Fall of National Socialism; the emergence of two Germanies as a consequence of defeat in World War II; reunification in 1989; and cultural responses to these developments

HIST 275A The Silk Roads: Global Trade, Culture, & Politics (3 Credit Hours)
The course will cover: exchanges between nomad and sedentary populations in East Asia and the flourishing of information routes to modern day Mongolia, Afghanistan, India, Greece and Rome; interactions with European powers, concepts of colonialism, imperialism, and the emergence of 20th century world wars; contemporary geo-political challenges in the region.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Understand diversity in the World from a historical, political, and economic point of view; familiarize oneself with the relations between Asia and the West; highlight differences, similarities and reciprocal influences

HIST 279C History of Computing (3 Credit Hours)
This course will teach students about the history of computing from the development of number systems and arithmetic, through calculating and computing machines, to advanced communication technology via the Internet. The History of Computing will foster historical awareness about the ongoing relationships between social organization, intellectual climate, and technological innovation. Students will attain computer science literacy while studying core historical concepts. They will learn the background of the computing discipline, which plays a significant role in modern human experience.
Course equivalencies: X - COMP 111 / HIST 279C

HIST 279E Climate and History (3 Credit Hours)
Explores the role of climate in history, from the emergence of homo sapiens to recent anthropogenic climate change. Major topics include the social impact of climate variability, sources of resilience, origins of scientific knowledge, and the use of historical knowledge in the present.
Course equivalencies: X-HIST279E/ ENVS279
Outcomes:
Students will analyze examples of climate shaping history, learn different ways that scholars have treated this relationship, and reflect on how this knowledge might be useful today

HIST 280A Pirates and Sailors in the Revolutionary Atlantic (3 Credit Hours)
Moving beyond seafaring lore and legend, this course places the history of pirates and sailors in the context of "Atlantic history." Students will explore how organized conquests and trading ventures led to the formation of the first British empire and the expansion of commercial networks around the Atlantic and beyond.
Outcomes:
Course prepares students to confront the way political and economic power is exercised, justified, questioned, and resisted during periods of rapid, global capitalist expansion

HIST 290A History of Sexuality in the United States (3 Credit Hours)
This course provides a historical introduction to sexual behaviors and attitudes in the United States from the early American period to the present. The primary emphasis concerns the impact of social and political change on sexual norms and behavior.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST392/WOST/WSGS320
Outcomes:
The course enables students to comprehend the evolving boundaries of sexual behavior and the historical transformations of the family, sexuality, gender, and personal identity in the United States

HIST 291A American Icons: Heroes, Images, Ideas (3 Credit Hours)
We explore US history through Iconic photographs, movies, artworks and essays. For example, the film "To Kill a Mockingbird," allows us to delineate the image of race, class and family in the South during the Great Depression, even as the film opens up Hollywood's role in shaping popular ideologies. Learn about 20th-century US history, including the Great Depression, Civil Rights Movement, and Cold War; develop writing and discussion skills; learn about the relationship between history and memory.

HIST 297E North American Environmental History (3 Credit Hours)
This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.
Course equivalencies: X-ENVS297/HIST297E
Outcomes:
Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills

HIST 298A History and the Public: Intro to Public History (3 Credit Hours)
History and the Public explores the field of public history with special emphasis on the theory, methods, practice, ethics, and controversies faced when preserving or presenting history outside of a formal classroom environment.
Outcomes:
Appreciate how public historians shape public perceptions of the past and how public perceptions of the past shape public history; appreciate the diverse areas of historical practice; enhance teamwork skills

HIST 299 Historical Methods (3 Credit Hours)
Pre-requisites: 12 hours in HIST
This course studies the ways historians arrive at their interpretation of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods by past and present historians. Students are expected to take this course after completing their four introductory courses for the major.
Outcomes:
students will understand that history is not a set of facts but a discipline that depends on competing paradigms and the ongoing interpretation of primary sources

HIST 300 Topics in History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. They may be used, like all other 300-level courses, to fulfill the history major distribution requirements. The title of each Topics course, specifying date and/or area, will indicate which distribution requirement it fulfills within the history major. Students can take HIST 300 multiple times.

HIST 300A Topics (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course counts as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300B Topics in Premodern History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Pre-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300C Topics in European History (Post-1700) (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Post-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300D Topics in U.S. History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-level U.S. history or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300E Topics in World History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement for a 300-level course in the history of Africa, Asia, Latin America, or the Middle East or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 301 Plagues: The Black Death and Other Pandemics (3 Credit Hours)
This course examines some of the worst pandemics ever to strike humanity, starting with the outbreaks of smallpox and bubonic in the final centuries of the Roman Empire, the devastating Black Death of the 14th century, and the diseases that destroyed the native Americans in the wake of Columbus's voyages.
Interdisciplinary Option: Bioethics
Course equivalencies: X-HIST301/ESP 304
Outcomes:
Students will gain an understanding of: the role of poverty, nutrition, and population in epidemics; state, church, or community responses to epidemics; how science has changed the history of disease

HIST 302 History of Western Education (3 Credit Hours)
History of Western Education. (ELPS 310)
Course equivalencies: X-ELPS301/HIST302

HIST 303 Pre-Industrial City in Europe (3 Credit Hours)
This course traces urban development from late antiquity to the early modern period.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST303/MSTU324
Outcomes:
Students will demonstrate an understanding of the origins and chronology of European town planning and development; and make comparisons with Islamic and Asian cities

HIST 307 Greece to Alexander the Great (3 Credit Hours)
This course explores ancient Greek history, society and culture, from the Bronze Age through the period of Classical Greece ending with Alexander and his empire.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307
Outcomes:
Students will be able to evaluate and interpret different types of sources critically and explain how these affect our understanding of the ancient Greeks

HIST 308A History of Rome to Constantine (3 Credit Hours)
This course surveys ancient Roman history, with a focus on Rome's conquest of the Mediterranean, the civil wars that ended the Roman Republic, the good and bad emperors of the Principate, and the conversion of Constantine to Christianity.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308
Outcomes:
Students will understand the interrelationship among political, social, economic, and cultural developments and develop their research and writing skills

HIST 308B Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

HIST 308C History of Early Christianity (3 Credit Hours)
This course examines the history of Christian communities and beliefs from their emergence in Jewish Palestine to the legalization of that religion in the Late Antique period. Students will gain familiarity with the diversity of early Christian belief, the interaction with the Roman imperial government, the evangelization and spread of Christianity both within the Roman Empire and outside it, the impact of Christianity on Roman social and family life, and the birth of monasticism.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students will be able to evaluate the impact of discoveries such as the Dead Sea Scrolls and the Nag Hammadi library on the history of early Christianity; appreciate the extraordinary diversity of early Christianity; understand why Christianity was seen as a threat to Roman family life; improve their research, writing, and oral presentation skills; improve their critical reading skills of both secondary and primary sources

HIST 308D Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

HIST 309 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago. They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum.
Interdisciplinary Option: Medieval Studies
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant

HIST 310 The Middle Ages (3 Credit Hours)
This course examines European, Islamic and Byzantine society and culture in the Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will learn of the Middle Ages, including relations between religious and political institutions; cultural developments; the rise of towns; reactions to the Black Death and the Hundred Years War

HIST 310A Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

HIST 310B Medieval Culture (3 Credit Hours)
This course explores the three cultures of the Middle Ages - Islam, Byzantium, and Europe, with particular emphasis on art, music, and literature.
Interdisciplinary Option: Catholic Studies, German Studies
Outcomes:
students will understand how these cultures developed through shared roots, mutual influence, interaction and reaction; be able to interpret artistic expression and material culture in historical context; and gain skill in the analysis of primary sources

HIST 310C Medieval Women (3 Credit Hours)
This course explores the lives of medieval women from 500-1500 CE. While paying close attention to medieval ideas about gender and sexuality, students will examine experiences of medieval women from a range of backgrounds and social statuses as well as male and female roles in family life, religion, and politics.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Students will understand resources concerning medieval women while gaining appreciation for the need to challenge historical "master narratives" that frequently ignore or minimize the experiences and roles of women

HIST 310D Medieval Popular Religion (3 Credit Hours)
This course will explore the "lived" religious experience of medieval people through their actions, behaviors and artifacts. "Folk" (or pagan) survivals, pilgrimage, music and arts, devotion to saints, magical beliefs and practices, and attitudes to the natural/supernatural world[s] may be covered, depending on subtitle.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Outcomes:
Students will appreciate the complex world view and agency of regular medieval people; they will acquire research skills and be able to critically assess primary and secondary source materials

HIST 310F Medieval Inquisitions and Heresy (3 Credit Hours)
This course examines the intriguing range of religious beliefs and practices in medieval Europe. Over the course of the semester, students will explore the criteria and processes by which local communities and translocal authorities defined heresy as well as the political interests and cultural assumptions that shaped labels and definitions.
Interdisciplinary Option: Medieval Studies
Outcomes:
Students will understand beliefs that shaped medieval religiosity, gain appreciation for roles played by heretics and inquisitions in premodern Europe, and look for similar phenomena in the modern world

HIST 310G Supernatural in the Middle Ages (3 Credit Hours)
Understanding the medieval supernatural leads to an appreciation of the richness of medieval society and intellectual culture. How were "natural" and "supernatural" defined across time and space, popular and elite cultures? How were ideas about the "supernatural" shaped by daily life, theology?
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Outcomes:
Think historically about social and intellectual approaches to the supernatural; Assess arguments; interpret and contextualize primary sources; Develop research skills and ability to formulate questions

HIST 310L Love and Violence in Medieval Culture and Society (3 Credit Hours)
We will investigate the extent to which chivalric ideas controlled or encouraged aristocratic violence; the relationship between violence and courtliness; the extent to which chivalry threatened or strengthened royal government; and the influence of courtly love on gender.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Familiarity with medieval ideas about acceptable forms of violence; understand long-term influence of medieval ideas about love, sexuality, and violence; how to read and interpret medieval literary and social texts

HIST 311B The Crusades: Christianity and Islam (3 Credit Hours)
This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It will explore crusade ideology, political and military histories of crusades, compare Christian, Jewish, and Muslim perceptions of the crusading movement, and consider invocations of Jihad and Crusade into the modern era.
Interdisciplinary Option: Catholic Studies, European Studies, Middle East and Islamic World Studies, Medieval Studies
Outcomes:
Students will learn about the histories of the Crusades, the communities impacted by them, and historiographical debates on the topic; They will write papers using primary and secondary sources

HIST 312 England to 1485 (3 Credit Hours)
This course examines the history of medieval England, with an emphasis on its cultural history as manifested through written documents, material remains, art and music.
Interdisciplinary Option: Medieval Studies, Shakespeare Studies
Course equivalencies: X-HIST329/MSTU340
Outcomes:
Students will understand that English culture is an amalgamation of Anglo-Saxon and Norman-French culture, with influences from the Celtic and the Latin culture of Roman Catholicism; and will gain skill in the analysis of primary sources

HIST 314 Renaissance (3 Credit Hours)
This course examines the political and cultural life of Italy's five principal city-states (Rome, Florence, Venice, Milan and Naples) from the era of St. Francis and Dante until the sack of Rome in 1527.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies, Shakespeare Studies
Course equivalencies: HIST314/MSTU336
Outcomes:
Students gain appreciation for the debate about a rebirth of ancient culture in the city-states of Italy; They acquire special cognizance of humanism as a historical phenomenon and the influence of humanism on education, politics, the visual arts and religion

HIST 314A The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

HIST 315 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Interdisciplinary Option: Catholic Studies, European Studies, German Studies, Shakespeare Studies
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

HIST 316 History of Poland (3 Credit Hours)
This course examines political, socioeconomic, and cultural developments in Poland since the first Polish state. Its major themes include: the consolidation of the Polish state; economic and political problems in the 17th Century; revolution and independence; World War II; Communist rule in Poland; and Solidarity.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will improve their analytical, quantitative synthetic, and critical cognitive skills; develop written and oral communications skills; and gain historical knowledge

HIST 317 Age of Absolutism & the Enlightenment (3 Credit Hours)
The course explores the period that leads directly into the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students gain an appreciation of the social and economic role of Western Europe in the world of the 17th and 18th centuries; the nature of classic absolutism as illustrated by the reign of Louis XIV of France; and the origin and evolution of Prussia and Austria as examples of enlightened absolutism

HIST 318A Early Modern England 1485-1760 (3 Credit Hours)
This course surveys the major political, social, economic, religious, and cultural developments in England under the Tudors, Stuarts and early Hanoverians (1485-1760).
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students examine the complexities of the aftermath of the Wars of the Roses; the English Reformation; Elizabethan and Jacobean culture and society; the English Civil War and Glorious Revolution of 1688; the wars against Louis XIV; and the rise of England as a great power

HIST 318B English Social History 1450-1750 (3 Credit Hours)
This is a course in the social and cultural history of early-modern England. It focuses, in particular, upon the tension between how early modern English men and women saw their world (ordered, hierarchical, stable, divinely sanctioned) and what their world was actually like (disordered, socially mobile, unstable, secular).
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of the best and most recent work in demography, iconography, family history, women's history, and the histories of material culture, popular culture, religion, education and crime, and be exposed both to a wide variety of historical methodologies as well as related fields such as anthropology and art history

HIST 318C London 1550 - 1715 (3 Credit Hours)
This interdisciplinary introduction to the history of London will assess the economic, political, social, and cultural reasons for the city's importance in British and world history.
Interdisciplinary Option: European Studies, Shakespeare Studies, Urban Studies
Outcomes:
Students will gain an understanding of how a variety of source materials can be are used to develop an urban history of Great Britain's capital and apply this knowledge to enhance their own communication and critical thinking skills

HIST 320 Era French Revolution & Napoleon (3 Credit Hours)
This course analyzes the causes, meanings, and consequences of the French Revolution of 1789 by examining French society and culture from the age of absolutism to the end of Napoleon Bonaparte's empire.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of both the Revolution itself and its effects on the course of world history and become familiar with variety of analytic styles, such as narrative, political, economic, social, Marxist, and revisionist approaches to the history of the period

HIST 321 19th Century European Culture and Ideas (3 Credit Hours)
This course investigates the main currents of European thought and culture from the Romantic era to the fin de siècle. Using literary texts and music, as well as visual arts, we will study the major intellectual trends of the nineteenth century and attempt to determine their influence on European society.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
By using their historical knowledge of nineteenth century Europe as a guide, students will develop critical thinking and communications skills about the art, music, and literature of the era

HIST 322 Modern France: From Empire to Postcolonial Nation (3 Credit Hours)
This course explores the cultural and political development of modern France as a nation and imperial power. It examines the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens, state, colonized peoples, and empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST338/INTS338
Outcomes:
Students will understand how the development of French republicanism and Enlightenment thinking shaped nation and empire building in the 19th century but also influenced colonial resistance in the 20th century

HIST 324 Italy 19th & 20th Centuries (3 Credit Hours)
This course studies the major currents in Italy from the defeat of Napoleon to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: HIST335/INTS335/ROST335
Outcomes:
Students explore the political, social, religious, economic and intellectual currents against the background of Italy's unification as a nation-state

HIST 325 Modern Britain: Empire, Industry, Democracy (3 Credit Hours)
This course examines political changes in Britain, economic and social causes and consequences of industrialization, and the changing position of Great Britain in Europe and the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate an understanding of the political process of democratization and the global affect of economic change on Britain as evidenced in the extension of voting rights, the growth of Empire, the creation of the Commonwealth and participation in the European Union

HIST 325A The British Empire: From Barbados to Brexit (3 Credit Hours)
This course examines the rise and decline of Britain's empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST332/INTS332
Outcomes:
Students will understand the different factors responsible for its growth; relationship of empire and British economic and political change; place of empire in the Victorian ethos; different imperial governing arrangements; growth of nationalism and movements for independence within the empire and commonwealth

HIST 326 Ireland: Colony to Nation State (3 Credit Hours)
This course traces the transformation of Britain's oldest colony into an independent nation between the seventeenth and twentieth centuries.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: HIST333/INTS333
Outcomes:
Students will develop an understanding of how Irish nationalism shaped British and Irish history and use Ireland as a template to develop critical thinking and communications skills about the transformation of colonies into independent states

HIST 327A The Balkans: History, Fiction, Film (3 Credit Hours)
Covering southeast European areas once ruled by the Habsburg, Venetian, and Ottoman Empires, the course explores the following issues: the rise and fall of empires; nationalism and nation-formation; Communism and post-socialist transformations; popular culture and politics; and experiences of war, organized violence, and international intervention.
Interdisciplinary Option: European Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will gain fain factual knowledge (terminology, trends, basic structures) of Balkan societies and develop advanced skills in speaking and writing about history

HIST 328 Russia Pre-1917: Empire Building (3 Credit Hours)
This course examines how, by the middle of the 19th century, Russia emerged as the largest empire in the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to explain how Russia survived the ravages of the Mongols under Chingis Khan, the reign of terror under Ivan the Terrible, westernization under Peter the Great; opened itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and remained a deeply divided society ready to explode in 1917

HIST 328A Russian Empire and Literature (3 Credit Hours)
This course examines a history of the Russian empire through the works of Russian literature. What Russian writers from Pushkin to Tolstoy can tell us about Russia and how a history of the Russian empire is crystallized in the works of fiction are among the issues addressed in this course. Course introduces students to the history of the Russian empire and classics of Russian literature. A historical and literary context will help students understand the predicament of contemporary Russia.
Interdisciplinary Option: European Studies

HIST 329 Women's Sphere in Past Society (3 Credit Hours)
This course examines comparative perspectives on feminism, sexuality, and women in the family and in public life in Europe 1700-present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST293/WOST256/WSGS256
Outcomes:
Students will demonstrate understanding of women's contributions to history, historian's perspectives on women in history, and the gendered definition of public and private spheres

HIST 329C Empire, Sex, Violence: European Colonial History (3 Credit Hours)
This course examines European colonialism in Africa and Asia. Topics include theories of imperial expansion; the rise of "scientific" racism; the role of class and gender in colonial ideologies; the relationship between ideas of "civilization" and colonial violence; the forces behind decolonization; and globalization in the post-colonial world. Students will know the political and socio-economic factors that shaped European imperialism in the nineteenth and twentieth centuries and understand the consequences of colonialism and decolonization on the world today.
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies

HIST 329N Modern European Nationalism: Myth and Reality (3 Credit Hours)
The course will begin by tracing the origins and various forms of European nationalism, continue with the establishment of nation-states in Western and Eastern Europe, and end with a discussion of various national and ethnic issues that dominate European political and ideological discourse today.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will explore ways in which nationalism has affected relations between individuals, communities, and states in Europe; Students will assess nationalism's adaptability to diverse social, political, and cultural environments

HIST 330 Europe in the Age of Catastrophe, 1900-1945 (3 Credit Hours)
This course traces the origins of the two world wars in the first half of the twentieth century and assesses the cultural and political movements that transformed Europe and the west in those years.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST325/INTS376
Outcomes:
Students will develop critical thinking and communications skills about how the contemporary world was shaped by the political, military, cultural, and social transformations in the first half of the twentieth century

HIST 330F Fascinating Fascism: 1919 to the Present (3 Credit Hours)
The recent emergence of populist nationalism in the western world has sparked a renewed interest in the political phenomenon of Fascism. This course explores the rise and evolution of Fascist movements and regimes from early twentieth century to the present. Students will learn about the characteristics of Fascist movements, the circumstances that brought some of them to power, and the factors that shaped the behavior of Fascist Regimes.
Interdisciplinary Option: European Studies, Global Studies

HIST 331A Food, Hunger, and Power in the Modern World (3 Credit Hours)
This course explores how conflicts over food shaped the modern world. We compare shifting interpretations of famine (in Ireland, India, and Ethiopia), and explore how food became a "weapon of war" during the World Wars. Finally, the course analyzes how race, gender, and class shaped American food and welfare policies.); Students will develop skills in analytically interpreting both primary and secondary sources; Students will have engaged in independent research with both primary and secondary sources to complete a historical research project; Students will understand how race and gender have shaped and been shaped by the modern food system.
Interdisciplinary Option: Bioethics, European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will have developed an awareness of the biological, political, social, cultural, and economic meanings of food in modern societies; Students will have gained exposure to different methodological approaches to studying food and hunger (anthropology, economics, sociology, psychology, gender studies etc

HIST 334A The Nazi Revolution (3 Credit Hours)
The course will deal with the causes, main features and consequences of the Nazi movement in Germany and Europe from 1919 to 1945.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
The students explore the origins of Nazism and the reasons for Hitler's success; Students appreciate the elements of "Nazi culture," the nature of Nazi rule in the 1930s, Nazi foreign policy and aggression in the 1930s, and World War II; They acquire a sense of the Nazi movement as a phenomenon growing out of unique German circumstances as well as one reflecting the larger context of modern western history

HIST 334B The Holocaust: History and Memory (3 Credit Hours)
This course explores a defining event of modernity, the genocide of Europe's Jews, by exploring Nazi actions, victims' varied experiences, and international reactions. We will also tackle questions like: Was the Holocaust unique? What does it mean to be a "bystander"? What are the politics of memory and commemoration?
Interdisciplinary Option: European Studies, Global Studies, Peace, Justice, and Conflict Studies, Polish Studies
Course equivalencies: X-HIST304/PAX 304
Outcomes:
Students acquire a sense of the causes, processes and implications of recent genocide; They are challenged to develop the outlines of a theory for predicting when genocide is likely to occur and to provide a clear definition of the term; Most importantly, they articulate from the historical data ways to prevent genocide

HIST 335 The Second World War (3 Credit Hours)
The course examines the history of the war from its origins to the destruction of the Axis powers and the onset of the Cold War.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST326/INTS328/PAX 326
Outcomes:
Students will understand the interrelationship among political, social, economic, military, and diplomatic developments as demonstrated in the events of the Holocaust, the spread of nationalism, and the origins of the Cold War

HIST 336 Contemporary Europe 1945 to Present (3 Credit Hours)
This course examines the postwar world, the movement toward European integration; the tensions between East and West; problems and proposed solutions in contemporary Europe, as well as responses to these issues made by intellectual and cultural leaders of the modern age.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST327/INTS327
Outcomes:
Students will understand the process of European integration, including the effects of the Cold War on Europe, the challenges of the re-unification of Germany, the integration of ten Central European nations into the European Union, and cultural reactions to these developments

HIST 337 Rise & Fall of Soviet Union (3 Credit Hours)
This course will cover such issues as the Revolution and Civil War, Stalin's repression, victories in World War II, the years of stagnation, Soviet society, its institutions and culture.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-HIST341/INTS392
Outcomes:
Students will be able to explain how the Russian Socialist revolution came into being, what kind of society it sought to create, and how this new society, the Soviet Union, developed and finally dissolved in 1991

HIST 337A Women in Russia and Eurasia, 1860-Present (3 Credit Hours)
This course surveys the experiences of women in the late Russian empire, the Soviet Union, and the states that now comprise the region. In particular, we will examine the ways in which writers, filmmakers, and activists of the 19th, 20th, and 21st centuries have addressed the 'woman question.'
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will gain understanding of key concepts related to women's history in Russia; they will produce written and oral commentaries on the texts and issues studied in class

HIST 338A History of European Communism (3 Credit Hours)
In this course students will study the history of European Communism from its inception. The success that this ideology enjoyed among European societies makes it necessary to study this phenomenon in detail. The course will begin by tracing the origins of Communism and end with a discussion of its downfall.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 338B Eastern Europe in the 20th Century (3 Credit Hours)
This course offers a historical survey and analysis of the processes of political, social, cultural, and economic change that affected Eastern Europe in the twentieth century. The course will begin with the break-up of multi-national empires in Eastern Europe and end with the collapse of communism.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 339C Modern Europe and the Arts (3 Credit Hours)
This course takes advantage of Chicago's access to one of the most important collections of modern European art in the world. The Art Institute of Chicago offers masterpieces representing every major aesthetic movement in Western history. Full appreciation of these treasures involves recognizing the historical circumstances that surrounded their creation and considering the ideas their creators intended to communicate.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST305/INTS305A
Outcomes:
Students will better appreciate the great works themselves and learn from them about major developments in modern European social, political, and cultural history

HIST 339F History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

HIST 340B Introduction to Islamic History (3 Credit Hours)
This course focuses on the early and medieval history of the states, societies, and cultures of the Middle East from the prophetic mission until the fall of the 'Abbasid empire in 1258.
Interdisciplinary Option: Middle East and Islamic World Studies, Medieval Studies
Course equivalencies: X-HIST312/IWS312
Outcomes:
Students will demonstrate an understanding of the impact of Islam as a religious and cultural phenomenon and be able to analyze historically the Quran as well as primary sources from jurisprudence, philosophy, ethics, and historiography

HIST 341 Modern Middle East (3 Credit Hours)
This course surveys the modern Middle East, with a focus on the Arab world.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST313/INTS313/IWS313
Outcomes:
Students will demonstrate an understanding of the Ottoman background; the age of imperialism; and the 20th century, and be able to approach the period from an anthropological as well as historical perspective

HIST 341B Arab-Israeli Conflict (3 Credit Hours)
This course explores the history of the Arab-Israeli conflict since the beginnings of the immigration of the East Europeans and Russian Jews to Ottoman Palestine in the late 19th century.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies, Peace, Justice, and Conflict Studies
Course equivalencies: HIST322/INTS322/PAX 322/IWS322
Outcomes:
Students will gain understanding of national Zionism in Europe; Ottoman and British Palestine; the declaration of the state of Israel; the Palestinian refugee problem; the Arab-Israeli wars; the Camp David agreement and recent peace talks and their aftermath

HIST 341C Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

HIST 342A African History to 1600 (3 Credit Hours)
This course traces the history of the African continent to 1600.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST350/BWS 386/INTS378
Outcomes:
students will demonstrate understanding of the development and diversity of political, economic, ecological, cultural and religious forces in Africa, as well as the relationship between Africa and other world areas

HIST 342B African History Post-1600 (3 Credit Hours)
This course traces the history of the African continent from 1600 to the present, i.e., from the tumult of the slave trade through Africa's resistance to European imperialism and colonialism, and its eventual emergence as an independent continent.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST351/BWS 387/INTS351
Outcomes:
Students will appreciate the legacies of colonialism and place the contemporary problems of independence in historical perspective

HIST 342C The History of Islam in Africa (3 Credit Hours)
This course examines the development of Islam in Africa, including issues such as Islamic mysticism, eschatology, and state formation.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST349/BWS300/IWS349
Outcomes:
Students will gain an understanding of how and when Islam entered Africa and how the religion shaped African societies prior to the colonial period

HIST 342D African Diaspora in the Middle East and South Asia (3 Credit Hours)
The purpose of this course is to explore the African Diaspora as it pertains to the Middle East and South Asia. Issues such as the concept of slavery in Islam, and identity preservation will be treated throughout the course of the semester. Emphasis will be placed on the role Black Africans such as Antara ibn Shadad, Malik Kafur, and Malik Ambar, just to name a few, played in the formation and crystallization of Middle Eastern and South Asian states, kingdoms and empires.
Interdisciplinary Option: African Studies and the African Diaspora

HIST 342M African Music's Influence on American Music (3 Credit Hours)
This historically-based exploration will analyze the role that African music from the continent played in shaping and forming such American musical forms as the Blues, Jazz, Rock and Roll, Soul Music, and Hip-Hop. The course begins in 15th century West Africa, and ends in the late 20th century American milieu.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will demonstrate understanding of the development and diversity of African, as well as the influence of African music on American culture

HIST 343 Modern South Asia (3 Credit Hours)
This course will examine the modern history of South Asia. It will explore the history of South Asia with a thematic and chronological approach. Important subjects to be examined include: early modern state formation, colonial forms of knowledge, religious identity, gender and class relations, and the political economy in the early modern and colonial state.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will enhance their written and oral communication skills; improve their critical thinking skills and improve their ability to engage in historical analysis

HIST 345A Traditional China from Antiquity to 1550 (3 Credit Hours)
This course will trace Chinese history from the origins of classical Chinese civilization in the Shang and Zhou periods to the evolution of an agrarian society under the imperial state.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342/ASIA341
Outcomes:
Students will gain an understanding of how domination by aristocratic lineage gave way to the Confucian state and society based on peasant farming; and how a bureaucratic and autocratic polity existed in symbiosis with a socioeconomic elite that maintained itself through the dominance of the agrarian economy as well as through increasing access to the sources of commerce and trade

HIST 346A Early Modern China: 1550-1800 (3 Credit Hours)
This course studies early modern Chinese society, economy, and the state from ca. 1550 to 1800, a period which marked the culmination of the development of the centralized, bureaucratic, imperial state and exhibited significant innovations in economic structure and activity. Students will be able to describe the pressure of unprecedented demographic growth, and explain how the society began to experience many of the problems that continue. They will be able analyze China's failure to build on its earlier economic and technological successes by exploring intellectual life and its relation to scientific and technological innovation.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST344/ASIA344/INTS371

HIST 346B Reform & Revolution in China, 1800-1949 (3 Credit Hours)
This course explores China's attempt to adjust to the complex transformations in its economy, society, politics and intellectual life initiated during the early modern period and transfigured into crisis proportions by unchecked demographic growth. These challenges were heightened and made more acute by the often hostile encounter with first the West and then Japan through the end of World War II.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST345/ASIA345/INTS372
Outcomes:
Students will be able to describe and assess the numerous evolutionary and revolutionary strategies for change during the period in China under discussion

HIST 346C History of Christianity in China (3 Credit Hours)
The course will cover the encounter between China and Christianity, from 7th century Nestorian monks, 12th century Franciscan Missions, 16th century Jesuit missionaries, Christianity in the period of Western imperialism, the expulsion of Western missionaries after the 1949 Communist revolution, and the formation of underground churches. Develop critical, writing, and research skills. Deepen understanding of Christianity as a world religion, the history of China, Christianity in China, and historical ties between China and The West.
Interdisciplinary Option: Asian Studies, Catholic Studies, Chinese Language & Culture, Global Studies

HIST 347A China Since 1949: The People's Republic (3 Credit Hours)
This course examines the attempt to create and foster the growth of a socialist state and society in China under the Chinese Communist Party, with attention to the steady transformation of society, the economy, and political life since 1949.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346/ASIA346/INTS373
Outcomes:
Students will be able to assess the major convulsive episodes such as land reform, the Great Leap Forward, the Great Proletarian Cultural Revolution, the Four Modernizations, and the impact and legacy of Mao Zedong

HIST 347C Cultural Revolution-China (3 Credit Hours)
The Great Proletarian Cultural Revolution (1966-1976) was a watershed in China's modern history. Over the course of a decade, Mao summoned the populace to battle "bourgeoisie" of the state by attacking various parts of the social, cultural and political structure.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346B/ASIA346B/INTS346B
Outcomes:
Students will examine the Cultural Revolution from the perspectives of political, social, and cultural history, utilizing memoirs, oral histories, documentary and dramatized films, primary documents written by China's party leaders, and scholarly writings; come to understand these events not solely from the hindsight of post-reform China, but from the perspective of the times during which these events unfolded; and develop their own understandings of what these years meant for the shaping of modern China's state, economy, institutions, and citizens

HIST 347D Modern Chinese History through Film (3 Credit Hours)
This course presents Chinese modern History through the lens of feature films and documentaries. Through a chronological approach, it focuses on the period from the Opium Wars to the present. It discusses political struggles, economic shifts, the encounter with Western Imperialism, the birth of Communist China, the shift to a market economy; it focuses on issues of war, gender, society, rural versus urban, and the environment. Acquire a non-Western Historical perspective; understand diversity in the World; be conversant in modern Chinese History; connect those notions to the historical development of the West; understand film theory and practice.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Film & Digital Media Studies, Global Studies, International Film & Media Studies

HIST 349 Contemporary Global Issues: Historical Perspectives (3 Credit Hours)
This course will introduce students to important contemporary issues such as globalization, resurgent ethnic and religious strife, racism, imperialism, and the crisis of the nation state, among others. Both thematic and chronological approaches will be employed in examining selected world regions.
Interdisciplinary Option: Global Studies
Course equivalencies: HIST299BCDE/INTS298
Outcomes:
Students will be able to demonstrate an understanding of the way history shapes pressing issues in the contemporary world, the way a historical approach helps make sense of these same issues, and the value of comparative study and analysis across time and place

HIST 349A Women in East Asia (3 Credit Hours)
This course studies the lives of Asian women in China, Japan, and Korea from early modern times to the present by examining changing roles of women and how these changes have come about.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture, Women & Gender Studies
Course equivalencies: X-HIST296/ASIA296/INTS296/WOST
Outcomes:
Students will be able to explain how life reflects law in the political, social, economic and cultural history of Asian women; how imperialism and war have affected women; how women have effected change

HIST 350 Colonial Latin America (3 Credit Hours)
This course will introduce students to the major themes in the colonial history of the region known today as Latin America from conquest to independence.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST352/LASP350
Outcomes:
Students will be able to demonstrate an understanding of the following broad themes: the nature and difficulties of colonial rule in culturally diverse societies; the different ways in which individuals from all walks of life fared in the colonies; and the role that religion and the church played in everyday life

HIST 351 Latin American Independence, 1750-1830 (3 Credit Hours)
This course examines independence movements and wars in the region known today as Latin America. Course readings and lectures will explore the impact of the Enlightenment on Bourbon Spain and Spanish America, new movements toward free trade, friction between the church and state, and crown policies toward indigenous peoples.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST353/LASP351
Outcomes:
Students will be able to demonstrate an understanding of the basic contours of independence movements in Latin America

HIST 352 Latin America in the 19th Century (3 Credit Hours)
This is a survey course that introduces students to the history of Latin America during the nineteenth century through two: 1) Nation Formation: 1780s-1850s and 2) Liberal Reforms and Progress: 1850s-1910.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST354/LASP352
Outcomes:
Students will demonstrate an understanding of the persistence of political instability, the problems of economic development, and elite and popular perceptions of race, class, and gender; Students will also be able to draw comparisons between different Latin American experiences

HIST 353 Latin America in Recent Times (3 Credit Hours)
This course examines major political, cultural and socio-economic developments in Latin America from the twentieth century to today. Topics to be covered include nationalism and revolution, military dictatorship and state oppression, and hemispheric relations.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST355/INTS389/LASP353
Outcomes:
Students will be able to demonstrate a broad understanding of the impetus behind the following events and themes: the Mexican Revolution of 1910; Castro and the Cuban Revolution; Peronism; Dirty Wars in Chile, Argentina and Central America; Cold War politics and CIA operations; and the current Drug War in Colombia

HIST 355 The Caribbean & Central America in Colonial/Modern Times (3 Credit Hours)
This course examines the Caribbean and Central America from European conquest and colonization to the present day.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST356/INTS380/LASP354
Outcomes:
Students will demonstrate an understanding of the significance of the Caribbean and Central America region in world, but especially US, politics since the nineteenth century and increasingly during the Cold War; Students will demonstrate an ability to draw comparisons and contrasts between nations in these regions, especially as they relate to the rest of Latin America and the United States

HIST 356 Mexican History-Ancient to Modern Times (3 Credit Hours)
This course will introduce students to the major themes in Mexican history from pre-Columbian to contemporary times based on three historical periods: Early Mexico, the Nineteenth Century, and Recent Mexico.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST357/INTS379/LASP355
Outcomes:
Students will be able to demonstrate an ability to draw on the major themes in Mexico history as they relate to the Aztec empire, Spanish conquest and colonialism, independence, modernization, revolution, and democratization

HIST 357 The Mexican Revolution in Popular Imagination (3 Credit Hours)
This course explores debates about the Mexican Revolution (1910-1917) by analyzing its interpretation in scholarship and its representations in memoir, fiction, art and film.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will demonstrate an understanding of the Mexican Revolution as an event and as a myth in history and popular culture

HIST 358 Women in Latin American History (3 Credit Hours)
This course introduces students to the life experiences of women in Latin America through history, film, oral history, and their personal narratives.
Interdisciplinary Option: Global Studies, Latin American Studies, Women & Gender Studies
Course equivalencies: HIS358/INT368/LASP299/WSGS385
Outcomes:
Students will demonstrate an understanding of the way notions of femininity have been constructed and have changed over time throughout Latin American history, the various and sometimes subtle ways that women have empowered themselves, and the more overt politicization of women since the mid-twentieth century

HIST 359 Teaching World History (3 Credit Hours)
This course focuses on pedagogical approaches, curricular analysis, and methodological developments in the field of World (or Global) history. Students will become familiar with world history by developing a syllabus for a course they may teach in the future at the high school or college level.
Interdisciplinary Option: Global Studies

HIST 359D The Ottoman Empire: A Global Perspective (3 Credit Hours)
The main themes of the course include rise and development of the Ottoman Empire; relations between Muslims, Jews, Christians, and other communities; the practices of inclusion and exclusion along class, gender, and ethno-religious lines; the rise of nationalism; experiences of violence and war; and imperial legacies in post-Ottoman states.
Interdisciplinary Option: European Studies, Middle East and Islamic World Studies
Outcomes:
Gain factual knowledge; Learn to analyze different ideas and texts

HIST 359E Concentration Camps: A Global History (3 Credit Hours)
This course explores the underlying logic of extrajudicial encampment from the camps of 19th-century colonialism to the Soviet Gulag, Nazi death camps, and more contemporary detention centers for refugees and political prisoners. Why have modern states - across the ideological spectrum - made use of camps against real and perceived enemies? Students will understand the underlying political, racial, and economic motives that lead to concentration camps. A transnational approach will help students contextualize specific camp regimes within a larger global history.
Interdisciplinary Option: European Studies

HIST 359F Genocides in the Modern World (3 Credit Hours)
This class evaluates the motives and circumstances of global genocides and uncovers the experiences of those targeted by genocidal violence. The course will range widely from settler colonial violence in the Americas to the Armenian Genocide, the Holocaust, the Khmer Rouge, Rwanda, ISIL, and beyond.
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will compare and contrast global genocides across space and time, evaluate the configurations of twentieth-century politics that have generated multiple genocides, and hone critical reading and writing skills

HIST 359H Anti-Colonial Resistance in the Twentieth Century (3 Credit Hours)
This course will explore the end of modern colonialism and the emergence of nation-states in Africa and Asia: one of the most significant transformations in modern history. It will consider how imperial agents justified their subjugation of colonized peoples and how colonial objects came to resist and end colonial rule.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn about theoretical, political, and historical explanations about the processes of resistance and decolonization; Further, they will develop critical analysis skills and historical knowledge

HIST 360 Community and Culture in Colonial America (3 Credit Hours)
This course covers the story of America's colonial past from its origins in the Atlantic world of the 16th century through its contact and conflicts with Native American peoples.
Outcomes:
Students will demonstrate an understanding of the process of colonial settlement, colonial labor and economic patterns, trans-Atlantic immigration, Colonial Wars of Empire and the conquest of native lands

HIST 360A Slavery and Abolition: Then & Now (3 Credit Hours)
This course will first examine the history of slavery in the ancient and medieval eras, but is devoted mainly to the rise and maturation of slavery and slave trading in the Atlantic world (ca. 1500-1865). The last third of the class charts the resurgence of post-abolition slavery.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn about slavery past and present to fashion a moral philosophy of human freedom that can make a world without slavery a reality

HIST 361 The American Revolution, 1763-1815 (3 Credit Hours)
When British colonists in North America declared themselves independent from the British Crown in 1776, they affected the most successful revolution in modern history. This course covers the antecedents and outcomes of their actions from the Seven Years War through the American Revolution to the War of 1812.
Outcomes:
Students will demonstrate an understanding of the origins, actions and significance of the American Revolution; the development of the United States Constitution; and the development of the nation up the War of 1812

HIST 362 America in the Age of Slavery and Capitalism (3 Credit Hours)
This course covers United States social, cultural, economic, and political development during the first half of the nineteenth century.
Outcomes:
Students will demonstrate an understanding of how Modern America was built between 1800 and 1850 through the study of urban development, immigration, gender history, educational developments, wars of expansion, and the growth of a democratic society

HIST 363 Civil War & Reconstruction 1850-1877 (3 Credit Hours)
This course covers the crisis of the Union from the Compromise of 1850 through the Civil War and the era of Reconstruction.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST363/BWS 363
Outcomes:
Students will demonstrate an understanding of the institution of slavery, the rise of abolitionist sentiment, the failure of democratic political institutions, the military history of the war, its cultural impact on the nation, and the struggle for racial justice in the Reconstruction era

HIST 366A World War I and American Culture (3 Credit Hours)
Although World War I's impact on America paled in comparison to that of the European combatants, the wartime experiences affected the nation's economic, political, and cultural life for the remainder of the twentieth century. This course examines America's World War I experience and explores its legacy.
Outcomes:
Students will understand how the United States underwent the transformation from a relatively minor player on the international scene to an international presence, how those living through these years experienced social, cultural, economic, and political challenges associated with American life in the twentieth century; and how the roads taken and not taken during this period have shaped the options available to us today

HIST 367 United States from Great Depression to Recession (3 Credit Hours)
This course focuses on American history from 1929 to the present, a period of economic turmoil, domestic reform, and international engagement.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate historical knowledge of the politics and government of the United States since the start of the Great Depression and develop critical thinking and communication skills

HIST 369 20th Century Popular Culture (3 Credit Hours)
This course examines the social and cultural patterns of twentieth century life as revealed in popular novels, vaudeville, movies, music, nightlife, and advertising.
Outcomes:
Students will be able to demonstrate historical knowledge of American traditions of success, family, home, consumption and culture, to draw links between gender and social life, and to develop critical thinking and communication skills

HIST 370 American Business, Wealth, and Inequality (3 Credit Hours)
Beginning with colonization and extending to the 2000s global expansion of Starbucks, this course outlines the history of American business, wealth, and the attendant inequality by exploring the interplay between business, labor, politics, and culture.
Interdisciplinary Option: Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will improve their written communication skills; develop their critical thinking skills; and learn how to execute historical analysis

HIST 372 American Constitutional & Legal History to 1865 (3 Credit Hours)
This course focuses on the constitutional and legal history of the U. S. from colonial times to the end of the Civil War.
Outcomes:
Students will be able to demonstrate historical knowledge of American legal traditions of common law, federalism, and civil liberties, to draw links between social and legal change; to evaluate US Supreme Court decisions, and to develop critical thinking and communication skills

HIST 373 US Law & Public Policy (3 Credit Hours)
This course focuses on the constitutional, legal, & public policy history of the U. S. from the end of the Civil War to the twenty-first century
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate knowledge of American legal traditions of federalism, civil rights, criminal justice, and civil liberties; understand social, legal, & policy changes; and evaluate US Supreme Court decisions

HIST 373A Crime and Punishment (3 Credit Hours)
This course examines how notions of crime and punishment have evolved between the nineteenth and twentieth centuries (with the early modern period serving as a backdrop).
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: X-HIST373A/CRMJ345
Outcomes:
Students will be able to draw conclusions on what precisely caused the shifts in punishment, with attention to such things as the professionalization of the judiciary, industrialization and urbanization, the American Civil War, and Constitutional changes; Students will also gain an understanding of sociological and anthropological approaches to this topic

HIST 374 Black Politics (3 Credit Hours)
This course will present a general overview of black politics in America, including the major black political ideologies and their theoretical underpinnings and the role of race in urban politics in the late twentieth and early twenty-first centuries.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST374/PLSC393/BWS374
Outcomes:
Students will gain an understanding of how the circumstances of Reconstruction shaped black political ideologies; how blacks came into political power in major urban centers; and what the contours of debate are in the black community over provocative issues such as the criminal justice system, affirmative action, reparations, and education

HIST 375 Digital History (3 Credit Hours)
Digital resources make primary source material available while database, mapping, and text-mining applications allow us to ask new types of research questions. Digital history is more than just gaining familiarity with digital resources, applications, and platforms; it is about understanding how using these tools has changed the way we study history.
Outcomes:
Gain an introductory technical knowledge of digital tools or methods; Learn to apply technical knowledge about digital history tools to historical questions; Acquire experience managing and creating a team-based digital humanities

HIST 376 History of the American Frontier Movement (3 Credit Hours)
This course will cover the process of frontier expansion in American history.
Outcomes:
Students will understand the frontier as a social process that was part of the American experience from its earliest colonial origins to the end of the nineteenth century; Students will also understand the frontier as a place in the western United States where Americans engaged in cooperation, conflict, and conquest with native peoples, Mexicans, and Asians

HIST 376A History of the American Indian (3 Credit Hours)
This course is a survey of the history of American Indians, including the variety of Pre-Columbian societies, the encounter between Indians and European settlers, the impact of Eurasian diseases, American Indians' fight to avoid removal from their homelands, and the resurgence of Indians as sovereign peoples.
Outcomes:
The student is to emerge from the course with an enhanced ability to appreciate the unique cultures and experiences of American Indians; appreciate the many and important ways in which Indian peoples have changed and adapted over time; and understand the religious, racial, and cultural values that motivated European-American policies toward American Indians

HIST 377 African American Women's History (3 Credit Hours)
Course deepens students' understanding of African American History by emphasizing African American women's leadership, intellectualism, challenges, and social impact. Covering multiple eras from slavery, the civil rights movement to the present-day and difficult topics (including sexual assault), the course examines the diverse experiences of historically marginalized black women.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students become familiar with multiple important African American historical figures; increase their understanding of intersectionality (race, gender, sexuality, class) in American history; and gain essential research skills

HIST 378 Latina/o History (3 Credit Hours)
This course introduces the history of Latinos in the United States from the Spanish Colonial period to the present.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: X-HIST378/LASP378
Outcomes:
students will develop a greater appreciation and understanding of the important roles played by Latino men and women in U.S. society; the heterogeneity of the Latina/o population, including generational, regional, class, and gender divisions; and the formation of transnational immigrant communities

HIST 379B History of Italians in Chicago (3 Credit Hours)
The History of Italians in Chicago offers an in-depth look at one of Chicago's important ethnic groups. The course will utilize local resources and include a number of guest speakers from the fields of sociology, literature and political science.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will understand the major social-economic forces shaping the history of Italians in Chicago; learn how to do primary research; see themselves and local institutions as a part of history

HIST 380 Introduction to African-American History (3 Credit Hours)
This course is a general survey of African-American history from its African origins to the Present.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST380/BWS 380
Outcomes:
Upon completion of this class students should have a broad understanding of African-American History from 17th to the early 21st century

HIST 380A Islam in the African-American Experience (3 Credit Hours)
This course traces the development of Islam among African Americans from West African societies prior to the trans-Atlantic slave trade to the influence of Islam on popular culture in the 21st century.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST380A/BWS302/IWS380
Outcomes:
Students will gain an understanding of how Islamic identity was maintained in the face of slavery, how and if African-American Muslim communities differ from their emigrant counterparts, and how black nationalist groups such as the Moorish Science Temple and Nation of Islam influenced the Islamization of black consciousness in the 20th century

HIST 381 Rebels & Reformers in U.S. History (3 Credit Hours)
This course explores the success and failure of radical political and social movements in the United States.
Interdisciplinary Option: African Studies and the African Diaspora, Peace, Justice, and Conflict Studies, Women & Gender Studies
Course equivalencies: HIST381/AFR388/PAX387/WSGS303
Outcomes:
Students will understand five major movements for social change in the United States: abolition, women's rights, socialism, peace, and the quest for racial equality

HIST 382 Teaching Race, Class, and Gender (3 Credit Hours)
What resources are there for future K-12 teachers wanting to explore the intersections of gender, race, ethnicity, and class into their classrooms and meet new requirements, like those in Chicago, to broaden the K-12 curriculum? This course is designed for primary and secondary education majors eager to explore digital resources.
Interdisciplinary Option: Latin American Studies, Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will: discover a range of free, digital resources; hone their critical reading and writing skills; craft and share lesson plans and reflections; write and present a peer-reviewed research paper

HIST 384 Irish Diaspora in America (3 Credit Hours)
This course examines the origins and diversity of Irish migration to the United States since the eighteenth century.
Outcomes:
Students will use historical knowledge to develop critical thinking and communications skills about the first large American ethnic minority and its impact on the history of the United States

HIST 385 Chicago in America (3 Credit Hours)
This course surveys the history of Chicago from its origins to the present, using the city as a case study of American urbanization.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST385/URB385
Outcomes:
Students will be able to demonstrate historical knowledge of Chicago's environmental, economic, social, cultural, and political history, to draw links between race relations and urban change, and to develop critical thinking and communication skills

HIST 386 Creation the American Metropolis (3 Credit Hours)
This course examines the transformation of the United States from a simple agrarian and small-town society to a complex urban and suburban nation, covering the pre-Columbian period to the present.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST386/URB386
Outcomes:
Study history of American urbanization; improve writing and analytical thinking

HIST 388 U.S. Wars (3 Credit Hours)
This course will study United States Military history from the Revolutionary War to the War on Terror. We will study key battles, strategy, weapons and leaders. We will also focus on the individual soldier: his pay, recreation, benefits and equipment.
Outcomes:
Students will gain familiarity with the military aspects of warfare in U.S. history and the social aspects of warfare; They will be challenged to integrate those varying perspectives into a coherent synthesis of the topic

HIST 388A Vietnam War (3 Credit Hours)
This course offers a comprehensive examination of origin, execution, and failure of America's war in Vietnam.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-HIST/ASIA/PAX389/INTS388
Outcomes:
Students will understand the ancient origins of the Vietnamese nation, the rise and fall of the French colonial regime, the role of Vietnam in the Cold War, the peace movement, the political and cultural impact of the war on America, the success and failures of the United States military, the impact of the war on the Indo-China region, and the memory of the war in American culture

HIST 389B Topic: Gender, Race, & Class in US History (3 Credit Hours)
This course examines the historical interplay of gender, race and class in the lives of African-American and white women in the United States.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X-HIST295/PAX295/WSGS299
Outcomes:
Students will understand critical themes and periods in the development of racism and sexism, especially the ways in which the two relate; differences and similarities in the manifestations of and reactions to racism and sexism in the lives and thought of African-American and white women of differing class backgrounds

HIST 389C Gender Benders (3 Credit Hours)
This course examines the changes in gender roles and the relationship between men and women from the colonial era to the present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST294/WOST290/WSGS294
Outcomes:
Students will demonstrate understanding of the changing expectations about and definitions of men and women of how families were organized, how childrearing was handled, who made up the home, and how work and family production followed a sexual division of labor

HIST 389F The Sixties (3 Credit Hours)
This course focuses on the turbulent years from 1960 to 1974 in American history, a period of active social movements and foreign wars.
Outcomes:
Students will be able to demonstrate historical knowledge of American social, political, gender, and cultural change during the 1960s, to draw links between popular mobilizations, countercultures, and social change, and to develop critical thinking and communication skills

HIST 389K Autobiography and Memoir in Recent US History (3 Credit Hours)
Autobiography and Memoir in Recent US History uses personal recollections as a way to get at large themes in history. Topics include immigration, nativism, ethnicity, gender, regionalism, war, religion, and class. Students read intensively as a way of understanding how individuals live their lives within large historical forces and events. This is a writing intensive course. It is also a reading intensive course. It is run as a seminar - learning to discuss and engage with ideas is a key element.

HIST 389N Anti-Immigrant Politics in U.S. History (3 Credit Hours)
The course features studies of anti-immigrant politics sponsored by: 1. the Federalist Party (late 18th c); 2. the "Know Nothing" Party (mid-19th c); 3. the Populist Party (late 19th c); 4. the Ku Klux Klan (1920s); 5. the Republican Party (early 21st c).
Interdisciplinary Option: Italian American Studies, Latin American Studies
Outcomes:
Students will use historical perspective to deconstruct the rhetoric and analyze the socio-economic and political contexts of past and present nativist political movements

HIST 389W Races to the White House: Presidential History (3 Credit Hours)
This course aims to show how the president's election, job, power, and mystique has changed since the Founding. Students will delve into the modern primary and party system's origins, the fierce debates about the Electoral College, the controversies over executive power, the media's importance, and the first families' changing role.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain historical knowledge of the American presidency, federalism, and electoral politics and develop critical thinking and communication skills

HIST 390 Senior Capstone (3 Credit Hours)
Each participant will utilize the research skills, historical studies and writing abilities acquired to date to produce a significant paper based largely on historical research in primary sources and bolstered by appropriate secondary sources. Restricted to students in senior standing.
Outcomes:
Students will be able to demonstrate appropriate historical scholarship, analysis and writing skills

HIST 397 History Honors Tutorial (3 Credit Hours)
Students in this course will produce a significant research paper on a topic of their own choice (25-30 pages) based largely on primary sources through archival research and will present their work in a symposium at the end of the course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Produce analytical arguments by using evidence and facts to interpret past events, behavior, and processes in your own historical research project; Identify the arguments put forth by historians in order to compare, evaluate, and criticize different interpretations of the past - In doing so, be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc) that historians use to make truth claims about the past; Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities, and consequences of change over time in relationship to historical events and processes; Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world - In this endeavor, students will also gain an understanding of the ethical practices and standards for historical research and writing

HIST 398 History Internship (3 Credit Hours)
This course provides three hours credit for students engaged in history related internships in the public and private sectors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to obtain an internship position, to learn on-the-job from an experienced practitioner in a wide variety of public and private sector settings, to draw links between their present situation and historical research, and to develop critical thinking and communication skills

HIST 399 Directed Study (1-3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the department's usual curriculum.
Outcomes:
Students will gain an understanding of a specific area of history through the close reading of selected texts and the preparation of a research paper

History (BA)

The History BA degree helps students develop broad and deep knowledge about the complexity and contingency of the past. History majors learn theories and read arguments that help explain both persistent continuity and enormous change in human civilizations. In courses and assignments, students learn to wrestle and unpack sources that provide the foundational evidence for interpretations of the past. Finally, the major develops skills of critical thinking, research, analysis, and communication that are essential for the modern world.

The History major prepares students for graduate and law schools as well as for careers in such fields as teaching in secondary schools, curatorial and educational positions in museums and historical associations, foreign service, library science, public administration and journalism. Moreover, history courses may be especially pertinent to students of language, business, science, or public health who wish to learn the traditions of other nations and cultures.

Related Programs

Major

- Art History (BA) (p. 428)
- Honors in History (p. 497)

Master's

- Public History (MA) (p. 1215)

Minor

- History Minor (p. 496)

Curriculum

The major in history consists of a total of twelve (12) courses (36 hours) and a portfolio, detailed below.

Code	Title	Hours
Introductory Courses		
Select two courses, one from each of the following categories:		
Tier 1 Foundational Historical Knowledge		*3*
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century	
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century	
HIST 103	American Pluralism	
HIST 104	Global History Since 1500	
HONR 101	Western Traditions - Antiquity to the Middle Ages	
HONR 102	Western Traditions-Renaissance to Modernity	
Tier 2 Historical Knowledge		*3*
HIST 208	East Asian History: Themes & Issues	
HIST 209	Islamic History: Themes & Issues	
HIST 210	Latin American History: Themes & Issues	
HIST 211	US History to 1865: Themes & Issues	
HIST 212	US History since 1865: Themes & Issues	
HIST 213	African History: Themes & Issues	
Selected Honors Courses: HONR 203, HONR 208, HONR 209, HONR 210, HONR 212		
Methods Courses		
Select one of the following:		3
HIST 299	Historical Methods [1]	
INDS 380	Newberry Seminar [2]	
Required Areas		
Select four Upper-Level Courses, one from each of the following:		12
Upper-Level Pre-Modern History (p. 493) (see descriptions below)		
Upper-Level Modern European History (p. 494) (see descriptions below)		
Upper-Level U.S. History (p. 494) (see descriptions below)		
Upper-Level World History (p. 494) (see descriptions below)		
Elective Courses		
Select any five (5) history courses at any level: [3]		15
HIST 101 - HIST 399 [4]		
CLST 362	Roman Law	
ECON 327	American Economic & Business History	
THEO 317	Christian Thought: Ancient-Medieval	
THEO 318	Christian Thought: Reformation to Modern	
Selected Honors Classes: HONR 101, HONR 102, HONR 203, HONR 208, HONR 209, HONR 210, HONR 212		
Total Hours		**36**

1. To register for HIST 299 Historical Methods Historical Methods, please contact the History Department Administrative Assistant.
2. For information on the Newberry Seminar, please contact Dr. Shermer at eshermer@luc.edu.
3. One of which can be HIST 398 History Internship.
4. Any 100-Level, 200-Level, or 300-Level course can count toward the electives if not used for another requirement in the major. See History Courses (p. 476) for a complete list.

Required Areas: Upper-Level Pre-Modern History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 253A	Barbarians and the Fall of the Roman Empire	3
HIST 254A	The Vikings	3
HIST 257A	Witchcraft and Science in Pre-Modern Europe	3
HIST 258A	Blood, Heresy, and Treason: The Tudors and Stuarts	3
HIST 300B	Topics in Premodern History	3
HIST 301	Plagues: The Black Death and Other Pandemics	3
HIST 303	Pre-Industrial City in Europe	3
HIST 307	Greece to Alexander the Great	3
HIST 308A	History of Rome to Constantine	3
HIST 308B	Pompeii and Herculaneum	3
HIST 308C	History of Early Christianity	3
HIST 308D	Transformations of Rome in Late Antiquity	3
HIST 309	Shipwreck Archaeology	3
HIST 310	The Middle Ages	3
HIST 310A	Medieval World 1100-1500	3
HIST 310B	Medieval Culture	3
HIST 310C	Medieval Women	3
HIST 310D	Medieval Popular Religion	3
HIST 310F	Medieval Inquisitions and Heresy	3
HIST 310G	Supernatural in the Middle Ages	3
HIST 310L	Love and Violence in Medieval Culture and Society	3
HIST 311B	The Crusades: Christianity and Islam	3
HIST 312	England to 1485	3
HIST 314	Renaissance	3
HIST 314A	The Jesuits: Life and History	3
HIST 315	The Reformation	3
HIST 316	History of Poland	3
HIST 317	Age of Absolutism & the Enlightenment	3
HIST 318A	Early Modern England 1485-1760	3
HIST 318B	English Social History 1450-1750	3
HIST 318C	London 1550 - 1715	3
HIST 342A	African History to 1600	3
HIST 345A	Traditional China from Antiquity to 1550	3

CLST 362	Roman Law	3
THEO 317	Christian Thought: Ancient-Medieval	3

Required Areas: Upper-Level Modern Europe Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 265A	The First World War	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 300C	Topics in European History (Post-1700)	3
HIST 320	Era French Revolution & Napoleon	3
HIST 321	19th Century European Culture and Ideas	3
HIST 322	Modern France: From Empire to Postcolonial Nation	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 325	Modern Britain: Empire, Industry, Democracy	3
HIST 325A	The British Empire: From Barbados to Brexit	3
HIST 326	Ireland: Colony to Nation State	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 328	Russia Pre-1917: Empire Building	3
HIST 328A	Russian Empire and Literature	3
HIST 329	Women's Sphere in Past Society	3
HIST 329C	Empire, Sex, Violence: European Colonial History	3
HIST 329N	Modern European Nationalism: Myth and Reality	3
HIST 330	Europe in the Age of Catastrophe, 1900-1945	3
HIST 330F	Fascinating Fascism: 1919 to the Present	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 334A	The Nazi Revolution	3
HIST 334B	The Holocaust: History and Memory	3
HIST 335	The Second World War	3
HIST 336	Contemporary Europe 1945 to Present	3
HIST 337	Rise & Fall of Soviet Union	3
HIST 337A	Women in Russia and Eurasia, 1860-Present	3
HIST 338A	History of European Communism	3
HIST 338B	Eastern Europe in the 20th Century	3
HIST 339C	Modern Europe and the Arts	3
HIST 339F	History of Feminist Thought and Social Action	3
THEO 318	Christian Thought: Reformation to Modern	3

Required Areas: Upper-Level World History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 275A	The Silk Roads: Global Trade, Culture, & Politics	3
HIST 279C	History of Computing	3
HIST 279E	Climate and History	3
HIST 300E	Topics in World History	3
HIST 340B	Introduction to Islamic History	3
HIST 341	Modern Middle East	3
HIST 341B	Arab-Israeli Conflict	3
HIST 341C	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
HIST 342B	African History Post-1600	3
HIST 342C	The History of Islam in Africa	3
HIST 342D	African Diaspora in the Middle East and South Asia	3
HIST 342M	African Music's Influence on American Music	3
HIST 343	Modern South Asia	3
HIST 346A	Early Modern China: 1550-1800	3
HIST 346B	Reform & Revolution in China, 1800-1949	3
HIST 346C	History of Christianity in China	3
HIST 347A	China Since 1949: The People's Republic	3
HIST 347C	Cultural Revolution-China	3
HIST 347D	Modern Chinese History through Film	3
HIST 349	Contemporary Global Issues: Historical Perspectives	3
HIST 349A	Women in East Asia	3
HIST 350	Colonial Latin America	3
HIST 351	Latin American Independence, 1750-1830	3
HIST 352	Latin America in the 19th Century	3
HIST 353	Latin America in Recent Times	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3
HIST 356	Mexican History-Ancient to Modern Times	3
HIST 357	The Mexican Revolution in Popular Imagination	3
HIST 358	Women in Latin American History	3
HIST 359	Teaching World History	3
HIST 359D	The Ottoman Empire: A Global Perspective	3
HIST 359E	Concentration Camps: A Global History	3
HIST 359F	Genocides in the Modern World	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3

Required Areas: Upper-Level U.S. History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 280A	Pirates and Sailors in the Revolutionary Atlantic	3
HIST 290A	History of Sexuality in the United States	3
HIST 291A	American Icons: Heroes, Images, Ideas	3
HIST 297E	North American Environmental History	3
HIST 298A	History and the Public: Intro to Public History	3
HIST 300D	Topics in U.S. History	3
HIST 360	Community and Culture in Colonial America	3
HIST 360A	Slavery and Abolition: Then & Now	3
HIST 361	The American Revolution, 1763-1815	3
HIST 362	America in the Age of Slavery and Capitalism	3
HIST 363	Civil War & Reconstruction 1850-1877	3
HIST 366A	World War I and American Culture	3
HIST 367	United States from Great Depression to Recession	3
HIST 369	20th Century Popular Culture	3
HIST 370	American Business, Wealth, and Inequality	3
HIST 372	American Constitutional & Legal History to 1865	3
HIST 373	US Law & Public Policy	3
HIST 373A	Crime and Punishment	3
HIST 374	Black Politics	3
HIST 375	Digital History	3

HIST 376	History of the American Frontier Movement	3
HIST 376A	History of the American Indian	3
HIST 377	African American Women's History	3
HIST 378	Latina/o History	3
HIST 379B	History of Italians in Chicago	3
HIST 380	Introduction to African-American History	3
HIST 380A	Islam in the African-American Experience	3
HIST 381	Rebels & Reformers in U.S. History	3
HIST 382	Teaching Race, Class, and Gender	3
HIST 384	Irish Diaspora in America	3
HIST 385	Chicago in America	3
HIST 386	Creation the American Metropolis	3
HIST 388	U.S. Wars	3
HIST 388A	Vietnam War	3
HIST 389B	Topic: Gender, Race, & Class in US History	3
HIST 389C	Gender Benders	3
HIST 389F	The Sixties	3
HIST 389K	Autobiography and Memoir in Recent US History	3
HIST 389N	Anti-Immigrant Politics in U.S. History	3
HIST 389W	Races to the White House: Presidential History	3
ECON 327	American Economic & Business History	3

Optional Concentrations

History Majors have the option to declare a concentration, an area of interest. A concentration consists of at least three courses focused on a particular theme. Concentrations include: War & Peace; Law & Government; Gender, Sexuality, & Race; Teaching History; Globalization, Social Justice, & Human Rights; and Cultural & Intellectual History

Students may also build their own geographic or period-based concentration in consultation with their departmental adviser.

Portfolio

Every history major must build a portfolio over the course of his/her undergraduate studies. The student must upload the **two required documents** listed below to a History Department website by Friday of the last week of classes prior to graduation. For more information, please contact the History Department Undergraduate Program Director. The required documents are:

1. **A historiographical essay (typically a paper from** HIST 299 Historical Methods**).** This paper must both summarize and evaluate historians' principal arguments about a particular topic.
2. **A 300-level Research Paper with a *bibliography*.** This paper --- a minimum of 12-15 pages, usually from a 300-level course --- makes use of both primary and secondary sources to prove a historical thesis. All good historical writing has a thesis that the author seeks to establish through interpretation of the primary source evidence. In lieu of uploading a 300-level research paper, students have the option of submitting a platform appropriate project such as a public history or digital history project that makes an analytical argument based on both primary and secondary sources to prove a historical thesis.

Students should submit papers or projects that showcase their best work.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. While there is no set sequence of classes, students are encouraged to take at least two Introductory (Core) Courses before taking upper division classes. It is strongly suggested that students take HIST 299 Historical Methods at the end of their sophomore or beginning of their junior year. Once students have declared the major, they are encouraged to contact their History Advisor or the History Department's Undergraduate Program Director, Kelly O'Connor at kocon6@luc.edu for further guidance on how best to progress with their studies.

Course	Title	Hours
Freshman		
Fall		
Foundational Historical Knowledge Course		3
	Hours	**3**
Spring		
Tier 2 Historical Knowledge Course		3
	Hours	**3**
Sophomore		
Fall		
Upper-level US History Course (see course list below)		3
	Hours	**3**
Spring		
HIST 299	Historical Methods	3
History Elective		3
	Hours	**6**
Junior		
Fall		
Upper-level World History (see course list below)		3
History Elective		3
	Hours	**6**
Spring		
Upper-level Pre-Modern History (see course list below)		3
History Elective		3
	Hours	**6**
Senior		
Fall		
Upper-Level Modern Europe (see course list below)		3
History Elective		3
	Hours	**6**
Spring		
History Elective		3
	Hours	**3**
	Total Hours	**36**

Residency Requirements

- At least 6 courses for this major must be successfully completed in residence at Loyola University Chicago.
- At least 4 300-level courses for this major must be successfully completed in residence at Loyola University Chicago.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Produce analytical arguments by using evidence and facts to interpret past events, behavior and processes in their own historical writing and projects.
- Identify the arguments put forth by historians in order to compare, evaluate and criticize different interpretations of the past. In doing so, our graduates will be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc.) that historians use to make truth claims about the past.
- Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities and consequences of change over time in relationship to historical events and processes.
- Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world. In this endeavor, students will gain an understanding of the ethical practices and standards for historical research and writing.

History Minor

The minor in history, in conjunction with a major in a related field, will provide historical understandings desirable for a well-grounded liberal arts degree, the preferred background for admission to most professional programs.

Related Programs

Major

- Art History (BA) (p. 428)
- History (BA) (p. 492)
- Honors in History (p. 497)

Curriculum

Code	Title	Hours
Introductory Courses		
Select two of the following:		6
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century	
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century	
HIST 103	American Pluralism (203)	
HIST 104	Global History Since 1500 (204)	
HIST 208	East Asian History: Themes & Issues	
HIST 209	Islamic History: Themes & Issues	
HIST 210	Latin American History: Themes & Issues	
HIST 211	US History to 1865: Themes & Issues	
HIST 212	US History since 1865: Themes & Issues	
HIST 213	African History: Themes & Issues	
Required Areas		
Select two 300-level courses from the list below:		6
Any HIST 300-Level Course [1]		
CLST 362	Roman Law	
ECON 327	American Economic & Business History	
THEO 317	Christian Thought: Ancient-Medieval	
THEO 318	Christian Thought: Reformation to Modern	
Electives		
Select any two additional 3-hour classes [2]		6
Total Hours		**18**

[1] For a complete list of 300-Level courses, see History Courses (p. 476).

[2] These can be introductory (History 100-Level & HIST 205 - HIST 213) OR Upper-level (HIST 250 - HIST 299, History 300-Level; or CLST 362; ECON 327; THEO 317; or THEO 318).

Suggested Sequence of Courses

Students can begin the History Minor (HIST-MINR) at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take at least two introductory classes (HIST 101 - HIST 213) before taking upper division classes. Once students have declared the minor, they are encouraged to contact the History Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Course	Title	Hours
Freshman		
Fall		
Introductory (Core) Course #1		3
	Hours	**3**
Spring		
Introductory (Core) Course #2		
	Hours	**0**
Sophomore		
Fall		
Elective #1 [1]		3
	Hours	**3**
Junior		
Fall		
HIST 300-Level Course #1		
	Hours	**0**

Spring	
HIST 300-Level Course #2	3
Hours	**3**
Senior	
Fall	
Elective #2 [1]	3
Hours	**3**
Total Hours	**12**

[1] This course could also be taken in Spring term instead.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Produce analytical arguments by using evidence and facts to interpret past events, behavior and processes in their own historical writing and projects.
- Identify the arguments put forth by historians in order to compare, evaluate and criticize different interpretations of the past. In doing so, our graduates will be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc.) that historians use to make truth claims about the past.
- Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities and consequences of change over time in relationship to historical events and processes.
- Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world. In this endeavor, students will gain an understanding of the ethical practices and standards for historical research and writing.

Honors in History

Honors Program

The Department of History's honors program recognizes the work of outstanding History Majors and gives them an opportunity to dig deeper in the discipline. It is not the same as collegiate honors, and students do not need to belong to collegiate honors in order to participate in this program. Students are invited to apply to the history honors program during their junior year. The qualifications for the program are as follows:

- History major
- 3.67 GPA in history courses
- 3.50 overall GPA
- Completion of HIST 397 History Honors Tutorial

The required GPAs include courses taken elsewhere if the credits have been transferred. The major with History Honors consists of a total of twelve (12) courses (36 hours). HIST 397 History Honors Tutorial is typically offered in the Fall Semester. Students are invited to take the Tutorial at the end of their sophomore and/or junior years. The Tutorial involves writing a research paper, based on primary sources, of about 20–30 pages. The results of this research are presented in a short oral presentation at a final class to which friends, family, and other faculty are invited.

Here is the honors history major program in schematic form:

Code	Title	Hours
Introductory (Core) Courses		
Select two courses, one from each of the following categories:		**6**
Tier 1 Foundational Historical Knowledge		
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century	
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century	
HIST 103	American Pluralism	
HIST 104	Global History Since 1500	
HONR 101	Western Traditions - Antiquity to the Middle Ages	
HONR 102	Western Traditions-Renaissance to Modernity	
Tier 2 Historical Knowledge		
HIST 208	East Asian History: Themes & Issues	
HIST 209	Islamic History: Themes & Issues	
HIST 210	Latin American History: Themes & Issues	
HIST 211	US History to 1865: Themes & Issues	
HIST 212	US History since 1865: Themes & Issues	
HIST 213	African History: Themes & Issues	
Selected Honors Courses: HONR 203, HONR 208, HONR 209, HONR 210, HONR 212		
Methods Course		
HIST 299	Historical Methods	3
or INDS 380	Newberry Seminar	
Required Areas [1]		
Select four Upper-Level Courses, one from each of the following:		12
Upper-Level Pre-Modern History (p. 497) (see descriptions below)		
Upper-Level Modern European History (p. 498) (see descriptions below)		
Upper-Level World History (p. 498) (see descriptions below)		
Upper-Level U.S. History (p. 499) (see descriptions below)		
Elective Courses [1]		
Any Four History Courses		12
Courses Required for Honors Program		
HIST 397	History Honors Tutorial (writing intensive)	3
Total Hours		**36**

[1] A total of four 300-level courses required. In addition to HIST 397, students must take at least three 300-level courses among their Required Areas and Electives.

Required Areas: Upper-Level Pre-Modern History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 253A	Barbarians and the Fall of the Roman Empire	3

HIST 254A	The Vikings	3
HIST 257A	Witchcraft and Science in Pre-Modern Europe	3
HIST 258A	Blood, Heresy, and Treason: The Tudors and Stuarts	3
HIST 300B	Topics in Premodern History	3
HIST 301	Plagues: The Black Death and Other Pandemics	3
HIST 303	Pre-Industrial City in Europe	3
HIST 307	Greece to Alexander the Great	3
HIST 308A	History of Rome to Constantine	3
HIST 308B	Pompeii and Herculaneum	3
HIST 308C	History of Early Christianity	3
HIST 308D	Transformations of Rome in Late Antiquity	3
HIST 309	Shipwreck Archaeology	3
HIST 310	The Middle Ages	3
HIST 310A	Medieval World 1100-1500	3
HIST 310B	Medieval Culture	3
HIST 310C	Medieval Women	3
HIST 310D	Medieval Popular Religion	3
HIST 310F	Medieval Inquisitions and Heresy	3
HIST 310G	Supernatural in the Middle Ages	3
HIST 310L	Love and Violence in Medieval Culture and Society	3
HIST 311B	The Crusades: Christianity and Islam	3
HIST 312	England to 1485	3
HIST 314	Renaissance	3
HIST 314A	The Jesuits: Life and History	3
HIST 315	The Reformation	3
HIST 316	History of Poland	3
HIST 317	Age of Absolutism & the Enlightenment	3
HIST 318A	Early Modern England 1485-1760	3
HIST 318B	English Social History 1450-1750	3
HIST 318C	London 1550 - 1715	3
HIST 342A	African History to 1600	3
HIST 345A	Traditional China from Antiquity to 1550	3
CLST 362	Roman Law	3
THEO 317	Christian Thought: Ancient-Medieval	3

Required Areas: Upper-Level Modern Europe Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 265A	The First World War	3
HIST 267A	Modern German Culture and Ideas I	3
HIST 267B	Modern German Culture and Ideas II	3
HIST 300C	Topics in European History (Post-1700)	3
HIST 320	Era French Revolution & Napoleon	3
HIST 321	19th Century European Culture and Ideas	3
HIST 322	Modern France: From Empire to Postcolonial Nation	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 325	Modern Britain: Empire, Industry, Democracy	3
HIST 325A	The British Empire: From Barbados to Brexit	3
HIST 326	Ireland: Colony to Nation State	3
HIST 327A	The Balkans: History, Fiction, Film	3
HIST 328	Russia Pre-1917: Empire Building	3
HIST 328A	Russian Empire and Literature	3
HIST 329	Women's Sphere in Past Society	3
HIST 329C	Empire, Sex, Violence: European Colonial History	3
HIST 329N	Modern European Nationalism: Myth and Reality	3
HIST 330	Europe in the Age of Catastrophe, 1900-1945	3
HIST 330F	Fascinating Fascism: 1919 to the Present	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 334A	The Nazi Revolution	3
HIST 334B	The Holocaust: History and Memory	3
HIST 335	The Second World War	3
HIST 336	Contemporary Europe 1945 to Present	3
HIST 337	Rise & Fall of Soviet Union	3
HIST 337A	Women in Russia and Eurasia, 1860-Present	3
HIST 338A	History of European Communism	3
HIST 338B	Eastern Europe in the 20th Century	3
HIST 339C	Modern Europe and the Arts	3
HIST 339F	History of Feminist Thought and Social Action	3
THEO 318	Christian Thought: Reformation to Modern	3

Required Areas: Upper-Level World History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 275A	The Silk Roads: Global Trade, Culture, & Politics	3
HIST 279C	History of Computing	3
HIST 279E	Climate and History	3
HIST 300E	Topics in World History	3
HIST 340B	Introduction to Islamic History	3
HIST 341	Modern Middle East	3
HIST 341B	Arab-Israeli Conflict	3
HIST 341C	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
HIST 342B	African History Post-1600	3
HIST 342C	The History of Islam in Africa	3
HIST 342D	African Diaspora in the Middle East and South Asia	3
HIST 342M	African Music's Influence on American Music	3
HIST 343	Modern South Asia	3
HIST 346A	Early Modern China: 1550-1800	3
HIST 346B	Reform & Revolution in China, 1800-1949	3
HIST 346C	History of Christianity in China	3
HIST 347A	China Since 1949: The People's Republic	3
HIST 347C	Cultural Revolution-China	3
HIST 347D	Modern Chinese History through Film	3
HIST 349	Contemporary Global Issues: Historical Perspectives	3
HIST 349A	Women in East Asia	3
HIST 350	Colonial Latin America	3
HIST 351	Latin American Independence, 1750-1830	3
HIST 352	Latin America in the 19th Century	3
HIST 353	Latin America in Recent Times	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3

HIST 356	Mexican History-Ancient to Modern Times	3
HIST 357	The Mexican Revolution in Popular Imagination	3
HIST 358	Women in Latin American History	3
HIST 359	Teaching World History	3
HIST 359D	The Ottoman Empire: A Global Perspective	3
HIST 359E	Concentration Camps: A Global History	3
HIST 359F	Genocides in the Modern World	3
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	3

Required Areas: Upper-Level U.S. History Courses

Code	Title	Hours
Students must take at least one of the courses below as part of the Required Areas		
HIST 280A	Pirates and Sailors in the Revolutionary Atlantic	3
HIST 290A	History of Sexuality in the United States	3
HIST 291A	American Icons: Heroes, Images, Ideas	3
HIST 297E	North American Environmental History	3
HIST 298A	History and the Public: Intro to Public History	3
HIST 300D	Topics in U.S. History	3
HIST 360	Community and Culture in Colonial America	3
HIST 360A	Slavery and Abolition: Then & Now	3
HIST 361	The American Revolution, 1763-1815	3
HIST 362	America in the Age of Slavery and Capitalism	3
HIST 363	Civil War & Reconstruction 1850-1877	3
HIST 366A	World War I and American Culture	3
HIST 367	United States from Great Depression to Recession	3
HIST 369	20th Century Popular Culture	3
HIST 370	American Business, Wealth, and Inequality	3
HIST 372	American Constitutional & Legal History to 1865	3
HIST 373	US Law & Public Policy	3
HIST 373A	Crime and Punishment	3
HIST 374	Black Politics	3
HIST 375	Digital History	3
HIST 376	History of the American Frontier Movement	3
HIST 376A	History of the American Indian	3
HIST 377	African American Women's History	3
HIST 378	Latina/o History	3
HIST 379B	History of Italians in Chicago	3
HIST 380	Introduction to African-American History	3
HIST 380A	Islam in the African-American Experience	3
HIST 381	Rebels & Reformers in U.S. History	3
HIST 382	Teaching Race, Class, and Gender	3
HIST 384	Irish Diaspora in America	3
HIST 385	Chicago in America	3
HIST 386	Creation the American Metropolis	3
HIST 388	U.S. Wars	3
HIST 388A	Vietnam War	3
HIST 389B	Topic: Gender, Race, & Class in US History	3
HIST 389C	Gender Benders	3
HIST 389F	The Sixties	3
HIST 389K	Autobiography and Memoir in Recent US History	3
HIST 389N	Anti-Immigrant Politics in U.S. History	3
HIST 389W	Races to the White House: Presidential History	3
ECON 327	American Economic & Business History	3

Residency Requirements

- At least 6 courses for this major must be successfully completed in residence at Loyola University Chicago.
- At least 4 300-level courses for this major must be successfully completed in residence at Loyola University Chicago.

Optional Concentrations

History Majors have the option to declare a concentration, an area of interest. A concentration consists of at least three courses focused on a particular theme. Concentrations include: War & Peace; Law & Government; Gender, Sexuality, & Race; Teaching History; Globalization, Social Justice, & Human Rights; and Cultural & Intellectual History

Students may also build their own geographic or period-based concentration in consultation with their departmental adviser.

Portfolio

Every history major must build a portfolio over the course of his/her undergraduate studies. The student must upload the **two required documents** listed below to a History Department website by Friday of the last week of classes prior to graduation. For more information, please contact the History Department Undergraduate Program Director. The required documents are:

1. **A historiographical essay (typically a paper from** HIST 299 Historical Methods**).** This paper must both summarize and evaluate historians' principal arguments about a particular topic.
2. **A 300-level Research Paper with a *bibliography*.** This paper --- a minimum of 12-15 pages, usually from a 300-level course --- makes use of both primary and secondary sources to prove a historical thesis. All good historical writing has a thesis that the author seeks to establish through interpretation of the primary source evidence. In lieu of uploading a 300-level research paper, students have the option of submitting a platform appropriate project such as a public history or digital history project that makes an analytical argument based on both primary and secondary sources to prove a historical thesis.

Students should submit papers or projects that showcase their best work.

Human Services

About Us

Social and human services assistant is a generic term for individuals with a wide variety of job titles, including human services worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life-skills counselor or gerontology aide.

Human services assistants provide direct and indirect client services to ensure that individuals in their care reach their maximum level of functioning. They assess clients' needs, establish eligibility for public benefits and help clients obtain them, arrange for transportation and escorts, monitor and keep case records, organize and lead group activities, assist clients in need of counseling or crisis intervention, administer food banks and emergency fuel programs, help clients with daily living and communication skills, and provide emotional support.

Although the human services field is broad and diverse, it is unified by the goal of meeting human needs by applying an interdisciplinary base of knowledge and skills, focusing on prevention as well as remediation of problems, and improving the overall quality of life of individuals, families and communities through direct services to clients. The human services profession also promotes improved service delivery systems by addressing the quality of direct services provided and by seeking to improve accessibility, accountability and coordination among professionals and agencies in delivering human services.

Undergraduate Programs

- Human Services (BS) (p. 500)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Human Services (HMSV)

HMSV 101 Survey of Human Services (3 Credit Hours)
Survey of Human Services will cover basic concepts and models of service delivery in the field. Primary emphasis will be on the growth and evolution of the field, types of services and needy populations, and issues that affect the delivery of human services in the United States.
Interdisciplinary Option: Human Services

HMSV 201 Human Services Practice (3 Credit Hours)
The purpose of this course is to prepare students for their future work in HMSV agencies and to introduce them to HMSV clients. The course will teach students about the basic issues that face HMSV providers and will help them put a human face on HMSV clients. In addition, the course will emphasize the importance of client diversity in formulating assessment and case management strategies for HMSV clients.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

HMSV 390 Supervised Fieldwork II (6 Credit Hours)
No course description is available
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

Human Services (BS)

Note: As of Fall 2026, this program is no longer accepting students.

The BS in Human Services degree program is a 45-credit-hour multidisciplinary program that draws courses from five Loyola departments: criminal justice, political science, psychology, sociology and social work.

Emphasizing Loyola's Jesuit, Catholic mission of knowledge in the care and service of others, coursework focuses on laying a strong foundation in the liberal arts and sciences while sharpening students' applied skills. Located near numerous human services organizations and professionals, the program takes full advantage of Chicago's many resources for students.

Related Programs

Major

- Political Science (BA) (p. 619)
- Social Work (BSW) (p. 987)
- Sociology (BA) (p. 644)

Curriculum

The human services major requires 45 credit hours of coursework, including:

Code	Title	Hours
Basic Courses		
PSYC 101	General Psychology	3
HMSV 101	Survey of Human Services	3
HMSV 201	Human Services Practice	3
Select one course in Statistics from the following:		3
CJC 206	Statistics	
PSYC 304	Statistics	
SOCL 301	Statistics for Social Research	
Select one course in Research Methods from the following:		3
CJC 205	Research Methods	
PSYC 306	Research Methods in Psychology	
SOCL 206	Principles of Social Research	
SOWK 390	Research and Evaluation in Social Work Practice	
Select one course in Urban Politics from the following:		3
PLSC 333	Crossing Borders: The Politics of Immigration	
PLSC 334	Urban Policies and Problems	
PLSC 390	Urban Politics	
or PLSC 391	Chicago Politics	
Select one course in Clinical Competency from the following:		3
PSYC 368	Counseling	
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	
Select one course in Supervised Fieldwork I from the following:		3
CJC 390	Capstone Experience Internship	
PLSC 370	Fieldwork in Political Science-Internship	
PSYC 390	Internship in Psychology	
or SOCL 380	Internship	
HMSV 390	Supervised Fieldwork II	6
Concentration Area Courses		
Select nine credit hours from one of the following three areas:		9
Child, Adolescent and Family Services		
CJC 302	Juvenile Justice System	
CJC 395	Special Topics	
PSYC 238	Psychology of Gender	
PSYC 273	Developmental Psychology	
PSYC 348	Psychology of Adolescence	
SOCL 231	Childhood and Society	
SOCL 240	Families	
SOWK 205		
Mental Health		
CJC 372	Race, Ethnicity, and Criminal Justice	

CJC 395	Special Topics	
PSYC 235	Psychology of Human Sexuality	
PSYC 331	Psychopathology	
PSYC 346	Psychopathology of Childhood	
PSYC 373	Health Psychology	
SOWK 361	Special Topics	
Gerontology and Aging		
SOCL 221	Sociology and Culture of the Life Course	
SOCL 236	Population Studies	
Elective Courses		
Select two courses (six credit hours), one from each of the following categories:		6
Social Solutions and Social Change		
CJC 372	Race, Ethnicity, and Criminal Justice	
PSYC 275	Social Psychology	
PSYC 374	Community Psychology	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 255	Deviance and Social Control	
SOCL 261	Social Movements & Social Change	
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	
Human Diversity		
ANTH 102	Culture, Society, and Diversity	
ANTH 100	Globalization and Local Cultures	
PLSC 218	African-American Politics	
PLSC 319	Women, Law & Public Policy	
PSYC 235	Psychology of Human Sexuality	
PSYC 340	Psychology of Women	
PSYC 386	Psychology Seminar: Selected Topics	
SOCL 122	Race and Ethnic Relations	
SOCL 171	Sociology of Sex and Gender	
SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
SOCL 272	Environmental Sociology	
SOWK 361	Special Topics	
SOWK 370	Power, Oppression, Privilege, and Social Justice	
Total Hours		**45**

Major Specific Requirements

In keeping with Loyola's principles of values-based education, students take two service-learning courses. These classes, which pair classroom learning with active service in the community, may be selected from the list of basic, concentration or elective courses, or from courses outside the major.

Students obtain hands-on experience through two required fieldwork courses. A three-hour course introduces students to the operations of human services agencies, the mechanics of service delivery and the fundamentals of client contact. A six-hour course immerses students in agencies for more extensive and in-depth skills training and direct client contact.

To further ensure that the education of students will be both well-rounded and content-specific, all human services majors are required to minor in one of the major's five constituent fields: criminal justice, political science, psychology, sociology or social work. Also, students must take at least one course from each of these five departments; and for students who double major in human services and one of these departments, no more than six courses may count for both majors.

In addition to fulfilling major requirements to earn an undergraduate degree (usually 120 credit hours), students complete Loyola's Core Curriculum (p. 989), which teaches them important skills and values, and develop their own interests by taking general electives.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Interdisciplinary Honors Program

Academics

Interdisciplinary in design and international in scope, Loyola's Honors Program offers a dynamic general education that enables our students to bring many perspectives to real world problem-solving, in the Jesuit tradition. Faculty craft intensive courses that refine analytical and communication skills. The formal curriculum is supplemented with many cultural excursions and service opportunities.

Requirements

- The program requires 27 credit hours (9 classes) of honors courses.
- All honors courses must be completed with a grade of "C" or better.
- Students must have an overall GPA of 3.33 or better to graduate with honors.
- For more information on core requirements, visit Honors and the Core (p. 999).

Honors courses differ in structure and content from non-honors courses, and these courses are offered in a sequence. Honors students must complete the following courses:

Code	Title	Hours
Course Requirements		
HONR 101 & HONR D101	Western Traditions - Antiquity to the Middle Ages and Developments Western Thought I Discussion [1]	6
HONR 102 & HONR D102	Western Traditions-Renaissance to Modernity and Developments in Historical Western Thought II Discussion [2]	6
U.S. Experience (Anytime after 1st year) [3]		**3**
HONR 203	The United States Experience	3
Science and Society (Choose one of the following) [3]		**3**

HONR 204	Science and Society	3
Area Studies (Two of the following courses anytime after 1st year) [3]		**6**
HONR 208	Encountering Latin America and the Caribbean	3
HONR 209	Encountering Asia	3
HONR 210	Encountering Africa	3
HONR 212	Encountering the Middle East	3
HONR 216	Encountering Contemporary Europe	3
Capstone [4]		
HONR 301	Honors Capstone: Moral Responsibility	3

1 Course taken Fall Freshman Year.
2 Course taken Spring Freshman Year.
3 Course taken any time after 1st year. Students can take HONR 203, HONR 204, and the area studies in any order they desire.
4 Course taken 2nd semester of Junior year or during Senior year. Student must have 75 or more credit hours.

Program Description

Since 1936, the Honors Program has provided an enriched educational experience for the university's most talented students. Only a small percentage of freshmen are invited into the program each year. Honors students are academically and professionally aspirational and ethical leaders in their communities.

The Curriculum

Interdisciplinary in design and international in scope, Loyola's Honors Program offers a dynamic general education that enables our students to bring many perspectives to real world problem-solving, in the Jesuit tradition. Faculty craft intensive courses that refine analytic and communication skills. The formal curriculum is supplemented with many cultural excursions and service opportunities. You can read more about our award-winning teaching faculty on our website (https://www.luc.edu/honors/).

The Benefits

As an Honors student, you will come into contact with Loyola's most effective teachers, our most exciting researchers, and, of course, our most talented students. You'll benefit from priority registration each semester; individualized advising; small class sizes; and faculty mentorship. As the highest academic distinction awarded by the university, the Honors Degree commands special acknowledgement. Candidates are identified separately in the commencement program, and the official transcript identifies all Honors courses.

The Freshman Year Experience

Honors Freshmen are housed at Francis Hall and Regis Hall, modern facilities located on the southern end of campus, close to the lake and the city. In residence, you'll have many opportunities to connect intellectually and socially with students majoring in fields from across the university and joining us from across the US and the globe. Together, you and your friends will make your way through the Honors Freshman Seminars, reading Darwin's *The Origin of Species* and visiting the Art Institute of Chicago as a group. You can learn more about the freshman Honors residence experience here (https://www.luc.edu/honors/community/honorsresidenceexperience/).

For more information on our dynamic community and program, look through the online issues of the Honors Magazine (https://www.luc.edu/honors/honorsmagazine/).

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Honors (HONR)

HONR D101 Developments Western Thought I Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: Antiquity to the Middle Ages. All students enrolled in HONR 101 must also be enrolled in a section of HONR D101.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONRD101/CATH101D

HONR D102 Developments in Historical Western Thought II Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: the Renaissance to Modernism. All students enrolled in HONR 102 must also be enrolled in a section of HONR D102.

HONR 101 Western Traditions - Antiquity to the Middle Ages (3 Credit Hours)
This course,(and its companion, HONR 102), opens perspectives on works that have shaped the self-understanding of the Western intellectual tradition. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONR10/CATH102
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 102 Western Traditions-Renaissance to Modernity (3 Credit Hours)
This course (and its companion, HONR 101) opens perspectives on works that have shaped the self-understanding of the West. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 203 The United States Experience (3 Credit Hours)
Pre-requisites: HONR 101, HONR D101, HONR 102, HONR D102
Restricted to students in the Honors Program This course examines the formation and development of the United States. Focusing on selected topics, students learn how much is at stake in competing versions of the past. Students read influential political, literary and historical texts. Professors will introduce students to various ways of understanding the United States experience.
Outcomes:
Students will be able to demonstrate an understanding of the various ways in which the distinctive U.S. experience has been presented; Students will learn to use available public sources to conduct research on aspects of the American experience

HONR 204 Science and Society (3 Credit Hours)
Pre-requisites: Prerequisite HONR 101, HONR D101, HONR 102, HONR D102
Restricted to Honors students. Students will examine the ways natural science and social science address a particular issue as well as the effects of science on society. They will study scientific ways of knowing and organizing knowledge, and demonstrate the capacity to make reasoned and ethical judgments about the impact of science on society.
Outcomes:
Students will learn scientific principles and methods of producing knowledge and to make reasoned and ethical judgments about the impact of science on the individual, community and society

HONR 208 Encountering Latin America and the Caribbean (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102
Restricted to students in the Honors Program. This course introduces students to the history and culture of selected nations of Latin America and the Caribbean. Students will study significant ideas and events that have shaped this area. These might include indigenous cultures, colonization, slavery, race relations, independence and revolutionary movements, economic dependency and political instability.
Interdisciplinary Option: Global Studies
Outcomes:
Students will understand the relationships among cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human values and behavior, ideas of justice, and shared understandings in unfamiliar cultures

HONR 209 Encountering Asia (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course will introduce students to various regions in Asia and some of the fundamental components of Asian civilizations as they have evolved historically and persist in the modern world. Regions might include East, South and Southeast Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 210 Encountering Africa (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in Africa and some of the fundamental components of African civilizations as they have evolved historically and persist in the modern world. These might include classical African civilizations, origins of the slave trade, agriculture, ethnicities, colonialism, nationalism, the modern state.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 212 Encountering the Middle East (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in the Middle East and some of the components of selected civilizations in this region as they have evolved historically and persist in the modern world. Topics might include monotheistic religions, the Ottoman Empire, Islamic culture, creation of the modern system of states after the First World War, the place of women in Middle Eastern societies, urban and rural cultures, the political and economic consequences of water scarcity and oil wealth.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and methods of interpretation in unfamiliar cultures

HONR 216 Encountering Contemporary Europe (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to selected areas of Europe as they have evolved since World War II. Topics might include Europe's cultural history, nationalism, the European Union, immigration, economic development, and political life. Professors introduce students to various ways of approaching an area with many languages, ethnicities, nation-states and religions.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 290 Literacy Center (3 Credit Hours)
Pre-requisites: Students in or beyond their second semester; UCWR 110 or equivalent
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program. Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills.
This course satisfies the Engaged Learning requirement.

HONR 301 Honors Capstone: Moral Responsibility (3 Credit Hours)
This course is the capstone of the Interdisciplinary Honors Program and may be taught from the disciplinary perspectives of philosophy or theology. Students will be able to analyze ethical theories and to apply principles of ethical reasoning and individual moral responsibility to contemporary social issues and questions that arise in everyday life. Students must have 75 credit hours or more to enroll.
Knowledge Area: Ethics

HONR 370 Fieldwork in Honors - Internship (1-3 Credit Hours)
The main goal of this course is to provide students with valuable work experience in a professional field connected with their academic program. It allows students to apply and further develop their knowledge and skills through an internship in a non-academic setting. The course is also intended to serve as a "bridge" between college and career. This internship presents an opportunity for students to gain valuable professional experience as an intern in public or private institutions engaged in public service projects. HONR 370 will satisfy the "service" requirement for all Honors students.
This course satisfies the Engaged Learning requirement.

Latin American and Latino Studies Interdisciplinary Program

Our Minor Program offers an array of courses across disciplines dedicated to the study of the region of Latin America, the Caribbean, and the Latinx experience in the United States. With just six courses, students can enhance and deepen their undergraduate education at Loyola with a Hispanic / Latin@ American twist.

Undergraduate Programs

- Latin American and Latino Studies Minor (p. 504)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Latin American and Latino Studies (LASP)

LASP 196 Topics in Latin American Studies: Introductory (3 Credit Hours)
This is the 100-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to evaluate students

LASP 297 Special Topics (3 Credit Hours)
This is the 200-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America. Topics will vary from semester to semester.

LASP 395 Capstone in Latin American Studies (3 Credit Hours)
Topics in Latin American Studies. Completes the minor in Latin American studies. This tutorial course serves an integrative purpose, requiring the student to focus on a specific issue or theme in Latin American studies research. Each student completes a research project integrating Latin American studies and his/her major field.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: LASP395/INTS395A

LASP 396 Topics in Latin American Studies-Advanced (3 Credit Hours)
This is the advanced special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate a more complex and nuanced understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to test students at an advanced level

Latin American and Latino Studies Minor

As of Fall 2026, this minor is no longer accepting students.

Loyola University Chicago offers a minor in Latin American and Latino Studies.

Related Programs

Minor

- Spanish Language Minor (p. 564)
- Spanish Language and Literature Minor (p. 563)

Curriculum

To complete a minor in Latin American and Latino Studies students must complete 18 credit hours with an additional language competency requirement and the completion of an ePortfolio their senior year.

Code	Title	Hours
Language Requirement [1]		
Completion of SPAN 104 with a C- or better -or- passing a Language Competency Exam at or beyond the SPAN 104-level.		
Required Foundational Courses		**6**
Select two of the following:		
HIST 210	Latin American History: Themes & Issues	
ANTH 211	Peoples of Latin America	
SPAN 352	Masterpieces of Latin American Literature	
PLSC 343	Latin American Politics	
Electives (p. 505) [2]		**12**
See elective list below		
Total Hours		**18**

[1] Demonstration of language competency does not form part of the required 18 credit hours for this minor.

[2] No more than two elective courses can be taken from the same department

LASP Minor Electives

Code	Title	Hours
ANTH 211	Peoples of Latin America	3
ANTH 216	Cultures of Migration	3
ANTH 217	Mexican Culture & Heritage	3
ANTH 242	Mesoamerican Archaeology and Survivance	3
ANTH 321	Human Rights in Latin America	3
ANTH 332	Language, Race, and Inequality	3
COMM 272	Intercultural Communication	3
FNAR 351	Latin American Art I: Ancient to 19th Century	3
HIST 210	Latin American History: Themes & Issues	3
HIST 352	Latin America in the 19th Century	3
HIST 353	Latin America in Recent Times	3
HIST 355	The Caribbean & Central America in Colonial/ Modern Times	3
HIST 356	Mexican History-Ancient to Modern Times	3
HIST 357	The Mexican Revolution in Popular Imagination	3
HIST 358	Women in Latin American History	3
HIST 359	Teaching World History	3
HIST 375	Digital History	3
HIST 378	Latina/o History	3
HIST 382	Teaching Race, Class, and Gender	3
HIST 389N	Anti-Immigrant Politics in U.S. History	3
LASP 395	Capstone in Latin American Studies	3
PLSC 343	Latin American Politics	3
SPAN 352	Masterpieces of Latin American Literature	3
SPAN 365	Latin American Cinema	3
SPAN 370	Latin American Poetry	3
SPAN 380	Latin American Prose Fiction	3
SPAN 381	Contemporary Spanish-American Novel	3
SPAN 382	Latin American Theatre	3
SPAN 385	Caribbean Literature	3
SPAN 389	Latin American Short Story	3
SPAN 390	Latin American Culture and Civilization	3
SPAN 397	Topics in Hispanic Literature	3
THEO 330	Liberation Theology	3

ePortfolio Requirement

ePortfolio to be completed by the 13th week of the student's final semester. Graduating LASP students will present their ePortfolio at the *LASP ePortfolio Tertulia*. This reflective LASP ePortfolio will follow LUC ePortfolio Program (http://www.luc.edu/experiential/eportfolio/).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
Foundational Course		3
	Hours	**3**
Spring		
Foundational Course		3
	Hours	**3**
Junior		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
Senior		
Fall		
Elective Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
	Total Hours	**18**

Transfer-Student Residency Requirement

At least 9 credit hours of LASP-MINR requirements (excluding language course requirements) must be completed at Loyola.

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (https://www.luc.edu/cas/double-dippingpolicy/) regarding unique credits required for each declared major/minor. Not less than 9 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Learning Outcomes

Upon graduating, students from our interdisciplinary undergraduate Latin American and Latinx Studies Program will be able to:

- Gain an appreciation for the cultural, economic, and ethnic diversity of Latin America and US Latinx communities by studying several academic disciplines from all LUC campuses which include, but are not limited to Anthropology, Communication, Sociology, History, Modern Languages and Literatures, Philosophy, Political Science, Women's Studies/Gender Studies, and Theology.
- Engage with the integrative, multidisciplinary nature of Latin American and US Latinx Studies and articulate how it is a connected to other interdisciplinary fields of study.
- Recognize the value of studying from an intersectionality perspective and intercultural framework while achieving a better understanding of the Latin American region and the growing US Latinx communities.
- Develop knowledge and identify key Latin American/US Latinx issues, including, but not limited to social (in)justice, mestizaje, (im)migration, language and identity, neo/postcolonialism, gender

and sexuality studies, grassroots movements, popular culture, and political resistance.
- Increase oral and written Spanish and/or Portuguese language proficiency.
- Prepare for graduate study and for work in professional fields both in the US and in Latin America.

Mathematics and Statistics

About Us

The Department of Mathematics and Statistics offers a wide variety of undergraduate and graduate degree programs designed for students with diverse career or higher educational goals. The faculty assists students achieve these goals with up-to-date courses, seminars, and research or internship projects. Our faculty members maintain highly productive research programs which regularly result in publications in leading journals and academic presses. Much of the faculty research is supported by external agencies. The faculty is also actively engaged in modernizing our elementary course offerings both in content and in the use of technology.

Mission

The Department of Mathematics and Statistics at Loyola University Chicago, in the College of Arts and Sciences, supports the Jesuit ideal of knowledge in the service of humanity. The department endeavors to advance knowledge in mathematics and statistics, engaged with Chicago, the nation and the world. To achieve this mission, the department participates in the discovery, development, demonstration and dissemination of professional knowledge and practice within a context of professional ethics and service to others.

Beyond honing students' analytical skills, the mathematics and statistics curricula also foster critical thinking and the ability to articulate it... skills that are in high demand in many diverse fields.

Commitment to Diversity, Equity, and Inclusion

The Department of Mathematics and Statistics will work to ensure that we invest in each student's success, sense of belonging, and cultural competency. We will strive to engage, empower, inform, and hold our faculty and students accountable for fostering an environment where every person shares in the responsibility for advancing diversity and inclusive excellence. Likewise, the department decisions and policies will be crafted with these goals in mind. We commit to this mission recognizing a definition of diversity that includes, but is not limited to, race, ethnicity, color, religion, national or ethnic origin, sex, age, military/veteran status, disability, marital status, sexual orientation, gender identity and expression, socio-economic background, and residency.

Undergraduate Programs

- Actuarial Science Minor (p. 515)
- Applied Mathematics (BS) (p. 515)
- Biostatistics Minor (p. 297)
- Mathematics (BS) (p. 517)
- Mathematics - Education Track (BS) (p. 518)
- Mathematics and Computer Science (BS) (p. 519)
- Mathematics Minor (p. 520)
- Statistics (BS) (p. 521)
- Statistics Minor (p. 522)
- Theoretical Physics and Applied Mathematics (BS) (p. 604)

Mathematics and Statistics Department Policies

Registration Restrictions

Students who have successfully completed (with a grade of C- or higher) any 100-level course are not permitted to take or repeat a prerequisite of such course without explicit permission from the Chair or Assistant Chair of the Department of Mathematics and Statistics. For example, a student who earned a grade of B in MATH 161 Calculus I is not permitted to register for MATH 100 Intermediate Algebra, MATH 117 Precalculus I or MATH 118 Precalculus II.

Prerequisite Policy

A student's lack of appropriate course prerequisites constitutes **grounds for withdrawal** from the class at any time.

AP Course Credit Policies

Students may receive credit for the following courses if they earn an appropriate score on an Advanced Placement Test offered by the College Board (https://www.collegeboard.org/).

AP Calculus

Credit for the AP Calculus exams will be awarded as follows:

- 4–5 on AB Calculus Exam 4 credits for MATH 161 Calculus I;
- 4–5 on BC Calculus Exam 8 credits for MATH 161 Calculus I and MATH 162A Calculus II, Alternate;
- 4–5 on AB portion of BC Calculus Exam 4 credits for MATH 161 Calculus I.

AP Statistics

A score of 4 or 5 results in credit for STAT 103 Fundamentals of Statistics.

Policy on Multiple Majors or Minors

The following modifies and clarifies the "Double-Dipping" policy (https://www.luc.edu/cas/double-dippingpolicy/) of the College of Arts & Sciences, as it pertains to the Department of Mathematics & Statistics.

Most combinations of majors or minors are allowed. In particular, combinations of majors will be permitted as long as students respect the College of Arts & Sciences policy that each major should include 21 credit hours not being counted for another major, along with the following restrictions specific to the Department of Mathematics & Statistics:

1. MATH-BS *may* be paired with TPAM-BS, but **may not** be earned together with a *double-major* in TPAM-BS plus any Physics major (*e.g.*, BPHY-BS, PCSC-BS, PHYS-BS)
2. MATH-BS *may* be paired with MSCS-BS, but **may not** be earned together with a *double-major* in MCSC-BS plus any Computer Science major.
3. DSCI-BS *may* be paired with either STAS-BS or a computer science major, but not with a double major in statistics and computer science.

All Minors offered by the department must contain at least 6 credit hours at the 200 level or above not used to satisfy requirements of any other major or minor, and at least three of these must be at the 300 level. This

condition may be met by taking additional electives, if necessary, from the electives list for the minor. Furthermore, the following combinations are not allowed. All other combinations are allowed provided they meet the above criteria

- ACTU-MINR **may not** be earned together with STAS-BS or DSCI-BS
- BIOS-MINR **may not** be earned along with STAS-BS or DSCI-BS
- MATH-MINR **may not** be earned together with AMTH-BS, MATH-BS, MCSC-BS, MTED-BS, TPAM-BS
- STAT-MINR **may not** be earned together with STAS-BS. STAT-MINR **may** be earned with DSCI-BS but **only** if STAT 304 Introduction to Probability and STAT 305 Introduction to Mathematical Statistics are taken as electives.
- DSCI-MINR **may not** be earned along with DSCI-BS or a double major with STAS-BS and any computer science major.

Policy on students who fail a class repeatedly

Any student wishing to enroll in a math or stats class who has failed that class twice previously (with grades of D+ or lower) must obtain permission from the department. For students who have failed exactly twice permission can be obtained from the course coordinator or, for un-coordinated classes, from the undergraduate program director. For students who have failed three or more times permission is needed from the department chair. Permission will only be given if there is good reason to believe you can be successful with an additional attempt at the class.

Performance Withdrawal Policy

A student **may be withdrawn from any of our majors** if:

1. The student receives 2 grades less than C- in a two-year period in courses required for the major, or
2. The student has a GPA in the major < 2.0 after completion of all 100-level and 200-level requirements.
3. The chair has the right to reinstate students in the major for exceptional cases.

Requirements for Departmental Honors

In order to receive departmental honors, students graduating with any major (https://www.luc.edu/math/undergradprogs.shtml/) offered by the Department of Mathematics and Statistics must satisfy the following two criteria:

- Minimum 3.5 GPA for all program-required courses, at 200-level and higher;
- Have taken an extra 3-credit course, beyond major requirements(*), chosen from:
  - A standard MATH/STAT offering at 300-level or above
  - MATH/STAT 398
  - EXPL 391 (supporting a joint project with a department faculty member)

Interested students are encouraged to discuss this honor with their departmental academic advisor or the department chair. However, no application is required, as a full graduation audit will be conducted by the Awards Committee each year.

(*) In most cases this extra course may also be used to count towards another major or minor. So, for example, if you are pursuing a Math major and a Stats minor your 300-level Stats elective could fulfill this requirement. Please check with your department advisor if you are unsure.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Mathematical Sciences (MATH)

MATH 100 Intermediate Algebra (3 Credit Hours)
Pre-requisites: Math Placement Test
This course covers the fundamentals of algebra, ranging from linear equations and their graphs through exponents and systems of equations.
Course equivalencies: ACMAT100/MATH100
Outcomes:
Students will receive the preparation needed to use algebra in other courses or, if they plan to take calculus, to enroll in Precalculus I

MATH 108 Real World Modeling with Mathematics (3 Credit Hours)
This course investigates mathematical modeling applied to a variety of topics such as linear programming, coding information, probability and statistics, scheduling problems and social choice.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will understand the usefulness of mathematical modeling in a variety of disciplines within the life sciences, the social sciences, and business; This course satisfies the quantitative literacy requirement of the core curriculum

MATH 110 Business Precalculus (3 Credit Hours)
Pre-requisites: (MATH100 or math placement of MATH117 or above) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
A one-semester course in precalculus designed for business students. It includes the study of functions, their graphs, and their basic properties. Techniques for solving equations involving linear, quadratic, polynomial, exponential and logarithmic functions are explored, and ideas like inverse functions are developed. An emphasis is placed on business applications.
Outcomes:
Students will be able to work with and analyze polynomial, logarithmic and exponential functions using a variety of techniques and apply those skills in a variety of contexts, especially business applications

MATH 117 Precalculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 100
This course covers a variety of algebraic topics, including functions and their applications, graph transformations, composition and inverse functions, as well as polynomial and rational functions.
Course equivalencies: ACMAT 117/MATH 117
Outcomes:
Students who plan to study calculus will obtain the algebraic background needed to enroll in Precalculus II

MATH 118 Precalculus II (3 Credit Hours)
Pre-requisites: MATH 110, MATH 117, or Math Placement Test
This course covers topics ranging from exponential and logarithmic functions to trigonometric functions. It also considers applications of these topics in various settings.
Course equivalencies: MATH 118/ ACMAT 118
Outcomes:
Students will obtain the background needed to enroll in either of the department's calculus sequences

MATH 123 Topics (1-3 Credit Hours)
Freshman Mathematics/Statistics Seminar (1-3 Credit Hours): A freshman seminar with no prerequisites on topics in the mathematical sciences drawn from algebra, geometry, statistics, and their applications.

MATH 130 Business Calculus (4 Credit Hours)
Pre-requisites: (MATH110 or MATH118 or math placement of MATH131 or 161) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
An introduction to calculus focused on business applications. The following topics are considered: modeling change using algebraic, exponential and logarithmic functions, derivatives, optimization, integration, functions of two variables, and partial derivatives.
Outcomes:
Students will understand and be able to use methods of calculus (especially differential calculus) and be able to apply these in a variety of contexts, especially business applications

MATH 131 Applied Calculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
An introduction to differential and integral calculus, with an emphasis on applications. This course is intended for students in the life and social sciences, computer science, and business. Topics include: modeling change using functions including exponential and trigonometric functions, the concept of the derivative, computing the derivative, applications of the derivative to business and life, social and computer sciences, and an introduction to integration.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of calculus and methods for applying calculus (especially differential calculus), including modeling/analyzing processes (such as population growth and cooling), interpreting the derivative (numerical, graphical, and algebraic), and optimization (such as finding the time and level for a peak drug concentration)

MATH 132 Applied Calculus II (3 Credit Hours)
Pre-requisites: MATH 131
This course is a continuation of MATH 131. Topics include: definition and interpretations of the integral (numerically, graphically, and algebraically), basic techniques for computing anti-derivatives, applications to probability, an introduction to multi-variable calculus and optimization for functions of several variables, and mathematical modeling using differential equations. (This course is not a substitute for MATH 162.)
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of integral and multi-variable calculus, including modeling/analyzing processes with the integral, optimization of functions of several variables, and modeling with differential equations

MATH 147 Mathematics For Teachers I (3 Credit Hours)
For course description, see CIEP 104.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CIEP104/MATH147

MATH 148 Mathematics For Teachers II (3 Credit Hours)
For course description, see CIEP 105.
Course equivalencies: X-CIEP105/MATH148

MATH 160A Seminar A for Calculus Transition (1 Credit Hour)
Pre-requisites: (MATH 130 or MATH 131) and department consent
Co-requisites: MATH 162
This seminar is a corequisite support course for students transitioning from applied or business calculus (MATH 130 or MATH 131) to the more rigorous theoretical calculus sequence (MATH 162). Topics include applications of differentiation, optimization, implicit differentiation, related rates and techniques of integration. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 162 when they make the transition from MATH 130 or MATH 131, including concurrent support and enrichment for the corequisite course

MATH 160B Seminar B for Calculus Transition (2 Credit Hours)
Pre-requisites: MATH 132 and department consent
Co-requisites: MATH 263
This seminar is a corequisite support course for students transitioning from applied calculus (MATH 132) to the more rigorous theoretical calculus sequence (MATH 263). Topics include applications of differentiation, optimization, implicit differentiation, related rates, techniques of integration, vectors and matrices, and double integrals. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 263 when they make the transition from MATH 132, including concurrent support and enrichment for the corequisite course

MATH 161 Calculus I (4 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
This course provides a standard introduction to differential and integral calculus and covers topics ranging from functions and limits to derivatives and their applications to definite and indefinite integrals and the fundamental theorem of calculus and their applications.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACMAT 161/MATH 161
Outcomes:
Students will obtain a theoretical understanding of principles of differential and integral calculus, will demonstrate computational skills in support of reasoning and interpretation, and will apply concepts such as the derivative and the integral to modeling processes; Students will be able to make use of a wide variety of techniques of differentiation

MATH 162 Calculus II (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, three-dimensional geometry, and differentiation and integration in two variables.
Interdisciplinary Option: Bioinformatics
Course equivalencies: ACMAT 162/MATH 162
Outcomes:
Students will obtain an understanding of techniques for finding anti-derivatives, and applications of the integral to questions in three-dimensional geometry and physics; Students will obtain conceptual understanding about functions of several variables and apply these concepts to optimization and integration questions for functions of two variables; Students will employ techniques for solving differential equations and their applications

MATH 162A Calculus II, Alternate (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, sequences and infinite series, and an introduction to differential equations. This course follows a traditional approach to calculus sequencing.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the background needed for further study in mathematics and to apply mathematics in the physical sciences

MATH 170 Service Learning in Mathematics (3 Credit Hours)
Pre-requisites: B+ or higher in any of the following (MATH 118 or MATH 131 or MATH 132 or MATH 161 or MATH 162 or MATH 263 or MATH 263A)
Students will learn best practices to communicate mathematical concepts and skills to diverse populations by engaging in tutoring mathematics to the undergraduate population at Loyola. This course is designed to promote and encourage engagement and rigor in mathematical concepts and skills among the diverse communities of learners at Loyola.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students in this course will deepen their understanding of mathematical concepts and skills and be able to communicate this effectively to diverse communities of learners

MATH 201 Introduction to Discrete Mathematics & Number Theory (3 Credit Hours)
Pre-requisites: MATH 161
This course covers topics from discrete mathematics and number theory, areas of mathematics not seen in calculus courses and abundant in applications, that provide students with the concepts and techniques of mathematical proof needed in 300 level courses in mathematics.
Outcomes:
Students will obtain an understanding of the basic concepts and techniques involved in constructing rigorous proofs of mathematical statements

MATH 212 Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course provides an introduction to linear algebra in abstract vector spaces with an emphasis on Rn, covering topics such as Gaussian elimination, matrix algebra, linear independence and spanning, linear transformations and eigenvalues; software packages such as MAPLE may be used.
Outcomes:
Students will receive an introduction to abstract mathematics in a setting that encourages the thinking needed in more advanced mathematics courses

MATH 215 Object-Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

MATH 263 Multivariable Calculus (4 Credit Hours)
Pre-requisites: MATH 162
This course covers the differential and integral calculus of multivariable and vector valued functions, and sequences and infinite series, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 263A Multivariable Calculus, Alternate (4 Credit Hours)
Pre-requisites: MATH 162A
This course covers the differential and integral calculus of multivariable and vector valued functions, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem. This course follows a traditional approach to calculus sequencing.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 264 Ordinary Differential Equations (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (Can also be a corequisite)
This course covers the theory, solution techniques, and applications surrounding linear and non-linear first- and second-order differential equations, including systems of equations.
Outcomes:
Students will obtain an understanding of elementary differential equations and their applications

MATH 266 Differential Equations and Linear Algebra (3 Credit Hours)
Co-requisites: MATH 263 or MATH 263A
This course provides an introduction to basic topics in ordinary differential equations and linear algebra. Topics include first and second-order differential equations, Laplace transform, systems of first-order differential equations, systems of linear algebraic equations, matrix algebra, bases and dimension for vector spaces, linear independence, linear transformations, determinants, eigenvalues, and eigenvectors.
Prerequisites or
Outcomes:
Students will learn fundamental results and methods in ordinary differential equations and linear algebra, with a strong emphasis on topics that are particularly relevant for Engineering Science

MATH 277 Problem-Solving Seminar (1 Credit Hour)
In a seminar setting, students discuss and present proofs (or computer examples) as solutions to regional and national mathematics contest problems usually involving techniques drawn from elementary logic, calculus of one and several variables, combinatorics, number theory, geometry, basic algebra, and abstract algebra.
Outcomes:
To improve a student's ability to communicate mathematically and to strengthen the student's problem-solving skills

MATH 298 Research Seminar in Mathematics (1 Credit Hour)
Pre-requisites: MATH 162 or MATH 162A
A seminar-style course that covers various topics about how to conduct research in mathematical sciences while engaging students in active research projects with faculty mentors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain an initial insight into a number of areas of advanced study in mathematics

MATH 301 History of Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course explores selected topics in the history of mathematics ranging from Babylonian and Egyptian mathematics to Pythagoras and Euclid to the Hindu-Arabic numeration system to Newton and Leibniz to geometries other that Euclid's to the mathematical art of Escher.
Outcomes:
Students will obtain a unique historical perspective on the various areas of mathematics that they are studying in their other courses

MATH 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
For description, see STAT 304.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

MATH 305 Introduction to Mathematical Statistics (3 Credit Hours)
For prerequisites and description, see STAT 305.
Course equivalencies: X-MATH305/STAT305

MATH 306 Intro to Stochastic Processes (3 Credit Hours)
For prerequisites and description, see STAT 306.
Course equivalencies: X-MATH306/STAT306

MATH 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, solutions to systems of linear equations, numerical differentiation and integration, numerical solutions to ordinary and partial differential equations equations, and other selected topics.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

MATH 313 Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 201 and 212
This course provides a rigorous introduction to the study of structures such as groups, rings, and fields; emphasis is on the theory of groups with topics such as subgroups, cyclic groups, Abelian groups, permutation groups, homomorphisms, cosets, and factor groups.
Outcomes:
Students will be able to read, understand, and communicate arguments about group theory and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 314 Advanced Topics Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course studies advanced algebraic systems with an emphasis on rings and fields, culminating with the Galois theory of equations.
Outcomes:
Students will be able to read, understand, and communicate arguments about rings, fields and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 315 Advanced Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course offers a rigorous abstract approach to vector spaces and transformations, including similarity, duality, canonical forms, inner products, bilinear forms, Hermitian and unitary spaces, and other selected topics.
Outcomes:
Students will obtain an understanding of advanced linear algebra structures that will prepare them for graduate level work in mathematics and industry work involving mathematics

MATH 318 Combinatorics (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 162A) and MATH 201
This course offers a rigorous introduction to combinatorics, including topics such as induction, the pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, the inclusion-exclusion principle, and other selected topics.
Outcomes:
Students will obtain an understanding of the basic topics in combinatorics that will prepare them for advanced study of related topics in mathematics and computer science

MATH 320 Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 201
This course in modern mathematical logic begins with a study of propositional logic and leads to the study of first-order predicate logic, including quantifiers, models, syntax, semantics, the completeness and compactness theorems, and other selected topics.
Outcomes:
Students will develop a fuller understanding of mathematical logic and therefore of the underlying theory behind proofs of mathematical assertions

MATH 322 Advanced Number Theory (3 Credit Hours)
Pre-requisites: MATH 201
This course will cover Pythagorean triples, problems related to Fermat's Last Theorem, Pell's equation, Fermat's method of descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA public key encryption, quadratic residues, and quadratic reciprocity. Additional topics will be covered as time permits.
Outcomes:
Students will be able to solve important practical and theoretical number theory problems; Students will be exposed to both significant recently solved number theory problems and currently unsolved conjectures

MATH 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or MATH 266
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

MATH 331 Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH201 or COMP363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

MATH 344 Geometry (3 Credit Hours)
Pre-requisites: MATH 212
This course discusses axiomatic systems which define geometries and includes topics from synthetic and analytic projective geometry.
Outcomes:
Students will obtain an understanding of the many different geometries that are studied by teachers and researchers

MATH 345 Introduction to Financial Mathematics Derivatives (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 304
The course provides an introduction to the mathematical theory of option pricing. We will rigorously derive option relationships using no arbitrage conditions, introduce rudimentary stochastic calculus and Brownian motion as models for stock prices, and give an introduction to methods for solving partial differential equations to give explicit Black-Scholes formulas.
Outcomes:
The students will gain knowledge of the theory of options, bond and stock pricing, portfolio optimization, and will be exposed to other relevant applications of Mathematics to Finance

MATH 351 Introduction to Real Analysis I (3 Credit Hours)
Pre-requisites: MATH 201 and (MATH 263 or MATH 263A) and (MATH 212 or MATH 266)
An introduction to the topology of, and to the functions on the real line or more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will obtain an understanding of the fundamentals of real analysis that will prepare them for advanced work in mathematics

MATH 352 Introduction to Real Analysis II (3 Credit Hours)
Pre-requisites: MATH 351
A continuation of MATH 351. Topics include Riemann integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will obtain an understanding of topics in advanced analysis that will prepare them for graduate level work in mathematics

MATH 353 Introduction to Complex Analysis (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 351
An introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, the Fundamental Theorem of Algebra, and other selected topics.
Outcomes:
Students will obtain an understanding of the fundamentals of complex analysis that will prepare them for advanced work in mathematics

MATH 355 Methods of Applied Mathematics (3 Credit Hours)
Pre-requisites: MATH 264
Vector calculus, linear transformations, matrices, series solutions of differential equations, special functions; Fourier series, Fourier and Laplace transforms; Partial differential equations and topics from complex analysis, Green's functions, integral equations, the calculus of variations.
Course equivalencies: X-PHYS301/PHYS271/MATH355
Outcomes:
Facility with mathematical methods used in sciences and engineering

MATH 356 Introduction to Mathematical Modeling (3 Credit Hours)
Pre-requisites: MATH 266 or (MATH 264 and MATH 212)
This course will teach students how to use various areas of mathematics, such as vector calculus, linear algebra, and/or differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will learn how to use the tools from previous mathematics classes to formulate models of real world phenomena

MATH 358 Introduction to Optimization (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 263A) and (MATH 212 or MATH 266)
The course is an introduction to linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH358/STAT358
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, perform mathematical analysis of the problems, and solve the problems using computational tools

MATH 360 Introduction to Game Theory (3 Credit Hours)
Pre-requisites: MATH 162 or MATH 162A
The noncooperative and cooperative theories of games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory and will be able to apply this knowledge in a variety of settings

MATH 365 Introduction to Partial Differential Equations (3 Credit Hours)
Pre-requisites: MATH 264 or MATH 266
This course provides an introduction to basic topics in partial differential equations (PDE). In addition to first order PDE, such as the transport equation, the main types of second order PDE, including the Laplace equation, the heat equation, and the wave equation, will be studied in detail.
Outcomes:
Students will learn fundamental results and methods in partial differential equations and their applications

MATH 366 Applied Dynamical Systems (3 Credit Hours)
Pre-requisites: MATH 266 Linear Algebra and Differential Equations or (MATH 264 Ordinary Differential Equations and MATH 212 Linear Algebra)
Modeling, analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will learn how to model dynamical systems and predict their behavior

MATH 376 Formal Language & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

MATH 386 Introduction to Topology (3 Credit Hours)
Pre-requisites: MATH 201 and 212 This first course in topology discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms, and other selected topics
No course description is available
Outcomes:
Students will obtain a background in topology that will allow them to apply this topic to other areas of mathematics or to pursue graduate studies

MATH 388 Special Topics in Mathematics (1-3 Credit Hours)
This course covers advanced topics in mathematics, including analysis, topology, algebra, applied mathematics, and logic.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

MATH 390 Advanced Research Seminar in Mathematics (2 Credit Hours)
Pre-requisites: MATH 304/STAT 304 or MATH 313 or MATH 351
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain the ability to present material in Mathematics and applications to a general audience

MATH 395 Capstone Seminar (3 Credit Hours)
Pre-requisites: MATH 313 Abstract Algebra, MATH 351 Introduction to Real Analysis I, and MATH 390 Undergraduate Seminar
The course unifies the knowledge gained in previous Mathematics courses and provides an opportunity for in-depth study and presentation of advanced material not usually covered in the standard Mathematics curriculum.
Outcomes:
Students will learn how to integrate previous knowledge in exploring new topics in Mathematics, discover applications to other disciplines, and refine their mathematical writing and presentation skills

MATH 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in mathematics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

Statistics (STAT)

STAT 103 Fundamentals of Statistics (3 Credit Hours)
This course provides an introduction to statistical reasoning and techniques in descriptive and inferential statistics and their applications in economics, education, genetics, medicine, physics, political science, and psychology. Not open to students who have completed ISOM 241.
Knowledge Area: Quantitative Knowledge
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will obtain a background in the fundamentals of descriptive and inferential statistics along with an understanding of their uses and misuses; This course satisfies the quantitative literacy requirement of the core curriculum

STAT 203 Introduction to Probability & Statistics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A; MATH 162 may also be taken concurrently as a co-requisite
This course is a Calculus-based rigorous introduction to basic topics in probability (distributions, expectations, variance, central limit theorem and the law of large numbers) and statistics (estimation, hypothesis testing, regression, design of experiments) needed in engineering and science applications.
Outcomes:
Students will obtain required knowledge in probability and statistics useful in every area of engineering and science; They will learn how to assess data and outcomes of experiments

STAT 303 SAS Programming and Applied Statistics (3 Credit Hours)
Pre-requisites: STAT 103, STAT 203, or STAT 335
This course provides an introduction to SAS programming in the context of practical problems taken from applied statistics.
Outcomes:
Students obtain extensive experience with data-set manipulations, SAS procedures, and their application in contexts such as t-tests, simple and multiple regression, ANOVA, and regression

STAT 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
This course provides a calculus based introduction to probability theory, including topics such as combinatorial analysis, conditional probability, and a variety of statistical distributions.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

STAT 305 Introduction to Mathematical Statistics (3 Credit Hours)
Pre-requisites: STAT 304
This course is a continuation of STAT 304 and applies the techniques of calculus and probability to the study of advanced topics in statistics.
Course equivalencies: X-MATH305/STAT305
Outcomes:
Students obtain the theoretical background in statistics needed for graduate level work in probability and statistics

STAT 306 Introduction to Stochastic Processes (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (MATH 212 or MATH 266)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion.
Course equivalencies: X-MATH306/STAT306
Outcomes:
Students will obtain a background in stochastic processes and apply this in areas like biology, social science, sports, and finance

STAT 307 Statistical Design & Analysis of Experiments (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better
This course discusses comparative experiments, analysis of variance and covariance, fixed and random effects models, and a variety of experimental design models including cross-over and split plot designs; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain the background in statistical design and analysis of experiments needed to apply them in their own areas of interest

STAT 308 Applied Regression Analysis (3 Credit Hours)
Pre-requisites: STAT 203 or 335
This course discusses simple and multiple linear regression methods, multiple comparison estimation procedures, residual analysis, and other methods for studying the aptness of a proposed regression model; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain an extensive background in the applications of regression analysis and computer coding of regression models

STAT 310 Categorical Data Analysis (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (STAT 303 or STAT 308)
An introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modelling techniques based on generalized linear models. Methods for matched-pair, small datasets, ordinal and multi-category data also discussed. This course focuses on applications using real-life data sets, and uses popular software packages.
Outcomes:
Students will obtain an extensive background in the applications of categorical data analysis methods

STAT 311 Applied Survival Analysis (3 Credit Hours)
Pre-requisites: STAT 308 (Applied Regression Analysis)
This course focuses on methods for analyzing time-to-event data. The course will explore non-parametric methods for analyzing time-to-event data like Life tables, the Kaplan-Meier method, the Nelson-Aalen method and the log-rank test. This course will also explore semi-parametric models such as the Cox proportional hazards regression models and parametric models including exponential, Weibull and log-logistic regression model.
Outcomes:
Derive survival and hazard functions from an underlying distribution, calculate survival probabilities and hazard rates, compare survival probabilities and hazard ratios between two or more cohorts

STAT 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 308
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

STAT 335 Introduction to Biostatistics (3 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 101 and (MATH 132, MATH 162, or MATH 162A); For all others: BIOL 102 and (MATH 132, MATH 162, or MATH 162A); MATH 162 may be taken as a Corequisite for all majors
This course provides an introduction to descriptive and inferential statistics in the biological sciences. Topics include data visualization, probability, discrete and continuous probability distributions, confidence intervals, t-tests, tests of proportions, chi-square tests, correlation, linear regression, and ANOVA. Contemporary computer software will be used to apply the methods.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to visualize data appropriately, properly design a statistical experiment, apply the correct statistical methods, and properly analyze the results

STAT 336 Advanced Biostatistics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course overviews applied statistical methods useful in biomedical modelling chosen from: experimental design, categorical data analysis including logistic regression, nonlinear regression, bioassay and synergy modelling, multivariate methods, survival statistics, and longitudinal data analysis techniques. Modern statistical software methods will be extensively used and illustrated.
Outcomes:
Students are expected to obtain expertise in applying this course's advanced biostatistical methods application areas including knowing how best to implement these methods, interpret results, and use statistical software output

STAT 337 Quantitative Methods in Bioinformatics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course develops the mathematical and statistical methods necessary to analyze and interpret genomic and proteomic data, including signal analysis, sequence alignment methods, data-base search methods useful in bioinformatics and data mining.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the quantitative skills used in BLAST, including inference, stochastic processes and hidden Markov models, random walks, microarray analysis and biological sequence analysis

STAT 338 Predictive Analytics (3 Credit Hours)
Pre-requisites: STAT 308
Students will study methods for predicting future events and properly classifying data using both supervised and unsupervised statistical learning techniques.
Outcomes:
Learn methods for predicting and classifying; Model Selection; Evaluate the effectiveness and accuracy of a model/prediction

STAT 344 Longitudinal Data Analysis and Mixed Modelling (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better or permission of the instructor
Repeated measures and longitudinal data are ubiquitous in studies, research and applications. This course explores methods for repeated measures, longitudinal (time-series), and nested/hierarchical data in a detailed manner. These methods take account of correlations between measurements by allowing each individual in a study to serve as their own control.
Outcomes:
Students are expected to master the analysis and interpretation of repeated measures, longitudinal, mixed, and nested/hierarchical data; This includes effectively using R, SAS or other software for these data analyses

STAT 351 Nonparametric Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335 with C- or better
This course will cover the basic principles of nonparametric methods in statistics including: one, two and K sample location methods; tests of randomness; tests of goodness of fit; nonlinear correlation; histogram; density estimation; nonparametric regression. Students should learn how to apply the nonparametric techniques in real datasets, interpret the results and draw conclusions.

STAT 360 Introduction to Bayesian Statistics (3 Credit Hours)
Pre-requisites: STAT 308
An introduction to Bayesian data analysis and statistical inference. Topics include single and multiple Bayesian models, hierarchical models, Bayesian linear regression models. The course will also consider computational methods related to Bayesian inference such as Markov Chain Monte Carlo methods. Emphasis is placed on both theoretical understanding and practical implementation using statistical software.
Outcomes:
Students will understand the principles of Bayesian inference; implement and evaluate Bayesian models using computational tools; and effectively communicate Bayesian results in applied contexts

STAT 364 Introduction to Multivariate Statistics (3 Credit Hours)
Pre-requisites: STAT 308
This course introduces students to the concepts and methods used to analyze multivariate data in an applied context. Topics include exploring and visualizing multivariate data, linear algebra for multivariate methods, principal components and factor analysis, canonical correlation, discriminant and cluster analysis, multivariate normal distributions, MANOVA, and other dimensionality reduction techniques. Emphasis will be placed on interpreting results and applying methods using real-world data. Statistical software such as R will be used for computation and visualization.
Outcomes:
Students will be able to: 1) describe and visualize relationships among multiple variables in multivariate datasets; 2) apply linear algebra concepts relevant to multivariate analysis; 3) perform and interpret principal component and factor analyses; 4) communicate results from multivariate analyses clearly and effectively

STAT 370 Data Science Consulting (3 Credit Hours)
Pre-requisites: STAT 308
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Apply methods learned in classes to a address a real world problem; 2) Oral and Written presentation skills; 3) Collaboration skills

STAT 388 Topics (1-3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course covers advanced topics in statistics, such as multivariate analysis, sampling theory, non-parametric methods, decision theory, and Bayesian analysis.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 390 Undergraduate Seminar (1 Credit Hour)
Pre-requisites: Senior Standing, including completion of MATH 304/ STAT 304
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
Outcomes:
Students will gain the ability to present material in Statistics, and their applications to a general audience

STAT 391 Internship in Actuarial Science (1-3 Credit Hours)
Pre-requisites: STAT 304 and 396; approval of the internship director
This course offers an opportunity to obtain experience in actuarial science in a professional environment; placement requires approval of the internship coordinator and acceptance by an employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain first hand experience doing actuarial work in a real world environment

STAT 396 Actuarial Seminar I (1 Credit Hour)
Pre-requisites: MATH 263
The seminar provides a comprehensive review of the probability topics that most commonly appear on the Actuarial Exam P. Topics covered include: axiomatic probability, combinatorial probability, conditional probability and Bayes' Theorem, independence, random variables and their various distributions, joint distributions, marginal distributions, conditional distributions of tow of more random variables.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 397 Actuarial Seminar II (1 Credit Hour)
Pre-requisites: MATH 263
The seminar is a continuation of STAT 396. It provides a comprehensive review of topics in probability and risk management directed toward students preparing for the Actuarial Exam P. Additional topics may include order statistics, moment-generating functions, the Central Limit Theorem and risk analysis.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in statistics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 399H Honors Tutorial (1-3 Credit Hours)
This course allows students in the honors program to engage in independent study of selected topics in statistics for honors credit under the supervision of a faculty member.
Course equivalencies: STAT399H / STAT399
Outcomes:
Students will obtain an understanding of an advanced topic in their major

Actuarial Science Minor

As of Fall 2026, this program is no longer accepting students.

The discipline of actuarial science deals with the mathematical and statistical analysis of risk, especially as it pertains to the insurance and finance industries. Students pursuing a Minor in Actuarial Science will gain the foundation necessary to prepare for the first two Society of Actuaries exams.

Related Programs

Minor

- Data Science Minor (p. 367)
- Mathematics Minor (p. 520)
- Statistics Minor (p. 522)

Curriculum

Code	Title	Hours
Required Courses		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 212	Linear Algebra	3
STAT 203	Introduction to Probability & Statistics	3
or STAT 335	Introduction to Biostatistics	
STAT 304	Introduction to Probability	3
STAT 305	Introduction to Mathematical Statistics	3
STAT 396	Actuarial Seminar I	1
Total Hours		**25**

Double-Dipping Policy

Per our double dipping policy, at least 6 credit hours must be unique to this minor.

Transfer-Student Residency Requirement

At least 13 credit hours of Actuarial Science Minor must be completed at Loyola

Learning Outcomes

- Students will understand the foundational mathematics used in the actuarial field including single and multivariable calculus as well as linear algebra.
- Students will learn foundational probability and statistics, enabling a solid understanding of actuarial principles and techniques.
- Students will be prepared for the first actuarial exam.

Applied Mathematics (BS)

Students earning a B.S. in Applied Mathematics will acquire foundational knowledge in the field, as well as competency in the critical thinking, technological, and communication skills necessary for its application. Applied math is a dynamic discipline with applications to many fields, including Systems Biology, Data Mining and Data Privacy, Materials Science, Computer Animation and Digital Imaging, Finance and Economics, Ecology, Epidemiology, and Climatology, among others.

Related Programs

Major

- Mathematics (BS) (p. 517)
- Mathematics - Education Track (BS) (p. 518)

Curriculum

AP Credit Policies (p. 506)

Code	Title	Hours
Lower Level Course Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
or MATH 162A	Calculus II, Alternate	
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
MATH 263	Multivariable Calculus	4
or MATH 263A	Multivariable Calculus, Alternate	
MATH 264	Ordinary Differential Equations	3
PHYS 121 & PHYS 111L	College Physics I with Calculus Lecture/ Discussion and College Physics Laboratory I	4
Choose one of the following course sequences:		6-9
COMP 170 & COMP 271 & COMP 272	Introduction to Object-Oriented Programming and Data Structures I and Data Structures II	
MATH 215 & COMP 231	Object-Oriented Programming with Mathematics and Data Structures & Algorithms for Informatics	
Additional Science Requirements		
Select one of the following:		3
ANTH 101	Human Origins	
BIOL 101	General Biology I	
BIOL 102	General Biology II	
CHEM 160	Chemical Structure and Properties	
ENVS 101	The Scientific Basis of Environmental Issues	
PHYS 122	College Physics II with Calculus Lecture/ Discussion	
Probability and Statistics Requirements		
Select one of the following:		6
MATH 304 & MATH 305	Introduction to Probability and Introduction to Mathematical Statistics	
STAT 203 & STAT 308	Introduction to Probability & Statistics and Applied Regression Analysis	
Upper Level Course Requirements		
MATH 309	Numerical Methods	3
MATH 356	Introduction to Mathematical Modeling	3
Electives A		
Select two of the following:		6
MATH 318	Combinatorics	
MATH 331	Cryptography	
MATH 345 / STAT 388	Introduction to Financial Mathematics Derivatives	
MATH 358	Introduction to Optimization	
MATH 360	Introduction to Game Theory	
MATH 365	Introduction to Partial Differential Equations	
MATH 366	Applied Dynamical Systems	
MATH 388	Special Topics in Mathematics (Must be approved beforehand)	
STAT 321	Computational Aspects of Modeling and Simulation	
Elective B		
One elective chosen from any 300-level MATH or an approved 300-level STAT course		3
Total Hours		**55-58**

Suggested Sequence of Courses

Note: This is only one possibility. Among other things, depending on initial math placement, which can range from MATH 100 to MATH 263, the schedule will look very different. Especially for students starting at MATH 161 or above, there is a lot of space to pursue a minor or even a second major.

Course	Title	Hours
Year 1		
Fall		
MATH 161	Calculus I	4
Additional Science Requirement		3
	Hours	**7**
Spring		
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
	Hours	**7**
Year 2		
Fall		
MATH 263	Multivariable Calculus	4
MATH 215	Object-Oriented Programming with Mathematics	3
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
	Hours	**11**
Spring		
MATH 212	Linear Algebra	3
MATH 264	Ordinary Differential Equations	3
COMP 231	Data Structures & Algorithms for Informatics	3
	Hours	**9**
Year 3		
Fall		
STAT 203 or MATH 304	Introduction to Probability & Statistics or Introduction to Probability	3
300-level Applied Math Elective		3
	Hours	**6**
Spring		
STAT 308 or MATH 305	Applied Regression Analysis or Introduction to Mathematical Statistics	3
MATH 309 or MATH 356	Numerical Methods or Introduction to Mathematical Modeling	3
	Hours	**6**
Year 4		
Fall		
300-level Applied Math Elective		3

300-level Math/Stat Elective		3
	Hours	**6**
Spring		
MATH 309 or MATH 356	Numerical Methods or Introduction to Mathematical Modeling	3
For students in departmental honors: Additional 300-level math class		
	Hours	**3**
	Total Hours	**55**

Transfer-Student Residency Requirement

At least 21 credit hours of Applied Mathematics (BS) must be completed at Loyola.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will have wide knowledge of and strong skills in using the methods and tools that form the foundation of applied math. These include calculus, linear algebra, and differential equations, as well as statistics and computer sciences.
- Students will acquire foundational knowledge of the language of formal mathematics and the ability to read and write rigorous and logical mathematical arguments.
- Students will be able to use applied mathematical knowledge in a wide variety of contexts. They will be able to model real-world situations mathematically, making appropriate choices as to the models and methods to employ. They will analyze these models with a variety of tools and interpret the results in a meaningful way. They will be able to present their findings in clear, professional language.
- Students will understand how the different areas and methods of applied math fit together. They will understand how these are used in modern applied mathematical settings and will also be able to fit them into a historical context.

Mathematics (BS)

Students earning a B.S. in Mathematics will acquire foundational knowledge in the field, as well as competency in the critical thinking, technological, and communication skills necessary for its application. The prevalent use of increasingly complex mathematical models in every STEM field (and beyond), has made facility with the language and techniques of mathematics a highly desirable skill. Graduating students are prepared for industry jobs in finance, tech, risk analysis, climate science, criminal justice, and the like, as well as teaching careers in secondary school or junior college. Typical destinations for students wishing to pursue graduate studies are biology, chemistry, computer science, economics, engineering, finance, law, medicine, and of course, mathematics.

Related Programs

Major

- Mathematics - Education Track (BS) (p. 518)

Minor

- Mathematics Minor (p. 520)

Curriculum

AP Credit Policies (p. 506)

Code	Title	Hours
Required Courses		
Foundational Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
MATH 215	Object-Oriented Programming with Mathematics	3
or COMP 170	Introduction to Object-Oriented Programming	
or PHYS 130	Introduction to Computational Physics	
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
STAT 203	Introduction to Probability & Statistics	3
or MATH 304 / STAT 304	Introduction to Probability	
One year of Modern Algebra:		
MATH 313	Abstract Algebra	3
MATH 314	Advanced Topics Abstract Algebra	3
or MATH 315	Advanced Topics in Linear Algebra	
One year of Analysis:		
MATH 351	Introduction to Real Analysis I	3
MATH 352	Introduction to Real Analysis II	3
or MATH 353	Introduction to Complex Analysis	
Two 3-credit upper division (300-level) electives in mathematics.		6
Science Requirements		
Select two of the following:		6
ANTH 101	Human Origins	
ANTH 103	Biological Background Human Social Behavior	
BIOL 101	General Biology I	
BIOL 102	General Biology II	
CHEM 101	General Chemistry A Lecture/Discussion	
CHEM 102	General Chemistry B Lecture/Discussion	
CHEM 160	Chemical Structure and Properties	
CHEM 180	Chemical Reactivity I	
ENVS 101	The Scientific Basis of Environmental Issues	

ENVS 218	Biodiversity & Biogeography	
ENVS 224	Climate & Climate Change	
PHYS 121	College Physics I with Calculus Lecture/ Discussion	
PHYS 122	College Physics II with Calculus Lecture/ Discussion	
Total Hours		**51**

Note: This degree has waivers for both Quantitative and Scientific core.

Suggested Sequence of Courses

Note: This is only one possibility. Among other things, depending on initial math placement, which can range from MATH 100 to MATH 263, the schedule will look very different. Especially for students starting at MATH 161 or above, there is a lot of space to pursue a minor or even a second major.

Course	Title	Hours
Year 1		
Fall		
MATH 161	Calculus I	4
Science Requirement		3
	Hours	**7**
Spring		
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
Science Requirement		3
	Hours	**10**
Year 2		
Fall		
MATH 263	Multivariable Calculus	4
MATH 215 or COMP 170	Object-Oriented Programming with Mathematics or Introduction to Object-Oriented Programming	3
	Hours	**7**
Spring		
MATH 212	Linear Algebra	3
MATH 264	Ordinary Differential Equations	3
	Hours	**6**
Year 3		
Fall		
MATH 313	Abstract Algebra	3
STAT 203 or MATH 304	Introduction to Probability & Statistics or Introduction to Probability	3
	Hours	**6**
Spring		
MATH 314 or MATH 315	Advanced Topics Abstract Algebra or Advanced Topics in Linear Algebra	3
300-level Major Elective		3
	Hours	**6**
Year 4		
Fall		
MATH 351	Introduction to Real Analysis I	3
300-level Major Elective		3
	Hours	**6**
Spring		
MATH 352 or MATH 353	Introduction to Real Analysis II or Introduction to Complex Analysis	3
For students in departmental honors: Additional 300-level math class		
	Hours	**3**
	Total Hours	**51**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will have wide knowledge of and strong skills in using the methods and tools that form the foundation of math. These include calculus, linear algebra, and differential equations, as well as statistics and computer sciences.
- Students will acquire analytical and logical skills that form the basis of mathematical thinking and reasoning. These skills will enable problem solving, the abstraction to general principles from specific examples, and the ability to use formal mathematical language. Students will be able to apply these skills in a variety of contexts.
- Students will be fluent in the traditional mathematical subjects such as abstract algebra and real analysis. They will be able to use the methods and terminology in these field to read and write formal, logical proofs, and to communicate these both in writing and verbally.
- Students will understand how different sub-disciplines of mathematics fit together. They will be able to use their knowledge in a variety of modern applications, both within math and in related disciplines such as science, engineering and tech. They will also be able to place these in a historical context.

Mathematics - Education Track (BS)

This rigorous course of study in mathematics either coupled with a Major in Secondary Education (p. 919) or followed by a Master's Degree in Education (p. 889) prepares students for a career in teaching secondary school mathematics.

This program has been discontinued. No new admits are being accepted.

Related Programs

Major

- Applied Mathematics (BS) (p. 515)
- Mathematics (BS) (p. 517)
- Mathematics and Computer Science (BS) (p. 519)

Curriculum

This program requires 47 total credit hours (39 in Math, 8 in Education).

Code	Title	Hours
Education Course Requirements		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 300A	Professional Learning Communities	0
TLSC 300B	Professional Learning Communities	1
Mathematics Course Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
MATH 215	Object-Oriented Programming with Mathematics	3
or COMP 170	Introduction to Object-Oriented Programming	
MATH 263	Multivariable Calculus	4
MATH 301	History of Mathematics	3
MATH 313	Abstract Algebra	3
MATH 318	Combinatorics	3
MATH 344	Geometry	3
MATH 360	Introduction to Game Theory	3
STAT 203	Introduction to Probability & Statistics	3
or STAT 335	Introduction to Biostatistics	
Total Hours		**47**

Core Waiver

This degree has a waiver for the Quantitative core.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will have wide knowledge of and strong skills in using the methods and tools that form the foundation of math. These include calculus, linear algebra, and differential equations, as well as statistics and computer sciences.
- Students will acquire analytical and logical skills that form the basis of mathematical thinking and reasoning. These skills will enable problem solving, the abstraction to general principles from specific examples, and the ability to use formal mathematical language. Students will be able to apply these skills in written and verbal communication.
- Students will be exposed to the traditional areas of classical geometry and abstract algebra. They will be able to use the methods and terminology in these fields to understand the role of definitions, axioms and theorems that underlie all mathematical ideas. Students will be exposed to the history of mathematical thought across diverse cultures.
- Students will obtain an advanced perspective on a variety of mathematical topics and see how these can be generalized and employed in real world problems relevant to the high school curriculum.
- Students will acquire basic knowledge of the teaching and education profession. Students will be prepared to utilize a variety of teaching techniques to positively influence student learning and success.

Mathematics and Computer Science (BS)

As of Fall 2026, this program is no longer accepting applicants.

The B.S. in Mathematics and Computer Science provides students with a strong foundation in both fields. Core courses from the Mathematics and Computer Science curricula will aid students to develop critical thinking and communication skills, as well as a technical and practical understanding of programming and algorithm design. Graduating students will be prepared for any industry jobs requiring scientific computing skills and the ability to analyze, design, and implement algorithms, such as data mining, finance, and risk analysis. This major also prepares students for advanced degrees in computer science, mathematics, and the STEM fields.

Related Programs

Major

- Computer Science (BS) (p. 348)
- Mathematics (BS) (p. 517)
- Mathematics - Education Track (BS) (p. 518)
- Physics with Computer Science (BS) (p. 602)

Curriculum

AP Credit Policies (p. 506)

Code	Title	Hours
Math Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
MATH 313	Abstract Algebra	3
MATH 351	Introduction to Real Analysis I	3
STAT 203	Introduction to Probability & Statistics	3
or MATH 304 / STAT 304	Introduction to Probability	
Select two electives in mathematics from the following:		6
MATH 309	Numerical Methods	
MATH 314	Advanced Topics Abstract Algebra	
MATH 315	Advanced Topics in Linear Algebra	
MATH 318	Combinatorics	
MATH 331	Cryptography	
MATH 352	Introduction to Real Analysis II	
MATH 353	Introduction to Complex Analysis	
MATH 356	Introduction to Mathematical Modeling	
MATH 358	Introduction to Optimization	
MATH 365	Introduction to Partial Differential Equations	
MATH 366	Applied Dynamical Systems	
MATH 386	Introduction to Topology	
Computer Science Requirements		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 264	Introduction to Computer Systems	3
COMP 271	Data Structures I	3
COMP 272	Data Structures II	3
COMP 363	Design and Analysis Computer Algorithms	3
Select two 3-credit electives in Computer Science from the following:		6
BIOL 388	Bioinformatics	
MATH 328	Algebraic Coding Theory	
MATH 331	Cryptography	
STAT 321	Computational Aspects of Modeling and Simulation	
Any 300-level COMP course		
Total Hours		**60**

Note: This degree has a waiver for the Quantitative core.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will have wide knowledge of and strong skills in using the methods and tools that form the foundation of the mathematics and computer science disciplines. These include calculus, linear algebra, and differential equations, statistics, modern computer programming.
- Students will acquire analytical and logical skills in the mathematical and computer sciences. These skills will enable problem solving, the abstraction to general principles from specific examples as well as the ability to design, implement, and evaluate a computational system to meet a given set of requirements.
- Students will understand traditional mathematical subjects such as abstract algebra and real analysis. They will be able to use the methods and terminology in these fields to read and write formal, logical proofs, and to communicate these both in writing and verbally.
- Students will understand the design and analysis of computer algorithms. Students will be exposed to a variety of modern topics which heavily rely on these algorithms and other knowledge of computer science.
- Students will understand how different sub-disciplines of mathematics and different topics learned in computer science fit together. They will be able to use their knowledge in a variety of modern applications.

Mathematics Minor

Many majors at Loyola require a year of calculus; with the addition of just a few more courses you can earn a Mathematics Minor. Majors in biology, chemistry, economics, engineering and physics are especially encouraged to consider this option. The foundational training in mathematics offered by this minor will give students a deeper understanding of the theoretical underpinnings of their major discipline, and will equip them with critical thinking and technical communication skills that will prove invaluable in their pursuit of a STEM career.

Related Programs

Minor

- Actuarial Science Minor (p. 515)
- Data Science Minor (p. 367)
- Statistics Minor (p. 522)

Curriculum

Code	Title	Hours
Required Courses		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4

Select one of the following three options:		6
MATH 212 & MATH 264	Linear Algebra and Ordinary Differential Equations	
MATH 201 & MATH 264	Introduction to Discrete Mathematics & Number Theory and Ordinary Differential Equations	
MATH 201 & MATH 266	Introduction to Discrete Mathematics & Number Theory and Differential Equations and Linear Algebra	
Any 300-level Mathematics course		3
Total Hours		**21**

Double-Dipping Policy

Per our double dipping policy (p. 506), at least 6 credit hours must be unique to this minor.

Learning Outcomes

- Students will acquire knowledge of and strong skills in using the methods and tools that form the foundation of math. These include calculus, linear algebra, and differential equations.
- Students will acquire analytical and logical skills that form the basis of mathematical thinking and reasoning. These skills will enable problem solving and abstraction in a variety of contexts.
- Students will be exposed to an advanced subject in mathematics or applied mathematics. They will be able to use the methods and terminology in this subject to analyze complex mathematical problems and gain proficiency in higher-level mathematical reasoning.

Statistics (BS)

Students earning a B.S. in Statistics will acquire knowledge of a broad range of statistical techniques and methods, an understanding of the mathematical underpinnings of these methods and techniques, and the computational skills, such as R and SAS, to apply and implement these methods using real data. Statistics majors are in high demand in industry in a wide array of fields such as medical research, technology companies, pharmaceuticals, insurance, finance, government, genetics, public health, sports, and epidemiology to name a few.

Related Programs

Master's

- Applied Statistics (MS) (p. 1223)

Minor

- Biostatistics Minor (p. 297)
- Statistics Minor (p. 522)

Curriculum

AP Credit Policies (p. 506)

Code	Title	Hours
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 212	Linear Algebra	3
MATH 263	Multivariable Calculus	4
STAT 203	Introduction to Probability & Statistics	3
or STAT 335	Introduction to Biostatistics	
STAT 303	SAS Programming and Applied Statistics	3
STAT 304	Introduction to Probability	3
STAT 305	Introduction to Mathematical Statistics	3
STAT 307	Statistical Design & Analysis of Experiments (capstone)	3
STAT 308	Applied Regression Analysis	3
Science Requirement		
Select two of the following:		6
ANTH 101	Human Origins	
ANTH 103	Biological Background Human Social Behavior	
BIOL 101	General Biology I	
BIOL 102	General Biology II	
CHEM 101	General Chemistry A Lecture/Discussion	
CHEM 102	General Chemistry B Lecture/Discussion	
CHEM 160	Chemical Structure and Properties	
CHEM 180	Chemical Reactivity I	
ENVS 101	The Scientific Basis of Environmental Issues	
ENVS 218	Biodiversity & Biogeography	
ENVS 224	Climate & Climate Change	
PHYS 121	College Physics I with Calculus Lecture/ Discussion	
PHYS 122	College Physics II with Calculus Lecture/ Discussion	
Electives		
Select three of the following:		9
STAT 306	Introduction to Stochastic Processes	
STAT 310	Categorical Data Analysis	
STAT 311	Applied Survival Analysis	
STAT 321	Computational Aspects of Modeling and Simulation	
STAT 336	Advanced Biostatistics	
STAT 337	Quantitative Methods in Bioinformatics	
STAT 338	Predictive Analytics	
STAT 344	Longitudinal Data Analysis and Mixed Modelling	
STAT 351	Nonparametric Statistical Methods	
STAT 360	Introduction to Bayesian Statistics	
STAT 364	Introduction to Multivariate Statistics	
STAT 370	Data Science Consulting	
STAT 388	Topics	
Total Hours		**48**

Note: This degree has waivers for both Quantitative and Scientific core.

Suggested Sequence of Courses

Note: This is only one possibility. Among other things, depending on initial math placement, which can range from MATH 100 to MATH 263, the schedule will look very different. Especially for students starting at MATH 161 or above, there is a lot of space to pursue a minor or even a second major.

Course	Title	Hours
Year 1		
Fall		
MATH 161	Calculus I	4
	Hours	**4**
Spring		
MATH 162	Calculus II	4
STAT 203	Introduction to Probability & Statistics	3
	Hours	**7**
Year 2		
Fall		
MATH 263	Multivariable Calculus	4
STAT 303	SAS Programming and Applied Statistics	3
Science Requirement		3
	Hours	**10**
Spring		
MATH 212	Linear Algebra	3
STAT 308	Applied Regression Analysis	3
Science Requirement		3
	Hours	**9**
Year 3		
Fall		
STAT 304	Introduction to Probability	3
	Hours	**3**
Spring		
STAT 305	Introduction to Mathematical Statistics	3
300-level Major Elective		3
	Hours	**6**
Year 4		
Fall		
STAT 307	Statistical Design & Analysis of Experiments	3
300-level Major Elective		3
	Hours	**6**
Spring		
300-level Major Elective		3
For students in departmental honors: Additional 300-level math class		
	Hours	**3**
	Total Hours	**48**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- After completing STAT 203 and STAT 304, students majoring in statistics will understand the fundamentals of probability theory by applying them properly to statistical methods.
- After completing introductory statistics courses (STAT 203, STAT 303, STAT 308), students majoring in statistics will be able to analyze and interpret descriptive statistics through a report.
- Upon completing the program, students majoring in statistics will be able to properly use statistical reasoning as it applies to inferential methods in a written analysis and/or oral presentation.
- Upon completing the program, students majoring in statistics will be able to create and interpret statistical models including understanding the limitations of the model in a written analysis and/or oral presentation.
- Upon completing the program, students majoring in statistics will be able to use statistical software to generate appropriate output for data analysis.

Statistics Minor

Students earning a Minor in Statistics will acquire knowledge of statistical techniques and methods, and the computational skills, such as R and SAS, to apply and implement these methods using real data. Students with statistical training are in high demand in industry in a wide array of fields such as medical research, technology companies, pharmaceuticals, insurance, finance, government, genetics, public health, sports, and epidemiology to name a few.

Related Programs

Minor

- Actuarial Science Minor (p. 515)
- Data Science Minor (p. 367)
- Mathematics Minor (p. 520)

Curriculum

Code	Title	Hours
Required Courses		
Required Mathematics Courses		
Select one of the following:		6-8
MATH 161 & MATH 162	Calculus I and Calculus II	
MATH 131 & MATH 132	Applied Calculus I and Applied Calculus II	
Required Statistics Courses		
STAT 203	Introduction to Probability & Statistics	3
or STAT 335	Introduction to Biostatistics	
STAT 303	SAS Programming and Applied Statistics	3

Electives		
Select two of the following:		6
STAT 304	Introduction to Probability	
STAT 305	Introduction to Mathematical Statistics	
STAT 306	Introduction to Stochastic Processes	
STAT 307	Statistical Design & Analysis of Experiments	
STAT 308	Applied Regression Analysis	
STAT 310	Categorical Data Analysis	
STAT 311	Applied Survival Analysis	
STAT 321	Computational Aspects of Modeling and Simulation	
STAT 336	Advanced Biostatistics	
STAT 337	Quantitative Methods in Bioinformatics	
STAT 338	Predictive Analytics	
STAT 344	Longitudinal Data Analysis and Mixed Modelling	
STAT 351	Nonparametric Statistical Methods	
STAT 370	Data Science Consulting	
STAT 388	Topics	
Total Hours		**18**

Double-Dipping Policy

Per our double dipping policy (p. 506), at least 6 credit hours must be unique to this minor.

Learning Outcomes

- Students will understand the fundamentals of introductory probability and statistics and the mathematics necessary for these subjects.
- Students will develop a solid understanding of foundational statistical programming to effectively work with data, conduct statistical analyses, and generate meaningful insights, enhancing readiness for statistical roles in various professional settings.
- Students will understand several advanced statistical techniques. They will be able to use these to analyze and interpret data, and effectively communicate findings and conclusions.

Medieval Studies Interdisciplinary Program

The minor in Medieval Studies is designed for students who want to learn more about the Middle Ages in all its multicultural splendor, without limiting themselves to a single academic discipline. This program encourages students to explore the medieval world through a variety of approaches through courses taught in our four core departments of History, Theology, English and Philosophy, plus course offerings in Classical Studies, Modern Languages and the various areas of Fine Arts.

Undergraduate Programs

- Medieval Studies Minor (p. 523)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Medieval Studies (MSTU)

MSTU 300 Integrative Experience I (1.5 Credit Hours)
This course is the first in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

MSTU 301 Integrative Experience II (1.5 Credit Hours)
This course is the second in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

Medieval Studies Minor

As of Fall 2026, this minor is no longer accepting students.

The minor in Medieval Studies is designed for students who want to learn more about the Middle Ages in all its multicultural splendor, without limiting themselves to a single academic discipline. This program encourages students to explore the medieval world through a variety of approaches through courses taught in our four core departments of History, Theology, English and Philosophy, plus course offerings in Classical Studies, Modern Languages and the various areas of Fine Arts. The Medieval Seminar (MSTU 300 Integrative Experience I & MSTU 301 Integrative Experience II), taught over two semesters, is an exciting opportunity to work closely with medievalist faculty here at Loyola on an interdisciplinary project of your own design. Our associated annual lecture series, with a different theme every year, introduces students to cutting-edge medievalist scholars from across North America (and beyond, thanks to Zoom) and models the global, relevant and innovative work done in this fascinating field.

Related Programs

Major

- Classical Civilization (BA) (p. 334)

Minor

- Classical Civilization Minor (p. 335)
- History Minor (p. 496)

Curriculum

Code	Title	Hours
Required Foundational Courses		
MSTU 300	Medieval Studies Internship	1.5
MSTU 301	Integrative Experience II	1.5
Required Choice Areas		**9**

No more than three courses from a single academic discipline may count toward the minor. At least two courses must be taken at the 300-level.

Required Electives	**6**
Total Hours	**18**

Required Choice Area and Elective Course Options

Students may choose approved courses on medieval topics from History, Theology, Philosophy or English. Note that no more than three courses from a single academic discipline will count towards the minor.

At least two courses must be at the 300-level.

Code	Title	Hours
English		
ENGL 320	English Literature: Medieval Period	3
ENGL 321	Intro to Old English	3
ENGL 322	Chaucer	3
ENGL 323	Studies in Medieval Literature	3
History		
HIST 253A	Barbarians and the Fall of the Roman Empire	3
HIST 254A	The Vikings	3
HIST 257A	Witchcraft and Science in Pre-Modern Europe	3
HIST 303	Pre-Industrial City in Europe	3
HIST 309	Shipwreck Archaeology	3
HIST 310	The Middle Ages	3
HIST 310A	Medieval World 1100-1500	3
HIST 310C	Medieval Women	3
HIST 310D	Medieval Popular Religion	3
HIST 310F	Medieval Inquisitions and Heresy	3
HIST 310G	Supernatural in the Middle Ages	3
HIST 310L	Love and Violence in Medieval Culture and Society	3
HIST 311B	The Crusades: Christianity and Islam	3
HIST 312	England to 1485	3
HIST 314	Renaissance	3
HIST 340B	Introduction to Islamic History	3
Philosophy		
PHIL 305	Medieval Philosophy	3
PHIL 320	The Philosophy of St Augustine	3
PHIL 340	Philosophy of St Thomas Aquinas	3
PHIL 396	Seminar in Medieval Philosophy	3
Theology		
THEO 281	Christianity Through Time	3
THEO 317	Christian Thought: Ancient-Medieval	3
Other Elective Options		
FNAR 338	Medieval Art	3
FREN 314	Survey of Medieval Literature	3
ITAL 312	Dante-The Divine Comedy	3
ITAL 314	Survey 13th & 14th Century Literature	3
LATN 387	Medieval Latin	3
SPAN 314	Survey of Medieval Literature	3

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (https://www.luc.edu/cas/double-dippingpolicy/) regarding unique credits required for each declared major/minor. Not less than 6 credit hours in the individual student's transcript must be unique to this minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Transfer-Student Residency Requirement

At least 9 credit hours of MSTU-MINR requirements must be completed at Loyola.

Learning Outcomes

Students who complete the Medieval Studies Minor will:

- Appreciate the multicultural, multireligious cultures of the global Middle Ages and recognize the roots of many modern global issues.
- Obtain hands-on experience integrating methods and approaches from various academic disciplines in their research into the Medieval period.
- Initiate and complete a multidisciplinary project of their own creation with support from appropriate scholars working in the field.

Middle East and Islamic World Studies Interdisciplinary Program

Loyola's Middle East and Islamic World Studies minor introduces students to the Middle East and Islamic civilization.

Undergraduate Programs

- Middle East and Islamic World Studies Minor (p. 524)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Middle East and Islamic World Studies Minor

Loyola's Middle East and Islamic World Studies minor introduces students to the Middle East and Islamic civilization. The minor offers a unique opportunity to think differently about the Middle East, Islam, Muslim societies, and their influence around the world. Through a rigorous interdisciplinary approach, students explore history, culture, politics, and religion across the Middle East and in Muslim societies around the world. Students are strongly encouraged to study abroad in a Middle Eastern or Muslim country and enhance their academic knowledge through real life exposure to Middle Eastern and Islamic cultures.

Related Programs

Minor

- Arabic Language and Culture Minor (p. 549)
- Asian Studies Minor (p. 267)
- Race Ethnicity Interdisciplinary Minor (p. 634)

Curriculum

Code	Title	Hours
Required Course		**3**
Select one of the following:		
HIST 209	Islamic History: Themes & Issues	
HONR 212	Encountering the Middle East	
PLSC 368	Politics of the Middle East	
THEO 295	Islam	
Electives		**15**
Select five of the following:		
ANTH 213	Culture in Africa [1]	
ANTH 220	Contemporary Cultures of the Middle East	
ANTH 361	Issues Cultural Anthropology [1]	
ARAB 101	Arabic I	
ARAB 102	Arabic II	
ARAB 103	Arabic III	
ARAB 104	Arabic IV	
ARAB 250	Advanced Composition and Conversation	
ARAB 251	Advanced Composition and Conversation II	
CLST 278	Experiencing Mesopotamia	
COMM 203	Topics in Cinema History	
ENGL 315	South Asian Literatures in English	
FNAR 352	Islam and Visual Culture	
HIST 209	Islamic History: Themes & Issues [2]	
HIST 213	African History: Themes & Issues	
HIST 300	Topics in History [1]	
HIST 311B	The Crusades: Christianity and Islam	
HIST 327A	The Balkans: History, Fiction, Film	
HIST 340B	Introduction to Islamic History	
HIST 341	Modern Middle East	
HIST 341B	Arab-Israeli Conflict	
HIST 342B	African History Post-1600	
HIST 342C	The History of Islam in Africa	
HIST 343	Modern South Asia	
HIST 359D	The Ottoman Empire: A Global Perspective	
HIST 359H	Anti-Colonial Resistance in the Twentieth Century	
HIST 380A	Islam in the African-American Experience	
HNDI 101	Hindi-Urdu I	
HNDI 102	Hindi-Urdu II	
HNDI 103	Hindi-Urdu III	
HNDI 104	Hindi-Urdu IV	
HONR 210	Encountering Africa	
HONR 212	Encountering the Middle East [2]	
LITR 238	Arabic Literature in Translation	
LITR 243	South Asian Literature	
LITR 280	World Masterpieces in Translation [1]	
PHIL 308	Islamic Philosophy	
PLSC 300B	Contemporary Political Issues: Political Theory	
PLSC 331	Islamic Political Thought	
PLSC 340	International Relations of Africa	
PLSC 342	African Politics	
PLSC 368	Politics of the Middle East [2]	
SOCL 280	Topics in Contemporary Sociology [1]	
THEO 231	Hebrew Bible/Old Testament	
THEO 272	Judaism	
THEO 295	Islam [2]	
THEO 350	Topics in Islam	
THEO 365	Women, Gender and Embodiment in Islam	
THEO 366	Contemporary Islamic Thought and Movements	
URDU 101	Introductory Urdu I	
URDU 102	Introductory Urdu II	
Total Hours		**18**

[1] These are topics courses. Only selected sections can count toward the minor.

[2] Cannot apply toward electives if used as a required course.

Additional Requirements

No more than four courses may be taken from any one department. Language courses such as Arabic or Hindi-Urdu at any level may count for up to six units (two courses) of the minor. Up to nine units (three courses) may be shared with any Major or Minor program. Waiver will be offered for courses taken during study abroad in a Middle Eastern or Muslim country.

Suggested Sequence of Courses

Students can begin the Middle East and Islamic World Studies minor at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take one of the foundational required courses early on, to gain a general understanding of the Middle East or Islamic history and culture. Once students have declared the minor, they are encouraged to contact their academic advisor or the Middle East and Islamic World Studies Program Director for further guidance on how best to progress with their studies.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- The minor enables students to appreciate the complexities of the Middle East and the Islamic civilization, and understand the past and present global networks linking these societies to the rest of the world. Through an interdisciplinary approach, students take courses on history, literature, art, language, philosophy, politics, and religion to gain knowledge about the Middle East and contemporary Islamic world.

Military Science

About Us

Located on Chicago's vibrant north side, the Rambler Battalion is proudly hosted at Loyola University Chicago and includes Cadets from our partner schools: DePaul University, Northwestern University, Northeastern Illinois University, and North Park University. Together, these institutions form one of the most diverse and academically rich Army ROTC programs in the region.

Cadets benefit from access to world#class university resources, professional development opportunities across the city, and the cultural breadth that only a major metropolitan area can provide. Our formation reflects this diversity, bringing together students from across the country, representing a wide range of backgrounds, academic interests, and leadership potential.

The Rambler Battalion cadre consists of highly experienced and professionally trained Army leaders supported by dedicated civilian staff who ensure the program runs smoothly and effectively. The program prepares future officers through a balanced program emphasizing leadership development, military skills, academic excellence, and physical readiness. The end result are well#rounded leaders of character ready to serve in the Army.

Related Programs

Major

- Criminal Justice and Criminology (BS) (p. 363)
- Global Studies (BA) (p. 466)

Master's

- Global Strategic Communication (MS) (p. 1306)

Academics

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Freshman		
Fall		**Hours**
MLSC 101	Introduction to the Army	1
MLSC 151	Physical Readiness Training	1
	Hours	**2**
Spring		
MLSC 102	Foundations of Leadership	1
MLSC 152		1
	Hours	**2**
Sophomore		
Fall		
MLSC 201	Leadership and Ethics	2
MLSC 251		1
	Hours	**3**
Spring		
MLSC 202	Army Doctrine and Decision Making	2
MLSC 252		1
	Hours	**3**
Junior		
Fall		
MLSC 301	Training Management and the Warfighting Functions	3
MLSC 351		1
	Hours	**4**
Spring		
MLSC 302	Applied Leadership in Small Unit Operations	3
MLSC 352		1
	Hours	**4**
Senior		
Fall		
MLSC 311	The Army Officer	3
MLSC 361		1
	Hours	**4**
Spring		
MLSC 312	Company Grade Leadership	3
MLSC 362		1
	Hours	**4**
	Total Hours	**26**

Military History Course- Any Semester

All ROTC cadets across the country are required to take a college level history course that focuses on U.S. military history and the history of the profession of arms. Specific courses that meet the requirements established by U.S. Army Training and Doctrine Command are determined by the Professor of Military Science. For a list of courses that fulfill the military history requirement at your university, please contact your Military Science Instructor.

In addition to these approved courses, the Military Science Department offers a three credit hour, independent study course that is taken online through the ROTC Blackboard learning system. This course can be found in Loyola's course catalog under:

MLSC 399

Military Science (MLSC)

MLSC 101 Introduction to the Army (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 101 consists of both lecture and lab sections. Focuses on introduction to the Army and basic Soldier skills. Students receive an introduction to the Army Profession and examine what it means to be a professional in the U.S. Army.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 102 Foundations of Leadership (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 102 consists of both lecture and lab sections. Introduces students to the personal challenges and competencies that are critical for effective leadership.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 201 Leadership and Ethics (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 201 consists of both lecture and lab sections. Focuses on leadership and ethics. Adds depth to the student's knowledge of the different leadership styles.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 202 Army Doctrine and Decision Making (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 202 consists of both lecture and lab sections. Focuses on Army doctrine and decision making. Begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 250 Physical Readiness Training (1 Credit Hour)
This course is designed to develop the fitness capabilities of future Army officers. Students will be introduced to and become proficient in the physical components of muscular strength, muscular endurance, aerobic endurance, anaerobic endurance, and power.
Outcomes:
Future Army officers ready to meet the physical demands of any duty or combat position, move lethally on the battlefield, accomplish the mission and continue to fight, win, and come home healthy

MLSC 301 Training Management and the Warfighting Functions (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 202 or departmental consent is required
MLSC 301 consists of both lecture and lab sections. Focuses on training management and the warfighting functions. Student will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting Functions.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially

MLSC 302 Applied Leadership in Small Unit Operations (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 301 or departmental consent is required
MLSC 302 consists of both lecture and lab sections; focuses on applied leadership in small unit operations; analyze, test, and relate the fundamentals of direct level leadership and small unit tactics at the platoon level.
This course satisfies the Engaged Learning requirement.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially; Successful completion of this course will help prepare contracted Army ROTC students for the Cadet Summer Training Advance Camp, which students normally attend summer of junior year at Fort Knox, KY

MLSC 311 The Army Officer (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 302 or departmental consent is required. MLSC 311 consists of both lecture and lab sections. Focuses on development of the Army Officer. Students will learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder

MLSC 312 Company Grade Leadership (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 311 or departmental consent is required. MLSC 312 consists of both lecture and lab sections. Develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Multidomain Operations and Company Grade Officer roles and responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder; Successful completion of this course will assist in preparing contracted ROTC students for the Basic Officer Leadership Course-B and is a mandatory requirement for commissioning

Modern Languages and Literatures

About Us

The Department of Modern Languages and Literatures offers coursework in many languages. Exact offerings vary each semester, but typical courses include Arabic, Chinese, French, German, Hebrew, Hindi/Urdu, Italian, Japanese, Polish, Russian and Spanish. We offer BA degree programs in French, Italian and Spanish, and an MA degree program in Hispanic Studies.

Several minors are offered in language study, while others combine language, literature and culture.

Our department also offers Literature in Translation (p. 2490) courses, which are courses taught in English with content from foreign literature and film.

Many of our courses fulfill interdisciplinary program requirements. Students may earn credit in Asian Studies, African Studies and the

African Diaspora, Catholic Studies, Global and International Studies, Islamic World Studies, Latin American Studies, and Women's Studies and Gender Studies. The department offers faculty-led summer programs https://www.luc.edu/modernlang/study_abroad.shtml (https://www.luc.edu/modernlang/study_abroad.shtml/) in Córdoba (Spain) and elsewhere, varying from year to year.

The department has full-time faculty members with strong dedication to undergraduate and graduate teaching, and a firm commitment to research. Study in the Department of Modern Languages and Literatures encourages close contact between faculty and students. In the tradition of the university at large, we value the individual.

We take pride in the diverse cultural, educational, intellectual and recreational opportunities available in the city of Chicago. Join us and experience all this for yourself.

For more information, please contact us (https://www.luc.edu/modernlang/contactus.shtml/).

Mission Statement

The Department of Modern Languages and Literatures is committed to teaching students to develop linguistic, cultural, and literary competencies in world languages that are critical to engaging in our diverse global society. Through an interdisciplinary approach, faculty members seek to educate students as world citizens by helping them acquire knowledge, awareness, and empathy that allows them to uphold Loyola University Chicago's Jesuit principles of service and social justice.

Undergraduate Programs

- Arabic Language and Culture Minor (p. 549)
- Chinese Language and Culture Minor (p. 550)
- French (BA) (p. 552)
- French Language and Literature Minor (p. 553)
- French Language Minor (p. 553)
- German Studies Minor (p. 554)
- Italian Language and Literature Minor (p. 557)
- Italian Language Minor (p. 557)
- Italian Studies (BA) (p. 558)
- Japanese Language and Culture Minor (p. 560)
- Literature in Translation Minor (p. 562)
- Spanish (BA) (p. 562)
- Spanish Language and Literature Minor (p. 563)
- Spanish Language Minor (p. 564)

Modern Languages and Literatures Department Policies

Double Dipping Policy

1. Students may not major and minor in the same discipline.
2. Majors: Not less than 21 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
3. Minors and interdisciplinary minors: not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

American Sign Language (ASL)

ASL 101 American Sign Language I (3 Credit Hours)
ASL 101 is the first class in the American Sign Language series at Loyola. It presents the basic skills and use of ASL and basic knowledge of Deaf & Hard of Hearing Culture.
Outcomes:
Students will: 1) demonstrate the basic abilities to comprehend and communicate in ASL; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 102 American Sign Language II (3 Credit Hours)
Pre-requisites: ASL 101 or equivalent
This course is designed for students who have completed a college level ASL I course and have a basic knowledge of ASL. It is the second course in the ASL series at Loyola and presents intermediate skills and use of ASL and continued working knowledge of Deaf & Hard of Hearing culture.
Outcomes:
Students will: 1) demonstrate abilities to comprehend and communicate in ASL at an intermediate level; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 103 American Sign Language III (3 Credit Hours)
Pre-requisites: Completion of ASL 102, or prior to enrolling in ASL 103, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This course includes vocabulary-building and mastery of grammar through rigorous receptive and expressive activities. ASL skills development applied to complex grammatical structures. Topics include location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Depicting /Indicating verb grammatical structures introduced. Discussions of Deaf culture. 2) Acquire adequate speed in expressive and receptive signing skills. 3) Expand sign terminology in areas such as classifiers, sentence types, numbers, NMS
Outcomes:
1) Demonstrate fluency in expressive, receptive fingerspelling/numbering in ASL

ASL 104 American Sign Language IV (3 Credit Hours)
Pre-requisites: Completion of ASL 103, or prior to enrolling in ASL 104, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This intermediate ASL course refines students' expressive and receptive skills. Advanced linguistic structures introduced and put into practice. Vocabulary-building in specific challenging areas: academics, occupations, computer technologies, and abstract nouns. Current events discussed in ASL, giving students opportunities to apply linguistic-cultural knowledge while participating in open discussions.
Outcomes:
1) Comprehension and expression with intermediate ASL vocabulary and correct grammar; 2) Narrate and describe events in connected, paragraph-length ASL discourse; 3) Exchange information and perspectives in group settings at intermediate level

Arabic (ARAB)

ARAB 101 Arabic I (3 Credit Hours)
This course is designed for beginners and those with modest acquaintance to Arabic. Through a culturally rich context, it focuses on functional articulation of Modern Standard Arabic with a limited exposure to Damascene (Shaami) dialect.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB101/IWS101A
Outcomes:
Students will be able to write simple sentences, understand selected principles of basic grammar and vocabulary, and will be introduced to Modern Standard Arabic as well as to a modern spoken dialect; Students will learn aspects of Arab culture

ARAB 102 Arabic II (3 Credit Hours)
Pre-requisites: ARAB 101 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect to help students develop speaking, listening, reading comprehension, and writing skills in diverse sociocultural contexts.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB102/IWS102A
Outcomes:
Students are expected to be able to sustain conversations on daily life topics, to comprehend and compose simple authentic multimodal texts, and integrate interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a project

ARAB 103 Arabic III (3 Credit Hours)
Pre-requisites: ARAB 102 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect in familiar topics reflecting the behavior of native speakers. Students are expected to reach low-mid intermediate proficiency levels.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB103/IWS103A
Outcomes:
Students are expected to be able to initiate and sustain simple social interactions about self and immediate environment; Students will be able to comprehend and compose simple authentic multimodal texts and apply such interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a final project

ARAB 104 Arabic IV (3 Credit Hours)
Pre-requisites: ARAB 103 completed with C- or higher; Students with equivalent preparation must be assessed for placement
The course help students build an active learning solid foundation in the intermediate level of functional use of Arabic. Students are expected to learn how to own their learning process and engage critically in representations of self and others.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB104/IWS104A
Outcomes:
Students are expected to be able to compose and comprehend more complex authentic multi modal texts in topics of relevance to student, investments and fields of study; They will articulate their integrative interdisciplinary knowledge of the Arab world through a final project

ARAB 250 Advanced Composition and Conversation (3 Credit Hours)
Pre-requisites: ARAB 104 or equivalent; Students' self-assessment is not sufficient for placement in an appropriate level of Arabic class
The focus of the course assignments is to connect classroom work and community-based service learning into a constructive coordinated dual relationship. Bedsides classroom language learning, students will complete 20 hours in community-based work at an organization of service to Arab and Muslim immigrants and refugees. Some readings may be in English.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: ARAB250/IWS250A
Outcomes:
Students will synthesize classroom and community-based learning contexts to reflect on collective and individual explorations of concepts of civic engagement with Arab/Muslim communities; They will demonstrate awareness of self and community through learning portfolios and public presentations

ARAB 251 Advanced Composition and Conversation II (3 Credit Hours)
This course emphasizes the development of advanced Arabic speaking and writing skills and examines grammar and vocabulary in relation to advanced skill development. Conducted entirely in Arabic.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB251/IWS251A
Outcomes:
Students will be able to demonstrate advanced reading, writing, listening, and speaking skills in Arabic; Students will also be able to demonstrate knowledge of significant aspects of the Arab world and culture in relation to their major field of study

Asian Studies (ASIA)

ASIA 130 Introduction to Martial Arts (3 Credit Hours)
This course introduces the student to Chinese Wushu. Two forms of Wushu will be selected for in depth study each semester. Students will explore the origins of the sports studied and their importance to Chinese culture and philosophy while learning the specific physical techniques.
Course equivalencies: THTR130/ASIA130
Outcomes:
Students will improve their balance, flexibility and coordination while learning the basic moves of two forms of Wushu; They will develop a reference for appreciating the place of Wushu in Chinese culture and create a foundation for further Wushu training

ASIA 152 Drawing China (3 Credit Hours)
This is an introductory drawing course. There are no pre-requisites nor prior experience need to succeed in this course. Beijing is our laboratory and the topic of all class drawings.
Course equivalencies: FNAR152/ASIA152
Outcomes:
Students will be able to draw trees, buildings, automobiles, vegetables, human beings in real life situations and in perspective

ASIA 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

ASIA 167 Religions in China (3 Credit Hours)
This course is a survey of various religions in China that may include, not only Confucianism and Taoism, but also Buddhism, Christianity, Islam, Judaism, Zoroastrianism, Manicheism and popular or "folk" religion. The course will consider the function of these various religions in the development of Chinese society and their significance in Chinese civilization from ancient mythology to contemporary practices and developments."
Course equivalencies: X-THEO167/ASIA167/INTS167
Outcomes:
Students will be able to demonstrate knowledge of the beliefs, practices, and institutions in varied contexts and historical periods in China, of various religions, both indigenous and "foreign

ASIA 168 Sacred Texts of China (3 Credit Hours)
Through the study of primary sacred texts of China (in translation), this class will provide a basic understanding of Chinese thought and its historical development. Interconnections among the various periods and different schools of Chinese philosophy such as Confucianism, Taoism, Buddhism and Neo-Confucianism will be demonstrated and discussed from ancient through the medieval and modern periods.
Course equivalencies: X-THEO168/ASIA168/INTS168
Outcomes:
Students will be able to demonstrate knowledge of the major Chinese sacred texts and teachings of various religious and philosophical traditions, and how they developed and interacted historically

ASIA 169 Taoism (3 Credit Hours)
Students will study the history and main ideas and practices of Taoism, meet the sages who wrote the Taoist texts, be introduced to the various schools of Taoist philosophy, and get a feel for what it means to practice Taoism today. The course will illustrate how religious Taoism established a relationship with Confucian thought and practice as well as how at each stage of its historical development, Taoism exerted a profound influence on Chinese politics, economy, culture, art, natural sciences, and social life.
Course equivalencies: X-THEO169/ASIA169/INTS169
Outcomes:
Students will be able to demonstrate knowledge of philosophical and religious Taoist beliefs, practices, and institutions in varied contexts and historical periods

ASIA 191 Traditional Chinese Philosophy (3 Credit Hours)
Students will investigate Chinese ancient philosophy in a way to let its own tendencies be sensed and appreciated. Topics include Confucianism, Mencius, Sunzi, Taoism, Legalism, Yin-Yang School, Tung Chung-shu, Chinese Buddhism and Neo-Confucianism. In addition, students learn about the relations among different schools or different thinkers in the same school. Comparisons between Chinese philosophies and western ones are encouraged.

ASIA 192 Chinese Ethics and Asian Values (3 Credit Hours)
This course offers an overview of the spirit of Chinese ethics, covering sacred and secular as well as intellectual and practical elements.

ASIA 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Course equivalencies: X-PHIL193/ASIA193/INTS193

ASIA 252 Peoples of China (3 Credit Hours)
This class introduces China's cultural diversity and unity as a whole. It provides a general overview of cultural mappings in China, and a detailed study of significant ethnic minorities.
Course equivalencies: SOCL251/ASIA252/INTS251
Outcomes:
Students will gain the ability to perceive cultural phenomena in a comparative framework and understand cultural differences more deeply

ASIA 263 Political and Social Movements in China (3 Credit Hours)
This course examines historical and contemporary movements pursuing political, economic and social reforms in China. It studies both state-sponsored and voluntary movements.
Course equivalencies: SOCL263/INTS263
Outcomes:
Students will gain a deeper understanding of China's ongoing transformation, and will learn how to develop their own scholarly analysis of such social change

ASIA 266 Development and Social Change in Modern China (3 Credit Hours)
This course examines change and development in modern China from the late Qing period to the present, focusing on the movement from a planned economy to a market-based economy.
Course equivalencies: SOCL266/ASIA266/INTS266WSGS297
Outcomes:
Students will gain knowledge of China's economic development path, and will apply gender and/or class-based analysis to patterns of social change

ASIA 272 Environment of China (3 Credit Hours)
This course provides a systematic introduction to major environmental issues in the context of recent social and economic development in China
Course equivalencies: X-NTSC270/ASIA272/INTS270

ASIA 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

ASIA 297 Topics in Asia (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the Asian minor requirement for a 300-level course in Asia-related topics. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: Asian Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

ASIA 302 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

ASIA 314 Modern Chinese Literature in Chinese (3 Credit Hours)
This course is a survey of modern Chinese literature from 1918 to the present. It requires the close reading of famous Chinese writers and poets as well as some of the avant-garde writers. Students will have the opportunity to explore their own ideas of the aesthetic characteristics of the Chinese literature in the 20th century, as well as its historical and social background and learn about one of the important aspects of modern Chinese culture.
Course equivalencies: X-CHIN341/ASIA314/INTS341A
Outcomes:
Students will demonstrate knowledge of principal, genres, themes and forms of modern Chinese literature through analytical oral and written arguments

Chinese (CHIN)

CHIN 101 Chinese I (3 Credit Hours)
This is an introductory course in Modern Standard Chinese (Mandarin) for students with none or little prior experience in Chinese. This course introduces the four basic communicative skills in Chinese: listening, speaking, reading and writing, and emphasizes on conversation. They will be able to understand and respond to greetings, as well as talk about family members, time, hobbies and friends. They will learn nearly 200 characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN101/ASIAC01
Outcomes:
Students will achieve active control of Chinese sound system and writing system

CHIN 102 Chinese II (3 Credit Hours)
Pre-requisites: CHIN 101
CHIN 102 is a continuation of CHIN 101. Students will expand their knowledge of Chinese characters, vocabulary and grammar, improve their skills on listening, speaking, reading, and writing skills, and learn more cultural knowledge. Aside from dialogues, they will also read a short dairy and a letter. They will learn some 200 new characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN102/ASIAC02
Outcomes:
Students will be able to make appointments, talk about Chinese learning experience, school life, shopping, weather and transportation

CHIN 103 Chinese III (3 Credit Hours)
Pre-requisites: CHIN 102
CHIN 103 builds on the knowledge and skills gained in CHIN 101-CHIN 102. This course develops conversational skills by using fundamental grammatical patterns and vocabulary in functional contexts.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN103/ASIAC03
Outcomes:
Students will learn dialogues used in the contexts of dinning out, studying in library, asking directions, attending birthday party, seeing a doctor, and dating

CHIN 104 Chinese IV (3 Credit Hours)
Pre-requisites: CHIN 103
CHIN 104 is the continuation of CHIN 103. This course further extends students' knowledge of Chinese vocabulary and grammar, and improves their skills in listening, speaking, reading, and writing.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN104/ASIAC04
Outcomes:
Students will learn expressions in the contexts of renting an apartment, mailing a letter and traveling in both mainland China and Taiwan, talking about hometown and sports, and checking in at the airport

CHIN 190 Business Chinese I (3 Credit Hours)
Pre-requisites: CHIN 101
Business Chinese I is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. Examples of topics include meeting with a manager, being introduced to colleagues, and attending social events.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
1) An expanded vocabulary (500-600 characters in total); 2) deeper knowledge of Chinese grammar; and 3) a multi-faceted introduction to Chinese business culture

CHIN 191 Business Chinese II (3 Credit Hours)
As a follow-on course to Business Chinese I (CHIN 190), this course is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. In CHIN 191, all the topics are practical for a "real world" business environment, for instance, making an appointment, visiting a company, introducing production facilities and products, dining etiquette, and socializing with colleagues after work.
Outcomes:
Upon completion of Business Chinese II, the student should have 1) an expanded vocabulary frequently encountered in a business environment, 2) deeper knowledge of Chinese syntax (sentence patterns and habitual usages), morphology (character construction and combinations), and other aspects of grammar (eg, verb tense markers, positioning of prepositional phrases and adverbials), and 3) a multifaceted introduction to Chinese business culture

CHIN 250 Composition and Conversation (3 Credit Hours)
Pre-requisites: CHIN 104
This course focuses on different aspects of Chinese life and society, enhancing students' ability to understand Chinese culture and Chinese ways of socializing, thinking, lifestyle, etc.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 251 Advanced Composition & Conversation (3 Credit Hours)
Pre-requisites: CHIN 250
This course focuses contemporary aspects of Chinese life and society.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 252 Advanced Composition and Conversation II (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 251 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 253 Advanced Composition and Conversation III (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 252 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 395 Tutorial (1-6 Credit Hours)
This independent study course provides an opportunity to explore a topic of interest to the student related to Chinese language and culture under the guidance of a faculty member.

French (FREN)

FREN 101 Elementary French I (3 Credit Hours)
Pre-requisites: No previous knowledge of French is expected; Please go to http://www.luc.edu/modernlang/exam.shtml for placement test instructions, especially if you took any French courses in high school or college
Taught in French. Instructs basic communicative French, the people and cultures where it is spoken, using formal and informal registers, and speaking in present and future time. Students will listen and respond, read and write, ask and answer simple questions in basic functional French. Content: personal topics, everyday living.
Outcomes:
Student will successfully interpret and express needs pertaining to home, work, college, leisure, and dining; Achievement level desired: Novice Low, American Council on the Teaching of Foreign Languages (ACTFL*) standards

FREN 102 Elementary French II (3 Credit Hours)
Pre-requisites: FREN 101 or one semester college French with C- or better, or placement test score; Please go to Modern Languages home page for placement test instructions; You must take the placement test if you took any French courses in high school
Taught in French. Continuation of basic French inter-communication skills both producing French (speaking and writing), and interpreting French (listening and reading.) The aim is to comprehend and contribute to discussions about families, housing, sports, travel, and traditions in French.
Outcomes:
Students will comprehend and speak in present, future, and past narrative; get and give simple direction; share personal information; Achievement level desired: ACTFL* Novice Low to Mid

FREN 103 Intermediate French I (3 Credit Hours)
Pre-requisites: FREN 102, or equivalent French at another college, with C- or better, or placement test score; Exam required for placement on the basis of high-school work: please go to Modern Languages home page for placement test instructions
Taught in French. Course continues to work on focus on pronunciation, grammar. and developing conversational and writing fluency. Students will read excerpts of French and francophone media or literature. Topics include the environment and the many francophone cultures and tasks include narrating in more complex past, future and hypothetical contexts.
Outcomes:
Students become more fluent and precise in expressing opinions, asking and answering more probing and data-driven questions, on topic; Achievement level desired ACTFL* Novice Mid to High

FREN 104 Intermediate French II (3 Credit Hours)
Pre-requisites: FREN 103, or equivalent French at another college, with C- or better, or placement test score; Placement test on the basis of high-school work required: please go to Modern languages home page for placement test instructions
Taught in French. Students will comprehend and produce French in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.
Outcomes:
Students will skillfully interpret and write about literature excerpts or French and francophone media; They will summarize, narrate, and offer opinions; Achievement level desired ACTFL* Novice High to Intermediate Low

FREN 250 French Composition and Conversation I (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better, or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Students develop advanced interpretive and presentation skills, detecting sequencing, time frames and chronology in texts, whether heard or viewed. Format is discussion, presentation, role plays, several compositions written in a process.
Outcomes:
Students will share points of view verbally and in writing on contemporary topics discovered in current media of French and francophone cultures; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 251 French Composition and Conversation II (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Via classic, French New Wave, francophone to contemporary French-speaking film students discover and compare cultural differences, discuss global or local concerns, spanning the disciplines. Writing in a process leads to more sophisticated writing skills.
Outcomes:
Students become ever-precise and effective in communicating facts, opinions, and concerns about French-speaking communities in relationship to their own; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 270 Main Currents of French Literature & Culture I (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C- or better or AP credit for both 250 and 251, or with instructor's consent
Survey of representative works of French literature from the Middle Ages, the Renaissance, and the 17th and 18th centuries, examining the formation of French cultural identity up through the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify literary and cultural trends and ruptures across these centuries, and explain them in some detail; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 271 Main Currents of French Literature & Culture II (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C or better, acquire AP credit, or instructor's consent
Survey of representative works of French literature in all genres, from Romanticism through narrative realism and the modernist innovations of Surrealism and existentialism in the 20th century.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn to identify these literary and cultural movements, and explain in some detail their importance regarding French cultural identity; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Eligible students majoring in French may elect tutorial for credit; topic chosen in consultation with faculty member.
Outcomes:
Student may choose their own topic to explore

FREN 301 Stylistics (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
This is advanced work in writing expository prose is based on intensive study of advanced grammar and syntax with attention to peculiar features of the French idiom. Students examine phonology and phonetics with attention to French speech patterns and rhythms whilst enhancing vocabulary development through the varieties of lexical references and other dictionaries.
Outcomes:
Students will be able to demonstrate a sophisticated, comprehensive command of the complexities of written and spoken French; Achievement level desired: ACTFL* Advanced Low

FREN 302 French for Professions (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Surviving in global careers--commerce, law, diplomacy, communications, health--requires knowledge of business terminology and organism structures. Students study current events, and present on francophone companies, institutions, and NGO's. Résumés are perfected in French, interview questions are drilled. The French government DAF (Diplôme du français des affaires) exam is optional.
Outcomes:
Students will be able to navigate confidently in French business and diplomatic sectors; They will be prepared to interview in French; ACTFL* achievement level desired: Intermediate High to Advanced Low

FREN 308 Literary Criticism and Theory (3 Credit Hours)
Pre-requisites: Completion of French major course requirements and instructor's consent
Capstone for all French Majors, taken with other Modern Languages & Literatures language majors. Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, historical, and cultural approaches to literature will be studied in intimate conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate critical knowledge and understanding of major theoretical issues in the study of literature; ACTFL* achievement level desired: Advanced Low to Mid

FREN 309 Francophone Literature (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students explore salient characteristics and themes of literature of various genres written in French from Northern and Sub-Saharan Africa, the Caribbean, and Québec. Topics include «la négritude», other reactions to colonialism, `borrowed language', ideas and realities of liberation, post-colonialism, the francophone woman, literature as political agent, and satire.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN309/BWS 309/INTS309
Outcomes:
Students will be able to demonstrate critical knowledge of historical and political implications of these movements in contemporary global society; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 311 French Modernity (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study major French authors of the twentieth and twenty-first centuries (Proust, Malraux, Sartre, Camus, and others), with attention to the historical context of their works against the background of two world wars and world-wide revolutionary movements, along with their interaction with other artistic media.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 314 Survey of Medieval Literature (3 Credit Hours)
Pre-requisites: FREN 270 with a grade of C or better and permission of the instructor
This course will explore the literature and culture of the French Middle Ages. Students will develop familiarity with literary genres and themes including the chansons de geste, romances, and fabliaux, courtly love, the international character of medieval French literature, voices and representation of women, and the role of the Church.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-FREN314/MSTU372
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 316 Renaissance France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the French Renaissance in their historical and cultural contexts. Authors to be read will include Marot, Labé, Scève, Rabelais, Du Bellay, Ronsard, and Montaigne, in conjunction with study of Renaissance culture, the Reformation, the Wars of Religion, and the other arts.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 317 Le Grand Siècle (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the "long" 17th century in historical and cultural contexts: Corneille, Cyrano, Descartes, Pascal, Mme de Lafayette, Molière, Racine, Mme de Sévigné, the moralistes, among others. Focus is on complex historical contexts of the period: baby kings, the Fronde, religious conflict, the court and wars of Louis XIV.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 318 Enlightenment France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major French authors of the European Enlightenment. Authors to be read will include Montesquieu, Voltaire, Rousseau, and Diderot, among others, in the context of the development of (and resistance to) the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 319 Romantic Century (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study the emergence of French Romanticism in the wake of Revolutionary tumult (Lamartine, Vigny, and Hugo), and of the deeper and darker reaction to bourgeois culture (Baudelaire, Flaubert, Rimbaud, and others), marking relations with painting, sculpture, and music.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of works from modern sensibilities are formulated, plus an understanding of major issues and questions in these works and their culture; ACTFL* achievement level desired: Intermediate Mid-Advanced Low

FREN 320 Survey of Literature of the Theatre (3 Credit Hours)
Pre-requisites: French 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Students study theater in French from its medieval beginnings to the present. Authors/works to be read may include medieval farce, Turnèbe, Corneille, Molière, Racine, Diderot, Hugo, Rostand, Ionesco, Girardoux, Beckett, and Césaire. Works will be studied in historical, cultural, critical, and performing contexts.
Outcomes:
Students will demonstrate critical knowledge of major works of French theater, and appreciate the major issues involved and their cultural significance; ACTFL* achievement level: Intermediate Mid to Advanced Low

FREN 330 Survey-Poetry Thry & Practice (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Theory and Practice. Study of French narrative, dramatic, and lyric poetry, with emphasis on the lyric.
Outcomes:
Students will be able to demonstrate detailed critical knowledge and comprehension of major literary works of the genre under study, as well as a sophisticated critical appreciation of the major issues and questions in these works and their culture

FREN 340 Survey of Prose: Fictional & Non-Fictional (3 Credit Hours)
Pre-requisites: FREN 270 and/or FREN 271 with C or better, and instructor's consent
Students conduct detailed analysis of the outstanding stylistic features of France's great prose writers from the XVIth century to the present day. Works may include writings by Rabelais, Montaigne, Pascal, Voltaire, Flaubert, Balzac, Michelet, Proust, Camus, Malraux and Lévi-Strauss, among others.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of the rich variety of expressive skills and moral penetration among France's great prose writers; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 369 Introduction to French for Reading Knowledge (3 Credit Hours)
This course will prepare students for reading and conducting research in French. Fundamentals of grammar, syntax, and vocabulary essential to reading competence will be covered, using materials drawn from a wide range of fields. Completion of this course with a passing grade fulfills the Graduate School language competency requirement. This course is restricted to graduate students.
Course equivalencies: FREN369 / FREN109

FREN 390 French & Francophone Cultures & Civilizations (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
This multidisciplinary study of French and Francophone cultures as they have developed over the centuries will focus on the historical, institutional, religious, and artistic manifestations that have contributed to the formation of these identities. Special attention will be given to their revolutionary role in politics, painting, intellectual life, and cinema.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN390/INTS390
Outcomes:
Students will be able to identify and discuss the revolutionary roles these cultures have had in politics, painting, intellectual life, and cinema; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 395 Internship (3 Credit Hours)
Pre-requisites: Completion of at least one 300-level French course and instructor's consent
Eligible students who have secured an internship related to the field of study may complete an internship for credit, with the approval of a faculty member. Students complete reflective assignments and a final project in French, in consultation with the faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience while working with the French language and Francophone cultures and applying skills they have learned in the classroom

FREN 399 French Honors Tutorial (3 Credit Hours)
Eligible students majoring in French and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member. Instructor's consent, restricted to students in French BA.
Course equivalencies: FREN399H / FREN399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper

German (GERM)

GERM 101 Elementary German I (3 Credit Hours)
This course is an introduction to German, designed for students with no previous experience. Students develop communicative language skills and acquire a fundamental knowledge of German-speaking cultures.
Outcomes:
Students will be able to understand simple sentences and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, comprehend basic written texts, and write simple German sentences

GERM 102 Elementary German II (3 Credit Hours)
Pre-requisites: GERM 101
Students will further develop communicative language skills and knowledge of German-speaking cultures, and will finish learning all the basic grammatical structures of the language.
Outcomes:
Students will have learned to express themselves through a wider range of vocabulary and grammatical structures; They will be able to express appropriate reactions to ordinary situations, read more complex texts, and write sentences in short but cohesive paragraphs

GERM 103 Intermediate German I (3 Credit Hours)
Pre-requisites: GERM 102 Students will review and develop their understanding of German grammar and vocabulary
Students will read and discuss a variety of short readings, including short stories and poetry.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in longer paragraphs

GERM 104 Intermediate German II (3 Credit Hours)
Pre-requisites: GERM 103 This course focuses on review and practice of more complex grammatical elements
Students will read texts of greater length and complexity, expand their vocabulary, and increase their ability to communicate, both orally and in writing.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in cohesive paragraphs and short essays

GERM 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: GERM 104
This is a briskly paced class in which students engage in learning to express themselves effectively, both orally and in writing, in German. All work is carried out in German.
Interdisciplinary Option: German Studies
Outcomes:
Students gain confidence in their ability to speak, read and write modern German, and will gain a wider range of oral expression, both lexical and grammatical

GERM 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: GERM 250
Students will learn to express themselves with increasing sophistication in both oral and written German. Course materials are challenging and may include a full length literary text.
Interdisciplinary Option: German Studies
Outcomes:
Students will gain further confidence in their ability to speak, read and write modern German, and will have gain a wider range of oral expression, both lexical and grammatical

GERM 270 Modern German Literature and Culture I (3 Credit Hours)
Pre-requisites: GERM 103 or equivalent
Representative works in literature, philosophy, and fine arts, with sociopolitical backgrounds, 1830-1900.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand revolutionary post-romanticism, realism, and naturalism in German literature and culture

GERM 271 Modern German Literature and Culture II (3 Credit Hours)
Pre-requisites: GERM 271
Representative works in literature, philosophy, and fine arts, with sociological backgrounds, 1900-present.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand neoromanticism, expressionism, literature and fascism, socialist realism, and postwar culture in West and East Germany

GERM 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: Permission of chairperson
Eligible students minoring in German may elect tutorial for credit.
Outcomes:
Students will be able to focus on a specific aspect of German literature or culture

GERM 320 German-American History: Focus on Chicago (3 Credit Hours)
This engaged-learning course traces the history of German-speaking immigrants in the United States from its very beginnings in 1608, through the 19th century heyday of German immigration, and to the present day. Chicago will function as a case study. Students will interact with the DANK Haus and the German community in Chicago.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn about the historical chronology of German-speaking immigration to the United States, assimilation, and German-American cultural contributions to the US, with a focus on Chicago; Students will interact with the DANK Haus and the German community in Chicago

GERM 369 German Reading Knowledge (3 Credit Hours)
This course provides graduate students in the humanities, arts and social sciences with the fundamentals of German grammar for the purposes of reading and translating academic German. Students will work through German grammar explanations, vocabulary, strategies for negotiating meaning, and translation exercises.
Course equivalencies: GERM369 / GERM109

GERM 370 German Cinema (3 Credit Hours)
The course provides an overview of German film from its beginnings until the present time. Movies will be screened and discussed chronologically from the various eras of German film: Silent Movies, Weimar Sound Movies, Film in the Third Reich, Post-War Films, New German Cinema and Movies of Unified Germany. Taught in English.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, German Studies, International Film & Media Studies
Course equivalencies: X-GERM370/ICVM370/IFMS370

Hebrew (HEBR)

HEBR 101 Modern Hebrew I (3 Credit Hours)
An introduction to the fundamentals of modern Hebrew, together with study of the distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture of modern Israel

HEBR 102 Modern Hebrew II (3 Credit Hours)
Pre-requisites: HEBR 101
A continued introduction to the fundamentals of modern Hebrew, together with study of distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture modern Israel

HEBR 103 Modern Hebrew III (3 Credit Hours)
Taught in Hebrew. Course focuses on pronunciation, grammar, and developing conversational and writing fluency.

HEBR 104 Modern Hebrew IV (3 Credit Hours)
Taught in Hebrew. Students will comprehend and produce Hebrew in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.

Italian (ITAL)

ITAL 101 Italian I (3 Credit Hours)
This course provides an introduction to the basic grammatical elements of Italian, promoting the development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 102 Italian II (3 Credit Hours)
Pre-requisites: ITAL 101
This course continues the introduction to the basic grammatical elements of Italian, promoting the further development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 103 Italian III (3 Credit Hours)
Pre-requisites: ITAL 102
This course examines more complex grammatical elements of Italian, and promotes the development of intermediate listening comprehension, speaking, reading and writing skills.
Outcomes:
Students will be able to understand and write more complex Italian sentences and paragraphs, and to produce orally and in writing paragraphs and longer pieces providing accounts of their present past and future activities, and oral and written reactions to Italian cultural products

ITAL 104 Italian IV (3 Credit Hours)
Pre-requisites: ITAL 103
This course is a comprehensive review of the basic grammatical elements of Italian, while continuing to promote all language skills with particular emphasis on reading and writing proficiency in areas of cultural and societal investigation.
Outcomes:
Students will be able to understand and write increasingly complex Italian sentences and paragraphs and to produce orally and in writing utterances and texts about Italy, its cultural distinctness and its differences from the United States

ITAL 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course can either be taken as a continuation of ITAL 250 or independently. It also emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 270 Main Currents of Italian Literature I (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts of the Middle Ages and early Renaissance in relation to the cultural and social and political history of Italy during its most noteworthy period of development.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how medieval and Renaissance Italian literary text reflect in a profound way Italy's cultural, artistic and political history in a systematic manner

ITAL 271 Main Currents of Italian Literature II (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts and films in relation to the cultural and political history of Italy from 1700 to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how Italian literary texts and film reflect in a profound way Italy's social, cultural, economic and political history in a systematic manner

ITAL 280 Masterpieces of Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected literary masterpieces written in Italian. Canonical and non-canonical works may be included, alongside essays that reflect on the definition and the history of Italian literature and its canon.
Outcomes:
By the end of the course, students will be able to describe, discuss, and present works of literature in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course explores a theme chosen by the instructor on any social, artistic, and intellectual currents in the cultural history of Italy. The course may include cultural expressions such as the visual arts, music, theatre, performance, and film. It may consider different communication platforms such as - but not limited to - social media and pop culture. It may examine different genres and periods.
Outcomes:
By the end of the course, students will be able to identify the historical and social roots of Italian cultural phenomena and differentiate traditions and cultural perspectives in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 283 Studies in Italian Authors (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected Italian authors. Canonical and non-canonical writers may be included, alongside authors of the Italian diaspora.
Course equivalencies: X-ITAL283/MSTU376
Outcomes:
By the end of the course, students will be able to describe, discuss, and present the works of Italian authors in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 284 Studies in Italian Film (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course will focus on one or more aspects of Italian films and may concentrate on narrative structure, genre, authorship, cinematography, casting, setting, and so on. The course may include a diverse selection of Italian high-brow and popular films, alongside readings that highlight their societal and cultural roots.
Interdisciplinary Option: Global Studies
Outcomes:
By the end of the course, students will be able to describe, discuss, and present on various aspects of Italian cinema and the work of Italian filmmakers; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 290 The Italians (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course aims at the acquisition of the Italian language for professional purposes in conducting business in Italy or with Italian companies. It will provide students with professional opportunities in an international and global environment.
Interdisciplinary Option: Italian American Studies
Outcomes:
By the end of the course, students will be familiar with business etiquette and the organization of Italian companies and corporations; Students will demonstrate use of appropriate written professional language in business letters and CV writing, and in oral communication; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 300 Tutorial for Credit (1-6 Credit Hours)
Students will cover a specially designed program of study through regular meeting with Italian faculty.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of literature and culture and will improve their language skills

ITAL 301 Stylistics (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course helps students develop writing skills in expository prose. Based on intensive study of advanced grammar and syntax, the course enhances students' vocabulary through prose, poetry, and essay readings.
Outcomes:
By the end of the course, students will demonstrate a firm and comprehensive command of the complexities of written and spoken Italian in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low

ITAL 305 Advanced Grammar (3 Credit Hours)
This course, taught in Italian, is a study of advanced Italian composition and rhetoric, with advanced study of Italian grammar.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skills acquired in previous courses and through experience and will strive to achieve as high a proficiency level as personally possible in their advanced Italian reading and writing ability

ITAL 308 Literary Criticism (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, and cultural approaches to literature will be studied in conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study and theory of literature in expository writing and oral presentations; ACTFL* achievement level desired: Advanced Low to Mid

ITAL 312 Dante-The Divine Comedy (3 Credit Hours)
This course, taught in Italian, will examine the Vita Nuova and Divine Comedy of Dante Alighieri and study Dante's poetic world in the context of Medieval culture.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies
Course equivalencies: X-ITAL312/CATH312/MSTU364
Outcomes:
Students will demonstrate knowledge of Dante's Italian and understanding of the historical, cultural, critical and technical vocabulary needed to analyze the Divine Comedy

ITAL 314 Survey 13th & 14th Century Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Francis Petrarch and Giovanni Boccaccio with emphasis on their respective masterpieces: the Canzoniere and the Decameron.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-ITAL314/MSTU368
Outcomes:
Students will demonstrate knowledge of Petrarch's poetry and Boccaccio's difficult prose and their techniques of composition

ITAL 315 Italian Renaissance Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Poliziano, Lorenzo dei Medici, Machiavelli and Castiglione.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Renaissance literature in a variety of genres

ITAL 316 Renaissance Chivalric Poems (3 Credit Hours)
This course, taught in Italian, will examine the Chivalric Romance Epics of Boiardo, Ariosto and Tasso.
Outcomes:
Students will demonstrate knowledge of Renaissance literature 's greatest works

ITAL 317 Survey Early 19th Century Literature (3 Credit Hours)
This course will examine the influential literary works of Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni and other authors in a crucial period in the formation of modern Italian cultural identity.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate knowledge of Foscolo and Leopardi poetry and Manzoni's prose and their literary style

ITAL 318 Survey Late 19th Cent Lit (3 Credit Hours)
This course will examine the influential literary works of Giovanni Verga and the school of Verismo and the "romanzi di formazione" of Edmondo De' Amicis, Carlo Collodi, and other significant Italian authors.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Verga and verismo and of the works of other major late-19th century authors

ITAL 319 Survey of 20th Century Prose (3 Credit Hours)
This course, taught in Italian, will examine representative Italian novels of the 20th century by authors such as Svevo, Silone, Calvino, Bassani, P. Levi, and Ginzburg.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian novelists and their prose and their literary style; Students will improve their Italian reading and writing skills

ITAL 320 Survey of 20th Century Poetry (3 Credit Hours)
This course will examine the major Italian poets of the twentieth century with emphasis on Ungaretti, Quasimodo, Montale, Pasolini, Zanzotto and Luzi.
Interdisciplinary Option: Global Studies
Outcomes:
Students will demonstrate knowledge of Italian poetry and major 20th century poets, Students will demonstrate the ability to interpret Italian poetry and will write their own Italian poetry

ITAL 331 Survey of Italian Theater (3 Credit Hours)
This course will examine representative works of Italian theater from the Renaissance to the present. Featured authors will include Machiavelli, Goldoni, Pirandello and Dario Fo.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian theater in its historical development; Students will demonstrate the ability to analyze Italian plays and act out famous scenes

ITAL 340 Italian Short Story (3 Credit Hours)
This survey course will examine representative works of the Italian short story tradition from the 13th century Novellino to the present.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian short story in its historical development; Students will demonstrate the ability to analyze Italian short stories and will create their own

ITAL 390 Culture & Civilization (3 Credit Hours)
This course taught in Italian studies the Italy that has emerged since the World War II. examines contemporary Italian culture and society and the problems Italy faces through study of a variety written texts (literary, historical, journalistic) and media.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-ITAL390/INTS394
Outcomes:
Students will demonstrate knowledge of Italian society as it has been transformed over the past 60 years and will be able to under the role of representative political and cultural figures and forces in promoting change

ITAL 395 Internship (3 Credit Hours)
The internship will enable students to gain practical experience in working in Italian government institutions in Chicago (such as the Italian Cultural Institute) or working in businesses or education.
Interdisciplinary Option: Italian Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will work 4-8 per week and reflect on their experience in conversations with supervising professor and other interns

ITAL 397 Topics in Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course explores a topic chosen by the instructor on any genre, tradition, and form in the literary history of Italy. The course may include literary expressions such as poetry, the short story, the novel, theatre, travel literature, etc., and may also consider different genres and periods.
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study of Italian literature in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low to Advanced Medium

ITAL 399 Italian Honors Tutorial (3 Credit Hours)
Pre-requisites: Instructor's consent, restricted to students in Italian BA Eligible students majoring in Italian and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member.
Interdisciplinary Option: Italian Studies
Course equivalencies: ITAL399H / ITAL399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper; Achievement level desired: ACTFL* Advanced Low to Advanced-Mid

Japanese (JAPN)

JAPN 101 Japanese I (3 Credit Hours)
This course introduces the four basic communicative skills in Japanese: listening, speaking, reading, and writing. Students gain knowledge of Japanese culture and ways of thinking which provide the context for communicating in Japanese. No previous knowledge of Japanese is required.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN101/ASIAJ01
Outcomes:
Students will be able to understand and respond to greetings, introductions, and basic question about time, location, and directions and will be able to read and write hiragana and katakana, the two phonetic Japanese scripts as well as about 25 ideographic characters

JAPN 102 Japanese II (3 Credit Hours)
Pre-requisites: JAPN 101
Students will build on the skills in listening comprehension, speaking, reading and writing gained in JAPN 101.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN102/ASIAJ02
Outcomes:
Students will be able to introduce themselves and others, discuss daily life, and read and write simple paragraph length compositions with the aid of vocabulary lists

JAPN 103 Japanese III (3 Credit Hours)
Pre-requisites: JAPN 102
Students will expand their knowledge of Japanese vocabulary, grammar, usage, and speech levels, using Japanese as a medium for learning Japanese.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN103/ASIAJ03
Outcomes:
Students will use written and spoken Japanese to ask for and express opinions, to ask for assistance, and to participate in a variety of written and verbal social routines

JAPN 104 Japanese IV (3 Credit Hours)
Pre-requisites: JAPN 103
This course extends students' knowledge of Japanese grammar, vocabulary, verbal routines, and cultural patterns. Students will read and respond in Japanese to short works of fiction and non-fiction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN104/ASIAJ04
Outcomes:
Students will converse in Japanese for extended periods and be able to decode and create many written items from daily life such as application forms, catalogs, and recipes

JAPN 250 Composition & Conversation I (3 Credit Hours)
Students gain mastery of intermediate Japanese grammar and increase their ability to use honorific and humble speech, with increasing use of Japanese as the medium of instruction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

JAPN 251 Composition & Conversation II (3 Credit Hours)
This class is conducted mostly in Japanese with students developing the ability to read and discuss longer texts, including primary sources, to gain greater knowledge and understanding of Japan.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

Literature in Translation (LITR)

LITR 161 Introduction to Italian Culture (3 Credit Hours)
This course introduces students to major social, artistic, and intellectual currents in the cultural history of Italy from antiquity to contemporary times. The overall goal is to reflect on how Italian culture has transcended the strict confines of its national origin to become a source of universal values and inspiration.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Outcomes:
Students will be able to identify the historical roots of Italian cultural phenomena; Students will become familiar with differing traditions and cultural perspectives; Students will enhance their reading and critical thinking skills

LITR 200 European Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
Major European literary texts will be examined in a historical and cultural context and in their transhistorical, universal aspects that make them masterpieces. Students will understand how literary masterpieces help us develop critical consciousness of our experience.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR200/INTS200

LITR 202 European Novel (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will focus on major EUROPEAN novels.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR202/INTS204
Outcomes:
Students will gain an overview of the literary production of representative EUROPEAN novelists studied in the historical and societal context

LITR 203 European Drama (3 Credit Hours)
This course will focus on major European novels.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR203/INTS205
Outcomes:
Students will learn how drama enhances our understanding of human interaction, violence, social order and the margins of individual freedom

LITR 204 European Film (3 Credit Hours)
This course will focus on major European films in order to give students an overview of the film production of representative European filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR204/INTS206/IFMS205
Outcomes:
Students will gain an understanding of the distinctive aspects of the major European movements such as Italian neorealism, French new wave, New German Cinema and old and new Spanish surrealism

LITR 211 Latina Authors (3 Credit Hours)
The course will examine the writings of Latina authors: women writers from diverse Hispanic backgrounds who make their home in the United States and publish their writings in a particular form of English full of offerings from standard Spanish, "street Spanish", regional speech, and Spanglish.
Interdisciplinary Option: Global Studies
Course equivalencies: LITR211/INTS207
Outcomes:
Students will gain an understanding of the principal thematic and formal differences and similarities that characterize today's writings by Latina authors

LITR 219 African Film (3 Credit Hours)
This course will survey African film from the 1960s to the present, concentrating on the cinema of Francophone West Africa, the center of the African film industry.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR219/INTS219/IFMS219
Outcomes:
Students will gain an understanding of the legacies of colonialism, identity formation, corruption and violence in post-colonial society, globalization, the positive and negative effects of tradition, and changing sex roles in modern Africa

LITR 221 Polish Authors (3 Credit Hours)
This course focuses on the major Polish writers from the Renaissance through the Enlightenment and Romantic periods, and into the modern era.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-LITR221/INTS221
Outcomes:
Students will gain an understanding of the Polish cultural traditional and the basis of Polish cultural identity

LITR 225 Russian Masterpieces (3 Credit Hours)
This course will study 18th, 19th, and 20th century Russian literature, including poetry, drama, and fiction.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR225/INTS225
Outcomes:
Students will learn of the importance of Pushkin, Russia's most influential poet and about influential Russian psychological realists - Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov

LITR 230 German Masterpieces (3 Credit Hours)
Students will study German novels or other literary texts in which German authors explore their historical and human experience and reflect on the process of literary creation.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR230/INTS230
Outcomes:
Student will gain or enhance their abilities to examine the portrayal of human values in literary texts

LITR 238 Arabic Literature in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course is a survey of Arabic literature in translation with a focus on continuity and change, influence, and major trends, themes, and genres.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: LITR238/INTS238/IWS238
Outcomes:
Students will gain a foundational knowledge of literature in the Arabic language

LITR 243 South Asian Literature (3 Credit Hours)
This course will explore literature originally written in languages of the Indian sub-continent such as Hindi, Urdu, Bengali, Assamese, or Tamil. Themes such as nationalism, the Partition experience, communal identities, gender and class may be highlighted.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LIT243/INTS243/ASIA243
Outcomes:
Students will gain an understanding of how social hierarchies, gendered structures, and religious differences are central issues in the historical and social evolution of South Asian nations

LITR 244 Indian Film (3 Credit Hours)
This course will provide an introduction to popular cinema (Bollywood), as well as regional and parallel cinema, to arrive at an assessment of the link between culture and nationalism in modern South Asia.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: LITR244/INTS244/IFMS/ASIA244
Outcomes:
Students will be introduced to political and socio-cultural issues including religious, gender, and caste identities as reflected in and refracted through South Asian cinema; We will examine the conventions of popular cinema in contrast to the "realism" of parallel cinema

LITR 245 Asian Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study masterpieces of Asian literature in a variety of literary genres in their cultural context.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LITR245/INTS245/ASIA245
Outcomes:
Students will gain a significant understanding of how Asian literary works reflect their Asian cultural context

LITR 260 Italian Masterpieces (3 Credit Hours)
This course will focus on major Italian literary works in order to give students an overview of the literary production of representatives, Italian poets and writers studied in the historical, art-historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR260/INTS260
Outcomes:
Students will understand how the importance of key authors in shaping the Italian cultural imagination and their great influence on European culture

LITR 262 Modern Italian Novel (3 Credit Hours)
This course will provide an introduction to the 20th century Italian novel and will examine literary works in the historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR262/INTS262
Outcomes:
Students will gain an understanding of the transformation of Italian society in the 20th century

LITR 264 Italian Film Genre (3 Credit Hours)
This course will feature celebrated films of the Italian comic tradition from the age of "commedia all'italiana" in the 1950's to the present.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR264/INTS264/IFMS264
Outcomes:
Students will learn to understand and appreciate Italian comic films and gain insights into the Italian national character

LITR 267 Italian Film History (3 Credit Hours)
This course will focus on major Italian films in order to give students an overview of the development of representative Italian filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR267/INTS267/IFMS267
Outcomes:
Students will gain an understanding of the importance of film art in the Italian 20th and 21st century cultural traditions

LITR 268 Italy: Cultural History (3 Credit Hours)
This interdisciplinary, multimedia course provides a comprehensive view of Italian civilization from its origins in Classical Antiquity to the present, and includes an overview of the history of architecture and art from the Greco-Roman period and the Renaissance to the modern period as well as the study of Italian political, social, religious and cultural development through examination of key literary and other texts.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR268/INTS268
Outcomes:
Students will develop a critical consciousness of the importance of a multidisciplinary panoramic overview of Italy's rich past as they explore the Italy of today

LITR 268R Italian Culture: Food & Wine (3 Credit Hours)
The course deals with the history of Italian cuisine and wines through centuries up to present day. It outlines the development and change of taste, how it has been affected and defined by historical events. A dynamic pattern of society is thus given by the intersections among history, culture, food and wines. The course will also offer on-site classes and guest speakers. Students will demonstrate an historical appreciation of the change in eating and drinking habits in modern Italy, and a knowledge of Italy's move towards a more ethnic and global taste.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies

LITR 280 World Masterpieces in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study literary masterpieces, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: LITR280/INTS280
Outcomes:
Students will gain an appreciation of the literary masterpieces of another culture or nation

LITR 283 Major Authors in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
G3This course will study the works of selected authors, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: LITR283/INTS283
Outcomes:
Students will gain an appreciation of the writings of authors of another culture or nation

LITR 284 International Film (3 Credit Hours)
This course will study selected films of a specific nation, region, or culture.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR284/INTS284
Outcomes:
Students will gain an appreciation of the cinematic themes and techniques of another culture or nation

LITR 287 Topics in Asian Literature (3 Credit Hours)
This course introduces students to representative works of Asian literature within their cultural, historical, and aesthetic contexts.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR287/INTS287
Outcomes:
Students will be able to analyze literary texts of a particular genre and write critical essays on the works read in the course

LITR 290 Classical Chinese Literature (3 Credit Hours)
This course is a survey of the classical Chinese literature from ancient time to the fall of Qing Dynasty.
Interdisciplinary Option: Chinese Language & Culture, Global Studies
Outcomes:
Students will reach aesthetical appreciations and cultural understandings of classical Chinese literature, and grasp the styles and creative skills of different Chinese poets and writers; They will learn to read literary texts within their particular Chinese social, historical, cultural and mental contexts

LITR 291 Italian & Italian-American Women Writers (3 Credit Hours)
This course is a comparative study of 20th century Italian & Italian-American writers from different periods and geographic areas. What unites these writers in addition to their nationality and ethnicity is that the city of Rome played a central role in their development as artists. Special emphasis will be given to the construction of the female and male subject; ties among women, and the dynamic interplay of gender, politics, spirituality, etc.
Interdisciplinary Option: European Studies, Italian American Studies, Italian Studies, Women & Gender Studies
Outcomes:
To identify the differences between women and men who hail from different parts of Italy and different immigrant communities in America, while highlighting their common national heritage; To understand the city of Rome as having played a central role in literary history from the 19th century to the present

LITR 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

LITR 299 Comparative Literature (3 Credit Hours)
This course will examine literary themes and problems of the instructor's choice in multiple literary traditions. Literary theory will be an important component of the course.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR299/INTS299

LITR 392 Theories of Myth (3 Credit Hours)
This course surveys important models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

Polish (POLS)

POLS 101 Polish I (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 102 Polish II (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 103 Polish III (3 Credit Hours)
Pre-requisites: POLS 102
This course is designed to further develop and improve student's ability to speak and read Polish, by introducing advanced grammar, vocabulary, idioms, phraseology and syntax structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand various grammatical forms of verbs, nouns, adjectives, adverbs and numbers; They will be appropriately prepared to use Polish grammatical and stylistic structures required in POLS 104

POLS 104 Polish IV (3 Credit Hours)
Pre-requisites: POLS 103
This course focuses on improving the student's ability to communicate in Polish both oral and written. Primary emphasis is on speaking and basic writing in Polish using proper grammatical and stylistic structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish with the level of fluency appropriate for POLS 250

POLS 201 Polish Medical Terminology (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical and healthcare related professions, future physicians and nurses, healthcare administrators and health insurance specialists. We will study Polish vocabulary for anatomy and physiology, and introduced Polish terms for medical procedures and tests. We will use phraseology common for taking medical history. Students will practice using medical terminology in patient interviews, reading articles from healthcare publications as well as understanding and formulating medical instructions. In this course we will also talk about cultural issues in practicing medicine, including the cultural differences between Polish and American approach. There will be strong emphasis on speaking, listening, and reading Polish.
Outcomes:
Students will expand their Polish vocabulary, including body parts and functions, diseases and their manifestations; They will practice taking a medical history in dialogues between medical professionals and their clients as well as use medical names and description

POLS 202 Polish for Healthcare (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical professions, future physicians, dentists, and nurses. We will practice vocabulary for anatomy and physiology, Polish terms for medical procedure and test as well as phraseology used in every day in doctor-patient communication. This course will cover medical specializations such as: pediatrician, nutritionist, internist, immunologist, neurologist, psychiatrist and surgeon. We will also talk about cultural issues in practicing medicine. There will be strong emphasis on speaking, listening, and reading Polish and using more advanced aspects of Polish grammar.
Outcomes:
Students will learn medical vocabulary, including body parts and organs, physiology and functions of various systems; They will practice taking medical history in dialogues between medical professionals and their patients, and they will write descriptions of medical conditions

POLS 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: POLS 104
This course focuses on improving and further developing student's ability to converse and write in literary Polish language. Primary emphasis is on proper grammatical and stylistic expression in Polish with extended vocabulary and phraseology.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish by making oral presentations and writing short compositions; They will be appropriately prepared for POLS 251

POLS 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: POLS 250
This course focuses on enhancing and polishing student's ability to converse and write in contemporary Polish language. Primary emphasis is on standard, literary Polish with its grammatical, orthographical and stylistic level expected of an educated Polish speaker.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to speak fluently, make oral presentations and write essays in standard literary Polish language with fluency of an educated Polish speaker

POLS 270 Contemporary Polish Culture in the Original Language (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
We will discuss the key elements of Polish culture as it is evolving in the fast changing social, technological, and economic circumstances after the political transformation of Central Europe. Students will explore the cultural traditions and values of the pre-WWII generation and the Soviet era generation, which led many to emigrate from Poland.
Interdisciplinary Option: Polish Studies

Russian (RUSS)

RUSS 101 Russian I (3 Credit Hours)
This course is an introduction to the basic elements of the Russian language and to Russian culture.
Outcomes:
Students will develop communicative skills and a fundamental knowledge of the Russian people, language and culture

RUSS 102 Russian II (3 Credit Hours)
Pre-requisites: RUSS 101
This course continues the study of the Russian language and culture.
Outcomes:
Students will continue developing communicative skills and further their knowledge of the Russian people, language and culture

RUSS 103 Russian III (3 Credit Hours)
Pre-requisites: RUSS 102
This course is an intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read simple texts in Russian

RUSS 104 Russian IV (3 Credit Hours)
Pre-requisites: RUSS 103
This course continues the intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read short literary and cultural texts in Russian

RUSS 290 Russia and Russians in the World (3 Credit Hours)
RUSS 290 is a service learning course focusing on leadership through service learning and the study of the Russian language and history. This course satisfies the Engaged Learning requirement.
Outcomes:
1) Students will develop Russian language skills (speaking, listening, reading, writing) and expand their knowledge of Russian history and culture; 2) Student will develop civic engagement leadership skills through practical service work and reflection

Spanish (SPAN)

SPAN 101 Spanish I (3 Credit Hours)
This course is an introduction to the basic elements of Spanish language and culture. It is designed for students with no previous experience in Spanish.
Outcomes:
Students will be able to understand simple messages and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, as well as understand basic written texts

SPAN 102 Spanish II (3 Credit Hours)
Pre-requisites: SPAN 101
This course builds on SPAN 101, and introduces students to new topics and grammatical structures.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will be able to produce sounds in Spanish more accurately, express appropriate reactions to ordinary situations, understand basic oral commands, read more complex texts, and write sentences in cohesive paragraphs

SPAN 103 Spanish III (3 Credit Hours)
Pre-requisites: SPAN 102
This course is the first semester of second-year Spanish.
Outcomes:
Students will increase their knowledge of Spanish grammar and vocabulary, and their Spanish communication skills

SPAN 104 Spanish IV (3 Credit Hours)
Pre-requisites: SPAN 103
This course is the second semester of second-year Spanish.
Outcomes:
Students will continue to perfect their knowledge of Spanish grammar and vocabulary, with greater stress on reading and speaking

SPAN 190 Spanish for Medical Professionals I (3 Credit Hours)
This course develops intermediate-level skills in comprehension and conversation for the health professions. It is for students who have completed at least Spanish 104 who have intermediate-level Spanish language skills.
Outcomes:
Students will be able to understand and use appropriate Spanish expressions in a variety of situations involving use of Medical Spanish; Students will understand essential information about the dialects and cultural characteristics of major Spanish speaking populations in Chicago

SPAN 195 Spanish for Medical Interpretation (3 Credit Hours)
This course is part of an intermediate advanced sequence focusing on (mainly) advanced oral intercultural skills in Spanish language oriented to preparing students for the interaction with Spanish speaking patients with none or little English skills. Students will develop a strong cultural sensitivity to improve future patient-doctor communications, while reflecting on the role of medical interpreters in successful medical outcomes. An intensive speaking, translating and interpreting training will help to strengthen students' knowledge of language and their confidence in its use.

SPAN 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: SPAN 104
This course is the first in an intermediate-level sequence designed to develop greater fluency in speech and writing through diverse readings and activities and is taught in Spanish.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the intermediate level

SPAN 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: SPAN 250
Advanced conversation and composition course designed to develop greater fluency in speech and writing through diverse readings and activities. Taught in Spanish and required for Spanish majors.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the advanced, third-year college level

SPAN 252 Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: fluency in Spanish
This course is designed for Spanish-speaking students, and is an Intensive study of grammar and composition.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 253 Advanced Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: SPAN 252 or equivalent
This course is a continuation of SPAN 252.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 270 Introduction to Critical Analysis in Spanish (3 Credit Hours)
This course reviews and sharpens the essential skills and techniques necessary to critically read, interpret, and write and speak about all genres of Hispanic literature (narrative, poetry, drama, and essay) in Spanish. In so doing, students refine their linguistic skills, and gain awareness of the complexities of the Spanish-speaking world.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain the necessary skills for critically reading, writing and discussing all genres of Hispanic literature

SPAN 271 Introduction to Iberian Literature and Culture (3 Credit Hours)
An introduction to Iberian literature, film, and cultural production, designed to provide students with an understanding of Iberian culture, history, and society, while also honing their linguistic and analytical skills.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain a grounding in Iberian literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 272 Introduction to Spanish American Literature and Culture (3 Credit Hours)
An introduction to Spanish-speaking Latin American literature, film, and other forms of cultural production, designed to provide students with an understanding of the region's variety and complexity while also honing their linguistic and analytical skills.
Outcomes:
Students will obtain a grounding in Spanish-speaking Latin American literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: SPAN 104 or equivalent, and/or intermediate or above proficiency in Spanish as indicated by the foreign language placement exam
Close examination of a particular theme within the contemporary Spanish-speaking world not covered by the Department's regular course offerings. Focus may vary from term to term and depending on the instructor. This course counts towards the SPAN-MINR but not the SPAN-BA or SLIT-MINR. This course also counts towards satisfying the CAS language competency requirement.
Outcomes:
Describe a variety of social values, traditions, texts, artifacts, and other cultural expressions within historical contexts; Compare cultural phenomena across Spanish-speaking communities; Evaluate critical perspectives within cultural, literary, and social contexts

SPAN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: permission of chairperson
Course material will be agreed upon by the student and instructor.
Outcomes:
Students will explore an aspect of Spanish language, culture and civilization, or literature not present in the curriculum or not offered that semester

SPAN 302 Business Spanish (3 Credit Hours)
Introduction to the fundamentals of the Spanish language and Hispanic culture as it relates to business practices.
Outcomes:
Students will learn the language of commerce in Spanish

SPAN 305 Advanced Spanish Grammar (3 Credit Hours)
Pre-requisites: SPAN 251 and permission of chairperson
This course is an overview of the most important aspects of Spanish grammar: sentence components, verbal systems, pronominal system, sentence structure, and paragraph structure.
Outcomes:
Students will be able to analyze words, sentences, both simple and compound, and to properly use pertinent linguistic terminology

SPAN 308 Literary Criticism (3 Credit Hours)
Introduction to various theories and methods of literary criticism and textual analysis. Conducted in English.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate a comprehensive critical knowledge of major currents and themes in international literary criticism and theory

SPAN 311 Generation of 1898 (3 Credit Hours)
Pre-requisites: Permission of chairperson
This course studies the distinctive group of turn-of-the-century Spanish writers known as the 'Generation of 1898': Unamuno, Baroja, Valle-Inclán, Machado, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to discern the similarities and differences among the writers of this generation, as well as their relationship to modernism

SPAN 314 Survey of Medieval Literature (3 Credit Hours)
This course is a survey of the more prominent works of the Spanish Middle Ages - El Cantar de Mío Cid, El libro del buen amor, El conde Lucanor, and La tragicomedia de Calisto y Melibea o La Celestina - which reflect the religious, spiritual, and intellectual currents of Medieval Spain. In the form of seminar discussions and independent study, students will examine the aesthetic, social, and political trends of the ninth through fifteenth centuries, as well as the most important themes writers developed in pre-modern Iberia: honor, authority, vice and virtue, pilgrimage, devotion, and humor. These themes will be explored in the major works (primary sources), which will be complemented by secondary source readings and each student's independent research. The writers and texts studied in this course will also be viewed in the context of the greater artistic production in Spain and Medieval Europe.
Interdisciplinary Option: European Studies, Medieval Studies

SPAN 319 Romanticism (3 Credit Hours)
Pre-requisites: permission of chairperson
Study of the principle philosophical and esthetic characteristics of romanticism through readings in the major Spanish and/or Latin American romantic authors.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize the principle characteristics of romanticism, its foreign influences, and its historical development in a variety of genres, including drama, prose fiction, essay, and poetry

SPAN 321 20th Century Theatre (3 Credit Hours)
Pre-requisites: permission of chairperson
An examination of 20th Century Theater in Spain covering such dramatists as Valle-Inclán, J. Benavente, M. Mihura, García Lorca, Buero Vallejo, and others.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of dramatic genres and the contribution of Spanish playwrights to contemporary discussions on political and aesthetic issues

SPAN 326 Theater of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
A study of major Renaissance and Baroque plays by Calderón, Lope de Vega, Tirso de Molina, Mira de Amescua, Juan Ruiz de Alarcón, and others.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to recognize mythological and historical themes while discussing the ethics of tragedy, the evolution of comic characters, and social concerns in the era of absolutism

SPAN 330 Survey-Poetry Theory & Practice (3 Credit Hours)
The poetry of the 19th century in Spain and Latin America derives from two literary, artistic and cultural movements: romanticism and modernism.

SPAN 331 20th Century Poetry (3 Credit Hours)
Pre-requisites: Permission of chairperson
A study of the development of modern Spanish poetry from post-modernism to the present with a special emphasis on the Hispanic poets of the avant garde.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will able to recognize the major poetic trends, forms, themes, and movements in 20th century Spanish verse

SPAN 336 Poetry of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An exploration of the influence of the Italian Renaissance on the Spanish tradition: Garsilaso de la Vega, Herrera, San Juan de la Cruz, Fray Luis de León, Quevedo, Góngora and others.
Outcomes:
Students will learn to recognize classical themes and rhetorical techniques, and to trace the development of such genres as epic, satire, and the lyric

SPAN 339 19th Century Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of 19th-century literature, with emphasis on Romanticism and Realism.
Outcomes:
Students will become acquainted with the rich literature of the nineteenth century and will improve their critical and analytical skills

SPAN 340 Survey Prose-Fictional & Nonfiction (3 Credit Hours)
Pre-requisites: permission of chairperson
This course traces the development of Spanish prose from the Middle Ages to the present day. All prose genres are included.
Interdisciplinary Option: European Studies
Outcomes:
Students will come to appreciate and understand how peninsular prose has developed

SPAN 341 20th Century Spanish Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
Beginning with the Generation of 1898 and concluding with post-modernism, this course studies the rich literature of modern Spain.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will better understand and appreciate the complexities of modern Spanish literature, as well as improve their critical and analytical skills

SPAN 346 Prose of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An approach to the picaresque, the pastoral novel and the essay with their concern with power and submission in everyday life. A study of the growing role of individual experience in fictional modes.
Interdisciplinary Option: European Studies
Outcomes:
Students will recognize the confluence of different prose styles, and the creation of individual voices in fiction; They will also become familiar with emerging concerns with religious and scientific issues during the period

SPAN 347 Cervantes Don Quijote (3 Credit Hours)
Pre-requisites: permission of chairperson
This course reads Cervantes' masterpiece with an emphasis on critical approaches, and on the book's impact on the invention of the modern novel.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn about Cervantes's contribution to the development of modern fiction; They will become familiar with the novel's connection to other literary genres, and the role of metafiction and textuality

SPAN 349 Realism and Naturalism (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is primarily a study of the novel of Realism and Naturalism, as well as of the short story.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand the goals of the great Realists and Naturalists and see their relationship to the major European masters of the nineteenth century

SPAN 352 Masterpieces of Latin American Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of representative works from pre-Colombian times to the present day, and an introduction to literary genres and defining themes in Latin American literature. It is taught in Spanish.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN352/LASP372
Outcomes:
Students will be able to understand the principal works, movements, and genres in Latin American literature

SPAN 353 Literary Masterpieces of Spain (3 Credit Hours)
This course is a survey of representative works of Spanish literature from the Middle Ages to the present, that is, from the first texts in the Castilian Spanish language (eleventh century), to works of the Renaissance and Baroque, and beyond, to key works of modern and contemporary times.
Outcomes:
Students will obtain a firm grasp of Iberian literary production, and an awareness of their context of production

SPAN 360 Intro to Hispanic Linguistics (3 Credit Hours)
Pre-requisites: SPAN 271 or 272
Introduction to Hispanic Linguistics is an introductory course on the structure of Spanish and its use in the Spanish-speaking world. Introducing the linguistic terminology and the basis for this science, helping the student analyze the grammatical structure and sounds of Spanish, and familiarizing the student with the different varieties of Spanish.

SPAN 361 Hispanic Women Writers (3 Credit Hours)
Pre-requisites: SPAN 271 or SPAN 272
A comparative study of 20th century Spanish and Latin American women writers who practice a variety of genres: autobiography, memoir, novel, short story, poetry, and testimonio.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to recognize the major concerns of 20th century Hispanic women's writing

SPAN 362 History of Hispanic Feminism (3 Credit Hours)
This course challenges the usual view of feminism in Hispanic societies - that it played a minimal role in the revolutionary movements of the 20th century - through the reading of a series of works from the colonial period to the present, that chart the Hispanic woman's struggle to achieve liberation and self-realization.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to trace the true history of Hispanic feminism, beginning with Sor Juanna Ines de la Cruz, and ending with such contemporary feminist writers as Rosario Ferre, Rosario Castellanos, Montserrat Roig, and Rosa Montero

SPAN 363 Borges (3 Credit Hours)
This course focuses on the poetry and prose of Jorge Luis Borges, one of the central figures in 20th century Latin American literature, and one of the major writers of modern times.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to recognize the major themes and forms of Borges, as well as appreciate his seminal role in the creation of the so-called literature of the "boom" in Latin America

SPAN 364 Advanced Spanish Oral Expression (3 Credit Hours)
This advanced Spanish course will induce students to acquire more sophisticated tools for conversational management and oral expression, and in enlarging their vocabulary through structured practice.
Outcomes:
Students will gain more sophisticated skills and fluency in Spanish

SPAN 365 Latin American Cinema (3 Credit Hours)
This course will focus on Latin American cinema, from its early beginnings in silent cinema to the present. Instructor's consent required to enroll.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will gain an understanding of the formation of national film industries, the emergence of larger regional trends, and the cinematic treatment of social, political and economic aspects of various Latin American countries

SPAN 366 Spanish Cinema (3 Credit Hours)
Spanish film from early Surrealistic cinema to contemporary pastiche: Bunuel, Berlanga, Erice, Borau, Saura, Aranda, Almadovar, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain an understanding of the development of cinema in Spanish society, and how it incorporated old genres such as comedy or melodrama

SPAN 367 Spanish Sociolinguistics (3 Credit Hours)
This course is an introduction to sociolinguistics.
Outcomes:
Students will gain a rudimentary knowledge of the linguistic sciences (semantics, phonology, syntax, language acquisition) with a focus mainly on linguistic issues of great relevance in contemporary United States: Ebonics, Spanglish, language in the media, language and gender, and language in politics, and the 'English only' movement

SPAN 368 Baroque and Neobaroque (3 Credit Hours)
The course will examine XVII century literature, including poetry, drama and prose of the periods in Spain and Latin- America, and will study the works of Quevedo, Gongora, Maria de Zayas, Lope de Vega, Calderon, Sor Juana, Carpentier, Sarduy.
Interdisciplinary Option: European Studies
Outcomes:
Students will understand the aspects of XVII century literature that relate to visual and spatial contexts, and the transformation that literature into a new style

SPAN 370 Latin American Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
Panoramic view of Latin American poetry with special emphasis on modernism, the avant-garde, and the post-World War II period. Selected authors include Gabriela Mistral, Delmira Agustini, César Vallejo, Vicente Huidobro, Octavio Paz, Pablo Neruda, and Gio
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN370/LASP370
Outcomes:
Students will understand the principle forms, trends, themes and movements in Latin American verse through the work of poets from Sor Juana Inés de la Cruz to Ernesto Cardenal

SPAN 371 Latin-American Poetesses (3 Credit Hours)
Pre-requisites: permission of chairperson
Survey of Latin American women's poetry from Sor Juana Inés de la Cruz to Gioconda Belli.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN371/LASP371
Outcomes:
Students will be able to discern a distinctive female voice in Latin American verse, while familiarizing themselves with the principle women poets from the colonial period to the present

SPAN 380 Latin American Prose Fiction (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
Representative selection of Latin American fiction from first half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN380/LASP380
Outcomes:
Students will be able to comment knowledgeably on content, form, and context of selected Latin American works of fiction

SPAN 381 Contemporary Spanish-American Novel (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This course covers a representative selection of Latin American fiction from second half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN381/INTS383/LASP381
Outcomes:
Students will be able to identify and assess both the contextual and the formal features of modern Latin American fiction

SPAN 382 Latin American Theatre (3 Credit Hours)
An introduction to major playwrights from Argentina, Chile, Cuba, México, Venezuela and Colombia from the early baroque to the 20th Century. Topics include realism, existentialism, meta-theatre, performance art, and female dramatists.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN382/LASP382
Outcomes:
Students will be able to discuss different schools of drama and their impact on the stage in South America; They will also become familiar with playwrights who have used theater to approach social problems and critique contemporary mores

SPAN 385 Caribbean Literature (3 Credit Hours)
The course covers novelists and/or poets from Cuba, the Dominican Republic and Puerto Rico: Cabrera Infante, Alejo Carpentier, Reinaldo Arenas, Luis Rafael Sánchez, Ana Lidia Vega, Zoe Valdés, Lezama Lima, Severo Sarduy and others.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: SPAN385/LASP385
Outcomes:
Students will explore the role of Afro-Caribbean mythology, and learn about the use of humor and music forms in fiction; They will recognize certain historical patterns (slavery, dictatorship) and how they shape the creation of extreme characters and situation

SPAN 389 Latin American Short Story (3 Credit Hours)
Survey of the Latin American short story from the middle of the 19th century to the present.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN389/LASP389
Outcomes:
Students will be able to contextualize short stories, to analyze them both formally and thematically, and to recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 390 Latin American Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This is a survey course of Latin American culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Latin America. Special attention is given to the art and literature that has come to from contemporary Latin American culture within the context of colonization and independence.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-SPAN390/INTS397/LASP390
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin American culture; This will be accomplished through the study of texts, art and film

SPAN 391 Spanish Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 & SPAN 271
This is a survey course of Spanish culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Iberia and Spain. Special attention is given to the art and literature that has come to from contemporary Spanish culture within the context of European history.
Interdisciplinary Option: Catholic Studies, Global Studies
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin Spanish culture; This will be accomplished through the study of primary texts, back-ground reading, art and film

SPAN 395 Internship (3 Credit Hours)
The internship will allow students to work in a variety of settings using Spanish - business, education, government, or social service agencies. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience in speaking and writing Spanish

SPAN 396 Saints and Sinners of Spain (3 Credit Hours)
Pre-requisites: SPAN 270 and SPAN 271 or 272
This course surveys prominent Spanish Golden Age authors whose writings reflect the religious, spiritual, and intellectual currents of early Modern Spain, with a concentration on the culture of the Counter-Reformation. Its primary focus is how Christian life in reflected in literature and art and the portrayal of virtue and vice. To comprehend religious, spiritual and intellectual currents in Spanish culture, as reflected in literature and art.
Interdisciplinary Option: Catholic Studies

SPAN 397 Topics in Hispanic Literature (3 Credit Hours)
This revolving-topics course allows students to focus on a specific theme, such as Hispanic Feminism, Visions of America, or The Literature, Cinema ad Music of 21st century Spain. It also provides for in-depth study of a single author, such as Federico Garcia Lorca, Miguel de Unamuno or Jorge Luis Borges.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN397/LASP397

Arabic Language and Culture Minor

The Arabic program at Loyola University Chicago, established in 2012, serves a hybrid body of students from a variety of linguistic, socio-cultural, and religious backgrounds. Our program has common interdisciplinary interests with several fields including History, Political Science, Theology, Literature, Global and International Studies, and Communication.

For more information please contact:

Dr. Sawsan Abbadi (https://www.luc.edu/modernlang/profiles/sawsanabbadi.shtml/)
Arabic Language Program Director
Phone: 773.508.2850
sabbadi@luc.edu

Related Programs

Minor

- Asian Studies Minor (p. 267)
- Middle East and Islamic World Studies Minor (p. 524)

Curriculum

6 total courses (18 credit hours):

Code	Title	Hours
Arabic Language Courses		
Language courses must be taken in order. Students may start further in the sequence if they test out of lower numbered courses.		
Choose four of the following:		*12*
ARAB 101	Arabic I	
ARAB 102	Arabic II	
ARAB 103	Arabic III	
ARAB 104	Arabic IV	
ARAB 250	Advanced Composition and Conversation	
ARAB 251	Advanced Composition and Conversation II	
Arabic Literature in Translation		**3**
Choose one of the following:		
LITR 238	Arabic Literature in Translation	
LITR 280	World Masterpieces in Translation (e.g., Islamic Literature, etc.)	
Arabic Culture Courses [1]		**3**
ANTH 220	Contemporary Cultures of the Middle East	
COMM 297	Themes in Communication Studies (Topic: Media in the Middle East)	
FNAR 352	Islam and Visual Culture	
HIST 209	Islamic History: Themes & Issues	
HIST 300	Topics in History (Select sections with Arab World content)	
HIST 312	England to 1485	
PLSC 300	Contemporary Political Issues (Topic: Arab World, Islam, & US Foreign Policy)	
PLSC 368	Politics of the Middle East	
THEO 295	Islam	
THEO 365	Women, Gender and Embodiment in Islam	
Total Hours		**18**

[1] Other course options may become available for this requirement on a rotating basis. Students should consult with the program director before enrolling for a course not on this list.

Suggested Sequence of Courses

Language courses must be taken in sequence. The courses satisfying the Literature in Translation and Culture Courses requirements of the Arabic minor can be taken in any order. More than one Literature in Translation and Culture Courses can be taken during the same term and Language and Literature in Translation and Culture Courses can be taken during the same semester. Terms for course offerings may vary.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
First Semester		
Arabic Language Course #1		3
	Hours	**3**
Second Semester		
Arabic Language Course #2		3
	Hours	**3**
Year Two		
Third Semester		
Arabic Language Course #3		3
	Hours	**3**

Fourth Semester	
Arabic Language Course #4	3
Hours	**3**
Year Three	
Fifth Semester	
Arabic Literature in Translation Course	3
Hours	**3**
Sixth Semester	
Arabic Culture Course	3
Hours	**3**
Total Hours	**18**

Double Dipping

There is no limit for double dipping. Please consult with program director for any questions.

Transfer-Student Residency Requirement

At least 9 credit hours of Arabic Language and Culture Minor (ARLC-MINR) requirements must be completed at Loyola.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students graduating from our program are expected to reach an Intermediate High to Advanced Low proficiency level as described by the American Council on the Teaching of Foreign Languages ACTFL. Although Formal Educated Arabic is emphasized, our program incorporates basic elements of Levantine dialect to reflect the reality of the Arab World. The Arabic program is restructuring its curricula to meet the National Standards of Teaching Foreign Languages in the 21st century described by ACTFL and highlighting the following outcomes/standards:

- Communication
- Cultural knowledge and critical perception (or awareness) of other cultures and people.
- Connections with other related disciplines to reinforce and further the students' knowledge
- Comparisons among the nature of the target language and culture(s) in comparison to other languages and cultures
- Communities: Become life-long learners involved in the functional use of language and culture worldwide.

Chinese Language and Culture Minor

The Chinese program offers more than 10 Chinese language courses and several Chinese Literature in Translation courses leading to a minor in Chinese language and culture.

A minor in Chinese language and culture should open doors to a variety of career options, for example, working in a position where Chinese language skills and cultural/business knowledge are desirable, teaching at a school or working for a multinational company in China, or pursuing advanced studies in Chinese, Asian studies, international relations, or related disciplines.

For more information, please contact:

Hong Chen, Director, Chinese Language and Literature Program
Department of Modern Languages and Literatures
107 Crown Center
Loyola University Chicago
hchen4@luc.edu

Related Programs

Minor

- Asian Studies Minor (p. 267)
- Japanese Language and Culture Minor (p. 560)

Curriculum

Students pursuing a minor in Chinese Language and Culture are required to complete a total of 18 credit hours. Of these, 12 credit hours must be in Chinese language courses. The remaining 6 credit hours may be fulfilled through coursework in Chinese literature and/or China-focused culture courses, including offerings in history, philosophy, or related disciplines.

Code	Title	Hours
Language Courses		**18**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Literature Courses [1]		
LITR 245	Asian Masterpieces [2]	
Culture Courses [1]		
HIST 345A	Traditional China from Antiquity to 1550	
HIST 346A	Early Modern China: 1550-1800	
HIST 346B	Reform & Revolution in China, 1800-1949	
HIST 346C	History of Christianity in China	
HIST 347A	China Since 1949: The People's Republic	
HIST 347C	Cultural Revolution-China	
HIST 347D	Modern Chinese History through Film	
PHIL 288	Culture and Civilization [3]	
UCLR 100M	Interpreting Literature - Modern Langs&Literatures	
Total Hours		**18**

1. Students have the option to take one (1) or two (2) courses in Chinese Literature or Chinese Culture in lieu of up to two (2) Chinese Language courses.
2. Topics that can count toward the Literature requirement include Traditional Chinese Literature, Folklore of China, China Through Literature and Film, and Masterpieces of Chinese Fiction.

[3] When the focus is on China.

Suggested Sequence of Courses

There are five options to fulfill the requirements for the minor, as shown in the table below. For example, under Option 1, a student can take six Chinese language courses to fulfill the requirements for the minor; under Option 4, a student can take four Chinese language courses, one Chinese literature course, and one course with a focus on Chinese culture taught by a different academic unit to satisfy the requirements for the minor.

Option	Language	Literature	Culture
1	6	0	0
2	5	1	0
3	4	2	0
4	4	1	1
5	4	0	2

Option 1 - Six (6) Language Courses

Code	Title	Hours
Choose six (6) of the following courses:		**18**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Total Hours		**18**

Option 2 - Five (5) Language Courses and One (1) Literature Course

Code	Title	Hours
Choose five (5) of the following courses:		**15**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Choose one (1) of the following courses:		**3**
LITR 245	Asian Masterpieces [1]	
Total Hours		**18**

[1] Topics that can count toward the Literature requirement include Traditional Chinese Literature, Folklore of China, China Through Literature and Film, and Masterpieces of Chinese Fiction.

Option 3 - Four (4) Language Courses and Two (2) Literature Courses

Code	Title	Hours
Select four (4) of the following courses:		**12**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Choose two (2) of the following courses:		**6**
LITR 245	Asian Masterpieces [1]	
Total Hours		**18**

[1] Taken twice. Topics that can count toward the Literature requirement include Traditional Chinese Literature, Folklore of China, China Through Literature and Film, and Masterpieces of Chinese Fiction.

Option 4 - Four (4) Language Courses, One (1) Literature Course, and One (1) Culture Course

Code	Title	Hours
Choose four (4) of the following courses:		**12**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Choose one (1) of the following courses:		**3**
LITR 245	Asian Masterpieces [1]	
Choose one (1) of the following courses:		**3**
HIST 345A	Traditional China from Antiquity to 1550	
HIST 346A	Early Modern China: 1550-1800	
HIST 346B	Reform & Revolution in China, 1800-1949	
HIST 346C	History of Christianity in China	
HIST 347A	China Since 1949: The People's Republic	
HIST 347C	Cultural Revolution-China	
HIST 347D	Modern Chinese History through Film	
PHIL 288	Culture and Civilization [2]	
UCLR 100M	Interpreting Literature - Modern Langs&Literatures	
Total Hours		**18**

[1] Topics that can count toward the Literature requirement include Traditional Chinese Literature, Folklore of China, China Through Literature and Film, and Masterpieces of Chinese Fiction.

[2] When the focus is on China.

Option 5 - Four (4) Language Courses and Two (2) Culture Courses

Code	Title	Hours
Select four (4) of the following courses:		**12**
CHIN 101	Chinese I	
CHIN 102	Chinese II	
CHIN 103	Chinese III	
CHIN 104	Chinese IV	
CHIN 190	Business Chinese I	
CHIN 191	Business Chinese II	
CHIN 250	Composition and Conversation	
CHIN 251	Advanced Composition & Conversation	
CHIN 252	Advanced Composition and Conversation II	
CHIN 253	Advanced Composition and Conversation III	
Choose two (2) of the following courses:		**6**
HIST 345A	Traditional China from Antiquity to 1550	
HIST 346A	Early Modern China: 1550-1800	
HIST 346B	Reform & Revolution in China, 1800-1949	
HIST 346C	History of Christianity in China	
HIST 347A	China Since 1949: The People's Republic	
HIST 347C	Cultural Revolution-China	
HIST 347D	Modern Chinese History through Film	
PHIL 288	Culture and Civilization [1]	
UCLR 100M	Interpreting Literature - Modern Langs&Literatures	
Total Hours		**18**

[1] When the focus is on China.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- For students taking the one- or two-literature-course option, demonstrate knowledge of some of the most important genres and works of literature associated with the major historical periods, for example, selections from the works of Confucius and Mencius.
- For students taking a course with an emphasis on China (e.g., in history, philosophy, political science) in partial fulfillment of the minor's requirements, gain a basic understanding of the relevant historical periods and be able to discuss major events and their significance in China's development.
- Be able to engage in conversations involving common topics such as study, work, career aspirations, family, and hobbies and demonstrate essential knowledge of Chinese culture.
- Be able to read and write routine documents such as email, letters, and applications using complete and grammatical sentences following appropriate cultural norms.

French (BA)

The Major in French offers students the opportunity to master skills of language acquisition and textual analysis while developing multicultural awareness of the diversity inherent in the Francophone world. Our program prepares students to think critically, and allows them to gain a broad appreciation and deep understanding of French and Francophone literatures and cultures. Our curriculum includes courses in literature from the Middle Ages until the present day, as well as interdisciplinary courses that look at cultural and historical movements. Most French majors take advantage of the study abroad opportunities offered in conjunction with the Office for International Programs, and participate in extracurricular activities such as French Club or language tutoring and coaching.

For more information about our programs in French, please contact us (https://www.luc.edu/modernlang/contactus.shtml/).

Eliana Vāgālāu, PhD

Undergraduate Program Director

evagalau@luc.edu

(773) 508-7604

Related Programs

Minor

- French Language Minor (p. 553)
- French Language and Literature Minor (p. 553)
- Italian Language Minor (p. 557)

Curriculum

This major requires ten courses totaling 30 credits, excluding FREN 101 Elementary French I–FREN 104 Intermediate French II or their equivalent.

Code	Title	Hours
Required Courses		
FREN 250	French Composition and Conversation I	3
FREN 251	French Composition and Conversation II	3
FREN 270	Main Currents of French Literature & Culture I	3
FREN 271	Main Currents of French Literature & Culture II	3
FREN 301	Stylistics	3
or FREN 302	French for Professions	
FREN 317	Le Grand Siècle	3
Four FREN 300-Level Courses		12
Total Hours		**30**

Portfolio Requirement

A senior Capstone E-Portfolio is required for graduation.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of the Major in French, students will be able to:

- Demonstrate proficiency in speaking, understanding, reading, and writing skills
- Develop analytical skills that will allow them to read and write in French as well as write organized essays with developed arguments
- Develop skills of literary analysis that will allow them to understand major topics in French and Francophone literatures and cultures
- Trace developments over time in literary and cultural movements as well as transformations of political and historical institutions
- Analyze and interpret numerous literary texts in order to better comprehend the representations of cultural identity and make cross-cultural, intercultural connections
- Establish connections between literature, film, and history in France and the Francophone world
- Attain better cultural competency
- Foster a lifelong interest and enthusiasm for French-speaking cultural production

French Language and Literature Minor

As of Fall 2026, this minor is no longer accepting students.

The minor in French Language and Literature offers students the opportunity to master skills of language acquisition and textual analysis while developing multicultural awareness of the diversity inherent in the Francophone world. Our program prepares students to think critically, and allows them to gain knowledge of literary and cultural expressions of French and Francophone cultures. Students may take courses in literature from the Middle Ages until the present day, as well as interdisciplinary courses that look at cultural and historical movements.

For more information, please contact:

Dr. Eliana Vagalau, Undergraduate Program Director
Crown Center 471
evagalau@luc.edu

Related Programs

Major

- French (BA) (p. 552)

Minor

- French Language Minor (p. 553)
- Literature in Translation Minor (p. 562)

Curriculum

Requirements

The minor requires six courses in French, excluding FREN 101 Elementary French I through FREN 104 Intermediate French II. Students normally take:

Code	Title	Hours
FREN 250	French Composition and Conversation I	3
FREN 251	French Composition and Conversation II	3
FREN 270	Main Currents of French Literature & Culture I [1]	3
FREN 271	Main Currents of French Literature & Culture II	3
Two FREN 300-Level Courses [1]		6
Total Hours		**18**

[1] Students who are fluent in the language may begin the sequence at the 270-level with the French Undergraduate Program Director's permission. Students would be required to take two additional FREN 300-level courses in order to meet the minimum 18 credit hours.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the Minor in French Language and Literature, students will be able to:

- Demonstrate proficiency in speaking, understanding, reading, and writing skills
- Develop analytical skills that will allow them to read and write in French as well as write organized essays with developed arguments
- Develop skills of literary analysis that will allow them to understand major topics in French and Francophone literatures and cultures
- Trace developments over time in literary and cultural movements
- Analyze and interpret numerous literary texts in order to better comprehend the representations of cultural identity and make cross-cultural, intercultural connections
- Establish connections between literature, film, and history in the Francophone world
- Attain better cultural competency
- Foster a lifelong interest and enthusiasm for French-speaking cultural production

French Language Minor

The minor in French Language offers students the opportunity to master skills of language acquisition, including speaking, aural comprehension, reading, and writing, while also developing basic cultural competency in the French-speaking world.

For more information, please contact:

Dr. Eliana Vagalau, Undergraduate Program Director
Crown Center 471
evagalau@luc.edu

Related Programs

Major

- French (BA) (p. 552)

Minor

- French Language and Literature Minor (p. 553)
- Italian Language Minor (p. 557)

Curriculum

Six courses in consultation with the departmental French advisor. Students with no background in French will begin the sequence with FREN 101 Elementary French I. Students with high school or other background language will be placed in FREN 102 Elementary French II - FREN 251 French Composition and Conversation II. Courses should be taken in sequence, except for FREN 250 and FREN 251, which can be taken in any order, as well as FREN 270 and FREN 271, which may also be taken in any order. (FREN 270 and FREN 271 require prior completion of FREN 250 and / or FREN 251.)

Code	Title	Hours
Minor Requirements		**18**
FREN 101	Elementary French I	
FREN 102	Elementary French II	
FREN 103	Intermediate French I	
FREN 104	Intermediate French II	
FREN 250	French Composition and Conversation I	
FREN 251	French Composition and Conversation II	
FREN 270	Main Currents of French Literature & Culture I	
FREN 271	Main Currents of French Literature & Culture II	
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Sequence 1		
Semester I		
FREN 101	Elementary French I	3
	Hours	**3**
Semester II		
FREN 102	Elementary French II	3
	Hours	**3**
Semester III		
FREN 103	Intermediate French I	3
	Hours	**3**
Semester IV		
FREN 104	Intermediate French II	3
	Hours	**3**
Semester V		
FREN 250	French Composition and Conversation I	3
	Hours	**3**
Semester VI		
FREN 251	French Composition and Conversation II	3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the Minor in French Language, students will be able to:

- Demonstrate proficiency in speaking, understanding, reading, and writing skills
- Develop analytical skills that will allow them to read and write in French as well as write organized compositions
- Analyze and interpret texts including newspapers and films in order to better comprehend the representations of cultural identity and make cross-cultural, intercultural connections
- Attain better cultural competency
- Foster a lifelong interest and enthusiasm for French-speaking cultural production

German Studies Minor

As of Fall 2026, this program is no longer accepting students.

The German Studies Minor appeals to students who are interested in gaining cultural proficiency in German beyond a language ability in order to enhance their majors in such areas as Theology, History and Global and International Studies, and their global career opportunities in international and domestic business, marketing, law, translation, government service, news services, or the publishing industry.

Please see the German Studies webpage (https://www.luc.edu/germanstudies/index.shtml/)for more information.

Related Programs

Minor

- French Language Minor (p. 553)
- Italian Language Minor (p. 557)
- Literature in Translation Minor (p. 562)

Curriculum

The German Studies Minor consists of 19 credit hours (six three-credit courses + a one-credit capstone) broken down as follows:

Code	Title	Hours
Pre-Requisites		
GERM 101	Elementary German I [1]	
GERM 102	Elementary German II [1]	
Required Courses		
GERM 103	Intermediate German I [1]	3
GERM 104	Intermediate German II [1]	3
GRMS 300	German Studies Minor Capstone	1

Electives		
Students choose four courses from the following. In order to qualify as an elective, a course must have at least one-third of its content devoted to German cultural history.		12
GERM 250	Composition & Conversation I (offered every fall semester) [2]	
GERM 251	Composition & Conversation II (offered every spring semester) [2]	
GERM 320	German-American History: Focus on Chicago	
GERM 369	German Reading Knowledge	
GERM 370	German Cinema	
HIST 300B	Topics in Premodern History (offered every other or third year)	
HIST 300C	Topics in European History (Post-1700) (Poland and Germany (offered every other or third year)	
HIST 300C	Topics in European History (Post-1700) (offered every other or third year)	
HIST 310A	Medieval World 1100-1500	
HIST 310B	Medieval Culture (offered every other year)	
HIST 315	The Reformation	
HIST 321	19th Century European Culture and Ideas (offered every other year)	
HIST 330	Europe in the Age of Catastrophe, 1900-1945 (offered every other or third year)	
HIST 335	The Second World War (offered every other or third year)	
HIST 336	Contemporary Europe 1945 to Present (offered every other or third year)	
HIST 338A	History of European Communism	
PHIL 306	19th Century Philosophy (offered every other year)	
PHIL 309	Classical Modern Philosophy (offered annually)	
PHIL 375	Philosophy of Marxism (offered irregularly)	
PLSC 308	Contemporary Political Thought (offered every other semester)	
SOCL 205	Sociological Thought (offered every semester)	
THEO 281	Christianity Through Time (offered annually)	
Total Hours		**19**

[1] This course may be waived by placement examination or by the Program Director.

[2] This is a preferred elective and must be taken unless waived by placement examination or by the Program Director.

Not less than 8 credit hours in the individual student's transcript must be unique to the German Studies Minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Students may wish to satisfy some of the requirements through study abroad in a German-speaking country.

The final component of the program is a one-credit hour capstone project and paper, done in consultation with a German faculty member. It may also involve an internship at the DANK Haus in Chicago.

Suggested Sequence of Courses

Language courses must be taken in sequence and may be waived by placement examination or by the Program Director. The courses satisfying electives can be taken in any order. More than one elective course can be taken during the same term and language and elective courses can be taken during the same semester. Terms for course offerings may vary.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Option 1

Course	Title	Hours
Year One		
Semester I		
GERM 103	Intermediate German I [1]	3
	Hours	**3**
Semester II		
GERM 104	Intermediate German II	3
	Hours	**3**
Year Two		
Semester III		
GERM 250	Composition & Conversation I	3
	Hours	**3**
Semester IV		
GERM 251	Composition & Conversation II	3
	Hours	**3**
Year Three		
Semester V		
Elective #1		3
	Hours	**3**
Semester VI		
Elective #2		
	Hours	**0**
Year Four		
Semester VII		
GRMS 300	German Studies Minor Capstone	1
	Hours	**1**
	Total Hours	**16**

[1] GERM 101 and GERM 102 are pre-requisites for the program and may be required before starting the above sequence. One or both may be waived by placement examination or by the Program Director.

Option 2

Course	Title	Hours
Year One		
Semester I		
GERM 104	Intermediate German II [1]	3
	Hours	**3**

Semester II		
GERM 250	Composition & Conversation I	3
	Hours	**3**
Year Two		
Semester III		
GERM 251	Composition & Conversation II	3
	Hours	**3**
Semester IV		
Elective #1		3
	Hours	**3**
Year Three		
Semester V		
Elective #2		3
	Hours	**3**
Semester VI		
Elective #3		3
	Hours	**3**
Year Four		
Semester VII		
GRMS 300	German Studies Minor Capstone	1
	Hours	**1**
	Total Hours	**19**

[1] GERM 103 is waived by placement examination or by the Program Director.

Option 3

Course	Title	Hours
Year One		
Semester I		
GERM 250	Composition & Conversation I	3
	Hours	**3**
Semester II		
GERM 251	Composition & Conversation II	3
	Hours	**3**
Year Two		
Semester III		
Elective #1		3
	Hours	**3**
Semester IV		
Elective #2		3
	Hours	**3**
Year Three		
Semester V		
Elective #3		3
	Hours	**3**
Semester VI		
Elective #4		3
	Hours	**3**
Year Four		
Semester VII		
GRMS 300	German Studies Minor Capstone	1
	Hours	**1**
	Total Hours	**19**

Option 4

Course	Title	Hours
Year One		
Semester I		
GERM 251	Composition & Conversation II [1]	3
	Hours	**3**
Semester II		
Elective #1		3
	Hours	**3**
Year Two		
Semester III		
Elective #2		3
	Hours	**3**
Semester IV		
Elective #3		3
	Hours	**3**
Year Three		
Semester V		
Elective #4		3
	Hours	**3**
Semester VI		
Elective #5		3
	Hours	**3**
Year Four		
Semester VII		
GRMS 300	German Studies Minor Capstone	1
	Hours	**1**
	Total Hours	**19**

[1] GERM 250 is waived by placement examination or by the Program Director.

Option 5

Course	Title	Hours
Year One		
Semester I		
Elective #1		3
	Hours	**3**
Semester II		
Elective #2		3
	Hours	**3**
Year Two		
Semester III		
Elective #3		3
	Hours	**3**

Semester IV		
Elective #4		3
	Hours	**3**
Year Three		
Semester V		
Elective #5		3
	Hours	**3**
Semester VI		
Elective #6		3
	Hours	**3**
Year Four		
Semester VII		
GRMS 300	German Studies Minor Capstone	1
	Hours	**1**
	Total Hours	**19**

Learning Outcomes

Students completing the German Studies Minor will:

- Achieve a mid-intermediate level of German language proficiency in speaking, reading, writing and listening according to the Proficiency Guidelines of the American Council of Teachers of Foreign Languages;
- Have specific knowledge of the cultural history of the German-speaking world based on the elective courses taken;
- Expand their horizons by virtue of having studied a foreign language and culture, and will be able bring those perspectives to bear on a more critical view of their own culture.

Italian Language and Literature Minor

As of Fall 2026, this minor is no longer accepting students.

The minor in Italian Language & Literature offers students the opportunity to master skills of language acquisition and cross-cultural communicative competence while developing multicultural awareness of Italian-speaking communities in Italy and beyond its borders. Our program prepares students to think critically, and allows them to gain knowledge of cultural expressions produced on the Italian peninsula and in its diasporas throughout the world.

For information, please contact:

Dr. Cristina Lombardi-Diop, Undergraduate Program Director
Crown Center 217
clombardidiop@luc.edu

Related Programs

Minor

- Italian Language Minor (p. 557)

Curriculum

A student pursuing the Minor in Italian Language and Literature is required to take six courses in Italian excluding ITAL 101 Italian I through ITAL 104 Italian IV.

Students normally take:

Code	Title	Hours
Required Courses		
ITAL 250	Composition & Conversation I	3
ITAL 251	Composition & Conversation II	3
ITAL 270	Main Currents of Italian Literature I [1]	3
ITAL 271	Main Currents of Italian Literature II	3
Two ITAL 300-Level Courses [1]		6
Total Hours		**18**

[1] Students who are fluent in the language may being the sequence at the 270-level with the Italian Undergraduate Program Director's permission. Students would be required to take two additional ITAL 300-level courses in order to meet the minimum 18 credit hours.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the program, students will be able to:

- Show intermediate to advanced proficiency in speaking, understanding, reading and writing skills
- Demonstrate knowledge of content areas (Italian grammar, Italian cultural expressions, Italian cinema etc.)
- Establish connections between literature, film, and society in the Italian-speaking world
- Acquire a lifelong interest and enthusiasm for Italian-speaking cultural production

Italian Language Minor

The minor in Italian Language offers students the opportunity to master skills of language acquisition and cross-cultural communicative competence while developing multicultural awareness of Italian-speaking communities in Italy and beyond its borders. Our program prepares students to think critically, and allows them to gain knowledge of cultural expressions of various level of the people of Italy and those of Italian heritage throughout the world.

For information, please contact:

Dr. Cristina Lombardi-Diop, Undergraduate Program Director
Crown Center 217
clombardidiop@luc.edu

Related Programs

Major

- Italian Studies (BA) (p. 558)

Minor

- Italian Language Minor (p. 557)

Curriculum

Requirements

Six courses in Italian language.

Students with no previous experience in Italian will begin with:

Code	Title	Hours
Required Courses		
ITAL 101	Italian I	3
ITAL 102	Italian II	3
ITAL 103	Italian III	3
ITAL 104	Italian IV	3
ITAL 250	Composition & Conversation I	3
ITAL 251	Composition & Conversation II	3
Total Hours		**18**

Students with previous experience in Italian will begin at a higher level and then complete a total of six Italian courses, which can include literary courses such as ITAL 270 Main Currents of Italian Literature I or ITAL 271 Main Currents of Italian Literature II or 300-level courses, including ITAL 395 Internship.

Suggested Sequence of Courses

Course	Title	Hours
Sequence 1		
Semester I		
ITAL 101	Italian I	3
	Hours	**3**
Semester II		
ITAL 102	Italian II	3
	Hours	**3**
Semester III		
ITAL 103	Italian III	3
	Hours	**3**
Semester IV		
ITAL 104	Italian IV	3
	Hours	**3**
Semester V		
ITAL 250	Composition & Conversation I	3
	Hours	**3**
Semester VI		
ITAL 251	Composition & Conversation II	3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the program, students will be able to:

- Show intermediate to advanced proficiency in speaking, understanding, reading and writing skills
- Demonstrate knowledge of content areas (Italian grammar, Italian cultural expressions, Italian cinema etc.)
- Establish connections between literature, film, and society in the Italian-speaking world
- Acquire a lifelong interest and enthusiasm for Italian-speaking cultural production

Italian Studies (BA)

The Italian Studies Major at Loyola University Chicago is an interdisciplinary program that offers students a learning experience in the field of the humanities with a focus on broader cultural, historical, and societal contexts beyond language studies. Since antiquity, Italy has been a crossroad of civilizations connecting the ancient, medieval, and modern world of Europe and the Mediterranean. It continues to be an international cultural destination and a central passage connecting the Global North and South. For these reasons, while the mission of teaching and promoting the language and literature of Italy is at the core of our Program, the Italian Studies major extends its scope to include multiple interdisciplinary perspectives (Classics, Environmental Studies, Fine Arts, Global Studies, History, Philosophy, Theology, Music, and Sociology), placing the country, its language, and its peoples in a Mediterranean, European, and global contexts.

The Italian Studies curriculum includes courses in the Italian language; Italian literature courses both in Italian and in translation; a 300-level internship course, with the possibility of completing it with international firms in Italy; and courses in other disciplines taught at Loyola. The Italian Studies major prepares students to work in a variety of fields that require an international background and solid intercultural skills.

Related Programs

Minor

- Italian Language Minor (p. 557)
- Italian Language and Literature Minor (p. 557)

Curriculum

Completion of the BA in Italian degree program requires ten courses totaling 30 credits. Requirements include a 3-credit hour introductory, interdisciplinary course, five courses of Italian Language, 9 credit-hours (3 courses) of electives to be chosen from a variety of Core courses, and a 3-hour Internship or service-learning course, which can be taken in Chicago or at the John Felice Rome Center.

Code	Title	Hours
Introductory Interdisciplinary Course		
LITR 161	Introduction to Italian Culture	3
Italian Language Courses [1]		**15**
Italian Studies Elective Courses (p. 559)		**9**
Internship or Service Learning (Chicago or Rome)		**3**
ITAL 395	Internship	
Portfolio		
A senior portfolio is required for student reflection on their achievement in the major and for program assessment		
Total Hours		**30**

[1] Students take five classes in Italian after placement determined by their competency. If they have had no Italian, they begin with ITAL 101 Italian I and take the next four classes: ITAL 102 Italian II, ITAL 103 Italian III, ITAL 104 Italian IV, and ITAL 250 Composition & Conversation I. Students who place higher than 104 chose from ITAL 251 Composition & Conversation II, ITAL 270 Main Currents of Italian Literature I, ITAL 271 Main Currents of Italian Literature II, and any 300-level ITAL course to ensure that 5 of the 10 courses taken for the major are taken in the Italian language.

Elective Options

Code	Title	Hours
CJC 351	Organized Crime	3
CLST 206	Art of Ancient Greece	3
CLST 207	Art of the Roman World	3
CLST 276	World of Classical Rome	3
CLST 277	World of Late Antiquity	3
CLST 295	Women in the Classical World	3
CLST 334R	Introduction to Classical Archaeology - Rome/Italy Focus	3
ENGL 318R	The Writing of Fiction: Writing Rome	3
FNAR 200	Global Art History: Prehistoric to 600 CE	3
FNAR 201	Global Art History: 600-1800CE	3
FNAR 342	Art in Rome	3
FNAR 343	Baroque Art	3
FNAR 344	Early Italian Renaissance Art	3
FNAR 345	Italian High Renaissance and Mannerist Art	3
HIST 253A	Barbarians and the Fall of the Roman Empire	3
HIST 308B	Pompeii and Herculaneum	3
HIST 314	Renaissance	3
HIST 324	Italy 19th & 20th Centuries	3
HIST 379B	History of Italians in Chicago	3
ITAL 251	Composition & Conversation II	3
ITAL 270	Main Currents of Italian Literature I	3
ITAL 271	Main Currents of Italian Literature II	3
ITAL 300	Tutorial for Credit	1-6
ITAL 305	Advanced Grammar	3
ITAL 312	Dante-The Divine Comedy	3
ITAL 315	Italian Renaissance Literature	3
ITAL 318	Survey Late 19th Cent Lit	3
ITAL 319	Survey of 20th Century Prose	3
ITAL 331	Survey of Italian Theater	3
ITAL 340	Italian Short Story	3
ITAL 390	Culture & Civilization	3
ITAL 395	Internship	3
ITAL 399	Italian Honors Tutorial	3
LITR 161	Introduction to Italian Culture	3
LITR 264	Italian Film Genre	3
LITR 267	Italian Film History	3
LITR 268	Italy: Cultural History	3
LITR 268R	Italian Culture: Food & Wine	3
LITR 291	Italian & Italian-American Women Writers	3
MUSC 154R	Introduction to Opera in Rome	3
PHIL 277R	Aesthetics: the Aesthetic Experience in Rome	3
PHIL 288R	Culture & Civilization in Rome	3
PHIL 304	History of Ancient Philosophy	3
PLSC 365	Italian Politics & Government	3
ROST 382	Human Rights: View from Rome	3
SOCL 267	Italy Today	3
THEO 266	Church & Global Cultures	3
THEO 279	Roman Catholicism	3

Teacher Education Requirements

Eleven courses totaling 33 credits, excluding 101-104, including Stylistics, Culture and Civilization and either Linguistics 120 or 125. Students in Secondary Education must also take Linguistics 302—Methods of Teaching Foreign Languages.

Departmental Honors

Students graduating with Departmental Honors take one Honors Tutorial (Italian 399) in addition to the above requirements.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
LITR 161	Introduction to Italian Culture	3
	Hours	**3**
Spring		
Italian Language Course 1		3
	Hours	**3**
Sophomore		
Fall		
Italian Language Course 2		3
	Hours	**3**
Spring		
Italian Language Course 3		3
Italian Studies Elective Course 1		3
	Hours	**6**
Junior		
Fall		
Italian Language Course 4		3
Italian Studies Elective Course 2		3
	Hours	**6**
Spring		
Italian Language Course 5		3
Italian Studies Elective Course 3		3
	Hours	**6**
Senior		
Fall		
ITAL 395	Internship	3
	Hours	**3**

Spring		
Portfolio	Due in final semester	
	Hours	**0**
	Total Hours	**30**

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (p. 54) regarding unique credits required for each declared major/minor.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of the program, students majoring in Italian Studies will be able to:

- Produce communication in the Italian language at high-intermediate/low advanced level
- Identify major themes and patterns in the historical and cultural heritage of Italy by linking its classical past to contemporary times
- Demonstrate first-hand experience of Italian culture in both academic and nonacademic settings
- Apply an intercultural perspective to professional global affairs acquired through immersion learning experiences, including an internship
- Integrate the Jesuit principles of service, inclusion, and self-knowledge into practice

These outcomes will be evidenced in the students' senior capstone project (ePortfolio).

Japanese Language and Culture Minor

Loyola's Japanese Program offers three years of Japanese language instruction, courses in Japanese literature in translation, and courses on Japanese film, history, culture, contemporary society, religion and art.

Related Programs

Minor

- Asian Studies Minor (p. 267)
- Chinese Language and Culture Minor (p. 550)

Curriculum

The Japanese Language and Culture minor requires students to complete 18 credit hours. A minimum of 12 credit hours (4 courses) must be Japanese language courses. The remaining 6 credit hours can be additional language courses, courses in Japanese Literature in Translation or other courses focused on Japanese society and culture.

Code	Title	Hours
Courses Satisfying the Japanese Language Requirement		
Select a minimum of four of the following:		12
JAPN 101	Japanese I	
JAPN 102	Japanese II	
JAPN 103	Japanese III	
JAPN 104	Japanese IV	
JAPN 250	Composition & Conversation I (Prerequisite: JAPN 104 or consent of the instructor)	
JAPN 251	Composition & Conversation II (Prerequisite: JAPN 250 or consent of the instructor)	
Courses Satisfying the Literature and Culture Component		
Select up to two of the following:		6
LITR 245	Asian Masterpieces (Survey of Japanese Literature) [1]	
LITR 245	Asian Masterpieces (Identity in Modern Japan) [1]	
LITR 245	Asian Masterpieces (Japanese Pop Culture) [1]	
LITR 284	International Film (Introduction to Japanese Film) [1]	
ANTH 215	Culture in Contemporary Asia	
FNAR 359	Japanese Art and Culture	
HIST 208	East Asian History: Themes & Issues	
HIST 349	Contemporary Global Issues: Historical Perspectives	
HIST 349A	Women in East Asia	
PHIL 335	Asian Philosophy	
THEO 297	Buddhism	
THEO 352	Topics in Buddhism	
Total Hours		**18**

[1] Typically offered as a Writing Intensive course.

Suggested Sequence of Courses

Option	Language Courses	Literature, History, Culture
1	6	0
2	5	1
3	4	2

Option 1

Language courses must be taken in sequence. The courses satisfying the Literature and Culture Component of the Japanese minor can be taken in any order. More than one Literature and Culture Component course can be taken during the same term and Language and Literature and Culture Component courses can be taken during the same semester. Terms for course offerings may vary.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of

requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
First Semester		
JAPN 101	Japanese I	3
	Hours	**3**
Second Semester		
JAPN 102	Japanese II	3
	Hours	**3**
Year Two		
Third Semester		
JAPN 103	Japanese III	3
	Hours	**3**
Fourth Semester		
JAPN 104	Japanese IV	3
	Hours	**3**
Year Three		
Fifth Semester		
JAPN 250	Composition & Conversation I	3
	Hours	**3**
Sixth Semester		
JAPN 251	Composition & Conversation II	3
	Hours	**3**
	Total Hours	**18**

Option 2

Language courses must be taken in sequence. The courses satisfying the Literature and Culture Component of the Japanese minor can be taken in any order. More than one Literature and Culture Component course can be taken during the same term and Language and Literature and Culture Component courses can be taken during the same semester. Terms for course offerings may vary. The below grid is to be used as a suggestion on how to complete the minor.

Course	Title	Hours
Year One		
Semester I		
JAPN 101	Japanese I [1]	3
	Hours	**3**
Semester II		
JAPN 102	Japanese II [1]	3
	Hours	**3**
Year Two		
Semester III		
JAPN 103	Japanese III	3
	Hours	**3**
Semester IV		
JAPN 104	Japanese IV	3
	Hours	**3**
Year Three		
Semester V		
JAPN 250	Composition & Conversation I	3
	Hours	**3**
Semester VI		
Literature and Culture Component Elective		3
	Hours	**3**
	Total Hours	**18**

[1] Students are allowed opt out of JAPN coursework based on proficiency. Students should consult with the Japanese Language and Culture Program Director to be placed in the correct starting course for the language sequence. Should a student opt out of JAPN 101, they must take JAPN 251 to complete Option 2 sequence.

Option 3

Language courses must be taken in sequence. The courses satisfying the Literature and Culture Component of the Japanese minor can be taken in any order. More than one Literature and Culture Component course can be taken during the same term and Language and Literature and Culture Component courses can be taken during the same semester. Terms for course offerings may vary. The below grid is to be used as a suggestion on how to complete the minor.

Course	Title	Hours
Year One		
Semester I		
JAPN 101	Japanese I [1]	3
	Hours	**3**
Semester II		
JAPN 102	Japanese II [1]	3
	Hours	**3**
Year Two		
Semester III		
JAPN 103	Japanese III	3
	Hours	**3**
Semester IV		
JAPN 104	Japanese IV	3
	Hours	**3**
Year Three		
Semester V		
Literature and Culture Component Elective #1		3
	Hours	**3**
Semester VI		
Literature and Culture Component Elective #2		3
	Hours	**3**
	Total Hours	**18**

[1] Students are allowed opt out of JAPN coursework based on proficiency. Students should consult with the Japanese Language and Culture Program Director to be placed in the correct starting course for the language sequence. Should a student opt out of JAPN 101 and JAPN 102, they must take JAPN 250 and JAPN 251 to complete Option 2 sequence.

Study in Japan

Students minoring in Japanese are encouraged to study in Japan. Many attend our prestigious sister Jesuit school, Sophia University in Tokyo, for one or two semesters. Others students have studied at Kansai Gaidai University in Osaka, and International Christian University in Tokyo. Study abroad programs are available in many parts of Japan.

Learning Outcomes

Upon completion of this program, students will be able to:

- Understand, speak, read, and write Japanese at the advanced novice level or higher
- Employ social routines used by Japanese in daily life
- Apply their knowledge and appreciation of Japanese history, culture, and society to understand the contexts in which contemporary Japanese is used
- Use the language learning skills they acquire for continuing self-directed study of Japanese

Literature in Translation Minor

As of Fall 2026, this minor is no longer accepting students.

Students may minor in literature in translation. The minor in literature in translation was designed for students who wish to major in a field related to literature (for example: classics, English, history or philosophy), as well as for science majors who are interested in doing concentrated work in a particular area of humanities.

Knowledge of a foreign language is not required. All courses are taught in English and cross-listed with Global and International Studies. Courses are three semester hours each and may be applied to the literature requirement of the Core Curriculum (p. 989).

Related Programs

Minor

- Italian Language and Literature Minor (p. 557)
- Spanish Language and Literature Minor (p. 563)

Curriculum

The requirements for the minor are six courses in literature in translation offered by the Department of Modern Languages and Literatures, to be chosen in consultation with the department advisor.

A maximum of four courses in any one literature will be accepted toward the minor.

For students who qualify to take courses in the original language, a combination of courses in the original language and in translation will be arranged by the department.

Code	Title	Hours
Six Courses in LITR		**18**
Examples include, but are not limited to:		
LITR 200	European Masterpieces	
LITR 202	European Novel	
LITR 204	European Film	
LITR 219	African Film	
LITR 221	Polish Authors	
LITR 238	Arabic Literature in Translation	
LITR 243	South Asian Literature	
LITR 245	Asian Masterpieces	
LITR 264	Italian Film Genre	
LITR 290	Classical Chinese Literature	
Total Hours		**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the Minor in Literature in Translation, students will be able to:

- Develop skills of literary analysis that will allow them to understand major topics in a range of literatures and cultures
- Trace developments over time in literary and cultural movements
- Analyze and interpret numerous literary texts in order to better comprehend the representations of cultural identity and make cross-cultural, intercultural connections
- Establish connections between literature, film, and history in a range of literatures and cultures
- Attain better cultural competency
- Foster a lifelong interest and enthusiasm for cultural production in a range of literatures and cultures

Spanish (BA)

The BA in Spanish degree program is a lively, flexible and intellectually challenging way of developing language skills in Spanish while gaining knowledge of the literatures and cultures of Spain, Latin America, and of Hispanics in the United States. At Loyola, Spanish majors learn the essential skills and techniques with which to critically read, interpret, and write and speak about all genres of Hispanic literature and of cinema and visual arts in Spanish. In so doing, students refine their linguistic skills, and gain awareness of the complexities of the Spanish-speaking world.

Related Programs

Minor

- Spanish Language Minor (p. 564)
- Spanish Language and Literature Minor (p. 563)

Curriculum

The Spanish program has structured both the major and minor to give students a greater ability to shape their course of study according to their interests.

Spanish Major Requirements

Code	Title	Hours
Required Courses		
Select one of the following:		6
SPAN 250 & SPAN 251	Composition & Conversation I and Composition & Conversation II (for native heritage speakers)	

SPAN 252 & SPAN 253	Composition & Conversation: Native Speakers and Advanced Composition & Conversation: Native Speakers	
SPAN 270	Introduction to Critical Analysis in Spanish [1]	3
Select one of the following:		3
SPAN 271	Introduction to Iberian Literature and Culture (Spain) [1]	
SPAN 272	Introduction to Spanish American Literature and Culture (Latin America) [1]	
Any six courses at the 300-level, of which one must focus **exclusively** on Latin America and one must focus **exclusively** on Spain		18
Completion and presentation of an e-portfolio, as per program guidelines		
Total Hours		**30**

[1] Prerequisite for Spanish 300-level courses

E-Portfolio Requirement

All majors are asked to complete a e-portfolio prior to graduation for evaluative purposes. Students are encouraged to include a variety of representative assignments from their Spanish courses (syllabi, papers, exams, media files), as well as materials from creative projects, foreign travel, study abroad, or internships.

Students are also requested to prepare a brief (1-2 pages) personal statement in Spanish assessing their learning experiences in the major. Students will be responsible for assembling, updating, revising, and presenting their e-portfolios.

Click here (https://www.luc.edu/modernlang/baprograms/capstonee-portfolioontaskstreamforfrenchitalianandspanishba/) at the beginning of your major for details.

For questions about the Spanish e-portfolio requirements, please contact your assigned Spanish major advisor.

Students with prior knowledge of Spanish

Please see information regarding the placement exam (https://www.luc.edu/modernlang/exam.shtml/) before registering for a class.

Departmental Honors

Students graduating with departmental honors have a GPA of 3.5 or higher and take one Honors Tutorial, in addition to the above requirements.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon completion of this program, graduates will be able to:

- Demonstrate familiarity with key works of Latin American and Peninsular literature and with the social and political environments of present-day Latin America and Spain.
- Have the ability to discuss literature critically.
- Interpret the representation and impact of broad historical events in Peninsular, Latin American, and Latinx culture, art, and literature.
- Read, write, and speak Spanish fluently.
- Have the ability to sustain a coherent discussion of complex ideas in both oral and written Spanish.
- Articulate how social and cultural identities impact community engagement and intercultural communication.
- Integrate the Jesuit principles of service, inclusion, and self-knowledge into practice.

These outcomes will be evidenced in the students' senior capstone project (ePortfolio).

Spanish Language and Literature Minor

As of Fall 2026, this minor is no longer accepting students.

The minor in Spanish Language and Literatures offers students the opportunity to master skills of language acquisition and textual analysis while developing multicultural awareness of the diversity inherent in Spanish-speaking communities. Our program prepares students to think critically, and allows them to gain knowledge of literary and cultural expressions of Latin America, Spain, and the Latino/a and Hispanic communities in the United States.

Related Programs

Major

- Spanish (BA) (p. 562)

Minor

- Spanish Language Minor (p. 564)

Curriculum

Requirements

The minor requires six courses in Spanish excluding SPAN 101 Spanish I through SPAN 104 Spanish IV. Students normally take:

Code	Title	Hours
Required Courses		
SPAN 250	Composition & Conversation I	3
or SPAN 252	Composition & Conversation: Native Speakers	
SPAN 251	Composition & Conversation II	3
or SPAN 253	Advanced Composition & Conversation: Native Speakers	
SPAN 270	Introduction to Critical Analysis in Spanish [1]	3
SPAN 271	Introduction to Iberian Literature and Culture	3

or SPAN 272	Introduction to Spanish American Literature and Culture	
Two SPAN 300-Level Courses [1]		6
Total Hours		**18**

[1] Students who are fluent in the language may begin the sequence at the 270-level with the Spanish Undergraduate Program Director's permission. Students would be required to take two additional SPAN 300-level courses in order to meet the minimum 18 credit hours.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Show proficiency in speaking, understanding, reading and writing skills
- Develop and sustain a coherent argument in both oral and written Spanish
- Demonstrate knowledge of content areas (literary movements, linguistics, grammar, etc.)
- Understand the principal characteristics which define diverse Hispanic histories and cultures
- Trace change over time in literary styles and cultural values
- Examine and interpret numerous literary texts in order to better comprehend the representations of cultural identity and make cross-cultural, intercultural connections
- Establish connections between literature, film, and history in the Spanish-speaking world
- Attain better cultural competency
- Foster a lifelong interest and enthusiasm for Spanish-speaking cultural production

Spanish Language Minor

Loyola offers a Spanish Language Minor. Its objectives are based on the National Standards for Foreign Language Learning and on the ACTFL Proficiency guidelines. With the introductory to intermediate level courses required in the language minor students can expect to develop an intermediate-high level of proficiency. These goals are integrated into all individual courses as well as the Spanish program in its entirety.

Related Programs

Major

- Spanish (BA) (p. 562)

Minor

- Spanish Language and Literature Minor (p. 563)

Curriculum

Code	Title	Hours
Six (6) SPAN Courses [1]		18
Total Hours		**18**

[1] Courses will be selected by the student in consultation with the departmental advisor. Students with no background in Spanish will begin the sequence with SPAN 101 Spanish I. Students with high school or other language background will be placed in SPAN 102 Spanish II, SPAN 103 Spanish III, or SPAN 104 Spanish IV. Course descriptions for all SPAN courses can be found here (p. 528).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Year One		
Semester I		
One (1) SPAN course		3
	Hours	**3**
Semester II		
One (1) SPAN course		3
	Hours	**3**
Year Two		
Semester I		
One (1) SPAN course		3
	Hours	**3**
Semester II		
One (1) SPAN course		3
	Hours	**3**
Year Three		
Semester I		
One (1) SPAN course		3
	Hours	**3**
Semester II		
One (1) SPAN course		3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Content Knowledge: Students acquire linguistic and cultural knowledge in the beginning sequence courses that pertain to the countries where the language is spoken. Students use the linguistic system (grammar and vocabulary) to relate to and expand their knowledge in reference to daily routines, university life, art, music, travel, family relationships and medical treatments. Students will apply these concepts to the Spanish speaking countries studied and reflect upon their own cultural comparisons made through the learning process.
- Communication: Our communicative teaching approach provides the ideal basis for students to learn the language via the four

communication skills essential to proficiency that include reading, writing, listening and speaking. Students will engage in conversations, provide and obtain information and express themselves orally in reference to society, free time activities and everyday experiences in work and study. Students will present information, concepts, and ideas to an audience of listeners or readers on health, Hispanic arts, travel, job skills, environmental issues and relevant immigration topics that inspire reflections related to the reading passages used in the courses. Students will talk about future plans and hypothetical situations related to the today's society and the Spanish speaking world, express feelings and emotions, exchange opinions, express wishes and recommendations.

- Critical Thinking and Analysis: The move from using the linguistic system in basic conversation towards reading, analyzing and interpreting written texts will help develop more formal competency at the intermediate level. Students will gain interpretive and analytic skills through the close readings of short stories, articles, poems and songs to acquire cultural knowledge of important historical concepts, social justice issues, cultural traditions and overall relevant themes in many Spanish speaking countries. Students will improve writing skills in Spanish through attention to the principles and techniques of composition, and through the editing of their own work.
- Civic engagement and study abroad opportunities: Students acquire intercultural competency which includes an awareness and appreciation of diverse Hispanic cultures and communities. Students will engage with social and environmental issues via audio-visual resources and study abroad opportunities. Students will research and lead class discussions on cultural topics related to politics, history, geography, literature and films.

Neuroscience

The Interdisciplinary Neuroscience Majors and Minor

The Interdisciplinary Neuroscience Majors and Minor provide students with an unusual flexibility. For students committed to in-depth neuroscience education, they can major in either of two tracks: a cognitive/behavioral track that emphasizes the outcome of neural processing and circuit level mechanisms supporting cognition and behavior, and a molecular/cellular track that emphasizes the genetic, biochemical, and cell biological underpinnings of the development and function of the nervous system. Students who wish to focus on another area of study, but gain substantial exposure to the field of neuroscience, may minor in neuroscience.

For additional information, please contact:

- *Dr. Eric W. Gobel,* egobel@luc.edu *Director, Cognitive/Behavioral Neuroscience*
- *Dr. Bill Rochlin,* wrochli@luc.edu *Director, Molecular/Cellular Neuroscience*

Coursework

All three options require three core courses in neuroscience fundamentals: NEUR 101 Introduction to Neuroscience, BIOL 362 Neurobiology, and PSYC 382 Behavorial and Cognitive Neuroscience. After completing these courses, students may choose among numerous upper-level lecture and lab courses that span the field. Neuroscience majors must also complete basic science and math foundation courses, 2-3 track-specific courses, and a track-specific capstone course.

Undergraduate Research

In addition, there are currently 20 neuroscience faculty conducting research on the LUC Lake Shore Campus (https://www.luc.edu/neuroscience/aboutus/facultydirectoryandresearch/), providing opportunities for independent undergraduate research. Students are also welcome to arrange research internships with faculty at the Stritch School of Medicine (https://www.luc.edu/stritch/pharmacology/people/faculty/) or at other research institutions in the Chicago area.

Objectives for Neuroscience Coursework

Because the nervous system is the organ for behavior, neuroscience cuts across traditional fields in the biological and behavioral sciences. Owing to this breadth, we have designed two major tracks for students who wish to focus on neuroscience in their course of study at LUC. Completing either of these options will prepare students well for a variety of careers, including but not limited to medicine and life sciences research, particularly in neuroscience-related fields. Both options require at least two semesters of courses in biology, chemistry, and physics.

Lecture Course Objectives

Both of the majors require three courses in neuroscience fundamentals: NEUR 101 Introduction to Neuroscience, BIOL 362 Neurobiology (which stresses cellular and electrophysiological mechanisms of neural function), and PSYC 382 Behavorial and Cognitive Neuroscience (which stresses the neural substrates underlying mental processing and behavior). After completing this sequence, majors can design their own course of study within cognitive/behavioral or molecular/cellular neuroscience. There is some overlap in the list of lecture courses from which students may choose to complete their elective requirements, but there is also great diversity in the topics that are available in each major track.

Lab Course Objectives

Aside from first-year labs in chemistry and biology, and organic chemistry lab for molecular/cellular neuroscience majors, neuroscience majors choose their own lab experiences. Because the nervous system is cellular, computational, and a control center, the range of techniques that are useful is extremely broad, from cellular/molecular to behavioral, and the student can decide which techniques will be most helpful in answering the questions they want to address. Students who are interested in conducting independent neuroscience research have several neuroscience labs from which to choose, and may also seek permission to carry out a neuroscience-relevant project in a lab that is not focused on neuroscience. Independent research is the best preparation for doctoral programs, and is also regarded highly by medical, dental and other life science professional schools. For this reason, getting an independent research position in a lab is competitive.

Seminar Courses

There are three seminar style courses available to neuroscience undergraduates. In these courses, students tackle the primary literature and react to seminars given by neuroscientists on their research. Cognitive/Behavioral Neuroscience majors and Neuroscience minors are required (and Molecular/Cellular Neuroscience majors are invited) to take the 1-credit hour NEUR 300 Seminar in Neuroscience course, providing basic exposure to the primary literature and a wide range of research talks. Both major tracks culminate with a required capstone seminar class, which immerses the students in the primary literature and encourages development of critical thinking and presentation skills.

Undergraduate Programs

- Cognitive and Behavioral Neuroscience (BS) (p. 566)
- Molecular and Cellular Neuroscience (BS) (p. 569)
- Neuroscience Minor (p. 572)

Neuroscience Department Policies

Double-Dipping with Other Majors/Minors

For students in either track of the Neuroscience Major or the Neuroscience Minor, any courses taken that count toward their Neuroscience Major/Minor may also count toward the following majors and minors:

- BS in Biology (BIOL-BS) (p. 285)
- BS in Biology with Ecology Emphasis (BIOE-BS) (p. 291)
- BS in Biology with Molecular Emphasis (BIOM-BS) (p. 295)
- BS in Psychology (PSYC-BS) (p. 629)
- Minor in Biology (BIOL-MINR) (p. 289)
- Minor in Psychology (PSYC-MINR) (p. 632)

Students may not double-major in both tracks of the Neuroscience Major or combine the Neuroscience Major with the Neuroscience Minor. For all other majors/minors, the CAS Academic Council's double-dipping policy (p. 54) shall apply.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Neuroscience (NEUR)

NEUR 101 Introduction to Neuroscience (3 Credit Hours)
Pre-requisites: None; Recommended: BIOL 101 and PSYC 101
This course will introduce students to basic concepts and the variety of topics in the field of neuroscience, including neuroanatomy (gross and cellular), neurophysiology, the neural basis of behavior, malfunctions due to disease and injury, and methods used to study these areas, laying a foundation for advanced coursework in neuroscience.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-BIOL 202/PSYC202/NEUR 101
Outcomes:
Knowledge of the organization of the nervous system, neural processes underlying cognitive functioning and behavior, and awareness of research methods and techniques for advancing the interdisciplinary field of neuroscience

NEUR 300 Seminar in Neuroscience (1 Credit Hour)
Pre-requisites: NEUR 101 with grade of C- or better; Restricted to Neuroscience Majors or Minors
The seminar introduces students to the interdisciplinary nature of modern neuroscience with an emphasis on the various neuroscience research activities employed in the field both at Loyola University Chicago and other academic and professional environments.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become proficient in reading and listening to primary neuroscience research; Students will also reflect on current neuroscience research with respect to contemporary issues in society

Cognitive and Behavioral Neuroscience (BS)

The B.S. in Cognitive/Behavioral Neuroscience focuses on the neural substrates of cognitive processes and behavior, utilizing methods from cognitive psychology, behavioral analysis, psychobiology, and computer science to account for empirical data about the brain.

Our neuroscience majors are designed to provide both breadth and depth to the neuroscience knowledge base of our students, and afford ample opportunities for developing creative and critical thinking skills needed to advance neuroscience (or any other life science field).

Related Programs

Major

- Molecular and Cellular Neuroscience (BS) (p. 569)

Minor

- Neuroscience Minor (p. 572)

Curriculum

Code	Title	Hours
Basic Science and Math Foundations		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
BIOL 251	Cell Biology	3
BIOL 252	Cell Biology Laboratory	1
or BIOL 283	Genetics Laboratory	
BIOL 282	Genetics	3
BIOL 335 / STAT 335		3
or PSYC 304	Statistics	
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
PSYC 101	General Psychology	3
Select one of the following three sets of classes:		4
CHEM 101 & CHEM 111	General Chemistry A Lecture/Discussion and General Chemistry Lab A	
CHEM 105	Chemical Principles	
CHEM 160 & CHEM 161	Chemical Structure and Properties and Chemical Structure and Properties Laboratory	
Select one of the following three sets of classes:		4
CHEM 102 & CHEM 112	General Chemistry B Lecture/Discussion and General Chemistry Lab B	
CHEM 106	Basic Inorganic Chemistry	
CHEM 180 & CHEM 181	Chemical Reactivity I and Chemical Reactivity I Lab	
Select one of the following three sets of classes:		4
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	
PHYS 121 & PHYS 111L	College Physics I with Calculus Lecture/ Discussion and College Physics Laboratory I	

PHYS 125 & 125L	and	
Select one of the following three sets of classes:		4
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	
PHYS 126 & 126L & 126F	and and Freshman Projects	
Neuroscience Foundations Courses		
NEUR 101	Introduction to Neuroscience	3
BIOL 362	Neurobiology	3
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
Cognitive/Behavioral Neuroscience Track		
Cognitive/Behavioral Neuroscience Specialty Areas Courses		
NEUR 300 / BIOL 303	Seminar in Neuroscience	1
PSYC 306	Research Methods in Psychology	3
Select one of the following Computer Science options:		3
COMP 150	Introduction to Computing	
COMP 170	Introduction to Object-Oriented Programming	
COMP 180	Computing and Data Analysis for the Sciences	
DSCI 101	Fundamentals of Modern Data Science with R	
Cognitive/Behavioral Neuroscience Lecture Electives		
Select three of the following:		9
BIOL 320		
BIOL 351	Sleep/Circadian Rhythms	
BIOL 352		
BIOL 357	Neural Disease, Degeneration, and Regeneration	
BIOL 361	Cellular and Gross Neuroanatomy	
BIOL 395	Special Topics in Biology (select topics related to neuroscience)	
PSYC 240 / BIOL 240	Psychology-Biology of Perception	
PSYC 251	Learning and Memory	
PSYC 332	Affective Neuroscience	
PSYC 350	Developmental Cognitive Neuroscience	
PSYC 352	Neuropsychology	
PSYC 355 / PHIL 355	Neuroethics	
PSYC 378	Drugs and Behavior	
PSYC 383 / COMP 386	Methods in Computational Neuroscience	
Cognitive/Behavioral Neuroscience Lab Electives		
Select two of the following:		4-7
BIOL 361L	Cellular and Gross Neuroanatomy Lab	
BIOL 395L	Special Topics Laboratory (select topics related to neuroscience)	
NEUR 301 / BIOL 373 / PSYC 388		
PSYC 311 / BIOL 313	Lab in Psychobiology	
PSYC 312	Lab in Cognitive Neuroscience	
PSYC 313	Lab in Behavioral Neuroscience	
PSYC 314	Lab in Experimental Psychology: Cognition	
PSYC 316	Lab in Experimental Psychology: Sense & Perception	
PSYC 384 / COMP 389	Computational Modeling of the Brain	
May include one of the following independent research options:		
BIOL 396	Research (with a Cognitive/Behavioral focus)	
PSYC 370	Psychology Honors Research (with a Cognitive/ Behavioral focus)	
PSYC 397	Independent Research (with a Cognitive/ Behavioral focus)	
Cognitive/Behavioral Neuroscience Capstone		
PSYC 387	Seminar in Behavorial and Cognitive Neurosciences	3
Total Hours		**72-76**

Undergraduate Research

Neuroscience students have numerous opportunities to conduct scientific research in the labs of our neuroscience-affiliated faculty at Loyola's Lake Shore Campus (https://www.luc.edu/neuroscience/aboutus/facultydirectoryandresearch/#den422313), in the labs of other faculty on any of Loyola's campuses, or at other institutions in the Chicago area. Depending on the applicability of the research project to the student's Neuroscience Major or Minor, independent research may be able to qualify for course credit as one of the required specialty labs (see below).

Cognitive/Behavioral Neuroscience Majors Research Credit

Cognitive/Behavioral Neuroscience (NRCB) majors can earn specialty lab credit for conducting **independent research that has a neuroscience or cognitive/behavioral focus** in labs within the psychology or biology departments. Your research project must be approved by the NRCB Director for NRCB credit through one of the 3-credit courses below:

- PSYC 397 Independent Research (relevant research with faculty in Psychology)
- PSYC 369 Psychology Honors Readings/PSYC 370 Psychology Honors Research (relevant research with faculty in Psychology for NRCB credit; additionally must use neuroscientific technique if desire NRCB Honors)
- BIOL 396 Research (relevant research with faculty in Biology)

Please contact the NRCB Director for questions about earning credit from cognitive/behavioral or neuroscience-related research in other departments (e.g., computer science, engineering, chemistry) or at other institutions.

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1

CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
PSYC 101	General Psychology	3
MATH 131	Applied Calculus I	3
	Hours	**14**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
NEUR 101	Introduction to Neuroscience	3
	Hours	**11**
Sophomore		
Fall		
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
BIOL 251	Cell Biology	3
NEUR 300	Seminar in Neuroscience	1
PSYC 304	Statistics	3
	Hours	**11**
Spring		
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
BIOL 282	Genetics	3
BIOL 283 or BIOL 252	Genetics Laboratory or Cell Biology Laboratory	1
PSYC 306	Research Methods in Psychology (or Computer Science Choice)	3
	Hours	**11**
Junior		
Fall		
PSYC 382	Behavorial and Cognitive Neuroscience	3
COMP 150 or COMP 170 or COMP 180 or DSCI 101	Introduction to Computing or Introduction to Object-Oriented Programming or Computing and Data Analysis for the Sciences or Fundamentals of Modern Data Science with R	3
Specialty Lecture		3
	Hours	**9**
Spring		
BIOL 362	Neurobiology	3
Specialty Lecture		3
	Hours	**6**
Senior		
Fall		
Specialty Lecture		3
Specialty Lab		2-4
	Hours	**5-7**
Spring		
PSYC 387	Seminar in Behavorial and Cognitive Neurosciences	3
Specialty Lab		2-4
	Hours	**5-7**
	Total Hours	**72-76**

Course Objectives

Because the nervous system is the organ for behavior, neuroscience cuts across traditional fields in the biological and behavioral sciences. Owing to this breadth, we have designed two major tracks for students who wish to focus on neuroscience in their course of study at LUC. Completing either of these options will prepare students well for a variety of careers, including but not limited to medicine and life sciences research, particularly in neuroscience-related fields. Both options require at least two semesters of courses in biology, chemistry, and physics.

Lecture Course Objectives

Both of the majors require three courses in neuroscience fundamentals: NEUR 101 Introduction to Neuroscience, BIOL 362 Neurobiology (which stresses cellular and electrophysiological mechanisms of neural function), and PSYC 382 Behavorial and Cognitive Neuroscience (which stresses the neural substrates underlying mental processing and behavior). After completing this sequence, majors can design their own course of study within cognitive/behavioral or molecular/cellular neuroscience. There is some overlap in the list of lecture courses from which students may choose to complete their elective requirements, but there is also great diversity in the topics that are available in each major track.

Lab Course Objectives

Aside from first-year labs in chemistry and biology, and organic chemistry lab for molecular/cellular neuroscience majors, neuroscience majors choose their own lab experiences. Because the nervous system is cellular, computational, and a control center, the range of techniques that are useful is extremely broad, from cellular/molecular to behavioral, and the student can decide which techniques will be most helpful in answering the questions they want to address. Students who are interested in conducting independent neuroscience research have several neuroscience labs from which to choose, and may also seek permission to carry out a neuroscience-relevant project in a lab that is not focused on neuroscience. Independent research is the best preparation for doctoral programs, and is also regarded highly by medical, dental and other life science professional schools. For this reason, getting an independent research position in a lab is competitive.

Seminar Courses

There are three seminar style courses available to neuroscience undergraduates. In these courses, students tackle the primary literature and react to seminars given by neuroscientists on their research. Cognitive/Behavioral Neuroscience majors are required to take the 1-credit hour NEUR 300 Seminar in Neuroscience course, providing basic exposure to the primary literature and a wide range of research talks.

Both major tracks culminate with a required capstone seminar class, which immerses the students in the primary literature and encourages development of critical thinking and presentation skills.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

By the end of this program of study, students will be able to:

- demonstrate a proficiency in understanding the structure, function, and dysfunction of the nervous system at various levels of organization (i.e., molecular, cellular, systems, behavioral, cognitive), including knowledge of (a) neuroanatomy, (b) neurophysiology, (c) neuroscience methods, (d) neural basis of sensory/behavioral aspects, (e) neural basis of cognitive/affective aspects, (f) neural development/plasticity, and (g) clinical disorders. [Cellular Basis of Neuronal Function and Integration of Neuroscience and Behavior]
- read, understand, critically evaluate, and draw appropriate conclusions from reports of neuroscientific investigations. [Critical Analysis]
- effectively communicate findings from neuroscience research studies to both scientific and nonscientific audiences in multiple formats. [Scientific Communication]
- formulate scientific questions, construct testable hypotheses, and design scientific investigations that contribute to neuroscience. [Research Design]
- engage in scientific investigations using appropriate neuroscientific laboratory or computational techniques, statistically analyze the data, and interpret the findings. [Laboratory Skills & Inquiry/Statistical Analysis]
- develop awareness of the philosophical, moral, and ethical issues raised by neuroscience and influences of neuroscience on other fields such as medicine, education, and social sciences. [Science & Society]

Molecular and Cellular Neuroscience (BS)

The B.S. in Molecular/Cellular Neuroscience focuses on the genetic, biochemical, and electrophysiological underpinnings of the development, function, plasticity, pathology, and repair of the nervous system.

Our neuroscience majors are designed to provide both breadth and depth to the neuroscience knowledge base of our students, and afford ample opportunities for developing creative and critical thinking skills needed to advance neuroscience (or any other life science field).

Related Programs

Major

- Cognitive and Behavioral Neuroscience (BS) (p. 566)

Minor

- Neuroscience Minor (p. 572)

Curriculum

Code	Title	Hours
Basic Science and Math Foundations		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
BIOL 251	Cell Biology	3
BIOL 252	Cell Biology Laboratory	1
or BIOL 283	Genetics Laboratory	
BIOL 282	Genetics	3
BIOL 335 / STAT 335		3
or PSYC 304	Statistics	
Select one of the following three sets of classes:		4
CHEM 101 & CHEM 111	General Chemistry A Lecture/Discussion and General Chemistry Lab A	
CHEM 105	Chemical Principles	
CHEM 160 & CHEM 161	Chemical Structure and Properties and Chemical Structure and Properties Laboratory	
Select one of the following three Lecture courses:		3-4
CHEM 180	Chemical Reactivity I	
CHEM 221	Organic Chemistry I Lec/Disc	
CHEM 223	Organic Chemistry A Lec/Disc	
Select one of the following Lab courses:		1
CHEM 112	General Chemistry Lab B	
CHEM 181	Chemical Reactivity I Lab	
MATH 131	Applied Calculus I	3-4
or MATH 161	Calculus I	
Select one of the following three sets of classes:		4
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	
PHYS 121 & PHYS 111L	College Physics I with Calculus Lecture/ Discussion and College Physics Laboratory I	
PHYS 125 & 125L	 and	
Select one of the following three sets of classes:		4
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	
PHYS 126 & 126L & 126F	 and and Freshman Projects	
PSYC 101	General Psychology	3

Neuroscience Foundations Courses		
BIOL 362	Neurobiology	3
NEUR 101	Introduction to Neuroscience	3
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
Molecular/Cellular Neuroscience Track		
Molecular/Cellular Neuroscience Specialty Area Courses		
One additional year of Chemistry lectures:		
Select one of the following:		3-4
CHEM 222	Organic Chemistry II Lec/Disc	
CHEM 224	Organic Chemistry B Lec/Disc	
CHEM 240	Chemical Reactivity II	
Select one of the following:		3-4
CHEM 102	General Chemistry B Lecture/Discussion	
CHEM 106	Basic Inorganic Chemistry	
CHEM 260	Quantitative Methods in Chemistry	
Molecular/Cellular Neuroscience Lecture Electives		
Select three of the following:		7-9
BIOL 307	Biology of Stem Cells	
BIOL 351	Sleep/Circadian Rhythms	
BIOL 352		
BIOL 357	Neural Disease, Degeneration, and Regeneration	
BIOL 358	Developmental Neurobiology	
BIOL 361	Cellular and Gross Neuroanatomy	
BIOL 381	Epigenetics	
BIOL 382	Molecular Genetics	
BIOL 395	Special Topics in Biology (select topics related to neuroscience)	
CHEM 361 / BIOL 366	Principles of Biochemistry	
or CHEM 370	Biochemistry I	
NEUR 300	Seminar in Neuroscience	
PSYC 240 / BIOL 240	Psychology-Biology of Perception	
PSYC 378	Drugs and Behavior	
PSYC 383 / COMP 386	Methods in Computational Neuroscience	
Molecular/Cellular Neuroscience Lab Electives		
Select two of the following:		2-8
BIOL 252	Cell Biology Laboratory	
or BIOL 283	Genetics Laboratory	
BIOL 315	Introductory Immunology Lec/Lab	
BIOL 361L	Cellular and Gross Neuroanatomy Lab	
BIOL 366L	Cell Physiology and Biochemistry Lab	
or CHEM 372	Biochemistry Laboratory I	
BIOL 367		
BIOL 390	Molecular Biology Laboratory	
BIOL 395L	Special Topics Laboratory (select topics related to neuroscience)	
NEUR 301 / BIOL 373 / PSYC 388		
PSYC 311 / BIOL 313	Lab in Psychobiology	
or PSYC 316	Lab in Experimental Psychology: Sense & Perception	
PSYC 384 / COMP 389	Computational Modeling of the Brain	
May include one of the following independent research options:		
BIOL 396	Research (with a Molecular/Cellular focus)	
BIOL 398	Internship in Biology (with a Molecular/Cellular focus)	
Molecular/Cellular Neuroscience Capstone		
BIOL 376	Seminar in Molecular/Cellular Neuroscience	3
or BIOL 358	Developmental Neurobiology	
Total Hours		**67**

Undergraduate Research

Neuroscience students have numerous opportunities to conduct scientific research in the labs of our neuroscience-affiliated faculty at Loyola's Lake Shore Campus (https://www.luc.edu/neuroscience/aboutus/facultydirectoryandresearch/#den422313), in the labs of other faculty on any of Loyola's campuses, or at other institutions in the Chicago area. Depending on the applicability of the research project to the student's Neuroscience Major or Minor, independent research may be able to qualify for course credit as one of the required specialty labs (see below).

Molecular/Cellular Neuroscience Majors Research Credit

Molecular/Cellular Neuroscience (NRMC) majors can earn specialty lab credit for conducting **independent research that has a molecular/cellular focus** in labs within the biology department or at an appropriate external internship site. Please see the Specialty lab credit for independent research--NRMC document on the Neuroscience program website (https://www.luc.edu/neuroscience/undergraduateresearch/) for a more thorough explanation of earning NRMC credit through one of the 3-credit courses below:

- BIOL 396 Research (relevant research with faculty in Biology)
- BIOL 398 Internship in Biology (relevant research at an external site)

Please contact the NRMC Director for questions about earning credit from molecular/cellular or neuroscience-related research in other departments (e.g., chemistry, psychology).

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
PSYC 101	General Psychology	3
MATH 131	Applied Calculus I	3
	Hours	**14**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1

NEUR 101	Introduction to Neuroscience	3
	Hours	**11**
Sophomore		
Fall		
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
BIOL 251	Cell Biology	3
CHEM 240	Chemical Reactivity II	3
	Hours	**10**
Spring		
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
BIOL 282	Genetics	3
CHEM 260	Quantitative Methods in Chemistry	3
BIOL 252 or BIOL 283	Cell Biology Laboratory or Genetics Laboratory	1
	Hours	**11**
Junior		
Fall		
BIOL 362	Neurobiology	3
STAT 335 or PSYC 304	Introduction to Biostatistics or Statistics	3
Specialty Lecture		1-3
	Hours	**7**
Spring		
PSYC 382	Behavorial and Cognitive Neuroscience	3
Specialty Lecture		1-3
	Hours	**4**
Senior		
Fall		
Specialty Lecture		3
Specialty Lab		3-4
	Hours	**6**
Spring		
BIOL 376 or BIOL 358	Seminar in Molecular/Cellular Neuroscience or Developmental Neurobiology	3
Specialty Lab		1-3
	Hours	**4**
	Total Hours	**67**

Course Objectives

Because the nervous system is the organ for behavior, neuroscience cuts across traditional fields in the biological and behavioral sciences. Owing to this breadth, we have designed two major tracks for students who wish to focus on neuroscience in their course of study at LUC. Completing either of these options will prepare students well for a variety of careers, including but not limited to medicine and life sciences research, particularly in neuroscience-related fields. Both options require at least two semesters of courses in biology, chemistry, and physics.

Lecture Course Objectives

Both of the majors require three courses in neuroscience fundamentals: NEUR 101 Introduction to Neuroscience, BIOL 362 Neurobiology (which stresses cellular and electrophysiological mechanisms of neural function), and PSYC 382 Behavorial and Cognitive Neuroscience (which stresses the neural substrates underlying mental processing and behavior). After completing this sequence, majors can design their own course of study within cognitive/behavioral or molecular/cellular neuroscience. There is some overlap in the list of lecture courses from which students may choose to complete their elective requirements, but there is also great diversity in the topics that are available in each major track.

Lab Course Objectives

Aside from first-year labs in chemistry and biology, and organic chemistry lab for molecular/cellular neuroscience majors, neuroscience majors choose their own lab experiences. Because the nervous system is cellular, computational, and a control center, the range of techniques that are useful is extremely broad, from cellular/molecular to behavioral, and the student can decide which techniques will be most helpful in answering the questions they want to address. Students who are interested in conducting independent neuroscience research have several neuroscience labs from which to choose, and may also seek permission to carry out a neuroscience-relevant project in a lab that is not focused on neuroscience. Independent research is the best preparation for doctoral programs, and is also regarded highly by medical, dental and other life science professional schools. For this reason, getting an independent research position in a lab is competitive.

Seminar Courses

There are three seminar style courses available to neuroscience undergraduates. In these courses, students tackle the primary literature and react to seminars given by neuroscientists on their research. Molecular/Cellular Neuroscience majors are invited to take the 1 credit hour NEUR 300 Seminar in Neuroscience course, providing basic exposure to the primary literature and a wide range of research talks. Both major tracks culminate with a required capstone seminar class, which immerses the students in the primary literature and encourages development of critical thinking and presentation skills.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

By the end of this program of study, students will be able to:

- demonstrate a proficiency in understanding the structure, function, and dysfunction of the nervous system at various levels of organization (i.e., molecular, cellular, systems, behavioral, cognitive), including knowledge of (a) neuroanatomy, (b) neurophysiology, (c) neuroscience methods, (d) neural basis of sensory/behavioral

aspects, (e) neural basis of cognitive/affective aspects, (f) neural development/plasticity, and (g) clinical disorders. [Cellular Basis of Neuronal Function and Integration of Neuroscience and Behavior]

- read, understand, critically evaluate, and draw appropriate conclusions from reports of neuroscientific investigations. [Critical Analysis]
- effectively communicate findings from neuroscience research studies to both scientific and nonscientific audiences in multiple formats. [Scientific Communication]
- formulate scientific questions, construct testable hypotheses, and design scientific investigations that contribute to neuroscience. [Research Design]
- engage in scientific investigations using appropriate neuroscientific laboratory or computational techniques, statistically analyze the data, and interpret the findings. [Laboratory Skills & Inquiry/Statistical Analysis]
- develop awareness of the philosophical, moral, and ethical issues raised by neuroscience and influences of neuroscience on other fields such as medicine, education, and social sciences. [Science & Society]

Neuroscience Minor

The interdisciplinary Minor in Neuroscience requires seven courses (16-21 credit hours), including four required courses (three foundational lecture courses and one seminar), at least two neuroscience lab courses, and one additional neuroscience lecture or lab course. Please note that some courses in the minor require additional pre-requisite coursework.

Related Programs

Major

- Cognitive and Behavioral Neuroscience (BS) (p. 566)
- Molecular and Cellular Neuroscience (BS) (p. 569)

Curriculum

Code	Title	Hours
Required Interdisciplinary Neuroscience Courses		
BIOL 362	Neurobiology	3
NEUR 101	Introduction to Neuroscience [1]	3
NEUR 300	Seminar in Neuroscience [2]	1
PSYC 382 / BIOL 284	Behavorial and Cognitive Neuroscience	3
Required Laboratory Experience		
Select two of the following:		3-8
BIOL 361L	Cellular and Gross Neuroanatomy Lab	
BIOL 366L	Cell Physiology and Biochemistry Lab	
BIOL 373 / NEUR 301 / PSYC 388	Laboratory in Neurophysiology and Behavior	
BIOL 390	Molecular Biology Laboratory	
BIOL 395L	Special Topics Laboratory (select topics related to neuroscience)	
PSYC 311 / BIOL 313	Lab in Psychobiology	
PSYC 312	Lab in Cognitive Neuroscience	
PSYC 313	Lab in Behavioral Neuroscience	
PSYC 314	Lab in Experimental Psychology: Cognition	
PSYC 316	Lab in Experimental Psychology: Sense & Perception	
PSYC 384 / COMP 389	Computational Modeling of the Brain	
May include one of the following independent research options:		
BIOL 396	Research (with a Molecular/Cellular or Cognitive/Behavioral focus)	
PSYC 370	Psychology Honors Research (with a Cognitive/Behavioral focus; PSYC 369 is pre-req)	
PSYC 397	Independent Research (with a Cognitive/Behavioral focus)	
Electives		
Select one of the following lectures or an additional lab course:		3
BIOL 320		
BIOL 351	Sleep/Circadian Rhythms	
BIOL 352		
BIOL 357	Neural Disease, Degeneration, and Regeneration	
BIOL 358	Developmental Neurobiology	
BIOL 361	Cellular and Gross Neuroanatomy	
BIOL 395	Special Topics in Biology (select topics related to neuroscience)	
PSYC 240 / BIOL 240	Psychology-Biology of Perception	
PSYC 251	Learning and Memory	
PSYC 332	Affective Neuroscience	
PSYC 350	Developmental Cognitive Neuroscience	
PSYC 352	Neuropsychology	
PSYC 378	Drugs and Behavior	
PSYC 383 / COMP 386	Methods in Computational Neuroscience	
Total Hours		**16-21**

[1] Note: NEUR 101 was formerly BIOL 202/PSYC 202.

[2] Neuroscience minors enrolled in independent research in Biology or Psychology with a neuroscientist are not required to take NEUR 300.

Pre-Requisite Coursework for Required Courses

Due to pre-requisite requirements for required courses, you will need to take at least the following courses (17 credits) in addition to the seven courses that are part of the Neuroscience Minor:

- PSYC 101 (3 credits)
- One year of Biology with labs (8 credits): BIOL 101 with BIOL 111 and BIOL 102 with BIOL 112
- At least one semester of Chemistry (3 credits): CHEM 160
- BIOL 251 (3 credits)
- Any additional pre-requisites required for the additional three specialty neuroscience labs/lectures (e.g., BIOL 282, (PSYC 304 or STAT 335), PSYC 306)

Students should always validate the pre-reqs in the LOCUS catalog, as they can depend on the student's major.

Undergraduate Research

Neuroscience students have numerous opportunities to conduct scientific research in the labs of our neuroscience-affiliated faculty at Loyola's Lake Shore Campus (https://www.luc.edu/neuroscience/aboutus/facultydirectoryandresearch/#den422313), in the labs of other faculty on any of Loyola's campuses, or at other institutions in the Chicago area. Depending on the applicability of the research project to the student's Neuroscience Major or Minor, independent research may be able to qualify for course credit as one of the required specialty labs (see below).

Neuroscience Minor Research Credit

Neuroscience minors can earn NRSC specialty lab credit for conducting **independent research that has a neuroscience, cognitive/behavioral, or molecular/cellular focus** in labs within the psychology or biology departments or at an appropriate external internship site. Your research project must be approved by the NRSC Co-Directors for NRSC credit through one of the 3-credit courses below:

- BIOL 396 Research (relevant research with faculty in Biology)
- BIOL 398 Internship in Biology (relevant research at an external site)
- PSYC 397 Independent Research (relevant research with faculty in Psychology)
- PSYC 369 Psychology Honors Readings/PSYC 370 Psychology Honors Research (relevant research with faculty in Psychology)

Please contact the NRSC Co-Directors for questions about earning credit from cognitive/behavioral, molecular/cellular, or neuroscience-related research in other departments (e.g., computer science, engineering, chemistry).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
BIOL 101	General Biology I [1]	
BIOL 111	General Biology I Lab [1]	
CHEM 160	Chemical Structure and Properties [1]	
PSYC 101	General Psychology [1]	
	Hours	**0**
Spring		
BIOL 102	General Biology II [1]	
BIOL 112	General Biology II Lab [1]	
NEUR 101	Introduction to Neuroscience	3
	Hours	**3**
Sophomore		
Fall		
BIOL 251	Cell Biology [1]	
	Hours	**0**
Spring		
NEUR 300	Seminar in Neuroscience	1
BIOL 282	Genetics [1]	
	Hours	**1**
Junior		
Fall		
PSYC 382 or BIOL 362	Behavorial and Cognitive Neuroscience or Neurobiology	3
PSYC 304 or STAT 335	Statistics [1] or Introduction to Biostatistics	
	Hours	**3**
Spring		
BIOL 362 or PSYC 382	Neurobiology or Behavorial and Cognitive Neuroscience	3
PSYC 306	Research Methods in Psychology (if needed as a pre-requisite) [1]	
	Hours	**3**
Senior		
Fall		
Specialty Lab		1-4
Specialty Lecture		3
	Hours	**4-7**
Spring		
Specialty Lab		2-4
	Hours	**2-4**
	Total Hours	**16-21**

[1] If needed as a pre-requisite.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

By the end of this program of study, students will be able to:

- demonstrate a proficiency in understanding the structure, function, and dysfunction of the nervous system at various levels of organization (i.e., molecular, cellular, systems, behavioral, cognitive), including knowledge of (a) neuroanatomy, (b) neurophysiology, (c) neuroscience methods, (d) neural basis of sensory/behavioral aspects, (e) neural basis of cognitive/affective aspects, (f) neural development/plasticity, and (g) clinical disorders. [Cellular Basis of Neuronal Function and Integration of Neuroscience and Behavior]
- read, understand, critically evaluate, and draw appropriate conclusions from reports of neuroscientific investigations. [Critical Analysis]
- effectively communicate findings from neuroscience research studies to both scientific and nonscientific audiences in multiple formats. [Scientific Communication]
- formulate scientific questions, construct testable hypotheses, and design scientific investigations that contribute to neuroscience. [Research Design]
- engage in scientific investigations using appropriate neuroscientific laboratory or computational techniques, statistically analyze the

data, and interpret the findings. [Laboratory Skills & Inquiry/Statistical Analysis]

- develop awareness of the philosophical, moral, and ethical issues raised by neuroscience and influences of neuroscience on other fields such as medicine, education, and social sciences. [Science & Society]

Peace, Justice and Conflict Studies Interdisciplinary Program

The Peace, Justice and Conflict Studies minor is organized around a broad definition of peace, encompassing societal peace (including work to reduce violence and inequalities within the United States), international peace (focusing on ending wars, terrorist acts, unequal distribution of resources, and other infringements on human rights and dignity worldwide), and environmental peace (involving work on sustainable resources, global warming, and response to natural and human-made disasters).

Undergraduate Programs

- Peace, Justice and Conflict Studies Minor (p. 574)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Peace Studies (PAX)

PAX 201 Peace Studies Overview (3 Credit Hours)
A general introduction to peace studies as an area of inquiry. Students identify concrete social justice issues and their relevance to domains of societal, international and ecological spheres of violence and address literature on nonviolence or limited use of violence through a critical research paper and other course applications.
Interdisciplinary Option: Interreligious and Interfaith Studies, Peace, Justice, and Conflict Studies

PAX 390 Directed Readings in Peace Studies (3 Credit Hours)
An independent program of reading and research developed in consultation with a supervising faculty member and the PAX director. It usually includes a review of the peace studies literature in the student's major field, with a final research project that integrates the student's major with peace studies.
Interdisciplinary Option: Peace, Justice, and Conflict Studies

Peace, Justice and Conflict Studies Minor

The Peace, Justice and Conflict Studies minor is organized around a broad definition of peace, encompassing societal peace (including work to reduce violence and inequalities within the United States), international peace (focusing on ending wars, terrorist acts, unequal distribution of resources, and other infringements on human rights and dignity worldwide), and environmental peace (involving work on sustainable resources, global warming, and response to natural and human-made disasters). Students can enroll in internships classes and become involved with projects and program on campus focused on war and peace concerns, social justice, and environmental responsibility.

Related Programs

Major

- Human Services (BS) (p. 500)

Minor

- Race Ethnicity Interdisciplinary Minor (p. 634)

Curriculum

The Peace, Justice and Conflict Studies Minor consists of six courses (18 credit hours). All students must complete PAX 201 Peace Studies Overview, which provides a comprehensive summary of the international, societal, and ecological spheres of violence and peace.

Code	Title	Hours
Required Course		
PAX 201	Peace Studies Overview	3
International Conflict and Peacemaking		**3**
Select one of the following:		
CLST 281	War and War Experience, Ancient and Modern	
COMM 231	Conflict Management and Communication	
HIST 334B	The Holocaust: History and Memory	
HIST 338A	History of European Communism	
HIST 341B	Arab-Israeli Conflict	
PLSC 102	International Relations in an Age of Globalization	
PLSC 213	International Human Rights	
PLSC 326	American National Security	
PLSC 330	Global Justice	
PLSC 353	International Law	
PLSC 356	Intervent in World Politics	
PLSC 364	UN & International Organization	
PLSC 367	Model United Nations	
PLSC 368	Politics of the Middle East	
PLSC 388	The Morality and Legality of War	
Societal Violence and Conflict Resolution		**3**
Select one of the following:		
ANTH 100	Globalization and Local Cultures	
ANTH 321	Human Rights in Latin America	
COMM 227	Social Justice and Public Communication	
COMM 272 / ANTH 231	Intercultural Communication	
COMM 231	Conflict Management and Communication	
COMM 307	Communication and Social Movements	
COMM 322	Guerilla Media	
CJC 345	Social Justice and Crime	
CJC 371	Victimology	
CJC 372	Race, Ethnicity, and Criminal Justice	
CJC 377	Psychology and Law	
HIST 381	Rebels & Reformers in U.S. History	
PSYC 225	Psychology of Peace	
SOCL 121	Social Problems	
SOCL 122	Race and Ethnic Relations	
SOCL 127	Social Analysis and Social Action	
SOCL 222	Poverty & Welfare in America	

SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
SOCL 261	Social Movements & Social Change	
SOCL 265	Globalization & Society	
SOCL 216	The Sociology of Violence	
THEO 203	Social Justice and Injustice	
Environmental Violence and Ecological Concerns		**3**
Select one of the following:		
ANTH 104	The Human Ecological Footprint	
COMM 306	Environmental Communication & Advocacy	
ENGL 288	Nature in Literature	
ENVS 218	Biodiversity & Biogeography	
ENVS 224	Climate & Climate Change	
ENVS 273	Energy and the Environment	
ENVS 283	Environmental Sustainability	
ENVS 284	Environmental Justice	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 350A	Solutions to Environmental Problems: Water	
PHIL 287	Environmental Ethics	
PLSC 354	Global Environmental Politics	
PLSC 392	Environmental Politics	
SOCL 272	Environmental Sociology	
THEO 186	Global Religious Ethics	
THEO 204	Religious Ethics and the Ecological Crisis	
General Electives [1]		**6**
Total Hours		**18**

[1] Students may fulfill the general elective requirement by taking any two of the cross-listed courses in the three program areas of International Conflict and Peacemaking, Societal Violence and Conflict Resolution, and Environmental Violence and Ecological Concerns. In addition, students may choose to fulfill the general elective requirement by taking the following PAX Course: PAX 390 Directed Readings in Peace Studies.

Suggested Sequence of Courses

An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult the Peace, Justice, and Conflict Studies director for assistance with course selection.

Learning Outcomes

- Demonstrate an ability to analyze, interpret, or describe two strategies of peacemaking.
- Interpret, analyze, and describe important contemporary of at least two global concerns (e.g., the environment, war, inequity and poverty, human rights).
- Demonstrate historical knowledge of some distinguished national and international leaders in peacemaking.
- Interpret and analyze and describe at least two global ecological concerns (e.g., the environment, war, inequity and poverty, human rights).
- Demonstrate an ability to analyze or describe the significance of the major core categories and discussions in the field of peace and justice studies.

Philosophy

Welcome to the Undergraduate Program at LUC Philosophy!

Our philosophy undergraduate programs prepare students for successful careers in a wide variety of fields, and it is well-documented that philosophy undergraduates are extremely competitive in applications for law school, medical school, and other graduate programs. (See BA in Philosophy (https://www.luc.edu/philosophy/ba.shtml/) for further information.) We pride ourselves in our diverse department, with deep strengths in multiple traditions of philosophy and an extensive range of course offerings, which are relevant to many different professions and interests.

Undergraduate Programs

- Artificial Intelligence and Human Flourishing Interdisciplinary Minor (p. 583)
- Ethics and Moral Philosophy Minor (p. 584)
- Honors in Philosophy (p. 585)
- Philosophy (BA) (p. 586)
- Philosophy Minor (p. 590)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Philosophy (PHIL)

PHIL 130 Philosophy & Persons (3 Credit Hours)
This course introduces students to the fundamental philosophical issues that bear on our understanding of persons in three equally weighted components, namely, Persons & Knowledge, Persons & Values, and Persons & Reality.
Knowledge Area: Foundational Philosophical Knowledge
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to explain a claim to truth, to explain theories of value in human life, and to describe theories of the metaphysical nature of human persons

PHIL 180 Being Human: Philosophical Perspectives (3 Credit Hours)
The course examines the way philosophy looks for fundamental characteristics that identify life as a properly human life, asks about its ultimate meaning or purpose, and raises questions about what counts as a good life.
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to demonstrate understanding of the various approaches of the philosophical question of what it means to be human

PHIL 181 Ethics (3 Credit Hours)
This course is a general introduction to ethics and moral philosophy.
Knowledge Area: Ethics
Course equivalencies: PHIL 181 / PHIL 281 /ACPHI 281
Outcomes:
Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life

PHIL 182 Social and Political Philosophy (3 Credit Hours)
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together.
Knowledge Area: Ethics
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 190 Loyola's Mission: The Philosophical Vision (3 Credit Hours)
Enrollment is limited to transfer students with 30 or more credit hours. The course introduces transfer students to the mission of LUC, especially "Transformative Education," by means of the methodology of philosophy."
Outcomes:
Students who take the course acquire an intellectual and experiential assimilation of LUC's mission, especially as it relates to "Transformative Education

PHIL 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PHIL193/ASIA193/INTS193

PHIL 262 Social & Political Philosophy - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Knowledge Area: Ethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions, and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 263 Contemporary Ethical Issues - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course explores ethical reasoning by considering a variety of contemporary issues in ethics. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Outcomes:
Students will develop a deeper appreciation of moral problems, and will gain practice in using philosophical moral reasoning

PHIL 264 Health Care Ethics - Civic Engagement (3 Credit Hours)
Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. This course studies philosophical ethics as practiced in the health care setting. It includes a service-learning experience and satisfies the civic engagement core requirement.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 267 Aesthetics - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
The course explores philosophical issues in aesthetics like the nature of art and beauty through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate their understanding of aesthetics and the value of leadership development and civic engagement

PHIL 271 Philosophy of Religion (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development, not only of some classic positions within the philosophy of religion, but also of how these views have affected the formulation of more contemporary discussions.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 171 / PHIL 271
Outcomes:
Students will be able to demonstrate understanding of the enterprise of using reason, broadly construed, to articulate issues arising out of religious belief and practice and to formulate and defend positions with respect to those issues

PHIL 272 Metaphysics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the fundamental principles by which the nature of reality can be explained.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 172 / PHIL 272
Outcomes:
Students will be able to demonstrate understanding of the central issues surrounding the field of metaphysics

PHIL 273 Philosophy of Science (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature of scientific knowledge and its claim to possess a distinctive method of inquiry.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Neuroscience
Course equivalencies: PHIL 173 / PHIL 273
Outcomes:
Students will be able to demonstrate understanding of the mode of inquiry which is the scientific method

PHIL 274 Logic (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course is a detailed study of the deductive methods and principles of correct reasoning, from both the traditional and modern point of view.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 174/PHIL 274/ACPHI 274
Outcomes:
Students will be able to formally analyze, evaluate, and demonstrate the various aspects of argumentation

PHIL 275 Theory of Knowledge (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines both the nature and the reliability of human knowledge.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 175 / PHIL 275
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the study of knowledge

PHIL 276 Philosophy of Mind (3 Credit Hours)
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176
Outcomes:
Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter

PHIL 277 Aesthetics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty?
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 277R Aesthetics: the Aesthetic Experience in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics, with reference particularly to aesthetic experience in Rome: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty? Outcomes: Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian Studies
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 279 Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
Students can take only one course from PHIL 279, PSYC 279, PSYC 280.
This course examines the philosophical and psychological foundations of decision-making.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to demonstrate understanding of the principles of reasoning and decision-making

PHIL 283 Business Ethics (3 Credit Hours)
Effective Spring 2007 students who have taken and successfully passed PHIL 185 are not eligible to take MGMT 341. This course is an introduction to ethics which focuses on ethical issues in the world of business and commerce.
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in business

PHIL 284 Health Care Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent, Please check requirements for declared majors/minors for exceptions
This course studies philosophical ethics as practiced in the health care setting.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 285 Contemporary Ethical Issues (3 Credit Hours)
This course explores ethical reasoning through consideration of a variety of contemporary issues in ethics, such as: abortion, euthanasia, corruption, discrimination, poverty, and justice.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a deeper appreciation of moral problems and will gain practice at using philosophical moral reasoning to come to justifiable ethical choices and answers

PHIL 286 Ethics and Education (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines philosophical ethics as it informs and guides the activity of teaching.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in teaching

PHIL 287 Environmental Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to ethical reasoning and to various topics in environmental ethics. Topics may include: pollution, animal rights, and natural resources.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: PHIL187/BIET187
Outcomes:
Students will demonstrate an understanding of diverse ethical theories and an ability to use philosophical reasoning to defend positions in topics covered

PHIL 288 Culture and Civilization (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 288R Culture & Civilization in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization with an emphasis on Italian philosophers during the Renaissance.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian American Studies, Italian Studies
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 289 Philosophy and Gender (3 Credit Hours)
This course considers gender as a philosophical question. Is gender simply a biological truth, or is it a social construct? How does gender affect our roles and opportunities in society? Should gender play a role in discussion of human rights?
Outcomes:
The student will develop a philosophical understanding of gender and will be able to articulate in a thoughtful manner understanding of issues concerning ethics, society and biology concerning gender

PHIL 301 Symbolic Logic (3 Credit Hours)
This course is an introduction to the study of modern symbolic logic, emphasizing formalization and proof construction. The student is introduced to the terminology and chief concepts of modern logic.
Outcomes:
Students will be able to symbolically analyze, evaluate, and demonstrate the various aspects of formal reasoning

PHIL 302 Topics in Formal Logic (3 Credit Hours)
Selected topic regarding logical theory or metatheory, such as the completeness of formal systems, non-standard logics, computability, foundational issues regarding mathematics.
Outcomes:
Students will develop an advanced understanding of the selected topic in formal logic

PHIL 304 History of Ancient Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies the philosophies of the ancient Greeks, including the pre-Socratics, Plato, and Aristotle.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-PHIL304/CLST304
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the ancient Greek philosophers

PHIL 305 Medieval Philosophy (3 Credit Hours)
This course studies the philosophies of the major thinkers of the 4th to the 12th centuries, such as Augustine, Scotus, Boethius, Avicenna, Anselm, Abelard, Maimonides, and Averroes.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-PHIL305/CATH305/MSTU344
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early medieval philosophers

PHIL 306 19th Century Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies 19th century post-Kantian philosophy from idealism toward phenomenology. May include philosophers such as Hegel, Nietzsche, and Husserl.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of 19th century post-Kantian philosophy

PHIL 307 13th & 14th Century Philosophy (3 Credit Hours)
This course studies major thinkers of the 13th and 14th centuries, such as Albertus Magnus, Aquinas, Scotus, William of Ockham, Roger Bacon.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-PHIL307/CATH307
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the late medieval philosophers

PHIL 308 Islamic Philosophy (3 Credit Hours)
Covers the development of classical Islamic philosophy from 800 to 1200 CE. Attention will be given to the central topics (God, the cosmos, knowledge, the human good) with which Muslim philosophers were concerned and to major figures such as Al-Kindi, Al-Farabi, Ibn Sina (Avicenna). Al-Ghazali and Ibn Rushd (Averroes).
Interdisciplinary Option: Middle East and Islamic World Studies
Course equivalencies: X-PHIL308THEO357MSTU334IWS308
Outcomes:
Students will be able to articulate and discuss major philosophical problems of concern to Muslim philosophers of the classical period

PHIL 309 Classical Modern Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies selected philosophers from the early modern period, such as Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early modern philosophers

PHIL 310 Issues in Philosophy of Human Nature (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course gives intensive consideration to various issues that pertain to being human, such as freedom, determinism, person, society, mind-body, immortality, etc.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key issues of human nature

PHIL 311 Issues in Metaphysics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding the nature of all reality, including existence, causality, relations, abstract entities, purpose, the possibility of knowledge of reality.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key metaphysical issues

PHIL 312 Problems in the Philosophy of God (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies classical and contemporary approaches to knowledge of the existence of God, divine attributes, good and evil, providence and human freedom.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding philosophical views of God

PHIL 318 Philosophy of Art (3 Credit Hours)
Reading and discussion of selected philosophical texts concerning the nature of art and artistic experience.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of art and artistic experience

PHIL 319 Studies in Philososphy & Literature (3 Credit Hours)
This course is a study of selected works of literature and a discussion of philosophical issues in relation to these works.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the nature of literary work, the relations of philosophical and literary language, and methods of interpretation

PHIL 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

PHIL 321 Ethics and Society (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a study of the rights, duties, and virtues of individuals as members of societies, covering issues such as family and state, social justice, international society, war, and globalization.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding ethics in social contexts

PHIL 322 Feminist Philosophies (3 Credit Hours)
This course will examine a variety of philosophical frameworks for thinking about gender, sexuality, the problems of sexism, and proposed solutions to those problems. Students will explore the complexity and diversity of feminist thought by examining many different feminist philosophies including liberal, radical, cultural, Marxist/socialist, existentialist, postmodern, ecological, and indigenous perspectives.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will demonstrate competence in the terminology, concepts, methodologies, and theories used by feminist philosophers; Students will learn to analyze feminist philosophies from multiple perspectives and will develop reasoned solutions to problems; Students will learn to communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms

PHIL 323 Philosophy of Law (3 Credit Hours)
This course pursues a philosophical analysis of law. It deals with topics such as philosophical presuppositions of law, origin and purpose of law, law as social control, current legal problems involving ethical issues.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding law and its applications

PHIL 324 Topics in Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of ethics.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 324B Bioethics Minor Capstone: Philosophical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when PHIL 324 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in philosophy

PHIL 325 Ethics & Case Based Reasoning (3 Credit Hours)
Pre-requisites: Two previous philosophy courses
This course is an engaged learning course that provides students with a unique opportunity to practice applying moral theories and argumentative principles to personal and social- ethical problems, and to teach middle school students how to do the same. The course focuses on presenting solutions to cases and hence involves research, writing, and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions using a case based system

PHIL 326 Political Philosophy (3 Credit Hours)
This course is an examination of the major theories of political society, studying important aspects of political society and their relationships to human nature.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of political society in relation to its members

PHIL 327 Topics in Political Philosophy (3 Credit Hours)
This course will concentrate on a specific issue or issues in political philosophy. Typical topics include civil disobedience, war and peace, political revolution, punishment, and criminal justice.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 328 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Two prior courses in Philosophy
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 329 International Ethics (3 Credit Hours)
Pre-requisites: Two prior courses in either Philosophy or Political Science
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 330 Theory of Knowledge (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course will study major philosophical positions regarding knowledge, belief, thought and language, truth, evidence, reason, perception, skepticism.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the field of knowledge and related issues

PHIL 331 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course introduces students to various philosophical approaches to technology with a special emphasis on computation and artificial intelligence.
Outcomes:
Describe and evaluate various approaches to technology's capacity to frame or shape human life; Describe and evaluate various philosophical approaches to artificial intelligence

PHIL 333 Language: Theories Ancient & Modern (3 Credit Hours)
Classical, modern, and contemporary philosophical theories on the nature and structure of human language.
Course equivalencies: X-LING333/PHIL333
Outcomes:
Students will be able to understand and articulate some philosophical problems and answers regarding the nature and structure of human language

PHIL 335 Asian Philosophy (3 Credit Hours)
A study of fundamental tenets of major Eastern philosophies (Chinese, Japanese, Indian) in comparison to Western tradition. Course may vary in emphasis on particular philosophies and themes.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-PHIL335/ASIA335/INTS334
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding Eastern philosophical thought

PHIL 340 Philosophy of St Thomas Aquinas (3 Credit Hours)
A study of the philosophy of Thomas Aquinas, including background regarding his life and medieval context.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL340/MSTU348
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Aquinas and its medieval context

PHIL 342 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines the Catholic philosophical tradition, beginning with its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with the Catholic philosophical tradition throughout its history, demonstrating proficiency in operating within the philosophical framework of this tradition

PHIL 344 Philosophy of Human Nature (3 Credit Hours)
The course explores at an advanced level the relation of human nature and aesthetics through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate advanced understanding of the relation between human nature and aesthetics and the value of leadership development and civic engagement

PHIL 350 Directed Reading (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Independent research according to program developed jointly by the student and a faculty director. Open to majors and to non-majors with the permission of the chairperson.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 354 Topics in Bioethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of bioethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic in bioethics; Students will develop effective philosophical writing and presentation skills

PHIL 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PHIL 360 Contemporary European Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Readings and discussion drawn from contemporary French and German philosophers, such as Merleau-Ponty, Sartre, Heidegger, Derrida, Foucault.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of contemporary French and German philosophy

PHIL 362 The British Philosophers (3 Credit Hours)
Readings and discussion drawn from early modern and modern British philosophers such as Hobbes, Locke, Hutcheson, Hume, Smith, Bentham, Mill.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of early British philosophy

PHIL 369 Philosophy of Medicine (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course investigates philosophical questions concerning the practice of medicine, such as the epistemology of medicine, the nature of health and disease, what is a profession, and the nature of suffering.
Interdisciplinary Option: Bioethics
Course equivalencies: X-PHIL369/BIET369
Outcomes:
The student will develop a critical understanding of the practice of medicine from a philosophical point of view

PHIL 370 Intro to American Philosophy (3 Credit Hours)
This course studies American Philosophers such as Peirce, James, Dewey, with an evaluation of their principles.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of American philosophy

PHIL 374 Philosophy of History (3 Credit Hours)
Study of the nature of historical knowledge and of theories concerning historical process.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding history as a discipline and a historical process

PHIL 375 Philosophy of Marxism (3 Credit Hours)
A study of the philosophical dimensions of the thought of Karl Marx, his 19th century precursors and 20th century interpreters.
Interdisciplinary Option: German Studies
Course equivalencies: PHIL394/PHIL375
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Karl Marx and Marxism

PHIL 379 John F. Grant, M.D., Symposium on Health Care Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course explores contemporary philosophical, ethical, and social policy questions concerning issues in health care and biomedical ethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a more advanced understanding of contemporary health care ethics and bioethics through direct student participation in an interactive seminar environment; Students will learn to apply ethical reasoning and ethical judgment (concepts, theories, methods) to discuss issues in health care and biomedical ethics; Students will develop effective writing and oral presentation skills

PHIL 380 Topics in Philosophy of Religion (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding religion. May include issues such as religious concepts, types of religion, divine attributes, free will and providence, problem of evil.
Course equivalencies: PHIL391/PHIL380
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key religious issues

PHIL 381 Philosophy of Science (3 Credit Hours)
Readings and discussion of selected texts regarding theories of scientific methods, scientific reasoning, metaphysical foundations of science, philosophical problems of scientific theories about physical reality.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding scientific inquiry and theory

PHIL 382 Philosophy of Social Science (3 Credit Hours)
Study of philosophical issues in the practice of contemporary behavioral sciences: theory, fact and value, causality, relativism, functionalism, statistical generalization, social planning.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the behavioral sciences

PHIL 383 Philosophy of Psychology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
A philosophical analysis of theoretical positions in psychology. May include issues regarding methodology, perception, learning theory, rationality, emotions.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the field of psychology

PHIL 384 Topics in Philosophy & Science (3 Credit Hours)
Particular topics selected from philosophy and science. Typical topics include the Scientific Revolution, positivism, space and time, relativity theory, cosmology, evolution.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 385 Environmental Ethics (3 Credit Hours)
This course will examine a number of controversial moral issues involving our environment. Theoretical and applied topics may include animal rights and species rights, nonwestern environmental perspectives, ecofeminism, duties to future generations, overpopulation, pollution, nuclear power, and environmental issues in policy making and business ethics.

PHIL 386 Analytic Philosophy (3 Credit Hours)
A survey of 20th century British and American philosophy in the analytic tradition, including philosophers such as Russell, Moore, Wittgenstein, Carnap, Quine.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the analytic tradition in philosophy

PHIL 387 Topics in Philosophy of Mind (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a critical study of issues such as the mind-body problem, personal identity, knowledge of other minds, consciousness, and perception.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the philosophy of mind

PHIL 388 History of Ethics (3 Credit Hours)
An intensive study of the ethical theories of several major figures in the history of western moral philosophy, including, for example, the systems of Aristotle, Kant, and Mill.
Outcomes:
Students will develop a more advanced understanding of philosophical problems and answers to questions in the field of ethics by means of this historical study

PHIL 389 Contemporary Issues (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Study of a selected topic in some area of contemporary philosophy.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 390 Independent Study for Majors (3 Credit Hours)
Pre-requisites: Students must be a philosophy major with adequate background
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 391 Topics in Philosophy of Religion (3 Credit Hours)
PHIL 391 was re-numbered to PHIL 380.
Course equivalencies: PHIL391/PHIL380

PHIL 393 Philosophy & The Human Sciences (0 Credit Hours)
This seminar explores a selected theme in health care ethics. Extensive use is made of visiting guest experts. Students should have completed four courses in philosophy, including a course in health care ethics.
Outcomes:
Students will develop a more advanced philosophical understanding of health care ethics, through direct student participation in an interactive seminar environment

PHIL 395 Seminar in Ancient Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 304.
Outcomes:
Students will develop a more advanced understanding of ancient philosophy, through direct student participation in an interactive seminar environment

PHIL 396 Seminar in Medieval Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including a course in medieval philosophy.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-PHIL396/MSTU350
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

PHIL 397 Capstone Seminar in Classical Modern Philosophy (3 Credit Hours)
This course will study selected issues from early modern philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 309.
Outcomes:
Students will develop a more advanced understanding of early modern philosophy, through direct student participation in an interactive seminar environment

PHIL 398 Capstone Seminar in Contemporary Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course will study selected issues in contemporary philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of contemporary philosophy, through direct student participation in an interactive seminar environment

PHIL 399 Capstone Seminar on a Topic in Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course engages the student in an analysis and discussion of special problems found in various areas of philosophy. Student should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of the philosophical enterprise, through direct student participation in an interactive seminar environment

Artificial Intelligence and Human Flourishing Interdisciplinary Minor

Loyola University Chicago offers an interdisciplinary minor in Artificial Intelligence and Human Flourishing. It seeks to bridge the technical and scientific expertise of Computer Science with philosophical reflection on the ethical and social impacts of current and emerging technologies. The social and ethical impact of computational technologies from social media to big data to emerging generative AI has had an undeniably profound impact on the contemporary world across nearly all personal, professional, and even spiritual domains, an impact that will only increase.

Related Programs

Major

- Computer Science (BS) (p. 348)
- Software Engineering (BS) (p. 356)

Minor

- Artificial Intelligence Minor (p. 348)

Curriculum

Code	Title	Hours
Technological Foundations [1]		
Students must complete at least two (2) of the following:		6
COMP 111	History of Computing	
COMP 150	Introduction to Computing	
COMP 170	Introduction to Object-Oriented Programming	
COMP 180	Computing and Data Analysis for the Sciences	
COMP 215	Object Oriented Programming with Mathematics	
COMP 379	Machine Learning	
COMP 388	Topics in Computer Science [2]	
PHIL 302	Topics in Formal Logic [2]	
Ethical Foundations [3]		
Students must complete at least two (2) of the following:		6
COMM 360	Digital Media Ethics	
COMP 111	History of Computing	
COMP 317	Social, Legal, and Ethical Issues in Computing	
PHIL 276	Philosophy of Mind	
PHIL 310	Issues in Philosophy of Human Nature [2]	
PHIL 311	Issues in Metaphysics [2]	
PHIL 324	Topics in Ethics [2]	
PHIL 331	Philosophy of Technology	
PHIL 387	Topics in Philosophy of Mind	
Philosophy and Humanities Foundations		
Students must complete at least one (1) of the following:		3
COMP 111	History of Computing	
PHIL 276	Philosophy of Mind	
PHIL 301	Symbolic Logic	
PHIL 302	Topics in Formal Logic [2]	
PHIL 310	Issues in Philosophy of Human Nature [2]	
PHIL 311	Issues in Metaphysics [2]	
PHIL 330	Theory of Knowledge	
PHIL 331	Philosophy of Technology	
PHIL 387	Topics in Philosophy of Mind	
Electives		**3**
Students take one additional (1) course of their choice from any of the three "foundations" lists above. Some courses accomplish multiple outcomes but can only fulfill one requirement.		
Total Hours		**18**

[1] At least one (1) Technological Foundations course must be a Computer Science course.
[2] With director approval of topic.
[3] At least one (1) Ethical Foundations course must be a Philosophy course.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
Technological Foundations Course [1]		3
	Hours	**3**
Spring		
Ethical Foundations Course		3
	Hours	**3**
Year 2		
Fall		
Philosophy and Humanities Foundations Course		3
	Hours	**3**
Spring		
Technological Foundations Course		3
	Hours	**3**
Year 3		
Fall		
Ethical Foundations Course		3
	Hours	**3**
Spring		
Elective Course		3
	Hours	**3**
	Total Hours	**18**

[1] The discipline areas can be taken in any order, but it is recommended that students complete one course from each area before taking a second course.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Students will learn the principles and practice of programming needed for basic AI.
- Students will learn the social, ethical, and/or legal impacts of AI on individual and social flourishing.
- Students will learn the philosophical and historical roots of AI, as well as the ongoing philosophical problems posed by AI.

Ethics and Moral Philosophy Minor

As of Fall 2026, this minor is no longer accepting students.

Ethics is a central area of human concern and human inquiry. A special concern with ethics and human values is one of the things that defines Loyola University Chicago and the Jesuit Tradition. Philosophy and philosophical treatments of ethics and ethical theory are foundational for the critical discussion of ethical issues in other fields. The Minor in Ethics and Moral Philosophy can prove to be a significant credential for some students, both for finding employment and for admission to graduate or professional school, as there is increasing attention to the study of ethics in professional schools. Please note that Philosophy Majors cannot receive the Minor in Ethics and Moral Philosophy.

For further information, please contact the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/).

Related Programs

Major

- Philosophy (BA) (p. 586)

Minor

- Philosophy Minor (p. 590)

Curriculum

For this minor a student must take six courses in ethics. At least four of these six courses must be taken from the Philosophy Department, and at least two of them must be at the 300-level. As many as two ethics courses can be taken outside of the Philosophy Department.

Each student's minor program must include:

Code	Title	Hours
Minor Requirements		
Select two lower-level philosophy courses in ethics: [1]		6
PHIL 181	Ethics	
PHIL 182	Social and Political Philosophy	
PHIL 284	Health Care Ethics	
PHIL 285	Contemporary Ethical Issues	
PHIL 286	Ethics and Education	
PHIL 288	Culture and Civilization	
PHIL 289	Philosophy and Gender	
Select two 300-level philosophy courses in ethics: [1]		6
PHIL 321	Ethics and Society	
PHIL 323	Philosophy of Law	
PHIL 324	Topics in Ethics [2]	
PHIL 369	Philosophy of Medicine	
PHIL 385	Environmental Ethics	
PHIL 388	History of Ethics	
PHIL 389	Contemporary Issues [3]	
PHIL 398	Capstone Seminar in Contemporary Philosophy [3]	
PHIL 399	Capstone Seminar on a Topic in Philosophy [3]	
Select two courses from the following:		6
THEO 340	Foundations of Christian Morality	
THEO 342	Perspectives on Life and Death	
THEO 344	Theology and Ecology	
Up to two additional elective philosophy courses in ethics at any level (e.g.100-, 200- or 300-level)		
Total Hours		**18**

[1] Note that, in addition to the courses listed here, individual sections of philosophy courses that are not on this list but which are taught as ethics classes can count towards the minor on a case by case basis.

[2] Two or more sections of PHIL 324 Topics in Ethics can count towards the minor, if those sections are different ethics courses.

[3] Some sections of PHIL 389 Contemporary Issues, PHIL 398 Capstone Seminar in Contemporary Philosophy, and PHIL 399 Capstone Seminar on a Topic in Philosophy can count toward the minor, provided such sections are ethics courses.

Note that a student can incorporate the courses taken for the Core Curriculum into this minor, in such a way that only some additional courses are needed to complete this minor. For example, a student can take two Core philosophy area courses in ethics and one Core theology area course in ethics. That student would then take three additional ethics courses (of which two are from Philosophy at the 300-level) in order to receive the Minor in Ethics and Moral Philosophy.

Course	Title	Hours
Freshman		
Fall		
Ethics Course (100- or 200-level)		3
	Hours	**3**
Spring		
Ethics Course (100- or 200-level)		3
	Hours	**3**
Sophomore		
Fall		
Ethics Course (100-, 200-, or 300-level) [1]		3
	Hours	**3**
Spring		
Ethics Course (100-, 200-, or 300-level) [1]		3
	Hours	**3**
Junior		
Spring		
Ethics Course (300-level)		3

Ethics Course (300-level)	3
Hours	**6**
Total Hours	**18**

[1] Students may also take THEO 340 Foundations of Christian Morality, THEO 342 Perspectives on Life and Death, or THEO 344 Theology and Ecology.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Upon completion of the Minor in Ethics and Moral Philosophy students will be able to:

- Analyze major texts in the history of philosophy.
- Articulate major philosophical problems and their solutions, such as questions concerning truth and knowledge, reality, moral values, and justice.
- Distinguish and explain different philosophical methodologies or approaches.
- Explain and apply ethical frameworks.
- Evaluate or construct arguments.

Honors in Philosophy

Requirements and Steps

1. **Be a philosophy major and have a GPA of at least 3.5 in Philosophy**
2. **Write an Honors Thesis and pass an Oral Defense on the thesis**
3. **Take one extra upper-level Philosophy course**

Start by contacting the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/). A student pursuing honors in philosophy chooses a topic to research and selects a faculty member who agrees to supervise the student's work on the thesis. The Undergraduate Program Director assists the student in setting up a committee for the oral defense consisting of the faculty member who supervised the thesis and two additional faculty members.

The student may develop the thesis from an earlier paper written for a philosophy course. Also, the student may take the required extra philosophy course as a directed readings course with his or her faculty supervisor.

A draft of the thesis must be completed early enough in the semester that the faculty supervisor can make comments for possible revision. The other members of the defense committee may offer feedback if they wish.

When the thesis is completed, an oral defense of the thesis is scheduled, usually by the student and his or her faculty supervisor. The three faculty members participating in the oral defense then vote on whether the student has passed the defense.

For more information contact the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/).

Frequently Asked Questions

Do I need to be a member of the Interdisciplinary Honors Program in order to graduate with honors in philosophy?

No. The two programs are completely independent of each other.

When do I need to sign up or declare that I want to graduate with honors in philosophy?

For a student graduating in the spring, it is a good idea to start the process sometime in the fall semester of one's final year in order to allow ample time to get things done. However, a student may sign up as late as the first few weeks of the spring semester.

How do I sign up?

Contact the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/).

How long does the honors thesis need to be?

There is no set page minimum or maximum. The thesis should be a substantial paper. A student's faculty supervisor will help the student determine what is required in her or his chosen area of study.

Do I need to write the thesis "from scratch"?

No. Doing so is permitted, but students often start with a paper they have written for a philosophy class and revise, expand, deepen, and develop it into a bigger, better paper.

Do the above deadlines mean that I can submit my thesis during finals week?

No. The normal procedure is for a student to submit a draft of the thesis to the supervising faculty member (or to all three faculty members on the defense committee, if they are willing) of the student's thesis. The faculty supervisor (and perhaps the other faculty on the defense committee) critique the paper and return it to the student for revisions. The revised version of the thesis is then given to all three members of the committee approximately one week before the scheduled defense of the thesis. As a general rule, the student should expect to submit a draft by the tenth week of classes.

Who decides if the honors thesis and oral defense satisfy the requirements?

That determination is made by the three faculty members who take part in the student's oral defense of the thesis.

How long is the oral defense?

There is no required time limit, but typically the defense lasts between one and two hours. Usually, the student begins by summarizing the thesis (this might take 5–10 minutes) and then the faculty members ask the student questions about the thesis (or the research for it, or its applications) for about an hour. The student then leaves the room while the faculty members decide whether the student passed. The defense is not so much an examination as it is a discussion.

The Honors Thesis

The Honors Thesis is more than a paper written for a class. In general, it is longer, better developed, and more sophisticated. It should be similar to a paper written by a first year graduate student.

Minimally, the Honors Thesis must be a good philosophy paper, although we expect that a major working at honors will aim to make his or her thesis even better than that. The descriptions below indicate what to aim for and also what sort of work falls short.

Outstanding:

- The thesis statement is clearly and fully articulated
- The paper presents a clearly structured argument that is complete and easy to follow
- The reasons/premises are stated clearly and are relevant and internally coherent
- The reasons/premises directly support the argument and the explanation makes it clear why this is so
- The paper acknowledges and explicitly responds to counterarguments with sophistication
- The paper uses appropriate textual references whose presence is clearly helpful and explicitly explained
- The paper uses an accurate and insightful interpretation of the texts it uses
- The paper offers a thoughtful and persuasive critical evaluation of the various positions and arguments presented

Good:

- The thesis statement is clear and fully articulated
- The paper presents a well-reasoned argument without important steps in the argument being left out or difficult to find
- The reasons/premises are stated and relevant
- The reasons/premises support the argument, even if the reasons why they support the conclusions are not fully or clearly articulated
- The paper notes that there are counterarguments to its thesis and indicates how they might be responded to
- The paper uses textual references that contribute to its argument or its discussion of counterarguments
- The paper accurately interprets the texts it uses
- The paper offers some critical evaluation of its own thesis and/or arguments and/or of the counterarguments it identifies

Less Than Adequate:

- There is a thesis that is evident, but it is not clear and/or is not easy to find
- Argumentation is present, but is incomplete and/or its elements are difficult to find
- The reasons/premises of the argument are evident, but are incompletely or unclearly stated
- The reasons/premises lend support for the conclusions, but the conclusions do not follow unless other reasons/premises are assumed which are not stated and/or the relation between the stated reasons and their conclusions is not explained
- Some obvious counterarguments are noted, but others are missed and/or possible responses to those that are mentioned are absent
- Textual references are made but they are either not necessarily appropriate or their connection to the reasoning in the paper is unclear
- The interpretation of the texts that are used is fairly accurate and does not force the texts to fit a certain role in the paper
- The paper shows a few signs of critical evaluation regarding the various positions and arguments presented, but it is spotty and incomplete in this respect

Philosophy (BA)

The philosophy major at Loyola is *extremely* customizable and easily suited to your goals. Of the 11 courses required for the major, only 3 are fixed: PHIL 274 Logic, PHIL 304 History of Ancient Philosophy, and PHIL 309 Classical Modern Philosophy. Beyond that, you have flexibility to chart your own course. You can also choose to specialize in one of four areas: Ethics & Values (E&V); Law, Society, & Social Justice (LSSJ); Mind & Science (M&S); or Existence, Meaning, & Culture (EMC). (See Philosophy Major Specializations (p. 586) for more details.)

For further information, please contact the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/).

Related Programs

Minor

- Ethics and Moral Philosophy Minor (p. 584)
- Philosophy Minor (p. 590)

Curriculum

Note that Philosophy majors are exempt from the general LUC PHIL 130 *CORE requirement.*

All majors must take at least eleven (11) courses in philosophy. Seven of these courses must be at the 300-level (eight, if PHIL 301 is taken). Note that 300-level courses have a prerequisite of two philosophy courses. Each student's major program must include:

Code	Title	Hours
Major Requirements		
Ethics (p. 587)		
Select one course from the Ethics Course Options.		3
Metaphysics/Epistemology (p. 587)		
Select one course from the Epistemology Course Options.		3
Formal Logic		
PHIL 274	Logic	3
or PHIL 301	Symbolic Logic	
Ancient Philosophy		
PHIL 304	History of Ancient Philosophy	3
Classical Modern Philosophy		
PHIL 309	Classical Modern Philosophy	3
Philosophy Capstone Seminar		
Select one philosophy capstone seminar in a historical period or on a contemporary issue: [1]		3
PHIL 395	Seminar in Ancient Philosophy	
PHIL 396	Seminar in Medieval Philosophy	
PHIL 397	Capstone Seminar in Classical Modern Philosophy	
PHIL 398	Capstone Seminar in Contemporary Philosophy	
PHIL 399	Capstone Seminar on a Topic in Philosophy	
Philosophy Electives		
Five other elective philosophy courses, of which at least four must be at the 300-level		15
Total Hours		**33**

[1] The department offers one capstone in each Philosophy Major Specialization each year.

Ethics Course Options

Code	Title	Hours
PHIL 181	Ethics	3
PHIL 182	Social and Political Philosophy	3
PHIL 283	Business Ethics	3
PHIL 284	Health Care Ethics	3
PHIL 285	Contemporary Ethical Issues	3
PHIL 286	Ethics and Education	3
PHIL 287	Environmental Ethics	3
PHIL 288	Culture and Civilization	3
PHIL 289	Philosophy and Gender	3
PHIL 321	Ethics and Society	3
PHIL 322	Feminist Philosophies	3
PHIL 324	Topics in Ethics	3
PHIL 324B	Bioethics Minor Capstone: Philosophical Topics	3
PHIL 325	Topics in Bioethics	3
PHIL 329	International Ethics	3
PHIL 355	Neuroethics	3
PHIL 369	Philosophy of Medicine	3
PHIL 375	Philosophy of Marxism	3
PHIL 385	Environmental Ethics	3
PHIL 388	History of Ethics	3

Metaphysics/Epistemology Course Options

Code	Title	Hours
PHIL 130	Philosophy & Persons	3
PHIL 271	Philosophy of Religion	3
PHIL 272	Metaphysics	3
PHIL 273	Philosophy of Science	3
PHIL 275	Theory of Knowledge	3
PHIL 276	Philosophy of Mind	3
PHIL 277	Aesthetics	3
PHIL 279	Judgment and Decision-Making	3
PHIL 311	Issues in Metaphysics	3
PHIL 325	Topics in Bioethics	3
PHIL 330	Theory of Knowledge	3
PHIL 380	Topics in Philosophy of Religion	3
PHIL 381	Philosophy of Science	3
PHIL 382	Philosophy of Social Science	3
PHIL 384	Topics in Philosophy & Science	3
PHIL 386	Analytic Philosophy	3
PHIL 387	Topics in Philosophy of Mind	3
PHIL 391	Topics in Philosophy of Religion	3
PHIL 393	Philosophy & The Human Sciences	0

(Optional) Philosophy Major Specializations

Specializing within the major is *not* required. Declaring a general philosophy major is common and allows for the greatest flexibility in your course selection.

That said, choosing to pursue a philosophy specialization can help you to identify what fields within philosophy you find most fascinating and relevant, and plan a course of study within your major that emphasizes your interests.

The four areas of specialization within the philosophy major are: **Ethics & Values** (E&V); **Law, Society, & Social Justice** (LSSJ); **Mind & Science** (M&S); and **Existence, Meaning, & Culture** (EMC). To declare a Philosophy Major Specialization, contact the Philosophy Undergraduate Program Director.

Students pursuing a Philosophy Major Specialization must complete the Philosophy Major Requirements (p.), listed above. Students should select elective courses that best align with their chosen Philosophy Major Specialization (see the Suggested Sequence of Courses for each specialization for more information).

Specialization in Ethics and Values (E&V)

Courses in the E&V specialization focus on ethical and moral issues, investigating how meaning, value, and moral responsibility operate to constitute an ethical human life. E&V courses each address some of the following topics: meta questions about value, the status of moral judgments, the nature of freedom, etc.; normative questions that encompass personal ethical choices, how individuals and groups should live together in a society, or ways to make ethical judgments; and applied questions about, for example, health care, education, or the environment. Potential topics include: Is moral value culturally relative? What makes something good? What is a good human life? Should voluntary euthanasia be legalized? What obligations does each person have, both to themselves and each other? Here concerns about moral rights, needs, capabilities, and character often play a role in deciding how we should go about making choices, especially when other people's interests are involved.

Suggested Sequence of Courses

Freshman		
Fall		**Hours**
Ethics Course [1]		3
	Hours	**3**
Spring		
Epistemology Course		3
	Hours	**3**
Sophomore		
Fall		
PHIL 274	Logic	3
PHIL 304 or PHIL 309	History of Ancient Philosophy or Classical Modern Philosophy	3
	Hours	**6**
Spring		
PHIL 300-level E&V Elective Course [2]		3
	Hours	**3**
Junior		
Fall		
PHIL 309 or PHIL 304	Classical Modern Philosophy (whichever course not previously taken) or History of Ancient Philosophy	3
PHIL Elective Course (100-, 200-, or 300-level)		3
	Hours	**6**

Spring		
PHIL 300-level E&V Elective Course [2]		3
	Hours	**3**
Senior		
Fall		
PHIL 300-level E&V Elective Course [2]		3
PHIL 300-level Elective Course		3
	Hours	**6**
Spring		
PHIL E&V Capstone Seminar		3
	Hours	**3**
	Total Hours	**33**

1. PHIL 181 Ethics (suggested)
2. Suggested E&V 300-level Elective Courses: PHIL 310 Issues in Philosophy of Human Nature, PHIL 321 Ethics and Society, PHIL 324 Topics in Ethics, PHIL 388 History of Ethics

Specialization in Law, Society and Social Justice (LSSJ)

Courses in the LSSJ specialization focus on questions of justice—which is to say questions of how we should best live together, structure our societies, and justify our systems of law— developing the ability to critically examine our existing communities, societies, and laws. Students with an LSSJ specialization gain a solid understanding of the philosophical foundations of law, politics, and governance, as well as insight into theories of social justice, economic justice, racial justice, gender justice, environmental justice, etc. LSSJ specialists are thus well-equipped to pursue advanced study of these questions (for example, in law school), to engage in socio-political critique, and/or to strive for positive social and political change.

Suggested Sequence of Courses

Freshman		
Fall		**Hours**
Ethics Course [1]		3
	Hours	**3**
Spring		
Epistemology Course		3
	Hours	**3**
Sophomore		
Fall		
PHIL 274	Logic	3
PHIL 304 or PHIL 309	History of Ancient Philosophy or Classical Modern Philosophy	3
	Hours	**6**
Spring		
PHIL 300-level LSSJ Elective Course [2]		3
	Hours	**3**
Junior		
Fall		
PHIL 309 or PHIL 304	Classical Modern Philosophy (whichever course not previously taken) or History of Ancient Philosophy	3
PHIL Elective Course (100-, 200-, or 300-level)		3
	Hours	**6**
Spring		
PHIL 300-level LSSJ Elective Course [2]		3
	Hours	**3**
Senior		
Fall		
PHIL 300-level LSSJ Elective Course [2]		3
PHIL 300-level Elective Course		3
	Hours	**6**
Spring		
PHIL LSSJ Capstone Seminar		3
	Hours	**3**
	Total Hours	**33**

1. PHIL 182 Social and Political Philosophy (suggested)
2. Suggested LSSJ 300-level Elective Courses: PHIL 321 Ethics and Society, PHIL 323 Philosophy of Law, PHIL 326 Political Philosophy, PHIL 327 Topics in Political Philosophy

Specialization in Mind and Science (M&S)

Courses in the M&S specialization focus on topics in epistemology (the study of knowledge) and metaphysics (the study of reality and first principles), with a particular emphasis on philosophy of science and the philosophy of mind. Topics in epistemology include the nature of justification, certainty, belief, truth, and good reasoning; the nature of scientific inquiry; the roles of values in science; and decolonizing knowledge. Metaphysics covers issues that lie at the foundation of other disciplines, including the nature or existence of reality, soul, body, mind, God, freedom, and human persons. Addressing both historical and contemporary approaches to these topics, an M&S specialization complements further study in the fields of neuroscience, psychology, biology, physics, chemistry, medicine, mathematics, and other related disciplines.

Suggested Sequence of Courses

Freshman		
Fall		**Hours**
Ethics Course		3
	Hours	**3**
Spring		
Epistemology Course [1]		3
	Hours	**3**
Sophomore		
Fall		
PHIL 274	Logic	3
PHIL 304 or PHIL 309	History of Ancient Philosophy or Classical Modern Philosophy	3
	Hours	**6**
Spring		
PHIL 300-level M&S Elective Course [2]		3
	Hours	**3**
Junior		
Fall		
PHIL 309 or PHIL 304	Classical Modern Philosophy (whichever course not previously taken) or History of Ancient Philosophy	3

PHIL Elective Course (100-, 200-, or 300-level)	3
Hours	**6**
Spring	
PHIL 300-level M&S Elective Course [2]	3
Hours	**3**
Senior	
Fall	
PHIL 300-level M&S Elective Course [2]	3
PHIL 300-level Elective Course	3
Hours	**6**
Spring	
PHIL M&S Capstone Seminar	3
Hours	**3**
Total Hours	**33**

[1] PHIL 273 Philosophy of Science (highly suggested) or PHIL 276 Philosophy of Mind (highly suggested)

[2] Suggested M&S 300-level Elective Courses: PHIL 311 Issues in Metaphysics, PHIL 325 Topics in Bioethics, PHIL 330 Theory of Knowledge, PHIL 333 Language: Theories Ancient & Modern, PHIL 355 Neuroethics, PHIL 369 Philosophy of Medicine, PHIL 381 Philosophy of Science, PHIL 382 Philosophy of Social Science, PHIL 383 Philosophy of Psychology

Specialization in Existence, Meaning and Culture (EMC)

Courses in the EMC specialization ask about how we find meaning, both as individuals and as parts of communities and cultures that precede and might outlast us. What does it mean to be a person? What is it like to be a person? How do we respond to, critique, and carry on the past? EMC courses are broadly conversant with and build upon 19th and 20th century European philosophy, focusing on issues in phenomenology (the study of experience), hermeneutics (the study of interpretation), existentialism, philosophical anthropology, feminist philosophy, gender theory, critical race theory, and aesthetics. Topics in these areas intersect with, but are not reducible to, issues in metaphysics, epistemology, and ethics. Specific approaches may be historical and/or conceptual, analytic and/or continental, intradisciplinary and/or interdisciplinary.

Suggested Sequence of Courses

Freshman		
Fall		**Hours**
Ethics Course [1]		3
Hours		**3**
Spring		
Epistemology Course		3
Hours		**3**
Sophomore		
Fall		
PHIL 274	Logic	3
PHIL 304 or PHIL 309	History of Ancient Philosophy or Classical Modern Philosophy	3
Hours		**6**
Spring		
PHIL 300-level EMC Elective Course [2]		3
Hours		**3**
Junior		
Fall		
PHIL 309 or PHIL 304	Classical Modern Philosophy (whichever course not previously taken) or History of Ancient Philosophy	3
PHIL Elective Course (100-, 200-, or 300-level)		3
Hours		**6**
Spring		
PHIL 300-level EMC Elective Course [2]		3
Hours		**3**
Senior		
Fall		
PHIL 300-level EMC Elective Course [2]		3
PHIL 300-level Elective Course		3
Hours		**6**
Spring		
PHIL EMC Capstone Seminar		3
Hours		**3**
Total Hours		**33**

[1] PHIL 181 Ethics (suggested)

[2] Suggested EMC 300-level Elective Courses: PHIL 318 Philosophy of Art, PHIL 319 Studies in Philosophy & Literature, PHIL 326 Political Philosophy, PHIL 327 Topics in Political Philosophy, PHIL 360 Contemporary European Philosophy

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Ethics Course		3
Hours		**3**
Spring		
Metaphysics/Epistemology Course		3
Hours		**3**
Sophomore		
Fall		
PHIL 274 or PHIL 301	Logic or Symbolic Logic	3
PHIL 304 or PHIL 309	History of Ancient Philosophy or Classical Modern Philosophy	3
Hours		**6**
Spring		
PHIL 309 or PHIL 304	Classical Modern Philosophy (whichever course not previously taken) or History of Ancient Philosophy	3
Hours		**3**

Junior	
Fall	
PHIL 300-level Elective Course	3
PHIL Elective Course (100-, 200-, or 300-level)	3
Hours	**6**
Spring	
PHIL 300-level Elective Course	3
Hours	**3**
Senior	
Fall	
PHIL 300-level Elective Course	3
PHIL 300-level Elective Course	3
Hours	**6**
Spring	
PHIL Capstone Seminar Course	3
Hours	**3**
Total Hours	**33**

Learning Outcomes

Upon completion of the BA in Philosophy students will be able to:

- Analyze major texts in the history of philosophy.
- Articulate major philosophical problems and their solutions, such as questions concerning truth and knowledge, reality, moral values, and justice.
- Distinguish and explain different philosophical methodologies or approaches.
- Explain and apply ethical frameworks.
- Evaluate or construct arguments.

Philosophy Minor

In every major area of study there are questions about values or methodology that philosophy can explore. So, philosophy can deepen your understanding of your major field of study. In addition, philosophy trains a person to think rigorously about fundamental questions—to express ideas clearly and logically—to understand and evaluate conflicting points of view—to reason in a careful way. These intellectual skills are useful in almost any career. And of course, like every minor, philosophy is an area of knowledge that has its own intrinsic value.

For further information, please contact the Philosophy Undergraduate Program Director (https://www.luc.edu/philosophy/departmentadministration/).

Related Programs

Major

- Philosophy (BA) (p. 586)

Minor

- Ethics and Moral Philosophy Minor (p. 584)

Curriculum

All minors must take at least six courses in philosophy, at least two of these being 300-level courses.

Each student's minor program must include:

Code	Title	Hours
Minor Requirements		
Select one lower-level philosophy course from the ethics group:		3
PHIL 181	Ethics	
PHIL 182	Social and Political Philosophy	
PHIL 283	Business Ethics	
PHIL 284	Health Care Ethics	
PHIL 285	Contemporary Ethical Issues	
PHIL 286	Ethics and Education	
PHIL 287	Environmental Ethics	
PHIL 288	Culture and Civilization	
PHIL 289	Philosophy and Gender	
Select one lower-level philosophy course from the epistemology group:		3
PHIL 130	Philosophy & Persons	
PHIL 271	Philosophy of Religion	
PHIL 272	Metaphysics	
PHIL 273	Philosophy of Science	
PHIL 274	Logic	
PHIL 275	Theory of Knowledge	
PHIL 276	Philosophy of Mind	
PHIL 277	Aesthetics	
PHIL 279	Judgment and Decision-Making	
Two PHIL Elective Courses at any level (100-, 200-, or 300-level)		6
Two PHIL 300-level Elective Courses		6
Total Hours		**18**

You can design a program to fit your own needs. If you plan a law career, for example, you would likely want to emphasize areas like reasoning, evidence and political theory. Academic counselors can help you design a program. What follows are some suggested sequences for students preparing for careers in law, business, medicine, or religion. Of course, the general requirements stated above must be incorporated in these suggested sequences.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for study. Students should consult their advisor for assistance with course selection.

Suggested Minor Sequence in Pre-Law

Code	Title	Hours
Select one lower-level philosophy course from the ethics group:		3
PHIL 181	Ethics	
Select one lower-level philosophy course from the metaphysics/epistemology group:		3
PHIL 274	Logic	
Select two PHIL Elective Courses at any level, with the following being recommendations:		6
PHIL 182	Social and Political Philosophy	
PHIL 275	Theory of Knowledge	
or PHIL 330	Theory of Knowledge	

Select two PHIL 300-level Elective Courses, with the following being recommendations:		6
PHIL 323	Philosophy of Law	
PHIL 326	Political Philosophy	
or PHIL 327	Topics in Political Philosophy	
PHIL 375	Philosophy of Marxism	
Total Hours		**18**

Suggested Minor Sequence in Pre-Business

Code	Title	Hours
Select one lower-level philosophy course from the ethics group:		3
PHIL 181	Ethics	
Select one lower-level philosophy course from the metaphysics/epistemology group:		3
PHIL 274	Logic	
Select two PHIL Elective Courses at any level, with the following being recommendations:		6
PHIL 182	Social and Political Philosophy	
PHIL 275	Theory of Knowledge	
or PHIL 330	Theory of Knowledge	
PHIL 285	Contemporary Ethical Issues	
Select two PHIL 300-level Elective Courses, with the following being recommendations:		6
PHIL 321	Ethics and Society	
PHIL 326	Political Philosophy	
or PHIL 327	Topics in Political Philosophy	
PHIL 323	Philosophy of Law	
PHIL 375	Philosophy of Marxism	
Total Hours		**18**

Suggested Minor Sequence in Pre-Health

Code	Title	Hours
Select one lower-level philosophy course from the ethics group:		3
PHIL 181	Ethics	
Select one lower-level philosophy course from the metaphysics/epistemology group:		3
PHIL 273	Philosophy of Science	
or PHIL 381	Philosophy of Science	
Select two PHIL Elective Courses at any level, with the following being recommendations:		6
PHIL 182	Social and Political Philosophy	
PHIL 284	Health Care Ethics	
Select two PHIL 300-level Elective Courses, with the following being recommendations:		6
PHIL 321	Ethics and Society	
PHIL 369	Philosophy of Medicine	
Total Hours		**18**

Suggested Minor Sequence in Religion

Code	Title	Hours
Select one lower-level philosophy course from the ethics group:		3
PHIL 181	Ethics	
Select one lower-level philosophy course from the metaphysics/epistemology group:		3
PHIL 271	Philosophy of Religion	
Select two PHIL Elective Courses at any level, with the following being recommendations:		6
PHIL 305	Medieval Philosophy	
PHIL 340	Philosophy of St Thomas Aquinas	
Select two PHIL 300-level Elective Courses, with the following being recommendations:		6
PHIL 310	Issues in Philosophy of Human Nature	
PHIL 312	Problems in the Philosophy of God	
PHIL 380	Topics in Philosophy of Religion	
Total Hours		**18**

Learning Outcomes

Upon completion of the Minor in Philosophy students will be able to:

- Analyze major texts in the history of philosophy.
- Articulate major philosophical problems and their solutions, such as questions concerning truth and knowledge, reality, moral values, and justice.
- Distinguish and explain different philosophical methodologies or approaches.
- Explain and apply ethical frameworks.
- Evaluate or construct arguments.

Physics

About Us

Located on the beautiful, Lakeshore campus of Loyola Univeristy Chicago in Cudahy Science Hall, the Department of Physics prepares students for future STEM careers. Students in the Department of Physics will learn the principles of physics, contribute to new physical knowledge and seek to foster scientific integrity. These goals are consistent with the mission of Loyola University Chicago: searching for truth and living for others. The Department strives to create a welcoming environment for its students that encourages student success and supports their well being as they work toward their career goals at Loyola. The Department and the Physics Club hold several social events each year to build community among the Loyola physics students and faculty.

We offer several undergraduate degree plans (p. 592) with BS degree programs in Physics, Biophysics, Theoretical Physics/Applied Mathematics and Physics/Computer Science. We also offer a special dual degree in physics and engineering, wherein students receive a BS in Physics from Loyola and a bachelor of engineering degree from an affiliated school. In collaboration with the School of Education, the department also offers a BS/MEd degree that prepares students to teach in high schools. In addition, the department serves a large number of students seeking to satisfy ancillary requirements for other majors, core curriculum requirements, as well as pre-health-professional requirements for medical, dental, and pharmacy schools.

The Department has several areas of active physics research, including astroparticle physics, computational physics, cosmology, biophysics, fluid dynamics, optics, and quantum mechanics. Students have the opportunity to explore these different areas of physics research with faculty (https://www.luc.edu/physics/research/) and are encouraged to participate in projects. Students often present their research at local and national conferences, and they can receive fellowships (https://

www.luc.edu/physics/undergraduateexperiences/researchfellowships/) from LUC to support their research.

You can read more about the undergraduate experience offered by the Physics Department here. Please explore the website or contact the department chair for more information about our department.

Loyola Physics Department
300 Cudahy Science Hall
1032 W. Sheridan Rd.
Chicago, Illinois 60660
Phone: 773.508.3533
Fax: 773.508.3534

Physics in the Science Core

The Physics Department offers several courses for non-science majors seeking to satisfy natural science core curriculum requirements: PHYS 101 Liberal Arts Physics, PHYS 102 Planetary and Stellar Astronomy, and PHYS 106 Physics of Music. These courses emphasize an appreciation of the basic laws, overall structure, and beauty of the physical universe. In addition, as part of the natural science core, these courses discuss the scientific method, and stress the importance of methodological competence as well as ethics in forming critical judgments on technically oriented societal issues. More information on Loyola's Core Curriculum can be found here (https://www.luc.edu/physics/undergraduateexperiences/).

Undergraduate Programs

- Biophysics (BS) (p. 596)
- Physics (BS) (p. 598)
- Physics (BS) + Engineering (BS) (p. 599)
- Physics Minor (p. 601)
- Physics with Computer Science (BS) (p. 602)
- Theoretical Physics and Applied Mathematics (BS) (p. 604)

Physics Department Academic Policies

Mathematics Readiness

Entering students with American College Test (ACT) mathematics scores of 25 or higher, or Scholastic Aptitude Test (SAT) mathematics scores of 570 or higher, automatically qualify to start the sequence of physics courses for the major in physics. Students who do not so qualify should consult the physics chairperson to determine the appropriate sequence of courses.

Policy on Multiple Majors and Minors

The following modifies and clarifies the "Double-Dipping (https://www.luc.edu/media/lucedu/cas/pdfs/Double%20Dipping%20Policy.pdf)" policy of the College of Arts & Sciences, as it pertains to the Department of Physics.

The following degree programs are housed in or jointly housed in the Physics Department:

1. Bachelor of Science in Physics (PHYS-BS)
2. Bachelor of Science in Biophysics (BPHY-BS)
3. Bachelor of Science in Physics with Computer Science (PCSC-BS)
4. Bachelor of Science in Theoretical Physics/Applied Mathematics (TPAM-BS)
5. Physics Minor (PHYS-MINR)

They will be referred to as “majors or minor in the Physics Department” in this document.

- A combination of PHYS-BS and PCSC-BS **is not allowed**.
- Any other combination of two majors in the Physics Department (aside from PCSC-BS) **is allowed.**
- Any combination of three majors in the Physics Department **is not allowed**.
- PHYS-MINR **is not allowed** together with any major housed in Physics Department.
- A Mathematics Minor (MATH-MINR) **is not allowed** together with TPAM-BS, but **is allowed** with any other major in the Physics Department. For qualifying students, the MATH-MINR may be earned by taking **one** additional, upper-level mathematics course (MATH 3XX).
- A Computer Science Minor (COMP-MINR) **is not allowed** together with PCSC-BS.
- An Information Technology Minor (ITEC-MINR) **is not allowed** together with PCSC-BS.
- The combination of a B.S. in Mathematics (MATH-BS) and any single major housed in the Physics department **is allowed**.
- A triple major of MATH-BS, TPAM-BS, and any other major housed in the Physics Department **is not allowed**.
- A triple-major combination of PCSC-BS, PHYS-BS, and any of the following: B.S. in “Communication Networks and Security” (CNWS-BS), “Computer Science” (COMP-BS), “Information Technology” (ITEC-BS), or “Software Engineering” (SWEN-BS) is **not allowed**.
- A triple-major combination of PHYS-BS, BPHY-BS, and any of the following: B.S. in Biology (BIOL-BS), Biology with Molecular Biology Emphasis (BIOM-BS), or Biology with Ecology Emphasis (BIOE-BS) **is not allowed**.

Grade Requirements

A grade of "C-" or better must be earned in all physics courses required for the major or minor in physics.

Continuation in the Major

A student will be withdrawn from any major offered by the Physics Department if either of the following conditions exist:

1. The student receives two grades less than C- (excluding grades of W but including grades of WF) in a two year period in courses required for the major (including courses offered by the Math and Computer Science departments).
2. The student has a cumulative GPA in majors’ courses (including the ancillary courses) less than 2.00 after completion of the first two year sequence (i.e., upon completion of MATH 264 Ordinary Differential Equations and PHYS 301 Mathematical Methods in Physics and PHYS 314 Theoretical Mechanics I).

The chair of the Physics Department may reinstate the student in exceptional cases.

Prerequisite Courses

PHYS 121 College Physics I with Calculus Lecture/Discussion and PHYS 122 College Physics II with Calculus Lecture/Discussion are

basic prerequisites for all physics courses. PHYS 111 College Physics I Lec / Dis, PHYS 112 College Physics II Lec/Disc will be accepted in lieu of these courses with the permission of the department chairperson. Mathematics courses listed as prerequisites to a physics course may, with the permission of the chairperson, be taken concurrently with the physics course or may be excluded in special instances. MATH 264 Ordinary Differential Equations is a prerequisite to all 300 level physics courses. Part II of a given course may not be taken before Part I.

Advanced Placement in Physics

Entering non-majors who have received scores of 4 or higher on the Physics B or Physics C Advanced Placement examinations of the College Entrance Examination Board are eligible to receive college credit for the corresponding lecture courses. A score of 4 or higher in the Physics C examination, plus departmental approval, are necessary for receipt of credit by majors. No credit is available for laboratory courses.

Requirements for Departmental Honors

In addition to the general requirements for the major, a student seeking departmental honors must satisfy the following two criteria:

- Minimum overall GPA of 3.7
- Department-approved research project that culminates in a journal article, seminar presentation, or conference proceeding.

Qualifying students must email the Department Chair (Constantin Rasinariu) for departmental approval. Students should then submit the approval to their CAS advisor.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Physics (PHYS)

PHYS 101 Liberal Arts Physics (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
For non-science majors. Selected topics from classical and modern physics emphasizing beauty, symmetry, and simplicity. Contemporary issues of physics and society.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Understanding of interaction between theory and experiment, role of physics in society, science vs. nonscience; solve problems using algebra, geometry, vectors, and graphs; synthesize disparate physics topics

PHYS 102 Planetary and Stellar Astronomy (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course covers the astronomy of the solar system and planetary science as well as the astronomy of stars and galaxies. This includes study of earth and comparative study of all the planets, as well as the birth, evolution, and death of stars, the clustering of stars and galaxies, the expanding universe and cosmology.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students will demonstrate an understanding of the fundamental knowledge and concepts in astronomy, the qualitative and quantitative reasoning used, and how this science can be applied

PHYS 106 Physics of Music (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Language, structure, history and styles of music; motion, force, energy and waves applied to production of sound; physical properties of instruments and musical acoustics.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Knowledge of music fundamentals; understand how instruments function; apply physics concepts and experimentation to analyze the production of music and acoustics

PHYS 111 College Physics I Lec / Dis (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
Non-calculus introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 111L College Physics Laboratory I (1 Credit Hour)
Pre- or co-requisites: PHYS 111 or PHYS 121; Prerequisite: MATH 118 or MDT
Laboratories cover selected topics in introductory mechanics, including freefall, uniform circular motion, work-energy, collisions, rotational motion, and harmonic motion.
Interdisciplinary Option: Forensic Science
Outcomes:
Experience and familiarity with basic measuring devices and simple mechanics equipment; Understand measurement errors and their propagation, plotting and interpretation of data, the connection between theory and experiment for selected topics in elementary mechanics

PHYS 112 College Physics II Lec/Disc (3 Credit Hours)
Pre-requisites: PHYS 111 or equivalent
PHYS 111 and 112 provide a non-calculus introduction to physics. Topics include electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 112L College Physics Lab II (1 Credit Hour)
Pre-requisites: PHYS 112 or PHYS 122 (may also be taken as corequisite); also prerequisite PHYS 111L; For ESBE, ESCE, and ESEE majors only: Prerequisite or corequisite of PHYS 122
Laboratories cover selected topics in electrical circuits and optics, including DC circuits, resonance in AC circuits, ray optics, and prism and grating spectrometers.
Interdisciplinary Option: Forensic Science
Outcomes:
Understand the connection between theory and experiment for selected topics in elementary electrical circuits and optics; Experience and familiarity with DC power supplies, digital multi-meters, function generators, oscilloscopes, mirrors, lenses, and spectrometers; Ability to correlate simple electronic schematic diagrams with actual circuits

PHYS 121 College Physics I with Calculus Lecture/Discussion (3 Credit Hours)
Co-requisites: MATH 131 or MATH 161
Calculus-based introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 122 College Physics II with Calculus Lecture/Discussion (3 Credit Hours)
Pre-requisites: PHYS 121; Corequisite: MATH 132 or MATH 162
Calculus-based introduction to electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 126F Freshman Projects (1 Credit Hour)
Pre-requisites: PHYS 111 or 121 (C- or better); Enrollment restricted to PHYS, BPHY, TPAM, and PCSC majors Outcomes: Students should gain a deeper understanding of the material covered in introductory physics and learn about research methods employed by physicists
Under the guidance of a faculty member, students perform research on a physics-related topic through a semester-long project. The project involves development of a proposal, building of experimental apparatus, data collection/analysis, and theoretical calculations.
This course satisfies the Engaged Learning requirement.

PHYS 130 Introduction to Computational Physics (3 Credit Hours)
Pre-requisites: PHYS 121 (C- or better); Corequisite: PHYS 122
This is an introductory computational physics course. The course will cover basic computational skills using Python and common scientific Python packages. We will solve a set of programming exercises that enhances both the understanding of introductory physics (Newton's laws, work, energy, momentum) and physics problem solving skills.
Outcomes:
Students should be able to write a Python program to perform numerical calculations in physics and gain computational skills that would be utilized in upper division physics coursework and research

PHYS 235 Modern Physics (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: PHYS 235L and MATH 263; Enrollment is restricted to PHYS, BPHY, TPAM and PCSC majors and PHYS minors
This course covers the Special Theory of Relativity and Introductory Quantum Mechanics.
Outcomes:
Understand the relative nature of space and time; the duality of waves and particles; the microscopic structure of matter and its macroscopic consequences

PHYS 235L Modern Physics Laboratory (1 Credit Hour)
Co-requisites: PHYS 235
Modern physics experiments including electromagnetic waves (microwaves), interferometry, spectroscopy, electron and quantum physics, and solid-state physics.
Outcomes:
Students will gain hands on experience and familiarity with experiments from early modern physics, the ability to use spreadsheets and symbolic algebraic software for problem solving and data interpretation, and experience documenting and reporting results including historical background searches

PHYS 301 Mathematical Methods in Physics (3 Credit Hours)
Pre-requisites: PHYS 235; Corequisite: MATH 264
Lecture and computer laboratory; Mathematical and computer methods in physics and engineering; Topics include vector calculus, functions of a complex variable, phasors, Fourier analysis, linear transformations, matrices, first and second order differential equations, special functions, numerical and symbolic computer applications.
Course equivalencies: X-PHYS301/PHYS271/MATH355

PHYS 303 Electronics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Study of analog electronics, including direct and alternating circuit analysis, resonant circuits, diodes, transistors, amplifiers, operational amplifiers, noise, feedback and oscillators.
Outcomes:
Students will understand and manipulate equations and concepts, and gain experience with electronics equipment, plotting and interpretation of data, synthesizing and writing laboratory results, and the formal verbal presentation of results

PHYS 303L Electronics Laboratory (1 Credit Hour)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various electronic components, instruments, techniques, and applications. This course is the lab component for PHYS 303.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 303 (Analog and digital electronics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 310 Optics (3 Credit Hours)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
The course covers electromagnetic nature of light, geometrical optics, polarization, Fresnel relations, interference, Fraunhofer and Fresnel diffraction, Fourier optics, lasers, and holography.
Outcomes:
Students will gain knowledge of the principles of classical and modern optics, the role of optics in the development of quantum mechanics and its applications to modern technology

PHYS 310L Optics Lab (1 Credit Hour)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various optical components, instruments, techniques, and applications. This course is the lab component to PHYS 310.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 310 (Geometrical and wave optics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 314 Theoretical Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: MATH 264 and PHYS 301 Outcomes: Students will gain understanding of analytical and numerical methods of mechanics, understanding of principles in dynamics, and experience in applying formalisms of Lagrange and Hamilton to mechanics in preparation for other areas of physics and engineering
Newtonian particle dynamics, conservation theorems, oscillations, gravitation, generalized coordinates, Lagrange and Hamilton formalisms.

PHYS 315 Theoretical Mechanics II (3 Credit Hours)
Pre-requisites: PHYS 314
This course is a continuation of PHYS 314 and covers dynamics of system of particles, moving coordinates, rigid body dynamics, systems of oscillators, motion in a central force field, relativity.
Outcomes:
Students will gain understanding of analytical and numerical methods of mechanics, and of the laws of dynamics and their applications

PHYS 328 Thermal Physical & Statistical Mechanics (3 Credit Hours)
Pre-requisites: PHYS 235 and PHYS 301
This course examines the fundamental concepts of temperature, entropy, and thermodynamic equilibrium, the first and second law, engines, the third law, and Boltzmann, Fermi-Dirac, and Bose-Einstein statistics.
Outcomes:
Students will learn to compare thermodynamical versus statistical characterizations of macroscopic systems with applications ranging from analyzing Fermi gases and black body radiation to information theory

PHYS 338 Advanced Physics Laboratory (2 Credit Hours)
Pre-requisites: PHYS 301 and PHYS 314; Restricted to PHYS, TPAM, PCSC, and BPHY majors
Lab course with advanced experiments in mechanics, biophysics, electromagnetism, quantum mechanics, solid state, and particle physics. Students will receive training in data analysis methods, data acquisition systems, signal processing, and 3D fabrication. Students will work in teams on a final independent project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain an understanding of experiment design, data analysis, and error estimation in the context of investigating physical principles and using different instrumentation

PHYS 351 Electricity and Magnetism I (3 Credit Hours)
Pre-requisites: PHYS 235, 301 & MATH 264
Electrostatics and magnetostatics in a vacuum as well as in linear media, and an introduction to electrodynamics.
Outcomes:
Students will gain an understanding of mathematical methods of electrodynamics, of static electricity and magnetism including Coulomb's, Gauss', Ampere's, and Faraday's laws and their applications, and of solutions of Laplace's and Maxwell's equations

PHYS 352 Electricity and Magnetism II (3 Credit Hours)
Pre-requisites: PHYS 351
Introduction to electrodynamics and the special theory of relativity.
Outcomes:
Students will gain an understanding of electromagnetic field energy and momentum, Maxwell's equations and their applications including electromagnetic radiation and emission, involving retarded potentials and Lorentz covariance

PHYS 361 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 235 & PHYS 301
Non-relativistic quantum mechanics.
Outcomes:
Students will understand and use separation of variables, finite polynomials, and matrix algebra to solve the Schroedinger equation, explain microscopic structure of matter, and describe philosophical interpretations of quantum mechanics

PHYS 371 Biophysics (3 Credit Hours)
Pre-requisites: For Biology and Molecular Biology majors: BIOL 251, (PHYS 112 or 122), and (MATH 132 or 162); For all other majors: PHYS 235 and BIOL 101
An upper-level course in biological physics focused on a quantitative description of the physical processes driving molecular and cellular processes with an emphasis on experiment design and analysis.
Outcomes:
Students will understand how to apply physical principles and probabilistic analysis toward the study of biological phenomena at molecular and cellular levels

PHYS 380 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students will understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 381 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 391 Research (1-12 Credit Hours)
Research in physics or an associated field. This is a variable credit course and can be repeated.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHYS391 / PHYS385 / PHYS386
Outcomes:
Under the guidance of a faculty member, students study and understand research methods employed by physicists and gain a deeper understanding of a particular area of physics

PHYS 394 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

PHYS 395 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

Biophysics (BS)

The Biophysics major is an interdisciplinary program on the cutting edge of new developments in the biosciences. Offered by the Departments of Physics and Biology, the biophysics major provides rigorous training in biosciences, mathematics, and lab skills. The degree prepares students for research careers in biophysics, biochemistry, biomedical engineering, and physics. Biophysics is an ideal major for students considering careers in medicine, optometry, dentistry, and other applied health sciences.

Related Programs

Major

- Biology (BS) (p. 285)
- Physics (BS) (p. 598)

Minor

- Biostatistics Minor (p. 297)
- Physics Minor (p. 601)

Curriculum

This course of study prepares one for careers in medicine, medical research, nano-sciences, biophysics, medical physics, biomedical engineering, and biotechnology. A strong physics and mathematics background is fortified with biology and chemistry classes. A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each

Code	Title	Hours
Required Courses		
Physics		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 126F	Freshman Projects	1
PHYS 112L	College Physics Lab II	1
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
PHYS 301	Mathematical Methods in Physics	3
PHYS 314	Theoretical Mechanics I	3
PHYS 351	Electricity and Magnetism I	3
Physics Elective		
Select one of the following:		3
PHYS 310	Optics	
PHYS 328	Thermal Physical & Statistical Mechanics	
PHYS 361	Quantum Mechanics I	
Biology		
Select one of the following:		1-3
BIOL 101	General Biology I	
BIOL 111	General Biology I Lab	
BIOL 251	Cell Biology	
BIOL 282	Genetics	
Biophysics Elective Options		
Students must complete 10 credit hours to fulfill this requirement from the following:		10
BIOL 102	General Biology II [1]	
or COMP 18(	Computing and Data Analysis for the Sciences	
BIOL 112	General Biology II Lab	
BIOL 252	Cell Biology Laboratory	
BIOL 283	Genetics Laboratory	
BIOL 317	Models of Human Disease	
BIOL 335 / STAT 335		
BIOL 366	Cell Physiology & Biochemistry	
BIOL 366L	Cell Physiology and Biochemistry Lab	
BIOL 387	Genomics	
BIOL 388	Bioinformatics	
BIOL 390	Molecular Biology Laboratory	
BIOL 382	Molecular Genetics	
COMP 180	Computing and Data Analysis for the Sciences [1]	
PHYS 130	Introduction to Computational Physics [1]	
PHYS 310L	Optics Lab	
PHYS 338	Advanced Physics Laboratory	
PHYS 371	Biophysics	
PHYS 391	Research [2]	
Chemistry		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
Mathematics		
MATH 161	Calculus I	4

MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
Total Hours		**67-69**

[1] Students may receive degree credit for only one of the following: BIOL 102, COMP 180, or PHYS 130.

[2] Students may only count 1 credit hour of PHYS 391 Research toward the degree.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
UCWR 110	Writing Responsibly	3
	Hours	**15**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1
MATH 162	Calculus II	4
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
Core		3
	Hours	**16**
Second Year		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations [1]	3
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
	Hours	**15**
Spring		
PHYS 301	Mathematical Methods in Physics	3
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 261	Quantitative Methods in Chemistry Laboratory	1
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
Core		3
	Hours	**16**
Third Year		
Fall		
PHYS 351	Electricity and Magnetism I	3
BIOL 251	Cell Biology	3
BIOL 282	Genetics	3
Core		3
Core		3
	Hours	**15**
Spring		
PHYS 314	Theoretical Mechanics I	3
BPHY 300-Level Elective		3
PHYS 310	Optics [2]	3
PHYS 310L	Optics Lab [2]	1
Core		3
Core		3
	Hours	**16**
Fourth Year		
Fall		
BPHY 300-Level Elective		3
Core		3
Core		3
Core		3
Core		3
	Hours	**15**
Spring		
BPHY 300-Level Elective		3
Core		3
Core		3
Core		3
General Elective		2
	Hours	**14**
	Total Hours	**122**

[1] Students can take MATH 264 in the spring semester of their second year, but it would be best taken before PHYS 301.

[2] PHYS 310 Optics/PHYS 310L Optics Lab can be taken in the spring of the fourth year

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate foundational knowledge in physics and biology, and the acquisition of new knowledge via the scientific method.
- Develop a deeper understanding of the connection between the biological and the physical sciences.
- Understand and be able to employ laboratory techniques and computer skills used in biological and physical science labs.
- Possess an understanding of the intermediate level mathematics needed to model and solve problems based in the physical and biological sciences.
- Collect and analyze data to develop, refine, or falsify scientific theories.
- Learn effective and ethical methods for collaborating with others on scientific and technical projects.

Physics (BS)

The Physics major provides rigorous training in mathematics and physics with courses in statistical thermodynamics, electricity and magnetism and quantum mechanics as well as labs in optics, and electronics. Physics graduates pursue careers in industry, government labs, economics, and medicine. The program also prepares students for graduate education in physics, computer science, engineering, and law. Pre-health physics majors often receive high placement scores on the MCAT and other entrance exams.

Related Programs

Major

- Physics with Computer Science (BS) (p. 602)

Minor

- Physics Minor (p. 601)

Combined

- Physics (BS) + Engineering (BS) (p. 599)

Curriculum

The physics major includes courses in all the fundamental areas of physics at the beginning and intermediate level. Students have the opportunity to take special topics courses that provide an advanced background in specific areas of physics. The curriculum includes a strong background in mathematics, laboratory experience, and computer methods. A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each major or minor. Final confirmation of degree requirements is subject to department, school, and university approval.

Code	Title	Hours
Required Courses		
Physics I		
PHYS 121 & PHYS 111L	College Physics I with Calculus Lecture/ Discussion and College Physics Laboratory I	4
Physics II		
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	4
Required Physics Courses		
PHYS 126F	Freshman Projects	1
PHYS 130	Introduction to Computational Physics	3
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
PHYS 301	Mathematical Methods in Physics	3
PHYS 303	Electronics I	3
PHYS 303L	Electronics Laboratory	1
PHYS 310	Optics	3
PHYS 310L	Optics Lab	1
PHYS 314	Theoretical Mechanics I	3
PHYS 328	Thermal Physical & Statistical Mechanics	3
PHYS 338	Advanced Physics Laboratory	2
PHYS 351	Electricity and Magnetism I	3
PHYS 361	Quantum Mechanics I	3
Ancillary Math		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
Total Hours		**56**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4
UCWR 110	Writing Responsibly	3
Core		3
	Hours	**14**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1

MATH 162	Calculus II	4
PHYS 130	Introduction to Computational Physics	3
Core		3
	Hours	**15**
Second Year		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations [1]	3
Core		3
General Elective		2
	Hours	**16**
Spring		
PHYS 301	Mathematical Methods in Physics	3
PHYS 314	Theoretical Mechanics I	3
Core		3
Core		3
Core		3
	Hours	**15**
Third Year		
Fall		
PHYS 351	Electricity and Magnetism I	3
PHYS 328	Thermal Physical & Statistical Mechanics	3
Core		3
Core		3
Core		3
	Hours	**15**
Spring		
PHYS 361	Quantum Mechanics I	3
PHYS 310	Optics	3
PHYS 310L	Optics Lab	1
Core		3
Core		3
Core		3
	Hours	**16**
Fourth Year		
Fall		
PHYS 303	Electronics I [2]	3
PHYS 303L	Electronics Laboratory [2]	1
Core		3
General Electives		3
General Electives		3
General Electives		2
	Hours	**15**
Spring		
PHYS 338	Advanced Physics Laboratory	2
General Electives		3
General Electives		3
General Electives		3
General Electives		3
	Hours	**14**
	Total Hours	**120**

[1] Students can take MATH 264 in the spring semester of their second year, but it would be best taken before PHYS 301.

[2] Students can take PHYS 303 & PHYS 303L in the fall semester of their third or fourth year. Many choose to take it in the fourth year if the third year spring is already challenging.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate foundational knowledge in the physical sciences and the acquisition of new knowledge via the scientific method
- Understand and be able to employ laboratory techniques and computer skills used in physical science labs.
- Use mathematical techniques to model physical systems and extract both quantitative and qualitative descriptions of their behavior.
- Collect and analyze data to develop, refine, or falsify scientific theories.
- Learn effective and ethical methods for collaborating with others on scientific and technical projects.

Physics (BS) + Engineering (BS)

If you are a student who recognizes the value of broadening your educational experience to include one of the fundamental sciences, as well as liberal arts and engineering, Loyola University Chicago's Dual-Degree Physics/Engineering Program may be just right for you.

Through the Physics (BS) + Engineering (BS) program, students can earn two baccalaureate degrees: a BS in Physics from Loyola and a bachelor's in Engineering from an affiliated engineering school. In this five-year program, students complete a three-year degree plan in physics at Loyola and then two years of concentrated engineering studies at the partner institution. This is an excellent route for students interested in careers in aerospace, civil, electrical, and mechanical engineering.

Related Programs

Major

- Physics (BS) (p. 598)
- Physics with Computer Science (BS) (p. 602)

Minor

- Physics Minor (p. 601)

Curriculum

The physics major includes courses in all the fundamental areas of physics at the beginning and intermediate level. The curriculum includes a strong background in mathematics, laboratory experience, and computer methods. A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each major or minor. The engineering partner schools have minimum GPA requirements that must be met for acceptance into their programs. Additional coursework may be required by the engineering partner school to satisfy pre-requisites for engineering courses. Final confirmation of degree requirements is subject to department, school, and university approval.

Code	Title	Hours
Required Courses		
Physics I		
PHYS 121 & PHYS 111L	College Physics I with Calculus Lecture/ Discussion and College Physics Laboratory I	4
Physics II		
PHYS 122 & PHYS 112L	College Physics II with Calculus Lecture/ Discussion and College Physics Lab II	4
Required Physics Courses		
PHYS 126F	Freshman Projects	1
PHYS 130	Introduction to Computational Physics	3
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
PHYS 301	Mathematical Methods in Physics	3
PHYS 303	Electronics I	3
PHYS 303L	Electronics Laboratory	1
PHYS 310	Optics	3
PHYS 310L	Optics Lab	1
PHYS 314	Theoretical Mechanics I	3
PHYS 328	Thermal Physical & Statistical Mechanics	3
PHYS 338	Advanced Physics Laboratory	2
PHYS 351	Electricity and Magnetism I	3
PHYS 361	Quantum Mechanics I	3
Ancillary Math		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
Total Hours		**56**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major. Students should consult their advisor for assistance with course selection. Completion of the physics requirements in three years is not required, but all physics and core requirements must be completed at Loyola prior to enrollment at the partner engineering school.

Course	Title	Hours
Freshman		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4
UCWR 110	Writing Responsibly	3
CORE		3
CORE		3
	Hours	**17**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1
PHYS 130	Introduction to Computational Physics [1]	3
MATH 162	Calculus II	4
CORE		3
CORE		3
	Hours	**18**
Sophomore		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
ECON 202	Principles of Macroeconomics [2]	3
CORE		3
	Hours	**17**
Spring		
PHYS 301	Mathematical Methods in Physics	3
PHYS 314	Theoretical Mechanics I	3
CHEM 160	Chemical Structure and Properties [3]	3
CHEM 161	Chemical Structure and Properties Laboratory [3]	1
CORE		3
CORE		3
	Hours	**16**
Junior		
Fall		
PHYS 303	Electronics I	3
PHYS 303L	Electronics Laboratory	1
PHYS 328	Thermal Physical & Statistical Mechanics	3

PHYS 351	Electricity and Magnetism I	3
CORE		3
CORE		3
CORE		3
	Hours	**19**
Spring		
PHYS 310	Optics	3
PHYS 310L	Optics Lab	1
PHYS 338	Advanced Physics Laboratory	2
PHYS 361	Quantum Mechanics I	3
CORE		3
CORE		3
CORE		3
	Hours	**18**
	Total Hours	**105**

1 PHYS 130 Introduction to Computational Physics should be substituted with COMP 170 Introduction to Object-Oriented Programming for students interested in electrical engineering or computer engineering programs.

2 ECON 202 Principles of Macroeconomics is required for students planning to apply to Columbia Engineering Program.

3 At least one semester of chemistry is generally required by engineering partner schools.

Learning Outcomes

In this program, a student can earn two baccalaureate degrees: a Bachelor of Science in Physics from Loyola University Chicago and a Bachelor in Engineering from an affiliated engineering school. Typically, three years of study in the social sciences, humanities, mathematics and physical sciences at Loyola are required, followed by two years of concentrated engineering studies at the school of engineering.

Loyola University Chicago has formal affiliations with Washington University in St. Louis, Columbia University in New York City, and with Notre Dame University in South Bend, Indiana.

Students can also choose other schools that suit their interest to complete the engineering degree. Many of our students have completed their engineering degrees at other universities such as University of Illinois Urbana-Champaign, University of Illinois at Chicago, Northwestern University, University of Michigan, and Iowa State University to complete their engineering studies.

Using as starting point the outstanding education in the Jesuit tradition offered by Loyola, which emphasizes breadth and depth of training in the liberal arts, humanities, and social sciences, upon completion of this dual degree program students will:

- Gain foundational understanding of physics, a fundamental science that has broad application in existing and emerging technologies;
- Acquire the intermediate level of mathematical tools needed to effectively address physics and engineering problems;
- Possess an understanding of the fundamental engineering fields, and the ability to apply their combined Physics/Engineering knowledge to solve real world problems in the engineering field of their choosing (mechanical, chemical, biomedical, electrical, civil industrial, computer, systems, environmental, and financial–engineering);
- Gain an understanding and appreciation of interdisciplinary approach in the physical and engineering sciences.

Physics Minor

The minor in Physics is a perfect fit for students interested in science and with aptitude in mathematics, but who do not wish to pursue a career in physics. A minor in physics gives a strong basic background in physics and mathematics that will enhance a career in other areas such as: chemistry, biology, social sciences, computational sciences, humanities, or business.

Related Programs

Major

- Biophysics (BS) (p. 596)
- Physics (BS) (p. 598)

Minor

- Biostatistics Minor (p. 297)

Curriculum

A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each major or minor. Final confirmation of degree requirements is subject to department, school, and university approval.

Code	Title	Hours
Required Courses		
Physics Courses		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
Physics Electives		
Complete six credit hours from the following list. A minimum of three hours must be at the PHYS 300-level		6
PHYS 126F	Freshman Projects	
PHYS 130	Introduction to Computational Physics	
PHYS 301	Mathematical Methods in Physics	
PHYS 303	Electronics I	
PHYS 303L	Electronics Laboratory	
PHYS 310	Optics	
PHYS 310L	Optics Lab	
PHYS 371	Biophysics	
PHYS 381	Special Topics in Physics	
PHYS 391	Research [1]	
MATH 264	Ordinary Differential Equations	
Math Courses		
MATH 161	Calculus I	4
MATH 162	Calculus II	4

MATH 263	Multivariable Calculus	4
Total Hours		**30**

[1] Up to three hours may count toward the minor.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4
	Hours	**8**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
MATH 162	Calculus II	4
	Hours	**8**
Year 2		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
	Hours	**8**
Spring		
PHYS 300-Level Elective		3
PHYS Elective		3
	Hours	**6**
	Total Hours	**30**

Learning Outcomes

The minor in Physics is a perfect fit for students interested in science and with aptitude in mathematics, but who do not wish to pursue a career in physics. A minor in physics gives a strong basic background in physics and mathematics that will enhance a career in other areas such as: chemistry, biology, social sciences, computational sciences, humanities, or business.

Students take the basic lecture and laboratory physics courses with the physics majors, including a participation in the Freshman Projects; they also take the basic mathematics courses.

By completing the Minor in Physics, students will:

- Acquire foundational knowledge in the physical sciences
- Possess an understanding of the basic mathematics needed to solve problems
- Acquire basic skills for analytical thinking and problem solving
- Gain an understanding and appreciation of interdisciplinary approach involving physical sciences, mathematics and other disciplines.

Physics with Computer Science (BS)

As of Fall 2026, this program is no longer accepting applicants.

Physics is understood in terms of many mathematical relationships that are much easier to state than solve, and computer science has become a major part of many physicists' work to solve enormous problems. This major is preparation for graduate study in physics, applied physics, computer science, and especially in the burgeoning research field of computational physics, as well as in many branches of engineering. Employment opportunities are in the industries of R&D and manufacturing, research and teaching in academic institutions, and research in government and private laboratories.

Related Programs

Major

- Computer Science (BS) (p. 348)
- Physics (BS) (p. 598)

Minor

- Physics Minor (p. 601)

Curriculum

This program is similar to the theoretical physics/applied mathematics option, except that some of the mathematics courses are replaced by computer science courses. A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each major or minor. Final confirmation of degree requirements is subject to department, school, and university approval.

Code	Title	Hours
Required Courses		
Physics		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 126F	Freshman Projects	1
PHYS 112L	College Physics Lab II	1
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
PHYS 301	Mathematical Methods in Physics	3
PHYS 303	Electronics I	3
PHYS 303L	Electronics Laboratory	1
PHYS 310	Optics	3
PHYS 310L	Optics Lab	1
PHYS 314	Theoretical Mechanics I	3
PHYS 351	Electricity and Magnetism I	3
PHYS 361	Quantum Mechanics I	3
Mathematics		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4

MATH 264	Ordinary Differential Equations	3
Computer Science		
COMP 141	Introduction to Computing Tools and Techniques	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 264	Introduction to Computer Systems	3
COMP 271	Data Structures I	3
COMP 272	Data Structures II	3
Discrete Mathematics Choice		
COMP 163	Discrete Structures	3
or MATH 201	Introduction to Discrete Mathematics & Number Theory	
Computer Science Choice		
COMP 313	Object-Oriented Design	3
or COMP 363	Design and Analysis Computer Algorithms	
300-Level Comp Electives or Equivalent		
Select two of the following:		6
BIOL 388	Bioinformatics	
BIOL 392	Metagenomics	
COMP 300-Level Course		
MATH 309	Numerical Methods	
MATH 328	Algebraic Coding Theory	
MATH 331	Cryptography	
PHYS 328	Thermal Physical & Statistical Mechanics	
PHYS 338	Advanced Physics Laboratory	
STAT 321	Computational Aspects of Modeling and Simulation	
Total Hours		**75**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4
COMP 141	Introduction to Computing Tools and Techniques	3
UCWR 110	Writing Responsibly	3
	Hours	**14**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1
MATH 162	Calculus II	4
COMP 170	Introduction to Object-Oriented Programming	3
Core		3
	Hours	**15**
Second Year		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations [1]	3
COMP 163	Discrete Structures	3
Core		3
	Hours	**17**
Spring		
PHYS 301	Mathematical Methods in Physics	3
PHYS 314	Theoretical Mechanics I	3
COMP 163	Discrete Structures	3
COMP 271	Data Structures I	3
Core		3
	Hours	**15**
Third Year		
Fall		
PHYS 351	Electricity and Magnetism I	3
PHYS 303	Electronics I [2]	3
PHYS 303L	Electronics Laboratory [2]	1
COMP 272	Data Structures II	3
Core		3
Core		3
	Hours	**16**
Spring		
PHYS 310	Optics [3]	3
PHYS 310L	Optics Lab [3]	1
PHYS 361	Quantum Mechanics I	3
COMP 264	Introduction to Computer Systems	3
Core		3
Core		3
	Hours	**16**
Fourth Year		
Fall		
COMP 363	Design and Analysis Computer Algorithms	3
PCSC 300-Level Elective		3
Core		3
Core		3
Core		3
	Hours	**15**
Spring		
PCSC 300-Level Elective		3
Core		3
Core		3
Core		3
General Elective		1
	Hours	**13**
	Total Hours	**121**

[1] Students can take MATH 264 in the spring semester of their second year, but it would be best taken before PHYS 301.
[2] Students can take PHYS 303 Electronics I & PHYS 303L Electronics Laboratory in the fall semester of their fourth year.
[3] Students can take PHYS 310 Optics & PHYS 310L Optics Lab in the spring semester of their fourth year.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Interdisciplinary fields involving science and technology continuously change and present exciting challenges. If you are a student interested in these fields, then a degree in Physics with Computer Science may be just right for you.

By completing the Physics with Computer Science degree, students will:

- Demonstrate foundational knowledge in the physical sciences and the acquisition of new knowledge via the scientific method.
- Use mathematical techniques to model physical systems and extract both quantitative and qualitative descriptions of their behavior.
- Acquire specific knowledge in the computational sciences.
- Gain an understanding and appreciation of interdisciplinary approach in the physical and computational sciences.
- Learn effective and ethical methods for collaborating with others on scientific and technical projects.

Theoretical Physics and Applied Mathematics (BS)

The laws and theories of modern physics are formulated in the language of modern mathematics. In the past, students wishing to study the basic physical laws governing our universe might have gotten away with proficiency in multivariable calculus; but no longer. Since the advent of statistical mechanics, quantum mechanics, and the like, a solid foundation in analysis, abstract algebra, and statistics is also essential. Students pursuing a B.S. in Theoretical Physics and Applied Mathematics with gain exposure to these modern physical theories and to the abstract mathematics underpinning them. Graduating students will be well-prepared for advanced degrees in applied mathematics, physics, or engineering.

Related Programs

Major

- Mathematics (BS) (p. 517)
- Physics (BS) (p. 598)

Curriculum

AP Credit Policies (p. 506)

Code	Title	Hours
Mathematics Course Requirements		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
MATH 313	Abstract Algebra	3
MATH 351	Introduction to Real Analysis I	3
MATH 353	Introduction to Complex Analysis	3
PHYS 130	Introduction to Computational Physics	3
or MATH 215	Object-Oriented Programming with Mathematics	
Physics Course Requirements		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
PHYS 301	Mathematical Methods in Physics	3
PHYS 314	Theoretical Mechanics I	3
PHYS 351	Electricity and Magnetism I	3
PHYS 328	Thermal Physical & Statistical Mechanics	3
PHYS 338	Advanced Physics Laboratory	2
PHYS 361	Quantum Mechanics I	3
Total Hours		**63**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
MATH 161	Calculus I	4

UCWR 110	Writing Responsibly	3
Core		3
	Hours	**14**
Spring		
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 126F	Freshman Projects	1
MATH 162	Calculus II	4
COMP 215 / MATH 215 or PHYS 130	Object Oriented Programming with Mathematics or Introduction to Computational Physics	3
Core		3
	Hours	**15**
Second Year		
Fall		
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
MATH 263	Multivariable Calculus	4
MATH 264	Ordinary Differential Equations	3
Core		3
	Hours	**14**
Spring		
MATH 201	Introduction to Discrete Mathematics & Number Theory	3
MATH 212	Linear Algebra	3
PHYS 314	Theoretical Mechanics I	3
PHYS 301	Mathematical Methods in Physics	3
Core		3
	Hours	**15**
Third Year		
Fall		
PHYS 351	Electricity and Magnetism I	3
MATH 313	Abstract Algebra	3
MATH 351	Introduction to Real Analysis I	3
Core		3
General Elective		3
	Hours	**15**
Spring		
PHYS 361	Quantum Mechanics I	3
Core		3
Core		3
Core		3
General Elective		3
	Hours	**15**
Fourth Year		
Fall		
MATH 353	Introduction to Complex Analysis	3
PHYS 328	Thermal Physical & Statistical Mechanics	3
Core		3
Core		3
	Hours	**15**
Spring		
PHYS 338	Advanced Physics Laboratory	2
Core		3
Core		3
General Elective		3
General Elective		3
General Elective		3
	Hours	**17**
	Total Hours	**120**

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Loyola University Chicago's major in Theoretical Physics / Applied Mathematics is an interdisciplinary program that provides extensive training in both physics and mathematics. It prepares students for graduate study in physics, mathematics, or applied mathematics; careers in fields such as engineering or computer science that value quantitative reasoning and mathematical modeling; or technical training in professions like medicine, dentistry, or law.

Students majoring in Theoretical Physics / Applied Mathematics possess a versatile set of skills that are well-suited to data science, numerical modeling, and quantitative analysis. They may pursue careers in higher education, at research institutes or government labs, or in high-tech industries. Recent majors have gone on to world class graduate programs in fields ranging from physics to neuroscience, and programming jobs at major tech companies.

The course of study for the Theoretical Physics / Applied Mathematics major covers the core classes in the Physics major, provides laboratory experience, and adds a comprehensive mathematics component. Upon completion of this program, students will:

- Exhibit foundational knowledge in both physics and mathematics.
- Be able to develop and interpret mathematical models that provide both quantitative and qualitative understanding of physical systems.
- Possess intermediate level laboratory skills that will serve as a foundation for more advanced training in graduate or professional school.

- Recognize how careful data collection and analysis helps develop or falsify scientific theories.
- Demonstrate effective and ethical decision-making abilities in issues related to the sciences.

Polish Studies Interdisciplinary Program

Loyola University Chicago Minor in Polish Studies is an interdisciplinary program that includes a comprehensive range of courses designed to provide students with an enriched and valuable learning experience. This minor appeals to the growing number of Loyola students who come from Polish and Eastern/Central European backgrounds, and those who are interested in studying this particular culture. The curriculum consists of courses in Polish language and literature, with additional course offerings in related history, political science, women studies, and gender studies, as well as global and international studies.

Undergraduate Programs

- Polish Studies Minor (p. 607)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Polish (POLS)

POLS 101 Polish I (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 102 Polish II (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 103 Polish III (3 Credit Hours)
Pre-requisites: POLS 102
This course is designed to further develop and improve student's ability to speak and read Polish, by introducing advanced grammar, vocabulary, idioms, phraseology and syntax structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand various grammatical forms of verbs, nouns, adjectives, adverbs and numbers; They will be appropriately prepared to use Polish grammatical and stylistic structures required in POLS 104

POLS 104 Polish IV (3 Credit Hours)
Pre-requisites: POLS 103
This course focuses on improving the student's ability to communicate in Polish both oral and written. Primary emphasis is on speaking and basic writing in Polish using proper grammatical and stylistic structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish with the level of fluency appropriate for POLS 250

POLS 201 Polish Medical Terminology (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical and healthcare related professions, future physicians and nurses, healthcare administrators and health insurance specialists. We will study Polish vocabulary for anatomy and physiology, and introduced Polish terms for medical procedures and tests. We will use phraseology common for taking medical history. Students will practice using medical terminology in patient interviews, reading articles from healthcare publications as well as understanding and formulating medical instructions. In this course we will also talk about cultural issues in practicing medicine, including the cultural differences between Polish and American approach. There will be strong emphasis on speaking, listening, and reading Polish.
Outcomes:
Students will expand their Polish vocabulary, including body parts and functions, diseases and their manifestations; They will practice taking a medical history in dialogues between medical professionals and their clients as well as use medical names and description

POLS 202 Polish for Healthcare (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical professions, future physicians, dentists, and nurses. We will practice vocabulary for anatomy and physiology, Polish terms for medical procedure and test as well as phraseology used in every day in doctor-patient communication. This course will cover medical specializations such as: pediatrician, nutritionist, internist, immunologist, neurologist, psychiatrist and surgeon. We will also talk about cultural issues in practicing medicine. There will be strong emphasis on speaking, listening, and reading Polish and using more advanced aspects of Polish grammar.
Outcomes:
Students will learn medical vocabulary, including body parts and organs, physiology and functions of various systems; They will practice taking medical history in dialogues between medical professionals and their patients, and they will write descriptions of medical conditions

POLS 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: POLS 104
This course focuses on improving and further developing student's ability to converse and write in literary Polish language. Primary emphasis is on proper grammatical and stylistic expression in Polish with extended vocabulary and phraseology.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish by making oral presentations and writing short compositions; They will be appropriately prepared for POLS 251

POLS 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: POLS 250
This course focuses on enhancing and polishing student's ability to converse and write in contemporary Polish language. Primary emphasis is on standard, literary Polish with its grammatical, orthographical and stylistic level expected of an educated Polish speaker.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to speak fluently, make oral presentations and write essays in standard literary Polish language with fluency of an educated Polish speaker

POLS 270 Contemporary Polish Culture in the Original Language (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
We will discuss the key elements of Polish culture as it is evolving in the fast changing social, technological, and economic circumstances after the political transformation of Central Europe. Students will explore the cultural traditions and values of the pre-WWII generation and the Soviet era generation, which led many to emigrate from Poland.
Interdisciplinary Option: Polish Studies

Polish Studies (POST)

POST 199 Topics in Polish Studies: Introductory (1-6 Credit Hours)
Introduction to a specific theme in Polish Studies, e.g. Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To gain a basic knowledge of Poland through its art, history, politics, religion, philosophy, or cinema

POST 299 Topics in Polish Studies: Intermediate Topics (1-6 Credit Hours)
Exploration of important themes in Polish Studies, such as Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To enhance knowledge of Polish Studies through different disciplines: art, history, politics, religion, philosophy, or cinema

POST 395 Polish Studies Capstone (3 Credit Hours)
Capstone course to the POST Minor program. This is a tutorial course with a service learning component that serves an integrative purpose. In the tutorial students will focus on a specific issue or theme in POST. The syllabus will reflect the research interests of the faculty member who administers the course.
Interdisciplinary Option: Polish Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to integrate their coursework in the POST minor with their major concentration

POST 399 Topics in Polish Studies: Advanced (1-6 Credit Hours)
Intensive study of a specific theme or themes in the broad field of Polish Studies: language, art, literature & film, politics, music, and history.
Interdisciplinary Option: Polish Studies
Outcomes:
To provide an in-depth knowledge of Polish Studies

Polish Studies Minor

Loyola University Chicago Minor in Polish Studies is an interdisciplinary program that includes a comprehensive range of courses designed to provide students with an enriched and valuable learning experience. This minor appeals to the growing number of Loyola students who come from Polish and Eastern/Central European backgrounds, and those who are interested in studying this particular culture. The curriculum consists of courses in Polish language and literature, with additional course offerings in related history, political science, women studies, and gender studies, as well as global and international studies.

We look forward to seeing you in Polish Classes!

Czekamy na Ciebie na polskich kursach!

Related Programs

Minor

- German Studies Minor (p. 554)
- Literature in Translation Minor (p. 562)

Curriculum

Students with a Minor in Polish Studies must complete a total of six courses (18 credit hours). No more than four courses may be taken in the same department. Students should focus their studies on areas that best complement their major: languages and literatures or history and political science. Only three courses from the minor may be applied toward another major or minor.

Code	Title	Hours
Language Requirement		
Choose two of the following:		6
POLS 101	Polish I	
POLS 102	Polish II	
POLS 103	Polish III	
POLS 104	Polish IV	
POLS 201	Polish Medical Terminology	
POLS 202	Polish for Healthcare	
POLS 250	Composition & Conversation I	
POLS 251	Composition & Conversation II	
POLS 270	Contemporary Polish Culture in the Original Language	
Electives		
Choose three of the following:		9
HIST 316	History of Poland	
HIST 317	Age of Absolutism & the Enlightenment	
HIST 329N	Modern European Nationalism: Myth and Reality	
HIST 334B	The Holocaust: History and Memory	
HIST 335	The Second World War	
HIST 336	Contemporary Europe 1945 to Present	
HIST 337	Rise & Fall of Soviet Union	
HIST 338A	History of European Communism	
HIST 338B	Eastern Europe in the 20th Century	
UCLR 100M	Interpreting Literature - Modern Langs&Literatures	
LITR 200	European Masterpieces	
LITR 202	European Novel	
LITR 203	European Drama	
LITR 204	European Film	
LITR 221	Polish Authors	
LITR 280	World Masterpieces in Translation	

LITR 284	International Film	
POST 199	Topics in Polish Studies: Introductory	
POST 299	Topics in Polish Studies: Intermediate Topics	
POST 399	Topics in Polish Studies: Advanced	
PLSC 347	The European Union	
PLSC 348	Soviet & Post-Soviet Politics	
Capstone Course		
POST 395	Polish Studies Capstone	3
Total Hours		**18**

Language Requirement

A minimum of **two courses** (six credit hours) must be in the study of the Polish language. These courses may be at any level and can include: POLS 101 Polish I - POLS 102 Polish II (elementary), POLS 103 Polish III - POLS 104 Polish IV (intermediate), POLS 201 Polish Medical Terminology-POLS 202 Polish for Healthcare (medical & advanced) or POLS 250 Composition & Conversation I - POLS 251 Composition & Conversation II (advanced), as well as POLS 270 Contemporary Polish Culture in the Original Language. Students must be assessed by a Polish specialist in the Department of Modern Languages and Literatures in order to guarantee placement in the appropriate course level.

Capstone Course

Students must complete POST 395 Polish Studies Capstone, during their junior or senior year. The course complements the minor program with an integrated service-learning component. Students focus on a specific issue or theme in Polish Studies and complete a research project that integrates the minor with their major field. Additionally, the course contains a service-learning component of the student's choosing that takes place in one of institutions or organizations in Chicago's Polish American community, including the Polish Museum and Library, Consulate General of the Republic of Poland, the Kosciuszko Foundation, Chopin Theatre, Trap Door Theatre, Copernicus Center, Polish Film Festival, LIRA Ensemble, Paderewski Symphony Orchestra, Polish American Association, Polish Community-based Schools, Polish radio and television, as well as Community Health Clinics serving Polish-speaking population, and the Polish American Chamber of Commerce.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Second Year		
Fall		
Language Course		3
	Hours	**3**
Spring		
Language Course		3
	Hours	**3**
Third Year		
Fall		
Elective		3
	Hours	**3**
Spring		
Elective		3
	Hours	**3**
Fourth Year		
Fall		
Elective		3
	Hours	**3**
Spring		
POST 395	Polish Studies Capstone	3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

Upon completion of the Polish Minor, students will be able to:

Political Science

About Us

Loyola University Chicago's Political Science Department offers dozens of courses each semester on various aspects of politics, including the institutions of American government; constitutional law; political systems in Africa, Asia, Europe and Latin America; foreign policy and international relations; and political theory, past and present.

The department also sponsors extensive internship experiences, making use of the extraordinary resources available in the city of Chicago and in Washington, D.C. Every member of the political science faculty teaches undergraduate courses and engages in scholarly research.

Undergraduate Programs

- Honors in Political Science (p. 617)
- Law and Politics Minor (p. 617)
- Political Science (BA) (p. 619)
- Political Science Minor (p. 621)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Political Science (PLSC)

PLSC 100 Political Theory (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to political theory, covering the principal ideas, controversies and institutions of political society.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: ACPOL 200 / PLSC 100
Outcomes:
Students will be able to demonstrate an understanding of major approaches to the normative study of politics; to identify the assumptions underlying philosophical arguments; and to critically assess different theories of political justice

PLSC 101 American Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
American national government and politics, including institutions, group and electoral processes, and public policy.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ACPOL 101 / PLSC 101
Outcomes:
Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of US political institutions

PLSC 102 International Relations in an Age of Globalization (3 Credit Hours)
Competing perspectives on international politics and global issues such as North-South relations, human rights, war and peace, population growth, and environmentalism.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: ACPOL 202 / PLSC 102
Outcomes:
Students will be able to demonstrate an understanding of the main approaches to the study of international politics and to analyze and assess such major substantive issues as interstate war, terrorism, arms control, international political economy, and sustainable development

PLSC 103 Comparative Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
A cross-national comparison of political institutions and political behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn why political systems differ and how different political systems function and change

PLSC 123 Speak Up Democracy (0-3 Credit Hours)
"Speak Up Democracy" is a course on perennial questions about the workings of democracies. Participating students will investigate the connection between speech and political power, ruminating on whose voices are heard (and silenced) in a democracy. This summer program is animated by a central question: how should we speak to one another in a democracy? The course is open to high school students participating in the summer program.

PLSC 202 Mock Trial (3 Credit Hours)
Students will study the trial as a process for finding truth and administering justice by learning the dynamics of the trial, by developing trial strategy, by learning how to conduct and respond to direct and cross examination and by delivering effective opening and closing arguments. Mock trial is an engaged learning course. Prior Permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Mock trials are an activity that promotes critical thinking and reasoning; They call upon students to employ their problem-solving and public-speaking skills, and students gain knowledge of legal practices and procedures

PLSC 203 Moot Court (3 Credit Hours)
Students will study the appeal as a process for finding truth and administering justice by learning the dynamics of appellate advocacy, by developing oral argument strategies, by learning how to respond to questions posed by judges in competition, and by delivering effective summations and rebuttal arguments. Moot court is an engaged learning course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Moot court competitions are an activity that promotes critical thinking and reasoning; They will enhance their ability-to-think- on-their-feet skills, their legal research skills, and their public-speaking skills; Students gain knowledge of legal argumentation and constitutional law

PLSC 204 Conflict Management (3 Credit Hours)
This course considers a variety of different approaches to international conflict management: direct bargaining, mediation, military intervention, economic sanctions, arbitration, adjudication, and peacekeeping. In addition to learning about the differences among these various conflict resolution techniques.
Interdisciplinary Option: Global Studies
Outcomes:
This course will treat state conflict as a natural phenomenon that must be understood before it can be mitigated; Doing so requires scientific investigation

PLSC 208 Representation in the United States (3 Credit Hours)
Considers what "political representation" means and how scholars study how well representation works in the contemporary United States.
Outcomes:
Understanding of concept of political representation and tools scholars use to study representation

PLSC 213 International Human Rights (3 Credit Hours)
This course focuses on the theoretical foundations of such international human rights as well as their practical implications. It discusses the roles of states, intergovernmental organizations, and nongovernmental organizations in shaping human rights norms and practices. They will also understand practical causes and consequences of human rights policies.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to identify assumptions of arguments and critically assess different theories of international human rights

PLSC 215 Politics of Marginalized Groups (3 Credit Hours)
This course focuses on the role that race, ethnicity, and marginalized status plays in American politics and public policy. It will provide a general overview of several groups, including Blacks, Latinxs, Asian and Muslim Americans, Women, LGBTQ, immigrants and refugees, indigenous peoples and other groups.
Outcomes:
Students will acquire an understanding of the historical exclusion of various groups from the political system and the resulting political participation and behavior patterns of minoritized groups in American society

PLSC 216 Political Numbers (3 Credit Hours)
This course will train participants to be critical consumers of political arguments that cite quantitative evidence. The course will take a hands-on approach where students learn how to conduct, interpret, and critique quantitative analysis using common statistical software packages.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will learn to critically engage with the numbers-based claims they encounter in the political arena and beyond; They will also learn how to conduct and present quantitative analysis

PLSC 218 African-American Politics (3 Credit Hours)
The political goals, behavior, voting patterns, group structures, values, and attitudes of various segments of the African-American population, and how these affect the political system.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Race and Ethnicity
Course equivalencies: X-PLSC218/BWS 218
Outcomes:
Students will be able to demonstrate an understanding of the patterns of political participation and behavior of African-American individuals and groups in American society

PLSC 232 Politics of the United Kingdom (3 Credit Hours)
This course offers an introduction to politics in the United Kingdom (officially known as the United Kingdom of Great Britain and Northern Ireland, and unofficially referred to as Britain).
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the structure and operation of the United Kingdom's domestic political system, as well as its relations with the rest of the world, especially the European Union

PLSC 236 Political Communication (3 Credit Hours)
The purpose of this course is to explore and examine how elected officials and institutions communicate to the public - and the role journalists and PR professionals play in the process--through readings, seminar, and practicum. The class will challenge students to grapple with questions like - What is the meaning of the "truth" in today's media environment?
Outcomes:
Students will understand how and why journalists cover what they cover, and the roles PR professionals/spin doctors attempt to shape the media narrative

PLSC 238 Political Advocacy (3 Credit Hours)
Policy-making and implementation in the United States is a complicated process. In any given year laws are passed by elected officials, decisions that guide our implementation of the law are made by government agencies, and rulings handed down by the courts shape our interpretation of those laws.
Outcomes:
Students will understand their place in the policy-making ecosystem, and the efficacy of those efforts

PLSC 251 Women in American Politics (3 Credit Hours)
This course focuses on Women and Politics in the United States. It looks at women's movements both historical and current, how women and men in the United States act differently in politics in terms of voting behavior, as political candidates, and as elected leaders. Students will gain a better understanding of the U.S. political system and how and when women are treated equally and unequally when compared with men.
Interdisciplinary Option: Women & Gender Studies

PLSC 252 Capitalism and Its Discontents (3 Credit Hours)
This course analyzes the intersection of capitalist economics and politics from a critical perspective. Capitalism and Marxism will be reviewed, followed by a critical examination of how capitalism has played out in economic/political practice in the world today. Includes discussions of many economic topics recently in the news, and the potential for change in a variety of directions. Students will learn to critically analyze the ways in which modern economics leads to less than optimal solutions, including economic inequality. They will also learn to identify other options that may lead to greater equality and economic success.
Interdisciplinary Option: Global Studies

PLSC 300 Contemporary Political Issues (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in politics. This course may apply to any of the four areas of the department, and may be repeated depending on subject matter.
Outcomes:
Students will gain an in-depth knowledge of a unique topic in contemporary politics

PLSC 300A Contemporary Political Issues: American Politics (3 Credit Hours)
Investigation of selected topics or methods in American Politics. This course may be repeated depending on subject matter.

PLSC 300B Contemporary Political Issues: Political Theory (3 Credit Hours)
Investigation of selected topics or methods in Political Theory. This course may be repeated depending on subject matter.

PLSC 300C Contemporary Political Issues: Comparative Politics (3 Credit Hours)
Investigation of selected topics or methods in Comparative Politics. This course may be repeated depending on subject matter.

PLSC 300D Contemporary Political issues in International Relations (3 Credit Hours)
Investigation of selected topics or methods in International Relations. This course may be repeated depending on subject matter.

PLSC 301 Political Justice (3 Credit Hours)
A study of alternative conceptions of political justice and the attempts to institutionalize them in various political systems.
Outcomes:
Students will be required to demonstrate a mastery of competing theories about how various goods should be distributed fairly, and apply the just-war doctrine to various real-world cases; This course will help students to analyze and appraise social practices and policies that claim to be consistent with principles of justice

PLSC 302 American Political Thought (3 Credit Hours)
Major political themes from the founding era to the present.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major American political theorists, and to reflect on their significance in the evolution of American politics and society

PLSC 304 Ancient Political Thought (3 Credit Hours)
(CLST 305) A study of major political theorists from Plato to the fall of the Roman republic.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major Ancient Greek and early Roman political theorists

PLSC 306 Modern Political Thought (3 Credit Hours)
A study of major political theorists from Machiavelli to the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of the major political theorists from Machiavelli to Rousseau

PLSC 307 Democratic Theory (3 Credit Hours)
This course examines normative arguments for and against popular rule.
Outcomes:
Students will be able to explain and assess critically arguments for and against democratic government

PLSC 308 Contemporary Political Thought (3 Credit Hours)
A study of major political theorists from the nineteenth century to the present.
Interdisciplinary Option: German Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and guiding principles of the writings of major political theorists from the nineteenth century to the present

PLSC 310B Catholic Political Thought (3 Credit Hours)
A survey of classic and contemporary political thinkers in the Roman Catholic tradition. The problems examined include religious pluralism, moral decay, natural law, distributive justice, political obligation, war, and peace.

PLSC 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: PLSC 216 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

PLSC 312 Feminist Theory (3 Credit Hours)
(WOST 318) A survey of classical and contemporary feminist political theory.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-PLSC312/WOST318/WSGS318
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of influential feminist political theorists and their critics, and to reflect on the significance of feminist political theory in promoting a more just society

PLSC 313 Resistance and Obligation (3 Credit Hours)
This course examines normative arguments about the source of political obligation and the right to resist government through various means, both violent and nonviolent.
Outcomes:
Students will be able to explain and assess critically various arguments about the duty to obey and the right to disobey government

PLSC 314 Liberalism (3 Credit Hours)
A survey of classical and contemporary political theorists in the liberal tradition.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major liberal political theorists and their critics, and to reflect on the significance of liberal political theory in promoting a more just society

PLSC 316 Politics of Genocide (3 Credit Hours)
This course analyzes the politics surrounding genocide, war crimes and crimes against humanity in contemporary times. The primary focus is on occurrences since the end of the Cold War, including the former Yugoslavia, Rwanda, Sudan and the Democratic Republic of the Congo.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate an understanding of genocide and other massive human rights violations, along with the role of the international community in preventing future atrocities

PLSC 317 Politics of International Health (3 Credit Hours)
This course discusses political issues in the field of international health, including comparing health care systems in the industrialized world, and treatment of diseases in the developing world, particularly Africa (HIV/AIDs, TB, Malaria, etc). Students will be able to demonstrate an understanding of international health and comparative health systems.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies

PLSC 319 Women, Law & Public Policy (3 Credit Hours)
The legal arrangements and public policies that structure the relationships of women and men in American society.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-PLSC319/WOST319/WSGS319
Outcomes:
Students will be able to analyze and appraise the impact of judicial decisions and public policies on women in the United States

PLSC 320 Constitutional Law-Due Process (3 Credit Hours)
The Supreme Court's role in defining substantive and procedural due process issues such as criminal procedure, individual autonomy, and economic regulation.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning and application of due process in American law and its impact in safeguarding individual freedoms and civil rights

PLSC 321 Constitutional Law-Powers of Government (3 Credit Hours)
The Supreme Court's role in allocating power among the three branches of the national government and between the state and federal governments.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of alternative judicial approaches to the separation of governmental powers

PLSC 322 Constitutional Law-Rights and Liberties (3 Credit Hours)
The Supreme Court's role in defining constitutional guarantees of equal protection and individual freedom.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning, protection and boundaries of civil rights and individual liberties in American law

PLSC 325 American Foreign Policy (3 Credit Hours)
(INTS 375) Origins and development of American foreign policies; the method of their formulation and conduct.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC325/INTS375
Outcomes:
Students will be able to demonstrate an understanding of the formulation, adoption and implementation of American foreign policy and its impact on domestic and international affairs

PLSC 326 American National Security (3 Credit Hours)
American national security policy, including the role of major political actors, the defense budgetary process, and the capability and effectiveness of the military.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC326/PAX 327
Outcomes:
Students will be able to analyze and assess the formation, adoption and implementation of national security policies in the United States and their impact on domestic and international affairs

PLSC 327 Political Psychology (3 Credit Hours)
Political attitudes from a social psychological perspective with emphasis on cognitive development models.
Outcomes:
Students will be able to understand the psychological sources of political decision making

PLSC 329 Interest Group Politics (3 Credit Hours)
A study of the role of interest groups in American politics and policy.
Outcomes:
Students will be able to analyze and assess the patterns of political participation and behavior of diverse interest groups and their impact on the American political system

PLSC 330 Global Justice (3 Credit Hours)
This course explores debates about global justice such as immigration, climate change, free trade, and humanitarian interventions. Rooted in political theory, the course also includes readings from sociology, philosophy, and economics.
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn to critically assess different theories of political justice and learn how to evaluate the moral and political justifications of international practices and policies

PLSC 331 Islamic Political Thought (3 Credit Hours)
An introduction to Islamic political thought, covering main ideas, questions, debates of the Islamic religio-political society, from the Qur'an to the present. Among the authors studied include al-Farabi, al-Mawardi, Ibn Khaldun, Islamic feminists, Islamic modernists, and Islamists.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will be able to identify assumptions of arguments, critically assess different theories, and, having been familiarized with the inherent entanglement of religion and politics, will be able to identify what is specific to Islamic governance and what may be universalized

PLSC 332 Politics of American Bureaucracies (3 Credit Hours)
The political and social aspects of American bureaucracies at the local, state and national levels with emphasis on the roles of administrators and administrative institutions in the political system and policy process.
Outcomes:
Students will be able understand the role of the federal bureaucracy in the formulation, adoption and implementation of public policies, and their impact on the everyday lives of citizens

PLSC 333 Crossing Borders: The Politics of Immigration (3 Credit Hours)
This course explores immigration policies and practices around the world. The primary goal is to gain a better understanding of the choices both countries and would-be immigrants face, as well as the consequences of the laws and policies enacted to regulate the movement of people across borders.
Interdisciplinary Option: Global Studies
Outcomes:
Understand the range of motivations that cause people to migrate, the laws and policies to regulate this movement, the consequences of migration, and contribute to societal debates about migration

PLSC 334 Urban Policies and Problems (3 Credit Hours)
An analysis of selected problems confronting governments in urban America as well as the range of public policies that address urban problems. (May be repeated with different issues.)
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of urban policy-making

PLSC 335 Urban Semester Seminar (3 Credit Hours)
See course description for SOCL 335.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
See outcome for SOCL 335

PLSC 336 Politics in Contemporary China (3 Credit Hours)
This course primarily focuses on domestic politics in post-1978 China. It introduces and examines China's key political institutions and players, various forms of political participation by political elites and ordinary citizens, and issues on governance and political reforms.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to make informed use of China as a case in more general arguments and have a solid footing from which to pursue more in-depth study of particular topics in China

PLSC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist insurgencies across the globe and of the efforts by governments to combat terrorism
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motives the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

PLSC 339 Political Ideologies (3 Credit Hours)
(INTS 369) A comparative analysis of important modern political ideologies and the functions they serve in the political system. Attention will be devoted to the ideologies of non-Western regimes and movements.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC339/INTS339
Outcomes:
Students will be able to analyze and assess the role and impact of political ideologies in the foundation, development, and justification of various political regimes

PLSC 340 International Relations of Africa (3 Credit Hours)
An introduction to the international relations of the countries that comprise the African continent. The primary focus is the evolution of African international relations during the post-colonial period (c. 1960-present).
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC340/BWS 340/INTS340
Outcomes:
Students will be able to demonstrate an understanding of the nature and evolution of African international relations with the major northern industrialized democracies and various regions of the developing world

PLSC 342 African Politics (3 Credit Hours)
Forces shaping political societies south of the Sahara: the heritage of colonialism, the sociology of modernization, race related stresses, economic factors, and political movements.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: PLSC342/BWS 342/INTS342/IWS342
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of African political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in African societies, and evaluate the roles and processes of African political institutions

PLSC 343 Latin American Politics (3 Credit Hours)
(INTS 343) (LASP 343) Historical, cultural, economic and political forces in the governments of Latin America and the Caribbean.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-PLSC343/INTS343/LASP343
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Latin American and Caribbean political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in Latin American and Caribbean societies, and evaluate the roles and processes of Latin American and Caribbean political institutions

PLSC 346 East Asian Politics (3 Credit Hours)
(ASIA 342) (INTS 346) The social forces and structure of politics and government of East Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PLSC346/ASIA342/INTS346
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of East Asian political systems, the patterns of political participation and behavior of diverse individuals and groups in East Asian societies, and evaluate the roles and processes of East Asian political institutions

PLSC 347 The European Union (3 Credit Hours)
(INTS 381) An introduction to the European Union, a regional organization linking the nations of Europe.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC347/INTS381
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the European Union, the patterns of political participation and behavior of diverse individuals, groups, and governments in the European Union, and evaluate the roles and processes of the European Union's political institutions

PLSC 348 Soviet & Post-Soviet Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC348/INTS382
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 349 Eastern European Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC349/INTS349
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 350 Global Political Economy (3 Credit Hours)
An examination of the modern global economy with attention to the interrelationship between the economic and political orders.
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Students will be able to demonstrate knowledge of the global economy and the interrelationship between economic and political systems in the modern world

PLSC 353 International Law (3 Credit Hours)
(INTS 353) (PAX 353) Introduction to legal principles and procedures of recognized international law.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-PLSC353/INTS353/PAX 353
Outcomes:
Students will be able to demonstrate an understanding of the role and impact of law and legal principles and institutions in international relations

PLSC 354 Global Environmental Politics (3 Credit Hours)
(ESP 354) (INTS 354) (PAX 354) Examines the linkages between the world's natural environment and the global political system.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC/ESP/INTS/PAX 354
Outcomes:
Students will be able to demonstrate an understanding of the role of various private, national and international actors in the formulation, adoption and implementation of environmental public policies

PLSC 355C Women and Politics: A Cross-National Perspective (3 Credit Hours)
This course offers a cross-national perspective of women's status in the political world, as voters, activists, and officeholders. It examines women's participation in the developed and developing world. Students will acquire knowledge of the role of women as political actors in a multitude of nations in the world.
Interdisciplinary Option: Global Studies, Women & Gender Studies
Course equivalencies: PLSC355C/WSGS355C/INTS361C

PLSC 356 Intervent in World Politics (3 Credit Hours)
(INTS 356) (PAX 356) Examines the purposeful use of political, economic, and military instruments by one country to influence the domestic or the foreign policies of another country.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC356/INTS356/PAX 356
Outcomes:
Students will obtain an in-depth knowledge of the historical evolution, potential constraints, and case studies of U.S. intervention in the post World-War II era

PLSC 357 Hollywood and Law (3 Credit Hours)
This course analyzes films that focus on justice, the law, and the legal system, to see what they tell us about political and legal culture, and what messages (if any) they have for contemporary politics.
Outcomes:
Student will analyze how Hollywood portrays law, policy, and major trials and court decisions as well as be able to locate and ask questions about how the depiction of law, politics, and civic responsibility have changed across time

PLSC 358 War, Peace and Politics (3 Credit Hours)
(PAX 358) The historical evolution of war, the nature of wars in the 20th century and into the 21st century, the nature of threats, sources of conflict, and procedures for peaceful resolution of disputes.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC358/INTS358/PAX 358
Outcomes:
Students will be able to demonstrate an understanding of the principal causes of wars, the means and ends of warfare, and the process and prospects of reestablishing peace

PLSC 358D The Scientific Study of War (3 Credit Hours)
This course provides an introduction to & overview of the concepts & approaches related to the causes of war, conflict, and peace in the international system. The main topics of the course are: (1) an introduction to understanding war as a social science topic, (2) the origins of the demands and disputes that can lead to war, (3) the escalation of these, (4) the expansion of war, (5) the consequences of war, and (6) the possibility of peace.
Interdisciplinary Option: Global Studies

PLSC 359 Revolutions (3 Credit Hours)
(INTS 368) A critical examination of different empirical theories of revolution. Case studies will be drawn from Europe, Asia, Africa, and the Americas.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC359/INTS384
Outcomes:
Students will be able to analyze and assess the causes, development, and consequences of modern revolutionary movements and revolutions

PLSC 360 Western European Politics (3 Credit Hours)
(INTS 360) Comparative study of the structures, processes, and functions of the parties and governments of the western powers with emphasis on the United Kingdom, France and the German Federal Republic.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: PLSC360/INTS360
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of West European political systems, the patterns of political participation and behavior of diverse individuals and groups in West European societies, and evaluate the roles and processes of West European political institutions

PLSC 362 Politics Developing Societies (3 Credit Hours)
(INTS 362) Social, economic, and ideological factors influencing political developments in emerging nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC362/INTS362
Outcomes:
Students will be able to demonstrate an understanding of the foundation and structure of emerging nations, the patterns of political participation and behavior of diverse individuals, groups, and governments in developing societies, and evaluate the roles and processes of political institutions in developing societies

PLSC 363 International Politics (3 Credit Hours)
This course is intended to serve as an advanced exploration of the field of international politics. Students will explore the most recent developments in international relations theory and select political developments within the international system, including the evolution of these developments in various regions of the world.
Interdisciplinary Option: Global Studies
Outcomes:
Students will hone their ability to assess/critique cutting edge theories and developments within the field of international politics

PLSC 364 UN & International Organization (3 Credit Hours)
(INTS 364) (PAX 364) An examination of the purposes, organization, background, and operations of existing international organizations.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC364/INTS364/PAX 364
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of various International Organizations, especially the United Nations, the patterns of political participation and behavior of individuals, private and public groups, and governments in International Organizations, and evaluate the roles and processes of International Organizations

PLSC 365 Italian Politics & Government (3 Credit Hours)
(INTS 365) (ROST 365) An examination of the institutions, processes, and practices of Italian political life. Major concern is with post-1945 Italian politics.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Course equivalencies: X-PLSC365/INTS365/ROST365
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Italy's contemporary political system, the patterns of political participation and behavior of diverse individuals and groups in Italian society, and evaluate the roles and processes of Italian political institutions

PLSC 366 Dictatorship (3 Credit Hours)
This comparative politics course examines the origins, dynamics, and contradictions of various nondemocratic forms of government, including military and party dictatorships.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC366/INTS366
Outcomes:
Students will be able to explain why authoritarian systems rise and fall and how politics in these systems compares to the political process in democratic states

PLSC 367 Model United Nations (3 Credit Hours)
Introduction to the operations and practices of United Nations, including training for student participation in the Model U.N. program. Students taking PLSC 367 Model UN class and act as leaders of the team that represents Loyola at the New York conference. Prior permission required to enroll.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC367/INTS367/PAX 367
Outcomes:
Students will demonstrate an understanding of the formation and structure of the United Nations; Understanding in enhanced by the practical experience gained by participating in Loyola's Model UN program

PLSC 368 Politics of the Middle East (3 Credit Hours)
This course will draw upon the theoretical insights of comparative politics to examine politics in the Middle East and North Africa. The seminar focuses on issues that are important for understanding the contemporary politics of the region, from the persistence of authoritarianism, petropolitics, political Islam, Arab-Israeli conflict, and the rise of ISIS to ethnic divisions, gender relations, and social movements.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC368/INTS391/IWS368

PLSC 369 Politics of Energy (3 Credit Hours)
The course will discuss how the challenges of climate change, energy security, and poverty alleviation are being tackled by politicians and the public. It will also assess the degree to which changes in energy resources bring changes in economic, political, and social power.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain a firm understanding of the various global and regional trends that are shaping 21st Century foreign policy behavior generally, and energy diplomacy specifically

PLSC 370 Fieldwork in Political Science-Internship (1-6 Credit Hours)
Practical experience in political and governmental agencies and organizations in Chicago and Washington, D.C.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn about different forms of public service and the ethical responsibilities of civic engagement; Working in a professional office for fifteen weeks allows students to experience the world of public service first-hand; Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 371 Roman Law (3 Credit Hours)
(CLST 362) An introduction to the general principles and basic concepts of Roman civil law with emphasis upon the Late Republican-Early Imperial period.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students will be able to demonstrate an understanding of the assumptions and principles guiding the formulation and implementation of Roman civil law

PLSC 372 Crime, Race & Violence (3 Credit Hours)
This course discusses the political aspects that affect crime and violence in the United states, with a special focus on questions of race.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373

PLSC 373 Politics and Literature (3 Credit Hours)
Literature as a medium of political analysis and political criticism. The literary tradition examined may vary, and the course may be repeated for credit, depending on the subject matter.
Outcomes:
Students will learn to interpret and evaluate the political assumptions and principles underlying the writings of major literary figures, and to reflect on the role and significance of literature in promoting a more just society

PLSC 374 Democracy (3 Credit Hours)
A critical examination of the theory and practice of democratic government. The subfield to which this course belongs varies depending on its content.
Outcomes:
Students will be able to analyze and assess the theoretical arguments for and against democracy, and to demonstrate an understanding of the various institutional arrangements of democratic government

PLSC 376 Political Behavior and Public Opinion (3 Credit Hours)
This course will cover a range of topics pertaining to public opinion and political behavior in the United States. Topics will include how public opinion is measured, research on the factors that shape public attitudes about political matters, and work that examines who participates in politics and why.
Outcomes:
Students will learn about substantive scholarly findings on these topics, as well as the methodologies researchers use to answer questions about public opinion and political participation

PLSC 377 American Public Policies (3 Credit Hours)
Public policy-making at the national and state government levels; includes social, economic, fiscal, judicial, and moral policies.
Course equivalencies: PLSC377 / PLSC205
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of American public policy adoption and implementation

PLSC 379 The Legislative Process (3 Credit Hours)
Legislative campaigns and elections, the formal procedures of law making, the influence of political parties and interest groups, and the interaction with the president, the judiciary, and the bureaucracy.
Course equivalencies: PLSC379 / PLSC210
Outcomes:
Students will be able to analyze and assess the role and processes of the US Congress in the deliberation and formulation of domestic policies and their impact on the everyday lives of citizens

PLSC 380 Public Policy Analysis (3 Credit Hours)
The course offers a broad approach to the study of public policy.

PLSC 381 The American Presidency (3 Credit Hours)
The powers, roles, and responsibilities of the presidential office with special attention to political leadership, the bureaucracy, and political parties.
Course equivalencies: PLSC381 / PLSC211
Outcomes:
Students will be able to analyze and assess the role and impact of the U.S. presidency on domestic policy and foreign affairs

PLSC 384 The Judicial Process (3 Credit Hours)
The judicial process in the American court system from the Supreme Court to local trial courts, civil and criminal procedure, appellate court decision-making, and the impact of judicial policies on American politics and society.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: PLSC384 / PLSC212
Outcomes:
Students will be able analyze and assess the role and impact of the U.S. court system on the protection of individual freedoms and civil rights

PLSC 385 Introduction to Law (3 Credit Hours)
The nature of law in society, including the constitutional origins and institutional structure of legal systems, the practices of the legal profession, and the substance of selected areas of case law.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: CRMJ375/PLSC385/PLSC214
Outcomes:
Students will be able to understand the role of law and the legal system in American politics and its impact on the everyday lives of citizens

PLSC 386 Campaigns and Elections (3 Credit Hours)
The organization, functions, and behavior of political parties and elections in the United States.
Course equivalencies: PLSC386 / PLSC217
Outcomes:
Students will be able to analyze and evaluate the role and impact of political parties and elections on the American political system

PLSC 387 Politics and the Press (3 Credit Hours)
A study of the dynamics between politics and the press, including its impact on campaigns, elections, and public policy.
Course equivalencies: X-PLSC387/CMUN340
Outcomes:
Students will be able to analyze and assess the role and impact of the press on the American politics

PLSC 388 The Morality and Legality of War (3 Credit Hours)
Competing perspectives on the moral, legal, and practical challenges of military force as a tool of foreign policy, especially focused on the complexity of using force to pursue humanitarian goals.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of just war theory, international humanitarian law, and major theories of humanitarianism, to analyze the stakes and trade-offs involved in decisions about war and peace, and to critically engage with contemporary foreign policy events

PLSC 389 State Politics (3 Credit Hours)
A comparative study of the composition and powers of state governments.
Course equivalencies: PLSC389 / PLSC221
Outcomes:
Students will be able to demonstrate an understanding of state governments, the patterns of political participation and behavior of diverse individuals and groups in state politics, and evaluate the roles and processes of state political institutions

PLSC 390 Urban Politics (3 Credit Hours)
Political processes in cities and other local governments, Examination of mayors, city councils, bureaucrats, and their interaction with local citizens and interest groups.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: PLSC390 / PLSC222
Outcomes:
Students will be able to demonstrate an understanding of urban governments, the patterns of political participation and behavior of diverse individuals and groups in urban politics, and evaluate the roles and processes of urban political institutions

PLSC 391 Chicago Politics (3 Credit Hours)
The political groups in Chicago, their political power and impact on city politics and policy. Attention will be given to the powers and roles of city council and the mayor's office.
Interdisciplinary Option: Human Services, Italian American Studies
Course equivalencies: PLSC391 / PLSC224
Outcomes:
Students will be able to demonstrate an understanding of Chicago government, the patterns of political participation and behavior of diverse individuals and groups in Chicago politics, and evaluate the roles and processes of Chicago's political institutions

PLSC 392 Environmental Politics (3 Credit Hours)
The issues, significant actors, and public policies relating to the environment. (ESP 235) (PAX 235)
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: PLSC392/PLSC/ESP/PAX235
Outcomes:
Students will be able to analyze and assess the role of various actors in the formulation, adoption and implementation of environmental public policies, and their impact on the everyday lives of citizens

PLSC 395 Political Science Honors Seminar (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in Political Science.
Outcomes:
Students will gain an in-depth knowledge of a unique topic or method in Political Science

PLSC 396 Directed Readings (1-3 Credit Hours)
Opportunity for an unusually accomplished student to pursue a discrete area of knowledge in political studies in a format designed to stimulate highly productive effort.
Outcomes:
Students will hone research and writing skills in close collaboration with a faculty sponsor

PLSC 397 Urban Studies Research (3 Credit Hours)
The course allows students to engage in research-related projects related to urban studies.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-PLSC397/URB397

PLSC 398 Washington DC Internship Seminar (3 Credit Hours)
This course requires you to combine your academic interests and your internship, allowing you to reflect on and think deeply about the relationship between your internship, experience and academic learning. This course will also explore political Washington.
Outcomes:
This course will clarify students' career goals, and demonstrate how these goals can be enhanced by their academic work

PLSC 399 Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

Honors in Political Science

Qualified political science majors may graduate with honors in political science. This program honors students who achieve academic excellence in their studies and who successfully complete additional training in a special topics research seminar (PLSC 395 Political Science Honors Seminar). This course is offered each spring and students may enroll in it in their junior or senior year. Admission requires a 3.7 GPA overall and in political science. Applications are emailed to all PLSC majors in early-/mid-October. Admitted students may register for PLSC 395 Political Science Honors Seminar in the spring semester of their junior or senior year provided they have successfully completed seven political science classes (21 credit hours). The Honors Seminar will not count toward the 33 credit hours required for a political science major or as one of the required subfield courses.

Law and Politics Minor

The Minor in Law and Politics features courses meant to serve students who are interested in the intersection of Political Science, law, and legal institutions. Students are required to take an Introductory Political Science course and the Introduction to Law course. After that students take at least one course in the three fields of: American Law, International Law, and an experiential learning course related to the legal field.

For inquiries, please contact Professor Amanda Savage (abryan2@luc.edu), director of the Minor in Law and Politics.

Related Programs

Major

- Political Science (BA) (p. 619)

Minor

- Political Science Minor (p. 621)

Curriculum

To graduate with a minor in Law and Politics, students must complete 18 hours of coursework (6 courses). Specifically, all minors must take:

Code	Title	Hours
Required Courses		
PLSC 385	Introduction to Law [1]	3
Select one of the following: [1]		3
PLSC 100	Political Theory	

PLSC 101	American Politics	
PLSC 102	International Relations in an Age of Globalization	
PLSC 103	Comparative Politics	
Select one upper-division course in EACH of the three (3) focus areas:		9
(1) America Legal System		
PLSC 300A	Contemporary Political Issues: American Politics	
PLSC 319	Women, Law & Public Policy	
PLSC 320	Constitutional Law-Due Process	
PLSC 321	Constitutional Law-Powers of Government	
PLSC 322	Constitutional Law-Rights and Liberties	
PLSC 357	Hollywood and Law	
PLSC 372	Crime, Race & Violence	
PLSC 379	The Legislative Process	
PLSC 384	The Judicial Process	
PLSC 389	State Politics	
(2) International Law		
PLSC 213	International Human Rights	
PLSC 301	Political Justice	
PLSC 316	Politics of Genocide	
PLSC 330	Global Justice	
PLSC 353	International Law	
PLSC 356	Intervent in World Politics	
PLSC 364	UN & International Organization	
PLSC 367	Model United Nations	
PLSC 371	Roman Law	
PLSC 388	The Morality and Legality of War	
(3) Law-related Engaged Learning Course		
PLSC 202	Mock Trial	
PLSC 203	Moot Court	
PLSC 369	Politics of Energy	
Select one more upper-division course from one of the three (3) focus areas.		3
Total Hours		**18**

[1] This course is not a prerequisite and can be completed at any time.

Special Note for Political Science Majors: Students majoring political science may double-count the introductory (PLSC 100 Political Theory, PLSC 101 American Politics, PLSC 102 International Relations in an Age of Globalization, or PLSC 103 Comparative Politics) course from their political science major. However, the rest of the credit requirements for a Law and Politics minor are in addition to the requirements of a Political Science major.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
PLSC 385	Introduction to Law	3
	Hours	**3**
Spring		
Select one of the following:		3
PLSC 100	Political Theory	
PLSC 101	American Politics	
PLSC 102	International Relations in an Age of Globalization	
PLSC 103	Comparative Politics	
	Hours	**3**
Junior		
Fall		
American Legal System Course		3
	Hours	**3**
Spring		
International Law Course		3
	Hours	**3**
Senior		
Fall		
Law-Related Engaged Learning Course		3
	Hours	**3**
Spring		
Elective Course [1]		3
	Hours	**3**
	Total Hours	**18**

[1] Select one more upper-division course from one of the three (3) focus areas.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Acquire a foundational understanding of the interactions between law and politic and be able to demonstrate a complex understanding of the political and legal processes and their impact on societies and individuals.
- By taking at least one course focusing on legal and political aspects of the American system, students will learn and demonstrate an understanding of differences of class, gender, and race in our legal and political system, with a view to fashioning a more humane and just society.
- By taking at least one course focusing on political and legal interactions in other nations, students will be expected to demonstrate an awareness that human values and behavior, ideas of justice, and methods of interpretation are influenced by culture and time.
- Through engaged learning courses, students will integrate learning through reflection, connecting and synthesizing disciplinary

knowledge and out of classroom experiences to generate new understanding.

The program has a strong emphasis on engaged learning. This will allow students not just to read about legal and political causes and effects on the way societies function, but also to experience firsthand the intricacies of such interactions. Consequently, upon completion of the program, students are expected to develop a better understanding of themselves and their role in society and the world, beyond their aforementioned demonstrated social understanding.

Political Science (BA)

The Political Science major encompasses four subfields: political theory, international relations, comparative politics, and American politics. The major allows students flexibility to explore their interests by taking a variety of classes across subfields or to dive deeper into one or two subfields that interest them. Students can also participate in our robust internship programs both in Chicago and in Washington, DC.

Related Programs

Minor

- Law and Politics Minor (p. 617)
- Political Science Minor (p. 621)

Combined

- Political Science/Law (MA/JD) (p. 1888)

Curriculum

Code	Title	Hours
PLSC Requirements		
Select three of the following: [1]		*9*
PLSC 100	Political Theory	
PLSC 101	American Politics	
PLSC 102	International Relations in an Age of Globalization	
PLSC 103	Comparative Politics	
Subfield Requirements *(p. 619)*		
One (1) course in American Politics Subfield (p. 619)		3
One (1) course in Political Theory Subfield (p. 620)		3
One (1) course in Comparative Politics Subfield (p. 620)		3
One (1) course in International Relations Subfield (p. 620)		3
Four (4) PLSC Electives		*12*
Total Hours		**33**

[1] If students take PLSC 100, 101, or 102 as the three required courses for the major, they can also take PLSC 103 and have it count as an elective in the major. Students admitted to the Accelerated Master's Pathway (AMP) program leading to the MA in Political Science may take up to four 400-level PLSC courses from among the list on the MA page (p. 1251). These courses may be counted as PLSC electives in the PLSC-BA (but not BA Requirement courses or BA Subfield Requirement courses), or they may count as general electives toward the minimum of 120 credit hours required to complete a Bachelor's degree, outside the student's Bachelor's program.

Curricular Notes

- The Political Science internship program (PLSC 370), a 3- or 6-credit hour course, counts as one of the four Political Science electives. Only 3 credits of PLSC 370 may count toward the PLSC major, the other three will be counted as general electives. An exception is made for students who complete an internship in Chicago as well as an internship via the Washington, DC program. In that case, 3 credit hours from each internship may be applied to the major.
- The following courses do not fulfill subfield requirements but do count as electives toward the PLSC major: PLSC 396 Directed Readings and PLSC 216 Political Numbers (PLSC 216 also fulfills the core quantitative reasoning requirement.)
- The following courses neither fulfill subfield requirements nor count as electives toward the PLSC major: PLSC 395 Political Science Honors Seminar. This is an extra course that students take beyond the major requirements in order to graduate with Honors in Political Science.

Subfield Courses

American Politics

Code	Title	Hours
PLSC 202	Mock Trial [1]	3
PLSC 203	Moot Court [1]	3
PLSC 208	Representation in the United States	3
PLSC 215	Politics of Marginalized Groups	3
PLSC 218	African-American Politics	3
PLSC 236	Political Communication	3
PLSC 238	Political Advocacy	3
PLSC 251	Women in American Politics	3
PLSC 300A	Contemporary Political Issues: American Politics	3
PLSC 319	Women, Law & Public Policy	3
PLSC 320	Constitutional Law-Due Process	3
PLSC 321	Constitutional Law-Powers of Government	3
PLSC 322	Constitutional Law-Rights and Liberties	3
PLSC 326	American National Security	3
PLSC 327	Political Psychology	3
PLSC 329	Interest Group Politics	3
PLSC 332	Politics of American Bureaucracies	3
PLSC 334	Urban Policies and Problems	3
PLSC 335	Urban Semester Seminar	3
PLSC 357	Hollywood and Law	3
PLSC 372	Crime, Race & Violence	3
PLSC 376	Political Behavior and Public Opinion	3
PLSC 377	American Public Policies	3
PLSC 379	The Legislative Process	3
PLSC 380	Public Policy Analysis	3
PLSC 381	The American Presidency	3
PLSC 384	The Judicial Process	3
PLSC 385	Introduction to Law	3
PLSC 386	Campaigns and Elections	3
PLSC 387	Politics and the Press	3
PLSC 389	State Politics	3
PLSC 390	Urban Politics	3
PLSC 391	Chicago Politics	3

PLSC 392	Environmental Politics	3
PLSC 398	Washington DC Internship Seminar [2]	3

[1] This course is Engaged Learning.
[2] This course is Writing Intensive.

Political Theory

Code	Title	Hours
PLSC 300B	Contemporary Political Issues: Political Theory	3
PLSC 301	Political Justice	3
PLSC 302	American Political Thought	3
PLSC 304	Ancient Political Thought	3
PLSC 306	Modern Political Thought	3
PLSC 307	Democratic Theory	3
PLSC 308	Contemporary Political Thought	3
PLSC 310B	Catholic Political Thought	3
PLSC 312	Feminist Theory	3
PLSC 313	Resistance and Obligation	3
PLSC 314	Liberalism	3
PLSC 330	Global Justice	3
PLSC 331	Islamic Political Thought	3
PLSC 339	Political Ideologies	3
PLSC 371	Roman Law	3
PLSC 373	Politics and Literature	3
PLSC 388	The Morality and Legality of War	3

Comparative Politics

Code	Title	Hours
PLSC 232	Politics of the United Kingdom	3
PLSC 300C	Contemporary Political Issues: Comparative Politics	3
PLSC 336	Politics in Contemporary China	3
PLSC 337	Terrorism	3
PLSC 339	Political Ideologies	3
PLSC 342	African Politics	3
PLSC 343	Latin American Politics	3
PLSC 346	East Asian Politics	3
PLSC 347	The European Union	3
PLSC 348	Soviet & Post-Soviet Politics	3
PLSC 349	Eastern European Politics	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 359	Revolutions	3
PLSC 360	Western European Politics	3
PLSC 362	Politics Developing Societies	3
PLSC 365	Italian Politics & Government	3
PLSC 366	Dictatorship	3
PLSC 368	Politics of the Middle East	3
PLSC 374	Democracy	3
GLST 303	Technological Change and Society	3

International Relations

Code	Title	Hours
PLSC 204	Conflict Management	3
PLSC 213	International Human Rights	3
PLSC 252	Capitalism and Its Discontents	3
PLSC 300D	Contemporary Political issues in International Relations	3
PLSC 316	Politics of Genocide	3
PLSC 317	Politics of International Health	3
PLSC 325	American Foreign Policy	3
PLSC 333	Crossing Borders: The Politics of Immigration	3
PLSC 340	International Relations of Africa	3
PLSC 350	Global Political Economy	3
PLSC 353	International Law	3
PLSC 354	Global Environmental Politics	3
PLSC 356	Intervent in World Politics	3
PLSC 358	War, Peace and Politics	3
PLSC 358D	The Scientific Study of War	3
PLSC 363	International Politics	3
PLSC 364	UN & International Organization	3
PLSC 367	Model United Nations [1]	3
PLSC 369	Politics of Energy	3
GLST 302	States and Firms	3
GLST 305	Globalization and Environmental Sustainability	3

[1] This course is Engaged Learning.

Suggested Sequence of Courses

Students can begin the Political Science (BA) degree at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take introductory classes (PLSC 100, PLSC 101, PLSC 102, and PLSC 103) before taking upper division classes in those subfields. For example, although it is not required, students may benefit from taking PLSC 101 American Politics before taking an upper division class on Campaigns and Elections in the United States. Once students have declared the major, they are encouraged to contact the Political Science Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Transferring Credit

At least 17 credit hours of PLSC courses must be completed at Loyola.

Double Dipping Policy

Political Science adheres to the CAS Double Dipping Policy (p. 54).

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN

program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The BA in Political Science is designed to achieve the following learning outcomes:

- Demonstrate an understanding of the structures and functions of political systems.
- Be able to apply political theories and concepts when interpreting past and current events.
- Recognize the influence of cultural, social, and historical contexts on political behavior, values, institutions, or policies.
- Characterize the roots of enduring social disagreements and conflicts.
- Evaluate normative or empirical claims about political phenomena.
- Demonstrate an ability to communicate effectively about complex political issues.
- Develop research skills to gather, evaluate, and synthesize information from multiple sources to support arguments or theories in political science.

Political Science Minor

The Political Science minor invites students to learn about four subfields: political theory, international relations, comparative politics, and American politics. Students have the flexibility to explore their interests by taking a variety of classes across subfields or to dive deeper into one or two subfields that interest them. Students can also participate in our robust internship programs both in Chicago and in Washington, DC.

Related Programs

Major

- Political Science (BA) (p. 619)

Minor

- Law and Politics Minor (p. 617)

Curriculum

To graduate with a minor in Political Science, students must complete 18 hours of course work (6 courses) in the department or through transfer or advanced placement credit.

Code	Title	Hours
Required Courses		
Select two of the following:		6
PLSC 100	Political Theory	
PLSC 101	American Politics	
PLSC 102	International Relations in an Age of Globalization	
PLSC 103	Comparative Politics	
Select four additional PLSC courses, either introductory or upper-level classes, regardless of the subfield.		12
Total Hours		**18**

Suggested Sequence of Courses

Students can begin the Political Science minor at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take introductory classes (PLSC 100, PLSC 101, PLSC 102, and PLSC 103) before taking upper division classes in those subfields. For example, although it is not required, students may benefit from taking PLSC 101 American Politics before taking an upper division class on Campaigns and Elections in the United States. Once students have declared their minor, they are encouraged to contact the Political Science Department's Undergraduate Program Director for further guidance on how best to progress with their studies.

Learning Outcomes

The Minor in Political Science is designed to achieve the following learning outcomes:

- Demonstrate an understanding of the structures and functions of political systems.
- Be able to apply political theories and concepts when interpreting past and current events.
- Recognize the influence of cultural, social, and historical contexts on political behavior, values, institutions, or policies.
- Characterize the roots of enduring social disagreements and conflicts.
- Evaluate normative or empirical claims about political phenomena.
- Demonstrate an ability to communicate effectively about complex political issues.
- Develop research skills to gather, evaluate, and synthesize information from multiple sources to support arguments or theories in political science.

Psychology

Career Opportunities

After completing their undergraduate degrees, psychology graduates typically earn graduate or professional degrees or pursue employment. Graduate studies include specializations within the field in clinical, cognitive, industrial, social, educational, counseling, or developmental psychology. Employment in psychology-related professional positions include alcohol/drug counselor, child-care worker, geriatric counselor, hospital ombudsman, management trainee, market researcher, mental health specialist, human resources professional, sales representative, and teacher. For more details on the types of careers graduate pursue and details on how to pursue them please visit our Psychology Career Finder (https://www.luc.edu/psychology/resources/psychologycareerfinder/).

Prospective Students

If you are interested in learning more about undergraduate studies in the Loyola University Chicago Department of Psychology, please request additional information about Loyola and our program using the Undergraduate Request Form (https://uao.luc.edu/register/?id=09e1ac8b-c620-43cc-afe7-325cad54eec2).

Undergraduate Programs

- Honors in Psychology (p. 629)
- Psychology (BS) (p. 629)
- Psychology Minor (p. 632)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Psychology (PSYC)

PSYC 100 Psychological Perspectives on the Experience of Globalization (3 Credit Hours)
Globalization from a psychological perspective. Applying core psychological concepts, research and theory to cross-cultural issues of behavior and development. Topics may include human rights of children, human trafficking, immigration, moral issues of international trade, parenting across cultures.
Outcomes:
Students will learn basic concepts and theories and apply them to real-world globalization problems

PSYC 101 General Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, biological and social aspects of behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 201 / PSYC 101
Outcomes:
Students will master basic concepts and key theories and learn to apply them to real-world situations

PSYC 201 Psychology Advising and Career Development (1 Credit Hour)
Pre-requisites: PSYC 101, PSYC-BS major
Overview of the psychology major at Loyola and career options in psychology. Introduces students to psychology career development resources. Students will also prepare for opportunities in independent research and internships and plan for a career including creating a resume and CV.
Outcomes:
Students will learn about career options in psychology and plan their psychology major to support and develop their career interests

PSYC 225 Psychology of Peace (3 Credit Hours)
Application of psychological theories, concepts, and research to issues of peace and conflict. Areas covered include international conflicts and international peacebuilding (including war, terrorism, and global environmental issues) as well as interpersonal conflicts and conflict resolution (including crime, family violence, and conflict arising from prejudice and perceived threat). Classic theories of peace are also analyzed and connected to psychological theory and research.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: PSYC 225/PAX225

PSYC 235 Psychology of Human Sexuality (3 Credit Hours)
Pre-requisites: PSYC 101
This course will explore sexuality as a multi-faceted and diverse phenomenon structured by individual experience, interpersonal relationships, and societal institutions. Topics include anatomy and physiology, intersectionality, power and privilege, sexual diversity, attraction and love, relationships, and sexual health education.
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will demonstrate an understanding of the biological, psychological and socio-cultural aspects of human sexuality, along with gender and sexual diversity

PSYC 237 Cross-Cultural Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Students will learn about cultural factors that influence cognition, perception, emotion, behavior, motivation, and mental health. Similarities and difference in both explicit and implicit cultural factors will be emphasized. Students will explore their identities, values, and biases. Students will engage in reflection to increase cultural awareness and sensitivity towards others.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of concepts and research methodologies in cross-cultural psychology; Students will develop critical thinking skills, as well as increased cultural awareness and sensitivity towards others

PSYC 238 Psychology of Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course reviews psychological research and theory concerning gender and sex from a biopsychosocial perspective. Course material emphasizes how gender as an identity, social role, and system of power affects nearly every aspect of our lives.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will learn about the diversity of gender within and across cultures, gender socialization and its effects, the role of gender inequality in multiple contexts, and how gender intersects with other identities

PSYC 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness. Articulate how personal power can be used to create change.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue

PSYC 240 Psychology-Biology of Perception (3 Credit Hours)
Pre-requisites: For Biology majors: BIOL 102, BIOL 112, and PSYC 101; For all others: PSYC 101
Introduction to the study of sensory systems, especially vision and audition, emphasizing historical development of the field, multi-disciplinary scientific approaches, recent research and theory on the mechanisms of seeing and hearing, and applications of research to real-world problems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand and be able to explain how knowledge of the functioning of sensory systems is obtained using a variety of experimental methods, how stimulus energy is translated into neural signals, how the brain processes sensory information, and how these processes determine conscious perception

PSYC 250 Cognitive Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Overview of cognitive psychology. Topics include: human information processing, object recognition, memory, attention, language production and comprehension, reasoning and problem solving.
Outcomes:
Students will understand and be able to explain how knowledge about mental events is obtained using a variety of experimental methods, discuss current empirical research and theories of cognition, understand well established cognitive theories about attention, memory, language processing, reasoning and decision-making

PSYC 251 Learning and Memory (3 Credit Hours)
Pre-requisites: Grade of C- or better in PSYC 101 and NEUR 101
This course surveys the field of learning and memory, including working, episodic, and semantic memory, nonassociative learning, classical and operant conditioning, skill learning, and neuroplasticity. Behavioral, neuroscientific, and clinical perspectives will be considered.
Interdisciplinary Option: Neuroscience

PSYC 273 Developmental Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of theory and research relevant to human growth and development with emphasis on physical, cognitive, and social development from infancy through adolescence.
Interdisciplinary Option: Human Services
Course equivalencies: X-CPSY273/PSYC273
Outcomes:
Students will demonstrate understanding of basic theory and research in human development, and will develop skills in critical examination of psychological research as applied to current issues in human development

PSYC 274 Lifespan Development (3 Credit Hours)
Pre-requisites: PSYC 101
This course provides a survey of current theory, research, and applications on development (physical, cognitive, and social/emotional development) that are present at each stage of the lifespan. Normal development is emphasized; however, special human circumstances are also explored.
Outcomes:
Students will demonstrate an understanding of theory and research in development across the lifespan; Students will develop critical thinking skills, applying research to contemporary issues in lifespan development

PSYC 275 Social Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to the field of social psychology; including topics such as social cognition, impression formation, social influence, attitude formation and change, stereotyping and prejudice, aggression, pro-social behavior, and group behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 275 / PSYC 275
Outcomes:
Students will demonstrate the ability to think critically about fundamental theoretical approaches within social psychology, scientific methods of hypothesis testing, and potential applications of social psychology that address real-world problems

PSYC 276 Philosophy of Mind (3 Credit Hours)
Pre-requisites: PHIL 130
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies. Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter.
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176

PSYC 277 Environmental Psychology (3 Credit Hours)
Human behavior is at the root of environmental degradation. This course examines how psychological processes influence behaviors that help or hurt the environment and how psychology can promote conservation. The course identifies theory-based interventions and evaluates their effectiveness. Class activities allow students to practice applying psychology to promote environmental sustainability.
Outcomes:
Students will be able to identify the psychological bases of environmental problems; Students will be introduced to theories and practical strategies to change behavior as it relates to environmental issues

PSYC 280 Psychology of Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions; Students can only take one course from PHIL 279, PSYC 279, PSYC 280
This course examines the forces that shape decision-making, from the individual and day-to-day to the shaping of public policy. Psychological research on cognitive biases, economic models, and philosophical perspectives on deductive reasoning and what makes a good decision will be discussed.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will learn fundamental principles and theories - including various biases and decision-making errors, and learn to apply the course to improve thinking, problem-solving, and decisions

PSYC 302 History & Systems in Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
A systematic treatment of the historical roots and foundation of psychology. Special emphasis is placed on relating past trends to current developments in the field.
Outcomes:
Students will demonstrate knowledge of the foundations of psychology as a science, including major schools and theoretical frameworks, and make connections between past trends and current approaches

PSYC 304 Statistics (3 Credit Hours)
Pre-requisites: PSYC 101
This course is an introduction to fundamentals of statistical analysis in psychology.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate the ability to analyze data, interpret the results of research using basic statistical methods, and understand the conceptual foundation, appropriate use, and limitations of these statistical methods

PSYC 306 Research Methods in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 or STAT 335
Logic and theory of the scientific method. Basic principles of scientific research methodologies employed in approaching major problem areas in psychology. This class is writing intensive.
Interdisciplinary Option: Human Services, Neuroscience, Urban Studies
Outcomes:
Students will demonstrate knowledge and skills necessary to: formulate research questions and hypotheses, develop research designs, operationalize variables, and gather data in an ethical manner; choose appropriate statistical methods for analyzing data and interpret results of statistical analyses; write a scientific paper in APA style; and critically evaluate research

PSYC 307 Psychology of Language (3 Credit Hours)
Pre-requisites: PSYC 101
Analysis of language as symbol-behavior specific to humans, language structure and competence, language performance, and the neurophysiological basis of language. Methods for investigating language processing, acquisition, bilingualism, and language disorders will be considered.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of language

PSYC 310 Lab in Program Evaluation (3 Credit Hours)
Pre-requisites: PSYC 306; PSYC 275 is also recommended
Special attention is given to the fundamental skills needed to evaluate human service programs including research methodology and research diplomacy. The strengths and weaknesses of several evaluation strategies will be discussed in terms of scientific validity, ethical constraints, and political acceptability.
Outcomes:
Students apply their developing evaluation skills in a class project and present the data in a written report

PSYC 311 Lab in Psychobiology (3 Credit Hours)
Pre-requisites: For Psychology BS and Cognitive & Behavioral Neuroscience majors: PSYC 306 and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-; For all others: (STAT 335 or PSYC 304) and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-
Introduction to the structures and functions of vertebrate nervous systems and how these systems compute and process information. Laboratory experience with concepts and methods in the neurophysiological study of the bases of perception and other behaviors. Hearing is used as an example.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will learn the concepts of basic neurophysiology and the theory of signal detectability and have experience applying the logic and formulation of neurophysiological theories of perception

PSYC 312 Lab in Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and PSYC 382
This course is a laboratory practicum in the techniques of cognitive neuroscience, with an emphasis on electrophysiological and hemodynamic methods of measuring nervous system function during cognitive and behavioral tasks and the effects of noninvasive brain stimulation.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will develop scientific research skills as they relate to the field of cognitive neuroscience, including experimental design, physiological methods of data collection, statistical analysis and interpretation, and reporting findings

PSYC 313 Lab in Behavioral Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 251 or PSYC 382
Provides an understanding of the structure and function of the brain as it relates to behavior through empirical data collection and analyses. Course objectives will be met through demonstrations, hands-on laboratory experience with different behavioral assays, histology, an evaluation of scientific literature, and scientific communication via poster presentations.
Outcomes:
Develop a breadth of neuroscientific knowledge and skills involving critical thinking, research ethics, experimental design, animal behavior, data collection and analysis, and dissemination of scientific findings in different formats

PSYC 314 Lab in Experimental Psychology: Cognition (3 Credit Hours)
Pre-requisites: PSYC 306 (C-) and (C- in PSYC 250, PSYC 251, PSCY 307, or PSYC 382)
Laboratory demonstrations, experiments, and microcomputer applications in the area of human cognition. Topics vary, but include learning, memory, thinking and language processing.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research on human cognition

PSYC 315 Lab in Tests & Measurements (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 331 or PSYC 346
Topics include: theory of psychological testing and assessment; historical context and related legal and ethical considerations; basics of test construction and evaluation, including reliability, validity, and standardization; and common measures of personality, attitudes, and ability and their psychometric properties. PSYC 338 is recommended.
Outcomes:
Students will learn to demonstrate proficiency with psychological testing terminology and concepts

PSYC 316 Lab in Experimental Psychology: Sense & Perception (3 Credit Hours)
Pre-requisites: PSYC 306, NEUR 101 (formerly PSYC/BIOL 202) or PSYC 240
Laboratory demonstrations, experiments, and microcomputer applications to the psychophysical and physiological study of sensory systems. The course stresses the research methods and quantitative measures that are used in characterizing sensory processes, especially visual and auditory systems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research in sensory processes

PSYC 318 Lab in Developmental Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 273 or PSYC 274
Lecture and laboratory on empirical studies of developmental processes in humans. Focus is on research in particular content areas within developmental stages (e.g., infancy, childhood, adolescence, adulthood) and research on changes in behavior across time.
Outcomes:
Students will demonstrate skills and knowledge of developmental methodology, designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 321 Laboratory-Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275 and 306
Lectures, demonstrations, readings, and individual or group research projects illustrating various methods, such as observation, interviewing, archives, standardized tests, and experimentation, are used to learn about topics such as group influences on the individual, attitudes, prosocial and antisocial behavior, and perception of self and others.
Outcomes:
Students will demonstrate skills and knowledge of methodology in social psychological research; designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 327 Lab on Body Image (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 275 or PSYC 338
Lab on Body Image focuses on the scholarly study of body image and eating disorders, as well as how research is conducted in the field. Students will complete smaller labs and a larger research project in the field.
Outcomes:
1) Learn about the scholarly study of body image and eating disorders; 2) Learn general research methods in Psychology and specific ones pertaining to the topic; 3) Learn about computer packages, including SPSS to analyze data

PSYC 331 Psychopathology (3 Credit Hours)
Pre-requisites: PSYC 101
Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: X-CPSY333/PSYC331/ACPSY280
Outcomes:
Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of "mental disorders", factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues

PSYC 332 Affective Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101 or NEUR 101 (formerly PSYC/BIOL 202)
Affective experiences promote human adaptability and survival, and healthy emotion function is critical to promoting physical and psychological well being. The course will provide an overview of fundamental neurobiological correlates associated with emotion function and processing affective stimuli.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 338 Psychology of Personality (3 Credit Hours)
Pre-requisites: PSYC 101 Facts and principles of personality study
Nature of personality, its structure, development, expression, and measurement. Exposition and evaluation of personality study methods with critical review of traditional and modern theories of personality.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: X-CPSY338/PSYC338
Outcomes:
Students will acquire an understanding of different personality theories, critically evaluate these theories, and apply what they have learned

PSYC 340 Psychology of Women (3 Credit Hours)
Pre-requisites: PSYC 101
Review of psychological aspects of women's experiences. Topics include psychological aspects of biological events such as menarche, pregnancy, menopause; aspects of women's work and family roles; and mental health issues relevant to women.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: PSYC340/WOST340/WSGS340
Outcomes:
Students will demonstrate knowledge of critical contemporary issues impacting women and girls, and critically evaluate/analyze academic theory, social institutions, and media

PSYC 346 Psychopathology of Childhood (3 Credit Hours)
Pre-requisites: PSYC 273
Consideration of the nature and causes of maladjustment, emotional disorders, and learning disabilities in children in conjunction with approaches to prevention and remediation.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will demonstrate knowledge of the major categories of childhood psychopathology and methods of diagnosis, theories of causes of maladjustment and mental illness in children and adolescents, and types of intervention strategies

PSYC 348 Psychology of Adolescence (3 Credit Hours)
Pre-requisites: PSYC 273
In-depth study of adolescence using an interdisciplinary approach. Integration of cultural, social, psychological, and biological perspectives.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will appreciate the various factors leading to similarities and differences in the experience of adolescence in America and in other cultures, and will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of adolescence

PSYC 349 Maturity and Aging (3 Credit Hours)
Pre-requisites: PSYC 273 or PSYC 274 with a C- or better
Overview of theory and research relevant to middle age and aging. Topics include personality, cognitive and social functioning as well as biological functioning. Applications to life situations such as living arrangements, provision of health services, and retirement are discussed.
Interdisciplinary Option: Bioethics, Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of maturity and aging, and learn to recognize and reject myths and stereotypes associated with adult development and aging

PSYC 350 Developmental Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101, NEUR 101 (formerly PSYC/BIOL 202)
An overview of theory and research relevant to the study of the developing child through the use of neuroscience methods; topics may include: brain plasticity and maturation, sensorimotor systems, attention, memory, executive function, language, social cognition, and typical and atypical development.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will gain knowledge of basic theory and research in the field of developmental cognitive neuroscience and will acquire understanding of brain and behavior relationships in a developmental context

PSYC 352 Neuropsychology (3 Credit Hours)
Pre-requisites: PSYC 101 and NEUR 101
Neuropsychology is the interdisciplinary study of the relation between human brain function and behavior. This course is an undergraduate survey of topics related to neuropsychology, including neuroanatomy, psychophysiology, and cognitive neuroscience. A primary goal of the course is to introduce undergraduate students to neuropsychological concepts in research and applied settings.
Interdisciplinary Option: Neuroscience
Outcomes:
Successful completion of this course leads to mastery of CNS function and structure; The ability to integrate this information will allow students to develop and test hypotheses about brain-behavior relationships

PSYC 353 Applied Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275
Applications of principles and methods of social psychology to social issues and problems in such areas as: law and justice, health and health care, education, natural and built environments, population, work, life and intergroup relations.
Outcomes:
Students will demonstrate the ability to apply knowledge of major theories, research methodologies, and empirical knowledge in social psychology to real-world issues and problems

PSYC 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PSYC 356 Consumer Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the field of consumer psychology; including topics such as consumer attitude formation and change, persuasive communication and consumer behavior, the psychology of advertising, consumer decision making, personality and consumer behavior, identity and consumer behavior, and culture and consumer behavior.
Outcomes:
Students will understand and apply theoretical approaches within consumer psychology and the psychology of advertising

PSYC 360 Understanding Prejudice (3 Credit Hours)
Pre-requisites: PSYC 101
Prejudice from a psychological perspective. Applying psychological concepts, research, and theory to understand the origins and consequences of prejudice as well as potential remedies.
Interdisciplinary Option: African Studies and the African Diaspora, Psychology of Crime and Justice, Race and Ethnicity, Women & Gender Studies
Course equivalencies: BWS360/WSGS360
Outcomes:
Students will learn the origins of stereotypes and prejudice, the nature of prejudice against different social groups, how people are affected by prejudice and cope with prejudice, and the processes that may change stereotypes, reduce prejudice, and improve intergroup relations

PSYC 362 Industrial/Organizational Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 101 Outcomes: Students will demonstrate understanding and ability to think critically about how the science of behavior is applied to work environments
Study of human behavior in work settings. Topics include principles of employee selection, job analysis, motivation and morale, managerial behavior, organization development and socialization, leadership, conflict management, work design and group process.
Course equivalencies: PSYC362 / PSYC364

PSYC 368 Counseling (3 Credit Hours)
Pre-requisites: PSYC 101; PSYC 331 or 338 is also recommended
Introduction to the theory, techniques, and research behind major helping interventions, focusing on individual psychotherapy with adults.
Interdisciplinary Option: Human Services
Outcomes:
Students will critically evaluate different approaches to intervention in terms of their theoretical underpinnings, applications, goals and effectiveness, and will develop the ability to utilize some basic counseling skills

PSYC 369 Psychology Honors Readings (3 Credit Hours)
Pre-requisites: Membership in the Psychology Honors award program and approval of the Department Honors Advisor
Directed readings and development of a formal research proposal on a topic of interest to the student and the faculty member with whom he/she has chosen to work. Students are not restricted to working with the faculty member whose name is listed in the schedule of classes.
Outcomes:
Students will write a literature review and research proposal for the honors thesis

PSYC 370 Psychology Honors Research (3 Credit Hours)
Pre-requisites: PSYC 369
Students carry out the research proposed in PSYC 369 and prepare a formal report constituting the honors thesis. Approval of the thesis by the honors committee earns the psychology honors award. PSYC 370 is a capstone course.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PSYC370H / PSYC370
Outcomes:
Students will conduct research, analyze and interpret data, and write a thesis

PSYC 371 Psychology of Political Behavior (3 Credit Hours)
Examination of the determinants of political judgments and decision; including topics such as voting preference, stereotypes and political thinking, racism and political behavior, ideology and public opinion, the effect of the media on political thought.
Outcomes:
Understanding of core theoretical and methodological approaches commonly applied to the study of political psychology

PSYC 372 Psychology & Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the U.S. jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

PSYC 373 Health Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of psychological and behavioral influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: health behavior and primary prevention, stress and coping, patient-physician interaction, and management of chronic illness.
Interdisciplinary Option: Bioethics, Human Services
Outcomes:
Students will demonstrate an understanding of the complex interaction of an individual's psychology and physical health, as well as understanding of different intervention and prevention programs, the structure of the health care system, and the various roles psychologists play in this system

PSYC 374 Community Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Prevention of mental disorder and promotion of well-being, primarily through creating more mentally healthy environments, but also by enhancing individual resilience. Recognizing the toxicity of psychosocial stressors such as inequality, poverty, alienation, and discrimination, community psychologists also fight for social justice through empowerment of oppressed groups and policy advocacy. Understanding of the methods of community psychology; effects of societal, cultural, and environmental influences on psychological and community well-being.
Interdisciplinary Option: Human Services, Neuroscience

PSYC 375 Psychology of Addiction (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of historical, demographical, and statistical aspects of substance abuse. Abuse of alcohol and drugs, as well as eating disorders, may be considered. A variety of theoretical models and interventions are discussed.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will demonstrate understanding of the psychopharmacological effects of various substances, major research findings in the area of substance abuse, and prevention and intervention techniques

PSYC 376 Psychology of Religion (3 Credit Hours)
Introduction to the major issues, theories and empirical approaches in the psychology of religion; effect of religion on beliefs, motivations, emotions and behaviors.
Outcomes:
Understanding of the relationship between religion and psychological variables (eg, adjustment, prejudice, and prosocial behavior)

PSYC 377 Psychology of Music (3 Credit Hours)
Pre-requisites: PSYC 101
Engagement in musical activities is common across all human cultures. This course will introduce students to the interdisciplinary field of psychology of music and will focus on how humans perceive and are affected by music, how we create music, and how music is integrated into human life.
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 378 Drugs and Behavior (3 Credit Hours)
Pre-requisites: NEUR 101
This course will introduce students to neuropsychopharmacology. Acute and long term effects of addictive drugs and drugs used to treat psychiatric disorders on neural function and behavior are discussed by integrating human and preclinical animal studies. Major types of drugs of abuse, antidepressants, antipsychotics, and anxiolytics will be discussed.
Outcomes:
Knowledge of the mechanisms of action of drugs, including illicit drugs and drugs used to treat psychiatric disorders

PSYC 381 Advanced Statistical Analysis-Computer:Social Science (3 Credit Hours)
Pre-requisites: PSYC 304 or SOCL 301
Expanded treatment of topics covered in PSYC 304 with emphasis on using standard computer analysis packages (SPSS).
Outcomes:
Students will demonstrate the ability to discuss theoretical assumptions of various statistical techniques, choose the appropriate statistical test in a variety of situations, use SPSS to enter data and perform a statistical analysis, and interpret the results of statistical analyses

PSYC 382 Behavorial and Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: For BIOL-BS, BIOL-MINR, and BIOE-BS students: BIOL 102 and NEUR 101; For all others: NEUR 101
Overview of topics and methodologies used in behavioral and cognitive neuroscience including: attention, learning and memory, language, reasoning, decision making, intelligence, emotions, social cognition, and consciousness.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms, underlying mental events and the technologies used for studying these mechanisms

PSYC 383 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

PSYC 384 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

PSYC 385 Practicum in Peace Activism (3 Credit Hours)
Students will learn how to recognize and navigate the psychological pitfalls that accompany work as a peace activist. Topics include building programs, recruiting volunteers, managing media messages, avoiding burnout, handling conflict within organizations, and securing funding for peace activities. Psychological constructs and theories such as group dynamics, perceived control, learned helplessness, attitude change, and altruism will be used to increase understanding of processes related to peace activism.
Course equivalencies: PSYC385/PAX385

PSYC 386 Psychology Seminar: Selected Topics (3 Credit Hours)
Pre-requisites: PSYC 101
An upper-level, intensive seminar on selected aspects of psychology.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the selected topic

PSYC 387 Seminar in Behavorial and Cognitive Neurosciences (3 Credit Hours)
Pre-requisites: NEUR 101 (formerly PSYC/BIOL 202); PSYC 382/BIOL 284, limited to NRCB-BS seniors
Lecture/discussions will focus on issues central to behavioral neuroscience, emphasizing human and animal mental processes and neural information processing mechanisms. Students will read primary research papers and practice analytical skills in class discussion and presentations. Presentations and exams will promote critical thinking and a general understanding of current issues in behavioral and cognitive neurosciences.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of cognitive and behavioral approaches to the study of the neural bases of behavior; Students will also learn how to critically read primary research papers and present these papers to the class

PSYC 390 Internship in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 and approval via an internship application due on the 5th Friday of the previous semester
Capstone service-learning experience for psychology majors, involving application and development of psychological knowledge and skills through an internship (100 hours) in a human service organization or applied research setting, combined with regular class meetings, reading and writing assignments. Students arrange placements and complete a project on site. Application details may be found here: https://luc.edu/psychology/undergraduate/internshipinpsychology. Practical, pre-professional job skills, critical analysis and connection between theory and practice, on topics of: human service agency operation; effective working relationships; professional communication; cultural competence; values and ethics.
This course satisfies the Engaged Learning requirement.

PSYC 396 Teaching Internship in Psychology (3 Credit Hours)
Pre-requisites: Junior or Senior standing; Department consent required
This course provides undergraduate students serving as teaching assistants in psychology academic structure and guided reflection. Through readings, discussions, and reflective assignments, students will develop skills in supporting student learning and managing classroom responsibilities. The course complements practical work as teaching assistants in psychology courses, integrating theory and practice.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate understanding of how students learn and how to facilitate effective classroom engagement; Connect teaching experiences to psychological and educational theory; Develop transferable professional skills such as leadership and organization

PSYC 397 Independent Research (3 Credit Hours)
Pre-requisites: PSYC 306 and approval of internship coordinator
Limited to psychology majors with senior standing. Capstone opportunity to conduct research under the guidance of a psychology faculty member. Only one of PSYC 397 and 399 may count toward the psychology major.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain experience in all aspects of psychological research, including literature review, formulating hypotheses, designing and conducting research, analyzing data and interpreting results, communicating the results of research in written reports

PSYC 399 Special Studies in Psychology (1-3 Credit Hours)
Pre-requisites: permission of instructor and department
Opportunity for individual reading or research in a specialized area not otherwise covered by the Department's course offerings. Only one of PSYC 397 and 399 may count toward the psychology major.
Outcomes:
Students will gain experience (eg, integrating research results from various sources, conducting research) working directly with a faculty member on a current topic in psychology

Honors in Psychology

The Psychology Honors Program is a program for outstanding students in which each student spends a minimum of two semesters working on a research project with a Psychology professor. The end result of that collaboration is an honors thesis, an activity in which the student completes an individual research project under the guidance of his/her professor.

In the first semester, the student registers for PSYC 369 Psychology Honors Readings. In this semester, the student does background reading in his/her subject of interest, meets periodically with his/her professor, and by the end of the semester has collaboratively designed an original research project with the professor and obtained IRB approval for the project.

In the second semester, the student registers for PSYC 370 Psychology Honors Research. In this semester, the student carries out the research project, collecting and analyzing data, writing up the results, submitting an honors thesis, and presenting the results of their project at a poster session at the end of the semester. On occasion, an honors theses has been presented at a professional meeting and/or published in a professional journal. All of these activities are completed with close guidance from and in collaboration with the student's thesis director.

Advantages

Graduate schools and potential employers look very favorably at research experience, particularly if that research experience is of such merit that it leads to a professional presentation or publication. In addition, students who complete the honors thesis are presented at the annual department awards ceremony. Further, it is indicated on the students' transcripts that they have been awarded Psychology Honors. Perhaps most importantly, students get to pull together much of what they have learned as a Psychology major in an integrative, capstone experience. In this experience, the student moves into a research colleague relationship with an experienced researcher and gets a real taste of what it is to be a research psychologist. This course sequence also satisfies the university's engaged learning requirement.

Requirements

To receive the psychology honors award, students must fulfill three requirements. Honors students must:

- Maintain a 3.5 cumulative GPA
- Receive grades of "B" or better in PSYC 369 Psychology Honors Readings / PSYC 370 Psychology Honors Research
- Complete 13 Psychology courses, including PSYC 369 Psychology Honors Readings / PSYC 370 Psychology Honors Research
- Submit an Honors Thesis

Interdisciplinary Honors Program

You do not have to be in the University's Interdisciplinary Honors Program (https://www.luc.edu/honors/) to participate in the psychology honors program, and if you are in the Interdisciplinary Honors Program (https://www.luc.edu/honors/), you are not required to participate in the psychology honors program.

Eligibility

To be eligible for the Psychology Honors Program, you must:

- Be a declared Psychology major (or co-major)
- Have an overall GPA of 3.5 or better
- Have taken the following Psychology courses (or their equivalents if you are a transfer student): Identify a faculty member in the department who agrees to supervise your honors work (the honors director can help you identify such a person)
  - PSYC 101 General Psychology
  - PSYC 304 Statistics
  - PSYC 306 Research Methods in Psychology
  - One Psychology laboratory course (recommended, but not mandatory)
- Formally apply for acceptance in the Psychology Honors Program
- Have at least two more semesters of course work to complete at Loyola before graduation

Application Procedures

The application process is simple. Just submit a letter indicating your interest in applying along with a copy of your transcript to:

Dr. Jeffrey Huntsinger
jhuntsinger@luc.edu
Honors Director
Psychology Department

In the letter, indicate which faculty member has agreed to direct your honors thesis. If you don't know who to approach to be your thesis director, please consult the faculty research profiles (https://www.luc.edu/psychology/people/facultyandstaffdirectory/) or description of research labs (https://www.luc.edu/psychology/research/researchlaboratories/).

Application during your junior year is strongly preferred. This way, students will start the honors thesis during Spring Semester of their junior year, and complete the honors thesis by the end of of their senior year. This gives the student more time to get their research reviewed by the Loyola Institutional Review Board (which must approve research with human participants.)

Contact Us

For more information about the psychology honors program, please contact Dr. Jeff Huntsinger, Honors Director, at jhuntsinger@luc.edu

Psychology (BS)

Loyola offers the Bachelor of Science in Psychology which provides students with a broad-based introduction to the science of psychology as well as opportunities to learn how psychology is applied to solving individual and social problems. Students may also want to consider pairing the Psychology BS with the Neuroscience major to focus on the

biological aspects of psychology or the 5-year BSW/MSW program in Social Work if they are interested in a career in Mental Health Therapy.

Related Programs

Major

- Applied Psychology (BA) (p. 879)

Doctoral

- Clinical Psychology (PhD) (p. 1264)
- Counseling Psychology (PhD) (p. 1327)

Minor

- Psychology Minor (p. 632)

Curriculum

A total of 14 psychology courses plus two ancillary quantitative courses are required. Psychology Honors requires 15 courses including PSYC 369 / PSYC 370, plus two ancillary quantitative courses.

Code	Title	Hours
Required Psychology Courses		
PSYC 101	General Psychology	3
PSYC 201	Psychology Advising and Career Development	1
PSYC 304	Statistics	3
or STAT 335	Introduction to Biostatistics	
PSYC 306	Research Methods in Psychology	3
Diversity and Inclusion Requirement Course		**3**
Choose one of the following:		
PSYC 235	Psychology of Human Sexuality	
PSYC 237	Cross-Cultural Psychology	
PSYC 238	Psychology of Gender	
PSYC 239	Understanding Bias and Inclusivity	
PSYC 360	Understanding Prejudice	
PSYC 374	Community Psychology	
Biological Pillar		**3**
Choose one of the following:		
NEUR 101	Introduction to Neuroscience	
PSYC 240	Psychology-Biology of Perception	
Cognitive Pillar		**3**
Choose one of the following:		
PSYC 250	Cognitive Psychology	
PSYC 251	Learning and Memory	
PSYC 307	Psychology of Language	
PSYC 382	Behavorial and Cognitive Neuroscience	
Developmental Pillar		**3**
Choose one of the following:		
PSYC 273	Developmental Psychology	
PSYC 274	Lifespan Development	
Mental Health Pillar		**3**
Choose one of the following:		
PSYC 331	Psychopathology	
PSYC 346	Psychopathology of Childhood	
Social Pillar		**3**
PSYC 275	Social Psychology	
Advanced Lab		**3**
Choose one of the following:		
PSYC 311	Lab in Psychobiology	
PSYC 312	Lab in Cognitive Neuroscience	
PSYC 313	Lab in Behavioral Neuroscience	
PSYC 314	Lab in Experimental Psychology: Cognition	
PSYC 315	Lab in Tests & Measurements	
PSYC 316	Lab in Experimental Psychology: Sense & Perception	
PSYC 318	Lab in Developmental Psychology	
PSYC 321	Laboratory-Social Psychology	
PSYC 327	Lab on Body Image	
Two (2) Electives (p. 630)		**6**
Select one of the following:		**3**
PSYC 390	Internship in Psychology (Capstone)	
PSYC 396	Teaching Internship in Psychology (Capstone)	
PSYC 397	Independent Research (Capstone)	
PSYC 370	Psychology Honors Research (Capstone)	
2nd Advanced Lab Course		
Ancillary Quantitative Requirement		
Select two of the following:		6-8
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
COMP 170	Introduction to Object-Oriented Programming	
COMP 180	Computing and Data Analysis for the Sciences	
DSCI 101	Fundamentals of Modern Data Science with R	
MATH 108	Real World Modeling with Mathematics	
MATH 110	Business Precalculus	
MATH 117	Precalculus I	
MATH 118	Precalculus II	
MATH 130	Business Calculus	
MATH 131	Applied Calculus I	
MATH 132	Applied Calculus II	
MATH 161	Calculus I	
MATH 162	Calculus II	
MATH 215	Object-Oriented Programming with Mathematics	
STAT 103	Fundamentals of Statistics	
Total Hours		**46**

List of Elective Courses

Code	Title	Hours
PSYC 276	Philosophy of Mind	3
PSYC 280	Psychology of Judgment and Decision-Making	3
PSYC 332	Affective Neuroscience	3
PSYC 340	Psychology of Women	3
PSYC 348	Psychology of Adolescence	3
PSYC 350	Developmental Cognitive Neuroscience	3
PSYC 352	Neuropsychology	3
PSYC 355	Neuroethics	3
PSYC 362	Industrial/Organizational Psychology	3
PSYC 368	Counseling	3
PSYC 371	Psychology of Political Behavior	3

PSYC 372	Psychology & Law	3
PSYC 373	Health Psychology	3
PSYC 375	Psychology of Addiction	3
PSYC 376	Psychology of Religion	3
PSYC 377	Psychology of Music	3
PSYC 378	Drugs and Behavior	3
PSYC 386	Psychology Seminar: Selected Topics	3
PSYC 383 / COMP 386	Methods in Computational Neuroscience	3
PSYC 384 / COMP 389	Computational Modeling of the Brain	3
PSYC 387	Seminar in Behavorial and Cognitive Neurosciences	3
PSYC 399	Special Studies in Psychology	1-3

Independent Study Opportunities

Loyola's psychology department offers countless opportunities for undergraduates to participate in research under the supervision of faculty members—an experience that is highly valued by employers and graduate schools. More information on Research in the department can be found under the Research Tab of the Psychology Department Website. Students can earn course credit for this research experience through independent studies and research courses, PSYC 397 and PSYC 399. Qualified students may also plan and conduct psychological research by enrolling in the two-course honors sequence (PSYC 369 and PSYC 370). PSYC 397 and PSYC 370 count towards the Loyola's engaged learning requirement, while PSYC 399 does not. More information on Independent Study courses in Psychology are available on the Independent Research webpage or by clicking the hyperlinks for the individual courses above.

Internship in Psychology

PSYC 390 is an intensive, work/academic experience that combines 100 hours (minimum) of supervised work at a psychology-related job site, arranged by the student prior to the start of the semester. PSYC 390 class meetings include class discussions and activities, reading and writing assignments, and an independent project. This is a unique and time-intensive opportunity that allows students to learn how psychology is applied in real-world settings. The course is open to psychology juniors and seniors. Students interested in the program should learn more by visiting the Internship in Psychology Webpage (https://www.luc.edu/psychology/undergraduate/internshipinpsychology/). Questions about the program should be addressed to the internship coordinator (psyc-internship@luc.edu). *Admission to the internship course is by application only. Applications are due midway through the* ***semester before*** *the internship is to be taken.*

Suggested Sequence of Courses

Recommended Sequence of Psychology Courses

Students should take PSYC 101 General Psychology and PSYC 201 Psychology Advising and Career Development their first year. Students should then take their Knowledge Pillar courses. It is recommended that students complete at least one of their Ancillary Quantitative Courses prior to beginning the PSYC 304 Statistics-PSYC 306 Research Methods in Psychology sequence. Note that PSYC 304 Statistics is a prerequisite for PSYC 306 Research Methods in Psychology. No other statistics course (including STAT 103 Fundamentals of Statistics) or a statistics course from another Loyola department can serve as a prerequisite for PSYC 306 if you are a Psychology Major. Students may not take PSYC 304 Statistics and PSYC 306 Research Methods in Psychology at the same time. Electives may be any 200 or 300 level psychology courses or NEUR 101 Introduction to Neuroscience. PSYC 306 Research Methods in Psychology and their specified Knowledge Pillar courses serve as prerequisites for advanced lab courses.

Recommended Sequence of Math Courses

Students should discuss the Ancillary Quantitative Requirement with their Psychology Faculty advisor as early as possible after declaring the major. It is expected that students will have completed at least one, and preferably both courses *before* beginning the PSYC 304 Statistics-PSYC 306 Research Methods in Psychology sequence. Thus, students should plan to take these courses during their first two years. Assuming a strong background in math, a computer science course is strongly recommended to prepare students for future academic and non-academic careers.

Advising for Psychology Majors

Students must take PSYC 101 General Psychology, PSYC 201 Psychology Advising and Career Development, PSYC 304 Statistics, PSYC 306 Research Methods in Psychology, one course for the Diversity and Inclusion Requirement, one course for each of the five Knowledge Pillars, one Advanced Lab Course, and one capstone course (or a 2nd Advanced Lab Course). Students graduating with Psychology Honors must take PSYC 369 Psychology Honors Readings / PSYC 370 Psychology Honors Research as their Capstone. Remaining courses may be any psychology course except PSYC 100 Psychological Perspectives on the Experience of Globalization.

When planning your course schedule with your Psychology Department Faculty Advisor, please consult the Psychology Major Checklist (https://www.luc.edu/psychology/undergraduate/psychologymajorafterjuly2021/). The Psychology Course Matrix (https://www.luc.edu/psychology/undergraduate/psychologymajorafterjuly2021/) may also be of use in planning your course schedule. You can also view Psychology Course Descriptions (p. 2569) or look at many past Psychology Course Syllabi (https://www.luc.edu/psychology/undergraduate/psychologymajorafterjuly2021/).

Psychology Majors should complete PSYC 201 Psychology Advising and Career Development as soon after taking PSYC 101 General Psychology as possible. During that course you will receive a Psychology Faculty Advisor, but if you want to be assigned an advisor before you take the class please fill out this form (https://docs.google.com/forms/d/e/1FAIpQLSf5acxsvrb0-QmprGP6r075_pb4OgXyQOBiloV3wLqL4szsMg/viewform/). It is your responsibility to contact your advisor. Before meeting with your Advisor please take time to review the requirements found on this page and the Psychology Career Finder (https://www.luc.edu/psychology/resources/psychologycareerfinder/). More information on student advising at Loyola maybe found by visiting the Advising Webpage (https://www.luc.edu/psychology/undergraduate/advising/).

Co-Majoring

Psychology majors are to abide by Academic Council's double dipping policy (p. 54) which instructs that not more than three courses offered by one department may count towards two different majors. There are two notable exceptions for the Psychology Department:

- **Co-Majoring in Neuroscience.** Neuroscience Majors/Minors may count any psychology courses they take that count towards the Neuroscience Major/Minor towards both majors.
- **Co-Majoring in Social Work.** Social Work Majors may count PSYC 101 General Psychology and PSYC 304 Statistics and any other three PSYC classes approved by the School of Social Work towards both the Psychology and Social Work Majors.

Core Course Exemptions for Psychology Majors

Psychology majors are exempt from the "Societal and Cultural Knowledge" and "Quantitative Literacy" areas of the core. Additional information about the Core can be found here (p. 989).

Transferring Courses

Three courses of the major (or the minor) can be fulfilled with courses transferred into Loyola. Please consult with your CAS Advisor to ensure that you have received transfer credit for courses taken at other universities.

Honors in Psychology

Students able to maintain a cumulative 3.5 GPA and interested in psychology independent research, should discuss the possibility of participating in the Honors in Psychology program with their Psychology Faculty Advisor or ideally their psychology research mentor. For more information on the program please visit the Honors in Psychology Webpage (https://www.luc.edu/psychology/undergraduate/). Questions about the program should be addressed to the program director, Dr. Jeff Huntsinger (jhuntsinger@luc.edu).

Answers to additional questions about the major may be found on the Department Website (https://www.luc.edu/psychology/) or by visiting the Frequently Asked Questions Webpage (https://www.luc.edu/psychology/undergraduate/faq/).

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Acquire a broad understanding of fundamental psychological principles and concepts, including the biological, cognitive, developmental, mental health, and social pillars of psychological science.
- Learn to use scientific knowledge to make reasoned and ethical judgments promoting the health and well-being of the individual, community, and society.
- Develop the ability to design, conduct, and communicate the results, both orally and in writing, of basic psychological research.
- Develop the ability to think quantitatively about psychological concepts, and to quantitatively analyze experimental results.
- Participate in scientific inquiry using the methodologies and tools of psychological science in laboratory and field settings.
- Expose students to theoretical approaches that deal with privilege, oppression, and social justice and encourage appreciation of differences in psychology across cultures.

Psychology Minor

Loyola offers the Minor in Psychology which provides students with an opportunity to develop psychology course coverage related to their specific career interests.

Students may also want to consider pairing the Psychology Minor with the Neuroscience major to focus on the biological aspects of psychology or the 5-year BSW/MSW program in Social Work if they are interested in a career in Mental Health Therapy.

Related Programs

Major

- Psychology (BS) (p. 629)

Minor

- Sociology Minor (p. 647)

Curriculum

Code	Title	Hours
Required Courses		
PSYC 101	General Psychology	3
Five 200+ level Psychology courses [1,2]		15
Total Hours		**18**

[1] Except PSYC 201 Psychology Advising and Career Development
[2] NEUR 101 Introduction to Neuroscience may be taken.

Mathematics and Statistics Prerequisites

While there is no explicit math requirement for the Psychology Minor, it is expected that students will have a solid background in basic math (including algebra and preferably probability) prior to taking PSYC 304 Statistics. If the student has tested out of math they may enroll in PSYC 304 Statistics immediately after taking PSYC 101 General Psychology.

Transferring Courses from other Institutions

Three courses of the minor can be fulfilled with courses transferred into Loyola. Please consult with your CAS Advisor to ensure that you have received transfer credit for courses taken at other universities.

Independent Study Opportunities

Loyola's psychology department offers countless opportunities for undergraduates to participate in research under the supervision of faculty members—an experience that is highly valued by employers and graduate schools. More information on Research in the department can be found under the Research Tab of the Psychology Department Website. Students can earn course credit for this research experience through independent

studies and research courses, PSYC 397 Independent Research and PSYC 399 Special Studies in Psychology. Qualified students may also plan and conduct psychological research by enrolling in the two-course honors sequence (PSYC 369 Psychology Honors Readings and PSYC 370 Psychology Honors Research). PSYC 397 Independent Research and PSYC 370 Psychology Honors Research count towards the Loyola's engaged learning requirement, while PSYC 399 Special Studies in Psychology does not. More information on Independent Study courses in Psychology are available on the Independent Research webpage under the Undergraduate Tab on the department website or by clicking the hyperlinks for the individual courses above.

Internship in Psychology

PSYC 390 Internship in Psychology is an intensive, work/academic experience that combines 100 hours (minimum) of supervised work at a psychology-related job site, arranged by the student prior to the start of the semester. PSYC 390 Internship in Psychology class meetings include class discussions and activities, reading and writing assignments, and an independent project. This is a unique and time-intensive opportunity that allows students to learn how psychology is applied in real-world settings. The course is open to psychology juniors and seniors. Students interested in the program should learn more by visiting the Internship in Psychology Webpage found under the Undergraduate Tab on the department website. Questions about the program should be addressed to the internship coordinator (psyc-internship@luc.edu). *Admission to the internship course is by application only. Applications are due midway through the* ***semester before*** *the internship is to be taken.*

Double-Dipping Policy

Psychology minors are to abide by Academic Council's double dipping policy which instructs that 8 credit hours must be unique to a minor.

Learning Outcomes

- Acquire a broad understanding of fundamental psychological principles and concepts, including the biological, cognitive, developmental, mental health, and social pillars of psychological science.
- Learn to use scientific knowledge to make reasoned and ethical judgments promoting the health and well-being of the individual, community, and society.
- Develop the ability to design, conduct, and communicate the results, both orally and in writing, of basic psychological research.
- Develop the ability to think quantitatively about psychological concepts, and to quantitatively analyze experimental results.
- Participate in scientific inquiry using the methodologies and tools of psychological science in laboratory and field settings.
- Expose students to theoretical approaches that deal with privilege, oppression, and social justice and encourage appreciation of differences in psychology across cultures.

Psychology of Crime and Justice Interdisciplinary Program

This interdisciplinary program allows students to focus on the classes that are most relevant to the field of psychology and law. The constellation of classes will deepen and complement their chosen professional practice with justice-involved persons or their wider professional careers in the fields of cybersecurity, mental health, social work, forensic science, law, and others.

Undergraduate Programs

- Psychology of Crime and Justice Minor (p. 633)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Psychology of Crime and Justice (PSCJ)

PSCJ 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Psychology of Crime and Justice minor's usual curriculum. Program permission required.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Gain supervised research experience in a specific area of psychology and law

Psychology of Crime and Justice Minor

This interdisciplinary minor allows students to focus on the classes that are most relevant to the field of psychology and law. The constellation of classes will deepen and complement their chosen professional practice with justice-involved persons or their wider professional careers in the fields of cybersecurity, mental health, social work, forensic science, law, and others. The minor provides foundational knowledge for professional practice and advanced graduate or professional degrees where the fields of psychology and criminal justice intersect.

Related Programs

Major

- Criminal Justice and Criminology (BS) (p. 363)
- Psychology (BS) (p. 629)

Minor

- Criminal Justice and Criminology Minor (p. 365)
- Psychology Minor (p. 632)
- Sociolegal Studies Minor (p. 636)

Curriculum

The minor requires the completion of 18 credit hours. Three classes may double dip and count toward a major or another interdisciplinary minor.

Code	Title	Hours
Required Courses		
Select one of the following:		3
PSYC 331	Psychopathology	
PSYC 372 / CJC 377	Psychology & Law	
Select one of the following:		3
CJC 345	Social Justice and Crime	
CJC 346	Mental Illness and Crime	
Additional Requirements		**12**

Additional requirements are determined by majors.

Psychology Majors		
	CJC 101	Criminal Justice in a Global Context
	Electives (p. 634) (Choose 3 from the approved list below) [1]	
Criminal Justice & Criminology Majors		
	PSYC 101	General Psychology
	Electives (p. 634) (Choose 3 from the approved list below) [2]	
All Other Majors		
	CJC 101	Criminal Justice in a Global Context
	PSYC 101	General Psychology
	Electives (p. 634) (Choose 2 from the approved list below)	
Total Hours		**18**

[1] Psychology Majors must select two CJC electives and one PSYC elective. It is recommended that if PSCJ 399 is taken as an elective, it should substitute for the PSYC elective.

[2] CJC Majors must select two PSYC electives and one CJC elective. It is recommended that if PSCJ 399 is taken as an elective, it should substitute for the CJC elective.

Internship

We strongly recommend that psychology and criminal justice and criminology majors completing the minor do an internship, field work or research project focused on the psychology of crime and justice by participating in one of the capstone experiences which include a practicum experience:

- CJC 390 Capstone Experience Internship
- PSYC 390 Internship in Psychology (prerequisites: PSYC 304 Statistics and PSYC 306 Research Methods in Psychology)

These courses will count toward the psychology or criminal justice and criminology major, but not the minor in the psychology of crime and justice.

Students may obtain credit for engaged learning and participate in Psychology and Law research through PSCJ 399 Independent Study, which counts as an approved elective in the minor.

Approved Electives for all PSCJ Minors

Code	Title	Hours
CJC 201	Theories of Criminal Behavior	3
CJC 202	Criminal Courts	3
CJC 204	Corrections	3
CJC 302	Juvenile Justice System	3
CJC 322	Criminal Law	3
CJC 345	Social Justice and Crime	3
CJC 346	Mental Illness and Crime	3
CJC 360	Substance Use and Crime	3
CJC 371	Victimology	3
CJC 372	Race, Ethnicity, and Criminal Justice	3
CJC 373	Intimate Partner Violence	3
CJC 374	Miscarriages of Justice	3
CJC 376	Childhood Exposure to Violence	3
CJC 379	Leaving Crime Behind	3
PSCJ 399	Independent Study	3
PSYC 239	Understanding Bias and Inclusivity	3
PSYC 275	Social Psychology	3
PSYC 331	Psychopathology	3
PSYC 332	Affective Neuroscience	3
PSYC 338	Psychology of Personality	3
PSYC 346	Psychopathology of Childhood	3
PSYC 348	Psychology of Adolescence	3
PSYC 360	Understanding Prejudice	3
PSYC 368	Counseling	3
PSYC 375	Psychology of Addiction	3
PSYC 378	Drugs and Behavior	3

Double Dipping Rule

Three (3) courses can count toward credit for another minor or major; thus, three (3) unique classes are required.

Learning Outcomes

Upon completion of the minor in the Psychology of Crime and Justice, students will:

- Exhibit foundational knowledge in the field of psychology and law.
- Recognize how empirically-based research has improved the legal system, and has future applications to improve the legal system.
- Understand how professionals in the legal system and treatment fields interact, assist, and hinder persons who belong to marginalized and vulnerable groups.
- Appreciate the possible graduate school options and career pathways at the intersection of the psychology and law field.

Race & Ethnicity Interdisciplinary Program

Race and ethnicity are meaningful characteristics created through social processes. Individuals and institutions use race and ethnicity to establish cultural and material hierarchies of power and privilege in a society. It is necessary to continue studying race and ethnicity, especially in the United States, a country whose foundations are built upon ethnic and racial issues that continue to persist.

Loyola's minor in Race and Ethnicity was developed to provide an interdisciplinary theoretical background on relevant ethnic and racial issues and train students to develop analytic tools for studying ethnic and racial issues.

Undergraduate Programs

- Race & Ethnicity Interdisciplinary Minor (p. 634)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Race & Ethnicity Interdisciplinary Minor

The interdisciplinary minor in race and ethnicity will provide an interdisciplinary theoretical background on relevant ethnic and racial

issues and train students to develop analytic tools for studying ethnic and racial issues. The minor provides opportunities for students to develop nuanced understandings of race and ethnicity in cross-cultural and comparative perspectives.

Related Programs

Minor

- Asian Studies Minor (p. 267)
- Middle East and Islamic World Studies Minor (p. 524)

Curriculum

Students enrolling in the minor will be required to complete 18 credit hours.

Code	Title	Hours
Introduction to Race and Ethnicity		
One Required Course		
SOCL 122	Race and Ethnic Relations	3
Theories of Race and Ethnicity		
Choose one at least one of the following		3
ANTH 105	Human Biocultural Diversity	
ANTH 304	Anthropological Theory	
CJC 372	Race, Ethnicity, and Criminal Justice	
HIST 374	Black Politics	
HIST 378	Latina/o History	
HIST 380	Introduction to African-American History	
PHIL 389	Contemporary Issues (Critical Philosophy of Race)	
PLSC 218	African-American Politics	
PLSC 300A	Contemporary Political Issues: American Politics	
SOCL 228	Sociology of the African American Experience	
Racial and Ethnic Inequality and Racism		
Choose at least one of the following		3
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 332	Language, Race, and Inequality	
CJC 345	Social Justice and Crime	
HIST 359F	Genocides in the Modern World	
HIST 360A	Slavery and Abolition: Then & Now	
PLSC 316	Politics of Genocide	
PLSC 390	Urban Politics	
PSYC 239	Understanding Bias and Inclusivity	
PSYC 360	Understanding Prejudice	
SOCL 225	Sociology of Health Care	
SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
THEO 203	Social Justice and Injustice	
Historical, Cultural, and Contemporary Perspectives on Racial and Ethnic Issues		
Choose at least one of the following		3
ANTH 208	Language and Identity	
ANTH 211	Peoples of Latin America	
ANTH 213	Culture in Africa	
ANTH 216	Cultures of Migration	
ANTH 217	Mexican Culture & Heritage	
ANTH 242	Mesoamerican Archaeology and Survivance	
CJC 375	Punishment and Society	
ENGL 282B	African-American Literature 1700-1900	
ENGL 284	Asian American Literature	
ENGL 313	Border Literatures	
HIST 389B	Topic: Gender, Race, & Class in US History	
PLSC 334	Urban Policies and Problems	
ROST 382	Human Rights: View from Rome	
SOCL 234	City, Suburbs & Beyond	
SOCL 245	Sociology of Education	
SOCL 280	Topics in Contemporary Sociology (U.S. Immigration)	
Additional Elective		
Choose one additional elective course from either the Theories of Race and Ethnicity; Racial and Ethnic Inequality and Racism; or Historical, Cultural, and Contemporary Perspectives on Racial and Ethnic Issues areas		3
Race and Ethnicity Capstone		
One required course		
SOCL 380	Internship	3-6
Total Hours		**18**

Additional Requirements

As an interdisciplinary minor, students are required to count no more than two of the six courses from the same major/discipline towards the minor, with the exception of the capstone class.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Term 1		
SOCL 122	Race and Ethnic Relations	3
	Hours	**3**
Term 2		
Theories of Race and Ethnicity Elective		3
Racial and Ethnic Inequality and Racism Elective		3
	Hours	**6**
Year 2		
Term 3		
Historical, Cultural, and Contemporary Perspectives on Racial and Ethnic Issues Elective		3
Additional Elective Course		3
	Hours	**6**
Term 4		
SOCL 380	Internship	3-6
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

At the conclusion of their studies, students minoring in this minor will be able to:

- Understand theories of race and ethnicity;
- Evaluate racial and ethnic inequality; and
- Apply a race and ethnicity lens to the analysis of historical, cultural, and contemporary issues.

Sociolegal Studies Interdisciplinary Program

The Sociolegal Studies minor provides an introduction to the relationships between law and other human activity and serves as a broad liberal education in the humanities and social sciences. It is an opportunity for students within a liberal arts curriculum to engage in a broad critical understanding of the nature and function of law from an interdisciplinary perspective. Students will learn basic legal concepts and be able to apply those concepts to legal phenomena; understand the nature and function of law, including legal theory, institutions, and analysis; understand the unique nature of legal institutions and practices from a variety of interdisciplinary perspectives; and acquire a deeper understanding of the different types of law, how law is shaped, how people think about law, and the role of law in society.

Undergraduate Programs

- Sociolegal Studies Minor (p. 636)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Sociolegal Studies (SLGL)

SLGL 200 Introduction to Sociolegal Studies (3 Credit Hours)
The course will introduce students to several complementary perspectives from the interdisciplinary "Law and Society" movement: the sociology of law; the psychology of justice; the anthropology of disputing; the economics of rulemaking; and the institutional politics of courts and legislatures.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Compare & critique different social science theories of law; understand the role of law in society and the intersection of law, politics, economics, and culture

SLGL 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Sociolegal Studies minor's usual curriculum. Program permission required. Students will gain an understanding of a specific area of sociolegal studies through the close reading of selected texts or through directed research.
Interdisciplinary Option: Sociolegal Studies

Sociolegal Studies Minor

The Sociolegal Studies minor provides an introduction to the relationships between law and other human activity and serves as a broad liberal education in the humanities and social sciences. It is an opportunity for students within a liberal arts curriculum to engage in a broad critical understanding of the nature and function of law from an interdisciplinary perspective. Students will learn basic legal concepts and be able to apply those concepts to legal phenomena; understand the nature and function of law, including legal theory, institutions, and analysis; understand the unique nature of legal institutions and practices from a variety of interdisciplinary perspectives; and acquire a deeper understanding of the different types of law, how law is shaped, how people think about law, and the role of law in society.

Related Programs

Major

- Criminal Justice and Criminology (BS) (p. 363)

Minor

- Computer Crime and Forensics Minor (p. 363)
- Criminal Justice and Criminology Minor (p. 365)
- Psychology of Crime and Justice Minor (p. 633)

Curriculum

Code	Title	Hours
Required SLGL Course		
SLGL 200	Introduction to Sociolegal Studies	3
Required Electives		**15**
Select five from the following:		
ANTH 305	Violence and Culture	
ANTH 306	Anthropology and Human Rights	
ANTH 314	Applied Anthropology	
ANTH 321	Human Rights in Latin America	
CJC 202	Criminal Courts	
CJC 322	Criminal Law	
CJC 323	Criminal Procedure	
CJC 345	Social Justice and Crime	
CJC 372	Race, Ethnicity, and Criminal Justice	
CJC 377	Psychology and Law	
CLST 361	Roman Political Theory & Practice	
CLST 362	Roman Law	
CLST 363	Law & Legislature-Ancient Greece	
COMP 317	Social, Legal, and Ethical Issues in Computing	
ENGL 211	Writing for Pre-Law Students	
HIST 367	United States from Great Depression to Recession	
HIST 370	American Business, Wealth, and Inequality	
HIST 373	US Law & Public Policy	
HIST 373A	Crime and Punishment	
HIST 382	Teaching Race, Class, and Gender	
PHIL 321	Ethics and Society	
PHIL 323	Philosophy of Law	
PHIL 326	Political Philosophy	
PLSC 320	Constitutional Law-Due Process	
PLSC 321	Constitutional Law-Powers of Government	
PLSC 322	Constitutional Law-Rights and Liberties	
PLSC 353	International Law	
PLSC 384	The Judicial Process	

PLSC 385	Introduction to Law
PSYC 372	Psychology & Law
SLGL 399	Independent Study
SOCL 215	Law & Society
SOCL 261	Social Movements & Social Change
Total Hours	**18**

Transfer-Student Residency Requirement

At least 9 credit hours of SLGL-MINR requirements must be completed at Loyola.

Double Dipping Policy

Observes the CAS Double-Dipping policy with the additional restriction: Students minoring in Sociolegal Studies (SLGL-MINR) may use only one course (total) toward the SLGL minor and any other declared majors/minors.

Learning Outcomes

Upon completion of this program, students will:

- Evidence a deeper understanding of the many forms of law, how law is shaped, how people think about law, the role of law in society, and the intersection of law and politics
- Compare, apply, and critique different social science and humanities perspectives on law
- Understand the cultural, political, economic, and social aspects of law
- Employ an interdisciplinary approach to the study of law and society
- Understand the structure and purpose of legal institutions
- Comprehend basic legal concepts and be able to apply those concepts to legal phenomena
- Develop strong logical and critical thinking skills

Sociology

Welcome to the Department of Sociology at Loyola University Chicago! (https://www.luc.edu/sociology/index.shtml/)

Here, our vibrant community--spanning faculty, graduate students, and undergraduate majors and minors--fosters intellectual growth, collaboration, and a deep commitment to addressing the pressing challenges of our society. Rooted in the rich traditions of sociology and the Jesuit mission of social justice, our department combines rigorous research, impactful publications, dynamic classroom instruction, and immersive experiences beyond the classroom. Together, we strive to make a meaningful difference both within and beyond our university.

What Is Sociology?

Sociology explores the many ways people interact and organize themselves—within families and nations, cities and suburbs, factories, schools, churches, and even gangs. Its subject matter is the world around us. Sociologists at Loyola explore questions such as how play in public parks can build community life, effective activism to protect the environment, and the integration of immigrants into American society. Sociologists tackle complex issues such as the causes of high infant mortality rates among Black women, the impact of real estate speculation on the creation of ghettos, the realities of gig economy work, or the spread of rumors in social networks. This perspective challenges us to see the world in new ways, uncovering the deeper patterns and forces shaping everyday life. By introducing sociology as a social science, our department fosters a critical understanding of how individuals connect through societal structures and how those structures profoundly influence our lives.

Department History & Overview

Founded in 1914, Loyola University Chicago's Department of Sociology has a proud legacy of excellence in teaching, research, and community engagement. Undergraduate students joining our program become part of a vibrant academic community supported by fifteen full-time sociologists who are dedicated to both advancing knowledge and providing personalized mentorship. With small class sizes and meaningful faculty-student collaborations, our department offers an enriching learning environment tailored to our students' success.

Our faculty conduct cutting-edge research and teach across a wide range of sociological subfields, including:

- Urban, Environment, and Community
- Health and Medicine
- Politics, Power, and Social Justice
- Global and Transnational Sociology
- Race, Ethnicity, Gender, and Sexuality
- Religion, Science, and Knowledge

We take pride not only in our research contributions but also in the high-quality academic and personal experiences we offer to our majors and minors, preparing them for success in both their studies and their future endeavors. Students can gain "real world" experience in survey design with the Cook County Community Survey (https://cccs.sites.luc.edu/), engage in community-partnered research with our City STAR Lab, or earn course credit through an internship with an agency here in Chicago or in their hometown.

Careers in Sociology

A sociology major offers valuable insights into the world while equipping students with data analysis, communication, and critical thinking skills that are highly adaptable and sought after in today's workplace. Through a Loyola Sociology education, majors and minors develop key competencies, including:

- Engaging with diverse ideas and perspectives while interacting thoughtfully and respectfully, even in disagreement.
- Assessing data and evaluating claims with a critical eye.
- Conducting research and forming valid, data-driven conclusions about the social world.

Our graduates pursue a variety of paths, including advanced degrees in fields such as law and medicine. They also secure impactful roles in government, nonprofits, business, marketing, technology, and more. A sociology degree opens the door to meaningful careers that make a difference in society.

Undergraduate Programs

- Honors in Sociology or Sociology/Anthropology (p. 644)
- Sociology (BA) (p. 644)
- Sociology Minor (p. 647)
- Sociology-Anthropology (BA) (p. 649)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Sociology (SOCL)

SOCL 101 Society in a Global Age (3 Credit Hours)
This foundational course in the social sciences introduces students to key sociological perspectives and methods to examine global issues. Students explore how institutions, culture, and systems of power and inequality shape people's lives across diverse communities and contexts.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Identify examples of the relationship between institutions and individuals; Explain the impact that culture has on group dynamics and social interactions within local, national, and global settings; Summarize how people's identities are formed through a complex interaction of biographical, societal, or cultural contexts; Describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression; Analyze how systems of power, privilege, and oppression (eg, racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted

SOCL 121 Social Problems (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an opportunity to examine major issues facing society. In addition to analyzing the roots of social problems, the course addresses social policy concerns and explores solutions.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies
Course equivalencies: SOCL121/PAX 121
Outcomes:
Students will be able to critically examine the impact of a social problem and its possible solutions; to integrate knowledge gleaned from a variety of disciplines; to find and utilize relevant data and research in defining issues and solutions; and to view social problems from macro and micro perspectives as a means of applying workable solutions for the issues facing society

SOCL 122 Race and Ethnic Relations (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the development of cultural, society, and self-understanding by exploring the social construction of race in the United States. The course explores how social constructions of race affect interpersonal relations, laws, policies, and practices in various racial and ethnic communities.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Italian American Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity
Course equivalencies: X-SOCL122/ASIA122/BWS 122/PAX
Outcomes:
Students will be able to demonstrate understanding of the conditions which have worsened racial tensions as well as how social movements have been successful at eradicating racially oppressive laws and working towards a just society

SOCL 123 Mass Media and Popular Culture (3 Credit Hours)
This course examines the connections between the media of mass communication and multiple forms of popular art and culture. Topics considered include the social, political, and cultural organization of mass communication and its impact on values, expectations, and life styles of contemporary society.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies, Women & Gender Studies
Course equivalencies: SOCL123/WSGS123/IFMS123
Outcomes:
Students will be able to demonstrate understanding of the social relationships between mass media and the general population

SOCL 125 Chicago: Urban Metropolis (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development of Chicago metropolitan region from the 1830's to the present day. Students will explore the urban area not only through texts, but also through fieldwork.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Urban Studies
Course equivalencies: SOCL125/URB125
Outcomes:
Students will be able to demonstrate understanding of the geography, history, and people of the Chicago metropolitan region

SOCL 127 Social Analysis and Social Action (3 Credit Hours)
This course helps students who are volunteering at local congregations and agencies better understand the communities and issues they will encounter in Chicago. It emphasizes the analysis of "social solutions" to social problems as well as personal reflection and action.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL127/PAX127
Outcomes:
Analyzing and acting on social issues

SOCL 145 Religion & Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines how religion and society interact.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of how individual behavior, organizations, and society as a whole are affected by religious ideas and institutions, and how religion is itself changed by its encounter with changing social circumstances

SOCL 171 Sociology of Sex and Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the social organization of sex and gender.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL271/WOST271/WSGS271
Outcomes:
Students will be able to situate their pre-conceived experiences of the naturalness of gender in a particular historical and cultural context

SOCL 205 Sociological Thought (3 Credit Hours)
This course examines classical and contemporary sociological theories and uses them as frameworks for understanding modern society. Such social theories attempt to explain and understand the world, as well as inspire further research and theory.
Interdisciplinary Option: German Studies
Outcomes:
The class provides students with theoretical foundations for understanding social organizations as well as the social processes that transform societies

SOCL 206 Principles of Social Research (3 Credit Hours)
This course is an introduction to the basic research methodologies of sociology. A variety of methods used in sociological analysis and data generation will be considered. Students learn how to select and use methodologies appropriate for various research projects. They will be able to critically evaluate existing research and select appropriate techniques to undertake original research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will learn how social science research is conducted

SOCL 210 Gender and Work (3 Credit Hours)
This course looks at the nature of work through the lens of gender. It considers how male and female labor force participation has changed over time. It examines the ways working families are transformed when women combine employment with domestic responsibilities and child care, or when men's jobs no longer provide a family wage.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-SOCL210/WOST210/WSGS210
Outcomes:
Students learn how gender has been and remains a fundamental organizational principle in the workplace and the labor force

SOCL 215 Law & Society (3 Credit Hours)
This course trains students to examine the law as a sociological concept and to look at the relationship between the legal system and society. A critical concern is whether changes in the legal system reflect societal change or do changes in the legal system stimulate change in society.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Outcomes:
Students learn to recognize the close linkage between the law and social structure; They also gain experience examining legal texts and decisions

SOCL 216 The Sociology of Violence (3 Credit Hours)
The threat of violence is a significant concern for individuals in many societies. In this course, violence will be studied as a social phenomenon. Topics of particular concern include: family violence, gang violence, and terrorism.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL216/PAX 291
Outcomes:
Students learn to examine the causes of violence from a sociological perspective; They also learn methods to reduce violence and the harm it causes

SOCL 221 Sociology and Culture of the Life Course (3 Credit Hours)
Life course studies emerged in response to the sociological need to understand how social change intersects with the aging process. Social and cultural contexts, individual experience and agency, and historical time and place are elements in the construction of a life and the social relationships that make it up.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: X-ANTH221/SOCL221
Outcomes:
Students learn sociological concepts and theories relevant to the life course and how they help us understand local and global changes; Learn about programs and policies pertinent to an aging society

SOCL 222 Poverty & Welfare in America (3 Credit Hours)
In this course, students learn to think critically about the character, causes and responses to poverty in American society, using both historical and contemporary evidence.
Outcomes:
Students will understand the strengths and limitations of American welfare policy in relation to poverty

SOCL 225 Sociology of Health Care (3 Credit Hours)
This course examines the sociology of health care with particular attention to: social and psychological factors; health care professionals; inter-personal relations in health care; the organization and use of health services; and the relationship between aging and health.
Interdisciplinary Option: Bioethics, Race and Ethnicity
Course equivalencies: X-SOCL225/BIET225
Outcomes:
Students will understand the role that social forces play in the health and wellness of individuals, the community and society; Students will engage with different theoretical perspectives to examine how race, ethnicity, and gender shape health outcomes and access to health care in the US and other countries; Students will learn about empirical patterns of racial and ethnic disparities in health, health care delivery, and health policy

SOCL 226 Science, Technology, & Society (3 Credit Hours)
This course serves as a broad introduction to the social study and analysis of science and technology in society. It examines how scientific knowledge and technologies are created and constructed and how they influence and are influenced by society.
Outcomes:
Students will be able to understand how scientific knowledge and technologies are developed in particular historical and cultural contexts and analyze their impact on our daily lives

SOCL 228 Sociology of the African American Experience (3 Credit Hours)
A sociological inquiry into the historical and contemporary experience of African Americans. Social movements and social change, urban and institutional processes, social values and collective behavior, and African Americans and public policy are among the topics explored.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-SOCL228/BWS 228
Outcomes:
Students will gain a deeper understanding of the experiences that African Americans have in American society and of the social, political and institutional forces that have contributed to the historical and contemporary experience of African Americans

SOCL 230 Self & Society (3 Credit Hours)
This course examines the relationships between the self as a social product and the larger society in which that self is socialized, develops and expresses itself. Various theories of selfhood are explored.
Outcomes:
Students will come to appreciate how selfhood, their own and others, is a product of historical factors as well as social contexts such as class, gender, race and ethnicity

SOCL 231 Childhood and Society (3 Credit Hours)
This course looks at the social construction of childhood, the impact of parents, the media, peer groups, and educational institutions as well as changing social attitudes about the place of children in society.
Interdisciplinary Option: Human Services
Outcomes:
Students will gain a better understanding of the historical and social manner in which childhood is constructed and the impacts of various social institutions, family, religion, media, education on childhood development

SOCL 234 City, Suburbs & Beyond (3 Credit Hours)
This course studies the historical emergence of cities, focusing on the ecological, demographic, and organizational processes involved in the continuing growth and change of metropolitan areas and in the relationship of a metropolitan area to the surrounding region.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: X-SOCL234/URB234
Outcomes:
Students will understand fundamental facts and theories about the character and development of cities and urban regions

SOCL 235 Communities in a Global Age (3 Credit Hours)
This course examines communities sociologically, both as a concept and as they exist in society. The course covers urban, racial/ethnic, religious, territorial, utopian, ideological, and web-based communities, and their strengths and limitations in a rapidly changing global world.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will identify, describe, and analyze communities using sociological concepts and be able to assess the mechanisms by which old and new communities are being formed as well as their consequences for social life

SOCL 236 Population Studies (3 Credit Hours)
This course introduces the study of demography by examining trends of fertility, work, marriage, migration and mortality.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: SOCL236 / SOCL285
Outcomes:
Students will gain an understanding of how the size, composition, and dynamics of a population influence the social, economic, and political structure of individual nations and the world

SOCL 237 Professions and Society (3 Credit Hours)
Work involving high levels of expertise - medical, legal, technical, and much else - is a critical component of modern society. This course examines how professional work is structured, the way professionals are trained and organized, the privileges and responsibilities of professional work, and the role of conflicts over expertise in modern society.
Outcomes:
Students will gain an understanding of how work based on knowledge and expertise is organized and on the social and economic factors that contribute to the position of professionals in society

SOCL 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue; Articulate how personal power can be used to create change

SOCL 240 Families (3 Credit Hours)
Contemporary family structures encompass a variety of living arrangements and social relationships. This course considers differences and similarities among the various family types and explores the social, cultural, and economic forces structuring family life.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL240/WOST242/WSGS242
Outcomes:
Students will develop an expanded understanding of the varieties of family arrangements and the connections between family life and the wider social, political, and economic environment

SOCL 245 Sociology of Education (3 Credit Hours)
This course is a rigorous introduction into the scholarly traditions and contemporary research developments in the sociology of education. Topics include: educational stratification and inequality, how educational institutions function and with what policy implications, and social psychology/human development.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Identify areas of research interest; trace connections to studies in the field; analyze and evaluate policy effectiveness; evaluate the capacity and potential for institutions to support efforts at social justice

SOCL 247 Sociology of Culture (3 Credit Hours)
This course examines the social production, consumption, and use of culture and cultural objects, especially in the fields of literature, art, music, mass media and religion.
Outcomes:
Students will learn sociological methods of analyzing culture and cultural objects, and will understand the social organization of cultural production and consumption

SOCL 250 Inequality in Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the manner in which contemporary society is divided by race, ethnicity, class, sexuality and gender, and the impact of social institutions on these divisions. An emphasis will be placed on income/wealth differences, status differences, class conflict and social conflict over time.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Course equivalencies: ASIA/AFR/SOCL/WSGS 250
Outcomes:
Students will acquire a better understanding of social inequality and what can be done to make society more just

SOCL 252 Global Inequalities (3 Credit Hours)
This course examines inequality on a global scale, focusing on the impact of globalization processes on race, class, and gender inequalities here and abroad.
Interdisciplinary Option: Global Studies, Human Services, Race and Ethnicity
Outcomes:
Students will analyze how race, class, and gender inequalities influence each other across national boundaries, and will recognize global causes and consequences of inequality

SOCL 254 Sociology of Migration (3 Credit Hours)
This course is designed to provide a sociological understanding concerning various impacts of immigration in the United States. International migration patterns have significantly affected the development of US society since its inception. In recent decades, the United States experienced a record number of new immigrants from a variety of countries. In this course, we examine fundamental concepts for studying migration and theories that explain international migration. We also discuss how immigrants have redefined - and will keep redefining - local and foreign demographic dynamics in receiving and sending societies, transnational networks, and a more complex ethno-racial diversity with meaningful international roots.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Be familiar with key theories, concepts, and analyses that explain migration issues in the United States; Understand the relevance of historical and contemporary associations among cultural, economic, political, and social forces, as well as their impact on immigration; Understand the relevance of sociological knowledge on migration issues for dealing with current social problems at different levels (ex: remedial policies, activism, educational objectives)

SOCL 255 Deviance and Social Control (3 Credit Hours)
This course is a socio-historical look at definitions of deviant behavior and individuals, an examination of techniques of social control, and an analysis of specific forms of deviant behavior such as crime and mental illness.
Interdisciplinary Option: Human Services
Outcomes:
Students learn to analyze how history, science, and philosophy combine to define the nature of deviant behavior and to identify deviant individuals

SOCL 258 Confronting Homelessness: Local to Global (3 Credit Hours)
Pre-requisites: SOCL 101 or PSYC 100 or PLS 102 or ANTH 100
Who are homeless people in the United States and beyond? Why are they homeless? What is being done to address the issues of homelessness? This course addresses these questions from a variety of disciplinary perspectives. As an "engaged learning" course, students will also learn by assisting at various agencies. The student will be able to discuss framings of the causes of homelessness and evaluate different policy approaches for addressing it while contributing work to a local agency.
Interdisciplinary Option: Urban Studies

SOCL 260 Power in Society (3 Credit Hours)
This course focuses on sociological theories and case studies of power, authority, and social change. It explores the ways in which power relations perpetuate social inequality and the ways in which social conflicts and power struggles transforms society.
Outcomes:
Students learn about the structures of power in economic systems, political systems, and organizations; the cultural and ideological underpinnings of power relationships; and political struggles for social change

SOCL 261 Social Movements & Social Change (3 Credit Hours)
This course examines the dynamics of collective behavior and movements promoting social change.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Outcomes:
Students will demonstrate understanding of competing explanations of social movements and social change and will be able to test various theories by analyzing historical movements for change

SOCL 265 Globalization & Society (3 Credit Hours)
This course examines the nature of contemporary globalization and considers how it influences communities, nations and the world.
The course examines the positive and negative consequences of globalization and the global justice movements that have emerged seeking more equality, tolerance and environmental stewardship.
Interdisciplinary Option: Global Studies, Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn how economic, political and cultural aspect of globalization impact society in an increasingly interconnected world

SOCL 267 Italy Today (3 Credit Hours)
Pre-requisites: One Tier I Foundational Social and Cultural Knowledge Core course: SOCL 101, ANTH 100, PLSC 102, or PSYC 100
Italy Today traces the nation's extraordinary transformation from the ashes of World War II to the leading economic and cultural power it is today and analyses a broad range of issues in contemporary Italy, such as Catholicism, gender, family, emigration and immigration, regional identities, media and material culture.
Interdisciplinary Option: Global Studies, Italian American Studies, Italian Studies
Outcomes:
Understand the transformation of Italy since WWII Think critically about issues such as stereotypes, regional identities, and diversity

SOCL 272 Environmental Sociology (3 Credit Hours)
This course examines the distinctively social aspect of the relationship of people to their environments, both built and natural.
Interdisciplinary Option: Bioethics, Global Studies, Human Services, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL272/ESP272PAX 272BIET272
Outcomes:
Students will recognize the role that both social and physical factors play in the environmental problems facing the world; Students will also develop critical thinking skills needed to evaluate statements and policy proposal to improve environmental quality

SOCL 276 The Sociology and Politics of Food (3 Credit Hours)
Explores the impact of globalized economic, political, and social relationships through the prism of food. Considers the cultural and ideological dimensions of food, the structure of food production and consumption, and responses to the global food system.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain awareness of themselves as consumers of food and food products

SOCL 278 Global Health (3 Credit Hours)
This course addresses the underlying social, economic, political, and cultural mechanisms driving some of the leading issues in global health today, including the rise of non-communicable diseases in low and middle income countries, neglected infectious diseases, human resources for health, and access to global pharmaceuticals.
Interdisciplinary Option: Bioethics
Outcomes:
Students will become familiar with evaluating the global health policy process and debating possible routes to achieving health equity

SOCL 280 Topics in Contemporary Sociology (3 Credit Hours)
The course examines selected contemporary sociological issues. Topics addressed represent specialized or newly developing areas of sociological inquiry. Topics will vary from semester to semester.
Outcomes:
Students gain insights into contemporary social issues and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 281 Current Issues in Medical Education (1 Credit Hour)
Pre-requisites: Sophomore Standing or Above; Instructor Permission
This class is an opportunity to examine selected reform and innovation movements facing health professional education and training. Sophomore standing or above is required.
Outcomes:
Students will demonstrate critical analysis of selected reforms and innovations in health professional education and training

SOCL 301 Statistics for Social Research (4 Credit Hours)
Pre-requisites: SOCL 206
The course is a comprehensive introduction to statistical analysis in social research. Topics include: univariate, bivariate, and multivariate analysis, computer statistical applications and interpretation of results.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate understanding of statistical thinking and data analysis techniques and be able to use them to evaluate existing research and conduct original research

SOCL 302 Qualitative Research (3 Credit Hours)
An introduction to the major qualitative methods of social inquiry. Participant observation, interviewing, historical analysis, and content analysis, as well as ethical issues of field research are studied.
Outcomes:
Students will gain understanding of important methods of data collection and analysis common in social science research; Students will gain experience using these techniques to conduct research and evaluate the research of others

SOCL 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices.
We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

SOCL 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will develop a fundamental knowledge of the various factors that are considered to help or hinder development

SOCL 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: SOCL 301 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

SOCL 334 Latinas/os/xs in Space (3 Credit Hours)
Latinas/os/xs are the largest minoritized population in the United States with a population of more than 60 million. As the fasting growing demographic in the U.S., how is this complex and variegated population (re)conceptualizing, (re)framing, (re)making, and (de)constructing spatial boundaries? Further, how are Latinas/os/xs both transforming and challenging U.S. physical and conceptual landscapes? Drawing from spatial, decolonial, and feminist of color theories, we will engage these questions through a thematic exploration of the ways that Latinas/os/xs have influenced, shaped, and (re)used space as a struggle to maintain dignity and engage in place-making. We will connect these ideas to geography, citizenship, civil rights, social justice, and cultural practices. This is a discussion and project-based course.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Identify and describe the impact Latinas/os/xs have on US culture, history, and geography; Critically analyze political, social, and cultural treatment of Latinas/os/xs in the US; Critically analyze US culture using spatial and decolonial theories; Understand the intersection(s) of space, race, and opportunity within the US; Link social issues and responses to creative outlets/endeavors; Work in small teams; Gain oral presentation skills

SOCL 335 Urban Semester Seminar (3 Credit Hours)
Pre-requisites: Junior or senior standing
Students explore how cities work through texts, field trips, and guest speakers, and help find solutions to pressing urban issues. They fulfill civic engagement core value requirement.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
Students will understand and address inequities in urban communities, and identify avenues of leadership and civic engagement in contemporary cities

SOCL 365 Social Theory & Social Research (3 Credit Hours)
Pre-requisites: SOCL 205, 206, 301, and senior standing, or permission of instructor or chair
In this capstone course, each student designs and conducts an empirical research project resulting in a senior research paper.
Outcomes:
Student demonstrate mastery of sociological theory and methods by writing a research paper bringing a full complement of sociological skills to bear on an issue of substantial theoretical and/or practical importance

SOCL 370 Undergrad Seminar-Special Topics (3 Credit Hours)
Using a seminar format, the course undertakes an in-depth study of selected contemporary sociological issues in depth. Topics addressed represent specialized or newly emerging areas of sociological inquiry and will vary from semester to semester.
Outcomes:
Students have opportunity to examine contemporary social issues in a seminar environment and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 372 Directed Readings (3 Credit Hours)
Pre-requisites: Permission of instructor or chair
Independent study of a selected body of sociological literature on a topic defined by the student in collaboration with a faculty advisor.
Outcomes:
Student gains in-depth knowledge of a selected sub-field of sociology

SOCL 380 Internship (3-6 Credit Hours)
Pre-requisites: Permission of instructor or chair
Supervised field experience for students working in a selected community organization, government agency, social agency, or business.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students have opportunity to apply the skills and analysis of sociology to a concrete situation

SOCL 397 Independent Study Projects (3 Credit Hours)
Independent study of a topic delineated by the student in collaboration with an individual faculty member.
Outcomes:
Student gains experience and expertise in defining and conducting independent scholarly work

SOCL 398 Independent Study Projects (1-6 Credit Hours)
Independent research done in collaboration with a faculty member on a sociological topic defined by the student in consultation with a faculty member.
Outcomes:
Student gains experience and expertise conducting independent research

SOCL 399 Independent Study Projects (3 Credit Hours)
Advanced independent research in collaboration with a faculty member on a sociological topic relevant to the student. Limited to senior Sociology majors.
Outcomes:
Student gains experience and expertise conducting independent research

Honors in Sociology or Sociology/Anthropology

Department Honors and Awards

1. **Alpha Kappa Delta**
   Loyola's Sociology Department started a chapter of Alpha Kappa Delta, (AKD) the International Sociology Honor Society, in 1928. Membership is open to students who are at least juniors, have an overall GPA of 3.4 and a 3.6 GPA in Sociology, and have completed five or more Sociology courses.

   Sociology students inducted into AKD must be advanced students with demonstrated excellence in both the major and the university at large. New initiates join a long line of distinguished sociology students at Loyola and around the world. Each initiate receives a lifetime membership certificate and a year's subscription to AKD's journal, Sociological Inquiry. Graduating AKD members receive AKD cords, which they wear proudly during graduation ceremonies.

   In early April the department will send a letter to eligible students, inviting them to join AKD. Students may accept or decline the invitation. Students who wish to join will be inducted into the society at the annual Sociology awards reception in late April. Graduating seniors receive a cord to wear with their academic apparel at the university graduation ceremony.
   2018 Seniors Receiving Cords & New Initiates *(*https://www.luc.edu/sociology/akdseniorsreceivingcordsandnewinitiates/*)*
2. **Honors in Sociology or Sociology/Anthropology**
   Students majoring in Sociology or Sociology/Anthropology can earn honors in the major. This option is available to students both in the College of Arts and Sciences Honors program and those who are not in that program, and may strengthen the academic background of students planning to go on to graduate or professional school.

   Honors in the major are available to students who achieve a 3.4 grade point average overall and in their major and: either
   1. write a satisfactory Honor's Thesis under the supervision of a faculty member in SOCL 365 Social Theory & Social Research or
   2. take two graduate courses in the Sociology program (as electives toward their undergraduate major) and receive a grade of B or better.
      Permission to enroll in graduate courses must be obtained from the course instructor and the Graduate Program Director. Interested students should complete this form (https://www.luc.edu/media/lucedu/sociology/pdfs/undergrad/Dept_Honors_reg(2).pdf) and speak to the Undergraduate Program Director
3. **Ross P. Scherer Award for Outstanding Sociology Junior**
   At the end of each academic year, the department recognizes an outstanding junior who has demonstrated the highest level of achievement in Sociology. The award is named for Ross P. Scherer, a former chair and longtime professor in Loyola's Department of Sociology.
4. **Wittner Award for Social Justice in Action**
   At the end of each academic year, the department recognizes an outstanding senior who is engaged and committed to social justice who has demonstrated the highest level of achievement in Sociology. The award is named for Judith Wittner, a longtime professor in Loyola's Department of Sociology.

Sociology (BA)

Sociology explores the many ways people interact and organize themselves—within families and nations, cities and suburbs, factories, schools, churches, and even gangs. Its subject matter is the world around us. Sociologists at Loyola explore questions such as how play in public parks can build community life, effective activism to protect the environment, and the integration of immigrants into American society.

Undergraduate students entering the department become part of a distinguished program with a long history of teaching, research, and service to the community beginning in 1914. With fifteen full-time sociologists, our department supports both an active research agenda and a teaching program that grants personal attention to our students, small class sizes, and opportunities for faculty-student collaborations.

Related Programs

Major

- Sociology-Anthropology (BA) (p. 649)

Minor

- Sociology Minor (p. 647)

Curriculum

Code	Title	Hours
Required Courses		
SOCL 101	Society in a Global Age	3
SOCL 205	Sociological Thought [1]	3
SOCL 206	Principles of Social Research	3
SOCL 301	Statistics for Social Research	4
SOCL 365	Social Theory & Social Research [2]	3
Electives		
Complete six total electives; five must be from SOCL 210-SOCL 380. [3,4,5]		18
Total Hours		**34**

1. Any Sociology 100-level course is considered to be a prerequisite for SOCL 205, except by special permission of the instructor.
2. SOCL 205, SOCL 206, and SOCL 301 are prerequisites for SOCL 365. These courses provide social science students with the theory and methodology background needed for more advanced work.
3. Only one semester of SOCL 380 may be counted toward the major (although this is a six credit hour course, it counts as one course).
4. In choosing electives, majors should consult with their department advisor. One course from another social science may be substituted with departmental permission.
5. A list of all Sociology (SOCL) course descriptions can be found here (p. 2608).

Optional Concentrations

Health and Community Concentration

The Health and Community Concentration gives students a broad background in the discipline overall while allowing students to focus their coursework on the substantive areas of healthcare institutions, medical sociology, and the social sources of health-related inequalities

across communities, including attention to race, ethnicity, gender, social class and neighborhoods. The Health and Community Concentration is well suited for students interested in a broad range of careers and courses of graduate study in health-related fields, including: medical school, medicine, and other careers in medical care (terrific MCAT prep); healthcare administration and healthcare policy; graduate study in medical sociology and/or gerontology; graduate study and careers in counseling; advocacy and/or non-profit work focused on populations facing health-based risks and inequalities both in the U.S. and overseas.

Code	Title	Hours
Required Intro Course		
SOCL 101	Society in a Global Age	
Health & Health Care		
Select one of the following:		3
SOCL 225	Sociology of Health Care	
SOCL 370	Undergrad Seminar-Special Topics [1]	
Populations (Gender, Race/Ethnicity, Immigration)		
Select two of the following:		6
SOCL 122	Race and Ethnic Relations	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
SOCL 210	Gender and Work	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 228	Sociology of the African American Experience	
SOCL 230	Self & Society	
SOCL 231	Childhood and Society	
SOCL 236	Population Studies	
SOCL 240	Families	
SOCL 280	Topics in Contemporary Sociology	
SOCL 380	Internship	
Communities and Neighborhoods		
Select one of the following:		3
SOCL 125	Chicago: Urban Metropolis	
SOCL 234	City, Suburbs & Beyond	
SOCL 235	Communities in a Global Age	
SOCL 272	Environmental Sociology	
SOCL 335	Urban Semester Seminar [2]	
Poverty and Inequality		
Select one of the following:		3
SOCL 121	Social Problems	
SOCL 222	Poverty & Welfare in America	
SOCL 250	Inequality in Society	
SOCL 260	Power in Society	
SOCL 265	Globalization & Society [2]	
SOCL 252	Global Inequalities	
SOCL 306	International Development	
Total Hours		**15**

[1] Indicates courses that are infrequently offered
[2] Indicates experiential learning

Social Justice Concentration

The Social Justice Concentration gives students a broad background in the discipline overall, and in keeping with the centrality of social justice to Loyola's mission, this concentration allows students to focus their coursework on the substantive topics of social inequality, social change, and social justice. The Social Justice concentration is well suited for students interested in a broad range of careers, advocacy, and courses of graduate study in fields including: law school and legal practice in areas such as civil rights law, gender-based violence, immigration law; public policy and public administration concerning issues for marginalized populations (e.g., homelessness, education, job training/placement, housing, residency status, post-incarceration reentry, voting rights, etc.); social work and human services; teaching and educational leadership and policy; higher education and student affairs; advocacy and non-profit management in organizations that serve marginalized populations; labor organizing and collective bargaining; research for labor unions, social service agencies, and/or non-profit organizations.

Code	Title	Hours
Required Intro Course		
SOCL 101	Society in a Global Age	
Stratification and Inequality		
Select one of the following:		3
SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
SOCL 260	Power in Society	
SOCL 306	International Development	
Populations (Gender, Race/Ethnicity, Immigration)		
Select two of the following:		6
SOCL 122	Race and Ethnic Relations	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
SOCL 210	Gender and Work	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 228	Sociology of the African American Experience	
SOCL 230	Self & Society	
SOCL 231	Childhood and Society	
SOCL 236	Population Studies	
SOCL 240	Families	
SOCL 280	Topics in Contemporary Sociology	
SOCL 370	Undergrad Seminar-Special Topics	
SOCL 380	Internship	
Deviance, Social Control, and Law		
Select one of the following:		3
SOCL 215	Law & Society	
SOCL 216	The Sociology of Violence	
SOCL 255	Deviance and Social Control	
Social Change		
Select one of the following:		3
SOCL 234	City, Suburbs & Beyond	
SOCL 261	Social Movements & Social Change	
SOCL 265	Globalization & Society [2]	
SOCL 272	Environmental Sociology	
SOCL 304	Global Civil Society and Social Movements	
SOCL 335	Urban Semester Seminar [2]	
Total Hours		**15**

[1] Indicates courses that are infrequently offered

[2] Indicates experiential learning

Research Methods Concentration

The Research Methods Concentration gives students a broad background in the discipline overall, while providing students the opportunity to focus their coursework on the principles and practices of social research methodology. This concentration emphasizes both quantitative and qualitative research methodologies, equipping students with the skills to design, conduct, and analyze studies in the social sciences. The Research Methods Concentration is well suited for students interested in advanced degrees in business, graduate school, and a broad range of careers, including social science research, market research, data analytics, policy analyst, user experience/design, statistician, census researcher, survey research technician, and non-profit or private organizational management.

Code	Title	Hours
Required Intro Course		
SOCL 101	Society in a Global Age	
Methods		
Select five of the following		15
SOCL 206	Principles of Social Research	
SOCL 236	Population Studies	
SOCL 301	Statistics for Social Research	
SOCL 302	Qualitative Research [2]	
SOCL 335	Urban Semester Seminar [2]	
SOCL 365	Social Theory & Social Research [2]	
SOCL 370	Undergrad Seminar-Special Topics	
Total Hours		**15**

[1] Indicates courses that are infrequently offered
[2] Indicates experiential learning

Double Majors

For students with a broad range of interests, a double major may offer a desirable option.
Sociology is most frequently combined with another social science (political science, psychology, etc.), but students in philosophy, biology, and languages have also found a second major in Sociology useful.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

In the suggested sequence, courses can either be taken in Fall or Spring semester dependent on student's schedules.

Course	Title	Hours
Freshman		
Fall		
SOCL 100-Level Course		3
	Hours	**3**
Spring		
Sociology Elective		3
	Hours	**3**
Sophomore		
Fall		
SOCL 205	Sociological Thought	3
SOCL 301	Statistics for Social Research	4
	Hours	**7**
Spring		
SOCL 206	Principles of Social Research	3
Sociology Elective		3
	Hours	**6**
Junior		
Fall		
Sociology Elective [1]		3
	Hours	**3**
Spring		
Sociology Elective [1]		3
	Hours	**3**
Senior		
Fall		
Sociology Elective [1]		3
SOCL 365	Social Theory & Social Research	3
	Hours	**6**
Spring		
Sociology Elective [1]		3
	Hours	**3**
	Total Hours	**34**

[1] During this semester, students may pursue a possible internship as an elective credit.

Transferring Credit

In completing major requirements, not more than five (5) courses or 15 semester hours will be accepted in transfer from other colleges and universities.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Critical Thinking - demonstrate the ability to analyze and evaluate multiple and competing social, political, and/or cultural arguments.
- Sociological Imagination - the ability to articulate and evaluate how individual biographies are shaped by social structures, social institutions, cultural routines, and multiple of elements of social difference and/or inequality.
- Communication - the ability to formulate effective and convincing written and verbal arguments.
- Diversity — an awareness of how people of different cultural, religious, and political belief systems interpret the world around them through those beliefs.
- Sociological Theory - the ability to use and evaluate both classical and contemporary perspectives in sociological theory.
- Methodology - the ability to interpret and evaluate several of the major social science research methodologies, as well as the relationship between research questions and appropriate methods.
- Substantive Areas - the ability to demonstrate knowledge of multiple key substantive areas within the field of sociology and evaluate competing perspectives.
- Social Justice in the Jesuit Tradition - the ability to articulate and evaluate how sociological insights should inform a commitment to social justice.

Sociology Minor

A minor in Sociology is a good way to apply the sociological imagination to a specific segment of social life. The department offers three concentrations that can serve as a guide to students.

- Our **Health and Community Concentration** allows students to focus their coursework on the substantive areas of healthcare institutions, medical sociology, and the social sources of health-related inequalities across communities, including attention to race, ethnicity, gender, social class and neighborhoods. This concentration is a great way to complement careers and graduate work in medicine, healthcare administration and policy, and work with populations facing health-based risks in the U.S. or overseas.
- Our **Social Justice Concentration** allows students to focus their coursework on the substantive topics of social inequality, social change, and social justice, in keeping with Loyola's mission. This concentration can help students prepare for careers in law, legal aid and advocacy, public policy and administration, social work and human services, and many other areas.
- Our **Research Methods Concentration** emphasizes both quantitative and qualitative research methodologies, equipping students with the skills to design, conduct, and analyze studies in the social sciences. This concentration is well-suited for students thinking about careers in social science, market research, policy analysis, and related fields.

Students can also create their own elective path through the minor. Those doing so may wish to consult the Department Chairperson or the Department's Undergraduate Program Director in deciding which electives to take.

Related Programs

Major

- Sociology (BA) (p. 644)
- Sociology-Anthropology (BA) (p. 649)

Minor

- Psychology Minor (p. 632)

Curriculum

Students minoring in Sociology complete five elective courses in Sociology in addition to SOCL 101 Society in a Global Age (or its equivalent). The Sociology Department's concentrations can serve as a guide to students, although they can also select their own course of electives. Students wishing to do this may want to consult the Department Chairperson or the Department's Undergraduate Program Director in deciding which electives to take.

Only one semester of SOCL 380 and one 100-level course in addition to SOCL 101 Society in a Global Age (or its equivalent) can count for the minor. Any courses taken for a minor in Sociology may be applied to the Department's major requirements, if the student should decide to take sociology as a major. In completing minor requirements, only three courses (nine semester credit hours) will be accepted in transfer from other colleges and universities.

Code	Title	Hours
Required Courses		
SOCL 101	Society in a Global Age (or other 100-level class)	3
Elective Courses (p.) [1, 2]		
SOCL Elective		3
SOCL Elective		3
SOCL Elective		3
SOCL Elective		3
SOCL Elective		3
Total Hours		**18**

1 May count only one semester of SOCL 380 Internship and one 100-level course. Only two courses (six semester hours) will be accepted in transfer credit toward the minor.

2 See Sociology Courses (p. 638) for a complete list.

Optional Concentrations

Students may use the below concentrations as a way to complete the minor while also enhancing their knowledge in a specific area. Students are not required to choose a below concentration and can fulfill major requirements with elective courses of their choice.

Health and Community Concentration

The Health and Community Concentration gives students a broad background in the discipline overall while allowing students to focus their coursework on the substantive areas of healthcare institutions, medical sociology, and ~~and~~ the social sources of health-related inequalities across communities, including attention to race, ethnicity, gender, social class and neighborhoods. The Health and Community Concentration is well suited for students interested in a broad range of careers and courses of graduate study in health-related fields, including: medical school, medicine, and other careers in medical care (terrific MCAT prep); healthcare administration and healthcare policy; graduate study in

medical sociology and/or gerontology; graduate study and careers in counseling; advocacy and/or non-profit work focused on populations facing health-based risks and inequalities both in the U.S. and overseas.

Code	Title	Hours
Required Intro Course		**3**
SOCL 101	Society in a Global Age	
Health & Health Care		
Select one of the following:		3
SOCL 225	Sociology of Health Care	
SOCL 370	Undergrad Seminar-Special Topics [1]	
Populations (Gender, Race/Ethnicity, Immigration)		
Select two of the following:		6
SOCL 122	Race and Ethnic Relations	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
SOCL 210	Gender and Work	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 228	Sociology of the African American Experience	
SOCL 230	Self & Society	
SOCL 231	Childhood and Society	
SOCL 236	Population Studies	
SOCL 240	Families	
SOCL 280	Topics in Contemporary Sociology	
SOCL 380	Internship	
Communities and Neighborhoods		
Select one of the following:		3
SOCL 125	Chicago: Urban Metropolis	
SOCL 234	City, Suburbs & Beyond	
SOCL 235	Communities in a Global Age	
SOCL 272	Environmental Sociology	
SOCL 335	Urban Semester Seminar [2]	
Poverty and Inequality		
Select one of the following:		3
SOCL 121	Social Problems	
SOCL 222	Poverty & Welfare in America	
SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
SOCL 265	Globalization & Society [2]	
SOCL 306	International Development	
Total Hours		**18**

[1] Indicates courses that are infrequently offered
[2] Indicates experiential learning

Social Justice Concentration

The Social Justice Concentration gives students a broad background in the discipline overall, and in keeping with the centrality of social justice to Loyola's mission, this concentration allows students to focus their coursework on the substantive topics of social inequality, social change, and social justice. The Social Justice concentration is well suited for students interested in a broad range of careers, advocacy, and courses of graduate study in fields including: law school and legal practice in areas such as civil rights law, gender-based violence, immigration law; public policy and public administration concerning issues for marginalized populations (e.g., homelessness, education, job training/placement, housing, residency status, post-incarceration reentry, voting rights, etc.); social work and human services; teaching and educational leadership and policy; higher education and student affairs; advocacy and non-profit management in organizations that serve marginalized populations; labor organizing and collective bargaining; research for labor unions, social service agencies, and/or non-profit organizations.

Code	Title	Hours
Required Intro course		**3**
SOCL 101	Society in a Global Age	
Stratification and Inequality		
Select one of the following:		3
SOCL 247	Sociology of Culture	
SOCL 252	Global Inequalities	
SOCL 260	Power in Society	
SOCL 306	International Development	
Populations (Gender, Race/Ethnicity, Immigration)		
Select two of the following:		6
SOCL 122	Race and Ethnic Relations	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
SOCL 210	Gender and Work	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 228	Sociology of the African American Experience	
SOCL 230	Self & Society	
SOCL 231	Childhood and Society	
SOCL 236	Population Studies	
SOCL 240	Families	
SOCL 280	Topics in Contemporary Sociology	
SOCL 380	Internship	
Deviance, Social Control, and Law		
Select one of the following:		3
SOCL 215	Law & Society	
SOCL 216	The Sociology of Violence	
SOCL 255	Deviance and Social Control	
Social Change		
Select one of the following:		3
SOCL 234	City, Suburbs & Beyond	
SOCL 261	Social Movements & Social Change	
SOCL 265	Globalization & Society [2]	
SOCL 304	Global Civil Society and Social Movements	
SOCL 335	Urban Semester Seminar [2]	
Total Hours		**18**

[1] Indicates courses that are infrequently offered
[2] Indicates experiential learning

Research Methods Concentration

The Research Methods Concentration gives students a broad background in the discipline overall, while providing students the opportunity to focus their coursework on the principles and practices of social research methodology. This concentration emphasizes both quantitative and qualitative research methodologies, equipping students with the skills to design, conduct, and analyze studies in the social sciences. The

Research Methods Concentration is well suited for students interested in advanced degrees in business, graduate school, and a broad range of careers, including social science research, market research, data analytics, policy analyst, user experience/design, statistician, census researcher, survey research technician, and non-profit or private organizational management.

Code	Title	Hours
Required Intro Course		**3**
SOCL 101	Society in a Global Age	
Methods		
Select five of the following		15
SOCL 206	Principles of Social Research	
SOCL 236	Population Studies	
SOCL 301	Statistics for Social Research	
SOCL 302	Qualitative Research [2]	
SOCL 335	Urban Semester Seminar [2]	
SOCL 365	Social Theory & Social Research [2,3]	
SOCL 370	Undergrad Seminar-Special Topics	
Total Hours		**18**

[1] Indicates courses that are infrequently offered
[2] Indicates experiential learning
[3] SOCL 265 is only open to sociology majors

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Spring		
SOCL 101	Society in a Global Age	3
	Hours	**3**
Sophomore		
Fall		
Elective 1		3
	Hours	**3**
Spring		
Elective 2		3
	Hours	**3**
Junior		
Fall		
Elective 3		3
	Hours	**3**
Spring		
Elective 4		3
	Hours	**3**
Senior		
Fall		
Elective 5		3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Critical Thinking - demonstrate the ability to analyze and evaluate multiple and competing social, political, and/or cultural arguments.
- Sociological Imagination - the ability to articulate and evaluate how individual biographies are shaped by social structures, social institutions, cultural routines, and multiple of elements of social difference and/or inequality.
- Communication - the ability to formulate effective and convincing written and verbal arguments.
- Diversity – an awareness of how people of different cultural, religious, and political belief systems interpret the world around them through those beliefs.
- Sociological Theory - the ability to use and evaluate both classical and contemporary perspectives in sociological theory.
- Methodology - the ability to interpret and evaluate several of the major social science research methodologies, as well as the relationship between research questions and appropriate methods.
- Substantive Areas - the ability to demonstrate knowledge of multiple key substantive areas within the field of sociology and evaluate competing perspectives.
- Social Justice in the Jesuit Tradition - the ability to articulate and evaluate how sociological insights should inform a commitment to social justice.

Sociology-Anthropology (BA)

This combined BA degree is designed for those students who are interested in both sociology and anthropology. It focuses on those areas of the two disciplines where there is convergence in theory and methods. Through the SANT major, students are introduced to major substantive areas in both disciplines. The major allows enough choice in electives that students may focus on a broader perspective in social science than is available in either the single sociology major or the single anthropology major.

Related Programs

Major

- Anthropology (BA) (p. 262)
- Anthropology (BS) (p. 263)
- Sociology (BA) (p. 644)

Curriculum

Code	Title	Hours
Natural Science Intro Course		
Select one of the following:		3

ANTH 101	Human Origins	
ANTH 103	Biological Background Human Social Behavior	
ANTH 104	The Human Ecological Footprint	
ANTH 105	Human Biocultural Diversity	
ANTH 106	Sex, Science and Anthropological Inquiry	
ANTH 245	Gender in Deep Time	
Social Science Intro Courses		
ANTH 100	Globalization and Local Cultures	3
or ANTH 102	Culture, Society, and Diversity	
SOCL 101	Society in a Global Age	3
Ethnographic Area Course		
Select one ANTH course focusing on an ethnographic area of the following:		3
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 207	Economies, Culture, and Development	
ANTH 208	Language and Identity	
ANTH 211	Peoples of Latin America	
ANTH 212	Peoples of Native North America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 215	Culture in Contemporary Asia	
ANTH 216	Cultures of Migration	
ANTH 217	Mexican Culture & Heritage	
ANTH 220	Contemporary Cultures of the Middle East	
ANTH 222	Culture in Contemporary Europe	
ANTH 224	Social Movements, Culture, and Activism	
ANTH 225	Museum Cultures	
Theory Course		
Select one of the following:		**3**
SOCL 205	Sociological Thought	
ANTH 304	Anthropological Theory	
Methods Courses		
SOCL 206	Principles of Social Research	3
Select one of the following:		3
ANTH 356	Bioanthropological Lab Work	
ANTH 365	Archaeology Lab Methods	
SOCL 301	Statistics for Social Research	
Anthropology Electives		
Select one of the following:		3
ANTH 241	Principles of Archaeology	
ANTH 242	Mesoamerican Archaeology and Survivance	
ANTH 243	North American Archaeology	
ANTH 246	Ancient Human-Animal Interactions	
ANTH 247	Aliens, Atlantis, and Archaeology	
ANTH 280	Evolution of Human Disease	
ANTH 281	Evolution of the Human Diet	
ANTH 324	Human Evolution	
ANTH 325	Primatology-Behavior & Ecology	
ANTH 326	Human Osteology Lecture/Laboratory	
ANTH 327	Dental Anthropology	
ANTH 359	Paleopathology	
ANTH 360	Issues in Archaeology	
ANTH 362	Issues in Biological Anthropology	
Any additional 200-300-level ANTH course		3
Sociology Electives		
Select one of the following:		3
SOCL 121	Social Problems	
SOCL 122	Race and Ethnic Relations	
SOCL 123	Mass Media and Popular Culture	
SOCL 125	Chicago: Urban Metropolis	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
A 200-300-level SOCL course		
Any 200-300-level SOCL course		3
Theory/Methods Seminar		
Select one of the following:		3
ANTH 317	Explore Chicago: Research in Culture and History (EL, WI)	
SOCL 365	Social Theory & Social Research (EL, WI)	
Total Hours		**36**

Students interested in pursuing the joint Sociology-Anthropology major should consult one of the departmental Chairpersons or Undergraduate Program Directors.

Suggested Sequence of Courses

Students can begin the Sociology-Anthropology (BA) degree at any point in their undergraduate studies, in consultation with their advisor. While there is no set sequence of classes, students are encouraged to take SOCL 101 Society in a Global Age and ANTH 100 Globalization and Local Cultures or ANTH 102 Culture, Society, and Diversity early on, since these classes are often (but not always) pre-requisites for higher level classes. Once students have declared the major, they are encouraged to contact their advisor for further guidance on how best to progress with their studies.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Students who complete the combined Sociology-Anthropology degree will:

- Acquire an understanding of the major substantive areas in both anthropology and sociology

- Become familiar with areas where there is convergence in theory and methods in the two disciplines as well as how the disciplines are distinct
- Gain a broader perspective in social science than is available in either the single Sociology major or the single Anthropology major
- Develop skills to analyze multiple kinds of social science data and communicate social science knowledge verbally and in writing

Theology

Thinking Theologically

All the degree programs offered by the Department of Theology, from undergraduate core classes to advanced Ph.D. seminars are designed to provide students with resources for the analysis of religion; for investigation of the sources, historical development and contemporary practices of particular religious traditions - principally the Roman Catholic tradition, although attention is given to other Christian traditions as well as Judaism, Islam and eastern religions; and for the critical appropriation of these traditions for one's personal faith and for sympathetic appreciation of the beliefs of others.

The best of contemporary Roman Catholic thought embraces dialogue and engagement with multiple religious traditions. And, so, the Theology Department at Loyola University Chicago welcomes dialogue with the diverse Christian and non-Christian traditions.

Theological thinking seeks not only an understanding of the nature of religion. It also seeks an understanding of the relationship of the Christian tradition to a contemporary world where social, political, and economic structures are often unjust; where secular faiths arise and challenge the self-evidentness of the Christian faith; and where scientific and technological advances pose new problems for human self-understanding.

Statement of Current Department Undergraduate Learning Goals

As teacher-scholars in the fields of Theology and Religious Studies within Loyola University Chicago's Department of Theology, we identify the following as fundamental learning goals for the undergraduate students whom we have the privilege to teach and learn. These goals express our hopes for, and our promise to, our students throughout their learning experience with us; while no single one of our courses likely achieves all of these goals (or even necessarily all of any one goal), we aim to provide a learning environment across the sum of our courses in which students may achieve all four.

- Expand awareness and critical openness to the complex interaction of religion and human experience, the diverse ways that this experience has been expressed by individuals and communities around the world, and the theological reflection on that experience in the Christian tradition.
- Deepen understanding and interpretation in the areas of religious studies and Christian theology using the fields' best methods and the best interdisciplinary resources within the university.
- Sharpen evaluative skills regarding the cognitive, ethical, and aesthetic impact of religions on human life and the natural world.
- Encourage action utilizing theological and religious studies backgrounds for the betterment of human society and the natural world.

Contact Us

Interested in one of these Majors or Minors? Contact Dr. Lauren O'Connell (loconnell1@luc.edu), the Theology Department's Undergraduate Program Director, or Randall Newman (rnewman2@luc.edu), Program Coordinator.

Undergraduate Programs

- Honors/Distinction in Theology (p. 657)
- Pastoral Leadership Minor (p. 657)
- Religious Studies (BA) (p. 658)
- Religious Studies Minor (p. 661)
- Theology (BA) (p. 662)
- Theology Minor (p. 665)

Theology Department Policies

Double-Dipping Policy

- Students may not major and minor in the same discipline.
- Majors: Not less than 21 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major
- Minors and interdisciplinary minors: not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.
- General exceptions to Rules 2 and 3 will be made if approved by the chairs/directors of the department(s)/program(s) housing each affected major and minor. A list of standing general exceptions will be maintained by the Dean's office.
- Individual student exceptions may be made in appropriate cases by department chairs and program directors.
- Departments and Programs may enforce stricter double-dipping policies than those stated above, which also should be provided to the Dean's Office.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Theology (THEO)

THEO 100 Christian Theology (3 Credit Hours)
This course is an introduction to reflection on and analysis of the Christian theological tradition.
Knowledge Area: Foundational Theological Knowledge
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: ACTHE 101 / THEO 100
Outcomes:
Students will be able to demonstrate understanding of the tasks of Christian theology in its efforts to understand the human situation from the perspective of faith, various challenges to theology in the contemporary world, and will focus on one or more current theological issues

THEO 107 Introduction to Religious Studies (3 Credit Hours)
This course is an introduction to the contemporary field of religious studies, focusing on both the theoretical investigations of religious traditions, as well as on the study of selected religious texts and practices (such as creation stories, sacred biographies, sacred scriptures of a religious tradition(s) rituals, ritual taboos, religiously motivated behaviors.
Knowledge Area: Foundational Theological Knowledge
Course equivalencies: THEO170 / THEO270 / ACTHE 107
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 185 Christian Ethics (3 Credit Hours)
Introduction to Christian Ethics is a core course that explores the major sources, methods, and insights of Christian social and theological ethics. Particular attention is given to Roman Catholic thought. The course will concentrate on the foundational sources in Christian ethics and examine the moral significance of major theological themes and affirmations.
Knowledge Area: Ethics
Outcomes:
Students will identify the major sources of Christian ethics (Scripture, Church tradition, philosophy, the social and human sciences, and human experience), and gain practice in identifying how different thinkers use, interpret, and prioritize these sources

THEO 186 Global Religious Ethics (3 Credit Hours)
Religious Ethics explores fundamental moral sources and methods in Christian ethics in dialogue with the ethical understandings of at least one other religious tradition, and with special attention to Roman Catholic thought. In doing so, it explores moral issues faced by individuals and communities from theological perspectives, particularly mindful of how the economic, political and cultural structures in a religiously plural world affect those issues.
Knowledge Area: Ethics
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
In this course, students will explore and compare the ethical understandings of Christianity and at least one other religious tradition; With respect to each tradition, students will learn about the foundational sources, doctrines and questions that guide its ethical thinking

THEO 190 Loyola's Mission: Ignatian Traditions (3 Credit Hours)
The course introduces students to LUC's mission through theological reflection on the main themes of the Transformative Education mission-statement: spirituality and faith, interlinked human knowing, moral compass, civic and environmental responsibility.
Course equivalencies: THEO190 / THEO290
Outcomes:
Integration into the LUC community, ethos, and vision

THEO 203 Social Justice and Injustice (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course introduces students to Catholic and Protestant approaches to social justice. Students will also study theories and analyses of social injustice. Students will study specific instances of social injustice (gender, race, and class). It will increase student awareness of diversity, in the United States and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Peace, Justice, and Conflict Studies, Race and Ethnicity
Outcomes:
Summarize relevant social, economic, policy history/context that related to current sites of injustice related to racial-ethnic inequalities, economic inequality, immigration status, healthcare, and sex/gender inequality; Distinguish among distinct theories of justice in both theological and philosophical thought; Describe the moral challenges posed by injustice; Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help individuals and societies move closer to approximating justice in society/world

THEO 204 Religious Ethics and the Ecological Crisis (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
Advances in technology and industry confront us with unprecedented abilities for altering long standing climate patterns. These capacities challenge many traditional religious and ethical assumptions about humanity and our relationship to the nonhuman world. We will examine the resources that religious traditions of the world offer for promoting ecological responsibility.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Catholic Studies, Peace, Justice, and Conflict Studies
Outcomes:
students will be able to:*Summarize relevant history related to scientific, policy & political data and decisions *Describe central scientific and ethical challenges posed by the climate crisis *Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help address this crisis

THEO 214 Introduction to the Qur'an (3 Credit Hours)
This course provides an introduction to the central Islamic scripture, the Qur'an in terms of its main features and themes, and as a basis for the theological and ethical teachings of Islam, employing both classical interpretive traditions and contemporary academic approaches. Outcome: Students will be able to demonstrate and understanding of the nature of the main Islamic scripture, the Qur'an, and its influence on Muslim beliefs, ethical understandings, and social and religious practices.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Black World Studies

THEO 231 Hebrew Bible/Old Testament (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to the Old Testament / Tanakh (Hebrew Scriptures).
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 232 New Testament (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the historical and theological reading of the various documents of early Christianity known as the New Testament.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the literary genres found in the New Testament and explain why the recognition of genre is essential to the interpretation of the New Testament, as well as the importance of how the New Testament documents have reached their present state

THEO 265 Sacraments and the Christian Imagination (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course studies the realities of Christian faith life as expressed and celebrated in the concrete rituals of the Christian communities.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO265/CATH106
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts such as poetry, music, painting, literature, and film, and recognize and interpret the impact of history and cultures on the development of Christian doctrine and practices

THEO 266 Church & Global Cultures (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to ways in which the Christian churches, and primarily the Roman Catholic Church, understand and enact their identity in relation to the secular world of culture, economics, and politics, both nationally and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: X-THEO105/CATH105
Outcomes:
Students will be able to analyze and interpret contrasting Christian understandings of the notion of original sin, and demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition

THEO 267 Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO104/CATH104
Outcomes:
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship

THEO 272 Judaism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Judaism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO172/THEO272/INTS172
Outcomes:
Students will be able to name and discuss some of the most important Jewish scriptures, articulate the general outline of the historical evolution of Judaism, and define and discuss key concepts, terms, values, and religious practices foundational to Judaism

THEO 276 Black World Religion (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the revelatory manner in which the divine comes to unique presence and expression among African peoples throughout human history. It will examine the religious experiences and traditions of: Africa's ancient Nile valley civilizations, long recognized as cradling the world's spiritual and philosophical wisdom and as influencing the formative development of Judaism, Christianity, and Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will demonstrate their knowledge of African peoples' religious experiences within their various historical and cultural contexts

THEO 278 Religion & Gender (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study the role of women in at least one (if not more) of the major world religious traditions.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: THEO178/THEO278/WSGS278
Outcomes:
Students will be able to demonstrate understanding of the influence of religion on gender roles, and how women in the contemporary world are reinterpreting their religious traditions

THEO 279 Roman Catholicism (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Roman Catholicism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: THEO179/THEO279/CATH179
Outcomes:
Students will be able to demonstrate understanding of the most important Roman Catholic beliefs, the historical evolution of Roman Catholicism, the key Roman Catholic concepts, terms, values, and religious practices, and the main lines of current Roman Catholic identity in today's world

THEO 280 Religion & Interdisciplinary Studies (3 Credit Hours)
Course topics will rotate to incorporate the study of religion in a variety of other disciplines. Focus will be on the influence or application of religious teachings and traditions in the fields of healthcare, politics, education, etc.
Knowledge Area: Tier 2 Theological Knowledge
Course equivalencies: THEO180 / THEO280
Outcomes:
Describe the ethical implications of the religious beliefs and traditions of at least one religion for the primary field of study

THEO 281 Christianity Through Time (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course is a survey course in the history of Christian thought. Not a course in Church history, this is a course whose primary goal is to investigate the major interactions between Christian thought and practice and the cultures that it has been a part of in its two thousand year history.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: THEO181/ THEO281/CATH181
Outcomes:
Students will learn to analyze and interpret religious texts, beliefs and practices using standard scholarly methods and tools

THEO 282 Hinduism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Hinduism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: THEO196/ASIA196/INTS294
Outcomes:
Students will be able to demonstrate understanding of the most important Hindu scriptures, the general outline of the historical evolution of Hinduism, the key Hindu concepts, terms, values, and religious practices, and the basic narratives and imagery of Hinduism

THEO 293 Christian Marriage (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the Christian understanding of marriage.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of historical & ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

THEO 295 Islam (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will provide an introduction to Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO195/ASIA195/INTS295/IWS195
Outcomes:
Students will be able to demonstrate understanding of the most important Muslim scriptures, the general outline of the historical evolution of Islam, the key Islamic concepts, terms, values, and religious practices, and the diversity within Islam

THEO 297 Buddhism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Buddhism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: THEO197/ASIA197/INTS297
Outcomes:
Students will be able to demonstrate understanding of the most important Buddhist scriptures, the general outline of the historical evolution of Buddhism, including its different major branches, and the key Buddhist concepts, terms, values, and religious practices

THEO 299 Religions of Asia (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
An introductory survey of selected teachings, institutions, and practices of the great religious traditions of South Asia and East Asia placed in historical context.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-THEO199/ASIA199/INTS199
Outcomes:
Students will be able to demonstrate understanding of the central texts, beliefs, ethical understandings, and practices of at least three Asian religions

THEO 302 Wisdom Literature and Psalms (3 Credit Hours)
Pre-requisites: THEO 111
A study of the wisdom literature of the Old Testament, attention to the nature of the wisdom tradition in Israel; study of the Psalms as the prayer of Israel.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 303 Pentateuch (3 Credit Hours)
Pre-requisites: THEO 111
The literary structure of the first five books of the Bible.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 304 Israel Conquest to Exile (3 Credit Hours)
Pre-requisites: THEO 111
A study of the so-called historical books of the Bible (Joshua, Judges, Samuel, Kings) with attention to the history of Israel from conquest to exile.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 308 Biblical Hebrew I (3 Credit Hours)
The sound, forms and grammar of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO308/CLST101
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 309 Biblical Hebrew II (3 Credit Hours)
Pre-requisites: THEO 308
Further study of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO309/CLST102
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 311 The Meaning of Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 104
Interpretations of the person and work of Jesus.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

THEO 313 Gospels of Matthew, Mark & Luke (3 Credit Hours)
Pre-requisites: THEO 112
An analysis of the development of the synoptic tradition (the gospels of Matthew, Mark and Luke).
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the various literary elements found in these particular gospels

THEO 314 Topics in Biblical Studies (3 Credit Hours)
This variable-topics course will focus on a specific method, theme, or topic in biblical scholarship. Areas of focus may include methods in biblical scholarship, thematic studies of the biblical canon, extracanonical literature, traditions of commentary on the biblical text, and historical, social, cultural, and economic realities pertinent to understanding and interpreting biblical texts.
Outcomes:
Students will analyze the relevant biblical and related ancient literature in light of the course's special topic, theme, or method; Students will critically evaluate biblical and ancient studies scholarship on the course topic, demonstrating awareness of the current state of scholarly debates; If the special topic is (or includes) a method of biblical or ancient scholarship, students will understand and utilize the method in the study of biblical literature and/or ancient literature relevant to biblical studies

THEO 317 Christian Thought: Ancient-Medieval (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the first fourteen centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-THEO317/CATH317/MSTU360
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 330 Liberation Theology (3 Credit Hours)
An introduction to the contemporary theologies of liberation emerging in Latin American, African, and Asian Christian.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-THEO/INTS/LASP330/PAX332
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 331 Theology of Secularization (3 Credit Hours)
An exploration of the history of secularization and the context it establishes for American Christianity. Focus on practical issues of Christian living.
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 340 Foundations of Christian Morality (3 Credit Hours)
A survey of theological and philosophical issues which shape the articulation of specific moral principles.
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 342 Perspectives on Life and Death (3 Credit Hours)
Examination of the exploration of our perception of the life range for possible reevaluation and rearticulation, in view of modern scientific developments.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO342/BIET342
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 343 Contemporary Christian Sexuality (3 Credit Hours)
Examination of inter-religious perspectives in contemporary sexual ethics.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO343/BIET343
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 344 Theology and Ecology (3 Credit Hours)
Examination of the ecological, ethical and theological analyses of humanity's relationship to the natural world.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO344/ESP 344/BIET344
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 348 Supervised Ministry (3 Credit Hours)
Placement in a ministerial position, on-site supervision, and biweekly individual or group meetings with the course director is required. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 349 Theological Topics for the Bioethics Capstone (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Theology students when the Bioethics capstone's topic is theological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in theology

THEO 350 Topics in Islam (3 Credit Hours)
A deeper and more focused study of significant aspects of the religion of Islam.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: XTHEO350INTS387ASIA350IWS350
Outcomes:
Students will be able to demonstrate understanding of Islam

THEO 352 Topics in Buddhism (3 Credit Hours)
A deeper and more focused study of significant aspects of Buddhism.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-THEO352/INTS352/ASIA352
Outcomes:
Students will be able to demonstrate understanding of Buddhism

THEO 353 Religious Traditions (3 Credit Hours)
This course investigates the historical, social, ritual and reflective positions of one or more religious traditions. It likewise develops the student's abilities to use contemporary methods of historical, theological, and social scientific analysis of religious traditions.

THEO 356 Topics in Judaism (3 Credit Hours)
A deeper and more focused study of significant aspects of Judaism.
Outcomes:
Students will be able to demonstrate understanding of Judaism

THEO 365 Women, Gender and Embodiment in Islam (3 Credit Hours)
This course will consider gender both as articulated in normative Islamic religious and legal systems and as embodied during various historical periods in a range of Muslim societies.
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: THEO/ASIA/INTS/WSGS/IWS365
Outcomes:
Students will read a number of the most important academic studies in this field and consider anthropological and cultural materials including films and short stories that disclose Muslim practices and concepts of maleness, femaleness, and gender relations

THEO 366 Contemporary Islamic Thought and Movements (3 Credit Hours)
This course will consider contemporary Islamic thought and movements world-wide. After a brief introduction to Islam and the historical development of the tradition up to the present, students will learn about a range of contemporary Muslim intellectual and activist movements and thinkers through the study of original writings and secondary analysis. Some major figures to be considered include: Syed Maududi, Sayyid Qutb, Fazlur Rahman, and other Muslim intellectuals representing movements such as Jama'at-i Islami, the Muslim Brotherhood, and Islamic liberalism. We will focus on the 20th century up to the most current trends. Some of the theological and social issues that will be discussed are gender, the ideal political order, Islamic law and its role in society, and pluralism.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-THEO/ASIA/IWS366/INTS366A

THEO 373 Theology Capstone (3 Credit Hours)
Students enrolling in this course must have junior status and be Theology majors. This 3 credit capstone course gives students an opportunity to integrate various aspects of their theological education, drawing upon the major sources of Christian and Catholic tradition, including Scripture, History, Systematic Theology, and Ethics.
Outcomes:
Students will be able to demonstrate an understanding of the varied sources within Christian theological traditions and how to make reasoned theological arguments

THEO 378 Theology and Culture (3 Credit Hours)
This course can count as an elective for the major or minor. The course will be divided into three parts: (1) an exploration of the interaction between theological reflection & culture; (2) a look at some theological texts that compare Christian and non-Christian practices and practices in the U.S. where different cultural understandings interact; (3) a study of postmodernism.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 382 Readings-Liturgy (3 Credit Hours)
Examination of the readings, prayers, songs, rites of contemporary liturgies. Comparison of these materials with those of traditional liturgies and evaluation of the underlying principles.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

THEO 392 Readings in Theology (3 Credit Hours)
A reading course with variable content in the area of theology. Open to major and non-majors with permission of instructor.

THEO 393 Seminar (3 Credit Hours)
An undergraduate seminar course for majors and minors in the Theology department; variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

THEO 395 Theology Tutorial (3 Credit Hours)
Tutorials for seniors on selected topics in biblical, systematic, historical or moral theology.
Outcomes:
Students will gain an in-depth understanding of a selected topic

Honors/Distinction in Theology

Awards, Honors & Graduates

Undergraduate Paper Contest

Three prizes are awarded annually to encourage publication-level work in the fields of theology and religious studies.

The Karl Rahner Award for Excellence in Theological Studies

Awarded to the Theology Major with the highest GPA in their Major and the highest GPA in their Academic Program, overall.

The Ninian Smart Award for Excellence in Religious Studies

Awarded to the Religious Studies Major with the highest GPA in their Major and the highest GPA in their Academic Program, overall.

First Honors

First Honors in Theology is awarded to students with an overall GPA of 3.5 and a GPA of 3.7 in their theology courses.

Second Honors

Second Honors in Theology is awarded to students with an overall GPA of 3.3 and a GPA of 3.5 in their theology courses.

Departmental Distinction

Graduation with Departmental Distinction is awarded to students who qualify for First Honors and who have taken two additional Theology courses at the 300 level beyond the requirements for the major.

Certificate of Merit

This award is given to a graduating senior with an average above 3.5 in the Theology major. No minimum overall GPA is specified.

Pastoral Leadership Minor

As of Fall 2026, this minor is no longer accepting students.

True to its Jesuit Catholic heritage, Loyola adheres to its promise of preparing people to lead extraordinary lives. The Pastoral Leadership minor provides students with academic opportunities through a structured curriculum that supports the university's mission of seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith. Students benefit from supervised leadership and service experiences that equip them with the knowledge and skills necessary for contemporary pastoral leadership.

The Pastoral Leadership minor affords a structured curriculum for students from all religious traditions to gain academic capacities commensurate with their leadership experience in Loyola's University Ministry and in other co-curricular and community contexts. Though the program has its foundations in the Christian (Catholic) tradition, it is open to all who are interested in experiencing what pastoral ministry could mean for their future.

In particular, the minor helps students:

- Understand the foundation of Christian theology in areas such as scripture, sacrament, ecclesiology and tradition in forming pastoral leadership.
- Gain skills in the areas of leadership practices, social and cultural analysis, and organizational development as applied to pastoral leadership.
- Demonstrate an understanding of one's faith and its call to leadership.
- Articulate a personal pastoral theology and model of pastoral leadership as it applies to a particular religious mission or identity.

Related Programs

Major

- Theology (BA) (p. 662)

Minor

- Religious Studies Minor (p. 661)
- Theology Minor (p. 665)

Curriculum

The Pastoral Leadership Minor requires six courses. Students must complete three courses at the 100/200 level, preferably in the areas of Christian doctrine, Biblical Literature, and Christian Ethics, though the final selection is up to the individual student. Three courses at the 300-level are required. THEO 347 Creative Ministry and THEO 348 Supervised Ministry are required.

The pastoral leadership minor is offered by the Department of Theology (LSC) in conjunction with the Institute for Pastoral Studies located downtown (WTC).

Please note that students who complete the minor will also be granted 'advanced standing' towards a MA degree in Pastoral Studies or in Social Justice at the Institute for Pastoral Studies should they wish to pursue a graduate degree in one of their programs at a later date.

Requirements

Code	Title	Hours
A. Required Foundational-Level Courses		
Doctrine & History of Christianity		
Select one of the following:		3
THEO 100	Christian Theology	
THEO 265	Sacraments and the Christian Imagination	
THEO 266	Church & Global Cultures	
THEO 267	Jesus Christ	
THEO 279	Roman Catholicism	
THEO 281	Christianity Through Time	
Christian Ethics		

Select one of the following:		3
THEO 185	Christian Ethics	
THEO 186	Global Religious Ethics	
THEO 203	Social Justice and Injustice	
THEO 204	Religious Ethics and the Ecological Crisis	
Biblical Literature		
Select one of the following:		3
THEO 231	Hebrew Bible/Old Testament	
THEO 232	New Testament	
THEO 302	Wisdom Literature and Psalms	
THEO 303	Pentateuch	
THEO 308	Biblical Hebrew I	
THEO 309	Biblical Hebrew II	
THEO 311	The Meaning of Jesus Christ	
THEO 313	Gospels of Matthew, Mark & Luke	
B. Required 300-Level Courses		
THEO 300-level elective [1]		3
IPS 570	Introduction to Theology and Ministry	3
THEO 348 / IPS 580	Supervised Ministry	3
Total Hours		**18**

[1] This course should be tied to student's interests and courses taken at 100-level. Consult Director of Minors for course selection.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Doctrine Course (THEO 100)		3
	Hours	**3**
Spring		
Christian Ethics Course (THEO 185)		3
	Hours	**3**
Sophomore		
Fall		
Biblical Literature Course (THEO 231)		3
	Hours	**3**
Junior		
Fall		
IPS 570	Introduction to Theology and Ministry	3
	Hours	**3**
Spring		
THEO 300-Level or higher Course		3
	Hours	**3**
Senior		
Fall		
THEO 348 or IPS 580	Supervised Ministry or Contextual Education I	1.5-3
	Hours	**1.5-3**
	Total Hours	**16.5-18**

Transfer-Student Residency Requirement

At least 9 credit hours of PASL-MINR requirements must be completed at Loyola.

Learning Outcomes

Students completing the Pastoral Leadership Minor should be able to:

- the sources and historical development of beliefs and practices of Christianity with particular attention to the Roman Catholic tradition;
- the application of scholarly methods to the understanding of scripture;
- key theological concepts and doctrines of the Christian faith (e.g., Christology, trinity, ecclesiology, sacramental theology, etc.);
- foundational knowledge of at least one other religious tradition outside of Christianity.
- Demonstrate an understanding of how Christian perspectives and sources inform responses to pressing ethical questions.
- Display basic good practices of service and leadership within a supervised pastoral setting.

Religious Studies (BA)

As of Fall 2026, this program is no longer accepting applicants.

Students in the field of religious studies gain a basic knowledge of the history, central texts (where applicable), beliefs, and practices of religious traditions and develop skills that enable them to discern the religious dimensions of our political, social, and cultural life.

Related Programs

Major

- Theology (BA) (p. 662)

Minor

- Pastoral Leadership Minor (p. 657)
- Religious Studies Minor (p. 661)

Curriculum

Students may pursue one of three tracks in the religious studies major:

- the standard major;
- an honors track; and
- an interdisciplinary studies track

The honors track is a more rigorous version of the standard major and is intended for students seeking to pursue graduate studies in the field of religious studies or who plan to teach religious studies in high school. Students in the field of religious studies gain a basic knowledge of the history, central texts (where applicable), beliefs, and practices of religious traditions and develop skills that enable them to discern the religious dimensions of our political, social, and cultural life. This new

interdisciplinary studies track is designed so that students may take the religious literacy gained from their religious studies coursework and relate that knowledge to other areas of study such as health, political science and global studies, education, the various areas within the humanities, and journalism. One course in the interdisciplinary studies major in particular is designed to help students with this task of relating knowledge gained from religious studies to other disciplines. In THEO 280, students will undertake a research project that integrates knowledge gained from their coursework in religious studies with another discipline.

Requirements

All major tracks require 36 hours of coursework - seven (7) required courses and five (5) electives. At least five (5) of the 12 courses required for the major must be at the 300-level or higher.

Code	Title	Hours
Christian Traditions		
Select one of the following:		3
THEO 100	Christian Theology [1,2]	
THEO 185	Christian Ethics	
THEO 232	New Testament	
THEO 265	Sacraments and the Christian Imagination	
THEO 267	Jesus Christ	
THEO 279	Roman Catholicism	
THEO 281	Christianity Through Time	
THEO 317	Christian Thought: Ancient-Medieval	
THEO 318	Christian Thought: Reformation to Modern	
Non-Christian Traditions		
Select three of the following:		9
THEO 272	Judaism	
THEO 282	Hinduism	
THEO 295	Islam	
THEO 297	Buddhism	
THEO 299	Religions of Asia	
Religious Comparisons or Themes Course		
Select two of the following:		6
THEO 107	Introduction to Religious Studies	
THEO 186	Global Religious Ethics	
THEO 278	Religion & Gender	
THEO 393	Seminar (various titles)	
Religious Studies Elective Courses		
Select five elective courses [3]		15
Capstone		**3**
For the Standard major:		
THEO 353	Religious Traditions [4]	
or THEO 280	Religion & Interdisciplinary Studies	
For the Honors track:		
THEO 353	Religious Traditions [5]	
For the Interdisciplinary Studies track:		
THEO 280	Religion & Interdisciplinary Studies [6]	
Total Hours		**36**

1 Eligible students in the **Standard Major and the Interdisciplinary Studies Track** may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion, THEO 190 Loyola's Mission: Ignatian Traditions, or PHIL 190 Loyola's Mission: The Philosophical Vision for THEO 100 Christian Theology.

2 Eligible students in the **the Honors Track** may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion for the Doctrine requirement.

3 THEO 200 level or higher. Up to three (3) courses may be taken outside of the Theology department with prior permission from the undergraduate program director. For students in the **Interdisciplinary Studies track**, two 300 level electives courses must be taken in a single discipline if outside of Theology.

4 With prior approval from the undergraduate program director, students may replace THEO 353 Religious Traditions with THEO 373 Theology Capstone. THEO 280 Religion & Interdisciplinary Studies must be taken as an **Engaged Learning Course**.

5 With prior approval from the undergraduate program director, students may replace THEO 353 Religious Traditions with THEO 373 Theology Capstone

6 THEO 280 Religion & Interdisciplinary Studies must be taken as an **Engaged Learning Course**.

THEO 280 Religion & Interdisciplinary Studies may be taken to fulfill a major requirement, depending on the course topic. Please consult your department for more information.

Suggested Sequence of Courses

The Standard Major

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Religious Comparisons Course (THEO 107)		3
Religious Comparisons Course (THEO 186)		3
	Hours	**6**
Spring		
Christian Traditions Course (200-Level or Higher)		3
Non-Christian Traditions Course #1 (200-Level or Higher)		3
	Hours	**6**
Sophomore		
Fall		
Non-Christian Traditions Course #2 (200-Level or Higher)		3
Non-Christian Traditions Course #3 (200-Level or Higher)		3
	Hours	**6**
Spring		
THEO 200-Level or Higher Elective Course		3
THEO 300-Level or Higher Elective Course		3
	Hours	**6**

Junior		
Fall		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Spring		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Senior		
Fall		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Spring		
THEO 353	Religious Traditions	3
	Hours	**3**
	Total Hours	**36**

The Honors Track

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Religious Comparisons Course (THEO 107)		3
	Hours	**3**
Spring		
Christian Traditions Course (200-Level or higher)		3
Non-Christian Traditions Course #1 (200-Level or higher)		3
	Hours	**6**
Sophomore		
Fall		
Non-Christian Traditions Course #2 (200-Level or Higher)		3
Non-Christian Traditions Course #3 (300-Level or Higher)		3
	Hours	**6**
Spring		
THEO 300-Level or higher Elective Course		3
THEO 300-Level or higher Elective Course		3
	Hours	**6**
Junior		
Fall		
THEO 300-Level or Higher Elective Course		3
Religious Comparisons Course (THEO 393)		3
	Hours	**6**
Spring		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Senior		
Fall		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Spring		
THEO 353	Religious Traditions	3
	Hours	**3**
	Total Hours	**36**

1 Eligible students may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion, THEO 190 Loyola's Mission: Ignatian Traditions, or PHIL 190 Loyola's Mission: The Philosophical Vision for THEO 100 Christian Theology.

2 With prior approval of UPD, up to three 300 level elective courses may be taken from outside of the Theology department. Two 300 level elective courses in a single discipline must be taken from courses outside of Theology.

3 THEO 280 Religion & Interdisciplinary Studies must be taken as an **Engaged Learning Course**.

The Interdisciplinary Track

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Religious Comparisons Course (THEO 107)		3
	Hours	**3**
Spring		
Non-Christian Traditions Course #1 (200-Level or Higher)		3
	Hours	**3**
Sophomore		
Fall		
Non-Christian Traditions Course #2 (200-Level or Higher)		3
Non-Christian Traditions Course #3 (200-Level or Higher)		3
	Hours	**6**
Spring		
Religious Comparisons Course (THEO 393)		3
THEO 300-Level or Higher Elective Course		3
	Hours	**6**
Junior		
Fall		
THEO 300-Level or Higher Elective Course		3
Christian Traditions (THEO 317 or 318)		3
	Hours	**6**
Spring		
THEO 300-Level or Higher Elective Course		3
	Hours	**3**
Senior		
Fall		
THEO 300-Level or Higher Elective Course		3
THEO 300-Level or Higher Elective Course		3
	Hours	**6**

Spring	
Capstone (THEO 280)	3
Hours	**3**
Total Hours	**36**

Additional Requirements for the Honors Track

Students may apply for the Honors track after the completion of Theology Core.
At least a 3.5 GPA in the major and in overall coursework is required.

Transfer-Student Residency Requirement

At least 18 credit hours of RELS-BA requirements must be completed at Loyola

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (p. 54) regarding unique credits required for each declared major/minor.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Students completing the major should be able to:

- Explain the history of different ways of defining the category of religion.
- Compare aspects of two or more religions within their particular contexts.
- Identify relationships between aspects of a religion and other social contexts.
- Analyze approaches to ethics in two or more religions while noting internal diversities.
- Produce an original research paper using theory and methods found in religious studies.

Religious Studies Minor

Loyola University Chicago offers a minor in Religious Studies in the Department of Theology.

Related Programs

Major

- Religious Studies (BA) (p. 658)
- Theology (BA) (p. 662)

Minor

- Pastoral Leadership Minor (p. 657)
- Theology Minor (p. 665)

Curriculum

A minor in Religious Studies requires 6 courses taken from within the Theology department. In addition to the three required Core-level courses, three electives must be taken at the 300 level. Students must study at least two (2) major world religions and take a range of other courses. Each program is individually tailored to fit the student's plans in consultation with the undergraduate program director.

Code	Title	Hours
Christian Traditions		*3*
THEO 100	Christian Theology [1]	
THEO 185	Christian Ethics	
THEO 232	New Testament	
THEO 265	Sacraments and the Christian Imagination	
THEO 267	Jesus Christ	
THEO 279	Roman Catholicism	
THEO 281	Christianity Through Time	
THEO 317	Christian Thought: Ancient-Medieval	
THEO 318	Christian Thought: Reformation to Modern	
Non-Christian Religious Tradition Course		*3*
THEO 272	Judaism	
THEO 282	Hinduism	
THEO 295	Islam	
THEO 297	Buddhism	
THEO 299	Religions of Asia	
Religious Comparisons Course		*3*
THEO 107	Introduction to Religious Studies	
THEO 186	Global Religious Ethics	
THEO 278	Religion & Gender	
Electives		*9*
Select three THEO 300-Level or Higher Electives		
Total Hours		**18**

[1] Eligible students may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion, THEO 190 Loyola's Mission: Ignatian Traditions, or PHIL 190 Loyola's Mission: The Philosophical Vision for THEO 100 Christian Theology

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Religious Comparisons Course (THEO 107)		3
	Hours	**3**
Spring		
Non-Christian Traditions Course (200-Level or Higher))		3
	Hours	**3**
Sophomore		
Fall		
Christian Traditions Course (THEO 200-Level Course)		3
	Hours	**3**
Spring		
THEO 300-Level Elective Course		3
	Hours	**3**
Junior		
Fall		
THEO 300-Level Elective Course		3
	Hours	**3**
Spring		
THEO 300-Level Elective Course		3
	Hours	**3**
	Total Hours	**18**

Transfer-Student Residency Requirement

At least 9 credit hours of RELS-MINR requirements must be completed at Loyola.

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (p. 54) regarding unique credits required for each declared major/minor.

Learning Outcomes

Students completing the Religious Studies Minor should be able to:

- Explain the history of different ways of understanding the category of religion.
- Describe two or more religions within their particular contexts.
- Describe relationships between a religion and other social contexts.
- Describe approaches to ethics in two or more religions while noting internal diversities.
- Write a research paper using academic sources and methods in Religious Studies.

Theology (BA)

Loyola University Chicago offers a Bachelor of Arts degree in Theology.

Related Programs

Major

- Religious Studies (BA) (p. 658)

Minor

- Religious Studies Minor (p. 661)
- Theology Minor (p. 665)

Curriculum

Students may pursue one of three tracks in the theology major - the standard major, an honors track, and an interdisciplinary studies track. The honors track is a more rigorous version of the standard major and is intended for students seeking to pursue graduate studies in the field of theology or who plan to teach theology in a Jesuit high school. The interdisciplinary studies track is intended for two cohorts of students - students seeking to integrate knowledge from another discipline into their studies in theology; students seeking to bring knowledge from theology into their studies in another discipline (many of whom will be students who wish to double major in theology and another discipline).

Requirements

The Standard theology major requires 36 hours of coursework - seven (7) required courses and five (5) electives.

For the Standard Major, at least five (5) of the 12 courses required for the major must be at the 300-level or higher. **For the Honors Track and Interdisciplinary Track,** At least seven (7) of the 12 courses required for the major must be at the 300-level or higher.

Code	Title	Hours
Doctrine Course [1]		
Select one of the following:		3
THEO 100	Christian Theology	
THEO 265	Sacraments and the Christian Imagination	
THEO 266	Church & Global Cultures	
THEO 267	Jesus Christ	
Bible, Hebrew Bible/Old Testament Course		
Select one of the following:		3
THEO 231	Hebrew Bible/Old Testament	
THEO 302	Wisdom Literature and Psalms	
THEO 303	Pentateuch	
THEO 304	Israel Conquest to Exile	
Bible, New Testament Course		
Select one of the following:		3
THEO 232	New Testament	
THEO 311	The Meaning of Jesus Christ	
THEO 313	Gospels of Matthew, Mark & Luke	
Christian Thought Course		
Select one of the following:		3
THEO 317	Christian Thought: Ancient-Medieval	
THEO 318	Christian Thought: Reformation to Modern	
Non-Christian Religious Tradition Course		
Select one of the following:		3
THEO 107	Introduction to Religious Studies	
THEO 272	Judaism	
THEO 282	Hinduism	
THEO 295	Islam	
THEO 297	Buddhism	
THEO 299	Religions of Asia	

THEO 350	Topics in Islam	
THEO 352	Topics in Buddhism	
THEO 353	Religious Traditions	
THEO 356	Topics in Judaism	
THEO 365	Women, Gender and Embodiment in Islam	
THEO 366	Contemporary Islamic Thought and Movements	
Ethics Course		
Select one of the following:		3
THEO 185	Christian Ethics	
THEO 186	Global Religious Ethics	
THEO 203	Social Justice and Injustice	
THEO 204	Religious Ethics and the Ecological Crisis	
THEO 293	Christian Marriage	
THEO 340	Foundations of Christian Morality	
THEO 342	Perspectives on Life and Death	
THEO 343	Contemporary Christian Sexuality	
THEO 344	Theology and Ecology	
Theology Capstone		**3**
For the Standard Major: [2]		
THEO 373	Theology Capstone	
or THEO 280	Religion & Interdisciplinary Studies	
For the Honors Track: [3]		
THEO 373	Theology Capstone	
For the Interdisciplinary Studies Track: [4]		
THEO 280	Religion & Interdisciplinary Studies	
Elective Credits (p. 663)		**15**
Select five elective courses [5]		
Any THEO 200-level or higher course		
CATH 296	All Things Ignatian: Living and Learning in the Jesuit Trad	
Total Hours		**36**

1. Eligible students may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion for Doctrine requirement.
2. With prior approval from the undergraduate program director, students may replace THEO 373 Theology Capstone or THEO 280 Religion & Interdisciplinary Studies (Engaged Learning) with THEO 353 Religious Traditions. THEO 280 Religion & Interdisciplinary Studies must be taken as an **Engaged Learning Course**.
3. With prior approval from the undergraduate program director, students may replace THEO 373 Theology Capstone with THEO 353 Religious Traditions.
4. THEO 280 Religion & Interdisciplinary Studies must be taken as an Engaged Learning Course.
5. With prior approval from the undergraduate program director, up to two 200 level or above elective courses may be taken outside the Department of Theology. Courses used for other Theology major requirements cannot be used as electives.

Elective Courses

Listing of 200-Level and 300-Level THEO Courses

Code	Title	Hours
THEO 203	Social Justice and Injustice	3
THEO 204	Religious Ethics and the Ecological Crisis	3
THEO 231	Hebrew Bible/Old Testament	3
THEO 232	New Testament	3
THEO 265	Sacraments and the Christian Imagination	3
THEO 266	Church & Global Cultures	3
THEO 267	Jesus Christ	3
THEO 272	Judaism	3
THEO 276	Black World Religion	3
THEO 278	Religion & Gender	3
THEO 279	Roman Catholicism	3
THEO 280	Religion & Interdisciplinary Studies	3
THEO 281	Christianity Through Time	3
THEO 282	Hinduism	3
THEO 293	Christian Marriage	3
THEO 295	Islam	3
THEO 297	Buddhism	3
THEO 299	Religions of Asia	3
THEO 302	Wisdom Literature and Psalms	3
THEO 303	Pentateuch	3
THEO 304	Israel Conquest to Exile	3
THEO 308	Biblical Hebrew I	3
THEO 309	Biblical Hebrew II	3
THEO 311	The Meaning of Jesus Christ	3
THEO 313	Gospels of Matthew, Mark & Luke	3
THEO 317	Christian Thought: Ancient-Medieval	3
THEO 318	Christian Thought: Reformation to Modern	3
THEO 330	Liberation Theology	3
THEO 331	Theology of Secularization	3
THEO 340	Foundations of Christian Morality	3
THEO 342	Perspectives on Life and Death	3
THEO 343	Contemporary Christian Sexuality	3
THEO 344	Theology and Ecology	3
THEO 348	Supervised Ministry	3
THEO 349	Theological Topics for the Bioethics Capstone	3
THEO 350	Topics in Islam	3
THEO 352	Topics in Buddhism	3
THEO 353	Religious Traditions	3
THEO 356	Topics in Judaism	3
THEO 365	Women, Gender and Embodiment in Islam	3
THEO 366	Contemporary Islamic Thought and Movements	3
THEO 373	Theology Capstone	3
THEO 376		3
THEO 378	Theology and Culture	3
THEO 382	Readings-Liturgy	3
THEO 383	Theology Arts & Literature	1-3
THEO 392	Readings in Theology	3
THEO 393	Seminar	3
THEO 395	Theology Tutorial	3

Additional Requirements for the Honors Track

Students may apply for the Honors track after the completion of Theology Core.

At least a 3.5 GPA in the major and in overall coursework is required.

Both Christian Thought 317 and 318 are required.

Suggested Sequence of Courses

The Standard Major

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Doctrine Course (THEO 100)		3
Ethics Course (THEO 185)		3
	Hours	**6**
Spring		
Non-Christian Traditions Course		3
Hebrew Bible/Old Testament or New Testament Course		3
	Hours	**6**
Sophomore		
Fall		
New Testament or Old Testament/Hebrew Bible Course		3
THEO 200-Level or higher Course		3
	Hours	**6**
Spring		
THEO 200-Level or higher Course		3
THEO 300-Level or higher Course		3
	Hours	**6**
Junior		
Fall		
THEO 300-Level or Higher Course		3
	Hours	**3**
Spring		
Christian Thought Course		3
THEO 317 or THEO 318	Christian Thought: Ancient-Medieval or Christian Thought: Reformation to Modern	
	Hours	**3**
Senior		
Fall		
THEO 300-Level or higher Course		3
	Hours	**3**
Spring		
THEO 373 or THEO 280	Theology Capstone or Religion & Interdisciplinary Studies	3
	Hours	**3**
	Total Hours	**36**

Honors Track

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Doctrine Course		
THEO 100	Christian Theology	3
Ethics Course		
THEO 185	Christian Ethics	3
	Hours	**6**
Spring		
Non-Christian Traditions Course		3
Hebrew Bible/Old Testament or New Testament Course		3
	Hours	**6**
Sophomore		
Fall		
New Testament or Old Testament/Hebrew Bible Course		3
THEO 300 Level or Higher Course		3
	Hours	**6**
Spring		
THEO 300-Level or Higher Course		3
THEO 300-Level or Higher Course		3
	Hours	**6**
Junior		
Fall		
Christian Thought Course		3
THEO 317 or THEO 318	Christian Thought: Ancient-Medieval or Christian Thought: Reformation to Modern	3
	Hours	**6**
Spring		
Christian Thought Course		
THEO 317 or THEO 318	Christian Thought: Ancient-Medieval or Christian Thought: Reformation to Modern	3
	Hours	**3**
Senior		
Fall		
THEO 300-Level or Higher Course [1]		3
	Hours	**3**
Spring		
Theology Capstone		
THEO 373	Theology Capstone	3
	Hours	**3**
	Total Hours	**39**

Interdisciplinary Studies Track

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Doctrine Course		
THEO 100	Christian Theology	3
Ethics Course		
THEO 185	Christian Ethics	3
	Hours	**6**
Spring		
Non-Christian Traditions Course		3
Hebrew Bible/Old Testament or New Testament Course		3
	Hours	**6**
Sophomore		
Fall		
New Testament or Old Testament/Hebrew Bible Course		3
THEO 300 Level or Higher Course		3
	Hours	**6**
Spring		
Interdisciplinary Studies Course		3
THEO 280	Religion & Interdisciplinary Studies	
THEO 300-Level or Higher Course		3
	Hours	**6**
Junior		
Fall		
THEO 300-Level or Higher Course		3
	Hours	**3**
Spring		
Christian Thought Course		3
THEO 317 or THEO 318	Christian Thought: Ancient-Medieval or Christian Thought: Reformation to Modern	
	Hours	**3**
Senior		
Fall		
300-Level or Higher Course Outside of Major		3
	Hours	**3**
Spring		
300-Level or Higher Course Outside of Major		3
	Hours	**3**
	Total Hours	**36**

Transfer-Student Residency Requirement

At least 18 credit hours of THEO-BA requirements must be completed at Loyola

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (p. 54) regarding unique credits required for each declared major/minor.

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Students completing the major should be able to:

- Analyze a biblical text using academic tools.
- Accurately identify basic sources and key historical moments in the development of beliefs and practices of Christianity, with a particular focus on the Roman Catholic tradition.
- Demonstrate foundational knowledge of at least one other religious tradition outside of Christianity.
- Analyze multiple approaches to a key theological concept or doctrine of the Christian faith (e.g., Christology, trinity, theological anthropology, ecclesiology, sacramental theology, etc.).
- Evaluate multiple Christian thinkers use sources (e.g. scripture, tradition, reason, experience, the natural and social sciences) in Christian ethics.
- Produce research that integrates theological, ethical, and religious knowledge.

Theology Minor

Loyola University Chicago offers a minor in Theology.

Related Programs

Major

- Theology (BA) (p. 662)

Minor

- Pastoral Leadership Minor (p. 657)
- Religious Studies Minor (p. 661)

Curriculum

A minor in Theology requires 6 courses taken from within the Theology department. In addition to the three required Core-level courses, three electives must be taken at the 300 level. The three (3) Core-level courses must be selected from at least two (2) of the six areas listed below.

Code	Title	Hours
Foundational-Level Courses		
Select three foundational-level courses from at least two of the areas listed below:		9

Doctrine: [1]	
THEO 100	Christian Theology
THEO 265	Sacraments and the Christian Imagination
THEO 266	Church & Global Cultures
THEO 267	Jesus Christ
Bible, Hebrew Bible/Old Testament	
THEO 231	Hebrew Bible/Old Testament
THEO 302	Wisdom Literature and Psalms
THEO 303	Pentateuch
THEO 304	Israel Conquest to Exile
Bible, New Testament	
THEO 232	New Testament
THEO 311	The Meaning of Jesus Christ
THEO 313	Gospels of Matthew, Mark & Luke
Christian Thought Course	
THEO 317	Christian Thought: Ancient-Medieval
THEO 318	Christian Thought: Reformation to Modern
Non-Christian Religious Tradition Course	
THEO 107	Introduction to Religious Studies
THEO 272	Judaism
THEO 282	Hinduism
THEO 295	Islam
THEO 297	Buddhism
THEO 299	Religions of Asia
THEO 350	Topics in Islam
THEO 352	Topics in Buddhism
THEO 353	Religious Traditions
THEO 356	Topics in Judaism
THEO 365	Women, Gender and Embodiment in Islam
THEO 366	Contemporary Islamic Thought and Movements
Ethics Course	
THEO 185	Christian Ethics
THEO 186	Global Religious Ethics
THEO 203	Social Justice and Injustice
THEO 204	Religious Ethics and the Ecological Crisis
THEO 293	Christian Marriage
THEO 340	Foundations of Christian Morality
THEO 342	Perspectives on Life and Death
THEO 343	Contemporary Christian Sexuality
THEO 344	Theology and Ecology
Required Electives	
Select three THEO 300-level electives	9
Total Hours	**18**

[1] Eligible students may substitute HONR 101 Western Traditions - Antiquity to the Middle Ages/HONR D101 Developments Western Thought I Discussion for Doctrine requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult the undergraduate program director for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
Core Level Course (THEO 100)		3
	Hours	**3**
Spring		
Core Level Course (THEO 185)		3
	Hours	**3**
Sophomore		
Fall		
Core Level Course (THEO 200-Level Course)		3
	Hours	**3**
Spring		
THEO 300-Level Elective Course		3
	Hours	**3**
Junior		
Fall		
THEO 300-Level Elective Course		3
	Hours	**3**
Spring		
THEO 300-Level Elective Course		3
	Hours	**3**
	Total Hours	**18**

Transfer-Student Residency Requirement

At least 9 credit hours of THEO-MINR requirements must be completed at Loyola.

Double-Dipping Policy

This department observes the CAS Double-Dipping Policy (p. 54) regarding unique credits required for each declared major/minor.

Learning Outcomes

Students completing the Theology Minor should be able to:

- Accurately describe basic sources and historical development of beliefs and practices of Christianity, with a particular focus on the Roman Catholic tradition.
- Analyze a biblical text using academic tools.
- Compare at least two different approaches to basic theological concepts.
- Analyze and critically evaluate arguments from at least two different Christian ethicists on a contemporary ethical issue.
- Describe beliefs and practices of one religion other than Christianity.

Urban Studies Interdisciplinary Program

Seeking Solutions to Pressing Urban Issues in Partnership with Chicago Communities.

The Urban Studies minor provides students with a unique opportunity to gain an understanding of how a city works. An interdisciplinary program

of the College of Arts and Sciences, Urban Studies combines coursework in fields like sociology, psychology, history, philosophy, criminal justice, economy, environmental studies, and political science. Not only do students study social, political, economic, and cultural institutions in Chicago (and beyond), but they also get involved in research projects with community organizations seeking solutions to pressing urban issues.

The minor consists of two tracks:

- General Track (p. 667): Receive a broad introduction to themes and issues such as urban politics and community life, as well as racial, ethnic, and economic inequality.
- Environmental Sustainability Track (p. 668): Focus on both sustainability in the social world (e.g. health, housing, education, jobs, and community) and in the physical environment (e.g. water, air, and soil).

Undergraduate Programs

- Urban Studies Minor (p. 667)
- Urban Studies Sustainability Minor (p. 668)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Urban Studies (URB)

URB 397 Urban Studies Research (3 Credit Hours)
Pre-requisites: Junior or Senior standing
In Urban Studies Research, undergraduates work on collaborative, community-based research projects through CURL (Center for Urban Research and Learning). The research teams include graduate students, faculty, and community leaders. This course must be taken concurrently with SOC/PLSC 335 Students will contribute to a research project that addresses inequities in urban communities.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC397/URB397

Urban Studies Minor

Seeking Solutions to Pressing Urban Issues in Partnership with Chicago Communities.

The Urban Studies minor provides students with a unique opportunity to gain an understanding of how a city works. An interdisciplinary program of the College of Arts and Sciences, Urban Studies combines coursework in fields like sociology, psychology, history, philosophy, criminal justice, economy, environmental studies, and political science. Not only do students study social, political, economic, and cultural institutions in Chicago (and beyond), but they also get involved in research projects with community organizations seeking solutions to pressing urban issues.

The distinctive capstone of the minor consists of two courses: Urban Studies Seminar and Urban Studies Research. In the seminar, students learn about contemporary urban policy from readings, discussions, guest speakers, and neighborhood tours. In the research course, students contribute to a community-based, collaborative research project (housed at the Center for Urban Research and Learning – CURL (https://www.luc.edu/curl/)) where they work with graduate students, faculty, community organizations, and government agencies.

Related Programs

Minor

- Race Ethnicity Interdisciplinary Minor (p. 634)
- Sociology Minor (p. 647)
- Urban Studies Sustainability Minor (p. 668)

Curriculum

The General track gives students a broad introduction into themes and issues within the broader field of Urban Studies. As an interdisciplinary minor, students in the General track are able to select from several disciplinary lenses to better understand urban areas and the issues they face. In addition, students will – in the capstone research course – contribute to active solutions to many of the issues facing local communities.

Course Requirements

Code	Title	Hours
Urban Theory		
Select one of the following:		3
ECON 320	Urban Economics	
HIST 386	Creation the American Metropolis	
PLSC 334	Urban Policies and Problems	
PLSC 390	Urban Politics	
SOCL 234	City, Suburbs & Beyond	
Research Methods		
Select one of the following:		3
ANTH 317	Explore Chicago: Research in Culture and History	
CJC 205	Research Methods	
COMM 365	Naturalistic Methods Communication Research	
COMM 366	Observing/Measuring Cmun Behavior	
COMM 367	Rhetorical Criticism	
PSYC 306	Research Methods in Psychology	
SOCL 206	Principles of Social Research	
SOWK 390	Research and Evaluation in Social Work Practice	
Required Electives [1]		
Select two of the following:		6
ANTH 309	Urban Anthropology	
CJC 371	Victimology	
CJC 352	Gangs	
CJC 372	Race, Ethnicity, and Criminal Justice	
COMM 296	Themes in Advertising/Public Relations	
COMM 371	Special Topics Communication Studies (Interviewing for Broadcast)	
COMM 371	Special Topics Communication Studies (Politics and the Press)	
COMM 371	Special Topics Communication Studies (Photojournalism)	
ECON 320	Urban Economics	
ELPS 240	Urban Education: Policy and Practice	
ENVS 380	Introduction to Geographic Information Systems	
FNAR 203	Chicago: Face of a City	

HIST 300	Topics in History	
HIST 318C	London 1550 - 1715	
HIST 385	Chicago in America	
HIST 386	Creation the American Metropolis	
PLSC 300	Contemporary Political Issues	
PLSC 372	Crime, Race & Violence	
PLSC 390	Urban Politics	
PSYC 374	Community Psychology	
SOCL 125	Chicago: Urban Metropolis	
SOCL 234	City, Suburbs & Beyond	
SOCL 235	Communities in a Global Age	
SOWK 361	Special Topics (Black Men in America)	
SOWK 370	Power, Oppression, Privilege, and Social Justice	
THEO 192	(Urban Issues)	
Capstone Courses		
Courses taken concurrently.		
SOCL 335 / PLSC 335	Urban Semester Seminar	3
URB 397 / PLSC 397	Urban Studies Research	3
Total Hours		**18**

[1] Other elective courses may be added on a semester-by-semester basis. Please confer with program director.

Double Dipping Policy

Urban Studies follows the College policy for Double Dipping: Not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Learning Outcomes

Students in the Urban Studies minor will:

- Understand the major developments, conflicts, and events that have shaped urban life
- Contribute to active solutions to many of the issues facing local communities
- Recognize the roots of urban social problems
- Develop a deeper understanding of the methods researchers use to study urban life

Urban Studies Sustainability Minor

As of Fall 2026, this program is no longer accepting students.

Seeking Solutions to Pressing Urban Issues in Partnership with Chicago Communities.

The Urban Studies minor provides students with a unique opportunity to gain an understanding of how a city works. An interdisciplinary program of the College of Arts and Sciences, Urban Studies combines coursework in fields like sociology, psychology, history, philosophy, criminal justice, economy, environmental studies, and political science. Not only do students study social, political, economic, and cultural institutions in Chicago (and beyond), but they also get involved in research projects with community organizations seeking solutions to pressing urban issues.

The distinctive capstone of the minor consists of two courses: Urban Studies Seminar and Urban Studies Research. In the seminar, students learn about contemporary urban policy from readings, discussions, guest speakers, and neighborhood tours. In the research course, students contribute to a community-based, collaborative research project (housed at the Center for Urban Research and Learning – CURL (https://www.luc.edu/curl/)) where they work with graduate students, faculty, community organizations, and government agencies.

Related Programs

Minor

- Race Ethnicity Interdisciplinary Minor (p. 634)
- Sociology Minor (p. 647)
- Urban Studies Minor (p. 667)

Curriculum

A minor in the urban studies sustainability track requires 18 credits after prerequisites are met.

Prerequisites: Students should have completed their two Core Scientific Literacy courses, including the Foundational Core Scientific Literacy course, which is environmentally based. Information about the CAS core science requirements can be found here. (http://www.luc.edu/core/scilitcoursesub-first.shtml/)

Course Requirements

Code	Title	Hours
Urban Theory		
Select one of the following:		3
ECON 320	Urban Economics	
HIST 386	Creation the American Metropolis	
PLSC 334	Urban Policies and Problems	
PLSC 390	Urban Politics	
SOCL 234	City, Suburbs & Beyond	
Research Methods		
Select one of the following:		3
ANTH 317	Explore Chicago: Research in Culture and History	
CJC 205	Research Methods	
COMM 365	Naturalistic Methods Communication Research	
COMM 366	Observing/Measuring Cmun Behavior	
COMM 367	Rhetorical Criticism	
PSYC 306	Research Methods in Psychology	
SOCL 206	Principles of Social Research	
SOWK 390	Research and Evaluation in Social Work Practice	
Group A: Sustainability and the Social World [1]		
Select one of the following:		3
ANTH 104	The Human Ecological Footprint	
COMM 306	Environmental Communication & Advocacy	
COMM 371	Special Topics Communication Studies [2]	
PLSC 392	Environmental Politics	
SOCL 265	Globalization & Society	
SOCL 272	Environmental Sociology	
SOCL 276	The Sociology and Politics of Food	
SOCL 280	Topics in Contemporary Sociology [2]	
SOWK 361	Special Topics [2]	

Group B: Sustainability and the Physical World [1]		
Select one of the following:		3
ENVS 207	Plants and Civilization	
ENVS 218	Biodiversity & Biogeography	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 283	Environmental Sustainability	
ENVS 380	Introduction to Geographic Information Systems	
Capstone Courses		
Courses taken concurrently.		
SOCL 335 / PLSC 335	Urban Semester Seminar	3
URB 397 / PLSC 397	Urban Studies Research	3
Total Hours		**18**

[1] Other elective courses may be added on a semester by semester basis. Please confer with department if questions.

[2] Variable topics course that may be approved by the Program Director of the Urban Studies Interdisciplinary Program.

[3] Open to seniors (subject to approval by instructor)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
Urban Theory Course		3
	Hours	**3**
Spring		
Research Methods Course		3
	Hours	**3**
Junior		
Fall		
Group A Course		3
	Hours	**3**
Spring		
Group B Course		3
	Hours	**3**
Senior		
Fall		
SOCL 335 / PLSC 335	Urban Semester Seminar	3
	Hours	**3**
Spring		
URB 397 / PLSC 397	Urban Studies Research	3
	Hours	**3**
	Total Hours	**18**

Double Dipping Policy

Urban Studies follows the College policy for Double Dipping: Not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

With more than 8 million people, the Chicago Metropolitan area reflects the many complexities of urban life. Problems and solutions in the realm of politics, social life, education, and economics present themselves in a variety of subtle and not-so-subtle ways. Students in the Urban Studies minor will:

- Understand the major developments, conflicts, and events that have shaped urban life
- Contribute to active solutions to many of the issues facing local communities
- Recognize the roots of urban social problems
- Develop a deeper understanding of the methods researchers use to study urban life
- Appreciate the links among social and physical dimensions of the urban environment (Environmental Sustainability Track)
- Gain an understanding of sustainable policy solutions that bridge social science and natural science approaches (Environmental Sustainability Track)

Women's Studies and Gender Studies

Our mission is to introduce students to feminist scholarship and gender theory across the disciplines and the professional schools; to provide innovative, challenging, and thoughtful approaches to learning; and to promote social justice. The 2024-25 academic year marks our 45th year at Loyola.

The WSGS program is interdisciplinary, offering many cross-listed courses in the humanities, social sciences, and other disciplines. Additionally, we offer a dual-degree program at the graduate level in conjunction with the School of Social Work and actively pursue collaborations with other programs. WSGS faculty seek to integrate knowledge about women, gender, and sexuality into the theories and practices of various disciplines and professions across the university.

To contact us, click here (wsgsprogram@luc.edu).

Mission

- To promote deeper understandings of feminist scholarship and gender theory across the humanities, social sciences, and applied professions.
- To provide innovative, challenging, and thoughtful approaches to teaching and learning for both students and faculty.
- To acknowledge and honor the diversity of our human community—especially regarding gender, race, class, and sexuality—while working toward social justice.

- To build and cultivate a community of scholars who are supportive of one another and who carry out our mission in daily practice.

Undergraduate Programs

- Women's Studies and Gender Studies (BA) (p. 671)
- Women's Studies and Gender Studies Minor (p. 674)

Women's Studies and Gender Studies Program Policies

Double Dipping Policy

Per recommendations from the CAS's Academic Council, WSGS will adhere to and enforce the following policies:

- Students may not major and minor in the same discipline.
- Majors: Not less than 21 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
- Minors and interdisciplinary minors: not less than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Women's and Gender Studies (WSGS) Courses

WSGS 101 Introduction to WSGS from a Global Perspective (3 Credit Hours)
This is an introduction to the interdisciplinary fields of both Women's Studies and Gender Studies which explore the ways that sex and gender manifest themselves in social, cultural, and political arenas. It draws upon scholarship in women's studies, masculinities studies, and queer studies which themselves draw upon a variety of intellectual perspectives, including historical, psychological, rhetorical, sociological, literary, and biological.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Outcomes:
students will demonstrate understanding of historical developments, key concepts, theories and themes in women's studies and gender studies, the impact that gender can have on social, cultural, political and economic material conditions

WSGS 201 Contemporary Issues in WSGS (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores issues in women's studies, feminism, and gender studies from the perspective of a particular discipline, depending on the faculty member teaching the course. This may, for example, include Communication, English, History, Sociology, or Theology.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST201/WSGS201
Outcomes:
Students will examine the subjects of women and gender, as well as the challenges of conducting feminist or gender scholarship, within the discipline and how new research changes or transforms that scholarship

WSGS 297 Topics in WSGS (3 Credit Hours)
This course allows students to explore intermediate courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies

WSGS 330 History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

WSGS 350 Global Feminisms (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course offers critical and theoretical tools to evaluate feminist theories by women of color in the global South. Adopting a decolonial, anti-racist approach, the course evaluates how women and gender relations are affected by economic, cultural, and political changes related to the racial regimes of globalization and migratory movements.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will acquire and utilize key theoretical concepts in the study of feminisms, race theory, border studies, postcolonial studies, transnationalism, and migration studies

WSGS 360 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
In this seminar WSGS course we will explore how crossing borders, identity politics, and sexuality intersect to produce a rich and necessary conversation on contemporary global immigration issues. We will explore the gendered dynamics and experiences of recent immigrants.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Acquire and utilize key theoretical concepts in the study of borders, identity politics, transnationalism, and sexuality from an intersectional lens

WSGS 370 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 375 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: WSGS 101
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 380 Queer Theory: Beyond the Binary (3 Credit Hours)
Pre-requisites: WSGS 101 or 201
This course maps the field of Queer Theory from an interdisciplinary, global perspective in order to cover a wide range of theoretical and disciplinary approaches (race theory, transnational theory, postmodernism, Latinx-American Studies, among others) and interpretative applications (film, literature).
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to identify key concepts and thinkers of this influential field of study; they will develop an intersectional, global understanding of this field of critical theory

WSGS 388 Women's Studies Practicum (3 Credit Hours)
This supervised field experience uses experiential learning at a wide variety uses experiential learning at a variety of women's political, cultural or educational organization as the basis for learning and refining skills which cab benefit gender equity.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST388/WSGS388
Outcomes:
Students demonstrate skill proficiency, professional conduct, and systematic reflection on their experience; Students learn about public and private sector responses to women's issues and concerns

WSGS 389 Independent Study (1-3 Credit Hours)
This course consists of independent research or engaged learning in a specific area of WSGS; work must be completed under the supervision of a WSGS faculty member.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain a deeper understanding of a specific WSGS topic through research, service, reading, or other mode of learning; The product of this work will vary depending on the interests of the student

WSGS 390 Directed Readings Women Studies (3 Credit Hours)
An independent program of reading and research arranged between the student and the supervising faculty member in the student's major department. Students will complete a final research project integrating their major fields with women's studies. Permission of women's studies director is required.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST390/WSGS390

WSGS 391 WSGS Methodologies (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201, and WSGS 330
This course is part of a two-semester sequence for the final year of the WSGS major and minor. In this course we review several approaches to feminist research methods and consider ways to put them into practice, individually or combined with other methods. Enrollment by permission.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will produce a project proposal that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the use of feminist methodologies in practice

WSGS 397 Special Topics in WSGS (3 Credit Hours)
This course allows students to explore advanced courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST397/WSGS397
Outcomes:
Students demonstrate an understanding of a unique topic in women's studies

WSGS 398 Women's Studies Internship (3 Credit Hours)
This course uses supervised project-based experiential learning to allow students the opportunity to apply feminist analysis and practical skills to a student-designed project that will be completed within the timeframe of a course term.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST398/WSGS398
Outcomes:
Students learn application of feminist concepts and principles to pragmatic outcomes; leadership, planning, time management, and assessment skills

WSGS 399 WSGS Capstone (3 Credit Hours)
Pre-requisites: WSGS 330 and WSGS 391; Enrollment by permission
This is a project-oriented course that represents the culmination of the WSGS major. Students build on their work in WSGS 391/WSGS Methodologies to complete a project under the direction of a faculty or community organization mentor, either individually or as a group.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST399/WSGS399
Outcomes:
Students will complete a project that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the intentional use of feminist methodologies in practice

Women's Studies and Gender Studies (BA)

The WSGS BA program provides students with a broad and deep understanding of feminist scholarship and gender theory from an interdisciplinary perspective. Through the WSGS lens of intersectionality,

students acquire analytical skills that enable them to see the world in new ways and offer innovative solutions to social and theoretical problems. Service-learning courses, internships, and capstone projects provide opportunities to link theory and practice and advocate for social justice.

Many students combine the WSGS major with a major or minor in another discipline to further hone their skills in that area and integrate their learning in innovative ways. The BA program also provides a robust list of elective options in other disciplines, such as Anthropology, English, History, Psychology, Sociology, and Theology (among others) that enhance the foundational curriculum. In these ways, the program sustains its interdisciplinary character, honors diversity, and continually builds a community of scholars who collaborate and support one another. Our graduates go on to fulfilling careers in education, law, medicine, the non-profit sector, and a number of other fields.

Related Programs

Master's

- Women's Studies and Gender Studies (MA) (p. 1289)

Minor

- Women's Studies and Gender Studies Minor (p. 674)

Curriculum

The WSGS major can be declared at any time. You may major in WSGS with or without a second major. The major consists of 36 hours, or 12 courses. A total of at least 21 hours (7 courses) must be at the 300 level or higher. Courses are designated as follows:

Code	Title	Hours
Required Courses		
WSGS 101	Introduction to WSGS from a Global Perspective	3
WSGS 201	Contemporary Issues in WSGS	3
WSGS 330	History of Feminist Thought and Social Action	3
WSGS 391	WSGS Methodologies	3
WSGS 398	Women's Studies Internship (or cross-listed service learning course)	3
WSGS 399	WSGS Capstone	3
Theory		
Select one of the following:		3
ENGL 307	Topics in Feminist and Gender Studies	
PLSC 312	Feminist Theory	
WSGS 380	Queer Theory: Beyond the Binary	
Electives		
Select five (5) elective courses from WSGS and cross-listed offerings with at least 2 of these at the 300 level.		15
Total Hours		**36**

Interdisciplinary Elective Courses

These are courses outside of the Women's Studies and Gender Studies (WSGS) program that permanently count toward elective requirements. For a full list of WSGS courses, click here (p. 2658). There may also be courses that are temporarily tagged to count toward interdisciplinary elective requirements. These can be found in LOCUS (https://locus.luc.edu) in the class schedule for each academic term.

Code	Title	Hours
ANTH 106	Sex, Science and Anthropological Inquiry	3
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 205	Gender in Cross-Cultural Perspective	3
ANTH 245	Gender in Deep Time	3
ANTH 307	The Body and Culture	3
ANTH 346	Biology of Women	3
CJC 370	Women in The Criminal Justice System	3
CJC 373	Intimate Partner Violence	3
CLST 271G	Classical Mythology - Women/Gender Focus	3
CLST 273G	Classical Tragedy - Women/Gender Focus	3
CLST 295	Women in the Classical World	3
COMM 281	Communication, Language & Gender	3
ENGL 283	Women in Literature	3
ENGL 306	Studies in Women Writers	3
ENGL 306A	Studies in Women Writers Before 1700	3
ENGL 306B	Studies in Women Writers 1700-1900	3
ENGL 306C	Studies in Women Writers Since 1900	3
ENGL 307	Topics in Feminist and Gender Studies	3
ENGL 369A	Women in Drama Before 1700	3
ENGL 369B	Women in Drama 1700-1900	3
FNAR 207	Women, Art, and Society	3
FNAR 360	Picturing Women in Renaissance and Baroque Art	3
HIST 290A	History of Sexuality in the United States	3
HIST 310C	Medieval Women	3
HIST 310L	Love and Violence in Medieval Culture and Society	3
HIST 329	Women's Sphere in Past Society	3
HIST 329C	Empire, Sex, Violence: European Colonial History	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 337A	Women in Russia and Eurasia, 1860-Present	3
HIST 339F	History of Feminist Thought and Social Action	3
HIST 341C	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
HIST 349A	Women in East Asia	3
HIST 358	Women in Latin American History	3
HIST 370	American Business, Wealth, and Inequality	3
HIST 377	African American Women's History	3
HIST 381	Rebels & Reformers in U.S. History	3
HIST 382	Teaching Race, Class, and Gender	3
HIST 389B	Topic: Gender, Race, & Class in US History	3
HIST 389C	Gender Benders	3
LITR 291	Italian & Italian-American Women Writers	3
PHIL 322	Feminist Philosophies	3
PLSC 251	Women in American Politics	3
PLSC 312	Feminist Theory	3
PLSC 319	Women, Law & Public Policy	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 399	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
PSYC 235	Psychology of Human Sexuality	3
PSYC 238	Psychology of Gender	3
PSYC 239	Understanding Bias and Inclusivity	3

PSYC 340	Psychology of Women	3
PSYC 360	Understanding Prejudice	3
SOCL 123	Mass Media and Popular Culture	3
SOCL 171	Sociology of Sex and Gender	3
SOCL 210	Gender and Work	3
SOCL 239	Understanding Bias and Inclusivity	3
SOCL 240	Families	3
SOCL 250	Inequality in Society	3
SOCL 334	Latinas/os/xs in Space	3
SPAN 361	Hispanic Women Writers	3
THEO 278	Religion & Gender	3
THEO 365	Women, Gender and Embodiment in Islam	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
WSGS 101	Introduction to WSGS from a Global Perspective	3
	Hours	**3**
Spring		
Elective		3
	Hours	**3**
Year Two		
Fall		
WSGS 201	Contemporary Issues in WSGS	3
	Hours	**3**
Spring		
Elective		3
Elective		3
	Hours	**6**
Year Three		
Fall		
WSGS 330	History of Feminist Thought and Social Action	3
Choose one of the following:		3
PLSC 312	Feminist Theory	
ENGL 307	Topics in Feminist and Gender Studies	
WSGS 380	Queer Theory: Beyond the Binary	
	Hours	**6**
Spring		
WSGS 398	Women's Studies Internship	3
Elective		3
	Hours	**6**
Year Four		
Fall		
WSGS 391	WSGS Methodologies	3
Elective		3
	Hours	**6**
Spring		
WSGS 399	WSGS Capstone	3
	Hours	**3**
	Total Hours	**36**

Interdisciplinary Options

For students interested in English

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
ENGL 283	Women in Literature	3
ENGL 306	Studies in Women Writers	3
ENGL 307	Topics in Feminist and Gender Studies	3
FNAR 207	Women, Art, and Society	3

For students interested in Political Science

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 312	Feminist Theory	3
PLSC 319	Women, Law & Public Policy	3
PHIL 327	Topics in Political Philosophy	3

For students interested in Psychology

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
PSYC 235	Psychology of Human Sexuality	3
PSYC 238	Psychology of Gender	3
PSYC 340	Psychology of Women	3
SOCL 250	Inequality in Society	3

For students interested in Sociology

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
SOCL 123	Mass Media and Popular Culture	3
SOCL 210	Gender and Work	3
SOCL 240	Families	3
SOCL 276	The Sociology and Politics of Food	3

For students interested in Theology

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
THEO 186	Global Religious Ethics	3
THEO 278	Religion & Gender	3
THEO 365	Women, Gender and Embodiment in Islam	3
ENGL 283	Women in Literature	3

College of Arts and Sciences Graduation Requirements

All Undergraduate students in the College of Arts and Sciences are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit

hours) or a language competency test. More information can be found here (https://www.luc.edu/cas/college-requirements/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Identify major influences within key historic feminist movements.
- Understand gender, race, sexuality, and class as intersecting structures of power and identity that appear differently throughout history and around the world.
- Interpret major theories of and research in feminist and gender studies through a culturally responsive, global, and intersectional lens.
- Demonstrate critical thinking skills through research and creative work integrating feminist theory, practice, and reflection.
- Develop collaborative relationships with mentors, peers, and community partners.

Women's Studies and Gender Studies Minor

The WSGS Minor serves to enhance and deepen student learning within the discipline of their major program. Through the WSGS lens of intersectionality, students acquire analytical skills that enable them to see the world in new ways and offer innovative solutions to social and theoretical problems. Minors may also engage in WSGS service-learning or internship opportunities that help them link theory and practice and advocate for social justice.

In the spirit of interdisciplinarity, the WSGS Minor includes a robust list of elective options in Anthropology, Criminal Justice, English, History, Psychology, Sociology, and Theology (among other programs) that enhance the foundational curriculum. In this way, students integrate their learning with one or more disciplines to prepare for graduate school or the professions.

Related Programs

Major

- Women's Studies and Gender Studies (BA) (p. 671)

Master's

- Women's Studies and Gender Studies (MA) (p. 1289)

Curriculum

A minor in the Women's Studies and Gender Studies Program consists of six courses (or 18 hours):

Code	Title	Hours
Required Courses		
WSGS 101	Introduction to WSGS from a Global Perspective	3
or WSGS 201	Contemporary Issues in WSGS	
Electives		
Select five (5) elective courses from WSGS and cross-listed offerings with at least 2 of these at the 300 level. (p.)		15
Total Hours		**18**

Interdisciplinary Elective Courses

These are courses outside of the Women's Studies and Gender Studies (WSGS) department that permanently count toward elective requirements. For a full list of WSGS courses, click here (p. 2658). There may also be courses that are temporarily tagged to count toward interdisciplinary elective requirements. These can be found in LOCUS (https://locus.luc.edu/) in the class schedule.

Code	Title	Hours
ANTH 106	Sex, Science and Anthropological Inquiry	3
ANTH 203	Violence, Social Suffering, and Justice	3
ANTH 205	Gender in Cross-Cultural Perspective	3
ANTH 245	Gender in Deep Time	3
ANTH 307	The Body and Culture	3
ANTH 346	Biology of Women	3
CJC 370	Women in The Criminal Justice System	3
CJC 373	Intimate Partner Violence	3
CLST 271G	Classical Mythology - Women/Gender Focus	3
CLST 273G	Classical Tragedy - Women/Gender Focus	3
CLST 295	Women in the Classical World	3
COMM 281	Communication, Language & Gender	3
ENGL 283	Women in Literature	3
ENGL 306	Studies in Women Writers	3
ENGL 306A	Studies in Women Writers Before 1700	3
ENGL 306B	Studies in Women Writers 1700-1900	3
ENGL 306C	Studies in Women Writers Since 1900	3
ENGL 307	Topics in Feminist and Gender Studies	3
ENGL 369A	Women in Drama Before 1700	3
ENGL 369B	Women in Drama 1700-1900	3
FNAR 207	Women, Art, and Society	3
FNAR 360	Picturing Women in Renaissance and Baroque Art	3
HIST 290A	History of Sexuality in the United States	3
HIST 310C	Medieval Women	3
HIST 310L	Love and Violence in Medieval Culture and Society	3
HIST 329	Women's Sphere in Past Society	3
HIST 329C	Empire, Sex, Violence: European Colonial History	3
HIST 331A	Food, Hunger, and Power in the Modern World	3
HIST 337A	Women in Russia and Eurasia, 1860-Present	3
HIST 339F	History of Feminist Thought and Social Action	3
HIST 341C	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
HIST 349A	Women in East Asia	3
HIST 358	Women in Latin American History	3
HIST 370	American Business, Wealth, and Inequality	3
HIST 377	African American Women's History	3
HIST 381	Rebels & Reformers in U.S. History	3
HIST 382	Teaching Race, Class, and Gender	3
HIST 389B	Topic: Gender, Race, & Class in US History	3
HIST 389C	Gender Benders	3

LITR 291	Italian & Italian-American Women Writers	3
PHIL 322	Feminist Philosophies	3
PLSC 251	Women in American Politics	3
PLSC 312	Feminist Theory	3
PLSC 319	Women, Law & Public Policy	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
PLSC 399	Tunisia On-Site: Arab Spring, Democratic Change, Islam	3
PSYC 235	Psychology of Human Sexuality	3
PSYC 238	Psychology of Gender	3
PSYC 239	Understanding Bias and Inclusivity	3
PSYC 340	Psychology of Women	3
PSYC 360	Understanding Prejudice	3
SOCL 123	Mass Media and Popular Culture	3
SOCL 171	Sociology of Sex and Gender	3
SOCL 210	Gender and Work	3
SOCL 239	Understanding Bias and Inclusivity	3
SOCL 240	Families	3
SOCL 250	Inequality in Society	3
SOCL 334	Latinas/os/xs in Space	3
SPAN 361	Hispanic Women Writers	3
THEO 278	Religion & Gender	3
THEO 365	Women, Gender and Embodiment in Islam	3

Suggested Sequence of Courses

Course	Title	Hours
Year 2		
Fall		
Choose one of the following:		3
WSGS 101	Introduction to WSGS from a Global Perspective	
WSGS 201	Contemporary Issues in WSGS	
	Hours	**3**
Spring		
Elective		3
	Hours	**3**
Year 3		
Fall		
Elective		3
	Hours	**3**
Spring		
Elective		3
	Hours	**3**
Year 4		
Fall		
Elective		3
	Hours	**3**
Spring		
Elective		3
	Hours	**3**
	Total Hours	**18**

Interdisciplinary Options

For students obtaining an English degree:

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
ENGL 283	Women in Literature	3
ENGL 306	Studies in Women Writers	3
COMM 281	Communication, Language & Gender	3
FNAR 207	Women, Art, and Society	3

For students obtaining a Political Science degree:

Code	Title	Hours
WSGS 101	Introduction to WSGS from a Global Perspective	3
PLSC 355C	Women and Politics: A Cross-National Perspective	3
SOCL 276	The Sociology and Politics of Food	3
CJC 370	Women in The Criminal Justice System	3
PHIL 327	Topics in Political Philosophy	3

For students obtaining a Psychology degree:

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
PSYC 238	Psychology of Gender	3
PSYC 340	Psychology of Women	3
SOCL 250	Inequality in Society	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3

For students obtaining a Sociology degree:

Code	Title	Hours
WSGS 101	Introduction to WSGS from a Global Perspective	3
WSGS 201	Contemporary Issues in WSGS	3
SOCL 240	Families	3
HIST 290A	History of Sexuality in the United States	3
SOCL 276	The Sociology and Politics of Food	3

For students obtaining a Theology degree:

Code	Title	Hours
WSGS 201	Contemporary Issues in WSGS	3
WSGS 375	Masculinity Studies: Equity, Race, Transformation	3
THEO 186	Global Religious Ethics	3
THEO 365	Women, Gender and Embodiment in Islam	3
SOCL 250	Inequality in Society	3

Learning Outcomes

- Identify major influences within key historic feminist movements.
- Understand gender, race, sexuality, and class as intersecting structures of power and identity that appear differently throughout history and around the world.
- Interpret major theories of and research in feminist and gender studies through a culturally responsive, global, and intersectional lens.
- Demonstrate critical thinking skills through research and creative work integrating feminist theory, practice, and reflection.
- Develop collaborative relationships with mentors, peers, and community partners.

John Felice Rome Center

Academic Policies

General Academic Information & Registration

All students at Loyola University Chicago's John Felice Rome Center are continuing or visiting students of Loyola University Chicago. As such, they fall under the academic regulations as stated in Loyola's undergraduate catalog, unless there are published exceptions to these regulations specifically for students at the John Felice Rome Center.

All students must be enrolled full-time in a minimum of four (4) classes, amounting to twelve (12) credit hours. This is the minimum course load required for all students in order to comply with the terms of the student visa provided by the Italian government. Dropping below four (4) classes is considered part-time study, and thus, not in compliance with Italian law. The maximum course load is six (6) courses for a total of eighteen (18) credit hours. *Internships carry three semester credits and require 100 hours of work experience.*

It is the students' responsibility to know their home schools' academic requirements and how the courses they propose to take at the Rome Center fit into those requirements. The Rome Center will not contact schools for information regarding core curriculum requirements, honors agreements, graduation requirements, pass-fail policies, withdrawal policies, etc. Before coming to Rome, students should have a clear understanding of their home schools' approval of courses they will or might take while at the Center. Alternate course selections should also be approved in the event a first choice is not available, i.e., closed courses, cancelled courses, etc. It is mandatory for all students to seek appropriate advice and counseling for any special academic situation, i.e., graduating seniors, core or other special course requirements, tutorial courses, pass- fail requirements, transfer of credit, course approval, etc.

Loyola University of Chicago reserves the right to cancel, modify or otherwise change the academic calendar, scheduling, credit or content of the courses, the books used, the final exam schedule, the fees charged, and regulations affecting the students, as announced in its schedule. Always refer to Locus for the most up-to-date and accurate listings.

Program Criteria

All students must have a 2.75 grade point average at the time of application and maintain this GPA during the semester before studying abroad at the Rome Center. It is not permitted to study at the John Felice Rome Center with multiple outstanding incompletes. Any student with a pending incomplete in the previous semester before attending the Rome Center will be required to submit an appeal to the Office of the Associate Dean of Academic Affairs at the Rome Center.

Campus Health

The collective health of the Rome Center community is everyone's responsibility. The Rome Center will conduct all activity according to policies and best practices as prescribed by the Italian Ministries of Health and Education and in consultation with the Loyola University Chicago main campus. These policies will be subject to change as the situation warrants.

Pre-requisites

Students are responsible to ensure that all pre-requisites have been met with the assistance of their academic advisor at the main campus (for Loyola students) or at their home school (partnering students) before coming abroad.

Italian Language

Except for those students who have previously successfully completed the equivalent of a university-level course in the Italian language or those who demonstrate native fluency and proficiency, all students are required to register for ITAL 101 Italian I. Enrollment in ITAL 101 Italian I is the Rome Center's program requirement and it cannot be waived or replaced by another language. Auditing ITAL 101 Italian I and/or withdrawing from it is not permitted.

E-mail

The Rome Center considers electronic mail an official form of communication between the Rome Center and the student, using the official @luc.edu e-mail address that is provided by the university to every enrolled student. Students are responsible for all communications sent by the Rome Center to their Loyola e-mail accounts.

Course Fees

Certain courses at the John Felice Rome Center are subject to supplemental fees. These fees are in addition to the tuition and room and board fees that appear on a student's bill for the semester, and they are charged to the student's Locus account shown as "Course Fees." These mandatory fees are highlighted on the course schedule and on the Rome Center website. They are required for various reasons including covering the costs of course materials, on-site visits and entrance fees, and other expenses related to courses.

Course Materials and Textbooks

Some Rome Center courses require textbooks, novels and other course materials that need to be purchased by the student. It is the student's responsibility to confirm the required materials needed in their classes and to purchase those within a timely manner at the start of the semester in Rome. Rome Center faculty will provide their students with recommendations and suggestions about where to find required materials.

Student Travel

No special accommodations will be made for individual student travel. The Rome Center supports travel as an opportunity for personal growth by offering excursions and trips throughout Italy and Europe. In addition, there are no classes on Friday (with the exception of 2-3 Friday class days per semester) to facilitate individual travel. Personal travel, including travel that incurs delays back to campus, is not a permitted excuse for absences or lateness. For that reason, no exams or quizzes are to be made up if missed for reasons of travel. Students are responsible for communicating any lateness or absence due to travel to the correct parties at the Rome Center (Student Life, faculty, etc.).

Simultaneous Enrollment/Online Courses

Simultaneous enrollment in Rome Center courses and LSC/WTC courses is not permitted while studying at the Rome Center. Simultaneous enrollment in Rome Center courses and any online sections (at LUC or any other institution) is not permitted while studying at the Rome Center. The minimum of 4 courses must be taken at the Rome Center campus in person to comply with student visa regulations. Enrollment in sections outside of the Rome Center is not permitted.

Fridays Class Days

The Rome Center holds classes four days a week, Monday through Thursday. On average, 2-3 Friday class days will be scheduled during any given semester. These Fridays will be indicated in the semester's academic calendar (both on the website and on campus, on the academic bulletin board on campus, and on course syllabi. The purpose of these Friday class days is to recuperate any class time lost from any holidays. These classes are obligatory for all students and no exemptions will be granted for travel or any other personal reason. Should a student choose to travel during these or any other scheduled class days, he or she will simply be marked absent. Note that individual courses may occasionally include events or visits on Fridays or otherwise outside the typical schedule that are obligatory for that course; students should check syllabi for such instances in order to avoid unexcused absences.

Examination Policy

Final examinations are given during the scheduled examination period each semester. Additional tests or examinations may be given during the semester as often as deemed helpful by the instructor. Students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.

Mid-term examinations and/or assignments are administered around the mid-semester break. Student progress is assessed after mid-term so that students who are not performing to established academic standards may be informed of their academic progress far enough in advance to take corrective steps. Early academic alert notices are issued to students who are not performing at acceptable levels; notices may also be sent to the students' deans and/or study abroad coordinators if deemed appropriate. The policy concerning travel and make-up examinations for missed mid-term exams is identical to that for all exams.

Absence due to a serious illness must be reported to the Associate Dean of Academic Affairs prior to the examination and later substantiated by a written statement from the physician in attendance. Absences due to quarantine will be handled on a case-by-case basis. In cases where proper permission has not been granted, a grade of "F" will be assigned. In instances where proper authorization has been granted, the student may take a make-up exam by following the make-up procedure outlined above.

Final Exam Policy

In accordance with established policy at the home campus, exams must be held at the time and location indicated on the academic calendar and final exam schedule. Faculty have been instructed not to hold exams during the last week of class. With the exception of a short quiz, no exams are permitted during the last week of classes before final exams.

If students have more than three examinations in the same day, they may appeal to the Associate Dean of Academic Affairs to shift one of the exams to another day. After securing advance permission and in consultation with the Associate Dean and faculty member, an alternative time can be arranged at a mutually agreed upon time.

Student Attendance Policy

In accordance with the Rome Center mission to promote academic rigor and to comply with requirements associated with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in class discussions are expected from every student. Attendance is mandatory at every class meeting for each course. Faculty will include a statement in the syllabus that explains how arriving late or leaving class early will impact the course grade. All absences, including medical absences, will be treated the same. Documented long-term conditions or emergencies will be evaluated case-by-case by the Academic Affairs office. Students with approved accommodations in relation to attendance should consult with the Student Accessibility Center before traveling to Rome and consult with the Rome Center Academic Affairs office upon arrival.

The course syllabus will include the following information as it pertains to the course:

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Students from Partner Institutions

Should a student's home university have certain requirements or regulations regarding academics while abroad, it is the students' responsibility to familiarize themselves with such policies. While studying at the Rome Center, all students are considered Loyola University Chicago students, and are therefore subject to LUC policies and requirements.

Student Accessibility Center (SAC) Services

Any student that is registered with the Student Accessibility Center (SAC) at Loyola Chicago's home campus, or any comparable office at another institution, will be accommodated at the Rome Center as reasonably and as closely to their accommodations at their home campus as possible.

To request academic accommodations, official documentation from LUC's Student Accessibility Center is required. Verification of such services must come directly from Student Accessibility Center personnel (not the student) to the Office of the Academic Dean at the Rome Center. It will then be the students' responsibility to confirm the use of their academic accommodations where applicable at the Rome Center, after which the Office of the Academic Dean will provide written verification of the approved accommodations to the students' faculty members. Examples of applicable accommodations may include extended time for tests and quizzes, priority seating, use of audio recording software, and a distraction-reduced testing space. Students should know that certain accommodations are not applicable while studying at the Rome Center.

Specific instructions for coordinating accommodations related to a distraction-reduced testing space will be provided by the Office of the Academic Dean, but students should note the following:

- Scheduling and proctoring of exams and quizzes in a distracted-reduced testing space will require coordination between the student, instructor and the Academic Dean's Office. Please note that the Rome Center does not have access to the "Accommodate" system.
- Students are responsible for communicating with their individual instructors and the Dean's Office to schedule their examinations. Accommodations will not be provided to students who neglect to reach out about scheduling. Below please find the timeline for scheduling a distraction-reduced testing space and proctor.

Type of Exam	Scheduling
Regularly scheduled quizzes/ exams	7 days in advance
Midterms	2 weeks in advance of midterm date
Finals	2 weeks in advance of final date

- Students can choose to opt out of using SAC accommodations and/or opt back in, but only if the request comes seven (7) days before the exam/quiz (for those other than midterm/final) or two (2) weeks before the midterm/final exam. No petitions for SAC accommodations will be granted beyond those dates and no accommodations are retroactive.

With the Rome Center's limited resources, collaboration and flexibility is appreciated during this procedure. The Rome Center is committed to providing all reasonable accommodations where possible.

Academic Integrity/Plagiarism

As one of the campuses of Loyola University Chicago, the Rome Center is committed to academic rigor and excellence. Plagiarism and academic dishonesty of any kind are unacceptable and will not tolerated. Students are advised to familiarize themselves with Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml/). Students are responsible to comply with the LUC Student Handbook.

Pass/Fail and Audit Policy

Students should register for all courses as regularly graded courses. For inquiries about pass-no pass and/or audit, please inquire with the Rome Center dean's office for additional information.

Withdrawal from Class

Students may withdraw from class with the final grade of "W" provided this is done before the conclusion of the tenth week of class. Withdrawal after the change of registration period but before the withdraw deadline will result as a "W" on a student's transcript. Withdrawal after the deadline will result in a "WF" on a student's transcript. Please refer to the Academic Calendar for further information on dates and deadlines.

Students may not withdraw from class if doing so will drop them below the 12 semester hour credit minimum required of students in attendance at the Rome Center. Official withdrawals can be made via the LOCUS system or with guidance from the Assistant Dean of Academic Programs.

Please note that withdrawal from ITAL 101 Italian I is not permitted, as this course is a requirement for all Rome Center students with no previous Italian experience.

Academic Grievances and Grade Appeals

Students are encouraged to seek resolutions for any course-related complaints directly with their course instructor. If a student feels that the issue has not been sufficiently resolved, they can bring their issue forward to the attention of the Dean's office. If a resolution cannot be found between the student and the instructor, students are required to follow Loyola University's Academic Grievance Policies as indicated here: https://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml (https://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml/)

Student Summer Session Academic Policies

Summer Registration Procedure

Students must register for a total of 6 credits (2 courses) as regularly graded courses. During the first two days of classes, students will be permitted to elect a change of registration with the Assistant Dean of Academic Programs. After that publicized deadline, no changes will be made to a student's schedule.

Pass/Fail Policy

To promote the academic rigor of the John Felice Rome Center curriculum, students are not permitted to elect the pass/fail option during a summer session.

Course Materials and Texts

Students are expected to arrive in Rome with their required course materials already in their possession. Summer course texts are available for purchase at the LUC bookstore (both online and in person). There is no guarantee that the required materials will be available in Rome if a student neglects to obtain them before they come.

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, all courses adhere to the following attendance policy. Prompt attendance, preparation and active participation in course discussions are expected from every student. Any lateness or leaving class early will impact the final course grade.

Attendance is mandatory at every class meeting for each course. Absence due to sickness or injury needs to be corroborated by a doctor's note. Students late to class twice will be credited with one absence in accordance with the Rome Center's Attendance policy. Three (3) absences will result in an automatic failure (F). Travel does not constitute reason to miss class.

Withdrawal from Class

Students studying at the Rome Center during the summer semester must be enrolled in two (2) classes for credit. Students will have until the end of the business day on the second day of classes to make any changes to their course schedule. Any changes after the second day of classes may result in "W" or "WF." Students may not withdraw from a class if doing so will drop them below the six (6) semester credit hour minimum required of students in attendance at the Rome Center summer program.

Final Examination Policy

All students must sit for their final examinations on the day and time scheduled. No exams are to be given on another day or at another time without consent from the Associate Dean of Academic Affairs. Travel plans or other personal commitments may not interfere with already scheduled finals.

John Felice Rome Center Course Listings

Code	Title	Hours
ANTH 102	Culture, Society, and Diversity [3]	3
ANTH 216	Cultures of Migration [3]	3
BIOL 251	Cell Biology [1]	3
BIOL 282	Genetics [2]	3
CLST 207	Art of the Roman World [3]	3
CLST 274	World of Archaic Greece [1]	3
CLST 275	World of Classical Greece [2]	3
CLST 276	World of Classical Rome [3]	3
CLST 277	World of Late Antiquity [3]	3
CLST 308	History of Rome to Constantine [1]	3
COMM 299	Themes in Film and Digital Media [3]	3
ENGL 290	Human Values in Literature [3]	3
ENGL 318R	The Writing of Fiction: Writing Rome [3]	3
ENVS 101	The Scientific Basis of Environmental Issues [3]	3
ENVS 283	Environmental Sustainability [4]	3
FINC 301	Introductory Business Finance [3]	3
FNAR 113	Drawing I [1]	3
FNAR 124	Sculpture Foundations [2]	3
FNAR 202	Global Art History: Modern Art [3]	3
FNAR 342	Art in Rome [4]	3
FNAR 343	Baroque Art [3]	3
GLST 370	Internship in Global Studies [3]	3-6
GNUR 207	Concepts of Professional Nursing Practice [1]	2
GNUR 360	Nursing Research: For Evidence-Based Practice [1]	3
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century [1]	3
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century [2]	3
HIST 300	Topics in History [2]	3
HIST 324	Italy 19th & 20th Centuries [3]	3
HONR 216	Encountering Contemporary Europe [3]	3
IBUS 370	Inernational Business Internship - Engaged Learning [3]	3-6
ISSCM 241	Business Statistics [3]	3
ITAL 101	Italian I [4]	3
ITAL 102	Italian II [4]	3
ITAL 103	Italian III [3]	3
ITAL 104	Italian IV [3]	3
ITAL 250	Composition & Conversation I [5]	3
ITAL 300	Tutorial for Credit [5]	1-6
ITAL 301	Stylistics [5]	3
ITAL 395	Internship [5]	3
LATN 283	The Age of Caesar [5]	3
LITR 200	European Masterpieces [3]	3
LITR 202	European Novel [3]	3
LITR 264	Italian Film Genre [3]	3
LITR 268R	Italian Culture: Food & Wine [4]	3
MARK 201	Principles of Marketing [3]	3
MGMT 201	Managing People and Organizations [3]	3
MUSC 142	Class Voice for Beginners [3]	3
MUSC 154R	Introduction to Opera in Rome [3]	3
PHIL 130	Philosophy & Persons [3]	3
PHIL 181	Ethics [4]	3
PHIL 277R	Aesthetics: the Aesthetic Experience in Rome [3]	3
PHIL 287	Environmental Ethics [1]	3
PHIL 288R	Culture & Civilization in Rome [2]	3
PLSC 102	International Relations in an Age of Globalization [3]	3
ROST 370	International Internship - Rome Focus [3]	3-6
ROST 382	Human Rights: View from Rome [3]	3
SOCL 267	Italy Today [3]	3
THEO 100	Christian Theology [1]	3
THEO 107	Introduction to Religious Studies [2]	3
THEO 204	Religious Ethics and the Ecological Crisis [1]	3
THEO 266	Church & Global Cultures [3]	3
THEO 278	Religion & Gender [4]	3
THEO 279	Roman Catholicism [4]	3
THEO 281	Christianity Through Time [1]	3
UCLR 100M	Interpreting Literature - Modern Langs&Literatures [3]	3
UCWR 110	Writing Responsibly [1]	3
UNIV 101	First Year Seminar [1]	1
UNIV 301	Ricci Seminar Rome [1]	3
WSGS 201	Contemporary Issues in WSGS [2]	3

[1] Typically offered Fall
[2] Typically offered Spring
[3] Typically offered Fall/Spring
[4] Typically offered Fall/Spring (multiple sections)
[5] Typically offered As Needed

Loyola University Chicago John Felice Rome Center reserves the right to cancel, modify or otherwise change course offerings.

Marcella Niehoff School of Nursing

Mission, Vision & Core Values

Our Jesuit values guide us to shape the future of health and health care

Our mission at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

Our vision at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity and quality care for all.

In keeping with the University's Ignatian heritage, the School of Nursing is committed to the five hallmark characteristics of a Jesuit education. These characteristics provide the foundation for our core values, helping guide and motivate our administrators, faculty, students, and graduates to think differently about their approach to health care.

Core Values

Commitment to Excellence

Apply well-learned lessons and skills to achieve new ideas, better solutions, and vital answers.

- Promote dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
- Foster an academic environment that supports and guides students in their transformation toward becoming health care leaders.

Faith in God and the Religious Tradition

Promote well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God.

- Acknowledge that humans are physical, psychosocial, and spiritual beings
- Recognize that spirituality affects health.
- Respect that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Create a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respect our potential for achievement while accepting our human limitations in the pursuit of good.

Service that Promotes Justice

Use learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth, and care for others.

- Commit to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognize that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.
- Engage in research and application of evidence-based practice or best practices that limit health disparities.

Values-Based Leadership

Ensure a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.

- Foster synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respect the dignity and fundamental rights of all.
- Embrace the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accept responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seek diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promote a culture of purposeful transparency.

Global Awareness

Demonstrate an understanding that the world's people and societies are interrelated and interdependent.

- Understand that individuals are intimately connected to, live within, and operate within community.
- Recognize that communities have cultural capital with unique strengths.
- Foster relationships and engaging in partnerships in order to promote health.
- Embrace culture as a means to serve and to lead change toward better health.
- Apply the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

Accreditation

The baccalaureate degree program in nursing at Loyola University Chicago is accredited by:

Commission on Collegiate Nursing Education
655 K Street, NW
Suite 750
Washington, DC 20001
202-887-6791.

The BSN program has approval from the Illinois Department of Financial and Professional Regulation (IDFPR), Division of Professional Regulation.

Undergraduate Programs

- Nursing (Accelerated BSN) (p. 709)
- Nursing (BSN) (p. 710)

Academic Policies

Marcella Niehoff School of Nursing (MNSON) Mission and Vision

OUR MISSION at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

OUR VISION at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities, and populations, while promoting social justice, health equity and quality care for all.

More information can be found here (https://www.luc.edu/nursing/about/missionvisioncorevalues/).

Marcella Niehoff School of Nursing Core Values

The MNSON is committed to the five "hallmark characteristics of a Jesuit education." These characteristics provide the foundation for our core values. The MNSON core values challenge administrators, faculty, students, communities, and partners to think differently. Graduating professionals who are technically proficient is necessary, but not sufficient. Our graduates will shape the future of health and health care. To prepare them, we implement the following values:

- "Commitment to Excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers." This is what it means in the MNSON:

    - Promoting dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
    - Fostering an academic environment that supports and guides students in their transformation toward becoming health care leaders.
- "Faith in God and the religious tradition: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God." This is what it means in the MNSON:
    - Acknowledging that humans are physical, psychosocial, and spiritual beings.
    - Recognizing that spirituality affects health.
    - Respecting that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
    - Creating a safe place to search for meaning in the process of discovery and transformation, as well as social change.
    - Respecting our potential for achievement while accepting our human limitations in the pursuit of good.
- "Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others." This is what it means in the MNSON:
    - Committing to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
    - Recognizing that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.
    - Engaging in research and application of evidence-based practice or best practices that limit health disparities.
- "Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness." This is what it means in the MNSON:
    - Fostering synergistic collaborations within and between professions, disciplines, programs, and partners.
    - Respecting the dignity and fundamental rights of all.
    - Embracing the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
    - Accepting responsibility to make choices and act through discernment, being wise stewards of resources.
    - Actively seeking diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
    - Promoting a culture of purposeful transparency.
- "Global Awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent." This is what it means in the MNSON:
    - Understanding that individuals are intimately connected to, live within, and operate within community.
    - Recognizing that communities have cultural capital with unique strengths.
    - Fostering relationships and engaging in partnerships in order to promote health.
    - Embracing culture as a means to serve and to lead change toward better health.
    - Applying the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

Standards of the Profession

Exemplary behavior, consistent with the standards of the nursing profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of clinical education and of the nursing profession, as further discussed in the following sections. The student is responsible for adhering to the policies in this manual and acknowledges acceptance of this student handbook by acknowledging that they have read and received the Student Handbook.

Inclusive Excellence Statement

Working toward inclusive excellence includes building intrapersonal and interpersonal awareness, engaging in curriculum transformation, teaching with an inclusive pedagogy, and building inclusive learning environments. We recognize that our community is strengthened by the diversity of our students, faculty, and staff along the social dimensions of race, color, religion, biological sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. We are especially committed to helping our nation create a culture of health, promote health equity to reduce health disparities, and improve the health and well-being of all, especially for those who experience the health system disparately due to systemic oppressions.

Chosen Name and Pronouns Statement

Class rosters and university data systems are provided to instructors with only students' legal names presented. Knowing that not all students use their legal names or identify with a gender that aligns with their sex assigned at birth, faculty members will use the name and/or personal pronouns you use. If you choose, you may email the faculty member directly to share your information. Additionally, if these change at any point during the semester, please let the faculty member know. For more information on how to change your name in LOCUS, please visit the Preferred Name Policy. https://www.luc.edu/dos/services/preferrednamepolicy/

History and Overview of the Marcella Niehoff School of Nursing (MNSON)

The MNSON was founded in 1935. It is the oldest baccalaureate nursing program in the state of Illinois. The MNSON was the first school in the university in which women attended classes. At its inception, education focused on preparing nurses to assume leadership roles in meeting the health care needs of Chicago residents. The following programs are housed in the MNSON.

Bachelor of Science in Nursing (BSN)

The BSN program educates and graduates competent and caring nursing professionals to meet the health care needs of patients in a variety of national and international settings. The program is science-based and focuses on the knowledge and skills necessary to provide safe and competent nursing care to individuals, families and communities. Students are prepared to analyze complex health care situations using critical thinking to optimize health outcomes.

There are two program tracks in the BSN program. The 4-year BSN program track is a direct entry academic degree program. The Accelerated BSN (ABSN) program track offers a fast-track to professional nursing for those who have already earned a baccalaureate degree or

higher in another field of study. Information about the BSN Program can be found at: Degree Programs | School of Nursing: Loyola University Chicago

Graduate Nursing Programs

In 1964, a Master of Science in Nursing (MSN) program was initiated to prepare professional nurses for advanced practice and leadership roles in health care delivery. The MSN programs currently include the following track: Nursing and Healthcare Administration Nurses with an Associate Degree or Diploma in Nursing can pursue this track via the RN-MSN program. In 2009, the Doctor of Nursing

Practice (DNP) program was initiated. The DNP is a practice-focused degree designed to provide advanced knowledge and skills required to enhance the health and well-being of individuals and communities. Practice doctorate preparation includes options for a systems/leadership focus or advanced practice nursing with a specialty focus. The PhD program was initiated in 1988 to meet the need for nurse scholars, teachers, and leaders. Loyola PhD in Nursing graduates have assumed leadership roles in research, education, clinical practice, and health care administration nationally and internationally. Loyola graduates have distinguished themselves through postdoctoral fellowships and research supported through National Institutes of Health (NIH) funding. Information about Graduate Nursing Programs may be found at: Degree Programs | School of Nursing: Loyola University Chicago

Certificate Programs

The Marcella Niehoff School of Nursing offers certificate programs for post-Baccalaureate and post-Master's nurses and other health professionals looking to advance their knowledge and skills in their practice areas or to expand their career options. Post-graduate Advanced Practice Registered Nurse (APRN) certificate programs are available for master's prepared nurses who wish to gain needed content and clinical expertise to prepare for a Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS) national certification examination. Information about Certificate Programs can be found at Degree Programs | School of Nursing: Loyola University Chicago

Overview of the BSN Program

Program Accreditation

The baccalaureate degree program in nursing (BSN), master's degree program in nursing (MSN), Doctor of Nursing Practice (DNP) program, and the post-graduate APRN certificate program at Loyola University Chicago are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. The BSN program has approval from the Illinois Department of Financial and Professional Regulation (IDFPR), Division of Professional Regulation. The MNSON holds membership in the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN).

Program Goals and Outcomes

The goal of the BSN program is to prepare baccalaureate generalist nurses.

At the completion of the program, graduates are expected to:

1. Synthesize knowledge from liberal arts, sciences, and nursing science as a basis for professional nursing practice.
2. Integrate levels of prevention, quality, safety concepts and principles and leadership into professional nursing practice.
3. Provide culturally competent, effective and patient-centered professional nursing care to individuals, families and communities across the lifespan.
4. Demonstrate the ability to effectively communicate and collaborate with the patient and interprofessional team to deliver evidence-based, safe, patient-centered care to individuals, families and communities.
5. Integrate values, ethics and legal knowledge into nursing practice.
6. Integrate scientific evidence and patient, family and community preferences into the planning, implementation and evaluation of professional nursing care.
7. Apply skills of information technology and information management effectively in professional nursing practice.
8. Analyze ways governmental, institutional and professional policies directly and indirectly influence the healthcare system and population health.

Admissions

The Bachelor of Science in Nursing (BSN) program is offered by the Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago. There are two distinct tracks into the BSN program:

- The 4-Year BSN Track – for first-year and transfer undergraduate students.
- The Accelerated BSN (ABSN) Track – for students who already hold a non-nursing bachelor's degree.

Regardless of the track, all students meet the same program outcomes and graduate with a BSN degree.

4-Year BSN Track (Including Transfer Students)

Students in the 4-Year BSN track begin the program in the Fall (August) semester. This track includes:

- First-year students entering directly from high school
- Transfer students, either from other Loyola programs or external institutions

Admission for transfer students is based on space availability and is competitive. In some years, external transfer students may not be admitted due to program capacity. Even when space is available, the number of qualified applicants often exceeds the number of open spots, so admission is not guaranteed.

Transfer credit is evaluated based on Loyola University Chicago transfer credit policy. Only courses in the arts, sciences, and humanities may be accepted. Nursing major courses are not accepted for transfer credit.

- For external transfer inquiries, please contact the Undergraduate Admission Office at 800.262.2373 or email admissions@luc.edu.
- For internal transfer inquiries, contact the MNSON office at schoolofnursing@luc.edu.

Accelerated BSN (ABSN) Track

The ABSN track is for students who already hold a bachelor's degree in a non-nursing field and are seeking a second degree in nursing. Students may start in either the Fall (August) or Spring (January) semester. There are two study options within the ABSN track—both based at the Health Sciences Campus (HSC) in Maywood:

- On-Campus ABSN: In-person lectures, labs, and clinical experiences.
- Hybrid ABSN: Online coursework combined with in-person labs and clinical experiences at the HSC.

All ABSN students are enrolled in the same BSN degree program and meet the same competencies and outcomes as students in the 4-Year BSN track.

Program Plans

Sample program plans of required coursework for the 4-year BSN and ABSN Program Tracks can be found on their respective catalog pages.

Academic Advising and Student Services

Academic Advising

The role of academic advising is to support students in their academic endeavors, in making informed and responsible decisions, and in setting and achieving short- and long-term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all MNSON majors and minors
- University policies and procedures and other important academic information
- University offices and resources
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation Audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Course overload (more than 18 credit hours) or part-time status (fewer than 12 credit hours)
- Pass/no-pass or audit courses
- Repeating courses
- Late registration
- Incomplete grades
- Dropping a class

Academic Advisors

Students may view their assigned academic advisor's information by logging in to their LOCUS Student Center and viewing the "Program Advisor" box on the right side of the page. All students may schedule appointments with their assigned academic advisor using Navigate, which is accessible at www.luc.edu/navigate (http://www.luc.edu/navigate/)

First and Second year students are advised by the Office of First and Second Year Advising (FSYA). All 4-year students will be assigned an academic advisor in the Office of the FSYA at the start of their first semester where they will be advised for their first two years at Loyola.

First and Second Year Advising

Sullivan Center for Student Services

6339 N. Sheridan Rd. Suite 260

773-508-7714, FSYAdvising@luc.edu

Third- and Fourth-year students are advised by an Academic Advisor in the MNSON.

Michael Saraceno, MA, LPC

MNSON Senior Academic Advisor

LSC – BVM, Room 803

773-508-3270, msaraceno@luc.edu

SONadvising@luc.edu

ABSN (Hybrid and On-ground study options) students are advised by an Academic Advisor in the MNSON.

Jennifer Chiavola, MA

MNSON Senior Academic Advisor

HSC – MNSON Room 4530

708-216-8213, jchiavola@luc.edu

Office of the Dean of Students (ODOS)

The Office of the Dean of Students (ODOS) serves as a central hub for student support, providing resources, guidance, and advocacy to foster student success and well-being. ODOS helps students navigate academic and personal challenges, empowering them to build self-awareness, accountability, and a sense of responsibility to themselves and others.

The office is made up of two collaborative teams that support students in different but complementary ways:

- The Student Rights, Responsibilities, and Conflict Resolution (SRCR) Team supports students in upholding community standards and are seeking guidance and resources related to conflict resolution and alleged violations of LUC's Community Standards.
- The Student Outreach and Support (SOS) Team assists students facing personal, emotional, or academic difficulties by connecting them to appropriate support services. More information is available here (https://www.luc.edu/deanofstudents/).

Changing a Major (4-year BSN Program Track only)

The nursing student may change their major. The student will not be able to return to the nursing program once they change their major. The student should contact their Academic Advisor for information.

BSN Program Pre-requisite Course Requirements

Certain courses within the nursing major have pre-requisite requirements and these requirements must be taken into consideration as part of the overall academic planning process.

Financial Implications for Alterations in Program Plan – ABSN Program Track

The tuition of the ABSN program track is contingent upon completion of the designated 4 consecutive semesters beginning on the date of program initiation. If a student is unable to complete the ABSN program track within this time frame, the student will incur an increase of the tuition fee. The designated increase of the tuition fee is based on whether the student is on an approved leave of absence (LOA), or if the student has withdrawn from a required course or failed a required course. Situations that may occur resulting in an increase in tuition fees are delineated below:

- If the student receives an approved LOA, the student will incur the tuition fee in accordance with the tuition fee assigned to the ABSN cohort to which the student will be anticipated to graduate.
- If the program plan is adjusted, and the student is not taking the regular schedule of courses under which they were admitted, and is not engaged in full time study (12 credits or greater), the student will be charged the per credit hour tuition rate, until they reach a point where the student is either back with a cohort's schedule of courses or is enrolled in 12 or more credits per semester.

Academic Center for Excellence (ACE) – ABSN

The Academic Center for Excellence (ACE) at the Health Sciences Campus is a learner-centered service designed to support the ongoing academic development, lifelong learning, and overall well-being of the adult learner. The mission of the ACE is to enhance the academic performance of all students in the Stritch School of Medicine (SSOM) and the Marcella Niehoff School of Nursing (MNSON) through individual and group services. More information is available at here (https://ssom.luc.edu/ace/).

Academic Honors and Awards

President's Medallion

The MNSON submits a single nominee for the President's Medallion. The nominee pool includes students enrolled in all program tracks of the BSN program. The top 25% of MNSON students is provided and nominations are requested from faculty. Nominations are reviewed by the Awards Committee and interviews are conducted. A candidate recommendation selected by the Awards Committee is given to the Dean. The Dean makes the final recommendation to the University Committee.

Dean's List

The MNSON Dean's List is a semester-by-semester acknowledgement of those full-time students (taking 12 semester hours or more) who obtain at least a 3.5 grade point average in any given academic semester. Students on the Dean's List receive a letter from the Dean.

Sigma Theta Tau International (STTI) – Alpha Beta Chapter

The mission of the Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship. More information can be found here (https://www.sigmanursing.org/why-sigma/).

Alpha Sigma Nu

Alpha Sigma Nu is the international honor society of Jesuit institutions of higher education. The society was founded in 1915 to honor a select number of students each year on the basis of scholarship, loyalty, and service. Alpha Sigma Nu is unique among honor societies in that it seeks to identify the most promising students in Jesuit schools. Inductees demonstrate an intelligent appreciation of and commitment to the ideals - intellectual, social, moral, and religious - of Jesuit higher education. Selection to Alpha Sigma Nu is one of the highest honors that can be given on a Jesuit campus. Junior and Senior students who are in the top 15% of their class academically and have a demonstrated record of service and loyalty to the Jesuit ideals of education, are considered for membership. More information can be found here (https://www.luc.edu/alphasigmanu/index.shtml/).

4-Year BSN Honors/Awards

- Dean's Gold Medallion
- Scholastic Honors Certificates (3.5 – 3.69 GPA)
- Scholastic Silver Medallion (>3.7 GPA)
- Gladys Kiniery Clinical Excellence
- Carol Kraft Memorial Award (LUMC CRT related)
- Spirit of St. Ignatius Award
- Nursing Advocacy and Leadership Award ABSN Honors/Awards
- Dean's Gold Medallion
- Laura Difiglio Klink Scholarship (HSC ABSN)
- Gladys Kiniery Clinical Excellence
- Carol Kraft Memorial Award (LUMC CRT related)
- Julia Lane Medallion for Academic Excellence (>3.8 GPA)
- Spirit of St. Ignatius Award

Academic Integrity and Academic Appeals

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at LUC, and all members of the University community are expected to act in accordance with this principle.

Standards

The MNSON abides by the University Academic Integrity Standards. Failing to meet these standards is a serious violation of personal honesty and the academic ideals. The standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards:

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
    1. Submit material copied from a published or unpublished source.
    2. Submit material that is not cited appropriately.
    3. Use another person's unpublished work or examination material.
    4. Allow or pay another party to prepare or write an assignment.
    5. Purchase, acquire, or use a pre-written assignment for credit.
    6. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism). If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. Students may not fabricate data. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
4. Students may not collude.

1. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
2. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
3. Students may not use work submitted by another student in a previous semester of a course.

5. Students may not cheat.
    1. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
    2. Students may not take an examination by proxy.
    3. Students may not attempt to change answers after an examination or an assignment has been submitted.
    4. Students may not falsify medical or other documents for any reason.
    5. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
        1. Bringing notes into an exam that does not allow outside materials.
        2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
        3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
    6. Students may not facilitate academic misconduct: for example, a student may not allow another student to copy from their exam or give their own work to another student.

Process

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a "preponderance of the evidence." This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.
3. Instructors will notify the student of their findings and sanction. Instructors should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the instructor's outreach within two business days and instructors have determined that academic misconduct has occurred, instructors will then report the instance of academic misconduct, including supporting documentation, to the Program Track Director and the Assistant Dean for the BSN Program.
5. The case is reported through the Academic Misconduct Report form. This form is the only approved process to submit such a request.
6. The Executive Associate Dean for Academic Affairs for the MNSON will notify the student that the instance of academic misconduct has been reported and the final sanction will be included in the notification.
7. All of the cases of academic misconduct and academic appeals are managed through Maxient (the University system for these cases) and are part of the student's academic record. The academic record is not a transcript; this academic record is maintained by the Office of the Dean of Students for a period of seven years from the date of the incident with the exception of cases resulting in University Expulsion (such files are retained indefinitely).

Sanctions

An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. The Assistant Dean for the BSN Program may add to or elevate the initial sanctions assigned by the instructor based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future;
- and sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors.

Below is a list of commonly assigned sanctions and instructors may choose from this entire list:

1. Educational Experiences or Projects allow students to reflect upon their conduct and how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable. Examples include but are not limited to:
    1. Attendance and participation at a required meeting, workshop, special project, or other initiative.
    2. Completing an online tutorial focused on academic integrity.
    3. A written reflection about a specific topic or issue.
    4. Resubmission of the assignment or exam for partial credit.
    5. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
    6. Completing restorative service hours and/or a Values Workshop.
2. Failing Grade on the assignment: A letter grade of F or zero points will be issued for the assignment or examination.
3. Failing Grade in a course: A letter grade of F will be issued for the course.
4. University Suspension or Expulsion. The MNSON Dean may recommend suspension from the University for a period of time, or expulsion from the University, depending on the severity of the misconduct, or in

Academic Integrity Agreement Form Text

The basic commitment of a university is to search for and to communicate the truth as it is honestly perceived. The university could not accomplish its purpose in the absence of this demanding standard. To the extent that this standard is respected, a genuine learning community can exist. Students of this university are called upon to know, to respect, and to practice this standard of personal honesty.

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:

   a. Submit material copied from a published or unpublished source.
   b. Submit material that is not cited appropriately.
   c. Use another person's unpublished work or examination material.
   d. Allow or pay another party to prepare or write an assignment.
   e. Purchase, acquire, or use a pre-written assignment for credit.
   f. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism). If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. Students may not fabricate data. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
4. Students may not collude.
   a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
   b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
   c. Students may not use work submitted by another student in a previous semester of a course.
5. Students may not cheat.
   a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
   b. Students may not take an examination by proxy.
   c. Students may not attempt to change answers after an examination or an assignment has been submitted.
   d. Students may not falsify medical or other documents for any reason.
   e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
      i. Bringing notes into an exam that does not allow outside materials.
      ii. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
      iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
   f. Students may not facilitate academic misconduct.
      i. For example, a student may not allow another student to copy from their exam or give their own work to another student.

In the case of multiple instances of academic dishonesty across departments, the academic dean of the student's college may convene a hearing board. Students retain the right to appeal the decision of the hearing board to the academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean.

Academic Appeals

The Marcella Niehoff School of Nursing (the "MNSON") has developed an Academic Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Appeals Procedure Undergraduate: Loyola University Chicago. This process is meant to supplement, and may not supersede, any portion of the University Academic Appeals process.

The MNSON Academic Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic misconduct. Any MNSON student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic misconduct reviewed in an impartial and thorough manner. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s) an equal voice in the proceedings.

Appeal of Course Grade

Consistent with the University Academic Appeals Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be arbitrary and/or capricious. Arbitrary and/or capricious grading is the assignment of a grade to a student which is:
   1. Based partially or entirely on criteria other than the student's performance in the course; or
   2. Based on standards different from those standards of grading applied to other students registered in the same course; or
   3. Based on a substantial departure from the announced grading standards for the course.

Appeal of Finding of Academic Misconduct

The student retains the right to appeal the determination of academic misconduct using the academic Appeal Procedures outlined below.

Appeal Procedures within the MNSON

1. In all cases, a sincere attempt should be made by the student to resolve the issue through discussion with the involved faculty member(s). The student first discusses the course grade or charge of academic misconduct with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student's concerns at this level.

If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member[s]), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Assistant Dean for the BSN Program.

1. If the student and instructor are unable to resolve the issue related to course grade and/or academic misconduct, and the student still chooses to contest the findings, the student may appeal by submitting the appropriate form:

The Academic Appeal Form: Course Grade Dispute (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102)

The Academic Appeal Form: Finding of Academic Misconduct (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100)

The electronic form is the only accepted method to request an appeal. The form must be submitted no later than 30 days into the following semester. Failure to submit a request within this period and with this electronic form waives the right to appeal and renders the decision final.

The student's request must:

1. Specify the nature of the dispute; and
2. Explain in detail how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies; the grading is arbitrary and/or capricious);
3. Describe the attempts made to resolve the matter; and
4. Attach all relevant information or documentation to support the grievance.

1. The Assistant Dean for the BSN Program or the Dean's designee determines whether or not there are grounds for an appeal.
    1. Declines the case for a hearing: The Assistant Dean for the BSN Program and/or Dean's designee may decline to forward the case for a hearing if it is determined that there are no grounds for an appeal. In such instances the Assistant Dean for the BSN Program or Dean's designee must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), Program Track Director, and Dean via Loyola email.

    If the student disagrees with the determination by the Assistant Dean for the BSN Program and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.

1. Approves the case for a hearing: If the Assistant Dean for the BSN Program or Dean's designee determines there are grounds for an appeal, the student, involved faculty members(s), Program Track Director, and Dean will be notified via Loyola email that a hearing board will be convened.
2. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.

Hearing Procedures Pre-hearing

1. If the Assistant Dean for the BSN Program and/or the Dean's designee determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified.
2. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Board. Every effort shall be made to appoint faculty to the Hearing Board who are not familiar with the student.
3. The Chairperson of the Hearing Board sets the calendar, notifies all involved parties of the dates and times of the hearing and informs students by written notice of the decisions of the Hearing Board.
4. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. The hearing will be private, and all information will be held confidential.
5. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student's name, written request for a grievance hearing, information identifying the charge of academic misconduct and related information submitted by the student, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date.
6. The student and/or faculty member(s) have the option of submitting other relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
7. The faculty member(s) shall provide the Hearing Board Chairperson with:
    1. A copy of the course syllabus to include course outcomes if the hearing is focused on a grade dispute.
    2. Documentation and relevant information pertaining to the student's performance in the course or clinical learning experience or related to the allegation of the student's academic dishonesty.
    3. The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting the case at the hearing.
8. Both the student and the faculty member(s) involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor at least 3 business days before the hearing date.
    1. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee.
    2. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
    3. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
    4. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.

The Hearing

1. The hearing will include: the student, involved faculty member(s), and designated advisor.
2. The Chairperson determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
3. Hearings for refuting a charge of academic misconduct generally include an introduction of all parties present, an overview of the hearing process, review of the nature of the alleged conduct and policies potentially violated. Students (and faculty member(s) when applicable will provide their account of the reported incident. Hearing Board members may ask questions to the parties present (including witnesses, if applicable).

4. All decisions of the Board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the Board by the end of the hearing process. All deliberations among the hearing board members are private.

Notice of Decision

1. The student (and faculty member(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, in writing, via Loyola email by the Chairperson of the Board's decision within 10 business days of the hearing. The decision is also shared with the Program Track Director, Assistant Dean and/or Dean's designee, and Dean.
    1. In cases of a grade dispute, if the Hearing Board renders a decision in support of the student's petition, the faculty member submits a grade-change request consistent with the Hearing Board's findings. If the Hearing Board finds that the student's petition is without merit, the grade shall remain unchanged.
    2. If a student is grieving a grade associated with a clinical experience, and the Hearing Board determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Board will communicate the decision to the Assistant Dean for the BSN Program. Notwithstanding this decision, the Hearing Board and/or the Assistant Dean for the BSN Program may require an independent re-evaluation of the student's performance (knowledge, skills, or behavior).
        1. If it is judged by the Hearing Board or the Assistant Dean for the BSN Program that an independent reevaluation of the student's performance is warranted, the Assistant Dean for the BSN Program will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Board and the Assistant Dean for the BSN Program for a final determination of the course grade.

Contesting the Hearing Board's Decision

Should the student or the instructor wish to contest the Hearing Board's decision, an appeal to the Dean within 30 days of notice of the hearing board's decision may be sent using the Academic Hearing Board Appeal form. This form is the only approved process to submit such a request.

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
    1. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
    2. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
    3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Undergraduate Academic Catalog.
3. Upon receipt of the appeal letter, the Dean will review the appeal to determine whether or not to uphold the decision of the hearing board.
4. The student and the instructor will be notified via Loyola email by the Dean's office of the final decision. The Dean's decision is final and binding.

Academic Probation

Probation is an academic status whereby the student is notified of not being in compliance with academic standards.

4-year BSN Program Track

If a student's cumulative GPA falls below 2.0, the student is placed on probation for the next semester (excluding summer sessions). If the student does not then raise the cumulative GPA to ≥ 2.0 after completing at least 9 credit hours of graded study (excluding pass/no pass courses) from the BSN Curriculum Plan, the student will be dismissed from the program.

Following the semester of probation, the student must maintain a minimum cumulative GPA of 2.0 through the end of their program. Failure to maintain a cumulative GPA > 2.0 after the period of probation will result in dismissal from the program. Students on probation during their final semester of study must have a minimum GPA of 2.0 to be eligible for degree conferral.

The student is placed on probation for the next semester when the student withdraws (W) from the same course twice under any of the following courses listed below:

- Required Nursing courses
- PSYC 273 Developmental Psychology, PSYC 274 Lifespan Development
- PSYC 304 Statistics or STAT 103 Fundamentals of Statistics

For probation to be lifted, the course must be successfully completed (C- or higher) during the next semester in which the course is offered, according to the revised program plan. If the course is not successfully completed, or the student withdraws a third time from the same course, the student will be dismissed from the BSN program.

ABSN Program Track

If a student's cumulative GPA falls below 2.0, the student is placed on probation for the next semester. If the student does not then raise the cumulative GPA to ≥ 2.0 after completing at least 9 credit hours of graded study (excluding pass/no pass courses) the ABSN curriculum plan, the student will be dismissed from the program.

The student is placed on probation for the next semester (including summer sessions) when the student withdraws (W) from the same course twice from any of the nursing courses listed in the curriculum plan. For this probation to be lifted, the course must be successfully completed (C- or higher) during the next semester in which the course is offered (including summer sessions). If the course is not successfully completed, or the student withdraws a third time from the same course, the student will be dismissed from the program.

Following the semester of probation, the student must maintain a minimum cumulative GPA of 2.0 through the end of their program. Failure to maintain a cumulative GPA > 2.0 after the period of probation will result in dismissal from the program. The student must have a minimum cumulative GPA of 2.0 to be eligible for degree conferral.

The student is expected to adhere to all academic standards, regulations, and policies set forth by the Marcella Niehoff School of Nursing (MNSON) and Loyola University Chicago (LUC).

For details, refer to the applicable LUC academic policies (p. 1919).

Academic Standards

Each student is required to abide by Loyola University Chicago policies as well as MNSON policies. LUC policies may be found in the university catalog Undergraduate: Loyola University Chicago. MNSON policies are identified below:

Grading System

The grading scale for nursing courses in the BSN program in the MNSON is as follows:

Grade	Grade Points
A	94-100
A-	92-93
B+	89-91
B	86-88
B-	84-85
C+	80-83
C	77-79
C-	75-76 (Minimum passing standard for required Nursing courses)
D+	72-74
D	69-71
F	68 and below
WE	Withdrawal/Emergency
W	Withdrawal
I	Incomplete
P	Pass
NP	No Pass
NR	Registered Never Attended

Clinical and Lab Nursing Course

Each clinical and lab nursing course is graded “P” for Pass or “NP” for No Pass. All required clinical assignments must be submitted completely and satisfactorily by the assigned due date in order to receive a passing grade for the clinical experience.

Quizzes, Exams and Assignments

Below are general policies related to quizzes, exams and assignments. Specific course policies are detailed in course syllabi.

1. Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the faculty is to be notified via email or voicemail before the exam or quiz begins.
2. Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the due date.
3. Faculty will determine the consequence of late or missing assignments.
4. Materials not permitted during exams include, but are not limited to cell phones, iPhone watches, water bottles, hats (excluding religious head covering), and pocketed sweatshirts. Only 4 function calculators are permitted.
5. Faculty will notify students of specific exam policies for each class.
6. All exam scores are reported to 2 decimal places. Scores for unit and final examinations are not rounded up or down.
7. All non-examination assignments, such as papers, are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers. Most non-examination assignments use a rubric for evaluation. A rubric is provided to students in advance of assignment submission.

Taping/Recording of Classes

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

Use of Generative AI Tools

Students may not use generative artificial intelligence tools (such as ChatGPT or similar platforms) to complete or assist with assignments, quizzes, or exams unless explicitly permitted by the instructor. This includes, but is not limited to, using AI to generate or revise any portion of a discussion post, paper, quiz, ATI remediation, lab reports, exam, or project.

The use of AI tools without permission is a violation of the Loyola University Chicago (LUC) and Marcella Niehoff School of Nursing (MNSON) academic integrity policies. According to these policies, using generative AI to produce academic work constitutes a form of plagiarism and will be treated as such.

Examples of violations include (but are not limited to):

- Submitting work that was partially or fully written by an AI tool.
- Using AI to generate exam or quiz responses.
- Having AI revise or rewrite your work for submission.
- Using AI without citation in any work where its use has been approved.

Consequences

Violations of this policy will be addressed as academic misconduct. Consequences may include:

- A failing grade on the assignment.
- A failing grade in the course.
- Referral to the Academic Integrity Review process for further disciplinary action.

Students who are uncertain whether a specific tool or resource (including generative AI, tutoring platforms, or editing software) are appropriate for an assignment are responsible for consulting the instructor before proceeding. Misuse may result in a violation of academic integrity policies.

ATI Testing and Resources

The MNSON partners with ATI to integrate tests into the nursing curriculum. These integrated standardized tests help prepare students for the NCLEX. Throughout the program students complete an ATI test for the following courses:

Course	Test Name
GNUR 238: The Foundations of Clinical Practice in Nursing	RN Fundamentals

MSN 277: Adult Health I – Medical-Surgical Nursing	RN Adult Medical Surgical
GNUR 294: Foundations of Pharmacology	RN Pharmacology
GNUR 297: Clinical Nutrition for Nursing	RN Nutrition for Nursing
MCN 273: Family Health Patterns I	RN Maternal Newborn
MCN 374: Family Health Patterns II: Care of the Child and Family	RN Nursing Care of Children
CMAN 272: Mental Health Patterns	RN Mental Health
MSN 377: Adult Health II - Advanced Medical-Surgical Nursing	RN Adult Medical Surgical
GNUR 383: Leadership for Professional Nursing Practice	RN Leadership
GNUR 384: Clinical Role Transition	RN Comprehensive Predictor

ATI standardized testing accounts for 5% of the final course grade for GNUR 238, GNUR 294, MSN 277, CMAN 272, MCN 273, MSN 377, MCN 374 and GNUR 383.

Students will need to create a new account and view the orientation module in order to access the ATI resources and tests. The 4-year BSN students create this account in their Sophomore year; ABSN students create this account in the first semester of their program. Information about how to create a new account is posted in the BSN Program Student Info Sakai Site.

Final Examinations

Final examinations are given during the scheduled final examination period in each session. The student is expected to take their exams as scheduled; students are expected to be available for final exams through the last day of the final exam schedule. Students with four Final Exams on a given day may contact the Office of the Dean for their school to request that one Final Exam be rescheduled. The student who is unable to attend a final examination because of illness or other serious circumstances must contact their instructor prior to the exam. Alternative arrangements to complete a final exam will not be granted for personal or leisure travel plans.

Final Course Grades

- Rounding and reporting of Scores and Grades
- The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:
  - If the decimal is 0.50 or greater, the score is rounded to the next whole number (e.g., 84.52 is rounded to 85.0)
  - If the decimal is less than or equal to .49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)
- The letter grade corresponding to the numeric final course grade is entered into LOCUS.
- Posting of Final Course Grades
- In courses with a final examination, the final course grades are entered into LOCUS within 72 hours, excluding weekends and holidays, after completion of the final examination in the final section meeting of the course.
- In courses with no final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, of the beginning of the final exam period.

Incomplete Grade

An incomplete is a temporary grade. To request an incomplete, the student must complete the Undergraduate Request for Mark of Incomplete form and present it to their instructor. Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. Form can be found here: Undergraduate Request for Mark of Incomplete Form.

Course work that is incomplete must be finished and submitted within 6 weeks of the start of the following term. The instructor may, at their discretion, set an earlier date.

If a student has taken an incomplete grade in a course that is a pre-requisite for a subsequent course(s), the incomplete work must be completed before the student can progress to that subsequent course(s). Failure to complete required coursework within the allotted time will result in the grade "F".

*More information and Undergraduate Request for a Mark of Incomplete form can be found at: Undergraduate: Loyola University Chicago

Student Performance Improvement Plan (SPIP) and Remediation

A Student Performance Improvement Plan (SPIP) is initiated to document student knowledge, skill, behavior or attitude deficits. These deficits require specific and individualized activities, in addition to the usual learning activities involved in the course. The SPIP may be initiated by the faculty (clinical, lecture, simulation, lab), or the Course Director. Areas that may be the focus of a SPIP include knowledge, skills, attitude, and/or behavior. Other areas may be identified in specific situations.

Procedure

1. The initiating faculty completes the SPIP and forwards to the Course Director and Program Track Director for review and recommendation.
   1. The SPIP must clearly identify the learning deficit(s).
   2. The SPIP must identify specific, measurable, and time-limited criteria that the student is expected to achieve.
   3. The SPIP must detail specific activities that will be undertaken, and the resources employed in those activities.
2. After review by the Course Director and Program Track Director, the SPIP is reviewed with the student with the initiating faculty. The initiating faculty member and student sign the form, after review. A copy of the signed form is sent to the Course Director and Program Track Director. The Assistant Dean for the BSN Program is notified of the initiation of the SPIP.
3. Upon completion of the time period identified in the SPIP, the student is re-assessed by the initiating faculty to determine if the knowledge, skill, behavior, or attitude deficit has been resolved.
   1. If the specific deficit has been resolved, the resolution is documented on the SPIP. Specific data are required to support the judgment of resolution of a deficit.
   2. If the specific deficit has not been resolved, the SPIP is modified with the date of modification and the reason for the modification noted. If a new deficit has been discovered through the course of activities in the improvement plan, an additional SPIP is generated, following the process outlined in this policy.
4. Once a performance deficit is resolved, the faculty member and student sign the SPIP. The signed copy is forwarded to the Course Director and Program Track Director for review and signature. The

final signed copy is then forwarded to the Assistant Dean for the BSN Program.

Example areas that may be a focus of a Student Performance Improvement Plan are identified below. Other areas may be included. A SPIP is initiated for any identified deficit.

- Concept mapping; developing a plan of care
- Dosage calculations
- Medication administration
- Psychomotor skills
- Problem solving and decision making
- Prioritization
- Written and verbal communication
- Professional behavior
- Documentation
- Synthesis of data
- Teamwork and collaboration

Academic Standing

Students must maintain a cumulative GPA of 2.00 to be in good academic standing. Graduation from the university requires at least a 2.00 average for all coursework attempted and a minimum of a least a 2.00 average in the nursing.

Achieving College Excellence (ACE) Program – 4-year BSN

Designed to serve first-generation college students, students with high financial need, and/or students with a documented disability, the ACE program is committed to helping students succeed in their college journey at Loyola University Chicago and beyond. More information, including eligibility, is available at here (https://www.luc.edu/ace/).

Career Services

Loyola's Career Services office provides holistic support to all students exploring careers and graduate education. Career Services provides one-on-one career advising, career events, resume and cover letter support, job search strategies, interview preparation, internship and research guidance, and student employment opportunities. More information is available here (https://www.luc.edu/career/).

Clinical and Simulation Experiences – 4-year BSN and ABSN Program tracks

General Expectations of Professional Behavior

Professional conduct by the student facilitates learning opportunities and fosters a good working relationship between the MNSON and the clinical agencies. The student is expected to abide by the policies that are detailed in the syllabi for each clinical course as well as standards and guidelines of the institutions or agencies where they are assigned for clinical. The student is expected to demonstrate professional behaviors in attendance, punctuality, dress, demeanor, integrity, and ethical concerns.

Examples of Professional Behaviors include, but are not limited to, the following:

1. Completes any preparatory work
2. Arrives to clinical or simulation site as scheduled
3. Maintains professional appearance and behavior
4. Conforms to university, school and agency policies
5. Treats all individuals with dignity and respect
6. Uses the Code of Ethics for Nurses with Interpretative Statements to guide practice
7. Assumes accountability for own actions and practices
8. Seeks additional learning opportunities and experiences to enhance knowledge base and professional practice
9. Engages in self-evaluation and analysis
10. Incorporates constructive feedback to achieve goals and rectify deficiencies

Attendance and Clinical Make-Up

General Attendance

The MNSON expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of preparation for professional nursing practice.

The Loyola University Chicago (LUC) policy states that “Every registered student is expected to attend all classroom and laboratory sessions.” Consistent with the LUC policy, attendance is expected in all educational activities, including, but not limited to all classroom, lab, clinical and simulation experiences.

When conditions warrant, the Loyola University Chicago (LUC) Campus Safety will issue a statement on severe weather/hazardous conditions. Updates on severe weather, cancellations, and closure are available on the LUC website.

The MNSON follows the LUC severe weather policy. When the University makes the decision to close and cancel classes, MNSON will follow that decision and will be closed.

Attendance Policy for Clinical, Lab, and Simulation Experiences

This policy establishes expectations for attendance and formalizes guidelines and procedures for BSN clinical, lab, or simulation absences across all study tracks.

Rationale: Attendance and participation in clinical, lab, and simulation experiences is an essential component of nursing education, ensuring that students gain the hands-on experience necessary to develop the competencies required for safe and effective patient care.

Policy Statement

1. Attendance Requirement
    1. Students are expected to attend all scheduled clinical, lab, and simulation shifts. Arriving on time, staying for the entire duration of the shift, and participating fully is required.
    2. Simulation experiences are considered equivalent to clinical experiences and are subject to the same expectations.
    3. In addition to mandatory attendance, students are expected to meet all course outcomes to earn a Pass grade.
2. Absences
    1. More than one absence, regardless of the reason, will result in a failure of the clinical course.
    2. In the event of an emergency/urgent situation, students must notify their course faculty (clinical instructor and course director) as soon as possible prior to the start of their scheduled shift if

they are unable to attend. Supporting documentation should also be included. Failure to notify the course faculty may result in additional disciplinary action.

3. Tracking of Absences:
    1. All clinical absences, including those from simulation, will be reported to the Program Director and Assistant Dean of the BSN Program to be recorded in a central database. This record will be tracked over the duration of the student's enrollment in the BSN Program.
    2. Patterns of repeated clinical absences will warrant disciplinary action, including clinical failure and possible dismissal from the BSN Program.
4. Tardiness and Early Departures: It is expected that students will be on time, prepared, and spend the entire clinical/simulation/lab shift on site. Tardiness or early departure disrupts learning, compromises safety, and violates BSN Program standards of professional conduct.
    1. Definitions:
        1. Tardiness: Arrival after the scheduled start time for clinical, lab, or simulation.
        2. Early Departure: Leaving before the scheduled end time without prior approval.
    2. The supervising faculty determines whether the student may safely join the clinical experience based on patient care, site protocols, and learning environment considerations.
    3. Simulation-specific guidance:
        1. Arrival up to 15 minutes late: Supervising faculty will determine whether participation is possible without disrupting the experience.
        2. Arrival 15 minutes or more past the start time: Student may not join the session. This will be counted as an unexcused absence.
    4. Tardiness and/or early departures will be documented and entered into the clinical attendance tracking data base.
    5. More than one tardy and/or early departure will count as an unexcused absence and result in the initiation of a Student Performance Improvement Plan (SPIP) and may require a clinical make-up as determined the clinical instructor and course director.
5. Religious observances and Emergency/Urgent situations
    1. Planned vacation absences during the clinical term are not accommodated.
    2. Students who anticipate the need for absences for religious observances must submit a written request to the clinical instructor and course director at least two weeks in advance
    3. Absences due to emergency should include the reason for the absence and any supporting documentation submitted to the clinical instructor and course director. An emergency or urgent situation is any unforeseen event that requires immediate attention due to its potential to significantly impact health, safety, or well-being. In the context of this policy, it refers to circumstances that disrupt a student's ability to attend scheduled clinical sessions. Examples include:
        1. Sudden illness or injury: For the student or an immediate family member, such as unexpected hospitalization or severe medical conditions.
        2. Accidents: Incidents that result in injury or require immediate care.
        3. Unexpected bereavement: The sudden death of a close family member.
        4. Other critical events: Any situation that demands immediate action and precludes the student's normal attendance.

    * Even if absences are deemed excused, students remain responsible for meeting all required clinical hours and course outcomes. Absences—whether for religious observance or emergency—may still require a clinical make-up, as determined by the Course Director.

6. Make-up Opportunities

A missed clinical day will require a make-up experience that accounts for the clinical hours missed. The make-up will be conducted on site at a clinical facility to provide additional hands-on learning. The site and date of the make-up session will depend on availability and may differ from the original clinical site.

If an alternative assignment is required for any missed clinical time, the nature of the assignment will be determined by the course faculty in collaboration with program leadership. Students will be responsible for any associated fees.

Consequences
Failure to meet the attendance policy will result in failure of the clinical course, irrespective of performance in other areas of the curriculum. This policy ensures students meet clinical hours mandated for competency development and licensure requirements.

Acknowledgment: By enrolling in this clinical course, students acknowledge that they understand and agree to comply with the attendance policy as outlined above.

Proper Notification of Absence
In the event of an illness or other circumstance leading to a lab/simulation/clinical absence, the student is responsible for notifying his or her clinical faculty prior to the start of the lab/simulation/clinical learning experience.

Students who arrive at lab/simulation/clinical with a fever or contagious illness will be sent home and may receive a clinical Unsatisfactory under Professionalism/Personal Responsibility for arriving to clinical in a condition compromising the potential safety of the client.

Failure to use proper notification procedures (e.g. "no call – no show") for lab/simulation/clinical absence, and/or tardiness will require a SPIP which will become a part of the student's record. The student will be required to meet with their Program Track Director to discuss strategies to prevent a recurrence of absenteeism or tardiness. A pattern of this unprofessional behavior may put the student at risk for failure of the course.

Daily Clinical Expectations

The student is expected to be prepared to provide safe and effective care for their assigned patient(s) during each clinical experience. Preparation may include, but is not limited to, the review of their assigned patient's care summary, history and physical, medical and nursing progress notes, medications, laboratory results, vital signs and assessment findings. The time involved preparing for the clinical experience is independent of scheduled clinical time. Course Directors and Clinical Instructors will notify students regarding preparatory assignments.

Medication Administration

The student may administer oral, intramuscular, subcutaneous and IV medications and IV fluids only when they have successfully completed

the skill competency in the Clinical Simulation Learning Lab (CSLL). The faculty or preceptor must supervise the student when administering all medications and IV fluids. The MNSON abides by the policies of each affiliating agency regarding student administration of medications.

Clinical Simulation

Beginning in the Nursing Foundations course (GNUR 238L), and in each subsequent clinical course, students will spend a portion of the lab/clinical experience in the Clinical Simulation Learning Lab. Simulation experiences may also be a requirement for other nursing courses (e.g., GNUR 290). The clinical simulation centers are located on the third floor of the MNSON building (Walgreen Family Virtual Hospital) at the Health Sciences Campus (HSC) and the third floor of Mundelein Hall, Room 317, at the Lake Shore Campus (LSC).

The CSLL provides a safe learning environment where students are encouraged to practice newly and previously acquired psychomotor skills, enhance critical thinking and clinical judgement abilities and increase clinical competence. Students participate in course-based simulation scenarios using various methods, including role-playing, low and high-fidelity patient simulators (mannequins), task-trainers, and virtual simulation. The CSLL includes state-of-the-art technology and hospital equipment to closely simulate a real patient care environment.

Because participation in learning activities in the CSLL is integrated with clinical courses, it is expected that students will adhere to the same standards of performance and behavior in both clinical and the CSLL. Students are expected to attend CSLL activities wearing their MNSON uniform, demonstrate evidence of preparation, timeliness, professional collegial behavior and confidentiality. Consequences of not meeting any of these expectations will be determined on an individual basis by the Assistant Dean of Innovative Educational Strategies and Simulation. Consequences of not meeting expectations may result in failure to progress in the program.

Interprofessional Education (IPE) Simulation Requirement

All BSN students, including those in the 4-year track and the ABSN track (on-ground and hybrid ABSN study options), are required to participate in Interprofessional Education (IPE) Simulation Experiences as part of the BSN curriculum. These experiences are in addition to simulation activities within individual clinical nursing courses.

IPE provides students with the opportunity to participate on an interprofessional team that collaborates in the planning and implementation of patient care, simulating real-life team situations. These simulations are learning experiences and are not graded, yet they are essential for preparing students to assume the role of the registered professional nurse. This requirement aligns with the AACN Essentials (2021), Domain 6: Interprofessional Partnerships, which emphasizes effective collaboration, communication, and shared decision-making across health professions to improve health outcomes and ensure safe, high-quality care.

Student Expectations

- Attend all scheduled IPE simulation experiences.
- Arrive on time, fully prepared, and actively participate.
- Complete all assigned preparation in advance.
- Make up any missed session as directed by the course director in collaboration with the Assistant Dean for Innovative Educational Strategies and Simulation.

Clinical Performance Feedback and Evaluations

The clinical instructor and student will review and discuss the student's clinical performance at mid-term and completion of each clinical experience. Additional evaluations may be completed as needed. Documentation of student clinical performance is completed on the Student Clinical Evaluation form, which is filed with the student records and maintained at the MNSON.

Injury and Accidental Exposure

1. In the event of an injury and/or accidental exposure to blood, bodily fluid or other potentially infectious material, the student will require prompt medical attention. Faculty and students are encouraged to refer to the Centers for Disease Control (CDC) (https://www.cdc.gov) guidelines for the most current guidelines for prevention of occupationally acquired infections.
2. At the time of exposure, immediately flood the exposed area with water and cleanse the wound with soap and water or a skin disinfectant, if available, as stated by the Office of Safety and Health Administration (OSHA).
3. If the injury or exposure occurs within a hospital agency, the student must report the exposure to their Clinical Instructor (or charge nurse if the faculty is not immediately available). The Clinical Instructor and/or charge nurse will follow agency policy and the student will be directed to the emergency or occupational health department, preferably within one hour after the incident. When the student presents to the emergency or occupational health department, the student must identify themselves to the healthcare provider as a Loyola nursing student who has had an injury or potential exposure to a blood borne pathogen.
4. If the injury or exposure occurs outside of a hospital agency, as in the community, the student must report the incident to their Clinical Instructor (or charge nurse if the faculty is not immediately available). The student is required to seek medical attention at the nearest Emergency Department, preferably within one hour after the incident, in addition to the guidelines identified above.
5. All injuries and accidental exposures require documentation and follow-up. The student will complete the agency Incident Report. The instructor and student will jointly complete and submit a copy of the MNSON Reportable Event Form (posted in Sakai under the tab, "SON: Clinical Faculty) to the Course Director and the Assistant Dean for the BSN Program.
6. The student should seek follow-up care as directed by the provider in the Emergency Department either through the student's private health care plan or through a referral by the health provider in the Emergency Department.
7. The Student Health Service does not provide care for accidental exposures but can be contacted for referrals for follow-up care.
8. The student is responsible for all costs incurred whenever medical care is required as a result of an injury or accidental exposure. The university does not assume responsibility for any costs incurred due to an injury or accidental exposure.

Safe and Ethical Clinical Practice

The student is expected to ensure patient safety and maintain behavior that is consistent with the standards of the nursing profession at all times during clinical experiences. Safety and fitness for clinical practice means that the student is able to perform their clinical educational responsibilities in a safe, appropriate and effective manner, free from the adverse effects of physical, mental, emotional or personal problems. The student is required to uphold the policies within the MNSON and all

affiliating clinical agencies. Failure to meet these expectations may result in the student being removed from the clinical area, and possibly, failure of the course.

Examples of Unsafe and/or Unfit Practice include, but are not limited to, the following:

1. Inability to participate in the clinical education experience in a safe and timely manner necessary for a patient's health and well-being.
2. Failure to display stable mental, physical, or emotional behavior(s) which may affect the well-being of self or others.
3. Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to self or others.
4. Acts of omission or commission while participating in the clinical education experience include, but are not limited to:
   - Abandoning an assigned patient
   - Committing physical or emotional abuse
   - Placing a patient in an unsafe situation
   - Committing a medication error
   - Engaging in disruptive or inadequate communication

Examples of breaches of Integrity associated with the standards of the nursing profession include, but are not limited to, the following:

1. Failure to notify the agency and/or instructor of clinical absence.
2. Failure to adhere to MNSON and agency policy related to dress code.
3. Use of cell phone and personal use of agency computers and electronic equipment.
4. Presenting to the clinical site under the influence of drugs or alcohol.
5. Repeated tardiness to clinical site.
6. Failure to inform the Clinical Instructor with a change in clinical assignment or patient condition.
7. Leaving the clinical unit or agency without notifying the Clinical Instructor and assigned Registered Nurse or appropriate personnel.
8. Failure to uphold Health Insurance Portability and Accountability Act (HIPAA) guidelines.
9. Breach of information using social media.

Examples of breaches in Ethical Practice include, but are not limited to, the following:

1. Refusal to care for a patient or family based on diagnosis, race, culture, religious, sexual orientation, or gender preference.
2. Failure to report unethical behavior on the part of health care personnel.
3. Conduct that shows disrespect for the patient, family, health care team member, or faculty, including but not limited to, religious, ethical, and cultural issues.
4. Failure to maintain confidentiality of records. Copying the patient's record or any part of the record is strictly prohibited.
5. Failure to recognize and promote patient's rights.

Social Media and Social Networking

Federal law prohibits disclosing patient information outside the accepted learning environment. This includes disclosing patient information by way of social media. Students are expected to follow the guidelines put forth by the National Council of State Boards of Nursing in their brochure: A Nurse's Guide to the Use of Social Media | NCSBN.

Students are also expected to follow the American Nurses Association's guidelines for social networking in their brochure: ANA's Principles for Social Networking and the Nurse, Social Media Principles for the Nursing Profession | ANA. A summary of these principles are:

- Be aware of your audience. Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
- Maintain your professionalism. Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
- Know your social media policy. Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.
- Secure your social media profiles. Review and set-up the respective privacy settings for the social media platforms that you choose to use.
- Share credible information only. The dissemination of credible and reliable information protects the health and well-being of the public.
- Engage with respectful content. Do not share content that is harmful, disparaging, racist, homophobic, or derogatory.

The student who violates the guidelines regarding the use of social media and social networking are subject to review and possible dismissal from the program.

Communication Systems

Loyola's Universal ID (UVID)

Loyola's Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola's resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers.

Loyola's Online Connection to University Services (LOCUS)

LOCUS (https://locus.luc.edu/) is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS (https://locus.luc.edu/) allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts.

LUC Learning System - SAKAI

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS. The Loyola University Chicago UVID and password must be used to access web-based course information.

Email Policy

The MNSON will only send e-mails to the student's LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and MNSON information and announcements. If the student chooses to forward their LUC e-mail to another account, they may go to this site (https://www.luc.edu/its/services/microsoft365/) to learn about this process.

Community Standards

Each student of Loyola University Chicago is expected to uphold the Community Standards (Loyola's Student Code of Conduct). Students have the responsibility to familiarize themselves with Community Standards, which provide a simple baseline for acceptable student conduct. Commonly referenced policies include, but are not limited to: a) alcohol, drugs, and smoking, b) identification policies, c) physical or emotional harm, d) residence hall regulations. For a complete list of policies, please refer to the Loyola Community Standards. More information can be found on the Student Rights, Responsibilities and Conflict Resolution site (https://www.luc.edu/deanofstudents/communitystandards/).

Coursework completed outside of LUC

4-year BSN Program Track

The MNSON abides by the policies of LUC regarding coursework taken outside of LUC. If a student anticipates transfer course credit from a course taken outside of LUC, the student must obtain approval from the School of Nursing prior to enrolling in coursework outside of LUC.

ABSN Program Tracks

All coursework toward the BSN degree must be completed at LUC.

CURA Network

CURA Network is a centralized website for reporting student concerns, led by the Office of the Dean of Students (DOS). The CURA Network provides support, coordination, case management, and resource referrals for student concerns across the university. Behavioral, academic, personal, equity, Title IX, student conduct, conflict resolution, and general student concerns can be reported using this one website location. More information is available at https://www.luc.edu/cura/

1. **Coordinated Assistance & Resource Education (CARE)** - CARE is a part of the CURA Network that is designed to assist and support students through challenging times. Examples include students experiencing serious personal difficulties, struggling with general mental health concerns, or managing economic hardships. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. More information is available here (https://www.luc.edu/cura/about/coordinatedassistanceresourceeducationcare/).
2. **Office of Equity and Compliance (OEC)** - The OEC promotes a culture of inclusion, safety, and accessibility at Loyola by implementing equitable and person-centered policies, coordinating impartial and reliable investigations, and providing relevant and practical training. The OEC is comprised of the Executive Director for Equity & Compliance (Title IX Coordinator), three Deputy Title IX Coordinators, and a Paralegal/Case Management Specialist. The Deputy Title IX Coordinators serve as full-time, professional Equity Investigators who contribute to all aspects of the office's operations. The work of the OEC is also supported University-wide by several key partners, including but not limited to the Office of the Dean of Students, the Wellness Center, Campus Safety, Human Resources, and the Office of the Provost. More information is available here (https://www.luc.edu/equity/about/).
3. **Student Academic Services (SAS)** - SAS provides students with opportunities for learning, growth, and reflection. SAS helps students learn about themselves and fundamentally evolve in the way they perceive, think and act in our global society, becoming driven toward action that leads to more just communities. More information is available here (https://www.luc.edu/sas/).

Degree Conferral and Graduation

The conferral of the BSN degree occurs after an audit confirms that the student has completed all program plan requirements. The BSN degree is conferred following the date specified by Loyola University Chicago and is noted on the student's official transcript. The process of BSN degree conferral is separate from the application for, and participation in, the Loyola University Chicago commencement ceremony.

All students must apply for degree conferral in LOCUS (https://locus.luc.edu), regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony.

Dismissal for Academic Reasons

Dismissal is removal from MNSON and possibly LUC according to their respective policies.

4-year BSN Program Track

The student is dismissed from the BSN Program under the following conditions:

- Failure to achieve a minimum cumulative GPA of 2.0 following a period of probation
- Receiving a grade of NP, or less than a C- (or any combination thereof) in any two of the following courses:
  - Any required nursing course
  - PSYC 273 Developmental Psychology, PSYC 274 Lifespan Development
  - PSYC 304 Statistics or STAT 103 Fundamentals of Statistics
- Withdrawing (W) a third time from the same course
- Repeating a failed course and does not achieve a minimum of "C-" or "P" or withdraws from the course
- Failure to meet conditions in the Undergraduate Student Handbook (Section XVII-F Academic Probation)

ABSN Program Track

The student is dismissed from the BSN Program under the following conditions:

- Failure to achieve a minimum cumulative GPA of 2.0 following a period of probation
- Receiving a grade of NP, or less than a C- (or any combination thereof) in any two courses
- Withdrawing (W) a third time from the same course
- Repeating a failed course and does not achieve a minimum of "C-" or "P" or withdraws from the course

- Failure to meet conditions in the Undergraduate Student Handbook (Academic Probation)

The MNSON reserves the right to dismiss a student regardless of GPA for reasons related to violations in nursing professional role responsibilities, academic integrity or ethical practice. The student who is subject to dismissal from the MNSON is advised to meet with their Academic Advisor for support and guidance.

If a student is dismissed from the BSN program for any of the reasons listed above and has a cumulative GPA below 2.0 at the time of dismissal, the student may also be dismissed from Loyola University Chicago in accordance with University Academic Standards and Regulations: Undergraduate: Loyola University Chicago

Readmission Application following a Dismissal

General Readmission Process

Readmission is the process by which a student seeks to re-enter the Marcella Niehoff School of Nursing (MNSON) following dismissal.

- A student may apply for readmission only once. A second application is permitted only if the student is entering or completing their final semester of study.
- Prior to applying, the student must meet with their Academic Advisor to review the process. The Advisor will collect and forward the necessary information to the Chair of the Undergraduate Nursing Admission, Progression, and Retention (UNAPR) Committee.
- The student must appear before the UNAPR Committee to answer brief questions. No one other than the student may attend this meeting.
- The UNAPR Committee will notify the student of its decision by email within 72 hours.

Conditions After Readmission

Following readmission to the BSN program:

- If the student earns grade of NP or below C- in any required nursing course, Developmental Psychology (PSYC 273), PSYC 274 (Lifespan Development), Statistics (PSYC 304 or STAT 103), the student will be permanently dismissed from the program.
- A cumulative GPA of ≥ 2.0 must be maintained for the remainder of the program. Failure to achieve or maintain this GPA standard will result in permanent dismissal from the program.
- No further readmission will be permitted, except that a second application may be considered if the student is entering or completing their final semester of study.

Essential Qualifications/Technical Standards

Loyola University Chicago is committed to excellence in accessibility. The University actively collaborates with students to develop innovative ways to ensure accessibility and create a respectful and accountable culture through our confidential and specialized disability support. We encourage students with disabilities to disclose and seek accommodation through the Student Accessibility Center.

The Marcella Niehoff School of Nursing (MNSON) of Loyola University Chicago provides the following examples of technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe health care. To matriculate (enroll) a student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression through the program.

Nursing education requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for independent, semi-autonomous, and collaborative practice, and making appropriate decisions required in such practice. In order to fully participate in MNSON programs, a student must be able to perform the following core functions in theory courses, clinical, simulation, and lab experiences with or without reasonable accommodation:

- Acquire Information
- Use and Interpret Information
- Communication
- Motor
- Cognitive/Conceptual-Integrative
- Behavioral-Social/Emotional
- Professional Conduct

The MNSON prepares students to be able to perform the following essential qualifications:

Acquire Information

- Acquire information presented through demonstrations and experiences in nursing courses such as lecture, group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess patient changes in mood, activity, cognition, verbal, and non-verbal communication.

Use and Interpret Information

- Communicate therapeutically with Use and interpret information from assessment techniques/maneuvers such as those involved in assessing all physiologic and psychologic systems.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools during a comprehensive examination of a client or patient.
- Use and interpret non-verbal communications when performing an assessment, intervention or evaluation of a patient.

Communication

- Sensitivity and empathy with students, faculty, staff, patients, family, other professionals, and the public, using English in classroom, clinical, simulation, and lab settings.
- Accurately elicit information including a medical history & other information to adequately and effectively evaluate a client or patient's condition.
- Express ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- Elicit information, describe changes, and perceive nonverbal communications.
- Communicate in multiple modes of speech, reading, writing, and electronic systems.

Motor

- Demonstrate sufficient motor function to elicit information from patients by palpation, auscultation, and other assessment techniques.
- Execute motor movements reasonably required to provide nursing care, medication administration, and treatments during patient care.
- Execute motor movement to participate in various patient lifting and transfer activities.
- Practice in a safe manner and appropriately implement universal precautions against contamination.
- Provide emergency and life support measures, as needed, to patients in all health care settings.

Cognitive/Conceptual-Integrative

- Measure, calculate, reason, analyze, integrate, synthesize, and retain complex information related to the diagnosis, treatment, and evaluation of patient care.
- Evaluate and apply information and engage in critical thinking in the classroom and clinical judgment in clinical, simulation, and lab settings.
- Exercise appropriate clinical judgment and complete responsibilities in a timely and accurate manner according to the generalist nursing role.
- Synthesize information, problem solve, and think critically to judge the most appropriate theory or assessment strategy.
- Incorporate appropriate judgment in seeking assistance and determining when a nursing task can or cannot be carried out independently.
- Seek assistance when needed and make appropriate judgments in a timely manner.

Behavioral / Social / Emotional

- Possess attributes that include accountability, motivation, compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
- Possess the emotional health required for the full use of intellectual abilities, the exercise of sound clinical judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive, effective, and therapeutic relations with others.
- Possess the emotional stability to function effectively under stress in the classroom, clinical, simulation, and lab areas.
- Adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical environment.
- Recognize that personal values, attitudes, beliefs, emotions, and experiences affect perceptions and relationships with others.
- Be able and willing to examine and modify behavior when it interferes with productive individual, interpersonal, or team relationships.
- Possess skills and experiences necessary for effective and harmonious relationships in diverse environments.
- Maintain mature, sensitive, and effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients in need.

Professional Conduct

- Possess the ability to reason morally and practice in an ethical manner.
- Demonstrate a willingness to learn and abide by professional standards of practice.
- Engage in patient care delivery in all healthcare settings and be able to deliver care to all patient populations.
- Demonstrate the intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.

Formal Complaint by Student Policy

A formal complaint is defined by Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON") as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the MNSON. Formal complaints may originate within the MNSON, or through a mechanism external to the MNSON, such as a University grievance process or the EthicsLine Reporting Hotline. The MNSON adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

General Guidelines

1. Student Complaints Related to Academic Issues.

   Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the MNSON's Academic Grievance and Appeals Process.

   Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University's General Academic Appeals process here (https://catalog.luc.edu/academic-standards-regulations/undergraduate/).

   Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University's Academic Appeals Process here (https://catalog.luc.edu/academic-standards-regulations/undergraduate/).

2. Student Complaints Related to Non-Academic Issues.

   The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the MNSON with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law,

may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online (https://www.luc.edu/ethicsline/).

Inquiries about Title IX as implemented at Loyola may be directed internally to: Tim Love, Executive Director for Equity & Compliance and Title IX Coordinator for Equity & Compliance, who can be reached at (773) 508-7766 or via email (tlove@luc.edu.).

Inquiries may be made externally to: Office for Civil Rights (OCR) at (800) 421-3481, TDD (877) 521-2172, OCR@ed.gov. Additional information regarding Title IX can be found here (https://www.luc.edu/equity/titleixequitylaws/titleix/).

The Office for Equity and Compliance (OEC) oversees the University's compliance with Title VI of the Civil Rights Act of 1964, which protects people against discrimination based on race, color or national origin in programs that receive federal financial assistance. Please contact the OEC at (773) 508-7766 or equity@luc.edu if you have any questions or concerns regarding Title VI compliance at Loyola. Additional information regarding Title VI can be found here.

Questions regarding Section 504 of the Vocational Rehabilitation Act of 1973 ("Section 504") may also be referred to Tim Love, Executive Director for Equity & Compliance, or another member of the Office for Equity & Compliance, at (773) 508-7766 or equity@luc.edu or the Department of Education's Office for Civil Rights. Additional information can be found here (https://www.luc.edu/equity/titleixequitylaws/ada504/).

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988.

As explained online (https://secure.ethicspoint.com/domain/media/en/gui/34712/):

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

Reports submitted via this Reporting Hotline will be handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Loyola University Chicago is committed to safeguarding the confidentiality of individuals who submit reports. Due to the nature of certain claims, the University may be limited with respect to the actions it may be able to take in response to a report if the individual submitting the report does not wish to make his or her identity known.

All reports submitted through this Reporting Hotline will be carefully reviewed by Loyola University Chicago personnel. We encourage anyone making a report to return to this web site within 3-5 business days of filing a report using the Report Key assigned by the Reporting Hotline and your private password. The University may have information on your report or may require further information from you in order to proceed with an investigation. On an annual basis a report will be compiled regarding misconduct or violations of Loyola University policy to the President and the Audit Committee of the Board of Trustees.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

"information, including demographic data, that relates to the individual's past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual" (Citation (https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/?language=en))

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training as mandated by their educational program. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the MNSON and the university.

Immunizations (University-mandated)

Proof of immunity is an Illinois state requirement. All Loyola students enrolled in seven or more credit hours must complete the process to verify proof of immunity. Incomplete immunization information will block access to registering or changing classes. All students must enter immunization requirements into Loyola Health and upload supporting documents before the 10th day of the term. All immunizations are to be uploaded to Loyola Health.

Required Illinois state immunizations are Tetanus, Measles, Mumps, Rubella, and Meningococcal.

- A series of three tetanus vaccines is required; One of them must be a TDAP that was given within the past ten years of enrollment.
- Two MMR vaccines are required; the first dose must be given four days before your first birthday or after. The second dose must be given at least 28 days after the first dose.

- Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps, rubella immunity.
- A Meningococcal ACWY vaccine that was given four days before your 16th birthday or after is required for students who enrolling under the age of 22.
- Meningitis B does NOT meet this requirement.

All immunization records must be in English or accompanied by a certified translation or they will not be approved.

Guide to Upload Immunization Record

1. Go to Loyola Health
2. Sign in with UVID and password
3. Click UPLOAD HEALTH RECORDS then UPLOAD VACCINE RECORDS
4. Select 'STATE MANDATED IMMUNIZATION' under Vaccine Type
5. Select your Vaccine Name (Tdap, MMR, Meningococcal)
6. Input the date you received the vaccines (this must be done for each section)
7. Upload photo file (ONLY PDF, JPEG, JPG, JPNG, DOCX, or MOV) of record
8. Click 'Submit for Approval'
9. You will receive an upload confirmation email.

For more information, please visit the Loyola University Chicago Wellness Center immunization page (https://www.luc.edu/wellness/medical/immunizations/).

Independent Study

The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of nursing interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan. If the Independent Study meets the program plan, the student completes the Independent Study Form on SAKAI and submits this to the Assistant Dean of BSN Programs.

International Experiences/Study Abroad

Detailed below are some international experiences that BSN students have pursued.

Full Semester Study Abroad

Students who are in the 4-year BSN program track can study abroad for a full semester during either the fall or spring semester of their sophomore year. Interested students should meet with their assigned Academic Advisor as soon as possible to discuss alterations in their program plan to accommodate their study abroad experience.

In the fall semesters, the MNSON teaches the Global Health Professions program at the John Felice Rome Center. This program allows Sophomore 4-year students to study abroad in Rome while taking nursing courses required for their major. Interested students should meet with their assigned academic advisor as soon as possible to discuss course planning. Spaces in the Global Health Professions program are limited; students must apply online to the John Felice Rome Center using the Global Health Professions program application.

Due to the accelerated nature of the ABSN program track, opportunities for international experiences may be limited. More information can be found here (https://www.luc.edu/studyabroad/index.shtml/).

England

A two-week long segment of the required Community Health Nursing course (CMAN 380L) is offered in England during the Spring Semester of the student's junior year. Clinical experiences are provided through a division of the British National Health Service, and through other clinical learning opportunities in the town of Guildford, a 45-minute train trip from London, and in London. Under the supervision of an MNSON faculty member, experiences include work with British community health nurses employed by the British National Health Service. Prior to their departure for England, students have class and clinical experiences in Chicago. The experience provides students with the opportunity to become better acquainted with the people, culture, and health system of the UK and the role of the community health nurse in caring for specific aggregates. Differences and similarities between health care delivery models in the US and in the UK are explored.

France

A service immersion with a focus on spiritual care is offered annually to Lourdes, France. Traditionally, this offering occurs during the middle to end of May, following graduation. An application process for interested students begins in the fall semester. Information sessions are held prior to the application process to provide students with information about this service experience. No academic credit is offered for this international service experience which is focused on assisting the sick that come from around the world to participate in the religious rituals offered through the shrine in Lourdes.

Rome: Nursing Ethics course

The Marcella Niehoff School of Nursing provides an opportunity for a limited number of students (juniors and seniors in the 4-year BSN program track; students entering their 4th semester in the ABSN program track) to apply to take the required Nursing Ethics course in Rome, Italy. This program is a collaborative effort with Australian Catholic University (ACU), and Loyola students will live with and participate in this course with health sciences students from that university. Classes and dorm space are located at ACU's campus near Trastevere in Rome. The program takes place in January (before the start of the Spring Semester), and, in addition to the classroom experience, the students may participate in a New Year's Day Peace March with the San Egidio social justice community and a walking tour of the center of Rome. Taking Ethics with the Australian students in Italy enhances the understanding of similarities and differences in global healthcare systems and how these similarities and differences affect the provision of ethical nursing practice.

Additional International Opportunities

Ignatian Service Immersions - https://www.luc.edu/hsc/ministry/ignatianserviceimmersion/isi/

International Studies - http://www.luc.edu/studyabroad/

Progression Guidelines

Progression Requirements

4-year BSN Program Track

To progress in the 4-year BSN program track, students must:

- Maintain a minimum cumulative GPA of 2.0
- Earn a minimum grade of "C-" in the following:
  - Nursing Courses: Courses with the CMAN, GNUR, MCN, and MSN designation
  - Psychology or Statistics Courses: PSYC 273, PSYC 274, PSYC 304 or STAT 103 (Note: A minimum grade may be required in the prerequisites for these courses, e.g., a grade of C- in PSYC 101 is required for PSYC 273. These requirements are set by the offering departments and will not be waived by the MNSON.)
- Earn a passing grade ("P") in all clinical and lab courses
- Resolve any incomplete grade (I) in accordance with LUC policy

ABSN Program Track

To progress in the ABSN program, students must:

- Maintain a minimum cumulative GPA of 2.0
- Earn a minimum grade of C- in all required nursing courses: Courses with the CMAN, GNUR, MCN, and MSN designation
- Earn a passing grade (P) in all clinical and lab courses
- Resolve any incomplete grade (I) in accordance with LUC policy

Continuous Registration - ABSN program track

All students are required to register for courses throughout the calendar year (Fall, Spring, and Summer terms) until all degree requirements are met, unless they have received an approved leave of absence or are unable to take courses in accordance with their program track.

Leave of Absence (LOA)

It is expected that the student will maintain registration within the University from the time of initial enrollment until graduation. If this is not possible, a leave of absence (LOA) must be requested prior to the anticipated date of the leave. The student is required to contact their MNSON Academic Advisor when considering a LOA. When the student returns from the LOA, they will be assigned to courses according to the current program plan, on a space available basis. Information about Leave of Absence can be found here (p. 1919).

4-year BSN Program Track

Consistent with the University Policy, if the student is leaving Loyola in good standing, are only gone for a semester, and do not enroll in another college/university during the semester they are gone, they may be readmitted without having to reapply. However, if the student is absent from Loyola for more than one semester, and/or have attended other schools during their absence, they must fill out an application for re-admission from the Office of Undergraduate Admissions.

ABSN Program Tracks

The student may request a leave of absence that is not to exceed two academic semesters consecutively or interspersed throughout the program. Accruing more than two semesters of LOA will result in dismissal from the program.

Opportunities within the MNSON

Student Organizations and Service

Participation in extra-curricular activities provides an opportunity for personal growth while enhancing the student's experience during their BSN program. Current opportunities include the following:

- Nursing Student Councils (all program tracks)
- Student Nurse Association of Illinois (SNAIL)
- Undergraduate Nursing Program Committee
- Community-based service
- International service

Health Sciences Division Organizations and Service Opportunities

The Health Sciences Division at the Maywood Campus offers many opportunities to be involved in and experience health care and service work in a variety of settings. Participation in an organization and/or volunteer opportunity allows the student to become acquainted with other students studying at the Health Science Campus and enhances the student's experience while progressing through the BSN curriculum.

Scholarship Opportunities

The School of Nursing offers several scholarships to BSN students. Information about scholarship opportunities can be found on our MNSON webpage.

Preparation for Clinical Experience (4-year and ABSN program tracks)

The MNSON is committed to fostering a safe learning environment for our students and protecting the health and well-being of patients, families and health care staff. All nursing students are required to submit documentation of compliance with the clinical requirements by the specified deadline and prior to the start of clinical experiences. Qualified First© is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided in the Clinical Information section of the BSN Student Sakai site. Clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates may result in having a Dean's hold placed on their student account that will prevent registration for classes and clinical participation. These clinical absences will be considered unexcused. The MNSON Clinical Placement (sonclinicalreqs@luc.edu) informs students of all requirements and expected dates of completion.

Health Requirements

The student must be in compliance with all health requirements for the entirety of their academic experience. The MNSON updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes that take place during their program. Documentation of these requirements must be uploaded to Qualified First©.

Requirements include the following:

1. Physical Examination
   1. Submit documentation of a physical examination by your health care provider
   2. Physical examination must be within the last 12 months from the start of your first clinical experience
2. Measles, Mumps & Rubella (MMR)
   1. Submit positive antibody titers for all three components (Measles, Mumps, and Rubella)
   2. If any of the titers are negative or equivocal, a series of immunizations, and a repeat titer, are required

3. If the second titer is negative or equivocal, contact the School of Nursing for next steps

3. Varicella (Chicken Pox)
    1. Submit a positive antibody titer
    2. If the titer is negative or equivocal, the Varicella series of immunizations, and a repeat titer, are required
    3. If the second titer is negative or equivocal, contact the School of Nursing for next steps
4. Hepatitis B
    1. Submit a positive antibody titer – the correct titer to obtain is the Hepatitis B Surface Antibody (anti-HBs)
    2. If the titer is negative or equivocal, the Hepatitis B series of immunizations, and a repeat titer, are required
    3. If the titer is negative or equivocal, the Hepatitis B series of immunizations is repeated, and then the titer is also repeated.
    4. If the second titer is negative or equivocal, contact the School of Nursing for next steps.
5. Tuberculosis (TB) - There must be documentation of one of the following:
    1. QuantiFERON Gold Blood Test (lab report required and must be uploaded to Qualified First©)
    2. If positive results, provide a clear Chest X-Ray (documentation of results are required and must be uploaded to Qualified First©) AND additional follow-up with School of Nursing
    3. 1-step TB test annually
6. Tetanus, Diphtheria, and Pertussis (Tdap)
    1. Submit documentation of a Tdap booster within the past 10 years.
    2. International students MUST have a series of three tetanus injections. One injection must be within 10 years. First and second injections must be at least 28 days apart AND the second and third injections must be at least six months apart.
7. Influenza (Flu Vaccine)
    1. Submit documentation of annual vaccination against influenza
    2. Flu vaccination should be obtained soon after it becomes available (generally around September), by October 12. Immunization information must include the lot number and the location where the immunization was administered. Please check Qualified First® for due dates.
8. COVID-19 Vaccination
    1. Submit documentation of your COVID-19 vaccination(s).
    2. If you are receiving the two-dose series, BOTH vaccines must be submitted at the same time for approval.
9. N-95 Fit-Testing
10. Submit documentation of annual N95 fit-testing to Qualified First©

Students are responsible for ongoing monitoring of due dates and renewal dates in their Qualified First® account. Failure to meet these due dates, or renewal dates, means the student is out of compliance, and subject to removal from any scheduled clinical learning experiences. Any removal from a clinical learning experience due to not being in compliance, is treated as an unexcused absence. Unexcused absences place the student at risk for not meeting the outcomes of the course and may warrant the initiation of a Student Performance Improvement Plan.

Criminal Background Check

Clinical agencies require that the student complete a criminal background check prior to clinical placement. The student is required to complete a background check through the vendor used by the MNSON.

1. The Criminal Background Check must be deemed acceptable in order to progress in nursing courses and in accordance with agency policies for clinical placement.
2. The student may be required by MNSON administration or their assigned clinical learning site to complete additional criminal background checks or urine drug screens.
3. The student will be responsible for fees incurred with additional screening.
4. The student will be required to provide an additional background check as part of the application for RN licensure.

Ten Panel Urine Drug Screen

The MNSON is obligated to comply with the Loyola University Chicago Alcohol and Other Drugs Policy, as well as all federal and state laws and regulations dealing with usage and detection of drugs. Loyola will not permit the possession or use of marijuana at educational or other activities sponsored, conducted, or authorized by Loyola or its student organizations, whether on or off campus, in any on-campus housing, or in any other Loyola buildings or other property. Any positive drug screening results may result in a referral to the Student Rights, Responsibilities and Conflict Resolution (SRCR) in the Office of the Dean of Students.

A number of states, including Illinois, have passed laws that make the use of marijuana for some medical conditions and recreational use legitimate under the law of that state. However, the possession or use of marijuana remains an offense under the Controlled Substances Act, a federal law.

Clinical agencies affiliated with the MNSON also have drug and substance use policies and require that nursing students comply with their drug testing policies. The drug testing policies and procedures of the hospital, clinic, nursing home, or facility will be followed while students are engaged in clinical activities as part of the program of study at LUC. Clinical agencies have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

Procedures

All nursing students will undergo a Ten Panel Urine Drug Screen for the following substances:

1. Amphetamine/methamphetamine
2. Barbituates
3. Benzodiazepines
4. Cocaine metabolite (BZE)
5. Codeine/Morphine
6. Marijuana Metabolite (THCA)
7. Marijuana Metabolite Quant.
8. Methadone
9. Phencyclidine
10. Propoxyphene

Types of Drug Testing

Requirement for Clinical Placement - The MNSON requires that the student complete a ten-panel urine drug screen prior to clinical

placement. Safety in the delivery of care to patient/client populations is the basis for drug testing.

- Retesting - Retesting may be required if a clinical site requires a more recent test than is provided for by the MNSON policy.
- Reasonable suspicion - Any nursing student participating in clinical practice is subject to drug testing upon request if there is reasonable cause to believe that the student may be using illegal drugs, misusing legal drugs, or misusing alcohol products. Circumstances which constitute reasonable cause, include but are not limited to: notification from OSSCR of any report that includes possession, use transfer, distribution, manufacture , or sale of illicit drugs (https://www.luc.edu/osccr/communitystandards/alcoholdrugsandsmoking/): physiological signs of possible impairment from drugs.
- Follow-up Testing - Any student testing positive may be subject to repeated follow-up testing.

Negative Test Result

A negative result requires no further screens, and the student may participate in their clinical activities. A test result of "dilute negative" is not acceptable and will require retesting at the student's expense. The student will not be cleared to attend clinical as long as their drug screen result is dilute negative.

Positive Test Result

If the student's drug screen is positive, they are not able to participate in a clinical placement until further documentation is provided and processed by the Medical Review Officer (MRO) of the drug screening vendor. If the MRO does not clear the result, the results may be acted upon by the MNSON and the LUC. A dilute positive drug screen result will be treated as if the test result is positive.

Refusal to Test

If a student fails to produce the requested sample by the date and time designated, the student will be treated as if the test result was positive.

Medical Review Process

The MNSON recognizes that some substances are used for legitimate medical purposes and the following procedures will be followed:

- Once the drug screen result is posted, any positive drug screen result will be referred to the Medical Review Officer (MRO) of the drug screening vendor. MNSON will be notified that there will be a delay of 3-5 days until the drug screen result
- The MRO will contact the student to conduct an interview
- Documentation from the student's health care provider will be required to show proof that a prescribed medication/drug (a copy of the prescription or verification from the healthcare provider that they are taking the medication/drug under supervision) lead to a positive drug screen, the MRO will note the outcome of the review.

Documentation Requirements

1. CPR Certification: Documentation of Healthcare Provider BLS Certification with skills check off completed through an American Heart Association Healthcare Provider course must be uploaded to Qualified First©.
2. Health Insurance Certification: Documentation of current health insurance plan (copy of both sides of health insurance card) or the Health Insurance Certification School form must be uploaded to Qualified First©. The student is responsible for updating any insurance information changes to Qualified First© within 30 days of the change.

Clinical Agency-Specific Requirements

Clinical agency-specific requirements can be found in the BSN Student Information SAKAI site. The student is responsible for completing all agency-specific requirements prior to the start of the clinical experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in clinical which may jeopardize their progression in the program.

Clinical Placement

The student is assigned to clinical placements in collaboration with our affiliating agencies. Specific clinical placement requests will not be accommodated. Students are expected to be flexible and may be scheduled for morning shifts, evening shifts, and/or shifts on Saturdays. MNSON reserves the right to make changes to posted schedules and/or placements at any time and will only do so when unavoidable. Student requests to change placement assignments are not permitted.

Identification of clinical sites and selection of preceptors for the GNUR 384 Clinical Role Transition (CRT) course involves a joint effort between the MNSON and the site. Students must not reach out to the managers or nurses of a clinical site to secure preceptors or make arrangements for their CRT experience.

Clinical Transportation

The student is responsible for arranging their own transportation to clinical sites. The student should make transportation plans as soon as they are notified of their clinical placement. The student is encouraged to plan accordingly for their transportation in order to be on time for classes, simulation and/or clinical experiences

Dress Code

The student's personal appearance may have a significant impact on the safety, infection control, and comfort of patients, families, and other staff. For this reason, appropriate attire and appearance in all clinical, lab, and simulation areas is the standard. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk.

1. All students are required to be clean, well-groomed, and wear a Loyola photo identification badge above the waist with their picture clearly visible.
2. Hair must be kept off face, above collar or pulled back. Beard and mustaches must be neatly groomed. In restricted and semi-restricted areas any facial and head hair must be covered.
3. Fragrances (cologne/perfume/lotions) should be subtle. All students and employees should be sensitive and respectful of the fact that some individuals are allergic to and/or have sensitivity to fragrances. Therefore, if someone brings to an individual's attention that a fragrance they are wearing is problematic, they should refrain from wearing it.
4. Piercings should be kept to a minimum. While providing direct patient care, earrings should be limited to studs. Some departments may be more restrictive based on patient safety and infection control requirements.
5. Fingernails should be trimmed, clean and neat, and should not interfere with skill performance. While providing direct patient care students are prohibited from wearing artificial nails, including acrylic, silk wraps, nail tips, or nail decorations. If polish is worn, clear nail

polish that is not chipped or visibly worn is permitted in order to inspect nails for infection related concerns.

6. Tattoos should be covered by clothing wherever possible. It is up to the Clinical Faculty and Clinical site if there are situations where the number and visibility of tattoos are inappropriate for the setting. In no event may obscene, inflammatory, discriminatory, or other similarly inappropriate tattoos be exhibited on campus or at a clinical site.

Uniform Guidelines

The student is expected to be dressed in a manner consistent with the MNSON uniform guidelines. All students are required to wear uniforms at all clinical settings, including the MNSON skills lab and simulation. The uniform requirements may be modified at specific sites so that students are in compliance with clinical site policy. Please be mindful of the fact that as a student you are representing the MNSON at all of your clinical sites.

Uniform items are available through the LUC Bookstore at the Lake Shore Campus (orders may be completed online) or from a local vendor. Scrubs should be Cherokee brand in wine color.

Uniform guidelines for clinical experiences are as follows:

Inpatient Clinical Nursing, Clinical Lab and Simulation

- Loyola student ID and Agency-Required ID, if applicable
- Cherokee brand, wine color uniform (student may wear a plain white cotton t-shirt under the uniform top)
- Cherokee brand, wine color jacket (may be worn over the uniform)
- Scrub tops and jackets must be plain (e.g. not be embroidered with the MNSON logo nor student name)
- White lab coat with MNSON insignia patch on the upper left arm sleeve
- Shoes should be clean, well-polished, in good repair, and dedicated to work setting (no clogs, Crocs or similar footwear). Shoes must be closed-toe, flat, or heels 1 inch or less, made of sturdy material that will not absorb body fluids or potentially hazardous materials and be of solid color white, brown, or black. Please note that some institutions may require white shoes so you must be prepared to purchase a pair of white shoes that comply with their regulations if you choose to purchase brown or black shoes.

Community Health and Mental Health Nursing

- Loyola student ID
- Conservative street clothes with nylons or socks and low-heeled closed-toe shoes, slacks and shirt; no tie
- Attire not permitted: jeans, leggings, T-shirts, clogs, sandals, short skirts, sweatshirts, low-cut necklines, bare midriff

Equipment

The following list of equipment is required for lab and clinical experience.

- Bandage scissors
- Black pen
- Penlight
- Stethoscope with a bell and diaphragm
- Stethoscope must be independent of the blood pressure cuff
- Manual blood pressure cuff (preferably latex free)
- Wristwatch with second hand
- Four function calculator

Reasonable Accommodations

Loyola University wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Loyola University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as

1. A physical or mental impairment that substantially limits one or more major life activities of such individual;
2. A record of such impairment; or
3. Being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While Loyola University will make every effort to work with students with disabilities to accommodate their disability-related needs, the university is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program should contact the Student Accessibility Center (SAC) to confidentially discuss their accommodation needs. Given the clinical nature of our programs, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Special Health Accommodations

Documentation from a healthcare provider is required whenever a student has a health issue or injury that demands certain precautions or accommodations. These situations may include other medical conditions that require modification and/or restrictions for student participation in clinical experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary. Approval from the program director and review of agency guidelines by the clinical partners is required and will be addressed on a case-by-case basis.

Student Accessibility Center (SAC)

The Student Accessibility Center (SAC) supports students with disabilities by fostering equitable access to all aspects of student life at Loyola University Chicago. In alignment with Loyola's Jesuit mission and the value of Cura Personalis—care for the whole person—SAC partners with students, faculty, and campus offices to remove barriers and support academic, personal, and professional success.

Loyola University Chicago provides reasonable academic and student life accommodations for students with disabilities. Students interested

in receiving academic accommodations related to a disability or other health condition are invited to register with the Student Accessibility Center (SAC) at https://www.luc.edu/sac/applywithsac/. Students may register with the SAC at any point in their academic career, however the SAC encourages students to register as early as possible to reduce delay in delivery of accommodations. This is especially important for students needing accommodations in clinical or laboratory settings, which may require additional coordination.

Once registered, the student, SAC, and faculty will engage in an interactive process to determine how accommodations will be applied in each course. SAC staff work one-on-one with students to review documentation, determine reasonable accommodations, and support self-advocacy. Accommodations are not retroactive and must be renewed each semester through SAC's formal process.

Accommodation Letters

- Students must send accommodation letters to their instructors each term.
- Letters should ideally be shared within the first two weeks of the semester but may be sent at any point.
- Faculty will receive an official notification from SAC with access to the accommodation letter.
- If needs change during the term, students may request modifications and submit an updated letter.

Students are encouraged to meet with each professor individually to discuss how accommodations will be implemented in their course. All information is handled with confidentiality.

Audio Recording of Lectures

In some classes, students with approved accommodations may use audio-recording software to ensure equal access. These recordings are for personal study use only. They may not be shared, distributed, or used against faculty, lecturers, or classmates. All recordings must be deleted at the end of the semester.

Contact SAC

Website (https://www.luc.edu/sac/) & Registration (https://www.luc.edu/sac/applywithsac/) • Email (SAC@luc.edu) • Phone: 773-508-3700 • Office Location: Sullivan Center, Suite 117, Lake Shore Campus

Tutoring Center - Lake Shore and Health Sciences Campuses

The purpose of the Tutoring Center is to support the mission of Loyola University Chicago by providing academic services and resources which will foster development of skills and attitudes necessary to increase the knowledge and academic independence of all students. Through collaborative learning services, the Tutoring Center helps to contribute toward student success and the retention efforts that are made by Loyola University Chicago. The Tutoring Center offers Supplemental Instruction, small group tutoring, success coaching, and a 1-credit learning strategies course (UNIV 112). The list of nursing major courses supported by the Tutoring Center can be found here (https://www.luc.edu/tutoring/subject-specificsupport/nursing/). Information about all of the Tutoring Center's services can be found at here (https://www.luc.edu/tutoring/index.shtml/).

Tutoring for Senior Level 4-year BSN and Semester 4 ABSN Students

Senior Level 4-year BSN and Semester 4 ABSN students receive tutoring services for MSN 377 (Adult Health II) through the MNSON from adjunct nursing faculty or prior graduates of the program, upon recommendation of the faculty.

Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students

Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the MNSON and between the MNSON and clinical agencies or institutions. Complaints related to unprofessional behavior and conduct by students within the MNSON may originate from faculty, staff, other students, or from outside the University, such as a clinical site.

Issues of unprofessional behavior or conduct that occur during a clinical learning experience will be addressed immediately as well as through the evaluation of student performance in the clinical course, as detailed in the course syllabus.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside a clinical learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director.
3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Assistant Dean for the BSN Program.
4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Assistant Dean for the BSN Program with jurisdiction over the degree program in which the student is enrolled.
5. The Assistant Dean for the BSN Program, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Assistant Dean for the BSN Program may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
7. If the unprofessional behavior or conduct continues, the Assistant Dean for the BSN Program may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and

notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.

8. If the unprofessional behavior or conduct continues, the Assistant Dean for the BSN Program will either withdraw the student from a course or make a recommendation for dismissal from the academic program.
9. If the student is withdrawn from the course, the student will receive a W for the course depending on the time the decision is made.
10. In the event that unprofessional behavior or conduct continues following verbal and written warnings, the Assistant Dean for the BSN Program may submit to the Dean a recommendation for the student's dismissal from the academic program. The Executive Associate Dean for Academic Affairs may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended.

Wellness Center

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. Students currently attending classes (full or part time) are eligible to use the services provided at the Wellness Center at no charge. Wellness Center services are covered by Student Development Fee. Students who are not charged the Student Development Fee but would like to receive services must submit the Optional Enrollment form. A fee for the Wellness Center is assessed at the beginning of the Fall and Spring semesters and appears on every student's bill as part of the student activity fee. This covers medical assessment and short-term treatment by a staff nurse, physician, or nurse practitioner; assessment and either brief counseling with a mental health professional at the Wellness Center or assistance connecting to a community mental health provider; telephone advice from a nurse; and health education and wellness programs and resources at the Wellness Center, including unlimited group therapy visits. Some lab tests, immunizations, prescription medications, and materials are provided for an additional fee. More information about the Wellness Center resources is available here (https://www.luc.edu/wellness/).

Note: The Wellness Center does not provide medical clearance for return to clinical/simulation/classroom sessions.

Withdrawal

Withdrawal is the election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from specific courses in the BSN program may impact a student's ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change of registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change of registration period, a designation of "W" will appear on the academic record. Students facing a significant emergency circumstance that prevents them from continuing in or completing an academic term may submit an Intent to Withdraw form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. Dates for these withdrawal conditions are published in the university academic calendar.

More information about the University Policy is available here (p. 1919).

Students may withdraw, with a grade of "W", one time from any of the following courses without penalty to their academic standing in the BSN program:

- Nursing Courses: Courses with the CMAN, GNUR, MCN, and MSN designation
- Psychology or Statistics Courses: PSYC 273, PSYC 274, PSYC 304 or STAT 103

A student who withdraws twice, from any of the courses listed, and receives a notation of "W" on their academic record, will be placed on probation. For the probation to be lifted, the student must complete the course with a grade of C- or higher during the next semester in which the course is taken.

If the course is not successfully completed with a C- or higher, or if the student withdraws a third time from this same course, the student will be dismissed from the BSN program.

Refer to "'Dismissal from the MNSON"' section of the handbook for specific application of the withdrawal policy.

The Writing Center - Lake Shore and Water Tower Campuses

The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student's individual needs. Tutors are available to help at any point of the writing process—from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students. More information and writing resources are available online (https://www.luc.edu/writing/).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

CM/MH/AD Nursing (CMAN)

CMAN 272 Mental Health Patterns (3 Credit Hours)
Co-requisites: CMAN 272L
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 272L Mental Health Patterns: Lab (3 Credit Hours)
Co-requisites: Must also enroll in CMAN 272
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 380 Community Health (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 294, and GNUR 290 with a C- or better; Must also enroll in CMAN 380L
Nursing and public health concepts provide theoretical basis for care of families, aggregates, and communities outside institutional settings. Role of community health nurses in caring for specific aggregates is described. Clinical experiences are provided for application of concepts and implementation of nursing interventions in a variety of community settings.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN380/CMAN380A/CMAN375

CMAN 380L Community Health: Lab (3 Credit Hours)
Must also enroll in CMAN 380.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN375L/CMAN380C/CMAN380L

General Nursing (GNUR)

GNUR XXX Comprehensive Exam Semester 1 (0 Credit Hours)
Course designation for program planning master's students into the comprehensive examination requirement; First semester of the process.

GNUR YYY Comprehensive Exam Semester 2 (0 Credit Hours)
Course designation for program planning master's students into the comprehensive examination requirement; Second semester of the process.

GNUR 102 Introduction to Professional Nursing Practice (1 Credit Hour)
This course introduces the mission of the MNSON and the foundations of nursing practice. Nursing is presented as a scientific profession with a heritage of strong values-based leadership based on critical thinking and evidence based practice.
Outcomes:
Describe the mission of the MNSON and discuss the ANA Scope of Standards of Nursing Practice

GNUR 157 Human Anatomy and Physiology I Theory (3 Credit Hours)
Co-requisites: GNUR 157L The first in a two-part sequence, this course is designed to give students a detailed understanding of the structure of the major organs and systems of the human body from the cellular to the system level
It includes the integumentary system, the skeletal system, the skeletal muscles, the nervous system, and the special senses (sight, hearing, smell, taste). By the end of the course, students will be able to demonstrate understanding of the workings of the above systems from an anatomical and physiological viewpoint.
Outcomes:
Use appropriate terminology to discuss anatomy and physiology; Identify anatomical structures and describe the complex interrelationships between structure and function; Explain how body systems work together to maintain homeostasis; Describe the general structure and function of the integumentary system, the skeletal system, the skeletal muscles, the nervous system, and the special senses and their interactions with each other; Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology

GNUR 157L Human Anatomy and Physiology I Lab (1 Credit Hour)
Co-requisites: GNUR 157 This course is the companion laboratory course for GNUR 157, Anatomy and Physiology I
This course is designed to give students a basic understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level of the integumentary, skeletal, muscle and nervous systems. By the end of the course, students will be able to demonstrate understanding of the workings of the systems from an anatomical and physiological viewpoint.
Outcomes:
Identify anatomical structures using appropriate terminology and describe the complex interrelationships between structure and function of the system level of the integumentary, skeletal, muscle and nervous systems; Use appropriate laboratory tools and techniques to examine anatomical structures and physiological functions; Work collaboratively with peers during lab and communicate results of lab work effectively

GNUR 158 Human Anatomy and Physiology II Theory (3 Credit Hours)
Co-requisites: GNUR 158L The second in a two-part sequence, this course is designed to give students a detailed understanding of the structure of the major organs and systems of the human body from the cellular to the system level
It includes the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. By the end of the course, students will be able to demonstrate understanding of the workings of the above systems from an anatomical and physiological viewpoint.
Outcomes:
Use appropriate terminology to discuss anatomy and physiology; Identify anatomical structures and describe the complex interrelationships between structure and function; Explain how body systems work together to maintain homeostasis; Describe the general structure and function of endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance and their interactions with each other; Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology

GNUR 158L Human Anatomy and Physiology II Lab (1 Credit Hour)
Co-requisites: GNUR 158 This course is the companion laboratory course for GNUR 158, Anatomy and Physiology II
This course is designed to give students a basic understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. By the end of the course, students will be able to demonstrate understanding of the workings of the systems from an anatomical and physiological viewpoint.
Outcomes:
Identify anatomical structures using appropriate terminology and describe the complex interrelationships between structure and function of the system level of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems; Use appropriate laboratory tools and techniques to examine anatomical structures or physiological functions; Work collaboratively with peers during lab and communicate results of lab work effectively

GNUR 160 Chemistry for Health Professions (3 Credit Hours)
Introduction to general chemistry and elements of organic chemistry and biochemistry include the review of families of simple organic molecules and simple sugars, the role of enzymes in biochemical reactions, and the metabolism of carbohydrates, proteins, and lipids. Must also enroll in GNUR 160L.
Course equivalencies: GNUR160/CHEM151

GNUR 160L Chemistry for Health Professions Lab (1 Credit Hour)
Companion laboratory course for GNUR 160, Chemistry for Health Professions Must also enroll in GNUR 160.

GNUR 203 Microbiology for Health Professions with Lab (3 Credit Hours)
This course examines basic concepts of microbial metabolism, genetics, and classification in order to understand their effects on human health. Clinically relevant microbial diseases will be explored, with a focus on microbe-human interactions, epidemiology, and methods to control microbes. The course includes a laboratory component designed to complement lecture topics.
Outcomes:
Identify the association between the major groups of microorganisms, the portals of entry and exit of microorganisms that cause disease, and disease processes; Describe the components and functions of the human immune system, the role it plays in protecting the host, and methods that microorganisms use to evade or defeat the immune system; Apply microbial control principles to aseptic technique, antimicrobial treatments, drug resistance, and antibiotic stewardship; Explain the magnitude of the global impact of microbes on human illness, and the factors that hamper effective global public health efforts; Implement microbiological techniques such as isolation of organisms, counting microbial populations, staining, ELISA, and metabolic identification of organisms

GNUR 207 Concepts of Professional Nursing Practice (2 Credit Hours)
This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family- centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population- focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.
Outcomes:
1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

GNUR 230 Success in Nursing I (1 Credit Hour)
This course is designed to help students to understand and develop the vocabulary and critical thinking skills necessary to increase their success in nursing courses, the nursing program, and the university.
Outcomes:
The student will be able to increase their mathematical, verbal, critical thinking, and study skills; The student will learn to use the nursing process as a problem solving method

GNUR 238 The Foundations of Clinical Practice in Nursing (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better; Must also enroll in GNUR 238L
This course introduces basic nursing concepts such as critical thinking, the nursing process, physiologic and safety needs of the client, health assessment, and fundamental nursing skills, including safe medication administration. The course prepares students for the role of the professional nurse in the clinical setting.

GNUR 238L Foundations of Clinical Practice in Nursing Lab (1 Credit Hour)
The students will utilize critical thinking skills and the nursing process to apply basic nursing concepts in the performance of health assessment and fundamental nursing skills. The course prepares students for the role of the professional nurse in the clinical setting. Must enroll in GNUR 238.

GNUR 290 Concepts in Older Adult Health (2 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 238, GNUR 293 and GNUR 297 with a C- or better, OR be enrolled in GNUR 238, GNUR 293 and GNUR 297
This course introduces students to the care of older adults. It is designed to explore current concepts and practices pertaining to aging. This course provides an overview of the normal physical, psychological, and social-cultural aspects of the aging process. It addresses health and health alterations of aging and exploration of attitudes toward care of the older adult. Enrollment is restricted to students admitted to the BSN program.

GNUR 293 Pathophysiology (4 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156 and GNUR 160 with a C - or better
This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes.
Outcomes:
The student will be able to use critical thinking skills in the application of pathophysiological processes to clinical practice

GNUR 294 Foundations of Pharmacology (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 293, GNUR 203, GNUR 238, GNUR 297 with a C- or better; Must have taken and passed GNUR 238L with a P
This course introduces nursing students to pharmacology and provides them with the foundation needed to administer medications.

GNUR 297 Clinical Nutrition for Nursing Practice (2 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better
This course introduces foundations of nutrition for nursing practice. Evidence-based nutrition is applied across the life-span and health continuum. Nutritional assessment, cultural practices and health policies are explored.

GNUR 360 Nursing Research: For Evidence-Based Practice (3 Credit Hours)
Pre-requisites: Must have taken and passed PSYC 304 or STAT 103 with a C- or better
This course provides basic knowledge regarding the research process and the importance of evidence-based nursing practices. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings.
Course equivalencies: GNUR350/GNUR3660

GNUR 361 Nursing Ethics (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 360, MSN 277, MSN 277L, GNUR 294, GNUR 290 with a C- or better
This course offers students, as future health care professionals and as health care recipients, opportunities to think philosophically, demonstrate ethical awareness, do ethical reflection, and apply ethical principles in decision-making.
Outcomes:
The student will be able to recognize and respond to ethical challenges inherent in the delivery of health care to individuals with differing philosophical views and diverse backgrounds providing reasoned arguments for views held/positions taken

GNUR 383 Leadership for Professional Nursing Practice (3 Credit Hours)
Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360 with a C- or better , OR MCN 273L, MCN374L, CMAN 272L, CMAN 380L with a P
This course prepares the student to provide leadership in the practice setting and profession. Personal identity and role as nurse leader is addressed from unit-based to organizational and policy environments. Principles of leadership are developed and applied in clinical settings. Legal, regulatory and professional standards related to nursing practice are presented.

GNUR 384 Clinical Role Transition (3 Credit Hours)
Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360,with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383
Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.
This course satisfies the Engaged Learning requirement.
Outcomes:
Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

GNUR 399 Independent Study (1-5 Credit Hours)
Requires approval of Associate Dean Academic Programs in Nursing.

Maternal/Child Nursing (MCN)

MCN 273 Family Health Patterns I (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, GNUR 294 with a C- or better; Must have taken and passed MSN 277L with a P; Must also enroll in MCN 273L
This course allows students to apply concepts from systems theory and the levels of prevention models to structure the presentation of selected concepts related to health promotion and health maintenance of childbearing and parenting families.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of childbearing and parenting families

MCN 273L Family Health Patterns I: Lab (3 Credit Hours)
Co-requisites: Must enroll on MCN 273
No course description is available

MCN 374 Family Health Patterns II: Care of the Child and Family (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277 and 277L, GNUR 294 with a C- or better; Must also enroll in MCN 374L
This course uses the Health People 2010 initiative to structure the presentation of selected concepts related to the health promotion, health maintenance and health restoration of infants, children, adolescents and their families.
Outcomes:
Students will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of infants, children, adolescents and their families

MCN 374L Family Health Patterns II: Lab (3 Credit Hours)
Co-requisites: Must also enroll in MCN 374
No course description is available

Medical/Surgical Nursing (MSN)

MSN 277 Medical/Surgical Nursing: Adult Health I (4 Credit Hours)
Pre-requisites: Must have taken and passed PSYC 273 or PSYC 274 and GNUR 294 with a C- or better OR Must have taken and passed PSYC 273 or PSYC 274 with a C- or better and be enrolled in GNUR 294
This course is designed to use levels of prevention to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families and communities across the health care continuum.

MSN 277L Medical/Surgical Nursing: Adult Health Lab I (3 Credit Hours)
Must also enroll in MSN 277. This course is designed to apply levels of prevention in nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families, and communities across the health care continuum.

MSN 377 Adult Health II - Advanced Medical-Surgical (4 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 290, GNUR 294, GNUR 360,with a C- or better; Must also enroll in MSN 377L
This course builds on MSN 277, Adult Health I, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of interventions within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues

MSN 377L Adult Health II - Advanced Medical Surgical Clinical (3 Credit Hours)
Must also enroll in MSN 377. This course builds on MSN 277L, Adult Health I Clinical, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are obtained and interventions are provided within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues - clinical

Nursing (Accelerated BSN)

The Accelerated BSN track of the BSN program is designed for college graduates who want to transition to a career as a professional registered nurse. Pre-requisite arts and sciences courses are completed prior to admission. The 16-month full-time program includes the major courses of the BSN program.

The Accelerated BSN track of the BSN program is offered in two learning options.

Onsite Option

Courses meet in person on the Health Sciences Campus in Maywood, Illinois. Laboratory and simulation experiences are completed at the Health Sciences Campus and clinical learning experiences are completed throughout the Chicagoland area.

Hybrid Learning Option

The hybrid learning option includes online coursework, laboratory, simulation, and class meeting times at the Health Sciences Campus in Maywood, Illinois and clinical learning experiences at Chicago area healthcare facilities.

Contact us (https://absn.luc.edu/contact-us/) to learn more about our Accelerated BSN program options near Chicago.

Related Programs

Major

- Nursing (BSN) (p. 710)

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)

Curriculum

Code	Title	Hours
CMAN 272	Mental Health Patterns	3
CMAN 272L	Mental Health Patterns: Lab	3
CMAN 380	Community Health	3
CMAN 380L	Community Health: Lab	3
GNUR 207	Concepts of Professional Nursing Practice	2
GNUR 238	The Foundations of Clinical Practice in Nursing	3
GNUR 238L	Foundations of Clinical Practice in Nursing Lab	1
GNUR 290	Concepts in Older Adult Health	2
GNUR 293	Pathophysiology	4
GNUR 294	Foundations of Pharmacology	3
GNUR 297	Clinical Nutrition for Nursing Practice	2
GNUR 360	Nursing Research and Evidence-Based Practice	3
GNUR 361	Nursing Ethics	3
GNUR 383	Leadership for Professional Nursing Practice	3
GNUR 384	Clinical Role Transition	3
MCN 273	Family Health Patterns I	3
MCN 273L	Family Health Patterns I: Lab	3
MCN 374	Family Health Patterns II: Care of the Child and Family	3
MCN 374L	Family Health Patterns II: Lab	3
MSN 277	Medical/Surgical Nursing: Adult Health I	4
MSN 277L	Medical/Surgical Nursing: Adult Health Lab I	3
MSN 377	Adult Health II - Advanced Medical-Surgical	4
MSN 377L	Adult Health II - Advanced Medical Surgical Clinical	3
Total Hours		**67**

Suggested Sequence of Courses

The sequence of courses outlined below is the program plan for students in the Accelerated BSN (ABSN) track of the program.

Course	Title	Hours
First Semester		
GNUR 207	Concepts of Professional Nursing Practice	2
GNUR 238	The Foundations of Clinical Practice in Nursing	3

GNUR 238L	Foundations of Clinical Practice in Nursing Lab	1
GNUR 293	Pathophysiology	4
GNUR 297	Clinical Nutrition for Nursing Practice	2
GNUR 360	Nursing Research: For Evidence-Based Practice	3
	Hours	**15**
Second Semester		
GNUR 290	Concepts in Older Adult Health	2
GNUR 294	Foundations of Pharmacology	3
MSN 277	Medical/Surgical Nursing: Adult Health I	4
MSN 277L	Medical/Surgical Nursing: Adult Health Lab I	3
CMAN 272	Mental Health Patterns	3
CMAN 272L	Mental Health Patterns: Lab	3
	Hours	**18**
Third Semester		
MCN 273	Family Health Patterns I	3
MCN 273L	Family Health Patterns I: Lab	3
MCN 374	Family Health Patterns II: Care of the Child and Family	3
MCN 374L	Family Health Patterns II: Lab	3
CMAN 380	Community Health	3
CMAN 380L	Community Health: Lab	3
	Hours	**18**
Fourth Semester		
GNUR 383	Leadership for Professional Nursing Practice	3
GNUR 384	Clinical Role Transition	3
GNUR 402	Ethics for Health Professionals	2
MSN 377	Adult Health II - Advanced Medical-Surgical	4
MSN 377L	Adult Health II - Advanced Medical Surgical Clinical	3
	Hours	**15**
	Total Hours	**66**

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The ABSN track has the same learning outcomes as the BSN Program. The goal of the BSN program is to prepare baccalaureate generalist nurses. At the completion of the program, graduates are expected to:

- Synthesize knowledge from liberal arts, sciences, and nursing science as a basis for professional nursing practice.
- Integrate levels of prevention, quality, safety concepts and principles and leadership into professional nursing practice.
- Provide culturally competent, effective and patient-centered professional nursing care to individuals, families and communities across the lifespan.
- Demonstrate the ability to effectively communicate and collaborate with the patient and interprofessional team to deliver evidence-based, safe, patient-centered care to individuals, families and communities.
- Integrate values, ethics and legal knowledge into nursing practice.
- Integrate scientific evidence and patient, family and community preferences into the planning, implementation and evaluation of professional nursing care.
- Apply skills of information technology and information management effectively in professional nursing practice.
- Analyze ways governmental, institutional and professional policies directly and indirectly influence the healthcare system and population health.

Nursing (BSN)

Preparing the next generation of nurses.

Bachelor of Science in Nursing students have the opportunity to take part in a traditional college experience at Loyola University Chicago's Lake Shore Campus, while gaining experience at world-class clinical sites in the Chicago area. Under the mentorship, supervision, and guidance of faculty, students will learn to think critically, analyze complex situations, make sound clinical decisions, and deliver safe nursing care. Beyond the requisite nursing competencies needed to care for clients, Loyola's BSN program truly prepares graduates to learn, adapt, and grow in their nursing career.

Not a graduating high school senior? Loyola also offers an Accelerated BSN program (p. 709).

Related Programs

Major

- Nursing (Accelerated BSN) (p. 709)

Doctoral

- Family Nurse Practitioner with Emergency Specialty (DNP) (p. 1500)

Curriculum

The below course list includes only nursing major courses. Additional required courses from the College of Arts and Sciences (e.g., developmental psychology, statistics) and core requirements are not included in this list.

Code	Title	Hours
Required Courses		
GNUR 102	Introduction to Professional Nursing Practice	1
GNUR 157	Human Anatomy and Physiology I Theory	3
GNUR 157L	Human Anatomy and Physiology I Lab	1
GNUR 158	Human Anatomy and Physiology II Theory	3
GNUR 158L	Human Anatomy and Physiology II Lab	1
GNUR 160 & 160L	Chemistry for Health Professions and Chemistry for Health Professions Lab	4
GNUR 203	Microbiology for Health Professions with Lab	3
GNUR 207	Concepts of Professional Nursing Practice	2

GNUR 238 & 238L	The Foundations of Clinical Practice in Nursing and Foundations of Clinical Practice in Nursing Lab	4
GNUR 290	Concepts in Older Adult Health	2
GNUR 293	Pathophysiology	4
GNUR 294	Foundations of Pharmacology	3
GNUR 297	Clinical Nutrition for Nursing Practice	2
GNUR 360	Nursing Research and Evidence-Based Practice	3
GNUR 361	Nursing Ethics	3
GNUR 383	Leadership for Professional Nursing Practice	3
GNUR 384	Clinical Role Transition	3
MSN 277 & 277L	Medical/Surgical Nursing: Adult Health I and Medical/Surgical Nursing: Adult Health Lab I	7
MSN 377 & 377L	Adult Health II - Advanced Medical-Surgical and Adult Health II - Advanced Medical Surgical Clinical	7
MCN 273 & 273L	Family Health Patterns I and Family Health Patterns I: Lab	6
MCN 374 & 374L	Family Health Patterns II: Care of the Child and Family and Family Health Patterns II: Lab	6
CMAN 272 & 272L	Mental Health Patterns and Mental Health Patterns: Lab	6
CMAN 380 & 380L	Community Health and Community Health: Lab	6
Total Hours		**83**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
GNUR 157	Human Anatomy and Physiology I Theory	3
GNUR 157L	Human Anatomy and Physiology I Lab	1
GNUR 160	Chemistry for Health Professions	3
GNUR 160L	Chemistry for Health Professions Lab	1
PSYC 101	General Psychology	3
UNIV 101	First Year Seminar	1
Select one of the following:		3
UCWR 110	Writing Responsibly	
CORE		
	Hours	**15**
Spring		
GNUR 158	Human Anatomy and Physiology II Theory	3
GNUR 158L	Human Anatomy and Physiology II Lab	1
GNUR 102	Introduction to Professional Nursing Practice	1
PSYC 304 or STAT 103	Statistics or Fundamentals of Statistics	3
CORE		3
CORE		3
Select one of the following:		3
UCWR 110	Writing Responsibly	
CORE		
	Hours	**17**
Second Year		
Fall		
Students are placed in Plan A or Plan B; Plan A is outlined below; Plan B reverses the fall and spring coursework		
Plan A:		
GNUR 203	Microbiology for Health Professions with Lab	3
GNUR 207	Concepts of Professional Nursing Practice	2
PSYC 273 or PSYC 274	Developmental Psychology or Lifespan Development	3
CORE		3
CORE		3
CORE		3
	Hours	**17**
Spring		
Plan A:		
GNUR 238	The Foundations of Clinical Practice in Nursing	3
GNUR 238L	Foundations of Clinical Practice in Nursing Lab	1
GNUR 293	Pathophysiology	4
GNUR 297	Clinical Nutrition for Nursing Practice	2
CORE		3
	Hours	**13**
Third Year		
Fall		
GNUR 294	Foundations of Pharmacology	3
MSN 277 & 277L	Medical/Surgical Nursing: Adult Health I and Medical/Surgical Nursing: Adult Health Lab I	7
GNUR 290	Concepts in Older Adult Health	2
CORE		3
	Hours	**15**
Spring		
GNUR 360	Nursing Research: For Evidence-Based Practice	3
CORE		3
Students are placed in Plan A or Plan B. Plan A is listed below. Plan B switches the Plan A coursework for CMAN 272/ CMAN 272L and CMAN 380/CMAN 380L		
Plan A:		
MCN 273	Family Health Patterns I	3
MCN 273L	Family Health Patterns I: Lab	3
MCN 374	Family Health Patterns II: Care of the Child and Family	3
MCN 374L	Family Health Patterns II: Lab	3
	Hours	**18**
Fourth Year		
Fall		
GNUR 361	Nursing Ethics	3

Students continue in Plan A or Plan B. Plan A is listed below. Plan B switches the courses below for MCN 273/MCN 273L and MCN 374/MCN 374L		
Plan A:		
CMAN 272	Mental Health Patterns	3
CMAN 272L	Mental Health Patterns: Lab	3
CMAN 380	Community Health	3
CMAN 380L	Community Health: Lab	3
	Hours	**15**
Spring		
MSN 377	Adult Health II - Advanced Medical-Surgical (4 credits over 14 weeks)	4
MSN 377L	Adult Health II - Advanced Medical Surgical Clinical (3 credits over 7 weeks)	3
GNUR 383	Leadership for Professional Nursing Practice (3 credits over 7 weeks)	3
GNUR 384	Clinical Role Transition (3 credits over 7 weeks)	3
	Hours	**13**
	Total Hours	**123**

Total credits in program: 123
Total credits from major: 92

Clinical Rotations

Students complete seven clinical rotations at a variety of acute care, community based, and primary care health care organizations.

Clinical Role Transition (CRT)

Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an inter-professional health care team.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

The goal of the BSN program is to prepare baccalaureate generalist nurses.

At the completion of the program, graduates are expected to:

- Synthesize knowledge from liberal arts, sciences, and nursing science as a basis for professional nursing practice.
- Integrate levels of prevention, quality, safety concepts and principles and leadership into professional nursing practice.
- Provide culturally competent, effective and patient-centered professional nursing care to individuals, families and communities across the lifespan.
- Demonstrate the ability to effectively communicate and collaborate with the patient and interprofessional team to deliver evidence-based, safe, patient-centered care to individuals, families and communities.
- Integrate values, ethics and legal knowledge into nursing practice.
- Integrate scientific evidence and patient, family and community preferences into the planning, implementation and evaluation of professional nursing care.
- Apply skills of information technology and information management effectively in professional nursing practice.
- Analyze ways governmental, institutional and professional policies directly and indirectly influence the healthcare system and population health.

Parkinson School of Health Sciences and Public Health

Loyola University Chicago's Parkinson School of Health Sciences and Public Health brings together our call as a Jesuit institution to go to the frontiers of education, research, and practice, and help people who live at the margins.

An established leader in health care education with the Stritch School of Medicine and the Marcella Niehoff School of Nursing, the Parkinson School of Health Sciences and Public Health draws on those strengths to address today's public health challenges and train the next generation of experts in public health, health systems and informatics, dietetics, exercise science, and medical laboratory science.

Flexible degree programs as well as certificates in applied health sciences, health care administration, and public health meet student, community, and industry needs. The Parkinson School includes programs for undergraduate and graduate students, as well as career professionals who seek additional skills or a career change. Innovative and accessible program formats for adult learners along with traditional undergraduates include online instruction and hybrid learning programs on Loyola's Health Sciences Campus and Lakeshore campuses.

Undergraduate Programs

- Exercise Science (BS) (p. 733)
- Exercise Science Minor (p. 735)
- Health Science (BS) (p. 735)
- Healthcare Administration (BS) (p. 737)
- Healthcare Administration Minor (p. 739)
- Nutrition Minor (p. 739)
- Public Health (BA) (p. 740)
- Public Health (BS) (p. 744)

Parkinson School of Health Sciences and Public Health Policies

Each student is required to abide by Loyola University Chicago policies in addition to Parkinson School of Health Sciences and Public Health policies. Loyola policies for undergraduate students may be found in the University Catalog. Parkinson School handbooks and policies are listed below:

Academic Advising and Program Planning

Program Directors for each of the study options provide support and guidance to the student during their program of study. Program Directors

are available to discuss professional growth, career guidance, and professional opportunities.

In the Loyola undergraduate academic advising model, the First and Second Year Advising (FSYA) Office serves the academic advising and support needs of students in all academic programs through the first two years of their college experience. This central advising office provides students with academic advising services and referrals to campus partners (accessibility services, wellness center, career services, tutoring center, writing center, study abroad, international student services, etc.) that contribute to a successful transition from high school to college.

Academic advising for the junior and senior undergraduate students is conducted by an academic advisor within the Parkinson School with all the same services and academic counsel targeted specifically to the student academic program.

The role of academic advising within the Parkinson School of Health Sciences and Public Health is to support students in their academic endeavors, in making informed and responsible decisions, and in setting and achieving short- and long-term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all majors and minors
- University policies and procedures and other important academic information
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Repeating courses
- Incomplete grades
- Dropping a class
- Change of Major

Academic Dismissal

Any student who has been on probation for at least two consecutive terms and has not achieved a cumulative GPA of 2.0 will be dismissed from Loyola University Chicago due to insufficient academic performance. A student may appeal their dismissal to their Academic Dean's Office. Academic dismissal is stated on a student's transcript. A student who has been academically dismissed may not apply for readmission to the University until one fall or spring term has elapsed. A student dismissed for academic insufficiency may be required to demonstrate acceptable academic achievement at another accredited college or university before readmission is approved. Courses to be taken elsewhere must be pre-approved by the student's advising dean or director and a minimum grade of "C+" or higher must be earned in all such coursework. A student readmitted to the University after academic dismissal will be readmitted on academic probation.

Dismissal for Poor Scholarship

Students who fail to achieve the required GPA for the undergraduate program in Parkinson will be dismissed for poor scholarship unless placed on probation.

Students dismissed due to poor scholarship may appeal their dismissal by submitting the Academic Form: Course Grade Dispute - Undergraduate Students (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102). Students enrolled in more than one school may only submit one appeal to the Dean's office of their choosing from which they were dismissed. This form is the student's opportunity to explain any mitigating circumstances as to why the student's dismissal should be reconsidered. Documentation must be provided to support the student's position. This form is the only approved process to submit such a request.

A dismissal will be overturned only when a student is able to produce specific documentation that proves University error or extraordinary circumstances beyond the student's control that warrant an exception to University academic policies.

The appeal must be made within 10 business days of the date of email notification of academic dismissal. The academic Dean's office may determine that a student meeting is required after the appeal is submitted. Appeal decisions will be made within 10 business days of the receipt of the appeal.

A student may request an appeal decision made by an Assistant or Associate Dean to be considered by the Dean. Appeal decisions made by the Dean are final.

Dismissal for Non-Academic Reasons

Definition: Dismissal is removal from Parkinson School and possibly LUC according to their respective policies.

The Parkinson School reserves the right to dismiss a student regardless of GPA for reasons related to violations in professional role responsibilities, academic integrity or ethical practice. The student who is subject to dismissal from the Parkinson School is advised to meet with their Academic Advisor for support and guidance.

Readmission Application following a Dismissal

A student may apply for readmission into Parkinson one time. The student who seeks readmission to the Parkinson School is required to meet with their Academic Advisor to discuss the process. The Academic Advisor will then meet with the respective program director and the student will be informed of the decision within one business week via email.

- A student may apply for readmission to the program after 1 semester (excluding summer sessions) but no later than 1 calendar year from the date of dismissal.
- Following readmission after dismissal, if a student receives a grade of WF, NP, or less than a C- in a single course required for the major, the student will be dismissed from the program without an option for readmission.
- Following readmission after dismissal, if the student does not raise the cumulative GPA to ≥2.00 at the end of the next semester or after 9 credit hours of graded study, and maintain the cumulative GPA ≥2.00 for the duration of the program, the student will be dismissed from the program without an option for readmission.

Students in their first semester at Loyola University Chicago cannot be dismissed from their program due to low GPA and/or poor grades. The first semester is a grace period for new students to adapt to their program and/or college life. These students can include first semester freshmen or first semester external transfer students.

Academic Expectations

The Parkinson School is committed to providing its students, faculty, staff and guests with an environment that is respectful, safe, and conducive to learning, teaching, and employment. Students agree to be honest and ethical in all academic and clinical work. The student is obligated to report any observed dishonesty to the Course Instructor, Program Director or Department Chair. A consequence of academic dishonesty may result in failure in the course in which the dishonesty occurred. Greater sanctions may be imposed, including dismissal from the Parkinson School. The Parkinson School abides by the University Academic Integrity policy that clearly defines plagiarism and academic cheating and the consequence of academic dishonesty.

Exemplary behavior, consistent with the standards of the profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of professional practice as further discussed in the following sections. The student is responsible for adhering to the policies in this handbook and acknowledges acceptance of this student handbook.

These standards and regulations are found here (p. 1919).

Academic Honors, Awards, and Scholarships

President's Medallion

The Parkinson School submits a single nominee for President's Medallion. The nominee pool Includes students enrolled in BS Healthcare Administration, BS Exercise Science and BS in Public Health. The top 25% of Parkinson School students are considered and nominations are requested from faculty. Nominations are reviewed by the appropriate committee and interviews are conducted. Committee recommendations are given to Dean. The Dean makes final recommendation to the University Committee.

Dean's List

The Parkinson School Dean's List is a semester-by-semester acknowledgement of fulltime students (taking 12 credit hours or more) who obtain a 3.5 term grade point average or higher in any given academic semester. Students on the Dean's List receive a personal acknowledgement from the Dean. Note: only students majoring within Parkinson can make the Parkinson's Dean's List.

Alpha Sigma Nu

Alpha Sigma Nu is the international honor society of Jesuit institutions of higher education. The society was founded in 1915 to honor a select number of students each year on the basis of scholarship, loyalty, and service. Alpha Sigma Nu is unique among honor societies in that it seeks to identify the most promising students in Jesuit schools. Inductees demonstrate an intelligent appreciation of and commitment to the ideals - intellectual, social, moral, and religious - of Jesuit higher education.

Selection to Alpha Sigma Nu is one of the highest honors that can be given on a Jesuit campus. Junior and Senior students who are in the top 15% of their class academically, and have a demonstrated record of service and loyalty to the Jesuit ideals of education, are considered for membership. Academic and service honors and awards specific to the Exercise Science, Healthcare Administration or Public Health majors are detailed in the Program specific policies.

Celebration of the Magis

Celebration of the Magis, a wonderful tradition that honors all graduating seniors from Parkinson's three undergraduate programs: Exercise Science, Healthcare Administration, and Public Health. Students are honored in several ways including the following awards:

- The **Research Excellence Award** is given to students who has demonstrated exemplary commitment and accomplishment while completing their senior research project. Nominations for this award are solicited from faculty.
- The **Internship Excellence Award** is bestowed upon Exercise Science, Healthcare Administration, and Public Health students who have demonstrated exemplary commitment and accomplishment while completing their academic internships. Nominations for this award are solicited each year from faculty in each program. Faculty take into consideration their own experiences with the student, as well as feedback from the student's internship preceptor.
- The **Spirit of Saint Ignatius Award** honors a student or group of students from each of the Parkinson programs who best exemplify the "Spirit of Saint Ignatius." The awardees demonstrate a positive influence on their peers and the community, as well as demonstrate Jesuit values. Nominations for this award are solicited from faculty.
- The **Advocacy and Leadership Award** is presented to students from the Parkinson programs who demonstrate loyalty to the philosophy of their program. Awardees demonstrate leadership abilities, as well as service to their community. Awardees advocate for quality healthcare that is accessible to those in need. Final selection is based on leadership, service, and scholarship.
- The **Dean's Gold Medallion** is the highest honor awarded by Parkinson School of Health Sciences and Public Health. It is presented to one graduating student from each Parkinson program who exemplifies Jesuit values and who demonstrates excellence in scholarship, leadership, and service.

Academic Integrity

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded. The use of AI tools may be grounds for an F on the assignment, the course or potential dismissal from the university.

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
   a. Submit material copied from a published or unpublished source.
   b. Submit material that is not cited appropriately.
   c. Use another person's unpublished work or examination material.
   d. Allow or pay another party to prepare or write an assignment.
   e. Purchase, acquire, or use a pre-written assignment for credit.
   f. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism). If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to

submission of the work to make certain that such submission will not violate this standard.

3. Students may not fabricate data. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
4. Students may not collude.
    a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
    b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
    c. Students may not use work submitted by another student in a previous semester of a course.
5. Students may not cheat.
    a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
    b. Students may not take an examination by proxy.
    c. Students may not attempt to change answers after an examination or an assignment has been submitted.
    d. Students may not falsify medical or other documents for any reason.
    e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
        1. Bringing notes into an exam that does not allow outside materials.
        2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
        3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
    f. Students may not facilitate academic misconduct.
        1. For example, a student may not allow another student to copy from their exam or give their own work to another student.

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

Academic Probation

There are 2 types of academic probation: Academic Standing and Progress Toward a Degree.

Any undergraduate student who fails to maintain a 2.0 cumulative GPA (C Average) is placed on academic probation. To calculate the grade point average (GPA), averages are NOT rounded, i.e., 3.490 is not rounded to 3.50. While on academic probation, a student must earn a minimum term GPA of 2.3 in the next term enrolled. A student may continue on academic probation for as long as in each term of enrollment, a minimum term GPA of 2.3 is achieved. If a student is not able to earn the minimum GPA of 2.3 after being placed on probation and does not achieve a minimum cumulative GPA of 2.0, they may be dismissed from Loyola University Chicago due to insufficient academic performance. While on academic probation, a student will be limited to 15 credit hours in a fall or spring term until the 2.0 is reached.

Students may also be placed on academic probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.0 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of their dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

Continued Probation

Any student who achieves a term GPA of at least 2.3 during the term of probation, while not yet achieving a cumulative GPA of 2.0, will be continued on probation. To calculate the grade point average (GPA), averages are NOT rounded, i.e., 1.99 is not rounded to 2.0.

Academic Standards and Regulations

Each student is required to abide by Loyola University Chicago policies as well as Parkinson School policies. University policies may be found in the university catalog here (p. 1919).

Student may be admitted to the major as freshmen, internal or external transfers. A minimum cumulative GPA of 2.00 is required to transfer into Parkinson from another Loyola undergraduate degree or as an external transfer. Internal transfers (https://www.luc.edu/media/lucedu/parkinson/departments/publichealthsciences/Internal_Transfer_Application_19-20.pdf) need an established LUC GPA in order to be admitted (i.e. first year students in their first semester need to wait until final grades post in order to apply for an internal transfer).

Grade Requirements

A minimum GPA of 2.00 is required to progress in the undergraduate programs with a minimum grade of C minus in all major courses required for the major. If a student fails to achieve a "C minus" grade, the course must be retaken. A course may be taken two times without permission. If a student needs to retake a course for the third time they must have that approved by their program director. Students cannot take required major courses for Pass/ No Pass.

Appeal to Register Over the Credit Hour Limit

Students may not enroll in more than 18 credit hours in one semester (Fall or Spring) and may not enroll in more than 8 credit hours in one 6-week summer session (Summer) without approval from their program of study. Students should contact their academic advisors and complete the required form. If approved, the maximum number of credits that may be taken in a fall/spring semester is 21 credits.

Juniors and seniors must have a 3.00 cumulative GPA in order to appeal to register for over the credit hour limit. First-year students and sophomores ordinarily are not given permission to enroll in excess hours.

Attendance Policy

The undergraduate attendance policy specifies the role of students, instructors and university administrators in cases when students are absent from one or more classes.

The university does not require faculty to take attendance; however, if faculty use participation/ attendance in their grading rubric, they must include this policy on the course syllabus which must clearly define the consequences for non-attendance. If participation/attendance is identified as a portion of the students' final grade, faculty must maintain a record of students' attendance throughout the term.

Excused Absences

The university recognizes there are times when students must miss class due to extenuating circumstances. Regardless of the attendance policy of the faculty, the following are considered excused obligations and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

1. Jury duty, with appropriate documentation.
2. Short Term Military Obligation - Veterans Current Students (https://www.luc.edu/veterans/currentstudents/reservistsguardsmen/)
   a. This activity must be documented and provided to the faculty in advance of the activity.
   b. The documentation must be verified by the director or assistant director in the Military Veteran Student Services Office, who has confirmed that the student has orders to report for a short-term military obligation.
3. Day(s) for Religious Observances
4. Participation in Division-1 athletics or other university-sanctioned events: Travel & Competition Policy (https://www.luc.edu/athleteadvising/travelcompetitionpolicy/)
   a. This activity must be documented and provided to the faculty in advance of the activity.
   b. The documentation must be verified by an administrator who is directly related to the activity (e.g. Division-1 athletics representative; musical group director; student development representative, etc.).
5. Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
6. In the event of a state or national pandemic, the institution retains the right to amend this attendance policy.

Making Up Work from a Missed Class

The excused absences outlined above require the faculty to facilitate alternative means for students to make up classwork and/or get notes from a lecture. Labs, clinical hours, group work, performance, studio art, and other field-based classes are the exceptions to this because it may be impossible to make up classwork.

Unexcused Absences

Absences not listed above are unexcused. The ability to make up class work because of an unexcused absence is at the discretion of the faculty, as outlined in the faculty's attendance policy noted on syllabi. Note that the Loyola University Chicago Wellness Center does not provide documentation for absences.

Coursework completed outside of LUC

The Parkinson School abides by the policies of LUC regarding coursework taken outside of LUC. If a student anticipates transfer course credit from a course taken outside of LUC, the student must obtain approval from their Academic Advisor and their Program Director prior to enrolling in coursework outside of LUC. Failure to obtain prior approval may result in non-acceptance of transferred credit hours. The form to request approval of courses taken outside of Loyola can be found: Appeal For Permission to Take Courses Elsewhere (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/permission-to-enroll-at-another-university.pdf).

Cumulative GPA Requirement

Students must maintain a grade point average of at least 2.00 to be in good academic standing. Graduation from the university requires at least a 2.00 average for all coursework attempted and a minimum of a least a 2.00 average in a student's major.

Degree Conferral and Graduation

The conferral of the BS degree occurs after an audit confirms that the student has completed all program plan requirements. The degree is conferred following the date specified by Loyola University Chicago and is noted on the student's official transcript.

The process of degree conferral is different than the application for, and participation in, the Loyola University Chicago commencement ceremony.

All students must apply for graduation (degree conferral) in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony from Graduation Services. For all inquiries pertaining to commencement, students should email here (commencement@luc.edu) for assistance.

Email Policy

The Parkinson School will only send e-mails to the student's LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and Parkinson School information and announcements. If the student chooses to forward their LUC e-mail to another account they may go here (https://www.luc.edu/its/loyoladigitalexperience/datalossprevention/) to learn about this process.

Experiential Learning - Academic Internships, Capstones, or Other Field Experience

The Parkinson School is committed to fostering a safe experiential learning environment for our students and protecting the health and well-being of patients, clients, families, and health care staff. Prior to a student starting their experiential experience, specific information may be required to meet compliance for a specific external organization. In advance of an experiential learning experience, students will be contacted by the Director of Experiential Learning and their Program Director to verify any requirements. Detailed instructions are provided in the Academic Internship Information section of the Undergraduate Student Sakai site.

Clinical and some non-clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will prevent academic internship, capstone or field placement. The student will be informed of all requirements and expected dates of completion by the Experiential Learning Team in the Parkinson School.

Internship Specific Requirements

Academic Internship requirements can be found in the undergraduate program SAKAI site and program specific handbooks. The student is responsible for completing all academic internship requirements prior to the start of the field experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in the academic internship and may jeopardize their progression in the program.

Academic Internship Placement

The student will have to attend all orientations, career workshops, and/or completion of additional requirements before being assigned to an academic internship site. The student is assigned to an academic internship site in collaboration with our affiliating agencies. Students can choose their own academic internship site upon the approval of all site requirements by the Director of Experiential Learning and Program Director within the specified deadline in Sakai and program handbook. Students are required to secure an interview with the assigned academic internship site after assigned placement. Based on site, students are expected to be flexible and may be scheduled for morning shifts, evening shifts, and/or shifts on weekends.

Parkinson School reserves the right to make changes to posted schedules and/or placements at any time, but will only do so when unavoidable. Student requests to change placement assignments are not permitted.

Academic Internship Transportation

The student is responsible for arranging their own transportation to academic internship sites. The student should make transportation plans as soon as they are notified of their academic internship placement. The student is encouraged to plan accordingly for their transportation in order to be on time for classes, simulation and/or field experiences.
More information about experiential learning and opportunities may be found on the Center for Engaged Learned, Teaching and Scholarship (CELTS) web page (https://www.luc.edu/celts/programs/engagedlearning/).

Final Examinations

Final examinations are given during the scheduled examination period in each session. Students are expected to take their exams as scheduled. If a student needs to deviate from the exam schedule in any way, the student must contact his or her dean. Students with more than 3 exams on a given day may contact their Dean. Tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

Formal Complaint by Student Policy

A formal complaint is defined by Loyola University Chicago's (the "University") Parkinson School of Health Sciences and Public Health (the "Parkinson School") as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the Parkinson School.

Formal complaints may originate within the Parkinson School, or through a mechanism external to the Parkinson School, such as a University grievance process or the Ethics Line Reporting Hotline.

The Parkinson School adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

General Guidelines

a. Student Complaints Related to Academic Issues.

   Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the Parkinson School's Academic Grievance and Appeals Process. For information about this process please go here (p. 1919).

b. Student Complaints Related to Non-Academic Issues.

   The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school.

   The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school- administered programs, or in any aspects of its employment of faculty and staff

   Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the Ethics Line Reporting Hotline at (855) 603- 6988 or submit a report online (https://www.luc.edu/ethicsline/).

Grade Policy

Incomplete Grades

For undergraduate courses Incomplete is a temporary grade. To request an incomplete, the student must complete the "Undergraduate Request for a Mark of Incomplete (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/UGRD_Request_%20for_Incomplete%20-%20FORM%202026.pdf)" form and present it to their instructor. Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. The student must complete all coursework within six weeks of the beginning of the next term. An incomplete granted during the Spring and Summer terms must be completed within six weeks of the beginning of the Fall term. Please note that the instructor may choose an earlier deadline than six weeks into the next semester. The student must follow the deadline set by the instructor. Failure to complete required coursework within the allotted time will result in the grade "F". The completion date, as negotiated, is considered a contract. If the course for which the student is requesting a grade of "I" is a prerequisite for another course, the student may not register for the succeeding course until the "I" is replaced with an evaluative grade. Should an "I" grade be converted to an "F", this grade will be considered in the student's overall plan progression and may result in the student's dismissal from their program.

More information and Undergraduate Request for a Mark of Incomplete form can be found here (p. 1919).

Pass/No Pass Policy

All required major courses must be successfully completed with a grade of a C- or better. Students cannot take required major courses for Pass/No Pass.

Posting of Final Course Grades

In courses with a final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, after completion of the final examination in the final section meeting of the course. In courses with no final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, of the beginning of the final exam period.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule (https://www.hhs.gov/hipaa/for-professionals/privacy/laws- regulations/?language=en) of the HIPAA defines protected health information as:

> "information, including demographic data, that relates to the individual's past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual"

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical/experiential learning activities (research, academic internships and service- learning opportunities). Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition, all students are required to complete any additional training mandated by the facility where internship or service-learning education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student's school or college of Loyola University Chicago.

Immunizations Required for All Loyola Students

Proof of immunity is an Illinois state requirement. All Loyola students enrolled in seven or more credit hours must complete the process to verify proof of immunity. Incomplete immunization information **will block access to registering or changing classes**. All students must enter immunization requirements into Loyola Health and upload supporting documents **before the 10th day of the term**.

All immunizations are to be uploaded to Loyola Health. Required Illinois state immunizations are Tetanus, Measles, Mumps, Rubella, and Meningococcal.

A series of three tetanus vaccines is required; one of them must be a TDAP that was given within the past ten years of enrollment.

Two MMR vaccines are required; the first dose must be given four days before your first birthday or after. The second dose must be given a least 28 days after the first dose. Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps, rubella immunity.

A Meningococcal ACWY vaccine that was given four days before your 16th birthday or after is required for students who enrolling under the age of 22. Meningitis B does NOT meet this requirement.

An annual flu vaccine is required for any student who will be spending time (i.e. class) at the Health Science campus.

All immunization records must be in English or accompanied by a certified translation or they will not be approved.

Guide to Upload Immunization Record

1. Go to Loyola Health
2. Sign in with UVID and password
3. Click UPLOAD HEALTH RECORDS then UPLOAD VACCINE RECORDS
4. Select 'STATE MANDATED IMMUNIZATION' under Vaccine Type
5. Select your Vaccine Name (Tdap, MMR, Meningococcal)
6. Input the date you received the vaccines (this must be done for each section)
7. Upload photo file (ONLY PDF, JPEG, JPG, JPNG, DOCX, or MOV) of record
8. Click 'Submit for Approval'
9. You will receive an upload confirmation email.

Independent Study

The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan. **Important:** An Independent Study does not substitute for a required course.

Leave of Absence (LOA)

It is expected that the student will maintain registration within the University from the time of initial enrollment until graduation. If this is not possible, a leave of absence (LOA) must be requested prior to the anticipated date of the leave.

The student may request a leave of absence that is not to exceed two academic years, consecutively, or interspersed throughout the program. Accruing more than two years of LOA will result in automatic dismissal from the program.

The student is advised to contact their Academic Advisor when considering a LOA to fill out the required paperwork. When the student returns from the LOA, they will be assigned to courses according to the current program plan, on a space available basis. The form to change an academic record can be found at: Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104).

Study Abroad/International Experiences

Students interested in studying abroad must meet all the requirements for study prescribed by the Office of International Programs located in the Sullivan Center. Interested students should meet with both their academic advisor and study abroad advisor to discuss possible international opportunities. Students are advised to participate in study abroad opportunities prior to the start of their junior year. Exercise Science students are limited to studying abroad during the summer

session only unless otherwise advised by their academic advisor. Additional international opportunities include:

- Alternative Break Immersions (ABI) (https://news.luc.edu/stories/jesuit-mission/exp-alternative-break-immersion/)
- Ignatian Service Immersions (https://ramblersraise.luc.edu/campaigns/ignatian-service- immersion-2023/)
- International Studies (http://www.luc.edu/studyabroad/)

Support & Communication Systems

Writing Center

Located at Lake Shore and Water Tower Campuses. The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student's individual needs. Tutors are available to help at any point of the writing process —from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students.

Tutoring Center

Located at Lake Shore and Health Sciences Campuses. The purpose of the Tutoring Center is to support the mission of Loyola University Chicago by providing academic services and resources which will foster development of skills and attitudes necessary to increase the knowledge and academic independence of all students. Through collaborative learning services, the Tutoring Center helps to contribute toward student success and the retention efforts that are made by Loyola University Chicago. Small Group Tutoring matches you with students from your course and a peer tutor for a regular meeting to enhance your understanding of course material. Other services include Supplemental Instructor (SI) and academic coaching. All LUC students are eligible to use their services.

Achieving College Excellence (ACE) Program

Designed to serve first-generation college students, students with high financial need, and/or students with a documented disability, the ACE program is committed to helping students succeed in their college journey at Loyola University Chicago and beyond.

Center for Engaged Learning, Teaching, and Scholarship (CELTS)

The Center for Engaged Learning, Teaching, and Scholarship serves students, faculty, staff, and community partners of Loyola as a resource for experiential learning opportunities and partnership in several key areas: Academic Internship Program, Service-Learning Program, Undergraduate Research Program, and Learning Portfolios (portfolio) Program.

Coordinated Assistance & Resource Education (CARE)

CARE services are designed to assist and support students through challenging times. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. CARE services can be conducted through formal and informal means. Such services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support, among other actions.

Career Services

Located at the Lake Shore and Water Tower Campuses. Loyola's Career Services counsels, educates, and empowers the Loyola student and alumni community. Counselors are available to provide guidance, support, resources and opportunities that assist students and alumni to reach their personal and professional goals. Contact Career Advisor at 773-508-7716 or by email (careercenter@luc.edu) for resume feedback, interview tips, job search strategy and more.

Student Accessibility Center (SAC)

SAC serves students with disabilities by creating and fostering an accessible learning environment. Their aim is to empower students with diverse needs by enhancing their self- awareness, self-determination and self-advocacy. SAC works closely with campus partners, students, families, and the Chicago community to create a safe environment for students to succeed academically and personally. All requests for accommodations are considered on a case-by-case basis. The student requesting accommodations should meet with a SAC staff member, as early as possible, preferably before the beginning of their first term at the University. Please note that Loyola does not provide aides, services, or devices for personal use or study. Any accommodation that fundamentally alters the nature of the course work, or the materials assigned, or is unduly burdensome financially or administratively will not be provided. Reasonable accommodations do not ensure academic success; rather they provide equal access to success during a student's time at Loyola University. The student is required to provide official documentation of their disability from an appropriate professional.

Special Health Accommodations

Documentation from a healthcare provider is required whenever a student has a health issue that demands certain precautions or accommodations that do not violate agency policies, yet allow the student to fulfill the objectives of the course. These situations may include other medical conditions that require modification and/or restrictions for student participation in clinical experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary.

Wellness Center

Lake Shore Campus and Health Science Campus. The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. All students are eligible for services provided at the Wellness Center.

Loyola's Universal ID (UVID)

Loyola's Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola's resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers. UVID provisioning is automated for all students at Loyola.

Loyola's Online Connection to University Services (LOCUS)

LOCUS (http://www.luc.edu/locus/) is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts.

LUC Learning System - SAKAI

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS (http://www.luc.edu/locus/) (Loyola's Online Connection to University Services).

The Loyola University Chicago UVID and password must be used to access web-based course information. Each undergraduate Parkinson School program maintains SAKAI sites for students with program announcements, calendars, and other information.

The Parkinson School Web Pages

In addition to the above methods of providing information to students, students may visit the Parkinson School programs here (https://www.luc.edu/parkinson/).

Title IX

Loyola University Chicago does not discriminate on the basis of sex in any education program or activity that the University operates, and is required by Title IX of the Educational Amendments of 1972 and 34 CFR Part 106 (collectively referred to as "Title IX") not to discriminate in such a manner. This requirement extends to admission and employment. For more information please go to the Office for Equity and Inclusion (https://www.luc.edu/equity/).

1. Complaint Referral

    University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the Ethics Line Reporting Hotline, to the Parkinson School Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the Parkinson School to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non- biased manner.

b. Complaints Received through the Ethics Line Reporting Hotline

    The Ethics Line Reporting Hotline exists as a means for University faculty, staff, students, administrators, or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online (https://www.luc.edu/ethicsline/) or by dialing 855-603-6988.

    As explained at Ethics Line (https://www.luc.edu/ethicsline/):

    The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

    The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

    All reports to the Ethics Line Reporting Hotline are made available to specific individuals within the University on the University's Ethics Line Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The Ethics Line Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.

    Reports submitted through the Ethics Line Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Transfer Students

Transfer students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago. Transfer students seeking a degree from the Parkinson School must complete at least half of the credit hours required for a major (excluding ancillary requirements) with Loyola course work. Additionally, students must complete 60 credit hours at Loyola University of Chicago in order to be eligible for laudatory honors upon graduating. More information for transfer students can be found on the Transfer Center pages (https://www.luc.edu/undergrad/apply/transfer/transferrequirements/).

Unprofessional Behavior and Conduct of Parkinson School of Health Sciences and Public Health Students

Exemplary behavior of students in Loyola University Chicago (the "University") is expected at all times. Students in the Parkinson School are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to health professions. Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the Parkinson School and between the Parkinson School and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the Parkinson School may originate from faculty, staff, other students, or from outside the University, such as an academic internship or service-learning site.

Issues of unprofessional behavior or conduct that occur during an experiential learning experience will be addressed immediately as well as through the evaluation of student performance in the academic internship or service-learning course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the Parkinson School Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Handbooks.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside an academic internship or service-learning experience, are addressed through a formal complaint resolution process, as specified below.

a. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
b. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student's degree program.
c. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Department Chair.
d. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Department Chair.
e. The Department Chair, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
f. The Department Chair may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action.
g. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
h. If the unprofessional behavior or conduct continues, the Department Chair may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
i. If the unprofessional behavior or conduct continues, the Department Chair will either withdraw the student from a course or make a recommendation for dismissal from the academic program.
j. If the student is withdrawn from the course, the student will receive a W or F for the course depending on the time the decision is made.
k. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University's policy on General Academic Appeals (p. 1919): The appeal will be reviewed and considered by the Parkinson School Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal. Upon recommendation from the Dean, an action of expulsion from the University rests with the Senior Academic Officer.

Withdrawal Policy

Definition: The election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from specific courses in the undergraduate programs may impact a student's ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change registration period, a designation of "W" will appear on the academic record.

More information about the University Policy is available here (p. 1919).

A student who withdraws from the same required course twice and receives a notation of "W" on their academic record, will be placed on probation. For the probation to be lifted, the student must complete the course with a grade of C- or higher during the next semester in which the course is offered.

If the course is not successfully completed with a C- or higher, or if the student withdraws a third time from this same course, the student will be dismissed from the program. Additionally, if a student previously withdraws from the same course twice and fails the course on their third attempt, the student is dismissed from the program.

Important: Students who transfer into a Parkinson program will still be required to follow the above policy (i.e. if the student withdrew twice from a required course for their new Parkinson major, prior to transferring in, the student will not be admitted into the program.

University Withdrawal

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. Please complete the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form. The form will be routed to your academic advisor, program director, or assistant/associate dean. A student is considered to be in attendance until such notice has been received by the academic advisor, program director, or assistant/associate dean and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the "W" or "WE" grade and the Office of the Bursar's withdrawal refund calendar (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements and/or degree requirements, failure to adhere to university requirements and regulations for conduct, or failure to meet financial obligations to the university.

Students facing a significant emergency circumstance (see "Definitions" section below) that prevents them from continuing in or completing an academic term may submit an Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. The form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade

of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining Satisfactory Academic Progress (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) for continued financial aid eligibility. This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should also utilize the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form, and it will be routed to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar Loyola Withdrawal Schedule (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/). The Bursar will not assess any late payment fees after the date of Withdrawal.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Exercise Physiology (EXCM)

EXCM 101 Introduction to Exercise Physiology (3 Credit Hours)
Introduction to the major; also includes a lab component covering Emergency Procedures and Safety Skills, introduction to common safety principles, predisposing factors and common causes of accidents, injuries and illnesses.
This course satisfies the Engaged Learning requirement.

EXCM 110 Soccer Skill and Strategy Activity Lab (1 Credit Hour)
Soccer, the most popular sport played worldwide, is a team game that requires skill, communication, and strategy to maximize success. This course is designed to provide students with a comprehensive understanding of the fundamental skills, techniques, and strategic aspects of soccer. Through practical training sessions and tactical discussions, students will develop individual and team-based competencies necessary for success on the soccer field. This course is suitable for students of all skill levels, from beginners with minimal soccer experience to those with prior playing backgrounds. 2) Understand physical fitness components of playing soccer. 3) Perform drills to train a soccer player.
Outcomes:
1) Describe the technical and tactical skills needed to play a soccer match

EXCM 111 Weight Training and Conditioning Activity Lab (1 Credit Hour)
This course combines practical training sessions with theoretical knowledge to help students understand the principles of developing strength, endurance, and overall physical fitness through weightlifting and conditioning exercises. Throughout the semester, students will engage in resistance training exercises using free weights and bodyweight exercises. Emphasis will be placed on proper form, technique, and safety to ensure a foundation for long-term success in weight training. Additionally, students will learn how to set realistic fitness goals, and track their progress over time. 2) Understand implementation of weightlifting and aerobic conditioning exercise to improve health outcomes. 3) Perform training exercises with proper technique.
Outcomes:
1) Describe proper technique for weight training and conditioning exercises

EXCM 112 Yoga and Mindfulness Activity Lab (1 Credit Hour)
This course offers students an opportunity to explore the transformative practices of yoga and mindfulness, fostering physical well-being, mental clarity, and emotional balance. The course integrates yoga-based practices with contemporary mindfulness techniques, providing a holistic approach to enhancing overall health and wellness. The classes will focus on developing flexibility, strength, and balance through yoga postures (asanas), breath control (pranayama), and meditation.
Outcomes:
1) Describe yoga philosophy and its relevance in modern day living; 2) Understand yoga-based postures to counteract movement deficiencies associated with modern living; 3) Perform yoga postures with proper technique

EXCM 113 Fitness Boxing Activity Lab (1 Credit Hour)
This is an activity-based course that provides students the opportunity to learn and perform boxing techniques. Stances, punching, combinations, blocks, and non-contact sparring drills will be presented. The rules of boxing are introduced. Engage in boxing while observing safety guidelines. 2. Perform offensive and defensive techniques. 3. Demonstrate proper non-contact sparring techniques.
Outcomes:
1

EXCM 114 Basics of Power Lifting Activity Lab (1 Credit Hour)
This is an activity-based course that provides students with the opportunity to learn and perform powerlifting exercises. The focus is on teaching competition rules and standards on the back squat, bench press and deadlift as well as variations that may improve performance. Understand the physiological adaptations that occur because of Powerlifting. 2. Perform proper technique for Powerlifting lifts and variations of those lifts. 3. Identify competition rules and stipulations of the Powerlifting lifts.
Outcomes:
1

EXCM 115 NCCA Personal Training Elective (1 Credit Hour)
This course encompasses an overview of key Exercise Science, training methodology and health behavior change principles. Students will then apply each principle into practice through screening and evaluation, exercise program design, and ethical, legal and professional responsibilities and guidelines.
Outcomes:
Upon successful completion of the course, the student will be able to: Apply key exercise science, training methodology and health behavior change principles in context to the provision of exercise; Apply the practice of exercise and fitness screening and assessment, health appraisal and risk stratification, while simultaneously integrating ethical considerations and client preferences

EXCM 117 NCCA Group Fitness (1 Credit Hour)
This course encompasses an overview of group exercise; to include cardiovascular exercise, strength training and stretching. Students will learn how to lead, instruct and motivate individuals or groups in exercise activities.
Outcomes:
Upon successful completion of the course, the student will be able to: Apply effective, exercise science-based group sessions for different fitness levels; Explain proper technique, demonstrate exercise, and teach appropriate methods to strengthen and stretch certain muscles

EXCM 125 Faith, Sports, and Fitness (3 Credit Hours)
Explore the relationship between faith and sports through a historical context, develop a theological model for engaging in sports and physical activity, and discover ways to improve the mind-body-spirit connection through fitness. Through examination of books, articles, podcasts, documentaries, and current events, this course will discuss topics such as Muscular Christianity, spirituality, athlete identity, sports ministries, cura personalis, and faith-based physical activity.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Identify basic terminology and knowledge about faith, sports, and fitness; 2) Examine the history of Catholicism, Christianity, and other religions, and how they impact sports and human well-being; 3) Interpret sports and religion through the five areas: social, historical, cultural, theological and ethical

EXCM 155 Anatomy and Physiology I (3 Credit Hours)
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Identify major anatomical components of each human system covered; Describe major anatomical components of each human system covered; Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms; Describe the regulation of the human body and how body systems are integrated; Identify concepts from the lecture to the laboratory activities; Demonstrate learned anatomical concepts through hands-on laboratory assessments

EXCM 155L Anatomy and Physiology I Lab (1 Credit Hour)
Pre-requisites: Restricted to Undergraduate Exercise Science Majors
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms

EXCM 156 Anatomy and Physiology II (3 Credit Hours)
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Identify major anatomical components of each human system covered; Describe major anatomical components of each human system covered; Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms; Describe the regulation of the human body and how body systems are integrated; Identify concepts from the lecture to the laboratory activities

EXCM 156L Anatomy and Physiology II Lab (1 Credit Hour)
Pre-requisites: Restricted to Undergraduate Exercise Science Majors
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms

EXCM 170 Women's Health and Exercise (1 Credit Hour)
This course presents perspectives on physical activity and exercise science specific to women. It will include the identification of issues during various stages of development in the female body and barriers and benefits of exercise unique to women. Students will apply these perspectives to exercise program design and health care interactions with all clients.
Outcomes:
1) Understand the unique circumstances and outcomes of working with women in the field of wellness and fitness; 2) Identify preventative strategies (such as exercise prescription and nutrition guidance) that can compensate for health risks, issues, and deficiencies that female clients and patients may experience throughout their life; 3) Explain exercise modifications and varied benefits during specific periods in a woman's life (adolescents, pregnancy, postpartum, menopause)

EXCM 201 Physiology of Exercise (3 Credit Hours)
Pre-requisites: EXCM 101, EXCM 156, and EXCM 156L
This course covers the energy supply of movement, systemic effects of exercise, and adaptations to exercise training through the lens of physiology. The role of the major physiological systems of the body in maintaining homeostasis during exercise will be studied along with the adaptations that occur in these systems following exercise training. Practical applications of this knowledge will be explored with regards to the role of exercise in maintaining and improving human health and performance.
Outcomes:
Define the structure and function of physiological systems in the body that are essential for the maintenance of homeostasis during exercise; Identify the important physiological responses that occur during exercise and adaptations to chronic exercise training; Interpret practical knowledge of exercise physiology to various health, fitness and athletic scenarios; Outline the assessment of health-related physical fitness and performance tests

EXCM 201L Physiology of Exercise Laboratory (1 Credit Hour)
Pre-requisites: EXCM 201 (may also be taken as a Corequisite)
The purpose of this course is to provide a practical and hands-on approach to studying the body's response to exercise congruent with material learned in EXCM 201 Lecture. This is accomplished through a combination of exercise-related lab activities, in-lab discussions, and written lab assignments. Students will also develop skills in data organization and visualization.
Outcomes:
Interpret metabolic, vascular, respiratory, and skeletal muscle assessment outcomes; Perform basic data organization and visualization techniques in a computer based spreadsheet

EXCM 210 Program Design in Exercise (2 Credit Hours)
Pre-requisites: EXCM 201
This course focuses on the design, implementation and evaluation of exercise programs through case-based application and classroom activities. Health-related components of fitness and fitness assessments are reviewed. Individual and group exercise program designs within community-based settings for individuals through the life cycle are discussed. Evidence-based content is identified to critically analyze and develop conditioning programs and techniques for a broad range of sports and activities. Important elements of program design are used to emphasize desired client program outcomes.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Lead designed group exercises and activities which consider individual needs and differences; 2) Apply training principles and program variables to increase strength, endurance, power, or hypertrophy for the identified client or population; 3) Evaluate the designed exercise prescribed over time for an individual and/ special population; 4) Integrate cognate materials necessary to support the full development of physical performance including nutrition, environment, mobility, clothing and equipment; 5) Design individualized exercise programs for individuals and special groups; 6) Adjust exercise programs based on individual performance and safety considerations

EXCM 301 Advanced Physiology of Exercise (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
An advanced course in exercise physiology covering exercise metabolism, temperature regulation and fluid balance.

EXCM 342 Physical Growth, Development and Nutrition (3 Credit Hours)
Pre-requisites: EXCM 101
A survey of the various components involved in personal health and wellness, such as personal fitness, sexuality, mental health, and environmental health as related to the stages of life development.

EXCM 345 Therapeutic Exercise and Rehabilitation (3 Credit Hours)
Pre-requisites: (EXCM 101 & 201) and (BIOL 243 or GNUR 156 &156L)
Explanation and demonstration of the use of therapeutic modalities in the healing process. This will include discussion of the use of therapeutic modalities to enhance the rehabilitation process after athletic injury.

EXCM 350 Sports Nutrition (3 Credit Hours)
Pre-requisites: EXCM 201, CHEM 102 & CHEM 112
This course introduces the essentials of human nutrition for health and emphasizes the roles of key nutrients for athletic performance. This foundational material will be applied to athletic performance including adaptation and recommendations for training and competition. Nutrient recommendations will be reviewed for specific types of sports, exercise and other athletic concerns. The metabolic basis for sports nutrition recommendations is examined.

EXCM 352 Musculoskeletal Assessment and Strength Training (4 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This course will present the general principal and foundational skills for each component of the injury examination. These general principles will be applied to the recognition and examination of injuries/conditions specific to each body region. Address general medical conditions will likely encounter with patients.

EXCM 364 Intro to Clinical Exercise Testing and Prescription (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This class summarizes recommended procedures, including EKG and other stress testing modalities, for exercise testing and exercise prescription in healthy and diseased individuals.

EXCM 368 Advanced Clinical Testing and Prescriptions (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This course focuses on physiological implications of metabolic conditions such as diabetes, cardiac and pulmonary disease on exercise. The course includes modifications to exercise testing and in-depth preparation for exercise prescription based on diseases and special conditions. The course reviews contraindications and considerations for exercise, EKG interpretation and implications of physiological responses to exercise. Behavioral strategies to implement in client exercise planning and education are addressed. Exercise prescription is discussed as part of the ongoing evaluation of client performance.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Create patient/client focused exercise programs, with modifications and progressive programming based on physiologic alterations; 2) Understand the effect of exercise on the physiological systems of the body and disease states; 3) Analyze exercise testing data from healthy individuals and individuals with physiological alterations; 4) Evaluate EKG responses to exercise; 5) Implement testing protocols and modifications for individuals with physiological alterations; 6) Understand acute responses and chronic adaptations to exercise and the impact on individuals with physiological adaptations

EXCM 375 Special Populations in Exercise Science (2 Credit Hours)
Pre-requisites: EXCM 201 and EXCM 364
This course provides practical information on exercise for persons with a wide range of health conditions, diseases and disabilities. Best-practice exercise prescription protocols for individuals across the life span will be addressed. An overview of unique physiology, effects of the condition on the exercise response, and effects of exercise training on the condition will be discussed. Recommendations for exercise testing and programming are presented for select populations.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Understand the relations between health conditions, disease, disability and physical activity; 2) Establish physical activity outcomes in individuals with health conditions, diseases or disabilities; 3) Modify existing physical activity prescriptions to match individual capabilities and needs; 4) Demonstrate an understanding of the risks and benefits associated with exercise participation: 5) Analyze the results of exercise tests and fitness evaluations in various populations; 6) Modify equipment arrangement and facility resources to accommodate use by individuals with special needs

EXCM 382 Clinical Research: Methods, Design and Ethics w/Lab (3 Credit Hours)
Pre-requisites: EXCM 201 and STAT 103
Study of current literature with implications for exercise and sport science specializations; use of library resources and retrieval systems; evaluation of professional competencies.

EXCM 385 Kinesiology and Sports Biomechanics w/Lab (4 Credit Hours)
Pre-requisites: PHYS 112 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
Analysis of human movement with emphasis on the biomechanics of exercise and sport movement patterns.

EXCM 387 Movement Anatomy in Exercise (3 Credit Hours)
Concepts and principles from anatomy and biomechanics are integrated into the analysis of human movement. This course focuses on application of the principles of human movement for normal function and application to different levels of physical performance through case based applications and classroom activities. Content includes anatomical lever systems, moment arms, stability and laws of motion. Systematic analysis of human movement in clinical conditions, performance, and wellness settings will be reviewed. Development of individual plans to improve movement is woven throughout the course.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Explain the relationship between biomechanics, anatomy and human movement; 2) Understand upper and lower limb musculoskeletal anatomy, physiology, and function; 3) Apply functional anatomy in the analysis of normal physical performance; 4) Develop individualized plans to correct movement based on the assessment of the individual; 5) Evaluate movement techniques in various populations; 6) Evaluate client outcomes as a result of prescribed exercise modifications to improve movement patterns

EXCM 390 Psychology of Health and Exercise (3 Credit Hours)
Pre-requisites: EXCM 201 and PSYC 273
This course will present current research with focus on the leading theories and applications in health and exercise psychology. The implications and applications of research and practice for health behavior change by health and fitness professionals in diverse populations at the societal and individual levels will also be reviewed.

EXCM 395 Clinical Internship and Patient Management (6 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L), 4 of 8 upper division EXCM courses
Practical experience working with exercise physiologists, physical therapists, occupational therapists, rehabilitation therapists, and others, in cardiac care and orthopedic rehabilitation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Understand development and implementation of population-based exercise science programs; Demonstrate competency in fitness assessments; Explain management structure(s), staffing patterns and operations of exercise and fitness sites; Implement regular and specific-focus exercise programs; Evaluate regular and specific-focus exercise programming; Demonstrate oral and written communication skills consistent with a leadership role in exercise science

EXCM 399 Special Topics in Physical Therapy (2 Credit Hours)
This course covers the general areas of physical therapy, as well as a relevant topic in physical therapy. This course will be offered as an elective and open to all students. Recommend evidence-based practices using cases studies (ie exercise prescription, patient education, society level affects).
Outcomes:
Examine various research and writing to gain understanding and knowledge in the areas of physical therapy; Evaluate scientific literature; Explore the impact a physical therapist has on their patient through movement improvement, pain management and prevention

Food and Nutrition (FONU)

FONU 110 Culinary Explorations (3 Credit Hours)
Translate food and nutrition recommendations into delicious and realistic, food-based meals using basic culinary techniques. Examine the major food groups including both common and uncommon foods in each category. Explore ways to incorporate a variety of foods into meals considering budget, health, availability, personal values and preference.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) describe foods in major food category; 2) explain food based recommendations to promote nutritional adequacy and health; 3) demonstrate culinary competence by recipe preparation; 4) critique a unique recipe that they developed; 5) plan menus for a week that meet specified criteria

FONU 215 Fundamentals of Nutrition (3 Credit Hours)
For non-majors. Nutrients essential to a healthy diet, consideration of nutrition issues of public concern.

FONU 225 Food as Culture (3 Credit Hours)
Explore culture through foods and food ways across the globe. This course examines food patterns of each continent using a multidimensional approach. Ethnic, geographical, religious, historical, geographical, and societal influences on food patterns of various regions and people will be presented through didactic and experiential activities. Information will be presented with the perspective of enhancing engagement and build positive relationships with future clients and communities served.
Course equivalencies: FONU 225 / FONU 226R
Outcomes:
Upon successful completion of this course, the student will be able to: identify common food sources of nutrients in the eating patterns of selected cultures; Describe foods, dishes, and preparation methods common to selected nations and cultures; Explain traditional food use in selected cultures, including infant feeding and illness; Compare and contrast typical American to specialized ethnic retail food markets; Discuss experiences with ethnic food

FONU 226R The Mediterranean Diet: Culture, Health, and Nutrition (3 Credit Hours)
Explore culture through foods and foodways of the Mediterranean Diet. Through didactic and experiential activities, this course examines food patterns of the Mediterranean areas using a multidimensional approach, including its historical roots, cultural significance, dietary patterns, nutrient profile, and associated health outcomes by exploring the most iconic foods of Italy and the wider Mediterranean. The course will explore their origins, methods of production, nutritional values, and impact on health and the environment. A key focus will be the contrast between Italian and American eating habits, highlighting how these cultural differences may influence public health in both countries. Core Mediterranean staples across different cultures will be examined in depth, covering their manufacturing processes, nutritional makeup, consumption trends, and potential health implications.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Course equivalencies: FONU 225 / FONU 226R
Outcomes:
Identify common food sources of nutrients in the eating patterns of selected cultures of the Mediterranean; Describe foods, dishes, and preparation methods common to selected nations and cultures of the Mediterranean; Explain traditional food use in selected areas of the Mediterranean, including health and illness; Compare and contrast typical eating habits of the US and the Mediterranean, including the culture food markets; Discuss experiences with Mediterranean food and wine

FONU 320 Nutrition Through the Life Cycle (3 Credit Hours)
Pre-requisites: FONU 215 Fundamentals of Nutrition
Learn about nutrient needs through the lifecycle from birth through aging to support optimal health and human potential. Key nutrition concepts to support normal growth and development, health maintenance, and disease prevention will be included. Nutrient needs will be translated to food-based solutions as an integral component of health habits. Community resources will be examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) describe the needs and roles of key nutrients at various stages of the life cycle; 2) translate nutrient needs into food-based solutions appropriate for life cycle stage; 3) explain common issues related to nutrition and food patterns specific to life cycle stage; 4) recommend community resources appropriate to life cycle stage

Health Systems Management (HSM)

HSM 110 Healthcare in America (3 Credit Hours)
This course introduces the U.S. healthcare system and compares it to systems in other developed nations. Emphasis is given to the government's dominant role in health care delivery, payment and regulation, as well as the differences between public health and health care systems. The social justice implications of cost, quality and access are highlighted.
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe the evolution of health care in America and the influence of history on the current health care system; Demonstrate knowledge of the structure and functions of the US health care system; Identify at an introductory level the political, economic and social factors that shape the US health care system; Describe the inter-relationships among healthcare stakeholders including providers, suppliers, payers' workforce, and consumers; Recognize the issues of health care disparities, access to care and social justice present in the current US health care system; Identify criteria for evaluating the evolving and changing US health care system; Compare the US health care system to those of other developed nations

HSM 120 Essentials of Medical Terminology for Health Professionals (1 Credit Hour)
This course introduces students to the language of the health professions. Word structure, prefixes and suffixes, and rules of building and analyzing medical words are introduced. Students explore terms relating to anatomy, pathology, diagnostic and clinical procedures, and select medical specialties. Emphasis is given to defining, interpreting and pronouncing medical terminology.
Outcomes:
Identify structure of medical vocabulary including prefixes, suffixes and root words; Apply the rules of building medical terms; Recognize and define medical terms relating to anatomical structure and function, pathology, diagnostic and clinical procedures, and medical specialties; Use medical terminology accurately in context

HSM 200 Careers in Healthcare Administration (2 Credit Hours)
This course provides an introduction to healthcare administration careers. Students explore the various sectors and supporting industries making up the larger healthcare enterprise. Administrative career options and industry growth patterns are presented. Students are introduced to working professionals and professional organizations representing various sectors of the healthcare industry. Class discussions integrate healthcare industry vocabulary and jargon.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Distinguish healthcare sectors and supporting industries; 2) Describe a variety of roles and functions within healthcare administration; 3) Identify various entry points into a healthcare administration career; and 4) Explore areas of interest for career consideration

HSM 210 Introduction to Global Healthcare Delivery (3 Credit Hours)
Social determinants of health, comparative health systems, global health initiatives and their effects on health outcomes are addressed. Students examine current issues impacting global population health and improvements in care locally and worldwide. Roles of governmental, institutional and corporate organizations in financing, governing and delivering worldwide healthcare are studied.
Interdisciplinary Option: Bioethics, Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
At the successful completion of the course, the student will be able to: 1) Identify major global health care strengths and challenges; 2) Develop a broad worldview of communities and countries with different lifestyles, economics, and geopolitical systems and how these differences impact health care; 3) Explain the characteristics and roles of governments, non-governmental organizations (NGO's) and public/private partnerships as relates to health and health care around the world; 4) Analyze the impact of globalization on health and healthcare systems; 5) Assess the ethical and social justice issues associated with health inequities around the world; 6) Address a global health care issue, analyze the issue using relevant theoretical concepts and recommend a course of action

HSM 220 Post-Acute & Long-Term Care Management (3 Credit Hours)
This course examines healthcare delivery models designed to meet the needs of older adults and those with disabilities and chronic health conditions. It explores the experience of the patients and caregivers receiving these services as well as the professional workforce who provides them. It also examines the methodologies used to make decisions that impact internal and external customers.
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Outcomes:
Analyze the challenges and opportunities faced by the US healthcare system related to changing demographics; Apply theories of aging and disability to the management of post-acute and long-term care services; Compare healthcare delivery models used in post-acute and long-term care services; Articulate the roles, responsibilities, and challenges faced by post-acute and long-term care professionals; Articulate the social justice and ethical issues associated with aging and disability in the context \\nof post-acute and long-term care environments

HSM 230 Fundamentals of Health Equity (3 Credit Hours)
Pre-requisites: HSM 110 (Can also be taken as a corequisite)
This course introduces the concept of health equity and provides an overview of health disparities in the U.S. Students examine the root causes of and explore populations most affected by health inequities. The course explores system approaches and strategies aimed at improving health equity.
Interdisciplinary Option: Bioethics
Outcomes:
Analyze pathways of causality leading to health inequities; Differentiate between disease causation and disparity causation; Compare and contrast strategies to improve health equity in the US; Identify roles and responsibilities of healthcare professionals as agents of change; Explain the relationship between community, social justice and health status; Describe philosophical principles that underlie social justice priorities; Generate ideas for programs and policies that promote health equity

HSM 240 Healthcare Workforce Management and Professionalism (3 Credit Hours)
Co-requisites: HSM 110
This course offers a comprehensive examination of human resources management (HRM) in healthcare, emphasizing its strategic application. It addresses the technical and legal facets of HRM while also fostering the development of professionalism and equipping students to thrive in the ever-evolving healthcare environment.
Outcomes:
Examine the impact of human resources management (HRM) and organizational development principles on healthcare administration practices; Describe how internal and external environments impact the healthcare workforce environment; Identify the key elements of professionalism in healthcare administration, including ethical standards, communication, and teamwork; Analyze scenarios to assess the impact of HRM decisions on healthcare organizations, including their financial and operational outcomes; Evaluate the impact of professionalism on healthcare administration practices; Demonstrate engagement in HRM activities, including negotiation and communication

HSM 280 Healthcare Ethics in Practice (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent
This course provides an in-depth exploration of ethical leadership within healthcare management. Students will examine historical and contemporary ethical issues that impact the management of healthcare organizations, gaining a comprehensive understanding of the challenges and responsibilities faced by healthcare leaders. The course emphasizes the importance of personal moral perspectives, encouraging students to compare their views with those of their peers and the dominant positions of the day to foster a nuanced appreciation of diverse ethical opinions.
Outcomes:
Describe historical and contemporary ethical issues affecting management of healthcare organizations; Analyze key characteristics of healthcare administrators that contribute to ethical and effective leadership; Apply critical thinking to decision-making models when managing differing opinions and justifying ethical decisions; Reflect on personal values to gain insight into one's vocation and career path in the health sciences, integrating self-awareness with future professional responsibilities

HSM 310 Healthcare Project Management (3 Credit Hours)
Pre-requisites: HSM 110; Course is restricted to Healthcare Administration and Public Health majors
This course introduces the fundamental principles of project management in healthcare organizations, emphasizing the processes, tools, and methodologies necessary for successful project execution. Students will learn how to initiate, plan, execute, monitor, and close projects in healthcare settings, with a focus on strategic alignment, risk management, and stakeholder communication. The course also emphasizes the development of teamwork, leadership, and managerial skills required to effectively manage diverse teams and navigate challenges in dynamic healthcare environments. Through practical applications, students will gain hands-on experience in creating project plans, managing resources, and ensuring successful project outcomes.
Outcomes:
Explain key project management principles, tools, methodologies, and frameworks, with a focus on healthcare projects; Distinguish between the roles and responsibilities of functional managers and project managers; Develop comprehensive healthcare project plans that address scope, goals, timelines, budgets, and stakeholder communication; Identify potential risks for healthcare projects and risk mitigation strategies; Apply leadership and collaboration skills to lead teams and achieve project goals and objectives

HSM 315 Healthcare Quality & Performance Improvement (3 Credit Hours)
Pre-requisites: HSM 240 and HSM 368
This course examines the role of management in measuring performance and achieving quality in healthcare organizations. Emphasis is on the historical evolution, current concepts and future trends associated with measuring and evaluating health care quality. Students explore fundamental concepts of quality improvement design, planning, and methodology.
Outcomes:
1) Articulate the historical evolution and current forces driving changes in healthcare quality; 2) Describe major quality improvement models that provide a framework for change; 3) Differentiate the use of structural, process and outcome indicators for measuring quality; 4) Apply quantitative and qualitative performance measurement approaches to healthcare processes; 5) Apply quality improvement tools and techniques to healthcare processes; 6) Explain operational and clinical quality improvement data; and 7) Apply a systematic quality improvement approach to healthcare processes

HSM 325 Healthcare Fiscal Management (3 Credit Hours)
Pre-requisites: HSM 110 and FINC 301
This course introduces principles of financial management in healthcare organizations. Students will explore budgeting, cost accounting, revenue cycle management, and reimbursement models, including Medicare and Medicaid. Topics also include financial condition assessment, capital planning, and the financial challenges of non-profits, such as uncompensated care. Ethical considerations and future trends, like lean management and innovative payment models, prepare students for dynamic decision-making in healthcare finance.
Outcomes:
Analyze how political, social, economic, and healthcare payment system factors influence financial health and cost structure within US healthcare organizations; Evaluate the financial health and performance of healthcare organizations through analysis and interpretation of financial statements, including the ability to defend financial conclusions; Apply principles of healthcare accounting, cost analysis, budgeting, revenue cycle management, insurance, and reimbursement to support organizational decision-making and strategic planning; Explain the legal, ethical, and social justice considerations in healthcare financial management, including the role of nonprofit organizations, uncompensated care, and their impact on fiscal decision-making

HSM 330 Healthcare Legal & Regulatory Environment (3 Credit Hours)
Pre-requisites: HSM 240 and either HSM 280 or PHIL 284
This course explores the foundations of healthcare law. Key topics include informed consent, joint ventures, medical staff issues, credentialing, liability, and bioethical concerns such as end-of-life decision-making. Additionally, the course explores risk management strategies, fraud and abuse regulations, and other critical healthcare laws. Students will gain insight into the law-making process, the role of regulatory bodies, and their impact on healthcare operations. Emphasis is placed on understanding and applying these concepts to case studies and real-world healthcare management scenarios.
Outcomes:
Examine the structure of the US legal system and its application to healthcare regulations and judicial processes; Describe the principles of liability as they pertain to healthcare organizations, medical staff, and joint ventures; Identify key government regulations impacting healthcare services, professionals, and organizational compliance; Analyze bioethical issues in healthcare regulations, including end-of-life decision-making, negligence, malpractice, informed consent, and the use of human research subjects and their connection to healthcare regulation; Discuss risk management practices and strategies to prevent healthcare fraud, abuse, and regulatory violations

HSM 338 Healthcare Strategy and Marketing (3 Credit Hours)
Pre-requisites: HSM 110, HSM 230, and HSM 310
This course offers an overview of healthcare strategy and marketing, focused on strategic management and marketing fundamentals and tools. Students work individually and in groups to apply strategies specific to healthcare consumers, markets, products and services; developing and presenting the marketing component of a healthcare business plan at the end of the semester.
Outcomes:
Apply principles of strategic management in the context of a healthcare organization; Utilize basis healthcare market research approaches, techniques and tools; Identify ethical and legal issues related to strategy and marketing in healthcare organizations; Develop a strategic marketing campaign for a healthcare product, program or service; Demonstrate effective teamwork skills in producing and presenting multimedia-based strategy and marketing materials and plans

HSM 340 Health Care Policy (3 Credit Hours)
Pre-requisites: HSM 110 and HSM 230; HSM 230 may also be taken as a corequisite
This course explores government's role in organizing, financing and delivering healthcare. With an emphasis on policy formation, advocacy and change, students apply policy analysis tools to contemporary public health and healthcare problems. Using examples such as Medicare, Medicaid or mental health policy, the course highlights the role of leadership as a key component of successful policymaking.
Outcomes:
Explain how federal, state, and local health policy is formulated and implemented; Assess the balance between public good and individual rights in the policy process; Analyze the impact of specific healthcare policy on health outcomes and the delivery of healthcare; Identify future health policy directions that would improve the health status of Americans; Describe the role of individual and organizational leadership in influencing and improving policy outcomes

HSM 345 Healthcare Data Analytics (3 Credit Hours)
Pre-requisites: ACCT 201 and ISSCM 241/PSYC 304 This course explores the use of clinical and operational data to improve outcomes and achieve greater efficiencies in healthcare systems
The role of data analytics in supporting informed decision-making is emphasized. Topics include data manipulation, analysis, and visualization. Practical business intelligence tools, such as Microsoft Excel® or Tableau®, are used.
Outcomes:
Discuss the role of data analytics in clinical and operational improvement efforts; Apply analytic techniques to health and healthcare data using business intelligence tools or applications; Identify meaningful patterns and trends in data sets to inform business decisions; Understand and interpret business needs and extract appropriate data necessary to solve problems; Propose solutions to complex business problems that are supported by data analysis & visualizations

HSM 350 Healthcare Administration Capstone (3 Credit Hours)
Pre-requisites: HSM 240, HSM 310, HSM 315, HSM 325, and HSM 338
The capstone course serves as a culminating experience for undergraduate healthcare administration majors, showcasing their comprehensive knowledge and skills. Through an original team project, students synthesize and apply core concepts - including operations, strategy, quality, finance, project management, marketing, and human resources - to address a problem across diverse service types and care settings in the healthcare system. The course emphasizes solutions aligned with the Jesuit values of social justice and care for others and encourages ethical and equitable approaches to healthcare challenges.
Outcomes:
Apply knowledge of healthcare administration to analyze challenges in a healthcare delivery project; Synthesize data from diverse sources to meet complex project objectives; Incorporate mentor feedback to revise project plans; Manage a large-scale healthcare project to achieve specified outcomes; Demonstrate teamwork and collaboration skills to achieve shared project goals

HSM 355 Special Topics (1-3 Credit Hours)
Pre-requisites: Variable, used as needed,
Variable hours and topics.

HSM 358 Research Literacy for Health Decision-Makers (3 Credit Hours)
Pre-requisites: ISSCM 241 or STAT 103
This course explores the research process and the regulatory requirements in health sciences research. It provides a foundation for application of evidence-based practices in healthcare services. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration. Students will present a critical analysis of multiple types of research studies.
Course equivalencies: X - HSM 358 / MHA 450
Outcomes:
Outline research processes; Discuss the strengths and weaknesses of specific levels of evidence; Describe ethical doctrine and regulations impacting human participant protection; Assess study design, measures, and data collection techniques; Critically evaluate health-related research, including analysis and conclusions; Evaluate the relevance of novel research

HSM 360 Healthcare Administration Experiential Learning Practicum (6 Credit Hours)
Pre-requisites: HSM 310, HSM 315, HSM 330, HSM 338, HSM 345, HSM 358, HSM 368, and HSM 386
This course offers students an immersive professional experience within a healthcare setting, providing the opportunity to apply theoretical knowledge gained from prior healthcare administration coursework in a real-world context. Under the guidance of the course instructor(s) and a field preceptor, students collaborate with a healthcare organization to complete goal-oriented projects that align with the organization's needs and objectives. These projects are developed in partnership with the student, faculty advisor, and field preceptor, ensuring both practical relevance and academic rigor. Students are required to complete a minimum of 196 on-site hours, scheduled in coordination with the preceptor. This hands-on engagement allows students to refine their skills, deepen their understanding of healthcare administration, and contribute meaningful outcomes to their host organization.
This course satisfies the Engaged Learning requirement.
Outcomes:
Apply healthcare administration theoretical knowledge, concepts, and skills; Utilize analytical tools to address problems of practice; Exhibit critical thinking and advanced communication skills; Apply ethical reasoning to make at principled decisions in alignment with the Jesuit tradition; Incorporate feedback to enhance improve personal and professional effectiveness; Demonstrate independence, resourcefulness, and thoughtfulness in the workplace

HSM 365 Health Innovation and Entrepreneurship (3 Credit Hours)
This course introduces basic concepts and methods of design thinking and entrepreneurial training through lecture, discussion and experiential activities. Students will form collaborative teams to develop innovative healthcare products, processes or services especially relevant to promoting health equity and reducing health disparities - by practicing customer discovery, problem identification, ideation, prototyping, testing and pitching. Course is open to Juniors and Seniors at the Parkinson School as well as students in the LUC Interdisciplinary Honors Program.
Outcomes:
Students will be able to define basic principles of design thinking and entrepreneurial business model generation, and explain how they can be applied in a variety of healthcare settings as tools for innovation especially related to promoting health equity and reducing health disparities

HSM 368 Management of Healthcare Organizations (3 Credit Hours)
Pre-requisites: HSM 110
This course familiarizes students with the profession of healthcare administration by providing an overview to leadership, management, organizational development and change. Reflecting the uniqueness of the healthcare sector, students are introduced to key principles, practices and theories that support the socially just and ethical management of healthcare organizations.
Outcomes:
1) Differentiate between the roles of healthcare manager and healthcare leader; 2) Describe how management principles are applied in healthcare organizations; 3) Articulate organizational development challenges faced by healthcare entities; 4) Formulate strategies to manage a change intervention; and 5) Explain ethical and social justice responsibilities in healthcare management

HSM 386 Health Information Systems Management (3 Credit Hours)
Pre-requisites: HSM 110 (Can also be taken as a corequisite)
This course explores the management and leadership of health information systems in the healthcare industry. Students will examine the types, purposes, and attributes of clinical and administrative systems used in healthcare organizations. Topics include the value of health information systems in enhancing organizational performance, the systems development lifecycle, and the role of management and leadership in system implementation. Additional focus is placed on addressing privacy, security, and ethical challenges, as well as evaluating the impact of emerging trends on healthcare delivery.
Outcomes:
Describe the major types, purposes, and attributes of clinical and administrative information systems used in health care organizations; Explain the value of health information systems, including their role in supporting organizational performance, strategy, and effective management; Evaluate risks related to privacy, security, and ethical considerations in the use and management of health information systems; Explain how the systems development lifecycle supports the effective management of health information systems; Evaluate the potential impact of emerging trends in health information systems

HSM 390 Applied Decision-Making in Interprofessional Education (3 Credit Hours)
Pre-requisites: Senior standing in Health Science BS program
This course explores the principles and practices of decision-making in interprofessional contexts within the health sciences. Students will examine frameworks for collaborative problem-solving, ethical considerations, and evidence-informed decision-making across diverse professional roles. Emphasis will be placed on applying decision-making models to real-world scenarios, enhancing communication, and fostering teamwork to improve outcomes in health and community settings. Through case studies, simulations, and a team based project, students will develop skills to make effective, equitable, and context-sensitive decisions in interprofessional teams.
Outcomes:
Analyze decision-making theories and models relevant to interprofessional collaboration in health and public health contexts; Apply evidence-based frameworks to make informed decisions in complex, real-world scenarios; Demonstrate effective communication strategies that support shared decision-making among diverse professional roles; Evaluate ethical, cultural, and equity considerations that influence decision-making in interprofessional practice

HSM 391 Interprofessional Internship (3 Credit Hours)
Pre-requisites: Senior standing in Health Science BS program
This internship course provides students with the opportunity to integrate academic learning with professional practice through 200 hours of supervised field experience in health organizations. Students will engage in interprofessional settings where they apply theoretical knowledge, develop professional competencies, and contribute to collaborative practice. Emphasis is placed on reflective practice, professional identity formation, and the development of skills essential for effective teamwork and leadership in health and public health contexts.
Outcomes:
Apply discipline-specific knowledge and interprofessional competencies in a professional health organization setting; Demonstrate effective communication, teamwork, and collaboration skills in interprofessional practice; Evaluate the role of interprofessional collaboration in improving health outcomes and organizational effectiveness; Develop professional skills, networks, and career readiness through supervised experiential learning

HSM 399 Independent Study in Healthcare Administration (1-4 Credit Hours)
Pre-requisites: Permission of the Program Director, Must be enrolled in the undergraduate Healthcare Administration program
This is a directed study course in public health for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Upon successful completion of this course, the student will be able to articulate a general understanding of the selected topic

Public Health (PUBH)

PUBH 199 Service-Learning in Health Sciences Leadership (3 Credit Hours)
This introductory course aims to teach students the fundamental concepts, principles, and practices associated with interprofessional health approaches. The course will emphasize the importance of teamwork, communication, and respect among various health professionals in delivering holistic care across the health continuum.
Outcomes:
Compare roles, responsibilities, values, ethics, communication, and teamwork of various health professions; Discuss evidence-based impact of interprofessional research, practice, and education; Communicate effectively across professions; Participate in interprofessional teams and case-based activities

PUBH 300 Introduction to Public Health (3 Credit Hours)
Public health is the science of preventing disease and protecting and promoting the health of populations and communities. Through interactive exercises and application of concepts, this course considers its history; ethical principles; scientific foundation and tools; biomedical bases; socioeconomic and behavioral factors; environmental issues; and relationship to medical care.
Course equivalencies: X -PUBH 300/ ENVS 300
Outcomes:
Describe the history, core concepts, functions, and methods of public health; Define health disparities and explain how they are produced; Synthesize public health information and communicate it effectively

PUBH 301 Health and the Environment (3 Credit Hours)
This course is designed as an introduction to the field of environmental health, including regulations, research, disease prevention, and advocacy.
Course equivalencies: X-ENVS301/PUBH301/MBPH401
Outcomes:
Students will be able to outline approaches for assessing and controlling environmental hazards that affect community health and discuss major local, national, and global health challenges

PUBH 303 Fundamentals of Epidemiology (3 Credit Hours)
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including study design and measures of association.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403
Outcomes:
Apply epidemiological methods to public health problems; select appropriate quantitative data collection, study designs, and analytical methods; apply adjustment techniques; and calculate measures of association; and interpret and communicate results

PUBH 304 Health Behavior and Health Promotion (3 Credit Hours)
This introductory course is designed to provide students with a foundation in behavioral theory as applied to public health practice, including health education and health promotion. Health education strategies will be examined from the perspective of health literacy, cultural competency, and adult learning behaviors among other dynamics.
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe a range of health behavior theories and frameworks commonly incorporated into public health interventions on the individual, interpersonal, and community level

PUBH 305 Public Health Communication (3 Credit Hours)
This course will teach students effective use of health literacy and health communication tools, including the use of mass media, online social media, and health professions' communication with patients in clinical settings.
Outcomes:
Students will be able to develop communication tools such as infographics and brief web-based videos and evaluate public health information

PUBH 306 Critical Thinking in Public Health (3 Credit Hours)
This course is designed to prepare students to make reasoned, intelligent decisions about public health matters by learning about and practicing how to think, read, write, and speak critically.
Outcomes:
Be able to evaluate the credibility of sources of information, scrutinize arguments, recognize biases in oneself and in others, and take a stand on public health issues and support it

PUBH 307 Foundations of Public Health Policy (3 Credit Hours)
Provides students with theoretical frameworks to understand public health policy issues, introduces public policy making processes, and enables students to analyze position papers on policy topics. Drawing from law, economics, political science, ethics and epidemiology, the course provides students with the knowledge and skills to understand policy-making processes.
Course equivalencies: PUBH 307/MPBH 407
Outcomes:
Explain how federal, state, and local health policy is formulated, implemented and evaluated; Assess the balance between the public good and individual rights in the policy process in public health

PUBH 309 Introduction to Biostatistical Methods for Public Health (3 Credit Hours)
This course offers an introductory overview of the fundamental and foundational biostatistical concepts and methods that are critical in the field of public health. Emphasizing the application and interpretation of biostatistical methods, it covers a broad spectrum of topics including graphical and numerical descriptive statistics for data summarization and exploration; probability theory with an emphasis on the binomial (discrete) and normal (continuous) distributions, which are crucial for understanding statistical inference; and inferential statistics, encompassing point estimation, interval estimation, and hypothesis testing to support evidence-based decision-making. The course also introduces nonparametric statistical methods for analyzing data without assuming a specific distribution.
Outcomes:
Explain the fundamental concepts of probability and statistics as they apply to public health data; Analyze graphical and numerical descriptive statistics to effectively summarize public health data; Evaluate basic inferential statistical methods, including hypothesis testing and confidence intervals, to draw and justify conclusions from public health data; Justify the appropriate statistical methods for specific public health research scenarios based on the data type and research question; Communicate statistical information effectively to various audiences within the field of public health

PUBH 310 Public Health Internship (3 Credit Hours)
This practical internship course will integrate theory, where students will unpack the complexities of Public Health and gain an understanding of the roles and responsibilities of professionals. Careers in Public Health are multidimensional, students will integrate real world experience reflecting on experiences of leadership, health equity, community engagement, and professional development.
This course satisfies the Engaged Learning requirement.
Outcomes:
Integrate academic internship experience with course curriculum academic content through critical reflection of leadership theory and development; assess leadership identity, leadership behavior, and civic role in a public health framework

PUBH 313 Community Assessment and Program Planning (3 Credit Hours)
This course will teach the basics of community health assessment and public health program planning, implementation, monitoring, and evaluation. This will include learning data collection techniques, program design, data analysis strategies, and how to present evaluation findings to different audiences. Students will then apply the lessons learned in class by developing a project plan for a hypothetical public health program.
Outcomes:
Describe a community health assessment; Define conceptual frameworks and logic models and their purpose in the context of public health programs; Design data collection tools for community health assessment and program evaluation purposes; Determine the best evaluation strategy to use in various programmatic scenarios; Apply program planning, implementation, monitoring, and evaluation methods to case study assessment

PUBH 314 Global Public Health (3 Credit Hours)
This course is an introduction to global health at the undergraduate level to provide the students with an understanding of global health goals and governance, health surveillance systems, and the determinants, consequences and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women's health, children's health, nutrition, immigration, and environmental health.
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
Define the most commonly used global health metrics, international goals, and common global health issues; Describe the various ways historical colonialism and modern globalization impact global health outcomes and programs; Analyze case studies of existing global health interventions and policies; Apply knowledge of global health statistics, common health issues, and public health interventions in the development of a country health profile; Identify reasons for health inequities/disparities which exist in low- and middle-income countries, as well as higher-income countries; Compare current global health funding and implementation systems, such as foreign aid, the United Nations, public/private partnerships

PUBH 315 Public Health Advocacy (3 Credit Hours)
This course is designed to equip students with a foundational understanding of the essential role of advocacy in informing and advancing public health policy, as well as skills necessary to engage in that process. Students will examine public health advocacy campaigns, the legislative process at the local, state, and federal level, the need for evidence-based research in shaping public health policy, the importance of critically evaluating policy proposals, and the incorporation of health equity in the process. The course will cover assessment of the political landscape, stakeholder engagement, and the development of strong written, verbal, and multi-media communication skills. The class will address current public health issues through lectures, class discussions, and projects, including projects aimed at engaging legislators.
Outcomes:
Develop effective advocacy strategies tailored to public health issues; Evaluate evidence-based research to support policy recommendations; Engage diverse stakeholders to advance public health initiatives; Craft persuasive advocacy messages for diverse audiences; Explain the legislative and policy-making processes involved in implementing public health changes

PUBH 320 Global Health Internship (3 Credit Hours)
Pre-requisites: Restricted to students accepted into an official Parkinson School study abroad program
Co-requisites: PUBH 321 (may also be taken as a Prerequisite)
This internship course is for students selected for the global health field experience. Students will travel to an international site and collaborate, either individually or in groups, with a local community partner on a practical public health project that will result in a deliverable students will provide to the partner. Each student is expected to complete at least 100 hours of fieldwork and fulfill all project requirements while abroad. Students will use an asset-based assessment modality, as opposed to deficit-based, when developing their projects. Upon return, students will share their experience with the Loyola University Chicago community through a final presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Collaborate with a host or partner organization to determine a local project that will meet their programmatic needs; Co-create strategies with the partner organization and implementation community to address the assigned health issue; Summarize lessons learned and project plans for the local partner, implementation community, and LUC community via a presentation; Demonstrate interprofessional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities, and expertise represented by other professionals and groups that work in global health

PUBH 321 Global Health Experience Seminar (1 Credit Hour)
Pre-requisites: Only for students accepted into an official Parkinson School study abroad
This 1-credit seminar course prepares students selected for the summer global health internship to engage ethically, professionally, and effectively in international public health settings. Through interactive sessions, students will explore foundational global health concepts, complete ethics and safety training, analyze key public health indicators for their assigned site, and reflect on the role of culture in shaping health beliefs and health systems. Emphasis will be placed on responsible global engagement, cultural humility, and comparative analysis of health systems. Successful completion of this course is required for participation in the summer field internship abroad.
Outcomes:
Analyze the health status of populations using available data for your assigned local site; Describe how cultural context influences perceptions of health and disease in your local implementation context; Compare and contrast the local national model or health system for provision of healthcare to the US system, including their respective effects on health and healthcare expenditure; Define local, national, and international codes of ethics and how they are relevant to one's working environment

PUBH 390 Special Topics: Public Health Intelligence (3 Credit Hours)
Pre-requisites: Students must have completed one statistics course including STAT 103, PSYC 304, STAT 335, ISSCM 241 equivalent
This course provides both a conceptual foundation and a hands-on introduction for PH informatics - the science of collecting, organizing, and using information to promote and protect the health of all people. Students will work with real-life data sets, from food safety to crime reports, while furthering their understanding of the intersection of public health practice and informatics.
Outcomes:
After taking this course, students will have developed a conceptual foundation for quickly assessing data sets and evaluating informatics approaches to produce high-quality information resources for decision makers

PUBH 391 Leadership and Public Health Entrepreneurship (3 Credit Hours)
Public health entrepreneurship provides a pathway for action to solving public health challenges. Students will learn how to identify public health challenges, ideate, develop sustainable solutions rooted in evidence, cultivate partnerships, lead with authenticity, communicate through the art of storytelling, and champion community well-being.
Outcomes:
Define public health entrepreneurship and explore its role in addressing health disparities with communities

PUBH 392 Special Topics In Public Health (1-3 Credit Hours)
Pre-requisites: Restricted to students in the Bachelor of Public Health (BSPH) program, or with permission of the instructor
This course covers a specific topic in public health.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

PUBH 395 Independent Study in Public Health (1-4 Credit Hours)
This is a directed study course in public health for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines. Students must have permission from the Public Health Program Director to enroll.
Outcomes:
Upon successful completion of this course, the student will be able to articulate a general understanding of the selected topic

PUBH 399 Public Health Capstone Experience (3 Credit Hours)
This course is a cumulative, integrative and scholarly or applied experience or inquiry project. It may include internships, service-learning projects, senior seminars, portfolio projects, or research paper. The project provides the opportunity for students to demonstrate proficiency in effective communication skills through a written report and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate in written report and oral presentation the knowledge and skills acquired during the undergraduate program through selected projects which translate gained information into public health practice, including research

Exercise Science (BS)

Pursue a career in fitness, exercise, and physical performance, working with athletes, individuals, or people with health challenges.

Whether it is fitness training at a gym or exercise physiology in a health care setting, an exercise science graduate helps people improve their health and wellness with physical activity. Through coursework and hands-on experience, students in the Loyola Exercise Science program will develop skills to evaluate health behaviors and risk factors, conduct fitness assessments, write exercise prescriptions, and motivate individuals to practice positive health behaviors.

Exercise science majors at Loyola can enroll in the five-year combined bachelor's/master's degree program and earn both degrees in only five years.

Related Programs

Major

- Public Health (BS) (p. 744)

Minor

- Exercise Science Minor (p. 735)

Certificate

- Bioethics and Health Policy Certificate (p. 1380)

Curriculum

Learn more about the Exercise Science laboratories (https://www.luc.edu/parkinson/academics/departments/appliedhealthsciences/exercisescience/exercisesciencelaboratories/) that offer the latest health and exercise science technology to students and faculty.

Code	Title	Hours
Exercise Science Prerequisites (Not including elective CORE classes)		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
CHEM 160 & CHEM 161	Chemical Structure and Properties and Chemical Structure and Properties Laboratory	4
CHEM 180 & CHEM 181	Chemical Reactivity I and Chemical Reactivity I Lab	4
MATH 118	Precalculus II	3
STAT 103	Fundamentals of Statistics	3
PSYC 101	General Psychology	3
PSYC 273	Developmental Psychology	3
EXCM 155 & 155L	Anatomy and Physiology I and Anatomy and Physiology I Lab	4
EXCM 156 & 156L	Anatomy and Physiology II and Anatomy and Physiology II Lab	4
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
EXCM 101	Introduction to Exercise Physiology	3
EXCM 201	Physiology of Exercise	3
EXCM 201L	Physiology of Exercise Laboratory	1
Exercise Science Major Course		
EXCM 210	Program Design in Exercise	2
EXCM 301	Advanced Physiology of Exercise	3
EXCM 342	Physical Growth, Development and Nutrition	3
EXCM 345	Therapeutic Exercise and Rehabilitation	3
EXCM 364	Intro to Clinical Exercise Testing and Prescription	3
EXCM 368	Advanced Clinical Testing and Prescriptions	3
EXCM 375	Special Populations in Exercise Science	2
EXCM 382	Clinical Research: Methods, Design and Ethics w/ Lab	3
EXCM 385	Kinesiology and Sports Biomechanics w/Lab	4
EXCM 387	Movement Anatomy in Exercise	3
EXCM 390	Psychology of Health and Exercise	3
EXCM 395	Clinical Internship and Patient Management	6
Total Hours		**89**

Suggested Sequence of Courses

EXCM students must complete this list of core areas:

- **Artistic Knowledge** (1 course/3 credit hours)
- **Historical Knowledge** (2 courses/6 credit hours)
- **Literary Knowledge** (2 courses/6 credit hours)
- **Societal & Cultural Knowledge** (1 course/3 credit hours)
- **Theological Knowledge** (2 courses/6 credit hours)
- **Philosophical Knowledge** (2 courses/6 credit hours)
- **Ethics** (1 course/3 credit hours)

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
EXCM 155 & 155L	Anatomy and Physiology I and Anatomy and Physiology I Lab	4
CORE		3
CORE		3
UNIV 101	First Year Seminar	1
	Hours	**15**
Spring		
UCWR 110	Writing Responsibly	3
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
EXCM 156 & 156L	Anatomy and Physiology II and Anatomy and Physiology II Lab	4
CORE		3
CORE		3
	Hours	**17**
Second Year		
Fall		
PSYC 101	General Psychology (Fulfills Tier II Societal & Cultural CORE)	3
CHEM 160 & CHEM 161	Chemical Structure and Properties and Chemical Structure and Properties Laboratory	4
EXCM 101	Introduction to Exercise Physiology	3
CORE		3
CORE		3
	Hours	**16**
Spring		
EXCM 201 & 201L	Physiology of Exercise and Physiology of Exercise Laboratory	4
CHEM 180 & CHEM 181	Chemical Reactivity I and Chemical Reactivity I Lab	4
CORE		3
STAT 103	Fundamentals of Statistics (Fulfills Quantitative Knowledge CORE)	3
CORE		3
	Hours	**17**
Third Year		
Fall		
PSYC 273	Developmental Psychology	3
CORE		3
CORE		3
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
EXCM 364	Intro to Clinical Exercise Testing and Prescription [2]	3
	Hours	**16**
Spring		
EXCM 375	Special Populations in Exercise Science [2]	2
EXCM 301	Advanced Physiology of Exercise [2]	3
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
EXCM 368	Advanced Clinical Testing and Prescriptions [2]	3
CORE		3
	Hours	**15**
Fourth Year		
Fall		
EXCM 382	Clinical Research: Methods, Design and Ethics w/Lab [2]	3
EXCM 210	Program Design in Exercise [2]	2
EXCM 385	Kinesiology and Sports Biomechanics w/ Lab [2]	4
EXCM 342	Physical Growth, Development and Nutrition [2]	3
EXCM 345	Therapeutic Exercise and Rehabilitation [2]	3
	Hours	**15**
Spring		
EXCM 395	Clinical Internship and Patient Management [2]	6
EXCM 387	Movement Anatomy in Exercise [2]	3
EXCM 390	Psychology of Health and Exercise [2]	3
	Hours	**12**
	Total Hours	**123**

1 Prerequisite: MATH 117 Precalculus I or equivalent. Co-requisite: CHEM 161 Chemical Structure and Properties Laboratory and MATH 118 Precalculus II.

2 Prerequisite: EXCM 156 Anatomy and Physiology II/EXCM 156 Anatomy and Physiology II

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Evaluate human physiological responses to exercise across diverse populations using evidence-based assessment methods.
- Design health and fitness assessment strategies to enhance health and wellness across diverse populations.
- Communicate effective ethical decision making and cultural sensitivity in developing health promotion, behavior change, and disease prevention strategies.
- Analyze components of the research process to understand and apply evidence-based practices in exercise science.
- Demonstrate professional leadership and collaborative skills in exercise science, health, and community-based settings.

Exercise Science Minor

The Minor in Exercise Science from Loyola's Parkinson School of Health Sciences and Public Health prepares students for enhanced careers in the growing fields of allied health, wellness, and fitness. Students develop skills in:

- Evaluating health behaviors and risk factors
- Conducting fitness assessments
- Designing exercise prescriptions
- Motivating others to live healthier lives
- Identifying the essentials of sports nutrition

Related Programs

Major

- Exercise Science (BS) (p. 733)

Minor

- Nutrition Minor (p. 739)

Curriculum

The Exercise Science minor requires the completion of a minimum of 16 credit hours comprised of the following: Three courses (10 credit hours) are required and two courses (6 - 7 credit hours) are to be selected from the choice list.

Code	Title	Hours
EXCM 101	Introduction to Exercise Physiology	3
EXCM 201	Physiology of Exercise	3
EXCM 201L	Physiology of Exercise Laboratory	1
EXCM 342	Physical Growth, Development and Nutrition	3
EXCM 364	Intro to Clinical Exercise Testing and Prescription	3
or EXCM 390	Psychology of Health and Exercise	
EXCM 345	Therapeutic Exercise and Rehabilitation	3
or EXCM 385	Kinesiology and Sports Biomechanics w/Lab	
EXCM 375	Special Populations in Exercise Science	2
or EXCM 210	Program Design in Exercise	
Total Hours		**18**

Suggested Sequence of Courses

Course	Title	Hours
Junior		
Fall		
EXCM 101	Introduction to Exercise Physiology	3
EXCM 342	Physical Growth, Development and Nutrition	3
	Hours	**6**
Spring		
EXCM 201	Physiology of Exercise	3
EXCM 201L	Physiology of Exercise Laboratory	1
EXCM 364 or EXCM 390	Intro to Clinical Exercise Testing and Prescription or Psychology of Health and Exercise	3
	Hours	**7**
Senior		
Fall		
EXCM 345 or EXCM 385	Therapeutic Exercise and Rehabilitation or Kinesiology and Sports Biomechanics w/Lab	3
	Hours	**3**
Spring		
EXCM 375 or EXCM 210	Special Populations in Exercise Science or Program Design in Exercise	2
	Hours	**2**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Develop a foundational understanding of human movement and health
- Examine the role of exercise in promoting wellness and performance
- Discover opportunities in applied health sciences and wellness fields

Health Science (BS)

The Health Science (BS) provides a holistic experiential educational experience that prepares students for a variety of potential careers and professional degrees serving healthcare. The program is designed to facilitate pursuit of cross-disciplinary coursework to prepare students for healthcare careers.

Related Programs

Major

- Exercise Science (BS) (p. 733)
- Healthcare Administration (BS) (p. 737)

Curriculum

The BSHS program draws on courses in healthcare administration, public health, exercise science, nutrition, biology, chemistry, mathematics, and social sciences.

The program requires 61 credit hours towards the minimum 120 credits needed for graduation. In addition to the 61 major credits, students complete 30 credits in the University core and may use the remaining elective credits towards the optional selection of a pre-health advising pathway, a minor, second major or elective credits towards pursuing other courses of interest.

Code	Title	Hours
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
EXCM 155L	Anatomy and Physiology I Lab	1
EXCM 155	Anatomy and Physiology I	3
EXCM 156	Anatomy and Physiology II	3
EXCM 156L	Anatomy and Physiology II Lab	1
PSYC 101	General Psychology	3
SOCL 101	Society in a Global Age	3
STAT 103 or STAT 335 or PSYC 304	Fundamentals of Statistics Introduction to Biostatistics Statistics	3
MATH 131	Applied Calculus I	3
FONU 215	Fundamentals of Nutrition	3
PUBH 300	Introduction to Public Health	3
EXCM 342	Physical Growth, Development and Nutrition	3
HSM 110	Healthcare in America	3
HSM 120	Essentials of Medical Terminology for Health Professionals	1
PHIL 284 or HSM 280	Health Care Ethics Healthcare Ethics in Practice	3
HSM 386	Health Information Systems Management	3
HSM 390	Applied Decision-Making in Interprofessional Education	3
HSM 391	Interprofessional Internship	3
Total Hours		**61**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Freshman		
Fall		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
HSM 110	Healthcare in America	3
MATH 131	Applied Calculus I	3
EXCM 155	Anatomy and Physiology I	3
EXCM 155L	Anatomy and Physiology I Lab	1
	Hours	**14**
Spring		
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
SOCL 101	Society in a Global Age	3
EXCM 156	Anatomy and Physiology II	3
EXCM 156L	Anatomy and Physiology II Lab	1
	Hours	**11**
Sophomore		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
PSYC 101	General Psychology	3
STAT 103 or STAT 335 or PSYC 304	Fundamentals of Statistics or Introduction to Biostatistics or Statistics	3
	Hours	**10**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
PUBH 300	Introduction to Public Health	3
PHIL 284 or HSM 280	Health Care Ethics or Healthcare Ethics in Practice	3
	Hours	**10**
Junior		
Fall		
FONU 215	Fundamentals of Nutrition	3
EXCM 342	Physical Growth, Development and Nutrition	3
HSM 120	Essentials of Medical Terminology for Health Professionals	1
HSM 386	Health Information Systems Management	3
	Hours	**10**
Senior		
Fall		
HSM 390	Applied Decision-Making in Interprofessional Education	3
	Hours	**3**
Spring		
HSM 391	Interprofessional Internship	3
	Hours	**3**
	Total Hours	**61**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Demonstrate a comprehensive understanding of core biological, physical, social science and liberal arts principles and their applications to contemporary health challenges.
- Utilize critical thinking and problem-solving skills to address complex health challenges through interdisciplinary collaboration and culturally responsive approaches.
- Integrate knowledge of healthcare systems, public health, policy, and ethics to evaluate health disparities and propose solutions that promote equitable access to care.
- Develop effective written and verbal communication skills to convey health information accurately to diverse audiences including patients, communities, and healthcare professionals.

Healthcare Administration (BS)

Be a leader in the business of health care.

Are you interested in health care with a role in operations and business? With a healthcare administration degree, you can work in the management and organization of healthcare delivery systems and health services.

Loyola's Bachelor of Science in Healthcare Administration (BSHCA) teaches the latest health industry knowledge, such as healthcare finance, quality management, and health information systems, with a solid grounding in ethics and liberal arts. Graduates are prepared for careers in the growing field of healthcare management, and are employed in hospitals systems, post-acute care agencies, insurance companies, healthcare consulting firms, and more.

Related Programs

Major

- Exercise Science (BS) (p. 733)

Master's

- Healthcare Administration (MHA) (p. 1536)

Minor

- Healthcare Administration Minor (p. 739)

Curriculum

The BS in Healthcare Administration differs from a traditional business degree in that it focuses on understanding how the health care delivery system functions and how to best manage those functions. Students must complete 121 total credit hours to graduate. The BS in Healthcare Administration major has 78 credit hours of required courses.

The Healthcare Administration program is guided by the External Advisory Board (https://www.luc.edu/parkinson/academics/departments/healthcareadministration/bshealthcareadministration/externaladvisoryboard/) (EAB) and is fully certified by the Association of University Programs in Health Administration (https://www.aupha.org/certification/certification/) (AUPHA).

The following list includes all required major Healthcare Administration courses. Healthcare Administration majors will take these courses, as well as University Core, electives, business courses in the Quinlan School of Business, field internship, and a culminating capstone course. Students also have room in their program of study to add a minor, in complementary areas such as global and international studies, marketing, or bioethics. Please see the Suggested Sequence of Courses (p. 738) for all courses required for a B.S. in Healthcare Administration.

Code	Title	Hours
HSM 110	Healthcare in America	3
HSM 120	Essentials of Medical Terminology for Health Professionals	1
HSM 200	Careers in Healthcare Administration	2
HSM 220	Post-Acute & Long-Term Care Management	3
HSM 230	Fundamentals of Health Equity	3
HSM 240	Healthcare Workforce Management and Professionalism	3
HSM 280	Healthcare Ethics in Practice	3
HSM 310	Healthcare Project Management	3
HSM 315	Healthcare Quality & Performance Improvement	3
HSM 325	Healthcare Fiscal Management	3
HSM 330	Healthcare Legal & Regulatory Environment	3
HSM 338	Healthcare Strategy and Marketing	3
HSM 340	Health Care Policy	3
HSM 345	Healthcare Data Analytics	3
HSM 350	Healthcare Administration Capstone	3
HSM 358	Research Literacy for Health Decision-Makers	3
HSM 360	Healthcare Administration Experiential Learning Practicum	6
HSM 368	Management of Healthcare Organizations	3
HSM 386	Health Information Systems Management	3
PSYC 101	General Psychology	3
ACCT 201	Introductory Accounting I	3
ECON 201	Principles of Microeconomics	3
FINC 301	Introductory Business Finance	3
INFS 247	Business Information Systems	3
ISSCM 241	Business Statistics	3
Select one of the following:		3
ENTR 201	Essentials of Entrepreneurship	
HRER 201	Principles of HR Management	
SCMG 232	Introduction to Supply Chain Management	
ECON 329	Health Economics	
Total Hours		**78**

Internship

During their senior year, students complete a field-based internship under the supervision of a preceptor. As a result of extensive relationships between the Parkinson School and Chicago area healthcare executives and organizations, students have the opportunity to complete their internship in key segments of the health care industry. The internship

consists of a goal-based project of value to the organization, plus opportunities that include shadowing and networking.

Transfer Credit

Courses taken outside of Loyola may be transferred for appropriate credit upon approval of the program advisor and provided a minimum grade of C is earned for the course. External students wishing to transfer into Loyola and the HCA program must provide official transcripts indicating a minimum 2.5 grade point average (GPA) on a four-point scale. Internal students wishing to transfer to a major in Healthcare Administration must have a minimum cumulative 2.5 GPA.

Healthcare Administration University Core Curriculum 2024-2025

HCA students must complete this list of core areas:

Historical Knowledge (2 courses/6 credit hours)
Literary Knowledge (2 courses/6 credit hours)
Theological Knowledge (2 courses/6 credit hours)
Artistic Knowledge (1 course/3 credit hours)
Philosophical Knowledge (1 course/PHIL 130 Philosophy & Persons)
Scientific Knowledge (2 course/6 credit hours)
Ethics (1 course/3 credit hours)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
PSYC 101	General Psychology (Fulfills Tier 2 Societal & Cultural Knowledge)	3
	Hours	**3**
Spring		
INFS 247	Business Information Systems	3
ISSCM 241 or PSYC 304	Business Statistics or Statistics	3
ECON 201	Principles of Microeconomics	3
	Hours	**9**
Second Year		
Fall		
HSM 110	Healthcare in America	3
ACCT 201	Introductory Accounting I	3
HSM 200	Careers in Healthcare Administration	2
HSM 120	Essentials of Medical Terminology for Health Professionals	1
	Hours	**9**
Spring		
HSM 230	Fundamentals of Health Equity	3
HSM 310	Healthcare Project Management	3
Select one of the following:		3
HSM 280	Healthcare Ethics in Practice (Fulfills Tier II Philosophical Knowledge) [3]	
PHIL 284	Health Care Ethics (Fulfills Tier II Philosophical Knowledge) [3]	
	Hours	**9**
Third Year		
Fall		
HSM 368	Management of Healthcare Organizations	3
HSM 345	Healthcare Data Analytics	3
HSM 386	Health Information Systems Management	3
FINC 301	Introductory Business Finance [4]	3
	Hours	**12**
Spring		
HSM 220	Post-Acute & Long-Term Care Management	3
HSM 240	Healthcare Workforce Management and Professionalism	3
HSM 358	Research Literacy for Health Decision-Makers	3
HSM 338	Healthcare Strategy and Marketing	3
	Hours	**12**
Fourth Year		
Fall		
HSM 315	Healthcare Quality & Performance Improvement	3
HSM 330	Healthcare Legal & Regulatory Environment [3]	3
HSM 340	Health Care Policy	3
Business Elective [5]		3
	Hours	**12**
Spring		
HSM 325	Healthcare Fiscal Management [6]	3
HSM 350	Healthcare Administration Capstone	3
HSM 360	Healthcare Administration Experiential Learning Practicum	6
	Hours	**12**
	Total Hours	**78**

1. Students assigned to UCWR 110 Writing Responsibly for spring should take a CORE in the fall
2. Students assigned to UCWR 110 Writing Responsibly for fall should take a CORE in the spring
3. PHIL 284 Health Care Ethics or HSM 280 Healthcare Ethics in Practice is a pre-requisite to HSM 330 Healthcare Legal & Regulatory Environment.
4. Statistics (ISSCM 241 Business Statisticsor PSYC 304 Statistics), ECON 201 Principles of Microeconomics and ACCT 201 Introductory Accounting I are prerequisites to FINC 301 Introductory Business Finance.
5. Business Selectives: ECON 329 Health Economics, ENTR 201 Essentials of Entrepreneurship, HRER 201 Principles of HR Management, or SCMG 232 Introduction to Supply Chain Management.
6. FINC 301 Introductory Business Finance is a prerequisite to HSM 325 Healthcare Fiscal Management.
7. Students are strongly encouraged to use program electives toward the following course HSM 210 Introduction to Global Healthcare Delivery.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate effective oral and written communication
- Apply organizational management and leadership theories in a variety of healthcare settings
- Analyze quantitative and qualitative information to identify healthcare challenges, evaluate alternative approaches, and develop data-informed, evidence-based recommendations
- Demonstrate ethical reasoning, cultural competence, and professional standards to support sound decision-making, ensure compliance, and accountability in healthcare practice
- Compare healthcare policies, systems and finance models, and evaluate their strategic implications for quality, access, equity, and population health outcomes

Healthcare Administration Minor

The Healthcare Administration minor prepares students to work in healthcare settings and to understand the business side of public health and health care. The minor is built upon a foundation of Jesuit-based liberal arts, business, and public policy courses. Students adding the Healthcare Administration minor to their course of study choose from a range of classes related to the health system: healthcare fiscal management, health information technology, health policy, health equity, healthcare data analytics and more.

Related Programs

Major

- Healthcare Administration (BS) (p. 737)

Certificate

- Bioethics and Health Policy Certificate (p. 1380)

Curriculum

One course (three credit hours) are required and five courses (15 credit hours) are to be selected from the elective course list. You must complete the required course before enrolling in Group 1 or Group 2 electives.

Code	Title	Hours
Required Courses		
HSM 110	Healthcare in America	3
Select two courses from Group 1 (six credit hours).		*6*
HSM 200	Careers in Healthcare Administration	
HSM 210	Introduction to Global Healthcare Delivery	
HSM 220	Post-Acute & Long-Term Care Management	
HSM 230	Fundamentals of Health Equity	
HSM 240	Healthcare Workforce Management and Professionalism	
HSM 280	Healthcare Ethics in Practice	
Select three courses from Group 2 (9 credit hours).		*9*
HSM 310	Healthcare Project Management	
HSM 315	Healthcare Quality & Performance Improvement	
HSM 325	Healthcare Fiscal Management	
HSM 330	Healthcare Legal & Regulatory Environment	
HSM 338	Healthcare Strategy and Marketing	
HSM 340	Health Care Policy	
HSM 345	Healthcare Data Analytics	
HSM 358	Research Literacy for Health Decision-Makers	
HSM 365	Health Innovation and Entrepreneurship	
HSM 368	Management of Healthcare Organizations	
HSM 386	Health Information Systems Management	
ECON 329	Health Economics	
Total Hours		**18**

Suggested Sequence of Courses

Students have flexibility in selecting five of the six required courses.

Course	Title	Hours
Junior		
Fall		
HSM 110	Healthcare in America	3
HSM 210 or HSM 200	Introduction to Global Healthcare Delivery or Careers in Healthcare Administration	3
	Hours	**6**
Spring		
HSM 310	Healthcare Project Management	3
HSM 340	Health Care Policy	3
	Hours	**6**
Senior		
Fall		
HSM 230	Fundamentals of Health Equity	3
HSM 365	Health Innovation and Entrepreneurship	3
	Hours	**6**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Compare healthcare policies and systems and their strategic implications for quality, access, equity, and population health outcomes
- Identify healthcare challenges, evaluate alternative approaches, and develop data-informed, evidence-based recommendations.

Nutrition Minor

Nutrition and food are integral to life. Relevant dimensions in contemporary society include those related to health, the environment, the economy and culture. Strategies to optimize nutrition include not only individual choice but also policy, systems and environmental initiatives with an interprofessional approach.

Several undergraduate majors may be enhanced by foundational nutritional knowledge to foster this interprofessional approach, such as public health, exercise science, pre-health, education (early childhood, elementary, special education), environmental sciences, health systems management, business and marketing.

Related Programs

Major

- Exercise Science (BS) (p. 733)
- Public Health (BS) (p. 744)

Curriculum

The minor requires 18 credit hours for completion.

Code	Title	Hours
Required Courses		
FONU 110	Culinary Explorations	3
FONU 215	Fundamentals of Nutrition	3
FONU 225	Food as Culture	3
FONU 320	Nutrition Through the Life Cycle	3
Elective Courses		
Students select two of the following		6
EXCM 342	Physical Growth, Development and Nutrition	
HSM 230	Fundamentals of Health Equity	
PUBH 304	Health Behavior and Health Promotion	
Other Loyola courses may be substituted for listed electives with program director approval		
Total Hours		**18**

Suggested Sequence of Courses

Course	Title	Hours
Junior		
Fall		
FONU 110	Culinary Explorations	3
FONU 215	Fundamentals of Nutrition	3
	Hours	**6**
Spring		
Elective		3
	Hours	**3**
Senior		
Fall		
FONU 225	Food as Culture	3
FONU 320	Nutrition Through the Life Cycle	3
	Hours	**6**
Spring		
Elective		3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

- Describe role, rich sources, and needs of essential nutrients
- Incorporate food-based recommendations into meal plans
- Demonstrate competence in basic food preparation
- Compare key nutrient needs through the life cycle
- Summarize food-based strategies to meet nutrition needs to support health

Public Health (BA)

The Public Health BA degree prioritizes the integration of a broader array of social and behavioral sciences alongside field-specific coursework that also incorporates content such as biology, epidemiology, and public health biostatistics. Our BAPH offers an interdisciplinary approach and is designed for non-pre-health professional students.

Related Programs

Major

- Public Health (BS) (p. 744)

Minor

- Medieval Studies Minor (p. 523)

Certificate

- Public Health Certificate (p. 1544)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

The BA in Public Health (BAPH) program draws on courses in ethics, environmental sciences, biology, mathematics, healthcare administration, social sciences, and the humanities alongside epidemiology, biostatistics, health behavior and promotion, health communication, policy, and global health.

The BAPH degree has 72 credits, of which 12 credit hours are taken directly from the University Core, leaving 60 unique credit hours, which are spread across 51 credit hours of required courses and 9 credits of concentration elective credits. Students will take an additional 33 credits of University Core courses plus UNIV 101 (1 credit) and 14 general elective credits to achieve 120 credit hours.

Students in the BAPH program will select one of five elective concentrations of 9 credit hours each, which are springboards to numerous minors. These concentrations include: Gender, Sexuality & Health; Global Health; Health Equity & Social Justice; Policy & Advocacy and Program Management.

Code	Title	Hours
ANTH 280	Evolution of Human Disease	3
or ANTH 353	Epidemics and Pandemics	
or ANTH 359	Paleopathology	
or ANTH 258	Medical Anthropology & Global Health	
BIOL 110	Liberal Arts Biology	3
or ANTH 103	Biological Background Human Social Behavior	
or ANTH 105	Human Biocultural Diversity	
HSM 110	Healthcare in America [1]	3
HSM 230	Fundamentals of Health Equity	3
PHIL 284	Health Care Ethics	3
or PHIL 286	Ethics and Education	
or PHIL 287	Environmental Ethics	

or HSM 280	Healthcare Ethics in Practice	
PSYC 101	General Psychology	3
PUBH 300	Introduction to Public Health	3
PUBH 301	Health and the Environment	3
PUBH 303	Fundamentals of Epidemiology [4]	3
PUBH 304	Health Behavior and Health Promotion [1]	3
PUBH 305	Public Health Communication	3
PUBH 306	Critical Thinking in Public Health [3]	3
PUBH 307	Foundations of Public Health Policy [4]	3
PUBH 309	Introduction to Biostatistical Methods for Public Health [4]	3
PUBH 313	Community Assessment and Program Planning	3
PUBH 314	Global Public Health [4]	3
or HSM 210	Introduction to Global Healthcare Delivery	
PUBH 315	Public Health Advocacy	3
PUBH 391	Leadership and Public Health Entrepreneurship	3
or MGMT 201	Managing People and Organizations	
PUBH 399	Public Health Capstone Experience [1,5]	3
or PUBH 310	Public Health Internship	
or PUBH 320	Global Health Internship	
STAT 103	Fundamentals of Statistics	3
or PLSC 216	Political Numbers	
or PSYC 304	Statistics	
or SOCL 301	Statistics for Social Research	
SOCL 122	Race and Ethnic Relations	3
Elective Concentration Courses (p. 741)		9
Total Hours		**72**

1 This course satisfies the engaged learning requirement

2 HSM 210 and PUBH 310 are also Engaged Learning Designated courses

3 Writing intensive designation

4 If interested in the BAPH/MPH Accelerated Masters Pathway (p. 1540) program, see Keith Kramer (kkramer4@luc.edu), Senior Program Advisor for the B.S. in Public Health Program, first before taking PUBH 303, 307, 309, 314/HSM 210, or ENVS 380.

5 PUBH 320 is a summer study abroad opportunity. Students must talk to their program advisor, see Keith Kramer (kkramer4@luc.edu) to determine which internship requirement may fulfill the major requirement. If a student takes PUBH 320, they are also required to take PUBH 321 in the prior Spring semester.

Elective Concentrations

Policy and Advocacy Concentration (9 credits)

Code	Title	Hours
Choose one course from the following		3
COMM 230	Argumentation & Advocacy	
COMM 306	Environmental Communication & Advocacy	
PUBH 391	Leadership and Public Health Entrepreneurship	
WSGS 370	Sexual Assault Advocacy	
Choose one of the following		3
CPST 335	Law and Regulations for Organizational Leaders	
ECON 329	Health Economics	
HIST 373	US Law & Public Policy	
PLSC 329	Interest Group Politics	
PLSC 334	Urban Policies and Problems	
PLSC 370	Fieldwork in Political Science-Internship	
PLSC 391	Chicago Politics	
PLSC 392	Environmental Politics	
Select one of the following		3
COMM 200	Digital Communication and Society	
COMM 210	Principles of Public Relations	
COMM 211	Principles of Advertising	
COMM 213	Digital Foundations	
COMM 234	Interviewing for Communication	
COMM 277	Organizational Communication	
COMM 363	Research Methods in Advertising/Public Relations	
DSCI 101	Fundamentals of Modern Data Science with R	
ENVS 380	Introduction to Geographic Information Systems	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
PLSC 236	Political Communication	
PUBH 310	Public Health Internship [1]	
PUBH 390	Special Topics: Public Health Intelligence	
SOCL 258	Confronting Homelessness: Local to Global	
Total Hours		**9**

1 Students may take the PUBH 310 course if not already taken to meet the program requirement

Program Management Concentration (9 credits)

Code	Title	Hours
Choose one course from the following list		3
MGMT 201	Managing People and Organizations [1]	
MGMT 320	Leading and Managing Teams	
MGMT 360	Values-Based Leadership	
PUBH 391	Leadership and Public Health Entrepreneurship	
Choose two courses from the following		6
ACCT 201	Introductory Accounting I	
CPST 320	Program Evaluation	
CPST 335	Law and Regulations for Organizational Leaders	
ECON 201	Principles of Microeconomics	
ECON 329	Health Economics	
ENVS 363	Sustainable Business Management	
ENVS 380	Introduction to Geographic Information Systems	
FINC 301	Introductory Business Finance	
HSM 220	Post-Acute & Long-Term Care Management	
HSM 240	Healthcare Workforce Management and Professionalism	
HSM 310	Healthcare Project Management	
HSM 325	Healthcare Fiscal Management	
HSM 330	Healthcare Legal & Regulatory Environment	
HSM 345	Healthcare Data Analytics	
HSM 365	Health Innovation and Entrepreneurship	
HSM 368	Management of Healthcare Organizations	
IBUS 315	International Management	
MARK 201	Principles of Marketing	

MGMT 318	Organizational Development and Change	
MGMT 331	Managing Nonprofit Organizations	
MGMT 335	Micro-Enterprise Consulting	
PSYC 280	Psychology of Judgment and Decision-Making	
PSYC 373	Health Psychology	
PUBH 310	Public Health Internship [1]	
PUBH 390	Special Topics: Public Health Intelligence	
STAT 303	SAS Programming and Applied Statistics	
Total Hours		**9**

[1] Students may take MGMT 201 if they haven't taken it for the program requirements. Student may take PUBH 310 if they haven't taken it for program requirements.

Gender, Sexuality and Health (9 credits)

Code	Title	Hours
Choose three courses from the following		9
ANTH 106	Sex, Science and Anthropological Inquiry	
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 245	Gender in Deep Time	
ANTH 307	The Body and Culture	
CJC 373	Intimate Partner Violence	
ENVS 204	Gender, Health & Environment	
HIST 290A	History of Sexuality in the United States	
MARK 312	Gender and Marketing	
PSYC 235	Psychology of Human Sexuality	
PSYC 238	Psychology of Gender	
PUBH 310	Public Health Internship [1]	
SOCL 171	Sociology of Sex and Gender	
SOCL 210	Gender and Work	
SOCL 236	Population Studies	
WSGS 360	Migration, Identity, Sexuality	
WSGS 370	Sexual Assault Advocacy	
WSGS 380	Queer Theory: Beyond the Binary	
Total Hours		**9**

[1] Students may take the PUBH 310 course if not already taken to meet the program requirement

Health Equity and Social Justice (9 credits)

Code	Title	Hours
Choose one course from the following		3
ANTH 105	Human Biocultural Diversity	
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 216	Cultures of Migration	
CJC 376	Childhood Exposure to Violence	
HIST 362	America in the Age of Slavery and Capitalism	
HIST 385	Chicago in America	
PLSC 316	Politics of Genocide	
PLSC 334	Urban Policies and Problems	
SOCL 250	Inequality in Society	
Choose one from the following		3
CJC 345	Social Justice and Crime	
ENVS 284	Environmental Justice	
PLSC 215	Politics of Marginalized Groups	
PSYC 239	Understanding Bias and Inclusivity	
PSYC 360	Understanding Prejudice	
SOCL 125	Chicago: Urban Metropolis	
SOCL 225	Sociology of Health Care	
SOCL 228	Sociology of the African American Experience	
SOCL 261	Social Movements & Social Change	
THEO 203	Social Justice and Injustice	
Choose one course from the following		3
COMM 210	Principles of Public Relations	
COMM 213	Digital Foundations	
COMM 318	Public Relations Writing	
CPST 320	Program Evaluation	
ENVS 260	Environmental Journalism	
ENVS 380	Introduction to Geographic Information Systems	
HRER 201	Principles of HR Management	
HSM 365	Health Innovation and Entrepreneurship	
MGMT 331	Managing Nonprofit Organizations	
PUBH 310	Public Health Internship [1]	
PUBH 391	Leadership and Public Health Entrepreneurship [1]	
WSGS 370	Sexual Assault Advocacy	
Total Hours		**9**

[1] Students may take the PUBH 310 course if not already taken to meet the program requirement. Students may take PUBH 391 if they did not take it as a program required course.

Global Health Concentration (9 credits)

Code	Title	Hours
Choose one course from the following list		3
ANTH 207	Economies, Culture, and Development	
ECON 325	Economics of Growth & Development	
GLST 305	Globalization and Environmental Sustainability	
PLSC 102	International Relations in an Age of Globalization	
PLSC 213	International Human Rights	
PLSC 325	American Foreign Policy	
PLSC 330	Global Justice	
PLSC 333	Crossing Borders: The Politics of Immigration	
PLSC 354	Global Environmental Politics	
SOCL 252	Global Inequalities	
SOCL 265	Globalization & Society	
SOCL 306	International Development	
Choose two courses from the following list		6
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 213	Culture in Africa	
ANTH 258	Medical Anthropology & Global Health [1]	
ANTH 317	Explore Chicago: Research in Culture and History	
COMM 272	Intercultural Communication	
ENVS 380	Introduction to Geographic Information Systems	
ENVS 385	Introduction to Global Health	
IBUS 315	International Management	
PLSC 317	Politics of International Health	

PLSC 356	Intervent in World Politics	
PUBH 310	Public Health Internship [1]	
PUBH 391	Leadership and Public Health Entrepreneurship [1]	
SOCL 236	Population Studies	
SOCL 278	Global Health	
Total Hours		**9**

[1] Students may take ANTH 258 if they did not take it as a program requirement. Students may take PUBH 391 if they didn't take it as a program requirement. Students may take PUBH 310 if they did not take it as a requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term and the courses they individually select as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HSM 110	Healthcare in America	3
PSYC 101	General Psychology	3
	Hours	**6**
Spring		
BIOL 110 or ANTH 103 or ANTH 105	Liberal Arts Biology or Biological Background Human Social Behavior or Human Biocultural Diversity	3
STAT 103 or PLSC 216 or PSYC 304 or SOCL 301	Fundamentals of Statistics or Political Numbers or Statistics or Statistics for Social Research	3
	Hours	**6**
Year 2		
Fall		
HSM 230	Fundamentals of Health Equity	3
PUBH 300	Introduction to Public Health	3
	Hours	**6**
Spring		
PHIL 284 or PHIL 286 or PHIL 287 or HSM 280	Health Care Ethics or Ethics and Education or Environmental Ethics or Healthcare Ethics in Practice	3
PUBH 305	Public Health Communication	3
	Hours	**6**
Year 3		
Fall		
PUBH 304	Health Behavior and Health Promotion	3
PUBH 306	Critical Thinking in Public Health	3
SOCL 122	Race and Ethnic Relations	3
PUBH 301	Health and the Environment	3
Elective Concentration Course #1		3
	Hours	**15**
Spring		
PUBH 309	Introduction to Biostatistical Methods for Public Health	3
PUBH 313	Community Assessment and Program Planning	3
PUBH 391 or MGMT 201	Leadership and Public Health Entrepreneurship or Managing People and Organizations	3
Elective Concentration Course #2		3
	Hours	**12**
Year 4		
Fall		
PUBH 303	Fundamentals of Epidemiology	3
PUBH 307	Foundations of Public Health Policy	3
PUBH 314 or HSM 210	Global Public Health or Introduction to Global Healthcare Delivery	3
Elective Concentration Course #3		3
	Hours	**12**
Spring		
ANTH 353 or ANTH 359 or ANTH 258 or ANTH 280	Epidemics and Pandemics or Paleopathology or Medical Anthropology & Global Health or Evolution of Human Disease	3
PUBH 315	Public Health Advocacy	3
PUBH 310 or PUBH 399	Public Health Internship or Public Health Capstone Experience	3
	Hours	**9**
	Total Hours	**72**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Demonstrate a thorough understanding of public health frameworks, core principles, and scientific foundations, including the fields of epidemiology, biostatistics, environmental health, and health behavior, to effectively apply this knowledge in addressing health challenges.
- Analyze the impact of social, economic, behavioral, and environmental factors on public health, particularly among marginalized communities, and identify root causes of health disparities to promote health equity.
- Apply techniques to conduct and assess public health interventions that address community needs and promote social justice.
- Communicate effectively to convey public health information clearly to diverse audiences, influence policy, and engage in community-based initiatives for promoting health equity and social justice.

Public Health (BS)

Creating healthy people and communities

Grounded in the basic sciences with an emphasis on population health, the B.S. in Public Health (BSPH) degree prepares students for positions in fields such as health education, epidemiology, and environmental health, across nonprofit, industry, and government sectors. Pre-health students who seek a medical or health professions degree can broaden their experience with a multidisciplinary public health major.

Accreditation

Loyola University Chicago Public Health Programs are accredited by the **Council on Education for Public Health** (CEPH). In March 2021, CEPH Board of Councilors acted to renew our BSPH and MPH programs' accreditation for a seven-year period. For questions on accreditation, please email Dr. Ruth Kafensztok (rkafens@luc.edu).

Related Programs

Major

- Exercise Science (BS) (p. 733)
- Healthcare Administration (BS) (p. 737)
- Public Health (BA) (p. 740)

Curriculum

The BSPH program draws on courses in ethics, environmental sciences, biology, mathematics, healthcare administration, social sciences, and the humanities alongside epidemiology, biostatistics, health behavior and promotion, health communication, policy, and global health.

The program requires 71 credit hours towards the minimum 120 credits needed for graduation. In addition to the 71 major credits, students complete 34 credits in the University Core, and may use the remaining 15 general elective credits towards pursing minors or other courses of interest. Several Knowledge Areas within the **University Core** are waived for BSPH students as they are already included in the major (Quantitative, Scientific Literacy, etc.).

Code	Title	Hours
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
MATH 131	Applied Calculus I	3
MATH 132	Applied Calculus II	3
STAT 335	Introduction to Biostatistics (Prerequisities: BIOL 102 and MATH 132) [1]	3
STAT 303	SAS Programming and Applied Statistics (Prerequisite: STAT 335)	3
PSYC 101	General Psychology	3
ANTH 280	Evolution of Human Disease	3
or ANTH 258	Medical Anthropology & Global Health	
or ANTH 353	Epidemics and Pandemics	
or ANTH 359	Paleopathology	
PHIL 284 / PHIL 287	Health Care Ethics	3
ENVS 380	Introduction to Geographic Information Systems [1]	3
HSM 110	Healthcare in America [2]	3
HSM 230	Fundamentals of Health Equity	3
HSM 310	Healthcare Project Management	3
PUBH 300	Introduction to Public Health	3
PUBH 301	Health and the Environment	3
PUBH 303	Fundamentals of Epidemiology [1]	3
PUBH 304	Health Behavior and Health Promotion [2]	3
PUBH 306	Critical Thinking in Public Health [3]	3
PUBH 307	Foundations of Public Health Policy [1]	3
PUBH 314 / HSM 210	Global Public Health [1, 2]	3
PUBH 399	Public Health Capstone Experience [2]	3
Public Health Elective Courses (PUBH 310, Public Health Internship; PUBH 391; PUBH 310, PUBH 320 (requires 321), or choose from elective course listing available from the BSPH advisor.)		6
Total Hours		**71**

[1] If interested in the BSPH/MPH accelerated master's pathway (p. 1540), see Keith Kramer (kkramer4@luc.edu), Senior Program Advisor for the B.S. in Public Health Program, first before taking PUBH 303, PUBH 307, PUBH 314/HSM 210, STAT 335, or ENVS 380.

[2] This course satisfies the Engaged Learning requirement.

[3] This course satisfies the Writing Intensive requirement.

Suggested Sequence of Courses

BS in Public Health Sample Academic Plan

Parkinson School of Health Sciences and Public Health

BSPH majors must complete this list of University Core areas:

Artistic Knowledge (1 course/3 credit hours)
Ethics (1 course/3 credit hours)
Historical Knowledge (2 courses/6 credit hours)
Literary Knowledge (2 courses/6 credit hours)
Philosophical Knowledge - Foundational (1 course/3 credit hours)
Societal Knowledge - Foundational (1 course/3 credit hours)
Theological Knowledge (2 courses/6 credit hours)
Writing Seminar (1 course/3 credit hours)

*120 Total Credit Hours (71 BSPH, 34 Core/*UNIV 101 First Year Seminar*, 15 General Electives)*

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
MATH 131	Applied Calculus I	3
UCLR 100	Interpreting Literature (C/E/M) [1]	3
UCWR 110	Writing Responsibly [1]	3
UNIV 101	First Year Seminar	1
	Hours	**14**

Spring		
Select one of the following:		3
ANTH 100	Globalization and Local Cultures (CORE) [1]	
Substitute		
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
HIST CORE (Tier 1)	Historical Knowledge [1]	3
MATH 132	Applied Calculus II	3
Select one of the following:		3
PHIL 181	Ethics (CORE) [1]	
Substitute		
	Hours	**16**
Second Year		
Fall		
THEO CORE (Tier 1)	Theological Knowledge [1]	3
HSM 110	Healthcare in America	3
PSYC 101	General Psychology	3
PUBH 300	Introduction to Public Health (may take when offered in fall or spring terms)	3
PUBH 301	Health and the Environment (fall or spring term when offered)	3
	Hours	**15**
Spring		
Select one of the following:		3
ANTH 280	Evolution of Human Disease	
ANTH 353	Epidemics and Pandemics	
ANTH 359	Paleopathology	
ART CORE	Artistic Knowledge [1]	3
HIST CORE (Tier 2)	Historical Knowledge [1]	3
PHIL 130	Philosophy & Persons (CORE) [1]	3
General Elective		3
	Hours	**15**
Third Year		
Fall		
General Elective		3
PUBH 304	Health Behavior and Health Promotion	3
PUBH 306	Critical Thinking in Public Health	3
STAT 335	Introduction to Biostatistics [3]	3
Select one THEO CORE (Tier 2) course of the following: [1]		3
THEO 203		
THEO 204		
Substitute		
	Hours	**15**
Spring		
General Elective		3
HSM 230	Fundamentals of Health Equity	3
PHIL 284 or PHIL 287	Health Care Ethics or Environmental Ethics	3
LIT CORE (Tier 2)	Literary Knowledge [1]	3
Select one Public Health Elective of the following: [2]		3
PUBH 310	Public Health Internship	
Public Health Internships		
Other options for BSPH electives		
	Hours	**15**
Fourth Year		
Fall		
General Elective		3
PUBH 303	Fundamentals of Epidemiology [3]	3
PUBH 307	Foundations of Public Health Policy [3]	3
PUBH 314 / HSM 210	Global Public Health [3]	3
STAT 303	SAS Programming and Applied Statistics	3
	Hours	**15**
Spring		
ENVS 380	Introduction to Geographic Information Systems [3]	3
General Elective		3
HSM 310	Healthcare Project Management	3
PUBH 399	Public Health Capstone Experience	3
Select one Public Health Elective of the following: [2]		3
PUBH 310	Public Health Internship	
Public Health Internships		
Other options for BSPH electives		
	Hours	**15**
	Total Hours	**120**

1. University Core (p. 989)
2. Public Health electives will represent a cross-section of interdisciplinary academic options from which students may choose (6 credits needed)
3. If interested in the BSPH/MPH five-year, dual-degree program, contact Keith Kramer, kkramer4@luc.edu first before taking PUBH 303 Fundamentals of Epidemiology, PUBH 307 Foundations of Public Health Policy, PUBH 314 Global Public Health/HSM 210 Introduction to Global Healthcare Delivery, STAT 335 Introduction to Biostatistics, or ENVS 380 Introduction to Geographic Information Systems. Each course above is three credits except where noted.

BS in Public Health with Pre-Med Requirements

Parkinson School of Health Sciences and Public Health

BSPH majors must complete this list of University Core areas:

Artistic Knowledge (1 course/3 credit hours)
Ethics (1 course/3 credit hours)
Historical Knowledge (2 courses/6 credit hours)
Literary Knowledge (2 courses/6 credit hours)
Philosophical Knowledge - Foundational (1 course/3 credit hours)
Societal Knowledge - Foundational (1 course/3 credit hours)
Theological Knowledge (2 courses/6 credit hours)
Writing Seminar (1 course/3 credit hours)

132 Total Credit Hours

Course	Title	Hours
First Year		
Fall		
BIOL 101 & BIOL 111	General Biology I and General Biology I Lab	4
CHEM 160 & CHEM 161	Chemical Structure and Properties and Chemical Structure and Properties Laboratory	4

MATH 131	Applied Calculus I	3
UCLR 100	Interpreting Literature (C/E/M) [1]	3
UCWR 110	Writing Responsibly [1]	3
UNIV 101	First Year Seminar	1
	Hours	**18**
Spring		
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab	4
CHEM 180 & CHEM 181	Chemical Reactivity I and Chemical Reactivity I Lab	4
Select one of the following:		3
PHIL 181	Ethics (CORE) [1]	
Core Ethics Substitute [1]		
MATH 132	Applied Calculus II	3
Select one of the following:		3
SOCL 101	Society in a Global Age	
Societal Knowledge Substitute [1]		
	Hours	**17**
Second Year		
Fall		
BIOL 251	Cell Biology	3
CHEM 240 & CHEM 241	Chemical Reactivity II and Chemical Reactivity II Laboratory	4
HIST CORE (Tier 1)	Historical Knowledge [1]	3
PUBH 300	Introduction to Public Health (may take when offered in fall or spring terms)	3
PUBH 301	Health and the Environment (fall or spring term when offered)	3
	Hours	**16**
Spring		
BIOL 282	Genetics	3
THEO CORE	Theological Knowledge [1]	3
CHEM 260 & CHEM 261	Quantitative Methods in Chemistry and Quantitative Methods in Chemistry Laboratory	4
HSM 110	Healthcare in America	3
PSYC 101	General Psychology	3
	Hours	**16**
Third Year		
Fall		
BIOL 366 / CHEM 361	Cell Physiology & Biochemistry	3
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I	4
PUBH 304	Health Behavior and Health Promotion	3
PUBH 306	Critical Thinking in Public Health	3
STAT 335	Introduction to Biostatistics [2]	3
	Hours	**16**
Spring		
Select one of the following:		3
ANTH 280	Evolution of Human Disease	
ANTH 353	Epidemics and Pandemics	
ANTH 359	Paleopathology	
HSM 230	Fundamentals of Health Equity	3
PHIL 130	Philosophy & Persons [1]	3
PHYS 112 & 112L	College Physics II Lec/Disc and College Physics Lab II	4
STAT 303	SAS Programming and Applied Statistics	3
	Hours	**16**
Fourth Year		
Fall		
HIST CORE (Tier 2)	Historical Knowledge [1]	3
LIT CORE (Tier 2)	Literary Knowledge [1]	3
PHIL 284 or PHIL 287	Health Care Ethics or Environmental Ethics	3
PUBH 303	Fundamentals of Epidemiology [2]	3
PUBH 307	Foundations of Public Health Policy [2]	3
PUBH 314 / HSM 210	Global Public Health [2]	3
	Hours	**18**
Spring		
ART CORE	Artistic Knowledge [1]	3
ENVS 380	Introduction to Geographic Information Systems [2]	3
HSM 310	Healthcare Project Management	3
PUBH 399	Public Health Capstone Experience	3
Select one of the following: [2]		3
THEO CORE (Tier 2) [1]		
THEO 203	Social Justice and Injustice	
THEO 204	Religious Ethics and the Ecological Crisis	
Substitute		
	Hours	**15**
	Total Hours	**132**

1. University Core (p. 989)
2. If interested in the BSPH/MPH five-year, dual-degree program, contact Keith Kramer, kkramer4@luc.edu first before taking PUBH 303 Fundamentals of Epidemiology, PUBH 307 Foundations of Public Health Policy, PUBH 314 Global Public Health/HSM 210 Introduction to Global Healthcare Delivery, STAT 335 Introduction to Biostatistics, or ENVS 380 Introduction to Geographic Information Systems. Each course above is three credits except where noted. PUBH 310 Public Health Internship, Public Health Internship, is a great elective option.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Analyze population health data using quantitative, qualitative, statistical, and computational tools to inform public health decisions.
- Evaluate public health information from multiple credible sources to support evidence-based conclusions about population health issues.

- Communicate public health information effectively in oral, written, and digital formats for professional and non-specialist audiences.
- Apply public health theory and principles to examine how social, environmental, behavioral, and policy factors affect population health and health equity.

Pre-Professional Programs

- Pre-Law Advising (p. 747)
- Pre-Medicine Advising (p. 747)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Pre-Law Advising

About Us

Loyola Career Services provides support and guidance to students who are exploring a legal career and applying to law school. Students can schedule an appointment through Handshake to meet with their dedicated career advisor. More information and resources (https://app.joinhandshake.com/edu/article_categories/1071/) about Career Service's offerings for pre-law students can be found here: Pre-Law Advising: Loyola University Chicago (luc.edu)

Pre-Medicine Advising

About Us

Loyola Career Services provides support and guidance to students exploring, considering, and applying to programs in the healthcare field including medical school, dental school, and other allied health professions. Students can schedule an appointment through Handshake to meet with their dedicated career advisor. More information about Career Service's offerings for pre-medical and pre-health students, including a list of typical course requirements and recommendations, can be found on the Health, Medicine, and Natural Sciences website (https://www.luc.edu/prehealth/index.shtml/).

Commonly Required Courses

These are typical requirements and recommendations for applying to medical schools. If you are interested in applying to programs in one of the other health profession areas (dental, pharmacy, PA, PT, OT, optometry, podiatry, etc.) please review the resources included below.

The health professional schools themselves provide the most accurate and up-to-date source of information. Students should begin researching specific requirements of health professional schools they are interested in early in their academic careers and continue this research through their academic careers as health professional schools typically update their required and recommended courses on an annual basis.

Students should also review Loyola department websites and LOCUS to determine relevant pre-requisites for courses listed below and what terms these courses are typically offered.

These professional association websites are additional resources that will likely be of value:

- AAMC Medical School Pre-Requisites (https://students-residents.aamc.org/medical-school-admission-requirements/admission-requirements/) (Allopathic Medicine/MD)
- ADEA-Dental School Pre-Requisites (https://www.adea.org/GoDental/Application_Prep/Preparing_for_Dental_School/Prerequisites.aspx) (Dentistry)
- AACOMAS Pre-Requisites (https://www.aacom.org/become-a-doctor/apply-to-medical-school/admissions-requirements/) (Osteopathic Medicine/DO)
- AAPA Pre-Requisites (https://www.aapa.org/career-central/become-a-pa/) (Physician's Assistant)
- AACP Pre-Requisites (https://www.aacp.org/resource/pharmacy-school-admission-requirements/) (Pharmacy)
- ASCO Information (https://optometriceducation.org/) (Optometry)
- AACPM Information (https://aacpm.org/) (Podiatry)
- AAVMC Information (https://www.aavmc.org/) (Veterinary)

Area	Subject	Loyola Equivalent
Biology	General Biology I	BIOL 101 & BIOL 111
	General Biology II	BIOL 102 & BIOL 112
	Biochemistry	BIOL 366 or CHEM 361
	Cell Biology	BIOL 251
	Genetics	BIOL 282
Chemistry (Previous Track)	Inorganic Chemistry I	CHEM 101 & CHEM 111 or CHEM 105
	Inorganic Chemistry II	CHEM 102 & CHEM 112 or CHEM 106
	Organic Chemistry I	CHEM 223 & CHEM 225 or CHEM 221
	Organic Chemistry II	CHEM 224 & CHEM 226 or CHEM 222
	Biochemistry	CHEM 361 or CHEM 370 or BIOL 366
Chemistry (New Track)*	Chemical Structure & Properties	CHEM 160 & CHEM 161
	Chemical Reactivity I	CHEM 180 & CHEM 181
	Chemical Reactivity II	CHEM 240 & CHEM 241**
	Quantitative Methods	CHEM 260 & CHEM 261**
	Biochemistry	CHEM 361 or CHEM 370 or BIOL 366
Physics	Physics I	PHYS 111 & PHYS 111L or PHYS 125 & PHYS 125L
	Physics II	PHYS 112 & PHYS 112L or PHYS 126 & PHYS 126L
Math	College Algebra	MATH 117
	Pre-Calculus	MATH 118

	Statistics	STAT 103 or STAT 203 or PSYC 304 or STAT 335
English Composition	Freshman Composition	UCWR 110
	Upper Level Composition Course	One Writing Intensive Course
Psychology	Psychology	PSYC 101
Social Science	Sociology	SOCL 101

* The "New Track" for the Chemistry sequence denotes the new course structure beginning in Fall 2023 that will reorganize the presentation of topics but still reflect the AAMC standards of Chemistry courses. Students who have completed the "Previous Track" have still completed the necessary chemistry requirements for health professional schools.

** The 240/241 and 260/261 levels of courses in the New Track of Chemistry are interchangeable and can be taken in either order once the 160/161 and 180/181 sequences are complete.

Occasionally required courses include (but are not limited to):
Molecular Genetics, Molecular Biology, Calculus, Additional Behavioral Sciences

Quinlan School of Business

Mission & Vision

Mission

We are an academic and scholarly community in a Jesuit Catholic University, inspiring intellectual curiosity, a concern for others and the common good. We prepare leaders to contribute to society through ethical, sustainable, and socially responsible conduct and to act effectively in complex organizational settings in a diverse global economy.

Vision

We are difference makers. We are a leading Jesuit institution of transformative learning that empowers students to discern their life's purpose while preparing them to make an impact in the world through data-driven decision making, critical thinking and innovation. We develop ethical, responsible and forward-thinking leaders who value diversity, equity and inclusion to drive sustainable business growth and inspire positive change in organizations, communities and in society. As scholars and life-long learners, we foster a rigorous, experiential learning culture in the heart of Chicago and around the world to pursue knowledge in the service of others.

Undergraduate Programs

- Accounting (BBA) (p. 775)
- Accounting and Analytics (BBA) (p. 777)
- Accounting Information Systems Minor (p. 780)
- Business Administration Minor (p. 781)
- Business of Applied Artificial Intelligence Minor (p. 781)
- Business Honors Program (p. 782)
- Economics (BBA) (p. 787)
- Economics Minor (p. 789)
- Entrepreneurship (BBA) (p. 790)
- Entrepreneurship Minor (p. 792)
- Finance (BBA) (p. 793)
- Finance Minor (p. 795)
- Human Resource and Employment Relations Minor (p. 796)
- Human Resource Management (BBA) (p. 797)
- Information Systems and Analytics (BBA) (p. 799)
- Information Systems Minor (p. 801)
- International Business (BBA) (p. 802)
- International Business Minor (p. 804)
- Management (BBA) (p. 805)
- Management Minor (p. 807)
- Marketing (BBA) (p. 808)
- Marketing Minor (p. 810)
- Nonprofit Management Minor (p. 811)
- Sport Management (BBA) (p. 812)
- Sport Management Minor (p. 814)
- Supply Chain Management (BBA) (p. 815)
- Supply Chain Management Minor (p. 817)
- Sustainability Management Minor (p. 818)
- U.S./Europe Double Degree (BBA) (p. 819)

Quinlan School of Business Academic Policies

Learn more about the Quinlan School of Business policies regarding program details, transfer credits and more.

About the Quinlan School of Business

The Bachelor of Business Administration (BBA) program integrates a foundation of education through the University Core Curriculum (p. 989) that includes a total of 16 courses (48 credit hours of coursework), primarily in the arts and sciences, which develop important college-level skills and integrate an understanding of values through 10 required areas of knowledge as well as one course that satisfies Loyola's commitment to Engaged Learning. In addition, each student completes required courses in business that serve to develop individual intellect and character. Our goal is to prepare skilled business professionals who will develop into socially responsible, ethical leaders.

The Quinlan School of Business is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business. In addition, the accounting programs are separately accredited by AACSB International.

Contact Us

Water Tower Campus (https://www.luc.edu/undergrad/about/ourcampuses/watertowercampus/)
Schreiber Center
16 E. Pearson St.
Chicago, IL 60611
Phone: 312.915.6113
Fax: 312.915.7207

Website: LUC.edu/quinlan (https://www.luc.edu/quinlan/)

Email: QuinlanUBUS@luc.edu

Office of the Dean
Dean: Michael Behnam, PhD

Senior Associate Dean, Undergraduate Programs and Academic Affairs: Tim Classen, PhD
Senior Assistant Dean, Undergraduate Operations: Nicole Gesualdo, PhD
Assistant Dean, Undergraduate Programs: Matt Rombach

Academic Advising

First-year and second-year students are advised through the office of First and Second Year Advising (https://www.luc.edu/fsya/?utm_medium=redirect&utm_campaign=undergrad-redirects&utm_soure=firstandsecondyearadvising/).

Academic advising for juniors, seniors, and transfer students is handled in the undergraduate programs office of the Quinlan School of Business. The initiation of timely class withdrawals, changes in courses, and filing of degree applications are all matters specifically requiring the dean's approval.

The undergraduate office is the primary point of contact for all matters that relate to degree requirements in the Quinlan School of Business. Students with any questions or concerns regarding academics, such as courses, scheduling, majors or minors, etc., should consult with their academic advisor.

School Requirements

Writing and Writing-Intensive Courses

In order to graduate from the Quinlan School of Business, students ordinarily must complete three writing courses. These include: UCWR 110 Writing Responsibly, or the equivalent; and two writing-intensive courses. UCWR 110 Writing Responsibly must be taken in the freshman year and must be completed with a grade of "C-" or better before any writing-intensive course may be taken.

Designated sections of courses are taught with a special emphasis on writing (e.g. WI courses may not be contracted or be independent study courses). They are easily identified by a "W" in the section number. Students in these courses will have a variety of writing assignments that will be integrated closely with the learning objectives of the course. The purpose of the program is to assure that students continue to give attention to writing as an essential component of education throughout their years at Loyola.

In order to ensure that training in writing is spread throughout the undergraduate years, the program specifies that no more than one writing-intensive course per semester may be applied to this requirement. Students may register for only one writing intensive course per semester. Each student must complete at least one of their writing intensive courses with a Quinlan School of Business course or ENGL 210 Business Writing. The other writing intensive course may come from any discipline.

Freshmen and transfer students with 59 or fewer transfer credit hours must take two writing-intensive courses during their undergraduate career at Loyola; transfer students with 60–89 transfer credit hours must take one writing-intensive course during their undergraduate career at Loyola; transfer students with 90 or more transfer credit hours are exempt from taking writing-intensive courses. For further information, transfer students should consult their academic advisor.

Math Requirements

Students are encouraged to satisfactorily complete the mathematics requirement of their program during their first year or as early in their time at Quinlan as possible. All students must have math credit on their transcript through MATH 110 Business Precalculus (via coursework with a grade of C- or better, transfer credit, or a placement exam), and students who are majoring in Economics, Finance, or the U.S./Europe double degree program must have math credit on their transcript through MATH 130 Business Calculus.

University Core Curriculum

For specific information, please refer to the University Core section in University Requirements (p. 989). Specific suggestions on how to fulfill the Core through the Quinlan School of Business are detailed below.

Core Areas	School Recommended Courses
College Writing Seminar (3 credit hours)	UCWR 110 (Required as a prerequisite for writing-intensive courses)
Artistic Knowledge and Inquiry (3 credit hours)	
Historical Knowledge and Inquiry (6 credit hours)	
Literary Knowledge and Inquiry (6 credit hours)	
Quantitative Knowledge and Inquiry (3 credit hours)	ISSCM 241 and STAT 103
Scientific Knowledge and Inquiry (6 credit hours)	
Societal and Cultural Knowledge and Inquiry (6 credit hours)	ECON 201 and ECON 202 (6 credit hours)
Philosophical Knowledge and Inquiry (6 credit hours)	ETHC 341 (3 credit hours)
Theological and Religious Knowledge and Inquiry (6 credit hours)	
Ethical Knowledge and Inquiry (3 credit hours)	

Engaged Learning Requirement	School Recommended Courses
Engaged Learning (1 course)	QUIN 351 (may only be taken concurrently with an approved internship experience)

Required Quinlan Business Courses

Each Quinlan School of Business student must complete the following required business administration courses plus the required courses for one area of concentration. A student may choose to complete the courses for additional areas of concentration or for a minor.

Code	Title	Hours
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Select one of the following:		3
FINC 301	Introductory Business Finance	
FINC 334	Principles of Corporate Finance (required for Finance majors and minors)	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3

ISSCM 241	Business Statistics	3
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3

Note: Area of concentration and major are used interchangeably in the Quinlan School of Business.

Code	Title	Hours
Other School of Business Requirements		
COMM 103	Business & Professional Speaking [1]	3
MATH 110	Business Precalculus	3
MATH 130	Business Calculus [2]	4
ETHC 341	Ethics in Business	3
or ETHC 321	International Business Ethics	
QUIN 202	Career Preparation	2
Global Awareness		
Select one of the following: [3]		3
Any business course from the International Business major group, or:		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Elective Courses (p.)		
Free electives	Any courses from the undergraduate curriculum for which all prerequisites and/or restrictions have been met. Elective credit may be needed to reach 120 credit hours required for graduation.	

1 Accounting majors with prior credit for COMM 101 Public Speaking & Critical Thinking must take ENGL 210 Business Writing to complete this requirement.
Accounting and Analytics majors with prior credit for COMM 101 Public Speaking & Critical Thinking who wish to take the CPA exam should take ENGL 210 Business Writing for Business Communication credit.

2 Students majoring in Economics, Finance, and the U.S./Europe double degree must MATH 110 Business Precalculus as well as MATH 130 Business Calculus.

3 A study abroad experience will also satisfy this requirement.

Students planning to study abroad are encouraged to meet with a Quinlan academic advisor early in the planning stage in order to select a program that offers appropriate courses toward University Core, Business Core, majors and/or minors. A student will be permitted to take up to two courses abroad toward a Quinlan major or minor (this includes students pursuing the BA in Economics). All study abroad courses (except those taken for general elective credit) must be reviewed through the Study Abroad Office course approval process.

Majors and Program Details

All Quinlan School of Business undergraduate students complete a broad-based core of foundation courses, followed by advanced study in at least one area of concentration, leading to the Bachelor in Business Administration (BBA) degree in the following:

- Accounting (BBA) (p. 775)
- Accounting and Analytics (BBA) (p. 777)
- Business Honors Program (p. 782)
- Economics (BBA) (p. 787)
- Entrepreneurship (BBA) (p. 790)
- Finance (BBA) (p. 793)
- Human Resource Management (BBA) (p. 797)
- Information Systems and Analytics (BBA) (p. 799)
- International Business (BBA) (p. 802)
- Management (BBA) (p. 805)
- Marketing (BBA) (p. 808)
- Sport Management (BBA) (p. 812)
- Supply Chain Management (BBA) (p. 815)
- U.S./Europe Double Degree (BBA) (p. 819)

Minors

The Quinlan School of Business offers a variety of minors for both business students and non-business students. Choosing a minor offers students a chance to gain working knowledge in an area in addition to their major field of concentration. All students may declare their minor. A maximum of one transfer course taken prior to matriculating at Loyola University Chicago may be allowed for non-Quinlan school students at the discretion of the Assistant Dean of the Quinlan School of Business. For non-Quinlan students double minoring in any two (or more) concentrations, only two applicable courses may be applied to both concentrations. For Quinlan School of Business students double minoring in any two (or more) concentrations, only one applicable course may be applied to both concentrations.

- Accounting Information Systems Minor (p. 780)
- Business Administration Minor (p. 781)
- Business of Applied Artificial Intelligence Minor (p. 781)
- Economics Minor (p. 789)
- Entrepreneurship Minor (p. 792)
- Finance Minor (p. 795)
- Human Resource and Employment Relations Minor (p. 796)
- Information Systems Minor (p. 801)
- International Business Minor (p. 804)
- Management Minor (p. 807)
- Marketing Minor (p. 810)
- Nonprofit Management Minor (p. 811)
- Sport Management Minor (p. 814)
- Supply Chain Management Minor (p. 817)
- Sustainability Management Minor (p. 818)

Grade Requirements

All Business Core, business school requirements, Writing Intensive courses, major and minor courses, and UCWR 110 must be successfully completed with a grade of C- or better. In addition, the overall GPA and any major or minor GPA must be greater than or equal to 2.0. All grades from courses attempted in a major or minor are calculated into the major or minor GPA. University Core classes (with the exception of UCWR 110) may be completed with a grade of D or better.

Students are expected to adhere to all course prerequisites for any course as listed in the online schedule of classes each term. Specific information can be found in LOCUS.

Curriculum for Transfer Students

Students seeking admission to Loyola University's Quinlan School of Business as a transfer student may have their transcripts from prior institutions reviewed by the Undergraduate Dean's office. Business coursework taken elsewhere that was taken more than eight years prior to enrolling at Loyola University's Quinlan School of Business will not be considered for transfer credit. Coursework taken within the previous eight years will be considered for transfer credit.

All transfer students must complete a minimum of 50% of all business courses at Loyola University Chicago. Additionally, 80% of a major or minor must be completed at Loyola University Chicago. This typically translates into the possibility of one course permitted for a major or minor at the discretion of the Quinlan School of Business. Please consult with the Assistant Dean of the Quinlan School of Business with any questions.

Transfer students should note that accepting courses for credit from other institutions is done at the discretion of the Quinlan School of Business. Curricular changes do occur within the Quinlan School of Business. However, transfer credit is articulated at the time of a student's matriculation to Loyola University Chicago with what curricular policies were in place at that time. The Quinlan School of Business reserves the right to not re-articulate transfer credit once a student has matriculated.

Taking Courses Elsewhere

The Quinlan School of Business adheres to the university policy on permission to take coursework at other universities (p. 1919). In conjunction with the university policy, the Quinlan School of Business will not approve any courses from the Quinlan School of Business curriculum to be taken elsewhere during any semester or summer session.

Readmission to the Quinlan School of Business

A student who leaves Loyola University Chicago's Quinlan School of Business without completing their degree requirements may reapply for admission through the Office of Undergraduate Admission for a period of 8 years from the date of separation. If the application for readmission is for a term that is within the 8 year period, the student will be able to have their transcript reviewed by the Assistant Dean. Those courses previously taken at Loyola University Chicago and at other accredited institutions, which received passing grades based on the grading policies in place at the time of readmission, may be counted toward current degree requirements.

A student who leaves Loyola University Chicago's Quinlan School of Business without completing their degree requirements and is separated from the university for greater than 8 years will need to reapply for admission and will not be able to count past business coursework toward current degree requirements.

Honors and Awards

Dean's List

Each Fall and Spring Semester, the Quinlan School of Business acknowledges those full-time (12 or more hours) students who obtain at least a 3.5 grade point average for the term. Students on the dean's list receive personal acknowledgement from the dean.

Dean's Key

Ordinarily given to the business administration senior or seniors who, in the estimation of the dean, have made the most outstanding contributions in both leadership and scholarship to the reputation of the school. It is awarded to whomever may be expected in the years after graduation to exemplify, both as citizens and as successful business professionals, the highest ideals of the university.

Departmental Keys

Each academic major in the Quinlan School of Business ordinarily awards one silver honor key annually to the graduating senior who has demonstrated outstanding academic ability in that major field of concentration. Those considered for this award usually will have earned the highest academic average for all coursework in their particular field of concentration. Other factors such as, but not limited to, leadership achievement, cumulative grade point average, and graduation honors may, at the full discretion of the faculty, be recognized in the selection process.

Community Engagement Award

This award celebrates an individual who has demonstrated exceptional dedication to making a positive impact on the community by addressing relevant social issues and promoting positive change.

Commitment to Student Organizations Award

This award recognizes a student who had demonstrated exceptional dedication to student life through active involvement and leadership in various student organizations. It celebrates the recipient's commitment to fostering a sense of community, collaboration, and personal development within the Quinlan School of Business.

Leadership Awards

Certificates of merit may be awarded to those full time Quinlan School of Business students who have distinguished themselves by active and meritorious participation in various extracurricular activities within the university.

Alpha Kappa Psi Scholarship Key

A key which is merited by the senior student in the fraternity who has demonstrated outstanding academic excellence in all undergraduate courses taken at Loyola. Ordinarily this means the highest cumulative grade point average achieved for all courses attempted at Loyola.

Delta Sigma Pi Scholarship Key

A key which is merited by the senior student in the Quinlan School of Business who has demonstrated outstanding academic excellence in all courses taken at Loyola. Ordinarily, this means the highest cumulative grade point average achieved in all courses attempted at Loyola.

Departmental Honors

The Quinlan School of Business offers departmental honors in the following departments with the requirements for each as listed. Departmental honors are available to students with majors in the Quinlan School of Business. Students must apply to a department for honors consideration. Contact the chairperson of the specific department for more information.

Honor Societies and Fraternities

The university honorary societies and professional fraternities for which business administration students may qualify are:

- **Alpha Kappa Psi**: A national professional fraternity founded with the purpose of stimulating and developing scientific research in the field of commerce and business administration.

- **Beta Alpha Psi**: A national honorary accounting fraternity with membership limited to juniors and seniors in the full- and part-time business administration programs. Students must be majoring in accounting, finance or information systems, and display high scholastic and personal character requirements.
- **Beta Gamma Sigma**: A national scholastic honor society for business administration students. Membership in the Loyola chapter is available to qualified junior and senior Quinlan School of Business students.
- **Delta Sigma Pi**: A national professional business fraternity, organized to promote closer affiliation of Quinlan students to the business community.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Accounting (ACCT)

ACCT 201 Introductory Accounting I (3 Credit Hours)
Pre-requisites: Minimum 15 earned hours
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process, and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include: preparation and use of financial statements; the accounting process; and the measurement and reporting of income, assets, liabilities, and owner's equity.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACCT 201H Introductory Accounting I - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include: preparation and use of financial statements, the accounting process, and the measurement and reporting of income, assets, liabilities, and owners' equity.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACCT 202 Introductory Accounting II (3 Credit Hours)
Pre-requisites: A minimum grade of "C-" in ACCT 201
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ACCT 202H Introductory Accounting II - Honors (3 Credit Hours)
Pre-requisites: C- or better grade in ACCT 201 or ACCT 201H; Restricted to SBA honors students
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ACCT 303 Intermediate Accounting I (3 Credit Hours)
Pre-requisites: Sophomore Standing and ACCT 202 with grade of C- or higher; ACCT 202 may also be taken as a corequisite
The first in a series of courses designed to provide in-depth coverage of the generally accepted principles underlying financial statements and financial reporting, from conceptual framework to application. Topics include alternatives for measurement of revenue and asset valuation, and presentation of financial statements. Lectures, discussions, and technical readings are supplemented with extensive problem and written assignments.
Outcomes:
Students will demonstrate their understanding of the accounting process leading to financial reports; Furthermore students will also develop the ability to apply critical thinking and analytical skills toward the solution of problems concerning valuation of assets, and revenue and expense recognition

ACCT 304 Intermediate Accounting II (3 Credit Hours)
Pre-requisites: Sophomore standing, a minimum grade of "C-" in ACCT 303 or Graduate Business student
This course is an extension of Intermediate I where students use the conceptual framework to consistently evaluate and explain accounting practice. This allows the student to not only understand the accounting methodologies but also recognize why these approaches are generally superior to alternative accounting treatments. Topics include concepts of present and future value, investments in financial instruments (debt and equity), leases, pensions, income taxes, earnings per share, and the statement of cash flow.
Outcomes:
Students will be able to demonstrate an understanding of the professional pronouncements as they relate to the measurement, recognition, and reporting of financial information; Students will also be able to demonstrate an understanding of how to research relevant accounting issues to better prepare for professional certification

ACCT 306 Advanced Financial Accounting (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of C- in ACCT 304
Topics include accounting for business combinations, cost & equity method investments, consolidated financial statements, governmental & not-for-profit, & accounting for multinational entities. Course includes extensive problem assignments.
Interdisciplinary Option: International Business
Outcomes:
Students will understand the accounting for corporate acquisitions, corporate consolidations including intercompany transactions, governmental and not-for-profit and international accounting issues

ACCT 307 Adv Accounting: Not-For-Profit Entities & Adv Financial Accounting Topics (3 Credit Hours)
Pre-requisites: Sophomore standing, a minimum grade of "C-" in ACCT 303
Topics include accounting concepts as applied to state and local government, along with financial reporting for other not-for-profit entities including hospitals, universities, and voluntary health and welfare organizations. Class may be taken prior to ACCT 306.
Outcomes:
Students will gain a comprehensive knowledge of the reporting requirements of not-for-profit entities

ACCT 308 Accounting Information Systems and Sustainability Reporting (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in ACCT 303 & INFS 247; Sophomore standing; Enrollment is open to Graduate Business Students
Included among the topics covered in this course are the primary accounting cycles, accounting information system internal controls, and selective fraud issues. Students will also build flowcharting skills and gain experience working on an enterprise resource planning system (ERP) with real-world company data.
Outcomes:
Students develop an application and analysis level of learning regarding the function of an accounting information system in business with specific emphasis on risk management, along with the ability to work with and deploy ERP tools

ACCT 309 Data Analytics for Accounting (3 Credit Hours)
Pre-requisites: Grade of C- or better in ACCT 303
This course provides students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques applied to accounting. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists.
Outcomes:
Students will learn database theory and how to convert the conceptual models into a physical database implementation that will record, maintain, and report financial and nonfinancial information; Students will learn how to leverage Tableau's (or other data visualization software) visual analytics capabilities to explore, analyze, and present accounting and business data effectively; Students will learn how to assess business process and information risks and apply the general, system, and application controls necessary to prevent or detect fraud and inaccuracies

ACCT 311 Auditing & Internal Control Systems (3 Credit Hours)
Course involves an in-depth investigation of internal control structure and systems and the theory of audit evidence. Theoretical principles and practical issues involved in planning and executing an audit are explored. Internal control policies and procedures and principal evidence techniques for major transaction cycles or account groups are studied in depth. Study of appropriate AICPA professional standards is an integral part of this course.
Outcomes:
Students who successfully complete this course will be able to: understand the role of professional standards in the audit of financial statements; demonstrate their ability to research those standards; and demonstrate their understanding of the audit process in particular the roles of evidence and internal control

ACCT 317 Managerial Accounting (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 303
This course critically evaluates product cost for inventory valuation and income determination, with an emphasis on budgeting and control procedures. Topics discussed include job order costing, process costing, activity-based costing, full absorption and direct costing, overhead allocation, and more. The course incorporates computer applications to managerial accounting analysis.
Course equivalencies: ACCT 317/ACCT 301

ACCT 323 Advanced CPA Topics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 311
Topics include: audit and other reports, statistical sampling in auditing, attestation standards, reporting on future-oriented information, accountant's legal liability, Securities & Exchange Commission practice, professional ethics and using technology in auditing.
Outcomes:
Students will be familiar with issues under the AICPA Code of Professional Conduct, pronouncements of the Public Companies Accounting Oversight Board, the Sarbanes-Oxley Act, federal securities laws, and cases relating to CPA malpractice; Students will have a thorough professional knowledge of CPA reports on financial statements and special reports; Students will also learn how to apply statistical sampling in auditing

ACCT 326 Fraud Investigation (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ACCT 311
Theoretical principles and practical issues involved in planning and executing an investigation are explored including internal control structure and evidence.
Outcomes:
Understand fraud investigation and the role it plays in the legal process; Understand and be able to apply investigative techniques in solving financial crimes

ACCT 328 Concepts in Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 201 and 202
This course provides a thorough exposure to federal income tax concepts and planning principles, with particular reference to individual taxpayers.
Outcomes:
Students will be able to demonstrate a basic core of technical knowledge concerning the federal income tax as it applies to individuals, an understanding of the conceptual and tax policy issues that underlie tax legislation, and fundamental skills in tax compliance, tax planning, and tax research

ACCT 331 Introduction to the Business of Applied Artificial Intelligence (3 Credit Hours)
Pre-requisites: ISSCM 241 or STAT 103
This course provides a concise introduction to Artificial Intelligence (AI) with a focus on applied business applications of machine learning and generative AI. Through engaging lectures, interactive labs, and exposure to real-world use cases, students will gain a deep understanding of the key concepts and practical business applications of AI. Students will also gain a fundamental understanding of how AI models are built and deployed to enhance their skills and career advancement. The latest applications of AI in marketing, accounting, finance, and retail will also be explored.
Outcomes:
Students will develop an understanding of how AI is executed in business settings, from ideation to deployment, and the tools and frameworks applied; Students will gain an understanding of core AI concepts, including machine learning and generative AI; Students will discover how models are built and evaluated to analyze data for prediction and generative AI to deliver actionable insights; Students will gain insights into ethical AI practices to be able to recognize and address ethical and social considerations to deploy AI responsibly; Students will explore business use cases to understand AI solutions applied to business challenges across domains such as accounting, finance, and retail; This course will foster collaboration and communication skills development by having students present AI-driven solutions effectively, translating solutions into impactful business narratives

ACCT 341 Advanced Studies in Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ACCT 328
This course provides a thorough exposure to the federal income tax concepts and planning principles applicable to business entities, trusts, and estates and to federal transfer taxes.
Outcomes:
Students will be able to demonstrate a basic core of technical knowledge concerning the federal income tax as it applies to business entities and to the federal gift, estate, and generation-skipping-transfer taxes, an enhanced understanding of the conceptual and tax policy issues that underlie tax legislation, and enhanced skills in tax compliance, tax research, and tax planning

ACCT 350 Accounting Full Time Winter Internship (6 Credit Hours)
Department Chair permission is required for registration. Students enrolled in this course are participating in a full time internship experience with an accounting firm.
Outcomes:
Students will work 40+ hours for an accounting firm during the spring semester

ACCT 395 Independent Study in Accounting (1-3 Credit Hours)
Pre-requisites: Junior standing, Instructor and Dean permission required
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of accounting not otherwise covered by department course offerings. Variable credit is allowed for the course. This course will not count toward major requirements. Permission of dean required.
Outcomes:
Students will demonstrate an in-depth understanding of a technical accounting topic

ACCT 399 Special Topics in Accounting (1-3 Credit Hours)
Pre-requisites: Sophomore standing or above
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Business Ethics (ETHC)

ETHC 321 International Business Ethics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in MGMT 201 and ECON 202
This course addresses the ethical challenges of international business for managerial decision making. The main emphasis of the course is on implementation, and standards, for operating ethically within multinational corporations and on ethical problems in specific countries or regions of the world.
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Students will develop ethical decision-making skills in global business by understanding complex interactions among market, policy, and society, analyzing personal decision-making, and improving communication abilities

ETHC 341 Ethics in Business (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of C- in (MGMT 201 or HSM 368) and ECON 202
This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Critically discuss (via well-grounded arguments) philosophical issues and questions from the perspective of multiple methods, traditions, and historical contexts; Evaluate philosophical issues, questions, and problems critically and analytically; Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion

ETHC 341H Ethics in Business - Honors (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in (MGMT 201 or MGMT 201H) and (ECON 202 or ECON 202H); Restricted to students in the Quinlan School of Business Honors program
This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Critically discuss (via well-grounded arguments) philosophical issues and questions from the perspective of multiple methods, traditions, and historical contexts; Evaluate philosophical issues, questions, and problems critically and analytically; Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion

ETHC 399 Special Topics in Business Ethics (3 Credit Hours)
Pre-requisites: Junior standing
Special topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

Business Honors (BHNR)

BHNR 300 Business Honors Seminar-Required (0 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
This seminar is a pass/no-pass program requirement providing honors students with opportunities to learn from and network with leaders at major companies and organizations. Seminar is primarily a speaker series presenting honors students with opportunities to attend corporate and organizational site visits, social activities, and other events. Through seminar, honors students are able to network with each other and build community.
Outcomes:
Encourage bonding, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader business and alumni community

BHNR 343 Integrated Analytical Decision Making (3 Credit Hours)
Pre-requisites: Enrollment is restricted to Business Honors students; Junior Standing; C- or better in ISSCM 241 or ISSCM 241H or STAT 103
This course will focus on the analysis of data, with applications of techniques to business problems. Students will conduct original research and create both a written analysis and presentation. This course satisfies the Engaged Learning requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
At the end of this course, the student will know how to formulate a business problem, then collect and analyze data, and interpret results that address the problem

BHNR 353 Research Practicum (3 Credit Hours)
This course introduces students to the process of business research, including research ethics as well as implications of research outcomes in the broader business and social context. Good research helps business managers understand issues and make informed decisions.
This course satisfies the Engaged Learning requirement.

BHNR 357 International Perspectives on the Social Impact of Business (3 Credit Hours)
Pre-requisites: Junior standing; Students in good standing in Quinlan Business Honors program
Through pre-trip classes developing an understanding of international business and a week-long study abroad, students will observe how foreign businesses navigate the unique dynamics of the country in which they operate, contribute to the country's development, and deploy innovative technologies that help the society become more equitable and sustainable. In pursuit of these learning outcomes, students will engage with several foreign companies. Additionally, daily reflection discussions and activities will aid students in connecting their day-to-day experiences in the foreign country with their understanding of the specific local context of political and economic development and the global context of international business. Through cultural activities, students will also develop a fuller appreciation of the challenges and opportunities of business in a foreign country, with an eye towards promoting positive and sustainable social and environmental impact.
Interdisciplinary Option: International Business
Outcomes:
Developing an understanding of the challenges and opportunities for foreign companies investing in underdeveloped markets, including the strategies companies use to enter and succeed in the market; Fostering an appreciation for the role of business in promoting economic and social development; Becoming aware of how investments in technology can promote equality and environmental sustainability

BHNR 395 Independent Study in Business Honors (3 Credit Hours)
Pre-requisites: Sophomore standing, Department Consent Required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member into a specialized area as determined between student and faculty member.
Outcomes:
Students will be able to demonstrate an in-depth understanding of a specialized area or topic of research

Economics (ECON)

ECON 201 Principles of Microeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 201H Principles of Microeconomics - Honors (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. Restricted to SBA honors students or Honors students. This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 202 Principles of Macroeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal and monetary policies of the government, to ultimately understand economic stability and the welfare of the individual citizen

ECON 202H Principles of Macroeconomics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, and fiscal and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

ECON 303 Intermediate Microeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course is a detailed study of consumer and firm behavior, market structures, and the elementary propositions concerning welfare economics.
Outcomes:
Students will develop analytical skills to understand and predict consumer and firm behavior, understand the underlying pinning of antitrust legislation and dynamic market strategies

ECON 304 Intermediate Macroeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course develops the framework used by economists in government, business, and academia to analyze the key determinants of economic growth, the business cycle, unemployment, inflation, the level of interest, and exchange rates, as well as explaining how all these variables are influenced by monetary and fiscal policy.
Outcomes:
Students are able to understand and critically analyze business cycles and financial market fluctuations; Students are able to study inflation and unemployment policies

ECON 320 Urban Economics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ECON 201, ECON 202, and ECON 303
This course analyzes the economic role and functioning of cities and examines urban issues such as real estate markets, transportation, economic development, and crime.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will understand the economic forces that shape urban agglomerations; Students will understand the economic and ethical trade-offs of various urban economic policies; Students will be able to think critically about the economic forces that make a city grow and contract over time

ECON 323 International Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course analyzes microeconomic and macroeconomic theories of global trade; balance of payments, adjustment problems and the international monetary system.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON323/INTS323
Outcomes:
Students will be able to demonstrate the ability to critically apply microeconomic and macroeconomic concepts to the understanding of international economic phenomena/problems; This course emphasizes the role of economic leadership to promote peace and justice in a global diverse world

ECON 324 International Monetary Relations (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
Examination of the operation of the international monetary system and an analysis of the determination of currency flows between countries, with topics of balance of payments statements, currency flows between countries, determination of exchange rates, and international liquidity problems.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON324/INTS324
Outcomes:
Student will be able to demonstrate an understanding of the operation of the international currency market and be able to analyze exchange rates with an emphasis on international liquidity and currency problems, and risk management of currency fluctuations

ECON 325 Economics of Growth & Development (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course describes and analyzes the problems and policy issues facing developing countries and the third world with respect to their economic and social policies and programs.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON325/INTS325
Outcomes:
The students are trained to evaluate the economic conditions that are conducive to economic growth and critically assess ethical arguments as they relate to growth, trade, and poverty in emerging countries; The role of leadership is emphasized

ECON 327 American Economic & Business History (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course emphasizes the evolution and the role of past business leaders of the American economy from the colonial times to the present, emphasizing the entrepreneurs and the environments in which they operated. Economic and business change in the period 1865-1914 receives particular attention, as do the enterprises of Chicago-area entrepreneurs.
Outcomes:
Students learn the skills required of entrepreneurs and business leaders and their contribution to society; Students will develop an awareness of the historical dynamics that produced the current economy, and how its institutions evolved and the importance of markets in allocating resources

ECON 328 Environmental Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201
This course applies economic theory to environmental and natural resource problems and policies, investigates the role economic incentives play, and discusses externalities, property rights, common property problems, pollution and pollution control, and renewable and non-renewable resource management.
Course equivalencies: X-ECON328/ESP 328
Outcomes:
Students will understand that environmental problems are fundamentally economic problems that come about because there is a market failure (eg, an externality or public good) and that environmental problems have economic solutions

ECON 329 Health Economics (3 Credit Hours)
Pre-requisites: Sophomore standing and a minimum grade of "C-" in ECON 201
This course provides an understanding of the unique economic complexities of the health care industry and individual health behaviors. Relying on economic principles of scarcity, efficiency, productivity, and market behavior, demand and supply of health care, the role of government in determining health care policy, and medical practices are explored.

ECON 334 Economics of Government Expenditures & Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303 and 304
This course is an analysis of taxation and expenditure, instruments and policies as they relate to the allocative, distributive, and stabilization functions of government and society and ethical responsibilities of each.
Outcomes:
The student are able to understand and analyze public policy issues, specifically as it relates to the voting process, size of government, tax policy debates, and long-term problems of transfer payments in an aging society

ECON 336 Monetary and Fiscal Policy (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201, 202 and 304
This course uses macroeconomics to critically analyze the evolution of monetary and fiscal policy from the late 19th century to the present as well as current trends and topics relating to monetary and fiscal policy.
Outcomes:
Students will develop critical economic thinking skills as they apply macroeconomic theory to historical events and discuss the potential future paths of the world economy and for assessing the leadership role of the government and Federal Reserve System in stabilizing the domestic and world economy

ECON 346 Econometrics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ISSCM 241 or ISSCM 241H or STAT 103; ECON 202; ECON 303; and MATH 130 or MATH 131 or MATH 161
This course teaches students how to use statistical tools to evaluate hypotheses about economic models.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to interpret and critically analyze quantitative information related to economics; Students will understand regression analysis and understand how to use it to test economic models and to measure important economic parameters, and to predict economic relationships

ECON 360 Labor Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course is an intensive examination of the market for labor services, and discusses wage determination, occupational and earnings differentials, diversity, investments in education, collective bargaining, and the ethical implications of labor market inequality.
Outcomes:
Students will gain a broad understanding of how economists study labor market issues and outcomes, and be able to use critical economic reasoning to better appreciate such issues as labor force participation decisions, human capital, and the variation in wages across individuals

ECON 370 Pricing & Industrial Organization (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course investigates firm behavior, strategies and market outcomes in settings of less than perfect competition.
Outcomes:
Students learn to evaluate various strategies both in terms of firm profitability as well as consumer surplus

ECON 395 Independent Study in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing, instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in Economics

ECON 399 Special Topics in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Entrepreneurship (ENTR)

ENTR 201 Essentials of Entrepreneurship (3 Credit Hours)
Introduces students to the process of entrepreneurship and how to think like an entrepreneur. Students will learn how new entrepreneurial opportunities are conceived, vetted, and acted upon. Course knowledge and skills are presented through a combination of theory and application that will prepare students to move to next level of entrepreneurial studies.
Course equivalencies: MGMT381/ENTR310/ENTR201
Outcomes:
Students will gain insight into the process of entrepreneurship and entrepreneurial mindset; Students will learn to identify problems in the marketplace and discover how to turn these ideas into viable products and services

ENTR 311 Social Entrepreneurship (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or ETHC 341
Explore how innovative solutions can address social issues and create sustainable impact. Learn to design, implement, and scale ventures that combine business principles with social change. Engage with case studies, develop entrepreneurial skills, and build a framework for launching ventures that contribute to societal well being.
This course satisfies the Engaged Learning requirement.
Outcomes:
An understanding of what is social entrepreneurship and how it differs from traditional entrepreneurship and non-profit organizations; An understanding of how to build and manage a successful social venture

ENTR 313 Entrepreneurship - Global Opportunity Scan (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or IBUS 201
With the power of the Internet, entrepreneurs can quickly research, find, and reach new markets. However, successfully and profitably engaging in a global marketplace requires understanding conflicting and changing business dynamics, barriers to entry into the international arena, and challenging management practices.
Interdisciplinary Option: Global Studies
Outcomes:
An understanding of the characteristics of international markets, including the critical challenges of global expansion and the barriers that exist; Ability to apply the appropriate frameworks to scan for international business opportunities

ENTR 345 Entrepreneurial Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or MARK 201
This course will explore the whole marketing concept, starting with understanding the customer and how the customer changes over the product lifecycle. The course will then explore common marketing channels and sales methods entrepreneurs use and debate their effectiveness at each stage of business.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate an understanding of marketing of entrepreneurial ventures, the various channels and tactics entrepreneurs use to attract customers and changes over time, and product lifecycle management and customer engagement

ENTR 390 Entrepreneurship Strategies - Capstone (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in ENTR 201 or ENTR 310
Students will understand how to build a product/service that is attractive to customers yet differentiates it from its competitors. The students will learn how to grow the venture using sales and marketing channels, strong team building, and the financial implications of their decisions.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate understanding of the importance of core business operational areas, how to launch and grow a new venture, and problem¿solving and critical thinking skills through case analysis, experiential activities, and team¿based project work

ENTR 391 New Venture Lab (3 Credit Hours)
Pre-requisites: Sophomore standing, grade of C- or higher in ENTR 201
This course is for students who want to turn a business idea into a viable new venture or grow an existing one. It is intensive, fast-paced, and hands-on, and students will learn to adapt to the uncertainty and ambiguity of entrepreneurship.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn how to systematically approach your startup/idea to maximize learning and minimize waste; Students will test the core assumptions they have about their business idea and conclude whether the assumptions are valid or not; Students will build a product/service based on what they learn from actual customers rather than what students think is best for the customers; Students will learn from peers' experiences in class and the local startup community

ENTR 395 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
Independent Study is an in¿depth research or reading project initiated by the student and jointly developed with a faculty member into a specialized area of entrepreneurship not otherwise covered by the department course offerings.
Outcomes:
Varies with topic

ENTR 399 Selected Topics in Entrepreneurship (3 Credit Hours)
Pre-requisites: Junior standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

Executive Education (EXED)

EXED 101 High-Impact Leadership: Maximizing Your Leadership Potential (0 Credit Hours)
High-Impact Leadership: Maximizing Your Leadership Potential combines the best practices and principles behind the art and science of leadership, decision-making, problem solving and organizational effectiveness.
Outcomes:
Gain an understanding of your leadership style, explore the discipline of leadership, learn the best practices for improving individual and organizational decision making, gain the strategies to build successful teams, manage conflict more effectively and link individual performance to organizational strategy

EXED 102 Project Management Certificate Program (0 Credit Hours)
This program will improve participants' performance by providing industry-standard tools approved by the Project Management Institute (PMI®) to help successfully manage any type of project regardless of scope or industry.
Outcomes:
Gain a comprehensive, formal training in project management, based on the industry-standard body of knowledge; Learn the fundamental tools to effectively manage any project; Learn how to manage projects from initiation, to planning, control and closeout; Learn how to communicate more effectively to project sponsors and team members

EXED 103 mini-MBA Certificate Program (0 Credit Hours)
The Loyola mini-MBA is a comprehensive management development program that provides cutting-edge business skills, coaching and leadership training to help propel your organization and your career forward.
Outcomes:
Strengthen overall business acumen and gain a better understanding of the key functional areas of business, including the frameworks, models and levers that drive organizational success; Develop the skills needed to think strategically and cross-functionally

EXED 104 Digital Marketing Strategy Certificate Program (0 Credit Hours)
This program provides a thorough foundation in the rapidly changing world of digital marketing and prepare you to strategically choose, measure, and implement the right digital marketing components into your overall marketing plan.
Outcomes:
This program provides a thorough foundation in the rapidly changing world of digital marketing and prepare you to strategically choose, measure, and implement the right digital marketing components into your overall marketing plan

EXED 105 Baumhart Center Learning Institutes (0 Credit Hours)
Professional Development skills in Social Enterprise Responsibility

EXED 107 Practical Finance and Accounting (0 Credit Hours)
Participants will learn a comprehensive approach to financial analysis. This program provides a grounding in basic managerial finance, including terminology like valuation, capital investment, financing, and capital structure.
Outcomes:
Develop comfort with the terminology and techniques used in managerial accounting and financial analysis; Learn to confidently read and analyze corporate financial statements; Understand the role of capital budgeting

EXED 108 Strategic Business Communications (0 Credit Hours)
This program teaches techniques to communicate fluently in a variety of situations. Participants learn simple and effective methods to become a more powerful communicator with peers, subordinates, and supervisors.
Outcomes:
Learn to present ideas at face-to-face and virtual meetings; Gain tools to confidently express yourself; Learn to gain support for ideas and suggestions; Understand how to use technology to support communication; Reduce conflict

EXED 109 Supply Chain Management Essentials (0 Credit Hours)
Participants learn the fundamentals of effective supply chain management across the end-to-end supply chain. The certificate program addresses a wide spectrum of supply chain techniques designed to reduce cost, improve profitability, and maximize the customer experience while balancing social, environmental, and economic concerns.
Outcomes:
Learn techniques to create a more efficient and effective supply chain and understanding of key trends, opportunities, and challenges in supply chain management

EXED 110 Lean Certification (0 Credit Hours)
Loyola will offer a new, online platform Lean Certification.
Outcomes:
To have more knowledge on Lean practices in Supply Chain and Logistics areas

EXED 111 Six Sigma Certification (0 Credit Hours)
Loyola will offer a new, online platform for Six Sigma Certifications.
Outcomes:
To have more knowledge on Six sigma for managers

EXED 151 Sysmex America mini-MBA (0 Credit Hours)
Customized mini-MBA that includes Accounting/Finance, Strategy, Marketing, Project Management and Management.
Outcomes:
The mini-MBA is intended for employees across various Sysmex functional areas, from both the home office as well as field operations; The content will be delivered electronically for two cohort groups

EXED 152 Sysmex America Birth of a Customer (0 Credit Hours)
Sysmex Birth of a Customer provides participants with an in-depth look at the internal strategy at Sysmex.
Outcomes:
Panels of senior executives assisted by a faculty moderator talk about how the various elements of organizational strategy combine to meet client needs; Participants complete a related case study

EXED 153 Presence Healthcare Ministry Leadership Program (0 Credit Hours)
Providing training in the basics of Catholic mission, identity, ethics, and leadership, the Certificate in Heath Care Ministry Leadership will prepare Presence Health staff to carry out its mission of providing compassionate, holistic care in the spirit of healing and hope to the communities it serves.
Outcomes:
This program is designed to build a community of leaders with shared formation experience, explore authentic paths to spirituality, develop an understanding of how vacation and call relates to Catholic healthcare, and strengthen overall leadership acumen and strategic thinking abilities

EXED 165 Barilla Leadership & Management Development Program (0 Credit Hours)
This custom program is designed to support the development of a leadership pipeline at Barilla. The program consists of 3 learning modules and integrated capstone projects and covers leadership and business acumen topics.
Outcomes:
Strengthen overall business acumen and gain a better understanding of the key functional areas of business, including the frameworks, models and levers that drive organizational success; Develop strategy skills

EXED 170 McShane Companies Leadership Emphasis (0 Credit Hours)
Formal leadership training provided as a component of the McShane Future Leaders Program.
Outcomes:
Improved leadership and strategy acumen

EXED 173 American College of Surgeons - Leadership (0 Credit Hours)
Customized leadership training for the executive leadership team at American College of Surgeons, includes Leadership Legacy and Decision-Making.
Outcomes:
Provide senior leaders with ongoing leadership skill development

EXED 174 The Cradle (0 Credit Hours)
Participants will learn Leadership Development and Change Management Essentials.
Outcomes:
To have more leadership team at The Cradle

EXED 175 Yaskawa America Inc. (0 Credit Hours)
Participants will learn Negotiation Skills for their Supply Chain team.
Outcomes:
To have more knowledge on negotiations skills for their sales team

EXED 176 MorrisAnderson (0 Credit Hours)
Participants will learn Leadership skills in a 3 hour workshop.
Outcomes:
To assist their team with new managers getting up to speed on their leadership soft skill

EXED 177 Family Business Center Learning Institutes (0 Credit Hours)
Three institutes from FBC are moving their education to EE. This includes Family Business Stewardship Institute, Next Generation Leadership Institute and Governance Institute.
Outcomes:
To assist family business staff with challenges they face within their family organization

EXED 178 Cook County State's Attorney's Office Leadership (0 Credit Hours)
Participants will learn leadership skills during their 3-hour seminar.
Outcomes:
to have more knowledge on managing their teams with the CCSAO

EXED 179 C.H. Robinson Professional Development Programs (0 Credit Hours)
Participants will learn negotiations and sales training.
Outcomes:
To have more knowledge for their team on sale tactics

EXED 180 World's Finest Chocolate Anti Harasssment Training (0 Credit Hours)
The entire staff of WFC will participate in a Loyola created and moderated Anti-Harassment Training.
Outcomes:
To have more knowledge to speak up against harassment in the workplace

EXED 181 Campus Brasil MBA International Program (0 Credit Hours)
Campus Brasil is partnering with a University in Brazil to send 40 MBA students to Loyola this summer.
Outcomes:
To have more knowledge on business global affairs in America vs Brazil

EXED 182 Centene Corporation (0 Credit Hours)
Participants will learn Strategy skills for the management team.
Outcomes:
To have more knowledge on negotiations skills for their sales team

EXED 183 Litera Microsystems (0 Credit Hours)
Participants will learn leadership development skills during an off-site three-day program for their team.
Outcomes:
To have more knowledge of leadership skills for their sales team

EXED 184 Medline Industries (0 Credit Hours)
Participants will learn negotiation skills during an off-site two-day program for their engineering team.
Outcomes:
To have more knowledge of negotiation skills for their team

EXED 185 Anthony Marano Company (0 Credit Hours)
Participants will learn leadership development skills during a two month program for their Executive Team and Sales Team.
Outcomes:
To have more knowledge of leadership and negotiation skills for their team

EXED 186 Box Studio (0 Credit Hours)
Participants will learn project management skills during a two day program for executive team of their small business.
Outcomes:
To have a company wide understanding for a project management model

EXED 187 Triple S (0 Credit Hours)
Participants will learn business soft skills for their family owned businesses who are identified as "emerging leaders" via an association called Triple S.
Outcomes:
To have a good business background when finishing the program

EXED 188 Real Estate Investment Strategy (0 Credit Hours)
Participants will learn from industry experts on how to invest smartly in real estate.
Outcomes:
To have more knowledge of the real estate industry and the Chicago market

EXED 189 Edelman Procurement 101 Program (0 Credit Hours)
Participants will learn best practices in procurement.
Outcomes:
To have more knowledge of the real estate industry and the Chicago market

EXED 190 FBC Peer Advisory Group (0 Credit Hours)
FBC Peer Advisory Group for Family Business Center Members.
Outcomes:
Resolution of family business issues thru discussion

EXED 191 Fundraising for Good (0 Credit Hours)
Baumhart Center Fundraising Sessions.
Outcomes:
Social Impact Fundraising Seminar

EXED 192 Ciena 1 - Day Negotiations Conference Program (0 Credit Hours)
Participants will learn negotiations strategies and skills.
Outcomes:
To have more knowledge on negotiation skills for their sales team

EXED 193 Cook County Sheriff's Office - Executive Leadership Management Program (0 Credit Hours)
Participants will learn management / leadership strategies and skills.
Outcomes:
To have more knowledge on negotiation skills for their sales team

EXED 194 Next Generation Leadership Institute (0 Credit Hours)
Next generation leadership class for family businesses.

EXED 195 Chicago Community Trust (0 Credit Hours)
Participants will learn leadership development skills during a two day program for their Executive team.
Outcomes:
To have more knowledge of leadership skills for their team

EXED 196 Lumberman Leadership Summit 2019 (0 Credit Hours)
Participants will learn leadership development skills during a two day program for their Executive team.
Outcomes:
To have more knowledge of leadership skills for their team

EXED 197 Open Enrollment: SHRM Certification Prep Class (0 Credit Hours)
Participants will learn HR principals for prep for the SHRM Certification Classes.
Outcomes:
To have more knowledge of human resource practices

EXED 198 Custom Program: The Northern Trust Company (0 Credit Hours)
Participants will learn how to be professional advisors for their clients.
Outcomes:
To have more knowledge of business skills in cultivation

EXED 199 Custom Program: Peco Foods Supply Chain and Coms. (0 Credit Hours)
Participants will learn more supply chain skills and how to communicate these skills to their groups.
Outcomes:
To have more knowledge of business skills in cultivation

EXED 200 Custom Program: Bish Creative Display Leadership (0 Credit Hours)
Participants will learn more skills in executive presence via leadership training courses.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 201 FBC Goverence Institute (0 Credit Hours)
Participants will learn Gov. Institute Skills for the alumni of FBC.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 202 Custom Program - Invenergy (0 Credit Hours)
Participants will learn leadership, management, presentation and communication skills.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 203 Custom Program - BluJay (0 Credit Hours)
Participants will learn negotiation skills.
Outcomes:
To have more knowledge communication skills via negotiations

EXED 204 Executive Education Master Classes - Open Enrollment Classes (0 Credit Hours)
These 2-3 classes are designed to pipeline to additional paid programming at LUC.

EXED 205 Diversity, Equity and Inclusion (0 Credit Hours)
Classes for Baumhart Center.
Outcomes:
Business Acumen skill sets

EXED 206 Executive Education - Custom Program - Palo Alto Networks (0 Credit Hours)
These 10 classes are designed to pipeline to additional paid programming at LUC.
Outcomes:
Business Acumen skill sets

EXED 207 Executive Education Custom Program - PNC Bank (0 Credit Hours)
5 - 1.5 hour lecturette series for professional development for the PNC Bank team.
Outcomes:
Business Acumen skill sets

EXED 208 Executive Education Custom Program - Allstate (0 Credit Hours)
3 month long professional development skills for the Allstate procurement officer.
Outcomes:
Business Acumen skill sets

EXED 209 Executive Education Custom Program-Mother McAuley Liberal Arts High School (0 Credit Hours)
3 month long professional development skills for the Mother McAuley leadership team on strategic planning.
Outcomes:
Business Acumen skill sets

EXED 210 Executive Ed Custom Prog-ILSBDC partnership with Loyola Limited & InQbate (0 Credit Hours)
3 month long professional development skills small business owners, in partnership with ILSBDC and Loyola Limited/InQbate
Outcomes:
Professional Marketing Skills Sets

EXED 211 Executive Education Custom Program-Transunion Women in Ldrshp (0 Credit Hours)
A 15-18 month long professional development program with customized case studies related to TU projects and business.
Outcomes:
Business Accument and Leadership Development skills

EXED 212 Executive Education Custom Program - Topco Associates (0 Credit Hours)
A 12 month, professional development program with customized classes focused on Leadership.
Outcomes:
Business Accument and Leadership Development skills

EXED 213 Executive Education Custom Program - National Concierge Association (0 Credit Hours)
A 1 day project management webinar. 90 minutes.
Outcomes:
Project Management Essentials

EXED 214 Executive Education Custom Prog-Alliance for Strong Families & Connections (0 Credit Hours)
A 10 day program, broken up over two weeks, non-profit managers learning about putting good business skills, merging profit and purpose.
Outcomes:
Non-profit management skills

EXED 215 Executive Education Custom Program-Cristo Rey Network DEI Strategy Program (0 Credit Hours)
Six sessions program for non-profit managers learning about DEI Strategy.
Outcomes:
Non-profit management skills

EXED 216 Executive Education Custom Program-Dog Tag Fellows Business Acumen Program (0 Credit Hours)
Six-month program for Dog Tag Fellows (veterans) for small business skill sets.
Outcomes:
Non-profit management skills

EXED 217 Executive Executive Custom Program - City of Chicago Leadership program (0 Credit Hours)
Three session program for the City of Chicago's IG office. on leadership and management skills sets.
Outcomes:
Non-profit management skills

Finance (FINC)

FINC 215 Personal Finance (3 Credit Hours)
Pre-requisites: None, does not count toward a concentration in finance
This is an applied course in planning, organizing, and managing an individual's personal finances.
Outcomes:
Students will demonstrate knowledge of financial planning, individual income tax, time value of money, liquidity management, consumer credit, insurance, employee benefits, and the basics of personal investing

FINC 301 Introductory Business Finance (3 Credit Hours)
Pre-requisites: Sophomore standing and C- or better in ISSCM 241 or ISSCM 241H or STAT 103; ECON 201 or ECON 201H; and ACCT 201 or ACCT 201H; ACCT 201 or 201H may also be taken as a co-requisite
The objective of this course is to provide students with a basic understanding of the general principles of business finance: capital investment, financing, capital structure, and related areas including the basics of valuation.
Course equivalencies: FINC332/FINC332H/CPST371
Outcomes:
Students will demonstrate basic knowledge of financial analysis, time value of money, financial decision making, the valuation of financial and physical assets, the risk-return tradeoff, capital budgeting, and dividend policy

FINC 334 Principles of Corporate Finance (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum of C- or better in ECON 201 or ECON 201H; ISSCM 241 or ISSCM 241H or STAT 103; ACCT 201 or ACCT 201H; and MATH 130 or MATH 131 or MATH 161; (ACCT 201 and MATH 130/131/161 may be taken as a co-requisite)
This course provides students with a foundational and integrated knowledge of corporate finance. Topics include discounted cash flows, firm valuation, capital budgeting, principals of the risk and return relationship, market efficiency, capital structure, and financing. Students will be asked to independently complete the Bloomberg Market Concepts (BMC) course.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
Students will demonstrate knowledge of valuation principles, raising funds for investment decisions, capital investment choices, risk and return relationship, capital markets and instruments, all in the context of real-world problems and situations

FINC 334H Principles of Corporate Finance- Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Sophomore standing; C- or better in ECON 201 or ECON 201H; ISSCM 241 or ISSCM 241H or STAT 103; ACCT 201 or ACCT 201H; and MATH 130 or MATH 131 or MATH 161; (ACCT 201 may taken as a co-requisite)
This course provides students with a foundational and integrated knowledge of corporate finance. Topics include discounted cash flows, firm valuation, capital budgeting, principals of the risk and return relationship, market efficiency, capital structure, and financing. Students will be asked to independently complete the Bloomberg Market Concepts (BMC) course.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
Students will demonstrate knowledge of valuation principles, raising funds for investment decisions, capital investment choices, risk and return relationship, capital markets and instruments, all in the context of real-world problems and situations

FINC 335 Investments (3 Credit Hours)
Pre-requisites: Sophomore Standing and minimum grade of "C-" in FINC 334, FINC 334H or FINC 332, minimum grade of "C-" in MATH 130, MATH 131 or MATH 161
This course is an introductory course of capital market theory which includes the topics of risk and return analysis of stocks, bonds and cash equivalents; modern portfolio theory; bond pricing, the term structure of interest.
Outcomes:
Students will be able to demonstrate the analytical tools and finance theory necessary for making good investment decisions and for understanding the pricing of financial securities

FINC 336 Introduction to Derivatives (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in FINC 335
This course offers a high level introduction to three categories of derivative markets: futures-forwards, swaps and options. Skills to be developed include analytical and decision-making, creative thinking and communication. Risk as both potential loss and opportunity for gain will be highlighted. Cases will be used.
Outcomes:
Exploring ethical and social dimensions of risk management and use and abuse of derivative securities

FINC 337 Banking, Money & Capital Markets (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in: FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
Introduction to financial markets and institutions and to the Federal Reserve and monetary policy.
Outcomes:
Students will be able to demonstrate an understanding of how financial markets and institutions work and are important to financial decision making, how interest rates and bond prices are determined and interrelated, why and how financial institutions are regulated by the government, and who the Federal Reserve is and how its actions affect the economy

FINC 338 Risk Management and Insurance (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
Intro to risk identification, risk evaluation & risk treatment methods. Consideration is given to both business & personal risks, with an emphasis on insurance as a risk management tool.
Outcomes:
This course will prepare students with practical risk management and insurance principles/fundamentals, introduce risk management and insurance techniques and apply risk management analytical methods

FINC 342 Advanced Business Finance (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
This is an advanced course in corporate finance where students are given a thorough grounding in firm valuation and exposed to various financial decisions including raising capital, mergers and acquisitions, leveraged buyouts, spin-offs, and carve-outs, all in the context of their impact on firm value.
Outcomes:
Students will be able to demonstrate an understanding of firm valuation, as well as the impact of various corporate decisions on firm value

FINC 345 Portfolio Management (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
Topics include a critical appraisal of the efficient market hypothesis, asset allocation using the Markowitz mean-variance framework, fundamental and technical analysis, and mutual fund performance evaluation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will understand how stocks and other assets are selected; how economic and company information is monitored and used to adjust portfolio holdings; and how portfolios can be optimized to achieve targeted risk/return characteristics

FINC 346 Introduction to Options (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
This class offers a comprehensive introduction to options, including a detailed examination of option markets, option properties, trading strategies using options, binomial tree and Black-Scholes valuation models, and hedging strategies using options.
Outcomes:
Students will be able to demonstrate an understanding of option markets, option pricing models and how options can be used to hedge risks

FINC 347 Financial Institutions (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
A study of the crucial role played by financial institutions. The course will be a blend of theory and analysis of the present institutional structure.
Outcomes:
Students will demonstrate an understanding of the following: the important role of financial intermediaries, interest rate risks, credit risks, market risk, and also risk management through capital adequacy and hedging risk with financial derivatives

FINC 349 Real Estate Finance & Investments (3 Credit Hours)
Pre-requisites: Junior standing, Minimum C- in FINC 334
Basic principles of real estate finance as well as practical applications. Learn topics, theories and current developments in real estate. Solve quantitative problems.
Outcomes:
General & working knowledge of real estate jargon and legal documents; Calculate mathematical solutions to problems in real estate; Understand time value of money related to real estate; Valuation of residential and commercial properties

FINC 355 International Finance Management (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
This course examines the international dimensions of financial management. It introduces additional economic and financial opportunities/challenges faced by multinational corporations.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-FINC355/INTS369
Outcomes:
Students will be able to demonstrate understanding of foreign exchange markets, fundamental international parity relationships, reasons for international diversification, steps in foreign exchange risk management, and capital budgeting for multinational corporation

FINC 356 Advanced Topics in Investment Banking and Asset Management (3 Credit Hours)
Pre-requisites: B- or higher in FINC 335
This course examines selected topics in investment banking and asset management, including stock and bond offerings, private equity, buyouts, mergers and acquisitions. Students in the course research publicly traded companies, write equity research reports and pitch investment ideas; they also mentor junior analysts in the Rambler Investment Fund (RIF).
This course satisfies the Engaged Learning requirement.
Outcomes:
Conduct research; Write an equity investment report and pitch a trade idea; Value companies; Analyze investment banking transactions

FINC 357 Cases in Corporate Finance (3 Credit Hours)
Pre-requisites: Senior standing; Minimum grade of "C-" in FINC 335
This cases based course is designed to explore the practical application of the major corporate finance topics.
Outcomes:
Students will be able to understand how corporations use the conceptual aspects of corporate finance in real life settings; They will also learn to use the necessary tools in evaluating various corporate investment and financing decisions; They will apply these tools in solving the cases involving investment (such as building a new plant, or acquiring another firm) and financing (such as capital structure policy, and cost of capital) decisions

FINC 358 Financial Analytics (3 Credit Hours)
Pre-requisites: Junior Standing and minimum "C-" in FINC 335
This course focuses on how to use Python to build financial models. The course will examine financial securities, portfolio optimization, and valuation problems.
Outcomes:
Building financial models with Python; Translating raw data into meaningful variables for statistical analysis; Estimating statistical models to drive investment decisions; Valuation of securities; Portfolio optimization and implementing trading strategies

FINC 359 Introduction to Fintech (3 Credit Hours)
Pre-requisites: Junior Standing
Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H. The primary objective of this course is to equip students with economic insights to explore the current developments and future opportunities for disruptive technologies in the financial institutions and financial service sector. The course will take a financial economic and analytic perspective to augment financial talents and entrepreneurship with the necessary tools to understand the interaction of finance, technology, and regulations. It will cover detailed topics of decentralized finance (DeFi) infrastructure including blockchain technologies, cryptocurrencies, and non-fungible tokens (NFTs). Further, it will explore how the DeFi infrastructure together with artificial intelligence (AI) are reshaping the current ecosystem of payments, capital raising, credit and lending, investment, and risk management.
Outcomes:
Students will understand the key concepts of the disruptive technologies in Fintech: blockchain technology, Non-fungible tokens, and Defi infrastructure; Students will comprehend the impacts on financial services through application of disruptive technology; Students will develop the ability to outline the near and long-term possibilities for Decentralized Finance (Defi) and Fintech industry; Students will understand the pricing methodologies for crypto assets and investments; Students will understand the applications of Artificial Intelligence (AI) and Machine Learning in investment and risk management

FINC 365 Advanced International Financial Management (3 Credit Hours)
Pre-requisites: A minimum grade of "C-" in FINC 335 and FINC 355
This course covers advanced topics in international financial management. The course builds on materials discussed in International Financial Management (FINC 355). Specifically, this course exposes the students to: foreign exchange risk management, currency swaps, foreign exchange rate forecasting, efficiency of foreign exchange markets, international capital structure and cost of capital, global investment, multinational capital budgeting, multinational cash management, cross-border acquisitions, and international trade finance.
Outcomes:
Understand the global financial markets, perform multinational capital budgeting, and understand global portfolio management

FINC 395 Independent Study in Finance (1-3 Credit Hours)
Pre-requisites: Junior standing; instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Finance not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in finance

FINC 396 Speaker Series: Risk Management and Insurance (0 Credit Hours)
Professional speaker series for all students majoring in Finance.
Outcomes:
Students will benefit from hearing professionals in the finance industry discuss current events, opportunities and challenges within the industry

FINC 399 Special Topics in Finance (1-3 Credit Hours)
Pre-requisites: Junior standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

Human Resources & Employment Relations (HRER)

HRER 201 Principles of HR Management (3 Credit Hours)
This course provides an overview of the various functional areas within the field of human resource management for those who will be working in general management positions as well as in the human resources function. Topics will follow a logical sequence beginning with pre-employment planning and continuing through organizational exit. Specifically, topics will include forecasting human resource needs, employee recruitment and selection, training, performance evaluation, wage and salary administration, collective bargaining, legal constraints on personnel practices and organizational exit.
Course equivalencies: HRER 301/HRER 375
Outcomes:
Students will examine the importance of contemporary Human Resources Management; Students will be able to select compensation strategies to support organizational goals

HRER 311 Employment Relations (3 Credit Hours)
Pre-requisites: Junior Standing
This course provides an introduction to employee relations, and how companies, labor unions, human resources professionals and the law shape the contemporary relationship between employees and their employers in the United States.
Course equivalencies: MGMT311/HRER311
Outcomes:
Students will demonstrate how management representatives, unions, and government dynamically interact to provide employees voice, balance group interests and power, and resolve workplace conflict

HRER 313 Compensation Management (3 Credit Hours)
Pre-requisites: Junior standing; C- or better in ISSCM 241 or ISSCM 241H or STAT 103; and C- or better in HRER 301
This course examines reward policies, programs and practices over such matters as base-pay, employee benefits and incentive in private and public organizations.
Course equivalencies: MGMT313/HRER313
Outcomes:
Students will learn how to design and implement reward programs that will give their employers a competitive advantage; to resolve compensation problems from both a human resource professional and managerial perspective; and to negotiate fair pay packages with their employers; Students will improve their team leadership, analytical and writing skills

HRER 317 Human Resource Staffing (3 Credit Hours)
Pre-requisites: Junior Standing, "C-" or better in HRER 301
This course covers topics related to organizational staffing, including job analysis, forecasting, use of biographical information, interviewing, statistical analysis, performance evaluation and legal issues related to selection.
Course equivalencies: MGMT317/HRER317
Outcomes:
Students will acquire the knowledge and skills necessary for the development, implementation and evaluation of a staffing system

HRER 322 Human Resource Development (3 Credit Hours)
Pre-requisites: Junior Standing, "C-" or better in HRER 301
This course examines how organizations develop employees with the technical, interpersonal and leadership skills to be effective in their jobs. The course will incorporate training, development, and performance management topics.
Outcomes:
Students will learn how to conduct a training needs assessment, set learning objectives, establish evaluation criteria, select the best instructional methods, conduct a training program and evaluate the impact of the program on the learner and organization; Students will also improve their presentation, team leadership, analytical and writing skills

HRER 325 Global Employment Relations (3 Credit Hours)
Pre-requisites: Junior Standing, C- or better in HRER 301
This course has two basic objectives: to familiarize students with different employment relations systems in advanced industrial economies in North America, Europe, and Asia; and to introduce students to labor problems associated with a global economy (e.g., sweatshops, child labor, slavery and other coercive labor systems) and to proposed approaches to redressing these problems (e.g., transnational institutions like the ILO, trade agreements, voluntary codes of conduct, labor unions).
Interdisciplinary Option: International Business

HRER 329 Global HR and Organizational Behavior (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in HRER 201, HRER 301, or MGMT 201
This course provides an understanding of the critical roles of Human Resource professionals throughout the strategic globalization process. The course will also teach one to become aware of cross-cultural issues that affect organizational dynamics and behaviors central to management processes, such as staffing, motivation, negotiation, communication, and leadership.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Survey the three types of topics covered by the field of Global HRM: 1) Management of human resources in global corporations, 2) Management of expatriate employees, and 3) Comparison of HRM practices in a variety of different countries

HRER 364 Negotiation and Conflict Management (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in MGMT 201
Negotiation and conflict management are pervasive in the workplace and in business, occurring between co-workers, managers, vendors, and parties whenever interests diverge. This class focuses on generating self-insight through the experience of engaging in negotiation simulations in each class, and by applying theory of negotiations to class exercises and personal experience.
Outcomes:
Students will learn fundamental principles and theories of negotiations and conflict management; Students will apply course materials to improve problem solving and decision-making; Students will develop specific skills and competencies needed by professionals in the field of management

HRER 395 Independent Study in Human Resources and Employment Relations (1-3 Credit Hours)
Pre-requisites: Junior Standing, C- or better in HRER 301, department consent required
No course description is available

HRER 399 Special Topics in Human Resources and Employment Relations (1-3 Credit Hours)
Pre-requisites: Junior Standing , C- or better in HRER 301
No course description is available

International Business (IBUS)

IBUS 201 Introduction to International Business (3 Credit Hours)
This course will introduce students to the theory and practice of international business with a focus on international environments and activities of multinational enterprises (MNEs). Topics to be included: cultural, social, legal, trade, and financial characteristics in the world markets. The course will also discuss diverse functional areas of MNEs across national borders such as international: production, logistics, finance, human resource management, and marketing.
Interdisciplinary Option: Global Studies
Course equivalencies: IBUS 201/BSAD 202/BHNR 338
Outcomes:
Develop students' theoretical and practical insights for understanding the real world of international business in terms of both external environmental forces and internal strategic management issues surrounding multinational enterprises (MNEs) in the world markets

IBUS 201H Business Management: A Global and Social Perspective (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan business honors program only
This course provides Honors students with opportunities to learn about managing international businesses in a sustainable global environment. The course contents cover the differences in economic, social, and political environments of countries around the world. The course features corporate and academic speakers and discussions of various aspects of international business.
Course equivalencies: IBUS 201/BSAD 202/BHNR 338
Outcomes:
An understanding of global economics, management, and sustainable business of nations and regions in our global economy and social and financial structures under which global businesses are conducted

IBUS 315 International Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
This course deals with analyzing, formulating, and implementing firm strategies that involve an international component and, accordingly, focuses on the cultural differences, political/economic influences, global market factors, and other contingencies specific to the international marketplace and different host countries/regions that are served by multinational enterprises (MNEs).
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-MGMT315/INTS315
Outcomes:
Students will practice skills for formulating and implementing an international strategy using case discussions and group projects that simulate the decision-making process for international market selection and entry by MNEs

IBUS 370 Inernational Business Internship - Engaged Learning (3-6 Credit Hours)
Pre-requisites: Sophomore standing, Permission of Instructor
IBUS 370 is a seminar course that challenges students to analyze the theory and practices from the world of work that impact the ethics of leading, interpersonal and organizational dynamics, and competent work place contributions required for success in the modern business world. Concepts associated with internship/engaged learning as related to career development will be addressed. Students are required to work a minimum of 120 hours over the course of one semester. All internships must be supervised by professionals and may be paid or unpaid.
This course satisfies the Engaged Learning requirement.
Outcomes:
a) Developing a foundation on which a student may build a career; b) Understanding the role of the Jesuit tradition as it relates to leadership and service

IBUS 399 Special Topics in International Business (3 Credit Hours)
Special Topics are classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

Information Systems (INFS)

INFS 247 Business Information Systems (3 Credit Hours)
Focuses on using information technology to support business processes. The purpose and composition of information systems, the utilization of technology and hands-on experience in developing microcomputer business applications with productivity tools (Microsoft Excel and Access).
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Understanding of using information technology to support business processes, and of developing business spreadsheet and database applications

INFS 247H Business Information Systems - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
Focuses on using information technology to support business processes. The purpose and composition of information systems, the utilization of technology, and hands-on experience in developing microcomputer business applications with productivity tools (Microsoft Excel and Access).
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Understanding of using information technology to support business processes and of developing business spreadsheet and database applications

INFS 336 Global Perspectives on Digital Business (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in INFS 247
This course will present topics related to managing information systems projects and digital business from a global perspective. Project management issues such as analyzing stakeholders, defining expectations, defining project deliverables, analyzing scope, collecting requirements, developing schedules, and mitigating risk, will be covered. Also, variety of digital business issues, such as digital business models, disruptive forces, and digital strategies will be covered from a global perspective.
Outcomes:
Understanding of concepts and steps related management of digital business project in a global environment; Understanding of general and global digital business concepts and issues

INFS 343 Business Analytics (3 Credit Hours)
Pre-requisites: Sophomore standing; C- or better in (ISSCM 241 or ISSCM 241H or STAT 103), (INFS 247 or INFS 247H), and one of the following: MATH 110, MATH 118, MATH 130, MATH 131, or MATH 161
This course covers basic principles in data modelling, and turning big data into intelligent actionable insights. Through the use of real business case studies and lab sessions students will develop a comprehensive, innovative and practical approach to data analytics that enables them to solve diverse and complex business problems.
Course equivalencies: BSAD343/BSAD343H
Outcomes:
Explain core design concepts, appraise various technological solutions, determine proper analytics methods, integrate data visualization, and make a compelling presentation of a novel use case depicting current market trends

INFS 343H Business Analytics - Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Requires C- or better in ISSCM 241H or ISSCM 241 or STAT 103, INFS 247 or INFS 247H, and one of the following: MATH 110, MATH 118, MATH 130, MATH 131, or MATH 161
This course covers basic principles in data modeling, and turning big data into intelligent actionable insights. Through the use of real business case studies and lab sessions students will develop a comprehensive, innovative and practical approach to data analytics that enables them to solve diverse and complex business problems.
Course equivalencies: BSAD343/BSAD343H
Outcomes:
Explain core design concepts, appraise various technological solutions, determine proper analytics methods, integrate data visualization, and make a compelling presentation of a novel use case depicting current market trends

INFS 346 Database & Data Warehousing Systems (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in INFS/ISSCM 247
Covers current concepts in database theory and use. The course teaches design, implementation, and utilization of relational database management systems by covering the processes, tools, and methodologies such as business requirement collection, ER modeling, relational modeling, normalization, SQL, and MS Access.
Course equivalencies: ISOM346 / MGSC346
Outcomes:
Students will be able to demonstrate understanding of how to effectively develop and use business database system

INFS 347 Systems Analysis & Design (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in INFS 247
This course studies methods for analyzing, developing and implementing business information systems. Stages of the systems development life cycle are explored in depth. Tools and techniques for structured and object-oriented analysis and design are discussed.
Outcomes:
Understanding of the development and implementation of business information systems

INFS 348 Advanced Data Analytics and AI (3 Credit Hours)
Pre-requisites: Minimum grade of C- in INFS 346 and INFS 343
This course focuses on extracting insights from complex datasets and progresses from data mining and R principles to data transformation and data mining techniques. Using deep learning and large language models, it addresses challenges in AI analytics, emphasizing ensemble learning techniques, model evaluation, and the handling of big data.
Course equivalencies: ISOM348 / MGSC348
Outcomes:
To be able to effectively use technologies such as Hadoop (Map Reduce) & R for solving data-dependent business problems of varying levels of complexity

INFS 360 Data Visualization & Business Intelligence (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in INFS 346
The amount of data that our world generates is growing at a torrid pace. Sifting through & making sense of these humongous mountains of data is crucial to ensuring business growth, success and to making scientific discoveries & advancements. Data visualization plays an important role in this process.
Outcomes:
Students will be able to process & visualize large amounts of data in order to enable efficient & effective analysis using industry standard software

INFS 362 User Experience (UX) and Biometrics (3 Credit Hours)
This experiential and research-focused course explores the newest developments in the field of user experience (UX) & biometrics (e.g., collecting and analyzing human behavior data through eye tracking, galvanic skin response, facial expression, voice, and brain activity) and introduces various methods used in cutting-edge research laboratories to study human insight in business contexts. Theoretical UX concepts and practical skills in biometric data collection and analysis will be explored using the latest academic research and hands-on work with biometric hardware, software, and data. Students will complete and present the original human subject research project (team-based and with IRB approval) using biometric trackers and biosensors. The research project will be documented in the format of a full academic article.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to communicate the value of User Experience in design; Describe the value of human insights through biometric data; Critically evaluate biometric data-focused research studies; Design and implement a biometric data-focused research study; Analyze and interpret human insights through fundamental biometric data such as gaze, facial expressions, and galvanic skin response; Develop proficiency in working with leading biometric trackers/biosensors and software platform; Write a complete empirical academic article using biometric data

INFS 394 Programming in Python (3 Credit Hours)
Pre-requisites: Junior standing and a minimum grade of C- in INFS 346
This course focuses on how to effectively use the Python computer programming language to support decision making in business. We will particularly focus on using Python for manipulating and analyzing data. In addition to covering the concepts of programming, this course covers working with external data, debugging code and developing user interfaces.
Outcomes:
To learn how to develop computer programs in the Python programming language; To understand the process of debugging code to resolve errors; To read data from external files including from an external database using embedded SQL within Python code

INFS 395 Independent Study in Information Systems (1-3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member in a specialized area of Information Systems not otherwise covered by departmental course offerings. Variable Credit. May count for Information Systems major or minor. Permission of Assistant Dean required.

INFS 397 VBA Programming with MS Office (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in INFS 346
This course focuses on how to effectively use Microsoft Office's built-in programming language, Visual Basic for Applications (VBA), to build models, primarily in Excel. We will cover issues that facilitate the construction of robust and readily understandable models in the VBA language. Starting with basic modeling functions, the course will progress through complex modeling skills. This course assumes that you are familiar with Basic Excel operations.
Outcomes:
By the end of this course, the student should be able to: build models using Excel built-in functions, build, customize and store Excel macros, design and build accurate, robust models with VBA, build custom VBA procedures, and create user-defined financial functions in VBA

INFS 399 Special Topics in Information Systems (1-3 Credit Hours)
Special topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

Information Systems and Supply Chain Management (ISSCM)

ISSCM 241 Business Statistics (3 Credit Hours)
This course examines the steps and procedures required to solve problems in science, social science, and business where data are useful - from the definition of the managerial problems to the use of statistical analysis to address these problems.
Knowledge Area: Quantitative Knowledge
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

ISSCM 241H Business Statistics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course examines the steps and procedures required to solve problems in science, social science, and business where data are useful - from the definition of the managerial problems to the use of statistical analysis - to address these problems.
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

ISSCM 349 Project Management (3 Credit Hours)
Pre-requisites: Junior Standing; Grade of C- or higher in ACCT 201 & MGMT 201
The art and science of project management as applied to business, industrial, and public projects. Covers: the project life cycle; project teambuilding; techniques for planning, scheduling and controlling projects; project organizations; project leadership and stakeholders.
Course equivalencies: ISOM 349/ISOM 357/MGSC 349
Outcomes:
Understanding of the broader role of the project manager with regard to all project stakeholders, and of methods and steps for initiating, defining, and executing projects

ISSCM 393 Requirements Analysis and Communication (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" or better in ISSCM 247
This course focuses on Information Systems requirements and related communication skills. Students will learn how to gather requirements for Information Systems from an organization's users and executives based on a general understanding of organizations and business goals. Students learn techniques of how to translate between organizational needs and requirements for systems and processes, and how to analyze, validate, and prioritize those requirements. A special focus of the course will be to improve business communication skills such as interviewing, listening, presenting and negotiating.
This course satisfies the Engaged Learning requirement.
Course equivalencies: ISOM393 / MGSC393

ISSCM 395 Independent Study in ISSCM (1-3 Credit Hours)
Pre-requisites: Junior Standing, Instructor and Dean permission
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of information Systems and Operations Management not otherwise covered by department course offerings. Variable credit. This course is for students who major in either Information Systems or Operations Management. Will count toward major requirements. Permission of Assistant Dean required.

ISSCM 399 Special Topics in ISSCM (1-3 Credit Hours)
Pre-requisites: Junior Standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Course equivalencies: ISOM399 / MGSC399

Legal Environment of Business (LREB)

LREB 315 Law and the Regulatory Environment of Business I (3 Credit Hours)
Pre-requisites: Junior standing
This course is designed to familiarize the student with the American legal system. Intended primarily for students who have not previously studied law, the course includes a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law are developed through the vehicle of a detailed analysis of contract law and a survey of other topical headings.
Course equivalencies: LREB315/315H
Outcomes:
The students should achieve an awareness of the necessity of voluntary compliance with general legal concepts in order for society to enable all persons to live together in harmony; An understanding of the court system as a substitute for self-help is deemed essential and knowledge of binding contract law is fostered as a basis for all agreements

LREB 315H Law and the Regulatory Environment of Business I - Honors (3 Credit Hours)
Pre-requisites: Junior standing; restricted to SBA honors students
This course is designed to familiarize the student with the American legal system. Intended primarily for students who have not previously studied law, the course includes a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law are developed through the vehicle of a detailed analysis of contract law and a survey of other topical headings.
Course equivalencies: LREB315/315H
Outcomes:
The students should achieve an awareness of the necessity of voluntary compliance with general legal concepts in order for society to enable all persons to live together in harmony; An understanding of the court system as a substitute for self-help is deemed essential and knowledge of binding contract law is fostered as a basis for all agreements

Marketing (MARK)

MARK 201 Principles of Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing or first-year students with a declared Marketing BBA
This course develops an understanding of the marketing systems by which organizations plan, price, promote, and distribute products and services to selected target markets.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization

MARK 201H Principles of Marketing - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to SBA honors students
This course develops an understanding of the marketing systems by which organizations plan, price, promote and distribute products and services to selected target markets.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization

MARK 310 Consumer Behavior (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of how consumers behave before, during, and after the consumption process through a discussion of cultural, social, and perceptual factors.
Outcomes:
Students evaluate consumer behavior and apply their understanding in the creation of a marketing plan designed to improve the brand equity of a firm

MARK 311 Marketing Research (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in MARK 310 and (ISSCM 241 or ISSCM 241H or STAT 103)
This course develops an understanding of the research process from problem formulation through research report preparation. Both qualitative and quantitative research methodologies are discussed. The focus is on using research results in marketing decision making. Empirical data are analyzed using state of the art analytical tools.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students identify managerial problems, research objectives, design data collection instruments, and sampling procedures; Data collection and analysis is discussed; Cases, exercises and/or a written research proposal or report is a primary outcome of the course

MARK 312 Gender and Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
How do the 4Ps of Marketing - product, price, place, and promotion - influence gender, and how does gender influence the 4Ps? Students will learn how to address the relationship between Gender and Marketing. Example topics may include, but are not limited to: Masculinity, Media, and Marketing; Women, Media, and Marketing; and Millennials, Gender, and Marketing.
Outcomes:
Understand how marketing strategy reflects and shapes socio-cultural norms so that you can build strategies that reflect and shape those norms; Learn how research on social trends is conducted and how it is used in strategy, so that you can perform such research in marketing contexts

MARK 320 Marketing for Environmental Sustainability (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
The course shows students how to use marketing to address the complexities of sustainability including: climate change, poverty, food shortages, oil depletion, and species extinction. Design-for-environment, full-cost pricing, greening the channels of distribution, and life-cycle impact are some of the concepts covered in this course.
Outcomes:
Provide students with the knowledge and skills needed to develop marketing products that contribute to environmental sustainability

MARK 321 Ignatian Design Thinking (3 Credit Hours)
Pre-requisites: Minimum grade of C- in MARK 201 and Junior standing
This course will provide an in-depth look into the role design thinking plays in our Ignatian tradition for servant leadership. Through human-centered design practices, we will explore our Ignatian imagination to seek and solve for our world's grandest challenges.
This course satisfies the Engaged Learning requirement.
Outcomes:
An understanding in the scope and application of human-centered design as a Mindset and a Method

MARK 323 Personal Selling (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of the role of personal selling and sales force management, which are extremely critical in business-to-business marketing strategies, and the ethical and legal responsibilities of sales managers.
Outcomes:
Students develop skills in sales force organization and sales techniques as well as in the recruiting, selecting, training, motivating, compensating, and evaluating sales people

MARK 334 Services Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
Service organizations (eg banks, transportation companies, hotels, hospitals, educational institutions, and professional services) require a distinctive approach to marketing strategy in both development and execution. Also, the course focuses on the role of service in manufacturing businesses. The course will cover why people are essential to service success. Differentiate between product and service characteristics; understand, analyze, develop, modify employee behavior in a service environment, identify critical issues to service design, understand importance of facility location.
Outcomes:
Identify the differences between marketing in service versus manufacturing organizations and understand how "service" can be a competitive advantage in manufacturing organizations; Understand the unique challenges involved in marketing and managing services

MARK 360 Retailing Management (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of retailing and the role that retailing plays in the marketing system and in marketing strategies.
Outcomes:
Students analyze and develop retail strategies that fit and support overall marketing strategies

MARK 363 International Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of how marketing strategies are developed in the global environment.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Students evaluate cultural, governmental, economic, and competitive conditions to illustrate how these factors impact an organization's marketing strategy; Attention is paid to the positive and negative consequences of globalization

MARK 367 Multicultural Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
In this course, we address (1) past and current knowledge on multicultural marketing, (2) important challenges with respect to marketplace diversity and inclusion, and (3) what approaches can be used to construct better marketing plans and tactics.
Outcomes:
Students should have a working knowledge of the principal theories and research findings in multicultural marketing and should be able to integrate and apply this knowledge with respect to effective strategies for marketplace diversity and inclusion

MARK 370 Political Marketing (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in MARK 201
No course description is available

MARK 373 Integrated Marketing Communications (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of advertising strategy and advertising campaigns, including the external environment, how agencies are structured, and how consumer metrics are integrated.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students develop skills in managing the integration of media, strategy, and creative design in developing sound advertising campaigns

MARK 380 Digital Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
Emphasis is on strategies and tactics for creating, retaining, and enhancing customer relationships via the internet, including social media, and on integrating the digital environment into the marketing mix. In addition to learning fundamental principles of the digital channel, students will apply the learned principles of the digital channel in a class project. Readings, lectures, and industry professionals may be used to provide insights and relevance to this area of marketing.
Outcomes:
Students will be able to analyze and assess online marketing platforms and develop an integrated digital marketing plan

MARK 390 Marketing Strategies (3 Credit Hours)
Pre-requisites: Senior standing, minimum grade of "C-" in MARK 310, (FINC 301 or FINC 334 or FINC 334H), (SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H), and prior or concurrent enrollment in MARK 311
This capstone course develops an understanding of all marketing decisions involved in planning marketing strategies.
Course equivalencies: MARK390 / MARK324
Outcomes:
Students develop a comprehensive marketing plan by applying skills in financial analysis, competitive scanning, and appropriate marketing strategies

MARK 395 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
Independent Study is an in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of marketing not otherwise covered by the department course offerings.
Outcomes:
Varies with topic

MARK 399 Special Topics in Marketing (1-3 Credit Hours)
Pre-requisites: Junior standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

Management (MGMT)

MGMT 201 Managing People and Organizations (3 Credit Hours)
Pre-requisites: Sophomore standing or above OR first-year students with a declared Management BBA
This course introduces students to the dynamics of human behavior in the workplace through the study of topics such as attitudes, personality, values, ethics, and leadership. The course also examines topics at the group and organizational levels, including culture, structure, change, decision making, power, and politics, as well as team development.
Course equivalencies: MGMT 201 / MGMT 201H
Outcomes:
Learn and apply organizational behavior concepts and theories to analyze how individuals work in teams/groups within organizations to achieve goals

MGMT 201H Managing People and Organizations - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to students in the Quinlan School of Business Honors program
This course introduces students to the dynamics of human behavior in the workplace through the study of topics such as attitudes, personality, values, ethics, and leadership. The course also examines topics at the group and organizational levels, including culture, structure, change, decision making, power, and politics, as well as team development.
Course equivalencies: MGMT 201 / MGMT 201H
Outcomes:
Learn and apply organizational behavior concepts and theories to analyze how individuals work in teams/groups within organizations to achieve goals

MGMT 304 Strategic Management (3 Credit Hours)
Pre-requisites: Senior Standing; C- in MGMT 201, MARK 201, (SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H), and (FINC 301 or FINC 334)
This capstone course analyzes the responsibilities of general management in formulating and implementing business¿level and corporate¿level strategies. Strategic management addresses the strategic positioning, organizational structure, resources and capabilities of the organization to generate and sustain competitive advantage. The course applies strategic analysis principles to integrate all the BBA core courses.
Course equivalencies: MGMT304/304H
Outcomes:
Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole; Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment

MGMT 304H Strategic Management - Honors (3 Credit Hours)
Pre-requisites: Senior standing; minimum grade of "C-" in MGMT 201 or MGMT 201H, MARK 201 or MARK 201H, SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H, and FINC 301 or FINC 334 or FINC 334H; restricted to SBA honors students
This capstone course analyzes the responsibilities of general management in formulating and implementing business¿level and corporate¿level strategies. Strategic management addresses the strategic positioning, organizational structure, resources and capabilities of the organization to generate and sustain competitive advantage. The course applies strategic analysis principles to integrate all the BBA core courses.
Course equivalencies: MGMT304/304H
Outcomes:
Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole; Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment

MGMT 318 Organizational Development and Change (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201 or HSM 368
This course examines the theory and practice of organizational development and change, with an emphasis on effective change management.
Outcomes:
Students will understand the complexity of change in organizations and learn how to use change interventions to manage different types of organizational changes, including the redesign of jobs and restructuring

MGMT 320 Leading and Managing Teams (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
This course examines the characteristics of effective teams and team players in an organizational context and covers theories and concepts of team composition, roles and leadership, decision making, team charters, conflict management, team networks and international teams.
Outcomes:
Students will gain an understanding of team processes and team performance in organizations, learn tools that make teams effective, develop team skills and practice creating, monitoring and improving an ongoing team effort

MGMT 331 Managing Nonprofit Organizations (3 Credit Hours)
Pre- or co-requisites: MGMT 201
Students will learn the knowledge, skills, and values for managing nonprofit organizations. We will examine how non-profits develop their mission, strategic plan, and program model, as well as how they fund their efforts and continuously improve their performance. Students will apply their knowledge through case study explorations of different Chicagoland non-profits. Students will demonstrate an understanding of the evolving non-profit sector; students will demonstrate an analytic ability to assess non-profit strategy; students will understand the management skills needed at high-performing non-profits
This course satisfies the Engaged Learning requirement.

MGMT 335 Micro-Enterprise Consulting (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201; Instructor permission
In the Jesuit tradition of using knowledge to serve humanity, students utilize and improve their business knowledge and skills by meeting the real-life business consulting needs of individual entrepreneurial and not-for-profit clients starting up or operating businesses in economically distressed communities.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve skills in service-oriented communication, project management, teamwork, and cross-functional business analysis; and learn how locally-owned business can foster community economic development; Consulting clients receive a feasibility analysis or business plan to help guide business operations and obtain financing for a new or struggling business

MGMT 345 Ethics, Economics & Entrepreneurship (3 Credit Hours)
Pre-requisites: Junior Standing, 'C-' or better in MGMT 201
The entrepreneur has been reviled as a social parasite and cheered as a moral hero. Through an examination of some classic works on entrepreneurship and the writings of our guest speakers, in Ethics, Economics, and Entrepreneurship we will take up three main questions: Who is the entrepreneur - that is, what activities or characteristics make one an entrepreneur?; Why did the entrepreneur largely disappear from intellectual discourse in the middle 20th century?; How ought we to evaluate the entrepreneur morally - and does the answer depend upon who we understand the entrepreneur to be?

MGMT 360 Values-Based Leadership (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
An examination of several major approaches to leadership that are based on personal and organizational values.
Course equivalencies: MGMT360/360H
Outcomes:
Students will understand major approaches to leadership, examine their own values and approach to leadership and improve their leadership skills

MGMT 363 Sustainable Business Management (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
Course introduces students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, ethical, and business cases for adopting sustainability. This course fulfills a MGMT elective.\\n
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; Understand economics for sustainability; Understand the tools and techniques to apply sustainability in each functional area of the business

MGMT 377 Family Business Management (3 Credit Hours)
Pre-requisites: Grade of C- or better in MGMT 201
This course examines family, ownership and management challenges in operating a family business, including governance and leadership succession. It is designed for students pursuing a career in family business or providing service to one. It will use a systems model of family and business to demonstrate connections among key stakeholders. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will understand the goals, characteristics, social and economic impact, and dynamics of family businesses; They will know how to integrate entrepreneurial/management concepts and available resources to strengthen business performance

MGMT 395 Independent Study in Management (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
No course description is available

MGMT 399 Special Topics in Management (1-3 Credit Hours)
Pre-requisites: Junior standing
No course description is available

Quinlan Business (QUIN)

QUIN 101 Business Learning and Careers (0 Credit Hours)
Pre-requisites: Quinlan School of Business undergraduates only
This course provides an overview of business majors at Quinlan and related career outcomes for graduates in each major.
Outcomes:
Students will understand the different attributes of Quinlan majors, variation in skill development and focus, and pathways for career success

QUIN 102 Financial Literacy and Well-Being (1 Credit Hour)
Pre-requisites: Quinlan School of Business undergraduates only
Students develop a comprehensive understanding of financial literacy by learning practical knowledge and tactics for successful personal financial management. This course makes direct connections between financial literacy and financial well-being.
Outcomes:
Students will understand personal finance terminology and resources, know how to choose financial instruments, comprehend basic economic function and policies, and be able to make ethical financial decisions and set goals

QUIN 202 Career Preparation (2 Credit Hours)
Pre-requisites: Sophomore standing, Quinlan School of Business student
Career Preparation provides an introduction to the critical skills required for successful career development and job search navigation. Students will learn about career development; develop job/internship search skills; establish a job/internship search action plan and begin to become oriented to employer research. Topics addressed will include resume/job search correspondence; interviewing skills; network building; career & employer research and career development resource building.
Course equivalencies: QUIN 202 / QUIN 202H
Outcomes:
Develop skills that can be used for career and life planning both now and in the future, including resume & cover letter writing, interviewing, salary negotiation, maintaining a professional online presence, plus effective communication skills through class discussions and individual presentations, and personal responsibility

QUIN 202H Career Preparation - Honors (2 Credit Hours)
Pre-requisites: Quinlan Business Honors Student
Career Preparation provides an introduction to the critical skills required for successful career development and job search navigation. Students will learn about career development; develop job/internship search skills; establish a job/internship search action plan and begin to become oriented to employer research. Topics addressed will include resume/job search correspondence; interviewing skills; network building; career & employer research and career development resource building.
Course equivalencies: QUIN 202 / QUIN 202H
Outcomes:
Develop skills that can be used for career and life planning both now and in the future, including resume & cover letter writing, interviewing, salary negotiation, maintaining a professional online presence, plus effective communication skills through class discussions and individual presentations, and personal responsibility

QUIN 300 Business Internship - Elective Credit (1-3 Credit Hours)
Pre-requisites: Sophomore standing, Quinlan School of Business student
This course provides general elective credit for an approved internship, with credit based on hours worked for the term (1cr for 56-84 hours, 2cr for 85-119 hours, 3cr for 120+ hours). Internships must be approved by the instructor in advance, no later than last date of late/change registration.

QUIN 351 Business Internship-Engaged Learning (3 Credit Hours)
Pre-requisites: Junior standing, School of Business student, & "C-" or better in QUIN 202 or BSAD 220
This course satisfies the Engaged Learning requirement and connects an internship with academic learning and reflection. Topics include goal-setting, navigating the workplace, and career planning. Internships must be approved by instructor by the last date of late/change registration (required: work 120+ hours during term enrolled, submit name of supervisor). Students must be working in an internship during the term of enrollment into QUIN 351.
This course satisfies the Engaged Learning requirement.

QUIN 390 Capstone in Business of Applied Artificial Intelligence (3 Credit Hours)
Pre-requisites: ACCT 331
This immersive, hands-on course focuses on solving a real-world business problem in collaboration with a sponsoring firm. Students will work through all phases of an AI project lifecycle: defining the business problem, analyzing data, developing KPIs, preparing large data sets, building and refining AI models, and delivering actionable recommendations. The project emphasizes consultative team-based work, critical thinking, stakeholder management, and professional communication skills. Students will learn how to translate business objectives into technical solutions, leverage syndicated and government data, and apply best practices in AI model development and deployment. Students will present to the sponsoring firm at key milestones, culminating in a final presentation and required course deliverables including a detailed project description, model notebooks and related documentation, and a user guide.
Outcomes:
Translate business challenges into AI solutions; Acquire, clean, and integrate large and diverse data sets; Evaluate and select appropriate analytical and modeling techniques; Develop, validate, and refine AI models; Communicate findings effectively to technical and non-technical stakeholders; Understand and address ethical, legal, and societal issues in AI implementation

QUIN 399 Special Topics (3 Credit Hours)
This course will cover a variety of special topics in Economics.

Supply Chain Management (SCMG)

SCMG 232 Introduction to Supply Chain Management (3 Credit Hours)
Introduction to the concept of supply chain management, including a broad overview of main functional roles such as procurement, transportation, and inventory. Introduction to best practice methods for planning and managing supply chains, including how to do so efficiently, ethically, and sustainably. Methods include analytics and lean management.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of fundamental activities in supply chain management, methodologies to support those activities, and how they impact a firm both in terms of its profit and its impact on society and the planet

SCMG 232H Introduction to Supply Chain Management-Honors (3 Credit Hours)
Introduction to the concept of supply chain management, including a broad overview of main functional roles such as procurement, transportation, and inventory. Introduction to best practice methods for planning and managing supply chains, including how to do so efficiently, ethically, and sustainably. Methods include analytics and lean management.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of fundamental activities in supply chain management, methodologies to support those activities, and how they impact a firm both in terms of its profit and its impact on society and the planet

SCMG 332 Operations Management (3 Credit Hours)
Pre-requisites: Sophomore standing and minimum grade "C-" ISSCM 241
Introduction to concepts and methods for managing production and service operations. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, and logistics.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of basic issues and role of operations management in organizations, and of tools for problem-solving in operations management

SCMG 332H Operations Management - Honors (3 Credit Hours)
Pre-requisites: Sophomore Standing or above; minimum grade of "C-" in ISSCM 241 or ISSCM 241H; Restricted to SBA Honors Students
Introduction to concepts and methods for managing production and service operations. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, and logistics.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of basic issues and role of operations management in organizations, and of tools for problem-solving in operations management

SCMG 337 Inventory and Warehouse Management (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course explores strategies for efficient and environmentally sustainable management of inventory in supply chains. Topics include inventory tracking and classification, warehousing activities, and inventory replenishment strategies. Emphasis is placed on the development and implementation of quantitative decision-making models.
Course equivalencies: OPMG337 / MGSC337
Outcomes:
Students will understand how material flows through a warehouse and the primary tasks involved in a warehouse (receiving, order picking, put-away, etc); Understand how to measure and improve key performance indicators related to warehousing and inventory management (inventory turns, days of supply, etc); Identify, understand, and implement different inventory review strategies (periodic vs continuous) and replenishment policies; Gain experience with using spreadsheet tools and simulation software to support supply chain decision-making

SCMG 338 Global Transportation (3 Credit Hours)
Pre-requisites: Sophomore Standing; Minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
The goal of this course is to give students exposure to and understanding of how freight transportation is managed within the supply chain, with a special emphasis on sustainability. Students will learn how different modes of transport, cost structures, and environmental considerations interact to shape strategic and operational decisions in global logistics.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: OPMG338 / MGSC338
Outcomes:
Students will develop an understanding of the role of transportation within the supply chain and how it is managed; Gain familiarity with key transportation management techniques that support the creation of more sustainable and efficient supply chains

SCMG 340 Global Procurement (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the core principles of sourcing and supplier management, emphasizing real-world applications. It presents best practices in sourcing and supplier management and covers specific areas such as spend management, risk management, contract management, and supplier scorecards. It also highlights integral complementary processes such as inventory management, logistics and order fulfillment.
Outcomes:
Students will engage in discussions about best practices in global procurement and analyze their application; Research a global organization that performs sourcing and supplier management and present findings to the class; Participate in discussions on emerging topics like spend management, risk, contract management and scorecards; Analyze a sourcing and supplier management strategy to present to a Board of Directors

SCMG 341 Supply Chain Analytics (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the application of business and data analytics across key supply chain functions. Students learn to identify, manipulate, visualize, and model data to support strategic and operational decision-making in modern supply chains. Topics include demand forecasting, customer segmentation and cohort analysis, supplier selection and risk assessment, inventory classification and prediction, and supply chain performance measurement. Through hands-on use of a widely used programming software and real-world business cases, students develop the skills to design, execute, and communicate business analytics projects that enhance supply chain performance, profitability, and sustainability.
Course equivalencies: ISOM341 / MGSC341
Outcomes:
Students will develop an understanding of the fundamental concepts and tools used to analyze\\nand improve core supply chain functions through business and data analytics; Students will be able to identify and describe key data sources and performance metrics related to demand, customer, supply, and inventory management; Prepare, visualize, and analyze supply chain data using widely used programming software; Apply forecasting, segmentation, and classification techniques to real supply chain problems\\nsuch as demand prediction, customer analysis, supplier evaluation, and inventory classification; Interpret and communicate analytics results to support decision-making

SCMG 342 Supply Chain Optimization (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course studies various analytical methods and tools for making decisions that will lead to cost effective products, services and processes. Topics include developing decision-making optimization models and implementing those models in Excel. The course will highlight models used in supply chain management; including facility location, transportation network design and vehicle routing.
Outcomes:
Students will develop an understanding of optimization modeling, implementing optimization models in Excel and problem-solving techniques; Students will learn how to build and solve decision-making optimization and simulation models in Excel to develop skills in spreadsheet modeling/optimization/engineering

SCMG 346 Analytics for Social Good (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the application of analytics methods in the context of humanitarian, nonprofit, public health, and public service supply chains. Students will develop foundational skills in probability, descriptive analytics, data visualization, simulation, and predictive modeling using Excel and Python. Through cases and projects, students will apply these tools to analyze and address challenges in socially focused supply chain and operations settings.
Outcomes:
Students will be able to use data-driven methods to evaluate, interpret, and communicate solutions to operational problems in social-good contexts; Develop technical proficiency in key analytics methods, including descriptive analysis, data visualization, probability, simulation, predictive modeling, and clustering techniques, using Excel and Python; Understand the unique goals and challenges of humanitarian, nonprofit, public health, and public service supply chains, and apply analytics to address real-world problems in these contexts; Analyze, interpret, and solve operational problems by applying quantitative methods and evaluating the trade-offs between various objectives in social-good contexts; Communicate findings effectively through concise briefs, reports, and presentations tailored to both technical and non-technical stakeholders; Work collaboratively to design and evaluate data-driven solutions for case-based and project-based problems; Reflect on the broader ethical and societal implications of applying analytics in social-good contexts

SCMG 383 Service and Operations Management (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces analytical methods and managerial tools for improving the design and control of service and operations systems. Topics include process analysis, capacity planning, queuing theory, Lean management, quality improvement, and forecasting. The course places special emphasis on applications in healthcare operations, such as patient flow, scheduling, and resource utilization.
Course equivalencies: ISOM383 / MGSC383
Outcomes:
Students will learn to analyze processes, evaluate capacity, manage variability, and enhance quality and efficiency in manufacturing and service operations; Understand and analyze processes using operations management concepts; Evaluate capacity and flow to identify bottlenecks and recommend improvements; Apply queuing theory to model waiting lines and design more effective service systems; Use Lean principles and statistical process control to reduce waste and improve quality in healthcare and service operations; Develop and interpret forecasts for demand and resource planning in service systems; Integrate analytical tools and managerial thinking to make evidence-based operational decisions

SCMG 395 Independent Study in Operations Management (1-3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member in a specialized area of Operations Management not otherwise covered by departmental course offerings. Variable Credit. May count for Operations Management major or minor. Permission of Assistant Dean required.

SCMG 396 Supply Chain Seminar (0 Credit Hours)
Professional speaker series for all students majoring in Supply Chain Management. Students will benefit from hearing professionals in the supply chain industry discuss current events, opportunities and challenges within the industry.

SCMG 399 Special Topics in Operations Management (1-3 Credit Hours)
Special topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

Sport Management (SPRT)

SPRT 130 The Business of Sports (3 Credit Hours)
An overview of the sport industry intended to increase student awareness of the structure and operations of sport organizations from a management and leadership perspective.

SPRT 320 Social Aspects of Sport Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
This course provides an examination of the role and relevance of sport in modern American society; impact of sport on society and the influence which cultural institutions have on sport. Sport related issues and controversies in contemporary sport as framed from a sociological and ethical perspective will be discussed.

SPRT 330 Economics of Sport (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in ECON 201 and SPRT 130
Using the tools of economic analysis, this course will examine issues pertaining to professional and amateur sports. It will also address economic policy of various sport industry segments.
Outcomes:
Examine issues pertaining to professional and amateur sports; Address economic policy of various sport industry segments; Use economic analysis tool

SPRT 335 Fundamentals of Sport Finance (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in SPRT 130
No course description is available

SPRT 339 Sports Facility Management and Operations (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in SPRT 130
This course examines the comprehensive planning for development and operations of new and existing sport and fitness facilities and the management of those events.
Course equivalencies: X-SPRT339/ISOM339

SPRT 345 Globalization of Sport Industry (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
The course provides an analysis of the impact of the globalization of sport in relation to the organization and management of international sport, including the Olympic movement and the examination of U.S. professional sports. A comprehensive investigation of international governance, political, social, and economic issues which leagues and corporations must consider in conducting business in foreign markets.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Students will be able to explain how sport is organized, managed, funded, and governed across the different regions of the world; Students will be able to identify the major forms of sport governance that exist worldwide; Students will analyze how different cultures interpret sport differently

SPRT 365 Fundamentals Sport Marketing (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130 and MARK 201
This course focuses on the application of marketing principles and practices to the sport industry. Consideration given to marketing sport both as a spectator and a participant.
Course equivalencies: X-SPRT365/MARK365

SPRT 375 Sport Media (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in SPRT 130
A course designed to expose students to sports media in the digital age. The course covers topics in journalism, broadcasting, and production and outlines best practices for success in the industry. The course also analyzes the market forces that control sports media as well as legal and ethical dilemmas in the field.

SPRT 380 Legal Aspects in Sport Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
An examination of legal issues which arise in the sport industry, including both amateur and professional sports with a strong emphasis on ethical concerns.

SPRT 385 Sport Analytics (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in SPRT 130 and BSAD 343
This course examines the collection and analysis of data to enhance decision making within sport. The course reviews analytic usage across different sport management segments such as finance, marketing, sales and logistics. Additionally, data and analytics within sport performance, wearable technology, coaching and player management are investigated.
Outcomes:
Obtain introductory knowledge and technical competence using statistical and analytical software; Determine and perform appropriate statistical analysis to think critically; reason, analyze and problem solve sport industry specific issues

SPRT 395 Independent Study (1-3 Credit Hours)
This course will provide independent study opportunity in Sports Management.

SPRT 399 Special Topics in Sport Management (1-3 Credit Hours)
Pre-requisites: Junior Standing & C- or better in SPRT 130
No course description is available

Accounting (BBA)

All businesses need skilled accountants to help them determine what they have to spend and how they should spend it to ensure a successful future.

You'll be well-prepared for these responsibilities with the Quinlan School of Business BBA in Accounting degree program. We'll also help you get ready for the CPA, CMA, CFM, and CIA.

Related Programs

Major

- Accounting and Analytics (BBA) (p. 777)

Minor

- Accounting Information Systems Minor (p. 780)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree

in Accounting must also complete 24 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking [1]	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [2]		6
Global Awareness		
Select one of the following: [3]		3
Any business course from the International Business Major Group, or: (p. 776)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
ACCT 303	Intermediate Accounting I	3
ACCT 304	Intermediate Accounting II	3
ACCT 311	Auditing & Internal Control Systems	3
ACCT 317	Managerial Accounting	3
ACCT 328	Concepts in Taxation	3
Select three of the following:		9
ACCT 306	Advanced Financial Accounting	
ACCT 307	Adv Accounting: Not-For-Profit Entities & Adv Financial Accounting Topics	
ACCT 308	Accounting Information Systems and Sustainability Reporting	
ACCT 309	Data Analytics for Accounting	
ACCT 323	Advanced CPA Topics	
ACCT 326	Fraud Investigation	
ACCT 341	Advanced Studies in Taxation	
ACCT 399	Special Topics in Accounting [4]	
Total Hours		**84**

1. Accounting majors with prior credit for COMM 101 Public Speaking & Critical Thinking must take ENGL 210 Business Writing to complete this requirement.
2. One must be a Quinlan Writing Intensive course. Writing Intensive courses must be taken in separate terms.
3. A study abroad experience will also satisfy this requirement.
4. Only one ACCT 399 Special Topics in Accounting class is allowed to count for this major.

A student who is an accounting major may be administratively removed as an accounting major if the student earns a grade below "C-" in two or more upper-level accounting classes (ACCT 303 Intermediate Accounting I and beyond).

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3

QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ACCT 303	Intermediate Accounting I	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
ACCT 304	Intermediate Accounting II	3
ACCT 311	Auditing & Internal Control Systems	3
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**15**
Year 3		
Fall		
ACCT 328	Concepts in Taxation	3
COMM 103	Business & Professional Speaking	3
MARK 201	Principles of Marketing	3
ACCT Elective		3
	Hours	**12**
Spring		
FINC 301	Introductory Business Finance	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
ETHC 341	Ethics in Business	3
ACCT Elective		3
	Hours	**12**
Year 4		
Fall		
ACCT 317	Managerial Accounting	3
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
ACCT Elective		3
Global Awareness		3
	Hours	**9**
	Total Hours	**84**

CPA Exam Requirements

Students taking the CPA examination in Illinois are required to have earned 120 semester hours of college credit. At least 150 earned credit hours are required for licensure. The additional credit hours can be earned at Loyola at either the undergraduate or the graduate-level MSA.

For more information about the CPA examination, visit the Illinois Board of Examiner's CPA Exam (https://www.ilboe.org/) page.

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Critical Analysis: Undergraduates will demonstrate the ability to critically analyze an accounting situation or problem and use technology where appropriate.
- Professional Knowledge: Undergraduates will possess fundamental professional accounting knowledge in the areas of: Strategic Cost Management, Financial Accounting, Audit and Business Risk, Tax, and Legal and Regulatory Knowledge.
- Communication: Undergraduates will possess the ability to document scope, findings and recommendations of accounting work both orally and in writing
- Professional Research: Undergraduates will illustrate professional research skills necessary to enter the accounting profession.

Accounting and Analytics (BBA)

The BBA in Accounting and Analytics at the Quinlan School of Business is a specialized degree program combining accounting skills with an understanding of broad data sets within a client firm's operations.

And the combined skills of accounting and analytics are much in demand. According to an American Institute of Certified Public Accountants (AICPA) trends report (https://us.aicpa.org/content/dam/aicpa/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2019-trends-report.pdf):

"The accounting profession is rapidly evolving. Technological innovations, especially in data science and analytics, are becoming a more common part of the profession and are changing the way we do business and whom we hire to do it."

Related Programs

Major

- Accounting (BBA) (p. 775)
- Economics (BBA) (p. 787)

Minor

- Accounting Information Systems Minor (p. 780)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Accounting and Analytics must also complete 24 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking [1]	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [2]		6
Global Awareness		
Select one of the following: [3]		3
Any business course from the International Business Major Group, or: (p. 778)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
Required Accounting and Information Systems Courses		
ACCT 303	Intermediate Accounting I	3
ACCT 311	Auditing & Internal Control Systems	3
ACCT 317	Managerial Accounting	3
ACCT 328	Concepts in Taxation	3
INFS 346	Database & Data Warehousing Systems	3
Analytics Choice		
Select three of the following:		9
ACCT 331	Introduction to the Business of Applied Artificial Intelligence	
INFS 348	Advanced Data Analytics and AI	
INFS 360	Data Visualization & Business Intelligence	
INFS 394	Programming in Python	
SCMG 489	Supply Chain Analytics [4]	
INFS 494	Applied Data Mining and Artificial Intelligence (AI) [4]	
INFS 791	Programming for Business Decision Making [4]	
Other Graduate Business Analytics elective courses if approved [4]		
Total Hours		**84**

1. Accounting and Analytics majors with prior credit for COMM 101 Public Speaking & Critical Thinking who wish to take the CPA exam should take ENGL 210 Business Writing for Business Communication credit.
2. One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
3. A study abroad experience will also satisfy this requirement.
4. Graduate business course taken senior year where 2 Quinlan graduate courses are permitted.

A student who is an accounting and analytics major may be administratively removed as an accounting and analytics major if the student earns a grade below "C-" in two or more upper-level accounting classes (ACCT 303 Intermediate Accounting I and beyond).

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
QUIN 202	Career Preparation	2
	Hours	**8**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ACCT 303	Intermediate Accounting I	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
ACCT 311	Auditing & Internal Control Systems	3
INFS 346	Database & Data Warehousing Systems	3
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**15**
Year 3		
Fall		
ACCT 328	Concepts in Taxation	3
COMM 103	Business & Professional Speaking	3
MARK 201	Principles of Marketing	3
Analytics Choice		3
	Hours	**12**
Spring		
FINC 301	Introductory Business Finance	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
ETHC 341	Ethics in Business	3
Analytics Choice		3
	Hours	**12**
Year 4		
Fall		
ACCT 317	Managerial Accounting	3
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
Analytics Choice		3
	Hours	**9**
	Total Hours	**85**

CPA Exam Requirements

Students taking the CPA examination in Illinois are required to have earned 120 semester hours of college credit. At least 150 earned credit hours are required for licensure. The additional credit hours can be earned at Loyola at either the undergraduate or the graduate-level MSA.

Accounting and Analytics majors planning to take the CPA exam are required to take the following, in addition to their Major Requirements:

Code	Title	Hours
ACCT 304	Intermediate Accounting II	3
Select three of the following:		9
ACCT 306	Advanced Financial Accounting	
ACCT 307	Adv Accounting: Not-For-Profit Entities & Adv Financial Accounting Topics	
ACCT 308	Accounting Information Systems and Sustainability Reporting	
ACCT 323	Advanced CPA Topics	
ACCT 326	Fraud Investigation	
ACCT 341	Advanced Studies in Taxation	
ACCT 399	Special Topics in Accounting	

For more information about the CPA examination, visit the Illinois Board of Examiner's CPA Exam (https://www.ilboe.org/) page.

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless

of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Managerial accounting
- Taxation concepts
- Database and data systems
- Data analytics
- Business intelligence
- CPA exam preparation

Accounting Information Systems Minor

Quinlan students who are pursuing other majors but who wish to expand their skills in accounting may pursue a minor in accounting information systems.

Related Programs

Major

- Accounting (BBA) (p. 775)
- Accounting and Analytics (BBA) (p. 777)

Curriculum

The requirements are 15 credit hours in the following courses:

Code	Title	Hours
ACCT 303	Intermediate Accounting I	3
ACCT 308	Accounting Information Systems and Sustainability Reporting	3
ACCT 317	Managerial Accounting	3
INFS 346	Database & Data Warehousing Systems	3
INFS 347	Systems Analysis & Design	3
or ISSCM 393	Requirements Analysis and Communication	
Total Hours		**15**

Of the courses required for the minor, Accounting majors may apply only ACCT 303 Intermediate Accounting I and ACCT 317 Managerial Accounting to their major requirements. ACCT 308 Accounting Information Systems and Sustainability Reporting may not be applied toward the Accounting major for students with this minor. A student majoring in both Accounting and Information Systems and Analytics is not eligible for this minor.

This minor is only available for students in the Quinlan School of Business.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 2		
Fall		
ACCT 303	Intermediate Accounting I	3
	Hours	**3**
Spring		
INFS 346	Database & Data Warehousing Systems	3
	Hours	**3**
Year 3		
Fall		
ACCT 308	Accounting Information Systems and Sustainability Reporting	3
	Hours	**3**
Spring		
INFS 347 or ISSCM 393	Systems Analysis & Design or Requirements Analysis and Communication	3
	Hours	**3**
Year 4		
Fall		
ACCT 317	Managerial Accounting	3
	Hours	**3**
	Total Hours	**15**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Strengths and weaknesses of AIS approaches
- System and database analysis and design
- Accounting cycles, internal controls, and fraud
- Ethical issues related to the use of AIS

Business Administration Minor

Students who are not enrolled in the Quinlan School of Business may want to have working knowledge of business administration and may pursue a business administration minor.

Related Programs

Major

- Business Administration (AA) (p. 34)

Combined

- Business Analytics (MBA/MS) (p. 1862)

Curriculum

Requirements for this minor include 18 total credit hours taken from the following courses:

Code	Title	Hours
Required Courses		
Business Principles Group 1		*9*
Select three of the following:		
ACCT 201	Introductory Accounting I	
ACCT 202	Introductory Accounting II	
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
ISSCM 241	Business Statistics	
Business Principles Group 2		*9*
Select three of the following:		
ECON 303	Intermediate Microeconomics	
ECON 304	Intermediate Macroeconomics	
FINC 301	Introductory Business Finance	
or FINC 334	Principles of Corporate Finance	
LREB 315	Law and the Regulatory Environment of Business I	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
SCMG 232	Introduction to Supply Chain Management	
Total Hours		**18**

This minor is not available for students in the Quinlan School of Business. Students may not take more than two Economics courses for this minor and must satisfy all prerequisites for each course selected.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 2		
Fall		
Business Principles Group 1 course		3
	Hours	**3**
Spring		
Business Principles Group 1 course		3
	Hours	**3**
Year 3		
Fall		
Business Principles Group 1 course		3
Business Principles Group 2 course		3
	Hours	**6**
Spring		
Business Principles Group 2 course		3
Business Principles Group 2 course		3
	Hours	**6**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Learn fundamentals of accounting and economics
- Understand data-driven decision making
- Gain competencies in managing people and organizations

Business of Applied Artificial Intelligence Minor

The minor helps students develop advanced skills in this burgeoning field through a blend of rigorous coursework and practical applications to business challenges. It develops knowledge of AI technologies and encourages students to engage in current research, fostering skills in

assessing AI models' applicability to business problems. Complementary courses enhance students' abilities to manipulate and analyze data, laying the groundwork for empirical research that supports business decision-making.

Related Programs

Master's

- Business Analytics (MS) (p. 1572)

Minor

- Artificial Intelligence Minor (p. 348)
- Artificial Intelligence and Human Flourishing Interdisciplinary Minor (p. 583)

Curriculum

Six 3-credit courses for a total of 18 credits. Nine of the credits are included in the Quinlan BBA Core so BBA majors only require nine additional credits to complete the minor as is common in other Quinlan minors.

Code	Title	Hours
ACCT 331	Introduction to the Business of Applied Artificial Intelligence	3
COMP 150	Introduction to Computing	3
or INFS 394	Programming in Python	
ETHC 341	Ethics in Business [1, 2]	3
INFS 343	Business Analytics [1]	3
ISSCM 241	Business Statistics [1, 2]	3
or STAT 103	Fundamentals of Statistics	
QUIN 390	Capstone in Business of Applied Artificial Intelligence	3
Total Hours		**18**

[1] Satisfies BBA Core requirement.
[2] Satisfies University Core requirement.

Suggested Sequence of Courses

Course	Title	Hours
Freshman		
Spring		
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
	Hours	**3**
Sophomore		
Fall		
COMP 150	Introduction to Computing	3
	Hours	**3**
Spring		
ACCT 331	Introduction to the Business of Applied Artificial Intelligence	3
	Hours	**3**
Junior		
Fall		
ETHC 341	Ethics in Business [1]	3
	Hours	**3**
Spring		
INFS 343	Business Analytics [1]	3
	Hours	**3**
Senior		
Fall		
QUIN 390	Capstone in Business of Applied Artificial Intelligence	3
	Hours	**3**
	Total Hours	**18**

[1] Satisfies BBA Core requirement.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- To prepare students to function as business translators who can effectively bridge the gap between technical AI capabilities and strategic business objectives.
- Graduates will possess a deep understanding of artificial intelligence technologies coupled with a strong grasp of business applications, enabling them to translate complex AI concepts into actionable business strategies.
- Graduates will be equipped to lead AI initiatives within diverse organizational contexts, ensuring that AI technologies are implemented ethically and effectively to drive innovation, efficiency, and competitive advantage.

Business Honors Program

Academics

Our Business Honors program is a four-year academic and professional program developed to be specifically tailored to the interests and needs of our most talented, motivated, and highest-achieving business students. Accordingly, we are intentionally small and selective—top students receive an invitation to apply to the Honors Program after admission to Quinlan. Business Honors is comprised of only approximately five percent of Quinlan's business students.

As a result, we are able to offer both a rigorous and enriching academic program as well as a supportive personal and professional community. And, ultimately, the goal is to provide a truly transformative experience for our Business Honors students.

Curriculum

To complete the Quinlan Honors curriculum requirement, 15 Quinlan Honors courses are offered with students required to complete at least 75 percent of their BBA Core (and the BHNR 357 study abroad) in Honors sections. Quinlan Honors courses are offered once per academic year (with occasional exceptions). Decisions to take non-Honors sections of the BBA Core should be discussed in advance with the student's

academic advisor. If a Quinlan Honors student is unable to complete 75 percent of the required curriculum in the Honors sections, they may appeal to the Quinlan Undergraduate Dean's office with an explanation for completing less than that share of the Honors sections.

Code	Title	Hours
ACCT 201H	Introductory Accounting I - Honors	3
ACCT 202H	Introductory Accounting II - Honors	3
BHNR 357	International Perspectives on the Social Impact of Business	3
ECON 201H	Principles of Microeconomics - Honors	3
ECON 202H	Principles of Macroeconomics - Honors	3
ETHC 341H	Ethics in Business - Honors	3
FINC 334H	Principles of Corporate Finance- Honors	3
INFS 247H	Business Information Systems - Honors	3
INFS 343H	Business Analytics - Honors	3
LREB 315H	Law and the Regulatory Environment of Business I - Honors	3
MARK 201H	Principles of Marketing - Honors	3
MGMT 201H	Managing People and Organizations - Honors	3
MGMT 304H	Strategic Management - Honors	3
QUIN 202H	Career Preparation - Honors	2
SCMG 232H	Introduction to Supply Chain Management-Honors	3
BHNR 300	Business Honors Seminar-Required	0
Total Hours		**44**

Quinlan Honors Seminar

Every Thursday, Quinlan Honors students meet for a weekly seminar. Quinlan Honors Seminar (BHNR 300) is led by the program director and occurs at the Schreiber Center, unless an offsite event is planned for the week. This seminar is offered on a pass/no-pass basis and Honors students are expected to receive a passing grade for the seminar for each semester that they are in Chicago.

GPA and Graduation Requirements

Quinlan Honors students must complete the required honors coursework, attend and engage in the Quinlan Honors seminar, and achieve a minimum cumulative 3.5 GPA at the conclusion of their undergraduate career to successfully complete the Quinlan Honors program. In order to ensure Honors students are on track to meet this graduation requirement, the following GPAs must be attained after the completion of each level:

- 3.2 after the first year (30+ credit hours completed at Loyola)
- 3.3 after the second year (60+ credit hours completed at Loyola)
- 3.4 after the third year (90+ credit hours completed at Loyola)

Students who fall below these thresholds will be removed from the Quinlan Honors program, but may continue pursuing BBA degrees at Quinlan. If students wish to appeal this dismissal from the Quinlan Honors program, they may submit a written appeal with an explanation to the Quinlan Undergraduate Dean's Office.

Suggested Sequence of Courses

Below is a typical, but not required, course sequencing for Business Honors students. Your class sequencing will depend on factors such as major(s) and study abroad plans.

Course	Title	Hours
Year 1		
Fall		
ACCT 201H	Introductory Accounting I - Honors	3
INFS 247H	Business Information Systems - Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**6**
Spring		
ACCT 202H	Introductory Accounting II - Honors	3
ECON 201H	Principles of Microeconomics - Honors	3
MARK 201H	Principles of Marketing - Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**9**
Year 2		
Fall		
MGMT 201H	Managing People and Organizations - Honors	3
QUIN 202H	Career Preparation - Honors	2
SCMG 232H	Introduction to Supply Chain Management-Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**8**
Spring		
ECON 202H	Principles of Macroeconomics - Honors	3
FINC 334H	Principles of Corporate Finance- Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**6**
Year 3		
Fall		
LREB 315H	Law and the Regulatory Environment of Business I - Honors	3
ETHC 341H	Ethics in Business - Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**6**
Spring		
INFS 343H	Business Analytics - Honors	3
BHNR 357	International Perspectives on the Social Impact of Business	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**6**
Year 4		
Fall		
MGMT 304H	Strategic Management - Honors	3
BHNR 300	Business Honors Seminar-Required	0
	Hours	**3**
Spring		
BHNR 300	Business Honors Seminar-Required	0
	Hours	**0**
	Total Hours	**44**

Learning Outcomes

- Graduates will be well-grounded in fundamental knowledge in our foundational business areas. They will demonstrate the ability to

collaborate across domains to deliver ethical solutions to complex business problems, particularly those relating to our Jesuit values, in pursuit of a more just society.

- Students will be able to interpret and critically analyze qualitative and quantitative information, to integrate new knowledge with existing knowledge, and to leverage cutting-edge technologies in pursuit of a more just society.
- Students will demonstrate a solid foundation of ethical reasoning in business decisions, in keeping with the Jesuit tradition of reflection and the pursuit of justice as pioneered by Father Baumhart. Students will reflect on their own values and principles, those of organizations they engage with, and of the broader social institutions to guide their decision making and leadership in the business world.
- Students will develop a clear understanding of the global context in which businesses operate via a study abroad experience and will demonstrate the ability to leverage the complex cultural, economic, political, ethical and social impacts of business decisions in a global economy. Students will value diverse lived experiences as a source of strength in teams and organizations.
- Graduates will be able to communicate effectively to a variety of audiences in traditional modes and emerging platforms.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

ACCT 201H Introductory Accounting I - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include: preparation and use of financial statements, the accounting process, and the measurement and reporting of income, assets, liabilities, and owners' equity.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACCT 202H Introductory Accounting II - Honors (3 Credit Hours)
Pre-requisites: C- or better grade in ACCT 201 or ACCT 201H; Restricted to SBA honors students
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ETHC 341H Ethics in Business - Honors (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in (MGMT 201 or MGMT 201H) and (ECON 202 or ECON 202H); Restricted to students in the Quinlan School of Business Honors program
This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Critically discuss (via well-grounded arguments) philosophical issues and questions from the perspective of multiple methods, traditions, and historical contexts; Evaluate philosophical issues, questions, and problems critically and analytically; Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion

BHNR 300 Business Honors Seminar-Required (0 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
This seminar is a pass/no-pass program requirement providing honors students with opportunities to learn from and network with leaders at major companies and organizations. Seminar is primarily a speaker series presenting honors students with opportunities to attend corporate and organizational site visits, social activities, and other events. Through seminar, honors students are able to network with each other and build community.
Outcomes:
Encourage bonding, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader business and alumni community

BHNR 343 Integrated Analytical Decision Making (3 Credit Hours)
Pre-requisites: Enrollment is restricted to Business Honors students; Junior Standing; C- or better in ISSCM 241 or ISSCM 241H or STAT 103
This course will focus on the analysis of data, with applications of techniques to business problems. Students will conduct original research and create both a written analysis and presentation. This course satisfies the Engaged Learning requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
At the end of this course, the student will know how to formulate a business problem, then collect and analyze data, and interpret results that address the problem

BHNR 353 Research Practicum (3 Credit Hours)
This course introduces students to the process of business research, including research ethics as well as implications of research outcomes in the broader business and social context. Good research helps business managers understand issues and make informed decisions.
This course satisfies the Engaged Learning requirement.

BHNR 395 Independent Study in Business Honors (3 Credit Hours)
Pre-requisites: Sophomore standing, Department Consent Required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member into a specialized area as determined between student and faculty member.
Outcomes:
Students will be able to demonstrate an in-depth understanding of a specialized area or topic of research

ECON 201H Principles of Microeconomics - Honors (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. Restricted to SBA honors students or Honors students. This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 202H Principles of Macroeconomics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, and fiscal and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

FINC 334H Principles of Corporate Finance- Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Sophomore standing; C- or better in ECON 201 or ECON 201H; ISSCM 241 or ISSCM 241H or STAT 103; ACCT 201 or ACCT 201H; and MATH 130 or MATH 131 or MATH 161; (ACCT 201 may taken as a co-requisite)
This course provides students with a foundational and integrated knowledge of corporate finance. Topics include discounted cash flows, firm valuation, capital budgeting, principals of the risk and return relationship, market efficiency, capital structure, and financing. Students will be asked to independently complete the Bloomberg Market Concepts (BMC) course.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
Students will demonstrate knowledge of valuation principles, raising funds for investment decisions, capital investment choices, risk and return relationship, capital markets and instruments, all in the context of real-world problems and situations

INFS 247H Business Information Systems - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
Focuses on using information technology to support business processes. The purpose and composition of information systems, the utilization of technology, and hands-on experience in developing microcomputer business applications with productivity tools (Microsoft Excel and Access).
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Understanding of using information technology to support business processes and of developing business spreadsheet and database applications

INFS 343H Business Analytics - Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Requires C- or better in ISSCM 241H or ISSCM 241 or STAT 103, INFS 247 or INFS 247H, and one of the following: MATH 110, MATH 118, MATH 130, MATH 131, or MATH 161
This course covers basic principles in data modeling, and turning big data into intelligent actionable insights. Through the use of real business case studies and lab sessions students will develop a comprehensive, innovative and practical approach to data analytics that enables them to solve diverse and complex business problems.
Course equivalencies: BSAD343/BSAD343H
Outcomes:
Explain core design concepts, appraise various technological solutions, determine proper analytics methods, integrate data visualization, and make a compelling presentation of a novel use case depicting current market trends

ISSCM 241H Business Statistics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course examines the steps and procedures required to solve problems in science, social science, and business where data are useful - from the definition of the managerial problems to the use of statistical analysis - to address these problems.
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

IBUS 201H Business Management: A Global and Social Perspective (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan business honors program only
This course provides Honors students with opportunities to learn about managing international businesses in a sustainable global environment. The course contents cover the differences in economic, social, and political environments of countries around the world. The course features corporate and academic speakers and discussions of various aspects of international business.
Course equivalencies: IBUS 201/BSAD 202/BHNR 338
Outcomes:
An understanding of global economics, management, and sustainable business of nations and regions in our global economy and social and financial structures under which global businesses are conducted

LREB 315H Law and the Regulatory Environment of Business I - Honors (3 Credit Hours)
Pre-requisites: Junior standing; restricted to SBA honors students
This course is designed to familiarize the student with the American legal system. Intended primarily for students who have not previously studied law, the course includes a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law are developed through the vehicle of a detailed analysis of contract law and a survey of other topical headings.
Course equivalencies: LREB315/315H
Outcomes:
The students should achieve an awareness of the necessity of voluntary compliance with general legal concepts in order for society to enable all persons to live together in harmony; An understanding of the court system as a substitute for self-help is deemed essential and knowledge of binding contract law is fostered as a basis for all agreements

MGMT 201H Managing People and Organizations - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to students in the Quinlan School of Business Honors program
This course introduces students to the dynamics of human behavior in the workplace through the study of topics such as attitudes, personality, values, ethics, and leadership. The course also examines topics at the group and organizational levels, including culture, structure, change, decision making, power, and politics, as well as team development.
Course equivalencies: MGMT 201 / MGMT 201H
Outcomes:
Learn and apply organizational behavior concepts and theories to analyze how individuals work in teams/groups within organizations to achieve goals

MGMT 304H Strategic Management - Honors (3 Credit Hours)
Pre-requisites: Senior standing; minimum grade of "C-" in MGMT 201 or MGMT 201H, MARK 201 or MARK 201H, SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H, and FINC 301 or FINC 334 or FINC 334H; restricted to SBA honors students
This capstone course analyzes the responsibilities of general management in formulating and implementing business¿level and corporate¿level strategies. Strategic management addresses the strategic positioning, organizational structure, resources and capabilities of the organization to generate and sustain competitive advantage. The course applies strategic analysis principles to integrate all the BBA core courses.
Course equivalencies: MGMT304/304H
Outcomes:
Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole; Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment

MARK 201H Principles of Marketing - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to SBA honors students
This course develops an understanding of the marketing systems by which organizations plan, price, promote and distribute products and services to selected target markets.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization

QUIN 202H Career Preparation - Honors (2 Credit Hours)
Pre-requisites: Quinlan Business Honors Student
Career Preparation provides an introduction to the critical skills required for successful career development and job search navigation. Students will learn about career development; develop job/internship search skills; establish a job/internship search action plan and begin to become oriented to employer research. Topics addressed will include resume/job search correspondence; interviewing skills; network building; career & employer research and career development resource building.
Course equivalencies: QUIN 202 / QUIN 202H
Outcomes:
Develop skills that can be used for career and life planning both now and in the future, including resume & cover letter writing, interviewing, salary negotiation, maintaining a professional online presence, plus effective communication skills through class discussions and individual presentations, and personal responsibility

SCMG 232H Introduction to Supply Chain Management-Honors (3 Credit Hours)
Introduction to the concept of supply chain management, including a broad overview of main functional roles such as procurement, transportation, and inventory. Introduction to best practice methods for planning and managing supply chains, including how to do so efficiently, ethically, and sustainably. Methods include analytics and lean management.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of fundamental activities in supply chain management, methodologies to support those activities, and how they impact a firm both in terms of its profit and its impact on society and the planet

SCMG 332H Operations Management - Honors (3 Credit Hours)
Pre-requisites: Sophomore Standing or above; minimum grade of "C-" in ISSCM 241 or ISSCM 241H; Restricted to SBA Honors Students
Introduction to concepts and methods for managing production and service operations. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, and logistics.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of basic issues and role of operations management in organizations, and of tools for problem-solving in operations management

Economics (BBA)

The BBA in Economics will equip you with a knowledge of principles, theories, and concepts of economics and business, which will help you to become a responsible and successful leader in your chosen fields. Our students who continue their education are accepted at many top universities.

Related Programs

Major

- Economics (BA) (p. 370)

Minor

- Economics Minor (p. 789)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Economics must also complete 18 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
MATH 130	Business Calculus (Recommended)	3-4
or MATH 131	Applied Calculus I	
or MATH 161	Calculus I	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 788)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
LREB 315	Law and the Regulatory Environment of Business I	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
MARK 201	Principles of Marketing	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
ECON 303	Intermediate Microeconomics	3
ECON 304	Intermediate Macroeconomics	3
Select four (4) of the following:		12
ECON 320	Urban Economics	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
ECON 327	American Economic & Business History	
ECON 328	Environmental Economics	
ECON 329	Health Economics	
ECON 334	Economics of Government Expenditures & Taxation	
ECON 336	Monetary and Fiscal Policy	
ECON 346	Econometrics [4]	
ECON 360	Labor Economics	
ECON 370	Pricing & Industrial Organization	
ECON 399	Special Topics in Economics [3]	
MATH 360	Introduction to Game Theory	
Total Hours		**78**

1. One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
2. A study abroad experience will also satisfy this requirement.
3. Only one ECON 399 Special Topics in Economics class is allowed to count for this major.
4. If counting ECON 346 towards ECON-BBA requirements, then INFS 343 should be taken for BBA Core.

Students wishing to pursue doctoral study in economics are advised to take additional mathematics courses including the calculus course sequence (MATH 161 Calculus I, MATH 162 Calculus II and MATH 263 Multivariable Calculus); MATH 212 Linear Algebra; and two 300-level mathematical statistics courses (STAT 304 Introduction to Probability, STAT 305 Introduction to Mathematical Statistics). Students should consult with their economics advisor about completing mathematics courses.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 130 or MATH 131 or MATH 161	Business Calculus or Applied Calculus I or Calculus I	3-4
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
ECON 303	Intermediate Microeconomics	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
ECON 304	Intermediate Macroeconomics	3
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**12**
Year 3		
Fall		
MARK 201	Principles of Marketing	3
COMM 103	Business & Professional Speaking	3
ECON Elective		3
	Hours	**9**
Spring		
ETHC 341	Ethics in Business	3
FINC 301	Introductory Business Finance	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
ECON Elective		3
	Hours	**12**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
ECON Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
ECON Elective		3
	Hours	**9**
	Total Hours	**78**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor. All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses.

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will explain, calculate, and analyze key concepts in microeconomics (consumer behavior, firm decision#making, market structure, pricing) and macroeconomics (GDP, inflation, unemployment, fiscal and monetary policy) to understand how economic forces shape business decisions and societal outcomes.
- Students will demonstrate proficiency in applying statistical and econometric methods to economic and business data, including formulating hypotheses, estimating models, and interpreting empirical results using tools such as Stata, R, or Python.
- Students will use core economic reasoning—opportunity cost, marginal analysis, incentives, and trade#offs—to evaluate public policies, business strategies, and organizational decisions, with attention to the ethical and socially responsible implications of such outcomes.
- Students will articulate complex economic concepts, models, and data-driven insights clearly and persuasively through written reports, visualizations, and oral presentations, demonstrating the ability to translate analysis into actionable recommendations for diverse audiences.
- Students will analyze contemporary economic challenges—including international trade, environmental sustainability, income and wealth inequality, government regulation, healthcare, urban development, industrial organization, and banking—and provide informed, professional, and ethically grounded advice that reflects a commitment to the common good and social justice.

Economics Minor

Any Loyola student who wishes to expand his or her skills in economics may pursue an economics minor.

Related Programs

Major

- Economics (BBA) (p. 787)
- Finance (BBA) (p. 793)

Minor

- Finance Minor (p. 795)

Curriculum

The Economics minor requires the following credit hours for completion:

- Quinlan students require 12 credit hours (see footnote below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
ECON 201	Principles of Microeconomics [1]	3
ECON 202	Principles of Macroeconomics [1]	3
Select one of the following:		3
ECON 303	Intermediate Microeconomics	
ECON 304	Intermediate Macroeconomics	
Electives		
Select three of the following:		9
ECON 303	Intermediate Microeconomics (if not taken above)	
ECON 304	Intermediate Macroeconomics (if not taken above)	
ECON 320	Urban Economics	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
ECON 327	American Economic & Business History	
ECON 328	Environmental Economics	
ECON 329	Health Economics	
ECON 334	Economics of Government Expenditures & Taxation	
ECON 336	Monetary and Fiscal Policy	
ECON 346	Econometrics	
ECON 360	Labor Economics	
ECON 370	Pricing & Industrial Organization	
ECON 399	Special Topics in Economics	
MATH 360	Introduction to Game Theory	
Total Hours		**18**

[1] Quinlan Business Core course - not included in 12 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
	Hours	**3**
Spring		
ECON 202	Principles of Macroeconomics	3
	Hours	**3**
Year 2		
Fall		
ECON 303 or ECON 304	Intermediate Microeconomics or Intermediate Macroeconomics	3
	Hours	**3**
Spring		
ECON Elective		3
	Hours	**3**
Year 3		
Fall		
ECON Elective		3
	Hours	**3**
Winter		
ECON Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understanding principles of economic reasoning
- Applying economic theory to policy analysis
- Quantifying benefits and costs of market structures

Entrepreneurship (BBA)

It takes more than a great idea to build a great business. The Quinlan School of Business BBA in Entrepreneurship degree program provides the real-world insights and skills you need to translate your creativity into a workable business plan. The skills you learn will help you as a new venture entrepreneur or a corporate professional.

Related Programs

Major

- Accounting (BBA) (p. 775)
- Business Administration (AA) (p. 34)

Minor

- Entrepreneurship Minor (p. 792)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Entrepreneurship must also complete 15 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
ETHC 341	Ethics in Business	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
ENTR 313	Entrepreneurship - Global Opportunity Scan	
Any business course from the International Business Major Group, or: (p. 791)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
ENTR 201	Essentials of Entrepreneurship	3
ENTR 345	Entrepreneurial Marketing	3
ENTR 390	Entrepreneurship Strategies - Capstone	3
Electives		
Select two of the following:		6
ENTR 311	Social Entrepreneurship	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
ENTR 391	New Venture Lab	
ENTR 395	Independent Study	
ENTR 399	Selected Topics in Entrepreneurship [3]	
ISSCM 349	Project Management	
Total Hours		**75**

[1] One must be a Quinlan course designated as WI. Writing Intensive courses must be taken in separate terms.

[2] A study abroad experience will also satisfy this requirement.

[3] Only one ENTR 399 Selected Topics in Entrepreneurship class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
or IBUS 201H	Business Management: A Global and Social Perspective	
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110	Business Precalculus	3
or MATH 118	or Precalculus II	
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
ENTR 201	Essentials of Entrepreneurship	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**10**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241	Business Statistics	3
or STAT 103	or Fundamentals of Statistics	
QUIN 202	Career Preparation	2
	Hours	**8**
Spring		
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**9**
Year 3		
Fall		
MARK 201	Principles of Marketing	3
COMM 103	Business & Professional Speaking	3
ENTR Elective		3
	Hours	**9**
Spring		
FINC 301	Introductory Business Finance	3
INFS 343	Business Analytics	3
or ECON 346	or Econometrics	
ETHC 341	Ethics in Business	3
ENTR Elective		3
	Hours	**12**
Year 4		
Fall		
ENTR 345	Entrepreneurial Marketing	3
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
	Hours	**9**
Spring		
ENTR 390	Entrepreneurship Strategies - Capstone	3
MGMT 304	Strategic Management	3
Global Awareness		3
	Hours	**9**
	Total Hours	**75**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN

program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will be able to identify, evaluate, and articulate entrepreneurial opportunities by applying creative problem#solving, opportunity scanning methods, and iterative thinking.
- Students will be able to develop value propositions and design products or services that meet customer needs through research, experimentation, and market testing across the entrepreneurial lifecycle.
- Students will demonstrate the ability to apply ethical reasoning, integrate social justice principles, and design ventures that generate positive societal impact, including social enterprises and hybrid business models.
- Students will be able to develop and implement marketing, sales, and growth strategies that leverage entrepreneurial channels, customer insights, and resource#efficient tactics to scale new ventures.
- Students will demonstrate the ability to evaluate global markets, assess international business conditions, and adapt entrepreneurial strategies to diverse cultural and economic environments.

Entrepreneurship Minor

Students who wish to expand their skills in entrepreneurship may pursue a minor in this field. The minor in entrepreneurship provides excellent foundational knowledge of strategic aspects of the entrepreneurial process.

Coursework covers identifying business opportunities, developing unique business models, forming an entrepreneurial team, securing financial resources, and the importance and practical application of marketing, economics, accounting, finance, and management skills.

Related Programs

Major

- Business Administration (AA) (p. 34)
- Entrepreneurship (BBA) (p. 790)

Minor

- Economics Minor (p. 789)

Curriculum

The Entrepreneurship minor requires the following credit hours for completion:

- Quinlan students require 12 credit hours (see footnote below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
ENTR 201	Essentials of Entrepreneurship	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
INFS 247	Business Information Systems	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
Electives		
Select three of the following:		9
ENTR 311	Social Entrepreneurship	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
ENTR 345	Entrepreneurial Marketing	
ENTR 390	Entrepreneurship Strategies - Capstone	
ENTR 391	New Venture Lab	
ENTR 395	Independent Study	
ENTR 399	Selected Topics in Entrepreneurship	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 12 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
ENTR 201	Essentials of Entrepreneurship	3
	Hours	**3**
Year 2		
Fall		
200-level Business Principles course		3
	Hours	**3**
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 3		
Fall		
ENTR Elective		3
	Hours	**3**
Spring		
ENTR Elective		3
	Hours	**3**
Year 4		
Fall		
ENTR Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Translating ideas into viable products or services
- Launching and growing a new venture
- Identifying and developing markets
- Develop problem-solving and critical thinking skills

Finance (BBA)

Invest in your future with our BBA in Finance.

The Quinlan School of Business has one of the finest undergraduate finance programs in Chicago. The finance faculty is especially well-known for its expertise in socially responsible investing and derivatives.

Related Programs

Major

- Accounting (BBA) (p. 775)
- Accounting and Analytics (BBA) (p. 777)

Minor

- Finance Minor (p. 795)

Combined

- Finance (MBA/MSF) (p. 1869)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum (https://www.luc.edu/core/index.shtml/#den240660), Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Finance must also complete 18 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
MATH 130	Business Calculus (Recommended)	4
or MATH 161	Calculus I	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 794)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 334	Principles of Corporate Finance	3
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
ECON 303	Intermediate Microeconomics	3
FINC 335	Investments	3
Select four of the following:		12
Group A (select at least one)		
FINC 336	Introduction to Derivatives	
FINC 342	Advanced Business Finance	
FINC 345	Portfolio Management	
FINC 346	Introduction to Options	
FINC 356	Advanced Topics in Investment Banking and Asset Management	
FINC 357	Cases in Corporate Finance	
FINC 358	Financial Analytics	
Group B (select no more than three)		
FINC 337	Banking, Money & Capital Markets	
FINC 338	Risk Management and Insurance	
FINC 347	Financial Institutions	
FINC 349	Real Estate Finance & Investments	
FINC 355	International Finance Management	
FINC 359	Introduction to Fintech	
FINC 395	Independent Study in Finance	
FINC 399	Special Topics in Finance [3]	
Total Hours		**79**

[1] One must be a Quinlan WI designated course. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] Only one FINC 399 Special Topics in Finance class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 130 or MATH 161	Business Calculus or Calculus I	4
QUIN 101	Business Learning and Careers	0
	Hours	**10**
Spring		
ECON 202	Principles of Macroeconomics	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 201	Introductory Accounting I	3
FINC 334	Principles of Corporate Finance	3
QUIN 202	Career Preparation	2
	Hours	**8**
Spring		
ACCT 202	Introductory Accounting II	3
SCMG 232	Introduction to Supply Chain Management	3
FINC 335	Investments	3
	Hours	**9**
Year 3		
Fall		
COMM 103	Business & Professional Speaking	3
MGMT 201	Managing People and Organizations	3
ECON 303	Intermediate Microeconomics	3
Buisness Writing Intensive Course		3
FINC Elective		3
	Hours	**15**
Spring		
ETHC 341	Ethics in Business	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
MARK 201	Principles of Marketing	3
FINC Elective		3
	Hours	**12**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
FINC Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
FINC Elective		3
	Hours	**9**
	Total Hours	**79**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will apply core principles of corporate finance—including discounted cash flow analysis, capital budgeting, cost of capital, capital structure, corporate restrucruring, and firm valuation—to make informed, data driven decisions that enhance and sustain organizational value.
- Students will apply modern asset pricing and portfolio theories to evaluate financial securities including bonds, stocks, and options and construct diversified portfolios aiming to manage risk and return effectively.
- Students will identify, measure, and manage financial and operational risks using derivatives, asset liability management tools, and financial technology processes to design effective hedging and risk mitigation positions.
- Students will demonstrate an integrative understanding of financial markets, intermediation, and regulatory environments in managing inflation, employment, and overall economic growth domestically and globally.
- Students will integrate ethical reasoning and social responsibility into their financial analysis and professional decision#making, with attention to the broader societal implications of financial practices.

Finance Minor

Students who are pursuing other majors but who wish to expand their skills in this field may pursue a minor in finance.

Related Programs

Major

- Finance (BBA) (p. 793)

Combined

- Finance (MBA/MSF) (p. 1869)

Curriculum

The Finance minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours (see footnotes below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
ACCT 201	Introductory Accounting I [1]	3
ECON 201	Principles of Microeconomics [1]	3
ISSCM 241	Business Statistics [1, 2]	3
FINC 334	Principles of Corporate Finance [1]	3
FINC 335	Investments	3
Electives		
Select one of the following: [3]		3
FINC 336	Introduction to Derivatives	
FINC 337	Banking, Money & Capital Markets	
FINC 338	Risk Management and Insurance	
FINC 342	Advanced Business Finance	
FINC 345	Portfolio Management	
FINC 346	Introduction to Options	
FINC 347	Financial Institutions	
FINC 349	Real Estate Finance & Investments	
FINC 355	International Finance Management	
FINC 356	Advanced Topics in Investment Banking and Asset Management	
FINC 357	Cases in Corporate Finance	
FINC 358	Financial Analytics	
FINC 365	Advanced International Financial Management	
FINC 395	Independent Study in Finance	
FINC 399	Special Topics in Finance	
Total Hours		**18**

1. Quinlan Business Core course - not included in 9 credit hours toward minor for Quinlan students.
2. Non-Quinlan students who have completed STAT 103 Fundamentals of Statistics must take INFS 247 Business Information Systems in place of ISSCM 241 Business Statistics.
3. Quinlan students must select two courses from this group (6 credits).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. MATH 131 Applied Calculus I or MATH 161 Calculus I must be completed as a prerequisite before taking FINC 334. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
	Hours	**3**
Spring		
ISSCM 241	Business Statistics	3
	Hours	**3**
Year 2		
Fall		
ACCT 201	Introductory Accounting I	3
	Hours	**3**
Spring		
FINC 334	Principles of Corporate Finance	3
	Hours	**3**
Year 3		
Fall		
FINC 335	Investments	3
	Hours	**3**

Spring	
FINC Elective	3
Hours	**3**
Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understand complexities of financial markets, institutions, and management
- Identify strategies for selecting and managing investments
- Implications for risk management in a global context

Human Resource and Employment Relations Minor

The Human Resource and Employment Relations minor helps prepare students to direct employees toward attaining their personal as well as organizational goals.

Related Programs

Major

- Human Resource Management (BBA) (p. 797)

Combined

- Human Resources (MBA/MSHR) (p. 1870)

Curriculum

The Human Resource and Employment Relations minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours (see footnotes below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
HRER 201	Principles of HR Management	3
Select two of the following: [1]		6
ISSCM 241	Business Statistics	
or PSYC 304	Statistics	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
MGMT 201	Managing People and Organizations	
or PSYC 362	Industrial/Organizational Psychology	
INFS 247	Business Information Systems	
Electives		
Select three of the following: [2]		9
HRER 311	Employment Relations	
HRER 313	Compensation Management	
HRER 317	Human Resource Staffing	
HRER 322	Human Resource Development	
HRER 329	Global HR and Organizational Behavior	
HRER 364	Negotiation and Conflict Management	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 9 credits toward minor for Quinlan students.

[2] Quinlan students must select two courses from this group (6 credits).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
Business Principles or Psychology choice		3
	Hours	**3**
Year 2		
Fall		
HRER 201	Principles of HR Management	3
	Hours	**3**
Spring		
Business Principles or Psychology choice		3
	Hours	**3**
Year 3		
Fall		
HRER Elective		3
	Hours	**3**
Spring		
HRER Elective		3
	Hours	**3**

Year 4	
Spring	
HRER Elective	3
Hours	**3**
Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- How to manage people and organizations for well-being
- Training, organizing, motivating, and evaluating people in the workplace
- Fundamentals of labor relations, compensation, and benefits
- Cultivating diversity, inclusion, equity, and belonging

Human Resource Management (BBA)

Skills shortages. Work-life balance. Diversity needs. These are just a few of the challenges in finding and retaining talented employees. The BBA in Human Resource Management degree program will help you develop a socially responsible managerial philosophy in directing employees in their personal ambitions and your organizational goals.

Related Programs

Major

- Business Administration (AA) (p. 34)

Minor

- Human Resource and Employment Relations Minor (p. 796)

Certificate

- Business Ethics Certificate (p. 1576)
- Conflict Management Certificate (p. 1787)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Human Resource Management must also complete 15 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 798)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
HRER 201	Principles of HR Management	3
Select four of the following:		12
HRER 311	Employment Relations	
HRER 313	Compensation Management	
HRER 317	Human Resource Staffing	
HRER 322	Human Resource Development	
HRER 329	Global HR and Organizational Behavior	
HRER 364	Negotiation and Conflict Management	

HRER 395	Independent Study in Human Resources and Employment Relations	
HRER 399	Special Topics in Human Resources and Employment Relations [3]	
Total Hours		**75**

[1] One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] Only one HRER 399 Special Topics in Human Resources and Employment Relations class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
HRER 201	Principles of HR Management	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**9**
Year 3		
Fall		
FINC 301	Introductory Business Finance	3
MARK 201	Principles of Marketing	3
COMM 103	Business & Professional Speaking	3
HRER Elective		3
	Hours	**12**
Spring		
INFS 343 or ECON 346	Business Analytics or Econometrics	3
ETHC 341	Ethics in Business	3
HRER Elective		3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
HRER Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
HRER Elective		3
	Hours	**9**
	Total Hours	**75**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Interpersonal skills theory
- Understanding of ethical perspectives and sustainable outcomes with respect to all aspects of HR management
- Methods for sustaining employee diversity
- Develop a global perspective as it relates to human resources
- Training, organizing, motivating, and evaluating people in work settings
- Compensation and benefits and employment relations

Information Systems and Analytics (BBA)

The ability to combine systems knowledge with an understanding of the "big picture" means job-ready value. Our BBA in Information Systems and Analytics degree program at the Quinlan School of Business prepares students for a professional career in the rapidly changing fields of information systems and data analysis.

Related Programs

Minor

- Accounting Information Systems Minor (p. 780)
- Information Systems Minor (p. 801)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum (p. 989), Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Information Systems and Analytics must also complete 15 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 800)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
INFS 346	Database & Data Warehousing Systems	3
INFS 347	Systems Analysis & Design	3
INFS 360	Data Visualization & Business Intelligence	3
Select one of the following:		3
INFS 394	Programming in Python	
INFS 397	VBA Programming with MS Office	
Select two of the following. The Programming course not taken above (INFS 394 or 397) may be taken as an elective in this major:		6
INFS 336	Global Perspectives on Digital Business	
INFS 348	Advanced Data Analytics and AI	
INFS 362	User Experience (UX) and Biometrics	
INFS 394	Programming in Python	
INFS 395	Independent Study in Information Systems	
INFS 397	VBA Programming with MS Office	
INFS 399	Special Topics in Information Systems [3]	
ISSCM 349	Project Management	
Total Hours		**78**

1. One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
2. A study abroad experience will also satisfy this requirement.
3. Only one INFS 399 Special Topics in Information Systems class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 201H	Business Management: A Global and Social Perspective	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
INFS 346	Database & Data Warehousing Systems	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
INFS 347	Systems Analysis & Design	3
Business Writing Intensive Course		3
	Hours	**12**
Year 3		
Fall		
MARK 201	Principles of Marketing	3
COMM 103	Business & Professional Speaking	3
INFS 343	Business Analytics	3
INFS Programming Choice		3
	Hours	**12**
Spring		
FINC 301	Introductory Business Finance	3
ETHC 341	Ethics in Business	3
INFS 360	Data Visualization & Business Intelligence	3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
INFS Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
INFS Elective		3
	Hours	**9**
	Total Hours	**78**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are

not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Students will design and implement a fully functional relational database— including an ERD, normalized schema, and database back and front ends. Students will create functioning SQL queries.
- Students will demonstrate the ability to use the systems development life cycle, including requirements analysis, process modeling, and system design.
- Students will correctly write and execute programs (such as Python or VBA) involving data structures, files, and basic data analysis.
- Students will create an interactive dashboard using modern BI tools (e.g., Tableau or Power BI) that communicates insights effectively.
- Students will demonstrate ethical reasoning and responsible decision-making in data analysis.

The Loyola student network provides the student with access to current systems development environments such as Oracle, Teradata, OLAP/BI Tools, Data Visualization Tools, VBA, and C#.

Information Systems Minor

Students who wish to expand their skills in information systems may pursue a minor in this field. The minor in information systems management provides excellent foundational knowledge of applications, data and systems used in business and nonprofit organizations.

The minor in information systems is designed to increase job opportunities and enhance your career path, regardless of your primary major. When it is combined with a liberal arts major, students gain a better understanding of the role of information systems in business and technology, particularly data management and project management systems.

Related Programs

Major

- Information Systems and Analytics (BBA) (p. 799)

Minor

- Accounting Information Systems Minor (p. 780)

Curriculum

The Information Systems minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours (see footnote below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
INFS 247	Business Information Systems [1]	3
INFS 346	Database & Data Warehousing Systems	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
Electives		
Select two of the following:		6
INFS 336	Global Perspectives on Digital Business	
INFS 347	Systems Analysis & Design	
INFS 348	Advanced Data Analytics and AI	
INFS 360	Data Visualization & Business Intelligence	
INFS 362	User Experience (UX) and Biometrics	
INFS 394	Programming in Python	
INFS 395	Independent Study in Information Systems	
INFS 397	VBA Programming with MS Office	
INFS 399	Special Topics in Information Systems	
ISSCM 349	Project Management	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 9 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
INFS 247	Business Information Systems	3
	Hours	**3**
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 2		
Fall		
INFS 346	Database & Data Warehousing Systems	3
	Hours	**3**
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 3		
Fall		
INFS Elective		3
	Hours	**3**
Spring		
INFS Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to

matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Approaches to organizing, analyzing, and visualizing business data
- Integrating values and ethics into data analysis and information systems projects and solutions
- Develop skills in one or more programming languages used in the current business environment

International Business (BBA)

The BBA in International Business degree at the Quinlan School of Business prepares students to excel in positions involving global trade and commerce. We offer the business and communication skills needed to compete internationally.

The major combines courses in international accounting, marketing, economics, finance, management, supply chain management, some international political science choices and cultural anthropology choices with foreign-language study. A study abroad (http://www.luc.edu/studyabroad/) experience is required for the major.

The program draws on the resources of Chicago, which is a center of global commerce, including some of the country's largest venture capital firms, the Chicago Board of Trade, Chicago Mercantile Exchange, Chicago Board Options Exchange, corporate headquarters, and Fortune 500 companies.

Related Programs

Major

- Global Studies (BA) (p. 466)
- U.S./Europe Double Degree (BBA) (p. 819)

Minor

- International Business Minor (p. 804)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in International Business must also complete 18 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
ETHC 341	Ethics in Business	3
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		
Any business course from the International Business Major Group, or: (p. 803)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
IBUS 201	Introduction to International Business	3
IBUS 315	International Management	3
Select four of the following:		12
ACCT 306	Advanced Financial Accounting	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
FINC 355	International Finance Management	
HRER 329	Global HR and Organizational Behavior	
INFS 336	Global Perspectives on Digital Business	
MARK 363	International Marketing	
SCMG 338	Global Transportation	

SPRT 345	Globalization of Sport Industry	
ANTH 100	Globalization and Local Cultures [3]	
ANTH 102	Culture, Society, and Diversity [3]	
PLSC 350	Global Political Economy [3]	
PLSC 362	Politics Developing Societies [3]	
PLSC 363	International Politics [3]	
Total Hours		**75**

[1] One must be a Quinlan WI course. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] Students may choose one non-Quinlan course from this list for the INTL Business major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Language Requirement

In addition, students pursuing the International Business major must study abroad for at least one full semester and must complete through the 103-level of a foreign language (or 3 years of the same language in high school). Study abroad experience does not have to match the language studied.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
SCMG 232	Introduction to Supply Chain Management	3
IBUS 201	Introduction to International Business	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**10**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
MGMT 201	Managing People and Organizations	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
ECON 202	Principles of Macroeconomics	3
MARK 201	Principles of Marketing	3
International Business Elective		3
	Hours	**9**
Year 3		
Fall		
COMM 103	Business & Professional Speaking	3
FINC 301	Introductory Business Finance	3
IBUS 315	International Management	3
Business Writing Intensive		3
	Hours	**12**
Spring		
INFS 343 or ECON 346	Business Analytics or Econometrics	3
ETHC 341	Ethics in Business	3
International Business Elective		3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
International Business Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
International Business Elective		3
	Hours	**6**
	Total Hours	**75**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and

including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Through project-based learning, students will develop strategic management skills for multinational enterprises (MNEs)
- Students will understand and apply techniques of international financial management
- With coursework and a study abroad experience, students will enhance and develop their foreign language skills

International Business Minor

Students who wish to expand their skills in international business may elect to pursue a minor in this field.

Related Programs

Major

- Business Administration (AA) (p. 34)
- International Business (BBA) (p. 802)
- Supply Chain Management (BBA) (p. 815)
- U.S./Europe Double Degree (BBA) (p. 819)

Curriculum

The International Business minor requires the following credit hours for completion:

- Quinlan students require 12 credit hours (see footnote below):
- Non-Quinlan students require 18 credit hours

Additional courses may be needed to satisfy prerequisites for upper-level courses. No more than two courses may be applied from any subject area.

Code	Title	Hours
Required Courses		
IBUS 201	Introduction to International Business	3
IBUS 315	International Management	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
Electives		
Select two of the following:		6
ACCT 306	Advanced Financial Accounting	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
FINC 355	International Finance Management	
HRER 329	Global HR and Organizational Behavior	
INFS 336	Global Perspectives on Digital Business	
MARK 363	International Marketing	
SCMG 338	Global Transportation	
SPRT 345	Globalization of Sport Industry	
ANTH 100	Globalization and Local Cultures [2]	
ANTH 102	Culture, Society, and Diversity [2]	
PLSC 350	Global Political Economy [2]	
PLSC 362	Politics Developing Societies [2]	
PLSC 363	International Politics [2]	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 12 credits toward minor for Quinlan students.

[2] Students may take no more than one non-Quinlan course toward this minor.

Minor Language Requirement

The minor also includes a foreign language requirement.

- Option 1) 103 level (or 3 yrs of same language in HS) + Study Abroad
- Option 2) 104 level (or 4 yrs of same language in HS)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
200-level Business Principles course		3
	Hours	**3**
Spring		
IBUS 201	Introduction to International Business	3
	Hours	**3**
Year 2		
Fall		
200-level Business Principles course		3
	Hours	**3**

Year 3		
Fall		
IBUS 315	International Management	3
	Hours	**3**
Spring		
Group A Elective		3
	Hours	**3**
Year 4		
Fall		
Group B Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Characterizing dimensions of multinational enterprises (MNEs)
- An understanding of differences principal business functions (finance, HR, marketing, production, logistics) across international contexts
- Understanding dynamics of globalization and its impact
- Interconnectedness of global economies

Management (BBA)

Our BBA in management degree program provides students with a theoretical and practical foundation for effective and responsible leadership in both entrepreneurial and established business enterprises.

Related Programs

Major

- Supply Chain Management (BBA) (p. 815)

Minor

- Business Administration Minor (p. 781)
- Management Minor (p. 807)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Management must also complete 15 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
ETHC 341	Ethics in Business	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 806)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
MGMT 360	Values-Based Leadership	3
HRER 201	Principles of HR Management	3
Select three of the following:		9
IBUS 315	International Management	

MGMT 318	Organizational Development and Change	
MGMT 320	Leading and Managing Teams	
MGMT 331	Managing Nonprofit Organizations	
MGMT 335	Micro-Enterprise Consulting	
MGMT 345	Ethics, Economics & Entrepreneurship	
MGMT 377	Family Business Management	
MGMT 395	Independent Study in Management (Department consent required)	
MGMT 399	Special Topics in Management [3]	
ENVS 363	Sustainable Business Management	
Total Hours		**75**

[1] One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] Only one MGMT 399 Special Topics in Management class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
or IBUS 201H	Business Management: A Global and Social Perspective	
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110	Business Precalculus	3
or MATH 118	or Precalculus II	
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241	Business Statistics	3
or STAT 103	or Fundamentals of Statistics	
MGMT 201	Managing People and Organizations	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
FINC 301	Introductory Business Finance	3
HRER 201	Principles of HR Management	3
Business Writing Intensive Course		3
	Hours	**9**
Year 3		
Fall		
COMM 103	Business & Professional Speaking	3
MARK 201	Principles of Marketing	3
MGMT 360	Values-Based Leadership	3
SCMG 232	Introduction to Supply Chain Management	3
	Hours	**12**
Spring		
ETHC 341	Ethics in Business	3
INFS 343	Business Analytics	3
or ECON 346	or Econometrics	
MGMT Elective		3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
MGMT Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
MGMT Elective		3
	Hours	**9**
	Total Hours	**75**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and

including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Management concepts and theories
- Leadership skills for career success
- Business ethics
- The dynamics of human behavior in the workplace
- Team processes and performance in organizations
- Team-based management and negotiation skills

Management Minor

Students who wish to expand their skills in management may pursue a minor in management.

Related Programs

Major

- Business Administration (AA) (p. 34)
- Management (BA) (p. 884)

Minor

- Nonprofit Management Minor (p. 811)

Curriculum

The Management minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours[1]
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
MGMT 201	Managing People and Organizations [1]	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
MARK 201	Principles of Marketing	
Electives		
Select three of the following: [2]		9
IBUS 315	International Management	
MGMT 318	Organizational Development and Change	
MGMT 320	Leading and Managing Teams	
MGMT 331	Managing Nonprofit Organizations	
MGMT 335	Micro-Enterprise Consulting	
MGMT 345	Ethics, Economics & Entrepreneurship	
MGMT 360	Values-Based Leadership	
MGMT 377	Family Business Management	
MGMT 395	Independent Study in Management	
MGMT 399	Special Topics in Management	
HRER 201	Principles of HR Management	
ENVS 363	Sustainable Business Management	
Total Hours		**18**

1. Quinlan Business Core courses - not included in 9 credits toward minor for Quinlan students.
2. MGMT 304 Strategic Management and ETHC 341 Ethics in Business may not be applied toward this minor.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 2		
Fall		
MGMT 201	Managing People and Organizations	3
	Hours	**3**
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 3		
Fall		
MGMT Elective		3
	Hours	**3**
Spring		
MGMT Elective		3
	Hours	**3**

Year 4	
Fall	
MGMT Elective	3
Hours	**3**
Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Management concepts and theories
- Leadership skills for career success
- Appreciation for applications of ethics to business decisions
- Comprehending dynamics of human behavior in the workplace

Marketing (BBA)

Marketing involves creating, communicating, delivering, and exchanging value, and can take various forms. From an Instagram influencer's posts to a vendor in an open market—marketing shapes our everyday lives.

The BBA in Marketing degree program at the Quinlan School of Business concentrates on developing difference-makers who value diversity, equity, inclusion, sustainability, and ethics in the aim to use marketing as a force for good in society.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)
- Human Resource Management (BBA) (p. 797)

Minor

- Marketing Minor (p. 810)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Marketing must also complete 15 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
ETHC 341	Ethics in Business	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 809)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
MARK 310	Consumer Behavior	3
MARK 311	Marketing Research	3
MARK 380	Digital Marketing	3
MARK 390	Marketing Strategies	3
Select two of the following:		6
MARK 312	Gender and Marketing	
MARK 320	Marketing for Environmental Sustainability	
MARK 321	Ignatian Design Thinking	

MARK 323	Personal Selling	
MARK 334	Services Marketing	
MARK 360	Retailing Management	
MARK 363	International Marketing	
MARK 367	Multicultural Marketing	
MARK 370	Political Marketing	
MARK 373	Integrated Marketing Communications	
MARK 395	Independent Study	
MARK 399	Special Topics in Marketing [3]	
SPRT 365	Fundamentals Sport Marketing	
Total Hours		**78**

[1] One must be a Quinlan WI course. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] Only one MARK 399 Special Topics in Marketing class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
or IBUS 201H	Business Management: A Global and Social Perspective	
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110	Business Precalculus	3
or MATH 118	or Precalculus II	
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
MARK 201	Principles of Marketing	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**10**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241	Business Statistics	3
or STAT 103	or Fundamentals of Statistics	
QUIN 202	Career Preparation	2
MARK Elective		3
	Hours	**11**
Spring		
MARK 310	Consumer Behavior	3
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**12**
Year 3		
Fall		
COMM 103	Business & Professional Speaking	3
FINC 301	Introductory Business Finance	3
MARK 311	Marketing Research	3
	Hours	**9**
Spring		
ETHC 341	Ethics in Business	3
INFS 343	Business Analytics	3
or ECON 346	or Econometrics	
MARK 380	Digital Marketing	3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 390	Marketing Strategies	3
Writing Intensive Course		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
MARK Elective		3
	Hours	**9**
	Total Hours	**78**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted

to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Apply core principles of marketing to analyze exchange in markets and guide decision#making.
- Integrate social justice perspectives and a global stakeholder#oriented approach into strategic marketing decisions and practices.
- Formulate, integrate, and execute all components of a comprehensive marketing plan using evidence#based and ethical reasoning.
- Evaluate why and how consumers behave based on data and insights, trends, and shifting socio-cultural environments.
- Understand how digital tools, platforms, and analytics informs the design, implementation, and assessment of marketing strategies.
- Apply appropriate research methods to investigate consumer behavior, market trends, and social, environmental and economic dynamics.
- Demonstrate field#specific competencies in market research, consumer behavior, and digital marketing, marketing strategy and integrated marketing communications.

Marketing Minor

Students who wish to expand their skills in marketing may pursue a minor in this field.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)
- Entrepreneurship (BBA) (p. 790)
- Marketing (BBA) (p. 808)

Curriculum

The Marketing minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours[1]
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
MARK 201	Principles of Marketing [1]	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
MGMT 201	Managing People and Organizations	
Electives		
Select three of the following:		9
MARK 310	Consumer Behavior	
MARK 311	Marketing Research	
MARK 312	Gender and Marketing	
MARK 320	Marketing for Environmental Sustainability	
MARK 321	Ignatian Design Thinking	
MARK 323	Personal Selling	
MARK 334	Services Marketing	
MARK 360	Retailing Management	
MARK 363	International Marketing	
MARK 367	Multicultural Marketing	
MARK 370	Political Marketing	
MARK 373	Integrated Marketing Communications	
MARK 380	Digital Marketing	
MARK 390	Marketing Strategies	
MARK 395	Independent Study	
MARK 399	Special Topics in Marketing	
SPRT 365	Fundamentals Sport Marketing	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 9 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
200-level Business Principles course		3
	Hours	**3**
Year 2		
Fall		
MARK 201	Principles of Marketing	3
	Hours	**3**

Spring	
200-level Business Principles course	3
Hours	**3**
Year 3	
Fall	
MARK Elective	3
Hours	**3**
Spring	
MARK Elective	3
Hours	**3**
Year 4	
Fall	
MARK Elective	3
Hours	**3**
Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understanding models of consumer behavior and market research
- Developing and executing a marketing strategy
- Traditional and digital marketing approaches
- Marketing for the greater good, with an emphasis on ethics and social justice

Nonprofit Management Minor

The Nonprofit Management minor supports students in gaining the knowledge, skills, and values to be future leaders in the social sector, including at nonprofit institutions, philanthropies, and government agencies. Students will:

- Explore the principles and practices of successful leadership
- Examine how nonprofits develop their missions, strategic plans, fundraising initiatives, and program models
- Develop economic analysis and entrepreneurial skills that they can apply in nonprofit settings
- Participate in an internship at a nonprofit organization that provides hands-on exposure and experience in management

Related Programs

Major

- Management (BBA) (p. 805)
- Supply Chain Management (BBA) (p. 815)

Minor

- Management Minor (p. 807)

Curriculum

The Nonprofit Management minor requires the following credit hours for completion:

- Quinlan students require 12 credit hours (see footnotes below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
ECON 201	Principles of Microeconomics [1]	3
ENTR 201	Essentials of Entrepreneurship	3
MGMT 201	Managing People and Organizations [1]	3
MGMT 331	Managing Nonprofit Organizations	3
EXPL 390	Internship Seminar: Organizational Change and Community Leadership	3
Electives		
Select one of the following:		3
ACCT 201	Introductory Accounting I [2]	
MARK 201	Principles of Marketing [2]	
ECON 202	Principles of Macroeconomics [2]	
INFS 247	Business Information Systems [2]	
ISSCM 241	Business Statistics [2]	
ENTR 311	Social Entrepreneurship	
ENVS 284	Environmental Justice	
ENVS 363	Sustainable Business Management	
ENVS 364		
SOWK 307	Social Work Policy and Community Intervention	
Total Hours		**18**

1 Quinlan Business Core course - not included in 12 credits toward minor for Quinlan students.

2 Quinlan Business Core course - may not be applied as an elective toward this minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as

the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
	Hours	**3**
Spring		
ENTR 201	Essentials of Entrepreneurship	3
	Hours	**3**
Year 2		
Fall		
MGMT 201	Managing People and Organizations	3
	Hours	**3**
Year 3		
Fall		
MGMT 331	Managing Nonprofit Organizations	3
	Hours	**3**
Spring		
EXPL 390	Internship Seminar: Organizational Change and Community Leadership	3
	Hours	**3**
Year 4		
Fall		
Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Organization and operation of small and large nonprofit organizations
- Developing and executing an idea for a new organization
- Role of nonprofits in social change and community advancement
- Social entrepreneurship and social justice

Sport Management (BBA)

The BBA in Sport Management degree program at the Quinlan School of Business combines comprehensive business skills with an in-depth understanding of the sport industry. The sport management program focuses on the essentials in sport finance, facility management, and marketing, as well as on the economics of this dynamic industry.

Related Programs

Major

- Management (BBA) (p. 805)

Minor

- Management Minor (p. 807)
- Sport Management Minor (p. 814)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Sport Management must also complete 18 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
ETHC 341	Ethics in Business	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 813)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
SPRT 130	The Business of Sports	3
Select five of the following:		15
SPRT 320	Social Aspects of Sport Management	
SPRT 330	Economics of Sport	
SPRT 335	Fundamentals of Sport Finance	
SPRT 339	Sports Facility Management and Operations	
SPRT 345	Globalization of Sport Industry	
SPRT 365	Fundamentals Sport Marketing	
SPRT 375	Sport Media	
SPRT 380	Legal Aspects in Sport Management	
SPRT 385	Sport Analytics	
SPRT 395	Independent Study	
SPRT 399	Special Topics in Sport Management [3]	
Total Hours		**78**

[1] One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.

[2] A study abroad experience will also satisfy this requirement.

[3] Only one SPRT 399 Special Topics in Sport Management class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
or IBUS 201H	Business Management: A Global and Social Perspective	
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ACCT 201	Introductory Accounting I	3
ECON 202	Principles of Macroeconomics	3
SPRT 130	The Business of Sports	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**10**
Year 2		
Fall		
ACCT 202	Introductory Accounting II	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
MARK 201	Principles of Marketing	3
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3
Business Writing Intensive Course		3
	Hours	**9**
Year 3		
Fall		
COMM 103	Business & Professional Speaking	3
FINC 301	Introductory Business Finance	3
SPRT Elective		3
SPRT Elective		3
	Hours	**12**
Spring		
ETHC 341	Ethics in Business	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
SPRT Elective		3
	Hours	**9**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3

SPRT Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
Global Awareness		3
SPRT Elective		3
	Hours	**9**
	Total Hours	**78**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- How the economy impacts every facet of sport organizations and the sport industry
- Leadership and ethical aspects of sport management
- Management strategies for today's sport business challenges.
- Sport facility management
- Sport marketing
- Legal areas relevant to the operation of sport programs and organizations

Sport Management Minor

Students who wish to expand their skills in sport management may pursue a minor in this field.

Related Programs

Major

- Management (BBA) (p. 805)
- Sport Management (BBA) (p. 812)
- Supply Chain Management (BBA) (p. 815)

Curriculum

The Sport Management minor requires the following credit hours for completion:

- Quinlan students require 12 credit hours[1]
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
SPRT 130	The Business of Sports	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
Electives		
Select three of the following:		9
SPRT 320	Social Aspects of Sport Management	
SPRT 330	Economics of Sport	
SPRT 335	Fundamentals of Sport Finance	
SPRT 339	Sports Facility Management and Operations	
SPRT 345	Globalization of Sport Industry	
SPRT 365	Fundamentals Sport Marketing	
SPRT 375	Sport Media	
SPRT 380	Legal Aspects in Sport Management	
SPRT 385	Sport Analytics	
SPRT 395	Independent Study	
SPRT 399	Special Topics in Sport Management	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 12 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
SPRT 130	The Business of Sports	3
	Hours	**3**

Year 2	
Fall	
200-level Business Principles course	3
Hours	**3**
Spring	
200-level Business Principles course	3
Hours	**3**
Year 3	
Fall	
SPRT Elective	3
Hours	**3**
Spring	
SPRT Elective	3
Hours	**3**
Year 4	
Fall	
SPRT Elective	3
Hours	**3**
Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Contrasting structures and operations of sports organizations
- Principal business functions (e.g., finance, marketing, management, data analysis) in sports-related organizations
- Legal, ethical, and social issues in sports and sports business
- Globalization in sports and related industries

Supply Chain Management (BBA)

Achieve a sustainable competitive advantage for your organization by learning how to manage its supply chains. Effective supply chain management helps provide quality products, outstanding customer service, and effective cost control.

Related Programs

Major

- Management (BBA) (p. 805)

Minor

- Management Minor (p. 807)
- Supply Chain Management Minor (p. 817)

Curriculum

All Quinlan School of Business students must complete the University Core Curriculum, Business Core Curriculum, and Undergraduate School of Business program requirements. Students pursuing the BBA degree in Supply Chain Management must also complete 18 required hours from the Major Requirements listed below.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking	3
ETHC 341	Ethics in Business	3
MATH 110	Business Precalculus	3
or MATH 118	Precalculus II	
QUIN 101	Business Learning and Careers	0
QUIN 102	Financial Literacy and Well-Being	1
QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [1]		6
Global Awareness		
Select one of the following: [2]		3
Any business course from the International Business Major Group, or: (p. 816)		
ANTH 100	Globalization and Local Cultures	
ANTH 102	Culture, Society, and Diversity	
ENTR 313	Entrepreneurship - Global Opportunity Scan	
GLST 101	Introduction to Global Studies	
PLSC 102	International Relations in an Age of Globalization	
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 301	Introductory Business Finance	3
or FINC 334	Principles of Corporate Finance	
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing	3
MGMT 201	Managing People and Organizations	3
MGMT 304	Strategic Management	3

SCMG 232	Introduction to Supply Chain Management	3
Major Requirements		
SCMG 338	Global Transportation [3]	3
SCMG 340	Global Procurement	3
SCMG 341	Supply Chain Analytics	3
or SCMG 342	Supply Chain Optimization	
Select at least two of the following:		6
SCMG 337	Inventory and Warehouse Management	
SCMG 342	Supply Chain Optimization	
or SCMG 341	Supply Chain Analytics	
SCMG 346	Analytics for Social Good	
SCMG 383	Service and Operations Management	
Select no more than one of the following, or a third SCMG course from the above options:		3
INFS 347	Systems Analysis & Design	
ISSCM 349	Project Management	
SCMG 395	Independent Study in Operations Management	
SCMG 399	Special Topics in Operations Management [4]	
Total Hours		**78**

[1] One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
[2] A study abroad experience will also satisfy this requirement.
[3] This course satisfies the Global Awareness requirement.
[4] Only one SCMG 399 Special Topics in Operations Management class is allowed to count for this major.

International Business Major Group

Code	Title	Hours
ACCT 306	Advanced Financial Accounting	3
ECON 323	International Economics	3
ECON 324	International Monetary Relations	3
ECON 325	Economics of Growth & Development	3
FINC 355	International Finance Management	3
HRER 329	Global HR and Organizational Behavior	3
IBUS 201	Introduction to International Business	3
or IBUS 201H	Business Management: A Global and Social Perspective	
IBUS 315	International Management	3
INFS 336	Global Perspectives on Digital Business	3
MARK 363	International Marketing	3
SCMG 338	Global Transportation	3
SPRT 345	Globalization of Sport Industry	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
INFS 247	Business Information Systems	3
MATH 110 or MATH 118	Business Precalculus or Precalculus II	3
QUIN 101	Business Learning and Careers	0
	Hours	**9**
Spring		
ECON 202	Principles of Macroeconomics	3
SCMG 232	Introduction to Supply Chain Management	3
QUIN 102	Financial Literacy and Well-Being	1
	Hours	**7**
Year 2		
Fall		
ACCT 201	Introductory Accounting I	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
SCMG 338	Global Transportation	3
SCMG 396	Supply Chain Seminar	0
QUIN 202	Career Preparation	2
	Hours	**11**
Spring		
ACCT 202	Introductory Accounting II	3
MGMT 201	Managing People and Organizations	3
SCMG 340	Global Procurement	3
Business Writing Intensive Course		3
	Hours	**12**
Year 3		
Fall		
MARK 201	Principles of Marketing	3
COMM 103	Business & Professional Speaking	3
SCMG Elective		3
	Hours	**9**
Spring		
ETHC 341	Ethics in Business	3
FINC 301	Introductory Business Finance	3
INFS 343 or ECON 346	Business Analytics or Econometrics	3
SCMG Elective		3
	Hours	**12**
Year 4		
Fall		
LREB 315	Law and the Regulatory Environment of Business I	3
Writing Intensive Course		3
SCMG Elective		3
	Hours	**9**
Spring		
MGMT 304	Strategic Management	3
SCMG Elective		3
	Hours	**6**
	Total Hours	**75**

Specialized Requirements

Transfer Students

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy major requirements.

Study Abroad

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Important Details

A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Understand how analytics are applied in supply chain management: Students will understand how organizations in different industries develop analytics techniques for supply chain activities such as customer segmentation, demand forecasting, inventory classifications, and supplier selection. Students will develop foundational skills in probability, descriptive analytics, data visualization, and predictive modeling. Students will be able to identify, manipulate, visualize, and model data with widely-used software and successfully complete multiple business analytics-based assessments and a project.
- Understand and develop optimization models in supply chain management: Students will understand how organizations in different industries develop optimization models to make supply chain decisions related to production planning, distribution network design, routing, and scheduling. Students will implement optimization models in Excel and successfully complete multiple optimization-based assessments and a case study, with many based on or involving applications and data from an industry application.
- Discern the duties and responsibilities of the primary functional roles in supply chain management: Students will understand the different job functions that play a role in the design, planning, and execution of efficient and sustainable supply chains. Students will learn how to make effective decisions in at least three roles and assess how each would align with their longer-term career goals.
- Evaluate Global Supply Chain Strategies: Students will identify and assess the complexities that arise when executing a global supply chain. Students will learn how to manage and select overseas suppliers and manage global transportation operations. Students will successfully complete multiple assignments that assess their ability to assess the opportunities and risks of executing a global supply chain.
- Integrate Social Responsibility and Sustainability into Supply Chain Management: Students will understand how principles related to social responsibility and sustainability impact supply chain management decisions. Further, students will use the skills developed in supply chain analytics and optimization to analyze and address challenges in socially focused supply chain and operations settings. Students will successfully complete multiple assignments across five classes that assess student understanding of how issues goals related to social responsibility and sustainability can be achieved through supply chain decision-making

Supply Chain Management Minor

Students who wish to expand their skills in supply chain management may pursue a minor in this field.

Related Programs

Major

- Supply Chain Management (BBA) (p. 815)

Combined

- Supply Chain Management (MBA/MSSCM) (p. 1906)

Curriculum

The Supply Chain Management minor requires the following credit hours for completion:

- Quinlan students require 9 credit hours (see footnote below)
- Non-Quinlan students require 18 credit hours

Code	Title	Hours
Required Courses		
SCMG 232	Introduction to Supply Chain Management [1]	3
SCMG 338	Global Transportation	3
SCMG 340	Global Procurement	3
Select two of the following: [1]		6
ACCT 201	Introductory Accounting I	
ECON 201	Principles of Microeconomics	
or ECON 202	Principles of Macroeconomics	
INFS 247	Business Information Systems	
MARK 201	Principles of Marketing	
MGMT 201	Managing People and Organizations	
Electives		
Select one of the following:		3
SCMG 337	Inventory and Warehouse Management	
SCMG 341	Supply Chain Analytics	
SCMG 342	Supply Chain Optimization	
SCMG 346	Analytics for Social Good	
SCMG 383	Service and Operations Management	
SCMG 395	Independent Study in Operations Management	

SCMG 399	Special Topics in Operations Management	
Total Hours		**18**

[1] Quinlan Business Core courses - not included in 9 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
SCMG 232	Introduction to Supply Chain Management	3
	Hours	**3**
Year 2		
Fall		
SCMG 338	Global Transportation	3
200-level Business Principles course		3
	Hours	**6**
Spring		
SCMG 340	Global Procurement	3
200-level Business Principles course		3
	Hours	**6**
Year 3		
Fall		
SCMG Elective		3
	Hours	**3**
	Total Hours	**18**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Operational and analytical methods
- Ethics and the supply chain
- Process design and improvement
- Managing purchasing, logistics, and inventory

Sustainability Management Minor

Students who wish to learn how to manage for people, planet, and profit may pursue the Sustainability Management minor.

This minor provides foundational knowledge of the applications of sustainability in management, marketing, and economics. Students will:

- Learn the social, environmental, and economic impacts of current business systems and consumer society
- Explore alternatives to the current system
- Gain an understanding of the scientific, moral, and business case for sustainability
- Learn standards and metrics for gauging sustainability impacts

Related Programs

Major

- Management (BBA) (p. 805)

Minor

- Management Minor (p. 807)

Curriculum

The Sustainability Management minor requires the following credit hours for completion:

- Quinlan students require 15 credit hours (see footnote below)
- Non-Quinlan students require 21 credit hours

Additional courses may be needed to satisfy prerequisites for upper-level courses.

Code	Title	Hours
Prerequisites		
ECON 201	Principles of Microeconomics [1]	3
ENVS 283	Environmental Sustainability	3
MGMT 201	Managing People and Organizations [1]	3
Required Advanced Courses		
ENVS 335	Ecological Economics	3
ENVS 363	Sustainable Business Management	3
Advanced Elective Courses		
Select two of the following:		6
ECON 328	Environmental Economics	
ENVS 332		
ENVS 333	Introduction to the Circular Economy	
ENVS 336	Design for Circular & Sustainable Business	

ENVS 364	
MARK 320	Marketing for Environmental Sustainability
SCMG 346	Analytics for Social Good
No more than one of the following:	
MGMT 399	Special Topics in Management (on a sustainable business topic and with pre-approval)
ENVS 398	Special Topics (on a sustainable business topic and with pre-approval)
Total Hours	**21**

[1] Quinlan Business Core course - not included in 15 credits toward minor for Quinlan students.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the minor. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ECON 201	Principles of Microeconomics	3
	Hours	**3**
Year 2		
Fall		
MGMT 201	Managing People and Organizations	3
	Hours	**3**
Spring		
ENVS 283	Environmental Sustainability	3
	Hours	**3**
Year 3		
Fall		
ENVS 335	Ecological Economics	3
	Hours	**3**
Spring		
ENVS 363	Sustainable Business Management	3
	Hours	**3**
Year 4		
Fall		
Advanced Elective		3
	Hours	**3**
Spring		
Advanced Elective		3
	Hours	**3**
	Total Hours	**21**

Important Details

At the discretion of the Quinlan School of Business, a maximum of one transfer course (https://www.luc.edu/quinlan/academics/studentresources/undergraduate/transfercredit/) taken prior to matriculating at Loyola University Chicago may be allowed to satisfy minor requirements. A 2.0 average GPA is required for all attempted business courses. (BA in Economics students must also earn a 2.0 average GPA for all attempted Economics courses).

Quinlan students are limited to double dipping once (that is, counting one course twice) between any major or minor combination, regardless of what program the major or minor is taken in. Non-Quinlan students are limited to double dipping twice (that is, counting two courses twice) between business school minors and/or their respective majors.

Students planning to study abroad are encouraged to meet with their academic advisor early in the planning stage. A student will be permitted to take up to two approved courses in any Quinlan major or minor (and including BA Economics majors). All study abroad courses must be reviewed through the Study Abroad Office course approval process.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Determining companies' role in doing business for people, the planet, and profit
- Potential positive and negative impact of business on the environment
- The scientific, ethical, and business cases for pursuing sustainable business
- How principles of sustainability take shape in specific business functions, such as marketing and the supply chain

U.S./Europe Double Degree (BBA)

The U.S./Europe Double Degree in Business is an immersive experience that will widen your marketability and extend your career possibilities in the U.S. and Europe.

As part of the program, you'll study two semesters in Spain, one semester in Rome, and your remaining semesters in Chicago.

Current Loyola freshmen are encouraged to apply to the program.

Related Programs

Major

- International Business (BBA) (p. 802)

Minor

- International Business Minor (p. 804)

Curriculum

Students need to pay particular attention to the Suggested Sequence of Courses (p. 820) as the program is on a cohort model.

Code	Title	Hours
Undergraduate Business Program Requirements		
COMM 103	Business & Professional Speaking [1]	3
MATH 130	Business Calculus	3-4
or MATH 131	Applied Calculus I	
or MATH 161	Calculus I	
ETHC 341	Ethics in Business	3

QUIN 202	Career Preparation	2
Writing Intensive		
Select two Writing Intensive courses [2]		6
Global Awareness		
This requirement is satisfied with one (1) year of study in Spain.		
Business Core Curriculum		
ACCT 201	Introductory Accounting I	3
ACCT 202	Introductory Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
FINC 334	Principles of Corporate Finance (required for Finance majors and minors)	3
INFS 247	Business Information Systems	3
INFS 343	Business Analytics	3
or ECON 346	Econometrics	
ISSCM 241	Business Statistics	3
or STAT 103	Fundamentals of Statistics	
LREB 315	Law and the Regulatory Environment of Business I	3
MARK 201	Principles of Marketing [3]	3
MGMT 201	Managing People and Organizations [3]	3
MGMT 304	Strategic Management	3
SCMG 232	Introduction to Supply Chain Management [4]	3
Major Requirements		
ACCT 328	Concepts in Taxation	3
ECON 303	Intermediate Microeconomics [4]	3
ECON 304	Intermediate Macroeconomics [4]	3
ECON 346	Econometrics	3
ECON 399	Special Topics in Economics [4]	3
ENTR 201	Essentials of Entrepreneurship	3
FINC 335	Investments	3
FINC 342	Advanced Business Finance	3
FINC 347	Financial Institutions [4]	3
HRER 201	Principles of HR Management	3
HRER 311	Employment Relations	3
MARK 310	Consumer Behavior	3
MARK 311	Marketing Research	3
MARK 390	Marketing Strategies [4]	3
QUIN 351	Business Internship-Engaged Learning	3
Control de Gestión [4]		3
Economic Policy [4]		3
Total Hours		**107**

1. Accounting majors with prior credit for COMM 101 Public Speaking & Critical Thinking must take ENGL 210 Business Writing to complete this requirement.
2. One must be a Quinlan course or ENGL 210 Business Writing. Writing Intensive courses must be taken in separate terms.
3. Course taken at the Rome campus.
4. Course taken while studying in Spain.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
Chicago		
UNIV 101	First Year Seminar	1
ECON 201	Principles of Microeconomics	3
UCLR 100	Interpreting Literature	3
QUIN 101	Business Learning and Careers	0
MATH 110 or MATH 130 or MATH 131 or MATH 161	Business Precalculus or Business Calculus or Applied Calculus I or Calculus I	3-4
UCWR 110	Writing Responsibly	3
ENVS 101	The Scientific Basis of Environmental Issues (Scientific Tier I)	3
	Hours	**16**
Spring		
Chicago		
ACCT 201	Introductory Accounting I	3
ISSCM 241 or STAT 103	Business Statistics or Fundamentals of Statistics	3
History Tier 1		3
INFS 247	Business Information Systems	3
QUIN 102	Financial Literacy and Well-Being	1
MATH 130 or MATH 131 or MATH 161	Business Calculus (Or elective if Calculus completed) or Applied Calculus I or Calculus I	3-4
	Hours	**16**
Year 2		
Fall		
Chicago or Rome		
MGMT 201	Managing People and Organizations	3
HIST Tier II		3
Literary Tier II (WI)		3
Artistic Core		3
Science Tier II		3
MARK 201	Principles of Marketing	3
	Hours	**18**
Spring		
Chicago		
FINC 334	Principles of Corporate Finance	3
QUIN 202	Career Preparation	2
INFS 343 or ECON 346	Business Analytics or Econometrics	3
SCMG 232	Introduction to Supply Chain Management	3
ACCT 202	Introductory Accounting II	3
ECON 202	Principles of Macroeconomics	3
	Hours	**17**

Year 3		
Fall		
Chicago		
THEO 100 or THEO 107	Christian Theology (Theology Tier I) or Introduction to Religious Studies	3
COMM 103	Business & Professional Speaking	3
MARK 321	Ignatian Design Thinking	3
FINC 335	Investments	3
MARK 310	Consumer Behavior	3
PHIL 130	Philosophy & Persons	3
	Hours	**18**
Spring		
Spain		
ENTR 201	Essentials of Entrepreneurship	3
Thesis		3
ECON 323	International Economics	3
MGMT 318	Organizational Development and Change	3
Financial Information and Analysis		3
MARK 311	Marketing Research	3
	Hours	**18**
Year 4		
Fall		
Spain		
MARK 390	Marketing Strategies	3
HRER 201	Principles of HR Management	3
MGMT 304	Strategic Management	3
Theology Tier II		3
Control de Gestion		3
	Hours	**15**
Spring		
Chicago		
QUIN 351	Business Internship-Engaged Learning	3
LREB 315	Law and the Regulatory Environment of Business I (WI)	3
FINC 342	Advanced Business Finance (WI)	3
ETHC 341	Ethics in Business	3
ACCT 328	Concepts in Taxation	3
PHIL 181	Ethics	3
	Hours	**18**
	Total Hours	**136**

Learning Outcomes

- Foundational business knowledge for the U.S. and Europe
- How to live and interact with different cultures
- Global approaches to social justice and sustainability
- Unique challenges facing multinational corporations

School of Communication

Mission

The School of Communication is a community of learners that fosters critical thinking and innovation, integrates big ideas in communication theory and practice, tells stories across multiple platforms and adapts to changing technology and social needs. We develop ethical professionals with the knowledge and dedication to make a lasting contribution through communication and service in the world.

For more information on Loyola's Jesuit mission, visit:

- University Mission Statement (https://www.luc.edu/mission/mission_vision.shtml/)
- Transformative Education in the Jesuit Tradition (https://jobs.luc.edu/media/lucedu/president/pdfs/FINAL-LoyolaTransformativeEducation-2015.pdf)

Values Statement

Members of the SOC community are dedicated to the well-being, growth and success of our students and our colleagues.

We are guided by our mission statement and by the Jesuit vision of *cura personalis*.

We believe:

- Members of this community should treat others with empathy and kindness.
- Honesty and trust-building should define our interactions.
- Collaboration should be the signature of our work.
- The core of all we do must reflect values of ethics, social justice, diversity, equity, and inclusion.

Through these beliefs and the actions that bring them to life, the SOC community fosters an environment of learning and belonging for all.

Degree Requirements

Students must fulfill the following requirements in order to graduate from the School of Communication with a bachelor's degree:

- Core Requirements
- College Requirements: Writing Intensive Course Sections and the Language Requirement
- School of Communication Major Requirements
- General Electives
- Residency Requirement

Core Requirements

The university Core Curriculum (p. 989) seeks to play a key educational role in every Loyola student's undergraduate experience. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors. In particular, the Core introduces students to ten central Knowledge Areas of university learning, with a consistent focus on learning outcomes for those Areas. Core coursework develops students' understanding through knowledge and experience in the Knowledge Areas of artistic, historical, literary, quantitative, scientific, societal and cultural, philosophical, theological and religious studies, and ethical learning, plus written communication. In addition, the Core reinforces the development of six Skills crucial to facing the challenges of contemporary society. Each core course promotes at least one of the following skills: communication, critical thinking, ethical awareness and decision-making, information literacy, quantitative and qualitative analysis and research methods, and technological literacy. Finally, the Core integrates the understanding and promoting of four Values essential to a Loyola education: understanding

diversity in the US or the world; understanding and promoting justice; understanding spirituality or faith in action in the world; and promoting engaged learning.

To complete the Core Curriculum, students will take 16 courses across ten Knowledge Areas. Two courses are required in six of these areas (Historical Knowledge, Literary Knowledge and Experience, Scientific Literacy, Societal and Cultural Knowledge, Philosophical Knowledge, and Theological and Religious Studies Knowledge). Students will begin their studies in these six areas with a Foundational (or Tier I) course that will introduce them to critical ideas and methods of analyses in that area. After completing the Foundational course, students will have an array of options to further their studies by taking one of a variety of Tier II classes to pursue their particular interests in more depth. The other four Knowledge Areas (College Writing, Artistic Knowledge and Experience, Quantitative Analysis, and Ethics) require one course each.

Additionally, students will have the opportunity to apply their Loyola education to real world experiences through the Engaged Learning requirement. This requirement may be satisfied by a course within the Core Curriculum, or in a student's major or minor, or through an elective course.

Note: As of Fall 2005, students must earn a 2.00 overall cumulative GPA in Core Knowledge Areas and Engaged Learning courses. To calculate your cumulative Core GPA, use the GPA calculator available at http://www.luc.edu/advising/gpa_calculator.html (https://www.luc.edu/advising/gpa_calculator.shtml/).

Click on the links below to view the guides and worksheets about Loyola's Core Curriculum and Values Across the Curriculum requirements.

- Core Curriculum (p. 989)
- Student Resources (https://www.luc.edu/core/studentresources.shtml/)

School Requirements

All SOC students are required to complete a language competency requirement and two writing-intensive sections of curses. These courses must be completed with a C- or better.

Writing Intensive Sections

Students should expect that virtually all of their courses will include a writing component. In addition, the college requirement for writing intensive courses is a means of strengthening the writing of all students throughout their years at Loyola.

In order to graduate with a degree from the School of Communication, students ordinarily must complete three writing courses. These include:

- UCWR 110 Writing Responsibly (3 credit hours) (Core Curriculum requirement)
- Two writing-intensive sections

Writing-intensive sections are designated sections of courses that are taught with a special emphasis on writing. They are identified by a "W" in the section number. Students in these course sections will have a variety of writing assignments that will be integrated closely with the learning objectives of the course. Often, students will be able to complete a writing-intensive course within their chosen major(s) and minor(s). The purpose of the program is to assure that students continue to give attention to writing as an essential component of education throughout their years at Loyola. Note: UCWR 110 Writing Responsibly must be taken in the freshman year and must be completed with a grade of "C-" or better before any writing-intensive course may be taken.

In order to ensure that training in writing is spread throughout the undergraduate years, the program specifies that no more than one writing-intensive course per semester may be applied to this requirement. Students must earn a C- or better in each writing intensive course in order for the requirement to be satisfied.

Transfer students who have taken and passed (with a C- or higher) both semesters of a two-semester requirement in college composition at their previous institutions or who have taken a composition course that is equivalent to UCWR 110 Writing Responsibly are not required to take UCWR 110 Writing Responsibly at Loyola. Transfer students with 59 or fewer transfer credit hours (completed prior to matriculation) must take two writing-intensive courses during their undergraduate career at Loyola; transfer students with 60-89 transfer credit hours must take one writing-intensive course during their undergraduate career at Loyola; transfer students with 90 or more transfer credit hours are exempt from taking writing-intensive courses. For further information, transfer students should consult their academic advisor.

Language

Competency in reading, writing, and speaking at the 102-level or higher in a language other than English is required for all SOC students. Students may complete this requirement in one of the following ways:

- In a language other than English, complete Loyola language coursework, earning a C- or better at the 102-level or above. (If a student wishes to study a language for which they have no background, this equates to taking two semesters of the same language, i.e. 101 and 102.). If coursework in a language is not offered at Loyola, a student may review eligibility and seek permission to take coursework at another college or university during the summer in accordance with the Policy on Prior Permission to Take Coursework at Other Universities (p. 1919). Students must first consult an academic advisor about this policy.
- Earn the 102-level or above equivalent in transfer credit from another college/university, prior to Loyola matriculation.
- If a student wishes to continue studying a language that is offered at Loyola, they may complete an online placement test that helps place them into the most appropriate language course. Scores are recorded for future reference and are valid for 15 months. (Past 15 months, students should retake the exam.) Students who take this exam must adhere to the Loyola policy on Academic Integrity —they should not receive help. This placement exam does not fulfill the language requirement. Rather, it determines at what level of a language a student should begin taking coursework.
- Earn a score of 4 or 5 on an Advanced Placement (https://www.luc.edu/undergrad/academics/creditbyexam/) examination (a score of 3 on an AP exam will satisfy the Language Requirement, but will not award academic credit). **or**
- Demonstrate competency by passing a Language Competency examination. Students are permitted to take only one competency exam. Multilingual students who wish to take this exam should test in the language they know best. If a student does not pass their one competency exam, they must take language coursework, adhering to the above rules. Note: Language Competency exam results may take up to six weeks to return. Students who wish to take an exam are strongly encouraged to schedule the exam as soon as possible upon matriculation, and no later than the end of their junior year.

For a list of Language Competency exams offered, please consult the Department of Modern Languages and Literatures website (https://www.luc.edu/modernlang/placementcompetency/foreignlanguagecompetencyexam/).

To schedule an appointment to take a Language Competency exam, send an email (from your Loyola account) to LanguageTesting@luc.edu. Include your Name, Student ID number, current SoC major, and the language in which you would like to be tested. The Department of Modern Languages and Literatures will reply with instructions on how to schedule your specific exam. Note: Students are responsible for the $100.00 cost of the exam. Language Competency exams that are conducted in the Language Learning Resource Center (LLRC) may not be scheduled during the first week of each semester or during registration week in each semester.

Requesting a Language Competency Exam in a Language Not Offered at Loyola

Students who would like to test in a language that is not offered at Loyola may submit a request (during their first semester in the SoC) to the Department of Modern Languages and Literatures by completing the Language Exam Request (https://www.luc.edu/media/lucedu/cas/pdfs/languageexamrequest.pdf) (PDF) for a competency exam in that language. The request form must be submitted to LanguageTesting@luc.edu. Once a request is submitted, the Department of Modern Languages and Literatures will make a reasonable effort to locate an academically qualified tester at Loyola or at another college or university. If a Language Competency exam is made available and the student passes the exam, they will meet the 102-level language requirement.

If no qualified tester can be found within one academic semester, the student's request will be denied, and the student will be required to satisfy the SoC language requirement via language coursework at the 102-level or higher.

Elective Courses

Students must complete at least 120 credit hours (as of Fall 2011) to graduate from Loyola. By definition, electives are courses not used toward completing the major, minor, or Core requirements, and which students take to complete the graduation requirement of 120 credits. We encourage students, when choosing electives, to think of the knowledge, values, and skills you hope to gain in exploring a particular academic interest or in anticipation of a career after graduation. For undeclared students, elective courses present an excellent opportunity to develop academic interests leading toward a major or minor. General electives also present an opportunity to broaden your liberal arts education, add to your skill set, or simply try a new subject for the joy of it.

Residency Requirement (Required Hours in Residence)

In-residence hours refers to the course credit hours taken at Loyola University, the Rome Center, or taken from any of the Loyola sponsored study abroad programs through the Office for International Programs.

Students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago.

Undergraduate Programs

- Advertising & Public Relations (p. 840)
  - Advertising & Public Relations (BA) (p. 840)
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University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Communication (COMM)

COMM 100 SOC Career Prep Seminar (1 Credit Hour)
This is a professional development course to help students expand their knowledge of communication fields and to begin career preparation for those fields.
Outcomes:
Develop and polish professional communication tools (resume, cover letters, LinkedIn, etc); prepare for professional interactions (interviews, etc); and make connections within the SOC and beyond

COMM 101 Public Speaking & Critical Thinking (3 Credit Hours)
Pre-requisites: Student can only take one of the following: ACCOM 101, ACCOM 103, COMM 101, COMM 103
This introductory course is designed to supply students with the skills of public address, a fundamental understanding of critical thinking practices, foundational tenets of communication theory, a grasp of the relationship between context and communication, and a sense of the social responsibility that comes with the capacity for communication.
Interdisciplinary Option: Forensic Science
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking and an understanding of critical thinking

COMM 103 Business & Professional Speaking (3 Credit Hours)
Pre-requisites: Student can only take one of the following: ACCOM 101, ACCOM 103, COMM 101, COMM 103, Restricted to Quinlan School of Business Students
This class examines the theory and practice of audience analysis, message design, and oral presentation for professional speakers, with an emphasis on communication in organizational settings.
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students will demonstrate presentation skills in simulated organizational settings

COMM 130 Intro to Audio Production (3 Credit Hours)
This class offers a study of basic audio production methods across new media platforms. Topics include acoustics, recording methods, digital editing, and sound as an industry and art form.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM130/ICVM238/IFMS238
Outcomes:
Students will produce creative projects using the skills they have learned

COMM 135 Intro to Video Production (3 Credit Hours)
This course is a hands-on introduction to video field production. By designing and executing a series of short, creative production projects of varied forms, students explore how video techniques are used to structure meaning in media messages.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM135/ICVM235IFMS235
Outcomes:
Student will be able to demonstrate an understanding of basic video production skills, such as preproduction planning, lighting, filming and editing, by producing several video texts

COMM 140 Intercollegiate Debate (1 Credit Hour)
This course offers students active participation in Loyola Debating Society. A maximum of six hours in intercollegiate debate credit allowed.
Outcomes:
Students will gain experience in debate

COMM 145 Video for Journalists (3 Credit Hours)
Pre-requisites: MJRN majors and minors may enroll, as well as EVCM minors
Entry-level course that will serve as an introduction to basic video/audio journalism. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a non-fiction video story. For MJRN majors and minors only An understanding of how to operate a video camera; how to capture/edit video; how to tell a journalistic story with video, and the differences between journalistic videos and fictional videos.
Course equivalencies: X-COMM135/ICVM235IFMS235
Outcomes:
An understanding of how to operate a video camera; how to capture/edit video; how to tell a journalistic story with video, and the differences between journalistic videos and fictional videos

COMM 175 Introduction to Communication (3 Credit Hours)
This course gives a general historical and theoretical overview of communication. By looking at communication through a critical, historical, and theoretical lens, students will acquire an intellectual framework for further study and practice in communication.
Course equivalencies: ACCOM 201 / COMM 175
Outcomes:
Students will increase communication literacy

COMM 200 Digital Communication and Society (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course explores the ways technology affects personal, cultural, and mass communication through examining the historical, societal, and ethical implications of newer and interactive forms of media.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - COMM / ACCOM 200
Outcomes:
Students use audio, video, and digital tools to research and produce essays, projects, and presentations that analyze the impact of technology on communication

COMM 201 Media Theory and Criticism (3 Credit Hours)
This course is an introduction to the study of traditional mass media and new media from a critical and interpretive perspective. Students taking the course should be able to understand and apply textual analysis methods to specific media texts, such as films, TV shows or videogames.
Course equivalencies: X-IFMS201/COMM201
Outcomes:
This course reviews semiotics and other methods of textual analysis of media

COMM 202 Story for Film and Television (3 Credit Hours)
Pre-requisites: COMM 274
An introduction to visual writing, story structure and character development for film and TV. Through in-class exercises, analysis of scripts, and assignments focused on storytelling fundamentals, students will learn what makes a compelling concept, where great ideas come from, and effective ways to build a narrative for the screen.
Outcomes:
Story will: write pitches, synopses, loglines and titles for the screen; create original characters; learn 3-act storytelling structure; develop original story treatments, outlines and pitches for film, TV or webseries

COMM 203 Topics in Cinema History (3 Credit Hours)
The course examines the aesthetic, social, technical, and theoretical evolution of cinema offered as specific topics that include, but are not limited to: war and revolution, social history and cinema, the role of women, Indian cinema, musicals, technology and style, and the realistic impulse.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM203/ICVM260IFMS260
Outcomes:
Students are offered a variety of topics, broadening their view of the film industry

COMM 204 Community as Story (3 Credit Hours)
This course uses children's literature as a means of understanding urban community and individual identities within that community. Students will though, community service, interaction with local experts and ethnographic research, explore communities surrounding Loyola's lake shore campus and create their own children's picture books in collaboration with experienced student artists.
This course satisfies the Engaged Learning requirement.

COMM 205 Reporting Basics I: Writing and Interviewing (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher
This course examines current issues in US journalism with strong emphasis on developing skills in news reporting, interviewing, and writing.
Outcomes:
News judgment; Writing concisely and clearly; Writing on deadline; AP style; Interviewing techniques; Grammar, spelling, and punctuation; Ethics and legal issues; Basic research methods

COMM 206 Hip Hop Culture and Social Change (3 Credit Hours)
Pre-requisites: COMM 175 or 201
Grounded in Black studies, communication studies, critical cultural studies, political advocacy, popular culture, and the growing field of hip hop studies, we will investigate hip hop's evolving relationship with social change in the U.S. and beyond. Particular attention will be paid to Chicago's hip hop scene and its community building.
Outcomes:
1) Gaining a basic understanding of the subject; 2) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures; 3) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, etc)

COMM 207 Photojournalism (3 Credit Hours)
Pre-requisites: COMM 205
Photojournalism introduces students to the art of photographic storytelling.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students learn to distinguish journalistic photography from self-expressive photography through editing, critique, and digital manipulation and also understand the ethics of photojournalism through graphic concepts and page design

COMM 208 Reporting Basics II: Technology for Journalists (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course teaches 21st century journalism skills and how to use the equipment and software to report and edit across platforms, including radio, television, and the Internet. Instruction will include how to use audio and video recording equipment, basic Web design, use of audio and video editing software, blogging, and social media programs.
Outcomes:
News judgment; Writing concisely and clearly; Writing on deadline: AP style; Interviewing techniques; Grammar, spelling, and punctuation; Ethics and legal issues; Basic research methods

COMM 210 Principles of Public Relations (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM and EVCM minors
This course introduces the theory and practice of public relations in communicating and establishing relationships with diverse publics. Topics include professional roles and ethical responsibilities, strategies and tools, media resources, and public relations writing.
Outcomes:
Students will be able to demonstrate an understanding of the roles and practices of the public relations professional, develop PR plans, and create a portfolio or writing samples

COMM 211 Principles of Advertising (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM and EVCM minors
This course provides an overview of the theory and hands-on practice of advertising including planning, strategy, creative development, and media planning. Elements of direct response, promotion, internet, and public relations are also presented.
Outcomes:
Students will be able to demonstrate an understanding of the principles of advertising and practice creative and decision-making skills in developing an advertising campaign

COMM 212 International Advertising (3 Credit Hours)
This course will build an understanding of the cultural, language, social, national and business factors that drive international markets. A key outcome is to broaden student perspectives on how organizations communicate with Italian and other European audiences.
Interdisciplinary Option: Global Studies

COMM 213 Digital Foundations (3 Credit Hours)
Pre-requisites: COMM 175 or 201; EVCM minors are waived from pre-requisite
Students will be introduced to digital media tools, including online content creation, SEO, website management, email marketing, social media engagement, digital advertising, analytics and emerging technologies that are used to create and build integrated digital campaigns for advertising and public relations.
Outcomes:
Ability to demonstrate elementary knowledge of digital communication tools; Practical understanding and capabilities for creating content across a wide range of media platforms; Knowledge of digital media platform technical requirements

COMM 214 Creative Concepts (3 Credit Hours)
Pre-requisites: COMM 211
This course introduces students to the creative process and idea generating techniques. Students explore what constitutes strong advertising concepts through exposure to award-winning ads and work in teams to create ads for assigned products.
Outcomes:
The emphasis is on conceptual development with students expected to express their ideas in rough rather than tightly finished layouts; The course focuses on print advertising but also provides opportunities to work across various other media

COMM 215 Ethics & Communication (3 Credit Hours)
Pre-requisites: COMM 175
COMM 215 does not meet Core Ethics. This course explores various approaches to ethical decision-making and applies that process to diverse aspects of every day, contemporary life.
Outcomes:
Students learn to discern a wide variety of ethical issues concerning communication behavior, apply systematic ethical analysis to various communication situations, and clearly explain their analyses

COMM 220 Introduction to Rhetoric (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces theories of rhetoric, emphasizing the relevance of classical disputes for understanding current controversies over the nature and function of discourse. A central theme is the tension between rhetoric's promise for constructing a rich and meaningful civic life and the dangers of its descent into demagoguery and irrationality.
Course equivalencies: ACENG 220 / COMM 220
Outcomes:
Students will work through theoretical issues by examining speeches, films, and other rhetorical artifacts

COMM 226 Public Interest Communication (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces students to the field of public interest communication--an evidence-based, interdisciplinary approach to using strategic communication for social good. Drawing from research and practice in communication, psychology, political science, and systems thinking, students learn how communication can shape public understanding, influence behavior, and support collective action. Through theory, case studies, and applied assignments, students develop skills in audience analysis, message design, and campaign evaluation while considering ethical implications and real-world applications in areas such as nonprofit advocacy, journalism, and corporate responsibility.\\n
Outcomes:
Describe and analyze the key components of public interest communication; Assess the effectiveness of at least one public interest campaign using appropriate theoretical and methodological frameworks; Design a strategic, public interest communication campaign plan that includes clear goals, target audiences, strategies, timelines, ethical implications and evaluation metrics

COMM 227 Social Justice and Public Communication (3 Credit Hours)
Pre-requisites: COMM 175, Prerequisites waived for Environmental Communication minors
This course examines the implications of communication processes and practices for democracy and social justice.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Students will be able to articulate and defend their conception of the role of communication in achieving a just society and demonstrate an understanding of how existing communication institutions, laws, and norms impede or assist movement towards that goal

COMM 230 Argumentation & Advocacy (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This course is an introduction to analyzing and critiquing arguments, and inventing extended arguments to advocate positions.
Outcomes:
Students will be able to analyze and critique both individual arguments and extended cases; demonstrate understanding of the relationship of argumentation to audience and context; and invent arguments and develop cases for advocacy

COMM 231 Conflict Management and Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for Professional Communication minors
This course explores the role of communication in conflict resolution. Special attention is paid to mediation and other forms of alternative dispute resolution.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Students will acquire methods of analyzing the nature of conflict and applying appropriate communicative strategies for managing conflict

COMM 232 Cinematography I (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
In this course, students will demonstrate their ability to apply aesthetic and theoretical principles and cinema production skills. Topics include pre-visualizations, preproduction planning, digital cameras system, cinematography, and lighting. Students work on individual and group projects involving project development, filming, and editing.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM232/ICVM232/IFMS232
Outcomes:
Students will demonstrate deliberate control over cinematographic aesthetics, camera systems, production process and set protocols, lighting equipment, safety, and visual storytelling; Students will demonstrate an understanding of ethical issues related to the emotional, psychological, and spatial effects of imagery, and the role that lenses, lighting, and composition plays in conveying ideas; Students will engage in collaborative problem-solving and learn proper set protocols for the safe, efficient, and responsible execution of moving image production

COMM 234 Interviewing for Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Prerequisites waived for PCOM minors
This course explores the crucial skill of interviewing necessary for many aspects of professional and daily life. Students will learn different ways of interviewing depending on communication context.
Outcomes:
These approaches will enhance students' interviewing ethics as they gain practical experience

COMM 236 Persuasive Presentations (3 Credit Hours)
Pre-requisites: COMM 220, COMM 230, or COMM 268; Prerequisites waived for Environmental Communication minors
This class focuses on the creation and delivery of persuasive messages to develop a variety of persuasive strategies and implement them in both individual and group presentations.
Outcomes:
Students engage in situation analysis and message critique

COMM 237 Small Group Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This class is an introduction to theory, research, and practice of communication that contribute to effective task-group discussion and decision making.
Outcomes:
The development of personal leadership skills and observational/analytic skills through guided, structured group activities

COMM 239 Moving China (3 Credit Hours)
This course offers a unique opportunity to film and document China as it changes virtually before our eyes.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Outcomes:
Students will have an intimate knowledge of China and Chinese culture and the talent and skill to produce a 15-minute documentary video in digital format

COMM 240 Communication Research Design (3 Credit Hours)
Pre-requisites: COMM 175
Introduction to research design with a focus on public communication and real-world ethical application, designed for undergraduate students from a range of disciplines. The course will review qualitative and quantitative approaches to inquiry and apply these approaches to social and communication problems. Students will learn how to structure research projects, collect and analyze data, and critically reflect on the relationship between research questions and the methods we use to answer them. No prior experience with research methods is required.
Outcomes:
Describe the key components of a research design, including the problem statement, research questions, methodology, and data collection strategy; Evaluate at least two published research studies, identifying strengths and limitations in their design choices and analyzing how those choices affect interpretation of results; Develop and present a proposal for a small-scale research study that includes a clearly defined research question, identification of key variables, justification of selected methods, and a detailed data collection plan

COMM 241 Digital Platforms (3 Credit Hours)
Pre-requisites: COMM 175
This course explores the digital platforms that shape our everyday lives--from social media and search engines to shopping and streaming services. Students will examine how platforms operate as invisible infrastructures that organize communication, commerce, and culture, drawing on scholarship about their political and social impact. Through research, discussion, and a final project, students will critically analyze how platforms influence our behaviors--and how they, in turn, understand us.
Outcomes:
Analyze the historical development and social functions of major digital platforms\\n; Evaluate platform governance that shape user experience and media ecosystems; Interpret and apply key scholarly arguments about platform politics, labor, and participation; Produce a research-driven project centered on platforms' social, cultural, and economic importance

COMM 242 Rambler Sports Locker (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 175, Students must apply to enroll; SoC will enroll
The School of Communication offers students the opportunity to engage in real-world media opportunities via Rambler Sports Locker. RSL provides Sports Media students with the opportunity to earn credit and produce professional, publishable work. Students must get permission to enroll in the course. Students are required to apply to the activity during the prior semester. Students will be vetted for GPA and reporting plan, which should be included in the enrollment submission form. If accepted, the student will be enrolled in the course. Students enrolled in RSL for credit will be held to tight deadlines and standards embedded in the current organization. As these groups are student-run cocurricular activities, enrolled students will be expected to work within the rules and hierarchies of the organizations.
Outcomes:
Write compelling and professional scripts and narratives; Perfect broadcast delivery & persona; Work in a team-setting; Meet tight deadlines; Conduct insightful and meaningful interviews; Utilize industry-standard equipment and software to produce news stories

COMM 243 Leadership and Social Change in Sports (3 Credit Hours)
Pre-requisites: COMM 175
This course explores the historical and rhetorical means by which sports leaders influence the policies, practices, and performances affecting members of sports teams, communities, news, and social media. The focus is on controversies, speeches, interviews, and social media posts. This course will use sports as an entry point to discuss historical movements, leadership, advocacy, ethics, and social justice. Students will explore activism, advocacy, political and social movements, and awareness of athletes, sports leaders, and sport personalities throughout time in a variety of mediums, discussions, and activities.
Outcomes:
Develop a personal and professional leadership plan and identity; Deliver effective persuasive and informative speaking presentations; Produce professional and academic written assignments; Understand the intersection of sports and social justice; Understand the intersection of positionality and leadership; Produce creative content to deliver multimedia messages; Advance knowledge around sports, culture, and history

COMM 244 Sports Analytics & Visualization (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 265
This course will examine the importance of numbers in the world of sports and computer-generated visualizations. Students will use contemporary tools to organize, scrape, clean, and present data in a way that synthesizes numerical information and packages it in a way that a general audience can consume. Students will delve into player, team, and league stats as well as the numbers around the business of sports and how to use data as a sports reporting tool.
Outcomes:
Locate accurate, primary data from open sources; Utilize computer languages to analyze sports data; Synthesize and interrogate data to tell a story; Produce striking designs to visualize data; Marry writing with numbers in journalistic reporting; Produce publishable news packages that lead with data and visuals

COMM 245 Sports Advertising & Marketing (3 Credit Hours)
Pre-requisites: (SPRT 130 or COMM 175) and (COMM 211 or COMM 213)
The world of sports is a unique combination of news, business, and entertainment. This course teaches students the history and fundamentals of sports marketing, advertising, events, and media planning, while also taking a historical look at sports advertising and commercial marketing. Students will examine advertising and marketing strategies of sports across media and develop their own campaign or event plan around sports for any media of their choice.
Outcomes:
Evaluate messaging across multimedia platforms; Use industry standard equipment and software to deliver marketing artifacts; Make ethical and creative contributions to the sports marketing field; Execute event plans across audiences and channels

COMM 250 Foundational ADPR Research Methods (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces foundational research methods used in advertising and public relations to inform strategic decision-making. Students will learn how research supports audience understanding, message development, campaign evaluation, and ethical communication practice. Emphasis is placed on research literacy, applied methods, and interpretation of findings rather than advanced statistical analysis. Through hands-on exercises and a guided applied project, students will gain practical experience using research to solve real-world communication problems.
Outcomes:
Identify common research methods used in advertising and public relations; Explain when and why different research methods are used in communication planning; Apply basic qualitative and quantitative methods to communication scenarios; Interpret research findings and translate them into strategic insights; Evaluate ethical considerations in communication research

COMM 256 Broadcast Newswriting (3 Credit Hours)
Pre-requisites: UCWR 110 with a C- or higher and COMM 205
This course introduces basics of broadcast news and broadcast writing style. Students learn script writing and formatting, an introduction to radio and TV reporting, standard terms and basic newscast production, and an introduction to the studio. This course also provides a foundation for more advanced courses in the broadcast curriculum.
Outcomes:
Students gain experience writing for radio and TV news, as well as basic knowledge of the broadcast news industry and contemporary issues pertinent to the field

COMM 258 Game Studies (3 Credit Hours)
Pre-requisites: COMM 200
This course examines games and their complex role within contemporary culture. Games are approached as "texts" that can be "read" using a variety of theoretical lenses. Students will explore what games say about the nature of identity, community presence, learning, and communication and reflect on their own experience in a blog.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM258/IFMS258
Outcomes:
Build their understanding of some key foundational concepts in the field of Game Studies; Articulate how the role of games are debated and discussed in governmental, industrial, and academic contexts around the world; Engage with the creation of their own games through a range of design tools and methods; Foster nuanced discussions of games and their relationship to our society; Gain insight into how cultural norms and values are embedded in games, their design/production, and how we think about play

COMM 259 News Editing (3 Credit Hours)
Pre-requisites: COMM 175
This course examines the skills needed to act as a newsroom leader and manager, including copy editing, researching, photo and visual editing, working as an assignment, project and online editor. This course will benefit those who want to be an editor, manage people, shape newsroom culture and build community trust.
Outcomes:
Students will gain experience with production skills in the print medium

COMM 260 Environmental Journalism (3 Credit Hours)
The mission of environmental journalism is to raise public awareness about environmental news and issues. It is about being ethical, accurate, fair, and clear, whether reporting, investigating, or advocating for change.
Course equivalencies: X-ENVS 260/ COMM 260
Outcomes:
Students will be able to find, report, and present challenging stories around this topic, in print and in broadcast writing

COMM 261 Social Media and Society (3 Credit Hours)
Pre-requisites: COMM 200
This course explores how individuals, organizations, and brands use social media to connect, communicate, and engage audiences in today's digital environment. Students will learn by observing and analyzing real-world social media practices, including interviews with professional practitioners who specialize in content creation, community management, and digital strategy. The course emphasizes what works--and what doesn't--in building connection and engagement online. Through hands-on projects, case studies, and self-assessment, students will gain a clearer understanding of the strategic choices behind social media activity and reflect on their own digital practices as communicators.
Outcomes:
Demonstrate understanding of how practitioner insights inform social media strategy by articulating key themes and lessons derived from professional practices; Understand and apply principles of social media evaluation, including identifying strategic goals, target audiences, and platform choices, and assessing their effectiveness using established criteria; Recognize and explain the strategic and contextual factors that influence successful and unsuccessful social media practices, as illustrated through case studies; Explain and critically reflect on the benefits and risks of social media use for individuals and organizations, particularly regarding engagement, reputation, reach, and sustainability; Audit and assess their own social media practices and produce a strategic plan that aligns their online behavior with defined personal or professional goals

COMM 262 Feature & Opinion Writing (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course examines methods of researching and writing editorials, commentaries, and features for print media.
Outcomes:
Students will broaden their research and writing skills

COMM 263 Editorial Design I: Newspaper & Online (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
Editorial Design I is an introduction to information processing and readership, and basic principles of layout and editing.
Outcomes:
Students experiment with a variety of printed formats and practice copy fitting, typography, and photo-editing

COMM 265 Sports Broadcasting (3 Credit Hours)
This course will teach students how to report and produce broadcast stories about athletes and athletic events. Students will have access to players and coaches on the professional and collegiate levels, attending games, practices and training. Students will learn to produce stories for radio and television, as well as sound broadcast presentation skills.
Outcomes:
Students will learn to conduct journalistic research, interviewing techniques, public speaking skills and how to produce stories for radio and television

COMM 266 Advertising Copywriting (3 Credit Hours)
Pre-requisites: COMM 214
This course will focus on the art of copywriting for advertising, be it for TV, print, outdoor, social media and the ever changing landscape of digital media. Students will learn to craft their words to make creative advertising based on strategies and insights.
Outcomes:
Through a series of creativity building exercises, short lectures, and readings, learners develop both an understanding of creativity and increase their own ability

COMM 268 Persuasion (3 Credit Hours)
Pre-requisites: COMM 175
This course is designed to explore theories related to persuasion, social influence, and compliance-gaining. Students will get practical experience in the analysis, criticism, and application of persuasive discourse across a wide variety of contexts.
Outcomes:
Gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining; Learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings; Identify strategies and tactics used by persuaders; Understand the ethical implications of persuasive strategies and tactics

COMM 269 Observing China (3 Credit Hours)
This course is about street-level China, as it is seen and as it happens. This course is a practicum, in which students, through a mix of lectures, briefings and discussions, will delve into nature of observation and engagement with and in China.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will have a deeper understanding of how journalists and documentarians observe and write (or film) China, and over the course of the semester will make some efforts of their own to do original journalism and essay writing

COMM 271 Media Culture and Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course examines contemporary US American culture from a critical-theoretical standpoint while examining popular icons and social practices with particular attention to their influence on individual and collective identities.
Outcomes:
Students will learn critical cultural theories and do projects where they reflect upon the influences of contemporary cultural texts and practices with an eye for their economic, social and political influence on individual and collective identities

COMM 272 Intercultural Communication (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces students to intercultural communication theory and research. Students explore how differences in ethnic, religious, economic, and geographical experiences produce social biases and engender conflict. Students are expected to explore their own cultural histories to understand how they create meaning and adopt attitudes.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies, Peace, Justice, and Conflict Studies
Outcomes:
Accurately use key intercultural communication concepts such as culture, positionality, power, colonization, globalization, whiteness, avowed and ascribed identity, and interdependence; Use the process of inquiry, framing, positioning, dialogue, reflection, and action (that is, praxis) to make sense of intercultural communication situations and practices; Design and successfully conduct an interview with an intercultural communication focus; Demonstrate awareness of one's own cultural identity, assumptions, and positioning

COMM 273 Interpersonal Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
Students study speech to understand its role in human relationships. This course focuses on self-exploration of communication patterns by asking life's big questions about self and other. Students will gain competence in interpersonal communication through the development of perceptual accuracy, and clarification of values with regard to relational goals.
Outcomes:
Identify characteristics and types of communication and of interpersonal communication; Define communication competence; Discuss the roles of identity and the self in communication; Recognize the relationship between communication and culture/s; Discuss the linguistic, sociolinguistic, and psycholinguistic aspects of communication

COMM 274 Introduction to Cinema (3 Credit Hours)
This course is an introduction to the study of cinema as a complex medium of communication. This course will provide students with the basic terminology, observational skills, and theoretical background for the study of film aesthetics, language, cultural analysis, history, and the production of cinematic texts.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: ACCOM / COMM 274
Outcomes:
Become familiar with and apply the basic approaches to film studies, such as narrative studies analysis, formalist analysis, and critical practices; Acquire the basic film vocabulary (eg, shot/reverse shot, sequence, lighting, editing, narrative/narration, point of view/POV, sound) and tools for analyzing films as texts; Become familiar with and differentiate among a variety of film forms (eg, documentary, animation, experimental film), film genres (eg, horror, western, musical, melodrama), film movements and styles, and national cinema; Analyze and evaluate films from different eras and cultures verbally and in written form

COMM 275 Web Design and Usability (3 Credit Hours)
Pre-requisites: COMM 200; Prerequisites for Visual Communication majors and minors is FNAR 383; Prerequisites waived for Professional Communication and Environmental Communication minors
This course will explore the design and usability of websites from several perspectives: how they look (aesthetics), how they work (navigability and usability), and how they are made (tools and software). Lectures, demonstrations, and in-class lab time will introduce students to the creative tools and software that power contemporary web design and usability. Emphasis will be on using a variety of tools and resources to meet one's own goals, rather than achieving the level of expert in any one piece of software.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Explain the unique qualities of the web as a storytelling medium and how portfolio sites can communicate creative identity; Apply content-first and information architecture principles to organize and present work clearly for target audiences; Evaluate design choices--typography, color, imagery, and layout--for clarity, readability, and alignment with personal brand; Conduct and interpret user testing to refine and improve the digital experience; Design and present a personal portfolio website that showcases creative work and positions them for professional opportunities

COMM 277 Organizational Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This course is an introduction to theory and practice of organizational communication, with an emphasis on organization contexts, culture, and systems, and the role of communication in building relationships with internal and external stakeholders.
Outcomes:
Students will be able to analyze organizational communication, and understand the impact of technology, globalization, community and diversity on organizational systems

COMM 278 International Public Relations (3 Credit Hours)
This course explores the growing impact of globalization on public relations. As multinationals grow and social, economic, and environmental issues become worldwide in focus, PR professionals work in increasingly interconnected world. Students will explore the growth of international public relations by comparing countries, analyzing and discussing cases, and learning best practices.
Interdisciplinary Option: Global Studies

COMM 279 Critical Issues in Journalism (3 Credit Hours)
Pre-requisites: COMM 175
This course examines different approaches to understanding the role of journalism in contemporary society, emphasizing the historical development of issues that surround journalism today.
Outcomes:
Students explore varied critical perspectives on news and news-gathering to gain a broader understanding of the role of journalism in society

COMM 280 Media Technology & Society (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
Through lectures, discussions, and assignments, learn the evolutionary history of media technologies from the telegraph through film, television, and digital media, and review contemporary theories about how technology shapes society.
Outcomes:
Learn histories of media technologies and their effects on the shape of societies; Review contemporary theories about how technology shapes the way people live; Demonstrate the ability to analyze and critically assess connections between media, technologies, and daily life

COMM 281 Communication, Language & Gender (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course explores the role of communication practices in the production, reinforcement, and transformation of gendered identities. Students will learn how gender expectations within cultural contexts are created. They will also learn some of the ways that deeply-rooted assumptions limit social change and guide communication.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Explain what gender/sex is, using biological, cultural, and psychological perspectives; Apply accurately key concepts related to the study of gender (eg, agency, standpoint theory, intersectionality, gender performance, heteronormativity, institutional limitations, and empowerment); Explain how gender/sex relates to language and communication; Describe how social institutions such as family, school, church, and work have influenced how we see and communicate about gender/sex; Reflect on their own gender performance

COMM 282 Media Law (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Prerequisites waived for EVCM minors
This course examines cases and issues in constitutional, statutory, and regulatory law affecting print and electronic media including First Amendment rights, libel, privacy, copyright and trademarks, Freedom of Information, and telecommunication regulations.
Course equivalencies: COMM282/CMUN252
Outcomes:
Students will be able to understand major legal precedents affecting current media communication and recognize their impact on professional practices in print, electronic media and the Internet

COMM 283 Global Media (3 Credit Hours)
Pre-requisites: COMM 175
This course examines how various forms of media and audiences travel and circulate in specific historical, political, and social conditions of consumption. We will learn about the global media flows, connections, and contexts of media markets through information, ideas about health/medicine, and popular culture.
Outcomes:
Evaluate the influence of historical, political, and social conditions on global media production, distribution, and consumption; Compare media systems and audiences across cultural and geographic boundaries to understand how local contexts shape global communication practices; Assess representations of health, medicine, and popular culture in transnational media, considering issues of power, identity, and accessibility; Apply theoretical frameworks of globalization and media studies to contemporary case studies involving global markets, platforms, and public discourse; Design and adapt a communication strategy or toolkit to address the needs of a defined audience

COMM 290 Branding and Positioning (3 Credit Hours)
Pre-requisites: COMM 210 or COMM 211
Examines the theory and practice of branding, target segmentation, and how the digital space and the rapid rise of consumer-generated content have impacted brand management. The course explores each stage of the communication planning process and introduces students to the way audience research, and the competitive sets are used to develop brand positions and benefits.
Outcomes:
Understand theories and practices of branding that impact brand management; Gain knowledge on how to evaluate, create, and improve brand positioning; Learn how to determine if a brand's advertising is consistent with its target audience and its brand positioning; Develop differentiating brand strategies for products and services by applying key branding and positioning principles

COMM 296 Themes in Advertising/Public Relations (3 Credit Hours)
Pre-requisites: COMM 175 or 201
Intermediate-level Advertising/Public Relations lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in AD/PR.

COMM 297 Themes in Communication Studies (3 Credit Hours)
Intermediate-level Communication Studies lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in COMM.

COMM 298 Themes in Multimedia Journalism (3 Credit Hours)
Pre-requisites: COMM 175
Intermediate-level multimedia journalism lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in MJRN.

COMM 299 Themes in Film and Digital Media (3 Credit Hours)
Beginner to Intermediate-level Film and Digital Media course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major.
Outcomes:
Students will gain access to a wide variety of topics in Film and Digital Media

COMM 300 Persuasive Campaigns (3 Credit Hours)
Pre-requisites: COMM 175
This course analyses the structure, development, and role of communication in political and advertising campaigns, with a focus on theories of media effects, message construction, and audience analysis.
Outcomes:
Students will use their analytic and research skills to broaden their understanding of the use and effects of communication as a means of public persuasion

COMM 301 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

COMM 302 Sports on Screen (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 265 or COMM 274
This course will examine the portrayal of sports in film and television. From "Chariots of Fire" to "Ted Lasso," students will explore plots, performances, visuals effects, scenery, and more and produce their own reviews and analyses. Through a diverse selection of films and television shows, students will examine themes of personality, identity, culture, sportsmanship, community, and skill to analyze how this genre uses storytelling devices to deliver a narrative. Class discussion, writing assignments, and interviewing will encourage critical thinking about how film and TV influence our relationship with sports.
Outcomes:
Write compelling, persuasive reviews and news articles & using AP Style; Apply media theories and production techniques to sports film and TV productions; Analyze sports films and television series within their historical and cultural contexts, explaining how they reflect or contest prevailing societal attitudes toward sports; Evaluate how sports film and television narratives shape public understandings of athletes, competition, and the social role of sports, drawing on relevant theories of media and culture

COMM 303 Media, Politics, and Propaganda (3 Credit Hours)
Pre-requisites: (COMM 175 or COMM 201) and COMM 200
This course will enable students to understand the relationship between media and politics as well as be able to identify strategies used in propaganda, disinformation, and misinformation campaigns and the impact of technology on its history and evolution.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to articulate the media's impact on the circulation of propaganda as well as be able to identify disinformation/misinformation and understand its significance in the political process

COMM 304 Rhetorics of Utopia & Revolution (3 Credit Hours)
Pre-requisites: UCWR 110
This reading-intensive course will examine rhetorics of utopia, revolution, and strategies of change. Students will read a variety of texts from activists, scholars, and revolutionary thinkers to understand the ways (historically and presently) that utopias and revolutions are imagined and created through communication, media texts, and discourse.
Outcomes:
By the end of this course, students will have a better understanding of utopia and revolution, how ideology operates and solidifies via discourse, and ways to enact social change

COMM 305 Animation (3 Credit Hours)
Pre-requisites: COMM 135; FNAR 233 is also required for Visual Communication majors and minors
This course will focus on animation with specific emphasis on the creation, refinement, and publishing of a visual story. Students will learn 2D and 3D techniques, cameras, CGI, and other software and equipment to create animated works.
Course equivalencies: COMM 305/COMM 455
Outcomes:
Theories of visual and image-based storytelling; script writing; character development; storyboarding; creating visual stories from images; animation enhancement/manipulation; graphic design; and contemporary animation design options for visual storytelling/promotion

COMM 306 Environmental Communication & Advocacy (3 Credit Hours)
Pre-requisites: Sophomore standing; Prerequisite is waived for undergraduate students in the School of Environmental Sustainability and for Environmental Communication minors
This course explores the rhetorical means by which citizens influence the policies and practices affecting our natural and human environments. The focus is on current controversies.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X - COMM 306 / COMM 406
Outcomes:
The course seeks to provide an understanding of the history and range of communication styles in the US environmental movement and to help students develop practical skills relevant to entering into environmental debates

COMM 307 Communication and Social Movements (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for Environmental Communication minors
This course explores the communication strategies used to promote and/or resist significant socio-political change. Students will demonstrate an understanding of how communication is used in particular societal struggles to effect socio-cultural change at an individual, community, institutional, or global level.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Articulate and critically engage with the changing nature of movement and protest in regard to technology, media, and sociocultural forces; Students will understand the history of social movements and how their evolution has shifted the very nature of mobilization itself

COMM 308 Screen Directing (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
This advanced course in screen directing is designed to further students' narrative filmmaking skills. Geared toward creating fiction films, the course focuses primarily on blocking for the camera, directing actors for the screen, and structuring dramatic scenes. Students should have a working knowledge of basic videography, nonlinear editing, shot composition, and film grammar.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Communicate effectively with talent and crew; Analyze a narrative scene for its dramatic and stylistic elements; Direct single-camera narrative scenes; Produce and construct narrative films/videos from a screenplay

COMM 309 Designing Media for Social Change (3 Credit Hours)
Pre-requisites: COMM 220, COMM 227, COMM 230, COMM 231, COMM 237, COMM 268, COMM 272, COMM 277, or COMM 281; Prerequisites waived for Environmental Communication Minor
This course examines media and social change at the intersection of theory and practice. The class will be dedicated to analyzing the way social change is catalyzed and communicated through various media platforms. Students will gain a historical and multi-media perspective on a variety of design and communication strategies tied to a range of social and cultural issues.
Outcomes:
Grounded in theories of media power, communication networks, political advocacy, engaged scholarship, and the digital, materials in this course will explore the past, present, and future of designing media and communication practices

COMM 310 Production Design (3 Credit Hours)
Pre-requisites: COMM 274 or COMM 135 or THTR 252
Students develop an understanding for the evolution and history of production design, as it relates to film production, from its inception to the present. Students will pre-visualize and implement art direction--sets, costumes, makeup, color palettes--for student films in production.
Outcomes:
Students acquire the visual language and historical precedents for production design in film and television; They learn pre-visualization techniques, script breakdowns and build-out processes for art direction on film sets

COMM 311 Health Communication (3 Credit Hours)
Pre-requisites: COMM 205 or COMM 210
This course focuses on the growing field of health communication. Building on students' knowledge of public relations, advertising, communication, and marketing, this class aims to help students develop an area of specialization that offers career opportunities in many settings. Through guest speakers and field trips, the class is designed to provide an overview of what health communicators do and where they work.
Course equivalencies: COMM 311/COMM 461
Outcomes:
Provide a foundation of knowledge about the US healthcare system and acquaint students with how communications can play a vital role in accomplishing public health objectives

COMM 312 Special Events Planning (3 Credit Hours)
Pre-requisites: COMM 210
Students will gain hands-on experience in event planning. They will learn to anticipate and execute the needs of an organization or community planning special events.
Outcomes:
Students will gain hands-on experience in event planning; They will learn to anticipate and execute the needs of an organization or community planning special events

COMM 313 Corporate and Organizational Communication (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 210; Prerequisites waived for Professional Communication Minors
Students will learn the theory and practice of responsive and strategic organizational communication in developing corporate identity and image.
Outcomes:
Students' understanding of the theory and practice of responsive and strategic organizational communication, public relations, and advertising will be enhanced

COMM 314 Public Relations Cases (3 Credit Hours)
Pre-requisites: COMM 210
The course focuses on issues, strategies, and solutions in creating and maintaining relationships with key publics including media relations, internal communications, community relations, public affairs, investor relations, and crisis communications.
Outcomes:
Students will gain experience analyzing, formulating and applying case-specific solutions and developing an integrated campaign

COMM 315 Advanced Reporting Topics (3 Credit Hours)
Pre-requisites: COMM 205 and 362; Junior Standing and above
This course offers in-depth attention to the challenges of writing complex stories characterized by careful research, use of sources, interviewing, and reporting and writing. Students examine writing for a "lay" audience in such areas as science and technology, finance, government, and religion. Can be repeated once with a different topic. Second completion can count as major elective in MJRN.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will broaden their writing and research experience

COMM 317 Media Planning (3 Credit Hours)
Pre-requisites: COMM 211
This course examines the advertising and marketing processes required to research, develop, and implement an effective media plan for budgeting appropriate advertising time and space.
Course equivalencies: COMM 317/COMM 417
Outcomes:
Student teams will develop competencies in decision-making processes and tools, including research methods, objectives, strategies, and tactics, to construct an advertising media plan

COMM 318 Public Relations Writing (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher and COMM 210
This course focuses on strategic public relations, writing for publics including print, broadcast, and digital media with understanding of objectives, news values, and formats.
Outcomes:
Students develop competency writing and editing news releases, pitch letters, fact sheets, public service announcements, newsletters, and Web content to develop a portfolio of individual writing samples

COMM 320 Public Service Communication (3 Credit Hours)
Pre-requisites: COMM 210 and 211
This course examines public relations strategies and applications in cause-related campaigns, public service initiatives, and community relations activities for corporate and nonprofit organizations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze current issues and advocacy campaigns, define ethical communication and social responsibility, and develop a public service campaign for an organization

COMM 321 Advertising Campaigns (3 Credit Hours)
Pre-requisites: COMM 211
This is an advanced advertising course in a simulated agency environment to provide practical experience in the campaign planning process.
Outcomes:
Student teams develop competencies in creating and producing a professional advertising campaign that includes market research, development of creative and media recommendations, and an integrated marketing communication strategy

COMM 322 Guerilla Media (3 Credit Hours)
Pre-requisites: COMM 200
This course covers provocative, unexpected, and alternative methods for distributing media and gaining new audiences. It includes the history, theories and ethics behind the appropriation of "guerrilla" strategies as found in artistic, civic, commercial and political media work. SES majors and EVCM minors are waived from pre-requisites.
Interdisciplinary Option: Film & Digital Media Studies
Outcomes:
Students gain experiences with understanding, creating and distributing media work with guerrilla strategies around environmental, journalistic and commercial themes of their choice

COMM 323 Remixing Culture (3 Credit Hours)
Pre-requisites: COMM 200
This course explores the remix culture as cultural exchange. While studying about remix culture and collaborative process, students will manifest projects that involve mashing up media using various web-based and mobile media creation, web-based editing, live online broadcasting and sharing and techniques of online presentation.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM323/ICVM323/IFMS323
Outcomes:
Students will learn about the intermixing of cultures through individual projects in which they will combine different types of media

COMM 324 Film Genre (3 Credit Hours)
Pre-requisites: COMM 274
Traces the evolution of independent filmmaking in the U.S, from the pioneering cinema of Maya Deren and John Cassavetes to seminal works of Spike Lee, Kelly Reichardt, and Barry Jenkins.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM324/ICVM324/IFMS324
Outcomes:
Students will be able to demonstrate knowledge what constitutes a genre and the varied approaches used to analyze films within the context of genre studies

COMM 326 Screenwriting (3 Credit Hours)
Pre-requisites: COMM 202
This course introduces students to the process of writing for the screen. Through exercises and analysis of structure and storytelling fundamentals, students will develop a working sense of the art of crafting a screenplay, learning how to build a script, step by step, from an original and compelling idea.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Extensive writing requirements cover all aspects of screenwriting, from creating a treatment and character bios to writing action and dialogue, culminating in the development of a detailed step outline and polished first act of a feature-length script (20+ pages); Students are required to bring an original movie idea to the first class

COMM 327 Mastering Video Reporting and Storytelling (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
This course prepares students to report and produce video stories for broadcast and other similar media distribution. It emphasizes information gathering, source development and visual storytelling, and builds on the video and editing skills students learn in the beginning video production class.
Outcomes:
Students will learn how to capture great video and audio, research, write, produce, edit complex, effective video stories and present in a variety of ways

COMM 328 Editorial Design II: Magazine & Interactive (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course gives advanced instruction in multi-page editorial layout and design by incorporating writing and photography into a complete, full-color magazine. Students will work as editors and designers in applying principles of design and production to existing articles and understand ethical issues in serving the readers of the magazine.
Outcomes:
Advanced skills in visual design concepts of color, typeface, space, and other basics; Advanced skills in working in a team toward a singular goal; Develop advanced creative capacities in visual communication and journalism

COMM 329 Advertising and Public Relations Design (3 Credit Hours)
Pre-requisites: COMM 210 or COMM 211
This course is for AD/PR majors who want to understand the creative and design discipline of the fields. Students will learn the fundamentals of print-based messages used in advertising and public relations. Students will employ various design programs applied in today's industry to develop visual communications projects, which will culminate in a final portfolio.
Course equivalencies: COMM 329/COMM 429
Outcomes:
Students will learn and become competent in the following: Current design programs including InDesign and Photoshop; Basic design principles, such as color, space, and typography; Common formats for designing integrated marketing communication print materials

COMM 330 Intermediate Advertising Design (3 Credit Hours)
Pre-requisites: COMM 214
Builds on the creative skills and understanding acquired in the introductory advertising creative courses to enhance students' conceptual abilities. Utilizing Adobe InDesign and Photoshop, students learn to design for various advertising formats including digital, print, and for client presentations.
Course equivalencies: COMM 330/COMM 463
Outcomes:
The best work is finished on computers and reviewed by advertising professionals at the end of the semester

COMM 331 Social Media Campaigns (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
This interactive, hands-on, strategy-meets-execution course is designed to help you think like a social media campaign planner and campaign creator, capable of building insight-driven strategies, selecting platforms, developing creative ideas, and understanding paid/owned/earned dynamics. The goal is that at the end of the semester, you have mastered the fundamentals of consumer behavior on social platforms, strategic campaign development, creative ideation, media planning, and performance management that spans across advertising, public relations, and communication practices.
Course equivalencies: COMM 331/COMM 444
Outcomes:
Develop comprehensive social media strategies based on consumer insights: Students will learn to identify target audiences, uncover behavioral and cultural insights, and translate these findings into high-impact social media campaign strategies; Assess specific platform nuances and audience expectations: No single platform is the same and serves different objectives for brand development, Students will examine how different social media platforms operate -- including their engagement patterns and algorithmic structures that shape content and communication strategies; Map customer journeys and identify high-impact touchpoints: Students will gain experience in mapping consumer paths across platforms and identify moments of opportunity for engagement, influence, and/or conversion within multi-platform journeys; Generate creative content strategies tailored to platform-specific audiences: Students will gain experience in creating platform-specific campaigns that are targeted to specific audiences, delivering on the client's brief expectations; Present professional-level social media campaign recommendations to clients: Students will get firsthand experience in presenting an industry-standard integrated social media campaign program

COMM 332 Investigative Reporting (3 Credit Hours)
Pre-requisites: COMM 205 and COMM 362; Junior Standing
This course will teach you how to do investigative reporting with a data journalism approach. Through discussion of examples and our own work, we will explore how to find, request, and use data that can reveal important information about society.
Outcomes:
Analyze and interpret data for journalistic purposes, using appropriate tools and methods to uncover patterns, trends, and anomalies that support investigative findings; Integrate data analysis with traditional reporting techniques (interviews, documents, field reporting) to construct accurate, compelling investigative narratives; Evaluate the ethical and legal implications of investigative and data-driven reporting, making informed decisions about privacy, harm, transparency, and accountability in their work; Locate, request, and obtain public records and datasets from governmental and institutional sources, using relevant laws and procedures (such as FOIA and open data portals)

COMM 333 Cinematography II (3 Credit Hours)
Pre-requisites: COMM 232
Students learn and demonstrate techniques and roles for advanced cinematography: virtual production, assistant directing, sound stages, and location lighting.
Outcomes:
Camera/lighting setups for commercial spaces, virtual locations, lens/cameras for advanced aesthetic choices, assistant directing role/practices, drones, cranes, Steadicams, and other mobile camera framing techniques

COMM 334 Mobile Advertising (3 Credit Hours)
Pre-requisites: COMM 211 and COMM 213
Mobile is one of the most valued investments for advertisers. This course covers the latest practices and trends of mobile advertising which includes 1) branded mobile application design and development; 2) advanced mobile experiences with AR/VR experiments; and 3) various practices, tactics, and ethical concerns for native mobile advertising experiences.
Course equivalencies: COMM 334/COMM 464
Outcomes:
Knowledge of relevant human-computer interaction theories and branded mobile design/development; Ability to use digital tools to create mobile advertising campaigns; Understanding of importance and implications of ethics in mobile advertising

COMM 335 Creating ADPR Content with AI (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
This course explores the current practices, opportunities, challenges, and ethics of strategic integration of Artificial Intelligence (AI) and Generative AI (GAI) into advertising, public relations, and communication workflows. Students learn various AI platforms and how to use AI for audience research, content creation, and campaign optimization while navigating the ethical and legal implications of automated communication.
Course equivalencies: COMM 335 / COMM 445
Outcomes:
Know the AI platforms and tools used for creating effective strategic communication content; Learn how to integrate AI to reduce creative production time; Understand the ethical implementations for AI use including navigating transparency, data privacy, and other issues; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 336 Search & Display Advertising (3 Credit Hours)
Pre-requisites: COMM 211 and COMM 213
This course covers search engine optimization and advertising practices through lectures and hands-on practices. Students will learn technical terms and tactics involved in optimizing the search result and user experience with brand websites. Google AdWords, search network campaigns, display network campaigns and Google merchandiser set-up training will be included. (Consider scheduling to coincide with Google Challenge.)
Outcomes:
Understand the major concepts in search engine optimization; Working knowledge of the structure and terms used in Google AdWords; Be able to develop effective search engine and display advertising campaigns

COMM 337 AD/PR Multimedia Commercial Production (3 Credit Hours)
Pre-requisites: COMM 135, COMM 145, or COMM 211
This is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing branded content and television spots, including for real clients.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 337/COMM 437
Outcomes:
Build experience in effective multi-tasking and teamwork, gain skills with technology and strategy, creative, and application process of broadcast production, and practice engaging with the community in media development efforts

COMM 338 Narrative Production (3 Credit Hours)
Pre-requisites: COMM 232, COMM 308, or COMM 359; Junior standing
Students work in teams to create short-subject narrative films taking their projects from preproduction to exhibition. Students will experience working as a part of a film production crew, be exposed to a variety of jobs, and produce and exhibit original films.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Understand and experience the five phases of the narrative production process: development, pre-production, production, postproduction, and exhibition; Experience working as a part of a film production crew and be exposed to a variety of production jobs; Produce polished, original, short-subject films and arrange for their exhibition

COMM 339 Video Documentary (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
This course offers hands on production of video documentaries through the study of electronic field production technology, the analysis of documentary texts, and the application of documentary research methods.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X - COMM 339 / COMM 439
Outcomes:
Students will gains hands-on video production experience in a non-narrative genre

COMM 342 Human Rights Reporting (3 Credit Hours)
In this course, Students will study the history of the concept of human rights and the legal mechanisms for enforcing human rights law, and they will read work by reporters covering human rights worldwide.
Outcomes:
Students will learn how to report on international conflicts by finding local angles of interest to Chicago readers and how to approach articles on domestic human rights issues

COMM 344 Portfolio I (3 Credit Hours)
Pre-requisites: COMM 266; and (COMM 329 or COMM 330)
Builds on skills acquired in intermediate creative courses to help students enhance their conceptual abilities and generate both print and integrated multimedia campaigns. Students work in teams to develop an extensive body of work that's exhibited in an awards show judged by advertising professionals.

COMM 345 Student Agency (3 Credit Hours)
Pre-requisites: COMM 175 and Instructor Consent
Course involves actual client work in Inigo, the student-run communications agency. Students gain skills/put theory into action as they provide public relations, digital communication, strategy and other services to companies and non-profits. Students apply prior semester. Contact instructor at cmcphil@luc.edu for details. All majors encouraged.
This course satisfies the Engaged Learning requirement.
Outcomes:
A fundamental understanding of what agencies are and how they function; A heightened sense of professionalism; Advanced-level teamwork; Increased written and verbal communication skills

COMM 346 Analytics, Insights, and Strategy (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 250
This course provides a comprehensive look at analytical tools and methodologies used to transform quantitative and qualitative data into strategic insights. Students will explore how to use data to uncover the cultural, psychological, and social factors that drive human behavior. By mastering the transition from data analysis to actionable communication strategies, students will learn to move beyond simple observations to understand the why behind the what. The course culminates in the development of a real-world strategic program that demonstrates an integration of data analytics with a promotional framework.
Outcomes:
Understand the roles and tools used for analyzing data, finding insights, and developing a strategy in the advertising, public relations, and communication planning and development process; Have a process for identifying social, cultural, and behavioral data from multiple sources to synthesize into a single strategy for a brand's communication program; Develop a communication strategy that leverages marketplace and target audience insights relevant to a specific brand; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 347 Influencers & Social Economy (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
Content creators and influencers are at the center of a rapidly growing global industry. This course bridges the gap between creative content and commercial viability by examining the evolution of influencers from content creators to product entrepreneurs and strategic brand partners. Students will analyze the roles of diverse influencers--from nano to mega--across the customer journey and develop the technical skills required to manage these partnerships, including the use of influencer analytics tools and messaging control strategies. The curriculum covers the business of the creator economy, including strategic goal setting, diverse revenue streams (from affiliate marketing to proprietary product lines), ethics, and legalities. Whether an aspiring communication entrepreneur or a future brand strategist, students will master the framework necessary to navigate, monetize, and manage the modern social economy. Students will develop a real-world influencer communication program that integrates data analysis with a cultural or psychological strategy framework.
Outcomes:
Identify and categorize influencer types based on reach, niche, and engagement; Develop a comprehensive communication plan for an influencer-based brand; Understand the advertising, public relations, and communication strategies and tools used to build a public image relevant for influencers; Develop a brand-specific influencer strategy that maps creator archetypes to the brand customer journey and use industry-standard KPIs to measure performance; Learn the diverse revenue streams, from affiliate marketing to proprietary product lines; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 350 Producing for Film & Digital Media (3 Credit Hours)
Pre-requisites: COMM 135 OR COMM 274; COMM 405 (for DMST students); OR Instructor Consent
Aesthetic choices meet the ethics and business of filmmaking in COMM 350. Producing covers how to develop story ideas from conception to writing, financing, production and distribution. Relevant issues in script breakdowns, safety, communication and contracts are covered. Students create pitch decks, basic budgets and a longer prospectus for potential investors.
Outcomes:
Understanding DEI issues while choosing stories to produce, hiring performers or crew; templates for budgets; best practices for safety on the set; creating engaging pitch decks and treatments

COMM 357 Programming Film & Media: Festivals, TV & Digital (3 Credit Hours)
Pre-requisites: COMM 200
This course examines programming and curating (selecting) media for film festivals, museums, streaming services and other platforms. Through work on a festival or similar project, students examine how audiences are identified, learn about distribution, and explore the challenges facing media outlets in selecting, reviewing and archiving media.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM357/IFMS369
Outcomes:
Evaluate, curate and present media work; improve critical thinking and writing about media; learn legal, creative and financial implications of programming and curating media

COMM 358 Newscasting and Producing (3 Credit Hours)
Pre-requisites: COMM 145 and COMM 256
This is designed as a capstone course for the broadcast journalism emphasis. It covers all aspects of TV (or web) newscasts, including producing, anchoring, reporting, photography and editing, as well as studio production. The class produces and delivers newscasts, designed to prepare students for work in the TV news industry.
Course equivalencies: COMM 358/COMM 458
Outcomes:
Report, write, and present news stories, demonstrating clear delivery, news judgment, and adherence to accuracy and fairness; Monitor and synthesize current news developments at Loyola, in Chicago, and at the state, national, and global levels, and incorporate this knowledge into journalistic work; Produce news that represents diverse perspectives and avoids misrepresentation or harm to individuals, groups, or alternative viewpoints; Evaluate their own and peers' newscasts, identifying strengths, weaknesses, and areas for improvement in content, ethics, technical quality, and on-air performance

COMM 359 Advanced Post Production (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
This course combines advanced editing theory and practice, aimed at providing students with the skills required for editing motion pictures of all genres and for all platforms.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - COMM 359 / COMM 459
Outcomes:
Students will learn how to edit for motion pictures of all forms

COMM 360 Digital Media Ethics (3 Credit Hours)
Pre-requisites: COMM 200
This course is designed to familiarize students with a new set of ethical dilemmas that have sprung up in the last decade with the rise of new media. Using classical ethical theories, students will formulate appropriate and responsible solutions to ethical dilemmas emerging in a new/digital media context.
Outcomes:
Students will learn about current ethical issues and solve these issues using classical ethical theories

COMM 361 New Media Criticism (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or better and COMM 200
Wikipedia, Google, YouTube, Twitter, and mobile applications are complex designed objects. Students will learn a critical language for thinking of new media as art, narrative, culture, and code. This course is Writing Intensive.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Introduce students to key theories and methods in new media criticism and digital humanities; Train students to critically read and interpret new media texts such as social media, online news, games, apps, and streaming content; Explain how technology, power, and culture interact in digital environments; Provide opportunities to conduct academic research and apply its findings through argumentative discussion and written criticism

COMM 362 Multimedia Journalism Research Methods (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205; Prerequisites waived for Environmental Communication minors
This course advances student knowledge of resources, methods, and credibility standards for gathering and reporting news stories.
Outcomes:
Students will learn how to conduct research that is both accurate and balanced

COMM 363 Research Methods in Advertising/Public Relations (3 Credit Hours)
Pre-requisites: COMM 210 or 211
Course will introduce majors to sound and effective social science research methods used in Ad/PR, including surveys, focus groups, content analysis, and audience analyses. It will also give students a chance to apply for the national PR student Bateman Competition that would continue in a designated course the following spring.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the research process and how to apply it to establish, build, and evaluate Ad/PR strategies, goals, and campaigns

COMM 365 Naturalistic Methods Communication Research (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course examines how communication research is conducted in naturalistic settings using qualitative methods associated with observation and in-depth interviewing.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become familiar with the reading and evaluation of communication research, and apply the concepts studied in class to the design and development of a research project

COMM 366 Observing/Measuring Cmun Behavior (3 Credit Hours)
This course examines how communication processes and behaviors are studied, using the social-scientific techniques of observation and measurements. It also looks at the limitations of these methods; appropriate methodologies and ways of analyzing quantitative (numerical) data.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will become familiar with the analysis of quantitative data, and apply their knowledge to the design of a research project

COMM 367 Rhetorical Criticism (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher and (COMM 175 or COMM 201)
This course examines theory, research, and application of critical methods for analyzing historical and contemporary persuasive discourse.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will be able to analyze rhetorical situations and critically assess efforts to respond to them

COMM 368 Ethnographic Research Methods in Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Junior standing
This course teaches principles of participant-observation research as a critical practice to produce a 'thick description' of meanings, values, hierarchies of interests, power structures, and ideals of a particular cultural group or community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn to conduct ethnographic research and its procedures - taking field notes, conducting interviews, examination of data and artifacts, and producing research results to a public audience

COMM 370 Special Topics in Advertising & Public Relations (3 Credit Hours)
These are advanced courses in specialized AD/PR areas. Titles and content vary and prerequisites are established according to course content. May be repeated with different topics for a total of 9 credit hours, but only 6 may count toward the major.
Course equivalencies: COMM 370/COMM 470

COMM 371 Special Topics Communication Studies (3 Credit Hours)
Pre-requisites: COMM 175; DMST-MC and GSCM-MS students may enroll without prerequisites
These courses offer in-depth reading, research, and discussion in specialized areas dealing with current social issues and communication practices. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.

COMM 372 Special Topics: Multimedia Journalism (3 Credit Hours)
These courses offer in-depth reading, research, and discussion in specialized areas dealing with current issues in multimedia journalism. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.
Outcomes:
Apply core journalistic standards--including accuracy, fairness, source verification, and transparency--when creating multimedia content on the semester's special topic; Adapt content for multiple digital platforms, revising headlines, visuals, and formats to suit different modes of distribution; Analyze multimedia news work for newsworthiness, storytelling effectiveness, audience engagement, and ethical/legal considerations

COMM 373 Digital Storytelling Abroad (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
Participants will learn and execute multimedia storytelling in an international setting. This course will help students enhance their video, writing, interviewing, photography, and editing skills within another country and cultural context.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 373/COMM 473
Outcomes:
The course will require students to enterprise and execute a range of multimedia skills that help participants tell stories; The course will have an emphasis on community engagement and social justice; The course will give students an opportunity to apply technical knowledge and skills to a uniquely-designed study abroad experience

COMM 374 Special Topics: Film & Digital Media (3 Credit Hours)
These courses offer in-depth experiences in the production, design, writing and development of film and digital media. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.

COMM 375 Media Relations (3 Credit Hours)
Pre-requisites: COMM 210 or 211
Students learn to develop influence through earned media. Skills taught include identifying news values, writing/creating multimedia press releases and media alerts, AP style, media training, creating media lists using Cision, working with syndication services, search engine optimization for news releases, creating a social presence and working with social influencers.
Outcomes:
Students learn to develop influence through earned media and how to build relationships with the media and other influencers in order to amplify stories for clients

COMM 378 Advertising/Public Relations Practicum (3 Credit Hours)
Pre-requisites: COMM 100 and Department Consent required; Restricted to Juniors and Seniors in the Advertising and Public Relations major
Students will gain advanced practical experience advertising/public relations projects.
Outcomes:
Create an Advertising/PR capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs and organizational goals in local and global contexts; Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in advertising or public relations

COMM 379 Digital Sustainability (3 Credit Hours)
Pre-requisites: Sophomore standing; SES undergrads can also enroll
Digital Sustainability explores the environmental impact of digital media. Mining precious metals to manufacture devices, burning fossil fuels to run data centers, global black market trading of e-waste are points where the digital world meets the physical world. Students will explore digital sustainability problems, and work toward creative solutions.
Course equivalencies: COMM 379 / COMM 479
Outcomes:
Learn about environmental issues stemming from digital media infrastructure; Critically evaluate different disciplinary perspectives to gain a broader understanding; Develop ethical reasoning regarding environmental impact resulting from digital media ecology

COMM 380 Debate Practicum (3 Credit Hours)
Pre-requisites: Instructor Consent
Students gain advanced practical experience in the Loyola Debate Society.
Outcomes:
To gain confidence as a speaker; To be able to construct well-reasoned arguments; To become an effective team member

COMM 381 Communication Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain advanced practical experience in service experiential learning projects. Student must develop a project with a full-time faculty member in COMM Studies. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs and organizational goals in local and global contexts; Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in advertising or public relations

COMM 382 Multimedia Journalism Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain hands-on practical experience in developing multimedia journalism projects. Student must develop a project with a full-time faculty member in Multimedia Journalism. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs; Produce journalistic stories to reach diverse publics and for distribution through multiple\ \nchannels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and\\nin the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in journalism

COMM 383 Radio Practicum (3 Credit Hours)
Pre-requisites: Department Consent
Students will work with WLUW radio station under the supervision of a faculty member participating in one or several of the following activities: generating story ideas, booking guests, interviewing guests, doing promotions using social networking and on-air productions, recording, editing and producing audio segments, and learning several facets of what it takes to produce a radio show.
This course satisfies the Engaged Learning requirement.
Outcomes:
Technical Proficiency: Operate studio and control-room equipment for live boards, automation, and remote recording, including digital audio workstations (eg, Adobe Audition, Pro Tools); Production Skills: Create, edit, and mix broadcast-ready content, including promos, PSAs, interviews, and news reports that meet industry loudness and quality standards; On-Air Performance: Demonstrate effective vocal techniques, interviewing skills, and show pacing while hosting live or pre-recorded shows; Content Creation: Develop and curate relevant, engaging content tailored for specific audiences

COMM 384 Film and Digital Media Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students will gain advanced practical experience creating digital cinema projects. They may choose to focus on a certain role and section: director/producer, writer, cinematographer, editor, production designer, sound designer, or publicist.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain advanced practical experience producing and collaborating on digital cinema projects

COMM 386 Advertising/Public Relations Capstone (3 Credit Hours)
Pre-requisites: Senior Standing; Restricted to Advertising & Public Relations majors
Students focus on integrating and applying knowledge and skills related to advertising and public relations. They will research a career interest area, interview working professionals, and create strategic communication portfolio materials. Students gain specialized industry knowledge, improve professional communication competence, and build contacts.
Outcomes:
Find, analyze, and synthesize information and prepare an academic research-style paper about a specific advertising or public relations practice and industry that you have the greatest interest in; Describe the professional practice and significant issues in your chosen field; Establish a relationship with professionals who are currently working in the area in which you want to develop a career; Develop a business portfolio (online if possible, IMC plan and work samples) that demonstrates a synthesis of the knowledge, competencies learned in the major and practical application that reflects responsible professional practices

COMM 387 New and Digital Media Capstone (3 Credit Hours)
Students focus on integrating and applying knowledge and skills related to new and digital media applications. They will gain specialized research and industry knowledge and skills, improve professional communication competencies, and build digital industry contacts.

COMM 388 Film and Digital Media Capstone (3 Credit Hours)
Pre-requisites: Department Consent; Senior Standing; Restricted to Film and Digital Media majors, Students must complete the COMM 388 form, describing your project, any participants/support materials/technology needed, and submit to Instructor
Project proposal must be approved by the program director and course supervisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include assisting in the development of a film festival or presentation of a significant research project.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

COMM 389 Advertising Creative Capstone: Portfolio II (3 Credit Hours)
Pre-requisites: COMM 266 and COMM 344; Senior Standing; Restricted to Advertising Creative majors
Gives students an opportunity to develop new campaigns and refine existing work. Students receive feedback from advertising professionals throughout the semester to help them edit and develop their portfolios. Each member of the class creates a portfolio website and develops a job search plan. Final portfolios are critiqued by faculty and professionals.
Outcomes:
Develop a portfolio of innovative ideas and creative ads across multiple platforms; Learn skills to critique and edit portfolio material; Have a plan for pitching work to potential employees

COMM 390 Communication Studies Capstone (3 Credit Hours)
Pre-requisites: COMM 240 and (COMM 361, COMM 365, COMM 367 or COMM 368)
This course serves as a finishing academic experience which wraps up the student's academic work in Communication Studies, whether their concentration is Organizational Communication, Digital Media, or Social Media and Society. In this course, you will create a project on a topic that interests you within communication studies. The project should make an original contribution to communication studies by adding new ideas, insights, or perspectives. The project can take many forms, including an academic paper, a social media campaign, or a creative text such as a podcast, a performance, or a video. The student will determine the nature of their project in class and workshop ideas to peers and instructor.
Outcomes:
Design and produce an original research project, an applied communication project, or a creative text/performance that demonstrates intellectual rigor, methodological coherence, and ability to use creative skills; Integrate and apply key communication concepts and methods to make sense of a complex question, problem, or theme within their project; Present a project effectively using clear, engaging, and well-organized oral and mediated communication; Collaborate in workshop settings by giving and incorporating constructive feedback, demonstrating professional communication, reflective listening, and self-assessment of their own learning; Demonstrate professional competencies, work readiness and an understanding of the ethical implications of their academic or creative projects

COMM 391 Advertising/Public Relations Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Completed 18 credit hours in COMM courses; Restricted to ADPR majors; Instructor Consent; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 392 Multimedia Journalism Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to MJRN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492
Outcomes:
Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences

COMM 393 Communication Studies Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to CMAS and CMUN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 394 Film & Digital Media Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to FDMD majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
Complete an internship providing an opportunity to use their visual and technical and/ or skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 394/COMM 494
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

COMM 395 Sports Media Internship (3 Credit Hours)
Pre-requisites: Junior Standing; Restricted to Sports Media majors
This supervised field experience enables students to have hands-on professional learning at a wide range of sports-related roles and organizations, including but not limit to teams, venues, non-profits, agencies, and corporations as the basis for learning and refining professional communication skills in the sports industry.
Outcomes:
Work in collaborative environments; Synthesize academic and professional experiences; Market and present oneself as a communication professional

COMM 398 Directed Study (1-3 Credit Hours)
Pre-requisites: Department Consent, Student must develop a project with a full-time faculty member in their SOC major, Paperwork is required Course may be taken for variable credit (1-3 hours). Students will work independently in their area of interest with a supervising faculty member whose expertise is in that area. Projects may include, but are not limited to: a reading course, where a student contracts to read and create an annotated bibliography of research materials; a writing course, where a student has developed a strong paper for a course and wants to refine it for possible conference presentation and/or publication, etc.
Outcomes:
Conduct thorough research and collect quantitative and qualitative information for a research project or a creative project; Produce polished, professional-grade media content using the latest technology, such as 1) a documentary, experimental, or narrative film, 2) written long-form journalism, 3) a video or audio journalism project, 4) an advertising or public relations campaign, or 5) a marketing campaign for a non-profit organization; Apply advanced knowledge of narrative structure, visual storytelling, or media production equipment; Critically analyze, evaluate, and contextualize media messages or theoretical concepts in the field; Identify the social, historical, and ideological forces that shape media

Advertising & Public Relations

- Advertising & Public Relations (BA) (p. 840)
- Public Relations Minor (p. 842)

Advertising & Public Relations (BA)

In the Advertising/Public Relations Major you will learn to use strategic communication to develop creative and effective messages delivered across multiple media platforms for selected audiences. Loyola's Chicago location provides close proximity to agencies, brands, and organizations, giving students the opportunity to get first-hand exposure to the industry.

Related Programs

Major

- Advertising Creative (BA) (p. 843)

Minor

- Advertising Minor (p. 845)
- Public Relations Minor (p. 842)

Curriculum

Students must choose and declare a focus in Advertising, Public Relations, or Integrated, which determines the specific three courses they will take as part of their chosen focus.

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 215	Ethics & Communication	3
Required Courses		
COMM 210	Principles of Public Relations	3
COMM 211	Principles of Advertising	3
COMM 213	Digital Foundations	3

COMM 250	Foundational ADPR Research Methods	3
MARK 201	Principles of Marketing	3
Strategy Course		
COMM 346	Analytics, Insights, and Strategy	3
Specialized Concentration		**9**
Select one of the following concentration areas:		
Advertising Concentration		
COMM 214	Creative Concepts [1]	
COMM 317	Media Planning	
Select one of the following:		
COMM 266	Advertising Copywriting	
COMM 290	Branding and Positioning	
COMM 321	Advertising Campaigns	
Public Relations Concentration		
COMM 313	Corporate and Organizational Communication	
COMM 318	Public Relations Writing [1]	
Select one of the following:		
COMM 311	Health Communication	
COMM 314	Public Relations Cases	
COMM 375	Media Relations	
Integrated Concentration		
Select one of the following Advertising courses:		
COMM 317	Media Planning	
COMM 266	Advertising Copywriting	
COMM 290	Branding and Positioning	
COMM 321	Advertising Campaigns	
Select one of the following Public Relations courses:		
COMM 311	Health Communication	
COMM 313	Corporate and Organizational Communication	
COMM 314	Public Relations Cases	
COMM 375	Media Relations	
Select one of the following Writing Intensive courses:		
COMM 214	Creative Concepts [1]	
COMM 318	Public Relations Writing [1]	
New Media Course		**3**
Select one of the following:		
COMM 331	Social Media Campaigns	
COMM 335	Creating ADPR Content with AI	
COMM 347	Influencers & Social Economy	
Internship & Capstone		
COMM 386	Advertising/Public Relations Capstone	3
COMM 391	Advertising/Public Relations Internship [2]	3
Electives		
Any elective from the list of Electives for AD/PR. (p. 841)		3
Total Hours		**49**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

List of Approved Electives

Code	Title	Hours
Advertising and Public Relations Electives		
COMM 101	Public Speaking & Critical Thinking	3
or COMM 103	Business & Professional Speaking	
COMM 205	Reporting Basics I: Writing and Interviewing [1]	3
COMM 212	International Advertising [3]	3
COMM 214	Creative Concepts [1]	3
COMM 266	Advertising Copywriting [1]	3
COMM 278	International Public Relations (abroad)	3
COMM 290	Branding and Positioning	3
COMM 296	Themes in Advertising/Public Relations	3
COMM 311	Health Communication	3
COMM 312	Special Events Planning	3
COMM 313	Corporate and Organizational Communication	3
COMM 314	Public Relations Cases	3
COMM 317	Media Planning	3
COMM 318	Public Relations Writing [1]	3
COMM 320	Public Service Communication [2]	3
COMM 321	Advertising Campaigns	3
COMM 329	Advertising and Public Relations Design	3
COMM 330	Intermediate Advertising Design	3
COMM 331	Social Media Campaigns	3
COMM 335	Creating ADPR Content with AI	3
COMM 337	AD/PR Multimedia Commercial Production [2]	3
COMM 345	Student Agency [4]	3
COMM 347	Influencers & Social Economy	3
COMM 370	Special Topics in Advertising & Public Relations	3
COMM 375	Media Relations	3
COMM 398	Directed Study	1-3
Interdisciplinary Electives		
FNAR 132	Visual Communication I	3
FNAR 233	Digital Media Design	3
FNAR 383	Interactive Design	3
MARK 310	Consumer Behavior	3
MARK 311	Marketing Research	3
MARK 363	International Marketing	3
MARK 380	Digital Marketing	3

[1] Writing Intensive (https://www.luc.edu/soc/undergrad/soclanguagerequirement/#den103333)
[2] Satisfies Engaged Learning (https://www.luc.edu/engagedlearning/) requirement.
[3] At the John Felice Rome Center (https://www.luc.edu/rome/index.shtml/)
[4] Inigo (https://www.inigocomm.com/)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 200	Digital Communication and Society	3
COMM 210 or COMM 211	Principles of Public Relations or Principles of Advertising	3
	Hours	**6**
Second Year		
Fall		
COMM 211 or COMM 210	Principles of Advertising or Principles of Public Relations	3
COMM 213	Digital Foundations	3
COMM 215	Ethics & Communication	3
	Hours	**9**
Spring		
COMM 250	Foundational ADPR Research Methods	3
MARK 201	Principles of Marketing	3
	Hours	**6**
Third Year		
Fall		
COMM 346	Analytics, Insights, and Strategy	3
Concentration Course 1		3
Concentration Course 2		3
	Hours	**9**
Spring		
COMM 100	SOC Career Prep Seminar	1
Concentration Course 3		3
	Hours	**4**
Fourth Year		
Fall		
New Media Course		3
COMM 391	Advertising/Public Relations Internship	3
	Hours	**6**
Spring		
COMM 386 or COMM 391	Advertising/Public Relations Capstone (if not already taken) or Advertising/Public Relations Internship	3
Elective Course		3
	Hours	**6**
	Total Hours	**49**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Create and implement strategic communication campaigns that integrate advertising, public relations and integrated marketing communication, and are responsive to community needs and organizational goals in local and global contexts.
- Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media.
- Apply appropriate research methods to plan, monitor and evaluate public relations, advertising and other communication campaigns and activities.
- Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community.
- Demonstrate the competencies to work as an entry-level professional in advertising or public relations.

Public Relations Minor

A Minor in Public Relations complements other majors as most careers require understanding of internal and external communications. Studying public relations will enable students to better communicate with customers, clients, audiences, supervisors, and teammates. Students will study the variety of communication strategies, tactics, and media platforms public relations practitioners use to build and maintain positive relationships and favorable images for clients. Common job areas include media relations, event planning, corporate communications, content creator, crises management, publicity, public affairs, and government relations. A Minor in Public Relations would offer benefits to students in multiple disciplines, including Business, Marketing, English, Theater, Fine Arts, Political Science, Healthcare, Environmental Sustainability, Education, Women and Gender Studies, and Social Work.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)
- Advertising Creative (BA) (p. 843)

Minor

- Advertising Minor (p. 845)

Curriculum

Code	Title	Hours
School of Communication		
COMM 175	Introduction to Communication	3
Public Relations Foundation Courses		
COMM 210	Principles of Public Relations	3
COMM 213	Digital Foundations	3

Public Relations Focus Courses		
COMM 313	Corporate and Organizational Communication	3
COMM 318	Public Relations Writing [1]	3
Electives		
Select two of the following:		6
COMM 101	Public Speaking & Critical Thinking	
or COMM 103	Business & Professional Speaking	
COMM 205	Reporting Basics I: Writing and Interviewing [1]	
COMM 278	International Public Relations	
COMM 290	Branding and Positioning	
COMM 311	Health Communication	
COMM 312	Special Events Planning	
COMM 317	Media Planning	
COMM 320	Public Service Communication [2]	
COMM 329	Advertising and Public Relations Design	
COMM 331	Social Media Campaigns	
COMM 335	Creating ADPR Content with AI	
COMM 337	AD/PR Multimedia Commercial Production [2]	
COMM 345	Student Agency [3]	
COMM 347	Influencers & Social Economy	
COMM 370	Special Topics in Advertising & Public Relations	
COMM 375	Media Relations	
COMM 391	Advertising/Public Relations Internship [2]	
Total Hours		**21**

[1] Writing Intensive (p. 821)
[2] Satisfies Engaged Learning (p. 1000) requirement
[3] Inigo (https://www.inigocomm.com/)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 210	Principles of Public Relations	3
	Hours	**3**
Junior		
Fall		
COMM 213	Digital Foundations	3
	Hours	**3**
Spring		
COMM 318	Public Relations Writing	3
	Hours	**3**
Senior		
Fall		
COMM 313	Corporate and Organizational Communication	3
	Hours	**3**
Spring		
Minor Elective #1		3
Minor Elective #2		3
	Hours	**6**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Learn how to create and implement strategic public relations communication campaigns for industry products and services that are relevant to consumer needs and wants.
- Write and design messages to reach diverse audiences and for distribution through multiple channels, including both traditional and digital media.
- Implement ethical communication practices that are socially responsible and in the mutual interests of the organization and the community.

Advertising Creative

- Advertising Creative (BA) (p. 843)
- Advertising Minor (p. 845)

Advertising Creative (BA)

The Advertising Creative program offers students the opportunity to earn a four-year degree and build a career-ready creative portfolio, all while developing a well-rounded set of critical skills and a deep sense of ethics and responsibility. Students in this program prepare for careers in art direction, copywriting, production, and other creative roles at agencies and other organizations.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)

Minor

- Advertising Minor (p. 845)
- Public Relations Minor (p. 842)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 215	Ethics & Communication	3

Required Courses		
COMM 210	Principles of Public Relations	3
COMM 211	Principles of Advertising	3
COMM 213	Digital Foundations	3
COMM 250	Foundational ADPR Research Methods	3
MARK 201	Principles of Marketing	3
Strategy Course		
COMM 346	Analytics, Insights, and Strategy	3
Specialized Focus		
COMM 214	Creative Concepts [1]	3
COMM 266	Advertising Copywriting [1]	3
COMM 290	Branding and Positioning	3
COMM 329	Advertising and Public Relations Design	3
or COMM 330	Intermediate Advertising Design	
COMM 344	Portfolio I	3
New Media Course		**3**
COMM 331	Social Media Campaigns	
COMM 335	Creating ADPR Content with AI	
COMM 347	Influencers & Social Economy	
Internship & Capstone		
COMM 389	Advertising Creative Capstone: Portfolio II	3
COMM 391	Advertising/Public Relations Internship [2]	3
Electives		
Any course from the list of approved electives. (p. 844)		3
Total Hours		**55**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

List of Approved Electives

Code	Title	Hours
Advertising Creative Electives		
COMM 101	Public Speaking & Critical Thinking	3
or COMM 103	Business & Professional Speaking	
COMM 135	Intro to Video Production	3
COMM 205	Reporting Basics I: Writing and Interviewing [1]	3
COMM 212	International Advertising [3]	3
COMM 278	International Public Relations (abroad)	3
COMM 296	Themes in Advertising/Public Relations	3
COMM 311	Health Communication	3
COMM 312	Special Events Planning	3
COMM 317	Media Planning	3
COMM 320	Public Service Communication [2]	3
COMM 321	Advertising Campaigns	3
COMM 329	Advertising and Public Relations Design [5]	3
COMM 330	Intermediate Advertising Design [5]	3
COMM 331	Social Media Campaigns	3
COMM 335	Creating ADPR Content with AI	3
COMM 337	AD/PR Multimedia Commercial Production [2]	3
COMM 345	Student Agency [4]	3
COMM 347	Influencers & Social Economy	3
COMM 370	Special Topics in Advertising & Public Relations	3
COMM 375	Media Relations	3
COMM 398	Directed Study	1-3
Interdisciplinary Electives		
FNAR 132	Visual Communication I	3
FNAR 233	Digital Media Design	3
FNAR 383	Interactive Design	3
MARK 310	Consumer Behavior	3
MARK 311	Marketing Research	3
MARK 363	International Marketing	3
MARK 380	Digital Marketing	3

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.
[3] At the John Felice Rome Center (https://www.luc.edu/rome/index.shtml/)
[4] Inigo (https://www.inigocomm.com/)
[5] Can be taken as an elective if not taken for Specialized Focus.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 200	Digital Communication and Society	3
COMM 211	Principles of Advertising	3
	Hours	**6**
Second Year		
Fall		
COMM 210	Principles of Public Relations	3
COMM 213	Digital Foundations	3
COMM 250	Foundational ADPR Research Methods	3
	Hours	**9**
Spring		
COMM 214	Creative Concepts	3
COMM 215	Ethics & Communication	3
MARK 201	Principles of Marketing	3
	Hours	**9**
Third Year		
Fall		
COMM 290	Branding and Positioning	3
COMM 346	Analytics, Insights, and Strategy	3
	Hours	**6**
Spring		
COMM 100	SOC Career Prep Seminar	1
COMM 266	Advertising Copywriting	3

COMM 330 or COMM 329	Intermediate Advertising Design or Advertising and Public Relations Design	3
	Hours	**7**
Fourth Year		
Fall		
New Media Course		3
COMM 344	Portfolio I	3
COMM 391	Advertising/Public Relations Internship	3
	Hours	**9**
Spring		
COMM 389	Advertising Creative Capstone: Portfolio II	3
Elective Course		3
	Hours	**6**
	Total Hours	**55**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Gain knowledge for how creative strategies bring insights into focus to meet challenges and solve problems for industry and organizations.
- Understand the creative process employed for developing big ideas that can be used across multiple and changing communication platforms.
- Demonstrate skills for writing copy and designing messages in traditional and digital media.
- Enhance skills for creating content that is relevant and delivers strategy.
- Apply ethical and inclusive decision making throughout the creation of communications.
- Develop a professional portfolio of creative material.

Advertising Minor

Students pursuing an Advertising Minor learn about the dynamic and complex advertising industry, such as consumer insights, strategic planning, account management, design, media, creative, production, and branding. Typical job areas include market research, graphic design, account service, art director, copywriting, content creator, influencer management, media planning/buying, special event planning, and account management.

The Advertising Minor would be of interest to students in a variety of academics, such as Theater, Fine Arts, Graphic Design, English, Business, Marketing, Psychology, Sociology, Anthropology, Political Science, History, and Women and Gender Studies.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)
- Advertising Creative (BA) (p. 843)

Minor

- Public Relations Minor (p. 842)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 175	Introduction to Communication	3
Advertising Foundation Courses		
COMM 211	Principles of Advertising	3
COMM 213	Digital Foundations	3
Advertising Focus Courses		
COMM 214	Creative Concepts [1]	3
COMM 317	Media Planning	3
Electives		
Select two of the following:		6
COMM 101 or COMM 103	Public Speaking & Critical Thinking Business & Professional Speaking	
COMM 205	Reporting Basics I: Writing and Interviewing [1]	
COMM 212	International Advertising (at the John Felice Rome Center)	
COMM 266	Advertising Copywriting [1]	
COMM 290	Branding and Positioning	
COMM 296	Themes in Advertising/Public Relations	
COMM 311	Health Communication	
COMM 312	Special Events Planning	
COMM 321	Advertising Campaigns	
COMM 329	Advertising and Public Relations Design	
COMM 331	Social Media Campaigns	
COMM 335	Creating ADPR Content with AI	
COMM 337	AD/PR Multimedia Commercial Production [2]	
COMM 345	Student Agency [3]	
COMM 347	Influencers & Social Economy	
COMM 370	Special Topics in Advertising & Public Relations	
COMM 391	Advertising/Public Relations Internship [2]	
Total Hours		**21**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement
[3] Inigo (https://www.inigocomm.com/)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 211	Principles of Advertising	3
	Hours	**3**
Junior		
Fall		
COMM 213	Digital Foundations	3
	Hours	**3**
Spring		
COMM 214	Creative Concepts	3
	Hours	**3**
Senior		
Fall		
COMM 317	Media Planning	3
	Hours	**3**
Spring		
Minor Elective #1		3
Minor Elective #2		3
	Hours	**6**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understand the dynamic and complex advertising industry, such as consumer insights, strategic planning, account management, design, media, creative, production, and branding.
- Identify roles involved in advertising development such as market research, graphic design, account service, art director, copywriting, content creator, influencer management, media planning/buying, special event planning, and account/strategic planning.
- Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community.
- Apply competencies to work as an entry-level professional in advertising or public relations.

Communication Studies

- Communication Studies (BA) (p. 846)
- Communication Studies Minor (p. 847)
- Environmental Communication Minor (p. 849)
- Professional Communication Minor (p. 850)

Communication Studies (BA)

The communication studies major proudly places itself at the intersection of theory and practice. Its students are led to understand and to use, to critique and to appreciate, to embrace communication as it is presently practiced in society and to hone it for more effective service to the human community. Our communication studies majors benefit from our unparalleled location within the scholarly Loyola community and in the midst of the Chicago media hub.

Communication studies courses help students understand how communication can persuade, comfort, alienate, or bring the world together.

Related Programs

Minor

- Communication Studies Minor (p. 847)
- Environmental Communication Minor (p. 849)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
Select one of the following:		
COMM 215	Ethics & Communication	3
or COMM 360	Digital Media Ethics	
Communication Studies Foundation		
COMM 240	Communication Research Design	3
COMM 271	Media Culture and Communication	3
COMM 272	Intercultural Communication	3
COMM 273	Interpersonal Communication	3
Concentrations		**9**
Students must choose one of the following concentrations:		
Organizational Communication		
COMM 231	Conflict Management and Communication	
COMM 237	Small Group Communication	
COMM 277	Organizational Communication	
Media & Technology		
COMM 201	Media Theory and Criticism	
COMM 280	Media Technology & Society	
COMM 283	Global Media	
Social Media & Society		
COMM 241	Digital Platforms	
COMM 258	Game Studies	
COMM 261	Social Media and Society	
Application Course [1]		**3**
Select one of the following:		
COMM 381	Communication Practicum	
COMM 393	Communication Studies Internship [2]	

COMM 398	Directed Study	
Intensive Methods		**3**
Select one of the following:		
COMM 361	New Media Criticism [3]	
COMM 365	Naturalistic Methods Communication Research [2]	
COMM 367	Rhetorical Criticism [3]	
COMM 368	Ethnographic Research Methods in Communication [2]	
Elective		**3**
Select one of the following OR a course from another CMUN Concentration		
COMM 220	Introduction to Rhetoric	
COMM 234	Interviewing for Communication	
COMM 236	Persuasive Presentations	
COMM 281	Communication, Language & Gender [2]	
Capstone Course		
COMM 390	Communication Studies Capstone	3
Total Hours		**43**

[1] Students must take COMM 240 Communication Research Design before taking this requirement.
[2] Satisfies Engaged Learning (p. 1000) requirement.
[3] This course is Writing Intensive (p. 822).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 200	Digital Communication and Society	3
COMM 272	Intercultural Communication	3
	Hours	**6**
Second Year		
Fall		
COMM 215 or COMM 360	Ethics & Communication or Digital Media Ethics	3
COMM 273	Interpersonal Communication	3
	Hours	**6**
Spring		
COMM 240	Communication Research Design	3
COMM 271	Media Culture and Communication	3
	Hours	**6**
Third Year		
Fall		
COMM 100	SOC Career Prep Seminar	1
Concentration Course 1		3
Concentration Course 2		3
	Hours	**7**
Spring		
COMM 361 or COMM 365 or COMM 367 or COMM 368	New Media Criticism or Naturalistic Methods Communication Research or Rhetorical Criticism or Ethnographic Research Methods in Communication	3
Concentration Course 3		3
	Hours	**6**
Fourth Year		
Fall		
Major Elective		3
Application Course		3
	Hours	**6**
Spring		
COMM 390	Communication Studies Capstone	3
	Hours	**3**
	Total Hours	**43**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Identify the relationship between communication processes and practices and the construction and transformation of human identities, communities, and cultures.
- Build specialized expertise in a Communication sub-field through one of the major's concentrations in Organizational Communication, Media & Technology, or Social Media & Society.
- Apply communication knowledge to contexts beyond the classroom using appropriate methodologies.
- Interpret and conduct communication research across diverse contexts, cultures, and industries.
- Demonstrate advanced written, oral, and visual communication skills through a creative capstone project relevant to the student's career goals and interests.

Communication Studies Minor

The communication studies minor equips students to understand the fundamental communication social issues faced by our globalized

world. They come to appreciate how communication can persuade, comfort, alienate, or bring the world together.

This 18 credit minor will help students learn to use communication skills to produce messages, texts, campaigns, and projects in a way that is creative, culturally literate and convincing. Because of this, the minor is a very good complement for majors in the College of Arts and Sciences as well as Education, Business, and Social Work.

Related Programs

Major

- Communication Studies (BA) (p. 846)

Minor

- Professional Communication Minor (p. 850)

Curriculum

Code	Title	Hours
Required Course		
COMM 175	Introduction to Communication	3
Electives		
Select five from the following menus—two of these courses must be selected from at least two different menus.		15
Menu 1: Theory/Critical Analysis		
COMM 215	Ethics & Communication	
COMM 220	Introduction to Rhetoric	
COMM 227	Social Justice and Public Communication	
COMM 268	Persuasion	
COMM 271	Media Culture and Communication	
COMM 272	Intercultural Communication	
COMM 273	Interpersonal Communication	
COMM 274	Introduction to Cinema	
COMM 277	Organizational Communication	
Menu 2: Applied		
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
COMM 230	Argumentation & Advocacy	
COMM 231	Conflict Management and Communication	
COMM 232	Cinematography I	
COMM 234	Interviewing for Communication	
COMM 236	Persuasive Presentations	
COMM 237	Small Group Communication	
COMM 275	Web Design and Usability	
COMM 306	Environmental Communication & Advocacy	
COMM 309	Designing Media for Social Change	
COMM 361	New Media Criticism [1]	
Menu 3: Research Methods		
COMM 365	Naturalistic Methods Communication Research [2]	
COMM 367	Rhetorical Criticism [1]	
COMM 368	Ethnographic Research Methods in Communication [2]	
Menu 4: General Communication Electives		
	Any COMM course not previously taken to satisfy a requirement	
Total Hours		**18**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
Minor Elective #1 [1]		3
	Hours	**3**
Junior		
Fall		
Minor Elective #2 [1]		3
	Hours	**3**
Spring		
Minor Elective #3 [1]		3
	Hours	**3**
Senior		
Fall		
Minor Elective #4 [1]		3
	Hours	**3**
Spring		
Minor Elective #5 [1]		3
	Hours	**3**
	Total Hours	**18**

[1] Two (2) courses must come from different menus: Theory/Critical Analysis, Applied, Research Methods, any COMM class not previously taken.

Learning Outcomes

- Learn how the communication field interprets and approaches fundamental communication social issues faced by our globalized world.
- Understand the situated, contextual, and historical nature of communication processes and practices.
- Identify the relationship between communication processes and practices and the construction and transformation of human identities, communities, and cultures.
- Use communication skills and knowledge to produce messages, texts, campaigns, and projects.

- Formulate creative, culturally literate, and convincing oral, written, and multimodal arguments which are responsive to context and situation.

Environmental Communication Minor

As of Fall 2026, this program is no longer accepting applicants.

The Environmental Communication minor is a collaborative effort between the School of Communication and the School of Environmental Sustainability. This 18 credit minor equips students with a deeper understanding of the role of communication in effectively advocating for environmental sustainability.

The minor is enriched with access to state-of-the-art facilities at the Lakeshore and Water Tower campuses. At Lakeshore, the facilities of the School of Environmental Sustainability are designed to minimize energy use, reduce waste, and conserve water. At Water Tower, the School of Communication offers students on-site multi-media production facilities, labs, and specialized equipment.

The skills student acquire from this minor will prepare them for future work in environmental advocacy across diverse platforms.

Related Programs

Major

- Communication Studies (BA) (p. 846)

Minor

- Communication Studies Minor (p. 847)

Curriculum

Only three courses may count toward an SoC or SES major and the Environmental Communication minor. Please consult your academic advisor with any questions.

Code	Title	Hours
Environmental Courses		
Select two of the following:		6
ENVS 218	Biodiversity & Biogeography	
ENVS 224	Climate & Climate Change	
ENVS 273	Energy and the Environment	
ENVS 283	Environmental Sustainability [2]	
Communication Courses		
Select two of the following:		6
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
or COMM 14	Video for Journalists	
COMM 210	Principles of Public Relations	
COMM 213	Digital Foundations	
COMM 236	Persuasive Presentations	
COMM 260	Environmental Journalism (spring only) [1]	
COMM 275	Web Design and Usability	
COMM 309	Designing Media for Social Change	
or COMM 32	Guerilla Media	
COMM 282	Media Law	
or COMM 362	Multimedia Journalism Research Methods	
Elective Options		
Select one each from Lists A and B:		6
List A:		
COMM 227	Social Justice and Public Communication	
COMM 306	Environmental Communication & Advocacy	
COMM 307	Communication and Social Movements	
COMM 379	Digital Sustainability	
List B:		
ENVS 204	Gender, Health & Environment	
ENVS 207	Plants and Civilization	
ENVS 218	Biodiversity & Biogeography	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 273	Energy and the Environment	
ENVS 279	Climate and History [1]	
ENVS 283	Environmental Sustainability [2]	
ENVS 284	Environmental Justice	
ENVS 297	North American Environmental History [1]	
ENVS 310	Introduction to Environmental Law & Policy	
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 338	Climate Change and Human Health	
ENVS 350A	Solutions to Environmental Problems: Water [2]	
ENVS 350B	Solutions to Environmental Problems: Biogas [2]	
ENVS 350C	Solutions to Environmental Problems: Climate Action [2]	
ENVS 350F	Solutions to Environmental Problems: Food Systems [2]	
Total Hours		**18**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
ENVS Required Course #1		3
	Hours	**3**
Spring		
ENVS Required Course #2		3
	Hours	**3**
Junior		
Fall		
COMM Required Course #1		3
	Hours	**3**

Spring		
COMM Required Course #2		3
	Hours	**3**
Senior		
Fall		
ENVS Option #1		3
	Hours	**3**
Spring		
COMM Option #1		3
	Hours	**3**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understand the role that communication plays in upholding, changing, or transforming the dominant social and cultural understandings of the environment.
- Effectively use various communication strategies and technologies to advocate for environmental sustainability.
- Use communication skills to critique, change, and create environmental campaigns and projects.
- Serve the needs of diverse groups, communities and organizations which strive for equity, diversity, inclusion, and social justice.

Professional Communication Minor

As of Fall 2026, this program is no longer accepting applicants.

The Professional Communication minor is designed for students outside of the School of Communication who are seeking to improve their communication skills, including speaking, writing, and multi-media presentations.

The 18-credit-hour minor will help students improve their public speaking, persuasive abilities, understanding of organizational communication and creative use of media technologies.

Students with this minor will have an advantage in professional settings that reward excellence in communication.

Related Programs

Major

- Communication Studies (BA) (p. 846)

Minor

- Communication Studies Minor (p. 847)
- Environmental Communication Minor (p. 849)

Curriculum

Code	Title	Hours
Oral Communication		
Select one of the following:		3
COMM 101	Public Speaking & Critical Thinking	
COMM 103	Business & Professional Speaking (Quinlan majors only)	
Written Communication		
Select one of the following:		3
COMM 205	Reporting Basics I: Writing and Interviewing [1,3]	
COMM 277	Organizational Communication [2,3]	
COMM 313	Corporate and Organizational Communication [2,3]	
Applied Communication		
Select four of the following:		12
COMM 145	Video for Journalists	
COMM 205	Reporting Basics I: Writing and Interviewing [1,3]	
COMM 210	Principles of Public Relations [2]	
COMM 211	Principles of Advertising [2]	
COMM 230	Argumentation & Advocacy [2]	
COMM 231	Conflict Management and Communication [2]	
COMM 234	Interviewing for Communication [2]	
COMM 237	Small Group Communication [2]	
COMM 273	Interpersonal Communication [2]	
COMM 275	Web Design and Usability [2]	
COMM 277	Organizational Communication [2,3]	
COMM 313	Corporate and Organizational Communication [2,3]	
Total Hours		**18**

1. Writing Intensive (p. 822)
2. Pre-requisite(s) waived.
3. This course cannot be used to fulfill both the Written Communication and the Applied Communication requirements.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
Oral Communication Course		3
	Hours	**3**
Spring		
Written Communication Course		3
	Hours	**3**
Junior		
Fall		
Applied Communication Course #1		3
	Hours	**3**
Spring		
Applied Communication Course #2		3
	Hours	**3**

Senior	
Fall	
Applied Communication Course #3	3
Hours	**3**
Spring	
Applied Communication Course #4	3
Hours	**3**
Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Improve public speaking skills geared towards organizational settings.
- Produce creative, effective, and appropriate messages, texts, and projects using different types of media technologies.
- Formulate professional, persuasive, and culturally literate oral, written, and multimodal arguments which are responsive to organizational contexts.
- Understand the role of communication in our contemporary globalized world.

Film and Digital Media

- Digital Media Minor (p. 851)
- Film and Digital Media Minor (p. 852)
- Film and Digital Media: Film and Media Production Track (BA) (p. 853)
- Film and Digital Media: International Programming Track (BA) (p. 855)

Digital Media Minor

As of Fall 2026, this minor is no longer accepting students.

The Digital Media Minor is designed for students with a broad interest in the study of digital culture. Courses within this minor provide students a flexible and rigorous program examining digital technology and everyday life, ethical concerns in digital practices, contemporary games and game culture, digital media production, the persuasive communicative power of global digital media industries, and emergent user practices.

Related Programs

Major

- Film and Digital Media: Film and Media Production Track (BA) (p. 853)

Minor

- Film and Digital Media Minor (p. 852)

Curriculum

Code	Title	Hours
Required Courses		
COMM 175	Introduction to Communication	3
or COMM 201	Media Theory and Criticism	
COMM 200	Digital Communication and Society	3
COMM 275	Web Design and Usability	3
COMM 360	Digital Media Ethics	3
Elective Courses (p.)		
Select three courses from the following list. A max of one course can be from non-COMM options.		9
COMM 213	Digital Foundations	
COMM 227	Social Justice and Public Communication	
COMM 258	Game Studies	
COMM 280	Media Technology & Society	
COMM 299	Themes in Film and Digital Media	
COMM 322	Guerilla Media	
COMM 323	Remixing Culture	
COMM 357	Programming Film & Media: Festivals, TV & Digital	
COMM 361	New Media Criticism [1]	
COMM 371	Special Topics Communication Studies	
COMM 373	Digital Storytelling Abroad [2]	
COMM 374	Special Topics: Film & Digital Media	
COMP 111	History of Computing (WI)	
COMP 125	Visual Information Processing (core eligible)	
COMP 150	Introduction to Computing (core eligible)	
COMP 170	Introduction to Object-Oriented Programming	
COMP 250	Research Writing: Open Source Tools and Techniques (WI)	
COMP 317	Social, Legal, and Ethical Issues in Computing	
COMP 388	Topics in Computer Science	
SOCL 226	Science, Technology, & Society	
Total Hours		**21**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 201	Media Theory and Criticism (OR COMM 175 Introduction to Communication)	3
COMM 200	Digital Communication and Society	3
	Hours	**6**

Spring		
COMM 275	Web Design and Usability	3
	Hours	**3**
Junior		
Fall		
COMM 360	Digital Media Ethics	3
	Hours	**3**
Spring		
Minor Elective #1		3
	Hours	**3**
Senior		
Fall		
Minor Elective #2		3
	Hours	**3**
Spring		
Minor Elective #3		3
	Hours	**3**
	Total Hours	**21**

Learning Outcomes

- Similar to learning grammar to create sentences or speaking the sounds of a foreign language, students who minor in digital media will learn the "language" of film and how shot composition/framing aid in storytelling just as well as dialogue.
- You will be exploring non-fiction, narrative, and experimental genres and will be asked to demonstrate competency in visual storytelling, camera, editing, sound, lighting, scripting and design work.
- You will be asked to integrate theoretical and ethical ideas about the media into the creative context of visual/aural expression.
- In this minor, we will provide students with the basic terminology, observational and critical skills and theoretical background for the study of film aesthetics and language, history, cultural and formal analysis.
- Lastly, you will approach each assigned screening by performing a close analysis of each film that will explore its cinematic elements and properties such as mise-en-scene, cinematography, camera angles, editing, sound and image relation, narrative and other structures of organization, etc. and, furthermore, explore how different modes of composition and style develop over time.

Film and Digital Media Minor

Loyola's Film and Digital Media minor offers the opportunity to gain real-world experiences with award-winning filmmakers, producers, programmers and scholars. Students study and collaboratively create transformative media experiences for a variety of audiences and platforms.

Related Programs

Major

- Film and Digital Media: Film and Media Production Track (BA) (p. 853)
- Film and Digital Media: International Programming Track (BA) (p. 855)

Minor

- Digital Media Minor (p. 851)

Curriculum

Code	Title	Hours
Required Courses		
COMM 201	Media Theory and Criticism	3
COMM 274	Introduction to Cinema	3
Basic Production Course		
Select one of the following:		3
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
COMM 275	Web Design and Usability	
Production Electives		
Select two of the following; a max of one course may be taken at the 100-level		6
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
COMM 207	Photojournalism	
COMM 232	Cinematography I	
COMM 275	Web Design and Usability	
COMM 299	Themes in Film and Digital Media	
COMM 305	Animation	
COMM 308	Screen Directing	
COMM 326	Screenwriting [1]	
COMM 339	Video Documentary [2]	
COMM 359	Advanced Post Production	
COMM 373	Digital Storytelling Abroad [2]	
COMM 384	Film and Digital Media Practicum [2]	
FNAR 233	Digital Media Design	
Film & Media Studies Electives		
Select two of the following:		6
COMM 200	Digital Communication and Society	
COMM 203	Topics in Cinema History	
COMM 258	Game Studies	
COMM 322	Guerilla Media	
COMM 323	Remixing Culture	
COMM 324	Film Genre	
COMM 357	Programming Film & Media: Festivals, TV & Digital	
COMM 361	New Media Criticism [1]	
COMM 374	Special Topics: Film & Digital Media	
Total Hours		**21**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 201	Media Theory and Criticism	3
COMM 274	Introduction to Cinema	3
	Hours	**6**
Spring		
Basic Production Course		3
	Hours	**3**
Junior		
Fall		
Production Elective #1		3
	Hours	**3**
Spring		
Production Elective #2		3
	Hours	**3**
Senior		
Fall		
Film and Media Studies Elective #1		3
	Hours	**3**
Spring		
Film and Media Studies Elective #2		3
	Hours	**3**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Similar to learning grammar to create sentences or speaking the sounds of a foreign language, students who minor in digital media will learn the "language" of film and how shot composition/framing aid in storytelling just as well as dialogue.
- You will be exploring non-fiction, narrative, and experimental genres and will be asked to demonstrate competency in visual storytelling, camera, editing, sound, lighting, scripting and design work.
- You will be asked to integrate theoretical and ethical ideas about the media into the creative context of visual/aural expression.
- In this minor, we will provide students with the basic terminology, observational and critical skills and theoretical background for the study of film aesthetics and language, history, cultural and formal analysis.
- Lastly, you will approach each assigned screening by performing a close analysis of each film that will explore its cinematic elements and properties such as mise-en-scene, cinematography, camera angles, editing, sound and image relation, narrative and other structures of organization, etc. and, furthermore, explore how different modes of composition and style develop over time.

Film and Digital Media: Film and Media Production Track (BA)

Loyola's Film and Digital Media program offers the opportunity to gain real-world experiences with award-winning filmmakers, producers, programmers and scholars. Students collaboratively create transformative media experiences for a variety of audiences and platforms.

Film and Media Production provides students with the conceptual and practical skills for producing film, digital video, and virtual productions.

Related Programs

Minor

- Digital Media Minor (p. 851)
- Film and Digital Media Minor (p. 852)

Curriculum

Code	Title	Hours
Required Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 130	Intro to Audio Production	3
COMM 135	Intro to Video Production	3
COMM 200	Digital Communication and Society	3
COMM 201	Media Theory and Criticism	3
COMM 202	Story for Film and Television [1]	3
COMM 274	Introduction to Cinema	3
COMM 350	Producing for Film & Digital Media	3
Production Electives		
Choose two from:		6
COMM 205	Reporting Basics I: Writing and Interviewing [1]	
COMM 207	Photojournalism	
COMM 210	Principles of Public Relations	
COMM 211	Principles of Advertising	
COMM 232	Cinematography I	
COMM 275	Web Design and Usability	
COMM 299	Themes in Film and Digital Media	
COMM 308	Screen Directing	
COMM 310	Production Design	
COMM 326	Screenwriting [1]	
COMM 333	Cinematography II	
COMM 337	AD/PR Multimedia Commercial Production [2]	
COMM 338	Narrative Production	
COMM 339	Video Documentary [2]	
COMM 345	Student Agency [4]	
COMM 357	Programming Film & Media: Festivals, TV & Digital	
COMM 359	Advanced Post Production	
COMM 373	Digital Storytelling Abroad [2]	
COMM 374	Special Topics: Film & Digital Media	
COMM 384	Film and Digital Media Practicum [2]	
COMM 405	Story Development and Production	
COMM 425	AI-Powered Marketing and Analytics	
COMP 125	Visual Information Processing	

COMP 150	Introduction to Computing	
ENGL 318	The Writing of Fiction	
ENGL 319	Writing Creative Nonfiction	
FNAR 132	Visual Communication I	
FNAR 219	Photography: Digital Imaging	
FNAR 232	Visual Communication II	
FNAR 233	Digital Media Design	
FNAR 234	Digital Media: Vector	
FNAR 332	Visual Communication III	
FNAR 334	Motion Design	
FNAR 383	Interactive Design	
MUSC 122	Introduction to Digital Music	
MUSC 201	Music Technology I	
MUSC 246	Composition I	
THTR 204	Playwriting	
THTR 252	Theatrical Design I	
THTR 261	Beginning Acting	
Media Studies Electives		
Choose one course from:		3
COMM 203	Topics in Cinema History [3]	
COMM 324	Film Genre [3]	
Choose one course from COMM 203 or COMM 324 (if different topic from above), or from the following list:		3
COMM 258	Game Studies	
COMM 261	Social Media and Society	
COMM 275	Web Design and Usability	
COMM 280	Media Technology & Society	
COMM 322	Guerilla Media	
COMM 323	Remixing Culture	
COMM 360	Digital Media Ethics	
COMM 361	New Media Criticism [1]	
ENGL 359	High and Low Culture	
LITR 204	European Film	
LITR 219	African Film	
LITR 244	Indian Film	
LITR 264	Italian Film Genre	
LITR 267	Italian Film History	
LITR 284	International Film	
FNAR 365	History of Photography	
FNAR 390	Art History: Methods and Research	
GERM 370	German Cinema (or program director's permission)	
Advanced Production		**3**
Select one from the following list, if not already taken as a Production Elective:		
COMM 232	Cinematography I	
COMM 308	Screen Directing	
COMM 310	Production Design	
COMM 326	Screenwriting [1]	
COMM 359	Advanced Post Production	
Internship		
Requires a **minimum of 18 credit hours** completed and **Junior or Senior** standing		
COMM 394	Film & Digital Media Internship [2]	3
Capstone		
Select one of the following. Courses already taken cannot also satisfy this requirement.		3
COMM 338	Narrative Production	
COMM 339	Video Documentary [2]	
COMM 388	Film and Digital Media Capstone	
Total Hours		**43**

1. Writing Intensive (p. 822)
2. Satisfies Engaged Learning (p. 1000) requirement.
3. May be repeated if different topic
4. Inigo (https://www.inigocomm.com/)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
COMM 201	Media Theory and Criticism	3
COMM 274	Introduction to Cinema	3
	Hours	**6**
Spring		
COMM 135	Intro to Video Production	3
	Hours	**3**
Second Year		
Fall		
COMM 130	Intro to Audio Production	3
Media Studies Elective		3
	Hours	**6**
Spring		
COMM 200	Digital Communication and Society	3
COMM 202	Story for Film and Television	3
	Hours	**6**
Third Year		
Fall		
COMM 100	SOC Career Prep Seminar	1
COMM 203 or COMM 324	Topics in Cinema History or Film Genre	3
Production Elective		3
	Hours	**7**
Spring		
Production Elective		3
Advanced Production Elective		3
	Hours	**6**
Fourth Year		
Fall		
COMM 350	Producing for Film & Digital Media	3
COMM 394	Film & Digital Media Internship	3
	Hours	**6**

Spring	
Major Capstone Course	3
Hours	**3**
Total Hours	**43**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Develop fundamental knowledge and skills essential in media production, exhibition, and distribution.
- Connect theory, analysis, and hands-on work in the development of original ideas in film and digital media.
- Identify their aesthetic vision as a creator of media.
- Gain technical proficiency in audio and visual skills, and specialization in advanced production skills.

Film and Digital Media: International Programming Track (BA)

As of Fall 2026, this program is no longer accepting applicants.

Loyola's Film and Digital Media program offers the opportunity to gain real-world experiences with award-winning filmmakers, producers, programmers and scholars. Students collaboratively create transformative media experiences for a variety of audiences and platforms.

International Film Studies introduces students to the global markets for programming media, writing reviews and criticism, learning about media distribution, curation, film history and related professions.

Related Programs

Major

- Film and Digital Media: Film and Media Production Track (BA) (p. 853)

Minor

- Digital Media Minor (p. 851)
- Film and Digital Media Minor (p. 852)

Curriculum

Code	Title	Hours
Required Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 200	Digital Communication and Society	3
COMM 201	Media Theory and Criticism	3
COMM 202	Story for Film and Television [1]	3
COMM 274	Introduction to Cinema	3
COMM 350	Producing for Film & Digital Media	3
Required Production Course		
Select one of the following:		3
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
COMM 275	Web Design and Usability	
Media Studies Required Course		
Select one of the following:		3
COMM 203	Topics in Cinema History	
COMM 324	Film Genre	
Media Studies Elective		
Select three of the following:		9
COMM 203	Topics in Cinema History [3]	
COMM 258	Game Studies	
COMM 261	Social Media and Society	
COMM 280	Media Technology & Society	
COMM 322	Guerilla Media	
COMM 323	Remixing Culture	
COMM 324	Film Genre [3]	
COMM 360	Digital Media Ethics	
COMM 361	New Media Criticism [1]	
ENGL 359	High and Low Culture	
FNAR 365	History of Photography	
FNAR 390	Art History: Methods and Research	
GERM 370	German Cinema	
LITR 204	European Film	
LITR 219	African Film	
LITR 244	Indian Film	
LITR 264	Italian Film Genre	
LITR 267	Italian Film History	
LITR 284	International Film	
or program director's permission		
Electives		
Select two courses from Production or Media Studies above, or from the list below		6
COMM 205	Reporting Basics I: Writing and Interviewing [1]	
COMM 207	Photojournalism	
COMM 210	Principles of Public Relations	
COMM 211	Principles of Advertising	
COMM 232	Cinematography I	
COMM 275	Web Design and Usability	
COMM 299	Themes in Film and Digital Media	
COMM 308	Screen Directing	
COMM 310	Production Design	

COMM 326	Screenwriting [1]	
COMM 333	Cinematography II	
COMM 337	AD/PR Multimedia Commercial Production [2]	
COMM 338	Narrative Production	
COMM 339	Video Documentary [2]	
COMM 345	Student Agency [4]	
COMM 357	Programming Film & Media: Festivals, TV & Digital	
COMM 359	Advanced Post Production	
COMM 373	Digital Storytelling Abroad [2]	
COMM 374	Special Topics: Film & Digital Media [3]	
COMM 384	Film and Digital Media Practicum [2]	
COMM 405	Story Development and Production	
COMM 425	AI-Powered Marketing and Analytics	
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
ENGL 318	The Writing of Fiction	
ENGL 319	Writing Creative Nonfiction	
FNAR 132	Visual Communication I	
FNAR 219	Photography: Digital Imaging	
FNAR 233	Digital Media Design	
FNAR 332	Visual Communication III	
FNAR 334	Motion Design	
FNAR 383	Interactive Design	
MUSC 122	Introduction to Digital Music	
MUSC 201	Music Technology I	
MUSC 246	Composition I	
THTR 204	Playwriting	
THTR 252	Theatrical Design I	
THTR 261	Beginning Acting	
Internship		
Requires a **minimum of 18 credit hours** completed and **Junior or Senior** standing		
COMM 394	Film & Digital Media Internship [2]	3
Capstone		
Select one of the following:		3
COMM 357	Programming Film & Media: Festivals, TV & Digital	
COMM 388	Film and Digital Media Capstone	
Total Hours		**43**

1. Writing Intensive (p. 821)
2. Satisfies Engaged Learning (p. 1000) requirement
3. May be repeated if different topic
4. Inigo (https://www.inigocomm.com/)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
COMM 274	Introduction to Cinema	3
COMM 130 or COMM 135 or COMM 275	Intro to Audio Production or Intro to Video Production or Web Design and Usability	3
	Hours	**6**
Spring		
COMM 201	Media Theory and Criticism	3
	Hours	**3**
Second Year		
Fall		
COMM 200	Digital Communication and Society	3
COMM 202	Story for Film and Television	3
	Hours	**6**
Spring		
COMM 203 or COMM 324	Topics in Cinema History or Film Genre	3
	Hours	**3**
Third Year		
Fall		
Media Studies Elective		3
Media Studies Elective		3
COMM 100	SOC Career Prep Seminar	1
	Hours	**7**
Spring		
COMM 350	Producing for Film & Digital Media	3
COMM 394	Film & Digital Media Internship	3
	Hours	**6**
Fourth Year		
Fall		
Media Studies Elective		3
Major Elective		3
	Hours	**6**
Spring		
COMM 357 or COMM 388	Programming Film & Media: Festivals, TV & Digital or Film and Digital Media Capstone	3
Major Elective		3
	Hours	**6**
	Total Hours	**43**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Develop fundamental knowledge and skills essential in media production, exhibition and distribution.
- Connect theory, analysis, and hands-on work in the development and review of original ideas in film and digital media.
- Identify their social values as a critical thinker.
- Gain proficiency in the story development, programming, financing and distribution of media works

Multimedia Journalism

- Multimedia Journalism (BA) (p. 857)
- Multimedia Journalism Minor (p. 858)

Multimedia Journalism (BA)

Loyola's multimedia journalism major engages students in the issues shaping today's media landscape, from the decline of newspapers, the rise of apps, virtual reality, and fake news. As part of Loyola's mission-based education, students learn to stand on Jesuit values and ethics in an uncertain and ever-changing world.

Multimedia journalism students practice the skills that every journalist must master, including researching, interviewing, reporting, and writing. Students also gain exposure to the latest technology, equipment, and software through Loyola's Convergence Studio, Owl Lab, and on-site radio station, WLUW.

Courses are offered at Loyola's Water Tower Campus, located in the heart of downtown Chicago. In addition to Loyola's on-campus media outlets, such as our student newspaper, *The Phoenix*, students can gain experience through professional internships at renowned media outlets like the *Chicago Tribune*, *Sun-Times*, WLS, and WMAQ, as well as major corporations, nonprofits, and agencies.

Related Programs

Major

- Advertising Public Relations (BA) (p. 840)
- Communication Studies (BA) (p. 846)
- Film and Digital Media: Film and Media Production Track (BA) (p. 853)

Minor

- Multimedia Journalism Minor (p. 858)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 215	Ethics & Communication	3
Journalism Foundation Courses		
COMM 145	Video for Journalists	3
COMM 205	Reporting Basics I: Writing and Interviewing [1]	3
COMM 208	Reporting Basics II: Technology for Journalists	3
Research Methods		
COMM 362	Multimedia Journalism Research Methods	3
Values		
COMM 279	Critical Issues in Journalism	3
COMM 282	Media Law	3
Intermediate Courses		
Select three of the following:		9
COMM 207	Photojournalism	
COMM 256	Broadcast Newswriting [1]	
COMM 259	News Editing	
COMM 260	Environmental Journalism [1]	
COMM 262	Feature & Opinion Writing [1]	
COMM 263	Editorial Design I: Newspaper & Online	
COMM 265	Sports Broadcasting	
COMM 275	Web Design and Usability	
COMM 311	Health Communication	
COMM 372	Special Topics: Multimedia Journalism	
Advanced Courses		
Select two of the following:		6
COMM 315	Advanced Reporting Topics [1,2]	
COMM 327	Mastering Video Reporting and Storytelling	
COMM 328	Editorial Design II: Magazine & Interactive	
COMM 332	Investigative Reporting	
COMM 339	Video Documentary [2]	
COMM 358	Newscasting and Producing	
COMM 373	Digital Storytelling Abroad [2]	
COMM 398	Directed Study	
Internship		
COMM 392	Multimedia Journalism Internship [2]	3
Total Hours		**46**

1. Writing Intensive (https://catalog.luc.edu/undergraduate/communication/#wisections)
2. Satisfies Engaged Learning (https://catalog.luc.edu/undergraduate/university-requirements/engaged-learning/) requirement

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
COMM 145	Video for Journalists	3
COMM 175	Introduction to Communication	3
	Hours	**6**
Spring		
COMM 200	Digital Communication and Society	3
COMM 205	Reporting Basics I: Writing and Interviewing	3
	Hours	**6**
Year 2		
Fall		
COMM 208	Reporting Basics II: Technology for Journalists	3
	Hours	**3**
Spring		
COMM 279	Critical Issues in Journalism	3
Major Intermediate Course		3
	Hours	**6**
Year 3		
Fall		
COMM 100	SOC Career Prep Seminar	1
COMM 215	Ethics & Communication	3
Major Intermediate Course		3
	Hours	**7**
Spring		
COMM 282	Media Law	3
COMM 362	Multimedia Journalism Research Methods	3
Major Advanced Course		3
	Hours	**9**
Year 4		
Fall		
COMM 392	Multimedia Journalism Internship	3
Major Advanced Course		3
	Hours	**6**
Spring		
Major Advanced Course		3
	Hours	**3**
	Total Hours	**46**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Conduct thorough research using credible sources and investigative techniques involving numerical and statistical concepts
- Perform effective interviews to gather accurate and compelling information
- Produce accurate, fair, clear, and engaging journalistic content of professional standards across multiple platforms
- Apply ethical decision-making frameworks and demonstrate a commitment to social justice in journalistic practice
- Create compelling non-fiction stories through writing, video, photography, audio, web design, and other emerging technologies

Multimedia Journalism Minor

The minor in Multimedia Journalism is designed to help students in other majors learn how to communicate with the general public. The minor teaches students how to:

- write clearly and concisely as journalists do
- research using tools and databases that working journalists use
- relate facts through words, images, videos, podcasts and/or designs

The minor in Multimedia Journalism is perfect for any student who hopes to communicate effectively about their fields of interest.

Related Programs

Major

- Multimedia Journalism (BA) (p. 857)

Curriculum

Code	Title	Hours
Required Courses		
COMM 175	Introduction to Communication	3
COMM 205	Reporting Basics I: Writing and Interviewing [1]	3
COMM 208	Reporting Basics II: Technology for Journalists	3
Electives		
Select three of the following:		9
COMM 135	Intro to Video Production	
COMM 207	Photojournalism	
COMM 256	Broadcast Newswriting [1]	
COMM 259	News Editing	
COMM 260	Environmental Journalism [1]	
COMM 261	Social Media and Society	
COMM 262	Feature & Opinion Writing [1]	
COMM 263	Editorial Design I: Newspaper & Online	
COMM 265	Sports Broadcasting	
COMM 275	Web Design and Usability	
COMM 298	Themes in Multimedia Journalism	
COMM 311	Health Communication	
COMM 315	Advanced Reporting Topics [1,2]	
COMM 328	Editorial Design II: Magazine & Interactive	

COMM 332	Investigative Reporting	
COMM 339	Video Documentary [2]	
COMM 358	Newscasting and Producing	
COMM 362	Multimedia Journalism Research Methods	
COMM 372	Special Topics: Multimedia Journalism	
COMM 373	Digital Storytelling Abroad [2]	
COMM 382	Multimedia Journalism Practicum [2]	
Total Hours		**18**

[1] Writing Intensive (p. 822)
[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 205	Reporting Basics I: Writing and Interviewing	3
	Hours	**3**
Junior		
Fall		
COMM 208	Reporting Basics II: Technology for Journalists	3
	Hours	**3**
Spring		
Minor Elective #1		3
	Hours	**3**
Senior		
Fall		
Minor Elective #2		3
	Hours	**3**
Spring		
Minor Elective #3		3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

- Researching
- Interviewing
- Reporting
- Writing
- A commitment to ethics and social justice
- Shooting and editing photos and video
- Recording and editing audio
- Designing web sites and other types of content
- Promoting content and understanding metrics
- A willingness to explore emerging media

Public Communication and Advocacy

- Advocacy and Social Change Minor (p. 859)
- Public Communication and Advocacy (BA) (p. 860)

Advocacy and Social Change Minor

The mission of Loyola University Chicago calls for all of its members "to make a difference as "persons for others." The Advocacy and Social Change minor helps students understand how that mission can be carried on through engaged communication while at the University and for the rest of their lives.

Through a course load of 21 Credit Hours, students will gain a deeper understanding of the role of communication in advocating for others and in promoting positive social change.

The skills students acquire from this minor will enrich any course of study. They will also facilitate employment in pro-social areas such as media literacy groups, domestic and international service organizations, Internet start-ups, NGOs and government agencies concerned with social welfare.

Related Programs

Major

- Communication Studies (BA) (p. 846)
- Multimedia Journalism (BA) (p. 857)

Curriculum

Code	Title	Hours
Required Courses		
COMM 175	Introduction to Communication	3
COMM 220	Introduction to Rhetoric	3
COMM 227	Social Justice and Public Communication	3
COMM 230	Argumentation & Advocacy	3
COMM 236	Persuasive Presentations	3
COMM 268	Persuasion	3
Elective Courses (p.)		
Select one of the following:		3
COMM 215	Ethics & Communication	
COMM 231	Conflict Management and Communication	
COMM 281	Communication, Language & Gender [1]	
COMM 306	Environmental Communication & Advocacy	
COMM 307	Communication and Social Movements	
Total Hours		**21**

[1] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the

start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sophomore		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 227	Social Justice and Public Communication	3
	Hours	**3**
Junior		
Fall		
COMM 220	Introduction to Rhetoric	3
COMM 230	Argumentation & Advocacy	3
	Hours	**6**
Spring		
COMM 236	Persuasive Presentations	3
	Hours	**3**
Senior		
Fall		
COMM 268	Persuasion	3
	Hours	**3**
Spring		
Minor Elective		3
	Hours	**3**
	Total Hours	**21**

Learning Outcomes

- Understand the role that communication plays in upholding, changing or transforming social hierarchies, institutions, and identities.
- Select and use various communication strategies (including persuasion, argumentation, conflict management, negotiation, and mediation) leading to ethical social change.
- Use communication skills and knowledge to create, define, analyze, interpret, and critique messages, texts, campaigns, and projects.
- Demonstrate effectiveness as rhetors, critics and decision makers.
- Serve the needs of diverse groups, communities and organizations which strive for equity, diversity, inclusion, and social justice.

Public Communication and Advocacy (BA)

The mission of Loyola University Chicago calls for all of its members "to make a difference as 'persons for others.'" The public communication and advocacy major helps students prepare for the fulfillment of that mission, not only while at the university, but also as they move into the rest of their lives.

The program's coursework and faculty help students understand everything from community organizing to lobbying to political campaigns, preparing them for a number of possible career paths. Students will explore and reflect on how to promote social justice in coursework, but also through engagement outside of the classroom.

Recent graduates have found employment with media literacy groups, domestic and international service organizations, Internet start-ups, and government officials, and gone on to pursue graduate and professional degrees.

For students admitted before Fall 2026, this program was previously called Advocacy and Social Change (BA). More information can be found here (p. 2662).

Related Programs

Minor

- Public Relations Minor (p. 842)

Certificate

- Advocacy Certificate (p. 1777)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 215	Ethics & Communication	3
or COMM 360	Digital Media Ethics	
Theory/Critical Analysis		
COMM 227	Social Justice and Public Communication	3
COMM 268	Persuasion	3
Select one of the following:		*3*
COMM 201	Media Theory and Criticism	
COMM 220	Introduction to Rhetoric	
COMM 226	Public Interest Communication	
COMM 272	Intercultural Communication	
Applied		
COMM 101	Public Speaking & Critical Thinking	3
COMM 230	Argumentation & Advocacy	3
COMM 231	Conflict Management and Communication	3
COMM 300	Persuasive Campaigns	3
COMM 306	Environmental Communication & Advocacy	3
Research Methods		
Select one of the following:		3
COMM 367	Rhetorical Criticism [1]	
COMM 368	Ethnographic Research Methods in Communication [2]	
COMM 240	Communication Research Design	
Capstone		**3**
COMM 309	Designing Media for Social Change	
Elective		
Select one of the following:		3
COMM 130	Intro to Audio Production	
COMM 135	Intro to Video Production	
COMM 275	Web Design and Usability	
Total Hours		**43**

[1] Writing Intensive (p. 821)

[2] Satisfies Engaged Learning (p. 1000) requirement.

Suggested Sequence of Courses

Course	Title	Hours
First Year		
Fall		
COMM 175	Introduction to Communication	3
	Hours	**3**
Spring		
COMM 101	Public Speaking & Critical Thinking	3
COMM 200	Digital Communication and Society	3
	Hours	**6**
Second Year		
Fall		
COMM 215 or COMM 360	Ethics & Communication or Digital Media Ethics	3
COMM 227	Social Justice and Public Communication	3
	Hours	**6**
Spring		
COMM 268	Persuasion	3
COMM 130 or COMM 135 or COMM 275	Intro to Audio Production or Intro to Video Production or Web Design and Usability	3
	Hours	**6**
Third Year		
Fall		
COMM 100	SOC Career Prep Seminar	1
COMM 230	Argumentation & Advocacy	3
COMM 231	Conflict Management and Communication	3
	Hours	**7**
Spring		
COMM 300	Persuasive Campaigns	3
COMM 201 or COMM 220 or COMM 226 or COMM 272	Media Theory and Criticism or Introduction to Rhetoric or Public Interest Communication or Intercultural Communication	3
	Hours	**6**
Fourth Year		
Fall		
COMM 306	Environmental Communication & Advocacy	3
COMM 367 or COMM 368 or COMM 240	Rhetorical Criticism or Ethnographic Research Methods in Communication or Communication Research Design	3
	Hours	**6**
Spring		
COMM 309	Designing Media for Social Change	3
	Hours	**3**
	Total Hours	**43**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Describe the relationship among public communication processes, policies and advocacy efforts.#
- Analyze how media culture and messages influence, reinforce, and legitimize beliefs, values, ethics and hierarchies.
- Design evidence-based social advocacy content that leverages effective storytelling and ethical practices.
- Interpret research on audience behavior, message effectiveness, and campaign outcomes.
- Develop interpersonal and leadership skills necessary for effective collaboration in advocacy and social change initiatives.

Sports Media

- Sports Media (BA) (p. 861)

Sports Media (BA)

The Sports Media major prepares students to become ethical, industry-ready storytellers, producers, and strategists in today's global sports industry. Blending communication theory, digital culture, and media ethics with specialized coursework in sports broadcasting, video journalism, leadership, analytics, and the business of sport, the major trains students to create professional-quality content for television, radio, digital, and social platforms while critically examining how sports shape culture, identity, and social change. Through required practicum work with Rambler Sports Locker and other student media, a supervised internship with teams, leagues, agencies, or venues, and opportunities for travel study in global sports contexts, students build robust portfolios and professional networks in Chicago's sports environment and beyond, graduating prepared for careers in sports journalism, on-air performance, production, social and digital content, and communication roles across the sports industry.

Related Programs

Major

- Communication Studies (BA) (p. 846)
- Sport Management (BBA) (p. 812)

Curriculum

Code	Title	Hours
School of Communication Foundation Courses		
COMM 100	SOC Career Prep Seminar	1
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 215	Ethics & Communication	3
COMM 282	Media Law	3
Required Courses		
SPRT 130	The Business of Sports	3
COMM 145	Video for Journalists	3
COMM 205	Reporting Basics I: Writing and Interviewing	3
COMM 256	Broadcast Newswriting	3
COMM 265	Sports Broadcasting	3
COMM 242	Rambler Sports Locker	3
COMM 243	Leadership and Social Change in Sports	3
COMM 395	Sports Media Internship	3
Electives Select Two of the Following:		**6**
COMM 207	Photojournalism	
COMM 244	Sports Analytics & Visualization	
COMM 245	Sports Advertising & Marketing	
COMM 302	Sports on Screen	
COMM 372	Special Topics: Multimedia Journalism [1]	
COMM 373	Digital Storytelling Abroad	
SPRT 320	Social Aspects of Sport Management	
SPRT 345	Globalization of Sport Industry	
SPRT 375	Sport Media	
Total Hours		**43**

[1] Must Select COMM 372: Multimedia Sports Communication

Suggested Sequence of Courses

Course	Title	Hours
First Year		
Fall		
COMM 145	Video for Journalists	3
COMM 175	Introduction to Communication	3
	Hours	**6**
Spring		
COMM 200	Digital Communication and Society	3
SPRT 130	The Business of Sports	3
	Hours	**6**
Second Year		
Fall		
COMM 205	Reporting Basics I: Writing and Interviewing	3
COMM 215	Ethics & Communication	3
	Hours	**6**
Spring		
COMM 100	SOC Career Prep Seminar	1
COMM 256	Broadcast Newswriting	3
COMM 265	Sports Broadcasting	3
	Hours	**7**
Third Year		
Fall		
COMM 242	Rambler Sports Locker	3
COMM 282	Media Law	3
	Hours	**6**
Spring		
COMM 243	Leadership and Social Change in Sports	3
Elective 1		3
	Hours	**6**
Fourth Year		
Fall		
Elective 2		3
	Hours	**3**
Spring		
COMM 395	Sports Media Internship	3
	Hours	**3**
	Total Hours	**43**

School of Communication Graduation Requirements

All Undergraduate students in the School of Communication are required to take two Writing Intensive courses (6 credit hours) as well as complete a foreign language requirement at 102-level or higher (3 credit hours) or a language competency test. More information can be found here (https://www.luc.edu/soc/undergrad/soclanguagerequirement/).

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Produce multimedia sports content that meets industry standards for journalism, broadcasting, and digital storytelling.
- Identify and apply relevant ethical principles and journalistic standards when creating and evaluating sports media content.
- Evaluate how sports media influences cultural narratives, social change, and global perspectives.
- Develop, and deliver cohesive sports media projects, demonstrating effective communication tailored to different audiences and platforms.
- Analyze trends, audience engagement, and the business of sports media, presenting their findings clearly and persuasively.

School of Continuing and Professional Studies

For more than a century, the School of Continuing and Professional Studies has been transforming the trajectory of student lives, driving professional and personal pursuits with high-quality academic offerings and engaging learning environments. A forward-thinking, responsive school, we have designed academic programs to meet market needs and offer online coursework to deliver the flexibility our students need. We

have emerged a highly ranked, national leader in online education, and we've created spirited learning environments where students develop tangible skills they can apply in today's workplace.

SCPS offers undergraduate programs to propel careers, enrich lives, and power social mobility, empowering adult learners through an accessible, impactful, and holistic education that positions them for success. With fully online classes and flexible 8-week schedules, students are able to balance their degree pursuits with life's other responsibilities. And with courses led by scholars and active practitioners in their respective fields, students will gain the relevant knowledge and practical skills to advance in their career.

Note: The following program is no longer accepting new students:

- Strategic Digital Communication BA (SDCM-BA) - Expected Discontinuation Term: Fall 2026

Undergraduate Programs

- Applied Psychology (BA) (p. 879)
- Applied Studies (BA) (p. 880)
- Computer Science Certificate (p. 881)
- Cybersecurity Fundamentals Certificate (p. 881)
- Information Technology (BA) (p. 882)
- Introduction to Data Science Certificate (p. 883)
- Management (BA) (p. 884)
- New Media Communication Certificate (p. 884)
- Organizational Development and Leadership Certificate (p. 885)
- Organizational Psychology Certificate (p. 885)
- Paralegal Studies (BA) (p. 886)
- Strategic Digital Communication (BA) (p. 887)
- UI/UX Design & Accessibility Certificate (p. 888)
- Web Technologies (BA) (p. 888)

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

School of Continuing and Professional Studies Policies

The policies outlined here are additional policies that apply to all SCPS undergraduate students, both degree- and certificate-seeking students. All university policies outlined in the Undergraduate Academic Standards and Regulations section of the Academic Catalog apply to all undergraduate students, including SCPS students.

Academic Advising

The Senior Academic Advisor serves as the primary academic advisor for all undergraduate SCPS students, including both degree- and certificate-seeking students.

Upon admission, degree-seeking students are required to meet with their primary academic advisor to review an initial academic plan. They then meet with their advisor during their first session to create a formal degree outline. After this point, students may schedule advising appointments at any time for questions related to registration, enrollment, or academic planning. *It is recommended that students check in with their primary academic advisor at least once each academic year.*

The University uses LOCUS—and specifically the Academic Requirements Report (ARR)—as the official record of all completed and required coursework. An electronic audit in Microsoft Excel may also be used as a supplemental planning tool to help students visualize their path to graduation.

A file review is completed for all degree-seeking students who have earned 90 or more credits to confirm that all courses needed for graduation have been taken or are planned. A graduation audit is then completed and sent to students who have submitted the mandatory graduation application for their review.

Academic Standing

A cumulative GPA of at least 2.0 is required for a student to be considered in good academic standing. The following policies, and the university policies, apply to all SCPS undergraduate students, both degree- and certificate-seeking students.

Academic Probation

The review for academic standing is completed at the end of the term (fall and spring 16-week semester and 12-week summer semester) and not at the end of each 8-week session. When a student's cumulative GPA falls below 2.0 at the end of the term, they will be placed on academic probation and are required to complete an Academic Improvement Plan (https://forms.gle/18CkFWtUWWWa5C487/), and, may be restricted in enrollment. All students should be aware of the Academic Standing policies of the University as found in the Academic Catalog. SCPS follows the University policy parameters for academic probation, continued on probation, and dismissal for poor scholarship.

Students must be in good academic standing, cumulative GPA of 2.0 or higher, to graduate and have their degree and/or certificate conferred.

Dismissed for Poor Scholarship

Students who do not meet the requirements of academic probation and do not return to good academic standing will be dismissed for poor scholarship. SCPS follows university standards, as outlined in the academic catalog, for readmission consideration.

Once the requirement is met for readmission, students must apply for admission to SCPS, submitting official transcripts from all other schools. Grades from other institutions do not apply toward the computation of your Loyola GPA. Re-admission is not guaranteed and is subject to review. If a dismissed student is readmitted, it will be under the terms of continued academic probation and/or any other conditions established by the School of Continuing and Professional Studies Dean's Office.

Admission

Admission on Condition (Unofficial Transcripts)

Conditional admission may be offered to those who have submitted unofficial (self-submitted) or in-progress transcripts (applicant is still enrolled at previous institution at the time of admission). These admitted students must request that official transcripts be submitted to

gradapp@luc.edu before the end of the first term of enrollment, or a hold will be placed on their account so that they may not register for future terms.

Admission on Probation

Admission on probation may be offered to students who do not meet the academic requirements for admission. These students will have the opportunity to demonstrate their ability to succeed academically while on academic probation.

For **undergraduate students**, the terms for admission on probation are as follows:

- Students must pass CPST 200 Introduction to Degree Completion in their first session.
- Students must earn a cumulative grade point average of 2.5 in their first 12 credit hours of coursework.

At the completion of their first 12 credit hours, the student's record will be reviewed to determine if the GPA and CPST 200 requirements have been met and their status updated to one of the following:

- Good academic standing. If the student achieves the required 2.5 GPA on the 12 credit hours and their cumulative GPA is 2.0 or higher.
- Continued on probation. If the student achieves the required 2.5 GPA on the 12 credit hours but still needs to bring their cumulative GPA to 2.0 or higher, they will be given the opportunity to continue to improve their GPA with future enrollment.
- Dismissal for poor scholarship. If the student fails to earn a 2.5 GPA on the 12 credit hours, they will be dismissed from the university.

For **graduate students**, the terms of admission on probation are as follows:

- Students must earn a cumulative grade point average of 2.8 (good academic standing) by the end of their first semester.

At the completion of their first semester, the student's record will be reviewed to determine if the GPA requirement has been met and their status updated to one of the following:

- Good academic standing. If the student achieves the required 2.8 cumulative GPA or higher.
- Dismissal for poor scholarship. If the student fails to earn a 2.8 cumulative GPA, they will be dismissed from the university.

Admission on Probation (Paralegal Studies Certificate Students)

Students who do not meet the 2.5 minimum undergraduate GPA requirement for the post-baccalaureate certificate programs may be admitted on probation if the admission committee agrees that the student has the potential for success in paralegal studies at this level. These students will have the opportunity to demonstrate their abilities by achieving a 2.5 minimum GPA in the first two sessions of study. At that point, their files will be reviewed for a change in status to unconditional admission or dismissal for poor scholarship.

Auditing a Course

All degree and non-degree seeking students auditing a course must first receive approval from the SCPS Assistant Dean. Course auditing will be allowed only in rare and special circumstances. Students auditing a course will be assessed tuition on a per-credit basis at 50% of the normal tuition rate.

Students must complete the University's undergraduate audit request form, email it to the Assistant Dean, and on approval it will be submitted to the Office of Registration & Records. This form is found on the Registration & Records website here: https://www.luc.edu/regrec/aboutus/forms/

The completed form must be received by the SCPS Dean's office before the audit deadline as stated on the academic calendar on the SCPS website. SCPS will not approve a request received after the deadline. Please note: Paralegal (PLST) courses may not be audited.

All university policies on auditing undergraduate courses apply and can be found in the academic catalog.

Class Attendance / Student Accountability

Expectations of Students

Students are expected to treat their classroom and SCPS community obligations as they would treat any serious professional engagement. In addition to adhering to the university's undergraduate attendance policy, students must follow the SCPS attendance guidelines outlined in the SCPS policy catalog. The following expectations apply to all students within the SCPS community at all times:

- Students are expected to behave ethically and respectfully within the SCPS community, and according to the Academic Integrity policy and Community Standards as found in the Academic Catalog.
- Students must use and check Loyola email and Sakai for all correspondence with SCPS faculty and staff.
- Students are responsible for reviewing and understanding University and SCPS policies and calendars.
- Students should meet regularly with their academic advisor

Students should also adhere to the following expectations before and during their courses:

Before classes:

- Complete Mastering Learning Tools (new degree-seeking students).
- Attend the SCPS orientation, when applicable.
- Purchase books or obtain course materials prior to the start of the course.
- Review the syllabus carefully prior to the start of the course and contact instructor with questions.
- Enroll prior to the session/term start date. Late enrollment is highly discouraged. Instructors are not required to make accommodations or accept late assignments due to late enrollment.
- Students who have accessibility needs must work with the Student Accessibility Center (SAC) prior to the start of class. Students should start the process with SAC at least two months prior to the start of the 8-week session.

During Classes:

- Adhere to deadlines and timetables established by the instructor and submit work on time. Any variations/conflicts must be communicated in advance and approved by the instructor.

- Proactively communicate with instructors and academic advisor about any concerns, difficulties, or scheduling conflicts or missed sessions of the course.
- Prepare thoroughly for each session in accordance with the instructor's request.
- Arrive promptly for the start and remain until the end of each synchronous class meeting.
- Participate fully and constructively in all class activities and discussions.
- Display appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, the cultural, religious, sexual, and other individual differences in the University community.
- Provide constructive feedback to faculty members regarding their performance, through the university's formal course evaluation, administered at the end of each 8-week session.

Class Attendance/Student Accountability

Due to the intensive nature of each course, students' success in SCPS courses will heavily depend on their attendance and participation in the course. The choice to pursue a degree or certificate will likely involve adjusting one's schedule to avoid conflicts whenever possible. The value placed on class participation as a component of the final grade in any course is at the discretion of the individual instructor and will be stated in the syllabus.

Courses may include both synchronous and asynchronous components. Asynchronous coursework is independent coursework students complete within a certain time frame, but students are not required to be online at a specific day or time. Synchronous coursework refers to online meetings that occur at a designated date and time as set by the course instructor. Required synchronous meetings will be communicated in advance of a student registering for a course and are included within the SCPS course schedule and are held in the evening (6-9pm, CST) or on Saturdays (9am-Noon, CST).

Students are expected to be present for every required synchronous meeting of the course. If they are unable to attend a class meeting or if they will be late for a class, they must notify the instructor in advance of the absence. Requests for missed class meetings should only occur for circumstances that are truly unavoidable and students are responsible for reaching out to their instructor in advance of the start of the session.

Each course's instructor reserves the right to make judgment on accepting and/or making up assignments missed because of class absence for a required meeting. That policy will be clearly expressed in the course syllabus. Unexcused absences may result in failing the course. Please understand, if an instructor allows an excused absence, even with an approved modification to the required meetings for a course, any change to the required components of a course will impact the student's experience and can impact a student's learning and performance.

SCPS adheres to the university class attendance policy and excused absences as found in the Academic Standards and Regulations (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) within the Academic Catalog.

Understanding When a Class Begins

All classes start with the start of the 8-week session and not when the first required meeting date is scheduled for the course. Any required meeting a class has, whether it is a synchronous meeting for an online class or an on-campus meeting, will be clearly listed within the SCPS course schedule for the semester.

Non-Participation in Class and Withdrawal

Students must withdraw from a course within LOCUS to be considered withdrawn. Non-participation in a class, without formal withdrawal in LOCUS, does not constitute a withdrawal from a course. Students who do not withdraw from a course in LOCUS will have their grade computed on the basis of the work completed and may receive an 'F' grade.

Paralegal Studies Attendance and Participation Policy

Regular class attendance is required for Paralegal Studies (PLST) classes. Absences in PLST courses are excused only for serious, unavoidable situations, and you are expected to notify the instructor in advance of your absence. Absences from classes rescheduled because of public holidays are not excused, as these dates are provided at the time of registration. If you stop attending a class but do not officially withdraw from it, your grade will be computed on the basis of what work you did complete; you may receive an F if that is the resulting grade.

This accelerated program of paralegal studies requires a heavy commitment of time and energy. We are all balancing personal and professional demands. Our responsibility to you is specifically to prepare you for a paralegal career. When you miss a class, you lose the benefit of our knowledge and experience in the legal workplace, as well as our personal interest in your progress. Your absence may also be unfair to a group project.

In particular, your absence from class generally cannot be excused because of your job responsibilities. You are expected to register for a reasonable course load in light of other demands on your time.

Your success in this program will depend heavily on your attendance and participation in the classroom. The instructor has the discretion to decide whether to accept a late assignment or allow a makeup assignment, and if so to impose a deduction in the grade for that assignment. Also, the value placed on class participation as a component of the final grade in any course is at the discretion of the individual instructor.

Any student who has more than two absences, excused or unexcused, in a single 8-week session course will not be allowed to continue in that course without the Director's permission. The student will receive a final course grade calculated on the basis of zero scores on all subsequent tests and assignments.

The student must petition the Director for this permission in writing within three business days of the third absence. Relevant factors will include the student's performance in the class, the teacher's assessment of the student's ability to master the missed classes and assignments, and the reason for the absences. As noted above, absences from classes rescheduled because of holidays are not excused, as these dates are provided at the time of registration.

If some of the student's absences are excused, the student will have the opportunity to withdraw from the course, as long as the deadline for dropping a course has not yet passed. The student's grade will then be

recorded as W. However, the student is still responsible for the course tuition in accordance with the University's official withdrawal schedule.

Please note that teachers may continue to use class attendance as part of the grading criteria. Also, it is at the teacher's discretion to consider absent a student who arrives late to class or leaves early.

If you cannot attend a class, you are expected to make arrangements to obtain notes and assignments from other students, and to submit any assignments due by the appropriate deadline. It is not appropriate to expect your teacher to give you his or her class notes; this would be unfair to the students who attended the class. Nor is it appropriate to ask the teacher to review or summarize the class for you. Of course, you may ask the teacher questions after you have reviewed the material.

Students who miss exams or quizzes in a PLST course must immediately send a message requesting a makeup to both the instructor and the Director. The makeup will be allowed only on agreement of the Director and instructor that a serious, unavoidable situation (such as illness, family emergencies, or religious holidays) caused the absence. The Director and instructor have the discretion to impose a deduction in the grade for that exam or quiz.

The makeup exam or quiz must then be taken as soon as possible, before the next class meeting, and during regular office hours, 8:30 am to 5 pm. You will be expected to rearrange your work or personal schedule to accommodate the makeup. To schedule a makeup exam or quiz, please contact the Institute Office, 312-915-6820.

You may be asked to provide documentation of the reason for your absence before you will be allowed to make up any quiz or exam. A request to make up more than one missed quiz or exam within two 8-week sessions generally will not be approved by the Director.

Course Registration

Students register for courses via the University's LOCUS system. Registering for a course is the only way to guarantee a place in a course. Registration after the session start date will incur a late registration fee. SCPS does not operate waitlists for any of its courses.

When registration opens for a semester, SCPS students are advised to enroll in all sessions within that semester. For example, for fall and spring 16-week semesters, students should enroll in both 8-week session I and session II. Students who do not enroll in all available sessions may encounter billing and/or financial aid issues for the semester.

A student must be registered in a course before attending any classes or participating in the course. No student may register for a course after the late registration period.

Late Enrollments

Students may enroll in a course after it has begun only during the add/drop period in Week 1 of each 8-week session during the fall and spring semesters. The add/drop period for summer session courses are shorter, about 1-2 days. Late registration fees apply to enrollment completed during the add/drop period. Students should consult the academic calendar on the SCPS website to learn the dates for add/drop.

Students are strongly discouraged from enrolling after the start of an 8-week session as late enrollment may lead to missed class sessions and assignments. Students are responsible for informing instructors immediately of their late enrollment. Instructors are not required to make accommodations or accept late assignments due to late enrollment.

Additionally, students should be aware that it takes up to 24 hours for a student to be uploaded into a course's Sakai site after enrollment in LOCUS.

Directed Study

A directed study course is a version of an existing course run with fewer than 6 students.

Students in a directed study course must provide evidence of learning as in a regular course, i.e., they must meet learning outcomes and the minimum expectation for meetings and/or interactions with the instructor, depending on the number of credits needed. The course format and time frame may be variable and will be determined between the student and the instructor.

Students will pay regular tuition per credit for a directed study course.

Paralegal Studies (PLST) courses are not offered in a directed study format.

Double Dipping

Students are permitted to complete multiple programs (i.e. certificates, majors), even if program requirements overlap.

The exception to this is for students completing an individualized concentration (typically linked to the BA in Applied Studies). Students completing an individualized concentration may not double dip. Meaning courses that satisfy Core or other program requirements cannot be applied toward your individualized concentration.

For students completing multiple programs, conferral of your degree or certificate will not be done until program requirements for all programs have been completed. Please understand, while certificate requirements may be completed prior to finishing degree requirements, we are not able confer the certificate at an earlier point in a student's time at Loyola. Conferral for all programs is completed at the same time.

Full Time Status / Registration Limits

To be considered a full-time student, SCPS students must be enrolled for 12 credit hours per 16-week semester.

Students are not required to meet or maintain full-time status to be in good standing. However, some financial aid (student loans and scholarships), employer tuition reimbursement policies, and other situations may require full-time status in an educational program. It is recommended that students confirm the number of courses they are enrolled in for a given semester with Financial Aid to adjust their budgets accordingly.

SCPS students, except for paralegal certificate-seeking students, may register for no more than 9 credit hours in any one 8-week session. Students wanting to take more than the 9 credit hours in any 8-week session must submit the Session Over Limit Registration Appeal form (https://sites.google.com/view/scps-share-site/scps-students/student-forms/?authuser=0).

Paralegal Studies Certificate Registration Limit

Paralegal students may register for no more than 6 semester hours of courses (three 2-hour courses) in any one 8-week session. Certificate students must be enrolled half-time (three 2-hour courses) in any semester in which they obtain financial aid; the Fall I and Fall II sessions together are considered the Fall Semester, and the Spring I and Spring

II sessions together the Spring Semester. The Summer Session is considered a separate semester.

Grade and Grading Policies

The University uses letter grades and plus/minus indicators to indicate the quality of a student's achievement in a course. The chart below shows the standardized grading scale used by all SCPS faculty for converting numerical scores into letter grades. No "A+" or "D-" grade is available.

Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

Minimum Grade Requirements

Minimum grades are also required in certain courses, as noted in the chart below:

*CPST 200 - Minimum required grade of "**P**"*

*CPST 201, CPST 397, and UCWR 110 - Minimum required grade of "**C-**"*

*Classes taken for LUC Core or IAI - Minimum required grade of "**D**"*

*Major Classes - Minimum Required grade of "**C-**"*

*Certificate or Concentration Classes - Minimum required grade of "**C-**"*

*If the student's grade is NP, the student must repeat the class and earn a passing (P) grade.

No Record (NR) Grade

The notation "NR" is assigned in LOCUS for any course in which the student is enrolled but has not participated. Criteria for determining participation includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, an interactive tutorial, or computer-assisted instruction.
- Attending a study group that is assigned by the institution.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question or discuss a matter related to the course.
- For online or blended course, participation and attendance is defined as any class activity, including logging into the course on Sakai and accessing any of the course materials.

Pass/No-Pass Option

Students may take a course on a pass (P)/no pass (NP) basis. SCPS students adhere to university policy and students should review the policy and process found in the Academic Catalog. The pass/no pass option is not available for program required courses (major, certificate, etc.)

CPST 200 Introduction to Degree Completion is graded P/NP and is counted in the total attempted credit hours.

Students should be aware that the appearance of "P" and "NP" grades on their transcripts may have an adverse effect on transferring to other schools and acceptance by graduate or professional schools.

Incomplete (I) Grade

SCPS expects students to complete all coursework by the end of the session or term during which a course is taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of Incomplete (I) at the end of the session/term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following SCPS policies.

A grade of Incomplete for a course is assigned at the instructor's discretion, when justified by unexpected, disruptive situations or circumstances beyond the student's control. These may include personal illness or injury, a death in the immediate family, a natural disaster, or other such emergency. Documentation may be required, at the instructor's discretion.

Incomplete requests should only be submitted where a student has completed a significant portion of the course, and required coursework, and circumstances prevent the student from finishing remaining requirements by the end of the class. For example, if a student has been actively participating in and keeping up with coursework and they encounter life circumstances within the final few weeks of a course that prevents them from completing successfully, they should contact the instructor to request an incomplete. This request is not meant to be used in those situations where students have been non-participatory throughout the course and need additional time to make up missed assignments from the bulk of the course. In those cases, the student should contact their primary academic advisor to discuss their options.

For any incomplete request, the student must initiate the request by submitting the Incomplete form, found on the Registration and Records website, to the instructor. The instructor will then complete and submit the form according to its instructions and, if approved, enter the grade of Incomplete for the student in LOCUS.

The student must comply with all conditions specified on the form. The latest deadline permitted for submitting the missing work is six weeks after the start of the subsequent semester, but the instructor may specify an earlier due date. If the student does not submit the missing work by the deadline, the instructor enters a grade based on the work completed.

Late and Extra Credit Assignments

Instructors include an explanation of the grading criteria for each course on the syllabus. Late assignments (if accepted) and exams or quizzes taken late (if permitted) may be marked down, at the instructor's discretion.

If an instructor chooses to offer extra credit assignments (there is no obligation to do so), they will be noted on the course syllabus distributed

at the beginning of the course. Students should not expect to make up poor grades entirely through extra credit assignments.

Graduation / Commencement

The University awards degrees and certificates four times within each academic year, after every semester: fall semester (December), J-term(January), spring semester (May), and summer semester (August).

Prospective graduates must submit a graduation application in LOCUS. Deadlines for the LOCUS undergraduate application are as follows:

- Fall graduation: March 1
- Spring graduation: October 1
- Summer graduation: October 1
- J-term graduation: November 1

All financial obligations to the University must be satisfied before the diploma or certificate can be mailed.

Laudatory Status/Honors

Students with transfer credit applying toward their degree requirements must complete a minimum of 60 graded Loyola credit hours (excluding pass-no pass hours) to be eligible for academic honors. The computation of a student's Loyola cumulative GPA is based on the student's entire academic career at Loyola.

Laudatory honors will be determined per the qualifications noted in the Academic Catalog.

Paralegal Studies Certificate Graduates

Earning a certificate does not make a graduate a "certified paralegal." No school can award the status of "certified paralegal," which is a designation given only by professional associations (such as NALA and NFPA) to persons who meet their qualifications. Employers who ask for "certified paralegals" are almost always seeking paralegals with certificates; we know of no exceptions to this practice locally.

Commencement

The School of Continuing and Professional Studies has a commencement ceremony each year at the end of the spring semester in May on the Lake Shore Campus. Information can be found online at the University's Commencement website: https://www.luc.edu/commencement/

The May Commencement ceremony includes graduates from the fall, spring, and summer semesters within that academic year.

Honor Societies

Alpha Sigma Lambda (ASL)

Invitations are emailed each October or November, and inductees are honored at the SCPS induction ceremony in December. SCPS selects the top 20% of eligible undergraduate degree-seeking students and the top 35% of eligible graduate degree-seeking students. The minimum cumulative GPA is 3.2 for undergraduates and 3.8 for graduate students, though the actual GPA cutoff may be higher depending on the overall pool of eligible students.

Alpha Sigma Nu (ASN)

Alpha Sigma Nu inductees rank in the top 15%, academically, of students in the School of Continuing & Professional Studies. Loyola University Chicago inducts fewer than 5% of its students each year, so it considers Alpha Sigma Nu to be one of the highest honors the University can bestow.

Eligible students are sent an invitation to apply and must meet the following criteria:

- Actively enrolled at time of induction
- Undergraduate students must be juniors or seniors at the time of induction.
- Undergraduate transfers must have completed 1-1/2 semesters at a Jesuit institution.
- Graduate students must have completed 1/2 of their credit requirements at the time of induction
- Must be in the top 15% of their class
- Demonstrated participation in service activities

Lambda Epsilon Chi (LEX)

Lambda Epsilon Chi (LEX) is the National Honor Society in Paralegal/ Legal Assistant Studies sponsored by the American Association for Paralegal Education.

Paralegal students who have completed two-thirds of the program requirements toward their original certificate or degree at Loyola are eligible for induction into LEX if they demonstrate "superior academic performance." The Institute faculty has defined this standard as a minimum of a 3.7 cumulative grade point average and placement in the top 20% of eligible students. Two-thirds of the program requirements is calculated as 16 semester hours of PLST courses.

Only students working on their original paralegal certificates or degrees at Loyola will be considered for LEX membership, and no more than the first 28 hours of PLST courses will be considered in determining the student's GPA for this purpose. Also, only Institute PLST courses will be included in this GPA calculation.

LEX inductees are recognized at an annual induction ceremony hosted by SCPS in December.

SCPS Dean's List

For the fall and spring semesters, students who complete 12 credit hours during the semester and achieved a minimum semester GPA of 3.7 or higher are named to the SCPS Dean's List at the end of the semester.

Leave of Absence

Stop-Out Definition

A stop-out student is a student who has not enrolled for one semester/ term or more. Students who do not enroll in a single 8-week session within the semester but enroll in the other 8-week session will not be considered a stop-out student.

Leave of Absence Policy

We recommend that students remain continuously enrolled and complete courses within the time frame set within your initial advising appointment. However, we understand circumstances may require you to step away from classes.

Students who need to stop-out of enrollment for anywhere from one semester up to one year, may request a leave of absence. Students should request a leave of absence before the start of the fall or spring semester, and no later than the start of the 8-week second session for the

semester. Students choosing not to enroll in the summer semester do not need to request a leave of absence.

Students must submit the leave of absence form to their primary academic advisor to request a leave.

Paralegal Studies Certificate Students Time to Completion

Paralegal post-baccalaureate certificate students have up to three (3) calendar years to complete all program requirements and should consult with their advisor when making any adjustments to their schedule.

Returning from Leave/Extending Leave

Students on leave should contact their primary academic advisor when they are prepared to return to classes. Ideally, students should allow at least one month prior to the start of the semester to prepare for a return from leave.

If students need to extend their leave of absence, they should contact their primary academic advisor with this request. Extensions can only be provided to students who have requested a leave of less than one year, or three consecutive semesters.

Discontinuation & Readmission

Students who do not return from a leave of absence will be withdrawn from the university.

Withdrawn students may apply for admission to SCPS if they wish to return to classes. Students will be held to the degree requirements of the catalog year in which they are readmitted.

Applicants for readmission who have been dropped from Loyola for poor scholarship may apply for readmission only after complying with all terms outlined in their dismissal letter.

Applicants for readmission who have been dropped from Loyola for disciplinary reasons must have their applications for readmission reviewed by the Dean of Students Office. If the Dean approves readmission, the application will be reviewed according to the regulations stated above.

Non-Traditional Credit

Non-traditional credit is credit earned by demonstrating knowledge gained through experience, either personal or professional. Adult students, in particular, often have a reservoir of college-level learning gained through professional and personal accomplishments that they can use to earn non-traditional credit toward select SCPS program requirements.

Students may apply up to 36 non-traditional credit hours to the completion of their undergraduate degree with SCPS.

Non-Traditional Credit Parameters

Non-traditional credits may not be applied toward the mission-specific courses, SCPS school requirements, or to the Loyola residency requirement. Non-traditional credit does not factor into the Loyola GPA.

- Non-traditional credit may not be applied toward mission-specific requirements (THEO or PHIL courses) or school requirements (CPST 200, CPST 201, CPST 397, and UCWR 110).
- Non-traditional credit may be applied to no more than four (4) courses toward major requirements. If transfer credit is applied toward major requirements, the availability of non-traditional credit options toward the major may be reduced as half of the major must be completed with Loyola academic credit. (BA Management majors should refer to the major specific policy within the transfer credit policy section of the catalog.)
- Non-traditional credit may be applied to no more than two (2) courses of an 18 credit hour certificate or concentration
- Only select CLEP exams can complete specific CORE requirements

Accepted Forms of Non-Traditional Credit

SCPS has identified the following as accepted forms of non-traditional credit:

- Credit by examination (CLEP/DSST)
- American Council on Education (ACE) evaluated credit
- Military Training/Education (CCAF/JST)
- Police Academy Training

Credit by Examination (CLEP/DSST)

Students may take CLEP and/or DSST examinations only if they:

- have not previously completed, failed, or received credit from Loyola University Chicago (transfer or otherwise) in a comparable or more advanced course in the specific examination area
- will not receive comparable credit in the CLEP examination area in the same term the examination is taken or in a subsequent term.

Students must receive a passing score on a CLEP or DSST exams approved by the University to count for college-level credit:

- CLEP Exam List
- DSST Exam List

American Council on Education (ACE)

The American Council on Education (ACE) evaluates 35,000+ workplace, military and non-collegiate learning experiences and training programs for college credit. Depending on the program or experience completed and approved by ACE, students may apply those credits to major and/or general elective hours, if applicable.

- **For work already completed**, students can move forward with ordering the transcript from ACE. Once submitted, your transcript will be reviewed to determine how the credit will transfer.
- If a student is considering taking an exam or course that has been reviewed by ACE, and they **haven't yet completed the work**, they should work with their primary academic advisor first to determine if the credit will be accepted and how it may apply toward requirements.

Students who believe they have completed an evaluated program should review the ACE National Guide.

Year Up

The School of Continuing and Professional Studies is a partner with Year Up Chicago. Year Up courses have been reviewed by the American Council on Education (ACE). Students who have completed coursework through Year Up should submit an official ACE transcript. All Year Up courses will transfer as general elective credit and go toward the 120

credit hours students need to complete their bachelor's degree with Loyola.

Military Training/Education

Students who have completed military training should order their military transcript (both JST And CCAF) through the American Council on Education (ACE).

Police Training

Students who have completed the education provided by the Chicago Police Department (CPD) Police Academy will be awarded 20 credit hours to be applied as general elective credits.

Students must submit a copy of their CPD Academic certificate of completion to their academic advisor. This certificate of completion will also be cross-checked against the Illinois Law Enforcement Training and Standards Board database.

Paralegal Studies Instructional Hours

Most PLST courses award 2 semester hours of credit. The ABA Guidelines for the Approval of Paralegal Education Programs require that a 2-s.h. course include 25 instructional hours. Therefore, in addition to the 24 hours of classroom instruction (class meetings three hours each week for eight weeks), each in-person PLST course will include an additional hour of instruction, determined at the teacher's discretion. For example, a teacher may schedule a review session before an exam, a Forums (discussion board) posting assignment on Sakai, or something similar. Teachers will include this extra hour of instruction in their syllabi each session.

Repeated Courses

SCPS students must adhere to the repeated course policy found in the Academic Standards and Regulations (https://catalog.luc.edu/academic-standards-regulations/undergraduate/).

CPST 200: Admission on Probation

Students who are admitted on probation to SCPS must successfully pass CPST 200 in their first session. Students who receive an 'NP' grade will be dismissed from the program. Students on probation who withdraw from CPST 200 in their first session will be allowed to enroll in a subsequent session. Students on probation who withdraw from CPST 200 in their second attempt will be dismissed from the program.

CPST 200: Unconditional Admission

Students who are admitted unconditionally to SCPS must complete CPST 200 in their first session. Students who receive an 'NP' grade in their first attempt will be required to repeat the course in their next enrolled session and will not be permitted to enroll in any other courses unless permission is granted from the student's advisor.

Incomplete grades will not be granted for students taking the class for the second time. Students who do not pass CPST 200 on the second attempt will be dismissed from the program.

Residency Requirement

Degree-seeking students must take their final, uninterrupted 45 credit hours, or a minimum of 60 total credit hours, in residence at Loyola University Chicago. Residency requirements also apply to majors: half of the credits applied toward the major must be earned at Loyola. (BA Management majors should refer to the management major specific policy within the transfer credit policy section of the catalog.)

Transfer Credit

Loyola SCPS accepts transfer credit earned from regionally accredited institutions. We can accept up to 64 credit hours across all two-year institutions (community colleges), and an unlimited number of credit hours from four-year universities.

Students who have completed either an A.A., A.S., or General Education Core Curriculum will have met Loyola's Core Curriculum requirements, with the exception of mission-specific courses.

Loyola is a receiving institution in the Illinois Articulation Initiative program for awarding transfer credit. Students who have completed 30 or more transfer credits may follow either the Illinois General Education curriculum or the Loyola CORE requirements to satisfy general education requirements. Students with less than 30 will follow the CORE.

Transfer courses that are remedial, not college level, may not be used to satisfy degree requirements and will not transfer.

Grade Requirements

College-level credit courses from regionally accredited institutions will be accepted in SCPS if the student earned a passing grade. Courses received in transfer must also adhere to the grade requirements, found under Grade and Grading Policies section, in order to satisfy program requirements. When transfer courses do not meet the grade requirements for a program, a student may need to repeat the course at LUC.

Enrolling in Courses Elsewhere

Any coursework taken after a student starts courses with Loyola will not be considered for transfer unless the student submits an appeal and receives approval before enrolling in the course(s). Courses taken elsewhere must meet the requirements outlined in the Academic Catalog.

Certificates and Transfer Credit

For certificates consisting of 18 credit hours, up to 6 credits may be accepted in transfer or completed via non-traditional credit, and all other required credits must be earned at Loyola.

The following certificates must be completed entirely with Loyola academic credit:

- Computer Science certificate
- New Media Communication certificate.

New Media Communication students may apply transfer credit toward COMM 175, but an additional COMM course must be taken to earn the 9 total credit hours to complete the certificate.

The following certificates allow the application of 1 course (3 credit hours) in transfer credit*:

- Cybersecurity Fundamentals certificate
- Introduction to Data Science
- UI/UX Design and Accessibility certificate

**Credit must be from work completed within the last 5 years.*

Management BA Transfer Credit Policy

SCPS students completing a Management BA are limited in the number of business-related courses that can either be taken at Loyola or transferred from another institution. These limitations are set in response to the accreditation requirements determined by the Association to Advance Collegiate Schools of Business (AACSB). A business-related course is a course where course content includes:

- Accounting
- Economics
- Finance
- Management
- Marketing
- Quantitative methods
- Legal studies
- Management information systems

No more than 25% of a BA Management student's total program may include business-related courses. The total degree requirement for a BA student is 120 credit hours, which means BA Management students may not transfer or take at Loyola more than a combined 30 credit hours of business-related courses. Students should work with their primary academic advisor to understand how this impacts their program requirements.

Paralegal Studies Certificate Transfer Credit

Transfer credit may be available for courses taken at another paralegal program, or at an ABA-accredited law school, before applying to the Institute. The courses must be comparable to specific Institute paralegal courses, including instruction in practical paralegal skills.

Transfer credit towards the post-baccalaureate paralegal certificate is limited to 6 semester hours. University policy requires that the institution offering the paralegal program be regionally accredited and that the student have earned a grade of C- or higher. The student must submit an official transcript confirming the grade and may be required to provide documentation of the course content. The Director has the discretion to determine whether transfer credit will be awarded.

Students currently enrolled in the Institute will not receive transfer credit for courses taken elsewhere except with the advance approval of the Director, which is granted only in unusual situations and at the Director's discretion.

Special Note: Paralegal certificate students with transfer credit will have access to all career assistance services at the Institute once they have completed two-thirds of their required credit hours toward the Loyola paralegal certificate.

Withdrawal / Registration Changes

A grade of "W" indicates official withdrawal from a course during the withdrawal period (see academic calendar on SCPS website for dates). The grade of "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average.

The financial impact of changes after the late/change registration period is determined in accordance with the University's withdrawal schedule, available on the Bursar's website. The website provides the official schedule for each term, but generally, the schedule for fall and spring semester 8-week sessions is as follows:

First week of session - *100% of tuition credit*

Second week of session - *80% of tuition credit*

Third week of session - *40% of tuition credit*

Fourth week of session and after - *0% of tuition credit*

The effective date of withdrawal is determined by the date the course is dropped in LOCUS, not by class attendance. In an online or blended course, participation and attendance are defined as any class activity, including logging into the course on Sakai and accessing any of the course materials. A student who does not officially withdraw from a course will receive a grade based only on the work completed and will remain responsible for all charges for that course.

Students may not withdraw after the withdrawal deadline and, after the deadline date, will be assigned the grade earned based on work completed. For students dealing with extenuating circumstances preventing participation in a course, they may submit an appeal to change for change in academic record.

Students may work with their primary academic advisor to learn more about the appeal process and find further information in the university's academic catalog under Academic Appeals (https://catalog.luc.edu/academic-standards-regulations/undergraduate/).

The Financial Aid Office is required to recalculate financial aid eligibility for students who withdraw from classes before 60% of the course has been completed. This includes a recalculation for withdrawals where the effective date of withdrawal is adjusted after an approved appeal.

Writing Requirement

Upon admission, degree-seeking students who haven't satisfied UCWR 110 Writing Responsibly with either transfer credit or prior Loyola academic credit, must complete the Writing Placement Assessment (WPA). Students will be sent an email with further details about completing the WPA after admission.

Understanding the Writing Placement Assessment (WPA) Score

- If a student tests at 110 they will take UCWR 110 with Loyola in the next session available.
- If a student tests at 100 they take ENGL 100 (directed study) with Loyola in the next available session followed by UCWR 110 with Loyola in the next available session.
- If a student tests at 103 they take ENGL 103 (directed study) with Loyola in the next available session followed by UCWR 110 with Loyola in the next available session.
- If a student tests at 219 they take UCWR 109 (directed study) and UCWR 110 with Loyola concurrently in the next available session.

Continuing Professional Studies (CPST)

CPST 165 Special Topics (1-3 Credit Hours)
Course titles and content vary from term to term. Permission is required to enroll.

CPST 200 Introduction to Degree Completion (3 Credit Hours)
Enrollment is restricted to SCPS degree students only. CPST 200 exists to give newly admitted adult students a chance to ease themselves back into the academic environment while highlighting all of the tools and services available through the university. Improved academic writing through use of multiple drafts.
Outcomes:
Exposure to/familiarity with LUC resources

CPST 201 Civic Identity and Development (3 Credit Hours)
Pre-requisites: CPST 200; Co-requisite: UCWR 110; Enrollment is restricted to students in the School of Continuing and Professional Studies
In this course, students will examine their interconnected identities as engaged professionals in their communities using a variety of frameworks. They will learn to leverage the assets of their communities to enact positive change while also leveraging their own assets to grow as individuals. This course will also prepare students for the design and execution of the SCPS capstone project later on in their academic program.
Outcomes:
Students will develop civic awareness through examination of their identities and meaningful engagement with their communities

CPST 242 Design for the Web (3 Credit Hours)
This course prepares students to develop webpages through a study of Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), Usability principles and Design principles. This course will teach students to plan, design, and construct webpages to work properly in modern web browsers, conforming to web standards while following best practices. Students will be able to: identify graphic design principles that relate to web design, develop webpages with HTML; style webpages with CSS; design and implement wireframes and mockups for websites.

CPST 243 Microeconomics (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Continuing and Professional Studies
Introduction to economic analysis of the smaller components of the economy, household, firm and industry. Topics include economic, socio-economic, and political economic issues; includes a focus on behavioral economics; and provides students with an opportunity to analyze real world economic and public policy decisions that have been influenced by non-economic factors included within its field.
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Explain the law of supply and demand; Distinguish characteristics of different market structures; Analyze how consumers maximize utility; Apply behavioral theory to economic decision-making; Analyze real world microeconomic decisions; Research a topic and present recommendations

CPST 245 Macroeconomics (3 Credit Hours)
Restricted to students in the School of Continuing & Professional Studies. Introduces economic analysis that studies system wide phenomena including inflation, economic growth and development and unemployment. Includes a focus on behavioral economics, and provides students with an opportunity to analyze real world economic and public policy decisions that have been influenced by non-economic factors included within its field.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
1) Explain the law of supply and demand; 2) Describe the nature of macroeconomic issues and problems; 3) Articulate the objectives of monetary and fiscal policies and the function of the two principal policy makers; 4) Analyze historical macroeconomic crises; 5) Discuss basic macroeconomic goals such as GDP, CPI and unemployment; 6) Assess public policy decisions from a behavioral economic perspective

CPST 247 Computer Concepts and Applications (3 Credit Hours)
An introduction to computer and internet resources and skills with an emphasis on effective use of technology in the work place. Students will learn to identify and provide recommendations for technology-based issues in business using industry standard language, identify changes in information technologies and assess the impact on business and society. Restricted to students in the School of Continuing and Professional Studies.
Outcomes:
Understand the purpose and composition of information systems in business, and receive hands on experience developing business applications with tools such as Microsoft Office, social media, basic website construction

CPST 248 Web Accessibility and UX Strategy (3 Credit Hours)
This course explores the intersection of user experience (UX) design and web accessibility, emphasizing inclusive design principles and strategic UX planning. Students will learn how to evaluate and implement accessibility standards (e.g., WCAG), design user-centered interfaces, and develop strategies that enhance usability for diverse audiences, including individuals with disabilities. Students will understand the UX Design thinking process, including exploring personas, task analysis, and user journey mapping.
Outcomes:
Apply accessibility standards and UX principles to design and evaluate web interfaces that meet the needs of diverse user populations, including those with disabilities; Develop and communicate UX strategies that incorporate accessibility principles to support inclusive digital product design and user engagement; Analyze user personas, perform task analysis, and construct user journey maps to inform UX design decisions

CPST 249 User Experience Design Tools and Techniques (3 Credit Hours)
Pre-requisites: CPST 248 with C- or better
The course focuses on user and task analysis (goal setting and problem framing), field research (interviews, personas, planning, etc.), usability testing, the UX process (from wireframes through user journey mapping). These topics are explored through Design assignments that utilize the complete UX Design process. Students will be able to: apply the UX Prototyping process and UX Design Tools; apply the UX Design process, including the use of personas, task models, and user journey mapping.

CPST 250 Foundations of Organizations (3 Credit Hours)
Pre-requisites: CPST courses are restricted to students in the School of Continuing and Professional Studies
An introduction to contemporary management with emphasis on organizational culture, decision making, organizational structure and design, planning, communication and information technology.
Course equivalencies: MGMT201/201H/301/CPST250/ACMGT
Outcomes:
Students will demonstrate an understanding of the managerial roles in organizations, the four levels at which behavior is examined in organizations and will develop a framework for basic business operations

CPST 260 Artificial Intelligence in Practice: Tools, Ethics, and Strategy (3 Credit Hours)
This course examines the history and function of Large Language Models (LLMs), their ethical implications, and on-going societal impact. Students explore industry applications, evaluate real-world case studies, and develop strategies to integrate and utilize AI tools for responsible value creation. This course will provide practical experience in researching, analyzing, and adopting AI tools to enhance efficiency and task optimization.
Outcomes:
1) Describe fundamental artificial intelligence tools (generative, agentic, domain specific tools, etc), including their core functions, typical applications, and relevance across various domains; 2) Analyze the ethical implications of the transformative potential of AI and its impact on society; 3) Explain the History of AI and how Large Language Models Function; 4) Explore relevant industry applications that implement Large Language Models (LLMs) and how to harness value creation in the workplace; 5) Implement actionable strategies to integrate AI into an organization's culture

CPST 265 Special Topics (1-3 Credit Hours)
Course titles and content will vary from term to term. Permission is required to enroll.

CPST 291 Dynamic Programming Languages (3 Credit Hours)
Restricted to students in the School of Continuing & Professional Studies. Introduction to programming in dynamically typed languages, sometimes known as scripting languages. The primary language example will be Python; the course will cover Python data types, control structures, function definitions, objects and lambda expressions. A second language may be Ruby, PHP, Scheme or a similar language. The course will also briefly address how Javascript fits into the category of dynamic languages. - Ability to create a dynamic web page using Python or some other language
Outcomes:
Ability to write short programs in Python, using loops, lists and dictionaries; Ability to create graphical effects using Python; Familiarity with the software-development process, and how software can be organized using classes and functions; Familiarity with the advantages and disadvantages of dynamic languages, versus static typing; Ability to compare Python to some other dynamic language, such as Ruby or PHP

CPST 295 The Internship Experience (3 Credit Hours)
Pre-requisites: CPST 200 and CPST 201 (minimum grade of C+); Enrollment is restricted to SCPS degree seeking students; Minimum 2.5 GPA is required
This course provides an opportunity to broaden work and experiential base through immersion within a selected organization. Students spend approximately 8 hours a week interning with their chosen company, institution, nonprofit, small business or other professional setting. Optional to extend the internship a second term.
Outcomes:
To gain real-world professional experience within a targeted work environment; To apply skills and knowledge within context of selected environment; To develop networking opportunities within new professional workplace

CPST 310 Accounting Principles and Application (3 Credit Hours)
CPST courses are restricted to students in the School of Continuing and Professional Studies. This course introduces major concepts in the areas of financial and managerial accounting and develops understanding of accounting process and principles. Students will gain a deeper understanding of financial statements, accounting mechanics, accrual accounting, financial planning, variance analysis, internal controls and financial and financial analysis.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
Students will gain a deeper understanding of financial statements, accounting mechanics, accrual accounting, financial planning, variance analysis, internal controls and financial and financial analysis; The students will complete a final course project that demonstrates their ability to manage the financial data of a fictional organization

CPST 315 Professional Technical Writing (3 Credit Hours)
Pre-requisites: UCWR 110; Restricted to students in the School of Continuing and Professional Studies
Technical Writing prepares students to design effective technical documents for both written and digital media, with particular emphasis upon technical memos, problem-solving and decision-making reports, and organizational, product-support, and technical-information webs.
Outcomes:
Students able to write standard prose with appropriate citations, use a range of current online platforms and technology

CPST 320 Program Evaluation (3 Credit Hours)
Enrollment is restricted to students in the School of Continuing and Professional Studies. Conceptual frameworks and methods related to program evaluation will be covered including process, developmental, outcome, and impact evaluation. Students will be exposed to best practices to measure and document change on the individual, organizational, and macro level including the use of logic models. Quantitative, qualitative, and mixed methods design will be presented. Students will be exposed to analytical tools to interpret qualitative and quantitative data. The use of Big Data will be explored including the implications for behavioral change. Ethical issues in real world evaluation will be addressed. Course Objectives 1. Describe the main conceptual frameworks used in program evaluation including process(formative), developmental, outcome and impact. 2. Compare and contrast quantitative, qualitative, and mixed methods design for program evaluation. 3. Evaluate best practices in relation to the measurement and documentation of change (individual, organizational, and macro-level). 4. Develop process and outcome objectives and logic models. 5. Interpret data including Big Data to make judgements about the efficacy of program activities and intervention. 6. Describe ethical dilemmas with real world research.

CPST 322 Strategic Communication Tools for Applied Psych (3 Credit Hours)
Communication tools commonly employed in the behavioral sciences will be covered: interview development and implementation; best practices for conflict management, negotiation, consultation and persuasion; group facilitation best practices; change facilitation communication techniques including motivational interviewing; the impact of computer mediated communication on interpersonal dynamics; and cultural norms and interpersonal communication. Students interested in counseling and other helping professions, Human Resources, organizational development and the persuasion sciences will benefit from these tools. Enrollment is restricted to students in the School of Continuing and Professional Studies. Course Objectives 1. Identify best practices for core communication tools used in applied psychology (and behavioral sciences). 2. Develop skills in interview development and implementation, group facilitation, and motivational interviewing. 3. Evaluate techniques for conflict management, negotiation, consultation and persuasion. 4. Critique the impact of computer mediated communication of interpersonal dynamics. 5. Describe culturally agile communication techniques.

CPST 325 Data Processing, Analysis, and Visualization (3 Credit Hours)
Pre-requisites: STAT 103; CPST 291 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course studies the concepts, methods, and tools required to infer meaningful information and generate useful visualizations from large data sets. Visualize and analyze structured data using appropriate statistical data mining and visualization tools. Analyze distributed computing frameworks for processing large data sets.
Outcomes:
Implement scripting to convert raw data to structured data

CPST 335 Law and Regulations for Organizational Leaders (3 Credit Hours)
The role of the organization (for profit, non-profit and governmental) from the dual perspective of private and public law. Includes foundations of law and judicial process; contracts, torts, and property law; intellectual property rights; legal, securities and employment regulations; ethical considerations and policy issues.
Outcomes:
-Differentiate ethics and law/private and public law -Discuss Constitutional Law and government's role to regulate business -Apply basic legal principles to the private market -Explain legal principles of contracts

CPST 340 Marketing Concepts and Strategies (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to SCPS
Students will demonstrate an understanding of the fundamental principles of marketing identifying organizational goals, marketing objectives, and variables that affect marketing. Students will examine the roles of advertising, public relations, and sales; integrated and strategic marketing within an organization.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students will develop a comprehensive marketing plan analyzing a real marketing problem, determining strategies, developing sample materials and devising metrics to evaluate success for an organization

CPST 341 User Experience Design to Drive Business (3 Credit Hours)
Pre-requisites: CPST 249 with C- or better
In this course students will learn how to connect and align business objectives with UX Design goals. Students will learn how to bring high-level planning into concrete actionable steps. Students learn Strategy for continuously Developing Brand and Identity through Design. Students will be able to: Understand how effective UX is a strategic advantage for business; Connect and align business objectives with UX Design goals; Apply Design Thinking to create good UX.

CPST 342 Introduction to Web Application Development (3 Credit Hours)
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications. Specific topics include presentations, business, and data access layers, as well as integration with database systems. An introduction to webpage development using JavaScript, jQuery and associated client-side tools.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks; Familiarity with database integration and deployment environments; Create webpages using JavaScript and related tools and protocols, and interface a webpage with a database

CPST 343 Software Development for Mobile Devices (3 Credit Hours)
Pre-requisites: COMP 170 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course introduces software development for the Android environment, using the App Inventor framework. The course also introduces the basics of user-interface design and mobile architecture. Development work may be done on either an Android device or on an Android emulator running on a Windows/Mac/Linux laptop.
Outcomes:
Be able to develop simple Android applications using the App Inventor framework; Be able to explain the basics of mobile-application architecture and design; Be familiar with the basics of user-interface design; Understand the role of mobile-device sensors, such as the touchscreen, the accelerometer and GPS; Understand the use of Wi-Fi versus mobile wireless, and the use of the cloud in mobile applications; Be able to work with developers to create applications

CPST 345 Introduction to IT: Networking, Cloud & Security (3 Credit Hours)
Pre-requisites: COMP 170 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course covers the fundamentals of IT systems, networking, and security. The course will cover fundamental computer networking concepts and principles, including the basics of the TCP/IP model and packet-based networking. Other topics include an overview of Wireless Networking, Cloud Computing, and an introduction to Cybersecurity.
Course equivalencies: CPST 345 / ITLS 445
Outcomes:
Students will be able to: Describe how the Internet works; Make connections between devices Assess how data is transferred end to end; Perform basic Cloud Computing implementation and deployment; Describe essential features of Mobile Computing; and, identify and assess Cybersecurity threats and describe solutions to those threats

CPST 349 Project Management (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to students in the School of Continuing and Professional Studies
The art and science of project management as applied to a variety of business, commercial, and public management situations. Covers all phases of the project life-cycle; techniques for planning, scheduling and control of projects; project organizations; and techniques for building effective project teams. Student will gain a working knowledge of the fundamental principles and techniques of effective project management, and how to apply these principles and techniques in the business environment.

CPST 350 Human Resources Principles and Practices (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to students in the School of Continuing and Professional Studies
Students will gain understanding of human of resource management functions, including the legal environment; equal employment opportunities requirements; job design and analysis; recruiting, orientation, and training; performance appraisal; compensation systems; labor relations; collective bargaining and grievance processes; and health and safety.
Outcomes:
Students will make a presentation about human resource components for an organization, including job description, recruiting plan, hiring procedures, performance evaluation, and collective bargaining considerations

CPST 360 Development and Change in Organizations (3 Credit Hours)
Pre-requisites: CPST 250
Students will investigate the theory and practice of organizational development, examine assumptions, strategies, models, intervention techniques for organizational development and change processes. Students will also study the formation of collaborative relationships, overcoming resistance, gaining commitment and realigning culture.
Outcomes:
Students will provide case studies that integrate data; design interventions, change strategies and an evaluation for diagnosing organizations, groups and jobs

CPST 365 Advanced Special Topics (1-3 Credit Hours)
Course titles and content vary. Variable (1-3) credit hours. Permission required to enroll. Restricted to students in the School of Continuing & Professional Studies. SCPS permission required to enroll.

CPST 370 Leadership Theories and Applications (3 Credit Hours)
Pre-requisites: CPST 250
Students will study leadership theory, concepts and the practical application of leadership at all levels. Students will analyze historical approaches to leadership and focus on influential contemporary leadership perspectives such as servant leadership, situational leadership, transformational leadership, and principle-centered leadership.
Outcomes:
Students will complete a leadership development plan and apply leadership theories to workplace situations through reflection, real-life examples, and case studies

CPST 371 Organizational Finance (3 Credit Hours)
Pre-requisites: CPST 243 or ECON 201, CPST 245 or ECON 202, STAT 103 or ISOM 241, CPST 310 or ACCT 201; Restricted to students in the School of Continuing & Professional Studies
Management involves the allocation and distribution of resources as well as an ongoing knowledge of the financial impact of the local, regional and national economies. This course offers an overview of the inter-relations of money and markets, investment, and financial management. It will focus on financial analysis, design and reporting from a managerial perspective, as well as organizational issues which have a financial impact on the entity. It will concentrate on organizational finance topics with an emphasis on financial analysis, fixed income securities, stocks, projects and their valuations, corporate valuation and governance and cash distribution.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
At the end of this course, the student will be able to 1) Read, develop and write financial analyses for managerial roles; 2) Develop concrete skills in regard to fiscal leadership; 3) Analyze cash flow and financial statements; 4) Describe the time value of money, bonds, and bond valuation regarding changes in interest rates; 5) Evaluate risk and return, valuation of stocks and corporations, and financial options in corporate finance; 6) Apply the cost of capital and cash flows to capital budgeting; 7) Describe how local, regional and national economies impact the success of the allocation of financial resources

CPST 377 Data in Management Decision-Making (3 Credit Hours)
Pre-requisites: CPST 250, STAT 103
Data, technology, and analytics capabilities have a direct impact on decision making. The integration of Financial/Enterprise Resource Planning (ERP) Systems and business analytics drives the ability to turn data into insights and action. This course will prepare students to understand, manage and visualize data, while also focusing on effective ways to communicate for decision-making. The course will introduce ERP systems and technology and the use of analytical tools in organizational decision-making.
Outcomes:
Utilize common enterprise systems and analytical tools in decision-making; Evaluate the use of databases in data management and data wrangling; Develop the ability to apply analytical techniques to data through mining; Practice important data visualization techniques and summary measures; Write to communicate insights gained from data analysis

CPST 380 Leadership, Culture and Ethics (3 Credit Hours)
Pre-requisites: CPST 250
Students examine organizational ethics, values, strategy, culture, leadership and coaching. Students self-assess and refine their own concept of leadership and decision-making in the context of attitudes, environments, cultures, and issues faced by leaders in organizations.
Outcomes:
Students will analyze descriptive and normative models of ethical decision making in business, leadership strengths and management style using real life situations, self-assessment and cases studies

CPST 381 Cybersecurity Governance (3 Credit Hours)
Effective Cybersecurity Leadership requires that there is a cogent Governance structure. Students in this course will learn how to manage Cybersecurity processes while meeting the needs of the Enterprise. Students will learn how to establish a Governance program, Cybersecurity management frameworks, how to develop and implement a Cybersecurity strategy. Students will be able to: Explain the strategic importance of effective, interdisciplinary, and multifunctional enterprise information security governance and information security management program and its execution.

CPST 382 Cybersecurity Incident Response Management (3 Credit Hours)
Students in this course learn key aspects of Cybersecurity Incident Response Management (CIRM). Students in this course will learn how to plan for, respond to, investigate, and report on Cybersecurity Incidents. Students in this course will learn from case studies of past cyber incidents. Skills developed include the developing of an Incident Response Plan; ethical, best practices on handling communications/ disclosures after an incident; incident investigation techniques (forensics); interfacing with law enforcement; and post-incident recovery.

CPST 383 Cloud Security Strategy and Architecture (3 Credit Hours)
This course leverages cloud computing security guidelines set forth by the International Organization for Standardization (ISO), National Institute of Standards and Technology (NIST), European Union Agency for Network and Information Security (ENISA), and Cloud Security Alliance (CSA) to develop a Strategic perspective for the Cybersecurity practitioner. Skills developed include knowing best practices and standards; the ability to design and implement a cloud security architecture; and carefully working with 3rd party cloud infrastructure providers and other stakeholders.

CPST 390 Organizational Theory and Practice (3 Credit Hours)
Pre-requisites: CPST 380
This course extends knowledge of organizations by examining organizational behavior at the macro-level. Students will gain a deeper understanding of organizational theory and research including historical and modern era approaches. Students will also analyze organizational behavior and settings including an in-depth case study of a single company.
Outcomes:
Students will be able to explain and apply concepts within the main areas of organizational structure, culture, communication and process

CPST 397 Capstone (3 Credit Hours)
This course must be taken by SCPS students during the last semester prior to graduation. Students will collaborate with a community organization of their choosing to design and execute a capstone project that fulfills the University Engaged Learning requirement. This includes completing at least 20 hours of civic engagement, all necessary Center for Engaged Learning, Teaching, and Scholarship (CELTS) documentation, and a capstone project report. Grounded in Ignatian pedagogy, the course emphasizes reflection, discernment, and action, guiding students through individual and group exercises to deepen their learning and refine their project. By integrating knowledge from their SCPS coursework, students will develop their capstone projects while preparing for life after graduation as Civic-Minded Professionals.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and execute a capstone project with a community partner organization of their choosing; Complete a minimum of 20 hours of civic engagement with a community partner to satisfy the University Engaged Learning requirement; Present a capstone project report

CPST 398 Professional Studies Internship Seminar (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 398 must take CPST 399 the following session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Applied experience in a professional setting

CPST 399 Professional Studies Internship Seminar II (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 399 must first take CPST 398 the previous session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Outcomes:
Applied experience in a professional setting

Institute of Paralegal Studies (PLST)

PLST 331 Introduction to Paralegal Studies (2 Credit Hours)
Required of all students in their first session of study. An introduction to the function and sources of American law (including the U.S. Constitution), the American legal system, the civil litigation process, and legal practice, focusing on the role of the paralegal. Trends in the paralegal field, including regulation and career issues.
Outcomes:
Students will recognize typical paralegal responsibilities in various areas of legal practice and be aware of recent developments in the field, especially regulatory proposals affecting paralegals

PLST 332 Legal Research and Writing I (2 Credit Hours)
Required of all students. An introduction to the fundamentals of legal research, focusing on locating, analyzing and updating case law (court opinions). Practice in researching case law in hard copy and online, and in writing case briefs.
Outcomes:
Students will be able to use various reference books and online services (LEXIS and WESTLAW) to locate, analyze, and update case law, and will be able to write case briefs

PLST 333 Legal Research and Writing II (2 Credit Hours)
Pre-requisites: PLST 332
Required of all students. Further instruction in legal research skills, focusing on locating, analyzing and updating statutory and administrative law. Practice in researching statutory and administrative law in hard copy and online. Drafting routine legal correspondence.

PLST 334 Legal Analysis: Practical Applications (2 Credit Hours)
Pre-requisites: PLST 332 and PLST 333
This writing intensive course will provide extensive practice analyzing factual scenarios, summarizing and applying legal authority and developing written legal arguments. Drafts and rewrites are required.
Outcomes:
To demonstrate comprehension of legal texts of varying levels of complexity; To apply legal rules to factual situations to predict legal outcomes; To use typical legal analytical tools to develop solutions to legal issues; To write clear explanations of the process of analysis used to resolve legal issues

PLST 335 Legal Ethics (2 Credit Hours)
Pre-requisites: PLST 331
Required of all students. Ethical considerations in the practice of law that paralegals are likely to encounter, especially the unauthorized practice of law, client confidentiality and conflicts of interest. Review of ethical codes for attorneys and paralegals.

PLST 336 Corporate Topics for Litigation Paralegals (2 Credit Hours)
Required for the Litigation Practice Certificate. An introduction to the basic principles of agency law, contract law, and the forms of business organizations: sole proprietorships, partnerships (general, registered limited liability and limited), limited liability companies, and corporations.

PLST 339 Secured Transactions and Bankruptcy (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362; Required for the Corporate Practice Certificate (Water Tower Campus)
An introduction to transactions under Uniform Commercial Code Article 9 (Secured Transactions) and federal bankruptcy law, primarily as it applies to businesses.
Outcomes:
Students will be able to draft UCC forms to perfect security interests as well as bankruptcy forms

PLST 340 Civil Litigation I (2 Credit Hours)
Required for the Litigation Practice Certificate. An introduction to the civil litigation process in state (Illinois) and federal courts, and proceedings in administrative agencies generally, focusing on the initial phases. Instruction in client interviews and pre-litigation investigations, evidentiary issues, and practice in drafting pleadings initiating lawsuits and proceedings through pre-trial motion practice.
Outcomes:
Students will understand the structure and basic operations of these courts, and will be familiar with the rules of procedure governing civil litigation proceedings

PLST 341 Civil Litigation II (2 Credit Hours)
Pre-requisites: PLST 340
Required for the Litigation Practice Certificate. Further instruction in the litigation process, focusing on the discovery, trial, and post-trial stages. Topics include interrogatories, depositions, document production and inspection requests, other discovery tools, settlement negotiations, organization of case files, document control systems, trial preparation, trial procedure, and post-trial proceedings. Overview of alternative dispute resolution.
Outcomes:
Students will be able to conduct client interviews and pre-litigation investigations, and to draft the pleadings initiating lawsuits and proceeding through pre-trial motion practice

PLST 342 Litigation Technology & eDiscovery (2 Credit Hours)
Pre-requisites: PLST 340 and PLST 341; Previous completion of PLST 345 strongly recommended
Required for the Litigation Practice Certificate. Hands-on instruction in software programs (Relativity) commonly used for litigation support, including electronic court filing, eDiscovery, case management, document control and trial presentation.
Outcomes:
Students will be able to assist attorneys in preparing for and conducting trials

PLST 343 Real Estate Transactions I (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362
An introduction to the concepts of real estate ownership and real estate sales transactions. Practice in preparing standard documents required for real estate transactions: purchase/sale agreements, deeds and other closing documents, title insurance commitments and policies, and surveys.
Outcomes:
Students will be able to draft documents for basic real estate transactions and to assist attorneys in conducting real estate closings

PLST 344 Real Estate Transactions II (2 Credit Hours)
Pre-requisites: PLST 343
Further instruction in real estate transactions, examining issues that arise in all real estate transactions and especially the documentation and closing of these transactions. Commercial real estate leasing.
Outcomes:
Students will be able to prepare documents for these transactions, and to assist attorneys in conducting commercial real estate closings and other transactions

PLST 345 Law Office Computer Applications (2 Credit Hours)
Required of all students. Hands-on instruction in software programs commonly used in law offices: word processing (templates, redlining, tables), spreadsheets (financial data, charts and graphs), pdf management (creating and combining pdfs, creating a portfolio, redacting, adding security) and presentation graphics.
Outcomes:
Students will be proficient in the fundamentals of word processing (templates, redlining, tables), spreadsheets (financial data, charts and graphs), database management (organizing, sorting, and retrieving information), and presentation graphics

PLST 346 Advanced Litigation Technology (2 Credit Hours)
Pre-requisites: PLST 340, PLST 341, PLST 342
Additional instruction in online resources and software typically used in litigation support (e.g. Relativity).
Outcomes:
Students will prepared to use typical litigation resources and software at a basic to intermediate level

PLST 348 Advanced Online Research Skills (2 Credit Hours)
Pre-requisites: PLST 332
This course focuses on research strategies for paralegals and specifically develops skills in the area of online public database research. Students practice researching within publically available online resources in a wide variety of subject areas including court procedure and docketing, business entities, real property, criminal law, environmental compliance, etc. Multiple practical assignments as well as one main research assignment.
Outcomes:
Students will research and write memoranda in support of motions, and will be familiar with the mechanics of appellate court briefs

PLST 349 Torts (2 Credit Hours)
An introduction to civil tort liability, including the intentional torts, negligence, strict liability, and product liability. Role of the paralegal in personal injury litigation. Practice in client interviewing techniques. Basic factual investigation techniques.
Outcomes:
Students will be familiar with the paralegal's role in personal injury litigation from both the plaintiff's and defendant's viewpoints, including typical pleadings and other documents

PLST 350 Medical Malpractice (2 Credit Hours)
Negligence lawsuits brought against health care organizations and health care professionals, from both the plaintiff's and defendant's viewpoints. Illinois law and rules of procedure for medical malpractice cases. Practical skills for locating and organizing medical information.
Outcomes:
The student will be familiar with Illinois law and rules of procedure governing medical malpractice lawsuits and will be able to draft a malpractice complaint as well as locate and organize medical information

PLST 351 Intellectual Property: Patents and Trade Secrets (2 Credit Hours)
An introduction to the terminology, basic principles and documentation requirements of patent protection. Subject matter of patents, the concept of patentability, the patent application process and patent infringement litigation. Trade secret misappropriation.
Outcomes:
Students will be familiar with the concept of patentability, the patent application process (including preparation of basic forms and documents), and patent infringement litigation

PLST 352 Intellectual Property: Trademarks and Copyrights (2 Credit Hours)
An introduction to the terminology, basic principles and documentation requirements of trademark and copyright protection. Registration procedures and infringement disputes.
Outcomes:
Students will be familiar with registration procedures (including preparation of basic forms and documents) and infringement disputes

PLST 353 Securities Regulation (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362
Federal and state regulation of securities transactions. The stock market and the roles of brokers, specialists and underwriters. Requirements for public offerings of stock, notably the registration statement and prospectus, as well as the anti-fraud provisions.
Outcomes:
Students will be familiar with the requirements for public offerings of stock, notably the registration statement and prospectus, and will be able to complete basic forms required under these laws

PLST 355 Estates, Trusts & Wills (2 Credit Hours)
An introduction to basic principles of estate and trust administration. Practical aspects of administration of estates and trusts for the paralegal. Probate proceedings in Illinois, including the preparation of probate court pleadings, inventories, collection and valuation of assets, distribution of assets to beneficiaries, and accountings. Overview of tax considerations.
Outcomes:
Students will be familiar with wills and will be able to prepare the documents required to administer estates in Illinois

PLST 357 Family Law (2 Credit Hours)
An introduction to the laws governing family relationships, specifically the Illinois Marriage and Dissolution of Marriage Act and related statutes. Factual investigation, preparation of pleadings and other documents, court procedures, settlement agreements, and post-decree modifications. Brief overview of adoption and paternity proceedings.
Outcomes:
Students will be able to prepare pleadings, notices, settlement agreements, and other documents, and to assist the attorney in domestic relations court proceedings

PLST 358 Criminal Law and Litigation (2 Credit Hours)
An introduction to the purpose and scope of substantive criminal law, considering various crimes against persons and property, criminal liability and punishment, and defenses to crimes. Procedural topics, including court forms and pleadings commonly used in the Illinois criminal trial process.
Outcomes:
Students will be able to prepare court forms and pleadings commonly used in the criminal trial process, and to assist attorneys preparing for trial

PLST 359 Environmental Law (2 Credit Hours)
An introduction to federal environmental statutes regulating water quality, waste management and remediation of hazardous substances (Superfund). Issues leading to enforcement proceedings. Research strategies for this technical area.
Outcomes:
Students will be familiar with permit applications, enforcement proceedings, and research strategies for this technical area

PLST 360 Employment Law (2 Credit Hours)
An overview of the legal relationship between employers and employees, including the employment-at-will doctrine, employment contracts, federal and state anti-discrimination laws, and worker's compensation proceedings. Administrative procedures and trial court actions.
Outcomes:
Students will be familiar with federal and Illinois law regulating employment status, employment contracts, anti-discrimination claims, and worker's compensation, and will be able to assist attorneys in administrative agency proceedings and civil lawsuits

PLST 361 Immigration Law (2 Credit Hours)
An overview of U.S. immigration law with emphasis on the paralegal's role. History of immigration law and current policy considerations. Preparation of visa applications, admission and removal of immigrants and non-immigrants, citizenship and naturalization, and humanitarian relief. Document organization and preparation, working with clients, litigation assistance, legal research, and ethical dilemmas.
Outcomes:
Students will be able to prepare various visa applications

PLST 362 Business Organizations (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course focuses on the formation and operation of sole proprietorships, partnerships (general, limited, and limited liability), limited liability companies, and corporations. Preparation of standard forms and agreements will be emphasized. Due diligence procedures for mergers and acquisitions and other transactions will be covered.

PLST 363 Contract Administration & Analysis (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course focuses on both common-law and Uniform Commercial Code (UCC) Article 2 contracts. The elements of a valid contract will be studied, as well as standard contractual provisions and basic principles of contract interpretation. Students will work with several sample contracts: a confidentiality/nondisclosure agreement, a licensing agreement, and a general trade agreement.

PLST 364 Topics in Corporate Practice (2 Credit Hours)
Pre-requisites: PLST 362 Business Organizations
This course provides an overview of laws relating to business operations, including secured transactions (Uniform Commercial Code Article 9), federal bankruptcy law, and employment law. Compliance with various regulatory requirements will also be covered.

PLST 366 Litigation Topics for Corporate Paralegals (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course introduces the civil litigation process in state (Illinois) and federal courts, from the initial phases of pre-litigation investigations and pleadings through the discovery, trial, and post-trial phases. Technological innovations affecting civil litigation, such as electronic court filing and e-discovery procedures, will be given special emphasis.

PLST 368 Corporate Compliance Topics (2 Credit Hours)
Pre-requisites: PLST 362 or PLST 336
This course provides an overview of various regulatory provisions applicable to the financial services industry, including the Anti-Money Laundering (AML) and Business Continuity Plans (BCP) rules, the Foreign Corrupt Practices Act, and insider trading prohibitions. Compliance with the requirements of these laws will be the focus of the course.
Outcomes:
Students will learn practices and procedures to monitor and document compliance with these laws

PLST 369 Advanced Topics in American Law (3 Credit Hours)
Pre-requisites: CPST 200; Enrollment is limited to students in the BA in PLST degree program
This course will build on students' knowledge of the American legal system, examining the role of law in 21st century American society. The course will focus on the interpretation of selected portions of the U.S. Constitution and their effect on American life.
Outcomes:
Students will learn how the US Constitution governs the American legal system and protects individual rights

PLST 370 Advanced Legal Analysis & Writing I (3 Credit Hours)
Pre-requisites: UCWR 110; Enrollment is limited to students in the BA in PLST degree program
This course will provide students with extensive practice in reading and summarizing case law, with particular attention to the rationale for court decisions and the use of precedent, as well as statutory and administrative law. This course will focus on analysis rather than retrieval of legal reference sources.
Course equivalencies: PLST334/PLST370
Outcomes:
Students will learn how to prepare summaries of court decisions, statutes, and administrative regulations

PLST 371 Advanced Legal Analysis & Writing II (3 Credit Hours)
Pre-requisites: PLST 370; Enrollment is limited to students in the BA in PLST degree program
This course will focus on the interaction of case law, statutory law, and administrative law in resolving legal issues. Students will learn to develop legal arguments and write a legal memorandum.
Outcomes:
Students will learn how to use court decisions, statutes, and administrative regulations to develop legal arguments

PLST 395 Applied Paralegal Study (1 Credit Hour)
Pre-requisites: Director's permission required; this course is limited to students in the BA in Paralegal Studies program
This course will require students to explore a contemporary issue in the paralegal field or the practice of law generally. Students will be expected to participate in a minimum of two class meetings and several online activities, concluding with a presentation of their research.

PLST 398 Internship (2 Credit Hours)
Consent of Director and completion of 14-16 semester hours of study. Limited to student's last or second-last term of study. Practical experience (120 hours on site) for advanced students in applying paralegal skills within selected law firms, corporate law departments and governmental agencies. One mandatory class meeting, online journal, online discussions, and final paper. All internships are unpaid; only one internship may be completed for credit toward certificate.

PLST 399 Internship (3 Credit Hours)
Consent of Director and completion of 14-16 semester hours of study. Limited to student's last or second-last term of study. Practical experience (160 hours on site) for advanced students in applying paralegal skills within selected law firms, corporate law departments and governmental agencies. One mandatory class meeting, online journal, online discussions, and final paper. All internships are unpaid; only one internship may be completed for credit toward certificate.

Applied Psychology (BA)

Individual, organizational, and global problems require innovative solutions based on psychological research concerning what motivates people to change. Moreover, robotics and increased automation continues heightening demand for employees who are adept at systems thinking to address the complexity of human behavior.

The BA in Applied Psychology program is a differentiated, high-quality program tuned to the needs of adult learners. Expert faculty provide training in the scientific study of human behavior, emotion, cognition, and motivation and prepare students for occupations applying psychological theory and methods to promote creative, evidence-based problem solving, critical systems thinking, cultural agility, and persuasive communication.

Related Programs

Major

- Applied Studies (BA) (p. 880)

Master's

- Applied Social Psychology (MA) (p. 1259)

Curriculum

The BA in Applied Psychology comprises 120 credit hours. Courses are offered in an 8 week session format with online and evening options.

Code	Title	Hours
Major Courses		
PSYC 101	General Psychology	3
PSYC 304	Statistics	3
PSYC 306	Research Methods in Psychology	3
PSYC 275	Social Psychology	3
PSYC 362	Industrial/Organizational Psychology	3
CPST 322	Strategic Communication Tools for Applied Psych	3
CPST 320	Program Evaluation	3
PSYC 373	Health Psychology	3
Tracks		
Select one of the following Tracks:		12
Organizational Track		
CPST 250	Foundations of Organizations	

CPST 350	Human Resources Principles and Practices	
CPST 380	Leadership, Culture and Ethics	
PSYC 338	Psychology of Personality	
Counseling Track		
PSYC 273	Developmental Psychology	
CPSY 323	Theories of Counseling and Psychotherapy	
CPSY 324	Career Counseling and Development	
CPSY 332	Multicultural Counseling	
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		
Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.		

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Apply scientific thinking to solve individual, interpersonal, organizational and social problems in real world case studies and organizational/community projects.
- Analyze theories in human behavior, cognition, emotion, and motivation in written assignments and oral presentations.
- Use strategic communication and persuasion skills based in the behavioral sciences in role plays and real-world applications.
- Interpret statistical and evaluation data to discern meaningful patterns and assess the impact of interventions in course work and organizational/community applications.
- Recognize best practices including ethical and pragmatic constraints of applied research with people in course work and organizational/community projects.

Applied Studies (BA)

As of Fall 2026, this program is no longer accepting applicants.

The B.A. in Applied Studies degree provides a strong foundation in communication and business. The Applied Studies major represents the best way to make the most of your prior credit in a particular subject and accelerate your path to graduation. The required certificate may also allow each student to focus on a complimentary discipline preparing them to excel in the professional world. SCPS understands that adult students often wish to take a wide range of courses to meet their professional and personal interests, so we have designed this degree to enhance your current career or establish a new one.

Related Programs

Major

- Applied Mathematics (BS) (p. 515)
- Applied Psychology (BA) (p. 879)

Master's

- Applied Social Psychology (MA) (p. 1259)

Curriculum

The B.A. in Applied Studies comprises 120 credit hours. Courses are offered in an 8-week session format with online, evening, and Saturday morning options.

Code	Title	Hours
Major Courses		
CPST 250	Foundations of Organizations	3
CPST 243	Microeconomics	3
or CPST 245	Macroeconomics	
COMM 175	Introduction to Communication	3
CPST 310	Accounting Principles and Application	3
CPST 247	Computer Concepts and Applications	3
STAT 103	Fundamentals of Statistics	3
CPST 315	Professional Technical Writing	3
Communication Skills		
Select one of the following:		3
COMM 101	Public Speaking & Critical Thinking	
CPST 322	Strategic Communication Tools for Applied Psych	
200-level (or higher) Communications course		
Theoretical Skills		
Select one of the following:		3
CPST 370	Leadership Theories and Applications	
CPST 360	Development and Change in Organizations	
CPST 340	Marketing Concepts and Strategies	
CPST 320	Program Evaluation	
Required Concentration or Certificate(s)		**18**
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3

CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		
Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.		
Total Hours		**120**

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Apply communication theories to promote change in personal and professional settings.
- Demonstrate effective business writing in written narratives, memos, argumentative narratives, and collaborative documents.
- Analyze organizational theory, structure, power dynamics and culture in persuasive written and oral presentations.
- Describe the basic components of an organization's control structure and the role of accounting in an organization, through the analysis of organizational financial statements.
- Develop leadership skills through self-assessment exercises, reflection activities, and critical thinking assignments.

Computer Science Certificate

As of Fall 2026, this program is no longer accepting applicants.

This concise, nine-hour certificate program prepares you to enter the computer science field. It also positions you to complete a master's degree in Information Technology or Software Engineering as well. In this program, you will: develop a thorough understanding of the principles of object-orientation, such as abstraction, delegation, inheritance, and polymorphism; learn basic design patterns; and gain programming experience in mainstream object-oriented languages such as C++ and Java.

Related Programs

Major

- Computer Science (BS) (p. 348)

Curriculum

Code	Title	Hours
Certificate Requirements		
COMP 170	Introduction to Object-Oriented Programming	3
COMP 271	Data Structures I	3
Options		
Select a third course from one of the following options:		3
Software Engineering Option		
Students who do well in COMP 271 are encouraged to complete the Software Engineering option and complete:		
COMP 313	Object-Oriented Design	
Information Technology Option		
Completion of a project management course will provide a good transition for students interested in the MS in Information Technology (choose one course):		
CPST 349	Project Management	
COMP 377	IT Project Management	
Web Option		
CPST 342	Introduction to Web Application Development	
Mobile Option		
CPST 343	Software Development for Mobile Devices	
Total Hours		**9**

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

- Develop programs using fundamental programming constructs, data structures, and algorithms, while demonstrating the ability to choose appropriate solutions and justify their selections.
- Apply object-oriented principles (abstraction, delegation, inheritance, and polymorphism) and design patterns, and demonstrate proficiency in programming, testing, and debugging using a mainstream object-oriented language.

Cybersecurity Fundamentals Certificate

This program is designed for individuals seeking to develop the skills necessary to transition into the cybersecurity field or gain foundational Cybersecurity skills. This program equips students with foundational

skills in programming, cybersecurity, and cloud security architecture. Starting with object-oriented programming in Python, learners progress through secure coding, penetration testing, and system administration, culminating in advanced training in network and cloud security. Emphasis is placed on real-world application, secure design, and ethical defense of digital systems. The course curriculum is CompTIA-aligned, making it an ideal choice for those seeking to pursue cybersecurity credentials upon completion.

Related Programs

Major

- Cybersecurity (BS) (p. 351)

Certificate

- Computer Science Certificate (p. 881)

Curriculum

Code	Title	Hours
Certificate Requirements		
COMP 170	Introduction to Object-Oriented Programming	3
COMP 301	Introduction to Computer Security	3
CPST 345	Introduction to IT: Networking, Cloud & Security	3
CPST 383	Cloud Security Strategy and Architecture	3
Total Hours		**12**

Optional:

- CPST 265 Special Topics: Advanced Topics in Cybersecurity Technology Management: The optional course is included to address up-to-the-minute topics, such as emerging threats, insider threats, latest application delivery processes, and practices, etc.

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Design and develop secure software solutions using object-oriented programming principles, secure coding practices, and foundational software development skills.
- Analyze and protect computer systems and networks by applying core cybersecurity concepts, performing vulnerability assessments, and implementing secure configurations across various platforms.
- Implement and manage secure cloud architectures utilizing industry standards and tools, with a focus on identity management, data protection, incident response, and third-party risk mitigation.

Information Technology (BA)

The B.A. in Information Technology is designed for those interested in leadership roles in the growing and ever-critical IT job market. You can begin the program with a minimal understanding of computers and finish with skills to be an effective IT or software development practitioner. Students have the option to pursue admission into the dual BA/MS Information Technology program once they have completed 90 credit hours toward their undergraduate degree. This positions students for even more robust opportunities in their respective careers.

Related Programs

Minor

- Information Technology Minor (p. 356)

Certificate

- Computer Science Certificate (p. 881)
- Introduction to Data Science Certificate (p. 883)

Curriculum

The B.A. in Information Technology comprises 120 credit hours. Courses are offered in an 8 week session format with online and evening options. Students will also have access to state-of-the-art computer labs to support their studies.

Code	Title	Hours
Major Courses		
CPST 250	Foundations of Organizations	3
CPST 310	Accounting Principles and Application	3
CPST 349	Project Management	3
STAT 103	Fundamentals of Statistics	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 251	Introduction to Database Systems	3
COMP 271	Data Structures I	3
CPST 291	Dynamic Programming Languages	3
CPST 325	Data Processing, Analysis, and Visualization	3
CPST 342	Introduction to Web Application Development	3
CPST 343	Software Development for Mobile Devices	3
COMP 317	Social, Legal, and Ethical Issues in Computing	3
CPST 345	Introduction to IT: Networking, Cloud & Security	3
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		
Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.		
Total Hours		**120**

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon degree completion, graduates will be able to:

- Demonstrate a high level of proficiency in making informed and strategic decisions, applying quantitative analysis, and implementing project management strategies to effectively impact organizational goals.
- Demonstrate knowledge of legal and ethical considerations in information technology and apply technical and ethical solutions.
- Apply foundational knowledge of IT systems, computer networking, and security, including cloud computing concepts, TCP/IP model, packet-based networking, wireless networking, and cybersecurity principles.
- Organize data in ways to emphasize relationships to elicit information from a database that allows data to be mined, visualized and graphically display via web interfaces.
- Develop programs using fundamental programming constructs, data structures, and algorithms, while demonstrating the ability to choose appropriate solutions and justify their selections.
- Apply object-oriented principles (abstraction, delegation, inheritance, and polymorphism) and design patterns, and demonstrate proficiency in programming, testing, and debugging using a mainstream object-oriented language.

Introduction to Data Science Certificate

As of Fall 2026, this program is no longer accepting applicants.

This 3-course certificate introduces students to the key elements of Data Science: Python programming, SQL & database design, data processing, and analysis & visualization. The certificate provides any professional valuable, widely applicable, and transferable skills.

Coursework explores the topics of data ethics and digital ethics. The certificate is intended to help prepare the student for a dynamic career in data analytic work, whether they seek to grow their existing career, switch to a career within the data science realm, or explore data science as a field before committing to a degree program or advanced study in the topic.

Related Programs

Major

- Data Science (BS) (p. 366)

Certificate

- Computer Science Certificate (p. 881)

Curriculum

Code	Title	Hours
Certificate Requirements		
COMP 251	Introduction to Database Systems	3
CPST 291	Dynamic Programming Languages	3
CPST 325	Data Processing, Analysis, and Visualization	3
Total Hours		**9**

Optional:

- CPST 265 Special Topics – 1-3 credits of directed study. Student will solve a data science problem for a community non-profit organization under the guidance of a faculty member. Larger projects will be 3 credit hours held only on the 16-week semester schedule for either fall or spring. Summer will not be an option for a 3-credit hour special topics course. Interested students should start the process at least 6-weeks before the semester where you will potentially complete the course.

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon completion of the certificate, graduates will be able to:

- Create data analytic programs that perform rigorous statistical analyses to address real-world questions in the social sciences.
- Evaluate datasets to determine how variables have been measured and encoded, which statistical analyses can be performed upon them, and which data cleaning and preparation protocols are necessary in order to proceed.
- Apply the relational model to solving real-world problems using SQL on standard DBMS platforms.
- Apply the programming languages of Python and SQL to specific data analytic and visualization challenges, as well as to generate novel code.
- Analyze the ethical considerations relevant to accurate data analysis and reporting.

Management (BA)

The B.A. in Management degree program offers adult learners training in critical skills, such as management principles, ethical leadership, critical thinking and strategic planning. The grounding in these principles elevates the impact our students have in their business environments and positions them to pursue new career opportunities in communications, community relations, and project management.

Related Programs

Major

- Management (BBA) (p. 805)

Minor

- Management Minor (p. 807)

Curriculum

The B.A. in Management comprises 120 credit hours. Courses are offered in an 8 week session format with online, evening, and weekend options.

Code	Title	Hours
Major Courses		
CPST 250	Foundations of Organizations	3
CPST 310	Accounting Principles and Application [1]	3
CPST 340	Marketing Concepts and Strategies [1]	3
CPST 350	Human Resources Principles and Practices	3
CPST 349	Project Management	3
CPST 243	Microeconomics [1]	3
CPST 245	Macroeconomics [1]	3
STAT 103	Fundamentals of Statistics [1]	3
CPST 371	Organizational Finance	3
CPST 335	Law and Regulations for Organizational Leaders	3
CPST 260	Artificial Intelligence in Practice: Tools, Ethics, and Strategy	3
COMM 175	Introduction to Communication	3
Select one of the following:		3
CPST 322	Strategic Communication Tools for Applied Psych	
COMM 231	Conflict Management and Communication	
COMM 277	Organizational Communication	
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [2]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		
Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.		
Total Hours		**120**

1 These courses are eligible for waiver to Loyola's Quinlan School of Business M.B.A. program. Final approval of waivers are determined by a Quinlan academic advisor upon admission to the graduate program.

2 Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon degree completion, graduates will be able to:

- Demonstrate effective business communication in written narratives, memos, argumentative narratives, oral presentations, and collaborative documents.
- Develop productive team processes, team building, and leadership skills through self-assessment exercises, reflection activities, role playing and critical thinking assignments.
- Analyze organizational theory, structure, power dynamics and culture in persuasive written documents and oral presentations.
- Describe the basic components of an organization's control structure and the role of accounting in an organization, through the analysis of organizational financial statements.
- Creatively solve business problems as evidenced by project management simulations, strategic decision making, and quantitative analysis.
- Apply an understanding of law and regulation to business processes as evidenced by course assignments.

New Media Communication Certificate

As of Fall 2026, this program is no longer accepting applicants.

This 3-course certificate will provide students with a foundation in communication and marketing principles, with an emphasis on social media and new digital media principles and tools. It introduces students to the principles and tools of communicating in the digital space and includes coursework in communication theory and history, communication literacy, digital media production, digital media ethics, social media communication, online content production, and social media literacy.

The certificate benefits those who are seeking to remain current and competitive within careers that are becoming increasingly digital, as well as those seeking to pivot into positions involving digital strategy or social media account management.

Related Programs

Major

- Communication Studies (BA) (p. 846)

Minor

- Digital Media Minor (p. 851)

Curriculum

Code	Title	Hours
Certificate Requirements		
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 261	Social Media and Society	3
Total Hours		**9**

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon completion of the certificate, graduates will be able to:

- Explain how technology affects communication.
- Create audiovisual content using a variety of audio, visual, video, and technical tools.
- Analyze communication research and audience data to tailor a media outreach campaign.
- Understand how social media can contribute to organizational and personal success.
- Create internet-optimized work (writing, audiovisual work, and social media content) for the effective promotion of a business, nonprofit, or personal project.

Organizational Development and Leadership Certificate

As of Fall 2026, this program is no longer accepting applicants.

This Organizational Development and Leadership Certificate is designed for students looking to learn more about the theories, research and practical applications of organizational development in the workplace. Students explore how organizations work and acquire skills to assess, diagnose and address structural and cultural problems. Students also study human behavior in the workplace, which offers valuable knowledge and skills for conflict management, motivation and morale, and employee development.

Please Note: This certificate can only be completed by students working toward an undergraduate degree within the School of Continuing & Professional Studies.

Related Programs

Certificate

- Organizational Evaluation Certificate (p. 1683)
- Organizational Psychology Certificate (p. 885)

Curriculum

Code	Title	Hours
Pre-requisites to Certificate		
COMM 175	Introduction to Communication	
CPST 250	Foundations of Organizations	
Certificate Requirements		
COMM 231	Conflict Management and Communication	3
COMM 277	Organizational Communication	3
CPST 360	Development and Change in Organizations	3
CPST 370	Leadership Theories and Applications	3
CPST 380	Leadership, Culture and Ethics	3
CPST 390	Organizational Theory and Practice	3
Total Hours		**18**

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon successful completion of the certificate, candidates will be able to:

- Explain organizational theory, structure, and power dynamics in contemporary work settings.
- Demonstrate effective business writing in written narratives, memos, argumentative narratives, and collaborative documents.
- Evaluate best practices in relation to assessment and solutions of structural and cultural problems in the workplace.
- Analyze leadership best practices to promote productive organizations.

Organizational Psychology Certificate

As of Fall 2026, this program is no longer accepting applicants.

The Organizational Psychology Certificate provides training on social psychology, personality studies and industrial psychology. This certificate is designed for those pursuing careers involving worker productivity, assessment, training and human resources.

Please Note: This certificate can only be completed by students working toward an undergraduate degree within the School of Continuing & Professional Studies.

Related Programs

Certificate

- Organizational Development and Leadership Certificate (p. 885)
- Organizational Evaluation Certificate (p. 1683)

Curriculum

Code	Title	Hours
Pre-requisite to Certificate		
PSYC 101	General Psychology	
Certificate Requirements		
PSYC 275	Social Psychology	3
PSYC 373	Health Psychology	3
or CPSY 433	Multicultural Counseling	
PSYC 338	Psychology of Personality	3
CPST 320	Program Evaluation	3
CPST 322	Strategic Communication Tools for Applied Psych	3
PSYC 362	Industrial/Organizational Psychology	3
Total Hours		**18**

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon successful completion of the Organizational Psychology Certificate, candidates will be able to:

- Formulate analyses of organizational problems based on psychological theory and propose evidenced based solution.
- Analyze key dynamics in employee personality, behavior, and motivation.
- Critique leadership styles, group behavior and team dynamics.
- Practice effective organizational communication strategies related to interviewing, persuasion, conflict resolution, and negotiation.
- Design evaluation to assess the impact of workplace programs.
- Evaluate best practices in relation to employee recruitment, selection, performance evaluation, motivation, retention and training.
- Describe contemporary issues and approaches related to behavioral health and counseling.

Paralegal Studies (BA)

From investigating facts and obtaining affidavits to conducting legal research and drafting documents, paralegals play a key role in supporting the work of legal offices around the country. Successful attorneys, meanwhile, understand the immense value a capable, skilled, and knowledgeable paralegal brings to their organization, which heightens competition for those with proven skills.

With a BA in Paralegal Studies, you position yourself to become a prized, indispensable member of a legal team and create new career opportunities for yourself.

Note: Paralegals may not provide legal services directly to the public except as authorized by law.

Related Programs

Certificate

- Paralegal Studies - Corporate Practice Certificate (p. 1610)
- Paralegal Studies - Customized Certificate (p. 1611)
- Paralegal Studies - Litigation Practice Certificate (p. 1613)

Curriculum

The B.A. in Paralegal Studies comprises 120 credit hours. Courses are offered in an 8 week session format with evening and Saturday morning options.

All PLST courses carry 2 credit hours unless noted otherwise.

Note: Institute students must complete at least 9 semester credit hours of ABA-designated legal specialty courses through traditional classroom instruction or synchronous online instruction.

Code	Title	Hours
Required Paralegal Foundational Courses		
PLST 369	Advanced Topics in American Law	3
PLST 370	Advanced Legal Analysis & Writing I	3
PLST 331	Introduction to Paralegal Studies	2
PLST 332	Legal Research and Writing I	2
PLST 333	Legal Research and Writing II	2
PLST 335	Legal Ethics	2
PLST 345	Law Office Computer Applications	2
Practice Track Requirements		
PLST 340	Civil Litigation I	2
PLST 341	Civil Litigation II	2
PLST 342	Litigation Technology & eDiscovery	2
PLST 362	Business Organizations	2
PLST 363	Contract Administration & Analysis	2
PLST 339	Secured Transactions and Bankruptcy	2
Elective Requirement		
Complete 0-6 courses depending on transfer credit.		0-12
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		

Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.	
Total Hours	**120**

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon completion of All BA in Paralegal Studies students will be able to:

- Locate relevant legal sources from federal and state jurisdictions and prepare summaries of these sources.
- Develop legal arguments using court decisions, statutes, and administrative regulations.
- Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.
- Demonstrate intermediate competence using typical office software including Word, Excel, Adobe and PowerPoint.
- Draft pleadings, collect and organize factual information and pleadings to assist with investigation of the case, discovery and preparation for trial.
- Assist attorneys who work for corporate clients document the organization and operation of business entities.
- Draft contract provisions and coordinate the administrative process for contracts.

Strategic Digital Communication (BA)

Curriculum

The B.A. in Strategic Digital Communication comprises 120 credit hours. Courses are offered in an 8-week session format with online, evening, and weekend options.

Note*: *The following program is no longer accepting new students

Code	Title	Hours
Major Courses		
COMM 175	Introduction to Communication	3
COMM 200	Digital Communication and Society	3
COMM 210	Principles of Public Relations	3
COMM 213	Digital Foundations	3
COMM 261	Social Media and Society	3
COMM 275	Web Design and Usability	3
COMM 290	Branding and Positioning	3
COMM 318	Public Relations Writing	3
COMM 360	Digital Media Ethics	3
COMM 363	Research Methods in Advertising/Public Relations	3
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		
Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.		
Total Hours		**120**

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon degree completion, graduates will be able to:

- Analyze communication through a critical, historical, and theoretical lens.
- Create effective communications in a variety of formats including essays, news releases, pitch letters, fact sheets, public service announcements, and web content.
- Apply theories regarding communication best practices to specific audiences and messaging goals.
- Evaluate a message for its clarity, efficacy, persuasive ability, and utilization of digital technology.
- Understand the ethical issues involved in crafting an effective and socially responsible message.

UI/UX Design & Accessibility Certificate

The UI/UX Design & Accessibility Certificate equips learners with the creative, technical, and ethical skills needed to design inclusive, engaging, and user-friendly digital experiences.

This program prepares students to design digital products that serve diverse users, meet modern web standards, and leverage AI-enabled design tools. Through hands-on projects, students explore user interface (UI) design principles, user experience (UX) research methods, and accessibility best practices based on WCAG and ADA guidelines — while also learning how to integrate artificial intelligence into the design process to enhance efficiency and personalization.

Ideal for professionals seeking to expand their design and technology skills, this program blends design thinking, usability testing, and inclusive design to ensure graduates can confidently contribute to cross-functional design and development teams.

Related Programs

Major

- Web Technologies (BA) (p. 888)

Curriculum

Code	Title	Hours
CPST 242	Design for the Web	3
CPST 248	Web Accessibility and UX Strategy	3
CPST 249	User Experience Design Tools and Techniques	3
CPST 342	Introduction to Web Application Development	3
Total Hours		**12**

Optional:

- CPST 265 Special Topics — 1-3 credits of directed study. Students will complete a UX Design project for a community non-profit organization or another client under the guidance of a Faculty member.

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Learning Outcomes

Upon successful completion of the certificate, candidates will be able to:

- Critique website aesthetics, accessibility, and usability and apply graphic design principles to strategically align business objectives with UX Design goals by effectively utilizing the User Experience (UX) Design process.
- Effectively apply the User Experience (UX) Design process, utilizing personas, task models, and user journey mapping techniques, to connect and align business objectives with UX Design goals.

Web Technologies (BA)

As of Fall 2026, this program is no longer accepting applicants.

Web technologies are ever evolving. New tools, apps, sites, and algorithms constantly change norms and best practices in the field shift on a constant basis. Earning a degree in Web Technologies from the School of Continuing and Professional Studies (SCPS) at Loyola University Chicago prepares you for this fast-paced, ever-changing world.

Designed for those interested in careers in web development or design, web or social media analytics, or software engineering, SCPS's Web Technologies degree program provides students a strong foundation in the design and development of websites and web applications.

Related Programs

No results found.

Curriculum

The B.A. in Web Technologies comprises 120 credit hours. Courses are offered in an 8-week session format with online, evening, and weekend options.

Code	Title	Hours
Major Courses		
COMP 317	Social, Legal, and Ethical Issues in Computing	3
COMM 275	Web Design and Usability	3
CPST 242	Design for the Web	3
CPST 342	Introduction to Web Application Development	3
COMP 170	Introduction to Object-Oriented Programming	3
COMP 251	Introduction to Database Systems	3
COMP 271	Data Structures I	3
CPST 291	Dynamic Programming Languages	3
CPST 343	Software Development for Mobile Devices	3
CPST 325	Data Processing, Analysis, and Visualization	3
CPST 248	Web Accessibility and UX Strategy	3
CPST 249	User Experience Design Tools and Techniques	3
CPST 341	User Experience Design to Drive Business	3
SCPS Courses		
CPST 200	Introduction to Degree Completion	3
CPST 201	Civic Identity and Development	3
CPST 397	Capstone	3
Core Requirements		
The number of hours remaining toward Core requirements can vary due to transfer credit. [1]		
Mission Specific Requirements		
Mission specific requirements can vary from 0 to 15 credit hours based on your prior credit.		
General Elective Requirements		

Students may have some general elective coursework to complete if their transfer credit and remaining required hours (Core, mission specific, major, etc.) do not total 120.	
Total Hours	**120**

[1] Core Requirements - Learn More (p. 989)

Suggested Sequence of Courses

The School of Continuing and Professional Studies provides a high-touch advising model in order to incorporate the professional and educational outcomes of the student as well as any transfer credit accepted. In order to provide students with maximum flexibility in their education and because everyone's academic background will vary, advisors will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and expected time to completion.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

Upon degree completion, graduates will be able to:

- Develop modern, standards-compliant web applications while demonstrating proficiency in best practices, utilizing contemporary web technology solutions, and effectively managing software project versions through version control techniques.
- Critique website aesthetics, accessibility, and usability and apply graphic design principles to strategically align business objectives with UX Design goals by effectively utilizing the User Experience (UX) Design process.
- Utilize client-side services to interact with server-side APIs, model and implement structured and unstructured data, and perform data analysis using standard toolkits and libraries.
- Develop programs using fundamental programming constructs, data structures, and algorithms, while demonstrating the ability to choose appropriate solutions and justify their selections.
- Apply object-oriented principles (abstraction, delegation, inheritance, and polymorphism) and design patterns, and demonstrate proficiency in programming, testing, and debugging using a mainstream object-oriented language.
- Demonstrate knowledge of legal and ethical considerations in information technology and apply technical and ethical solutions.

School of Education

Mission and Vision

Our Vision

At the School of Education of Loyola University Chicago, future education leaders will have a transformational experience, one that prepares them to address social inequalities in both their local and global communities through the power of education and research.

Our Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance equity in education in service of social justice, engaged with Chicago, the nation, and the world. In pursuit of our vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

Our mission is social justice, but our responsibility is social action through education and research. We fulfill our responsibility by preparing professionals to serve as teachers, administrators, counselors, psychologists, and policymakers who work across the human developmental continuum, and by conducting research on issues of professional practice in schools, families, and communities. In our immersive learning environment, students gain both second-to-none foundational knowledge and a strategic system-wide vision working alongside some of the top scholars and teachers in the nation. Through our rigorous curriculum, students learn to be comfortable with the uncomfortable, supported by our passionate and dedicated faculty, staff, and administrators. And they leave with lasting relationships with each other and an extensive alumni network of leaders in education across Illinois, the U.S., and the world.

Undergraduate Programs

- Bilingual/Bicultural Education (BSEd) (p. 901)
- Early Childhood Education (BSEd) (p. 904)
- Education Policy Studies Minor (p. 907)
- Elementary Education (BSEd) (p. 908)
- English (BA/BSED) (p. 394)
- Leadership Studies Minor (p. 912)
- Middle Grades (BSEd) (p. 913)
- Reading Teacher Minor (p. 918)
- Secondary Education (BSEd) (p. 919)
- Special Education (BSEd) (p. 928)
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- Teaching and Learning Minor (p. 933)

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Counseling Psychology (CPSY)

CPSY 100 Intro Var Chd Dev&Impl Sp Educ (3 Credit Hours)
No course description is available

CPSY 200 Psyc Acad & Persnl Effect (3 Credit Hours)
No course description is available

CPSY 220 Speech & Language Development (3 Credit Hours)
No course description is available

CPSY 224 Career and Life Planning Seminar (3 Credit Hours)
Because most students will make several career or job changes during their lives, the purpose of this course is to teach students a decision-making process that can be used when making career-related decisions. planning; and planning an effective job search campaign.
Course equivalencies: CPSY 224/UNIV 224
Outcomes:
Students will be able to apply the decision-making process to a decision they are trying to make (eg, choosing a major, choosing a career)

CPSY 273 Developmental Psychology (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY273/PSYC273

CPSY 323 Theories of Counseling and Psychotherapy (3 Credit Hours)
This course examines major theories of counseling and psychotherapy in a culturally-diverse society.
Course equivalencies: X - CPSY 323 / 423
Outcomes:
Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice, and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

CPSY 324 Career Counseling and Development (3 Credit Hours)
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.
Course equivalencies: X - CPSY 324 / 424
Outcomes:
Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

CPSY 332 Multicultural Counseling (3 Credit Hours)
The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge and skill base.
Course equivalencies: X - CPSY 332 / 433
Outcomes:
Students will increase their awareness of their own cultural background, biases, and world view and their knowledge of the world view of culturally diverse clients and will begin to develop appropriate interventions strategies to work effectively with diverse populations

CPSY 333 Abnormal Psychology (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY333/PSYC331/ACPSY280

CPSY 334 Child, Family, and Community (3 Credit Hours)
No course description is available

CPSY 335 Attitudes, Values & Sexual Behavior (3 Credit Hours)
No course description is available

CPSY 337 Adolescent Development (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. This course introduces students to developmental processes, social context, variance (diversity), and psychological/educational implications of the life stage called "adolescence".
Outcomes:
Students will be expected to demonstrate an understanding the stages of normal adolescent development within a variety of cultural contexts as well as situations which compromise adolescent mental health and well being

CPSY 338 Psychology of Personality (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY338/PSYC338

CPSY 341 Principles of Guidance (3 Credit Hours)
No course description is available

CPSY 342 Identity and Pluralism (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. A critical examination of theory and research on the role of culture in identity development. Particular emphasis will be given to such concepts as racism, sexism, ethnicity, culture, class prejudice, and ethnocentrism and how these help shape an individual's identity and society's conceptualization of culture.
Outcomes:
Students will demonstrate ability to think critically about issues of race, class, culture, and gender, and to analyze how these issues play themselves out in our schools and school systems

Curriculum, Instruction & Educational Psychology (CIEP)

CIEP LM62 Secondary Methods: Mathematics Lab (1 Credit Hour)
No course description is available

CIEP M16 K-2 Literacy Methods for EC (2 Credit Hours)
This course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K-2 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonics, vocabulary, text comprehension and fluency.
Outcomes:
A student enrolled in CIEP M16 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE standards

CIEP M17 Early Childhood Math Methods (2 Credit Hours)
Two credit hour math methods course specifically for early childhood special education majors. this course is designed to reflect current ISBE standards, and best practices in early math. It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum.
Outcomes:
It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum

CIEP M30 Academic Assessments and Interventions (3 Credit Hours)
In this course, students will learn about psychological and educational assessment with a special focus on issues related to non-biased assessment and the link between assessment and intervention in the instructional consultative process.
Outcomes:
Students will develop and administer appropriate intervention plans related to the instructional needs of students with disabilities

CIEP M31 Behavior Interventions: Assessments and Supports (3 Credit Hours)
The purpose of this course is to develop the students ability to provide positive support to learners whose behavior(s) impedes their learning or the learning of others.
Outcomes:
The student will be able to plan and develop school wide group and individual supports, make adjustments as needed to IEPS, and assess the on-going progress being made by students for whom behavioral interventions have been planned

CIEP M32 Exceptional Learner II (3 Credit Hours)
This course provides in depth understanding of the ethical and professional issues related to collaborative service provision for children with disabilities.
Outcomes:
By viewing ability within the broader context of human diversity, students will learn instructional strategies that foster a student's meaningful participation in heterogeneous classrooms as well as the larger communities in which they live

CIEP M33 Accessing and Adapting the General Education Curriculum (3 Credit Hours)
Within this course, candidates explore methods to adapt the general education curriculum in order to meet the individual needs of students with disabilities. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and vocational and social skills curricula will be addressed along with behaviors and modification related to low incidence exceptionalities.
Outcomes:
Candidates will demonstrate an understanding of adapting the general education curriculum for students with special needs through the design of a universalized lesson plan, a synthesis of relevant literature, and researching assistive technology

CIEP M34 Family, Community and School-Based Consultation (3 Credit Hours)
Within this course, candidates explore how members of families affected by disability and school/community professionals can enter into productive partnerships and create positive outcomes for students in elementary and secondary schools. Different approaches to work on school or community based teams, the different aspects of planning and implementing team process, and the challenges and threats to that process, are examined.
Outcomes:
Candidates will demonstrate an understanding of collaborative relationships, and design and evaluate a wraparound plan for a student with a disability based on case study information and research

CIEP M42 K-2 Special Education Methods for ECSE (2 Credit Hours)
In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with special needs will be discussed. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions.
Outcomes:
Demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content area: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science; understands how to plan developmentally and culturally appropriate curriculum; understands how to use and integrate appropriate technological resources into classroom instruction

CIEP M43 Special Education Methods: Infants, Toddlers and Preschoolers (3 Credit Hours)
This course provides an overview in curricular adaptations and instructional strategies that address the needs of young children.
Outcomes:
Candidates will gain experience in developing strategies for meeting the educational and developmental needs of infants and young children with disabilities, as well as those who experience circumstances and conditions that potentially interfere with optimal growth and development

CIEP 104 Mathematics for Teachers I (3 Credit Hours)
This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this first course, students study geometry, measurement, data analysis and probability and fulfill the civic engagement value of core by tutoring in the Chicago Public Schools.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CIEP104/MATH147
Outcomes:
Students will broaden their understanding of elementary school mathematics instruction and tutor elementary-aged students

CIEP 105 Mathematics for Teachers II (3 Credit Hours)
This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this second course, students study algebra and numbers and operations.
Course equivalencies: X-CIEP105/MATH148
Outcomes:
Students will broaden their understanding of elementary school mathematics instruction and teach math lessons in middle school classrooms

CIEP 206 Children's Literature (3 Credit Hours)
This course is designed to explore the genres of children's literature. Coursework involves reading and responding to various genre and engaging in professional book discussions to learn key strategies for teaching.
IAI code: H3918
Course equivalencies: X-CIEP206/ENGL206
Outcomes:
Students will read and respond to multiple texts written for the adolescent reader, design instructional strategies to encourage reader response in classroom settings, and create a thematic literature-based teaching unit

CIEP 229 Introductions of Educational Psychology (3 Credit Hours)
Students will learn basic to apply psychological principles in varied instructional settings, including theories of learning and development.
Outcomes:
Students will demonstrate an understanding of basic educational psychological principles and their application to learning and instruction in the classroom

CIEP 260 Interdisciplinary Wrkshp: Sqnc Two-Intro Responsive & Inclusive Classrooms (1-4 Credit Hours)
The modules in Sequence Two explore how the school is itself a community and how the organization and environment of a school influence student learning. exploration of the local communities that schools are situated in. This course builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning, The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.
Outcomes:
TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

CIEP 290 Debunking Classroom Myths: Investigating Common Beliefs Around Learning (3 Credit Hours)
The course investigates misconceptions about science, math, humanities, and social sciences through the lens of learners' varied social identities, prior knowledge and lived experiences, and research about how people learn. Students will identify misconceptions commonly learned in K-12 classes, reflect on how those misconceptions may shape ones' current understandings, and explore approaches for uncovering and confronting misconceptions and false beliefs in productive ways.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students who take this course will understand that 1) Misconceptions are derived from a variety of sources including information environments, prior experiences, peers, culture, language, teachers' explanations, and instructional materials and are often resistant to change; 2) Effective instruction is guided by research-based principles of how people learn; 3) Student learning is facilitated through effective instruction and assessment; 4) Instruction that promotes intellectual virtues, including open-mindedness and intellectual humility, courage, and diligence, can help prepare students to better resist misinformation and also promote empathy, caring, and responsibility

CIEP 305 Reading Teacher Practicum (3 Credit Hours)
This course is the culminating experience in the reading teacher endorsement minor.

CIEP 315 Language Development and Literacy (3 Credit Hours)
This course develops candidates' understanding of typical and atypical language development and principles that govern the process.
Outcomes:
Candidates learn how quality children's literature in early childhood programs can be used to maximize language and literacy development through authentic group experiences and activities

CIEP 327 Teaching English Language Arts in the Middle Grades (3 Credit Hours)
This course is based on the fundamental beliefs that people learn to write by writing; writing is a process; writing is a tool for thinking, and that writing is a social process. Candidates will be introduced to research based strategies, design effective writing lessons, develop a philosophy of teaching writing based on best practices, and recognize elements of valid writing assessment.
Outcomes:
Teacher candidates will recognize the significance of their role as writing models and will recognize and create connections to literacy instruction across the curriculum; Teacher candidates will become familiar with developmental issues related to learning to write across grades K -12, and issues related to struggling writers and students with culturally and linguistically diverse backgrounds

CIEP 328 Assessment and Diagnosis of Reading Problems (3 Credit Hours)
This assessment and diagnosis course provides the foundation knowledge and experiences in reading assessment and diagnosis that would be necessary for elementary or secondary classroom reading teachers.
Outcomes:
Reading teachers will recognize that reading is an active and complex process that involves skills, strategies, prior knowledge and purposes for reading within a goal-oriented process

CIEP 329 Materials, Resources, & Strategies for Reading Teacher (3 Credit Hours)
The purpose of this course is to provide teacher candidates in the reading teacher endorsement minor with an in depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy.

CIEP 330 Typical and Atypical Development (3 Credit Hours)
The purpose of this course is to study the stages of psychological and cognitive development in children and adolescents with special attention to the similarities and differences among individuals with and without disabilities.
Outcomes:
Students will use their knowledge of typical/atypical development to design lessons, arrange learning environments, and select instructional strategies to promote their students' learning and social/emotional development

CIEP 332 School Wide Applications (3 Credit Hours)
This course focuses on the needs of a school as it develops and implements a LRE plan. It examines the planning involved in the development of comprehensive, school wide positive behavior support programs, the application of universal design to curriculum development, and the on-going evaluation of progress made by students for whom intervention is needed Outcome: Students will develop and school-wide behavior support plan.
Course equivalencies: CIEP 341 / CIEP 331 / CIEP 332

CIEP 336 Child Development and Implications for Education (3 Credit Hours)
Survey of theory and research relevant to the cognitive, emotional and social development of children.

CIEP 339 The Exceptional Child (3 Credit Hours)
This course is an introduction to the concept of exceptionality dealing with the educational implications of atypical child growth and development. Focus is given to the psychology and teaching of culturally diverse and atypical children including those with learning disorders.
Outcomes:
Students will have an increased understanding and demonstrate skills in: the connection between civil-rights issues and people with exceptionalities, and where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members

CIEP 340 Professional Applications in Special Education (3 Credit Hours)
This course will introduce candidates to research-based, hands-on teaching and learning tools to be implemented in the classroom. Designed to be taken during the special education student teaching experience, candidates will create appropriate learning tools to meet students' abilities and needs. Course
Outcomes:
Candidates will 1) develop competencies in the collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum as well as educational and alternative settings; 2) reflect on their own practice to improve instruction and guide professional growth

CIEP 342 Transition Planning (3 Credit Hours)
The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced.

CIEP 343 Adaptive and Assistive Technology (3 Credit Hours)
In this course, students will learn how to make all physical and virtual aspects of school fully accessible for their students, other faculty, and family members. They will have hands-on experience with a wide range of assistive and adaptive technologies (low, medium, and high tech) and become familiar with the A/A terminology and the most recent legislation related to AAT.
Outcomes:
Students will be able to integrate AAT into assessment plans, the IEP process, lesson planning and review, and daily classroom routines; Keeping in mind the specific characteristics of individual students, they will choose and then make use of appropriate technology to accomplish specific instructional/academic, physical, and social/emotional objectives

CIEP 350 Adolescent Literature (3 Credit Hours)
This course introduces the languages arts education student to the relevance and need for incorporating adolescent literature in the middle/secondary classroom and to the development and strengthening of literacy.
Outcomes:
Students will have broad and detailed understanding of the realities and intellectual context of middle/secondary language arts education and the role of adolescent literature within this context

CIEP 351 Curriculum and Teaching in the Middle School (3 Credit Hours)
The purpose of the course is to help students construct a conceptual framework within which they can effectively respond to the needs of middle school students.
Course equivalencies: X - CIEP 351 / CIEP 455
Outcomes:
Students will learn the middle level philosophy and will examine how those beliefs and values affect both teaching and learning

CIEP 359 Teaching Reading (3 Credit Hours)
The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research-based comprehensive literacy instruction and will emphasize the scientific foundations of literacy instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and national standards will be emphasized. Tier 1 classroom literacy instruction in accordance with a multi-tiered system of support philosophy and practice will be highlighted. An asset-based approach to understanding language and literacy development will ground all course experiences alongside content that supports candidates' ability to plan scaffolded instruction that incorporates students' linguistic and cultural identities and meets students' diverse learning needs. Current multi-cultural children's literature will be used in simulated classroom teaching experiences.
Outcomes:
Students will be able to make informed decisions regarding literacy instruction; They will be able to apply curriculum knowledge and instructional strategies in the development and teaching of literacy lessons

CIEP 360 Interdisciplinary Workshop: Culture & Identity TLSC 140/150/160 Rome, Italy (3 Credit Hours)
The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1's exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.
Outcomes:
TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

CIEP 366 Special Topic Seminar (3 Credit Hours)
This course is a seminar for Special Topics for SOE undergraduate students. This seminar will allow SOE to pilot newly developed and approved courses. This seminar will be used by SOE - ADSU, TL, and SPSY - programs covering various educational subjects and interdisciplinary topics.
This course satisfies the Engaged Learning requirement.
Outcomes:
Seminar outcomes will be specific to the topic and program

CIEP 390 Field Study in Education (3 Credit Hours)
This course provides an opportunity to work with a small group of 8th graders from underserved Chicago public schools to improve their math achievement.
This course satisfies the Engaged Learning requirement.

CIEP 398 Independent Study (1-3 Credit Hours)
The student and a sponsoring faculty member will determine an advanced topic for the student to work on. Independent study of selected topics in Education under the supervision of a faculty member.

Educational Leadership & Policy Studies (ELPS)

ELPS 125 Introduction to Leadership Studies (3 Credit Hours)
This course is designed to provide an introduction to foundational theory and perspectives related to leadership. This includes an exploration of contemporary leadership knowledge and skills that are transferable to a variety of disciplinary contexts.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to describe various historical and contemporary perspectives on leadership as well as recognize critical knowledge and skills associated with leadership practice across various disciplines

ELPS 219 History of American Education (3 Credit Hours)
Pre-requisites: HIST 101 or HIST 102
No requirement for students with a declared major or minor in History. This course examines the history, aims, organization, and control of public and private schools in the United States. Emphasis is placed on the historical examination of issues of diversity, inclusion and exclusion as they relate to education.
Outcomes:
Students will demonstrate the ability to evaluate and explain the forces of historical continuity and change in American education

ELPS 222 Foundations of Ethics and Social Justice in Leadership (3 Credit Hours)
Pre-requisites: ELPS 125
This course introduces theories of ethics and social justice as critical frameworks through which to interpret leadership. Attention toward the process of ethical decision-making, using critical reflection as a tool for understanding complex leadership issues, and strategies for advancing leadership focused on social responsibility.
Outcomes:
Students will demonstrate competence in applying ethical and social justice frameworks in the interpretation and analysis of complex leadership issues as well as in the practice of leadership across a variety of disciplines

ELPS 223 Contextual Influences in Applied Leadership: Internship (3 Credit Hours)
Pre-requisites: ELPS 125 and ELPS 222; Leadership Minor
This online and experiential course provides a platform for students to apply learning associated with leadership theory, ethics, and social justice in practice through an applied internship experience. The internship site will provide a discipline specific experience through which to integrate and refine core skills and competencies associated with socially responsible leadership.
Outcomes:
Students will increase their capacity to engage effectively in socially responsible leadership in a discipline specific work context

ELPS 224 Cross Cultural Leadership: Lessons from Rome (3 Credit Hours)
Pre-requisites: ELPS 125
This course is designed to examine global and cultural influences on the manifestation of leadership using Rome as a historical and contextual reference point and learning laboratory. The course will examine cultural influences in the understanding of power, authority, and social justice as they relate to leadership and the development of cross-cultural competence.
Outcomes:
Students will be able to identify and describe cultural and global influences associated with power, authority, and social justice on leadership in social contexts

ELPS 230 Globalization, Education and Childhood (3 Credit Hours)
This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this the course examines the experience of childhood and notions of what it means to be a child both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of how global and local issues are interwoven with regard to education; Students will be able to articulate a nuanced understanding (as regards schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world

ELPS 240 Urban Education: Policy and Practice (3 Credit Hours)
This course introduces students to some of the central policy questions currently afoot in American public education through consideration of one particular field of concern, Urban Education. Explores the sociological dimensions of schooling, the important questions of how race, social class and ethnicity impact American education, and the relationship between resources and outcomes at the heart of arguments about schools. Students will be able to demonstrate an understanding of the ways that policy is connected to practice in urban education.
Outcomes:
Students will be able to analyze the multiple and contested factors that influence urban education in the US

ELPS 265 Cultural and Educational Policy Studies Internship (3 Credit Hours)
The Internship in Cultural and Educational Policy Studies course is intended to help students integrate theoretical and research coursework with a practical field-based experience to reflect on their own development as professionals working in the field of education. This course satisfies the Engaged Learning requirement.
Outcomes:
Students develop and refine their professional skills and competencies; Students will be able to identify key education issues domestically and/or internationally and critically analyze them in terms of the relationship(s) between policy and practice

ELPS 300 History of Education (3 Credit Hours)
This course introduces students to the history of education in the United States, exploring the ideologies and theoretical frameworks that have been paramount in different historical periods and the ways they have shaped the social, cultural, economic, and political dimensions of educational institutions in America.

ELPS 301 History of Western Education (3 Credit Hours)
A historical analysis of the rise and development of educational movements, trends, institutions, and policies in the multicultural context of American society.
Course equivalencies: X-ELPS301/HIST302
Outcomes:
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education

ELPS 302 Philosophy of Education (3 Credit Hours)
Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. Study of major philosophical theories about educational practice, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests.
Outcomes:
The student will become adept at identifying philosophical issues embedded in current educational practice and controversies, especially as these relate to promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice

ELPS 310 Leadership: Group Dynamics and a Mission Centered Approach (1 Credit Hour)
This course is designed to familiarize Resident Assistants/Managers with a variety of topics that have been formulated to assist them in building community, developing interpersonal relationships, creating intentional programs, and improving their crisis intervention skills. Topics may include, but are not limited to: identity formation, counseling, ethics, diversity, health, and current events in higher education.
Outcomes:
To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

ELPS 311 Student Leadership: Using Social Justice in Developmental Models (1 Credit Hour)
This class will examine social justice as it relates to building communities and creating positive interpersonal relationships between both the Resident Assistant/Manager and hall residents as well as among residents themselves. Topics may include, but are not limited to: program planning, the use of technology, service learning, vocation, career development, and the RA/RM impact on students.
Outcomes:
To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

ELPS 325 Leadership Studies Capstone (3 Credit Hours)
Pre-requisites: ELPS 125; ELPS 222; ELPS 223; and enrollment in the Leadership Minor
This course will explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, and systemic leadership.
Outcomes:
Students will understand the role of and capacities associated with leading personal and social transformation within their career fields and communities

ELPS 350 Finding Jesuit Jesus:Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)
An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy@JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.
Course equivalencies: ELPS 350/ELPS 450
Outcomes:
To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

ELPS 398 Independent Study (1-3 Credit Hours)
This course is an independent study under the supervision of a faculty member.
Outcomes:
The outcome for this course is an independent project, paper or other product that demonstrates advanced knowledge of a topic

Research Methods (RMTD)

RMTD 380 Statistical Methods (3 Credit Hours)
This undergraduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.
Course equivalencies: RMTD380 / CPSY380
Outcomes:
Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

Teaching, Learning & Leading (TLSC)

TLSC 110 The Profession and Our Program (TLLSC) (1 Credit Hour)
This module (course) introduces teacher candidates (students) to the profession and our program (TLLSC) with a focus on collaborative relationships within and among schools, families, and communities. This module (course) will expose teacher candidates (students) to specific knowledge and skill indicators necessary for educators to embody the dispositions of the profession.
This course satisfies the Engaged Learning requirement.
Outcomes:
Teacher candidates (students) will reflect on the knowledge, skills, and dispositions of educators with regard to teaching diverse students, the mission of Professionalism in Service of Social Justice, and the connection between research and practice related to collaborative relationships

TLSC 120 Bringing Language, Learning & Development Theory into Practice (2 Credit Hours)
In this module, students will observe and learn key principles and stages developmental and learning theories via clinical experiences in birth to grade 12 settings (including infant/toddler, preschool, elementary, middle, and high schools). The primary focus of these experiences is to explore the ways in which physical characteristics, communication skills, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings with both typically and atypically developing children.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through guided observation, students will explore the ways in which social, cultural, and environmental contexts shape the development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 130 Sequence One: 130 Community Immersion (1 Credit Hour)
This module (course) is designed to engage teacher candidates (students) in an authentic exploration of the inherent relationship between P-12 schools and the surrounding community. Teacher candidates (students) are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities. Must be registered for TLSC 110 and TLSC 120 concurrently.
This course satisfies the Engaged Learning requirement.
Outcomes:
Teacher candidates (students) will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

TLSC 140 Teaching, Learning and Leading for Social Justice (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may also be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc.

TLSC 150 Constructive Learning Environments For Diverse Students (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may also be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment.

TLSC 160 Analyzing Culturally-Responsive Classroom Instruction (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching.

TLSC 210 Educational Policy For Diverse Students (2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors
This module (course) specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs). Candidates will learn the policies, laws and court cases that impact classrooms, see how educational policies are enacted into classroom practice to support students, and make suggestions on continued ways to improve the achievement of students in urban classrooms and schools. Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution.

TLSC 221 Individualized Instruction and Assessment for Diverse Learners (1-2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to all SOE Undergraduate Majors
This module is designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement, particularly students with diverse learning and behavioral needs. Through the use of case study research to conduct individualized assessments with diverse learners, candidates will work with students with special needs or those at risk of this being identified as having a disability. Candidates will apply learning to the instructional context with academically, behaviorally, culturally, cognitively, and socially/emotionally diverse students.
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Use data to drive instruction and assess teaching and learning effectiveness; Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Hold high expectations and build on the assets of diverse students (including, but not limited to, race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity); Explicitly integrate the teaching of reading, writing, communication and technology across content area; Create and support safe and healthy learning environments for all students

TLSC 222 Authentic Assessment and Instruction for Bilingual Learners (2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors
This module is designed for teacher candidates to appreciate, discern, and utilize the individual strengths and needs of students who speak a language other than English to plan instruction and support student achievement. Through the use of case study research, candidates conduct individualized, authentic assessments that focus on cultural backgrounds and language development of focal students. Candidates apply their learning with bilingual learners to support language and literacy development and acclimation to learning in the academic context
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Use data to drive instruction and assess the effectiveness of their teaching and students' learning; Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country; Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status); Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do; and Create and support safe and supportive learning contexts for all students

TLSC 231 Teaching Science/Writing in Elem and Middle Grades (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Co-requisite TLSC 232; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors
This course introduces candidates (students) to the discipline and culture of science; provides experiences that engage candidates in the teaching and learning of science across varied school and non-school contexts; develops knowledge and skills to teach science through an inquiry approach and integrate writing.
This course satisfies the Engaged Learning requirement.
Outcomes:
Candidates will develop, implement, analyze, and reflect upon instructional and materials that ensure rigorous, relevant, inquiry-based science instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 232 Integrated Teaching/Learning Social Studies & Writing in Elementary Grades (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Corequisite TLSC 231; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors
This introduces candidates (students) to the disciplines of the social studies; provides experiences engaging in the teaching and learning of elementary social studies across varied school and non-school contexts; develops knowledge and skills to teach social studies through an inquiry approach and integrate writing.
Outcomes:
Candidates will develop, implement, analyze, and reflect upon instruction that ensure rigorous, relevant, inquiry-based social studies instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 240 Language, Culture, and Pedagogy in Bilingual Classrooms (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, AND TLSC 222 (Grade "C" or better); Restricted to BILI-BSED, and BILI-MINR
This module deals with bilingual education, schools, classrooms, and learners, with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will engage with parents, families, and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities.

TLSC 250 Developmentally Appropriate Practice with Infants/Toddlers & Their Families (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 251, 252, 253; Restricted to ECSE-BSED
Infants-Toddlers-EI 1 is the first of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course explore current knowledge and research findings about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants and toddlers (including those with special needs) and their families and is designed to prepare future teachers to fill the role of an effective early interventionist and infant/toddler specialist.
Outcomes:
As a result of this experience (which includes components related to assessment, intervention, work with families, and infant/toddler development), students will demonstrate proficiency at designing safe, supportive environments of nurturing care for infants and toddlers (including those with special needs) and their families by applying the principles of developmentally appropriate practice in curriculum design/delivery, assessment, and intervention

TLSC 251 Family-Centered Assessment and Intervention in Early Intervention (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 250, 252, 253; Restricted to ECSE-BSED
Infants-Toddlers-EI 1 is the second of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course includes intensive clinical experiences in EI with infants and toddlers with special needs and their families, and is designed to complement Infants-Toddlers-EI 1 (Developmentally Appropriate Practice (DAP) with Infants/Toddlers and their Families) in preparing future teachers to fill the role of an effective early interventionist and infant/toddler specialist.
Outcomes:
As a result of this experience which (like I-T-EI 1) includes components related to assessment, intervention, diverse families, and infant/toddler development, students will develop their skills in working directly with families in designing assessment systems and interventions for infants and toddlers with special needs that address family resources, priorities, and needs

TLSC 252 Foundations, Settings, and Studies of Effective Early Childhood Education (1 Credit Hour)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 253; Restricted to ECSE-BSED
This field-based module provides an introduction to the diverse settings in which children birth-8 are served. Candidates will investigate the interlaced professions of early childhood education and early childhood special education.
Outcomes:
Students will interpret and analyze trends in early care and education

TLSC 253 Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds (2 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 252; Restricted to ECSE-BSED
This course frames sequence 4 in the TLLSC teacher preparation program. It addresses knowledge and skills in understanding the development of young children with special needs and the implications of that understanding for assessment and intervention in birth to five.
Outcomes:
Candidates will develop classroom environments, curriculum, and instructional strategies for working with infants, toddlers, and preschoolers, as well as demonstrating mastery of authentic assessments required for IL state credentialing

TLSC 260 Typical and A-Typical Development (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.
Outcomes:
Teacher candidates (students) will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 261 Significant Disabilities and Life Planning (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs within individualize education plans

TLSC 262 Assistive and Adaptive Technology (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 263 Transition Planning (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 300A Professional Learning Communities (0 Credit Hours)
Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 300B Professional Learning Communities (1 Credit Hour)
Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 310 Language and Literacy for Diverse Students (2 Credit Hours)
This module (course) introduces teacher candidates (students) to essential foundations in teaching reading. Emphasized will be skills developmentally appropriate for the candidate's teaching endorsement level including phonological awareness, phonics, vocabulary, fluency and text comprehension. A balance of instructional practices appropriate for a variety of narrative and informational texts will be included.
Outcomes:
Teacher candidates (students) will learn to design and teach lessons, focusing on standards based reading skills to linguistically diverse students, through use of research based reading strategies

TLSC 320 Using Classroom Data in a Collaborative Env to Advance Student Achievement (2 Credit Hours)
This module (course) develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs
Outcomes:
Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

TLSC 325 Teaching Internship in Informal Education Settings (3 Credit Hours)
The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences , digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 326 Informal Science Education Seminar (3 Credit Hours)
This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.
Outcomes:
Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 330 Discipline-Specific Literacy for Diverse Students (2 Credit Hours)
This module (course) supports teacher candidates (students) in developing their knowledge and skills in teaching and assessing literacy in discipline specific contexts. Emphasized will be the identification and use of culturally responsive texts, evidence based strategies, data based decision making skills and new literacies (technology and online resources) designed to target all students' literacy needs, including those with linguistically diverse backgrounds.
Outcomes:
Teacher candidates (students) will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts, They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

TLSC 340 Teaching and Learning in an Area of Specialization (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12
Outcomes:
Teacher candidates (students) will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 350 Teaching and Learning with a Global Framework (4 Credit Hours)
Teacher candidates (students) will work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates (students) for teaching in schools that offer an International Baccalaureate program.
Outcomes:
Teacher candidates (students) assess their instruction using a global framework in this module (course) and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

TLSC 360 Developing Rigorous and Relevant Instruction & Assessment (2-3 Credit Hours)
Pre-requisites: TLSC 350
Co-requisites: TLSC 370; TLSC 360 and 370 must be taken together; Register for TLSC 370 first
This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.
Outcomes:
Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 370 Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep (2-3 Credit Hours)
This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will, while delivering the instructional unit designed in Module 7.1, be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.
Outcomes:
Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 380 Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (6-12 Credit Hours)
This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module. This course satisfies the Engaged Learning requirement.
Outcomes:
Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and collaboration for impact on teaching and learning, (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators, (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher, (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs, (1H, 3J, 5H, 5K, 5M, 5P,7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families, (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion (4K, 4N, 5K, 5M, 5N, 8I, 8J,8O, 8P,8S, 9C, 9K, 9N) (IB) EU9 S6, S8

Bilingual/Bicultural Education (BSEd)

As of Fall 2026, this program is no longer accepting applicants.

The BSEd program in Bilingual/Bicultural Education was designed for students who seek to become licensed bilingual teachers of elementary-aged children. Loyola's Bilingual/Bicultural Education program prepares candidates to teach in two languages in the growing number of bilingual programs in the Chicago area and across the country. Building from candidates' rich bilingualism, they are prepared with knowledge and pedagogy to make a positive impact on the lives of multilingual students.

All of Loyola's Bachelor of Science in Education (BSEd) majors complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This unique, research-based approach emphasizes authentic practices in field-based learning experiences in school and community settings. These modules were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon program completion, Bilingual/Bicultural Education majors earn a BSEd in Bilingual/Bicultural Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in Elementary Education (grades 1 through 6), as well as the Bilingual Education and English as Second Language (ESL) endorsements. Graduates are also entitled to the International Baccalaureate certificate. All of these credentials are built into the Elementary Education major.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)
- Special Education (BSEd) (p. 928)

Minor

- Education Policy Studies Minor (p. 907)

Curriculum

The Bilingual/Bicultural Education (BLBC) major includes Core Curriculum and School of Education courses. In addition, all majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. Specialized BLBC Education sections begin in Phase Two of the program. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the BLBC Education major.

Course Requirements

Code	Title	Hours
University Core Courses		
University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the School of Education: CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Tier 1 Literacy Core requirements are also waived for BLBC majors. Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to each student's pathway.		
School of Education CIEP and ELPS courses		

Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors. At times, these courses will also address a specific portion of the Core (CIEP 206, ELPS 219, ELPS 302). Other courses address key knowledge and instructional skills (CIEP 104, CIEP 105, CIEP 359).		
CIEP 104	Mathematics for Teachers I	3
CIEP 105	Mathematics for Teachers II	3
CIEP 206	Children's Literature	3
CIEP 359	Teaching Reading	3
ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3
School of Education field-based TLSC modules		
TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills to effectively support elementary aged students. Specialized modules for BLBC majors begin with Phase Two. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) under the supervision of a licensed and experienced bilingual teacher and University supervisor. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with the others in the major. PLCs are led by a faculty member with expertise in bilingual education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year BLBC BSEd curriculum.		
Phase One: Exploration		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities ((4 @ 0 credits) BLBC Education majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.)	0
TLSC 300B	Professional Learning Communities ((4 @ 1 credit) BLBC Education majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.)	1
Phase Two: Concentration		
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
TLSC 240	Language, Culture, and Pedagogy in Bilingual Classrooms	3
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three: Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		**74**

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. Bilingual/Bicultural Education majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
CORE	Theological and Religious Studies Tier I	3
SPAN 250	Composition & Conversation I	3
UNIV 101	First Year Seminar	1
Must required l documentation and background check prior to program entry		
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature (Tier II Literary)	3
SPAN 251	Composition & Conversation II	3
CORE	Historical Knowledge Tier I	3
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities (BLBC)	0

TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education (Tier II Historical)	3
SPAN 270	Introduction to Critical Analysis in Spanish	3
CORE	Scientific Literacy Tier I	3
	Hours	**15**
Sequence 4		
TLSC 300B	Professional Learning Communities (BLBC)	1
CIEP 359	Teaching Reading	3
CIEP 105	Mathematics for Teachers II (Core Quantitative)	3
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
SPAN 271	Introduction to Iberian Literature and Culture	3
Recommended to take the Language Proficiency Test for Transitional Bilingual Spanish from IL Licensure Testing Service		
All candidates must pass Elementary Education licensure test & Language Proficiency Test prior to Licensure.		
	Hours	**16**
Sequence 5		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 240	Language, Culture, and Pedagogy in Bilingual Classrooms	3
PHIL 130	Philosophy & Persons (Tier I Philosophical)	3
CORE	Societal & Cultural Knowledge: Tier I	3
Apply for One-Year Internship by October 1		
	Hours	**15**
Sequence 6		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
PHYS 101	Liberal Arts Physics (Tier II Scientific)	3
PLSC 101	American Politics (Tier II Societal)	3
CORE	Artistic Knowledge	3
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities (BLBC)	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education (Philosophical Tier II)	3
CORE	Theological and Religious Studies Tier II	3
CORE	Ethics	3
Apply for May Graduation in LOCUS by October 1		
	Hours	**15**
Sequence 8		
TLSC 300B	Professional Learning Communities (BLBC)	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
All candidates must pass Elementary Education licensure test & Language Proficiency Test prior to licensure.		
	Hours	**13**
	Total Hours	**120**

School of Education Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better in order to graduate and be entitled for the Illinois State Professional Educator License (PEL). They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Illinois Elementary Education licensure exam prior to their final internship semester. Bilingual/Bicultural Education majors must also demonstrate proficiency in their selected language by passing the appropriate Language Proficiency test. This test is waived for students who have the Seal of Biliteracy on file in School of Education. Program faculty can provide more specific information on these requirements.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- After the first three semesters of the program, candidates will articulate and apply principles of social justice and theories of learning to critically reflect upon their own identities and emerging teaching practices.
- After the first three semesters of the program, candidates will analyze educational policies to suggest instructional practices that support individual students in equitably accessing curriculum and instruction.
- After the first six semesters of the program, candidates will analyze assessment data and curriculum to make instructional decisions to

support multilingual students' learning, language development, and social-emotional well-being.
- After the first six semesters of the program, candidates will design bilingual instruction that articulates clear learning goals, aligned assessments, and engaging instruction in response to multilingual students' backgrounds, abilities, and needs.
- By program completion, candidates will apply culturally and linguistically responsive teaching strategies to create inclusive learning environments that promote multilingual students' engagement, positive behavior, and equitable participation.
- By program completion, candidates will demonstrate content, language, and pedagogical expertise by developing and delivering instruction that supports multilingual students' academic achievement, biliteracy development, and sociocultural competence.
- By program completion, candidates will reflect on teaching practice in two languages and use evidence of multilingual students' learning to identify areas for instructional adjustments, stakeholder collaboration, and professional development.

Early Childhood Education (BSEd)

The Early Childhood Education program is designed for any student who is interested in working with the youngest children, whether in general education or inclusive settings from birth to age 8. It emphasizes inclusive, specialized teaching practices to develop meaningful learning experiences for both typically developing children and those with disabilities.

Upon program completion, graduates earn a BSEd in Early Childhood Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in ECE, which includes general education across the full range of birth to age 8. The ECE also includes the English as Second Language (ESL) endorsement and three other Illinois early childhood credentials:

- The Illinois Early Intervention credential in Developmental Therapy
- Gateways Level 5 Infant/Toddler credential
- Gateways Level 5 Early Childhood credential

All of Loyola's Bachelor of Science in Education (BSEd) students complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum as their foundation. For ECE majors, this unique, research-based approach emphasizes authentic learning of practices through direct work with infants/toddlers, preschoolers, and school-aged children. TLSC modules largely take place in school and community settings and were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities. Learn more by reading through the **Early Childhood Education Program Viewbook**.

For students admitted before Fall 2026, this program was previously called Early Childhood Special Education (BSEd). More information can be found here (p. 2662).

Related Programs

Major

- Elementary Education (BSEd) (p. 908)
- Special Education (BSEd) (p. 928)

Minor

- Special Education Minor (p. 931)

Curriculum

The Early Childhood Education (ECE) BSEd program includes Core Curriculum and School of Education courses, as well as field-based learning modules that carry a TLSC prefix. Each of these types of requirements is explained in the table below. ECE-specific sections begin in Phase Two. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for complete information on the requirements of this major pathway.

Course Requirements

Code	Title	Hours
University Core Courses		
University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the ECE major (e.g., CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to you.		
School of Education CIEP and ELPS courses		
Your Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors and minors. At times, these courses will also address a specific portion of the Core (see above). CIEP 315 and all CIEP M courses were designed specifically for ECE majors. These courses are linked with specific Sequences and field experiences and must be taken when indicated in the Suggested Sequence of Classes table.		
CIEP 104	Mathematics for Teachers I [1]	3
CIEP 206	Children's Literature [1]	3
CIEP 315	Language Development and Literacy	3
CIEP M16	K-2 Literacy Methods for EC	2
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3
ELPS 219	History of American Education [1]	3
ELPS 302	Philosophy of Education [1]	3
School of Education field-based TLSC modules		
TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills for working effectively with young children and their families. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a preschool setting under the supervision of a licensed and experienced ECE teacher. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with all others in the ECE major. PLCs are led by a faculty member who specialized in early childhood education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year ECE curriculum.		
Phase One - Exploration		
TLSC 110	The Profession and Our Program (TLLSC) [1]	1

TLSC 120	Bringing Language, Learning & Development Theory into Practice [1]	2
TLSC 130	Sequence One: 130 Community Immersion [1]	1
TLSC 140	Teaching, Learning and Leading for Social Justice [1]	1
TLSC 150	Constructive Learning Environments For Diverse Students [1]	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction [1]	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners [1]	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (ECE majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.)	0
TLSC 300B	Professional Learning Communities (ECE majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.)	1
Phase Two - Concentration		
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 252	Foundations, Settings, and Studies of Effective Early Childhood Education [1]	1
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
Phase Three - Specialization		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		**77**

[1] This course is waived for students in the 2+2 track.

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. ECE majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Track 1: Traditional 4-Year Program

Course	Title	Hours
Sequence 1		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 300A	Professional Learning Communities (ECE)	0
UCWR 110	Writing Responsibly	3
CORE	Scientific Literacy Tier I	3
CORE	Literary Knowledge & Experience Tier I	3
UNIV 101	First Year Seminar	1
Must submit required documentation and background check prior to program entry		
	Hours	**14**
Sequence 2		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 300B	Professional Learning Communities (ECE)	1
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature (Tier II Literary)	3
CORE	Historical Knowledge Tier I	3
CORE	Philosophical Knowledge Tier I	3
	Hours	**16**
Sequence 3		
ELPS 219	History of American Education (Tier II Historical)	3
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (ECE)	0
CORE	Theological & Religious Studies Tier I	3
CORE	Societal & Cultural Knowledge Tier I	3
	Hours	**15**
Sequence 4		
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 252	Foundations, Settings, and Studies of Effective Early Childhood Education	1
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
CIEP 315	Language Development and Literacy	3
TLSC 300B	Professional Learning Communities (ECE)	1

General Elective		3
	Hours	**16**
Sequence 5		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 300A	Professional Learning Communities (ECE)	0
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3
CORE	Artistic Knowledge	3
CORE	Ethics	3
Apply for Sequence 7-8 One-Year Internship by October 1		
	Hours	**15**
Sequence 6		
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 300B	Professional Learning Communities (ECE)	1
CORE	Scientific Tier 2	3
PLSC 101	American Politics (Tier II Societal)	3
CIEP M16	K-2 Literacy Methods for EC	2
Take ECSE Content Exam from IL Licensure Testing Service after Sequence 6		
	Hours	**15**
Sequence 7		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 300A	Professional Learning Communities (ECE)	0
ELPS 302	Philosophy of Education (Philosophical Tier II)	3
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
CORE	Theological and Religious Studies Tier II	3
Apply for May Graduation in LOCUS by October 1		
	Hours	**16**
Sequence 8		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
TLSC 300B	Professional Learning Communities (ECE)	1
Must have passed IL ECSE Content Exam prior to Sequence 8		
	Hours	**13**
	Total Hours	**120**

Track 2: 2+2 Transfer Program

After completing an Associate of Arts degree Associate of Arts degree in Child Development or Early Childhood Education or an equivalent area from any two-year institution, students will complete two years of continuous enrollment and academic progress to earn a Bachelor's in Early Childhood Education from Loyola University Chicago. This pathway includes licensure with an endorsement for early childhood education, English as a Second Language (ESL), and either the Early Childhood Special Education approval or endorsement. Students will need to complete the 60 hours of SOE coursework at Loyola, engage in a semester of student teaching, and will pass required exams for licensure and certification. During years 1 and 2, candidates complete an Associate of Arts Degree in Child Development or Early Childhood Education or an equivalent area from any two-year institution.

Pathway for Transfer Students coming into Loyola with a two year degree (associate's degree or 60 credits):

Course	Title	Hours
Junior		
Fall		
TLSC 210	Educational Policy For Diverse Students	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 300A	Professional Learning Communities	0
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3
THEO 190	Loyola's Mission: Ignatian Traditions	3
	Hours	**16**
Spring		
CIEP 315	Language Development and Literacy [1]	3
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 300B	Professional Learning Communities	1
	Hours	**18**
Senior		
Fall		
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 300A	Professional Learning Communities	0

Core	Ethics	3
	Hours	**13**
Spring		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
TLSC 300B	Professional Learning Communities	1
	Hours	**13**
	Total Hours	**60**

School of Education Graduation Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better. Grades of C- or below do not count toward degree requirements. Students must enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. For ECE majors, these processes occur prior to the start of Sequences 1, 4, and 7. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Illinois Early Childhood Special Education licensure exam prior to their final internship semester. In order to receive the Illinois Gateways and Early Intervention credentials, graduates must apply to the institutions that grant them. While the ECE BSEd program is approved by those institutions, these credentials were developed and are offered outside the system to educator licensure. They are not entitled through the SOE licensure office and may require application fees.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students.
- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Create and support safe and healthy learning environments for all students.
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice.

Education Policy Studies Minor

Designed for future teachers, educational policymakers, school district partner organization professionals, community organizers, and nonprofit professionals, the Education Policy Studies Minor prepares students with cross-disciplinary, field-informed knowledge of education policy within American and international school systems. This minor is open to all Loyola University Chicago undergraduates.

Loyola's Educational Policy Studies Minor program introduces students to the policies, ideas and decision-making that has created and can create change in our educational system. This program is a great choice for students who want to study, critically analyze, and confront systemic equalities in our education systems. And for those who want to prepare for work in education in a non-classroom setting, this minor is especially useful.

Upon completion of the minor in Educational Policy Studies, graduates will possess knowledge, skills, and professional values necessary to work in non-classroom educational settings, including after-school programs, nonprofit organizations, community-based organizations, or government offices.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)

Minor

- Reading Teacher Minor (p. 918)
- Special Education Minor (p. 931)

Curriculum

The Education Policy Studies minor program supports students who envision themselves working in one or more education policy roles, including: activists, administrators, advocates, educators, policymakers, and/or researchers.

Throughout the program, students engage with colleagues, professionals, research, and theories to develop a critical understanding systemic inequalities in education systems and opportunities to advance social justice. In courses students discuss: the roles of pluralism and democracies in policy; the effects and intersections of race, nationality, immigration status, class, religion, gender identity and presentation, sexuality, disability, veteran status, and other identities on education policy, and; the unique challenges and opportunities of developing and implementing education policy in urban areas.

This minor includes School of Education CIEP and ELPS courses, an internship (ELPS 265), field-based learning modules that carry a TLSC

prefix, and elective course options from other departments across the university.

Course Requirements

Code	Title	Hours
Required Courses		
ELPS 240	Urban Education: Policy and Practice (Offered Fall Semester Only)	3
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
Required Field-Based Internship		
ELPS 265	Cultural and Educational Policy Studies Internship	3
Electives		
Students are required to complete 9 credit hours following list (or substitutions approved by the Program Director).		9
ANTH 332	Language, Race, and Inequality	
CIEP 290	Debunking Classroom Myths: Investigating Common Beliefs Around Learning	
CIEP 315	Language Development and Literacy	
CIEP 336	Child Development and Implications for Education	
CIEP 360	Interdisciplinary Workshop: Culture & Identity TLSC 140/150/160 Rome, Italy	
COMM 372	Special Topics: Multimedia Journalism	
ELPS 219	History of American Education	
ELPS 230	Globalization, Education and Childhood	
ELPS 302	Philosophy of Education	
MGMT 331	Managing Nonprofit Organizations	
PLSC 380	Public Policy Analysis	
PSYC 374	Community Psychology	
SOCL 231	Childhood and Society	
SOCL 245	Sociology of Education	
THEO 280	Religion & Interdisciplinary Studies	
TLSC 210	Educational Policy For Diverse Students	
Total Hours		**19**

School of Education Requirements

Required Education Policy Studies Internship

The Education Policy Studies Internship experience helps students integrate and take action upon policy, theoretical and research coursework with a practical field-based experience. The internship requires 120 hours of field work. The internship course will meet periodically (but not weekly) throughout the semester to support students in their internship. Students are encouraged to begin researching internship sites the semester before they plan to take the internship course, and can work with the internship course instructor to identify prospective internship sites and develop a plan along with the site supervisor. Students are given permission to register for this course once they have confirmed an internship site in conversation with the internship course instructor.

It is recommended that students make use of resources available through Loyola's Office of Experiential Education in locating an internship site. Possible sites for ELPS 265 Cultural and Educational Policy Studies Internship include, but are not limited to, nonprofit organizations, school-based after school programs, community centers, education policy institutes, and religious organizations. Within these sites, student interns could work in the areas of educational programming, international development, humanitarian assistance, fundraising, grant writing, policy formation, program development, program evaluation, and advocacy. Student interns do not primarily work as direct service providers because this internship is intended to provide exposure to various dimensions of education policy work. Accommodations can be made for students who would like to do their internship while studying abroad.

Optional Concentrations

Education Policy minor students have the option to declare a concentration, which is an identified selection of elective courses that develop expertise in one area of the field. Concentrations are optional; students can select a sequence of elective courses that meet their own interests in consultation with their advisor and program director.

Concentrations include:

- Language Policy Leadership - ANTH 332, CIEP 213, PSYC 374
- Policy Advocacy - MGMT 331, COMM 372, SOCL 231
- Policy Analysis - PLSC 380, SOCL 245, ELPS 219
- Teacher Policy Leadership - CIEP 336, ELPS 302, SOCL 231

Suggested Sequence of Classes

Educational Policy Studies minor courses may be taken in any order; we only require that ELPS 265 (https://catalog.luc.edu/search/?P=ELPS%20265) Cultural and Educational Policy Studies Internship be taken after a student has completed at least two other courses required for the minor. TLSC modules must be taken together in a single semester.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Develop a critical perspective on advancing equity, inclusion, and social justice through education policy.
- Gain practical and theoretical understandings of education policy: how it is made; how it is implemented; how it affects youths, adults, institutions, and educational systems; the social, spacial, and political factors that inform policy and practice, and; the unique challenges and opportunities of urban regions.
- Examine education policy from multiple disciplinary perspectives, critically review education policy research, and analyze educational systems.
- Gain hands-on policy analysis and implementation skills through a supervised internship.

Elementary Education (BSEd)

Overview

The BSEd program in Elementary Education was designed for students who seek to become licensed elementary school teachers. This major focuses on laying the foundation for children's lifelong learning and development. Elementary majors are prepared to teach essential knowledge and skills (including literacy, numeracy, critical thinking, and social interaction), but also to foster children's curiosity, creativity, and thirst for knowledge. These students learn to create nurturing

and inclusive classroom environments where children feel valued and supported. In the Elementary major, students will learn to tailor their instruction to meet the diverse needs of each student, employing innovative teaching methods to engage and inspire curiosity.

All of Loyola's Bachelor of Science in Education (BSEd) majors complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This unique, research-based approach emphasizes authentic practices in field-based learning experiences in K-12 school and community settings. These modules were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon program completion, Elementary Education majors earn a BSEd in Elementary Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in Elementary Education (grades 1 through 6), as well as the English as Second Language (ESL) endorsement and the International Baccalaureate certificate. All credentials are built into the Elementary Education major.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)

Master's

- Elementary Education (MEd) (p. 1691)

Curriculum

The Elementary Education major includes Core Curriculum and School of Education courses. In addition, all Education majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. Elementary Education-specific sections begin in Phase Two of the program. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the Elementary Education major.

Course Requirements

Code	Title	Hours
University Core Courses		
University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the School of Education: CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to each student's pathway.		
School of Education CIEP and ELPS courses		
Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors. At times, these courses will also address a specific portion of the Core (CIEP 206, ELPS 219, ELPS 302). Other courses address key knowledge and instructional skills (CIEP 104, CIEP 105, CIEP 359).		
CIEP 104	Mathematics for Teachers I [1]	3
CIEP 105	Mathematics for Teachers II	3
CIEP 206	Children's Literature	3
CIEP 359	Teaching Reading	3
ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3
School of Education field-based TLSC modules		
TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills to effectively support elementary aged students. Specialized modules for Elementary majors begin with Phase Two. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in an elementary school classroom under the supervision of a licensed and experienced teacher and University supervisor. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with the others in the major. PLCs are led by a faculty member with expertise in elementary education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year Elementary BSEd curriculum.		
Phase One: Exploration		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners [2]	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities ((4 @ 0 credits) Elementary Education majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.) [1]	0
TLSC 300B	Professional Learning Communities ((4 @ 1 credit) Elementary Education majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.) [1]	1
Phase Two: Concentration		
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three: Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment [3]	3

TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep [3]	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching [4]	12
Total Hours		**71**

1 This course is waived for students admitted into Track 2: 2+2 Transfer Program.
2 Students in the 2+2 Transfer Program take this course for 1 credit hour.
3 Students in the 2+2 Transfer Program for 2 credit hours.
4 Students in the 2+2 Transfer Program take this course for 8 credit hours.

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. Elementary Education majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Track 1: Traditional 4-Year Program

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities (Elementary)	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
MATH 108	Real World Modeling with Mathematics	3
CORE	Literary Knowledge & Experience Tier I	3
UNIV 101	First Year Seminar	1
Submit all required documentation and background check prior to program entry		
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities (Elementary)	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature	3
CORE	Scientific Literacy Tier I	3
CORE	Historical Knowledge Tier I	3
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities (Elementary)	0
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education	3
CORE	Theological & Religious Studies Tier I	3
CORE	Societal & Cultural Knowledge Tier I	3
	Hours	**15**
Sequence 4		
TLSC 300B	Professional Learning Communities (Elementary)	1
CIEP 359	Teaching Reading	3
CIEP 105	Mathematics for Teachers II	3
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
SCIENCE	Earth Science Elective	3
Take Elementary Content Area Test from IL Licensure Testing Service		
	Hours	**16**
Sequence 5		
TLSC 300A	Professional Learning Communities (Elementary)	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
SCIENCE	Life Science Elective	3
CORE	Artistic Knowledge	3
CORE	Ethics	3
Apply for One-Year Internship by October 1		
	Hours	**15**
Sequence 6		
TLSC 300B	Professional Learning Communities (Elementary)	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
PHYS 101	Liberal Arts Physics	3
PLSC 101	American Politics	3
CORE	Philosophical Knowledge Tier I	3
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities (Elementary)	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education	3

CORE	Theological and Religious Studies Tier II	3
ELECTIVE	General Elective	3
Apply for May Graduation in LOCUS by October 1		
	Hours	**15**
Sequence 8		
TLSC 300B	Professional Learning Communities (Elementary)	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Must have passed Elementary Content Area Test prior to Sequence 8 student teaching		
	Hours	**13**
	Total Hours	**120**

Track 2: 2+2 Transfer Program

Pathway for Transfer Students coming into Loyola with a two year degree (associate's degree or 60 credits):

Course	Title	Hours
Year 3		
Fall		
CIEP 105	Mathematics for Teachers II	3
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	1
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
THEO 190	Loyola's Mission: Ignatian Traditions	3
	Hours	**15**
Spring		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
ELPS 302	Philosophy of Education	3
CIEP 359	Teaching Reading	3
	Hours	**15**
Year 4		
Fall		
ELPS 219	History of American Education	3
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
	Hours	**15**
Spring		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	2
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	2
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	8
CIEP 206	Children's Literature	3
	Hours	**15**
	Total Hours	**60**

School of Education Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better in order to graduate and be entitled for the Illinois State Professional Educator License (PEL). They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Illinois Elementary Education licensure exam prior to their final internship semester.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- After the first three semesters of the program, candidates will articulate and apply principles of social justice and theories of learning to critically reflect upon their own identities and emerging teaching practices.
- After the first three semesters of the program, candidates will analyze educational policies to suggest instructional practices that support individual students in equitably accessing curriculum and instruction.
- After the first six semesters of the program, candidates will analyze assessment data and curriculum to make instructional decisions to support students' learning, language development, and social-emotional well-being.
- After the first six semesters of the program, candidates will design instruction that articulates clear learning goals, aligned assessments,

and engaging instruction in response to students' backgrounds, abilities, and needs.

- By program completion, candidates will apply culturally and linguistically responsive teaching strategies to create inclusive learning environments that promote student engagement, positive behavior, and equitable participation.
- By program completion, candidates will demonstrate content and pedagogical knowledge by developing and delivering instruction that accurately represents disciplinary concepts and supports student understanding.
- By program completion, candidates will reflect on teaching practice using evidence of student learning to identify areas for instructional adjustments, stakeholder collaboration, and professional development.

Leadership Studies Minor

Leadership Studies Minor is designed as an interdisciplinary course of study to complement a wide range of academic majors. Leadership Studies exposes students to the theory and practice of leadership across interdisciplinary boundaries to better prepare for professional and personal success. Students will study diverse theories and perspectives on leadership, examine the interplay of social justice and ethics in the practice of leadership, and develop a deeper understanding of contextual influences on leadership in an increasingly complex and global society. An emphasis is placed on cultivating critical self-reflection as well as analytical skills to enhance the application of the students' evolving conceptualizations of leadership in organizational and career contexts. Students will engage in an exciting internship experience and also have the opportunity to study abroad at Loyola's John Felice Rome Center. Leadership Studies courses are delivered online, hybrid, and also on-site at the Rome Center for a two-week immersive study abroad opportunity every summer.

Related Programs

Minor

- Education Policy Studies Minor (p. 907)
- Reading Teacher Minor (p. 918)
- Special Education Minor (p. 931)

Curriculum

Code	Title	Hours
Required Courses		
ELPS 125	Introduction to Leadership Studies	3
ELPS 222	Foundations of Ethics and Social Justice in Leadership	3
ELPS 223	Contextual Influences in Applied Leadership: Internship	3
ELPS 325	Leadership Studies Capstone	3
Electives		**6**
Students must take two electives. One elective must be taken in the student's primary college of enrollment.		
Total Hours		**18**

Elective Options

Code	Title	Hours
College of Arts & Sciences		
ANTH 306	Anthropology and Human Rights	3
SOCL 121	Social Problems	3
SOCL 127	Social Analysis and Social Action	3
SOCL 235	Communities in a Global Age	3
SOCL 250	Inequality in Society	3
SOCL 252	Global Inequalities	3
SOCL 260	Power in Society	3
SOCL 261	Social Movements & Social Change	3
School of Communication		
COMM 227	Social Justice and Public Communication	3
COMM 231	Conflict Management and Communication	3
COMM 237	Small Group Communication	3
COMM 272	Intercultural Communication	3
COMM 273	Interpersonal Communication	3
COMM 277	Organizational Communication	3
COMM 306	Environmental Communication & Advocacy	3
COMM 307	Communication and Social Movements	3
School of Education		
CIEP 360	Interdisciplinary Workshop: Culture & Identity TLSC 140/150/160 Rome, Italy	3
CPSY 342	Identity and Pluralism	3
ELPS 224	Cross Cultural Leadership: Lessons from Rome	3
School of Nursing		
GNUR 383	Leadership for Professional Nursing Practice	3
HSM 340	Health Care Policy	3
Quinlan School of Business		
ENTR 311	Social Entrepreneurship	3
HRER 322	Human Resource Development	3
MGMT 201	Managing People and Organizations	3
or MGMT 201H	Managing People and Organizations - Honors	
MGMT 318	Organizational Development and Change	3
MGMT 320	Leading and Managing Teams	3
MGMT 360	Values-Based Leadership	3
School of Social Work		
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3

Suggested Sequence of Courses

Course	Title	Hours
Sequence 1		
Semester I		
ELPS 125	Introduction to Leadership Studies	3
	Hours	**3**
Semester II		
ELPS 222	Foundations of Ethics and Social Justice in Leadership	3
	Hours	**3**

Semester III		
Elective Course		3
	Hours	**3**
Semester IV		
Elective Course		3
	Hours	**3**
Semester V		
ELPS 223	Contextual Influences in Applied Leadership: Internship	3
	Hours	**3**
Semester VI		
ELPS 325	Leadership Studies Capstone	3
	Hours	**3**
	Total Hours	**18**

Learning Outcomes

- Graduates will demonstrate an understanding of leadership theory along with contextual influences on the practice of leadership.
- Graduates will demonstrate an understanding of ethical considerations in the pursuit of leadership for social justice.
- Graduates will demonstrate the capacity to apply knowledge and skills related to leadership in their unique disciplinary contexts and career fields.

Middle Grades (BSEd)

As of Fall 2026, this program is no longer accepting applicants.

Loyola's Middle Grades Education program is designed for undergraduates seeking to become licensed middle school educators. The three Middle Grades Education pathways include a Middle Grades Education major and an additional content area (Language Arts, Social Studies, or Science). Mathematics is presently NOT available as a middle grades content area. However, if a candidate is an Elementary or Secondary Education major, they can add a Middle Grades endorsement to their IL Professional Educator License in any of the above areas (including Mathematics) by taking a small number of courses and passing the appropriate Illinois content area test in the Middle Grades content area. The SOE Undergraduate Advisor can provide details on endorsement requirements. Middle Grades majors require a greater number of courses in these content areas.

All of Loyola's Bachelor of Science in Education (BSEd) students complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This approach emphasizes authentic practices in real classrooms. TLSC modules largely take place in school and community settings across the City of Chicago and were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon graduation, Middle Grades Education majors earn a BSEd in Middle Grades Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) that includes an endorsement in their content area, as well as the English as a Second Language (ESL) endorsement and the International Baccalaureate (IB) certificate.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)
- Secondary Education (BSEd) (p. 919)
- Special Education (BSEd) (p. 928)

Curriculum

The Middle Grades major includes Core Curriculum and School of Education courses. In addition, all Education majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the major.

The order of the TLLSC curriculum is fixed; it is strongly recommended that students refer to the Suggested Sequence of Courses (p. 914) to locate specific requirements of the major.

Code	Title	Hours
University Core courses		
Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements may be met by taking pre-approved courses within the Secondary Education major (e.g., ELPS 219 and ELPS 302). Certain Core requirements may be met by taking the courses in your content area major or through transfer credit. Consult the Suggested Sequence of Classes tables below to identify the Core requirements for each content area, and always consult with the SOE undergraduate advisor about which Core requirements apply to your major.		
Content area major courses		
These courses provide you with required foundational knowledge of the content area you plan to teach (e.g., mathematics, social sciences, English). Content area courses are usually offered through the College of Arts and Sciences and include students from other majors across the University. The specific required courses within your content area major (as well as any electives) are indicated in the Suggested Sequence of Classes tables below. Because of the strong concentration of this coursework in your content area, your content area major courses typically address not only degree and licensure requirements, but an area of the University Core as well. The SOE undergraduate advisor will guide you through these requirements.		
School of Education CIEP and ELPS Courses		
Education degree requirements include a small number of courses offered within the School of Education and designed for Education majors. At times, these courses address a specific University Core requirement; for example, all Secondary Education majors meet the Philosophical Tier 2 Core requirement by taking ELPS 302. Secondary English and Math majors must take ELPS 219 (Tier 2 Historical), and only Secondary English majors must take CIEP 350.		
CIEP 305	Reading Teacher Practicum	3
CIEP 327	Teaching English Language Arts in the Middle Grades	3
CIEP 328	Assessment and Diagnosis of Reading Problems	3
CIEP 329	Materials, Resources, & Strategies for Reading Teacher	3
CIEP 350	Adolescent Literature	3
CIEP 351	Curriculum and Teaching in the Middle School	3
CIEP 359	Teaching Reading	3

ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3
School of Education field-based TLSC modules		

TLSC modules must be taken in order and in established groups each semester, called Sequences. As you move through the three TLLSC Phases, you will gain extensive field experience, as well as knowledge and skills that will help you stand out from graduates of other teacher education programs. You will enter the field prepared to work in today's diverse classrooms with students of many backgrounds. The TLLSC secondary curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a high school under the supervision of a licensed and experienced teacher in your content area in collaboration with a University Supervisor. You must also enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B). In these PLCs, you will collaborate with the other students in your major and content area. PLCs are led by faculty experts in each content areas. To better understand how this curriculum will look over your four-year undergraduate experience, you should visit the Suggested Sequence of Classes table for your content area. TLSC modules are listed below in numerical order.

Phase One - Exploration		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (Secondary Education majors must enroll each fall in the TLSC 300A section that corresponds with their major/content area. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester.)	0
TLSC 300B	Professional Learning Communities (Secondary Education majors must enroll each spring in the TLSC 300B section that corresponds with their major/content area. Students must enroll in PLCs every semester.)	1
Phase Two - Concentration		
Phase Two includes one full semester (usually the fourth) of content area coursework and no TLSC modules.		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three - Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		**71**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Social Sciences Concentration

Course	Title	Hours
Sequence 1		
Submit required documentation and background check prior to program entry		
TLSC 300A	Professional Learning Communities	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly (CORE: Scientific Knowledge and Experience Tier 1)	3
HIST 101 or HIST 102 or HIST 103 or HIST 104	Culture, Power and Identity: Western Ideas & Institutions to 17th Century (Historical Tier I) or Culture, Power and Identity: Western Ideas & Institutions from 17th Century or American Pluralism or Global History Since 1500	3
CORE: Literary Knowledge and Experience Tier I		3
UNIV 101	First Year Seminar	1
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
HIST 211 or HIST 212	US History to 1865: Themes & Issues or US History since 1865: Themes & Issues	3
CIEP 350	Adolescent Literature (offered Spring only)	3
SOCL 101	Society in a Global Age (Societal Tier I)	3
CORE: Scientific Literacy Tier I		3
Must have completed the CPS Background Check by Sequence 2.		
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities	0
TLSC 210	Educational Policy For Diverse Students	2

TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education	3
CORE: Artistic Knowledge		3
ENVS 283 or ANTH 104	Environmental Sustainability (Scientific Tier II) or The Human Ecological Footprint	3
	Hours	**15**
Sequence 4		
TLSC 300B	Professional Learning Communities	1
CIEP 327	Teaching English Language Arts in the Middle Grades [1]	3
CIEP 351	Curriculum and Teaching in the Middle School	3
CIEP 359	Teaching Reading	3
PLSC 101	American Politics (Societal Tier II)	3
CORE: Philosophical Knowledge Tier I		3
	Hours	**16**
Sequence 5		
TLSC 300A	Professional Learning Communities	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
CIEP 328	Assessment and Diagnosis of Reading Problems	3
CORE: Quantitative Knowledge		3
CORE: Theological and Religious Studies Tier I		3
Apply for Student Teaching by October 1		
	Hours	**15**
Sequence 6		
TLSC 300B	Professional Learning Communities	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
CIEP 329	Materials, Resources, & Strategies for Reading Teacher	3
ECON 201	Principles of Microeconomics	3
CORE: Ethics		3
Take Middle Grade Social Science #204 Exam		
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education	3
CIEP 305	Reading Teacher Practicum	3
CORE: Theological and Religious Studies Tier II		3
	Hours	**15**
Sequence 8		
TLSC 300B	Professional Learning Communities	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
Must have passed Middle Grade Social Science Exam prior to student teaching.		
	Hours	**13**
	Total Hours	**120**

[1] Offered irregularly; if it is not offered during Sequence 4, students must take in Sequence 6.

Science Concentration

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
CORE: Scientific Knowledge Tier 1		3
CORE: Literary Knowledge and Experience Tier 1		3
UNIV 101	First Year Seminar	1
Complete CPS Background Check		
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
CIEP 350	Adolescent Literature ((offered Spring only)) [1]	3
CORE: Philosophical Knowledge Tier I		3
CORE: Historical Knowledge Tier I		3
CORE: Societal and Cultural Knowledge Tier I		3
Must have completed the CPS Background Check by Sequence 2.		
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities	0
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education	3
CORE: Quantitative Knowledge		3

SCIENCE: Earth Science Course		3
ENVS 223 or ENVS 224	Soil Ecology or Climate & Climate Change	
	Hours	**15**
Sequence 4		
TLSC 300B	Professional Learning Communities	1
CIEP 351	Curriculum and Teaching in the Middle School	3
CIEP 359	Teaching Reading	3
CORE: Societal and Cultural Knowledge Tier II		3
General Elective Course		3
SCIENCE: Physical Science Course		3
Select one of the following:		
PHYS 101	Liberal Arts Physics	
PHYS 102	Planetary and Stellar Astronomy	
PHYS 106	Physics of Music	
CHEM 160	Chemical Structure and Properties	3
	Hours	**19**
Sequence 5		
TLSC 300A	Professional Learning Communities	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
CORE: Ethics		3
SCIENCE: Biological Science Course		3
Select one of the following:		
BIOL 101	General Biology I	
BIOL 110	Liberal Arts Biology	
ENVS 207	Plants and Civilization	
ENVS 218	Biodiversity & Biogeography	
SCIENCE: Science Elective (any science course)		3
Apply for Student Teaching by October 1		
	Hours	**15**
Sequence 6		
TLSC 300B	Professional Learning Communities	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
ENVS 350A or ENVS 350B or ENVS 350C or ENVS 350F	Solutions to Environmental Problems: Water or Solutions to Environmental Problems: Biogas or Solutions to Environmental Problems: Climate Action or Solutions to Environmental Problems: Food Systems	3
CORE: Artistic Knowledge		3
CORE: Theological and Religious Studies Tier I		3
Take Middle Grade Science Content Exam #203		
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education	3
CORE: Theological and Religious Studies Tier II		3
General Elective Course		3
	Hours	**15**
Sequence 8		
TLSC 300B	Professional Learning Communities	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
Must have passed Middle Grade Science Exam prior to student teaching.		
	Hours	**13**
	Total Hours	**123**

English Language Arts Concentration

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
ENGL 271 or ENGL 317	Exploring Poetry (English Poetry Elective) or The Writing of Poetry	3
CORE: Societal and Cultural Knowledge Tier 1		3
UNIV 101	First Year Seminar	1
Complete CPS Background Check		
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
ENGL 272 or ENGL 326	Exploring Drama (English Drama Elective) or Shakespeare: Selected Major Plays	3
CORE: Philosophical Knowledge Tier I		3
CIEP 350	Adolescent Literature (offered Spring only)	3
CORE: Historical Knowledge Tier I		3
Must have completed the CPS Background Check by Sequence 2.		
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities	0
TLSC 210	Educational Policy For Diverse Students	2

TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education	3
ENGL 293	Advanced Writing [1]	3
CORE: Scientific Literacy Tier I		3
CORE: Theological and Religious Studies Tier I		3
	Hours	**18**
Sequence 4		
TLSC 300B	Professional Learning Communities	1
CIEP 359	Teaching Reading	3
CIEP 351	Curriculum and Teaching in the Middle School	3
CIEP 327	Teaching English Language Arts in the Middle Grades	3
ENGL 303	Grammar: Principles & Pedagogy	3
CORE: Societal and Cultural Knowledge Tier II		3
	Hours	**16**
Sequence 5		
TLSC 300A	Professional Learning Communities	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
CIEP 328	Assessment and Diagnosis of Reading Problems	3
CORE: Scientific Literacy Tier II		3
ENGL: American Literature Elective (300-level)		3
CORE: Quantitative Knowledge Course		3
Apply for Student Teaching by October 1		
	Hours	**18**
Sequence 6		
TLSC 300B	Professional Learning Communities	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
CIEP 329	Materials, Resources, & Strategies for Reading Teacher	3
ENGL 317 or ENGL 318	The Writing of Poetry (Artistic Core) or The Writing of Fiction	3
CORE: Theological and Religious Studies Tier II		3
Take Middle Grades Language Arts Exam #201		
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education	3
CIEP 305	Reading Teacher Practicum	3
CORE: Ethics		3
	Hours	**15**
Sequence 8		
TLSC 300B	Professional Learning Communities	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
Must have passed Middle Grades Language Arts Exam #201 prior to student teaching.		
	Hours	**13**
	Total Hours	**126**

[1] Topic depends on semester.

[2] Offered irregularly; if it is not offered during Sequence 4, students must take in Sequence 6.

Math Concentration

This major is not accepting students at this time.

School of Education Requirements

Each Undergraduate student in the School of Education must complete all degree requirements with a grade of C or better in order to meet degree requirements. They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC field-based learning modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must also pass the Illinois licensure test(s) for their secondary content area prior to their final internship semester. Information about licensure tests will be provided by teacher education faculty.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- You'll have accrued the equivalent of one year of full-time teaching experience through all the hands-on, experiential learning opportunities in Chicago's classrooms and community organizations, so you will be ready to be at the head of your own classroom. With the foundational knowledge from your Loyola education, you will utilize theories, data, and research practices when making decisions in your classroom and for your students and when assessing the effectiveness of teaching on learning.

Reading Teacher Minor

The Reading Teacher Minor supports educators in developing a strong knowledge base in the area of literacy. Strong literacy skills are essential for success across all content areas and grade levels. Our program prepares you with the foundational knowledge of language and literacy learning with a focus on social justice and an aim to help students become empowered through their own literacy skills. The Reading Teacher minor includes 19 credit hours in targeted aspects of literacy.

Upon completion of the BSEd from the School of Education, students meeting the Reading Teacher minor requirements are eligible to receive the Illinois State Reading Teacher Endorsement (for grades PK-12). This endorsement can only be added to a Professional Educator license; therefore, this minor is only open to students who are enrolled as Education majors and seeking to become licensed educators. Students with majors in Elementary Education, Middle Grades English Language Arts and Social Studies, and Secondary English Education can complete this minor within their four-year program plan. All other Education majors will likely require additional semesters to be added to their undergraduate program. Always consult with your SOE advisor to discuss how to complete minor requirements.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)

Minor

- Education Policy Studies Minor (p. 907)

Combined

- English (BA/BSED) (p. 394)

Curriculum

The table below lists all requirements for the Reading Teacher minor. These include School of Education courses, TLSC field-based learning modules, and a practicum, all of which should be taken in the order displayed in the Suggested Sequence of Classes table. This ensures that students meet prerequisite requirements and enroll in minor courses intended to be aligned with particular semesters of the Education major. The Reading minor meets the Tier 1 Literary requirement from the University Core.

Reading Teacher minors who are majoring in Elementary Education also enroll in a specialized Professional Learning Community (PLC), where they collaborate each semester with all Elementary Reading Teacher minors and a faculty expert in literacy instruction.

Course Requirements

Code	Title	Hours
CIEP 206	Children's Literature	3
or CIEP 350	Adolescent Literature	
CIEP 305	Reading Teacher Practicum	3
CIEP 328	Assessment and Diagnosis of Reading Problems	3
CIEP 329	Materials, Resources, & Strategies for Reading Teacher	3
CIEP 359	Teaching Reading [1]	3
or CIEP 327	Teaching English Language Arts in the Middle Grades	
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
Total Hours		**19**

[1]
- Elementary Education majors should take CIEP 359.
- Middle Grades majors already take CIEP 327 and CIEP 359 as major requirements
- Secondary Education majors should take CIEP 327

Suggested Sequence of Classes

Course	Title	Hours
Year 1		
CIEP 206	Children's Literature	3
or CIEP 350	or Adolescent Literature	
	Hours	**3**
Year 2		
CIEP 359	Teaching Reading [1]	3
or CIEP 327	or Teaching English Language Arts in the Middle Grades	
	Hours	**3**
Year 3		
Fall		
TLSC 310	Language and Literacy for Diverse Students [2]	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
CIEP 328	Assessment and Diagnosis of Reading Problems	3
	Hours	**7**
Spring		
CIEP 329	Materials, Resources, & Strategies for Reading Teacher	3
	Hours	**3**
Year 4		
Spring		
CIEP 305	Reading Teacher Practicum	3
	Hours	**3**
	Total Hours	**19**

[1]
- Elementary Education majors should take CIEP 359.
- Middle Grades majors already take CIEP 327 and CIEP 359 as major requirements
- Secondary Education majors should take CIEP 327

[2]
- Note that TLSC 310/320/330 are always taken together. TLSC 310 and 330 are aligned with minor requirements.
- Prior to enrolling in TLSC 310/320/330, Reading Minors should pass CIEP 206/359 or CIEP 350/327

School of Education Policies

All Education majors enroll each semester in the TLSC 300A (fall) and TLSC 300B (spring) section designed for their major. Reading minors majoring in Elementary Education enroll in a specialized section of the PLC. PLCs meet on three Monday evenings at the end of each semester, and fall/spring PLC credit is issued in the spring. Grades of "C-" or lower

in any course or module are not counted toward fulfillment of minor requirements. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites.

Required Illinois Testing

In order to be entitled by ISBE for the Reading Teacher endorsement, all minors must pass the Illinois Reading Teacher Content Exam (Exam 222) prior to graduation.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

Students who complete the Reading Teacher minor will:

- Demonstrate a knowledge of theories and instructional strategies to promote language and literacy learning in schools
- Reflectively critique and implement a variety of literacy curricula, analyzing how to meet the needs of all learners
- Evaluate evidence-based literacy instruction and reflect on the approaches that help students grow in literacy
- Understand, select, and utilize valid and appropriate assessment tools to screen, diagnose, and measure student literacy growth and performance, while reflectively using the data to make instructional decisions and evaluate interventions
- Evaluate, select, and use inclusive texts and culturally responsive curriculum and materials to support diversity and equity in the classroom, school, and community.
- Demonstrate effective literacy instruction in a variety of settings in the PK-12 range (dependent on certification range)

Secondary Education (BSEd)

Loyola's secondary education program is designed for undergraduates seeking to become licensed high school educators. Secondary Education pathways include both a secondary education major and a major in an additional content area (English, History, Mathematics, Political Science, or Psychology). To be a Science teacher, you can specialize in Biology, Chemistry, or Physics in our dual bachelor's/master's degree program (presently on hold).

All of Loyola's Bachelor of Science in Education (BSEd) students complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This approach emphasizes authentic practices in real classrooms. TLSC modules largely take place in school and community settings across the City of Chicago, and were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon graduation, Secondary Education majors earn a BSEd in Secondary Education, and a BSEd or BA in their content area. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in their secondary content area, as well as the English as a Second Language (ESL) endorsement and the International Baccalaureate (IB) certificate.

Related Programs

Major

- Elementary Education (BSEd) (p. 908)
- Middle Grades (BSEd) (p. 913)

Minor

- Teaching and Learning Minor (p. 933)

Curriculum

The order of the TLLSC curriculum is fixed; therefore we recommend that you refer to the Suggested Sequence of Classes tables (further down on this page) to locate the specific requirements of your major. The Curriculum table below provides general information about requirements for all Secondary Education majors.

Course Requirements

Your degree program as a Secondary Education major will include Core Curriculum, School of Education, and content area major courses. These requirements vary by major, and you should consult the Suggested Sequence of Classes table for your major's unique requirements. Each of these types of requirements is explained in the table below.

Code	Title	Hours
University Core courses		
Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements may be met by taking pre-approved courses within the Secondary Education major (e.g., ELPS 219 and ELPS 302). Certain Core requirements may be met by taking the courses in your content area major or through transfer credit. Consult the Suggested Sequence of Classes tables below to identify the Core requirements for each content area, and always consult with the SOE undergraduate advisor about which Core requirements apply to your major.		
Content area major courses		
These courses provide you with required foundational knowledge of the content area you plan to teach (e.g., mathematics, social sciences, English). Content area courses are usually offered through the College of Arts and Sciences and include students from other majors across the University. The specific required courses within your content area major (as well as any electives) are indicated in the Suggested Sequence of Classes tables below. Because of the strong concentration of this coursework in your content area, your content area major courses typically address not only degree and licensure requirements, but an area of the University Core as well. The SOE undergraduate advisor will guide you through these requirements.		
School of Education CIEP and ELPS Courses		
Education degree requirements include a small number of courses offered within the School of Education and designed for Education majors. At times, these courses address a specific University Core requirement; for example, all Secondary Education majors meet the Philosophical Tier 2 Core requirement by taking ELPS 302. Secondary English and Math majors must take ELPS 219 (Tier 2 Historical), and only Secondary English majors must take CIEP 350.		
CIEP 350	Adolescent Literature	3
ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3
School of Education field-based TLSC modules		

TLSC modules must be taken in order and in established groups each semester, called Sequences. As you move through the three TLLSC Phases, you will gain extensive field experience, as well as knowledge and skills that will help you stand out from graduates of other teacher education programs. You will enter the field prepared to work in today's diverse classrooms with students of many backgrounds. The TLLSC secondary curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a high school under the supervision of a licensed and experienced teacher in your content area in collaboration with a University Supervisor. You must also enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B). In these PLCs, you will collaborate with the other students in your major and content area. PLCs are led by faculty experts in each content areas. To better understand how this curriculum will look over your four-year undergraduate experience, you should visit the Suggested Sequence of Classes table for your content area. TLSC modules are listed below in numerical order.

Phase One - Exploration		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners [2]	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (Secondary Education majors must enroll each fall in the TLSC 300A section that corresponds with their major/content area. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester.) [1]	0
TLSC 300B	Professional Learning Communities (Secondary Education majors must enroll each spring in the TLSC 300B section that corresponds with their major/content area. Students must enroll in PLCs every semester.) [1]	1
Phase Two - Concentration		
Phase Two includes one full semester (usually the fourth) of content area coursework and no TLSC modules.		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three - Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment [3]	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep [3]	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching [4]	12
Total Hours		**53**

1. This course is waived for students admitted into Track 2: 2+2 Transfer Program.
2. Students in the 2+2 Transfer Program take this course for 1 credit hour.
3. Students in the 2+2 Transfer Program for 2 credit hours.
4. Students in the 2+2 Transfer Program take this course for 8 credit hours.

Content Area Options

English Language Arts

Option 1: Double major in Secondary Education and English

You will graduate with two degrees: a BSEd in Secondary Education and B.A. in English (p. 393). This option meets requirements for state licensure. Upon graduation you will earn the Professional Educator License (PEL) in Secondary Education with an endorsement to teach secondary English. This option includes the English as a Second Language (ESL) endorsement and entitlement for the International Baccalaureate (IB) certificate. This option leaves little very room for coursework outside of your majors. You must take the English coursework required in that major and will likely not have time to take additional relevant courses. Completing these two degrees within four years is not guaranteed due to scheduling conflicts between extensive CAS English requirements and the Secondary Education pathway, and the possibility of needing to withdraw from and/or retake courses for any reason. Note that a dual degree may seem like a more attractive option to district administrators who are hiring English teachers for their schools. However, you will need to consider whether the requirements for (and restrictions of) the English degree align sufficiently with the key knowledge and skills you will need to support students' learning of the high school curriculum.

Option 2: Secondary Education major with a minor in English

If you pursue this option, you will graduate with a BSEd in Secondary Education with an English Minor (p. 396). This option meets requirements for state licensure. Upon graduation you will earn the Professional Educator License (PEL) in Secondary Education with an endorsement to teach secondary English. This option includes the English as a Second Language (ESL) endorsement and entitlement for the International Baccalaureate (IB) certificate. It is recommended that you take as many English courses as possible by the end of Sequence 4 (fourth semester), including completion of the minor requirement. You can take additional courses after this point. This option can be completed within four years. It enables you to take additional English (or other) courses during your four year pathway, and you can pursue other teaching endorsements if desired (see Section 3 on Endorsements for information about these requirements).

Courses for Minor: 18 or more hours of English courses, which you can select with your specialty area faculty's support and that of your SOE advisor. In order to qualify for the minor, four courses (12 hours) should be 300-level. Up to two courses may be drawn from UCLR-100E and advanced 200-level (ENGL 270 and above) courses.

Code	Title	Hours
Possible Courses for the English Minor:		
Up to two (2) courses can come from this list:		*6*
UCLR 100E	Interpreting Literature - English	

ENGL 271	Exploring Poetry	
ENGL 272	Exploring Drama	
ENGL 273	Exploring Fiction	
ENGL 274	Exploring Shakespeare	
ENGL 282	African-American Literature	
ENGL 282B	African-American Literature 1700-1900	
ENGL 282C	African-American Literature since 1900	
ENGL 283	Women in Literature	
ENGL 284	Asian American Literature	
ENGL 288	Nature in Literature	
ENGL 290	Human Values in Literature	
ENGL 292	South Asian Literature and Civilizations	
ENGL 293	Advanced Writing	
ENGL 294	Writing in/with New Media	
ENGL 295	Writing Toward Social Justice: Eloquentia Perfecta	
Four (4) courses should come from this list:		*12*
Some courses have prerequisites.		
ENGL 300	History of English Language [1]	
ENGL 303	Grammar: Principles & Pedagogy [1]	
ENGL 306	Studies in Women Writers	
ENGL 307	Topics in Feminist and Gender Studies	
ENGL 311	U.S. Latino/a Literature	
ENGL 312	Studies in World Literature in English	
ENGL 313	Border Literatures	
ENGL 315	South Asian Literatures in English	
ENGL 317	The Writing of Poetry [2]	
ENGL 318	The Writing of Fiction [2]	
ENGL 318R	The Writing of Fiction: Writing Rome [2]	
ENGL 319	Writing Creative Nonfiction [2]	
ENGL 320	English Literature: Medieval Period	
ENGL 321	Intro to Old English	
ENGL 322	Chaucer	
ENGL 323	Studies in Medieval Literature	
ENGL 325	British Literature-The Renaissance	
ENGL 326	Shakespeare: Selected Major Plays	
ENGL 327	Studies in Shakespeare	
ENGL 328	Studies in The Renaissance	
ENGL 329	Milton	
ENGL 335	British Literature - The Romantic Period	
ENGL 338	Studies in The Romantic Movmnt	
ENGL 340	British Literature - The Victorian Period	
ENGL 343	Studies in the Victorian Period	
ENGL 344	Studies in Modernism	
ENGL 345	British Literature Since 1900	
ENGL 348	Studies in British Literature Since 1900	
ENGL 350	Studies in Postmodernism	
ENGL 351	Contemporary Literature	
ENGL 354	Contemporary Critical Theory	
ENGL 355	Studies in Literary Criticism	
ENGL 357	Literature from a Writer's Perspective	
ENGL 361	Modernist Poetry	
ENGL 362	Studies in Poetry	
ENGL 363A	Major Author, Before 1700	
ENGL 363B	Major Author, 1700-1900	
ENGL 363C	Major Author, After 1900	
ENGL 367	Modern Drama	
ENGL 368	Studies in Drama	
ENGL 369A	Women in Drama Before 1700	
ENGL 371	The Modern Novel	
ENGL 372	Studies in Fiction	
ENGL 375	American Literature to 1865	
ENGL 376	American Literature 1865-1914	
ENGL 377	American Literature 1914-1945	
ENGL 379	Studies in American Literature	
ENGL 381	Comparative American Literature	
ENGL 382	Studies in American Culture	
ENGL 383	Theology and Literature	
ENGL 384	Studies in African American Literature	
ENGL 390	Advanced Seminar	
ENGL 399	Special Studies in Literature	
Total Hours		**18**

[1] Secondary Ed students strongly encouraged to take either ENGL 300 or ENGL 303.

[2] Secondary Ed students strongly encouraged to take a writing course.

Mathematics

Option 1: Double Major in Secondary Education and Math

You may prefer to complete both the Education and Mathematics degrees; this option also meets all requirements for IL educator licensure for teaching secondary math. You may need extra time beyond a typical four-year pathway to complete the requirements for both degrees. See suggested sequence below for a roadmap to the BSEd in Secondary Education and Mathematics (double major). SOE faculty and your Education advisor cannot guarantee that you will be able to complete all of these requirements within four years. Scheduling conflicts and extensive Mathematics BS (p. 517) requirements will likely necessitate adding a fifth year to your undergraduate program.

Option 2: Major in Secondary Education and a Minor in Math

You also have the option of completing a minor in Mathematics, which also meets all requirements for IL educator licensure for teaching secondary math. This option allows you to enroll in additional Mathematics courses that fit your interests and the needs of the high school math curriculum; select these courses under the guidance of math education faculty. To complete this option, you will complete the Secondary Education pathway and complete the College of Arts and Sciences requirements for a Mathematics Minor (p. 520). Note that Math Minor courses are prescribed by the Math Department in the College of Arts and Sciences, whereas the endorsement option (option three) allows you greater flexibility to craft and individualized pathway to building your expertise. Where you have room in your four-year plan, it is recommended that you enroll in additional relevant Mathematics courses.

Code	Title	Hours
Required Courses		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4

Select one of the following three options:		6
MATH 212 & MATH 264	Linear Algebra and Ordinary Differential Equations	
MATH 201 & MATH 264	Introduction to Discrete Mathematics & Number Theory and Ordinary Differential Equations	
MATH 201 & MATH 266	Introduction to Discrete Mathematics & Number Theory and Differential Equations and Linear Algebra	
Any 300-level Mathematics course		3
MATH 301	History of Mathematics	
MATH 304	Introduction to Probability	
MATH 305	Introduction to Mathematical Statistics	
MATH 309	Numerical Methods	
MATH 313	Abstract Algebra	
MATH 314	Advanced Topics Abstract Algebra	
MATH 315	Advanced Topics in Linear Algebra	
MATH 318	Combinatorics	
MATH 320	Mathematical Logic	
MATH 322	Advanced Number Theory	
MATH 328	Algebraic Coding Theory	
MATH 331	Cryptography	
MATH 344	Geometry	
MATH 345	Introduction to Financial Mathematics Derivatives	
MATH 351	Introduction to Real Analysis I	
MATH 352	Introduction to Real Analysis II	
MATH 353	Introduction to Complex Analysis	
MATH 355	Methods of Applied Mathematics	
MATH 356	Introduction to Mathematical Modeling	
MATH 358	Introduction to Optimization	
MATH 360	Introduction to Game Theory	
MATH 365	Introduction to Partial Differential Equations	
MATH 366	Applied Dynamical Systems	
MATH 376	Formal Language & Automata	
MATH 386	Introduction to Topology	
Total Hours		**21**

Option 3: Math Concentration Option

To ensure that you complete your educator preparation program within four years, we recommend that you select 18 hours of Math courses with the assistance of the math education faculty member in the School of Education (Dr. Barcus) and your SOE Advisor. Teaching high school math requires a minimum of 18 hours of Math courses and meets the requirements for IL educator licensure in secondary math. This option allows you to enroll in additional Mathematics courses that fit your interests and the needs of the high school math curriculum; select these courses under the guidance of math education faculty. Where you have room in your four-year plan, it is recommended that you enroll in additional relevant Mathematics courses. Students have flexibility to choose Math courses that align with their educational interests. Faculty Advisors should be consulted before registration as they can help shape your interests with course selection.

Students may choose from the options in the below list, but other available courses might be used with consultation from the math education faculty. All courses have prerequisites that will need to be completed before registration.

Code	Title	Hours
Six (6) MATH Courses		**18**
MATH 161	Calculus I	
MATH 162	Calculus II	
MATH 201	Introduction to Discrete Mathematics & Number Theory	
MATH 212	Linear Algebra	
MATH 263	Multivariable Calculus	
MATH 264	Ordinary Differential Equations	
MATH 266	Differential Equations and Linear Algebra	
MATH 301	History of Mathematics	
MATH 304	Introduction to Probability	
MATH 305	Introduction to Mathematical Statistics	
MATH 309	Numerical Methods	
MATH 313	Abstract Algebra	
MATH 314	Advanced Topics Abstract Algebra	
MATH 315	Advanced Topics in Linear Algebra	
MATH 318	Combinatorics	
MATH 320	Mathematical Logic	
MATH 322	Advanced Number Theory	
MATH 328	Algebraic Coding Theory	
MATH 331	Cryptography	
MATH 344	Geometry	
MATH 345	Introduction to Financial Mathematics Derivatives	
MATH 351	Introduction to Real Analysis I	
MATH 352	Introduction to Real Analysis II	
MATH 353	Introduction to Complex Analysis	
MATH 355	Methods of Applied Mathematics	
MATH 356	Introduction to Mathematical Modeling	
MATH 358	Introduction to Optimization	
MATH 360	Introduction to Game Theory	
MATH 365	Introduction to Partial Differential Equations	
MATH 366	Applied Dynamical Systems	
MATH 376	Formal Language & Automata	
MATH 386	Introduction to Topology	
Total Hours		**18**

Social Studies

Option 1: Double Major in Secondary Education and either History or Political Science

You may prefer to complete both the Secondary Education and History BA (p. 492), OR Secondary Education and Political Science BA (p. 619) degrees; this option meets all requirements for IL educator licensure for teaching secondary history or political science. You may need extra time beyond a typical four-year pathway to complete the requirements for both degrees. SOE faculty and your Education advisor cannot guarantee that you will be able to complete all of these requirements within four years. Double major programs are the result of collaboration between the School of Education and the History Department in the College of Arts and Sciences. These programs provide the deep content area knowledge in these areas that is necessary to serve as an effective educator.

Option 2: Secondary Education Major with Content Area Minor Programs

If you are interested in teaching in the following areas, you may add a minor in the appropriate content area. Your resulting IL licensure will be the same as in dual major options, except that you will earn an endorsement only in the content area(s) of your choice. If you are in a dual major program, you can add one of these minors as well, provided you are willing to add a year to your undergraduate pathway. Additional endorsements require only the corresponding minor and no additional degree.

Secondary Education and Anthropology: BSEd in Secondary Education, Anthropology Minor (p. 264)

Code	Title	Hours
A minor in anthropology consists of 15 credits		
Two (2) ANTH 100, 200, or 300 level course		6
Three (3) ANTH 200 or 300 level course		9
Possible Courses (Some courses have prerequisites):		
ANTH 100	Globalization and Local Cultures	
ANTH 101	Human Origins	
ANTH 102	Culture, Society, and Diversity	
ANTH 103	Biological Background Human Social Behavior	
ANTH 104	The Human Ecological Footprint	
ANTH 105	Human Biocultural Diversity	
ANTH 106	Sex, Science and Anthropological Inquiry	
ANTH 107	Ancient Worlds	
ANTH 203	Violence, Social Suffering, and Justice	
ANTH 205	Gender in Cross-Cultural Perspective	
ANTH 207	Economies, Culture, and Development	
ANTH 208	Language and Identity	
ANTH 210	Visual Representation of Culture	
ANTH 211	Peoples of Latin America	
ANTH 212	Peoples of Native North America	
ANTH 213	Culture in Africa	
ANTH 214	African-American Anthropology	
ANTH 215	Culture in Contemporary Asia	
ANTH 216	Cultures of Migration	
ANTH 217	Mexican Culture & Heritage	
ANTH 220	Contemporary Cultures of the Middle East	
ANTH 222	Culture in Contemporary Europe	
ANTH 224	Social Movements, Culture, and Activism	
ANTH 225	Museum Cultures	
ANTH 231	Linguistic Anthropology	
ANTH 241	Principles of Archaeology	
ANTH 242	Mesoamerican Archaeology and Survivance	
ANTH 243	North American Archaeology	
ANTH 244	Historical Archaeology	
ANTH 245	Gender in Deep Time	
ANTH 246	Ancient Human-Animal Interactions	
ANTH 247	Aliens, Atlantis, and Archaeology	
ANTH 258	Medical Anthropology & Global Health	
ANTH 280	Evolution of Human Disease	
ANTH 281	Evolution of the Human Diet	
ANTH 300	Anthropology Career Development	
ANTH 303	People and Conservation	
ANTH 304	Anthropological Theory	
ANTH 305	Violence and Culture	
ANTH 306	Anthropology and Human Rights	
ANTH 307	The Body and Culture	
ANTH 309	Urban Anthropology	
ANTH 314	Applied Anthropology	
ANTH 316	Anthropology of Religion & Ritual	
ANTH 317	Explore Chicago: Research in Culture and History	
ANTH 319	Anthropology of Tourism	
ANTH 321	Human Rights in Latin America	
ANTH 324	Human Evolution	
ANTH 325	Primatology-Behavior & Ecology	
ANTH 326	Human Osteology Lecture/Laboratory	
ANTH 327	Dental Anthropology	
ANTH 328	Pompeii and Herculaneum	
ANTH 330	Language in Popular Culture	
ANTH 332	Language, Race, and Inequality	
ANTH 334	Intro to Classical Archaeology	
ANTH 340	Classical Archaeology: Greek Temple	
ANTH 342	Rise & Fall of Civilizations	
ANTH 346	Biology of Women	
ANTH 348	Museum & Material Culture Research	
ANTH 353	Epidemics and Pandemics	
ANTH 359	Paleopathology	
ANTH 360	Issues in Archaeology	
ANTH 361	Issues Cultural Anthropology	
ANTH 362	Issues in Biological Anthropology	
ANTH 363	Issues in Linguistic Anthropology	
ANTH 366	Lithic Technology	
ANTH 375	Archaeology of Early Greece	
Total Hours		**15**

Secondary Education and Psychology: BSED in Secondary Education, Psychology Minor (p. 632)

A total of 6 psychology courses (18 credit hours) are required for the Psychology Minor. Students must take 101, and 5 additional psychology courses. Courses may be any 200 (except PSYC 201) or 300 level psychology courses or NEUR 101.Three courses of the minor can be fulfilled with courses transferred into Loyola. Some courses have prerequisites.

Code	Title	Hours
Required Course		
PSYC 101	General Psychology	3
Five (5) PSYC 200 or 300 level courses or NEUR 101		15
Possible Courses:		
NEUR 101	Introduction to Neuroscience	
PSYC 235	Psychology of Human Sexuality	
PSYC 237	Cross-Cultural Psychology	
PSYC 238	Psychology of Gender	
PSYC 239	Understanding Bias and Inclusivity	
PSYC 250	Cognitive Psychology	
PSYC 251	Learning and Memory	
PSYC 273	Developmental Psychology	

PSYC 274	Lifespan Development
PSYC 276	Philosophy of Mind
PSYC 280	Psychology of Judgment and Decision-Making
PSYC 307	Psychology of Language
PSYC 311	Lab in Psychobiology
PSYC 312	Lab in Cognitive Neuroscience
PSYC 314	Lab in Experimental Psychology: Cognition
PSYC 315	Lab in Tests & Measurements
PSYC 316	Lab in Experimental Psychology: Sense & Perception
PSYC 318	Lab in Developmental Psychology
PSYC 321	Laboratory-Social Psychology
PSYC 327	Lab on Body Image
PSYC 332	Affective Neuroscience
PSYC 340	Psychology of Women
PSYC 348	Psychology of Adolescence
PSYC 349	Maturity and Aging
PSYC 350	Developmental Cognitive Neuroscience
PSYC 352	Neuropsychology
PSYC 355	Neuroethics
PSYC 360	Understanding Prejudice
PSYC 362	Industrial/Organizational Psychology
PSYC 368	Counseling
PSYC 371	Psychology of Political Behavior
PSYC 372	Psychology & Law
PSYC 373	Health Psychology
PSYC 374	Community Psychology
PSYC 375	Psychology of Addiction
PSYC 376	Psychology of Religion
PSYC 377	Psychology of Music
PSYC 378	Drugs and Behavior
PSYC 386	Psychology Seminar: Selected Topics
PSYC 387	Seminar in Behavorial and Cognitive Neurosciences
PSYC 390	Internship in Psychology
PSYC 397	Independent Research
PSYC 399	Special Studies in Psychology
Total Hours	**18**

Secondary Education and Sociology: BSEd in Secondary Education, Sociology Minor (p. 647)

Students may earn a minor in Sociology by completing five courses in Sociology in addition to SOCL 101 Society in a Global Age (or its equivalent). Students who minor in Sociology are advised to choose electives with some focus in mind (e.g., health in society, social justice in society, urban problems and policies). Only one semester of SOCL 380 and one 100-level course in addition to SOCL 101 (or its equivalent) can count for the minor. In completing minor requirements, only three courses (nine semester credit hours) will be accepted in transfer from other colleges and universities.

Code	Title	Hours
Required Course		
Elective Courses		15
List of possible courses:		
SOCL 121	Social Problems	
SOCL 122	Race and Ethnic Relations	
SOCL 123	Mass Media and Popular Culture	
SOCL 125	Chicago: Urban Metropolis	
SOCL 127	Social Analysis and Social Action	
SOCL 145	Religion & Society	
SOCL 171	Sociology of Sex and Gender	
SOCL 205	Sociological Thought	
SOCL 206	Principles of Social Research	
SOCL 210	Gender and Work	
SOCL 215	Law & Society	
SOCL 216	The Sociology of Violence	
SOCL 221	Sociology and Culture of the Life Course	
SOCL 222	Poverty & Welfare in America	
SOCL 225	Sociology of Health Care	
SOCL 226	Science, Technology, & Society	
SOCL 228	Sociology of the African American Experience	
SOCL 230	Self & Society	
SOCL 231	Childhood and Society	
SOCL 234	City, Suburbs & Beyond	
SOCL 235	Communities in a Global Age	
SOCL 236	Population Studies	
SOCL 237	Professions and Society	
SOCL 239	Understanding Bias and Inclusivity	
SOCL 240	Families	
SOCL 245	Sociology of Education	
SOCL 247	Sociology of Culture	
SOCL 250	Inequality in Society	
SOCL 252	Global Inequalities	
SOCL 254	Sociology of Migration	
SOCL 255	Deviance and Social Control	
SOCL 258	Confronting Homelessness: Local to Global	
SOCL 260	Power in Society	
SOCL 261	Social Movements & Social Change	
SOCL 265	Globalization & Society	
SOCL 267	Italy Today	
SOCL 272	Environmental Sociology	
SOCL 276	The Sociology and Politics of Food	
SOCL 278	Global Health	
SOCL 280	Topics in Contemporary Sociology	
SOCL 281	Current Issues in Medical Education	
SOCL 301	Statistics for Social Research	
SOCL 302	Qualitative Research	
SOCL 304	Global Civil Society and Social Movements	
SOCL 306	International Development	
SOCL 311	Social Science Research Practicum: Cook County Community Survey	
SOCL 334	Latinas/os/xs in Space	
SOCL 335	Urban Semester Seminar	
SOCL 365	Social Theory & Social Research	
SOCL 370	Undergrad Seminar-Special Topics	
SOCL 101	Society in a Global Age	3

Secondary Education and Economics: BSEd in Secondary Education, Economics Minor (p. 789)

Code	Title	Hours
Required Courses		
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
Select one of the following:		3
ECON 303	Intermediate Microeconomics	
ECON 304	Intermediate Macroeconomics	
Electives		
Select three of the following:		9
ECON 303	Intermediate Microeconomics (if not taken above)	
ECON 304	Intermediate Macroeconomics (if not taken above)	
ECON 320	Urban Economics	
ECON 323	International Economics	
ECON 324	International Monetary Relations	
ECON 325	Economics of Growth & Development	
ECON 327	American Economic & Business History	
ECON 328	Environmental Economics	
ECON 329	Health Economics	
ECON 334	Economics of Government Expenditures & Taxation	
ECON 336	Monetary and Fiscal Policy	
ECON 346	Econometrics	
ECON 360	Labor Economics	
ECON 370	Pricing & Industrial Organization	
ECON 399	Special Topics in Economics	
MATH 360	Introduction to Game Theory	
Total Hours		**18**

Science

Option 1: Double Major in Secondary Education and a Science (Biology (p. 285), Chemistry (p. 304), Physics (p. 598), or Environmental Science (https://catalog.luc.edu/undergraduate/environmental-sustainability/environmental-science/environmental-science-bs/))

You may prefer to complete both the Education and science degrees; this option also meets all requirements for IL educator licensure for teaching secondary science. You will likely need extra time beyond a typical four-year pathway to complete the requirements for both degrees. SOE faculty and your Education advisor cannot guarantee that you will be able to complete all of these requirements within four years. Scheduling conflicts and extensive science BS requirements will likely necessitate adding a fifth year to your undergraduate program.

Option 2: Major in Secondary Education and a Minor in one of the Sciences

You also have the option of completing a minor in one of the sciences listed below, which also meets all requirements for IL educator licensure for teaching secondary science. This option allows you to enroll in additional science courses that fit your interests and the needs of the high school curriculum; select these courses under the guidance of science education faculty. To complete this option, you will complete the Secondary Education pathway and complete the College of Arts and Sciences requirements for a science minor in an area listed below. Where you have room in your four-year plan, it is recommended that you enroll in additional relevant science courses. NOTE: All Science candidates should also take TLSC 231 to add middle grades endorsement as well. **NOTE: Some of these courses have prerequisites

Secondary Education and Environmental Science: BSEd in Secondary Education, Environmental Science Minor (https://catalog.luc.edu/undergraduate/environmental-sustainability/environmental-science/environmental-science-minor/)

The Environmental Science Minor would be eligible ONLY if the student selects 18 hours (6 courses) from the ENVIRONMENTAL/ECOLOGICAL SCIENCE list. This would go above the 4 courses that the minor requires but would get students to the 18 credit hours required by ISBE for a secondary endorsement. Alternatively, someone could do the Environmental Science Minor as stated and pursue the middle grades science licensure. In order to meet licensure requirements and minor requirements, students would have to complete 27 credit hours, the requirements for the minor and two additional courses in the Environmental/Ecological Science list.

Possible courses:

Code	Title	Hours
ENVS 207	Plants and Civilization	3
ENVS 218	Biodiversity & Biogeography	3
ENVS 223	Soil Ecology	3
ENVS 224	Climate & Climate Change	3
ENVS 226	Science & Conservation of Freshwater Ecosystems	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 267	Bird Conservation and Ecology	3
ENVS 273	Energy and the Environment	3
ENVS 283	Environmental Sustainability	3

Secondary Education and Biology: BSEd in Secondary Education, Biology Minor (p. 289)

Students take the basic lecture and laboratory biology courses with the Biology majors, as well as a limited number of biology electives. Students may satisfy requirements for a minor concentration in biology by completing a minimum of 24 credit hours of biology with grades of "C-" or better with an overall minor GPA of 2.0 or higher. The minor in biology requires 24 credit hours including 17 credit hours of required biology courses and seven credit hours of biology electives.

Code	Title	Hours
Required Courses		
BIOL 101	General Biology I	3
BIOL 102	General Biology II	3
BIOL 111	General Biology I Lab	1
BIOL 112	General Biology II Lab	1
BIOL 251	Cell Biology	3
BIOL 265	Ecology	3
BIOL 282	Genetics	3
Elective Courses		*7*
List of possible options:		
BIOL 205	Plant Biology Lec/Lab	
BIOL 210	Laboratory Techniques	
BIOL 242	Anatomy and Physiology I	
BIOL 243	Anatomy and Physiology II	
BIOL 252	Cell Biology Laboratory	
BIOL 266	Ecology Laboratory	
BIOL 283	Genetics Laboratory	

BIOL 296	Introduction to Research	
BIOL 302	General Microbiology Lec/Lab	
BIOL 304	Intro to Developmental Biology	
BIOL 307	Biology of Stem Cells	
BIOL 315	Introductory Immunology Lec/Lab	
BIOL 316	Limnology Lec/Lab	
BIOL 317	Models of Human Disease	
BIOL 318	General Virology	
BIOL 321	Great Transitions in Vertebrate History	
BIOL 323	Comparative Anatomy Lec/Lab	
BIOL 328	Conservation Biology	
BIOL 330	Global Change Biology	
BIOL 341	Histology Lecture/Laboratory	
BIOL 344	Microbial Evolution and Human Well-being	
BIOL 350	Vertebrate Physiology	
BIOL 351	Sleep/Circadian Rhythms	
BIOL 353	Natural History of Vertebrates	
BIOL 356	The Evolution of Animal Sex	
BIOL 357	Neural Disease, Degeneration, and Regeneration	
BIOL 358	Developmental Neurobiology	
BIOL 362	Neurobiology	
BIOL 365	Writing a Scientific Manuscript	
BIOL 368	Plant Ecology Lec/Lab	
BIOL 369	Invertebrate Biology	
BIOL 370	Ichthyology Lec/Lab	
BIOL 375	Aquatic Insects Lecture & Laboratory	
BIOL 376	Seminar in Molecular/Cellular Neuroscience	
BIOL 377	Molecular Pathogenesis	
BIOL 380	Genetics and Evolution of Development	
BIOL 381	Epigenetics	
BIOL 382	Molecular Genetics	
BIOL 384	Microbial Pathogenesis of Infectious Disease	
BIOL 385	Principles of Electron Microscopy Lecture/Lab	
BIOL 386	Human Genetics	
BIOL 387	Genomics	
BIOL 388	Bioinformatics	
BIOL 390	Molecular Biology Laboratory	
BIOL 392	Metagenomics	
BIOL 394	Special Topics in Biology Laboratory	
BIOL 395	Special Topics in Biology	
BIOL 396	Research	
BIOL 397	Course-Based Undergraduate Research Experience in Biology	
Total Hours		**24**

Secondary Education and Chemistry: BSEd in Secondary Education, Chemistry Minor (p. 319)

Code	Title	Hours
Required Courses		
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
CHEM 180	Chemical Reactivity I	3
CHEM 181	Chemical Reactivity I Lab	1
CHEM 240	Chemical Reactivity II	3
CHEM 241	Chemical Reactivity II Laboratory	1
CHEM 260	Quantitative Methods in Chemistry	3
CHEM 272	Analytical Chemistry Laboratory	2
CHEM 280	Environmental & Chemical Analysis	3
Select four additional credit hours at the 300 level		4
List of possible courses:		
CHEM 301	Physical Chemistry I	
CHEM 302	Physical Chemistry II	
CHEM 303	Physical Chemistry Lab I	
CHEM 305	Physical Biochemistry for the Biological Sciences	
CHEM 306	Physical Biochemistry Lab	
CHEM 307	Inorganic Chemistry	
CHEM 314	Instrumental Analysis	
CHEM 323	Medicinal Chemistry	
CHEM 340	Advanced Inorganic Chemistry	
CHEM 341	Advanced Inorganic Laboratory	
CHEM 361	Principles of Biochemistry	
CHEM 365	Proteomics	
CHEM 370	Biochemistry I	
CHEM 371	Biochemistry II	
CHEM 372	Biochemistry Laboratory I	
CHEM 373	Biochemistry Laboratory II	
CHEM 380	Chemistry Seminar	
CHEM 385	Advanced Enzyme Kinetics and Mechanisms	
CHEM 386	The Chemistry of Enzymes	
CHEM 387	Plant Biochemistry	
CHEM 388	Biophysical Chemistry	
CHEM 395	Special Topics in Chemistry	
CHEM 396	Special Topics in Biochemistry	
Total Hours		**24**

Secondary Education and Physics: BSED in Secondary Education, Physics Minor (p. 601)

A minimum grade of C- must be earned to satisfy a course requirement and a 2.0 minimum overall GPA is required for each major or minor. Final confirmation of degree requirements is subject to department, school, and university approval.

Code	Title	Hours
Required Courses		
Physics Courses		
PHYS 121	College Physics I with Calculus Lecture/ Discussion	3
PHYS 111L	College Physics Laboratory I	1
PHYS 122	College Physics II with Calculus Lecture/ Discussion	3
PHYS 112L	College Physics Lab II	1
PHYS 235	Modern Physics	3
PHYS 235L	Modern Physics Laboratory	1
Physics Electives		
Complete six credit hours from the following list. A minimum of three hours must be at the PHYS 300-level		6
PHYS 126F	Freshman Projects	

PHYS 130	Introduction to Computational Physics	
PHYS 301	Mathematical Methods in Physics	
PHYS 303	Electronics I	
PHYS 303L	Electronics Laboratory	
PHYS 310	Optics	
PHYS 310L	Optics Lab	
PHYS 371	Biophysics	
PHYS 381	Special Topics in Physics	
PHYS 391	Research [1]	
MATH 264	Ordinary Differential Equations	
Math Courses		
MATH 161	Calculus I	4
MATH 162	Calculus II	4
MATH 263	Multivariable Calculus	4
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Track 1: Traditional 4-Year Program

Course	Title	Hours
Freshman		
Fall		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 300A	Professional Learning Communities	0
	Hours	**4**
Spring		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 300B	Professional Learning Communities	1
	Hours	**4**
Sophomore		
Fall		
CIEP 350	Adolescent Literature	3
ELPS 219	History of American Education	3
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities	0
	Hours	**12**
Spring		
TLSC 300B	Professional Learning Communities	1
	Hours	**0**
Junior		
Fall		
TLSC 300A	Professional Learning Communities	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
	Hours	**6**
Spring		
TLSC 300B	Professional Learning Communities	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
	Hours	**6**
Senior		
Fall		
TLSC 300A	Professional Learning Communities	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education	3
	Hours	**9**
Spring		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
	Hours	**12**
	Total Hours	**53**

Track 2: 2+2 Transfer Program

Pathway for Transfer Students coming into Loyola with a two year degree (associate's degree or 60 credits):

Course	Title	Hours
Year 3		
Fall		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	1
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
PHIL 190	Loyola's Mission: The Philosophical Vision	3
	Hours	**12**

Spring		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
ELPS 302	Philosophy of Education	3
	Hours	**6**
Year 4		
Fall		
ELPS 219	History of American Education	3
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
	Hours	**15**
Spring		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	2
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	2
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	8
	Hours	**12**
	Total Hours	**45**

School of Education Requirements

Each Undergraduate student in the School of Education must complete all degree requirements with a grade of C or better in order to meet degree requirements. They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC field-based learning modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must also pass the Illinois licensure test(s) for their secondary content area prior to their final internship semester. Information about licensure tests will be provided by teacher education faculty.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- After the first three semesters of the program, candidates will articulate and apply principles of social justice and theories of learning to critically reflect upon their own identities and emerging teaching practices in middle and high schools.
- After the first three semesters of the program, candidates will analyze educational policies to suggest instructional practices that support individual students in equitably accessing curriculum and instruction in middle and high schools.
- After the first six semesters of the program, candidates will analyze assessment data and curriculum to make instructional decisions to support adolescent students' disciplinary learning, language development, and social-emotional well-being.
- After the first six semesters of the program, candidates will design instruction that articulates clear disciplinary learning goals, aligned assessments, and engaging instruction in response to adolescent students' backgrounds, abilities, and needs.
- By program completion, candidates will use culturally and linguistically responsive teaching strategies to create inclusive learning environments in content-specific secondary settings that promote adolescent student engagement, motivation, and participation.
- By program completion, candidates will demonstrate content and pedagogical knowledge by developing and delivering content-specific instruction (e.g., history, biology, English) that accurately represents disciplinary concepts and supports student understanding.
- By program completion, candidates will reflect on middle and high school teaching practice using evidence of student learning to identify areas for instructional adjustments, stakeholder collaboration, and professional development.

Special Education (BSEd)

The BSEd in Special Education is designed for students who seek to become licensed educators of children with disabilities. The SPED major emphasizes skills and strategies to support students with a variety of academic, social, and behavioral needs, from ages 3 to 21. Preparation focuses on knowledge and skills to create supports and programming that prevent special education students from being overlooked or falling behind and enable them to develop to their fullest potential.

All of Loyola's Bachelor of Science in Education (BSEd) majors complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This unique, research-based approach emphasizes authentic practices in field-based learning experiences in K-12 school and community settings. These modules were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon program completion, Special Education majors earn a BSEd in Special Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in Special Education (ages 3 to 21), as well as the English as Second Language (ESL) endorsement. By adding two courses to their pathway, SPED majors can also be entitled for an endorsement to teach Elementary Education

(grades 1 through 6), enabling them to work as both a special education and elementary education teacher.

Related Programs

Minor

- Special Education Minor (p. 931)

Curriculum

The Special Education (SPED) major includes Core Curriculum and School of Education courses. In addition, all Education majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. SPED-specific sections begin in Phase Two of the program. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the SPED major.

Course Requirements

Code	Title	Hours
University Core Courses		
University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the School of Education: CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to each student's pathway.		
School of Education CIEP and ELPS courses		
Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors. At times, these courses will also address a specific portion of the Core (CIEP 104, CIEP 206, ELPS 219, ELPS 302). CIEP 332 is a course designed specifically for SPED majors.		
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature	3
CIEP 332	School Wide Applications	3
CIEP 359	Teaching Reading	3
ELPS 219	History of American Education	3
ELPS 302	Philosophy of Education	3
School of Education field-based TLSC modules		
TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills to effectively support children with disabilities across the continuum from elementary age to adulthood. Specialized modules for SPED majors begin with TLSC 260. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a special education classroom under the supervision of a licensed and experienced teacher and University supervisor. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with the others in the major. PLCs are led by a faculty member with expertise in special education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year SPED curriculum.		
Phase One - Exploration		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities ((4 @ 0 credits) SPED majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.)	0
TLSC 300B	Professional Learning Communities ((4 @ 1 credit) SPED majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.)	1
Phase Two - Concentration		
TLSC 260	Typical and A-Typical Development	2
TLSC 261	Significant Disabilities and Life Planning	2
TLSC 262	Assistive and Adaptive Technology	2
TLSC 263	Transition Planning	2
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
Phase Three - Specialization		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		**73**

Optional Endorsement Pathways

Students can take additional coursework to add optional endorsements beyond the Special Education licensure. Students should consult with their advisor if there is interest in additional endorsements such as Elementary Education or Secondary Education, among other options.

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. SPED majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving

on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Standard 4-Year Program

Course	Title	Hours
Sequence 1		
TLSC 300A	Professional Learning Communities (SPED)	0
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
UCWR 110	Writing Responsibly	3
CORE	Scientific Literacy Tier I	3
CORE	Literary Knowledge & Experience Tier I	3
UNIV 101	First Year Seminar	1
Submit all required documentation and background check prior to program entry		
	Hours	**14**
Sequence 2		
TLSC 300B	Professional Learning Communities (SPED)	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
CIEP 104	Mathematics for Teachers I (Quantitative)	3
CIEP 206	Children's Literature (Tier II Literary)	3
CORE	Artistic Knowledge	3
CORE	Historical Knowledge Tier I	3
	Hours	**16**
Sequence 3		
TLSC 300A	Professional Learning Communities (SPED)	0
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
ELPS 219	History of American Education (Tier II Historical)	3
CORE	Theological & Religious Studies Tier I	3
CORE	Societal & Cultural Knowledge Tier I	3
	Hours	**15**
Sequence 4		
TLSC 300B	Professional Learning Communities (SPED)	1
CIEP 359	Teaching Reading	3
TLSC 231	Teaching Science/Writing in Elem and Middle Grades	3
TLSC 232	Integrated Teaching/Learning Social Studies & Writing in Elementary Grades	3
TLSC 260	Typical and A-Typical Development	2
TLSC 261	Significant Disabilities and Life Planning	2
TLSC 262	Assistive and Adaptive Technology	2
TLSC 263	Transition Planning	2
Candidates seeking an endorsement in Elementary Education should take the Elementary Content Area Test through the IL Licensure Testing Service		
	Hours	**18**
Sequence 5		
TLSC 300A	Professional Learning Communities (SPED)	0
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
CORE	Philosophical Knowledge Tier I	3
PLSC 101	American Politics (Tier II Societal)	3
ELECTIVE	General Elective	4
Apply for One-Year Internship by October 1		
	Hours	**16**
Sequence 6		
TLSC 300B	Professional Learning Communities (SPED)	1
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
PHYS 101	Liberal Arts Physics (Tier II Scientific)	3
CORE	Theological and Religious Studies Tier II	3
CORE	Ethics	3
Take the Content Area Test for Learning Behavior Specialist I (#290). Register through the IL Licensure Testing Service		
As an alternative to #290, you may take both #155 and #163 until these tests retire in 2023.		
	Hours	**16**
Sequence 7		
TLSC 300A	Professional Learning Communities (SPED)	0
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
ELPS 302	Philosophy of Education (Philosophical Tier II)	3
CIEP 332	School Wide Applications	3
Apply for May Graduation in LOCUS by October 1		
	Hours	**12**
Sequence 8		
TLSC 300B	Professional Learning Communities (SPED)	1
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
Must have passed any Content Area Tests prior to Sequence 8 Student Teaching		
	Hours	**13**
	Total Hours	**120**

Accelerated Learning Behavior Specialist 1 (LBS1) Transfer Track

This transfer pathway offers a 2-year degree option for applicants who already have an Associate's Degree in a related field (or the equivalent credit hours). Offered in a hybrid format, candidates would complete the following 2 year course sequence to obtain their licensure as a Learning Behavior Specialist.

Course	Title	Hours
Year 1		
Summer II		
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
	Hours	**6**
Fall		
TLSC 260	Typical and A-Typical Development	2
TLSC 261	Significant Disabilities and Life Planning	2
TLSC 262	Assistive and Adaptive Technology	2
TLSC 263	Transition Planning	2
TLSC 300A	Professional Learning Communities	0
CIEP 359	Teaching Reading	3
	Hours	**11**
Spring		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 300B	Professional Learning Communities	1
CIEP 332	School Wide Applications	3
	Hours	**10**
Year 2		
Summer		
THEO 190	Loyola's Mission: Ignatian Traditions	3
ELPS 302	Philosophy of Education	3
Choose one of the following:		3
CIEP 105	Mathematics for Teachers II	
Ethics Course Requirement		
	Hours	**9**
Fall		
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 300A	Professional Learning Communities	0
	Hours	**9**
Spring		
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching [1]	12
TLSC 300B	Professional Learning Communities	1
	Hours	**10**
Year 3		
Summer I		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching [1]	12
	Hours	**6**
	Total Hours	**61**

[1] Student takes 6 credit hours of TLSC 380 in Spring and 6 credit hours of TLSC 380 in Summer.

School of Education Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better in order to graduate and be entitled for the Illinois State Professional Educator License (PEL). They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Special Education licensure exam prior to their final internship semester.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Design differentiated instruction for diverse learning needs, including multilingual learners and students with disabilities, that center students' funds of knowledge.
- Utilize data from a variety of assessments to guide instructional decision making and to monitor and support students' learning.
- Explain major theories of learning and development and apply them to instructional planning.
- Develop content specific instructional methods that also support the literacy knowledge and learning needed in each individualized discipline.

Special Education Minor

A program for Education majors that prepares you to serve the needs of all students and qualify for an endorsement in special education on Illinois Professional Educator License (PEL). Illinois refers to this endorsement as the Learning Behavior Specialist – 1 (LBS-1).

There is a nationwide shortage of special education teachers, at a time when students with different academic, behavioral, and social needs are

often overlooked or fall behind. Adding a special education minor to your education major can help you address this important need in the field.

Related Programs

Major

- Special Education (BSEd) (p. 928)

Curriculum

This minor is open only to Education majors. Note that while this minor includes 40 total hours, most of these are already included in the Education major.

Learning Behavioral Specialist I (LBSI) Requirements

Code	Title	Hours
Required Courses		
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 260	Typical and A-Typical Development	2
TLSC 261	Significant Disabilities and Life Planning (candidates are required to complete Inclusion Observation Project)	2
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework (candidates are required to include Universal Design for Learning (UDL) within instructions lesson or unit plan)	4
CIEP 478 / CIEP M31	Behavioral Intervention: Assessment & Support	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (candidate's placement must be in an inclusion setting)	12
Total Hours		**40**

Suggested Sequence of Classes

Course	Title	Hours
Year 1		
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
	Hours	**5**
Year 2		
Fall		
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
	Hours	**4**
Spring		
TLSC 260	Typical and A-Typical Development	2
TLSC 261	Significant Disabilities and Life Planning	2
	Hours	**4**
Year 3		
Fall		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
	Hours	**6**
Spring		
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework (candidates are required to include Universal Design for Learning (UDL) within instructions lesson or unit plan)	4
	Hours	**6**
Year 4		
Fall		
CIEP 478 / CIEP M31	Behavioral Intervention: Assessment & Support	3
	Hours	**3**
Spring		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (candidate's placement must be in an inclusion setting)	12
	Hours	**12**
	Total Hours	**40**

School of Education Requirements

Grades of "C-" or lower are not counted toward fulfillment of minor requirements. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to apply for the Learning Behavior Specialist 1 endorsement, candidates must pass the Illinois Learning Behavior Specialist I Content

Area Test (#290). It is recommended that students pass this before beginning their final internship semester.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

A candidate who completes the Special Education minor will have:

- A Comprehensive Understanding of Special Education: Candidates grasp diverse instructional strategies, cultural influences, and collaboration techniques to address individual learning needs of students with disabilities.
- Proficient Assessment and Planning Skills: Candidates proficiently administer assessments, interpret results, and develop personalized education plans while adhering to ethical standards and staying abreast of research-based practices.
- Effective Collaboration and Professionalism: Candidates foster inclusive partnerships, navigate cultural differences, and engage in reflective practice to continually enhance teaching methods while advocating for social justice in education.
- Leadership and Advocacy for Exceptional Needs: Candidates demonstrate leadership in implementing school-wide initiatives, promoting positive behavior, and advocating ethically for appropriate services to maximize the potential of individuals with disabilities.

Teaching and Learning Minor

The Teaching and Learning minor provides access to foundational field-based learning experiences in our undergraduate teacher education program to students in other majors who are interested in schooling and in working with teachers, educators, and/or families but who do not intend to work as classroom teachers themselves. The minor will also provide foundational learning experiences for non-Education majors who are interested in substitute teaching, and it includes electives allowing students to specialize in areas of interest in education, as well as internships and other experiences that are tailored to those interests.

Related Programs

Minor

- Reading Teacher Minor (p. 918)
- Teaching Artist Minor (p. 453)

Curriculum

Code	Title	Hours
Required Courses		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
Electives (p. 933)		**6**
Choose any combination of courses/modules or select within an interest area as presented below.		
Total Hours		**19**

Elective Course Options

Students can take any six (6) hours or more of electives, but the possibilities are arranged into interest areas based upon available courses and themes that may appeal to students interested in learning about particular areas of education. None of these are new courses or modules.

Code	Title	Hours
Museum Education		
TLSC 325	Teaching Internship in Informal Education Settings [1]	3
Child and Adolescent Literature		
CIEP 206	Children's Literature [2]	3
CIEP 350	Adolescent Literature [3]	3
Early Childhood Education		
CIEP 315	Language Development and Literacy	3
TLSC 252	Foundations, Settings, and Studies of Effective Early Childhood Education	1
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
Individualized Supports and Services for Children with Disabilities		
Select any totaling six (6) credit hours.		
CIEP M32	Exceptional Learner II	3
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
TLSC 260	Typical and A-Typical Development [4]	2
TLSC 261	Significant Disabilities and Life Planning [4]	2
TLSC 300A	Professional Learning Communities [5]	0
TLSC 300B	Professional Learning Communities [5]	1
Special Education Systems		
CIEP 332	School Wide Applications	3
TLSC 263	Transition Planning	2
TLSC 300A	Professional Learning Communities [5]	0
TLSC 300B	Professional Learning Communities [5]	1
Elementary Education		
Select any totaling six (6) credit hours.		
CIEP 104	Mathematics for Teachers I	3
CIEP 105	Mathematics for Teachers II	3
CIEP 206	Children's Literature [2]	3
CIEP 359	Teaching Reading	3
Other Electives		
ELPS 219	History of American Education	3

[1] Students pursuing the Teaching and Learning Minor (in particular, those who select the museum education interest area) have the option

of taking this internship twice if they choose to. They are not required to do so and may enroll in other elective courses instead if desired.

2 Must be taken concurrently in the same sequence with Sequence 2.

3 Fall (Secondary), Spring (Middle Grades)

4 These two modules must be taken concurrently (in a single semester) for a total of four (4) credit hours.

5 Must take TLSC 300A in the Fall and TLSC 300B in the Spring in a single academic year.

Residency Requirement

At least half of minor hours must be completed at LUC and may not transferred in. Any potential transfer hours are reviewed by the T&L program chair.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
	Hours	**4**
Spring		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
	Hours	**3**
Year 2		
Fall		
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
	Hours	**6**
Spring		
Elective Course [1]		3
Elective Course [1]		3
	Hours	**6**
	Total Hours	**19**

[1] Elective course offerings and credit hours are subjective based on student interest. Please meet with an advisor with questions about options.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Students interested in a profession that requires educating others or providing professional development will learn principles and strategies of effective educational systems and strategies for working with diverse children, families and communities.
- Students will participate in alternative experiences in a variety of educational settings, including multiple site visits to a variety of schools or internships that are missing from many related LUC majors, even in cases where graduates will go on to do work that relates to or intersects with that of schools.
- Undergraduates will be better prepared for roles as short-term substitute teachers under recent ISBE guidelines with a better foundational and pedagogical knowledge than those who apply for that license with no background or coursework in education.

School of Environmental Sustainability

Our Mission

The mission of Loyola University Chicago's School of Environmental Sustainability (SES) is to engage students in understanding and responding to local and global environmental issues by:

- Delivering Core environmental science courses to raise awareness and action in all LUC undergraduates,
- Preparing SES baccalaureate and graduate students for socially responsible professions in environmental science, policy, education, business, and health, and
- Advancing our knowledge of environmental problems and developing solutions through original research and community outreach.

The SES strives to advance sustainability in operations across all university campuses and to:

- Develop an environmentally conscious culture throughout the university.
- Advance the University's mission of seeking God in all things
- Work to expand knowledge in the service of humanity through learning, justice, and faith
- Provide a rich and transformative educational experience grounded in teaching and research excellence
- Promote experiential learning, and student entrepreneurial action in the service of nature, humanity, and the planet

Our Sustainability Mission

Sustainability at Loyola is driven by our Jesuit tradition of social justice, our service to humanity, and our role as an institution of higher education. It is embodied in an educational experience for our students and activities that seek to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. We are committed to an inclusive process considering social, economic, and environmental impacts and exemplified in a transformative education for our students.

Our Commitment to Racial and Social Justice

We acknowledge that the multi-century legacy of racism against people of color -- particularly against those who are Black, Indigenous, Latinx, and Asian -- pervades environmentalism, where White voices and agendas continue to dominate. Environmentalist doctrines have been – and continue to be – used to justify eugenics, genocide, and the displacement of indigenous people from their ancestral homelands.

We affirm that social justice and ecological justice are both integral to achieving sustainability. We commit ourselves to deep reflection on the many ways that we as individuals are socialized into white supremacy and that our organizational culture, policies, and practices reflect it. This intentional process of study will enable us to identify the changes required of IES as we move towards becoming an anti-racist, multicultural organization that advances racial, social, and environmental justice through our teaching, research, and service.

Undergraduate Programs

- Environmental Action and Leadership Minor (p. 947)
- Environmental Economics & Sustainability: Governance (BA) (p. 948)
- Environmental Economics & Sustainability: Management (BA) (p. 950)
- Environmental Economics and Sustainability Minor (p. 951)
- Environmental Policy (BA) (p. 952)
- Environmental Science (BS) (p. 955)
- Environmental Science Minor (p. 960)
- Environmental Studies (BA) (p. 961)
- Food Systems and Sustainable Agriculture Minor (p. 964)

Curriculum Overview

The School of Environmental Sustainability offers four undergraduate degree programs. These include a BS in Environmental Science and BAs in Environmental Policy, Environmental Studies, and Environmental Economics and Sustainability.

Students in the Environmental Economics and Sustainability BA program can choose a concentration in either Governance or Management. Students in the Environmental Science BS program may select an optional concentration. Those who do not select a concentration will have greater latitude in their elective choices, making this a good option for those seeking a more flexible course of study. BS students who wish to deepen their knowledge of a specific subject can choose a concentration in Conservation and Restoration Ecology or Climate and Energy.

Environmental problems are multifaceted and require a multidisciplinary approach. As such, all SES majors share ten common environmental courses, including an introduction to environmental science, environmental statistics, ecology with a lab, environmental or ecological economics, environmental politics, environmental justice or ethics, environmental careers, an engaged learning experience, and a capstone experience.

SES students have access to enriching hands-on opportunities through independent faculty-mentored research, internships within SES or with external internship partners, and a diversity of engaged learning course options. Students can also participate in hands-on learning at the Loyola University Retreat and Ecology Campus (LUREC). Opportunities at LUREC include three-week for-credit courses at the end of May, workshop weekends, and volunteer habitat restoration activities. There are also many fun and engaging student clubs that offer rewarding experiences advancing sustainability on campus and in the community.

Students wishing to add an SES minor can apply 9 of 21 credits needed for the minors in Environmental Action and Leadership, Environmental Science, or Food Systems and Sustainable Agriculture toward both their SES major and the minor. Students minoring in Sustainability Management, administered by the Quinlan School of Business, can share 6 of the 18 credits required for either of those minors with their SES major.

Shared Core Courses

Code	Title	Hours
ENVS 137	Foundations of Environmental Science I	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 203	Environmental Statistics	3
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
or ENVS 286S	Principles of Ecology Lab	
Justice & Ethics Choice		3
ENVS 335	Ecological Economics	3
or ECON 328	Environmental Economics	
PLSC 392	Environmental Politics	3
Engaged Learning Choice		3
Capstone Choice		3

Double-Dipping Policy

1. SES students may not major and minor in the same discipline.
2. Majors: No fewer than 15 credit hours in the individual student's transcript must be unique to each major; that is, the courses in question are considered as actually fulfilling requirements of one major, not of more than one major.
3. Minors and interdisciplinary minors: no fewer than 8 credit hours in the individual student's transcript must be unique to each minor; that is, the courses in question are considered as actually fulfilling requirements of one minor, not of more than one minor or major.

Writing Requirement

SES students must complete two writing intensive courses. UCWR 110 Writing Responsibly must be taken in the first year and must be completed with a grade of "C-" or better before any writing-intensive section may be taken. Please note that these two courses cannot be taken simultaneously. Students who transfer in more than 60 credit hours are waived from one writing intensive course.

Language Competency Requirement

Competency at the 102-level or higher in reading, writing, and speaking a language other than English is required of all SES students. This requirement can be met by:

1. Passing (C- or higher) a 102-level or higher course in a language other than English.
2. Obtaining a waiver through Advanced Placement examination. A passing AP score does not earn course credit, but waives a student from the Foreign Language requirement of SES.

3. Demonstrating language competency by passing a 102-level (or above) language competency exam. Schedule a competency exam with the Department of Modern Languages and Literatures online: https://www.luc.edu/modernlang/placementcompetency/foreignlanguagecompetencyexam/.

Academic Advising

All junior, senior, and transfer students will be advised by the SES. First and Second Year students will be advised by First and Second Year Advising (FSYA). Eligible students can declare or drop a major or minor in LOCUS. Students who want to switch to SES from another school at Loyola (or vice versa) must apply for an internal transfer.

Graduation and Commencement

SES students who have earned at least 85 credit hours are eligible to apply for graduation. To be eligible to graduate, you must complete a Graduation Application. The application is available online through LOCUS. Early application ensures that you will receive an audit of your remaining degree requirements prior to enrolling in your final semester's classes. When you submit your application, you initiate an "audit" of your Core, major, minor, and school requirements by your SES academic advisor. Your advisor will e-mail you a copy of the graduation degree audit, which details your remaining requirements for graduation. You may also choose to schedule an appointment to review your remaining requirements with your academic advisor. Deadlines for graduation applications are as follows:
Fall (December) Graduation = applications due by March 1
Spring (May) Graduation = applications due by October 1
Summer (August) Graduation = applications due by October 1
Students who do not apply by the application deadline must contact their academic advisor for a late application form.

Students earning 60 or more graded Loyola credits are eligible to graduate with laudatory honors. This outstanding accomplishment will be noted on the student's diploma and official transcript. Note: GPA is not rounded up for laudatory honors. Students who are eligible for Commencement will receive an invitation to participate in the ceremony. Commencement ceremonies are held only in May. Students who complete their degrees in December, May, or August may participate in the May ceremony if they wish.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Environmental Science (ENVS)

ENVS 101 The Scientific Basis of Environmental Issues (3 Credit Hours)
The foundational course in science is predicated on the view that understanding environmental issues and their underlying scientific principles will occupy a central role in our students' lives and will be critical in their development as informed and participating members of society. The overarching strategy of the course will be to frame environmental science in terms of a series of interacting systems to allow students to analyze a variety of environmental issues. This is a foundational Tier I class; it is prerequisite to all Tier II science core classes.
Knowledge Area: Foundational Scientific Knowledge
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
1) Describe scientific principles underlying the causes, consequences, and approaches to mitigation of ongoing environmental crises related to biodiversity, water, agriculture, energy, and climate change; 2) Apply the scientific method to collect, analyze, and interpret data relevant to biodiversity, water, agriculture, energy, and climate change and other scientific topics encountered in their lives; 3) Assess the accuracy of scientific information in different contexts and communicate it effectively to different audiences; 4) Understand sustainability and environmental solutions through an integral ecology lens

ENVS 137 Foundations of Environmental Science I (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Environmental Sustainability major and minor programs
This course will introduce concepts that form the basis of environmental science, including elemental cycling, energy flow/transformation, and the interconnectivity among atmosphere, lithosphere, hydrosphere and biosphere, and within ecosystems. Ways in which knowledge of these concepts informs policy, management and social perception to produce positive change will also be examined.
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
Recognize interconnections among scientific disciplines and how their principles are used to investigate and address environmental issues; Understand physical, chemical, and ecological principles underlying environmental science and how these interact

ENVS 200 Environmental Careers and Professional Skills (1 Credit Hour)
Pre-requisites: ENVS 101 or ENVS 137; Restricted to Majors and Minors in the School of Environmental Sustainability at the Sophomore level or above
Introduction to environmental professions and determining skills and individual traits best suited for professions in policy, science, business, community organizing, etc. Begin developing a professional network.
Outcomes:
Select appropriate internships, curriculum, projects to enhance knowledge, skills and experience; develop job hunting and communication skills specific to environmental fields, including resumes, cover letters, presentations

ENVS 203 Environmental Statistics (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability
This course introduces basic statistics from probability through multiple regression, employing computer programs with ecological, environmental, and relevant social science examples and data sets.
Outcomes:
Programming/spreadsheet skills; data structure practices and diagnosis; data visualization; appropriate test selection; test execution and interpretation; introduction to qualitative data analysis

ENVS 204 Gender, Health & Environment (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Exploration of connections between social justice and environmental health using scientific tools of analysis. Focus on experiences of those at intersection of marginalized social locations. Issues include impacts of modern disposable culture and how socially constructed gender roles affect exposure to environmental health risks while biological sex shapes their impacts.
Interdisciplinary Option: Bioethics
Outcomes:
Understanding the web of causality (relationships among scientific, medical, ecological, cultural, behavioral, economic, political, and ethical dimensions) of environmental health problems and how to ameliorate the disproportionate burden of risk

ENVS 207 Plants and Civilization (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Examines the structure, function, ecology, and diversity of plants, their importance to human civilization, and the impact of societal decisions regarding their use and exploitation.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will demonstrate an understanding of the critical role of plants in the biosphere, their physiological processes, adaptations for specialization, and linkages to humans including agriculture, pest control, and extraction/use of plant-derived products

ENVS 215 Ornithology (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101
An introduction to the biology of birds including the topics of anatomy, physiology, behavior, ecology, and evolution. Includes some field trips to learn how to identify species and to collect behavioral information.
Outcomes:
Students will demonstrate an understanding of the biology of birds and be able to identify some of the commoner species of birds in our area

ENVS 218 Biodiversity & Biogeography (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course covers the creation and maintenance of biodiversity across taxonomic, temporal and spatial scales. It will provide an overview of the history of biogeography, increase understanding of the evolutionary processes that create biodiversity, the influence of biodiversity on ecosystem services, and the rapid biodiversity loss resulting from human actions.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will gain knowledge of and appreciation for the biodiversity of life, its formation through the process of evolution, and the importance of biodiversity to ecosystem function and human welfare

ENVS 220 Conservation Genetics (3 Credit Hours)
Students will gain foundational knowledge of population genetics principals. Throughout the course we will apply the population genetics principals to conservation issues and case studies to gain skills in conservation and management. Students will also evaluate several natural mechanisms of evolutionary change as well as evolutionary responses to anthropogenetic change.
Outcomes:
Learn foundational theories in population genetics; Apply population genetics theory to issues in conservation biology; Understand tools and interpret data sets in conservation genetics; Analyze and disseminate literature in the field of conservation genetics; Gain hands on experience with genetic techniques and analyses

ENVS 223 Soil Ecology (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the properties, functions, and conservation of soil. Topics include belowground ecosystem services, soil biodiversity, biogeochemical cycles, and conservation, human impacts to soils, and the socioeconomic implications of soil degradation. Lectures, laboratory/field soil testing, field trips, and presentations by experts in sustainable soil management are employed.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will understand the properties, functions and methods of conservation/remediation of soils, learn how human activities affect soils and associated socioeconomic consequences, and develop analytical skills to assess soil health

ENVS 224 Climate & Climate Change (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to basic principles and knowledge to explain climate change. Students will learn about natural and anthropogenic causes of climate change, the interactions between earth-atmosphere-ocean systems, climate feedback mechanisms, and impacts of climate change on the natural physical environment.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will develop cognitive and mathematical skills to draw valid, logical conclusions regarding various observed phenomena such as observed changes in the climate system and observed impacts of climate change

ENVS 226 Science & Conservation of Freshwater Ecosystems (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Freshwater ecosystems are threatened by water extraction, pollution, invasive species, and many other pressures. This course covers physical, chemical, and biological processes in freshwaters, and the benefits that humans derive from these ecosystems. Major issues for conservation will be covered at global and Great Lakes scales.
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will gain understanding of different types of freshwater ecosystems, their functioning and importance for human societies, and the range of pressures they currently face

ENVS 230 Feeding the Planet: Global Perspectives on Sustainability, Culture and Food (3 Credit Hours)
Cross-cultural policies, practices, and beliefs about the production, preparation, consumption, and distribution of food vary widely. This course examines food in historical, political, social, and cultural contexts around the globe. It is divided into four sections that require students to apply concepts in food studies to international case studies and global examples: Cross-Cultural & Global Perspectives on Food; Culture, Identity, and Food; The Political Economy of Food; and Social, Cultural, Political, and Economic Responses to Hunger. Course topics include subsistence patterns and cultural patterns of food preparation and consumption; cultural practices involving food preferences and taboos; the globalization of foods and cuisines; labor practices in industrial agriculture; alternative economies of food; global policies and practices developed to eliminate hunger and malnutrition; the use/misuse of global food aid, and others.
Outcomes:
Explain the rationales of cross-cultural beliefs and practices of our own and others' foodways; Apply interdisciplinary perspectives to analyze the historical, cultural, and political roots of social phenomena and world problems involving food and society; Assess various dimensions of the forms and mechanisms of oppression, discrimination, or privilege in global and local food systems; Investigate coalitions and key ideas, past and present, which address and advocate for economic and social justice in the food system

ENVS 237 Foundations of Environmental Chemistry (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; Restricted to BA majors in the School of Environmental Sustainability
This course is the second in a three-course sequence required of all ENVS BA majors. These courses provide the basic scientific grounding needed to intelligently discuss environmental issues and to prepare students for more advanced study on the environment. ENVS 237 focuses on the physical and chemical science needed to understand environmental processes. Students will build their quantitative skills in evaluating energy and chemical transactions that impact our environment.
The course will also work on building skills in interpreting scientific information, including using academic peer-reviewed journal articles.
Outcomes:
Be able to quantitatively assess environmental systems and anthropogenic processes that impact the environment; Gain understanding of the physical and chemical processes of environmental systems to be able to describe global climate dynamics, chemical reactions that contribute to environmental issues, the energetics of different energy sources, and technological aspects of alternative energy sources; Appreciate the importance of chemistry and physics as applied to different environmental issues and used by different environmental fields

ENVS 238 Foundations of Environmental Science Lab (1 Credit Hour)
Pre-requisites: ENVS 237 (pre- or co-requisite); Restricted to BA majors in the School of Environmental Sustainability
A lab course designed to be associated with ENVS 237, this course is designed to introduce all ENVS majors to lab safety, basic lab techniques such as use of balances and microscopes, data analysis, and the application of these techniques to the study of environmental science.
Outcomes:
Students will understand and demonstrate safe lab practices and learn to use basic lab equipment to take and analyze environmental science data

ENVS 260 Environmental Journalism (3 Credit Hours)
Pre-requisites: Department Consent Required
The mission of environmental journalism is to raise public awareness about environmental news and issues. It is about being ethical, accurate, fair, and clear, whether reporting, investigating, or advocating for change.
Course equivalencies: X-ENVS 260/ COMM 260
Outcomes:
Students will be able to find, report, and present challenging stories around this topic, in print and in broadcast writing

ENVS 267 Bird Conservation and Ecology (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 102
This engaged-learning course provides an introduction to the theory and practice of avian conservation, ecology and management. Field trips for viewing birds in the wild, observing behavior and collecting data on habitat assessments are highlighted. Students participate in a community service project to gather data for avian conservation and management
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and some bird monitoring techniques, and demonstrate an understanding of the many facets of bird conservation

ENVS 273 Energy and the Environment (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101, Please check requirements for declared majors/minors for exceptions
The concept of energy developed from antiquity through the present day and applied to national and worldwide energy use patterns, the technologies supporting their use, as well as the societal impact and environmental consequences of energy usage.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and methods of inquiry; Students will demonstrate an understanding of critical concepts and knowledge, including heat and energy, the laws of thermodynamics, and current and future technologies and their impact

ENVS 274 Chemistry of the Natural Environment (3 Credit Hours)
Pre-requisites: ENVS 137, MATH 118 and CHEM 160; Restricted to Majors and Minors in the School of Environmental Sustainability
Environmental Chemistry is the study of how materials move through the environment and interact within different environmental systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. In this course, we will use this approach to better understand the chemical and physical reactions taking place and their equilibrium in the natural environment on Earth. The course will investigate these chemical and physical interactions in the three unique environmental compartments of the atmosphere, hydrosphere, and the soil environment, where the lithosphere and biosphere overlap, as we learn more about the materials and reactions that make up the natural environment. Students will utilize problem solving to explore the materials and reactions of the major compartments.
Interdisciplinary Option: Bioethics
Outcomes:
Apply key equations, concepts, and physical laws relevant to environmental chemistry to analyze how materials move through the environment between different environmental compartments (atmosphere, hydrosphere, lithosphere, biosphere); Quantitatively assess materials in air, water, soil, and cells across a range of scales appropriate in environmental science, from the microscopic to the global range; Describe underlying ecosystem functions that establish the chemistry of natural waters, air, and soil

ENVS 275 Chemistry of the Environment Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and (CHEM 102 or CHEM 161); ENVS 274 as pre- or co-requisite; Restricted to Majors and Minors in the School of Environmental Sustainability
Basic techniques for chemical analysis of environmental samples, including air, water and soil. Learn to use electronic data acquisition systems and further develop scientific writing skills.
Outcomes:
Plan experiments, develop good lab techniques, conduct accurate chemical analyses on environmental samples, interpret chemical data, short and long reports describing work and interpreting significance of results

ENVS 276 Chemistry of Environmental Pollution (3 Credit Hours)
Pre-requisites: ENVS 137, CHEM 160, MATH 118, and SES Major
Environmental Chemistry is the study of how materials move through the environment and interact within different environmental systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. In this course, we will use this approach to better understand the chemical and physical reactions that influence the transport and fate of chemical pollutants in our environment. This course will identify major sources of environmental pollutants and technologies for source pollution control as well as understanding how pollutants move through the environment to potentially impact ecosystems and human health. The course will cover pollutants in all environmental compartments including air pollution from combustion sources, water quality issues and water treatment, and soil pollutants with a focus on agrochemicals and their impact on both soil environments and groundwater.
Outcomes:
Apply key equations, concepts, and physical laws relevant to environmental chemistry to analyze how pollutants move through and between different environmental compartments (atmosphere, hydrosphere, lithosphere, biosphere); Describe underlying chemistry of technologies and policies that would address key sources of major pollutants; Be able to utilize physical chemical properties of pollutants as a tool for assessing their persistence and potential to do harm in natural ecosystems

ENVS 278 Hydrology (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Study of processes which cycle water between oceans, atmosphere, and land surface. This course examines precipitation, evaporation, infiltration, transpiration, groundwater and surface water flow. Understanding these processes is fundamental to managing our resources in the face of mounting environmental challenges and natural resource pressures.
Outcomes:
Understanding of key physical processes and multidirectional complex interactions between different components of the water cycle; ability to apply fundamental equations of conservation to quantify flows

ENVS 279 Climate and History (3 Credit Hours)
Pre-requisites: Department Consent Required
Explores the role of climate in history, from the emergence of homo sapiens to recent anthropogenic climate change. Major topics include the social impact of climate variability, sources of resilience, origins of scientific knowledge, and the use of historical knowledge in the present.
Course equivalencies: X-HIST279E/ ENVS279
Outcomes:
Students will analyze examples of climate shaping history, learn different ways that scholars have treated this relationship, and reflect on how this knowledge might be useful today

ENVS 280 Principles of Ecology (3 Credit Hours)
Pre-requisites: (ENVS 101 or ENVS 137) and (ENVS 237 or CHEM 101 or CHEM 160); Restricted to Majors and Minors in the School of Environmental Sustainability
The purpose of this course is to foster an in-depth understanding of ecology, the study of relationships between organisms and the environment at organizational scales ranging from genes, individuals, and populations to communities, ecosystems, and landscapes. Topics include population dynamics, species interactions, community dynamics, food webs, ecosystem functions, and landscape ecology with a strong emphasis on scientific inquiry and data interpretation.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand key concepts and principles concerning ecological processes in nature at the gene, individual, population, community, ecosystem and landscape scales and apply knowledge of ecological concepts to current environmental challenges

ENVS 281 Environmental Sustainability & Science in China (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
This course provides students with an understanding of how sustainable systems work and how the structure and function of these systems is altered by human activities. Students will gain first-hand experience studying environmental issues in China, including air pollution, loss of biodiversity, energy, and climate change, through lectures & field trips to China.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Chinese Language & Culture
This course satisfies the Engaged Learning requirement.
Outcomes:
a) Describe the characteristics of subtropical climate and ecosystems; b) Explain the interactions between human activities and the environment in China; c) Discuss China's approaches to environmental protection and economic development; d) Recognize the interconnectedness of natural systems, including the role of humans within them; e) Work effectively with people from diverse backgrounds, both individually and in teams, and communicate findings effectively in writing and speech

ENVS 283 Environmental Sustainability (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Examines the impact of humans as consumers on the environment and how these interactions affect the probability of establishing sustainability for human and non-humans on Earth.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and methods of inquiry, and demonstrate an understanding of knowledge critical to the field including current human consumptive practices and their effects on the health and well-being of living organisms

ENVS 284 Environmental Justice (3 Credit Hours)
This course examines how policy interacts with race and class to affect differentially people's access to a clean, safe, productive environment. Reviews history of the environmental justice movement, and community, policy, and legal responses. Develops students' ability to work across diverse social groups to advance environmental justice and sustainability.
Interdisciplinary Option: Bioethics
Outcomes:
Describe the history, central aims, practices, and continuing evolution of modern-day environmental justice movements; Identify theories of justice underlying environmental justice movements; Analyze structures and processes of inequality, exclusion, colonization, capitalism, and speciesism as they relate to environmental degradation; Describe how communities build power to address environmental injustices; Reflect upon your own social positionality and consider the value of environmental justice theory and action for your own life

ENVS 285 Eco-spirituality (3 Credit Hours)
Eco-spirituality is an emerging field in ecology, conservation, and religion that recognizes the spiritual component of environmentalism and Earth stewardship. This course explores how ecological efforts are enhanced by including a spiritual dimension and spirituality and religion must include awareness and engagement with ecology and ecological issues.
Outcomes:
1) Draw connections between ecology, spirituality, and Loyola¿s mission; 2) Implement tools and practices that foster personal awareness and reflection; 3) Demonstrate how reflection leads to necessary action

ENVS 286 Principles of Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 203 and (ENVS 238 or CHEM 111 or CHEM 161) and ENVS 280 (pre- or co-requisite); Restricted to BA Majors in the School of Environmental Sustainability
This course will allow students to develop experience and skills employed in ecological studies, with an emphasis on field work, laboratory analysis, and hypothesis testing. Topics for lab exercises will correspond closely with material from Ecology (ENVS 280) lecture. Course does not satisfy requirements for BIOL major.
Outcomes:
Students will understand basic ecological principles, apply these to design experiments, develop skills in data analysis and interpretation, and learn techniques used to characterize ecosystem properties and human environmental impacts

ENVS 286S Principles of Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 203 and (CHEM 111 or CHEM 161) and ENVS 280 (pre- or co-requisite); Restricted to BS Majors in the School of Environmental Sustainability
Course content includes lab skills and analytical techniques commonly employed in ecological studies; emphasizes sampling, research design, field work, laboratory technique, data analysis, project development, hypothesis testing, and scientific report writing.
Outcomes:
Understand ecological principles, apply knowledge to ecological experiments, observational studies, and entry-level mathematical models; assess biotic responses to the abiotic environment and to anthropogenic impacts

ENVS 288 Applied Interdisciplinary Data Analysis (3 Credit Hours)
Pre-requisites: (ENVS 280 or BIOL 265) and (STAT 103 or STAT 203)
Restricted to students in SES majors. This course teaches students to approach environmental problem-solving from a systems perspective by understanding the complex adaptive nature of socio-ecological. It introduces analytic techniques used in the natural/social sciences, and provides opportunity to analyze and connect data from various disciplines (e.g., ecology, economics, sociology) to address pressing environmental concerns.
Outcomes:
Students will be able to describe characteristics of complex adaptive systems, become familiar with analytical approaches suited to different sub-disciplines, and apply numerous analytical techniques to real data sets

ENVS 297 North American Environmental History (3 Credit Hours)
Pre-requisites: Department Consent Required
This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.
Course equivalencies: X-ENVS297/HIST297E
Outcomes:
Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills

ENVS 298 Special Topics (1-12 Credit Hours)
Specific titles and contents vary from semester to semester. Variable credit hours.

ENVS 298L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes lab component.

ENVS 300 Introduction to Public Health (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
Public health is the science of preventing disease and protecting and promoting the health of populations and communities. Through interactive exercises and application of concepts, this course considers its history; ethical principles; scientific foundation and tools; biomedical bases; socioeconomic and behavioral factors; environmental issues; and relationship to medical care.
Course equivalencies: X -PUBH 300/ ENVS 300
Outcomes:
Describe the history, core concepts, functions, and methods of public health; Define health disparities and explain how they are produced; Synthesize public health information and communicate it effectively

ENVS 301 Environmental Health (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
This course is designed as an introduction to the field of environmental health, including regulations, research, disease prevention, and advocacy.
Interdisciplinary Option: Bioethics
Course equivalencies: X-ENVS301/PUBH301/MBPH401
Outcomes:
Students will be able to outline approaches for assessing and controlling environmental hazards that affect community health and discuss major local, national, and global health challenges

ENVS 303 Introduction to Epidemiology (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including design and measures of association. This course will be taught as an online course combined with an intensive interactive session with faculty and students one weekend in Spring.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403

ENVS 310 Introduction to Environmental Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137
This introduction to environmental law surveys some critical federal environmental statutes, rules, and regulations in the United States; important case law decided under those statutes; interaction between federal, state, and local jurisdictions; and impacts on air, land, water, and natural resources.
Outcomes:
Understands how the natural environment is controlled, managed and promoted through the legal system

ENVS 311 Natural Resources and Land Use Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
Focus on legal and policy processes used to govern pollution, water use, endangered species, toxic substances, and environmental impact and risk.
Outcomes:
Students will understand how the natural environment is controlled, managed and promoted through the legal system and how land use laws and policy impact social and economic issues

ENVS 312 Water Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
This course looks at how the law allocates and protects one of our most crucial natural resources -- water. Understanding development and regulation of water ownership and use and how those decisions impact current environmental and socio-economic issues.
Outcomes:
Understand how key laws and policies impact protection and use of water in the United States; understand key legal concepts that shape the management of our water resources

ENVS 313 Energy Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
This course looks at the laws that shape traditional energy production and the growing regulation of renewable and sustainable energy.
Outcomes:
Understand how key laws and policies impact production and use of energy; and how energy is controlled by federal and local regulations and policies

ENVS 316 Energy and Power Systems (3 Credit Hours)
Pre-requisites: Junior or Senior standing; MATH 118
This course introduces the fundamental concepts of energy and power systems, covering essential principles, grid components, and generation technologies through a multidisciplinary lens. Students will explore current and future challenges in energy systems by applying mathematical tools, software, and programming to analyze the topics covered.
Outcomes:
Comprehend Basic Energy and Electrical Concepts: Explain the fundamental principles of electricity, energy, power, voltage, current, and resistance; Differential Generation Technologies: Compare and contrast conventional and renewable generation technologies, and assess their environmental, economic, and social impacts; Understand Grid Operations: Explain the basics of power flow analysis, load balancing, and grid operation; Analyze Energy Markets and Pricing: Discuss how electricity markets function, how electricity is priced, and how the grid is managed; Assess Further Grid Challenges: Evaluate the challenges of integrating renewable energy sources, managing load shifting, and electrifying other sectors, while considering social and equity implications; Apply Long-Term Grid Planning Tools: Identify and apply tools and methodologies used in generation expansion planning, and assess strategic considerations for achieving long-term goals in energy systems

ENVS 320 Conservation Biology (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266
Students will learn to apply ecological and evolutionary biological principles to the preservation of wild plant/animal species, and to the preservation/management of ecosystems. Conservation approaches and challenges for all types of ecosystems, will be covered, with emphasis on contemporary threats to biodiversity, including habitat fragmentation, invasive species, and climate change.
Outcomes:
Students will understand how the science of ecology can be used to address issues in species/ecosystem conservation, and recognize that consideration of human actions is essential to address conservation problems

ENVS 321 Conservation Biology Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266; and ENVS 320 (pre- or co-requisite)
Students will apply principles learned in ENVS 320 to conservation problems in the Chicago region and elsewhere, through visits to conservation sites and discuss concerns/initiatives with land managers and policy makers. They will develop skills in species identification, ecosystem delineation and description, and the use of field equipment and methods.
Outcomes:
This course will provide practical field and lab experience in population, community and ecosystem conservation; Students will learn how the principles of Conservation Biology are applied, and the associated challenges

ENVS 322 Invasive Species (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
Invasive species are one of the greatest global threats to biodiversity, ecosystem function, economies, and human health. Species become invasive when moved beyond native range, become established, and cause harm. This course covers how species are moved, how and when they become established, and potential harm they can cause.
Outcomes:
Understanding that because invasive species are moved by humans, and because many of their impacts are felt by humans, they are an inherently multi-disciplinary problem

ENVS 323 Environmental Microbiology (3 Credit Hours)
Pre-requisites: BIOL 101, BIOL 102, CHEM 101, and (CHEM 102 or ENVS 274)
This course introduces the significant role of microorganisms in numerous environmental and human-engineered processes. It covers microbiology and its basic methods to orient students to this field of science and the importance of microbial diversity relevant to agriculture, public health, and ecological restoration.
This course satisfies the Engaged Learning requirement.
Course equivalencies: ENVS 323/ENVS 423
Outcomes:
Students will learn to isolate and characterize environmental microorganisms; Students will investigate the role of microorganisms in nutrient cycling, remediation of soils, and transmission of existing and emerging pathogens

ENVS 324 Climate Science (3 Credit Hours)
Pre-requisites: ENVS 224 and MATH 118
The focus of this course is Earth's climate system, including the role of the atmosphere, ocean, cryosphere and land-atmosphere interaction. This course digs deeper into the physical principles underlying climate processes, energy balance, feedback mechanisms, climate variability and climate dynamics, including large-scale atmospheric and ocean circulation. This course will discuss recent climate change, and projections for future climate scenarios. Students will have hands-on experience with practicing climate modelling tools, analyzing climate data, and exploring current research in climate science. Thus, this course will involve quantitative analysis and will reinforce students' reading, writing, and public-speaking skills through the class project on climate change.
Outcomes:
Understand Earth's Climate Systems: Students will gain an in-depth understanding of Earth's climate system, including the atmosphere, ocean, cryosphere, and land-atmosphere interactions, as well as the physical principles underlying climate processes such as energy balance, feedback mechanisms, and climate variability; Develop Quantitative Analysis Skills: Students will engage in quantitative analysis through climate modeling tools and data interpretation, enabling them to critically analyze climate data and understand large-scale climate dynamics like atmospheric and ocean circulation; Evaluate Climate Change Impacts and Projections: Students will explore recent scientific developments in climate change, assess current climate change impacts, and understand projections for future climate scenarios, preparing them to engage in informed discussions and decision-making related to climate policy and research; Enhance Communication and Research Skills: Through scientific paper reviews and presentations, students will enhance their ability to critically evaluate research, improve their public-speaking skills, and effectively communicate scientific findings to peers, fostering collaboration and scientific literacy

ENVS 325 Sustainable Agriculture (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
This course provides an introduction to the environmental, social, and economic implications of sustainable agriculture. Students will learn the origins, major concepts, and current issues of sustainability in agriculture. Ecological concepts and principles applied to manage sustainable food production to support community health and economic justice will be explored.
Outcomes:
Students will be able to explain the characteristics of the US agricultural system, the inter-relation among components of sustainable agriculture, and steps necessary to develop a sustainable agricultural system

ENVS 326 Agroecosystems (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266; and ENVS 223 (recommended)
In this hands-on course, students will build knowledge and skills in agriculture and ecology through work in greenhouse, laboratory, classroom, and field settings. Students will build on foundations of Environmental Science and Biology by examining challenges of food production, management decisions, and environmental change facing agroecosystems both locally and abroad.
Outcomes:
Students will develop understanding of agricultural systems as related to sustainable practices, develop skills in ecological analysis of these systems, and demonstrate proficiency in communicating scientific information to diverse audiences

ENVS 327 Food Systems Analysis (3 Credit Hours)
Pre-requisites: ENVS 203
This course links conceptual and practical considerations of food-system assessment and develop a base of tools for practitioners. It examines major elements of the assessment process: systems thinking and conceptual frameworks; the food system from consumer and producer perspectives; identifying leverage points that might be influenced to affect positive change.
Outcomes:
Students will understand inter-relationships among environment, food supply, markets, American diets, and health, learn to analyze assessment methods for food-system sectors, and examine conceptual frameworks for food-system analysis

ENVS 330 Restoration Ecology (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266
This course provides a theoretical and practical basis for the increasing global efforts to reverse damage caused by humans to ecosystems and species, emphasizing the many perspectives (e.g., ecological, social, political, engineering) that must be considered to develop, implement, and assess restoration projects across a range of ecosystem types.
Outcomes:
Students will apply knowledge from ecology and other disciplines to the practice of ecosystem restoration, and learn to integrate information from multiple disciplines, and stakeholder input, to design/manage restoration projects

ENVS 331 Restoration Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and 286/s; or BIOL 265 and 266; and ENVS 330 (pre- or co-requisite)
Students will apply principles learned in ENVS 330 to restoration sites in Chicago and beyond. They will visit restoration sites and discuss strategies and initiatives with land managers and policy makers. Students will develop skills in ecological-site description, and in the analytical methods required to determine success of restoration projects.
Outcomes:
Students will gain an understanding of how the science of restoration ecology is applied in practical settings and learn methods used in restoration and assessment of actual restoration projects

ENVS 333 Introduction to the Circular Economy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
This course introduces principles and concepts of a circular economy that can support a more sustainable future. The course reviews circular design, materials management, business models, supply chains, policy, financing, metrics, and applications. This course may include speakers and/or field trips to learn about companies with circular business practices.
Outcomes:
Explain circular economy; identify applications of circularity; understand role of policy, finance, and design in system-wide change; understand social, environmental, economic impacts of linear economic system

ENVS 335 Ecological Economics (3 Credit Hours)
Pre-requisites: ECON 201 or ECON 202
Ecological Economics is a trans disciplinary course that takes a systems approach to the relationship between planetary stewardship, social justice, and the economy to design a prosperous and desirable future for humans on a finite planet. Ecological economics fuses economic theory and sustainability science to generate new solutions for today's challenges. Topics include sustainable scale, just distribution, efficient allocation and relationships between economic and ecological systems.
Outcomes:
Understanding of ecological economics history, conceptual foundations, principles, tools, indicators, and applications

ENVS 336 Design for Circular & Sustainable Business (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. Understand and apply: (1) circular design methods (2) biomimicry design methods; and (3) human-centered design (design thinking) methods.
Outcomes:
Understand the role of design in creating a sustainable future

ENVS 338 Climate Change and Human Health (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing.
Outcomes:
1) Outline fundamental public health concerns that have been associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

ENVS 340 Natural History of Belize (3 Credit Hours)
Pre-requisites: For SES majors and minors, ENVS 101 or ENVS 137; For BIOL majors and minors, BIOL 102 and BIOL 112; For ANTH or GLST majors and minors, Junior or Senior Standing
This Study Abroad field course is designed to build on the foundations learned in Ecology, Environmental Science, and Anthropology classes by examining the biodiversity and tropical ecosystems of Belize, by exploring the cultural traditions of some of its peoples, particularly the Mayans; and learn how local communities are involved in protecting and sustaining ecological and natural sites through community based conservation and sustainability practices.
This course satisfies the Engaged Learning requirement.
Outcomes:
Provide a working understanding of the structure, function, and ecology of tropical ecosystems; their importance to local communities; and the social dimensions of environmental issues, especially those related to justice

ENVS 344 Ecuadorian Ecosystems: Geography, Diversity, and Conservation (3 Credit Hours)
Ecuador is aptly known as "The Country of Four Worlds" due to its four distinct biogeographical landscapes: the Andean highlands, Amazonia, Coastal Region, and the Galapagos Islands. This immersive field-based course will take students to three of these four regions. Class begins during spring semester where students will learn the foundations of the natural history of Ecuadorian Ecosystems. The course then follows with a 3-week field component. Travel will begin in the Andean capital of Quito, from there we will venture to the heart of the Amazon within Yasuni Biosphere Reserve, next we move to the Andean Cloud forests, and finally, the course finishes in the world-famous Galapagos Islands. This course is designed to provide tangible, real-world exposure to the biology and ecosystems of Ecuador.
This course satisfies the Engaged Learning requirement.
Outcomes:
Develop a working understanding of the geographical diversity and distinction of three ecosystems: Andean highlands, Amazonia, and the Galapagos Islands; Develop a working understanding of the unique biota and endemic species of Ecuador and the complexity of the environments that gave rise to these organisms; Learn field techniques and monitoring for understanding ecological condition and species: behavioral monitoring, transects/plots/quadrants, and GPS points/tracking; Develop a working understanding of conservation methodology, especially which techniques have worked for each ecoregion and how conservationists, ecologists, government officials, and local people can do more to preserve the species and habitats of Ecuador; Learn and appreciate cultures of the Ecuadorian people while expanding one's own worldview, tolerance and acceptance

ENVS 345 Conservation and Sustainability of Neotropical Ecosystems (3 Credit Hours)
Pre-requisites: BIOL 265 or ENVS 280; Instructor Consent Required
This course provides an introduction to conservation ecology in Neotropical ecosystems via classroom sessions and experiential learning activities during a Spring-Break field trip to Belize. Students will gain experience in environmental monitoring and biological survey methods. Ecosystems studied: coral reefs, mangrove forests, subtropical rain and dry forests, savannas, rivers, wetlands.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain an understanding of tropical climates, neotropical terrestrial/aquatic ecosystems and applied conservation and environmental practices such as nature reserve design and management, community-based resource management, ecotourism, and ecoagriculture

ENVS 350A Solutions to Environmental Problems: Water (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Water' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to water and then develop and implement projects that address the problem on campus and in the local community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop understanding of water-related environmental problems, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 350B Solutions to Environmental Problems: Biogas (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Biogas' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to biogas production, processing and transport and then develop and implement projects that address the problem on campus and in the local community.
Outcomes:
Students will develop understanding of environmental problems related to biogas, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 350C Solutions to Environmental Problems: Climate Action (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; and ENVS 224 (recommended)
Consideration of environmental, political, economic, historical, and cultural contexts of climate change. Examination of actions occurring at varying geographic scales to mitigate and/or adapt to climate change impacts. Problem- and solution-based learning of how to invest resources effectively to deal with a changing climate and its consequences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Develop understanding of environmental problems related to climate change, demonstrate skills/knowledge needed to address those problems and recognize/articulate future possibilities for environmental leadership/civic engagement

ENVS 350F Solutions to Environmental Problems: Food Systems (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Food Systems' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to food production, processing and transport and then develop and implement projects that address the problem on campus and in the local community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop understanding of environmental problems related to food systems, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 351 Introduction to Sustainability Concepts & Impacts (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Examines environmental, economic, social and political impacts of sustainable practices on general public and global and local organizations. Provides students with understanding of importance to corporations and other entities of measuring, monitoring, and reporting resource use to customers and stakeholders.
Outcomes:
Explaining basic concepts of sustainability and how they relate to operations and goals of institutions and organizations; interaction of social, economic, and ecological systems to influence sustainability challenges and solutions

ENVS 352 Sustainability Assessment & Reporting I (3 Credit Hours)
Pre-requisites: ENVS 351
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of energy, air, buildings and transportation.
Outcomes:
Ability to assess and report sustainability metrics related to energy, air, buildings, and transportation

ENVS 353 Sustainability Assessment & Reporting II (3 Credit Hours)
Pre-requisites: ENVS 351
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of water, land, food and waste. Environmental and social impacts of water use and sources, land use practices, food sourcing and production, and waste production and recovery.
Outcomes:
Ability to assess and report sustainability metrics related to water, land, food, and waste

ENVS 354 Sustainability Plan Development & Reporting (3 Credit Hours)
Pre-requisites: ENVS 351, ENVS 352, and ENVS 353
Capstone course in the four course sequence on Sustainability Assessment & Planning. Using concepts and methodology to create a comprehensive sustainability plan including stakeholder engagement, life cycle analyses, set resource baselines, short- and long-term sustainability goals, budgets and draft sustainability plan for a representative entity.
Outcomes:
Learn best practices to inspire and engage partners and stakeholders to advance environmental sustainability in different types of organizations; Ability to create a comprehensive sustainability plan for organizations and institutions

ENVS 363 Sustainable Business Management (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
Course introduces students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, ethical, and business cases for adopting sustainability. This course fulfills a MGMT elective.
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

ENVS 367 Mammalogy (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
This course will focus on the ecology, evolution, behavior, and conservation of the class, Mammalia. Students will gain insight how this unique group evolved over time and became the dominate lineage over the Tertiary period. Furthermore, we will investigate how mammals hold special social and cultural relationship with humans, and why we have such complicated relationships with mammals, from revering them in religious contexts, to keeping them in our homes, to consuming them as nutrition.
Outcomes:
Working knowledge and mastery of the traits, evolutionary timescale, ecology, and conservation of mammals; Students will also gain experience collecting data (on museum samples as well as observations of living samples) to learn current techniques scientists and conservationists use to advance our understanding of this group

ENVS 369 Field Ornithology (3 Credit Hours)
Pre-requisites: (ENVS 280, ENVS 286, and ENVS 286S) or (BIOL 265 and BIOL 266); ENVS 215 recommended
Field ornithology is an intensive 3-week engaged-learning course at the Loyola University Retreat and Ecology Campus during the peak of the migratory season intended to provide an introduction to the theory and practice of field ornithology. Emphasis will be on field identification and song recognition, census techniques, and avian behavior.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning, field techniques, and scientific investigation that demonstrate an understanding of knowledge and techniques used in field ornithology

ENVS 380 Introduction to Geographic Information Systems (3 Credit Hours)
Pre-requisites: Junior or Senior standing
Geographic Information Systems (GIS) is a mapping tool that allows users to create interactive searches, analyze spatial information, edit data and maps, and present the results visually. The course includes lecture, laboratory, and project components. Students will learn basic GIS skills and applications and work on projects with community organizations.
Interdisciplinary Option: Urban Studies
Course equivalencies: ENVS380/ENVS480
Outcomes:
Describe the conceptual/theoretical and practical/technological background of GIS; Describe ethical issues germane to GIS; Prepare/analyze GIS data in research; Apply GIS in community-service projects

ENVS 381 Advanced GIS Applications (3 Credit Hours)
Pre-requisites: ENVS 380 and Restricted to Junior and Senior standing
Students in this course will learn tools required to solve complex environmental problems and gain experience with spatial analysis, network analysis, 3-D analysis, GIS modeling, geostatistics, and other ArcGIS extensions. Students will also learn about internet-based mapping for dissemination of spatial data.
Outcomes:
Understand various spatial relationship concepts and their applications; identify and address common methodological challenges; understand how to use spatial data to make sound arguments in spatial problem solving and planning/policy

ENVS 382 Remote Sensing (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; Restricted to Juniors and Seniors
Science of obtaining information about objects or areas using data from remote sensors on satellites or mounted on aircraft that can detect energy reflected from Earth. Topics include data collection; digital image processing, assessment, evaluation, and enhancement; display alternatives and visualization; electromagnetic radiation principles and radiometric correction; and geometric correction.
Outcomes:
Understand concepts, data, and methods of remotely sensed geographic data; Learn how to obtain and analyze remote sensing data, produce thematic maps, learn landscape patterns, and methods to decipher them

ENVS 383 Human Dimensions of Conservation (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
This course will increase student knowledge of the social, political, economic, psychological, and cultural dimensions that influence the success of conservation projects and develop skills in conducting human dimensions-inquiry using surveys, interviews, observation, and/or participatory methods. It will contribute to preparation for employment in the conservation field and/or graduate study.
Outcomes:
Students will understand the importance of treating the human dimensions of conservation problems with the same scientific rigor customarily given to the ecological dimensions

ENVS 384 Conservation Economics (3 Credit Hours)
Pre-requisites: ECON 201
Explores resource conservation issues using economic principles. Topics include management of forests, wildlife and mineral resources; the demand for parks and outdoor recreation; the debate between environmental preservation and conservation; valuation of ecosystem services; the economics of biodiversity and endangered species; and policies to promote conservation in agriculture.
Outcomes:
Students will learn how natural resource use is affected by economic values, how to critically evaluate natural resource management problems, and evaluate models of dynamic resource extraction and user preferences

ENVS 385 Introduction to Global Health (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101
This course introduces students to epidemiological and policy aspects of global health with a focus on health disparities at the international level.
Interdisciplinary Option: Bioethics
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
Understand approaches to existing and emerging health problems and the relationships between health, poverty, and development

ENVS 386 Python Programming for GIS (3 Credit Hours)
Pre-requisites: Junior or Senior Standing
This course aims to provide students with a comprehensive understanding of Python programming for Geographic Information Systems. Through a combination of lectures, hands-on exercises, and projects, students will develop the skills necessary to leverage Python in GIS applications, automate geospatial workflows, and analyze spatial data. ENVS 380 pre- or co-requisite
Outcomes:
Understand Python programming language, loops and conditional statements; acquire a foundation knowledge of GIS; apply Python programming skills to perform spatial analysis; develop Python scripts to automate common GIS tasks

ENVS 387 Principles of Ecotoxicology (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265; and ENVS 274
This course will provide information on how pollutants affect ecosystems and how we might ameliorate their negative effects in our world. The emphasis of this course will be the fate and effects of pollutants in the ecosystem. The effects will be from molecular level to individual organism, community, and ecosystem levels.
Interdisciplinary Option: Bioethics
Outcomes:
This course will provide students with scientific knowledge in the cause and effects of pollutants in ecosystems and to prepare them for graduate study/future career

ENVS 389 Ecological Risk Assessment (3 Credit Hours)
Pre-requisites: ENVS 274 and ENVS 275
This course covers the area of potential effects of pollutants to ecosystems and practices on risk assessment for pollutants based on exposure and effect data in the literature. Different approaches for assessing the potential ecological impacts and risks of pollutants in support of environmental management will be discussed and practiced.
Outcomes:
Learn toxic effects of pollutants, acquire, organize, and synthesize monitoring and effect data using advanced analysis methods and skills in support of environmental impact and risk assessment via case studies

ENVS 390 Integrative Seminar (3 Credit Hours)
This course requires students to focus on a specific environmental issue or theme, integrating multidisciplinary perspectives, through individual or group presentations, discussion, and analysis of presentations by outside speakers.
Outcomes:
Students will demonstrate an understanding of the multi-faceted and interdisciplinary nature of environmental issues

ENVS 391 Environmental Research (1-3 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. Enrollment Conditions: Administrative Permission.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to design and carry out the research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391C Independent Environmental Research (Capstone) (3 Credit Hours)
Pre-requisites: Senior standing and Instructor Consent
Fulfills capstone requirement for SES majors. Through independent research experience, examine how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts. Research projects must use a multi-disciplinary perspective in analysis and interpretation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391K Independent Environmental Research (Capstone - L) (3 Credit Hours)
Pre-requisites: Senior standing and Instructor consent
Fulfills capstone requirement for SES majors. Through independent research experience, examine how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts. Research projects must use a multi-disciplinary perspective in analysis and interpretation. This version is used when funds must be drawn from a 'lab fees' budget line to conduct the research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391L Independent Environmental Research-Lab (1-3 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. This version is used when funds must be drawn from a 'lab fees' budget line to conduct the research. Requires Administrative Permission to enroll.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 395 Environmental Internship (3 Credit Hours)
Students seek out and engage in a semester- or summer-long internship with a civic, business, governmental, or academic group providing hands-on experience in work on environmental issues.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate, through daily activity logs and a comprehensive final report, a clear understanding of the environmental context and practical applications of their internship experience

ENVS 395C Environmental Internship (Capstone) (3 Credit Hours)
Pre-requisites: Senior standing and Department Consent
Fulfills capstone requirement for SES majors. Through internship experience, students reflect upon academic and extra-curricular activities in their degree program and learn how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts.
This course satisfies the Engaged Learning requirement.
Outcomes:
Guided reflection on relationship between coursework and internship experience, relate learning to specific activities and experiences in the internship, assess value of internship to future career plans

ENVS 398 Special Topics (3 Credit Hours)
Specific titles and contents vary from semester to semester.

ENVS 398B Environmental Science Topics for BIET Minor Capstone (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include biotechnologies, concepts of race and gender, the environment, reproduction, and others. This course number provides a cross-listed elective for Environmental Science students when the Bioethics capstone's topic is environmental.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and environmental science issues with regard to the special topic in environmental science

ENVS 398L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes lab component.

ENVS 399 Directed Readings (1-3 Credit Hours)
Pre-requisites: Instructor Consent
Directed by an ESP faculty member, students will read, analyze, and discuss a publications focusing on different aspects of a specific environmental issue or theme.
Outcomes:
Students will demonstrate comprehension of, and the ability to apply information from, scientific literature and be able to synthesize information to produce a cogent, synthetic analysis of their topic based on these readings

Environmental Action and Leadership Minor

The Environmental Action & Leadership Minor provides knowledge of and insight into environmental issues, and develops skills in communication, group management and leadership to facilitate action toward solving environmental problems and the development of sustainable practices in society.

Related Programs

Minor

- Sustainability Management Minor (p. 818)

Curriculum

Requirements: 7 courses (21 credit hours); *at least 3 courses must be ENVS.* A maximum of 3 courses can count toward this minor and an SES major.

Code	Title	Hours
Background & Perspective [1]		
Select two of the following:		6
ANTH 104	The Human Ecological Footprint	
ENVS 207	Plants and Civilization	
ENVS 215	Ornithology	
ENVS 218	Biodiversity & Biogeography	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 237	Foundations of Environmental Chemistry	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	
ENVS 280	Principles of Ecology	
ENVS 281	Environmental Sustainability & Science in China	
ENVS 283	Environmental Sustainability	
ENVS 369	Field Ornithology	
Ethics & Society		
Select one of the following:		3
COMM 227	Social Justice and Public Communication	
ENGL 288	Nature in Literature	
ENVS 279	Climate and History	
ENVS 284	Environmental Justice	
ENVS 297 / HIST 297E	North American Environmental History	
PHIL 287	Environmental Ethics	

PSYC 275	Social Psychology	
SOCL 234	City, Suburbs & Beyond	
SOCL 261	Social Movements & Social Change	
SOCL 272	Environmental Sociology (moved from PLA)	
THEO 204	Religious Ethics and the Ecological Crisis	
THEO 344	Theology and Ecology	
Policy, Leadership & Action		
Select three of the following:		9
COMM 260	Environmental Journalism	
COMM 268	Persuasion	
COMM 306	Environmental Communication & Advocacy	
ECON 328	Environmental Economics	
or ENVS 335	Ecological Economics	
ENVS 283	Environmental Sustainability	
ENVS 310	Introduction to Environmental Law & Policy	
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 333	Introduction to the Circular Economy	
ENVS 335	Ecological Economics	
ENVS 336	Design for Circular & Sustainable Business	
ENVS 363	Sustainable Business Management	
ENVS 383	Human Dimensions of Conservation	
GLST 305	Globalization and Environmental Sustainability	
MGMT 201	Managing People and Organizations	
MGMT 320	Leading and Managing Teams	
PLSC 354	Global Environmental Politics	
PLSC 392	Environmental Politics	
Methods & Application		
Select one of the following:		3
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 380	Introduction to Geographic Information Systems	
ENVS 382	Remote Sensing	
ENVS 391	Environmental Research	
ENVS 395	Environmental Internship	
SOCL 301	Statistics for Social Research	
STAT 303	SAS Programming and Applied Statistics	
STAT 335	Introduction to Biostatistics	
Total Hours		**21**

[1] All ENVS 200-level courses, except COMM 260, ENVS 279, ENVS 284, and ENVS 297, have ENVS 101 or ENVS 137 as a pre-requisite; ENVS 280 also has ENVS 237 as a pre-requisite.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year Three		
Fall		
Background & Perspectives Elective		3
Ethics & Society Elective		3
	Hours	**6**
Spring		
Background & Perspectives Elective		3
Policy, Leadership, & Action Elective		3
	Hours	**6**
Year Four		
Fall		
Policy, Leadership, & Action Elective		3
Methods & Applications Elective		3
	Hours	**6**
Spring		
Policy, Leadership, & Action Elective		3
	Hours	**3**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Demonstrate an understanding of scientific, social, and humanistic approaches to environmental questions.
- Appraise the interactions and synergies between the natural world, social systems, and human cultures.
- Advance environmental and social sustainability that integrates scientific research, social analysis, and cultural awareness.

Environmental Economics & Sustainability: Governance (BA)

The Environmental Economics and Sustainability major provides students rigorous training in economics and awareness of sustainability challenges, including global climate change, food production, environmental conservation, and social justice. Training in economics provides knowledge of how individuals and governments make decisions and the ways in which the economy can be structured and managed for the common good, training that is a crucial part of solving sustainability challenges. The Governance concentration is intended for students seeking a career in government, non-governmental organization (NGO), or law.

Related Programs

No results found.

Curriculum

Code	Title	Hours
Environmental Economics & Sustainability: Governance Foundation		
ENVS 137	Foundations of Environmental Science I	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
ENVS 283	Environmental Sustainability	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 303	Intermediate Microeconomics	3
ENVS 335	Ecological Economics	3
PLSC 392	Environmental Politics	3
MATH 130	Business Calculus	3-4
or MATH 131	Applied Calculus I	
or MATH 161	Calculus I	
STAT 103	Fundamentals of Statistics	3
or ISSCM 241	Business Statistics	
or ENVS 203	Environmental Statistics	
ENVS 284	Environmental Justice	3
or PHIL 287	Environmental Ethics	
or THEO 204	Religious Ethics and the Ecological Crisis	
Governance Concentration Required Courses		
ECON 328	Environmental Economics	3
ENVS 310	Introduction to Environmental Law & Policy	3
Capstone Choice		
ENVS 390	Integrative Seminar	3
or ENVS 391C	Independent Environmental Research (Capstone)	
or ENVS 395C	Environmental Internship (Capstone)	
Governance Concentration Electives (p. 949)		**12**
See designated elective caterogies below		
Total Hours		**60-61**

Electives

Code	Title	Hours
List A		
Select two of the following:		6
ECON 320	Urban Economics	
ECON 325	Economics of Growth & Development	
ECON 329	Health Economics	
ECON 334	Economics of Government Expenditures & Taxation	
ECON 346	Econometrics	
List B		
Select two of the following:		6
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 327	Food Systems Analysis	
ENVS 384	Conservation Economics	
Total Hours		**12**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
ENVS 137	Foundations of Environmental Science I	3
	Hours	**3**
Spring		
ENVS 203	Environmental Statistics	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
Justice & Ethics Choice		3
	Hours	**10**
Year Two		
Fall		
ECON 201	Principles of Microeconomics	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
	Hours	**8**
Spring		
ECON 202	Principles of Macroeconomics	3
	Hours	**3**
Year Three		
Fall		
ECON 328 or ENVS 310	Environmental Economics or Introduction to Environmental Law & Policy	3
ENVS 335	Ecological Economics	3
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3-4
	Hours	**9**
Spring		
ECON 303	Intermediate Microeconomics	3
ECON 328 or ENVS 310	Environmental Economics or Introduction to Environmental Law & Policy	3
PLSC 392	Environmental Politics	3
	Hours	**9**
Year Four		
Fall		
ENVS 283	Environmental Sustainability	3
Governance Elective List A		3
Governance Elective List B		3
	Hours	**9**

Spring	
Capstone Choice	3
Governance Elective List A	3
Governance Elective List B	3
Hours	**9**
Total Hours	**60**

School of Environmental Sustainability Graduation Requirements

All SES students are required to complete a foreign language requirement and a writing intensive requirement. The SES language requirement can be fulfilled by 1) earning college credit at the 102-level or above; or 2) demonstrating proficiency via the SES foreign language proficiency examination. The SES writing intensive requirement is fulfilled by successfully completing two Loyola WI courses (max of one per semester). Writing intensive courses have a "W" in the section number.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Explain the interconnections between human development, the economy, and the environment and articulate how economic theory and analysis can be used to evaluate social and economic outcomes.
- Describe how policy affects business and economic activity to achieve human development and environmental sustainability goals.
- Analyze how policy interventions can shift an economy to achieve a balance of ecological and socioeconomic objectives.

SES Shared Learning Outcomes

All SES majors share the following Program Learning Objectives, in addition to their unique major-specific Program Learning Objectives:

1. Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems.

2. Critically evaluate the accuracy and credibility of information relating to environmental topics.

3. Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world.

4. Exemplify the values of environmental and social justice through actions to care for our common home and one another.

Environmental Economics & Sustainability: Management (BA)

The Environmental Economics and Sustainability major provides students rigorous training in economics and awareness of sustainability challenges, including global climate change, food production, environmental conservation, and social justice. Training in economics provides knowledge of how individuals and governments make decisions and the ways in which the economy can be structured and managed for the common good, training that is a crucial part of solving sustainability challenges. The Management concentration is intended for students seeking a business or consulting career.

Related Programs

No results found.

Curriculum

Code	Title	Hours
Environmental Economics & Sustainability: Management Foundation		
ENVS 137	Foundations of Environmental Science I	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
ENVS 280	Principles of Ecology	3
ENVS 283	Environmental Sustainability	3
ENVS 286	Principles of Ecology Lab	1
MATH 130	Business Calculus	3-4
or MATH 131	Applied Calculus I	
or MATH 161	Calculus I	
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
ECON 303	Intermediate Microeconomics	3
ENVS 335	Ecological Economics	3
PLSC 392	Environmental Politics	3
STAT 103	Fundamentals of Statistics	3
or ISSCM 241	Business Statistics	
or ENVS 203	Environmental Statistics	
ENVS 284	Environmental Justice	3
or PHIL 287	Environmental Ethics	
or THEO 204	Religious Ethics and the Ecological Crisis	
Management Concentration Required Courses		
MGMT 201	Managing People and Organizations	3
ENVS 363	Sustainable Business Management	3
Capstone Choice		
ENVS 390	Integrative Seminar	3
or ENVS 391C	Independent Environmental Research (Capstone)	
or ENVS 395C	Environmental Internship (Capstone)	
Management Concentration Electives (p. 950)		**12**
See designated elective categories below.		
Total Hours		**60-61**

Electives

Code	Title	Hours
List A		
Select two of the following:		
ECON 328	Environmental Economics	3
ECON 360	Labor Economics	3
ECON 346	Econometrics	3
MARK 320	Marketing for Environmental Sustainability	3
SCMG 346	Analytics for Social Good	3
List B		

Select two of the following:		
ENVS 333	Introduction to the Circular Economy	3
ENVS 336	Design for Circular & Sustainable Business	3
ENVS 384	Conservation Economics	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major of graduate study. Students should consult their advisor for assistance with course selection.

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Course	Title	Hours
Year One		
Fall		
ENVS 137	Foundations of Environmental Science I	3
	Hours	**3**
Spring		
ENVS 203	Environmental Statistics	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
Justice & Ethics Choice		3
	Hours	**10**
Year Two		
Fall		
ECON 201	Principles of Microeconomics	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
	Hours	**8**
Spring		
ECON 202	Principles of Macroeconomics	3
	Hours	**3**
Year Three		
Fall		
ECON 328 or ENVS 310	Environmental Economics or Introduction to Environmental Law & Policy	3
ENVS 335	Ecological Economics	3
MATH 131 or MATH 161	Applied Calculus I or Calculus I	3-4
	Hours	**9**
Spring		
ECON 303	Intermediate Microeconomics	3
ECON 328 or ENVS 310	Environmental Economics or Introduction to Environmental Law & Policy	3
PLSC 392	Environmental Politics	3
	Hours	**9**
Year Four		
Fall		
ENVS 283	Environmental Sustainability	3
Management Elective List A		3
Management Elective List B		3
	Hours	**9**
Spring		
Capstone Choice		3
Management Elective List A		3
Management Elective List B		3
	Hours	**9**
	Total Hours	**60**

School of Environmental Sustainability Graduation Requirements

All SES students are required to complete a foreign language requirement and a writing intensive requirement. The SES language requirement can be fulfilled by 1) earning college credit at the 102-level or above; or 2) demonstrating proficiency via the SES foreign language proficiency examination. The SES writing intensive requirement is fulfilled by successfully completing two Loyola WI courses (max of one per semester). Writing intensive courses have a "W" in the section number.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Explain the interconnection between human development, the economy, and the environment and understand how economic theory and analysis can be used to evaluate social and economic outcomes.
- Analyze how businesses can integrate environmental and social considerations into decision-making that aligns financial sustainability with environmental sustainability.
- Describe the impacts of business and industry on social outcomes, the economy, and environmental sustainability.

Environmental Economics and Sustainability Minor

As of Fall 2026, this program is no longer accepting students.

The Environmental Economics and Sustainability Minor provides a broad understanding of how the environment and the economy are linked; to prepare students for careers in government, consulting, law and for-profit business. The program also offers the essential courses to prepare for a masters in environmental economics, agricultural economics or environmental management.

Related Programs

Minor

- Environmental Action and Leadership Minor (p. 947)

Curriculum

Requirements: 6 courses (18 hours); A maximum of 2 courses can count toward this minor and any other major or minor.

Code	Title	Hours
Foundational Classes		
ECON 201	Principles of Microeconomics	3
or ECON 202	Principles of Macroeconomics	
ENVS 335	Ecological Economics	3
or ECON 328	Environmental Economics	
Sustainability Electives		
Select two of the following:		6
ENVS 283	Environmental Sustainability	
ENVS 327	Food Systems Analysis	
ENVS 335	Ecological Economics (if not taken as a minor Core Class)	
ENVS 384	Conservation Economics	
ENVS 388		
Economics Electives		
Select two of the following:		6
ECON 202	Principles of Macroeconomics (if not taken as a minor Core Class)	
ECON 303	Intermediate Microeconomics	
ECON 320	Urban Economics	
ECON 325	Economics of Growth & Development	
ECON 328	Environmental Economics (if not taken as a minor Core Class)	
ECON 329	Health Economics	
ECON 346	Econometrics	
Total Hours		**18**

ENVS Prerequisites

Course	Pre-requisites
ENVS 327	ENVS 203 -or- STAT 103
ENVS 335	ECON 201
ENVS 384	ECON 201
ENVS 388	ENVS 203 -or- STAT 103

ECON Prerequisites

Course	Pre-requisites
ECON 303	ECON 201 -and- ECON 202
ECON 320	ECON 201 -and- ECON 202
ECON 325	ECON 201 -and- ECON 202
ECON 328	ECON 201
ECON 329	ECON 201 -and- ECON 202
ECON 346	ECON 201, ECON 202, MATH 131, -and- ISSCM 241

*Students wishing to pursue graduate study in applied economics or related field should also take intermediate microeconomics (*ECON 303 Intermediate Microeconomics*) and the calculus course sequence (*MATH 161 Calculus I *and* MATH 162 Calculus II*).*

Suggested Sequence of Courses

Course	Title	Hours
Year Three		
Fall		
ECON 201	Principles of Microeconomics	3
or ECON 202	or Principles of Macroeconomics	
	Hours	**3**
Spring		
ENVS 335	Ecological Economics	3
or ECON 328	or Environmental Economics	
	Hours	**3**
Year Four		
Fall		
Sustainability Elective		3
Economics Elective		3
	Hours	**6**
Spring		
Sustainability Elective		3
Economics Elective		3
	Hours	**6**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Understand how the economy, the environment, and human development goals are linked.
- Understand how economic theory and quantitative analysis can be used to evaluate social and economic outcomes.
- Analyze who benefits or is harmed by economic and environmental policies; identify how benefits and harms are distributed in a population.
- Communicate with professionals about tradeoffs, property rights, ecosystem services, values and related economic measures, inequities, externalities, environmental degradation, and systems thinking.

Environmental Policy (BA)

Well-designed public policies are critical in maintaining and restoring a healthy environment. Public policies influence air and water quality, land use, biodiversity, and public health and shape crucial efforts to fight climate change. Our environmental policy program prepares students to craft and implement public policies that promote ecological conservation, environmental justice, and innovation toward a green economy.

Related Programs

Minor

- Environmental Action and Leadership Minor (p. 947)

Curriculum

Environmental Policy students complete coursework spanning a variety of disciplines pertinent to the understanding of environmental issues.

Code	Title	Hours
Foundational Curriculum		
ENVS 137	Foundations of Environmental Science I	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 203	Environmental Statistics	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
ENVS 310	Introduction to Environmental Law & Policy	3
PLSC 101	American Politics	3
PLSC 392	Environmental Politics	3
Justice and Ethics Choice		
Select one of the following:		3
ENVS 284	Environmental Justice	
PHIL 287	Environmental Ethics	
THEO 204	Religious Ethics and the Ecological Crisis	
Economics Choice		
Select one of the following:		
ENVS 335	Ecological Economics	3
or ECON 328	Environmental Economics	
Engaged Learning Choice		
Select one of the following:		3
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	
ENVS 281	Environmental Sustainability & Science in China	
ENVS 283	Environmental Sustainability	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 369	Field Ornithology	
ENVS 391	Environmental Research	
ENVS 395	Environmental Internship	
Capstone Choice		
Select one of the following:		3
ENVS 390	Integrative Seminar	
ENVS 391C	Independent Environmental Research (Capstone)	
ENVS 395C	Environmental Internship (Capstone)	
Electives (p. 953)		**18**
See designated elective categories below		
Total Hours		**54**

Electives

Code	Title	Hours
Policy Choice		
Select two of the following:		6
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
Methods and Analysis		
Select one of the following:		3
COMM 231	Conflict Management and Communication	
DSCI 101	Fundamentals of Modern Data Science with R	
ENVS 298	Special Topics (with SES approval)	
ENVS 327	Food Systems Analysis	
ENVS 380	Introduction to Geographic Information Systems	
ENVS 381	Advanced GIS Applications	
ENVS 382	Remote Sensing	
ENVS 383	Human Dimensions of Conservation	
ENVS 384	Conservation Economics	
ENVS 386	Python Programming for GIS	
ENVS 391	Environmental Research	
ENVS 395	Environmental Internship (with SES approval)	
ENVS 398	Special Topics (with SES approval)	
SOCL 206	Principles of Social Research	
SOCL 302	Qualitative Research	
STAT 303	SAS Programming and Applied Statistics	
Environmental Electives		
Select three of the following:		9
COMM 101	Public Speaking & Critical Thinking	
COMM 260	Environmental Journalism	
COMM 277	Organizational Communication	
COMM 306	Environmental Communication & Advocacy	
COMM 379	Digital Sustainability	
DSCI 101	Fundamentals of Modern Data Science with R	
ENVS 207	Plants and Civilization	
ENVS 215	Ornithology	
ENVS 218	Biodiversity & Biogeography	
ENVS 220	Conservation Genetics	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 230	Feeding the Planet: Global Perspectives on Sustainability, Culture and Food	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	
ENVS 274	Chemistry of the Natural Environment	
ENVS 279	Climate and History	
ENVS 283	Environmental Sustainability	
ENVS 284	Environmental Justice	
ENVS 285	Eco-spirituality	
ENVS 297	North American Environmental History	
ENVS 298	Special Topics (with SES approval)	
ENVS 300	Introduction to Public Health	

ENVS 301	Environmental Health	
ENVS 303	Introduction to Epidemiology	
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 316	Energy and Power Systems	
ENVS 320	Conservation Biology	
ENVS 322	Invasive Species	
ENVS 323	Environmental Microbiology	
ENVS 324	Climate Science	
ENVS 325	Sustainable Agriculture	
ENVS 326	Agroecosystems	
ENVS 327	Food Systems Analysis	
ENVS 330	Restoration Ecology	
ENVS 338	Climate Change and Human Health	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 369	Field Ornithology	
ENVS 380	Introduction to Geographic Information Systems	
ENVS 381	Advanced GIS Applications	
ENVS 384	Conservation Economics	
ENVS 386	Python Programming for GIS	
ENVS 387	Principles of Ecotoxicology	
ENVS 391	Environmental Research (with SES approval)	
ENVS 395	Environmental Internship (with SES approval)	
ENVS 398	Special Topics (with SES approval)	
ENVS 399	Directed Readings (with SES approval)	
GLST 305	Globalization and Environmental Sustainability	
PHIL 287	Environmental Ethics	
PLSC 354	Global Environmental Politics	
PSYC 277	Environmental Psychology	
SOCL 206	Principles of Social Research	
SOCL 272	Environmental Sociology	
SOCL 302	Qualitative Research	
STAT 303	SAS Programming and Applied Statistics	
BIOL, CHEM, PHYS 300-level courses (with SES approval)		
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
ENVS 137	Foundations of Environmental Science I	3
PLSC 101	American Politics	3
	Hours	**6**
Spring		
ENVS 203	Environmental Statistics	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
Justice & Ethics Choice		3
	Hours	**10**
Year Two		
Fall		
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
	Hours	**5**
Spring		
ENVS 310 or PLSC 392	Introduction to Environmental Law & Policy or Environmental Politics	3
Environmental Science Elective		3
	Hours	**6**
Year Three		
Fall		
ENVS 310 or PLSC 392	Introduction to Environmental Law & Policy or Environmental Politics	3
	Hours	**3**
Spring		
ENVS 335 or ECON 328	Ecological Economics or Environmental Economics	3
Society, Ethics, & Justice Elective		3
	Hours	**6**
Year Four		
Fall		
Engaged Learning Choice		3
Policy, Economics, & Resource Management Elective		3
Methods & Analysis Elective		3
	Hours	**9**
Spring		
Capstone Choice		3
Policy, Economics, & Resource Management Elective		3
Environmental Science Elective		3
	Hours	**9**
	Total Hours	**54**

School of Environmental Sustainability Graduation Requirements

All SES students are required to complete a foreign language requirement and a writing intensive requirement. The SES language requirement can be fulfilled by 1) earning college credit at the 102-level or above; or 2) demonstrating proficiency via the SES foreign language proficiency examination. The SES writing intensive requirement is fulfilled by successfully completing two Loyola WI courses (max of one per semester). Writing intensive courses have a "W" in the section number.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Describe the social and environmental impacts of government intervention and the policy process
- Appraise major environmental laws and international agreements.
- Analyze policy solutions that address pressing environmental problems.

SES Shared Learning Outcomes

All SES majors share the following Program Learning Objectives, in addition to their unique major-specific Program Learning Objectives:

1. Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems.

2. Critically evaluate the accuracy and credibility of information relating to environmental topics.

3. Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world.

4. Exemplify the values of environmental and social justice through actions to care for our common home and one another.

Environmental Science (BS)

Solving the world's most pressing environmental problems requires understanding the scientific aspects of sustainability. Our program in environmental science prepares students to develop innovative solutions to challenges such as climate change, air and water pollution, and biodiversity loss.

This program has optional concentrations in **Conservation & Restoration Ecology** or **Climate & Energy**.

Related Programs

No results found.

Curriculum

Environmental Science students complete coursework that includes both a heavy dose of basic science requirements and courses spanning a variety of disciplines pertinent to understanding the context in which environmental challenges reside.

Students may take the program without a concentration [66 credit hours] or choose a concentration in Conservation and Restoration Ecology [68 credit hours]; or Climate & Energy [70 credit hours].

Code	Title	Hours
Foundational Curriculum		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
ENVS 137	Foundations of Environmental Science I	3
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 203	Environmental Statistics	3
ENVS 274	Chemistry of the Natural Environment	3
ENVS 275	Chemistry of the Environment Lab	1
ENVS 276	Chemistry of Environmental Pollution	3
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
PLSC 392	Environmental Politics	3
Students take one of the following sequences based on concentration:		4
BIOL 102 & BIOL 112	General Biology II and General Biology II Lab [1]	
PHYS 111 & 111L	College Physics I Lec / Dis and College Physics Laboratory I [2]	
Justice and Ethics Choice		
Select one of the following:		3
ENVS 284	Environmental Justice	
PHIL 287	Environmental Ethics	
THEO 204	Religious Ethics and the Ecological Crisis	
Economics Choice		
ENVS 335	Ecological Economics	3
or ECON 328	Environmental Economics	
Engaged Learning Choice [3,4]		
Select one of the following:		3
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	
ENVS 281	Environmental Sustainability & Science in China	
ENVS 283	Environmental Sustainability	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 369	Field Ornithology	
ENVS 391	Environmental Research (with SES approval)	
ENVS 395	Environmental Internship (with SES approval)	
Capstone Choice		
Select one of the following:		3
ENVS 390	Integrative Seminar	
ENVS 391C	Independent Environmental Research (Capstone)	
ENVS 395C	Environmental Internship (Capstone)	
Concentration Courses and Electives (p. 956)		**21-28**
Total Hours		**66-70**

[1] Students with the Conservation and Restoration Ecology and without concentration must take BIOL 102 and BIOL 112.

[2] Students in the Climate and Energy Concentration must take PHYS 111 and PHYS 111L. Students in this concentration also take an additional PHYS course outlined in the Concentration requirements.

[3] Students in the Climate and Energy Concentration have limited options to satisfy the Engaged Learning requirement.

[4] Students in the Climate and Energy Concentration must take ENVS 273 for the Engaged Learning Requirement within the major. This requirement is outlined in the Concentration requirements.

Concentration Requirements and Elective Course Options

Environmental Science (Without Concentration)

Code	Title	Hours
Electives		
One (1) course in Society, Ethics, and Justice Electives		3
One (1) course in Policy, Economics, and Resource Management Electives		3
Five (5) courses in Environmental Science Electives, at least three (3) of which must be at 300-level		15
Total Hours		**21**

Environmental Science: Conservation and Restoration Ecology Concentration

Code	Title	Hours
Required Courses		
ENVS 218	Biodiversity & Biogeography	3
ENVS 220	Conservation Genetics	3
ENVS 320	Conservation Biology	3
ENVS 321	Conservation Biology Lab	1
ENVS 330	Restoration Ecology	3
ENVS 331	Restoration Ecology Lab	1
ENVS 383	Human Dimensions of Conservation	3
Electives		
One (1) course in Conservation and Society Electives		3
One (1) course in Environmental Science Choice Electives		3
Total Hours		**23**

Environmental Science: Climate and Energy Concentration

Code	Title	Hours
Required Physics Core Course		
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
Required Climate and Energy Courses		
ENVS 224	Climate & Climate Change	3
ENVS 273	Energy and the Environment [1]	3
ENVS 313	Energy Law & Policy	3
ENVS 316	Energy and Power Systems	3
ENVS 324	Climate Science	3
Electives		
One (1) course in Business, Economics, & Management Electives		3
One (1) course in Communication Electives		3
One (1) course in Methods & Analysis Electives		3
Total Hours		**28**

[1] This course satisfies the Engaged Learning requirement.

Electives

Society, Ethics, and Justice Electives (no concentration only)

Code	Title	Hours
ANTH 104	The Human Ecological Footprint	3
COMM 101	Public Speaking & Critical Thinking	3
COMM 260	Environmental Journalism	3
COMM 306	Environmental Communication & Advocacy	3
COMM 379	Digital Sustainability	3
ENGL 288	Nature in Literature	3
ENVS 230	Feeding the Planet: Global Perspectives on Sustainability, Culture and Food	3
ENVS 279 / HIST 279E	Climate and History	3
ENVS 284	Environmental Justice	3
ENVS 285	Eco-spirituality	3
ENVS 297 / HIST 297E	North American Environmental History	3
ENVS 298	Special Topics (with SES approval)	3
ENVS 300	Introduction to Public Health	3
ENVS 391	Environmental Research (with SES approval)	1-3
ENVS 395	Environmental Internship (with SES approval)	3
ENVS 398	Special Topics (with SES approval)	3
GLST 305	Globalization and Environmental Sustainability	3
PHIL 287	Environmental Ethics	3
PSYC 277	Environmental Psychology	3
SOCL 272	Environmental Sociology	3
THEO 204	Religious Ethics and the Ecological Crisis	3
THEO 344	Theology and Ecology	3

Policy, Economics, and Resource Management Electives (no concentration only)

Code	Title	Hours
ECON 328	Environmental Economics	3
ENVS 298	Special Topics (with SES approval)	3
ENVS 310	Introduction to Environmental Law & Policy	3
ENVS 311	Natural Resources and Land Use Law & Policy	3
ENVS 312	Water Law & Policy	3
ENVS 313	Energy Law & Policy	3
ENVS 316	Energy and Power Systems	3
ENVS 333	Introduction to the Circular Economy	3
ENVS 335	Ecological Economics	3
ENVS 336	Design for Circular & Sustainable Business	3
ENVS 363	Sustainable Business Management	3
ENVS 384	Conservation Economics	3
ENVS 391	Environmental Research (with SES approval)	1-3
ENVS 395	Environmental Internship (with SES approval)	3
ENVS 398	Special Topics (with SES approval)	3

MGMT 201	Managing People and Organizations	3
PLSC 354	Global Environmental Politics	3

Environmental Science Electives (no concentration only)

Code	Title	Hours
Environmental Science Electives		
DSCI 101	Fundamentals of Modern Data Science with R	3
ENVS 207	Plants and Civilization	3
ENVS 215	Ornithology	3
ENVS 218	Biodiversity & Biogeography	3
ENVS 220	Conservation Genetics	3
ENVS 223	Soil Ecology	3
ENVS 224	Climate & Climate Change	3
ENVS 226	Science & Conservation of Freshwater Ecosystems	3
ENVS 267	Bird Conservation and Ecology	3
ENVS 273	Energy and the Environment	3
ENVS 281	Environmental Sustainability & Science in China	3
ENVS 283	Environmental Sustainability	3
ENVS 298	Special Topics (with SES approval)	3
ENVS 300	Introduction to Public Health	3
ENVS 301	Environmental Health	3
ENVS 303	Introduction to Epidemiology	3
ENVS 320	Conservation Biology	3
ENVS 322	Invasive Species	3
ENVS 323	Environmental Microbiology	3
ENVS 324	Climate Science	3
ENVS 325	Sustainable Agriculture	3
ENVS 326	Agroecosystems	3
ENVS 327	Food Systems Analysis	3
ENVS 330	Restoration Ecology	3
ENVS 338	Climate Change and Human Health	3
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 350A	Solutions to Environmental Problems: Water	3
ENVS 350C	Solutions to Environmental Problems: Climate Action	3
ENVS 350F	Solutions to Environmental Problems: Food Systems	3
ENVS 367	Mammalogy	3
ENVS 369	Field Ornithology	3
ENVS 380	Introduction to Geographic Information Systems	3
ENVS 381	Advanced GIS Applications	3
ENVS 382	Remote Sensing	3
ENVS 383	Human Dimensions of Conservation	3
ENVS 386	Python Programming for GIS	3
ENVS 387	Principles of Ecotoxicology	3
ENVS 391	Environmental Research (with SES approval)	1-3
ENVS 395	Environmental Internship (with SES approval)	3
ENVS 398	Special Topics (with SES approval)	3
SOCL 206	Principles of Social Research	3
SOCL 302	Qualitative Research	3
STAT 303	SAS Programming and Applied Statistics	3
BIOL, CHEM, PHYS 300-level courses (with SES approval)		

Business, Economics, & Management (Climate and Energy only)

Code	Title	Hours
ENTR 201	Essentials of Entrepreneurship	3
ENVS 336	Design for Circular & Sustainable Business	3
ENVS 363	Sustainable Business Management	3
MGMT 201	Managing People and Organizations	3
SCMG 232	Introduction to Supply Chain Management	3

Communication (Climate and Energy only)

Code	Title	Hours
COMM 101	Public Speaking & Critical Thinking	3
COMM 103	Business & Professional Speaking	3
COMM 236	Persuasive Presentations	3
COMM 237	Small Group Communication	3
COMM 260	Environmental Journalism	3
COMM 268	Persuasion	3
COMM 277	Organizational Communication	3
COMM 306	Environmental Communication & Advocacy	3
ENVS 350C	Solutions to Environmental Problems: Climate Action	3

Methods & Analysis (Climate and Energy only)

Code	Title	Hours
DSCI 101	Fundamentals of Modern Data Science with R	3
ENVS 380	Introduction to Geographic Information Systems	3
ENVS 382	Remote Sensing	3
ENVS 386	Python Programming for GIS	3
SOCL 206	Principles of Social Research	3
SOCL 302	Qualitative Research	3
STAT 303	SAS Programming and Applied Statistics	3

Conservation & Society (Conservation and Restoration only)

Code	Title	Hours
COMM 260	Environmental Journalism	3
COMM 306	Environmental Communication & Advocacy	3
COMM 379	Digital Sustainability	3
ENGL 288	Nature in Literature	3
ENVS 279	Climate and History	3
ENVS 284	Environmental Justice	3
ENVS 285	Eco-spirituality	3
ENVS 297	North American Environmental History	3
ENVS 298	Special Topics (with SES approval)	3
ENVS 310	Introduction to Environmental Law & Policy	3
ENVS 311	Natural Resources and Land Use Law & Policy	3
ENVS 312	Water Law & Policy	3
ENVS 313	Energy Law & Policy	3
ENVS 316	Energy and Power Systems	3
ENVS 338	Climate Change and Human Health	3
ENVS 350A	Solutions to Environmental Problems: Water	3
ENVS 350C	Solutions to Environmental Problems: Climate Action	3
ENVS 350F	Solutions to Environmental Problems: Food Systems	3
ENVS 384	Conservation Economics	3

ENVS 391	Environmental Research (with SES approval)	3
ENVS 395	Environmental Internship (with SES approval)	3
ENVS 398	Special Topics (with SES approval)	3
PHIL 287	Environmental Ethics	3
THEO 204	Religious Ethics and the Ecological Crisis	3

Environmental Science Choice (Conservation and Restoration only)

Code	Title	Hours
ENVS 207	Plants and Civilization	3
ENVS 215	Ornithology	3
ENVS 223	Soil Ecology	3
ENVS 224	Climate & Climate Change	3
ENVS 226	Science & Conservation of Freshwater Ecosystems	3
ENVS 267	Bird Conservation and Ecology	3
ENVS 298	Special Topics (with SES approval)	3
ENVS 322	Invasive Species	3
ENVS 323	Environmental Microbiology	3
ENVS 326	Agroecosystems	3
ENVS 327	Food Systems Analysis	3
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	3
ENVS 350A	Solutions to Environmental Problems: Water	3
ENVS 350C	Solutions to Environmental Problems: Climate Action	3
ENVS 350F	Solutions to Environmental Problems: Food Systems	3
ENVS 367	Mammalogy	3
ENVS 369	Field Ornithology	3
ENVS 380	Introduction to Geographic Information Systems	3
ENVS 381	Advanced GIS Applications	3
ENVS 382	Remote Sensing	3
ENVS 386	Python Programming for GIS	3
ENVS 387	Principles of Ecotoxicology	3
ENVS 391	Environmental Research (with SES approval)	1-3
ENVS 395	Environmental Internship (with SES approval)	3
ENVS 398	Special Topics (with SES approval)	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Environmental Science (Without Concentration)

Course	Title	Hours
Year One		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
ENVS 137	Foundations of Environmental Science I	3
	Hours	**11**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
ENVS 203	Environmental Statistics	3
Environmental Science Elective		3
	Hours	**10**
Year Two		
Fall		
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
Environmental Science Elective		3
	Hours	**8**
Spring		
ENVS 274	Chemistry of the Natural Environment	3
Justice & Ethics Choice		3
Society, Ethics, & Justice Elective		3
	Hours	**9**
Year Three		
Fall		
ENVS 275	Chemistry of the Environment Lab	1
ENVS 276	Chemistry of Environmental Pollution	3
PLSC 392	Environmental Politics	3
Environmental Science 300 Level Elective		3
	Hours	**10**
Spring		
ENVS 335 or ECON 328	Ecological Economics or Environmental Economics	3
Policy, Economics & Resource Management Elective		3
	Hours	**6**
Year Four		
Fall		
Engaged Learning Choice		3
Environmental Science 300 Level Elective		3
	Hours	**6**
Spring		
Capstone Choice		3
Environmental Science 300 Level Elective		3
	Hours	**6**
	Total Hours	**66**

Environmental Science: Conservation and Restoration Ecology Concentration

Course	Title	Hours
Year One		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
CHEM 160	Chemical Structure and Properties	3

CHEM 161	Chemical Structure and Properties Laboratory	1
ENVS 137	Foundations of Environmental Science I	3
	Hours	**11**
Spring		
BIOL 102	General Biology II	3
BIOL 112	General Biology II Lab	1
ENVS 203	Environmental Statistics	3
Justice & Ethics Choice		3
	Hours	**10**
Year Two		
Fall		
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 218	Biodiversity & Biogeography	3
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
	Hours	**8**
Spring		
ENVS 220	Conservation Genetics	3
ENVS 274	Chemistry of the Natural Environment	3
ENVS 275	Chemistry of the Environment Lab	1
Conservation & Society Choice		3
	Hours	**10**
Year Three		
Fall		
ENVS 276	Chemistry of Environmental Pollution	3
ENVS 335 or ECON 328	Ecological Economics or Environmental Economics	3
PLSC 392	Environmental Politics	3
	Hours	**9**
Spring		
ENVS 320	Conservation Biology	3
ENVS 321	Conservation Biology Lab	1
ENVS 383	Human Dimensions of Conservation	3
	Hours	**7**
Year Four		
Fall		
ENVS 330	Restoration Ecology	3
ENVS 331	Restoration Ecology Lab	1
Engaged Learning Choice		3
	Hours	**7**
Spring		
Capstone Choice		3
Environmental Science Choice Elective		3
	Hours	**6**
	Total Hours	**68**

Environmental Science: Climate and Energy Concentration

Course	Title	Hours
Year One		
Fall		
ENVS 137	Foundations of Environmental Science I	3
PHYS 111	College Physics I Lec / Dis	3
PHYS 111L	College Physics Laboratory I	1
CHEM 160	Chemical Structure and Properties	3
CHEM 161	Chemical Structure and Properties Laboratory	1
	Hours	**11**
Spring		
ENVS 203	Environmental Statistics	3
ENVS 224	Climate & Climate Change	3
PHYS 112	College Physics II Lec/Disc	3
PHYS 112L	College Physics Lab II	1
	Hours	**10**
Year Two		
Fall		
BIOL 101	General Biology I	3
BIOL 111	General Biology I Lab	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
Justice & Ethics Choice		3
	Hours	**11**
Spring		
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 274	Chemistry of the Natural Environment	3
ENVS 273	Energy and the Environment	3
	Hours	**7**
Year Three		
Fall		
ENVS 276	Chemistry of Environmental Pollution	3
ENVS 275	Chemistry of the Environment Lab	1
PLSC 392	Environmental Politics	3
ENVS 335 or ECON 328	Ecological Economics (Environmental Science Elective) or Environmental Economics	3
	Hours	**10**
Spring		
ENVS 313	Energy Law & Policy	3
Communication Elective		3
Methods & Analysis Elective		3
	Hours	**9**
Year Four		
Fall		
ENVS 324	Climate Science	3
Business & Economics Elective Choice		3
	Hours	**6**

Spring		
Capstone Choice		3
ENVS 316	Energy and Power Systems	3
	Hours	**6**
	Total Hours	**70**

School of Environmental Sustainability Graduation Requirements

All SES students are required to complete a foreign language requirement and a writing intensive requirement. The SES language requirement can be fulfilled by 1) earning college credit at the 102-level or above; or 2) demonstrating proficiency via the SES foreign language proficiency examination. The SES writing intensive requirement is fulfilled by successfully completing two Loyola WI courses (max of one per semester). Writing intensive courses have a "W" in the section number.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Examine the causes and consequences of environmental change at local to global scales. [no concentration]
- Apply scientific knowledge to evaluate policy, management, and other solutions that aim to enhance environmental sustainability. [no concentration]
- Create an action plan for leading a professional and personal life that promotes environmental sustainability. [no concentration]
- Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems. [both no concentration and all concentrations]
- Critically evaluate the accuracy and credibility of information relating to environmental topics. [both no concentration and all concentrations]
- Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world. [both no concentration and all concentrations]
- Exemplify the values of environmental and social justice through actions to care for our common home and one another. [both no concentration and all concentrations]
- Explain fundamental connections among ecological processes that are the basis of unity and diversity of life. [Conservation and Restoration Ecology concentration]
- Analyze ecological and societal data to apply best management practices in conservation and restoration ecology. [Conservation and Restoration Ecology concentration]
- Synthesize the social, historical, economic, political, and biological causes, consequences, and solutions to our current biodiversity crisis. [Conservation and Restoration Ecology concentration]
- Develop and express a personal philosophy that values protecting and restoring our global bicultural diversity and vital ecosystems. [Conservation and Restoration Ecology concentration]
- Understand the fundamental concepts of climate science and the impacts of climate change on society and the natural environment. [Climate and Energy concentration]
- Assess the state of energy production, consumption, and the deployment of sustainable technologies as part of a just energy transition. [Climate and Energy concentration]
- Evaluate the role of governmental policy and regulation in solving climate and energy related problems. [Climate and Energy concentration]
- Apply techniques from both the natural and social sciences to design practical and innovative solutions to contemporary climate and energy issues. [Climate and Energy concentration]

SES Shared Learning Outcomes

All SES majors share the following Program Learning Objectives, in addition to their unique major-specific Program Learning Objectives:

1. Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems.

2. Critically evaluate the accuracy and credibility of information relating to environmental topics.

3. Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world.

4. Exemplify the values of environmental and social justice through actions to care for our common home and one another.

Environmental Science Minor

The Environmental Science Minor provides a base in the science, social & political issues, and methods relevant to understanding environmental issues and working to solve environmental problems.

Related Programs

Minor

- Environmental Action and Leadership Minor (p. 947)
- Sustainability Management Minor (p. 818)

Curriculum

Requirements: 7 courses (21 credit hours); *at least 3 courses must be ENVS.* A maximum of 3 courses can count toward this minor and an SES major.

Code	Title	Hours
Environmental/Ecological Science [1]		
Select four of the following:		12
ANTH 104	The Human Ecological Footprint	
ENVS 207	Plants and Civilization	
ENVS 215	Ornithology	
ENVS 218	Biodiversity & Biogeography	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 237	Foundations of Environmental Chemistry	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	

ENVS 281	Environmental Sustainability & Science in China	
ENVS 280	Principles of Ecology	
or BIOL 265	Ecology	
ENVS 283	Environmental Sustainability	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 369	Field Ornithology	
Policy, Business & Society		
Select one of the following:		3
ENVS 260 / COMM 260	Environmental Journalism	
ENVS 279	Climate and History	
ENVS 284	Environmental Justice	
ENVS 297	North American Environmental History	
ENVS 310	Introduction to Environmental Law & Policy	
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 333	Introduction to the Circular Economy	
ENVS 335	Ecological Economics	
ENVS 336	Design for Circular & Sustainable Business	
ENVS 363	Sustainable Business Management	
ENVS 383	Human Dimensions of Conservation	
ECON 328	Environmental Economics	
GLST 305	Globalization and Environmental Sustainability	
PLSC 354	Global Environmental Politics	
PLSC 392	Environmental Politics	
SOCL 272	Environmental Sociology	
Methods & Application		
Select two of the following:		6
ENVS 203	Environmental Statistics	
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 380	Introduction to Geographic Information Systems	
ENVS 381	Advanced GIS Applications	
ENVS 382	Remote Sensing	
ENVS 386	Python Programming for GIS	
ENVS 391	Environmental Research (with SES approval)	
ENVS 395	Environmental Internship	
SOCL 301	Statistics for Social Research	
STAT 303	SAS Programming and Applied Statistics	
STAT 307	Statistical Design & Analysis of Experiments	
STAT 308	Applied Regression Analysis	
STAT 310	Categorical Data Analysis	
STAT 335	Introduction to Biostatistics	
Total Hours		**21**

[1] All ENVS 200-level courses, except COMM 260, ENVS 279, ENVS 284, and ENVS 297, have ENVS 101 or ENVS 137 as a pre-requisite; ENVS 280 also has ENVS 237 as a pre-requisite.

Suggested Sequence of Courses

Course	Title	Hours
Year Three		
Fall		
Environmental/Ecological Science Elective		3
Environmental/Ecological Science Elective		3
	Hours	**6**
Spring		
Environmental/Ecological Science Elective		3
Environmental/Ecological Science Elective		3
	Hours	**6**
Year Four		
Fall		
Policy, Business, & Society Elective		3
Methods & Applications Elective		3
	Hours	**6**
Spring		
Methods & Applications Elective		3
	Hours	**3**
	Total Hours	**21**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Explain the physical, biological, and chemical structure and function of ecosystems.
- Examine the causes and consequences of environmental change at local to global scales.
- Apply scientific knowledge to evaluate policy, management, and other solutions that aim to enhance environmental sustainability.
- Create an action plan for leading a professional and personal life that promotes environmental sustainability.

Environmental Studies (BA)

Loyola's BA in Environmental Studies combines a solid base of courses in the natural sciences with course work in the social sciences to prepare students for careers in government, business, education, non-profit organizations or the media.

Related Programs

Major

- Environmental Policy (BA) (p. 952)
- Environmental Science (BS) (p. 955)

Minor

- Environmental Science Minor (p. 960)

Curriculum

Environmental Studies students complete coursework spanning a variety of disciplines pertinent to the understanding of environmental issues.

Code	Title	Hours
Foundational Curriculum		
ENVS 137	Foundations of Environmental Science I	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 203	Environmental Statistics	3
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
PLSC 392	Environmental Politics	3
Justice and Ethics Choice		
Select one of the following:		3
ENVS 284	Environmental Justice	
PHIL 287	Environmental Ethics	
THEO 204	Religious Ethics and the Ecological Crisis	
Economics Choice		
Select one of the following:		3
ENVS 335	Ecological Economics	
ECON 328	Environmental Economics	
Engaged Learning Choice		
Select one of the following:		3
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 267	Bird Conservation and Ecology	
ENVS 273	Energy and the Environment	
ENVS 281	Environmental Sustainability & Science in China	
ENVS 283	Environmental Sustainability	
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems	
ENVS 350A	Solutions to Environmental Problems: Water	
ENVS 350C	Solutions to Environmental Problems: Climate Action	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 391	Environmental Research	
ENVS 395	Environmental Internship	
Capstone Choice		
Select one of the following:		3
ENVS 390	Integrative Seminar	
ENVS 391C	Independent Environmental Research (Capstone)	
ENVS 395C	Environmental Internship (Capstone)	
Electives (p. 962)		**21**
See designated elective categories below		
Total Hours		**51**

Electives

Code	Title	Hours
Society, Ethics, and Justice		
Select one of the following:		3
ANTH 104	The Human Ecological Footprint	
COMM 101	Public Speaking & Critical Thinking	
COMM 260	Environmental Journalism	
COMM 306	Environmental Communication & Advocacy	
COMM 379	Digital Sustainability	
ENGL 288	Nature in Literature	
ENVS 230	Feeding the Planet: Global Perspectives on Sustainability, Culture and Food	
ENVS 285	Eco-spirituality	
ENVS 279	Climate and History	
ENVS 284	Environmental Justice	
ENVS 297	North American Environmental History	
ENVS 298	Special Topics (with SES approval)	
ENVS 300	Introduction to Public Health	
ENVS 391	Environmental Research (with SES approval)	
ENVS 395	Environmental Internship (with SES approval)	
ENVS 398	Special Topics (with SES approval)	
ENVS 399	Directed Readings (with SES approval)	
GLST 305	Globalization and Environmental Sustainability	
PHIL 287	Environmental Ethics	
PSYC 277	Environmental Psychology	
SOCL 272	Environmental Sociology	
THEO 204	Religious Ethics and the Ecological Crisis	
THEO 344	Theology and Ecology	
Policy, Economics, and Resource Management		
Select one of the following:		3
ECON 328	Environmental Economics	
ENVS 298	Special Topics (with SES approval)	
ENVS 310	Introduction to Environmental Law & Policy	
ENVS 311	Natural Resources and Land Use Law & Policy	
ENVS 312	Water Law & Policy	
ENVS 313	Energy Law & Policy	
ENVS 316	Energy and Power Systems	
ENVS 333	Introduction to the Circular Economy	
ENVS 335	Ecological Economics	
ENVS 336	Design for Circular & Sustainable Business	
ENVS 363	Sustainable Business Management	
ENVS 383	Human Dimensions of Conservation	
ENVS 384	Conservation Economics	
ENVS 391	Environmental Research (with SES approval)	
ENVS 395	Environmental Internship (with SES approval)	
ENVS 398	Special Topics (with SES approval)	
MARK 320	Marketing for Environmental Sustainability	
MGMT 201	Managing People and Organizations	
PLSC 354	Global Environmental Politics	
Methods and Analysis		
Select one of the following:		3
COMM 231	Conflict Management and Communication	

DSCI 101	Fundamentals of Modern Data Science with R
ENVS 298	Special Topics (with SES approval)
ENVS 327	Food Systems Analysis
ENVS 380	Introduction to Geographic Information Systems
ENVS 381	Advanced GIS Applications
ENVS 382	Remote Sensing
ENVS 383	Human Dimensions of Conservation
ENVS 384	Conservation Economics
ENVS 386	Python Programming for GIS
ENVS 391	Environmental Research
ENVS 395	Environmental Internship
ENVS 398	Special Topics (with SES approval)
ENVS 399	Directed Readings (with SES approval)
SOCL 206	Principles of Social Research
SOCL 302	Qualitative Research
STAT 303	SAS Programming and Applied Statistics

Environmental Electives

Choose four, at least one of which must be from List A and at least one of which must be at the 300 level): 12

List A	
DSCI 101	Fundamentals of Modern Data Science with R
ENVS 207	Plants and Civilization
ENVS 215	Ornithology
ENVS 218	Biodiversity & Biogeography
ENVS 220	Conservation Genetics
ENVS 223	Soil Ecology
ENVS 224	Climate & Climate Change
ENVS 226	Science & Conservation of Freshwater Ecosystems
ENVS 267	Bird Conservation and Ecology
ENVS 273	Energy and the Environment
ENVS 274	Chemistry of the Natural Environment
ENVS 276	Chemistry of Environmental Pollution
ENVS 283	Environmental Sustainability
ENVS 298	Special Topics (with SES approval)
ENVS 301	Environmental Health
ENVS 303	Introduction to Epidemiology
ENVS 320	Conservation Biology
ENVS 322	Invasive Species
ENVS 324	Climate Science
ENVS 325	Sustainable Agriculture
ENVS 326	Agroecosystems
ENVS 327	Food Systems Analysis
ENVS 330	Restoration Ecology
ENVS 338	Climate Change and Human Health
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems
ENVS 350A	Solutions to Environmental Problems: Water
ENVS 350C	Solutions to Environmental Problems: Climate Action
ENVS 350F	Solutions to Environmental Problems: Food Systems
ENVS 367	Mammalogy
ENVS 369	Field Ornithology
ENVS 380	Introduction to Geographic Information Systems
ENVS 381	Advanced GIS Applications
ENVS 382	Remote Sensing
ENVS 383	Human Dimensions of Conservation
ENVS 386	Python Programming for GIS
ENVS 387	Principles of Ecotoxicology
ENVS 391	Environmental Research
ENVS 395	Environmental Internship
ENVS 398	Special Topics (with SES approval)
SOCL 206	Principles of Social Research
SOCL 302	Qualitative Research
STAT 303	SAS Programming and Applied Statistics
List B	
ANTH 104	The Human Ecological Footprint
COMM 101	Public Speaking & Critical Thinking
COMM 231	Conflict Management and Communication
COMM 260	Environmental Journalism
COMM 306	Environmental Communication & Advocacy
COMM 379	Digital Sustainability
ECON 328	Environmental Economics
ENGL 288	Nature in Literature
ENVS 230	Feeding the Planet: Global Perspectives on Sustainability, Culture and Food
ENVS 284	Environmental Justice
ENVS 285	Eco-spirituality
ENVS 279	Climate and History
ENVS 297	North American Environmental History
ENVS 298	Special Topics (with SES approval)
ENVS 300	Introduction to Public Health
ENVS 310	Introduction to Environmental Law & Policy
ENVS 311	Natural Resources and Land Use Law & Policy
ENVS 312	Water Law & Policy
ENVS 313	Energy Law & Policy
ENVS 316	Energy and Power Systems
ENVS 333	Introduction to the Circular Economy
ENVS 335	Ecological Economics
ENVS 336	Design for Circular & Sustainable Business
ENVS 363	Sustainable Business Management
ENVS 384	Conservation Economics
ENVS 391	Environmental Research (with SES approval)
ENVS 395	Environmental Internship (with SES approval)
ENVS 398	Special Topics (with SES approval)
GLST 305	Globalization and Environmental Sustainability
MGMT 201	Managing People and Organizations
MARK 320	Marketing for Environmental Sustainability
PHIL 287	Environmental Ethics
PLSC 354	Global Environmental Politics
PSYC 277	Environmental Psychology
SOCL 272	Environmental Sociology
THEO 204	Religious Ethics and the Ecological Crisis
THEO 344	Theology and Ecology

BIOL, CHEM, PHYS 300-level courses (with SES approval)	
Total Hours	**21**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
ENVS 137	Foundations of Environmental Science I	3
	Hours	**3**
Spring		
ENVS 203	Environmental Statistics	3
ENVS 237	Foundations of Environmental Chemistry	3
ENVS 238	Foundations of Environmental Science Lab	1
Justice & Ethics Choice		3
	Hours	**10**
Year Two		
Fall		
ENVS 200	Environmental Careers and Professional Skills	1
ENVS 280	Principles of Ecology	3
ENVS 286	Principles of Ecology Lab	1
	Hours	**5**
Spring		
Environmental Elective List A		3
	Hours	**3**
Year Three		
Fall		
Environmental Elective List A or B		3
	Hours	**3**
Spring		
PLSC 392	Environmental Politics	3
Society, Ethics, & Justice Elective		3
	Hours	**6**
Year Four		
Fall		
ENVS 335 or ECON 328	Ecological Economics or Environmental Economics	3
Engaged Learning Choice		3
Policy, Economics, & Resource Management Elective		3
Environmental Elective List A or B		3
	Hours	**12**
Spring		
Capstone Choice		3
Methods & Analysis Elective		3
300 Level Environmental Science Elective List A or B		3
	Hours	**9**
	Total Hours	**51**

School of Environmental Sustainability Graduation Requirements

All SES students are required to complete a foreign language requirement and a writing intensive requirement. The SES language requirement can be fulfilled by 1) earning college credit at the 102-level or above; or 2) demonstrating proficiency via the SES foreign language proficiency examination. The SES writing intensive requirement is fulfilled by successfully completing two Loyola WI courses (max of one per semester). Writing intensive courses have a "W" in the section number.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Evaluate scientific, social, and humanistic approaches to issues that interconnect environment and society.
- Develop strategies and actionable steps to create environmental sustainability within select contexts
- Understand the forms of environmental justice and the specific environmental rights these forms of justice ensure

SES Shared Learning Outcomes

All SES majors share the following Program Learning Objectives, in addition to their unique major-specific Program Learning Objectives:

1. Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems.

2. Critically evaluate the accuracy and credibility of information relating to environmental topics.

3. Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world.

4. Exemplify the values of environmental and social justice through actions to care for our common home and one another.

Food Systems and Sustainable Agriculture Minor

The Food Systems and Sustainable Agriculture Minor allows students to gain knowledge on the ecological, societal, economic and cultural components of food systems and gain hands-on experience working in an urban agricultural system, allowing them to ultimately employ those skills and knowledge to enrich their lives and the lives of others.

Related Programs

Minor

- Environmental Action and Leadership Minor (p. 947)

Curriculum

Seven (7) Courses (21 credit hours) are required. At least 5 courses must be ENVS. A maximum of 3 courses can count toward both this minor and an SES major. If a student with an SES major is pursuing more than one minor housed in SES, classes taken for one minor cannot overlap with those taken for the second. For students majoring in a non-SES degree pursuing two minors housed in SES may share a maximum of two courses between minors.

Code	Title	Hours
Food Systems Courses		
Select five (5) of the following courses:		15
ENVS 207	Plants and Civilization	
ENVS 223	Soil Ecology	
ENVS 230	Feeding the Planet: Global Perspectives on Sustainability, Culture and Food	
ENVS 325	Sustainable Agriculture	
ENVS 326	Agroecosystems	
ENVS 327	Food Systems Analysis	
ENVS 350F	Solutions to Environmental Problems: Food Systems	
FONU 110	Culinary Explorations	
FONU 215	Fundamentals of Nutrition	
FONU 225	Food as Culture	
ANTH 281	Evolution of the Human Diet	
Social Change Course		
Choose one (1) of the following:		3
ENVS 284	Environmental Justice	
ENVS 310	Introduction to Environmental Law & Policy	
ENVS 311	Natural Resources and Land Use Law & Policy	
SOCL 261	Social Movements & Social Change	
COMM 237	Small Group Communication	
COMM 277	Organizational Communication	
COMM 306	Environmental Communication & Advocacy	
PSYC 277	Environmental Psychology	
Application Course		
Choose one (1) of the following:		3
ENVS 350F	Solutions to Environmental Problems: Food Systems	
ENVS 391	Environmental Research [1,2]	
ENVS 395	Environmental Internship [1]	
Total Hours		**21**

[1] Food/Agriculture related courses only.

[2] ENVS 391 Environmental Research must be taken for 3 credit hours and requires a faculty mentor.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Spring		
200-Level Food Systems Course		3
	Hours	**3**
Year 2		
Fall		
200-Level Food Systems Course		3
	Hours	**3**
Spring		
200-Level Food Systems Course		3
	Hours	**3**
Year 3		
Fall		
Social Change Course		3
	Hours	**3**
Spring		
Choose one (1) of the following: [1]		3
300-Level Food Systems Course [2]		
Application Course [3]		
	Hours	**3**
Year 4		
Fall		
Choose one (1) of the following: [1]		3
300-Level Food Systems Course [2]		
Application Course [3]		
	Hours	**3**
Spring		
Choose one (1) of the following: [1]		3
300-Level Food Systems Course [2]		
Application Course [3]		
	Hours	**3**
	Total Hours	**21**

[1] Students need only take two (2) 300-level Food Systems courses and one (1) Application course. The last three semesters of this suggested sequence allow for flexibility to take these requirements based on what courses are offered in the given term.

[2] ENVS 325 Sustainable Agriculture is only offered in the Spring semester. ENVS 326 Agroecosystems and ENVS 327 Food Systems Analysis are taught intermittently.

[3] ENVS 391 Environmental Research must be taken for 3 credit hours and requires a faculty mentor.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Describe the structure, function, and ecology of plants, animals, and soils as they apply to industrial and regenerative agrifood systems.
- Describe the system-wide inputs, material-based circularities, and outputs as they apply to industrial and regenerative agrifood systems.
- Develop knowledge, skills, and operational experience of sustainable food production methods and the metrics that define their value.

- Explain the concept of food justice, equity impacts of different food system practices, and ways to ensure healthy, culturally relevant food for all.

School of Social Work

About Us

Founded in 1914, Loyola University Chicago's School of Social Work educates students to become leaders in the profession. Within a learning community dedicated to excellence in scholarship and service, students select a curriculum focused on clinical, organizational, community, and social justice issues.

BSW Program

Loyola University Chicago's School of Social Work's Bachelor of Social Work (p. 987) (BSW) program introduces students to the dynamic, changing, and challenging profession of social work. Loyola University Chicago offers a combined BSW/MSW degree that allows full-time students to complete both an undergraduate and graduate degree in social work in just five years. Students earn a BSW in Social Work degree, blending a top-quality social work curriculum with a strong liberal arts base. Because many first-year MSW requirements are completed during students' senior year, the MSW degree portion of the program can be completed in less time than normally required to earn a master's degree in social work.

Internships

Through relationships with over 1,000 agencies, non-profit organizations, hospitals, and schools in the Chicagoland area, Loyola provides outstanding access to supervised internships.

Continuing Education

The School of Social Work offers a variety of continuing education programs (https://cms4.luc.edu/socialwork/resources-initiatives/).

PRAXIS

Established in 2000, Praxis (https://cms4.luc.edu/socialwork/student-support/journals/) is one of the only student published journals of social work in the nation. The journal offers the scholarly work of students and alumni, providing a forum for the expression of diverse viewpoints and timely research.

Undergraduate Programs

- Social Work (BSW) (p. 987)
- Social Work Minor (p. 988)

Academic Policies

Academic Planning for BSW

Academic planning involves the student, and the social work designated advisor, creating a degree plan, which is a visual term by term pathway to graduation, just like the templates in the MSW program. It involves a working relationship with an advisor who can provide guidance and support through the social work program to ensure that the student is meeting the requirements needed to successfully complete the BSW degree.

Freshman and sophomore students are assigned an advisor in First and Second Year Advising (FSYA); junior and senior students are assigned an advisor in the School of Social Work. Transfer students (students who enter Loyola with 20 or more credits earned in a college or university setting) are assigned an advisor in the School of Social Work.

For advising purposes, first-year students are defined as those students who enter Loyola with fewer than 20 credits hours earned in a college or university setting. Sophomores have at least 30 earned credit hours, including credit earned at other colleges or universities; juniors at least 60 credit hours; and seniors at least 90 credit hours earned. Advanced Placement and International Baccalaureate credits are not counted in the determination of class standing for advising purposes.

Each semester, the School of Social Work advisor notifies all social work majors via e-mail regarding the need to plan their courses for the following semester. Students may schedule course registration advising appointments through the Navigate system. Students are encouraged to schedule individual advising sessions throughout the academic year for general advising, degree completion planning, and urgent academic or personal issues related to matriculation.

Academic Probation

Probation is a status assigned to students when their performance falls under required standards of good academic standing. It is a warning but also a time-limited opportunity for students to work toward improvement. Probationary status is a step that can lead to dismissal if a student does not demonstrate progress or satisfactory growth. The university's formal procedures for dismissal will be applied. Academic probationary status and academic dismissal should be understood as necessary consequences for those students directly involved.

During the period of academic probation, students are not allowed to represent the university publicly. Any exception to this restriction must come explicitly from the BSW Program Director. The student's BSW Program Director determines when a student is placed on academic probation or dismissed for academic reasons.

Generally, academic standing is determined using a basic grade point average (GPA) criterion:

- Students must maintain a grade point average of at least 2.00 to be in good academic standing with the university.
- Students must maintain a minimum grade point average of 2.50 in their required SOWK classes to be in good academic standing with the BSW program.
- Graduation from the university requires at least a 2.00 average for all coursework attempted and a minimum of a least a 2.50 average in a BSW student's required SOWK courses.

There are 2 types of academic probation: Academic Standing and Progress Toward a Degree.

- Any student whose cumulative GPA falls below 2.00 or whose SOWK GPA falls below 2.50 will be placed on probation.
- Students may also be placed on probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.00 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of the dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

Continued Probation

Any student on university probation (GPA below 2.00) and who achieves a term GPA of at least 2.33 during the probationary semester, while not yet achieving a cumulative GPA will be continued on university probation.

Students on SOWK probation (SOWK GPA below 2.50), must achieve a Term SOWK GPA of 2.50 or better at the end of the first probationary semester or they will be dismissed from the program and the School of Social Work. Any student who achieves a Term SOWK GPA of 2.50 or better at the end of their initial probationary semester, while not yet achieving a Cumulative SOWK GPA of 2.50 will be continued on probation for one more semester. A student will be allowed this one additional semester to return to good standing, defined as achieving a Cumulative SOWK GPA of 2.50 or better.

Academic Suspension

Suspension is the temporary removal of a student from class or their internship site due to violation of school or university policies. During a suspension period students will not be allowed to enroll in classes. Suspensions are treated as a time for the student to reflect and gain awareness of areas of growth.

Suspension status is monitored by the Associate Dean for Academics. The student is informed by the Associate Dean when they are placed on suspension, the terms of the suspension, as well as when students have fully met the conditions of their suspension.

Appeal Procedures

Appeal Request for a Change of Academic Record or Status

A student's **Request for Change to Academic Record or Status** (e.g., withdrawal date, emergency withdrawal, leave of absence) must be submitted to describe mitigating circumstances as to why the academic record or status should be changed. Requests made via this form have various deadlines depending on the type of request. Check the University Standards and Regulations (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) under the Withdrawal, Withdrawal from the University (emergency withdrawal), and Leave of Absence sections for the specific request.

Appeal of Final Grade for Courses Outside of Social Work

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair procedures, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relation between the grade given and the student's performance in the class. Disagreement or dissatisfaction with a grade thus does not constitute a basis for grievance.

The student's first step in the event of a grade dispute is to confer directly with the instructor.

If the grade dispute is not resolved, a student must submit a formal request using the Academic Appeal Form: Course Grade Dispute (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.

If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.

If the final grade is assigned in fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.

To provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic dishonesty, follow the university process (https://catalog.luc.edu/academic-standards-regulations/undergraduate/). The instructions to appeal are listed under Academic Appeals and the Academic Appeals process has information about the grade dispute and hearing process.

Grade Grievance Policy for Social Work Courses

Academic appeals include questions regarding evaluation of students, cheating on examinations, falsification of research data, and plagiarism. Non-academic appeals include those that arise from matters involving scholarly competence and professional behavior.

Students and faculty are strongly encouraged to attempt to informally resolve problems arising from academic matters. The school hopes that open communication between all parties and mutual confidence in each other's goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students in the School of Social Work will proceed according to the procedures set forth below.

Regarding evaluation of students, the academic appeal procedure applies only to those cases in which the evaluation of the student is alleged to be inconsistent with the grading polices outlined in the course syllabus, or in significant violation of clearly established written school and university policies. Appeals regarding final grades must meet one or any of these criteria:

1. based partially or entirely on criteria other than the student's performance.
2. based on a substantial departure from stated standards of evaluation.

In cases other than those noted above, there is not a basis for an appeal. In addition, academic appeals do not include disagreements related to school policy. Students that have constructive feedback regarding school policy may contact the Associate Dean.

Procedures:

1. Students should first attempt to resolve the issue by discussing it directly with their instructor no later than 10 working days after the final grade has been posted.
2. If a resolution cannot be reached with the instructor, students should consult their advisor who will guide the grade grievance policy and the associated procedures. While advisors can provide guidance and support, they cannot contact instructors on students' behalf to advocate for them. All communication regarding the grade grievance must occur between the student and instructor only. The student should include their advisor in all emails with the instructor, so their advisor has up-to-date information about the situation.
3. If the situation cannot be resolved with the instructor, the student submits the *Grade Appeal Form* outlining basis for their grade grievance in their request for an appeal to the BSW Program Director. The appeal should include evidence supporting the student's assertions and must be submitted via email no later than 21 working days after the final grade has been posted. Regarding BSW students, follow the appeal process using *Course Grade Dispute Form*.
4. The BSW Program Director Programs will carefully review the student's grade appeal materials and documentation. To gather relevant information, the Assistant Dean will consult with the instructor who assigned the student's final grade. The Assistant Dean will decide within 10 business days from receipt of the appeal. In

the event the student is appealing a grade for a course taught by the MSW Program Director; to avoid a conflict of interest, the student will submit their appeal materials to the Associate Dean. The decision will be to:
   - Uphold the students' final grade if no computational error occurred and the grade was assigned in a fair and consistent manner; or
   - With the instructor, adjust the final grade if the grade was assigned in an arbitrary or capricious manner.
5. If a student disagrees with the decision of the BSW Program Director, they have the option to appeal to the Associate Dean. The Associate Dean will then review the materials and make a final decision. This decision will be communicated directly to the student, with a copy sent to the Assistant Dean and the student's advisor. This decision of Associate Dean is final and binding. In the event the student is appealed their grade to the Associate Dean, the secondary appeal would be reviewed by the Dean. No further appeals will be considered.

Dismissal from the Major Appeal

Grievances regarding Social Work dismissal decisions are submitted to the BSW Director. The student must submit the Grievance form within thirty days of the dismissal from the major. Students also submit an appeal letter that outlines the nature of the issue or complaint and the results of the student's efforts to resolve them up to the point of the appeal (e.g., time and date of informal meetings, etc.) The letter should provide a short description of the appeal to include the requested outcome. The appeal letter should be no longer than two pages total. In addition, students may attach any documentation to support their claim.

Other information that is required is a copy of the student's unofficial transcript, a contact number, and current mailing address. A meeting with the BSW Program Director to discuss the appeal is optional. If the student would like to request a meeting, they should include their availability within their appeal letter. Otherwise, the BSW Program Director will review the appeal materials and decide. All required information is submitted to the BSW Program Director within the parameters stated above. The BSW Director's contact information is posted on the SSW website on the forms page.

If the BSW Director's determination is not to the student's satisfaction, the student has the right to a final appeal to the Dean. The student must make the final appeal within 30 days of the notification from the BSW Director. The Dean may affirm, modify, or reverse the decision. The Dean will notify the parties of the disposition of the appeal within thirty days of receiving the final appeal. The Dean's decision is final in all cases.

Students who are dismissed but re-admitted to their program must meet all conditions of their re- admission within the outlined timeframes without exception. Students who do not meet all conditions of readmission are dismissed again with no further option to appeal.

Attendance Policy, School of Social Work

Attendance and participation are essential elements of learning in a professional school such as the School of Social Work, whether the class is in-person, asynchronous, or synchronous. Regular and punctual class attendance, as determined by the instructor, is required in all courses.

Each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for an accommodation by the Student Accessibility Center (SAC) (https://www.luc.edu/sac/applywithsac/) are responsible for both following the protocol of the SAC as well as speaking with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students must inform the instructor.

All social work students at LUC SSW are expected to arrive on time and remain present until the end of each class, actively participating throughout. Students should always be prepared to fully engage and participate in class discussions, small group activities, lectures, etc., whether in person or online. Late arrivals and early departures disrupt learning and classroom experiences for all students and may result in grade reductions. Undergraduate social work students who are taking non-social work classes will also need to consider attendance policies in the relevant departments of their other classes.

University-Wide Excused Absences

Per Loyola University Chicago policy, students will be excused without penalty for absences due to:

- Religious observance
- Short-term military obligations
- Title IX considerations
- Jury duty

BSW Program Internal and External Transfer Admission Requirements

Students wishing to transfer to Loyola University Chicago's bachelor's in social work (BSW) program from an outside college or university or from another college within Loyola must have a minimum cumulative GPA of 2.00.

If a student has taken any social work classes prior to admission to the BSW Program, the class(es) will only count towards the major if the student earned a "C" or higher. If a student earns a C- or below in a required social work course, the student must retake the course.

BSW Program Transfer Credit

For undergraduate students, Loyola University Chicago offers Transfer Guides (https://www.transferology.com/school/luc/) for students transferring from several Illinois-based community colleges, indicating courses that satisfy Loyola's undergraduate Core Curriculum and specific requirements for the School of Social Work.

Other academic courses not listed on the Transfer Guides may transfer as electives. A maximum of 64 semester hours can be transferred from community colleges, and there's no maximum number of credits that can be transferred from four-year institutions. The BSW Program Director conducts a review of the social work courses intended to transfer as credit into the social work program. The School of Social Work does not give academic credit for work/practice or life experience.

In addition to meeting the Core Requirements of Loyola University and the requirements of the BSW degree program, a minimum total of 120 credits is required for the Loyola Bachelor's in Social Work Degree. The School of Social Work does not give credit for work/practice experience.

The undergraduate studies catalog states that current degree-seeking Loyola students may not take courses at another college or university without previous written consent.

Students should begin the process by meeting with their academic advisor. If the student has compelling reasons for taking a course elsewhere, the student should bring a catalog description of the course

to their academic advisor and request permission. Permission to enroll in a course at an institution other than Loyola is driven by a student's academic need to take a specific course, during a specific term, in combination with extenuating circumstances that prevent the student from being able to take the course(s) at Loyola. Prior to enrolling in a class outside Loyola, students must obtain a signed approval on the "Permission to Take Course Elsewhere" form (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/permission-to-enroll-at-another-university.pdf).

Transferring to the School of Social WOrk from within Loyola
To transfer to the School of Social Work within Loyola, students must complete an internal transfer application, which is available on the School of Social Work website Forms & Handbooks (https://www.luc.edu/socialwork/academics/studentresources/forms/) page, and submit the application to SOWK-Advising@LUC.edu. (SOWK-Advising@LUC.edu) Students will be notified of acceptance, conditional acceptance or denial.

Multiple Degree Seeking Students or Students who Wish to Drop a Second Major
Students who wish to declare a second major along with social work in a different school must complete *Multiple Degree Application* from the School of Social Work's Forms & Handbooks (https://www.luc.edu/socialwork/academics/studentresources/forms/) page. Students who are currently enrolled in multiple schools across the university who wish to discontinue one of the school's major/programs must complete a Request to Discontinue School/College Form (also available on Forms & Handbooks page (https://www.luc.edu/socialwork/academics/studentresources/forms/). Both forms can be submitted to SOWK-Advising@luc.edu.

Dismissals

Dismissal is an outcome that results when a student fails to meet academic and programmatic outcomes. There are several reasons why students may be dismissed, such as failing to meet probation requirements, or if their behaviors in class or during their internship do not meet ethical and professional standards. Students have the right to appeal and can do so following the process established by the university (p. 12).

Dismissal for Insufficient Academic Performance

Any student who fails to achieve a term GPA of at least 2.33 for a probationary semester (unless they restore their cumulative GPA to a minimum of 2.00 at the end of that semester) will be dismissed for insufficient academic performance.

Email Communication Policy

The primary means of communication with students in the School of Social Work is by email, utilizing Loyola-issued email addresses. Students are expected to use Loyola email to communicate with faculty and staff. Announcements, events, changes in procedure, or schedule changes are broadcast by the administration via email. It is the student's responsibility to check email messages on a regular basis.

Grading

Policy in the School of Social Work

Earned credit hours are those that a student receives by successfully passing a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal), "WE" (Emergency Withdrawal) or "AU" (audit) are included in attempted credit hours. Attempted credit hours (except for pass/no pass courses) are used in computing a student's academic average or standing.

The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of "WE" does not count towards attempted credit hours or in GPA (effective Fall 2022). However, both the "W" and the "WE" count towards attempted hours when determining **Satisfactory Academic Progress** for continued financial aid eligibility.

NR: The notation of "NR" is assigned in instances where the student is registered at Loyola but never attended the course in question and never completed any work for the course. A grade of "NR" does not impact attempted hours or the grade point average.

Course credits for each class vary across the university. When a student registers for a course, the credit hours will be noted in the course description. Independent studies are the exception and can be taken for one, two or three credit hours in consultation with the faculty member who is supervising the independent study.

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in each academic course. The grading system below used in the Loyola School of Social Work is the same that is used within Loyola University. As noted in course syllabi, the primary letter grades are assigned using the criteria below.

Grading Rubric
Note: Other majors and minors may use a different grading schedule.

Grades	Grade Points	Percentages	Description
A	4.00	96-100%	Overall performance is **Exceptional**.
A-	3.67	92-95%	Overall performance is **Exceptional**.
B+	3.33	88-91%	Overall performance is **Good**.
B	3.00	84-87%	Overall performance is **Good**.
B-	2.67	80-83%	Overall performance is **Good**.
C+	2.33	76-79%	Overall performance is **Acceptable**; work meets basic expectations set by instructor.
C	2.00	72-75%	Overall performance is **Acceptable**; work meets basic expectations set by instructor.

C-	1.67	68-71%	Overall performance is **Acceptable**; work meets basic expectations set by instructor. A grade of C- requires that social work majors retake the course.
D+	1.33	64-67%	Overall performance is **Poor**; student must retake course.
D	1.00	63-60%	Overall performance is **Poor**; student must retake course.
F	0.00	Below 60%	Overall performance is **Unsatisfactory**; student fails course. Effect of a final grade of F may vary by academic program.
I			Incomplete
W			Withdrew from class within university timeframe
NR			Student has never shown up for class or submitted assignments.

Credit Hour Defined

The credit hour, sometimes called the semester hour, is the standard for computing the amount of a student's scholastic work. One credit hour represents the expected equivalent of one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for the duration of a semester or approximately 15 weeks.

Earned credit hours are those that a student receives by successfully passing a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal) or "AU" (audit) are included in attempted credit hours. Attempted credit hours (with the exception of pass/no pass courses) are used in computing a student's academic average or standing.

Grades and Credit Points

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course.

Grading for Internships

If a student's performance is considered marginal or problematic, a meeting with the Loyola Internship Liaison, Internship Supervisor and the student (collectively or individually) is held to discuss the evaluation and to help the student use the learning process more effectively.

If a student is asked to leave their internship for any reason or chooses to end their internship prematurely, this is a cause for great concern. In this situation the Internship Coordinator, Loyola Internship Liaison and the Assistant Dean for Student Affairs will initiate a meeting. Every effort will be made to preserve the internship and to maximize the educational benefit of the student's experience through an active collaboration between the Loyola Internship Liaison, the Internship Supervisor and the student.

If removal from the internship is the outcome, it is the responsibility of the Internship Coordinator and Assistant Dean of Student Affairs to meet with the student and to understand the reason for the dismissal. Depending on the circumstances and the outcome of the meeting, one of the following courses of action may be taken:

- The student may be referred to another internship site.
- The student's internship may be deferred to a subsequent semester.
- The student may receive a grade of "F" that will affect their academic standing and ability to continue in their academic program.

A student may appeal any final assigned grade by following the procedures outlined in the Undergraduate Catalog Standards and Regulations (p. 1919) Academic Appeal section.

Quality Points Defined

Quality points are determined by multiplying letter grade credit point value by the credit hours of a course. If a student earns the grade of "A" in a 3-credit hour course, he or she has earned a total of 12 quality points for the course (4 credit points for the "A" multiplied by 3 credit hours for the course). A student who earns a "B+" for a three credit-hour course, therefore, earns a total of 9.99 quality points for the course. Courses in which "F" is earned are counted in the total attempted credit hours and receive zero quality hours.

Grade and GPA Requirements

In accordance with university policy, BSW students must maintain an overall GPA of 2.00. If the GPA falls below 2.0, the university policy for probationary status and/or termination from the university will be followed. For an explanation of this policy, see the Loyola Catalog (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) web page.

All SOWK courses for the major need to be passed with a grade of "C" or above. If the student receives a grade of "C- "or lower in a Social Work course, the course must be retaken. Students may earn a "C-"in social science courses required for the major.

Students must maintain a 2.5 GPA in required social work courses.

Any student whose required social work course (SOWK) GPA falls below 2.5 will be placed on School of Social Work academic probation. Students are allowed no more than two semesters on academic probation. Students placed on probation are limited to enrolling in a maximum of 15 credit hours during the semester of probation, with students encouraged to take 12 credits during their first probation semester.

Honors Awards

Laudatory Status

A student who earns a minimum of 60 credit hours at Loyola and:

- A minimum cumulative Loyola GPA of 3.50 will graduate cum laude (with honors);
- A minimum cumulative Loyola GPA of 3.70, will graduate magna cum laude (with high honors);
- A minimum cumulative Loyola GPA of 3.90, will graduate summa cum laude (with highest honors). Further information can be found at the Loyola Graduation Honors (https://www.luc.edu/academics/catalog/undergrad/reg_graduation.shtml/) web page.

Dean's List

The Dean's List is a semester-by-semester acknowledgement of BSW students taking 12 semester hours or more who obtain at least a 3.50 grade point average in any given academic semester. Students on the Dean's list receive a letter from the Dean.

Pass-No Pass Option

BSW courses do not offer a Pass/No-Pass option. Students should be aware that the appearance of "P" and "NP" grades on their transcripts may have an adverse effect on changing their major or minor curriculum, transferring to other schools, and acceptance by graduate or professional schools. Electives that fulfill other BSW requirements must be taken receiving a course grade. Students taking courses to fulfill requirements for other majors should consult with that school/department.

Auditing Courses

Students wishing to take a course without receiving credit may audit the course. Applicable tuition will be charged. Though a course that is audited does not count as hours attempted, auditors are required to attend class and will be awarded the mark of "AU" upon completion. "AU" does not affect a student's GPA. Failure to attend class will result in the final mark of "W." Assignments, including examinations and term papers, are not required, but auditors have the right to participate in class discussion. Only students who are registered and rostered as auditors will be granted access to Sakai and other course specific media for which registration is required. A course may not be converted to audit status after the first two weeks of the semester or the first week of a summer session.

Permission to audit a course must be obtained from the Associate Dean for Academics and the course instructor. The request form can be obtained from the School (https://www.luc.edu/media/lucedu/socialwork/pdfs/academicadvising/bswforms/Course_Audit_Request.pdf) of Social Work (https://www.luc.edu/socialwork/) web page.

Incomplete Grades

Students are expected to complete coursework by the end of the semester. If the professor agrees in advance, however, students may be awarded the grade of "I" at the end of the semester. Students must obtain written permission from the instructor for an incomplete grade to be entered into LOCUS.

Policy for Granting Incomplete Request

- Attendance, participation in class and completing work in the class has been satisfactory and the student's work to date meets the minimum requirements to pass the course.
- At least 75% of the coursework has been completed.
- A documented extenuating circumstance legitimately prevents completion of the required work by the due date.
- The required work will be able to be completed in the time frame allotted for the make-up work, six weeks into the next semester.
- The student will complete the same work that the class completed. If there is any possibility that academic integrity would be violated by this process, an equivalent assignment(s) or examinations may be administered by the faculty.
- The student may not retake any portion of the class to complete the incomplete.
- For an understanding of how a grade of incomplete affects financial aid, please visit **here**.

Process to Request an Incomplete Grade

- A faculty member may not enter a grade of "I" or incomplete without first having the student request the incomplete using this **form**. The grade of Incomplete is not a substitute for a failing grade in a course
- Should a student fail to sit for a final exam or project, the faculty member includes a grade of zero on the exam or project in the calculation of the final grade. If the student was unable to request the incomplete during the term and requests the incomplete after grades have been posted **AND** the request for an incomplete is approved, the faculty member will request a change of grade in LOCUS for the posted grade and change that grade to an "I".
- The student submits this **form** to each instructor where an incomplete is being requested. The form must be filled out to include all deliverables and their respective due dates that the student owes. Both the faculty member and the student must sign the form. Faculty members must submit the completed incomplete form to the student's school/college.
- If the Incomplete course is a prerequisite to a course the student has enrolled in for the following term, either the incomplete must be completed and a final passing grade posted, or the student must withdraw from the next course in the sequence.
- If the coursework for the incomplete has not been completed by the deadlines agreed to with the student, the faculty member shall submit a change of grade in LOCUS that includes a complete calculation of work completed plus zero for all work not completed.
- If a change of grade is not submitted by the faculty member at the end of the time period to complete the Incomplete, a grade of "F" will be assigned.
- A student may not graduate with a grade of incomplete on their transcript.

The incomplete work should be finished according to the schedule approved by the professor but no later than six weeks into the next semester. For an incomplete approved in the spring, the work should be finished no later than 6 weeks into the fall semester. If the coursework for the incomplete has not been completed by the deadlines agreed to with the student, the faculty member shall submit a change of grade in LOCUS that includes a complete calculation of work completed plus zero for all work not completed.

Students who have been granted an incomplete in a social work course and then take a leave of absence from the program are still responsible for submitting all work within the designated time frames for their incomplete coursework unless formal approval is obtained from the BSW Program Director and the Associate Dean for Academics. The Undergraduate Request for Incomplete (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/UGRD_Request_%20for_Incomplete%20-%20August272024.pdf) for can be found on the School of Social (https://

www.luc.edu/socialwork/academics/studentresources/forms/) Work web page.

Students may also receive an "I" grade in their internship if they have not completed their internship hours prior to the end of the semester. To be eligible for an incomplete grade, 75% of the internship hours (150 hours generalist level) need to be completed and submitted. An incomplete grade (p.) allows an additional 6 weeks into the next semester to complete the hours and internship documentation. If the deadline is not met, the course grade will become a failing (F) grade.

If there is a need for additional time to complete internship hours, students must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their liaison of this plan.

Students who are granted an incomplete grade and subsequently take a leave of absence from the program are still responsible for submitting all required work within the designated periods indicated on their incomplete form. Students granted an incomplete grade and subsequently withdraw from the program will receive a final grade based on the work completed and submitted.

Graduation

Students must complete 120 hours to graduate. Students must have a minimum cumulative 2.00 GPA. They must also have a minimum cumulative 2.00 GPA in their Core Curriculum.

Students must have a minimum of 2.50 GPA in required Social Work courses.

Students must file an application for their degree before the assigned dates: Fall graduation: March 1, Spring graduation: October 1, Summer graduation: October 1.

Students apply for graduation in LOCUS. They are responsible for adhering to the time frames that are listed on the Registration and Records website for application. Students that miss the deadline will be required to submit a late graduation application and $30 late fee.

Required Hours in Residence Needed for Graduation

In-residence hours refer to the course credit hours taken at Loyola University, the Rome Center, or taken from any of the Loyola sponsored study abroad programs through the Office for International Programs.

Students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago.

Independent Study

Independent study is an optional component of the social work curriculum that is developed by the student and a faculty member committed to directing the independent study course. Together with a faculty member, students may devise a research/writing/activity program appropriate for an independent study. The student develops a plan and performs activities, then reports their implementation and results to the designated faculty member.

Independent study is intended to supplement and enrich the elective course selection of the curriculum. Independent studies are NOT used to substitute required courses. An independent study course may offer one, two, or three credits. Students can only do one independent study per semester.

The maximum number of credits that can be earned by a student through independent study is six credits. Note: students with majors/minors in departments/schools outside of social work should check with that department for rules.

An independent study is formalized when:

- After a student presents a potential course of study to the chosen full-time faculty member, the faculty member must agree to sponsor the course of study proposed by the student.
- The faculty member and student contract together regarding the expectations for the course. A major product is required but will vary depending on the nature of the proposed course agreed upon with the faculty member. For specific information, including timelines, about the independent study process, students should consult with their advisor. All independent studies must be formally approved by the BSW Program Director.
- An Independent Study Request Form can be found on the School of Social Work website (https://www.luc.edu/socialwork/academics/studentresources/forms/). A copy of the completed form with the faculty member's signature, including a written proposal summarizing the final product to be submitted should be given to the BSW Program Director for formal review and approval. Other copies should be kept by the student and the instructor. The BSW Program Director will register the student for the course via LOCUS after the above procedure has been completed. Note that students will need to report the number of credit hours requested on the independent study form if it is beyond one credit hour. For registration purposes, SOWK 360 represents the BSW independent study course.

Internships

Overview of Generalist Internship Requirements

Loyola School of Social Work BSW students complete a first-level generalist internship. In this generalist internship, students learn and gain experience with foundational elements of social work practice. Students in a first-level generalist internship are expected to gain a general sense of an agency's programs, services and policies. Potential internship tasks involving direct service include administering paperwork; conducting intakes, assessments, and documentation; practicing case management; and engaging in research projects. Students in first-level generalist internships will not conduct individual or group counseling on their own, since this is considered a second-level specialized-level skill set. Students should spend 50% of their time in direct service.

At our school we use an online platform to manage internships called SONIA and it is through this system that students apply and get access to listings of sites. Once potential sites are chosen students undergo a process similar to interviewing for a job and both students and internships decide if they are a good fit. You will find internship application instructions on the internship page (https://www.luc.edu/socialwork/academics/internships/).

Objectives for BSW Generalist Internships

The internship experience is the signature pedagogy of social work education and is, accordingly, an integral and essential component of the curriculum. The BSW internship is considered a first-level generalist experience identical to the MSW first-level generalist internship experience. Students pursuing a BSW first-level generalist internship will be concurrently enrolled in, or have previously completed, the prerequisite generalist-level courses. In these internships, students gain experience in agency settings and engage in first-level generalist-supervised social work direct practice. These positions provide valuable opportunities to apply classroom learning in the internship. Through the internship, BSW students refine their professional social work skills and integrate

classroom course content with on-the-job experience with service provision, outreach, networking, and resource development.

Attendance at Internship

- Consistent attendance at the internship is critical to the success of the student. Unless other arrangements are made, a student should follow the agreed-upon work schedule. Note that lunch hours and breaks do not count towards internship hours unless a different arrangement is made with the student's Internship Supervisor.
- An average scheduled internship day typically is seven to eight hours, excluding the lunch hour, and is based on the schedule of the student's internship site. Some sites require students to make a school year or full-year internship commitment from August-August. If students accept an internship with this type of schedule, they are required to honor that commitment through the end of the internship.
- It is the student's responsibility to inform their Internship Supervisor about illnesses, medical needs, and personal matters which may affect the student's attendance or performance and to work with the Internship Supervisor to adjust their schedule or arrange make-up hours. Students are expected to discuss any implications of religious holidays on their internship schedule. If students observe religious holidays, they must request time off from their supervisor for these holidays in advance. Students are expected to make up these holiday hours.
- Inconsistent attendance or other issues can lead to a student's receiving a Supportive Learning Plan and/or being terminated from the internship.

Travel to Internship

Students may be asked to travel up to one hour or more to their internship site using CTA, Metra, or car. Travel time to and from the internship site does not count toward the total internship hours required. Travel to the internship is the responsibility of the student and must be paid for by the student using a university UPASS transportation account or personal funds.

BSW Generalist Internship Process

- The SONIA Online database is Loyola University's School of Social Works internship management system. Students enrolled in the School of Social Work are automatically added to the database. However, the internship process begins when the student completes the BSW/first-level generalist internship application through the SONIA database. To see internship sites in SONIA, students must submit their application before the "access date." Students who apply after the access date will be added to SONIA as soon as their internship application is processed. Note that while students can apply for internships throughout the year, opportunities become more limited close to the start of the semester. We, therefore, recommend that students start the internship process as soon as SONIA's access is available. Please review the relevant dates on the Loyola School of Social Work internship page (https://www.luc.edu/socialwork/academics/internships/). When a student submits an internship application, they will be added to the internship group in SONIA as well as to the Sakai BSW/first-level generalist site. On the Sakai site, students will be able to view a tutorial with more information about the BSW/first-level generalist internship.
- Students review potential internship sites in the SONIA database. BSW/first-level generalist students should focus on commuting distance to the site and use the SONIA filters to identify potential opportunities. Prospective interns should keep in mind that they may be required to travel up to an hour or more each way to the site, that this time does not count toward internship hours, and that they are not reimbursed for travel costs. Students can initially indicate a preference for up to five sites, and each site's preferred contact process is included in the database. It is recommended that students continue to contact two or three sites per week until they secure an internship.
- If the internship site responds to an application by stating that they are no longer accepting interns for the current semester, please forward the information to the Internship team so that the SONIA database can be updated.
- If a student uses their personal vehicle to travel to and from the internship site or during their internship work, the student is responsible for maintaining auto insurance coverage. Loyola University's auto insurance policy does not apply to student internships. Students are not permitted to transport agency clients in their own or others' personal vehicles. Students may use an agency vehicle during internship if the student is covered by the agency's insurance policy and the activity is related to the student's learning agreement. If driving an agency vehicle is an internship requirement, students must confirm that the agency maintains insurance on its vehicles and clarify relevant policies (e.g., who is authorized to drive agency vehicles, gas reimbursement, etc.).
- Agencies screen students for interviews based on their cover letter, resume, student needs, and site needs. Not all referrals or student outreaches will result in an interview. Students should approach an invitation to interview for an internship as they would an employment interview. Students should be on time for the interview, dress appropriately (in business attire), research the site, bring multiple copies of their resumes, and be prepared with a list of questions about the position or agency. Students are expected to send thank you emails after interviewing.
- Note that an interview does not guarantee an internship. Many sites are selective, and the process can be competitive. Keep in mind that sites are interviewing students from many programs and schools.
- Students are expected to accept internships if they are offered one. If a student does not feel comfortable with an internship because they feel the location is unsafe, they should contact the Internship Coordinator to discuss their concerns. Note that students cannot accept two offers or accept an offer and continue to interview with other agencies. Once a student accepts an offer, the internship selection process is over. If a student is simultaneously offered internships at two sites, the student must decide which offer they will accept and then respond professionally and decline the other offer. The student must do this in a timely fashion so that sites may continue their search. If a student has concerns or questions about an offer, they should contact the Internship Coordinator.
- Once the student has accepted an internship, they should complete the Internship Confirmation Form on the SONIA database. This form asks for the supervisor's contact information as well as the internship's start and end dates. The student and the supervisor should decide the starting and ending dates together, and the dates should be as specific as possible. Once the Internship Coordinator receives the Internship Confirmation, the internship allocation in SONIA is concluded and the student and Internship Supervisor will receive an internship confirmation email. A Loyola Internship Liaison for the internship will be assigned before the semester begins.
- Internship schedules are agreed upon between Internship Supervisors and students. Students in their first-level generalist internship can expect to be at their site on Tuesdays and Thursdays (15 hours per week) for a total of 400 hours over two 15-week

semesters. Note that some sites may ask students to be available on days outside of the days listed above.

- If a student is unable to secure an internship after interviewing with multiple sites, we recommend the student contact the Internship Team to schedule a meeting to discuss the process, review the student's approach to interviewing and their application materials, and share any feedback offered by agencies. The goal of such a meeting is to plan the next steps to ensure a student's success in the internship.

Professional and Ethical Expectations for Internships

- Students must abide by the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/) throughout their academic career at Loyola University, both in the classroom and at their internships.
- Students should communicate often with their Internship Supervisors to obtain maximum benefit from the student-instructor relationship. It is appropriate for students to look to Internship Supervisors for supervision and for help developing the knowledge, skills, values, and techniques relevant to the practice of social work.
- Students are responsible for communicating their educational needs and interests to Internship Supervisors. This includes requesting more extensive learning opportunities, as well as expressing interest in being involved in other services or programs offered by the internship site.
- Students are responsible for discussing with Internship Supervisors and/or Loyola Internship Liaisons any areas of disagreement, dissatisfaction, or confusion with respect to any part of the internship learning experience. It must be emphasized that if a student is having problems or struggling during an internship, it is the student's responsibility to communicate such information promptly and thoroughly to the Internship Supervisor and/or the Loyola Internship Liaison so the student's needs may be addressed in the internship's early stages. Additionally, if a student is asked to do something during an internship that feels unsafe or uncomfortable or that is prohibited by this manual or another LUC policy, the student should immediately inform the Loyola Internship Liaison or Internship Coordinator.
- Information shared by the student and the Internship Supervisor and/or Loyola Internship Liaison is not considered confidential as it is considered part of your overall education. (Client specific information is considered confidential).
- Students are not permitted to use personal phones or other communication devices during internship hours except for emergencies or safety concerns. Any personal device used during internship hours should be discussed and approved by an Internship Supervisor.
- Students may have access to computers and confidential information at an internship site. Students must follow the agency policy on the use of their computers and follow internship site policies related to confidential information and records. See the Loyola Information Technology Services (https://www.luc.edu/its/) site for more information.
- Students must maintain professionalism at their internship site. Inappropriate online comments or photos may be considered a breach of ethics and could result in dismissal from the program.

Students must dress appropriately during internships. Standards of dress are determined by the internship site. Internship is the component of the curriculum that is considered the signature pedagogy of social work education. As a professional school students need to demonstrate not only classroom-based knowledge but an ability to integrate theoretical knowledge into practice. Internships provide a learning environment in real-world social work settings while receiving guidance and supervision.

Internship instruction is designed to:

- Enable students to acquire, integrate, and further develop knowledge and skills related to social work practice through a practicum experience.
- Educate on how to use a biopsychosocial spiritual framework to understand and improve the adaptive functioning of individuals, families, and small groups.
- Apply interventions in larger societal systems and developing and managing agency programs and staff.
- Implement a "person in environment" lens and understand that clients are affected by a number of elements that interact in highly complex ways across various system levels.

In the internship experience, the student focuses on first-level generalist elements at the first-level generalist and on specialized practice at the second-level specialized while integrating the knowledge and skills learned in other parts of the curriculum. Within a practice setting, the student can operationalize values regarding the inherent dignity of all human beings and the importance of social justice and social responsibility that have traditionally been central, not only to the School of Social Work at Loyola, but to the social work profession itself. For this reason, it is a matter of importance to ensure that Loyola's internship program includes service to a variety of client groups, including people of different ages, genders, races, ethnic backgrounds, socioeconomic levels, and lifestyles, as well as addressing a variety of presenting problems and systems beyond the individual client or family.

In concert with the curriculum, the focus of the Loyola program includes outreach, prevention, advocacy, community involvement, program and staff development and management, as well as intervention methodologies with individuals, families, and small groups. Throughout the internship sequence, there is an emphasis on the formation and the utilization of the professional helping relationship regardless of the methodology to be utilized within that relationship or the system level engaged by the student and agency.

Class and Internship Scheduling Conflicts

The Internship Team and Student Affairs acknowledge that orientations and other training or learning activities provided by internship sites may be available only during class times. Students are not excused from class in order to attend internship events or complete internship-related activities. However, students are free to choose whether to miss class or the internship activity. Students should communicate with their instructors and Internship Supervisors ahead of time about any time conflicts and should ask for more information about how missing class or an internship activity could affect them. If students choose to miss class, they may be marked absent and may not be permitted to make up attendance points for missing a class session. Making choices and decisions is part of the learning process, and students should do what they feel is best for their learning and their future social work career.

Evaluations

Evaluations by the student's Internship Supervisor are used to measure the student's progress in their internship. Evaluations offer the student feedback, inform them of their progress and level of performance, and provide them with opportunities for learning and development. The student will have two written evaluations: the midterm evaluation,

completed at the halfway point of the internship, and the final evaluation, completed at the end of the internship.

The Internship Supervisor will initiate both the midterm and final evaluations on the SONIA database (these evaluations are part of the "3 in 1" form). The Internship Supervisor and the student should meet to discuss the evaluation and the student's progress toward learning goals and objectives, which are defined by nine CSWE competencies (p.). The midterm evaluation should help the student identify where they can grow and enhance their practice, so that they can use the second half of the internship to integrate the Internship Supervisor's feedback and improve their skills in line with it. The student and the Internship Supervisor should review the evaluation before the Internship Supervisor enters it online.

Students' level of competency in their internship activities and learning goals is evaluated on the following Likert point scale:

1. **Not Applicable:** Does not relate to the student's internship experience, or there is insufficient experience to evaluate skill level.
2. **No Competency:** Demonstrates no competency in this area.
3. **Demonstrates Minimal Competency:** little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
4. **Developing Competency:** with some coaching or prompting, demonstrates some skill; marginal competency in working towards improvement; there is a beginning level of skill development; needs continued practice and assistance; progress on tasks and behaviors is inconsistent; and inconsistently takes initiative.
5. **Emerging Competency:** demonstrates the ability to independently apply skills in simple situations; moderate competency; demonstrating ongoing progress; adequate performance and just needs more practice; and takes initiative for learning.
6. **Demonstrates Competency:** beginning to independently apply skills in simple or complex situations; there is moderate competency and ongoing progress; adequate performance with a need for more practice; and takes initiative for learning.

Please note that both the 1 and 2 ratings indicate that the student is performing at an unacceptable level in that area, and that performance improvement is necessary. Receiving a rating of 1 or 2 in the first semester of an internship may be appropriate if a student is in the early phase of developing these skills and is still learning about their specific internship and the internship of social work. If a student receives several scores of 1 ("Demonstrates No Competency"), the Internship Supervisor is responsible for contacting the Loyola Internship Liaison to express concerns about specific competencies towards which the student is not making progress.

If a student's evaluation shows cause for concern, the Internship Supervisor should work with the Loyola Internship Liaison to develop a written Supportive Learning Plan, which will be uploaded to the SONIA database. This plan should include specific information about the behavioral changes necessary and a time period within which the problems noted will be addressed and rectified. The Supportive Learning Plan template is available on the Loyola School of Social Work's Forms (https://www.luc.edu/socialwork/academics/studentresources/forms/) page.

Internship Forms and Due Dates

All internship forms can be found in the SONIA database or on the Loyola School of Social Work Forms & Handbooks (https://www.luc.edu/socialwork/academics/studentresources/forms/) page. Note the important due dates below:

Learning Agreement: Due within 30 days of beginning an internship (within 60 hours for Summer Block internship).

Student Self-Evaluation: Due at the end of the internship

Evaluation Due Dates

- **Fall-Spring Internship:** Midterm evaluation due in December; Final evaluation due in May
- **Spring-Summer Internship:** Midterm evaluation due in May; Final evaluation due in August
- **Summer Block Internship:** Midterm evaluation due in July; Final by August for first-level generalist students
- **SWEAP Assessment:** Due within one week after the final evaluation is submitted
- **Student Self-Evaluation:** Due within one month after the SWEAP assessment is submitted

Internship Requirements and Expectations

Internship Course Enrollment

Students must enroll in an internship course for each semester that they participate in an internship. BSW students are required to complete two semesters or a summer block of internship courses in order to graduate. Students must enroll in the internship course before the first day of the internship. Failure to enroll in the internship course will directly affect the start date of the student's internship. Please note that the internship course provides liability insurance through the duration of the internship. Students should review their course templates with their academic advisors.

Internship Site Requirements

As part of pre-orientation before an internship's scheduled start date, internship sites may ask students to complete and submit additional application materials and screenings. These may include immunization records, additional references, letters of recommendation, drug tests, background checks, documentation for physical exams, proof of health insurance coverage, or medical tests (e.g., tuberculosis screening). Students are responsible for completing these requirements and submitting records to their Internship Coordinator or site contact as needed.

Many agencies pay the cost of required background checks or drug tests, but some require students to pay these fees. Loyola does not have the resources to pay for the cost of these tests. If questions come up regarding any agency tests or requirements, students should contact their Internship Coordinator.

Felony and misdemeanor convictions can affect students pursuing certain internships. Students should work closely with their internship coordinator in seeking an internship location.

Internship Timeframes

Internships must be completed within the available timeframes in order to ensure students can meet this requirement as part of their academic plan. Students may complete their internship fall-spring, spring-summer, or as a summer block. The first-level generalist internship requires 400 hours.

Fall to Spring Internship

These internships start at the beginning of the fall semester and go through the end of the spring semester. They typically begin in late

August or early September and continue through late April or early May. Students typically complete 15 hours per week over the 15-week semester.

Spring to Summer Internship
These internships start at the beginning of the spring semester and go through the end of the summer semester. They typically begin in January and continue through August. Students typically complete 15 hours per week over the 15-week semester.

Summer Block
Summer Block internships are a full-time intensive immersion. These internships are the equivalent of two semesters of internship, and students are required to work 35-40 hours per week. Note that students cannot work more than 40 hours/week. Generalist summer internships usually begin in mid-May and end in August (an average of 35 hours per week over 12 weeks totals 400 hours).

Learning Agreement

The Council on Social Work Education (CSWE) establishes competencies or learning outcomes for the generalist year and students are assessed based on them. Students in the BSW program are required to complete 400 internship hours toward their degree. The School of Social Work recognizes that each site provides various learning opportunities and that therefore supervisors can tailor students' learning agreements to reflect the agency's specific mission and goals. The required internship courses are: SOWK 330 Internship I and Simulated Experience, and SOWK 340 Internship II and Simulated Experience.

At the School of Social Work, we use an online platform to manage internships called SONIA and it is through this system that students apply and get access to listings of sites. Once potential sites are chosen, students undergo a process similar to interviewing for a job and both students and internships decide if they are a good fit. You will find internship application instructions on the Loyola internship website (https://www.luc.edu/socialwork/fieldwork/deadlines/).

Within 30 days of the start of the internship (about 60 hours into 400 hours of the internship), the student and their Internship Supervisor will complete a Learning Agreement (https://www.luc.edu/socialwork/academics/studentresources/forms/) in the SONIA database. (The Learning Agreement is part of the "3 in 1" form.) This agreement defines the learning goals and objectives for the internship, and these goals and objectives will form the basis for the student's evaluations at the end of each semester. The student and their Internship Supervisor should discuss the student's learning style, the agency's expectations, and the learning goals that the student and Internship Supervisor want to accomplish.

Failure to complete the Learning Agreement within the 30-day timeframe may result in the student's inability to count internship hours occurring after the first 30 days and until the Learning Agreement is completed. For hours to count towards completion of the internship, the Learning Agreement must be completed and signed by the student, Internship Supervisor and Loyola Internship Liaison through the SONIA database within the 30-day timeframe.

If a student does not meet the expectations outlined in the Learning Agreement, the internship site may request a meeting with the student, their Internship Supervisor and the Loyola Liaison to fill out a Supportive Learning Plan, which will clarify the internship requirements and make any changes that are necessary to maintain the internship and ensure success. The Supportive Learning Plan template can be found on the home page of the SONIA database under "resources," as well as on the Loyola School of Social Work Forms & Handbooks (https://www.luc.edu/socialwork/academics/studentresources/forms/) page.

Procedures for Resolving Conflicts in Internships

As in any professional setting, issues may arise during internship that require additional attention and support to resolve. Students and their Internship Supervisors shall follow this general process when working to resolve areas of conflict or concern.

1. The student and Internship Supervisor will attempt to resolve the conflict or concern through the supervisory process. The timeline will be defined on a case-by-case basis.
2. If Step 1 proves unsatisfactory for either party, the student and/or Internship Supervisor can request a meeting with the Loyola Internship Liaison. The Loyola Internship Liaison will meet with the student and Internship Supervisor and help resolve the conflict or concern.
3. One outcome of Step 2 can be a Supportive Learning Plan in which the specific concerns are formally outlined along with the corrective actions that the student must make within a certain time frame. The Supportive Learning Plan also outlines how the Internship Supervisor will support the student to move forward and make progress. The Supportive Learning Plan template is available on the home page of the SONIA database and on the Loyola School of Social Work Forms & Handbooks (https://www.luc.edu/socialwork/academics/studentresources/forms/) page.
4. If Step 3 proves unsatisfactory, any of the parties involved can request a meeting with the Internship Coordinator and the Director of Internships & Career Services. The Internship Coordinators can set up meetings with any of the parties involved and help resolve the conflict or concern.
5. If Step 4 proves unsatisfactory, any of the parties involved can request a meeting with the Assistant Dean for Student Affairs. The Assistant Dean can set up meetings with any of the parties involved and help resolve the conflict or concern.

Requesting Time Off

Students must formally request time off in advance during an internship, just as one would request time off during professional employment. All time off requests during the internship must be approved by the Internship Supervisor. Students must discuss exact vacation dates with the Internship Supervisor and take into account the needs of the agency and the clients. Note that students are expected to continue with internships through fall, winter, spring, and summer breaks when class is not in session, unless otherwise specified by the internship site. Some internships give students time off during breaks or when classes are not in session, while others expect students to work at the internship site during their academic break(s). When taking approved time off, students who carry caseloads should inform clients ahead of time about when they will be away. Before time-off begins, students have the responsibility to keep case notes up-to-date and to inform the Internship Supervisor of any substitute client activities which should occur while the student is away. Students are responsible for making up any hours they miss from the internship due to illness or pre-approved time off.

Securing an Internship Site

Students are required to complete their internship hours during the 16-week semester. Students are required to start their internship by the first day of the semester. Students can start their internship up to two weeks prior to the first day of classes. Exceptions to this may be select hospitals, the VA or schools that have an alternative schedule. This will

be highlighted in the internship database. Students must complete their internship hours as per policy.

Students are allowed to do one remote internship only. If a student is in a remote internship for the BSW program and then pursues the Advanced Standing program, the second internship for the MSW degree cannot be remote.

Student Self-Evaluation of Internship

BSW students are asked to evaluate their progress in their internship through self-evaluation. These evaluations should be completed at the end of each semester, and the forms will be made available to students through e-mail. Self-evaluations are submitted only to the Internship Coordinator and Student Services staff (i.e., School of Social Work advisor) and are not shared with the Internship Supervisor or Loyola Internship Liaison.

Supervision, Feedback, and Evaluations

- Students should have one hour of weekly supervision with their assigned Internship Supervisor. Some agencies may offer group supervision in addition to individual supervision. Alternative supervision arrangements or options may also be approved by the Internship Coordinators. Students have the responsibility to attend supervision meetings with the Internship Supervisors and be prepared for these meetings. Students are expected to maintain their scheduled meeting times and should communicate directly with their supervisor if they must miss an appointed supervision. Students should take the initiative to follow up with Internship Supervisors to reschedule if supervision meetings are canceled.
- Students are responsible for ensuring that their assigned Internship Supervisor has access to evaluation links and other required forms. Students should meet with their Internship Supervisor to review and discuss both the midterm and final evaluations. Evaluating the students' performance in the internship should be a joint process between the student and the Internship Supervisor.
- Students should evaluate their learning experience, performance, and professional development with their Internship Supervisor and Loyola Internship Liaison throughout the internship experience.

Termination of Internship Policy

A student who self-terminates an internship without approval of the Internship Team or is terminated by an agency will receive a failing grade in the corresponding internship course (SOWK 330 or 340).

If it is determined that the student is allowed to retake the SWII course, the student will first participate in a Professional Improvement Plan (PIP) meeting with the Internship Team and complete a Professional Learning Plan (PLP). The student should also work with their Internship Coordinator to identify another internship. The Internship Team will determine if a Professional Transition Plan (PTP) is necessary.

Description of Required Meetings and Documents:

- **Professional Improvement Plan (PIP):** A meeting with members of the Internship Team to review the circumstances related to the student's termination. A Professional Learning Plan will be assigned during this meeting.
- **Professional Learning Plan (PLP):** A document based on the Social Work Competencies; the details of the assignment will be specific to the student's termination situation.
- **Professional Transition Plan (PTP):** A meeting with members of the LUC SSW administration to discuss the student's challenges in the internship and to review the student's next steps related to the MSW program, utilizing a strength-based approach.

Tracking Internship Hours

- Students must submit their time sheets weekly through the SONIA online database. The Internship Supervisor will review and sign off on the agreed-upon hours on a weekly basis. It is the student's responsibility to ensure that timesheets are being approved, and students should contact their Loyola Internship Liaison with any concerns. Students should also keep a copy of their time sheets for their records.
- Internship hours consist of approved training and learning opportunities provided by the internship site. Internship hours should also include a weekly scheduled supervision time with an assigned Internship Supervisor and appropriate amounts of time to complete tasks and projects relevant to the internship level.
- It is important to complete and submit documentation in a timely manner. Students must submit timesheets and internship hours during the internship timeframe in order to have them approved. Hours submitted but not approved and hours submitted after the internship concludes will not be included.

Incomplete Grade for Internship

Students may receive an "I" grade in their internship if they have not completed their internship hours prior to the end of the semester. To be eligible for an incomplete grade, 75% of the internship hours (150 hours at the generalist level) need to be completed and submitted. An incomplete grade allows an additional 6 weeks into the next semester to complete the hours and internship documentation. If the deadline is not met, the course grade will become a failing (F) grade.

If there is a need for additional time to complete internship hours, students must first speak with their Internship Supervisor to determine a plan for completion. It is the student's responsibility to inform their liaison of this plan.

Students who are granted an incomplete grade and subsequently take a leave of absence from the program are still responsible for submitting all required work within the designated periods indicated on their incomplete form. Students granted an incomplete grade and subsequently withdraw from the program will receive a final grade based on the work completed and submitted.

NP Grade for Internship

Circumstances may arise during an internship where there is insufficient time to create an educational plan to remedy a student's difficulties, or where there is a violation of sound practice or ethics that requires immediate action to protect the client, the agency, or the school. This may be the case if a student exhibits behavior which indicates unsuitability for the social work profession, such as: inability to engage clients; inability to follow the Internship Supervisor's directions; inability to respect agency structures and negotiate within them; continuous errors in judgment; inability and/or unwillingness to explore and utilize modalities and theories learned in the classroom as appropriate to the client and situations; or other inappropriate behavior. These behaviors may result in an "NP" grade.

In such a situation, the Internship Supervisor or Loyola Internship Liaison shall immediately notify the student that the internship course has been terminated, and the grade of "NP" will be entered. The Internship Supervisor will submit, with or without the student's signature, a termination evaluation for the semester that describes the problem in detail along with the recommended grade of "NP."

The NP grade is a failing grade in an internship. Students in the generalist internship who earn NP will have to re-enroll in the class and start their internship again. In addition, the student will be placed on academic probation while repeating the internship. There is only one opportunity to repeat the internship. If a student earns a second NP grade, they are dismissed from the program.

Students can appeal the dismissal by writing an appeal letter to the Dean within 10 business days of receiving the dismissal letter from the Associate Dean. The Dean will respond with a decision within 10 business days of receiving the appeal letter. The Dean's decision is final and will be issued in writing within 10 business days.

Leave of Absence

Students may request a one-semester leave of absence. A leave of absence should be requested prior to the start of a fall or spring term, and no later than the final date to withdraw from said term with 100% refund. A student's tuition and fees will be based upon the date of withdrawal. To request a leave of absence, a student must submit the **Request for Change to Academic Record or Status** form indicating the reason (e.g., illness, family crisis, etc.) for the request. The Associate Dean of Academics of the School of Social Work, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent semester, the student must inform their academic advisor in writing of an intention to return, through the Loyola email or the Navigate systems. Students who request and receive a leave of absence for one semester will not need to reapply through the Office of Undergraduate Admissions unless they have attended a college or university elsewhere. Students who receive a leave of absence will return to their same academic program under the catalog year requirements that were in place when they took the leave of absence, provided they did not attend another college or university while on leave. Students who do not return after the agreed upon semester, for the leave of absence, will be administratively withdrawn from the university. Withdrawn students will need to apply for readmission and will be held to the degree requirements of the catalog year in which they are readmitted. Students should reach out to the financial aid office (lufinaid@luc.edu) with questions regarding how a student's financial aid package will be affected by a leave of absence.

Students who leave the BSW program to take a leave of absence or who withdraw from the program are not guaranteed the same internship upon return or readmission to the School of Social Work and their designated academic program. Upon taking a leave of absence, students are encouraged to speak to their current Internship Supervisor to see if the site would be willing to let them return to the internship when they return to the program. A student returning from a leave of absence should reach out to their Internship Coordinator after enrolling in classes to explore internship options.

Military Service

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Non-Academic Dismissal and Professional Behavior

All students at Loyola University Chicago School of Social Work are expected to adhere to the ethics of the profession as presented in the Code of Ethics of the National Association of Social Workers. Students are expected to adhere to the school's policies on professional conduct and on academic honesty, which include:

Academic Integrity

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation noting the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement or credit of the sources, and includes the following:

Submitting as one's own material copied from a published source, such as print, internet, audio, video, etc.

- Submitting as one's own work another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- Purchasing, acquiring, and using a pre-written paper for course credit

These guidelines include the use of generative Artificial Intelligence (AI) tools (e.g., ChatGPT, Bing, etc.). Using AI tools for academic work is prohibited unless explicitly stated by the professor. AI tools that provide spelling or grammatical assistance are not prohibited.

Ethical writers explicitly acknowledge sources in accordance with the contexts and genres of their writing. A student who attempts to identify and credit his or her source but misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately. (Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

According to Defining and Avoiding Plagiarism: the WPA Statement on Best Practices (http://wpacouncil.org/files/wpa-plagiarism-statement.pdf), students should understand research assignments as opportunities for genuine and rigorous inquiry and learning. Such an understanding involves:

- Assembling and analyzing a set of sources that they have themselves determined are relevant to the issues they are investigating;
- Acknowledging clearly when and how they are drawing on the ideas or phrasings of others;
- Learning the conventions for citing documents and acknowledging sources appropriate to the field they are studying;
- Consulting their instructors when they are unsure about how to acknowledge the contributions of others to their thought and writing.

It is inappropriate for students to use the same paper to fulfill requirements for more than one course. Doing so may affect the student's grades in any of the courses involved.

Students are encouraged to utilize the Writing Center as well as the American Psychological Association Publication Guide to ensure that all work is cited appropriately. The SSW uses the APA format for all courses

and expects students to use available library resources to gain this knowledge.

Beyond plagiarism, students are expected to be honest when completing take-home and in-class exams. This means that unless they have permission to do so, they may not complete exams with other students or copy the work of other students and submit it as their own.

Students who are caught plagiarizing or cheating on exams may be given an F for that assignment and may also risk receipt of a failing grade for the class, resulting in dismissal from the BSW program.

- Students are expected to read each course syllabus thoroughly and consult with instructor if they need further explanation.
- Majors and non-majors are expected to follow instructions in BSW courses

Professional Ethics in the Classroom and Internship

All students in the School of Social Work must adhere to the ethics of the profession as presented in the National Association of Social Worker's Code of Ethics. Students are expected to adhere to the behavioral expectations of the University, which are respect for others, fitness of the student role, and honesty in all aspects of student conduct. Further, student conduct is governed by the terms and provisions of the University's Community Standards. These can be found at: Community Standards | Office of the Dean of Students: Loyola University Chicago (https://www.luc.edu/deanofstudents/communitystandards/). Sanctions for violation of these standards may range from recommendations for specific behavior changes ranging from probation to dismissal from the program.

The school views its students as mature individuals preparing to be members of an honorable profession. Students are expected to maintain a high level of personal integrity. The School of Social Work reserves the right to dismiss students for unprofessional conduct such as, but not limited to, infraction of school rules and regulations, dishonesty, or unprofessional treatment of clients, faculty, other professionals, or other students. Professors in the program may have additional instructions that will be listed in the syllabus and/or given verbally in class that students are expected to follow.

Integrity as a social work student includes:

- Ability to develop professional relationships with clients and/or client systems
- Having the capacity to be aware of their own behavior(s) and its impact in client-worker transactions
- Assuming the management of their presence in the client-worker relationship
- Ability to evaluate the effects of practice interventions through the process of treatment

In addition, social workers do not:

- Lie to clients
- Abandon their clients
- Have sexual or other exploitive involvement with clients
- Share information about clients and/or client systems without appropriate rationale (Confidentiality)

In internship, students are expected to maintain professional standards of conduct. This means showing up on time, notifying and obtaining approval of absences from Internship Supervisors in a timely manner, professional attire as required, and using professional language in all written and verbal communications with agency professionals, collaterals, and clients.

The following material, from Western Illinois University, defines problematic behaviors.

[Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice*, 22*, 291- 296.]

> *Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training.*
>
> *Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into ethical misconduct, impairment, or incompetence.*
>
> *Ethical misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to the highest possible standards of conduct. Social workers promote social justice and social change, respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.*
>
> *Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:*

- *Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.*
- *Inability or unwillingness to acquire professional skills and reach an accepted level of competency*
- *Inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.*
- *Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence*

Sanctions for violation of these standards within social work classes or internship may range from recommendations for specific behavior changes ranging from probation to dismissal from the program.

Non-Discrimination Policy

Loyola University Chicago admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by the applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff.

Procedure for Readmission

Students in good academic and disciplinary standing who have been absent from Loyola University Chicago for not more than one semester may be readmitted with no change in degree requirements, provided they have not attended another college or university during their absence from Loyola. Applicants for readmission should contact the School of Social Work's Academic Advising Office for directions regarding registration. However, if a student wishes to enter another division of the university, the application for readmission must be filed, and the student will be held to the degree and curriculum requirements in force at the time of entrance to the division.

Applicants for readmission who have attended other schools during their absence from Loyola must submit official transcripts of their work from each institution to the Undergraduate Admission Office before their applications can be considered. The application for readmission will be judged according to the admission regulations of each college.

Applicants for readmission to full-time divisions who have been dismissed from Loyola for insufficient academic performance may apply for readmission after one year of absence.

Applicants for readmission who have been dismissed from Loyola for disciplinary reasons must have their applications for readmission reviewed by Loyola's Office of the Dean of Students. If the Office of the Dean of Students approves readmission, the application will be reviewed according to the regulations stated above. Notification of readmission is usually mailed about four to five weeks after the admission office receives all necessary transcripts.

Professional Behavior in the Educational Setting

All students in the School of Social Work must adhere to the ethics of the profession as presented in the National Association of Social Workers' Code of Ethics. Students are expected to adhere to the behavioral expectations of the University, which are respect for others, the fitness of the student role, and honesty in all aspects of student conduct. Further, as a student, your conduct is governed by the terms and provisions of the **University's Community Standards (https://www.luc.edu/deanofstudents/communitystandards/)**.

Registration

Students self-register into Loyola's Online Connectivity to University Services (LOCUS) system. Use the following link for more information about the LOCUS system and login guidelines. https://www.luc.edu/aboutlocus/

Two weeks prior to registration, the University assigns enrollment times based on completed credit hours earned. Students can visit the "Manage Classes" tile in LOCUS and click the enrollment dates to view their enrollment appointment. Students are encouraged to put courses in their shopping cart prior to their enrollment appointment to make the enrollment process faster on registration day. Students in the undergraduate Honors Program and athletes have priority registration times.

Registration Holds

Students are responsible for reviewing their "Hold" status in LOCUS to ensure that they do not have outstanding tasks that would create registration holds. Registration holds occur for a variety of reasons including but not limited to outstanding tuition, missing local address, and missing/ incomplete immunizations. Students can learn how to resolve Holds on their account by clicking on the Hold tab in LOCUS to view the details.

Override Policy for BSW

Once a course has reached capacity, it will close registration. On rare occasions, Academic Advisors can override a student in a closed/full class or an open graduate equivalent under the following conditions:

- If it is a student's final semester, and the student needs the course for graduation.
- If the course is required for a student to graduate on time, but the course will not be offered again prior to the student's anticipated final semester.
- If the student needs the course as a prerequisite to courses in the following semester.
- All undergraduate sections of the course are full.
- The undergraduate course is canceled for low enrollment.

Withdrawing and Adding Courses

Students should refer to the University's Academic Calendar which outlines the deadlines for dropping and withdrawing from classes.

After the last day to drop a class without a "W" (Withdrawal) appearing on official transcripts, students may withdraw from a class or classes with the grade of "W" based on calendar dates noted for each term on the official university academic calendar.

Most students do not need permission to withdraw from a class or classes during any term. Students that are blocked from dropping a class or classes during an academic term should contact their academic advisor.

Students who stop attending a class but have not officially withdrawn will not earn a grade of "W". A student in this situation will earn a grade based on completed coursework and other course requirements (i.e., attendance policy). This expectation includes students that make the decision to stop attending after the final date to earn a "W".

The bursar maintains the withdrawal schedule for any tuition credit for a class or classes that a student withdraws from during any term. This schedule is posted on the Loyola Bursar website (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

Students contemplating an official withdrawal from a class or classes and receiving or expecting to receive financial assistance should consult with the Financial Aid Office.

Resilience, Inclusion, Support, and Engagement (RISE) Process

RISE is an internal, collaborative, student-centered staff group within the School of Social Work dedicated to fostering student success and professional growth through early connection, proactive engagement, and support. Assistance can include referrals to university resources such as but not limited to the Wellness Center, Tutoring/Writing Center, or the university Dean of Students office. The group will meet as needed to discuss students that have been referred as needing additional outreach or follow-up. Students will receive the added supports with an invitation via email to discuss and prioritize needs and next steps.

Referrals to the RISE group are made by faculty and/or School of Social Work Student Affairs staff.

Services for Students with Disabilities and Accommodations

The Student Accessibility Center (http://www.luc.edu/sac/) (SAC (https://www.luc.edu/sac/applywithsac/)) supports, services, and

empowers Loyola University Chicago students with disabilities. Students with documented disabilities are encouraged to register with the SAC office to receive support and accommodations (academic, meal plan, or housing) during their time at LUC. All requests for accommodations are determined on an individual case-by-case basis by an accessibility specialist.

After meeting with an accessibility specialist, student accommodations are formalized via a letter from the SAC office. All registered SAC students must activate their accommodations each semester by submitting a semester request through the Accommodate system. Once submitted, Accommodate will send a copy of the student's academic accommodation letter directly to their faculty. Some accommodation will require additional forms or action on the student's part. Students should see the information provided in their letter for details or contact SAC@luc.edu.

Students can register with the SAC at any point during their academic career, but it is strongly recommended that this process begin as early as possible, as accommodations are not retroactive and may involve various approval timelines.

The SAC is committed to maintaining the confidentiality of students with disabilities. Once the student has registered for classes, students must activate their accommodations through SAC each semester. For more information, visit the Student Accessibility Center Website (http://www.luc.edu/sac/).

The SAC Office serves students with a variety of disabilities, including but not limited to learning disabilities, attention-deficit/hyperactivity disorder, chronic health impairments, or psychological disabilities. If you are not sure about your eligibility for services, have concerns about your current accommodation, or have further questions, please contact SAC at (773) 508-3700 or visit the Student Accessibility Center Website (https://www.luc.edu/sac/).

Student Professional Practice (SPP) Policy

Students in Loyola University Chicago's School of Social Work (SSW) are expected to uphold both the university's Community Standards and the BSW Program's Policy on Student Professional Practice. This policy aligns with the National Association of Social Workers (NASW) Code of Ethics, which applies to all practicing social workers, including students in training.

BSW students must follow the NASW Code of Ethics in all academic, internship, and professional settings related to their education and training.

As an accredited program by the Council on Social Work Education (CSWE), the BSW program adheres to the core values of the profession: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. As discussed earlier in this handbook, these values are reflected in the nine key areas of performance and behavior that students must meet for promotion and graduation:

CSWE Educational Policies and Accreditation Standards

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 6: Assess with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Intervene Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Evaluate Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Engage in Policy Practice

The BSW program also recognizes and follows the values of Jesuit pedagogy. Jesuit pedagogy emphasizes the development of the whole person (*cura personalis*)—mind, body, and spirit—and is rooted in values such as reflection, critical thinking, service, and social justice. In social work education, these principles align closely with the profession's core mission to promote human dignity, equity, and the well-being of marginalized populations. Jesuit education challenges students to engage deeply with complex social issues, reflect on their own values and experiences, and commit to ethical and compassionate service. At Loyola University Chicago's School of Social Work, this integration of Jesuit values and social work education fosters a learning environment that prepares students to become reflective, competent, and socially responsible practitioners.

Core Ethical Expectations for Social Work Students at Loyola University Chicago

Grounding Frameworks:

- **NASW Code of Ethics**: Foundation for ethical practice in social work.
- **Loyola University Chicago Community Standards**: Rules and in expected of all students.
- **School of Social Work's Professional Practice Standards**: Specific expectations within the BSW program.

Professional Behaviors & Expectations

Students are expected to adhere to the guiding policies listed above. These principles reflect the core values of the social work profession: service, integrity, respect, competence, and social justice. Adhering to these principles ensures students develop into trustworthy, ethical, and compassionate practitioners.

The following illustrate how student behavior needs to be guided by the NASW Code of Ethics:

1. **Professional Conduct & Communication**
   - Present yourself with **respect and professionalism** in all settings.
   - Includes **appearance**, **grooming**, **body language**, **eye contact**, and **verbal/written communication**.

   (Aligned with NASW 5.01 Integrity of the Profession)

2. **Academic & Professional Integrity**
   - Maintain **honesty** in exams, assignments, internships.
   - Never engage in or condone **dishonesty, fraud, or deception**.
   - Be honest about client care matters and never falsify information.

   (NASW 4.04 Dishonesty, Fraud, and Deception)

3. **Reliability & Responsibility**
   - Be **punctual and dependable**.
   - Notify relevant parties about absences and provide documentation if needed.
   - Understand how your presence (or absence) affects others.

   (NASW 4.03 Private Conduct)

4. **Respectful Collaboration**
   - Engage in **collegial and inclusive discussions**; avoid dominating conversations.

   (NASW 2.01 Respect)

5. **Zero Tolerance for Abuse or Harassment**
   - No verbal, physical, or sexual harassment will be tolerated.
   - Avoid profanity, offensive comments, and disrespectful behavior online or offline.

   (NASW 2.01 Respect)

6. **Client-Centered Ethical Practice**
   - Uphold the **highest standards of care** for clients in all settings.
   - Prioritize client **well-being, safety, and dignity**.

   (NASW 1.01 Commitment to Clients)

7. **Respect for Clients' Families and Care Teams**
   - Communicate with **empathy and professionalism**.
   - Demonstrate respect through time management, demeanor, and adherence to dress codes.

   (NASW 2.01 Respect)

8. **Representation of the Profession**
   - Avoid actions that could be seen as **unethical or compromising** to the school, university, or profession.

   (NASW 5.01 Integrity of the Profession)

9. **Use of technology in Social Work Practice**
   - Maintain professional practice standards as it relates to boundaries, sharing confidential information, and using personal electronic devices for work/internship purposes, including texting about clients and posting on social media.

   (*NASW, Standards 2.06, 2.07, 2.09, 2.11, 2.18, 2.19*)

Failure to Adhere to Policy

Failure to meet behavioral and ethical expectations may result in dismissal from the BSW program. While not exhaustive, the following guidelines reflect the professional conduct required in both academic and internship settings. Students may also be included in a disciplinary process with the university if they have violated any of the community standards as outlined in those policies. The university procedures would be followed by those students.

Faculty and Staff may consult with the BSW Program Director to see if they suspect a violation of ethical or professional standards. If warranted, the faculty member submits a written referral and supporting documentation. The BSW Program Director then convenes a meeting with the involved faculty and staff and proceeds to notify the student and their advisor.

Referral Process

Within five business days, the BSW Program Director will provide the student with written notice, including the referral and procedures. The student must respond in writing within five business days and meet with their advisor, if they choose, to review the concern.

Students are encouraged to engage their advisor throughout the process. Based on the undergraduate standards and regulations, the role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.

The BSW Director compiles a report summarizing the concern and all materials for committee review, shared five business days prior to the meeting. The committee may request additional documentation or invite the referring faculty to attend.

Committee Meeting and Outcomes

The committee of involved faculty and staff meet in a closed session. The student is invited to participate but may decline. If the committee substantiates a violation, it may issue one or more of the following outcomes:

1. Continue in program with no conditions
2. Warning or reprimand
3. Continue in program with conditions (e.g., written reflections, research tasks)
4. Further sanctions for non-compliance with conditions, including:
   - Withdrawal from internship/co-requisite courses
   - Academic probation with terms
   - Leave of Absence (recommended only)
   - Suspension from BSW program
   - Dismissal

Meeting minutes are documented and reviewed by the committee. The BSW Director will issue a written outcome letter to the student and advisor within 10 business days, including appeal information.

Appeals

Students may submit a final written appeal to the Dean within 10 business days of receiving the committee decision. The Dean's review is limited to:

1. Unsupported conclusion
2. Procedural error impacting fairness
3. New, significant information
4. Disproportionate sanction

Dean's decision is final and will be issued in writing within 10 business days.

Confidentiality & Safety

The BSW Director and the Associate Dean monitor all procedures to ensure compliance with school policy. In the event there is a conflict of interest due to the student being enrolled in a course taught by the BSW Director in which professional behavior is a concern, the Associate Dean would monitor to ensure compliance with school policy. Committee decisions are private and shared only with those who have a legitimate need to know. If at any point a safety risk is identified, appropriate university or community authorities will be contacted.

Study Abroad

BSW students can participate in the School of Social Work's "Mini-abroad" programs which take place for a limited number of weeks over Spring Break and in the summer each year. If they choose to take part in the University's Study Abroad programs, they must may do so with freshman, sophomore or junior standing. If a student studies abroad junior year, it may only be for a semester because junior level social work courses must be taken at Loyola. Refer to the School of Social Work's and the University's websites for further information about study abroad programs.

Title IX Disclosure and Rights

The University's Title IX policies are published within the Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (https://www.luc.edu/comprehensivepolicy/) ("Comprehensive Policy"), which includes information and instructions on how to submit a report or file a formal complaint of sex discrimination, including sexual harassment. Inquiries about the application of Title IX at Loyola can be directed internally to the Title IX Coordinator and/or externally to the Assistant Secretary for Civil Rights in the United States Department of Education.

The Title IX Coordinator for Loyola University Chicago is the Executive Director for Equity & Compliance in the Office for Equity & Compliance (http://www.luc.edu/equity/). Any person may report sex discrimination, including sexual harassment, by using the online reporting form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=9) (powered by Maxient™), or in person, by mail, by telephone, or by email, using the contact information listed through the Office for Equity & Compliance (https://www.luc.edu/equity/titleixequitylaws/titleix/).

Inquiries or reports may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Ave., SW, Washington, DC 20202-1100
(800) 421-3481
TDD (877) 521-2172
OCR@ed.gov
www.ed.gov/ocr (http://www.ed.gov/ocr/)

OCR Chicago Office
U.S. Department of Education
Citigroup Center
500 W. Madison St., Suite 1475, Chicago, IL 60661-4544
(312) 730-1560
OCR.Chicago@ed.gov

Equal Employment Opportunity Commission (EEOC)
Chicago District Office
JCK Federal Building, 230 S. Dearborn St., Chicago, IL 60604
(800) 669-4000
ASL Video Phone: (844) 234-5122
www.eeoc.gov (http://www.eeoc.gov/)

University Support Services for Students

Writing Center

Students are expected to demonstrate good writing skills both in school and internship settings. They are also expected to demonstrate a working knowledge of APA format. The ability to express oneself clearly and concisely in written form is considered by Loyola to be an essential attribute because social workers are continually called upon to prepare written case summaries, psychosocial assessments, and other documents that convey information about clients. The School of Social Work does not expect students to write for publication. However, a high level of proficiency is expected and will serve students well in future career endeavors. Students who would like assistance in improving their writing skills are encouraged to utilize the Loyola Writing Center (https://www.luc.edu/writing/).

Note: Courses in other schools or departments may have different requirements. Students should consult with the course instructor if they are unclear about requirements for a specific class.

University Libraries

The libraries at Loyola provide materials to assist students with studies and research, as well as a space for quiet study. Lewis Library has a general undergraduate collection and materials to support the social work program. Resources from all university libraries are available to students. Students may request materials from libraries on other campuses be delivered to a library on their home campus. The Reference Desk is staffed most of the hours that the library is open, and reference librarians are available to help you get the most out of your academic experience.

Students will be required to present their Loyola University Chicago ID cards when entering the libraries. The student ID is also required to check out books. Students will need their Universal ID login name and password to access online library resources.

The Loyola library system has an online catalog that provides more flexible access to books and periodical titles and to other materials held by the library. The catalog also includes links to other electronic resources, such as online journals and databases. For more information, please visit the Loyola University Libraries (https://libraries.luc.edu/) web page.

Students can also access the library catalog online. Contact the library (http://libraries.luc.edu/ask-librarian-chat/) or ask at a reference desk for more information on accessing the catalog off campus. Reference librarians are available to help students use all library resources.

Health Insurance and Student Wellness Center

Loyola University Chicago's Board of Trustees requires undergraduate students enrolled for 12 or more credit hours at the start of the fall semester have individual healthcare insurance. Students that meet the enrollment criteria will be enrolled automatically in Loyola's healthcare plan for students and will be billed accordingly unless they submit a waiver before the deadline date.

Students must actively attend classes for at least the first 45 days after the date for which coverage is purchased.

For more information about Loyola's Student Health Insurance Plan (SHIP) and to obtain the wavier, please refer to the Office of the Bursar Health Insurance (https://www.luc.edu/bursar/insurance.shtml/) page.

Shuttle Bus and Ventra U-Pass

The University provides shuttle bus services between the two lakeside campuses. Shuttle buses run at approximately 20-30 minutes intervals, Monday through Friday, 7 a.m. - 12:10 a.m.

CTA Ventra U-Pass offers all full-time undergraduate and graduate students enrolled in the School of Social Work unlimited use of CTA buses and trains during the fall and spring semesters.

Distribution: The Ventra U-Pass is distributed two weeks before classes begin. Students should check Loyola's Upass Webpage (https://www.luc.edu/upass/u-passdistribution/) for specific dates and times.

Student eligibility: All full-time (12 hours or more) undergraduate students at the Water Tower and Lake Shore Campuses are eligible for the Ventra U-Pass. The amount is included in student fees and is valid from the first day of classes until the last day of final exams. This fee is non-refundable.

Withdrawal from the University

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. The student must complete the **Request for Change to Academic Record or Status** form. The form will be routed to the student's academic advisor, program director, or assistant/associate dean. A student is considered to be in attendance until such notice has been received by the academic advisor, program director, or assistant/associate dean and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the "W" or "WE" grade and The Office of the Bursar's withdrawal refund calendar (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements and/or degree requirements, failure to adhere to university requirements and regulations for conduct, or failure to meet financial obligations to the university.

Emergency Withdrawal from the University

Students facing a significant emergency circumstance (that prevents them from continuing in or completing an academic term) may submit a **Request for Change to Academic Record or Status** form. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the Associate Dean's office of the student's primary college/school for approval and processing. Please see the university policy (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) on emergency withdrawal for more information.

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

Social Work (SOWK)

SOWK 200 Introduction to Social Work (3 Credit Hours)
This course is an introduction to the social work profession through the identification of some of the human problems in society and the role of both society and social services in response to the problems. Students have the opportunity to observe several social service agencies and to evaluate current ways in which agencies interpret social problems and administer services. Students will be able to evaluate current ways in which agencies interpret social problems and administer services. This course satisfies the Engaged Learning requirement.
Outcomes:
1) Describe and apply the mission, values, and roles of the social work profession and demonstrate ethical and professional behavior through participation in service-learning experiences; 2) Analyze social problems and human needs within historical, cultural, and structural contexts to explain how social, racial, and economic injustice affects individuals and communities; 3) Apply the person-in-environment perspective to engage with individuals, groups, organizations, and communities and reflect on civic responsibility and community involvement

SOWK 301 Practice Skills with Individuals and Families (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior Standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
Co-requisites: SOWK 380
This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families.
Course equivalencies: SOWK 301/SOWK 503
Outcomes:
1) Apply ethical standards, professional values, and cultural humility to social work practice situations involving individuals, families, groups, organizations, and communities; 2) Engage and assess individuals, families, groups, organizations, and communities by integrating biopsychosocial perspectives and evidence-informed practice frameworks; 3) Develop and implement appropriate intervention strategies that respond to client needs and promote well-being across social work practice settings

SOWK 302 Integrated Micro/Mezzo/Macro Theory and Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior Standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies; as well as practice knowledge; the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.
Outcomes:
1) Apply integrated micro, mezzo, and macro practice frameworks to analyze social problems affecting marginalized populations using ethical, anti-racist, and justice-oriented perspectives; 2) Engage and assess individuals, families, groups, organizations, and communities by synthesizing theory, research, and contextual factors within an integrated practice model; 3) Design and evaluate integrated interventions that address social problems through coordinated micro, mezzo, and macro strategies informed by research and reflective practice

SOWK 303 Group Work Practice in Social Work: Micro/Mezzo/Macro (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses - SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350; SOWK 301 is also required as a pre or corequisite
This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes.
Course equivalencies: SOWK 303/SOWK 505
Outcomes:
1) Demonstrate and apply ethical and professional behavior by integrating social work values, self-awareness, and group facilitation skills that promote inclusivity, collaboration, and mutual support among diverse group members; 2) Analyze and synthesize group dynamics, theories, and evidence-based practices to assess group needs, develop goals, and implement interventions that foster empowerment and social justice; 3) Engage and collaborate with individuals and groups to plan, lead, and evaluate group processes that enhance collective well-being, inclusion, and effective problem-solving across diverse settings

SOWK 305 Life Span Development, Human Behavior, Trauma, & Theory (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Junior standing; For Social Work majors only, SOWK 200, SOWK 370 (these courses may also be a corequisite); For SW minors only, SOWK 200 and SOWK 370 (courses may also be a corequisite)
This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.
Course equivalencies: SOWK 305/SOWK 500
Outcomes:
1) Analyze biopsychosocial-spiritual development across the life span by examining how trauma, resilience, culture, and social environments influence individuals and families at different developmental stages; 2) Apply human development and social work theories to real-life contexts in order to interpret individual and family experiences across the life course, with attention to diversity, oppression, and resilience; 3) Evaluate how social work knowledge of life span development informs ethical, culturally responsive practice and contributes to effective engagement, assessment, and intervention across systems

SOWK 307 Social Work Policy and Community Intervention (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Junior standing
Co-requisites: SOWK 200 and SOWK 370
Drawing from social work theory, research, and practice, Social Work Policy and Community Interventions examines the roles of social workers in policy practice as well as change agents within community and organizational contexts.
Outcomes:
1) Analyze how social, racial, economic, and environmental injustices are embedded in existing policies and evaluate their impacts on individuals, families, and communities; 2) Design and advocate for equitable, evidence-informed policies that promote social change and address systemic inequities at local, national, and global levels; 3) Apply policy analysis frameworks and research evidence to assess the effectiveness of policy interventions and design strategies for implementation that improve service delivery and community well-being

SOWK 308 Integrated Micro, Mezzo, and Macro Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work students; BSW major; Senior Standing; "C" or higher in the following courses: SOWK 200, 370, 305, (201 or 307), and 350
This course focuses on integrated practice approaches that span three frameworks, including micro (e.g. individuals, families, and groups), mezzo (e.g. communities), and macro (e.g. systems, society) levels. It will examine various theories and models, the quality and utility of empirical research, as well as the impact of interprofessional and interdisciplinary collaboration efforts.
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards, Aligned with Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion in Practice, Aligned Assignments: Research Ethics Tutorial (CITI Training Certification), Article Critique, Midterm Exam; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice, Aligned with Competency 4: Engage in Practice-Informed Research and Research-Informed Practice, Aligned Assignments: Midterm Exam, Article Critique, Evaluation Research Proposal\\n; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness, Aligned with Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, Aligned Assignments: Evaluation Research Proposal, Article Critique, Research Ethics Tutorial (CITI Training Certification)

SOWK 330 Internship I and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SOWK 340 Internship II and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350
Co-requisites: SOWK 330
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SOWK 350 Preparation for Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Junior standing
Co-requisites: SOWK 200 and SOWK 370; If SOWK 200 or SOWK 370 have been taken previously, a grade of C or higher is needed
Students will strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies.
Outcomes:
1) Demonstrate ethical and professional behavior by applying social work values, self-awareness, and reflective practice to the development of a professional social work identity and readiness for field placement; 2) Apply an understanding of diversity, difference, and systems of oppression to analyze social work practice areas and ethical dilemmas across micro, mezzo, and macro contexts; 3) Examine the role of policy, organizations, and professional systems in shaping social work practice and prepare for effective engagement in field and inter-professional settings

SOWK 360 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing
A course designed for individuals or small groups to focus on selected issues and problems in social work practice beyond course offerings.

SOWK 361 Special Topics (3 Credit Hours)
Pre-requisites: Sophomore standing
A survey course on a particular topic, such as aging, alcoholism and drug dependency, family process, group process, African-American men, gender, race, and culture. Students will understand how these issues affect social work practice.

SOWK 370 Power, Oppression, Privilege, and Social Justice (3 Credit Hours)
Pre-requisites: Sophomore standing
This course is designed to assist social work students with understanding the concepts of power, privilege, oppression, and social justice in their work with historically marginalized and oppressed populations.
Outcomes:
Analyze how their personal identities, values, and biases influence professional behavior, and apply ethical principles and cultural humility to evaluate their practice within diverse and oppressive systems; Evaluate how systems of power, privilege, and oppression shape human rights and opportunities, and create strategies to advance social, economic, and environmental justice through advocacy and allyship at the micro, mezzo, and macro levels; Synthesize theoretical frameworks (critical race theory, intersectionality, anti-oppressive and strengths-based practice) to design and apply culturally responsive, collaborative interventions that promote empowerment and systemic change

SOWK 380 Assessment of Client Concerns in Context (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350
Co-requisites: SOWK 301
Course will teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed bio-psycho-social-spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources.
Course equivalencies: SOWK 380/SOWK 501
Outcomes:
1) Demonstrate and apply knowledge and skills for conducting a biopsychosocial-spiritual assessment; 2) Conceptualize culturally-informed diagnostic assessment; 3) Develop and apply DSM-5-TR diagnostic assessment to a simulated patient, producing a culturally-informed DSM-5-TR diagnosis

SOWK 390 Research and Evaluation in Social Work Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Senior standing; For Social Work majors only: A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, (SOWK 201 or 307), and SOWK 305
This course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis through a social justice/anti-racist/global perspective.
Interdisciplinary Option: Human Services, Urban Studies
Course equivalencies: SOWK 390/SOWK 506
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness

Social Work (BSW)

The Bachelor in Social Work degree is a four-year program offering generalist training in variety of social service settings in diverse communities. Graduates of this program are well positioned for roles in social services, including child welfare, community mental health, drug/alcohol rehabilitation, and developmental disabilities.

Related Programs

Master's

- Social Work (MSW) (p. 1831)

Minor

- Social Work Minor (p. 988)

Certificate

- Post-MSW Professional Educator License: School Social Worker Endorsement (p. 1830)

Curriculum

Code	Title	Hours
Required Courses		
SOWK 200	Introduction to Social Work	3
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 307	Social Work Policy and Community Intervention	3
SOWK 308	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 330	Internship I and Simulated Experience	4
SOWK 340	Internship II and Simulated Experience	4
SOWK 350	Preparation for Practice	3
SOWK 370	Power, Oppression, Privilege, and Social Justice	3
SOWK 380	Assessment of Client Concerns in Context	3
SOWK 390	Research and Evaluation in Social Work Practice	3
Social Science Courses		**15**
PSYC 101	General Psychology	
SOCL 101	Society in a Global Age	
9 Credits of Social Science electives [2]		
Total Hours		**53**

[1] Students who began the major before Fall 2025 should take SOWK 302. Student who began the major in Fall 2025 or after, or who have not yet completed SOWK 302, should take SOWK 308.

[2] Social science electives can be drawn from multiple LUC majors and are approved by the BSW program.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

See BSW Template (https://catalog.luc.edu/undergraduate/social-work/bsw-degree-program/BSW_Template.pdf)

Course	Title	Hours
Year 1		
Fall		
SOCL 101	Society in a Global Age	3
	Hours	**3**
Spring		
PSYC 101	General Psychology	3
SOWK 200	Introduction to Social Work	3
	Hours	**6**
Year 2		
Fall		
Social Science Elective [1]		3
	Hours	**3**
Spring		
Social Science Elective [1]		3
SOWK 370	Power, Oppression, Privilege, and Social Justice	3
	Hours	**6**
Year 3		
Fall		
Social Science Elective [1]		3
SOWK 307	Social Work Policy and Community Intervention	3
	Hours	**6**
Spring		
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 350	Preparation for Practice	3
	Hours	**6**
Year 4		
Fall		
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 330	Internship I and Simulated Experience	4
SOWK 380	Assessment of Client Concerns in Context	3
	Hours	**10**
Spring		
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 308 / SOWK 302	Integrated Micro, Mezzo, and Macro Practice [2]	3
SOWK 340	Internship II and Simulated Experience	4
SOWK 390	Research and Evaluation in Social Work Practice	3
	Hours	**13**
	Total Hours	**53**

[1] Social science electives can be drawn from multiple LUC majors and are approved by the BSW program.

[2] Students who began the major before Fall 2025 should take SOWK 302. Student who began the major in Fall 2025 or after, or who have not yet completed SOWK 302, should take SOWK 308.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (p. 988) area.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work Minor

Students interested in a social work minor are required to take a sequence of six courses (totaling 18 credit hours) which must include four required courses and two social work electives. Grades of "C" or better must be earned in all minor courses.

Related Programs

Major

- Social Work (BSW) (p. 987)

Master's

- Social Work (MSW) (p. 1831)

Doctoral

- Social Work (PhD) (p. 1398)

Curriculum

Code	Title	Hours
Minor Requirements		
SOWK 200	Introduction to Social Work	3
SOWK 307	Social Work Policy and Community Intervention	3
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 370	Power, Oppression, Privilege, and Social Justice	3
Elective Courses (p.)		
Select two of the following:		6
SOWK 361	Special Topics	
SOWK 390	Research and Evaluation in Social Work Practice	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	
SOWK 733	North American Migration Dynamics, Challenges & Opportunity	
SOWK 734	Social Policy and Older Adults	
SOWK 735	Loss, Grief, and Dying	
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
SOWK 200	Introduction to Social Work (Freshman year or later)	3
	Hours	**3**
Year 2		
Fall		
SOWK 370	Power, Oppression, Privilege, and Social Justice (Sophomore year or later)	3
	Hours	**3**
Year 3		
Fall		
SOWK 307	Social Work Policy and Community Intervention (Junior year or later)	3
SOWK Elective (Junior year or later)		3
	Hours	**6**
Spring		
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory (Junior year or later)	3
SOWK Elective (Junior year or later)		3
	Hours	**6**
	Total Hours	**18**

Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (p. 1919) for academic policies that supersede those of academic units within the University.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.

University Requirements

- University Core (p. 989)
  - About the Core (p. 989)
  - Core Area and Courses (p. 989)
    - Artistic Knowledge and Inquiry (p. 990)
    - College Writing Seminar (p. 991)
    - Ethical Knowledge and Inquiry (p. 991)
    - Historical Knowledge and Inquiry (p. 991)
    - Literary Knowledge and Inquiry (p. 992)

- Philosophical Knowledge and Inquiry (p. 993)
- Quantitative Knowledge and Inquiry (p. 993)
- Scientific Knowledge and Inquiry (p. 993)
- Societal and Cultural Knowledge and Inquiry (p. 994)
- Theological & Religious Knowledge and Inquiry (p. 995)
- Requirements for Students Entering as Freshmen (p. 995)
- Requirements for Transfer Students (p. 996)
- Diversity and the Core (p. 996)
- Core and Your Major or Minor (p. 997)
- Honors and the Core (p. 999)
- Engaged Learning (p. 1000)
  - Academic Internships (p. 1000)
  - Fieldwork (p. 1006)
  - Public Performance (p. 1010)
  - Service-Learning (p. 1014)
  - Undergraduate Research (p. 1016)
- UNIV 101 (p. 1017)

University Core

University Core Curriculum

The Loyola University Chicago Core Curriculum plays a central educational role in every Loyola student's undergraduate experience. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors. The Core Curriculum actualizes transformative education in the Jesuit tradition, helping students to define their values, discover their gifts and passions, and look at their role in society as being one in service of humanity and for the common good.

- About the Core (p. 989)
- Core Area and Courses (p. 989)
  - Artistic Knowledge and Inquiry (p. 990)
  - College Writing Seminar (p. 991)
  - Ethical Knowledge and Inquiry (p. 991)
  - Historical Knowledge and Inquiry (p. 991)
  - Literary Knowledge and Inquiry (p. 992)
  - Philosophical Knowledge and Inquiry (p. 993)
  - Quantitative Knowledge and Inquiry (p. 993)
  - Scientific Knowledge and Inquiry (p. 993)
  - Societal and Cultural Knowledge and Inquiry (p. 994)
  - Theological & Religious Knowledge and Inquiry (p. 995)
- Requirements for Students Entering as Freshmen (p. 995)
- Requirements for Transfer Students (p. 996)
- Diversity and the Core (p. 996)
- Core and Your Major or Minor (p. 997)
- Honors and the Core (p. 999)

About the Core

About the Core

The University Core Curriculum introduces students to ten central Core Areas of university learning, with a consistent focus on learning outcomes for those Core Areas. Core coursework develops students' understanding through knowledge and experience in the Core Areas of Artistic, Ethical, Historical, Literary, Quantitative, Philosophical, Scientific, Societal and Cultural, and Theological and Religious Knowledge and Inquiry, plus written communication in the College Writing Seminar. In addition to knowledge and skills development, Core courses integrate and promote values essential to a Loyola education, such as understanding diversity in the US or the world, understanding and promoting justice, and understanding spirituality or faith in action in the world. Many courses in the Core were specifically designed to highlight the value of diversity (https://catalog.luc.edu/undergraduate/university-requirements/university-core/diversity-core/).

To complete the University Core Curriculum, students will take 16 3-credit courses across ten Core Areas. Two courses are required in six of these areas (Historical, Literary, Scientific, Societal and Cultural, Philosophical, and Theological and Religious Knowledge and Inquiry). Students will begin their studies in these six areas with a foundational (or Tier I) course that will introduce them to critical ideas and methods of analyses in that area. After completing the foundational course, students will have an array of options to further their studies by taking one of a variety of Tier II classes to pursue particular interests in more depth. The other four areas (College Writing Seminar and Artistic, Quantitative, and Ethical Knowledge and Inquiry) require one course each; in some instances, students take 3 1-credit Artistic Knowledge and Inquiry courses.

Some Core Area requirements can be satisfied by virtue of completing a major or minor program of study, given the extensive work a student must do in a particular knowledge area while pursuing such a program of study. Please see the Core and your major and minor (https://catalog.luc.edu/undergraduate/university-requirements/university-core/core-major-minor/) for more information. Students in the Interdisciplinary Honors Program should note the relationship between the Honors Program and Core Curriculum (https://catalog.luc.edu/undergraduate/university-requirements/university-core/honors-core/).

Please note that these requirements apply to students obtaining a bachelor's degree. Students entering as freshmen (https://catalog.luc.edu/undergraduate/university-requirements/university-core/students-entering-freshmen/), transfer students (https://catalog.luc.edu/undergraduate/university-requirements/university-core/transfer-students/), and Arrupe College (https://www.luc.edu/arrupe/academics/degrees/) students have distinct requirements for completing the Core Curriculum. Additional policies are listed on the academic standards and regulations (https://catalog.luc.edu/academic-standards-regulations/undergraduate/) page.

What's next? Head to the Core Curriculum Guide (p. 989) to find out more about the specific Core requirements and learn about courses being offered.

Core Area and Courses

To complete the University Core Curriculum, students will take 16 3-credit courses across ten Core Areas. Two courses are required in six of these areas (Historical, Literary, Scientific, Societal and Cultural, Philosophical, and Theological and Religious Knowledge and Inquiry). Students will begin their studies in these six areas with a foundational (or Tier I) course that will introduce them to critical ideas and methods of analyses in that area. After completing the foundational course, students will have an array of options to further their studies by taking one of a variety of Tier II classes to pursue particular interests in more depth. The other four areas (College Writing Seminar and Artistic, Quantitative, and Ethical

Knowledge and Inquiry) require one course each; in some instances, students take 3 1-credit Artistic Knowledge and Inquiry courses.

In addition to knowledge and skills development, Core courses integrate and promote values essential to a Loyola education, such as understanding diversity in the US or the world, understanding and promoting justice, and understanding spirituality or faith in action in the world.

Required Core Areas	Required Courses	Credit Hours
Artistic Knowledge and Inquiry (p. 990)	1	3
College Writing Seminar (p. 991)	1	3
Ethical Knowledge and Inquiry (p. 991)	1	3
Quantitative Knowledge and Inquiry (p. 993)	1	3
Historical Knowledge and Inquiry (p. 991)	2	6
Literary Knowledge and Inquiry (p. 992)	2	6
Philosophical Knowledge and Inquiry (p. 993)	2	6
Scientific Knowledge and Inquiry (p. 993)	2	6
Societal and Cultural Knowledge and Inquiry (p. 994)	2	6
Theological & Religious Knowledge and Inquiry (p. 995)	2	6
Total	**16 courses**	**48 hours**

Artistic Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore artistic traditions and expressions.

Area Objectives: The study of art is essential for a complete education of the whole person because it fosters a search for truth, respect for the person, and encourages students to develop critical habits of the mind and ethical standards of behavior. "Art" is understood to encompass any and all forms of artistic expression, including but not limited to, dance, music, theater, film, and visual and plastic arts. The courses in this Core Area will provide students with the opportunity to engage in the arts through formal study or creative processes, and to explore non-linear modes of thinking, problem-solving, and expression. Students will have the opportunity to acquire collaborative skills through group problem solving and engaged dialog where applicable.

Curriculum

Courses (3 credit hours required)

In order to satisfy the Core Artistic Knowledge and Experience requirement, a student must successfully complete three credit hours. This may be accomplished by taking one three credit hour class or by taking a combination of one credit hour classes.

Code	Title	Hours
Choose one or more of the following:		3
CLST 206	Art of Ancient Greece	
CLST 207	Art of the Roman World	
COMM 274	Introduction to Cinema	
DANC 111	Ballet I: Introduction to Ballet Theory and Technique	
DANC 121	Modern Dance I: Theories and Techniques	
DANC 131	Jazz Dance I: Theories and Techniques	
ENGL 317	The Writing of Poetry	
ENGL 318	The Writing of Fiction	
ENGL 318R	The Writing of Fiction: Writing Rome	
ENGL 319	Writing Creative Nonfiction	
FNAR 113	Drawing I	
FNAR 114	Painting I	
FNAR 115	Foundations of Photography	
FNAR 120	Ceramics: Handbuilding	
FNAR 121	Ceramics: Wheelthrowing	
FNAR 124	Sculpture Foundations	
FNAR 199	Art and Visual Culture	
FNAR 200	Global Art History: Prehistoric to 600 CE	
FNAR 201	Global Art History: 600-1800CE	
FNAR 202	Global Art History: Modern Art	
FNAR 342	Art in Rome	
LITR 264	Italian Film Genre	
MUSC 101	Music: Art of Listening	
MUSC 102	Class Piano for Beginners	
MUSC 103	Class Guitar for Beginners	
MUSC 105	Symphony Orchestra	
MUSC 107	Chorus	
MUSC 108	Liturgical Choir: Cantorum	
MUSC 109	Jazz Ensemble	
MUSC 110	Wind Ensemble	
MUSC 142	Class Voice for Beginners	
MUSC 154R	Introduction to Opera in Rome	
THTR 100	Intro to Theatre Experience	
THTR 252	Theatrical Design I	
THTR 261	Beginning Acting	

Area Learning Outcomes

After completing the course in this Area, students will be able to:

1. analyze, interpret, create, or participate in the creation or performance of some forms of artistic expression as a means of exploring human experience and understanding the creative process.
2. use critical and technical vocabulary to describe, analyze, and formulate an argument about artistic productions.
3. assess how various forms of artistic expression shape the experience and response of the audience.
4. evaluate works of art within their aesthetic, historical, or cultural contexts.
5. recognize or participate in the artistic-cultural life of their communities.

College Writing Seminar

Area Goal: This Core Area of Inquiry will invite students to explore strategies for process-based drafting, research, and argumentation in academic writing.

Area Objectives: The complexity of contemporary global society requires that individuals demonstrate effective written communication and rhetorical skills to engage in dialogue, whether in their undergraduate courses, in their careers, or in civic and public discourse. Through this course, students will explore academic practices and strategies--including critical reading and thinking, rhetorical argumentation, the recursive writing process, and information/research literacy--that will develop their writing skills and offer them the opportunity to understand their responsibility to their readers, their sources, and themselves as writers.

Curriculum

Core College Writing Seminar (1 course required)

Code	Title	Hours
UCWR 109	University Core Writing Seminar: Writing Responsibly Writing Lab [1]	6
UCWR 110	Writing Responsibly	3

[1] Applicable starting Fall 2026 moving forward for students who place in this course based on the Writing Placement Test. Students must have take this course for 6 credit hours, a lecture and laboratory to meet the College Writing Seminar requirement. Students who took UCWR 109 before Fall 2026 must complete UCWR 110 to meet the College Writing Seminar requirement.

Area Learning Outcomes

After completing the course in this Area, students will be able to:

1. summarize, analyze, synthesize, and evaluate texts through informal and formal writing assignments.
2. use a variety of sources to formulate and support a clear claim: this includes finding, evaluating, analyzing, synthesizing, and documenting sources appropriately.
3. apply recursive and reflective processes in writing, including strategies for invention, drafting, organization, peer review, revision, and editing.
4. articulate rhetorical strategies in a range of media and texts.
5. write clearly and effectively, tailoring writing and rhetorical strategies to the goals and audience of a given project.

Ethical Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore topics in Ethics such as the nature of human flourishing, moral responsibility, and justice through critical reflection on a range of ethical frameworks and methodologies.

Area Objectives: Developing a student's ethical awareness and reflection is central to the Core Curriculum. By completing the Core Ethics course, students will explore the differences and similarities between ethical frameworks, the complexities of ethical frameworks and their applications, and historical or contemporary issues that can be interpreted through the lens of ethical frameworks.

Curriculum

Courses (1 course required)

Code	Title	Hours
Choose one of the following:		
PHIL 181	Ethics	3
PHIL 182	Social and Political Philosophy	3
THEO 185	Christian Ethics	3
THEO 186	Global Religious Ethics	3

Area Learning Outcomes

After completing the course in this Area, students will be able to:

1. describe and discuss the central features (e.g., concepts, constructs, and principles) that comprise different ethical frameworks or schools of thought.
2. compare and contrast various ethical frameworks, for example, how these frameworks can be applied to living well and promoting the flourishing of others.
3. identify central features of historical or contemporary ethical issues.
4. apply an ethical framework or school of thought to analyze a historical or contemporary issue, defend their analysis by explaining how the framework/school is present, and the advantages and disadvantages of using it.

Historical Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore the human experience from a historical perspective.

Area Objectives: History is a form of inquiry, critical thinking, and understanding that encompasses all aspects of human experience and illuminates how the past shapes the present and thus the future. Through these courses, students will explore historical and contemporary perspectives with a view to fashioning a humane and just world. Students will have the opportunity to examine a range of historical evidence in multiple forms such as documents, films, diaries, images, artifacts, empirical data, and oral and digital histories.

Curriculum

Foundational/Tier I

Code	Title	Hours
Choose one of the following:		3
HIST 101	Culture, Power and Identity: Western Ideas & Institutions to 17th Century	
HIST 102	Culture, Power and Identity: Western Ideas & Institutions from 17th Century	
HIST 103	American Pluralism [D]	
HIST 104	Global History Since 1500 [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Tier II

Requirement for all Tier II Courses: HIST 101 Culture, Power and Identity: Western Ideas & Institutions to 17th Century, HIST 102 Culture, Power and Identity: Western Ideas & Institutions from 17th Century, HIST 103

American Pluralism, **or** HIST 104 Global History Since 1500. Please check requirements for declared majors/minors for exceptions.

Code	Title	Hours
Choose one of the following:		3
ANTH 107	Ancient Worlds [D]	
CLST 274	World of Archaic Greece	
CLST 275	World of Classical Greece	
CLST 276	World of Classical Rome	
CLST 277	World of Late Antiquity	
HIST 208	East Asian History: Themes & Issues [D]	
HIST 209	Islamic History: Themes & Issues [D]	
HIST 210	Latin American History: Themes & Issues [D]	
HIST 211	US History to 1865: Themes & Issues	
HIST 212	US History since 1865: Themes & Issues	
HIST 213	African History: Themes & Issues [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. recognize the importance of chronology, sequential development, and geography in shaping history.
2. explain processes of historical continuity and change.
3. assess and explain the relationship between historical events and cultural, social, and political forces.
4. interpret varied forms of sources as historical evidence.
5. illustrate how human and societal values, as well as methods of analysis and interpretation, shape and are shaped by historical context

Literary Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore literary traditions and expressions.

Area Objectives: Through these courses, students will examine how literary expression manifests in different types of texts. The kinds of texts students can study are expansive: e.g., poems, plays, novels, stories, memoirs, essays, magazines, newspapers, and more in print and online formats. Students have opportunities to select courses that cover literature from a range of time periods, places, perspectives, cultures, languages, identities, and social positions that have generated and continue to generate rich literature. This range extends across literatures produced in a variety of languages by the many cultures and social groups of Africa, the Americas, Asia, Europe, and Oceania as well as the diasporas and migrations within and between these regions. Students will explore the forms that shape literary expressions; the creative processes that produce them; the concepts and terms that facilitate their interpretation; and the cultural, social, linguistic, and historical contexts in which they are produced.

Curriculum

Foundational/Tier I

Code	Title	Hours
Choose one of the following:		3
UCLR 100C	Interpreting Literature - Classical Studies [1]	
UCLR 100E	Interpreting Literature - English [2]	
UCLR 100M	Interpreting Literature - Modern Langs&Literatures [3]	

1 Taught by member of the faculty of Classical Studies, CAS.
2 Taught by members of the faculty of English, CAS.
3 Taught by members of the faculty of Modern Languages & Literatures, CAS.

Tier II

Requirement for all Tier II Courses: UCLR 100. Please check requirements for declared majors/minors for exceptions.

Code	Title	Hours
Choose one of the following:		3
CLST 271	Classical Mythology	
CLST 271G	Classical Mythology - Women/Gender Focus [D]	
CLST 272	Heroes & the Classical Epics	
CLST 273	Classical Tragedy	
CLST 273G	Classical Tragedy - Women/Gender Focus [D]	
CLST 279	Classical Rhetoric	
CLST 280	Romance Novel in Ancient World	
CLST 283	Classical Comedy & Satire	
ENGL 271	Exploring Poetry	
ENGL 272	Exploring Drama	
ENGL 273	Exploring Fiction	
ENGL 274	Exploring Shakespeare	
ENGL 282	African-American Literature [D]	
ENGL 283	Women in Literature	
ENGL 284	Asian American Literature [D]	
ENGL 287	Religion and Literature	
ENGL 288	Nature in Literature	
ENGL 290	Human Values in Literature	
LITR 200	European Masterpieces	
LITR 202	European Novel	
LITR 238	Arabic Literature in Translation [D]	
LITR 245	Asian Masterpieces [D]	
LITR 280	World Masterpieces in Translation [D]	
LITR 283	Major Authors in Translation	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. identify, explain, and analyze carefully key components of various literary productions that deepen understanding of human experiences and creative processes.

2. use critical and technical vocabulary to describe, analyze, and formulate an argument about literary productions.
3. assess how various forms of literary expression shape the experience and response of the audience.
4. examine multiple interpretive possibilities of any literary work.
5. articulate the relationships of works of literature to the cultures and histories in which they were created and used.

Philosophical Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore key philosophical questions and traditions.

Area Objectives: Through these courses, students will explore influential philosophical questions, positions, and methods of inquiry. Students will develop intellectual attitudes that enable them to identify and assess implicit presuppositions and formulate and defend responses to philosophical issues, including ethical issues.

Curriculum

Foundational/Tier I

Code	Title	Hours
PHIL 130	Philosophy & Persons	3

Tier II

Requirement for all Tier II Courses: PHIL 130 Philosophy & Persons

Please check requirements for declared majors/minors for exceptions.

Code	Title	Hours
Choose one of the following:		3
PHIL 271	Philosophy of Religion	
PHIL 272	Metaphysics	
PHIL 273	Philosophy of Science	
PHIL 274	Logic	
PHIL 275	Theory of Knowledge	
PHIL 277	Aesthetics	
PHIL 277R	Aesthetics: the Aesthetic Experience in Rome	
PHIL 279	Judgment and Decision-Making	
PHIL 284	Health Care Ethics	
PHIL 286	Ethics and Education	
PHIL 287	Environmental Ethics	
PHIL 288	Culture and Civilization	
PHIL 288R	Culture & Civilization in Rome	
PLSC 100	Political Theory	
PSYC 280	Psychology of Judgment and Decision-Making	

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. describe the historical or conceptual development of major philosophical questions.
2. explain the contributions major philosophical questions make to the understanding of ourselves as humans.
3. articulate some of the major problems and range of responses central to philosophical inquiry, including questions concerning truth and knowledge, reality, moral values, or social justice.
4. construct philosophical arguments, which means students will support their ideas with reasons, assess critically the underlying assumptions of their positions, and evaluate the strengths and weaknesses of alternative positions.

Quantitative Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore the major concepts and methods involved in the analysis of quantitative data.

Area Objectives: Through these courses, students will explore how one or more fields--mathematics, statistics, computing, and the social sciences--understand and analyze quantitative information. This involves reasoning by symbolic, numerical, or geometrical means, and determining various ways to solve problems while predicting possible consequences.

Curriculum

Courses (1 course required)

Code	Title	Hours
Choose one of the following:		3
CJC 206	Statistics	
COMP 122 / MUSC 122	Introduction to Digital Music	
COMP 125	Visual Information Processing	
COMP 150	Introduction to Computing	
ISSCM 241	Business Statistics	
MATH 108	Real World Modeling with Mathematics	
PLSC 216	Political Numbers	
STAT 103	Fundamentals of Statistics	

Area Learning Outcomes

After completing the course in this Area, students will be able to:

1. represent and interpret quantitative information symbolically, graphically, numerically, verbally, and in written form.
2. describe the strengths and limitations of various types of quantitative models.
3. describe the utility of quantitative methods for scientific inquiry or technological progress.
4. apply quantitative methods to solve problems or model situations arising in scientific, political, social, or personal contexts.

Scientific Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore the fundamental principles, concepts, questions, and methods of science.

Area Objectives: In the study of scientific knowledge and inquiry, students will explore how empirical questions are addressed using the iterative methods and tools of science. Students will also examine the scientific underpinnings of environmental processes. This Core Area will prepare students to make reasoned decisions and informed judgments about the role science plays for people, communities, societies, and life on Earth.

Curriculum

Foundational/Tier I

Code	Title	Hours
ENVS 101	The Scientific Basis of Environmental Issues	3

Tier II

A requirement for all Tier II Courses: ENVS 101 The Scientific Basis of Environmental Issues. Please check requirements for declared majors/minors for exceptions.

Code	Title	Hours
Choose one of the following:		3
ANTH 101	Human Origins [D]	
ANTH 103	Biological Background Human Social Behavior [D]	
ANTH 104	The Human Ecological Footprint	
ANTH 105	Human Biocultural Diversity [D]	
ANTH 106	Sex, Science and Anthropological Inquiry [D]	
BIOL 110	Liberal Arts Biology	
ENVS 207	Plants and Civilization	
ENVS 218	Biodiversity & Biogeography	
ENVS 223	Soil Ecology	
ENVS 224	Climate & Climate Change	
ENVS 226	Science & Conservation of Freshwater Ecosystems	
ENVS 273	Energy and the Environment	
ENVS 281	Environmental Sustainability & Science in China	
ENVS 283	Environmental Sustainability	
PHYS 101	Liberal Arts Physics	
PHYS 102	Planetary and Stellar Astronomy	
PHYS 106	Physics of Music	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. explain Earths' physical, chemical, and biological systems and the implications of their alteration by human activities.
2. describe how scientific data are collected, analyzed, and interpreted using the Scientific Method and fundamental scientific principles and concepts.
3. collect, analyze, and interpret scientific data to explore empirical questions.
4. communicate scientific processes and results.
5. articulate the philosophical or historical foundations of one or more contemporary scientific disciplines.

Societal and Cultural Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore the study of society, culture, and people and the distinct disciplinary approaches within the social sciences.

Area Objectives: Through these courses, students will learn about various political, economic, and social systems across the globe and their interconnections, as well as the beliefs, rituals, structures, and values that constitute societies and cultures. In addition, students will learn about the experiences of underrepresented communities (e.g., related to socioeconomic status, ability, gender, sexual orientation, race/ethnicity, or religion) within a particular cultural and societal context, and how people shape and are shaped by society. Students will explore concepts such as power, privilege, oppression, inequality, and social justice, critical to fashioning a humane and just world.

Curriculum

Foundational/Tier I

Code	Title	Hours
Choose one of the following:		3
ANTH 100	Globalization and Local Cultures [D]	
PLSC 102	International Relations in an Age of Globalization [D]	
SOCL 101	Society in a Global Age [D]	
WSGS 101	Introduction to WSGS from a Global Perspective [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Tier II

Requirement for all Tier II Courses: ANTH 100 Globalization and Local Cultures, PLSC 102 International Relations in an Age of Globalization, SOCL 101 Society in a Global Age or WSGS 101 Introduction to WSGS from a Global Perspective.

Please check requirements for declared majors/minors for exceptions.

Code	Title	Hours
Choose one of the following:		3
ANTH 102	Culture, Society, and Diversity [D]	
ANTH 203	Violence, Social Suffering, and Justice [D]	
ANTH 208	Language and Identity [D]	
CJC 345	Social Justice and Crime [D]	
CJC 370	Women in The Criminal Justice System [D]	
CJC 372	Race, Ethnicity, and Criminal Justice [D]	
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
PLSC 101	American Politics	
PLSC 103	Comparative Politics	
PSYC 101	General Psychology	
PSYC 238	Psychology of Gender [D]	
PSYC 275	Social Psychology [D]	
SOCL 121	Social Problems [D]	
SOCL 122	Race and Ethnic Relations [D]	
SOCL 125	Chicago: Urban Metropolis [D]	
SOCL 145	Religion & Society [D]	
SOCL 171	Sociology of Sex and Gender [D]	
SOCL 250	Inequality in Society [D]	
WSGS 201	Contemporary Issues in WSGS [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. describe and analyze the key processes and components of cultural, economic, political, or social forces across time or place.
2. summarize the various ways that people, groups, or communities shape and are shaped by cultural or social forces.
3. analyze the various ways in which identities are formed through a complex interaction of biographical, societal, or cultural contexts.
4. describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression.
5. analyze how systems of power, privilege, and oppression (e.g., racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted.
6. apply concepts from above to analyze contemporary or historical issues of inequality and justice.

Theological & Religious Knowledge and Inquiry

Area Goal: This Core Area of Inquiry will invite students to explore a range of theological and religious questions and traditions, taking into account the roles these questions and traditions can play in human life and quests for meaning.

Area Objectives: Through these two courses, students will engage in critical thinking and informed reflection on theology and religion. Students will gain familiarity with the basic content of, and modes of scholarly inquiry into, selected religious and theological systems.

Curriculum

Foundational/Tier I

Code	Title	Hours
Choose one of the following:		3
THEO 100	Christian Theology	
THEO 107	Introduction to Religious Studies [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Tier II

Requirement for Tier II Courses: THEO 100 Christian Theology or THEO 107 Introduction to Religious Studies. Note that some Tier II courses specifically require THEO 100 to ensure students have the appropriate preparation for the course. Please see prerequisites listed with each Tier II course.

Code	Title	Hours
Choose one of the following:		3
THEO 203	Social Justice and Injustice [D]	
THEO 204	Religious Ethics and the Ecological Crisis [D]	
THEO 214	Introduction to the Qur'an	
THEO 231	Hebrew Bible/Old Testament	
THEO 232	New Testament	
THEO 265	Sacraments and the Christian Imagination	
THEO 266	Church & Global Cultures	
THEO 267	Jesus Christ	
THEO 272	Judaism [D]	
THEO 276	Black World Religion [D]	
THEO 278	Religion & Gender [D]	
THEO 279	Roman Catholicism	
THEO 280	Religion & Interdisciplinary Studies	
THEO 281	Christianity Through Time	
THEO 282	Hinduism [D]	
THEO 293	Christian Marriage	
THEO 295	Islam [D]	
THEO 297	Buddhism [D]	
THEO 299	Religions of Asia [D]	

D Courses with a Diversity Designation (https://www.luc.edu/core/core-diversity/) are indicated with a (D).

Area Learning Outcomes

After completing the two courses in this Area, students will be able to:

1. compare and contrast multiple answers to these questions that have been offered within the respective fields of Religious Studies and Theology: "What is religion?" and "What is the academic study of religion?"
2. demonstrate knowledge, with attention to historical development, of the texts, beliefs, ethical understandings, and practices of at least one religious tradition, including the diversity of perspectives within that tradition.
3. analyze the interdisciplinary intersections between religion and selected contemporary issues (e.g., ethical, social, political, economic, cultural issues, or other academic disciplines).
4. explain some of the ways in which religious thought and practices can both reinforce oppressive structures and also enable possibilities for resistance, paying particular attention to various perspectives of marginalized and oppressed groups.
5. critically reflect on religious perspectives, their own and those of others, and the implications of those perspectives.

Requirements for Students Entering as Freshmen

All Loyola students who enter as freshmen will follow the University Core Curriculum, which will entail completion of courses in the Core Areas (p. 989).

Please refer to the transfer credit policy for new (first time) freshman (p. 1919) administered by the Office of Registration and Records for more information on the credits that may count toward undergraduate degree requirements.

Requirements for Transfer Students

We strongly encourage all transfer students to work closely with their academic advisor to plan course selections to maximize the credit received from Loyola.

Loyola University Chicago is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer students to complete the IAI General Education Core Curriculum (GECC) in lieu of a receiving institution's core curriculum. For more information on the Illinois Articulation Initiative, please visit their webpage (https://itransfer.org/).

Students Who Have Completed the GECC Requirements

At Loyola, all transfer students (**both in-state and out-of-state**) who have received an Associate of Arts (AA) or Associate of Science (AS) degree from a public community college, 4-year college, or university will have met Loyola's Core Curriculum requirements, with the exception of mission-specific courses. In addition, transfer students who attended an Illinois 2-year or 4-year institution, who enter Loyola without a degree but who have completed the IAI General Education Core Curriculum (GECC) requirements will also have satisfied Loyola's Core Curriculum requirements and only need to complete the mission-specific and Engaged Learning requirements as described below.

In-State Transfer Students Who Have Not Completed the GECC

If you are a transfer student from an in-state school entering Loyola with **30 or more hours of credit** but have not satisfied the GECC requirements, you may choose to complete core requirements either by completing the GECC or Loyola's Core Curriculum. If you choose to complete Loyola's Core Curriculum, you can find descriptions of the various Core Areas and courses that satisfy them on this webpage (p. 989). If you choose to complete your core requirements through the GECC option, you will need to select Loyola courses that articulate with the approved GECC courses from your prior institution(s). In addition, you will be required to complete the mission-specific courses and Engaged Learning requirement as described below.

If you enter Loyola with **fewer than 30 hours of credit** your courses will be articulated to Loyola courses on a course-by-course basis. You will then complete Loyola's Core Curriculum and Engaged Learning (p. 1000) requirements. You can find complete descriptions of the various Core Areas and courses that satisfy them on this webpage (p. 989).

Out-of-State Transfer Students Who Have Not Earned an AA or AS Degree

If you are a transfer student from an out-of-state school entering Loyola without an AA or AS degree, your courses will be articulated to Loyola courses on a course-by-course basis. You will then complete Loyola's Core Curriculum and Engaged Learning (p. 1000) requirements. You can find complete descriptions of the various Core Areas and courses that satisfy them, on this webpage (p. 989).

Mission-Specific Core Requirements

Transfer students who enter Loyola University having satisfied the general Core Curriculum requirements must complete mission-specific courses that are central to Jesuit education. These courses are not covered by the IAI/GECC. These mission-specific requirements may be transferred to Loyola or completed at Loyola, and include courses in the following Core Areas:

- Philosophical Knowledge and Inquiry (https://catalog.luc.edu/undergraduate/university-requirements/university-core/core-area-and-courses/philosophical-knowledge-inquiry/)
- Theological and Religious Knowledge and Inquiry (https://catalog.luc.edu/undergraduate/university-requirements/university-core/core-area-and-courses/theological-religious-knowledge-inquiry/)
- Ethical Knowledge and Inquiry (https://catalog.luc.edu/undergraduate/university-requirements/university-core/core-area-and-courses/ethical-knowledge-inquiry/)

Transfer students who enter Loyola University from either in-state or out-of-state institutions will complete their mission-specific requirements in accordance with the guidelines below:

For Transfer Students Entering with 30 or More Credit Hours

1. Students entering Loyola with 4 or 5 of the mission-specific Core courses will have completed the mission-specific Core requirements.
2. Students entering with 2 or 3 of the mission-specific courses will take the new transfer student course, either PHIL 190 Loyola's Mission: The Philosophical Vision or THEO 190 Loyola's Mission: Ignatian Traditions.
3. Students entering with 0 or 1 of the mission-specific courses will take the new transfer student course (PHIL 190 Loyola's Mission: The Philosophical Vision or THEO 190 Loyola's Mission: Ignatian Traditions) **plus** one of the mission-specific courses not completed; one of these must be an Ethical Knowledge and Inquiry (https://catalog.luc.edu/undergraduate/university-requirements/university-core/core-area-and-courses/ethical-knowledge-inquiry/) course if they have not already taken an Ethics course.

For Students Entering with Fewer than 30 Credit Hours

Students will be required to satisfy the same set of Core Curriculum requirements as students who enter as freshmen.

Transfer Credit Policy for New (First Time) Freshman

Students entering as freshman are not transfer students. Please refer to the transfer credit policy for new (first time) freshman (p. 1919) administered by the Office of Registration and Records for more information on the credits that may count toward undergraduate degree requirements.

Diversity and the Core

The current Core, which was launched in Fall 2012, introduces students to ten central Core Areas of university learning, with a consistent focus on learning outcomes for those Areas. In addition to the content of the specific Core Areas (p. 989), Core courses integrate the understanding and promoting of values essential to a Loyola education, such as understanding diversity in the US or the world, understanding and promoting justice, and understanding spirituality or faith in action in the world.

With regard to *understanding diversity in the US or world*, many courses in the Core were specifically designed to address this important value

and allow students to develop the specific competencies that are shown below.

Demonstrate an understanding of diversity in the United States and the world.

***Competencies**: By way of example, Loyola graduates should be able to:*

1. Recognize that human diversity is complex and variegated.
2. Distinguish the various factors that inform and impact individual identity formation.
3. Comprehend how group identities are formed in a heterogeneous society.
4. Identify distinctive patterns of thought and behavior that contribute to the formation of a culture different from one's own.
5. Perceive the interdependence of cultures in domestic and global terms.

Currently one-third of all courses in the University Core Curriculum are diversity-designated, including all Tier 1 Societal and Cultural Knowledge and Inquiry courses. Courses with a Diversity Designation are indicated with a (D) next the course titles listed under Core Areas and courses (p. 989) so that they can be easily identified.

The Loyola University Chicago Core Curriculum is a critical element in a student's transformative education that serves as a framework for learning, reflecting and experiencing, as Loyola students prepare for lives seeking knowledge in the service of humanity. The integration of diversity as a core value in this curriculum is an essential component of this enterprise.

Core and Your Major and Minor

Some Core Area requirements can be satisfied by virtue of completing a major or minor program of study, given the extensive work a student must do in a particular knowledge area while pursuing such a program of study. These Core Areas satisfied by majors or minors are listed below. Please see your major or minor advisor for details about additional requirements for majors or minors.

If you change majors or minors, you may have completed some Core Curriculum requirements prior to the change. Please check with your academic advisor for confirmation of your remaining Core Curriculum requirements.

College/School

College of Arts and Sciences: Majors

Program	Core Area Satisfied
Anthropology (BA and BS)	Scientific; Societal/Cultural
Applied Mathematics (BS)	Quantitative; Scientific (effective Fall 2023)
Art History (BA)	Artistic
Biochemistry (BA and BS)	Scientific; Quantitative
Bioinformatics (BS)	Scientific; Quantitative
Biology (BS)	Scientific; Quantitative
Biology: Ecology Emphasis (BS)	Scientific; Quantitative
Biology: Molecular Biology Emphasis (BS)	Scientific; Quantitative
Biophysics (BS)	Scientific; Quantitative
Chemistry (BA and BS)	Scientific; Quantitative
Classical Civilization (BA)	Literary
Cognitive and Behavioral Neuroscience (BS)	Scientific; Quantitative
Computer Science (BS)	Quantitative
Criminal Justice and Criminology (BS)	Societal/Cultural; Quantitative
Cybersecurity (BS)	Quantitative
Dance (BA)	Artistic
Data Science (BS)	Quantitative
Economics (BA)	Societal/Cultural; Quantitative
Engineering: Biomedical Engineering (BS)	Scientific; Quantitative; Artistic
Engineering: Computer Engineering (BS)	Scientific; Quantitative; Artistic
Engineering: Environmental Engineering (BS)	Scientific; Quantitative; Artistic
English (BA)	Literary
English: Creative Writing Concentration (BA)	Literary
Forensic Science (BS)	Scientific; Quantitative; Philosophical - Tier II
French (BA)	Literary
Global Studies (BA)	Societal/Cultural
History (BA)	Historical
Information Technology (BS)	Quantitative
Italian Studies (BA)	N/A
Mathematics (BS)	Quantitative; Scientific (effective Fall 2023)
Molecular and Cellular Neuroscience (BS)	Scientific; Quantitative
Music (BA)	Artistic
Philosophy (BA)	Philosophical; Ethics; Loyola's Mission (PHIL 190/THEO 190)
Philosophy: Social Justice Concentration (BA)	Philosophical; Ethics; Loyola's Mission (PHIL 190/THEO 190)
Physics (BS)	Scientific; Quantitative
Political Science (BA)	Societal/Cultural
Psychology (BS)	Societal/Cultural; Quantitative
Sociology and Anthropology (BA)	Societal/Cultural; Quantitative
Sociology (BA)	Societal/Cultural; Quantitative
Software Engineering (BS)	Quantitative
Spanish (BA)	Literary
Statistics (BS)	Quantitative; Scientific (effective Fall 2023)
Studio Arts (BA)	Artistic
Theatre (BA)	Artistic
Theology (BA)	Theological; Loyola's Mission (PHIL 190/ THEO 190)
Theoretical Physics and Applied Mathematics (BS)	Scientific; Quantitative
Visual Communication (BA)	Artistic
Women's Studies and Gender Studies (BA)	Societal/Cultural

College of Arts and Sciences: Minors

Program	Core Area Satisfied
African Studies and the African Diaspora Minor	Societal/Cultural
Anthropology Minor	Societal/Cultural
Arabic Language and Culture Minor	Literary
Art History Minor	Artistic
Bioethics Minor	Scientific
Biology Minor	Scientific
Biostatistics Minor	Quantitative
Catholic Studies Minor	Theological; Loyola's Mission (PHIL 190/ THEO 190)
Chemistry Minor	Scientific
Classical Civilization Minor	Literary
Computer Crime and Forensics Minor	Quantitative
Computer Science Minor	Quantitative
Criminal Justice and Criminology Minor	Societal/Cultural
Dance Minor	Artistic
Data Science Minor	Quantitative
English Minor	Literary
European Studies Minor	Tier 2 Societal/Cultural
Greek (Ancient) Minor	Literary
History Minor	Historical
Latin Minor	Literary
Mathematics Minor	Quantitative
Music Minor	Artistic
Musical Theatre Minor	Artistic
Neuroscience Minor	Scientific
Operations Research Minor	Quantitative
Peace, Justice, and Conflict Studies Minor	Societal/Cultural
Philosophy Minor	Philosophical; Loyola's Mission (PHIL 190/ THEO 190)
Physics Minor	Scientific; Quantitative
Political Science Minor	Societal/Cultural
Psychology Minor	Societal/Cultural
Psychology of Crime and Justice Minor	Societal/Cultural
Religious Studies Minor	Theological; Loyola's Mission (PHIL 190/ THEO 190)
Sociolegal Studies Minor	Societal/Cultural
Sociology Minor	Societal/Cultural
Statistics Minor	Quantitative
Studio Art Minor	Artistic
Theatre Minor	Artistic
Theology Minor	Theological
Visual Communication Minor	Artistic
Women's Studies and Gender Studies Minor	Societal/Cultural

Quinlan School of Business

Program	Core Area Satisfied
Accounting (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Accounting and Analytics (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Economics (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Entrepreneurship (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Finance (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Human Resource Management (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Information Systems and Analytics (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
International Business (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Marketing (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Management (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Operations Management (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical
Sport Management (BBA)	Quantitative; Societal/Cultural; Tier 2 Philosophical

School of Continuing and Professional Studies

Program	Core Area Satisfied
Applied Psychology (BA)	Societal/Cultural; Quantitative
Information Technology (BA)	Quantitative
Management (BA)	Societal/Cultural; Quantitative

School of Communication

Program	Core Area Satisfied
Advertising & Public Relations (BA)	Tier 2 Societal/Cultural; Tier 2 Philosophical
Advertising Creative (BA)	Tier 2 Societal/Cultural; Tier 2 Philosophical
Communication Studies (BA)	Tier 2 Societal/Cultural; Tier 2 Philosophical
Film and Digital Media (BA)	Artistic; Tier 2 Philosophical (prior to Fall 2023); Tier 2 Societal/Cultural (effective Fall 2023)
Multimedia Journalism (BA)	Tier 2 Societal/Cultural; Tier 2 Philosophical
Public Communication and Advocacy (BA)	Tier 2 Societal/Cultural; Tier 2 Philosophical
Sports Media (BA)	Tier 2 Philosophical; Tier 2 Societal/ Cultural
Advertising Minor	Tier 2 Societal/Cultural
Advocacy and Social Change Minor	Tier 2 Societal/Cultural

Communication Studies Minor	Tier 2 Societal/Cultural
Film and Digital Media Minor	Artistic
Multimedia Journalism Minor	Tier 2 Societal/Cultural
Public Relations Minor	Tier 2 Societal/Cultural

School of Education

Program	Core Area Satisfied
Bilingual/Bicultural Education (BSEd)	Literary; Tier 2 Historical; Tier 2 Philosophical; Quantitative
Early Childhood Education (BSEd)	Tier 2 Literary; Tier 2 Historical; Tier 2 Philosophical; Quantitative
Elementary Education (BSEd)	Tier 2 Literary; Tier 2 Historical; Tier 2 Philosophical
Secondary Education (BSEd)	Tier 2 Historical; Tier 2 Philosophical
Special Education (BSEd)	Tier 2 Literary; Tier 2 Historical; Tier 2 Philosophical; Quantitative
Bilingual Education Minor	Literary
Education Policy Studies Minor	Tier 2 Historical; Tier 2 Philosophical
Reading Teacher Minor	Literary

School of Environmental Sustainability

Program	Core Area Satisfied
Environmental Policy (BA)	Scientific; Societal/Cultural; Quantitative
Environmental Economics & Sustainability: Governance	Scientific; Quantitative; Tier 2 Societal/Cultural
Environmental Economics & Sustainability: Management	Scientific; Quantitative; Tier 2 Societal/Cultural
Environmental Science (BS)	Scientific; Quantitative
Environmental Science: Conservation and Restoration (BS)	Scientific; Quantitative
Environmental Studies (BA)	Scientific; Societal/Cultural; Quantitative
Environmental Science Minor	Scientific; Quantitative

Parkinson School of Health Sciences and Public Health

Program	Core Area Satisfied
Exercise Science (BS)	Scientific, Quantitative, Tier 2 Societal/Cultural
Health Science (BS)	Scientific; Societal/Cultural; Quantitative; Tier 2 Philosophical
Healthcare Administration (BS)	Societal/Cultural; Quantitative; Tier 2 Philosophical
Public Health (BA)	Societal/Cultural; Quantitative; Tier 2 Scientific; Tier 2 Philosophical
Public Health (BS)	Scientific; Quantitative; Tier 2 Societal/Cultural; Tier 2 Philosophical
Exercise Science Minor	Scientific

Marcella Niehoff School of Nursing

Program	Core Area Satisfied
Nursing (BSN)	Quantitative; Scientific; Societal/Cultural; Tier 2 Philosophical

School of Social Work

Program	Core Area Satisfied
Social Work (BSW)	Societal/Cultural

Honors and the Core

100-level Honors

Upon successful completion of HONR 101 Western Traditions - Antiquity to the Middle Ages and HONR D101 Developments Western Thought I Discussion, the following Core requirements are waived: Philosophical Knowledge and Inquiry Tier 1 (3 credit hours); Theological & Religious Knowledge and Inquiry Tier 1 (3 credit hours).

Upon successful completion of HONR 102 Western Traditions-Renaissance to Modernity and HONR D102 Developments in Historical Western Thought II Discussion, the following Core requirements are waived: Artistic Knowledge and Inquiry (3 credit hours); Literary Knowledge and Inquiry Tier 1 (3 credit hours).

Upon successful completion of HONR 101, HONR D101, HONR 102, and HONR D102, the requirement for College Writing Seminar, UCWR 110 Writing Responsibly, is waived. HONR D102 is a Writing Intensive course.

200-level Honors Courses

Honors students who successfully complete all four 200-level Honors requirements will receive four Core waivers as follows:

- Historical Knowledge and Inquiry Tier 2
- Societal and Cultural Knowledge and Inquiry Tier 2
- Literary Knowledge and Inquiry Tier 2
- Scientific Knowledge and Inquiry Tier 2

Please note: You must complete ALL FOUR 200-level Honors course requirements before the four Core course waivers are applied. Students who leave the Honors program before completing their Honors 200-level requirements must appeal to the Director of Core Curriculum (Core@luc.edu) to determine whether any of their 200-level Honors courses can lead to Core waivers.

Education students in Honors are not required to take HONR 203; and Engineering students in Honors are not required to take HONR 204.

Honors students can take a 200 or 300 level history course to fulfill their History Tier 1 requirement. To utilize this exception, the HIST course must be taken at a Loyola University Chicago campus and cannot be a transfer credit of any kind. Transfer credit for HIST 101, 102, 103, 104 can still be utilized to fulfill Tier 1 HIST requirement.

300-level Honors Capstone: Moral Responsibility

Upon successful completion of HONR 301 Honors Capstone: Moral Responsibility, the Core requirement for Ethical Knowledge and Inquiry (3 credit hours) is waived.

Be aware students will be required to fulfill the Quantitative Knowledge and Inquiry (3 credit hours); Historical Knowledge and Inquiry Tier 1 (3 credit hours); Philosophical Knowledge and Inquiry Tier 2 (3 credit hours); Scientific Knowledge and Inquiry Tier 1 (3 credit hours); Societal and Cultural Knowledge and Inquiry Tier 1 (3 credit hours); and Theological and Religious Knowledge and Inquiry Tier 2 (3 credit hours) outside of the Honors Program.

Engaged Learning in the Honors Program

All Honors students are required to take 3 credit hours of Engaged Learning coursework. These courses provide a core learning experience integrated into a course that engages students in learning outside the classroom. You can find more information on the Engaged Learning (p. 1000) page.

HONR 290 Literacy Center *does not* satisfy any requirements within the Honors program, but it can be taken to satisfy the Engaged Learning requirement.

Additional Information

Visit the Interdisciplinary Honors (p. 501) page for additional information about the program and requirements.

Engaged Learning

The Engaged Learning requirement supports the mission of Loyola University Chicago by embedding opportunities for students to explore the many different forms of experiential learning as part of their academic coursework. All undergraduate students are required to complete at least one Engaged Learning course/s totaling at least three (3) credit hours prior to graduation.

A list of course offerings can be found on the Center for Engaged Learning, Teaching, and Scholarship (CELTS) site (https://www.luc.edu/celts/).

Engaged Learning courses are those that provide all of the following:

- A structured learning experience integrated into a course that engages students in learning outside the classroom, such as in a community agency, professional organization, or in a research setting
- Critical reflection on that experience through various assignments in class
- Synthesis of the experience through a final project or learning portfolio (https://www.luc.edu/celts/programs/learningportfolio/).

Engaged Learning courses may be offered by either individual departments, academic programs, and the Center for Engaged Learning, Teaching, and Scholarship. This requirement may be satisfied by a course within the Core Curriculum, or in a student's major or minor, or through an elective course. Students may engage in these courses during the regular academic year, summer semester, J-Term, a capstone course or a study abroad experience.

Since a requirement of all Engaged Learning courses is for students to complete a final project or a learning porfolio, click here (https://www.luc.edu/celts/programs/learningportfolio/) to learn more about learning portfolios. Learning portfolios, often referred to as a ePortfolios, are high-impact tools for learning. They are a digital collection of students' demonstrated knowledge, competencies and skills represented through learning artifacts. Learning portfolios assist students to deepen critical reflections and integrate learning across course concepts, academic disciplines, and co-curricular experiences.

Upon designating a course as Engaged Learning, the course remains designated as Engaged Learning until notice is given otherwise. Academic departments and/or faculty instructors must communicate if a course changes (new course number, for example) or if a course retires the Engaged Learning designation; please communicate with the Director of Engaged Learning, Dr. Patrick Green (Executive Director, Center for Engaged Learning, Teaching, & Scholarship) at engagedlearning@luc.edu. You can also access Frequently Asked Questions about Engaged Learning? (https://www.luc.edu/media/celts/Engaged%20Learning%20FAQs.pdf).

Academic Internships

For a course to be designated as "Academic Internship", satisfying the University Engaged Learning requirement, it must meet all the criteria below. Criteria for academic internship courses are based on research and best practices, the CAS Standards for Internships (2009), and the National Association of Colleges and Employers (NACE) Position Statement on U.S. Internships (2011).

1. *The academic course in which students engage in an internship clearly states the hours requirement (minimum of 100 hours of work).*
2. *The internship must be approved by the faculty instructor, as it is the extension of the classroom and applying knowledge gained in the classroom.*
3. *The internship experience has a clear position description with a professional organization related to their field of study, educational goals and/or career and vocational aspirations.*
4. *The learning objectives related to the internship experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*

All courses that have been approved to satisfy the University Engaged Learning Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (http://www.luc.edu/locus/).

Please Note: *Past internships are not considered for Engaged Learning credit. Students with an approved internship must enroll in an academic internship course that has been designated for Engaged Learning by the University's Engaged Learning Subcommittee of the Board of Undergraduate Studies (BUS). The academic internship course and the internship experience are done concurrently (in the same semester).*

College of Arts and Sciences

AFR 397 Capstone/Internship (3 Credit Hours)
This capstone course may be completed in a variety of ways. This includes an internship at a business or organization that is related to the program, or a study abroad semester related to the program. Internships require a minimum of 10 hours/week verified service hours over the 15 week semester, amounting to 3 credit hours. Students may also make a 300 level AFR course into a "Capstone" by adding an additional, in-depth research assignment approved by the course instructor and the program director. Director approval is required for this course.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.

ANTH 396 Internship in Anthropology (3-6 Credit Hours)
Pre-requisites: Students must receive instructor permission prior to enrolling and must complete (with signatures) the Course Contract Form
Enrollment is limited to Undergraduate Anthropology Majors/Minors.
This course is designed to enhance student engagement by facilitating internship experiences within the department or in museums, service-oriented organizations, businesses, and non-profit organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of anthropological theory, methods, or techniques, to the internship experience

BIOI 398 Bioinformatics Internship (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed off-campus under the mentorship of a Bioinformatics scientist not affiliated with Loyola.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

BIOL 398 Internship in Biology (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biology-related job settings

CHEM 399 Internship in Biochemistry or Chemistry (2-3 Credit Hours)
A supervised field placement to give students training or work experience in aspects of biochemistry or chemistry that are not commonly available on campus. Students will work outside the classroom (e.g. industrial setting or national lab) applying and extending their biochemistry or chemistry skills, typically for at least 150 hours to receive 3 credits or for more than 100 hours for 2 credits. Permission of faculty advisor Students must complete a total of 3 credits to receive engaged learning credit.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biochemistry or chemistry related job settings

CLST 382 Internship in Classical Studies (3 Credit Hours)
Students complete a semester-long internship (100 hours minimum) that builds on their training in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience while applying theories and techniques gained from coursework

COMP 391 Internship in Computer Science (1-6 Credit Hours)
Students work outside the classroom applying and extending their computer science skills, typically for at least 150 hours for 3 credits. A memorandum of understanding is required between a student, his or her employer, and the Undergraduate Internship Coordinator, followed by final reports from the student and the employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Application of classroom skills to real-world situations

CJC 390 Capstone Experience Internship (1-6 Credit Hours)
Pre-requisites: CRMJ Majors and Minors, Psychology of Crime and Justice Minors, Forensic Science Majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in criminal justice agencies.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency and be able to identify and describe the link between their field experience and prior courses

DANC 394 Internship in Dance (1-12 Credit Hours)
Dance students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a dance organization while reflecting on their work experience and applying theories and techniques acquired from their first dance courses

ENGL 393 Teaching English to Adults: Internship (1-3 Credit Hours)
Pre-requisites: Sophomore Standing or above
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program at Loyola University. Students examine literacy issues and write a research paper.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills

ENGL 394 Internship (3 Credit Hours)
Pre-requisites: Junior standing, six English courses
This course provides on-the-job experience for majors in adapting their writing and analytical skills to the needs of such fields as publishing, editing, and public relations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze their experience in terms of the skills they brought to their jobs, what they learned about the fields they worked in, and what new skills they developed as a result of their experiences

FNAR 368 Fine Arts Internship (1-4 Credit Hours)
A comprehensive introduction to gallery and/or studio operations in the Fine Arts Division. Internships will provide opportunities in various aspects of administration, scholarship, teaching, and sustaining standards in studio and/or gallery performance. Gallery internships available at the Ralph Arnold Gallery. External internships upon approval. Teaching/studio assistantship based on class availability. Departmental consent required for enrollment.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop practical experience for the professional world and be able to demonstrate knowledge of gallery/museum administration, scholarship, exhibition production, and/or class preparation and teaching

FNAR 380 Internship I (1-4 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III; Fine Arts Majors only
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 381 Internship II (1-4 Credit Hours)
Pre-requisites: Permission of chairperson
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FREN 395 Internship (3 Credit Hours)
Pre-requisites: Completion of at least one 300-level French course and instructor's consent
Eligible students who have secured an internship related to the field of study may complete an internship for credit, with the approval of a faculty member. Students complete reflective assignments and a final project in French, in consultation with the faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience while working with the French language and Francophone cultures and applying skills they have learned in the classroom

FRSC 390 Forensic Science Internship (1-4 Credit Hours)
Pre-requisites: FRSC 342; Restricted to Forensic Science majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in forensic focused criminal justice agencies.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific forensic focused criminal justice agency and be able to identify and describe the link between their field experience and prior courses

HIST 398 History Internship (3 Credit Hours)
This course provides three hours credit for students engaged in history related internships in the public and private sectors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to obtain an internship position, to learn on-the-job from an experienced practitioner in a wide variety of public and private sector settings, to draw links between their present situation and historical research, and to develop critical thinking and communication skills

HMSV 390 Supervised Fieldwork II (6 Credit Hours)
No course description is available
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

GLST 370 Internship in Global Studies (3-6 Credit Hours)
Pre-requisites: Open to all GLST major and minors but requires instructor permission to enroll
Students enrolled in this course must secure an internship relevant to the field of global studies. Students not only engage in regular workplace activities but also attend class meetings, complete writing assignments reflecting on their internship placements, write a final paper, and submit a final evaluation from their workplace supervisor.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate awareness of at least one important global concern or issue as addressed in the internship

ITAL 395 Internship (3 Credit Hours)
The internship will enable students to gain practical experience in working in Italian government institutions in Chicago (such as the Italian Cultural Institute) or working in businesses or education.
Interdisciplinary Option: Italian Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will work 4-8 per week and reflect on their experience in conversations with supervising professor and other interns

MUSC 394 Internship in Music (1-6 Credit Hours)
Music students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission required. No more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a music organization while reflecting on their work experience and applying theories and techniques acquired from their music courses

PLSC 370 Fieldwork in Political Science-Internship (1-6 Credit Hours)
Practical experience in political and governmental agencies and organizations in Chicago and Washington, D.C.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn about different forms of public service and the ethical responsibilities of civic engagement; Working in a professional office for fifteen weeks allows students to experience the world of public service first-hand; Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

POST 395 Polish Studies Capstone (3 Credit Hours)
Capstone course to the POST Minor program. This is a tutorial course with a service learning component that serves an integrative purpose. In the tutorial students will focus on a specific issue or theme in POST. The syllabus will reflect the research interests of the faculty member who administers the course.
Interdisciplinary Option: Polish Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to integrate their coursework in the POST minor with their major concentration

PSYC 390 Internship in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 and approval via an internship application due on the 5th Friday of the previous semester
Capstone service-learning experience for psychology majors, involving application and development of psychological knowledge and skills through an internship (100 hours) in a human service organization or applied research setting, combined with regular class meetings, reading and writing assignments. Students arrange placements and complete a project on site. Application details may be found here: https://luc.edu/psychology/undergraduate/internshipinpsychology. Practical, pre-professional job skills, critical analysis and connection between theory and practice, on topics of: human service agency operation; effective working relationships; professional communication; cultural competence; values and ethics.
This course satisfies the Engaged Learning requirement.

SOCL 380 Internship (3-6 Credit Hours)
Pre-requisites: Permission of instructor or chair
Supervised field experience for students working in a selected community organization, government agency, social agency, or business.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students have opportunity to apply the skills and analysis of sociology to a concrete situation

SPAN 395 Internship (3 Credit Hours)
The internship will allow students to work in a variety of settings using Spanish - business, education, government, or social service agencies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience in speaking and writing Spanish

STAT 391 Internship in Actuarial Science (1-3 Credit Hours)
Pre-requisites: STAT 304 and 396; approval of the internship director
This course offers an opportunity to obtain experience in actuarial science in a professional environment; placement requires approval of the internship coordinator and acceptance by an employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain first hand experience doing actuarial work in a real world environment

THEO 348 Supervised Ministry (3 Credit Hours)
Placement in a ministerial position, on-site supervision, and biweekly individual or group meetings with the course director is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THTR 394 Internship in Theatre (1-6 Credit Hours)
Theatre students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department Permission Required. No more than 6 credit hours of Internship of Fieldwork may be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a theatrical organization while reflecting on their work experience and applying theories and techniques acquired from their theatre courses

WSGS 398 Women's Studies Internship (3 Credit Hours)
This course uses supervised project-based experiential learning to allow students the opportunity to apply feminist analysis and practical skills to a student-designed project that will be completed within the timeframe of a course term.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST398/WSGS398
Outcomes:
Students learn application of feminist concepts and principles to pragmatic outcomes; leadership, planning, time management, and assessment skills

Rome Campus

- GLST 370 Internship in Global Studies
- ITAL 395 Internship

Center for Engaged Learning, Teaching, & Scholarship/Office of the Provost

EXPL 390 Internship Seminar: Organizational Change and Community Leadership (3 Credit Hours)
This course is a seminar course focusing on organizational leadership and change through a 100 hour internship experience with a non-profit organization, government agency, or business organization, pre-approved by the Center for Experiential Learning.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Students will gain professional experience at an organization while reflecting on their work experience and applying theories of organizational leadership, civic engagement, community development, and leadership in the community

EXPL 393 Seminar in Integrative Leadership (3 Credit Hours)
This is a seminar course for students leaders in approved co-curricular programs (e.g., ABI leaders, student organization executive board, Loyola4Chicago leaders, etc.). Students in this course will complete at least 100 hours in a leadership experience in the context of integrative leadership theory culminating in a portfolio to demonstrate holistic leadership capacity.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Develop understanding of leadership theories, reflection on actions, and integrative leadership theories; 2) Enhance connection to the institution through leadership experience, and academic and professional learning and development; 3) Produce an integrative professional portfolio

Institute of Environmental Sustainability

ENVS 395 Environmental Internship (3 Credit Hours)
Students seek out and engage in a semester- or summer-long internship with a civic, business, governmental, or academic group providing hands-on experience in work on environmental issues.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate, through daily activity logs and a comprehensive final report, a clear understanding of the environmental context and practical applications of their internship experience

Interdisciplinary Honors Program

HONR 290 Literacy Center (3 Credit Hours)
Pre-requisites: Students in or beyond their second semester; UCWR 110 or equivalent
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program. Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills.
This course satisfies the Engaged Learning requirement.

HONR 370 Fieldwork in Honors - Internship (1-3 Credit Hours)
The main goal of this course is to provide students with valuable work experience in a professional field connected with their academic program. It allows students to apply and further develop their knowledge and skills through an internship in a non-academic setting. The course is also intended to serve as a "bridge" between college and career. This internship presents an opportunity for students to gain valuable professional experience as an intern in public or private institutions engaged in public service projects. HONR 370 will satisfy the "service" requirement for all Honors students.
This course satisfies the Engaged Learning requirement.

Parkinson School of Health Science and Public Health

EXCM 395 Clinical Internship and Patient Management (6 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L), 4 of 8 upper division EXCM courses
Practical experience working with exercise physiologists, physical therapists, occupational therapists, rehabilitation therapists, and others, in cardiac care and orthopedic rehabilitation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Understand development and implementation of population-based exercise science programs; Demonstrate competency in fitness assessments; Explain management structure(s), staffing patterns and operations of exercise and fitness sites; Implement regular and specific-focus exercise programs; Evaluate regular and specific-focus exercise programming; Demonstrate oral and written communication skills consistent with a leadership role in exercise science

HSM 360 Healthcare Administration Experiential Learning Practicum (6 Credit Hours)
Pre-requisites: HSM 310, HSM 315, HSM 330, HSM 338, HSM 345, HSM 358, HSM 368, and HSM 386
This course offers students an immersive professional experience within a healthcare setting, providing the opportunity to apply theoretical knowledge gained from prior healthcare administration coursework in a real-world context. Under the guidance of the course instructor(s) and a field preceptor, students collaborate with a healthcare organization to complete goal-oriented projects that align with the organization's needs and objectives. These projects are developed in partnership with the student, faculty advisor, and field preceptor, ensuring both practical relevance and academic rigor. Students are required to complete a minimum of 196 on-site hours, scheduled in coordination with the preceptor. This hands-on engagement allows students to refine their skills, deepen their understanding of healthcare administration, and contribute meaningful outcomes to their host organization.
This course satisfies the Engaged Learning requirement.
Outcomes:
Apply healthcare administration theoretical knowledge, concepts, and skills; Utilize analytical tools to address problems of practice; Exhibit critical thinking and advanced communication skills; Apply ethical reasoning to make at principled decisions in alignment with the Jesuit tradition; Incorporate feedback to enhance improve personal and professional effectiveness; Demonstrate independence, resourcefulness, and thoughtfulness in the workplace

PUBH 310 Public Health Internship (3 Credit Hours)
This practical internship course will integrate theory, where students will unpack the complexities of Public Health and gain an understanding of the roles and responsibilities of professionals. Careers in Public Health are multidimensional, students will integrate real world experience reflecting on experiences of leadership, health equity, community engagement, and professional development.
This course satisfies the Engaged Learning requirement.
Outcomes:
Integrate academic internship experience with course curriculum academic content through critical reflection of leadership theory and development; assess leadership identity, leadership behavior, and civic role in a public health framework

PUBH 399 Public Health Capstone Experience (3 Credit Hours)
This course is a cumulative, integrative and scholarly or applied experience or inquiry project. It may include internships, service-learning projects, senior seminars, portfolio projects, or research paper. The project provides the opportunity for students to demonstrate proficiency in effective communication skills through a written report and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate in written report and oral presentation the knowledge and skills acquired during the undergraduate program through selected projects which translate gained information into public health practice, including research

School of Business

IBUS 370 Inernational Business Internship - Engaged Learning (3-6 Credit Hours)
Pre-requisites: Sophomore standing, Permission of Instructor
IBUS 370 is a seminar course that challenges students to analyze the theory and practices from the world of work that impact the ethics of leading, interpersonal and organizational dynamics, and competent work place contributions required for success in the modern business world. Concepts associated with internship/engaged learning as related to career development will be addressed. Students are required to work a minimum of 120 hours over the course of one semester. All internships must be supervised by professionals and may be paid or unpaid.
This course satisfies the Engaged Learning requirement.
Outcomes:
a) Developing a foundation on which a student may build a career; b) Understanding the role of the Jesuit tradition as it relates to leadership and service

School of Communication

COMM 391 Advertising/Public Relations Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Completed 18 credit hours in COMM courses; Restricted to ADPR majors; Instructor Consent; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 392 Multimedia Journalism Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to MJRN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492
Outcomes:
Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences

COMM 393 Communication Studies Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to CMAS and CMUN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 394 Film & Digital Media Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to FDMD majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
Complete an internship providing an opportunity to use their visual and technical and/ or skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 394/COMM 494
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

School of Continuing and Professional Studies

CPST 398 Professional Studies Internship Seminar (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 398 must take CPST 399 the following session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Applied experience in a professional setting

CPST 399 Professional Studies Internship Seminar II (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 399 must first take CPST 398 the previous session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Outcomes:
Applied experience in a professional setting

School of Education

ELPS 265 Cultural and Educational Policy Studies Internship (3 Credit Hours)
The Internship in Cultural and Educational Policy Studies course is intended to help students integrate theoretical and research coursework with a practical field-based experience to reflect on their own development as professionals working in the field of education.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students develop and refine their professional skills and competencies; Students will be able to identify key education issues domestically and/or internationally and critically analyze them in terms of the relationship(s) between policy and practice

School of Nursing

CMAN 380 Community Health (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 294, and GNUR 290 with a C- or better; Must also enroll in CMAN 380L
Nursing and public health concepts provide theoretical basis for care of families, aggregates, and communities outside institutional settings. Role of community health nurses in caring for specific aggregates is described. Clinical experiences are provided for application of concepts and implementation of nursing interventions in a variety of community settings.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN380/CMAN380A/CMAN375

School of Social Work

SOWK 330 Internship I and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SOWK 340 Internship II and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350
Co-requisites: SOWK 330
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

Fieldwork

For a course to be designated as “Fieldwork”, satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for field work courses are based on research and best practices in experiential learning:

1. *The field work (clinical placement, practicum) must be approved by the faculty instructor, as it is the extension of the classroom and applying knowledge gained in the classroom.*
2. *The academic course in which students engage in the field work clearly states the hours requirement (minimum of 100 hours of work).*
3. *The field work experience is with a professional organization related to their field of study, educational goals and/or career and vocational aspirations.*
4. *The learning objectives related to the field work experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*

All courses that have been approved to satisfy the Engaged Learning University Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (http://www.luc.edu/locus/).

College of Arts and Sciences

ANTH 399 Fieldwork in Anthropology (1-6 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Application of anthropological concepts and methods to a specific field situation under the supervision of a faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn field techniques and data recovery and analysis techniques pertinent to the specific nature of their field experience

ARTS 397 Fieldwork in Arts Education (3 Credit Hours)
Credit given for arts education work outside the university undertaken under the guidance professional arts educators. Students keep an hour and activity log and write reflective evaluative papers. Permission of the Department of Fine and Performing Arts Specific outcomes and credit hours assigned to be determined by the student in consultation with the Teaching Artistry Faculty Coordinator and the project supervisor

DANC 397 Fieldwork in Chicago - Dance (1-12 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional dance organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Dance and the project supervisor

ENGR 391 Biomedical Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 381 during the same academic year, ENGR 342, concurrent enrollment in ENGR 343
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored medical device projects assigned in ENGR 381. Medical device product development or regulation topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 392 Computer Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 382 during the same academic year, ENGR 352, concurrent enrollment in ENGR 353
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 382. Computer engineering or professional development topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce computer engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 393 Environmental Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: ENGR 383 (minimum C-)
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 383. Environmental engineering or professional development topics are also introduced. ENGR majors only.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

GNUR 384 Clinical Role Transition (3 Credit Hours)
Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360,with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383
Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.
This course satisfies the Engaged Learning requirement.
Outcomes:
Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

MLSC 302 Applied Leadership in Small Unit Operations (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 301 or departmental consent is required
MLSC 302 consists of both lecture and lab sections; focuses on applied leadership in small unit operations; analyze, test, and relate the fundamentals of direct level leadership and small unit tactics at the platoon level.
This course satisfies the Engaged Learning requirement.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially; Successful completion of this course will help prepare contracted Army ROTC students for the Cadet Summer Training Advance Camp, which students normally attend summer of junior year at Fort Knox, KY

MUSC 397 Fieldwork in Chicago - Music (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional music organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours to be assigned to be determined by the student in consultation with the Director of Music and the project supervisor

THTR 397 Fieldwork in Chicago - Theatre (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional theatre organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Theatre and the project supervisor

WSGS 388 Women's Studies Practicum (3 Credit Hours)
This supervised field experience uses experiential learning at a wide variety uses experiential learning at a variety of women's political, cultural or educational organization as the basis for learning and refining skills which cab benefit gender equity.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST388/WSGS388
Outcomes:
Students demonstrate skill proficiency, professional conduct, and systematic reflection on their experience; Students learn about public and private sector responses to women's issues and concerns

School of Business

See Academic Internships (QUIN 351 Business Internship-Engaged Learning)

ISSCM 393 Requirements Analysis and Communication (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" or better in ISSCM 247
This course focuses on Information Systems requirements and related communication skills. Students will learn how to gather requirements for Information Systems from an organization's users and executives based on a general understanding of organizations and business goals. Students learn techniques of how to translate between organizational needs and requirements for systems and processes, and how to analyze, validate, and prioritize those requirements. A special focus of the course will be to improve business communication skills such as interviewing, listening, presenting and negotiating.
This course satisfies the Engaged Learning requirement.
Course equivalencies: ISOM393 / MGSC393

School of Communication

COMM 315 Advanced Reporting Topics (3 Credit Hours)
Pre-requisites: COMM 205 and 362; Junior Standing and above
This course offers in-depth attention to the challenges of writing complex stories characterized by careful research, use of sources, interviewing, and reporting and writing. Students examine writing for a "lay" audience in such areas as science and technology, finance, government, and religion. Can be repeated once with a different topic. Second completion can count as major elective in MJRN.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will broaden their writing and research experience

COMM 345 Student Agency (3 Credit Hours)
Pre-requisites: COMM 175 and Instructor Consent
Course involves actual client work in Inigo, the student-run communications agency. Students gain skills/put theory into action as they provide public relations, digital communication, strategy and other services to companies and non-profits. Students apply prior semester. Contact instructor at cmcphil@luc.edu for details. All majors encouraged.
This course satisfies the Engaged Learning requirement.
Outcomes:
A fundamental understanding of what agencies are and how they function; A heightened sense of professionalism; Advanced-level teamwork; Increased written and verbal communication skills

COMM 381 Communication Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain advanced practical experience in service experiential learning projects. Student must develop a project with a full-time faculty member in COMM Studies. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs and organizational goals in local and global contexts; Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in advertising or public relations

COMM 382 Multimedia Journalism Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain hands-on practical experience in developing multimedia journalism projects. Student must develop a project with a full-time faculty member in Multimedia Journalism. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs; Produce journalistic stories to reach diverse publics and for distribution through multiple\ \nchannels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and\\nin the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in journalism

COMM 383 Radio Practicum (3 Credit Hours)
Pre-requisites: Department Consent
Students will work with WLUW radio station under the supervision of a faculty member participating in one or several of the following activities: generating story ideas, booking guests, interviewing guests, doing promotions using social networking and on-air productions, recording, editing and producing audio segments, and learning several facets of what it takes to produce a radio show.
This course satisfies the Engaged Learning requirement.
Outcomes:
Technical Proficiency: Operate studio and control-room equipment for live boards, automation, and remote recording, including digital audio workstations (eg, Adobe Audition, Pro Tools); Production Skills: Create, edit, and mix broadcast-ready content, including promos, PSAs, interviews, and news reports that meet industry loudness and quality standards; On-Air Performance: Demonstrate effective vocal techniques, interviewing skills, and show pacing while hosting live or pre-recorded shows; Content Creation: Develop and curate relevant, engaging content tailored for specific audiences

COMM 384 Film and Digital Media Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students will gain advanced practical experience creating digital cinema projects. They may choose to focus on a certain role and section: director/producer, writer, cinematographer, editor, production designer, sound designer, or publicist.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain advanced practical experience producing and collaborating on digital cinema projects

School of Education

TLSC 380 Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (6-12 Credit Hours)
This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module.
This course satisfies the Engaged Learning requirement.
Outcomes:
Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and collaboration for impact on teaching and learning, (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators, (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher, (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs, (1H, 3J, 5H, 5K, 5M, 5P,7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families, (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their

School of Nursing

CMAN 272 Mental Health Patterns (3 Credit Hours)
Co-requisites: CMAN 272L
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 272L Mental Health Patterns: Lab (3 Credit Hours)
Co-requisites: Must also enroll in CMAN 272
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 380L Community Health: Lab (3 Credit Hours)
Must also enroll in CMAN 380.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN375L/CMAN380C/CMAN380L

MCN 273 Family Health Patterns I (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, GNUR 294 with a C- or better; Must have taken and passed MSN 277L with a P; Must also enroll in MCN 273L
This course allows students to apply concepts from systems theory and the levels of prevention models to structure the presentation of selected concepts related to health promotion and health maintenance of childbearing and parenting families.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of childbearing and parenting families

MCN 273L Family Health Patterns I: Lab (3 Credit Hours)
Co-requisites: Must enroll on MCN 273
No course description is available

MCN 374L Family Health Patterns II: Lab (3 Credit Hours)
Co-requisites: Must also enroll in MCN 374
No course description is available

MSN 277 Medical/Surgical Nursing: Adult Health I (4 Credit Hours)
Pre-requisites: Must have taken and passed PSYC 273 or PSYC 274 and GNUR 294 with a C- or better OR Must have taken and passed PSYC 273 or PSYC 274 with a C- or better and be enrolled in GNUR 294
This course is designed to use levels of prevention to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families and communities across the health care continuum.

MSN 277L Medical/Surgical Nursing: Adult Health Lab I (3 Credit Hours)
Must also enroll in MSN 277. This course is designed to apply levels of prevention in nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families, and communities across the health care continuum.

MSN 377 Adult Health II - Advanced Medical-Surgical (4 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 290, GNUR 294, GNUR 360,with a C- or better; Must also enroll in MSN 377L
This course builds on MSN 277, Adult Health I, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of interventions within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues

MSN 377L Adult Health II - Advanced Medical Surgical Clinical (3 Credit Hours)
Must also enroll in MSN 377. This course builds on MSN 277L, Adult Health I Clinical, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are obtained and interventions are provided within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues - clinical

School of Social Work

See internships (SOWK 330 Internship I and Simulated Experience and SOWK 340 Internship II and Simulated Experience)

Public Performance

For a course to be designated as “Public Performance“, satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for public performance courses are based on research and best practices in experiential learning:

- *The experience (e.g. musical performance, dramatic performance, art exhibit) is the culmination of a student’s work presented publicly in a program or performance, as it is the extension of the classroom and applying knowledge gained in the classroom.*
- *The academic experience in which students engage in the performance work clearly states the hours requirement.*
- *The learning objectives related to the performance experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
- *There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.*
- *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*

All courses approved to satisfy the Engaged Learning University Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (http://www.luc.edu/locus/).

College of Arts and Sciences

DANC 212 Ballet Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Students should be familiar with the five feet and arm positions and be able to work in 5th position of the feet. Dancers should demonstrate correct alignment of the pelvis and spine in plie and releve and while working at the barre. Dancer must be able to execute correct articulation of the feet and leg in tendu. They should be familiar with basic petite allegro and action of the feet, hips and legs while jumping. This is a continuing ballet class designed to build on established vocabulary and movement fundamentals with emphasis on ballet as a theatrical art form.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR212/DANC212
Outcomes:
This class further develops strength, posture, flexibility and coordination; Progressions include more work en relev at the barre, development of leg extensions, single leg jumping and more complex movement combinations; Students will develop awareness of a dancer's role in a ballet production

DANC 213 Ballet III: Advanced Continuing Ballet (2 Credit Hours)
Pre-requisite skills: Student must demonstrate correct alignment and articulation at the barre and in the center when standing in first or fifth position. Student should have introductory proficiency in pirouettes en dehors and en dedans as well as petit allegro. This course serves students who have achieved proficiency in the basic elements of Continuing Ballet, but need to develop skills to meet the Intermediate level. Course focuses on reinforcing foundational technique in alignment and articulation and provides opportunities to develop strength, coordination and vocabulary required to advance to 311 Intermediate Ballet.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will increase their awareness of overall dance alignment and articulation; They will develop strength, coordination and vocabulary preparing them for Intermediate Ballet; Students will enhance their ability to travel across the floor as well as conduct pirouettes; Adagio work in the center and grand allegro is introduced

DANC 222 Modern Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Dancers should be able to maintain correct alignment of the legs, back and pelvis standing and shifting their weight. Must be familiar with 1st and 2nd position of the legs and demonstrate basic articulation of the legs in tendu and jumping. This course is designed to further increase student's body awareness, strength, flexibility and musicality. We will study the technique and theory of Fall and Recovery developed by Doris Humphrey as well as learn short excerpts of repertory to be analyzed. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR222/DANC222
Outcomes:
Students will further develop their modern dance technique and be able to execute more physically challenging falls and longer and more complex movement combinations

DANC 232 Jazz Dance II: Theories and Techniques (2 Credit Hours)
Prerequisite Skills: Dancers should demonstrate correct placement of the legs, back and pelvis standing and in plié. They should be able to demonstrate basic jazz turns, jazz runs and pas de bourée. Dancers need to use correct position and opposition of the arms in combinations. Jazz II is designed to further develop student's technical ability and awareness of Jazz dance in theatrical productions. Students will learn about professional Jazz dance in Chicago and improve their strength, coordination, flexibility and correct posture in increasingly complex combinations applying the vocabulary and principles of jazz dance. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR232/DANC232
Outcomes:
Students will improve their dance technique, performance skills and appreciation of Chicago's rich tradition of Jazz dance performance

DANC 314 Pointe II: Continuing Pointework (1 Credit Hour)
This is a studio class that explores ballet technique en pointe. This course is to be taken concurrently with DANC 213 Ballet III, DANC 341 Ballet IV, or DANC 343 Ballet V. This course explores continuing ballet technique en pointe. It requires students to apply and synthesize all aspects of pointework studies including technique, spatial awareness, dynamics and group forms by preparing and presenting a public performance. It must be taken concurrently with Ballet III, Ballet IV or Ballet V. May be taken 8 times for credit.
Outcomes:
Students gain a deeper understanding of pointe technique, as well as demonstrate specific advanced skills required of the dance form; Students apply and synthesize material in a public performance

DANC 323 Rehearsal and Performance (1 Credit Hour)
Pre-requisites: Permission of the department
Dancing, choreographing, or stage managing, in a campus production. Completion of a journal or paper is required. May be repeated up to 12 times.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique into production practice

DANC 331 Jazz Dance III: Intermediate Jazz Dance Theories and Techniques (2 Credit Hours)
Pre-requisites: Permission of the Instructor
This course develops students' ability to execute Jazz dance technique at an intermediate level. Students improve their dance technique, dynamic, spatial and performance skills. Students apply and synthesize all aspects of jazz dance technique in public performance. This course may be taken six times for credit.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve core strength, coordination, flexibility and correct posture at the intermediate level, in increasingly complex combinations applying and synthesizing all concepts and technique in public performance

DANC 370 Dance Composition (3 Credit Hours)
Pre-requisites: Must be a Dance Major or Dance Minor to enroll; Placement in Level III or higher dance technique courses; Permission of the department required
This course takes students from an introduction to dance composition theory and techniques through the process of creating a group work for the stage. Course work includes lecture, discussion, selected readings, viewing of masterworks of dance composition, creation of several dance studies on various themes and culminates in the creation of a work for performance in the Student Choreographic Showcase.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the development of short dance students learn the principles of dance composition and then apply them to their own creation performed for a public audience

FNAR 398 Fine Arts Capstone (3 Credit Hours)
Pre-requisites: Completion of the most advanced course in the student's FNAR concentration
The course serves as the culmination of each student's experience as a Fine Art major. Students will demonstrate the ability to produce work that exemplified the application and synthesis of the knowledge gained from the courses and experiences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to produce art work suitable for exhibit

MUSC 104 Gospel Choir (1 Credit Hour)
Admission through audition. A mixed ensemble of singers performing primarily Gospel music (Spirituals, Blues, etc). Admission through audition. The choir participates in at least one public performance each semester. May be repeated to a limit of eight hours.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC104/BWS 104
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; They reflect on their personal and collective artistic growth through the process

MUSC 106 Guitar Ensemble (1 Credit Hour)
Admission through audition. For advanced guitarists. The study, rehearsal and performance of transcriptions and original works for guitar ensemble. Repertoire from the Renaissance through the present will be performed. Students must provide their own instruments. Gives at least one concert each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper guitar technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 107 Chorus (1 Credit Hour)
University Chorus is a topics course in ensemble singing devoted to the study, rehearsal and performance of standard choral literature of all periods. Admission through audition. Gives at least two performances each semester. Some sections require audition for admission.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve their vocal/choral technique and knowledge of the musical literature through rehearsal and performance; They reflect on their personal and collective artistic growth throughout the performance process

MUSC 108 Liturgical Choir: Cantorum (1 Credit Hour)
Admission through audition. An SATB ensemble providing music for the Sunday liturgies in Madonna della Strada Chapel and other university liturgical and choral functions and concerts. Repertoire includes both traditional and contemporary sacred music. Admission through audition.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic throughout the performance process

MUSC 109 Jazz Ensemble (1 Credit Hour)
Admission through audition. Rehearsal and performance of standard Jazz and Big Band music. Members must have previous Jazz Band experience. Performs publicly at least twice each semester of the academic year.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC109/BWS 109
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 207 Chamber Choir (1 Credit Hour)
Audition Required. An ensemble of advanced singers performing works written especially for the smaller choir. Performance of music from all historical periods suitable for this type of choir. The choir participates in at least two public performances each semester. Admission through audition. May be repeated for up to eight credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered through rehearsal and performance, while integrating proper vocal/choral technique; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 246 Composition I (3 Credit Hours)
Course deals with the study of music theory and simple and binary forms. In addition to that, students compose an original piece of music for two instruments that receives public performance.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the study of relevant music scores, students learn the principles of composition and instrumentation to then apply them to their own compositions

MUSC 320 Rehearsal and Performance (1 Credit Hour)
This course allows students to receive credit for performing in an on-campus production during the semester. Completion and submission of a journal or paper is required. Permission of department is required.
This course satisfies the Engaged Learning requirement.

MUSC 374 Musical Theatre Repertoire (4 Credit Hours)
This capstone repertoire course synthesizes musical theatre history, theory and performance. It is designed to develop students' ability to perform vocally, dramatically and physically within the canon of musical theatre repertoire. It culminates in a musical theatre showcase which features student performance of the repertoire learned in class.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the history of musical theatre performance by comparing the work of significant composers, directors and choreographers and demonstrate understanding of the intrinsic requirements for effective synthesis of vocal, dramatic and dance performance

MUSC 388 Lecture/Recital: MUSC Capstone (3 Credit Hours)
Pre-requisites: Music Major only
A directed studies capstone experience course. Project proposal must be approved by the course advisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include, a performance of a composition, paper presentation, digital music design for a commercial product, conduct a chamber ensemble or the creation of a music installation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

PLSC 202 Mock Trial (3 Credit Hours)
Students will study the trial as a process for finding truth and administering justice by learning the dynamics of the trial, by developing trial strategy, by learning how to conduct and respond to direct and cross examination and by delivering effective opening and closing arguments. Mock trial is an engaged learning course. Prior Permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Mock trials are an activity that promotes critical thinking and reasoning; They call upon students to employ their problem-solving and public-speaking skills, and students gain knowledge of legal practices and procedures

PLSC 203 Moot Court (3 Credit Hours)
Students will study the appeal as a process for finding truth and administering justice by learning the dynamics of appellate advocacy, by developing oral argument strategies, by learning how to respond to questions posed by judges in competition, and by delivering effective summations and rebuttal arguments. Moot court is an engaged learning course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Moot court competitions are an activity that promotes critical thinking and reasoning; They will enhance their ability-to-think- on-their-feet skills, their legal research skills, and their public-speaking skills; Students gain knowledge of legal argumentation and constitutional law

THTR 204 Playwriting (3 Credit Hours)
This course is and introduction to the theories and techniques of playwriting with particular emphasis on the analysis of dramatic structure.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the theories and techniques of playwriting and dramatic structure through application of these skills in several playwriting exercises and the development of a one act play

THTR 305 Theatre Workshop: Special Topics (3 Credit Hours)
This course introduces the student to a style, genre or method theatre making through active application in exercises, demonstrations, games and workshops.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop skills in applying performance theory to practice; develop performance skills in a particular style or genre; expand a repertoire of rehearsal techniques; and develop skills to create original theatre pieces

THTR 323 Rehearsal & Performance (1-12 Credit Hours)
Pre-requisites: permission of the instructor
This course allows students to receive credit for stage managing, acting in or directing a campus production during the semester. Completion and submission of a journal or paper is required. Course may be repeated up to 12 times for a total of no more than 12 credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique covered in coursework to production practice

THTR 324 Applied Design and Management (1-3 Credit Hours)
This independent study course supports student scene, costume, lighting, make-up, sound or property designers and stage managers selected by the faculty to design or manage for university productions. Department Permission Required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will deepen their understanding of a design process via first hand experience in our theatre

School of Communication

COMM 335 Creating ADPR Content with AI (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
This course explores the current practices, opportunities, challenges, and ethics of strategic integration of Artificial Intelligence (AI) and Generative AI (GAI) into advertising, public relations, and communication workflows. Students learn various AI platforms and how to use AI for audience research, content creation, and campaign optimization while navigating the ethical and legal implications of automated communication.
Course equivalencies: COMM 335 / COMM 445
Outcomes:
Know the AI platforms and tools used for creating effective strategic communication content; Learn how to integrate AI to reduce creative production time; Understand the ethical implementations for AI use including navigating transparency, data privacy, and other issues; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 339 Video Documentary (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
This course offers hands on production of video documentaries through the study of electronic field production technology, the analysis of documentary texts, and the application of documentary research methods.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X - COMM 339 / COMM 439
Outcomes:
Students will gains hands-on video production experience in a non-narrative genre

COMM 373 Digital Storytelling Abroad (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
Participants will learn and execute multimedia storytelling in an international setting. This course will help students enhance their video, writing, interviewing, photography, and editing skills within another country and cultural context.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 373/COMM 473
Outcomes:
The course will require students to enterprise and execute a range of multimedia skills that help participants tell stories; The course will have an emphasis on community engagement and social justice; The course will give students an opportunity to apply technical knowledge and skills to a uniquely-designed study abroad experience

Service-Learning

For a course to be designated as "Service-Learning", satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for service-learning courses are based on research and best practices, the CAS Standards for Service-Learning (2009), and the Principles of Good Practice for Service-Learning Pedagogy (Howard, 1993).

1. *The academic course establishes the service expectation of 20+ hours of service to work in the community or in the environment, or on a community-based project connected to the content of the course.*
2. *Learning objectives related to the service experiences are clearly articulated.*
3. *There is a clear articulation of the community partnership or project and how it addresses community-defined priorities.*
4. *The syllabus assignments and final projects synthesize classroom- and community-based learning.*
5. *Activities and assignments encourage students to reflect on larger community issues, sustainability issues, social structures, and/or topics of social justice (e.g. perpetuating dependence vs. building capacity within the community).*

The Center for Engaged Learning, Teaching, & Scholarship publishes a listing of ALL approved service-learning classes each semester. This list can be found on the Service-Learning Program website (https://www.luc.edu/celts/programs/service-learning/forstudents/courses.shtml/).

All courses that have been approved to satisfy the Engaged Learning University Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (http://www.luc.edu/locus/).

College of Arts and Sciences

Code	Title	Hours
ANTH 104	The Human Ecological Footprint [1]	3
ANTH 216	Cultures of Migration	3
ARTS 200	Introduction to Teaching Artistry	3
BIOL 395	Special Topics in Biology [1,2]	3
CATH 296	All Things Ignatian: Living and Learning in the Jesuit Trad	3
CJC 395	Special Topics [1]	3
CLST 281	War and War Experience, Ancient and Modern	3
COMP 390	Broadening Participation in STEM (Computing, Math & Science)	1-3
ENGL 220	Theory and Practice of Tutoring Writing	3
ENGL 293	Advanced Writing [1]	3
ENGL 393	Teaching English to Adults: Internship	1-3
GERM 320	German-American History: Focus on Chicago	3
HMSV 201	Human Services Practice	3
HMSV 390	Supervised Fieldwork II	6
ITAL 103	Italian III [1]	3
ITAL 250	Composition & Conversation I [1]	3
MATH 123	Topics	1-3
MATH 147	Mathematics For Teachers I	3
MATH 170	Service Learning in Mathematics	3
PHIL 262	Social & Political Philosophy - Civic Engagement	3
PHIL 264	Health Care Ethics - Civic Engagement	3
PHIL 284	Health Care Ethics [1]	3
PHIL 287	Environmental Ethics [1]	3
PHIL 288	Culture and Civilization [1]	3
PHIL 325	Ethics & Case Based Reasoning	3
PLSC 335	Urban Semester Seminar	3
POST 395	Polish Studies Capstone	3
PSYC 237	Cross-Cultural Psychology	3
PSYC 390	Internship in Psychology	3
ROST 382	Human Rights: View from Rome	3
RUSS 290	Russia and Russians in the World	3
SOCL 101	Society in a Global Age [1]	3
SOCL 127	Social Analysis and Social Action	3
SOCL 216	The Sociology of Violence [1]	3
SOCL 258	Confronting Homelessness: Local to Global	3
SOCL 280	Topics in Contemporary Sociology [1]	3
SOCL 335	Urban Semester Seminar	3
THEO 100	Christian Theology [1]	3
THEO 266	Church & Global Cultures [1]	3
THEO 280	Religion & Interdisciplinary Studies [1]	3
THEO 348	Supervised Ministry	3
THTR 348	Theatre Pedagogy	3
URB 397	Urban Studies Research	3
WSGS 201	Contemporary Issues in WSGS [1]	3
WSGS 399	WSGS Capstone	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

[2] Special areas of study outside the usual curriculum, that vary each time the course is offered.

Center for Engaged Learning, Teaching, & Scholarship/Office of the Provost

Code	Title	Hours
EXPL 290	Seminar in Community-Based Service and Leadership	3
EXPL 291	Introduction to Research	3
EXPL 292	International Service Learning	3

School for Environmental Sustainability

Code	Title	Hours
ENVS 101	The Scientific Basis of Environmental Issues [1]	3
ENVS 267	Bird Conservation and Ecology [1]	3
ENVS 273	Energy and the Environment [1]	3
ENVS 283	Environmental Sustainability [1]	3
ENVS 284	Environmental Justice	3
ENVS 340	Natural History of Belize [1]	3
ENVS 345	Conservation and Sustainability of Neotropical Ecosystems [1]	3
ENVS 350A	Solutions to Environmental Problems: Water	3
ENVS 350C	Solutions to Environmental Problems: Climate Action	3
ENVS 350F	Solutions to Environmental Problems: Food Systems	3
ENVS 363	Sustainable Business Management [1]	3
ENVS 369	Field Ornithology [1]	3
ENVS 383	Human Dimensions of Conservation [1]	3
ENVS 384	Conservation Economics [1]	3
ENVS 390	Integrative Seminar [1]	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

Interdisciplinary Honors Program

Code	Title	Hours
HONR 290	Literacy Center	3
HONR 301	Honors Capstone: Moral Responsibility	3
HONR 370	Fieldwork in Honors - Internship	1-3

Parkinson School of Health Science and Public Health

Code	Title	Hours
EXCM 101	Introduction to Exercise Physiology	3
HSM 110	Healthcare in America	3
HSM 210	Introduction to Global Healthcare Delivery	3
HSM 220	Post-Acute & Long-Term Care Management	3

School of Business

Code	Title	Hours
INFS 399	Special Topics in Information Systems [1]	3
ISSCM 241	Business Statistics [1]	3
ENTR 311	Social Entrepreneurship	3
MARK 311	Marketing Research [1]	3
MARK 373	Integrated Marketing Communications	3
MARK 399	Special Topics in Marketing [1]	3
MGMT 335	Micro-Enterprise Consulting	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

School of Communication

Code	Title	Hours
COMM 204	Community as Story	3
COMM 215	Ethics & Communication [1]	3
COMM 281	Communication, Language & Gender	3
COMM 311	Health Communication [1]	3
COMM 320	Public Service Communication	3
COMM 337	AD/PR Multimedia Commercial Production	3
COMM 372	Special Topics: Multimedia Journalism [1]	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

School of Continuing and Professional Studies

Code	Title	Hours
CPST 390	Organizational Theory and Practice [1]	3
CPST 397	Capstone	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

School of Education

Code	Title	Hours
CIEP 104	Mathematics for Teachers I	3
CIEP 390	Field Study in Education [1]	3
ELPS 125	Introduction to Leadership Studies	3
TLSC 110	The Profession and Our Program (TLLSC) [2]	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice [2]	2
TLSC 130	Sequence One: 130 Community Immersion [2]	1

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.
[2] Must be taken together.

School of Nursing

Code	Title	Hours
CMAN 380	Community Health	3

School of Social Work

Code	Title	Hours
SOWK 200	Introduction to Social Work	3
SOWK 361	Special Topics [1]	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

Undergraduate Research

For a course to be designated as "Undergraduate Research", satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. *The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor*
2. *Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.*
4. *The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*
7. *There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.*

In addition to classes approved for EL credit in the area of Undergraduate Research, research projects students pursue under an Independent Study or Directed Readings course-number may be approved for EL credit if they meet the criteria. Students should follow the process to request EL credit on the "Requesting EL Credit (https://www.luc.edu/celts/programs/engagedlearning/studentresources/requestingelcredit/)" page.

All courses that have been approved to satisfy the Engaged Learning University Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (http://www.luc.edu/locus/).

College of Arts and Sciences

Code	Title	Hours
ANTH 314	Applied Anthropology	3
ANTH 317	Explore Chicago: Research in Culture and History	3
ANTH 348	Museum & Material Culture Research	3
ANTH 361	Issues Cultural Anthropology [1]	3
BIOI 397 / BIOL 395	Bioinformatics Survey [1]	1-4
BIOI 399	Bioinformatics Research	1-4
BIOL 296	Introduction to Research	1
BIOL 366L	Cell Physiology and Biochemistry Lab	3
BIOL 373	Laboratory in Neurophysiology and Behavior [1]	4
BIOL 390	Molecular Biology Laboratory	4
BIOL 392	Metagenomics	3
BIOL 395	Special Topics in Biology [1]	3
BIOL 396	Research	3
CHEM 300	Undergraduate Research	1-6
CJC 391	Capstone Experience Research	3
CLST 380	Research in Classical Studies	3
COMP 312	Open Source Software Practicum	3
COMP 398	Independent Study	1-6
DANC 398	Research in Dance	1-12
ENGL 283	Women in Literature [1]	3
ENGL 299	Topics in Advanced Writing [1]	3
FNAR 391	Senior Thesis in Art History	3
FNAR 392	Senior Thesis II: FNAR Art History Capstone	3
FNAR 394	Topics in Art History [1]	1-4
FRSC 394	Forensic Science Research	1-4
HIST 300A	Topics [1]	3
HIST 300D	Topics in U.S. History (Ramonat Seminar) [1,2]	3
HIST 375	Digital History [1]	3
INDS 380	Newberry Seminar [1]	6
MSTU 300 & MSTU 301	Integrative Experience I and Integrative Experience II	3
PHYS 338	Advanced Physics Laboratory	2
PHYS 391	Research	1-12
PSCJ 399	Independent Study	3
PSYC 370	Psychology Honors Research	3
PSYC 397	Independent Research	3
SOCL 265	Globalization & Society	3
SOCL 397	Independent Study Projects	3
STAT 370	Data Science Consulting	3
STAT 398	Independent Study [1]	1-6
THEO 280	Religion & Interdisciplinary Studies [1]	3
THEO 299	Religions of Asia	3
THEO 317	Christian Thought: Ancient-Medieval [1]	3
THEO 353	Religious Traditions [1]	3
or THEO 373	Theology Capstone	

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

[2] The Ramonat Seminar (http://ramonatseminar.com/) is an interdisciplinary, two-semester course that provides Loyola undergraduates with the unique opportunity to explore changing topics within American Catholic history, literature, and culture through hands-on research. Taught by a Loyola faculty member, the seminar is limited to 12 participants who pursue common readings in the fall semester and individual research projects in the spring semester. Unlike standard undergraduate courses, the Ramonat Seminar provides promising students, who will be named *Ramonat Scholars*, with resources for research, travel, and even publication in digital and print formats, all aimed at their general professional development.

Center for Engaged Learning, Teaching, & Scholarship/Office of the Provost

Code	Title	Hours
EXPL 391	Seminar in Undergraduate Research Methods	3

Parkinson School of Health Science and Public Health

Code	Title	Hours
PUBH 399	Public Health Capstone Experience	3

School of Education

Code	Title	Hours
CIEP 366	Special Topic Seminar	3

School of Environmental Sustainability

Code	Title	Hours
ENVS 323	Environmental Microbiology [1]	3
ENVS 350B	Solutions to Environmental Problems: Biogas [1]	3
ENVS 338	Climate Change and Human Health	3
ENVS 391	Environmental Research	1-3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

School of Business

Code	Title	Hours
BHNR 343	Integrated Analytical Decision Making	3
BHNR 353	Research Practicum	3
ECON 346	Econometrics [1]	3
ENTR 390	Entrepreneurship Strategies - Capstone	3
FINC 345	Portfolio Management	3
FINC 356	Advanced Topics in Investment Banking and Asset Management	3
FINC 399	Special Topics in Finance (Topics in Inverstment Banking and Asset Management)	1-3
MARK 311	Marketing Research	3

[1] Only specific sections satisfy the Engaged Learning requirement. These will include the letter E in the section number. Please see LOCUS for details.

School of Communication

Code	Title	Hours
COMM 365	Naturalistic Methods Communication Research	3
COMM 368	Ethnographic Research Methods in Communication	3

UNIV 101

UNIV 101 First Year Seminar is a 1-credit, pass/no pass, extended-orientation course required for all first-year students at Loyola University Chicago. Each class consists of 22 students or fewer and is taught by a University faculty or staff member and an undergraduate Peer Advisor. The class meets for 50-minutes/week during the fall semester.

UNIV 101 First Year Seminar is a graduation requirement for all first-year degree-seeking undergraduate students. Students must pass UNIV 101 First Year Seminar during their first semester of enrollment at Loyola. Should a student not pass UNIV 101 First Year Seminar, they must re-enroll and pass the course during the subsequent semester.

For more information, click on any of the sections below:

Course Description, Goals, and Learning Outcomes

UNIV 101 First Year Seminar helps new students make a positive transition to Loyola University Chicago by helping them adjust to academic and student life. Students will develop relationships with their classmates, faculty/staff instructor, and Peer Advisor in order to foster an inclusive and welcoming community. To make the most of their experience at Loyola, students will participate in meaningful discussions, personal reflection, and engaging activities within and outside of the classroom to learn more about themselves, others, Loyola, and the City of Chicago.

Goals

1. Foster student academic success and the achievement of their academic goals
2. Connect students to Loyola University Chicago, our mission, and the City of Chicago
3. Support student wellbeing and sense of belonging at Loyola University Chicago

Learning Outcomes

As a result of engaging in UNIV 101 First Year Seminar, students will be able to:

1. Create an academic and co-curricular plan to make the most of their experience at Loyola.
2. Choose resources and opportunities, on- and off-campus, that help them achieve their academic, social, personal wellbeing, and career goals.
3. Describe how the Jesuit mission of Loyola University Chicago, and the City of Chicago, influence their experience at Loyola.

Section Types

Most students will enroll in a general section of UNIV 101 First Year Seminar, which consists of students from across campus with different majors and identities. In addition, some sections are available for students with specific majors, communities, and identities. These special UNIV 101 First Year Seminar sections may include:

Magis Sections, for Students Who Identify as…

- Asian students
- Commuters
- First-generation college students
- LGBTQ
- Pre-health
- Students of color
- Undecided/undeclared

Major Specific Sections, for Students Majoring in…

- Communications
- Engineering
- Helping Professions (Social Work, Education, etc.)
- Nursing
- Public Health
- Science, Technology, Engineering, or Math (STEM)

Program Specific Sections, for Students Involved in….

- Achieving College Excellence (ACE)
- First-Year Research Experience (FYRE)
- Interdisciplinary Honors Program
- Learning Communities
- NCAA Athletics
- Quinlan School of Business Honors Program
- Rambler Success Program (RSP)
- Student Diversity & Multicultural Affairs (SDMA) Mentorship Programs

GRADUATE AND PROFESSIONAL CATALOG

Graduate and Professional Catalog

Loyola University Chicago is an independent, Catholic and urban university with a Jesuit heritage, emphasizing the development of the intellectual, social and moral values, and character of its students. Dedicated to higher education and health care, the university has national, regional and international influence.

The Graduate and Professional catalog is issued annually, prior to the start of the Fall Term of the new academic year. Graduate students are governed by the degree requirements issued for the academic year in which they enter Loyola University Chicago, and by the Academic Standards and Regulations for their academic unit or school.

Graduate and Professional Academic Standards and Regulations (p. 1938)

Accreditation

Loyola University Chicago is accredited by The Higher Learning Commission (HLC). Contact HLC at 800.621.7440 or visit: https://www.hlcommission.org/.

Graduate and Professional Schools

- The Graduate School (p. 1019)
- Institute of Pastoral Studies (p. 1400)
- Marcella Niehoff School of Nursing (p. 1458)
- Parkinson School of Health Sciences and Public Health (p. 1507)
- Quinlan School of Business (p. 1544)
- School of Continuing and Professional Studies (p. 1601)
- School of Education (p. 1620)
- School of Environmental Sustainability (p. 1702)
- School of Law (p. 1714)
- School of Social Work (p. 1810)
- Stritch School of Medicine (p. 1858)
- Dual Degree Programs (p. 1858)

Non-Discrimination Policy

Loyola University Chicago will not discriminate in its programs and activities on the basis of race, color, religion, national origins, sex, age, ancestry, marital status, sexual orientation, arrest record, military status or unfavorable military discharge, physical or mental handicap or disability.

Confidentiality of Education Records

Loyola University Chicago complies with the provisions of the Family Education Rights and Privacy Act of 1974 ("FERPA") when releasing personally identifiable information concerning students. FERPA stipulates that a student's education record is confidential information and must not be released without prior written consent of the student. FERPA does permit the release of "Directory Information." Directory information is information which would not generally be considered harmful or an invasion of privacy if disclosed. Students have the right to withhold "directory Information." However, the student should consider the consequences of such a request as Loyola University Chicago will honor the request, until removed in writing by the student. Loyola University Chicago has determined directory information to consist of a student's:

- Name
- Address(es) and telephone number
- University e-mail address
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute or program in which the student is enrolled
- Dates of attendance
- Grade level (Such as freshman, sophomore, junior, senior or graduate level)
- Enrollment status (Undergraduate or graduate, full-time or part-time)
- Date of graduation
- Degree(s) received
- Honors or awards received, including selection to a Dean's list or honorary organization
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams

Rights Reserved

The President and officers of Loyola University Chicago reserve the right to change information, regulations, requirements and procedures announced in this catalog; to change the requirements for admission, graduation or degrees; to change the arrangements, scheduling, credit or content of courses; and to change the fees listed in this catalog.

The University reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the University to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable scholarship.

Catalog Disclaimer

This catalog is published for informational purposes. Although every attempt is made to ensure accurate information, the information provided should be used only as a reference and planning tool. While students are governed by the catalog that is in effect in the academic year in which they enter, students should not assume that the catalog is a contract between Loyola University Chicago and students. The Board of Trustees of Loyola University Chicago reserves the right to change, at any time, without notice, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this catalog. Students should always consult with their college advisors to confirm all information.

This Academic Catalog lists the approved courses for the plan of study during the published Catalog Year.

Final confirmation of all degree requirements is subject to department, school, and university approval.

The Graduate School

At Loyola University Chicago's Graduate School, we cultivate leaders—scholars who are motivated to make a real difference in the world. From academic fields to professional specialties, the Graduate School offers advanced study and research programs on the leading edge of a wide

variety of disciplines in the humanities, natural and biomedical sciences, social sciences and the professions. The Graduate School's inception in 1926 has been marked by innovation, excellence, and commitment to teaching, research, and service. Over the years, the Graduate School has witnessed relatively steady growth and its programs have reflected the university's response to societal needs, university resources, and shifting academic environments.

The programs that today fall under the aegis of the Graduate School represent a combination of programs with deep roots and those that are relatively young in the school's range of offerings. Approximately 1,500 graduate students are enrolled in 25 PhD programs, two professional doctorate programs, 39 master's programs, 9 dual degree programs, 10 certificates, and 20 advanced bachelor's/master's programs. They work with more than 600 graduate faculty members on three campuses. We are a dynamic community of researchers and scholars united in a commitment to developing new knowledge, providing high quality training, enhancing professional credentials, and fostering creativity.

Because Loyola graduate programs have an ethics component, the University's Graduate School provides both the opportunity and the impetus for students from a wide variety of disciplines to conduct research that directly benefits humanity. The Graduate School serves the needs of students and faculty who work at the highest level of excellence in their field and fosters projects that build communities, promote social justice, address the complex problems confronting society, and promote global awareness.

Why Loyola University Chicago? Graduate students at Loyola learn from faculty members who are as committed to mentoring, instruction and intellectual discourse with students as they are to research and scholarship. Our setting in the heart of Chicago allows students to apply their knowledge through outstanding internship and field study opportunities at leading institutions and research settings throughout the metropolitan area. The rigorous intellectual environment at Loyola is informed by our commitment to serving our community and our world, in keeping with Jesuit values, a tradition that has typified Loyola University Chicago since its founding in 1870.

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Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Biochemistry & Molecular Biology (BMB)

BMB 400 Special Topics: Molecular Biology (1-3 Credit Hours)
Courses of half a semester to a semester on different topics of molecular biology, treated in depth with readings of the current literature.
Outcomes:
To learn about diverse areas of Molecular Biology which are not treated in regular courses

BMB 417 Molecular Biology (3 Credit Hours)
The Biochemistry and Molecular Biology course will cover diverse subjects of importance to modern cell an organismal biology from a molecular biology perspective.

BMB 471 Comp Molecular Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

BMB 490 Special Topics in Molecular Biology (1-3 Credit Hours)
This course covers a specific topic in molecular biology. The topics can vary among different special topics courses.

BMB 499 Research in Molecular Biology (1-9 Credit Hours)
The students do mentored work in a laboratory on a research project. Their performance is evaluated by their mentor at the end of the year, and is given a pass/not pass grade.
Outcomes:
To develop the ability to organize a research project proposing hypotheses and testing them in the laboratory and against the current literature

BMB 501 Molecular Biology Journal Club (0-1 Credit Hours)
This is a weekly course where students take turns to present a scientific paper. Following the presentation there is a discussion by students and faculty. Students prepare the presentation under the supervision of a faculty mentor.
Outcomes:
To develop the ability to read and analyze a scientific paper and to develop oral presentation skills and appropriate visual aids

BMB 502 Seminar in Molecular Biology (0 Credit Hours)
Biweekly seminars where invited speakers from outside the institution present their work. The presentation is followed by a discussion by students and faculty.
Outcomes:
To become familiar with current research in different molecular biology areas by listening to the actual scientist developing the work

BMB 524 Molecular Biology & Genetics of Development (2 Credit Hours)
This is a weekly course on Molecular aspects of Developmental Biology, with a mixture of lectures, discussions of original papers and presentations by external speakers.
Course equivalencies: X-BICH524/MBIO524
Outcomes:
An understanding of the principles of developmental biology with emphasis in the molecular genetics of development

BMB 526 DNA Repair & Recombination (2 Credit Hours)
This is a weekly course on mechanisms of mutagenesis, genetic repair and recombination. The course uses a mixture of lectures and discussions of original scientific papers.
Course equivalencies: X-MBIO526/BICH526
Outcomes:
An understanding of the basic mechanisms of mutagenesis, genetic repair, homologous recombination, and non-homologous end joining

BMB 590 Molecular Biology of Oncogenesis (3 Credit Hours)
The course will cover different subjects in cancer molecular biology with a combination of lectures and discussions of original scientific papers.
Outcomes:
A basic knowledge about mechanisms of oncogenesis and the biology of cancer, and an ability to search and understand the classic as well as modern literature on the subject

BMB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

BMB 600 Dissertation Supervision (1 Credit Hour)
The students work on their dissertation under the supervision of their mentor and of their dissertation committee. Their progress is evaluated by their mentor and is given credit or no credit.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Bioethics & Health Care Leadership (BEHL)

BEHL 401 Clinical Topics in Bioethics (3 Credit Hours)
This course will provide an overview of the major areas of clinical biomedical ethics. Issues will be examined and analyzed including problem-solving, theory and practice, end-of-life decision making, etc. Extensive use of case discussion and analysis will help to develop participants' ethical problem-solving skills.
Course equivalencies: IPS 651/BEHP 401/BEHL 401
Outcomes:
Participants will gain familiarity with terminology, resources, and major frameworks of ethical analysis in biomedical ethics

BEHL 402 Justice & Health Care (3 Credit Hours)
This course provides an overview of justice and health care with a special emphasis upon the developing world by examining prevailing theoretical frameworks and how justice is played out in various health care systems.
Outcomes:
Participants will gain a better understanding of what justice means with regard to health care

BEHL 403 Ethics Care Continuum (3 Credit Hours)
This course prepares students to identify biomedical ethical issues in settings such as long-term care, rehabilitation care, mental health, and hospice, and to develop moral frameworks for addressing these issues.
Outcomes:
Participants will be able to analyze cases and issues regarding health-care delivery and adapt principle frameworks of biomedical ethics to these settings

BEHL 404 Biomedical Ethics and Law (3 Credit Hours)
This course serves as an introduction to biomedical ethics and the law and will introduce the history of bioethics and the US legal system by surveying a number of seminal legal cases.
Outcomes:
Participants will have a better understanding of how bioethics has been shaping legal decisions and legislation throughout history

BEHL 405 Research Ethics (3 Credit Hours)
This interactive seminar will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function.
Outcomes:
Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature

BEHL 406 Principles of Health Care Ethics (3 Credit Hours)
This course provides an overview of important ethical theories in bioethics. We will mainly examine major works in the field by leading bioethics scholars to become better familiar with different approaches in the field.
Outcomes:
Students should be able to identify and analyze ethical theories and become familiar with various ethical approaches

BEHL 407 Social Determinants of Health and Bioethics (3 Credit Hours)
This course will review the theoretical work on social science (anthropology, sociology) and moral reasoning as it pertains to the discipline of bioethics, its philosophical roots, and the body of social science works in bioethics.
Outcomes:
Students will learn how to use the technique of self-reflexivity to understand cultural values

BEHL 408 Ethics, Genetics and Health Policy (3 Credit Hours)
This course will provide an introduction to genetic ethics and a survey of topics that constitute the professional and popular literature in the field. Topics to be considered include, but are not limited to, gene patenting, human cloning, and race and genetics.
Outcomes:
Students will have an understanding of ethical questions that genetic technological advances pose to our understanding of human identity and social justice

BEHL 409 Religion and Bioethics (3 Credit Hours)
This course is a thematic exploration of religion and bioethics with a specific concentration on its implications at the end of life.
Outcomes:
Students will better understanding of suffering and death, and meaning that underlie these issues in bioethics, and the practice of healthcare at the end of life

BEHL 410 Ethics Consultation Simulation Seminar (1-3 Credit Hours)
This is a two-month course of online learning (June-July) including a 3-day on-campus intensive experience for students including didactic sessions and ethics consultation skills development.
Outcomes:
Students will improve communication and interaction skills while doing ethics consultation

BEHL 411 Systems Ethics Frameworks (3 Credit Hours)
The course introduces current ethical issues in public health research, practice, and policy. Public health frameworks and approaches will be used to explore prevention, social justice, and health equity.
Outcomes:
Participants will be familiar with key readings, ethical frameworks, and practical tools for assessing public health challenges

BEHL 412 Organizational Ethics I: Business, Professionalism, and Justice (3 Credit Hours)
This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community.
Course equivalencies: IPS 652/BEHP 412/BEHL 412
Outcomes:
Participants will understand responsibilities social justice entails to self, one's profession, various institutions which a healthcare profession is a member, one's patients, and the underserved

BEHL 413 History of Medicine and Bioethics (3 Credit Hours)
This course seeks to situate and examine the emergence and development of the field of bioethics within the history of medicine and the ethical concerns embodied in medicine¿s practice.
Outcomes:
Participants will have an understanding of how bioethics emerged within the broader history of medicine and and continues today as a distinct discipline

BEHL 414 Moral Theology for Bioethics (3 Credit Hours)
This course provides an introduction to Catholic moral theology through a historical review of its development and a consideration of key documents, events, arguments and concepts beginning with the scriptural witness of Christ and concluding with the moral teaching of John Paul II as it bears upon contemporary Catholic moral theology.
Outcomes:
Its goal is to assist in establishing an historical and theoretical foundation for those who are interested in bioethics as it is considered and practiced in the Catholic tradition

BEHL 415 Ethical & Religious Directives for Catholic Healthcare Leadership (3 Credit Hours)
This course offers a topical survey of bioethical issues pertinent to clinical practice in the Catholic context. The United States Conference of Catholic Bishops' document, Ethical and Religious directives for Catholic Health Care Services, 5th Edition, serves as the guiding document of the course. Topics and concepts considered include abortion, contraception, sterilization, nutrition and hydration, withdrawal of life support, care of the dying, cooperation, conscience, human dignity and personhood.
Course equivalencies: IPS 654/BEHP 415/BEHL415
Outcomes:
This course aims to assist students in establishing a substantive familiarity with the positions and moral reasoning of the Catholic tradition in clinical bioethics through a consideration of Church documents, scholarly texts and articles and formative debates within contemporary Catholic bioethics

BEHL 416 Catholic Bioethics and Social Justice (3 Credit Hours)
This course involves an historical study of the development of the body of official Catholic Social Teaching (CST) specific to its impact on healthcare delivery in the United States. Current developments in select key social issues and movements are also addressed insofar as those issues and movements influenced healthcare delivery. The pastoral letters of the U.S. Bishops, especially their teachings on healthcare reform, also receive attention. The interface between religious faith and public policy debates is a constant concern throughout the course. Practical strategies for fostering a social justice consciousness in healthcare settings are also considered.
Course equivalencies: IPS 655/BEHP 416/BEHL 416
Outcomes:
Extensive use of case discussion and analysis will help to develop the participants' understanding of the principles of CST and their application to the healthcare context

BEHL 417 Narrative Ethics (3 Credit Hours)
This course will consider a major theoretical framework in bioethics that has emerged as a serious alternative to principle-based bioethics. In this course, students will gain an understanding of what narrative bioethics is, read theoretical texts related to narrative ethics, and also read a variety of narratives that relate to medicine and health care (stories, films, etc). The role of narrative in the ethics consultation process will also be explored.
Outcomes:
This course aims to equip students with a sophisticated understanding of narrative and the role it plays in medicine and bioethics

BEHL 418 Advancing Health Equity Practice (3 Credit Hours)
This course introduces the frameworks and practice of health equity as it pertains to the field of bioethics. The tools and materials help students more effectively incorporate health equity into all aspects of their work. Topics include: community health, multi-sector community engagement, and innovative approaches to clinical and community work to improve populations health.
Course equivalencies: IPS 656/BEHP 418 / BEHL 418
Outcomes:
Effectively incorporate health equity into all aspects of bioethics practice

BEHL 419 Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt (3 Credit Hours)
This course examines the theory, role, and elements of leadership that effectively serve non-profit healthcare systems. In particular, the nature of leadership is examined. Questions of leadership style and theories of what constitutes effective leadership are considered.
Course equivalencies: IPS 653/BEHP 419/BEHL 419
Outcomes:
Key focus on communication strategies and methods of organizational change

BEHL 420 Advanced Topics in Bioethics and Law (3 Credit Hours)
This class will explore the historical relationship between law and bioethics and examine how law and bioethics come together or may be at odds. Recognize/discuss changing nature of physician-patient relationship, continuing evolution of informed consent, intersection of commerce and science, changing definition of death, growing complexity of reproduction.
Outcomes:
Resolve dilemmas raised by changing biotechnology

BEHL 421 Practicum in Clinical Ethics (3 Credit Hours)
Pre-requisites: Department Consent Required
The goal of the clinical ethics practicum is to provide doctoral students on the clinical ethics track the opportunity to use knowledge and skills acquired in the academic program in a clinical setting (e.g. community hospital or academic medical center), under the direction of a preceptor at that setting.
Outcomes:
This practicum will expose students to the practical applications of clinical ethics

BEHL 422 Practicum in Organizational/Public Health Ethics (3 Credit Hours)
Pre-requisites: BEHL 419
The practicum will enable the student to work on a project which translates both general and discipline-specific information into organizational ethics or public health practice. Students must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding these topics, and exhibit leadership, creativity, and the ability to work well with others.
Outcomes:
Goal of the practicum is to provide students the opportunity to use knowledge and skills acquired in the academic program in a professional setting under the direction of a preceptor

BEHL 423 Doctoral Capstone I (3 Credit Hours)
Pre-requisites: Oral and Written Qualifying Exams
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Publishable peer-reviewed paper

BEHL 424 Doctoral Capstone II (3 Credit Hours)
Pre-requisites: BEHL 423
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Students will be required to appear on campus for a capstone presentation with faculty

BEHL 425 Empirical Bioethics (3 Credit Hours)
Provides an overview of empirical research in the increasingly interdisciplinary field of bioethics. Will examine the relationship between empirical data and normative claims and potential pitfalls that may arise when using information about what (is) to determine what (ought) to be done.
Outcomes:
Students will gain familiarity with the range of quantitative and qualitative research methods used in bioethics as well as academic disciplines, understanding of empirical studies on ethical problems in medicine, public health policy, and clinical research; Discussions will be relevant to a range of professional settings

BEHL 426 Ignatian Spirituality and Medicine (3 Credit Hours)
This course in will explore the roots of Ignatian Spirituality as presented in the Spiritual Exercise and other writings of Ignatius Loyola and the early Jesuits. From this historical starting point, the course will shift to explore key themes that have emerged from this spiritual tradition as it relates to medicine, paying special attention to the Spiritual Exercises.
Outcomes:
This course aims to assist students in establishing a substantive understanding of Ignatian spirituality and the tradition of Jesuit education in which they participate as a means for leading faithful, joyful, and hopeful lives as physicians

BEHL 427 Professionalism and Professional Ethics (3 Credit Hours)
This course will review and critically examine the professional codes of ethics of a variety of health-related professions: medicine, nursing, dentistry, social work, chaplaincy, risk management, and allied health. We will examine the growth of professionalism as a movement and answer questions related to this topic.
Outcomes:
Understand what is a profession, what are professional ethics; Difference between common morality and professional ethics, and difference between applied ethics and professional ethics; We will also discuss whether a pan-professional ethics code is needed for the health care professions

BEHL 428 Writing and Scholarship Skills (3 Credit Hours)
Writing skills are an essential form of communication not only between the instructor and students but also among and between the students themselves. Topics covered: Academic Integrity; Grammar; Resource Development/Citation; Clarity/Formality; Development of a Thesis and Writing of a Thesis Statement; Organization and Outlining; Critical Thinking/ Analysis/Reasoning; and Development of a Conclusion.
Outcomes:
This course will provide a review of basic writing skills as well help students develop analytical and communication skills that are critical to scholarly writing in the multidisciplinary field of bioethics

BEHL 429 Pediatric Ethics (3 Credit Hours)
This course will introduce ethical topics in the areas of pediatric medicine and research. Topics to be addressed may include decision making, neonatal issues, teens and decisional authority, research with minors.
Outcomes:
Discover aspects of the pediatric population that raise unique concerns, create novel moral environments, and thus require nuanced and sensitive attention to and tools of ethical inquiry

BEHL 430 Advanced Clinical Ethics Skills (3 Credit Hours)
Pre-requisites: BEHL 410 Ethics Consult Simulation Seminar
Two-month blended course of online learning and two-day intensive experience on Health Sciences Campus in Maywood. Course provides an opportunity for advanced graduate students to improve and refine clinical ethics skills. Participants will practice consultation skills, evaluate performance of others, and receive feedback from faculty reviewers.
Outcomes:
Students will develop their own portfolio for quality attestation

BEHL 431 Current Debates in Research Ethics (3 Credit Hours)
Pre-requisites: BEHL 405 or permission from instructor
This course will focus on unique ethical issues that arise in research with special populations. Included but not limited to children; women, fetuses, and embryos; prisoners; indigenous and racial/ethnic minority communities; healthy volunteers. Research in emergency and international settings as well as research at the end-of-life will be discussed.
Outcomes:
Material covered in this course will be relevant for ethicists, IRB members, and clinical investigators

BEHL 432 Global Bioethics (3 Credit Hours)
This course will survey major topics in global bioethics. Students will be introduced to global bioethics frameworks, practices, and governance bodies in order to place bioethical problems in a global context. Attention will be given to how the global realities of health disparities and neoliberal economic policies impact bioethical questions. Guest lecturers will share experiences working in clinical ethics, public health, social justice, health care policy, and research across the globe.
Outcomes:
Students will gain knowledge regarding clinical ethics, public health, social justice, health care policy, and research across the globe

BEHL 433 Mastering Clinical Ethics Consultation (3 Credit Hours)
Pre-requisites: BEHL 410 and BEHL 430
This 2 week on-campus course provides an opportunity for advanced bioethics doctoral students in the clinical ethics concentration to refine their clinical ethics skills to a mastery level. Students will participate in simulated ethics consultations, practice communication and interpersonal skills and receive feedback on their performance. With access to LUHS, students will participate in clinical rounds, case discussions, and active ethics consultations and debriefing sessions. This course will require students to reach a predefined mastery level of skill in simulated ethics case consultations using the Assessing Clinical Ethics Skills (ACES) evaluation tool. They will also be required to write chart notes for ethics consultations.
Outcomes:
Students will achieve mastery of clinical ethics consultation skills, written chart notes, and improve communication and interpersonal skills

BEHL 434 Oral Health Ethics (3 Credit Hours)
According to the CDC, "Oral health affects our ability to speak, smile, eat, and show emotions. It also affects self-esteem, school performance, and attendance at work and school. Oral diseases - which range from cavities to gum disease to oral cancer - cause pain and disability for millions of Americans." As with other areas of healthcare, ethical issues arise in oral health. Issues to be addressed in this course will include access to care, confidentiality, professional obligations of dentists, informed consent, treatment planning, and the importance of oral health to overall health and well-being.
Outcomes:
Participants will have a better understanding of ethical issues that arise within oral health care

BEHL 435 Disability Ethics (3 Credit Hours)
One in four individuals is considered disabled. What that means, however, differs from person to person, culture to culture, and environment to environment. Disability can be inborn or acquired, short-term or chronic, intellectual or not, etc. The term is broad in scope and is not subject to precise definition. Disability raises many bioethical issues across the lifespan. This course will examine definitions of disability as well as make distinctions between disability, disorder, disease, disfunction and identity. We will consider disability from the bio-medical model, psycho-social model, public health model and neurodiversity model. The lens through which we will explore disability is that of social justice. Readings, viewings and lectures will present a range of perspectives including historical framing, narrative of the lived experience, legal documents, theoretical and philosophical underpinnings and clinical discourse.
Outcomes:
Understand the complexities and variations in defining disability; Analyze disability through multiple models and frameworks; Explore the ethical implications of disability across different contexts; Engage critically with lived experiences and theoretical perspectives on disability; Develop a social justice-oriented approach to disability ethics

BEHL 436 Adolescent Health Ethics (3 Credit Hours)
This course will provide an overview of ethical issues in adolescent health and a survey of some topics that are unique to the field. This will build on concepts addressed in Pediatric Ethics and discuss how ethical decisions may change as children develop physically and psychologically. Classes will be topic driven and will draw upon a variety of sources including recent articles on a range of topics within the field, videos and cases. The ethical questions that are unique to adolescents will serve as the organizing themes of the course.
Outcomes:
Identify the unique ethical issues raised by adolescent patients; Understand how developing autonomy may impact healthcare decisions for adolescents distinct from children and adults; Consider the range of stakeholders involved in adolescent health care

BEHL 491 Special Topics (1-3 Credit Hours)
Provides an opportunity to introduce new courses.

BEHL 492 Master's Research - Capstone (3 Credit Hours)
The capstone course is the final course which provides an opportunity for the student to develop a paper of publishable quality.

BEHL 493 Independent Study (1-3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 500 Introduction to Healthcare Mission Leadership (3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 501 Church and Mission (3 Credit Hours)
In the 21st century the Church is a concept best understood within a global context. We will explore the biblical and apostolic concept of Church progressing through Vatican II. We will also examine the four marks of the Church from both historical and contemporary perspectives.
Course equivalencies: X -IPS 402/ BEHL 501
Outcomes:
Articulate a vision of Church, evaluate and critique different ecclesiologies, and understand the development and structure of the Church from biblical times through Vatican II and contemporary times

BEHL 502 Christian Doctrine (3 Credit Hours)
This course surveys the historical evolution of Christian doctrine and its theological interpretations from the early church through the 21st century. It assists students in understanding how theological doctrines apply to contemporary ministry contexts, particularly the work of Catholic health care. The course explores the early Christological controversies, the Trinity, Grace, liberationist theologies, and the role of dialogue as a fundamental feature of the development of doctrine.
Outcomes:
Students will understand theological doctrine and apply to contemporary ministry contexts in Catholic health care

BEHL 503 Foundations of Christian Spirituality (3 Credit Hours)
Christian spirituality (the 'lived experience of Christian faith') is a separate but partnered academic field with theology today. Key issues are: defining 'spirituality', methods in the field, spirituality vs. institutional religion, Jesus Christ (christology), major figures and movements in Christian spirituality's 2000 year history, and classical and contemporary themes.
Course equivalencies: X -IPS 545 / BEHL 503
Outcomes:
Facility defining spirituality and Christian spirituality, and an informed understanding of the person Jesus Christ, the history of Christian spirituality, and the relationship of spirituality to theology and institutional religion

BEHL 504 Spiritual Paths in World Religions (3 Credit Hours)
This course explores the spirituality, theology, and practice of the major religious traditions. You will encounter other faith traditions by entering into their sacred prayer and worship experiences and learning from practitioners of that tradition how they encounter the sacred in their own lives.
Course equivalencies: X -IPS 403/BEHL 504
Outcomes:
Recognize the vast complexity of every religious tradition, resisting the urge to oversimplify; Engage those who practice other traditions in conversation; Experience the spiritual practice of other religious traditions

BEHL 505 Advanced Concepts in Health Systems Management (3 Credit Hours)
The course is structured around a framework that links strategic management with health care outcomes for today and tomorrow. Areas covered include: leadership, team building, planning, customers, markets, information and analysis, communication skills, conflict resolution, resource management, budgeting and organizational performance.
Course equivalencies: X-CMAN 468/BEHL 505/IPS 657
Outcomes:
Analyze major strategic management processes, describe how evidence-research practice can be applied in health systems management, and integrate a framework for strategic management with the key concepts of outcomes-based performance management

BEHL 506 Fiscal Management for Health Care Organizations (3 Credit Hours)
The course explores the relationship between the national economic environment and the financial context for current models of health care delivery. A variety of fiscal concepts and techniques such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, cost variance analysis, and performance budgeting are explored.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Students will develop a framework for understanding key issues in health care financial management; Students will develop a quantitative approach to decision making in health care administration through application of concepts

BEHL 510 Integrated Doctoral Seminar in Ethics, Theology, and Healthcare (3 Credit Hours)
The Integrated Seminars in Ethics, Theology and Healthcare (ISETH) are the core of the Doctorate in Healthcare Mission Leadership (D.HMCL) degree program. Students in the DHCML program are required to complete three of these seminars, which will be offered every Fall and Spring term with variable topics, as part of their degree program. These courses will be primarily theoretical and methodological in focus, rather than practical.
Outcomes:
This course is designed to build on and integrate students' prior graduate coursework in theology and bioethics with their ongoing work in Catholic healthcare

BEHL 511 Mission, Leadership, and Spiritual Formation Seminar (3 Credit Hours)
This course explores the theology, traditions, and current practices foundational for understanding and achieving formation as an essential offering of Catholic health care ministries. By examining a Face to Face Online Hybrid (greater than 75% online) Blended (30%-70% online) variety of methods and models of formation programs of Catholic healthcare in the United States, students will cultivate personal practices that enhance their ability to design and operationalize experiences for persons in various roles within the ministries they serve - from new associate orientation to senior leadership.
Outcomes:
Gain an understanding and practical ability to ensure the programs, resources, and encounters they design and facilitate are grounded in tradition of Catholic ministry, inviting to diverse participant populations, and support the achievement of specified outcomes; In so doing, understand and develop skills necessary to implement integrative, professional, and valued programs of formation

BEHL 512 Canon Law, Sponsorship, and Church Relations (3 Credit Hours)
This two-month course explores the theology, traditions, and practical applications of canon law in the context of Catholic health care. The course will provide an overview of canon law, the emerging theology of sponsorship and ministerial juridic persons, and review a variety of models of church relations current in contemporary Catholic health care.
Outcomes:
Students will gain fluency in canon law, gain knowledge of the particular canons in Catholic health care, and develop a deeper understanding of sponsorship in order to understand the specific sponsorship model applicable to their own healthcare context

Bioinformatics (BIOI)

BIOI 400 Programming Biology (1 Credit Hour)
This is a 6-week course introduction to scripting programming languages within the framework of biological data analysis. Graduate-level standing required. Students will learn foundational methods and algorithms for analysis of biological data.

BIOI 494 Bioinformatics Research Design (1 Credit Hour)
Course Restricted to Bioinformatics MS students Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement experimental design practices in bioinformatics

BIOI 495 Special Topics in Bioinformatics (1-12 Credit Hours)
The field of bioinformatics is ever evolving. As new technologies develop, demand arises for new methods and tools. Courses will focus on emerging trends in bioinformatics. Restricted to Bioinformatics Graduate Students. Student will learn about emerging topics in the field.

BIOI 498 Bioinformatics Internship (1 Credit Hour)
Pre-requisites: BIOI 500, Limited to MS Bioinformatics Non-Thesis track students only
An opportunity to obtain experience, knowledge, and skills in bioinformatics within a professional setting and thus expand the depth and breadth of the student's learning.
Outcomes:
Students can apply foundational principles in bioinformatics into practice

BIOI 499 Bioinformatics Research (1-12 Credit Hours)
Pre-requisites: Prerequisite: BIOI 494, Limited to MS Bioinformatics Thesis track students only
Students will conduct independent hypothesis-driven bioinformatics research under faculty guidance. Research efforts will include literature surveys, experimental design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for bioinformatics research

BIOI 500 Advanced Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOI 501 Bioinformatics Seminar (1-2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills.
Course equivalencies: X-BIOI501/BIOL451
Outcomes:
Students can summarize, critique, and present bioinformatics research

BIOI 565 Exploring Proteins (3 Credit Hours)
Pre-requisites: Biochemistry, restricted to Bioinformatics Graduate Students
Proteins are polymer chains of amino acids that fold into compact states that differ in structure, size, shape, and dynamics. Computational tools are essential for the prediction of protein structures, protein interactions, and structure-based drug design.
Outcomes:
Students will learn the concepts of building blocks of protein structure, and protein folding

BIOI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: BIOI 499
Laboratory research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

BIOI 605 Master's Study (1 Credit Hour)
This course provides FT status for a student who needs to meet the continuous enrollment requirement of the Graduate School while completing program requirements.

Biology (BIOL)

BIOL 401 Medical Literature and Ethics (3 Credit Hours)
The course will include lectures on the foundational concepts of modern ethics, in class discussions of ethics primarily centered on discussion of cases from different ethical perspectives, quizzes to assess reading mastery and familiarity with material to qualify students on how to discuss cases and formal case presentations by student working groups.
Outcomes:
Understand and articulate the philosophical basis for different ethical frameworks; Have a firm command of the "four principles" of Benevolence, Non-maleficence, Justice and Autonomy and their clinical applications; Be able to resolve clinical ethical issues and back up your reasoning

BIOL 402 Microbiology (3 Credit Hours)
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 405 Advanced Development (3 Credit Hours)
Developmental Biology draws from Genetics, Molecular Biology, Genomics, and Embryology and is a foundational science for understanding problems in Humans ranging from birth defects to cancer. Because of its multidisciplinary foundation, Developmental Biology is best thought of as a SYSTEM OF IDEAS, EXPERIMENTS AND OBSERVATIONS, as such you will greatly expand your scientific vocabulary and problem solving abilities during the course of this semester. Often you will need to draw on your stored knowledge from many disciplines to understand the topics we will cover. The course will comprise lectures on general development, evolution and developmental genetics, followed by discussions of papers on particular topics, and student presentations.

BIOL 408 Writing for the Medical Professions (3 Credit Hours)
This course will be required for the Master of Arts in Medical Sciences (MAMS) program. It will include readings related to developing the student's physician persona, and writings that are required for the medical school application process. Pre-requisites: Admission to the MA in Medical Sciences program.
Outcomes:
Students will be prepared to write effective primary and secondary essays for their medical school applications; communicate clearly their motivation to pursue a career in medicine and the relevance of their experiences to their pre-medical preparation

BIOL 409 Advanced Genetics (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program (Note: MAMS = MSCI-MA)
The course will comprise formal discussions on the molecular basis of information storage and retrieval in the cell, the role of genetics in human development and homeostasis, the mapping of human genes in familial or population contexts, and modern understanding of the connection between genotype, phenotype and human traits.

BIOL 410 Advanced Cell Biology (3 Credit Hours)
This course explores, in depth, the life cycle and activities of a typical eukaryotic cell. Some of the topics covered are cell polarity, cytoskeleton, plasma membrane, protein modifications and trafficking, extracellular matrix and cell death. Competencies to be gained in this course: To develop the skill of reading and analyzing the primary literature on topics pertaining to cell biology. Judging whether a conclusion is supported by sufficient data. Identifying the controls in published experiments. Exam-taking skill improvement using short reading passages from the scientific literature as topics.

BIOL 413 Advanced Immunology (3 Credit Hours)
Introduces innate and adaptive immunity, lymphocyte development, T-cell and B-cell mediated immunity, leukocyte trafficking, immunological memory hyperimmune reactions, autoimmunity, tumor and transplant immunity. Must be enrolled in the Master of Arts in Medical Sciences (MAMS) program.
Outcomes:
Students will acquire an overview of the human immune system that prepares them for success in a medical school immunology class

BIOL 415 Advanced Parasitology (4 Credit Hours)
Lecture and laboratory. A study of animal parasites, their distribution, structure, adaptations, life cycles, and host relationships.
Outcomes:
Students will learn to recognize the major groups of animal parasites, be able to explain their life cycles and describe the mechanisms that hosts use to ward off parasite infestation

BIOL 416 Limnology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats. Students will learn to evaluate the trophic status and health of a lake by the end of the course.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions

BIOL 417 Wetland Ecology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the study of wetlands habitats. This course includes discussion of physical and chemical factors, biota, production and community dynamics. Laboratories include several field trips to regional wetland habitats.
Outcomes:
Students will understand the functioning of wetlands, become aware of the variety of wetlands and become familiar with wetland biota, especially wetland plants

BIOL 418 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Lecture and laboratory. This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 422 Research (1-6 Credit Hours)
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 426 Entomology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introductory course that covers the morphology, metamorphosis, classification and biology of the major insect groups. The laboratory includes dissection and the use of analytical keys and figures to identify insect taxa. Field trips and student collections add to the laboratory experience. They will also learn to distinguish immature insects from adult insects and to recognize the numerous beneficial insects as well as the small number that are detrimental.
Outcomes:
Students will learn to identify major insect groups in the field and in the laboratory

BIOL 430 Virology (3 Credit Hours)
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 450 Advanced Bioinformatics (2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOL 451 Bioinformatics Seminar (1 Credit Hour)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills. Students can summarize, critique, and present bioinformatics research.
Course equivalencies: X-BIOI501/BIOL451

BIOL 452 Human Anatomy and Physiology I (3 Credit Hours)
The course objectives are to learn the gross anatomical structures of the human body. To organize the relationships between these structures and systems using patterns of innervation and development. To be able to apply anatomical knowledge in ways pertinent to clinical issues.

BIOL 453 Human Anatomy and Physiology II (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program
This is the second semester of a 2 semester course. We will cover the physiology of the cardiovascular, respiratory, digestive, renal, reproductive, and endocrine systems, in addition to acid-base and fluid balance, temperature regulation, and exercise physiology. Functioning will be discussed from a systems level to a molecular level.

BIOL 455 Advanced Neuroscience (3 Credit Hours)
This course will focus on the cellular, anatomical, and functional organization of the human nervous system that range in topics from ion channel physiology to cognition. Students will survey the elements of the nervous system necessary for a foundation for medical school. An understanding of pathologies presented in disease, dysfunction, and injury will be included.
Outcomes:
Learn foundational neurological concepts presented to first year medical students; Learn the pathology of neurological disease, dysfunction, and injury through clinical cases; Understand the neurological basis of higher-order functions

BIOL 458 Developmental Neurobiology (3 Credit Hours)
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis. Students will also learn how to critically read primary research papers and present these papers to the class.
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles

BIOL 461 Advanced Neurobiology (3 Credit Hours)
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 466 Advanced Biochemistry (3 Credit Hours)
Life is based on four principle cellular components: proteins, lipids, carbohydrates, and nucleic acids. Biochemistry is concerned with the structure, function, and interactions of these compounds with one another and their environment. As such biochemistry plays a vital part in all aspects of the medical sciences since it not only helps us to understand how the (human) cell works on a molecular level but also how to decipher and possibly counter pathogenic conditions. Consider that almost all drugs used in medical treatment target proteins or groups of proteins to modulate their biochemical properties.

BIOL 470 Biostats & Exp Design Lec/Lab (4 Credit Hours)
This course is designed for students who are in, or plan to attend, graduate or professional school, and thus, will be working with their own data or critically analyzing existing data. This course will emphasize the theory and application of commonly used statistics in biology.

BIOL 479 Biology AP Workshop (3 Credit Hours)
No course description is available

BIOL 482 Advanced Molec Genetics (3 Credit Hours)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 483 Pop Genetics (3 Credit Hours)
Fundamental principles of population, ecological, and evolutionary genetics, including molecular evolution and analysis of the genetic structure of populations. They learn how to apply basic tools of population genetic analysis.
Outcomes:
Students develop knowledge and awareness of population genetic theory and information

BIOL 485 Prin Electron Microscopy Lec/Lab (4 Credit Hours)
Lecture and laboratory. This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques. Students will also learn how to correctly interpret their results, and properly present their data.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs

BIOL 488 Bioinformatics (3 Credit Hours)
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 493 Directed Reading (1-4 Credit Hours)
Student investigates a current topic in biology.

BIOL 495 Special Topics (1-4 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 495L Special Topics Lab (0 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Outcome: Students will master a unique topic in biology.

BIOL 500 Scientific Logic (3 Credit Hours)
The Scientific Logic course is designed to teach scientific literacy in terms of writing grant proposals, reading scientific literature, scientific presentations and debate. The course is framed within an evolutionary foundation.
Outcomes:
Students will gain knowledge in advanced evolutionary topics, while preparing a grant proposal and developing skills with respect to critical thinking and scientific inquiry

BIOL 501 Seminar (1 Credit Hour)
Students present specific, current research topics including their own research to the class and faculty.

BIOL 502 Department Seminar (1 Credit Hour)
Students meet and discuss the research presented by seminar speakers.

BIOL 510 Instructions in Teaching Biology (1 Credit Hour)
Introduction to the fundamentals of teaching biology.

BIOL 511 Biology Teaching Practicum (2 Credit Hours)
Students gain firsthand teaching experience by assisting in undergraduate courses.

BIOL 595 Thesis Supervision (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

BIOL 605 Master's Study (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

Biomedical Sciences (BMSC)

BMSC 402 Statistical Methods for Biomedical Science (2-3 Credit Hours)
This course covers a broad array of statistical methods for the biological and medical sciences. Topics include descriptive statistics, non-parametric methods, categorical data analysis, and regression methods for normal, non-normal, and repeated measures data. The course focuses on the analysis of real datasets using RStudio, although no previous programming experience is assumed.
Course equivalencies: CRME420/BMSC402/MPBH404

BMSC 405 Ethics in Biomedical Sciences (1 Credit Hour)
This is an interactive seminar course where students discuss and debate ethics in biomedical sciences to foster integrity, professional character, and ethical problem solving skills.

BMSC 406 Special Topics (1-3 Credit Hours)
This course covers a specific topic in biomedical sciences. The topics can vary among different special topics courses.

BMSC 410 Biochemistry and Molecular Biology (4 Credit Hours)
This course will give students a broad understanding of the synthesis and functions of the major macromolecules that comprise a cell, and the biochemical mechanisms by which these molecules interact to contribute to cellular function.

BMSC 412 Cell Biology (4 Credit Hours)
This course will provide students with knowledge of the structure and function of cells, including the experimental foundations of cell and molecular biology.

BMSC 414 Systems Biology (3 Credit Hours)
This course will provide first year graduate students with an introduction to human physiology. Emphasis is placed on the major organ systems including the nervous, cardiovascular, pulmonary, renal, gastrointestinal and endocrine systems. Basic physiology of blood, skin and bone, as well as introductory concepts in immunology and pharmacology are also covered.

BMSC 416 Methods Biomedical Science (1 Credit Hour)
This course will familiarize first year graduate students with various methods that are used in contemporary biomedical research. It will introduce methods relevant to molecular biology, tissue culture, transgenic model systems, imaging, biochemistry, bioinformatics, electrophysiology, and immunology.

BMSC 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

BMSC 499 Research (0-2 Credit Hours)
Pre-requisites: First year PhD students will register for one research rotation in the Fall semester (2 credit hours), and two research rotations in the Spring semester (3 credit hours)
Research rotation course for first year students in the Integrated Program in Biomedical Sciences.
Outcomes:
Research course will provide laboratory experience during the first year of study, expected to culminate in the selection of a dissertation research laboratory and mentor at the end of the first year

BMSC 600 Dissertation Supervision (1 Credit Hour)
Following completion of the required 48 credit hours in the first 2 years, IPBS PhD students maintain registration via BMSC 600.
Outcomes:
IPBS PhD students will work on their dissertation while registered for BMSC 600

Cellular & Molecular Oncology (CMO)

CMO 499 Research (1-9 Credit Hours)
Pre-requisites: Restricted to students enrolled in CMO MS program
CMO 499 is designed to give credit for laboratory research efforts that will result in a M.S. thesis. Students will learn theoretical and laboratory technical tools to investigate and test a hypothesis. Students will search the literature for background, rationale, and protocols for their research project. Students will communicate results and knowledge through written and oral communications.
Outcomes:
1) Clearly communicate, describe, and implement techniques used for a research problem; 2) Describe results-obtained; 3) Draw conclusions based on data-obtained; 4) List future directions; and 5) Understand the significance of the work

CMO 502 Seminar (0 Credit Hours)
A seminar will be held on a rotating basis once per week. CMO M.S. students will be required to attend seminars as part of the CMO 502 course. This course is designed to help students stay abreast of current topics in oncology. Students will attend weekly seminars, and are encouraged to interact with both invited and current faculty speakers by asking questions and contributing to group discussions. Upon completion of this course CMO 502, students will have gained a better understanding of current oncology research. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar, 3) Question new data or their interpretation

CMO 503 Special Topics in Oncology (0-1 Credit Hours)
CMO 503 will be a new journal club course-discussing and analyzing papers from presenters in CMO 502 Seminar Series one week in advance of their seminar. CMO 503 and CMO 502 will be aligned to expose students to oncology-focused scientists presenting a seminar the following week. Students will read an article by the seminar speaker, participate in discussion sessions, and ask questions during the seminars. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe cutting edge research in the particular area of investigation covered by the course; 2) Discuss limitations to experimental approaches; 3) Discuss real-world application of the research topic being studied; and 4) Critically read scientific literature on cancer biology

CMO 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: Completion of required coursework
Thesis supervision course for CMO MS students who have completed the required credit hours. Allows completion of thesis research and defense, required for degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Chemistry (CHEM)

CHEM 400 Chemistry Seminar (1 Credit Hour)
This weekly seminar series on current topics in Chemistry is presented by experts from outside Loyola.

CHEM 401 Chemistry Methodology and Communication (3 Credit Hours)
Pre-requisites: Graduate Standing
This is the common preparatory course providing all chemistry graduate students with the necessary skills to navigate towards their respective degrees and success post-degree. Topics include: notebooks, design of experiment, safety, ethics, effective communication of science, conflict resolution, and professional conduct.
Outcomes:
Students are prepared with the soft skills and formal training in research methodology and compliance expectations expected of a graduate student and a professional chemist in a senior role

CHEM 415 Special Topics in Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester.

CHEM 420 Advanced Organic Chemistry I: Struct-Stereo (3 Credit Hours)
Important organic chemical concepts. Includes discussion of the stereochemistry of carbon, organic quantum mechanics, chemical kinetics and related mechanistic concepts, and an introduction to synthetic methodology.

CHEM 422 Advanced Organic Chemistry III: Mechanism (3 Credit Hours)
This is an intensive review of the more general types of organic chemical mechanisms, such as electrophilic and nucleophilic additions, substitution reactions, elimination processes, and hemolytic processes. The experimental approach to mechanisms is emphasized.

CHEM 423 Medicinal Chemistry (3 Credit Hours)
This course explores how medicinal chemists design and synthesize new drug candidates as well as the hurdles that must be overcome in meeting the FDA requirements of efficacy and safety on the road to market, emphasizing the therapeutic index that underscores the risk/benefit consideration of every drug.
Outcomes:
1) Explain risk/benefit of drugs in efficacy vs. toxicity and the therapeutic index/window; 2) Summarize interactions of drugs with receptors, enzymes, or nucleotides; 3) Analyze structure-activity relationships given potency data

CHEM 424 Molecular Characterization Part A (3 Credit Hours)
Pre-requisites: Graduate Students Only
This course will include a closer look at the theory and applications of several spectroscopic methods used for analysis of organic as well as inorganic compounds, including 1D and 2D methods employing 1H and 13C NMR, in addition to other elements; UV/Vis, combined with mass spectrometry.
Outcomes:
Students will be able to identify a compounds molecular structure based of spectroscopic means and understand the working principles behind those spectroscopies

CHEM 425 Special Topics in Organic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are: natural products, free radicals, molecular rearrangements, photochemistry, heteronuclear NMR, carbocyclic chemistry, medicinal chemistry, synthetic organic methodology, pericyclic reactions, heterocycles.

CHEM 429 Research in Organic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 430 Physical Chemical Survey (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Covers chemical thermodynamics, molecular structure and spectra, and chemical kinetics. It includes review and survey of some recent research.

CHEM 431 Chemical Thermodynamics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
An extended study of the principles of the thermodynamic laws followed by applications to real and ideal systems of gases, liquids, and solids; partial molal properties; principles and applications of quantum statistical thermodynamics to gaseous equilibria

CHEM 433 Chemical Kinetics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Description of rates of chemical reactions and interpretations thereof; principal theories of bimolecular and unimolecular processes; chain reactions; development of absolute reaction rate theory and application to a number of chemical systems; potential energy surfaces; includes heterogeneous kinetics, solution phenomena, isotopic effects, flow systems, empirical kinetic relations.

CHEM 435 Special Topics in Physical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are NMR spectroscopy, photophysical processes, molecular spectroscopy, computational chemistry, molecular modeling, and spectroscopy of surfaces.

CHEM 436 Statistical Thermo Dynamics (3 Credit Hours)
Methods of classical and quantum statistical mechanics applied to thermodynamic problems; calculation of thermodynamic quantities from spectral data; properties of real gases; selected problems in the solid sate.

CHEM 437 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: CHEM 302 or equivalent; strong courses in calculus and modern physical chemistry, and some knowledge of computer programming
A thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 438 Quantum Mechanics II (3 Credit Hours)
Pre-requisites: CHEM 437
This course is a continuation of CHEM 437, which is a thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 439 Research in Physical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 441 Advanced Inorganic Chemistry (3 Credit Hours)
The important topics in inorganic and organometallic chemistry are surveyed.

CHEM 445 Special Topics in Inorganic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are organometallic chemistry and catalysis, bioinorganic chemistry, physical methods in inorganic chemistry, inorganic reaction mechanisms, non-metal chemistry, transition metal clusters and X-ray crystallography.

CHEM 449 Research in Inorganic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 451 Chemical Methods of Analysis (3 Credit Hours)
Topics covered include the statistical evaluation of analytical results and sources of errors, sampling and significance of proper samples, optimization of experiments, review of acid-base theory, chelometry and its applications, theory of precipitation, oxidation and reduction reactions and applications.

CHEM 452 Electrochemistry (3 Credit Hours)
Fundamentals of electrochemistry, the application of electrochemical techniques and current literature.

CHEM 454 Analytical Separations (3 Credit Hours)
Topics include aspects of chromatography, partition, thin layer, gas and liquid chromatography, mass spectroscopy and other techniques.

CHEM 455 Special Topics in Analytical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. This course may involve a lab. Some courses are analytical absorption and emission spectroscopy, electroanalytical methods, environmental chemistry, lasers in analytical spectroscopy, and mass spectroscopy.

CHEM 456 Analytical Spectroscopy (3 Credit Hours)
We will discuss photometric instrumentation, absorption, emission and fluorescence spectroscopy and types of analytical laser spectroscopy.

CHEM 459 Research in Analytical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 460 Biophysical Chemistry (3 Credit Hours)
This class will cover the role of molecular interactions in determining the structure and reactivity of complex biological molecules. Modern experimental techniques are used in studying these interactions in biological systems.

CHEM 461 Biochemistry (3 Credit Hours)
The conformation, dynamics and biological activities of macromolecules, generation and storage of metabolic energy, and genetic information and biosynthesis will be discussed.

CHEM 465 Special Topics in Biochemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are protein chemistry, sequence and 3D structure, magnetic resonance spectroscopy, protein crystallography, bio-inorganic chemistry, molecular biology, molecular dynamics of proteins, and current developments in biochemistry and related areas.

CHEM 469 Research in Biochemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 470 Biochemistry I (3 Credit Hours)
Pre-requisites: Completion of undergraduate organic chemistry
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate and understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 479 Research in Chemical Education (1-9 Credit Hours)
Co-requisites: RMTD 400 and CIEP 229; This course is restricted to Chemistry Ph.D. students
Prerequisites or This course will count toward the research credits of those students seeking a Ph.D. degree with a focus on Chemical Education. It will examine the effects of numerous variables on the learning and teaching of chemical principles and skills.
Outcomes:
Students will be able to: *describe the primary theoretical underpinnings of the chemical education research field; *describe and apply methods for preparing research data collected for publication; *describe and apply methods for analyzing chemical education research projects & manuscripts

CHEM 480 Chemistry for Teachers I (3 Credit Hours)
This course focuses on aspects specific to the teaching and learning of chemistry at post- secondary levels. Geared towards graduate students, undergraduate seniors, or current educators who plan on instructing college students, it explores principles surrounding how people learn chemistry and how to align pedagogies and environments to optimize learning opportunities for students. Course activities and assignments are designed to initiate the building of an instructional portfolio to prepare enrolled students for potential academic careers.

CHEM 491 Laboratory Investigations in Chemistry C (1 Credit Hour)
A course designed for high school science teachers to help construct and create chemistry laboratories for students in the context of urban high schools. Students must be enrolled in one of the SOE's M.Ed. in science ed cohorts.
Outcomes:
Learning how to teach inquiry based science labs; learning how to create labs within the constraints of an urban school district

CHEM 497 Organic and Bio Chemistry for Teachers (3 Credit Hours)
Pre-requisites: Must be enrolled in M.Ed. in Chem Ed program
A course designed for urban high school teachers to enhance knowledge of chemistry and chemistry teachers.
Outcomes:
Increased chemistry content knowledge, ability to teach inquiry based chemistry

CHEM 500 Graduate Student Seminar (1 Credit Hour)
This gives students an opportunity to prepare and present a professional chemistry seminar for other professional chemists. The presenter is trained in organizing materials for the 500 Graduate Student Seminar (1)presentation and has the experience of conveying high level technical information to a friendly audience in preparation for subsequent professional presentations in the industrial, academic, and/or scientific meeting arena. The topics of the seminar should not be related to the student's research. The course should be taken at least once by all degree-seeking students.

CHEM 501 Directed Study (1-6 Credit Hours)
A special reading project is undertaken by qualified students and directed by a faculty member of the department with chairperson's approval.

CHEM 509 Doctoral Research (0-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 595 Thesis Supervision (1 Credit Hour)
The course is for master's degree candidates after completion of course requirements.

CHEM 600 Dissertation Supervision (1 Credit Hour)
The course is for Ph.D. degree candidates after completion of courses, cumulative examinations, and research tool requirements.

CHEM 605 Master's Study (1 Credit Hour)
This course is for MS students in the (up to two) intervening semesters between completing coursework/research credits and beginning their thesis supervision.

CHEM 610 Doctoral Study (1 Credit Hour)
This course is for PhD students in the intervening two semesters (pre-candidacy) between completing coursework/research credits and beginning their dissertation supervision.

Classical Civilization (CLST)

CLST 499 Directed Study (1-3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving the ancient Mediterranean world, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Computer Science (COMP)

COMP 400A Object-Oriented Programming (3 Credit Hours)
This programming intensive course with its weekly lab component provides an exploration in problem solving for graduate-level courses, using object-oriented programming in a language such as Java.
Outcomes:
To analyze and decompose problems, specify algorithms, and construct solutions by synthesizing classes, objects and other components of object

COMP 400B Data Structures I (3 Credit Hours)
Pre-requisites: COMP 400A
This course explores introductory data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations is analyzed. Recursion, applications of data structures, and simple analysis of algorithms are covered. Students will be able to select appropriate data structures to integrate into algorithms to solve computational problems.
Outcomes:
Students describe linear data structures and analyze the performance of their operations

COMP 400C Data Structures II (3 Credit Hours)
Pre-requisites: COMP 400B and COMP 400D
This course explores advanced abstract data types in depth, such as sets, maps, and graphs, and reproduces their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also analyzes the performance of the data structures' built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students describe non-linear data structures and analyze the runtime performance of their operations, solve computational problems by synthesizing and integrating suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 400D Computing Tools and Techniques (1 Credit Hour)
This course introduces students to the Unix shell environment and essential tools.
Outcomes:
Students who complete this course will develop fluency in the Unix (Linux) environment

COMP 400E Discrete Structures (3 Credit Hours)
This course provides the mathematical foundations for graduate-level study in computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Outcomes:
To analyze properties of functions, relations, graphs, trees, paths; evaluate Boolean Expressions; apply induction towards proving correctness of algorithm and classifying resource usage; synthesize finite-state machines and logic circuits

COMP 401 Computer Security (3 Credit Hours)
Pre-requisites: COMP 400A or instructor permission
This is a foundations course on computer security, covering a comprehensive range of concepts and technologies, including security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The final project requires a presentation and technical report where the students will show and describe what they accomplished.
Outcomes:
Students will find and exploit vulnerabilities in computer and network systems; articulate cryptography and security goals, and synthesize the knowledge of different tools and techniques by applying them to an intensive real-world project

COMP 403 Operations Management (3 Credit Hours)
Pre-requisites: COMP 400A
Application of concepts and methods for managing production and service operation. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, logistics. Emphasis on decision support.
Outcomes:
Understanding of the role of operations management in organizations, and applying models of production and operations management to decision making

COMP 404 Organizational Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course focuses on the manager's role in leading Organization Development and Change to maximize organization and individual effectiveness with a focus on Information Technology. The class explores Organization Development and Change theory, change practices, and discusses considerations a manager will face as a change agent in today's computing ecosystem.
Outcomes:
To understand the dynamics of change in organizations; learn techniques and strategies in managing change; develop skills that will enable a change agent mentality within the context of IT leadership

COMP 405 Database Administration (3 Credit Hours)
Pre-requisites: COMP 400B
Knowledge of the configuration and management skills needed for successful administration of a database server. The database administrator manages hardware, backup, security, tables and indexes, performance monitoring, query performance and optimization, and transaction performance. This course takes a user through the stages of maximizing the performance of a database server.
Outcomes:
Students will learn how to manage database performance, including topics such as the query optimizer, SQL EXPLAIN, table statistics, concurrency and transaction isolation levels, and security

COMP 406 Data Mining (3 Credit Hours)
Pre-requisites: COMP 400B
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP/MATH 215), MATH 212, and MATH 264
An introduction to advanced numerical analysis. Introduction to error analysis, numerical solution of equations, interpolation and approximation, numerical differentiation and integration, matrices, and solution of systems of equations, numerical solution of ordinary and partial differential equations.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will have an understanding of advanced numerical analysis and its applications

COMP 410 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 271 and COMP 264
The course introduces advanced operating system concepts including distributed, real-time and multi-threaded in addition to reviewing memory management, files, and processes.
Outcomes:
Students will learn important topics in advanced operating systems and be able to make presentations on the topics

COMP 412 Open Source Computing (3 Credit Hours)
Pre-requisites: COMP 400B
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
Outcomes:
Students will learn to implement projects involving free and open-source software and learn how to participate in open-source projects effectively

COMP 413 Intermediate Object-Oriented Development (3 Credit Hours)
Pre-requisites: COMP 400B
Principles of object-oriented design and implementation, including object modeling (UML or equivalent), interface design, refactoring and test-driven development. Study of design patterns, including Adaptor, Decorator, Iterator, Abstract Factory, etc. Coverage of implementation tools including IDEs, source-code control and testing.
Outcomes:
Use of interfaces in design; ability to recognize applications for design patterns, ability to refactor when necessary; ability to make effective use of test-driven development

COMP 417 Social and Ethical Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 418 Combinatorial Mathematics (3 Credit Hours)
Pre-requisites: MATH 313 or COMP 163
The course covers basic combinatorial theory including permutations and combinations, the inclusion-exclusion principle and other general counting techniques, partitions, generating functions, recurrence relations, Burnside's Theorem, the cycle index, and Polya's formula.
Course equivalencies: X-COMP418/MATH418
Outcomes:
Students will learn mathematical techniques in discrete mathematics and applied combinatorics

COMP 420 Software Systems Analysis (3 Credit Hours)
Pre-requisites: COMP 400B or instructor permission
This course uses Unified Modeling Language and similar notation to model the early software analysis and design phases, from collection of user requirements to determination of class needs through object-oriented design.
Outcomes:
Students will be able to capture business requirements in a software modeling document, and determine appropriate object-oriented classes suitable for final project implementation

COMP 421 Math Models & Simulation (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
This course covers tools for analyzing problems that are mathematically difficult. Discrete event simulation techniques and software tools for simulating processes are covered.
Course equivalencies: X-COMP421/MATH421/STAT421
Outcomes:
Student will learn foundations of discrete event simulation

COMP 422 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will focus on the methods, tools, and technologies for developing software applications for wireless and mobile devices, such as personal digital assistants (PDA) and smart mobile phones.
Outcomes:
Students will learn user interface design for small screens, programming techniques for devices with limited memory and processing power, data synchronization for mobile databases, and wireless network programming

COMP 424 Client-Side Web Design (3 Credit Hours)
Pre-requisites: COMP 400B
This course provides an in-depth study of the concepts and methods required for the design and implementation of the presentation layer of a web application. Coursework includes several substantial programming projects.
Outcomes:
Students will learn markup of static and dynamic content, content transformation, client-side executable content including client-side scripting and embedded applets, and web-based content management systems

COMP 425 Rapid Applications Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course will teach students how to design Rapid Application Development using an integrated development environment such as the .NET framework and methodology. It is designed to support object-oriented programming concepts.
Outcomes:
Students will create database applications and web applications using server-side technologies

COMP 428 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or Permission
In this course, major types of error-correcting codes, encoding and decoding , and their main properties will be studied. The codes examined will include the Hamming, Golay, BCH, cyclic, quadratic residue, Reed-Solomon, and Reed-Muller codes.
Course equivalencies: X-COMP428/MATH428
Outcomes:
Students will learn both the theory and application of error-correcting codes

COMP 429 Natural Language Processing (3 Credit Hours)
Pre-requisites: ((COMP 400B or COMP 271) and (MATH 131 OR equivalent) and (STAT 103 OR equivalent)) OR instructor permission
In this course, students examine in depth the problems, methods, and applications of NLP. Topics will include information retrieval, sentiment analysis, machine translation, document classification, and question answering. We will also cover the underlying theory from probability, statistics, and machine learning that are crucial for the field.
Outcomes:
Students will explain areas of NLP such as information retrieval, sentiment analysis, machine translation, document classification, question answering; Students will apply tools of NLP to a domain of their choice

COMP 431 Cryptography (3 Credit Hours)
Pre-requisites: COMP 271 and (Comp 163 or MATH 313 or MATH 201) or Permission
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP431/MATH431
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 433 Web Services Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Web services are Web-based enterprise applications that use open, XML-based standards and transport protocols to exchange data with calling clients. This course provides the APIs and tools you need to create and deploy interoperable Web services and clients using .NET and Java WSDP.
Outcomes:
Students will learn the standards and protocols for deploying web services

COMP 434 Enterprise Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
The course shows how to use Enterprise JavaBeans to develop scalable, portable business systems. The technologies taught in the course include: component models, distributed objects, asynchronous messaging, and component transaction monitors.
Outcomes:
Students will learn the architecture of EJB, entity and message and session beans

COMP 435 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 400C
As embedded and distributed systems are becoming ever more ubiquitous, we depend increasingly on the correctness and security of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as static analysis, model checking, and runtime verification

COMP 436 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 437 Intro Concurrent Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 439 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 400D or equivalent and (COMP 400C or equivalent or COMP 413)
This course presents a modern discussion of distributed computing systems. Distributed computation, interactive services, collaborative computing, peer-to-peer sharing, and grid/utility computing are just a handful of distributed technologies that go beyond the capabilities of the traditional client/server model by allowing a collection of computers to be leveraged as a collective resource.
Outcomes:
Students will learn design and implementation, scalability of performance, reliability, and security of loosely interconnected systems

COMP 440 Computer Forensics Investigations (3 Credit Hours)
Pre-requisites: COMP 401
This course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 441 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course studies the interaction between humans and computer-based systems. The course will provide students with the methods for evaluating, designing, and developing better interfaces between humans and systems.
Outcomes:
Students will acquire an awareness of different design and evaluation methods as well as practical, effective, and cost-conscience methods for improving systems and their interfaces

COMP 442 Server-Side Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264 and COMP 413
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific and technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 443 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
Students should also have completed COMP 400D or equivalent. This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. We will also study general high-level network issues such as security, authentication, fault tolerance, and congestion.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 445 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course considers the safety, security, reliability, and privacy concerns of the embedded devices and cloud-based resources of the Internet of things. The course discusses methods for addressing these concerns.
Outcomes:
Design/implement secure software for embedded systems and the IoT; Establish safety, security, reliability, privacy goals for IoT-based systems; Understand security and privacy concerns of embedded systems and the IoT

COMP 446 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 271 or COMP 264
This course introduces the fundamental concepts of telecommunication networks. Underlying engineering principles of telephone networks, computer networks and integrated digital networks are discussed.
Outcomes:
Students will learn how telephone and data networks work; They will also learn voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system

COMP 447 Intrusion Detection and Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will cover techniques for detecting the unusual usage patterns that typically signal a break-in. The course will also consider differences in detection of local intruders versus intrusion over networks. Finally issues in the prosecution of those breaking in to computers, particularly evidentiary issues are explored.
Outcomes:
Students will learn to configure ID systems (eg, snort) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 448 Network Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which we can identify and potentially stop potential intruders. The course covers topics such as Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks.
Outcomes:
Students will gain an understanding of how to secure computers and network environments

COMP 449 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will explore the wireless standards, authentication issues, common configuration models for commercial versus institution installs and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 450 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 451 Enterprise Networking (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent, and COMP 443, and COMP 400D or equivalent
Management of complex, high-speed, heterogeneous computer networks. Device management using SNMP and related protocols. Configuration and use of Network Management Systems. Data-flow management using LARTC and similar tools.
Outcomes:
Ability to interpret SNMP network data, ability to implement a Network Management System and use it to identify bottlenecks, familiarity with traffic-control principles and mechanisms

COMP 452 Introduction to Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities; Describe how vulnerabilities can be leveraged into an attack; Describe a vulnerability or attack at the machine-code level

COMP 453 Database Programming (3 Credit Hours)
This course will cover advanced concepts in database access and programming including SQL, JDBC, SQLJ, JSP and servlets. Oracle 10g is used for projects.
Outcomes:
Students will learn application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 458 Big Data Analytics (3 Credit Hours)
Pre-requisites: At least a C in the following courses (COMP 405 or COMP 453) AND (COMP 406 or COMP 479 or STAT 408 or equivalent)
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 460 Algorithms & Complexity (3 Credit Hours)
This course will focus both on presenting general techniques for designing correct and efficient algorithms, as well as on formal methods for proving the correctness and analyzing the complexity of such algorithms.
Outcomes:
Students learn: the ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 462 Advanced Computer Architecture (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264
This course presents key principles underlying the design of modern digital computers. The course introduces quantitative techniques used to guide the design process. It describes CPU performance issues and introduces instruction set architectures. The course then uses a hypothetical computer design, with a simple RISC architecture, to show how modern digital computers are implemented, first using a simple non-pipelined implementation, followed by a higher-performance pipelined implementation.
Outcomes:
Students gain an understanding of the design of the memory hierarchy in modern digital computers, caching and virtual storage techniques, multiprocessor systems, and distributed shared memory systems

COMP 464 High-Performance Computing (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will use a blend of foundational understanding as well as a set of practical tools to gain insight into performance engineering of software. The course introduces techniques to gain performance boost in Java programs and C++ (or C) programs by discussing the use of multiple processors.
Outcomes:
Students will learn shared memory, message passing and hybrid models of programming in both tightly-coupled and loosely-coupled computer systems

COMP 468 Database System Design (3 Credit Hours)
The course covers both relational and object databases. Issues of physical storage and use of indexes as well as optimization of queries are discussed. The course also covers transaction processing, concurrency, data warehousing, data mining, and distributed databases.
Outcomes:
Students learn the theory and practice of advanced database design and implementation; They will also gain an understanding of using commercial database environments such as Oracle

COMP 469 Product Invention and 3D printing (3 Credit Hours)
This course explores how things are made, including: physical design vs design on non-physical things; rapid prototyping; 3D printing; 2D conceptualization and sketching; modeling.
Outcomes:
Student will be able to: Visualize ideas via sketching basic shapes; Create 3D models using 3D modeling software; Use a 3D Printer; Give constructive feedback in peer review sessions

COMP 470 Software Quality and Testing (3 Credit Hours)
In this programming intensive course, students will learn effective automation, testing, and use of software metrics through the practices of Test Driven Development and Continuous Deployment.
Outcomes:
Students will be able to perform rigorous testing techniques that contribute to operational reliability, and identify programming practices that both contribute to software maintainability and help to avoid errors

COMP 471 Theory of Programming Languages (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.

COMP 472 Compiler Construction (3 Credit Hours)
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn the theory and practice of how to build a compiler

COMP 473 Advanced Object Oriented Programming (3 Credit Hours)
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 474 Software Engineering (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
The course discusses real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP476/MATH476
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 477 IT Project Management (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure, and responsibilities, an written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 479 Machine Learning (3 Credit Hours)
Topics include a wide variety of supervised learning methods, both regression and classification, with an emphasis on those that perform well on large feature sets.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 480 Computer Graphics (3 Credit Hours)
This course introduces advanced topics in modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 483 Computational Biology (4 Credit Hours)
Pre-requisites: BIOL 488
This course presents an algorithmic focus to problems in computational Biology. As such it is built on earlier courses on algorithms and bioinformatics. Current algorithmic approaches, software tools, and scientific literature are discussed.
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 484 Artificial Intelligence (3 Credit Hours)
This course advanced artificial intelligence concepts including theory, search techniques and programming.
Outcomes:
Student will learn the theory of artificial intelligence, search techniques, and be able to build small applications based on it

COMP 486 Computational Neuroscience (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
Introduces computational methods to understand neural processing in the brain. Levels of representation from low-level, temporally precise neural circuits to systems-level rate-encoded models, to information-theoretic approaches. Emphasis on sensory systems, primarily vision and audition, most readily demonstrating the need for such computational techniques.
Outcomes:
Students will be able to adeptly apply mathematical and computational frameworks in the various domains of neuroscience

COMP 487 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 479
Deep learning is part of a broader family of machine learning methods based on artificial neural networks. This course will include key concepts of neural network algorithms as well as their applications in computer vision and natural language processing.
Outcomes:
Students will analyze popular modern neural architectures such as convolutional and recurrent neural networks, design and evaluate their own neural networks, and apply neural network models to a practical task

COMP 488 Computer Science Topics (1-4 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 490 Independent Project (1-6 Credit Hours)
Pre-requisites: Approval of the Computer Science faculty member supervisor
An independent project in computer science or related disciplines, under the supervision of a member of the faculty.

COMP 499 Internship (1-6 Credit Hours)
An opportunity to obtain experience in software development, design, networks, or related activities in computer science in a professional setting. The student must obtain the approval of the Graduate Program Director and the student's work supervisor. A final report from the student and the supervisor are required.

COMP 501 Equitable and Inclusive Computer Science Pedagogy (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers the design of computer science courses through an equity and inclusion lens, and covers evidence-based best practices as applied to specific student concerns. Includes basics of teaching and learning theory and pedagogical techniques, and equity, diversity, and justice concerns.
Outcomes:
Ability to explain justice-centered CS education; understand pedagogical frameworks; understand assessment approaches; understand Active Learning and Peer Instruction

COMP 502 Structure of Research Management and Funding (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers grant-proposal development, University compliance regulations, and laboratory and research management.
Outcomes:
Ability to create successful grant proposals and to understand research management

COMP 503 Technology Entrepreneurship (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This course provides aspiring researchers with the skills to pursue new ventures and technology commercialization. Students learn how to transition an innovation from the lab to the marketplace.

COMP 590 PhD Independent Study (3 Credit Hours)
Independent study for PhD research, for students who have not yet completed the required credit hours.
Outcomes:
This will depend on the exact study or research project the student engages in, but generically the outcome is to gain expertise in a study topic or obtain research results

COMP 595 Thesis Supervision (1 Credit Hour)
Supervision for students working on a thesis while not for other classes. Restricted to students enrolled in the MS in Computer Science.

COMP 600 Dissertation Supervision (1 Credit Hour)
Dissertation work under the supervision of a faculty member.
Outcomes:
This course is an independent study course supervised by a research advisor, the purpose of the course is to enable PhD students to maintain full-time status while they prepare their dissertation proposal, and specific goals will vary for individual students, but in general, PhD students should be maturing as researchers

COMP 605 Master of Science Study (1 Credit Hour)
Course for continuing master's degree students engaged in study.

COMP 610 Doctoral Study (1 Credit Hour)
Dissertation preparation course, for when student has completed coursework but before student has defended their dissertation proposal. Can be taken only twice during a doctoral student's career at LUC.
Outcomes:
This course is an independent study course supervised by a research advisor; The purpose of the course is to enable PhD students to maintain full-time status while they complete their dissertation; Specific goals will vary for individual students, but in general, PhD students should be maturing as researchers and beginning to establish intellectual independence

Criminal Justice & Criminology (CJC)

CJC 401 Politics and Policies in the Criminal Justice System (3 Credit Hours)
This course examines the interactional processes within and among the criminal justice system's components and their relationships to other public and private institutions. The role of politics in policy formulation, the policy making process, and the consequences of current policies on the operation of the criminal justice system are discussed.
Outcomes:
Students will understand the CJ policy-making process, including which factors facilitate/inhibit effective policy development and implementation, and how CJ research is used to formulate, implement, and evaluate CJ policies

CJC 402 Theories of Criminal Behavior (3 Credit Hours)
This is a comparative review of dominant contemporary theories and research on the causes of crime and delinquency. Competing theories on the causes of crime are analyzed, and their empirical support and implications for prevention programs and interventions are discussed.
Outcomes:
To analyze and discuss contemporary theories of criminal behavior

CJC 403 Research Methods and Program Evaluation (3 Credit Hours)
This course provides students with the substantive knowledge to be critical consumers of research studies and program evaluations. Students learn how to critique the internal, construct, and external validity of program evaluations and data collection efforts that seek to understand criminal behavior or the operation of the criminal justice system.
Outcomes:
To analyze and critique program evaluations and research designs

CJC 404 Applied Data Analysis and Interpretation (4 Credit Hours)
Students learn the skills and knowledge necessary to be critical consumers of statistical information often present in everyday criminal justice practice. Students learn which statistical tools are appropriate for specific measures and research questions, as well as how to generate and interpret statistical output using a statistical software package.
Outcomes:
Students will be able to select the correct statistical tools to use for conducting statistical analyses, use a statistical software package to analyze data, and interpret statistical output

CJC 408 Applied Research in Criminal Justice & Criminology (2 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404
In their final semester of the CJC graduate program, students complete a semester-long research project. This culminating experience is student-initiated and supervised by a member of the graduate faculty. This project encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.
Outcomes:
Students should be able to synthesize criminological theory, criminal justice policy, research methods, and data analysis into a final applied research project

CJC 410 Advanced Topics in Criminology (3 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on theories or contemporary issues concerning criminal and victim behavior. Examples of topics include: Drugs and Violence; Gender and Crime; Intimate Partner Violence; Sexual Violence; Human Trafficking; Environmental Crime; Victimology; International Criminology; Advanced Criminology; Race, Ethnicity, and Crime.
Outcomes:
Students will understand a contemporary issue in criminology with a special emphasis on research and theory developments

CJC 411 Advanced Topics in Policing (3 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of policing, including community- and problem-oriented policing, situational crime prevention, crime analysis, and Comp-Stat approaches to policing practice and management.
Outcomes:
Students will understand a contemporary issue in policing with a special emphasis on research and theory developments

CJC 412 Advanced Topics in Courts (3-6 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on contemporary issues in courts. Examples of topics include: International Criminal Law and Anti-Terrorism Enforcement, The American Jury; Death Penalty; International Criminal Law; Public Views of Justice; Media, Culture, and Criminal Law; Legal Rights of Children.
Outcomes:
Students will understand a contemporary issue in the court system with a special emphasis on research and theory developments

CJC 413 Advanced Topics in Corrections (3-6 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of corrections. Examples of graduate courses that will be offered as special topics courses under CJC 413 include: Principles of Punishment, Sentencing Policy, Restorative Justice, Risk Assessment, Re-Entry, What Works in Corrections, Mass Incarceration, and Juvenile Corrections.
Outcomes:
Students will understand a contemporary issue in corrections with a special emphasis on research and theory developments

CJC 414 General Special Topics (3 Credit Hours)
Special topic course titles will vary, and will cover issues that do not fit within the four advanced topics areas of criminology, policing, courts, and corrections. Topics may include: Crime Mapping; Social Psychology and the Criminal Justice System; Prejudice, Hate, and the Justice System.
Outcomes:
To analyze and discuss topics in criminal justice

CJC 415 Mental Illness and Crime (3 Credit Hours)
Pre-requisites: Graduate students only
This course explores the relationship of mental illness to crime and violence, the policies and programs concerning the treatment of individuals with mental illness in the criminal justice system, including the nature, prevalence and consequences of mental disorder among criminal offenders.
Outcomes:
Students will understand the history and development of research on mental illness and crime, assessments of risk for violence, as well as legal issues surrounding mentally disordered victims and offenders

CJC 416 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment, and control.
Outcomes:
Students will understand how international legal and criminal justice systems interact to investigate, measure, and prosecute transnational crimes including trafficking, human rights violations, and war crimes

CJC 431 Criminal Victimization (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course critically explores the physical, emotional, and financial harm people suffer because of illegal criminal activities. The focus of the course is on the nature and extent of victimization, the estimation of risk, theories about the causes of victimization, and the consequences of victimization experiences. In addition, students will also study the emergence of special victims' groups, the implications of a victim-orientated perspective for the administration of justice, and system alternatives such as restitution and restorative justice.
Outcomes:
Articulate the history, nature, and magnitude of criminal victimization in the United States; Describe the theoretical underpinnings of victimization and current research on the risk and protective factors of criminal victimization; Differentiate the legal and social responses to criminal victimization; Describe the primary and secondary impact of criminal victimization on victims, their families, friends, and communities; Analyze data to examine trends and patterns of criminal victimization; Analyze data to examine the causes and correlates of criminal victimization; Identify which interventions and strategies offer the most promise for effective implementation and impact on preventing criminal victimization

CJC 432 Firearm Violence (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course will provide a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership and acquisition, the various attempts to control access to firearms, and the effectiveness of such efforts. This course will explore both the criminal justice and public health perspectives and approaches to reducing firearm violence. Each discipline's framework, strategies, and challenges will be examined, with a focus on the opportunities and challenges of implementing interdisciplinary approaches in a "real world" setting. The class will emphasize the application of objective and rigorous scientific methods and research to understanding the extent and nature of firearm violence and evaluating interventions within the context of what is oftentimes a politically and emotionally charged debate.
Outcomes:
Articulate the extent and nature of firearm violence in the United States in a sophisticated way that illustrates an understanding of existing measures of firearm violence; Describe the strengths and limitations of existing data to measure the extent and nature of firearm violence, patterns and levels of firearm ownership, and firearm markets; Differentiate between the criminal justice and public health frameworks, and how each approaches firearm violence; Describe the importance and challenges of responding to complex issues like firearm violence from a multidisciplinary/intersectional/collaborative approach; Analyze data to examine trends and patterns of firearm violence; Analyze data to examine the correlates and causes of firearm violence; Describe evidence-based interventions and strategies to reduce firearm violence; Identify which interventions and strategies offer the most promise for effective implementation and impact on firearm violence

CJC 433 Wrongful Convictions and the Law (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
Wrongful convictions often include two types of errors, an innocent person is punished, and a guilty person escapes justice. In this class, we will explore how such errors occur by focusing on both investigation and adjudication practices. We will then apply what we have learned about criminal procedure to analyze individual wrongful conviction cases. This is an interactive course. Students will review case intake documents from a cooperating legal organization and help inform their case decisions. We will also work with the National Registry of Exonerations to draft case profiles for people who have already been exonerated. Ultimately, we will weigh the challenges of upholding defendants' rights without compromising public safety or producing additional errors.
Outcomes:
Evaluate criminal cases for potential errors, both episodic and systemic; Describe defendants' due process rights particularly under the 5th and 6th amendments and how these rights relate to criminal procedure in practice; Explain judicial opinions and their ability to remedy wrongful convictions; Identify the limitations of the appellate process and post-conviction review; Produce written content of publishable quality, with a special focus on accuracy and fact checking

CJC 499 Independent Study (1-6 Credit Hours)
Working with a member of the graduate faculty, this course provides students with the opportunity to examine a specific topic in the field of criminal justice through directed readings, interviews, and the completion of a major research paper related to the topic. Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study.

CJC 501 Thesis Research (2 Credit Hours)
Pre-requisites: Approval of Graduate Program Director and Grade of A- or better in CJC 403 and CJC 404
Supervision and guidance are given as students conduct their independent Masters' thesis research.
Outcomes:
Master's Thesis

CJC 502 Practicum in Criminal Justice (3-6 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404 Outcomes: Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency, and identify/describe the link between their field experience and prior courses through a research paper
This course enables the student to apply their knowledge (conceptual, theoretical, and methodological) in a practical agency setting.

CJC 595 Thesis Supervision (1 Credit Hour)
This is a non-credit course. Students who are working on approved master's thesis research and are not registered for any course are required to register for thesis supervision.

CJC 605 Master's Study (1 Credit Hour)
Pre-requisites: Completion of the graduate core courses; This course is a non-credit means of permitting students to be formally enrolled at Loyola while completing their culminating experience (i.e
, 408 project or thesis).

Data Science (DSCI)

DSCI 401 Introduction to Data Science (4 Credit Hours)
Pre-requisites: Restricted to Graduate students
This course provides students with an introduction to data science using the R programming language covering such topics as data wrangling, data visualization, interacting with databases, principles of reproducible research, building simple statistical models/machine learning and data science ethics.
Outcomes:
Students will obtain an extensive background in the basic tools used in the field

DSCI 470 Data Science Consulting (2 Credit Hours)
Pre-requisites: STAT 408
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
Outcomes:
Students will apply methods learned in prior classes to address a real-world problem, gain oral and written presentation skills, and improve collaboration skills

DSCI 494 Data Science Research Design (2 Credit Hours)
Restricted to DSCI Graduate students. Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement research design practices in data science

DSCI 499 Data Science Research (1-8 Credit Hours)
Restricted to DSCI Graduate students. Students will conduct independent hypothesis-driven data science research under faculty guidance. Research efforts will include literature surveys, research design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for data science research

DSCI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: DSCI 499
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

Digital Humanities (DIGH)

DIGH 400 Introduction to Digital Humanities Research (3 Credit Hours)
Enrollment in DIGH 400 is the prerequisite for DIGH 401, 402, 500, 595. An introduction to the digital humanities, work in a variety of humanities disciplines--literature, art, philosophy, theology, and history--that involves computer assistance in conducting or presenting research. This includes, for example, digitizing, markup, editing, publishing, archiving, analyzing, visualization, modeling, interpretive gaming, and instructional and interface design. This course will emphasize research questions and methods from a range of humanities disciplines--not computer technology per se but ways that computing can further humanities research agendas.
Outcomes:
Knowledge of how computing affects research in humanities, critical thinking about technology and humanities, awareness of broad social and ethical questions surrounding old and new, print and digital, media in contemporary culture

DIGH 401 Introduction to Computing (3 Credit Hours)
Pre-requisites: DIGH 400 co-enrollment
Primarily for DH students, the course combines historical study with a hands-on approach to computers their growing role in academic research, publishing, libraries, and the arts. Topics will include the structure of computers, the relation of hardware and software, text and image markup and publishing, database theory and design, modeling and visualization, text analytics, procedural logic, and the basic concepts of programming, artificial intelligence, and the social, ethical, and intellectual contexts for computing.
Outcomes:
Procedural literacy, historical knowledge of hardware and software platforms, ability to be a scholar-programmer or to collaborate fruitfully with scholar-programmers

DIGH 402 Digital Humanities Design (3 Credit Hours)
Introduces students to design and human computer interaction.
Outcomes:
Students gain practical experience with design, testing, and building ethical digital projects

DIGH 403 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: DIGH 400, DIGH 401, DIGH 402
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks

DIGH 405 Special Topics in Digital Humanities (3 Credit Hours)
Special topics in Digital Humanities or new approaches of current interest to the instructor.
Outcomes:
Dependent upon course topic; must be approved by GPD

DIGH 499 Independent Study in Digital Humanities (1-3 Credit Hours)
Students work under the direction of a faculty member on a particular area of interest within Digital Humanities.
Outcomes:
Students advances their research projects with direct and regular input from a faculty member

DIGH 500 Digital Humanities Practicum (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
This course invites students to learn about and engage in collaborative project-building. Students will contribute to building an active faculty-led digital humanities research project. Work will be informed by weekly readings and seminar-style discussions. Possible work may include coding, data modeling, digitization, proposal-writing, grant-writing, project management, design, and research.
Outcomes:
A collaborative contribution to a digital humanities research project run by a faculty or staff member and sponsored by the CTSDH

DIGH 501 Digital Humanities Project (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
In this capstone, students will apply skills they've learned throughout the program, and develop new technological and research skills as the project demands. Students will develop their own digital humanities research project that demonstrates their competency in a facet of digital humanities and expertise within their chosen subject area.
Outcomes:
A working, practical final digital humanities project published online

DIGH 605 Master's Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up any MA requirements, such as their field examinations and research project.
Outcomes:
Advancement to degree completion

English (ENGL)

ENGL 400 Intro to Graduate Study (3 Credit Hours)
The course serves as an introduction to the profession of literary studies for students new to the graduate programs in English. It offers a review of current critical theories and methodologies, research techniques, bibliographic methods, and issues in textual criticism.

ENGL 402 Teaching College Composition (3 Credit Hours)
The course deals with practical matters related to the teaching of college composition. It is organized around an examination of recent theories, methods, and materials used in the teaching of writing.

ENGL 403 Composition Theory (3 Credit Hours)
This course examines major and current advances in composition theory and reviews current scholarship in the teaching of writing, with some attention to the relationship between composition and literary theory.

ENGL 404 Pedagogy: Theory and Practice (3 Credit Hours)
Pre-requisites: ENGL 402
This course is designed to help students integrate theory and practice in teaching literature and cultural studies courses at the college level.
Outcomes:
Students will demonstrate an understanding of pedagogical theories by writing a teaching philosophy in which they explain and defend their theoretical approach; students will put their theory into practice by preparing a course proposal for a literature course, which includes a description and goals, syllabus and guidelines, classroom format, and assignments and evaluations procedures

ENGL 406 History of the English Language (3 Credit Hours)
The course is a study of the causes, mechanisms and consequences of language variation over time, with prominent examples taken from the history of English and its parent languages. All major areas of linguistic theory are considered: phonology, lexis, morphology, syntax, and semantics.
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 410 Contemporary Literary Criticism (3 Credit Hours)
This course presents studies in major contemporary theoretical and critical issues through a survey of major types of critical analysis, such as formalism, structuralism, semiotics, reader-response, deconstruction, psychoanalysis, and feminist criticism.

ENGL 412 History of the Book to 1800 (3 Credit Hours)
Pre-requisites: Graduate status
This course will examine the history of written and printed texts from their beginnings to 1800, including such topics as book production and distribution, early ideas about textual editing, literacy, copyright, and censorship.
Outcomes:
Students will be able to relate textual forms to cultural practices

ENGL 413 Textual Criticism (3 Credit Hours)
An introduction to major textual theories and their history. Topics may include such issues as analytic and descriptive bibliography, theories of copy-text, theoretical and practical issues in editing, and forms of textuality, including manuscript, print and digital.

ENGL 415 Media and Culture (3 Credit Hours)
This course examines the important and evolving roles that media plays in the construction, reformulation, and critique of contemporary culture. Topics will vary but may include digital textuality; visual culture studies; information technologies; postcoloniality and globalization; and web-based communities.

ENGL 419 Contemporary Issues in Literature and Culture (3 Credit Hours)
The course is an intensive study of a particular cultural issue in relation to literature.

ENGL 420 Topics in Critical Theory (3 Credit Hours)
Focused study of a particular problem or movement within critical theory–for example, globalization; the "new aesthetics"; high and low culture; psychoanalytic theory; whiteness studies.

ENGL 422 Postcolonial Theory (3 Credit Hours)
This course traces the origins, key developments, and practice of postcolonial theory, focusing on classic texts in the field (e.g., Senghor, Fanon, Cabral); issues raised by contemporary theorists (e.g., Said, Spivak, Bhabha, Chatterjee); and current challenges to postcolonial theory.

ENGL 423 Marxist Literary Theory (3 Credit Hours)
Intensive study of selected writers and issues within the Marxist tradition of literary and cultural criticism.

ENGL 424 Cultural Studies (3 Credit Hours)
An examination of the theory and practice of cultural studies, with special attention to the role of literary and critical theory in its development.

ENGL 426 Feminist Theory and Criticism (3 Credit Hours)
An intensive study of recent feminist theory in a range of disciplines--including literature, philosophy, history, and law--and covering a variety of approaches, such as psychoanalysis, post-structuralism, post-colonialism, queer theory, and cultural studies.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 427 Dramatic Theory (3 Credit Hours)
This course presents selected theoretical approaches to drama from the Greeks to the present. Readings may include both theoretical works and plays. Topics may include genre, dramaturgies such as realism, epic theatre, and theatre of the absurd, reception, semiotics, feminist dramatic theory, and performance theory.

ENGL 428 Postmodernism (3 Credit Hours)
Pre-requisites: Graduate status
This course investigates "postmodernism" in its various uses--as a literary period, an aesthetic style, an historical moment, a cultural problematic, and a theoretical imperative. The course includes readings in literature and theory as well as other art forms, such as architecture and the graphic arts.
Outcomes:
Students will demonstrate their ability to define postmodernism in relation to modernism and postmodernity and to analyze postmodern literature and art through seminar papers, oral presentations, and exams

ENGL 430 Topics in Literature Studies (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in literature.

ENGL 433 Seminar in Individual Authors (3 Credit Hours)
Intensive study of a single author. Includes a comprehensive reading of the author's major works, and a review of the critical reception.

ENGL 436 Women Writers in English (3 Credit Hours)
This course focuses on significant issues raised in and by women-authored works, including representations of gender roles and sexualities, and the cultural status and uses of women's literature. Authors from any period(s) in British, American and World literature may be included.

ENGL 437 Topics in Drama (3 Credit Hours)
This course may deal with topics that cut across historical and national boundaries, such as dramatic genres, women in drama, modern reappropriations of earlier drama; with more specialized topics such as performance or feminist dramatic theory; or with historical movements in drama.

ENGL 440 Topics in Medieval Literature (3 Credit Hours)
Studies in a range of Middle English writing serve as a focus for special topics, including mysticism and historical prose from the thirteenth to the fifteenth centuries.

ENGL 441 Old English Language & Literature (3 Credit Hours)
This course introduces Old English language and literature through readings in poetry and prose, with attention, as time allows, to major critical issues in texts of the period.

ENGL 443 Middle English Literature (3 Credit Hours)
This course may address texts that bridge the Old and Middle English periods or texts (excluding Chaucer) that date from the fourteenth-century, such as Langland, Malory, the Gawain-poet, Gower, and women writers.

ENGL 444 Medieval Drama (3 Credit Hours)
The course focuses on English drama from its beginnings to the early Renaissance, including liturgical drama, saints' plays, miracle plays, the cycles, and interludes.

ENGL 447 Chaucer (3 Credit Hours)
This course may focus on the Canterbury Tales or Troilus and Criseyde and the dream visions, and may include some of Chaucer's less frequently studied texts (e.g., his translation of the Consolation of Philosophy).

ENGL 450 Topics in Early Modern Literature & Culture (3 Credit Hours)
This course presents selected studies in poetry and prose of the English Renaissance.

ENGL 455 Shakespeare (3 Credit Hours)
The philosophical, esthetic, and historical problems of Shakespeare's plays are covered in this course, which also focuses on Shakespearean scholarship.

ENGL 456 Early Modern Drama (3 Credit Hours)
This course presents English drama of the period 1550 to 1642. Among the topics to be covered are the rise of the permanent theaters; Elizabethan and Jacobean contemporaries of Shakespeare; Caroline plays and masques. Historical background, theatrical developments, and critical approaches are also studied.

ENGL 457 Seventeenth-Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in seventeenth-century literature. Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 458 Milton (3 Credit Hours)
Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 460 Topics in Restoration & 18th Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in Restoration and eighteenth-century literature.

ENGL 470 Topics in Romanticism (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in Romantic literature.

ENGL 471 Poetry of Romantic Period (3 Credit Hours)
The poetry of major and minor Romantic figures is studied in this course, which includes a critical study of their esthetics, philosophical concepts, and critical standards.

ENGL 475 Topics in Victorian Literature (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme, or body of work in Victorian literature.

ENGL 476 Victorian Poetry (3 Credit Hours)
This course presents the historical, political, social, and intellectual influences on Victorian poetry and examines its artistic and formal innovations and achievements. The authors studied include: Tennyson, Browning, Arnold, Swinburne, and the Rossettis.

ENGL 477 Victorian Prose (3 Credit Hours)
The course examines the major critical and philosophical prose writers of the years 1837-1900: Macaulay, Carlyle, Arnold, Ruskin, Newman, and Pater. It also explores the intellectual, social, and political backgrounds of the period, and identifies Victorian prose styles.

ENGL 478 Victorian Novel (3 Credit Hours)
The course examines the major Victorian novelists: Dickens, Thackeray, the Brontes, Trollope, Eliot, Meredith, and Hardy; religious, social, scientific, historical, and philosophical influences on the novel are also explored.

ENGL 480 Topics in Modernism (3 Credit Hours)
Topics include modernism, the Symbolist movement, Edwardian Period, and other contextual issues that transcend genre boundaries and address larger concerns of social and intellectual history.

ENGL 481 Modern Poetry (3 Credit Hours)
The course examines tradition and experiment in modern poetry and includes English, Irish, and American poets.

ENGL 482 Modern Drama (3 Credit Hours)
This course presents selected studies in dramatists from Ibsen on, including British, American, Continental, and Irish dramatists.

ENGL 483 Modern Novel (3 Credit Hours)
The course concentrates on selected studies in Conrad, Galsworthy, Bennett, Wells, Joyce, Lawrence, Huxley, Woolf, Maugham, Forster and other novelists, but may include additional American, Irish, and Continental novelists.

ENGL 484 Literature and Culture of the Jazz Age (3 Credit Hours)
Taking an interdisciplinary approach to a crucial era, this course will consider such topics as the construction of race in literature and popular culture, the rise of the New Woman, the Harlem Renaissance, and the relationship of jazz to aesthetic modernism.

ENGL 485 Contemporary Literature (3 Credit Hours)
This course concentrates on literature and literary movements of the second half of the twentieth century. Possible topics include postcolonialism (Achebe, Jhabvala, Naipaul, Soyinka, Walcott), postmodernism (Acker, Calvino, Pynchon, Reed), and African-American writing (Baldwin, Morrison, Walker).
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in contemporary literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 487 Postcolonial Literature (3 Credit Hours)
This course examines the issues of modern-day colonization as depicted in selected fiction, drama, and poetry from Africa, South Asia, the West Indies, and Australia.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in postcolonial literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 488 20th Century Literature in English (3 Credit Hours)
Focusing on the relation between texts and their literary and cultural contexts, this course may include any twentieth-century text written in English and may address a particular theme, literary movement, period, nation, or historical event. We may also interrogate the foundation of such categories.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in 20th-century literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 489 Magic Realism (3 Credit Hours)
Fusing realistic and symbolic forms, "Magic Realism" raises boundary issues of many kinds, between history and myth, empirical and non-empirical experience, objective and subjective knowledge. This course examines magic realism from its modernist origins to contemporary postmodern and postcolonial fiction in many countries.

ENGL 490 Topics in American Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme, or body of work in American literature.

ENGL 491 Early American Literature (3 Credit Hours)
This course examines Hispanic, native American, Puritan, colonial, and early nationalist literature in the United States, and explores its American and European backgrounds.

ENGL 492 American Romanticism (3 Credit Hours)
The course includes selected studies in Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others.

ENGL 493 American Realism (3 Credit Hours)
The course features selected studies in American realism, tracing its origins and development as a national literary movement, and reviewing its regional variations and sub-genres, with special attention to Twain, Howells, and James.

ENGL 494 American Literature Since 1914 (3 Credit Hours)
The course is composed of selected studies in representative American writers of poetry, fiction, drama, and prose in the twentieth century.

ENGL 495 Latino/a Literature (3 Credit Hours)
Pre-requisites: Graduate standing and consent of the GPD in English
Latino/a literature has become an important focus in American literary studies because of its unique relation to questions of language, cultural hybridity, and borders. This course takes an interdisciplinary approach to Latino/a fiction, poetry, and drama, including analysis of Latino/a genres like corridos, testimonios, and teatro campesino. Topics include identity politics, transnationalism, cultural traditions and literary forms, textual recovery, gender and sexuality, and (im)migration.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in Latino/a Literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 496 African American Literature (3 Credit Hours)
This course focuses on African-American literature over a range of periods and genres including 19th-century slave narratives (Douglass, Jacobs), the fiction and poetry of the Harlem Renaissance (Hurston, Hughes, McKay) and contemporary literature (Ellison, Shange, Morrison).

ENGL 500 Capstone Seminar (3 Credit Hours)
Pre-requisites: 18 credit hours in 400-level courses; GPA of 3 or above
This capstone seminar provides a sustained, semester-long experience of research and writing on a topic in literary studies. A statement of topic is due on the first day of class. Research and writing are supported by scaffolded assignments, peer community, and a syllabus of shared readings drawn from practical guidebooks and exemplars of literary criticism, theory, and scholarship. Students develop an original article-length research paper suitable for submission to a journal in the field of literary studies.
Outcomes:
Assess and intervene in existing scholarly discourses in the field, by developing an\\noriginal article-length research paper suitable for submission to a journal in the field of\\nliterary studies; Write effectively about texts in English, by supporting an interpretative argument with\ \nclose reading

ENGL 501 Directed Readings (3 Credit Hours)
An independent study course supervised by a faculty member with the approval of the program director. Readings are initiated by the student.

ENGL 502 Independent Study-Doctoral Qualification (3 Credit Hours)
The course is composed of special readings in the field of the student's specialization under the supervision of a faculty member with the approval of the chair. Normally the director will be the professor with whom the student plans to write the dissertation. The written outcome of the course will be a draft of a proposal for the dissertation. The course is graded on a credit/no-credit basis.

ENGL 540 Newberry Seminar (3 Credit Hours)
Special topics in literary study offered by the Newberry Library.

ENGL 595 Thesis Supervision (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 600 Dissertation Supervision (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

ENGL 605 Master's Study (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 610 Doctoral Study (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

Erikson Institute (ERIK)

ERIK E421 Social and Emotional Development I (3 Credit Hours)
This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE121 / ERIKE21 /ERIKE421

ERIK E426 Cognitive Development (3 Credit Hours)
This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE126 / ERIKE26 / ERIKE426

ERIK E477 Seminar Children-At-Risk (3 Credit Hours)
This course examines the concept of risk and how it impacts child development. We will use multiple frameworks to examine risk, including public health, developmental psychopathology, and education. Attention will be focused on biological/genetic (such as prematurity and temperament), family (such as parent mental health and child maltreatment), and environmental (such as poverty and neighborhood violence) factors. The consequences of growing up in the context of chronic adversity will be explored, as well as the factors that lead some children to cope with and show resilience in these circumstances. The challenges of understanding risk in current research, as well as the implications of this research for programs and policy will also be discussed.
Course equivalencies: ERIKE477 / ERIKE77

ERIK E479 Teaching & Learning: Linking Theory & Research to Practice (3 Credit Hours)
An understanding of the two domains of learning and teaching is fundamental to the field of child development and education. This course examines these issues through investigating and analyzing exemplary models of recent and influential theory and research. A dialogue-based approach to learning will be used throughout the course to encourage personal involvement in exploring and explaining the science of learning and teaching. Students will also engage in fieldwork, such as on-site observations, conversations with practitioners, and a research project, to gain first-hand experience of these issues.
Course equivalencies: ERIKE479 / ERIKE79

ERIK E481 Seminar Social & Cultural Contexts (3 Credit Hours)
Through an examination of current theory and multidisciplinary social science research, this course explores the influence of contextual factors on the development of children. Socially and culturally constructed factors (such as gender, race, ethnicity and social class) and institutions (such as family, schools, and organized child care) will be discussed in terms of their influence on child rearing and child development. Through course lectures, discussion, and assignments, students will gain an understanding of the variability of child rearing strategies and outcomes across cultural communities; the role of historical and ecological factors in child rearing and family functioning; identity development in complex societies; and sources of possible tensions between different cultural communities and societal institutions (such as schools, social service providers, and child care programs).
Course equivalencies: ERIKE481 / ERIKE81

ERIK E482 Program Evaluation and Implementation Science (3 Credit Hours)
This course provides an advanced introduction to evaluating social services and education programs, including the study of factors leading to better program outcomes (i.e., implementation science). Restricted to Erikson graduate students.
Course equivalencies: ERIKE482 / ERIKE82

ERIK E485 Research Internship (3 Credit Hours)
The student will work either with an Erikson faculty member, research scientist, or research associate, or on a research project at another institution.
Course equivalencies: ERIKE485 / ERIKE85

ERIK E486 Teaching Internship (3 Credit Hours)
The student will teach or assist in teaching a college course in child development or a related topic.
Course equivalencies: ERIKE486 / ERIKE86

ERIK E489 Special Topics in Child Development (3 Credit Hours)
Enrollment for this course should be considered in close consultation with the faculty advisor. This course allows doctoral students to select from a range of applied child development courses at Erikson Institute that are taught by a member of the doctoral program faculty. Examples include Physical Growth and Development; Language Development; and Working with Adults. Students will gain deep understanding of the theories, research, and issues with regard to a special content area in child development and early education.

ERIK E497 Doctoral Study (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations.
Course equivalencies: ERIKE497 / ERIKE97

ERIK E499 Dissertation Supervision (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision.
Course equivalencies: ERIKE499 / ERIKE99

ERIK E501 First Year Doctoral Seminar (0 Credit Hours)
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; and 5) Explore various career paths both in academia and non-academia

ERIK E502 First Year Doctoral Seminar (1 Credit Hour)
Pre-requisites: Graduate students only
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; 5) Explore various career paths both in academia and non-academia

ERIK E503 Scholarship Skills I (1 Credit Hour)
This course is designed to help graduate students develop their skills in finding, collating, and summarizing scholarly literature in relation to a topic of interest/future research. AI tools will also be explored and interrogated. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E504 Scholarship Skills 2 (1 Credit Hour)
Pre-requisites: Graduate Students only
This course is designed to help graduate students develop their skills in synthesizing and critiquing others' research, thereby providing support to their comprehensive exam milestone as well as helping prepare them for the literature review sections of their thesis or dissertation. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E505 Scholarship Skills 3 (1 Credit Hour)
Pre-requisites: Grad Students only
This course is designed to help graduate students develop their skills in writing, publishing, and disseminating their own research. This will include conference submissions and presentations, grant proposals, manuscripts and articles for peer review. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

Graduate School Seminar (GSSM)

GSSM S59 Thesis Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in thesis research and writing under advisor's supervision during summer.

GSSM S60 Dissertation Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision during summer.

GSSM S61 Doctoral Study-Summer (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations in summer.

GSSM S65 Master's Study-Summer (1 Credit Hour)
Course for continuing master's degree students engaged in study for comprehensive or qualifying examinations during summer.

Greek (GREK)

GREK 412 Readings in Hellenistic Authors (3 Credit Hours)
This course centers on works in Greek of the Hellenistic period, particularly at the intellectual center of Alexandria.
Outcomes:
Students should demonstrate knowledge in detail about the authors, works, and literary enterprise pursued; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, and intellectual contexts and influences pertaining to them

GREK 415 The Greek Fathers (3 Credit Hours)
This course centers on the writings of the early church fathers such as Athanasius, Basil, and John Chrysostom, through which it looks to the historical background of Eastern patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the writings, their authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, cultural, theological, and intellectual contexts and influences pertaining to them

GREK 425 The Attic Orators (3 Credit Hours)
This course examines the works of Attic orators such as Antiphon, Lysias, and Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should demonstrate knowledge in detail of the genre, the authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, political, legal, and intellectual contexts and influences pertaining to them

GREK 431 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Herodotus, his project, and his milieu

GREK 435 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War by Thucydides, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Thucydides, his project, and his milieu

GREK 441 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 442 The Odyssey (3 Credit Hours)
This course centers on Homer's Odyssey, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 443 Pindar (3 Credit Hours)
This course centers on Pindar and on ancient Greek lyric poetry more generally, potentially including consideration of additional authors such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should demonstrate knowledge in detail about the authors, their works, and ancient lyric; They should engage critically with current scholarship relating to ancient lyric's historical, social, literary, and intellectual contexts

GREK 451 Greek Comedy (3 Credit Hours)
This course may focus on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E., or consider the development of New Comedy from Old in the more broadly cosmopolitan Hellenistic world.
Outcomes:
Students should demonstrate knowledge in detail about authors, plays, and the comedic forms; They should engage with current scholarship addressing Greek comedy's historical, social, and intellectual contexts and influences

GREK 453 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 454 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 455 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 462 Plato (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic and/or other philosophical dialogues.
Outcomes:
Students should demonstrate knowledge in detail about the author and his work; They should engage critically with current scholarship concerned with Platonic thought and the historical, social, and intellectual contexts and influences pertaining to it

GREK 473 New Testament Language (3 Credit Hours)
This course centers on study of the language and literary expression of selections from the New Testament.
Outcomes:
Students should demonstrate knowledge and understanding of the texts; They should engage critically with current scholarship exploring the linguistic, historical, social, literary, and intellectual contexts of the New Testament

GREK 488 Readings in Greek Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 489 Readings in Greek Lit II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving ancient Greek language or literature, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Healthcare Professions Education (HPE)

HPE 400 Research Methods in Health Professions Education (4 Credit Hours)
Introduction for Health Professions Education (HPE) students to the fundamentals of research design for education and scholarship in teaching and learning. This course offers a deep dive into educational research, covering problem identification, literature review, research question formulation, and the critical evaluation and synthesis of existing studies. It provides a solid foundation in quantitative research (including reliability, validity, survey construction, and validation), qualitative research (focusing on interviews and focus groups), and mixed methods research. The course emphasizes ethical principles in research and teaches effective data interpretation and presentation. Additionally, students will be introduced to grant development and introduced to their capstone project which is a research proposal. This course will equip students with the skills needed to excel in educational research., reliability, validity, survey construction, and survey validation), qualitative research (as it relates to interviews and focus groups) and mixed methods research (how to manage and use more than one method of data collection); Analyze data and ethical research practices that guide educational research; Illustrate grant development with an introduction of the capstone project research proposal.
Outcomes:
Identify a research problem and method of literature review; Formulate research questions and hypothesis; Distinguish between quantitative, qualitative, and mixed methods research; Describe fundamentals of quantitative research (e.g

HPE 401 Fundamentals of Learning and Teaching Modalities in Health Professions (3 Credit Hours)
Introduction to a range of teaching modalities, including large group lectures, small group teaching, case-based, problem-based, and team-based learning, flipped classrooms, standardized patients, simulation, e-learning, procedural, chalk talks, and clinical and bedside teaching. Ignatian Pedagogy will be threaded throughout the course. Rooted in adult learning theories and human cognition, students will review these fundamental concepts and seamlessly apply them throughout the course. There is a strong focus on practical application, enabling participants to create innovative and engaging learner-centered experiences, establish supportive learning environments, and adeptly integrate feedback. As a culmination of their learning, students will craft a final project, utilizing one of these teaching modalities to instruct peers on a relevant topic, applying the skills in a real-world educational context., large group lecture, small group teaching, cased-based, problem based and team-based learning, flipped classroom, standardized patients, simulation, e-learning and clinical and bedside teaching); Define the concepts of adult learning theories (e.g., learning theory, human cognition); Apply knowledge and understanding of androgyny to class work during this course; Demonstrate course skills, including the creation of innovative and engaging learner-centered experiences which will be showcased in the teaching portfolio project; Appraise experience with teaching modalities in education through reflective writing.
Outcomes:
Categorize different teaching modalities (e.g

HPE 402 Technology in Education and Effective Lecture Skills (4 Credit Hours)
In this engaging course, through a series of hands-on activities, participants will design and produce an electronic lecture that skillfully incorporates critical components of effective instruction. Students will not only create an educational presentation, but also assess its effectiveness through peer review, showcasing their critical evaluation skills and the ability to use feedback for continuous improvement. By the course's conclusion, participants implement peer-reviewed feedback and integrate best practices to refine their lecture into a polished, pedagogically effective resource.
Outcomes:
Produce an engaging and impactful electronic lecture that incorporates critical components of effective instruction; Demonstrate critical evaluation skills through peer review of educational content; Use peer feedback to revise and enhance their lecture; Appraise use of technology in education with discussion posts

HPE 403 Principles of Curriculum Design (4 Credit Hours)
The course will focus on the formal process of curriculum development. Much of the course will cover the standard medical education curriculum development process developed by Kern and Thomas (Thomas PA, Kern DE et al. Curriculum Development for Medical Education: A Six-Step Approach. 3rd ed. The Johns Hopkins University Press). Throughout this course, students will delve into essential theoretical literature specific to healthcare education, equipping participants with a solid foundation. They will learn to pinpoint educational challenges through needs assessment and distinguish between learning goals and objectives. Furthermore, students will master the art of crafting effective learning objectives using Bloom's Taxonomy and selecting fitting evaluation designs. Participants will learn educational strategies that will allow them to achieve their curriculum objectives. Finally, students will gain practical strategies for collecting and leveraging educational data to continuously enhance pedagogy, ensuring their healthcare education practices are informed, effective, and patient centered.
Outcomes:
Develop familiarity with essential theoretical literature of Kern's Six-Step Approach to Medical Education curriculum development; Identify curricular problems; Formulate a needs assessment; Recall the fundamental differences between learning goals and objectives; Illustrate how to create learning objectives for courses and educational sessions utilizing Bloom's Taxonomy; Select an appropriate evaluation design based on the identified objectives; Evaluate the effectiveness and impact of various educational technologies on learning outcomes and instructional design; Develop strategies to gather, review, and utilize educational data to improve pedagogy

HPE 404 Statistical Methods for Educational Research (4 Credit Hours)
This course offers a foundational understanding of statistical analysis within the context of research in clinical and health professions education. Through a blend of theoretical knowledge and hands-on practice, students will become proficient in defining core statistical concepts, applying statistical methods to diverse data types, and recognizing statistical analysis as a versatile toolkit for uncovering insights in data. Additionally, they will explore how statistical thinking enhances problem-solving skills in health professions education research and gain an understanding of the purpose and proper application of statistical techniques. Practical skills include conducting statistical tests, interpreting their outcomes, and translating results into meaningful conclusions. By the course's conclusion, students will be well-prepared to engage in evidence-based research, make informed decisions, and contribute to advancements in both clinical practice and medical education.
Outcomes:
Define basic statistical concepts; Analyze statistics from clinical and educational data; Classify statistical analysis as a collection of techniques that are intended to uncover information in data; Discuss how statistical methodology is used to aid thinking in health professions education research; Describe proper use of the statistical techniques that are presented in this course; Compute statistical tests of research hypotheses using methods presented in this course; Interpret the meaning of tests of hypotheses and other statistical computations

HPE 405 Strategies in Assessment, Implementation, and Evaluation in HPE (4 Credit Hours)
This course is designed to equip students with the advanced skills and knowledge required to navigate the evolving landscape of healthcare education. This program offers a dynamic blend of theory and practice. Dive deep into the art and science of designing effective assessment strategies, implementing innovative educational techniques, and rigorously evaluating the outcomes in health professions education. Through critical analysis and synthesis, students will gain the skills to create holistic, evidence-based educational approaches.
Outcomes:
Apply advanced theoretical knowledge to real-world scenarios within the evolving landscape of healthcare education; Employ a blend of theory and practice to effectively address complex challenges and opportunities; Analyze the art and science of effective assessment strategies, innovative educational techniques, outcomes evaluations in health professions education; Demonstrate an understanding of various assessment and testing methods; Appraise educational practices, leveraging advanced skills and knowledge to lead positive change and innovation in healthcare education

HPE 406 Leadership in Health Professions Education (3 Credit Hours)
This course is designed to provide students with an understanding of the various theories that underpin leadership education and practice within the context of health professions education. As an active participant in this class, students will explore the presented leadership theories to shape their approach as an educator but also examine how these theories inform their interactions and engagement with the world within and beyond the healthcare and education domains. Participants will gain insights into how leadership principles can be applied to address the unique challenges and opportunities faced by health professions educators, helping them become a more effective leader and educator in the healthcare field, ultimately contributing to the advancement of healthcare education and practice.
Outcomes:
Review the fundamental concepts of leadership and the theories in the context of health professions education; Analyze ideas, arguments, and viewpoints related to leadership theories within healthcare and educational settings; Assess the effectiveness of different leadership styles, change agent qualities, and approaches in various organizational contexts, especially in the context of driving change; Articulate how one's personal developmental perspective influences both philosophical beliefs and practical applications in healthcare leadership and education

HPE 407 Administrative Skills and Organizational Change (3 Credit Hours)
This course has a clear focus on two main aspects: understanding how organizations undergo transformations and equipping individuals to drive change within an organization. It covers several key areas, including the driving forces behind change, the process of implementing change, the qualities, and skills necessary for effective change agents, and the behavioral theory explaining how both individuals and organizations evolve. A comprehensive grasp of the various theoretical frameworks shaping the organization and structure of higher education is integral to achieving proficiency in these areas. The goal of this course is to provide students with valuable insights into the major functions and structures within higher education. In essence, it's not focused on teaching administrative or faculty tasks but rather on helping participants understand the context within which they operate within higher education. This course introduces students to important concepts, theories, and fiscal practices in higher education. Moreover, it offers opportunities for students to analyze, test, and receive feedback on their financial decision making and its impact on critical higher education issues.
Outcomes:
Explain the significance of theoretical frameworks in shaping the structure of higher education and organizational dynamics; Apply knowledge of organizational change forces; Analyze real-world scenarios of organizational transformation; Examine the various factors contributing to the success or failure of change initiatives within organizations; Demonstrate competence in financial decision-making processes by making informed decisions that address critical higher education issues; Develop innovative approaches for implementing change within an organization

HPE 408 Health Professions Education Capstone Project (3 Credit Hours)
In this course students craft a research proposal primed for submission to the Institutional Review Board (IRB). Guided by seasoned educators and researchers, participants skillfully construct essential components of a robust research proposal that fills a current gap in the literature. Proposals will include an introduction, background, significance, thorough literature review, research methods, budget, and thoughtful implications and conclusions. By course end, students will not only have a well prepared research proposal but also the knowledge and confidence to undertake impactful research in the dynamic landscape of health professions education.
Outcomes:
Demonstrate a grasp of health professions education research principles; Construct an effectively structured research proposal that includes a well-defined introduction, background/significance, and literature review; Develop the research methods, implications, and conclusion sections of a health professions educational research proposal; Generate a coherent, complete, well-structured, and insightful proposal ready for IRB submission

Hebrew (HEBR)

HEBR 499 Directed Study (3 Credit Hours)
Pre-requisites: Graduate Status; Department Consent required
Independent/directed study of Modern Hebrew, spoken and written.
Outcomes:
Phonetics, grammar, syntax, vocabulary of Modern Hebrew will be learned

History (HIST)

HIST 400 Contemporary Approaches to History (3 Credit Hours)
The course focuses on twentieth-century historical writing, emphasizing changing interpretive paradigms and innovative methodologies, and will introduce students to the range of topics and influences that now shape the discipline.
Outcomes:
Students will demonstrate their ability to analyze historical interpretations, while honing their skills in writing and oral presentation

HIST 403 Professional Lives of Historians (3 Credit Hours)
This course explores pedagogical, professional, and ethical issues of importance to historians. We will examine the many identities of historians and the relationship between training in history and career pathways. Students will explore the history of the historical profession, approaches to teaching history, ethical issues in history as well as the diverse pathways available to those with training in history. Each student will complete a pedagogical activity, a career exploration report, and a professionalizing project. Required of all first year PhD students. Open to all other students as an elective.
Outcomes:
Recognize the application of historical training in many arenas; Understand the ethical challenges facing historians

HIST 410 Topics (3 Credit Hours)
Topics vary as this course allows for the offering of specialized topics designed to enhance the graduate curriculum. Students will be demonstrate knowledge of the key features of the topic, analyze and debate the various historical themes concerning it, and complete a historiographical or research paper related to the theme of the class.

HIST 441 Women's & Gender History: Europe (3 Credit Hours)
This course provides an introduction to the major themes and scholarship in women's and gender history. It examines a variety of debates about and methodological approaches to the historical construction of gender, ranging from histories of the body and sexuality to analyses of culture, politics, and the economy. It explores how gender identities were produced and contested at specific historical moments and in different locations.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST441/WOST441/WSGS441

HIST 442 Women's & Gender History: U.S.A. (3 Credit Hours)
The course explores the literature on women and gender in US history with attention to theoretical issues, a broad chronological scope, and cultural diversity. Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history while honing their skills in writing and oral presentation.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST442/WOST442/WSGS442
Outcomes:
Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history, while honing their skills in writing and oral presentation

HIST 450 Nineteenth Century America (3 Credit Hours)
This course focuses on major historiographical questions reflecting the diversity of inquiry in the field of nineteenth century U.S. history. Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century. Students learn to critique recent historical literature through discussion and reflective essays.
Outcomes:
Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century; Students learn to critique recent historical literature through discussion and reflective essays

HIST 459 Environmental History (3 Credit Hours)
Environmental history expands the customary framework of historical inquiry, incorporating such actors as animals, diseases, and climate alongside more familiar human institutions and creations. This course will expose students to the major concepts, tools, and sources in the field. It will equip students to describe major changes in approaches to environmental history. It will prepare students to write, teach, and develop research projects on environmental history.
Outcomes:
1) Exposure to the major concepts, tools, & sources in the field; 2) Ability to describe major changes in approaches to environmental history

HIST 460 Urban America (3 Credit Hours)
This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities, and especially Chicago, have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. This colloquium will provide a historiographical introduction to the major questions and issues in the culture and social life of American cities.

HIST 461 Twentieth Century America (3 Credit Hours)
Reading and discussion seminar. Students will read monographs and articles in 20th century U.S. history, including social, cultural, intellectual, and other approaches. The final assignment will be a long historiographic paper.

HIST 464 Transnational Urban History (3 Credit Hours)
This class exposes students to the history of cities across a broad spectrum of time and place. The level of analysis is both more global and more local than traditional narratives of the nation state. This course explores the recurring challenges and possibilities of urban life and urban governance across cultures and time. An emphasis on reading and writing will help students develop the skills of critical analysis. Restricted to Graduate Students.
Outcomes:
Appreciation for the recurring challenges and possibilities of urban life and urban governance across cultures and time; An emphasis on reading and writing will help students develop the skills of critical analysis

HIST 479 Public History Media (3 Credit Hours)
An introduction to the field of digital humanities and public media. Through a series of assignments and in-class labs centered around common Digital Humanities tools and platforms, the class will explore current and historical conversations in digital humanities and new media and address theoretical and practical problems involved in digital humanities-based methods and methodology. The final product of each assignment will be a collaborative digital public humanities project.
Outcomes:
Possess an introductory technical knowledge of digital tools or methods; Ability to apply technical knowledge about digital history tools to historical questions; Familiarity with managing and creating a team-based digital humanities project

HIST 480 Public History: Method & Theory (3 Credit Hours)
This course explores the field of public history with special emphasis on the theoretical and methodological challenges faced when preserving or presenting history outside of a formal classroom environment. Also under consideration will be the professional and ethical responsibilities of the historian both inside and outside of the university setting. Students will be able to understand the theoretical and methodological issues of importance to the field of public history, reflect upon ethical issues involved in the collection, curation, and presentation of history, and participate in applied projects drawing upon public history methodologies and presentation modes.

HIST 481 Management of Historic Resources (3 Credit Hours)
This class is an introduction to historic preservation. The class will review the way public historians work to protect the material culture of the built environment on a local, state, and national level. The class will consist of lectures on aspects of historic preservation, the discussion of weekly readings, and the execution of a preservation project. The project will be to prepare a National Register of Historic Places nomination on a single property or historic district.
Outcomes:
Understand the types of practice that characterizes the field of historic preservation; Understand current emerging issues in historic preservation from an ethical perspective; Experience carrying out the role of the public historian in historic preservation, ability to identify and explain the cultural value of what should be preserved

HIST 482 Archives and Record Management (3 Credit Hours)
This course introduces basic archival theory and methodology. Particular emphasis will be placed on ethics, best practices, and the relationship of archives to allied fields.
Outcomes:
Communicate what archives are and the basic tenants of the profession to a lay audience; Apply archival terminology and concepts to real world scenarios; Identify opportunities in the archival field that are appropriate for their career goals and level of experience; Apply the basics of collection care principles to any given collection at an institution; Understand the components of arrangement and description

HIST 483 Oral History: Method and Practice (3 Credit Hours)
This course will give students a basic understanding of oral history by asking several questions of the discipline, including: What exactly is oral history and what sets it apart from other historical research methodologies? What are the ethical issues involved in undertaking oral history? How does one conduct, record, and archive an interview? What steps are necessary in constructing an oral history project? What are the merits of the various products that can be derived from oral history in both texts and multimedia? In addition to reading oral historical texts and theory, students will conduct at least two interviews and participate in an ongoing oral history project. Students will learn how to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition.
Outcomes:
Ability to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition

HIST 484 Material Culture (3 Credit Hours)
This class is restricted to Graduate students. This course is an introduction to approaches to the study of American material culture in its many forms, including decorative arts and mass-produced consumer objects; urban form, vernacular architecture, commemorative landscapes; the body and dress; foodways; and the material culture of childhood. The course will consider the ways scholars use material culture to "do" history, with an emphasis on artifacts as evidence.
Outcomes:
1) Students will understand the theory and practice of material culture study; 2) Students will gain experience in artifactural analysis; 3) Students will research and interpret material culture

HIST 487 Public History: Museums (3 Credit Hours)
This course introduces graduate students to issues involved in the management of history museums while considering many questions about the role and function of museums in American society. What does it mean to say that museums serve the public? How can museums become more diverse, equitable, accessible, and inclusive institutions? How do museums tell stories and who gets to decide what stories to tell? How and why do museums collect, care for, and display some objects and not others? Why do people visit museums, what do they experience there, and what do those visits mean to them? What does "success" look like and how does one measure it? What financial, administrative, and ethical issues do museums face? How can museums critically address today's complex political, cultural, and social realities?
Outcomes:
Possess introductory knowledge of the issues involved in the management and operation of history museums; Understand the historic and current role and function of museums in American society; Familiarity with various aspects of museum practice through hands-on activities and project-based coursework

HIST 496 Race, Violence & Memory (3 Credit Hours)
Pre-requisites: Graduate Student status
In the last generation, historians, literary scholars, and other humanists have intensified the study of historical memory and commemoration, even as public demonstrations, debates, and legislation over historical markers and monuments have proliferated. This course examines the ways that Americans have remembered, forgotten, and argued over violent episodes that have played important roles in their history. We will examine three aspects of historical memory: how individuals, institutions, and movements created and silenced historical memories; how these memories were embodied in the commemorative landscape; and how memories and public landscapes have changed over time.
Outcomes:
The course¿s primary goals are provide students with an understanding of these changing historical memories and the tools to incorporate them into the their future professional lives

HIST 498 Dissertation Research (3 Credit Hours)
Students register for this course once they begin work on their dissertation and have not yet completed the sixty hours required for the PhD degree. If necessary, this course can be taken up to three times.

HIST 499 Directed Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest. There is a form that must be completed and submitted prior to course registration. There are limits on how many of these can be taken over the course of a student's career: MA (2 times) and PhD (3 times).

HIST 510 Research Seminar - Special Topics (3 Credit Hours)
Research seminar using primary sources in cultural, social, technological, intellectual, and institutional history. Topics vary according to the interest of the instructor. Students will learn how to local and analyze archival material to develop an original article-length research paper. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 555 US Social & Intellectual History (3 Credit Hours)
Research seminar that focuses on different topics relating to the social and intellectual history of the United States. Students learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 558 Studies in American Cultural History (3 Credit Hours)
Research seminar focused on primary sources in American cultural history. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 561 Seminar-Gender & Women's History (3 Credit Hours)
This seminar focuses on the use of gender as a category of analysis in history and is particularly appropriate for those who have taken courses in Women's and Gender History or Women's Studies. Students will produce a research paper; they may choose any topic relevant to issues of gender or women for any time period or society, as long as adequate primary sources are available.

HIST 581 Practicum in Public History (3 Credit Hours)
Pre-requisites: HIST 480
Practicums provide students with specific exposure to an aspect of the practice of public history. Practicums are undertaken either under the direct supervision of Loyola faculty or the joint supervision of a Loyola faculty member and a cooperating off-campus supervisor.
Outcomes:
Strengthen skills used in the classroom, including teamwork and reflective practice in praxis situations; Gain experience in communication, collaboration, and intellectual self-confidence; Possess the opportunity to produce a public history work product; Broaden the public history toolkit

HIST 582 Public History Internship (1-3 Credit Hours)
The internship will provide an extended practical experience in the field of public history. Internships are tailored to fit the needs of the individual student and the needs of the off-campus agency involved. As part of their program, all public history students must undertake an internship either doing public history in the private sector or with a public agency. The internship is available during any semester and its timing is related to an individual student's progress in the program. This is a variable credit course. Students in the MA Public History program take a 1-hour internship (50 hours minimum). Students in the PhD program, the MA Program or the dual MAPH/MILS Program take a 3-hour internship (150 hours).
Outcomes:
Enhanced skills learned via program coursework, including teamwork and reflective practice, in praxis situations; Ability to synthesize out-of-classroom and in-classroom learning through practice; Ability to synthesize out-of-classroom learning through reflection; Possess the opportunity to produce a work product appropriate to their particular internship

HIST 584 U.S. Local History (3 Credit Hours)
Research Seminar that explores the nature and practice of local history and explores various methods and approaches central to local history research. This course will introduce students to the literature on local history, acquaint them with the methodology critical to local history research, and have them conduct original research on a local history topic.
Outcomes:
This course has three objectives: 1. to introduce students to the literature on local history; 2. to acquaint students with the methodology critical to local history research, 3. to conduct original research on a local history topic

HIST 585 Career Diversity Internship (3 Credit Hours)
An elective course that allows PhD and MA students explore a career pathway and have the opportunity to see how the skills gained in History can be applied to diverse career settings. Students will gain an exposure to a non-academic career, develop new skills, and gain experience is communication, collaboration, and intellectual self-confidence.
Outcomes:
Exposure to a non-academic career; development of new skills; gain experience in communication, collaboration, & intellectual self-confidence

HIST 598 Dissertation Proposal Seminar (3 Credit Hours)
Students work closely with an advisor to prepare their dissertation proposal.

HIST 599 Directed Primary Research (3 Credit Hours)
Students work under the direction of an advisor on a specific research project and produce a Master's Essay in lieu of the seminar requirement. There is a form that must be completed and submitted prior to course registration.

HIST 600 Dissertation Supervision (1 Credit Hour)
Students take this course once they complete all requirements for the PhD except the dissertation. The purpose of this course is to maintain active enrollment in the Graduate School during the fall and spring semesters. No credit hours are associated with this course and students receive a grade of CR.

HIST 605 Master's Study (1 Credit Hour)
Students register for 605 to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

HIST 610 Doctoral Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

Infectious Disease & Immunology (IDIM)

IDIM 400 Infections and Immunology (3 Credit Hours)
IDIM 400 integrates basic knowledge of infectious microorganisms with an understanding of innate and adaptive immune systems that react against them. Following a review of infections caused by specific infectious organisms, IDIM 400 will focus on specific aspects of immune systems and how they interact to remove these infectious microorganisms.
Outcomes:
1) Explain the cellular basis of immune development; 2) Differentiate between the mechanisms of activation of immune systems; 3) Analyze the mechanisms involved in combating bacterial and viral infections

IDIM 401 Conceptual Bases of Infectious Diseases (2 Credit Hours)
IDIM 401 integrates a basic science understanding of microorganisms with an understanding of their role in human health. Following a review of bacterial physiology and gene expression, the focus will be on bacterial disease, including basic strategies used to cause disease and details of pathogenesis by medically important bacterial pathogens.
Outcomes:
1) Describe differences between bacteria and eukaryotes; 2) Understand mechanisms by which bacteria cause disease; 3) Understand limitations of current antimicrobial therapies; 4) Differentiate between similar diseases with different causes

IDIM 403 Parasitology and Virology (2 Credit Hours)
Pre-requisites: IDIM 400
The Parasitology and Virology course IDIM 403 is designed to describe infections caused by microorganisms and animal diseases transmissible to man, with a primary focus on parasites and viruses. We will emphasize the pathophysiology of these diseases in humans of various ages. This course will promote an understanding of how the properties of certain infectious agents can in some cases avoid an adequate immune response.
Outcomes:
1) Explain the mechanisms of pathogenicity of various infectious agents; 2) Analyze the mechanisms by which emerging viruses arise; 3) Apply knowledge to viral vaccine development

IDIM 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

IDIM 492 Research (1-8 Credit Hours)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. IDIM 492 is designed to give credit for the research efforts that will result in the Master's thesis.

IDIM 501 Seminar (1 Credit Hour)
IDIM 501 is designed to help students stay abreast of current topics in infectious disease and immunology. Students will attend weekly seminars and are encouraged to interact with invited seminar speakers by asking questions and contributing to group discussions. Upon completion students will have enhanced their understanding of current research.
Outcomes:
1) Describe the results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar; 3) Question new data or their interpretation

IDIM 502 Special Topics in Infectious Disease and Immunology (0-5 Credit Hours)
IDIM is designed to immerse students in current literature, with new topics chosen each year. Students will read the primary literature and participate in discussion sessions. The course will enhance the ability of the student to critically read and interpret scientific literature in infectious disease and immunology.
Outcomes:
1) Critically read and discuss scientific literature in the area covered by the course; 2) Discuss experimental approaches, their limitations, and the conclusions that can be drawn from observed results

IDIM 595 Thesis Supervision (1 Credit Hour)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. This course is similar to IDIM 492, except that students are expected to perform at an advanced level in all aspects.
Outcomes:
Understand the significance and clearly communicate the research problem; Describe the approaches used and results obtained; Draw conclusions and identify future directions

Integrative Cell Biology (ICB)

ICB 401 Gross Anatomy (6 Credit Hours)
The student develops a knowledge and understanding of the basic concepts and facts of human gross anatomy as it relates to function and clinical problems. Lectures, clinical case-based and problem-based learning, computer-aided instructional materials, and cadaver dissection serve as guides to laboratory study.

ICB 403 Graduate Histology (3 Credit Hours)
The course is designed to provide the student with a basic knowledge and understanding of the structure and function of the human body at the light and electron microscopic level. The interdependence between structure and function in the different tissues and organs of the body is emphasized. Clinical and research application of the course material are also stressed.

ICB 411 Advanced Gross Anatomy (2 Credit Hours)
The study of the gross structure of the human body at an advanced level presented at conference sessions. Registrants for this course may include graduate students, advanced medical students, as well as those who hold the M.D. degree and are concurrently registered for advanced work in one of the clinical departments.

ICB 445 Scientific Literature: Review & Critique (0-1 Credit Hours)
Students are taught critical evaluation of scientific literature, hypothesis testing, and presentations. This course involves attendance at scientific presentations by students and outside speakers and a journal club component. Both staff and students participate and the class is only offered during the fall semester. This course alternates with ICB 446 - Review and Seminar.
Outcomes:
Be competent with public speaking and broaden scientific knowledge; Learn to understand and evaluate the scientific contribution of the paper

ICB 446 Review Seminar (0-1 Credit Hours)
The student participates in a series of seminars and journal clubs that provide a forum for intensive review of scientific topics. Research progress reports of the students is incorporated into this course as a part of the scientific presentation. This course alternates with ICB 445 - Scientific Literature: Review & Critique and is only offered during the spring semester.
Outcomes:
Gained exposure to research scientists from outside Loyola University Chicago; Obtained opportunities to network with established scientists

ICB 459 Research (1-8 Credit Hours)
Independent research for thesis or dissertation under the supervision of an appointed faculty adviser. Credit various upon assigned effort and time spent in the laboratory. Requires a written report.

ICB 462 Teaching of Anatomy I (0-2 Credit Hours)
A practical experience in the teaching of Gross Anatomy to graduate and medical students. Students assist in the planning, preparation, and teaching of laboratory sessions. The course allows students to place the experience of teaching gross anatomy on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 463 Teaching Anatomy II (0-2 Credit Hours)
A practical experience in the teaching of histology to graduate and medical students. Students assist in the planning, preparation and teaching of laboratory sessions. The course allows students to place the experience of teaching histology on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 501 Special Topics in Anatomy (1-2 Credit Hours)
Occasionally specific faculty members may offer a specialized seminar course. The purpose of such courses is to further graduate student's knowledge in a specialized current scientific research area. The graduate students explore in detail one or more areas of special interest through seminars, conferences, library and laboratory work.

ICB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

ICB 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Interdisciplinary Studies (INDS)

INDS 400X TBA-Foreign Stdy (0.5-15 Credit Hours)
Temporary indicator course for the duration of the study abroad program.

International Affairs (INTA)

INTA 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems. Restricted to Graduate School students.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

INTA 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics. Restricted to Graduate School students.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

INTA 470 Fieldwork in PLSC-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

INTA 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science. Restricted to Graduate School students.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

Latin (LATN)

LATN 415 The Latin Fathers (3 Credit Hours)
This course examines the writings of the early church fathers such as Ambrose, Jerome, and Augustine, looking through them to the historical and intellectual background of Western patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the texts, their authors, and their times; They should engage critically with current scholarship of the field

LATN 418 St Augustine (3 Credit Hours)
This course focuses on selected works of Augustine, set against the backdrop of Roman society and Mediterranean Christianity in the later Roman period.
Outcomes:
Students should demonstrate knowledge in detail about Augustine, his world, and his works; They should engage with current scholarship addressing Augustine's religious, intellectual, literary, social, and historical contexts and influences

LATN 431 Caesar (3 Credit Hours)
This course focuses on Julius Caesar's Commentaries on his Gallic War and the Civil War against Pompey the Great. It examines the texts within multiple frameworks in order to understand the political, military, intellectual, and historical contexts of Caesar's writing.
Outcomes:
Students should demonstrate detailed understanding of Caesar, his texts, and contexts; Additionally, students should engage critically with scholarship relating to Caesar and his place in the world

LATN 432 Livy (3 Credit Hours)
This course focuses on Livy's Ab Urbe Condita and the historical, intellectual, literary, and cultural contexts of this work. It considers Livy's place in Rome's historiographical tradition and the relationship of his work to the emerging imperial government.
Outcomes:
Students should demonstrate detailed understanding of Livy and his historical and cultural context; Additionally, students should engage critically with scholarship on Livy and his work

LATN 435 The Annals of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 436 The Histories of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 438 Suetonius (3 Credit Hours)
This course focuses on Suetonius's Lives and the historical, intellectual, literary, and cultural contexts of his writing. It examines the genre of biography in the ancient historiographical tradition and explores Suetonius's depiction of the Roman Emperors as both biographical and literary creations.
Outcomes:
Students should demonstrate detailed understanding of Suetonius and his historical and cultural context; They should engage critically with current scholarship on Suetonius, his project, and his milieu

LATN 441 The Aeneid of Virgil (3 Credit Hours)
This course centers on Vergil's Aeneid. It examines the poem's place in the tradition of Latin epic poetry with attention to Vergil's literary technique. It explores the poem's participation in and resistance to the Augustan imperial political program. It will touch on the enduring influence of the poem.
Outcomes:
Students should demonstrate detailed understanding of Vergil and the Aeneid; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 442 Earlier Works of Virgil (3 Credit Hours)
This course centers on Vergil's Eclogues and/or Georgics. It examines the genre(s) of bucolic and/or didactic poetry, focusing on Vergil's developing technique, especially his commitment to Alexandrian and Neoteric principles. It will explore how these poems respond to the uncertainty of the political moment and emergence of Imperial rule.
Outcomes:
Students should demonstrate detailed understanding of Vergil and his early poems; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 443 Catullus (3 Credit Hours)
This course centers on Catullus, the literary genres and traditions in which he worked, and the particular moment of late-Republican neoteric poetry. It considers Catullus' importance as an innovator in Latin poetry, his place in the social fabric of aristocratic Roman culture and how his poetry reflects that culture.
Outcomes:
Students should demonstrate detailed understanding of Catullus' works, literary technique, and world; They should engage critically with scholarship relating to Catullus' historical, social, literary, and intellectual contexts

LATN 444 Roman Elegy (3 Credit Hours)
This course focuses on Latin elegiac poetry through selections from Catullus, Tibullus, Propertius, and/or Ovid. The course explores elegy as a peculiarly Roman literary tradition linked closely to the Late Republic and Early Empire. It examines the recurrent themes and techniques of Latin Elegy.
Outcomes:
Students should demonstrate detailed understanding of Latin elegy; They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre

LATN 445 Ovid (3 Credit Hours)
This course centers on the poetry of Ovid, the genres in which he wrote, and the cultural, social, and historical contexts in which he worked. It explores Ovid's role as both a continuator and innovator within the Roman literary tradition and how his poetry responds to his socio-political moment.
Outcomes:
Students should demonstrate detailed understanding of Ovid and his work; They should engage critically with scholarship concerned with Ovid's social, cultural, and literary contexts and influences

LATN 446 The Odes of Horace (3 Credit Hours)
This course centers on the Odes of Horace, their relationship with traditions of lyric poetry and Roman Alexandrianism, and the cultural, social, and historical contexts to which Horace responded. The course examines Horace's poetic technique and his engagement with the emerging Augustan imperial regime.
Outcomes:
Students should demonstrate detailed understanding of Horace's Odes and their place in Roman poetry; They should engage critically with scholarship addressing Horace's work and various contexts

LATN 451 Roman Comedy (3 Credit Hours)
This course focuses on Roman comedy, including selected plays of Plautus and/or Terence. It examines the place of these works in the traditions of New Comedy more generally, exploring how they are produced in Latin as theater in the context of Roman Republican society.
Outcomes:
Students should demonstrate detailed understanding of the authors, the comedies, and their traditions; They should engage critically with scholarship addressing the plays multiple contexts and influences

LATN 455 Tragedies of Seneca (3 Credit Hours)
This course focuses on selected tragedies of Seneca. It examines these works in light of the traditions of ancient tragic drama and Latin literature more generally. It also explores the connection of these plays to Seneca's Stoic philosophy and the imperial regimes of Claudius and Nero.
Outcomes:
Students should demonstrate detailed understanding of Seneca's tragedies; They should engage critically with scholarship addressing Seneca's literary, philosophical, cultural, and historical contexts and influences

LATN 461 Lucretius (3 Credit Hours)
This course centers on the De Rerum Natura of Lucretius. It examines Lucretius' literary technique and his place in the Roman tradition of hexametric poetry. It also explores Lucretius as a major exponent of Epicurean philosophy and the scientific world view of that philosophical tradition.
Outcomes:
Students should demonstrate detailed understanding of Lucretius' work and its significance; They should engage critically with scholarship addressing Lucretius' literary, philosophical, cultural, and historical contexts and influences

LATN 462 Philosophy of Cicero (3 Credit Hours)
This course focuses on the philosophical works of Cicero and the Roman reception of Greek philosophical thought. It explores Cicero's role as a conduit into the Roman world for Greek ideas, including his contribution to the establishment of a philosophical vocabulary, and the enduring influence of his work.
Outcomes:
Students should demonstrate detailed understanding of individual works and Cicero's greater project; They should engage critically with scholarship addressing the various contexts and influences of Cicero's treatises

LATN 488 Readings in Latin Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 489 Readings in Latin Literature II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving Latin language or literature written in Latin, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

LATN 546 Seminar in Roman Satire (3 Credit Hours)
This course investigates Roman verse satire and its traditions through selections from Horace, Persius, and/or Juvenal, considered in their social, historical, and literary contexts. The Romans claimed satire as the one truly Roman genre: this course will explore the key themes and techniques animating the genre and its tradition. They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre.
Outcomes:
Students should demonstrate detailed understating about Roman Satire

Mathematical Sciences (MATH)

MATH 401 Introduction to Graduate Study in Mathematics (1 Credit Hour)
Pre-requisites: Graduate Student status
This is a professional development seminar for the beginning graduate student. Through short lectures, faculty panels, career panels, regular reading and writing assignments, and assorted workshops, it provides the student with the tools they need to succeed in the program, and beyond.
Outcomes:
Students will: gain practice reading, writing, listening to, and summarizing advanced mathematics; learn the pedagogical, ethical, and DEI matters associated with careers in the mathematical sciences; gain practice giving lectures, writing problem-sets, and grading mathematics; explore possible career trajectories

MATH 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

MATH 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

MATH 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov processes and Markov chains, classification of states, long-run behavior, continuous time processes, birth and death processes, random walks, and Brownian motion.
Course equivalencies: X-MATH406/STAT406

MATH 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: Some background in programing, linear algebra and differential equations
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, methods for solving systems of linear equations, high order numerical differentiation and integration, eigenvalue problems, numerical solutions to ordinary and partial differential equations, and other selected topics.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will obtain an understanding of theoretical concepts and rigorous analytical skills for the use of numerical methods to analyze and solve complex mathematical and real-world problems

MATH 413 Algebra I (3 Credit Hours)
Pre-requisites: Graduate standing
This course covers basic algebraic structures, focused mainly on groups. Topics include normal subgroups, isomorphism theorems, and actions on sets. Additional topics chosen from the theory of groups or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about groups and their actions, preparing them for further advanced work in mathematics

MATH 414 Algebra II (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 413 or permission from the Graduate Program Director
This course covers basic algebraic structures, focused mainly on rings, fields and Galois theory. Additional topics chosen from the theory of rings fields or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about rings and fields, preparing them for further advanced work in mathematics

MATH 415 Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: Graduate standing
An abstract approach to the study of finite- and infinite-dimensional vector spaces and their transformations. Selected topics may include similarity, duality, canonical forms, singular value decomposition, inner products, discrete Fourier transform, bilinear forms, Hermitian and unitary spaces.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about finite- and infinite-dimensional vector spaces and their transformations, preparing them for further advanced work in mathematics

MATH 416 Survey of Algebra (3 Credit Hours)
Pre-requisites: Graduate Student status
A survey course in three parts. I: the theorems of Burnside, Sylow, and Jordan-Holder, toward the classification of finite simple groups. II: (noncommutative) rings and modules over PIDs, including applications to classification problems. III: additional topic chosen by instructor, e.g., category theory, homological algebra, division rings, and representation theory.
Outcomes:
Students will demonstrate facility with standard proof techniques in abstract algebra, and the ability to work with algebraic structures (including actions, morphisms, and quotients; concretely and abstractly); Students will recognize the common theme of classification uniting the course topics

MATH 418 Combinatorial Mathematics (3 Credit Hours)
An introduction to the basic methods of counting and generation, including: induction, pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, and inclusion-exclusion principle. Topics drawn from partitions, graph theory, graph coloring, and combinatorial design, Polya's theory, Ramsey's theorem, and optimization problems.
Course equivalencies: X-COMP418/MATH418

MATH 420 Topics in Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 351 or permission of the instructor
This course will be a mathematical study of the concepts of truth and proof and how they relate to each other. The main topics to be covered are propositional logic, first order predicate logic, computability and undecidability results.
Outcomes:
Students will develop proof writing skills, expand mathematical literacy, understand the expressive power and limitations of propositional and predicate logics and learn the mathematical meaning of "truth" and "proof"

MATH 422 Advanced Topics in Number Theory (3 Credit Hours)
Pre-requisites: MATH 201 or the equivalent or permission of the instructor
Topics chosen from: Pythagorean triples, Fermat's Last Theorem, Pell's equation, Fermat descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA encryption, quadratic residues, quadratic reciprocity, integers as the sum of squares, Gaussian integers, continued fractions, the distribution of primes, Diophantine approximation, elliptic curves; others.
Outcomes:
Understand the importance of historically significant concepts and problems in number theory; Understand the proofs of related theorems; Solve problems and prove theorems from topics covered in class

MATH 428 Algebraic Coding Theory (3 Credit Hours)
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, quadratic residue codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-COMP428/MATH428

MATH 431 Cryptography (3 Credit Hours)
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics. Additional topics may include more modern cryptosystems, such as those based on elliptic curve and lattices.
Course equivalencies: X-COMP431/MATH431

MATH 443 Intro to Algebraic Topology (3 Credit Hours)
In the study of topology, algebraic constructions (called "invariants") are used to help determine whether two differently presented topological spaces are indeed different. In this course, we introduce various topics related to this endeavor, including homotopy equivalence of topological spaces, group presentations, homomorphisms of spaces and of groups, covering spaces, the fundamental group, and homology theories. Time permitting, the cohomology ring of a space will also be introduced.

MATH 444 Topics in Geometry (1-3 Credit Hours)
An axiomatic approach to the study of geometry. While Euclidean geometry will be the main focus, elliptic and hyperbolic geometries will also be studied in detail. Additional non-Euclidean geometries (including projective, metric, and finite) and additional approaches (such as transformations and synthetic treatments) will also make an appearance.

MATH 445 Financial Math Derivatives (3 Credit Hours)
A first course in the mathematics of derivatives pricing. Topics include options markets, Black-Scholes pricing formulas, stochastic calculus, hedging schemes, binomial option pricing, exotic options, and more general derivatives.

MATH 451 Analysis I (3 Credit Hours)
Pre-requisites: Graduate Standing
A rigorous review of the topology of, and of the functions on, the real line and more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 452 Analysis II (3 Credit Hours)
Pre-requisites: MATH 451 or MATH 351 or permission from the Graduate Program Director
A continuation of MATH 451. A rigorous treatment of Riemann and elements of Lebesgue integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 453 Complex Analysis (3 Credit Hours)
Pre-requisites: MATH 351 or MATH 451 or permission from the Graduate Program Director
A rigorous introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, conformal mapping, analytic continuation, transfer theory, etc.
Outcomes:
Students will master the mathematical rigor behind undergraduate complex analysis, gain exposure to advanced topics in complex analysis, and obtain preparation for further graduate courses in analysis and its applications

MATH 454 Survey of Analysis (3 Credit Hours)
Pre-requisites: Graduate Student status
An introduction to advanced topics in analysis, including measure theory, functional analysis and partial differentials equations. Measurable sets; the Lebesgue integral in Rn; Lp and other function spaces; weak convergence; Lax-Milgram Theorem; and the calculus of variations. These topics are then applied to the study of linear PDEs. Students will be able to apply these concepts to study PDEs.
Outcomes:
Students will understand the central elements of Lebesgue integration (from measurable sets to the fundamental theorem of calculus for Lebesgue integrals) and of Lp spaces (including Minkowski and Hölder inequalities)

MATH 456 Mathematical Modeling (3 Credit Hours)
Pre-requisites: Graduate standing
This course will involve students using various areas of mathematics, such as vector calculus, linear algebra, and differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will gain experience using the tools from previous mathematics classes to formulate models of real world phenomena

MATH 458 Optimization (3 Credit Hours)
Pre-requisites: MATH 351 or permission from the Graduate Program Director
The course is a rigorous treatment of linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, including proving existence of solutions, optimality conditions, convergence of algorithms, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH458/STAT458/428
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, solve the problems using computational methods, and perform rigorous mathematical analysis of the problems and prove convergence of the computational methods

MATH 460 Game Theory (3 Credit Hours)
Pre-requisites: Graduate standing
The theory and applications of noncooperative and cooperative games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory, including the theoretical underpinnings of this theory, and will be able to apply this knowledge in a variety of settings

MATH 465 Introduction to Partial Differential Equations (3 Credit Hours)
This course is an introduction to the subject of partial differential equations. Focus will be on studying linear partial differential equations, such as the wave equation, that appear ubiquitously in nature. To solve these equations we will use techniques such as separation of variables and Fourier series. We will also discuss different boundary conditions, and their physical interpretation.

MATH 466 Dynamical Systems (3 Credit Hours)
Pre-requisites: Graduate standing
Modeling, rigorous analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by usually nonlinear differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will be able to model dynamical systems, perform rigorous mathematical analysis of them, and predict their behavior

MATH 475 Functional Analysis (3 Credit Hours)
Metric, normed, Banach, Hilbert, and sequence spaces. Linear operators and Fourier analysis. Hahn-Banach extension principle, Baire category, and uniform boundedness. Selected applications to economics, physics, engineering, and quantum theory.

MATH 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
No course description is available
Course equivalencies: X-COMP476/MATH476

MATH 486 General Topology (3 Credit Hours)
Pre-requisites: Graduate standing
This course builds on the basics of point-set topology and discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms. Further topics may include category theory and basic homotopy theory.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about general topological spaces, preparing them for further advanced work in mathematics

MATH 488 Special Topics in Mathematics (1-4 Credit Hours)
Selected topics in mathematics not covered in the department's regular course offerings. May be repeated for credit.

MATH 495 Graduate Practicum in Mathematics (2 Credit Hours)
Pre-requisites: MATH 401 and (MATH 414 or MATH 452 or MATH 416 or MATH 454); Graduate Student status
A project-based course. Under faculty consultation, students will design and independently carry out a research project devoted to the development, pedagogy, or application of mathematics. To earn credit for this course, the student will deliver both an oral presentation and technical paper at the level expected in the professional workplace.
Outcomes:
Students will have: analyzed professional literature from multiple sources, resulting in a motivating question for the project; gained practice communicating clearly, concisely, and in-step with discipline norms; and contributed to the learning, teaching, or application of mathematics through their findings

MATH 498 Independent Study (1-6 Credit Hours)
This is a directed study course undertaken by advanced students and supervised by a member of the graduate faculty.

MATH 595 Thesis Supervision (1-6 Credit Hours)
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.

MATH 605 Master's Study (1 Credit Hour)
This course is a non-credit means of permitting students to be formally enrolled at Loyola while preparing for the final practicum.

Microbiology and Immunology (MIIM)

MIIM 411 Basic Molecular Microbiology (2-3 Credit Hours)
This course is an introduction to fundamental concepts in microbiology
Outcomes:
Students will be able to demonstrate an understanding of the morphology, growth, division, development, molecular biology, genetics and physiology of microorganisms

MIIM 413 Basic Concepts of Immunology (3 Credit Hours)
This course is an introduction to the concepts of host immunity and defense.
Outcomes:
Students will be able to understand the fundamental principles of immunobiology, immunochemistry and immunogenetics, host immunity and defense, and the basic concepts of normal host defense versus the untoward responses (hypersensitivity) and their consequences

MIIM 414 Virology (3 Credit Hours)
This is a survey course that examines animal viruses and their interactions with host cells.
Course equivalencies: X-MBIO414/MIIM414
Outcomes:
Students will be able to demonstrate an understanding of viral structure and multiplication, and molecular interactions of important animal viruses with their host cells

MIIM 415 Medical Immunology (2 Credit Hours)
Pre-requisites: General Biology and/or Cell Biology Course is open to all Integrated Program in Biomedical Sciences PhD and MS students, graduate Nursing students, medical students, and advanced undergraduate students
The medical immunology course provides an in depth description of the components of the innate and adaptive immune system and how they interact to protect humans against infectious microorganisms. The course will have two 3 hour sessions per week for 8 weeks as well as 2 written exams.
Outcomes:
Be able to describe the development and mechanism(s) of activation of the innate and adaptive immune systems, their regulation and outcomes of their inability to do so

MIIM 420 Methods & Techniques in Microbiology Research (1 Credit Hour)
This course is an introduction to the theory of techniques used for research in microbiology and immunology.
Outcomes:
Students will be able to demonstrate competency with various research techniques including spectrophotometry, centrifugation, chromatography, photography, as well as other methods necessary for the study of microbiology, immunology or virology

MIIM 431 The Molecular Biology of Viruses (3 Credit Hours)
Pre-requisites: Include undergraduate or graduate-level courses in cell biology and biochemistry, graduate course 402 Microbes and Hosts, and / or prior approval from the course director(s)
The course will cover molecular biology and biochemistry of virus infections. Current understanding of virus-cell entry, replication, and assembly will be prominent themes. Course will include lectures on viral evolution, ecology, pathogenesis and viral immunology. The interactive course will include lectures, review of current virology literature, and student-led presentations.
Course equivalencies: MBIO431/MIIM431
Outcomes:
Detailed understanding of virology; be able to integrate concepts in this field with chemistry and health science; comprehend and appreciate current literature; be prepared for lab studies

MIIM 441 Immunology-Immunochemistry (3 Credit Hours)
This is an advanced immunology course that emphasizes structural concepts in immunology. Review and discussion of current literature exemplifies concepts presented in lecture.
Outcomes:
Students will demonstrate an understanding of the chemical definition of antigens, immunogens, structural concepts in immunology, immunoglobulin structure, structure of antigens and their interactions, and recognition of antigen by T-cells and B-cells

MIIM 442 Cell & Molecular Immunology (3 Credit Hours)
This is an advanced immunology course that examines the cellular and molecular basis of the immune response.
Outcomes:
Students will be able to demonstrate an understanding of the cellular and molecular basis of the immune response, as well as the cellular cooperation essential to the nature of immunology

MIIM 443 Molecular B-Cell Immunology (4 Credit Hours)
This is an advanced molecular immunology course with emphasis on proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system. Course includes critical evaluation of recent literature.
Outcomes:
Students will demonstrate an understanding of proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system

MIIM 461 Microbiological Cytology & Ultrastructure (3 Credit Hours)
This is an advanced course that presents the principles and application of light and electron microscopes for the study of cell structure and function.
Outcomes:
Students will demonstrate an understanding of the principles of light and electron microscopes and their use as tools in cellular and molecular biology

MIIM 471 Molecular Microbial Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

MIIM 490 Molecular Biology of Oncogenesis (2 Credit Hours)
This course is an advanced course that provides a detailed analysis of molecular events that result in the tumorigenic transformation of eukaryotic cells.
Outcomes:
Students will demonstrate an understanding of oncogenesis by DNA and RNA tumor viruses, the role of oncogenesis and their relationship to normal genes, hormonal effects, and chromosomal abnormalities

MIIM 492 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Students will learn how to perform laboratory work, including how to appropriately control their experiments, how to interpret results, and what conclusions they may draw

MIIM 501 Seminar (0 Credit Hours)
This course provides opportunities for students to hear about cutting-edge research being conducted nationally and internationally.
Outcomes:
Students will be able to demonstrate a general awareness of current research in the area of microbiology, immunology and virology

MIIM 502 Special Topics (1-4 Credit Hours)
This course is covers a specific topic in microbiology, immunology or virology.
Outcomes:
Students will be able to able to articulate a general understanding of the selected topic

MIIM 503 Current Literature (0-1 Credit Hours)
This course is a paper-driven course in which papers of current interest are read and discussed.
Outcomes:
Students will demonstrate an ability to identify, critically analyze and articulate key concepts of scientific papers

MIIM 595 Thesis Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will contribute to the existing body of scientific knowledge and/or methodology in their thesis area; They will defend their results to their committee members

MIIM 600 Dissertation Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will add new knowledge to the existing body of scientific knowledge in their dissertation area; They will defend their results in a public forum

Neuroscience (NRSC)

NRSC 410 Cellular & Molecular Neurobiology (3 Credit Hours)
This course will review current knowledge of the morphological, biophysical and biochemical properties of neurons. Fundamental neuronal network processes such as stimulus transduction, neuronal plasticity, information processing, and learning and memory will be reviewed.
Outcomes:
An advanced knowledge of the biophysical and biochemical properties of nerve cells and fundamental aspects of more global central nervous system function

NRSC 415 Neurochemistry (3 Credit Hours)
This course is a team-taught neurochemistry course that integrates basic biochemical mechanisms of neurotransmitter synthesis, storage, reuptake, and inactivation with applied correlates to central and peripheral nervous system neurodegenerative disorders. Organic chemistry and neurobiology/neurophysiology are required prerequisite courses. Emphasis is placed on student participation including a student-held lecture series covering a contemporary neurochemical topic of their choosing.
Interdisciplinary Option: Neuroscience

NRSC 421 Neuroscience Teaching (1 Credit Hour)
This course consists in serving as a Teaching Assistant in the medical Neuroscience course labs and proctoring the medical neuroscience course exams. It also includes a weekly pre-lab meeting in which the material for that week's lab is discussed.
Outcomes:
Experience in teaching neuroanatomy for Neuroscience Graduate Program students

NRSC 422 Behavioral Neuroscience (2 Credit Hours)
This course discusses the brain's role in sensory perception, higher perceptual functions, attention, learning and memory, executive function, and emotion. It consists of weekly lectures given by the professor or by one or two students.
Outcomes:
An understanding of higher brain function and experience giving presentations

NRSC 423 Special Topics in Neuroscience (3 Credit Hours)
Restricted to Graduate level students. This course explores a wide spectrum of neuroscience-related topics, and the subject matter will vary with each offering.
Outcomes:
Measures include exam performance, in-class participation, and student presentation

NRSC 499 Research (1-9 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

NRSC 502 Neuroscience Journal Club (0-1 Credit Hours)
Pre-requisites: Must be member of the Neuroscience Graduate Program
One hour weekly course during which all students in the Neuroscience Graduate Program meet to discuss and critically evaluate recent, high impact journal articles covering varied neuroscience topics under the direction of two faculty mentors with neuroscience expertise.
Outcomes:
Students will advance their knowledge of new neuroscience concepts and methods; Students will gain experience in presenting in front of a group; Students will gain confidence in their abilities to critically evaluate experimental design and statistical methods

NRSC 503 Neuroscience Seminar (0-1 Credit Hours)
In both the fall and spring this course includes monthly Neuroscience seminar presentations by internal and external speakers. In the fall, the course also includes weekly journal club presentations by the graduate students: in the spring the course also includes weekly research progress reports by the graduate students.
Outcomes:
A broad overview of current topics in the field and experience giving research presentations

NRSC 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

NRSC 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Pharmacology (PHAR)

PHAR 405 Pharmacology Journal Club (0-1 Credit Hours)
This course involves students in reading and presenting the scientific literature in journal club format with the goals of learning to, i) evaluate the pharmacological literature and voice a critique in a constructive manner, ii) present such literature in a peer-context, and iii) assimilate information presented by other speakers and formulate, ask, and discuss around relevant appropriate questions.

PHAR 406 Special Problems in Pharmacology (1-4 Credit Hours)
This course covers a specific topic in pharmacological or biomedical sciences. The topics can vary among different special topics courses.

PHAR 407 Fundamentals of Drug Discovery and Development (3 Credit Hours)
This course introduces the process of drug discovery, and students will explore the theoretical and practical aspects of the entire process from concept to clinical trials. Topics include selection, design and use of disease models, current methods and strategies of drug target identification, lead molecule identification, the clinical trial process and pre- and post-market safety.
Outcomes:
Upon completion of this course, the students will have sufficient understanding of the drug discovery process to: 1) Discuss the methods and strategies used to identify potential drug targets; 2) Describe approaches used to screen for lead molecules; 3) Articulate the general FDA regulatory requirements encountered in bringing a new drug to market; 4) Identify requirements for pre-clinical assessment of potential compounds; 5) Define and describe the steps of the clinical trials process; and 6) Articulate and discuss ethical aspects in drug development, including, but not limited to, animal use, clinical trials, intellectual property and research design and integrity

PHAR 408 Molecular Basis of Disease and Therapeutics (3 Credit Hours)
The course focus is on understanding contemporary research in the pathophysiology of major human diseases and in the development of respective therapeutic treatment strategies. Emphasis will be on cutting edge studies in molecular medicine, including topics in cardiology, endocrinology, oncology, inflammatory diseases and in the neurosciences. There are no prerequisites, but students should have a solid understanding of cell and molecular biology, biochemistry and systems physiology.
Outcomes:
Understand contemporary research strategies applicable to investigating the molecular basis of disease and therapeutics and develop critical thinking and writing skills in hypothesis testing, experimental design and data analyses

PHAR 409 Principles of Pharmacology (3 Credit Hours)
This course introduces students to the fundamental principles of pharmacology and the clinical use of the major classes of drugs currently used with a focus upon fundamental concepts. Topics include drugs and their receptors, molecular aspects of drug targets and drug action, pharmacodynamics and the quantitative aspects of drug-receptor interactions, pharmacokinetic properties of drugs influencing drug distribution and drug dosing, drug metabolism and the effects of genetics on drug action, mechanisms of drug toxicity, and scientific approaches to the discovery of new drugs. Finally, the pharmacology and clinical uses of the major classes of drugs, including drugs used to treat diseases of various systems including cardiovascular, central nervous system, endocrine/reproductive systems, and cancer are covered.

PHAR 410 Signal Transduction (3 Credit Hours)
This course is open to all Ph.D., M.D./Ph.D., and M.S. students. Students will gain a theoretical and practical understanding of how extracellular signals are transduced through receptors into metabolic events. It is designed for second year PhD students who have completed the Biomedical Sciences core curriculum. The format is one lecture followed by one research paper discussion for each topic. Students will also gain in-depth knowledge of the signal transduction topics covered in the course.
Outcomes:
Students will be able to interpret data and design experiments examining signal transduction pathways

PHAR 415 Current Topics in Pharmacology and Epidemiology of Disease (2 Credit Hours)
This advanced graduate level course will cover an up-to-date overview of topics directly relevant to pharmacovigilance, pharmacoepidemiology, and the factors that play a role in success or failure of approved therapeutic agents.
Outcomes:
Students who complete this course will gain knowledge of major epidemiology concepts and statistical principles used in epidemiology and pharmacovigilance

PHAR 420 Pharmacovigilance: A Practical Approach (4 Credit Hours)
This advanced graduate level course will provide an up-to-date and in-depth understanding of pharmacovigilance in the context of modern pharmaceutical drug development and pharmacology. Pharmacovigilance is the pharmacological science relating to the detection, collection, assessment, monitoring, and prevention of adverse effects associated with pharmaceutical products. Enrollment Condition: Drug Discovery (PHAR 407), recommended but not required Students will be able to identify and describe the regulatory environment and product safety as it pertains to the collection, assessment, reporting and analysis of adverse events.
Outcomes:
Upon completion of this course, students will demonstrate an understanding of pharmacovigilance and patient safety

PHAR 453 The Teaching of Pharmacology (0-1 Credit Hours)
This course teaches the practice and pedagogy of graduate level teaching. Students work under supervision to prepare and present a didactic lecture which is reviewed by faculty and students.

PHAR 499 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Develop and write a research thesis proposal addressing a significant question in molecular pharmacology; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Develop and write a research dissertation proposal addressing a significant question in molecular pharmacology; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

Philosophy (PHIL)

PHIL 400 Philosophy Research Tools (3 Credit Hours)
This course introduces students to several methodological approaches to philosophical issues.

PHIL 401 Plato (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Plato
Course equivalencies: X-PHIL401/CLST412

PHIL 402 Aristotle (3 Credit Hours)
Prepares students for advanced work on some aspect of the philosophical thought of Aristotle.

PHIL 403 Ancient Philosophy (3 Credit Hours)
Prepares students for advanced work on a particular philosophical theme or problem in ancient philosophy.

PHIL 405 Augustine (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Augustine.

PHIL 406 Aquinas (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Aquinas.

PHIL 407 Medieval Philosophy (3 Credit Hours)
Introduces students to a specialized topic in medieval philosophy.

PHIL 408 Late Medieval Philosophy (3 Credit Hours)
Prepares students for advanced work on one or more late medieval philosophers such as Scotus and Ockham.

PHIL 410 Descartes (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Descartes.

PHIL 411 Classical Rationalism (3 Credit Hours)
Introduces students to a specialized topic in early modern rationalism, typically with reference to Descartes, Leibniz, and/or Spinoza.

PHIL 412 Classical Empiricism (3 Credit Hours)
Introduces students to a specialized topic in early modern empiricism, typically with reference to Locke, Berkeley, and/or Hume.

PHIL 415 Kant (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Kant.

PHIL 416 17th-18th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in early modern philosophy from Descartes to Kant.

PHIL 417 Classical German Philosophy (3 Credit Hours)
Pre-requisites: Graduate student status
Classical German Philosophy begins with Kant and his immediate predecessors, and extends to the early mid-19th century, including figures such as Herder, Fichte, Schelling, Goethe, Schiller , and Hegel, Feurebach, and Marc, among others. This course may include critiques of developments out of classical German philosophy. Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical Philosophy. Students will also become competent in engaging basic research in the philosophy of this era.
Outcomes:
Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical philosophy

PHIL 419 Aesthetics (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in aesthetics.
Outcomes:
Students will become conversant with the major projects and schools of thought in the field of aesthetics; Students will also gain knowledge of contemporary scholarship and develop basic research skills in this field

PHIL 420 Hegel (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Hegel.

PHIL 421 Marx (3 Credit Hours)
Prepares students for advanced work on Marx and Marxist philosophy.

PHIL 422 Nietzsche (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Nietzsche.

PHIL 425 19th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in nineteenth century philosophy.

PHIL 430 Husserl (3 Credit Hours)
Prepares students for advanced work on the phenomenology of Husserl.

PHIL 431 Marxism (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Marx and/or philosophers working in the Marxist tradition.

PHIL 432 Heidegger (3 Credit Hours)
Prepares students for advanced work on the thought of Heidegger.

PHIL 433 Phenomenology/Existentialism (3 Credit Hours)
Introduces students to a specialized topic in either phenomenology and/or existential philosophy.

PHIL 434 Hermeneutics & Critical Theory (3 Credit Hours)
Introduces students to a specialized topic in either philosophical hermeneutics and/or the critical theory of the Frankfurt School.

PHIL 436 Contemporary French Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent French philosophy.

PHIL 437 Contemporary German Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent German philosophy.

PHIL 438 Topics in Continental Philosophy (3 Credit Hours)
Introduces students to a specialized topic in some aspect of European philosophy from Kant to the present.

PHIL 439 Chinese Philosophy (3 Credit Hours)
Prepares students for advanced work on Chinese philosophy.

PHIL 440 American Philosophy (3 Credit Hours)
Prepares students for advanced work on the American philosophical tradition.

PHIL 441 Wittgenstein (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Wittgenstein.

PHIL 442 Anglo-American Philosophy (3 Credit Hours)
Prepares students for advanced work on some aspect of the pragmatist and/or analytic philosophical traditions.

PHIL 443 Anglo-American Epistemology (3 Credit Hours)
Introduces students to a specialized topic in analytic epistemology.

PHIL 444 Studies in Logic (3 Credit Hours)
Introduces students to some aspect of formal logic, such as formal systems, axiomatic set theory, mathematical logic, modal logic, tense logic, epistemic logic, deontic logic, formal semantics, and philosophical logic.

PHIL 445 Philosophy of Mind (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the problem of consciousness and the nature of mental functions.

PHIL 446 Philosophy of Perception (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to perception.

PHIL 447 Issues in Cognitive Science (3 Credit Hours)
Introduces students to specialized topics in the philosophy of cognitive sciences.

PHIL 449 Philosophy of Language (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the relationship between language, thought, meaning, and reference.

PHIL 450 Epistemology (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the nature of belief and knowledge.

PHIL 451 Metaphysics (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the nature of reality.

PHIL 452 Philosophy of Science (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the natural sciences.

PHIL 453 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Restricted to Graduate Philosophy students, Other graduate students may enroll with Graduate Program Director permission
Introduces students to key issues, debates, and figures in the philosophy of technology, including both metaphysical and ethical issues related to computation, artificial intelligence, and human versus machine personhood.
Outcomes:
Interpret and compare the work of major figures in the philosophy of technology; Analyze and evaluate the ethical implications of technology on human persons and society; Analyze and evaluate theories of the ontology of technology; Produce original arguments based on the text, figures, and themes engaged in the course and apply these arguments to contemporary technological issues

PHIL 454 Philosophy of Religion (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning religious practices and beliefs.

PHIL 455 Philosophical Theology (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in philosophical theology.

PHIL 457 Aesthetics (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the nature of art and aesthetic judgment.

PHIL 458 Philosophy of History (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to history and historiography.

PHIL 459 Philosophy of Law (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning legal institutions and practices.

PHIL 462 Kant's Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the practical philosophy of Kant.

PHIL 463 Virtue Ethics (3 Credit Hours)
Prepares students for advanced work on classical and/or contemporary themes in the virtue tradition in moral philosophy.

PHIL 464 Utilitarianism (3 Credit Hours)
Introduces students to classical and contemporary formulations of utilitarian ethics.

PHIL 466 Major Authors in Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the ethical theories of one or more key figures in the history of philosophy.

PHIL 467 Contemporary Ethical Theories (3 Credit Hours)
Prepares students for advanced work on issues in contemporary moral philosophy.

PHIL 468 Topics in Ethics (3 Credit Hours)
Introduces students to specialized topics in ethical theory.

PHIL 469 Ethics and Rationality (3 Credit Hours)
Introduces students to philosophical issues concerning the relationship between rationality and moral thinking.

PHIL 470 Ethics & Economic Justice (3 Credit Hours)
Prepares students for advanced work on ethical and social-political issues concerning economic practice and theory.

PHIL 474 Principles of Business Ethics (3 Credit Hours)
Introduces students to philosophical approaches to ethical issues concerning the relationship between business and society.

PHIL 475 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)
This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.
Course equivalencies: X-GNUR540/PHIL475

PHIL 477 Social Health Care Ethics (3 Credit Hours)
Prepares students for advanced work in philosophical approaches to social issues in health care.

PHIL 478 Research Methods in Social Justice (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course looks at several different methodological approaches to social justice issues: broad ethical frameworks; specific ethical issues, such as intent and volition; quantitative analysis; US law; and international law.
Outcomes:
Students are expected to know how to conduct literature reviews, how to use these approaches in analyzing social justice issues, and how to write up and present their research

PHIL 479 Issues in Applied Ethics (3 Credit Hours)
Introduces students to specialized topics in applied ethics.

PHIL 480 Social & Political Philosophy (3 Credit Hours)
Introduces students to specialized topics in social and political philosophy, such as theories of justice, social contract theory, human rights, and issues pertaining to race, class, and gender.

PHIL 481 Philosophy of Action (3 Credit Hours)
This course deals with the distinction between action and mere behavior. Related topics: causal vs. teleological views, intention, reasons for action (as distinct from causes of action), practical identity, free agency, practical reason, deliberation and choice, the relationship between emotional capacities and responsible agency.
Outcomes:
Students will understand the basic features of human agency

PHIL 482 Philosophy of Social Science (3 Credit Hours)
Introduces students to philosophical issues concerning the social sciences.

PHIL 483 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 484 Philosophical Anthropology (3 Credit Hours)
Prepares students for advanced work about philosophical conceptions of human existence.
Interdisciplinary Option: Women & Gender Studies

PHIL 485 International Ethics (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 487 Moral and Legal Issues of Economic Sanctions (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course will provide an introduction to economic sanctions in the context of foreign relations and global governance. We will look closely at the issues of effectiveness and humanitarian impact. We will also look at legal issues, such as the problem of extraterritoriality.
Outcomes:
It is expected that students will have an overview of how sanctions interact with international law, institutions of global governance, and human rights law

PHIL 490 Current Philosophical Issues (3 Credit Hours)
Introduces students to specialized topics in some area of contemporary philosophy.

PHIL 500 Directed Readings and Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 501 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 502 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 503 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 505 Teaching Internship I (0-3 Credit Hours)
This course introduces students to best practices in philosophical pedagogy.

PHIL 510 Clinical Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of clinical ethics. The student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 511 Social Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of social ethics. the student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 550 Integrative Seminar (3 Credit Hours)
This course prepares students for advanced work in philosophy, and emphasizes ways in which philosophy can play an integrative role.

PHIL 590 Dissertation Proposal Seminar (1 Credit Hour)
This semester-long, non-credit, pass/non-pass course is intended for Ph.D. students in their third or fourth years. Our purpose consists in taking students from their initial, general ideas on a dissertation to a developed proposal.
Outcomes:
The class will culminate in producing a final dissertation proposal and a community of researchers who are able and willing to support each other in the development and writing up of dissertation proposals

PHIL 595 Thesis Supervision (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 600 Dissertation Supervision (1 Credit Hour)
This course is intended for students who have completed their dissertation proposal and are currently working on their dissertation. Please consult with department graduate program director before registering.

PHIL 605 Master's Study (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 610 Doctoral Study (1 Credit Hour)
This course is intended primarily for students who are currently working on their dissertation proposal. Please consult with philosophy department graduate program director before registering.

Physics (PHYS)

PHYS 495 AP Physics Workshop (3 Credit Hours)
This graduate level course offers pedagogical content knowledge training for in-service high school teachers preparing to teach AP Physics.

Physiology (PIOL)

PIOL 401 Physiology (4 Credit Hours)
This course integrates the contents of two sections of the medical school (M1) course Function of the Human Body course (PIO L301); with additional meetings to present discuss papers at graduate level (2 paper presentations per graduate student). In the Fall semester, students will review cell physiology and autonomic neuroscience, and will learn cardiovascular and renal physiology in depth. The course topics will include introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations, and renal physiology. In the Spring semester, students will learn pulmonary, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. Instructor Consent Required.
Outcomes:
Students familiar with introductory physiology are expected to learn and understand cardiovascular, reproductive and endocrine systems in an integrative fashion in this course; Emphasis will be placed on understanding key concepts of normal physiological and biochemical systems in healthy humans; Selected aspects of pathophysiological processes will be discussed to illustrate how an understanding of normal function can be applied to clinical medicine

PIOL 410 Intro to Research (1-3 Credit Hours)
This course provides an introduction to a wide variety of commonly used techniques in cell and molecular physiology research, with concomitant laboratory rotations to learn those techniques.

PIOL 412 Research (1-6 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

PIOL 414 Graduate Colloquy (1-8 Credit Hours)
Special advanced topics course with variable credit. Paper discussion and instructor-led presentations.

PIOL 416 Research Seminar (1 Credit Hour)
Seminar presentation on PhD candidate's dissertation topics advance.

PIOL 417 Cellular Physiology (3 Credit Hours)
Pre-requisites: Restricted to Master of Physiology Program students
The major goal of the Cellular Physiology course is to define the molecular and cellular basis of systems Physiology and Pathophysiology. The course consists in distinct sessions of teaching, problem solving, and reviews.
Outcomes:
- Understand the relationships among molecular, cellular and systems physiology; - Understand membrane structure and function; - Understand distinct metabolic and signaling pathways

PIOL 418 Teaching of Physiology (0 Credit Hours)
Teaching training and practice opportunities for upper level PhD candidates.

PIOL 420 Methods/Technical in Physiological Research (2 Credit Hours)
This course is intended for students seeking advanced knowledge of cutting-edge experimental approaches currently used in cardiovascular, metabolic, and neuroscience research. These topics will be discussed in both a technical/methodological sense, and in the context of the current scientific literature.

PIOL 421 Function of the Human Body I (4 Credit Hours)
This course will present the basic concepts and principles of human physiology. The course topics will include: introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations and pulmonary physiology. The format will be lectures, simulations, small group problem sessions and scheduled reviews. Small group problem sessions will be held after each subject area and will focus on clinical application and integration of conceptual information presented in lectures. Small group sessions and reviews also will provide the student with the opportunity to obtain clarification from instructors of any outstanding questions and are designed to encourage active learning, as well as develop critical thinking and problem solving skills. Students will be evaluated by multiple choice and essay exams given after each of the 5 major topic areas. Course material will be geared toward non-thesis Masters students. Given that physiology is the basis of medicine, this course will prepare students with the basic science knowledge to successfully continue their professional development in future biomedical programs.
Outcomes:
Students will be able to describe the cellular mechanisms responsible for cardiac, skeletal and smooth muscle contraction and the factors that regulate their activity

PIOL 422 Function of the Human Body II (4 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course presents the basic concepts and principles of human physiology. The course will be presented over one semester and the topics include: renal, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. The format will be lectures, small group problem sessions and scheduled reviews.
Outcomes:
Students will be able to explain the cellular mechanisms responsible for normal renal, acid-base, endocrine, gastrointestinal and reproductive physiology

PIOL 423 Biochemical Physiology (3 Credit Hours)
Biochemical Physiology will give students knowledge of foundational processes that dictate cellular physiologic processes. Topics include the structure and properties of nucleic acids, amino acids, protein structure and folding, enzyme kinetics, metabolic pathways and intracellular signal transduction. The course will present the biochemical physiology.
Outcomes:
Student completing this course should: - Understand the biochemical mechanisms which underlie physiological processes; - Understand protein structure dynamics and how these structures are dictated by second

PIOL 425 Physiology of Aging (3 Credit Hours)
Pre-requisites: BMSC 410, BMSC 412, BMSC 416
The focus of this special topics course is on the unique physiological changes that occur with aging. Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
1) Acquire advanced knowledge of aging processes; 2) Identify key gaps in knowledge in the aging field; 3) Engage in transformational/critical discussion of seminal papers in the aging field

PIOL 426 Biophysical Research Methods (3 Credit Hours)
Pre-requisites: IPBS Core curriculum The focus of this special topics course is to introduce students to the field of biophysics, with special focus on practical applications of biophysical methods in research Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
Demonstrate a general understanding of the field of biophysics; Demonstrate deep knowledge and understanding of fundamental aspects cell mechanics, muscle mechanics, and integrated biomechanics; Demonstrate knowledge of current biophysical methods used in research; Demonstrate knowledge of fluorescence spectroscopy; Demonstrate knowledge of microscopy; Demonstrate understanding of computational biology approaches; Critically evaluate biophysical data from the literature; Interpret biophysical data for a general audience and effectively communicate biophysical information in both oral and written forms; Incorporate high standards of ethics into data interpretation and presentation

PIOL 430 Basic Human Anatomy (2 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course will provide students with the basic concepts and facts of human gross anatomy as they related to physiology and function. Specific sections include the musculo-skeletal components of the extremities, trunk and head, the peripheral nervous system to include both the somatic and autonomic systems, the cardiovascular system, respiratory system, digestive system, urinary system and reproductive system. Each system will integrate embryology, radiology and basic clinical applications.
Outcomes:
Students will be able to describe and integrate basic human anatomy of the major organ systems to physiology and clinical medicine

PIOL 446 Cardiovascular Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on cardiovascular physiology topics.

PIOL 450 Fundamentals Of Neurophysiology (4 Credit Hours)
This course imparts the basic concepts and fundamentals of Neurophysiology, with emphasis on concepts relevant to human neuroscience. Students will learn Neurophysiology fundamentals at the cellular, structural and physiological levels of various complex systems in the brain, with specific discussion of clinical correlates of Pathophysiological conditions.
Outcomes:
Students successfully completing this course will be able to understand and explain neurophysiological mechanisms relevant to normal and abnormal conditions

PIOL 461 Introduction to Human Pathophysiology (5 Credit Hours)
Restricted to students in the Masters of Science in Physiology program. This course presents the basic concepts and principles of human pathophysiology. The course will be presented over one semester and the topics include: clinical evaluation of cardiac structure and function followed by a review of the major disorders of cardiovascular function.
Outcomes:
Students will be able to critically evaluate basic pathophysiological mechanisms underlying the most common forms of adult human cardiovascular disease

PIOL 468 Neurophysiology Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on neurophysiology topics.

PIOL 470 Excitability & Ion Transport (1-4 Credit Hours)
The course focuses on basic concepts of the physical movement of ions during activation of voltage- and ligand- gated ion channels.

PIOL 472 Structure/Function Membrane Proteins (3 Credit Hours)
The course explores basic and advanced concepts of membrane proteins structure, cell biology and function.

PIOL 500 Professional Development I (3 Credit Hours)
Must be enrolled in the MSP program. Professional Development will meet once/month throughout the one-year MSP program. Students will receive information about the options available for a career in the health sciences and will enhance their professional portfolio by participating in a variety of workshops designed to better equip them for a health science career.
Outcomes:
Students will be able to understand the curriculum and admission requirements of the various professional health programs and gain an understanding of the interview process

PIOL 501 Professional Development II (1 Credit Hour)
Pre-requisites: PIOL 500
Professional Development will meet and have self-directed study time throughout the spring semester of the MSMP program. Students will receive bi-weekly, specific individualized one-on-one mentoring from their academic advisors and also meet with the course director for specific lectures on their AMCAS and AACOMAS applications for medical and DO schools. Students will continue to enhance their knowledge of the admissions process by having general lectures and individual sessions discussing their motivation, enhancing their self-awareness, writing their personal statements, their selection of appropriate medical schools, selection of activities (community and medical volunteering, health care exposure (shadowing, scribing, etc.), research for their application, overall discussions on writing their secondary statements, choice of letters of recommendation, etc. MSMP students only.
Outcomes:
Following successful completion of this course, the MSMP student will: 1) Demonstrate enhanced ability for self-awareness and analysis regarding their medical school application; 2) Demonstrate self-reflection in the selection of target medical schools, discussing their fit in terms of each medical school's mission statement; 3) Continue working with their academic advisor to prepare a well-written personal statement appropriately tailored to the professional program of choice; 4) Demonstrate understating of the application process and preparation of application forms

PIOL 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 605 Physiology Study (0 Credit Hours)
Must be enrolled during fall semester of MS program in Physiology. Holding course to keep the student active in the program while completing MS degree requirements.

Political Science (PLSC)

PLSC 400 Scope and Methods of Political Science (3 Credit Hours)
This is a broad course that lays out the main approaches to political science.

PLSC 401 Intro to Research Design & Method (3 Credit Hours)
This course is an introduction to principles of research design in political science. The main objective of this course is to familiarize students with the social scientific approach to studying politics.
Outcomes:
Students will learn how to ask empirical questions about the political world, how to develop theories and generate testable hypotheses, how to collect appropriate types of evidence, how to answer research questions scientifically using such evidence, and how to clearly convey their evidence and argument to others

PLSC 402 Seminar on Empirical Analysis (3 Credit Hours)
The course allows students to develop additional methods to empirical analysis.

PLSC 404 Selected Problems in American Politics (3 Credit Hours)
This course focuses on selected problems in the study of American politics and the American Political system.
Outcomes:
Gain an in-depth understanding of selected problems in American politics and the American Political system

PLSC 405 American Executive Branch (3 Credit Hours)
This course relies on historical and contemporary scholarly literature on the American presidency to analyze the development and scope of rhetorical and party leadership, legislative relations, the commander-in-chief and diplomatic roles as well as the growth of the institutionalized presidency.
Outcomes:
Students will master the key literature on the American presidency as well as conduct research on a particular aspect of the US presidency

PLSC 406 American Legislative Branch (3 Credit Hours)
This course focuses on the organization of and decision-making in the US legislative branch.
Outcomes:
Students will fully understand how the US Congress is structured and legislates, as well as its interactions with other US institutions and with American society

PLSC 407 Public Policy-Making & Implementation (3 Credit Hours)
This course examines the process and dynamics of US policy-making systems.
Outcomes:
Students will understand the development of the public sector agenda, the policy formation and legitimation processes, and the role of implementation functions, as these relate to substantive issues or policy arenas

PLSC 409 Organizational Theory (3 Credit Hours)
The course offers a broad approach to the various theoretical and practical approaches to the study of organizations.

PLSC 410 Urban Politics (3 Credit Hours)
This course addresses the major theories, studies and issues of urban politics.
Outcomes:
Students will understand "political machines", parties, interest groups, voting, protests, minority and ethnic groups, city councils, mayors, bureaucrats and community power structures

PLSC 411 American Political Parties/Electoral Process (3 Credit Hours)
This course analyzes the roles and functions of the party system and voting behavior in the United States.
Outcomes:
Students will understand the role of mass communication and issues in elections, the impact of party identification, and the impact of the electoral system on behavior of party and voter

PLSC 412 Constitutional Politics (3 Credit Hours)
This course examines constitutional policy-making in the United States.
Outcomes:
Students will understand the political role of the Supreme Court, judicial values in constitutional adjudication, and the impact of court decisions

PLSC 416 US Political Institutions (3 Credit Hours)
The course surveys academic literature on political institutions in the United States including the legislative, executive, and judicial branches of the federal government, state and local governments, parties, interest groups, media organizations, and civic organizations.
Outcomes:
Students will gain an in-depth understanding of a wide variety of political institutions and how they interact with one another

PLSC 417 The American Legal System (3 Credit Hours)
This course examines the structure, functions, interrelationships, dynamics, and decision-making processes of the US legal system.
Outcomes:
Students will understand the major components of the American legal system - legislatures, administrative agencies, and courts

PLSC 418 Political Psychology & Socialization (3 Credit Hours)
This course examines psychological, social and environmental influences on political attitudes and behavior.
Outcomes:
Students will understand the psychodynamics of political development and socialization as they interact with opinion formation and political participation

PLSC 419 Managing Urban Government (3 Credit Hours)
This course studies the politics of urban government management.
Outcomes:
Students will understand the environments in which the urban manager functions

PLSC 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

PLSC 421 Democratic Political Systems (3 Credit Hours)
This course examines selected democratic political systems.
Outcomes:
Students will understand how selected democratic systems operate, focusing on their similarities and differences

PLSC 422 Authoritarian Political Systems (3 Credit Hours)
This is a graduate-level seminar on authoritarian political systems. The course explores theoretical perspectives on authoritarianism, political institutions in non-democracies, and paths to democratization.
Outcomes:
Students will become familiar with concepts and theories of authoritarianism, gain knowledge about different types of authoritarian rule, and learn about how authoritarian governments work and perpetuate power

PLSC 423 Soviet & Post-Soviet Politics (3 Credit Hours)
This course analyzes the development of Soviet and post-Soviet politics since 1917.
Outcomes:
Students will understand the emergence and development of Soviet politics, as well as its decline in the mid-1980s

PLSC 424 Politics of Developing Areas (3 Credit Hours)
This course examines the politics of the "developing world."
Outcomes:
Students will understand the methods used to analyze politics in the developing and underdeveloped nation-states

PLSC 425 Sub-Saharan Africa (3 Credit Hours)
This course examines politics in Africa from the pre-colonial period to the present.
Outcomes:
Students will understand issues relating to decolonization, ethnicity, class, political economy, democratization, and regime transition in Sub-Saharan Africa

PLSC 426 Latin American Politics (3 Credit Hours)
This course examines important themes in the study of politics in Latin America.
Outcomes:
Students will understand the current scholarship and methodologies in the study of Latin American politics

PLSC 427 Politics of the Middle East (3 Credit Hours)
Enrollment Conditions: Permission of the instructor required. This course offers a historical and thematic approach to study the society and politics of the contemporary Middle East. Two central aims of the course are to cultivate critical perceptions regarding widespread images and descriptions of the region and to bolster students' historical, socioeconomic and political knowledge of the region.
Outcomes:
Students will master important political science literature on the Middle East and be well positioned to pursue original research

PLSC 428 Political Violence (3 Credit Hours)
This course offers a thematic approach to the study of political violence with a particular focus on armed conflicts involving non-state actors (i.e., civil wars). It addresses a wide variety of questions informed by the cutting-edge research in political science and other disciplines.
Outcomes:
Students will develop an understanding of the causes of different forms of violence in different parts of the world, motivations of people who participate in violence, and solutions to armed conflicts

PLSC 429 Comparative Politics Selected Problems (3 Credit Hours)
This course examines selected issues in comparative politics.
Outcomes:
Students will master the literature or conduct research in a particular area of comparative politics

PLSC 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

PLSC 431 Formulation US Foreign Policy (3 Credit Hours)
This course examines how US foreign policy is made.
Outcomes:
Students will understand the decision-making institutions and their interaction in the formulation and execution of political, military and economic foreign policy

PLSC 432 Comparative Foreign Policy Analysis (3 Credit Hours)
This course examines contemporary policy positions of major blocs of nations as well as specific nations.
Outcomes:
Students will understand how foreign policy is made in countries other than the United States, as well as the policy of blocs of nations

PLSC 433 International Organization (3 Credit Hours)
This course examines the development and role of international organizations.
Outcomes:
Students will understand the political and administrative principles and problems of various types of international organizations, including the United Nations, the World Trade Organization, the World Bank, the International Monetary Fund and other key global and regional organizations

PLSC 435 International Political Economics (3 Credit Hours)
This course examines global economic systems.
Outcomes:
Students will understand global political-economic relations in the post-WWII period, including international monetary relations, international trade, regional integration, direct investment, debt, and development assistance

PLSC 436 International Conflict (3 Credit Hours)
This course focuses on concepts and approaches related to the causes of war, conflict and peace in the international system.

PLSC 437 Selected Problems International Law (3 Credit Hours)
This course examines selected issues or problems in international law.
Outcomes:
Students will understand contemporary theories of international law and the relationships among the various traditional and contemporary areas of international law

PLSC 439 Selected Problems in International Politics (3 Credit Hours)
This course examines important themes and theories in international politics.
Outcomes:
Students will master a specific body of literature or conduct research in a particular area of international relations

PLSC 440 Ancient Political Thought (3 Credit Hours)
This course examines the major works of the most important theorists within the classical tradition.
Outcomes:
Students will master key writings of Thucydides, Plato, Aristotle, and other theorists

PLSC 442 Modern Political Thought (3 Credit Hours)
This course examines major modern political thinkers.
Outcomes:
Students will master key works of from the Italian Renaissance to the French Revolution

PLSC 444 Great Authors (3 Credit Hours)
This course focuses on the works of political theorists in the western tradition.
Outcomes:
Students will master key works of theorists in the western tradition

PLSC 446 Political Ethics (3 Credit Hours)
This course surveys classic debates on ethics - such as utilitarianism and deontological ethics - to provide students with analytical tools to answer the deceptively simple question "What is the right thing to do?" The course draws on classical readings of political philosophy, while seeking to make those abstract problems tangible by applying them to real world cases and examples.

PLSC 447 American Political Thought to Civil War (3 Credit Hours)
This course examines pre-Civil War US political thought.
Outcomes:
Students will master the works of key thinkers from the American founding to the Civil War

PLSC 449 19th Century Political Thought (3 Credit Hours)
This course examines key theorists in the nineteenth century.
Outcomes:
Student will master the works of key theorists beginning with the French Revolution and through the nineteenth century

PLSC 470 Fieldwork in Political Science-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

PLSC 476 Political Analysis II (3 Credit Hours)
This is an intermediate course in data analysis methods in political science.
Outcomes:
Students will master intermediate research and quantitative methods in political science

PLSC 499 Directed Readings (3-6 Credit Hours)
This course involves specialized study under the supervision of a faculty member.
Outcomes:
Students will master a particular segment of academic literature or conduct in-depth research on a specific topic

PLSC 502 Seminar in Political Behavior (3 Credit Hours)
This course examines selected topics in the development and shaping of political behavior.
Outcomes:
Students will master the political behavior literature and conduct research in specific areas of the discipline

PLSC 503 Seminar: Law & Political Behavior (3 Credit Hours)
This course analyzes selected topics concerning the relationship between legal processes, policies, and politics.
Outcomes:
Students will understand a particular topic in law and political behavior

PLSC 504 Seminar: American Public Policy (3 Credit Hours)
This seminar analyzes the American public policy.
Outcomes:
Students will understand the formation, implementation, and evaluation of public policies in the United States

PLSC 505 Seminar in Urban Problems (3 Credit Hours)
This course analyzes selected policies in urban and state politics.
Outcomes:
Students will understand the politics of specific urban and state policies

PLSC 506 Seminar State & Urban Policy Analysis (3 Credit Hours)
This course examines current perspectives and techniques in the analysis of state and urban policies.
Outcomes:
Students will understand contemporary policy analysis perspective and techniques as well as methods in policy analysis

PLSC 515 Seminar-Public Administration (3 Credit Hours)
This is an upper-level seminar on complex questions related to public administration.

PLSC 520 Seminar: Comparative Politics (3 Credit Hours)
This course examines an important, contemporary area of research in comparative politics.
Outcomes:
Students will master a specific body of literature and conduct research in a specific area in comparative politics

PLSC 521 Seminar Western European Politics (3 Credit Hours)
This course examines contemporary politics in Western European countries.
Outcomes:
Students will understand political and policy developments in Western Europe, as well as the structures of the European Union and the North Atlantic Treaty Organization

PLSC 531 Seminar: International Politics (3 Credit Hours)
This course examines various research topics in international politics.
Outcomes:
Students will master a particular body of work or conduct research in a specific area of international politics

PLSC 532 Soviet/Post-Soviet Foreign Policy (3 Credit Hours)
This course examines the foreign policies of the Soviet Union and the post-Soviet states.
Outcomes:
Students will understand the formulation and application Soviet and post-Soviet foreign policies

PLSC 533 U.S. National Security (3 Credit Hours)
This course examines the U.S. security establishment and the national security process.
Outcomes:
Students will understand how US security policy is made, including the defense budget, US force structure, intelligence, covert operations, and the role of Congress

PLSC 543 Liberalism (3 Credit Hours)
This course analyzes liberal political thought.
Outcomes:
Students will master key works and theorists focusing on equality, liberty, natural rights, utilitarianism, and idealistic bases of modern liberal society

PLSC 546 Political Philosophy Selected Problems (3 Credit Hours)
This course examines a selected theoretical issue in the history of political thought.
Outcomes:
Students will master the writings and theories in a particular theme of political theory

PLSC 595 Thesis Supervision (1 Credit Hour)
The is the first course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 596 Thesis Research (3 Credit Hours)
The is the second course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 597 Dissertation Research (3-6 Credit Hours)
The course is for students researching a thesis topic towards writing a dissertation prospectus.

PLSC 598 Teaching Internship (3 Credit Hours)
The course allows students to complete an internship focused on teaching.

PLSC 600 Dissertation Supervision (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

PLSC 605 Master's Study (1 Credit Hour)
The course is for students researching a thesis towards earning a Master's degree.

PLSC 610 Doctoral Study (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

Psychology (PSYC)

PSYC 401 History & Systems of Psychology (3 Credit Hours)
History and systems is a survey course that covers past events and persons that directly influenced the formation of contemporary psychology in the United States.
Outcomes:
Students will become familiar with the history of psychology and influential theoretical systems in the field of psychology; The course is partly designed to aid in preparation for the EPPP licensing exam for those students intending to seek professional licensure

PSYC 412 Introduction to the Profession of Clinical Psychology (3 Credit Hours)
Required course for PhD program in Clinical Psychology-an introduction to our field. This course provides an introduction to the profession of Clinical Psychology by focusing on basic research and clinical skills necessary for a career as a clinical scientist and practitioner.
Outcomes:
Students will develop skills such as establishing rapport, empathic and reflective listening, gathering information, and making intervention decisions via supervised interview experiences

PSYC 420 Research Methods in Psychology (3 Credit Hours)
An intensive coverage of classical and current psychological research methodology and a review and implementation of various strategies for proposing research, collecting and analyzing data, and writing scholarly articles.
Outcomes:
Students will learn multiple methods for conducting psychological research, how to critique published research, and how to write research proposals and reports

PSYC 432 Intellectual & Personality Assessment (3 Credit Hours)
This course covers the psychometric properties, administration procedures, and applications of the most common adult psychological measures. Students will gain an understanding of psychometric theory.
Outcomes:
Students will be able to administer and become familiar with how to interpret a WAIS-III, the MMPI-2, the Sentence Completion Test, and the TAT

PSYC 435 Seminar in Cognitive Neuroscience (3 Credit Hours)
The way that information is represented and processed in the brain is central to a broad range of topics in psychological science. In this course we will consider how the methods of cognitive neuroscience including brain imaging (e.g., EEG/ERP, fMRI) and dissociation-based techniques such as neuropsychology and TMS, have revolutionized the exploration of these topics. We will pay particular attention to how these techniques can be used to understand higher-level cognition during development and in questions related to social psychology and psychopathology. Class participants will be introduced to these techniques, read, critique and present results from the primary literature, and also have an opportunity to develop ideas using these methods relating to their own research interests.

PSYC 436 Psychopharmacology (3 Credit Hours)
The types and mechanisms of medications used in the treatment of mental disorder are reviewed. Emphasis is given to behavioral effects and treatment effectiveness of drugs. Psychopharmacological research design and literature are reviewed.
Outcomes:
Students will learn basics of neurotransmission and be informed about medications including antidepressants, mood stabilizers, anti-psychotics, and substance abuse

PSYC 438 Principles of Psychological Assessment Child & Adult (3 Credit Hours)
This course is designed to expose students to a variety of assessment tools and tests available for children ranging from 1 month to 18 years of age.
Outcomes:
Students will develop competence in the administration and write-up of basic intelligence, achievement, and visual motor tests for children presenting with, for example, learning disabilities, mental retardation, social/communication disorders

PSYC 440 Theory & Research in Psychology of Language (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language.

PSYC 446 Psychopathology (3 Credit Hours)
This course reviews concepts, research, and theory (historical and current) in psychopathology and emphasizes diagnosis and etiology.
Outcomes:
Students will gain an appreciation for the major issues in the area of psychopathology, the ability to think clearly and scientifically about these issues, and an understanding of major mental disorders

PSYC 451 Psychopathology of Childhood & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on adjustment problems during childhood and adolescence using an ecological-developmental perspective.
Outcomes:
By gaining insight into the factors that enhance or interfere with positive developmental processes, students learn how to apply research and theory to improve the services they will offer to children and families in their professional careers

PSYC 452 Clinical Treatment of Children & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on empirically-supported interventions for children and families.
Outcomes:
Students learn how to select and evaluate needed prevention programs and interventions for children and families to achieve therapeutic goals

PSYC 455 Developmental Psychology (3 Credit Hours)
This course provides an overview of theory and research on developmental psychology.

PSYC 460 Social Psychological Theory (3 Credit Hours)
Survey of basic concepts, theories, and research in social psychology. Contents include foundations of social psychology; broad theoretical orientations (e.g., evolutionary, behavioral, cognitive, affective, individual, societal, cultural); specific theories at the intrapersonal, interpersonal, intra-group, and inter-group levels of analysis.
Outcomes:
Knowledge and skills in theory construction and criticism; understanding relation between theory and research methods; applying theories to social problems

PSYC 461 Attitude and Attitude Change (3 Credit Hours)
Survey of attitude formation and change literature. Topics include the nature and measurement of attitudes, explicit versus implicit attitudes, effects of attitudes on cognition and behavior.
Outcomes:
Knowledge and skills that enable the integration of multiple theories to conceptualize attitudinal phenomena, critical evaluation of research, written and oral expression about attitude topics, application of attitude theories to practical problems

PSYC 462 Cognitive Social Psychology (3 Credit Hours)
In depth examination of the human cognition within its social context; including topics such as impression formation, attribution, stereotyping, prejudice, social information processing, mental control, affect and social information processing, unconscious social cognition.
Outcomes:
An understanding of basic theoretical approaches and scientific methods of hypothesis testing within social cognition; Development of skills needed to perform research within social cognition

PSYC 464 Practicum in Psychotherapy I (3 Credit Hours)
This two semester practicum course provides applied experience conducting psychotherapy at Loyola University Chicago's Wellness Center.
Outcomes:
For client populations seeking psychotherapy, practicum students will be able to develop a treatment plan, articulate treatment goals, develop a working therapeutic alliance, and execute elementary psychotherapeutic techniques

PSYC 472 Organizational Psychology (3 Credit Hours)
Covers theory, research, and methods associated with behavior in organizational settings. Learning outcomes include knowledge of theory and methods of personnel selection, performance measurement and appraisal, knowledge and skills training; theory and research on leadership, motivation, group behavior, etc.

PSYC 473 Social Development (3 Credit Hours)
This course is designed to provide an advanced level introduction and discussion of critical issues essential to the study of social development. The contribution of multiple contexts (e.g., family, peers, culture) to social development is a major focus of this class.
Outcomes:
Students will become familiar with the several theoretical accounts as well as major empirical findings in the core areas of social development

PSYC 474 Research in Group Dynamics (3 Credit Hours)
Covers theory, methods, and research on behavior in and by groups from a social psychological perspective. Learning outcomes include knowledge of theory and research on group structure, group performance, group decision making, negotiation, and intergroup behavior; ability to design research about group behavior and to analyze data from group research.

PSYC 475 Cognitive Development (3 Credit Hours)
This course is designed to provide an advanced level introduction to critical issues in the study of cognitive development from infancy through childhood.
Outcomes:
Students will be expected to draw connections between the major theoretical accounts of cognitive development and the empirical literature in core areas of children's cognition

PSYC 477 The Self and Self-Esteem (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the self and self-esteem. Course will focus on where self knowledge comes from and how it affects human behavior.
Outcomes:
Knowledge of psychological theory and research on the self and self-esteem

PSYC 479 Cognition and Emotion (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the role that emotion plays in cognitive activity and behavior. Course will focus on how emotion affects cognition and how different emotions have different effects.
Outcomes:
Knowledge of psychological theory and research on cognition and emotion

PSYC 482 Advanced Statistics (3 Credit Hours)
Covers analysis of factorial designs and other multifactor data sets.
Outcomes:
Learning outcomes include theory and assumptions underlying analysis of variance and multiple regression; ability to use SPSS to analyze data from factorial designs and other multifactor research endeavors

PSYC 484 Prejudice and Intergroup Relations (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on intergroup relations, stereotyping and prejudice. Course will focus on the perceptions, cognitions and behaviors toward members of our own group and members of outgroups.
Outcomes:
Knowledge of psychological theory and research on intergroup relations and prejudice

PSYC 485 Psychology and Law (3 Credit Hours)
Application of social psychological theory and research to criminal behavior and the criminal justice system. Specific topics include crime causation, mass media effects, jury selection, eyewitness accuracy, and crime prevention.
Outcomes:
An understanding of core theoretical and methodological approaches to criminal justice research, development of skills needed to perform psychologically oriented criminal justice research

PSYC 486 Methods of Program Evaluation (3 Credit Hours)
Overview of program evaluation methods, politics, ethics, and applications; including topics such as quasi-experimental design, statistical analysis issues, ethical guidelines, implementation strategies, and presentation styles.
Outcomes:
An understanding of the methods, strategies, ethical issues, and implementation obstacles of evaluation research; Development of skills needed to perform high quality evaluation research in a variety of applied settings

PSYC 489 Political Cognition (3 Credit Hours)
Examination of the cognitive determinants of political judgments and decision; including topics such as political information processing, voting preference, political stereotyping, racism, ideology and public opinion, and media effects.
Outcomes:
An understanding of core theoretical approaches within political psychology, scientific methods of hypothesis testing within political psychology, and the development of skills needed to perform research within political psychology

PSYC 491 Multivariate Analysis (3 Credit Hours)
An introduction to the theory and application of multivariate statistical techniques in psychology.
Outcomes:
Students will learn the conceptual underpinnings (including matrix algebra) and will also learn to conduct analyses for the following procedures: multiple and logistic regression, MANOVA, loglinear analysis, canonical correlation, factor analysis, and cluster analysis

PSYC 493 Structural Equation Modeling (3 Credit Hours)
An introduction to structural equation modeling as a multivariate statistical tool, including confirmatory factor analysis, path analysis, causal modeling, diagramming structural models, assessing model fit, model development and identification, multi-sample analysis, and longitudinal analysis.
Outcomes:
An understanding of the logic and mechanics of structural equation modeling, and the skills necessary to use LISREL 8 software to conduct structural analyses

PSYC 509 Seminar on Teaching Psychology (0 Credit Hours)
This course provides an introduction to the psychology teaching and learning.

PSYC 510 Ethics & Professional Practice (3 Credit Hours)
The ethical standards and practice of psychologists, including basic principles of ethics, application of ethics to professional practice and to research, and professional problems and practices are reviewed.
Outcomes:
Students will learn to manage complex ethical problems encountered in psychological practice, research, and education

PSYC 513 Adolescence (3 Credit Hours)
This course offers an in-depth study of adolescence from a psychological as well as cultural and historical perspective, with a focus on biological, cognitive, psychological, and social changes.
Outcomes:
Students will learn important components of psychological health and maladaptation during the adolescent developmental period and how family, peer, and school contexts affect adolescent development

PSYC 514 Research in Development Psychology (3 Credit Hours)
The goal of this course is to survey important methods, issues, research designs, and other topics specific to research in developmental psychology and cultivate students¿ scientific skills like critical thought and evaluation of research.
Outcomes:
Students will be able to demonstrate understanding of developmental methodology, design, ethical concerns, and other issues relevant to developmental science

PSYC 515 Infancy (3 Credit Hours)
The goal of this course is to survey important topics in the field of infancy, the period of development from birth through approximately 3 years.
Outcomes:
Students will demonstrate understanding of infant developmental science in particular content areas and the processes underlying change

PSYC 518 Seminar Selected Topics-Clinical Psychology (3 Credit Hours)
This course provides an overview of selected topics in clinical psychology.

PSYC 525 Seminar in Social Psychology (3 Credit Hours)
This course provides an overview of theory and research on social psychology.

PSYC 535 Internship in Applied Social Psychology (1 Credit Hour)
Students complete an applied social psychology internship during this course.

PSYC 540 Psychology of Language Development (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language development.

PSYC 545 Select Topics in Developmental Psychology (3 Credit Hours)
This course provides an overview of selected topics in developmental psychology.

PSYC 548 Risk and Opportunity in Childhood and Adolescence (3 Credit Hours)
This course provides an overview of theory and research on risk an opportunity in childhood and adolescence.

PSYC 552 Neuropsychology (3 Credit Hours)
Neuropsychology involves the interdisciplinary study of the relations between human brain function and behavior.

PSYC 553 Neuropsychological Assessment (3 Credit Hours)
This course covers the major areas of neuropsychological assessment, including major assessment techniques, interviewing, report writing, and psychometric issues.
Outcomes:
Students will learn major issues and topic areas in neuropsychological assessment (eg, attention, language, memory, visual perception, motor functioning, executive functioning, and emotional functioning)

PSYC 555 Social Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Graduate student standing in Social Psychology
Course will involve research presentations and other forms of professional development.
Outcomes:
Course will involve research presentations and other forms of professional development

PSYC 556 Developmental Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Restricted to graduate students in Developmental Psychology
This course will involve research presentations and other forms of professional development.
Outcomes:
Students will gain the skills and knowledge necessary to present their research to colleagues; Students will possess greater readiness for their post-graduate career

PSYC 560 Human Diversity (3 Credit Hours)
This course provides a foundation in human diversity as it relates to the practice of clinical psychology. The course will examine theoretical perspectives and research findings related to human diversity. The goal of this course is to challenge students to think critically about the influence of human diversity on their psychological practice, research, and teaching.

PSYC 568 Evidence-Based Practice in Clinical Psychology (3 Credit Hours)
Pre-requisites: PSYC 412, or approval of instructor
This course provides a theoretical and skills-based overview of evidence-based practice (EBP) in clinical psychology, and surveys the theoretical and applied aspects of various evidence-based intervention approaches in psychology, including Motivational Interviewing (MI), Interpersonal Therapy (IPT), Cognitive Behavior Therapy (CBT), and Dialectical Behavior Therapy (DBT). Students will demonstrate an understanding of current theories and methods in evidence-based psychotherapy.

PSYC 595 Thesis Supervision (1-3 Credit Hours)
Pre-requisites: Enrollment is Restricted to Psychology graduate students
Students will make supervised progress towards completion of their theses.

PSYC 596 Internship in Clinical Psychology (1 Credit Hour)
Students complete a full time APA approved clinical internship during this course.

PSYC 597 Integrative Readings in Psychology (3 Credit Hours)
Students complete integrated readings under the supervision of a faculty member.

PSYC 598 Research (3-6 Credit Hours)
Students complete research under supervision of a faculty member.

PSYC 599 Directed Readings (3-6 Credit Hours)
Students complete directed readings under the supervision of a faculty member.

PSYC 600 Dissertation Supervision (1 Credit Hour)
Students complete dissertation research under the supervision of a faculty member.
Outcomes:
Students will make progress on their dissertation research

PSYC 605 Master's Study (1 Credit Hour)
Students complete master's thesis readings and research under the supervision of a faculty member.
Outcomes:
Students will make progress on their MA thesis proposal

PSYC 610 Doctoral Study (1 Credit Hour)
Students complete dissertation readings and research under the supervision of a faculty member.

Sociology (SOCL)

SOCL 403 Sociological Perspectives I (3 Credit Hours)
Important theoretical and methodological concerns will be discussed with particular attention paid to how these concerns affect substantive areas in sociology.
Outcomes:
Students will gain familiarity with major themes that will shape their graduate education in sociology

SOCL 404 Sociological Perspectives II (3 Credit Hours)
Faculty will discuss their intellectual biographies and work that is of current interest to them.
Outcomes:
Students will gain familiarity with the range of substantive, theoretical and methodical concerns of the department's faculty

SOCL 405 History Sociological Thought (3 Credit Hours)
This course looks at the intellectual roots and expressions of the foundations of sociological theory in the 19th and early 20th century.
Outcomes:
Students will gain familiarity with the classical texts in sociological theory that established some of the basic perspectives, issues and debates that inform contemporary social theory and research

SOCL 406 Modern Sociological Theory (3 Credit Hours)
This course examines some of the dominant perspectives and trends of modern social theory.
Outcomes:
Students will develop familiarity with the primary sources that represent current trends in modern and postmodern theories

SOCL 410 Logic of Sociological Inquiry (3 Credit Hours)
This course explores the structures of sociological research, analyses, and explanations. Several major types of data collection will be examined and evaluated.
Outcomes:
Students will be able to formulate sociological problems, understand the relationship between problem formulation and data collection, measurement and analyses and develop the capacity to utilize different social scientific methods

SOCL 412 Qualitative Methods in Social Research (3 Credit Hours)
This course is an introduction to the major qualitative methods of social inquiry and the ethical issues raised by qualitative research.
Outcomes:
Students learn the skills of participant observation, interviewing, historical analysis, building theory from qualitative data, coding and content analysis

SOCL 413 Sociological Practicum (3 Credit Hours)
The class examines theoretical issues and past research relating to a particular social topic and then designs and completes a collective research project. Topics vary.
Outcomes:
Students gain facility with research design and group research practices

SOCL 414 Statistical Methods Analysis I (3 Credit Hours)
After a review of bivariate regression and cross-tabular analysis, the course provides an extended treatment of the general linear model. Topics include model construction, interpretation of results, partitioning of variance, tests of statistical significance and interactions.
Outcomes:
Students will be able to employ general linear models in original research and critically evaluate existing empirical research

SOCL 415 Statistical Methods of Analysis II (3 Credit Hours)
The course extends the applications of the general linear model to topics including path analysis, logistic regression, factor analysis and spatial and cluster analysis.
Outcomes:
Student will: understand the techniques with enough clarity to recognize when they are appropriate research tools; gain sufficient expertise to apply the techniques to moderately complex research problems; be able critically review the relevant literature

SOCL 418 Demography (3 Credit Hours)
This course examines the basic techniques used to assemble, analyze, and present demographic information. It also examines U.S. and world demographic trends and the causes and consequences of such demographic change.
Outcomes:
Students will gain an in-depth knowledge of demographic trends and an understanding of the sources, limitations, and advantages of various types of demographic data

SOCL 421 Theories Social Change (3 Credit Hours)
The course will critically appraise major theories of social change and examine different methodologies on both the macro- and micro-sociological levels.
Outcomes:
Students will gain a working knowledge of the major theoretical and methodological issues in the field

SOCL 423 Social Movements (3 Credit Hours)
This course will use case studies of contemporary social movements to examine collective efforts to promote social or cultural change. They will gain an understanding of the recursive relationship between empirical research and theory development.
Outcomes:
Students will be able to apply major theoretical perspectives on social movements to a variety of historical cases

SOCL 425 Inequality and Society (3 Credit Hours)
This is an empirical and theoretical inquiry into the causes, consequences, and dynamics of social inequality in modern societies.
Outcomes:
Student will be able to explain the distribution of economic, political, and social resources in society; the processes of class formation and the role of race and gender

SOCL 426 Sociology of Gender (3 Credit Hours)
This course surveys sociological and related scholarship on women and gender relations.
Outcomes:
Students will come to understand the social construction of gender and its centrality to studies of identity and sexuality, the division of labor, families and reproduction, violence, poverty, race, class and globalization

SOCL 427 Political Sociology (3 Credit Hours)
The course examines major theories of political action and change. Particular attention is paid to policy development.
Outcomes:
Students will develop an empirical and theoretical knowledge of the working of political systems and to be able to apply that knowledge to the development of social policy

SOCL 428 Poverty and Social Welfare (3 Credit Hours)
This course examines the development of poverty and social welfare efforts over time in the United States, with some comparisons to other industrial societies.
Outcomes:
Students will understand the character and consequences of poverty and social welfare policies in the United States, emphasizing current conditions and possibilities for the future

SOCL 431 Social Structure and Personality (3 Credit Hours)
This course examines the relationships between the individual and larger social structure and social trends.
Outcomes:
Students will gain familiarity with current research and theory concerning the relationship of self identity and personal narratives to socialization and structural factors, and the ways in which social class, work, race and nation construct age, gender and sub-cultural forms of subjectivity

SOCL 432 Socialization Thru Life Cycle (3 Credit Hours)
This course traces the nature of socialization and development of the individual through the life cycle.
Outcomes:
Students will become familiar with research and theory concerning the processes by which persons are socialized into sexual, racial, religious, occupational, marital, and parental social roles, identities and patterns of interactions at various stages of life

SOCL 435 Adult Development and Aging (3 Credit Hours)
The older adult population and adult development is examined from social and cultural perspectives.
Outcomes:
Studies will develop a knowledge of gerontological theories and research which pertain to the family, the community, political life, the economy, work and retirement, religious life, and other social institutions

SOCL 438 The Family (3 Credit Hours)
This course explores families, their changing internal structures, and their roles in contemporary societies.
Outcomes:
Students will develop an understanding of the household division of labor, mothering, the shifting character of marriage, the paid and unpaid work of care, dual career families, single parent households, racial/ethnic families, adoption, blended families, welfare policies, families in the class structure, and global issues

SOCL 439 Community Change (3 Credit Hours)
Contemporary communities are examined from a sociological perspective. Both geographic communities and communities of interest are studied.
Outcomes:
Students gain an understanding of how research can be used to facilitate social change in community settings; and an awareness of how community organizations, informal networks, and broader social forces shape the character and sustainability of particular communities

SOCL 440 Organizations & Organizational Change (3 Credit Hours)
This course examines the structures and processes that typify contemporary organizations, with particular attention to how organizations change.
Outcomes:
Students will be able to apply sociological methods to analyze organizations, and will develop an understanding of bureaucracy and alternative structures; the effect of organizational structure on administrators, workers, and clients; and how organizations are affected by their social environment

SOCL 441 Sociology of Religion (3 Credit Hours)
This course studies the relationship between religion and society, and explores central topics in the sociology of religion.
Outcomes:
Students will learn to define and explain religious organizations, beliefs, and practices as distinctly social phenomena, and understand how social processes both shape the form and content of religious life and in turn are shaped by them

SOCL 442 Religious Conflict & Change (3 Credit Hours)
This course will explore the complex reciprocal relationship between religion and historical processes of social change.
Outcomes:
Students will be able to analyze historical instances of religious conflict and change in the U.S. and other regions of the world; They will gain an understanding of how religion both affects and is affected by historical, political, and social change

SOCL 446 Knowledge, Power & Expertise (3 Credit Hours)
This course focuses on the relationship between knowledge, expertise and power in societies and how this relationship has consequences for the structure of knowledge and the organization of society.
Outcomes:
Students will be able to demonstrate a sociological understanding of the construction of knowledge and the organization of authority and expertise

SOCL 447 Sociology of Culture (3 Credit Hours)
This course will examine the relationship between social phenomena and cultural expressions, and the various ways sociologists have conceived of those relationships.
Outcomes:
Students will learn to apply sociological theories and methods to an analysis of cultural fields and understand the diversity of contemporary cultural objects and expressions, and how they are produced and used in social action

SOCL 448 Technology & Material Culture (3 Credit Hours)
This course will serve as an introduction to the sociology of things, most notably the sociology of technology, design and the built environment.
Outcomes:
Students will develop an understanding of both cultural, constructivist and political-economic approaches to the construction of technology and artifacts, and of a variety of theoretical approaches to the study of their impact and audience-response

SOCL 452 Complex Organizations (3 Credit Hours)
Formal organizations treated comparatively and systematically as major components of modern social organization are featured.
Outcomes:
Students will develop an understanding of leading theoretical traditions, historical and cross-national variation, organization-environment relations, and selected internal processes in the field of complex organizations

SOCL 453 Occupations and Professions (3 Credit Hours)
This course focuses on the structure of paid work in modern society, and its relationship to unpaid work and to self-employment. Special attention is given to the role of skills and knowledge in the structuring of work.
Outcomes:
Students will develop an understanding of how both macro and micro factors structure work; from capitalism, industrialism, gender, race and globalization to workplace interaction and culture

SOCL 461 Race & Ethnicity (3 Credit Hours)
This course explores the construction, meaning, uses and consequences of racial and ethnic identity in American society over time.
Outcomes:
Students will understand the role of migration and immigration on the construction of identity; analyze prejudice, discrimination, and inter-group conflict; and explore how social movements have and are changing these group relationships

SOCL 462 The Urban Metropolis (3 Credit Hours)
This course examines urbanization and its consequences through social theory and empirical studies emphasizing the modern European and American experience.
Outcomes:
Students will understand ecological and political economy perspectives on metropolitan development; changing regional patterns of population, housing, and employment; and urban governance, planning, and policies for the future

SOCL 463 Sociology & Natural Environment (3 Credit Hours)
This course examines the relationship between social life and the natural environment.
Outcomes:
Students will be able to demonstrate a sociological understanding of the relationship of humans to the natural environment and draw connections between basic ecological understandings of nature and the human impact on the natural world

SOCL 471 Sociology of Deviance & Control (3 Credit Hours)
This course is a socio-historical look at definitions of forms of deviant behavior and the identification of individuals as deviant.
Outcomes:
The student will learn how history and philosophy shape the definitions of deviant behavior and the methods used to control it; They will develop a sociological imagination to perceive the meaning of deviance beyond the superficialities of today's headlines

SOCL 473 Criminology (3 Credit Hours)
This course examines modern and traditional theories of criminology and their implications for social control, with emphasis on current work in criminology theory, social planning, and evaluation research.
Outcomes:
The student will acquire knowledge of the relationship between the various explanations of crime patterns and how these theories work to reduce or fail to reduce the level of criminal behavior

SOCL 481 Medical Sociology (3 Credit Hours)
This course will examine critical factors affecting mortality and morbidity; mental health; health services; community health; cross-cultural differences; aging and the strategy and conduct of socio-medical research.
Outcomes:
The student will be able to critically analyze the social components of illness and of health and to integrate theory and research in the study of health care institutions globally

SOCL 482 Education in Society (3 Credit Hours)
This course focuses on the social processes that affect both the means and ends of education. It has three units: Schools as Organizations; Inequality in Education; and Education and Cultural Reproduction. Open to all Graduate students.
Outcomes:
Improved understanding of the social processes and outcomes of education

SOCL 483 Teaching Sociology (3 Credit Hours)
Pre-requisites: Completion of at least one semester of graduate coursework
Students will learn to identify good teaching practices, to practice relevant skills, and to begin a lifelong process of professional development. They will develop materials for an undergraduate course.
Outcomes:
Students will create a portfolio of materials for an undergraduate course that reflect "best practices" in education

SOCL 490 Workshop: Applied Sociology (1 Credit Hour)
This focuses on special issues for methods used by applied sociologists, and topics vary from semester to semester. Most workshops involve presentations by faculty or applied sociologists from outside the university.
Outcomes:
Students will develop expertise in, for example: survey research, evaluation research, use of population data in policy making, focus groups, and developing community leadership

SOCL 491 Sociological Discourse (3 Credit Hours)
The course examines the nature of sociological argumentation in existing scholarly and popular literature and in the students' own writing.
Outcomes:
Students will be able to formulate and present sociological arguments in both oral and written forms, and to demonstrate their understanding of the relationship between problem formulation, data collection and measurement and analysis in their own and others' work

SOCL 494 Internship (3 Credit Hours)
Placements are typically in non-academic settings, e.g., government agencies, community organizations, businesses, or labor organizations. Students are expected to work a minimum of 100 hours and write an internship report.
Outcomes:
Students will develop skills in applying sociological methods and theoretical perspectives to the understanding and ameliorating of social issues in real world settings

SOCL 497 Independent Research (3 Credit Hours)
Students registered for independent study will meet as a workshop, under the guidance of a faculty member, at least three times per semester. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 498 Independent Research (1-3 Credit Hours)
Work on an individual research project under the supervision of a faculty member. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 499 Directed Study (3 Credit Hours)
Develop a reading list and paper under the supervision of a faculty member.

SOCL 500 Seminar-Applied Sociology & Social Policy (3 Credit Hours)
This course examines the use of sociology in determining and selecting alternative social policies.
Outcomes:
Students will develop knowledge about the roles that applied sociologists play in society; the relationship between sociologists and clients or organizations; the social research process and how it affects the research product; and ethical considerations of applied sociologists

SOCL 505 Controversery Current Social Thought (3 Credit Hours)
This is a seminar in which students and faculty will examine in detail particular controversies that are emerging in theoretical approaches to sociology. Topics will vary.
Outcomes:
Students will develop advanced skills in theoretical discourse

SOCL 510 Research Special Areas (3 Credit Hours)
Advanced methodology seminar in special topics.
Outcomes:
Students will develop advanced skills in the special area

SOCL 520 Topics in Contemporary Society (3 Credit Hours)
Various topics in the study of modern society
Outcomes:
Students will develop advanced skills in the particular area

SOCL 525 Seminar in Comparative Studies (3 Credit Hours)
The seminar will expose participants to comparative approaches in defining issues, topics or institutions, researched by comparative sociologists and cultural anthropologists. Specific topics for consideration will vary.
Outcomes:
Students will acquire knowledge of the utility of comparative approaches to cultural and social structures in developing greater definition and clarity, and a deeper understanding of a given topic

SOCL 540 Issues: Sociology of Religion (3 Credit Hours)
Focused study on a variable topic in the sociology of religion.

SOCL 560 Seminar-Issues in Communities & Urban Sociology (3 Credit Hours)
This course explores current issues in cities and in the sociological study of cities.
Outcomes:
Students will become familiar with current debates in urban sociology and apply sociological theories and analysis to contemporary issues in cities

SOCL 580 Seminar: Issues in Medical Sociology (3 Credit Hours)
This course explores a specialized topic in the sociology of health and medicine. Restricted to Graduate Students.
Outcomes:
Ability to analyze individual, social and institutional effects on health and medicine

SOCL 595 Thesis Supervision (1 Credit Hour)
Write a thesis under the supervision of a faculty member.

SOCL 600 Dissertation Supervision (1 Credit Hour)
Write a dissertation under the supervision of a faculty member.

SOCL 605 Master's Study (1 Credit Hour)
Develop a reading list and paper for an MA project under faculty supervision.

SOCL 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career.

Spanish (SPAN)

SPAN 402 Methods of Teaching Spanish (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. Students will explore theoretical, investigative, and practical issues of communicative language teaching that will help them develop communicative classroom environments that blend listening, speaking, reading, and writing.
The material in this course should encourage students to question assumptions and begin to formulate their own ideas about what goes on in their classrooms and in second language learning in general.

SPAN 403 Structure of Modern Spanish (3 Credit Hours)
An introduction to Spanish linguistics to provide a general understanding of phonology, morphology and syntax, as well as a history of Spanish grammar including variation and change.
Outcomes:
Students will understand the rules that govern sounds, word and sentence structure, and the dynamic interaction between Spanish and its neighboring languages

SPAN 405 Critical Methods (3 Credit Hours)
This course provides training in the application of contemporary critical methods with attention to the development of greater proficiency in literary analysis and written expression.
Outcomes:
Students will be able to discuss and write about knowledgeably works from the major literary genres: drama, prose fiction, essay, and poetry

SPAN 410 General Linguistics & Romance Languages (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in heritage language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. The material in this course should encourage students to question assumptions and begin to formalize their own ideas about what goes on in their classrooms and in heritage language learning in general.
Course equivalencies: X-SPAN410/CLST410/FREN410

SPAN 415 Medieval Spanish Literature (3 Credit Hours)
This course studies the development of Spanish medieval literature from the jarchas through the Celestina.
Outcomes:
Along with increasing their knowledge of Spanish history in the medieval period, students will be able to appreciate how the literature reflects the culture of the period

SPAN 416 Golden Age of Spanish Literature (3 Credit Hours)
This course is a graduate seminar whose primary focus is the literary production of the Spanish Golden Age, which dates from the second half of the sixteenth century to the end of the seventeenth. Students will analyze works of various genres - autobiography, prose, drama, poetry and the novel - by the most prominent authors of the time, including Teresa of Ávila, John of the Cross, Miguel de Cervantes, Baltasar Gracián, Francisco de Quevedo, Luis de Góngora, Félix Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina and María de Zayas. We will give special attention to the historical, social and cultural context of early modern Spain, and students will gain exposure to the major critical trends and interpretation of Golden Age literature. The authors to be studied confront readers with the complex social fabric of pre-modern Spain and immerse us in the religious and economic realities of the Iberian Peninsula, the Mediterranean world and Europe. Our close reading of the texts will allow us to explore how early modern Spanish writers reflect the spiritual, intellectual and political currents of their time, especially as they shed light upon the network of institutions, practices, and beliefs that constituted Spanish culture.

SPAN 419 Romanticism in Spanish Literature (3 Credit Hours)
This course is a survey of Romanticism as a literary movement including its influence upon nineteenth-century culture.
Outcomes:
Students will be able to understand the philosophical, artistic, and esthetic tenents of Romanticism and their representation in a series of Hispanic texts from prose fiction to poetry and drama

SPAN 420 Realism & Naturalism (3 Credit Hours)
This course focuses on the various political, ideological, and intellectual trends that have shaped nineteenth-century Spanish literature and emphasizes the aesthetic and cultural influences that made the Spanish literary universe unique. It also takes up the question of the ways in which the literature of nineteenth-century Spain might be compared to that of Latin America and of the Western world generally. It will provide an overview of the key topics, writers, and literary genres of nineteenth-century Spanish literature, with particular emphasis on novels, poetry, folletines, short stories and, to a lesser extent, visual art. We will discuss the complexities of Spanish modernity using current theoretical perspectives in addition to various historical approaches, while emphasizing the way in which these texts offer multiple views of Spanish national identity and the construction of different models of the modern self.

SPAN 421 Theatre of Twentieth Century (3 Credit Hours)
The evolution of theatrical modes in 20th Century Spain. Authors: M. Mihura, Benavente, Valle Inclán, Arniches, García Lorca, Buero Vallejo, etc.
Outcomes:
Students will be able to explain how theater has dealt with contemporary experiences such as the Spanish Civil War, civil war, the polarization of society, group thinking, dictatorship, the inception of new mores and the inevitability of change

SPAN 426 Theater of The Golden Age (3 Credit Hours)
This course is a graduate seminar with a primary focus on theatrical works written in the Spanish Golden Age, which began in the mid-sixteenth century with the dramatist Lope de Rueda and ended in the late seventeenth century with the death of Calderón de la Barca. It combines the study of shorter works, entremeses, and full-length plays, or comedias, written by the most renowned playwrights of early modern Spain, including Cervantes, Lope de Vega and Tirso de Molina. Through the reading of these authors, students will explore the themes and social factors which shaped the plays of the Golden Age and will become familiar with the theatrical tradition that impacted Spanish society at all levels. Attention will also be given to the role of gender, religion, and socio-economic status in pre-modern Spanish society. We will use these texts in order to understand the historical context and the main currents of thought in early modern Spain.

SPAN 431 Poetry of The 20th Century (3 Credit Hours)
This course traces developments in Spanish poetry through a study of the works of selected poets, with special emphasis on the writers of the Generation of 1927.
Outcomes:
Students will understand the relationship between modernism and the avant garde, as well as the turn toward free verse and social poetry in the post-war period

SPAN 436 Poetry of The Golden Age (3 Credit Hours)
This course covers poetic theory and practice from Garcilaso to Góngora. It presents the classic modes as they were imitated and transformed to create a new poetic language.
Outcomes:
Students will be able to recognize the distinct styles and forms of Golden Age poetry

SPAN 437 Golden Age-Spanish Mysticism (3 Credit Hours)
This course is a survey of the most prominent authors of the Spanish Golden Age mystics - Ignatius of Loyola, Teresa of Avila, and John of the Cross, whose writings reflect the religious, spiritual, and intellectual currents of Counter-Reformation Spain. In the form of an independent study, students will examine the ascetical, mystical, and Illuminist trends of the sixteenth and seventeenth centuries, as well as the most important themes these writers developed in early modern Iberia: conversion and authority, vice and virtue, penance and pilgrimage, devotion and humor. These themes will be explored in the majors works (primary sources) of these authors, which will be complemented by secondary source readings and each student's independent research. The writers studied in this course and their texts will also be viewed in the context of the greater literary and artistic production of the Spanish Golden Age.

SPAN 441 Prose of The 20th Century (3 Credit Hours)
This course studies the development of Spanish prose from the Generation of 1898/ Modernism through Post-modernism, with emphasis on the novel, short story, and essay.
Outcomes:
Students will better appreciate and understand the complex literature of modern Spain

SPAN 446 Prose of The Golden Age (3 Credit Hours)
The course studies representative selections from the pastoral and the picaresque novel, the short novel, and didactic works of the period (Gracián and Quevedo).
Outcomes:
Students will understand how these authors expressed colliding sensibilities, and incorporated traditional themes-love, knowledge, deception, violence-through parody and satire

SPAN 447 Don Quijote (3 Credit Hours)
This course is a graduate seminar and its primary focus is the literary masterpiece of Miguel de Cervantes, El ingenioso hidalgo don Quijote de la Mancha (1605, 1615). Students will analyze the work that has come to be known as the first modern novel of Europe, and, through a close reading of the text, study the novel in relation to the literary traditions of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, the picaresque novel, including poetry and the comedia. We will give special attention to the historical, social and cultural context of Cervantes' world, and students will gain exposure to the major critical trends and interpretations surrounding his novel. Cervantes confronts readers with the complex social fabric of early modern Spain, and immerses us in the religious and economic realities of the Iberian Peninsula and the Mediterranean world. Our close reading of Don Quijote will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPAN 470 Hispanic-American Poetry (3 Credit Hours)
The course traces the development of Latin American poetry in such representative poets as Rubén Darío, Gabriela Mistral, and Octavio Paz.
Outcomes:
Students will recognize the major themes and forms of Latin American poetry with a special emphasis on the 19th and 20th centuries

SPAN 480 Hispanic-American Novel (3 Credit Hours)
Pre-requisites: graduate standing
Analyzes salient themes and formal features of twentieth-century novel. Taught in Spanish. Prerequisite: graduate standing.
Outcomes:
Students will identify stylistic and thematic contours of the modern Latin American novel and draw connections between works of literature and the broader culture

SPAN 487 La Novela De La Revolucion Mexico (3 Credit Hours)
Pre-requisites: graduate standing
An analysis of representative works and themes of the Mexican Revolution, its mystique, critique, and legacy. Taught in Spanish.
Outcomes:
Students will comprehend main features of literature of the Revolution and draw relationships to contemporary Mexican cultural themes

SPAN 489 Cuento Hispano-Americano (3 Credit Hours)
The development of the Hispanic short story is studies in this course. Authors included are Quiroga, Cortázar, García Márquez, Castellanos, Valenzuela, and Ferré.
Outcomes:
Students will be able to contextualize the stories, analyze them both formally and thematically, and recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 490 Hispanic Culture & Civilization (3 Credit Hours)
Pre-requisites: graduate standing
Interdisciplinary seminar brings to bear perspectives of literary intellectuals, anthropologists, sociologists, educators, and theologians on the topic. Visions of America. Taught in Spanish.
Outcomes:
Students will understand significance and many facets of theme of cultural identity in Latin America as expressed in various disciplines

SPAN 499 Graduate Internship (1-6 Credit Hours)
A course designed to provide students with the opportunity to make a connection between Hispanic Studies and its praxis in a professional work environment.

SPAN 500 Directed Readings (3 Credit Hours)
The course is composed of special readings undertaken only by highly qualified students and supervised by a member of the department.
Outcomes:
Students will be able to work individually on a research project of their own selection

SPAN 501 Thesis Research (3 Credit Hours)
Pre-requisites: Completion of initial thesis forms appearing on the GS website; permission of thesis director
Designed for graduate students who wish to write an M.A. thesis, and therefore conduct, and receive credit for, thesis-related research under the direction of the thesis director.
Outcomes:
To advance the student's knowledge in the area of focus; to enhance research skills and allow the student to develop bibliographies and a research paper

SPAN 595 Thesis Supervision (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their MA thesis.

SPAN 599 Directed Primary Research (3 Credit Hours)
Pre-requisites: Students must have the permission of the Instructor of Record to enroll in this course
This course will culminate in the completion and presentation of a well-polished article-length paper in modern languages, literatures and linguistics to faculty members in the form of an oral defense. This course fulfills the Masters Essay.
Outcomes:
To refine and articulate a specific article-length research project in Hispanic Studies, and to research, write and defend this successfully completed project

SPAN 605 Master's Study (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their Masters' essay.

Statistics (STAT)

STAT 401 Introduction to Applied Statistics Using R (1 Credit Hour)
Pre-requisites: Limited to Graduate Students Only
This course covers the basics of applied statistics including descriptive statistics and visualization (including graphing), univariate methods, inference, hypothesis testing and confidence intervals, two-sample and paired analyses, simple and multiple linear regression, ANOVA and logistic regression. The course introduces and uses the R freeware package.
Outcomes:
Upon completion of this course, it is expected that students will skillfully and accurately perform real-time data analysis using R and R/Studio

STAT 403 SAS Program & Applied Statistics (3 Credit Hours)
While simultaneously reviewing basic statistical methods (t tests, regression, ANOVA, interaction, etc.), this course introduces statistical modelling using the SAS program, involving the DATA step and various SAS procedures. Working on hands-on projects using real datasets, students present their final project results.

STAT 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

STAT 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

STAT 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion. In addition to applications, some theoretical derivations/proofs will also be emphasized.
Course equivalencies: X-MATH406/STAT406
Outcomes:
Students mastery of methods in stochastic processes and the ability to apply these in areas like biology, social science, sports, and finance

STAT 407 Statistical Design (3 Credit Hours)
This course provides students with a thorough introduction to statistical experimental design and to the statistical methods used to analyze the resulting data. The concepts of comparative experiments, ANOVA and mean separation procedures will be reviewed; blocking (complete and incomplete) will be discussed, as will be factorial designs, fractional factorial designs, and confounding. The course will focus on biometric applications such as clinical trials, HIV studies, and environmental and agricultural research, but industrial and other examples will occasionally be provided to show the breadth of application of experimental design ideas.

STAT 408 Applied Regression Analysis (3 Credit Hours)
This course provides students with a thorough introduction to applied regression methodology. The concept of simple linear regression will be reviewed and discussed using matrices, and multiple linear regression, transformations, diagnostics, polynomial regression, indicator variables, model building and multicolinearity will be discussed, as will be nonlinear and generalized linear regression. The course will focus on applications such as those from biometry and biostatistics (clinical trials, HIV studies, etc.), sports, engineering, agriculture and environmental science.

STAT 410 Categorical Data Analysis (3 Credit Hours)
This course provides an introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modeling techniques based on generalized linear models. Specialized methods for ordinal data, small samples, multi-category data, and matched pairs will also be discussed. The focus throughout this course will be on applications and real-life data sets.

STAT 411 Applied Survival Analysis (3 Credit Hours)
Modern statistical methods are covered to analyze data that is right, left and/or interval-censored. Nonparametric approaches such as the Kaplan-Meier estimation technique, log-rank test and proportional-hazards model are considered as are parametric methods such as those based on the Exponential and Weibull distribution. Accelerated failure time models and nonlinear models are also discussed.

STAT 421 Math Modeling & Simulation (3 Credit Hours)
This course uses SAS, R and high-level languages to perform statistical modelling by conducting statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs. Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or otherwise intractable.
Course equivalencies: X-COMP421/MATH421/STAT421

STAT 426 Advanced Statistical Inference (3 Credit Hours)
This course presents the role of likelihood methods in a whole range of statistical problems. The course reviews theoretical developments such as efficiency, completeness, and the Cramer-Rao lower bound, and shows how the likelihood approach is used to surpass these methods and to analyze regression problems, to deal with nuisance parameters by using marginal likelihood methods, and to deal with complex data structures such as censored and spatial data.

STAT 436 Topics in Biostatistics (3 Credit Hours)
This course covers experimental design (including interaction, analysis of covariance, and crossover designs) and the analysis of designed studies, simple and multiple linear regression, generalized linear and nonlinear regression, bioassay, relative potency and drug synergy, multivariate analysis (including MANOVA and multivariate regression), repeated measures (designs and analysis), and survival analysis (Cox proportional odds, log-rank tests, Kaplan-Meier estimation) of censored data. The emphasis of the course will be on applications instead of statistical theory, and students will be required to analyze real-life datasets using popular statistical packages.

STAT 437 Quantitative Bioinformatics (3 Credit Hours)
This course explores recently developed mathematical, probabilistic and statistical methods currently used in the fields of bioinformatics and DNA microarray and protein array data analysis. These include stochastic processes, (hidden and traditional) Markov chains, tree- and clustering techniques (including principal components analysis and biplots), discriminant analysis, experimental design strategies and ANOVA methods. Our focus in this course is on the application of these techniques and on meaningful interpretation of results.

STAT 438 Introduction to Predictive Analytics (3 Credit Hours)
Pre-requisites: Graduate students only
This course focuses on finding patterns, associations, and relationships in data. In examining real-world datasets, this course highlights, develops and applies methods in simple and multiple linear and logistic regression, classification and discriminant analysis, resampling methods, model selection, additive models and splines, tree-based methods, support vector machines, and unsupervised learning techniques such as clustering and PCA.
Outcomes:
Upon completion of this course, it is expected that students will master applied methods in predictive analytics (using R and/or Python) with applications to real data-sets

STAT 444 Longitudinal Data Analysis and Mixed Modeling (3 Credit Hours)
Pre-requisites: Graduate Students only
This course focuses on repeated measures, longitudinal, hierarchical and mixed modeling data analysis with an eye to applications, model identification, software implementation, and interpretation of computer results.
Outcomes:
Upon completion of this course, it is expected that students will master applied mixed-modelling methods (using R and/or SAS) with applications to real data-sets

STAT 451 Applied Nonparametric Methods (3 Credit Hours)
Pre-requisites: Graduate Students only
Many basic statistical techniques are based upon normal or binomial distributional assumptions which may not be appropriate in practice. This course introduces and illustrates rank-based methods, permutation tests, bootstrap methods, and curve smoothing useful to analyze data when normal and/or binomial assumptions are not valid.
Outcomes:
Upon completion of this course, it is expected that students will master applied nonparametric statistical methods (using R and/or SAS) with applications to real data-sets

STAT 460 Bayesian Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
A graduate-level treatment of Bayesian methods for data analysis focusing on the theoretical foundations and computational strategies for modern Bayesian inference. Topics include the formulation and analysis of single- and multi-parameter Bayesian models, hierarchical and multilevel structures, and Bayesian generalized linear models. The course will also consider advanced Markov Chain Monte Carlo computational techniques such as Gibbs sampling, Metropolis-Hastings algorithm, and Hamiltonian Monte Carlo. Emphasis is placed on both the mathematical underpinnings of Bayesian analysis and the implementation of complex models using contemporary software tools.
Outcomes:
By the end of the course, students will be able to: formulate and analyze complex Bayesian models; compare and select complex Bayesian models; critically interpret and communicate Bayesian analyses in research settings; extend basic Bayesian methods to advanced/nonstandard models

STAT 464 Multivariate Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
The course emphasizes both the theoretical foundations and applied aspects of multivariate analysis. Students will examine data exploration, inference, and model-based approaches, including principal components, factor and canonical correlation analysis, discriminant and cluster analysis, MANOVA, and modern dimensionality reduction techniques. The course will also introduce extensions of these methods and encourage critical evaluation of their assumptions and limitations. Statistical software, such as R, will be used for implementation and analysis.
Outcomes:
By the end of the course students will be able to: explain and analyze the theoretical framework underlying common multivariate methods; derive and interpret results from principal component and factor analyses; apply and critique modern dimensionality reduction and visualization techniques

STAT 465 Actuarial Theory I (0 Credit Hours)
This course provides an introduction to the models and methods used in actuarial mathematics and risk theory. Students are expected to gain a broad understanding of frequency and severity modelling, pricing, and accumulated risk. This course includes a blend of theory and applications.
Course equivalencies: X-MATH465/STAT465

STAT 466 Actuarial Theory II (0 Credit Hours)
With an introductory background in the field provided in STAT 465, this course thoroughly explores modelling and estimation techniques in actuarial mathematics and risk theory.
Course equivalencies: X-STAT466/MATH466

STAT 468 Risk Theory (0 Credit Hours)
With a focus on insurance, pensions and investments, this course provides an overview of the theory of risk, emphasizing the statistical challenges and assumptions inherent in models and methods.
Course equivalencies: X-STAT468/MATH468

STAT 488 Topics in Statistics (1-3 Credit Hours)
This topics course provides the means for new courses on current or 'hot' topics to be offered to students, with the topics being crafted to the given topic at hand. As such, the course may be taken repeatedly.

STAT 495 Statistical Consulting Capstone (2 Credit Hours)
Pre-requisites: Graduate Students only
Students enrolled in this course will be introduced to statistical consulting techniques useful for work with researchers and decision-makers in university, medical, financial and industrial settings; students will engage in actual hands-on statistical consulting with administrators, researchers, or students at one of Loyola's lakeside campuses or remotely.
Outcomes:
Upon completion of this course, it is expected that students will master the soft-skills of statistical consulting, communication, active listening, and real-time data analysis

STAT 498 Independent Study Statistics (1-6 Credit Hours)
Working with a statistics faculty member on a one-on-one or small group format, this course affords students the opportunity to thorough explore a statistical topic at greater depth. Generally, it involves a good deal of outside reading and/or programming, and weekly meetings with the professor.

Theology (THEO)

THEO 401 Tutorial in Biblical Studies (3 Credit Hours)
A reading course with variable content and readings in the area of biblical studies.

THEO 403 Topics in Rabbinic & Medieval Literature (3 Credit Hours)
Topics in post-biblical Jewish literature and thought, covering texts from approximately 200 to 1600.

THEO 404 History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution, in the context of the ancient Near East.
Course equivalencies: IPS 440/THEO 404
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 405 Formation of The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament, in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition.
Course equivalencies: IPS441/THEO 405
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 406 Basic Hebrew Grammar (3 Credit Hours)
Study of the fundamental elements of classical Hebrew.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 407 Hebrew Exegesis (3 Credit Hours)
Introduction to the fundamentals of classical Hebrew, including the Hebrew alphabet, basic syntax, and the basic grammatical forms of the language, designed to advance reading knowledge of the Old Testament.

THEO 418 Theological Prophets-Ancient Israel (3 Credit Hours)
This course examines the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by contemporary sociological and anthropological perspectives. Standard historical-critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 420 Seminar (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 421 Directed Reading in Bible Studies (1-3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 422 Directed Reading in Bible Studies (3 Credit Hours)
Independent research in topics in bible studies according to program developed jointly by the student & faculty director.

THEO 424 The Synoptic Gospels (3 Credit Hours)
Study of the diversity of early Christianity as represented in the Synoptic Gospels, particularly the commonalities and contrasts in the worldviews operative in Mark, Luke, and Matthew.
Course equivalencies: IPS 445/THEO 424

THEO 425 Luke-Acts & New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view.
Course equivalencies: IPS 446/THEO 425
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 427 St Paul's Contribution to Christianity (3 Credit Hours)
Examination of Paul's thought through exacting analysis of Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity.
Course equivalencies: IPS 448/THEO 427
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 429 Person of Jesus in New Testament (3 Credit Hours)
In this course, attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities.
Course equivalencies: IPS 449/THEO 429
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 436 Christology (3 Credit Hours)
This course will study the speculations and formulations concerning the person of Christ and the redemptive incarnation from the early fathers and councils up to and including modern times.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 437 Mystery of God in Christian Theology (3 Credit Hours)
The Christian church has insisted, from the beginning, that Jesus Christ is decisive in humanity's access to, and understanding of, God. This realization was expressed in the doctrine of the Trinity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 440 Seminar in Systematic Theology (1-12 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 441 Directed Reading in Systematic Theology (3 Credit Hours)
Independent research in topics in systematic theology according to program developed jointly by the student & faculty director.

THEO 447 Philosophical Theology (3 Credit Hours)
A study of the ways in which philosophical assumptions, systems, and methodologies shape theological reflection.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 449 Phenomenology of Religion (3 Credit Hours)
This course will examine religion from a phenomenological point of view, allowing the methods and texts of phenomenology to shape our understanding of religious phenomena, such as revelation, givenness, metaphysics, incarnation, etc.. Topics may also include investigations of the borders between phenomenology and theology.

THEO 459 Contemporary Theology (1-12 Credit Hours)
Advanced study of readings and themes in contemporary theology, in conversation with a variety of disciplines.

THEO 460 Seminar in History of Theology (1-12 Credit Hours)
A consideration of the organizing models characteristic of theology in particular periods. The seminar is organized around a specific doctrinal theme determined, in part, by the specialized interests of the students.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 461 Directed Readings in History of Theology (3 Credit Hours)
Independent research in topics in history of theology according to program developed jointly by the student and faculty director.

THEO 464 Religion & Politics in Christian History (3 Credit Hours)
Exploration of the intersections of religious and political thought in Christian history from the 19th century to today.

THEO 470 Foundations Crititical Issues Theological Ethics (1-12 Credit Hours)
Devoted to a critical analysis of theological ethics firmly rooted in the historical method, studying the various methodologies, critical issues and the personalities.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 475 Natural Law & Theological Ethics (3 Credit Hours)
Some of the many theological interpretations of natural law developed in Western Christian thought will be examined. The issue of a specific Christian ethic vis-à-vis a universal humanistic ethic will be investigated.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 477 Feminist Issues in Theology and Ethics (3 Credit Hours)
Designed around current issues in feminist theology and ethics. Issues include the role of the Bible in feminist theology, hermeneutics, theological education, church and sacraments, as well as normative theory, sexuality and reproduction, and ecology.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-THEO477/WOST468/WSGS468
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 478 Issues in Medical Ethics (3 Credit Hours)
The course will deal with the problems of abortion, genetic engineering, technological reproduction, sterilization of the handicapped, prolonging life, etc.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 480 Seminar in Christian Ethics (1-12 Credit Hours)
In-depth study of select topics in contemporary Christian ethics. Topics vary from faith and morality, religion and politics, church-state relations, and work to ecology, sexuality, and eschatology.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 481 Directed Readings Christian Ethics (3 Credit Hours)
Independent research in topics in Christian ethics according to program developed jointly by the student and faculty director.

THEO 500 Theological Pedagogy I (0 Credit Hours)
Theological Pedagogy is designed for graduate students interested in teaching theology courses at LUC. The hope is to help future instructors succeed in the classroom with a thoughtful reflection on course learning goals and then constructing a syllabus that reflects those individual goals - all while discussing and keeping in focus the "special" nature of theology and religious studies.
Outcomes:
Students will reflect on course learning goals for their own future courses; Students will produce a syllabus for their own future courses

THEO 502 Theological Pedagogy II (0 Credit Hours)
Theological Pedagogy is designed for graduate students to take simultaneously with their first semester as an instructor of record for a core Theology course. Among other goals, students are encouraged to develop a greater sense of one's own personal identity in the classroom through the crafting of a Teaching Philosophy, foster a community of support and critical reflection with other first-time instructors, and participate in the culminating Symposium on the Teaching of Theology and Religious Studies.
Outcomes:
Students will craft a Teaching Philosophy that reflects on their personal identity in the classroom; Students will reflect on their teaching in the classroom through presenting in a Symposium on the Teaching of Theology and Religious Studies

THEO 515 Gospels in Early Christianity (3 Credit Hours)
This course will focus on the study of one or the other of the four gospels.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 517 Early Christian Letters (1-12 Credit Hours)
This course studies letters from Christian leaders of the first two centuries A.D. in their original Greek language.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 519 Latr Nt-Subapost Writ (3 Credit Hours)
This course studies New Testament and non-canonical Christian writings in their original Greek language from the late first and early second century A.D.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 523 Cultural-Religious Environment Early Christianity (3 Credit Hours)
This course examines specific aspects of the cultural and religious environment of the Mediterranean world between 200 B.C. and A.D. 300 relevant to early Christianity. Outcomes A deep level of understanding and of critical thinking with respect to the subject matter of the course.

THEO 527 Various Community Early Christianity (3 Credit Hours)
The course will examine the identity, cohesion, and institutions of various communal groups in early Christianity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 530 Seminar - Variable Titles (1-12 Credit Hours)
Extensive and in-depth study of selected topic.

THEO 536 Christian Doctrine-Catholic Theology (3 Credit Hours)
This course will examine the dialectical relationships between Christian doctrine and theological learning.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 560 Contemporary Authors (1-12 Credit Hours)
This course will examine the methods, concerns, major issues, achievements, and lasting influence of twentieth century writers whose work has significantly shaped theology today.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 570 Fundamental Issues in Christian Ethics (1-12 Credit Hours)
Fundamental issues raised in defining Christian ethics, delineating its sources and methods, developing normative theories, and analyzing processes of moral decision-making.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 573 Roman Catholic Ethics (3 Credit Hours)
This course will concentrate on one or more classic topics in Roman Catholic ethics.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 575 Religious Ethics and Social Theory (3 Credit Hours)
This course investigates what religious ethics gains from and contributes to basic concerns.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 580 Christian Social Ethics (3 Credit Hours)
The course will examine the sources, transformation, problematics, and potential directions in developing the middle principles which articulate the interaction of theological ethics and social questions.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 585 Issues Applied Theology Ethics (3 Credit Hours)
An examination in depth one or more areas which have traditionally engaged religious ethicists.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 590 Directed Readings and Research (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 592 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 593 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 600 Dissertation Supervision (1 Credit Hour)
Students who have filed the dissertation paperwork and are currently writing, should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 605 Master's Study (1 Credit Hour)
Students who have completed their Master's level course work and are preparing for the comprehensive exams should enroll in this course, unless they plan to take the exam while taking courses. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 610 Doctoral Study (1 Credit Hour)
Students who have completed their doctoral level course work and are studying for the written and oral comprehensive exams should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

Women and Gender Studies (WSGS)

WSGS 401 History of Feminist Thought (3 Credit Hours)
This course surveys the historical development of feminist thought from Mary Wollstonecraft to second wave feminism and beyond and analyzes the impact of feminism on the general culture.
Course equivalencies: WOST401/WSGS401

WSGS 402 Foundations of Women's Studies (3 Credit Hours)
This course investigates how gender has become a critical category in education and knowledge and traces the institutional and intellectual development of women's and gender studies as a field, focusing on the evolution of WGS in the academy (here and in other countries) and on the changes in concepts of knowledge, in methodologies, and in pedagogy that women's studies scholarship has produced in various fields.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST402/WSGS402

WSGS 450 Global Feminisms (3 Credit Hours)
This course is a course that explores feminism and the study of gender in a global dimension. Chosen texts privilege the study of women, gender, and sexuality from an international perspective. The course highlights the intimate relationship between the study of feminism, (post/de)colonialism, and racism.
Course equivalencies: WOST450/WSGS450

WSGS 455 Feminist Pedagogy (3 Credit Hours)
Pre-requisites: Graduate Status
This course will focus on distinctly feminist ways of learning and teaching. As with feminist theory and research methods, feminist pedagogy has been understood to include characteristics like self-reflexivity, de-centered authority, standpoint epistemologies, examinations of power dynamics, and attention to embodied ways of learning and knowing.
Outcomes:
Understand the foundational principles of feminist pedagogy and related approaches to teaching; Develop skills to analyze and produce sound teaching practices within a feminist intersectional framework

WSGS 460 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: Graduate Status
We will explore how crossing borders, identity politics, gender, and sexuality intersect to produce a conversation on contemporary global immigration issues. Focus is on movement from three geographic locations from/to the Global South and North: Latin America to the US and Europe; Africa to Europe; Europe to Latin America and back.

WSGS 470 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: Graduate Status
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Course equivalencies: WOST370/WSGS370/WGSG470
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 475 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: Graduate Status
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 480 Queer Theory (3 Credit Hours)
Pre-requisites: Graduate status
This graduate level course maps the field of queer theory from an interdisciplinary perspective in order to cover a wide range of theoretical and disciplinary approaches and interpretive applications. Outcome: Students will acquire and utilize theoretical concepts in queer studies, develop cultural competency in queer studies and present information about the field orally and in writing.
Interdisciplinary Option: Women & Gender Studies

WSGS 497 Topics in Women's Studies and Gender Studies (3 Credit Hours)
This topics course may originate in Women's Studies and Gender Studies or as a cross-listed course and deals with women's and gender topics including identity, sexuality, diversity, relationships of power in national, transnational and international contexts. The ethical and social justice implications of topics include feminist perspectives.
Course equivalencies: WOST497/WSGS497
Outcomes:
Students understand feminist perspectives on gender in literature; Students connect theory and practice in writing, performance, action or in combined formats

WSGS 498 Practicum (1-3 Credit Hours)
WSGS Practicum gives students the option of doing an internship, teaching assistantship, or research assistantship under the supervision of a faculty member. This practicum counts as an elective credit towards the student's MA degree.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST498/WSGS498
Outcomes:
Develop intersectional research and critical thinking skills in academic/socio-cultural contexts while being fully engaged in Practicum; Enhance written and verbal communication through creative use of Feminist pedagogy and methodology to enhance classroom education and public/academic presentations

WSGS 499 Independent Study (1-3 Credit Hours)
An independent study provides students with the opportunity to work closely and one-on-one with a faculty member. The student can choose her/their/his topic or creative project. The independent study should be comparable to a graduate-level course.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST499/WSGS499

WSGS 500 Thesis Research (3 Credit Hours)
A Thesis Research course allows graduate students to fine tune their research skills, academic writing, and independent thought while they are preparing their thesis proposal and/or writing their thesis.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST500/WSGS500

WSGS 595 Thesis Supervision (1 Credit Hour)
The focus of a Thesis Supervision is to help students better strategize, structure, and organize themselves as they write their thesis. Students will also be advised about how to prepare for a successful oral defense.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST595/WSGS595

WSGS 599 Capstone Presentation (0 Credit Hours)
Pre-requisites: Successful completion of 12 hours in the MA program in WSGS
WSGS 599 is the culmination of the Master's program in Women's Studies and Gender Studies. Requirements include a 10 page synthesis paper or detailed outline, annotated bibliography, and public presentation at our biannual capstone ceremony.
Outcomes:
Synthesis of the students' graduate coursework; performance of the diversity of outcomes in WSGS; celebration of students' achievements; networking

WSGS 605 Master's Study (1 Credit Hour)
Continuing work on completion of the Master's Degree in Women's Studies and Gender Studies.
Interdisciplinary Option: Women & Gender Studies

Arts and Sciences

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Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Bioinformatics (BIOI)

BIOI 400 Programming Biology (1 Credit Hour)
This is a 6-week course introduction to scripting programming languages within the framework of biological data analysis. Graduate-level standing required. Students will learn foundational methods and algorithms for analysis of biological data.

BIOI 494 Bioinformatics Research Design (1 Credit Hour)
Course Restricted to Bioinformatics MS students Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement experimental design practices in bioinformatics

BIOI 495 Special Topics in Bioinformatics (1-12 Credit Hours)
The field of bioinformatics is ever evolving. As new technologies develop, demand arises for new methods and tools. Courses will focus on emerging trends in bioinformatics. Restricted to Bioinformatics Graduate Students. Student will learn about emerging topics in the field.

BIOI 498 Bioinformatics Internship (1 Credit Hour)
Pre-requisites: BIOI 500, Limited to MS Bioinformatics Non-Thesis track students only
An opportunity to obtain experience, knowledge, and skills in bioinformatics within a professional setting and thus expand the depth and breadth of the student's learning.
Outcomes:
Students can apply foundational principles in bioinformatics into practice

BIOI 499 Bioinformatics Research (1-12 Credit Hours)
Pre-requisites: Prerequisite: BIOI 494, Limited to MS Bioinformatics Thesis track students only
Students will conduct independent hypothesis-driven bioinformatics research under faculty guidance. Research efforts will include literature surveys, experimental design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for bioinformatics research

BIOI 500 Advanced Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOI 501 Bioinformatics Seminar (1-2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills.
Course equivalencies: X-BIOI501/BIOL451
Outcomes:
Students can summarize, critique, and present bioinformatics research

BIOI 565 Exploring Proteins (3 Credit Hours)
Pre-requisites: Biochemistry, restricted to Bioinformatics Graduate Students
Proteins are polymer chains of amino acids that fold into compact states that differ in structure, size, shape, and dynamics. Computational tools are essential for the prediction of protein structures, protein interactions, and structure-based drug design.
Outcomes:
Students will learn the concepts of building blocks of protein structure, and protein folding

BIOI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: BIOI 499
Laboratory research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

BIOI 605 Master's Study (1 Credit Hour)
This course provides FT status for a student who needs to meet the continuous enrollment requirement of the Graduate School while completing program requirements.

Biology (BIOL)

BIOL 401 Medical Literature and Ethics (3 Credit Hours)
The course will include lectures on the foundational concepts of modern ethics, in class discussions of ethics primarily centered on discussion of cases from different ethical perspectives, quizzes to assess reading mastery and familiarity with material to qualify students on how to discuss cases and formal case presentations by student working groups.
Outcomes:
Understand and articulate the philosophical basis for different ethical frameworks; Have a firm command of the "four principles" of Benevolence, Non-maleficence, Justice and Autonomy and their clinical applications; Be able to resolve clinical ethical issues and back up your reasoning

BIOL 402 Microbiology (3 Credit Hours)
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 405 Advanced Development (3 Credit Hours)
Developmental Biology draws from Genetics, Molecular Biology, Genomics, and Embryology and is a foundational science for understanding problems in Humans ranging from birth defects to cancer. Because of its multidisciplinary foundation, Developmental Biology is best thought of as a SYSTEM OF IDEAS, EXPERIMENTS AND OBSERVATIONS, as such you will greatly expand your scientific vocabulary and problem solving abilities during the course of this semester. Often you will need to draw on your stored knowledge from many disciplines to understand the topics we will cover. The course will comprise lectures on general development, evolution and developmental genetics, followed by discussions of papers on particular topics, and student presentations.

BIOL 408 Writing for the Medical Professions (3 Credit Hours)
This course will be required for the Master of Arts in Medical Sciences (MAMS) program. It will include readings related to developing the student's physician persona, and writings that are required for the medical school application process. Pre-requisites: Admission to the MA in Medical Sciences program.
Outcomes:
Students will be prepared to write effective primary and secondary essays for their medical school applications; communicate clearly their motivation to pursue a career in medicine and the relevance of their experiences to their pre-medical preparation

BIOL 409 Advanced Genetics (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program (Note: MAMS = MSCI-MA)
The course will comprise formal discussions on the molecular basis of information storage and retrieval in the cell, the role of genetics in human development and homeostasis, the mapping of human genes in familial or population contexts, and modern understanding of the connection between genotype, phenotype and human traits.

BIOL 410 Advanced Cell Biology (3 Credit Hours)
This course explores, in depth, the life cycle and activities of a typical eukaryotic cell. Some of the topics covered are cell polarity, cytoskeleton, plasma membrane, protein modifications and trafficking, extracellular matrix and cell death. Competencies to be gained in this course: To develop the skill of reading and analyzing the primary literature on topics pertaining to cell biology. Judging whether a conclusion is supported by sufficient data. Identifying the controls in published experiments. Exam-taking skill improvement using short reading passages from the scientific literature as topics.

BIOL 413 Advanced Immunology (3 Credit Hours)
Introduces innate and adaptive immunity, lymphocyte development, T-cell and B-cell mediated immunity, leukocyte trafficking, immunological memory hyperimmune reactions, autoimmunity, tumor and transplant immunity. Must be enrolled in the Master of Arts in Medical Sciences (MAMS) program.
Outcomes:
Students will acquire an overview of the human immune system that prepares them for success in a medical school immunology class

BIOL 415 Advanced Parasitology (4 Credit Hours)
Lecture and laboratory. A study of animal parasites, their distribution, structure, adaptations, life cycles, and host relationships.
Outcomes:
Students will learn to recognize the major groups of animal parasites, be able to explain their life cycles and describe the mechanisms that hosts use to ward off parasite infestation

BIOL 416 Limnology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats. Students will learn to evaluate the trophic status and health of a lake by the end of the course.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions

BIOL 417 Wetland Ecology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the study of wetlands habitats. This course includes discussion of physical and chemical factors, biota, production and community dynamics. Laboratories include several field trips to regional wetland habitats.
Outcomes:
Students will understand the functioning of wetlands, become aware of the variety of wetlands and become familiar with wetland biota, especially wetland plants

BIOL 418 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Lecture and laboratory. This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 422 Research (1-6 Credit Hours)
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 426 Entomology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introductory course that covers the morphology, metamorphosis, classification and biology of the major insect groups. The laboratory includes dissection and the use of analytical keys and figures to identify insect taxa. Field trips and student collections add to the laboratory experience. They will also learn to distinguish immature insects from adult insects and to recognize the numerous beneficial insects as well as the small number that are detrimental.
Outcomes:
Students will learn to identify major insect groups in the field and in the laboratory

BIOL 430 Virology (3 Credit Hours)
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 450 Advanced Bioinformatics (2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOL 451 Bioinformatics Seminar (1 Credit Hour)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills. Students can summarize, critique, and present bioinformatics research.
Course equivalencies: X-BIOI501/BIOL451

BIOL 452 Human Anatomy and Physiology I (3 Credit Hours)
The course objectives are to learn the gross anatomical structures of the human body. To organize the relationships between these structures and systems using patterns of innervation and development. To be able to apply anatomical knowledge in ways pertinent to clinical issues.

BIOL 453 Human Anatomy and Physiology II (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program
This is the second semester of a 2 semester course. We will cover the physiology of the cardiovascular, respiratory, digestive, renal, reproductive, and endocrine systems, in addition to acid-base and fluid balance, temperature regulation, and exercise physiology. Functioning will be discussed from a systems level to a molecular level.

BIOL 455 Advanced Neuroscience (3 Credit Hours)
This course will focus on the cellular, anatomical, and functional organization of the human nervous system that range in topics from ion channel physiology to cognition. Students will survey the elements of the nervous system necessary for a foundation for medical school. An understanding of pathologies presented in disease, dysfunction, and injury will be included.
Outcomes:
Learn foundational neurological concepts presented to first year medical students; Learn the pathology of neurological disease, dysfunction, and injury through clinical cases; Understand the neurological basis of higher-order functions

BIOL 458 Developmental Neurobiology (3 Credit Hours)
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis. Students will also learn how to critically read primary research papers and present these papers to the class.
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles

BIOL 461 Advanced Neurobiology (3 Credit Hours)
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 466 Advanced Biochemistry (3 Credit Hours)
Life is based on four principle cellular components: proteins, lipids, carbohydrates, and nucleic acids. Biochemistry is concerned with the structure, function, and interactions of these compounds with one another and their environment. As such biochemistry plays a vital part in all aspects of the medical sciences since it not only helps us to understand how the (human) cell works on a molecular level but also how to decipher and possibly counter pathogenic conditions. Consider that almost all drugs used in medical treatment target proteins or groups of proteins to modulate their biochemical properties.

BIOL 470 Biostats & Exp Design Lec/Lab (4 Credit Hours)
This course is designed for students who are in, or plan to attend, graduate or professional school, and thus, will be working with their own data or critically analyzing existing data. This course will emphasize the theory and application of commonly used statistics in biology.

BIOL 479 Biology AP Workshop (3 Credit Hours)
No course description is available

BIOL 482 Advanced Molec Genetics (3 Credit Hours)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 483 Pop Genetics (3 Credit Hours)
Fundamental principles of population, ecological, and evolutionary genetics, including molecular evolution and analysis of the genetic structure of populations. They learn how to apply basic tools of population genetic analysis.
Outcomes:
Students develop knowledge and awareness of population genetic theory and information

BIOL 485 Prin Electron Microscopy Lec/Lab (4 Credit Hours)
Lecture and laboratory. This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques. Students will also learn how to correctly interpret their results, and properly present their data.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs

BIOL 488 Bioinformatics (3 Credit Hours)
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 493 Directed Reading (1-4 Credit Hours)
Student investigates a current topic in biology.

BIOL 495 Special Topics (1-4 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 495L Special Topics Lab (0 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Outcome: Students will master a unique topic in biology.

BIOL 500 Scientific Logic (3 Credit Hours)
The Scientific Logic course is designed to teach scientific literacy in terms of writing grant proposals, reading scientific literature, scientific presentations and debate. The course is framed within an evolutionary foundation.
Outcomes:
Students will gain knowledge in advanced evolutionary topics, while preparing a grant proposal and developing skills with respect to critical thinking and scientific inquiry

BIOL 501 Seminar (1 Credit Hour)
Students present specific, current research topics including their own research to the class and faculty.

BIOL 502 Department Seminar (1 Credit Hour)
Students meet and discuss the research presented by seminar speakers.

BIOL 510 Instructions in Teaching Biology (1 Credit Hour)
Introduction to the fundamentals of teaching biology.

BIOL 511 Biology Teaching Practicum (2 Credit Hours)
Students gain firsthand teaching experience by assisting in undergraduate courses.

BIOL 595 Thesis Supervision (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

BIOL 605 Master's Study (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

Chemistry (CHEM)

CHEM 400 Chemistry Seminar (1 Credit Hour)
This weekly seminar series on current topics in Chemistry is presented by experts from outside Loyola.

CHEM 401 Chemistry Methodology and Communication (3 Credit Hours)
Pre-requisites: Graduate Standing
This is the common preparatory course providing all chemistry graduate students with the necessary skills to navigate towards their respective degrees and success post-degree. Topics include: notebooks, design of experiment, safety, ethics, effective communication of science, conflict resolution, and professional conduct.
Outcomes:
Students are prepared with the soft skills and formal training in research methodology and compliance expectations expected of a graduate student and a professional chemist in a senior role

CHEM 415 Special Topics in Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester.

CHEM 420 Advanced Organic Chemistry I: Struct-Stereo (3 Credit Hours)
Important organic chemical concepts. Includes discussion of the stereochemistry of carbon, organic quantum mechanics, chemical kinetics and related mechanistic concepts, and an introduction to synthetic methodology.

CHEM 422 Advanced Organic Chemistry III: Mechanism (3 Credit Hours)
This is an intensive review of the more general types of organic chemical mechanisms, such as electrophilic and nucleophilic additions, substitution reactions, elimination processes, and hemolytic processes. The experimental approach to mechanisms is emphasized.

CHEM 423 Medicinal Chemistry (3 Credit Hours)
This course explores how medicinal chemists design and synthesize new drug candidates as well as the hurdles that must be overcome in meeting the FDA requirements of efficacy and safety on the road to market, emphasizing the therapeutic index that underscores the risk/benefit consideration of every drug.
Outcomes:
1) Explain risk/benefit of drugs in efficacy vs. toxicity and the therapeutic index/window; 2) Summarize interactions of drugs with receptors, enzymes, or nucleotides; 3) Analyze structure-activity relationships given potency data

CHEM 424 Molecular Characterization Part A (3 Credit Hours)
Pre-requisites: Graduate Students Only
This course will include a closer look at the theory and applications of several spectroscopic methods used for analysis of organic as well as inorganic compounds, including 1D and 2D methods employing 1H and 13C NMR, in addition to other elements; UV/Vis, combined with mass spectrometry.
Outcomes:
Students will be able to identify a compounds molecular structure based of spectroscopic means and understand the working principles behind those spectroscopies

CHEM 425 Special Topics in Organic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are: natural products, free radicals, molecular rearrangements, photochemistry, heteronuclear NMR, carbocyclic chemistry, medicinal chemistry, synthetic organic methodology, pericyclic reactions, heterocycles.

CHEM 429 Research in Organic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 430 Physical Chemical Survey (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Covers chemical thermodynamics, molecular structure and spectra, and chemical kinetics. It includes review and survey of some recent research.

CHEM 431 Chemical Thermodynamics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
An extended study of the principles of the thermodynamic laws followed by applications to real and ideal systems of gases, liquids, and solids; partial molal properties; principles and applications of quantum statistical thermodynamics to gaseous equilibria

CHEM 433 Chemical Kinetics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Description of rates of chemical reactions and interpretations thereof; principal theories of bimolecular and unimolecular processes; chain reactions; development of absolute reaction rate theory and application to a number of chemical systems; potential energy surfaces; includes heterogeneous kinetics, solution phenomena, isotopic effects, flow systems, empirical kinetic relations.

CHEM 435 Special Topics in Physical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are NMR spectroscopy, photophysical processes, molecular spectroscopy, computational chemistry, molecular modeling, and spectroscopy of surfaces.

CHEM 436 Statistical Thermo Dynamics (3 Credit Hours)
Methods of classical and quantum statistical mechanics applied to thermodynamic problems; calculation of thermodynamic quantities from spectral data; properties of real gases; selected problems in the solid sate.

CHEM 437 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: CHEM 302 or equivalent; strong courses in calculus and modern physical chemistry, and some knowledge of computer programming
A thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 438 Quantum Mechanics II (3 Credit Hours)
Pre-requisites: CHEM 437
This course is a continuation of CHEM 437, which is a thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 439 Research in Physical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 441 Advanced Inorganic Chemistry (3 Credit Hours)
The important topics in inorganic and organometallic chemistry are surveyed.

CHEM 445 Special Topics in Inorganic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are organometallic chemistry and catalysis, bioinorganic chemistry, physical methods in inorganic chemistry, inorganic reaction mechanisms, non-metal chemistry, transition metal clusters and X-ray crystallography.

CHEM 449 Research in Inorganic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 451 Chemical Methods of Analysis (3 Credit Hours)
Topics covered include the statistical evaluation of analytical results and sources of errors, sampling and significance of proper samples, optimization of experiments, review of acid-base theory, chelometry and its applications, theory of precipitation, oxidation and reduction reactions and applications.

CHEM 452 Electrochemistry (3 Credit Hours)
Fundamentals of electrochemistry, the application of electrochemical techniques and current literature.

CHEM 454 Analytical Separations (3 Credit Hours)
Topics include aspects of chromatography, partition, thin layer, gas and liquid chromatography, mass spectroscopy and other techniques.

CHEM 455 Special Topics in Analytical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. This course may involve a lab. Some courses are analytical absorption and emission spectroscopy, electroanalytical methods, environmental chemistry, lasers in analytical spectroscopy, and mass spectroscopy.

CHEM 456 Analytical Spectroscopy (3 Credit Hours)
We will discuss photometric instrumentation, absorption, emission and fluorescence spectroscopy and types of analytical laser spectroscopy.

CHEM 459 Research in Analytical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 460 Biophysical Chemistry (3 Credit Hours)
This class will cover the role of molecular interactions in determining the structure and reactivity of complex biological molecules. Modern experimental techniques are used in studying these interactions in biological systems.

CHEM 461 Biochemistry (3 Credit Hours)
The conformation, dynamics and biological activities of macromolecules, generation and storage of metabolic energy, and genetic information and biosynthesis will be discussed.

CHEM 465 Special Topics in Biochemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are protein chemistry, sequence and 3D structure, magnetic resonance spectroscopy, protein crystallography, bio-inorganic chemistry, molecular biology, molecular dynamics of proteins, and current developments in biochemistry and related areas.

CHEM 469 Research in Biochemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 470 Biochemistry I (3 Credit Hours)
Pre-requisites: Completion of undergraduate organic chemistry
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate and understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 479 Research in Chemical Education (1-9 Credit Hours)
Co-requisites: RMTD 400 and CIEP 229; This course is restricted to Chemistry Ph.D. students
Prerequisites or This course will count toward the research credits of those students seeking a Ph.D. degree with a focus on Chemical Education. It will examine the effects of numerous variables on the learning and teaching of chemical principles and skills.
Outcomes:
Students will be able to: *describe the primary theoretical underpinnings of the chemical education research field; *describe and apply methods for preparing research data collected for publication; *describe and apply methods for analyzing chemical education research projects & manuscripts

CHEM 480 Chemistry for Teachers I (3 Credit Hours)
This course focuses on aspects specific to the teaching and learning of chemistry at post- secondary levels. Geared towards graduate students, undergraduate seniors, or current educators who plan on instructing college students, it explores principles surrounding how people learn chemistry and how to align pedagogies and environments to optimize learning opportunities for students. Course activities and assignments are designed to initiate the building of an instructional portfolio to prepare enrolled students for potential academic careers.

CHEM 491 Laboratory Investigations in Chemistry C (1 Credit Hour)
A course designed for high school science teachers to help construct and create chemistry laboratories for students in the context of urban high schools. Students must be enrolled in one of the SOE's M.Ed. in science ed cohorts.
Outcomes:
Learning how to teach inquiry based science labs; learning how to create labs within the constraints of an urban school district

CHEM 497 Organic and Bio Chemistry for Teachers (3 Credit Hours)
Pre-requisites: Must be enrolled in M.Ed. in Chem Ed program
A course designed for urban high school teachers to enhance knowledge of chemistry and chemistry teachers.
Outcomes:
Increased chemistry content knowledge, ability to teach inquiry based chemistry

CHEM 500 Graduate Student Seminar (1 Credit Hour)
This gives students an opportunity to prepare and present a professional chemistry seminar for other professional chemists. The presenter is trained in organizing materials for the 500 Graduate Student Seminar (1)presentation and has the experience of conveying high level technical information to a friendly audience in preparation for subsequent professional presentations in the industrial, academic, and/or scientific meeting arena. The topics of the seminar should not be related to the student's research. The course should be taken at least once by all degree-seeking students.

CHEM 501 Directed Study (1-6 Credit Hours)
A special reading project is undertaken by qualified students and directed by a faculty member of the department with chairperson's approval.

CHEM 509 Doctoral Research (0-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 595 Thesis Supervision (1 Credit Hour)
The course is for master's degree candidates after completion of course requirements.

CHEM 600 Dissertation Supervision (1 Credit Hour)
The course is for Ph.D. degree candidates after completion of courses, cumulative examinations, and research tool requirements.

CHEM 605 Master's Study (1 Credit Hour)
This course is for MS students in the (up to two) intervening semesters between completing coursework/research credits and beginning their thesis supervision.

CHEM 610 Doctoral Study (1 Credit Hour)
This course is for PhD students in the intervening two semesters (pre-candidacy) between completing coursework/research credits and beginning their dissertation supervision.

Classical Civilization (CLST)

CLST 499 Directed Study (1-3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving the ancient Mediterranean world, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Computer Science (COMP)

COMP 400A Object-Oriented Programming (3 Credit Hours)
This programming intensive course with its weekly lab component provides an exploration in problem solving for graduate-level courses, using object-oriented programming in a language such as Java.
Outcomes:
To analyze and decompose problems, specify algorithms, and construct solutions by synthesizing classes, objects and other components of object

COMP 400B Data Structures I (3 Credit Hours)
Pre-requisites: COMP 400A
This course explores introductory data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations is analyzed. Recursion, applications of data structures, and simple analysis of algorithms are covered. Students will be able to select appropriate data structures to integrate into algorithms to solve computational problems.
Outcomes:
Students describe linear data structures and analyze the performance of their operations

COMP 400C Data Structures II (3 Credit Hours)
Pre-requisites: COMP 400B and COMP 400D
This course explores advanced abstract data types in depth, such as sets, maps, and graphs, and reproduces their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also analyzes the performance of the data structures' built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students describe non-linear data structures and analyze the runtime performance of their operations, solve computational problems by synthesizing and integrating suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 400D Computing Tools and Techniques (1 Credit Hour)
This course introduces students to the Unix shell environment and essential tools.
Outcomes:
Students who complete this course will develop fluency in the Unix (Linux) environment

COMP 400E Discrete Structures (3 Credit Hours)
This course provides the mathematical foundations for graduate-level study in computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Outcomes:
To analyze properties of functions, relations, graphs, trees, paths; evaluate Boolean Expressions; apply induction towards proving correctness of algorithm and classifying resource usage; synthesize finite-state machines and logic circuits

COMP 401 Computer Security (3 Credit Hours)
Pre-requisites: COMP 400A or instructor permission
This is a foundations course on computer security, covering a comprehensive range of concepts and technologies, including security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The final project requires a presentation and technical report where the students will show and describe what they accomplished.
Outcomes:
Students will find and exploit vulnerabilities in computer and network systems; articulate cryptography and security goals, and synthesize the knowledge of different tools and techniques by applying them to an intensive real-world project

COMP 403 Operations Management (3 Credit Hours)
Pre-requisites: COMP 400A
Application of concepts and methods for managing production and service operation. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, logistics. Emphasis on decision support.
Outcomes:
Understanding of the role of operations management in organizations, and applying models of production and operations management to decision making

COMP 404 Organizational Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course focuses on the manager's role in leading Organization Development and Change to maximize organization and individual effectiveness with a focus on Information Technology. The class explores Organization Development and Change theory, change practices, and discusses considerations a manager will face as a change agent in today's computing ecosystem.
Outcomes:
To understand the dynamics of change in organizations; learn techniques and strategies in managing change; develop skills that will enable a change agent mentality within the context of IT leadership

COMP 405 Database Administration (3 Credit Hours)
Pre-requisites: COMP 400B
Knowledge of the configuration and management skills needed for successful administration of a database server. The database administrator manages hardware, backup, security, tables and indexes, performance monitoring, query performance and optimization, and transaction performance. This course takes a user through the stages of maximizing the performance of a database server.
Outcomes:
Students will learn how to manage database performance, including topics such as the query optimizer, SQL EXPLAIN, table statistics, concurrency and transaction isolation levels, and security

COMP 406 Data Mining (3 Credit Hours)
Pre-requisites: COMP 400B
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP/MATH 215), MATH 212, and MATH 264
An introduction to advanced numerical analysis. Introduction to error analysis, numerical solution of equations, interpolation and approximation, numerical differentiation and integration, matrices, and solution of systems of equations, numerical solution of ordinary and partial differential equations.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will have an understanding of advanced numerical analysis and its applications

COMP 410 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 271 and COMP 264
The course introduces advanced operating system concepts including distributed, real-time and multi-threaded in addition to reviewing memory management, files, and processes.
Outcomes:
Students will learn important topics in advanced operating systems and be able to make presentations on the topics

COMP 412 Open Source Computing (3 Credit Hours)
Pre-requisites: COMP 400B
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
Outcomes:
Students will learn to implement projects involving free and open-source software and learn how to participate in open-source projects effectively

COMP 413 Intermediate Object-Oriented Development (3 Credit Hours)
Pre-requisites: COMP 400B
Principles of object-oriented design and implementation, including object modeling (UML or equivalent), interface design, refactoring and test-driven development. Study of design patterns, including Adaptor, Decorator, Iterator, Abstract Factory, etc. Coverage of implementation tools including IDEs, source-code control and testing.
Outcomes:
Use of interfaces in design; ability to recognize applications for design patterns, ability to refactor when necessary; ability to make effective use of test-driven development

COMP 417 Social and Ethical Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 418 Combinatorial Mathematics (3 Credit Hours)
Pre-requisites: MATH 313 or COMP 163
The course covers basic combinatorial theory including permutations and combinations, the inclusion-exclusion principle and other general counting techniques, partitions, generating functions, recurrence relations, Burnside's Theorem, the cycle index, and Polya's formula.
Course equivalencies: X-COMP418/MATH418
Outcomes:
Students will learn mathematical techniques in discrete mathematics and applied combinatorics

COMP 420 Software Systems Analysis (3 Credit Hours)
Pre-requisites: COMP 400B or instructor permission
This course uses Unified Modeling Language and similar notation to model the early software analysis and design phases, from collection of user requirements to determination of class needs through object-oriented design.
Outcomes:
Students will be able to capture business requirements in a software modeling document, and determine appropriate object-oriented classes suitable for final project implementation

COMP 421 Math Models & Simulation (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
This course covers tools for analyzing problems that are mathematically difficult. Discrete event simulation techniques and software tools for simulating processes are covered.
Course equivalencies: X-COMP421/MATH421/STAT421
Outcomes:
Student will learn foundations of discrete event simulation

COMP 422 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will focus on the methods, tools, and technologies for developing software applications for wireless and mobile devices, such as personal digital assistants (PDA) and smart mobile phones.
Outcomes:
Students will learn user interface design for small screens, programming techniques for devices with limited memory and processing power, data synchronization for mobile databases, and wireless network programming

COMP 424 Client-Side Web Design (3 Credit Hours)
Pre-requisites: COMP 400B
This course provides an in-depth study of the concepts and methods required for the design and implementation of the presentation layer of a web application. Coursework includes several substantial programming projects.
Outcomes:
Students will learn markup of static and dynamic content, content transformation, client-side executable content including client-side scripting and embedded applets, and web-based content management systems

COMP 425 Rapid Applications Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course will teach students how to design Rapid Application Development using an integrated development environment such as the .NET framework and methodology. It is designed to support object-oriented programming concepts.
Outcomes:
Students will create database applications and web applications using server-side technologies

COMP 428 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or Permission
In this course, major types of error-correcting codes, encoding and decoding , and their main properties will be studied. The codes examined will include the Hamming, Golay, BCH, cyclic, quadratic residue, Reed-Solomon, and Reed-Muller codes.
Course equivalencies: X-COMP428/MATH428
Outcomes:
Students will learn both the theory and application of error-correcting codes

COMP 429 Natural Language Processing (3 Credit Hours)
Pre-requisites: ((COMP 400B or COMP 271) and (MATH 131 OR equivalent) and (STAT 103 OR equivalent)) OR instructor permission
In this course, students examine in depth the problems, methods, and applications of NLP. Topics will include information retrieval, sentiment analysis, machine translation, document classification, and question answering. We will also cover the underlying theory from probability, statistics, and machine learning that are crucial for the field.
Outcomes:
Students will explain areas of NLP such as information retrieval, sentiment analysis, machine translation, document classification, question answering; Students will apply tools of NLP to a domain of their choice

COMP 431 Cryptography (3 Credit Hours)
Pre-requisites: COMP 271 and (Comp 163 or MATH 313 or MATH 201) or Permission
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP431/MATH431
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 433 Web Services Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Web services are Web-based enterprise applications that use open, XML-based standards and transport protocols to exchange data with calling clients. This course provides the APIs and tools you need to create and deploy interoperable Web services and clients using .NET and Java WSDP.
Outcomes:
Students will learn the standards and protocols for deploying web services

COMP 434 Enterprise Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
The course shows how to use Enterprise JavaBeans to develop scalable, portable business systems. The technologies taught in the course include: component models, distributed objects, asynchronous messaging, and component transaction monitors.
Outcomes:
Students will learn the architecture of EJB, entity and message and session beans

COMP 435 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 400C
As embedded and distributed systems are becoming ever more ubiquitous, we depend increasingly on the correctness and security of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as static analysis, model checking, and runtime verification

COMP 436 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 437 Intro Concurrent Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 439 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 400D or equivalent and (COMP 400C or equivalent or COMP 413)
This course presents a modern discussion of distributed computing systems. Distributed computation, interactive services, collaborative computing, peer-to-peer sharing, and grid/utility computing are just a handful of distributed technologies that go beyond the capabilities of the traditional client/server model by allowing a collection of computers to be leveraged as a collective resource.
Outcomes:
Students will learn design and implementation, scalability of performance, reliability, and security of loosely interconnected systems

COMP 440 Computer Forensics Investigations (3 Credit Hours)
Pre-requisites: COMP 401
This course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 441 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course studies the interaction between humans and computer-based systems. The course will provide students with the methods for evaluating, designing, and developing better interfaces between humans and systems.
Outcomes:
Students will acquire an awareness of different design and evaluation methods as well as practical, effective, and cost-conscience methods for improving systems and their interfaces

COMP 442 Server-Side Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264 and COMP 413
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific and technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 443 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
Students should also have completed COMP 400D or equivalent. This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. We will also study general high-level network issues such as security, authentication, fault tolerance, and congestion.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 445 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course considers the safety, security, reliability, and privacy concerns of the embedded devices and cloud-based resources of the Internet of things. The course discusses methods for addressing these concerns.
Outcomes:
Design/implement secure software for embedded systems and the IoT; Establish safety, security, reliability, privacy goals for IoT-based systems; Understand security and privacy concerns of embedded systems and the IoT

COMP 446 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 271 or COMP 264
This course introduces the fundamental concepts of telecommunication networks. Underlying engineering principles of telephone networks, computer networks and integrated digital networks are discussed.
Outcomes:
Students will learn how telephone and data networks work; They will also learn voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system

COMP 447 Intrusion Detection and Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will cover techniques for detecting the unusual usage patterns that typically signal a break-in. The course will also consider differences in detection of local intruders versus intrusion over networks. Finally issues in the prosecution of those breaking in to computers, particularly evidentiary issues are explored.
Outcomes:
Students will learn to configure ID systems (eg, snort) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 448 Network Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which we can identify and potentially stop potential intruders. The course covers topics such as Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks.
Outcomes:
Students will gain an understanding of how to secure computers and network environments

COMP 449 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will explore the wireless standards, authentication issues, common configuration models for commercial versus institution installs and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 450 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 451 Enterprise Networking (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent, and COMP 443, and COMP 400D or equivalent
Management of complex, high-speed, heterogeneous computer networks. Device management using SNMP and related protocols. Configuration and use of Network Management Systems. Data-flow management using LARTC and similar tools.
Outcomes:
Ability to interpret SNMP network data, ability to implement a Network Management System and use it to identify bottlenecks, familiarity with traffic-control principles and mechanisms

COMP 452 Introduction to Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities; Describe how vulnerabilities can be leveraged into an attack; Describe a vulnerability or attack at the machine-code level

COMP 453 Database Programming (3 Credit Hours)
This course will cover advanced concepts in database access and programming including SQL, JDBC, SQLJ, JSP and servlets. Oracle 10g is used for projects.
Outcomes:
Students will learn application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 458 Big Data Analytics (3 Credit Hours)
Pre-requisites: At least a C in the following courses (COMP 405 or COMP 453) AND (COMP 406 or COMP 479 or STAT 408 or equivalent)
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 460 Algorithms & Complexity (3 Credit Hours)
This course will focus both on presenting general techniques for designing correct and efficient algorithms, as well as on formal methods for proving the correctness and analyzing the complexity of such algorithms.
Outcomes:
Students learn: the ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 462 Advanced Computer Architecture (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264
This course presents key principles underlying the design of modern digital computers. The course introduces quantitative techniques used to guide the design process. It describes CPU performance issues and introduces instruction set architectures. The course then uses a hypothetical computer design, with a simple RISC architecture, to show how modern digital computers are implemented, first using a simple non-pipelined implementation, followed by a higher-performance pipelined implementation.
Outcomes:
Students gain an understanding of the design of the memory hierarchy in modern digital computers, caching and virtual storage techniques, multiprocessor systems, and distributed shared memory systems

COMP 464 High-Performance Computing (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will use a blend of foundational understanding as well as a set of practical tools to gain insight into performance engineering of software. The course introduces techniques to gain performance boost in Java programs and C++ (or C) programs by discussing the use of multiple processors.
Outcomes:
Students will learn shared memory, message passing and hybrid models of programming in both tightly-coupled and loosely-coupled computer systems

COMP 468 Database System Design (3 Credit Hours)
The course covers both relational and object databases. Issues of physical storage and use of indexes as well as optimization of queries are discussed. The course also covers transaction processing, concurrency, data warehousing, data mining, and distributed databases.
Outcomes:
Students learn the theory and practice of advanced database design and implementation; They will also gain an understanding of using commercial database environments such as Oracle

COMP 469 Product Invention and 3D printing (3 Credit Hours)
This course explores how things are made, including: physical design vs design on non-physical things; rapid prototyping; 3D printing; 2D conceptualization and sketching; modeling.
Outcomes:
Student will be able to: Visualize ideas via sketching basic shapes; Create 3D models using 3D modeling software; Use a 3D Printer; Give constructive feedback in peer review sessions

COMP 470 Software Quality and Testing (3 Credit Hours)
In this programming intensive course, students will learn effective automation, testing, and use of software metrics through the practices of Test Driven Development and Continuous Deployment.
Outcomes:
Students will be able to perform rigorous testing techniques that contribute to operational reliability, and identify programming practices that both contribute to software maintainability and help to avoid errors

COMP 471 Theory of Programming Languages (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.

COMP 472 Compiler Construction (3 Credit Hours)
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn the theory and practice of how to build a compiler

COMP 473 Advanced Object Oriented Programming (3 Credit Hours)
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 474 Software Engineering (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
The course discusses real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP476/MATH476
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 477 IT Project Management (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure, and responsibilities, an written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 479 Machine Learning (3 Credit Hours)
Topics include a wide variety of supervised learning methods, both regression and classification, with an emphasis on those that perform well on large feature sets.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 480 Computer Graphics (3 Credit Hours)
This course introduces advanced topics in modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 483 Computational Biology (4 Credit Hours)
Pre-requisites: BIOL 488
This course presents an algorithmic focus to problems in computational Biology. As such it is built on earlier courses on algorithms and bioinformatics. Current algorithmic approaches, software tools, and scientific literature are discussed.
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 484 Artificial Intelligence (3 Credit Hours)
This course advanced artificial intelligence concepts including theory, search techniques and programming.
Outcomes:
Student will learn the theory of artificial intelligence, search techniques, and be able to build small applications based on it

COMP 486 Computational Neuroscience (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
Introduces computational methods to understand neural processing in the brain. Levels of representation from low-level, temporally precise neural circuits to systems-level rate-encoded models, to information-theoretic approaches. Emphasis on sensory systems, primarily vision and audition, most readily demonstrating the need for such computational techniques.
Outcomes:
Students will be able to adeptly apply mathematical and computational frameworks in the various domains of neuroscience

COMP 487 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 479
Deep learning is part of a broader family of machine learning methods based on artificial neural networks. This course will include key concepts of neural network algorithms as well as their applications in computer vision and natural language processing.
Outcomes:
Students will analyze popular modern neural architectures such as convolutional and recurrent neural networks, design and evaluate their own neural networks, and apply neural network models to a practical task

COMP 488 Computer Science Topics (1-4 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 490 Independent Project (1-6 Credit Hours)
Pre-requisites: Approval of the Computer Science faculty member supervisor
An independent project in computer science or related disciplines, under the supervision of a member of the faculty.

COMP 499 Internship (1-6 Credit Hours)
An opportunity to obtain experience in software development, design, networks, or related activities in computer science in a professional setting. The student must obtain the approval of the Graduate Program Director and the student's work supervisor. A final report from the student and the supervisor are required.

COMP 501 Equitable and Inclusive Computer Science Pedagogy (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers the design of computer science courses through an equity and inclusion lens, and covers evidence-based best practices as applied to specific student concerns. Includes basics of teaching and learning theory and pedagogical techniques, and equity, diversity, and justice concerns.
Outcomes:
Ability to explain justice-centered CS education; understand pedagogical frameworks; understand assessment approaches; understand Active Learning and Peer Instruction

COMP 502 Structure of Research Management and Funding (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers grant-proposal development, University compliance regulations, and laboratory and research management.
Outcomes:
Ability to create successful grant proposals and to understand research management

COMP 503 Technology Entrepreneurship (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This course provides aspiring researchers with the skills to pursue new ventures and technology commercialization. Students learn how to transition an innovation from the lab to the marketplace.

COMP 590 PhD Independent Study (3 Credit Hours)
Independent study for PhD research, for students who have not yet completed the required credit hours.
Outcomes:
This will depend on the exact study or research project the student engages in, but generically the outcome is to gain expertise in a study topic or obtain research results

COMP 595 Thesis Supervision (1 Credit Hour)
Supervision for students working on a thesis while not for other classes. Restricted to students enrolled in the MS in Computer Science.

COMP 600 Dissertation Supervision (1 Credit Hour)
Dissertation work under the supervision of a faculty member.
Outcomes:
This course is an independent study course supervised by a research advisor, the purpose of the course is to enable PhD students to maintain full-time status while they prepare their dissertation proposal, and specific goals will vary for individual students, but in general, PhD students should be maturing as researchers

COMP 605 Master of Science Study (1 Credit Hour)
Course for continuing master's degree students engaged in study.

COMP 610 Doctoral Study (1 Credit Hour)
Dissertation preparation course, for when student has completed coursework but before student has defended their dissertation proposal. Can be taken only twice during a doctoral student's career at LUC.
Outcomes:
This course is an independent study course supervised by a research advisor; The purpose of the course is to enable PhD students to maintain full-time status while they complete their dissertation; Specific goals will vary for individual students, but in general, PhD students should be maturing as researchers and beginning to establish intellectual independence

Criminal Justice & Criminology (CJC)

CJC 401 Politics and Policies in the Criminal Justice System (3 Credit Hours)
This course examines the interactional processes within and among the criminal justice system's components and their relationships to other public and private institutions. The role of politics in policy formulation, the policy making process, and the consequences of current policies on the operation of the criminal justice system are discussed.
Outcomes:
Students will understand the CJ policy-making process, including which factors facilitate/inhibit effective policy development and implementation, and how CJ research is used to formulate, implement, and evaluate CJ policies

CJC 402 Theories of Criminal Behavior (3 Credit Hours)
This is a comparative review of dominant contemporary theories and research on the causes of crime and delinquency. Competing theories on the causes of crime are analyzed, and their empirical support and implications for prevention programs and interventions are discussed.
Outcomes:
To analyze and discuss contemporary theories of criminal behavior

CJC 403 Research Methods and Program Evaluation (3 Credit Hours)
This course provides students with the substantive knowledge to be critical consumers of research studies and program evaluations. Students learn how to critique the internal, construct, and external validity of program evaluations and data collection efforts that seek to understand criminal behavior or the operation of the criminal justice system.
Outcomes:
To analyze and critique program evaluations and research designs

CJC 404 Applied Data Analysis and Interpretation (4 Credit Hours)
Students learn the skills and knowledge necessary to be critical consumers of statistical information often present in everyday criminal justice practice. Students learn which statistical tools are appropriate for specific measures and research questions, as well as how to generate and interpret statistical output using a statistical software package.
Outcomes:
Students will be able to select the correct statistical tools to use for conducting statistical analyses, use a statistical software package to analyze data, and interpret statistical output

CJC 408 Applied Research in Criminal Justice & Criminology (2 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404
In their final semester of the CJC graduate program, students complete a semester-long research project. This culminating experience is student-initiated and supervised by a member of the graduate faculty. This project encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.
Outcomes:
Students should be able to synthesize criminological theory, criminal justice policy, research methods, and data analysis into a final applied research project

CJC 410 Advanced Topics in Criminology (3 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on theories or contemporary issues concerning criminal and victim behavior. Examples of topics include: Drugs and Violence; Gender and Crime; Intimate Partner Violence; Sexual Violence; Human Trafficking; Environmental Crime; Victimology; International Criminology; Advanced Criminology; Race, Ethnicity, and Crime.
Outcomes:
Students will understand a contemporary issue in criminology with a special emphasis on research and theory developments

CJC 411 Advanced Topics in Policing (3 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of policing, including community- and problem-oriented policing, situational crime prevention, crime analysis, and Comp-Stat approaches to policing practice and management.
Outcomes:
Students will understand a contemporary issue in policing with a special emphasis on research and theory developments

CJC 412 Advanced Topics in Courts (3-6 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on contemporary issues in courts. Examples of topics include: International Criminal Law and Anti-Terrorism Enforcement, The American Jury; Death Penalty; International Criminal Law; Public Views of Justice; Media, Culture, and Criminal Law; Legal Rights of Children.
Outcomes:
Students will understand a contemporary issue in the court system with a special emphasis on research and theory developments

CJC 413 Advanced Topics in Corrections (3-6 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of corrections. Examples of graduate courses that will be offered as special topics courses under CJC 413 include: Principles of Punishment, Sentencing Policy, Restorative Justice, Risk Assessment, Re-Entry, What Works in Corrections, Mass Incarceration, and Juvenile Corrections.
Outcomes:
Students will understand a contemporary issue in corrections with a special emphasis on research and theory developments

CJC 414 General Special Topics (3 Credit Hours)
Special topic course titles will vary, and will cover issues that do not fit within the four advanced topics areas of criminology, policing, courts, and corrections. Topics may include: Crime Mapping; Social Psychology and the Criminal Justice System; Prejudice, Hate, and the Justice System.
Outcomes:
To analyze and discuss topics in criminal justice

CJC 415 Mental Illness and Crime (3 Credit Hours)
Pre-requisites: Graduate students only
This course explores the relationship of mental illness to crime and violence, the policies and programs concerning the treatment of individuals with mental illness in the criminal justice system, including the nature, prevalence and consequences of mental disorder among criminal offenders.
Outcomes:
Students will understand the history and development of research on mental illness and crime, assessments of risk for violence, as well as legal issues surrounding mentally disordered victims and offenders

CJC 416 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment, and control.
Outcomes:
Students will understand how international legal and criminal justice systems interact to investigate, measure, and prosecute transnational crimes including trafficking, human rights violations, and war crimes

CJC 431 Criminal Victimization (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course critically explores the physical, emotional, and financial harm people suffer because of illegal criminal activities. The focus of the course is on the nature and extent of victimization, the estimation of risk, theories about the causes of victimization, and the consequences of victimization experiences. In addition, students will also study the emergence of special victims' groups, the implications of a victim-orientated perspective for the administration of justice, and system alternatives such as restitution and restorative justice.
Outcomes:
Articulate the history, nature, and magnitude of criminal victimization in the United States; Describe the theoretical underpinnings of victimization and current research on the risk and protective factors of criminal victimization; Differentiate the legal and social responses to criminal victimization; Describe the primary and secondary impact of criminal victimization on victims, their families, friends, and communities; Analyze data to examine trends and patterns of criminal victimization; Analyze data to examine the causes and correlates of criminal victimization; Identify which interventions and strategies offer the most promise for effective implementation and impact on preventing criminal victimization

CJC 432 Firearm Violence (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course will provide a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership and acquisition, the various attempts to control access to firearms, and the effectiveness of such efforts. This course will explore both the criminal justice and public health perspectives and approaches to reducing firearm violence. Each discipline's framework, strategies, and challenges will be examined, with a focus on the opportunities and challenges of implementing interdisciplinary approaches in a "real world" setting. The class will emphasize the application of objective and rigorous scientific methods and research to understanding the extent and nature of firearm violence and evaluating interventions within the context of what is oftentimes a politically and emotionally charged debate.
Outcomes:
Articulate the extent and nature of firearm violence in the United States in a sophisticated way that illustrates an understanding of existing measures of firearm violence; Describe the strengths and limitations of existing data to measure the extent and nature of firearm violence, patterns and levels of firearm ownership, and firearm markets; Differentiate between the criminal justice and public health frameworks, and how each approaches firearm violence; Describe the importance and challenges of responding to complex issues like firearm violence from a multidisciplinary/intersectional/collaborative approach; Analyze data to examine trends and patterns of firearm violence; Analyze data to examine the correlates and causes of firearm violence; Describe evidence-based interventions and strategies to reduce firearm violence; Identify which interventions and strategies offer the most promise for effective implementation and impact on firearm violence

CJC 433 Wrongful Convictions and the Law (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
Wrongful convictions often include two types of errors, an innocent person is punished, and a guilty person escapes justice. In this class, we will explore how such errors occur by focusing on both investigation and adjudication practices. We will then apply what we have learned about criminal procedure to analyze individual wrongful conviction cases. This is an interactive course. Students will review case intake documents from a cooperating legal organization and help inform their case decisions. We will also work with the National Registry of Exonerations to draft case profiles for people who have already been exonerated. Ultimately, we will weigh the challenges of upholding defendants' rights without compromising public safety or producing additional errors.
Outcomes:
Evaluate criminal cases for potential errors, both episodic and systemic; Describe defendants' due process rights particularly under the 5th and 6th amendments and how these rights relate to criminal procedure in practice; Explain judicial opinions and their ability to remedy wrongful convictions; Identify the limitations of the appellate process and post-conviction review; Produce written content of publishable quality, with a special focus on accuracy and fact checking

CJC 499 Independent Study (1-6 Credit Hours)
Working with a member of the graduate faculty, this course provides students with the opportunity to examine a specific topic in the field of criminal justice through directed readings, interviews, and the completion of a major research paper related to the topic. Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study.

CJC 501 Thesis Research (2 Credit Hours)
Pre-requisites: Approval of Graduate Program Director and Grade of A- or better in CJC 403 and CJC 404
Supervision and guidance are given as students conduct their independent Masters' thesis research.
Outcomes:
Master's Thesis

CJC 502 Practicum in Criminal Justice (3-6 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404 Outcomes: Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency, and identify/describe the link between their field experience and prior courses through a research paper
This course enables the student to apply their knowledge (conceptual, theoretical, and methodological) in a practical agency setting.

CJC 595 Thesis Supervision (1 Credit Hour)
This is a non-credit course. Students who are working on approved master's thesis research and are not registered for any course are required to register for thesis supervision.

CJC 605 Master's Study (1 Credit Hour)
Pre-requisites: Completion of the graduate core courses; This course is a non-credit means of permitting students to be formally enrolled at Loyola while completing their culminating experience (i.e
, 408 project or thesis).

Data Science (DSCI)

DSCI 401 Introduction to Data Science (4 Credit Hours)
Pre-requisites: Restricted to Graduate students
This course provides students with an introduction to data science using the R programming language covering such topics as data wrangling, data visualization, interacting with databases, principles of reproducible research, building simple statistical models/machine learning and data science ethics.
Outcomes:
Students will obtain an extensive background in the basic tools used in the field

DSCI 470 Data Science Consulting (2 Credit Hours)
Pre-requisites: STAT 408
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
Outcomes:
Students will apply methods learned in prior classes to address a real-world problem, gain oral and written presentation skills, and improve collaboration skills

DSCI 494 Data Science Research Design (2 Credit Hours)
Restricted to DSCI Graduate students. Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement research design practices in data science

DSCI 499 Data Science Research (1-8 Credit Hours)
Restricted to DSCI Graduate students. Students will conduct independent hypothesis-driven data science research under faculty guidance. Research efforts will include literature surveys, research design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for data science research

DSCI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: DSCI 499
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

Digital Humanities (DIGH)

DIGH 400 Introduction to Digital Humanities Research (3 Credit Hours)
Enrollment in DIGH 400 is the prerequisite for DIGH 401, 402, 500, 595. An introduction to the digital humanities, work in a variety of humanities disciplines--literature, art, philosophy, theology, and history--that involves computer assistance in conducting or presenting research. This includes, for example, digitizing, markup, editing, publishing, archiving, analyzing, visualization, modeling, interpretive gaming, and instructional and interface design. This course will emphasize research questions and methods from a range of humanities disciplines--not computer technology per se but ways that computing can further humanities research agendas.
Outcomes:
Knowledge of how computing affects research in humanities, critical thinking about technology and humanities, awareness of broad social and ethical questions surrounding old and new, print and digital, media in contemporary culture

DIGH 401 Introduction to Computing (3 Credit Hours)
Pre-requisites: DIGH 400 co-enrollment
Primarily for DH students, the course combines historical study with a hands-on approach to computers their growing role in academic research, publishing, libraries, and the arts. Topics will include the structure of computers, the relation of hardware and software, text and image markup and publishing, database theory and design, modeling and visualization, text analytics, procedural logic, and the basic concepts of programming, artificial intelligence, and the social, ethical, and intellectual contexts for computing.
Outcomes:
Procedural literacy, historical knowledge of hardware and software platforms, ability to be a scholar-programmer or to collaborate fruitfully with scholar-programmers

DIGH 402 Digital Humanities Design (3 Credit Hours)
Introduces students to design and human computer interaction.
Outcomes:
Students gain practical experience with design, testing, and building ethical digital projects

DIGH 403 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: DIGH 400, DIGH 401, DIGH 402
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks

DIGH 405 Special Topics in Digital Humanities (3 Credit Hours)
Special topics in Digital Humanities or new approaches of current interest to the instructor.
Outcomes:
Dependent upon course topic; must be approved by GPD

DIGH 499 Independent Study in Digital Humanities (1-3 Credit Hours)
Students work under the direction of a faculty member on a particular area of interest within Digital Humanities.
Outcomes:
Students advances their research projects with direct and regular input from a faculty member

DIGH 500 Digital Humanities Practicum (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
This course invites students to learn about and engage in collaborative project-building. Students will contribute to building an active faculty-led digital humanities research project. Work will be informed by weekly readings and seminar-style discussions. Possible work may include coding, data modeling, digitization, proposal-writing, grant-writing, project management, design, and research.
Outcomes:
A collaborative contribution to a digital humanities research project run by a faculty or staff member and sponsored by the CTSDH

DIGH 501 Digital Humanities Project (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
In this capstone, students will apply skills they've learned throughout the program, and develop new technological and research skills as the project demands. Students will develop their own digital humanities research project that demonstrates their competency in a facet of digital humanities and expertise within their chosen subject area.
Outcomes:
A working, practical final digital humanities project published online

DIGH 605 Master's Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up any MA requirements, such as their field examinations and research project.
Outcomes:
Advancement to degree completion

English (ENGL)

ENGL 400 Intro to Graduate Study (3 Credit Hours)
The course serves as an introduction to the profession of literary studies for students new to the graduate programs in English. It offers a review of current critical theories and methodologies, research techniques, bibliographic methods, and issues in textual criticism.

ENGL 402 Teaching College Composition (3 Credit Hours)
The course deals with practical matters related to the teaching of college composition. It is organized around an examination of recent theories, methods, and materials used in the teaching of writing.

ENGL 403 Composition Theory (3 Credit Hours)
This course examines major and current advances in composition theory and reviews current scholarship in the teaching of writing, with some attention to the relationship between composition and literary theory.

ENGL 404 Pedagogy: Theory and Practice (3 Credit Hours)
Pre-requisites: ENGL 402
This course is designed to help students integrate theory and practice in teaching literature and cultural studies courses at the college level.
Outcomes:
Students will demonstrate an understanding of pedagogical theories by writing a teaching philosophy in which they explain and defend their theoretical approach; students will put their theory into practice by preparing a course proposal for a literature course, which includes a description and goals, syllabus and guidelines, classroom format, and assignments and evaluations procedures

ENGL 406 History of the English Language (3 Credit Hours)
The course is a study of the causes, mechanisms and consequences of language variation over time, with prominent examples taken from the history of English and its parent languages. All major areas of linguistic theory are considered: phonology, lexis, morphology, syntax, and semantics.
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 410 Contemporary Literary Criticism (3 Credit Hours)
This course presents studies in major contemporary theoretical and critical issues through a survey of major types of critical analysis, such as formalism, structuralism, semiotics, reader-response, deconstruction, psychoanalysis, and feminist criticism.

ENGL 412 History of the Book to 1800 (3 Credit Hours)
Pre-requisites: Graduate status
This course will examine the history of written and printed texts from their beginnings to 1800, including such topics as book production and distribution, early ideas about textual editing, literacy, copyright, and censorship.
Outcomes:
Students will be able to relate textual forms to cultural practices

ENGL 413 Textual Criticism (3 Credit Hours)
An introduction to major textual theories and their history. Topics may include such issues as analytic and descriptive bibliography, theories of copy-text, theoretical and practical issues in editing, and forms of textuality, including manuscript, print and digital.

ENGL 415 Media and Culture (3 Credit Hours)
This course examines the important and evolving roles that media plays in the construction, reformulation, and critique of contemporary culture. Topics will vary but may include digital textuality; visual culture studies; information technologies; postcoloniality and globalization; and web-based communities.

ENGL 419 Contemporary Issues in Literature and Culture (3 Credit Hours)
The course is an intensive study of a particular cultural issue in relation to literature.

ENGL 420 Topics in Critical Theory (3 Credit Hours)
Focused study of a particular problem or movement within critical theory–for example, globalization; the "new aesthetics"; high and low culture; psychoanalytic theory; whiteness studies.

ENGL 422 Postcolonial Theory (3 Credit Hours)
This course traces the origins, key developments, and practice of postcolonial theory, focusing on classic texts in the field (e.g., Senghor, Fanon, Cabral); issues raised by contemporary theorists (e.g., Said, Spivak, Bhabha, Chatterjee); and current challenges to postcolonial theory.

ENGL 423 Marxist Literary Theory (3 Credit Hours)
Intensive study of selected writers and issues within the Marxist tradition of literary and cultural criticism.

ENGL 424 Cultural Studies (3 Credit Hours)
An examination of the theory and practice of cultural studies, with special attention to the role of literary and critical theory in its development.

ENGL 426 Feminist Theory and Criticism (3 Credit Hours)
An intensive study of recent feminist theory in a range of disciplines--including literature, philosophy, history, and law--and covering a variety of approaches, such as psychoanalysis, post-structuralism, post-colonialism, queer theory, and cultural studies.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 427 Dramatic Theory (3 Credit Hours)
This course presents selected theoretical approaches to drama from the Greeks to the present. Readings may include both theoretical works and plays. Topics may include genre, dramaturgies such as realism, epic theatre, and theatre of the absurd, reception, semiotics, feminist dramatic theory, and performance theory.

ENGL 428 Postmodernism (3 Credit Hours)
Pre-requisites: Graduate status
This course investigates "postmodernism" in its various uses--as a literary period, an aesthetic style, an historical moment, a cultural problematic, and a theoretical imperative. The course includes readings in literature and theory as well as other art forms, such as architecture and the graphic arts.
Outcomes:
Students will demonstrate their ability to define postmodernism in relation to modernism and postmodernity and to analyze postmodern literature and art through seminar papers, oral presentations, and exams

ENGL 430 Topics in Literature Studies (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in literature.

ENGL 433 Seminar in Individual Authors (3 Credit Hours)
Intensive study of a single author. Includes a comprehensive reading of the author's major works, and a review of the critical reception.

ENGL 436 Women Writers in English (3 Credit Hours)
This course focuses on significant issues raised in and by women-authored works, including representations of gender roles and sexualities, and the cultural status and uses of women's literature. Authors from any period(s) in British, American and World literature may be included.

ENGL 437 Topics in Drama (3 Credit Hours)
This course may deal with topics that cut across historical and national boundaries, such as dramatic genres, women in drama, modern reappropriations of earlier drama; with more specialized topics such as performance or feminist dramatic theory; or with historical movements in drama.

ENGL 440 Topics in Medieval Literature (3 Credit Hours)
Studies in a range of Middle English writing serve as a focus for special topics, including mysticism and historical prose from the thirteenth to the fifteenth centuries.

ENGL 441 Old English Language & Literature (3 Credit Hours)
This course introduces Old English language and literature through readings in poetry and prose, with attention, as time allows, to major critical issues in texts of the period.

ENGL 443 Middle English Literature (3 Credit Hours)
This course may address texts that bridge the Old and Middle English periods or texts (excluding Chaucer) that date from the fourteenth-century, such as Langland, Malory, the Gawain-poet, Gower, and women writers.

ENGL 444 Medieval Drama (3 Credit Hours)
The course focuses on English drama from its beginnings to the early Renaissance, including liturgical drama, saints' plays, miracle plays, the cycles, and interludes.

ENGL 447 Chaucer (3 Credit Hours)
This course may focus on the Canterbury Tales or Troilus and Criseyde and the dream visions, and may include some of Chaucer's less frequently studied texts (e.g., his translation of the Consolation of Philosophy).

ENGL 450 Topics in Early Modern Literature & Culture (3 Credit Hours)
This course presents selected studies in poetry and prose of the English Renaissance.

ENGL 455 Shakespeare (3 Credit Hours)
The philosophical, esthetic, and historical problems of Shakespeare's plays are covered in this course, which also focuses on Shakespearean scholarship.

ENGL 456 Early Modern Drama (3 Credit Hours)
This course presents English drama of the period 1550 to 1642. Among the topics to be covered are the rise of the permanent theaters; Elizabethan and Jacobean contemporaries of Shakespeare; Caroline plays and masques. Historical background, theatrical developments, and critical approaches are also studied.

ENGL 457 Seventeenth-Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in seventeenth-century literature. Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 458 Milton (3 Credit Hours)
Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 460 Topics in Restoration & 18th Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in Restoration and eighteenth-century literature.

ENGL 470 Topics in Romanticism (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in Romantic literature.

ENGL 471 Poetry of Romantic Period (3 Credit Hours)
The poetry of major and minor Romantic figures is studied in this course, which includes a critical study of their esthetics, philosophical concepts, and critical standards.

ENGL 475 Topics in Victorian Literature (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme, or body of work in Victorian literature.

ENGL 476 Victorian Poetry (3 Credit Hours)
This course presents the historical, political, social, and intellectual influences on Victorian poetry and examines its artistic and formal innovations and achievements. The authors studied include: Tennyson, Browning, Arnold, Swinburne, and the Rossettis.

ENGL 477 Victorian Prose (3 Credit Hours)
The course examines the major critical and philosophical prose writers of the years 1837-1900: Macaulay, Carlyle, Arnold, Ruskin, Newman, and Pater. It also explores the intellectual, social, and political backgrounds of the period, and identifies Victorian prose styles.

ENGL 478 Victorian Novel (3 Credit Hours)
The course examines the major Victorian novelists: Dickens, Thackeray, the Brontes, Trollope, Eliot, Meredith, and Hardy; religious, social, scientific, historical, and philosophical influences on the novel are also explored.

ENGL 480 Topics in Modernism (3 Credit Hours)
Topics include modernism, the Symbolist movement, Edwardian Period, and other contextual issues that transcend genre boundaries and address larger concerns of social and intellectual history.

ENGL 481 Modern Poetry (3 Credit Hours)
The course examines tradition and experiment in modern poetry and includes English, Irish, and American poets.

ENGL 482 Modern Drama (3 Credit Hours)
This course presents selected studies in dramatists from Ibsen on, including British, American, Continental, and Irish dramatists.

ENGL 483 Modern Novel (3 Credit Hours)
The course concentrates on selected studies in Conrad, Galsworthy, Bennett, Wells, Joyce, Lawrence, Huxley, Woolf, Maugham, Forster and other novelists, but may include additional American, Irish, and Continental novelists.

ENGL 484 Literature and Culture of the Jazz Age (3 Credit Hours)
Taking an interdisciplinary approach to a crucial era, this course will consider such topics as the construction of race in literature and popular culture, the rise of the New Woman, the Harlem Renaissance, and the relationship of jazz to aesthetic modernism.

ENGL 485 Contemporary Literature (3 Credit Hours)
This course concentrates on literature and literary movements of the second half of the twentieth century. Possible topics include postcolonialism (Achebe, Jhabvala, Naipaul, Soyinka, Walcott), postmodernism (Acker, Calvino, Pynchon, Reed), and African-American writing (Baldwin, Morrison, Walker).
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in contemporary literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 487 Postcolonial Literature (3 Credit Hours)
This course examines the issues of modern-day colonization as depicted in selected fiction, drama, and poetry from Africa, South Asia, the West Indies, and Australia.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in postcolonial literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 488 20th Century Literature in English (3 Credit Hours)
Focusing on the relation between texts and their literary and cultural contexts, this course may include any twentieth-century text written in English and may address a particular theme, literary movement, period, nation, or historical event. We may also interrogate the foundation of such categories.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in 20th-century literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 489 Magic Realism (3 Credit Hours)
Fusing realistic and symbolic forms, "Magic Realism" raises boundary issues of many kinds, between history and myth, empirical and non-empirical experience, objective and subjective knowledge. This course examines magic realism from its modernist origins to contemporary postmodern and postcolonial fiction in many countries.

ENGL 490 Topics in American Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme, or body of work in American literature.

ENGL 491 Early American Literature (3 Credit Hours)
This course examines Hispanic, native American, Puritan, colonial, and early nationalist literature in the United States, and explores its American and European backgrounds.

ENGL 492 American Romanticism (3 Credit Hours)
The course includes selected studies in Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others.

ENGL 493 American Realism (3 Credit Hours)
The course features selected studies in American realism, tracing its origins and development as a national literary movement, and reviewing its regional variations and sub-genres, with special attention to Twain, Howells, and James.

ENGL 494 American Literature Since 1914 (3 Credit Hours)
The course is composed of selected studies in representative American writers of poetry, fiction, drama, and prose in the twentieth century.

ENGL 495 Latino/a Literature (3 Credit Hours)
Pre-requisites: Graduate standing and consent of the GPD in English
Latino/a literature has become an important focus in American literary studies because of its unique relation to questions of language, cultural hybridity, and borders. This course takes an interdisciplinary approach to Latino/a fiction, poetry, and drama, including analysis of Latino/a genres like corridos, testimonios, and teatro campesino. Topics include identity politics, transnationalism, cultural traditions and literary forms, textual recovery, gender and sexuality, and (im)migration.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in Latino/a Literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 496 African American Literature (3 Credit Hours)
This course focuses on African-American literature over a range of periods and genres including 19th-century slave narratives (Douglass, Jacobs), the fiction and poetry of the Harlem Renaissance (Hurston, Hughes, McKay) and contemporary literature (Ellison, Shange, Morrison).

ENGL 500 Capstone Seminar (3 Credit Hours)
Pre-requisites: 18 credit hours in 400-level courses; GPA of 3 or above
This capstone seminar provides a sustained, semester-long experience of research and writing on a topic in literary studies. A statement of topic is due on the first day of class. Research and writing are supported by scaffolded assignments, peer community, and a syllabus of shared readings drawn from practical guidebooks and exemplars of literary criticism, theory, and scholarship. Students develop an original article-length research paper suitable for submission to a journal in the field of literary studies.
Outcomes:
Assess and intervene in existing scholarly discourses in the field, by developing an\\noriginal article-length research paper suitable for submission to a journal in the field of\\nliterary studies; Write effectively about texts in English, by supporting an interpretative argument with\ \nclose reading

ENGL 501 Directed Readings (3 Credit Hours)
An independent study course supervised by a faculty member with the approval of the program director. Readings are initiated by the student.

ENGL 502 Independent Study-Doctoral Qualification (3 Credit Hours)
The course is composed of special readings in the field of the student's specialization under the supervision of a faculty member with the approval of the chair. Normally the director will be the professor with whom the student plans to write the dissertation. The written outcome of the course will be a draft of a proposal for the dissertation. The course is graded on a credit/no-credit basis.

ENGL 540 Newberry Seminar (3 Credit Hours)
Special topics in literary study offered by the Newberry Library.

ENGL 595 Thesis Supervision (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 600 Dissertation Supervision (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

ENGL 605 Master's Study (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 610 Doctoral Study (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

Erikson Institute (ERIK)

ERIK E421 Social and Emotional Development I (3 Credit Hours)
This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE121 / ERIKE21 /ERIKE421

ERIK E426 Cognitive Development (3 Credit Hours)
This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE126 / ERIKE26 / ERIKE426

ERIK E477 Seminar Children-At-Risk (3 Credit Hours)
This course examines the concept of risk and how it impacts child development. We will use multiple frameworks to examine risk, including public health, developmental psychopathology, and education. Attention will be focused on biological/genetic (such as prematurity and temperament), family (such as parent mental health and child maltreatment), and environmental (such as poverty and neighborhood violence) factors. The consequences of growing up in the context of chronic adversity will be explored, as well as the factors that lead some children to cope with and show resilience in these circumstances. The challenges of understanding risk in current research, as well as the implications of this research for programs and policy will also be discussed.
Course equivalencies: ERIKE477 / ERIKE77

ERIK E479 Teaching & Learning: Linking Theory & Research to Practice (3 Credit Hours)
An understanding of the two domains of learning and teaching is fundamental to the field of child development and education. This course examines these issues through investigating and analyzing exemplary models of recent and influential theory and research. A dialogue-based approach to learning will be used throughout the course to encourage personal involvement in exploring and explaining the science of learning and teaching. Students will also engage in fieldwork, such as on-site observations, conversations with practitioners, and a research project, to gain first-hand experience of these issues.
Course equivalencies: ERIKE479 / ERIKE79

ERIK E481 Seminar Social & Cultural Contexts (3 Credit Hours)
Through an examination of current theory and multidisciplinary social science research, this course explores the influence of contextual factors on the development of children. Socially and culturally constructed factors (such as gender, race, ethnicity and social class) and institutions (such as family, schools, and organized child care) will be discussed in terms of their influence on child rearing and child development. Through course lectures, discussion, and assignments, students will gain an understanding of the variability of child rearing strategies and outcomes across cultural communities; the role of historical and ecological factors in child rearing and family functioning; identity development in complex societies; and sources of possible tensions between different cultural communities and societal institutions (such as schools, social service providers, and child care programs).
Course equivalencies: ERIKE481 / ERIKE81

ERIK E482 Program Evaluation and Implementation Science (3 Credit Hours)
This course provides an advanced introduction to evaluating social services and education programs, including the study of factors leading to better program outcomes (i.e., implementation science). Restricted to Erikson graduate students.
Course equivalencies: ERIKE482 / ERIKE82

ERIK E485 Research Internship (3 Credit Hours)
The student will work either with an Erikson faculty member, research scientist, or research associate, or on a research project at another institution.
Course equivalencies: ERIKE485 / ERIKE85

ERIK E486 Teaching Internship (3 Credit Hours)
The student will teach or assist in teaching a college course in child development or a related topic.
Course equivalencies: ERIKE486 / ERIKE86

ERIK E489 Special Topics in Child Development (3 Credit Hours)
Enrollment for this course should be considered in close consultation with the faculty advisor. This course allows doctoral students to select from a range of applied child development courses at Erikson Institute that are taught by a member of the doctoral program faculty. Examples include Physical Growth and Development; Language Development; and Working with Adults. Students will gain deep understanding of the theories, research, and issues with regard to a special content area in child development and early education.

ERIK E497 Doctoral Study (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations.
Course equivalencies: ERIKE497 / ERIKE97

ERIK E499 Dissertation Supervision (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision.
Course equivalencies: ERIKE499 / ERIKE99

ERIK E501 First Year Doctoral Seminar (0 Credit Hours)
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; and 5) Explore various career paths both in academia and non-academia

ERIK E502 First Year Doctoral Seminar (1 Credit Hour)
Pre-requisites: Graduate students only
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; 5) Explore various career paths both in academia and non-academia

ERIK E503 Scholarship Skills I (1 Credit Hour)
This course is designed to help graduate students develop their skills in finding, collating, and summarizing scholarly literature in relation to a topic of interest/future research. AI tools will also be explored and interrogated. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E504 Scholarship Skills 2 (1 Credit Hour)
Pre-requisites: Graduate Students only
This course is designed to help graduate students develop their skills in synthesizing and critiquing others' research, thereby providing support to their comprehensive exam milestone as well as helping prepare them for the literature review sections of their thesis or dissertation. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E505 Scholarship Skills 3 (1 Credit Hour)
Pre-requisites: Grad Students only
This course is designed to help graduate students develop their skills in writing, publishing, and disseminating their own research. This will include conference submissions and presentations, grant proposals, manuscripts and articles for peer review. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

Graduate School Seminar (GSSM)

GSSM S59 Thesis Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in thesis research and writing under advisor's supervision during summer.

GSSM S60 Dissertation Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision during summer.

GSSM S61 Doctoral Study-Summer (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations in summer.

GSSM S65 Master's Study-Summer (1 Credit Hour)
Course for continuing master's degree students engaged in study for comprehensive or qualifying examinations during summer.

Greek (GREK)

GREK 412 Readings in Hellenistic Authors (3 Credit Hours)
This course centers on works in Greek of the Hellenistic period, particularly at the intellectual center of Alexandria.
Outcomes:
Students should demonstrate knowledge in detail about the authors, works, and literary enterprise pursued; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, and intellectual contexts and influences pertaining to them

GREK 415 The Greek Fathers (3 Credit Hours)
This course centers on the writings of the early church fathers such as Athanasius, Basil, and John Chrysostom, through which it looks to the historical background of Eastern patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the writings, their authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, cultural, theological, and intellectual contexts and influences pertaining to them

GREK 425 The Attic Orators (3 Credit Hours)
This course examines the works of Attic orators such as Antiphon, Lysias, and Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should demonstrate knowledge in detail of the genre, the authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, political, legal, and intellectual contexts and influences pertaining to them

GREK 431 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Herodotus, his project, and his milieu

GREK 435 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War by Thucydides, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Thucydides, his project, and his milieu

GREK 441 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 442 The Odyssey (3 Credit Hours)
This course centers on Homer's Odyssey, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 443 Pindar (3 Credit Hours)
This course centers on Pindar and on ancient Greek lyric poetry more generally, potentially including consideration of additional authors such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should demonstrate knowledge in detail about the authors, their works, and ancient lyric; They should engage critically with current scholarship relating to ancient lyric's historical, social, literary, and intellectual contexts

GREK 451 Greek Comedy (3 Credit Hours)
This course may focus on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E., or consider the development of New Comedy from Old in the more broadly cosmopolitan Hellenistic world.
Outcomes:
Students should demonstrate knowledge in detail about authors, plays, and the comedic forms; They should engage with current scholarship addressing Greek comedy's historical, social, and intellectual contexts and influences

GREK 453 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 454 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 455 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 462 Plato (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic and/or other philosophical dialogues.
Outcomes:
Students should demonstrate knowledge in detail about the author and his work; They should engage critically with current scholarship concerned with Platonic thought and the historical, social, and intellectual contexts and influences pertaining to it

GREK 473 New Testament Language (3 Credit Hours)
This course centers on study of the language and literary expression of selections from the New Testament.
Outcomes:
Students should demonstrate knowledge and understanding of the texts; They should engage critically with current scholarship exploring the linguistic, historical, social, literary, and intellectual contexts of the New Testament

GREK 488 Readings in Greek Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 489 Readings in Greek Lit II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving ancient Greek language or literature, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Hebrew (HEBR)

HEBR 499 Directed Study (3 Credit Hours)
Pre-requisites: Graduate Status; Department Consent required
Independent/directed study of Modern Hebrew, spoken and written.
Outcomes:
Phonetics, grammar, syntax, vocabulary of Modern Hebrew will be learned

History (HIST)

HIST 400 Contemporary Approaches to History (3 Credit Hours)
The course focuses on twentieth-century historical writing, emphasizing changing interpretive paradigms and innovative methodologies, and will introduce students to the range of topics and influences that now shape the discipline.
Outcomes:
Students will demonstrate their ability to analyze historical interpretations, while honing their skills in writing and oral presentation

HIST 403 Professional Lives of Historians (3 Credit Hours)
This course explores pedagogical, professional, and ethical issues of importance to historians. We will examine the many identities of historians and the relationship between training in history and career pathways. Students will explore the history of the historical profession, approaches to teaching history, ethical issues in history as well as the diverse pathways available to those with training in history. Each student will complete a pedagogical activity, a career exploration report, and a professionalizing project. Required of all first year PhD students. Open to all other students as an elective.
Outcomes:
Recognize the application of historical training in many arenas; Understand the ethical challenges facing historians

HIST 410 Topics (3 Credit Hours)
Topics vary as this course allows for the offering of specialized topics designed to enhance the graduate curriculum. Students will be demonstrate knowledge of the key features of the topic, analyze and debate the various historical themes concerning it, and complete a historiographical or research paper related to the theme of the class.

HIST 441 Women's & Gender History: Europe (3 Credit Hours)
This course provides an introduction to the major themes and scholarship in women's and gender history. It examines a variety of debates about and methodological approaches to the historical construction of gender, ranging from histories of the body and sexuality to analyses of culture, politics, and the economy. It explores how gender identities were produced and contested at specific historical moments and in different locations.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST441/WOST441/WSGS441

HIST 442 Women's & Gender History: U.S.A. (3 Credit Hours)
The course explores the literature on women and gender in US history with attention to theoretical issues, a broad chronological scope, and cultural diversity. Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history while honing their skills in writing and oral presentation.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST442/WOST442/WSGS442
Outcomes:
Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history, while honing their skills in writing and oral presentation

HIST 450 Nineteenth Century America (3 Credit Hours)
This course focuses on major historiographical questions reflecting the diversity of inquiry in the field of nineteenth century U.S. history. Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century. Students learn to critique recent historical literature through discussion and reflective essays.
Outcomes:
Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century; Students learn to critique recent historical literature through discussion and reflective essays

HIST 459 Environmental History (3 Credit Hours)
Environmental history expands the customary framework of historical inquiry, incorporating such actors as animals, diseases, and climate alongside more familiar human institutions and creations. This course will expose students to the major concepts, tools, and sources in the field. It will equip students to describe major changes in approaches to environmental history. It will prepare students to write, teach, and develop research projects on environmental history.
Outcomes:
1) Exposure to the major concepts, tools, & sources in the field; 2) Ability to describe major changes in approaches to environmental history

HIST 460 Urban America (3 Credit Hours)
This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities, and especially Chicago, have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. This colloquium will provide a historiographical introduction to the major questions and issues in the culture and social life of American cities.

HIST 461 Twentieth Century America (3 Credit Hours)
Reading and discussion seminar. Students will read monographs and articles in 20th century U.S. history, including social, cultural, intellectual, and other approaches. The final assignment will be a long historiographic paper.

HIST 464 Transnational Urban History (3 Credit Hours)
This class exposes students to the history of cities across a broad spectrum of time and place. The level of analysis is both more global and more local than traditional narratives of the nation state. This course explores the recurring challenges and possibilities of urban life and urban governance across cultures and time. An emphasis on reading and writing will help students develop the skills of critical analysis. Restricted to Graduate Students.
Outcomes:
Appreciation for the recurring challenges and possibilities of urban life and urban governance across cultures and time; An emphasis on reading and writing will help students develop the skills of critical analysis

HIST 479 Public History Media (3 Credit Hours)
An introduction to the field of digital humanities and public media. Through a series of assignments and in-class labs centered around common Digital Humanities tools and platforms, the class will explore current and historical conversations in digital humanities and new media and address theoretical and practical problems involved in digital humanities-based methods and methodology. The final product of each assignment will be a collaborative digital public humanities project.
Outcomes:
Possess an introductory technical knowledge of digital tools or methods; Ability to apply technical knowledge about digital history tools to historical questions; Familiarity with managing and creating a team-based digital humanities project

HIST 480 Public History: Method & Theory (3 Credit Hours)
This course explores the field of public history with special emphasis on the theoretical and methodological challenges faced when preserving or presenting history outside of a formal classroom environment. Also under consideration will be the professional and ethical responsibilities of the historian both inside and outside of the university setting. Students will be able to understand the theoretical and methodological issues of importance to the field of public history, reflect upon ethical issues involved in the collection, curation, and presentation of history, and participate in applied projects drawing upon public history methodologies and presentation modes.

HIST 481 Management of Historic Resources (3 Credit Hours)
This class is an introduction to historic preservation. The class will review the way public historians work to protect the material culture of the built environment on a local, state, and national level. The class will consist of lectures on aspects of historic preservation, the discussion of weekly readings, and the execution of a preservation project. The project will be to prepare a National Register of Historic Places nomination on a single property or historic district.
Outcomes:
Understand the types of practice that characterizes the field of historic preservation; Understand current emerging issues in historic preservation from an ethical perspective; Experience carrying out the role of the public historian in historic preservation, ability to identify and explain the cultural value of what should be preserved

HIST 482 Archives and Record Management (3 Credit Hours)
This course introduces basic archival theory and methodology. Particular emphasis will be placed on ethics, best practices, and the relationship of archives to allied fields.
Outcomes:
Communicate what archives are and the basic tenants of the profession to a lay audience; Apply archival terminology and concepts to real world scenarios; Identify opportunities in the archival field that are appropriate for their career goals and level of experience; Apply the basics of collection care principles to any given collection at an institution; Understand the components of arrangement and description

HIST 483 Oral History: Method and Practice (3 Credit Hours)
This course will give students a basic understanding of oral history by asking several questions of the discipline, including: What exactly is oral history and what sets it apart from other historical research methodologies? What are the ethical issues involved in undertaking oral history? How does one conduct, record, and archive an interview? What steps are necessary in constructing an oral history project? What are the merits of the various products that can be derived from oral history in both texts and multimedia? In addition to reading oral historical texts and theory, students will conduct at least two interviews and participate in an ongoing oral history project. Students will learn how to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition.
Outcomes:
Ability to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition

HIST 484 Material Culture (3 Credit Hours)
This class is restricted to Graduate students. This course is an introduction to approaches to the study of American material culture in its many forms, including decorative arts and mass-produced consumer objects; urban form, vernacular architecture, commemorative landscapes; the body and dress; foodways; and the material culture of childhood. The course will consider the ways scholars use material culture to "do" history, with an emphasis on artifacts as evidence.
Outcomes:
1) Students will understand the theory and practice of material culture study; 2) Students will gain experience in artifactural analysis; 3) Students will research and interpret material culture

HIST 487 Public History: Museums (3 Credit Hours)
This course introduces graduate students to issues involved in the management of history museums while considering many questions about the role and function of museums in American society. What does it mean to say that museums serve the public? How can museums become more diverse, equitable, accessible, and inclusive institutions? How do museums tell stories and who gets to decide what stories to tell? How and why do museums collect, care for, and display some objects and not others? Why do people visit museums, what do they experience there, and what do those visits mean to them? What does "success" look like and how does one measure it? What financial, administrative, and ethical issues do museums face? How can museums critically address today's complex political, cultural, and social realities?
Outcomes:
Possess introductory knowledge of the issues involved in the management and operation of history museums; Understand the historic and current role and function of museums in American society; Familiarity with various aspects of museum practice through hands-on activities and project-based coursework

HIST 496 Race, Violence & Memory (3 Credit Hours)
Pre-requisites: Graduate Student status
In the last generation, historians, literary scholars, and other humanists have intensified the study of historical memory and commemoration, even as public demonstrations, debates, and legislation over historical markers and monuments have proliferated. This course examines the ways that Americans have remembered, forgotten, and argued over violent episodes that have played important roles in their history. We will examine three aspects of historical memory: how individuals, institutions, and movements created and silenced historical memories; how these memories were embodied in the commemorative landscape; and how memories and public landscapes have changed over time.
Outcomes:
The course¿s primary goals are provide students with an understanding of these changing historical memories and the tools to incorporate them into the their future professional lives

HIST 498 Dissertation Research (3 Credit Hours)
Students register for this course once they begin work on their dissertation and have not yet completed the sixty hours required for the PhD degree. If necessary, this course can be taken up to three times.

HIST 499 Directed Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest. There is a form that must be completed and submitted prior to course registration. There are limits on how many of these can be taken over the course of a student's career: MA (2 times) and PhD (3 times).

HIST 510 Research Seminar - Special Topics (3 Credit Hours)
Research seminar using primary sources in cultural, social, technological, intellectual, and institutional history. Topics vary according to the interest of the instructor. Students will learn how to local and analyze archival material to develop an original article-length research paper. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 555 US Social & Intellectual History (3 Credit Hours)
Research seminar that focuses on different topics relating to the social and intellectual history of the United States. Students learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 558 Studies in American Cultural History (3 Credit Hours)
Research seminar focused on primary sources in American cultural history. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 561 Seminar-Gender & Women's History (3 Credit Hours)
This seminar focuses on the use of gender as a category of analysis in history and is particularly appropriate for those who have taken courses in Women's and Gender History or Women's Studies. Students will produce a research paper; they may choose any topic relevant to issues of gender or women for any time period or society, as long as adequate primary sources are available.

HIST 581 Practicum in Public History (3 Credit Hours)
Pre-requisites: HIST 480
Practicums provide students with specific exposure to an aspect of the practice of public history. Practicums are undertaken either under the direct supervision of Loyola faculty or the joint supervision of a Loyola faculty member and a cooperating off-campus supervisor.
Outcomes:
Strengthen skills used in the classroom, including teamwork and reflective practice in praxis situations; Gain experience in communication, collaboration, and intellectual self-confidence; Possess the opportunity to produce a public history work product; Broaden the public history toolkit

HIST 582 Public History Internship (1-3 Credit Hours)
The internship will provide an extended practical experience in the field of public history. Internships are tailored to fit the needs of the individual student and the needs of the off-campus agency involved. As part of their program, all public history students must undertake an internship either doing public history in the private sector or with a public agency. The internship is available during any semester and its timing is related to an individual student's progress in the program. This is a variable credit course. Students in the MA Public History program take a 1-hour internship (50 hours minimum). Students in the PhD program, the MA Program or the dual MAPH/MILS Program take a 3-hour internship (150 hours).
Outcomes:
Enhanced skills learned via program coursework, including teamwork and reflective practice, in praxis situations; Ability to synthesize out-of-classroom and in-classroom learning through practice; Ability to synthesize out-of-classroom learning through reflection; Possess the opportunity to produce a work product appropriate to their particular internship

HIST 584 U.S. Local History (3 Credit Hours)
Research Seminar that explores the nature and practice of local history and explores various methods and approaches central to local history research. This course will introduce students to the literature on local history, acquaint them with the methodology critical to local history research, and have them conduct original research on a local history topic.
Outcomes:
This course has three objectives: 1. to introduce students to the literature on local history; 2. to acquaint students with the methodology critical to local history research, 3. to conduct original research on a local history topic

HIST 585 Career Diversity Internship (3 Credit Hours)
An elective course that allows PhD and MA students explore a career pathway and have the opportunity to see how the skills gained in History can be applied to diverse career settings. Students will gain an exposure to a non-academic career, develop new skills, and gain experience is communication, collaboration, and intellectual self-confidence.
Outcomes:
Exposure to a non-academic career; development of new skills; gain experience in communication, collaboration, & intellectual self-confidence

HIST 598 Dissertation Proposal Seminar (3 Credit Hours)
Students work closely with an advisor to prepare their dissertation proposal.

HIST 599 Directed Primary Research (3 Credit Hours)
Students work under the direction of an advisor on a specific research project and produce a Master's Essay in lieu of the seminar requirement. There is a form that must be completed and submitted prior to course registration.

HIST 600 Dissertation Supervision (1 Credit Hour)
Students take this course once they complete all requirements for the PhD except the dissertation. The purpose of this course is to maintain active enrollment in the Graduate School during the fall and spring semesters. No credit hours are associated with this course and students receive a grade of CR.

HIST 605 Master's Study (1 Credit Hour)
Students register for 605 to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

HIST 610 Doctoral Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

Interdisciplinary Studies (INDS)

INDS 400X TBA-Foreign Stdy (0.5-15 Credit Hours)
Temporary indicator course for the duration of the study abroad program.

International Affairs (INTA)

INTA 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems. Restricted to Graduate School students.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

INTA 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics. Restricted to Graduate School students.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

INTA 470 Fieldwork in PLSC-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

INTA 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science. Restricted to Graduate School students.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

Latin (LATN)

LATN 415 The Latin Fathers (3 Credit Hours)
This course examines the writings of the early church fathers such as Ambrose, Jerome, and Augustine, looking through them to the historical and intellectual background of Western patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the texts, their authors, and their times; They should engage critically with current scholarship of the field

LATN 418 St Augustine (3 Credit Hours)
This course focuses on selected works of Augustine, set against the backdrop of Roman society and Mediterranean Christianity in the later Roman period.
Outcomes:
Students should demonstrate knowledge in detail about Augustine, his world, and his works; They should engage with current scholarship addressing Augustine's religious, intellectual, literary, social, and historical contexts and influences

LATN 431 Caesar (3 Credit Hours)
This course focuses on Julius Caesar's Commentaries on his Gallic War and the Civil War against Pompey the Great. It examines the texts within multiple frameworks in order to understand the political, military, intellectual, and historical contexts of Caesar's writing.
Outcomes:
Students should demonstrate detailed understanding of Caesar, his texts, and contexts; Additionally, students should engage critically with scholarship relating to Caesar and his place in the world

LATN 432 Livy (3 Credit Hours)
This course focuses on Livy's Ab Urbe Condita and the historical, intellectual, literary, and cultural contexts of this work. It considers Livy's place in Rome's historiographical tradition and the relationship of his work to the emerging imperial government.
Outcomes:
Students should demonstrate detailed understanding of Livy and his historical and cultural context; Additionally, students should engage critically with scholarship on Livy and his work

LATN 435 The Annals of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 436 The Histories of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 438 Suetonius (3 Credit Hours)
This course focuses on Suetonius's Lives and the historical, intellectual, literary, and cultural contexts of his writing. It examines the genre of biography in the ancient historiographical tradition and explores Suetonius's depiction of the Roman Emperors as both biographical and literary creations.
Outcomes:
Students should demonstrate detailed understanding of Suetonius and his historical and cultural context; They should engage critically with current scholarship on Suetonius, his project, and his milieu

LATN 441 The Aeneid of Virgil (3 Credit Hours)
This course centers on Vergil's Aeneid. It examines the poem's place in the tradition of Latin epic poetry with attention to Vergil's literary technique. It explores the poem's participation in and resistance to the Augustan imperial political program. It will touch on the enduring influence of the poem.
Outcomes:
Students should demonstrate detailed understanding of Vergil and the Aeneid; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 442 Earlier Works of Virgil (3 Credit Hours)
This course centers on Vergil's Eclogues and/or Georgics. It examines the genre(s) of bucolic and/or didactic poetry, focusing on Vergil's developing technique, especially his commitment to Alexandrian and Neoteric principles. It will explore how these poems respond to the uncertainty of the political moment and emergence of Imperial rule.
Outcomes:
Students should demonstrate detailed understanding of Vergil and his early poems; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 443 Catullus (3 Credit Hours)
This course centers on Catullus, the literary genres and traditions in which he worked, and the particular moment of late-Republican neoteric poetry. It considers Catullus' importance as an innovator in Latin poetry, his place in the social fabric of aristocratic Roman culture and how his poetry reflects that culture.
Outcomes:
Students should demonstrate detailed understanding of Catullus' works, literary technique, and world; They should engage critically with scholarship relating to Catullus' historical, social, literary, and intellectual contexts

LATN 444 Roman Elegy (3 Credit Hours)
This course focuses on Latin elegiac poetry through selections from Catullus, Tibullus, Propertius, and/or Ovid. The course explores elegy as a peculiarly Roman literary tradition linked closely to the Late Republic and Early Empire. It examines the recurrent themes and techniques of Latin Elegy.
Outcomes:
Students should demonstrate detailed understanding of Latin elegy; They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre

LATN 445 Ovid (3 Credit Hours)
This course centers on the poetry of Ovid, the genres in which he wrote, and the cultural, social, and historical contexts in which he worked. It explores Ovid's role as both a continuator and innovator within the Roman literary tradition and how his poetry responds to his socio-political moment.
Outcomes:
Students should demonstrate detailed understanding of Ovid and his work; They should engage critically with scholarship concerned with Ovid's social, cultural, and literary contexts and influences

LATN 446 The Odes of Horace (3 Credit Hours)
This course centers on the Odes of Horace, their relationship with traditions of lyric poetry and Roman Alexandrianism, and the cultural, social, and historical contexts to which Horace responded. The course examines Horace's poetic technique and his engagement with the emerging Augustan imperial regime.
Outcomes:
Students should demonstrate detailed understanding of Horace's Odes and their place in Roman poetry; They should engage critically with scholarship addressing Horace's work and various contexts

LATN 451 Roman Comedy (3 Credit Hours)
This course focuses on Roman comedy, including selected plays of Plautus and/or Terence. It examines the place of these works in the traditions of New Comedy more generally, exploring how they are produced in Latin as theater in the context of Roman Republican society.
Outcomes:
Students should demonstrate detailed understanding of the authors, the comedies, and their traditions; They should engage critically with scholarship addressing the plays multiple contexts and influences

LATN 455 Tragedies of Seneca (3 Credit Hours)
This course focuses on selected tragedies of Seneca. It examines these works in light of the traditions of ancient tragic drama and Latin literature more generally. It also explores the connection of these plays to Seneca's Stoic philosophy and the imperial regimes of Claudius and Nero.
Outcomes:
Students should demonstrate detailed understanding of Seneca's tragedies; They should engage critically with scholarship addressing Seneca's literary, philosophical, cultural, and historical contexts and influences

LATN 461 Lucretius (3 Credit Hours)
This course centers on the De Rerum Natura of Lucretius. It examines Lucretius' literary technique and his place in the Roman tradition of hexametric poetry. It also explores Lucretius as a major exponent of Epicurean philosophy and the scientific world view of that philosophical tradition.
Outcomes:
Students should demonstrate detailed understanding of Lucretius' work and its significance; They should engage critically with scholarship addressing Lucretius' literary, philosophical, cultural, and historical contexts and influences

LATN 462 Philosophy of Cicero (3 Credit Hours)
This course focuses on the philosophical works of Cicero and the Roman reception of Greek philosophical thought. It explores Cicero's role as a conduit into the Roman world for Greek ideas, including his contribution to the establishment of a philosophical vocabulary, and the enduring influence of his work.
Outcomes:
Students should demonstrate detailed understanding of individual works and Cicero's greater project; They should engage critically with scholarship addressing the various contexts and influences of Cicero's treatises

LATN 488 Readings in Latin Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 489 Readings in Latin Literature II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving Latin language or literature written in Latin, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

LATN 546 Seminar in Roman Satire (3 Credit Hours)
This course investigates Roman verse satire and its traditions through selections from Horace, Persius, and/or Juvenal, considered in their social, historical, and literary contexts. The Romans claimed satire as the one truly Roman genre: this course will explore the key themes and techniques animating the genre and its tradition. They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre.
Outcomes:
Students should demonstrate detailed understating about Roman Satire

Mathematical Sciences (MATH)

MATH 401 Introduction to Graduate Study in Mathematics (1 Credit Hour)
Pre-requisites: Graduate Student status
This is a professional development seminar for the beginning graduate student. Through short lectures, faculty panels, career panels, regular reading and writing assignments, and assorted workshops, it provides the student with the tools they need to succeed in the program, and beyond.
Outcomes:
Students will: gain practice reading, writing, listening to, and summarizing advanced mathematics; learn the pedagogical, ethical, and DEI matters associated with careers in the mathematical sciences; gain practice giving lectures, writing problem-sets, and grading mathematics; explore possible career trajectories

MATH 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

MATH 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

MATH 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov processes and Markov chains, classification of states, long-run behavior, continuous time processes, birth and death processes, random walks, and Brownian motion.
Course equivalencies: X-MATH406/STAT406

MATH 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: Some background in programing, linear algebra and differential equations
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, methods for solving systems of linear equations, high order numerical differentiation and integration, eigenvalue problems, numerical solutions to ordinary and partial differential equations, and other selected topics.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will obtain an understanding of theoretical concepts and rigorous analytical skills for the use of numerical methods to analyze and solve complex mathematical and real-world problems

MATH 413 Algebra I (3 Credit Hours)
Pre-requisites: Graduate standing
This course covers basic algebraic structures, focused mainly on groups. Topics include normal subgroups, isomorphism theorems, and actions on sets. Additional topics chosen from the theory of groups or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about groups and their actions, preparing them for further advanced work in mathematics

MATH 414 Algebra II (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 413 or permission from the Graduate Program Director
This course covers basic algebraic structures, focused mainly on rings, fields and Galois theory. Additional topics chosen from the theory of rings fields or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about rings and fields, preparing them for further advanced work in mathematics

MATH 415 Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: Graduate standing
An abstract approach to the study of finite- and infinite-dimensional vector spaces and their transformations. Selected topics may include similarity, duality, canonical forms, singular value decomposition, inner products, discrete Fourier transform, bilinear forms, Hermitian and unitary spaces.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about finite- and infinite-dimensional vector spaces and their transformations, preparing them for further advanced work in mathematics

MATH 416 Survey of Algebra (3 Credit Hours)
Pre-requisites: Graduate Student status
A survey course in three parts. I: the theorems of Burnside, Sylow, and Jordan-Holder, toward the classification of finite simple groups. II: (noncommutative) rings and modules over PIDs, including applications to classification problems. III: additional topic chosen by instructor, e.g., category theory, homological algebra, division rings, and representation theory.
Outcomes:
Students will demonstrate facility with standard proof techniques in abstract algebra, and the ability to work with algebraic structures (including actions, morphisms, and quotients; concretely and abstractly); Students will recognize the common theme of classification uniting the course topics

MATH 418 Combinatorial Mathematics (3 Credit Hours)
An introduction to the basic methods of counting and generation, including: induction, pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, and inclusion-exclusion principle. Topics drawn from partitions, graph theory, graph coloring, and combinatorial design, Polya's theory, Ramsey's theorem, and optimization problems.
Course equivalencies: X-COMP418/MATH418

MATH 420 Topics in Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 351 or permission of the instructor
This course will be a mathematical study of the concepts of truth and proof and how they relate to each other. The main topics to be covered are propositional logic, first order predicate logic, computability and undecidability results.
Outcomes:
Students will develop proof writing skills, expand mathematical literacy, understand the expressive power and limitations of propositional and predicate logics and learn the mathematical meaning of "truth" and "proof"

MATH 422 Advanced Topics in Number Theory (3 Credit Hours)
Pre-requisites: MATH 201 or the equivalent or permission of the instructor
Topics chosen from: Pythagorean triples, Fermat's Last Theorem, Pell's equation, Fermat descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA encryption, quadratic residues, quadratic reciprocity, integers as the sum of squares, Gaussian integers, continued fractions, the distribution of primes, Diophantine approximation, elliptic curves; others.
Outcomes:
Understand the importance of historically significant concepts and problems in number theory; Understand the proofs of related theorems; Solve problems and prove theorems from topics covered in class

MATH 428 Algebraic Coding Theory (3 Credit Hours)
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, quadratic residue codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-COMP428/MATH428

MATH 431 Cryptography (3 Credit Hours)
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics. Additional topics may include more modern cryptosystems, such as those based on elliptic curve and lattices.
Course equivalencies: X-COMP431/MATH431

MATH 443 Intro to Algebraic Topology (3 Credit Hours)
In the study of topology, algebraic constructions (called "invariants") are used to help determine whether two differently presented topological spaces are indeed different. In this course, we introduce various topics related to this endeavor, including homotopy equivalence of topological spaces, group presentations, homomorphisms of spaces and of groups, covering spaces, the fundamental group, and homology theories. Time permitting, the cohomology ring of a space will also be introduced.

MATH 444 Topics in Geometry (1-3 Credit Hours)
An axiomatic approach to the study of geometry. While Euclidean geometry will be the main focus, elliptic and hyperbolic geometries will also be studied in detail. Additional non-Euclidean geometries (including projective, metric, and finite) and additional approaches (such as transformations and synthetic treatments) will also make an appearance.

MATH 445 Financial Math Derivatives (3 Credit Hours)
A first course in the mathematics of derivatives pricing. Topics include options markets, Black-Scholes pricing formulas, stochastic calculus, hedging schemes, binomial option pricing, exotic options, and more general derivatives.

MATH 451 Analysis I (3 Credit Hours)
Pre-requisites: Graduate Standing
A rigorous review of the topology of, and of the functions on, the real line and more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 452 Analysis II (3 Credit Hours)
Pre-requisites: MATH 451 or MATH 351 or permission from the Graduate Program Director
A continuation of MATH 451. A rigorous treatment of Riemann and elements of Lebesgue integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 453 Complex Analysis (3 Credit Hours)
Pre-requisites: MATH 351 or MATH 451 or permission from the Graduate Program Director
A rigorous introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, conformal mapping, analytic continuation, transfer theory, etc.
Outcomes:
Students will master the mathematical rigor behind undergraduate complex analysis, gain exposure to advanced topics in complex analysis, and obtain preparation for further graduate courses in analysis and its applications

MATH 454 Survey of Analysis (3 Credit Hours)
Pre-requisites: Graduate Student status
An introduction to advanced topics in analysis, including measure theory, functional analysis and partial differentials equations. Measurable sets; the Lebesgue integral in Rn; Lp and other function spaces; weak convergence; Lax-Milgram Theorem; and the calculus of variations. These topics are then applied to the study of linear PDEs. Students will be able to apply these concepts to study PDEs.
Outcomes:
Students will understand the central elements of Lebesgue integration (from measurable sets to the fundamental theorem of calculus for Lebesgue integrals) and of Lp spaces (including Minkowski and Hölder inequalities)

MATH 456 Mathematical Modeling (3 Credit Hours)
Pre-requisites: Graduate standing
This course will involve students using various areas of mathematics, such as vector calculus, linear algebra, and differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will gain experience using the tools from previous mathematics classes to formulate models of real world phenomena

MATH 458 Optimization (3 Credit Hours)
Pre-requisites: MATH 351 or permission from the Graduate Program Director
The course is a rigorous treatment of linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, including proving existence of solutions, optimality conditions, convergence of algorithms, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH458/STAT458/428
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, solve the problems using computational methods, and perform rigorous mathematical analysis of the problems and prove convergence of the computational methods

MATH 460 Game Theory (3 Credit Hours)
Pre-requisites: Graduate standing
The theory and applications of noncooperative and cooperative games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory, including the theoretical underpinnings of this theory, and will be able to apply this knowledge in a variety of settings

MATH 465 Introduction to Partial Differential Equations (3 Credit Hours)
This course is an introduction to the subject of partial differential equations. Focus will be on studying linear partial differential equations, such as the wave equation, that appear ubiquitously in nature. To solve these equations we will use techniques such as separation of variables and Fourier series. We will also discuss different boundary conditions, and their physical interpretation.

MATH 466 Dynamical Systems (3 Credit Hours)
Pre-requisites: Graduate standing
Modeling, rigorous analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by usually nonlinear differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will be able to model dynamical systems, perform rigorous mathematical analysis of them, and predict their behavior

MATH 475 Functional Analysis (3 Credit Hours)
Metric, normed, Banach, Hilbert, and sequence spaces. Linear operators and Fourier analysis. Hahn-Banach extension principle, Baire category, and uniform boundedness. Selected applications to economics, physics, engineering, and quantum theory.

MATH 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
No course description is available
Course equivalencies: X-COMP476/MATH476

MATH 486 General Topology (3 Credit Hours)
Pre-requisites: Graduate standing
This course builds on the basics of point-set topology and discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms. Further topics may include category theory and basic homotopy theory.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about general topological spaces, preparing them for further advanced work in mathematics

MATH 488 Special Topics in Mathematics (1-4 Credit Hours)
Selected topics in mathematics not covered in the department's regular course offerings. May be repeated for credit.

MATH 495 Graduate Practicum in Mathematics (2 Credit Hours)
Pre-requisites: MATH 401 and (MATH 414 or MATH 452 or MATH 416 or MATH 454); Graduate Student status
A project-based course. Under faculty consultation, students will design and independently carry out a research project devoted to the development, pedagogy, or application of mathematics. To earn credit for this course, the student will deliver both an oral presentation and technical paper at the level expected in the professional workplace.
Outcomes:
Students will have: analyzed professional literature from multiple sources, resulting in a motivating question for the project; gained practice communicating clearly, concisely, and in-step with discipline norms; and contributed to the learning, teaching, or application of mathematics through their findings

MATH 498 Independent Study (1-6 Credit Hours)
This is a directed study course undertaken by advanced students and supervised by a member of the graduate faculty.

MATH 595 Thesis Supervision (1-6 Credit Hours)
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.

MATH 605 Master's Study (1 Credit Hour)
This course is a non-credit means of permitting students to be formally enrolled at Loyola while preparing for the final practicum.

Philosophy (PHIL)

PHIL 400 Philosophy Research Tools (3 Credit Hours)
This course introduces students to several methodological approaches to philosophical issues.

PHIL 401 Plato (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Plato
Course equivalencies: X-PHIL401/CLST412

PHIL 402 Aristotle (3 Credit Hours)
Prepares students for advanced work on some aspect of the philosophical thought of Aristotle.

PHIL 403 Ancient Philosophy (3 Credit Hours)
Prepares students for advanced work on a particular philosophical theme or problem in ancient philosophy.

PHIL 405 Augustine (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Augustine.

PHIL 406 Aquinas (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Aquinas.

PHIL 407 Medieval Philosophy (3 Credit Hours)
Introduces students to a specialized topic in medieval philosophy.

PHIL 408 Late Medieval Philosophy (3 Credit Hours)
Prepares students for advanced work on one or more late medieval philosophers such as Scotus and Ockham.

PHIL 410 Descartes (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Descartes.

PHIL 411 Classical Rationalism (3 Credit Hours)
Introduces students to a specialized topic in early modern rationalism, typically with reference to Descartes, Leibniz, and/or Spinoza.

PHIL 412 Classical Empiricism (3 Credit Hours)
Introduces students to a specialized topic in early modern empiricism, typically with reference to Locke, Berkeley, and/or Hume.

PHIL 415 Kant (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Kant.

PHIL 416 17th-18th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in early modern philosophy from Descartes to Kant.

PHIL 417 Classical German Philosophy (3 Credit Hours)
Pre-requisites: Graduate student status
Classical German Philosophy begins with Kant and his immediate predecessors, and extends to the early mid-19th century, including figures such as Herder, Fichte, Schelling, Goethe, Schiller , and Hegel, Feurebach, and Marc, among others. This course may include critiques of developments out of classical German philosophy. Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical Philosophy. Students will also become competent in engaging basic research in the philosophy of this era.
Outcomes:
Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical philosophy

PHIL 419 Aesthetics (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in aesthetics.
Outcomes:
Students will become conversant with the major projects and schools of thought in the field of aesthetics; Students will also gain knowledge of contemporary scholarship and develop basic research skills in this field

PHIL 420 Hegel (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Hegel.

PHIL 421 Marx (3 Credit Hours)
Prepares students for advanced work on Marx and Marxist philosophy.

PHIL 422 Nietzsche (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Nietzsche.

PHIL 425 19th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in nineteenth century philosophy.

PHIL 430 Husserl (3 Credit Hours)
Prepares students for advanced work on the phenomenology of Husserl.

PHIL 431 Marxism (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Marx and/or philosophers working in the Marxist tradition.

PHIL 432 Heidegger (3 Credit Hours)
Prepares students for advanced work on the thought of Heidegger.

PHIL 433 Phenomenology/Existentialism (3 Credit Hours)
Introduces students to a specialized topic in either phenomenology and/or existential philosophy.

PHIL 434 Hermeneutics & Critical Theory (3 Credit Hours)
Introduces students to a specialized topic in either philosophical hermeneutics and/or the critical theory of the Frankfurt School.

PHIL 436 Contemporary French Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent French philosophy.

PHIL 437 Contemporary German Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent German philosophy.

PHIL 438 Topics in Continental Philosophy (3 Credit Hours)
Introduces students to a specialized topic in some aspect of European philosophy from Kant to the present.

PHIL 439 Chinese Philosophy (3 Credit Hours)
Prepares students for advanced work on Chinese philosophy.

PHIL 440 American Philosophy (3 Credit Hours)
Prepares students for advanced work on the American philosophical tradition.

PHIL 441 Wittgenstein (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Wittgenstein.

PHIL 442 Anglo-American Philosophy (3 Credit Hours)
Prepares students for advanced work on some aspect of the pragmatist and/or analytic philosophical traditions.

PHIL 443 Anglo-American Epistemology (3 Credit Hours)
Introduces students to a specialized topic in analytic epistemology.

PHIL 444 Studies in Logic (3 Credit Hours)
Introduces students to some aspect of formal logic, such as formal systems, axiomatic set theory, mathematical logic, modal logic, tense logic, epistemic logic, deontic logic, formal semantics, and philosophical logic.

PHIL 445 Philosophy of Mind (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the problem of consciousness and the nature of mental functions.

PHIL 446 Philosophy of Perception (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to perception.

PHIL 447 Issues in Cognitive Science (3 Credit Hours)
Introduces students to specialized topics in the philosophy of cognitive sciences.

PHIL 449 Philosophy of Language (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the relationship between language, thought, meaning, and reference.

PHIL 450 Epistemology (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the nature of belief and knowledge.

PHIL 451 Metaphysics (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the nature of reality.

PHIL 452 Philosophy of Science (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the natural sciences.

PHIL 453 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Restricted to Graduate Philosophy students, Other graduate students may enroll with Graduate Program Director permission
Introduces students to key issues, debates, and figures in the philosophy of technology, including both metaphysical and ethical issues related to computation, artificial intelligence, and human versus machine personhood.
Outcomes:
Interpret and compare the work of major figures in the philosophy of technology; Analyze and evaluate the ethical implications of technology on human persons and society; Analyze and evaluate theories of the ontology of technology; Produce original arguments based on the text, figures, and themes engaged in the course and apply these arguments to contemporary technological issues

PHIL 454 Philosophy of Religion (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning religious practices and beliefs.

PHIL 455 Philosophical Theology (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in philosophical theology.

PHIL 457 Aesthetics (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the nature of art and aesthetic judgment.

PHIL 458 Philosophy of History (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to history and historiography.

PHIL 459 Philosophy of Law (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning legal institutions and practices.

PHIL 462 Kant's Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the practical philosophy of Kant.

PHIL 463 Virtue Ethics (3 Credit Hours)
Prepares students for advanced work on classical and/or contemporary themes in the virtue tradition in moral philosophy.

PHIL 464 Utilitarianism (3 Credit Hours)
Introduces students to classical and contemporary formulations of utilitarian ethics.

PHIL 466 Major Authors in Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the ethical theories of one or more key figures in the history of philosophy.

PHIL 467 Contemporary Ethical Theories (3 Credit Hours)
Prepares students for advanced work on issues in contemporary moral philosophy.

PHIL 468 Topics in Ethics (3 Credit Hours)
Introduces students to specialized topics in ethical theory.

PHIL 469 Ethics and Rationality (3 Credit Hours)
Introduces students to philosophical issues concerning the relationship between rationality and moral thinking.

PHIL 470 Ethics & Economic Justice (3 Credit Hours)
Prepares students for advanced work on ethical and social-political issues concerning economic practice and theory.

PHIL 474 Principles of Business Ethics (3 Credit Hours)
Introduces students to philosophical approaches to ethical issues concerning the relationship between business and society.

PHIL 475 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)
This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.
Course equivalencies: X-GNUR540/PHIL475

PHIL 477 Social Health Care Ethics (3 Credit Hours)
Prepares students for advanced work in philosophical approaches to social issues in health care.

PHIL 478 Research Methods in Social Justice (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course looks at several different methodological approaches to social justice issues: broad ethical frameworks; specific ethical issues, such as intent and volition; quantitative analysis; US law; and international law.
Outcomes:
Students are expected to know how to conduct literature reviews, how to use these approaches in analyzing social justice issues, and how to write up and present their research

PHIL 479 Issues in Applied Ethics (3 Credit Hours)
Introduces students to specialized topics in applied ethics.

PHIL 480 Social & Political Philosophy (3 Credit Hours)
Introduces students to specialized topics in social and political philosophy, such as theories of justice, social contract theory, human rights, and issues pertaining to race, class, and gender.

PHIL 481 Philosophy of Action (3 Credit Hours)
This course deals with the distinction between action and mere behavior. Related topics: causal vs. teleological views, intention, reasons for action (as distinct from causes of action), practical identity, free agency, practical reason, deliberation and choice, the relationship between emotional capacities and responsible agency.
Outcomes:
Students will understand the basic features of human agency

PHIL 482 Philosophy of Social Science (3 Credit Hours)
Introduces students to philosophical issues concerning the social sciences.

PHIL 483 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 484 Philosophical Anthropology (3 Credit Hours)
Prepares students for advanced work about philosophical conceptions of human existence.
Interdisciplinary Option: Women & Gender Studies

PHIL 485 International Ethics (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 487 Moral and Legal Issues of Economic Sanctions (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course will provide an introduction to economic sanctions in the context of foreign relations and global governance. We will look closely at the issues of effectiveness and humanitarian impact. We will also look at legal issues, such as the problem of extraterritoriality.
Outcomes:
It is expected that students will have an overview of how sanctions interact with international law, institutions of global governance, and human rights law

PHIL 490 Current Philosophical Issues (3 Credit Hours)
Introduces students to specialized topics in some area of contemporary philosophy.

PHIL 500 Directed Readings and Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 501 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 502 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 503 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 505 Teaching Internship I (0-3 Credit Hours)
This course introduces students to best practices in philosophical pedagogy.

PHIL 510 Clinical Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of clinical ethics. The student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 511 Social Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of social ethics. the student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 550 Integrative Seminar (3 Credit Hours)
This course prepares students for advanced work in philosophy, and emphasizes ways in which philosophy can play an integrative role.

PHIL 590 Dissertation Proposal Seminar (1 Credit Hour)
This semester-long, non-credit, pass/non-pass course is intended for Ph.D. students in their third or fourth years. Our purpose consists in taking students from their initial, general ideas on a dissertation to a developed proposal.
Outcomes:
The class will culminate in producing a final dissertation proposal and a community of researchers who are able and willing to support each other in the development and writing up of dissertation proposals

PHIL 595 Thesis Supervision (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 600 Dissertation Supervision (1 Credit Hour)
This course is intended for students who have completed their dissertation proposal and are currently working on their dissertation. Please consult with department graduate program director before registering.

PHIL 605 Master's Study (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 610 Doctoral Study (1 Credit Hour)
This course is intended primarily for students who are currently working on their dissertation proposal. Please consult with philosophy department graduate program director before registering.

Physics (PHYS)

PHYS 495 AP Physics Workshop (3 Credit Hours)
This graduate level course offers pedagogical content knowledge training for in-service high school teachers preparing to teach AP Physics.

Political Science (PLSC)

PLSC 400 Scope and Methods of Political Science (3 Credit Hours)
This is a broad course that lays out the main approaches to political science.

PLSC 401 Intro to Research Design & Method (3 Credit Hours)
This course is an introduction to principles of research design in political science. The main objective of this course is to familiarize students with the social scientific approach to studying politics.
Outcomes:
Students will learn how to ask empirical questions about the political world, how to develop theories and generate testable hypotheses, how to collect appropriate types of evidence, how to answer research questions scientifically using such evidence, and how to clearly convey their evidence and argument to others

PLSC 402 Seminar on Empirical Analysis (3 Credit Hours)
The course allows students to develop additional methods to empirical analysis.

PLSC 404 Selected Problems in American Politics (3 Credit Hours)
This course focuses on selected problems in the study of American politics and the American Political system.
Outcomes:
Gain an in-depth understanding of selected problems in American politics and the American Political system

PLSC 405 American Executive Branch (3 Credit Hours)
This course relies on historical and contemporary scholarly literature on the American presidency to analyze the development and scope of rhetorical and party leadership, legislative relations, the commander-in-chief and diplomatic roles as well as the growth of the institutionalized presidency.
Outcomes:
Students will master the key literature on the American presidency as well as conduct research on a particular aspect of the US presidency

PLSC 406 American Legislative Branch (3 Credit Hours)
This course focuses on the organization of and decision-making in the US legislative branch.
Outcomes:
Students will fully understand how the US Congress is structured and legislates, as well as its interactions with other US institutions and with American society

PLSC 407 Public Policy-Making & Implementation (3 Credit Hours)
This course examines the process and dynamics of US policy-making systems.
Outcomes:
Students will understand the development of the public sector agenda, the policy formation and legitimation processes, and the role of implementation functions, as these relate to substantive issues or policy arenas

PLSC 409 Organizational Theory (3 Credit Hours)
The course offers a broad approach to the various theoretical and practical approaches to the study of organizations.

PLSC 410 Urban Politics (3 Credit Hours)
This course addresses the major theories, studies and issues of urban politics.
Outcomes:
Students will understand "political machines", parties, interest groups, voting, protests, minority and ethnic groups, city councils, mayors, bureaucrats and community power structures

PLSC 411 American Political Parties/Electoral Process (3 Credit Hours)
This course analyzes the roles and functions of the party system and voting behavior in the United States.
Outcomes:
Students will understand the role of mass communication and issues in elections, the impact of party identification, and the impact of the electoral system on behavior of party and voter

PLSC 412 Constitutional Politics (3 Credit Hours)
This course examines constitutional policy-making in the United States.
Outcomes:
Students will understand the political role of the Supreme Court, judicial values in constitutional adjudication, and the impact of court decisions

PLSC 416 US Political Institutions (3 Credit Hours)
The course surveys academic literature on political institutions in the United States including the legislative, executive, and judicial branches of the federal government, state and local governments, parties, interest groups, media organizations, and civic organizations.
Outcomes:
Students will gain an in-depth understanding of a wide variety of political institutions and how they interact with one another

PLSC 417 The American Legal System (3 Credit Hours)
This course examines the structure, functions, interrelationships, dynamics, and decision-making processes of the US legal system.
Outcomes:
Students will understand the major components of the American legal system - legislatures, administrative agencies, and courts

PLSC 418 Political Psychology & Socialization (3 Credit Hours)
This course examines psychological, social and environmental influences on political attitudes and behavior.
Outcomes:
Students will understand the psychodynamics of political development and socialization as they interact with opinion formation and political participation

PLSC 419 Managing Urban Government (3 Credit Hours)
This course studies the politics of urban government management.
Outcomes:
Students will understand the environments in which the urban manager functions

PLSC 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

PLSC 421 Democratic Political Systems (3 Credit Hours)
This course examines selected democratic political systems.
Outcomes:
Students will understand how selected democratic systems operate, focusing on their similarities and differences

PLSC 422 Authoritarian Political Systems (3 Credit Hours)
This is a graduate-level seminar on authoritarian political systems. The course explores theoretical perspectives on authoritarianism, political institutions in non-democracies, and paths to democratization.
Outcomes:
Students will become familiar with concepts and theories of authoritarianism, gain knowledge about different types of authoritarian rule, and learn about how authoritarian governments work and perpetuate power

PLSC 423 Soviet & Post-Soviet Politics (3 Credit Hours)
This course analyzes the development of Soviet and post-Soviet politics since 1917.
Outcomes:
Students will understand the emergence and development of Soviet politics, as well as its decline in the mid-1980s

PLSC 424 Politics of Developing Areas (3 Credit Hours)
This course examines the politics of the "developing world."
Outcomes:
Students will understand the methods used to analyze politics in the developing and underdeveloped nation-states

PLSC 425 Sub-Saharan Africa (3 Credit Hours)
This course examines politics in Africa from the pre-colonial period to the present.
Outcomes:
Students will understand issues relating to decolonization, ethnicity, class, political economy, democratization, and regime transition in Sub-Saharan Africa

PLSC 426 Latin American Politics (3 Credit Hours)
This course examines important themes in the study of politics in Latin America.
Outcomes:
Students will understand the current scholarship and methodologies in the study of Latin American politics

PLSC 427 Politics of the Middle East (3 Credit Hours)
Enrollment Conditions: Permission of the instructor required. This course offers a historical and thematic approach to study the society and politics of the contemporary Middle East. Two central aims of the course are to cultivate critical perceptions regarding widespread images and descriptions of the region and to bolster students' historical, socioeconomic and political knowledge of the region.
Outcomes:
Students will master important political science literature on the Middle East and be well positioned to pursue original research

PLSC 428 Political Violence (3 Credit Hours)
This course offers a thematic approach to the study of political violence with a particular focus on armed conflicts involving non-state actors (i.e., civil wars). It addresses a wide variety of questions informed by the cutting-edge research in political science and other disciplines.
Outcomes:
Students will develop an understanding of the causes of different forms of violence in different parts of the world, motivations of people who participate in violence, and solutions to armed conflicts

PLSC 429 Comparative Politics Selected Problems (3 Credit Hours)
This course examines selected issues in comparative politics.
Outcomes:
Students will master the literature or conduct research in a particular area of comparative politics

PLSC 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

PLSC 431 Formulation US Foreign Policy (3 Credit Hours)
This course examines how US foreign policy is made.
Outcomes:
Students will understand the decision-making institutions and their interaction in the formulation and execution of political, military and economic foreign policy

PLSC 432 Comparative Foreign Policy Analysis (3 Credit Hours)
This course examines contemporary policy positions of major blocs of nations as well as specific nations.
Outcomes:
Students will understand how foreign policy is made in countries other than the United States, as well as the policy of blocs of nations

PLSC 433 International Organization (3 Credit Hours)
This course examines the development and role of international organizations.
Outcomes:
Students will understand the political and administrative principles and problems of various types of international organizations, including the United Nations, the World Trade Organization, the World Bank, the International Monetary Fund and other key global and regional organizations

PLSC 435 International Political Economics (3 Credit Hours)
This course examines global economic systems.
Outcomes:
Students will understand global political-economic relations in the post-WWII period, including international monetary relations, international trade, regional integration, direct investment, debt, and development assistance

PLSC 436 International Conflict (3 Credit Hours)
This course focuses on concepts and approaches related to the causes of war, conflict and peace in the international system.

PLSC 437 Selected Problems International Law (3 Credit Hours)
This course examines selected issues or problems in international law.
Outcomes:
Students will understand contemporary theories of international law and the relationships among the various traditional and contemporary areas of international law

PLSC 439 Selected Problems in International Politics (3 Credit Hours)
This course examines important themes and theories in international politics.
Outcomes:
Students will master a specific body of literature or conduct research in a particular area of international relations

PLSC 440 Ancient Political Thought (3 Credit Hours)
This course examines the major works of the most important theorists within the classical tradition.
Outcomes:
Students will master key writings of Thucydides, Plato, Aristotle, and other theorists

PLSC 442 Modern Political Thought (3 Credit Hours)
This course examines major modern political thinkers.
Outcomes:
Students will master key works of from the Italian Renaissance to the French Revolution

PLSC 444 Great Authors (3 Credit Hours)
This course focuses on the works of political theorists in the western tradition.
Outcomes:
Students will master key works of theorists in the western tradition

PLSC 446 Political Ethics (3 Credit Hours)
This course surveys classic debates on ethics - such as utilitarianism and deontological ethics - to provide students with analytical tools to answer the deceptively simple question "What is the right thing to do?" The course draws on classical readings of political philosophy, while seeking to make those abstract problems tangible by applying them to real world cases and examples.

PLSC 447 American Political Thought to Civil War (3 Credit Hours)
This course examines pre-Civil War US political thought.
Outcomes:
Students will master the works of key thinkers from the American founding to the Civil War

PLSC 449 19th Century Political Thought (3 Credit Hours)
This course examines key theorists in the nineteenth century.
Outcomes:
Student will master the works of key theorists beginning with the French Revolution and through the nineteenth century

PLSC 470 Fieldwork in Political Science-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

PLSC 476 Political Analysis II (3 Credit Hours)
This is an intermediate course in data analysis methods in political science.
Outcomes:
Students will master intermediate research and quantitative methods in political science

PLSC 499 Directed Readings (3-6 Credit Hours)
This course involves specialized study under the supervision of a faculty member.
Outcomes:
Students will master a particular segment of academic literature or conduct in-depth research on a specific topic

PLSC 502 Seminar in Political Behavior (3 Credit Hours)
This course examines selected topics in the development and shaping of political behavior.
Outcomes:
Students will master the political behavior literature and conduct research in specific areas of the discipline

PLSC 503 Seminar: Law & Political Behavior (3 Credit Hours)
This course analyzes selected topics concerning the relationship between legal processes, policies, and politics.
Outcomes:
Students will understand a particular topic in law and political behavior

PLSC 504 Seminar: American Public Policy (3 Credit Hours)
This seminar analyzes the American public policy.
Outcomes:
Students will understand the formation, implementation, and evaluation of public policies in the United States

PLSC 505 Seminar in Urban Problems (3 Credit Hours)
This course analyzes selected policies in urban and state politics.
Outcomes:
Students will understand the politics of specific urban and state policies

PLSC 506 Seminar State & Urban Policy Analysis (3 Credit Hours)
This course examines current perspectives and techniques in the analysis of state and urban policies.
Outcomes:
Students will understand contemporary policy analysis perspective and techniques as well as methods in policy analysis

PLSC 515 Seminar-Public Administration (3 Credit Hours)
This is an upper-level seminar on complex questions related to public administration.

PLSC 520 Seminar: Comparative Politics (3 Credit Hours)
This course examines an important, contemporary area of research in comparative politics.
Outcomes:
Students will master a specific body of literature and conduct research in a specific area in comparative politics

PLSC 521 Seminar Western European Politics (3 Credit Hours)
This course examines contemporary politics in Western European countries.
Outcomes:
Students will understand political and policy developments in Western Europe, as well as the structures of the European Union and the North Atlantic Treaty Organization

PLSC 531 Seminar: International Politics (3 Credit Hours)
This course examines various research topics in international politics.
Outcomes:
Students will master a particular body of work or conduct research in a specific area of international politics

PLSC 532 Soviet/Post-Soviet Foreign Policy (3 Credit Hours)
This course examines the foreign policies of the Soviet Union and the post-Soviet states.
Outcomes:
Students will understand the formulation and application Soviet and post-Soviet foreign policies

PLSC 533 U.S. National Security (3 Credit Hours)
This course examines the U.S. security establishment and the national security process.
Outcomes:
Students will understand how US security policy is made, including the defense budget, US force structure, intelligence, covert operations, and the role of Congress

PLSC 543 Liberalism (3 Credit Hours)
This course analyzes liberal political thought.
Outcomes:
Students will master key works and theorists focusing on equality, liberty, natural rights, utilitarianism, and idealistic bases of modern liberal society

PLSC 546 Political Philosophy Selected Problems (3 Credit Hours)
This course examines a selected theoretical issue in the history of political thought.
Outcomes:
Students will master the writings and theories in a particular theme of political theory

PLSC 595 Thesis Supervision (1 Credit Hour)
The is the first course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 596 Thesis Research (3 Credit Hours)
The is the second course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 597 Dissertation Research (3-6 Credit Hours)
The course is for students researching a thesis topic towards writing a dissertation prospectus.

PLSC 598 Teaching Internship (3 Credit Hours)
The course allows students to complete an internship focused on teaching.

PLSC 600 Dissertation Supervision (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

PLSC 605 Master's Study (1 Credit Hour)
The course is for students researching a thesis towards earning a Master's degree.

PLSC 610 Doctoral Study (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

Psychology (PSYC)

PSYC 401 History & Systems of Psychology (3 Credit Hours)
History and systems is a survey course that covers past events and persons that directly influenced the formation of contemporary psychology in the United States.
Outcomes:
Students will become familiar with the history of psychology and influential theoretical systems in the field of psychology; The course is partly designed to aid in preparation for the EPPP licensing exam for those students intending to seek professional licensure

PSYC 412 Introduction to the Profession of Clinical Psychology (3 Credit Hours)
Required course for PhD program in Clinical Psychology-an introduction to our field. This course provides an introduction to the profession of Clinical Psychology by focusing on basic research and clinical skills necessary for a career as a clinical scientist and practitioner.
Outcomes:
Students will develop skills such as establishing rapport, empathic and reflective listening, gathering information, and making intervention decisions via supervised interview experiences

PSYC 420 Research Methods in Psychology (3 Credit Hours)
An intensive coverage of classical and current psychological research methodology and a review and implementation of various strategies for proposing research, collecting and analyzing data, and writing scholarly articles.
Outcomes:
Students will learn multiple methods for conducting psychological research, how to critique published research, and how to write research proposals and reports

PSYC 432 Intellectual & Personality Assessment (3 Credit Hours)
This course covers the psychometric properties, administration procedures, and applications of the most common adult psychological measures. Students will gain an understanding of psychometric theory.
Outcomes:
Students will be able to administer and become familiar with how to interpret a WAIS-III, the MMPI-2, the Sentence Completion Test, and the TAT

PSYC 435 Seminar in Cognitive Neuroscience (3 Credit Hours)
The way that information is represented and processed in the brain is central to a broad range of topics in psychological science. In this course we will consider how the methods of cognitive neuroscience including brain imaging (e.g., EEG/ERP, fMRI) and dissociation-based techniques such as neuropsychology and TMS, have revolutionized the exploration of these topics. We will pay particular attention to how these techniques can be used to understand higher-level cognition during development and in questions related to social psychology and psychopathology. Class participants will be introduced to these techniques, read, critique and present results from the primary literature, and also have an opportunity to develop ideas using these methods relating to their own research interests.

PSYC 436 Psychopharmacology (3 Credit Hours)
The types and mechanisms of medications used in the treatment of mental disorder are reviewed. Emphasis is given to behavioral effects and treatment effectiveness of drugs. Psychopharmacological research design and literature are reviewed.
Outcomes:
Students will learn basics of neurotransmission and be informed about medications including antidepressants, mood stabilizers, anti-psychotics, and substance abuse

PSYC 438 Principles of Psychological Assessment Child & Adult (3 Credit Hours)
This course is designed to expose students to a variety of assessment tools and tests available for children ranging from 1 month to 18 years of age.
Outcomes:
Students will develop competence in the administration and write-up of basic intelligence, achievement, and visual motor tests for children presenting with, for example, learning disabilities, mental retardation, social/communication disorders

PSYC 440 Theory & Research in Psychology of Language (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language.

PSYC 446 Psychopathology (3 Credit Hours)
This course reviews concepts, research, and theory (historical and current) in psychopathology and emphasizes diagnosis and etiology.
Outcomes:
Students will gain an appreciation for the major issues in the area of psychopathology, the ability to think clearly and scientifically about these issues, and an understanding of major mental disorders

PSYC 451 Psychopathology of Childhood & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on adjustment problems during childhood and adolescence using an ecological-developmental perspective.
Outcomes:
By gaining insight into the factors that enhance or interfere with positive developmental processes, students learn how to apply research and theory to improve the services they will offer to children and families in their professional careers

PSYC 452 Clinical Treatment of Children & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on empirically-supported interventions for children and families.
Outcomes:
Students learn how to select and evaluate needed prevention programs and interventions for children and families to achieve therapeutic goals

PSYC 455 Developmental Psychology (3 Credit Hours)
This course provides an overview of theory and research on developmental psychology.

PSYC 460 Social Psychological Theory (3 Credit Hours)
Survey of basic concepts, theories, and research in social psychology. Contents include foundations of social psychology; broad theoretical orientations (e.g., evolutionary, behavioral, cognitive, affective, individual, societal, cultural); specific theories at the intrapersonal, interpersonal, intra-group, and inter-group levels of analysis.
Outcomes:
Knowledge and skills in theory construction and criticism; understanding relation between theory and research methods; applying theories to social problems

PSYC 461 Attitude and Attitude Change (3 Credit Hours)
Survey of attitude formation and change literature. Topics include the nature and measurement of attitudes, explicit versus implicit attitudes, effects of attitudes on cognition and behavior.
Outcomes:
Knowledge and skills that enable the integration of multiple theories to conceptualize attitudinal phenomena, critical evaluation of research, written and oral expression about attitude topics, application of attitude theories to practical problems

PSYC 462 Cognitive Social Psychology (3 Credit Hours)
In depth examination of the human cognition within its social context; including topics such as impression formation, attribution, stereotyping, prejudice, social information processing, mental control, affect and social information processing, unconscious social cognition.
Outcomes:
An understanding of basic theoretical approaches and scientific methods of hypothesis testing within social cognition; Development of skills needed to perform research within social cognition

PSYC 464 Practicum in Psychotherapy I (3 Credit Hours)
This two semester practicum course provides applied experience conducting psychotherapy at Loyola University Chicago's Wellness Center.
Outcomes:
For client populations seeking psychotherapy, practicum students will be able to develop a treatment plan, articulate treatment goals, develop a working therapeutic alliance, and execute elementary psychotherapeutic techniques

PSYC 472 Organizational Psychology (3 Credit Hours)
Covers theory, research, and methods associated with behavior in organizational settings. Learning outcomes include knowledge of theory and methods of personnel selection, performance measurement and appraisal, knowledge and skills training; theory and research on leadership, motivation, group behavior, etc.

PSYC 473 Social Development (3 Credit Hours)
This course is designed to provide an advanced level introduction and discussion of critical issues essential to the study of social development. The contribution of multiple contexts (e.g., family, peers, culture) to social development is a major focus of this class.
Outcomes:
Students will become familiar with the several theoretical accounts as well as major empirical findings in the core areas of social development

PSYC 474 Research in Group Dynamics (3 Credit Hours)
Covers theory, methods, and research on behavior in and by groups from a social psychological perspective. Learning outcomes include knowledge of theory and research on group structure, group performance, group decision making, negotiation, and intergroup behavior; ability to design research about group behavior and to analyze data from group research.

PSYC 475 Cognitive Development (3 Credit Hours)
This course is designed to provide an advanced level introduction to critical issues in the study of cognitive development from infancy through childhood.
Outcomes:
Students will be expected to draw connections between the major theoretical accounts of cognitive development and the empirical literature in core areas of children's cognition

PSYC 477 The Self and Self-Esteem (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the self and self-esteem. Course will focus on where self knowledge comes from and how it affects human behavior.
Outcomes:
Knowledge of psychological theory and research on the self and self-esteem

PSYC 479 Cognition and Emotion (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the role that emotion plays in cognitive activity and behavior. Course will focus on how emotion affects cognition and how different emotions have different effects.
Outcomes:
Knowledge of psychological theory and research on cognition and emotion

PSYC 482 Advanced Statistics (3 Credit Hours)
Covers analysis of factorial designs and other multifactor data sets.
Outcomes:
Learning outcomes include theory and assumptions underlying analysis of variance and multiple regression; ability to use SPSS to analyze data from factorial designs and other multifactor research endeavors

PSYC 484 Prejudice and Intergroup Relations (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on intergroup relations, stereotyping and prejudice. Course will focus on the perceptions, cognitions and behaviors toward members of our own group and members of outgroups.
Outcomes:
Knowledge of psychological theory and research on intergroup relations and prejudice

PSYC 485 Psychology and Law (3 Credit Hours)
Application of social psychological theory and research to criminal behavior and the criminal justice system. Specific topics include crime causation, mass media effects, jury selection, eyewitness accuracy, and crime prevention.
Outcomes:
An understanding of core theoretical and methodological approaches to criminal justice research, development of skills needed to perform psychologically oriented criminal justice research

PSYC 486 Methods of Program Evaluation (3 Credit Hours)
Overview of program evaluation methods, politics, ethics, and applications; including topics such as quasi-experimental design, statistical analysis issues, ethical guidelines, implementation strategies, and presentation styles.
Outcomes:
An understanding of the methods, strategies, ethical issues, and implementation obstacles of evaluation research; Development of skills needed to perform high quality evaluation research in a variety of applied settings

PSYC 489 Political Cognition (3 Credit Hours)
Examination of the cognitive determinants of political judgments and decision; including topics such as political information processing, voting preference, political stereotyping, racism, ideology and public opinion, and media effects.
Outcomes:
An understanding of core theoretical approaches within political psychology, scientific methods of hypothesis testing within political psychology, and the development of skills needed to perform research within political psychology

PSYC 491 Multivariate Analysis (3 Credit Hours)
An introduction to the theory and application of multivariate statistical techniques in psychology.
Outcomes:
Students will learn the conceptual underpinnings (including matrix algebra) and will also learn to conduct analyses for the following procedures: multiple and logistic regression, MANOVA, loglinear analysis, canonical correlation, factor analysis, and cluster analysis

PSYC 493 Structural Equation Modeling (3 Credit Hours)
An introduction to structural equation modeling as a multivariate statistical tool, including confirmatory factor analysis, path analysis, causal modeling, diagramming structural models, assessing model fit, model development and identification, multi-sample analysis, and longitudinal analysis.
Outcomes:
An understanding of the logic and mechanics of structural equation modeling, and the skills necessary to use LISREL 8 software to conduct structural analyses

PSYC 509 Seminar on Teaching Psychology (0 Credit Hours)
This course provides an introduction to the psychology teaching and learning.

PSYC 510 Ethics & Professional Practice (3 Credit Hours)
The ethical standards and practice of psychologists, including basic principles of ethics, application of ethics to professional practice and to research, and professional problems and practices are reviewed.
Outcomes:
Students will learn to manage complex ethical problems encountered in psychological practice, research, and education

PSYC 513 Adolescence (3 Credit Hours)
This course offers an in-depth study of adolescence from a psychological as well as cultural and historical perspective, with a focus on biological, cognitive, psychological, and social changes.
Outcomes:
Students will learn important components of psychological health and maladaptation during the adolescent developmental period and how family, peer, and school contexts affect adolescent development

PSYC 514 Research in Development Psychology (3 Credit Hours)
The goal of this course is to survey important methods, issues, research designs, and other topics specific to research in developmental psychology and cultivate students¿ scientific skills like critical thought and evaluation of research.
Outcomes:
Students will be able to demonstrate understanding of developmental methodology, design, ethical concerns, and other issues relevant to developmental science

PSYC 515 Infancy (3 Credit Hours)
The goal of this course is to survey important topics in the field of infancy, the period of development from birth through approximately 3 years.
Outcomes:
Students will demonstrate understanding of infant developmental science in particular content areas and the processes underlying change

PSYC 518 Seminar Selected Topics-Clinical Psychology (3 Credit Hours)
This course provides an overview of selected topics in clinical psychology.

PSYC 525 Seminar in Social Psychology (3 Credit Hours)
This course provides an overview of theory and research on social psychology.

PSYC 535 Internship in Applied Social Psychology (1 Credit Hour)
Students complete an applied social psychology internship during this course.

PSYC 540 Psychology of Language Development (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language development.

PSYC 545 Select Topics in Developmental Psychology (3 Credit Hours)
This course provides an overview of selected topics in developmental psychology.

PSYC 548 Risk and Opportunity in Childhood and Adolescence (3 Credit Hours)
This course provides an overview of theory and research on risk an opportunity in childhood and adolescence.

PSYC 552 Neuropsychology (3 Credit Hours)
Neuropsychology involves the interdisciplinary study of the relations between human brain function and behavior.

PSYC 553 Neuropsychological Assessment (3 Credit Hours)
This course covers the major areas of neuropsychological assessment, including major assessment techniques, interviewing, report writing, and psychometric issues.
Outcomes:
Students will learn major issues and topic areas in neuropsychological assessment (eg, attention, language, memory, visual perception, motor functioning, executive functioning, and emotional functioning)

PSYC 555 Social Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Graduate student standing in Social Psychology
Course will involve research presentations and other forms of professional development.
Outcomes:
Course will involve research presentations and other forms of professional development

PSYC 556 Developmental Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Restricted to graduate students in Developmental Psychology
This course will involve research presentations and other forms of professional development.
Outcomes:
Students will gain the skills and knowledge necessary to present their research to colleagues; Students will possess greater readiness for their post-graduate career

PSYC 560 Human Diversity (3 Credit Hours)
This course provides a foundation in human diversity as it relates to the practice of clinical psychology. The course will examine theoretical perspectives and research findings related to human diversity. The goal of this course is to challenge students to think critically about the influence of human diversity on their psychological practice, research, and teaching.

PSYC 568 Evidence-Based Practice in Clinical Psychology (3 Credit Hours)
Pre-requisites: PSYC 412, or approval of instructor
This course provides a theoretical and skills-based overview of evidence-based practice (EBP) in clinical psychology, and surveys the theoretical and applied aspects of various evidence-based intervention approaches in psychology, including Motivational Interviewing (MI), Interpersonal Therapy (IPT), Cognitive Behavior Therapy (CBT), and Dialectical Behavior Therapy (DBT). Students will demonstrate an understanding of current theories and methods in evidence-based psychotherapy.

PSYC 595 Thesis Supervision (1-3 Credit Hours)
Pre-requisites: Enrollment is Restricted to Psychology graduate students
Students will make supervised progress towards completion of their theses.

PSYC 596 Internship in Clinical Psychology (1 Credit Hour)
Students complete a full time APA approved clinical internship during this course.

PSYC 597 Integrative Readings in Psychology (3 Credit Hours)
Students complete integrated readings under the supervision of a faculty member.

PSYC 598 Research (3-6 Credit Hours)
Students complete research under supervision of a faculty member.

PSYC 599 Directed Readings (3-6 Credit Hours)
Students complete directed readings under the supervision of a faculty member.

PSYC 600 Dissertation Supervision (1 Credit Hour)
Students complete dissertation research under the supervision of a faculty member.
Outcomes:
Students will make progress on their dissertation research

PSYC 605 Master's Study (1 Credit Hour)
Students complete master's thesis readings and research under the supervision of a faculty member.
Outcomes:
Students will make progress on their MA thesis proposal

PSYC 610 Doctoral Study (1 Credit Hour)
Students complete dissertation readings and research under the supervision of a faculty member.

Sociology (SOCL)

SOCL 403 Sociological Perspectives I (3 Credit Hours)
Important theoretical and methodological concerns will be discussed with particular attention paid to how these concerns affect substantive areas in sociology.
Outcomes:
Students will gain familiarity with major themes that will shape their graduate education in sociology

SOCL 404 Sociological Perspectives II (3 Credit Hours)
Faculty will discuss their intellectual biographies and work that is of current interest to them.
Outcomes:
Students will gain familiarity with the range of substantive, theoretical and methodical concerns of the department's faculty

SOCL 405 History Sociological Thought (3 Credit Hours)
This course looks at the intellectual roots and expressions of the foundations of sociological theory in the 19th and early 20th century.
Outcomes:
Students will gain familiarity with the classical texts in sociological theory that established some of the basic perspectives, issues and debates that inform contemporary social theory and research

SOCL 406 Modern Sociological Theory (3 Credit Hours)
This course examines some of the dominant perspectives and trends of modern social theory.
Outcomes:
Students will develop familiarity with the primary sources that represent current trends in modern and postmodern theories

SOCL 410 Logic of Sociological Inquiry (3 Credit Hours)
This course explores the structures of sociological research, analyses, and explanations. Several major types of data collection will be examined and evaluated.
Outcomes:
Students will be able to formulate sociological problems, understand the relationship between problem formulation and data collection, measurement and analyses and develop the capacity to utilize different social scientific methods

SOCL 412 Qualitative Methods in Social Research (3 Credit Hours)
This course is an introduction to the major qualitative methods of social inquiry and the ethical issues raised by qualitative research.
Outcomes:
Students learn the skills of participant observation, interviewing, historical analysis, building theory from qualitative data, coding and content analysis

SOCL 413 Sociological Practicum (3 Credit Hours)
The class examines theoretical issues and past research relating to a particular social topic and then designs and completes a collective research project. Topics vary.
Outcomes:
Students gain facility with research design and group research practices

SOCL 414 Statistical Methods Analysis I (3 Credit Hours)
After a review of bivariate regression and cross-tabular analysis, the course provides an extended treatment of the general linear model. Topics include model construction, interpretation of results, partitioning of variance, tests of statistical significance and interactions.
Outcomes:
Students will be able to employ general linear models in original research and critically evaluate existing empirical research

SOCL 415 Statistical Methods of Analysis II (3 Credit Hours)
The course extends the applications of the general linear model to topics including path analysis, logistic regression, factor analysis and spatial and cluster analysis.
Outcomes:
Student will: understand the techniques with enough clarity to recognize when they are appropriate research tools; gain sufficient expertise to apply the techniques to moderately complex research problems; be able critically review the relevant literature

SOCL 418 Demography (3 Credit Hours)
This course examines the basic techniques used to assemble, analyze, and present demographic information. It also examines U.S. and world demographic trends and the causes and consequences of such demographic change.
Outcomes:
Students will gain an in-depth knowledge of demographic trends and an understanding of the sources, limitations, and advantages of various types of demographic data

SOCL 421 Theories Social Change (3 Credit Hours)
The course will critically appraise major theories of social change and examine different methodologies on both the macro- and micro-sociological levels.
Outcomes:
Students will gain a working knowledge of the major theoretical and methodological issues in the field

SOCL 423 Social Movements (3 Credit Hours)
This course will use case studies of contemporary social movements to examine collective efforts to promote social or cultural change. They will gain an understanding of the recursive relationship between empirical research and theory development.
Outcomes:
Students will be able to apply major theoretical perspectives on social movements to a variety of historical cases

SOCL 425 Inequality and Society (3 Credit Hours)
This is an empirical and theoretical inquiry into the causes, consequences, and dynamics of social inequality in modern societies.
Outcomes:
Student will be able to explain the distribution of economic, political, and social resources in society; the processes of class formation and the role of race and gender

SOCL 426 Sociology of Gender (3 Credit Hours)
This course surveys sociological and related scholarship on women and gender relations.
Outcomes:
Students will come to understand the social construction of gender and its centrality to studies of identity and sexuality, the division of labor, families and reproduction, violence, poverty, race, class and globalization

SOCL 427 Political Sociology (3 Credit Hours)
The course examines major theories of political action and change. Particular attention is paid to policy development.
Outcomes:
Students will develop an empirical and theoretical knowledge of the working of political systems and to be able to apply that knowledge to the development of social policy

SOCL 428 Poverty and Social Welfare (3 Credit Hours)
This course examines the development of poverty and social welfare efforts over time in the United States, with some comparisons to other industrial societies.
Outcomes:
Students will understand the character and consequences of poverty and social welfare policies in the United States, emphasizing current conditions and possibilities for the future

SOCL 431 Social Structure and Personality (3 Credit Hours)
This course examines the relationships between the individual and larger social structure and social trends.
Outcomes:
Students will gain familiarity with current research and theory concerning the relationship of self identity and personal narratives to socialization and structural factors, and the ways in which social class, work, race and nation construct age, gender and sub-cultural forms of subjectivity

SOCL 432 Socialization Thru Life Cycle (3 Credit Hours)
This course traces the nature of socialization and development of the individual through the life cycle.
Outcomes:
Students will become familiar with research and theory concerning the processes by which persons are socialized into sexual, racial, religious, occupational, marital, and parental social roles, identities and patterns of interactions at various stages of life

SOCL 435 Adult Development and Aging (3 Credit Hours)
The older adult population and adult development is examined from social and cultural perspectives.
Outcomes:
Studies will develop a knowledge of gerontological theories and research which pertain to the family, the community, political life, the economy, work and retirement, religious life, and other social institutions

SOCL 438 The Family (3 Credit Hours)
This course explores families, their changing internal structures, and their roles in contemporary societies.
Outcomes:
Students will develop an understanding of the household division of labor, mothering, the shifting character of marriage, the paid and unpaid work of care, dual career families, single parent households, racial/ethnic families, adoption, blended families, welfare policies, families in the class structure, and global issues

SOCL 439 Community Change (3 Credit Hours)
Contemporary communities are examined from a sociological perspective. Both geographic communities and communities of interest are studied.
Outcomes:
Students gain an understanding of how research can be used to facilitate social change in community settings; and an awareness of how community organizations, informal networks, and broader social forces shape the character and sustainability of particular communities

SOCL 440 Organizations & Organizational Change (3 Credit Hours)
This course examines the structures and processes that typify contemporary organizations, with particular attention to how organizations change.
Outcomes:
Students will be able to apply sociological methods to analyze organizations, and will develop an understanding of bureaucracy and alternative structures; the effect of organizational structure on administrators, workers, and clients; and how organizations are affected by their social environment

SOCL 441 Sociology of Religion (3 Credit Hours)
This course studies the relationship between religion and society, and explores central topics in the sociology of religion.
Outcomes:
Students will learn to define and explain religious organizations, beliefs, and practices as distinctly social phenomena, and understand how social processes both shape the form and content of religious life and in turn are shaped by them

SOCL 442 Religious Conflict & Change (3 Credit Hours)
This course will explore the complex reciprocal relationship between religion and historical processes of social change.
Outcomes:
Students will be able to analyze historical instances of religious conflict and change in the U.S. and other regions of the world; They will gain an understanding of how religion both affects and is affected by historical, political, and social change

SOCL 446 Knowledge, Power & Expertise (3 Credit Hours)
This course focuses on the relationship between knowledge, expertise and power in societies and how this relationship has consequences for the structure of knowledge and the organization of society.
Outcomes:
Students will be able to demonstrate a sociological understanding of the construction of knowledge and the organization of authority and expertise

SOCL 447 Sociology of Culture (3 Credit Hours)
This course will examine the relationship between social phenomena and cultural expressions, and the various ways sociologists have conceived of those relationships.
Outcomes:
Students will learn to apply sociological theories and methods to an analysis of cultural fields and understand the diversity of contemporary cultural objects and expressions, and how they are produced and used in social action

SOCL 448 Technology & Material Culture (3 Credit Hours)
This course will serve as an introduction to the sociology of things, most notably the sociology of technology, design and the built environment.
Outcomes:
Students will develop an understanding of both cultural, constructivist and political-economic approaches to the construction of technology and artifacts, and of a variety of theoretical approaches to the study of their impact and audience-response

SOCL 452 Complex Organizations (3 Credit Hours)
Formal organizations treated comparatively and systematically as major components of modern social organization are featured.
Outcomes:
Students will develop an understanding of leading theoretical traditions, historical and cross-national variation, organization-environment relations, and selected internal processes in the field of complex organizations

SOCL 453 Occupations and Professions (3 Credit Hours)
This course focuses on the structure of paid work in modern society, and its relationship to unpaid work and to self-employment. Special attention is given to the role of skills and knowledge in the structuring of work.
Outcomes:
Students will develop an understanding of how both macro and micro factors structure work; from capitalism, industrialism, gender, race and globalization to workplace interaction and culture

SOCL 461 Race & Ethnicity (3 Credit Hours)
This course explores the construction, meaning, uses and consequences of racial and ethnic identity in American society over time.
Outcomes:
Students will understand the role of migration and immigration on the construction of identity; analyze prejudice, discrimination, and inter-group conflict; and explore how social movements have and are changing these group relationships

SOCL 462 The Urban Metropolis (3 Credit Hours)
This course examines urbanization and its consequences through social theory and empirical studies emphasizing the modern European and American experience.
Outcomes:
Students will understand ecological and political economy perspectives on metropolitan development; changing regional patterns of population, housing, and employment; and urban governance, planning, and policies for the future

SOCL 463 Sociology & Natural Environment (3 Credit Hours)
This course examines the relationship between social life and the natural environment.
Outcomes:
Students will be able to demonstrate a sociological understanding of the relationship of humans to the natural environment and draw connections between basic ecological understandings of nature and the human impact on the natural world

SOCL 471 Sociology of Deviance & Control (3 Credit Hours)
This course is a socio-historical look at definitions of forms of deviant behavior and the identification of individuals as deviant.
Outcomes:
The student will learn how history and philosophy shape the definitions of deviant behavior and the methods used to control it; They will develop a sociological imagination to perceive the meaning of deviance beyond the superficialities of today's headlines

SOCL 473 Criminology (3 Credit Hours)
This course examines modern and traditional theories of criminology and their implications for social control, with emphasis on current work in criminology theory, social planning, and evaluation research.
Outcomes:
The student will acquire knowledge of the relationship between the various explanations of crime patterns and how these theories work to reduce or fail to reduce the level of criminal behavior

SOCL 481 Medical Sociology (3 Credit Hours)
This course will examine critical factors affecting mortality and morbidity; mental health; health services; community health; cross-cultural differences; aging and the strategy and conduct of socio-medical research.
Outcomes:
The student will be able to critically analyze the social components of illness and of health and to integrate theory and research in the study of health care institutions globally

SOCL 482 Education in Society (3 Credit Hours)
This course focuses on the social processes that affect both the means and ends of education. It has three units: Schools as Organizations; Inequality in Education; and Education and Cultural Reproduction. Open to all Graduate students.
Outcomes:
Improved understanding of the social processes and outcomes of education

SOCL 483 Teaching Sociology (3 Credit Hours)
Pre-requisites: Completion of at least one semester of graduate coursework
Students will learn to identify good teaching practices, to practice relevant skills, and to begin a lifelong process of professional development. They will develop materials for an undergraduate course.
Outcomes:
Students will create a portfolio of materials for an undergraduate course that reflect "best practices" in education

SOCL 490 Workshop: Applied Sociology (1 Credit Hour)
This focuses on special issues for methods used by applied sociologists, and topics vary from semester to semester. Most workshops involve presentations by faculty or applied sociologists from outside the university.
Outcomes:
Students will develop expertise in, for example: survey research, evaluation research, use of population data in policy making, focus groups, and developing community leadership

SOCL 491 Sociological Discourse (3 Credit Hours)
The course examines the nature of sociological argumentation in existing scholarly and popular literature and in the students' own writing.
Outcomes:
Students will be able to formulate and present sociological arguments in both oral and written forms, and to demonstrate their understanding of the relationship between problem formulation, data collection and measurement and analysis in their own and others' work

SOCL 494 Internship (3 Credit Hours)
Placements are typically in non-academic settings, e.g., government agencies, community organizations, businesses, or labor organizations. Students are expected to work a minimum of 100 hours and write an internship report.
Outcomes:
Students will develop skills in applying sociological methods and theoretical perspectives to the understanding and ameliorating of social issues in real world settings

SOCL 497 Independent Research (3 Credit Hours)
Students registered for independent study will meet as a workshop, under the guidance of a faculty member, at least three times per semester. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 498 Independent Research (1-3 Credit Hours)
Work on an individual research project under the supervision of a faculty member. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 499 Directed Study (3 Credit Hours)
Develop a reading list and paper under the supervision of a faculty member.

SOCL 500 Seminar-Applied Sociology & Social Policy (3 Credit Hours)
This course examines the use of sociology in determining and selecting alternative social policies.
Outcomes:
Students will develop knowledge about the roles that applied sociologists play in society; the relationship between sociologists and clients or organizations; the social research process and how it affects the research product; and ethical considerations of applied sociologists

SOCL 505 Controversery Current Social Thought (3 Credit Hours)
This is a seminar in which students and faculty will examine in detail particular controversies that are emerging in theoretical approaches to sociology. Topics will vary.
Outcomes:
Students will develop advanced skills in theoretical discourse

SOCL 510 Research Special Areas (3 Credit Hours)
Advanced methodology seminar in special topics.
Outcomes:
Students will develop advanced skills in the special area

SOCL 520 Topics in Contemporary Society (3 Credit Hours)
Various topics in the study of modern society
Outcomes:
Students will develop advanced skills in the particular area

SOCL 525 Seminar in Comparative Studies (3 Credit Hours)
The seminar will expose participants to comparative approaches in defining issues, topics or institutions, researched by comparative sociologists and cultural anthropologists. Specific topics for consideration will vary.
Outcomes:
Students will acquire knowledge of the utility of comparative approaches to cultural and social structures in developing greater definition and clarity, and a deeper understanding of a given topic

SOCL 540 Issues: Sociology of Religion (3 Credit Hours)
Focused study on a variable topic in the sociology of religion.

SOCL 560 Seminar-Issues in Communities & Urban Sociology (3 Credit Hours)
This course explores current issues in cities and in the sociological study of cities.
Outcomes:
Students will become familiar with current debates in urban sociology and apply sociological theories and analysis to contemporary issues in cities

SOCL 580 Seminar: Issues in Medical Sociology (3 Credit Hours)
This course explores a specialized topic in the sociology of health and medicine. Restricted to Graduate Students.
Outcomes:
Ability to analyze individual, social and institutional effects on health and medicine

SOCL 595 Thesis Supervision (1 Credit Hour)
Write a thesis under the supervision of a faculty member.

SOCL 600 Dissertation Supervision (1 Credit Hour)
Write a dissertation under the supervision of a faculty member.

SOCL 605 Master's Study (1 Credit Hour)
Develop a reading list and paper for an MA project under faculty supervision.

SOCL 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career.

Spanish (SPAN)

SPAN 402 Methods of Teaching Spanish (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. Students will explore theoretical, investigative, and practical issues of communicative language teaching that will help them develop communicative classroom environments that blend listening, speaking, reading, and writing.
The material in this course should encourage students to question assumptions and begin to formulate their own ideas about what goes on in their classrooms and in second language learning in general.

SPAN 403 Structure of Modern Spanish (3 Credit Hours)
An introduction to Spanish linguistics to provide a general understanding of phonology, morphology and syntax, as well as a history of Spanish grammar including variation and change.
Outcomes:
Students will understand the rules that govern sounds, word and sentence structure, and the dynamic interaction between Spanish and its neighboring languages

SPAN 405 Critical Methods (3 Credit Hours)
This course provides training in the application of contemporary critical methods with attention to the development of greater proficiency in literary analysis and written expression.
Outcomes:
Students will be able to discuss and write about knowledgeably works from the major literary genres: drama, prose fiction, essay, and poetry

SPAN 410 General Linguistics & Romance Languages (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in heritage language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. The material in this course should encourage students to question assumptions and begin to formalize their own ideas about what goes on in their classrooms and in heritage language learning in general.
Course equivalencies: X-SPAN410/CLST410/FREN410

SPAN 415 Medieval Spanish Literature (3 Credit Hours)
This course studies the development of Spanish medieval literature from the jarchas through the Celestina.
Outcomes:
Along with increasing their knowledge of Spanish history in the medieval period, students will be able to appreciate how the literature reflects the culture of the period

SPAN 416 Golden Age of Spanish Literature (3 Credit Hours)
This course is a graduate seminar whose primary focus is the literary production of the Spanish Golden Age, which dates from the second half of the sixteenth century to the end of the seventeenth. Students will analyze works of various genres - autobiography, prose, drama, poetry and the novel - by the most prominent authors of the time, including Teresa of Ávila, John of the Cross, Miguel de Cervantes, Baltasar Gracián, Francisco de Quevedo, Luis de Góngora, Félix Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina and María de Zayas. We will give special attention to the historical, social and cultural context of early modern Spain, and students will gain exposure to the major critical trends and interpretation of Golden Age literature. The authors to be studied confront readers with the complex social fabric of pre-modern Spain and immerse us in the religious and economic realities of the Iberian Peninsula, the Mediterranean world and Europe. Our close reading of the texts will allow us to explore how early modern Spanish writers reflect the spiritual, intellectual and political currents of their time, especially as they shed light upon the network of institutions, practices, and beliefs that constituted Spanish culture.

SPAN 419 Romanticism in Spanish Literature (3 Credit Hours)
This course is a survey of Romanticism as a literary movement including its influence upon nineteenth-century culture.
Outcomes:
Students will be able to understand the philosophical, artistic, and esthetic tenents of Romanticism and their representation in a series of Hispanic texts from prose fiction to poetry and drama

SPAN 420 Realism & Naturalism (3 Credit Hours)
This course focuses on the various political, ideological, and intellectual trends that have shaped nineteenth-century Spanish literature and emphasizes the aesthetic and cultural influences that made the Spanish literary universe unique. It also takes up the question of the ways in which the literature of nineteenth-century Spain might be compared to that of Latin America and of the Western world generally. It will provide an overview of the key topics, writers, and literary genres of nineteenth-century Spanish literature, with particular emphasis on novels, poetry, folletines, short stories and, to a lesser extent, visual art. We will discuss the complexities of Spanish modernity using current theoretical perspectives in addition to various historical approaches, while emphasizing the way in which these texts offer multiple views of Spanish national identity and the construction of different models of the modern self.

SPAN 421 Theatre of Twentieth Century (3 Credit Hours)
The evolution of theatrical modes in 20th Century Spain. Authors: M. Mihura, Benavente, Valle Inclán, Arniches, García Lorca, Buero Vallejo, etc.
Outcomes:
Students will be able to explain how theater has dealt with contemporary experiences such as the Spanish Civil War, civil war, the polarization of society, group thinking, dictatorship, the inception of new mores and the inevitability of change

SPAN 426 Theater of The Golden Age (3 Credit Hours)
This course is a graduate seminar with a primary focus on theatrical works written in the Spanish Golden Age, which began in the mid-sixteenth century with the dramatist Lope de Rueda and ended in the late seventeenth century with the death of Calderón de la Barca. It combines the study of shorter works, entremeses, and full-length plays, or comedias, written by the most renowned playwrights of early modern Spain, including Cervantes, Lope de Vega and Tirso de Molina. Through the reading of these authors, students will explore the themes and social factors which shaped the plays of the Golden Age and will become familiar with the theatrical tradition that impacted Spanish society at all levels. Attention will also be given to the role of gender, religion, and socio-economic status in pre-modern Spanish society. We will use these texts in order to understand the historical context and the main currents of thought in early modern Spain.

SPAN 431 Poetry of The 20th Century (3 Credit Hours)
This course traces developments in Spanish poetry through a study of the works of selected poets, with special emphasis on the writers of the Generation of 1927.
Outcomes:
Students will understand the relationship between modernism and the avant garde, as well as the turn toward free verse and social poetry in the post-war period

SPAN 436 Poetry of The Golden Age (3 Credit Hours)
This course covers poetic theory and practice from Garcilaso to Góngora. It presents the classic modes as they were imitated and transformed to create a new poetic language.
Outcomes:
Students will be able to recognize the distinct styles and forms of Golden Age poetry

SPAN 437 Golden Age-Spanish Mysticism (3 Credit Hours)
This course is a survey of the most prominent authors of the Spanish Golden Age mystics - Ignatius of Loyola, Teresa of Avila, and John of the Cross, whose writings reflect the religious, spiritual, and intellectual currents of Counter-Reformation Spain. In the form of an independent study, students will examine the ascetical, mystical, and Illuminist trends of the sixteenth and seventeenth centuries, as well as the most important themes these writers developed in early modern Iberia: conversion and authority, vice and virtue, penance and pilgrimage, devotion and humor. These themes will be explored in the majors works (primary sources) of these authors, which will be complemented by secondary source readings and each student's independent research. The writers studied in this course and their texts will also be viewed in the context of the greater literary and artistic production of the Spanish Golden Age.

SPAN 441 Prose of The 20th Century (3 Credit Hours)
This course studies the development of Spanish prose from the Generation of 1898/ Modernism through Post-modernism, with emphasis on the novel, short story, and essay.
Outcomes:
Students will better appreciate and understand the complex literature of modern Spain

SPAN 446 Prose of The Golden Age (3 Credit Hours)
The course studies representative selections from the pastoral and the picaresque novel, the short novel, and didactic works of the period (Gracián and Quevedo).
Outcomes:
Students will understand how these authors expressed colliding sensibilities, and incorporated traditional themes-love, knowledge, deception, violence-through parody and satire

SPAN 447 Don Quijote (3 Credit Hours)
This course is a graduate seminar and its primary focus is the literary masterpiece of Miguel de Cervantes, El ingenioso hidalgo don Quijote de la Mancha (1605, 1615). Students will analyze the work that has come to be known as the first modern novel of Europe, and, through a close reading of the text, study the novel in relation to the literary traditions of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, the picaresque novel, including poetry and the comedia. We will give special attention to the historical, social and cultural context of Cervantes' world, and students will gain exposure to the major critical trends and interpretations surrounding his novel. Cervantes confronts readers with the complex social fabric of early modern Spain, and immerses us in the religious and economic realities of the Iberian Peninsula and the Mediterranean world. Our close reading of Don Quijote will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPAN 470 Hispanic-American Poetry (3 Credit Hours)
The course traces the development of Latin American poetry in such representative poets as Rubén Darío, Gabriela Mistral, and Octavio Paz.
Outcomes:
Students will recognize the major themes and forms of Latin American poetry with a special emphasis on the 19th and 20th centuries

SPAN 480 Hispanic-American Novel (3 Credit Hours)
Pre-requisites: graduate standing
Analyzes salient themes and formal features of twentieth-century novel. Taught in Spanish. Prerequisite: graduate standing.
Outcomes:
Students will identify stylistic and thematic contours of the modern Latin American novel and draw connections between works of literature and the broader culture

SPAN 487 La Novela De La Revolucion Mexico (3 Credit Hours)
Pre-requisites: graduate standing
An analysis of representative works and themes of the Mexican Revolution, its mystique, critique, and legacy. Taught in Spanish.
Outcomes:
Students will comprehend main features of literature of the Revolution and draw relationships to contemporary Mexican cultural themes

SPAN 489 Cuento Hispano-Americano (3 Credit Hours)
The development of the Hispanic short story is studies in this course. Authors included are Quiroga, Cortázar, García Márquez, Castellanos, Valenzuela, and Ferré.
Outcomes:
Students will be able to contextualize the stories, analyze them both formally and thematically, and recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 490 Hispanic Culture & Civilization (3 Credit Hours)
Pre-requisites: graduate standing
Interdisciplinary seminar brings to bear perspectives of literary intellectuals, anthropologists, sociologists, educators, and theologians on the topic. Visions of America. Taught in Spanish.
Outcomes:
Students will understand significance and many facets of theme of cultural identity in Latin America as expressed in various disciplines

SPAN 499 Graduate Internship (1-6 Credit Hours)
A course designed to provide students with the opportunity to make a connection between Hispanic Studies and its praxis in a professional work environment.

SPAN 500 Directed Readings (3 Credit Hours)
The course is composed of special readings undertaken only by highly qualified students and supervised by a member of the department.
Outcomes:
Students will be able to work individually on a research project of their own selection

SPAN 501 Thesis Research (3 Credit Hours)
Pre-requisites: Completion of initial thesis forms appearing on the GS website; permission of thesis director
Designed for graduate students who wish to write an M.A. thesis, and therefore conduct, and receive credit for, thesis-related research under the direction of the thesis director.
Outcomes:
To advance the student's knowledge in the area of focus; to enhance research skills and allow the student to develop bibliographies and a research paper

SPAN 595 Thesis Supervision (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their MA thesis.

SPAN 599 Directed Primary Research (3 Credit Hours)
Pre-requisites: Students must have the permission of the Instructor of Record to enroll in this course
This course will culminate in the completion and presentation of a well-polished article-length paper in modern languages, literatures and linguistics to faculty members in the form of an oral defense. This course fulfills the Masters Essay.
Outcomes:
To refine and articulate a specific article-length research project in Hispanic Studies, and to research, write and defend this successfully completed project

SPAN 605 Master's Study (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their Masters' essay.

Statistics (STAT)

STAT 401 Introduction to Applied Statistics Using R (1 Credit Hour)
Pre-requisites: Limited to Graduate Students Only
This course covers the basics of applied statistics including descriptive statistics and visualization (including graphing), univariate methods, inference, hypothesis testing and confidence intervals, two-sample and paired analyses, simple and multiple linear regression, ANOVA and logistic regression. The course introduces and uses the R freeware package.
Outcomes:
Upon completion of this course, it is expected that students will skillfully and accurately perform real-time data analysis using R and R/Studio

STAT 403 SAS Program & Applied Statistics (3 Credit Hours)
While simultaneously reviewing basic statistical methods (t tests, regression, ANOVA, interaction, etc.), this course introduces statistical modelling using the SAS program, involving the DATA step and various SAS procedures. Working on hands-on projects using real datasets, students present their final project results.

STAT 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

STAT 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

STAT 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion. In addition to applications, some theoretical derivations/proofs will also be emphasized.
Course equivalencies: X-MATH406/STAT406
Outcomes:
Students mastery of methods in stochastic processes and the ability to apply these in areas like biology, social science, sports, and finance

STAT 407 Statistical Design (3 Credit Hours)
This course provides students with a thorough introduction to statistical experimental design and to the statistical methods used to analyze the resulting data. The concepts of comparative experiments, ANOVA and mean separation procedures will be reviewed; blocking (complete and incomplete) will be discussed, as will be factorial designs, fractional factorial designs, and confounding. The course will focus on biometric applications such as clinical trials, HIV studies, and environmental and agricultural research, but industrial and other examples will occasionally be provided to show the breadth of application of experimental design ideas.

STAT 408 Applied Regression Analysis (3 Credit Hours)
This course provides students with a thorough introduction to applied regression methodology. The concept of simple linear regression will be reviewed and discussed using matrices, and multiple linear regression, transformations, diagnostics, polynomial regression, indicator variables, model building and multicolinearity will be discussed, as will be nonlinear and generalized linear regression. The course will focus on applications such as those from biometry and biostatistics (clinical trials, HIV studies, etc.), sports, engineering, agriculture and environmental science.

STAT 410 Categorical Data Analysis (3 Credit Hours)
This course provides an introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modeling techniques based on generalized linear models. Specialized methods for ordinal data, small samples, multi-category data, and matched pairs will also be discussed. The focus throughout this course will be on applications and real-life data sets.

STAT 411 Applied Survival Analysis (3 Credit Hours)
Modern statistical methods are covered to analyze data that is right, left and/or interval-censored. Nonparametric approaches such as the Kaplan-Meier estimation technique, log-rank test and proportional-hazards model are considered as are parametric methods such as those based on the Exponential and Weibull distribution. Accelerated failure time models and nonlinear models are also discussed.

STAT 421 Math Modeling & Simulation (3 Credit Hours)
This course uses SAS, R and high-level languages to perform statistical modelling by conducting statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs. Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or otherwise intractable.
Course equivalencies: X-COMP421/MATH421/STAT421

STAT 426 Advanced Statistical Inference (3 Credit Hours)
This course presents the role of likelihood methods in a whole range of statistical problems. The course reviews theoretical developments such as efficiency, completeness, and the Cramer-Rao lower bound, and shows how the likelihood approach is used to surpass these methods and to analyze regression problems, to deal with nuisance parameters by using marginal likelihood methods, and to deal with complex data structures such as censored and spatial data.

STAT 436 Topics in Biostatistics (3 Credit Hours)
This course covers experimental design (including interaction, analysis of covariance, and crossover designs) and the analysis of designed studies, simple and multiple linear regression, generalized linear and nonlinear regression, bioassay, relative potency and drug synergy, multivariate analysis (including MANOVA and multivariate regression), repeated measures (designs and analysis), and survival analysis (Cox proportional odds, log-rank tests, Kaplan-Meier estimation) of censored data. The emphasis of the course will be on applications instead of statistical theory, and students will be required to analyze real-life datasets using popular statistical packages.

STAT 437 Quantitative Bioinformatics (3 Credit Hours)
This course explores recently developed mathematical, probabilistic and statistical methods currently used in the fields of bioinformatics and DNA microarray and protein array data analysis. These include stochastic processes, (hidden and traditional) Markov chains, tree- and clustering techniques (including principal components analysis and biplots), discriminant analysis, experimental design strategies and ANOVA methods. Our focus in this course is on the application of these techniques and on meaningful interpretation of results.

STAT 438 Introduction to Predictive Analytics (3 Credit Hours)
Pre-requisites: Graduate students only
This course focuses on finding patterns, associations, and relationships in data. In examining real-world datasets, this course highlights, develops and applies methods in simple and multiple linear and logistic regression, classification and discriminant analysis, resampling methods, model selection, additive models and splines, tree-based methods, support vector machines, and unsupervised learning techniques such as clustering and PCA.
Outcomes:
Upon completion of this course, it is expected that students will master applied methods in predictive analytics (using R and/or Python) with applications to real data-sets

STAT 444 Longitudinal Data Analysis and Mixed Modeling (3 Credit Hours)
Pre-requisites: Graduate Students only
This course focuses on repeated measures, longitudinal, hierarchical and mixed modeling data analysis with an eye to applications, model identification, software implementation, and interpretation of computer results.
Outcomes:
Upon completion of this course, it is expected that students will master applied mixed-modelling methods (using R and/or SAS) with applications to real data-sets

STAT 451 Applied Nonparametric Methods (3 Credit Hours)
Pre-requisites: Graduate Students only
Many basic statistical techniques are based upon normal or binomial distributional assumptions which may not be appropriate in practice. This course introduces and illustrates rank-based methods, permutation tests, bootstrap methods, and curve smoothing useful to analyze data when normal and/or binomial assumptions are not valid.
Outcomes:
Upon completion of this course, it is expected that students will master applied nonparametric statistical methods (using R and/or SAS) with applications to real data-sets

STAT 460 Bayesian Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
A graduate-level treatment of Bayesian methods for data analysis focusing on the theoretical foundations and computational strategies for modern Bayesian inference. Topics include the formulation and analysis of single- and multi-parameter Bayesian models, hierarchical and multilevel structures, and Bayesian generalized linear models. The course will also consider advanced Markov Chain Monte Carlo computational techniques such as Gibbs sampling, Metropolis-Hastings algorithm, and Hamiltonian Monte Carlo. Emphasis is placed on both the mathematical underpinnings of Bayesian analysis and the implementation of complex models using contemporary software tools.
Outcomes:
By the end of the course, students will be able to: formulate and analyze complex Bayesian models; compare and select complex Bayesian models; critically interpret and communicate Bayesian analyses in research settings; extend basic Bayesian methods to advanced/nonstandard models

STAT 464 Multivariate Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
The course emphasizes both the theoretical foundations and applied aspects of multivariate analysis. Students will examine data exploration, inference, and model-based approaches, including principal components, factor and canonical correlation analysis, discriminant and cluster analysis, MANOVA, and modern dimensionality reduction techniques. The course will also introduce extensions of these methods and encourage critical evaluation of their assumptions and limitations. Statistical software, such as R, will be used for implementation and analysis.
Outcomes:
By the end of the course students will be able to: explain and analyze the theoretical framework underlying common multivariate methods; derive and interpret results from principal component and factor analyses; apply and critique modern dimensionality reduction and visualization techniques

STAT 465 Actuarial Theory I (0 Credit Hours)
This course provides an introduction to the models and methods used in actuarial mathematics and risk theory. Students are expected to gain a broad understanding of frequency and severity modelling, pricing, and accumulated risk. This course includes a blend of theory and applications.
Course equivalencies: X-MATH465/STAT465

STAT 466 Actuarial Theory II (0 Credit Hours)
With an introductory background in the field provided in STAT 465, this course thoroughly explores modelling and estimation techniques in actuarial mathematics and risk theory.
Course equivalencies: X-STAT466/MATH466

STAT 468 Risk Theory (0 Credit Hours)
With a focus on insurance, pensions and investments, this course provides an overview of the theory of risk, emphasizing the statistical challenges and assumptions inherent in models and methods.
Course equivalencies: X-STAT468/MATH468

STAT 488 Topics in Statistics (1-3 Credit Hours)
This topics course provides the means for new courses on current or 'hot' topics to be offered to students, with the topics being crafted to the given topic at hand. As such, the course may be taken repeatedly.

STAT 495 Statistical Consulting Capstone (2 Credit Hours)
Pre-requisites: Graduate Students only
Students enrolled in this course will be introduced to statistical consulting techniques useful for work with researchers and decision-makers in university, medical, financial and industrial settings; students will engage in actual hands-on statistical consulting with administrators, researchers, or students at one of Loyola's lakeside campuses or remotely.
Outcomes:
Upon completion of this course, it is expected that students will master the soft-skills of statistical consulting, communication, active listening, and real-time data analysis

STAT 498 Independent Study Statistics (1-6 Credit Hours)
Working with a statistics faculty member on a one-on-one or small group format, this course affords students the opportunity to thorough explore a statistical topic at greater depth. Generally, it involves a good deal of outside reading and/or programming, and weekly meetings with the professor.

Theology (THEO)

THEO 401 Tutorial in Biblical Studies (3 Credit Hours)
A reading course with variable content and readings in the area of biblical studies.

THEO 403 Topics in Rabbinic & Medieval Literature (3 Credit Hours)
Topics in post-biblical Jewish literature and thought, covering texts from approximately 200 to 1600.

THEO 404 History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution, in the context of the ancient Near East.
Course equivalencies: IPS 440/THEO 404
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 405 Formation of The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament, in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition.
Course equivalencies: IPS441/THEO 405
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 406 Basic Hebrew Grammar (3 Credit Hours)
Study of the fundamental elements of classical Hebrew.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 407 Hebrew Exegesis (3 Credit Hours)
Introduction to the fundamentals of classical Hebrew, including the Hebrew alphabet, basic syntax, and the basic grammatical forms of the language, designed to advance reading knowledge of the Old Testament.

THEO 418 Theological Prophets-Ancient Israel (3 Credit Hours)
This course examines the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by contemporary sociological and anthropological perspectives. Standard historical-critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 420 Seminar (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 421 Directed Reading in Bible Studies (1-3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 422 Directed Reading in Bible Studies (3 Credit Hours)
Independent research in topics in bible studies according to program developed jointly by the student & faculty director.

THEO 424 The Synoptic Gospels (3 Credit Hours)
Study of the diversity of early Christianity as represented in the Synoptic Gospels, particularly the commonalities and contrasts in the worldviews operative in Mark, Luke, and Matthew.
Course equivalencies: IPS 445/THEO 424

THEO 425 Luke-Acts & New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view.
Course equivalencies: IPS 446/THEO 425
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 427 St Paul's Contribution to Christianity (3 Credit Hours)
Examination of Paul's thought through exacting analysis of Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity.
Course equivalencies: IPS 448/THEO 427
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 429 Person of Jesus in New Testament (3 Credit Hours)
In this course, attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities.
Course equivalencies: IPS 449/THEO 429
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 436 Christology (3 Credit Hours)
This course will study the speculations and formulations concerning the person of Christ and the redemptive incarnation from the early fathers and councils up to and including modern times.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 437 Mystery of God in Christian Theology (3 Credit Hours)
The Christian church has insisted, from the beginning, that Jesus Christ is decisive in humanity's access to, and understanding of, God. This realization was expressed in the doctrine of the Trinity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 440 Seminar in Systematic Theology (1-12 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 441 Directed Reading in Systematic Theology (3 Credit Hours)
Independent research in topics in systematic theology according to program developed jointly by the student & faculty director.

THEO 447 Philosophical Theology (3 Credit Hours)
A study of the ways in which philosophical assumptions, systems, and methodologies shape theological reflection.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 449 Phenomenology of Religion (3 Credit Hours)
This course will examine religion from a phenomenological point of view, allowing the methods and texts of phenomenology to shape our understanding of religious phenomena, such as revelation, givenness, metaphysics, incarnation, etc.. Topics may also include investigations of the borders between phenomenology and theology.

THEO 459 Contemporary Theology (1-12 Credit Hours)
Advanced study of readings and themes in contemporary theology, in conversation with a variety of disciplines.

THEO 460 Seminar in History of Theology (1-12 Credit Hours)
A consideration of the organizing models characteristic of theology in particular periods. The seminar is organized around a specific doctrinal theme determined, in part, by the specialized interests of the students.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 461 Directed Readings in History of Theology (3 Credit Hours)
Independent research in topics in history of theology according to program developed jointly by the student and faculty director.

THEO 464 Religion & Politics in Christian History (3 Credit Hours)
Exploration of the intersections of religious and political thought in Christian history from the 19th century to today.

THEO 470 Foundations Crititical Issues Theological Ethics (1-12 Credit Hours)
Devoted to a critical analysis of theological ethics firmly rooted in the historical method, studying the various methodologies, critical issues and the personalities.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 475 Natural Law & Theological Ethics (3 Credit Hours)
Some of the many theological interpretations of natural law developed in Western Christian thought will be examined. The issue of a specific Christian ethic vis-à-vis a universal humanistic ethic will be investigated.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 477 Feminist Issues in Theology and Ethics (3 Credit Hours)
Designed around current issues in feminist theology and ethics. Issues include the role of the Bible in feminist theology, hermeneutics, theological education, church and sacraments, as well as normative theory, sexuality and reproduction, and ecology.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-THEO477/WOST468/WSGS468
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 478 Issues in Medical Ethics (3 Credit Hours)
The course will deal with the problems of abortion, genetic engineering, technological reproduction, sterilization of the handicapped, prolonging life, etc.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 480 Seminar in Christian Ethics (1-12 Credit Hours)
In-depth study of select topics in contemporary Christian ethics. Topics vary from faith and morality, religion and politics, church-state relations, and work to ecology, sexuality, and eschatology.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 481 Directed Readings Christian Ethics (3 Credit Hours)
Independent research in topics in Christian ethics according to program developed jointly by the student and faculty director.

THEO 500 Theological Pedagogy I (0 Credit Hours)
Theological Pedagogy is designed for graduate students interested in teaching theology courses at LUC. The hope is to help future instructors succeed in the classroom with a thoughtful reflection on course learning goals and then constructing a syllabus that reflects those individual goals - all while discussing and keeping in focus the "special" nature of theology and religious studies.
Outcomes:
Students will reflect on course learning goals for their own future courses; Students will produce a syllabus for their own future courses

THEO 502 Theological Pedagogy II (0 Credit Hours)
Theological Pedagogy is designed for graduate students to take simultaneously with their first semester as an instructor of record for a core Theology course. Among other goals, students are encouraged to develop a greater sense of one's own personal identity in the classroom through the crafting of a Teaching Philosophy, foster a community of support and critical reflection with other first-time instructors, and participate in the culminating Symposium on the Teaching of Theology and Religious Studies.
Outcomes:
Students will craft a Teaching Philosophy that reflects on their personal identity in the classroom; Students will reflect on their teaching in the classroom through presenting in a Symposium on the Teaching of Theology and Religious Studies

THEO 515 Gospels in Early Christianity (3 Credit Hours)
This course will focus on the study of one or the other of the four gospels.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 517 Early Christian Letters (1-12 Credit Hours)
This course studies letters from Christian leaders of the first two centuries A.D. in their original Greek language.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 519 Latr Nt-Subapost Writ (3 Credit Hours)
This course studies New Testament and non-canonical Christian writings in their original Greek language from the late first and early second century A.D.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 523 Cultural-Religious Environment Early Christianity (3 Credit Hours)
This course examines specific aspects of the cultural and religious environment of the Mediterranean world between 200 B.C. and A.D. 300 relevant to early Christianity. Outcomes A deep level of understanding and of critical thinking with respect to the subject matter of the course.

THEO 527 Various Community Early Christianity (3 Credit Hours)
The course will examine the identity, cohesion, and institutions of various communal groups in early Christianity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 530 Seminar - Variable Titles (1-12 Credit Hours)
Extensive and in-depth study of selected topic.

THEO 536 Christian Doctrine-Catholic Theology (3 Credit Hours)
This course will examine the dialectical relationships between Christian doctrine and theological learning.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 560 Contemporary Authors (1-12 Credit Hours)
This course will examine the methods, concerns, major issues, achievements, and lasting influence of twentieth century writers whose work has significantly shaped theology today.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 570 Fundamental Issues in Christian Ethics (1-12 Credit Hours)
Fundamental issues raised in defining Christian ethics, delineating its sources and methods, developing normative theories, and analyzing processes of moral decision-making.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 573 Roman Catholic Ethics (3 Credit Hours)
This course will concentrate on one or more classic topics in Roman Catholic ethics.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 575 Religious Ethics and Social Theory (3 Credit Hours)
This course investigates what religious ethics gains from and contributes to basic concerns.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 580 Christian Social Ethics (3 Credit Hours)
The course will examine the sources, transformation, problematics, and potential directions in developing the middle principles which articulate the interaction of theological ethics and social questions.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 585 Issues Applied Theology Ethics (3 Credit Hours)
An examination in depth one or more areas which have traditionally engaged religious ethicists.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 590 Directed Readings and Research (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 592 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 593 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 600 Dissertation Supervision (1 Credit Hour)
Students who have filed the dissertation paperwork and are currently writing, should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 605 Master's Study (1 Credit Hour)
Students who have completed their Master's level course work and are preparing for the comprehensive exams should enroll in this course, unless they plan to take the exam while taking courses. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 610 Doctoral Study (1 Credit Hour)
Students who have completed their doctoral level course work and are studying for the written and oral comprehensive exams should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

Women's and Gender Studies (WSGS)

WSGS 401 History of Feminist Thought (3 Credit Hours)
This course surveys the historical development of feminist thought from Mary Wollstonecraft to second wave feminism and beyond and analyzes the impact of feminism on the general culture.
Course equivalencies: WOST401/WSGS401

WSGS 402 Foundations of Women's Studies (3 Credit Hours)
This course investigates how gender has become a critical category in education and knowledge and traces the institutional and intellectual development of women's and gender studies as a field, focusing on the evolution of WGS in the academy (here and in other countries) and on the changes in concepts of knowledge, in methodologies, and in pedagogy that women's studies scholarship has produced in various fields.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST402/WSGS402

WSGS 450 Global Feminisms (3 Credit Hours)
This course is a course that explores feminism and the study of gender in a global dimension. Chosen texts privilege the study of women, gender, and sexuality from an international perspective. The course highlights the intimate relationship between the study of feminism, (post/de)colonialism, and racism.
Course equivalencies: WOST450/WSGS450

WSGS 455 Feminist Pedagogy (3 Credit Hours)
Pre-requisites: Graduate Status
This course will focus on distinctly feminist ways of learning and teaching. As with feminist theory and research methods, feminist pedagogy has been understood to include characteristics like self-reflexivity, de-centered authority, standpoint epistemologies, examinations of power dynamics, and attention to embodied ways of learning and knowing.
Outcomes:
Understand the foundational principles of feminist pedagogy and related approaches to teaching; Develop skills to analyze and produce sound teaching practices within a feminist intersectional framework

WSGS 460 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: Graduate Status
We will explore how crossing borders, identity politics, gender, and sexuality intersect to produce a conversation on contemporary global immigration issues. Focus is on movement from three geographic locations from/to the Global South and North: Latin America to the US and Europe; Africa to Europe; Europe to Latin America and back.

WSGS 470 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: Graduate Status
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Course equivalencies: WOST370/WSGS370/WGSG470
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 475 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: Graduate Status
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 480 Queer Theory (3 Credit Hours)
Pre-requisites: Graduate status
This graduate level course maps the field of queer theory from an interdisciplinary perspective in order to cover a wide range of theoretical and disciplinary approaches and interpretive applications. Outcome: Students will acquire and utilize theoretical concepts in queer studies, develop cultural competency in queer studies and present information about the field orally and in writing.
Interdisciplinary Option: Women & Gender Studies

WSGS 497 Topics in Women's Studies and Gender Studies (3 Credit Hours)
This topics course may originate in Women's Studies and Gender Studies or as a cross-listed course and deals with women's and gender topics including identity, sexuality, diversity, relationships of power in national, transnational and international contexts. The ethical and social justice implications of topics include feminist perspectives.
Course equivalencies: WOST497/WSGS497
Outcomes:
Students understand feminist perspectives on gender in literature; Students connect theory and practice in writing, performance, action or in combined formats

WSGS 498 Practicum (1-3 Credit Hours)
WSGS Practicum gives students the option of doing an internship, teaching assistantship, or research assistantship under the supervision of a faculty member. This practicum counts as an elective credit towards the student's MA degree.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST498/WSGS498
Outcomes:
Develop intersectional research and critical thinking skills in academic/socio-cultural contexts while being fully engaged in Practicum; Enhance written and verbal communication through creative use of Feminist pedagogy and methodology to enhance classroom education and public/academic presentations

WSGS 499 Independent Study (1-3 Credit Hours)
An independent study provides students with the opportunity to work closely and one-on-one with a faculty member. The student can choose her/their/his topic or creative project. The independent study should be comparable to a graduate-level course.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST499/WSGS499

WSGS 500 Thesis Research (3 Credit Hours)
A Thesis Research course allows graduate students to fine tune their research skills, academic writing, and independent thought while they are preparing their thesis proposal and/or writing their thesis.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST500/WSGS500

WSGS 595 Thesis Supervision (1 Credit Hour)
The focus of a Thesis Supervision is to help students better strategize, structure, and organize themselves as they write their thesis. Students will also be advised about how to prepare for a successful oral defense.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST595/WSGS595

WSGS 599 Capstone Presentation (0 Credit Hours)
Pre-requisites: Successful completion of 12 hours in the MA program in WSGS
WSGS 599 is the culmination of the Master's program in Women's Studies and Gender Studies. Requirements include a 10 page synthesis paper or detailed outline, annotated bibliography, and public presentation at our biannual capstone ceremony.
Outcomes:
Synthesis of the students' graduate coursework; performance of the diversity of outcomes in WSGS; celebration of students' achievements; networking

WSGS 605 Master's Study (1 Credit Hour)
Continuing work on completion of the Master's Degree in Women's Studies and Gender Studies.
Interdisciplinary Option: Women & Gender Studies

Bioinformatics

ABOUT US

Bioinformatics is a highly interdisciplinary STEM field that integrates computational and statistical methods for analyzing large biological data sets. Bioinformaticians apply their biological and computational sciences backgrounds to develop, utilize, and optimize new computational tools to organize, synthesize, and analyze the rapidly increasing amount of biological and biomedical data.

The Bioinformatics Program includes Loyola faculty from the Departments of Biology, Chemistry, Computer Science, and Mathematics and Statistics. While these faculty have a vast area of research interests, all require interdisciplinary approaches.

The Bioinformatics Program at Loyola is part of the College of Arts and Sciences. The program provides students with unique preparation for professional careers by offering both integrated and project-based learning with courses that feature the latest developments in the field.

Graduate Programs

- Bioinformatics (MS) (p. 1140)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

BIOI 400 Programming Biology (1 Credit Hour)
This is a 6-week course introduction to scripting programming languages within the framework of biological data analysis. Graduate-level standing required. Students will learn foundational methods and algorithms for analysis of biological data.

BIOI 494 Bioinformatics Research Design (1 Credit Hour)
Course Restricted to Bioinformatics MS students Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement experimental design practices in bioinformatics

BIOI 495 Special Topics in Bioinformatics (1-12 Credit Hours)
The field of bioinformatics is ever evolving. As new technologies develop, demand arises for new methods and tools. Courses will focus on emerging trends in bioinformatics. Restricted to Bioinformatics Graduate Students. Student will learn about emerging topics in the field.

BIOI 498 Bioinformatics Internship (1 Credit Hour)
Pre-requisites: BIOI 500, Limited to MS Bioinformatics Non-Thesis track students only
An opportunity to obtain experience, knowledge, and skills in bioinformatics within a professional setting and thus expand the depth and breadth of the student's learning.
Outcomes:
Students can apply foundational principles in bioinformatics into practice

BIOI 499 Bioinformatics Research (1-12 Credit Hours)
Pre-requisites: Prerequisite: BIOI 494, Limited to MS Bioinformatics Thesis track students only
Students will conduct independent hypothesis-driven bioinformatics research under faculty guidance. Research efforts will include literature surveys, experimental design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for bioinformatics research

BIOI 500 Advanced Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOI 501 Bioinformatics Seminar (1-2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills.
Course equivalencies: X-BIOI501/BIOL451
Outcomes:
Students can summarize, critique, and present bioinformatics research

BIOI 565 Exploring Proteins (3 Credit Hours)
Pre-requisites: Biochemistry, restricted to Bioinformatics Graduate Students
Proteins are polymer chains of amino acids that fold into compact states that differ in structure, size, shape, and dynamics. Computational tools are essential for the prediction of protein structures, protein interactions, and structure-based drug design.
Outcomes:
Students will learn the concepts of building blocks of protein structure, and protein folding

BIOI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: BIOI 499
Laboratory research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

BIOI 605 Master's Study (1 Credit Hour)
This course provides FT status for a student who needs to meet the continuous enrollment requirement of the Graduate School while completing program requirements.

Bioinformatics (MS)

Bioinformatics is a highly interdisciplinary STEM field that integrates computational and statistical methods for analyzing large biological data sets. Bioinformaticians apply their biological and computational sciences backgrounds to develop, utilize, and optimize new computational tools for organizing, synthesizing, and analyzing the rapidly increasing amount of biological and biomedical data.

Prospective students choose between the **Thesis-based track** and the **Non-thesis track**.

The Bioinformatics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Thesis-Based Track

Students will be trained and mentored in conducting independent hypothesis-driven research, including experimental design, data analysis, and interpretation of results. They will also learn scientific writing and presentation design and delivery. After graduation, students are primed for competitive Ph.D. programs and positions at research institutions, in government agencies and other public sectors, as well as in the private sector.

Non-Thesis Track

Students gain real-world experience in an internship environment and are exposed to a breadth of coursework in the field of bioinformatics.

At the conclusion of their studies, graduates are competitive for employment in the biotech industry, as well as in bioinformatics positions in academia, government agencies, hospitals, and related public and private institutions.

Related Programs

Master's

- Biology (MS) (p. 1147)
- Computer Science (MS) (p. 1172)
- Data Science (MS) (p. 1191)

Curriculum

Degree Requirements

Applicants pursuing the Master of Science in Bioinformatics select the **Thesis-based track** or the **Non-Thesis track**. Students must complete 30 credit hours. Six (6) courses, worth a total of 17 credit hours, comprise the ***Foundational Curriculum***, and the remaining 13 credit hours will consist of track-specific courses.

Besides the traditional Master's program, the Bioinformatics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Foundational Curriculum

Code	Title	Hours
BIOL 488	Bioinformatics	3
COMP 483	Computational Biology	4
STAT 437	Quantitative Bioinformatics	3
BIOI 500	Advanced Bioinformatics	3
BIOI 501	Bioinformatics Seminar	1
BIOI 565	Exploring Proteins (Fall only)	3
or CHEM 465	Special Topics in Biochemistry	
Track Specific Courses (p. 1141)		**13**
Total Hours		**30**

Track Specific Courses

Thesis Track

Code	Title	Hours
UNIV 370	Responsible Conduct in Research and Scholarship	0
BIOI 494	Bioinformatics Research Design	1
BIOI 499	Bioinformatics Research	8
BIOI 595	Thesis Supervision	1
+ 1 Bioinformatics Elective [1]		3
Total Hours		**13**

[1] Thesis track: No stipulation regarding the department of the Bioinformatics Elective (see list below).

Non-Thesis Track

Code	Title	Hours
BIOI 498	Bioinformatics Internship	1
+ 4 MS Bioinformatics Electives [1]		12
Total Hours		**13**

[1] Non-Thesis Track: Bioinformatics Elective Courses must be selected from at least two departments.

Bioinformatics Electives

Code	Title	Hours
Biology		
BIOL 402	Microbiology	3
BIOI 495	Special Topics in Bioinformatics (Human Genetics)	3
BIOL 482	Advanced Molec Genetics	3
BIOL 495	Special Topics (Genomics - Spring only)	3
BIOL 495	Special Topics (Human Molecular Genetics)	3
BIOL 495	Special Topics (Metagenomics - Fall only)	3
Chemistry		
CHEM 425	Special Topics in Organic Chemistry (Medicinal Chemistry)	3
CHEM 435	Special Topics in Physical Chemistry (Computational Biochemistry)	3
CHEM 455	Special Topics in Analytical Chemistry (Introduction to Spectroscopy)	3
CHEM 465	Special Topics in Biochemistry (Enzymology)	3
CHEM 465	Special Topics in Biochemistry (Plant Biochemistry)	3
CHEM 465	Special Topics in Biochemistry (Protein Crystallography)	3
Computer Science		
COMP 406	Data Mining	3
COMP 413	Intermediate Object-Oriented Development	3
COMP 439	Distributed Systems	3
COMP 460	Algorithms & Complexity	3
COMP 453	Database Programming	3
COMP 471	Theory of Programming Languages	3
COMP 479	Machine Learning	3
COMP 486	Computational Neuroscience	3
Statistics		
STAT 406	Stochastic Processes	3
STAT 407	Statistical Design	3
STAT 408	Applied Regression Analysis	3
STAT 410	Categorical Data Analysis	3
STAT 436	Topics in Biostatistics	3

Suggested Sequence of Courses

Traditional Master's Program

Thesis Track

Course	Title	Hours
Year 1		
Summer		
UNIV 370	Responsible Conduct in Research and Scholarship	0
	Hours	**0**
Fall		
BIOI 494	Bioinformatics Research Design	1
BIOL 488	Bioinformatics	3
CHEM 465 or BIOI 565	Special Topics in Biochemistry [1] or Exploring Proteins	3
BIOI 499	Bioinformatics Research	2
	Hours	**9**
Spring		
BIOI 501	Bioinformatics Seminar	1
COMP 483	Computational Biology	4
STAT 437	Quantitative Bioinformatics	3
	Hours	**8**
Year 2		
Fall		
BIOI 500	Advanced Bioinformatics	3
BIOI 499	Bioinformatics Research	3
BIOI Graduate-Level Elective		3
	Hours	**9**
Spring		
BIOI 499	Bioinformatics Research	3
BIOI 595	Thesis Supervision	1
	Hours	**4**
	Total Hours	**30**

[1] Students should register for the "Proteomics" topic if taking CHEM 465. Semester offered varies.

Non-Thesis Track

Course	Title	Hours
Year 1		
Fall		
BIOL 488	Bioinformatics	3
CHEM 465 or BIOI 565	Special Topics in Biochemistry [1] or Exploring Proteins	3
BIOI Graduate-Level Elective		3
	Hours	**9**
Spring		
BIOI 501	Bioinformatics Seminar	1
COMP 483	Computational Biology	4
STAT 437	Quantitative Bioinformatics	3
	Hours	**8**
Year 2		
Fall		
BIOI 500	Advanced Bioinformatics	3
BIOI 498	Bioinformatics Internship	1
BIOI Graduate-Level Elective		3
	Hours	**7**
Spring		
BIOI Graduate-Level Elective		3
BIOI Graduate-Level Elective		3
	Hours	**6**
	Total Hours	**30**

[1] Students should register for the "Proteomics" topic if taking CHEM 465.

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Thesis Track

Course	Title	Hours
Senior		
Summer		
UNIV 370	Responsible Conduct in Research and Scholarship	0
	Hours	**0**
Fall		
BIOI 494	Bioinformatics Research Design	1
BIOL 488	Bioinformatics [1]	3
CHEM 465 or BIOI 565	Special Topics in Biochemistry [2] or Exploring Proteins	3
	Hours	**7**
Spring		
BIOI 501	Bioinformatics Seminar	1
COMP 483	Computational Biology	4
STAT 437	Quantitative Bioinformatics	3
	Hours	**8**
Master's		
Fall		
BIOI 500	Advanced Bioinformatics	3
BIOI 499	Bioinformatics Research	4
BIOI Graduate-Level Elective		3
	Hours	**10**
Spring		
BIOI 499	Bioinformatics Research	4
BIOI 595	Thesis Supervision	1
	Hours	**5**
	Total Hours	**30**

[1] Take another BIOL 400-Level course if BIOL 388 was taken as an undergraduate.

[2] Students should register for the "Proteomics" topic if taking CHEM 465. Semester offered varies.

Non-Thesis Track

Course	Title	Hours
Senior		
Fall		
BIOL 488	Bioinformatics [1]	3
CHEM 465 or BIOI 565	Special Topics in Biochemistry [2] or Exploring Proteins	3
	Hours	**6**
Spring		
BIOI 501	Bioinformatics Seminar	1
COMP 483	Computational Biology	4
STAT 437	Quantitative Bioinformatics	3
	Hours	**8**
Master's		
Fall		
BIOI 500	Advanced Bioinformatics	3
BIOI 498	Bioinformatics Internship	1
BIOI Graduate-Level Elective		3
	Hours	**7**
Spring		
BIOI Graduate-Level Elective		3
BIOI Graduate-Level Elective		3
BIOI Graduate-Level Elective		3
	Hours	**9**
	Total Hours	**30**

[1] Take another BIOL 400-Level course if BIOL 388 was taken as an undergraduate.

[2] Students should register for the "Proteomics" topic if taking CHEM 465. Semester offered varies.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

LEARNING OUTCOMES

In Loyola's M.S. in Bioinformatics program you will gain fundamental skills that will help you be an inquisitive scientist, including:

- Demonstrate Advanced Interdisciplinary and Computational Expertise - Integrate advanced knowledge in genomics, molecular biology, statistics, and computer science to develop and evaluate computational methods and analyze complex, high-dimensional biological datasets.
- Conduct an Independent, Scholarly Project in Academic Research (Thesis) or Internship (Non-thesis) - Formulate original research questions, design rigorous studies, implement analytical pipelines, interpret results critically, and contribute to the scientific literature.
- Communicate and Collaborate Professionally - Present research effectively to scientific and interdisciplinary audiences and function as a collaborative leader in team-based research environments.
- Exemplify Ethical and Thoughtful Leadership - Practice responsible data stewardship, uphold integrity and reproducibility, engage in reflective inquiry, promote justice and the common good, and pursue excellence in scholarship and professional practice.

Biology

Overview

The Biology Department offers Masters programs in Biology and Medical Sciences. Our faculty members are well-respected leaders in their fields and publish extensively. They also attract a significant amount of external grant support which allows them to pursue research projects that are at the forefront of modern biology. Students receive individual attention as they pursue their own research and work toward their master's degree.

Graduate Programs

- Biology (MS) (p. 1147)
- Medical Sciences (MA) (p. 1149)

Biology (BIOL)

BIOL 401 Medical Literature and Ethics (3 Credit Hours)
The course will include lectures on the foundational concepts of modern ethics, in class discussions of ethics primarily centered on discussion of cases from different ethical perspectives, quizzes to assess reading mastery and familiarity with material to qualify students on how to discuss cases and formal case presentations by student working groups.
Outcomes:
Understand and articulate the philosophical basis for different ethical frameworks; Have a firm command of the "four principles" of Benevolence, Non-maleficence, Justice and Autonomy and their clinical applications; Be able to resolve clinical ethical issues and back up your reasoning

BIOL 402 Microbiology (3 Credit Hours)
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 405 Advanced Development (3 Credit Hours)
Developmental Biology draws from Genetics, Molecular Biology, Genomics, and Embryology and is a foundational science for understanding problems in Humans ranging from birth defects to cancer. Because of its multidisciplinary foundation, Developmental Biology is best thought of as a SYSTEM OF IDEAS, EXPERIMENTS AND OBSERVATIONS, as such you will greatly expand your scientific vocabulary and problem solving abilities during the course of this semester. Often you will need to draw on your stored knowledge from many disciplines to understand the topics we will cover. The course will comprise lectures on general development, evolution and developmental genetics, followed by discussions of papers on particular topics, and student presentations.

BIOL 408 Writing for the Medical Professions (3 Credit Hours)
This course will be required for the Master of Arts in Medical Sciences (MAMS) program. It will include readings related to developing the student's physician persona, and writings that are required for the medical school application process. Pre-requisites: Admission to the MA in Medical Sciences program.
Outcomes:
Students will be prepared to write effective primary and secondary essays for their medical school applications; communicate clearly their motivation to pursue a career in medicine and the relevance of their experiences to their pre-medical preparation

BIOL 409 Advanced Genetics (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program (Note: MAMS = MSCI-MA)
The course will comprise formal discussions on the molecular basis of information storage and retrieval in the cell, the role of genetics in human development and homeostasis, the mapping of human genes in familial or population contexts, and modern understanding of the connection between genotype, phenotype and human traits.

BIOL 410 Advanced Cell Biology (3 Credit Hours)
This course explores, in depth, the life cycle and activities of a typical eukaryotic cell. Some of the topics covered are cell polarity, cytoskeleton, plasma membrane, protein modifications and trafficking, extracellular matrix and cell death. Competencies to be gained in this course: To develop the skill of reading and analyzing the primary literature on topics pertaining to cell biology. Judging whether a conclusion is supported by sufficient data. Identifying the controls in published experiments. Exam-taking skill improvement using short reading passages from the scientific literature as topics.

BIOL 413 Advanced Immunology (3 Credit Hours)
Introduces innate and adaptive immunity, lymphocyte development, T-cell and B-cell mediated immunity, leukocyte trafficking, immunological memory hyperimmune reactions, autoimmunity, tumor and transplant immunity. Must be enrolled in the Master of Arts in Medical Sciences (MAMS) program.
Outcomes:
Students will acquire an overview of the human immune system that prepares them for success in a medical school immunology class

BIOL 415 Advanced Parasitology (4 Credit Hours)
Lecture and laboratory. A study of animal parasites, their distribution, structure, adaptations, life cycles, and host relationships.
Outcomes:
Students will learn to recognize the major groups of animal parasites, be able to explain their life cycles and describe the mechanisms that hosts use to ward off parasite infestation

BIOL 416 Limnology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats. Students will learn to evaluate the trophic status and health of a lake by the end of the course.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions

BIOL 417 Wetland Ecology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the study of wetlands habitats. This course includes discussion of physical and chemical factors, biota, production and community dynamics. Laboratories include several field trips to regional wetland habitats.
Outcomes:
Students will understand the functioning of wetlands, become aware of the variety of wetlands and become familiar with wetland biota, especially wetland plants

BIOL 418 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Lecture and laboratory. This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 422 Research (1-6 Credit Hours)
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 426 Entomology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introductory course that covers the morphology, metamorphosis, classification and biology of the major insect groups. The laboratory includes dissection and the use of analytical keys and figures to identify insect taxa. Field trips and student collections add to the laboratory experience. They will also learn to distinguish immature insects from adult insects and to recognize the numerous beneficial insects as well as the small number that are detrimental.
Outcomes:
Students will learn to identify major insect groups in the field and in the laboratory

BIOL 430 Virology (3 Credit Hours)
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 450 Advanced Bioinformatics (2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOL 451 Bioinformatics Seminar (1 Credit Hour)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills. Students can summarize, critique, and present bioinformatics research.
Course equivalencies: X-BIOI501/BIOL451

BIOL 452 Human Anatomy and Physiology I (3 Credit Hours)
The course objectives are to learn the gross anatomical structures of the human body. To organize the relationships between these structures and systems using patterns of innervation and development. To be able to apply anatomical knowledge in ways pertinent to clinical issues.

BIOL 453 Human Anatomy and Physiology II (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program
This is the second semester of a 2 semester course. We will cover the physiology of the cardiovascular, respiratory, digestive, renal, reproductive, and endocrine systems, in addition to acid-base and fluid balance, temperature regulation, and exercise physiology. Functioning will be discussed from a systems level to a molecular level.

BIOL 455 Advanced Neuroscience (3 Credit Hours)
This course will focus on the cellular, anatomical, and functional organization of the human nervous system that range in topics from ion channel physiology to cognition. Students will survey the elements of the nervous system necessary for a foundation for medical school. An understanding of pathologies presented in disease, dysfunction, and injury will be included.
Outcomes:
Learn foundational neurological concepts presented to first year medical students; Learn the pathology of neurological disease, dysfunction, and injury through clinical cases; Understand the neurological basis of higher-order functions

BIOL 458 Developmental Neurobiology (3 Credit Hours)
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis. Students will also learn how to critically read primary research papers and present these papers to the class.
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles

BIOL 461 Advanced Neurobiology (3 Credit Hours)
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 466 Advanced Biochemistry (3 Credit Hours)
Life is based on four principle cellular components: proteins, lipids, carbohydrates, and nucleic acids. Biochemistry is concerned with the structure, function, and interactions of these compounds with one another and their environment. As such biochemistry plays a vital part in all aspects of the medical sciences since it not only helps us to understand how the (human) cell works on a molecular level but also how to decipher and possibly counter pathogenic conditions. Consider that almost all drugs used in medical treatment target proteins or groups of proteins to modulate their biochemical properties.

BIOL 470 Biostats & Exp Design Lec/Lab (4 Credit Hours)
This course is designed for students who are in, or plan to attend, graduate or professional school, and thus, will be working with their own data or critically analyzing existing data. This course will emphasize the theory and application of commonly used statistics in biology.

BIOL 479 Biology AP Workshop (3 Credit Hours)
No course description is available

BIOL 482 Advanced Molec Genetics (3 Credit Hours)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 483 Pop Genetics (3 Credit Hours)
Fundamental principles of population, ecological, and evolutionary genetics, including molecular evolution and analysis of the genetic structure of populations. They learn how to apply basic tools of population genetic analysis.
Outcomes:
Students develop knowledge and awareness of population genetic theory and information

BIOL 485 Prin Electron Microscopy Lec/Lab (4 Credit Hours)
Lecture and laboratory. This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques. Students will also learn how to correctly interpret their results, and properly present their data.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs

BIOL 488 Bioinformatics (3 Credit Hours)
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 493 Directed Reading (1-4 Credit Hours)
Student investigates a current topic in biology.

BIOL 495 Special Topics (1-4 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 495L Special Topics Lab (0 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Outcome: Students will master a unique topic in biology.

BIOL 500 Scientific Logic (3 Credit Hours)
The Scientific Logic course is designed to teach scientific literacy in terms of writing grant proposals, reading scientific literature, scientific presentations and debate. The course is framed within an evolutionary foundation.
Outcomes:
Students will gain knowledge in advanced evolutionary topics, while preparing a grant proposal and developing skills with respect to critical thinking and scientific inquiry

BIOL 501 Seminar (1 Credit Hour)
Students present specific, current research topics including their own research to the class and faculty.

BIOL 502 Department Seminar (1 Credit Hour)
Students meet and discuss the research presented by seminar speakers.

BIOL 510 Instructions in Teaching Biology (1 Credit Hour)
Introduction to the fundamentals of teaching biology.

BIOL 511 Biology Teaching Practicum (2 Credit Hours)
Students gain firsthand teaching experience by assisting in undergraduate courses.

BIOL 595 Thesis Supervision (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

BIOL 605 Master's Study (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

Biology (MS)

Our faculty members are well-respected leaders in their fields and publish extensively. They also attract a significant amount of external grant support which allows them to pursue research projects that are at the forefront of modern biology. Students receive individual attention as they pursue their own research and work toward their master's degree.

The MS in Biology degree program focuses on the development of experimental and intellectual skills required for vigorous research. Our program is research/thesis-based and takes most students two to three years to complete.

Students are assigned an advisor to help them develop an individualized curriculum. Once a curriculum is selected, students join the labs of their thesis directors and begin their research.

The Biology (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Bioinformatics (MS) (p. 1140)
- Medical Sciences (MA) (p. 1149)

Minor

- Bioinformatics Minor (p. 276)

Curriculum

The Master of Science in Biology requires 31 hours of coursework and a formal research thesis.

Besides the traditional Master's program, the Biology (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Course Requirements

To become an official candidate for the MS degree, students must earn 31 credit hours and show satisfactory performance in course work and thesis research.

Code	Title	Hours
Required Courses		
BIOL 470	Biostats & Exp Design Lec/Lab [1]	4
BIOL 500	Scientific Logic [2]	3
BIOL 510	Instructions in Teaching Biology	1
BIOL 511	Biology Teaching Practicum [3]	2
BIOL 501	Seminar	1
BIOL 502	Department Seminar	1
BIOL 422	Research	1-6
	Hours taken for Research vary per term. Students will earn 3-9 hours over the course of the program.	
Graduate level BIOL electives		*9-15*
BIOL 402	Microbiology	
BIOL 405	Advanced Development	
BIOL 409	Advanced Genetics	
BIOL 410	Advanced Cell Biology	
BIOL 413	Advanced Immunology	
BIOL 415	Advanced Parasitology	
BIOL 416	Limnology Lec/Lab	
BIOL 417	Wetland Ecology Lec/Lab	
BIOL 418	Aquatic Insects Lecture & Laboratory	
BIOL 426	Entomology Lec/Lab	
BIOL 482	Advanced Molec Genetics	
BIOL 483	Pop Genetics	
BIOL 485	Prin Electron Microscopy Lec/Lab	
BIOL 488	Bioinformatics	
BIOL 493	Directed Reading	
BIOL 495	Special Topics	
BIOL 595	Thesis Supervision	1
Total Hours		**31**

1. BIOL 470 must be completed with a grade of B or higher to demonstrate proficiency in experimental design and analysis.
2. BIOL 500 must be completed with a grade of B or higher to demonstrate proficiency in scientific writing and reading scientific literature.
3. University-funded students must take BIOL 511 Biology Teaching Practicum twice (4 credit hours). Grant-funded or externally-funded students take BIOL 511 Biology Teaching Practicum once (2 credit hours).

Thesis Requirements

Research is the focus of the master's degree program at Loyola University Chicago. Faculty engage students in ongoing studies and students are well-supported when taking on new projects and challenges. Students work with their thesis advisors to develop and conduct a specialized research project. Based on this work, students write and defend a master's thesis. Students in the MS program must write and present a thesis outline to their faculty committee. The proposal outline must be approved by February 1 of the student's first year in the program. Following this approval, students will write and defend the master's thesis. The final thesis will be deposited in a publicly accessible database in accordance with Graduate School policy.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year One		
Fall		
BIOL 500	Scientific Logic	3
BIOL 510	Instructions in Teaching Biology	1
Elective		0-5
	Hours	**7**
Spring		
Electives or Research		0-6
BIOL 511	Biology Teaching Practicum [1]	2
	Hours	**8**
Year Two		
Fall		
BIOL 470	Biostats & Exp Design Lec/Lab [2]	4
BIOL 501	Seminar	1
BIOL 502	Department Seminar	1
Electives or Research		0-3
	Hours	**9**
Spring		
Electives or Research		6-7
BIOL 595	Thesis Supervision	1
	Hours	**7**
	Total Hours	**31**

[1] Students on University Scholarships must take BIOL 511 Biology Teaching Practicum two times. Unsupported students, students supported through an advisor's grant, and students supported by their own grants take BIOL 511 one time.

[2] BIOL 470 Biostats & Exp Design Lec/Lab is offered every other year and alternates with BIOL 500 Scientific Logic.

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
BIOL 500 or BIOL 470	Scientific Logic or Biostats & Exp Design Lec/Lab	3
BIOL 510	Instructions in Teaching Biology	1
400-Level Elective [1]		3
	Hours	**7**
Spring		
400-Level Elective Courses [1]		8
	Hours	**8**
Master's		
Fall		
BIOL 470 or BIOL 500	Biostats & Exp Design Lec/Lab or Scientific Logic	4
BIOL 501	Seminar	1
BIOL 502	Department Seminar	1
400-Level Electives or Research		0-3
	Hours	**8**
Spring		
BIOL 511	Biology Teaching Practicum	2
BIOL 595	Thesis Supervision	1
400-Level Electives or Research		5-6
	Hours	**8**
	Total Hours	**31**

[1] Electives can be chosen from the 400-Level Additional Courses listed below.

Additional Course Options

Code	Title	Hours
BIOL 402	Microbiology	3
BIOL 405	Advanced Development	3
BIOL 413	Advanced Immunology	3
BIOL 415	Advanced Parasitology	4
BIOL 416	Limnology Lec/Lab	4
BIOL 417	Wetland Ecology Lec/Lab	4
BIOL 418	Aquatic Insects Lecture & Laboratory	4
BIOL 426	Entomology Lec/Lab	4
BIOL 430	Virology	3
BIOL 450	Advanced Bioinformatics	2
BIOL 451	Bioinformatics Seminar	1
BIOL 458	Developmental Neurobiology	3
BIOL 470	Biostats & Exp Design Lec/Lab	4
BIOL 482	Advanced Molec Genetics	3
BIOL 483	Pop Genetics	3
BIOL 485	Prin Electron Microscopy Lec/Lab	4
BIOL 488	Bioinformatics	3
BIOL 493	Directed Reading	1-4
BIOL 495	Special Topics	1-4
BIOL 495L	Special Topics Lab	0
BIOL 500	Scientific Logic	3

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MS in Biology, students will be able to demonstrate:

- Proficiency in experimental design and analysis.
- Proficiency in scientific writing and reading scientific literature.
- Communication skills in both teaching and presenting research.
- The ability to critically think, analyze data and write scientifically.
- The ability to interact as an independent researcher.

Medical Sciences (MA)

The Master of Arts in Medical Sciences program is a special master's program (SMP) that prepares students to build a compelling medical school application. MAMS is a record enhancement program and not a career changer program, and as such, all pre-medical prerequisites must be completed. Our graduate post-baccalaureate is known for the rigor and quality of our coursework leading to a master's degree. Also, we have a long-term commitment to advising our students and assisting them at every stage of the medical school application process. We are dedicated to promoting the personal and professional development of each student, facilitating their entry and assuring their future success in Medical School. We maintain a student-centered, non-competitive environment that allows each student to capitalize on their strengths as they build their medical school credentials. We are guided by the Jesuit values of "seeking knowledge in the service of humanity; preparing to live in a shared, global community; and building on the desire to always do and become more."

In support of our mission, Loyola's MAMS program:

- Provides students with a high-quality educational experience from dedicated faculty recruited from some of the best medical schools in the US.
- Offers substantial office hours contact with faculty.
- Provides premedical advising upon entry to the program, through post-graduation, on every aspect of a student's medical school application. Students enjoy a full-time pre-medical advisor who works solely with MAMS students.
- Provides support for medical school applications with letters of recommendation.
- Fosters an active community in which students support each other through collaborative learning and group study.
- Facilitates access to Chicago-area hospitals and clinics with opportunities to work with underserved populations, sensitizing students to social justice issues, especially regarding the availability of medical care.
- Offers professional development seminars to familiarize students with individual medical schools, to strengthen their medical school applications, and to discuss ethical issues and social justice efforts with experts in the field.
- Values diversity in our student, professional and social communities.

Related Programs

Master's

- Biology (MS) (p. 1147)
- Medical Laboratory Science (MS) (p. 1539)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

To receive the MA in Medical Sciences degree, students must complete 30 credit hours in a curriculum drawn each year from courses listed below. However new courses are added on a routine basis and students should confirm course selections with their MAMS advisor.

Courses

Code	Title	Hours
BIOL 401	Medical Literature and Ethics	3
BIOL 408	Writing for the Medical Professions	3
BIOL 409	Advanced Genetics	3
BIOL 410	Advanced Cell Biology	3
BIOL 413	Advanced Immunology	3
BIOL 452	Human Anatomy and Physiology I	3
BIOL 453	Human Anatomy and Physiology II	3
BIOL 455	Advanced Neuroscience	3
BIOL 466	Advanced Biochemistry	3
BIOL 495	Special Topics	3
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
BIOL 401	Medical Literature and Ethics	3
BIOL 409	Advanced Genetics	3
BIOL 410	Advanced Cell Biology	3
BIOL 452	Human Anatomy and Physiology I	3
BIOL 455	Advanced Neuroscience	3
	Hours	**15**
Spring		
BIOL 408	Writing for the Medical Professions	3
BIOL 413	Advanced Immunology	3
BIOL 453	Human Anatomy and Physiology II	3
BIOL 466	Advanced Biochemistry	3
BIOL 495	Special Topics	3
	Hours	**15**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the program and implementing advice received from the program, students will have strengthened their medical school candidacy by demonstrating to medical schools that:

- They can succeed in rigorous science courses
- They can secure and maintain a volunteer position in a hospital or clinic
- They embody the characteristics of professionalism and leadership necessary in the medical profession.

Chemistry and Biochemistry

The Department of Chemistry provides graduate students in our MS and PhD programs a unique atmosphere, with state of the art instrumentation, accomplished professors, and motivated researchers. Much of the current research transcends traditional boundaries to include fields such as surface chemistry of organic electronic materials, quantifying physiological processes via synthesis of optical probes, applied information theory to thermodynamic systems, and metal analysis in retina causing cataract development. Weekly seminars and the annual Denkewalter Lecture (https://www.luc.edu/chemistry/events/denkewalterlecture/), which brings the winner of either the American Chemical Society's Pure Chemistry or Eli Lilly awards (https://www.acs.org/content/acs/en/funding/technical-divisions.html) to campus, provide opportunities to learn about recent advances from respected academic and industrial scientists.

Graduate Programs

- Chemistry (MS) (p. 1153)
- Chemistry (PhD) (p. 1158)

Chemistry (CHEM)

CHEM 400 Chemistry Seminar (1 Credit Hour)
This weekly seminar series on current topics in Chemistry is presented by experts from outside Loyola.

CHEM 401 Chemistry Methodology and Communication (3 Credit Hours)
Pre-requisites: Graduate Standing
This is the common preparatory course providing all chemistry graduate students with the necessary skills to navigate towards their respective degrees and success post-degree. Topics include: notebooks, design of experiment, safety, ethics, effective communication of science, conflict resolution, and professional conduct.
Outcomes:
Students are prepared with the soft skills and formal training in research methodology and compliance expectations expected of a graduate student and a professional chemist in a senior role

CHEM 415 Special Topics in Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester.

CHEM 420 Advanced Organic Chemistry I: Struct-Stereo (3 Credit Hours)
Important organic chemical concepts. Includes discussion of the stereochemistry of carbon, organic quantum mechanics, chemical kinetics and related mechanistic concepts, and an introduction to synthetic methodology.

CHEM 422 Advanced Organic Chemistry III: Mechanism (3 Credit Hours)
This is an intensive review of the more general types of organic chemical mechanisms, such as electrophilic and nucleophilic additions, substitution reactions, elimination processes, and hemolytic processes. The experimental approach to mechanisms is emphasized.

CHEM 423 Medicinal Chemistry (3 Credit Hours)
This course explores how medicinal chemists design and synthesize new drug candidates as well as the hurdles that must be overcome in meeting the FDA requirements of efficacy and safety on the road to market, emphasizing the therapeutic index that underscores the risk/benefit consideration of every drug.
Outcomes:
1) Explain risk/benefit of drugs in efficacy vs. toxicity and the therapeutic index/window; 2) Summarize interactions of drugs with receptors, enzymes, or nucleotides; 3) Analyze structure-activity relationships given potency data

CHEM 424 Molecular Characterization Part A (3 Credit Hours)
Pre-requisites: Graduate Students Only
This course will include a closer look at the theory and applications of several spectroscopic methods used for analysis of organic as well as inorganic compounds, including 1D and 2D methods employing 1H and 13C NMR, in addition to other elements; UV/Vis, combined with mass spectrometry.
Outcomes:
Students will be able to identify a compounds molecular structure based of spectroscopic means and understand the working principles behind those spectroscopies

CHEM 425 Special Topics in Organic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are: natural products, free radicals, molecular rearrangements, photochemistry, heteronuclear NMR, carbocyclic chemistry, medicinal chemistry, synthetic organic methodology, pericyclic reactions, heterocycles.

CHEM 429 Research in Organic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 430 Physical Chemical Survey (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Covers chemical thermodynamics, molecular structure and spectra, and chemical kinetics. It includes review and survey of some recent research.

CHEM 431 Chemical Thermodynamics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
An extended study of the principles of the thermodynamic laws followed by applications to real and ideal systems of gases, liquids, and solids; partial molal properties; principles and applications of quantum statistical thermodynamics to gaseous equilibria

CHEM 433 Chemical Kinetics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Description of rates of chemical reactions and interpretations thereof; principal theories of bimolecular and unimolecular processes; chain reactions; development of absolute reaction rate theory and application to a number of chemical systems; potential energy surfaces; includes heterogeneous kinetics, solution phenomena, isotopic effects, flow systems, empirical kinetic relations.

CHEM 435 Special Topics in Physical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are NMR spectroscopy, photophysical processes, molecular spectroscopy, computational chemistry, molecular modeling, and spectroscopy of surfaces.

CHEM 436 Statistical Thermo Dynamics (3 Credit Hours)
Methods of classical and quantum statistical mechanics applied to thermodynamic problems; calculation of thermodynamic quantities from spectral data; properties of real gases; selected problems in the solid sate.

CHEM 437 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: CHEM 302 or equivalent; strong courses in calculus and modern physical chemistry, and some knowledge of computer programming
A thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 438 Quantum Mechanics II (3 Credit Hours)
Pre-requisites: CHEM 437
This course is a continuation of CHEM 437, which is a thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 439 Research in Physical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 441 Advanced Inorganic Chemistry (3 Credit Hours)
The important topics in inorganic and organometallic chemistry are surveyed.

CHEM 445 Special Topics in Inorganic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are organometallic chemistry and catalysis, bioinorganic chemistry, physical methods in inorganic chemistry, inorganic reaction mechanisms, non-metal chemistry, transition metal clusters and X-ray crystallography.

CHEM 449 Research in Inorganic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 451 Chemical Methods of Analysis (3 Credit Hours)
Topics covered include the statistical evaluation of analytical results and sources of errors, sampling and significance of proper samples, optimization of experiments, review of acid-base theory, chelometry and its applications, theory of precipitation, oxidation and reduction reactions and applications.

CHEM 452 Electrochemistry (3 Credit Hours)
Fundamentals of electrochemistry, the application of electrochemical techniques and current literature.

CHEM 454 Analytical Separations (3 Credit Hours)
Topics include aspects of chromatography, partition, thin layer, gas and liquid chromatography, mass spectroscopy and other techniques.

CHEM 455 Special Topics in Analytical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. This course may involve a lab. Some courses are analytical absorption and emission spectroscopy, electroanalytical methods, environmental chemistry, lasers in analytical spectroscopy, and mass spectroscopy.

CHEM 456 Analytical Spectroscopy (3 Credit Hours)
We will discuss photometric instrumentation, absorption, emission and fluorescence spectroscopy and types of analytical laser spectroscopy.

CHEM 459 Research in Analytical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 460 Biophysical Chemistry (3 Credit Hours)
This class will cover the role of molecular interactions in determining the structure and reactivity of complex biological molecules. Modern experimental techniques are used in studying these interactions in biological systems.

CHEM 461 Biochemistry (3 Credit Hours)
The conformation, dynamics and biological activities of macromolecules, generation and storage of metabolic energy, and genetic information and biosynthesis will be discussed.

CHEM 465 Special Topics in Biochemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are protein chemistry, sequence and 3D structure, magnetic resonance spectroscopy, protein crystallography, bio-inorganic chemistry, molecular biology, molecular dynamics of proteins, and current developments in biochemistry and related areas.

CHEM 469 Research in Biochemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 470 Biochemistry I (3 Credit Hours)
Pre-requisites: Completion of undergraduate organic chemistry
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate and understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 479 Research in Chemical Education (1-9 Credit Hours)
Co-requisites: RMTD 400 and CIEP 229; This course is restricted to Chemistry Ph.D. students
Prerequisites or This course will count toward the research credits of those students seeking a Ph.D. degree with a focus on Chemical Education. It will examine the effects of numerous variables on the learning and teaching of chemical principles and skills.
Outcomes:
Students will be able to: *describe the primary theoretical underpinnings of the chemical education research field; *describe and apply methods for preparing research data collected for publication; *describe and apply methods for analyzing chemical education research projects & manuscripts

CHEM 480 Chemistry for Teachers I (3 Credit Hours)
This course focuses on aspects specific to the teaching and learning of chemistry at post- secondary levels. Geared towards graduate students, undergraduate seniors, or current educators who plan on instructing college students, it explores principles surrounding how people learn chemistry and how to align pedagogies and environments to optimize learning opportunities for students. Course activities and assignments are designed to initiate the building of an instructional portfolio to prepare enrolled students for potential academic careers.

CHEM 491 Laboratory Investigations in Chemistry C (1 Credit Hour)
A course designed for high school science teachers to help construct and create chemistry laboratories for students in the context of urban high schools. Students must be enrolled in one of the SOE's M.Ed. in science ed cohorts.
Outcomes:
Learning how to teach inquiry based science labs; learning how to create labs within the constraints of an urban school district

CHEM 497 Organic and Bio Chemistry for Teachers (3 Credit Hours)
Pre-requisites: Must be enrolled in M.Ed. in Chem Ed program
A course designed for urban high school teachers to enhance knowledge of chemistry and chemistry teachers.
Outcomes:
Increased chemistry content knowledge, ability to teach inquiry based chemistry

CHEM 500 Graduate Student Seminar (1 Credit Hour)
This gives students an opportunity to prepare and present a professional chemistry seminar for other professional chemists. The presenter is trained in organizing materials for the 500 Graduate Student Seminar (1)presentation and has the experience of conveying high level technical information to a friendly audience in preparation for subsequent professional presentations in the industrial, academic, and/or scientific meeting arena. The topics of the seminar should not be related to the student's research. The course should be taken at least once by all degree-seeking students.

CHEM 501 Directed Study (1-6 Credit Hours)
A special reading project is undertaken by qualified students and directed by a faculty member of the department with chairperson's approval.

CHEM 509 Doctoral Research (0-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 595 Thesis Supervision (1 Credit Hour)
The course is for master's degree candidates after completion of course requirements.

CHEM 600 Dissertation Supervision (1 Credit Hour)
The course is for Ph.D. degree candidates after completion of courses, cumulative examinations, and research tool requirements.

CHEM 605 Master's Study (1 Credit Hour)
This course is for MS students in the (up to two) intervening semesters between completing coursework/research credits and beginning their thesis supervision.

CHEM 610 Doctoral Study (1 Credit Hour)
This course is for PhD students in the intervening two semesters (pre-candidacy) between completing coursework/research credits and beginning their dissertation supervision.

Chemistry (MS)

The Graduate Chemistry program at Loyola University Chicago encompasses the traditional fields of specialization, including: *Analytical Chemistry, Biochemistry, Chemical Education, Inorganic Chemistry, Organic Chemistry and Physical Chemistry*

For students who enroll in our course-based Master of Science program, you will enjoy the small class sizes found in our upper level courses and access it provides to your instructors. Students with a strong interest in research can choose to obtain a thesis-based master's in a diverse range of subjects. Our MS students receive the academic rigor and laboratory instrumentation access associated with our PhD program in a flexible and condensed schedule expected of a master's program.

The Chemistry (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)
- Biology (MS) (p. 1147)

Doctoral

- Chemistry (PhD) (p. 1158)

Curriculum

The Master of Science in Chemistry requires 30-32 credit hours. Students may choose a course-based or thesis-based program, depending on their future goals.

Besides the traditional Master's program, the Chemistry (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Master of Science in Chemistry (Course-Based)

Required Coursework

Code	Title	Hours
CHEM 401	Chemistry Methodology and Communication	3
Select four from the following		*12*
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
Chemistry Research (no more than 3cr hours)		
400 Level Chemistry Electives [1]		15
Total Hours		**30**

[1] Elective courses can be distributed or in a specialized area as determined by student. A list of all 400 level Chemistry courses can be found here (p. 1151).

Master of Science in Chemistry (Thesis-Based)

Required Coursework

Code	Title	Hours
CHEM 401	Chemistry Methodology and Communication	3
Select one of the following:		*3*
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
Select one of the following:		*12*
CHEM 429	Research in Organic Chemistry	
CHEM 439	Research in Physical Chemistry	
CHEM 449	Research in Inorganic Chemistry	
CHEM 459	Research in Analytical Chemistry	
CHEM 469	Research in Biochemistry	
Select any four courses from any area of specialization (Organic, Inorganic, Physical, Analytical, Education)		**12**
Analytical		
CHEM 455	Special Topics in Analytical Chemistry (Archeometry)	
CHEM 455	Special Topics in Analytical Chemistry (Adv Analytical Chemistry)	
Biochemistry		
CHEM 465	Special Topics in Biochemistry (Plant Biochemistry)	
CHEM 465	Special Topics in Biochemistry (The Chemistry of Enzymes)	
CHEM 465	Special Topics in Biochemistry (Biochemistry of Lipids)	
CHEM 465	Special Topics in Biochemistry (Adv Approaches in Biochemistry)	
CHEM 465	Special Topics in Biochemistry (Adv Enzyme Kinetics and Mechanisms)	

CHEM 465	Special Topics in Biochemistry (Molecular Immunology)	
CHEM 465	Special Topics in Biochemistry (Biochemistry of Renewable Energy)	
CHEM 465	Special Topics in Biochemistry (Proteomics)	
CHEM 470	Biochemistry I	
Education		
CHEM 480	Chemistry for Teachers I	
Inorganic		
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry (Medicinal Inorganic Chemistry)	
CHEM 445	Special Topics in Inorganic Chemistry (Electron & X-Ray Methods)	
CHEM 445	Special Topics in Inorganic Chemistry (Molecular Characterization Part B)	
Organic		
CHEM 423	Medicinal Chemistry	
CHEM 424	Molecular Characterization Part A	
CHEM 425	Special Topics in Organic Chemistry (Orgo Structure Determination)	
CHEM 425	Special Topics in Organic Chemistry (Strategy & Tactics of Org Chem)	
CHEM 425	Special Topics in Organic Chemistry (Func Dyes Biomed Imaging)	
CHEM 425	Special Topics in Organic Chemistry (Avd Orgo-Synthesis and Mech)	
CHEM 425	Special Topics in Organic Chemistry (Comp Organomet Chem)	
CHEM 425	Special Topics in Organic Chemistry (Advanced Organic Synthesis)	
Physical		
CHEM 435	Special Topics in Physical Chemistry (Exp Tech of Surface Science)	
CHEM 435	Special Topics in Physical Chemistry (Survey of Modern Physical Chem)	
CHEM 435	Special Topics in Physical Chemistry (Surface Chem and Analysis)	
CHEM 435	Special Topics in Physical Chemistry (Thermodynam/ Protein Structures)	
CHEM 435	Special Topics in Physical Chemistry (Computational Chemistry)	
CHEM 605	Master's Study	1
CHEM 595	Thesis Supervision	1
Total Hours		**32**

Thesis Requirement

In addition to coursework, students in Thesis-based MS in Chemistry will write and defend a research thesis. Once students have completed coursework and are solely working on the thesis they will be enrolled in the appropriate study or supervision course to maintain good standing in the university.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Master of Science in Chemistry (Course-Based)

Course	Title	Hours
Year One		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
Select one of the following:		3
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
400 Level CHEM Elective		3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
400 Level CHEM Elective		3
	Hours	**9**
Year Two		
Fall		
400 Level CHEM Elective		3
Select one of the following:		3
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
	Hours	**6**
Spring		
400 Level CHEM Elective		3
400 Level CHEM Elective		3
	Hours	**6**
	Total Hours	**30**

Master of Science in Chemistry (Thesis-Based)

Course selection is based on specialized area of study (Organic, Inorganic, Physical, Analytical, Education), and some courses are of variable credit.

Organic Chemistry

Course	Title	Hours
Year One		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 424	Molecular Characterization Part A	3
CHEM 429	Research in Organic Chemistry	3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 425	Special Topics in Organic Chemistry	
CHEM 423	Medicinal Chemistry	
CHEM 429	Research in Organic Chemistry	3
	Hours	**9**
Year Two		
Fall		
Select two of the following:		6
CHEM 423	Medicinal Chemistry	
CHEM 425	Special Topics in Organic Chemistry	
CHEM 429	Research in Organic Chemistry	3
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 429	Research in Organic Chemistry	3
CHEM 595	Thesis Supervision	1
	Hours	**4**
	Total Hours	**32**

Inorganic Chemistry

Course	Title	Hours
Year One		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 445	Special Topics in Inorganic Chemistry	3
CHEM 449	Research in Inorganic Chemistry	3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 449	Research in Inorganic Chemistry	3
	Hours	**9**
Year Two		
Fall		
Select two of the following:		6
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 449	Research in Inorganic Chemistry	3
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 449	Research in Inorganic Chemistry	3
CHEM 595	Thesis Supervision	1
	Hours	**4**
	Total Hours	**32**

Physical Chemistry

Course	Title	Hours
Year One		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 435	Special Topics in Physical Chemistry	3
CHEM 439	Research in Physical Chemistry	3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 435	Special Topics in Physical Chemistry	
CHEM 439	Research in Physical Chemistry	3
	Hours	**9**
Year Two		
Fall		
CHEM 435	Special Topics in Physical Chemistry	3
CHEM 439	Research in Physical Chemistry	3
CHEM 605	Master's Study	1
	Hours	**7**
Spring		
CHEM 439	Research in Physical Chemistry	6
CHEM 595	Thesis Supervision	1
	Hours	**7**
	Total Hours	**32**

Analytical Chemistry

Course	Title	Hours
Year One		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 455	Special Topics in Analytical Chemistry	3
CHEM 459	Research in Analytical Chemistry	3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 459	Research in Analytical Chemistry	3
	Hours	**9**
Year Two		
Fall		
CHEM 455	Special Topics in Analytical Chemistry	3
CHEM 459	Research in Analytical Chemistry	3

CHEM 605	Master's Study	1
	Hours	**7**
Spring		
CHEM 459	Research in Analytical Chemistry	6
CHEM 595	Thesis Supervision	1
	Hours	**7**
	Total Hours	**32**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Master of Science in Chemistry (Course-Based)

Course	Title	Hours
Senior		
Fall		
Select one of the following:		3
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
400-Level CHEM Elective		3
	Hours	**6**
Spring		
400-Level CHEM Elective		3
400-Level CHEM Elective		3
	Hours	**6**
Master's		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
Select one of the following:		3
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
400-Level CHEM Elective		3
	Hours	**9**
Spring		
Select two of the following:		6
CHEM 424	Molecular Characterization Part A	
CHEM 435	Special Topics in Physical Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
CHEM 455	Special Topics in Analytical Chemistry	
CHEM 465	Special Topics in Biochemistry	
CHEM 480	Chemistry for Teachers I	
400-Level CHEM Elective		3
	Hours	**9**
	Total Hours	**30**

Master of Science in Chemistry (Thesis-Based)

Organic Chemistry

Course	Title	Hours
Senior		
Fall		
Select two of the following:		6
CHEM 425	Special Topics in Organic Chemistry	
CHEM 423	Medicinal Chemistry	
	Hours	**6**
Spring		
Select two of the following:		6
CHEM 423	Medicinal Chemistry	
CHEM 425	Special Topics in Organic Chemistry	
	Hours	**6**
Master's		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 424	Molecular Characterization Part A	3
CHEM 429	Research in Organic Chemistry	3
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 429	Research in Organic Chemistry	9
CHEM 595	Thesis Supervision	1
	Hours	**10**
	Total Hours	**32**

Inorganic Chemistry

Course	Title	Hours
Senior		
Fall		
Select two of the following:		6
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
	Hours	**6**
Spring		
Select two of the following:		6
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry	
	Hours	**6**
Master's		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 445	Special Topics in Inorganic Chemistry	3
CHEM 449	Research in Inorganic Chemistry	3
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 449	Research in Inorganic Chemistry	9

CHEM 595	Thesis Supervision	1
	Hours	**10**
	Total Hours	**32**

Physical Chemistry

Course	Title	Hours
Senior		
Fall		
Select two of the following:		6
CHEM 435	Special Topics in Physical Chemistry	
	Hours	**6**
Spring		
Select two of the following:		6
CHEM 435	Special Topics in Physical Chemistry	
	Hours	**6**
Master's		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 439	Research in Physical Chemistry	6
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 439	Research in Physical Chemistry	9
CHEM 595	Thesis Supervision	1
	Hours	**10**
	Total Hours	**32**

Analytical Chemistry

Course	Title	Hours
Senior		
Fall		
Select two of the following:		6
CHEM 455	Special Topics in Analytical Chemistry	
	Hours	**6**
Spring		
Select two of the following:		6
CHEM 455	Special Topics in Analytical Chemistry	
	Hours	**6**
Master's		
Fall		
CHEM 401	Chemistry Methodology and Communication	3
CHEM 459	Research in Analytical Chemistry	6
CHEM 605	Master's Study	1
	Hours	**10**
Spring		
CHEM 459	Research in Analytical Chemistry	9
CHEM 595	Thesis Supervision	1
	Hours	**10**
	Total Hours	**32**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated

Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Trained in necessary lab protocol (notebooks, design of experiment, safety, etc.), effective communication of science, and job function (intellectual property, regulatory, ethics, etc.) necessary for careers with an advanced degree.
- Develop capabilities to solve fundamental problems on advanced topics in chemistry sub-disciplines relevant to their field of study.
- Demonstrate the ability to select and utilize appropriate methodologies and practices to solve chemical problems.

Chemistry (PhD)

Doctoral study in Chemistry at Loyola University Chicago is designed to develop within students the foundational skills for industrial work, academic research, and teaching careers in diverse learning communities. The department of chemistry offers opportunities for graduate study in sub-fields of chemistry such as Physical & Surface Chemistry, Medicinal Chemistry, Theoretical Chemistry, Biochemistry and Chemical Education.

Related Programs

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)
- Chemistry (MS) (p. 1153)

Curriculum

The PhD in Chemistry requires 62 credit hours earned through 6 (six) required courses and 42 credit hours of research in their sub-field, as well as an entrance examination, comprehensive examination, and dissertation. Students may choose a specialization in Analytical Chemistry, Biochemistry, Chemistry Education, Inorganic Chemistry, Organic Chemistry, or Physical Chemistry.

PhD Students will complete entrance exams, a comprehensive exam and then propose and defend research towards the dissertation.

Code	Title	Hours
CHEM 401	Chemistry Methodology and Communication	3
Select at least One Course in Area of Specialization		**3**
Analytical		
CHEM 455	Special Topics in Analytical Chemistry [1]	
Biochemistry		
CHEM 465	Special Topics in Biochemistry [2]	
CHEM 470	Biochemistry I	
Education		
CHEM 480	Chemistry for Teachers I	
Inorganic		
CHEM 441	Advanced Inorganic Chemistry	
CHEM 445	Special Topics in Inorganic Chemistry [3]	
Organic		
CHEM 422	Advanced Organic Chemistry III: Mechanism	
CHEM 423	Medicinal Chemistry	
CHEM 424	Molecular Characterization Part A	
CHEM 425	Special Topics in Organic Chemistry [4]	
Physical		
CHEM 435	Special Topics in Physical Chemistry [5]	
Select Four Graduate Electives		*12*
Research in Specialization		*42*
CHEM 610	Doctoral Study	1
CHEM 600	Dissertation Supervision	1
Total Hours		**62**

[1] Must choose from one of the following: Archeometry and Adv Analytical Chemistry.

[2] For CHEM 465 choose from one of the following: Plant Biochemistry; The Chemistry of Enzymes; Biochem of Lipids; Adv Approaches in

Biochemistry; Adv Enzyme Kinetics and Mech; Molecular Immunology; Biochem of Renewable Energy; and Proteomics;

3 For CHEM 445 choose from one of the following: Molecular Characterization Part B; Medicinal Inorganic Chem; and Electron and X-Ray Methods.

4 For CHEM 425 choose from one of the following: Orgo Structure Determination; Strategy & Tactics or Org Chem; Func Dyes Biomed Imaging; Adv Orgo-Synthesis and Mech; Comp Organomet Chem; and Advanced Organic Synthesis;

5 For CHEM 435 choose from one of the following: Exp Tech of Surface Science; Survey of Modern Physical Chemistry; Surface Chem and Analysis; Thermodynam/ Protein Structures; and Computational Chemistry;

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Trained in necessary lab protocol (notebooks, design of experiment, safety, etc.), effective communication of science, and job function (intellectual property, regulatory, ethics, etc.) necessary for careers with an advanced degree.
- To be able to educate students interested in chemical sciences.
- Develop capabilities to solve fundamental problems on advanced topics in chemistry sub-disciplines relevant to their field of study.
- To be able to effectively design and carry out independent research leading to new knowledge or a practical, applicable result. This includes mastery of gathering, organizing, analyzing, and reporting data.

Child Development (PhD) with Erikson Institute

As of Fall 2024, this program is no longer accepting new students.

The PhD in Child Development is offered in partnership between the Erikson Institute and the Graduate School at Loyola University Chicago. Students examine how factors such as culture, social class, and social relationships influence human development from infancy through early and middle childhood. Among others, PhD graduates can consider careers in research, applied child development research, program design and evaluation, college teaching, program administration, and policy analysis.

Curriculum

The PhD in Child Development requires 44 credit hours of coursework, a qualifying paper, and a dissertation. Students enroll in courses both at Erikson Institute and at Loyola simultaneously.

Required Coursework

Code	Title	Hours
ERIK E421	Social and Emotional Development I	3
ERIK E426	Cognitive Development	3
ERIK E477	Seminar Children-At-Risk	3
ERIK E479	Teaching & Learning: Linking Theory & Research to Practice	3
ERIK E481	Seminar Social & Cultural Contexts	3
ERIK E482	Program Evaluation and Implementation Science	3
ERIK E489	Special Topics in Child Development	3
ERIK E486	Teaching Internship	3
ERIK E485	Research Internship	3
ERIK E497	Doctoral Study	1
ERIK E499	Dissertation Supervision	1
Select Two Graduate Electives from Loyola [1]		*6*
Select Three Graduate Methods or Statistics Courses at Loyola [2]		*9*
Total Hours		**44**

1 Loyola coursework is frequently taken in the School of Education or Psychology department. Students may speak with Graduate Program Director for assistance.

2 A list of approved methods and statistics courses will be made available by the Graduate Program Director.

Qualifying Paper

Upon completion of coursework, students will complete a qualifying paper to demonstrate readiness for candidacy.

Dissertation

Guided by a committee of faculty members, students will execute a substantial original piece of research to advance knowledge in the field of child development. After a public oral defense, the final dissertation will be deposited in a publicly available database per Graduate School policy.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the PhD in Child Development, students are expected to understand and apply the following in the areas of Theory, Context, Research Methods, and Intervention:

- (Theory) Basic tenets of influential child development theories and emerging theoretical and conceptual frameworks (e.g., behavioral genetics and developmental neuroscience)
- (Theory) Theoretical and conceptual frameworks utilized in empirical child development research
- (Theory) Processes and mechanisms that promote development and change
- (Theory) The use of scientific methods to inform and advance theory
- (Context) The transactional nature of development and how it interacts with all ecologies within which children are located (e.g., homes, schools, neighborhoods)
- (Context) Inequities in resources (historical and current) and structural oppressions and how these impact child development
- (Context) Strengths-based approaches to child development and the impacts that deficit lenses have
- (Research Methods) Quantitative and qualitative research methods and how each can be applied to relevant questions in child development
- (Research Methods) Univariate and multivariate data analytic techniques, including: correlation and regression (e.g., hierarchical multiple regression and logistic regression), factor analysis (e.g., exploratory, confirmatory) and ANOVA (e.g., repeated measures, MANOVA)
- (Research Methods) Up-to-date approaches for analyzing mediation, moderation and interdependence and for interpreting results of these analyses.
- (Research Methods) Specific analytic techniques for answering specific types of research questions and for drawing appropriate inferences from results.
- (Research Methods) Explain the strengths and limitations of measurement (e.g., reliability, validity) and designs (e.g., correlational, experimental, quasiexperimental; cross-sectional vs. longitudinal), quantitative and qualitative methods and analysis strategies to the study of child development
- (Intervention) The landscape of interventions for children and families (e.g., home visiting, early childhood education), and how such programs are developed and evaluated
- (Intervention) Research designs for assessing intervention effectiveness (e.g., appropriate application of quasi-experimental, experimental (RCT)
  and non-experimental research)
- (Intervention) Critical elements in intervention research and implementation science (including issues such as fidelity, attrition, dosage and local
  adaptations)
- (Intervention) Ethical and responsible conduct of intervention research (including attention to research with vulnerable populations)
- (Intervention) Empirical and theoretical foundations of interventions (either existing or newly designed), including hypothesized mechanisms of change, cultural appropriateness, and research for assessing effectiveness of a specific intervention

Classical Studies

The Post-Baccalaureate Certificate in Classical Studies offers students who have completed a Bachelor's degree the opportunity to achieve the fluency in reading ancient Greek and Latin required to pursue graduate study in Classics or related fields such as ancient history, archaeology, art history, philosophy, theology, or medieval studies. Coursework at the post-baccalaureate level also introduces some of the scholarship of Classical texts in which graduate study engages. Post-baccalaureate students become able to clarify their professional goals while they sharpen their technical skills and become better qualified to advance on the path they choose.

Linguistic preparation is a critical factor in students' success in the early years of their graduate programs. Committed and otherwise well-qualified students who have been able to begin serious language study only toward the end of their undergraduate careers face a competitive disadvantage. The Post-Baccalaureate Certificate is a credential with which to surmount it. No previous language experience is required, and students may choose from three tracks: Ancient Greek & Latin, Ancient Greek, or Latin.

Graduate Program

- Classical Studies Certificate (p. 1164)

Classical Civilization (CLST)

CLST 499 Directed Study (1-3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving the ancient Mediterranean world, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Greek (GREK)

GREK 412 Readings in Hellenistic Authors (3 Credit Hours)
This course centers on works in Greek of the Hellenistic period, particularly at the intellectual center of Alexandria.
Outcomes:
Students should demonstrate knowledge in detail about the authors, works, and literary enterprise pursued; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, and intellectual contexts and influences pertaining to them

GREK 415 The Greek Fathers (3 Credit Hours)
This course centers on the writings of the early church fathers such as Athanasius, Basil, and John Chrysostom, through which it looks to the historical background of Eastern patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the writings, their authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, cultural, theological, and intellectual contexts and influences pertaining to them

GREK 425 The Attic Orators (3 Credit Hours)
This course examines the works of Attic orators such as Antiphon, Lysias, and Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should demonstrate knowledge in detail of the genre, the authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, political, legal, and intellectual contexts and influences pertaining to them

GREK 431 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Herodotus, his project, and his milieu

GREK 435 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War by Thucydides, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Thucydides, his project, and his milieu

GREK 441 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 442 The Odyssey (3 Credit Hours)
This course centers on Homer's Odyssey, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 443 Pindar (3 Credit Hours)
This course centers on Pindar and on ancient Greek lyric poetry more generally, potentially including consideration of additional authors such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should demonstrate knowledge in detail about the authors, their works, and ancient lyric; They should engage critically with current scholarship relating to ancient lyric's historical, social, literary, and intellectual contexts

GREK 451 Greek Comedy (3 Credit Hours)
This course may focus on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E., or consider the development of New Comedy from Old in the more broadly cosmopolitan Hellenistic world.
Outcomes:
Students should demonstrate knowledge in detail about authors, plays, and the comedic forms; They should engage with current scholarship addressing Greek comedy's historical, social, and intellectual contexts and influences

GREK 453 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 454 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 455 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 462 Plato (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic and/or other philosophical dialogues.
Outcomes:
Students should demonstrate knowledge in detail about the author and his work; They should engage critically with current scholarship concerned with Platonic thought and the historical, social, and intellectual contexts and influences pertaining to it

GREK 473 New Testament Language (3 Credit Hours)
This course centers on study of the language and literary expression of selections from the New Testament.
Outcomes:
Students should demonstrate knowledge and understanding of the texts; They should engage critically with current scholarship exploring the linguistic, historical, social, literary, and intellectual contexts of the New Testament

GREK 488 Readings in Greek Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 489 Readings in Greek Lit II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving ancient Greek language or literature, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

LATIN (LATN)

LATN 415 The Latin Fathers (3 Credit Hours)
This course examines the writings of the early church fathers such as Ambrose, Jerome, and Augustine, looking through them to the historical and intellectual background of Western patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the texts, their authors, and their times; They should engage critically with current scholarship of the field

LATN 418 St Augustine (3 Credit Hours)
This course focuses on selected works of Augustine, set against the backdrop of Roman society and Mediterranean Christianity in the later Roman period.
Outcomes:
Students should demonstrate knowledge in detail about Augustine, his world, and his works; They should engage with current scholarship addressing Augustine's religious, intellectual, literary, social, and historical contexts and influences

LATN 431 Caesar (3 Credit Hours)
This course focuses on Julius Caesar's Commentaries on his Gallic War and the Civil War against Pompey the Great. It examines the texts within multiple frameworks in order to understand the political, military, intellectual, and historical contexts of Caesar's writing.
Outcomes:
Students should demonstrate detailed understanding of Caesar, his texts, and contexts; Additionally, students should engage critically with scholarship relating to Caesar and his place in the world

LATN 432 Livy (3 Credit Hours)
This course focuses on Livy's Ab Urbe Condita and the historical, intellectual, literary, and cultural contexts of this work. It considers Livy's place in Rome's historiographical tradition and the relationship of his work to the emerging imperial government.
Outcomes:
Students should demonstrate detailed understanding of Livy and his historical and cultural context; Additionally, students should engage critically with scholarship on Livy and his work

LATN 435 The Annals of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 436 The Histories of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 438 Suetonius (3 Credit Hours)
This course focuses on Suetonius's Lives and the historical, intellectual, literary, and cultural contexts of his writing. It examines the genre of biography in the ancient historiographical tradition and explores Suetonius's depiction of the Roman Emperors as both biographical and literary creations.
Outcomes:
Students should demonstrate detailed understanding of Suetonius and his historical and cultural context; They should engage critically with current scholarship on Suetonius, his project, and his milieu

LATN 441 The Aeneid of Virgil (3 Credit Hours)
This course centers on Vergil's Aeneid. It examines the poem's place in the tradition of Latin epic poetry with attention to Vergil's literary technique. It explores the poem's participation in and resistance to the Augustan imperial political program. It will touch on the enduring influence of the poem.
Outcomes:
Students should demonstrate detailed understanding of Vergil and the Aeneid; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 442 Earlier Works of Virgil (3 Credit Hours)
This course centers on Vergil's Eclogues and/or Georgics. It examines the genre(s) of bucolic and/or didactic poetry, focusing on Vergil's developing technique, especially his commitment to Alexandrian and Neoteric principles. It will explore how these poems respond to the uncertainty of the political moment and emergence of Imperial rule.
Outcomes:
Students should demonstrate detailed understanding of Vergil and his early poems; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 443 Catullus (3 Credit Hours)
This course centers on Catullus, the literary genres and traditions in which he worked, and the particular moment of late-Republican neoteric poetry. It considers Catullus' importance as an innovator in Latin poetry, his place in the social fabric of aristocratic Roman culture and how his poetry reflects that culture.
Outcomes:
Students should demonstrate detailed understanding of Catullus' works, literary technique, and world; They should engage critically with scholarship relating to Catullus' historical, social, literary, and intellectual contexts

LATN 444 Roman Elegy (3 Credit Hours)
This course focuses on Latin elegiac poetry through selections from Catullus, Tibullus, Propertius, and/or Ovid. The course explores elegy as a peculiarly Roman literary tradition linked closely to the Late Republic and Early Empire. It examines the recurrent themes and techniques of Latin Elegy.
Outcomes:
Students should demonstrate detailed understanding of Latin elegy; They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre

LATN 445 Ovid (3 Credit Hours)
This course centers on the poetry of Ovid, the genres in which he wrote, and the cultural, social, and historical contexts in which he worked. It explores Ovid's role as both a continuator and innovator within the Roman literary tradition and how his poetry responds to his socio-political moment.
Outcomes:
Students should demonstrate detailed understanding of Ovid and his work; They should engage critically with scholarship concerned with Ovid's social, cultural, and literary contexts and influences

LATN 446 The Odes of Horace (3 Credit Hours)
This course centers on the Odes of Horace, their relationship with traditions of lyric poetry and Roman Alexandrianism, and the cultural, social, and historical contexts to which Horace responded. The course examines Horace's poetic technique and his engagement with the emerging Augustan imperial regime.
Outcomes:
Students should demonstrate detailed understanding of Horace's Odes and their place in Roman poetry; They should engage critically with scholarship addressing Horace's work and various contexts

LATN 451 Roman Comedy (3 Credit Hours)
This course focuses on Roman comedy, including selected plays of Plautus and/or Terence. It examines the place of these works in the traditions of New Comedy more generally, exploring how they are produced in Latin as theater in the context of Roman Republican society.
Outcomes:
Students should demonstrate detailed understanding of the authors, the comedies, and their traditions; They should engage critically with scholarship addressing the plays multiple contexts and influences

LATN 455 Tragedies of Seneca (3 Credit Hours)
This course focuses on selected tragedies of Seneca. It examines these works in light of the traditions of ancient tragic drama and Latin literature more generally. It also explores the connection of these plays to Seneca's Stoic philosophy and the imperial regimes of Claudius and Nero.
Outcomes:
Students should demonstrate detailed understanding of Seneca's tragedies; They should engage critically with scholarship addressing Seneca's literary, philosophical, cultural, and historical contexts and influences

LATN 461 Lucretius (3 Credit Hours)
This course centers on the De Rerum Natura of Lucretius. It examines Lucretius' literary technique and his place in the Roman tradition of hexametric poetry. It also explores Lucretius as a major exponent of Epicurean philosophy and the scientific world view of that philosophical tradition.
Outcomes:
Students should demonstrate detailed understanding of Lucretius' work and its significance; They should engage critically with scholarship addressing Lucretius' literary, philosophical, cultural, and historical contexts and influences

LATN 462 Philosophy of Cicero (3 Credit Hours)
This course focuses on the philosophical works of Cicero and the Roman reception of Greek philosophical thought. It explores Cicero's role as a conduit into the Roman world for Greek ideas, including his contribution to the establishment of a philosophical vocabulary, and the enduring influence of his work.
Outcomes:
Students should demonstrate detailed understanding of individual works and Cicero's greater project; They should engage critically with scholarship addressing the various contexts and influences of Cicero's treatises

LATN 488 Readings in Latin Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 489 Readings in Latin Literature II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving Latin language or literature written in Latin, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

LATN 546 Seminar in Roman Satire (3 Credit Hours)
This course investigates Roman verse satire and its traditions through selections from Horace, Persius, and/or Juvenal, considered in their social, historical, and literary contexts. The Romans claimed satire as the one truly Roman genre: this course will explore the key themes and techniques animating the genre and its tradition. They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre.
Outcomes:
Students should demonstrate detailed understating about Roman Satire

Classical Studies Certificate

As of Fall 2026, this program is no longer accepting admits.

The Post-Baccalaureate Certificate in Classical Studies offers students who have completed a Bachelor's degree the opportunity to achieve the fluency in reading ancient Greek and Latin required to pursue graduate study in Classics or related fields such as ancient history, archaeology, art history, philosophy, theology, or medieval studies. Coursework at the post-baccalaureate level also introduces some of the scholarship of Classical texts in which graduate study engages. Post-baccalaureate students become able to clarify their professional goals while they sharpen their technical skills and become better qualified to advance on the path they choose.

Linguistic preparation is a critical factor in students' success in the early years of their graduate programs. Committed and otherwise well-qualified students who have been able to begin serious language study only toward the end of their undergraduate careers face a competitive disadvantage. The Post-Baccalaureate Certificate is a credential with which to surmount it.

Loyola's program is shaped in terms of competence attained, rather than a fixed period of study. Our program will meet you where you are in your own career of study, and work with you to bring your skills and knowledge up to the next stage.

Related Programs

Master's

- Digital Humanities (MA) (p. 1195)
- English (MA) (p. 1201)
- History (MA) (p. 1208)

Curriculum

The Post-Baccalaureate Classical Studies Certificate has three tracks: Greek and Latin, Greek, or Latin. Each option requires 6 courses (18 credit hours) to complete.

Greek and Latin Track

The certificate will be awarded to students who successfully complete two semesters totaling 18 "target" credit-hours at the 300-level in both Classical languages with a GPA of 3.0 in the program: "target" study in these two semesters should include at least 6 credit-hours in 300-level ancient Greek author-courses and at least 6 credit-hours in 300-level Latin author-courses. We recognize some students will have attained intermediate or advanced competence in both languages before their post-baccalaureate study and will need only two semesters of target-level work; some may have had the opportunity to become proficient in one Classical language but have weaker preparation in the other; and some may need to begin their study of both languages and will need additional coursework to complete the Certificate. Our program will meet you where you are in your own career of study, and work with you to bring your skills and knowledge up to the next stage.

Code	Title	Hours
Two 300-level LATN Courses		*6*
Two 300-level GREK Courses		*6*
Two Graduate Level Courses in Classical Studies		*6*
Total Hours		**18**

Greek Track

The certificate will be awarded to students who successfully complete two semesters totaling 18 "target" credit-hours at the 300-level in Greek with a GPA of 3.0 in the program: "target" study in these two semesters should include at least 6 credit-hours in 300-level ancient Greek author-courses and 6 credit-hours in composition or directed studies. We recognize some students will have attained intermediate or advanced competence in Greek before their post-baccalaureate study and will need only two semesters of target-level work, others may need more time; Our program will meet you where you are in your own career of study, and work with you to bring your skills and knowledge up to the next stage.

Code	Title	Hours
Four 300-level GREK Courses [1]		*12*
Two Graduate Level Courses in Classical Studies		*6*
Total Hours		**18**

[1] Two of these courses are typically Greek Composition or a Directed Study.

Latin Track

The certificate will be awarded to students who successfully complete two semesters totaling 18 "target" credit-hours at the 300-level in Latin with a GPA of 3.0 in the program: "target" study in these two semesters should include at least 6 credit-hours in 300-level ancient Latin author-courses, and 6 credit-hours in composition or directed studies. We recognize some students will have attained intermediate or advanced competence in Latin before their post-baccalaureate study and will need only two semesters of target-level work, others may need more time; Our program will meet you where you are in your own career of study, and work with you to bring your skills and knowledge up to the next stage.

Code	Title	Hours
Four 300-level LATN Courses [1]		*12*
Two Graduate Level Courses in Classical Studies		*6*
Total Hours		**18**

[1] Two of these courses are typically Latin Composition or a Directed Study.

Course descriptions for Undergraduate Classical Studies courses can be found here (p. 322) and for Graduate Classical Studies courses can be found here (p. 1160).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the

start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Greek and Latin Track

Course	Title	Hours
Year One		
Fall		
LATN 300-Level Course		3
GREK 300-Level Course		3
CLST Elective		3
	Hours	**9**
Spring		
LATN 300-Level Course		3
GREK 300-Level Course		3
CLST Elective		3
	Hours	**9**
	Total Hours	**18**

Greek Track

Course	Title	Hours
Year One		
Fall		
GREK 300-Level Course		3
GREK 300-Level Course [1]		3
CLST Elective		3
	Hours	**9**
Spring		
GREK 300-Level Course		3
GREK 300-Level Course [1]		3
CLST Elective		3
	Hours	**9**
	Total Hours	**18**

[1] Typically Greek Composition or a Directed Study.

Latin Track

Course	Title	Hours
Year One		
Fall		
LATN 300-Level Course		3
LATN 300-Level Course [1]		3
CLST Elective		3
	Hours	**9**
Spring		
LATN 300-Level Course		3
LATN 300-Level Course [1]		3
CLST Elective		3
	Hours	**9**
	Total Hours	**18**

[1] Typically Latin Composition or a Directed Study.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Fluency in reading ancient Greek and/or Latin.
- Increased knowledge of the history of scholarship in ancient studies.
- Broader knowledge of the ancient Mediterranean world, gained through courses in art, archaeology, literature, and history.
- Sharpened technical skills (e.g., producing original and creative translations, reading scholarly articles, writing, presenting orally, preparing graduate school applications).
- Clarified goals for future professional work or higher education experiences.

Computer Science

Overview

The Computer Science Department offers PhD, Masters, and Graduate-level Certificate programs spanning their discipline to further their technical understanding.

Graduate Programs

- Computer Science (MS) (p. 1172)
- Computer Science (PhD) (p. 1175)
- Cybersecurity (MS) (p. 1176)
- Information Technology (MS) (p. 1179)
- Networking and Information Security Certificate (p. 1182)
- Software Engineering (MS) (p. 1182)

Computer Science (COMP)

COMP 400A Object-Oriented Programming (3 Credit Hours)
This programming intensive course with its weekly lab component provides an exploration in problem solving for graduate-level courses, using object-oriented programming in a language such as Java.
Outcomes:
To analyze and decompose problems, specify algorithms, and construct solutions by synthesizing classes, objects and other components of object

COMP 400B Data Structures I (3 Credit Hours)
Pre-requisites: COMP 400A
This course explores introductory data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations is analyzed. Recursion, applications of data structures, and simple analysis of algorithms are covered. Students will be able to select appropriate data structures to integrate into algorithms to solve computational problems.
Outcomes:
Students describe linear data structures and analyze the performance of their operations

COMP 400C Data Structures II (3 Credit Hours)
Pre-requisites: COMP 400B and COMP 400D
This course explores advanced abstract data types in depth, such as sets, maps, and graphs, and reproduces their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also analyzes the performance of the data structures' built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students describe non-linear data structures and analyze the runtime performance of their operations, solve computational problems by synthesizing and integrating suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 400D Computing Tools and Techniques (1 Credit Hour)
This course introduces students to the Unix shell environment and essential tools.
Outcomes:
Students who complete this course will develop fluency in the Unix (Linux) environment

COMP 400E Discrete Structures (3 Credit Hours)
This course provides the mathematical foundations for graduate-level study in computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Outcomes:
To analyze properties of functions, relations, graphs, trees, paths; evaluate Boolean Expressions; apply induction towards proving correctness of algorithm and classifying resource usage; synthesize finite-state machines and logic circuits

COMP 401 Computer Security (3 Credit Hours)
Pre-requisites: COMP 400A or instructor permission
This is a foundations course on computer security, covering a comprehensive range of concepts and technologies, including security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The final project requires a presentation and technical report where the students will show and describe what they accomplished.
Outcomes:
Students will find and exploit vulnerabilities in computer and network systems; articulate cryptography and security goals, and synthesize the knowledge of different tools and techniques by applying them to an intensive real-world project

COMP 403 Operations Management (3 Credit Hours)
Pre-requisites: COMP 400A
Application of concepts and methods for managing production and service operation. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, logistics. Emphasis on decision support.
Outcomes:
Understanding of the role of operations management in organizations, and applying models of production and operations management to decision making

COMP 404 Organizational Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course focuses on the manager's role in leading Organization Development and Change to maximize organization and individual effectiveness with a focus on Information Technology. The class explores Organization Development and Change theory, change practices, and discusses considerations a manager will face as a change agent in today's computing ecosystem.
Outcomes:
To understand the dynamics of change in organizations; learn techniques and strategies in managing change; develop skills that will enable a change agent mentality within the context of IT leadership

COMP 405 Database Administration (3 Credit Hours)
Pre-requisites: COMP 400B
Knowledge of the configuration and management skills needed for successful administration of a database server. The database administrator manages hardware, backup, security, tables and indexes, performance monitoring, query performance and optimization, and transaction performance. This course takes a user through the stages of maximizing the performance of a database server.
Outcomes:
Students will learn how to manage database performance, including topics such as the query optimizer, SQL EXPLAIN, table statistics, concurrency and transaction isolation levels, and security

COMP 406 Data Mining (3 Credit Hours)
Pre-requisites: COMP 400B
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP/MATH 215), MATH 212, and MATH 264
An introduction to advanced numerical analysis. Introduction to error analysis, numerical solution of equations, interpolation and approximation, numerical differentiation and integration, matrices, and solution of systems of equations, numerical solution of ordinary and partial differential equations.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will have an understanding of advanced numerical analysis and its applications

COMP 410 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 271 and COMP 264
The course introduces advanced operating system concepts including distributed, real-time and multi-threaded in addition to reviewing memory management, files, and processes.
Outcomes:
Students will learn important topics in advanced operating systems and be able to make presentations on the topics

COMP 412 Open Source Computing (3 Credit Hours)
Pre-requisites: COMP 400B
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
Outcomes:
Students will learn to implement projects involving free and open-source software and learn how to participate in open-source projects effectively

COMP 413 Intermediate Object-Oriented Development (3 Credit Hours)
Pre-requisites: COMP 400B
Principles of object-oriented design and implementation, including object modeling (UML or equivalent), interface design, refactoring and test-driven development. Study of design patterns, including Adaptor, Decorator, Iterator, Abstract Factory, etc. Coverage of implementation tools including IDEs, source-code control and testing.
Outcomes:
Use of interfaces in design; ability to recognize applications for design patterns, ability to refactor when necessary; ability to make effective use of test-driven development

COMP 417 Social and Ethical Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 418 Combinatorial Mathematics (3 Credit Hours)
Pre-requisites: MATH 313 or COMP 163
The course covers basic combinatorial theory including permutations and combinations, the inclusion-exclusion principle and other general counting techniques, partitions, generating functions, recurrence relations, Burnside's Theorem, the cycle index, and Polya's formula.
Course equivalencies: X-COMP418/MATH418
Outcomes:
Students will learn mathematical techniques in discrete mathematics and applied combinatorics

COMP 420 Software Systems Analysis (3 Credit Hours)
Pre-requisites: COMP 400B or instructor permission
This course uses Unified Modeling Language and similar notation to model the early software analysis and design phases, from collection of user requirements to determination of class needs through object-oriented design.
Outcomes:
Students will be able to capture business requirements in a software modeling document, and determine appropriate object-oriented classes suitable for final project implementation

COMP 421 Math Models & Simulation (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
This course covers tools for analyzing problems that are mathematically difficult. Discrete event simulation techniques and software tools for simulating processes are covered.
Course equivalencies: X-COMP421/MATH421/STAT421
Outcomes:
Student will learn foundations of discrete event simulation

COMP 422 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will focus on the methods, tools, and technologies for developing software applications for wireless and mobile devices, such as personal digital assistants (PDA) and smart mobile phones.
Outcomes:
Students will learn user interface design for small screens, programming techniques for devices with limited memory and processing power, data synchronization for mobile databases, and wireless network programming

COMP 424 Client-Side Web Design (3 Credit Hours)
Pre-requisites: COMP 400B
This course provides an in-depth study of the concepts and methods required for the design and implementation of the presentation layer of a web application. Coursework includes several substantial programming projects.
Outcomes:
Students will learn markup of static and dynamic content, content transformation, client-side executable content including client-side scripting and embedded applets, and web-based content management systems

COMP 425 Rapid Applications Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course will teach students how to design Rapid Application Development using an integrated development environment such as the .NET framework and methodology. It is designed to support object-oriented programming concepts.
Outcomes:
Students will create database applications and web applications using server-side technologies

COMP 428 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or Permission
In this course, major types of error-correcting codes, encoding and decoding , and their main properties will be studied. The codes examined will include the Hamming, Golay, BCH, cyclic, quadratic residue, Reed-Solomon, and Reed-Muller codes.
Course equivalencies: X-COMP428/MATH428
Outcomes:
Students will learn both the theory and application of error-correcting codes

COMP 429 Natural Language Processing (3 Credit Hours)
Pre-requisites: ((COMP 400B or COMP 271) and (MATH 131 OR equivalent) and (STAT 103 OR equivalent)) OR instructor permission
In this course, students examine in depth the problems, methods, and applications of NLP. Topics will include information retrieval, sentiment analysis, machine translation, document classification, and question answering. We will also cover the underlying theory from probability, statistics, and machine learning that are crucial for the field.
Outcomes:
Students will explain areas of NLP such as information retrieval, sentiment analysis, machine translation, document classification, question answering; Students will apply tools of NLP to a domain of their choice

COMP 431 Cryptography (3 Credit Hours)
Pre-requisites: COMP 271 and (Comp 163 or MATH 313 or MATH 201) or Permission
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP431/MATH431
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 433 Web Services Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Web services are Web-based enterprise applications that use open, XML-based standards and transport protocols to exchange data with calling clients. This course provides the APIs and tools you need to create and deploy interoperable Web services and clients using .NET and Java WSDP.
Outcomes:
Students will learn the standards and protocols for deploying web services

COMP 434 Enterprise Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
The course shows how to use Enterprise JavaBeans to develop scalable, portable business systems. The technologies taught in the course include: component models, distributed objects, asynchronous messaging, and component transaction monitors.
Outcomes:
Students will learn the architecture of EJB, entity and message and session beans

COMP 435 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 400C
As embedded and distributed systems are becoming ever more ubiquitous, we depend increasingly on the correctness and security of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as static analysis, model checking, and runtime verification

COMP 436 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 437 Intro Concurrent Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 439 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 400D or equivalent and (COMP 400C or equivalent or COMP 413)
This course presents a modern discussion of distributed computing systems. Distributed computation, interactive services, collaborative computing, peer-to-peer sharing, and grid/utility computing are just a handful of distributed technologies that go beyond the capabilities of the traditional client/server model by allowing a collection of computers to be leveraged as a collective resource.
Outcomes:
Students will learn design and implementation, scalability of performance, reliability, and security of loosely interconnected systems

COMP 440 Computer Forensics Investigations (3 Credit Hours)
Pre-requisites: COMP 401
This course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 441 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course studies the interaction between humans and computer-based systems. The course will provide students with the methods for evaluating, designing, and developing better interfaces between humans and systems.
Outcomes:
Students will acquire an awareness of different design and evaluation methods as well as practical, effective, and cost-conscience methods for improving systems and their interfaces

COMP 442 Server-Side Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264 and COMP 413
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific and technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 443 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
Students should also have completed COMP 400D or equivalent. This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. We will also study general high-level network issues such as security, authentication, fault tolerance, and congestion.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 445 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course considers the safety, security, reliability, and privacy concerns of the embedded devices and cloud-based resources of the Internet of things. The course discusses methods for addressing these concerns.
Outcomes:
Design/implement secure software for embedded systems and the IoT; Establish safety, security, reliability, privacy goals for IoT-based systems; Understand security and privacy concerns of embedded systems and the IoT

COMP 446 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 271 or COMP 264
This course introduces the fundamental concepts of telecommunication networks. Underlying engineering principles of telephone networks, computer networks and integrated digital networks are discussed.
Outcomes:
Students will learn how telephone and data networks work; They will also learn voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system

COMP 447 Intrusion Detection and Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will cover techniques for detecting the unusual usage patterns that typically signal a break-in. The course will also consider differences in detection of local intruders versus intrusion over networks. Finally issues in the prosecution of those breaking in to computers, particularly evidentiary issues are explored.
Outcomes:
Students will learn to configure ID systems (eg, snort) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 448 Network Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which we can identify and potentially stop potential intruders. The course covers topics such as Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks.
Outcomes:
Students will gain an understanding of how to secure computers and network environments

COMP 449 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will explore the wireless standards, authentication issues, common configuration models for commercial versus institution installs and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 450 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 451 Enterprise Networking (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent, and COMP 443, and COMP 400D or equivalent
Management of complex, high-speed, heterogeneous computer networks. Device management using SNMP and related protocols. Configuration and use of Network Management Systems. Data-flow management using LARTC and similar tools.
Outcomes:
Ability to interpret SNMP network data, ability to implement a Network Management System and use it to identify bottlenecks, familiarity with traffic-control principles and mechanisms

COMP 452 Introduction to Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities; Describe how vulnerabilities can be leveraged into an attack; Describe a vulnerability or attack at the machine-code level

COMP 453 Database Programming (3 Credit Hours)
This course will cover advanced concepts in database access and programming including SQL, JDBC, SQLJ, JSP and servlets. Oracle 10g is used for projects.
Outcomes:
Students will learn application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 458 Big Data Analytics (3 Credit Hours)
Pre-requisites: At least a C in the following courses (COMP 405 or COMP 453) AND (COMP 406 or COMP 479 or STAT 408 or equivalent)
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 460 Algorithms & Complexity (3 Credit Hours)
This course will focus both on presenting general techniques for designing correct and efficient algorithms, as well as on formal methods for proving the correctness and analyzing the complexity of such algorithms.
Outcomes:
Students learn: the ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 462 Advanced Computer Architecture (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264
This course presents key principles underlying the design of modern digital computers. The course introduces quantitative techniques used to guide the design process. It describes CPU performance issues and introduces instruction set architectures. The course then uses a hypothetical computer design, with a simple RISC architecture, to show how modern digital computers are implemented, first using a simple non-pipelined implementation, followed by a higher-performance pipelined implementation.
Outcomes:
Students gain an understanding of the design of the memory hierarchy in modern digital computers, caching and virtual storage techniques, multiprocessor systems, and distributed shared memory systems

COMP 464 High-Performance Computing (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will use a blend of foundational understanding as well as a set of practical tools to gain insight into performance engineering of software. The course introduces techniques to gain performance boost in Java programs and C++ (or C) programs by discussing the use of multiple processors.
Outcomes:
Students will learn shared memory, message passing and hybrid models of programming in both tightly-coupled and loosely-coupled computer systems

COMP 468 Database System Design (3 Credit Hours)
The course covers both relational and object databases. Issues of physical storage and use of indexes as well as optimization of queries are discussed. The course also covers transaction processing, concurrency, data warehousing, data mining, and distributed databases.
Outcomes:
Students learn the theory and practice of advanced database design and implementation; They will also gain an understanding of using commercial database environments such as Oracle

COMP 469 Product Invention and 3D printing (3 Credit Hours)
This course explores how things are made, including: physical design vs design on non-physical things; rapid prototyping; 3D printing; 2D conceptualization and sketching; modeling.
Outcomes:
Student will be able to: Visualize ideas via sketching basic shapes; Create 3D models using 3D modeling software; Use a 3D Printer; Give constructive feedback in peer review sessions

COMP 470 Software Quality and Testing (3 Credit Hours)
In this programming intensive course, students will learn effective automation, testing, and use of software metrics through the practices of Test Driven Development and Continuous Deployment.
Outcomes:
Students will be able to perform rigorous testing techniques that contribute to operational reliability, and identify programming practices that both contribute to software maintainability and help to avoid errors

COMP 471 Theory of Programming Languages (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.

COMP 472 Compiler Construction (3 Credit Hours)
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn the theory and practice of how to build a compiler

COMP 473 Advanced Object Oriented Programming (3 Credit Hours)
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 474 Software Engineering (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
The course discusses real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP476/MATH476
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 477 IT Project Management (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure, and responsibilities, an written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 479 Machine Learning (3 Credit Hours)
Topics include a wide variety of supervised learning methods, both regression and classification, with an emphasis on those that perform well on large feature sets.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 480 Computer Graphics (3 Credit Hours)
This course introduces advanced topics in modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 483 Computational Biology (4 Credit Hours)
Pre-requisites: BIOL 488
This course presents an algorithmic focus to problems in computational Biology. As such it is built on earlier courses on algorithms and bioinformatics. Current algorithmic approaches, software tools, and scientific literature are discussed.
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 484 Artificial Intelligence (3 Credit Hours)
This course advanced artificial intelligence concepts including theory, search techniques and programming.
Outcomes:
Student will learn the theory of artificial intelligence, search techniques, and be able to build small applications based on it

COMP 486 Computational Neuroscience (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
Introduces computational methods to understand neural processing in the brain. Levels of representation from low-level, temporally precise neural circuits to systems-level rate-encoded models, to information-theoretic approaches. Emphasis on sensory systems, primarily vision and audition, most readily demonstrating the need for such computational techniques.
Outcomes:
Students will be able to adeptly apply mathematical and computational frameworks in the various domains of neuroscience

COMP 487 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 479
Deep learning is part of a broader family of machine learning methods based on artificial neural networks. This course will include key concepts of neural network algorithms as well as their applications in computer vision and natural language processing.
Outcomes:
Students will analyze popular modern neural architectures such as convolutional and recurrent neural networks, design and evaluate their own neural networks, and apply neural network models to a practical task

COMP 488 Computer Science Topics (1-4 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 490 Independent Project (1-6 Credit Hours)
Pre-requisites: Approval of the Computer Science faculty member supervisor
An independent project in computer science or related disciplines, under the supervision of a member of the faculty.

COMP 499 Internship (1-6 Credit Hours)
An opportunity to obtain experience in software development, design, networks, or related activities in computer science in a professional setting. The student must obtain the approval of the Graduate Program Director and the student's work supervisor. A final report from the student and the supervisor are required.

COMP 501 Equitable and Inclusive Computer Science Pedagogy (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers the design of computer science courses through an equity and inclusion lens, and covers evidence-based best practices as applied to specific student concerns. Includes basics of teaching and learning theory and pedagogical techniques, and equity, diversity, and justice concerns.
Outcomes:
Ability to explain justice-centered CS education; understand pedagogical frameworks; understand assessment approaches; understand Active Learning and Peer Instruction

COMP 502 Structure of Research Management and Funding (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers grant-proposal development, University compliance regulations, and laboratory and research management.
Outcomes:
Ability to create successful grant proposals and to understand research management

COMP 503 Technology Entrepreneurship (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This course provides aspiring researchers with the skills to pursue new ventures and technology commercialization. Students learn how to transition an innovation from the lab to the marketplace.

COMP 590 PhD Independent Study (3 Credit Hours)
Independent study for PhD research, for students who have not yet completed the required credit hours.
Outcomes:
This will depend on the exact study or research project the student engages in, but generically the outcome is to gain expertise in a study topic or obtain research results

COMP 595 Thesis Supervision (1 Credit Hour)
Supervision for students working on a thesis while not for other classes. Restricted to students enrolled in the MS in Computer Science.

COMP 600 Dissertation Supervision (1 Credit Hour)
Dissertation work under the supervision of a faculty member.
Outcomes:
This course is an independent study course supervised by a research advisor, the purpose of the course is to enable PhD students to maintain full-time status while they prepare their dissertation proposal, and specific goals will vary for individual students, but in general, PhD students should be maturing as researchers

COMP 605 Master of Science Study (1 Credit Hour)
Course for continuing master's degree students engaged in study.

COMP 610 Doctoral Study (1 Credit Hour)
Dissertation preparation course, for when student has completed coursework but before student has defended their dissertation proposal. Can be taken only twice during a doctoral student's career at LUC.
Outcomes:
This course is an independent study course supervised by a research advisor; The purpose of the course is to enable PhD students to maintain full-time status while they complete their dissertation; Specific goals will vary for individual students, but in general, PhD students should be maturing as researchers and beginning to establish intellectual independence

Computer Science (MS)

The Master of Science in Computer Science provides a broad background in the practical and theoretical foundations of Computer Science appropriate for those interested in research or in advanced career opportunities.

The M.S. in Computer Science offers the following areas of specialization:

- No Concentration (Default)
- Artificial Intelligence
- Cybersecurity
- Computer Systems
- Thesis Track

The Computer Science (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Information Technology (MS) (p. 1179)
- Software Engineering (MS) (p. 1182)

Curriculum

The Master of Science in Computer Science requires a total of between 30 and 43 credit hours (typically 10-15 courses).

Foundation courses Comp 400A-E can be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If one or more foundation courses are waived, the corresponding number of credit hours will be subtracted from the degree requirements. A student cannot both receive a credit-hours reduction for having a course waived and also receive credit for taking that course.

Besides the traditional Master's program, the Computer Science (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

To achieve depth and breadth, Computer Science students must complete the following:

Code	Title	Hours
Foundation Courses		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400B	Data Structures I [1]	3
COMP 400C	Data Structures II [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
COMP 400E	Discrete Structures [1]	3
Required Courses		
COMP 417	Social and Ethical Issues in Computing [2]	3
COMP 460	Algorithms & Complexity [2,5]	3
Track/Major Requirements		**12**
No Concentration (Default)		
Required Course		
COMP 413	Intermediate Object-Oriented Development	
Select three of the following:		
COMP 410	Operating Systems	
COMP 433	Web Services Programming	
COMP 436	Markup Languages	
COMP 439	Distributed Systems	
COMP 442	Server-Side Software Development	
COMP 443	Computer Networks	
COMP 453	Database Programming	
COMP 464	High-Performance Computing	
COMP 471	Theory of Programming Languages	
COMP 473	Advanced Object Oriented Programming	
COMP 474	Software Engineering	
Artificial Intelligence [3]		
Required Course		
COMP 479	Machine Learning	
Select one of the following:		
COMP 429	Natural Language Processing	
COMP 487	Deep Learning	
COMP 488	Computer Science Topics [4]	
Select two of the following:		
COMP 406	Data Mining	
COMP 429	Natural Language Processing	
COMP 458	Big Data Analytics	
COMP 487	Deep Learning	
COMP 488	Computer Science Topics	
Cybersecurity [5]		
Required Courses		
COMP 401	Computer Security	
COMP 447	Intrusion Detection and Computer Forensics	

COMP 448	Network Security	
COMP 452	Introduction to Computer Vulnerabilities	
Computer Systems [3]		
Required Course		
COMP 410	Operating Systems	
Select three of the following:		
COMP 405	Database Administration	
COMP 413	Intermediate Object-Oriented Development	
COMP 439	Distributed Systems	
COMP 443	Computer Networks	
COMP 451	Enterprise Networking	
COMP 462	Advanced Computer Architecture	
COMP 464	High-Performance Computing	
COMP 472	Compiler Construction	
General Elective Courses		12
Total Hours		**30-43**

1 May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director.

2 Either required course above can be substituted with another graduate course under the discretion of Graduate Program Director if students had their equivalent in their undergraduate program.

3 Students may petition the Graduate Program Director to substitute COMP 460 with a fifth course from this list.

4 COMP 488 counts as an AI restricted elective only if the GPD determines that the course in question is related to Machine Learning.

5 For the Cybersecurity concentration, Comp 460 is not a required course.

For students who have taken Computer Science coursework at Loyola: many 400-level courses in the department are cross-listed with 300-level analogues (e.g. COMP 443 Computer Networks and COMP 343 Computer Networks). Students who enter the MS program after taking a Loyola course in this category must choose to take 400-level courses that are not cross-listed with any 300-level courses taken earlier, unless granted specific permission by the Graduate Program Director.

If a student has had a foundation course waived, departmental assistance will usually be necessary to allow the student to register for any other course having that foundation course as a prerequisite.

General Electives

General electives can be any COMP 400 (p. 1165)-level class, except the foundation courses listed above. The elective course options are common for all programs, differing only in the total number of credits required. There are numerous options for independent study, including a programming project, research, or a service-oriented project. Students may take up to a maximum of 6 credit hours of COMP 490 Independent Project and/or COMP 499 Internship to fulfill electives.

Thesis Tracks

MS in Computer Science students may elect to craft a master's thesis. Course work is strongly recommended over the thesis option, especially for those not planning on a research-oriented career. Many students pursuing the thesis option would be considering a PhD program.

Students wishing to do a thesis should discuss this option as early as possible with the Graduate Program Director. These may involve research in purely theoretical computer science (for example, development or analysis of algorithms), the development of a software package, or instrumentation, measurement, and analysis of existing systems (for example, studying network performance). Because of this wide range, there is no one formal course in research methods. Courses in the electives list contain a significant component of area-specific integrated research methods material. Students interested in writing a thesis are strongly urged to seek advising as early as possible as to which electives will be the most appropriate for the student's proposed area of research.

1. Identify a faculty advisor and select a tentative topic or area of research. The existing program allows you to take up to 6.0 hours of COMP 490 Independent Project. You will typically begin your research program in such a course, though you may also identify an advisor and select a tentative topic as part of a conventional classroom.
2. Secure permission to pursue the thesis option from the Graduate Program Director. The Graduate Program Director, in consultation with you and your chosen advisor, recommends a thesis committee to the Graduate School. The committee will consist of at least three faculty members; normally the committee chair will be the advisor.
3. Once required courses are concluded and a thesis committee is approved, you maintain full-time status by enrolling in the one-credit-hour COMP 605 Master of Science Study or COMP 595 Thesis Supervision.
4. You will then prepare a formal research proposal, in consultation with your advisor. This proposal must be submitted to your committee for review. Any research involving human subjects will required IRB approval or exemption *before* the Graduate School approves your proposal. After this step you are now ready to "conduct research" for the project.
5. Upon completion of your thesis, you will be required to formally defend your research. Schedule this with your committee. Your thesis should be in nearly final form. Typically you should give the committee three weeks to read the final draft of the thesis before the defense date. Once approved by your committee, the GPD will submit the ballot for Graduate School approval and the student will submit their thesis for publication in the university eCommons.

Suggested Sequence of Courses

Traditional Master's Program

This sequence assumes starting in Fall and taking one Internship in the following Summer.

Course	Title	Hours
Year 1		
Fall		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400B	Data Structures I [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
COMP 413	Intermediate Object-Oriented Development	3
COMP 417	Social and Ethical Issues in Computing	3
Elective 1		3
	Hours	**9-16**
Spring		
COMP 400C	Data Structures II [1]	3
COMP 401	Computer Security [1]	3

COMP 460	Algorithms & Complexity	3
Restricted Elective 1		3
Restricted Elective 2		3
	Hours	**9-15**
Summer		
COMP 499	Internship	3
	Hours	**3**
Year 2		
Fall		
Restricted Elective 3		3
Elective 2		3
Elective 3		3
	Hours	**9**
	Total Hours	**30-43**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If course is not waived, students should meet with Graduate Program Director to reallocate coursework load.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Students may take any 400-level course that is cross-listed with a 300-level course, as a replacement for that 300-level course in the BS program. For example, students may take Comp 413 and thereby satisfy an bachelors requirement for COMP 313. If a student wants to take a 400-level course that is not cross-listed with a 300-level course, they should consult the Graduate Program Director for the corresponding undergraduate credit. For students whose undergrad major is outside of COMP, the 400-level courses will have to serve as undergraduate electives.

The COMP-MS program has a no-concentration option and also three concentrations, in AI, Cybersecurity and Computer Systems. Students interested in the no-concentration plan for the COMP-MS should take COMP 413 (or 313) as an undergraduate. Students interested in the AI concentration should take COMP 479 (or 379). Students interested in the Cybersecurity concentration should take COMP 401 (or 301). Students interested in the Computer Systems concentration should take COMP 410.

The below list of courses are for students without concentration. Students should consult with the Graduate Program Director if pursuing a concentration.

Course	Title	Hours
Senior		
Fall		
COMP 413	Intermediate Object-Oriented Development	3
COMP 417	Social and Ethical Issues in Computing	3
	Hours	**6**
Spring		
COMP 460	Algorithms & Complexity	3
Restricted Elective 1		3
	Hours	**6**
Master's		
Fall		
Elective 1		3
Elective 2		3
Restricted Elective 2		3
	Hours	**9**
Spring		
Elective 3		3
Restricted Elective 3		3
COMP 499	Internship	3
	Hours	**9**
	Total Hours	**30**

STEM Designation

With a national shortage of professionals trained in STEM-related fields, employers are actively pursuing STEM degree holders. Distinguish yourself in technology with a STEM-designated degree.

Loyola's master's degree programs in Computer Science have been granted a STEM designation from the U.S. Department of Homeland Security. The program achieved STEM designation because of its emphasis on teaching students how to solve computer science problems with a suite of quantitative and technological tools.

Under this STEM classification, international students can extend their training in the U.S. by working in their field of study. Students can qualify for a 24-month OPT (Optional Practical Training) Extension, bringing the total OPT time granted to 36 months.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will gain a broad background in the practical and theoretical foundations of Computer Science.
- Students in a specific concentration will gain mastery in that area, which students who pursue the thesis option will gain deep expertise in their research area.

Computer Science (PhD)

The PhD in Computer Science is a new research-focused doctoral program with the objective to help students develop proficiency in conceptualizing and implementing computer models and tools that address societal needs. This proficiency will enable students to analyze and review critically the scientific work in their area of interest and in the broader field of computer science.

Related Programs

Master's

- Computer Science (MS) (p. 1172)

Curriculum

The PhD in Computer Science requires 60 credit hours of coursework and a dissertation.

Required Coursework

Code	Title	Hours
COMP 413	Intermediate Object-Oriented Development	3
COMP 417	Social and Ethical Issues in Computing	3
COMP 460	Algorithms & Complexity	3
Three COMP 400-Level Electives		*9*
Four Doctoral Qualifying Courses [1]		**12**
Theory		
COMP 409	Advanced Numerical Analysis	
COMP 431	Cryptography	
COMP 471	Theory of Programming Languages	
Systems		

COMP 410	Operating Systems	
COMP 439	Distributed Systems	
COMP 462	Advanced Computer Architecture	
COMP 464	High-Performance Computing	
Software		
COMP 473	Advanced Object Oriented Programming	
COMP 474	Software Engineering	
COMP 453	Database Programming	
Artificial Intelligence		
COMP 429	Natural Language Processing	
COMP 458	Big Data Analytics	
COMP 479	Machine Learning	
COMP 487	Deep Learning	
Required COMP 500-Level Courses		
COMP 501	Equitable and Inclusive Computer Science Pedagogy	3
COMP 502	Structure of Research Management and Funding	3
COMP 503	Technology Entrepreneurship	3
Dissertation Research		*21*
Total Hours		**60**

[1] To establish qualifications for research, students must take courses covering at least three of the four pillars of computer science (theory, systems, software, and artificial intelligence). A grade of A is required in three courses for successful qualification for doctoral candidacy.

Research and Dissertation

The doctoral program culminates in a dissertation that makes an original contribution to the discipline. Along the way, doctoral students are expected to write peer-reviewed conference and journal articles, engage in community outreach, develop their pedagogical skills, and pursue increasingly complex research projects. Students are also expected to open-source their research projects. The final dissertation must be deposited in a publicly accessible database in accordance with Graduate School policy.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the PhD in Computer Science, students will be able to demonstrate:

- Fundamental understanding of the principles, major research findings and current open problems in their area of emphasis
- Effective scientific communication skills
- Proficiency in critical thinking (including social impact)
- Appropriate use of the scientific method
- Technical writing proficiency
- Original scholarship and the ability to conduct independent research
- Understanding of equitable and inclusive computer science pedagogy
- Understanding of the grant proposal development process and various funding agencies

Cybersecurity (MS)

As cybersecurity becomes an increasingly valuable discipline to protect organizations' devices, networks, software, and data from cyber threats and attacks, the demand for skilled well-trained cybersecurity professionals will continue to grow. This program equips students with the skills and experience needed to begin or advance a successful career in cybersecurity. The Cybersecurity MS program offers a balance of technical and experiential learning through interdisciplinary coursework, innovative instruction, and opportunities to engage in research, competitions, and internships. Guided by Loyola's faculty, composed of active researchers and experienced practitioners, students develop advanced knowledge and earn first-hand experience in cybersecurity fundamentals, threat analysis, secure system design, incident detection and response, ethical hacking and penetration testing, artificial intelligence and machine learning, and more.

Courses may be taken in person or online. The program can be completed remotely, in-person, or hybrid.

The Cybersecurity (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Computer Science (MS) (p. 1172)
- Information Technology (MS) (p. 1179)

Curriculum

The Master of Science in Cybersecurity requires a total of between 30 and 37 credit hours (typically 10-13 courses).

Besides the traditional Master's program, the Cybersecurity (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Foundation courses COMP 400A (https://catalog.luc.edu/search/?P=COMP%20400A), COMP 400B (https://catalog.luc.edu/search/?P=COMP%20400B), and COMP 400D (https://catalog.luc.edu/search/?P=COMP%20400D) can be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If one or more foundation courses are waived, the corresponding number of credit hours will be subtracted from the degree requirements. A student cannot both receive a credit-hours

reduction for having a course waived and also receive credit for taking that course.

Code	Title	Hours
Foundation Courses		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400B	Data Structures I [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
Required Courses		
COMP 401	Computer Security	3
COMP 417	Social and Ethical Issues in Computing	3
COMP 447	Intrusion Detection and Computer Forensics	3
COMP 448	Network Security	3
COMP 452	Introduction to Computer Vulnerabilities	3
Elective Courses		
Select five of the following courses: [2]		15
COMP 410	Operating Systems	
COMP 431	Cryptography	
COMP 440	Computer Forensics Investigations	
COMP 443	Computer Networks	
COMP 445	Internet of Things Device and Application Security	
COMP 449	Wireless Networking and Security	
COMP 451	Enterprise Networking	
COMP 471	Theory of Programming Languages	
COMP 479	Machine Learning	
COMP 487	Deep Learning	
COMP 488	Computer Science Topics [3]	
COMP 490	Independent Project [4]	
COMP 499	Internship [5]	
Total Hours		**30-37**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director.

[2] Substitutions to the list of elective courses are allowed upon approval from the Graduate Program Director.

[3] The topic must be cybersecurity-related. Approval of GPD is required.

[4] This consists of participating in cybersecurity competitions and/or cybersecurity research.

[5] Up to 6 credit hours allowed.

For students who have taken Computer Science coursework at Loyola: many 400-level courses in the department are cross-listed with 300-level analogues (e.g. COMP 443 (https://catalog.luc.edu/search/?P=COMP%20443) Computer Networks and COMP 343 (https://catalog.luc.edu/search/?P=COMP%20343) Computer Networks). Students who enter the MS program after taking a Loyola course in this category must choose to take 400-level courses that are not cross-listed with any 300-level courses taken earlier, with approval from the Graduate Program Director.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year One		
Semester I		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
COMP 401	Computer Security	3
COMP 417	Social and Ethical Issues in Computing	3
	Hours	**6-10**
Semester II		
COMP 400B	Data Structures I [1]	3
COMP 447	Intrusion Detection and Computer Forensics	3
COMP 452	Introduction to Computer Vulnerabilities	3
	Hours	**6-9**
Year Two		
Semester I		
COMP 448	Network Security	3
COMP 400-Level Elective		3
COMP 400-Level Elective		3
	Hours	**9**
Semester II		
COMP 400-Level Elective		3
COMP 400-Level Elective		3
COMP 400-Level Elective		3
	Hours	**9**
	Total Hours	**30-37**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
COMP 401	Computer Security [1]	3
COMP 417	Social and Ethical Issues in Computing [1]	3
	Hours	**6**
Spring		
COMP 447	Intrusion Detection and Computer Forensics [1]	3
COMP 452	Introduction to Computer Vulnerabilities [1]	3
	Hours	**6**
Master's		
Fall		
COMP 448	Network Security	3
COMP 400-Level Elective		3

COMP 400-Level Elective	3
Hours	**9**
Spring	
COMP 400-Level Elective	3
COMP 400-Level Elective	3
COMP 400-Level Elective	3
Hours	**9**
Total Hours	**30**

[1] COMP 440, COMP 443, COMP 448, COMP 449, or COMP 479 may be taken in lieu of these courses to complete the 12 shared credits. Other courses (e.g. COMP 488 on cybersecurity) can be allowed per GPD approval.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Security Fundamentals: Strong understanding of the fundamental principles and concepts of cybersecurity, including confidentiality, integrity, availability, authentication, and authorization.
- Threat Analysis: Ability to identify and assess security threats and vulnerabilities and develop strategies to mitigate cybersecurity attacks.
- Secure System Design: capacity to design and implement secure systems and networks, considering security at all stages of the development lifecycle.
- Incident Detection and Response: Skills to detect, respond to, and recover from cybersecurity incidents, including malware infections, data breaches, and denial-of-service attacks.
- Ethical Hacking and Penetration Testing: Competency in the areas of ethical hacking and penetration testing. This includes adherence to ethical principles and professional standards for cybersecurity, the ability to assess the security of systems and networks and recommend remediation strategies.

Information Technology (MS)

The Master of Science in Information Technology is designed for current and aspiring professionals in charge of developing, implementing, operating, and managing information systems in a variety of organizations.

Students in this program will gain a broad technical understanding of current and emerging technologies in the industry, familiarity with systems engineering concepts, and a solid foundation in net-centric computing. They will also have a firm grasp of current and future effects of the convergence of the telecommunications, media, and information technology sectors.

The Information Technology (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Courses may be taken in person or online.

Related Programs

Master's

- Computer Science (MS) (p. 1172)
- Software Engineering (MS) (p. 1182)

Curriculum

The Master of Science in Information Technology requires a total of between 30 and 36 credit hours (generally 10-12 courses).

Foundation courses COMP 400A and COMP 400B can be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If one or more foundation courses are waived, the corresponding number of credit hours will be subtracted from the degree requirements. A student cannot both receive a credit-hours reduction for having a course waived and also receive credit for taking that course.

The M.S. in Information Systems offers the following tracks of specialization: Data Management; Technology Management; IT Security; or Enterprise Networking.

Besides the traditional Master's program, the Information Technology (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

To achieve depth and breadth, Information Technology students must be complete the following:

Code	Title	Hours
Foundation Courses		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400B	Data Structures I [1]	3
Required		
COMP 417	Social and Ethical Issues in Computing [2]	3
Select Three Courses in a Track [3]		**9**
Data Management (DM) Track		
COMP 405	Database Administration	
COMP 406	Data Mining	
COMP 425	Rapid Applications Development	
COMP 453	Database Programming	
COMP 488	Computer Science Topics	
Technology Management (TM) Track		
COMP 403	Operations Management	
COMP 404	Organizational Development	
COMP 420	Software Systems Analysis	
COMP 477	IT Project Management	
IT Security (IS) Track		
COMP 401	Computer Security	
COMP 440	Computer Forensics Investigations	
COMP 447	Intrusion Detection and Computer Forensics	
COMP 448	Network Security	
COMP 449	Wireless Networking and Security	
COMP 452	Introduction to Computer Vulnerabilities	
Enterprise Networking (EN) Track		
COMP 443	Computer Networks	
COMP 448	Network Security	
COMP 449	Wireless Networking and Security	
COMP 451	Enterprise Networking	
Select six graduate level COMP Electives [4]		*18*
Total Hours		**30-36**

1. May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director.
2. This course can be substituted with another graduate course at the discretion of Graduate Program Director if students had the equivalent in their undergraduate program.
3. Courses can be substituted at the discretion of the Graduate Program Director. Substitutions will usually be limited to special-topics courses (COMP 488 Computer Science Topics) which have learning outcomes closely related to other courses in the track in question.
4. Electives can be any COMP 400 level class (p. 1165), except the foundation courses

(COMP 400A, COMP 400B, COMP 400C, COMP 400D, COMP 400E). Students may take up to a maximum of 6 credit hours of COMP 490 Independent Project and/or COMP 499 Internship. You can go here (p. 1165) for a list of COMP 400-level course descriptions.

For students who have taken Computer Science coursework at Loyola: many 400-level courses in the department are cross-listed with 300-level analogues (e.g. COMP 443 Computer Networks and COMP 343 Computer Networks). Students who enter the MS program after taking a Loyola course in this category must choose to take 400-level courses that are not cross-listed with any 300-level courses taken earlier, unless granted specific permission by the Graduate Program Director. Students may not use an introductory course to satisfy a foundation or elective requirement.

Suggested Sequence of Courses

Traditional Master's Program

This sequence supposes that the student starts in Fall and takes one Internship course over the following summer.

Course	Title	Hours
Year 1		
Fall		
COMP 400A	Object-Oriented Programming [1]	3
COMP 417	Social and Ethical Issues in Computing	3
Track Course 1		3
	Hours	**6-9**
Spring		
COMP 400B	Data Structures I [1]	3
Track Course 2		3
Elective 1		3
	Hours	**6-9**
Summer		
COMP 499	Internship [2]	3
	Hours	**3**
Year 2		
Fall		
Track Course 3		3
Elective 3		3
Elective 4		3
	Hours	**9**
Spring		
Elective 5		3
Elective 6		3
	Hours	**6**
	Total Hours	**30-36**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If course is not waived, students should meet with Graduate Program Director to reallocate coursework load.

[2] COMP 499 Internship would count as one of the six (6) required elective courses.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Students may take any 400-level course that is cross-listed with a 300-level course, as a replacement for that 300-level course in the BS program. For example, students may take COMP 453 and thereby satisfy a bachelors requirement for COMP 353. If a student wants to take a 400-level course that is not cross-listed with a 300-level course, they should consult the Graduate Program Director for the corresponding undergraduate credit. For students whose undergrad major is outside of COMP, the 400-level courses will have to serve as undergraduate electives.

The ITEC-MS program has four tracks, in Cybersecurity, Enterprise Networking, Data Management and Technology Management. Students should identify a track that interests them, and then take at least one graduate course as an undergraduate in that track, and preferably two, although the track can be changed later. For the Cybersecurity track, students should take COMP 401 (or 301). For the Enterprise Networking track, students should take COMP 443 (or 343). For the Data Management track, students should take one of COMP 405 or COMP 453 (or 305/353). For the Technology Management track, students should take at least one of COMP 403, COMP 404, COMP 420 or COMP 477, or the undergraduate equivalent.

Course	Title	Hours
Senior		
Fall		
COMP 417	Social and Ethical Issues in Computing	3
Track Course 1 [1]		3
	Hours	**6**
Spring		
Track Course 2 [1]		3
Track Course 3 [1]		3
	Hours	**6**
Master's		
Fall		
Elective 1		3
Elective 2		3
Elective 3		3
	Hours	**9**
Spring		
Elective 4		3
Elective 5		3
Elective 6		3
	Hours	**9**
	Total Hours	**30**

[1] Track courses can be swapped for electives in the senior year in consultation with the Graduate Program Director.

STEM Designation

With a national shortage of professionals trained in STEM-related fields, employers are actively pursuing STEM degree holders. Distinguish yourself in technology with a STEM-designated degree.

Loyola's master's degree programs in Computer Science have been granted a STEM designation from the U.S. Department of Homeland Security. The program achieved STEM designation because of its emphasis on teaching students how to solve computer science problems with a suite of quantitative and technological tools.

Under this STEM classification, international students can extend their training in the U.S. by working in their field of study. Students can qualify for a 24-month OPT (Optional Practical Training) Extension, bringing the total OPT time granted to 36 months.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will gain familiarity with the broad outlines of computer technology, and will gain specialization in one of the track areas (Data Management, Technology Management, IT Security and Enterprise Networking).

Networking and Information Security Certificate

As of Fall 2026, this program is no longer accepting applicants.

This certificate program is focused on the increasingly important area of network security within the broader field of information technology. The coursework includes broader courses like Computer Networks and Network Security, plus more specialized courses on Intrusion Detection, Wireless Security, and Computer Forensics.

Related Programs

Master's

- Computer Science (MS) (p. 1172)

Curriculum

Code	Title	Hours
COMP 447	Intrusion Detection and Computer Forensics	3
Select Two Electives		*6*
COMP 443	Computer Networks	
COMP 448	Network Security	
COMP 449	Wireless Networking and Security	
COMP 488	Computer Science Topics	
Total Hours		**9**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Outcomes for all Certificate Programs:

- Students will have developed new technical skills in the area of their specializations.
- Students will have a better understanding of the domain contexts within which these skills can be applied.
- Students will have acquired a credential and additional knowledge allowing them to advance professionally.
- Students will be prepared to enter a graduate program in the Computer Science Department, with the transfer of certificate credits toward their master's degree.
- Students will be able to manage and address security concerns in networks, including wireless networks.
- Students will acquire the skills to monitor and secure computers and network environments.
- Students will have a fundamental understanding of computer forensics, and be able to design and implement a forensics examination.

Software Engineering (MS)

The Master of Science in Software Engineering caters to students interested in software engineering, software development, and other contemporary topics of long-term value to the industry. Most early careers in the industry are based on either software development or managerial aspects of software development. This degree places more weight on software development. For those seeking a greater focus on managerial aspects, we offer the M.S. in Information Technology (p. 1179).

The Software Engineering (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Computer Science (MS) (p. 1172)
- Information Technology (MS) (p. 1179)

Curriculum

The Master of Science in Software Engineering requires a total of between 30 and 40 credit hours (typically 10-14 courses).

Foundation courses Comp 400A-D can be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If one or more foundation courses are waived, the corresponding number of credit hours will be subtracted from the degree requirements. A student cannot both receive a credit-hours reduction for having a course waived and also receive credit for taking that course.

Besides the traditional Master's program, the Software Engineering (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

To achieve depth and breadth, Software Engineering students must complete the following:

Code	Title	Hours
Foundation Courses		
COMP 400A	Object-Oriented Programming (Foundation Courses) [1]	3
COMP 400B	Data Structures I [1]	3
COMP 400C	Data Structures II [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
Required Courses		
COMP 413	Intermediate Object-Oriented Development (Required Courses:)	3
COMP 417	Social and Ethical Issues in Computing	3
Restricted Electives		**9**
At least three courses, including at least one from Group 1		
Group 1		
COMP 424	Client-Side Web Design	
COMP 433	Web Services Programming	
COMP 434	Enterprise Software Development	
COMP 437	Intro Concurrent Programming	
COMP 439	Distributed Systems	
COMP 442	Server-Side Software Development	
COMP 460	Algorithms & Complexity	

COMP 471	Theory of Programming Languages	
COMP 473	Advanced Object Oriented Programming	
COMP 474	Software Engineering	
Group 2		
COMP 410	Operating Systems	
COMP 412	Open Source Computing	
COMP 420	Software Systems Analysis	
COMP 436	Markup Languages	
COMP 441	Human-Computer Interaction	
COMP 453	Database Programming	
COMP 464	High-Performance Computing	
General Elective Courses [2]		*15*
Total Hours		**30-40**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director.

[2] Electives can be any COMP 400 level class (p. 1165), except the foundation courses (COMP 400A, COMP 400B, COMP 400C, COMP 400D). Students may take up to a maximum of 6 credit hours of COMP 490 Independent Project and/or COMP 499 Internship.

For students who have taken Computer Science coursework at Loyola: many 400-level courses in the department are cross-listed with 300-level analogues (e.g. COMP 443 Computer Networks and COMP 343 Computer Networks). Students who enter the MS program after taking a Loyola course in this category must choose to take 400-level courses that are not cross-listed with any 300-level courses taken earlier, unless granted specific permission by the Graduate Program Director.

If a student enters the program with an academic record of success in a a course similar to COMP 413 Intermediate Object-Oriented Development, or if the student can demonstrate programming experience with the concepts of COMP 413 Intermediate Object-Oriented Development, then the Graduate Program Director may substitute for the COMP 413 Intermediate Object-Oriented Development requirement a course in Group 1 or 2 that has COMP 413 Intermediate Object-Oriented Development as a prerequisite.

The department may substitute newly created permanent courses as members of either Group 1 or Group 2. Similarly, COMP 488 Computer Science Topics offerings may also be designated as members of either Group 1 or Group 2. Students are responsible for verifying any such substitutions in advance with their Graduate Program Director.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
COMP 400A	Object-Oriented Programming [1]	3
COMP 400B	Data Structures I [1]	3
COMP 417	Social and Ethical Issues in Computing	3
Elective 1		3
	Hours	**6-12**
Spring		
COMP 400C	Data Structures II [1]	3
COMP 400D	Computing Tools and Techniques [1]	1
COMP 413	Intermediate Object-Oriented Development	3
Restricted Elective - Group 1		3
	Hours	**6-10**
Summer		
COMP 499	Internship [2]	3
	Hours	**3**
Year 2		
Fall		
Restricted Elective - Either Group		3
Elective 3		3
Elective 4		3
	Hours	**9**
Spring		
Restricted Elective - Either Group		3
Elective 5		3
	Hours	**6**
	Total Hours	**30-40**

[1] May be waived based on prior or current undergraduate or graduate coursework; these waivers will be determined by the Graduate Program Director. If course is not waived, students should meet with Graduate Program Director to reallocate coursework load.

[2] COMP 499 Internship would count toward one of (5) five general electives.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Students may take any 400-level course that is cross-listed with a 300-level course, as a replacement for that 300-level course in the BS program. For example, students may take COMP 413 and thereby satisfy an bachelors requirement for COMP 313. If a student wants to take a 400-level course that is not cross-listed with a 300-level course, they should consult the Graduate Program Director for the corresponding undergraduate credit. For students whose undergrad major is outside of COMP, the 400-level courses will have to serve as undergraduate electives.

Students interested in the SWEN-MS degree should take COMP 413 (or 313) as an undergraduate, and at least one other course on the list of restricted electives for the SWEN-MS program.

The following four courses are a reasonable fit, but your circumstances may differ.

Course	Title	Hours
Senior		
Fall		
COMP 413	Intermediate Object-Oriented Development	3
COMP 417	Social and Ethical Issues in Computing	3
	Hours	**6**
Spring		
Restricted Elective - Group 1		3

Restricted Elective - Either Group		3
	Hours	**6**
Master's		
Fall		
Restricted Elective - Either Group		3
Elective 1		3
Elective 2		3
	Hours	**9**
Spring		
COMP 499	Internship [1]	3
Elective 4		3
Elective 5		3
	Hours	**9**
	Total Hours	**30**

[1] COMP 499 Internship would count toward one of (5) five general electives.

STEM Designation

With a national shortage of professionals trained in STEM-related fields, employers are actively pursuing STEM degree holders. Distinguish yourself in technology with a STEM-designated degree.

Loyola's master's degree programs in Computer Science have been granted a STEM designation from the U.S. Department of Homeland Security. The program achieved STEM designation because of its emphasis on teaching students how to solve computer science problems with a suite of quantitative and technological tools.

Under this STEM classification, international students can extend their training in the U.S. by working in their field of study. Students can qualify for a 24-month OPT (Optional Practical Training) Extension, bringing the total OPT time granted to 36 months.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given

explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will gain familiarity with software development in a wide range of application contexts, using a range of programming languages and tools.

Criminal Justice and Criminology

The Department of Criminal Justice and Criminology offers a master's degree that prepares students to excel in today's evidence-based criminal justice system. A supportive environment accommodates the diversity of our students' lives with evening classes, option of part-time or full-time status, and flexible tailoring of electives. The Department is well-connected to local and federal agencies. Graduates have been placed in all areas of the criminal justice system including state and county agencies, and federal agencies such as the FBI, Secret Service, Federal Probation, Homeland Security, Federal Pretrial Services and DEA. Graduates also have been admitted into PhD programs or law schools.

Graduate Programs

- Criminal Justice and Criminology (MA) (p. 1187)

Criminal Justice & Criminology (CJC)

CJC 401 Politics and Policies in the Criminal Justice System (3 Credit Hours)
This course examines the interactional processes within and among the criminal justice system's components and their relationships to other public and private institutions. The role of politics in policy formulation, the policy making process, and the consequences of current policies on the operation of the criminal justice system are discussed.
Outcomes:
Students will understand the CJ policy-making process, including which factors facilitate/inhibit effective policy development and implementation, and how CJ research is used to formulate, implement, and evaluate CJ policies

CJC 402 Theories of Criminal Behavior (3 Credit Hours)
This is a comparative review of dominant contemporary theories and research on the causes of crime and delinquency. Competing theories on the causes of crime are analyzed, and their empirical support and implications for prevention programs and interventions are discussed.
Outcomes:
To analyze and discuss contemporary theories of criminal behavior

CJC 403 Research Methods and Program Evaluation (3 Credit Hours)
This course provides students with the substantive knowledge to be critical consumers of research studies and program evaluations. Students learn how to critique the internal, construct, and external validity of program evaluations and data collection efforts that seek to understand criminal behavior or the operation of the criminal justice system.
Outcomes:
To analyze and critique program evaluations and research designs

CJC 404 Applied Data Analysis and Interpretation (4 Credit Hours)
Students learn the skills and knowledge necessary to be critical consumers of statistical information often present in everyday criminal justice practice. Students learn which statistical tools are appropriate for specific measures and research questions, as well as how to generate and interpret statistical output using a statistical software package.
Outcomes:
Students will be able to select the correct statistical tools to use for conducting statistical analyses, use a statistical software package to analyze data, and interpret statistical output

CJC 408 Applied Research in Criminal Justice & Criminology (2 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404
In their final semester of the CJC graduate program, students complete a semester-long research project. This culminating experience is student-initiated and supervised by a member of the graduate faculty. This project encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.
Outcomes:
Students should be able to synthesize criminological theory, criminal justice policy, research methods, and data analysis into a final applied research project

CJC 410 Advanced Topics in Criminology (3 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on theories or contemporary issues concerning criminal and victim behavior. Examples of topics include: Drugs and Violence; Gender and Crime; Intimate Partner Violence; Sexual Violence; Human Trafficking; Environmental Crime; Victimology; International Criminology; Advanced Criminology; Race, Ethnicity, and Crime.
Outcomes:
Students will understand a contemporary issue in criminology with a special emphasis on research and theory developments

CJC 411 Advanced Topics in Policing (3 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of policing, including community- and problem-oriented policing, situational crime prevention, crime analysis, and Comp-Stat approaches to policing practice and management.
Outcomes:
Students will understand a contemporary issue in policing with a special emphasis on research and theory developments

CJC 412 Advanced Topics in Courts (3-6 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on contemporary issues in courts. Examples of topics include: International Criminal Law and Anti-Terrorism Enforcement, The American Jury; Death Penalty; International Criminal Law; Public Views of Justice; Media, Culture, and Criminal Law; Legal Rights of Children.
Outcomes:
Students will understand a contemporary issue in the court system with a special emphasis on research and theory developments

CJC 413 Advanced Topics in Corrections (3-6 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of corrections. Examples of graduate courses that will be offered as special topics courses under CJC 413 include: Principles of Punishment, Sentencing Policy, Restorative Justice, Risk Assessment, Re-Entry, What Works in Corrections, Mass Incarceration, and Juvenile Corrections.
Outcomes:
Students will understand a contemporary issue in corrections with a special emphasis on research and theory developments

CJC 414 General Special Topics (3 Credit Hours)
Special topic course titles will vary, and will cover issues that do not fit within the four advanced topics areas of criminology, policing, courts, and corrections. Topics may include: Crime Mapping; Social Psychology and the Criminal Justice System; Prejudice, Hate, and the Justice System.
Outcomes:
To analyze and discuss topics in criminal justice

CJC 415 Mental Illness and Crime (3 Credit Hours)
Pre-requisites: Graduate students only
This course explores the relationship of mental illness to crime and violence, the policies and programs concerning the treatment of individuals with mental illness in the criminal justice system, including the nature, prevalence and consequences of mental disorder among criminal offenders.
Outcomes:
Students will understand the history and development of research on mental illness and crime, assessments of risk for violence, as well as legal issues surrounding mentally disordered victims and offenders

CJC 416 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment, and control.
Outcomes:
Students will understand how international legal and criminal justice systems interact to investigate, measure, and prosecute transnational crimes including trafficking, human rights violations, and war crimes

CJC 431 Criminal Victimization (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course critically explores the physical, emotional, and financial harm people suffer because of illegal criminal activities. The focus of the course is on the nature and extent of victimization, the estimation of risk, theories about the causes of victimization, and the consequences of victimization experiences. In addition, students will also study the emergence of special victims' groups, the implications of a victim-orientated perspective for the administration of justice, and system alternatives such as restitution and restorative justice.
Outcomes:
Articulate the history, nature, and magnitude of criminal victimization in the United States; Describe the theoretical underpinnings of victimization and current research on the risk and protective factors of criminal victimization; Differentiate the legal and social responses to criminal victimization; Describe the primary and secondary impact of criminal victimization on victims, their families, friends, and communities; Analyze data to examine trends and patterns of criminal victimization; Analyze data to examine the causes and correlates of criminal victimization; Identify which interventions and strategies offer the most promise for effective implementation and impact on preventing criminal victimization

CJC 432 Firearm Violence (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course will provide a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership and acquisition, the various attempts to control access to firearms, and the effectiveness of such efforts. This course will explore both the criminal justice and public health perspectives and approaches to reducing firearm violence. Each discipline's framework, strategies, and challenges will be examined, with a focus on the opportunities and challenges of implementing interdisciplinary approaches in a "real world" setting. The class will emphasize the application of objective and rigorous scientific methods and research to understanding the extent and nature of firearm violence and evaluating interventions within the context of what is oftentimes a politically and emotionally charged debate.
Outcomes:
Articulate the extent and nature of firearm violence in the United States in a sophisticated way that illustrates an understanding of existing measures of firearm violence; Describe the strengths and limitations of existing data to measure the extent and nature of firearm violence, patterns and levels of firearm ownership, and firearm markets; Differentiate between the criminal justice and public health frameworks, and how each approaches firearm violence; Describe the importance and challenges of responding to complex issues like firearm violence from a multidisciplinary/intersectional/collaborative approach; Analyze data to examine trends and patterns of firearm violence; Analyze data to examine the correlates and causes of firearm violence; Describe evidence-based interventions and strategies to reduce firearm violence; Identify which interventions and strategies offer the most promise for effective implementation and impact on firearm violence

CJC 433 Wrongful Convictions and the Law (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
Wrongful convictions often include two types of errors, an innocent person is punished, and a guilty person escapes justice. In this class, we will explore how such errors occur by focusing on both investigation and adjudication practices. We will then apply what we have learned about criminal procedure to analyze individual wrongful conviction cases. This is an interactive course. Students will review case intake documents from a cooperating legal organization and help inform their case decisions. We will also work with the National Registry of Exonerations to draft case profiles for people who have already been exonerated. Ultimately, we will weigh the challenges of upholding defendants' rights without compromising public safety or producing additional errors.
Outcomes:
Evaluate criminal cases for potential errors, both episodic and systemic; Describe defendants' due process rights particularly under the 5th and 6th amendments and how these rights relate to criminal procedure in practice; Explain judicial opinions and their ability to remedy wrongful convictions; Identify the limitations of the appellate process and post-conviction review; Produce written content of publishable quality, with a special focus on accuracy and fact checking

CJC 499 Independent Study (1-6 Credit Hours)
Working with a member of the graduate faculty, this course provides students with the opportunity to examine a specific topic in the field of criminal justice through directed readings, interviews, and the completion of a major research paper related to the topic. Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study.

CJC 501 Thesis Research (2 Credit Hours)
Pre-requisites: Approval of Graduate Program Director and Grade of A- or better in CJC 403 and CJC 404
Supervision and guidance are given as students conduct their independent Masters' thesis research.
Outcomes:
Master's Thesis

CJC 502 Practicum in Criminal Justice (3-6 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404 Outcomes: Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency, and identify/describe the link between their field experience and prior courses through a research paper
This course enables the student to apply their knowledge (conceptual, theoretical, and methodological) in a practical agency setting.

CJC 595 Thesis Supervision (1 Credit Hour)
This is a non-credit course. Students who are working on approved master's thesis research and are not registered for any course are required to register for thesis supervision.

CJC 605 Master's Study (1 Credit Hour)
Pre-requisites: Completion of the graduate core courses; This course is a non-credit means of permitting students to be formally enrolled at Loyola while completing their culminating experience (i.e
, 408 project or thesis).

Criminal Justice and Criminology (MA)

The Master of Arts in Criminal Justice and Criminology provides students with a cutting-edge education that will prepare them to assume leadership roles in criminal justice and related agencies as well as to pursue more advanced educational opportunities.

The Criminal Justice and Criminology (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Cybersecurity (MS) (p. 1176)

Doctoral

- Social Work (PhD) (p. 1398)

Combined

- Political Science/Law (MA/JD) (p. 1888)

Curriculum

The Master of Arts in Criminology and Criminal Justice requires 30 credit hours of coursework, consisting of five required courses (including a culminating experience) and five elective courses. In order to demonstrate cumulative proficiency, students are required to pass either Applied Research in Criminal Justice & Criminology or complete a thesis as their culminating experience. By default, all students are placed in the non-thesis option unless they select and are approved for the thesis option.

Besides the traditional Master's program, the Criminal Justice and Criminology (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Coursework Requirements

Code	Title	Hours
Required Courses		
CJC 401	Politics and Policies in the Criminal Justice System	3
CJC 402	Theories of Criminal Behavior	3
CJC 403	Research Methods and Program Evaluation [1]	3
CJC 404	Applied Data Analysis and Interpretation [1]	4
Culminating Experience Course		
CJC 408	Applied Research in Criminal Justice & Criminology [1,3]	2
or CJC 501	Thesis Research	
Select Five Electives [2]		**15**
CJC 416	International Criminal Justice	
CJC 415	Mental Illness and Crime	
CJC 431	Criminal Victimization	
CJC 432	Firearm Violence	
CJC 433	Wrongful Convictions and the Law	
CJC 499	Independent Study	
CJC 502	Practicum in Criminal Justice	
Variable Topics Electives - Maximum of 3 in each area		
CJC 410	Advanced Topics in Criminology	
CJC 411	Advanced Topics in Policing	
CJC 412	Advanced Topics in Courts	

CJC 413	Advanced Topics in Corrections	
CJC 414	General Special Topics	
Total Hours		**30**

1 Student must earn a grade of **B** or better in order to graduate (a B- or below will not fulfill this requirement), and class must be repeated if grade below a B is earned.

2 Students are required to take at least **three** graduate-level electives in the Department of Criminal Justice & Criminology. In consultation with the Graduate Program Director, students may also select up to two graduate-level electives among those offered within the Department of Criminal Justice & Criminology as well as from other programs such as Social Work, Psychology, Women's Studies and Gender Studies, Public Policy, and Sociology. Students can take no more than one online graduate-level elective outside of the Department.

3 Students choosing the thesis track will complete a research thesis and take CJC 501 Thesis Research, while students who choose a non-thesis option will complete a major research paper and take CJC 408 Applied Research in Criminal Justice & Criminology.

Thesis Option

Students who have aspirations to pursue research in their career, or pursue a PhD, should consider the thesis track. Optimally, students should complete CJC 403 during the fall semester of their first year in the graduate program. In order to be approved for the thesis option, students must receive permission from the Department of CJC's Graduate Committee. The following requirements must be met:

- Completion of CJC 403 Research Methods and Program Evaluation with a grade of A- or better (no exceptions);
- Submission of a class paper to demonstrate writing skills that are acceptable to the Department of CJC's Graduate Committee; and,
- Submission of a thesis approval form that provides a brief description of the proposed research question, the proposed methodology, and a detailed timeline.

Once a student has selected the thesis option, they will sign a written agreement acknowledging that they cannot switch back to the non-thesis option if it becomes too difficult or takes longer than anticipated.

Students will work with their thesis chairperson to complete an acceptable draft of their thesis proposal. The thesis proposal draft will consist of a detailed literature review, research questions or hypotheses, research design, analysis plan, and a discussion of the strengths and limitations of the proposed research.

If data collection involves human participants, students must follow all of the requirements established by Loyola's Institutional Review Board (IRB) for the Protection of Human Subjects. Students cannot submit an IRB application until their thesis proposal is officially approved.

Once the formal thesis proposal has been approved, students will then work towards the completion of the research and composition of the thesis. Once final draft is reviewed and approved by entire committee, the student will make a formal presentation (defense) of the thesis and submit it to a publicly available database per Graduate School policies.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
CJC 401	Politics and Policies in the Criminal Justice System	3
CJC 403	Research Methods and Program Evaluation	3
Elective 1		3
	Hours	**9**
Spring		
CJC 402	Theories of Criminal Behavior	3
CJC 404	Applied Data Analysis and Interpretation	4
Elective 2		3
	Hours	**10**
Year 2		
Fall		
Elective 3		3
Elective 4		3
Elective 5		3
	Hours	**9**
Spring		
Select one of the following:		2
CJC 408	Applied Research in Criminal Justice & Criminology	
CJC 501	Thesis Research	
	Hours	**2**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 13 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
CJC 401	Politics and Policies in the Criminal Justice System [1]	3
CJC 403	Research Methods and Program Evaluation [1]	3
	Hours	**6**
Spring		
CJC 402	Theories of Criminal Behavior [1]	3
CJC 404	Applied Data Analysis and Interpretation [1]	4
	Hours	**7**
Master's		
Fall		
Elective 1		3
Elective 2		3
Elective 3		3
	Hours	**9**
Spring		
Elective 4		3

Elective 5		3
Select one of the following:		2
CJC 408	Applied Research in Criminal Justice & Criminology	
CJC 501	Thesis Research	
	Hours	**8**
	Total Hours	**30**

[1] Students can choose to take an Elective course in the senior year in lieu of this course. Students will need to take this required course when it is offered in the Master's year.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The CJC graduate curriculum incorporates six Student Learning Outcomes:

- Graduates will be able to analyze and explain the criminal justice policy-making process.
- Graduates will be able to critically analyze and apply historical and contemporary theories of delinquency and criminality to design, evaluate, and inform effective prevention programs and intervention strategies.
- Graduates will be able to critically evaluate research designs to assess the quality, rigor, and scholarly contributions of empirical studies in criminology and criminal justice.
- Graduates will be able to generate, analyze, and accurately interpret statistical output using appropriate statistical software to inform evidence-based decision-making in criminal justice contexts.
- Graduates will be able to systematically design and conduct research by integrating concept formation, theory construction, research design, data collection, and data analysis as interrelated components of the research process.

Data Science

Data Science

Over the last several decades there has been an explosion of data in nearly every field imaginable including business, marketing, sports, as well as scientific fields such as medicine, genetics, and neuroscience. As a result of this deluge of data, the demand for individuals with the skills to manage, analyze, and communicate results based on large amounts of data is as high as it has ever been.

Data science is a multi-disciplinary field combining techniques from mathematics, computer science, and statistics to organize, analyze, visualize, and extract useful information from data.

At the graduate level, students can pursue a Master's Degree (M.S.) in Data Science with an option between thesis track and non-thesis track. In addition, undergraduate students have the option to pursue a Bachelor's and Master's degree in five total years through the 4+1 program.

Further Information

If you have questions about the graduate programs in Data Science at Loyola University Chicago, please contact Dr. Yasin Silva, Graduate Program Director for Data Science, and Dr. Swarnali Banerjee, Director of the Data Science Program.

Graduate Programs

- Data Science (MS) (p. 1191)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

DATA SCIENCE GRADUATE HANDBOOK

Access the latest version of the Data Science Graduate Handbook (https://www.luc.edu/media/lucedu/cas-datascience/Data_Science_Graduate_Handbook.pdf). This document contains the academic policies for the Data Science MS and BS/MS programs, a description of the general duties of graduate assistants in these programs, and multiple resources available for data science students.

DSCI 401 Introduction to Data Science (4 Credit Hours)
Pre-requisites: Restricted to Graduate students
This course provides students with an introduction to data science using the R programming language covering such topics as data wrangling, data visualization, interacting with databases, principles of reproducible research, building simple statistical models/machine learning and data science ethics.
Outcomes:
Students will obtain an extensive background in the basic tools used in the field

DSCI 470 Data Science Consulting (2 Credit Hours)
Pre-requisites: STAT 408
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
Outcomes:
Students will apply methods learned in prior classes to address a real-world problem, gain oral and written presentation skills, and improve collaboration skills

DSCI 494 Data Science Research Design (2 Credit Hours)
Restricted to DSCI Graduate students. Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement research design practices in data science

DSCI 499 Data Science Research (1-8 Credit Hours)
Restricted to DSCI Graduate students. Students will conduct independent hypothesis-driven data science research under faculty guidance. Research efforts will include literature surveys, research design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for data science research

DSCI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: DSCI 499
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

Data Science (MS)

Students earning a MS in Data Science will gain a wide variety of skills needed to work with many different types of data, and to analyze, visualize, and extract useful information from data in a variety of ways. They will apply those skills in various contexts, especially during their capstone consulting class or thesis work. This 30-credit program has two tracks (thesis and non-thesis), can be completed full-time or part-time, and includes courses from Computer Science, Statistics, and Mathematics.

The Data Science (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Applied Statistics (MS) (p. 1223)
- Computer Science (MS) (p. 1172)
- Information Technology (MS) (p. 1179)

Curriculum

The Master of Science in Data Science requires 30 hours of coursework and a capstone project. Students may elect to conduct research and write a thesis instead of the capstone.

Non-Thesis Track

Code	Title	Hours
Statistics Requirements		**6**
STAT 408	Applied Regression Analysis	
STAT 410	Categorical Data Analysis	
Computer Science Requirements		**6**
COMP 453	Database Programming	
COMP 458	Big Data Analytics	
Data Science Foundation		**9**
DSCI 401	Introduction to Data Science	
STAT 438	Introduction to Predictive Analytics	
or COMP 479	Machine Learning	
DSCI 470	Data Science Consulting (Capstone)	
Three Statistics or Computer Science 400 Level Electives [1,2]		**9**
Total Hours		**30**

[1] A list of electives can be found later in this document.
[2] For electives, students must take one COMP class for 3 credit hours, one STAT class for 3 credit hours, and one course in either COMP or STAT for 3 credit hours.

Thesis Track

Code	Title	Hours
Statistics Requirements		**6**
STAT 408	Applied Regression Analysis	
STAT 410	Categorical Data Analysis	
Computer Science Requirements		**6**
COMP 453	Database Programming	
COMP 458	Big Data Analytics	
Data Science Core		**7**
DSCI 401	Introduction to Data Science	
STAT 438	Introduction to Predictive Analytics	
or COMP 479	Machine Learning	
Research		**11**
DSCI 494	Data Science Research Design	
DSCI 499	Data Science Research	
DSCI 595	Thesis Supervision	
Total Hours		**30**

Electives

The list of electives is divided into primary and secondary electives. Primary electives are recommended classes to all data science students. Secondary electives are courses that may be a good fit for students with a specific area of emphasis. Students need to coordinate with the Graduate Program Director if they plan to take a secondary elective.

Code	Title	Hours
Primary COMP electives		
COMP 406	Data Mining	3
COMP 429	Natural Language Processing	3
COMP 484	Artificial Intelligence	3
COMP 487	Deep Learning	3
COMP 488	Computer Science Topics (If the topic is relevant to data science. Example: Topics in Computer Vision)	1-4
Primary STAT electives		
STAT 411	Applied Survival Analysis	3
STAT 421	Math Modeling & Simulation	3
or COMP 421	Math Models & Simulation	
STAT 451	Applied Nonparametric Methods	3
STAT 444	Longitudinal Data Analysis and Mixed Modeling	3
STAT 488	Topics in Statistics (If the topic is relevant to data science. Examples: Multivariate Statistics, Bayesian Statistics)	1-3
Secondary COMP electives		
COMP 436	Markup Languages	3
COMP 441	Human-Computer Interaction	3
COMP 460	Algorithms & Complexity	3
COMP 405	Database Administration	3
COMP 412	Open Source Computing	3
COMP 413	Intermediate Object-Oriented Development	3
COMP 418	Combinatorial Mathematics	3
COMP 424	Client-Side Web Design	3
COMP 474	Software Engineering	3
COMP 422	Software Development for Wireless and Mobile Devices	3

COMP 417	Social and Ethical Issues in Computing	3
COMP 490	Independent Project	1-6
COMP 499	Internship	1-6
COMP 477	IT Project Management	3
Secondary STAT electives		
STAT 403	SAS Program & Applied Statistics	3
STAT 407	Statistical Design	3
STAT 404	Probability & Statistics I	3
STAT 405	Probability & Statistics II	3
STAT 498	Independent Study Statistics	1-6

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Non-thesis Track

Course	Title	Hours
Year One		
Fall		
DSCI 401	Introduction to Data Science	4
STAT 408	Applied Regression Analysis	3
COMP 453	Database Programming	3
	Hours	**10**
Spring		
STAT 410	Categorical Data Analysis	3
COMP 458	Big Data Analytics	3
COMP or STAT 400-Level Elective [1]		3
	Hours	**9**
Year Two		
Fall		
STAT 438 or COMP 479	Introduction to Predictive Analytics or Machine Learning	3
COMP or STAT 400-Level Elective [1]		3
COMP or STAT 400-Level Elective [1]		3
DSCI 470	Data Science Consulting	2
	Hours	**11**
	Total Hours	**30**

[1] For electives, students must take one COMP class for 3 credit hours, one STAT class for 3 credit hours, and one course in either COMP or STAT for 3 credit hours.

Thesis Track

Course	Title	Hours
Year One		
Fall		
DSCI 401	Introduction to Data Science	4
STAT 408	Applied Regression Analysis	3
DSCI 494	Data Science Research Design	2
	Hours	**9**
Spring		
STAT 410	Categorical Data Analysis	3
DSCI 499	Data Science Research	3
COMP 458	Big Data Analytics	3
	Hours	**9**
Year Two		
Fall		
STAT 438 or COMP 479	Introduction to Predictive Analytics or Machine Learning	3
DSCI 499	Data Science Research	3
COMP 453	Database Programming	3
	Hours	**9**
Spring		
DSCI 499	Data Science Research	2
DSCI 595	Thesis Supervision	1
	Hours	**3**
	Total Hours	**30**

Accelerated Master's Pathway

Non-Thesis Track

Course	Title	Hours
Senior		
Fall		
STAT 438 or COMP 479	Introduction to Predictive Analytics [1] or Machine Learning	3
	Hours	**3**
Spring		
STAT 410	Categorical Data Analysis [1]	3
COMP 458	Big Data Analytics [1]	3
	Hours	**6**
Master's		
Fall		
DSCI 401	Introduction to Data Science	4
STAT 408	Applied Regression Analysis	3
COMP 453	Database Programming	3
	Hours	**10**
Spring		
COMP or STAT 400-Level Elective [2]		3
COMP or STAT 400-Level Elective [2]		3
COMP or STAT 400-Level Elective [2]		3
DSCI 470	Data Science Consulting	2
	Hours	**11**
	Total Hours	**30**

[1] Other classes can be allowed with permission from the Data Science Director and Graduate Program Director.

[2] For electives, students must take one COMP class for 3 credit hours, one STAT class for 3 credit hours, and one course in either COMP or STAT for 3 credit hours.

Thesis Track

Course	Title	Hours
Senior		
Fall		
STAT 438 or COMP 479	Introduction to Predictive Analytics [1] or Machine Learning	3
	Hours	**3**
Spring		
STAT 410	Categorical Data Analysis [1]	3
COMP 458	Big Data Analytics [1]	3
	Hours	**6**
Master's		
Fall		
DSCI 401	Introduction to Data Science	4
STAT 408	Applied Regression Analysis	3
DSCI 494	Data Science Research Design	2
DSCI 499	Data Science Research	4
	Hours	**13**
Spring		
DSCI 499	Data Science Research	4
COMP 453	Database Programming	3
DSCI 595	Thesis Supervision	1
	Hours	**8**
	Total Hours	**30**

[1] Other classes can be allowed with permission from the Data Science Director and Graduate Program Director.

[2] For electives, students must take one COMP class for 3 credit hours, one STAT class for 3 credit hours, and one course in either COMP or STAT for 3 credit hours.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate

degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- The ability to manage large data sets in preparation for data science analysis.
- A working knowledge of statistical techniques and computer algorithms, and the ability to apply these methods to a wide array of real-world problems.
- The ability to perform a data science analysis from beginning to end while adhering to the principles of reproducible and ethical research.
- The ability to program in both the R and Python programming languages.
- Complete a project demonstrating competence in the field of data science. Non-thesis track: Students will be required to complete a real-world data science project prior to graduating from this program, either through our consulting course, an internship, an independent study, or other appropriate project. Thesis track: Students will be required to undertake a research project culminating in a thesis.

Digital Humanities

Digital Humanities offers an interdisciplinary Master of Arts program. Coursework is designed to provide technical skills to humanities students, as well as humanistic scholarly research methods to those with a technical or computer science background.

GRADUATE PROGRAMS

- Digital Humanities (MA) (p. 1195)

DIGH 400 Introduction to Digital Humanities Research (3 Credit Hours)
Enrollment in DIGH 400 is the prerequisite for DIGH 401, 402, 500, 595. An introduction to the digital humanities, work in a variety of humanities disciplines--literature, art, philosophy, theology, and history--that involves computer assistance in conducting or presenting research. This includes, for example, digitizing, markup, editing, publishing, archiving, analyzing, visualization, modeling, interpretive gaming, and instructional and interface design. This course will emphasize research questions and methods from a range of humanities disciplines--not computer technology per se but ways that computing can further humanities research agendas.
Outcomes:
Knowledge of how computing affects research in humanities, critical thinking about technology and humanities, awareness of broad social and ethical questions surrounding old and new, print and digital, media in contemporary culture

DIGH 401 Introduction to Computing (3 Credit Hours)
Pre-requisites: DIGH 400 co-enrollment
Primarily for DH students, the course combines historical study with a hands-on approach to computers their growing role in academic research, publishing, libraries, and the arts. Topics will include the structure of computers, the relation of hardware and software, text and image markup and publishing, database theory and design, modeling and visualization, text analytics, procedural logic, and the basic concepts of programming, artificial intelligence, and the social, ethical, and intellectual contexts for computing.
Outcomes:
Procedural literacy, historical knowledge of hardware and software platforms, ability to be a scholar-programmer or to collaborate fruitfully with scholar-programmers

DIGH 402 Digital Humanities Design (3 Credit Hours)
Introduces students to design and human computer interaction.
Outcomes:
Students gain practical experience with design, testing, and building ethical digital projects

DIGH 403 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: DIGH 400, DIGH 401, DIGH 402
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks

DIGH 405 Special Topics in Digital Humanities (3 Credit Hours)
Special topics in Digital Humanities or new approaches of current interest to the instructor.
Outcomes:
Dependent upon course topic; must be approved by GPD

DIGH 499 Independent Study in Digital Humanities (1-3 Credit Hours)
Students work under the direction of a faculty member on a particular area of interest within Digital Humanities.
Outcomes:
Students advances their research projects with direct and regular input from a faculty member

DIGH 500 Digital Humanities Practicum (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
This course invites students to learn about and engage in collaborative project-building. Students will contribute to building an active faculty-led digital humanities research project. Work will be informed by weekly readings and seminar-style discussions. Possible work may include coding, data modeling, digitization, proposal-writing, grant-writing, project management, design, and research.
Outcomes:
A collaborative contribution to a digital humanities research project run by a faculty or staff member and sponsored by the CTSDH

DIGH 501 Digital Humanities Project (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
In this capstone, students will apply skills they've learned throughout the program, and develop new technological and research skills as the project demands. Students will develop their own digital humanities research project that demonstrates their competency in a facet of digital humanities and expertise within their chosen subject area.
Outcomes:
A working, practical final digital humanities project published online

DIGH 605 Master's Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up any MA requirements, such as their field examinations and research project.
Outcomes:
Advancement to degree completion

Digital Humanities (MA)

As of Fall 2026, this program is no longer accepting applicants.

The Master of Arts in Digital Humanities program at Loyola University's Center for Textual Studies and Digital Humanities (CTSDH) combines theoretical and practical courses. Its aims are ultimately practical and professional, training new digital specialists for the growing knowledge and information economy and today's research in humanities disciplines.

Because the nature of much Digital Humanities work is constructive and project-based, students in the MA program will be given hands-on training in the workshop or seminar-based classes, such as training in text editing and markup, programming, interface design, project management, and digital archive construction. The MA program also explores theoretical, critical, social, and ethical contexts for thinking about Digital Humanities research and applications, including issues of data ethics, design justice, archive theories, public humanities, and digital preservation. The Master of Arts in Digital Humanities program was designed with partner departments including Computer Science, English, and History for students with interdisciplinary interests. We encourage students with interests at the intersection of culture and technology to consider this degree, which allows one to elect courses from the various partner departments.

The Digital Humanities (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Digital Media and Storytelling (MComm) (p. 1303)
- Public History (MA) (p. 1215)

Curriculum

The MA in Digital Humanities requires coursework totaling 30 credit hours and the completion of a capstone project. Students take six (6) core seminars in addition to a faculty-led practicum and two electives within the field of their choosing. In a student's final semesters they will work with faculty members to design and build their own digital research project.

Seminar topics range from an introduction to the methods and methodology of the field, to special topics in public history, design, research methods, textual criticism, human-computer interface, and web application development. Courses emphasize both discussion of the theories that shape and define the field of Digital Humanities as well as hands-on project building. Coursework is designed to provide technical skills to humanities students, as well as humanistic scholarly research methods to those with a technical or computer science background.

Besides the traditional Master's program, the Digital Humanities (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Curriculum		*18*
DIGH 400	Introduction to Digital Humanities Research [1]	
DIGH 402	Digital Humanities Design [1]	
DIGH 403	Introduction to Web Application Development	
COMP 400A	Object-Oriented Programming [1]	
COMP 417	Social and Ethical Issues in Computing [1]	
ENGL 413	Textual Criticism [1]	
Two 400-Level Electives Chosen with Advisor [2]		*6*
DIGH 500	Digital Humanities Practicum	3
DIGH 501	Digital Humanities Project	3
Total Hours		**30**

[1] This course may be used by students in the Accelerated Master's Pathway in their senior year.
[2] Electives can be any 400-level course but do check to see if there are course prerequisites. Suggested departments for elective course offerings include English, History, Communications, Environmental Sustainability, Women's and Gender Studies, and Theology. Students who have met necessary pre-requisites may be eligible to take other 400-level Computer Science classes, with approval from the Chair of Computer Science. Please confer with the Graduate Program Director for assistance.

Evaluation

Each student will produce a capstone project in one of their final courses (DIGH 501 Digital Humanities Project) under the direction of an advisor; the capstone will demonstrate knowledge and skills gained in coursework and will address one or more key problems in digital humanities research or applications.

Suggested Sequence of Courses

Traditional Master's Program

For full-time students; students taking the program part-time will work with the Graduate Program Director to plan their coursework.

Course	Title	Hours
Year 1		
Fall		
DIGH 400	Introduction to Digital Humanities Research	3
DIGH 401 / COMP 400A	Introduction to Computing	3
ENGL 413	Textual Criticism	3
	Hours	**9**
Spring		
DIGH 402	Digital Humanities Design	3
COMP 417	Social and Ethical Issues in Computing	3
Elective 1		3
	Hours	**9**
Year 2		
Fall		
DIGH 500	Digital Humanities Practicum	3
DIGH 403	Introduction to Web Application Development	3
	Hours	**6**
Spring		
DIGH 501	Digital Humanities Project	3
Elective 2		3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
DIGH 400	Introduction to Digital Humanities Research	3
DIGH 401 / COMP 400A	Introduction to Computing	3
	Hours	**6**
Spring		
DIGH 402	Digital Humanities Design	3
ENGL 413 or COMP 417	Textual Criticism [1] or Social and Ethical Issues in Computing	3
	Hours	**6**
Master's		
Fall		
DIGH 403	Introduction to Web Application Development	3
DIGH 500	Digital Humanities Practicum	3
COMP 417 or ENGL 413	Social and Ethical Issues in Computing [1] or Textual Criticism	3
	Hours	**9**
Spring		
DIGH 501	Digital Humanities Project	3
Elective		3
Elective		3
	Hours	**9**
	Total Hours	**30**

[1] Students can take a choice of either ENGL 413 or COMP 417 in the Senior year. Students must take the other course in their Master's year.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA in Digital Humanities, graduates will be able to:

- Demonstrate advanced knowledge of the interdisciplinary field of Digital Humanities.
- Utilize computers and computational tools for the exploration, analysis, and production of humanistic knowledge.
- Produce and develop a public-facing Digital Humanities research project.
- Shape and create ethical structures of knowledge and information systems through hands-on work in at least one area of Digital Humanities such as: digital mapping, textual analysis, digital archives, coding, design and UX/UI, and/or critical Digital Humanities.

English

Mission and Goals

The Department of English at Loyola University Chicago seeks to promote the university's mission to encourage freedom of inquiry, the pursuit of truth and care for others through teaching, scholarship and service of the highest caliber.

In its teaching, the Department of English seeks to provide students with an education of the highest quality in the English language, in literature written in English and in critical and creative writing, judiciously combining breadth with depth, tradition with contemporaneity. It seeks to attract the best possible students from diverse geographical, professional, racial and ethnic backgrounds; it encourages minority and foreign applicants and those returning to school after an interruption of their academic lives. It encourages students throughout their programs so as to enable them to progress expeditiously to their degrees and to gain the maximum benefit from their experience.

Through the work of its faculty, the Department of English also strives to participate in and contribute to the wider community of scholarship, research and pedagogical theory and practice in the disciplines of literary and critical studies; in creative and critical writing; in comparative literature; in gender, ethnic and cultural studies; in teacher training; and in linguistics.

The Department of English also seeks to serve the larger university and greater Chicago community through public event programming, collaborative projects with secondary schools and other colleges and universities, and general assistance.

Graduate Programs in English

The Department of English's interdisciplinary M.A. and Ph.D. programs each offer courses across three broad historical areas, with a special emphasis in textual studies. Our programs

- Maintain a curriculum and examination structure that facilitates the advanced study of literature in English in its cultural context, as experienced in any one of our three broad historical areas and textual studies: Medieval and Renaissance Literature, Nineteenth-Century Studies, Modern Literature and Culture, and Textual Studies and Digital Humanities
- Allow students to learn relevant literary and social history as well as acquire training in careful textual analysis
- Provide students with training in research and bibliographic methods, acquaint them with basic issues in the area of textual criticism,

develop their reading and analytical skills, and offer study in the history and theory of literary criticism
- Promote interest in and knowledge about the linguistic contexts in which literary works exist
- Strive by example, precept, and encouragement to enable students to improve their research writing skills, to apply these skills professionally outside the classroom and to become publishing scholars
- Prepare students to become effective teachers, equipping them to teach composition and literature courses at the college, university and advanced secondary-school level, and assisting them to develop their teaching potential through experience tutoring in the Writing Center, teaching composition and assisting in the teaching of literature courses in the department
- Support scholarly development of the faculty and students by promoting teaching and research assistantship programs that bring faculty and students together inside and outside the classroom to work on pedagogical and scholarly issues of mutual interest
- Strive to assist students in finding professional employment that makes effective use of the skills and knowledge acquired in their training, both inside and outside the academic community

Graduate Programs

- English (MA) (p. 1201)
- English (PhD) (p. 1203)

ENGLISH (ENGL)

ENGL 400 Intro to Graduate Study (3 Credit Hours)
The course serves as an introduction to the profession of literary studies for students new to the graduate programs in English. It offers a review of current critical theories and methodologies, research techniques, bibliographic methods, and issues in textual criticism.

ENGL 402 Teaching College Composition (3 Credit Hours)
The course deals with practical matters related to the teaching of college composition. It is organized around an examination of recent theories, methods, and materials used in the teaching of writing.

ENGL 403 Composition Theory (3 Credit Hours)
This course examines major and current advances in composition theory and reviews current scholarship in the teaching of writing, with some attention to the relationship between composition and literary theory.

ENGL 404 Pedagogy: Theory and Practice (3 Credit Hours)
Pre-requisites: ENGL 402
This course is designed to help students integrate theory and practice in teaching literature and cultural studies courses at the college level.
Outcomes:
Students will demonstrate an understanding of pedagogical theories by writing a teaching philosophy in which they explain and defend their theoretical approach; students will put their theory into practice by preparing a course proposal for a literature course, which includes a description and goals, syllabus and guidelines, classroom format, and assignments and evaluations procedures

ENGL 406 History of the English Language (3 Credit Hours)
The course is a study of the causes, mechanisms and consequences of language variation over time, with prominent examples taken from the history of English and its parent languages. All major areas of linguistic theory are considered: phonology, lexis, morphology, syntax, and semantics.
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 410 Contemporary Literary Criticism (3 Credit Hours)
This course presents studies in major contemporary theoretical and critical issues through a survey of major types of critical analysis, such as formalism, structuralism, semiotics, reader-response, deconstruction, psychoanalysis, and feminist criticism.

ENGL 412 History of the Book to 1800 (3 Credit Hours)
Pre-requisites: Graduate status
This course will examine the history of written and printed texts from their beginnings to 1800, including such topics as book production and distribution, early ideas about textual editing, literacy, copyright, and censorship.
Outcomes:
Students will be able to relate textual forms to cultural practices

ENGL 413 Textual Criticism (3 Credit Hours)
An introduction to major textual theories and their history. Topics may include such issues as analytic and descriptive bibliography, theories of copy-text, theoretical and practical issues in editing, and forms of textuality, including manuscript, print and digital.

ENGL 415 Media and Culture (3 Credit Hours)
This course examines the important and evolving roles that media plays in the construction, reformulation, and critique of contemporary culture. Topics will vary but may include digital textuality; visual culture studies; information technologies; postcoloniality and globalization; and web-based communities.

ENGL 419 Contemporary Issues in Literature and Culture (3 Credit Hours)
The course is an intensive study of a particular cultural issue in relation to literature.

ENGL 420 Topics in Critical Theory (3 Credit Hours)
Focused study of a particular problem or movement within critical theory–for example, globalization; the "new aesthetics"; high and low culture; psychoanalytic theory; whiteness studies.

ENGL 422 Postcolonial Theory (3 Credit Hours)
This course traces the origins, key developments, and practice of postcolonial theory, focusing on classic texts in the field (e.g., Senghor, Fanon, Cabral); issues raised by contemporary theorists (e.g., Said, Spivak, Bhabha, Chatterjee); and current challenges to postcolonial theory.

ENGL 423 Marxist Literary Theory (3 Credit Hours)
Intensive study of selected writers and issues within the Marxist tradition of literary and cultural criticism.

ENGL 424 Cultural Studies (3 Credit Hours)
An examination of the theory and practice of cultural studies, with special attention to the role of literary and critical theory in its development.

ENGL 426 Feminist Theory and Criticism (3 Credit Hours)
An intensive study of recent feminist theory in a range of disciplines--including literature, philosophy, history, and law--and covering a variety of approaches, such as psychoanalysis, post-structuralism, post-colonialism, queer theory, and cultural studies.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 427 Dramatic Theory (3 Credit Hours)
This course presents selected theoretical approaches to drama from the Greeks to the present. Readings may include both theoretical works and plays. Topics may include genre, dramaturgies such as realism, epic theatre, and theatre of the absurd, reception, semiotics, feminist dramatic theory, and performance theory.

ENGL 428 Postmodernism (3 Credit Hours)
Pre-requisites: Graduate status
This course investigates "postmodernism" in its various uses--as a literary period, an aesthetic style, an historical moment, a cultural problematic, and a theoretical imperative. The course includes readings in literature and theory as well as other art forms, such as architecture and the graphic arts.
Outcomes:
Students will demonstrate their ability to define postmodernism in relation to modernism and postmodernity and to analyze postmodern literature and art through seminar papers, oral presentations, and exams

ENGL 430 Topics in Literature Studies (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in literature.

ENGL 433 Seminar in Individual Authors (3 Credit Hours)
Intensive study of a single author. Includes a comprehensive reading of the author's major works, and a review of the critical reception.

ENGL 436 Women Writers in English (3 Credit Hours)
This course focuses on significant issues raised in and by women-authored works, including representations of gender roles and sexualities, and the cultural status and uses of women's literature. Authors from any period(s) in British, American and World literature may be included.

ENGL 437 Topics in Drama (3 Credit Hours)
This course may deal with topics that cut across historical and national boundaries, such as dramatic genres, women in drama, modern reappropriations of earlier drama; with more specialized topics such as performance or feminist dramatic theory; or with historical movements in drama.

ENGL 440 Topics in Medieval Literature (3 Credit Hours)
Studies in a range of Middle English writing serve as a focus for special topics, including mysticism and historical prose from the thirteenth to the fifteenth centuries.

ENGL 441 Old English Language & Literature (3 Credit Hours)
This course introduces Old English language and literature through readings in poetry and prose, with attention, as time allows, to major critical issues in texts of the period.

ENGL 443 Middle English Literature (3 Credit Hours)
This course may address texts that bridge the Old and Middle English periods or texts (excluding Chaucer) that date from the fourteenth-century, such as Langland, Malory, the Gawain-poet, Gower, and women writers.

ENGL 444 Medieval Drama (3 Credit Hours)
The course focuses on English drama from its beginnings to the early Renaissance, including liturgical drama, saints' plays, miracle plays, the cycles, and interludes.

ENGL 447 Chaucer (3 Credit Hours)
This course may focus on the Canterbury Tales or Troilus and Criseyde and the dream visions, and may include some of Chaucer's less frequently studied texts (e.g., his translation of the Consolation of Philosophy).

ENGL 450 Topics in Early Modern Literature & Culture (3 Credit Hours)
This course presents selected studies in poetry and prose of the English Renaissance.

ENGL 455 Shakespeare (3 Credit Hours)
The philosophical, esthetic, and historical problems of Shakespeare's plays are covered in this course, which also focuses on Shakespearean scholarship.

ENGL 456 Early Modern Drama (3 Credit Hours)
This course presents English drama of the period 1550 to 1642. Among the topics to be covered are the rise of the permanent theaters; Elizabethan and Jacobean contemporaries of Shakespeare; Caroline plays and masques. Historical background, theatrical developments, and critical approaches are also studied.

ENGL 457 Seventeenth-Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in seventeenth-century literature. Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 458 Milton (3 Credit Hours)
Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 460 Topics in Restoration & 18th Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in Restoration and eighteenth-century literature.

ENGL 470 Topics in Romanticism (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in Romantic literature.

ENGL 471 Poetry of Romantic Period (3 Credit Hours)
The poetry of major and minor Romantic figures is studied in this course, which includes a critical study of their esthetics, philosophical concepts, and critical standards.

ENGL 475 Topics in Victorian Literature (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme, or body of work in Victorian literature.

ENGL 476 Victorian Poetry (3 Credit Hours)
This course presents the historical, political, social, and intellectual influences on Victorian poetry and examines its artistic and formal innovations and achievements. The authors studied include: Tennyson, Browning, Arnold, Swinburne, and the Rossettis.

ENGL 477 Victorian Prose (3 Credit Hours)
The course examines the major critical and philosophical prose writers of the years 1837-1900: Macaulay, Carlyle, Arnold, Ruskin, Newman, and Pater. It also explores the intellectual, social, and political backgrounds of the period, and identifies Victorian prose styles.

ENGL 478 Victorian Novel (3 Credit Hours)
The course examines the major Victorian novelists: Dickens, Thackeray, the Brontes, Trollope, Eliot, Meredith, and Hardy; religious, social, scientific, historical, and philosophical influences on the novel are also explored.

ENGL 480 Topics in Modernism (3 Credit Hours)
Topics include modernism, the Symbolist movement, Edwardian Period, and other contextual issues that transcend genre boundaries and address larger concerns of social and intellectual history.

ENGL 481 Modern Poetry (3 Credit Hours)
The course examines tradition and experiment in modern poetry and includes English, Irish, and American poets.

ENGL 482 Modern Drama (3 Credit Hours)
This course presents selected studies in dramatists from Ibsen on, including British, American, Continental, and Irish dramatists.

ENGL 483 Modern Novel (3 Credit Hours)
The course concentrates on selected studies in Conrad, Galsworthy, Bennett, Wells, Joyce, Lawrence, Huxley, Woolf, Maugham, Forster and other novelists, but may include additional American, Irish, and Continental novelists.

ENGL 484 Literature and Culture of the Jazz Age (3 Credit Hours)
Taking an interdisciplinary approach to a crucial era, this course will consider such topics as the construction of race in literature and popular culture, the rise of the New Woman, the Harlem Renaissance, and the relationship of jazz to aesthetic modernism.

ENGL 485 Contemporary Literature (3 Credit Hours)
This course concentrates on literature and literary movements of the second half of the twentieth century. Possible topics include postcolonialism (Achebe, Jhabvala, Naipaul, Soyinka, Walcott), postmodernism (Acker, Calvino, Pynchon, Reed), and African-American writing (Baldwin, Morrison, Walker).
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in contemporary literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 487 Postcolonial Literature (3 Credit Hours)
This course examines the issues of modern-day colonization as depicted in selected fiction, drama, and poetry from Africa, South Asia, the West Indies, and Australia.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in postcolonial literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 488 20th Century Literature in English (3 Credit Hours)
Focusing on the relation between texts and their literary and cultural contexts, this course may include any twentieth-century text written in English and may address a particular theme, literary movement, period, nation, or historical event. We may also interrogate the foundation of such categories.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in 20th-century literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 489 Magic Realism (3 Credit Hours)
Fusing realistic and symbolic forms, "Magic Realism" raises boundary issues of many kinds, between history and myth, empirical and non-empirical experience, objective and subjective knowledge. This course examines magic realism from its modernist origins to contemporary postmodern and postcolonial fiction in many countries.

ENGL 490 Topics in American Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme, or body of work in American literature.

ENGL 491 Early American Literature (3 Credit Hours)
This course examines Hispanic, native American, Puritan, colonial, and early nationalist literature in the United States, and explores its American and European backgrounds.

ENGL 492 American Romanticism (3 Credit Hours)
The course includes selected studies in Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others.

ENGL 493 American Realism (3 Credit Hours)
The course features selected studies in American realism, tracing its origins and development as a national literary movement, and reviewing its regional variations and sub-genres, with special attention to Twain, Howells, and James.

ENGL 494 American Literature Since 1914 (3 Credit Hours)
The course is composed of selected studies in representative American writers of poetry, fiction, drama, and prose in the twentieth century.

ENGL 495 Latino/a Literature (3 Credit Hours)
Pre-requisites: Graduate standing and consent of the GPD in English
Latino/a literature has become an important focus in American literary studies because of its unique relation to questions of language, cultural hybridity, and borders. This course takes an interdisciplinary approach to Latino/a fiction, poetry, and drama, including analysis of Latino/a genres like corridos, testimonios, and teatro campesino. Topics include identity politics, transnationalism, cultural traditions and literary forms, textual recovery, gender and sexuality, and (im)migration.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in Latino/a Literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 496 African American Literature (3 Credit Hours)
This course focuses on African-American literature over a range of periods and genres including 19th-century slave narratives (Douglass, Jacobs), the fiction and poetry of the Harlem Renaissance (Hurston, Hughes, McKay) and contemporary literature (Ellison, Shange, Morrison).

ENGL 500 Capstone Seminar (3 Credit Hours)
Pre-requisites: 18 credit hours in 400-level courses; GPA of 3 or above
This capstone seminar provides a sustained, semester-long experience of research and writing on a topic in literary studies. A statement of topic is due on the first day of class. Research and writing are supported by scaffolded assignments, peer community, and a syllabus of shared readings drawn from practical guidebooks and exemplars of literary criticism, theory, and scholarship. Students develop an original article-length research paper suitable for submission to a journal in the field of literary studies.
Outcomes:
Assess and intervene in existing scholarly discourses in the field, by developing an\\noriginal article-length research paper suitable for submission to a journal in the field of\\nliterary studies; Write effectively about texts in English, by supporting an interpretative argument with\ \nclose reading

ENGL 501 Directed Readings (3 Credit Hours)
An independent study course supervised by a faculty member with the approval of the program director. Readings are initiated by the student.

ENGL 502 Independent Study-Doctoral Qualification (3 Credit Hours)
The course is composed of special readings in the field of the student's specialization under the supervision of a faculty member with the approval of the chair. Normally the director will be the professor with whom the student plans to write the dissertation. The written outcome of the course will be a draft of a proposal for the dissertation. The course is graded on a credit/no-credit basis.

ENGL 540 Newberry Seminar (3 Credit Hours)
Special topics in literary study offered by the Newberry Library.

ENGL 595 Thesis Supervision (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 600 Dissertation Supervision (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

ENGL 605 Master's Study (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 610 Doctoral Study (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

English (MA)

The MA in English offers broad training in a variety of historical eras and cultural traditions, from the Medieval period to the contemporary moment. There are also opportunities for students interested in the digital humanities, critical theory, and writing pedagogy.

The English (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Digital Media and Storytelling (MComm) (p. 1303)
- Philosophy (MA) (p. 1235)

Doctoral

- English (PhD) (p. 1203)

Curriculum

Program Requirements

The Master of Arts in English requires 30 semester hours of coursework. The program is designed so that a full-time student can complete these requirements in a year and a half of study.

Besides the traditional Master's program, the English (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Courses

Code	Title	Hours
ENGL 400	Intro to Graduate Study	3
Select Three (3) Courses in Literary Studies Courses (p. 1201)		9
At least one course must be in literature before 1800, and one in literature after 1800.		
Select One Course in Critical Theory		3
ENGL 406	History of the English Language	
ENGL 410	Contemporary Literary Criticism	
ENGL 419	Contemporary Issues in Literature and Culture	
ENGL 420	Topics in Critical Theory	
ENGL 422	Postcolonial Theory	
ENGL 423	Marxist Literary Theory	
ENGL 426	Feminist Theory and Criticism	
ENGL 427	Dramatic Theory	
Select One Course in Textual Studies or Digital Humanities		3
ENGL 412	History of the Book to 1800	
ENGL 413	Textual Criticism	
ENGL 415	Media and Culture	
Select Three 400-Level ENGL Elective Courses [1]		9
ENGL 500	Capstone Seminar	3
Total Hours		**30**

[1] Course descriptions for 400 level English courses can be found here (p. 1198). For students interested in taking an elective outside of the English Department, please contact the Graduate Program Director.

Literary Studies Courses

Code	Title	Hours
ENGL 428	Postmodernism	3
ENGL 430	Topics in Literature Studies	3
ENGL 433	Seminar in Individual Authors	3
ENGL 436	Women Writers in English	3
ENGL 437	Topics in Drama	3
ENGL 440	Topics in Medieval Literature	3
ENGL 441	Old English Language & Literature	3
ENGL 443	Middle English Literature	3
ENGL 444	Medieval Drama	3
ENGL 447	Chaucer	3
ENGL 450	Topics in Early Modern Literature & Culture	3
ENGL 455	Shakespeare	3
ENGL 456	Early Modern Drama	3
ENGL 457	Seventeenth-Century Literature	3
ENGL 458	Milton	3
ENGL 460	Topics in Restoration & 18th Century Literature	3
ENGL 470	Topics in Romanticism	3
ENGL 471	Poetry of Romantic Period	3
ENGL 475	Topics in Victorian Literature	3
ENGL 476	Victorian Poetry	3
ENGL 477	Victorian Prose	3
ENGL 478	Victorian Novel	3
ENGL 480	Topics in Modernism	3
ENGL 481	Modern Poetry	3
ENGL 482	Modern Drama	3
ENGL 483	Modern Novel	3
ENGL 484	Literature and Culture of the Jazz Age	3
ENGL 485	Contemporary Literature	3
ENGL 487	Postcolonial Literature	3
ENGL 488	20th Century Literature in English	3
ENGL 489	Magic Realism	3
ENGL 490	Topics in American Literature	3
ENGL 491	Early American Literature	3
ENGL 492	American Romanticism	3
ENGL 493	American Realism	3
ENGL 494	American Literature Since 1914	3
ENGL 495	Latino/a Literature	3
ENGL 496	African American Literature	3

Part-time students must complete all requirements for the degree within four years.

If you are required to take certain undergraduate courses as a condition of admission, they have priority over all other program requirements. Undergraduate courses cannot be applied to the MA.

Suggested Sequence of Courses

Traditional Master's Program

Students are required to take ENGL 400 Intro to Graduate Study in their first semester. The MA is designed to be flexible, engaging students with literature from diverse historical, national, and global traditions, but with no set sequence of courses. Students choose courses after consulting with the Graduate Program Director for further guidance on how best to progress with their studies.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Students admitted to the AMP are required to take ENGL 400 in their first semester. They may then take up to three (3) 400-Level English courses in the senior year. The remainder of credits will be taken in the Master's year. Students choose courses after consulting with the Graduate Program Director for further guidance on how best to progress with their studies.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA program students will be able to:

- Write effectively about a broad range of texts in English using effective compositional and rhetorical techniques.
- Assess and intervene in existing scholarly discourses in the field as a literary critic.
- Distinguish and interpret diverse experiences across various social formations (race, class, gender, sexuality, ability, etc.) as registered in literary works.
- Evaluate and apply the principles of a range of critical and textual theories, including those emerging from communities that have been historically underrepresented, in order to produce a sustained analysis of literary works.

English (PhD)

The PhD in English offers in-depth training in a variety of historical eras and cultural traditions, from the Medieval period to the contemporary moment. Students choose an area of specialization – Early Modern, Nineteenth-Century, or Modern – but also take courses in other areas. We offer many opportunities for students interested in getting involved in the digital humanities as well as other kinds of content, like archival studies, public humanities, and initiatives for exploring new futures in the humanities.

Related Programs

Master's

- Digital Humanities (MA) (p. 1195)
- English (MA) (p. 1201)

Curriculum

The PhD requires a total of 60 credit hours of coursework, a qualifying written and oral examination, and a dissertation. According to Graduate School regulations, work on the PhD must be completed eight years from the time you have begun coursework applicable to the degree; if you entered with an MA, you will have six years from the time of beginning course work for the PhD.

Required Coursework

Code	Title	Hours
Required Courses		**9**
ENGL 400	Intro to Graduate Study	
ENGL 402	Teaching College Composition	
ENGL 502	Independent Study-Doctoral Qualification	
Select two of the following: [1]		**6**
Textual Studies Courses		
ENGL 412	History of the Book to 1800	
ENGL 413	Textual Criticism	
ENGL 415	Media and Culture	
Critical Theory Courses (at least one)		
ENGL 410	Contemporary Literary Criticism	
ENGL 420	Topics in Critical Theory	
ENGL 422	Postcolonial Theory	
ENGL 423	Marxist Literary Theory	
ENGL 426	Feminist Theory and Criticism	
ENGL 427	Dramatic Theory	
Field-Specific Requirements		**24**
Students choose one of three specialized fields: Medieval and Renaissance Literature; Nineteenth-Century Studies; or Modern Literature and Culture. Students take six (6) courses in their chosen and 1 course each from the other two specializations, eight (8) courses total.		
Electives		
Seven (7) ENGL 400-Level or Higher Electives		21
Total Hours		**60**

[1] At least one course must be in critical theory. Students should confer with Graduate Program Director when selecting courses to ensure that they are the best fit for their course of study.

Field-Specific Requirements

Doctoral students in English who have completed the MA degree will enter one of the following three specialized fields and must meet the course requirements defined for that specialization. Students will be free to change their field at any time, provided that they are able to fulfill the course requirements for the new field. Students may choose to specialize in Medieval and Renaissance Literature, Nineteenth-Century Studies, or Modern Literature and Culture. Students will complete at least six (6) courses in their specialization, at least one (1) course in each of the other two specializations, and seven (7) 400-level elective courses of their choosing. ***Note that several of these requirements will be partly or wholly fulfilled by all students as a part of their MA study.***

If a student has been required to take certain undergraduate courses as a condition of admission, those courses have priority over all other program requirements. Undergraduate courses cannot be counted towards the PhD degree requirements.

Medieval and Renaissance Literature Courses

Code	Title	Hours
ENGL 440	Topics in Medieval Literature	3
ENGL 441	Old English Language & Literature	3
ENGL 443	Middle English Literature	3
ENGL 444	Medieval Drama	3
ENGL 447	Chaucer	3
ENGL 450	Topics in Early Modern Literature & Culture	3
ENGL 455	Shakespeare	3
ENGL 456	Early Modern Drama	3
ENGL 457	Seventeenth-Century Literature	3
ENGL 458	Milton	3

Nineteenth-Century Studies Courses

Code	Title	Hours
ENGL 460	Topics in Restoration & 18th Century Literature	3
ENGL 466		3
ENGL 470	Topics in Romanticism	3
ENGL 471	Poetry of Romantic Period	3
ENGL 475	Topics in Victorian Literature	3
ENGL 476	Victorian Poetry	3
ENGL 477	Victorian Prose	3
ENGL 478	Victorian Novel	3
ENGL 490	Topics in American Literature	3
ENGL 491	Early American Literature	3
ENGL 492	American Romanticism	3
ENGL 493	American Realism	3

Modern Literature and Culture Courses

Code	Title	Hours
ENGL 480	Topics in Modernism	3
ENGL 481	Modern Poetry	3
ENGL 482	Modern Drama	3
ENGL 483	Modern Novel	3
ENGL 484	Literature and Culture of the Jazz Age	3
ENGL 485	Contemporary Literature	3
ENGL 487	Postcolonial Literature	3
ENGL 488	20th Century Literature in English	3
ENGL 489	Magic Realism	3
ENGL 494	American Literature Since 1914	3
ENGL 495	Latino/a Literature	3
ENGL 496	African American Literature	3

Optional Specialization in Digital Humanities

Ph.D. students may obtain a specialization in Digital Humanities. To obtain this specialization students take one foundational course, followed by two electives. Note that COMP 400A or equivalent is a prerequisite for certain electives.

Code	Title	Hours
Required Foundational Course [1]		
Select one of the following:		3
COMP 400A	Object-Oriented Programming	
COMP 400D	Computing Tools and Techniques	
DIGH 400	Introduction to Digital Humanities Research	
DIGH 402	Digital Humanities Design	
Electives [2]		
Select two of the following:		6
COMP 400B	Data Structures I	
COMP 400C	Data Structures II	
COMP 401	Computer Security	
COMP 412	Open Source Computing	
COMP 417	Social and Ethical Issues in Computing	
COMP 436	Markup Languages	
COMP 441	Human-Computer Interaction	
COMP 477	IT Project Management	
COMP 502	Structure of Research Management and Funding	
COMP 503	Technology Entrepreneurship	
DIGH 401	Introduction to Computing	
DIGH 403	Introduction to Web Application Development	
DIGH 500	Digital Humanities Practicum	
ENGL 413	Textual Criticism	
ENGL 415	Media and Culture	
Total Hours		**9**

1. Students are allowed to take any course from this list as an elective if not being used to meet this requirement.
2. Other 400-level courses may count toward the specialization with approval of the Director of Graduate Programs.

Research Tool

Ph.D.-level research in literary studies presupposes skills (or 'research tools') not taught in ordinary graduate-level coursework in a Department of English. In view of the multilingual character of humanist study, scholars of literature must often read text in a language other than their principal one. For these reasons, as fulfillment of the discipline's research tool, Ph.D. students in the Department of English are required to demonstrate reading proficiency in a language other than English. This may be done by (a) passing a translation examination or (b) receiving a grade of B or higher in a graduate-level course in a language other than English. Exams and coursework at other institutions will usually be accepted, subject to review by the Director of Graduate Programs. Under special circumstances priority may be given to another research tool: for instance, a computer language, statistical analysis, or protocols for research with human subjects. Students are encouraged to discuss completion of this requirement with the Director of Graduate Programs soon after entering the program.

PhD Qualifying Examination

The PhD examination has a written component and an oral component. The written component consists of three three-hour essays. Each essay covers a field articulated by the student in consultation with their examining committee and the director of graduate programs. There are two basic kinds of field:

- An area of literary theory or research methods
- Literature of a historical period

The second type of field may be narrowed further, for instance to a particular genre, tradition, or region. Most students devise one field of the first type and two of the second. Other configurations are possible with approval of the graduate programs director.

Field descriptions and reading lists are worked out by the student in consultation with their examining committee and must be approved by examiners and by the graduate programs director. Field statements are due one month prior to the exam date.

The oral component is a two-hour oral examination, based on but not limited to the writing produced in the written component.

Candidacy and Defense

Students advance to doctoral candidacy when they have fulfilled all required courses and the research tool requirement, passed the Ph.D.

qualifying examination, established a dissertation committee, and produced an approved dissertation proposal.

Readers' copies of the completed dissertation are due to the dissertation committee one month prior to the final public presentation and defense.

Suggested Sequence of Courses

Students should consult the Graduate Program Director (GPD) to outline course selection and academic objectives. Students take ENGL 400 Intro to Graduate Study during their first Fall semester and ENGL 402 Teaching College Composition in their second Fall semester unless waived by the GPD for students entering with an M.A. With the guidance of the GPD, students will complete the remainder of their 400-level coursework in Critical Theory, Textual Studies, Field-Specific Requirements, and Electives based on offerings. ENGL 502 Independent Study-Doctoral Qualification should be taken at the end of the student's 400-level coursework, before starting ENGL 610 Doctoral Study and ENGL 600 Dissertation Supervision.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the PhD program students will be able to:

- Write effectively about a broad range of texts in English using effective compositional and rhetorical techniques.
- Assess and intervene in existing scholarly discourses in the field as a literary critic.
- Distinguish and interpret diverse experiences across various social formations (race, class, gender, sexuality, ability, etc.) as registered in literary works.
- Evaluate and apply the principles of a range of critical and textual theories, including those emerging from communities that have been historically underrepresented, in order to produce a sustained analysis of literary works.
- Define, distinguish, and evaluate three fields of study in literature as defined by historical period, genre, critical theory, and/or single author.
- Employ significant developments and emergent trends in pedagogical theories, methods, and materials to teach college-level composition and literature effectively.
- Use a variety of research methods (e.g., close reading, textual criticism, linguistic analysis, archival, biographical, etc.) and interpret the findings in order to produce a sustained analysis of one or more literary works.
- Defend scholarly interpretations and interventions at a professional level, leading to internal and external conference presentations, publication, fellowships, grants, and academic employment.

History

Graduate Study in History

The Department of History supports graduate study in Public History and US Social and Cultural History with a focus on the 19th and 20th centuries. Faculty strengths in this area include urban history, digital history, the built environment, labor, the history of sexuality, the history of women and gender, the history of political economy, and the history of popular culture and entertainment.

Led by a diverse and nationally-acclaimed faculty, our curriculum is designed to develop a deep understanding of the human past and to provide students with insight into the world in which they live through a perspective of time and change. Loyola History graduate students also have excellent opportunities for learning and exploration outside of the classroom.

Infused by our Jesuit mission, we support study that deepens our understanding of the human condition, reflects a shared commitment to a just and humane society, and puts knowledge to work in the world.

Graduate Programs

- History (MA) (p. 1208)
- History (PhD) (p. 1211)
- Public History (MA) (p. 1215)
- Public History Program with Dominican University (MA/MLIS) (p. 1216)

History (HIST)

HIST 400 Contemporary Approaches to History (3 Credit Hours)
The course focuses on twentieth-century historical writing, emphasizing changing interpretive paradigms and innovative methodologies, and will introduce students to the range of topics and influences that now shape the discipline.
Outcomes:
Students will demonstrate their ability to analyze historical interpretations, while honing their skills in writing and oral presentation

HIST 403 Professional Lives of Historians (3 Credit Hours)
This course explores pedagogical, professional, and ethical issues of importance to historians. We will examine the many identities of historians and the relationship between training in history and career pathways. Students will explore the history of the historical profession, approaches to teaching history, ethical issues in history as well as the diverse pathways available to those with training in history. Each student will complete a pedagogical activity, a career exploration report, and a professionalizing project. Required of all first year PhD students. Open to all other students as an elective.
Outcomes:
Recognize the application of historical training in many arenas; Understand the ethical challenges facing historians

HIST 410 Topics (3 Credit Hours)
Topics vary as this course allows for the offering of specialized topics designed to enhance the graduate curriculum. Students will be demonstrate knowledge of the key features of the topic, analyze and debate the various historical themes concerning it, and complete a historiographical or research paper related to the theme of the class.

HIST 441 Women's & Gender History: Europe (3 Credit Hours)
This course provides an introduction to the major themes and scholarship in women's and gender history. It examines a variety of debates about and methodological approaches to the historical construction of gender, ranging from histories of the body and sexuality to analyses of culture, politics, and the economy. It explores how gender identities were produced and contested at specific historical moments and in different locations.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST441/WOST441/WSGS441

HIST 442 Women's & Gender History: U.S.A. (3 Credit Hours)
The course explores the literature on women and gender in US history with attention to theoretical issues, a broad chronological scope, and cultural diversity. Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history while honing their skills in writing and oral presentation.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST442/WOST442/WSGS442
Outcomes:
Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history, while honing their skills in writing and oral presentation

HIST 450 Nineteenth Century America (3 Credit Hours)
This course focuses on major historiographical questions reflecting the diversity of inquiry in the field of nineteenth century U.S. history. Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century. Students learn to critique recent historical literature through discussion and reflective essays.
Outcomes:
Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century; Students learn to critique recent historical literature through discussion and reflective essays

HIST 459 Environmental History (3 Credit Hours)
Environmental history expands the customary framework of historical inquiry, incorporating such actors as animals, diseases, and climate alongside more familiar human institutions and creations. This course will expose students to the major concepts, tools, and sources in the field. It will equip students to describe major changes in approaches to environmental history. It will prepare students to write, teach, and develop research projects on environmental history.
Outcomes:
1) Exposure to the major concepts, tools, & sources in the field; 2) Ability to describe major changes in approaches to environmental history

HIST 460 Urban America (3 Credit Hours)
This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities, and especially Chicago, have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. This colloquium will provide a historiographical introduction to the major questions and issues in the culture and social life of American cities.

HIST 461 Twentieth Century America (3 Credit Hours)
Reading and discussion seminar. Students will read monographs and articles in 20th century U.S. history, including social, cultural, intellectual, and other approaches. The final assignment will be a long historiographic paper.

HIST 464 Transnational Urban History (3 Credit Hours)
This class exposes students to the history of cities across a broad spectrum of time and place. The level of analysis is both more global and more local than traditional narratives of the nation state. This course explores the recurring challenges and possibilities of urban life and urban governance across cultures and time. An emphasis on reading and writing will help students develop the skills of critical analysis. Restricted to Graduate Students.
Outcomes:
Appreciation for the recurring challenges and possibilities of urban life and urban governance across cultures and time; An emphasis on reading and writing will help students develop the skills of critical analysis

HIST 479 Public History Media (3 Credit Hours)
An introduction to the field of digital humanities and public media. Through a series of assignments and in-class labs centered around common Digital Humanities tools and platforms, the class will explore current and historical conversations in digital humanities and new media and address theoretical and practical problems involved in digital humanities-based methods and methodology. The final product of each assignment will be a collaborative digital public humanities project.
Outcomes:
Possess an introductory technical knowledge of digital tools or methods; Ability to apply technical knowledge about digital history tools to historical questions; Familiarity with managing and creating a team-based digital humanities project

HIST 480 Public History: Method & Theory (3 Credit Hours)
This course explores the field of public history with special emphasis on the theoretical and methodological challenges faced when preserving or presenting history outside of a formal classroom environment. Also under consideration will be the professional and ethical responsibilities of the historian both inside and outside of the university setting. Students will be able to understand the theoretical and methodological issues of importance to the field of public history, reflect upon ethical issues involved in the collection, curation, and presentation of history, and participate in applied projects drawing upon public history methodologies and presentation modes.

HIST 481 Management of Historic Resources (3 Credit Hours)
This class is an introduction to historic preservation. The class will review the way public historians work to protect the material culture of the built environment on a local, state, and national level. The class will consist of lectures on aspects of historic preservation, the discussion of weekly readings, and the execution of a preservation project. The project will be to prepare a National Register of Historic Places nomination on a single property or historic district.
Outcomes:
Understand the types of practice that characterizes the field of historic preservation; Understand current emerging issues in historic preservation from an ethical perspective; Experience carrying out the role of the public historian in historic preservation, ability to identify and explain the cultural value of what should be preserved

HIST 482 Archives and Record Management (3 Credit Hours)
This course introduces basic archival theory and methodology. Particular emphasis will be placed on ethics, best practices, and the relationship of archives to allied fields.
Outcomes:
Communicate what archives are and the basic tenants of the profession to a lay audience; Apply archival terminology and concepts to real world scenarios; Identify opportunities in the archival field that are appropriate for their career goals and level of experience; Apply the basics of collection care principles to any given collection at an institution; Understand the components of arrangement and description

HIST 483 Oral History: Method and Practice (3 Credit Hours)
This course will give students a basic understanding of oral history by asking several questions of the discipline, including: What exactly is oral history and what sets it apart from other historical research methodologies? What are the ethical issues involved in undertaking oral history? How does one conduct, record, and archive an interview? What steps are necessary in constructing an oral history project? What are the merits of the various products that can be derived from oral history in both texts and multimedia? In addition to reading oral historical texts and theory, students will conduct at least two interviews and participate in an ongoing oral history project. Students will learn how to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition.
Outcomes:
Ability to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition

HIST 484 Material Culture (3 Credit Hours)
This class is restricted to Graduate students. This course is an introduction to approaches to the study of American material culture in its many forms, including decorative arts and mass-produced consumer objects; urban form, vernacular architecture, commemorative landscapes; the body and dress; foodways; and the material culture of childhood. The course will consider the ways scholars use material culture to "do" history, with an emphasis on artifacts as evidence.
Outcomes:
1) Students will understand the theory and practice of material culture study; 2) Students will gain experience in artifactural analysis; 3) Students will research and interpret material culture

HIST 487 Public History: Museums (3 Credit Hours)
This course introduces graduate students to issues involved in the management of history museums while considering many questions about the role and function of museums in American society. What does it mean to say that museums serve the public? How can museums become more diverse, equitable, accessible, and inclusive institutions? How do museums tell stories and who gets to decide what stories to tell? How and why do museums collect, care for, and display some objects and not others? Why do people visit museums, what do they experience there, and what do those visits mean to them? What does "success" look like and how does one measure it? What financial, administrative, and ethical issues do museums face? How can museums critically address today's complex political, cultural, and social realities?
Outcomes:
Possess introductory knowledge of the issues involved in the management and operation of history museums; Understand the historic and current role and function of museums in American society; Familiarity with various aspects of museum practice through hands-on activities and project-based coursework

HIST 496 Race, Violence & Memory (3 Credit Hours)
Pre-requisites: Graduate Student status
In the last generation, historians, literary scholars, and other humanists have intensified the study of historical memory and commemoration, even as public demonstrations, debates, and legislation over historical markers and monuments have proliferated. This course examines the ways that Americans have remembered, forgotten, and argued over violent episodes that have played important roles in their history. We will examine three aspects of historical memory: how individuals, institutions, and movements created and silenced historical memories; how these memories were embodied in the commemorative landscape; and how memories and public landscapes have changed over time.
Outcomes:
The course¿s primary goals are provide students with an understanding of these changing historical memories and the tools to incorporate them into the their future professional lives

HIST 498 Dissertation Research (3 Credit Hours)
Students register for this course once they begin work on their dissertation and have not yet completed the sixty hours required for the PhD degree. If necessary, this course can be taken up to three times.

HIST 499 Directed Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest. There is a form that must be completed and submitted prior to course registration. There are limits on how many of these can be taken over the course of a student's career: MA (2 times) and PhD (3 times).

HIST 510 Research Seminar - Special Topics (3 Credit Hours)
Research seminar using primary sources in cultural, social, technological, intellectual, and institutional history. Topics vary according to the interest of the instructor. Students will learn how to local and analyze archival material to develop an original article-length research paper. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 555 US Social & Intellectual History (3 Credit Hours)
Research seminar that focuses on different topics relating to the social and intellectual history of the United States. Students learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 558 Studies in American Cultural History (3 Credit Hours)
Research seminar focused on primary sources in American cultural history. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 561 Seminar-Gender & Women's History (3 Credit Hours)
This seminar focuses on the use of gender as a category of analysis in history and is particularly appropriate for those who have taken courses in Women's and Gender History or Women's Studies. Students will produce a research paper; they may choose any topic relevant to issues of gender or women for any time period or society, as long as adequate primary sources are available.

HIST 581 Practicum in Public History (3 Credit Hours)
Pre-requisites: HIST 480
Practicums provide students with specific exposure to an aspect of the practice of public history. Practicums are undertaken either under the direct supervision of Loyola faculty or the joint supervision of a Loyola faculty member and a cooperating off-campus supervisor.
Outcomes:
Strengthen skills used in the classroom, including teamwork and reflective practice in praxis situations; Gain experience in communication, collaboration, and intellectual self-confidence; Possess the opportunity to produce a public history work product; Broaden the public history toolkit

HIST 582 Public History Internship (1-3 Credit Hours)
The internship will provide an extended practical experience in the field of public history. Internships are tailored to fit the needs of the individual student and the needs of the off-campus agency involved. As part of their program, all public history students must undertake an internship either doing public history in the private sector or with a public agency. The internship is available during any semester and its timing is related to an individual student's progress in the program. This is a variable credit course. Students in the MA Public History program take a 1-hour internship (50 hours minimum). Students in the PhD program, the MA Program or the dual MAPH/MILS Program take a 3-hour internship (150 hours).
Outcomes:
Enhanced skills learned via program coursework, including teamwork and reflective practice, in praxis situations; Ability to synthesize out-of-classroom and in-classroom learning through practice; Ability to synthesize out-of-classroom learning through reflection; Possess the opportunity to produce a work product appropriate to their particular internship

HIST 584 U.S. Local History (3 Credit Hours)
Research Seminar that explores the nature and practice of local history and explores various methods and approaches central to local history research. This course will introduce students to the literature on local history, acquaint them with the methodology critical to local history research, and have them conduct original research on a local history topic.
Outcomes:
This course has three objectives: 1. to introduce students to the literature on local history; 2. to acquaint students with the methodology critical to local history research, 3. to conduct original research on a local history topic

HIST 585 Career Diversity Internship (3 Credit Hours)
An elective course that allows PhD and MA students explore a career pathway and have the opportunity to see how the skills gained in History can be applied to diverse career settings. Students will gain an exposure to a non-academic career, develop new skills, and gain experience is communication, collaboration, and intellectual self-confidence.
Outcomes:
Exposure to a non-academic career; development of new skills; gain experience in communication, collaboration, & intellectual self-confidence

HIST 598 Dissertation Proposal Seminar (3 Credit Hours)
Students work closely with an advisor to prepare their dissertation proposal.

HIST 599 Directed Primary Research (3 Credit Hours)
Students work under the direction of an advisor on a specific research project and produce a Master's Essay in lieu of the seminar requirement. There is a form that must be completed and submitted prior to course registration.

HIST 600 Dissertation Supervision (1 Credit Hour)
Students take this course once they complete all requirements for the PhD except the dissertation. The purpose of this course is to maintain active enrollment in the Graduate School during the fall and spring semesters. No credit hours are associated with this course and students receive a grade of CR.

HIST 605 Master's Study (1 Credit Hour)
Students register for 605 to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

HIST 610 Doctoral Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

History (MA)

The M.A. in History prepares students to become insightful and skilled research scholars, ready for PhD programs in History or a broad range of careers in cultural, academic, policy, or business settings.

The History (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Academic Areas of Focus

The History MA program focuses on 19th- and 20th-Century American History, with specific strengths in Social, Cultural, and Urban History. Faculty strengths in American history also include the built environment, labor, the history of sexuality, the history of women and gender, the history of political economy, and the history of popular culture and entertainment. Students in the MA program are required to select a major field in United States history. In addition, they will choose a minor field in Public, Medieval, Modern Europe or Gender and Women's history. Thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director. Students may also select a minor field from another discipline with the approval of the Graduate Program Director. Students wishing to pursue a minor field in public history must meet with the Public History Program Director and formally declare their intention to do so.

Related Programs

Master's

- Public History (MA) (p. 1215)

Doctoral

- History (PhD) (p. 1211)

Combined

- Public History Program with Dominican University (MA/MLIS) (p. 1216)

Curriculum

The Master of Arts program requires 30 credit hours, a comprehensive exam, and a research tool. This degree may be completed en route to the PhD with agreement of the Graduate Program Director.

Besides the traditional Master's program, the History (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
HIST 400	Contemporary Approaches to History	3
Three Major Field Courses		*9*
HIST 450	Nineteenth Century America	
HIST 461	Twentieth Century America	
One 400-level course [1]		
Two 500-level Research Seminars (one in major field) or one Research Seminar and HIST 599 Directed Research. One of the research seminars can be in the minor field.		*6*
History Minor Field (p. 1209) *Courses (3)*		*9*
All minor field courses are HIST 400-level courses.		
One HIST 400-Level Elective [1]		*3*
Total Hours		**30**

[1] All History 400-level courses can be found here (p. 1205).

Major and Minor Field

Students in the MA program have a major field in 19th and 20th Century United States History. They will choose a minor field in Public, Medieval, Modern Europe, or Gender and Women's History. The courses listed below are possible options as any actual minor field coursework will be developed with the Graduate Program Director. Thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director. Students may also select a minor field from another discipline with the approval of the Graduate Program Director. Students wishing to pursue a minor field in public history must meet with the Public History Program Director and formally declare their intention to use public history to do so.

Public History Minor Field Courses

Code	Title	Hours
HIST 479	Public History Media	3
HIST 480	Public History: Method & Theory	3
HIST 483	Oral History: Method and Practice	3

Medieval History Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 499	Directed Study	3
HIST 499	Directed Study	3

Modern Europe Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 464	Transnational Urban History	3
HIST 499	Directed Study	3

Gender and Women's History Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 442	Women's & Gender History: U.S.A.	3
WSGS 401	History of Feminist Thought	3

Research Tool

All master's level students must demonstrate competence in a research skill (oral history, public history media, or a reading knowledge of a foreign language, for example) appropriate to their major field. They are expected to master this skill before advancing beyond 18 credit hours. Coursework taken to master a language or for oral history and public history media if used for a research tool does not apply toward graduation.

Comprehensive Field Examinations

Toward the end of their graduate program, students must pass a take-home written examination in the major field. The student will produce two 10–15 page historiographical essays based on a reading list developed in conjunction with a two-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have one week to complete the exam, which will be evaluated by the student's examination committee. In addition, students satisfy the examination requirements in the minor field through earning nine credit hours with at least a B (3.0) average.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 450	Nineteenth Century America	3
HIST 400-level course		3
	Hours	**9**
Spring		
HIST 461	Twentieth Century America	3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Year 2		
Fall		
HIST 400-level course		3

HIST 400-level course		3
	Hours	**6**
Spring		
HIST 400-level course		3
HIST 500-level course		3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 400-Level Elective [1]		3
	Hours	**6**
Spring		
HIST 400-Level Elective [1]		3
HIST 400-Level Elective [1]		3
	Hours	**6**
Master's		
Fall		
HIST 450	Nineteenth Century America	3
HIST 400-Level Elective		3
HIST 400-Level Elective		3
	Hours	**9**
Spring		
HIST 461	Twentieth Century America	3
HIST 500-Level Elective		3
HIST 500-Level Elective		3
	Hours	**9**
	Total Hours	**30**

[1] Students can choose from the following History 400-Level courses: HIST 410 Topics, HIST 441 Women's & Gender History: Europe, HIST 442 Women's & Gender History: U.S.A., HIST 450 Nineteenth Century America, HIST 459 Environmental History, HIST 460 Urban America, HIST 461 Twentieth Century America, HIST 464 Transnational Urban History, HIST 484 Material Culture, or HIST 496 Race, Violence & Memory. Students should work with the Graduate Program Director when selecting electives.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review

the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Master of Arts in History, graduates will be able to:

- Apply the necessary skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity of context and biases of primary and secondary sources.
- Identify and criticize interpretive paradigms and methodologies relevant to historical scholarship and the historical profession.

History (PhD)

The Department of History supports graduate study in Public History and US Social and Cultural History with a focus on the 19th and 20th centuries. Faculty strengths in this area include urban history, digital history, the built environment, labor, the history of sexuality, the history of women and gender, the history of political economy, and the history of popular culture and entertainment. We offer a PhD in American History and a PhD in Public History/American HIstory. History doctoral students work closely with faculty in and out of the classroom as they train to become academic historians, public historians, teachers, archivists, museum professionals, and researchers as well as possess sufficient preparation to pursue other career pathways.

Related Programs

Master's

- History (MA) (p. 1208)
- Public History (MA) (p. 1215)

Combined

- Public History Program with Dominican University (MA/MLIS) (p. 1216)

Curriculum

PhD in History Course Requirements

The PhD Program is an in-person program that culminates in a Doctor of Philosophy (PhD) degree. There are two pathways for the PhD Program: PhD in American History and PhD in Public History/American History. Each requires 60 credit hours of coursework, demonstrated competency in two research tools, comprehensive examinations, and writing and defense of a dissertation.

All PhD students must successfully complete UNIV 370 (https://catalog.luc.edu/search/?P=UNIV%20370) Responsible Conduct in Research and Scholarship. It is strongly recommended that students complete this two-day training before beginning the second year of their program.

Students who enter the PhD in History after completion of a master's degree in history will have slightly adjusted coursework requirements.

PhD in History - American History Course Requirements

The PhD in 19th- and 20th-Century American History is an in-person program that culminates in the Doctor of Philosophy Degree. The PhD in History requires 60 credit hours of coursework, demonstrated competency in two research tools, comprehensive examinations in major and minor fields, and writing and defense of a dissertation. Students will select a major field in United States history and two minor fields in consultation with the Graduate Program Director.

Code	Title	Hours
HIST 400	Contemporary Approaches to History	3
HIST 403	Professional Lives of Historians	3
HIST 598	Dissertation Proposal Seminar	3
HIST 600	Dissertation Supervision	1
Six Major Field Courses		*18*
HIST 450	Nineteenth Century America	
HIST 461	Twentieth Century America	
Four (4) Additional HIST 400-Level Courses		
Two 500-level Research Seminars or one 500-level Reserach Seminar and HIST 599 Directed Research. One of the Research Seminars must be in the Major Field.		*6*
Three Courses in First (https://catalog.luc.edu/graduate-professional/graduate-school/arts-sciences/history/histminorfield/) [1]		*9*
Three Courses in Second (https://catalog.luc.edu/graduate-professional/graduate-school/arts-sciences/history/histminorfield/) [1]		*9*
Three Directed Studies or Electives		*9*
HIST 400-level course or HIST 499 Directed Study		
Total Hours		**61**

[1] In consultation with their advisor, students will select two minor fields. Each minor field consists of three courses. Students coming in with a M.A. will select one minor field in which they must complete at least three courses. This field must be distinct from the major field and from

fields taken at the Master's level. Students entering with a B.A. must complete **two** minor fields.

- Minor fields include areas of geographic or topical foci such as Gender and Women's History, Modern Europe, and Public History.
- Other thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director.
- Students may also select a minor field from another discipline with the approval of the Graduate Program Director.
- Students wishing to pursue a minor field in public history must meet with the Public History Program Director to formally declare public history as their minor field and indicate their plans for fulfilling the minor.

PhD in History - Public History/American History Course Requirements

The PhD in Public History/American History requires 60 credit hours of coursework, demonstrated competency in two research tools, comprehensive examinations in both Public History and American History major fields, a Public History Portfolio, and writing and defense of a dissertation. Public History/American History PhD students have two major fields in Public History and American History, thus they do not have any minor field requirements.

Building on Loyola's already strong Master's public history program, this 60-hour in-person degree program provides the opportunity for students to compete for positions calling for a doctorate, such as teaching public history at the university level, curating or administrating at governmental institutions such as the Smithsonian Institution or the National Park Service, or serving as a principal in a consulting firm. In essence, this program is similar to the standard American history PhD program but requires a double major in Public History and American History instead of a major field in American History and two minor fields. Students will leave Loyola with a firm grounding in American history as well as in the skills and theory of public history and its practice. Loyola is one of the few universities to offer a public history degree at the doctoral level and hopes to continue to attract strong non-traditional students already working in the public history profession as well as students interested in history at the doctoral level.

Code	Title	Hours
HIST 400	Contemporary Approaches to History (if equivalent not taken for Master's program)	3
HIST 403	Professional Lives of Historians	3
HIST 598	Dissertation Proposal Seminar	3
HIST 600	Dissertation Supervision	1
Seven Public History Major Field Courses		*21*
HIST 479	Public History Media	
HIST 480	Public History: Method & Theory	
HIST 481	Management of Historic Resources	
HIST 487	Public History: Museums	
HIST 582	Public History Internship	
Choose two of the following:		
HIST 482	Archives and Record Management	
HIST 483	Oral History: Method and Practice	
HIST 484	Material Culture	
HIST 581	Practicum in Public History	
HIST 584	U.S. Local History	
DIGH 402	Digital Humanities Design	
Other HIST 400-level or 500-level course approved by Public History Program Director		
Seven American History Major Field Courses		*21*
HIST 450	Nineteenth Century America	
HIST 461	Twentieth Century America	
Four (4) Additional HIST 400-Level Courses		
HIST 500-level course		
Three Elective Courses		*9*
All electives must be HIST 400-level courses.		
Total Hours		**61**

Minor Fields

Students in the PhD in American History will choose two minor fields in Public, Medieval, Modern Europe, or Gender and Women's History. The courses listed below are possible options as any actual minor field coursework will be developed with the Graduate Program Director. Thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director. Students may also select a minor field from another discipline with the approval of the Graduate Program Director. Students wishing to pursue a minor field in public history must meet with the Public History Program Director and formally declare their intention to use public history to do so.

Public History Minor Field Courses

Code	Title	Hours
HIST 479	Public History Media	3
HIST 480	Public History: Method & Theory	3
HIST 483	Oral History: Method and Practice	3

Medieval History Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 499	Directed Study	3
HIST 499	Directed Study	3

Modern Europe Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 464	Transnational Urban History	3
HIST 499	Directed Study	3

Gender and Women's History Minor Field Courses

Code	Title	Hours
HIST 441	Women's & Gender History: Europe	3
HIST 442	Women's & Gender History: U.S.	3
WSGS 401	History of Feminist Thought	3

Research Tools

PhD in American History Research Tools

Students must demonstrate competency in two research tools. One tool must be within public history and may include HIST 483 Oral History: Method and Practice or HIST 479 Public History Media. When taken for the research tool requirement, HIST 483 and HIST 479 *cannot* be counted toward the minor field in Public History. In special circumstances, students may petition the Graduate Program Director to substitute

another research tool in place of the public history research tool requirement.

The second research tool requirement may be fulfilled in two ways: a) reading knowledge of a foreign language appropriate to the student's major field or b) mastery of a special skill required by the student's doctoral research. With the approval of the Graduate Program Director, students may demonstrate mastery in one of the following areas: digital humanities, statistics, computer science, GIS, and paleography. Courses taken in these subject areas at Loyola or another academic institution may be used to show mastery of a special skill but require prior approval by the Graduate Program Director.

PhD in Public History/American History Research Tools

Students must demonstrate competency in two research tools. When taken for the research tool requirement, HIST 483 *cannot* be counted toward the major field in Public History. The research tool requirement may also be fulfilled by: a) reading knowledge of a foreign language appropriate to the student's major field or b) mastery of a special skill required by the student's doctoral research. With the approval of the Graduate Program Director, students may demonstrate mastery in one of the following areas: digital humanities, statistics, computer science, GIS, and paleography. Courses taken in these subject areas at Loyola or another academic institution may be used to show mastery of a special skill but require prior approval by the Graduate Program Director.

Comprehensive Examinations

PhD in American History Examinations

Near the end of their graduate coursework, PhD students must pass a take-home written examination and a two-hour oral examination in their major field. For the written examination, the student will produce three 10–15 page historiographical essays based on a reading list developed in conjunction with a three-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have two weeks to complete the exam, which will be evaluated by the committee. The two-hour oral exam will occur within two weeks of completing the written exam.

For the major field examination in **US history**, students will have a field in two chronological areas:19th-Century and 20th-Century US History. They should also choose two thematic areas for the examination. Thematic areas include: Urban, Women/Gender, Sexuality, Indigenous America, Religion, African-Americans/Race, American West, Immigration/Ethnicity, Labor, Environmental, or Legal. Other thematic fields are possible with the approval of all committee members.

Students satisfy **the first** (of two) **minor field** requirements by the successful completion of three courses (nine credit hours) with at least a B (3.0) average.

The second minor field requirement is satisfied one of two ways:

- Passing a take-home written examination in which they will produce two 10–15 page historiographical essays based on a reading list developed in conjunction with a two-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have one week to complete the exam, which will be evaluated by the committee. Those who select a minor field outside of history must successfully pass a comprehensive examination in that discipline.
- The **Public History minor field** examination is a two-hour oral examination before a two-person faculty committee, one of whom must be the Public History Program Director. Students must schedule an exam date during the semester they are finishing their Public History field courses. The Public History Portfolio (see below) is submitted to the faculty committee a minimum of two days prior to the oral exam.
- Students entering the PhD Program with Advanced Standing take only one minor field exam.
- For the minor field examinations in areas **outside of US history** (such as medieval, modern Europe and other thematic fields with a Transnational Urban focus), students should work closely with their committee members to create reading lists with a broad chronological sweep and a set number of thematic areas.

PhD in Public History/American History Examinations and Portfolio

Near the end of their graduate coursework, PhD students in the Public History/American History Program must take two series of comprehensive exams, one for each major field.

For the **American History major field**, taken near the end of their graduate coursework, students complete a take-home written examination and a two-hour oral examination. For the written examination, the student will produce three 10–15 page historiographical essays based on a reading list developed in conjunction with a three-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have two weeks to complete the exam, which will be evaluated by the committee. The two-hour oral exam will occur within two weeks of completing the written exam.

For the **American History major field**, students will have a field in each of two chronological areas: 19th-Century and 20th-Century US History. They should also choose two thematic areas for the examination. Thematic areas include Urban, Women and Gender, Sexuality, Indigenous America, Cultural, African Americans and Race, American West and Borderlands, Immigration and Ethnicity, Labor, Environmental, or Legal. Other thematic fields are possible with the approval of all committee members.

The **Public History major field** examination is a two-hour oral examination before a two-person faculty committee, one of whom must be the Public History Program Director. Students must schedule an exam date during the semester they are finishing their Public History field courses. The Public History Portfolio (see below) is submitted to the faculty committee a minimum of two days prior to oral exam.

PUBLIC HISTORY PORTFOLIO REQUIREMENT

The portfolio, which represents the capstone of the Public History major field, documents the achievements of PhD students and thereby identifies their strengths, weaknesses and abilities as public historians. Students begin compiling their portfolio during the first semester in the program. The final version will be submitted to the public history examination committee a minimum of two days prior to the oral exam.

Dissertation

Students will develop a dissertation field within their major field. For students in the Public History/American History program, their dissertation will be in their American history major field, although it can have a Public History focus. This field must be designated before students conclude their required coursework (typically not more than 18 credits beyond the MA, and at the end of the first year of the doctoral program). They will present a dissertation topic and proposal

to their major advisor for review and approval when they take HIST 598 Dissertation Proposal Seminar. Students formalize their proposed committee with approval from the Graduate Program Director and the Graduate School.

Following the successful completion of doctoral examinations and the portfolio requirement, students will make a public presentation of their dissertation proposal to a dissertation committee, which will include the dissertation director and at least two other faculty members acquainted with the research areas of the dissertation. In discussing the proposal, students and members of the committee should work out problems and address questions the committee members may have. Upon successfully completing the dissertation proposal review, students complete the Graduate School dissertation proposal process and submit their proposal, if applicable, to any relevant research compliance bodies (IRB) and to the Graduate School. Following its approval by the Graduate School and the successful completion of all other degree requirements, students are admitted to PhD candidacy.

Once students have advanced to candidacy, they will enroll in HIST 600 Dissertation Supervision each semester to maintain standing with the Graduate School while completing their research and writing the dissertation.

The PhD dissertation must be completed, approved by the designated committee members, and successfully defended orally at a public defense.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for the major. Students should consult the undergraduate program director for assistance with course selection.

PhD in American History Sample Program

Course	Title	Hours
Year 1		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 403	Professional Lives of Historians	3
HIST 450	Nineteenth Century America	3
	Hours	**9**
Spring		
HIST 461	Twentieth Century America	3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Year 2		
Fall		
HIST 400-level course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Spring		
HIST 400-level course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Year 3		
Fall		
HIST 400-level course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Spring		
HIST 400-level course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Year 4		
Fall		
HIST 400-level course		3
HIST 598	Dissertation Proposal Seminar	3
	Hours	**6**
Spring		
HIST 600	Dissertation Supervision	1
	Hours	**1**
Year 5		
Fall		
HIST 600	Dissertation Supervision	1
	Hours	**0**
Spring		
HIST 600	Dissertation Supervision	1
	Hours	**0**
	Total Hours	**61**

PhD in Public History/American History Sample Program

Course	Title	Hours
Year 1		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 403	Professional Lives of Historians	3
HIST 480	Public History: Method & Theory	3
	Hours	**9**
Spring		
HIST 461	Twentieth Century America	3
Public History Course		3
HIST 500-level course		3
	Hours	**9**
Summer		
HIST 582	Public History Internship	3
	Hours	**3**
Year 2		
Fall		
HIST 479	Public History Media	3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**

Spring		
HIST 481	Management of Historic Resources	3
HIST 487	Public History: Museums	3
HIST 400-level course		3
	Hours	**9**
Year 3		
Fall		
Public History Course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Spring		
HIST 400-level course		3
HIST 400-level course		3
HIST 500-level course		3
	Hours	**9**
Year 4		
Fall		
HIST 598	Dissertation Proposal Seminar	3
	Hours	**3**
Spring		
HIST 600	Dissertation Supervision	1
	Hours	**1**
Year 5		
Fall		
HIST 600	Dissertation Supervision	1
	Hours	**0**
Spring		
HIST 600	Dissertation Supervision	1
	Hours	**0**
	Total Hours	**61**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the PhD in History, graduates will be able to:

- Apply the necessary skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity of context and biases of primary and secondary sources.
- Identify and criticize interpretive paradigms and methodologies relevant to historical scholarship and the historical profession.
- Apply the necessary skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity of context and biases of primary and secondary sources. [Public History/American History]
- Identify and criticize interpretive paradigms and methodologies relevant to historical scholarship and the historical profession. [Public History/American History]
- Demonstrate knowledge of the field of public history and its approach to understanding and presenting the past as well as illustrate facility with a variety of public history subfields. [Public History/American History]

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Public History (MA)

The Master of Arts in Public History program provides students both the theoretical and practical skill sets needed to perform public history work in a variety of vocations, whether as museum professionals, archivists, government contractors, community consultants, teachers both inside and outside the classroom, among others. Public historians are fundamental to shaping our understanding of the past—and our approach to the present.

Loyola University Chicago's distinguished MA in Public History prepares students to contribute to our shared knowledge of the history that informs our world today. Public history uses the past to serve a variety of contemporary needs. It entails the application of the skills and methods of history to the study, management, preservation, and interpretation of historical records and artifacts. A public historian is a professional who can put knowledge and skills to use in our society in such diverse activities as museum, historical society or archival work; neighborhood or community history projects; historic preservation and cultural resource management programs; and local, state, or federal research projects. Working with architects, librarians, business people, government policy analysts, exhibit designers or history enthusiasts, public historians contribute to our knowledge and understanding of the past.

The MA in Public History can be pursued full time or part time.

Related Programs

Master's

- History (MA) (p. 1208)

Doctoral

- History (PhD) (p. 1211)

Combined

- Public History Program with Dominican University (MA/MLIS) (p. 1216)

Curriculum

Code	Title	Hours
Required Courses		
HIST 400	Contemporary Approaches to History	3
Four Public History Courses		*12*
HIST 479	Public History Media	
HIST 480	Public History: Method & Theory	
HIST 481	Management of Historic Resources	
HIST 487	Public History: Museums	

Internship		
HIST 582	Public History Internship	1
Public History Elective Course		*3*
Choose one of the following:		
HIST 482	Archives and Record Management	
HIST 483	Oral History: Method and Practice	
HIST 484	Material Culture	
HIST 581	Practicum in Public History	
DIGH 402	Digital Humanities Design	
Or approved elective in consultation with Public History Program Director		
One 500-level Research Seminar or HIST 599 Directed Research		*3*
Three Minor Field Courses		*9*
HIST 400-level course		
HIST 400-level course		
HIST 400-level course		
Total Hours		**31**

Comprehensive Field Examination

Toward the end of their graduate program, public history students must pass a two-hour oral examination in the field of public history before a two-person faculty committee, one of whom must be the Public History Program Director. The examination covers the field of public history and reflects the readings and assignments included in each of the public history courses as well as a review of the student's portfolio.

There is no examination in the minor field, but students must maintain at least a B average (3.0) in the three minor field courses.

Public History Portfolio

The portfolio, which represents the capstone of the program, documents the achievements of master's students and thereby identifies their strengths, weaknesses, and abilities as professional historians. Students begin compiling their portfolio during the first semester in the program. The portfolio will be evaluated by the two-person faculty examination committee. The portfolio will be submitted to the examination committee a minimum of two days prior to the oral exam.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 479	Public History Media	3
HIST 480	Public History: Method & Theory	3
	Hours	**9**
Spring		
Public History Elective Course		3
HIST 400-level course		3
HIST 400-level course		3
	Hours	**9**
Summer		
HIST 582	Public History Internship	1
	Hours	**1**
Year 2		
Fall		
HIST 400-level course		3
HIST 500-level course		3
	Hours	**6**
Spring		
HIST 481	Management of Historic Resources	3
HIST 487	Public History: Museums	3
	Hours	**6**
	Total Hours	**31**

Comprehensive Field Examination

Toward the end of their graduate program, public history students must pass a two-hour oral examination in the field of public history before a two-person faculty committee, one of whom must be the Public History Program Director. The examination covers the field of public history and reflects the readings and assignments included in each of the public history courses as well as a review of the student's portfolio.

There is no examination in the minor field, but students must maintain at least a B average (3.0) in the three minor field courses.

Public History Portfolio

The portfolio, which represents the capstone of the program, documents the achievements of master's students and thereby identifies their strengths, weaknesses, and abilities as professional historians. Students begin compiling their portfolio during the first semester in the program. The portfolio will be evaluated by the two-person faculty examination committee. The portfolio will be submitted to the examination committee a minimum of two days prior to the oral exam.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA in Public History, graduates will be able to:

- Apply the necessary skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity of context and biases of primary and secondary sources.
- Demonstrate knowledge of the field of public history and its approach to understanding and presenting the past as well as illustrate facility with a variety of public history subfields.

Public History Program with Dominican University (MA/MLIS)

The Loyola Department of History and the Graduate School of Library and Information Science (GSLIS) of Dominican University (https://www.dom.edu/academics/majors-programs/mlis-and-ma-public-

history/) in River Forest, IL, cooperate to offer a joint program leading to two separate degrees: Master of Arts in Public History and Master of Library and Information Science (MLIS). The joint program allows students to complete work on the two degrees in a shorter time than if each degree were pursued separately.

Academic Areas of Focus

The joining of two applied degree programs, public history and library and information science, provides interested students with the opportunity to combine historical training with a more focused educational background in archives and library and information science. The Loyola University Chicago degree grounds graduates in the use of public history methods and theories and strengthens their ability to share historical interpretation with a broad range of public audiences.

Rrelated Programs

Master's

- History (MA) (p. 1208)
- Public History (MA) (p. 1215)

Doctoral

- History (PhD) (p. 1211)

Curriculum

The Master of Arts in Public History/Master of Library and Information Science with Dominican University requires 24 credit hours (including an internship) taken in Loyola University Chicago's history department, a public history portfolio, comprehensive examination, and 30 credit hours from the Graduate School of Library and Information Science at Dominican University. Information about the MLIS course requirements can be found on the Dominican University website.

Code	Title	Hours
Required Courses		
HIST 400	Contemporary Approaches to History	3
Three Public History Courses		*9*
HIST 479	Public History Media	
HIST 480	Public History: Method & Theory	
HIST 483	Oral History: Method and Practice [1]	
HIST 582	Public History Internship	3
One 500-level Research Seminar or HIST 599 Directed Research		*3*
Two Minor Field Courses		*6*
HIST 400-level course		
HIST 400-level course		
Total Hours		**24**

[1] Or another approved Public History course.

Comprehensive Field Examination

Toward the end of their graduate program, public history students must pass a two-hour oral examination in the field of public history before a two-person faculty committee, one of whom must be the Public History Program Director. The examination covers the field of public history and reflects the readings and assignments included in each of the public history courses as well as a review of the student's portfolio. There is no examination in the minor field, but students must maintain at least a B average (3.0) in the two minor field courses.

Public History Portfolio

The portfolio, which represents the capstone of the program, documents the achievements of master's students and thereby identifies their strengths, weaknesses, and abilities as professional historians. Students begin compiling their portfolio during the first semester in the program. The portfolio will be evaluated by the two-person faculty examination committee. The portfolio will be submitted to the examination committee a minimum of two days prior to the oral exam.

Suggested Sequence of Courses

Students often take courses at Loyola University Chicago and Dominican University at the same time. The sample program reflects that course of action.

Course	Title	Hours
Year 1		
Fall		
HIST 400	Contemporary Approaches to History	3
HIST 480	Public History: Method & Theory	3
	Hours	**6**
Spring		
HIST 483	Oral History: Method and Practice [1]	3
HIST 400-level course		3
	Hours	**6**
Year 2		
Fall		
HIST 479	Public History Media	3
HIST 400-level course		3
	Hours	**6**
Spring		
HIST 582	Public History Internship	3
HIST 500-level course		3
	Hours	**6**
	Total Hours	**24**

[1] Or another approved Public History course.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA in Public History and MLIS in Library and Information Science at Dominican University, graduates will be able to:

- Apply the necessary skills to produce original scholarship on a chosen historical topic using primary sources while evaluating the validity of context and biases of primary and secondary sources.

- Demonstrate knowledge of the field of public history and its approach to understanding and presenting the past as well as illustrate facility with a variety of public history subfields.

Mathematics and Statistics

The Department of Mathematics and Statistics at Loyola University Chicago, in the College of Arts and Sciences, supports the Jesuit ideal of knowledge in the service of humanity. The department endeavors to advance knowledge in mathematics and statistics, engaged with Chicago, the nation and the world. To achieve this mission, the department participates in the discovery, development, demonstration and dissemination of professional knowledge and practice within a context of professional ethics and service to others.

Beyond honing students' analytical skills, the mathematics and statistics curricula also foster critical thinking and the ability to articulate it... skills that are in high demand in many diverse fields.

The Department of Mathematics and Statistics will work to ensure that we invest in each student's success, sense of belonging, and cultural competency. We will strive to engage, empower, inform, and hold our faculty and students accountable for fostering an environment where every person shares in the responsibility for advancing diversity and inclusive excellence. Likewise, the department decisions and policies will be crafted with these goals in mind. We commit to this mission recognizing a definition of diversity that includes, but is not limited to, race, ethnicity, color, religion, national or ethnic origin, sex, age, military/veteran status, disability, marital status, sexual orientation, gender identity and expression, socio-economic background, and residency.

Graduate Programs

- Applied Statistics (MS) (p. 1223)
- Mathematics (MS) (p. 1225)

Mathematics (MATH)

MATH 401 Introduction to Graduate Study in Mathematics (1 Credit Hour)
Pre-requisites: Graduate Student status
This is a professional development seminar for the beginning graduate student. Through short lectures, faculty panels, career panels, regular reading and writing assignments, and assorted workshops, it provides the student with the tools they need to succeed in the program, and beyond.
Outcomes:
Students will: gain practice reading, writing, listening to, and summarizing advanced mathematics; learn the pedagogical, ethical, and DEI matters associated with careers in the mathematical sciences; gain practice giving lectures, writing problem-sets, and grading mathematics; explore possible career trajectories

MATH 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

MATH 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

MATH 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov processes and Markov chains, classification of states, long-run behavior, continuous time processes, birth and death processes, random walks, and Brownian motion.
Course equivalencies: X-MATH406/STAT406

MATH 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: Some background in programing, linear algebra and differential equations
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, methods for solving systems of linear equations, high order numerical differentiation and integration, eigenvalue problems, numerical solutions to ordinary and partial differential equations, and other selected topics.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will obtain an understanding of theoretical concepts and rigorous analytical skills for the use of numerical methods to analyze and solve complex mathematical and real-world problems

MATH 413 Algebra I (3 Credit Hours)
Pre-requisites: Graduate standing
This course covers basic algebraic structures, focused mainly on groups. Topics include normal subgroups, isomorphism theorems, and actions on sets. Additional topics chosen from the theory of groups or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about groups and their actions, preparing them for further advanced work in mathematics

MATH 414 Algebra II (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 413 or permission from the Graduate Program Director
This course covers basic algebraic structures, focused mainly on rings, fields and Galois theory. Additional topics chosen from the theory of rings fields or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about rings and fields, preparing them for further advanced work in mathematics

MATH 415 Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: Graduate standing
An abstract approach to the study of finite- and infinite-dimensional vector spaces and their transformations. Selected topics may include similarity, duality, canonical forms, singular value decomposition, inner products, discrete Fourier transform, bilinear forms, Hermitian and unitary spaces.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about finite- and infinite-dimensional vector spaces and their transformations, preparing them for further advanced work in mathematics

MATH 416 Survey of Algebra (3 Credit Hours)
Pre-requisites: Graduate Student status
A survey course in three parts. I: the theorems of Burnside, Sylow, and Jordan-Holder, toward the classification of finite simple groups. II: (noncommutative) rings and modules over PIDs, including applications to classification problems. III: additional topic chosen by instructor, e.g., category theory, homological algebra, division rings, and representation theory.
Outcomes:
Students will demonstrate facility with standard proof techniques in abstract algebra, and the ability to work with algebraic structures (including actions, morphisms, and quotients; concretely and abstractly); Students will recognize the common theme of classification uniting the course topics

MATH 418 Combinatorial Mathematics (3 Credit Hours)
An introduction to the basic methods of counting and generation, including: induction, pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, and inclusion-exclusion principle. Topics drawn from partitions, graph theory, graph coloring, and combinatorial design, Polya's theory, Ramsey's theorem, and optimization problems.
Course equivalencies: X-COMP418/MATH418

MATH 420 Topics in Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 351 or permission of the instructor
This course will be a mathematical study of the concepts of truth and proof and how they relate to each other. The main topics to be covered are propositional logic, first order predicate logic, computability and undecidability results.
Outcomes:
Students will develop proof writing skills, expand mathematical literacy, understand the expressive power and limitations of propositional and predicate logics and learn the mathematical meaning of "truth" and "proof"

MATH 422 Advanced Topics in Number Theory (3 Credit Hours)
Pre-requisites: MATH 201 or the equivalent or permission of the instructor
Topics chosen from: Pythagorean triples, Fermat's Last Theorem, Pell's equation, Fermat descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA encryption, quadratic residues, quadratic reciprocity, integers as the sum of squares, Gaussian integers, continued fractions, the distribution of primes, Diophantine approximation, elliptic curves; others.
Outcomes:
Understand the importance of historically significant concepts and problems in number theory; Understand the proofs of related theorems; Solve problems and prove theorems from topics covered in class

MATH 428 Algebraic Coding Theory (3 Credit Hours)
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, quadratic residue codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-COMP428/MATH428

MATH 431 Cryptography (3 Credit Hours)
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics. Additional topics may include more modern cryptosystems, such as those based on elliptic curve and lattices.
Course equivalencies: X-COMP431/MATH431

MATH 443 Intro to Algebraic Topology (3 Credit Hours)
In the study of topology, algebraic constructions (called "invariants") are used to help determine whether two differently presented topological spaces are indeed different. In this course, we introduce various topics related to this endeavor, including homotopy equivalence of topological spaces, group presentations, homomorphisms of spaces and of groups, covering spaces, the fundamental group, and homology theories. Time permitting, the cohomology ring of a space will also be introduced.

MATH 444 Topics in Geometry (1-3 Credit Hours)
An axiomatic approach to the study of geometry. While Euclidean geometry will be the main focus, elliptic and hyperbolic geometries will also be studied in detail. Additional non-Euclidean geometries (including projective, metric, and finite) and additional approaches (such as transformations and synthetic treatments) will also make an appearance.

MATH 445 Financial Math Derivatives (3 Credit Hours)
A first course in the mathematics of derivatives pricing. Topics include options markets, Black-Scholes pricing formulas, stochastic calculus, hedging schemes, binomial option pricing, exotic options, and more general derivatives.

MATH 451 Analysis I (3 Credit Hours)
Pre-requisites: Graduate Standing
A rigorous review of the topology of, and of the functions on, the real line and more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 452 Analysis II (3 Credit Hours)
Pre-requisites: MATH 451 or MATH 351 or permission from the Graduate Program Director
A continuation of MATH 451. A rigorous treatment of Riemann and elements of Lebesgue integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 453 Complex Analysis (3 Credit Hours)
Pre-requisites: MATH 351 or MATH 451 or permission from the Graduate Program Director
A rigorous introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, conformal mapping, analytic continuation, transfer theory, etc.
Outcomes:
Students will master the mathematical rigor behind undergraduate complex analysis, gain exposure to advanced topics in complex analysis, and obtain preparation for further graduate courses in analysis and its applications

MATH 454 Survey of Analysis (3 Credit Hours)
Pre-requisites: Graduate Student status
An introduction to advanced topics in analysis, including measure theory, functional analysis and partial differentials equations. Measurable sets; the Lebesgue integral in Rn; Lp and other function spaces; weak convergence; Lax-Milgram Theorem; and the calculus of variations. These topics are then applied to the study of linear PDEs. Students will be able to apply these concepts to study PDEs.
Outcomes:
Students will understand the central elements of Lebesgue integration (from measurable sets to the fundamental theorem of calculus for Lebesgue integrals) and of Lp spaces (including Minkowski and Hölder inequalities)

MATH 456 Mathematical Modeling (3 Credit Hours)
Pre-requisites: Graduate standing
This course will involve students using various areas of mathematics, such as vector calculus, linear algebra, and differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will gain experience using the tools from previous mathematics classes to formulate models of real world phenomena

MATH 458 Optimization (3 Credit Hours)
Pre-requisites: MATH 351 or permission from the Graduate Program Director
The course is a rigorous treatment of linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, including proving existence of solutions, optimality conditions, convergence of algorithms, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH458/STAT458/428
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, solve the problems using computational methods, and perform rigorous mathematical analysis of the problems and prove convergence of the computational methods

MATH 460 Game Theory (3 Credit Hours)
Pre-requisites: Graduate standing
The theory and applications of noncooperative and cooperative games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory, including the theoretical underpinnings of this theory, and will be able to apply this knowledge in a variety of settings

MATH 465 Introduction to Partial Differential Equations (3 Credit Hours)
This course is an introduction to the subject of partial differential equations. Focus will be on studying linear partial differential equations, such as the wave equation, that appear ubiquitously in nature. To solve these equations we will use techniques such as separation of variables and Fourier series. We will also discuss different boundary conditions, and their physical interpretation.

MATH 466 Dynamical Systems (3 Credit Hours)
Pre-requisites: Graduate standing
Modeling, rigorous analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by usually nonlinear differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will be able to model dynamical systems, perform rigorous mathematical analysis of them, and predict their behavior

MATH 475 Functional Analysis (3 Credit Hours)
Metric, normed, Banach, Hilbert, and sequence spaces. Linear operators and Fourier analysis. Hahn-Banach extension principle, Baire category, and uniform boundedness. Selected applications to economics, physics, engineering, and quantum theory.

MATH 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
No course description is available
Course equivalencies: X-COMP476/MATH476

MATH 486 General Topology (3 Credit Hours)
Pre-requisites: Graduate standing
This course builds on the basics of point-set topology and discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms. Further topics may include category theory and basic homotopy theory.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about general topological spaces, preparing them for further advanced work in mathematics

MATH 488 Special Topics in Mathematics (1-4 Credit Hours)
Selected topics in mathematics not covered in the department's regular course offerings. May be repeated for credit.

MATH 495 Graduate Practicum in Mathematics (2 Credit Hours)
Pre-requisites: MATH 401 and (MATH 414 or MATH 452 or MATH 416 or MATH 454); Graduate Student status
A project-based course. Under faculty consultation, students will design and independently carry out a research project devoted to the development, pedagogy, or application of mathematics. To earn credit for this course, the student will deliver both an oral presentation and technical paper at the level expected in the professional workplace.
Outcomes:
Students will have: analyzed professional literature from multiple sources, resulting in a motivating question for the project; gained practice communicating clearly, concisely, and in-step with discipline norms; and contributed to the learning, teaching, or application of mathematics through their findings

MATH 498 Independent Study (1-6 Credit Hours)
This is a directed study course undertaken by advanced students and supervised by a member of the graduate faculty.

MATH 595 Thesis Supervision (1-6 Credit Hours)
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.

MATH 605 Master's Study (1 Credit Hour)
This course is a non-credit means of permitting students to be formally enrolled at Loyola while preparing for the final practicum.

Statistics (STAT)

STAT 401 Introduction to Applied Statistics Using R (1 Credit Hour)
Pre-requisites: Limited to Graduate Students Only
This course covers the basics of applied statistics including descriptive statistics and visualization (including graphing), univariate methods, inference, hypothesis testing and confidence intervals, two-sample and paired analyses, simple and multiple linear regression, ANOVA and logistic regression. The course introduces and uses the R freeware package.
Outcomes:
Upon completion of this course, it is expected that students will skillfully and accurately perform real-time data analysis using R and R/Studio

STAT 403 SAS Program & Applied Statistics (3 Credit Hours)
While simultaneously reviewing basic statistical methods (t tests, regression, ANOVA, interaction, etc.), this course introduces statistical modelling using the SAS program, involving the DATA step and various SAS procedures. Working on hands-on projects using real datasets, students present their final project results.

STAT 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

STAT 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

STAT 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion. In addition to applications, some theoretical derivations/proofs will also be emphasized.
Course equivalencies: X-MATH406/STAT406
Outcomes:
Students mastery of methods in stochastic processes and the ability to apply these in areas like biology, social science, sports, and finance

STAT 407 Statistical Design (3 Credit Hours)
This course provides students with a thorough introduction to statistical experimental design and to the statistical methods used to analyze the resulting data. The concepts of comparative experiments, ANOVA and mean separation procedures will be reviewed; blocking (complete and incomplete) will be discussed, as will be factorial designs, fractional factorial designs, and confounding. The course will focus on biometric applications such as clinical trials, HIV studies, and environmental and agricultural research, but industrial and other examples will occasionally be provided to show the breadth of application of experimental design ideas.

STAT 408 Applied Regression Analysis (3 Credit Hours)
This course provides students with a thorough introduction to applied regression methodology. The concept of simple linear regression will be reviewed and discussed using matrices, and multiple linear regression, transformations, diagnostics, polynomial regression, indicator variables, model building and multicolinearity will be discussed, as will be nonlinear and generalized linear regression. The course will focus on applications such as those from biometry and biostatistics (clinical trials, HIV studies, etc.), sports, engineering, agriculture and environmental science.

STAT 410 Categorical Data Analysis (3 Credit Hours)
This course provides an introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modeling techniques based on generalized linear models. Specialized methods for ordinal data, small samples, multi-category data, and matched pairs will also be discussed. The focus throughout this course will be on applications and real-life data sets.

STAT 411 Applied Survival Analysis (3 Credit Hours)
Modern statistical methods are covered to analyze data that is right, left and/or interval-censored. Nonparametric approaches such as the Kaplan-Meier estimation technique, log-rank test and proportional-hazards model are considered as are parametric methods such as those based on the Exponential and Weibull distribution. Accelerated failure time models and nonlinear models are also discussed.

STAT 421 Math Modeling & Simulation (3 Credit Hours)
This course uses SAS, R and high-level languages to perform statistical modelling by conducting statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs. Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or otherwise intractable.
Course equivalencies: X-COMP421/MATH421/STAT421

STAT 426 Advanced Statistical Inference (3 Credit Hours)
This course presents the role of likelihood methods in a whole range of statistical problems. The course reviews theoretical developments such as efficiency, completeness, and the Cramer-Rao lower bound, and shows how the likelihood approach is used to surpass these methods and to analyze regression problems, to deal with nuisance parameters by using marginal likelihood methods, and to deal with complex data structures such as censored and spatial data.

STAT 436 Topics in Biostatistics (3 Credit Hours)
This course covers experimental design (including interaction, analysis of covariance, and crossover designs) and the analysis of designed studies, simple and multiple linear regression, generalized linear and nonlinear regression, bioassay, relative potency and drug synergy, multivariate analysis (including MANOVA and multivariate regression), repeated measures (designs and analysis), and survival analysis (Cox proportional odds, log-rank tests, Kaplan-Meier estimation) of censored data. The emphasis of the course will be on applications instead of statistical theory, and students will be required to analyze real-life datasets using popular statistical packages.

STAT 437 Quantitative Bioinformatics (3 Credit Hours)
This course explores recently developed mathematical, probabilistic and statistical methods currently used in the fields of bioinformatics and DNA microarray and protein array data analysis. These include stochastic processes, (hidden and traditional) Markov chains, tree- and clustering techniques (including principal components analysis and biplots), discriminant analysis, experimental design strategies and ANOVA methods. Our focus in this course is on the application of these techniques and on meaningful interpretation of results.

STAT 438 Introduction to Predictive Analytics (3 Credit Hours)
Pre-requisites: Graduate students only
This course focuses on finding patterns, associations, and relationships in data. In examining real-world datasets, this course highlights, develops and applies methods in simple and multiple linear and logistic regression, classification and discriminant analysis, resampling methods, model selection, additive models and splines, tree-based methods, support vector machines, and unsupervised learning techniques such as clustering and PCA.
Outcomes:
Upon completion of this course, it is expected that students will master applied methods in predictive analytics (using R and/or Python) with applications to real data-sets

STAT 444 Longitudinal Data Analysis and Mixed Modeling (3 Credit Hours)
Pre-requisites: Graduate Students only
This course focuses on repeated measures, longitudinal, hierarchical and mixed modeling data analysis with an eye to applications, model identification, software implementation, and interpretation of computer results.
Outcomes:
Upon completion of this course, it is expected that students will master applied mixed-modelling methods (using R and/or SAS) with applications to real data-sets

STAT 451 Applied Nonparametric Methods (3 Credit Hours)
Pre-requisites: Graduate Students only
Many basic statistical techniques are based upon normal or binomial distributional assumptions which may not be appropriate in practice. This course introduces and illustrates rank-based methods, permutation tests, bootstrap methods, and curve smoothing useful to analyze data when normal and/or binomial assumptions are not valid.
Outcomes:
Upon completion of this course, it is expected that students will master applied nonparametric statistical methods (using R and/or SAS) with applications to real data-sets

STAT 460 Bayesian Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
A graduate-level treatment of Bayesian methods for data analysis focusing on the theoretical foundations and computational strategies for modern Bayesian inference. Topics include the formulation and analysis of single- and multi-parameter Bayesian models, hierarchical and multilevel structures, and Bayesian generalized linear models. The course will also consider advanced Markov Chain Monte Carlo computational techniques such as Gibbs sampling, Metropolis-Hastings algorithm, and Hamiltonian Monte Carlo. Emphasis is placed on both the mathematical underpinnings of Bayesian analysis and the implementation of complex models using contemporary software tools.
Outcomes:
By the end of the course, students will be able to: formulate and analyze complex Bayesian models; compare and select complex Bayesian models; critically interpret and communicate Bayesian analyses in research settings; extend basic Bayesian methods to advanced/nonstandard models

STAT 464 Multivariate Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
The course emphasizes both the theoretical foundations and applied aspects of multivariate analysis. Students will examine data exploration, inference, and model-based approaches, including principal components, factor and canonical correlation analysis, discriminant and cluster analysis, MANOVA, and modern dimensionality reduction techniques. The course will also introduce extensions of these methods and encourage critical evaluation of their assumptions and limitations. Statistical software, such as R, will be used for implementation and analysis.
Outcomes:
By the end of the course students will be able to: explain and analyze the theoretical framework underlying common multivariate methods; derive and interpret results from principal component and factor analyses; apply and critique modern dimensionality reduction and visualization techniques

STAT 465 Actuarial Theory I (0 Credit Hours)
This course provides an introduction to the models and methods used in actuarial mathematics and risk theory. Students are expected to gain a broad understanding of frequency and severity modelling, pricing, and accumulated risk. This course includes a blend of theory and applications.
Course equivalencies: X-MATH465/STAT465

STAT 466 Actuarial Theory II (0 Credit Hours)
With an introductory background in the field provided in STAT 465, this course thoroughly explores modelling and estimation techniques in actuarial mathematics and risk theory.
Course equivalencies: X-STAT466/MATH466

STAT 468 Risk Theory (0 Credit Hours)
With a focus on insurance, pensions and investments, this course provides an overview of the theory of risk, emphasizing the statistical challenges and assumptions inherent in models and methods.
Course equivalencies: X-STAT468/MATH468

STAT 488 Topics in Statistics (1-3 Credit Hours)
This topics course provides the means for new courses on current or 'hot' topics to be offered to students, with the topics being crafted to the given topic at hand. As such, the course may be taken repeatedly.

STAT 495 Statistical Consulting Capstone (2 Credit Hours)
Pre-requisites: Graduate Students only
Students enrolled in this course will be introduced to statistical consulting techniques useful for work with researchers and decision-makers in university, medical, financial and industrial settings; students will engage in actual hands-on statistical consulting with administrators, researchers, or students at one of Loyola's lakeside campuses or remotely.
Outcomes:
Upon completion of this course, it is expected that students will master the soft-skills of statistical consulting, communication, active listening, and real-time data analysis

STAT 498 Independent Study Statistics (1-6 Credit Hours)
Working with a statistics faculty member on a one-on-one or small group format, this course affords students the opportunity to thorough explore a statistical topic at greater depth. Generally, it involves a good deal of outside reading and/or programming, and weekly meetings with the professor.

Applied Statistics (MS)

Loyola's Master of Science in Applied Statistics emphasizes applied statistics and predictive modeling which gives students an advantage in evidence-based fields such as biomedical, environmental, marketing, educational, financial, and contract research (CRO) sectors. Our program can also be completed on a part-time basis and while working full-time.

The Applied Statistics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Data Science (MS) (p. 1191)
- Mathematics (MS) (p. 1225)

Curriculum

The Master of Science in Applied Statistics requires 30 credit hours of coursework.

Besides the traditional Master's program, the Applied Statistics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Courses

Code	Title	Hours
STAT 401	Introduction to Applied Statistics Using R	1
STAT 403	SAS Program & Applied Statistics	3
STAT 404	Probability & Statistics I	3
STAT 405	Probability & Statistics II	3
STAT 407	Statistical Design	3
STAT 408	Applied Regression Analysis	3
STAT 495	Statistical Consulting Capstone	2
Elective Courses		**12**
Select four from the following:		
STAT 406	Stochastic Processes	
STAT 410	Categorical Data Analysis	
STAT 411	Applied Survival Analysis	
STAT 421	Math Modeling & Simulation	
STAT 426	Advanced Statistical Inference	
STAT 436	Topics in Biostatistics	
STAT 438	Introduction to Predictive Analytics	
STAT 444	Longitudinal Data Analysis and Mixed Modeling	
STAT 451	Applied Nonparametric Methods	
STAT 460	Bayesian Statistical Methods	
STAT 464	Multivariate Statistical Methods	
STAT 488	Topics in Statistics	
STAT 498	Independent Study Statistics	
Total Hours		**30**

Specializations

Our flexible program allows students to focus on their interests by choosing a specialization. Possibilities include:

Specialization	Description
Biostatistics	The Biostatistics specialization covers non- and pre-clinical statistical methods, bioassay, statistical genetics, clinical trials, and bioinformatics.
Environmental Statistics	The Environmental Statistics specialization addresses Geographic Information Systems (GIS), spatial statistics, and environmetrics.
General Applied Statistics	The specialization in General Applied Statistics includes non-medical applications such as actuarial, commercial, data-mining, industrial, marketing, and national defense.
Predictive Analytics/ Modeling	The Predictive Modeling specialization focuses on big data analytics and modeling.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

The below suggestion is for Fall full-time entrants. Adjustments are made for Summer or Spring entrants. Adjustments are also done on a case-

by-case basis for part-time students or if discussed with the Graduate Program Director.

Course	Title	Hours
Year 1		
Fall		
STAT 401	Introduction to Applied Statistics Using R	1
STAT 403	SAS Program & Applied Statistics	3
STAT 404	Probability & Statistics I	3
STAT 408	Applied Regression Analysis	3
	Hours	**10**
Spring		
STAT 405	Probability & Statistics II	3
Two 400-level STAT Electives		6
	Hours	**9**
Summer		
One 400-level STAT Elective [1]		3
	Hours	**3**
Year 2		
Fall		
STAT 407	Statistical Design	3
STAT 495	Statistical Consulting Capstone	2
One 400-level STAT Elective [1]		3
	Hours	**8**
	Total Hours	**30**

[1] If no elective is taken during the Summer term, it is expected that students will take two (2) 400-level STAT courses in Fall term Year 2.

Accelerated Master's Pathway

Students can take up to 13 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

With only very rare exception, AMP students should take the one-credit STAT 401 course in their undergraduate career as a double-count course. Additionally, the following list is suggested and specific courses should be worked out between the individual student at the Graduate Program Director. Essentially any additional (to the above one credit) 12 credits from 400-level STAT classes can be taken as double-count courses. Suggested courses include STAT 403, STAT 404, STAT 405, STAT 408, and any 400-level STAT electives. Most of these students should take STAT 408 as a double-count course.

Course	Title	Hours
Senior		
Fall		
STAT 401	Introduction to Applied Statistics Using R	1
STAT 403 or STAT 404	SAS Program & Applied Statistics or Probability & Statistics I	3
STAT 408	Applied Regression Analysis	3
	Hours	**7**
Spring		
STAT 400-Level Elective		3
STAT 400-Level Elective		3
	Hours	**6**
Master's		
Summer		
STAT 400-Level Elective [1]		3
	Hours	**3**
Fall		
STAT 404 or STAT 403	Probability & Statistics I [2] or SAS Program & Applied Statistics	3
STAT 407	Statistical Design	3
STAT 495	Statistical Consulting Capstone	2
	Hours	**8**
Spring		
STAT 405	Probability & Statistics II	3
STAT 400-Level Elective [1]		3
	Hours	**6**
	Total Hours	**30**

[1] If no elective is taken during the Summer term, it is expected that students will take additional elective in Master's year.

[2] Students will take whichever course not completed in Senior year.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both

advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of our MS program in Applied Statistics, students are expected to have:

- Mastered the art and science of choosing and/or developing the appropriate statistical model(s) for a given dataset-situation, and have mastered the skill of interpreting the chosen model.
- Received sufficient exposure to basic theorems and proofs used in introductory probability and statistical inference.
- Worked with data from application fields such as public/global health, medical, industrial and environmental research.
- Received training to ethically apply statistical training in the real world.
- Obtained hands-on experience and assimilated course material via our 2cr Statistical Consulting capstone/practicum class.
- Sufficiently mastered the course and practicum material to either obtain gainful employment in the field of attend a Ph.D. program

Mathematics (MS)

Loyola's Master of Science in Mathematics degree is a highly customizable program supporting students with a variety of career goals. Beyond delivering foundational knowledge in the discipline, its focus on critical-thinking, organizational, technological, and communication skills leaves students well-prepared for their next step.

The Mathematics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

STEM Designation

The MS in Mathematics has been granted a STEM designation from the U.S. Department of Homeland Security. International students completing degrees with this designation can qualify for extended OPT (Optional Practical Training), bringing the total OPT time granted to 36 months.

Related Programs

Master's

- Applied Statistics (MS) (p. 1223)
- Data Science (MS) (p. 1191)

Curriculum

The Master of Science in Mathematics requires 27 credit hours of coursework, a one-credit professional development seminar during the first semester, and a two-credit practicum during the final semester, for a total of 30 credit hours.

Coursework includes required foundational courses in algebra, analysis, and statistics, as well as 18 credit hours of electives chosen from courses in Mathematics and cognate fields (such as Applied Statistics,

Data Science, and Computer Science). With their practicum, students design and independently execute a research project under faculty supervision.

Besides the traditional Master's program, the Mathematics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Course Requirements		
MATH 416	Survey of Algebra	3
MATH 454	Survey of Analysis	3
MATH 404 / STAT 404	Probability & Statistics I [1]	3
or STAT 408	Applied Regression Analysis	
Depth Requirement Courses		
Algebra or Analysis.		*3*
MATH 414	Algebra II	
MATH 415	Topics in Linear Algebra	
MATH 452	Analysis II	
MATH 453	Complex Analysis	
Cognate Fields. [1]		*3*
MATH 405 / STAT 405	Probability & Statistics II	
STAT 410	Categorical Data Analysis	
COMP 429	Natural Language Processing	
COMP 487	Deep Learning	
DSCI 401	Introduction to Data Science	
Or Another Course with Graduate Program Director Approval [2]		
Additional Requirements		
MATH 401	Introduction to Graduate Study in Mathematics	1
MATH 495	Graduate Practicum in Mathematics	2
Select four approved 400-level Electives in Mathematics or Statistics [3]		12
Total Hours		**30**

1. Students who select MATH 404/STAT 404 in Foundational Courses may opt to take STAT 408 as a Depth Course, and vice versa.
2. The depth requirement for Cognate Fields may be fulfilled by other courses, including courses from other departments, with approval of Graduate Program Director.
3. Approved elective courses should be selected with advice of Graduate Program Director to complement student's previous learning and support future plans.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
MATH 401	Introduction to Graduate Study in Mathematics	1
MATH 404 / STAT 404 or STAT 408	Probability & Statistics I or Applied Regression Analysis	3
Algebra or Analysis Course		3
400-level Math/Stat Elective		3
	Hours	**10**
Spring		
MATH 416	Survey of Algebra	3
Cognate Fields Course		3
400-level Math/Stat Elective		3
	Hours	**9**
Year 2		
Fall		
MATH 454	Survey of Analysis	3
400-level Math/Stat Elective		3
400-level Math/Stat Elective		3
MATH 495	Graduate Practicum in Mathematics	2
	Hours	**11**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 13 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
MATH 401	Introduction to Graduate Study in Mathematics	1
MATH 400-Level Elective [1]		3
MATH 400-Level Elective [1,2]		3
	Hours	**7**
Spring		
MATH 400-Level Elective [1]		3
MATH 400-Level Elective [2]		3
	Hours	**6**
Master's		
Fall		
MATH 404 / STAT 404 or STAT 408	Probability & Statistics I or Applied Regression Analysis	3
MATH 454	Survey of Analysis	3
Algebra or Analysis Course		3
	Hours	**9**
Spring		
MATH 416	Survey of Algebra	3
Cognate Fields Course		3

MATH 495	Graduate Practicum in Mathematics	2
	Hours	**8**
	Total Hours	**30**

[1] Course offerings varies by semesters and academic years. Students should work with the Graduate Program Director when selecting electives. Students can choose from the following Math 400-level courses: MATH 404, MATH 405, MATH 409, MATH 413, MATH 414, MATH 415, MATH 418, MATH 431, MATH 451, MATH 452, MATH 453, MATH 456, MATH 458, MATH 460, MATH 465, or another Math or Stat 400-level course with Graduate Program Director approval.

[2] The suggested elective can be postponed to the 5th, MS year.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Graduates of the Master of Science in Mathematics Program will:

- be able to construct mathematical proofs of basic theorems, and to write these proofs clearly using correct grammatical constructs and appropriate mathematical notation;

- have seen applications of mathematics to areas across mathematical disciplines and outside of mathematical disciplines;
- receive the training sufficient for acceptance into PhD programs or professional schools, or for hire in mathematics related industries;
- receive training on how to act responsibly and ethically within the discipline.

Modern Languages and Literature

As of Fall 2026, this program is no longer accepting applicants.

The Department of Modern Languages and Literatures offers a Master of Arts in Hispanic Studies. The department has full-time faculty with strong dedication to graduate teaching and a firm commitment to research. Study in the Department of Modern Languages and Literatures encourages close contact between faculty and students. In the tradition of the university at large, we value the individual.

We take pride in the diverse cultural, educational, intellectual and recreational opportunities available in the city of Chicago.

Graduate Programs

- Hispanic Studies (MA) (p. 1230)

Spanish (SPAN)

SPAN 402 Methods of Teaching Spanish (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. Students will explore theoretical, investigative, and practical issues of communicative language teaching that will help them develop communicative classroom environments that blend listening, speaking, reading, and writing.
The material in this course should encourage students to question assumptions and begin to formulate their own ideas about what goes on in their classrooms and in second language learning in general.

SPAN 403 Structure of Modern Spanish (3 Credit Hours)
An introduction to Spanish linguistics to provide a general understanding of phonology, morphology and syntax, as well as a history of Spanish grammar including variation and change.
Outcomes:
Students will understand the rules that govern sounds, word and sentence structure, and the dynamic interaction between Spanish and its neighboring languages

SPAN 405 Critical Methods (3 Credit Hours)
This course provides training in the application of contemporary critical methods with attention to the development of greater proficiency in literary analysis and written expression.
Outcomes:
Students will be able to discuss and write about knowledgeably works from the major literary genres: drama, prose fiction, essay, and poetry

SPAN 410 General Linguistics & Romance Languages (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in heritage language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. The material in this course should encourage students to question assumptions and begin to formalize their own ideas about what goes on in their classrooms and in heritage language learning in general.
Course equivalencies: X-SPAN410/CLST410/FREN410

SPAN 415 Medieval Spanish Literature (3 Credit Hours)
This course studies the development of Spanish medieval literature from the jarchas through the Celestina.
Outcomes:
Along with increasing their knowledge of Spanish history in the medieval period, students will be able to appreciate how the literature reflects the culture of the period

SPAN 416 Golden Age of Spanish Literature (3 Credit Hours)
This course is a graduate seminar whose primary focus is the literary production of the Spanish Golden Age, which dates from the second half of the sixteenth century to the end of the seventeenth. Students will analyze works of various genres - autobiography, prose, drama, poetry and the novel - by the most prominent authors of the time, including Teresa of Ávila, John of the Cross, Miguel de Cervantes, Baltasar Gracián, Francisco de Quevedo, Luis de Góngora, Félix Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina and María de Zayas. We will give special attention to the historical, social and cultural context of early modern Spain, and students will gain exposure to the major critical trends and interpretation of Golden Age literature. The authors to be studied confront readers with the complex social fabric of pre-modern Spain and immerse us in the religious and economic realities of the Iberian Peninsula, the Mediterranean world and Europe. Our close reading of the texts will allow us to explore how early modern Spanish writers reflect the spiritual, intellectual and political currents of their time, especially as they shed light upon the network of institutions, practices, and beliefs that constituted Spanish culture.

SPAN 419 Romanticism in Spanish Literature (3 Credit Hours)
This course is a survey of Romanticism as a literary movement including its influence upon nineteenth-century culture.
Outcomes:
Students will be able to understand the philosophical, artistic, and esthetic tenents of Romanticism and their representation in a series of Hispanic texts from prose fiction to poetry and drama

SPAN 420 Realism & Naturalism (3 Credit Hours)
This course focuses on the various political, ideological, and intellectual trends that have shaped nineteenth-century Spanish literature and emphasizes the aesthetic and cultural influences that made the Spanish literary universe unique. It also takes up the question of the ways in which the literature of nineteenth-century Spain might be compared to that of Latin America and of the Western world generally. It will provide an overview of the key topics, writers, and literary genres of nineteenth-century Spanish literature, with particular emphasis on novels, poetry, folletines, short stories and, to a lesser extent, visual art. We will discuss the complexities of Spanish modernity using current theoretical perspectives in addition to various historical approaches, while emphasizing the way in which these texts offer multiple views of Spanish national identity and the construction of different models of the modern self.

SPAN 421 Theatre of Twentieth Century (3 Credit Hours)
The evolution of theatrical modes in 20th Century Spain. Authors: M. Mihura, Benavente, Valle Inclán, Arniches, García Lorca, Buero Vallejo, etc.
Outcomes:
Students will be able to explain how theater has dealt with contemporary experiences such as the Spanish Civil War, civil war, the polarization of society, group thinking, dictatorship, the inception of new mores and the inevitability of change

SPAN 426 Theater of The Golden Age (3 Credit Hours)
This course is a graduate seminar with a primary focus on theatrical works written in the Spanish Golden Age, which began in the mid-sixteenth century with the dramatist Lope de Rueda and ended in the late seventeenth century with the death of Calderón de la Barca. It combines the study of shorter works, entremeses, and full-length plays, or comedias, written by the most renowned playwrights of early modern Spain, including Cervantes, Lope de Vega and Tirso de Molina. Through the reading of these authors, students will explore the themes and social factors which shaped the plays of the Golden Age and will become familiar with the theatrical tradition that impacted Spanish society at all levels. Attention will also be given to the role of gender, religion, and socio-economic status in pre-modern Spanish society. We will use these texts in order to understand the historical context and the main currents of thought in early modern Spain.

SPAN 431 Poetry of The 20th Century (3 Credit Hours)
This course traces developments in Spanish poetry through a study of the works of selected poets, with special emphasis on the writers of the Generation of 1927.
Outcomes:
Students will understand the relationship between modernism and the avant garde, as well as the turn toward free verse and social poetry in the post-war period

SPAN 436 Poetry of The Golden Age (3 Credit Hours)
This course covers poetic theory and practice from Garcilaso to Góngora. It presents the classic modes as they were imitated and transformed to create a new poetic language.
Outcomes:
Students will be able to recognize the distinct styles and forms of Golden Age poetry

SPAN 437 Golden Age-Spanish Mysticism (3 Credit Hours)
This course is a survey of the most prominent authors of the Spanish Golden Age mystics - Ignatius of Loyola, Teresa of Avila, and John of the Cross, whose writings reflect the religious, spiritual, and intellectual currents of Counter-Reformation Spain. In the form of an independent study, students will examine the ascetical, mystical, and Illuminist trends of the sixteenth and seventeenth centuries, as well as the most important themes these writers developed in early modern Iberia: conversion and authority, vice and virtue, penance and pilgrimage, devotion and humor. These themes will be explored in the majors works (primary sources) of these authors, which will be complemented by secondary source readings and each student's independent research. The writers studied in this course and their texts will also be viewed in the context of the greater literary and artistic production of the Spanish Golden Age.

SPAN 441 Prose of The 20th Century (3 Credit Hours)
This course studies the development of Spanish prose from the Generation of 1898/ Modernism through Post-modernism, with emphasis on the novel, short story, and essay.
Outcomes:
Students will better appreciate and understand the complex literature of modern Spain

SPAN 446 Prose of The Golden Age (3 Credit Hours)
The course studies representative selections from the pastoral and the picaresque novel, the short novel, and didactic works of the period (Gracián and Quevedo).
Outcomes:
Students will understand how these authors expressed colliding sensibilities, and incorporated traditional themes-love, knowledge, deception, violence-through parody and satire

SPAN 447 Don Quijote (3 Credit Hours)
This course is a graduate seminar and its primary focus is the literary masterpiece of Miguel de Cervantes, El ingenioso hidalgo don Quijote de la Mancha (1605, 1615). Students will analyze the work that has come to be known as the first modern novel of Europe, and, through a close reading of the text, study the novel in relation to the literary traditions of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, the picaresque novel, including poetry and the comedia. We will give special attention to the historical, social and cultural context of Cervantes' world, and students will gain exposure to the major critical trends and interpretations surrounding his novel. Cervantes confronts readers with the complex social fabric of early modern Spain, and immerses us in the religious and economic realities of the Iberian Peninsula and the Mediterranean world. Our close reading of Don Quijote will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPAN 470 Hispanic-American Poetry (3 Credit Hours)
The course traces the development of Latin American poetry in such representative poets as Rubén Darío, Gabriela Mistral, and Octavio Paz.
Outcomes:
Students will recognize the major themes and forms of Latin American poetry with a special emphasis on the 19th and 20th centuries

SPAN 480 Hispanic-American Novel (3 Credit Hours)
Pre-requisites: graduate standing
Analyzes salient themes and formal features of twentieth-century novel. Taught in Spanish. Prerequisite: graduate standing.
Outcomes:
Students will identify stylistic and thematic contours of the modern Latin American novel and draw connections between works of literature and the broader culture

SPAN 487 La Novela De La Revolucion Mexico (3 Credit Hours)
Pre-requisites: graduate standing
An analysis of representative works and themes of the Mexican Revolution, its mystique, critique, and legacy. Taught in Spanish.
Outcomes:
Students will comprehend main features of literature of the Revolution and draw relationships to contemporary Mexican cultural themes

SPAN 489 Cuento Hispano-Americano (3 Credit Hours)
The development of the Hispanic short story is studies in this course. Authors included are Quiroga, Cortázar, García Márquez, Castellanos, Valenzuela, and Ferré.
Outcomes:
Students will be able to contextualize the stories, analyze them both formally and thematically, and recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 490 Hispanic Culture & Civilization (3 Credit Hours)
Pre-requisites: graduate standing
Interdisciplinary seminar brings to bear perspectives of literary intellectuals, anthropologists, sociologists, educators, and theologians on the topic. Visions of America. Taught in Spanish.
Outcomes:
Students will understand significance and many facets of theme of cultural identity in Latin America as expressed in various disciplines

SPAN 499 Graduate Internship (1-6 Credit Hours)
A course designed to provide students with the opportunity to make a connection between Hispanic Studies and its praxis in a professional work environment.

SPAN 500 Directed Readings (3 Credit Hours)
The course is composed of special readings undertaken only by highly qualified students and supervised by a member of the department.
Outcomes:
Students will be able to work individually on a research project of their own selection

SPAN 501 Thesis Research (3 Credit Hours)
Pre-requisites: Completion of initial thesis forms appearing on the GS website; permission of thesis director
Designed for graduate students who wish to write an M.A. thesis, and therefore conduct, and receive credit for, thesis-related research under the direction of the thesis director.
Outcomes:
To advance the student's knowledge in the area of focus; to enhance research skills and allow the student to develop bibliographies and a research paper

SPAN 595 Thesis Supervision (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their MA thesis.

SPAN 599 Directed Primary Research (3 Credit Hours)
Pre-requisites: Students must have the permission of the Instructor of Record to enroll in this course
This course will culminate in the completion and presentation of a well-polished article-length paper in modern languages, literatures and linguistics to faculty members in the form of an oral defense. This course fulfills the Masters Essay.
Outcomes:
To refine and articulate a specific article-length research project in Hispanic Studies, and to research, write and defend this successfully completed project

SPAN 605 Master's Study (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their Masters' essay.

Hispanic Studies (MA)

As of Fall 2026, this program is no longer accepting applicants.

Our Masters of Arts degree in Hispanic Studies allows students to begin their careers as Hispanists in many areas: teaching, translation and interpretation, diplomacy, foreign service, social work, journalism, editing, international business and more. This degree program allows students to explore their own academic interests, while at the same time providing them with a solid foundation in the literature and culture of the Hispanic world.

The Hispanic Studies (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- English (MA) (p. 1201)
- Global Strategic Communication (MS) (p. 1306)
- Language, Culture, and Curriculum (MEd) (p. 1695)

Curriculum

The Master of Arts in Hispanic Studies can be completed through a coursework or a master's paper or thesis option. The coursework option requires 30 credit hours of courses and a two-part comprehensive examination based on coursework and the Graduate Reading List. The second option similarly requires the completion of 30 credit hours of courses, as well as the composition of a master's essay (or research-length article), and oral defense. The third option again requires 30 credit hours of courses and completion of a master's thesis and oral defense. The essay and thesis option can only be taken with previous approval of the Graduate Program Director and the Graduate Committee.

Additionally, candidates for the MA degree fulfill the Research Tool Requirement of the Graduate School by showing competency in a language other than English or Spanish. This requirement can be fulfilled by taking a translation exam in the Graduate School, or by taking a language course at Loyola or elsewhere and earning a grade of B or higher.

Besides the traditional Master's program, the Hispanic Studies (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Coursework

Coursework for credit toward the MA in Hispanic Studies consists of graduate seminars in Spanish. With the permission of the Graduate Program Director, graduate students may take up to two graduate seminars in other academic departments of Loyola University, and up to two independent study courses.

Code	Title	Hours
Ten (10) SPAN Courses		**30**
All students take ten courses, including those taking exam or those completing the MA essay or the MA thesis		
Students choose from the following based on offerings available:		
SPAN 402	Methods of Teaching Spanish	
SPAN 403	Structure of Modern Spanish	
SPAN 405	Critical Methods	
SPAN 410	General Linguistics & Romance Languages	
SPAN 415	Medieval Spanish Literature	
SPAN 416	Golden Age of Spanish Literature	
SPAN 419	Romanticism in Spanish Literature	
SPAN 420	Realism & Naturalism	
SPAN 421	Theatre of Twentieth Century	
SPAN 426	Theater of The Golden Age	
SPAN 431	Poetry of The 20th Century	
SPAN 436	Poetry of The Golden Age	

SPAN 437	Golden Age-Spanish Mysticism	
SPAN 441	Prose of The 20th Century	
SPAN 446	Prose of The Golden Age	
SPAN 447	Don Quijote	
SPAN 470	Hispanic-American Poetry	
SPAN 480	Hispanic-American Novel	
SPAN 487	La Novela De La Revolucion Mexico	
SPAN 489	Cuento Hispano-Americano	
SPAN 490	Hispanic Culture & Civilization	
Total Hours		**30**

Independent Studies/Directed Readings

Occasionally the department of Modern Languages and Literatures offers independent studies at the graduate level SPAN 500 Directed Readings. When applicable, students may take up to one or two of these courses for credit towards the MA in Hispanic Studies. Normally, independent studies in other LUC departments or academic programs do not apply.

Internships

On occasion, the graduate program also offers academic credit towards the MA in Hispanic Studies in the form of an internship (SPAN 499 Graduate Internship). Please see the program director for more details.

Master's Paper or Thesis

Students who choose to write a master's paper or thesis are enrolled in SPAN 595 Thesis Supervision or SPAN 605 Master's Study to maintain standing in the Graduate School while conducting research and writing.

Suggested Sequence of Courses

Traditional Master's Program

In order to provide optimal flexibility in the Master's program, there is no required course sequence. However, students should meet with their Graduate Program Director to choose courses that highlight their research interests. Students who choose to write a Thesis or Master's Paper must take SPAN 595 Thesis Supervision and/or SPAN 605 Master's Study.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs. Since there is no required course sequence to provide optimal flexibility, students should meet with their Graduate Program Director to choose courses that highlight their research interests. Students who choose to write a Thesis or Master's Paper must take SPAN 595 Thesis Supervision and/or SPAN 605 Master's Study.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review

process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, graduates will be able to:

- demonstrate familiarity with works of Latin American and Peninsular literature
- demonstrate familiarity with the general characteristics of several traditions and trends within the literary contexts of Latin America and Spain
- use the Spanish vocabulary necessary for discussing literature critically
- understand broad historical events, cultural currents, and current academic trends as they are represented in Latin American and Peninsular literature
- read, write, and speak Spanish fluently
- demonstrate the ability to do independent, scholarly research by integrating, comparing, and evaluating ideas and materials from various sources, both literary and critical
- develop and sustain a coherent argument in both oral and written Spanish
- know how to foster a collegial, collaborative learning environment that encourages self-expression
- comprehend the social and historical function and significance of literature, culture, and art in Spain and Latin America, and more broadly
- understand and incorporate the national standards for the teaching of foreign languages into the teaching of Spanish at various levels
- understand from a task-based perspective the theoretical and practical issues of communicative language teaching for all skill areas
- demonstrate competence in a language other than English or Spanish, for the purpose of research

Philosophy

Our graduate programs prepare students to be scholars and teachers who are grounded in the history of philosophy as well as contemporary philosophical methodologies. Our programs support specialization in a variety of contemporary fields, including those that expand the purview of philosophical inquiry beyond its traditional boundaries. Our department values philosophical pluralism, and our faculty represent diverse philosophical schools and perspectives, offering students a uniquely well-rounded education. We also take seriously the commitment of our Jesuit institution to social justice, providing opportunities to pursue philosophical inquiry that is socially engaged, interdisciplinary, and oriented toward the betterment of the world.

Graduate Programs

- Philosophy (MA) (p. 1235)
- Philosophy (PhD) (p. 1238)
- Social Philosophy (MA) (p. 1241)

Philosophy (PHIL)

PHIL 400 Philosophy Research Tools (3 Credit Hours)
This course introduces students to several methodological approaches to philosophical issues.

PHIL 401 Plato (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Plato
Course equivalencies: X-PHIL401/CLST412

PHIL 402 Aristotle (3 Credit Hours)
Prepares students for advanced work on some aspect of the philosophical thought of Aristotle.

PHIL 403 Ancient Philosophy (3 Credit Hours)
Prepares students for advanced work on a particular philosophical theme or problem in ancient philosophy.

PHIL 405 Augustine (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Augustine.

PHIL 406 Aquinas (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Aquinas.

PHIL 407 Medieval Philosophy (3 Credit Hours)
Introduces students to a specialized topic in medieval philosophy.

PHIL 408 Late Medieval Philosophy (3 Credit Hours)
Prepares students for advanced work on one or more late medieval philosophers such as Scotus and Ockham.

PHIL 410 Descartes (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Descartes.

PHIL 411 Classical Rationalism (3 Credit Hours)
Introduces students to a specialized topic in early modern rationalism, typically with reference to Descartes, Leibniz, and/or Spinoza.

PHIL 412 Classical Empiricism (3 Credit Hours)
Introduces students to a specialized topic in early modern empiricism, typically with reference to Locke, Berkeley, and/or Hume.

PHIL 415 Kant (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Kant.

PHIL 416 17th-18th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in early modern philosophy from Descartes to Kant.

PHIL 417 Classical German Philosophy (3 Credit Hours)
Pre-requisites: Graduate student status
Classical German Philosophy begins with Kant and his immediate predecessors, and extends to the early mid-19th century, including figures such as Herder, Fichte, Schelling, Goethe, Schiller , and Hegel, Feurebach, and Marc, among others. This course may include critiques of developments out of classical German philosophy. Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical Philosophy. Students will also become competent in engaging basic research in the philosophy of this era.
Outcomes:
Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical philosophy

PHIL 419 Aesthetics (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in aesthetics.
Outcomes:
Students will become conversant with the major projects and schools of thought in the field of aesthetics; Students will also gain knowledge of contemporary scholarship and develop basic research skills in this field

PHIL 420 Hegel (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Hegel.

PHIL 421 Marx (3 Credit Hours)
Prepares students for advanced work on Marx and Marxist philosophy.

PHIL 422 Nietzsche (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Nietzsche.

PHIL 425 19th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in nineteenth century philosophy.

PHIL 430 Husserl (3 Credit Hours)
Prepares students for advanced work on the phenomenology of Husserl.

PHIL 431 Marxism (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Marx and/or philosophers working in the Marxist tradition.

PHIL 432 Heidegger (3 Credit Hours)
Prepares students for advanced work on the thought of Heidegger.

PHIL 433 Phenomenology/Existentialism (3 Credit Hours)
Introduces students to a specialized topic in either phenomenology and/or existential philosophy.

PHIL 434 Hermeneutics & Critical Theory (3 Credit Hours)
Introduces students to a specialized topic in either philosophical hermeneutics and/or the critical theory of the Frankfurt School.

PHIL 436 Contemporary French Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent French philosophy.

PHIL 437 Contemporary German Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent German philosophy.

PHIL 438 Topics in Continental Philosophy (3 Credit Hours)
Introduces students to a specialized topic in some aspect of European philosophy from Kant to the present.

PHIL 439 Chinese Philosophy (3 Credit Hours)
Prepares students for advanced work on Chinese philosophy.

PHIL 440 American Philosophy (3 Credit Hours)
Prepares students for advanced work on the American philosophical tradition.

PHIL 441 Wittgenstein (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Wittgenstein.

PHIL 442 Anglo-American Philosophy (3 Credit Hours)
Prepares students for advanced work on some aspect of the pragmatist and/or analytic philosophical traditions.

PHIL 443 Anglo-American Epistemology (3 Credit Hours)
Introduces students to a specialized topic in analytic epistemology.

PHIL 444 Studies in Logic (3 Credit Hours)
Introduces students to some aspect of formal logic, such as formal systems, axiomatic set theory, mathematical logic, modal logic, tense logic, epistemic logic, deontic logic, formal semantics, and philosophical logic.

PHIL 445 Philosophy of Mind (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the problem of consciousness and the nature of mental functions.

PHIL 446 Philosophy of Perception (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to perception.

PHIL 447 Issues in Cognitive Science (3 Credit Hours)
Introduces students to specialized topics in the philosophy of cognitive sciences.

PHIL 449 Philosophy of Language (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the relationship between language, thought, meaning, and reference.

PHIL 450 Epistemology (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the nature of belief and knowledge.

PHIL 451 Metaphysics (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the nature of reality.

PHIL 452 Philosophy of Science (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the natural sciences.

PHIL 453 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Restricted to Graduate Philosophy students, Other graduate students may enroll with Graduate Program Director permission
Introduces students to key issues, debates, and figures in the philosophy of technology, including both metaphysical and ethical issues related to computation, artificial intelligence, and human versus machine personhood.
Outcomes:
Interpret and compare the work of major figures in the philosophy of technology; Analyze and evaluate the ethical implications of technology on human persons and society; Analyze and evaluate theories of the ontology of technology; Produce original arguments based on the text, figures, and themes engaged in the course and apply these arguments to contemporary technological issues

PHIL 454 Philosophy of Religion (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning religious practices and beliefs.

PHIL 455 Philosophical Theology (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in philosophical theology.

PHIL 457 Aesthetics (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the nature of art and aesthetic judgment.

PHIL 458 Philosophy of History (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to history and historiography.

PHIL 459 Philosophy of Law (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning legal institutions and practices.

PHIL 462 Kant's Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the practical philosophy of Kant.

PHIL 463 Virtue Ethics (3 Credit Hours)
Prepares students for advanced work on classical and/or contemporary themes in the virtue tradition in moral philosophy.

PHIL 464 Utilitarianism (3 Credit Hours)
Introduces students to classical and contemporary formulations of utilitarian ethics.

PHIL 466 Major Authors in Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the ethical theories of one or more key figures in the history of philosophy.

PHIL 467 Contemporary Ethical Theories (3 Credit Hours)
Prepares students for advanced work on issues in contemporary moral philosophy.

PHIL 468 Topics in Ethics (3 Credit Hours)
Introduces students to specialized topics in ethical theory.

PHIL 469 Ethics and Rationality (3 Credit Hours)
Introduces students to philosophical issues concerning the relationship between rationality and moral thinking.

PHIL 470 Ethics & Economic Justice (3 Credit Hours)
Prepares students for advanced work on ethical and social-political issues concerning economic practice and theory.

PHIL 474 Principles of Business Ethics (3 Credit Hours)
Introduces students to philosophical approaches to ethical issues concerning the relationship between business and society.

PHIL 475 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)
This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.
Course equivalencies: X-GNUR540/PHIL475

PHIL 477 Social Health Care Ethics (3 Credit Hours)
Prepares students for advanced work in philosophical approaches to social issues in health care.

PHIL 478 Research Methods in Social Justice (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course looks at several different methodological approaches to social justice issues: broad ethical frameworks; specific ethical issues, such as intent and volition; quantitative analysis; US law; and international law.
Outcomes:
Students are expected to know how to conduct literature reviews, how to use these approaches in analyzing social justice issues, and how to write up and present their research

PHIL 479 Issues in Applied Ethics (3 Credit Hours)
Introduces students to specialized topics in applied ethics.

PHIL 480 Social & Political Philosophy (3 Credit Hours)
Introduces students to specialized topics in social and political philosophy, such as theories of justice, social contract theory, human rights, and issues pertaining to race, class, and gender.

PHIL 481 Philosophy of Action (3 Credit Hours)
This course deals with the distinction between action and mere behavior. Related topics: causal vs. teleological views, intention, reasons for action (as distinct from causes of action), practical identity, free agency, practical reason, deliberation and choice, the relationship between emotional capacities and responsible agency.
Outcomes:
Students will understand the basic features of human agency

PHIL 482 Philosophy of Social Science (3 Credit Hours)
Introduces students to philosophical issues concerning the social sciences.

PHIL 483 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 484 Philosophical Anthropology (3 Credit Hours)
Prepares students for advanced work about philosophical conceptions of human existence.
Interdisciplinary Option: Women & Gender Studies

PHIL 485 International Ethics (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 487 Moral and Legal Issues of Economic Sanctions (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course will provide an introduction to economic sanctions in the context of foreign relations and global governance. We will look closely at the issues of effectiveness and humanitarian impact. We will also look at legal issues, such as the problem of extraterritoriality.
Outcomes:
It is expected that students will have an overview of how sanctions interact with international law, institutions of global governance, and human rights law

PHIL 490 Current Philosophical Issues (3 Credit Hours)
Introduces students to specialized topics in some area of contemporary philosophy.

PHIL 500 Directed Readings and Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 501 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 502 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 503 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 505 Teaching Internship I (0-3 Credit Hours)
This course introduces students to best practices in philosophical pedagogy.

PHIL 510 Clinical Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of clinical ethics. The student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 511 Social Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of social ethics. the student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 550 Integrative Seminar (3 Credit Hours)
This course prepares students for advanced work in philosophy, and emphasizes ways in which philosophy can play an integrative role.

PHIL 590 Dissertation Proposal Seminar (1 Credit Hour)
This semester-long, non-credit, pass/non-pass course is intended for Ph.D. students in their third or fourth years. Our purpose consists in taking students from their initial, general ideas on a dissertation to a developed proposal.
Outcomes:
The class will culminate in producing a final dissertation proposal and a community of researchers who are able and willing to support each other in the development and writing up of dissertation proposals

PHIL 595 Thesis Supervision (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 600 Dissertation Supervision (1 Credit Hour)
This course is intended for students who have completed their dissertation proposal and are currently working on their dissertation. Please consult with department graduate program director before registering.

PHIL 605 Master's Study (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 610 Doctoral Study (1 Credit Hour)
This course is intended primarily for students who are currently working on their dissertation proposal. Please consult with philosophy department graduate program director before registering.

Philosophy (MA)

The terminal MA in Philosophy at Loyola integrates a strong grounding in the history of philosophy with current debates in social and political philosophy, ethics, and contemporary philosophy. Our department is distinguished by its exceptional breadth in the history of philosophy with internationally recognized faculty working in ancient Greek and Chinese philosophy, Islamic philosophy, and medieval, modern and 19th and 20th century European philosophy. Students who complete the terminal MA can therefore expect to develop a strong foundation in the core areas of philosophy and the ability to pursue specialized research in a range of areas at the doctoral level. Loyola's terminal MA also lays an excellent intellectual foundation for those who intend to pursue graduate work outside of philosophy in such fields as history, theology, and English, as well as those interested in pursuing this degree for personal enrichment.

The Philosophy (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Program Highlights

- Writing workshops and vocational seminars to introduce students to coursework in graduate school
- Professional development and placement workshops that prepare students to present and publish their original research and apply for doctoral programs in philosophy and other fields as well as for professional careers in law, publishing, education, public policy and more
- Generalist training in the history of philosophy and an emphasis on philosophical pluralism that can prepare students for specialized research at the doctoral level

- Work with internationally recognized faculty in social and political philosophy, ethics, and bioethics
- Opportunity to attend seminars, conferences, and lectures in the Chicago-area

Related Programs

Major

- Social Philosophy (MA) (p. 1241)

Doctoral

- Philosophy (PhD) (p. 1238)

Curriculum

The Master of Arts in Philosophy requires 30 credit hours of coursework and a MA examination. Entering MA students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy (ordinarily an undergraduate minor or its equivalent).

Besides the traditional Master's program, the Philosophy (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Specific courses may not be offered every semester and course offerings are subject to change.

Code	Title	Hours
Select one course in Ancient Philosophy:		*3*
PHIL 401	Plato	
PHIL 402	Aristotle	
PHIL 403	Ancient Philosophy	
Select one course in Medieval Philosophy:		*3*
PHIL 405	Augustine	
PHIL 406	Aquinas	
PHIL 407	Medieval Philosophy	
PHIL 408	Late Medieval Philosophy	
Select one course in Modern Philosophy:		*3*
PHIL 410	Descartes	
PHIL 411	Classical Rationalism	
PHIL 412	Classical Empiricism	
PHIL 415	Kant	
PHIL 416	17th-18th Century Philosophy	
Select one course in Continental Philosophy:		*3*
PHIL 422	Nietzsche	
PHIL 430	Husserl	
PHIL 432	Heidegger	
PHIL 433	Phenomenology/Existentialism	
PHIL 434	Hermeneutics & Critical Theory	
PHIL 436	Contemporary French Philosophy	
PHIL 437	Contemporary German Philosophy	
PHIL 438	Topics in Continental Philosophy	
Select one course in Analytic Philosophy:		*3*
PHIL 442	Anglo-American Philosophy	
PHIL 443	Anglo-American Epistemology	
PHIL 444	Studies in Logic	
PHIL 447	Issues in Cognitive Science	
Select five 400-level Electives		*15*
Total Hours		**30**

Note: Courses may fulfill different distribution requirements on an ad hoc basis, depending on course content. To confirm, please consult Graduate Program Director.

Other Philosophy graduate level courses may be used in the above requirements. Students should consult with the Graduate Program Director if a course of interest is not shown in the above curriculum grid. For a full list of Philosophy graduate level courses, click here (p. 1232).

Language Requirement

There is no language requirement or other research tool requirement for the M.A. degree in the Philosophy Department.

MA Examination

Toward the end of the course of studies, students pursuing the MA in Philosophy must pass an oral examination before a committee of at least three faculty members on a substantial research paper or thesis the student has written. The focus of the examination is on the argument and analysis of the paper, as well as on the background thought that the argument and analysis presuppose.

Suggested Sequence of Courses

Traditional Master's Program

Students in the terminal MA program may take any course from PHIL 400 to PHIL 490. However, students are advised to take courses in their first year that satisfy distribution requirements and/or introduce them to foundational texts, figures, and philosophical skill-sets. They will be encouraged to save elective courses for their second year when students typically take two courses per semester rather than three. Ideally, these electives will be related to their MA examination research. They will also focus in their second year on completing their MA examination, applying to PhD programs, and/or preparing for career paths outside of academic philosophy. A sample plan of study is included below:

Course	Title	Hours
Year 1		
Fall		
PHIL 401	Plato	3
PHIL 407	Medieval Philosophy	3
PHIL 478	Research Methods in Social Justice	3
	Hours	**9**
Spring		
PHIL 415	Kant	3
PHIL 433	Phenomenology/Existentialism	3
PHIL 441	Wittgenstein	3
	Hours	**9**
Year 2		
Fall		
PHIL 480	Social & Political Philosophy	3
PHIL 490	Current Philosophical Issues	3
	Hours	**6**
Spring		
PHIL 457	Aesthetics	3

PHIL 468	Topics in Ethics	3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

All courses from PHIL 400 to PHIL 490 are appropriate to take during the student's undergraduate career. However, students will be advised to take courses during their senior year that satisfy distribution requirements for the MA and/or introduce students to foundational texts, ideas, or philosophical skill-sets: These courses include but are not limited to:

PHIL 401 Plato; PHIL 402 Aristotle; PHIL 403 Ancient Philosophy; PHIL 407 Medieval Philosophy; PHIL 415 Kant; PHIL 416 17th-18th Century Philosophy; PHIL 438 Topics in Continental Philosophy; PHIL 442 Anglo-American Philosophy; PHIL 450 Epistemology; PHIL 451 Metaphysics; PHIL 463 Virtue Ethics; PHIL 468 Topics in Ethics; PHIL 478 Research Methods in Social Justice; PHIL 480 Social & Political Philosophy; PHIL 483 Philosophical Questions in Human Rights; PHIL 490 Current Philosophical Issues

Below, please find a sample study plan for students in their senior year. Note that this plan will vary depending on the number of remaining required courses the student has for the major and the university curriculum.

Course	Title	Hours
Senior		
Fall		
PHIL 401	Plato	3
PHIL 478	Research Methods in Social Justice	3
	Hours	**6**
Spring		
PHIL 407	Medieval Philosophy	3
PHIL 480	Social & Political Philosophy	3
	Hours	**6**
Master's		
Fall		
PHIL 415	Kant	3
PHIL 433	Phenomenology/Existentialism	3
PHIL 441	Wittgenstein	3
	Hours	**9**
Spring		
PHIL 457	Aesthetics	3
PHIL 468	Topics in Ethics	3
PHIL 490	Current Philosophical Issues	3
	Hours	**9**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review

process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA in Philosophy, students will have:

- Acquired advanced disciplinary knowledge and be able to: (a) demonstrate broad knowledge of the history of philosophy; (b) engage critically with perennial and current debates in at least one branch of philosophy, such as ethics, social and political philosophy, or metaphysics; and (c) demonstrate focused expertise in a particular subfield of philosophy through sustained independent research.
- Mastered methodological and argumentative skills and be able to: (a) identify and analyze the hidden presuppositions of conceptual frameworks, social practices, or systems of belief; (b) construct and evaluate philosophical arguments in written and oral form; and (c) apply philosophical methods and insights across both analytic and continental traditions and to other areas of research or inquiry.
- Produced and disseminated original scholarship and be able to: (a) identify a significant philosophical question, situate it within the relevant scholarly literature, and construct an original argument in response; (b) compose a substantial research paper meeting graduate-level standards of philosophical writing; and (c) frame, defend, and respond to critical questioning of that research before a faculty committee in the MA examination.
- Demonstrated professional engagement and ethical commitment and be able to: (a) participate in the academic community through contribution to seminars, conferences, or workshops in philosophy; (b) articulate and apply Jesuit values—including commitments to truth, justice, and the common good—to philosophical questions; and (c) collaborate productively with peers and faculty in shared intellectual work.

Philosophy (PhD)

Loyola's PhD in Philosophy is a premiere program for graduate study in continental philosophy, social and political philosophy, and the history of philosophy. It is also renowned for its strengths in feminism, ethics and value theory, critical philosophy of race, and bioethics. Our department values philosophical pluralism and faculty are informed by a variety of traditions and methodologies, so students are exposed to a range of approaches, both analytic and continental, through their coursework. Loyola thus offers doctoral students a uniquely well-rounded education as well as a diversity of research paths that they can pursue.

Program Highlights

- **Outstanding Mentorship and Professional Development:** In addition to outstanding individual mentorship and advising, our faculty collaboratively designs and conducts programming to support student success. This includes a first year proseminar to prepare students for graduate coursework and professional development workshops throughout the year to prepare students to present and publish original research.
- **Developing Research Skills:** Doctoral students can take on research assistantships that cultivate relevant research and professional skills, for instance, by serving as editorial assistants for academic journals, directing our MAP chapter (https://www.luc.edu/philosophy/researchandinitiatives/minoritiesandphilosophychapter/), and engaging in faculty directed research. Doctoral students are also encouraged to participate in at least one of our research groups (https://www.luc.edu/philosophy/researchandinitiatives/researchgroups/) to expand their scholarly networks and present their research.
- **Teaching Excellence:** Loyola will prepare you to be an agile teacher who can design and deliver courses across the core areas of philosophy and adapt to the needs of students in an increasingly complex world. Our teaching assistantships prioritize pedagogical development, and we offer teacher training through pedagogy seminars and one-on-one mentorship as well as the opportunity to teach courses as instructors of record.
- **Academic Careers:** In addition to individual advising, Loyola's placement committee offers workshops and seminars to prepare doctoral students for success on the academic job market. This committee provides feedback on application materials, schedules mock-interviews, and coaches students through the process of campus visits and job offers. Our alumni enjoy great success in their chosen career paths, and many secure full-time positions at respected colleges and universities.
- **Career Diversity:** Loyola also recognizes the importance of supporting students interested in pursuing non-traditional career paths, offering internships and training in such fields as education administration, academic publishing, public policy, social work, and computer programing.

Related Programs

Major

- Social Philosophy (MA) (p. 1241)

Master's

- Philosophy (MA) (p. 1235)

Curriculum

The PhD in Philosophy requires 49 hours of coursework, a foreign language requirement, qualifying examination, and dissertation. All requirements for the Master of Arts in Philosophy must be satisfied as the first stage of doctoral work. Entering PhD students must have a Bachelor of Arts degree or its equivalent from an accredited institution. They should have a solid background in philosophy, ordinarily an undergraduate major, including coursework in the history of ancient and early modern European philosophy as well as in metaphysics, epistemology, logic, ethics, and social-political philosophy.

Coursework Requirements

Specific courses may not be offered every semester and course offerings are subject to change.

Code	Title	Hours
Select one course in Ancient Philosophy:		*3*
PHIL 401	Plato	
PHIL 402	Aristotle	
PHIL 403	Ancient Philosophy	
Select one course in Medieval Philosophy:		*3*
PHIL 405	Augustine	
PHIL 406	Aquinas	
PHIL 407	Medieval Philosophy	
PHIL 408	Late Medieval Philosophy	
Select one course in Modern Philiosophy:		*3*
PHIL 410	Descartes	
PHIL 411	Classical Rationalism	
PHIL 412	Classical Empiricism	
Select one course in Continental Philosophy:		*3*
PHIL 430	Husserl	
PHIL 432	Heidegger	
PHIL 433	Phenomenology/Existentialism	
PHIL 434	Hermeneutics & Critical Theory	
PHIL 436	Contemporary French Philosophy	
PHIL 437	Contemporary German Philosophy	
PHIL 438	Topics in Continental Philosophy	
Select one course in Analytic Philosophy:		*3*
PHIL 442	Anglo-American Philosophy	
PHIL 443	Anglo-American Epistemology	
PHIL 444	Studies in Logic	
PHIL 447	Issues in Cognitive Science	
Select one course in Metaphysics/Epistemology:		*3*
PHIL 450	Epistemology	
PHIL 451	Metaphysics	
PHIL 452	Philosophy of Science	
Select one course in Ethical/Social Political Philosophy:		*3*
PHIL 463	Virtue Ethics	
PHIL 464	Utilitarianism	
PHIL 466	Major Authors in Moral Philosophy	
PHIL 467	Contemporary Ethical Theories	
PHIL 468	Topics in Ethics	
PHIL 469	Ethics and Rationality	
PHIL 470	Ethics & Economic Justice	
PHIL 474	Principles of Business Ethics	
PHIL 475	Philosophy of Nursing: Nursing as a Moral Practice	
PHIL 477	Social Health Care Ethics	
PHIL 479	Issues in Applied Ethics	
PHIL 480	Social & Political Philosophy	
Select nine 400-level Electives		*27*
PHIL 505	Teaching Internship I [1]	0
PHIL 590	Dissertation Proposal Seminar	1
Total Hours		**49**

[1] This will be taken as a 0-credit Pedagogy Seminar.

Note: Courses may fulfill different distribution requirements on an ad hoc basis, depending on course content. To confirm, please consult Graduate Program Director.

Other Philosophy graduate level courses may be used in the above requirements. Students should consult with the Graduate Program Director if a course of interest is not shown in the above curriculum grid. For a full list of Philosophy graduate level courses, click here (p. 1232).

For further information, please refer to the Philosophy Graduate Student Handbook (https://www.luc.edu/media/lucedu/philosophy/pdfs/Grad%20Handbook%20January%202023.docx.pdf), or contact the Graduate Program Director.

Research Tool/Foreign Language Requirement

The "Research Tool" requirement ensures that doctoral students have the research skills necessary to become responsible professional researchers in their fields. In philosophy, doctoral students typically fulfill the Research Tool by demonstrating reading proficiency in at least one foreign language relevant to their primary area of research, typically German, French, ancient Greek, Latin, or classical Arabic. Depending on the student's research area, reading proficiency in two foreign languages may be required. Upon fulfilling this requirement, students should be able to read philosophical texts in their original language as well as untranslated historical and contemporary commentaries on these texts in order to conduct advanced research in philosophy.

In exceptional cases students may petition to fulfill the Research Tool requirement in a way other than knowledge of a foreign language, e.g., by research in a lab or clinical training, when it is appropriate to their primary areas of research.

For additional information about the Research Tool requirement, please refer to the Philosophy Graduate Student Handbook (https://www.luc.edu/media/lucedu/philosophy/pdfs/Grad%20Handbook%20January%202023.docx.pdf), or contact the Graduate Program Director.

PhD Qualifying Examination

PhD students will be required to complete a Foundational Paper and oral defense. This paper will test their knowledge in their general dissertation research area and should be completed during the Fall of Year 3. Upon completing and defending the Foundational Paper, students will take the Dissertation Proposal Seminar in Spring of their third year in preparation for their candidacy exam. The candidacy exam focuses on a dissertation

proposal and a draft of the first chapter or an extended review of the literature relevant to the dissertation. It also includes an oral defense designed to assess whether the proposal is well formed and a project which the student is prepared to carry out successfully. This examination may be taken after a student has completed all course distribution requirements and the first level of the language or other research tool requirement for the degree.

Dissertation and Oral Defense

The last stage of the PhD is the writing and defense of a dissertation. The dissertation is written under the direction of a member of the department's graduate faculty, and must be read and approved by at least two other readers who are ordinarily members of the department's graduate faculty. Formally, the dissertation begins with the submission of a "Thesis Outline." Upon approval of this outline the student is formally advanced to candidacy. The dissertation is completed with the passing of the public oral defense of the work and its acceptance by the Graduate School.

The MA Degree as Part of the PhD

The Master of Arts in Philosophy is ordinarily earned as the first part of a student's PhD work. Thirty hours of graduate coursework (10 courses) are required for students in the MA program. These courses must include five of the seven PhD distribution requirements, namely courses in contemporary Analytic Philosophy, Contemporary Continental Philosophy, Ancient Philosophy, Medieval Philosophy, and Modern Philosophy.

An MA Examination is required for students in the Accelerated Master's Pathway (AMP), MA in Social Philosophy, and MA in Philosophy programs. It is also required for students in the PhD program who have not completed an MA thesis prior to entering the PhD program at Loyola. There are three options for completing the MA Examination depending on the program of study: (1) Oral Defense of MA Thesis; (2) Oral Defense of MA Paper; and (3) Faculty Review of MA Portfolio comprised of Two Scholarly Research Papers (article-length).

Options 1 and 2 are designed for students in the AMP, MA in Social Philosophy, and MA in Philosophy. Option 3 is designed for students in the PhD program. While students may fulfill the MA examination in any one of these three ways, it is strongly recommended that students take the exam that has been designed for their program of study. Students will determine in consultation with their advisors which MA Examination option is best for them. Students should also consult the GPD if they wish to deviate from the recommended MA Examination option for their program.

Suggested Sequence of Courses

Students in the PhD program may take any course from PHIL 400 to PHIL 490. However, students are advised to take courses in their first year that satisfy distribution requirements and/or introduce them to foundational texts, figures, and philosophical skill-sets. They will be encouraged to save elective courses for their second and third year. Ideally, these electives will be related to the broad area of their dissertation research. Students will also take PHIL 505 Teaching Internship I for 0 credits before they begin teaching and PHIL 590 Dissertation Proposal Seminar for 0 credits before they defend their dissertation proposal. A sample plan of study is included below:

Course	Title	Hours
Year 1		
Fall		
PHIL 401	Plato	3
PHIL 478	Research Methods in Social Justice	3
PHIL 407	Medieval Philosophy	3
	Hours	**9**
Spring		
PHIL 480	Social & Political Philosophy	3
PHIL 462	Kant's Moral Philosophy	3
PHIL 449	Philosophy of Language	3
	Hours	**9**
Year 2		
Fall		
PHIL 430	Husserl	3
PHIL 434	Hermeneutics & Critical Theory	3
PHIL 490	Current Philosophical Issues	3
	Hours	**9**
Spring		
PHIL 438	Topics in Continental Philosophy	3
PHIL 421	Marx	3
PHIL 419	Aesthetics	3
PHIL 505	Teaching Internship I	0
	Hours	**9**
Year 3		
Fall		
PHIL 468	Topics in Ethics	3
PHIL 422	Nietzsche	3
PHIL 432	Heidegger	3
	Hours	**9**
Spring		
PHIL 437	Contemporary German Philosophy	3
PHIL 590	Dissertation Proposal Seminar	1
	Hours	**4**
	Total Hours	**49**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the PhD in Philosophy, students will have:

- Acquired advanced knowledge and be able to: demonstrate knowledge of the history of philosophy; demonstrate knowledge of perennial and contemporary issues in philosophy; and demonstrate expertise in a particular area of philosophy.
- Engaged in discursive and critical thinking and be able to: identify hidden presuppositions of everyday beliefs; articulate and evaluate philosophical arguments; consider alternative kinds of philosophical argumentation; apply philosophical categories, methods, and insights to other areas of human interest, experience, or cognitive inquiry.
- Produced and disseminated scholarship and be able to: frame, research, complete and defend the PhD dissertation; and frame, complete and submit papers for scholarly conferences and publications.
- Developed effective teaching skills and be able to: effectively present material; create syllabi and craft a statement of teaching philosophy; run an effective philosophy course; satisfy University and Department expectations of core courses and instructors.
- Developed the skills to appreciate and participate in citizenship in the academic community, in the larger community, and the world and be able to: work for others for the sake of common purposes; foster Jesuit ideals, including truth and justice; enhance the pleasures of work in common.

Social Philosophy (MA)

The Master of Arts in Social Philosophy provides an education for students from various disciplines who want to explore social, political, legal, and ethical philosophy, especially as it applies to fields like law, public policy, criminal justice, gender equality, migration, environmental justice, bioethics, and AI policy. Students enrolled in this program will learn to analyze the human condition through complex social, political, economic, and cultural contexts that characterize the contemporary global landscape. This program emphasizes the integration of theoretical work in the classroom with work in the community. It also encourages interdisciplinary research and engagement with a variety of philosophical traditions and methodologies. Though students in this degree may wish to pursue a career in academic philosophy, it is designed to support students with a variety of professional goals.

The Social Philosophy (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Program Highlights

- Work with internationally recognized faculty in philosophy to evaluate social and ethical challenges shaping our world
- Design your degree by clustering courses in primary and secondary areas of focus that you choose
- Gain global perspectives on questions of ethics and social justice through the non-European Traditions requirement
- Integrate theoretical study with work in the world through a semester-long internship in PHIL 511: Social Ethics Practicum

Related Programs

Master's

- Philosophy (MA) (p. 1235)

Doctoral

- Philosophy (PhD) (p. 1238)

Curriculum

The MA in Social Philosophy requires 30 credit hours of coursework, an MA examination, and a semester-long internship through PHIL 511 Social Ethics Practicum. It is designed for students from various disciplines who want to explore social, political, legal, and ethical philosophy, especially as it applies to fields like law, public policy, criminal justice, gender equality, migration, environmental justice, bioethics, and AI policy. In addition to completing the required coursework, students work with faculty advisors to choose a primary and secondary area of focus aligned with their career goals. They uses these areas to select courses and choose an internship appropriate to these goals.

Entering MA in Social Philosophy students must have a Bachelor's degree or its equivalent from an accredited institution. Applicants will ideally have some coursework in philosophy or related fields from their previous institution, but a BA major or minor in philosophy is not required.

Besides the traditional Master's program, the Social Philosophy (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Please note that course offerings may vary by semester.

Code	Title	Hours
Non-European Traditions		**3**
Select one of the following:		
PHIL 407	Medieval Philosophy [1]	
PHIL 439	Chinese Philosophy	
PHIL 463	Virtue Ethics [1]	
PHIL 468	Topics in Ethics [1]	
PHIL 484	Philosophical Anthropology [1]	
PHIL 490	Current Philosophical Issues [1]	
Social and Political Philosophy/Ethics (p. 1242) [2]		**15**
PHIL 480	Social & Political Philosophy	
Select four additional courses		
Select three 400-level Electives [3, 4]		*9*
PHIL 511	Social Ethics Practicum	3
Total Hours		**30**

[1] In general, these courses meet the requirements, but sometimes a topic may not be suitable, in which case the Graduate Program Director will advise about a substitute.

[2] While it is not required, students are advised to choose a primary and secondary area of focus. Students will take three courses in the primary area and two courses from the secondary area. These areas include:

1. Social and Political Philosophy/Philosophy of Law
2. Critical Philosophy of Race/Feminism
3. Human Security

4. Climate Change and Environmental Justice
5. Bioethics
6. International Issues and Perspectives
7. Technology Ethics and Policy

[3] Students may also take PHIL 500, PHIL 501, PHIL 502, and PHIL 503
[4] Up to two electives may be taken in related courses offered by other graduate departments or schools within Loyola, subject to approval from the Graduate Program Director.

Students should consult with the Graduate Program Director if a course of interest is not shown in the curriculum grid. For a full list of Philosophy graduate level courses, click here (p. 1232).

Social and Political Philosophy/Ethics Courses

Code	Title	Hours
PHIL 431	Marxism	3
PHIL 436	Contemporary French Philosophy [1]	3
PHIL 438	Topics in Continental Philosophy [1]	3
PHIL 457	Aesthetics [1]	3
PHIL 459	Philosophy of Law	3
PHIL 462	Kant's Moral Philosophy	3
PHIL 463	Virtue Ethics	3
PHIL 464	Utilitarianism	3
PHIL 466	Major Authors in Moral Philosophy	3
PHIL 467	Contemporary Ethical Theories	3
PHIL 468	Topics in Ethics	3
PHIL 469	Ethics and Rationality	3
PHIL 470	Ethics & Economic Justice	3
PHIL 475	Philosophy of Nursing: Nursing as a Moral Practice	3
PHIL 477	Social Health Care Ethics	3
PHIL 478	Research Methods in Social Justice	3
PHIL 479	Issues in Applied Ethics	3
PHIL 480	Social & Political Philosophy	3
PHIL 481	Philosophy of Action	3
PHIL 482	Philosophy of Social Science	3
PHIL 483	Philosophical Questions in Human Rights	3
PHIL 484	Philosophical Anthropology [1]	3
PHIL 485	International Ethics	3
PHIL 487	Moral and Legal Issues of Economic Sanctions	3
PHIL 490	Current Philosophical Issues [1]	3

[1] In general, these courses meet the requirements, but sometimes a topic may not be suitable, in which case the Graduate Program Director will advise about a substitute.

Research Tool Requirement

There is no research tool/language requirement for this degree.

MA Examination

An MA Examination is required for students in the BA/MA, MA in Social Philosophy, and MA in Philosophy programs. It is also required for students in the PhD program who have not completed an MA thesis prior to entering the PhD program at Loyola. There are three options for completing the MA Examination depending on the program of study: (1) Oral Defense of MA Thesis; (2) Oral Defense of MA Paper; and (3) Faculty Review of MA Portfolio comprised of Two Scholarly Research Papers (article-length).

Options 1 and 2 are designed for students in the AMP and MA in Social Philosophy and the AMP and MA in Philosophy. Students work with a faculty advisor to determine which option is best depending on their career goals. Option 3 is designed for students in the PhD program. While students may fulfill the MA examination in any one of these three ways, it is strongly recommended that students take the exam that has been designed for their program of study. Students will determine in consultation with their advisors which MA Examination option is best for them. Students should also consult the GPD if they wish to deviate from the recommended MA Examination option for their program.

Suggested Sequence of Courses

Traditional Master's Program

Students in the MA in Social Philosophy may take any course from PHIL 400 to PHIL 490. However, students are advised to take courses in their first year that satisfy coursework requirements and/or introduce them to foundational philosophical skillsets. At the beginning of the first semester of Year 1, students work with a faculty advisor to choose a primary and secondary area of focus that aligns with their interests and career goals. Students will take three courses in the primary area of focus and two in the secondary area. They should complete no fewer than three of the five courses in the primary and/or secondary area of focus in Year 1. It is recommended that students complete PHIL 480 Social & Political Philosophy in Year 1. Students are also encouraged in Year 1 to take PHIL 478 Research Methods in Social Justice or a similar course that introduces students to foundational research and writing skills in social and political philosophy and satisfies an area requirement for the degree.

In Year 2, students complete any remaining coursework requirements and electives as well as PHIL 511 Social Ethics Practicum and the accompanying internship. Students will also complete the MA examination and work with their faculty advisor to prepare for their chosen career path.

A sample plan of study is included below:

Course	Title	Hours
Year 1		
Fall		
PHIL 480	Social & Political Philosophy [1]	3
Non-European Traditions Course		3
PHIL 400-Level Elective		3
	Hours	**9**
Spring		
Social and Political Philosophy/Ethics (p. 1242) [1]		3
Social and Political Philosophy/Ethics (p. 1242) [1]		3
Social and Political Philosophy/Ethics (p. 1242) [2]		3
	Hours	**9**
Year 2		
Fall		
PHIL 511	Social Ethics Practicum	3
Social and Political Philosophy/Ethics (p. 1242) [2]		3
	Hours	**6**
Spring		
PHIL 400-Level Elective [3]		3

PHIL 400-Level Elective [3]	3
Hours	**6**
Total Hours	**30**

[1] Primary area of focus.
[2] Secondary area of focus.
[3] May be taken outside of PHIL with GPD approval.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

The following is a recommended plan of study for AMP students, but they are not required to take courses in this order. Students will work with a faculty advisor upon being admitted to the AMP to determine the best sequence of courses in their senior year based on the student's interests, the available course offerings, and the requirements of the degree.

Course	Title	Hours
Senior		
Fall		
PHIL 480	Social & Political Philosophy [1]	3
Social and Political Philosophy/Ethics (p. 1242) [1]		3
	Hours	**6**
Spring		
Social and Political Philosophy/Ethics (p. 1242) [1]		3
Non-European Traditions Course		3
	Hours	**6**
Master's		
Fall		
PHIL 400-Level Elective		3
PHIL 511	Social Ethics Practicum	3
Social and Political Philosophy/Ethics (p. 1242) [2]		3
	Hours	**9**
Spring		
Social and Political Philosophy/Ethics (p. 1242) [2]		3
PHIL 400-Level Elective [3]		3
PHIL 400-Level Elective [3]		3
	Hours	**9**
	Total Hours	**30**

[1] Primary area of focus.
[2] Secondary area of focus.
[3] May be taken outside of PHIL with GPD approval.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review

the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MA in Social Philosophy students will have:

- Acquired advanced knowledge in social, political, and ethical philosophy and be able to: (a) demonstrate knowledge of foundational and contemporary debates in social and political philosophy, ethics, and critical philosophy; (b) examine how European and non-European philosophical traditions have addressed questions of justice, rights, and social life; and (c) develop expertise at the intersection of a primary and secondary area of research focus.
- Mastered the critical and argumentative skills necessary to analyze and address concrete social and ethical challenges and be able to: (a) identify and analyze the philosophical presuppositions underlying social practices, legal frameworks, or policy debates; (b) construct, articulate, and evaluate philosophical arguments in written and oral form; and (c) apply philosophical methods and insights to concrete problems in their chosen area of professional or scholarly focus.
- Integrated theory and practice through applied philosophical work and be able to: (a) connect philosophical frameworks to real-world challenges in fields such as law, public policy, criminal justice, or environmental justice through the Social Ethics Practicum; (b) reflect critically on the ethical dimensions of professional practice in their internship setting; and (c) articulate the relevance of philosophical analysis to non-academic audiences and contexts.
- Produced and disseminated original scholarship and be able to: (a) identify a significant question in social or applied philosophy, situate it within the relevant scholarly literature, and construct an original argument in response; and (b) frame, complete, and defend an original research project through the MA examination
- Demonstrated professional engagement and ethical commitment and be able to: (a) participate in academic and professional communities through seminars, workshops, or public forums in philosophy or related fields; (b) articulate and apply Jesuit values—including commitments to truth, justice, and care for the common good—to social and ethical questions; and (c) collaborate productively with peers, faculty, and community partners in shared intellectual and practical work.

Political Science

The Department of Political Sciences offers students a personalized education within a distinctive graduate program. Graduate courses are taught by full time faculty and conducted in a seminar form, with specific attention to the individual interests of students. All graduate students receive extensive methodological training, a well-rounded exposure to political science- including courses in comparative politics and international relations- as well as courses in American politics and political theory.

Graduate Programs

- International Affairs (MA) (p. 1248)
- Political Science/Law (MA/JD) (p. 1888)
- Political Science (MA) (p. 1251)
- Political Science (PhD) (p. 1254)

Political Science (PLSC)

PLSC 400 Scope and Methods of Political Science (3 Credit Hours)
This is a broad course that lays out the main approaches to political science.

PLSC 401 Intro to Research Design & Method (3 Credit Hours)
This course is an introduction to principles of research design in political science. The main objective of this course is to familiarize students with the social scientific approach to studying politics.
Outcomes:
Students will learn how to ask empirical questions about the political world, how to develop theories and generate testable hypotheses, how to collect appropriate types of evidence, how to answer research questions scientifically using such evidence, and how to clearly convey their evidence and argument to others

PLSC 402 Seminar on Empirical Analysis (3 Credit Hours)
The course allows students to develop additional methods to empirical analysis.

PLSC 404 Selected Problems in American Politics (3 Credit Hours)
This course focuses on selected problems in the study of American politics and the American Political system.
Outcomes:
Gain an in-depth understanding of selected problems in American politics and the American Political system

PLSC 405 American Executive Branch (3 Credit Hours)
This course relies on historical and contemporary scholarly literature on the American presidency to analyze the development and scope of rhetorical and party leadership, legislative relations, the commander-in-chief and diplomatic roles as well as the growth of the institutionalized presidency.
Outcomes:
Students will master the key literature on the American presidency as well as conduct research on a particular aspect of the US presidency

PLSC 406 American Legislative Branch (3 Credit Hours)
This course focuses on the organization of and decision-making in the US legislative branch.
Outcomes:
Students will fully understand how the US Congress is structured and legislates, as well as its interactions with other US institutions and with American society

PLSC 407 Public Policy-Making & Implementation (3 Credit Hours)
This course examines the process and dynamics of US policy-making systems.
Outcomes:
Students will understand the development of the public sector agenda, the policy formation and legitimation processes, and the role of implementation functions, as these relate to substantive issues or policy arenas

PLSC 409 Organizational Theory (3 Credit Hours)
The course offers a broad approach to the various theoretical and practical approaches to the study of organizations.

PLSC 410 Urban Politics (3 Credit Hours)
This course addresses the major theories, studies and issues of urban politics.
Outcomes:
Students will understand "political machines", parties, interest groups, voting, protests, minority and ethnic groups, city councils, mayors, bureaucrats and community power structures

PLSC 411 American Political Parties/Electoral Process (3 Credit Hours)
This course analyzes the roles and functions of the party system and voting behavior in the United States.
Outcomes:
Students will understand the role of mass communication and issues in elections, the impact of party identification, and the impact of the electoral system on behavior of party and voter

PLSC 412 Constitutional Politics (3 Credit Hours)
This course examines constitutional policy-making in the United States.
Outcomes:
Students will understand the political role of the Supreme Court, judicial values in constitutional adjudication, and the impact of court decisions

PLSC 416 US Political Institutions (3 Credit Hours)
The course surveys academic literature on political institutions in the United States including the legislative, executive, and judicial branches of the federal government, state and local governments, parties, interest groups, media organizations, and civic organizations.
Outcomes:
Students will gain an in-depth understanding of a wide variety of political institutions and how they interact with one another

PLSC 417 The American Legal System (3 Credit Hours)
This course examines the structure, functions, interrelationships, dynamics, and decision-making processes of the US legal system.
Outcomes:
Students will understand the major components of the American legal system - legislatures, administrative agencies, and courts

PLSC 418 Political Psychology & Socialization (3 Credit Hours)
This course examines psychological, social and environmental influences on political attitudes and behavior.
Outcomes:
Students will understand the psychodynamics of political development and socialization as they interact with opinion formation and political participation

PLSC 419 Managing Urban Government (3 Credit Hours)
This course studies the politics of urban government management.
Outcomes:
Students will understand the environments in which the urban manager functions

PLSC 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

PLSC 421 Democratic Political Systems (3 Credit Hours)
This course examines selected democratic political systems.
Outcomes:
Students will understand how selected democratic systems operate, focusing on their similarities and differences

PLSC 422 Authoritarian Political Systems (3 Credit Hours)
This is a graduate-level seminar on authoritarian political systems. The course explores theoretical perspectives on authoritarianism, political institutions in non-democracies, and paths to democratization.
Outcomes:
Students will become familiar with concepts and theories of authoritarianism, gain knowledge about different types of authoritarian rule, and learn about how authoritarian governments work and perpetuate power

PLSC 423 Soviet & Post-Soviet Politics (3 Credit Hours)
This course analyzes the development of Soviet and post-Soviet politics since 1917.
Outcomes:
Students will understand the emergence and development of Soviet politics, as well as its decline in the mid-1980s

PLSC 424 Politics of Developing Areas (3 Credit Hours)
This course examines the politics of the "developing world."
Outcomes:
Students will understand the methods used to analyze politics in the developing and underdeveloped nation-states

PLSC 425 Sub-Saharan Africa (3 Credit Hours)
This course examines politics in Africa from the pre-colonial period to the present.
Outcomes:
Students will understand issues relating to decolonization, ethnicity, class, political economy, democratization, and regime transition in Sub-Saharan Africa

PLSC 426 Latin American Politics (3 Credit Hours)
This course examines important themes in the study of politics in Latin America.
Outcomes:
Students will understand the current scholarship and methodologies in the study of Latin American politics

PLSC 427 Politics of the Middle East (3 Credit Hours)
Enrollment Conditions: Permission of the instructor required. This course offers a historical and thematic approach to study the society and politics of the contemporary Middle East. Two central aims of the course are to cultivate critical perceptions regarding widespread images and descriptions of the region and to bolster students' historical, socioeconomic and political knowledge of the region.
Outcomes:
Students will master important political science literature on the Middle East and be well positioned to pursue original research

PLSC 428 Political Violence (3 Credit Hours)
This course offers a thematic approach to the study of political violence with a particular focus on armed conflicts involving non-state actors (i.e., civil wars). It addresses a wide variety of questions informed by the cutting-edge research in political science and other disciplines.
Outcomes:
Students will develop an understanding of the causes of different forms of violence in different parts of the world, motivations of people who participate in violence, and solutions to armed conflicts

PLSC 429 Comparative Politics Selected Problems (3 Credit Hours)
This course examines selected issues in comparative politics.
Outcomes:
Students will master the literature or conduct research in a particular area of comparative politics

PLSC 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

PLSC 431 Formulation US Foreign Policy (3 Credit Hours)
This course examines how US foreign policy is made.
Outcomes:
Students will understand the decision-making institutions and their interaction in the formulation and execution of political, military and economic foreign policy

PLSC 432 Comparative Foreign Policy Analysis (3 Credit Hours)
This course examines contemporary policy positions of major blocs of nations as well as specific nations.
Outcomes:
Students will understand how foreign policy is made in countries other than the United States, as well as the policy of blocs of nations

PLSC 433 International Organization (3 Credit Hours)
This course examines the development and role of international organizations.
Outcomes:
Students will understand the political and administrative principles and problems of various types of international organizations, including the United Nations, the World Trade Organization, the World Bank, the International Monetary Fund and other key global and regional organizations

PLSC 435 International Political Economics (3 Credit Hours)
This course examines global economic systems.
Outcomes:
Students will understand global political-economic relations in the post-WWII period, including international monetary relations, international trade, regional integration, direct investment, debt, and development assistance

PLSC 436 International Conflict (3 Credit Hours)
This course focuses on concepts and approaches related to the causes of war, conflict and peace in the international system.

PLSC 437 Selected Problems International Law (3 Credit Hours)
This course examines selected issues or problems in international law.
Outcomes:
Students will understand contemporary theories of international law and the relationships among the various traditional and contemporary areas of international law

PLSC 439 Selected Problems in International Politics (3 Credit Hours)
This course examines important themes and theories in international politics.
Outcomes:
Students will master a specific body of literature or conduct research in a particular area of international relations

PLSC 440 Ancient Political Thought (3 Credit Hours)
This course examines the major works of the most important theorists within the classical tradition.
Outcomes:
Students will master key writings of Thucydides, Plato, Aristotle, and other theorists

PLSC 442 Modern Political Thought (3 Credit Hours)
This course examines major modern political thinkers.
Outcomes:
Students will master key works of from the Italian Renaissance to the French Revolution

PLSC 444 Great Authors (3 Credit Hours)
This course focuses on the works of political theorists in the western tradition.
Outcomes:
Students will master key works of theorists in the western tradition

PLSC 446 Political Ethics (3 Credit Hours)
This course surveys classic debates on ethics - such as utilitarianism and deontological ethics - to provide students with analytical tools to answer the deceptively simple question "What is the right thing to do?" The course draws on classical readings of political philosophy, while seeking to make those abstract problems tangible by applying them to real world cases and examples.

PLSC 447 American Political Thought to Civil War (3 Credit Hours)
This course examines pre-Civil War US political thought.
Outcomes:
Students will master the works of key thinkers from the American founding to the Civil War

PLSC 449 19th Century Political Thought (3 Credit Hours)
This course examines key theorists in the nineteenth century.
Outcomes:
Student will master the works of key theorists beginning with the French Revolution and through the nineteenth century

PLSC 470 Fieldwork in Political Science-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

PLSC 476 Political Analysis II (3 Credit Hours)
This is an intermediate course in data analysis methods in political science.
Outcomes:
Students will master intermediate research and quantitative methods in political science

PLSC 499 Directed Readings (3-6 Credit Hours)
This course involves specialized study under the supervision of a faculty member.
Outcomes:
Students will master a particular segment of academic literature or conduct in-depth research on a specific topic

PLSC 502 Seminar in Political Behavior (3 Credit Hours)
This course examines selected topics in the development and shaping of political behavior.
Outcomes:
Students will master the political behavior literature and conduct research in specific areas of the discipline

PLSC 503 Seminar: Law & Political Behavior (3 Credit Hours)
This course analyzes selected topics concerning the relationship between legal processes, policies, and politics.
Outcomes:
Students will understand a particular topic in law and political behavior

PLSC 504 Seminar: American Public Policy (3 Credit Hours)
This seminar analyzes the American public policy.
Outcomes:
Students will understand the formation, implementation, and evaluation of public policies in the United States

PLSC 505 Seminar in Urban Problems (3 Credit Hours)
This course analyzes selected policies in urban and state politics.
Outcomes:
Students will understand the politics of specific urban and state policies

PLSC 506 Seminar State & Urban Policy Analysis (3 Credit Hours)
This course examines current perspectives and techniques in the analysis of state and urban policies.
Outcomes:
Students will understand contemporary policy analysis perspective and techniques as well as methods in policy analysis

PLSC 515 Seminar-Public Administration (3 Credit Hours)
This is an upper-level seminar on complex questions related to public administration.

PLSC 520 Seminar: Comparative Politics (3 Credit Hours)
This course examines an important, contemporary area of research in comparative politics.
Outcomes:
Students will master a specific body of literature and conduct research in a specific area in comparative politics

PLSC 521 Seminar Western European Politics (3 Credit Hours)
This course examines contemporary politics in Western European countries.
Outcomes:
Students will understand political and policy developments in Western Europe, as well as the structures of the European Union and the North Atlantic Treaty Organization

PLSC 531 Seminar: International Politics (3 Credit Hours)
This course examines various research topics in international politics.
Outcomes:
Students will master a particular body of work or conduct research in a specific area of international politics

PLSC 532 Soviet/Post-Soviet Foreign Policy (3 Credit Hours)
This course examines the foreign policies of the Soviet Union and the post-Soviet states.
Outcomes:
Students will understand the formulation and application Soviet and post-Soviet foreign policies

PLSC 533 U.S. National Security (3 Credit Hours)
This course examines the U.S. security establishment and the national security process.
Outcomes:
Students will understand how US security policy is made, including the defense budget, US force structure, intelligence, covert operations, and the role of Congress

PLSC 543 Liberalism (3 Credit Hours)
This course analyzes liberal political thought.
Outcomes:
Students will master key works and theorists focusing on equality, liberty, natural rights, utilitarianism, and idealistic bases of modern liberal society

PLSC 546 Political Philosophy Selected Problems (3 Credit Hours)
This course examines a selected theoretical issue in the history of political thought.
Outcomes:
Students will master the writings and theories in a particular theme of political theory

PLSC 595 Thesis Supervision (1 Credit Hour)
The is the first course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 596 Thesis Research (3 Credit Hours)
The is the second course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 597 Dissertation Research (3-6 Credit Hours)
The course is for students researching a thesis topic towards writing a dissertation prospectus.

PLSC 598 Teaching Internship (3 Credit Hours)
The course allows students to complete an internship focused on teaching.

PLSC 600 Dissertation Supervision (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

PLSC 605 Master's Study (1 Credit Hour)
The course is for students researching a thesis towards earning a Master's degree.

PLSC 610 Doctoral Study (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

International Affairs (MA)

The growing interconnectedness of the world's almost 200 countries, termed globalization, and the rising impact of foreign affairs on our daily lives increasingly require individuals with advanced knowledge of International Affairs. The Master of Arts in International Affairs allows students to explore global problems and interactions from an interdisciplinary perspective that makes use of eight Arts and Sciences academic departments and four additional colleges. Students will have the flexibility to tailor their program to fit their individual interests. Students can fulfill a capstone experience by participating in an internship, taking a study abroad class, writing a paper for publication, or writing a master's thesis.

The International Affairs (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Political Science (MA) (p. 1251)

Doctoral

- Political Science (PhD) (p. 1254)

Combined

- Political Science/Law (MA/JD) (p. 1888)

Curriculum

The Master of Arts in International Affairs requires 30 credits hours. Four required core classes, including a capstone experience, and an additional six elective classes, with no more than three offered by a single department in Arts & Sciences or another school at Loyola.

Besides the traditional Master's program, the International Affairs (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Courses

Code	Title	Hours
Foundational Courses		**9**
Foundational International Affairs Courses		
INTA 420 / PLSC 420	Comparative Political Systems	
INTA 430 / PLSC 430	Theories of International Politics	
INTA 475	Political Analysis I	
Elective Courses (max three classes per department or another School)		**18**
Criminal Justice and Criminology Department		
CJC 403	Research Methods and Program Evaluation	
CJC 404	Applied Data Analysis and Interpretation	
CJC 416	International Criminal Justice	
History Department		
HIST 441	Women's & Gender History: Europe	
HIST 459	Environmental History	
HIST 464	Transnational Urban History	
HIST 483	Oral History: Method and Practice	
Modern Languages and Literatures Department [1]		
SPAN 405	Critical Methods (pan-Hispanic world)	
SPAN 490	Hispanic Culture & Civilization (Latin American film, with a focus on human rights)	
Philosophy Department		
PHIL 400	Philosophy Research Tools	
PHIL 459	Philosophy of Law	
PHIL 463	Virtue Ethics (includes non-Western philosophy)	
PHIL 480	Social & Political Philosophy (focuses on global development on a regular basis)	
PHIL 490	Current Philosophical Issues (Critical Race Theory)	
Political Science Department		
PLSC 401	Intro to Research Design & Method	
PLSC 421	Democratic Political Systems	
PLSC 422	Authoritarian Political Systems	
PLSC 431	Formulation US Foreign Policy	
PLSC 432	Comparative Foreign Policy Analysis	
PLSC 433	International Organization	
PLSC 435	International Political Economics	
PLSC 436	International Conflict	
PLSC 476	Political Analysis II	
Psychology Department		
PSYC 460	Social Psychological Theory (Psychology Department)	
PSYC 461	Attitude and Attitude Change	
PSYC 474	Research in Group Dynamics	
PSYC 484	Prejudice and Intergroup Relations	
PSYC 486	Methods of Program Evaluation	
Sociology Department		
SOCL 410	Logic of Sociological Inquiry	
SOCL 412	Qualitative Methods in Social Research	
SOCL 414	Statistical Methods Analysis I	
SOCL 415	Statistical Methods of Analysis II	
SOCL 418	Demography	
SOCL 423	Social Movements	
SOCL 426	Sociology of Gender	
SOCL 441	Sociology of Religion	
SOCL 447	Sociology of Culture	
SOCL 461	Race & Ethnicity	
Theology Department		
THEO 459	Contemporary Theology	
THEO 460	Seminar in History of Theology	
THEO 464	Religion & Politics in Christian History	
THEO 470	Foundations Crititical Issues Theological Ethics	
THEO 480	Seminar in Christian Ethics	
School of Education (International Education)		
ELPS 405	Introduction to Educational Policy Analysis	
ELPS 448	International Higher Education	

ELPS 455	Comparative Education
School of Communication	
COMM 401	Foundations of Global Strategic Communication
COMM 402	Organizational Leadership and Change Management
COMM 422	Global and Multicultural Audiences and Stakeholders
School of Social Work	
SOWK 502	Power, Oppression, Privilege, and Social Justice
SOWK 730	Immigration Dynamics and U.S. Social Policy
SOWK 731	Social Work Practice with Refugees and Immigrants
SOWK 732	Migration, Social Justice, and Human Rights
SOWK 733	North American Migration Dynamics, Challenges & Opportunity
SOWK 754	Global Social Work: Reflective Practice for Justice and Peace
School of Law [2]	
LAW 176	International Trade Law
LAW 371	International Business Trans
LAW 372	International Law and Practice
LAW 388	Global Access to Medicine: A Patent Perspective
LAW 459	Intro to English Legal Profession
LAW 568	European Union Law
School of Law at John Felice Rome Center	
PLAW 101	Comparative and Ethical Lawyering for the Rule of Law
PLAW 102	History, Theory and Practice of Rule of Law for Development
PLAW 103	Theory and Practice of Assessments in Rule of Law Advising
PLAW 104	International Development Architecture
PLAW 105	Sustainable Development Through International Commerce and Investment
PLAW 106	Design of Rule of Law Programs and Proposal Preparation
PLAW 107	Rule of Law in Conflict Prevention and Peacebuilding
PLAW 108	Legal Systems and Methods
PLAW 250	Research and Writing on the Rule of Law
PLAW 907	Rule of Law Project Management, Monitoring & Evaluation
Parkinson School of Public Health	
MPBH 400	Determinants of Population Health
MPBH 414	Introduction to Global Health
MPBH 417	Global Maternal and Child Health
MPBH 422	Population Health Planning & Management
MPBH 424	Health Economics and Healthcare Financing
MPBH 432	Health Impact Assessment
Quinlan School of Business	
ECON 424	International Business Economics
ETHC 446	International Business Ethics
FINC 455	International Financial Management
HRER 422	Global Human Resource Management
HRER 502	Global Employment Relations
MARK 465	International Marketing
MARK 561	Comparative Consumer Behavior
SCMG 486	Global Logistics
Capstone	**3**
Select one of the following:	
INTA 470	Fieldwork in PLSC-Internship
PLSC 499	Directed Readings
PLSC 605	Master's Study
Total Hours	**30**

[1] Students interested in honing their foreign language skills will have the option of taking a 300 or 400-level language course (i.e., a course beyond 101, 102, 103, and 104), and having that course count as one of the six elective courses. Current language possibilities offered at Loyola at the 300 level include Chinese, French, German, Italian, and Spanish. Modern Languages and Literatures offers graduate-level courses in Spanish. The courses that follow are open only to interested students with advanced writing, speaking, and reading skills in Spanish.

[2] MA in International Affairs students must take variable credit Law courses for 3 credit hours. The course cannot be taken for less than 3 credit hours.

Note on Elective Courses

Students will take six elective courses, with no more than three offered by a single department in the College of Arts and Sciences or another School at Loyola. The core International Affairs courses in Political Science do not count toward this three-course total, and thus a student may take three Political Science courses in addition to the three core (required) courses. The participating programs that will contribute classes include eight departments in Arts & Sciences (History Department, Philosophy Department, Political Science Department, Psychology Department, Sociology Department, Theology Department, Criminal Justice & Criminology Department, and Modern Languages and Literatures Department) and four additional Schools (School of Communication, School of Education [International Education], School of Social Work, and School of Law). Please note that the courses listed might not be offered every year and new courses may be added to this list. Students should talk with the Graduate Program Director if they want to take a course that is not on the list of elective courses below for approval.

Suggested Sequence of Courses

Traditional Master's Program

In order to provide optimal flexibility in the Master's program, there is no required course sequence. However, it is suggested that students first take the required courses (PLSC 420, PLSC 430, and PLSC 475) as soon as they are offered before taking elective courses.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
INTA 430	Theories of International Politics	3

INTA 475	Political Analysis I	3
	Hours	**6**
Spring		
INTA 420	Comparative Political Systems	3
400-Level Elective Course		3
	Hours	**6**
Master's		
Additional 400-Level elective courses chosen in conjunction with the Graudate Program Director.		15
Capstone Course		3
	Hours	**18**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students will graduate from MA International Affairs program having achieved the following learning outcomes:

- Critically analyze qualitative or quantitative research methods used in International Affairs research.
- Apply theories and concepts of comparative politics and international relations when interpreting past and present global issues.
- Demonstrate an ability to communicate effectively, both orally and in writing, about complex global issues.
- Develop research skills to collect, synthesize, and evaluate evidence from interdisciplinary sources to assess competing theories and explain global phenomena.

Political Science (MA)

The Master of Arts in Political Science provides students with a general, political science graduate education that trains students in methodological techniques and research design, and provides training in at least three fields of political science.

The Political Science (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- International Affairs (MA) (p. 1248)

Doctoral

- Political Science (PhD) (p. 1254)

Combined

- Political Science/Law (MA/JD) (p. 1888)

Curriculum

The Master of Arts in Political Science requires 30 hours of coursework. Students are required to take 3 methods courses and a combination of courses in the sub-fields of American Politics, Comparative Politics, International Relations, and Political Theory. Students may complete an internship, write an MA thesis, or take comprehensive exams to fulfill their degree requirements.

Besides the traditional Master's program, the Political Science (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Course Requirements

Code	Title	Hours
Political Science Methods		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
PLSC 476	Political Analysis II	3
Seven Electives from Two Subfields [1]		*21*
The sub-fields that may be chosen from are International Relations, Comparative Politics, American Politics, and Political Theory.		
International Relations Courses		
PLSC 430	Theories of International Politics	
PLSC 431	Formulation US Foreign Policy	
PLSC 432	Comparative Foreign Policy Analysis	
PLSC 433	International Organization	
PLSC 435	International Political Economics	
PLSC 436	International Conflict	
PLSC 437	Selected Problems International Law	
PLSC 439	Selected Problems in International Politics	
PLSC 531	Seminar: International Politics	
Comparative Politics Courses		
PLSC 420	Comparative Political Systems	
PLSC 421	Democratic Political Systems	
PLSC 422	Authoritarian Political Systems	
PLSC 423	Soviet & Post-Soviet Politics	
PLSC 424	Politics of Developing Areas	
PLSC 425	Sub-Saharan Africa	
PLSC 426	Latin American Politics	
PLSC 427	Politics of the Middle East	
PLSC 428	Political Violence	
PLSC 429	Comparative Politics Selected Problems	
PLSC 520	Seminar: Comparative Politics	
PLSC 521	Seminar Western European Politics	
PLSC 532	Soviet/Post-Soviet Foreign Policy	
American Politics Courses		
PLSC 404	Selected Problems in American Politics	
PLSC 405	American Executive Branch	
PLSC 406	American Legislative Branch	
PLSC 407	Public Policy-Making & Implementation	
PLSC 410	Urban Politics	
PLSC 411	American Political Parties/Electoral Process	
PLSC 412	Constitutional Politics	
PLSC 417	The American Legal System	
PLSC 418	Political Psychology & Socialization	
PLSC 419	Managing Urban Government	
Political Theory Courses		
PLSC 440	Ancient Political Thought	
PLSC 442	Modern Political Thought	
PLSC 444	Great Authors	
PLSC 446	Political Ethics	
PLSC 447	American Political Thought to Civil War	
PLSC 449	19th Century Political Thought	
PLSC 543	Liberalism	
PLSC 546	Political Philosophy Selected Problems	
Total Hours		**30**

[1] Seven elective courses should be chosen from at least two subfields: International Relations, Comparative Politics, American Politics, or Political Theory. With approval of the Graduate Program Director, up to six (6) hours may be at the graduate level in related disciplines.

Capstone Requirement: Thesis, Comprehensive Exams, or Internship

Thesis

Students may satisfy six hours (2 courses) by writing a thesis. Students who choose this option will take PLSC 596 Thesis Research for two semesters (a total of 6 credit hours, which count as electives) and take PLSC 595 Thesis Supervision until they are done with the thesis.

Code	Title	Hours
Take for two semesters (may satisfy 6 elective hours)		
PLSC 596	Thesis Research	
Take until done with thesis		
PLSC 595	Thesis Supervision	

Comprehensive Exam

MA students can choose to take a written comprehensive examination. The student will select five courses from the substantive courses they have taken on which they will be tested. Prior to taking the exam students must finish all incompletes. Students may be currently registered for courses necessary for the degree in the semester in which they take the exam. If the student has fulfilled all degree requirements except for the comprehensive exams, they should register for PLSC 605 Master's Study in the semesters leading up to and including the exam. Students taking comprehensive examinations at the master's degree level are expected to answer theoretical and substantive questions from a range of five courses they have taken in their coursework. Once a student knows that s/he will take the exam in a particular semester, we highly recommend that they discuss the exam with the faculty members with whom they have taken the five chosen courses. Comprehensive exams will take place during the second half of the fall and spring semesters. Students will answer three questions over a weekend, receiving the exam on a Friday at 5:00 PM and returning the completed examination the following Monday, at 9:00 AM. All three answers must be written during the specified weekend with no outside assistance. Students will write a maximum of 21, double-spaced pages (normal formatting: 1" margins, Times New Roman, 12 pitch font). Each answer should be approximately six or seven pages. Prior to taking comprehensive exams, students must submit to the Graduate Program Director a departmental "MA Requirements and Comprehensive Examination Form," that lists all of the courses the student has taken and identifies on which courses the student would like to be tested. At the beginning of each semester the Graduate Program Director will distribute this form to all students who will take the exam.

Doctoral students who have passed their PhD comprehensive exams and elect to leave the program with an MA before completing the PhD may use those exams to satisfy the MA capstone requirement. Departing doctoral students must have met all other MA program requirements to earn the MA.

Internship

PLSC 470 Fieldwork in Political Science-Internship offers academic credit toward your major or minor while interning and gaining professional experience at one of several organizations, either here in Chicago or elsewhere. The intent is for students to 1) apply their education to date in a professional setting, 2) gain valuable experience at the start of their professional careers, 3) to explore a particular area of professional interest before embarking on their careers, and 4) to potentially "get a foot in the door" within a particular field or employer with the hope of landing a permanent position upon graduation. While past interns have received job offers from organization where they have interned, there are no guarantees or promises of employment that accompany taking this course.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
Elective		3
	Hours	**9**
Spring		
PLSC 476	Political Analysis II	3
Elective		3
Elective		3
	Hours	**9**
Year 2		
Fall		
Elective [1]		3
Elective		3
	Hours	**6**
Spring		
Elective [1]		3
Elective		3
	Hours	**6**
	Total Hours	**30**

[1] If pursuing thesis capstone option, student must substitute this elective for PLSC 596 Thesis Research.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
	Hours	**6**
Spring		
PLSC 476	Political Analysis II	3
PLSC 400-Level or higher Elective [1]		3
	Hours	**6**
Master's		
Fall		
PLSC 400-Level or higher Elective [2]		3

PLSC 400-Level or higher Elective	3
PLSC 400-Level or higher Elective	3
Hours	**9**
Spring	
PLSC 400-Level or higher Elective [2]	3
PLSC 400-Level or higher Elective	3
PLSC 400-Level or higher Elective	3
Hours	**9**
Total Hours	**30**

[1] Students choose from the following options: PLSC 404, PLSC 405, PLSC 406, PLSC 407, PLSC 410, PLSC 411, PLSC 412, PLSC 416, PLSC 417, PLSC 418, PLSC 419, PLSC 420, PLSC 421, PLSC 422, PLSC 423, PLSC 424, PLSC 425, PLSC 426, PLSC 427, PLSC 428, PLSC 429, PLSC 430, PLSC 431, PLSC 432, PLSC 433, PLSC 435, PLSC 436, PLSC 437, PLSC 439, PLSC 440, PLSC 442, PLSC 444, PLSC 446, PLSC 447, PLSC 449, PLSC 470, PLSC 506, PLSC 520, PLSC 521, PLSC 531, PLSC 532, PLSC 533, PLSC 543, or PLSC 546. Students should consult the Graduate Program Director for assistance in selecting an elective that conforms with their research interests.

[2] If pursuing thesis capstone option, student must substitute this elective for PLSC 596 Thesis Research.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the

Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students will graduate from the MA in Political Science program having achieved the following learning outcomes:

- Apply theories and concepts of political science when interpreting past and present political issues.
- Evaluate empirical and normative claims about political phenomena by assessing theoretical coherence and empirical evidence.
- Implement quantitative research methods to answer political questions using statistical software to generate and interpret results
- Communicate about complex political issues clearly and effectively in written and oral formats.

We also encourage our MA students to take advantage of additional learning opportunities through numerous Political Science-sponsored programs:

1. Advanced methodological training
2. Advanced language training/proficiency in a language other than English
3. Advanced research skills
4. International, cross-cultural experience
5. Professional development and experience
6. Networking opportunities

Political Science (PhD)

The PhD program in political science is intended for students who wish to acquire careers in teaching and research or work in the government or the private sector. The focus includes the four fields of American Politics, Comparative Politics, International Relations, and Political Theory. Students will take most of their courses and specialize in two fields. One of the two fields will constitute the major field and the other the minor field.

Related Programs

Master's

- International Affairs (MA) (p. 1248)
- Political Science (MA) (p. 1251)

Combined

- Political Science/Law (MA/JD) (p. 1888)

Curriculum

Students may enter the PhD in Political Science upon completion of the Master of Arts in Political Science at Loyola or another institution[1]. The PhD requires 48 credit hours of coursework, a comprehensive examination, and a dissertation.

Code	Title	Hours
Required Courses		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I (taken in first fall semester of program)	3
PLSC 476	Political Analysis II	3
PLSC 499	Directed Readings (to develop dissertation proposal)	3
Select Four Couses in Major Field		12
Select Three Courses in Minor Field		9
Select Five Elective Courses from Two Sub-fields		15
The sub-fields that may be chosen between for Major and Minor Fields are International Relations, Comparative Politics, American Politics, and Political Theory.		
International Relations Courses		
PLSC 430	Theories of International Politics	
PLSC 431	Formulation US Foreign Policy	
PLSC 432	Comparative Foreign Policy Analysis	
PLSC 433	International Organization	
PLSC 435	International Political Economics	
PLSC 436	International Conflict	
PLSC 437	Selected Problems International Law	
PLSC 439	Selected Problems in International Politics	
PLSC 531	Seminar: International Politics	
Comparative Politics Courses		
PLSC 420	Comparative Political Systems	
PLSC 421	Democratic Political Systems	
PLSC 422	Authoritarian Political Systems	
PLSC 423	Soviet & Post-Soviet Politics	
PLSC 424	Politics of Developing Areas	
PLSC 425	Sub-Saharan Africa	
PLSC 426	Latin American Politics	
PLSC 427	Politics of the Middle East	
PLSC 428	Political Violence	
PLSC 429	Comparative Politics Selected Problems	
PLSC 520	Seminar: Comparative Politics	
PLSC 521	Seminar Western European Politics	
PLSC 532	Soviet/Post-Soviet Foreign Policy	
American Politics Courses		
PLSC 404	Selected Problems in American Politics	
PLSC 405	American Executive Branch	
PLSC 406	American Legislative Branch	
PLSC 407	Public Policy-Making & Implementation	
PLSC 410	Urban Politics	
PLSC 411	American Political Parties/Electoral Process	
PLSC 412	Constitutional Politics	
PLSC 417	The American Legal System	
PLSC 418	Political Psychology & Socialization	
PLSC 419	Managing Urban Government	
Political Theory Courses		

PLSC 440	Ancient Political Thought	
PLSC 442	Modern Political Thought	
PLSC 444	Great Authors	
PLSC 446	Political Ethics	
PLSC 447	American Political Thought to Civil War	
PLSC 449	19th Century Political Thought	
PLSC 543	Liberalism	
PLSC 546	Political Philosophy Selected Problems	
Total Hours		**48**

[1] Students who do not enter Loyola with an MA may take the master's comprehensive exam after completing 10 courses (including PLSC 401 Intro to Research Design & Method, PLSC 475 Political Analysis I, and PLSC 476 Political Analysis II) and earn the MA en route to the PhD. Students must complete four semesters of residence, including at least two consecutive semesters at Loyola. At least one academic year (two consecutive semesters) must be spent as a full-time student.

Language Proficiency

Students may be required to develop language proficiency to conduct research for their doctoral dissertations. PhD students who need to take language courses that are necessary for dissertation research may be able to secure tuition support from The Graduate School with approval of the Graduate Program Director.

Comprehensive Exams

Candidates must pass three total comprehensive examinations (made up of both written and oral components), culminating in an oral examination where 4/5 faculty examiners must approve. All course requirements, including resolution of any outstanding Incomplete grades, must be fulfilled before students can take the written comprehensive examinations.

Dissertation

Candidates must complete and successfully defend both a dissertation proposal and the completed dissertation. Sometime in the third year of study, students are expected for form a dissertation committee, with the assistance of the Graduate Program Director.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

After coursework listed below is complete, students begin taking PLSC 610 Doctoral Study or PLSC 600 Dissertation Supervision until dissertation defense.

Course	Title	Hours
Year 1		
Fall		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
One Major Field Course		3
	Hours	**9**
Spring		
PLSC 476	Political Analysis II	3
One Major Field Course		3
One Minor Field Course		3
	Hours	**9**
Year 2		
Fall		
One Major Field Course		3
One Minor Field Course		3
Elective		3
	Hours	**9**
Spring		
One Major Field Course		3
One Minor Field Course		3
Elective		3
	Hours	**9**
Year 3		
Fall		
PLSC 499	Directed Readings	3-6
	Hours	**3-6**
Spring		
Elective		3
Elective		3
Elective		3
	Hours	**9**
	Total Hours	**48-51**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students will graduate from the PhD in Political Science program having achieved the following learning outcomes:

- Create theoretically grounded interpretations of political phenomena.
- Evaluate competing empirical and normative explanations in political science scholarship by systematically assessing theoretical frameworks, research design, and evidentiary standards.
- Produce original contributions to political science knowledge using appropriate research methods.
- Communicate political science research effectively to specialist audiences through professional-quality writing and oral presentation.

Psychology

Consistent with Loyola University's mission as a Jesuit, Catholic institution, transformative graduate education in the Department of Psychology has two foci: **Healthy Development in Children, Youth, and Families**, and **Psychological Foundations of Social Justice**.

Within each, faculty and students pursue research and provide graduate training that draws upon clinical, developmental, and social psychology, and that has as its ultimate goal maximizing human potential and eliminating barriers to fully effective human functioning, development, and interaction.

- Students interested in focusing on **Psychological Foundations of Social Justice** and who aspire to a non-clinical academic or professional career, follow the Applied Social Psychology Program (p. 1259).
- Students interested in focusing on **Healthy Development in Children, Youth and Families**, and who aspire to a clinical academic or professional career, follow the Clinical Psychology PhD Program (p. 1264).
- Students interested in focusing on **Healthy Development in Children, Youth and Families**, and who aspire to a non-clinical academic or professional career, follow the Developmental Psychology Program (p. 1266).

Graduate Programs

- Applied Social Psychology (MA) (p. 1259)
- Applied Social Psychology (PhD) (p. 1262)
- Clinical Psychology (PhD) (p. 1264)
- Developmental Psychology (PhD) (p. 1266)

Psychology (PSYC)

PSYC 401 History & Systems of Psychology (3 Credit Hours)
History and systems is a survey course that covers past events and persons that directly influenced the formation of contemporary psychology in the United States.
Outcomes:
Students will become familiar with the history of psychology and influential theoretical systems in the field of psychology; The course is partly designed to aid in preparation for the EPPP licensing exam for those students intending to seek professional licensure

PSYC 412 Introduction to the Profession of Clinical Psychology (3 Credit Hours)
Required course for PhD program in Clinical Psychology-an introduction to our field. This course provides an introduction to the profession of Clinical Psychology by focusing on basic research and clinical skills necessary for a career as a clinical scientist and practitioner.
Outcomes:
Students will develop skills such as establishing rapport, empathic and reflective listening, gathering information, and making intervention decisions via supervised interview experiences

PSYC 420 Research Methods in Psychology (3 Credit Hours)
An intensive coverage of classical and current psychological research methodology and a review and implementation of various strategies for proposing research, collecting and analyzing data, and writing scholarly articles.
Outcomes:
Students will learn multiple methods for conducting psychological research, how to critique published research, and how to write research proposals and reports

PSYC 432 Intellectual & Personality Assessment (3 Credit Hours)
This course covers the psychometric properties, administration procedures, and applications of the most common adult psychological measures. Students will gain an understanding of psychometric theory.
Outcomes:
Students will be able to administer and become familiar with how to interpret a WAIS-III, the MMPI-2, the Sentence Completion Test, and the TAT

PSYC 435 Seminar in Cognitive Neuroscience (3 Credit Hours)
The way that information is represented and processed in the brain is central to a broad range of topics in psychological science. In this course we will consider how the methods of cognitive neuroscience including brain imaging (e.g., EEG/ERP, fMRI) and dissociation-based techniques such as neuropsychology and TMS, have revolutionized the exploration of these topics. We will pay particular attention to how these techniques can be used to understand higher-level cognition during development and in questions related to social psychology and psychopathology. Class participants will be introduced to these techniques, read, critique and present results from the primary literature, and also have an opportunity to develop ideas using these methods relating to their own research interests.

PSYC 436 Psychopharmacology (3 Credit Hours)
The types and mechanisms of medications used in the treatment of mental disorder are reviewed. Emphasis is given to behavioral effects and treatment effectiveness of drugs. Psychopharmacological research design and literature are reviewed.
Outcomes:
Students will learn basics of neurotransmission and be informed about medications including antidepressants, mood stabilizers, anti-psychotics, and substance abuse

PSYC 438 Principles of Psychological Assessment Child & Adult (3 Credit Hours)
This course is designed to expose students to a variety of assessment tools and tests available for children ranging from 1 month to 18 years of age.
Outcomes:
Students will develop competence in the administration and write-up of basic intelligence, achievement, and visual motor tests for children presenting with, for example, learning disabilities, mental retardation, social/communication disorders

PSYC 440 Theory & Research in Psychology of Language (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language.

PSYC 446 Psychopathology (3 Credit Hours)
This course reviews concepts, research, and theory (historical and current) in psychopathology and emphasizes diagnosis and etiology.
Outcomes:
Students will gain an appreciation for the major issues in the area of psychopathology, the ability to think clearly and scientifically about these issues, and an understanding of major mental disorders

PSYC 451 Psychopathology of Childhood & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on adjustment problems during childhood and adolescence using an ecological-developmental perspective.
Outcomes:
By gaining insight into the factors that enhance or interfere with positive developmental processes, students learn how to apply research and theory to improve the services they will offer to children and families in their professional careers

PSYC 452 Clinical Treatment of Children & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on empirically-supported interventions for children and families.
Outcomes:
Students learn how to select and evaluate needed prevention programs and interventions for children and families to achieve therapeutic goals

PSYC 455 Developmental Psychology (3 Credit Hours)
This course provides an overview of theory and research on developmental psychology.

PSYC 460 Social Psychological Theory (3 Credit Hours)
Survey of basic concepts, theories, and research in social psychology. Contents include foundations of social psychology; broad theoretical orientations (e.g., evolutionary, behavioral, cognitive, affective, individual, societal, cultural); specific theories at the intrapersonal, interpersonal, intra-group, and inter-group levels of analysis.
Outcomes:
Knowledge and skills in theory construction and criticism; understanding relation between theory and research methods; applying theories to social problems

PSYC 461 Attitude and Attitude Change (3 Credit Hours)
Survey of attitude formation and change literature. Topics include the nature and measurement of attitudes, explicit versus implicit attitudes, effects of attitudes on cognition and behavior.
Outcomes:
Knowledge and skills that enable the integration of multiple theories to conceptualize attitudinal phenomena, critical evaluation of research, written and oral expression about attitude topics, application of attitude theories to practical problems

PSYC 462 Cognitive Social Psychology (3 Credit Hours)
In depth examination of the human cognition within its social context; including topics such as impression formation, attribution, stereotyping, prejudice, social information processing, mental control, affect and social information processing, unconscious social cognition.
Outcomes:
An understanding of basic theoretical approaches and scientific methods of hypothesis testing within social cognition; Development of skills needed to perform research within social cognition

PSYC 464 Practicum in Psychotherapy I (3 Credit Hours)
This two semester practicum course provides applied experience conducting psychotherapy at Loyola University Chicago's Wellness Center.
Outcomes:
For client populations seeking psychotherapy, practicum students will be able to develop a treatment plan, articulate treatment goals, develop a working therapeutic alliance, and execute elementary psychotherapeutic techniques

PSYC 472 Organizational Psychology (3 Credit Hours)
Covers theory, research, and methods associated with behavior in organizational settings. Learning outcomes include knowledge of theory and methods of personnel selection, performance measurement and appraisal, knowledge and skills training; theory and research on leadership, motivation, group behavior, etc.

PSYC 473 Social Development (3 Credit Hours)
This course is designed to provide an advanced level introduction and discussion of critical issues essential to the study of social development. The contribution of multiple contexts (e.g., family, peers, culture) to social development is a major focus of this class.
Outcomes:
Students will become familiar with the several theoretical accounts as well as major empirical findings in the core areas of social development

PSYC 474 Research in Group Dynamics (3 Credit Hours)
Covers theory, methods, and research on behavior in and by groups from a social psychological perspective. Learning outcomes include knowledge of theory and research on group structure, group performance, group decision making, negotiation, and intergroup behavior; ability to design research about group behavior and to analyze data from group research.

PSYC 475 Cognitive Development (3 Credit Hours)
This course is designed to provide an advanced level introduction to critical issues in the study of cognitive development from infancy through childhood.
Outcomes:
Students will be expected to draw connections between the major theoretical accounts of cognitive development and the empirical literature in core areas of children's cognition

PSYC 477 The Self and Self-Esteem (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the self and self-esteem. Course will focus on where self knowledge comes from and how it affects human behavior.
Outcomes:
Knowledge of psychological theory and research on the self and self-esteem

PSYC 479 Cognition and Emotion (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the role that emotion plays in cognitive activity and behavior. Course will focus on how emotion affects cognition and how different emotions have different effects.
Outcomes:
Knowledge of psychological theory and research on cognition and emotion

PSYC 482 Advanced Statistics (3 Credit Hours)
Covers analysis of factorial designs and other multifactor data sets.
Outcomes:
Learning outcomes include theory and assumptions underlying analysis of variance and multiple regression; ability to use SPSS to analyze data from factorial designs and other multifactor research endeavors

PSYC 484 Prejudice and Intergroup Relations (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on intergroup relations, stereotyping and prejudice. Course will focus on the perceptions, cognitions and behaviors toward members of our own group and members of outgroups.
Outcomes:
Knowledge of psychological theory and research on intergroup relations and prejudice

PSYC 485 Psychology and Law (3 Credit Hours)
Application of social psychological theory and research to criminal behavior and the criminal justice system. Specific topics include crime causation, mass media effects, jury selection, eyewitness accuracy, and crime prevention.
Outcomes:
An understanding of core theoretical and methodological approaches to criminal justice research, development of skills needed to perform psychologically oriented criminal justice research

PSYC 486 Methods of Program Evaluation (3 Credit Hours)
Overview of program evaluation methods, politics, ethics, and applications; including topics such as quasi-experimental design, statistical analysis issues, ethical guidelines, implementation strategies, and presentation styles.
Outcomes:
An understanding of the methods, strategies, ethical issues, and implementation obstacles of evaluation research; Development of skills needed to perform high quality evaluation research in a variety of applied settings

PSYC 489 Political Cognition (3 Credit Hours)
Examination of the cognitive determinants of political judgments and decision; including topics such as political information processing, voting preference, political stereotyping, racism, ideology and public opinion, and media effects.
Outcomes:
An understanding of core theoretical approaches within political psychology, scientific methods of hypothesis testing within political psychology, and the development of skills needed to perform research within political psychology

PSYC 491 Multivariate Analysis (3 Credit Hours)
An introduction to the theory and application of multivariate statistical techniques in psychology.
Outcomes:
Students will learn the conceptual underpinnings (including matrix algebra) and will also learn to conduct analyses for the following procedures: multiple and logistic regression, MANOVA, loglinear analysis, canonical correlation, factor analysis, and cluster analysis

PSYC 493 Structural Equation Modeling (3 Credit Hours)
An introduction to structural equation modeling as a multivariate statistical tool, including confirmatory factor analysis, path analysis, causal modeling, diagramming structural models, assessing model fit, model development and identification, multi-sample analysis, and longitudinal analysis.
Outcomes:
An understanding of the logic and mechanics of structural equation modeling, and the skills necessary to use LISREL 8 software to conduct structural analyses

PSYC 509 Seminar on Teaching Psychology (0 Credit Hours)
This course provides an introduction to the psychology teaching and learning.

PSYC 510 Ethics & Professional Practice (3 Credit Hours)
The ethical standards and practice of psychologists, including basic principles of ethics, application of ethics to professional practice and to research, and professional problems and practices are reviewed.
Outcomes:
Students will learn to manage complex ethical problems encountered in psychological practice, research, and education

PSYC 513 Adolescence (3 Credit Hours)
This course offers an in-depth study of adolescence from a psychological as well as cultural and historical perspective, with a focus on biological, cognitive, psychological, and social changes.
Outcomes:
Students will learn important components of psychological health and maladaptation during the adolescent developmental period and how family, peer, and school contexts affect adolescent development

PSYC 514 Research in Development Psychology (3 Credit Hours)
The goal of this course is to survey important methods, issues, research designs, and other topics specific to research in developmental psychology and cultivate students¿ scientific skills like critical thought and evaluation of research.
Outcomes:
Students will be able to demonstrate understanding of developmental methodology, design, ethical concerns, and other issues relevant to developmental science

PSYC 515 Infancy (3 Credit Hours)
The goal of this course is to survey important topics in the field of infancy, the period of development from birth through approximately 3 years.
Outcomes:
Students will demonstrate understanding of infant developmental science in particular content areas and the processes underlying change

PSYC 518 Seminar Selected Topics-Clinical Psychology (3 Credit Hours)
This course provides an overview of selected topics in clinical psychology.

PSYC 525 Seminar in Social Psychology (3 Credit Hours)
This course provides an overview of theory and research on social psychology.

PSYC 535 Internship in Applied Social Psychology (1 Credit Hour)
Students complete an applied social psychology internship during this course.

PSYC 540 Psychology of Language Development (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language development.

PSYC 545 Select Topics in Developmental Psychology (3 Credit Hours)
This course provides an overview of selected topics in developmental psychology.

PSYC 548 Risk and Opportunity in Childhood and Adolescence (3 Credit Hours)
This course provides an overview of theory and research on risk an opportunity in childhood and adolescence.

PSYC 552 Neuropsychology (3 Credit Hours)
Neuropsychology involves the interdisciplinary study of the relations between human brain function and behavior.

PSYC 553 Neuropsychological Assessment (3 Credit Hours)
This course covers the major areas of neuropsychological assessment, including major assessment techniques, interviewing, report writing, and psychometric issues.
Outcomes:
Students will learn major issues and topic areas in neuropsychological assessment (eg, attention, language, memory, visual perception, motor functioning, executive functioning, and emotional functioning)

PSYC 555 Social Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Graduate student standing in Social Psychology
Course will involve research presentations and other forms of professional development.
Outcomes:
Course will involve research presentations and other forms of professional development

PSYC 556 Developmental Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Restricted to graduate students in Developmental Psychology
This course will involve research presentations and other forms of professional development.
Outcomes:
Students will gain the skills and knowledge necessary to present their research to colleagues; Students will possess greater readiness for their post-graduate career

PSYC 560 Human Diversity (3 Credit Hours)
This course provides a foundation in human diversity as it relates to the practice of clinical psychology. The course will examine theoretical perspectives and research findings related to human diversity. The goal of this course is to challenge students to think critically about the influence of human diversity on their psychological practice, research, and teaching.

PSYC 568 Evidence-Based Practice in Clinical Psychology (3 Credit Hours)
Pre-requisites: PSYC 412, or approval of instructor
This course provides a theoretical and skills-based overview of evidence-based practice (EBP) in clinical psychology, and surveys the theoretical and applied aspects of various evidence-based intervention approaches in psychology, including Motivational Interviewing (MI), Interpersonal Therapy (IPT), Cognitive Behavior Therapy (CBT), and Dialectical Behavior Therapy (DBT). Students will demonstrate an understanding of current theories and methods in evidence-based psychotherapy.

PSYC 595 Thesis Supervision (1-3 Credit Hours)
Pre-requisites: Enrollment is Restricted to Psychology graduate students
Students will make supervised progress towards completion of their theses.

PSYC 596 Internship in Clinical Psychology (1 Credit Hour)
Students complete a full time APA approved clinical internship during this course.

PSYC 597 Integrative Readings in Psychology (3 Credit Hours)
Students complete integrated readings under the supervision of a faculty member.

PSYC 598 Research (3-6 Credit Hours)
Students complete research under supervision of a faculty member.

PSYC 599 Directed Readings (3-6 Credit Hours)
Students complete directed readings under the supervision of a faculty member.

PSYC 600 Dissertation Supervision (1 Credit Hour)
Students complete dissertation research under the supervision of a faculty member.
Outcomes:
Students will make progress on their dissertation research

PSYC 605 Master's Study (1 Credit Hour)
Students complete master's thesis readings and research under the supervision of a faculty member.
Outcomes:
Students will make progress on their MA thesis proposal

PSYC 610 Doctoral Study (1 Credit Hour)
Students complete dissertation readings and research under the supervision of a faculty member.

Applied Social Psychology (MA)

The Master of Arts in Applied Social Psychology is a terminal degree program designed primarily to prepare people for careers as research specialist. Such individuals usually work under the direction of a PhD-level supervisor in government agencies, market research firms, research centers, personnel departments and so forth.

The Applied Social Psychology (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Doctoral

- Applied Social Psychology (PhD) (p. 1262)
- Clinical Psychology (PhD) (p. 1264)
- Developmental Psychology (PhD) (p. 1266)

Curriculum

The Master of Arts in Applied Social Psychology requires 30 credit hours of coursework and the completion of a master's thesis.

Besides the traditional Master's program, the Applied Social Psychology (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Coursework

Code	Title	Hours
Foundational Course Requirements		*12*
PSYC 420	Research Methods in Psychology [1]	

PSYC 460	Social Psychological Theory	
PSYC 482	Advanced Statistics	
PSYC 491	Multivariate Analysis [1]	
Advanced Methods [2]		*6*
PSYC 486	Methods of Program Evaluation (required)	
PSYC 493	Structural Equation Modeling	
Applied Topics (Pick One)		*3*
PSYC 472	Organizational Psychology	
PSYC 484	Prejudice and Intergroup Relations	
PSYC 485	Psychology and Law	
PSYC 489	Political Cognition	
Basic Social Psychology (Pick One)		*3*
PSYC 461	Attitude and Attitude Change	
PSYC 462	Cognitive Social Psychology	
PSYC 479	Cognition and Emotion	
PSYC 474	Research in Group Dynamics	
PSYC 477	The Self and Self-Esteem	
Two Graduate-Level PSYC Electives [3]		*6*
Total Hours		**30**

1. Course must be completed with a grade of "B" or better.
2. Advanced Methods courses can be any graduate level statistics or methods course. Please contact Graduate Program Director for assistance.
3. Graduate level (400+) Psychology courses can be found here (p. 1256).

Thesis

The master's thesis should reflect an applied problem or theoretical issue relevant to social psychology. In addition, the thesis should be empirical, i.e., involve the collection and analysis of data. The student must present the results of the study to the faculty and students of the Social Psychology Program as part of the Program colloquium series. All master's theses must be submitted for publication in accordance with Graduate School policy.

Students are encouraged to begin work on their Master's thesis early in their graduate careers. Optimally, data collection should begin in the fall semester of the student's second year, and the thesis should be completed by the beginning of the fall semester of his/her third year. This allows students to begin teaching for the department during their third year of graduate school.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
PSYC 482	Advanced Statistics	3
PSYC 460 or PSYC 486	Social Psychological Theory [1] or Methods of Program Evaluation	3
Applied Topics or Basic Social Psychology Course [2]		3
	Hours	**9**
Spring		
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
Applied Topics or Basic Social Psychology Course [2]		3
	Hours	**9**
Year 2		
Fall		
PSYC 486	Methods of Program Evaluation [3]	3
PSYC Graduate-Level Course [3]		3
	Hours	**6**
Spring		
Advanced Methods Course [3]		3
PSYC Graduate-Level Course [3]		3
	Hours	**6**
	Total Hours	**30**

1. Students should take **PSYC 460** or **PSYC 486** as offered in the Fall term. If PSYC 460 is taken in the first year, PSYC 486 is taken in the subsequent year. If PSYC 486 is taken in the first year, PSYC 460 is taken in the subsequent year.
2. Only one (1) Basic Social Psychology course and one (1) Applied Topics course are required for the degree.
3. Advanced Methods courses and PSYC Graduate-level courses can be taken at any time during the second year of coursework.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
PSYC 482	Advanced Statistics	3
PSYC 460 or PSYC 486	Social Psychological Theory [1] or Methods of Program Evaluation	3
	Hours	**6**
Spring		
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
	Hours	**6**
Master's		
Fall		
PSYC 486	Methods of Program Evaluation [2]	3
Applied Topics Course		3
Basic Social Psychology Course		3
	Hours	**9**
Spring		
Advanced Methods Course [2]		3
PSYC Graduate-Level Course [2]		3
PSYC Graduate-Level Course [2]		3
	Hours	**9**
	Total Hours	**30**

1. Students should take **PSYC 460** or **PSYC 486** as offered in the Fall term. If PSYC 460 is taken in the first year, PSYC 486 is taken in the subsequent year. If PSYC 486 is taken in the first year, PSYC 460 is taken in the subsequent year.

[2] Advanced Methods courses and PSYC Graduate-level courses can be taken at any time during the second year of coursework.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Course	Title	Hours
Year 1		
Fall		
PSYC 482	Advanced Statistics	3
PSYC 460 or PSYC 486	Social Psychological Theory [1] or Methods of Program Evaluation	3
Applied Topics or Basic Social Psychology Course [2]		3
	Hours	**9**

Spring		
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
Applied Topics or Basic Social Psychology Course [2]		3
	Hours	**9**
Year 2		
Fall		
PSYC 486	Methods of Program Evaluation [3]	3
PSYC Graduate-Level Course [3]		3
	Hours	**6**
Spring		
Advanced Methods Course [3]		3
PSYC Graduate-Level Course [3]		3
	Hours	**6**
	Total Hours	**30**

1 Students should take **PSYC 460** or **PSYC 486** as offered in the Fall term. If PSYC 460 is taken in the first year, PSYC 486 is taken in the subsequent year. If PSYC 486 is taken in the first year, PSYC 460 is taken in the subsequent year.

2 Only one (1) Basic Social Psychology course and one (1) Applied Topics course are required for the degree.

3 Advanced Methods courses and PSYC Graduate-level courses can be taken at any time during the second year of coursework.

Learning Outcomes

- Explain how classic and contemporary social psychological theory and research applies to human behavior in social settings
- Learn to conduct a literature review
- Evaluate the scientific rigor of research presented in social psychological journals and books
- Synthesize principles of basic and advanced research methods to produce independent, scholarly work
- Understand how to derive novel, previously untested hypotheses.
- Design and conduct basic and applied social psychology research
- Understand how to statistically analyze and interpret data collected in social psychology research
- Understand how to write up an academic research article
- Understand how to give a high quality professional presentation
- Apply ethical standards to evaluate psychological science and practice
- Apply knowledge of social psychology to scholarly and/or professional activities to promote positive social change
- Apply psychological content and skills to career goals
- Acquisition of research and publication skills that will allow students to pursue an applied job after completing the program

Applied Social Psychology (PhD)

Loyola University Chicago offers a Ph.D. Degree in Applied Social Psychology in the Psychology Department.

Related Programs

Master's

- Applied Social Psychology (MA) (p. 1259)

Doctoral

- Clinical Psychology (PhD) (p. 1264)
- Developmental Psychology (PhD) (p. 1266)

Curriculum

The PhD in Applied Social Psychology requires 60 credit hours of coursework, a master's thesis, internship in teaching or research, doctoral candidacy exam, and dissertation.

Coursework Requirements

Code	Title	Hours
Psychology Foundational Courses [1]		**12**
PSYC 420	Research Methods in Psychology	
PSYC 486	Methods of Program Evaluation	
PSYC 482	Advanced Statistics	
PSYC 491	Multivariate Analysis	
Social Psychology Requirements		**3**
PSYC 460	Social Psychological Theory	
Choose one (1) Cognitive/Neuroscience Course		*3*
PSYC 435	Seminar in Cognitive Neuroscience	
PSYC 552	Neuropsychology	
Choose One (1) Developmental/Individual Differences Course		*3*
PSYC 446	Psychopathology	
PSYC 473	Social Development	
PSYC 475	Cognitive Development	
One Additional Methods or Statistics Course		*3*
Choose 4 Social Psychology Seminar Courses [2]		*12*
PSYC 461	Attitude and Attitude Change	
PSYC 462	Cognitive Social Psychology	
PSYC 477	The Self and Self-Esteem	
PSYC 479	Cognition and Emotion	
PSYC 484	Prejudice and Intergroup Relations	
Eight Electives [3]		*24*
Total Hours		**60**

1 Courses in Psychology Core must be completed with a grade of B or better to be applied to degree.

2 Special topics in social psychology courses such as Psychology of Gender (PSYC 525a) and Community Psychology (PSYC 525b) may also fulfill this requirement

3 Electives may be selected from above courses, other graduate level Psychology courses, and graduate level coursework from other departments in the University (*e.g.,* Sociology, Counseling and Educational Psychology). Students should contact the Graduate Program Director for approval before registering.
Electives may also include independent, individualized readings (PSYC 599 Directed Readings) or research (PSYC 598 Research) courses with any willing faculty member.

Doctoral Candidacy Examination

The goal of the doctoral candidacy exam is to provide students with experience of applying and communicating basic and applied social psychological theory, methods and statistics through writing up their research findings in the form of a manuscript. This exam allows students to develop their expertise in applying a theoretical domain to an applied research question and using appropriate methodology and statistics to examine their research question. Writing a manuscript for publication is very different than writing a thesis or dissertation. Theses and dissertations are typically much longer in length than journals have the space to publish. Therefore, writing papers up for publication requires learning to write succinctly. Students are required to work with two members of the faculty – a first and second reader for their exam. There are two ways to demonstrate such expertise and options are discussed in the student handbook.

Internship

All PhD in Social Psychology students are required to complete an internship either as a researcher in an applied setting (for those students interested in applied setting employment), or as a teacher in an academic setting. The applied research internship requires approximately 500 hours of research experience; the teaching internship requires teaching two college-level psychology courses. Students can choose to split the internship - 1/2 applied research and 1/2 teaching by performing 250 hours of applied research and teaching one college-level courses. Internships are usually completed after receiving the MA degree and completing most required coursework - i.e., in the fourth or fifth year of a student's graduate career. However, students can also complete internship hours during the summer. All PhD students must make a presentation at SARS concerning their internships and what they learned while involved in order to complete the internship requirement.

Thesis and Dissertation

Students will complete a master's thesis and earn the MA in Social Psychology en route to the PhD. The master's thesis should reflect an applied problem or theoretical issue relevant to social psychology. In addition, the thesis should be empirical, i.e., involve the collection and analysis of data. The thesis will be published according to Graduate School policy.

The dissertation represents the culmination of one's graduate study. Writing a dissertation is an opportunity to draw upon all of one's knowledge and experience while making an original contribution to general knowledge and/or the solution to some social problem. After finishing the candidacy exam, students are well prepared for this task. Upon completion and successful oral defense of the dissertation, it will be deposited in a publicly accessible database in accordance with Graduate School policy.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
PSYC 482	Advanced Statistics	3
PSYC 460 or PSYC 486	Social Psychological Theory or Methods of Program Evaluation	3
Social Psychology Seminar		3
	Hours	**9**
Spring		
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
Social Psychology Seminar		3
	Hours	**9**
Summer		
Elective		3
	Hours	**3**
Year 2		
Fall		
PSYC 486 or PSYC 460	Methods of Program Evaluation or Social Psychological Theory	3
Advanced Methods Course		3
Social Psychology Seminar		3
	Hours	**9**
Spring		
Social Psychology Seminar		3
Cognitive/Neuroscience Course		3
Elective		3
	Hours	**9**
Summer		
Elective		3
	Hours	**3**
Year 3		
Fall		
Developmental/Individual Difference Course		3
Elective		3
Elective		3
	Hours	**9**
Spring		
Elective		3
Elective		3
Elective		3
	Hours	**9**
	Total Hours	**60**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

PhD Learning Outcomes

- Articulate and apply theoretical frameworks and methodological approaches from social psychology and related disciplines to address real-world problems in applied or academic settings.
- Demonstrate how to statistically analyze and interpret data collected in social psychology research
- Communicate social psychology theory, methods, and findings effectively to diverse audiences through written, visual or oral formats.
- Design, conduct, and interpret empirical research, including evaluations and interventions, as well as data collection and statistical analysis, to inform an understanding and develop solutions to social problems.

Clinical Psychology (PhD)

The Clinical Psychology PhD program at Loyola University Chicago adheres to the scientist-practitioner model of clinical training and is designed to develop skilled, creative professionals prepared to succeed in a variety of settings (e.g., clinical, research, academic). The program strives to provide a balance of training and experience in research, clinical work, and teaching. The mission of the program is to provide students with a strong foundation in general psychology along with training focused on the integration of research and practice of clinical psychology. Students are exposed to a range of clinical training and research, with an orientation toward social justice applications of both research and practice. Located in Chicago, Illinois, students have access to a variety of community-based research and clinical externship opportunities. Formal specialization is available in the area of clinical child psychology and/or neuropsychology.

APA Accredited

The clinical psychology program at Loyola University Chicago has been fully accredited by the American Psychological Association (https://www.apa.org/) since 1959.

APA, Office of Program Consultation and Accreditation
750 First Street NE
Washington, DC 20002-4242
202.336.5979

Related Programs

Master's

- Applied Social Psychology (MA) (p. 1259)

Doctoral

- Applied Social Psychology (PhD) (p. 1262)
- Developmental Psychology (PhD) (p. 1266)

Curriculum

The PhD in Clinical Psychology requires 73 credit hours of coursework, a comprehensive examination, supervised clinical and research experiences (including a yearlong APA-Accredited internship), and a dissertation. Students may select a sub-specialty in Child Clinical Psychology, or to elect to undertake a Neuropsychology module.

Coursework Requirements

Code	Title	Hours
Psychology Foundational Courses		**9**
Area A (Choose One)		
PSYC 435	Seminar in Cognitive Neuroscience	
PSYC 436	Psychopharmacology	
PSYC 552	Neuropsychology	
Area B (Choose One)		
PSYC 460	Social Psychological Theory	
PSYC 461	Attitude and Attitude Change	
PSYC 462	Cognitive Social Psychology	
PSYC 474	Research in Group Dynamics	
CIEP 466	School Psychology Special Topics	
Area C (Choose One)		
PSYC 446	Psychopathology	
PSYC 455	Developmental Psychology	
PSYC 473	Social Development	
PSYC 475	Cognitive Development	
Research and Quantitative Methods		
PSYC 401	History & Systems of Psychology	3
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
One Advanced Statitics Course		*3*
PSYC 493	Structural Equation Modeling	
RMTD 484	Hierarchical Linear Models	
STAT 407	Statistical Design	
Clinical Psychology Course Requirements		
PSYC 412	Introduction to the Profession of Clinical Psychology	3
PSYC 432	Intellectual & Personality Assessment	3
PSYC 446	Psychopathology	3
PSYC 464	Practicum in Psychotherapy I (Taken Twice)	6
PSYC 510	Ethics & Professional Practice	3
PSYC 560	Human Diversity	3
PSYC 568	Evidence-Based Practice in Clinical Psychology	3
One Advanced Therapy Course		*3*
One Advanced Assessment Course		*3*
Six Elective Courses [1]		**18**
APA Distribution Requirements (See Table Below for Details)		**3**
PSYC 600	Dissertation Supervision	1
Total Hours		**73**

[1] Electives are selected by the student in consultation with their advisor and should provide the student with grater depth in their special interest area as well as a richer contextual framework for their clinical interests. Electives may be chosen from graduate level psychology courses or other graduate level courses in the university with approval.

APA Course Requirements

To acquire a broad background in primary content areas designated by APA ("discipline-specific knowledge"), clinical students are required

to complete courses the Biological, Cognitive, Affective, Social, and Developmental Aspects of Behavior, as well as Psychometrics and Advanced Integrative Knowledge in Scientific Psychology. In order to effectively plan coursework to meet all distribution requirements, students should consult their advisor and Graduate Program Director frequently.

The APA requires that students in all accredited clinical programs acquire basic knowledge in each of seven areas described as "broad theoretical and scientific foundations of the field of psychology." Note that the Department and APA requirements overlap in several respects. One class can simultaneously satisfy both Departmental and APA requirements.

Code	Title	Hours
Biological Aspects of Behavior (Choose One)		
PSYC 552	Neuropsychology	3
Cognitive Aspects of Behavior (Choose One)		
PSYC 435	Seminar in Cognitive Neuroscience	3
PSYC 475	Cognitive Development	3
Affective Aspects of Behavior (Take Two)		
PSYC 552	Neuropsychology	3
PSYC 473	Social Development	3
or PSYC 475	Cognitive Development	
Social Aspects of Behavior (Choose One)		
PSYC 460	Social Psychological Theory	3
PSYC 461	Attitude and Attitude Change	3
PSYC 462	Cognitive Social Psychology	3
PSYC 474	Research in Group Dynamics	3
CIEP 466	School Psychology Special Topics	3
Developmental Aspects of Behavior (Choose One)		
PSYC 473	Social Development	3
PSYC 475	Cognitive Development	3
Psychometrics		
PSYC 420	Research Methods in Psychology	3
PSYC 432	Intellectual & Personality Assessment	3
Advanced Integrative Knowledge in Scientific Psychology (Choose One)		
PSYC 435	Seminar in Cognitive Neuroscience	3
PSYC 462	Cognitive Social Psychology	3
PSYC 473	Social Development	3
PSYC 475	Cognitive Development	3

Supervised Clinical Experience and Internship

Supervised clinical experience is an integral part of the overall program. All clinical students must complete a minimum of 800 hours of pre-internship, or practicum/externship training, experience. This begins during the second year when students complete a two-semester psychotherapy practicum based in the University's Wellness Center.

After the second year, students progress to advanced-level externship placements where they continue to receive supervised experience, generally with a wider range of assessment and intervention techniques and more diverse clinical populations. The Clinical Program maintains a close working relationship with many hospitals, medical centers, clinics, and mental health facilities in the Chicago metropolitan area.

Clinical Internship: The 12-month full-time internship is typically taken in the 6th year of study and may be completed at any APA-accredited site within the Chicago area or anywhere in the United States.

Comprehensive Examinations

In addition to the oral examinations associated with the master's thesis and doctoral dissertation, all clinical students are required to complete the Clinical Qualifying Examination. This exam is designed to provide a comprehensive assessment of professional and scientific competency in clinical psychology. Students typically take this exam after their third year of study. This exam covers three major areas: assessment, intervention, and psychopathology. An oral exam, the Clinical Competency Examination, is also required. In this exam, students are required to discuss clinical material related to a case that is given to the student by the examination committee. Students typically take this exam at the end of their fourth year of study.

Research, Thesis, and Dissertation

All clinical students are required to complete an empirical master's thesis and a doctoral dissertation. As such, students will complete a Master of Science in Clinical Psychology en route to the PhD. The program emphasizes research on clinical problems in applied clinical settings and strongly encourages such research. Because of the close working relationships between the clinical program at Loyola and Chicago-area mental health facilities, opportunities for clinical research are available at a variety of locations.

In addition to the required research and related courses, other elective opportunities exist for students to participate in research activity. Within the Department, faculty lead research teams that provide active forums for generating research ideas. Such research covers areas such as family and marital issues, depression, ethics, adolescence, psychotherapy research, exposure to violence, children's mental health services, and pediatric psychology. Finally, our faculty encourage students to present papers and posters at professional meetings and to publish their research.

The master's thesis and dissertation will be subject to oral defense and the final approved manuscript must be deposited in a publicly accessible database in accordance with Graduate School policy.

Child Clinical Sub-Specialty

The child sub-specialty allows students to develop special expertise in psychological approaches to understanding and treating children, adolescents, and families. Many of the clinical faculty teach courses and conduct research on issues related to children, adolescents, and families. In addition, clinical students and faculty interact closely with students and faculty of the developmental division through program meetings and research collaborations.

Students who enroll in this "track" complete the core courses required of all clinical students. In addition, they complete a series of advanced coursework in the child clinical sub-specialty and acquire clinical and research experience relevant to this sub-specialty as described below. It is important to note that all clinical students may take child clinical courses and acquire child related experiences. However, students can only report that they have been trained as child clinical psychologists if they complete the following requirements:

- In addition to the basic program course requirements, students in this track must take the following courses within their psychology core or electives: PSYC 473 Social Development, PSYC 475 Cognitive Development, PSYC 451 Psychopathology of Childhood &

Adolescents, PSYC 438 Principles of Psychological Assessment Child & Adult, PSYC 451 Psychopathology of Childhood & Adolescents.

- Students must complete a dissertation directly related to child, adolescent, or family issues. Also, at least one faculty member from the child track must serve on each student's Thesis and Dissertation Committees.
- Following the second year psychotherapy practicum, students must complete an advanced externship focusing primarily on work with children, adolescents, and/or families.
- Students are required to complete an internship where at least 33% of one's time is spent working with child, adolescent, or family clients

Neuropsychology Module

The neuropsychology module allows students to develop special expertise in clinical neuropsychological assessment. Students who wish to pursue completion of this "module" enroll in the core courses required of all clinical students. In addition, they complete advanced coursework in clinical neuropsychology and acquire clinical experience relevant to clinical neuropsychology as described below. It is important to note that all clinical students may take neuropsychology and acquire neuropsychology-related experiences. However, students can only report that they have focused their training in clinical neuropsychology if they complete the following requirements:

- In addition to the basic program course requirements, students in this track must take the following courses as part of their psychology core or electives: PSYC 552 Neuropsychology, PSYC 553 Neuropsychological Assessment, and PSYC 436 Psychopharmacology.
- Following the second year psychotherapy practicum, students must complete an advanced externship focusing primarily on clinical neuropsychological assessment of adults and/or children.
- Students are required to complete an internship where a significant portion of one's training is in the practice of clinical neuropsychology.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Knowledge of the substantive content in the field of clinical psychology
- Knowledge of theories and methodological approaches in psychology
- Design and implementation of psychological research
- Specialized knowledge of clinical assessment, treatment, and psychopathology, including integration of research and practice
- Effective communication of psychological information across contexts
- Knowledge of and adherence to the ethical standards of the profession
- Awareness and integration of intersectional dimensions of diversity and individual differences in the application of psychological principles and approaches

Developmental Psychology (PhD)

The Developmental Psychology Graduate Program aims to understand and support the healthy development of children, youth, and families. Our faculty specialize in the cognitive, cultural, social-emotional, linguistic, and neural factors that promote typical development and learning in infancy through adolescence. Through research training, coursework, and teaching, students gain the professional skills they need for non-clinical academic or professional careers.

Related Programs

Master's

- Applied Social Psychology (MA) (p. 1259)

Doctoral

- Applied Social Psychology (PhD) (p. 1262)
- Clinical Psychology (PhD) (p. 1264)

Curriculum

The PhD in Developmental Psychology requires 60 credit hours, a critical review paper, master's thesis, qualifying examination, and dissertation.

En route to earning the PhD in Developmental Psychology, students complete a master's degree (30 credit hours). An additional 30 credit hours are required beyond the master's degree for the doctoral degree.

Students may choose to complete an optional specialization in "Statistics and Research Methodology" by completing three statistics and/or research methods electives beyond those in the required coursework (i.e., PSYC 420, PSYC 482, and PSYC 491).

Coursework Requirements

Code	Title	Hours
Psychology Foundational Courses [1]		
PSYC 420	Research Methods in Psychology	3
PSYC 482	Advanced Statistics	3
PSYC 435	Seminar in Cognitive Neuroscience	3
or PSYC 552	Neuropsychology	
PSYC 491	Multivariate Analysis	3
Development Track Requirements		
PSYC 473	Social Development	3
PSYC 475	Cognitive Development	3
Choose Four Developmental Courses		*12*
PSYC 515	Infancy	
PSYC 540	Psychology of Language Development	
PSYC 545	Select Topics in Developmental Psychology (Attention Learning and the Media)	
PSYC 545	Select Topics in Developmental Psychology (Parenting)	

PSYC 545	Select Topics in Developmental Psychology (Child Development and Social Policy)	
PSYC 548	Risk and Opportunity in Childhood and Adolescence	
Choose One Social or Clinical Course		*3*
PSYC 438	Principles of Psychological Assessment Child & Adult	
PSYC 451	Psychopathology of Childhood & Adolescents	
PSYC 460	Social Psychological Theory	
PSYC 461	Attitude and Attitude Change	
PSYC 462	Cognitive Social Psychology	
PSYC 477	The Self and Self-Esteem	
PSYC 484	Prejudice and Intergroup Relations	
PSYC 489	Political Cognition	
PSYC 525	Seminar in Social Psychology	
Four Directed Readings		*12*
PSYC 598	Research	
PSYC 597	Integrative Readings in Psychology	
PSYC 599	Directed Readings (Taken Twice)	
Three Electives [2]		*9*
Two Specialization Courses [3]		*6*
Total Hours		**60**

1 All courses in the Psychology Foundational Courses must be completed with a grade of B or better to be applied to the degree.

2 Elective courses may be selected from the Developmental, Social or Clinical Topics courses listed above, or courses in the students' area of specialization, but each course can count only once toward meeting a requirement (i.e., no double dipping).

3 There is an optional specialization in Statistics and Research Methodology. Courses not listed here might also be acceptable to meet the specialization requirement. An updated list will be provided with the program handbook each year, reflecting a current list of courses. To count coursework beyond the list toward the specialization, the student must confer with the Graduate Program Director. All courses must be taken at the graduate level (400 or above).

Statistics and Research Methodology Specialization

Code	Title	Hours
Statistics and Research Methodology Specialization		**9**
PSYC 486	Methods of Program Evaluation	
PSYC 493	Structural Equation Modeling	
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	
RMTD 403	Survey Research	
RMTD 406	Educational Evaluation	
RMTD 412	Needs Assessment	
RMTD 422	Single Subject Design	
RMTD 430	Psychological Measurement	
RMTD 440	Mixed Methods Research	
RMTD 470	Case Study Research	
RMTD 484	Hierarchical Linear Models	
RMTD 488	Meta-Analysis	
SOCL 412	Qualitative Methods in Social Research	
SOCL 418	Demography	
SOCL 510	Research Special Areas	
STAT 401	Introduction to Applied Statistics Using R	
STAT 403	SAS Program & Applied Statistics	
STAT 408	Applied Regression Analysis	
STAT 410	Categorical Data Analysis	
STAT 411	Applied Survival Analysis	
STAT 421	Math Modeling & Simulation	
STAT 438	Introduction to Predictive Analytics	
STAT 444	Longitudinal Data Analysis and Mixed Modeling	
STAT 451	Applied Nonparametric Methods	
STAT 460	Bayesian Statistical Methods	
Total Hours		**9**

Comprehensive Examination

The doctoral qualifying exam is taken after the student has completed at least two full years in the graduate program. The qualifying examination is a written exam, completed independently, and is the final step before the student begins dissertation research. At this stage, the student should have acquired considerable knowledge of the field of developmental psychology and of one or more specialty areas. Students will write a grant proposal related to their research area, based on guidelines from the faculty.

Thesis and Dissertation

The Master's thesis is an original research project, supervised by a Psychology Department faculty member, written up as a journal article and orally defended. Students who enter with advanced standing should check with the Graduate Program Director to determine if this requirement is met with previous master's degree.

The Dissertation is the product of a large-scale research endeavor undertaken with guidance and supervision of a faculty committee. A public oral defense of the dissertation is required, and after successful completion the final work will be deposited in a publicly available database in accordance with Graduate School policy.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
PSYC 435	Seminar in Cognitive Neuroscience	3
PSYC 475	Cognitive Development	3
PSYC 482	Advanced Statistics	3
	Hours	**9**
Spring		
PSYC 420	Research Methods in Psychology	3
PSYC 491	Multivariate Analysis	3
Developmental Topics Course		3
	Hours	**9**
Summer		
PSYC 599	Directed Readings	3
	Hours	**3**
Year 2		
Fall		
Developmental Topics Course		3
Social or Clinical Topics Course		3

Elective		3
	Hours	**9**
Spring		
PSYC 473	Social Development	3
PSYC 598	Research	3
Elective		3
	Hours	**9**
Summer		
PSYC 597	Integrative Readings in Psychology	3
	Hours	**3**
Year 3		
Fall		
PSYC 599	Directed Readings	3
Developmental Topics Course		3
Elective		3
	Hours	**9**
Spring		
Developmental Topics Course		3
Elective		3
Elective		3
	Hours	**9**
Year 4		
Fall		
PSYC 610	Doctoral Study	1
	Hours	**0**
Spring		
PSYC 610	Doctoral Study	1
	Hours	**0**
Year 5		
Fall		
PSYC 600	Dissertation Supervision	1
	Hours	**0**
Spring		
PSYC 600	Dissertation Supervision	1
	Hours	**0**
	Total Hours	**60**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students who complete the PhD in Developmental Psychology will:

- Develop advanced knowledge of the cognitive, cultural, social-emotional, linguistic and neural factors that promote the learning and development of children and youth.
- Understand and conduct research using various data gathering methods, ethical conduct, and sophisticated statistical techniques.
- Conduct original research that contributes new knowledge and can ultimately support the healthy development of children, youth, and families.
- Learn about available research funding opportunities, and obtain experience with grant writing.
- Produce high quality oral and written presentations, including posters at conferences, and publications in peer-reviewed journals.

Sociology

The Department of Sociology at Loyola University Chicago advances the university's mission (https://www.luc.edu/mission/) of expanding knowledge in the service of humanity. We are committed to social justice, diversity, inclusion, scientific inquiry, and academic freedom. As scholars trained in diverse methodological approaches and practitioners of community-engaged scholarship, our work addresses public issues in Chicago as well as nationally, transnationally, and globally.

The Department of Sociology offers both an MA and a Ph.D. program. These programs provide students with a broad foundation in general sociology and extensive training in qualitative and quantitative research methodologies. The department offers electives and research opportunities in a variety of sub-areas, including:

- Urban, Environment, and Community
- Health and Medicine
- Politics, Power and Social Justice
- Global and Transnational
- Race, Ethnicity, Gender, and Sexuality
- Religion, Science, and Knowledge

Graduates of our master's program most often go on to careers in administration and research in business, education, health care and non-profit organizations. About a fifth of the master's students continue on to Ph.D. degrees at Loyola or other universities. About two-thirds of our Ph.D. graduates go on to teach in colleges or universities, while others work in research or administration in the public or private sector.

Graduate Program

- Sociology (MA) (p. 1272)
- Sociology (PhD) (p. 1276)

Sociology (SOCL)

SOCL 403 Sociological Perspectives I (3 Credit Hours)
Important theoretical and methodological concerns will be discussed with particular attention paid to how these concerns affect substantive areas in sociology.
Outcomes:
Students will gain familiarity with major themes that will shape their graduate education in sociology

SOCL 404 Sociological Perspectives II (3 Credit Hours)
Faculty will discuss their intellectual biographies and work that is of current interest to them.
Outcomes:
Students will gain familiarity with the range of substantive, theoretical and methodical concerns of the department's faculty

SOCL 405 History Sociological Thought (3 Credit Hours)
This course looks at the intellectual roots and expressions of the foundations of sociological theory in the 19th and early 20th century.
Outcomes:
Students will gain familiarity with the classical texts in sociological theory that established some of the basic perspectives, issues and debates that inform contemporary social theory and research

SOCL 406 Modern Sociological Theory (3 Credit Hours)
This course examines some of the dominant perspectives and trends of modern social theory.
Outcomes:
Students will develop familiarity with the primary sources that represent current trends in modern and postmodern theories

SOCL 410 Logic of Sociological Inquiry (3 Credit Hours)
This course explores the structures of sociological research, analyses, and explanations. Several major types of data collection will be examined and evaluated.
Outcomes:
Students will be able to formulate sociological problems, understand the relationship between problem formulation and data collection, measurement and analyses and develop the capacity to utilize different social scientific methods

SOCL 412 Qualitative Methods in Social Research (3 Credit Hours)
This course is an introduction to the major qualitative methods of social inquiry and the ethical issues raised by qualitative research.
Outcomes:
Students learn the skills of participant observation, interviewing, historical analysis, building theory from qualitative data, coding and content analysis

SOCL 413 Sociological Practicum (3 Credit Hours)
The class examines theoretical issues and past research relating to a particular social topic and then designs and completes a collective research project. Topics vary.
Outcomes:
Students gain facility with research design and group research practices

SOCL 414 Statistical Methods Analysis I (3 Credit Hours)
After a review of bivariate regression and cross-tabular analysis, the course provides an extended treatment of the general linear model. Topics include model construction, interpretation of results, partitioning of variance, tests of statistical significance and interactions.
Outcomes:
Students will be able to employ general linear models in original research and critically evaluate existing empirical research

SOCL 415 Statistical Methods of Analysis II (3 Credit Hours)
The course extends the applications of the general linear model to topics including path analysis, logistic regression, factor analysis and spatial and cluster analysis.
Outcomes:
Student will: understand the techniques with enough clarity to recognize when they are appropriate research tools; gain sufficient expertise to apply the techniques to moderately complex research problems; be able critically review the relevant literature

SOCL 418 Demography (3 Credit Hours)
This course examines the basic techniques used to assemble, analyze, and present demographic information. It also examines U.S. and world demographic trends and the causes and consequences of such demographic change.
Outcomes:
Students will gain an in-depth knowledge of demographic trends and an understanding of the sources, limitations, and advantages of various types of demographic data

SOCL 421 Theories Social Change (3 Credit Hours)
The course will critically appraise major theories of social change and examine different methodologies on both the macro- and micro-sociological levels.
Outcomes:
Students will gain a working knowledge of the major theoretical and methodological issues in the field

SOCL 423 Social Movements (3 Credit Hours)
This course will use case studies of contemporary social movements to examine collective efforts to promote social or cultural change. They will gain an understanding of the recursive relationship between empirical research and theory development.
Outcomes:
Students will be able to apply major theoretical perspectives on social movements to a variety of historical cases

SOCL 425 Inequality and Society (3 Credit Hours)
This is an empirical and theoretical inquiry into the causes, consequences, and dynamics of social inequality in modern societies.
Outcomes:
Student will be able to explain the distribution of economic, political, and social resources in society; the processes of class formation and the role of race and gender

SOCL 426 Sociology of Gender (3 Credit Hours)
This course surveys sociological and related scholarship on women and gender relations.
Outcomes:
Students will come to understand the social construction of gender and its centrality to studies of identity and sexuality, the division of labor, families and reproduction, violence, poverty, race, class and globalization

SOCL 427 Political Sociology (3 Credit Hours)
The course examines major theories of political action and change. Particular attention is paid to policy development.
Outcomes:
Students will develop an empirical and theoretical knowledge of the working of political systems and to be able to apply that knowledge to the development of social policy

SOCL 428 Poverty and Social Welfare (3 Credit Hours)
This course examines the development of poverty and social welfare efforts over time in the United States, with some comparisons to other industrial societies.
Outcomes:
Students will understand the character and consequences of poverty and social welfare policies in the United States, emphasizing current conditions and possibilities for the future

SOCL 431 Social Structure and Personality (3 Credit Hours)
This course examines the relationships between the individual and larger social structure and social trends.
Outcomes:
Students will gain familiarity with current research and theory concerning the relationship of self identity and personal narratives to socialization and structural factors, and the ways in which social class, work, race and nation construct age, gender and sub-cultural forms of subjectivity

SOCL 432 Socialization Thru Life Cycle (3 Credit Hours)
This course traces the nature of socialization and development of the individual through the life cycle.
Outcomes:
Students will become familiar with research and theory concerning the processes by which persons are socialized into sexual, racial, religious, occupational, marital, and parental social roles, identities and patterns of interactions at various stages of life

SOCL 435 Adult Development and Aging (3 Credit Hours)
The older adult population and adult development is examined from social and cultural perspectives.
Outcomes:
Studies will develop a knowledge of gerontological theories and research which pertain to the family, the community, political life, the economy, work and retirement, religious life, and other social institutions

SOCL 438 The Family (3 Credit Hours)
This course explores families, their changing internal structures, and their roles in contemporary societies.
Outcomes:
Students will develop an understanding of the household division of labor, mothering, the shifting character of marriage, the paid and unpaid work of care, dual career families, single parent households, racial/ethnic families, adoption, blended families, welfare policies, families in the class structure, and global issues

SOCL 439 Community Change (3 Credit Hours)
Contemporary communities are examined from a sociological perspective. Both geographic communities and communities of interest are studied.
Outcomes:
Students gain an understanding of how research can be used to facilitate social change in community settings; and an awareness of how community organizations, informal networks, and broader social forces shape the character and sustainability of particular communities

SOCL 440 Organizations & Organizational Change (3 Credit Hours)
This course examines the structures and processes that typify contemporary organizations, with particular attention to how organizations change.
Outcomes:
Students will be able to apply sociological methods to analyze organizations, and will develop an understanding of bureaucracy and alternative structures; the effect of organizational structure on administrators, workers, and clients; and how organizations are affected by their social environment

SOCL 441 Sociology of Religion (3 Credit Hours)
This course studies the relationship between religion and society, and explores central topics in the sociology of religion.
Outcomes:
Students will learn to define and explain religious organizations, beliefs, and practices as distinctly social phenomena, and understand how social processes both shape the form and content of religious life and in turn are shaped by them

SOCL 442 Religious Conflict & Change (3 Credit Hours)
This course will explore the complex reciprocal relationship between religion and historical processes of social change.
Outcomes:
Students will be able to analyze historical instances of religious conflict and change in the U.S. and other regions of the world; They will gain an understanding of how religion both affects and is affected by historical, political, and social change

SOCL 446 Knowledge, Power & Expertise (3 Credit Hours)
This course focuses on the relationship between knowledge, expertise and power in societies and how this relationship has consequences for the structure of knowledge and the organization of society.
Outcomes:
Students will be able to demonstrate a sociological understanding of the construction of knowledge and the organization of authority and expertise

SOCL 447 Sociology of Culture (3 Credit Hours)
This course will examine the relationship between social phenomena and cultural expressions, and the various ways sociologists have conceived of those relationships.
Outcomes:
Students will learn to apply sociological theories and methods to an analysis of cultural fields and understand the diversity of contemporary cultural objects and expressions, and how they are produced and used in social action

SOCL 448 Technology & Material Culture (3 Credit Hours)
This course will serve as an introduction to the sociology of things, most notably the sociology of technology, design and the built environment.
Outcomes:
Students will develop an understanding of both cultural, constructivist and political-economic approaches to the construction of technology and artifacts, and of a variety of theoretical approaches to the study of their impact and audience-response

SOCL 452 Complex Organizations (3 Credit Hours)
Formal organizations treated comparatively and systematically as major components of modern social organization are featured.
Outcomes:
Students will develop an understanding of leading theoretical traditions, historical and cross-national variation, organization-environment relations, and selected internal processes in the field of complex organizations

SOCL 453 Occupations and Professions (3 Credit Hours)
This course focuses on the structure of paid work in modern society, and its relationship to unpaid work and to self-employment. Special attention is given to the role of skills and knowledge in the structuring of work.
Outcomes:
Students will develop an understanding of how both macro and micro factors structure work; from capitalism, industrialism, gender, race and globalization to workplace interaction and culture

SOCL 461 Race & Ethnicity (3 Credit Hours)
This course explores the construction, meaning, uses and consequences of racial and ethnic identity in American society over time.
Outcomes:
Students will understand the role of migration and immigration on the construction of identity; analyze prejudice, discrimination, and inter-group conflict; and explore how social movements have and are changing these group relationships

SOCL 462 The Urban Metropolis (3 Credit Hours)
This course examines urbanization and its consequences through social theory and empirical studies emphasizing the modern European and American experience.
Outcomes:
Students will understand ecological and political economy perspectives on metropolitan development; changing regional patterns of population, housing, and employment; and urban governance, planning, and policies for the future

SOCL 463 Sociology & Natural Environment (3 Credit Hours)
This course examines the relationship between social life and the natural environment.
Outcomes:
Students will be able to demonstrate a sociological understanding of the relationship of humans to the natural environment and draw connections between basic ecological understandings of nature and the human impact on the natural world

SOCL 471 Sociology of Deviance & Control (3 Credit Hours)
This course is a socio-historical look at definitions of forms of deviant behavior and the identification of individuals as deviant.
Outcomes:
The student will learn how history and philosophy shape the definitions of deviant behavior and the methods used to control it; They will develop a sociological imagination to perceive the meaning of deviance beyond the superficialities of today's headlines

SOCL 473 Criminology (3 Credit Hours)
This course examines modern and traditional theories of criminology and their implications for social control, with emphasis on current work in criminology theory, social planning, and evaluation research.
Outcomes:
The student will acquire knowledge of the relationship between the various explanations of crime patterns and how these theories work to reduce or fail to reduce the level of criminal behavior

SOCL 481 Medical Sociology (3 Credit Hours)
This course will examine critical factors affecting mortality and morbidity; mental health; health services; community health; cross-cultural differences; aging and the strategy and conduct of socio-medical research.
Outcomes:
The student will be able to critically analyze the social components of illness and of health and to integrate theory and research in the study of health care institutions globally

SOCL 482 Education in Society (3 Credit Hours)
This course focuses on the social processes that affect both the means and ends of education. It has three units: Schools as Organizations; Inequality in Education; and Education and Cultural Reproduction. Open to all Graduate students.
Outcomes:
Improved understanding of the social processes and outcomes of education

SOCL 483 Teaching Sociology (3 Credit Hours)
Pre-requisites: Completion of at least one semester of graduate coursework
Students will learn to identify good teaching practices, to practice relevant skills, and to begin a lifelong process of professional development. They will develop materials for an undergraduate course.
Outcomes:
Students will create a portfolio of materials for an undergraduate course that reflect "best practices" in education

SOCL 490 Workshop: Applied Sociology (1 Credit Hour)
This focuses on special issues for methods used by applied sociologists, and topics vary from semester to semester. Most workshops involve presentations by faculty or applied sociologists from outside the university.
Outcomes:
Students will develop expertise in, for example: survey research, evaluation research, use of population data in policy making, focus groups, and developing community leadership

SOCL 491 Sociological Discourse (3 Credit Hours)
The course examines the nature of sociological argumentation in existing scholarly and popular literature and in the students' own writing.
Outcomes:
Students will be able to formulate and present sociological arguments in both oral and written forms, and to demonstrate their understanding of the relationship between problem formulation, data collection and measurement and analysis in their own and others' work

SOCL 494 Internship (3 Credit Hours)
Placements are typically in non-academic settings, e.g., government agencies, community organizations, businesses, or labor organizations. Students are expected to work a minimum of 100 hours and write an internship report.
Outcomes:
Students will develop skills in applying sociological methods and theoretical perspectives to the understanding and ameliorating of social issues in real world settings

SOCL 497 Independent Research (3 Credit Hours)
Students registered for independent study will meet as a workshop, under the guidance of a faculty member, at least three times per semester. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 498 Independent Research (1-3 Credit Hours)
Work on an individual research project under the supervision of a faculty member. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 499 Directed Study (3 Credit Hours)
Develop a reading list and paper under the supervision of a faculty member.

SOCL 500 Seminar-Applied Sociology & Social Policy (3 Credit Hours)
This course examines the use of sociology in determining and selecting alternative social policies.
Outcomes:
Students will develop knowledge about the roles that applied sociologists play in society; the relationship between sociologists and clients or organizations; the social research process and how it affects the research product; and ethical considerations of applied sociologists

SOCL 505 Controversery Current Social Thought (3 Credit Hours)
This is a seminar in which students and faculty will examine in detail particular controversies that are emerging in theoretical approaches to sociology. Topics will vary.
Outcomes:
Students will develop advanced skills in theoretical discourse

SOCL 510 Research Special Areas (3 Credit Hours)
Advanced methodology seminar in special topics.
Outcomes:
Students will develop advanced skills in the special area

SOCL 520 Topics in Contemporary Society (3 Credit Hours)
Various topics in the study of modern society
Outcomes:
Students will develop advanced skills in the particular area

SOCL 525 Seminar in Comparative Studies (3 Credit Hours)
The seminar will expose participants to comparative approaches in defining issues, topics or institutions, researched by comparative sociologists and cultural anthropologists. Specific topics for consideration will vary.
Outcomes:
Students will acquire knowledge of the utility of comparative approaches to cultural and social structures in developing greater definition and clarity, and a deeper understanding of a given topic

SOCL 540 Issues: Sociology of Religion (3 Credit Hours)
Focused study on a variable topic in the sociology of religion.

SOCL 560 Seminar-Issues in Communities & Urban Sociology (3 Credit Hours)
This course explores current issues in cities and in the sociological study of cities.
Outcomes:
Students will become familiar with current debates in urban sociology and apply sociological theories and analysis to contemporary issues in cities

SOCL 580 Seminar: Issues in Medical Sociology (3 Credit Hours)
This course explores a specialized topic in the sociology of health and medicine. Restricted to Graduate Students.
Outcomes:
Ability to analyze individual, social and institutional effects on health and medicine

SOCL 595 Thesis Supervision (1 Credit Hour)
Write a thesis under the supervision of a faculty member.

SOCL 600 Dissertation Supervision (1 Credit Hour)
Write a dissertation under the supervision of a faculty member.

SOCL 605 Master's Study (1 Credit Hour)
Develop a reading list and paper for an MA project under faculty supervision.

SOCL 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career.

Sociology (MA)

The Department of Sociology offers a comprehensive graduate program for a Master of Arts (MA) which provides a broad foundation in the discipline and enables students to explore a field relevant to their career interests. This program has two tracks: a general Master of Arts in Sociology track and a Public and Applied Sociology track. The general track prepares students for mid-level administration, research, and teaching positions, as well as for continuing into a Ph.D. The Public and Applied track prepares students to help shape and evaluate social policy and programs and includes a required internship. Both tracks train students in both qualitative and quantitative research methods and offer an elective in writing and presenting research.

The Sociology (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Major

- Social Philosophy (MA) (p. 1241)

Master's

- Criminal Justice and Criminology (MA) (p. 1187)

Doctoral

- Sociology (PhD) (p. 1276)

Curriculum

The Master of Arts in Sociology requires 30 credit hours and a master's thesis or portfolio. Students may choose between a general or applied sociology track.

Besides the traditional Master's program, the Sociology (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

General Sociology Requirements

The General MA Sociology track provides students with a broad foundation in sociological theory and methods, as well as a particular focus in a more specialized field of relevance to the student's career interests in academic, private sector work, government work, or public service. It is also the foundation for entrance into doctoral study in sociology and most other social science programs. This track requires ten courses plus the completion of a master's thesis. Completion of this degree normally takes up to two years as a full-time student.

Code	Title	Hours
General Sociology Required Courses		
Introductory Courses		
SOCL 405	History Sociological Thought	3
SOCL 406	Modern Sociological Theory	3
Methods and Research Courses		
SOCL 410	Logic of Sociological Inquiry	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 414	Statistical Methods Analysis I	3
Choose Five Electives		**15**
SOCL 415	Statistical Methods of Analysis II	
SOCL 418	Demography	
SOCL 421	Theories Social Change	
SOCL 423	Social Movements	
SOCL 425	Inequality and Society	
SOCL 426	Sociology of Gender	
SOCL 427	Political Sociology	
SOCL 428	Poverty and Social Welfare	
SOCL 432	Socialization Thru Life Cycle	
SOCL 438	The Family	
SOCL 439	Community Change	

SOCL 440	Organizations & Organizational Change
SOCL 441	Sociology of Religion
SOCL 442	Religious Conflict & Change
SOCL 446	Knowledge, Power & Expertise
SOCL 447	Sociology of Culture
SOCL 448	Technology & Material Culture
SOCL 452	Complex Organizations
SOCL 453	Occupations and Professions
SOCL 461	Race & Ethnicity
SOCL 462	The Urban Metropolis
SOCL 463	Sociology & Natural Environment
SOCL 471	Sociology of Deviance & Control
SOCL 473	Criminology
SOCL 481	Medical Sociology
SOCL 490	Workshop: Applied Sociology
SOCL 491	Sociological Discourse
SOCL 494	Internship
SOCL 497	Independent Research
SOCL 498	Independent Research
SOCL 499	Directed Study
Total Hours	**30**

Public and Applied Sociology Requirements

The Public and Applied Sociology track emphasizes the application of sociological knowledge and methods to the development and evaluation of policies and programs. It provides students with a broad foundation in sociological theory and methods, as well as a focus on a more specialized field of relevance to the student's career interests. This track requires ten courses, one of which is a credit-bearing internship in an organization outside of Loyola, as well as the completion of a research portfolio, consisting of one library-based paper and one empirical paper.

This degree can be particularly useful for students planning careers in corporations, hospitals, social service agencies, labor unions, community organizations, non-profit organizations, or government agencies. Completion of this degree normally requires one and a half years as a full-time student.

In addition to five electives within the Sociology Program, this track consists of five required courses:

Code	Title	Hours
Applied Sociology Required Courses		
SOCL 405	History Sociological Thought	3
SOCL 410	Logic of Sociological Inquiry	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 414	Statistical Methods Analysis I	3
SOCL 494	Internship	3
Choose Five Electives		**15**
SOCL 406	Modern Sociological Theory	
SOCL 415	Statistical Methods of Analysis II	
SOCL 418	Demography	
SOCL 421	Theories Social Change	
SOCL 423	Social Movements	
SOCL 425	Inequality and Society	
SOCL 426	Sociology of Gender	
SOCL 427	Political Sociology	
SOCL 428	Poverty and Social Welfare	
SOCL 432	Socialization Thru Life Cycle	
SOCL 438	The Family	
SOCL 439	Community Change	
SOCL 440	Organizations & Organizational Change	
SOCL 441	Sociology of Religion	
SOCL 442	Religious Conflict & Change	
SOCL 446	Knowledge, Power & Expertise	
SOCL 447	Sociology of Culture	
SOCL 448	Technology & Material Culture	
SOCL 452	Complex Organizations	
SOCL 453	Occupations and Professions	
SOCL 461	Race & Ethnicity	
SOCL 462	The Urban Metropolis	
SOCL 463	Sociology & Natural Environment	
SOCL 471	Sociology of Deviance & Control	
SOCL 473	Criminology	
SOCL 481	Medical Sociology	
SOCL 490	Workshop: Applied Sociology	
SOCL 491	Sociological Discourse	
SOCL 497	Independent Research	
SOCL 498	Independent Research	
SOCL 499	Directed Study	
Total Hours		**30**

The internship is a unique opportunity for students to gain hands-on experience and to make professional contacts that will facilitate their careers. Interns have worked in a variety of organizations-the Illinois Criminal Justice Authority, American Medical Association, Better Government Association, and the Midwest Women's Center-as well as for several metropolitan newspapers, fair housing commissions, city government departments, and major corporations.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their Graduate Program Director for assistance with course selection.

General Sociology Track

Course	Title	Hours
Year 1		
Fall		
SOCL 405	History Sociological Thought	3
SOCL 410	Logic of Sociological Inquiry	3
	Hours	**6**
Spring		
SOCL 406	Modern Sociological Theory	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 400-Level Elective		3
	Hours	**9**

Year 2		
Fall		
SOCL 414	Statistical Methods Analysis I	3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**9**
Spring		
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**6**
	Total Hours	**30**

Public and Applied Sociology Track

Course	Title	Hours
Year 1		
Fall		
SOCL 405	History Sociological Thought	3
SOCL 410	Logic of Sociological Inquiry	3
SOCL 400-Level Elective		3
	Hours	**9**
Spring		
SOCL 412	Qualitative Methods in Social Research	3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**9**
Year 2		
Fall		
SOCL 414	Statistical Methods Analysis I	3
SOCL 494	Internship	3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**12**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

General Sociology Track

Course	Title	Hours
Senior		
Fall		
SOCL 405	History Sociological Thought	3
SOCL 410	Logic of Sociological Inquiry	3
	Hours	**6**
Spring		
SOCL 406	Modern Sociological Theory	3
SOCL 412	Qualitative Methods in Social Research	3
	Hours	**6**
Master's		
Fall		
SOCL 414	Statistical Methods Analysis I	3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**9**
Spring		
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**9**
	Total Hours	**30**

Public and Applied Sociology Track

Course	Title	Hours
Senior		
Fall		
SOCL 405	History Sociological Thought	3
SOCL 410	Logic of Sociological Inquiry	3
	Hours	**6**
Spring		
SOCL 412	Qualitative Methods in Social Research	3
SOCL 400-Level Elective [1]		3
	Hours	**6**
Master's		
Fall		
SOCL 414	Statistical Methods Analysis I	3
SOCL 494	Internship	3
SOCL 400-Level Elective		3
	Hours	**9**
Spring		
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
SOCL 400-Level Elective		3
	Hours	**9**
	Total Hours	**30**

[1] Chosen in consultation with the Graduate Program Director.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

There are two possible tracks when obtaining your M.A.: the General M.A. or the Public & Applied M.A. in Sociology.

The General MA Sociology track provides students with a broad foundation in sociological theory and methods, as well as a particular focus in a more specialized field of relevance to the student's career interests in academic, private sector work, government work, or public service. It is also the foundation for entrance into doctoral study in sociology and most other social science programs. This track requires ten courses plus the completion of a master's thesis. Completion of this degree normally takes up to two years as a full-time student. This degree prepares students for positions as research staff in government, non-profit, and for-profit sectors.

The Public and Applied Sociology track emphasizes the application of sociological knowledge and methods to the development and evaluation of policies and programs. It provides students with a broad foundation in sociological theory and methods, as well as a focus on a more specialized field of relevance to the student's career interests. This track requires ten courses, one of which is a credit-bearing internship in an organization outside of Loyola, as well as the completion of a research portfolio, consisting of one library-based paper and one empirical paper.

This degree can be particularly useful for students planning careers in corporations, hospitals, social service agencies, labor unions, community organizations, non-profit organizations, or government agencies. Completion of this degree normally requires one and a half years as a full-time student. This degree prepares students for positions as program directors or staff in government, non-profit, and for-profit sectors.

Students will learn to:

- Identify the broad theoretical orientations of the discipline. [General Track]
- Frame sociological research questions. [General Track]
- Synthesize social scientific literature. [General Track]
- Select appropriate data sources. [General Track]
- Collect and present data in accordance with ethical and professional standards. [General Track]
- Use one or more data collection methods to carry out a research project, such as interviews, participant observation, surveys, or archival evidence. [General Track]
- Analyze quantitative or qualitative data. [General Track]
- Write a sociological research report. [General Track]
- Apply sociological knowledge to governmental, non-profit, or for-profit organizational activities. [Applied Track]
- Contribute to the work of a governmental, non-profit, or for-profit organization through an internship. [Applied Track]
- Frame a research question relevant to an organization. [Applied Track]
- Select appropriate data sources. [Applied Track]
- Collect and present data in accordance with ethical and professional standards. [Applied Track]
- Use one or more data collection methods, such as interviews, participant observation, or surveys. [Applied Track]
- Analyze quantitative or qualitative data. [Applied Track]
- Write a sociologically-informed report that is relevant to an organization. [Applied Track]

Sociology (PhD)

The PhD program in Sociology is designed to produce independent scholars able to conduct research, teach or serve in a variety of settings. We offer comprehensive training in the knowledge and skills which constitute professional competence in the field. The curriculum is designed to equip students with a broad foundation in general sociology and in more specialized knowledge related to students' career interests in teaching, research, governmental work, or public service.

PhD students work closely with faculty as they advance in the program. The program has particular strengths in the following sub-fields of sociology:

- Urban, Environment, and Community
- Health and Medicine
- Politics, Power and Social Justice
- Global and Transnational Sociology
- Race, Ethnicity, Gender, and Sexuality
- Religion, Science, and Knowledge

Related Programs

Major

- Social Philosophy (MA) (p. 1241)

Master's

- Political Science (MA) (p. 1251)
- Sociology (MA) (p. 1272)

Curriculum

The PhD in Sociology requires 61 credit hours, comprehensive examinations, and a dissertation. Students who enter the program with a master's degree in Sociology are required to complete 30 credit hours of coursework at Loyola. The student's thesis or research paper may also be certified at this time as meeting the department's master's thesis requirement for the PhD.

Course Requirements

After the initial integrative coursework in preparation for the qualifying exams and the doctoral review, students move on more advanced coursework. This involves specialized courses, individual study, and seminars in areas relevant for the student's scholarly and professional development. These courses include classes on college-level teaching and writing for publication. Students who successfully complete the course on college-level teaching and have a master's degree are eligible to teach at the university.

Code	Title	Hours
Introductory Courses		
SOCL 405	History Sociological Thought	3
SOCL 406	Modern Sociological Theory	3
Methodology and Research Courses		
SOCL 410	Logic of Sociological Inquiry	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 414	Statistical Methods Analysis I	3
SOCL 415	Statistical Methods of Analysis II	3
Select Fourteen Courses Toward Specialization [1]		**42**
SOCL 418	Demography	
SOCL 421	Theories Social Change	
SOCL 423	Social Movements	
SOCL 425	Inequality and Society	
SOCL 426	Sociology of Gender	
SOCL 427	Political Sociology	
SOCL 428	Poverty and Social Welfare	
SOCL 432	Socialization Thru Life Cycle	
SOCL 438	The Family	
SOCL 439	Community Change	
SOCL 440	Organizations & Organizational Change	
SOCL 441	Sociology of Religion	
SOCL 442	Religious Conflict & Change	
SOCL 446	Knowledge, Power & Expertise	
SOCL 447	Sociology of Culture	
SOCL 448	Technology & Material Culture	
SOCL 452	Complex Organizations	
SOCL 453	Occupations and Professions	
SOCL 461	Race & Ethnicity	
SOCL 462	The Urban Metropolis	
SOCL 463	Sociology & Natural Environment	
SOCL 471	Sociology of Deviance & Control	
SOCL 473	Criminology	
SOCL 481	Medical Sociology	
SOCL 490	Workshop: Applied Sociology	
SOCL 491	Sociological Discourse	

SOCL 494	Internship	
SOCL 497	Independent Research	
SOCL 498	Independent Research	
SOCL 499	Directed Study	
SOCL 500	Seminar-Applied Sociology & Social Policy	
SOCL 505	Controversery Current Social Thought	
SOCL 510	Research Special Areas	
SOCL 520	Topics in Contemporary Society	
SOCL 525	Seminar in Comparative Studies	
SOCL 540	Issues: Sociology of Religion	
SOCL 560	Seminar-Issues in Communities & Urban Sociology	
SOCL 580	Seminar: Issues in Medical Sociology	
SOCL 600	Dissertation Supervision	1
Total Hours		**61**

[1] In planning the more specialized phase of their graduate program, doctoral students are encouraged to take full advantage of the resources of the university and, where pertinent, to take courses in other graduate departments.

Comprehensive Examinations

Written examinations in two related special fields are normally taken after coursework is completed. Students must choose two Special Fields, or sub-fields in sociology, in which they wish to be examined. We strongly suggest that these exams be completed in the third year or the beginning of the fourth year. You may not take an exam if you have any Incompletes, or if you are on Academic Probation. The Department offers exams in several different subfields. Please consult with the Graduate Program Director or see the Graduate Student Handbook for specific details. Students may petition to take one of the two exams in another area (but not more than one) upon consultation with the Graduate Program Director. Such exceptions are not regularly granted. The only fields that will be considered are those established as sections within the American Sociological Association: http://www.asanet.org/asa-communities/asa-sections/current-sections.

The goals of the Special Field exams are to demonstrate:

- sophisticated knowledge of the development and current theoretical and empirical debates in a sub-field
- knowledge of important empirical patterns relevant to a sub-field
- the capacity for analytic writing, including the ability to marshal evidence to make claims, the capacity to make logic comparisons, and the capacity to identify gaps and issues in fields.
- the capacity to write in a clear, organized academic style, with few grammatical and spelling errors

The exam is a five-day, take-home exam, in which students answer 3 to 4 questions chosen by the committee. The questions are typically handed out on a Monday morning and completed by the end of the day on a Friday (or a similar time period). Students, who for medical, family, or work reasons, are unable to take the five-day exam, may petition the GPD to use a different exam form: a 30-40 page review that demonstrates your knowledge of the key developments and current debates in the field, key empirical patterns relevant to your field, and methodological techniques and tools commonly used in the sub-field. Students may want to model their papers on articles in The Annual Review of Sociology and similar periodicals. Again, this option is reserved for students who have extenuating circumstances that strongly limit their ability to take the 5-day exam. The Director will provide more guidance on expectations. Under no circumstances may students answer specific questions set by the Director and Reader: the student must produce a review essay.

Dissertation

Once both comprehensive exams are passed, the next step is to prepare the **dissertation proposal**. The proposal is an important document for the candidate, for the faculty committee, and for the department. The acceptance of the dissertation proposal indicates that your committee is confident that the proposed research is highly likely to contribute original results that are important to other sociologists, under the limited time frame of graduate school. The Sociology Department requires that all dissertation proposals be defended in front of the Dissertation Committee. At Loyola, these hearings are "open," which means that members of the university, as well as family and friends, may attend the defense. The purpose of the proposal hearing is primarily to judge whether the proposal is sound enough for the research to go forward; secondarily, it is to provide constructive feedback. For more on the dissertation proposal and defense, please see the graduate student handbook.

The **dissertation** is the culmination of your doctoral program career. It will be the most sustained piece of research and writing you will have done to this point in your career, and it will serve as the basis of publications as an Assistant Professor if you are planning an academic career. A well-planned dissertation is one of the keys to success; time management is another. The Department requires a public defense of all doctoral dissertations. When your committee agrees that the dissertation is ready for defense, you will need to follow the formal procedures laid down by the Graduate School for final defense and deposition. For more information on the dissertation and dissertation defense, please see the graduate student handbook.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

This degree prepares students for research and teaching positions in the academic, government, non-profit, and for-profit sectors.

- Demonstrate knowledge of the broad theoretical orientations of the discipline. [Research learning outcome]
- Demonstrate knowledge of two empirical sub-fields in the discipline. [Research learning outcome]
- Frame sociological research questions both theoretically and empirically. [Research learning outcome]

- Select appropriate data sources. [Research learning outcome]
- Analyze and present data in accordance with ethical and professional standards. [Research learning outcome]
- Use one or more data collection methods to carry out a major research project: interviews, participant observation, surveys, or archival evidence. [Research learning outcome]
- Analyze quantitative or qualitative data with respect to sociological claims or theories. [Research learning outcome]
- Write for publication. [Research learning outcome]
- Present findings orally for lay or professional audiences. [Research learning outcome]
- Assist an instructor of record with grading, tutoring, and class presentations. [Teaching learning outcome]
- Teach as an undergraduate instructor of record, by developing the capacity to: design a syllabus; create and carry out assignments, assessments, and lectures; integrate Ignatian pedagogical techniques, including curia personalis; and reflective learning. [Teaching learning outcome]

Theology

Loyola University Chicago is home to a number of leading scholars in Christian Ethics, Systematic Theology, and New Testament/Early Christianity. Our graduate programs are designed to equip students with the resources necessary for contributing to theology as a discipline that is at once academically rigorous and creative.

Graduate Programs

- Theology (MA) (p. 1281)
- Theology (PhD) (p. 1284)

Theology (THEO)

THEO 401 Tutorial in Biblical Studies (3 Credit Hours)
A reading course with variable content and readings in the area of biblical studies.

THEO 403 Topics in Rabbinic & Medieval Literature (3 Credit Hours)
Topics in post-biblical Jewish literature and thought, covering texts from approximately 200 to 1600.

THEO 404 History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution, in the context of the ancient Near East.
Course equivalencies: IPS 440/THEO 404
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 405 Formation of The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament, in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition.
Course equivalencies: IPS441/THEO 405
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 406 Basic Hebrew Grammar (3 Credit Hours)
Study of the fundamental elements of classical Hebrew.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 407 Hebrew Exegesis (3 Credit Hours)
Introduction to the fundamentals of classical Hebrew, including the Hebrew alphabet, basic syntax, and the basic grammatical forms of the language, designed to advance reading knowledge of the Old Testament.

THEO 418 Theological Prophets-Ancient Israel (3 Credit Hours)
This course examines the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by contemporary sociological and anthropological perspectives. Standard historical-critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 420 Seminar (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 421 Directed Reading in Bible Studies (1-3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 422 Directed Reading in Bible Studies (3 Credit Hours)
Independent research in topics in bible studies according to program developed jointly by the student & faculty director.

THEO 424 The Synoptic Gospels (3 Credit Hours)
Study of the diversity of early Christianity as represented in the Synoptic Gospels, particularly the commonalities and contrasts in the worldviews operative in Mark, Luke, and Matthew.
Course equivalencies: IPS 445/THEO 424

THEO 425 Luke-Acts & New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view.
Course equivalencies: IPS 446/THEO 425
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 427 St Paul's Contribution to Christianity (3 Credit Hours)
Examination of Paul's thought through exacting analysis of Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity.
Course equivalencies: IPS 448/THEO 427
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 429 Person of Jesus in New Testament (3 Credit Hours)
In this course, attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities.
Course equivalencies: IPS 449/THEO 429
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 436 Christology (3 Credit Hours)
This course will study the speculations and formulations concerning the person of Christ and the redemptive incarnation from the early fathers and councils up to and including modern times.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 437 Mystery of God in Christian Theology (3 Credit Hours)
The Christian church has insisted, from the beginning, that Jesus Christ is decisive in humanity's access to, and understanding of, God. This realization was expressed in the doctrine of the Trinity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 440 Seminar in Systematic Theology (1-12 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 441 Directed Reading in Systematic Theology (3 Credit Hours)
Independent research in topics in systematic theology according to program developed jointly by the student & faculty director.

THEO 447 Philosophical Theology (3 Credit Hours)
A study of the ways in which philosophical assumptions, systems, and methodologies shape theological reflection.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 449 Phenomenology of Religion (3 Credit Hours)
This course will examine religion from a phenomenological point of view, allowing the methods and texts of phenomenology to shape our understanding of religious phenomena, such as revelation, givenness, metaphysics, incarnation, etc.. Topics may also include investigations of the borders between phenomenology and theology.

THEO 459 Contemporary Theology (1-12 Credit Hours)
Advanced study of readings and themes in contemporary theology, in conversation with a variety of disciplines.

THEO 460 Seminar in History of Theology (1-12 Credit Hours)
A consideration of the organizing models characteristic of theology in particular periods. The seminar is organized around a specific doctrinal theme determined, in part, by the specialized interests of the students.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 461 Directed Readings in History of Theology (3 Credit Hours)
Independent research in topics in history of theology according to program developed jointly by the student and faculty director.

THEO 464 Religion & Politics in Christian History (3 Credit Hours)
Exploration of the intersections of religious and political thought in Christian history from the 19th century to today.

THEO 470 Foundations Crititical Issues Theological Ethics (1-12 Credit Hours)
Devoted to a critical analysis of theological ethics firmly rooted in the historical method, studying the various methodologies, critical issues and the personalities.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 475 Natural Law & Theological Ethics (3 Credit Hours)
Some of the many theological interpretations of natural law developed in Western Christian thought will be examined. The issue of a specific Christian ethic vis-à-vis a universal humanistic ethic will be investigated.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 477 Feminist Issues in Theology and Ethics (3 Credit Hours)
Designed around current issues in feminist theology and ethics. Issues include the role of the Bible in feminist theology, hermeneutics, theological education, church and sacraments, as well as normative theory, sexuality and reproduction, and ecology.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-THEO477/WOST468/WSGS468
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 478 Issues in Medical Ethics (3 Credit Hours)
The course will deal with the problems of abortion, genetic engineering, technological reproduction, sterilization of the handicapped, prolonging life, etc.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 480 Seminar in Christian Ethics (1-12 Credit Hours)
In-depth study of select topics in contemporary Christian ethics. Topics vary from faith and morality, religion and politics, church-state relations, and work to ecology, sexuality, and eschatology.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 481 Directed Readings Christian Ethics (3 Credit Hours)
Independent research in topics in Christian ethics according to program developed jointly by the student and faculty director.

THEO 500 Theological Pedagogy I (0 Credit Hours)
Theological Pedagogy is designed for graduate students interested in teaching theology courses at LUC. The hope is to help future instructors succeed in the classroom with a thoughtful reflection on course learning goals and then constructing a syllabus that reflects those individual goals - all while discussing and keeping in focus the "special" nature of theology and religious studies.
Outcomes:
Students will reflect on course learning goals for their own future courses; Students will produce a syllabus for their own future courses

THEO 502 Theological Pedagogy II (0 Credit Hours)
Theological Pedagogy is designed for graduate students to take simultaneously with their first semester as an instructor of record for a core Theology course. Among other goals, students are encouraged to develop a greater sense of one's own personal identity in the classroom through the crafting of a Teaching Philosophy, foster a community of support and critical reflection with other first-time instructors, and participate in the culminating Symposium on the Teaching of Theology and Religious Studies.
Outcomes:
Students will craft a Teaching Philosophy that reflects on their personal identity in the classroom; Students will reflect on their teaching in the classroom through presenting in a Symposium on the Teaching of Theology and Religious Studies

THEO 515 Gospels in Early Christianity (3 Credit Hours)
This course will focus on the study of one or the other of the four gospels.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 517 Early Christian Letters (1-12 Credit Hours)
This course studies letters from Christian leaders of the first two centuries A.D. in their original Greek language.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 519 Latr Nt-Subapost Writ (3 Credit Hours)
This course studies New Testament and non-canonical Christian writings in their original Greek language from the late first and early second century A.D.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 523 Cultural-Religious Environment Early Christianity (3 Credit Hours)
This course examines specific aspects of the cultural and religious environment of the Mediterranean world between 200 B.C. and A.D. 300 relevant to early Christianity. Outcomes A deep level of understanding and of critical thinking with respect to the subject matter of the course.

THEO 527 Various Community Early Christianity (3 Credit Hours)
The course will examine the identity, cohesion, and institutions of various communal groups in early Christianity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 530 Seminar - Variable Titles (1-12 Credit Hours)
Extensive and in-depth study of selected topic.

THEO 536 Christian Doctrine-Catholic Theology (3 Credit Hours)
This course will examine the dialectical relationships between Christian doctrine and theological learning.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 560 Contemporary Authors (1-12 Credit Hours)
This course will examine the methods, concerns, major issues, achievements, and lasting influence of twentieth century writers whose work has significantly shaped theology today.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 570 Fundamental Issues in Christian Ethics (1-12 Credit Hours)
Fundamental issues raised in defining Christian ethics, delineating its sources and methods, developing normative theories, and analyzing processes of moral decision-making.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 573 Roman Catholic Ethics (3 Credit Hours)
This course will concentrate on one or more classic topics in Roman Catholic ethics.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 575 Religious Ethics and Social Theory (3 Credit Hours)
This course investigates what religious ethics gains from and contributes to basic concerns.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 580 Christian Social Ethics (3 Credit Hours)
The course will examine the sources, transformation, problematics, and potential directions in developing the middle principles which articulate the interaction of theological ethics and social questions.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 585 Issues Applied Theology Ethics (3 Credit Hours)
An examination in depth one or more areas which have traditionally engaged religious ethicists.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 590 Directed Readings and Research (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 592 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 593 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 600 Dissertation Supervision (1 Credit Hour)
Students who have filed the dissertation paperwork and are currently writing, should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 605 Master's Study (1 Credit Hour)
Students who have completed their Master's level course work and are preparing for the comprehensive exams should enroll in this course, unless they plan to take the exam while taking courses. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 610 Doctoral Study (1 Credit Hour)
Students who have completed their doctoral level course work and are studying for the written and oral comprehensive exams should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

Theology (MA)

The MA degree program is appropriate for students seeking either a terminal degree or a degree that will prepare them to pursue a doctoral degree. Applicants can be admitted to the program on a part-time basis. Many courses are conveniently scheduled during late afternoon or evening hours.

The Theology (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Public History (MA) (p. 1215)
- Sociology (MA) (p. 1272)

Doctoral

- Theology (PhD) (p. 1284)

Curriculum

The Master of Arts in Theology requires 30–36 credit hours of coursework and a comprehensive examination. Students may choose to concentrate in one of the following areas: Theological Studies, Biblical Languages and Literature, Biblical Studies, or Christian Ethics. An Education minor option is also offered. Note: the MA in Biblical Languages and Literature requires an additional 6 credit hours due to intensive language requirements.

Besides the traditional Master's program, the Theology (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
MA Requirements [1]		**30-36**
Students may choose one of the following concentration areas. (p. 1282) Courses in the concentrations are chosen from theology course areas with the option for directed readings and independent study for particular areas of study.		
Theological Studies		
Two (2) courses in Biblical Studies Area (p. 1282)		
Two (2) courses in Systematic or Historical Theology Area (p. 1282)		
Two (2) courses in Christian Ethics Area (p. 1282)		
Four Gradute-level electives		
Biblical Languages and Literature		
Four courses in Major Biblical Language (Hebrew or Greek)		
Two courses in Minor Biblical Language (Hebrew or Greek)		
Two courses in Old Testament		
Two courses in New Testament		
One (1) course in Systematic or Historical Theology Area (p. 1282)		
One (1) course in Christian Ethics Area (p. 1282)		
Biblical Studies		
Five (5) courses in Biblical Studies Area (p. 1282)		
One (1) course in Systematic or Historical Theology Area (p. 1282)		
One (1) course in Christian Ethics Area (p. 1282)		
Three Graduate Electives		
Christian Ethics		
Five (5) courses in Christian Ethics Area (p. 1282)		
Two (2) courses in Systematic or Historical Theology Area (p. 1282)		
Two (2) courses in Biblical Studies Area (p. 1282)		
Graduate Elective		
Bioethics & Health Care Policy		
BEHL 401	Clinical Topics in Bioethics	
Two (2) courses in Christian Ethics Area (p. 1282)		
Two (2) courses in Biblical Studies Area (p. 1282)		
Two (2) courses in Systematic or Historical Theology Area (p. 1282)		
Three courses in Bioethics [2]		
Total Hours		**30-36**

[1] The Theology (MA) with a concentration in Biblical Languages and Literature requires 36 credit hours total due to 6 credit hours in intensive language requirements. All other Theology (MA) programs require 30 credit hours.
[2] One course in Bioethics may be taken at the Neiswanger Institute.

Education Minor Option

Students seeking an MA in any of our four concentrations can pursue a minor in Education. This option is excellent preparation for those who plan to teach theology at the high school level, where candidates with a combination of academic theological training and teacher training are in high demand.

Code	Title	Hours
CIEP 414	Instructional Methods-Diverse Population	3
CIEP 423	Advanced Literacy Instruction in the Content Area	3
CIEP 425	Theory and Practice in Assessment	3
CIEP 458		3

For those students who choose this option, the Theology Department will recognize two of these four required School of Education courses as fulfilling two electives in the MA program. The other two School of

Education courses are in addition to the usual MA course requirements. Students frequently take these additional two courses during the summer

Concentration Descriptions

The Master of Arts in Theology requires 30–36 credit hours of coursework and a comprehensive examination. The following descriptions are provided to aid in choosing a concentration area:

- **Theological Studies**: emphasizes exposure to the full range of theological investigation.
- **Biblical Languages and Literature**: provides students with the initial language and biblical study necessary to apply to doctoral programs in Biblical Studies. Half of the coursework is in biblical Greek and Hebrew. Note: requires an additional 6 credit hours due to intensive language requirements.
- **Biblical Studies**: directed towards students with a particular interest in Biblical Studies, but does not incorporate the language study necessary for doctoral work in Biblical Studies.
- **Christian Ethics**: focuses on coursework in Christian Ethics with similarities to the concentration in Theological Studies for a comprehensive overall coursework.
- **Bioethics & Health Care Policy**: offered jointly with the Neiswanger Institute for Bioethics and Healthcare Leadership. This concentration is appropriate for students interested in pursuing a social ethical understanding of bioethics. Courses in this concentration address the history of bioethics including the issues of racism and eugenics; methods and approaches in medical ethics and bioethics (ethnography, narrative bioethics, feminist bioethics); and topics in bioethics such as reproductive medicine and reproductive justice, genetics, disability ethics, spiritual care ethics, end of life, and healthcare justice.

Biblical Studies Area

Code	Title	Hours
THEO 401	Tutorial in Biblical Studies	3
THEO 403	Topics in Rabbinic & Medieval Literature	3
THEO 404	History of Israel	3
THEO 405	Formation of The Pentateuch	3
THEO 406	Basic Hebrew Grammar	3
THEO 407	Hebrew Exegesis	3
THEO 418	Theological Prophets-Ancient Israel	3
THEO 420	Seminar	3
THEO 421	Directed Reading in Bible Studies	1-3
THEO 422	Directed Reading in Bible Studies	3
THEO 424	The Synoptic Gospels	3
THEO 425	Luke-Acts & New Testament Church	3
THEO 427	St Paul's Contribution to Christianity	3
THEO 429	Person of Jesus in New Testament	3
THEO 515	Gospels in Early Christianity	3
THEO 517	Early Christian Letters	1-12
THEO 519	Latr Nt-Subapost Writ	3
THEO 523	Cultural-Religious Environment Early Christianity	3
THEO 527	Various Community Early Christianity	3

Systematic & Historical Theology Area

Code	Title	Hours
THEO 436	Christology	3
THEO 437	Mystery of God in Christian Theology	3
THEO 440	Seminar in Systematic Theology	1-12
THEO 441	Directed Reading in Systematic Theology	3
THEO 447	Philosophical Theology	3
THEO 449	Phenomenology of Religion	3
THEO 459	Contemporary Theology	1-12
THEO 460	Seminar in History of Theology	1-12
THEO 461	Directed Readings in History of Theology	3
THEO 464	Religion & Politics in Christian History	3
THEO 530	Seminar - Variable Titles	1-12
THEO 536	Christian Doctrine-Catholic Theology	3
THEO 560	Contemporary Authors	1-12

Christian Ethics Area

Code	Title	Hours
THEO 470	Foundations Crititical Issues Theological Ethics	1-12
THEO 475	Natural Law & Theological Ethics	3
THEO 477	Feminist Issues in Theology and Ethics	3
THEO 478	Issues in Medical Ethics	3
THEO 480	Seminar in Christian Ethics	1-12
THEO 481	Directed Readings Christian Ethics	3
THEO 570	Fundamental Issues in Christian Ethics	1-12
THEO 573	Roman Catholic Ethics	3
THEO 575	Religious Ethics and Social Theory	3
THEO 580	Christian Social Ethics	3
THEO 585	Issues Applied Theology Ethics	3

Suggested Sequence of Courses

Traditional Master's Program

In order to provide optimal flexibility in the Master's program, there is no required course sequence. However, it is suggested that students first take one 400-level course in the Biblical Studies Area, one in the Systematic and Historical Theology Area, and one in the Christian Ethics Area, and then proceed to 400-level elective courses. Students should consult with the Graduate Program Director on selection of courses.

Accelerated Master's Pathway

Students can take up to 15 credit hours in the Senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs. While there is no required course sequence to provide optimal flexibility, it is suggested that students first take one 400-level course in the Biblical Studies Area, one in the Systematic and Historical Theology Area, and one in the Christian Ethics Area, and then proceed to 400-level elective courses. Students should consult with the Graduate Program Director on selection of courses.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the

Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By the end of the M.A., students will have met the following objectives:

- Comprehension and Analysis of Scriptural, Ethical, Theological, and Religious Sources: Students will be able to analyze and interpret key scriptural, theological, ethical, and/or religious sources at an advanced level.
- Development of Research Methodologies: Students will be able to apply advanced research methodologies to formulate original arguments and contributions to their field(s).
- Creation and Communication of Scholarly Work: Students will be able to generate and effectively communicate original scholarly research, demonstrating proficiency in both written and oral forms, thereby contributing to academic discourse within their respective fields.
- Analysis of Contemporary Issues: Students will be able to analyze contemporary social, cultural, and philosophical issues using their discipline-specific knowledge of theology, ethics and/or biblical studies.
- Development of Effective Pedagogical Skills: Students will be able to plan and implement Ignatian-informed, effective pedagogical practices.

Assessment

1. All M.A. Students are required to take rigorous courses, giving students a solid foundation in theological traditions and disciplines. At the end of the program, each student takes a comprehensive written exam. The questions in these exams are tailored to the students' course record and interest.
2. M.A. students can participate in many of the pedagogical opportunities that we offer as a department, e.g., course design, assessment tools, etc., which are especially pertinent to the M.A. THEO/EDU MINOR students.
3. The M.A. program regularly enrolls Jesuit scholastics in a wide range of our courses as they pursue the M.A. in Social Philosophy from the Philosophy Department. Their presence enriches our classes and our diversity of students enriches the scholastics' educational breadth of experience. Occasionally, Theology faculty direct or advise their M.A. theses.
4. Our M.A. students are exposed to the many programs across the university that support the Jesuit mission, to which our department's faculty contribute. In particular, the *Healing Earth Project*, an online tool to teach environmental science in secondary schools, integrated with ethics and spirituality, allows M.A. students who will teach in high schools to excel in this area.

Theology (PhD)

The study of religion has been called a "field-encompassing field" (Clifford Geertz) in that the understanding of religion involves many disciplines. The PhD in Theology at Loyola emphasizes interdisciplinary engagement, drawing on historical, linguistic, philosophical, sociological, and literary methods, in addition to the core materials and texts of the fields of Systematic Theology, Christian Ethics, or Biblical Studies. Loyola University's doctoral program in theology is designed for those who envision a career primarily in teaching and scholarly research at an advanced level. We offer two specializations.

In our Integrative Studies in Ethics and Theology (ISET) specialization, students give particular attention to the ways in which theology (historical and systematic) and Christian ethics intersect with and influence one another in particular thinkers and with respect to concrete theological and ethical questions.

The New Testament and Early Christianity specialization concentrates on the New Testament and closely related texts in their historical, cultural, and religious context. The interpretation of texts involves the use of a variety of methods, both literary and historical. While studying the New Testament in its multifaceted reality, students explore the fascinating history and culture of contemporary Jewish and Greco-Roman worlds, the richness of the Jewish Scriptures, and the challenging diversity of Second Temple Judaism.

Related Programs

Master's

- Digital Humanities (MA) (p. 1195)
- Sociology (MA) (p. 1272)
- Theology (MA) (p. 1281)

Curriculum

The PhD in Theology can be pursued in one of two areas of study: Integrative Studies in Ethics and Theology or New Testament and Early Christianity.

Integrative Studies in Ethics and Theology Requirements

The PhD in Theology with a concentration in Integrative Studies in Ethics and Theology requires 30 credit hours of coursework, two research tools (typically two modern languages), a comprehensive examination, and dissertation. Students must complete a master's degree (30 credit hours) before entering the PhD program; the courses listed below are required for the PhD.

The program in Integrative Studies in Ethics and Theology (ISET) represents an effort to rethink the riches of the Christian theological tradition to meet the intellectual, societal, and ethical challenges that confront humanity in the 21st century. In their studies and research, students give particular attention to the ways in which Christian theology and ethics interrelate and mutually inform one another.

ISET-ETHICS Required Courses

Code	Title	Hours
ISET Seminar [1]		*6*
Five Courses in Christian Ethics		*15*
THEO 470	Foundations Crititical Issues Theological Ethics	
THEO 475	Natural Law & Theological Ethics	
THEO 477	Feminist Issues in Theology and Ethics	
THEO 478	Issues in Medical Ethics	
THEO 480	Seminar in Christian Ethics	
THEO 481	Directed Readings Christian Ethics	
THEO 570	Fundamental Issues in Christian Ethics	
THEO 573	Roman Catholic Ethics	
THEO 575	Religious Ethics and Social Theory	
THEO 580	Christian Social Ethics	
THEO 585	Issues Applied Theology Ethics	
THEO 592	Directed Readings	
One Course in Historical or Systematic Theology		*3*
THEO 436	Christology	
THEO 437	Mystery of God in Christian Theology	
THEO 440	Seminar in Systematic Theology	
THEO 441	Directed Reading in Systematic Theology	
THEO 447	Philosophical Theology	
THEO 449	Phenomenology of Religion	
THEO 459	Contemporary Theology	
THEO 460	Seminar in History of Theology	
THEO 461	Directed Readings in History of Theology	
THEO 464	Religion & Politics in Christian History	
THEO 530	Seminar - Variable Titles	
THEO 536	Christian Doctrine-Catholic Theology	
THEO 560	Contemporary Authors	
One Course in Biblical Studies		*3*
THEO 401	Tutorial in Biblical Studies	
THEO 403	Topics in Rabbinic & Medieval Literature	
THEO 404	History of Israel	

THEO 405	Formation of The Pentateuch	
THEO 406	Basic Hebrew Grammar	
THEO 407	Hebrew Exegesis	
THEO 418	Theological Prophets-Ancient Israel	
THEO 420	Seminar	
THEO 421	Directed Reading in Bible Studies	
THEO 422	Directed Reading in Bible Studies	
THEO 424	The Synoptic Gospels	
THEO 425	Luke-Acts & New Testament Church	
THEO 427	St Paul's Contribution to Christianity	
THEO 429	Person of Jesus in New Testament	
THEO 515	Gospels in Early Christianity	
THEO 517	Early Christian Letters	
THEO 519	Latr Nt-Subapost Writ	
THEO 523	Cultural-Religious Environment Early Christianity	
THEO 527	Various Community Early Christianity	
One Graduate-Level THEO Elective		*3*
Total Hours		**30**

Students in the Graduate School who write a dissertation must complete UNIV 370 Responsible Conduct in Research and Scholarship . This course is recommended prior to completing the dissertation proposal.

[1] The ISET seminar is taken during the Spring semester of the first two years of PhD coursework. Please consult with the GPD regarding the courses which will fulfill the ISET requirement.

ISET-THEOLOGY Required Courses

Code	Title	Hours
ISET Seminar [1]		*6*
Five Courses in Historical or Systematic Theology		*15*
THEO 436	Christology	
THEO 437	Mystery of God in Christian Theology	
THEO 440	Seminar in Systematic Theology	
THEO 441	Directed Reading in Systematic Theology	
THEO 447	Philosophical Theology	
THEO 449	Phenomenology of Religion	
THEO 459	Contemporary Theology	
THEO 460	Seminar in History of Theology	
THEO 461	Directed Readings in History of Theology	
THEO 464	Religion & Politics in Christian History	
THEO 530	Seminar - Variable Titles	
THEO 536	Christian Doctrine-Catholic Theology	
THEO 560	Contemporary Authors	
One Course in Christian Ethics		*3*
THEO 470	Foundations Crititical Issues Theological Ethics	
THEO 475	Natural Law & Theological Ethics	
THEO 477	Feminist Issues in Theology and Ethics	
THEO 478	Issues in Medical Ethics	
THEO 480	Seminar in Christian Ethics	
THEO 481	Directed Readings Christian Ethics	
THEO 570	Fundamental Issues in Christian Ethics	
THEO 573	Roman Catholic Ethics	
THEO 575	Religious Ethics and Social Theory	
THEO 580	Christian Social Ethics	
THEO 585	Issues Applied Theology Ethics	
One Course in Biblical Studies		*3*
THEO 401	Tutorial in Biblical Studies	
THEO 403	Topics in Rabbinic & Medieval Literature	
THEO 404	History of Israel	
THEO 405	Formation of The Pentateuch	
THEO 406	Basic Hebrew Grammar	
THEO 407	Hebrew Exegesis	
THEO 420	Seminar	
THEO 422	Directed Reading in Bible Studies	
THEO 424	The Synoptic Gospels	
THEO 425	Luke-Acts & New Testament Church	
THEO 427	St Paul's Contribution to Christianity	
THEO 429	Person of Jesus in New Testament	
THEO 515	Gospels in Early Christianity	
THEO 517	Early Christian Letters	
THEO 519	Latr Nt-Subapost Writ	
THEO 523	Cultural-Religious Environment Early Christianity	
THEO 527	Various Community Early Christianity	
One Graduate Level THEO Elective		*3*
Total Hours		**30**

[1] The ISET seminar is taken during the Spring semester of the first two years of PhD coursework. Please consult with the GPD regarding the courses which will fulfill the ISET requirement.

Language Requirements

Students who want to pursue the specialization in Integrative Studies in Ethics and Theology must be able to demonstrate a reading knowledge of French, German, or Spanish before matriculation into the doctoral program. They must demonstrate a reading competency in one of the other two modern languages (or, in the case of Theology, a language pertinent to the intended dissertation topic) before the beginning of their third year of doctoral study.

New Testament and Early Christianity Requirements

The New Testament and Early Christianity specialization concentrates on the New Testament and closely related texts in their historical, cultural, and religious context. The interpretation of texts involves the use of a variety of methods, both literary and historical. While studying the New Testament in its multifaceted reality, students explore the fascinating history and culture of contemporary Jewish and Greco-Roman worlds, the richness of the Jewish Scriptures, and the challenging diversity of Second Temple Judaism.

The PhD in Theology with a concentration in New Testament and Early Christianity requires 36 credit hours of coursework, demonstrated competency in four languages (Greek, Hebrew or Latin, and two modern languages), a comprehensive examination, and dissertation. Students must complete a master's degree (30 credit hours) before entering the PhD program; the courses listed below are required for the PhD.

Required Courses

Code	Title	Hours
500-level Biblical Studies		*15*
THEO 422	Directed Reading in Bible Studies	
THEO 424	The Synoptic Gospels	
THEO 425	Luke-Acts & New Testament Church	
THEO 427	St Paul's Contribution to Christianity	
THEO 429	Person of Jesus in New Testament	
THEO 515	Gospels in Early Christianity	
THEO 517	Early Christian Letters	
THEO 519	Latr Nt-Subapost Writ	
THEO 523	Cultural-Religious Environment Early Christianity	
THEO 527	Various Community Early Christianity	
One Course in Systematic Theology		*3*
THEO 436	Christology	
THEO 437	Mystery of God in Christian Theology	
THEO 440	Seminar in Systematic Theology	
THEO 441	Directed Reading in Systematic Theology	
THEO 447	Philosophical Theology	
THEO 449	Phenomenology of Religion	
THEO 459	Contemporary Theology	
THEO 460	Seminar in History of Theology	
THEO 461	Directed Readings in History of Theology	
THEO 464	Religion & Politics in Christian History	
THEO 530	Seminar - Variable Titles	
THEO 536	Christian Doctrine-Catholic Theology	
THEO 560	Contemporary Authors	
One Course in Ethics		*3*
THEO 470	Foundations Crititical Issues Theological Ethics	
THEO 475	Natural Law & Theological Ethics	
THEO 477	Feminist Issues in Theology and Ethics	
THEO 478	Issues in Medical Ethics	
THEO 480	Seminar in Christian Ethics	
THEO 570	Fundamental Issues in Christian Ethics	
THEO 575	Religious Ethics and Social Theory	
THEO 580	Christian Social Ethics	
THEO 585	Issues Applied Theology Ethics	
THEO 592	Directed Readings	
Select Five Electives [1]		*15*
Total Hours		**36**

[1] Two (2) of the five (5) electives may be used for language remediation if needed.

Language Requirements

Students who want to pursue the specialization in New Testament and Early Christianity must be able to demonstrate a reading knowledge of Greek and either French, German, or Spanish before matriculation into the doctoral program. They must demonstrate a reading competency in Hebrew or Latin and one additional language before the beginning of their third year of doctoral study. German must be one of the modern languages. Modern languages courses taken to fulfill this requirement do not count towards the degree.

Comprehensive Exams

All PhD students complete comprehensive doctoral exams.

The doctoral exam for Integrative Studies in Ethics and Theology takes place over three days. The first two days of comprehensive exams cover the student's area of focus, either Ethics or Theology, but the third day is integrative. Each student chooses one of two options: to compare two figures in depth - one working primarily in Christian ethics and one working primarily in Theology or Bible; or to focus around a particular theme and propose authors working on this theme to read and prepare

The New Testament and Early Christianity written exams take place over three days. Day one consists of translation, textual criticism, and exegesis of a Greek text from the NT or other early Christian literature. Day two consists of questions related to a large cross section of reading outside the New Testament from 200 BCE to 200 CE. Day three consists of material chosen by the student as their "minor area" and is usually preparation for the student's dissertation research. These three days of writing are followed by an oral defense, usually during the week following the written exams.

Dissertation

Students will develop a dissertation field within their specialization. Following the successful completion of doctoral examinations and the portfolio requirement, students will make a presentation of their dissertation proposal to a dissertation committee, which will include the dissertation director and at least two other faculty members acquainted with the research areas of the dissertation.

Following approval of the dissertation proposal and the successful completion of all other degree requirements, students are admitted to PhD candidacy. Once students have advanced to candidacy, they will enroll in THEO 600 Dissertation Supervision each semester to maintain standing with the Graduate School while completing their research and writing the dissertation.

The PhD dissertation must be completed, approved by the designated committee members, and successfully defended orally at a public defense.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Doctoral Program, Objectives, Criteria, and Assessment

The objectives for the doctoral program, and the criteria by which we propose to assess them, include the following:

- Train students to develop sophisticated knowledge of theological traditions and disciplines.
- Train students to produce high-quality, original research.
- Mentor students to develop pedagogical excellence.
- Prepare students for positions in academic, ministry, non-profit, and other venues.
- Forward the Jesuit mission and identity of Loyola University Chicago.

OBJECTIVE 1: Train students to develop sophisticated knowledge of theological traditions and disciplines.

CRITERIa:

1. Excellence in coursework
2. Successful passage of comprehensive exams
3. Successful defense of dissertation

ASSESSMENT:

1. The Department has a standard process of oversight through the GPD, the advisors and exam committees.
2. Comprehensive exams, written and oral, based on the rubrics found in the Appendices, must be passed by all doctoral students (see Appendix 17: Theology Department Comprehensive Exam Rubric for Ph.D. in ISET and Appendix 18: Theology Department Comprehensive Exam Rubric for Ph.D. in NT/EC).
3. In the research and writing phase of the dissertation assessment takes place under the close and formalized supervision of the director and readers.

OBJECTIVE 2: Train students to produce high-quality, original research.

CRITERIA:

1. Doctoral curriculum
2. Mentoring of students' scholarly research
3. Scope and methods of research and dissertations
4. Publication record

ASSESSMENT:

1. Taught and mentored by internationally and nationally recognized faculty, doctoral students begin training in research during the coursework portion of their program. They receive guidance in researching and writing scholarly papers, and they are offered numerous extracurricular lectures, colloquia, advanced seminars, individualized reading and research opportunities, etc. Doctoral students on assistantships serve as research assistants to the members of the graduate faculty.
2. Under supervision and mentoring of faculty, doctoral students develop their own research, often emerging from their coursework, which they present at national and international conferences.
3. The department's students engage in wide-ranging topics of theology and ethics, history, and biblical studies. The Loyola Theology Department distinguishes itself from peer institutions by its commitment to interdisciplinary methods, integrating biblical, theological and ethical reflection with literary theory, social and political theory, or medical sciences, among others. The interdisciplinary, interreligious, intercultural, and international focus is reflected in the Loyola students' interests.
4. Many of our students have a strong record of publishing peer-reviewed articles, and/or chapters in edited books, even before graduation. Some students have served as co-editors of books with faculty members. A significant number of dissertations produced by our graduates are later published as monographs; since 2011, at least 27 of our PhD graduates have had their dissertations published; the rate has increased significantly over the previous ten years. Several students have been awarded external prizes and internal and external fellowships, including a Fulbright. (See Appendix 19: Information on Recent Graduates of the Loyola University Chicago Department of Theology Doctoral Program.)

OBJECTIVE 3: Mentor students to develop pedagogical excellence.

CRITERIA:

1. Pedagogical training and experience
2. Teaching excellence

ASSESSMENT:

1. Pedagogical training is integrated into the doctoral course of study. All doctoral students participate in two theological pedagogy courses. Most of our doctoral students serve as teaching assistants for at least two semesters, offering support to full-time faculty members teaching core, in offering lectures, running discussion sessions, and in grading. Most after completion of doctoral exams teach one or more sections of courses offered to our undergraduates. All doctoral students on assistantship take the Teaching Effectiveness Seminar through the Graduate School during the year in which they begin teaching as a teacher of record, and all those who are serving as a teacher of record for the first time are assigned a full-time faculty member as a teaching mentor, to help guide syllabus and curriculum preparation (see Appendix 20: Theology and Religious Studies Pedagogy).
2. Teaching excellence is promoted and assessed via departmental practices: all teachers of record are evaluated by their students, and their faculty mentors perform classroom visits and provide evaluations.

OBJECTIVE 4: Prepare students for positions in academic, ministry, non-profit, and other venues

CRITERIA:

1. Strength of mentoring relationships between faculty and students
2. Strength of professional development programs for students
3. Reasonable time to completion of doctoral degree
4. Placement record of graduates in various career paths

ASSESSMENT:

1. Through intense and strong mentorship, the high ratio of graduate faculty to students, and three endowed chairs whose teaching obligations are dedicated primarily to the doctoral program, students gain sophisticated mastery of theology, ethics, and / or New Testament & Early Christianity studies; and they are prepared to become experts in their field of specialization. The quality of mentoring is assessed through written reports by students and faculty and through regular section meetings.
2. The main professional development occurs across the entire range of coursework, exam preparation and dissertation research and writing. In addition, we offer workshops on publishing and on presenting papers at conferences and we strongly support our students' membership in national and international academic societies (AAR, CBA, CSBR, CTA, CTSA, SBL, SCE, SE etc.).
3. The Department of Theology has significantly reduced its average time to degree completion in the years 2013-2017, compared to the previous five-year period (2008-2012). However, in previous years the department admitted not only students with full fellowships, but also unfunded and part-time students. Some of these took much longer to complete their degree. (See Appendix 19: Information on Recent Graduates of the Loyola University Chicago Department of Theology Doctoral Program.)

4. In a changing job market, the doctoral program recognizes our graduates need to be prepared for academic careers while enabling them to pursue alternatives to a tenure-track position in a university. Therefore, careers such as non-profit management, publishing, academic administration, or leadership positions in healthcare, and ministry are receiving more attention than in the past. (See Appendix 21: Department of Theology Placement Statistics, Ph.D. Program, 2013 – 2018.)

OBJECTIVE 5: Forward the Jesuit mission and identity of Loyola University Chicago

CRITERIA:

1. Contribution of doctoral programs
2. Contribution of department's widespread support of Jesuit identity and mission

ASSESSMENT:

1. The Jesuit Order is committed to a broad range of values: social justice, solidarity, and ecological sustainability. Doctoral level courses stress these commitments, and the department encourages and engages students in multiple services that resonate with the Jesuit mission, both on and off campus. Some of our graduates have gone on to teach in Jesuit universities and colleges, and at least two currently serve as chairs of AJCU departments of theology. In the last few years a number have taken teaching positions at Jesuit high schools.
2. Our department's faculty contribute to numerous programs across the university that support the Jesuit mission, such as the Peace Program, Environmental Studies, Human Rights of Children, and Bioethics. Our faculty are responsible for the core teaching of Catholic theology as well as religious studies. The engagement with diverse cultures, Christian confessions, and religions of the world has long been a hallmark of the Jesuit mission. Our doctoral students share this vision and are trained in translating it into their research and teaching.

Women's Studies and Gender Studies

The Graduate Programs in Women's Studies and Gender Studies draw from a variety of departments and programs on campus to analyze how knowledge is shaped by power (especially around the intersecting axes of gender, sexuality, and race) and to create new pathways for promoting social justice.

The WSGS community at Loyola is broadly interdisciplinary; culturally and intellectually diverse; tight-knit and supportive; politically and socially engaged; and committed to open-ended critique, inquiry, and invention. It is also an intimate community where students build strong bonds with each other and with their faculty.

Graduate Programs

- Women's Studies and Gender Studies (MA) (p. 1289)
- Women's Studies and Gender Studies (MA)/Social Work (MSW) (p. 1907)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

WSGS 401 History of Feminist Thought (3 Credit Hours)
This course surveys the historical development of feminist thought from Mary Wollstonecraft to second wave feminism and beyond and analyzes the impact of feminism on the general culture.
Course equivalencies: WOST401/WSGS401

WSGS 402 Foundations of Women's Studies (3 Credit Hours)
This course investigates how gender has become a critical category in education and knowledge and traces the institutional and intellectual development of women's and gender studies as a field, focusing on the evolution of WGS in the academy (here and in other countries) and on the changes in concepts of knowledge, in methodologies, and in pedagogy that women's studies scholarship has produced in various fields.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST402/WSGS402

WSGS 450 Global Feminisms (3 Credit Hours)
This course is a course that explores feminism and the study of gender in a global dimension. Chosen texts privilege the study of women, gender, and sexuality from an international perspective. The course highlights the intimate relationship between the study of feminism, (post/de)colonialism, and racism.
Course equivalencies: WOST450/WSGS450

WSGS 455 Feminist Pedagogy (3 Credit Hours)
Pre-requisites: Graduate Status
This course will focus on distinctly feminist ways of learning and teaching. As with feminist theory and research methods, feminist pedagogy has been understood to include characteristics like self-reflexivity, de-centered authority, standpoint epistemologies, examinations of power dynamics, and attention to embodied ways of learning and knowing.
Outcomes:
Understand the foundational principles of feminist pedagogy and related approaches to teaching; Develop skills to analyze and produce sound teaching practices within a feminist intersectional framework

WSGS 460 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: Graduate Status
We will explore how crossing borders, identity politics, gender, and sexuality intersect to produce a conversation on contemporary global immigration issues. Focus is on movement from three geographic locations from/to the Global South and North: Latin America to the US and Europe; Africa to Europe; Europe to Latin America and back.

WSGS 470 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: Graduate Status
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Course equivalencies: WOST370/WSGS370/WGSG470
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 475 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: Graduate Status
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 480 Queer Theory (3 Credit Hours)
Pre-requisites: Graduate status
This graduate level course maps the field of queer theory from an interdisciplinary perspective in order to cover a wide range of theoretical and disciplinary approaches and interpretive applications. Outcome: Students will acquire and utilize theoretical concepts in queer studies, develop cultural competency in queer studies and present information about the field orally and in writing.
Interdisciplinary Option: Women & Gender Studies

WSGS 497 Topics in Women's Studies and Gender Studies (3 Credit Hours)
This topics course may originate in Women's Studies and Gender Studies or as a cross-listed course and deals with women's and gender topics including identity, sexuality, diversity, relationships of power in national, transnational and international contexts. The ethical and social justice implications of topics include feminist perspectives.
Course equivalencies: WOST497/WSGS497
Outcomes:
Students understand feminist perspectives on gender in literature; Students connect theory and practice in writing, performance, action or in combined formats

WSGS 498 Practicum (1-3 Credit Hours)
WSGS Practicum gives students the option of doing an internship, teaching assistantship, or research assistantship under the supervision of a faculty member. This practicum counts as an elective credit towards the student's MA degree.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST498/WSGS498
Outcomes:
Develop intersectional research and critical thinking skills in academic/socio-cultural contexts while being fully engaged in Practicum; Enhance written and verbal communication through creative use of Feminist pedagogy and methodology to enhance classroom education and public/academic presentations

WSGS 499 Independent Study (1-3 Credit Hours)
An independent study provides students with the opportunity to work closely and one-on-one with a faculty member. The student can choose her/their/his topic or creative project. The independent study should be comparable to a graduate-level course.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST499/WSGS499

WSGS 500 Thesis Research (3 Credit Hours)
A Thesis Research course allows graduate students to fine tune their research skills, academic writing, and independent thought while they are preparing their thesis proposal and/or writing their thesis.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST500/WSGS500

WSGS 595 Thesis Supervision (1 Credit Hour)
The focus of a Thesis Supervision is to help students better strategize, structure, and organize themselves as they write their thesis. Students will also be advised about how to prepare for a successful oral defense.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST595/WSGS595

WSGS 599 Capstone Presentation (0 Credit Hours)
Pre-requisites: Successful completion of 12 hours in the MA program in WSGS
WSGS 599 is the culmination of the Master's program in Women's Studies and Gender Studies. Requirements include a 10 page synthesis paper or detailed outline, annotated bibliography, and public presentation at our biannual capstone ceremony.
Outcomes:
Synthesis of the students' graduate coursework; performance of the diversity of outcomes in WSGS; celebration of students' achievements; networking

WSGS 605 Master's Study (1 Credit Hour)
Continuing work on completion of the Master's Degree in Women's Studies and Gender Studies.
Interdisciplinary Option: Women & Gender Studies

Women's Studies and Gender Studies (MA)

The Graduate Programs in Women's Studies and Gender Studies draw from a variety of departments and programs on campus to analyze how knowledge is shaped by power (especially around the intersecting axes of gender, sexuality, and race) and to create new pathways for promoting social justice.

The WSGS community at Loyola is broadly interdisciplinary; culturally and intellectually diverse; tight-knit and supportive; politically and socially engaged; and committed to open-ended critique, inquiry, and invention.

The Women's Studies and Gender Studies (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Combined

- Women's Studies and Gender Studies (MA)/Social Work (MSW) (p. 1907)

Curriculum

The Master of Arts in Women's Studies and Gender Studies requires 30 credit hours of courses plus a capstone presentation (WSGS 599).

Besides the traditional Master's program, the Women's Studies and Gender Studies (MA) is also offered as an Accelerated Master's Pathway

where exceptional undergraduate students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
WSGS 401	History of Feminist Thought (Offered every fall)	3
WSGS 402	Foundations of Women's Studies (Offered every spring)	3
One Global Feminisms course [1]		**3**
WSGS 450	Global Feminisms	
One Practicum or Thesis [2]		**3**
WSGS 498	Practicum	
WSGS 500	Thesis Research	
Select six elective courses [3]		**18**
WSGS 460	Migration, Identity, Sexuality	
WSGS 455	Feminist Pedagogy	
WSGS 470	Sexual Assault Advocacy	
WSGS 475	Masculinity Studies: Equity, Race, Transformation	
WSGS 480	Queer Theory	
WSGS 497	Topics in Women's Studies and Gender Studies	
WSGS 499	Independent Study	
WSGS 595	Thesis Supervision	
Total Hours		**30**

1. The third core requirement is a course that explores feminism/gender in a global dimension; a number of different courses can satisfy this requirement.
2. The practicum consists of either an internship with a Chicago non-governmental organization or a TAship.
3. Some graduate level electives are offered through other departments, including English, History, Philosophy, Sociology, Political Science, Theology, Communications, Law, and Social Work. Students must select three electives to apply to a track of study (detailed below).

Tracks of Study

Students must choose one of the following concentration tracks for at least three of their electives. Dual-degree students will not be required to choose a concentration beyond their dual degree, but they may organize their electives around a concentration if they choose.

- Global and Transnational
- Gender and Violence
- Bodies and Sexualities
- Religion and Ethics
- Expressive Arts and Visual Cultures
- Self-designed concentration (must be approved by the Graduate Program Director based on a written statement explaining the merits of the proposed course of study)

Suggested Sequence of Course

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their Graduate Program Director for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
WSGS 401	History of Feminist Thought	3
WSGS 450	Global Feminisms	3
Elective		3
	Hours	**9**
Spring		
WSGS 402	Foundations of Women's Studies	3
Elective		3
Elective		3
	Hours	**9**
Year 2		
Fall		
Elective		3
Elective		3
	Hours	**6**
Spring		
WSGS 498 or WSGS 500	Practicum or Thesis Research	3
Elective		3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
WSGS 401	History of Feminist Thought	3
WSGS 450	Global Feminisms [1]	3
	Hours	**6**
Spring		
WSGS 402	Foundations of Women's Studies	3
Elective [2]		3
	Hours	**6**
Master's		
Fall		
Elective		3
Elective		3
Elective		3
	Hours	**9**
Spring		
WSGS 498 or WSGS 500	Practicum or Thesis Research	3
Elective		3
Elective		3
	Hours	**9**
	Total Hours	**30**

[1] This course was chosen for the purposes of creating a sequence of courses. Students are able to choose from WSGS 450 or one of the following electives: WSGS 455, WSGS 460, WSGS 475, WSGS 480, or WSGS 497.

[2] An elective was chosen for the purposes of creating a sequence of courses. Students are able to choose from WSGS 450 (if not taken in Fall) or one of the following electives: WSGS 455, WSGS 460, WSGS 475, WSGS 480, or WSGS 497.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon graduating, Graduate Women's Studies and Gender Studies students will be able to:

- Analyze major influences within key historic feminist/gender studies movements in a global landscape.
- Explain how women's studies and gender studies are distinct and fundamental fields of study intimately connected to each other and other interdisciplinary academic disciplines across the university.
- Examine the intersections of identities (e.g., gender, race, ethnicity, class, sexuality, nationality, etc.) and the ways in which they contribute to instances of privilege and power dynamics across global cultures, space, and time.
- Understand their own relationship within their communities and that actions (or inactions) and cultural competencies are integral to addressing inequalities.
- Conduct research by privileging Feminist, Queer, and/or other Gender Studies theories and methodologies through both an intersectional and social justice lens.

Communication

Located in one of the world's top communication centers, Loyola University Chicago provides an ideal setting for integrating study with practical application in the expanding fields of advertising, advocacy, digital media, film, multimedia journalism, public relations, and other areas of communication.

Students benefit from a distinguished scholarly faculty of experienced communication professionals in journalism, media studies, documentary film production, cultural communication and public advocacy.

Loyola's School of Communication offers state-of-the-art on-site production facilities, labs, and equipment, as well as proximity to Chicago's vast production community. Loyola is home to WLUW, a 24-hour FM radio station, *The Phoenix*, an award-winning student newspaper, and an extensive internship program.

The study of communication is one of the primary means for promoting the traditional goals of liberal education: understanding political rhetoric and social justice, participating in media advocacy and developing an ethical sensitivity so necessary in our time. Students at Loyola's School of Communication learn not just how to get a message out, but how to think critically and communicate ethically.

For more information on Loyola's School of Communication, contact us at:

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Graduate Programs

- Advertising and Emerging Media (MS) (p. 1301)
- Digital Media and Storytelling (MComm) (p. 1303)
- Global Strategic Communication (MS) (p. 1306)

Communications (COMM)

COMM 400 Emerging Creative Technologies (3 Credit Hours)
Emerging Creative Technologies explores the dynamic intersection of user experience, multimedia storytelling, visual communication, and emerging creative technologies. Students will gain foundational knowledge in UX/UI design while developing hands-on skills across digital content formats, including video, visual design, generative AI, and portfolio creation. The course blends academic study with real-world creative application. Students will analyze contemporary media platforms, examine how digital environments influence audience behavior, and produce original creative work that reflects strategic thinking and professional identity. By the end of the session, students will build a polished portfolio showcasing their capabilities as digital creators, communicators, and storytellers.
Outcomes:
Apply UX and UI principles to digital storytelling, multimedia design, and content strategy; Create original digital content across multiple formats, including image, video, and written assets; Responsibly incorporate generative AI as part of creative ideation and production workflows; Evaluate the cultural, ethical, and strategic implications of content creation within digital environments; Build and refine a professional digital portfolio suitable for graduate-level and industry use; Develop a reflective understanding of creative identity and long-term professional goals

COMM 401 Foundations of Global Strategic Communication (3 Credit Hours)
This course delves into two areas impacting communicators' success in the global arena: new media and culture. Through a blend of class discussions, interactive activities and guest speakers, students will study frameworks for strategic communication in a global environment and then apply these lessons in group and individual projects. Enrollment limited to students in GSCM-MS Program. Students are expected to understand fundamental concepts in strategic communication, be able to identify and explain the role of strategic communication in the global business context, understand the importance of dialogue and engagement, and have the ability to construct effective messages.

COMM 402 Organizational Leadership and Change Management (3 Credit Hours)
Students will examine best practices in organizational leadership and change management. Students will also be introduced to major economic, financial and business principles and the terms, concepts and values that guide organizations. Finally, will gain insights that will enable them to work more effectively as communicators and organizational leaders. Enrollment limited to students in GSCM-MS Program. Students are expected to gain knowledge and leadership skills needed to help organizations chart a successful course through change. They are also expected to understand the major drivers of organizational change; the role leadership plays in anticipating, planning and navigating organizational change.

COMM 403 Strategic Communication Research Methods (3 Credit Hours)
This course is designed to provide students with a critical framework for evaluating communication research and first-hand experience in the research process. Specifically, we will examine how research questions, originating from client-specific interests, are translated into a research project. Enrollment limited to students in the GSCM-MS Program. Students are expected to know how to read and evaluate a research study, select appropriate research questions, develop measurements, draw a sample, collect and analyze data and interpret the results.

COMM 405 Story Development and Production (3 Credit Hours)
This course will give students a basic understanding of narrative theory and its evolution. It will also emphasize the idea that telling a good story begins with having something to say and a purpose for telling it to someone. Students must be enrolled in SOC Professional Degree Program MC in Digital Storytelling.
Outcomes:
Students will read, write and practice narrative techniques on electronic modes of communication while learning about narrative structure, content and form of delivery

COMM 406 Environmental Advocacy (3 Credit Hours)
Pre-requisites: COMM 100 and Sophomore standing; Prerequisites are waived for undergraduate and graduate students in the School of Environmental sustainability and for students in the Digital Media and Storytelling program
This course explores the rhetorical means by which citizens influence the policies and practices affecting our natural and human environments. The focus is on current controversies.
Course equivalencies: X - COMM 306 / COMM 406
Outcomes:
The course seeks to provide an understanding of the history and range of communication styles in the US environmental movement and to help students develop practical skills relevant to entering into environmental debates

COMM 409 Video Production Lab (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This six-week graduate course is designed as an entry-level introduction to the foundational concepts and techniques in video, audio, and editing production. This class prepares students with little to no prior experience in video and audio production to readily participate in the Digital Media and Storytelling (DMST) master's program. Students with some or greater knowledge in this field will also have the opportunity to expand their prior knowledge as the course focuses on developing practical skills to effectively capture and edit video and audio elements to create compelling visual narratives. Students will be provided access to industry- standard tools while learning how to shape stories using best practices in media production. Throughout the course, students will explore the fundamentals of video production, including camera operation, sound recording, and editing software using Adobe software. Emphasis will be placed on hands-on experience, with each student producing and editing short video projects that integrate both visual and audio storytelling techniques.
Outcomes:
Demonstrate proficiency in operating digital video cameras and audio recording equipment to capture high-quality footage and sound for storytelling purposes; Apply fundamental techniques of video composition, including framing, lighting, and shot sequencing, to create visually compelling narratives; Utilize industry-standard editing software, such as Adobe Premiere Pro, to edit and assemble video and audio elements into coherent short-form productions; Implement basic audio post-production techniques, including dialog editing, sound effects creation, and mixing, to enhance the overall quality of video projects; Develop and execute a complete video production workflow, from pre-production planning to final delivery, demonstrating an understanding of storytelling principles and best practices in digital media production

COMM 410 Media Law for Inclusive Digital Storytelling (3 Credit Hours)
This course addresses how courts and lawmakers have addressed legal issues presented by digital media. Students must be enrolled in Professional Degree Program MC in Digital Storytelling.
Outcomes:
Students will learn some of the ways that blogger's rights, intellectual property, libel, privacy and threats pose challenges to internet legal regulations and social ethics

COMM 411 Strategic Communication Ethics and Law (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and Digital Advertising MS programs
This course examines diverse methods for identifying legal and ethical issues that arise from organizational communication practices within strategic communication contexts. Students will develop the ability to recognize a broad spectrum of concerns and apply systematic analytical approaches to clearly resolve business-related challenges.
Outcomes:
Recognize the tensions inherent in serving as an advocate for an organization while also having duties to the public; Be able to recognize and critically assess ethical strategic communication issues; Apply classical ethical theories using ethical decision-making processes to evaluate potential courses of action in response to contemporary strategic communication ethics case studies; Be able to develop a workshop to introduce an ethical decision-making process that you recommend for adoption in an organization or profession; Demonstrate a broad understanding of the history and scope of the First Amendment as well as a thorough knowledge of the laws and regulations that uniquely affect media industries and media professionals; Identify legal problems in real and hypothetical situations and resolve those problems by applying legal principles; Reflect on the meaning of freedom of speech in society and the rights and duties of media professionals

COMM 412 Communication Content Mining and Analytics (3 Credit Hours)
This course is for students interested in learning practical data analysis/data mining techniques in strategic communication. A useful takeaway from the course will be the ability to perform powerful data analysis using popular statistic packages (e.g., R, SPSS, Excel) and web analytics (e.g., Google Analytics). Enrollment limited to students in the GSCM-MS Program. Students are expected to increase their critical thinking ability to assess the quality of consumer information and the limitations of online data. They will become familiar with frequently used data analysis tools.

COMM 413 Writing for Strategic Communication (3 Credit Hours)
This advanced writing intensive course engages students in the strategic process of professional-level writing by focusing on communication objectives, cultural differences among audiences, techniques, style and mechanics. Students will learn the importance of planning, research, pre-writing, editing and rewriting in the writing process. Restricted to Global Strategic Communication Students
Outcomes:
The course also provides practical, real world writing experience in diverse formats for a wide range of audiences, including memos, proposals, creative briefs, executive speeches, op-eds, fact sheets, news releases, blogs and other social media

COMM 414 Advertising Campaigns (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
In this Advertising Campaigns class, students will explore the profound impact of rapidly evolving technologies on modern advertising practices. The course examines how changing media consumption behaviors have transformed consumer journeys from linear patterns to complex, interconnected experiences driven by micro-moments and personal intents. Students will critically analyze traditional advertising agency models, identifying why many long-standing practices are becoming obsolete in today's digital landscape. The class will challenge participants to rethink creative processes and develop innovative approaches that align with current market demands and communication goals. Through collaborative projects and discussions, students will work to bridge the gap between conventional advertising wisdom and the realities of the digital age. The course emphasizes the need for original thinking and adaptability in crafting effective campaigns that resonate across various touchpoints in consumers' lives.
Outcomes:
Analyze the impact of changing technologies on consumer behavior and media consumption patterns; Evaluate traditional advertising models and identify areas for innovation in the digital age; Develop strategies to engage consumers across multiple touchpoints throughout their non-linear consumer journey; Create data-driven, intent-based advertising campaigns that resonate with target audiences in their micro-moments; Design integrated campaigns that seamlessly blend traditional and digital advertising approaches; Apply critical thinking skills to assess and adapt campaign strategies in response to rapidly changing market conditions

COMM 415 Career and Portfolio Development (3 Credit Hours)
This course prepares students for professional life after graduation by focusing on how to build and present themselves as media professionals. Students will clarify their strengths, shape a distinctive professional identity, and learn how to showcase creative work in ways that connect to specific roles and career goals. Topics include portfolio development, personal branding, professional pitching, client communication, platform etiquette, freelancing, and media entrepreneurship. Through hands-on projects, students leave the course with a set of practical, finished materials ready to use as they begin applying for jobs, seeking freelance clients, or pursuing entrepreneurial opportunities in the media industry.
Outcomes:
Articulate a clear professional identity and value proposition tailored to media industries\\n; Develop a portfolio strategy aligned with specific career goals, target audiences, and industries; Create and deliver professional pitches and application materials for employers, collaborators, and clients; Evaluate freelance, entrepreneurial, and creator-based business models for sustainable career development; Apply client communication and personal branding strategies to support long-term professional growth

COMM 417 Media Planning (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course examines the advertising and marketing processes required to research, develop, and implement an effective media plan for budgeting appropriate advertising time and space.
Course equivalencies: COMM 317/COMM 417
Outcomes:
Student teams will develop competencies in decision-making processes and tools, including research methods, objectives, strategies, and tactics, to construct an advertising media plan

COMM 420 Digital Production: Storytelling with Impact (3 Credit Hours)
This lab-based course will introduce students to production techniques for digital storytelling. Students will acquire knowledge of videography, sound recording, video and audio editing, web design and interactivity.
Outcomes:
Students will find compelling stories, set scenes and use narrative techniques to craft influential stories designed for professional purposes in advertising, journalism or documentary production

COMM 421 Global Strategic Communication Boot Camp Chicago (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS program
COMM 421 is a week-long immersion experience designed to provide students with direct engagement with leaders in public relations, advertising, digital marketing, and AI-driven communication. The course incorporates structured workshops, real-world simulation activities, and visits to professional organizations. Through these engaged learning experiences, students strengthen their understanding of strategic communication principles and develop competencies required for leadership roles in the global communication industry.
Outcomes:
Apply strategic communication frameworks in global and multicultural contexts; Analyze the role of AI and emerging technologies in PR and advertising; Engage with industry professionals to understand current trends and challenges; Reflect critically on the ethical and cultural dimensions of global communication practices

COMM 422 Global and Multicultural Audiences and Stakeholders (3 Credit Hours)
In this course students will investigate various audiences in today's global marketplace that organizations need to consider to remain relevant. The course will explore the concept of globalization and how, as a dynamic and uneven process, it requires practitioners to understand global and local audiences and those influenced by multiple cultures. Restricted to ADPR-BASD, GSCM-MS, and DMST-MC students.
Outcomes:
The goals of the course are to learn to be sensitive to a variety of cultures; recognize particular values, needs, and behaviors; and craft messages that connect and engage

COMM 425 AI-Powered Marketing and Analytics (3 Credit Hours)
This course will explore online audience behavior and measurement. Students will use analytics to understand user activities and to drive improvements in distribution performance. In the course of their development, students will come to understand intellectual property protection, self-publication, bandwidth issues, usability, file formats, social sharing, security, syndication, and mobile delivery.
Outcomes:
Analyze digital audience behavior using analytics tools to inform marketing strategies and content distribution decisions; Evaluate the legal, marketing, and economic factors affecting digital content distribution and audience targeting; Implement data-driven strategies to improve digital content performance and audience engagement across various platforms; Design digital marketing materials that comply with intellectual property laws and address security and usability concerns; Optimize digital content for multi-platform delivery, with a focus on mobile and social media channels, considering bandwidth and file format implications

COMM 426 Strategic Business Communication for Social Impact (3 Credit Hours)
The strategic simulation class setting will engage the students in the imaginary leadership role to exercise how to make an ethical decision on the issues and challenges. This incorporates a mix of lectures, case discussions, role-playing, and group projects in real-world applications.
Outcomes:
Apply fundamental principles of communication in different organizational contexts\\n; Demonstrate ability to write and present effectively, considering audience and purpose; Understand and address critical challenges during crises; Identify communication solutions to foster a positive team culture through employee communication; Leverage ethical communication in decision-making and problem-solving; Navigate cross-cultural and global communication issues and differences

COMM 429 Advertising and Public Relations Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course is for students who want to understand the creative and design discipline of the fields. Students will learn the fundamentals of print-based messages used in advertising and public relations. Students will employ various design programs applied in today's industry to develop visual communications projects, which will culminate in a final portfolio.
Course equivalencies: COMM 329/COMM 429
Outcomes:
Students will learn and become competent in the following: Current design programs, including InDesign and Photoshop; Basic design principles, such as color, space, and typography; Common formats for designing integrated marketing communication print materials

COMM 430 Multiplatform Visual Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course will focus on digital design with emphasis on creation, refinement, and publishing of content in multiple formats. Through the lens of visual storytelling, we will explore photography and photo-editing, typography and graphic design, and animation and motion graphics using a combination of research, discussion, and hands-on workshops. We will also discuss methods of print and web design in a practical context, both as artistic expression and commercial production.
Outcomes:
Develop an understanding of visual design principles; Gain experience using the Adobe Creative Suite (Photoshop, AfterEffects, Illustrator, InDesign); Learn basic technical skills for digital photographic equipment; Explore the theoretical and practical place of digital and print visual design

COMM 431 Campaign for Social Impact (3 Credit Hours)
This course empowers students to design, implement, and evaluate digital campaigns using Integrative Marketing Communication (IMC) principles with a strong emphasis on community service and engaged learning. Students will work on hands-on projects that address real-world community needs, applying research, planning, implementation, and evaluation strategies. Through case studies, client campaigns, and community-based initiatives, students will build a portfolio of projects that not only enhance their professional skills but also contribute positively to the community and society.
Outcomes:
Develop and manage online content promotion and branded digital campaigns to promote community-based initiatives and social causes; Apply critical thinking and research skills to craft clear messages and digital materials for social good; Execute social media engagement and user-oriented content strategies; Evaluate campaign success by setting the key performance indicators (KPIs) to assess the effectiveness of campaigns and their impact on community improvement; Engage in a cycle of practice, feedback, and refinement to develop transferable skills while making meaningful contributions to community projects

COMM 432 Public Interest Communication (3 Credit Hours)
This course explores the principles and best practices of strategic communication aimed at achieving lasting, positive social change in various areas, including climate change, racial justice, healthcare access, and housing policy. This interdisciplinary program draws from practice and scholarship in public relations, journalism, advertising, psychology, sociology, political science, anthropology, and neuroscience. This course is custom-tailored for current and future communications directors at a nonprofit organization or a media relations officer at a foundation being an account executive at a strategic communications firm.
Outcomes:
Identify and target issues that can be addressed with public interest communications; Conduct research to underpin strategic communications aimed at driving social change; Use systems thinking to identify a specific approach to driving change; Develop strategic communication initiatives that can drive positive social change; Advocate and advise in the use of visual collateral that can best reach the target community

COMM 433 Corporate Communication (3 Credit Hours)
Pre-requisites: For GSCM-MS students, COMM 401; DMST-MC students may also enroll without pre-requisite
This course develops a multiple stakeholder approach to managing the communication function in corporations. Management topics include developing a communication plan, budgeting, creating a communications calendar, working with agencies and other external resources, project management and evaluation.
Outcomes:
At the end of the course, students are expected to understand how the communication function is organized in corporations and non-governmental organizations (NGOs)

COMM 434 Business-to-Business Communication (3 Credit Hours)
The robust business-to-business (B2B) sector provides enormous opportunity in the global marketplace. This course will explore B2B's unique set of challenges that strategic communicators need to consider in developing and delivering effective messages. Restricted to Global Strategic Communication Students.
Outcomes:
Students are expected to gain a working knowledge of the theories, concepts, and issues of in B2B communication

COMM 435 Public Affairs and Issues Management (3 Credit Hours)
The course explores how to predict and identify emerging issues, which can proliferate rapidly through digital and social media; accurately assess the potential threat posed by issues; and plan and implement effective response to prevent issues from growing into crises. Restricted to Global Strategic Communication Students.
Outcomes:
At the end of the course, students will understand the role of the public affairs function in organizations, know how to monitor for and identify emerging issues and to build a firewall to make organizations less vulnerable to attack

COMM 436 Social Media Crisis Communication (3 Credit Hours)
This course focuses on realistic social media issues and crisis cases and students' practices on how to respond to fast-paced information on multiple social media channels and to create effective responses. This course is custom-tailored for current and future PR managers, digital specialists, community managers, and others who need to have a high degree of public visibility and responsibility.
Outcomes:
Master crisis communication theories; Identify different types of crises; Successfully manage social media during a crisis; Develop key messages and identify and implement the preemptive and responsive strategies; Train yourself as a spokesperson

COMM 437 Advertising and Public Relations Multimedia Commercial Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
This is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing branded content and television spots, including for real clients.
Course equivalencies: COMM 337/COMM 437
Outcomes:
Build experience in effective multi-tasking and teamwork; gain skills with technology and strategy, creative, and application process of broadcast production; and practice engaging with the community in media development efforts

COMM 438 Search & Display Advertising (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This course covers the enduring foundation of digital advertising --- Search Advertising and Display Advertising, which is a part of the bigger scope called programmatic advertising. Students will be exposed to 1) fundamental concepts in search and display advertising, 2) hands-on practices on creating both search and display advertising campaign, and 3) evaluation skills in optimizing search & display advertising campaigns. This course is mostly built upon Google's advertising products. However, the fundamental logics, once acquired, can be applied to all forms of paid ads in digital space.
Outcomes:
Knowledge of the key terms and development process of search & display advertising; Knowledge of the various factors that could influence the success of search & display campaigns; Ability to develop and implement search & display advertising campaigns; Ability to evaluate and optimize for search & display advertising campaigns; Analyze and interpret complex campaign data using industry-standard analytics tools to drive performance improvements; Integrate search and display advertising strategies with broader digital marketing efforts for cohesive brand messaging and improved customer journey mapping

COMM 439 Video Documentary (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course offers hands on production of video documentaries through the study of electronic field production technology, the analysis of documentary texts, and the application of documentary research methods.
Course equivalencies: X - COMM 339 / COMM 439
Outcomes:
Students will gains hands-on video production experience in a non-narrative genre

COMM 441 Global Strategic Communication Capstone (3 Credit Hours)
Students will synthesize & apply knowledge and skills from previous courses to demonstrate competence in a specialized area of strategic communication of greatest interest to them. Students will submit a comprehensive work, research project, media artifact, business plan, or any other comparable work approved by the instructor. In addition, students will develop fully annotated & professional quality final presentation. Enrollment is restricted to students in the GSCM-MS Program. Students are expected to become more knowledgeable in an area of specialization by exploring a specific type of strategic communication, engaging in research, building relationships with professionals and developing creative applications to demonstrate professional-level knowledge, understanding of practices, skills & competencies.

COMM 444 Social Media Campaigns (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This interactive, hands-on, strategy-meets-execution course that is designed to help you think like a social media campaign planner and campaign creator, capable of building insight-driven strategies, selecting platforms, developing creative ideas and understanding paid/owned/earned dynamics. The goal is that at the end of the semester, you have mastered the fundamentals of consumer behavior on social platforms, strategic campaign development, creative ideation, media planning, and performance management that spans across advertising, public relations and communication practices.
Course equivalencies: COMM 331/COMM 444
Outcomes:
Master the development of comprehensive social media strategies based on consumer insights: Students will learn to identify target audiences, uncover behavioral and cultural insights, and translate these findings into high-impact social media campaign strategies; Assess specific platform nuances and audience expectations: No single platform is the same and serves different objectives for brand development and students will examine how different social media platforms operate - including their engagement patterns and algorithmic structures that shape content and communication strategies; Create professional-level customer journey maps and identify high-impact touchpoints: Students will gain experience in mapping consumer paths across platforms and identify moments of opportunity for engagement, influence, and/or conversion within multi-platform journeys; Generate upper-level creative content strategies tailored to platform-specific audiences: Students will gain experience in creating platform-specific campaigns that are targeted to specific audiences, delivering on the client's brief expectations; Present professional-level social media campaign recommendations to clients: Students will get firsthand experience in presenting an industry-standard integrated social media campaign program

COMM 445 Creating ADPR Content with AI (3 Credit Hours)
Pre-requisites: COMM 211 or enrollment in the Global Strategic Communication (MS) program
This course explores the current practices, opportunities, challenges, and ethics of strategic integration of Artificial Intelligence (AI) and Generative AI (GAI) into advertising, public relations, and communication workflows. Students learn various AI platforms and how to use AI for audience research, content creation, and campaign optimization while navigating the ethical and legal implications of automated communication.
Course equivalencies: COMM 335 / COMM 445
Outcomes:
Have comprehensive knowledge of the AI platforms and tools used for creating effective strategic communication content; Master how to integrate AI to reduce creative production time; Understand at a professional level the ethical implementations for AI use including navigating transparency, data privacy, and other issues; Master the skills of working effectively in teams to prepare marketing communication programs

COMM 448 Short-Form Series Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course prepares students to design, produce, and evaluate professional-quality short-form digital media through the creation of original, serialized video projects. Students will develop skills in visual storytelling, pacing, audience engagement, and multiplatform production while applying industry-standard workflows for planning, shooting, editing, and post-production. By the end of the course, students will be able to produce cohesive digital series content, make informed creative and technical decisions, and critically reflect on their work in ways that support both portfolio development and professional practice in contemporary media industries.
Outcomes:
Develop a multi-part story series with a clear theme connecting all episodes; Execute all stages from pre-production planning through final delivery, demonstrating competency in shooting, editing, sound design, and post-production; Apply critical feedback by engaging in constructive peer critique; Articulate the creative process behind their original content, including the challenges faced and solutions implemented during project development; Manage production timelines by working efficiently under deadline pressure, problem-solving independently, and delivering completed work on schedule

COMM 449 Capstone Seminar (3 Credit Hours)
Pre-requisites: COMM 400
Capstone Seminar is designed to equip students with the necessary skills, knowledge, and strategies to successfully complete their culminating capstone project. This course focuses on project planning, development and execution. Students will develop a clear project proposal, enhance their research and critical thinking skills. Through workshops, peer feedback, and faculty guidance, students will develop their capstone project idea and establish timelines. By the end of this course, students will have a solid foundation to confidently begin their capstone project.
Outcomes:
Students will develop skills in project planning and time management, including setting timelines, defining objectives, and coordinating resources for their capstone project; Students will analyze and critique various forms of digital media, understanding their impact on audiences and the techniques used to create them; Students will conduct research relevant to their capstone project, utilizing academic and industry sources to inform their work; Students will understand and apply ethical principles in digital media production, including copyright, privacy, and representation; Students will complete a proposal or preliminary work that prepares them for successful execution of their capstone project; Students will engage in self-assessment and reflection on their learning experiences, identifying strengths and areas for improvement as they prepare for their capstone

COMM 450 Capstone II (3 Credit Hours)
Pre-requisites: COMM 400, 405, 410, 415, 420, 425, and 430
This course involves integration of new media tools and storytelling, culminating in a professional project that is conveyed to public audiences and widely distributed.

COMM 455 Animation (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course will focus on animation with specific emphasis on the creation, refinement, and publishing of a visual story. Students will learn 2D and 3D techniques, cameras, CGI and other software and equipment to create animated works.
Course equivalencies: COMM 305/COMM 455
Outcomes:
Theories of visual and image-based storytelling; script writing; character development; storyboarding; creating visual stories from images; animation enhancement/manipulation; graphic design; and contemporary animation design options for visual storytelling/promotion

COMM 458 Newscasting and Producing (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This is designed as a capstone course for the broadcast journalism emphasis. It covers all aspects of TV (or web) newscasts, including producing, anchoring, reporting, photography, and editing, as well as studio production. The class produces and delivers newscasts designed to prepare students for work in the TV news industry.
Course equivalencies: COMM 358/COMM 458

COMM 459 Advanced Post Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course combines advanced editing theory and practice, aimed at providing students with the skills required for editing motion pictures of all genres and for all platforms.
Course equivalencies: X - COMM 359 / COMM 459
Outcomes:
Students will learn how to edit for motion pictures of all forms

COMM 460 AI and Media Experience Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
This advanced, practice-oriented course examines how artificial intelligence is reshaping the end-to-end advertising value chain--from insight generation and creative development to personalization, media optimization, and customer experience design. Building on foundational AI-in-advertising concepts, students will develop the skills to design AI-enabled creative systems, prototype AI-driven experiences (including conversational and agentic interfaces), and evaluate the ethical, legal, and strategic tradeoffs of deploying AI in Business-to-Consumer (B2C) contexts. The course emphasizes hands-on experimentation with current AI tools, frameworks for trustworthy deployment, and professional communication of AI strategy to stakeholders.
Outcomes:
Explain core AI capabilities and limitations in advertising contexts; Design generative AI workflows for creative production; Translate business problems into AI-assisted insight and measurement plans; Prototype conversational/agentic customer experiences; Evaluate ethical, legal, and governance implications of AI deployment; Present AI strategy and implementation recommendations professionally

COMM 461 Health Communication (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course focuses on the growing field of health communication. Building on students' knowledge of public relations, advertising, communication, and marketing, this class aims to help students develop an area of specialization that offers career opportunities in many settings. Through guest speakers and field trips, the class is designed to provide an overview of what health communicators do and where they work.
Course equivalencies: COMM 311/COMM 461
Outcomes:
Provide a foundation of knowledge about the US healthcare system and acquaint students with how communications can play a vital role in accomplishing public health objectives

COMM 462 Health Literacy & Digital Technology (3 Credit Hours)
This course explores a deeper understanding of the potential of digital communication tools to improve health literacy and contribute to better health outcomes across the full spectrum of healthcare. This course prepares these students to enter a local health department, community organization, or government agency, and global health communication PR consultancy, which contributes to health communication research, patient counseling, materials design, and program management.
Outcomes:
Be skilled in analyzing, interpreting, and communicating complex health concepts across a wide range of media platforms, equipping them to effectively manage health communication in a digital landscape; Describe and assess the ecological factors that affect health literacy; Assess the potential for digital technologies to either bridge or deepen health inequities based on factors such as age, education, socio-economic status, and geographic location; Evaluate the role of digital health interventions in addressing health system deficiencies, particularly in underserved or remote areas, and understand the challenges related to infrastructure and accessibility; Monitor and evaluate the utilization and impact of digital health technologies across different social groups to ensure that the benefits of digital health are equitably distributed; Develop communication interventions that leverage digital technologies to improve health equity, ensuring that these innovations do not reinforce existing social and health inequities

COMM 463 Intermediate Advertising Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
Builds on the creative skills and understanding acquired in the introductory advertising creative courses to enhance students' conceptual abilities. Utilizing Adobe InDesign and Photoshop, students learn to design for various advertising formats including digital, print, and for client presentations.
Course equivalencies: COMM 330/COMM 463
Outcomes:
The best work is finished on computers and reviewed by advertising professionals at the end of the semester

COMM 464 Mobile Advertising (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
Mobile is one of the most valued investments for advertisers. This course covers the latest practices and trends of mobile advertising which includes 1) branded mobile application design and development; 2) advanced mobile experiences with AR/VR experiments; and 3) various practices, tactics, and ethical concerns for native mobile advertising experiences.
Course equivalencies: COMM 334/COMM 464
Outcomes:
Knowledge of relevant human-computer interaction theories and branded mobile design/development; Ability to use digital tools to create mobile advertising campaigns; Understanding of importance and implications of ethics in mobile advertising

COMM 466 Advanced Quantitative Research Methods (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This course is students to get familiar with sophisticated statistical techniques and data analysis procedures in conducting academic research in the field of advertising. The course will cover topics such as experimental design, survey design, regression analysis, moderation analysis, mediation analysis, structural equation modeling, and longitudinal data analysis. Hands-on sessions using statistical software (e.g., SPSS) will be integral, allowing students to gain practical experience with real datasets. The course will culminate in a final project where students will apply learned methods to a research question of their choice, fostering skills in research design, data analysis, and scholarly communication.
Outcomes:
Understand and apply advanced statistical methods in research; Proficiently use statistical software for data analysis; Design and execute quantitative research studies; Interpret and critically evaluate quantitative research findings; Communicate research findings effectively through written and oral presentations; Develop a research project proposal using advanced quantitative methods

COMM 467 Advanced Digital Analytics (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This is an intense course designed for students who have a foundational understanding of digital data analysis and are looking to deepen their expertise. This course will explore the advanced techniques and tools used in the analysis of digital data, with a strong emphasis on SQL and its applications in digital analytics. The course integrates theoretical knowledge with practical skills, offering hands-on sessions where students will work with real data sets. Students will learn to extract, transform, and analyze data from various digital sources to make informed business decisions. The course culminates in a capstone project where students apply their skills to solve a real-world digital analytics problem.
Outcomes:
Demonstrate advanced understanding of digital data sources and structures; Proficiently use SQL for complex data queries and analysis; Apply statistical methods to analyze and interpret digital data; Integrate data from multiple sources for comprehensive analytics; Develop and execute a digital analytics project from conception to completion; Effectively communicate analytical findings to both technical and non-technical audiences

COMM 468 Consumer Psychology (3 Credit Hours)
This is a course designed for students who wants to explore the psychological principles and theories underlying consumer behavior, offering insights into how consumers think, feel, and make decisions. In a format of seminar discussion, students will be exposed to a blend of theoretical exploration and practical applications. They will also examine various aspects of consumer psychology to analyze real-world examples, and concludes with a project where students apply their understanding to a consumer behavior problem or opportunity.
Outcomes:
Understand key psychological theories relevant to consumer behavior; Analyze how consumer perception, motivation, and decision-making processes influence buying behavior; Apply consumer psychology principles to marketing and business strategies; Evaluate the impact of social and cultural factors on consumer behavior; Conduct research and analyze data to inform consumer psychology insights; Develop and present a comprehensive project that applies consumer psychology concepts to a real-world problem

COMM 469 Digital User Experience Strategy (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and Digital Advertising MS programs
This course is redesigned to cover emerging topics in persuasive technology design on different types of interfaces and settings. The course will cover the foundations of persuasive UX/UI design, specifically in the context of strategic communication. Students will learn the core user experience (UX) design principles, including usability heuristics, information architecture, and behavioral economics applied in digital advertising and marketing, such as urgency and scarcity tactics, social proof implementation, and neuromarketing principles. Students will learn the psychological triggers that drive purchase decisions and consumer engagement and satisfaction based on solid scientific evidence.
Outcomes:
Understand the principles of user experience and their application in persuasion; Apply design thinking to create innovative solutions; Design effective UI and UX systems for digital communication campaigns; Implement human-centered design approaches in digital strategies; Recognize and address ethical considerations in user experience for diverse audiences; Develop skills in virtual agent design for persuasion purpose; Create and evaluate a comprehensive project that integrates UI/UX and ethical considerations

COMM 470 Special Topics in Advertising and Public Relations (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
These are advanced courses in specialized AD/PR areas. Titles and content vary, and prerequisites are established according to course content. May be repeated with different topics for a total of 9 credit hours, but only 6 credit hours may count toward the major.
Course equivalencies: COMM 370/COMM 470

COMM 471 Media Commerce and Platform Ecosystems (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
This interactive, hands-on, strategy-meets-execution course is designed to prepare you to plan and operate advertising and content programs inside commerce and platform ecosystems, where media exposure and point of sale are increasingly inseparable. Students will learn a strategic overview of retail media networks, social commerce, and live commerce and practice the operational skills needed to drive measurable outcomes, including product visibility, add-to-cart, conversion, and revenue. The course moves beyond traditional ad metrics (clicks and impressions) to focus on commerce-ready creative, product data and merchandising fundamentals, shopper journey design, and performance measurement within online retail and social environments.
Outcomes:
Explain how commerce and platform ecosystems work; Plan commerce-first strategies based on shopper insights; Develop commerce-ready creative and content systems; Operate shopping and retail media campaigns; Measure performance using commerce metrics; Present professional commerce recommendations

COMM 473 Digital Storytelling Abroad (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
Participants will learn and execute multimedia storytelling in an international setting. This course will help students enhance their video, writing, interviewing, photography, and editing skills within another country and cultural context.
Course equivalencies: COMM 373/COMM 473

COMM 479 Digital Sustainability (3 Credit Hours)
Pre-requisites: DMST and SES grad students can enroll
Digital Sustainability explores the environmental impact of digital media. Mining precious metals to manufacture devices, burning fossil fuels to run data centers, global black market trading of e-waste are points where the digital world meets the physical world. Students will explore digital sustainability problems, and work toward creative solutions.
Course equivalencies: COMM 379 / COMM 479
Outcomes:
Learn about environmental issues stemming from digital media infrastructure; Critically evaluate different disciplinary perspectives to gain a broader understanding; Develop ethical reasoning regarding environmental impact resulting from digital media ecology

COMM 480 Advertising and Emerging Media Capstone (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
The MS Advertising and Emerging Media capstone project focuses on idea generation, research, and strategic planning. Students will choose between a data-driven research project or a production-focused advertising project, working closely with a supervisor to develop a comprehensive project proposal. For research-oriented projects, students will conduct a thorough literature review, identify research gaps, and formulate hypotheses or research questions. Those pursuing production projects will analyze market trends, extract consumer insights, and create a detailed creative brief for a real-world client. Both tracks emphasize critical thinking, strategic planning, and the development of a solid foundation for project execution. Through weekly meetings with supervisors and structured modules, students will refine their project concepts, ensuring they are well-prepared for the execution phase.
Outcomes:
Conduct comprehensive background research on a selected real-world client, understand the market challenge, and build a situational analysis; Formulate clear research questions, hypotheses, or creative briefs that guide the project's development; Develop a thorough project proposal, including objectives, methodologies, and expected outcomes; Demonstrate critical thinking in identifying research gaps or market opportunities; Apply ethical considerations in research design or advertising strategy development; Articulate complex ideas clearly in both written proposals and oral presentations

COMM 481 Project II (3 Credit Hours)
Building on the foundation laid in Phase 1, this course guides students through the execution, analysis, and presentation of their capstone projects. Students pursuing data-driven research will collect and analyze data, interpret findings, and prepare a comprehensive research paper. Those engaged in production projects will create tangible advertising materials based on their creative briefs, such as integrated campaigns, digital content, or other innovative advertising solutions. Both tracks emphasize practical application of skills, problem-solving, and the ability to adapt to challenges that arise during project execution. The course maintains a focus on weekly supervision meetings and structured modules to support students through data analysis or creative production, culminating in a final presentation of their completed projects. This phase prepares students to deliver high-quality, professional-grade work that demonstrates their readiness for advanced roles in the advertising industry or further academic pursuit.
Outcomes:
Execute the designed research methodology or creative strategy effectively; Analyze and interpret data or consumer insights to drive decision-making in research findings or creative execution; Create professional-quality deliverables, such as research papers or advertising materials, that meet industry or academic standards; Utilize technical skills relevant to their chosen project type, such as statistical analysis software or creative design tools; Manage a long-term project effectively, adhering to timelines and adapting to challenges as they arise; Demonstrate problem-solving skills in addressing unexpected challenges during project execution

COMM 491 Advertising/Public Relations Internship (3 Credit Hours)
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Restricted to students in the ADPR-BASD and GSCM-MS programs. Students must attend an internship orientation and submit application packet to instructor. If approved, student is enrolled in course.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 492 Multimedia Journalism Internship (3 Credit Hours)
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Restricted to students in the DMST-MC program.
Course equivalencies: CMUN396/COM391/392/393/491/492
Outcomes:
Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences

COMM 494 Film & Digital Media Internship (3 Credit Hours)
Complete an internship providing an opportunity to use their visual and technical and/ or skills in a professional setting. Restricted to students in the DMST-MC program.
Course equivalencies: COMM 394/COMM 494
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

COMM 498 Directed Study for Graduate Students (1-3 Credit Hours)
Students may sign up for a one to three credit hour course to work independently in the student's area of interest with a supervising faculty member whose expertise is in that area. Projects may include, but are not limited to: a reading course, where the student contracts to read and create an annotated bibliography of research materials, a writing course, where a student has developed a strong paper for a course and wants to refine it for possible conference presentation and/or publication. Restricted to students in the DMST-MC, ADPR-BASD, and GSCM-MS programs.

COMM 700 Certificate: Digital Media Ethics (0 Credit Hours)
Loyola's Center for Digital Ethics and Policy certificate course explores codes of ethics and ethical decision making, legal limits of online speech, strategies to spot and deal with fake content, intellectual property and user generated content, understanding privacy concerns, ethical issues with big data, the ethics of deception online, among other topics.
Outcomes:
Participants will be able to understand ethical issues that are most likely to come up in their particular professional contexts and be able to take this knowledge back to their organization to help guide policy and procedure

COMM 701 Organizational Leadership and Change Management (0 Credit Hours)
Loyola's School of Communication offers a new certificate course custom-tailored for managers who want to accelerate the pace of successful change in their organizations. This course combines online learning with a focused 3-day program at Loyola, plus personalized coaching afterward. Participants will be able to shape their learning around their organization's needs.
Outcomes:
This course will help managers who want to accelerate the pace of successful change in their organizations, leading change on the front lines and managers whose supervisors have identified them as emerging leaders

Advertising and Emerging Media (MS)

Advertising graduate students in the MS in Advertising and Emerging Media are required to study the history, design, distribution, ethical standards and research methods for communicating commercial messages to diverse, international audiences within a digital context. With a broad variety of elective choices, students are introduced to advertising theories and creative concepts through copywriting, design and directing for online, interactive and moving image commercial media work, and to courses with more in-depth work on the psychology of audiences, mobile advertising, social media distribution and digital analytics strategies.

The Advertising and Emerging Media (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Prior to Fall 2026, this program was named Digital Advertising (MS). Students completing those requirements should refer to our Archive Catalogs (p. 2662).

Related Programs

Master's

- Digital Media and Storytelling (MComm) (p. 1303)
- Global Strategic Communication (MS) (p. 1306)

Curriculum

Besides the traditional Master's program, the Advertising and Emerging Media (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Advertising and Emerging Media Required Courses		
COMM 403	Strategic Communication Research Methods	3
COMM 411	Strategic Communication Ethics and Law	3
COMM 460	AI and Media Experience Design [1]	3
COMM 467	Advanced Digital Analytics [1]	3
COMM 469	Digital User Experience Strategy [1]	3
COMM 471	Media Commerce and Platform Ecosystems [1]	3
COMM 480	Advertising and Emerging Media Capstone	3
Program Electives		
Select three of the following		9
COMM 431	Campaign for Social Impact	
COMM 466	Advanced Quantitative Research Methods	
COMM 470	Special Topics in Advertising and Public Relations	
COMM 498	Directed Study for Graduate Students	
Total Hours		**30**

[1] This course may be used by students in the Accelerated Master's Pathway in their senior year.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their Graduate Program Director for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
COMM 403	Strategic Communication Research Methods	3
COMM 460	AI and Media Experience Design	3
COMM 469	Digital User Experience Strategy	3
	Hours	**9**
Spring		
COMM 411	Strategic Communication Ethics and Law	3
COMM 467	Advanced Digital Analytics	3
COMM 471	Media Commerce and Platform Ecosystems	3
	Hours	**9**
Summer		
Elective 1		3
Elective 2		3
	Hours	**6**
Year 2		
Fall		
COMM 480	Advertising and Emerging Media Capstone	3
Elective 3		3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
COMM 460	AI and Media Experience Design	3
COMM 469	Digital User Experience Strategy	3
	Hours	**6**
Spring		
COMM 467	Advanced Digital Analytics	3
COMM 471	Media Commerce and Platform Ecosystems	3
	Hours	**6**
Master's		
Fall		
COMM 403	Strategic Communication Research Methods	3
Elective 1		3
Elective 2		3
	Hours	**9**
Spring		
COMM 411	Strategic Communication Ethics and Law	3
COMM 480	Advertising and Emerging Media Capstone	3
Elective 3		3
	Hours	**9**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission

requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate communication skills in advertising, such as strategic acumen, knowledge of research methods, creative insights, content design and creation that will include written and visual communication, and may include film and interactive digital production, including gaming.
- Develop integrated advertising campaigns that apply cutting-edge research methods and are informed by consumer behavior, data analytics, ethical considerations and the trending practices of AI.
- Collaborate and work as part of a diverse team skillfully managing conflicts and expressing viewpoints to help create and implement cohesive advertising campaigns.
- Think critically to evaluate data, assess strategies, and execute creative directions.
- Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community.
- Present a project of relevant work that demonstrates an impressive knowledge of the advertising business.
- Possess the competencies to work as a professional in an advertising role.

Digital Media and Storytelling (MComm)

Create a Personal and Rewarding Experience.

Loyola University's Master of Digital Media and Storytelling program is for makers. Makers of all forms of digital content who desire the tools to turn their ideas into compelling, marketable stories they can share with the world. The two-year program prepares professionals for a career in digital

media by teaching them the most important skills hiring managers need: How to write, shoot and edit powerful digital content.

One of the greatest strengths of our program is that students can shape their own experience. Prospective candidates should demonstrate an interest in digital media and/or storytelling in relation to:

- Journalism
- Advertising
- Public relations
- Documentary filmmaking

Digital Media and Storytelling Program Highlights

- Real-world curriculum equips students from diverse backgrounds with a broader, more in-depth skill set so that they can become productive members of communications teams in a variety of organizations.
- Create a digital portfolio in the heart of Chicago—Courses take place at Loyola's Water Tower Campus in Chicago, a world-class city that is recognized as a leading communications and business district.
- A capstone course that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public.
- Students can work with faculty to help determine the right career for them or how to become more marketable in their current area of employment.

The Digital Media and Storytelling (MComm) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Global Strategic Communication (MS) (p. 1306)

Curriculum

The MComm is a 30 credit hour program.

Besides the traditional Master's program, the Digital Media and Storytelling (MComm) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
COMM 400	Emerging Creative Technologies	3
COMM 405	Story Development and Production	3
COMM 409	Video Production Lab	3
COMM 415	Career and Portfolio Development	3
COMM 420	Digital Production: Storytelling with Impact	3
COMM 425	AI-Powered Marketing and Analytics	3
COMM 430	Multiplatform Visual Design	3
COMM 448	Short-Form Series Production	3
COMM 449	Capstone Seminar	3
COMM 450	Capstone II	3
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
First Year		
Summer		
COMM 400	Emerging Creative Technologies	3
COMM 409	Video Production Lab	3
	Hours	**6**
Fall		
COMM 405	Story Development and Production	3
COMM 420	Digital Production: Storytelling with Impact	3
COMM 430	Multiplatform Visual Design	3
COMM 449	Capstone Seminar	3
	Hours	**12**
Winter		
COMM 448	Short-Form Series Production	3
	Hours	**3**
Spring		
COMM 415	Career and Portfolio Development	3
COMM 425	AI-Powered Marketing and Analytics	3
COMM 450	Capstone II	3
	Hours	**9**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 6 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
COMM 430	Multiplatform Visual Design	3
	Hours	**3**
Spring		
COMM 425	AI-Powered Marketing and Analytics	3
	Hours	**3**
Master's		
Summer		
COMM 400	Emerging Creative Technologies	3
COMM 409	Video Production Lab	3
	Hours	**6**
Fall		
COMM 405	Story Development and Production	3
COMM 420	Digital Production: Storytelling with Impact	3
COMM 449	Capstone Seminar	3
	Hours	**9**

Winter		
COMM 448	Short-Form Series Production	3
	Hours	**3**
Spring		
COMM 415	Career and Portfolio Development	3
COMM 450	Capstone II	3
	Hours	**6**
	Total Hours	**30**

When Do Classes Meet?

Each course numbered COMM 400 Emerging Creative Technologies or above is held one night per week. Most courses meet between 7:00pm - 9:30pm.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students who complete the graduate program in Digital Media and Storytelling will:

- Gain proficiency in using industry-standard cameras and sound equipment, including smartphone technology in video storytelling.
- Develop the ability to craft engaging and well-structured non-fiction narratives across multiple digital platforms.
- Analyze digital audience behavior and the legal, marketing and economic environment for finding ideal audiences and distributing digital content.
- Gain proficiency using the Adobe Creative Suite (Photoshop, AfterEffects, Illustrator, InDesign, etc.) and achieve proficiency in digital and print visual design.
- Create industry-standard content that integrates learning from all coursework and culminates into a capstone project suitable for a professional portfolio.
- Develop a mindful approach to ethical storytelling and the representation of diverse voices and perspectives. By understanding the impact of media, students create projects that reflect inclusivity and social responsibility.

Global Strategic Communication (MS)

Whether you're a recent graduate looking to jumpstart your communication career, a communicator who wants to build or advance their career on the global stage or a mid-career professional seeking expanded skills and digital fluency to move into communication management, the M.S. in Global Strategic Communication may be the perfect graduate program for you.

It's a professionally-focused, interdisciplinary, non-thesis program designed to prepare graduates for successful careers in public relations, advertising, digital and social media, corporate communication, content marketing and related fields. It accommodates busy working professionals with evening courses, online electives and full- and part-time options.

The Global Strategic Communication (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Digital Media and Storytelling (MComm) (p. 1303)

Curriculum

Degree Requirements

The program requires satisfactory completion of 30 credit hours (10 courses): eight required courses, including a capstone experience (24 credit hours); and two electives (6 credit hours). No thesis is required.

Besides the traditional Master's program, the Global Strategic Communication (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

All required courses during the fall and spring semesters are taught once a week from 7-9:30 p.m. at Loyola's Water Tower campus. In addition, one elective is offered online each summer.

A minimum cumulative GPA of 3.0 is required to remain in good standing in the program and to be eligible for graduation.

Code	Title	Hours
COMM 401	Foundations of Global Strategic Communication	3
COMM 403	Strategic Communication Research Methods	3
COMM 413	Writing for Strategic Communication	3
COMM 411	Strategic Communication Ethics and Law	3
COMM 431	Campaign for Social Impact	3
Global Strategic Communication Immersion Experience		**3**
COMM 421	Global Strategic Communication Boot Camp Chicago	
COMM 470	Special Topics in Advertising and Public Relations [1,2]	
COMM 426	Strategic Business Communication for Social Impact	3
COMM 441	Global Strategic Communication Capstone	3
or COMM 498	Directed Study for Graduate Students	
Two (2) Electives from List of Electives for GSC (p. 1306)		6
Total Hours		**30**

[1] If selecting COMM 470, must be Special Topics Abroad.
[2] If not taken to satisfy Global Strategic Immersion Experience.

Electives for Global Strategic Communication

Code	Title	Hours
COMM 402	Organizational Leadership and Change Management	3
COMM 417	Media Planning	3
COMM 421	Global Strategic Communication Boot Camp Chicago [1]	3
COMM 422	Global and Multicultural Audiences and Stakeholders	3
COMM 425	AI-Powered Marketing and Analytics [2]	3
COMM 432	Public Interest Communication	3
COMM 433	Corporate Communication	3
COMM 436	Social Media Crisis Communication	3
COMM 445	Creating ADPR Content with AI	3
COMM 461	Health Communication	3
COMM 462	Health Literacy & Digital Technology	3
COMM 469	Digital User Experience Strategy	3
COMM 470	Special Topics in Advertising and Public Relations	3
COMM 491	Advertising/Public Relations Internship	3
COMM 498	Directed Study for Graduate Students	1-3

[1] If not taken to satisfy Global Strategic Immersion Experience.
[2] Only after all Digital Media and Storytelling students have enrolled.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
First Year		
Fall		
COMM 401	Foundations of Global Strategic Communication	3
COMM 403	Strategic Communication Research Methods	3
COMM 413	Writing for Strategic Communication	3
	Hours	**9**
Spring		
COMM 411	Strategic Communication Ethics and Law	3
COMM 421 or COMM 470	Global Strategic Communication Boot Camp Chicago or Special Topics in Advertising and Public Relations	3
COMM 431	Campaign for Social Impact	3
One course from List of Electives for GSC		3
	Hours	**12**
Second Year		
Fall		
COMM 426	Strategic Business Communication for Social Impact	3
COMM 441	Global Strategic Communication Capstone	3
One course from List of Electives for GSC		3
	Hours	**9**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
COMM 401	Foundations of Global Strategic Communication	3
COMM 403	Strategic Communication Research Methods	3
	Hours	**6**
Spring		
COMM 411	Strategic Communication Ethics and Law	3
COMM 421 or COMM 470	Global Strategic Communication Boot Camp Chicago or Special Topics in Advertising and Public Relations	3
	Hours	**6**
Master's		
Fall		
COMM 413	Writing for Strategic Communication	3
COMM 426	Strategic Business Communication for Social Impact	3
COMM 431	Campaign for Social Impact	3
One course from List of Electives for GSC		3
	Hours	**12**
Spring		
COMM 441	Global Strategic Communication Capstone	3
One course from List of Electives for GSC		3
	Hours	**6**
	Total Hours	**30**

Length of Program

Full- and part-time options are available. Full-time students take three courses in the fall and four in the spring with summer options, allowing them to complete the program one and a half years. Part-time students have up to three years to complete the program. The program is flexible – it's possible to switch between full- and part-time study.

Curriculum

The curriculum is designed to help recent graduates successfully launch careers in communication and to enable professional communicators to take their careers to the next level. Courses emphasize acquiring expert knowledge and up#to-date digital and analytical tools, developing a global perspective and honing skills – such as critical thinking, creativity, problem solving, writing, business literacy, leadership and entrepreneurship – needed for a competitive edge.

The program's touchstones include an emphasis on strategic planning, consideration of multiple stakeholders, cultural relevance and sensitivity, social justice, effective use of digital channels and ethical decision making. Courses teach a combination of practical skills and "big-picture" knowledge intended to help students develop into skilled strategists, capable organizational leaders and ethical communicators.

In addition, multicultural and multinational examples, cases and perspectives are integrated throughout the curriculum to help students build or enhance a global perspective. The program also offers opportunities for study and immersion in China and London.

These are some of the topics examined in the program:

- As our economy further globalizes, how do we understand new stakeholders and create culturally sensitive and relevant messages and campaigns to engage them?
- Many corporations are embracing "profit with purpose" and building alliances with nonprofits, as well as optimizing their operations for their communities, employees and suppliers. Strategic communication campaigns tell these compelling stories.
- The Internet knows no boundaries: YouTube has become the globe's jukebox, and people around the world participate in revolutions via SMS text and Twitter. The Internet has created a new category of earned media – one that presents new opportunities but must be negotiated carefully because everyone is potentially an influencer.
- Digital messages can be measured with unparalleled precision. We can now use big data and other unobtrusive tools to find insights, and

use web and social analytics to precisely measure the success of our communication programs.

Courses are taught by seasoned teachers and communication professionals who are digitally fluent and savvy in both media and business. Classes are small, personal and hands-on, include the Convergence Studio, state-of-the-art computer labs and exceptional infrastructure for learning and demonstrating digital communication skills.

Classes frequently partner with local nonprofits as pro bono clients, and students will have ample opportunities to do meaningful real-world projects. Whether it's developing a social media strategy or crafting an entire communication campaign, this work enriches student portfolios and enables students to shape and effectively express their personal brand.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Students who complete the graduate program in Global Strategic Communication will:

- Create and implement strategic communication campaigns that combine advertising, public relations and integrated marketing communication, and are responsive to community needs and organizational goals in local and global contexts.
- Develop strategic messages to engage with diverse stakeholders through multiple channels, including both traditional and digital media.
- Understand the digital marketing and analytic strategies and tactics for marketing, advertising and public relations practices.
- Apply appropriate research methods to plan, monitor and evaluate public relations, advertising and other communication campaigns and activities.
- Practice ethical communication to create a social impact that both benefits the organization and the society
- Demonstrate the competencies to work as a professional in strategic communication management for social impact

Education

Graduate Programs

- Community Counseling (MA) (p. 1325)
- Counseling Psychology (PhD) (p. 1327)
- Cultural and Educational Policy Studies (MA) (p. 1329)
- Cultural and Educational Policy Studies (PhD) (p. 1330)
- Higher Education (PhD) (p. 1330)
- Research Methodology (MA) (p. 1332)
- Research Methodology (PhD) (p. 1333)
- School Psychology (PhD) (p. 1334)

School of Education

- Applied Behavior Analysis (p. 1653)
  - Applied Behavior Analysis (MEd) (p. 1653)
- Counseling Psychology (p. 1656)
  - Clinical Mental Health Counseling (EdS) (p. 1656)
  - Community Counseling (MEd) (p. 1657)
  - School and Community Counseling (MEd) (p. 1659)
  - School Counseling (MEd) (p. 1661)
- Educational Leadership (p. 1663)
  - Catholic Principal Preparation Program (MEd) (p. 1663)
  - Catholic School Leadership (MEd) (p. 1664)
  - Director of Special Education Endorsement Certificate (p. 1666)
  - Educational Leadership-Principal Preparation (EdD) (p. 1667)
  - Educational Leadership-Principal Preparation (MEd) (p. 1668)
  - Educational Leadership-Superintendent Preparation (EdD) (p. 1670)
  - Instructional Coaching Certificate (p. 1672)
  - Principal Endorsement Certificate (p. 1673)
  - Superintendent Endorsement Certificate (p. 1674)
- Higher Education (p. 1675)
  - Curriculum and Pedagogy in Higher Education Certificate (p. 1675)
  - Higher Education (EdD) (p. 1676)
  - Higher Education (MEd) (p. 1677)
  - International Higher Education (MEd) (p. 1680)
- Research Methodology (p. 1682)
  - Measurement and Quantitative Methodology Certificate (p. 1682)
  - Organizational Evaluation Certificate (p. 1683)
- School Psychology (p. 1684)
  - School Psychology (EdD) (p. 1684)
  - School Psychology (MEd/EdS) (p. 1896)
- Teaching & Learning (p. 1686)
  - Curriculum, Culture, and Communities (EdD) (p. 1686)
  - Curriculum, Culture, and Communities (MEd) (p. 1689)
  - Elementary Education (MEd) (p. 1691)
  - ESL Endorsement Certificate (p. 1694)
  - Language, Culture, and Curriculum (MEd) (p. 1695)
  - Secondary Education (MEd) (p. 1697)
  - Special Education (MEd) (p. 1700)
  - Special Education Endorsement Certificate (p. 1701)

Counseling Psychology (CPSY)

CPSY 420 Counseling Skills (3 Credit Hours)
This course provides an introduction to counseling skills as they apply to the helping professions.
Outcomes:
Students will be able to demonstrate clinical attending, observing, and responding behaviors in one-to-one counseling interviews

CPSY 421 Professional Issues Counseling (3 Credit Hours)
The course will provide students with an overview of the current ethical, legal, and professional issues in the practice of counseling. The course will use American Counseling Association's Codes of Ethics and Standards of Practice as a foundation for examining ethical decision making.
Outcomes:
Students will demonstrate knowledge about the ethical standards of the counseling profession and will develop the ability to apply the knowledge base of their discipline in an ethical and reflective manner

CPSY 423 Theory Counseling and Psychotherapy (3 Credit Hours)
This course examines major theories of counseling and psychotherapy in a culturally-diverse society.
Course equivalencies: X - CPSY 323 / 423
Outcomes:
Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

CPSY 424 Career Development and Counseling (3 Credit Hours)
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.
Course equivalencies: X - CPSY 324 / 424
Outcomes:
Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed; major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

CPSY 425 Assessment in Counseling (3 Credit Hours)
This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling.
Outcomes:
Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling

CPSY 426 Group Counseling: Theory and Practice (3 Credit Hours)
Pre-requisites: CPSY 423
This course provides an overview of prevailing group counseling models and theories and their application to conducting group counseling in various settings.
Outcomes:
Students will be able to understand and integrate various properties of groups into a meaningful theoretical framework, and develop and demonstrate an understanding of group process through participation in a group experience

CPSY 427 Clinical Mental Health Counseling (3 Credit Hours)
The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.
Outcomes:
Students will know the history of the counseling profession and current issues involved in the professional practice of counseling

CPSY 428 Foundations of Professional School Counseling (3 Credit Hours)
This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national standards for school counseling. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.
Outcomes:
Participants in this course will be able to develop and implement a school counseling program according to the American School Counselors Association's National Standards and the Illinois Developmental Counseling Model

CPSY 431 Advanced School Counseling & Consultation (3 Credit Hours)
Pre-requisites: CPSY 428 Intro to School Counseling
This course introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society.
Outcomes:
Students will understanding of the school culture and organizational and contextual factors to the consultation/intervention process and understand the consultative process

CPSY 433 Multicultural Counseling (3 Credit Hours)
The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge, and skill base.
Course equivalencies: X - CPSY 332 / 433
Outcomes:
Students will increase their awareness of their own cultural background, biases, and world view; Students will increase their knowledge of the world view of culturally diverse clients; Students will begin to develop appropriate interventions strategies to work effectively with diverse populations

CPSY 435 Selected Topics in Counseling (3 Credit Hours)
This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision.
Outcomes:
Outcomes vary with topic

CPSY 437 Addiction Counseling (3 Credit Hours)
This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.
Outcomes:
Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives

CPSY 440 Practicum (3 Credit Hours)
Pre-requisites: Consent of Instructor
This course is a supervised experience in counseling taken for two semesters by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement

CPSY 441 Internship (3 Credit Hours)
This course is a supervised experience in counseling taken in a two semester sequence with CPSY 440 by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, and understand the APA code of ethics

CPSY 442 Doctoral Practicum (3 Credit Hours)
Pre-requisites: CPSY 441 and consent of instructor
This is an advanced doctoral-level supervised experience for counseling psychology students and is a continuation of CPSY 441.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the APA code of ethics, and participate in other professional roles related to the doctoral-level practice of counseling psychology

CPSY 443 Clerkship (1 Credit Hour)
Pre-requisites: CPSY 441 and 442
This is an elective supervised clinical experience in assessment or psychotherapy for doctoral students in counseling psychology. A field placement is required and all supervision is provided on site by a qualified supervisor employed by the agency in which the field work is taking place.
Outcomes:
Varies with goals of student and agreement with field site

CPSY 444 Family Therapy I (3 Credit Hours)
This course is designed to introduce students to foundational approaches and theories of family therapy.
Outcomes:
Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context

CPSY 445 Family Therapy II (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 446 Marital/Couples Therapy (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 450 Research Methods in Counseling Psychology (3 Credit Hours)
The course is structured so that major quantitative research methods can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.

CPSY 454 Human Development: Cognitive, Aff & Phys Bases (3 Credit Hours)
Restricted to Graduate Students. This course is a graduate-level survey of human development across the lifespan.
Course equivalencies: CPSY 454/454
Outcomes:
To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories

CPSY 458 Adolescent Development and Counseling (3 Credit Hours)
Pre-requisites: CPSY 454
This course provides in-depth study of psychological theories and research relevant to adolescent development.
Outcomes:
Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems

CPSY 461 Neuropsychology (3 Credit Hours)
This course is a survey of neuroanatomy and brain-behavior relationships.
Outcomes:
Students will be able to demonstrate knowledge of neuroanatomy and brain-behavior relationships

CPSY 482 Personality and Intellectual Assessment (3 Credit Hours)
This is a course in which students acquire basic proficiency in the administration and interpretation of objective and projective personality tests.
Course equivalencies: X-CIEP482/CPSY482
Outcomes:
Students will demonstrate skills with the administration, interpretation, and presentation of personality assessment results

CPSY 498 Independent Study (1-3 Credit Hours)
Topics chosen for individual study. Must be approved by an instructor and department chairperson.

CPSY 499 Independent Research (1-3 Credit Hours)
Research projects selected by the individual student, with the approval of the research supervisor and the department chairperson.
Outcomes:
Outcomes are chosen between the instructor and the student during the semester the student takes the course

CPSY 527 Prevention, Advocacy, and Outreach: Community-Based (3 Credit Hours)
This course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a community counseling model. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.
Outcomes:
Students will be able to think critically about the conceptual and theoretical philosophies that underlie prevention practice and will be able to develop preventative interventions for use in school and community contexts

CPSY 528 Clinical Appraisal and Treatment Planning (3 Credit Hours)
This course focuses on developing intake interviewing skills, writing intake reports, conducting diagnoses, and developing treatment plans. Interviewing styles including social history interviews, mental status examinations, and behavioral interviews are explored.
Outcomes:
Students will be able to demonstrate the ability to collect useful information from clients through diagnostic interviews and mental status examinations, assign diagnoses, write treatment plans, and formulate treatment recommendations

CPSY 529 Psychology of Immigration (3 Credit Hours)
This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations.
Outcomes:
1) develop skills, competencies, and points of view; 2) learn to analyze and critically evaluate ideas, arguments, and points of view; 3) acquire an interest in learning more by seeking answers

CPSY 530 Research Seminar in Counseling Psychology (3 Credit Hours)
Pre-requisites: consent of instructor
This doctoral seminar provides in depth coverage of important methodological issues involved in conducting research in counseling psychology and provides the student to develop a research proposal.
Outcomes:
Students will be able to demonstrate knowledge of methodological issues involved in conducting research in counseling psychology, including understanding and controlling threats to validity, understanding the limits of null hypothesis significance testing and the importance of effect size estimates to the interpretation of the results of individual experiments and to the accumulation of evidence across experiments; Students will also demonstrate the ability to translate a research interest into a researchable question and design a study to address the question

CPSY 531 Ethical and Legal Issues in Counseling Psychology (3 Credit Hours)
The course uses the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as a framework, to examine representative ethical, professional and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers.
Outcomes:
Students will be able to demonstrate knowledge about the contemporary ethical, professional and legal issues relevant to the practice of professional psychology and will be able think critically about ethical dilemmas to make ethical decisions,

CPSY 532 Advanced Theories in Psychotherapy (3 Credit Hours)
This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

CPSY 533 Proseminar (0 Credit Hours)
CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

CPSY 535 Seminar in Supervision & Consultation (3 Credit Hours)
Pre-requisites: permission of instructor
This seminar exposes students to theory and research on clinical supervision relevant to training mental health professionals.
Outcomes:
Students will be able to apply theoretical and research knowledge to conceptualize the development of clinicians-in-training and generate interventions to promote their growth

CPSY 536 Supervision Practicum (3 Credit Hours)
This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting.
Outcomes:
Students will demonstrate clinical supervisory skills based on appropriate theory and the ability to conceptualize counselor trainee development

CPSY 595 Thesis Supervision (1 Credit Hour)
To be registered for while working on an approved thesis project.

CPSY 600 Dissertation Supervision (1 Credit Hour)
To be registered for while working on an approved dissertation project.

CPSY 605 Master's Study (1 Credit Hour)
To be registered for while preparing a thesis proposal.

CPSY 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal. Restrict enrollment to CPSY PhD students and allow students to complete twice in a career.

CPSY 615 Internship: Counseling Psychology (1 Credit Hour)
Please consult the Counseling Psychology Graduate Program Handbook for the complete description of the internship.

CPSY 620 Dissertation Research (3 Credit Hours)
The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation or capstone research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421) or RMTD 406, CIEP 448, and RMTD 400 and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods. Students are well positioned to complete culminating project for doctoral candidacy upon completion of this course.

Education Leadership and Policy Studies (ELPS)

ELPS 400 Inquiry Into Educational Policy (3 Credit Hours)
No course description is available

ELPS 403 Qualitative Research Methods in Education (3 Credit Hours)
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Course equivalencies: RMTD405 / ELPS403
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

ELPS 404 Entrepreneurial Approaches to Catholic Education (3 Credit Hours)
Mark Casson in his book The Entrepreneurs: An Economic Theory, says that the theory of entrepreneurship rests upon the following definition: "An entrepreneur is someone who specializes in making judgmental decision about the coordination of scarce resources." This could also be the definition of a Catholic school leader! Catholic education is the largest non-public education system in America. But it is also half the size it was in 1960. To stay relevant and thriving, Catholic education must become more innovative and entrepreneurial. We will investigate the process by which innovations are designed and will critically assess the efficacy of a wide range of innovations. What leads to innovation and how is it scaled effectively? We will read and talk to educators, entrepreneurs, and policy makers about design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools.

ELPS 405 Introduction to Educational Policy Analysis (3 Credit Hours)
This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.
Outcomes:
Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates

ELPS 406 Foundations Using Data for Continuous Improvement (3 Credit Hours)
This is the foundation course for data-based decision making within the principal preparation series. This graduate course provides skill sets to help future school leaders and administrators to access, interpret, and encourage the use of data to improve student educational outcomes. Restricted to graduate students in the School of Education. Students will learn how to organize, analyze, and synthesize data in order to interpret student and teacher assessment results.

ELPS 407 Leading for Data-based Decision Making (3 Credit Hours)
The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students to accomplish educational outcomes. Restricted to graduate students in the School of Education.
Outcomes:
Candidates will examine data and the use of data in making decisions on several different levels

ELPS 408 Leading for Diversity (3 Credit Hours)
This course focuses on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. This course explores issues of second language and second culture acquisition and consider the relationship between identity construction and school success.

ELPS 409 Fundamentals of Instructional Coaching (3 Credit Hours)
The instructional coach provides instructional leadership by supporting evidence-based instructional practices with classroom teachers. This course focuses on developing the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management. In developing the role of the instructional coach, candidates will develop skill in building trusting relationships, facilitating support from administrators, and providing confidential, non-evaluative job-embedded professional development for faculty. Models of coaching will be explored as well as a focus on conferencing and facilitation skills.

ELPS 410 Sociology of Education (3 Credit Hours)
This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactional perspectives, and exposes students to major theoretical traditions in the discipline.
Outcomes:
Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools

ELPS 413 Critical Social Theories (3 Credit Hours)
This survey course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions: What is theory and who gets to define that?; What is social theory?; What is critical about critical social theories?; How is theory pertinent to practical, everyday educational practices?; How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?; and What is your relationship to critical social theory?
Outcomes:
This course has been designed to meet the following objectives: Students will: 1) Use prior knowledge to make real-word connections to critical social theories; 2) Understand and apply critical social theories to their personal and professional contexts; 3) Increase their reflexivity with regards to critical social issues; 4) Engage in aesthetic educational practices; 5) Embrace conflict as a necessary part of the learning process; 6) Examine the hidden curriculum of higher education through the application of critical social theories; 7) Explore with "play" as a necessary aspect of authentic learning; 8) Experience multimodal approaches to engaging the course content

ELPS 418 Writing Workshop in Rome, Italy (1 Credit Hour)
Immersed in the city of Rome for 14 days, students will use historical and cultural site visits to inspire their daily research and writing sessions. Students will engage in the exploration of our rich Jesuit tradition by studying a brief history of St. Ignatius and the city of Rome and by examining basic Jesuit ideals and principles while using their reflections to support their daily writing sessions. This course is a graduate level course for graduate thesis, comprehensive exams, capstones, and dissertation writers. Academic projects may be completed during this course. This course is a one-credit hour self-guided writing course. This course is open to LUC graduate students and visiting students, Alumni, and faculty who are currently engaged in professional and academic writing and research.
Outcomes:
Students will demonstrate sustained writing productivity by producing measurable progress on a substantive writing project through disciplined daily writing, rigorous critical reflection, ethical research practice, and iterative faculty-guided feedback within an immersive international learning environment; Writers will have completed at least 50 hours of dedicated writing during this workshop - dissertation, defense presentation, academic project, or work project

ELPS 419 Leadership in Higher Education (3 Credit Hours)
This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of college students.
Outcomes:
Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development

ELPS 420 Philosophy of Education (3 Credit Hours)
This course examines the philosophical questions embedded in teaching, learning, and schooling.
Outcomes:
Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling

ELPS 421 Theories of Knowledge and Education (3 Credit Hours)
This course examines theories of knowledge and their implications for educational practice from a philosophic.
Outcomes:
Students understand different philosophic explanations of learning and knowledge and acquire the ability to interpret educational practices according to these explanations

ELPS 422 Modern Theories of Education (3 Credit Hours)
An examination of modern theories of education from a series of philosophical perspectives.
Outcomes:
Students develop a critical understanding of modern theories of education

ELPS 423 Value Theory and Education (3 Credit Hours)
Using various value theories, the course examines the practices of teaching, learning, and schooling.
Outcomes:
The student acquires familiarity with theories of value and is able to use them in critically examining the practices of teaching, learning, and schooling

ELPS 424 Jesus the Teacher: A Theology of Education (3 Credit Hours)
The course develops a theology of education based on the account of Jesus provided in the New Testament.
Outcomes:
The student is able to interpret the task of education in light of the life of Jesus

ELPS 425 Foundations in Student Affairs (3 Credit Hours)
This course provides an introduction to the college student affairs profession. Special attention is focused on historical and philosophical foundations, organizational structures, professional roles, functions, and services, and challenges, opportunities, and issues faced by professional staff.
Outcomes:
Students will be able to describe factors contributing to America's diverse system of higher education and its impact on the design and delivery of student affairs programs and services

ELPS 426 Student Affairs Administration Higher Education (3 Credit Hours)
No course description is available

ELPS 427 Foundations in Higher Education (3 Credit Hours)
The purpose of this new course is to provide a comprehensive examination of the foundations of higher education in the United States.
Outcomes:
This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents; Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns

ELPS 428 The Junior and Community College (3 Credit Hours)
This course introduces the two-year college and its role in American higher education, including a focus on historical origins, characteristics of students and faculty, curriculum development, governance and collective bargaining, and contemporary issues.
Outcomes:
Students will be able to describe factors influencing the development of the two-year college within the broader system of higher education in the United States, and understand the special role that the two-year institution serves in American society

ELPS 429 Selected Topics in Higher Education (3 Credit Hours)
This course will discuss special topics in higher education policy and practice.
Outcomes:
Students will be able to identify, review and critically analyze significant higher education policy and practice issues

ELPS 430 Curriculum and Pedagogy in Higher Education (3 Credit Hours)
This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy?; What has curriculum and pedagogy looked like in your schooling experiences?; What roles do curriculum and pedagogy play in the context of higher education & student affairs?; What are the explicit and implicit curricula of higher education & student affairs?; How is higher education & student affairs curriculum created, by whom, and for what purpose?; What is your own understanding and experiences with curriculum and pedagogy in your own life?
Outcomes:
This course aims to model effective curricular design course activities, assignments, readings, and relationships; While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful

ELPS 431 Evaluation in Higher Education (3 Credit Hours)
This course examines evaluation and assessment philosophy, approaches, models, and practice in higher education with focus on institutional accountability and assurance of quality programs.
Outcomes:
Students will gain an appreciation for the importance of evaluation and assessment of educational programs in higher education and understand strategies employed by institutions to achieve their goals and objectives; Students will also gain an understanding of the range of quantitative and qualitative tools available to measure student learning and developmental outcomes

ELPS 432 Multiculturalism for Social Justice in Higher Education (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education practice.
Outcomes:
Understand social justice conceptual foundations and the various ways in which oppression influences individuals, institutions, and the broader society

ELPS 433 Student Development in Higher Education (3 Credit Hours)
This course introduces cognitive and psychosocial research and theory focused on the maturation and development of traditional aged college students, particularly in the domains of identity, cognition, and moral reasoning.
Outcomes:
Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching

ELPS 434 American College Student (3 Credit Hours)
This course explores who goes to college, and the affects of cultural background and campus environments on college student experiences.
Outcomes:
Students will be able to explain how campus environments influence student learning and identity including analyzing the experiences of different students and student groups using anthropological and sociological constructs

ELPS 435 Enrollment Management in Higher Education (3 Credit Hours)
This course examines research and theory focusing on student demand for higher education, college choice, recruitment and marketing, public aid policy, retention and student success, and best practices related to enrollment management.
Outcomes:
Students will demonstrate factors influencing both demand for higher education and student choice of institutions, with focus on the role of public financial aid policy in access and choice

ELPS 436 Women in Higher Education (3 Credit Hours)
This course explores issues unique to women as academic leaders and administrators in higher education. It examines the history and challenges that women have faced as students in higher education institutions, exploring the factors that have affected their participation, matriculation, and completion of programs, over time and today. Last, this course will explore gender and expanding issues around identification and sexual orientation, as related to institutional inclusiveness and student supportive services.

ELPS 437 Today's Community College Students (1 Credit Hour)
No course description is available

ELPS 438 Designing Effective Community College Courses (1 Credit Hour)
No course description is available

ELPS 439 Assessing Student Learning in Community Colleges (1 Credit Hour)
No course description is available

ELPS 440 Community College Students as Learners (1 Credit Hour)
No course description is available

ELPS 441 Community College Teaching (3 Credit Hours)
This course examines the curriculum and programs offered within community colleges and the instructional philosophies and strategies used to encourage student success. It will examine the heterogenous population of students who attend these institutions and their learning needs and preferences. The course will also require students to understand the curricular issues faced in today's colleges including elimination of developmental education, use of early college courses, articulation agreements and expanding offerings to include topics germane to diverse students.

ELPS 442 Humanistic Foundations of Education (3 Credit Hours)
No course description is available

ELPS 443 Educational Classics (3 Credit Hours)
Analysis of selected works of major importance in the development of educational theory.
Outcomes:
Student acquires an advanced understanding of the thinking of some persons who have made a major contribution to educational theory

ELPS 444 American Schooling and Social Policy: A Historical Perspective (3 Credit Hours)
A historical analysis of the economic, political, cultural, and social factors that helped to shape educational policy and schooling in the United States.
Outcomes:
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions and demonstrate a knowledge of the historiographic approaches and debates in the history of education

ELPS 448 International Higher Education (3 Credit Hours)
This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization.
Outcomes:
Students will understand how IHE's respond to challenges of internationalization, massification, scholar & student exchange, access challenges, accountability demands, was well as international trade agreements on the exchange of educational goods & services

ELPS 450 Finding Jesuit Jesus:Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)
An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy @JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.
Course equivalencies: ELPS 350/ELPS 450
Outcomes:
To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

ELPS 453 Legal Aspects of American Higher Education (3 Credit Hours)
This course examines complex sources of law that impact higher education with a special focus on the student-institution and faculty-institution legal relationship.
Outcomes:
Students will demonstrate a heightened awareness of the key role that the law serves in its relationship with higher education administration and policy; Students will critically evaluate and implement preventative legal strategies on the campus and understand the ethical and social justice implications of such work

ELPS 454 Budgeting and Finance in Higher Education (3 Credit Hours)
This course examines finance-related issues and trends in higher education and reviews budgeting techniques used by colleges and universities.
Outcomes:
Students will demonstrate skills in analyzing higher education financial statements and other fiscal documents, and understand current patterns of higher education finance and their strengths and limitations

ELPS 455 Comparative Education (3 Credit Hours)
The application of historiographic and social scientific theories and methods to understanding international issues of education.
Outcomes:
Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures

ELPS 456 Education & Democratization (3 Credit Hours)
This course will explore some of the conceptual underpinnings of democracy as they relate to contemporary education policy. Texts read include books by Richard Rorty, John Dewey, Cornell West Claudia Rankine and other contemporary writers who work on democracy and education. Themes to be addressed include citizenship education, identity politics, hyper-partisanship, and new nationalisms.

ELPS 457 Comparative Theory (3 Credit Hours)
Pre-requisites: ELPS 455 or consent of instructor
A course in the philosophy and sociology of comparative education knowledge.
Outcomes:
Students will demonstrate a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education

ELPS 458 International Education (3 Credit Hours)
This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arabic Spring periods. Students will spend time exploring and understanding how these many `post-contexts and settings¿ are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

ELPS 459 Organization & Governance in Higher Education (3 Credit Hours)
This course examines the organizational and governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 460 School Administration (3 Credit Hours)
This course serves as an introduction to the administration and governance of American public schools. The course provides an overview of educational administration and the systemic forces that impact upon its functioning.
Outcomes:
Students will be able to apply a systems model approach to school leadership; Students will be able to articulate how to transform school inputs into successful school outputs that build positive will and capacity in order to accomplish the school's vision and mission

ELPS 461 Issues in School Law (3 Credit Hours)
An in-depth examination of current legal issues and their educational implications for district leaders. Emphasis is given to legal issues in personnel practices and district-wide compliance with state and federal laws and regulations. State standards affecting school administration are also examined.
Outcomes:
Students will become familiar with and be able to address school law decisions within the context of school leadership; Students will be able to lead district-wide compliance with state and federal laws and regulations

ELPS 462 The Principalship (3 Credit Hours)
Study of the leadership and administrative responsibilities of elementary and secondary school principals. Topics include: creating a learning community, team-building, school improvement planning, budgeting, staffing, scheduling, and ethical and operational issues in decision-making.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to the ethical and operational issues in decision-making inherent in the leadership role of the school principal as they pertain to various leadership tasks

ELPS 463 School Leadership and the Law (3 Credit Hours)
Provides prospective administrators with an overview of the legal system as it impacts school operations. Intended as a first course in school law, topics include: constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations, and implications for administrative practice.
Outcomes:
Students will be able to demonstrate understanding of an overview of the legal system as it impacts school operations including constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations from the lens of the educational leader

ELPS 464 Workshop: Superintendency (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences in District Leadership offices. This course provides students with the opportunity to develop skills, understandings, and dispositions required of a superintendent - collaborating with boards of education, citizens of the community, and other relevant stakeholders. Restricted to LUC Graduate students.
Outcomes:
Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs; Understand and can monitor and evaluate district management and operational systems

ELPS 465 Workshop (Variable Topics) (3 Credit Hours)
These workshops focus on specific areas of educational leadership, such as: Instructional Leadership, Equity and Justice, Collective Bargaining, Research in Educational Leadership, Cultural Context for Informed Decision Making, and The Superintendency.
Course equivalencies: X- CIEP 473/ ELPS 465
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the relevant workshop area

ELPS 466 School Finance and Budgeting (3 Credit Hours)
Study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of building and district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning. This course is intended as a first course in school finance.
Outcomes:
Students will be able to demonstrate understanding of and competencies pertinent to the school leader's role in building, maintaining, and managing the school budget while addressing issues of need and equity

ELPS 467 School Law & Government (3 Credit Hours)
The legal basis of public education in the United States, with special reference to Illinois major court decisions and statutes are reviewed through the lens of the district-wide leader. Due process, special education, multi-cultural differences, school board relations and other related legal matters will be examined through the role of the superintendent. This course is intended as a second course for a law minor.
Outcomes:
Students will be able to demonstrate an understanding of due process, special education, multi-cultural differences, school board relations and other related school legal matters through the lens of the superintendent

ELPS 468 Problems in Finance and Business Management (3 Credit Hours)
Examination of the social justice issues inherent in developing and evaluating state and local school finance policy, including equity, adequacy, the social and ethical issues associated with allocating resources and relating school costs to achievement. Selected problems of school district financial management are studied, including central office organization, financial management and control, securing and accounting for grant funds, debt financing, insurance and support services management. This course covers topics especially pertinent to district administrators and superintendents.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to district level leadership in financial management, control, and allocation through the lens of social justice issues

ELPS 469 Human Resources in Educational Organizations (3 Credit Hours)
This course explores various facets of human resource administration in educational organizations. Topics covered include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal, discipline, and an introduction to unionism.
Outcomes:
Students will be able to create a strategic plan from recruitment through continual employment for both certified and classified personnel that supports the school's mission and promotes educational excellence for all

ELPS 470 School Supervision (3 Credit Hours)
This course is designed to examine school formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Students will be able to demonstrate understanding of the nature of teaching and learning, develop the skills for conducting the pre-conference, classroom observation, and post-conference of the clinical supervision model, and develop the capacity to facilitate action research, study teams and cooperative supervision

ELPS 471 MTSS for Instructional Leaders (3 Credit Hours)
The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes.

ELPS 472 Administration of Special Education and Pupil Services (3 Credit Hours)
An exploration of legal provisions governing the most current legal issues related to special education and No Child Left Behind, including state rules, regulations and case law. Also examined are the practical issues, such as administering fiscally and ethically responsible service delivery models at the local level. Leadership dimensions necessary to enhance the learning process in an inclusive setting are a special concern.
Outcomes:
Students will be able to demonstrate an understanding of legal provisions of special education and No Child Left Behind, as well as the practical issues, such as administering fiscally and ethically responsible inclusive service delivery models at the local school building level

ELPS 473 Problems in School Supervision (3 Credit Hours)
This course focuses on the critical skills of leading supervision for school leaders within districts and schools. Upon completion of this course, candidates will practice supervision and evaluative skills related to the delivery of curriculum and student outcomes.

ELPS 474 Curriculum Development for Instructional Leaders (3 Credit Hours)
This course focuses on the critical skills of leading curriculum development within schools. Upon completion of this course, candidates will practice leadership skills related to the delivery of curriculum.

ELPS 475 Human Resource Administration for the School District Leader (3 Credit Hours)
Within this course, students explore various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.
Outcomes:
Students will demonstrate an understanding of: strategic planning, human resources' system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining

ELPS 476 Technology in School Administration (3 Credit Hours)
A laboratory-based course on the issues and uses of technology and the related skills of applying technology to problem solving in school administration. This includes design of information systems, networks and data bases, software selection and use, instruction, student testing and program evaluation, scheduling, communications and managing school support services. This course includes examining issues with an emphasis on data based decision-making.
Outcomes:
Students will be able to examine school leadership issues through the use of technology in order to make data-driven decisions

ELPS 480 Residency Seminar for MEd Administration & Supervision (0-3 Credit Hours)
This course is part of a sequence of courses for students in the Master's Principal Preparation Program. Restricted to students in M.Ed. Administration and Supervision. Students will meet with their assigned university coach to make progress in completing the electronic onboarding plan.

ELPS 481 Mission Driven Leadership for Principals (3 Credit Hours)
This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions with particular attention given to data-driven decision making to improve student outcomes.
Outcomes:
Candidates will gain an understanding of various leadership theories, adult learning theory and professional practice, and applying leadership theory to improve student outcomes

ELPS 482 School Supervision for Principals (3 Credit Hours)
This course is designed to examine the broad concept of supervision as well as formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions for supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student

ELPS 483 Human and Fiscal Resource for Principals (3 Credit Hours)
This course explores various facet of human and fiscal resource management in educational organizations through theory and practical application.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to take a strategic approach to resource management in educational organizations

ELPS 484 School Law, Policy Formation, and Community Involvement (3 Credit Hours)
This course covers school law and policy formation designed for candidates seeking to become building leaders in schools.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to understand school law and ethical decision making with particular attention given to building safety, current legal "hot topics," understanding the governance of the local school board and working with the various communities associated with a school

ELPS 485 Instructional Leadership: Equity and Justice (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences. Students study community engagement, board relations development, cultural and community context through the lens of district instructional leadership. Scope: Access, equity and ethical leadership. Restricted to LUC Graduate students.
Outcomes:
Develop appropriate procedures and relationships for working with local governing boards; Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs

ELPS 490 Introduction to Educational Policy Studies (3 Credit Hours)
This policy analysis course examines the general conceptual, ethical, and empirical issues related to educational policy-making at both the macro (national, regional, and state) and micro (local and institutional) levels.
Outcomes:
Students will be able to demonstrate a knowledge of educational policy analysis strategies

ELPS 491 Issues in Educational Policy (3 Credit Hours)
Analysis of selected case studies of important policy issues from various levels of education.
Outcomes:
Students will be able to identify, review, and critically analyze significant educational policy issues

ELPS 498 Independent Study (1-3 Credit Hours)
Pre-requisites: consent of instructor
No course description is available

ELPS 499 Directed Research (1-3 Credit Hours)
Pre-requisites: Consent of instructor
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Learning outcomes are created individually for each Independent Study

ELPS 500 Seminar in Current Educational Literature (3 Credit Hours)
Overview of methods and techniques of bibliographic research related to students' research material.

ELPS 501 Leadership / Capacity Building Organizations (3 Credit Hours)
M.Ed. IEPE Cohort: Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy. Emphasis will be placed on organizational cultures and organizational learning. Restricted to IEPE Cohort.
Outcomes:
Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy; Emphasis will be placed on organizational cultures and organizational learning

ELPS 503 Critical Perspectives on the Internationalization of Higher Ed (3 Credit Hours)
In this course, students will examine the following question, "What does meaningful, socially responsible internationalization look like?" The course will expose students to a diversity of approaches to internationalization and to prepare them to make informed decisions about internationalization strategies that are 1) congruent with their institutions' mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.
Outcomes:
Upon completion of this course, students will be able to articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide; reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level; critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings

ELPS 504 Advanced Financial Strategies in Higher Education (3 Credit Hours)
The purpose of this course is to build on a basic understanding of program budgeting to examine institutional financial strategies; state, and federal institutional funding; and public and financial aid polices that effect who has access to higher education. Apply higher education budget fundamentals to gain insight on institutional financial challenges. 2. Identify and assess the impact of the macro-dimensions of finance and how they inform campus level dynamics (e.g., budgeting, planning, equity) that complicate institutional financial decision-making
Outcomes:
Students should be able to demonstrate observable growth in their ability to: 1

ELPS 505 Seminar in Leadership Theory (3 Credit Hours)
This course is designed to provide grounding in leadership theory and research. Critical perspectives will be used to examine the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, and pedagogy for teaching and learning about leadership.
Outcomes:
Students will be able apply critical perspectives to the deconstruction and reconstruction of leadership in professional practice

ELPS 506 Strategic Executive Leadership in Higher Education (3 Credit Hours)
This course examines strategic executive leadership in higher education and in particular leader role performance in complex organizational structures. This exploration is grounded in the rich, interdisciplinary body of knowledge on leadership theory and complemented by the infusion of critical perspectives.
Outcomes:
Students will be able apply and engage in executive leadership from a perspective grounded in social justice

ELPS 507 Advanced Governance in Higher Education (3 Credit Hours)
This course examines the governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 508 Equity and Justice in Higher Education (3 Credit Hours)
his workshop/course focuses on diversity, equity, inclusion, and justice in higher education, providing a learning environment for advanced discussions, as well as opportunities for EdD doctoral students to apply learning to practice.
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the area of diversity, equity, inclusion and justice in higher education

ELPS 509 Introduction to Analytics in Higher Education (3 Credit Hours)
This course is designed to help students leverage data sets and systems in applied ways to improve their leadership. The course will cover key education data portals (e.g., IPEDS, Census data, proprietary systems) as well as introduce students to different data visualization techniques (e.g., geospatial mapping, infographics, etc.). Students will produce reports or grant proposals relevant to their career trajectory as a key deliverable.
Outcomes:
After taking a class on data analytics, students should have acquired a range of technical and nontechnical skills, as it relates to higher education as well as gained an understanding of the key concepts and methods used in data analytics

ELPS 512 Sociology of Teaching (3 Credit Hours)
This course investigates the practice and profession of teaching of teaching from a sociological perspective. Empirical data and social theory will guide students' learning about the practice and profession of teaching and how different demographic, professional, organizational, and political factors shape them. Students will expand their factual knowledge about the historical and contemporary topics related to the sociology of teaching, and will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching.

ELPS 514 The School as Organization (3 Credit Hours)
This course will expose students to organization theory and its application to understanding the operation, performance, and effectiveness of educational organizations.
Outcomes:
Students will become familiar with foundational literature in organization theory and organizational behavior, and will develop their ability to apply concepts from organization theory and organizational behavior to their analysis to educational organizations

ELPS 515 Seminar in Education Policy (3 Credit Hours)
This course is an advanced seminar that will focus on a specific education policy topic. Students will read in-depth on the course topic (reading both theoretical literature and case material) and will develop their understanding of texts and the topic through intensive seminar discussion. Student develops an advanced understanding of the seminar topic and knowledge of the research literature related to it.

ELPS 520 Seminar in the Philosophy of Education (3 Credit Hours)
An in-depth examination of a topic in educational theory.
Outcomes:
Student develops an advanced understanding of the ways in which an educational issue can be analyzed

ELPS 525 Practicum Higher Education I (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 526 Practicum Higher Education II (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 527 Higher Education Capstone (3 Credit Hours)
ELPS 527 will be offered in both Fall and Spring semesters for all Higher Ed students. This course is a culminating seminar course that facilitates broad conversations, audits and guidance about values discernment, job search process, critical considerations for job fit and placement -successful transition to Higher Ed job market and Higher Ed work communities.

ELPS 528 Internship Higher Education II (1-3 Credit Hours)
Required Internship Experience for graduate Higher Education programs.

ELPS 529 Seminar in Higher Education (3 Credit Hours)
Pre-requisites: consent of instructor
This course is a topical seminar, typically for doctoral students, addressing one or more historical and/or contemporary topics or issues within higher education.
Outcomes:
Students will demonstrate a deepened understanding of one or more topics or issues and the ability to critically analyze these topics/issues using research and theory

ELPS 530 Proseminar: Higher Education (3 Credit Hours)
This course is restricted to Higher Education Doctoral Students

ELPS 550 Seminar on Globalization and Education (3 Credit Hours)
This advanced comparative education seminar examines globalization (economic, social and cultural) both as something that has a profound impact on schooling and as something that education produces. The course will focus on how globalization can be productively theorized and studied by social scientists.
Outcomes:
Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization

ELPS 560 Seminar in School Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course provides specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. Students will analyze their current organizational culture and core beliefs through the reframing process.
Outcomes:
Using Wiggins and McTighe (2005 backwards-design model, students will create a needs assessment to gather data on one of their current organization's core beliefs; From this data, students will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization

ELPS 561 Seminar in Current Issues in Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is intended to provide future and practicing administrators with a mindful framework for raising the questions to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration.
Outcomes:
Using professional obligations as a framework for dialogue, students will examine the philosophies of utilitarianism, deontology and ethic of care as they pertain to human resource management in schools; Based on these three ethical lenses, students will create their own professional code of conduct and apply it to resolve multiple ethical dilemmas surrounding human resource management and leadership in schools

ELPS 562 Practicum School Administration (3 Credit Hours)
Pre-requisites: consent of program director and must be either the last course or next to last course of a student's program
Required of all students seeking administrative certification, i.e. Illinois Type 75 Principal or Superintendent. This course involves students in leadership activities to be carried out at a work site under the supervision of the university instructor and a cooperating administrator at the work site. Students must complete a minimum of 100 hours of approved leadership activities. Students are required to attend an orientation session during the semester prior to the semester in which they enroll in the practicum. Practicum is offered only in the fall and spring semesters.
Outcomes:
Students will be able to demonstrate competencies in a myriad of leadership and administrative areas relevant to the leadership role appropriate to the certification sought, the school principal or the school superintendent

ELPS 563 Administrative Internship (3-6 Credit Hours)
This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

ELPS 564 Education Policy Internship (3 Credit Hours)
Pre-requisites: ELPS 405 & ELPS 410
This course provides Cultural & Educational Policy Studies graduate students with an engaged learning opportunity that integrates coursework with professional practice in the context of education policy information, analysis, implementation and/or evaluation and research. Students develop and refine professional skills as well as identify and reinforce connections between graduate coursework and professional experiences.

ELPS 565 International Education Internship (3 Credit Hours)
Supervised experience with an international governmental or non-governmental agency approved by the Director or Associate Director of the Center for Comparative Education.
Outcomes:
Students will demonstrate working knowledge of an internationally oriented organization whose activities are related to their area of scholarship

ELPS 566 Principal Internship One (3 Credit Hours)
This is the first of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 567 Principal Internship Two (3 Credit Hours)
This is the second of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

ELPS 568 Principal Internship Three (3 Credit Hours)
This is the third of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 569 Principal Internship Four (3 Credit Hours)
This is the fourth of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 570 Supervision Seminar (3 Credit Hours)
Provides students with an in-depth examination into a special topic. Topics vary by section. Course may be repeated.

ELPS 571 Seminar in Current Issues in School Supervision (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is designed to examine current issues in supervision and their impact on providing instructional leadership directed toward school improvement and reform.
Outcomes:
Students will be able to demonstrate a critical examination of issues in the differentiated model of supervision, develop the skills for developing collaboratively a learning organization that frames, analyzes, and resolves problems in instructional improvement, and develop the capacity to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development, and to ensure that professional development activities focus on improving student outcomes

ELPS 580 Residency Seminar for Students in Educational Leadership (0-4 Credit Hours)
A seminar taken to address the interests and needs of students during Ed Leadership studies. The topics include preparation for the comprehensive examination, Writing Workshop, Internship planning and on-boarding, planning and writing the capstone or dissertation and other topics planned by the EDLD faculty.
Outcomes:
EDLD Students will be able to demonstrate understanding of the various seminar topics presented - internships, dissertation, comprehensive exams

ELPS 595 Thesis Supervision (1 Credit Hour)
This course is a Thesis Research and Writing course. Student is engaged in thesis writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and thesis student. Culminating project is Thesis and thesis defense. Completion of all forms required for thesis completion are the responsibility of SOE graduate student.

ELPS 600 Dissertation Supervision (1 Credit Hour)
This course is a Dissertation Research and Writing course. Student is engaged in dissertation writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and dissertation student. Culminating project is Dissertation and Dissertation defense. Completion of all forms required for Dissertation completion are the responsibility of SOE graduate student.

ELPS 601 Capstone Supervision (1 Credit Hour)
This course is to develop a Capstone project. Students are engaged in planning and writing of the capstone project; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and capstone student. Culminating project is the Capstone Project and Capstone defense. Completion of all forms required for Capstone completion are the responsibility of SOE graduate student.
Outcomes:
School of Education students will complete and defend their required capstone project for an EdD degree; Students will research, write and defend their capstone project under the supervision of a Capstone Chair and Capstone committee

ELPS 605 Master's Study (1 Credit Hour)
This is Master's study course designed for in-depth study, writing and research.

ELPS 610 Doctoral Study (1 Credit Hour)
Restricted to School of Education Doctoral students (PhD & EdD). This course can only be taken two times during a doctoral student's career.

ELPS 620 Dissertation Research (3 Credit Hours)
Conducting research is a complex, demanding, and time-consuming task. The instructor suggests that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003). Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, "Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback" (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

ELPS 621 EdD Capstone Research (3 Credit Hours)
This course focuses on the application of research understandings, knowledge, concepts and terminology so this is an opportunity for students to incorporate research information, foundational knowledge and conceptual understanding of research methods. While the nature of the capstone project is more personal, this scholarly work is a culmination of student learning. 2) Learn, design, and write the initial chapters of their capstone project. 3) Provide meaningful feedback to their peers regarding specific areas of their capstone project development and writing. 4) Understand the importance of the capstone committee chairperson and other members of the committee.
Outcomes:
1) Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature

ELPS 661 Internship in School Business Management I (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional capacities related to ethical school business management. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

ELPS 662 Internship in School Business Management II (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional related to ethical school business management. This course completes the state's required two semesters of CSBO Internship. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

Research Methods (RMTD)

RMTD 400 Introduction to Research Methodology (3 Credit Hours)
This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.
Course equivalencies: RMTD400 / CIEP495
Outcomes:
Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects

RMTD 403 Survey Research (3 Credit Hours)
This course provides an introduction to the design and analysis of survey research, and the psychological foundations of questionnaire design.
Course equivalencies: RMTD403 / CIEP494
Outcomes:
Students will be able to develop a survey or questionnaire, design a study using a survey or questionnaire, gather and record data from a survey or questionnaire, analyze the resulting data from a survey or questionnaire, and present and interpret the results in oral and written form

RMTD 404 Introduction to Educational Statistics (3 Credit Hours)
This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.
Outcomes:
Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

RMTD 406 Educational Evaluation (3 Credit Hours)
The course will focus on the theories, models, strategies and practices that are germane to educational evaluation, including the history of evaluation studies in the social sciences, the various roles of the evaluator in the development and assessment of programs, evaluation theory and social policy.
Course equivalencies: RMTD406 / CIEP496
Outcomes:
Students will be able to state the purposes, benefits and importance of evaluation research, describe the history and culture associated with evaluation in the US, to read and critique a range of evaluation proposals and reports, to compare and contrast different approaches to evaluation, to develop a proposal for a program evaluation including writing measurable program objectives, planning data collection methods and presenting results to consumers

RMTD 407 Introduction to Evaluation Theory (3 Credit Hours)
This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.
Outcomes:
Students will engage major theoretical concepts of the field - methods, use, values, and practice - from the perspectives of various evaluation theorists; Throughout course readings, discussion and assignments, students will have the opportunity to critically reflect on understandings of social justice, implicitly and explicitly, evident in the evaluation theories

RMTD 408 Evaluation and Evidence in Cross Cultural Contexts (3 Credit Hours)
M.Ed. IEPE Cohort: Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders. Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence. Enrollment Restrictions: M. ED. Online Cohort IEPE.
Outcomes:
This course focuses on the writing, presentation and publication dimensions of evaluative work; Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders; Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence

RMTD 410 Communicating Research Findings (3 Credit Hours)
This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.
Outcomes:
Students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing

RMTD 411 Introduction to Human Performance Technology (3 Credit Hours)
This course introduces students to the models, practices and competencies associated with field of Human performance improvement.
Outcomes:
Students will be able to apply the practices associated with the roles of an HPT professional; Students will conduct an analysis of an organizational problem and plan an appropriate intervention and change management strategy

RMTD 412 Needs Assessment (3 Credit Hours)
In this course, students will learn the principles of needs assessment to improve programs and organizations. Needs assessments are a systematic set of procedures to identify within an organization a set of priorities to improve programs and/or organizations.
Outcomes:
Students will plan a needs assessment, develop data collection tools and conduct a practice assessment

RMTD 415 Practicum in Organizational Evaluation (3 Credit Hours)
This practicum course is intended to help candidates integrate theoretical and research coursework with the practice of organizational evaluation and to reflect on their own development as professionals in the service of social justice. The practicum project involves the planning, conducting and reporting results of an evaluation, human performance improvement, or needs assessment project.
Outcomes:
During the course of the practicum candidates are expected to complete a practicum project

RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method (3 Credit Hours)
Pre-requisites: RMTD 400 or equivalent
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method (3 Credit Hours)
This course introduces students to the theories, traditions and components of quantitative research in the social sciences, integrating basic design principles of quantitative research with commonly used statistical methods for analyzing data from these designs.
Outcomes:
Students will be able to recognize and discuss various epistemologies, designs, theories and ethical issues in quantitative research, to critique quantitative studies in terms of design, methodology, validity, statistical analysis, results, ethics and conclusions in oral and written critiques, to apply statistical methods to quantitative data using a statistical analysis computer program, to understand and discuss the theoretical basis and underlying assumptions of various statistical methods in the context of common quantitative study designs, and to analyze, interpret and present the findings of a data analysis

RMTD 422 Single Subject Design (3 Credit Hours)
Pre-requisites: RMTD 400
This course will introduce students to single-case experimental designs as they apply to research and practice in special education and other educational settings. Methods for single-case experiments are applicable to monitoring response to intervention as well as research on low-incidence conditions. Students will learn to critique single-subject experimental research studies and to design studies to monitor treatment interventions in educational settings.

RMTD 430 Psychological Measurement (3 Credit Hours)
This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.
Course equivalencies: RMTD430 / CPSY430
Outcomes:
Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument

RMTD 432 Item Response Theory (3 Credit Hours)
No course description is available
Course equivalencies: RMTD432 / CPSY488

RMTD 440 Mixed Methods Research (3 Credit Hours)
Pre-requisites: RMTD 420 and RMTD 421; Enrollment is restricted to Graduate Education Students
The course addresses the theory and practice of mixing inquiry methodologies in educational and social inquiry. The course covers selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. Students will develop a historical understanding of mixed methods and various frameworks for mixed methods, as well as basic competencies in mixed methods practice.

RMTD 470 Case Study Research (3 Credit Hours)
Pre-requisites: RMTD 420
This course in an in-depth study of a qualitative research methodology: case study. This course allows students to carry out a case study, as well as engage issues common across qualitative research methodologies, such as the flexibility in research design, the ethical dimensions of qualitative research, and qualitative data analysis. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices.

RMTD 481 Advanced Educational Statistics (3 Credit Hours)
This course covers statistical inference, hypothesis testing, estimation of power, factorial analysis of variance, multiple regression and selected non-parametric statistical techniques.
Course equivalencies: RMTD481 / CPSY490
Outcomes:
Students will be able to identify and justify the use of particular statistical techniques for a given research question, to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to critique the assumptions and limitations of statistical techniques in a given analysis

RMTD 482 Introduction to Linear Models (3 Credit Hours)
This course covers simple/multiple regression, one- and two- way analysis of variance (ANOVA) followed by multiple comparisons, and analysis of covariance (ANCOVA). Knowledge of basic algebra is required; knowledge of calculus is not required.
Course equivalencies: RMTD482 / CPSY493
Outcomes:
Students will be able to identify and justify the use of particular univariate statistical techniques for a given research question, to analyze quantitative data using SPSS, and to interpret the results of a statistical analysis in written and oral presentations

RMTD 483 Multivariate Statistics (3 Credit Hours)
Pre-requisites: RMTD 421 (B or Better)
This course covers multiple regression, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), repeated MANOVA, discriminant analysis, canonical correlation and possibly principal components/factors analysis. Knowledge of basic algebra and univariate inferential statistical techniques is required; knowledge of calculus is not required.
Course equivalencies: RMTD483 / CPSY492
Outcomes:
This course equips students with knowledge and hands-on experience for conducting valid quantitative research focusing on multivariate statistics; Students will be able to identify and justify the use of particular multivariate statistical techniques for a given research question, to analyze multivariate data using SPSS, and to interpret and communicate the results of a statistical analysis in written and oral presentations

RMTD 484 Hierarchical Linear Models (3 Credit Hours)
This course examines the conceptual, substantive, and methodological issues in analyzing multilevel data (i.e., on individuals in organizational settings such as schools, corporations, hospitals, communities) using methods for hierarchical linear models.
Course equivalencies: RMTD484 / CPSY491
Outcomes:
Students will be able to identify and justify the use of hierarchical linear models for a given research question, to analyze multilevel data using a statistical computing package, to interpret and communicate the results of a hierarchical linear model in written and oral presentations, and to critique the assumptions and limitations of the use of hierarchical linear models in a given analysis

RMTD 487 Factor Analysis (3 Credit Hours)
No course description is available

RMTD 488 Meta-Analysis (3 Credit Hours)
This course introduces statistical methods in the design and analysis of quantitative research syntheses.
Outcomes:
Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results

RMTD 520 Research Seminar I (3 Credit Hours)
This course will provide doctoral students with an intro to their PhD/EdD program as well as an intro to the dissertation process. The course will focus on methods and processes involved in developing a prospectus and review of literature for a dissertation.
Outcomes:
Students will develop a plan of study for their degree as well as prospectus for their dissertation

RMTD 530 Seminar in Tests & Measurements (3 Credit Hours)
Educational and psychological tests are commonly used to measure latent traits (e.g., knowledge, aptitude, achievement, attitude, and personality), often with the goal of making inferences on individuals or groups of individuals. Item response theory (IRT) measurement models are useful tools in examining the quality of the data that arises from the administration of such tests, which in turn allows us to make judgements about the validity of the test scores (or latent trait estimates) and the quality of the tests (are the items confusing and/or are they biased). This course will introduce students to commonly used IRT models for analyzing dichotomous (e.g., 0=incorrect and 1=correct) and polytomous (0=never, 1=sometimes, 2=always) test data. While much of the course will be application oriented, some technical details that facilitate the understanding of the IRT and highlight the advantages of it over classical test theory (CTT) will be provided. Knowledge of basic algebra, linear modeling, and CTT is required.
Course equivalencies: RMTD530 / CPSY590

RMTD 580 Selected Topics (3 Credit Hours)
What is the role of qualitative critical research when the need for social justice has never been greater? (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

RMTD 590 Seminar:Advanced Mixed Methods (3 Credit Hours)
Pre-requisites: RMTD 420, 421
This course explores the theory and practice of mixed methods research in program evaluation and applied social science research.
Course equivalencies: RMTD590 / CPSY580
Outcomes:
Students will become familiar with selected roots of the contemporary interest in mixed methods research and evaluation, as well as various approaches to mixing research paradigms, purposes, designs, analyses, methods, and so on; Students will develop knowledge for identifying and critiquing mixed method research; They will also be able to develop a mixed methods study

Community Counseling (MA)

As of Fall 2026, this program is no longer accepting applicants.

The MA in Counseling Psychology prepares students to help communities living with disparities in health and well-being, especially the under-served. Loyola's program is the place for you to commit to shifting this inequitable landscape.

Related Programs

Master's

- Community Counseling (MEd) (p. 1657)

Doctoral

- Counseling Psychology (PhD) (p. 1327)
- School Psychology (PhD) (p. 1334)

Curriculum

The Master of Arts in Counseling Psychology requires 48 semester hours of graduate study focused in two major areas: counseling core and a specialty area. The program includes 450 clock hours of practicum/internship experience for six semester hours of course credit. Students must also take and pass a comprehensive examination during their final semester of study.

Coursework

Code	Title	Hours
Counseling Foundational Courses		
CPSY 420	Counseling Skills	3
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 424	Career Development and Counseling	3
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
RMTD 400	Introduction to Research Methodology	3
Community Counseling Research and Practice		
CPSY 427	Clinical Mental Health Counseling	3
CPSY 499	Independent Research [1]	3
CPSY 440	Practicum [2]	3
CPSY 441	Internship	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Select one research elective		**3**
RMTD 403	Survey Research	
RMTD 406	Educational Evaluation	
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
RMTD 430	Psychological Measurement	
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
RMTD 488	Meta-Analysis	
PSYC 486	Methods of Program Evaluation	
Select one general elective		**3**
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	
CPSY 445	Family Therapy II	
CPSY 446	Marital/Couples Therapy	
CPSY 458	Adolescent Development and Counseling	
CPSY 482	Personality and Intellectual Assessment	
CPSY 535	Seminar in Supervision & Consultation	
CPSY 431	Advanced School Counseling & Consultation	
RMTD 404	Introduction to Educational Statistics	
Total Hours		**48**

Please note that PC and LCPC eligibility in Illinois requires CPSY 437 Addiction Counseling, CPSY 444 Family Therapy I, CPSY 528 Clinical Appraisal and Treatment Planning, and 700 hours of practicum/internship training.

1. Students are required to participate on a faculty member's research team for one semester. CPSY 499 Independent Research should be taken at that time and the student should register for his or her faculty mentor's section of CPSY 499 Independent Research. Voluntary (i.e., not for course credit) participation in research for more than one semester is recommended.
2. Practicum/Internship requires 450 hours of supervised experience in a setting relevant to community counseling practice.
3. General Elective can be another course selected from Research Elective list, or 3 semester hours from this list.

Comprehensive Assessment

A comprehensive proctored examination is required. Please see the School of Education Academic Calendar for comprehensive exam dates.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CPSY 420	Counseling Skills	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
RMTD 400	Introduction to Research Methodology	3
	Hours	**9**
Spring		
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 427	Clinical Mental Health Counseling	3
Research Elective		3
	Hours	**12**
Summer		
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
	Hours	**6**
Year 2		
Fall		
CPSY 424	Career Development and Counseling	3
CPSY 433	Multicultural Counseling	3
CPSY 440	Practicum	3
	Hours	**9**
Spring		
CPSY 441	Internship	3

CPSY 499	Independent Research	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
General Elective		3
	Hours	**12**
	Total Hours	**48**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- By program completion, candidates will articulate and apply principles of social justice to critically reflect upon their own identities and emerging counseling practices as demonstrated by course-based assessments and observations of practice.
- By program completion, candidates will demonstrate counseling theory and counseling skills that enable them to appropriately serve diverse clients and diverse clinical concerns as demonstrated by course-based assessments and observations of practice.
- By program completion, candidates will learn to consume and develop culturally responsive research concepts and begin to articulate their own emerging research program as demonstrated by course-based assessments, and participation in faculty research programs.

Counseling Psychology (PhD)

Loyola's PhD in counseling psychology has been accredited by the American Psychologist Association (APA) since 1984. The mission of the PhD program in counseling psychology at Loyola University Chicago is to graduate scientist-practitioner-oriented health service psychologists who identify with the field of counseling psychology and who are committed to promoting social justice in all their professional activities.

Related Programs

Master's

- Community Counseling (MA) (p. 1325)

Doctoral

- School Psychology (PhD) (p. 1334)

Combined

- School Psychology (MEd/EdS) (p. 1896)

Curriculum

The PhD in Counseling Psychology requires 69 credit hours of coursework beyond a master's degree, written and oral comprehensive examinations, a culminating portfolio and a dissertation with oral defense. Students develop an area of research expertise by engaging in research with faculty throughout their doctoral study. A 2,000 hour pre-doctoral internship is also required.

For more information about the following items, please refer to the Counseling Student Handbook 2024 (https://catalog.luc.edu/graduate-professional/graduate-school/education/counseling-psychology-phd/2023CPSYDOCTORALHANDBOOK.pdf)-2025 (https://acrobat.adobe.com/link/review/?uri=urn:aaid:scds:US:ce7389bd-a3b7-3a9f-8cd3-f07993bc594d).

COURSEwork

Code	Title	Hours
Prerequisites		
Ideally, students will have completed these courses or their equivalents prior to the start of the program.		
CPSY 420	Counseling Skills	
CPSY 423	Theory Counseling and Psychotherapy	
CPSY 425	Assessment in Counseling	
CPSY 426	Group Counseling: Theory and Practice	
CPSY 433	Multicultural Counseling	
CPSY 440	Practicum	
CPSY 444	Family Therapy I	
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	
CPSY 528	Clinical Appraisal and Treatment Planning	
RMTD 400	Introduction to Research Methodology	
RMTD 404	Introduction to Educational Statistics	
Psychology Foundation		**12**
Students will complete 12 credit hours towards the Psychology Core by selecting courses to fulfill each area listed below. Courses may be used to fulfill more than one area.		
One Course on Biological Basis of Behavior		
CPSY 461	Neuropsychology	
PSYC 435	Seminar in Cognitive Neuroscience	
PSYC 552	Neuropsychology	
One Course on Cognitive Basis of Behavior		
PSYC 435	Seminar in Cognitive Neuroscience	
PSYC 462	Cognitive Social Psychology	
PSYC 475	Cognitive Development	
One Course on Affective Basis of Behavior		
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	
CPSY 461	Neuropsychology	
One Course on Social Basis of Behavior		
PSYC 460	Social Psychological Theory	
PSYC 462	Cognitive Social Psychology	
PSYC 473	Social Development	
One Course on History and Systems of Psychology		
PSYC 401	History & Systems of Psychology	
One Course in Advanced Integrative Knowledge		
PSYC 435	Seminar in Cognitive Neuroscience	
PSYC 462	Cognitive Social Psychology	
PSYC 473	Social Development	
PSYC 475	Cognitive Development	
Counseling Psychology Core		
CPSY 424	Career Development and Counseling	3
CPSY 435	Selected Topics in Counseling	3
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	3

CPSY 529	Psychology of Immigration	3
CPSY 530	Research Seminar in Counseling Psychology	3
CPSY 531	Ethical and Legal Issues in Counseling Psychology	3
Methodology and Research Core		
CPSY 450	Research Methods in Counseling Psychology	3
RMTD 430	Psychological Measurement	3
Two additional advanced research methods or statistics courses		6
RMTD 403	Survey Research	
RMTD 406	Educational Evaluation	
RMTD 407	Introduction to Evaluation Theory	
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
RMTD 422	Single Subject Design	
RMTD 432	Item Response Theory	
RMTD 440	Mixed Methods Research	
RMTD 482	Introduction to Linear Models	
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
RMTD 488	Meta-Analysis	
PSYC 493	Structural Equation Modeling	
Professional Practice Core		
CPSY 442	Doctoral Practicum (two sections)	3
CPSY 443	Clerkship	0
CPSY 482	Personality and Intellectual Assessment	3
CPSY 532	Advanced Theories in Psychotherapy	3
CPSY 533	Proseminar	0
CPSY 535	Seminar in Supervision & Consultation	3
CPSY 536	Supervision Practicum	3
CPSY 615	Internship: Counseling Psychology [1]	0
Electives		**9**
Three additional advanced courses in research methods/statistics, assessment, and/or college-level teaching.		
Total Hours		**69**

[1] Repeatable

Practicum

The Chicagoland area provides a wealth of clinical training opportunities for doctoral students in counseling psychology. Approximately half of our students seek training in university counseling centers in the city and suburbs, while the other half receives their clinical and diagnostic training in hospitals and community mental health centers. Students receive a generalist training, but through site selection can begin to acquire population-specific competencies in working with children, adolescents, families, veterans, gay/lesbian/bisexual clients, and other groups of individuals. Many of the practicum sites also contain APA-approved internship programs where trainees are provided with rigorous supervision and on-site seminars.

Comprehensive Examination

The comprehensive examination is an oral exam that provides students an opportunity to integrate all course work, individual reading, research, and applied training. The comprehensive examination committee will be composed of the student's advisor (who will chair the exam) and two counseling psychology faculty members. Comprehensive examination performance will be evaluated by the committee using a rubric published in the Student Handbook and will evaluate student's understanding of profession wide competencies and program competencies.

Culminating Portfolio

The culminating portfolio represents the final pre-internship opportunity for students to demonstrate their integrative knowledge of health service and counseling psychology. The portfolio must be completed and submitted electronically by January 31 of the year the student applies for internship. Successful completion of this portfolio is required before leaving for internship. The following documents are required:

- Approved Dissertation Proposal
- Approved Clinical Case Study
- Approved Assessment Report
- Integrative Paper
- Social Justice Intervention Paper

Dissertation

Students will define an area of research interest and propose a research program leading to a written dissertation. Oral defense of the dissertation required.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CPSY 443	Clerkship	1
CPSY 435	Selected Topics in Counseling	3
CPSY 450	Research Methods in Counseling Psychology	3
CPSY 532	Advanced Theories in Psychotherapy	3
CPSY 533	Proseminar	0
Psychology Core Course		3
	Hours	**12**
Spring		
CPSY 443	Clerkship	1
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	3
CPSY 529	Psychology of Immigration	3
CPSY 533	Proseminar	0
Psychology Core Course or Research/Stat Elective		3
	Hours	**9**
Summer		
CPSY 424 or CPSY 435	Career Development and Counseling [1] or Selected Topics in Counseling	3
	Hours	**3**
Year 2		
Fall		
CPSY 442	Doctoral Practicum	3
CPSY 443	Clerkship	1

CPSY 482	Personality and Intellectual Assessment	3
CPSY 531	Ethical and Legal Issues in Counseling Psychology	3
CPSY 533	Proseminar	0
RMTD 430	Psychological Measurement	3
	Hours	**12**
Spring		
CPSY 442	Doctoral Practicum	3
CPSY 443	Clerkship	1
CPSY 533	Proseminar	0
CPSY 535	Seminar in Supervision & Consultation	3
Research/Statistics Elective		3
Psychology Core Course		3
	Hours	**12**
Summer		
CPSY 424 or CPSY 435	Career Development and Counseling [1] or Selected Topics in Counseling	3
	Hours	**3**
Year 3		
Fall		
CPSY 443	Clerkship	1
CPSY 530	Research Seminar in Counseling Psychology	3
CPSY 533	Proseminar	0
CPSY 536	Supervision Practicum	3
Research/Statistics Elective		3
Comprehensive Examinations		
	Hours	**9**
Spring		
CPSY 443	Clerkship	1
CPSY 533	Proseminar	0
Research/Statistics Elective		3
Research/Statistics Elective		3
Psychology Core Course		3
	Hours	**9**
Year 4		
Culminating Portfolio, Dissertation, Pre-Doctoral Internship		
	Hours	**0**
Year 5		
Culminating Portfolio, Dissertation, Pre-Doctoral Internship		
	Hours	**0**
	Total Hours	**69**

[1] Students may also choose to take a Psychology Core or Research Elective in this term.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- You will engage in independent scholarship on questions important to counseling psychology, and develop and evaluate interventions to promote positive human development.
- You'll be equipped to practice as a health service psychologist with competencies in research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation and inter-professional/interdisciplinary knowledge and skills.

Cultural and Educational Policy Studies (MA)

This program is no longer accepting applicants.

Curriculum

The Master of Arts in Cultural and Educational Policy Studies requires 30 credit hours of coursework and a thesis. Students select a specialization in Comparative and International Education, History of Education, Sociology of Education, or Philosophy of Education.

Required Coursework

Code	Title	Hours
Select Three Courses in Major Area [1]		*9*
Select Two from Outside the Major Area		*6*
ELPS 410	Sociology of Education	
ELPS 420	Philosophy of Education	
ELPS 444	American Schooling and Social Policy: A Historical Perspective	
ELPS 455	Comparative Education	
RMTD 400	Introduction to Research Methodology	3
Select Four Electives		*12*
ELPS 595	Thesis Supervision	1
Total Hours		**31**

[1] At least one course in Major Area must be at introductory level (ELPS 410 Sociology of Education, ELPS 420 Philosophy of Education, ELPS 444 American Schooling and Social Policy: A Historical Perspective, or ELPS 455 Comparative Education).

[2] Two courses are selected in consultation with the advisor in order to customize the course of study to the student's particular interests and needs. Commonly, students take additional research methods courses (*eg* RMTD 404 Introduction to Educational Statistics or RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method. However, electives may also be taken in other areas of the

School of Education and, if appropriate, in other areas of the university as well.

Thesis

The MA thesis is the final requirement for the degree and will make a noteworthy, original contribution to current research knowledge and understanding of an educational issue or question that falls within the social foundations of education. A typical CEPS MA thesis is in the realm of 30-50 double-spaced pages (excluding references) and may eventually be revised and reworked to be submitted for publication as a book chapter or journal article.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Cultural and Educational Policy Studies (PhD)

This program is no longer accepting applicants.

Curriculum

The PhD in Cultural and Educational Policy requires 62 credit hours of coursework, qualifying examination, and dissertation.

To fulfill the Cultural Foundations and Policy core, students will choose one course from each of the following areas: Comparative and International Education, History of Education, Philosophy of Education, and Sociology of Education. Students will then choose a Depth Area from those above and take five (5) courses within it.

Required Coursework

Code	Title	Hours
Cultural and Policy Foundations		**12**
ELPS 410	Sociology of Education	
ELPS 420	Philosophy of Education	
ELPS 444	American Schooling and Social Policy: A Historical Perspective	
ELPS 455	Comparative Education	
Coursework in Depth Area		**15**
Research Methods		**6**
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method [1]	
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
Select Nine Graduate Level Electives [2]		**27**
ELPS 600	Dissertation Supervision	1
ELPS 610	Doctoral Study	1
Total Hours		**62**

1. RMTD 420 and RMTD 421 combined will fulfill the responsible conduct of research and scholarship training required by the Graduate School for all students completing a thesis or dissertation.
2. Students will select electives in consultation with their advisor to customize the course of study in the student's area of interest and research. Students are encouraged to complete coursework that contributes to a minor area of study within the four CEPS areas.

Comprehensive Exam

After PhD in Cultural and Educational Policy Studies students complete core courses in the discipline and required research courses, they are eligible to complete their comprehensive examinations. The comprehensive examination is intended to establish that doctoral students have sufficient
comprehensive knowledge and academic writing skills to succeed in their areas of study. The examination consists of three different sections: one pertaining to the student's area of concentration; one related to a minor area of study in one of the four CEPS core areas; and one on a topic connected to the student's prospective dissertation. Over a one-week period, the student writes an essay in response to a question on each of these sections, so that all three sections are covered over three weeks. Each essay should be approximately 10-12 double-spaced pages in length (2500-3000 words excluding bibliography) but no more than 15 pages (3750 words excluding bibliography) overall. The essays should include complete citations and bibliography in APA or Chicago Manual of Style format.

Dissertation

Students will define an area of research interest and propose a research program leading to a written dissertation. Oral defense of the dissertation required. The final dissertation will be deposited in a publicly accessible database in accordance with Graduate School policy.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Higher Education (PhD)

As of Fall 2026, this program is no longer accepting students.

Loyola's PhD in Higher Education is an interdisciplinary program that encourages students to connect theory to practice while supporting scholarship on equity and social justice in various post-secondary contexts.

Related Programs

Master's

- Cultural and Educational Policy Studies (MA) (p. 1329)
- Higher Education (MEd) (p. 1677)

Doctoral

- Cultural and Educational Policy Studies (PhD) (p. 1330)

Curriculum

The PhD in Higher Education requires 62 credit hours of coursework, a comprehensive examination, and a dissertation.

Course Requirements

Code	Title	Hours
Foundational Courses		
ELPS 413	Critical Social Theories	3
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 454	Budgeting and Finance in Higher Education	3
ELPS 459	Organization & Governance in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
Four Higher Education Elective Courses [1]		**12**
Research Courses [2]		
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
One Advanced Methodology Course and One Research Elective		6
Select from the following courses:		
RMTD 403	Survey Research	
RMTD 422	Single Subject Design	
RMTD 430	Psychological Measurement	
RMTD 432	Item Response Theory	
RMTD 440	Mixed Methods Research	
RMTD 470	Case Study Research	
RMTD 481	Advanced Educational Statistics	
RMTD 482	Introduction to Linear Models	
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
RMTD 487	Factor Analysis	
Minor Courses [3]		**12**
General Elective Courses		**9**
Dissertation Requirement		
ELPS 610	Doctoral Study	1
ELPS 600	Dissertation Supervision	1
Total Hours		**62**

1. Please confer with Graduate Program Director regarding appropriate Higher Education Electives.
2. RMTD 420 and RMTD 421 combined will fulfill the responsible conduct of research and scholarship training required by the Graduate School for all students completing a thesis or dissertation.
3. Minor Course Option A: The completion of four graduate-level courses in a single field of study outside the School of Education (e.g., history, sociology, anthropology, management).
   Minor Course Option B: The completion of four graduate-level courses in one area in the School of Education (e.g., counseling, foundations of education). Coursework in higher education administration cannot be used to fulfill this requirement.
   Minor Course Option C: An intellectually defensible minor developed in conjunction with a student's advisor, consisting of two courses, each from options A and B (e.g., a minor in educational history, drawing on appropriate course work in history and educational leadership and policy studies).

Higher Education Courses

Below is a list of all Higher Education courses. This can be used in reference for electives if not used in other curricular requirements.

Code	Title	Hours
ELPS 400	Inquiry Into Educational Policy	3
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 413	Critical Social Theories	3
ELPS 419	Leadership in Higher Education	3
ELPS 425	Foundations in Student Affairs	3
ELPS 426	Student Affairs Administration Higher Education	3
ELPS 427	Foundations in Higher Education	3
ELPS 428	The Junior and Community College	3
ELPS 429	Selected Topics in Higher Education	3
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 434	American College Student	3
ELPS 435	Enrollment Management in Higher Education	3
ELPS 436	Women in Higher Education	3
ELPS 437	Today's Community College Students	1
ELPS 438	Designing Effective Community College Courses	1
ELPS 439	Assessing Student Learning in Community Colleges	1
ELPS 440	Community College Students as Learners	1
ELPS 441	Community College Teaching	3
ELPS 448	International Higher Education	3
ELPS 453	Legal Aspects of American Higher Education	3
ELPS 454	Budgeting and Finance in Higher Education	3
ELPS 455	Comparative Education	3
ELPS 458	International Education	3
ELPS 459	Organization & Governance in Higher Education	3
ELPS 498	Independent Study	1-3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
ELPS 506	Strategic Executive Leadership in Higher Education	3
ELPS 527	Higher Education Capstone	3
ELPS 529	Seminar in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
ELPS 550	Seminar on Globalization and Education	3
ELPS 565	International Education Internship	3
ELPS 600	Dissertation Supervision	1

Comprehensive Exam

After PhD in Higher Education students complete core courses in the discipline and required research courses, they are eligible to complete their comprehensive examinations and should speak with their academic advisors. Advisors assist students to develop research questions and the literature that should be reviewed to complete the exam. The

comprehensive examination is offered during the fall, spring and summer semesters.

Dissertation

Students will define an area of research interest and propose a research program leading to a written dissertation. Oral defense of the dissertation required. The final dissertation will be deposited in a publicly accessible database in accordance with Graduate School policy.

Suggested Sequence of Courses

After coursework listed below is complete, students begin taking ELPS 610 Doctoral Study or ELPS 600 Dissertation Supervision until dissertation defense.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
ELPS 413	Critical Social Theories	3
ELPS 454	Budgeting and Finance in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
	Hours	**9**
Spring		
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 459	Organization & Governance in Higher Education	3
Higher Education Elective		3
	Hours	**9**
Summer		
Minor or General Elective		3
	Hours	**3**
Year Two		
Fall		
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	3
Higher Education Elective		3
Minor or General Elective		3
	Hours	**9**
Spring		
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Higher Education Elective		3
Minor or General Elective		3
	Hours	**9**
Summer		
Higher Education Elective		3
	Hours	**3**
Year Three		
Fall		
Minor or General Elective		3
Minor or General Elective		3
Research Elective		3
	Hours	**9**
Spring		
Minor or General Elective		3
Minor or General Elective		3
Research Elective		3
	Hours	**9**
Summer		
Comprehensive Examination		
	Hours	**0**
	Total Hours	**60**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- You will gain scholarly frames for understanding various higher education contexts, critically evaluate research (i.e., designs, data analysis, and data interpretation) and apply critical inquiry and research skills to successfully complete your dissertation research.

Research Methodology (MA)

We believe that data tells the story of the human experience. In Loyola's Research Methodology Program, we look at numbers in context. Unlike in math or statistics, where a number is the final answer, we know that numbers tell a story. We challenge our students to use data to highlight the systematic and personal characteristics that contribute to social inequities and leverage the findings to devise ways to offset those inequities.

Related Programs

Doctoral

- Counseling Psychology (PhD) (p. 1327)
- Research Methodology (PhD) (p. 1333)

Combined

- School Psychology (MEd/EdS) (p. 1896)

Curriculum

The Master of Arts in Research Methodology requires 30 credit hours. Students may also choose to write a master's thesis.

Required Courses

Code	Title	Hours
Required Courses		
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method [1]	3

RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Select Six Electives [2]		*18*
Total Hours		**30**

1. RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method and RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method will fulfill the responsible conduct of research and scholarship requirement for students who compose a thesis.
2. At least one elective (3 credit hours) must be taken in a substantive area of the social sciences with approval from the student's advisor. This course is usually in the area that the student would like to apply research methods (*e.g.* Higher Education, Social Work, or Curriculum and Instruction).

Thesis Option

Students can choose to complete a thesis as part of their electives. Students completing a thesis can focus on the application of methods to a substantive area (higher education, social work, curriculum and instruction, etc.) or an investigation of methods.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- You will be able to critically evaluate bodies of knowledge from a variety of methodological traditions, use a variety of software programs to implement analyses, and assist with all stages of a research study in applied settings.

Research Methodology (PhD)

As of Fall 2026, this program is no longer accepting applicants.

The Research Methodology program offers a comprehensive curriculum designed to equip students with the knowledge and skills to conduct rigorous and effective research across various disciplines. Through a combination of theoretical foundations, practical applications, and hands-on experience, students gain proficiency in quantitative, qualitative, and program evaluation methodologies.

Related Programs

Master's

- Research Methodology (MA) (p. 1332)

Doctoral

- Counseling Psychology (PhD) (p. 1327)
- School Psychology (PhD) (p. 1334)

Curriculum

The PhD in Research Methodology requires 60 credit hours, the completion of a research portfolio, and a dissertation. Students also participate in a consulting experience, where they participate in research or provide consulting assistance to researchers or organizations.

Required Courses

Code	Title	Hours
RMTD 403	Survey Research	3
RMTD 406	Educational Evaluation	3
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method *	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
One advanced quantitative course		3
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
RMTD 488	Meta-Analysis	
One advanced qualitative course		3
RMTD 422	Single Subject Design	
RMTD 432	Item Response Theory	
RMTD 440	Mixed Methods Research	
RMTD 470	Case Study Research	
Three courses in Minor Research Area		9
Eleven Electives		33
Total Hours		**60**

Comprehensive Assessment

A Comprehensive Research Portfolio is required. The portfolio contains three items: a) a report on a research consulting experience, b) a research paper demonstrating the candidate's understanding of all phases in the research process and the ability to analyze and interpret data from a research study, and c) a literature review of an issue in the candidate's area of concentration.

Dissertation

A dissertation, as well as an oral defense of the dissertation, is required. Once completed, the final dissertation must be submitted to a publicly accessible database according to Graduate School policy.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will demonstrate the ability to design and implement rigorous research and/or evaluation, including both qualitative and quantitative methodologies, to address complex questions through a social justice lens.
- Students will proficiently apply advanced statistical and qualitative analysis techniques using diverse software to analyze and interpret data, ensuring accurate and meaningful findings.
- Students will develop expertise in evaluating and implementing measurement tools and frameworks, ensuring the validity, reliability, and ethical use of instruments in research and evaluation contexts.

- Students will critically assess research literature and methodologies, identifying potential biases, misrepresented findings, or data misuse in existing studies and publications.
- Students will effectively communicate complex research findings to both academic and non-academic audiences, ensuring clarity, accuracy, and the appropriate interpretation of results.

School Psychology (PhD)

Work directly with students, while also publishing change-making research that will help disrupt inequities in our education system with a PhD in School Psychology.

Accreditation

Loyola's PhD in School Psychology has been accredited by the American Psychologist Association (APA) and approved by the National Association of School Psychologists (NASP).

Related Programs

Master's

- Community Counseling (MA) (p. 1325)

Doctoral

- Counseling Psychology (PhD) (p. 1327)
- Research Methodology (PhD) (p. 1333)

Curriculum

The PhD in School Psychology requires 99 credit hours, 600 hours of school-based practicum, a minimum 900 hours of advanced practicum, a Doctoral Culminating Portfolio (which serves as the major comprehensive exam), a dissertation, and completion of a full-time yearlong APA-accredited internship. The PhD in School Psychology is organized to facilitate and maximize academic, research, and clinical experiences.

Required Coursework

Code	Title	Hours
Psychological Foundations		**21**
CIEP 413	Psychopathology & School Mental Health	
CIEP 466	School Psychology Special Topics	
CIEP 484	Biological Foundation: Behavior in Schools	
CPSY 435	Selected Topics in Counseling	
or PSYC 401	History & Systems of Psychology	
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	
ELPS 432	Multiculturalism for Social Justice in Higher Education	
PSYC 475	Cognitive Development	
Assessment and Intervention		**30**
CIEP 409	Evidence Based Interventions	
CIEP 474	Assessment of Bilingual Students	
CIEP 477	Prevention, Assessment & Intervention: Academic	
CIEP 480	Assessment School-Age Students & Adults	
CIEP 482	Prevention, Assessment & Intervention: Behavior	
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	
CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	
CPSY 423	Theory Counseling and Psychotherapy	
CIEP 479	School-Based Consultation	
CIEP 514	Advanced Systems Consultation	
Professional, Legal and Ethical		**6**
CIEP 410	Legal Issues - Educating Exceptional Children	
CIEP 462	Ethics and Professional School Psychology	
Research Methods and Statistics [1]		**15**
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method *	
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
RMTD 430	Psychological Measurement	
RMTD 483	Multivariate Statistics	
RMTD 530	Seminar in Tests & Measurements	
or CPSY 530	Research Seminar in Counseling Psychology	
CIEP 600	Dissertation Supervision	
or CIEP 610	Doctoral Study	
Research Methods Elective		
Select one of the following:		3
RMTD 401		
RMTD 403	Survey Research	
RMTD 404	Introduction to Educational Statistics	
RMTD 422	Single Subject Design	
RMTD 470	Case Study Research	
RMTD 482	Introduction to Linear Models	
RMTD 484	Hierarchical Linear Models	
RMTD 487	Factor Analysis	
RMTD 488	Meta-Analysis	
RMTD 590	Seminar:Advanced Mixed Methods	
Advanced Practicum		**21**
CIEP 461	Practicum in School Psychology I	
CIEP 463	Practicum Schl Psychology II	
CIEP 533	Proseminar: Educational Psychology/School Psychology	
CIEP 546	School Psychology Advanced Practicum	
CIEP 586	Doctoral Internship: School Psychology	
One Graduate Level Elective		**3**
Total Hours		**99**

[1] Students must have previously completed an undergraduate or graduate level course in statistics with a grade of B or better, or take such a course before entering the program or in Fall of the first semester.

Students must also participate in a faculty research team during years one through four.

Practicum and Internship

In the second year of the program, students complete two semesters of a structured school-based practicum, in which they spend two days a week in a school setting and complete structured activities under the supervision of a credentialed school psychologist. In the third and fourth years of the program, students complete two advanced practica in a school or clinical setting while working on the dissertation proposal. In the fourth year of the program, students apply for a calendar-year-long

doctoral APA-accredited internship in health service psychology through the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching system. The internship must be under the direction of a licensed psychologist and certified school psychologist. The Director of Clinical Training approves internship applications submitted by doctoral students

Candidates in all programs leading to Illinois certification are required to pass an Illinois State Criminal Background Check.

Comprehensive Assessment

Doctoral students complete their major comprehensive examination (Doctoral Culminating Portfolio) prior to accepting an internship and typically during the fourth year of study.

Dissertation

A dissertation and oral defense is required. Upon completion, the dissertation is submitted for publication in a publicly accessible database per Graduate School policy.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The School Psychology PhD program has three aims:

- To develop scientist-practitioners who have a professional identify as socially just school psychologists who are guided by the ethical and legal principles of the profession;
- To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and
- To develop scientist-practitioners who can evaluate, produce, and disseminate research

To achieve these aims, the program is scoped and sequenced to build students' knowledge, attitudes, and skills such that they can enter the profession with the foundational and functional competencies needed to effectively provide services.

Health Sciences

Graduate Programs

- Biomedical Sciences (p. 1352)
  - Biochemistry and Molecular Biology (MS) (p. 1352)
  - Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)
  - Biochemistry and Molecular Biology (MD/PhD) (p. 1860)
  - Cell and Molecular Physiology (MS) (p. 1356)
  - Cell and Molecular Physiology (PhD) (p. 1356)
  - Cell and Molecular Physiology (MD/PhD) (p. 1864)
  - Cellular and Molecular Oncology (MS) (p. 1358)
  - Health Professions Education (MHPE) (p. 1360)
  - Health Professions Leadership and Education Certificate (p. 1361)
  - Infectious Disease and Immunology (MS) (p. 1361)
  - Integrative Cell Biology (MS) (p. 1362)
  - Integrative Cell Biology (PhD) (p. 1364)
  - Integrative Cell Biology (MD/PhD) (p. 1872)
  - Medical Physiology (MS) (p. 1365)
  - Microbiology and Immunology (MS) (p. 1366)
  - Microbiology and Immunology (PhD) (p. 1367)
  - Microbiology and Immunology (MD/PhD) (p. 1881)
  - Molecular Pharmacology and Therapeutics (MS) (p. 1369)
  - Molecular Pharmacology and Therapeutics (PhD) (p. 1372)
  - Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)
  - Neuroscience (MS) (p. 1374)
  - Neuroscience (PhD) (p. 1375)
  - Neuroscience (MD/PhD) (p. 1885)
  - Pharmacology/Business (MS/MBA) (p. 1887)
  - Pharmacovigilance Certificate (p. 1377)
- Neiswanger Institute of Bioethics and Healthcare Leadership (p. 1377)
  - Bioethics and Health Policy (DBe) (p. 1378)
  - Bioethics and Health Policy (MA) (p. 1379)
  - Bioethics and Health Policy Certificate (p. 1380)
  - Healthcare Mission Leadership (DHCML) (p. 1380)
  - Healthcare Mission Leadership (MA) (p. 1381)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Biochemistry & Molecular Biology (BMB)

BMB 400 Special Topics: Molecular Biology (1-3 Credit Hours)
Courses of half a semester to a semester on different topics of molecular biology, treated in depth with readings of the current literature.
Outcomes:
To learn about diverse areas of Molecular Biology which are not treated in regular courses

BMB 417 Molecular Biology (3 Credit Hours)
The Biochemistry and Molecular Biology course will cover diverse subjects of importance to modern cell an organismal biology from a molecular biology perspective.

BMB 471 Comp Molecular Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

BMB 490 Special Topics in Molecular Biology (1-3 Credit Hours)
This course covers a specific topic in molecular biology. The topics can vary among different special topics courses.

BMB 499 Research in Molecular Biology (1-9 Credit Hours)
The students do mentored work in a laboratory on a research project. Their performance is evaluated by their mentor at the end of the year, and is given a pass/not pass grade.
Outcomes:
To develop the ability to organize a research project proposing hypotheses and testing them in the laboratory and against the current literature

BMB 501 Molecular Biology Journal Club (0-1 Credit Hours)
This is a weekly course where students take turns to present a scientific paper. Following the presentation there is a discussion by students and faculty. Students prepare the presentation under the supervision of a faculty mentor.
Outcomes:
To develop the ability to read and analyze a scientific paper and to develop oral presentation skills and appropriate visual aids

BMB 502 Seminar in Molecular Biology (0 Credit Hours)
Biweekly seminars where invited speakers from outside the institution present their work. The presentation is followed by a discussion by students and faculty.
Outcomes:
To become familiar with current research in different molecular biology areas by listening to the actual scientist developing the work

BMB 524 Molecular Biology & Genetics of Development (2 Credit Hours)
This is a weekly course on Molecular aspects of Developmental Biology, with a mixture of lectures, discussions of original papers and presentations by external speakers.
Course equivalencies: X-BICH524/MBIO524
Outcomes:
An understanding of the principles of developmental biology with emphasis in the molecular genetics of development

BMB 526 DNA Repair & Recombination (2 Credit Hours)
This is a weekly course on mechanisms of mutagenesis, genetic repair and recombination. The course uses a mixture of lectures and discussions of original scientific papers.
Course equivalencies: X-MBIO526/BICH526
Outcomes:
An understanding of the basic mechanisms of mutagenesis, genetic repair, homologous recombination, and non-homologous end joining

BMB 590 Molecular Biology of Oncogenesis (3 Credit Hours)
The course will cover different subjects in cancer molecular biology with a combination of lectures and discussions of original scientific papers.
Outcomes:
A basic knowledge about mechanisms of oncogenesis and the biology of cancer, and an ability to search and understand the classic as well as modern literature on the subject

BMB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

BMB 600 Dissertation Supervision (1 Credit Hour)
The students work on their dissertation under the supervision of their mentor and of their dissertation committee. Their progress is evaluated by their mentor and is given credit or no credit.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Bioethics & Healthcare Leadership (BEHL)

BEHL 401 Clinical Topics in Bioethics (3 Credit Hours)
This course will provide an overview of the major areas of clinical biomedical ethics. Issues will be examined and analyzed including problem-solving, theory and practice, end-of-life decision making, etc. Extensive use of case discussion and analysis will help to develop participants' ethical problem-solving skills.
Course equivalencies: IPS 651/BEHP 401/BEHL 401
Outcomes:
Participants will gain familiarity with terminology, resources, and major frameworks of ethical analysis in biomedical ethics

BEHL 402 Justice & Health Care (3 Credit Hours)
This course provides an overview of justice and health care with a special emphasis upon the developing world by examining prevailing theoretical frameworks and how justice is played out in various health care systems.
Outcomes:
Participants will gain a better understanding of what justice means with regard to health care

BEHL 403 Ethics Care Continuum (3 Credit Hours)
This course prepares students to identify biomedical ethical issues in settings such as long-term care, rehabilitation care, mental health, and hospice, and to develop moral frameworks for addressing these issues.
Outcomes:
Participants will be able to analyze cases and issues regarding health-care delivery and adapt principle frameworks of biomedical ethics to these settings

BEHL 404 Biomedical Ethics and Law (3 Credit Hours)
This course serves as an introduction to biomedical ethics and the law and will introduce the history of bioethics and the US legal system by surveying a number of seminal legal cases.
Outcomes:
Participants will have a better understanding of how bioethics has been shaping legal decisions and legislation throughout history

BEHL 405 Research Ethics (3 Credit Hours)
This interactive seminar will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function.
Outcomes:
Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature

BEHL 406 Principles of Health Care Ethics (3 Credit Hours)
This course provides an overview of important ethical theories in bioethics. We will mainly examine major works in the field by leading bioethics scholars to become better familiar with different approaches in the field.
Outcomes:
Students should be able to identify and analyze ethical theories and become familiar with various ethical approaches

BEHL 407 Social Determinants of Health and Bioethics (3 Credit Hours)
This course will review the theoretical work on social science (anthropology, sociology) and moral reasoning as it pertains to the discipline of bioethics, its philosophical roots, and the body of social science works in bioethics.
Outcomes:
Students will learn how to use the technique of self-reflexivity to understand cultural values

BEHL 408 Ethics, Genetics and Health Policy (3 Credit Hours)
This course will provide an introduction to genetic ethics and a survey of topics that constitute the professional and popular literature in the field. Topics to be considered include, but are not limited to, gene patenting, human cloning, and race and genetics.
Outcomes:
Students will have an understanding of ethical questions that genetic technological advances pose to our understanding of human identity and social justice

BEHL 409 Religion and Bioethics (3 Credit Hours)
This course is a thematic exploration of religion and bioethics with a specific concentration on its implications at the end of life.
Outcomes:
Students will better understanding of suffering and death, and meaning that underlie these issues in bioethics, and the practice of healthcare at the end of life

BEHL 410 Ethics Consultation Simulation Seminar (1-3 Credit Hours)
This is a two-month course of online learning (June-July) including a 3-day on-campus intensive experience for students including didactic sessions and ethics consultation skills development.
Outcomes:
Students will improve communication and interaction skills while doing ethics consultation

BEHL 411 Systems Ethics Frameworks (3 Credit Hours)
The course introduces current ethical issues in public health research, practice, and policy. Public health frameworks and approaches will be used to explore prevention, social justice, and health equity.
Outcomes:
Participants will be familiar with key readings, ethical frameworks, and practical tools for assessing public health challenges

BEHL 412 Organizational Ethics I: Business, Professionalism, and Justice (3 Credit Hours)
This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community.
Course equivalencies: IPS 652/BEHP 412/BEHL 412
Outcomes:
Participants will understand responsibilities social justice entails to self, one's profession, various institutions which a healthcare profession is a member, one's patients, and the underserved

BEHL 413 History of Medicine and Bioethics (3 Credit Hours)
This course seeks to situate and examine the emergence and development of the field of bioethics within the history of medicine and the ethical concerns embodied in medicine¿s practice.
Outcomes:
Participants will have an understanding of how bioethics emerged within the broader history of medicine and and continues today as a distinct discipline

BEHL 414 Moral Theology for Bioethics (3 Credit Hours)
This course provides an introduction to Catholic moral theology through a historical review of its development and a consideration of key documents, events, arguments and concepts beginning with the scriptural witness of Christ and concluding with the moral teaching of John Paul II as it bears upon contemporary Catholic moral theology.
Outcomes:
Its goal is to assist in establishing an historical and theoretical foundation for those who are interested in bioethics as it is considered and practiced in the Catholic tradition

BEHL 415 Ethical & Religious Directives for Catholic Healthcare Leadership (3 Credit Hours)
This course offers a topical survey of bioethical issues pertinent to clinical practice in the Catholic context. The United States Conference of Catholic Bishops' document, Ethical and Religious directives for Catholic Health Care Services, 5th Edition, serves as the guiding document of the course. Topics and concepts considered include abortion, contraception, sterilization, nutrition and hydration, withdrawal of life support, care of the dying, cooperation, conscience, human dignity and personhood.
Course equivalencies: IPS 654/BEHP 415/BEHL415
Outcomes:
This course aims to assist students in establishing a substantive familiarity with the positions and moral reasoning of the Catholic tradition in clinical bioethics through a consideration of Church documents, scholarly texts and articles and formative debates within contemporary Catholic bioethics

BEHL 416 Catholic Bioethics and Social Justice (3 Credit Hours)
This course involves an historical study of the development of the body of official Catholic Social Teaching (CST) specific to its impact on healthcare delivery in the United States. Current developments in select key social issues and movements are also addressed insofar as those issues and movements influenced healthcare delivery. The pastoral letters of the U.S. Bishops, especially their teachings on healthcare reform, also receive attention. The interface between religious faith and public policy debates is a constant concern throughout the course. Practical strategies for fostering a social justice consciousness in healthcare settings are also considered.
Course equivalencies: IPS 655/BEHP 416/BEHL 416
Outcomes:
Extensive use of case discussion and analysis will help to develop the participants' understanding of the principles of CST and their application to the healthcare context

BEHL 417 Narrative Ethics (3 Credit Hours)
This course will consider a major theoretical framework in bioethics that has emerged as a serious alternative to principle-based bioethics. In this course, students will gain an understanding of what narrative bioethics is, read theoretical texts related to narrative ethics, and also read a variety of narratives that relate to medicine and health care (stories, films, etc). The role of narrative in the ethics consultation process will also be explored.
Outcomes:
This course aims to equip students with a sophisticated understanding of narrative and the role it plays in medicine and bioethics

BEHL 418 Advancing Health Equity Practice (3 Credit Hours)
This course introduces the frameworks and practice of health equity as it pertains to the field of bioethics. The tools and materials help students more effectively incorporate health equity into all aspects of their work. Topics include: community health, multi-sector community engagement, and innovative approaches to clinical and community work to improve populations health.
Course equivalencies: IPS 656/BEHP 418 / BEHL 418
Outcomes:
Effectively incorporate health equity into all aspects of bioethics practice

BEHL 419 Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt (3 Credit Hours)
This course examines the theory, role, and elements of leadership that effectively serve non-profit healthcare systems. In particular, the nature of leadership is examined. Questions of leadership style and theories of what constitutes effective leadership are considered.
Course equivalencies: IPS 653/BEHP 419/BEHL 419
Outcomes:
Key focus on communication strategies and methods of organizational change

BEHL 420 Advanced Topics in Bioethics and Law (3 Credit Hours)
This class will explore the historical relationship between law and bioethics and examine how law and bioethics come together or may be at odds. Recognize/discuss changing nature of physician-patient relationship, continuing evolution of informed consent, intersection of commerce and science, changing definition of death, growing complexity of reproduction.
Outcomes:
Resolve dilemmas raised by changing biotechnology

BEHL 421 Practicum in Clinical Ethics (3 Credit Hours)
Pre-requisites: Department Consent Required
The goal of the clinical ethics practicum is to provide doctoral students on the clinical ethics track the opportunity to use knowledge and skills acquired in the academic program in a clinical setting (e.g. community hospital or academic medical center), under the direction of a preceptor at that setting.
Outcomes:
This practicum will expose students to the practical applications of clinical ethics

BEHL 422 Practicum in Organizational/Public Health Ethics (3 Credit Hours)
Pre-requisites: BEHL 419
The practicum will enable the student to work on a project which translates both general and discipline-specific information into organizational ethics or public health practice. Students must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding these topics, and exhibit leadership, creativity, and the ability to work well with others.
Outcomes:
Goal of the practicum is to provide students the opportunity to use knowledge and skills acquired in the academic program in a professional setting under the direction of a preceptor

BEHL 423 Doctoral Capstone I (3 Credit Hours)
Pre-requisites: Oral and Written Qualifying Exams
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Publishable peer-reviewed paper

BEHL 424 Doctoral Capstone II (3 Credit Hours)
Pre-requisites: BEHL 423
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Students will be required to appear on campus for a capstone presentation with faculty

BEHL 425 Empirical Bioethics (3 Credit Hours)
Provides an overview of empirical research in the increasingly interdisciplinary field of bioethics. Will examine the relationship between empirical data and normative claims and potential pitfalls that may arise when using information about what (is) to determine what (ought) to be done.
Outcomes:
Students will gain familiarity with the range of quantitative and qualitative research methods used in bioethics as well as academic disciplines, understanding of empirical studies on ethical problems in medicine, public health policy, and clinical research; Discussions will be relevant to a range of professional settings

BEHL 426 Ignatian Spirituality and Medicine (3 Credit Hours)
This course in will explore the roots of Ignatian Spirituality as presented in the Spiritual Exercise and other writings of Ignatius Loyola and the early Jesuits. From this historical starting point, the course will shift to explore key themes that have emerged from this spiritual tradition as it relates to medicine, paying special attention to the Spiritual Exercises.
Outcomes:
This course aims to assist students in establishing a substantive understanding of Ignatian spirituality and the tradition of Jesuit education in which they participate as a means for leading faithful, joyful, and hopeful lives as physicians

BEHL 427 Professionalism and Professional Ethics (3 Credit Hours)
This course will review and critically examine the professional codes of ethics of a variety of health-related professions: medicine, nursing, dentistry, social work, chaplaincy, risk management, and allied health. We will examine the growth of professionalism as a movement and answer questions related to this topic.
Outcomes:
Understand what is a profession, what are professional ethics; Difference between common morality and professional ethics, and difference between applied ethics and professional ethics; We will also discuss whether a pan-professional ethics code is needed for the health care professions

BEHL 428 Writing and Scholarship Skills (3 Credit Hours)
Writing skills are an essential form of communication not only between the instructor and students but also among and between the students themselves. Topics covered: Academic Integrity; Grammar; Resource Development/Citation; Clarity/Formality; Development of a Thesis and Writing of a Thesis Statement; Organization and Outlining; Critical Thinking/ Analysis/Reasoning; and Development of a Conclusion.
Outcomes:
This course will provide a review of basic writing skills as well help students develop analytical and communication skills that are critical to scholarly writing in the multidisciplinary field of bioethics

BEHL 429 Pediatric Ethics (3 Credit Hours)
This course will introduce ethical topics in the areas of pediatric medicine and research. Topics to be addressed may include decision making, neonatal issues, teens and decisional authority, research with minors.
Outcomes:
Discover aspects of the pediatric population that raise unique concerns, create novel moral environments, and thus require nuanced and sensitive attention to and tools of ethical inquiry

BEHL 430 Advanced Clinical Ethics Skills (3 Credit Hours)
Pre-requisites: BEHL 410 Ethics Consult Simulation Seminar
Two-month blended course of online learning and two-day intensive experience on Health Sciences Campus in Maywood. Course provides an opportunity for advanced graduate students to improve and refine clinical ethics skills. Participants will practice consultation skills, evaluate performance of others, and receive feedback from faculty reviewers.
Outcomes:
Students will develop their own portfolio for quality attestation

BEHL 431 Current Debates in Research Ethics (3 Credit Hours)
Pre-requisites: BEHL 405 or permission from instructor
This course will focus on unique ethical issues that arise in research with special populations. Included but not limited to children; women, fetuses, and embryos; prisoners; indigenous and racial/ethnic minority communities; healthy volunteers. Research in emergency and international settings as well as research at the end-of-life will be discussed.
Outcomes:
Material covered in this course will be relevant for ethicists, IRB members, and clinical investigators

BEHL 432 Global Bioethics (3 Credit Hours)
This course will survey major topics in global bioethics. Students will be introduced to global bioethics frameworks, practices, and governance bodies in order to place bioethical problems in a global context. Attention will be given to how the global realities of health disparities and neoliberal economic policies impact bioethical questions. Guest lecturers will share experiences working in clinical ethics, public health, social justice, health care policy, and research across the globe.
Outcomes:
Students will gain knowledge regarding clinical ethics, public health, social justice, health care policy, and research across the globe

BEHL 433 Mastering Clinical Ethics Consultation (3 Credit Hours)
Pre-requisites: BEHL 410 and BEHL 430
This 2 week on-campus course provides an opportunity for advanced bioethics doctoral students in the clinical ethics concentration to refine their clinical ethics skills to a mastery level. Students will participate in simulated ethics consultations, practice communication and interpersonal skills and receive feedback on their performance. With access to LUHS, students will participate in clinical rounds, case discussions, and active ethics consultations and debriefing sessions. This course will require students to reach a predefined mastery level of skill in simulated ethics case consultations using the Assessing Clinical Ethics Skills (ACES) evaluation tool. They will also be required to write chart notes for ethics consultations.
Outcomes:
Students will achieve mastery of clinical ethics consultation skills, written chart notes, and improve communication and interpersonal skills

BEHL 434 Oral Health Ethics (3 Credit Hours)
According to the CDC, "Oral health affects our ability to speak, smile, eat, and show emotions. It also affects self-esteem, school performance, and attendance at work and school. Oral diseases - which range from cavities to gum disease to oral cancer - cause pain and disability for millions of Americans." As with other areas of healthcare, ethical issues arise in oral health. Issues to be addressed in this course will include access to care, confidentiality, professional obligations of dentists, informed consent, treatment planning, and the importance of oral health to overall health and well-being.
Outcomes:
Participants will have a better understanding of ethical issues that arise within oral health care

BEHL 435 Disability Ethics (3 Credit Hours)
One in four individuals is considered disabled. What that means, however, differs from person to person, culture to culture, and environment to environment. Disability can be inborn or acquired, short-term or chronic, intellectual or not, etc. The term is broad in scope and is not subject to precise definition. Disability raises many bioethical issues across the lifespan. This course will examine definitions of disability as well as make distinctions between disability, disorder, disease, disfunction and identity. We will consider disability from the bio-medical model, psycho-social model, public health model and neurodiversity model. The lens through which we will explore disability is that of social justice. Readings, viewings and lectures will present a range of perspectives including historical framing, narrative of the lived experience, legal documents, theoretical and philosophical underpinnings and clinical discourse.
Outcomes:
Understand the complexities and variations in defining disability; Analyze disability through multiple models and frameworks; Explore the ethical implications of disability across different contexts; Engage critically with lived experiences and theoretical perspectives on disability; Develop a social justice-oriented approach to disability ethics

BEHL 436 Adolescent Health Ethics (3 Credit Hours)
This course will provide an overview of ethical issues in adolescent health and a survey of some topics that are unique to the field. This will build on concepts addressed in Pediatric Ethics and discuss how ethical decisions may change as children develop physically and psychologically. Classes will be topic driven and will draw upon a variety of sources including recent articles on a range of topics within the field, videos and cases. The ethical questions that are unique to adolescents will serve as the organizing themes of the course.
Outcomes:
Identify the unique ethical issues raised by adolescent patients; Understand how developing autonomy may impact healthcare decisions for adolescents distinct from children and adults; Consider the range of stakeholders involved in adolescent health care

BEHL 491 Special Topics (1-3 Credit Hours)
Provides an opportunity to introduce new courses.

BEHL 492 Master's Research - Capstone (3 Credit Hours)
The capstone course is the final course which provides an opportunity for the student to develop a paper of publishable quality.

BEHL 493 Independent Study (1-3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 500 Introduction to Healthcare Mission Leadership (3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 501 Church and Mission (3 Credit Hours)
In the 21st century the Church is a concept best understood within a global context. We will explore the biblical and apostolic concept of Church progressing through Vatican II. We will also examine the four marks of the Church from both historical and contemporary perspectives.
Course equivalencies: X -IPS 402/ BEHL 501
Outcomes:
Articulate a vision of Church, evaluate and critique different ecclesiologies, and understand the development and structure of the Church from biblical times through Vatican II and contemporary times

BEHL 502 Christian Doctrine (3 Credit Hours)
This course surveys the historical evolution of Christian doctrine and its theological interpretations from the early church through the 21st century. It assists students in understanding how theological doctrines apply to contemporary ministry contexts, particularly the work of Catholic health care. The course explores the early Christological controversies, the Trinity, Grace, liberationist theologies, and the role of dialogue as a fundamental feature of the development of doctrine.
Outcomes:
Students will understand theological doctrine and apply to contemporary ministry contexts in Catholic health care

BEHL 503 Foundations of Christian Spirituality (3 Credit Hours)
Christian spirituality (the 'lived experience of Christian faith') is a separate but partnered academic field with theology today. Key issues are: defining 'spirituality', methods in the field, spirituality vs. institutional religion, Jesus Christ (christology), major figures and movements in Christian spirituality's 2000 year history, and classical and contemporary themes.
Course equivalencies: X -IPS 545 / BEHL 503
Outcomes:
Facility defining spirituality and Christian spirituality, and an informed understanding of the person Jesus Christ, the history of Christian spirituality, and the relationship of spirituality to theology and institutional religion

BEHL 504 Spiritual Paths in World Religions (3 Credit Hours)
This course explores the spirituality, theology, and practice of the major religious traditions. You will encounter other faith traditions by entering into their sacred prayer and worship experiences and learning from practitioners of that tradition how they encounter the sacred in their own lives.
Course equivalencies: X -IPS 403/BEHL 504
Outcomes:
Recognize the vast complexity of every religious tradition, resisting the urge to oversimplify; Engage those who practice other traditions in conversation; Experience the spiritual practice of other religious traditions

BEHL 505 Advanced Concepts in Health Systems Management (3 Credit Hours)
The course is structured around a framework that links strategic management with health care outcomes for today and tomorrow. Areas covered include: leadership, team building, planning, customers, markets, information and analysis, communication skills, conflict resolution, resource management, budgeting and organizational performance.
Course equivalencies: X-CMAN 468/BEHL 505/IPS 657
Outcomes:
Analyze major strategic management processes, describe how evidence-research practice can be applied in health systems management, and integrate a framework for strategic management with the key concepts of outcomes-based performance management

BEHL 506 Fiscal Management for Health Care Organizations (3 Credit Hours)
The course explores the relationship between the national economic environment and the financial context for current models of health care delivery. A variety of fiscal concepts and techniques such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, cost variance analysis, and performance budgeting are explored.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Students will develop a framework for understanding key issues in health care financial management; Students will develop a quantitative approach to decision making in health care administration through application of concepts

BEHL 510 Integrated Doctoral Seminar in Ethics, Theology, and Healthcare (3 Credit Hours)
The Integrated Seminars in Ethics, Theology and Healthcare (ISETH) are the core of the Doctorate in Healthcare Mission Leadership (D.HMCL) degree program. Students in the DHCML program are required to complete three of these seminars, which will be offered every Fall and Spring term with variable topics, as part of their degree program. These courses will be primarily theoretical and methodological in focus, rather than practical.
Outcomes:
This course is designed to build on and integrate students' prior graduate coursework in theology and bioethics with their ongoing work in Catholic healthcare

BEHL 511 Mission, Leadership, and Spiritual Formation Seminar (3 Credit Hours)
This course explores the theology, traditions, and current practices foundational for understanding and achieving formation as an essential offering of Catholic health care ministries. By examining a Face to Face Online Hybrid (greater than 75% online) Blended (30%-70% online) variety of methods and models of formation programs of Catholic healthcare in the United States, students will cultivate personal practices that enhance their ability to design and operationalize experiences for persons in various roles within the ministries they serve - from new associate orientation to senior leadership.
Outcomes:
Gain an understanding and practical ability to ensure the programs, resources, and encounters they design and facilitate are grounded in tradition of Catholic ministry, inviting to diverse participant populations, and support the achievement of specified outcomes; In so doing, understand and develop skills necessary to implement integrative, professional, and valued programs of formation

BEHL 512 Canon Law, Sponsorship, and Church Relations (3 Credit Hours)
This two-month course explores the theology, traditions, and practical applications of canon law in the context of Catholic health care. The course will provide an overview of canon law, the emerging theology of sponsorship and ministerial juridic persons, and review a variety of models of church relations current in contemporary Catholic health care.
Outcomes:
Students will gain fluency in canon law, gain knowledge of the particular canons in Catholic health care, and develop a deeper understanding of sponsorship in order to understand the specific sponsorship model applicable to their own healthcare context

Biomedical Sciences (BMSC)

BMSC 402 Statistical Methods for Biomedical Science (2-3 Credit Hours)
This course covers a broad array of statistical methods for the biological and medical sciences. Topics include descriptive statistics, non-parametric methods, categorical data analysis, and regression methods for normal, non-normal, and repeated measures data. The course focuses on the analysis of real datasets using RStudio, although no previous programming experience is assumed.
Course equivalencies: CRME420/BMSC402/MPBH404

BMSC 405 Ethics in Biomedical Sciences (1 Credit Hour)
This is an interactive seminar course where students discuss and debate ethics in biomedical sciences to foster integrity, professional character, and ethical problem solving skills.

BMSC 406 Special Topics (1-3 Credit Hours)
This course covers a specific topic in biomedical sciences. The topics can vary among different special topics courses.

BMSC 410 Biochemistry and Molecular Biology (4 Credit Hours)
This course will give students a broad understanding of the synthesis and functions of the major macromolecules that comprise a cell, and the biochemical mechanisms by which these molecules interact to contribute to cellular function.

BMSC 412 Cell Biology (4 Credit Hours)
This course will provide students with knowledge of the structure and function of cells, including the experimental foundations of cell and molecular biology.

BMSC 414 Systems Biology (3 Credit Hours)
This course will provide first year graduate students with an introduction to human physiology. Emphasis is placed on the major organ systems including the nervous, cardiovascular, pulmonary, renal, gastrointestinal and endocrine systems. Basic physiology of blood, skin and bone, as well as introductory concepts in immunology and pharmacology are also covered.

BMSC 416 Methods Biomedical Science (1 Credit Hour)
This course will familiarize first year graduate students with various methods that are used in contemporary biomedical research. It will introduce methods relevant to molecular biology, tissue culture, transgenic model systems, imaging, biochemistry, bioinformatics, electrophysiology, and immunology.

BMSC 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

BMSC 499 Research (0-2 Credit Hours)
Pre-requisites: First year PhD students will register for one research rotation in the Fall semester (2 credit hours), and two research rotations in the Spring semester (3 credit hours)
Research rotation course for first year students in the Integrated Program in Biomedical Sciences.
Outcomes:
Research course will provide laboratory experience during the first year of study, expected to culminate in the selection of a dissertation research laboratory and mentor at the end of the first year

BMSC 600 Dissertation Supervision (1 Credit Hour)
Following completion of the required 48 credit hours in the first 2 years, IPBS PhD students maintain registration via BMSC 600.
Outcomes:
IPBS PhD students will work on their dissertation while registered for BMSC 600

Cellular & Molecular Oncology (CMO)

CMO 499 Research (1-9 Credit Hours)
Pre-requisites: Restricted to students enrolled in CMO MS program
CMO 499 is designed to give credit for laboratory research efforts that will result in a M.S. thesis. Students will learn theoretical and laboratory technical tools to investigate and test a hypothesis. Students will search the literature for background, rationale, and protocols for their research project. Students will communicate results and knowledge through written and oral communications.
Outcomes:
1) Clearly communicate, describe, and implement techniques used for a research problem; 2) Describe results-obtained; 3) Draw conclusions based on data-obtained; 4) List future directions; and 5) Understand the significance of the work

CMO 502 Seminar (0 Credit Hours)
A seminar will be held on a rotating basis once per week. CMO M.S. students will be required to attend seminars as part of the CMO 502 course. This course is designed to help students stay abreast of current topics in oncology. Students will attend weekly seminars, and are encouraged to interact with both invited and current faculty speakers by asking questions and contributing to group discussions. Upon completion of this course CMO 502, students will have gained a better understanding of current oncology research. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar, 3) Question new data or their interpretation

CMO 503 Special Topics in Oncology (0-1 Credit Hours)
CMO 503 will be a new journal club course-discussing and analyzing papers from presenters in CMO 502 Seminar Series one week in advance of their seminar. CMO 503 and CMO 502 will be aligned to expose students to oncology-focused scientists presenting a seminar the following week. Students will read an article by the seminar speaker, participate in discussion sessions, and ask questions during the seminars. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe cutting edge research in the particular area of investigation covered by the course; 2) Discuss limitations to experimental approaches; 3) Discuss real-world application of the research topic being studied; and 4) Critically read scientific literature on cancer biology

CMO 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: Completion of required coursework
Thesis supervision course for CMO MS students who have completed the required credit hours. Allows completion of thesis research and defense, required for degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Healthcare Professions Education (HPE)

HPE 400 Research Methods in Health Professions Education (4 Credit Hours)
Introduction for Health Professions Education (HPE) students to the fundamentals of research design for education and scholarship in teaching and learning. This course offers a deep dive into educational research, covering problem identification, literature review, research question formulation, and the critical evaluation and synthesis of existing studies. It provides a solid foundation in quantitative research (including reliability, validity, survey construction, and validation), qualitative research (focusing on interviews and focus groups), and mixed methods research. The course emphasizes ethical principles in research and teaches effective data interpretation and presentation. Additionally, students will be introduced to grant development and introduced to their capstone project which is a research proposal. This course will equip students with the skills needed to excel in educational research., reliability, validity, survey construction, and survey validation), qualitative research (as it relates to interviews and focus groups) and mixed methods research (how to manage and use more than one method of data collection); Analyze data and ethical research practices that guide educational research; Illustrate grant development with an introduction of the capstone project research proposal.
Outcomes:
Identify a research problem and method of literature review; Formulate research questions and hypothesis; Distinguish between quantitative, qualitative, and mixed methods research; Describe fundamentals of quantitative research (e.g

HPE 401 Fundamentals of Learning and Teaching Modalities in Health Professions (3 Credit Hours)
Introduction to a range of teaching modalities, including large group lectures, small group teaching, case-based, problem-based, and team-based learning, flipped classrooms, standardized patients, simulation, e-learning, procedural, chalk talks, and clinical and bedside teaching. Ignatian Pedagogy will be threaded throughout the course. Rooted in adult learning theories and human cognition, students will review these fundamental concepts and seamlessly apply them throughout the course. There is a strong focus on practical application, enabling participants to create innovative and engaging learner-centered experiences, establish supportive learning environments, and adeptly integrate feedback. As a culmination of their learning, students will craft a final project, utilizing one of these teaching modalities to instruct peers on a relevant topic, applying the skills in a real-world educational context., large group lecture, small group teaching, cased-based, problem based and team-based learning, flipped classroom, standardized patients, simulation, e-learning and clinical and bedside teaching); Define the concepts of adult learning theories (e.g., learning theory, human cognition); Apply knowledge and understanding of androgyny to class work during this course; Demonstrate course skills, including the creation of innovative and engaging learner-centered experiences which will be showcased in the teaching portfolio project; Appraise experience with teaching modalities in education through reflective writing.
Outcomes:
Categorize different teaching modalities (e.g

HPE 402 Technology in Education and Effective Lecture Skills (4 Credit Hours)
In this engaging course, through a series of hands-on activities, participants will design and produce an electronic lecture that skillfully incorporates critical components of effective instruction. Students will not only create an educational presentation, but also assess its effectiveness through peer review, showcasing their critical evaluation skills and the ability to use feedback for continuous improvement. By the course's conclusion, participants implement peer-reviewed feedback and integrate best practices to refine their lecture into a polished, pedagogically effective resource.
Outcomes:
Produce an engaging and impactful electronic lecture that incorporates critical components of effective instruction; Demonstrate critical evaluation skills through peer review of educational content; Use peer feedback to revise and enhance their lecture; Appraise use of technology in education with discussion posts

HPE 403 Principles of Curriculum Design (4 Credit Hours)
The course will focus on the formal process of curriculum development. Much of the course will cover the standard medical education curriculum development process developed by Kern and Thomas (Thomas PA, Kern DE et al. Curriculum Development for Medical Education: A Six-Step Approach. 3rd ed. The Johns Hopkins University Press). Throughout this course, students will delve into essential theoretical literature specific to healthcare education, equipping participants with a solid foundation. They will learn to pinpoint educational challenges through needs assessment and distinguish between learning goals and objectives. Furthermore, students will master the art of crafting effective learning objectives using Bloom's Taxonomy and selecting fitting evaluation designs. Participants will learn educational strategies that will allow them to achieve their curriculum objectives. Finally, students will gain practical strategies for collecting and leveraging educational data to continuously enhance pedagogy, ensuring their healthcare education practices are informed, effective, and patient centered.
Outcomes:
Develop familiarity with essential theoretical literature of Kern's Six-Step Approach to Medical Education curriculum development; Identify curricular problems; Formulate a needs assessment; Recall the fundamental differences between learning goals and objectives; Illustrate how to create learning objectives for courses and educational sessions utilizing Bloom's Taxonomy; Select an appropriate evaluation design based on the identified objectives; Evaluate the effectiveness and impact of various educational technologies on learning outcomes and instructional design; Develop strategies to gather, review, and utilize educational data to improve pedagogy

HPE 404 Statistical Methods for Educational Research (4 Credit Hours)
This course offers a foundational understanding of statistical analysis within the context of research in clinical and health professions education. Through a blend of theoretical knowledge and hands-on practice, students will become proficient in defining core statistical concepts, applying statistical methods to diverse data types, and recognizing statistical analysis as a versatile toolkit for uncovering insights in data. Additionally, they will explore how statistical thinking enhances problem-solving skills in health professions education research and gain an understanding of the purpose and proper application of statistical techniques. Practical skills include conducting statistical tests, interpreting their outcomes, and translating results into meaningful conclusions. By the course's conclusion, students will be well-prepared to engage in evidence-based research, make informed decisions, and contribute to advancements in both clinical practice and medical education.
Outcomes:
Define basic statistical concepts; Analyze statistics from clinical and educational data; Classify statistical analysis as a collection of techniques that are intended to uncover information in data; Discuss how statistical methodology is used to aid thinking in health professions education research; Describe proper use of the statistical techniques that are presented in this course; Compute statistical tests of research hypotheses using methods presented in this course; Interpret the meaning of tests of hypotheses and other statistical computations

HPE 405 Strategies in Assessment, Implementation, and Evaluation in HPE (4 Credit Hours)
This course is designed to equip students with the advanced skills and knowledge required to navigate the evolving landscape of healthcare education. This program offers a dynamic blend of theory and practice. Dive deep into the art and science of designing effective assessment strategies, implementing innovative educational techniques, and rigorously evaluating the outcomes in health professions education. Through critical analysis and synthesis, students will gain the skills to create holistic, evidence-based educational approaches.
Outcomes:
Apply advanced theoretical knowledge to real-world scenarios within the evolving landscape of healthcare education; Employ a blend of theory and practice to effectively address complex challenges and opportunities; Analyze the art and science of effective assessment strategies, innovative educational techniques, outcomes evaluations in health professions education; Demonstrate an understanding of various assessment and testing methods; Appraise educational practices, leveraging advanced skills and knowledge to lead positive change and innovation in healthcare education

HPE 406 Leadership in Health Professions Education (3 Credit Hours)
This course is designed to provide students with an understanding of the various theories that underpin leadership education and practice within the context of health professions education. As an active participant in this class, students will explore the presented leadership theories to shape their approach as an educator but also examine how these theories inform their interactions and engagement with the world within and beyond the healthcare and education domains. Participants will gain insights into how leadership principles can be applied to address the unique challenges and opportunities faced by health professions educators, helping them become a more effective leader and educator in the healthcare field, ultimately contributing to the advancement of healthcare education and practice.
Outcomes:
Review the fundamental concepts of leadership and the theories in the context of health professions education; Analyze ideas, arguments, and viewpoints related to leadership theories within healthcare and educational settings; Assess the effectiveness of different leadership styles, change agent qualities, and approaches in various organizational contexts, especially in the context of driving change; Articulate how one's personal developmental perspective influences both philosophical beliefs and practical applications in healthcare leadership and education

HPE 407 Administrative Skills and Organizational Change (3 Credit Hours)
This course has a clear focus on two main aspects: understanding how organizations undergo transformations and equipping individuals to drive change within an organization. It covers several key areas, including the driving forces behind change, the process of implementing change, the qualities, and skills necessary for effective change agents, and the behavioral theory explaining how both individuals and organizations evolve. A comprehensive grasp of the various theoretical frameworks shaping the organization and structure of higher education is integral to achieving proficiency in these areas. The goal of this course is to provide students with valuable insights into the major functions and structures within higher education. In essence, it's not focused on teaching administrative or faculty tasks but rather on helping participants understand the context within which they operate within higher education. This course introduces students to important concepts, theories, and fiscal practices in higher education. Moreover, it offers opportunities for students to analyze, test, and receive feedback on their financial decision making and its impact on critical higher education issues.
Outcomes:
Explain the significance of theoretical frameworks in shaping the structure of higher education and organizational dynamics; Apply knowledge of organizational change forces; Analyze real-world scenarios of organizational transformation; Examine the various factors contributing to the success or failure of change initiatives within organizations; Demonstrate competence in financial decision-making processes by making informed decisions that address critical higher education issues; Develop innovative approaches for implementing change within an organization

HPE 408 Health Professions Education Capstone Project (3 Credit Hours)
In this course students craft a research proposal primed for submission to the Institutional Review Board (IRB). Guided by seasoned educators and researchers, participants skillfully construct essential components of a robust research proposal that fills a current gap in the literature. Proposals will include an introduction, background, significance, thorough literature review, research methods, budget, and thoughtful implications and conclusions. By course end, students will not only have a well prepared research proposal but also the knowledge and confidence to undertake impactful research in the dynamic landscape of health professions education.
Outcomes:
Demonstrate a grasp of health professions education research principles; Construct an effectively structured research proposal that includes a well-defined introduction, background/significance, and literature review; Develop the research methods, implications, and conclusion sections of a health professions educational research proposal; Generate a coherent, complete, well-structured, and insightful proposal ready for IRB submission

Infectious Disease & Immunology (IDIM)

IDIM 400 Infections and Immunology (3 Credit Hours)
IDIM 400 integrates basic knowledge of infectious microorganisms with an understanding of innate and adaptive immune systems that react against them. Following a review of infections caused by specific infectious organisms, IDIM 400 will focus on specific aspects of immune systems and how they interact to remove these infectious microorganisms.
Outcomes:
1) Explain the cellular basis of immune development; 2) Differentiate between the mechanisms of activation of immune systems; 3) Analyze the mechanisms involved in combating bacterial and viral infections

IDIM 401 Conceptual Bases of Infectious Diseases (2 Credit Hours)
IDIM 401 integrates a basic science understanding of microorganisms with an understanding of their role in human health. Following a review of bacterial physiology and gene expression, the focus will be on bacterial disease, including basic strategies used to cause disease and details of pathogenesis by medically important bacterial pathogens.
Outcomes:
1) Describe differences between bacteria and eukaryotes; 2) Understand mechanisms by which bacteria cause disease; 3) Understand limitations of current antimicrobial therapies; 4) Differentiate between similar diseases with different causes

IDIM 403 Parasitology and Virology (2 Credit Hours)
Pre-requisites: IDIM 400
The Parasitology and Virology course IDIM 403 is designed to describe infections caused by microorganisms and animal diseases transmissible to man, with a primary focus on parasites and viruses. We will emphasize the pathophysiology of these diseases in humans of various ages. This course will promote an understanding of how the properties of certain infectious agents can in some cases avoid an adequate immune response.
Outcomes:
1) Explain the mechanisms of pathogenicity of various infectious agents; 2) Analyze the mechanisms by which emerging viruses arise; 3) Apply knowledge to viral vaccine development

IDIM 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

IDIM 492 Research (1-8 Credit Hours)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. IDIM 492 is designed to give credit for the research efforts that will result in the Master's thesis.

IDIM 501 Seminar (1 Credit Hour)
IDIM 501 is designed to help students stay abreast of current topics in infectious disease and immunology. Students will attend weekly seminars and are encouraged to interact with invited seminar speakers by asking questions and contributing to group discussions. Upon completion students will have enhanced their understanding of current research.
Outcomes:
1) Describe the results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar; 3) Question new data or their interpretation

IDIM 502 Special Topics in Infectious Disease and Immunology (0-5 Credit Hours)
IDIM is designed to immerse students in current literature, with new topics chosen each year. Students will read the primary literature and participate in discussion sessions. The course will enhance the ability of the student to critically read and interpret scientific literature in infectious disease and immunology.
Outcomes:
1) Critically read and discuss scientific literature in the area covered by the course; 2) Discuss experimental approaches, their limitations, and the conclusions that can be drawn from observed results

IDIM 595 Thesis Supervision (1 Credit Hour)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. This course is similar to IDIM 492, except that students are expected to perform at an advanced level in all aspects.
Outcomes:
Understand the significance and clearly communicate the research problem; Describe the approaches used and results obtained; Draw conclusions and identify future directions

Integrative Cell Biology (ICB)

ICB 401 Gross Anatomy (6 Credit Hours)
The student develops a knowledge and understanding of the basic concepts and facts of human gross anatomy as it relates to function and clinical problems. Lectures, clinical case-based and problem-based learning, computer-aided instructional materials, and cadaver dissection serve as guides to laboratory study.

ICB 403 Graduate Histology (3 Credit Hours)
The course is designed to provide the student with a basic knowledge and understanding of the structure and function of the human body at the light and electron microscopic level. The interdependence between structure and function in the different tissues and organs of the body is emphasized. Clinical and research application of the course material are also stressed.

ICB 411 Advanced Gross Anatomy (2 Credit Hours)
The study of the gross structure of the human body at an advanced level presented at conference sessions. Registrants for this course may include graduate students, advanced medical students, as well as those who hold the M.D. degree and are concurrently registered for advanced work in one of the clinical departments.

ICB 445 Scientific Literature: Review & Critique (0-1 Credit Hours)
Students are taught critical evaluation of scientific literature, hypothesis testing, and presentations. This course involves attendance at scientific presentations by students and outside speakers and a journal club component. Both staff and students participate and the class is only offered during the fall semester. This course alternates with ICB 446 - Review and Seminar.
Outcomes:
Be competent with public speaking and broaden scientific knowledge; Learn to understand and evaluate the scientific contribution of the paper

ICB 446 Review Seminar (0-1 Credit Hours)
The student participates in a series of seminars and journal clubs that provide a forum for intensive review of scientific topics. Research progress reports of the students is incorporated into this course as a part of the scientific presentation. This course alternates with ICB 445 - Scientific Literature: Review & Critique and is only offered during the spring semester.
Outcomes:
Gained exposure to research scientists from outside Loyola University Chicago; Obtained opportunities to network with established scientists

ICB 459 Research (1-8 Credit Hours)
Independent research for thesis or dissertation under the supervision of an appointed faculty adviser. Credit various upon assigned effort and time spent in the laboratory. Requires a written report.

ICB 462 Teaching of Anatomy I (0-2 Credit Hours)
A practical experience in the teaching of Gross Anatomy to graduate and medical students. Students assist in the planning, preparation, and teaching of laboratory sessions. The course allows students to place the experience of teaching gross anatomy on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 463 Teaching Anatomy II (0-2 Credit Hours)
A practical experience in the teaching of histology to graduate and medical students. Students assist in the planning, preparation and teaching of laboratory sessions. The course allows students to place the experience of teaching histology on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 501 Special Topics in Anatomy (1-2 Credit Hours)
Occasionally specific faculty members may offer a specialized seminar course. The purpose of such courses is to further graduate student's knowledge in a specialized current scientific research area. The graduate students explore in detail one or more areas of special interest through seminars, conferences, library and laboratory work.

ICB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

ICB 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Microbiology and Immunology (MIIM)

MIIM 411 Basic Molecular Microbiology (2-3 Credit Hours)
This course is an introduction to fundamental concepts in microbiology
Outcomes:
Students will be able to demonstrate an understanding of the morphology, growth, division, development, molecular biology, genetics and physiology of microorganisms

MIIM 413 Basic Concepts of Immunology (3 Credit Hours)
This course is an introduction to the concepts of host immunity and defense.
Outcomes:
Students will be able to understand the fundamental principles of immunobiology, immunochemistry and immunogenetics, host immunity and defense, and the basic concepts of normal host defense versus the untoward responses (hypersensitivity) and their consequences

MIIM 414 Virology (3 Credit Hours)
This is a survey course that examines animal viruses and their interactions with host cells.
Course equivalencies: X-MBIO414/MIIM414
Outcomes:
Students will be able to demonstrate an understanding of viral structure and multiplication, and molecular interactions of important animal viruses with their host cells

MIIM 415 Medical Immunology (2 Credit Hours)
Pre-requisites: General Biology and/or Cell Biology Course is open to all Integrated Program in Biomedical Sciences PhD and MS students, graduate Nursing students, medical students, and advanced undergraduate students
The medical immunology course provides an in depth description of the components of the innate and adaptive immune system and how they interact to protect humans against infectious microorganisms. The course will have two 3 hour sessions per week for 8 weeks as well as 2 written exams.
Outcomes:
Be able to describe the development and mechanism(s) of activation of the innate and adaptive immune systems, their regulation and outcomes of their inability to do so

MIIM 420 Methods & Techniques in Microbiology Research (1 Credit Hour)
This course is an introduction to the theory of techniques used for research in microbiology and immunology.
Outcomes:
Students will be able to demonstrate competency with various research techniques including spectrophotometry, centrifugation, chromatography, photography, as well as other methods necessary for the study of microbiology, immunology or virology

MIIM 431 The Molecular Biology of Viruses (3 Credit Hours)
Pre-requisites: Include undergraduate or graduate-level courses in cell biology and biochemistry, graduate course 402 Microbes and Hosts, and / or prior approval from the course director(s)
The course will cover molecular biology and biochemistry of virus infections. Current understanding of virus-cell entry, replication, and assembly will be prominent themes. Course will include lectures on viral evolution, ecology, pathogenesis and viral immunology. The interactive course will include lectures, review of current virology literature, and student-led presentations.
Course equivalencies: MBIO431/MIIM431
Outcomes:
Detailed understanding of virology; be able to integrate concepts in this field with chemistry and health science; comprehend and appreciate current literature; be prepared for lab studies

MIIM 441 Immunology-Immunochemistry (3 Credit Hours)
This is an advanced immunology course that emphasizes structural concepts in immunology. Review and discussion of current literature exemplifies concepts presented in lecture.
Outcomes:
Students will demonstrate an understanding of the chemical definition of antigens, immunogens, structural concepts in immunology, immunoglobulin structure, structure of antigens and their interactions, and recognition of antigen by T-cells and B-cells

MIIM 442 Cell & Molecular Immunology (3 Credit Hours)
This is an advanced immunology course that examines the cellular and molecular basis of the immune response.
Outcomes:
Students will be able to demonstrate an understanding of the cellular and molecular basis of the immune response, as well as the cellular cooperation essential to the nature of immunology

MIIM 443 Molecular B-Cell Immunology (4 Credit Hours)
This is an advanced molecular immunology course with emphasis on proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system. Course includes critical evaluation of recent literature.
Outcomes:
Students will demonstrate an understanding of proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system

MIIM 461 Microbiological Cytology & Ultrastructure (3 Credit Hours)
This is an advanced course that presents the principles and application of light and electron microscopes for the study of cell structure and function.
Outcomes:
Students will demonstrate an understanding of the principles of light and electron microscopes and their use as tools in cellular and molecular biology

MIIM 471 Molecular Microbial Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

MIIM 490 Molecular Biology of Oncogenesis (2 Credit Hours)
This course is an advanced course that provides a detailed analysis of molecular events that result in the tumorigenic transformation of eukaryotic cells.
Outcomes:
Students will demonstrate an understanding of oncogenesis by DNA and RNA tumor viruses, the role of oncogenesis and their relationship to normal genes, hormonal effects, and chromosomal abnormalities

MIIM 492 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Students will learn how to perform laboratory work, including how to appropriately control their experiments, how to interpret results, and what conclusions they may draw

MIIM 501 Seminar (0 Credit Hours)
This course provides opportunities for students to hear about cutting-edge research being conducted nationally and internationally.
Outcomes:
Students will be able to demonstrate a general awareness of current research in the area of microbiology, immunology and virology

MIIM 502 Special Topics (1-4 Credit Hours)
This course is covers a specific topic in microbiology, immunology or virology.
Outcomes:
Students will be able to able to articulate a general understanding of the selected topic

MIIM 503 Current Literature (0-1 Credit Hours)
This course is a paper-driven course in which papers of current interest are read and discussed.
Outcomes:
Students will demonstrate an ability to identify, critically analyze and articulate key concepts of scientific papers

MIIM 595 Thesis Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will contribute to the existing body of scientific knowledge and/or methodology in their thesis area; They will defend their results to their committee members

MIIM 600 Dissertation Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will add new knowledge to the existing body of scientific knowledge in their dissertation area; They will defend their results in a public forum

Neuroscience (NRSC)

NRSC 410 Cellular & Molecular Neurobiology (3 Credit Hours)
This course will review current knowledge of the morphological, biophysical and biochemical properties of neurons. Fundamental neuronal network processes such as stimulus transduction, neuronal plasticity, information processing, and learning and memory will be reviewed.
Outcomes:
An advanced knowledge of the biophysical and biochemical properties of nerve cells and fundamental aspects of more global central nervous system function

NRSC 415 Neurochemistry (3 Credit Hours)
This course is a team-taught neurochemistry course that integrates basic biochemical mechanisms of neurotransmitter synthesis, storage, reuptake, and inactivation with applied correlates to central and peripheral nervous system neurodegenerative disorders. Organic chemistry and neurobiology/neurophysiology are required prerequisite courses. Emphasis is placed on student participation including a student-held lecture series covering a contemporary neurochemical topic of their choosing.
Interdisciplinary Option: Neuroscience

NRSC 421 Neuroscience Teaching (1 Credit Hour)
This course consists in serving as a Teaching Assistant in the medical Neuroscience course labs and proctoring the medical neuroscience course exams. It also includes a weekly pre-lab meeting in which the material for that week's lab is discussed.
Outcomes:
Experience in teaching neuroanatomy for Neuroscience Graduate Program students

NRSC 422 Behavioral Neuroscience (2 Credit Hours)
This course discusses the brain's role in sensory perception, higher perceptual functions, attention, learning and memory, executive function, and emotion. It consists of weekly lectures given by the professor or by one or two students.
Outcomes:
An understanding of higher brain function and experience giving presentations

NRSC 423 Special Topics in Neuroscience (3 Credit Hours)
Restricted to Graduate level students. This course explores a wide spectrum of neuroscience-related topics, and the subject matter will vary with each offering.
Outcomes:
Measures include exam performance, in-class participation, and student presentation

NRSC 499 Research (1-9 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

NRSC 502 Neuroscience Journal Club (0-1 Credit Hours)
Pre-requisites: Must be member of the Neuroscience Graduate Program
One hour weekly course during which all students in the Neuroscience Graduate Program meet to discuss and critically evaluate recent, high impact journal articles covering varied neuroscience topics under the direction of two faculty mentors with neuroscience expertise.
Outcomes:
Students will advance their knowledge of new neuroscience concepts and methods; Students will gain experience in presenting in front of a group; Students will gain confidence in their abilities to critically evaluate experimental design and statistical methods

NRSC 503 Neuroscience Seminar (0-1 Credit Hours)
In both the fall and spring this course includes monthly Neuroscience seminar presentations by internal and external speakers. In the fall, the course also includes weekly journal club presentations by the graduate students: in the spring the course also includes weekly research progress reports by the graduate students.
Outcomes:
A broad overview of current topics in the field and experience giving research presentations

NRSC 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

NRSC 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Pharmacology (PHAR)

PHAR 405 Pharmacology Journal Club (0-1 Credit Hours)
This course involves students in reading and presenting the scientific literature in journal club format with the goals of learning to, i) evaluate the pharmacological literature and voice a critique in a constructive manner, ii) present such literature in a peer-context, and iii) assimilate information presented by other speakers and formulate, ask, and discuss around relevant appropriate questions.

PHAR 406 Special Problems in Pharmacology (1-4 Credit Hours)
This course covers a specific topic in pharmacological or biomedical sciences. The topics can vary among different special topics courses.

PHAR 407 Fundamentals of Drug Discovery and Development (3 Credit Hours)
This course introduces the process of drug discovery, and students will explore the theoretical and practical aspects of the entire process from concept to clinical trials. Topics include selection, design and use of disease models, current methods and strategies of drug target identification, lead molecule identification, the clinical trial process and pre- and post-market safety.
Outcomes:
Upon completion of this course, the students will have sufficient understanding of the drug discovery process to: 1) Discuss the methods and strategies used to identify potential drug targets; 2) Describe approaches used to screen for lead molecules; 3) Articulate the general FDA regulatory requirements encountered in bringing a new drug to market; 4) Identify requirements for pre-clinical assessment of potential compounds; 5) Define and describe the steps of the clinical trials process; and 6) Articulate and discuss ethical aspects in drug development, including, but not limited to, animal use, clinical trials, intellectual property and research design and integrity

PHAR 408 Molecular Basis of Disease and Therapeutics (3 Credit Hours)
The course focus is on understanding contemporary research in the pathophysiology of major human diseases and in the development of respective therapeutic treatment strategies. Emphasis will be on cutting edge studies in molecular medicine, including topics in cardiology, endocrinology, oncology, inflammatory diseases and in the neurosciences. There are no prerequisites, but students should have a solid understanding of cell and molecular biology, biochemistry and systems physiology.
Outcomes:
Understand contemporary research strategies applicable to investigating the molecular basis of disease and therapeutics and develop critical thinking and writing skills in hypothesis testing, experimental design and data analyses

PHAR 409 Principles of Pharmacology (3 Credit Hours)
This course introduces students to the fundamental principles of pharmacology and the clinical use of the major classes of drugs currently used with a focus upon fundamental concepts. Topics include drugs and their receptors, molecular aspects of drug targets and drug action, pharmacodynamics and the quantitative aspects of drug-receptor interactions, pharmacokinetic properties of drugs influencing drug distribution and drug dosing, drug metabolism and the effects of genetics on drug action, mechanisms of drug toxicity, and scientific approaches to the discovery of new drugs. Finally, the pharmacology and clinical uses of the major classes of drugs, including drugs used to treat diseases of various systems including cardiovascular, central nervous system, endocrine/reproductive systems, and cancer are covered.

PHAR 410 Signal Transduction (3 Credit Hours)
This course is open to all Ph.D., M.D./Ph.D., and M.S. students. Students will gain a theoretical and practical understanding of how extracellular signals are transduced through receptors into metabolic events. It is designed for second year PhD students who have completed the Biomedical Sciences core curriculum. The format is one lecture followed by one research paper discussion for each topic. Students will also gain in-depth knowledge of the signal transduction topics covered in the course.
Outcomes:
Students will be able to interpret data and design experiments examining signal transduction pathways

PHAR 415 Current Topics in Pharmacology and Epidemiology of Disease (2 Credit Hours)
This advanced graduate level course will cover an up-to-date overview of topics directly relevant to pharmacovigilance, pharmacoepidemiology, and the factors that play a role in success or failure of approved therapeutic agents.
Outcomes:
Students who complete this course will gain knowledge of major epidemiology concepts and statistical principles used in epidemiology and pharmacovigilance

PHAR 420 Pharmacovigilance: A Practical Approach (4 Credit Hours)
This advanced graduate level course will provide an up-to-date and in-depth understanding of pharmacovigilance in the context of modern pharmaceutical drug development and pharmacology. Pharmacovigilance is the pharmacological science relating to the detection, collection, assessment, monitoring, and prevention of adverse effects associated with pharmaceutical products. Enrollment Condition: Drug Discovery (PHAR 407), recommended but not required Students will be able to identify and describe the regulatory environment and product safety as it pertains to the collection, assessment, reporting and analysis of adverse events.
Outcomes:
Upon completion of this course, students will demonstrate an understanding of pharmacovigilance and patient safety

PHAR 453 The Teaching of Pharmacology (0-1 Credit Hours)
This course teaches the practice and pedagogy of graduate level teaching. Students work under supervision to prepare and present a didactic lecture which is reviewed by faculty and students.

PHAR 499 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Develop and write a research thesis proposal addressing a significant question in molecular pharmacology; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Develop and write a research dissertation proposal addressing a significant question in molecular pharmacology; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

Physiology (PIOL)

PIOL 401 Physiology (4 Credit Hours)
This course integrates the contents of two sections of the medical school (M1) course Function of the Human Body course (PIO L301); with additional meetings to present discuss papers at graduate level (2 paper presentations per graduate student). In the Fall semester, students will review cell physiology and autonomic neuroscience, and will learn cardiovascular and renal physiology in depth. The course topics will include introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations, and renal physiology. In the Spring semester, students will learn pulmonary, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. Instructor Consent Required.
Outcomes:
Students familiar with introductory physiology are expected to learn and understand cardiovascular, reproductive and endocrine systems in an integrative fashion in this course; Emphasis will be placed on understanding key concepts of normal physiological and biochemical systems in healthy humans; Selected aspects of pathophysiological processes will be discussed to illustrate how an understanding of normal function can be applied to clinical medicine

PIOL 410 Intro to Research (1-3 Credit Hours)
This course provides an introduction to a wide variety of commonly used techniques in cell and molecular physiology research, with concomitant laboratory rotations to learn those techniques.

PIOL 412 Research (1-6 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

PIOL 414 Graduate Colloquy (1-8 Credit Hours)
Special advanced topics course with variable credit. Paper discussion and instructor-led presentations.

PIOL 416 Research Seminar (1 Credit Hour)
Seminar presentation on PhD candidate's dissertation topics advance.

PIOL 417 Cellular Physiology (3 Credit Hours)
Pre-requisites: Restricted to Master of Physiology Program students
The major goal of the Cellular Physiology course is to define the molecular and cellular basis of systems Physiology and Pathophysiology. The course consists in distinct sessions of teaching, problem solving, and reviews.
Outcomes:
- Understand the relationships among molecular, cellular and systems physiology; - Understand membrane structure and function; - Understand distinct metabolic and signaling pathways

PIOL 418 Teaching of Physiology (0 Credit Hours)
Teaching training and practice opportunities for upper level PhD candidates.

PIOL 420 Methods/Technical in Physiological Research (2 Credit Hours)
This course is intended for students seeking advanced knowledge of cutting-edge experimental approaches currently used in cardiovascular, metabolic, and neuroscience research. These topics will be discussed in both a technical/methodological sense, and in the context of the current scientific literature.

PIOL 421 Function of the Human Body I (4 Credit Hours)
This course will present the basic concepts and principles of human physiology. The course topics will include: introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations and pulmonary physiology. The format will be lectures, simulations, small group problem sessions and scheduled reviews. Small group problem sessions will be held after each subject area and will focus on clinical application and integration of conceptual information presented in lectures. Small group sessions and reviews also will provide the student with the opportunity to obtain clarification from instructors of any outstanding questions and are designed to encourage active learning, as well as develop critical thinking and problem solving skills. Students will be evaluated by multiple choice and essay exams given after each of the 5 major topic areas. Course material will be geared toward non-thesis Masters students. Given that physiology is the basis of medicine, this course will prepare students with the basic science knowledge to successfully continue their professional development in future biomedical programs.
Outcomes:
Students will be able to describe the cellular mechanisms responsible for cardiac, skeletal and smooth muscle contraction and the factors that regulate their activity

PIOL 422 Function of the Human Body II (4 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course presents the basic concepts and principles of human physiology. The course will be presented over one semester and the topics include: renal, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. The format will be lectures, small group problem sessions and scheduled reviews.
Outcomes:
Students will be able to explain the cellular mechanisms responsible for normal renal, acid-base, endocrine, gastrointestinal and reproductive physiology

PIOL 423 Biochemical Physiology (3 Credit Hours)
Biochemical Physiology will give students knowledge of foundational processes that dictate cellular physiologic processes. Topics include the structure and properties of nucleic acids, amino acids, protein structure and folding, enzyme kinetics, metabolic pathways and intracellular signal transduction. The course will present the biochemical physiology.
Outcomes:
Student completing this course should: - Understand the biochemical mechanisms which underlie physiological processes; - Understand protein structure dynamics and how these structures are dictated by second

PIOL 425 Physiology of Aging (3 Credit Hours)
Pre-requisites: BMSC 410, BMSC 412, BMSC 416
The focus of this special topics course is on the unique physiological changes that occur with aging. Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
1) Acquire advanced knowledge of aging processes; 2) Identify key gaps in knowledge in the aging field; 3) Engage in transformational/critical discussion of seminal papers in the aging field

PIOL 426 Biophysical Research Methods (3 Credit Hours)
Pre-requisites: IPBS Core curriculum The focus of this special topics course is to introduce students to the field of biophysics, with special focus on practical applications of biophysical methods in research Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
Demonstrate a general understanding of the field of biophysics; Demonstrate deep knowledge and understanding of fundamental aspects cell mechanics, muscle mechanics, and integrated biomechanics; Demonstrate knowledge of current biophysical methods used in research; Demonstrate knowledge of fluorescence spectroscopy; Demonstrate knowledge of microscopy; Demonstrate understanding of computational biology approaches; Critically evaluate biophysical data from the literature; Interpret biophysical data for a general audience and effectively communicate biophysical information in both oral and written forms; Incorporate high standards of ethics into data interpretation and presentation

PIOL 430 Basic Human Anatomy (2 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course will provide students with the basic concepts and facts of human gross anatomy as they related to physiology and function. Specific sections include the musculo-skeletal components of the extremities, trunk and head, the peripheral nervous system to include both the somatic and autonomic systems, the cardiovascular system, respiratory system, digestive system, urinary system and reproductive system. Each system will integrate embryology, radiology and basic clinical applications.
Outcomes:
Students will be able to describe and integrate basic human anatomy of the major organ systems to physiology and clinical medicine

PIOL 446 Cardiovascular Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on cardiovascular physiology topics.

PIOL 450 Fundamentals Of Neurophysiology (4 Credit Hours)
This course imparts the basic concepts and fundamentals of Neurophysiology, with emphasis on concepts relevant to human neuroscience. Students will learn Neurophysiology fundamentals at the cellular, structural and physiological levels of various complex systems in the brain, with specific discussion of clinical correlates of Pathophysiological conditions.
Outcomes:
Students successfully completing this course will be able to understand and explain neurophysiological mechanisms relevant to normal and abnormal conditions

PIOL 461 Introduction to Human Pathophysiology (5 Credit Hours)
Restricted to students in the Masters of Science in Physiology program. This course presents the basic concepts and principles of human pathophysiology. The course will be presented over one semester and the topics include: clinical evaluation of cardiac structure and function followed by a review of the major disorders of cardiovascular function.
Outcomes:
Students will be able to critically evaluate basic pathophysiological mechanisms underlying the most common forms of adult human cardiovascular disease

PIOL 468 Neurophysiology Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on neurophysiology topics.

PIOL 470 Excitability & Ion Transport (1-4 Credit Hours)
The course focuses on basic concepts of the physical movement of ions during activation of voltage- and ligand- gated ion channels.

PIOL 472 Structure/Function Membrane Proteins (3 Credit Hours)
The course explores basic and advanced concepts of membrane proteins structure, cell biology and function.

PIOL 500 Professional Development I (3 Credit Hours)
Must be enrolled in the MSP program. Professional Development will meet once/month throughout the one-year MSP program. Students will receive information about the options available for a career in the health sciences and will enhance their professional portfolio by participating in a variety of workshops designed to better equip them for a health science career.
Outcomes:
Students will be able to understand the curriculum and admission requirements of the various professional health programs and gain an understanding of the interview process

PIOL 501 Professional Development II (1 Credit Hour)
Pre-requisites: PIOL 500
Professional Development will meet and have self-directed study time throughout the spring semester of the MSMP program. Students will receive bi-weekly, specific individualized one-on-one mentoring from their academic advisors and also meet with the course director for specific lectures on their AMCAS and AACOMAS applications for medical and DO schools. Students will continue to enhance their knowledge of the admissions process by having general lectures and individual sessions discussing their motivation, enhancing their self-awareness, writing their personal statements, their selection of appropriate medical schools, selection of activities (community and medical volunteering, health care exposure (shadowing, scribing, etc.), research for their application, overall discussions on writing their secondary statements, choice of letters of recommendation, etc. MSMP students only.
Outcomes:
Following successful completion of this course, the MSMP student will: 1) Demonstrate enhanced ability for self-awareness and analysis regarding their medical school application; 2) Demonstrate self-reflection in the selection of target medical schools, discussing their fit in terms of each medical school's mission statement; 3) Continue working with their academic advisor to prepare a well-written personal statement appropriately tailored to the professional program of choice; 4) Demonstrate understating of the application process and preparation of application forms

PIOL 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 605 Physiology Study (0 Credit Hours)
Must be enrolled during fall semester of MS program in Physiology. Holding course to keep the student active in the program while completing MS degree requirements.

Biomedical Sciences

The Graduate School at the Health Sciences Campus offers advanced degree programs in a range of disciplines in the biomedical sciences.

A PhD degree in biomedical sciences is offered through our Integrated Program in Biomedical Sciences (IPBS). The IPBS is an umbrella admission program that allows students to select one of six different tracks for specialization (Biochemistry, Molecular, and Cancer Biology, Cell and Molecular Physiology, Integrative Cell Biology, Microbiology and Immunology, Molecular Pharmacology and Therapeutics, and Neuroscience) . Students admitted to the Stritch School of Medicine MD/PhD enroll in the IPBS during the PhD-phase of their training and join one of the six IPBS tracks.

Master of Science degrees in the biomedical sciences are offered by each of our six IPBS tracks, plus programs in Infectious Disease and Immunology, Cellular and Molecular Oncology, Clinical and Applied Proteomics, Mass Spectrometry and Medical Physiology.

A Pharmacovigilance Certificate program is also offered, in addition to a MS in Pharmacology/MBA dual degree offered in conjunction with the Quinlan School of Business.

Graduate Programs

- Biochemistry and Molecular Biology (MS) (p. 1352)
- Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)
- Biochemistry and Molecular Biology (MD/PhD) (p. 1860)
- Cell and Molecular Physiology (MS) (p. 1356)
- Cell and Molecular Physiology (PhD) (p. 1356)
- Cell and Molecular Physiology (MD/PhD) (p. 1864)
- Cellular and Molecular Oncology (MS) (p. 1358)
- Health Professions Education (MHPE) (p. 1360)
- Health Professions Leadership and Education Certificate (p. 1361)
- Infectious Disease and Immunology (MS) (p. 1361)
- Integrative Cell Biology (MS) (p. 1362)
- Integrative Cell Biology (PhD) (p. 1364)
- Integrative Cell Biology (MD/PhD) (p. 1872)
- Medical Physiology (MS) (p. 1365)
- Microbiology and Immunology (MS) (p. 1366)
- Microbiology and Immunology (PhD) (p. 1367)
- Microbiology and Immunology (MD/PhD) (p. 1881)
- Molecular Pharmacology and Therapeutics (MS) (p. 1369)
- Molecular Pharmacology and Therapeutics (PhD) (p. 1372)
- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)
- Neuroscience (MS) (p. 1374)
- Neuroscience (PhD) (p. 1375)
- Neuroscience (MD/PhD) (p. 1885)
- Pharmacology/Business (MS/MBA) (p. 1887)
- Pharmacovigilance Certificate (p. 1377)

Biochemistry and Molecular Biology (MS)

The goal of the Master of Science in Biochemistry and Molecular Biology is to train students in the basic science and methodology of Biochemistry and Molecular Biology, to allow them to apply this knowledge in jobs as research assistants in academy or the biotechnology industry, or as teachers in primary or secondary education. Students graduating with an MS degree often obtain additional education in PhD and MD programs.

Related Programs

Doctoral

- Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)

Combined

- Biochemistry, Molecular, and Cancer Biology (MD/PhD) (p. 1860)
- Microbiology and Immunology (MD/PhD) (p. 1881)

Curriculum

The Master of Science in Biochemistry and Molecular Biology requires 30 credit hours of coursework and a thesis.

Coursework Requirements

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMB 417	Molecular Biology	3
One Elective		*3*
BMB 490	Special Topics in Molecular Biology	
BMB 590	Molecular Biology of Oncogenesis	
ICB 403	Graduate Histology	
PIOL 401	Physiology	
PIOL 417	Cellular Physiology	
PIOL 421	Function of the Human Body I	
PIOL 422	Function of the Human Body II	
PIOL 423	Biochemical Physiology	
PIOL 450	Fundamentals Of Neurophysiology	
PIOL 461	Introduction to Human Pathophysiology	
PIOL 470	Excitability & Ion Transport	
MIIM 411	Basic Molecular Microbiology	
MIIM 413	Basic Concepts of Immunology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
NRSC 410	Cellular & Molecular Neurobiology	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
BMB 499	Research in Molecular Biology	1-9
BMB 502	Seminar in Molecular Biology	0
BMB 595	Thesis Supervision	1
BMB 501	Molecular Biology Journal Club	1
Total Hours		**30**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMB 417	Molecular Biology	3
BMB 499	Research in Molecular Biology [1]	3
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective Course [2]		3
	Hours	**12**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
BMB 595	Thesis Supervision	1
	Hours	**3**
Spring		
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
BMB 595	Thesis Supervision	1
	Hours	**2**
	Total Hours	**30**

[1] A total of 11 credits hours of BMB 499 Research in Molecular Biology is taken.

[2] The Elective (3 credit hours) can be taken in the Year 1-Spring or Year 2-Fall semester.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Understand concepts in biochemistry and molecular biology.
- Develop and test research-based hypotheses.
- Implement research projects in an academic setting.
- Write scientific abstracts and manuscripts on their own projects.

Biochemistry, Molecular and Cancer Biology (PhD)

The PhD program in Biochemistry, Molecular, & Cancer Biology is part of the Integrated Program in Biomedical Sciences at Loyola

University's Health Sciences campus. The goal of this program to train students as independent investigators who will go on to post-doctoral fellowships following the completion of the degree, and eventually become independent academic researchers and teachers.

Related Programs

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)

Combined

- Biochemistry, Molecular, and Cancer Biology (MD/PhD) (p. 1860)
- Microbiology and Immunology (MD/PhD) (p. 1881)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:

- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 18 credits hours of Research. Students who take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the Comprehensive Exam.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		18
Seminar		
Journal Club		
Dissertation Supervision		1
Total Hours		**49**

[1] Students can choose to take more than 15 credits of electives and reduce research credits accordingly.

Biochemistry, Molecular, and Cancer Biology Track Specific Course Requirements

The PhD in Biochemistry, Molecular and Cancer Biology requires 48 credit hours and consists of the IPBS Core Curriculum plus Biochemistry, Molecular, and Cancer Biology Electives, Research, Journal Club, Seminar, a comprehensive examination, and completion of a dissertation.

Code	Title	Hours
IPBS Foundational Courses (see above)		**14**
Biochemistry, Molecular, and Cancer Biology Courses		
BMB 417	Molecular Biology	3
Select four Biochemistry, Molecular, and Cancer Biology Electives		*15*
BMB 490	Special Topics in Molecular Biology	
BMB 590	Molecular Biology of Oncogenesis	
ICB 403	Graduate Histology	
MIIM 411	Basic Molecular Microbiology	
MIIM 413	Basic Concepts of Immunology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
NRSC 410	Cellular & Molecular Neurobiology	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
PHAR 410	Signal Transduction	
PIOL 401	Physiology	
PIOL 417	Cellular Physiology	
PIOL 421	Function of the Human Body I	
PIOL 422	Function of the Human Body II	
PIOL 423	Biochemical Physiology	
PIOL 450	Fundamentals Of Neurophysiology	
PIOL 461	Introduction to Human Pathophysiology	
BMB 499	Research in Molecular Biology (total hours varies)	1-9
BMB 501	Molecular Biology Journal Club	1
BMB 502	Seminar in Molecular Biology	0
BMB 600	Dissertation Supervision	1
Total Hours		**49**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the spring/summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students

who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a public seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMB 499	Research in Molecular Biology [1]	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
BMB 417	Molecular Biology	3
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective 1 [2]		3
	Hours	**12**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 2		
Fall		
BMB 499	Research in Molecular Biology [1]	3
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective 2 [2]		3
Elective 3 [2]		3
	Hours	**9**
Spring		
BMB 499	Research in Molecular Biology [1]	4
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective 4 [2]		3
	Hours	**7**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
BMB 499	Research in Molecular Biology [1]	4
BMB 501	Molecular Biology Journal Club [3]	0
BMB 502	Seminar in Molecular Biology [3]	0
BMB 600	Dissertation Supervision [3]	1
	Hours	**5**
Spring		
BMB 499	Research in Molecular Biology [1]	4
BMB 501	Molecular Biology Journal Club [3]	0
BMB 502	Seminar in Molecular Biology [3]	0
BMB 600	Dissertation Supervision [3]	1
	Hours	**4**
	Total Hours	**49**

1. Research credits are variable (1-9 credit hours) and fewer can be taken to accommodate additional elective courses.
2. Elective Courses (12 credits hours) may be taken in anytime in the first three years of the program, depending on their offering.
3. Students enroll in BMB 501 Molecular Biology Journal Club, BMB 502 Seminar in Molecular Biology, and BMB 600 Dissertation Supervision each semester for the remainder of time in the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in biochemistry, molecular biology, and cancer biology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.

- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Cell and Molecular Physiology (MS)

The Master of Science in Cell and Molecular Physiology (MS CaMP) is a research-intensive program that provides a broad, foundational knowledge of cellular, molecular, and systems-level physiology as well as the opportunity to pursue research with faculty mentors. The MS CaMP program fosters a stimulating and exciting research environment.

Related Programs

Master's

- Cellular and Molecular Oncology (MS) (p. 1358)

Doctoral

- Cell and Molecular Physiology (PhD) (p. 1356)

Combined

- Cell and Molecular Physiology (MD/PhD) (p. 1864)

Curriculum

The Master of Science in Cell and Molecular Physiology requires 30 semester credit hours and a thesis.

Coursework Requirements

Code	Title	Hours
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
PIOL 410	Intro to Research	2
BMSC 405	Ethics in Biomedical Sciences	1
PIOL 420	Methods/Technical in Physiological Research	2
PIOL 446	Cardiovascular Journal Club	1
Elective 1		3
PIOL 412	Research	1-6
GSSM S65	Master's Study-Summer	1
PIOL 595	Thesis Supervision	1
Total Hours		**30**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
PIOL 410	Intro to Research	2
PIOL 412	Research	1
	Hours	**12**
Spring		
PIOL 412	Research	4
PIOL 446	Cardiovascular Journal Club	1
Elective 1		3
	Hours	**8**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
PIOL 412	Research	3
PIOL 420	Methods/Technical in Physiological Research	2
PIOL 446	Cardiovascular Journal Club	1
PIOL 595	Thesis Supervision	1
	Hours	**6**
Spring		
PIOL 412	Research	3
PIOL 446	Cardiovascular Journal Club	1
PIOL 595	Thesis Supervision	1
	Hours	**3**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MS CaMP students will be able to demonstrate ability in:

- Gaining a general knowledge base in the biomedical sciences
- Acquisition of deeper knowledge of past and current scientific literature in a more specific field within physiology (i.e., in the chosen track of study)
- Ability to form hypotheses and to design and perform appropriate experiments to test these hypothesis
- Acquisition of oral and written communication skills for scientific peers and general audiences

Cell and Molecular Physiology (PhD)

Physiology is the study of the function of living organisms. The PhD in Cellular and Molecular Physiology trains students to acquire, analyze and integrate data obtained from their basic research into a physiological context to understand the molecular basis of cell function and dysfunction within the organism. With cardiovascular research and neurosciences & metabolism as main research topics, students receive a solid integrated training in basic medical sciences including biochemistry, biophysics, cell biology, molecular biology, physiology and pathophysiology.

Related Programs

Master's

- Cell and Molecular Physiology (MS) (p. 1356)
- Cellular and Molecular Oncology (MS) (p. 1358)

Combined

- Cell and Molecular Physiology (MD/PhD) (p. 1864)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:

- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 19 credits hours of Research. Students whom take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the required 48 credit hours.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		1-6
Seminar		
Journal Club		
Dissertation Supervision		1
Total Hours		**48**

[1] Students can choose to take more than 15 credits of electives and reduce research credits accordingly.

Cell and Molecular Physiology Track Specific Course Requirements

The PhD in Cell and Molecular Physiology requires 48 credit hours made up of the IPBS Core Curriculum, 15 credit hours of Cell and Molecular Physiology courses, Research, Seminar, Journal Club, a comprehensive examination, and completion of a dissertation.

Code	Title	Hours
IPBS Core Curriculum (see above)		**14**
Cell and Molecular Physiology Courses		
PIOL 401	Physiology	4
PIOL 412	Research [1]	1-6
or BMSC 499	Research	
PIOL 416	Research Seminar [2]	1
PIOL 446	Cardiovascular Journal Club [1]	1
Select Three Cell and Molecular Physiology Electives		11
PIOL 425	Physiology of Aging	
PIOL 420	Methods/Technical in Physiological Research	
PIOL 414	Graduate Colloquy	
PIOL 418	Teaching of Physiology [2]	
PIOL 470	Excitability & Ion Transport	
PIOL 472	Structure/Function Membrane Proteins	
BMB 490	Special Topics in Molecular Biology	
PIOL 600	Dissertation Supervision	1
Total Hours		**48**

[1] Hours Vary

[2] 1 credit for first year; subsequent years of study are 0 credits for Research Seminar

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee

starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 499	Research	2
PIOL 412	Research	2
	Hours	**14**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
PIOL 412	Research	4
PIOL 446	Cardiovascular Journal Club	1
Elective 1 [2]		3
	Hours	**12**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 2		
Fall		
PIOL 401	Physiology [1]	4
PIOL 412	Research	4
PIOL 446	Cardiovascular Journal Club	1
Elective 2 [2]		4
	Hours	**12**
Spring		
PIOL 412	Research	4
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
Elective 3 [2]		4
	Hours	**9**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
PIOL 600	Dissertation Supervision	1
	Hours	**1**
Spring		
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
PIOL 600	Dissertation Supervision	1
	Hours	**0**
Year 4		
Students erroll in PIOL 416 Research Seminar, PIOL 446 Cardiovascular Journal Club and PIOL 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than required 48 credit hours for the PhD beyond year 3.		
	Hours	**0**
	Total Hours	**48**

[1] PIOL 401 Physiology may be taken in the Fall or Spring Semester.
[2] Electives may be taken anytime during years 1-3 depending on when they are offered.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in cell and molecular physiology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Cellular and Molecular Oncology (MS)

The Cellular and Molecular Oncology Master of Science (CMO MS) program will prepare master's level scientists to meet the changing landscape of cancer research. Our CMO MS graduate program focuses on training and providing both the academic and laboratory research tools to best prepare graduate students to meet the challenges within the field of oncology early in their careers.

Students will be trained for future careers in the pharmaceutical, biotech, or biomedical industry. Top researchers within Loyola's Department of Cancer Biology will mentor CMO MS students toward the successful completion of their thesis research, directly involving students in the lab from day one. The profile of CMO MS students will be as diverse as the subject matter that they seek to study, many may seek to prepare themselves for an industry-related career, others will become top

candidates for PhD programs, and some will be competitive candidates for healthcare professional schools.

A commonality linking Loyola's CMO MS graduate students lies in their fundamental passion for effecting change in cancer-research.

Related Programs

Master's

- Cell and Molecular Physiology (MS) (p. 1356)

Doctoral

- Cell and Molecular Physiology (PhD) (p. 1356)

Combined

- Cell and Molecular Physiology (MD/PhD) (p. 1864)

Curriculum

The Master of Science in Cellular and Molecular Oncology requires 30 credit hours and a thesis.

Coursework Requirements

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
CMO 503	Special Topics in Oncology	1
BMB 590	Molecular Biology of Oncogenesis	3
One Elective		*3*
BMB 417	Molecular Biology	
BMB 490	Special Topics in Molecular Biology (Epigenetics and Stem Cells)	
IDIM 400	Infections and Immunology	
ICB 403	Graduate Histology	
MIIM 471	Molecular Microbial Genetics	
MIIM 502	Special Topics	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
CMO 499	Research	1-7
GSSM S65	Master's Study-Summer	1
CMO 502	Seminar	0
CMO 595	Thesis Supervision	1
Total Hours		**30**

Research and Thesis

Hands-on laboratory research will begin in the first semester of study. Students will complete two lab rotations to help them identify their research advisor and lab. Upon completion of the first semester, a student's research advisor will be assigned and subsequent lab time will be spent designing, conducting, and analyzing independent research projects under the supervision of the student's advisor. Upon completion of the CMO MS program, graduates can expect they will be highly knowledgeable in the methodology and skill necessary for success in future research endeavors.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
CMO 499	Research	2
CMO 502	Seminar	0
CMO 503	Special Topics in Oncology	1
	Hours	**9**
Spring		
BMB 590	Molecular Biology of Oncogenesis	3
BMSC 402	Statistical Methods for Biomedical Science	3
CMO 499	Research	2
CMO 502	Seminar	0
CMO 503	Special Topics in Oncology	1
Elective 1 [1]		3
	Hours	**12**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
CMO 499	Research	2
CMO 502	Seminar	0
CMO 503	Special Topics in Oncology	1
CMO 595	Thesis Supervision	1
	Hours	**4**
Spring		
CMO 499	Research	3
CMO 502	Seminar	0
CMO 503	Special Topics in Oncology	1
CMO 595	Thesis Supervision	1
	Hours	**4**
	Total Hours	**30**

[1] The elective can be taken in the Fall or Spring of year 1.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Deploy a number of concepts, techniques and resources, within the specific topic of their thesis project, to carry out a largely independent research project in experimental oncology.

- Analyze, interpret and comprehend experimental data in a critical fashion.
- Engage in self-directed problem solving. Employ critical thinking and evaluate risks in original scientific projects.
- Use problem-solving experiences to diagnose and troubleshoot new failures to fix experimental faults in a rapid and consistent fashion.
- Being familiar with scholarly publications and the major open questions within an area of investigation.
- Present, verbally and in written form, their scientific results, relating the results to the existing body of knowledge.

Health Professions Education (MHPE)

Teaching, leading, and learning in health professions education has evolved to necessitate an understanding of pedagogy, assessment, feedback, leadership and scholarship in order to create curricula, lead programs, and properly execute academic research. Our MHPE program targets individuals who seek a more granular development of these skills to advance their effectiveness as health professions educators and their careers. Our focus will be on healthcare professionals who are serving or desiring to assume roles in educational leadership, healthcare organizations, or professional societies.

Related Programs

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)

Certificate

- Health Professions Leadership and Education Certificate (p. 1361)

Curriculum

Code	Title	Hours
HPE 400	Research Methods in Health Professions Education	4
HPE 401	Fundamentals of Learning and Teaching Modalities in Health Professions	3
HPE 402	Technology in Education and Effective Lecture Skills	4
HPE 403	Principles of Curriculum Design	4
HPE 404	Statistical Methods for Educational Research	4
HPE 405	Strategies in Assessment, Implementation, and Evaluation in HPE	4
HPE 406	Leadership in Health Professions Education	3
HPE 407	Administrative Skills and Organizational Change	3
HPE 408	Health Professions Education Capstone Project	3
Total Hours		**32**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
HPE 400	Research Methods in Health Professions Education	4
HPE 401	Fundamentals of Learning and Teaching Modalities in Health Professions	3
	Hours	**7**
Spring		
HPE 402	Technology in Education and Effective Lecture Skills	4
HPE 403	Principles of Curriculum Design	4
	Hours	**8**
Summer		
HPE 404	Statistical Methods for Educational Research	4
	Hours	**4**
Year 2		
Fall		
HPE 405	Strategies in Assessment, Implementation, and Evaluation in HPE	4
HPE 406	Leadership in Health Professions Education	3
	Hours	**7**
Spring		
HPE 407	Administrative Skills and Organizational Change	3
HPE 408	Health Professions Education Capstone Project	3
	Hours	**6**
	Total Hours	**32**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate newly gained expertise in health professions pedagogy by receiving a passing score on a final project utilizing an evidence-based teaching approach.
- Cultivate an inclusive and culturally competent learning environment, thereby, allowing all to live out LUC's commitment to social justice, as evidenced by receiving a passing score on discussion posts and replies within each course.
- Apply leadership skills obtained through specialized coursework, particularly skills to help form and educate other healthcare professionals, as evidenced by receiving a passing score on the leadership philosophy paper.
- Design an impactful and purpose-driven curricula related to a relevant health professions topic, as evidenced by receiving a passing score on a final curriculum design project.
- Develop expertise in educational synthesis and scholarship, as evidenced by designing a capstone research project that earns a passing score.

Health Professions Leadership and Education Certificate

Teaching, leading, and learning in health professions education has evolved to necessitate an understanding of pedagogy, assessment, feedback, leadership and scholarship in order to create curricula, lead programs, and properly execute academic research. Our MHPE program targets individuals who seek a more granular development of these skills to advance their effectiveness as health professions educators and their careers. Our focus will be on healthcare professionals who are serving or desiring to assume roles in educational leadership, healthcare organizations, or professional societies.

Related Programs

Master's

- Health Professions Education (MHPE) (p. 1360)

Doctoral

- Healthcare Mission Leadership (DHCML) (p. 1380)

Curriculum

Code	Title	Hours
HPE 401	Fundamentals of Learning and Teaching Modalities in Health Professions	3
HPE 403	Principles of Curriculum Design	4
HPE 406	Leadership in Health Professions Education	3
HPE 407	Administrative Skills and Organizational Change	3
Total Hours		**13**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
HPE 401	Fundamentals of Learning and Teaching Modalities in Health Professions	3
HPE 406	Leadership in Health Professions Education	3
	Hours	**6**
Spring		
HPE 403	Principles of Curriculum Design	4
HPE 407	Administrative Skills and Organizational Change	3
	Hours	**7**
	Total Hours	**13**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate newly gained expertise in health professions pedagogy by receiving a passing score on a final project utilizing an evidence-based teaching approach.
- Cultivate an inclusive and culturally competent learning environment, thereby, allowing all to live out LUC's commitment to social justice, as evidenced by receiving a passing score on discussion posts and replies within each course.
- Apply leadership skills obtained through specialized coursework, particularly skills to help form and educate other healthcare professionals, as evidenced by receiving a passing score on the leadership philosophy paper.
- Design an impactful and purpose-driven curricula related to a relevant health professions topic, as evidenced by receiving a passing score on a final curriculum design project.
- Develop expertise in educational synthesis and scholarship, as evidenced by designing a capstone research project that earns a passing score.

Infectious Disease and Immunology (MS)

Through the research-intensive Master of Science Degree in Infectious Disease and Immunology, students will receive rigorous training in the fundamentals of the scientific method, and in practical laboratory skills, by performing a research project under the joint direction of two scientific mentors: a basic scientist and a clinician.

Related Programs

Doctoral

- Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)
- Microbiology and Immunology (PhD) (p. 1367)

Combined

- Microbiology and Immunology (MD/PhD) (p. 1881)

Curriculum

Required Courses

The Master of Science in Infectious Disease and Immunology requires 30 credit hours and a master's thesis.

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
IDIM 400	Infections and Immunology	3
IDIM 401	Conceptual Bases of Infectious Diseases	2
IDIM 403	Parasitology and Virology	2
IDIM 418	Presentation skills	1
IDIM 492	Research	1-8
IDIM 501	Seminar	1
IDIM 502	Special Topics in Infectious Disease and Immunology	1

MIIM 503	Current Literature	1
GSSM S65	Master's Study-Summer	1
IDIM 595	Thesis Supervision	1
Total Hours		**30**

Students will participate in the Department of Medicine's Clinical Grand Rounds that are held once a week. Students are expected to attend at least five Grand Rounds seminars, generally in their second year. This requirement allows Master's students to interact with physicians, residents, and medical students.

Research

Students will select a laboratory for research following one to three 6-week rotations during the first semester. Students will select laboratories for each rotation in consultation with faculty mentors and the program's graduate program director. MS candidates are expected to undertake an independent, original experimental study resulting in a new and significant contribution to knowledge. The research will culminate in the preparation of a thesis and a final oral examination conducted by the student's MS Thesis Committee.

Thesis

By the beginning of the second year (August), in consultation with her/his mentors, students will select a committee (the two mentors plus two other faculty) and submit a written proposal for the master's thesis work. Following approval of the proposal, students continue to carry out the appropriate experiments and develop the written thesis. Students will defend their thesis in a public, oral defense and to their committee by the end of the second year (by the end of July). Students are expected to actively engage in research for the duration of the program, including during semester breaks.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
IDIM 501	Seminar	1
	Hours	**11**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
IDIM 400	Infections and Immunology	3
IDIM 418	Presentation skills	1
IDIM 492	Research	4
IDIM 501	Seminar	1
	Hours	**11**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
IDIM 401	Conceptual Bases of Infectious Diseases	2
IDIM 501	Seminar	1
IDIM 502	Special Topics in Infectious Disease and Immunology	1
IDIM 595	Thesis Supervision	1
MIIM 503	Current Literature	1
	Hours	**5**
Spring		
IDIM 403	Parasitology and Virology	2
IDIM 501	Seminar	1
IDIM 502	Special Topics in Infectious Disease and Immunology	1
IDIM 595	Thesis Supervision	1
MIIM 503	Current Literature	1
	Hours	**2**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Master's students will graduate with the ability to:

- Discuss, develop, conduct and/or supervise research projects that call for broad training in the biomedical sciences and focused training in Infectious Disease and Immunology.
- Provide technical expertise in molecular biology and cellular biology and a variety of other areas, such as biochemistry, immunological techniques, enzyme assays, and cell culture.
- Act as liaison between researchers and clinical faculty and in situations that require familiarity with clinical presentations within the areas of infectious disease and immunology, as well as treatment of infectious disease.
- Incorporate high standards of ethics into research design and execution and data interpretation.
- Demonstrate strong oral presentation skills in the course of dialogues with colleagues, clients, physicians, and research scientists.
- Have thorough knowledge, within the fields of infectious diseases and immunology, of the biomedical research process including project planning, experimental design, and research protocol development. This knowledge will be beneficial to those pursuing careers in health sciences, government or commercial environments.

Integrative Cell Biology (MS)

Knowledge in the Biomedical Sciences has been growing exponentially over the last decade. As we learn more about cells at the molecular level, we also discover the need to understand their interactions and functions integratively, emulating life in an in vitro setting. The Master of Science in Integrative Cell Biology at Loyola University Chicago is training the next generation of biomedical researchers. Through the program, students acquire a solid foundation and understanding of cell function at molecular, multicellular tissue, and organ structure levels.

Related Programs

Doctoral

- Integrative Cell Biology (PhD) (p. 1364)

Combined

- Integrative Cell Biology (MD/PhD) (p. 1872)

Curriculum

The Master of Science in Integrative Cell Biology requires 30 credit hours of coursework and a thesis.

Coursework Requirements

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
ICB 403	Graduate Histology	3
Select one of the following:		3
BMB 590	Molecular Biology of Oncogenesis	
MIIM 413	Basic Concepts of Immunology	
PHAR 410	Signal Transduction	
ICB 445	Scientific Literature: Review & Critique	1
ICB 446	Review Seminar	1
ICB 595	Thesis Supervision	1
ICB 459	Research	7
Total Hours		**30**

Research and Thesis

During the summer between the first and second year, students will meet with a potential mentor and select a laboratory where they will conduct research leading to the thesis. The final approved thesis must be submitted to a publicly available database in accordance with Graduate School policy.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
ICB 445	Scientific Literature: Review & Critique [1]	0
ICB 446	Review Seminar [1]	0
ICB 459	Research [1,2]	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
ICB 403	Graduate Histology	3
ICB 445	Scientific Literature: Review & Critique [1]	0
ICB 446	Review Seminar [1]	0
ICB 459	Research [1,2]	2
Elective 1		3
	Hours	**12**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
ICB 445	Scientific Literature: Review & Critique [1]	0
ICB 446	Review Seminar [1]	0
ICB 459	Research [1,2]	2
ICB 595	Thesis Supervision	1
	Hours	**3**
Spring		
ICB 445	Scientific Literature: Review & Critique [1]	0
ICB 446	Review Seminar [1]	0
ICB 459	Research [1,2]	2
ICB 595	Thesis Supervision	1
	Hours	**2**
	Total Hours	**30**

[1] Students enroll in ICB 445 Scientific Literature: Review & Critique, ICB 446 Review Seminar, and ICB 459 Research every semester.

[2] ICB 459 Research credit hours are variable, but student must take a total of 8 credit hours over the course of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular, and cellular processes and current biomedical research methods.
- Propose original biomedical research questions and design experiments to interrogate these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Clearly and effectively communicate scientific information in both oral and written forms
- Critically evaluate the results to arrive at a conclusive interpretation of the novel findings.
- Search and critically evaluate the scientific literature and data in the context of the novel findings.

Integrative Cell Biology (PhD)

The PhD in Integrative Cell Biology offers students a flexible curriculum focused on learning cell biology in a comprehensive scope, ranging from the molecular biology of cells and cell structures to cellular functions in various biological contexts, like cancer, inflammation, and immunology.

Related Programs

Doctoral

- Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)
- Cell and Molecular Physiology (PhD) (p. 1356)

Combined

- Integrative Cell Biology (MD/PhD) (p. 1872)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:

- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 19 credits hours of Research. Students whom take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the required 48 credit hours.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		1-5
Seminar		
Journal Club		
Dissertation Supervision		1
Total Hours		**48**

[1] Students can choose to take more than 15 credits of electives and reduce research credits accordingly.

Integrative Cell Biology Track Specific Course Requirements

The PhD in Integrative Cell Biology requires 48 credit hours and consists of the IPBS Core Curriculum plus Integrative Cell Biology Required Courses and Electives, Research, Journal Club, Seminar, a comprehensive examination, and completion of a dissertation.

Code	Title	Hours
IPBS Core Requirements (see above)		**14**
Integrative Cell Biology Courses		
ICB 403	Graduate Histology	3
ICB 463	Teaching Anatomy II	2
Select three of the following:		*9*
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 410	Signal Transduction	
MIIM 413	Basic Concepts of Immunology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
BMB 417	Molecular Biology	
BMB 590	Molecular Biology of Oncogenesis	
ICB 445	Scientific Literature: Review & Critique	1
ICB 446	Review Seminar	1
ICB 459	Research (hours vary)	8
GSSM S61	Doctoral Study-Summer	1
ICB 600	Dissertation Supervision	1
Total Hours		**48**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select

laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 499	Research	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
ICB 403	Graduate Histology	3
ICB 445	Scientific Literature: Review & Critique	1
ICB 446	Review Seminar	1
ICB 459	Research	2
	Hours	**11**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	0
ICB 459	Research	3
Elective 1 [1]		3
Elective 2 [1]		3
	Hours	**9**
Spring		
ICB 463	Teaching Anatomy II	2
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	0
ICB 459	Research	3
Elective 3 [1]		3
	Hours	**8**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	0
ICB 459	Research	3
ICB 600	Dissertation Supervision	1
	Hours	**4**
Spring		
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	0
ICB 459	Research	3
ICB 600	Dissertation Supervision	1
	Hours	**3**
Year 4		
Students enroll in ICB 445 Scientific Literature: Review & Critique, ICB 446 Review Seminar and ICB 600 Dissertation Supervision each semester for the remainder of the time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 48 credit hours beyond year 3.		
	Hours	**0**
	Total Hours	**48**

[1] Electives can be taken in the Fall or Spring semesters depending on the term they are offered.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in cellular biology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Medical Physiology (MS)

The Master of Science in Physiology (MSMP) program at Loyola University Chicago Health Sciences Campus is designed for college graduates who are interested in strengthening their understanding

of medical physiology with the intent of enhancing their academic credentials to succeed in their medical school applications and the medical school academic years. The MSMP program is a non-thesis, full-time, nine month special master's program running from early September to late May. Our courses are designed specifically for MSMP students and are classroom-taught by medical school faculty professors who have extensive medical education and admissions experience at Loyola University Chicago Stritch School of Medicine.

MSMP students will pursue intensive studies in M1-level graduate cell physiology, physiological biochemistry, organ system medical physiology, neurophysiology, basic human anatomy, introduction to pathophysiology and clinical bioethics. Our Professional Development course helps each student with all aspects of their applications to medical school. Each student in the MSMP program is assigned a faculty advisor to guide them throughout the program, as well as with their medical school applications. We also provide assistance for students interested in local medical and community volunteer programs.

Related Programs

Master's

- Cell and Molecular Physiology (MS) (p. 1356)

Doctoral

- Cell and Molecular Physiology (PhD) (p. 1356)

Combined

- Cell and Molecular Physiology (MD/PhD) (p. 1864)

Curriculum

The Master of Science in Medical Physiology requires 30 credit hours of coursework.

Code	Title	Hours
PIOL 417	Cellular Physiology	3
PIOL 421	Function of the Human Body I	4
PIOL 422	Function of the Human Body II	4
PIOL 423	Biochemical Physiology	3
PIOL 430	Basic Human Anatomy	2
PIOL 450	Fundamentals Of Neurophysiology	4
PIOL 461	Introduction to Human Pathophysiology	5
PIOL 500	Professional Development I	3
BEHL 401	Clinical Topics in Bioethics	3
Total Hours		**29**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program graduates will be able to demonstrate ability in:

- Acquiring advanced knowledge and engaging in transformational and critical thinking.
- Producing and disseminating scholarship.
- Demonstrating ethical thinking and responsible conduct.
- Applying principles of social justice to the larger community.

Microbiology and Immunology (MS)

The Microbiology and Immunology MS program offers a two-year, research-intensive program that leads to a Master's degree in Microbiology and Immunology. Students will be trained in the rigor of the scientific method by proposing and completing a research project under the direction of a selected faculty mentor.

Related Programs

Doctoral

- Microbiology and Immunology (PhD) (p. 1367)

Combined

- Microbiology and Immunology (MD/PhD) (p. 1881)

Curriculum

The Master of Science in Microbiology and Immunology requires 30 credit hours of coursework and a master's thesis.

Required Courses

Code	Title	Hours
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Select two of the following:		6
MIIM 413	Basic Concepts of Immunology	
MIIM 411	Basic Molecular Microbiology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
MIIM 471	Molecular Microbial Genetics	
BMSC 402	Statistical Methods for Biomedical Science (Optional)	3
MIIM 492	Research (hours may vary--see note below)	1-9
MIIM 501	Seminar	0
MIIM 503	Current Literature	1
GSSM S65	Master's Study-Summer	1
MIIM 595	Thesis Supervision	1
Total Hours		**30**

Note: Students may choose to take more than one additional class and reduce their research credits accordingly.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4

BMSC 416	Methods Biomedical Science	1
MIIM 501	Seminar	0
	Hours	**10**
Spring		
BMSC 402	Statistical Methods for Biomedical Science [1]	3
BMSC 418	Presentation skills	1
MIIM 492	Research	2
MIIM 501	Seminar	0
MIIM 503	Current Literature	1
Elective 1 [2]		3
Elective 2 [2]		3
	Hours	**12**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 503	Current Literature	1
MIIM 595	Thesis Supervision	1
	Hours	**4**
Spring		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 503	Current Literature	1
MIIM 595	Thesis Supervision	1
	Hours	**3**
	Total Hours	**30**

[1] BMSC 402 Statistical Methods for Biomedical Science is optional. If not taken, additional MIIM 492 Researchcredits will be taken.

[2] Electives may be taken in the fall or spring semester, depending on when they are offered.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- apply their broad training in the biomedical sciences and specialized training in Microbiology and Immunology. This wide knowledge base will provide versatility in applying for subsequent positions in research or teaching.
- demonstrate expertise in molecular biology and a variety of other areas, such as biochemistry, immunological techniques, enzyme assays, and cell culturing.
- communicate your scientific expertise in oral presentations.
- Our graduates are equipped to succeed in more advanced research, teaching or administrative positions and will serve as leaders in their chosen professions. They are also prepared for additional educational objectives such as obtaining an advanced degree in such areas as law, medicine or research.

Microbiology and Immunology (PhD)

The PhD in Microbiology and Immunology trains students for a career in research and teaching in microbiology, virology, immunology or molecular biology. The Department of Microbiology and Immunology creates and environment through courses, laboratory work, and other activities to allow students to acquire the tools necessary to work independently and to think critically. The department instills a sense of thoroughness, accuracy, and knowledge of common research tools that is indispensable. Students will able to independently analyze and evaluate scientific problems and be responsible for their research by the end of their program.

Related Programs

Master's

- Microbiology and Immunology (MS) (p. 1366)

Combined

- Microbiology and Immunology (MD/PhD) (p. 1881)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:
- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 19 credits hours of Research. Students whom take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details

about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the required 48 credit hours.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		1-9
Seminar		
Journal Club		
Dissertation Supervision		1
Total Hours		**48**

[1] Students can choose to take more than 15 credits of electives and reduce research credits accordingly.

Microbiology and Immunology Track Specific Course Requirements

The PhD in Microbiology and Immunology requires 48 credit hours and consists of the IPBS Core Curriculum plus Microbiology and Immunology Electives, Research, Journal Club, Seminar, a comprehensive examination, and completion of a dissertation.

Code	Title	Hours
IPBS Core Curriculum		**14**
Mircobiology and Immunology Electives (see notes)		**15**
MIIM 411	Basic Molecular Microbiology	
MIIM 413	Basic Concepts of Immunology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
MIIM 471	Molecular Microbial Genetics	
MIIM 502	Special Topics (3 sessions required; additional sessions may be taken)	
MIIM 492	Research (hours vary)	1-9
MIIM 501	Seminar	0
MIIM 503	Current Literature	0
GSSM S61	Doctoral Study-Summer	1
MIIM 600	Dissertation Supervision	1
Total Hours		**48**

Note: students required to take 2 MIIM electives, and may choose other electives from other programs with GPD approval. At least three special topics classes are required and up to 2 additional special topics classes may be taken to bring the track coursework credit number to 15.

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam,they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation.The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
MIIM 492	Research	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
MIIM 492	Research	2
MIIM 501	Seminar	0
MIIM 503	Current Literature	0
Elective 1 [1]		3
	Hours	**9**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 502	Special Topics [2]	1

MIIM 503	Current Literature	0
Elective 2 [1]		3
Elective 3 [1]		3
	Hours	**10**
Spring		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 502	Special Topics [2]	1
MIIM 503	Current Literature	0
Elective 4 [1]		3
	Hours	**7**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 502	Special Topics [2]	1
MIIM 503	Current Literature	0
MIIM 600	Dissertation Supervision	1
	Hours	**5**
Spring		
MIIM 492	Research	3
MIIM 501	Seminar	0
MIIM 502	Special Topics [2]	1
MIIM 503	Current Literature	0
MIIM 600	Dissertation Supervision	1
	Hours	**4**
Year 4		
Students enroll in MIIM 501 Seminar, MIIM 503 Current Literature and MIIM 600 Dissertation Supervision each semester for the duration of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 48 credit hours beyond year 3.		
	Hours	**0**
	Total Hours	**48**

[1] Elective courses may be taken anytime in the first three years of the program, depending on when they are offered.

[2] MIIM 502 Special Topics must be taken 3 times, but can be taken any semester during the first 3 years.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in microbiology and immunology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Molecular Pharmacology and Therapeutics (MS)

The Master of Science in Molecular Pharmacology and Therapeutics is a research intensive program designed to graduate students with a broad base of knowledge in the biomedical sciences and a more focused understanding of pharmacology. The goal of our graduate program is to prepare students for advanced training in the biomedical sciences, academia, the pharmaceutical industry, or consulting.

The Molecular Pharmacology and Therapeutics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Doctoral

- Molecular Pharmacology and Therapeutics (PhD) (p. 1372)

Combined

- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)

Curriculum

Besides the traditional Master's program, the Molecular Pharmacology and Therapeutics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Coursework

Thesis Track

The Master of Science in Molecular Pharmacology and Therapeutics requires 30 credit hours of coursework and a master's thesis.

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
PHAR 405	Pharmacology Journal Club ((taken 3 times))	3

PHAR 409	Principles of Pharmacology	3
Select 2 Electives		*6*
PHAR 407	Fundamentals of Drug Discovery and Development	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 410	Signal Transduction	
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	
PHAR 420	Pharmacovigilance: A Practical Approach	
PHAR 499	Research	1-6
GSSM S65	Master's Study-Summer	1
PHAR 595	Thesis Supervision	1
Total Hours		**30**

Non-Thesis Track

This track is for students who have need for a less in depth research-intensive experience. Applicants must have a strong rationale for this to be accepted into this track. Students who are interested in research careers should opt for the thesis track.

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
PHAR 405	Pharmacology Journal Club	0
PHAR 406	Special Problems in Pharmacology	1
PHAR 407	Fundamentals of Drug Discovery and Development	3
PHAR 409	Principles of Pharmacology	3
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	2
PHAR 420	Pharmacovigilance: A Practical Approach	4
PHAR 499	Research	1
Elective Course [1]		3
Total Hours		**30**

[1] Elective course chosen in conjunction with the Graduate Program Director.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their Graduate Program Director for assistance with course selection.

Traditional Master's Program

Thesis Track

Course	Title	Hours
Year 1		
Fall		
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 412	Cell Biology	4
PHAR 405	Pharmacology Journal Club	1
PHAR 499	Research	1
BMSC 405	Ethics in Biomedical Sciences	1
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
PHAR 405	Pharmacology Journal Club	1
PHAR 409	Principles of Pharmacology	3
PHAR 499	Research	1
Elective 1 [1]		3
	Hours	**11**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**0**
Year 2		
Fall		
PHAR 405	Pharmacology Journal Club	1
PHAR 499	Research	2
Elective 2 [1]		3
PHAR 595	Thesis Supervision	1
	Hours	**7**
Spring		
PHAR 405	Pharmacology Journal Club	1
PHAR 595	Thesis Supervision	1
	Hours	**0**
	Total Hours	**30**

[1] Students take two electives, primarily from the list below. They may select from a broader array of electives, including courses from other tracts as approved by the GDP. Approved Electives: PHAR 408, PHAR 407, PHAR 415, PHAR 420, PHAR 453, or PHAR 410.

Non-Thesis Track

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
PHAR 406	Special Problems in Pharmacology	1
	Hours	**11**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
PHAR 405	Pharmacology Journal Club	0
PHAR 409	Principles of Pharmacology	3
PHAR 499	Research	1
	Hours	**7**
Year 2		
Fall		
PHAR 405	Pharmacology Journal Club	0
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	2

PHAR 420	Pharmacovigilance: A Practical Approach	4
PHAR 499	Research	1
	Hours	**6**
Spring		
PHAR 405	Pharmacology Journal Club	0
PHAR 407	Fundamentals of Drug Discovery and Development	3
Elective Course		3
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 14 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Students in the Accelerated Master's Pathway are primarily accepted into the Non-Thesis Track unless they seek thesis work and are approved by Director.

Course	Title	Hours
Senior		
Fall		
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	2
PHAR 420	Pharmacovigilance: A Practical Approach	4
PHAR 406	Special Problems in Pharmacology	1
	Hours	**7**
Spring		
PHAR 409	Principles of Pharmacology	3
PHAR 407	Fundamentals of Drug Discovery and Development	3
	Hours	**6**
Master's		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	1
	Hours	**11**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	1
Elective Course		3
	Hours	**6**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review

process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular, and cellular processes and common biomedical research methods.
- Demonstrate an understanding of the molecular, cellular, and physiological mechanisms underlying the pathophysiological changes that occur in disease etiology and describe how targeting these mechanisms with drug(s) can act to effectively treat the disease.
- Understand, assess, and draw conclusions from published research.
- Describe various approaches by which new drugs are discovered and developed and the process by which drugs are approved for clinical use.
- Propose original biomedical research by forming an hypotheses, designing experiments, critically evaluating experimental results, interpreting data, and drawing appropriate conclusions.
- Design and effectively present scientific presentations, write scientific papers and grants.
- Articulate and discuss ethical aspects in drug development and pharmacovigilance, including, but not limited to, animal use, clinical trials, intellectual property, benefit-risk analysis, and research design and integrity.

Molecular Pharmacology and Therapeutics (PhD)

The PhD in Molecular Pharmacology & Therapeutics is dedicated to training outstanding scientists in the pharmacological sciences. After successful completion of formal course work students will have acquired in-depth knowledge of pharmacology and basic knowledge of molecular and cellular biology, biochemistry, and physiology. Our training provides a solid foundation for successful scientific careers in a wide range of areas, including academia, government, and the pharmaceutical industry.

Related Programs

Master's

- Molecular Pharmacology and Therapeutics (MS) (p. 1369)

Combined

- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:

- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 19 credits hours of Research. Students whom take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the required 48 credit hours.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3

BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		19
Seminar		
Journal Club		
Dissertation Supervision		1
Total Hours		**49**

[1] Students can choose to take more than 15 credits of electives and reduce research credits accordingly.

Molecular Pharmacology and Therapeutics Track Specific Course Requirements

The PhD in Biochemistry, Molecular Pharmacology and Therapeutics requires 48 credit hours and consists of the IPBS Core Curriculum plus a Molecular Biology and Therapeutics Required course and Electives, Research, Journal Club, Seminar, a comprehensive examination, and completion of a dissertation.

Code	Title	Hours
IPBS Core Curriculum (see above)		**14**
Molecular Pharmacology and Therapeutics Requirements		
Molecular Pharmacology and Therapeutics Electives		*15-16*
BMSC 414	Systems Biology	
PHAR 407	Fundamentals of Drug Discovery and Development	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
PHAR 410	Signal Transduction	
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	
PHAR 420	Pharmacovigilance: A Practical Approach	
PHAR 406	Special Problems in Pharmacology	
PHAR 499	Research (hours vary) [1]	1-12
PHAR 405	Pharmacology Journal Club	0
PHAR 600	Dissertation Supervision	1
Total Hours		**49**

[1] Students are expected to complete 18-19 credit hours of PHAR 499 Research.

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 499	Research	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	3
Elective 1 [1]		3
	Hours	**10**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	3
Elective 2 [1]		3
Elective 3 [1]		3
	Hours	**9**
Spring		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	4
Elective 4 [1]		3

Elective 5 [1]		3
	Hours	**10**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	3
PHAR 600	Dissertation Supervision	1
	Hours	**4**
Spring		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	3
PHAR 600	Dissertation Supervision	1
	Hours	**3**
Year 4		
Students enroll in PHAR 405 Pharmacology Journal Club and PHAR 600 Dissertation Supervision each semester for the remainder of the time in the program. The also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 48 credit hours for the PhD beyond year 3.		
	Hours	**0**
	Total Hours	**49**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in molecular pharmacology and therapeutics.
- Articulate the approaches by which drugs are discovered and developed, from molecular mechanisms through clinical trials, drug safety and pharmacovigilance, including ethics and research integrity.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Neuroscience (MS)

The Master of Science in Neuroscience is a two-year, research-intensive program designed to provide students with a foundational understanding of neuroscience and an appreciation for emerging concepts and related methodologies. At Loyola University Chicago, we take an intra-departmental and interdisciplinary approach to learning, giving students a broad choice of mentors and neuroscience-related research projects to help advance your career. Students will acquire the knowledge and confidence to develop novel neuroscience questions, address them with rational and reproducible experimental design, and succeed in challenging academic and industry environments.

Related Programs

Doctoral

- Neuroscience (PhD) (p. 1375)

Minor

- Neuroscience Minor (p. 572)

Combined

- Neuroscience (MD/PhD) (p. 1885)

Curriculum

The Master of Science in Neuroscience requires 30 credit hours of coursework and a master's thesis.

Code	Title	Hours
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 415	Neurochemistry	3
NRSC 502	Neuroscience Journal Club	0
NRSC 503	Neuroscience Seminar	1
NRSC 499	Research	1-9
GSSM S61	Doctoral Study-Summer	1
NRSC 595	Thesis Supervision	1
Total Hours		**30**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
NRSC 502	Neuroscience Journal Club	1
	Hours	**11**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3

BMSC 418	Presentation skills	1
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 499	Research	2
NRSC 503	Neuroscience Seminar	0
	Hours	**9**
Summer		
GSSM S65	Master's Study-Summer	1
	Hours	**1**
Year 2		
Fall		
NRSC 415	Neurochemistry	3
NRSC 499	Research	2
NRSC 502	Neuroscience Journal Club	1
NRSC 595	Thesis Supervision	1
	Hours	**7**
Spring		
NRSC 499	Research	2
NRSC 503	Neuroscience Seminar	0
NRSC 595	Thesis Supervision	1
	Hours	**2**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

At the completion of the program, students will:

- Form hypotheses, design and perform appropriate experiments to test these hypotheses.
- Search and critically evaluate scientific literature and data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation, and presentation.

Neuroscience (PhD)

The Neuroscience PhD Program provides students with a fundamental understanding of nervous system structure and function as well as the opportunity to develop the analytical and communication skills necessary to independently and collaboratively ask and answer novel and impactful research questions that advance our current understanding of central and peripheral nervous system function, disease processes and potential therapeutic targets.

Related Programs

Master's

- Neuroscience (MS) (p. 1374)

Minor

- Neuroscience Minor (p. 572)

Combined

- Neuroscience (MD/PhD) (p. 1885)

Curriculum

The Graduate School at the Health Sciences Campus offers a PhD degree program in the biomedical sciences through the Integrated Program in Biomedical Sciences (IPBS). IPBS is an umbrella admission program in which students are admitted and undergo laboratory rotations before choosing an advisor and specialization track.

The following six tracks are offered in the IPBS:
- Biochemistry, Molecular & Cancer Biology
- Cell & Molecular Physiology
- Integrative Cell Biology
- Microbiology & Immunology
- Molecular Pharmacology & Therapeutics
- Neuroscience

Students receive rigorous training in the fundamentals of the scientific method, oral and written scientific communication, data analysis and presentation, critical analysis of scientific literature, and practical laboratory skills through a combination of coursework and dissertation research. Dissertation research is conducted under the direction of an advisor and Dissertation Committee.

IPBS Course Requirements

The PhD program consists of 48 credit hours of course work in the first two to three years plus research culminating in a dissertation. The course work consists of a Core Curriculum of 14 credit hours, at least 15 credit hours of electives and up to 19 credits hours of Research. Students whom take more than 15 credits of electives can reduce the number of Research credits accordingly. The electives include track-specific courses plus specialized courses offered by any track. Details about the electives required for each track can be found in the individual IPBS PhD track catalog pages. IPBS students also enroll in a Seminar and Journal Club course every semester. Students enroll in Dissertation Supervision after they have completed the required 48 credit hours.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Specific Requirements		
Track Required Coursework		15
Research [1]		1-9
Seminar		
Journal Club		
GSSM S61	Doctoral Study-Summer	1
Dissertation Supervision		1
Total Hours		**48**

[1] Students can choose to take more than 15 credits of electives and reduce Research credits accordingly.

Neuroscience Track Specific Course Requirements

The PhD in Neuroscience requires 48 credit hours and consists of the IPBS Core Curriculum plus required courses in neurobiology and neurochemistry, two additional biomedical science electives, research, neuroscience journal club and seminar, as well as completion of a comprehensive examination, and research dissertation.

Code	Title	Hours
IPBS Foundational Curriculum (see above)		**14**
Neuroscience Courses		
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 415	Neurochemistry	3
Neuroscience Electives [1]		6
NRSC 421	Neuroscience Teaching	
NRSC 423	Special Topics in Neuroscience	
NRSC 499	Research	1-9
NRSC 502	Neuroscience Journal Club	0
NRSC 503	Neuroscience Seminar	1
NRSC 600	Dissertation Supervision	1
Total Hours		**48**

[1] Students may choose electives from any of the biomedical graduate tracks.

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the second year. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo three laboratory rotations beginning in the first semester to identify a research advisor. Students select laboratories for each rotation from a list of available advisors and in consultation with the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 499	Research	2
	Hours	**12**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 499	Research	4
NRSC 503	Neuroscience Seminar	1
	Hours	**12**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
NRSC 415	Neurochemistry	3
NRSC 499	Research	4
NRSC 502	Neuroscience Journal Club	0
Elective 1 [1]		3
	Hours	**10**
Spring		
NRSC 499	Research	4
NRSC 503	Neuroscience Seminar	1
Elective 2 [1]		3
	Hours	**8**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**0**
Year 3		
Fall		
NRSC 499	Research	3
NRSC 502	Neuroscience Journal Club	0
NRSC 600	Dissertation Supervision	1
	Hours	**4**
Spring		
NRSC 503	Neuroscience Seminar	1
NRSC 600	Dissertation Supervision	1
	Hours	**1**

Year 4

Students enroll in NRSC 502 Neuroscience Journal Club, NRSC 503 Neuroscience Seminar and NRSC 600 Dissertation Supervision for the remainder of the time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 48 credit hours for the PhD beyond year 3.

Hours	**0**
Total Hours	**48**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- A thorough conceptual understanding of structure and function of the nervous system as well as the biology and function of cells of the nervous system.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Pharmacovigilance Certificate

Pharmacovigilance is the science of collecting, detecting, assessing, and monitoring data of drugs in order to minimize or prevent adverse effects. Pharmacovigilance, modernization and evolution of safety pharmacology, employs sophisticated state of the art approaches in the collection and analyses of data for therapeutics under development and for post-marketing surveillance of pharmaceutical products. Pharmacovigilance offers the promise of significant beneficial improvements in human health by providing safer, more effective and individually tailored therapeutics.

Loyola's Department of Molecular Pharmacology & Neuroscience offers a 12-credit certificate program in Pharmacovigilance which can be completed in 1-year (full-time) or 2-years (part-time). This program is especially well suited for individuals who are planning careers in the pharmaceutical industry, public health sciences, or biomedical research. The certificate program is also suited for physicians, nurses, and scientists in epidemiology or therapeutic-related fields. The program covers all aspects of Pharmacovigilance, related drug development and regulatory topics, and the ethics associate with these endeavors. Courses involve executives and expert scientists from the pharmaceutical industry who are world leaders in these areas.

All courses consist of Asynchronous lectures and synchronous course meetings (early evening) and are flexible to allow students to take the courses from home and around daytime obligations.

Related Programs

Doctoral

- Molecular Pharmacology and Therapeutics (PhD) (p. 1372)

Combined

- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)
- Pharmacology/Business (MS/MBA) (p. 1887)

Curriculum

Code	Title	Hours
PHAR 407	Fundamentals of Drug Discovery and Development	3
PHAR 409	Principles of Pharmacology	3
or PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	2
PHAR 420	Pharmacovigilance: A Practical Approach	4
Total Hours		**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of this program, students will be able to:

- Identify and evaluate Drug Development pathways including pre-clinical and clinical trials and the ethical, scientific, and regulatory issues around them.
- Identify and evaluate signal identification, assessment, management, and causality assessment.
- Evaluate benefit-risk, risk minimization, product safety monitoring, and vaccine safety monitoring.
- Evaluate and assess real world data/evidence.
- Interpret evidence obtained in Pharmacovigilance, including behavioral science, patient perspectives, and risk communication.
- Identify and explain the ways in which Pharmacovigilance can produce evidence and evaluations of data, and how these can be used to benefit human health.

Neiswanger Institute of Bioethics and Healthcare Leadership

The Neiswanger Institute for Bioethics and Healthcare Leadership is a pluralistic program that draws upon the commitment to social justice of the Jesuit and Roman Catholic heritage of the Stritch School of Medicine in its teaching, research, and service. The Institute promotes the ideals

of Jesuit education in seeking to form “men and women for others” and to make our classrooms a “home for all faiths.” Thus, while giving special regard to Catholic healthcare ethics in teaching and research, the Institute also fosters respectful dialogue among all traditions represented in our student body and patient population.

Two things distinguish the Neiswanger Institute for Bioethics:

- A commitment to educating healthcare professionals to be effective leaders for social justice in medicine and society, and;
- A commitment to understanding and respecting the role of religious and spiritual traditions, especially that of the school’s Roman Catholic heritage, in healthcare decision making.

The primary values of the Institute, a regard for social justice and a commitment to understanding the roles of religion and spirituality in medicine, give rise to a research and teaching focus for institute faculty that includes addressing racial and ethnic disparities in healthcare, fostering cultural humility and competence, contributing to global health, promoting public health, and advocating a renewal of medical professionalism that evidences a concern for the common good.

As part of our mission, the Institute offers online master's degree programs and a hybrid doctoral degree in bioethics and healthcare mission leadership, as well as online certificate programs for healthcare professionals. Our innovative online environment supports practical education and provides valuable engagement and networking among peers and experts in the field of bioethics and health policy.

Graduate Programs

- Bioethics and Health Policy (DBe) (p. 1378)
- Bioethics and Health Policy (MA) (p. 1379)
- Bioethics and Health Policy Certificate (p. 1380)
- Healthcare Mission Leadership (DHCML) (p. 1380)
- Healthcare Mission Leadership (MA) (p. 1381)

Bioethics and Health Policy (DBe)

Our professional Doctorate in Bioethics (DBe) is a first of its kind and meets the growing need for advanced training in bioethics for those professionals that have increased responsibilities related to bioethics and health policy at their institution. Such individuals may serve as chair of a hospital’s ethics committee, perform clinical ethics consultations, have administrative oriented ethics work or are a steward for issues central to your institution’s mission and values. This degree offers healthcare professionals an opportunity to obtain a high quality doctorate through a hybrid delivery system (asynchronous online courses combined with blended courses that require 2-3 days of on-campus activity).

Related Programs

Master's

- Bioethics and Health Policy (MA) (p. 1379)

Certificate

- Bioethics and Health Policy Certificate (p. 1380)

Curriculum

The Doctorate in Bioethics (DBe) is a professional doctoral degree and requires 57 credit hours of coursework, written and oral qualifying examinations, two capstone courses, and one capstone presentation (virtual or in-person). Matriculants in the doctoral program are required to maintain a 3.5 cumulative GPA.

Students who enter with a previously earned master's degree in bioethics may transfer up to 27 credit hours (pending approval from program director), and are required to complete a minimum of three (3) required courses, five (5) elective courses, and the two (2) capstones at Loyola.

Required Coursework

Code	Title	Hours
Required Courses		
BEHL 401	Clinical Topics in Bioethics	3
BEHL 402	Justice & Health Care	3
BEHL 404	Biomedical Ethics and Law	3
BEHL 406	Principles of Health Care Ethics	3
Select Three Courses in Concentration (see below)		*9*
Clinical Bioethics		
BEHL 403	Ethics Care Continuum	
BEHL 410	Ethics Consultation Simulation Seminar [1]	
BEHL 430	Advanced Clinical Ethics Skills [1]	
or BEHL 421	Practicum in Clinical Ethics	
Catholic Bioethics		
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
Research Ethics		
BEHL 405	Research Ethics	
BEHL 431	Current Debates in Research Ethics	
BEHL 425	Empirical Bioethics	
or BEHL 432	Global Bioethics	
Public Health and Systems Ethics		
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
or BEHL 419	Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt	
BEHL 418	Advancing Health Equity Practice [1]	
or BEHL 407	Social Determinants of Health and Bioethics	
Select Ten Electives		*30*
Capstone Courses		
BEHL 423	Doctoral Capstone I	3
BEHL 424	Doctoral Capstone II	3
Total Hours		**57**

[1] Indicates hybrid course offered asynchronously online with two to three days of on-campus activity.

Qualifying Examination

The qualifying examination students in the Bioethics Doctoral Program (DBe) should be completed after other coursework but *prior to* the Doctoral Capstone courses. This is an open book essay exam that should be an opportunity for the doctoral student to showcase their knowledge from the coursework they’ve already taken. After written responses are submitted, an oral exam is conducted online with the student and two

faculty reviewers. This is an opportunity for the student to clarify and expand upon their written answers. The student will receive a letter from the graduate program director indicating successful completion of the written and oral exams.

Capstones

DBe students will take two doctoral capstone courses (BEHL 423 Doctoral Capstone I and BEHL 424 Doctoral Capstone II), each of which should result in peer-reviewed articles. Afterwards students will make a virtual or in-person presentation of their capstone work.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Participants who complete the program will be able to:

- Analyze common ethical challenges arising in clinical cases.
- Apply fundamental ethical principles and legal frameworks to clinical cases.
- Develop a credible argument regarding a current bioethical controversy.
- Demonstrate the knowledge and skills necessary to advise healthcare professionals in a specialized area of bioethics such as clinical case consultation, research ethics, public health ethics, Catholic bioethics.
- Produce a manuscript for submission to a peer reviewed publication.

Bioethics and Health Policy (MA)

The key ingredients to a successful experience in an online educational program are the quality of the students and the dedication of the faculty. Our students typically have advanced or professional degrees in a variety of disciplines and they hail from all over the country (and even a few from outside the US). Our program attracts physicians, nurses, social workers, chaplains, health care administrators, lawyers, researchers, and even a few of our own medical students.

Our faculty members (https://hsd.luc.edu/bioethics/aboutus/facultydirectory/) are trained in a variety of disciplines: law, medical humanities, philosophy, psychology, public health, theology, and health care ethics (https://hsd.luc.edu/bioethics/aboutus/whatisbioethics/). Because of the commitment of our faculty to online education, we can boast a low attrition rate, and students typically complete the master's program within 2 to 3 years.

Related Programs

Doctoral

- Bioethics and Health Policy (DBe) (p. 1378)

Certificate

- Bioethics and Health Policy Certificate (p. 1380)

Curriculum

The Master of Arts in Bioethics and Health Policy requires 30 credit hours of coursework (5 required & 5 elective courses).

Code	Title	Hours
Required Courses		
BEHL 401	Clinical Topics in Bioethics	3
BEHL 402	Justice & Health Care	3
BEHL 404	Biomedical Ethics and Law	3
BEHL 406	Principles of Health Care Ethics	3
BEHL 492	Master's Research - Capstone	3
Select Five (5) Elective Courses		15
BEHL 403	Ethics Care Continuum	
BEHL 405	Research Ethics	
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 408	Ethics, Genetics and Health Policy	
BEHL 409	Religion and Bioethics	
BEHL 410	Ethics Consultation Simulation Seminar	
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 413	History of Medicine and Bioethics	
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
BEHL 417	Narrative Ethics	
BEHL 418	Advancing Health Equity Practice	
BEHL 419	Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt	
BEHL 420	Advanced Topics in Bioethics and Law	
BEHL 425	Empirical Bioethics	
BEHL 426	Ignatian Spirituality and Medicine	
BEHL 427	Professionalism and Professional Ethics	
BEHL 428	Writing and Scholarship Skills	
BEHL 429	Pediatric Ethics	
BEHL 430	Advanced Clinical Ethics Skills	
BEHL 431	Current Debates in Research Ethics	
BEHL 432	Global Bioethics	
BEHL 433	Mastering Clinical Ethics Consultation	
BEHL 491	Special Topics	
Total Hours		**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Participants who complete the program will be able to:

- Analyze common ethical challenges arising in clinical cases.
- Analyze major ethical theories and methods.
- Apply fundamental ethical principles and legal frameworks to clinical cases.
- Develop a credible argument regarding a current bioethical controversy.
- Demonstrate proficient manuscript writing skills.

Bioethics and Health Policy Certificate

Neiswanger Institute of Bioethics and Healthcare Leadership offers a four-course online and blended graduate certificate programs in Bioethics & Health Policy. The certificate also has tracks in Clinical Bioethics and Catholic Healthcare Ethics.

Related Programs

Master's

- Bioethics and Health Policy (MA) (p. 1379)

Doctoral

- Bioethics and Health Policy (DBe) (p. 1378)

Curriculum

The online Certificate in Bioethics & Health Policy requires a total of 12 credit hours. This program also has tracks in Catholic Health Care Ethics and Clinical Bioethics.

Code	Title	Hours
BEHL 401	Clinical Topics in Bioethics	3
Select one of the following:		3
BEHL 402	Justice & Health Care	
BEHL 404	Biomedical Ethics and Law	
BEHL 406	Principles of Health Care Ethics	
Two additional elective courses		6
BEHL 403	Ethics Care Continuum	
BEHL 405	Research Ethics	
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 408	Ethics, Genetics and Health Policy	
BEHL 409	Religion and Bioethics	
BEHL 410	Ethics Consultation Simulation Seminar	
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 413	History of Medicine and Bioethics	
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
BEHL 417	Narrative Ethics	
BEHL 418	Advancing Health Equity Practice	
BEHL 419	Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt	
BEHL 420	Advanced Topics in Bioethics and Law	
BEHL 491	Special Topics	
Total Hours		**12**

Catholic Health Care Ethics Track

The online Certificate in Catholic Health Care Ethics provides a theological foundation for health-care professionals desiring to engage in ethical questions at the intersection of faith and bioethics.

Code	Title	Hours
BEHL 401	Clinical Topics in Bioethics	3
Select one of the following:		3
BEHL 402	Justice & Health Care	
BEHL 404	Biomedical Ethics and Law	
BEHL 406	Principles of Health Care Ethics	
Select two of the following:		6
BEHL 409	Religion and Bioethics	
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
Total Hours		**12**

Clinical Bioethics Track

The blended Certificate in Clinical Bioethics provides the foundational knowledge and skills that clinicians need for patient care, to participate meaningfully on an ethics committee or to conduct clinical ethics consultations.

Code	Title	Hours
BEHL 401	Clinical Topics in Bioethics	3
BEHL 404	Biomedical Ethics and Law	3
BEHL 406	Principles of Health Care Ethics	3
BEHL 410	Ethics Consultation Simulation Seminar	1-3
Total Hours		**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Participants who complete the program will be able to:

- Analyze common ethical challenges arising in clinical cases
- Apply fundamental ethical principles and legal frameworks to clinical cases.

Healthcare Mission Leadership (DHCML)

As the position of mission leadership has evolved over the past three decades, leaders working in Catholic healthcare cite an increasing need for well-prepared executives with deep understanding of Catholic

theology, bioethics, practical business acumen, and organizational leadership who can function in an executive capacity to guide increasingly complex organizations.

Our interdisciplinary online Doctorate in Healthcare Mission Leadership builds on the MA in Healthcare Mission Leadership and provides a professional, doctoral-level preparation for individuals who hold or will hold positions of senior leadership within Catholic healthcare organizations.

Related Programs

Master's

- Bioethics and Health Policy (MA) (p. 1379)

Curriculum

The Doctorate in Healthcare Mission Leadership (DHCML) is a professional doctoral degree and requires 66 credit hours of coursework. Matriculants in the doctoral program are required to maintain a 3.5 GPA.

Students may transfer up to 33 credit hours of coursework from an external MA degree toward the DHCML based on curricular requirements. Prior graduate coursework will be evaluated on an individual basis. Each student's course of study will be tailored to build on and complement their previous coursework. DHCML students may also select additional electives in healthcare leadership and management from the Quinlan School of Business or in theology and spirituality from the Department of Theology. These electives will be selected in conversation with the student's academic advisor.

Course Requirements

Code	Title	Hours
Theology and Bioethics Domain		**30**
BEHL 401	Clinical Topics in Bioethics	
BEHL 403	Ethics Care Continuum	
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
BEHL 426	Ignatian Spirituality and Medicine	
BEHL 500	Introduction to Healthcare Mission Leadership	
BEHL 502	Christian Doctrine	
IPS 545	The Foundations of Christian Spirituality	
IPS 402	Church and Mission	
Organizational Leadership Domain		**15**
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 419	Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt	
BEHL 422	Practicum in Organizational/Public Health Ethics	
BEHL 505	Advanced Concepts in Health Systems Management	
CMAN 533	Fiscal Management in Health Care Organizations	
Doctoral Seminars		**15**
BEHL 510	Integrated Doctoral Seminar in Ethics, Theology, and Healthcare	
BEHL 511	Mission, Leadership, and Spiritual Formation Seminar	
BEHL 512	Canon Law, Sponsorship, and Church Relations	
Doctoral Capstones		**6**
BEHL 423	Doctoral Capstone I	
BEHL 424	Doctoral Capstone II	
Total Hours		**66**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Participants who complete the program will be able to:

- Analyze common challenges to maintaining fidelity to the mission of Catholic healthcare institutions.
- Apply fundamental ethical principles and theological frameworks to clinical and organizational questions.
- Develop a credible argument regarding a current mission-related challenges.
- Develop strategies to foster fidelity to mission utilizing management, formational, theological, and ethical knowledge and skills.

Healthcare Mission Leadership (MA)

As of Fall 2026, this program is no longer accepting applicants.

The Master of Arts in Healthcare Mission Leadership offers professional preparation for those in senior leadership positions in a healthcare environment who are charged with developing, enhancing, cultivating, and protecting the identity and mission of their organizations. This interdisciplinary program is offered collaboratively by Loyola's Neiswanger Institute for Bioethics and Healthcare Leadership at the Stritch School of Medicine, the Marcella Niehoff School of Nursing, and the Institute of Pastoral Studies. It integrates courses from theology, spirituality, bioethics, organizational development, and leadership to offer a well-rounded degree pertinent to the work being done in Catholic hospitals and health systems throughout the world.

Related Programs

Doctoral

- Healthcare Mission Leadership (DHCML) (p. 1380)

Curriculum

The Master of Arts in Healthcare Mission Leadership is designed to meet the Competencies for Mission Leaders outlined by the Catholic Health Association. The program 36 credit hours of foundational coursework in three competency domains: Theology and Spirituality, Ethics, and Organizational Management and Leadership. Since participants in this program will come with a wide range of past education and experience, this curriculum can be tailored to each applicant's background. Candidates demonstrating graduate-level training in a competency represented by a particular foundational course may substitute other courses in that or another competency domain.

Required Coursework

Code	Title	Hours
Theology and Spirituality		**12**
Select four of the following:		
BEHL 500	Introduction to Healthcare Mission Leadership	
BEHL 502	Christian Doctrine	
BEHL 426	Ignatian Spirituality and Medicine	
IPS 402	Church and Mission	
IPS 545	The Foundations of Christian Spirituality	
Ethics		**12**
Select four of the following:		
BEHL 401	Clinical Topics in Bioethics	
BEHL 403	Ethics Care Continuum	
BEHL 414	Moral Theology for Bioethics	
BEHL 415	Ethical & Religious Directives for Catholic Healthcare Leadership	
BEHL 416	Catholic Bioethics and Social Justice	
Organizational Management and Leadership		**9**
Select three of the following:		
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 419	Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt	
BEHL 422	Practicum in Organizational/Public Health Ethics	
BEHL 505	Advanced Concepts in Health Systems Management	
CMAN 533	Fiscal Management in Health Care Organizations	
BEHL 492	Master's Research - Capstone	3
Total Hours		**36**

The Healthcare Mission Leadership Program Can Be Completed Entirely Online

Our online graduate degree programs offer a highly accessible option for working professionals and individuals looking for greater flexibility. Loyola's innovative online environment encourages interaction, collaboration, and a sense of community among our students, while also offering a great depth of academic content. Our nationally-recognized faculty provides valuable engagement and networking among peers and experts in Catholic healthcare.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Participants who complete the program will be able to:

- Analyze common challenges to maintaining fidelity to the mission of Catholic healthcare institutions.
- Apply fundamental ethical principles and theological frameworks to clinical and organizational questions.
- Develop a credible argument regarding a current mission-related challenges.

Nursing

Graduate School Programs

- Nursing (PhD) (p. 1382)

Marcella Niehoff School of Nursing Programs

- Master of Nursing (MN) (p. 1490)
- Nursing and Healthcare Administration (MSN) (p. 1491)
- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Adult-Gerontology Acute Care Nurse Practitioner (DNP) (p. 1494)
- Adult Gerontology Clinical Nurse Specialist with Oncology Specialty (DNP) (p. 1495)
- Adult-Gerontology Primary Care Nurse Practitioner (DNP) (p. 1497)
- Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP) (p. 1498)
- Family Nurse Practitioner (DNP) (p. 1500)
- Family Nurse Practitioner with Emergency Specialty (DNP) (p. 1500)
- Psychiatric Mental Health Nurse Practitioner (DNP) (p. 1501)
- Psychiatric Mental Health Nurse Practitioner with Substance Use and Addictions Specialty (DNP) (p. 1502)
- Systems Leadership (DNP) (p. 1504)
- Women's Health/Gender Related Nurse Practitioner (DNP) (p. 1505)
- Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate (p. 1506)
- Oncology Nursing Certificate (p. 1507)

Nursing (PhD)

Preparing nurse scholars to improve health through research, education, and leadership. The PhD in Nursing prepares graduates to advance the scientific foundation of nursing practice and health care delivery. Under the guidance of our faculty, students are prepared to launch a program of research addressing the social, cultural, political and ethical issues related to an area of nursing scholarship.

Related Programs

Doctoral

- Family Nurse Practitioner (DNP) (p. 1500)

Curriculum

The PhD in Nursing requires a minimum of 48 credit hours for students entering with a master's degree.[1] Students entering with a BSN complete an additional 24 credit hours of graduate level nursing courses.

PhD courses meet online two late afternoon-evenings per week in the fall and spring semesters. Two additional days of intensive in person training sessions per semester (Spring and Fall) are required. In person intensives meet on a rotating basis between the Lake Shore and Health Sciences campuses.

Required Courses

Code	Title	Hours
GNUR 432	Philosophy of Science	3
GNUR 440	Systematic Inquiry I: Scholarly Writing	2
GNUR 500	Phenomena and Theories for Nursing Science I	2
GNUR 501	Phenomena and Theories for Nursing Science II	2
GNUR 508	The Nurse Scientist Role	2
GNUR 509	Teaching Methods	3
GNUR 512	Quantitative Methods & Design for Nursing Research	3
GNUR 513	Qualitative Methods in Nursing Research	3
GNUR 519	Measurement for Nursing Research	3
GNUR 520	Systematic Inq II: Reviewing & Synthesizing Lit	2
GNUR 523	Health Care Policy and Economics	3
GNUR 539	Innovative Science, Theory and Methods	3
GNUR 542	Grant and Proposal Writing	3
GNUR 546	Advanced Statistics I [2]	3
GNUR 547	Advanced Statistics II	3
GNUR 610	Doctoral Study	1
GNUR 600	Dissertation Supervision	1
Two (2) Courses in Cognate Area		6
Total Hours		**48**

[1] GNUR 510 Teaching Practicum is required for students who receive funding through the Nurse Faculty Loan Program. Students in that program will complete 49 credit hours of coursework.

[2] Students who have not taken a graduate level statistics course prior to entering the PhD program may be required to take an additional three credit hour graduate statistics course before enrolling in GNUR 546 Advanced Statistics I or GNUR 547 Advanced Statistics II. The pre-requisite will not replace one of the above required courses and students will graduate with 49 credit hours.

Qualifying Examination

At the completion of coursework, students are required to successfully complete a qualifying examination consisting of both written and oral components. The examinations are designed to assess the depth, breadth, comprehension, integration, and synthesis of knowledge that forms the foundation for conducting dissertation research.

Dissertation

A directed dissertation is required to complete a PhD in Nursing. All students in the Graduate School who write a dissertation must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship. It is recommended that this course be taken prior to beginning research.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 432	Philosophy of Science	3
GNUR 440	Systematic Inquiry I: Scholarly Writing	2
GNUR 500	Phenomena and Theories for Nursing Science I	2
	Hours	**7**
Spring		
GNUR 501	Phenomena and Theories for Nursing Science II	2
GNUR 508	The Nurse Scientist Role	2
GNUR 512	Quantitative Methods & Design for Nursing Research	3
	Hours	**7**
Summer		
GNUR 513	Qualitative Methods in Nursing Research	3
Cognate Course		3
	Hours	**6**
Year 2		
Fall		
GNUR 519	Measurement for Nursing Research	3
GNUR 520	Systematic Inq II: Reviewing & Synthesizing Lit	2
GNUR 546	Advanced Statistics I	3
	Hours	**8**
Spring		
GNUR 523	Health Care Policy and Economics	3
GNUR 539	Innovative Science, Theory and Methods	3
GNUR 547	Advanced Statistics II	3
	Hours	**9**
Summer		
GNUR 509	Teaching Methods	3
Cognate Course		3
	Hours	**6**
Year 3		
Fall		
GNUR 510	Teaching Practicum [1]	3
GNUR 610	Doctoral Study	1
	Hours	**1-4**
Spring		
GNUR 542	Grant and Proposal Writing	3
GNUR 600	Dissertation Supervision	1
	Hours	**4**
Year 4		
Fall		
GNUR 600	Dissertation Supervision	1
	Hours	**0**
Spring		
GNUR 600	Dissertation Supervision	1
	Hours	**0**
	Total Hours	**48-51**

[1] GNUR 510 Teaching Practicum is required for students who receive funding through the Nurse Faculty Loan Program. Students in that program will complete 49 credit hours of coursework.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Program Goal

The goal of the PhD in Nursing program is to prepare scholars who improve human health through the development and expansion of knowledge.

Learning Outcomes

At the completion of the program the graduate has the knowledge and skills to:

- Initiate a beginning program of research that expands nursing and healthcare knowledge.
- Incorporate social, cultural, political, economic, and ethical considerations into nursing scholarship and practice.
- Participate in the international community of scholars to further the Jesuit mission of generation and dissemination of knowledge in the service of humanity.
- Assume leadership roles in nursing research, education, practice, policy development, and/or administration in order to improve the health of society.
- Differentiate between managing a career as a nurse scientist and stewarding the nursing discipline.

Social Work

Graduate School Programs

- Social Work (PhD) (p. 1398)

School of Social Work Programs

- Post-MSW Certified Alcohol and other Drugs Counselor Training Program (CADC) Certificate (p. 1825)
- Post-MSW Professional Educator License: School Social Worker Endorsement (p. 1830)
- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Program (MSW) (p. 1837)
- Social Work Online (MSW) (p. 1839)
- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work/Children's Law and Policy (MSW/MJ) (p. 1898)
- Social Work/Law (MSW/JD) (p. 1900)
- Social Work/Public Health (MSW/MPH) (p. 1904)
- Social Work: Online Bilingual Program (MSW) (p. 1842)
- Social Work: Advanced Standing Online Bilingual Program (MSW) (p. 1844)
- Women's Studies and Gender Studies (MA)/Social Work (MSW) (p. 1907)
- MSW Specializations & Tracks (p. 1846)

Social Work (SOWK)

SOWK 500 Life Span Development, Human Behavior, Trauma, & Theory (3 Credit Hours)
This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.
Course equivalencies: SOWK 305/SOWK 500
Outcomes:
1) Analyze how racism, oppression, cultural context, and structural inequities influence human development and adaptation across the life span using biopsychosocial spiritual and life course perspectives; 2) Apply theories of human development, trauma, resilience, and neuroscience to explain engagement with individuals and families within their social and environmental contexts; 3) Assess developmental strengths, stressors, risk and protective factors, and environmental influences affecting individuals and families at different life stages using relevant social work theories and empirical literature

SOWK 501 Assessment of Client Concerns in Context (3 Credit Hours)
Course will teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed bio-psycho-social-spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources.
Course equivalencies: SOWK 380/SOWK 501
Outcomes:
1) Demonstrate and apply knowledge and skills for conducting a biopsychosocial-spiritual assessment; 2) Conceptualize culturally-informed diagnostic assessment; 3) Develop and apply DSM-5-TR diagnostic assessment to a simulated patient, producing a culturally-informed DSM-5-TR diagnosis

SOWK 502 Power, Oppression, Privilege, and Social Justice (3 Credit Hours)
This course is designed to assist social work students with understanding the concepts of power, privilege, oppression, and social justice in their work with historically marginalized and oppressed populations.
Course equivalencies: ASIA/SOWK/URB370/AFR369/SOWK50
Outcomes:
Analyze how personal identities, values, and biases influence professional behavior, and apply ethical principles and cultural humility to evaluate practice within diverse and oppressive systems; Evaluate how systems of power, privilege, and oppression shape human rights and opportunities, and create strategies to advance social, economic, and environmental justice through advocacy and allyship at the micro, mezzo, and macro levels; Synthesize theoretical frameworks (critical race theory, intersectionality, anti-oppressive and strengths-based practice) to design and apply culturally responsive, collaborative interventions that promote empowerment and systemic change

SOWK 503 Practice Skills with Individuals and Families (3 Credit Hours)
Pre-requisites: Corequisite is SOWK 501; Restricted to Graduate Social Work students
This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families.
Course equivalencies: SOWK 301/SOWK 503
Outcomes:
1) Analyze biopsychosocial-spiritual development across the life span by examining how trauma, resilience, culture, and social environments influence individuals and families at different developmental stages; 2) Apply human development and social work theories to real-life contexts in order to interpret individual and family experiences across the life course, with attention to diversity, oppression, and resilience; 3) Evaluate how social work knowledge of life span development informs ethical, culturally responsive practice and contributes to effective engagement, assessment, and intervention across systems

SOWK 504 Integrated Micro/Mezzo/Macro Theory and Practice (3 Credit Hours)
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies, as well as practice knowledge, the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.
Outcomes:
1) Understand integrated practice models that apply across micro, mezzo, and macro domains, 2) appraise the quality and utility of empirical research related to the key theories, topics, and problems examined

SOWK 505 Group Work Practice in Social Work: Micro/Mezzo/Macro (3 Credit Hours)
This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes.
Course equivalencies: SOWK 303/SOWK 505
Outcomes:
1) Demonstrate and apply ethical and professional behavior by integrating social work values, self-awareness, and group facilitation skills that promote inclusivity, collaboration, and mutual support among diverse group members; 2) Analyze and synthesize group dynamics, theories, and evidence-based practices to assess group needs, develop goals, and implement interventions that foster empowerment and social justice; 3) Engage and collaborate with individuals and groups to plan, lead, and evaluate group processes that enhance collective well-being, inclusion, and effective problem-solving across diverse settings

SOWK 506 Research and Evaluation in Social Work Practice (3 Credit Hours)
This course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis through a social justice/anti-racist/global perspective.
Course equivalencies: SOWK 390/SOWK 506
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness

SOWK 508 Integrated Micro, Mezzo, and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work Students
This course focuses on integrated practice approaches that span three frameworks, including micro (e.g. individuals, families, and groups), mezzo (e.g. communities), and macro (e.g. systems, society) levels. It will examine various theories and models, the quality and utility of empirical research, as well as the impact of interprofessional and interdisciplinary collaboration efforts.
Outcomes:
1) Apply ethical, professional, and anti-oppressive social work values to engage individuals, families, groups, organizations, and communities using integrated micro, mezzo, and macro practice frameworks that advance human rights and social justice; 2) Assess social problems, client systems, and policy contexts using person-in-environment, systems, and policy-aware frameworks to identify strengths, risks, and structural influences across micro, mezzo, and macro levels of practice; 3) Design and implement integrated intervention strategies that address social problems through coordinated micro, mezzo, and macro actions to promote equitable, sustainable change

SOWK 509 Social Work Policy and Community Intervention (3 Credit Hours)
Drawing from social work theory, research, and practice, Social Work Policy and Community Interventions examines the roles of social workers in policy practice as well as change agents within community and organizational contexts.
Outcomes:
1) Analyze how social, racial, economic, and environmental injustices are embedded in existing policies and evaluate their impacts on individuals, families, and communities; 2) Design and advocate for equitable, evidence-informed policies that promote social change and address systemic inequities at local, national, and global levels; 3) Apply policy analysis frameworks and research evidence to assess the effectiveness of policy interventions and design strategies for implementation that improve service delivery and community well-being

SOWK 600 Dissertation Supervision (1 Credit Hour)
Students register for this course once they have finished their core curriculum, passed their comps, and have an approved dissertation proposal.\\n
Outcomes:
Design and defend a dissertation proposal and prepare and submit an application for Institutional Review Board (IRB) approval; Implement original research by executing the approved study and defending the final dissertation according to program standards

SOWK 602 Health and Behavioral Health Policy and Systems (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides students with frameworks for understanding the interrelationship between developments in health and behavioral health policy, delivery systems, and social work practice on micro, mezzo, and macro levels. Practice issues associated with organizational structure, patient-centered care, team and interdisciplinary relations, as well as collaboration and conflict, are considered.
Outcomes:
Analyze and evaluate the structure and financing of US health and behavioral health systems to identify disparities and propose strategies that promote equitable access to care; Critically assess and apply theories and models of health policy to develop evidence-informed recommendations that address systemic inequities in health and behavioral health service delivery; Design and advocate for policy and organizational changes that advance social, racial, and economic justice within health and behavioral health systems through interdisciplinary collaboration and stakeholder engagement

SOWK 603 Seminar in Brief Treatment (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This seminar builds on the student's knowledge of short-term treatment, expanding this knowledge and skill toward understanding, and the practice of brief treatment as a modality of social work intervention. It examines the essential components of brief treatment (task-centered, crisis intervention, brief psychotherapy) with individual clients.
Outcomes:
Demonstrate ethical and culturally responsive professional behavior by applying social work values, self-reflection, and critical thinking to diverse brief treatment settings and client populations; Integrate and apply evidence-informed theories and research to assess client needs and formulate treatment goals within brief therapeutic frameworks such as psychodynamic, cognitive-behavioral, and solution-focused models; Design, implement, and evaluate time-limited interventions that promote client empowerment, well-being, and measurable progress within ethical and evidence-based social work practice

SOWK 604 Advanced Clinical Social Work Practice with Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course focuses on multiple theoretical approaches in group work practice with diverse and at-risk populations with an emphasis on social and economic justice
Although the focus is on treatment groups, content will include the structure, function and techniques of intervention with all types of groups, emphasizing the conscious use of self. The method of instruction is interactive, collaborative, and experientially based.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values, group work standards, and anti-oppressive frameworks in diverse group settings; Analyze and synthesize theories, research, and policies that inform group work practice, and design interventions that promote human rights, social, racial, economic, and environmental justice within therapeutic and community groups; Engage, assess, intervene, and evaluate group processes by applying evidence-informed models, facilitating collaboration, and evaluating outcomes to strengthen group cohesion and empower members

SOWK 605 Human Sexuality and Sexual Dysfunction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 506, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides basic knowledge about the physiology and psychology of human sexuality as well as consideration of some areas of sexual dysfunction. Attention is also focused on cultural, societal, and personal attitudes which may affect the student's response to this area of practice.
Outcomes:
Analyze how their own identities, values, and biases influence perceptions of human sexuality and evaluate how ethical principles and cultural humility can be applied to promote sex-positive, inclusive, and affirming practice across client systems; Evaluate how intersecting systems of power, privilege, and oppression shape sexual health outcomes and create strategies to advance human rights and sexual justice through advocacy, policy development, and macro-level interventions; Synthesize research, theory, and clinical frameworks to design and implement evidence-informed interventions that address sexuality-related issues across the lifespan and promote empowerment, advocacy, and systemic change

SOWK 606 Practicum in Research & Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 506, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to introduce MSW students to a range of philosophies, methods, and techniques that are useful for evaluating human service programs and practice interventions. The course is intended to help you become more aware of the range of evaluation activities conducted in health care and human service agencies and to prepare you to conduct your own small and mid-range evaluations of programs and practice.

SOWK 609A School Social Work Policy and Practice I (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the first of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, anti-racist, and equity-informed professional behavior by analyzing the roles and responsibilities of school social workers within P-12 systems and adhering to NASW standards and school-based policies; Critically analyze and synthesize school and education policies to evaluate their impact on student well-being, access, and equity, and propose strategies that promote human rights and social, racial, and economic justice; Design and evaluate evidence-informed, systemic interventions that address barriers to learning and promote inclusive, trauma-informed, and data-driven practices in school settings

SOWK 609B School Social Work Policy and Practice II (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the second of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior in school settings by integrating anti-racist, anti-oppressive, and evidence-informed principles in their assessment and intervention practices; Analyze and synthesize data from multiple sources to assess student strengths and needs, design functional behavioral analyses, and develop evidence-informed intervention plans that promote equity and positive student outcomes; Evaluate and advocate for policies and crisis intervention strategies that advance human rights, social and racial justice, and systemic well-being within educational environments

SOWK 611 Social Work Practice with Couples (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course explores clinical models and techniques for the treatment of couples with relationship problems
Primary attention is given to the integration of systemic and analytical theories. Specific strategies and techniques are presented and demonstrated. Attention is given to the range of symptomatology and challenges including sexual dysfunction.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-based perspectives in analyzing relational dynamics, power imbalances, and cultural influences in couple therapy; Integrate and synthesize evidence-informed theories, research findings, and systemic frameworks to assess couple functioning and develop treatment plans responsive to diverse relational contexts; Design, implement, and evaluate therapeutic interventions using multiple couple therapy models to promote emotional connection, relational resilience, and positive outcomes for diverse and non-traditional couples

SOWK 612 Family Assessment and Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course examines different theoretical approaches to assessment and intervention with families
The focus will be on interpersonal interaction patterns and on systems rather than on individual feelings and behaviors, although those aspects of working with family members are not excluded. Different models of family therapy will be described, applied to case problems, compared with other models and/or theories, and evaluated for their effectiveness.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, anti-oppressive, and equity-based principles into family assessment and intervention practices; Analyze and evaluate family dynamics, structures, and systems through evidence-informed frameworks to develop assessment plans and advocate for policies that promote human rights, justice, and equitable access to family support resources; Design, implement, and evaluate family-centered interventions that promote communication, resilience, and systemic change within diverse, nontraditional, and intergenerational family systems

SOWK 613 Advanced Family Treatment (3 Credit Hours)
This course deepens students clinical practice competence in family therapy. Through discussion and experiential exercises, use of case vignettes and films, it will refine understanding of the therapeutic process and the development of treatment skills. Students will advance their understanding of the relationship between treatment goals and treatment techniques.

SOWK 614 Clinical Social Work Practice in Health Care (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will view the practice of social work in health care as the integration of physical and mental health. We will explore in depth the biopsychosocial concomitants of physical and mental disorders. The integration of both health and mental health has implications for assessment and intervention and relies upon a person-centered/relation-centered framework.
Outcomes:
Demonstrate and apply ethical, professional, and collaborative behavior by integrating social work values, standards, and interprofessional communication skills in healthcare settings to support holistic client care; Analyze and evaluate health disparities and systemic inequities by applying evidence-informed research and policy frameworks that advance human rights, social, racial, and economic justice in healthcare practice; Design, implement, and assess biopsychosocial-spiritual interventions that address the complex needs of individuals and families across diverse healthcare contexts through culturally responsive and client-centered practice

SOWK 615 Social Work Practice with Adolescents (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Social workers encounter adolescents in a variety of settings, including schools, mental health, child welfare, medical, juvenile justice, and substance abuse treatment. This course seeks to prepare students for direct intervention with adolescents and their families in these settings and within young people's own social contexts.
Outcomes:
Integrate and apply research-informed theories and evidence-based frameworks to understand adolescent developmental processes (neurobiological, cognitive, emotional, and social) in order to differentiate normative behavior from indicators of psychological distress or maladjustment; Evaluate how environmental, cultural, and systemic factors influence adolescent identity formation, risk-taking, and resilience within diverse social contexts; Design and implement developmentally appropriate, strengths-based intervention strategies to support adolescents and their families across multiple practice settings, including schools, mental health, and other child-serving systems

SOWK 616 Psychotherapy with Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This practice course focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. The focus will include psychotherapy informed by psychodynamic and developmental frameworks.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values and anti-oppressive principles into psychotherapy with diverse adult populations; Analyze and evaluate the impact of systemic inequities, intersectionality, and human rights concerns on adult mental health to develop psychotherapeutic approaches that promote social, racial, and economic justice; Design, implement, and assess evidence-informed psychotherapeutic interventions that enhance client well-being and strengthen therapeutic relationships through engagement, assessment, intervention, and evaluation processes

SOWK 618 The Role of Religion and Spirituality in Psychotherapy (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course examines the predominant practice theories regarding religion and spirituality for the "person-in-the-situation". Included in the course material are relevant neurological, psychological, philosophical, theological, and sociocultural understandings of the interface between social work practice and religion and spirituality.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating social work values, critical self-reflection, and cultural humility in the assessment and understanding of how clients' religious practices and spiritual beliefs interface with mental health disorders; Analyze and evaluate the impact of systemic oppression, social inequities, and human rights issues on mental health to develop culturally responsive and justice-oriented approaches to clinical practice and psychopathology; Apply and integrate evidence-informed theories and diagnostic frameworks to assess, formulate, and intervene effectively with individuals and families experiencing mental health challenges within diverse social, religious, and spiritual contexts

SOWK 619 Issues in Treatment of Women (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The focus of the course is the identification and application of clinical social work assessment and intervention relevant to practice with women. The circumstances of women are directly relevant to the studies of children and families, as well as health and mental health since they generally are the primary caregivers for others in our society.
Outcomes:
Analyze and apply feminist, intersectional, and research-informed frameworks to evaluate gendered experiences and inform evidence-based clinical and advocacy practices with cisgender women; Demonstrate and integrate engagement strategies that build collaborative, culturally responsive, and trauma-informed relationships with women and their families in diverse practice settings; Design, implement, and evaluate feminist-informed interventions that promote empowerment, resilience, and systemic change to improve well-being and advance social justice for women

SOWK 620 Clinical Social Work Practice with Children (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course focuses on learning about clinical social work with children through helping students deeply understand a clinical relationship that children find meaningful in advancing their self-determination. In keeping with the present and future of clinical social work, this course includes a multicultural and global focus.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how cultural, developmental, and systemic factors influence social work practice with children and their families; Integrate and implement evidence-informed theories, developmental frameworks, and assessment tools to engage, assess, and intervene effectively with children and their families across diverse contexts; Evaluate and reflect on practice outcomes by measuring intervention effectiveness and adapting strategies to enhance trauma-informed, ethical, and strengths-based practice with children and families

SOWK 621 Clinical Practice in Addiction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This advanced-level course is associated with counseling clients affected by Substance Use Disorders (SUD). The core Functions and skills examined include: screening, intake, orientation, assessment, treatment planning, counseling (individual, family and group), case management, crisis intervention, client education, referral, reports and recordkeeping, consultation with other professionals and intervention.
Outcomes:
Demonstrate and apply ethical decision-making frameworks and professional standards to analyze complex situations involving clients with substance use disorders, ensuring integrity and accountability in practice; Integrate and evaluate research-informed theories, diagnostic criteria, and assessment tools to develop individualized, evidence-based treatment plans that promote client recovery and resilience; Design, implement, and assess intervention strategies that enhance client engagement, family support, and community collaboration to promote sustainable recovery and systemic change

SOWK 622 Substance Abuse Treatment in Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus on the many applications of group work to serve substance use disorder (SUD) affected clients. Through a combination of assigned readings, attendance at group meetings, and hands-on participation in small groups within the class, students will gain a working knowledge of how groups function to assist those recovering from SUDs.
Outcomes:
Demonstrate and apply ethical, culturally responsive, and evidence-informed professional behavior by integrating social work values and anti-oppressive principles into group treatment with individuals experiencing substance use disorders; Analyze and synthesize theoretical models and research evidence to design and facilitate effective, trauma-informed, and strengths-based group interventions that promote recovery and resilience among diverse populations; Implement and evaluate group-based interventions by applying motivational interviewing, mutual aid, and empowerment-focused strategies to enhance client engagement, well-being, and sustained behavioral change

SOWK 626 Social Work with Severely Mentally Ill (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course offers students the chance to learn about leading-edge social work approaches providing humane care for severely mentally ill clients, especially those clients with concomitant substance abuse, developmental disabilities, and severe socioeconomic disadvantage. Working with the client's environment, collaboration with other systems, advocacy and program development are considered.
Outcomes:
Demonstrate ethical, culturally responsive, and anti-oppressive social work practice with individuals, families, groups, organizations, and communities affected by severe mental illness and upholding human rights, equity, and social justice; Analyze and integrate research-informed and practice-informed evidence to assess, intervene, and evaluate services for individuals and families experiencing severe mental illness, applying critical thinking and reflective judgment to improve outcomes; Design advocacy strategies, policy initiatives, and community-based interventions that address systemic barriers and promote inclusion, empowerment, and recovery among people with severe mental illness

SOWK 631 Clinical Social Work Practice with Family Violence (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus primarily on interpersonal and family violence between partners and the impact of violence on the family. It will examine the various epistemological conceptualizations of violence, and the treatment of violence as it is experienced by and from various family members within an ecological framework with consideration of micro, mezzo, and macro areas of practice.
Outcomes:
Analyze family violence using ethical reasoning and an intersectional, justice-oriented lens to demonstrate professional behavior, uphold human rights, and integrate anti-racism, diversity, equity, and inclusion in clinical decision-making; Apply research-informed theories, policies, and evidence-based frameworks to engage, assess, and intervene with individuals, families, groups, organizations, and communities affected by violence across the lifespan; Evaluate clinical, policy, and programmatic responses to family violence and construct informed recommendations while maintaining reflective awareness of professional values, biases, and well-being, Aligned with: Competencies 1-8 (integrated and holistic alignment)

SOWK 632 Clinical Social Work with Older Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course includes a review of the basic concepts of gerontology/ geriatric practice, mental health issues, and interventions. The content of the course is intended to challenge students to move beyond basic levels of knowledge. It is intended to help students adapt social work theory (person-in-environment), practice principles, standards, and values to practice with older adults.
Outcomes:
Demonstrate knowledge of theories and practice concepts regarding the unique and diverse needs and capacities of older adults and their families, including mental health, substance abuse, and neurological challenges; Identify diversity, social justice, and human rights challenges for older adults with attention to the unique challenges of aging for groups that have been marginalized and discriminated against during their lifetimes; Utilize the elements of a biopsychosocial assessment and apply relevant laws, policies, and knowledge of resources to social work practice with older adults

SOWK 634 Special Topics (1-3 Credit Hours)
Topics for these courses are diverse. The purpose of having these courses is to expand the curriculum content and expose students to new and innovative subject matter. The topic of the course will be included in the class notes.

SOWK 637 Neurodevelopment and Trauma (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is an advanced concentration year practice elective focused on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Students will learn to identify major regions of the brain, appreciate the sequential nature of brain development, and determine which areas of the brain have likely been affected by developmental trauma. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective. This course is a hybrid course, incorporating recorded material supplied by The Child Trauma Academy. By the end of the course, students will have completed the majority of the requirements for Phase I Certification in the Neurosequential Model of Therapeutics. Because of this, the reading and out-of-class workload for this course is heavier than usual.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how social, cultural, and systemic factors influence neurodevelopmental and trauma-related outcomes across the lifespan; Integrate and synthesize neuroscience-informed theories and trauma assessment tools to assess the developmental, relational, and environmental impacts of trauma on individuals and families; Design and evaluate evidence-informed, brain-based, and relationally focused interventions that promote resilience, recovery, and healing for individuals and communities affected by trauma

SOWK 645 Crisis Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course provides students with the theoretical bases and practical skills for working with clients in crisis. This course focuses on general crisis theories, assessment models, and treatment/ intervention strategies. Students will concentrate on the application of these theories, models, and strategies in various practice settings.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating the NASW Code of Ethics, professional values, and self-reflective practice when assessing individual crises through an intersectional, culturally responsive, and anti-oppressive lens; Analyze and evaluate how political, systemic, and cultural factors contribute to crises in order to inform holistic, equitable, and evidence-informed crisis interventions with individuals, groups, families, and communities; Identify and implement evidence-based, trauma-informed crisis interventions that promote stabilization and enhance the well-being of individuals, groups, families, and communities

SOWK 650 Leadership & Supervision in Service Organizations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Course content focuses on providing knowledge, values, ethics, and skills in guiding the work of others within social service organizations. Content areas include but are not limited to staff management, administrative supervision principles, models and styles, staff development, clinical supervision, teamwork, staff selection, legal and ethical issues, evaluation and termination, mediation, and conflict resolution.
Outcomes:
Demonstrate and apply ethical, inclusive, and socially just leadership behaviors by integrating professional values, anti-oppressive principles, and human rights frameworks into supervision and organizational practice; Analyze and synthesize research-informed theories and models of leadership, supervision, and organizational behavior to assess group and organizational dynamics and develop effective strategies for staff engagement, communication, and change management; Design, implement, and evaluate leadership and supervision practices that enhance team effectiveness, promote equity and professional growth, and improve outcomes across organizational systems

SOWK 652 Organizations, Program Development, and Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course builds knowledge and skills in the areas of program development, sustainability, and evaluation. Program development is presented using an approach that also highlights the role of power, values, needs, and resources in decision-making processes. Grant-writing skills are developed alongside a critical analysis of social entrepreneurship and longstanding models of philanthropy. Knowledge and application of technology-based strategies to monitoring, evaluation and program improvement through data collection, data analysis, and data presentation are covered as well.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, inclusive, and justice-oriented principles into the design, implementation, and evaluation of social service programs; Analyze and synthesize research-informed theories, organizational models, and policy frameworks to develop logic models, evaluation plans, and funding strategies that strengthen organizational effectiveness and sustainability; Design, implement, and evaluate evidence-informed programs and fiscal strategies that enhance community impact, promote equity, and improve outcomes through ethical decision-making and continuous program improvement

SOWK 653 Community Organizing and Policy Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course focuses on the practice of community and political organizing designed to bring about social, economic, and racial justice. It explores interdisciplinary theories relating to processes of social change, representation, and power.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and justice-oriented approaches to analyze systemic inequities and advocate for policies and practices that promote human rights and social, racial, economic, and environmental justice; Integrate and synthesize community organizing, policy practice, and participatory frameworks to assess power structures, identify community needs and assets, and develop strategies for collective social action; Design, implement, and evaluate community-based and policy-driven interventions that empower marginalized groups, mobilize resources, and advance structural change through collaborative organizing and advocacy

SOWK 656 Social Work Practice with LGBTQ Populations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to provide students with an in-depth and critical understanding of social work practice issues related to individuals who are lesbian, gay, bisexual, transgender, and queer (+) (LGBTQ+), which includes intersex, two-spirit, demisexual, asexual, pansexual, omnisexual, their families, and the communities in which they live.
Outcomes:
Analyze how personal values, biases, and social identities influence professional relationships with LGBTQ+ clients and apply ethical decision-making frameworks to evaluate culturally responsive and affirming interventions across micro, mezzo, and macro levels of practice; Evaluate how intersecting systems of power, oppression, and privilege shape the lived experiences of LGBTQ+ individuals and create strategies that advance human rights, social, economic, and environmental justice through policy practice, advocacy, and coalition-building; Synthesize theories, research, and clinical frameworks (eg, minority stress theory, intersectionality, and trauma-informed care) to design and implement affirming, evidence-informed interventions that promote resilience, empowerment, and systemic change in LGBTQ+ communities

SOWK 662 Professional Development (3 Credit Hours)
This course focuses on the student's development as a social work professional and as a potential leader within the field, and the opportunities and strategies for personal professional impact. It is designed for the student who wants to develop a vision for advancing within the profession.

SOWK 670 Bridging Psychodynamic Theory and Cognitive Behavioral Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Psychodynamic theory and cognitive-behavioral theory are each associated with methods of intervention that have consistently been found to have therapeutic value for clients with a variety of psychosocial problems.
Outcomes:
Demonstrate and apply ethical, professional, and culturally responsive practice by integrating psychodynamic and cognitive-behavioral theories into clinical assessment and intervention with diverse client populations; Analyze and synthesize psychodynamic and cognitive-behavioral theoretical frameworks to assess client needs, formulate treatment goals, and select evidence-informed strategies that promote growth and resilience; Design, implement, and evaluate integrated treatment plans that enhance client well-being and advance effective therapeutic outcomes through the combined use of psychodynamic and cognitive-behavioral approaches

SOWK 680 Advanced Micro-Level Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
Micro Practice extends foundation knowledge of generalist practice and requires critical understanding of diverse theories and their related evidence-informed practice models. Critical analysis examines these models from an anti-racist and strengths perspective in order to intervene effectively using a variety of systems perspectives in situations of increased complexity.
Outcomes:
Demonstrate ethical, professional, and culturally responsive behavior by integrating anti-oppressive frameworks, critical self-reflection, and respect for diversity to advance human rights and equitable clinical social work practice with individuals, families, and groups; Assess clinical cases using clinical theories and policy-aware frameworks, develop treatment plans grounded in research-informed practice, and effectively engage with individuals, families, and groups in clinical settings; Implement evidence-based clinical interventions that improve client functioning and evaluate intervention outcomes across diverse individuals and families

SOWK 681 Advanced Mezzo & Macro Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course will focus on integrated practice approaches that span the micro (e.g., individuals/families/groups), mezzo (e.g., communities), and macro (e.g., systems, societal) frameworks. Numerous theories and models will be examined throughout the semester. The course also explores the role of the social work profession in creating social and organizational change, as well as interprofessional and interdisciplinary efforts.
Outcomes:
Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations; Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration

SOWK 682 Advanced Mezzo and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students, Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community-engaged practices and considers the community as a place of practice and source of social change and discusses the role. Emphasis is given to philanthropy and its critiques, as well as grant-writing. In addition, the course will provide(s) practical experience such as creating work team contracts, articulating the elements of a typical grant proposal, and reviewing grant proposals.
Outcomes:
Demonstrate and apply ethical, professional, and justice-oriented practice by integrating diverse theoretical frameworks and engaging in advocacy to promote equity and inclusion across systems of care; Analyze and synthesize policy, research, and practice perspectives to assess problems across micro, mezzo, and macro contexts and develop interventions that address the complex needs of individuals, families, and communities; Design, implement, and evaluate integrated practice interventions that promote collaboration, empowerment, and sustainable change within and across systems

SOWK 689 Arts-Based and Experiential Approaches to Social Work (3 Credit Hours)
Pre-requisites: SOWK 501 and SOWK 503 (Grade of C or better), or Advanced Standing or 5-Year SOWK Students
Students learn about arts-based and experiential approaches in social work practice, the theories that drive and support their use, and the evidence that supports their use throughout all levels of social work practice, including the micro, mezzo, and macro levels.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and inclusive practice by integrating arts-based and experiential approaches to promote social justice, equity, and empowerment among diverse client populations; Engage and collaborate with individuals, families, groups, organizations, and communities to incorporate creative, somatic, and expressive interventions that enhance engagement, communication, and healing across social work contexts; Design, implement, and evaluate arts-based and experiential treatment plans that promote resilience, growth, and transformation through innovative and culturally responsive interventions

SOWK 690 Independent Study (1-3 Credit Hours)
Independent studies generally consist of research, activities, and papers. Dependent on a student's needs, the course can be either 1, 2 or 3 credit hours and the requirements are adjusted accordingly. Students need to find a full-time faculty member willing to teach this course, obtain approval from the faculty member, as well as the Program Director to register for this course.

SOWK 714 Philanthropy, Public Policy, and Community Change (3 Credit Hours)
Pre-requisites: Graduate Social Work; Or Advanced Standing Students or 5-Year Social Work Students
This course examines the roles that philanthropy and foundations play in advancing, influencing, and preventing social and community change. It explores relationships between public policy and philanthropic giving. Patterns of giving, policy intervention strategies, structural issues, and programmatic opportunities and constraints will be illuminated.
Course equivalencies: PHPY402/SOWK714
Outcomes:
Engage with individuals, groups, organizations, and communities to critically examine philanthropy, public policy, and social change and reflect on their own positionality within systems of power and funding; Assess the roles, impacts, and accountability of philanthropic foundations and public policies by applying research, theory, and critical analysis to social welfare systems and community change efforts; Intervene and evaluate strategies for philanthropy-driven and policy-informed social change by analyzing evidence, engaging community perspectives, and assessing outcomes of alternative funding and advocacy approaches

SOWK 722 Introduction to Alcohol and Other Drug Disorders (3 Credit Hours)
This course will inform students about the prevalence of substance use disorders. These disorders are a part of the broad spectrum of social work practice. An assumption of the course is that SUD manifests in a variety of social work practice settings, therefore all social workers must have basic skills to identify, intervene with and refer to SUD-involved clients.
Outcomes:
Apply ethical, professional, and anti-oppressive social work principles to substance use practice by examining social justice, diversity, and human rights issues affecting individuals, families, and communities impacted by substance use disorders; Analyze substance use patterns, cultural contexts, and policy influences to assess the impact of alcohol and other drugs on individuals, families, and communities across micro, mezzo, and macro levels of practice; Evaluate substance use interventions, prevention strategies, and recovery-oriented approaches by integrating research-informed knowledge, experiential learning, and reflective practice to inform social work responses to substance use disorders

SOWK 730 Immigration Dynamics and U.S. Social Policy (3 Credit Hours)
This course also offers an exploration into some of the social policy and social welfare concerns associated with contemporary migration. This examination considers the social, political, environmental, and economic causes and consequences of migration; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental local, national, and international organizations. Social justice themes related to migration are also explored.
Outcomes:
Analyze how US migration laws, policies, and historical practices produce and reproduce social, racial, economic, and environmental injustices, and apply that analysis to explain implications for immigrant well-being and service access; Apply anti-racist, diversity, equity, and inclusion principles to critically evaluate immigration-related programs, case materials, and classroom discussions, and to design culturally responsive teaching cases or interventions; Evaluate policy options and synthesize research, primary sources, and community perspectives to propose evidence-informed policy or practice recommendations and to assess their likely effects on individuals, families, and communities

SOWK 731 Social Work Practice with Refugees and Immigrants (3 Credit Hours)
This course focuses on identification and application of clinical social work assessment and intervention with major migrant groups. It considers immigrant and refugee individuals and families currently living in the U.S., helping students build a knowledge base for effective work, especially with those experiencing violence and trauma.
Outcomes:
Analyze and apply anti-racist, culturally responsive, and trauma-informed frameworks to advance human rights and social, racial, economic, and environmental justice in clinical practice with immigrants and refugees; Integrate research evidence, theoretical perspectives, and client narratives to develop and evaluate practice-informed interventions that promote resilience and empowerment among immigrant and refugee individuals, families, and communities; Design and implement collaborative, multi-level intervention strategies that strengthen engagement, assessment, and advocacy with immigrant and refugee populations while fostering sustainable change in organizational and community contexts

SOWK 732 Migration, Social Justice, and Human Rights (3 Credit Hours)
This course offers an exploration into some of the human rights and social justice concerns associated with global migration. It addresses distinct perspectives and practices of justice as they relate to concrete ethical and justice dilemmas posed by contemporary migration, immigration policies, and the social, political, and environmental factors that contribute to voluntary and forced migration.
Outcomes:
Evaluate and apply social work ethical principles and professional standards to complex human rights and migration scenarios, demonstrating integrity, critical reflection, and ethical decision-making in practice; Analyze and advocate for equitable social policies and practices that promote human rights, anti-racism, and social justice for migrants and refugees across micro, mezzo, and macro levels of practice; Design and propose policy-informed interventions that address human insecurities and systemic inequities affecting immigrant and refugee communities, integrating diverse social justice frameworks and evidence-informed approaches

SOWK 733 North American Migration Dynamics, Challenges & Opportunity (1-3 Credit Hours)
This course is offered in Mexico in collaboration with IberoAmericana an opportunity for Loyola students to come together with Mexican students to study migration related issues affecting our respective countries and shared continent. Specifically, the course will focus on central themes concerning the opportunities as well as challenges to fundamental social institutions and migration dynamics of policies for North America.

SOWK 734 Social Policy and Older Adults (3 Credit Hours)
This course will focus on services issues related to geriatric case management, home care and the continuum of community based services as well as the relationship between informal and formal support. In addition to exploring direct services and programs for older adults, there will be consideration of the needs and services for family caregivers.
Outcomes:
Students in this class will demonstrate the capacity to engage in critical thinking, apply knowledge of human behavior and the social environment, engage in policy practice to advance social and economic well-being and to deliver effective social work services; and respond to contexts that shape practice

SOWK 735 Loss, Grief, and Dying (3 Credit Hours)
Losses, followed by grief reactions are present in nearly every clinical situation that Social Workers encounter. This course will help students acquire skills in helping clients (and themselves) transition through grief in response to non-death and death experiences. The course builds on knowledge of direct practice, human behavior theory, life span development, and cultural diversity.
Outcomes:
Evaluate ethical and professional responsibilities in social work practice with loss, grief, and bereavement across diverse cultural and social contexts; Assess individual, family, and community responses to loss and grief using culturally responsive and theoretically informed social work frameworks; Apply and evaluate intervention strategies that support healing, meaning-making, and resilience in individuals and communities experiencing loss and bereavement

SOWK 754 Global Social Work: Reflective Practice for Justice and Peace (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course provides an introduction to social work practice in an international context. The emphasis is on understanding cross-cultural peace-building practices using clinical skills and community action activities that build civil society structures and promote peaceful resolution of socially traumatized experiences. This course includes video conferencing.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and human rights-based frameworks to analyze global issues of oppression, inequality, and justice across diverse cultural contexts; Integrate and synthesize policy, advocacy, and global practice models to develop strategies that influence international social welfare systems and promote equitable and sustainable community development; Design and evaluate culturally responsive and collaborative interventions that strengthen cross-national partnerships and promote social change, peace-building, and community resilience

SOWK 763 Women in a Global Context (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course covers understanding women in a global context, social development institutions, and women's representation within them and in related media and social media. It builds the knowledge of relevance to students of social work, women's studies, international studies, migration, and communication.
Outcomes:
By the end of this course, students will be able to: 1) Critically analyze global social policies through a feminist lens to evaluate their impact on women's rights and social, racial, economic, and environmental justice (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice); 2) Assess and interpret diverse cultural, social, and political perspectives influencing women's lived experiences globally to enhance cross-cultural understanding and advocacy in social work practice (Aligned with Competency 5 - Engage Diversity and Difference in Practice)\\n; 3) Create evidence-informed media or policy advocacy products that promote equitable representation and justice for women in global and local contexts (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice and Competency 5 - Engage Diversity and Difference in Practice)

SOWK 780 Integrative Seminar I Advanced School Mental Health Program (1 Credit Hour)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. This is the first semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar.

SOWK 781 Integrative Seminar II Advanced School Mental Health Program (2 Credit Hours)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 780 prior to taking this course. This is the second semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 782 Integrative Seminar III Advanced School Mental Health Program (1 Credit Hour)
This is the first semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students must be enrolled in the Advanced School Mental Health Certificate program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 783 Integrative Seminar IV Advanced School Mental Health Program (2 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 782. This is the second semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 784 Evidence Based Practice in Schools (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of evidence based practice techniques in the school setting.
Outcomes:
Students will have an increased ability to apply EBP interventions in educational settings

SOWK 785 Solution-Focused Brief Therapy Techniques (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of solution-focused brief therapy techniques in school settings.
Outcomes:
Students will have an increased ability to apply solution-focused brief therapy techniques in educational settings

SOWK 786 Special Topics in School Social Work (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course will focus on different critical issues related to social work interventions in school settings.
Outcomes:
Students will gain expertise in various interventions of importance to effective social work in school settings

SOWK 787 Special Topics in School Social Work - Immersion Weekend (1 Credit Hour)
This is a one credit course that compliments SOWK 786 and provides an immersion experience related to the special topic course for that year. Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed or be concurrently enrolled in SOWK 786.
Outcomes:
Students will gain additional expertise in various interventions of importance to effective social work in school settings

SOWK 788 SMHAPP Independent Study (2 Credit Hours)
Independent study for students admitted into the SMHAPP certificate program. Restricted to SMHAPP certificate program.

SOWK 800 Statistics (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is the first in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference. The focus for the course is the applied use of statistical methods for the analysis of social science data using SPSS and manual calculations. In addition to covering applied statistical concepts and their application to data, the course will also critically examine the question of causality.
Outcomes:
Understand basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference, including z-tests, t-tests, ANOVA, and Chi-square; Examine critically the question of causality; Demonstrate critical thinking around how statistics and quantitative analysis can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups

SOWK 801 Historical & Contemporary Issues in Social Work Practice (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
The course will provide a critical review and analysis of the historical development of social work practice and identify and explore contemporary issues that impact the current delivery of social work practice services. Students will read from the professional literature ranging from the early 1900s to the present; critically evaluate the development of social work practice theory, knowledge, and skills as the profession sought to define what constitutes social work practice; examine the broader social, cultural, political, economic, and other contextual forces that shaped (and were shaped by) the development of social work practice and the provision of services to individuals, families, groups, and communities.
Outcomes:
Evaluate the general historical development of social work practice in the 19th, 20th, and 21st centuries, and its impact upon the empowerment and oppression of historically marginalized communities; Evaluate how historically marginalized communities created systems of mutual aid to support each other outside of the profession of social work; Identify the domains of social work practice knowledge and the intellectual currents which have influenced its ongoing development

SOWK 802 Grand Theories & Perspectives in Social Work Knowledge (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course focuses on grand theories and perspectives which guide social work practice, research, and policy. Students in this course will critically examine the grand theories and perspectives which have influenced social work in the past, currently influence social work, and will likely shape the profession of social work in the future. Through examining and critiquing the grand theories and perspectives, students will be challenged to think about how these theories do and do not address social and economic justice while also acquiring more knowledge regarding how these theories and perspectives help students better understand their substantive areas.
Outcomes:
Examine various theoretical models and perspectives of practice in social work; Explore the advantages and limitations of social work paradigms; Understand the utility and difficulties associated with a multi-theoretical approach to social work practice and research

SOWK 803 Advanced Statistics (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program; Completion of SOWK 800 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director; Completion of a course comparable to SOWK 800 with a grade of B- or higher is required; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This is the second in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers various multivariate statistical analysis techniques to test hypotheses that are most relevant to issues of social, economic, racial, and environmental justice.
Outcomes:
Understand correlation, two-way ANOVA, linear, multiple, and logistic regression; Apply these techniques, test assumptions, and interpret results using statistical software; Promote critical thinking around how statistics can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups, and around ethics in quantitative analysis

SOWK 804 Qualitative Research (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program with completion of SOWK 818 with a grade of B- or higher; For non-social work PhD students, completion of a course comparable to SOWK 818 with a grade of B- or higher and approval from the School of Social Work Doctoral Program Director; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This course provides an overview of the fundamentals of qualitative research. It provides a detailed consideration of knowledge and skills in qualitative inquiry. The science and paradigms for qualitative inquiry in social work are examined as well as principles for qualitative inquiry design including data collection, analysis, and writing.
Outcomes:
Articulate the connections between paradigm, research question, qualitative method, and methods for data analysis; Design and implement a qualitative research project that appropriately matches research questions; Describe the development and usefulness of different qualitative research methods, including ethnography and ethnomethodology, grounded theory, phenomenological approaches, historical research, and constructivist inquiry

SOWK 805 Research Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies and identify their strengths and weaknesses, as well as their contributions to social work practice; Identify a research problem and select an appropriate design and analysis plan; Create at least 2 manuscripts for publication or other similar documents reporting on the findings of their project

SOWK 806 Research Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 805 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies; Identify strengths, weaknesses, and contributions of research articles to social work; Complete a research project that identifies a research problem and select an appropriate design and analysis plan

SOWK 808 Integration of Research, Practice, & Theory in Social Work Scholarship (3 Credit Hours)
Pre-requisites: Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher and Social Work PhD Student; For non-social work PhD students, completion of comparable courses with a grade of B- or higher; Interested non-social work PhD students are to submit the comparable course syllabi to the social work Doctoral Program Director for review and approval
This course focuses on the examination of research, practice, and theory as well as the integration of these focal areas in doctoral students' substantive areas. Students will examine the research, theories, and practices that have been used in their substantive areas to gain further knowledge of the current state of their substantive areas and address key research questions.
Outcomes:
Examine research, theories, and practices in student's own substantive areas; Identify gaps in knowledge in student's own substantive areas of research; Explore ideas for future research and scholarship; Critically evaluate existing evidence in student's own areas of research

SOWK 817 The Nature of Social Work Knowledge (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course aims to help students understand the variety of contemporary understandings of science in the social and behavioral sciences and foundational aspects of designing research to develop conceptual frameworks for social work practice. Emphasis will be on science as a problem-solving process, with scientific knowledge development being a major link for the social worker between the roles of practitioner and researcher.
Outcomes:
Evaluate key aspects in philosophy of research for the social and behavioral sciences; Evaluate and analyze the major paradigms of knowledge generation in social work; Formulate an approach to scientific knowledge, with a focus on emancipation, anti-oppression as values key to the mission of social work, considering how approaches to science support or undermine those goals

SOWK 818 Social Work Research Methodology: Overview of the Fundamentals (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course presents an overview and critical analysis of the research methods commonly used in social work and other related disciplines. The course will involve reading about these research methods, critically analyzing a variety of research reports, and applying research methods to an area relevant to the advancement of knowledge about social work selected by each student.
Outcomes:
Understand the epistemological bases of various approaches to research on the research process and knowledge development in the social sciences; Understand the variety of traditions of research in and relevant to the social work profession, with an emphasis on research about practice, to identify and analyze the research and evaluation designs or strategies of inquiry; Understand problem formulation process, including engaging in the process of identifying and refining the description of a study issue, the statement of a research question, and the connection of it to a strategy of inquiry

SOWK 820 Social Theory & Social Change (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course will explore the evolution and development of macro practice in the United States with a focus on theory and methods that undergird community practice and policy practice. Course content will include a conceptual history of macro practice within social work, including the unique role of macro practice methods in carrying out the mission of the social work profession. The role of different forms of power, at the institutional and social level, as well as values and ethical dilemmas associated with macro practice and their relation to social work, will also inform the course.
Outcomes:
Evaluate the use of macro practice, including community practice (ie, development, planning, organization) and policy practice in the United States; Critically analyze how macro practice evolved within the social work profession, including the degree to which macro practice methods and models have advanced social work's historic mission and values; Identify how macro practice methods are used to address forms of social, political, and economic inequality, promote social justice, and secure human rights

SOWK 822 Organizational Analysis (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course explores the ways in which an organizational lens can be usefully applied in the context of social welfare-related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations.
Outcomes:
Apply an organizational lens to analyze the roles and functions of human service organizations-such as social service agencies, schools, and advocacy organizations-in addressing social problems; Critically evaluate major theoretical traditions in organizational studies and assess their relevance to contemporary social welfare research contexts; Integrate organizational theory into original research designs, selecting appropriate theoretical frameworks and methodological approaches to explore questions related to social welfare and human service delivery

SOWK 827 Doctoral Study (1 Credit Hour)
Students register for this course during the semester they are taking their comprehensive exams and any semesters they do not yet have an approved proposal.
Outcomes:
Evaluate and demonstrate mastery of core disciplinary knowledge by successfully completing the comprehensive examination according to program criteria; Design a dissertation proposal plan and select a dissertation chair/adviser in collaboration with the doctoral program director

SOWK 828 Teaching Seminar and Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from social justice and anti-racist perspective and the practical experience of preparing and teaching a course. This course focuses on theories of learning, the application of these theories to the teaching process, and the teaching process itself. SOWK 829 is a continuation of this content.
Outcomes:
Identify, discuss and analyze various teaching activities in relation to theories of learning and antiracist pedagogy; Identify and know how to develop a course in an area of specific academic interest and professional expertise; Develop a personal pedagogical style and accompanying statement, supplemented by additional relevant technological expertise which will support a sense of competence in your own ability to teach

SOWK 829 Teaching Seminar & Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago and completion of SOWK 828 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from a social justice and anti-racist perspective with the practical experience of preparing and teaching course content. SOWK 829 also continues focus on integrating material from SOWK 828 and creating and managing an inclusive environment via a variety of learning platforms with diverse students.
Outcomes:
Identify one's own biases and triggers to include and conduct class discussions on issues of social justice and diversity as it relates to the various topics in all social work courses; Develop ability to manage conflict around issues of diversity, whether it be political, theoretical, or personal issues raised in class discussion; Assess and critique their own and their colleagues' teaching style, instructional methods, and general strengths and weaknesses as a social work instructor

Social Work (PhD)

The PhD in Social Work, established in 1986, extends the tradition of educating students in research, scholarship, and teaching with the Jesuit ideals of service to others and commitment to social justice as its foundation. The doctoral program prepares students for leadership roles in diverse practice and academic arenas.

Our mission is to educate and train doctoral students to be independent scholars who conduct rigorous social work research and deliver effective teaching strategies to future social workers. The PhD Program at Loyola University Chicago School of Social Work builds on its clinical reputation by preparing doctoral students to create and evaluate practice-informed, client-centered interventions and policies that impact practice at the micro, mezzo, and macro levels. Doctoral students are trained in these practice-informed approaches to understand and respond to the complex social, racial, and economic justice issues that impact the most marginalized and oppressed in our society. The doctoral program reflects the social justice mission of our university by training doctoral students to engage in reflective and intentional study to become scholars who transform themselves, their community, the profession, and their world.

Program Goals

The specific goals of the PhD Program at the School of Social Work at Loyola University Chicago are consistent with national goals as outlined in the Group for Advancement of Doctoral Education (https://www.gadesocialwork.org/) and prepare professionals for:

- Scholarship and research in areas that include but are not limited to theory building, the effectiveness of practice interventions, and program evaluation.
- Academic teaching in the content areas of theory, practice, research, and policy.
- The advancement of the social work profession in a context that is global, and multi-cultural, requiring and addressing global-based human rights violations and inequalities.
- Leadership in the profession's commitment to remedying the growing and profound inequality with a commitment to policies, practices, and research that remedy those inequalities and their immediate negative effects on vulnerable populations.
- Inter-disciplinary scholarly work through course electives taken outside the SSW (School of Social Work) to enhance student's learning toward the completion of their dissertation.

Related Programs

Master's

- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Program (MSW) (p. 1837)
- Social Work Online (MSW) (p. 1839)

Curriculum

The PhD in Social work requires 50 credit hours of coursework, a comprehensive examination, and a dissertation.

Coursework Requirements

The PhD in Social Work courses expand on student's understanding of social work research methodology and teaching.

Code	Title	Hours
SOWK 800	Statistics	3
SOWK 801	Historical & Contemporary Issues in Social Work Practice	3
SOWK 802	Grand Theories & Perspectives in Social Work Knowledge	3
SOWK 803	Advanced Statistics	3
SOWK 804	Qualitative Research	3
SOWK 805	Research Practicum I	3
SOWK 806	Research Practicum II	3
SOWK 808	Integration of Research, Practice, & Theory in Social Work Scholarship	3
SOWK 817	The Nature of Social Work Knowledge	3
SOWK 818	Social Work Research Methodology: Overview of the Fundamentals	3
SOWK 820	Social Theory & Social Change	3
SOWK 822	Organizational Analysis	3
SOWK 828	Teaching Seminar and Practicum I	3
SOWK 829	Teaching Seminar & Practicum II	3
Graduate Level Elective Courses [1]		6
SOWK 827	Doctoral Study	1
SOWK 600	Dissertation Supervision	1
Total Hours		**50**

[1] The goal of elective courses is to enhance the quality and scholarship of the dissertation. The Director of the Doctoral Program should be consulted to provide advising about potential elective courses.

Once a student has completed coursework, they are registered for SOWK 827 Doctoral Study or SOWK 600 Dissertation Supervision to maintain standing in the Graduate School. It is not necessary for students to register for either of these courses during the summer term, but it is imperative that they register for either of these two courses every fall and spring term until graduation.

Comprehensive Examinations

Once students have completed the core curriculum (the second year of course work) they prepare for the Comprehensive Exam which is

taken during the fall semester of their third year and prior to developing a dissertation proposal. The written and oral exam test knowledge and critical thinking in research and micro/mezzo/macro theories and practices in the context of social justice applications.

Dissertation

Students are encouraged to begin thinking about specific areas for scholarly inquiry early in their course of study and to discuss these interests with full-time faculty members who have similar interest and expertise. The educational experiences are planned to facilitate the development of skills of intensive investigation and the application of research techniques to clinical phenomenon, process and/or services. A dissertation proposal Chairperson may be selected as early as the second semester of study. The selection of the Chairperson is normally a matter of mutual agreement between the student and the faculty member involved. The development of the dissertation proposal is a continuous process of focus, modification, and refinement until the proposal is developed to the satisfaction of the student and the dissertation Chairperson.

The following criteria will be applied by members of the Dissertation Proposal Committee in determining acceptability of the document and in granting final approval:

1. Proposals must have as their ultimate objective a contribution to the knowledge of the practice of social work. This objective may be in the advancement of relevant theory, the improvement of practice, the process outcomes, or synthesis of existing knowledge.
2. The formulated research question must be based on informed and extensive knowledge of theory and prior empirical study in the specific area of pursuit.
3. Clear concepts and well articulated research questions must be formulated.
4. Client systems, other social systems, and social service delivery systems are acceptable foci for subject matter within the context of practice related problems, situations, interactions, processes, and outcomes.
5. Replication of other studies is acceptable provided theory is advanced by way of its application to practice. This implies thinking though of alternative explanations of prior findings, the formulation of questions and hypotheses which reflect this thinking and the development of designs which take into account the gaps and/or limitations of prior work.
6. Proposals must include an acceptable plan and methodology of inquiry. No single research methodology is favored or prohibited. The proposed study may be exploratory, experimental, or historic in nature. Appropriate guidelines for the collection of data and data analysis must be stated.
7. Sample size must be appropriate to the nature of the study, the questions asked and methods to be used. Intensive case study (individual, group or family) and single subject approached may be acceptable. However, replication over series of cases may improve the potential for committee approval as a dissertation topic and would provide opportunity for comparative analysis.
8. When agency accessibility and cooperation is essential to the study, a plan based on preliminary negotiations when attention to feasibility must be presented.
9. Proposals must accord with the policies and procedures of all relevant review boards for the Protection of Human Subjects.

When the Chairperson is satisfied that a report is reaching a stage at which approval from the Committee is likely, the Chairperson will request the Director of the Doctoral Program to schedule a Dissertation Hearing which will be open to the public and advertised to the students and faculty and the School of Social Work.

After the Dissertation Committee has given final approval to the Dissertation, the student must bring the manuscript form into conformance with official specifications and to submit all appropriate abstracts and forms. Students should be aware that they will not be allowed to graduate unless the Graduate School is satisfied that they have met all the requirements related to the submissions of the final document.

Suggested Sequence of Courses

After coursework listed below is complete, students begin taking SOWK 827 Doctoral Study or SOWK 600 Dissertation Supervision until dissertation defense.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
SOWK 800	Statistics	3
SOWK 801	Historical & Contemporary Issues in Social Work Practice	3
SOWK 817	The Nature of Social Work Knowledge	3
SOWK 818	Social Work Research Methodology: Overview of the Fundamentals	3
	Hours	**12**
Spring		
SOWK 802	Grand Theories & Perspectives in Social Work Knowledge	3
SOWK 803	Advanced Statistics	3
SOWK 804	Qualitative Research	3
SOWK 820	Social Theory & Social Change	3
	Hours	**12**
Year 2		
Fall		
SOWK 805	Research Practicum I	3
SOWK 822	Organizational Analysis	3
SOWK 828	Teaching Seminar and Practicum I	3
Elective		3
	Hours	**12**
Spring		
SOWK 806	Research Practicum II	3
SOWK 808	Integration of Research, Practice, & Theory in Social Work Scholarship	3
SOWK 829	Teaching Seminar & Practicum II	3
Elective		3
	Hours	**12**

Year 3		
Fall		
SOWK 827	Doctoral Study	1
	Hours	**1**
Spring		
SOWK 600	Dissertation Supervision	1
	Hours	**1**
	Total Hours	**50**

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

At the completion of the program, doctoral students in the PhD program should be able to demonstrate the following competencies as a practice-informed researcher in the field of social work.

- Apply a commitment to social justice, equity, and inclusion of all people, in all course assignments, comprehensive exams and dissertation work, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty guided by the National Association of Social Work Code of Ethics
- Critically analyze and evaluate social work theories, practices, policies, and research and contribute to, extend, and create knowledge in your area of specialization
- Differentiate, appraise, and develop the capabilities as an independent research scholar, the necessary interpersonal skills for team-based research and scholarship, and the ability to contribute to the knowledge base in one’s area of interest through independent and collaborative scholarship.
- Examine one's positionality in research and teaching and develop a commitment to anti-racist and anti-oppressive practices in social work research, practice, and education as demonstrated by completion of yearlong research and teaching practicums.
- Compare, contrast, and critique existing social work pedagogies, and construct an emerging pedagogical style with teaching strategies for online and in person classrooms, which support establishing an inclusive classroom tailored to the learning styles of diverse students and their intersectional identities.

Institute of Pastoral Studies

Mission & Vision

The Institute of Pastoral Studies at Loyola University Chicago, a Catholic and Jesuit institution, facilitates the integrated ministerial development of diverse and dynamic leaders for creative, compassionate, and courageous service to church and society.

The Institute of Pastoral Studies aims to be a renowned global hub for educating and forming leaders in ministry who can adapt to the rapidly changing religious and social landscapes of the 21st century.

Degree Programs

IPS has six graduate degree programs and six degree concentration options that engage students at the nexus of theory and practice. Each program is built on foundational knowledge, enhanced by professional skills, and requires contextual education (https://www.luc.edu/ips/resources/contextualeducation/). No degree program at IPS is complete without an integration project (https://www.luc.edu/ips/resources/procedures/#den124710), ensuring that the academic knowledge, skills, and context come together so that our degree students graduate as true "Masters" in their chosen field of study. Our placement rates for graduates are strong, as each student has access to Loyola's career center as well as one of the largest, global network of ministerial alumni from a Catholic institution.

IPS degree programs are offered in Chicago, online, and in Rome, Italy. In addition to the assistance that may be provided by the University's Financial Aid office, IPS manages grants and scholarships available exclusively to its students seeking a graduate certificate or degree. As we live in an increasingly diverse and global world, IPS supports international education for its students through a special fund established for that purpose.

Being at a world-class institution in a world-class city means that IPS attracts a world-class faculty. Students study with highly-qualified professors, many of whom also bring ministerial experience to the program. Whether our students seek a program that leads to a career in ministry, service in the Church, counseling, spirituality, or social entrepreneurship, IPS has a degree or certificate to meet their needs.

To learn more about the Institute of Pastoral Studies, please complete the request for information form (https://www.luc.edu/ips/rfi/) or attend an online information session (https://www.luc.edu/ips/admission/visit/), "All About IPS."

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.*

*Loyola University Chicago’s Institute for Pastoral Studies is accredited by the Association of Theological Schools (ATS) and is currently under a Warning pertaining to ATS Standards 2.6-7 on Educational Evaluation.

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505

The following IPS degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Arts in Christian Spirituality (Professional MA), Master of Arts in Counseling for Ministry (Professional MA), Master of Arts in Pastoral Counseling (Professional MA), Master of Arts in Pastoral Studies (Professional MA), and the Master of Arts in Social Justice (Professional MA) were also approved, as were our comprehensive online (distance education) programs.

Graduate Certificates

The Institute of Pastoral Studies (IPS) offers eight graduate certificate programs. All certificate programs are accessible online. Some of these programs provide practical skills and can be obtained without an advanced degree, while others require an advanced degree to support the additional scholarly study. Please see the individual descriptions for prerequisite requirements.

The certificate programs provide participants with the opportunity to pursue a concentrated series of courses in Pastoral Counseling, Spiritual Direction, Christian Spirituality, Social Justice, Social Enterprise, Pastoral Leadership, Church Management, and Religious Education. In each of the advanced graduate certificate programs, students may substitute some courses for others, with the approval of the program director, in order to avoid redundancy or in order to create specialized professional focus.

Graduate Programs

- Counseling (p. 1412)
  - Counseling for Ministry (MA) (p. 1412)
  - Pastoral Counseling (MA) (p. 1415)
  - Pastoral Counseling Certificate (p. 1418)
- Divinity (p. 1419)
  - Divinity (MDiv) (p. 1419)
  - Divinity with a Concentration in Chaplaincy (MDiv) (p. 1423)
  - Divinity with a Concentration in Spiritual Direction (MDiv) (p. 1427)
  - Divinity and Pastoral Counseling (MDiv/MA) (p. 1866)
  - Divinity and Social Justice (MDiv/MA) (p. 1867)
- Pastoral Studies (p. 1431)
  - Church Management Certificate (p. 1431)
  - Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
  - Pastoral Leadership Certificate (p. 1436)
  - Pastoral Studies (MA) (p. 1437)
  - Pastoral Studies with a Concentration in Church Management (MA) (p. 1440)
  - Pastoral Studies with a Concentration in Digital Communication (MA) (p. 1441)
  - Pastoral Studies with a Concentration in Healthcare Chaplaincy (MA) (p. 1442)
  - Pastoral Studies with a Concentration in Religious Education (MA) (p. 1445)
  - Religious Education Certificate (p. 1446)
- Social Justice (p. 1446)
  - Social Justice (MA) (p. 1446)
  - Social Justice Certificate (p. 1449)
- Spirituality (p. 1450)
  - Christian Spirituality (MA) (p. 1450)
  - Christian Spirituality - Spiritual Direction Concentration (MA) (p. 1453)
  - Christian Spirituality Certificate (p. 1456)
  - Spiritual Direction Certificate (p. 1457)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Association of Catholic Theological Schools (ACTS)

ACTS 991 Old Testament Topics (1-3 Credit Hours)
Topics will vary.

ACTS 992 New Testament Topics (1-3 Credit Hours)
Topics will vary.

ACTS 993 Historical Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 994 Theological Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 995 Ethical Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 996 Religion and Society Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 997 World Mission Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 998 Ministry Studies Topics (1-3 Credit Hours)
Topics will vary.

Institute of Pastoral Studies (IPS)

IPS 400 Introduction to Graduate and Professional Writing (0 Credit Hours)
Writing skills are essential for success in graduate study and work in a variety of professional and ministerial settings. This course covers the following topics: academic integrity, grammar, research skills, citation, writing organization, thesis construction and critical thinking. Restricted to Institute of Pastoral Studies students
Outcomes:
Students will enhance their writing skills and develop analytical and communication skills that are critical to academic and professional writing

IPS 402 Church and Mission (3 Credit Hours)
Pre-requisites: IPS 570
In the 21st century the Church is a concept best understood within a global context. We will explore the biblical and apostolic concept of Church progressing through Vatican II. We will also examine the four marks of the Church from both historical and contemporary perspectives.
Course equivalencies: X -IPS 402/ BEHL 501
Outcomes:
Articulate a vision of Church, evaluate and critique different ecclesiologies, and understand the development and structure of the Church from biblical times through Vatican II to contemporary times

IPS 403 Spiritual Paths in World Religions (3 Credit Hours)
This course explores the spirituality, theology, and practice of the major religious traditions. You will encounter other faith traditions by entering into their sacred prayer and worship experiences and learning from practitioners of that tradition how they encounter the sacred in their own lives.
Course equivalencies: X -IPS 403/BEHL 504
Outcomes:
Recognize the vast complexity of every religious tradition, resisting the urge to oversimplify; Engage those who practice other traditions in conversation; Experience the spiritual practice of other religious traditions

IPS 404 Theologies of Suffering (3 Credit Hours)
This course focuses on theologies of suffering with written interaction and assignments, personal reflection on the theologies of suffering and substantive feedback. The readings include 1) Scriptural treatment of suffering (Psalms, Job, Lamentations); 2) Theologians on suffering (Moltmann, Schillebeeckx, Gutierrez, Hall); 3) From various perspectives (womanist, liberation theologians, pastoral care).
Outcomes:
Integrate unit reading and resources with contemporary experience, highlighting the key concepts and points made by the authors

IPS 416 Introduction to New Testament (3 Credit Hours)
This course serves as an introduction to and overview of the New Testament. Students explore the world of Jesus and his interpreters from both a historical and a biblical perspective and learn about the religious and cultural world of Palestinian Judaism during the Roman occupation.
Outcomes:
Gain insight into the socio-economic-political context, discover and utilize the tools of historical studies and textual criticism and to translate New Testament faith into their own contexts

IPS 417 Introduction to the Old Testament (3 Credit Hours)
This course is an introduction to the Old Testament, the sacred literature of Christians and Jews. We will examine texts from the Pentateuch, historical, prophetic, and wisdom books. In order to reconstruct the meaning of texts for their original audiences, we will employ methods of modern critical biblical scholarship.
Outcomes:
Understand key theological points, recognize historical realities that gave rise to texts, recognize the theological, sociological, historical critiques expressed by texts, and demonstrate awareness of modern approaches to understanding texts

IPS 420 Ignatian Spiritual Direction Practicum I (3 Credit Hours)
Pre-requisites: Restricted to IPS Spiritual Direction Students
The Ignatian Spiritual Direction Practicum is for those who have experienced the transformative effects of the spirituality of St. Ignatius of Loyola in the Spiritual Exercises and feel called to help others experience this quiet, abiding presence in their lives. Interns develop and deepen their capacity to listen contemplatively to the movements of God in the life and prayer of directees. This includes helping directees discern those movements, make large and small decisions in the light of those movements, and foster an intimacy with God.
Outcomes:
Upon completion of this course, students will be able to: Define and demonstrate spiritual direction in the Ignatian tradition; differentiating between direction, therapy, and pastoral counseling; Recognize key moments in directees, including touchstone moments, images of God and self, key facts of one¿s spiritual journey, and how discernment is operative; Understand and experience the importance of supervision for on-going formation of all spiritual directors; and Identify and implement healthy and appropriate boundaries in a direction relationship

IPS 421 Ignatian Spiritual Direction Practicum II (2 Credit Hours)
Pre-requisites: Restricted to Approved Ignatian Practicum Students
The Ignatian Spiritual Direction Practicum is for those who have experienced the transformative effects of the spirituality of St. Ignatius of Loyola in the Spiritual Exercises and feel called to help others experience this quiet, abiding presence in their lives. Interns develop and deepen their capacity to listen contemplatively to the movements of God in the life and prayer of directees. This includes helping directees discern those movements, make large and small decisions in the light of those movements, and foster an intimacy with God. - Attend to and integrate one¿s personal grief as a way of increasing capacity to direct those who are grieving. - Understand and be aware of resistance in directees and how to respond.
Outcomes:
- Define and demonstrate spiritual direction in the Ignatian tradition
- Integrate learning into directing those with marginalized identities, including people of color, women, members of the LGBTQ+ community, and the aging

IPS 424 Catholic Social Ethics & Migration (3 Credit Hours)
Pre-requisites: Restricted to Institute of Pastoral Studies students
Our pastoral work with migrants requires a theology and an ethic of solidarity that gives greater meaning to the Gospel and to the ecclesial experience through a culture of encounter. In this course, students will receive the opportunity to: (1) Discern the "signs of the times" by listening and putting words to the sufferings, realities and hopes of migrants; (2) Receive the tools for personal and community reflection on the phenomenon of migration and illuminate this reality through from an ethic of solidarity which can be expressed through acts of both charity (welcoming the stranger) and social justice (creating systemic change); (3) To become aware of the psychological, spiritual and social condition that makes the migrant an extremely vulnerable person and realize that our salvation depends on the treatment we give our neighbors (Mt 25:40); (4) To become aware of our status as social beings and the universal call to love through "The Theology of the Good Samaritan" as one of the key teachings of Pope Francis' new encyclical, Fratelli Tutti, which implies working towards creating change in structures to make resettlement easier legally and institutionally; (5) Reflect on the importance and centrality of accompaniment as Jesus' own style and the essential characteristic of his various aspects and challenges included in the pastoral act of accompanying migrants. Note: The course will incorporate a popular religiosity style as well as the personal experiences of students to embrace key topics that are at the very center of our Catholic Social Teaching.
Outcomes:
Explain the key principles of social ethics in the Catholic tradition, particularly as outlined in modern 20th and 21st-century Church documents; Develop a pastoral plan that integrates practical, methodological, and pastoral tools to systematically address the spiritual and social needs of migrants; Critically assess the social structures that hinder the development of migrants and propose ways to accompany and support their holistic growth through ministry

IPS 428 Introduction to Spirituality Praxis (3 Credit Hours)
Investigation of the ministry of spiritual direction/accompaniment in a Christian context. Understanding spiritual direction/accompaniment as a particular form of mentoring and teaching, the course helps students to become critically aware of and explicitly articulate their working spiritual theology.
Outcomes:
Understand the nature of the ministry of spiritual direction; Interpret primary sources on the theme of spiritual formation; Analyze their working spiritual theology and their potential to become spiritual directors

IPS 429 Essentials of Spiritual Direction (3 Credit Hours)
Pre-requisites: IPS 428
This course invites students to consider the practical conditions, requirements and main challenges of the ministry of spiritual direction/ accompaniment so as to further their discernment process and prepare them for the Contextual Education component of their program of study, where they will begin to serve as spiritual directors/companions.
Outcomes:
Identify relational dynamics operative in spiritual direction; Measure the significance of developmental, relational and social-cultural factors for spiritual direction; Employ open listening, questioning and verbatim accounts

IPS 430 Spiritual Direction Development and Practice (3 Credit Hours)
Pre-requisites: Restricted to IPS Spiritual Direction Students
This course is designed for those called to the ministry of spiritual direction in the Christian tradition. It is structured to enable students to clarify their own frames of reference, develop interpersonal skills specific to spiritual direction, and experientially and academically consider the purposes and nuances of spiritual direction. In-class lecture, discussion, and practice of spiritual direction will be incorporated into synchronous sessions.
Outcomes:
More deeply understand and articulate one¿s own spirituality and its influence in one¿s practice of spiritual direction; Identify and explain key components and considerations for the practice of spiritual direction; Engage in meaningful ways with doing spiritual direction with individuals from different identities, communities, and ideologies and how this impacts the practice of spiritual direction; and Demonstrate interpersonal maturity and active listening skills in the context of spiritual direction

IPS 433 Dorothy Day and Thomas Merton (3 Credit Hours)
Dorothy Day, Catholic Worker co-founder, and Thomas Merton, Trappist monk, were outstanding American Catholics. Their lives and teaching raise important questions concerning vocation and religious commitment, war and peace, contemplation and simplicity in modern life, Christian activism, racial justice, capitalism, women, laity, and, with Merton, Christianity's relationship to world religions.
Outcomes:
A critical appropriation of activist-and-contemplative Christian/Catholic Christian spirituality and theology as understood and practiced in the lives of two outstanding American Catholic Christians

IPS 434 Art and Spirit: The Sacred and the Secular (3 Credit Hours)
An introduction to the visual arts exploring various approaches to understanding art, art history, terminology, techniques, media, and motivating factors for creating art from secular and sacred perspectives. A secular art appreciation textbook will be used in conjunction with Sacred Art Learning Units including lectures, readings, museum visits, and discussions on art from the Catholic tradition and other perspectives.
Outcomes:
Students will gain an understanding of liturgical art and environment ministry; enriched sense of religious identity; understanding of basic components of secular and sacred visual art, art history, contemporary art, and the value of art

IPS 435 Spirituality and Same-Sex Orientation (3 Credit Hours)
Spirituality is the lived experience of faith. What is the lived experience of Christian faith of gay and lesbian persons? What are the classical and contemporary resources biblical, theological, scientific, psychological, spiritual and experiential by which gay Christians affirm a spiritual core from which they live their lives and faith?
Outcomes:
Demonstrated understanding of key elements by which gays and lesbians shape lives that are simultaneously faithful to the gospel of Christ, their religious tradition, and the truth of their sexuality

IPS 436 Prayer: Ongoing Path of Conversion (3 Credit Hours)
The course combines theory and practice. It presents prayer as an intimate means of ongoing conversion in the Christian life. Content includes the biblical, historical, and theological foundations of prayer, psychological factors, and the actual practice of various Christian meditative and contemplative practices (lectio divina, meditation, Ignatian contemplation, centering prayer).
Outcomes:
A demonstrated understanding of: the history of Christian prayer; growth and development models in prayer; biblical and theological foundations; the experience of 4 Christian and 1 non-Christian prayer form

IPS 440 The History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution in the context of the ancient Near East. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 440/THEO 404

IPS 441 The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament , in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS441/THEO 405

IPS 442 Prophetic Literature (3 Credit Hours)
This course examined the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by the contemporary sociological and anthropological perspectives. Standard historical critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of this course

IPS 443 Wisdom Literature and Psalms (3 Credit Hours)
This course will study the Wisdom tradition and the Psalms of Israel. Formal critical analysis and history of tradition studies will be emphasized. The rich diversity of these parts of scripture will be a prime focus.
Course equivalencies: IPS 443/THEO419
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 445 The Synoptic Gospels (3 Credit Hours)
Even though the course focuses on Matthew, there will be a continual comparison with the other two Synoptics and occasionally with John. By exegesis of the Gospel of Matthew and the study of its specificity among the gospels, it is hoped students will be able to connect their contemporary experience of Christian diversity to the experiences of the earliest followers of Jesus. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 445/THEO 424

IPS 446 Luke-Acts and the New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view. Emphasis will be placed on the theological perspective of the writer of Luke-Acts and on the relationship of that perspective to other early Christian writers (Mark, Matthew, and Paul).
Course equivalencies: IPS 446/THEO 425
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 447 The Johannine Literature (3 Credit Hours)
The gospel of John has arguably exerted more influence on later Christian theology than any other gospel. Its unique Christology, possible anti-Judaism, the history of the Johannine community as reflected in the gospel, and the relation of the gospel to the Johannine epistles will be explored. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 447/THEO426

IPS 448 St. Paul's Contribution to Christianity (3 Credit Hours)
This course looks to three goals: a careful understanding of Paul's thought, to be discovered through exacting analysis of often difficult Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity in its facets of spirituality, Christology, redemption, ecclesiology, worship, sacraments, sin, etc.
Course equivalencies: IPS 448/THEO 427
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 449 The Person of Jesus in the New Testament (3 Credit Hours)
In this course attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities. Emphasis will be placed on both the variety and the development of early Christian attempts to understand the meaning of Jesus. In addition this variety and development will be placed in the context of early Judaism and Graeco-Roman religions.
Course equivalencies: IPS 449/THEO 429
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 454 Ministry with Young People & Spirituality Today (3 Credit Hours)
Pre-requisites: Restricted to Institute of Pastoral Studies students
Students will explore the foundations for ministry with young people, including the essential components to accompany youth and young adults in developing their identity as missionary disciples. The class will explore Ignatian spirituality as a tool to answer the recurring questions and challenges that shape young people's search for meaning and purpose in life.
Outcomes:
Articulate the differences between Youth Ministry, Young Adult Ministry, and Pastoral Juvenil in relation to the cultural and societal shifts affecting young people today, including secularization and disaffiliation; Apply Ignatian spirituality as a tool for discernment and accompaniment in ministry, supporting young people on their spiritual journeys toward developing their identity as missionary disciples; Evaluate current ministry approaches and propose new strategies for engaging youth, young adults, and jóvenes in a multicultural, secularizing world

IPS 456 Administration and Entrepreneurship in a Pastoral Context (3 Credit Hours)
This course equips students with essential management and leadership skills tailored for pastoral and nonprofit settings. Topics include project financing, budgeting, fundraising, grant writing, safeguarding policies, team building, volunteer management, and meeting coordination. Emphasizing an entrepreneurial approach, students will explore innovative strategies for developing, executing, and sustaining pastoral projects and initiatives that meet community needs. The course fosters a balance between practical skills and visionary leadership, preparing students to manage resources effectively while fostering a mission-driven, entrepreneurial spirit within faith-based and nonprofit settings.
Outcomes:
Critically evaluate management and leadership approaches for pastoral and nonprofit initiatives using case-based analysis that accounts for financial, operational/logistical, safeguarding, and human-resource realities; Produce a strategic plan for a pastoral initiative that includes (a) a project scope and goals, (b) a budget, (c) a financing/fundraising or grant strategy, (d) a staffing/volunteer plan, and (e) an implementation timeline with basic success indicators; Facilitate effective team and volunteer coordination for a pastoral project by applying structured communication and conflict-management practices that support accountability, collaboration, and mission-aligned innovation

IPS 465 Psychology and Spirituality of Life Transitions (3 Credit Hours)
Course examines the dynamics of change, attachment, and loss, suffering and grief and the transition process of endings, empty spaces and new beginnings. Conscious and intentional living is recognized as the most precious gift to give to oneself, loved ones, and the world.
Outcomes:
Students will learn how to face and incorporate change with increased faith and hope; more fully understand the psychological and spiritual impact of change; recognize value and meaning in events of daily life

IPS 467 Introduction to Canon Law (3 Credit Hours)
This course introduces students to Canon Law, also known as church law, which is grounded in the theology and ecclesiology of the Catholic Church.
Outcomes:
General overview of canon law as needed for lay ecclesial ministry; basic understanding of canon law as a discipline; knowledge of canons as related to sacrament of marriage and sacraments of initiation

IPS 472 Pastoral Counseling in an Intercultural Context (3 Credit Hours)
This course invites students into a reflective, interactive, experiential process of exploring the place of culture, values, beliefs, and biases in the counseling context. Students examine their own cultural experiences, with special attention to power dynamics, even as they study the complex dynamics of other cultures.
Outcomes:
Deepen awareness of one's own cultural dynamics; develop an increased understanding of other cultures; consider strategies and interventions for sensitively meeting the needs of those encountered in pastoral counseling

IPS 473 Family Therapy and Personal Transformation (3 Credit Hours)
Family therapy is a unique way of working with individuals, couples and families. This course will examine the foundations of, and theory and practice of family therapy as expressed in five major schools. We will integrate psychological and theological dimensions throughout. The course will balance didactic input and experiential exercises.
Outcomes:
Demonstrated knowledge of application ability of family system theory, family therapy, and understanding of culture and other effects on family systems

IPS 474 Addictions & Modes of Therapy (3 Credit Hours)
Addictions are among the most pervasive and potentially destructive entrapments of the human condition. Their presence in manifold forms, underscores the importance of understanding the roots and sources of its patterns, in order to ultimately shape treatment and therapeutic strategies from a holistic and integrative point of view.
Outcomes:
Gain understanding of general addictive patterns/processes as they are discernible across addictions; Grapple with the roots, causes, and extent of addictions, from various viewpoints; Understand various treatment approaches

IPS 478 Couples Counseling (3 Credit Hours)
This course prepares clinicians to understand and work with couples in crisis by examining five therapy approaches. Marital development, premarital counseling, healthy marital functioning, sexuality, spirituality, physiology, enrichment and working with affairs will be addressed. Class built upon lecture, case study, video presentation, role play, small and large group processing.
Outcomes:
Working knowledge of marital health, conflict and role of affect; ability to assess family dynamics and prepare treatment plan; comfort level with couples

IPS 480 Mindfulness and Pastoral Ministry (3 Credit Hours)
Participants will examine: a) historical overview of mindfulness in Christian and certain Eastern religious traditions; b) integration of mindfulness in pastoral ministry; c) emerging neuroscience regarding mindfulness; and, d) clinical research on the effectiveness of mindfulness in promoting positive mental health.
Outcomes:
Participants will gain the ability to describe the benefits of mindfulness and how mindfulness can be integrated into personal life and utilized in professional and/or ministerial roles; be personally knowledgeable about the experience of developing mindful awareness

IPS 483 The Pastoral Care & Counseling of Men (3 Credit Hours)
This course explains what it means to be male and masculine in this time and culture. Psychological development, influence of culture, power, the Male Code, intimacy, emotions, sexuality, spirituality, and inner life will all be explored. Individual and group, clinical and educational approaches will be discussed.
Outcomes:
Appropriated gender-based approach to working with men; and acquired inquisitiveness to men's issues and upbringing

IPS 485 Religious Education, Evangelization & Cultures (3 Credit Hours)
Religious education, including catechesis, evangelization, religious instruction, and faith formation, occurs within cultural settings (e.g., urban/suburban/rural; secular/religious; settled/immigrant; ethnically diverse/uniform; Millennial/GenX/Boomer/Greatest generation). This course provides the tools to analyze a cultural context, identify barriers to ongoing conversion, and teach effectively for religious and spiritual growth. Understand the educational significance of cultural context; Develop ethnographic and contextual analytical skills; Analyze and evaluate themselves, curricula and others for cultural appropriateness; Create culturally sensitive learning events.
Outcomes:
Know basic catechesis

IPS 486 Principles of Religious Education (3 Credit Hours)
Religious education, including catechesis, evangelization, religious instruction, and faith formation, occurs in many contexts often targeted for a particular age or cultural group. This basic course in religious education reveals the theological and educational roots and introduces the basic elements and processes including assessment, backward design, curriculum and learning. Analyze learning contexts; Apply theories to real life contexts; Evaluate oneself, curricula, and others with standards; Create a lesson addressing a real-life teaching challenge.
Outcomes:
Know and understand basic catechesis

IPS 493 Health Care Integration Project Portfolio (0 Credit Hours)
Pre-requisites: This course must be taken in the last year of study after fulfilling the other requirements for the concentration including: 3 designated health care courses, 2 workshops, basic CPE and CPE residency; Focused on the Certification process, an Integration Project portfolio is required for completion of the Health Care Chaplaincy Concentration in the MA Pastoral Studies program; This 0 credit course seeks to assist in the process by providing supervision for the student Focused on the process for Board Certification. Health Care Integration Project portfolio is required for completion of the Health Care Chaplaincy Concentration in the MA Pastoral Studies program. This 0 credit course seeks to assist in the process by providing supervision for the student.
Outcomes:
Completed portfolio for Board Certification with the National Association of Catholic Chaplains or Association of Professional Chaplains

IPS 499 Guided Study (1-6 Credit Hours)
Topics will vary.

IPS 501 Advanced Human Relation Skills (3 Credit Hours)
Provides the skills needed for the interpersonal involvement essential in any helping relationship. Participants learn and practice the skills of communicating empathy and challenge to others as well as exploring and disclosing oneself. Learning consists of applying theory to the experience of relationships in small groups.
Outcomes:
Students will effectively use ten essential skills to communicate and connect in relationships; Students will practice these skills with one another to understand the effect of these skills on the receiver

IPS 502 Theology of the Developing Person (3 Credit Hours)
This course seeks to help the students think theologically about human personhood. It offers students a theological anthropology presented with developmental considerations in mind. It offers a theological dialogue partner for psychological perspectives on development.
Outcomes:
Students will form a more abiding and working connection between theology and human experience; Students will understand how pastoral and therapeutic practice is strengthened by theological awareness and supports therapeutic and caregiving relationships

IPS 503 Fundamentals of Pastoral Counseling (3 Credit Hours)
Pre-requisites: IPS 501 (minimum grade of C+)
This course focuses on the process and skills of pastoral counseling. Emphasis is on training in basic listening and influencing skills. Students practice selected strategies drawn from various approaches to counseling.
Outcomes:
At the conclusion of this course, students will be expected to demonstrate mastery of two classes of core counseling skills (listening and influencing), which they will practice in small peer groups under the supervision of the instructors

IPS 505 Group Counseling Approaches (3 Credit Hours)
This course introduces students to the theory and practice of group approaches to counseling and preventative, psychoeducation work. Group dynamics and leadership issues are explored. Students will design and lead a group of their choosing.
Outcomes:
From various approaches to structured and unstructured groups, students develop a design for a specific group in which they are interested and which they plan to use in their subsequent career

IPS 507 Pastoral, Psychodynamic Assessment and Intervention (3 Credit Hours)
This course offers students the opportunity to integrate theoretical insights with the practical issues of assessment, diagnosis and response strategies for individuals and families. Psychodynamic and theological models are used in this effort, as is a strong commitment to naming the pastoral dimensions of assessment and response.
Outcomes:
Gain awareness of how healing and renewal is strengthened therapeutically; Examine how prevailing cultural attitudes contribute to human distress and / or renewal

IPS 509 Psychopathology (3 Credit Hours)
Pre-requisites: IPS 517
Students will learn how to use the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5) for diagnosing various psychopathological disorders.
Outcomes:
Familiarity with the DSM-5; DSM-IV TR multi-axial system; examine the etiology, treatment, and prognosis of selected mental disorders; develop interviewing skills to identify psychopathology; integrate a pastoral dimension of dealing with persons suffering from psychopathology

IPS 511 Internship Supervision I (3 Credit Hours)
Internship Supervision/Practicum I intend to facilitate entrance into the clinical internship site. Students will obtain further development of theory and skills of pastoral counseling. The course will facilitate the integration of theory and praxis, psychological and theological, and the personal and professional dimensions of one's identity as a pastoral counselor.
Outcomes:
Demonstrate growing integration of pastoral counseling skills and psychological theory into practice; Develop knowledge and understanding of competencies and diverse perspectives needed by spiritually integrated and clinically informed pastoral counselors

IPS 512 Ethics, Pastoral Counseling, and Spirituality (3 Credit Hours)
This course introduces students to the richness and diversity of the Christian moral tradition, giving particular attention to the deep interconnections between spirituality and ethics. It also introduces students to the codes, procedures and theoretical underpinnings of professional ethics, essential for those pursuing vocations as pastoral counselors and spiritual directors.
Outcomes:
Articulate ethical methodologies, relationship between spirituality and ethics, knowledge of several professional codes, skills of assisting clients, awareness of personal ethical stances and their integration in counseling and spiritual direction

IPS 513 Internship Supervision II (3 Credit Hours)
Pre-requisites: IPS 511
Supervision II/Practicum intends to facilitate ongoing development of theory and skills of pastoral counseling. Students will facilitate the integration of theory and practice, psychological and theological, personal and professional dimensions of one's identity as a pastoral counselor. The course includes the completion of the clinical integration project.
Outcomes:
Demonstrate integration of pastoral counseling skills and psychological theory into practice; Consolidate knowledge and understanding of competencies and diverse perspectives needed for spiritually integrated counseling by pastoral counselors

IPS 515 Research Methods (3 Credit Hours)
This course familiarizes students with research methods quantitative and qualitative approaches, experimental research design, interview and survey methods, descriptive and analytical statistics and evaluative research.
Outcomes:
Increased knowledge of research methods and statistics; critically evaluate research literature; become familiar with current research in counseling and pastoral counseling; identify research topics of personal and professional interest

IPS 517 Models of Pastoral Counseling (3 Credit Hours)
Models act like paradigms that inform therapists about what is important to focus on in their clients and what is healing, restorative, and growth-inducing in therapy. Each says something about what normal and abnormal functioning looks like and how therapy helps a person move from unhealthy to healthy functioning.
Outcomes:
Become familiar with basic counseling theories; articulate key concepts, assumptions about human nature, therapist, client relationship, process and goals, techniques, as well as strengths and limitations of each approach

IPS 518 Career Counseling for the Pastoral Counselor (3 Credit Hours)
This course will shed light on the value of the career counseling process by integrating career counseling theory, career inventories case studies, experiential learning and class discussion.
Outcomes:
General understanding of major career development theories and their relevance to the counseling process; Utilize multiple career development exercises and job search strategies, including resume-writing and interviewing techniques

IPS 520 Testing, Measurement & Assessment (3 Credit Hours)
Pre-requisites: Completion of a minimum of 24 credit hours, including Models of Pastoral Counseling (517), Psychopathology (509), and Human Development (555)
The course is required for licensure but is not a prerequisite for other courses. This course will provide an understanding of the role of individual and group approaches to assessment and evaluation and its role in diagnosis, clinical intervention, and treatment planning. It will cover assessment of the various attributes of a person though standardized tests, and also include an overview of statistical procedures relevant to test standardization and interpretation. Students will gain first-hand exposure to specific tests and learn to read and evaluate such instruments.
Outcomes:
This course is being added to the MA PC curriculum in response to a new requirement in state licensure for master level counselors

IPS 530 Clinical Pastoral Care Registration (1 Credit Hour)
Pre-requisites: Must be in MDiv or MAPS program to register for this course; CPE site must be approved prior to engagement; Clinical Pastoral Care registration for MDiv and MAPS students provides confirmation of CPE requirement for degree
This course serves as continuous enrollment and fulltime status verification for IPS students for whom CPE is a program requirement.
Outcomes:
Fulfills CPE or Contextual Ed requirement for MDiv and MAPS students

IPS 531 Christian Doctrine (3 Credit Hours)
The course is divided into two sections: (1) the historical evolution of Christian doctrine and its theological interpretations through Vatican II; (2) the development of doctrine in the post-Vatican II era, including an in-depth study of Karl Rahner's fundamental theology and contemporary theological issues with applications to present-day pastoral ministry.
Course equivalencies: X - IPS 531 / BEHL 502
Outcomes:
Students will discover the tools of historical theology and correlation; revising theological understanding in changed historical-cultural contexts; and the hermeneutical task of translating their meaning into present contexts

IPS 532 Social Context of Ministry (3 Credit Hours)
Christian life and ministry are socially located; they take place in specific social, cultural, political and economic contexts. We cannot minister effectively if we do not have a better understanding of the context in which we are called to serve. These contexts are the environment within which persons minister.
Outcomes:
Gain skills of critical social analysis and theological assessment for strategies of social change to facilitate ministry in a given context

IPS 541 Liturgy and Christian Sacraments (3 Credit Hours)
The Sacraments express our faith bringing us into an encounter with God's grace, forming us into the image of Christ. This course explores the theological, religious, and cultural origins of the liturgy and the sacraments as they have developed in response to the needs of the Church communities throughout time.
Outcomes:
Students will develop the ability to articulate a sacramental theology and understanding of the sacraments that enables them to address the meaning of the sacraments in connection to contemporary culture

IPS 545 The Foundations of Christian Spirituality (3 Credit Hours)
Enrollment Conditions: This course is required of all students in the MASp: Contemporary Spirituality Concentration and/or the Spiritual Direction Concentration; Is also required of all MDiv students. Christian spirituality (the "lived experience of Christian faith") is a separate but partnered academic field with theology today. Key issues are: defining "spirituality", methods in the field, spirituality vs. institutional religion, Jesus Christ (christology), major figures and movements in Christian spirituality's 2000 year history, and classical and contemporary themes.
Course equivalencies: X -IPS 545 / BEHL 503
Outcomes:
Facility defining spirituality and Christian spirituality, and an informed understanding of the person Jesus Christ, the history of Christian spirituality, and the relationship of spirituality to theology and institutional religion

IPS 551 Social Ethics in the Catholic Tradition (3 Credit Hours)
Students should ideally complete IPS 416, 417, and 531 prior to taking this course. This course focuses on the tradition and practice of Catholic social thought. Students will become familiar with the documentary tradition of Catholic social teaching, as well as the ways that Catholic social thought has been embodied and advanced through the lives of Catholic activists and liberation theology. Particular attention will be given to history, texts, methodology, and significant figures in the tradition.
Outcomes:
Upon completion of this course, students will have a thorough knowledge of the tradition of Catholic social thought, will be able to analyze contemporary issues through the lens of this tradition, and will be able to enact this tradition in their ministerial contexts

IPS 553 Moral Theology and Christian Ethics (3 Credit Hours)
This course focuses primarily on methods in ethics. Students will become familiar with the tradition of Catholic moral theology as well as different contemporary methodologies in ethics. Particular attention will be given to the history of the discipline, the role of scripture in moral reasoning, and Catholic social teaching. To articulate the history and central categories in Catholic moral theology; to analyze a variety of contemporary methodologies in theological ethics.

IPS 555 Human Person and Psychological Development (3 Credit Hours)
Human beings are created to grow and mature into their full humanity. Every phase of life carries particular psychological and spiritual agendas. While each person is unique, our developmental story from birth to death is also our universal human story with particular variations, sharpened around gender and cultural differences.
Outcomes:
Exploration of developmental differences; Discovery of reliable markers for ministry to persons throughout the life cycle

IPS 560 Liturgical Leadership (3 Credit Hours)
This practicum develops skills in preparation for preaching and presiding at liturgical celebrations. The student will become familiar with different preaching styles, as well as theories of preaching and presiding. The focus includes public communication and preaching skills, as well as supervising and training volunteer liturgical ministers. Knowledge of preaching and presiding styles and theory.
Outcomes:
Ability to preside at liturgical celebrations; Development of preaching and public speaking skills; Familiarity with liturgical rites

IPS 564 Foundations of Pastoral Care (3 Credit Hours)
Pastoral Care is the ministry of accompanying people in the difficult times of their lives. Students explore the history, theology and purpose of pastoral care, including their own personal loss experiences. Students will be able to assess who they are as minister and what they bring into the pastoral care environment. Students will demonstrate the ability to implement pastoral care skills.

IPS 565 Pastoral Leadership (3 Credit Hours)
Examines recent and contemporary leadership theories, principles and practices, and assists students' applications as pastoral leaders in their own religious traditions and institutions. Offers a wide array of readings from the organizational and corporate literature, church documents, and pastoral literature from Roman Catholic, hierarchical church, and congregational church perspectives.
Outcomes:
Apply leadership literature from organizational, corporate, and pastoral perspectives, growing personal capacity for integrating pastoral management and leadership performances appropriate to their religious traditions, governance structures, and communities

IPS 570 Introduction to Theology and Ministry (3 Credit Hours)
IPS 570: Introduction to Theology and Ministry is recommended as the first course in the program. This course explores the interplay among traditions of theology and ministry, the history of ministry and the challenge of relating foundational traditions to the present array of ministries. The course allows you to become more certain and deliberate about the skills that constitute ministerial practice and ministerial theology.
Outcomes:
Students clarify and articulate a theory of ministry and method of ministry from which to operate; The heart of the course is development of self-confidence ministerial capacities as a professional

IPS 572 Ignatian Spirituality (3 Credit Hours)
This course invites students to consider core elements and principles of Ignatian spirituality, through the study of Ignatius of Loyola's major works and relevant Ignatian literature. Particular attention will be given to the Spiritual Exercises and their use for spiritual direction and formation, discernment and prayer.
Outcomes:
Identify the distinctive characteristics of Ignatian spirituality; Acquire practical knowledge of Ignatian imaginative prayer and discernment of spirits; Learn to adapt and direct Ignatius' Spiritual Exercises for spiritual direction

IPS 573 Spiritual Exercises of St Ignatius (3 Credit Hours)
This course provides an introduction and overview to Ignatian spirituality and the Spiritual Exercises of St. Ignatius of Loyola, equipping students to provide spiritual direction to individuals making the Exercises. Throughout the course we will address and discuss Ignatian topics, such as the movements of the Spiritual Exercises, the importance of discernment as a spiritual director, and one's own personal experience with the Exercises.
Outcomes:
Recognize the Ignatian Rules for Discernment within the context of directing an individual making the Spiritual Exercises; Identify and witness the key movements and meditations of the Spiritual Exercises; Recognize key elements of Ignatian spirituality and how they fit in the Spiritual Exercises; Articulate one's own personal experience and transformation due to Ignatian Spirituality and the Spiritual Exercises; Engage with current and prudent practices and be aware of opportunities for continuing education as spiritual directors

IPS 578 Contextual Education Preparation (1 Credit Hour)
Restricted to Institute of Pastoral Studies students. Prepares students to engage in the practice of contextual education by orienting students to the contextual education framework, focusing on their own vocational identity, and reflecting on how students view the work of ministry. It also covers the logistics of procuring a site and conducting theological action research.
Outcomes:
Facilitate site selection and completion of site agreement; introduce the practice of Theological Action Research; be orientated to contextual education

IPS 579 Contextual Education Introduction (1.5 Credit Hours)
Restricted to Institute of Pastoral Studies students. Facilitates the student's initial foray into work at their contextual education site, through regular coaching for reflection and guidance as well as workshops on useful skills for ministry. Students gain 100 hours of hands on experience at their site of ministry and begin to develop a community-based theological action research project.
Outcomes:
To gain basic familiarity with the contextual education site and to build relationships within the community, and gain basic experience in the work of ministry pertaining to the site

IPS 580 Contextual Education I (1.5 Credit Hours)
Pre-requisites: Completion of at least 18 credit hours, attendance at prep session, approval of site and supervisor by CCE, completed required documentation
Students apply for placement with an approved site at which they will exercise & develop professional/ministerial skills. Students engage in a minimum of 200 hours of leadership praxis. Students receive practically oriented instruction, participate in practice-based workshops & reflect on their leadership experience with their peers & an experienced coach.
Course equivalencies: IPS 580/IPS 640
Outcomes:
Gain tangible skills for leadership in ministry; Test vocational commitments and refine vocational identity; Develop capacity for theological reflection especially toward the integration of discipleship, leadership and mission

IPS 581 Contextual Education II (3 Credit Hours)
Pre-requisites: IPS 580
Students continue in their field placement exercising professional/ministerial leadership and further developing their self-identified professional/ministerial skills. While continuing to engage these contexts, students meet in class to further reflect on their leadership in ministry, discerning emerging strengths and areas of needed growth.
Course equivalencies: IPS 641/IPS 581
Outcomes:
Gain further proficiency in skills for leadership in ministry; Deepen & refine vocational identity in relation to present & future work; Further develop capacities of theological reflection on their work of ministry

IPS 585 Intro to Spiritual Direction Certificate Praxis for Contextual Ed (1.5 Credit Hours)
Designed particularly for Spiritual Direction Certificate students, IPS 585 launches a year-long praxis sequence focused on building competency and experience in the practice of offering spiritual direction. Through an eight-week, 1.5-credit online seminar, students establish a learning plan, form supervision agreements, and begin recruiting, screening, and meeting with directees in a manner consistent with professional and ethical standards. Students engage in guided practice, peer learning, and structured reflection (including verbatim work) while developing an initial plan for a silent or spiritual direction retreat that will be implemented during the fall-spring course sequence.
Outcomes:
Design a personalized praxis plan (learning plan) that identifies formation goals, supervision arrangements, and benchmarks for progress across the year-long sequence; Demonstrate foundational spiritual direction session practices (eg, attentive listening, discernment-oriented questioning, and session structure) in initial directee encounters; Apply ethical and professional standards for spiritual direction practice, including confidentiality, boundaries, documentation, and appropriate referral; Analyze sessions using verbatim reporting and reflective writing to evaluate personal strengths, growth edges, and next steps for competency development; Develop a feasible retreat concept note and preliminary retreat plan (purpose, structure, logistics, and evaluation approach) aligned with program expectations

IPS 586 Spiritual Direction Certificate Praxis I for Contextual Ed (0 Credit Hours)
IPS 586 is the first semester of a two-term, supervised practicum for Spiritual Direction Certificate students. Building on the foundational preparation of IPS 585, students engage in sustained spiritual direction practice with directees and in structured supervision designed to deepen competence, confidence, and ethical integrity. Students work toward the benchmark of completing substantial directee contact hours during the academic year (approximately 50 hours across IPS 586 and IPS 587), with ongoing reflection through verbatim work and self-assessment. During IPS 586, students also refine their retreat plan and complete the preparations necessary to host a silent or spiritual direction retreat during the practicum sequence.
Outcomes:
Sustain regular spiritual direction practice with directees and document progress toward program benchmarks using accurate hour logs and supervision verification; Integrate supervisory feedback to refine spiritual direction skills (eg, presence, listening, discernment, and ethical practice) and demonstrate growth over time; Analyze spiritual direction sessions through recurring verbatim reporting and reflective writing to strengthen critical reflection and self-assessment; Develop and finalize an implementable retreat plan (purpose, schedule, logistics, hospitality, and evaluation) appropriate to the student's context and scope; Evaluate vocational fit and formation needs in light of practicum experiences and articulate concrete next steps for continued growth

IPS 587 Spiritual Direction Certificate Praxis II for Contextual Ed (0 Credit Hours)
IPS 587 is the second semester of the Spiritual Direction Certificate supervised practicum sequence. Students continue providing spiritual direction with directees, deepen their competence through structured supervision, and complete remaining benchmarks for the certificate practicum (approximately 50 total directee contact hours across IPS 586 and IPS 587). The course culminates in the student's leadership of a silent or spiritual direction retreat and in a final integrative self-assessment of readiness for ongoing practice. Students submit a concise praxis portfolio that documents learning, supervision engagement, ethical practice, and next steps for continued formation.
Outcomes:
Demonstrate sustained, ethically grounded spiritual direction practice and complete required directee contact hours with accurate documentation and supervisor verification; Synthesize supervisory feedback across the year to articulate an emerging personal approach to spiritual direction and areas for continued development; Evaluate spiritual direction practice using advanced verbatim reflection that integrates theological/spiritual insight, self-awareness, and practical skill refinement; Plan and lead at least one silent or spiritual direction retreat and assess its effectiveness using participant feedback and self-evaluation; Create a final praxis portfolio that evidences competence, vocational commitment, and a realistic plan for continued supervision and professional/ministerial growth

IPS 593 Integration Project (0 Credit Hours)
The Integration Project (typically a written paper) involves the personal integration and application of one's course of studies at IPS into one's vocational/ministerial identity. 593 is required for MDIV, MASJ, MASp, MAHCML and MAPS students (though MAPS-Health Care Chaplaincy concentration students take 493 instead). Enrollment Conditions: Students should register in their final semester of coursework, or when they are within 9 credits of completing the degree. Registration requires a signed copy of the Integration Project Proposal.
Outcomes:
Successful integration and assessment of students' studies and vocational development

IPS 596 Special Topics in Health Care Ethics (1-3 Credit Hours)
This course is restricted to IPS graduate students.

IPS 599 Special Topics (1-6 Credit Hours)
Topics will vary.
Outcomes:
Outcomes will vary

IPS 605 Master's Study (1 Credit Hour)
IPS students who have not completed their degree are required to be continuously enrolled in a course until their degree is completed. This zero credit hour course fulfills that requirement for those who are finished with their coursework but not their final projects. Maintaining enrollment for those who are finished with their coursework but not their final projects.

IPS 610 Foundations of Social Justice (3 Credit Hours)
This course explores the philosophical, ethical and theological foundations for social justice with a particular emphasis on Catholic Social Teaching and Catholic social ethics, addressing the practice of justice with attention to concrete dilemmas which confront Christians in their efforts to do justice.
Outcomes:
To develop an in-depth understanding of social justice in the Catholic social teaching tradition, and in the Jewish and Christian scriptures; to articulate and support a working definition of social justice informed by the course

IPS 615 Liberation Theology (3 Credit Hours)
Liberation Theology refers to several related theologies that emerged in Latin America. Many more have been developed but all share the same basic methodology, focus their efforts on issues of social justice, and proceed with a prophetic voice. The course introduces the method of liberation theology and surveys a selection of primary texts from a variety of social contexts.
Outcomes:
Students will critically and constructively assess the contributions of Liberation Theology in the broader theological conversation; develop the skills necessary to assess and respond theologically to their own social contexts

IPS 620 Diversity and Equity (3 Credit Hours)
This course explores diversity in a global environment characterized by color, ethnicity, culture, national origin, class, gender, age, religion, physical or mental ability, gender identity and sexuality. Students will effectively analyze and assess the cultural and institutional context of social justice issues. IPS 620 is cross-listed with SOWK 502: Oppression,Privilege,Diversity.
Course equivalencies: ASIA/SOWK/URB370/AFR369/SOWK50

IPS 625 Social Ethics: Politics and Global Economics (3 Credit Hours)
Economic institutions and issues of global justice are considered in the writings of philosophers, economists and socio-political theorists. Students effectively analyze institutional contexts of social justice issues and understand foundational local, national, and international justice issues linked to the political, economic, and social arenas. Analyze & evaluate current trends in international relations policy, economic markets & environmental impact from social justice perspective. Develop tactics for engaging in the work of social change within emerging global context.

IPS 627 Social Entrepreneurship (3 Credit Hours)
Intensive consideration of different examples of social entrepreneurship, including at least one utilizing Catholic Social Teaching; and more general observations of other models of social engagement and challenging unmet needs.
Outcomes:
Creation of an initial business sketch for a viable social entrepreneurship project to address a specific need

IPS 635 Community Organizing and Community Development (3 Credit Hours)
This course combines experiential learning with theories of community organization and development, exploring methods, strategies and key ideas of broad-based community organizing. Students will learn and practice the tools needed to organize as well as exhibit initial (foundational) competencies in social advocacy, community organizing and social change. IPS 635 is cross listed with SOWK 509: Community Intervention.
Course equivalencies: X- SOWK 509/IPS 635
Outcomes:
Increase understanding of approaches and methods of community organizing and community development; Become competent in evaluating resources available for the work of community organizing and development

IPS 651 Clinical Bioethics (3 Credit Hours)
This course will provide an overview of the major areas of clinical biomedical ethics. Issues that will be examined and analyzed include problem-solving methods, the theory and practice of informed consent, end-of-life decision making, physician-assisted suicide, pediatric ethical dilemmas, spirituality in clinical encounters, the injustice of health care disparities, and the role of ethics committees.
Course equivalencies: IPS 651/BEHP 401/BEHL 401
Outcomes:
Participants will gain familiarity with the terminology, resources, and major frameworks of ethical analysis in biomedical ethics

IPS 652 Organizational Ethics I (3 Credit Hours)
This is a two-month long blended course of online learning and a two-day intensive experience on the HSD campus. This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community.
Course equivalencies: IPS 652/BEHP 412/BEHL 412
Outcomes:
Social and economic context of health care in the United States will be overviewed as the background for considering the responsibilities social justice entails to self, one's profession, one's patients, and the underserved

IPS 653 Organizational Ethics II (3 Credit Hours)
This is a two-month long blended course of online learning and a two-day intensive experience on the HSD campus. This course examines the theory, role, and elements of leadership that effectively serve non-profit healthcare systems. In particular, the nature of leadership is examined.
Course equivalencies: IPS 653/BEHP 419/BEHL 419
Outcomes:
Questions of leadership style and theories of what constitutes effective leadership are considered; Communication strategies and methods of organizational change key focuses

IPS 654 Catholic Bioethics and Clinical Practice (3 Credit Hours)
This course offers a topical survey of bioethical issues pertinent to clinical practice in the Catholic context. Topics and concepts considered include abortion, contraception, sterilization, nutrition and hydration, withdrawal of life support, care of the dying, cooperation, conscience, human dignity and personhood.
Course equivalencies: IPS 654/BEHP 415/BEHL415
Outcomes:
Assist students in establishing a substantive familiarity with the positions and moral reasoning of the Catholic tradition in clinical bioethics

IPS 655 Catholic Bioethics and Social Justice (3 Credit Hours)
Course involves an historical study of the development of the body of official Catholic Social Teaching specific to its impact on healthcare delivery in the United States. Current developments in select key social issues and movements are also addressed insofar as those issues and movements influenced healthcare delivery.
Course equivalencies: IPS 655/BEHP 416/BEHL 416
Outcomes:
Develop the participants understanding of the principles of Catholic Social Teaching and their application to the healthcare context

IPS 656 Advancing Health Equity Practice (3 Credit Hours)
A two-month long blended course of online learning and a two-day intensive experience on the HSD campus. Topics cover the role of racial and economic health disparities in the process of care and health outcomes, Cultural and Linguistic Appropriate Standards (CLAS) in health care, self-assessment and evaluation of institutional needs.
Course equivalencies: IPS 656/BEHP 418 / BEHL 418
Outcomes:
Knowledge and skills gained in this course can be used to develop an advocacy role for evaluating and promoting cultural competency within a health care system

IPS 657 Advanced Concepts in Health Systems Management (3 Credit Hours)
The course is structured around a framework that links strategic management with health care outcomes for today and tomorrow. Areas covered include: leadership, team building, planning, customers, markets, information and analysis, communication skills, conflict resolution, resource management, budgeting and organizational performance.
Course equivalencies: X-CMAN 468/BEHL 505/IPS 657
Outcomes:
Analyze major strategic management processes, describe how evidence-research practice can be applied in health systems management, and integrate a framework for strategic management with the key concepts of outcomes-based performance management

IPS 658 Fiscal Management for Health Care Organizations (3 Credit Hours)
The course explores the relationship between the national economic environment and the financial context for current models of health care delivery. A variety of fiscal concepts and techniques such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, cost variance analysis, and performance budgeting are explored.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Students will develop a framework for understanding key issues in health care financial management; Students will develop a quantitative approach to decision making in health care administration through application of concepts

IPS 659 Management of Professionals in Healthcare Organizations (3 Credit Hours)
This course offers students the opportunity to analyze, expand, and synthesize their understanding of technical, human relations and conceptual skills essential to functioning within the role of manager/administrator in health care settings.
Course equivalencies: X-IPS 659/CMAN568
Outcomes:
Analyze and synthesize knowledge of the concepts of professional role and organizational dynamics for use as a foundation for the role of manager/administrator in health care settings

IPS 660 Leadership in Social Justice Organizations (3 Credit Hours)
This course explores different approaches to leadership on behalf of social justice with a strong focus on developing a personal leadership style and practices to deepen students' sense of vocation. Develops a number of practical leadership skills connected to discernment, leading through adaptive challenges, team development and bridge building, management, and visioning.
Outcomes:
To understand leadership models and techniques for social justice organizations; To integrate spiritual practices and disciplines into leadership and management; To develop skills managing and interfacing with faith-based and non-profit

IPS 672 Media for Ministry and Mission (3 Credit Hours)
For more than a hundred years, film, radio, and television have had a profound effect on the practice on ministry and pastoral care. Now in the 21st century, the explosion of new types of interactive and social media have revolutionized our interactions, our economy, and our world. Churches and social justice organizations, however, have often been slow to adopt or even explore these new technologies.
Outcomes:
Participants will leave this course with an understanding of how to navigate the changing media landscape, think theologically about digital communications, and put media tools to work for ministry and mission; You will learn to plan strategic campaigns, create content, and measure results; Coursework will include engagement with various platforms, as well as an introduction to key concepts from media history and theory

Counseling

- Counseling for Ministry (MA) (p. 1412)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Counseling Certificate (p. 1418)

Counseling for Ministry (MA)

As of Fall 2026, the degree described on this page is no longer accepting applicants.

We encourage those interested in Counseling ministries (but not licensure as a professional counselor) to apply to the Pastoral Studies (MA) (p. 1437) degree, into which foundational counseling courses can be directly integrated.

The 36 credit hour Master Of Arts degree in Counseling For Ministry is designed to prepare students to become competent and effective pastoral caregivers in their present and future ministries.

Our contemporary social and cultural contexts reveal strong needs for ministry-based caregiving with competency from within religious traditions and their communities. The long and rich history of counseling within ministry gives witness to that commitment called "ministry of care", or in Jesuit terms, *cura personalis*.

The Master's in Counseling for Ministry degree program is suited to international students and others who do not require the 60 credit hour MA in Pastoral Counseling that is designed to meet the requirements for Illinois licensure as a clinical counselor.

The MA in Counseling for Ministry mirrors the competency requirements of the Pastoral Counseling program but without the additional licensure requirements, allowing students to serve the therapeutic needs of faith communities in the USA and around the world.

The Counseling for Ministry (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

To learn more about the master's degree in counseling for ministry and studying in the USA, please visit our request for information form (https://www.luc.edu/ips/rfi/) or attend an online information session.

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505

The following IPS degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Arts in Christian Spirituality (Professional MA), Master of Arts in Counseling for Ministry (Professional MA), Master of Arts in Pastoral Counseling (Professional MA), and the Master of Arts in Social Justice (Professional MA) were also approved, as were our comprehensive online (distance education) programs.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)

- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The Master of Arts in Counseling for Ministry allows international students and those interested in Pastoral Counseling to receive a degree in counseling without the 60 credit hour licensure requirements. This 38 credit hour program continues to build student's understanding of religious culture, values and beliefs in a reflective and articulate form while equipping students to serve the therapeutic needs of their communities in a meaningful way.

The Counseling for Ministry (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Code	Title	Hours
Foundational Courses		
IPS 400	Introduction to Graduate and Professional Writing [1]	0
IPS 473	Family Therapy and Personal Transformation	3
IPS 501	Advanced Human Relation Skills	3
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 505	Group Counseling Approaches	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 555	Human Person and Psychological Development	3
IPS 564	Foundations of Pastoral Care	3
Selective Courses		
Select three of the following:		9
IPS 403	Spiritual Paths in World Religions	
IPS 404	Theologies of Suffering	
IPS 428	Introduction to Spirituality Praxis	
IPS 472	Pastoral Counseling in an Intercultural Context	
IPS 474	Addictions & Modes of Therapy	
IPS 596	Special Topics in Health Care Ethics	
Contextual Education Courses		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Clinical Pastoral Education		
IPS 530	Clinical Pastoral Care Registration	1
Integration Project		
IPS 593	Integration Project	0
Total Hours		**38**

[1] If required at the time of admission.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 501	Advanced Human Relation Skills	3
IPS 473	Family Therapy and Personal Transformation	3
IPS 555	Human Person and Psychological Development	3
	Hours	**9**
Spring		
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 505	Group Counseling Approaches	3
IPS 564	Foundations of Pastoral Care	3
IPS 579	Contextual Education Introduction	1.5
Elective [1]		3
	Hours	**10.5**
Spring		
IPS 530	Clinical Pastoral Care Registration	1
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
Elective [1]		3
Elective [1]		3
	Hours	**8.5**
	Total Hours	**38**

[1] Advisor approval required.

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

These are the appropriate classes for students in their first year of graduate study for the MA in Counseling for Ministry (MACM) at the Institute of Pastoral Studies (IPS). With the approval of their IPS academic advisor and undergraduate degree advisor, a student may select alternative classes from the MACM curriculum or other graduate-level classes that count as electives toward the MACM.

Course	Title	Hours
Senior		
Fall		
IPS 501	Advanced Human Relation Skills	3
IPS 473	Family Therapy and Personal Transformation	3

IPS 555	Human Person and Psychological Development	3
	Hours	**9**
Spring		
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Master's		
Fall		
IPS 505	Group Counseling Approaches	3
IPS 564	Foundations of Pastoral Care	3
IPS 579	Contextual Education Introduction	1.5
Elective [1]		3
	Hours	**10.5**
Spring		
IPS 530	Clinical Pastoral Care Registration	1
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
Elective [1]		3
Elective [1]		3
	Hours	**8.5**
	Total Hours	**38**

[1] Advisor approval required.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional

Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the Master of Arts in Counseling for Ministry, students will be able to demonstrate:

- The ability of pastoral caregivers to engage their social and cultural contextual environments in order to expand their pastoral competencies. (Cultural Context)
- The ability to interpret and assess pastoral caregiving in relation to the historical and contemporary pastoral commitments of faith communities. (Theology/Spirituality/Religious Heritage)
- The ability to offer competent and meaningful pastorally supportive services within largely faith-based contexts, based on personal, interpersonal, and spiritual maturity. (Maturity/Personal Formation)
- The ability to appropriately assess personal and relational life conditions that contribute to human distress and break down, with the skills needed to discern and effectively pastoral engage the identified dilemmas within the range of their defined competencies. (Skills/Ministerial Leadership)

Pastoral Counseling (MA)

Pastoral counseling at IPS is understood as professional therapeutic ministry. This ministry is pursued with a vision of the human person that includes insights from the human sciences as well as religious and spiritual dimensions of life. Often, but not always, pastoral counseling takes place in a setting that reflects a spiritually-oriented environment. The purpose of the M.A. in Pastoral Counseling is to prepare caregivers and counselors for this work.

This degree program prepares pastoral clinicians to provide therapeutic services in faith-based and other contexts. A multidisciplinary curriculum and peer learning groups are among the distinguishing characteristics of this degree.

The Pastoral Counseling (MA) also offers an Accelerated Master's Pathway for Undergraduate students to start their Graduate studies in their senior year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Students in this program will find an understanding of pastoral counseling incorporating both the best of psychological theory and the riches of contemporary theology. They will find educational and spiritual approaches that combine both theory and practice. They will discover a vision of the counselor that reflects both individual and relational work, supportive and intensive therapies, psychological competence and theological congruence. And they will find a methodology that is consistently committed to the achievement of personal and professional integration.

In order to meet the current licensure requirements of the state of Illinois (LPC as a base for moving toward LCPC), and to respond to developing nationwide trends toward interstate licensure portability, while continuing to provide the integrative pastoral focus of Loyola's MA Pastoral Counseling degree, the degree has moved to a three year, 60-hour design.

- LPC = Licensed Professional Counselor
- LCPC = Licensed Clinical Professional Counselor

The Master's in Pastoral Counseling program can also be completed half time over four or five years. The half time student's curriculum is determined with their advisor.

The Master's in Pastoral Counseling can be completed entirely online. Students seeking to complete the degree fully online and in three years (as a full-time student) must enroll and begin in a Fall semester.

A diverse number of internship sites are available from non-profits, governmental organizations, schools, counseling, mental health and faith-based sites. Students apply for these internships and are selected by the sites. Students may submit a site of their own choosing, but it must be approved by IPS.

International Students

International students who will study in person in Chicago must enroll and begin the curriculum in a Fall semester.

Additional Information

To learn more about state and international authorization of programs, please refer to our State and International Authorization page (https://www.luc.edu/ool/services/stateandinternationalauthorization/). To learn more about the accreditation of Loyola University Chicago and its schools, as well as information about professional licensure, visit our Accreditation page (https://www.luc.edu/accreditation/index.shtml/).

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.

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Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

Master of Arts in Pastoral Counseling

In order to meet the current licensure requirements of the state of Illinois (LPC as a base for moving toward LCPC), and to respond to developing nationwide trends toward interstate licensure portability, while continuing to provide the integrative pastoral focus of Loyola's MA Pastoral Counseling degree, the curriculum is built around a three year, 60 credit hour design.

Part-time students will tailor their course selection with their advisor. International students with a student visa and studying in person must begin the degree in a Fall semester.

- LPC = Licensed Professional Counselor
- LCPC = Licensed Clinical Professional Counselor

Besides the traditional Master's program, the Public Service Leadership (MA) is also offered as an Accelerated Master's Pathway where exceptional students can begin their first year of Graduate studies in their senior year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
IPS 472	Pastoral Counseling in an Intercultural Context	3
IPS 473	Family Therapy and Personal Transformation	3
IPS 474	Addictions & Modes of Therapy	3
IPS 501	Advanced Human Relation Skills	3
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 505	Group Counseling Approaches	3
IPS 507	Pastoral, Psychodynamic Assessment and Intervention	3
IPS 509	Psychopathology	3
IPS 511	Internship Supervision I	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 513	Internship Supervision II	3
IPS 515	Research Methods	3
IPS 517	Models of Pastoral Counseling	3
IPS 518	Career Counseling for the Pastoral Counselor	3
IPS 520	Testing, Measurement & Assessment	3
IPS 555	Human Person and Psychological Development	3
Electives [1]		9
Total Hours		**60**

[1] At least three (3) credit hours must be completed with a theology class, chosen in consultation with your academic advisor.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 501	Advanced Human Relation Skills	3
IPS 517	Models of Pastoral Counseling	3
IPS 473	Family Therapy and Personal Transformation	3
	Hours	**9**
Spring		
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 555	Human Person and Psychological Development	3
	Hours	**9**
Summer		
IPS 515	Research Methods [1]	3
	Hours	**3**
Year 2		
Fall		
IPS 472	Pastoral Counseling in an Intercultural Context	3
IPS 507	Pastoral, Psychodynamic Assessment and Intervention	3
IPS 509	Psychopathology	3
	Hours	**9**
Spring		
IPS 518	Career Counseling for the Pastoral Counselor [1]	3
IPS 520	Testing, Measurement & Assessment [1]	3
Elective		3
	Hours	**9**
Summer		
IPS 474	Addictions & Modes of Therapy [1]	3
	Hours	**3**
Year 3		
Fall		
IPS 505	Group Counseling Approaches	3
IPS 511	Internship Supervision I	3
Elective		3
	Hours	**9**
Spring		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 513	Internship Supervision II	3
Elective		3
	Hours	**9**
	Total Hours	**60**

[1] Required for licensure

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Year 1		
Fall		
Courses taken Senior Year, Fall term		
IPS 501	Advanced Human Relation Skills	3

IPS 517	Models of Pastoral Counseling	3
IPS 473	Family Therapy and Personal Transformation	3
	Hours	**9**
Spring		
Courses taken Senior Year, Spring Term		
IPS 502	Theology of the Developing Person	3
IPS 503	Fundamentals of Pastoral Counseling	3
IPS 555	Human Person and Psychological Development	3
	Hours	**9**
Summer		
Courses Taken Master's Year 1, Summer Term		
IPS 515	Research Methods [1]	3
	Hours	**3**
Year 2		
Fall		
Courses Taken Master's Year 1, Fall Term		
IPS 472	Pastoral Counseling in an Intercultural Context	3
IPS 507	Pastoral, Psychodynamic Assessment and Intervention	3
IPS 509	Psychopathology	3
	Hours	**9**
Spring		
Courses Taken Master's Year 1, Spring Term		
IPS 518	Career Counseling for the Pastoral Counselor [1]	3
IPS 520	Testing, Measurement & Assessment [1]	3
Elective		3
	Hours	**9**
Summer		
Courses Taken Master's Year 1, Summer Term		
IPS 474	Addictions & Modes of Therapy [1]	3
	Hours	**3**
Year 3		
Fall		
Courses Taken Master's Year 2, Fall Term		
IPS 505	Group Counseling Approaches	3
IPS 511	Internship Supervision I	3
Elective		3
	Hours	**9**
Spring		
Courses Taken Master's Year 2, Spring Term		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 513	Internship Supervision II	3
Elective		3
	Hours	**9**
	Total Hours	**60**

[1] Required for licensure

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Master of Arts in Pastoral Counseling

By completing the Master of Arts in Pastoral Counseling, students will be able to demonstrate:

- The ability to pastorally and clinically engage human psychological, relational, and contextual distress in therapeutic ways. (Cultural Context)
- The ability to interpret, engage, and expand psycho-spiritual meaning making in relation to the pastoral legacy of faith communities. (Theology /Spirituality/Religious Heritage)
- The ability to offer competent therapeutic services in secular and/or faith-based contexts based on personal, interpersonal, and spiritual maturity. (Maturity/Personal Formation)
- The ability to appropriately assess and diagnose personal and relational life conditions that contribute to human distress and break down, with the skills needed to discern and effectively pastoral engage the identified dilemmas. (Skills/Ministerial Leadership)

Pastoral Counseling Certificate

As of Fall 2026, this program is no longer accepting applicants.

Available On-Site and Online. This advanced graduate certificate program prepares counselors to practice counseling in secular and/or faith-based settings through gaining additional skills in psychospiritual therapeutic accompaniment. A Masters degree in counseling or Ministry/Divinity/Theology is a prerequisite for this certificate. Five courses comprise the certificate with one of these courses to include a one semester practicum and/or internship supervision experience.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

This advanced graduate certificate program prepares counselors to practice in faith-based settings. A master's degree in counseling or divinity/ministry is a prerequisite for this certificate. Five courses comprise this certificate program courses, chosen in consultation with the academic advisor based on the student's background.

Code	Title	Hours
Five (5) courses must be chosen from the following list:		*15*
IPS 472	Pastoral Counseling in an Intercultural Context	
IPS 473	Family Therapy and Personal Transformation	
IPS 474	Addictions & Modes of Therapy	
IPS 501	Advanced Human Relation Skills	
IPS 502	Theology of the Developing Person	
IPS 503	Fundamentals of Pastoral Counseling	
IPS 505	Group Counseling Approaches	
IPS 507	Pastoral, Psychodynamic Assessment and Intervention	
IPS 509	Psychopathology	
IPS 511	Internship Supervision I	
IPS 512	Ethics, Pastoral Counseling, and Spirituality	
IPS 513	Internship Supervision II	
IPS 515	Research Methods	
IPS 517	Models of Pastoral Counseling	
IPS 518	Career Counseling for the Pastoral Counselor	
IPS 520	Testing, Measurement & Assessment	
IPS 555	Human Person and Psychological Development	
Total Hours		**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- The Certificate in Pastoral Counseling prepares counselors of various theoretical orientations to practice spiritually integrated counseling within faith-based and/or secular settings.

Divinity

- Divinity (MDiv) (p. 1419)
- Divinity with a Concentration in Chaplaincy (MDiv) (p. 1423)
- Divinity with a Concentration in Spiritual Direction (MDiv) (p. 1427)
- Divinity and Pastoral Counseling (MDiv/MA) (p. 1866)
- Divinity and Social Justice (MDiv/MA) (p. 1867)

Divinity (MDiv)

Available Online. The Master of Divinity (MDiv) is a comprehensive degree designed to meet the educational needs of persons called to professional ministerial leadership. Students complete the core curriculum and may choose to take elective courses specific to such ministries as chaplaincy, religious education, social justice, digital communications, and church management, among others. This degree satisfies the educational requirements for Board Certification by both the National Association of Catholic Chaplains and the Association of Professional Chaplains.

These ministers extend the religious tradition in spiritual leadership in a variety of contexts (parishes and churches, healthcare institutions, faith-based non-profit organizations, retreat centers, educational institutions, etc.) by preaching and teaching, by counseling, consoling, and offering pastoral care, by serving and challenging, by leading prayer and praying, by empowering and equipping, by prophetically pointing to injustice and by faithfully organizing for needed change. Born of the present needs for church ministers and decision-makers, this degree qualifies students for the new genre of pastoral leadership. The MDiv cultivates a ministerial way of being through academic and formational requirements, which parallel the Church's traditional seminary setting. Loyola's Jesuit and university context provides the breadth and depth that tomorrow's Church requires.

The religious leaders who emerge from this MDiv program are called upon to resource (both to mediate and to augment) the Christian Tradition. Thus, they require education and formation not only for the way things are, but also for the way things are going to be. They need to be generalists grounded in the faith tradition, but also specialists possessing the interpersonal and spiritual skills to empower others in particular settings. These persons will be leaders who can articulate in religious language their own profound experience, discern the presence of the divine in others' experience, and convoke and nurture community, accompanying others on the journey through life.

While focused primarily to prepare non-ordained people for ministerial leadership, the Loyola MDiv program also welcomes members of religious communities, clergy, and participants from other communions committed to an academic and formational experience attuned to the diversity, mutuality, and collaboration that will characterize tomorrow's Church.

Students can pursue the degree on campus or as a distance program via online education. For the distance program all courses are available entirely online. Students can take courses on either a full or part-time basis. Full-time students take three-four years to complete the program; part-time students typically complete their degree within five-six years. The typical course load is three or four courses per semester for full-time students, with additional classes taken over two summers. The MDiv degree cannot be completed on a summers-only basis.

The Divinity (MDiv) also offers an Accelerated Master's Pathway for Undergraduate students to start their Graduate studies in their senior year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

The MDiv of the Institute of Pastoral Studies at Loyola University Chicago truly assists persons in achieving a degree of difference for tomorrow's Church as it prepares people to lead extraordinary lives.

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505

The following IPS degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Arts in Christian Spirituality (Professional MA), Master of Arts in Counseling for Ministry (Professional MA), Master of Arts in Pastoral Counseling (Professional MA), and the Master of Arts in Social Justice (Professional MA) were also approved, as were our comprehensive online (distance education) programs.

Related Programs

Master's

- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The MDiv curriculum recognizes that professional ministerial leadership emerges from faith-filled ministerial practice and seeks reflective critical understanding to prepare graduates to know, serve and love practically.

This gives rise to three aspects of the MDiv program: faith formation, reflective critical understanding and ministerial practice.

These areas of the curriculum prepare students for work in various areas:

- The church's institutional placements, which include parish leadership, diocesan administration, hospital chaplaincy and campus

ministry, and parallel religious organizations, which include ministry options in organizations dealing with religious communications.
- Peace and justice advocacy, parochial school administration, as well as spirituality centers.
- Public-service positions such as legal advocacy, industrial chaplaincy, business ethics, social work, nursing and counseling that invite a pastoral or spiritual perspective, along with standard knowledge of the field.

The MDiv degree is a 72-credit-hour (24-course) degree program, composed of three interconnected components: academic coursework, pastoral formation and ministerial skills. The IPS MDiv curriculum recognizes ministerial leadership as emerging from faith-filled ministerial practice, seeking reflective critical understanding, so as to serve, know, and love practically. These three movements are reflected in each aspect of the MDiv Program: Faith Formation, Reflective Critical Understanding and Ministerial Practice.

Besides the traditional Master's program, the Divinity (MDiv) is also offered as an Accelerated Master's Pathway where exceptional students can begin their first year of Graduate studies in their senior year. A suggested sequence for the AMP can be found below.

The MDiv curriculum builds on top of the Master of Arts in Pastoral Studies (MAPS) degree program.

Code	Title	Hours
Critical Understanding		
Context		
IPS 555	Human Person and Psychological Development	3
IPS 532	Social Context of Ministry	3
Scripture		
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
Scripture Elective		3
Systematic Theology		
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 570	Introduction to Theology and Ministry	3
Systematic Theology Elective		3
Ethics		
IPS 553	Moral Theology and Christian Ethics	3
Ethics Elective		3
Christian Living		
IPS 541	Liturgy and Christian Sacraments	3
IPS 545	The Foundations of Christian Spirituality	3
Two Christian Living Electives		6
Ministerial Practice		
IPS 560	Liturgical Leadership	3
IPS 565	Pastoral Leadership	3
IPS 564	Foundations of Pastoral Care	3
Ministerial Practice Elective		3
Ministry Focus		

Ministry Focus names the process by which the MDiv student reviews the work of the first half of his/her curriculum, declares an intended focus or particular character, and projects the remainder of this curriculum for assessment, feedback, and approval by the IPS faculty. While these two tasks are distinct they intertwine in many ways and are enacted in one procedure.

Three (3) Courses in Ministry Focus		9
Contextual Education		
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 581	Contextual Education II	3
Total Hours		**72**

Contextual Education

As a "pastoral" institute, IPS operates from a "praxis paradigm*" in relation to theological and ministerial education. This means that in Contextual Education students acquire knowledge for the sake of religious transformation as they experience God's action in persons' lives and link this action with tradition. Thus, images of Contextual Education limited to giving students work experience. while they are studying, or that understand Field Education to be the context in which to "learn skills," are marginal to and outmoded for the praxis paradigm for pastoral studies. On the contrary, Contextual Education is an essential locus for exercising and gaining the knowledge essential for pastoral studies. It is a theological exercise, including four movements:

- Describing the community's practice
- Analyzing this practice historically
- Systematically relating life themes in the practice to the religious traditions
- Establishing the norms and strategies of ministerial response to the practice

Contextual Education plays a major role in the very orchestration of theological education, an activity through which students generate data for theological construction and reconstruction. It also provides a setting for the student to exercise ministerial skills of caring for creation (cosmic, social, personal, and individual welfare), proclaiming the faith, and enacting the community.

Contextual Education then stands at the portal between the community and the university. In one direction the Contextual Education students join the community engaging the religious experiences of life. In the other, at the Institute, they join teachers and colleagues reflecting on the community's practice in light of the religious traditions. During this exchange MDiv Students learn to generatively practice reflection and reflectively practice. They learn to become "ministers," ambassadors to the community.

MDiv students normally engage in Contextual Education during the second year of the program (or after 8–12 courses have been completed). This allows students to do one year of classroom work and to prepare to engage a Contextual Education placement. It provides another year of classroom endeavor after the experience to concentrate on one's ministry objectives, refined in Contextual Education.

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a an interfaith method of theological education through which a student learns pastoral skills within a context of ministerial relationships to people and under the direct supervision of a certified pastoral supervisor. It provides a learning situation for

a ministerial student in which they may develop awareness of the theological and psycho-social concerns of persons in crisis.

The CPE component is typically completed before application to candidacy to address one key candidacy concern, namely, personal growth matters of self awareness and self reflection. The student uses material from the CPE report to support his or her candidacy.

Candidacy is the process by which the IPS faculty exercises its responsibility to the church and other concerned publics by determining that the student has both the potential to satisfactorily complete this degree and a readiness to begin ministry.

MDiv Midpoint Review

When students reach the half-way point in their coursework, they being preparing for contextual education. As part of this preparation process, students will also do a Midpoint Review. The student will write a brief statement (3-4 pages) on his or her "Vocational Identity, Vision, and Practice." This statement will first be approved by the Faculty Coordinator for Contextual Education. It will be submitted to the student's advisor, and the student and advisor will meet to discuss the statement, as well as the student's progress toward the completion of the M.Div. program. The advisor will note the successful completion of the Midpoint Review in the student's eportfolio on TaskStream. Alternatively, if the advisor has concerns about the student's progress, further work may be requested to successfully complete this review (e.g., further units of CPE, spiritual direction or pastoral counseling, re-taking courses in which one did not receive a passing grade, etc.). Failure to successfully complete this review and/or any additional steps requested in this process may be grounds for dismissal from the program.

In addition, the statement will serve as a draft for this same section of the student's final integration project, and the comparison of the two drafts will ideally demonstrate the progress and growth the student has achieved through completing the final half of the MDiv program. For guidelines on drafting this statement, see the relevant section of the M.Div. Integration Project Guidelines Integration Project (https://www.luc.edu/ips/resources/procedures/#den124710).

Faith Formation

Spiritual Direction

Spiritual direction is the process of deepening one's relationship with God through a reflection and discernment process shared with a mentor trained to facilitate listening and responding to God's continuing revelation in the whole of one's life. It is recognized that many MDiv students have a spiritual director and the availability of this service is not intended to replace that long-standing relationship. However IPS does provide the opportunity of experienced spiritual directors for all IPS students. Individual sessions will be held for one hour every other week. A registration form available on the IPS website must be filled out and returned to the IPS Office 2 weeks prior to the beginning of each semester, and registration must be made through LOCUS. This is a 0 credit hour course.

Pastoral Counseling

Pastoral counseling is a process of developing a deeper understanding of self and self-in-relationship to others, to society and to the environment. Particular attention is given to theological and psychological dimensions of personal growth and integration. Individual sessions will be one hour each week. A registration form available on the IPS website must be filled out and returned to the IPS Office 2 weeks prior to the beginning of each semester, and registration must be made through LOCUS. This is a 0 credit hour course.

Click here (https://www.luc.edu/ips/resources/spiritualformation/) **for further information on the Institute's program of Personal Growth and Spiritual Development.**

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 417	Introduction to the Old Testament	3
Elective		3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
Elective		3
	Hours	**9**
Year 2		
Fall		
IPS 402	Church and Mission	3
IPS 564	Foundations of Pastoral Care	3
Elective		3
	Hours	**9**
Spring		
IPS 532	Social Context of Ministry	3
IPS 553	Moral Theology and Christian Ethics	3
Elective		3
IPS 578	Contextual Education Preparation	1
	Hours	**9**
Summer		
IPS 565	Pastoral Leadership	3
	Hours	**3**
Year 3		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
IPS 555	Human Person and Psychological Development	3
Elective		3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 560	Liturgical Leadership	3
Elective		3
IPS 580	Contextual Education I	1.5
	Hours	**7.5**
Year 4		
Fall		
IPS 545	The Foundations of Christian Spirituality	3
Elective		3
Elective		3

IPS 581	Contextual Education II	3
	Hours	**12**
Spring		
Elective		3
IPS 593	Integration Project	0
	Hours	**3**
	Total Hours	**72**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Year 1		
Fall		
Courses Taken Senior Year, Fall Term		
IPS 570	Introduction to Theology and Ministry	3
IPS 417	Introduction to the Old Testament	3
Elective [1]		3
	Hours	**9**
Spring		
Courses Taken Senior Year, Spring Term		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
Elective [1]		3
	Hours	**9**
Year 2		
Fall		
Courses Taken Master's Year 1, Fall Term		
IPS 402	Church and Mission	3
IPS 564	Foundations of Pastoral Care	3
Elective		3
	Hours	**9**
Spring		
Courses Taken Master's Year 1, Spring Term		
IPS 532	Social Context of Ministry	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 578	Contextual Education Preparation	1
Elective		3
	Hours	**9**
Summer		
Courses Taken Master's Year 1, Summer Term		
IPS 565	Pastoral Leadership	3
	Hours	**3**
Year 3		
Fall		
Courses Taken Master's Year 2, Fall Term		
IPS 541	Liturgy and Christian Sacraments	3
IPS 555	Human Person and Psychological Development	3
IPS 579	Contextual Education Introduction	1.5
Elective		3
	Hours	**10.5**
Spring		
Courses Taken Master's Year 2, Spring Term		
IPS 560	Liturgical Leadership	3
IPS 580	Contextual Education I	1.5
Elective		3
	Hours	**7.5**
Year 4		
Fall		
Courses Taken Master's Year 3, Fall Term		
IPS 545	The Foundations of Christian Spirituality	3
IPS 581	Contextual Education II	3
Elective		3
Elective		3
	Hours	**12**
Spring		
Courses Taken Master's Year 3, Spring Term		
IPS 593	Integration Project	0
Elective		3
	Hours	**3**
	Total Hours	**72**

[1] Chosen with the approval of the IPS academic advisor.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MDiv (Master of Divinity)

By completing the Master of Divinity, students will be able to demonstrate:

- The ability to interpret pastoral circumstances in relation to scripture, tradition, and human sciences; (Theology/Religious Heritage).
- The ability to engage, transform, and/or critique social, economic, political, and ecclesial realities of our day in order to address the changing landscape of ministry. (Cultural Context)
- The ability to engage the relevant dimensions of Christian faith, discipleship and ministry with interpersonal, spiritual, and ecclesial maturity. (Maturity/Personal Formation)
- The ability to be present to the person and community's condition and environments by developing skills to discern and describe the ministry required; (Skills/Ministerial Leadership)
- The ability to construct ministerial vision and formulate ministerial strategies to effect personal and community transformation.

Divinity with a Concentration in Chaplaincy (MDiv)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Chaplaincy ministries should apply directly to the Master of Divinity (MDiv) (p. 1419) program, into which chaplaincy courses can be integrated. The MDiv degree satisfies the educational requirements for Board Certification by the National Association of Catholic Chaplains and the Association of Professional Chaplains.

The M.Div. with the Chaplaincy concentration prepares students for the process to be certified as a Board Certified Chaplain (BCC via BCCI (https://bcci.professionalchaplains.org/content.asp?pl=25&contentid=25)) with the Association of Professional Chaplains (APC) (https://www.professionalchaplains.org/) or The National Association of Catholic Chaplains (NACC) (https://www.nacc.org/). On the IPS website, you can learn more about Chaplaincy (https://www.luc.edu/ips/resources/chaplaincy/).

The Divinity with a Concentration in Chaplaincy (MDiv) also offers an Accelerated Master's Pathway for Undergraduate students to start their Graduate studies in their senior year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The Master of Divinity, M.Div. (p. 1419) degree is a 74-credit-hour (24-course) degree program that includes and builds on the requirements for the Master of Arts in Pastoral Studies (MAPS). All components of the M.Div. Chaplaincy concentration, except for Clinical Pastoral Education (CPE) (https://www.luc.edu/ips/resources/cpe/), can be completed online or on-campus. Some courses are also available in the summer, including through the IPS Rome program. Students can complete the CPE requirement at any location accredited by the Association of Clinical Pastoral Education (ACPE), College of Pastoral Supervision and Psychotherapy (CPSP), or Clinical Pastoral Education International (CPEI).

Besides the traditional Master's program, the Divinity with a Concentration in Chaplaincy (MDiv) is also offered as an Accelerated Master's Pathway where exceptional students can begin their first year of Graduate studies in their senior year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Critical Understanding		
Context		
IPS 555	Human Person and Psychological Development	3
IPS 532	Social Context of Ministry	3
Scripture		
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
Scripture Elective - IPS 599 Special Topics or an alternative approved by your academic advisor [1]		3
Systematic Theology		
IPS 570	Introduction to Theology and Ministry	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 404	Theologies of Suffering	3
Ethics		
IPS 553	Moral Theology and Christian Ethics	3
Healthcare/BioEthics Elective - IPS 651 Clinical Bioethics or an alternative approved by your academic advisor. [2]		3
Christian Living		
IPS 541	Liturgy and Christian Sacraments	3
IPS 545	The Foundations of Christian Spirituality	3
IPS 403	Spiritual Paths in World Religions	3
Spirituality Elective - IPS 572 Ignatian Spirituality or an alternative approved by your academic advisor [3]		3
Ministerial Practice		
IPS 560	Liturgical Leadership	3
IPS 565	Pastoral Leadership	3
IPS 564	Foundations of Pastoral Care	3
Ministerial Electives		
Four (4) Elective Courses - IPS 599 Special Topics and any course for which the student has met prerequisite requirements, selected from the core curriculum of any another IPS degree. Popular options include IPS 485 Religious Education, IPS 501 Advanced Human Relations Skills, IPS 502 Theology of the Developing Person, IPS 551 Catholic Social Ethics, and IPS 615 Liberation Theology [4]		12
Optional Elective for those seeking APC Certification [5]		
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 581	Contextual Education II	3
IPS 530	Clinical Pastoral Care Registration	1
Final Integration Project		
IPS 493	Health Care Integration Project Portfolio	0
Total Hours		**74**

1. For example, "Justice in Scripture," "Wisdom Literature," "Paul and His Letters," and others.
2. A variety of bioethics courses are offered through Loyola's Neiswanger Institute for Bioethics (https://hsd.luc.edu/bioethics/content/coursedescriptions/). If student is going into chaplaincy in a different area, e.g., prison chaplaincy, a different ethics elective may be substituted here with the approval of your academic advisor.
3. Students will select a Spirituality Elective in conversation with their faculty advisor, typically from the curriculum of our spirituality programs; for example, "Ignatian Spirituality."
4. Students will select ministerial electives in conversation with their faculty advisor. Most select classes included in the curricula of other IPS degrees (such as Pastoral Counseling and Social Justice). Among the options are "Ignatian Spirituality," "Social Ethics in the Catholic Tradition," and "Leadership in Social Justice Organizations."
5. Additional 3 credit hours, if necessary (see the "Contextual Education" section below and note the APC Board Certification Requirements)

Contextual Education

Based on the requirements for Board Certification as a chaplain, the M.Div.—Chaplaincy concentration requires students to complete four units of Clinical Pastoral Education (CPE). Three of these units must be submitted for Advanced Standing (https://www.luc.edu/media/lucedu/ips/pdfs/Advanced_Standing-1.pdf) credits for two Contextual Education courses (6 credit hours): IPS 580 Contextual Education I and IPS 581 Contextual Education II.[1] More information on CPE can be found here (https://www.luc.edu/ips/resources/cpe/). During the fourth and final unit of CPE, students must concurrently register for IPS 530 Clinical Pastoral Care Registration, a zero credit registration course.

1. Certification through APC only allows 1 unit of CPE to count for 3 credits towards the 72 credits of graduate work required. Students who plan to seek their board certification may need to take an additional 3 credit elective.

M.Div. Midpoint Review

When students reach the half-way point in their coursework, they begin preparing for contextual education. As part of this preparation process,

students will also do a Midpoint Review. The student will write a brief statement (3-4 pages) on his or her "Vocational Identity, Vision, and Practice." This statement will first be approved by the Faculty Coordinator for Contextual Education. It will be submitted to the student's advisor, and the student and advisor will meet to discuss the statement and the student's progress toward the completion of the M.Div. program. Alternatively, if the advisor has concerns about the student's progress, further work may be requested to successfully complete this review (e.g., further units of CPE, spiritual direction, or pastoral counseling, re-taking courses in which one did not receive a grade of C or higher, etc.). Failure to successfully complete this review and/or any additional steps requested in this process may be grounds for dismissal from the program.

Final Integration Project

The final program requirement is IPS 493 Health Care Integration Project Portfolio. In IPS 493 Health Care Integration Project Portfolio, students are mentored in the process of preparing the materials required to sit for board certification.

More information about the vocation of chaplaincy can be found here (https://www.luc.edu/ips/resources/chaplaincy/).

To learn more about the Spiritual Direction concentration, please fill out our request for information form (https://www.luc.edu/ips/rfi/) or attend an information session (https://www.luc.edu/ips/admission/visit/).

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 417	Introduction to the Old Testament	3
Elective		3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
Elective		3
	Hours	**9**
Year 2		
Fall		
IPS 402	Church and Mission	3
IPS 564	Foundations of Pastoral Care	3
Elective		3
	Hours	**9**
Spring		
IPS 404	Theologies of Suffering	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 532	Social Context of Ministry	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Summer		
IPS 565	Pastoral Leadership	3
	Hours	**3**
Year 3		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
IPS 555	Human Person and Psychological Development	3
Elective		3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 560	Liturgical Leadership	3
IPS 580	Contextual Education I	1.5
Elective		3
	Hours	**7.5**
Year 4		
Fall		
IPS 403	Spiritual Paths in World Religions	3
IPS 530	Clinical Pastoral Care Registration	1
IPS 545	The Foundations of Christian Spirituality	3
IPS 581	Contextual Education II	3
Elective		3
	Hours	**13**
Spring		
IPS 493	Health Care Integration Project Portfolio	0
Elective		3
	Hours	**3**
	Total Hours	**74**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Year 1		
Fall		
Courses Taken Senior Year, Fall Term		
IPS 417	Introduction to the Old Testament	3
IPS 570	Introduction to Theology and Ministry	3
Elective [1]		3
	Hours	**9**
Spring		
Courses Taken Senior Year, Spring Term		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 560	Liturgical Leadership	3
	Hours	**9**
Year 2		
Fall		
Courses Taken Master's Year 1, Fall Term		
IPS 402	Church and Mission	3
IPS 564	Foundations of Pastoral Care	3
Elective		3
	Hours	**9**

Spring		
Courses Taken Master's Year 1, Spring Term		
IPS 404	Theologies of Suffering	3
IPS 532	Social Context of Ministry	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Summer		
Courses Taken Master's Year 1, Summer Term		
IPS 565	Pastoral Leadership	3
	Hours	**3**
Year 3		
Fall		
Courses Taken Master's Year 2, Fall Term		
IPS 541	Liturgy and Christian Sacraments	3
IPS 555	Human Person and Psychological Development	3
IPS 579	Contextual Education Introduction	1.5
Elective		3
	Hours	**10.5**
Spring		
Courses Taken Master's Year 2, Spring Term		
IPS 580	Contextual Education I	1.5
Elective		3
Elective		3
	Hours	**7.5**
Year 4		
Fall		
Courses Taken Master's Year 2, Spring Term		
IPS 403	Spiritual Paths in World Religions	3
IPS 530	Clinical Pastoral Care Registration	1
IPS 545	The Foundations of Christian Spirituality	3
IPS 581	Contextual Education II	3
Elective		3
	Hours	**13**
Spring		
Courses Taken Master's Year 3, Spring Term		
IPS 493	Health Care Integration Project Portfolio	0
Elective		3
	Hours	**3**
	Total Hours	**74**

[1] Elective course chosen with approval of IPS academic advisor.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review

the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MDiv (Master of Divinity)

By completing the Master of Divinity, students will be able to demonstrate:

- The ability to interpret pastoral circumstances in relation to scripture, tradition, and human sciences; (Theology/Religious Heritage).
- The ability to engage, transform, and/or critique social, economic, political, and ecclesial realities of our day in order to address the changing landscape of ministry. (Cultural Context)
- The ability to engage the relevant dimensions of Christian faith, discipleship and ministry with interpersonal, spiritual, and ecclesial maturity. (Maturity/Personal Formation)
- The ability to be present to the person and community's condition and environments by developing skills to discern and describe the ministry required; (Skills/Ministerial Leadership)
- The ability to construct ministerial vision and formulate ministerial strategies to effect personal and community transformation.
- By completing the Concentration in Chaplaincy, students will be able to demonstrate an understanding and personal integration of methods of pastoral care appropriate to the healthcare setting, supported by a conceptual foundation of theology and ethics.
- By completing the Concentration in Chaplaincy, students will be able to demonstrate a competency to obtain certification as a Board Certified Chaplain (BCC) with The National Association of Catholic Chaplains (NACC), The Association of Professional Chaplains (APC), or other recognized national certifying association.

Divinity with a Concentration in Spiritual Direction (MDiv)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in the MDiv and Spiritual Direction ministries should apply to both the Master of Divinity (MDiv) (p. 1419) program and to the Spiritual Direction Certificate (p. 1457), which can be integrated into a single comprehensive curriculum without increasing the number of required credit hours.

The IPS Master of Divinity (M.Div.) offers a unique Spiritual Direction concentration to provide students the opportunity to focus their formation on acquiring the theoretical and practical skills they need to provide spiritual direction, where they will accompany others with their spiritual development and relationship with God. Spiritual directors walk alongside each person on his or her spiritual journey, accompanying individuals as they become more fully realized spiritual beings. Students also have the unique opportunity to learn to direct and use the Spiritual Exercises of Ignatius of Loyola in and for spiritual direction, offering spiritual accompaniment framed by and infused with the Jesuit perspective and values.

The Divinity with a Concentration in Spiritual Direction (MDiv) also offers an Accelerated Master's Pathway for Undergraduate students to start their Graduate studies in their senior year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The M.Div. degree is a 74-credit-hour (24-course) degree program that builds on the curriculum of the Master of Arts in Pastoral Studies (MAPS) degree. All components of the M.Div. Spiritual Direction concentration, except for CPE, can be completed online or on-campus. Students can complete the CPE requirement at any ACPE accredited location (across the USA). Some courses are also available in the summer through the IPS Rome program.

Besides the traditional Master's program, the Divinity with a Concentration in Spiritual Direction (MDiv) is also offered as an Accelerated Master's Pathway where exceptional students can begin their first year of Graduate studies in their senior year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Critical Understanding		
Context		
IPS 555	Human Person and Psychological Development	3

IPS 532	Social Context of Ministry	3
Scripture		
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
Scripture Electives		3
Systematic Theology		
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 570	Introduction to Theology and Ministry	3
Systematic Theology Elective		3
Ethics		
IPS 553	Moral Theology and Christian Ethics	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
Christian Living		
IPS 541	Liturgy and Christian Sacraments	3
IPS 545	The Foundations of Christian Spirituality	3
IPS 403	Spiritual Paths in World Religions	3
IPS 572	Ignatian Spirituality	3
or IPS 573	Spiritual Exercises of St Ignatius	
Ministerial Practice		
IPS 560	Liturgical Leadership	3
IPS 565	Pastoral Leadership	3
IPS 564	Foundations of Pastoral Care	3
IPS 501	Advanced Human Relation Skills	3
IPS 430	Spiritual Direction Development and Practice	3
Ministerial Practice Electives		6
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 581	Contextual Education II	3
IPS 530	Clinical Pastoral Care Registration	1
Integration Project		
IPS 593	Integration Project	0
Total Hours		**74**

Contextual Education

The Contextual Education requirement is adapted to enable students of the M.Div. Concentration in Spiritual Direction to acquire the practical skills for and experience of spiritual direction in learning interaction with their peers and under the supervision of an experienced spiritual director. Students have the unique opportunity to learn to direct and use the Spiritual Exercises of Ignatius of Loyola in and for spiritual direction. They also have the possibility of learning to practice spiritual direction in a spiritual tradition other than Ignatian (e.g., Carmelite, Benedictine, Franciscan, etc.) under the guidance of a trained coach/mentor. Suitable field learning settings may be found in the Chicago area, elsewhere in the United States or in other countries, upon approval by Dr. Dan Rhodes, Faculty Coordinator of Contextual Education.

Clinical Pastoral Education

Clinical Pastoral Education (CPE) (https://www.luc.edu/ips/resources/cpe/) is an interfaith method of theological education through which a student learns pastoral skills within a context of ministerial relationships to people and under the direct supervision of a certified pastoral supervisor. It provides a learning situation for a ministerial student in which they may develop awareness of the theological and psycho-social concerns of persons in crisis.

The CPE component is typically completed before the application to candidacy to address one key candidacy concern, namely, personal growth matters of self-awareness and self-reflection. The student uses material from the CPE report to support his or her candidacy. Students complete CPE units at any ACPE Accredited Center (https://acpe.edu/education/cpe-students/) and must concurrently register for IPS 530 Clinical Pastoral Care Registration, a zero credit registration course.

Candidacy is the process by which the IPS faculty exercises its responsibility to the church and other concerned publics by determining that the student has both the potential to satisfactorily complete this degree and a readiness to begin ministry.

Spiritual Direction

Students must complete 4 semesters of spiritual direction. The 30-day or 30-week version of the *Spiritual Exercises of Ignatius of Loyola* will count for 2 semesters of personal spiritual direction.

M.Div. Midpoint Review

When students reach the half-way point in their coursework, they begin preparing for contextual education. As part of this preparation process, students will also do a Midpoint Review. The student will write a brief statement (3-4 pages) on his or her "Vocational Identity, Vision, and Practice." This statement will first be approved by the Faculty Coordinator for Contextual Education. It will be submitted to the student's advisor, and the student and advisor will meet to discuss the statement and the student's progress toward the completion of the M.Div. program. Alternatively, if the advisor has concerns about the student's progress, further work may be requested to successfully complete this review (e.g., further units of CPE, spiritual direction, or pastoral counseling, re-taking courses in which one did not receive a grade of C or higher, etc.). Failure to successfully complete this review and/or any additional steps requested in this process may be grounds for dismissal from the program.

In addition, the statement will serve as a draft for this same section of the student's final integration project, and the comparison of the two drafts will ideally demonstrate the progress and growth the student has achieved through completing the final half of the M.Div. program. For guidelines on drafting this statement, see the relevant section of the M.Div. Integration Project Guidelines Integration Project (https://www.luc.edu/ips/resources/procedures/#den124710).

Final Integration Project

Students complete the program with IPS 593 Integration Project, the zero-credit course that facilitates the completion of the Integration Project (https://www.luc.edu/ips/resources/procedures/#den124710), in their final year.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 417	Introduction to the Old Testament	3
IPS 570	Introduction to Theology and Ministry	3

IPS 545	The Foundations of Christian Spirituality	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 501	Advanced Human Relation Skills	3
IPS 531	Christian Doctrine	3
	Hours	**9**
Year 2		
Fall		
IPS 430	Spiritual Direction Development and Practice	3
IPS 564	Foundations of Pastoral Care	3
IPS 555	Human Person and Psychological Development	3
	Hours	**9**
Spring		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 572 or IPS 573	Ignatian Spirituality or Spiritual Exercises of St Ignatius	3
Elective		3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Summer		
IPS 530	Clinical Pastoral Care Registration	1
	Hours	**1**
Year 3		
Fall		
IPS 402	Church and Mission	3
Elective		3
Elective		3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 560	Liturgical Leadership	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 565	Pastoral Leadership	3
IPS 580	Contextual Education I	1.5
	Hours	**10.5**
Year 4		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
IPS 403	Spiritual Paths in World Religions	3
IPS 581	Contextual Education II	3
Elective		3
	Hours	**12**
Spring		
IPS 532	Social Context of Ministry	3
IPS 593	Integration Project	0
	Hours	**3**
	Total Hours	**74**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Year 1		
Fall		
Courses Taken Senior Year, Fall Term		
IPS 417	Introduction to the Old Testament	3
IPS 545	The Foundations of Christian Spirituality	3
IPS 570	Introduction to Theology and Ministry	3
	Hours	**9**
Spring		
Courses Taken Senior Year, Spring Term		
IPS 416	Introduction to New Testament	3
IPS 501	Advanced Human Relation Skills	3
IPS 531	Christian Doctrine	3
	Hours	**9**
Year 2		
Fall		
Courses Taken Master's Year 1, Fall Term		
IPS 430	Spiritual Direction Development and Practice	3
IPS 555	Human Person and Psychological Development	3
IPS 564	Foundations of Pastoral Care	3
	Hours	**9**
Spring		
Courses Taken Master's Year 1, Spring Term		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 572 or IPS 573	Ignatian Spirituality or Spiritual Exercises of St Ignatius	3
IPS 578	Contextual Education Preparation	1
Elective		3
	Hours	**10**
Summer		
Courses Taken Master's Year 1, Summer Term		
IPS 530	Clinical Pastoral Care Registration	1
	Hours	**1**
Year 3		
Fall		
Courses Taken Master's Year 2, Fall Term		
IPS 402	Church and Mission	3
IPS 579	Contextual Education Introduction	1.5
Elective		3
Elective		3
	Hours	**10.5**
Spring		
Courses Taken Master's Year 2, Spring Term		
IPS 553	Moral Theology and Christian Ethics	3
IPS 560	Liturgical Leadership	3
IPS 565	Pastoral Leadership	3

IPS 580	Contextual Education I	1.5
	Hours	**10.5**
Year 4		
Fall		
Courses Taken Master's Year 3, Fall Term		
IPS 403	Spiritual Paths in World Religions	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 581	Contextual Education II	3
Elective		3
	Hours	**12**
Spring		
Courses Taken Master's Year 3, Spring Term		
IPS 532	Social Context of Ministry	3
IPS 593	Integration Project	0
	Hours	**3**
	Total Hours	**74**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Ability to interpret pastoral circumstances in relation to scripture, tradition, and human sciences (Theology/Religious Heritage)
- Ability to engage, transform, and/or critique social, economic, political, and ecclesial realities (Cultural Context)
- Ability to engage Christian faith, discipleship, and ministry with interpersonal, spiritual, and ecclesial maturity (Maturity/Personal Formation)
- Ability to discern and describe ministry required by being present to the person and community's condition (Skills/Ministerial Leadership)
- Ability to construct ministerial vision and formulate strategies for personal and community transformation
- An understanding of key components and considerations for the practice of spiritual direction
- Self-awareness of one's own spirituality as it relates to the ministry and practice of spiritual direction
- Demonstrate professional skills in and for spiritual direction

Pastoral Studies

- Church Management Certificate (p. 1431)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Leadership Certificate (p. 1436)
- Pastoral Studies (MA) (p. 1437)
- Pastoral Studies with a Concentration in Church Management (MA) (p. 1440)
- Pastoral Studies with a Concentration in Digital Communication (MA) (p. 1441)
- Pastoral Studies with a Concentration in Healthcare Chaplaincy (MA) (p. 1442)
- Pastoral Studies with a Concentration in Religious Education (MA) (p. 1445)
- Religious Education Certificate (p. 1446)

Church Management Certificate

As of Fall 2026, this program is no longer accepting applicants.

This Certificate emerges from reflection on the gap in skill sets among the leaders of many churches today, Catholic and Protestant. Members of church staff, comprised increasingly of laypersons with degrees in pastoral ministry, education, counseling, and theology, find themselves engaging in activities related to budgeting, project management, human resources, organizational development and change, and more. There is a need for parish leaders and pastoral ministers to have the education, training, and skills associated with these areas.

The MBA curriculum at the Quinlan School of Business includes a set of core and non-core courses. The core graduate courses at Quinlan are designed for those with no business experience. Students who already have a business degree, however, or who have taken business courses in the past (within the last 5-10 years) and possess significant business experience should be advised to skip the core courses and go directly to more specific and specialized courses in consultation with their academic advisor at IPS and the Associate Dean for Programs at the QSB.

IPS offers an education in Church Management through a concentration within the MA in Pastoral Studies and through a Graduate Certificate. Click here for information on the MA Degree and Concentration option: Pastoral Studies with a Concentration in Church Management (MA) (p. 1440).

This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The Graduate Certificate in Church Management requires two courses (6 credit hours) at the Institute of Pastoral Studies and three courses (9 credit hours) at the Quinlan School of Business (QSB), for a total of 15 hours. The two IPS courses will be chosen in consultation with the academic advisor. The decision concerning which courses to take at QSB will be determined according to each student's experience in consultation with their academic advisor and the Assoc. Dean for Programs at QSB. There are, however, guidelines that will ensure that each student is well formed in the areas of accounting and management. The Graduate Certificate in Church Management can be completed online, though there are more course options at QSB for students who take in-person courses.

Code	Title	Hours
Two IPS Courses (chosen in consultation with academic advisor)		6
ACCT 400	Financial Accounting for Business Decisions [1]	3
Choose one of the following:		3
HRER 417	Managing and Motivating in the Workplace	
HRER 430	Leading Change in Organizations	
MARK 460	Marketing Management	
One Quinlan Graduate Level Elective		3
Total Hours		**15**

[1] Unless there is some previous experience that makes such a course of study redundant.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Church Management

- The ability to engage in general business operations related to budgeting, project management, human resources, marketing, and organizational development and change in non-profit or faith-based settings.

Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish)

DISPONIBLE EXCLUSIVAMENTE EN LÍNEA

El programa Virtual (Online) Bilingüe (Español) Maestría de Artes en Estudios Pastorales (MAPS) (https://www.luc.edu/media/lucedu/gpem/pdfs/programsheetscurrent/IPS-MAPSSpanish.pdf) prepara estudiantes para el servicio ministerial en comunidades biculturales y bilingües (diócesis, parroquias, escuelas, hospitales, y otras organizaciones comunitarias), tanto a nivel local como internacional. Este es un programa que integra la formación teológica y pastoral en cuatro áreas fundamentales:

1. Humana
2. Espiritual
3. Intelectual
4. Ministerial

Por medio del estudio e investigación y de la integración de un proyecto teológico-pastoral en el contexto de sus experiencias, los estudiantes desarrollan sus cualidades y habilidades personales para su ministerio, arraigados en la fe y en la comunión eclesial y Trinitaria. El Programa Virtual Bilingüe MAPS en el Instituto de Estudios Pastorales ofrece a los estudiantes una amplia fundación sistemática para una variedad de ministerios y herramientas necesarias para comprometerse crítica y constructivamente con los retos y oportunidades de nuestro tiempo.

Esta Maestría de Artes en Estudios Pastorales (MAPS) *Bilingüe* en *Español* es completamente virtual, con sesiones sincrónicas y asincrónicas. En las sesiones sincrónicas estudiantes y profesores desde distintas partes del mundo se reúnen simultáneamente en un salón virtual por medio de plataformas (Sakai) y herramientas electrónicas ofrecidas por la Universidad de Loyola Chicago. En las sesiones asincrónicas los estudiantes consultan los recursos y materiales de clase y envían sus ensayos, tareas y preguntas en Sakai de acuerdo a sus propios horarios.

De esta manera los estudiantes no necesitarían trasladarse a Chicago para sus cursos, pero si pudieran asistir, con gusto les daremos la bienvenida a Chicago para la ceremonia de graduación.

Este programa es dialéctico y contextual, en el que interactúan las visiones, ideas, y las *praxes* de teólogos y agentes de pastoral que trabajan en comunidades bilingües y multiculturales en los Estados Unidos de Norteamérica y alrededor del mundo, unidos por el amor al evangelio de Jesucristo y comprometidos con los valores del Reino de Dios.

Al terminar su Maestría de Artes en Estudios Pastorales (MAPS) los estudiantes estarán preparados para responder al los desafíos pastorales contemporáneos e integrarse en diversos ministerios en comunidades, instituciones, y organizaciones bilingües y multiculturales.

Visión General

El programa virtual (en línea) bilingüe (español) de maestría en artes en estudios pastorales (MAPS) contiene 12 clases, una experiencia formativa práctica llamada Educación Contextual y un documento de integración acumulativo escrito en el semestre final.

- Las clases estan ofrecidas en español e inglés
- Se puede terminar en 2 años consecutivos
- El programa empieza en el verano (mayo) de cada año
- Todos los cursos se ofrecen en línea, con formatos tanto sincronizados (conferencias de video) como no sincronizados (foros de discusión) que te proveen la oportunidad de ser flexible y balancear el trabajo y vida personal.
- Requisitos de horas de práctica supervisada (Contextual Education) pueden realizarse en tu propia comunidad local.

Importante: Los solicitantes deben tener fluidez en español e inglés para completar con éxito el programa. El MAPS bilingüe en línea es un modelo de cohorte que solo comienza en verano. Las solicitudes deben presentarse antes del 1 de abril de cada año calendario. Se requiere inscripción continua; los cursos se ofrecerán en el semestre de otoño (16 semanas), semestre de primavera (16 semanas) y sesiones de verano (6-8 semanas).

English Text

Available Exclusively Online

The Virtual (Online) Bilingual (Spanish) Master of Arts in Pastoral Studies (MAPS) (https://www.luc.edu/media/lucedu/gpem/pdfs/programsheetscurrent/IPS-MAPSBiligual.pdf) program prepares students for ministerial service in bicultural and bilingual communities (dioceses, parishes, schools, hospitals, and other community organizations), both locally and globally. This is a program that integrates theological and pastoral formation in four fundamental areas:

1. Human
2. Spiritual
3. Intellectual
4. Ministerial

Through study and research and the integration of a theological-pastoral project in the context of their experiences, students develop their personal qualities and abilities for their ministry, rooted in faith and in ecclesial and Trinitarian communion. The MAPS Online Bilingual Program at the Institute for Pastoral Studies offers students a broad systematic foundation for a variety of ministries and tools necessary to critically and constructively engage with the challenges and opportunities of our time.

This Bilingual Master of Arts in Pastoral Studies (MAPS) in Spanish is completely virtual, with synchronous and asynchronous sessions. In synchronous sessions, students and teachers from different parts of the world meet simultaneously in a virtual room through platforms (Sakai) and use electronic tools offered by the University of Loyola Chicago. In asynchronous sessions, students consult class resources and materials and submit their essays, assignments and questions in Sakai according to their own schedules. In this way, students would not need to travel to Chicago for their courses, but if they could attend, we will gladly welcome them to Chicago for the graduation ceremony.

This program is dialectical and contextual, in which the visions, ideas, and praxes of theologians and pastoral agents working in bilingual and multicultural communities in the United States of America and around the world, united for the love of the gospel of God, interact. Jesus Christ and committed to the values of the Kingdom of God. Upon completion of their Master of Arts in Pastoral Studies (MAPS) students will be prepared to respond to contemporary pastoral challenges and integrate into diverse ministries in bilingual and multicultural communities, institutions, and organizations.

Overview

The Virtual (Online) Bilingual (Spanish) Master of Arts in Pastoral Studies (MAPS) program contains 12 classes, a practical formative experience called Contextual Education, and a cumulative Integration Paper written in the final semester.

- Classes are offered in Spanish and English
- Program can be completed in 2 consecutive years
- The program begins in the summer (May) of each year
- All courses are offered online, with both synchronized (video conferencing) and non-synchronized (discussion forums) formats that provide you with the opportunity to be flexible and balance work and personal life.
- Supervised practice hour requirements (Contextual Education) can be completed in your own local community.

Important: Applicants must be fluent in both Spanish and English in order to successfully complete the program. The MAPS Online Bilingual degree is a cohort model with a summer start only. Applications must be submitted by April 1 of each calendar year. Continuous enrollment is required; courses will be offered in the fall semester (16 weeks), spring semester (16 weeks), and summer sessions (6-8 weeks).

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

Plan de Estudios | Curriculum

Code	Title	Hours
Los Cursos Comunes/Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
Los Cursos Especializasas/Specialty Courses		
Catholic Social Ethics and Migration		3
Christian Spiritual Praxis and Youth Ministry		3
Admin & Mgmt for Ministry in Intercultural Communities		3
La Educación Contextual/Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Projecto de Integración/Integration Project		
IPS 593	Integration Project	0
Total Hours		**37**

Español

Plan de Estudios (https://www.luc.edu/media/lucedu/ips/pdfs/Bilingual%20MAPS.pdf)

- **12 cursos; 36 horas crédito | 75% de los cursos comunes y especializadas se impartirán en español, y 25% en inglés.**
  - 8 cursos comunes
  - 3 cursos de especialidad (incluida la Administración y Gestión para el Ministerio en Comunidades Interculturales, la Praxis Espiritual Cristiana en el Ministerio Juvenil y la Ética Social Católica y la Migración)
  - 1 curso de Contextual Education (inglés)
  - Proyecto Integración (español o inglés)

Descripciónes de los 8 Cursos Comunes (3 Créditos cada Clase)

IPS 570 Introducción a la Teología y Ministerio

Descripción: Este curso, recomendado al comienzo de este programa, explora la interacción entre las tradiciones de teología y ministerio, la historia del ministerio y los retos que presentan al relacionar las tradiciones fundacionales y la diversidad contemporánea de ministerios. Este curso capacita a los estudiantes a ser más asertivos y reflexivos acerca de las habilidades que constituyen la teología y la praxis en el ministerio pastoral.

Resultados: Los estudiantes clarificarán y articularán la teoría y método del ministerio desde los cuales va a realizar su acción pastoral. El corazón de este curso es el desarrollo de autoconfianza de sus habilidades pastorales como un profesional.

IPS 417 Literatura del Israel Antiguo

Descripción: En esto curso analizaremos la estructura y mensaje de los libros del Antiguo Testamento: el Pentateuco, los Libros Históricos, los Profetas y la Literatura Sapiencial en su contexto literario, histórico, social y religioso por medio de los métodos de análisis histórico crítico y literario.

Resultados: Por medio de los métodos de análisis crítico y literario, los estudiantes comprenderán los contextos históricos y literarios de los libros del Antiguo Testamento, y articularán sus temas centrales y su mensaje teológico.

IPS 416 Introducción al Nuevo Testamento

Descripción: En esto curso analizaremos la estructura y mensaje de los libros del Nuevo Testamento en su contexto literario, histórico, social y religioso del mundo Palestino y Greco Romano.

Resultados: Por medio de los métodos de análisis crítico y literario, los estudiantes comprenderán los contextos históricos y literarios de los libros del Nuevo Testamento, y articularán sus temas centrales y su mensaje teológico.

IPS 531 Doctrina Cristiana

Descripción: En este curso estudiaremos el desarrollo de la doctrina cristiana desde los Padres de la Iglesia, los primeros Concilios Ecuménicos hasta el Concilio Vaticano II. En este curso analizaremos particularmente el pensamiento de Karl Rahner, Gustavo Gutierrez y Jon Sobrino, así como los documentos latinoamericanos postconciliares y sus repercusiones en la praxis pastoral.

Resultados: Los estudiantes demostrarán y articularán un conocimiento orgánico, sistemático e integral del desarrollo de la Doctrina Cristiana y su aplicación en el contexto histórico y social de su ministerio pastoral.

IPS 402 La Iglesia y su Misión

Descripción: En este curso estudiaremos diversos modelos y tradiciones de la Iglesia y su misión en el mundo, desde el Nuevo Testamento hasta el Concilio Vaticano II, así como las reflexiones y praxes pastorales postconciliares, particularmente en Las Américas.

Resultados: Los estudiantes articularán una visión integral, orgánica y crítica de los distintos modelos de Iglesia y su misión a lo largo de la historia, a fin de identificar los retos y oportunidades de sus propias comunidades eclesiales y su acción pastoral en el contexto socio-económico y cultural del mundo contemporáneo.

IPS 541 Liturgia y Sacramentos

Descripción: En este curso estudiaremos los orígenes bíblicos, teológicos, religiosos y culturales de la liturgia de los sacramentos en las comunidades eclesiales a lo largo de la historia.

Resultados: Los estudiantes desarrollarán la habilidad de articular la teología sacramental y litúrgica de los sacramentos, y así capacitarlos para que respondan al significado y celebración de los sacramentos en su contexto histórico y cultural contemporáneo.

IPS 553 Teología Moral y Ética Cristiana

Descripción: Los estudiantes se familiarizarán con la tradición de la moral católica, así como también con diferentes metodologías contemporáneas sobre ética. Daremos particular atención a la historia de la ética, sus métodos, la función de la Escritura en el razonamiento moral, y en las enseñanzas de la Doctrina Social de la Iglesia.

Resultados: Los estudiantes serán capaces de articular la historia y las categorías centrales en la teología moral Católica para analizar diversas metodologías contemporáneas en teología ética.

IPS 555 La Persona Humana y el Desarrollo Psicológico

Descripción: Los seres humanos son creados para crecer y madurar plenamente. Cada fase de la vida conlleva agendas psicológicas y espirituales particulares. Si bien cada persona es única, la historia de nuestro desarrollo desde el nacimiento hasta la muerte es también nuestra historia humana universal con variaciones particulares, definidas y moldeadas por el género y las diferencias culturales.

Resultados: Los estudiantes explorarán las diferencias del desarrollo humano, así como las características y cualidades confiables para el ministerio de las personas a lo largo de los ciclos de la vida.

Descripciónes de los 3 Cursos Especializadas (3 Créditos cada Clase)

Administración y emprendimiento en contexto pastoral

Descripción: En este curso se hará un repaso general sobre las habilidades fundamentales de administración en el contexto pastoral: financiación y manejo de proyectos, recaudación de fondos, elaboración de presupuestos, políticas de salvaguardia, formación de equipos, manejo de voluntarios, y coordinación de reuniones. Todo desde una perspectiva de emprendimiento que aborde las necesidades de proyectos e iniciativas pastorales.

Resultados: El estudiante demostrará la capacidad de planificar, evaluar, estructurar, coordinar y ejecutar proyectos o iniciativas pastorales con habilidades de planificación estratégica y análisis efectivo en la toma de decisiones.

El ministerio con jóvenes y espiritualidad hoy

Descripción: Los estudiantes explorarán las bases para el ministerio con los jóvenes, incluyendo los componentes esenciales para acompañar a los jóvenes y adultos jóvenes en el desarrollo de su identidad como discípulos misioneros. Exploraremos la espiritualidad ignaciana como una herramienta para responder a las preguntas y desafíos recurrentes que dan forma a la búsqueda de los jóvenes de sentido y propósito en la vida.

Resultados: Los estudiantes podrán articular y evaluar las diferencias entre Youth Ministry, Young Adult Ministry y Pastoral Juvenil Hispana en un panorama actual de multiculturalismo, creciente secularización y desafiliación entre jóvenes, jóvenes adultos, y jóvenes hispanos/latinos hoy, así como encontrar nuevas formas de ayudar a los jóvenes que están en una jornada espiritual a través del discernimiento y el acompañamiento.

Ética Social Católica & Migración

Descripción: Nuestro trabajo pastoral con los y las migrantes requiere de una teología y ética de la solidaridad que dote de mayor sentido al Evangelio y a la experiencia eclesial a través de una cultura del encuentro. En este curso, los y las estudiantes recibirán la oportunidad de:

1. Discernir los “signos de los tiempos” escuchando y poniendo palabras a los sufrimientos, realidades y esperanzas del Pueblo Migrante;
2. Recibir las herramientas para la reflexión personal y comunitaria sobre el fenómeno de la migración e iluminar esta realidad desde una ética de solidaridad expresada en actos de caridad (acogiendo al extranjero) y la justicia social (creando cambios sistemáticos);
3. Tomar conciencia de la condición psicológica, espiritual y social que hace del sujeto migrante una persona extremadamente vulnerable y darse cuenta de que nuestra salvación depende del trato que le hayamos dado (Mt 25,40);
4. Tomar conciencia de nuestra condición de seres sociales y del llamado universal al amor a través de “*La Teología del Buen Samaritano*” como una de las enseñanzas claves de la nueva encíclica del Papa Francisco, *Fratelli Tutti*, la cual implica crear cambios sistemáticos en las estructuras para facilitar el restablecimiento legal e institucional de los migrantes;
5. Reflexionar sobre la importancia y centralidad del acompañamiento como el estilo propio de Jesús y la característica esencial de sus distintos aspectos y retos incluidos en el acto pastoral de acompañar a personas migrantes.

Nota: El curso incorporará una religiosidad popular al igual que las experiencias personales de los y las estudiantes con el fin de acompañar los temas claves que se encuentran en el centro mismo de nuestra Enseñanza Social Católica.

Resultados: Los estudiantes se familiarizarán con la ética social en la Tradición Católica, incluyendo los principios claves establecidos en documentos modernos de los siglos XX y XXI. Los y las estudiantes

serán capaces de profundizar en su llamado bautismal de salir al encuentro de los y las migrantes, acompañarles y cuestionar las estructuras que les impiden su desarrollo espiritual y social desde un plan pastoral que incorpore herramientas metodológicas, prácticas y pastorales con las cuales puedan organizar su ministerio de una manera sistemática y efectiva.

Descripción de "Contextual Education" (Una Secuencia de 3 Clases)

El desarrollo contextual es donde el ministerio del estudiante integra los cuatro aspectos del programa MAPS. Es el lugar para integrar el aprendizaje teológico, ministerial, personal y espiritual en el contexto de su ministerio pastoral cotidiano. En este contexto el estudiante desarrolla su capacitación como agente de pastoral en el lugar donde ejerce su ministerio por medio de la supervisión y la educación semanal facilitadas por profesores y compañeros.

Este desarrollo contextual puede estar directamente relacionado con el trabajo que el estudiante está realizando o puede ser seleccionado de entre lugares que el Instituto de Estudios de Pastoral ha cultivado en los Estado Unidos de Norteamérica, Latinoamérica, España, u otros lugares del mundo.

1. IPS 578 Preparación de Educación Contextual (*0 créditos, precio del curso $125.00*)
2. IPS 579 Introducción a la Educación Contextual (1.5 *créditos, precio del curso $250.00*)
3. IPS 580 Educación Contextual (1.5 *horas crédito*)

La Educación Contextual es la experiencia pastoral del estudiante durante su educación que está directamente relacionada con sus estudios pastorales. Al mismo tiempo, el estudiante perfecciona sus aptitudes y teología pastoral, y su identidad vocacional. La Educación Contextual consiste de 10-15 horas a la semanas de ministerio pastoral, reflexión semanal con un supervisor y con compañeros en el lugar donde trabajan. Cada semana los estudiantes revisan los objetivos de aprendizaje, preparan y reflexionan sobre los eventos pastorales, y evalúan su aprendizaje y *praxis* con sus compañeros.

Projecto de Integración

(*cero horas crédito, precio del curso $500*)
En el último año, los estudiantes completan este programa con el Proyecto de Integración IPS 593.

Este es un ensayo de 35-50 páginas en el que los estudiantes demuestran la integración de los cursos con algún asunto relevante en su contexto de trabajo pastoral. Además, en este proyecto el estudiante demuestra su capacidad de investigación en cuestiones de fe y vida, y su habilidad para integrar cuestiones contemporáneas con la tradición de la Iglesia.

English Text

Curriculum Guide (https://www.luc.edu/media/lucedu/ips/pdfs/Bilingual%20MAPS.pdf)

- 12 courses; 36 credit hours | 75% of core and specialty classes will be delivered in Spanish, 25% in English
  - 8 core courses
  - 3 specialty courses (including Administration and Management for Ministry in Intercultural Communities, Christian Spiritual Praxis in Youth Ministry, and Catholic Social Ethics and Migration)
  - Contextual Education course (English)
  - Integration Project (English or Spanish)

Description of the 3 Specialty Courses (3 Credit Hours per Class)

Administration and Entrepreneurship in a Pastoral Context

Description: This course will provide an overview of fundamental management skills in the pastoral context: project financing and management, fundraising, budgeting, safeguard policies, team building, volunteer management, and coordination of meetings. All from an entrepreneurial perspective that addresses the need for projects and pastoral initiatives.

Outcomes: The student will demonstrate the ability to plan, assess, structure, coordinate and execute pastoral projects or initiatives with strategic planning skills, and effective analysis in decision making.

Ministry with Young People and Spirituality Today

Description: Students will explore the foundations for ministry with young people, including the essential components to accompany youth and young adults in developing their identity as missionary disciples. We will explore Ignatian spirituality as a tool to answer the recurring questions and challenges that shape young people's search for meaning and purpose in life.

Outcomes: Students will be able to articulate and assess the differences between Youth Ministry, Young Adult Ministry and Pastoral Juvenil in a current landscape of multiculturalism, increasing secularization, and disaffiliation among youth, young adults, and jóvenes today as well as to find new ways to help young people who are on a spiritual journey through discernment and accompaniment.

Catholic Social Ethics & Migration

Description: Our pastoral work with migrants requires a theology and an ethic of solidarity that gives greater meaning to the Gospel and to the ecclesial experience through a culture of encounter. In this course, students will receive the opportunity to:

1. Discern the "signs of the times" by listening and putting words to the sufferings, realities and hopes of migrants;
2. Receive the tools for personal and community reflection on the phenomenon of migration and illuminate this reality through from an ethic of solidarity which can be expressed through acts of both charity (welcoming the stranger) and social justice (creating systemic change);
3. To become aware of the psychological, spiritual and social condition that makes the migrant an extremely vulnerable person and realize that our salvation depends on the treatment we give our neighbors (Mt 25:40);
4. To become aware of our status as social beings and the universal call to love through "*The Theology of the Good Samaritan*" as one of the key teachings of Pope Francis' new encyclical, *Fratelli Tutti*, which implies working towards creating change in structures to make resettlement easier legally and institutionally;
5. Reflect on the importance and centrality of accompaniment as Jesus' own style and the essential characteristic of his various aspects and challenges included in the pastoral act of accompanying migrants.

Note: The course will incorporate a popular religiosity style as well as the personal experiences of students to embrace key topics that are at the very center of our Catholic Social Teaching.

Outcomes: Students will become familiar with social ethics in the Catholic tradition, including the key principles set out in modern documents of the 20th and 21st centuries. Students will be able to deepen their baptismal call to encounter migrants, accompany them and question the structures that prevent them of their spiritual and social development through a pastoral plan that incorporates methodological, practical and pastoral tools with which they can organize their ministry in a systematic and effective way.

Description of "Contextual Education"

(*A 3-course sequence*)
Contextual Education is where the student's ministry integrates the four aspects of the MAPS program. It is the place to combine theological, ministerial, personal and spiritual learning in the context of your daily pastoral ministry. In this context, the student develops training as a pastoral agent in the place where they exercise ministry through supervision and weekly education provided by teachers and colleagues.

This contextual development can be directly related to the work that the student is doing or can be selected from places that the Institute for Pastoral Studies has cultivated in the United States of America, Latin America, Spain, or other places in the world.

1. IPS 578 Contextual Education Preparation (0 credits, course fee of $125.00)
2. IPS 579 Contextual Education Introduction (1.5 credits, course fee of $250.00)
3. IPS 580 Contextual Education I (1.5 credit hours, standard tuition rate)

Contextual Education is the student's pastoral experience during their education that is directly related to pastoral studies. At the same time, the student perfects aptitudes and pastoral theology, as well as vocational identity. Contextual Education consists of 10-15 hours a week of pastoral ministry, weekly reflection with a supervisor and with colleagues in the place where they work. Each week students review learning objectives, prepare and reflect on pastoral events, and evaluate their learning and praxis with their peers.

Integration Project

(*0 credit hours, $500.00 course fee*)
In the final year, students complete their program with the IPS 593 Integration Project.

This is a 35-50 page essay in which students demonstrate the integration of courses with some relevant issue in their pastoral work context. In addition, in this project the student demonstrate the ability to investigate matters of faith and life, and capacity to integrate contemporary issues with the tradition of the Church.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Resultados/Learning Outcomes

Al completar su Maestría de Artes en Estudios Pastorales (MAPS) los estudiantes serán capaces de demostrar:/Upon completing their Master of Arts in Pastoral Studies (MAPS) students will be able to demonstrate:

- Un conocimiento profundo de las fuentes y recursos teológicos, ministeriales, e interpersonales para el servicio efectivo en y para la iglesia y el mundo en posiciones de formación, investigación, o liderazgo eclesial./A deep understanding of theological, ministerial, and interpersonal sources and resources for effective service in and for the church and the world in positions of formation, research, or ecclesial leadership.
- Capacidad para entender y analizar los contextos sociales y culturales en los que el graduado estará llamado a servir, siempre con una mirada y compromiso con los marginados, excluidos, y para luchar para erradicar las estructuras y sistemas de opresión./ Ability to understand and analyze the social and cultural contexts in which the graduate will be called to serve, always with a view and commitment to the marginalized, excluded, and to fight to eradicate the structures and systems of oppression.
- Habilidad para articular retóricamente y por escrito temas teológicos y pastorales concretos de relevancia para audiencias y comunidades cultural y teológicamente diversas./Ability to articulate rhetorically and in writing concrete theological and pastoral issues of relevance to culturally and theologically diverse audiences and communities.
- Su compromiso y habilidad personal para nutrirse de los adelantos académicos sobre espiritualidad, teología pastoral y psicología para optimizar sus contribuciones pastorales y académicas en sus contextos particulares./Commitment and personal ability to nurture academic advances in spirituality, pastoral theology, and psychology to optimize his pastoral and academic contributions in his particular contexts.

Pastoral Leadership Certificate

As of Fall 2026, this program is no longer accepting admits.

The Graduate Certificate in Pastoral Leadership provides students with a foundational and broad understanding of pastoral care, Christian theology, and scripture. The curriculum is flexible to accommodate each student's experience and vocational goals. It includes a wide range of elective course options trading on the expertise of IPS faculty and existing course offerings, allows students to discern in community and with intention their vocational goals, and provides a graduate-level credential that can be rolled directly into a master's degree program for those who decide to continue their education and formation for ministry.

This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The Graduate Certificate in Pastoral Leadership requires completion of five courses (15 credit hours). For elective courses, students will work with their academic advisor to choose those that best suit their background, experience, interests, and goals. The Institute of Pastoral Studies offers a large number courses online every year, including the required course for this certificate. It is possible, therefore, to complete this certificate entirely online depending on which elective courses a student chooses within the options that satisfy the curricular requirements.

Code	Title	Hours
IPS 564	Foundations of Pastoral Care	3
Theology Elective		3
Scripture Elective		3
Two (2) Additional Elective Courses		6
Total Hours		**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students gain a foundational and broad base of knowledge and skills necessary for pastoral ministry, defined as a ministry of care through accompaniment and support focused on the emotional, spiritual, and social well-being of the person.

Pastoral Studies (MA)

Available Online. The Master of Arts in Pastoral Studies (MAPS) degree program prepares students for ministerial service in a variety of contexts. Embracing four areas of development—human, spiritual, intellectual, and ministerial—the program guides students in the development of their own pastoral identity through an integrated exploration of theology and pastoral practice. Students complete the core curriculum and may choose to take elective courses appropriate to such ministry areas as chaplaincy, religious education, social justice, digital communications, and church management, among others. This degree satisfies the educational requirements for Board Certification by the National Association of Catholic Chaplains. Those seeking eventual Chaplaincy Board Certification through the Association of Professional Chaplains should instead apply to the Master of Divinity (MDiv) (p. 1419) program, which meets that organization's specific educational requirements.

Through graduate coursework, focused contextual experiences, and an integration project, students explore and work to develop those personal qualities necessary for faithful service, spiritual practices grounded in God's Trinitarian life, theological knowledge and intellectual skills, and the pastoral abilities appropriate to their gifts and ministerial context. The MAPS degree at the Institute of Pastoral Studies offers students a systematic and broad foundation for a variety of ministries and the tools necessary to engage critically and constructively the challenges and opportunities of our contemporary context.

Courses are available online, in person at Loyola's downtown Chicago campus, or in Rome, Italy. Students who enroll in the master's degree can study under the general MAPS program or focus their studies in one of four areas of concentration: church management, digital communication, health care chaplaincy, and religious education.

The Pastoral Studies (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

To learn more about state and international authorization of programs, please refer to our State and International Authorization page (https://www.luc.edu/ool/services/stateandinternationalauthorization/). To learn more about the accreditation of Loyola University Chicago and its schools, as well as information about professional licensure, visit our Accreditation page (https://www.luc.edu/accreditation/index.shtml/).

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

Master of Arts in Pastoral Studies

This traditional curriculum, designed to provide a solid first-degree experience in education for ministry includes courses in scripture, pastoral theology, and ministerial skills, as well as numerous concentrations, including one in Healthcare Ministries. This MA in Pastoral Studies forms the basis for the MDiv degree. Students have the option at any point during their degree program or upon completion of their degree program to apply for the MDiv degree, and all of these courses will count toward their MDiv degree.

Besides the traditional Master's program, the Pastoral Studies (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 402	Church and Mission	3
IPS 531	Christian Doctrine	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
Ministry Electives		**9**
Contextual Education		

IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Integration Paper		
IPS 593	Integration Project	0
Total Hours		**37**

Intellectual Development

Intellectual development seeks to expand the pastoral minister's understanding and appreciation of faith. It consists in theological studies, and draws also upon a wide range of other disciplines: philosophy, the arts, psychology, sociology, culture, and language studies.

Ministerial Development

Ministerial development cultivates the knowledge, attitudes and skills that directly pertain to effective functioning in the ministry setting, or to the pastoral administration that supports direct ministry and draws also upon a wide range of other disciplines: counseling, medical ethics, business administration, leadership, organizational development, and law.

Chosen from course offerings to address elements in pastoral ministry competencies in areas such as:

- Promoting or organizing action on behalf of justice
- Youth ministry
- Pastoral presence and care for the sick and the dying
- Parish ministry
- Health ministries

Contextual Development

The contextual development is where the ministry student brings together all four developmental aspects of the degree program. It is the place to integrate the theological, ministerial, personal and spiritual learnings of this degree in the context of the lived everyday ministry setting. Here, in a structured program that combines on-site mentoring and supervision located in actual ministry practice with peer and faculty weekly reflection sessions, the student achieves and realizes that sense of professional and personal competency as minister.

These field learning settings can be directly related to the student's present work situation or can be selected from placements IPS has cultivated. Because of the ability to operate in a blended and on-line teaching manner, these placements can be located in the resource rich area of Chicago or other settings around the nation or the world.

Code	Title	Hours
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5

Contextual Education is the experience during the student's ministerial education that directly engages pastoral practice in the context of ministerial studies. Simultaneously, the student refines pastoral skills, ministerial theology and vocational identity. Contextual Education consists of 10-15 hours per week of ministry at a site, reflection with a site supervisor and as well as a weekly peer reflection seminar on campus. In the weekly seminar students review learning contracts, prepare and reflect on pastoral events, and exercise peer evaluations.

Human Development

Human development seeks to enhance the pastoral minister's human qualities and character, fostering a healthy and well-balanced personality, for the sake of both human growth and ministerial service.

Spiritual Development

Spiritual development aims to arouse and animate true hunger for holiness, desire for union with God through Christ in the Spirit, daily growing love of God and neighbor in life and ministry, and the practices of prayer and spirituality that foster these attitudes and dispositions.

Integration Project

Students complete the program with IPS 593 Integration Project, the zero-credit Integration Project (https://www.luc.edu/ips/resources/procedures/#den124710), in their final year.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 402	Church and Mission	3
IPS 417	Introduction to the Old Testament	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 555	Human Person and Psychological Development	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
Electives		6
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 553	Moral Theology and Christian Ethics	3
Elective		3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 402	Church and Mission	3

IPS 417	Introduction to the Old Testament	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 555	Human Person and Psychological Development	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Master's		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
IPS 579	Contextual Education Introduction	1.5
Electives		6
	Hours	**10.5**
Spring		
IPS 553	Moral Theology and Christian Ethics	3
Elective		3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while

in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the Master of Arts in Pastoral Studies, students will be able to demonstrate:

- A fluency with the theological, ministerial, and interpersonal resources that make successful service to the church and world feasible in positions of formation, scholarship, or ecclesial leadership.
- The capacity to understand and critique the social and cultural contexts in which the graduate will be called to serve, always with an eye toward the marginalized, excluded, and systems of oppression.
- The ability to articulate with rhetorical skill and persuasion convincing command of relevant theological and ministerial themes and applications to various potential audiences, both orally and in writing.
- Personal engagement with, and an ability to draw upon, spiritual and psychological insights and scholarship that will nourish them as they make successful ministerial or academic contributions to their particular settings and contexts.

Pastoral Studies with a Concentration in Church Management (MA)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Church Management ministries should apply to the Pastoral Studies (MA) (p. 1437) degree, into which management courses can be integrated.

Available Online. The MA in Pastoral Studies (MAPS) with a concentration in Church Management is a 36 hour degree that includes eight core courses, three electives (offered by the Quinlan School of Business), a three credit hour Contextual Education course, and a Final Integration Project. The Church Management concentration can be completed online.

This concentration emerges from reflection on the gap in skill sets among the leaders of many churches today, Catholic and Protestant. Members of church staff, comprised increasingly of laypersons with degrees in pastoral ministry, education, counseling, and theology, find themselves engaging in activities related to budgeting, project management, human resources, organizational development and change, and more. There is a need for parish leaders and pastoral ministers to have the education, training, and skills associated with these areas.

The MBA curriculum at the Quinlan School of Business includes a set of core and non-core courses. The core graduate courses at Quinlan are designed for those with no business experience. Students who already have a business degree, however, or who have taken business courses in the past (within the last 5-10 years) and possess significant business experience should be advised to skip the core courses and go directly to more specific and specialized courses in consultation with their academic advisor and the Associate Dean for Programs at the QSB.

In addition, for the MAPS concentration in Church Management:

- The ability to engage in general business operations related to budgeting, project management, human resources, marketing, and organizational development and change.

The background and initial plan of each student should be summarized and sent to Quinlan's associate dean for graduate programs for discussion and approval prior to registering for classes.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

This traditional curriculum, designed to provide a solid first-degree experience in education for ministry includes courses in scripture, pastoral theology, and ministerial skills along with a selection of courses offered by the Quinlan School of Business. In additional to traditional courses, students complete Contextual Education (https://www.luc.edu/ips/resources/contextualeducation/) and a capstone writing project: the Integration Paper (https://www.luc.edu/ips/resources/procedures/#124694). Students have the option at any point during their degree program or upon completion of their degree program to apply for the MDiv degree, and all of these courses will count toward their MDiv degree.

Code	Title	Hours
Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
Quinlan Business School Courses		
ACCT 400	Financial Accounting for Business Decisions	3
Choose one of the following:		3
HRER 417	Managing and Motivating in the Workplace	
HRER 430	Leading Change in Organizations	

MARK 460	Marketing Management	
Quinlan Business School Elective		3
Total Hours		**37**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MA in Pastoral Studies

By completing the Master of Arts in Pastoral Studies, students will be able to demonstrate:

- A fluency with the theological, ministerial, and interpersonal resources that make successful service to the church and world feasible in positions of formation, scholarship, or ecclesial leadership.
- The capacity to understand and critique the social and cultural contexts in which the graduate will be called to serve, always with an eye toward the marginalized, excluded, and systems of oppression.
- The ability to articulate with rhetorical skill and persuasion convincing command of relevant theological and ministerial themes and applications to various potential audiences, both orally and in writing.
- Personal engagement with, and an ability to draw upon, spiritual and psychological insights and scholarship that will nourish them as they make successful ministerial or academic contributions to their particular settings and contexts.
- With the Concentration in Church Management, students also will demonstrate the ability to engage in general business operations related to budgeting, project management, human resources, marketing, and organizational development and change in non-profit or faith-based settings.

Pastoral Studies with a Concentration in Digital Communication (MA)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Digital Communications ministries should apply to the Pastoral Studies (MA) (p. 1437) degree, into which digital communications courses can be integrated.

The Master of Arts in Pastoral Studies (MAPS) degree program prepares students for ministerial service in a variety of contexts. Embracing four areas of development—human, spiritual, intellectual, and ministerial—the program guides students in the development of their own pastoral identity through an integrated exploration of theology and pastoral practice.

Through graduate coursework, focused contextual experiences, and an integration project, students explore and work to develop those personal qualities necessary for faithful service, spiritual practices grounded in God's Trinitarian life, theological knowledge and intellectual skills, and the pastoral abilities appropriate to their gifts and ministerial context. The MAPS degree at the Institute of Pastoral Studies offers students a systematic and broad foundation for a variety of ministries and the tools necessary to engage critically and constructively the challenges and opportunities of our contemporary context.

The MAPS degree concentration in Digital Communications allows students to hone their communication skills and learn best practices for using digital media in the dissemination of parish/congregation/diocese news, events, and the message of the Gospel in order to reach a wider audience through social media, webpages, video, and more.

In addition, for the MAPS concentration in Digital Communications:

- An understanding and integration of best practices in communications using digital media into their ministerial context and work.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

MAPS - Digital Communication Concentration Curriculum

This traditional MAPS curriculum, designed to provide a solid first-degree experience in education for ministry includes courses in scripture, pastoral theology, and ministerial skills along with a selection of courses offered by Loyola's School of Communication. In additional to traditional courses, students complete Contextual Education (https://www.luc.edu/ips/resources/contextualeducation/) and a capstone writing project: the Integration Paper (https://www.luc.edu/ips/resources/procedures/#124694). Students have the option at any point during their degree program or upon completion of their degree program to apply for the MDiv degree, and all of these courses will count toward their MDiv degree.

Code	Title	Hours
Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
School of Communication Courses		**9**
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5

IPS 580	Contextual Education I	1.5
Integration Paper		
IPS 593	Integration Project	0
Total Hours		**37**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MA in Pastoral Studies

By completing the Master of Arts in Pastoral Studies, students will be able to demonstrate:

- A fluency with the theological, ministerial, and interpersonal resources that make successful service to the church and world feasible in positions of formation, scholarship, or ecclesial leadership.
- The capacity to understand and critique the social and cultural contexts in which the graduate will be called to serve, always with an eye toward the marginalized, excluded, and systems of oppression.
- The ability to articulate with rhetorical skill and persuasion convincing command of relevant theological and ministerial themes and applications to various potential audiences, both orally and in writing.
- Personal engagement with, and an ability to draw upon, spiritual and psychological insights and scholarship that will nourish them as they make successful ministerial or academic contributions to their particular settings and contexts.
- With the Concentration in Digital Communications, students also demonstrate an understanding and integration of best practices in communications using digital media into their ministerial context and work.

Pastoral Studies with a Concentration in Healthcare Chaplaincy (MA)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Catholic Chaplaincy ministries should apply to the Pastoral Studies (MA) (p. 1437) degree, into which chaplaincy courses can be integrated. The Pastoral Studies (MA) satisfies the education requirements for Board Certification by the National Association of Catholic Chaplains.

The Master of Arts in Pastoral Studies (MAPS) degree program prepares students for ministerial service in a variety of contexts. Embracing four areas of development—human, spiritual, intellectual, and ministerial—the program guides students in the development of their own pastoral identity through an integrated exploration of theology and pastoral practice.

Through graduate coursework, focused contextual experiences, and an integration project, students explore and work to develop those personal qualities necessary for faithful service, spiritual practices grounded in God's Trinitarian life, theological knowledge and intellectual skills, and the pastoral abilities appropriate to their gifts and ministerial context. The MAPS degree at the Institute of Pastoral Studies offers students a systematic and broad foundation for a variety of ministries and the tools necessary to engage critically and constructively the challenges and opportunities of our contemporary context.

The MAPS Concentration in Health Care Chaplaincy prepares students for the certification process with the National Association of Catholic Chaplains (NACC) and other certifying bodies that require a 36 credit hour graduate degree.

The Pastoral Studies with a Concentration in Healthcare Chaplaincy (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

All components of the MAPS—Health Care Chaplaincy concentration, except for Clinical Pastoral Education (CPE) (https://www.luc.edu/ips/resources/cpe/), can be completed online or on-campus. Some courses are also available in the summer through the IPS Rome program.

In addition, for the MAPS concentration in Healthcare Chaplaincy:

- An understanding and personal integration of methods of pastoral care appropriate to the healthcare setting, supported by a conceptual foundation of theology and ethics.
- A readiness to complete successfully the process for certification as a Board Certified Chaplain (BCC) with The National Association of Catholic Chaplains (NACC).

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

This is a 37 credit hour program.

Besides the traditional Master's program, the Pastoral Studies with a Concentration in Healthcare Chaplaincy (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 402	Church and Mission	3
IPS 531	Christian Doctrine	3

IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
Three Health Care Related Courses		
IPS 564	Foundations of Pastoral Care	3
IPS 404	Theologies of Suffering	3
Health Care Ethics Elective		3
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
The Health Care Integration Project		
IPS 493	Health Care Integration Project Portfolio [2]	0
Total Hours		**37**

[1] A variety of health care ethics courses are offered through Loyola's Neiswanger Institute for Bioethics (http://hsd.luc.edu/bioethics/). A list of these courses can be found in the Graduate School catalog, under the heading, "Bioethics and Health Care Leadership (https://catalog.luc.edu/graduate-professional/graduate-school/#coursestext)."

[2] In IPS 493, students are mentored in the process of preparing the materials required to sit for board certification.

On the Institute of Pastoral Studies webpage, you can find more information about the vocation of chaplaincy (https://www.luc.edu/ips/resources/chaplaincy/).

Students interested in becoming Board Certified Chaplains with the Association of Professional Chaplains (APC) can do so by pursuing the Master of Divinity (MDiv) (p. 1419) degree and choosing electives aimed at meeting APC competencies. The APC requires a 72 credit hours degree (the MDiv) and certifies Protestant chaplains as well as chaplains in an array of religious traditions.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 402	Church and Mission	3
IPS 417	Introduction to the Old Testament	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 564	Foundations of Pastoral Care	3
Health care ethics elective		3
IPS 555	Human Person and Psychological Development	3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 541	Liturgy and Christian Sacraments	3
IPS 404	Theologies of Suffering	3
IPS 580	Contextual Education I	1.5
IPS 493	Health Care Integration Project Portfolio	0
	Hours	**7.5**
	Total Hours	**37**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
IPS 570	Introduction to Theology and Ministry	3
IPS 402	Church and Mission	3
IPS 417	Introduction to the Old Testament	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Master's		
Fall		
IPS 564	Foundations of Pastoral Care	3
Health care ethics elective		3
IPS 555	Human Person and Psychological Development	3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 541	Liturgy and Christian Sacraments	3
IPS 404	Theologies of Suffering	3
IPS 580	Contextual Education I	1.5
IPS 493	Health Care Integration Project Portfolio	0
	Hours	**7.5**
	Total Hours	**37**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MA in Pastoral Studies

By completing the Master of Arts in Pastoral Studies, students will be able to demonstrate:

- A fluency with the theological, ministerial, and interpersonal resources that make successful service to the church and world feasible in positions of formation, scholarship, or ecclesial leadership.
- The capacity to understand and critique the social and cultural contexts in which the graduate will be called to serve, always with an eye toward the marginalized, excluded, and systems of oppression.
- The ability to articulate with rhetorical skill and persuasion convincing command of relevant theological and ministerial themes and applications to various potential audiences, both orally and in writing.
- Personal engagement with, and an ability to draw upon, spiritual and psychological insights and scholarship that will nourish them as they make successful ministerial or academic contributions to their particular settings and contexts.
- By completing the Concentration in Chaplaincy, students will be able to demonstrate an understanding and personal integration of methods of pastoral care appropriate to the healthcare setting, supported by a conceptual foundation of theology and ethics.
- By completing the Concentration in Chaplaincy, students will be able to demonstrate a competency to obtain certification as a Board Certified Chaplain (BCC) with The National Association of Catholic Chaplains (NACC) or other recognized national certifying association that requires a 36-credit hour graduate degree.

Pastoral Studies with a Concentration in Religious Education (MA)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Religious Education ministries should apply to the Pastoral Studies (MA) (p. 1437) degree, into which religious education courses can be integrated.

Available Online. The Master of Arts in Pastoral Studies (MAPS) degree program prepares students for ministerial service in a variety of contexts. Embracing four areas of development—human, spiritual, intellectual, and ministerial—the program guides students in the development of their own pastoral identity through an integrated exploration of theology and pastoral practice.

Through graduate coursework, focused contextual experiences, and an integration project, students explore and work to develop those personal qualities necessary for faithful service, spiritual practices grounded in God's Trinitarian life, theological knowledge and intellectual skills, and the pastoral abilities appropriate to their gifts and ministerial context. The MAPS degree at the Institute of Pastoral Studies offers students a systematic and broad foundation for a variety of ministries and the tools necessary to engage critically and constructively the challenges and opportunities of our contemporary context.

The MAPS concentration in Religious Education enables students to develop the practices of thinking, acting, and teaching necessary for service in today's culturally, generationally, and theologically diverse church. Students in this concentration cultivate the practice of considering every problem and situation through theological lenses, so that the outcome or solution is infused with the principles of faith. These habits prepare students of the Religious Education concentration to engage, catechize, and educate all age groups in a variety of contexts.

In addition, for the MAPS concentration in Religious Education:

- The ability to administer religious education programs in a variety of contexts and engage, catechize, and educate groups of all types.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

This traditional curriculum, designed to provide a solid first-degree experience in education for ministry includes courses in scripture, pastoral theology, and ministerial skills along with a selection of courses that prepare students to engage, catechize, and educate all age groups in a variety of contexts. In additional to traditional courses, students complete Contextual Education (https://www.luc.edu/ips/resources/contextualeducation/) and a capstone writing project: the Integration Paper (https://www.luc.edu/ips/resources/procedures/#124694). Students have the option at any point during their degree program or upon completion of their degree program to apply for the M.Div. degree, and all of these courses will count toward their M.Div. degree.

Code	Title	Hours
Foundational Courses		
IPS 570	Introduction to Theology and Ministry	3
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 541	Liturgy and Christian Sacraments	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 555	Human Person and Psychological Development	3
Religious Education Courses		
IPS 486	Principles of Religious Education	3
IPS 485	Religious Education, Evangelization & Cultures	3
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Integration Paper		
IPS 593	Integration Project	0
Total Hours		**34**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

MA in Pastoral Studies

By completing the Master of Arts in Pastoral Studies, students will be able to demonstrate:

- A fluency with the theological, ministerial, and interpersonal resources that make successful service to the church and world feasible in positions of formation, scholarship, or ecclesial leadership.
- The capacity to understand and critique the social and cultural contexts in which the graduate will be called to serve, always with an eye toward the marginalized, excluded, and systems of oppression.
- The ability to articulate with rhetorical skill and persuasion convincing command of relevant theological and ministerial themes and applications to various potential audiences, both orally and in writing.
- Personal engagement with, and an ability to draw upon, spiritual and psychological insights and scholarship that will nourish them as they make successful ministerial or academic contributions to their particular settings and contexts.
- With the Concentration in Religious Education, students will also demonstrate the ability to administer religious education programs in

a variety of contexts and engage, catechize, and educate groups of all types.

Religious Education Certificate

As of Fall 2026, this program is no longer accepting applicants.

Available Online. The Graduate Certificate in Religious Education develops the practices of thinking, acting, and teaching necessary for service in today's culturally, generationally, and theologically diverse church. Students cultivate the practice of considering every problem and situation through theological lenses, so that the outcome or solution is infused with the principles of faith. These habits prepare students of the Religious Education Certificate to engage, catechize, and educate all age groups in a variety of contexts.

This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

A bachelor's degree is required for entry into this five course program.

Code	Title	Hours
Two Courses in Religious Education		
IPS 485	Religious Education, Evangelization & Cultures	3
IPS 486	Principles of Religious Education	3
Three courses from the Master of Arts in Pastoral Studies Core Curriculum		9
Choose from the following:		
IPS 402	Church and Mission	
IPS 416	Introduction to New Testament	
IPS 417	Introduction to the Old Testament	
IPS 531	Christian Doctrine	
IPS 541	Liturgy and Christian Sacraments	
IPS 553	Moral Theology and Christian Ethics	
IPS 555	Human Person and Psychological Development	
IPS 570	Introduction to Theology and Ministry	
Total Hours		**15**

All of the courses can be completed online. This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- The ability to administer religious education programs in a variety of contexts and engage, catechize, and educate groups of all types.

Social Justice

- Social Justice (MA) (p. 1446)
- Social Justice Certificate (p. 1449)

Social Justice (MA)

As of Fall 2026, the degree described on this page is no longer accepting applicants.

We encourage those interested in Social Justice ministries to apply to the Pastoral Studies (MA) (p. 1437) degree, into which social justice ministry courses can be directly integrated.

As disparities along ethic/racial, economic, gender and religious lines gain prominence in the national conversation, there is a growing need for trained "change agents" to carry out the work of community development, social justice and human rights advocacy.

Faith-based community service programs, service immersion trips, and social justice projects attract high-minded "change agents" of great generosity and courage who want to serve economically disadvantaged communities, underserved and underrepresented populations, and people whose human dignity is under assault by social arrangements and structures. The post-Vatican II emphasis on a Church that sees working for justice as constitutive of the Christian life and that proposes an "option for the poor" as a pastoral standard, has spawned a growing number of talented and educated young adults who want to integrate service, social justice, and advocacy into their life patterns and career choices. With Pope Francis, the social justice movement is gaining even more momentum.

This degree program is designed to serve these change agents, offering a solid grounding in spiritual and theological foundations for this work, information about the key social justice issues today, the skills and told of assessment and analysis in addressing these issues, best-practice strategies for effective work in advocacy and community development, contextual education at sites where social justice work is exemplary, and the practical tools of successful leadership in addressing social justice issues.

The Social Justice (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of

Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505

The following IPS degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Arts in Christian Spirituality (Professional MA), Master of Arts in Counseling for Ministry (Professional MA), Master of Arts in Pastoral Counseling (Professional MA), and the Master of Arts in Social Justice (Professional MA) were also approved, as were our comprehensive online (distance education) programs.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The MA in Social Justice is a 37 credit hour degree, including 8 core courses (24 credit hours) and 3 elective courses (9 credit hours) along with a sequence of Contextual Education (https://www.luc.edu/ips/resources/contextualeducation/)courses (4 credit hours total) and a capstone Integration Project (https://www.luc.edu/ips/resources/procedures/#124694).

Besides the traditional Master's program, the Social Justice (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Courses		
IPS 532	Social Context of Ministry	3
IPS 551	Social Ethics in the Catholic Tradition	3
IPS 610	Foundations of Social Justice	3
IPS 615	Liberation Theology	3
IPS 620	Diversity and Equity	3
IPS 625	Social Ethics: Politics and Global Economics	3
IPS 635	Community Organizing and Community Development	3
IPS 660	Leadership in Social Justice Organizations	3
Electives (p. 1447)		**9**
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Integration Project		
IPS 593	Integration Project	0
Total Hours		**37**

Electives

Electives (9 credit hours) are chosen in consultation with the academic advisor. Electives may be taken in IPS or in many of the other schools, colleges, academic centers and institutes at Loyola University Chicago. See your academic advisor for more details.

The following represents a list of courses across the university that would be appropriate for students in the MA in Social Justice. It is meant to be suggestive rather than exhaustive. This list is to make students aware of "sub-disciplines" within social justice as a way of exploring different career options. This list also emphasizes the interdisciplinary nature of the degree and the career field. In this way, students might take multiple electives within a given field.

Competency Area: International Development

Code	Title	Hours
Elective Courses		
PLSC 430	Theories of International Politics	3

Competency Area: Public Policy

Code	Title	Hours
Elective Courses		
MPP 404	Public Policy Process	3
PLSC 410	Urban Politics	3
or MPP 410	Special Topics in Public Policy	

Competency Area: Politics/Government

Code	Title	Hours
Elective Courses		
PHIL 480	Social & Political Philosophy	3
PLSC 447	American Political Thought to Civil War	3
SOWK 509	Social Work Policy and Community Intervention	3

Competency Area: Education

Code	Title	Hours
Elective Courses		
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 433	Student Development in Higher Education	3

Competency Area: Non-Profit Management/Communication

Code	Title	Hours
Elective Courses		
COMM 368	Ethnographic Research Methods in Communication	3
COMM 405	Story Development and Production	3
DIGH 400	Introduction to Digital Humanities Research	3
SOWK 714	Philanthropy, Public Policy, and Community Change	3

Competency Area: Ministry

Code	Title	Hours
Elective Courses		
IPS 403	Spiritual Paths in World Religions	3
IPS 404	Theologies of Suffering	3

IPS 485	Religious Education, Evangelization & Cultures	3
IPS 570	Introduction to Theology and Ministry	3
IPS 572	Ignatian Spirituality	3
IPS 581	Contextual Education II	3

Competency Area: Healthcare

Code	Title	Hours
Elective Courses		
BEHL 402	Justice & Health Care	3
BEHL 411	Systems Ethics Frameworks	3

Competency Area: Individuals and Groups

Code	Title	Hours
Elective Courses		
IPS 555	Human Person and Psychological Development	3
IPS 620	Diversity and Equity	3
PSYC 460	Social Psychological Theory	3
PSYC 473	Social Development	3
SOCL 425	Inequality and Society	3
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 732	Migration, Social Justice, and Human Rights	3

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 551	Social Ethics in the Catholic Tradition	3
IPS 610	Foundations of Social Justice	3
IPS 660	Leadership in Social Justice Organizations	3
	Hours	**9**
Spring		
IPS 615	Liberation Theology	3
IPS 625	Social Ethics: Politics and Global Economics	3
IPS 635	Community Organizing and Community Development	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 579	Contextual Education Introduction	1.5
IPS 620	Diversity and Equity	3
Elective Course [1]		3
Elective Course [1]		3
	Hours	**10.5**
Spring		
IPS 532	Social Context of Ministry	3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
Elective Course [1]		3
	Hours	**7.5**
	Total Hours	**37**

[1] Electives (9 credit hours) are chosen in consultation with the academic advisor. Electives may be taken in IPS or in many of the other schools, colleges, academic centers and institutes at Loyola University Chicago. See your academic advisor for more details.

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
IPS 551	Social Ethics in the Catholic Tradition	3
IPS 610	Foundations of Social Justice	3
IPS 660	Leadership in Social Justice Organizations	3
	Hours	**9**
Spring		
IPS 615	Liberation Theology	3
IPS 625 or IPS 532	Social Ethics: Politics and Global Economics or Social Context of Ministry	3
IPS 635	Community Organizing and Community Development	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Master's		
Fall		
IPS 579	Contextual Education Introduction	1.5
IPS 620	Diversity and Equity	3
Elective Course [1]		3
Elective Course [1]		3
	Hours	**10.5**
Spring		
IPS 532	Social Context of Ministry	3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
Elective Course [1]		3
	Hours	**7.5**
	Total Hours	**37**

[1] Electives (9 credit hours) are chosen in consultation with the academic advisor. Electives may be taken in IPS or in many of the other schools, colleges, academic centers and institutes at Loyola University Chicago. See your academic advisor for more details.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the

Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the Master of Arts in Social Justice, students will be able to demonstrate:

- Examine philosophical and theological approaches to justice with a special focus on the Catholic social tradition as these approaches address global, post-modern contexts.
- Describe a greater awareness and understanding of competing forces at the heart of conflicts over justice in various contexts and one's own location in relation to them. (poverty, culture, race, ethnicity, gender, sexual orientation, power, inequality, religion)
- Demonstrate a spiritual maturity that drives one to fully and productively engage in diverse contexts experiencing oppression, marginalization, deprivation and conflict.
- Develop the primary skills of deep listening, dialogue, adaptive leadership, conflict transformation, relationship building, and have basic facility in the secondary skills of community organizing and development, advocacy for policy change, and practical knowledge for organizational management and social entrepreneurship.

Social Justice Certificate

As of Fall 2026, this program is no longer accepting applicants.

Available Online.[1] The Graduate Certificate in Social Justice is intentionally designed in direct consultation with the "best practices" of community-based organizations. It prepares people for faith-based leadership in social advocacy, community and labor organizing, and systemic social change. The program combines theoretical and practical learning in social justice and activism.

The certificate program is specifically designed for:

1. students who have completed an undergraduate degree and wish to deepen their understanding of social justice;
2. students in graduate programs who wish to add an advanced certificate in social justice;
3. professionals whose work in the field would be enhanced by a graduate-level credential.

This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

To learn more about the Graduate Certificate in Social Justice, please fill out our request for information form (https://www.luc.edu/ips/rfi/) or attend an information session (https://www.luc.edu/ips/admission/visit/).

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

[1] **Please Note:** If the coursework is planned strategically and only online classes are chosen, this certificate may be completed entirely online. However, this may result in the certificate taking more time to complete based on available online course rotation.

Curriculum

Five courses (15 credit hours) from the Social Justice curriculum (shown here), chosen in consultation with the advisor, make up the certificate. The Social Justice Certificate can be applied to the MA in Social Justice.

Code	Title	Hours
IPS 610	Foundations of Social Justice	3
IPS 551	Social Ethics in the Catholic Tradition	3
IPS 532	Social Context of Ministry	3
IPS 615	Liberation Theology	3
IPS 620	Diversity and Equity	3
IPS 625	Social Ethics: Politics and Global Economics	3
IPS 635	Community Organizing and Community Development	3
IPS 660	Leadership in Social Justice Organizations	3
Total Hours		**24**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The Certificate in Social Justice is comprised entirely of elective courses, all chosen from within the curriculum of the MA in Social Justice. The learning outcomes of the Certificate, therefore, are determined by the collection of courses chosen by the student.

At a general level, students will be able to demonstrate:

- An understanding of theories and perspectives on social justice, with special attention to Biblical traditions of justice and modern Catholic social teaching;
- An understanding of the histories, movements, theories, and practices studied in chosen elective courses.

Spirituality

- Christian Spirituality (MA) (p. 1450)
- Christian Spirituality - Spiritual Direction Concentration (MA) (p. 1453)
- Christian Spirituality Certificate (p. 1456)
- Spiritual Direction Certificate (p. 1457)

Christian Spirituality (MA)

As of Fall 2026, the degree described on this page is no longer accepting applicants.

We encourage those interested in Christian Spirituality to apply to the Pastoral Studies (MA) (p. 1437) degree, into which Christian spirituality courses can be directly integrated.

Drawing on the wisdom of the Ignatian tradition, the Master of Arts in Christian Spirituality equips students for meaningful and holistic living and ministry to meet the personal and social challenges of our time by deepening their knowledge of God and self. Joining contemplation to action, the Ignatian approach to spirituality and spiritual formation is grounded in a personal relationship with God/Christ, lived in the world and addresses the needs and issues of our time, ecumenical in its appeal to all Christians, and adapted to each person's uniqueness.

The Master of Arts in Christian Spirituality is a 36-hour degree program which can be completed entirely online or by taking a combination of online and in-person courses. Students also have the opportunity to take IPS summer courses that include a 10-day experience in Rome, many of which fulfill requirements for the MA in Christian Spirituality. Full-time students can complete the MA degree in two years.

The Christian Spirituality (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Students completing the MA in Christian Spirituality may choose to pursue a concentration in *Spiritual Direction*. The Spiritual Direction

concentration is designed to prepare spiritual directors to facilitate the regular, on-going practice of accompanying people as they attempt to deepen their relationship with the divine. Unique to the Institute of Pastoral Studies, students have the opportunity to receive training on how to direct and make use of the *Spiritual Exercises of Ignatius of Loyola* (30-day or 30-week format) in spiritual direction.

To learn more about the Master of Arts in Christian Spirituality, please complete our request for information form (https://www.luc.edu/ips/rfi/) or attend an online information session (https://www.luc.edu/ips/admission/visit/).

The U.S. Department of Education requires any institution offering distance education/online programs to students outside of its home state to acquire authorization from the states in which students reside. Regulations vary from state to state. While Loyola University Chicago is authorized, exempt or pursuing authorization in most states, some restrictions apply. Please see our State Authorization (https://www.luc.edu/online/aboutloyolaonline/state-authorization/) page for the most up-to-date information.

Loyola University Chicago is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The Institute of Pastoral Studies, Loyola University Chicago (IPS), is accredited by the Commission on Accrediting of the Association of Theological Schools. The Board of Commissioners of the Association of Theological Schools (ATS) granted full accreditation to IPS on June 10, 2019.

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505

The following IPS degree programs are approved by the Commission on Accrediting: Master of Divinity, Master of Arts in Christian Spirituality (Professional MA), Master of Arts in Counseling for Ministry (Professional MA), Master of Arts in Pastoral Counseling (Professional MA), and the Master of Arts in Social Justice (Professional MA) were also approved, as were our comprehensive online (distance education) programs.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The curriculum consists of a 12 course, 37 credit hour program comprising 9 core required courses.

The Christian Spirituality (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Code	Title	Hours
Required Foundational Courses		
IPS 545	The Foundations of Christian Spirituality	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 531	Christian Doctrine	3
IPS 555	Human Person and Psychological Development	3
IPS 428	Introduction to Spirituality Praxis	3
IPS 403	Spiritual Paths in World Religions	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 572	Ignatian Spirituality	3
Electives [1]		*6*
Contextual Education Courses		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
Integration Project		
IPS 593	Integration Project	0
Total Hours		**37**

[1] Electives (2 three-credit courses, or 6 credit hours) are chosen in consultation with the academic advisor. Electives may be taken in IPS or in many of the other schools, colleges, academic centers and institutes at Loyola University Chicago. See your academic advisor for more details.

Contextual Education

MA in Christian Spirituality students acquire and enhance their spiritual leadership and skills in a structured contextual education program that combines onsite mentoring and supervision, skill-based workshops, as well as peer and faculty weekly reflection sessions. Students typically minister 8-10 hours per week for a period of 20-22 weeks, for a total of at least 200 hours of onsite experience and formation. The field learning settings can be directly related to the student's present work situation or can be selected from placements IPS has cultivated in the resource rich area of Chicago or other settings around the nation or the world.

Students fulfill the Contextual Education requirement of the MA in Christian Spirituality by successfully completing the following 3 courses:

Code	Title	Hours
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5

Integration Project

MA in Christian Spirituality students complete the program with IPS 593 Integration Project, the zero-credit Integration Project (https://www.luc.edu/ips/resources/procedures/#den124710), in their final year.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 545	The Foundations of Christian Spirituality	3
IPS 417	Introduction to the Old Testament	3
IPS 428	Introduction to Spirituality Praxis	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 572	Ignatian Spirituality	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 403	Spiritual Paths in World Religions	3
Elective		3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 555	Human Person and Psychological Development	3
Elective		3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
IPS 545	The Foundations of Christian Spirituality	3
IPS 417	Introduction to the Old Testament	3
IPS 428	Introduction to Spirituality Praxis	3
	Hours	**9**
Spring		
IPS 572	Ignatian Spirituality	3
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Master's		
Fall		
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 403	Spiritual Paths in World Religions	3
Elective		3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 555	Human Person and Psychological Development	3
Elective		3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted

to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the Master of Arts in Christian Spirituality, students will be able to demonstrate:

- Spiritual perspective formed in self-awareness and engagement with modern culture and the classic and contemporary resources of the Christian tradition;
- Spirituality literacy grounded in biblical, theological and psychological competencies;
- Spirituality praxis through personal engagement with the spiritual dimension of Christian faith, discipleship and ministry;
- Professional skills in and for spiritual accompaniment.

Christian Spirituality - Spiritual Direction Concentration (MA)

As of Fall 2026, the subprogram described on this page is no longer accepting applicants.

Those interested in Spiritual Direction ministries but with no prior theology or ministry studies should apply to both the Pastoral Studies (MA) (p. 1437) degree and the Spiritual Direction Certificate (p. 1457), which can be combined into a single curriculum and completed in two years by full-time students (a part-time option is available). Those with prior theological and ministerial formation should apply directly and only to the Spiritual Direction Certificate (p. 1457).

The Spiritual Direction Concentration provides MA in Christian Spirituality students the opportunity to focus their formation on acquiring the theoretical and practical skills they need to provide spiritual direction, where they will accompany others with their spiritual development and relationship with God. Spiritual directors walk alongside each person on his or her spiritual journey, accompanying individuals as they become more fully realized spiritual beings. Students also have the unique opportunity to learn to direct and use the *Spiritual Exercises of Ignatius of Loyola* in and for spiritual direction, offering spiritual accompaniment framed by and infused with the Jesuit perspective and values.

This degree is suited to those holding a bachelor's degree in any field and who are interested in forming themselves for the vocation of spiritual director, including the integration of spiritual direction into existing careers and current contexts, including retreat centers, community programs, church and parish offices, and more.

Those already holding a graduate degree in theology, ministry, or related fields may qualify to pursue formation as a spiritual director through the Spiritual Direction Certificate (p. 1457).

The Christian Spirituality - Spiritual Direction Concentration (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Available Online.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

MA in Christian Spirituality students opting for the Spiritual Direction concentration (MACS-SD) must complete the 33 credit hour core course of the MACS plus two additional specialized spiritual direction courses. Students must also complete the Contextual Education (https://www.luc.edu/ips/resources/contextualeducation/) requirement (4 credit hours) and the Integration Paper (https://www.luc.edu/ips/resources/procedures/) (a capstone writing project).

Besides the traditional Master's program, the Christian Spirituality - Spiritual Direction Concentration (MA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
IPS 403	Spiritual Paths in World Religions	3
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 430	Spiritual Direction Development and Practice	3
IPS 501	Advanced Human Relation Skills	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 531	Christian Doctrine	3
IPS 545	The Foundations of Christian Spirituality	3
IPS 555	Human Person and Psychological Development	3
IPS 572	Ignatian Spirituality	3
or IPS 573	Spiritual Exercises of St Ignatius	
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
One IPS Elective Course		3
Total Hours		**37**

Students must also complete 4 semesters of spiritual direction. The 30-day or 30-week version of the *Spiritual Exercises of Ignatius of Loyola* (optional) will count for 2 semesters of personal spiritual direction.

Students in the MACS-Spiritual Direction concentration with the goal of learning how to direct the Spiritual Exercises of St. Ignatius must have completed the 30-day or the 30-week (19th Annotation) format of the Exercises prior to beginning the Contextual Education component of their program (before your final year begins). This requirement will be waived for those who have completed the Spiritual Exercises within 5 years of commencing their studies at IPS.

The Contextual Education requirement is adapted to enable MA in Christian Spirituality: Spiritual Direction Concentration students to acquire the practical skills for and experience of spiritual direction in learning interaction with their peers and under the supervision of an experienced spiritual director. Students have the unique opportunity to learn to direct and use the *Spiritual Exercises of Ignatius of Loyola* in and for spiritual direction. Suitable field learning settings may be found in the Chicago area, elsewhere in the United States or in other countries, upon approval by the Faculty Coordinator of Contextual Education.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
IPS 417	Introduction to the Old Testament	3
IPS 430	Spiritual Direction Development and Practice	3
IPS 545	The Foundations of Christian Spirituality	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 501	Advanced Human Relation Skills	3
IPS 572 or IPS 573	Ignatian Spirituality or Spiritual Exercises of St Ignatius	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 2		
Fall		
IPS 403	Spiritual Paths in World Religions	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 579	Contextual Education Introduction	1.5
Elective		3
	Hours	**10.5**
Spring		
IPS 531	Christian Doctrine	3
IPS 555	Human Person and Psychological Development	3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Accelerated Master's Pathway

Students can take up to 18 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
IPS 417	Introduction to the Old Testament	3
IPS 545	The Foundations of Christian Spirituality	3
Elective		3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 531	Christian Doctrine	3
IPS 572	Ignatian Spirituality	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**

Master's		
Fall		
IPS 430	Spiritual Direction Development and Practice	3
IPS 403	Spiritual Paths in World Religions	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
IPS 579	Contextual Education Introduction	1.5
	Hours	**10.5**
Spring		
IPS 501	Advanced Human Relation Skills	3
IPS 555	Human Person and Psychological Development	3
IPS 580	Contextual Education I	1.5
IPS 593	Integration Project	0
	Hours	**7.5**
	Total Hours	**37**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Spiritual perspective formed in self-awareness and engagement with modern culture and the classic and contemporary resources of the Christian tradition;
- Spirituality literacy grounded in biblical, theological and psychological competencies;
- Spirituality praxis through personal engagement with the spiritual dimension of Christian faith, discipleship and ministry;
- An understanding of key components and considerations for the practice of spiritual direction;
- Self-awareness of one's own spirituality as it relates to the ministry and practice of spiritual direction;
- Demonstrate professional skills in and for spiritual direction.

Christian Spirituality Certificate

As of Fall 2026, this program is no longer accepting admits.

The Graduate Certificate in Christian Spirituality provides students with a foundational and broad understanding of Christian spiritual theologies, traditions, and practices. Students develop an integrated spiritual perspective through self-reflection and engagement with modern culture and the classic and contemporary resources of the Christian tradition. They advance in their spiritual maturity and with a perspective grounded in key biblical, theological, and psychological competencies. The curriculum is flexible to accommodate each student's experience and vocational goals. It includes a wide range of elective course options trading on the expertise of IPS faculty and existing course offerings, allows students to discern in community and with intention their vocational goals, and provides a graduate-level credential that can be rolled directly into a master's degree program for those who decide to continue their education and formation for ministry.

The Graduate Certificate in Christian Spirituality provides a flexible course of study for

- Persons seeking to deepen their understanding and practice of Christian spirituality
- Those exploring a new career path in ministries that involve spiritual accompaniment
- Ministers who want to expand their vocational horizon, expanding their knowledge and skill base to include Christian spiritual theologies, traditions, and practices
- Volunteers or part-time professionals who seek to advance in their ministry

This Certificate can be applied toward to the requirements of an MA degree at IPS, in whole or in part depending on the requirements of the MA in question.

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

The Graduate Certificate in Christian Spirituality requires completion of five courses (15 credit hours). Three courses are required and two courses are electives. Students will work with their academic advisor to choose elective courses that best suit their background, experience, interests, and goals.

Code	Title	Hours
IPS 545	The Foundations of Christian Spirituality	3
IPS 572	Ignatian Spirituality	3
IPS 428	Introduction to Spirituality Praxis	3
Electives		6
Total Hours		**15**

The Institute of Pastoral Studies offers a large number of courses online every year, including the three required courses for this certificate. It is possible, therefore, to complete the Graduate Certificate in Christian Spirituality entirely online depending on which courses a student chooses within the elective options that satisfy the curricular requirements.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
IPS 428	Introduction to Spirituality Praxis	3
IPS 545	The Foundations of Christian Spirituality	3
	Hours	**6**
Spring		
IPS 572	Ignatian Spirituality	3
Elective #1		3
	Hours	**6**
Summer		
Elective #2		3
	Hours	**3**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students gain a foundational and broad base of knowledge and skills related to Christian spirituality. Students advance their personal spiritual perspective through self-reflection and engagement with modern culture and the classic and contemporary resources of the Christian tradition. Graduates integrate and embody key biblical, theological, and psychological competencies resulting from personal engagement with the spiritual dimensions of faith, discipleship, and ministry.

Spiritual Direction Certificate

Available Online. The Graduate Certificate in Spiritual Direction is suited to applicants holding a Master's degree or above in theological or ministerial studies, psychology or counseling, psychiatric social work, or health care and who seek to develop and integrate spiritual direction skills and practices into their work.

For those who have discerned a call to work in specifically Jesuit contexts or in ways that integrate Ignatian Spirituality into their practice, IPS offers a track that trains students to be a director in the Spiritual Exercises of St Ignatius. This option requires that a student have completed the Spiritual Exercises within five years of commencing the Certificate or can commit to doing so during their first year (before entering the contextual education requirement of the Certificate).

Related Programs

Master's

- Divinity (MDiv) (p. 1419)
- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Curriculum

The certificate comprises the following courses:

Code	Title	Hours
IPS 545	The Foundations of Christian Spirituality	3
IPS 501	Advanced Human Relation Skills	3
IPS 430	Spiritual Direction Development and Practice	3
IPS 572 or IPS 573	Ignatian Spirituality Spiritual Exercises of St Ignatius	3
IPS 585	Intro to Spiritual Direction Certificate Praxis for Contextual Ed	1.5
IPS 586	Spiritual Direction Certificate Praxis I for Contextual Ed	0
IPS 587	Spiritual Direction Certificate Praxis II for Contextual Ed	0
Total Hours		**13.5**

Students must also complete 4 semesters of spiritual direction. The 30-day or 30-week version of the *Spiritual Exercises of Ignatius of Loyola* will count for 2 semesters of personal spiritual direction.

Students in the Certificate in Spiritual Direction seeking to learn how to direct the Spiritual Exercises of St. Ignatius must have completed the 30-day or the 30-week 19th Annotation format of the Exercises prior to beginning the Contextual Education component of their program. This requirement will be waived for those who have taken the complete Spiritual Exercises within 5 years of commencing their studies at IPS.

The Contextual Education requirement is adapted to enable students of the Certificate in Spiritual Direction to acquire the practical skills for and experience of spiritual direction in learning interaction with their peers and under the supervision of an experienced spiritual director. Students have the unique opportunity to learn to direct and use the Spiritual Exercises of Ignatius of Loyola in and for spiritual direction. Suitable field learning settings may be found in the Chicago area, elsewhere in the United States or in other countries, upon approval by Prof. Dan Rhodes, Faculty Coordinator of Contextual Education.

Applicants holding a Master's degree in psychology, counseling, or psychiatric social work must provide evidence of having completed prerequisite graduate level courses in biblical and foundational theology, typically a 3-credit hour course in Hebrew Scriptures (Old Testament) or New Testament, and a 3-credit hour course in systematic theology. Applicants from the psychology or counseling fields who have not completed courses in biblical and theological foundations can do so at the IPS by taking courses such as:

Code	Title	Hours
IPS 416	Introduction to New Testament	3
IPS 417	Introduction to the Old Testament	3
IPS 531	Christian Doctrine	3

Suggested Sequence of Courses

Course	Title	Hours
First Year		
Fall		
IPS 430	Spiritual Direction Development and Practice	3
IPS 545	The Foundations of Christian Spirituality	3
	Hours	**6**
Spring		
IPS 501	Advanced Human Relation Skills	3
IPS 572 or IPS 573	Ignatian Spirituality or Spiritual Exercises of St Ignatius	3
	Hours	**6**
Summer		
IPS 585	Intro to Spiritual Direction Certificate Praxis for Contextual Ed	1.5
	Hours	**1.5**
Second Year		
Fall		
IPS 586	Spiritual Direction Certificate Praxis I for Contextual Ed	0
	Hours	**0**
Spring		
IPS 587	Spiritual Direction Certificate Praxis II for Contextual Ed	0
	Hours	**0**
	Total Hours	**13.5**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the Spiritual Direction Certificates, students will be able to demonstrate:

- Analyze spiritual direction cases and apply theological, ethical, and pastoral frameworks to determine appropriate aims, boundaries, and responses, including attention to the directee's context and needs.
- Critically reflect on and integrate their personal spirituality, theological understanding, and developing ministerial identity in a coherent approach to the practice of spiritual direction.
- Conduct spiritual direction sessions demonstrating core competencies (e.g., attentive listening, discernment, facilitating prayer) and evaluate their practice using evidence from supervision/observation and structured self-assessment.

Marcella Niehoff School of Nursing

Mission, Vision & Core Values

Our Jesuit values guide us to shape the future of health and health care

Our mission at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

Our vision at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity and quality care for all.

In keeping with the University's Ignatian heritage, the School of Nursing is committed to the five hallmark characteristics of a Jesuit education. These characteristics provide the foundation for our core values, helping guide and motivate our administrators, faculty, students, and graduates to think differently about their approach to health care.

Core Values

Commitment to Excellence

Apply well-learned lessons and skills to achieve new ideas, better solutions, and vital answers.

- Promote dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
- Foster an academic environment that supports and guides students in their transformation toward becoming health care leaders.

Faith in God and the Religious Tradition

Promote well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God.

- Acknowledge that humans are physical, psychosocial, and spiritual beings
- Recognize that spirituality affects health.
- Respect that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Create a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respect our potential for achievement while accepting our human limitations in the pursuit of good.

Service that Promotes Justice

Use learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth, and care for others.

- Commit to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognize that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.
- Engage in research and application of evidence-based practice or best practices that limit health disparities.

Values-Based Leadership

Ensure a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.

- Foster synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respect the dignity and fundamental rights of all.
- Embrace the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accept responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seek diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promote a culture of purposeful transparency.

Global Awareness

Demonstrate an understanding that the world's people and societies are interrelated and interdependent.

- Understand that individuals are intimately connected to, live within, and operate within community.
- Recognize that communities have cultural capital with unique strengths.
- Foster relationships and engaging in partnerships in order to promote health.
- Embrace culture as a means to serve and to lead change toward better health.
- Apply the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

Accreditation

The master's degree program in nursing and the Doctor of Nursing Practice program and the post-graduate APRN certificate program at Loyola University Chicago is accredited by the

Commission on Collegiate Nursing Education
655 K Street, NW
Suite 750
Washington, DC 20001
202-887-6791.

Marcella Niehoff School of Nursing Graduate Programs

- Master of Nursing (MN) (p. 1490)
- Nursing and Healthcare Administration (MSN) (p. 1491)
- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Adult-Gerontology Acute Care Nurse Practitioner (DNP) (p. 1494)
- Adult Gerontology Clinical Nurse Specialist with Oncology Specialty (DNP) (p. 1495)
- Adult-Gerontology Primary Care Nurse Practitioner (DNP) (p. 1497)
- Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP) (p. 1498)
- Family Nurse Practitioner (DNP) (p. 1500)
- Family Nurse Practitioner with Emergency Specialty (DNP) (p. 1500)
- Psychiatric Mental Health Nurse Practitioner (DNP) (p. 1501)
- Psychiatric Mental Health Nurse Practitioner with Substance Use and Addictions Specialty (DNP) (p. 1502)
- Systems Leadership (DNP) (p. 1504)
- Women's Health/Gender Related Nurse Practitioner (DNP) (p. 1505)
- Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate (p. 1506)
- Oncology Nursing Certificate (p. 1507)

Graduate School Programs

- Nursing (PhD) (p. 1382)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

CM/MH/AD Nursing (CMAN)

CMAN 403 Health Care Delivery and Organization (3 Credit Hours)
This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the healthcare system is structured, how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on quality, patient safety and information technology as center pieces of the modern health care environment.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Distinguish the roles, functions and responsibilities of healthcare system components (ie, delivery, financing and regulation); 2) Analyze the interaction of social; political and economic forces shaping healthcare delivery and their impact on cost, quality and access; 3) Compare the organization of multiple healthcare delivery structures to the effectiveness of meeting population health needs; 4) Analyze factors influencing trends in healthcare quality and patient safety

CMAN 407 Population Health Informatics (3 Credit Hours)
This course focuses on informatics in health care, with an emphasis on information systems and the use of information technology (IT) applications to support population health. Basic epidemiologic concepts of health are addressed. The key concepts of feasibility, usability and adaptability are addressed. This course includes evaluation of IT applications for healthcare administration, clinical practice, research, and education.
Outcomes:
1) Apply principles of health care informatics for population health; 2) Apply basic concepts of epidemiology for population health; 3) Analyze the role of population health informatics in understanding data, information, & knowledge; 4) Apply population health informatics in surveillance, interoperability and big data contexts; 5) Evaluate quality in electronic health records, mobile applications, and personal health records; 6) Identify the economic value and potential for sustainability in population health technologies

CMAN 417 Nursing and Health Care Administration Practicum (1-6 Credit Hours)
The practicum course guides the student in a synthesis of content from nursing and related sciences and the application of this knowledge to the role of the nurse in leadership and management experiences. Emphasis will be placed on the student's clinical engagement in management initiatives requiring critical assessment, planning, intervention, and evaluation activities using theoretical models and management tools. Students in the practicum experience are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent.
Outcomes:
1) Apply knowledge of selected concepts, models, and theories from nursing and management sciences to achieve high quality nursing care and effective healthcare team coordination in a variety of settings; 2) Apply knowledge of healthcare policy, finance and regulatory environments to identify clinical questions, implement safety initiatives, and monitor patient outcomes; 3) Incorporate effective communication techniques to deliver evidence-based, patient-centered care; 4) Analyze and evaluate healthcare organization structure, mission, and philosophy as they relate to the standards of care, staffing and performance, development and marketing of programs and projects; 5) Evaluate the use of information technology to improve patient care outcomes and create a safe care environment; 6) Apply legal, ethical principles to the nursing role of leadership and management

CMAN 425 Advanced Quality and Safety in Health Care (3 Credit Hours)
This course focuses on managing the continuum between safety and quality and the strategic importance of these concepts to healthcare organizations and clients. Trends in patient safety and healthcare quality, practices in different healthcare environments, and practices related to improving safety and quality will be examined. The course is designed to provide students with knowledge and skills in systems thinking and in preventing, learning from and resolving error and addressing adverse events. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain the forces driving the focus on safety and quality in health care; 2) Evaluate strategies for improving safety and quality in health care; 3) Explain the influence of systems (environmental, organizational, provider, technological and task) on healthcare outcomes; 4) Analyze the role of various systems and factors in creating safe environments of care; 5) Explain the impact of just culture thinking on safety and quality improvement in health care; 6) Develop a plan for improvement of a safety and/or quality issue

CMAN 428 Psychiatric Mental Health and Illness Across the Lifespan (3 Credit Hours)
This course focuses on knowledge and competencies to deliver holistic, evidence-based mental health care across diverse populations and clinical settings. Students will examine the biological, psychological, social, and spiritual dimensions of mental illness and psychiatric disorders throughout the lifespan. Emphasis is placed on therapeutic communication, psychopharmacology, trauma-informed care, crisis intervention, and collaborative treatment planning within interprofessional teams. Students will develop assessment skills, clinical reasoning, and self-reflexive competencies essential for providing person-centered psychiatric care that respects human dignity across the mental health-illness continuum.
Outcomes:
Apply knowledge of neurobiology, psychopathology, and developmental theories to conduct comprehensive psychiatric assessments and formulate evidence-based person-centered treatment plans; Analyze therapeutic communication techniques, trauma-informed care, and evidence-based psychotherapeutic interventions to develop therapeutic relationships and support care and recovery across the lifespan; Apply pharmacological principles and psychopharmacology evidence to evaluate medication management strategies, monitor treatment responses, and educate patients about psychotropic medications and side effects; Understand risk factors for self-harm, suicide, violence, and psychiatric emergencies to implement evidence-based crisis intervention strategies and maintain safe therapeutic environments; Recognize interprofessional mental health teams, community resources, and support systems to develop comprehensive, recovery-oriented treatment plans that address the holistic needs of individuals with mental illness and address stigma related to mental illness; Understand ethical principles, legal standards, and mental health policy to navigate complex mental health dilemmas including confidentiality, informed consent, involuntary treatment, equitable care, and capacity determination while respecting patient autonomy and rights

CMAN 428L Psychiatric Mental Health and Illness Across the Lifespan Clinical (2 Credit Hours)
This clinical course focuses on preparing students to care for persons experiencing mental illness. Using a biopsychosocial model, students will engage in direct patient care across the mental health-illness continuum, working with individuals, families, and groups experiencing acute and chronic psychiatric conditions. Clinical experiences include community mental health centers, inpatient hospitals, integrated behavioral health settings, and outpatient psychiatric services. Emphasis is placed on therapeutic communication, interdisciplinary collaboration, trauma-informed care, and addressing social determinants of mental health within community contexts. Students work to cultivate clinical judgment, cultural humility, and advocacy skills essential for person-centered mental health care.
Outcomes:
Perform comprehensive biopsychosocial-spiritual psychiatric assessments using standardized screening tools and diagnostic criteria to formulate clinical impressions and develop person-centered treatment plans; Integrate therapeutic communication with individuals experiencing mental illness using communication techniques, empathy, and presence to promote care; Implement evidence-based psychotherapeutic interventions, including cognitive-behavioral techniques, motivational interviewing, and psychoeducation, in inpatient and community settings; Apply crisis intervention competencies by conducting suicide and violence risk assessments, reviewing de-escalation strategies, and appropriate emergency responses that ensure patient and community safety; Collaborate with interprofessional team members, community organizations, and social service agencies to coordinate comprehensive mental illness services that address housing, employment, substance use, and other social risks, and apply clinical reasoning and pharmacological knowledge to provide patient education and person-centered care; Apply trauma-informed care principles and cultural humility into clinical practice and reflect on personal values, biases, and emotional responses in mental health clinical encounters to promote professional growth, maintain therapeutic boundaries, and practice self-care strategies that prevent burnout and compassion fatigue

CMAN 430 Leadership and Administration in Health Care (3 Credit Hours)
This course focuses on the integration of core knowledge in leadership, administration, human resources and communication in health care organizations. Special emphasis is placed on leadership styles, the roles of the leader, human resources management and communication. The course is designed to provide the student with knowledge to practice the leadership skills necessary to positively impact healthcare systems. Selected Topics May Include: Leadership theory and style and professional practice a) leader competencies b) Influencing behaviors c) Relationship management d) Culture e) Nimble flexibility f) Professional accountability g) Motivation for high performance h) Strategic leadership and tactical leadership (Administration vs management) Human resource management a) Communication b) Difficult conversations c) Conflict resolution d) Coaching e) Performance evaluation f) Onboarding Power politics a) Development and management of partnerships/relationships/networks b) Strategic negotiation c) Power.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Relate essential nurse leadership competencies for effective management in healthcare organizations; 2) Evaluate the impact of leadership styles on organizational culture and effectiveness; 3) Generate strategies to optimize human resource performance in healthcare settings; 4) Identify strategies to address interpersonal and intraorganizational conflict

CMAN 438 Population Based Public and Community Health (3 Credit Hours)
This course examines population health across local, national, and global contexts, emphasizing the social, environmental, political, and economic factors that influence health outcomes. Students explore public health systems, epidemiology, policy, technology, and community health settings to understand health disparities and promote health equity. Using evidence-based frameworks, students apply population health concepts through community assessment, health education planning, and role exploration to support health promotion, disease prevention, and emergency preparedness across diverse populations.
Outcomes:
Apply the nursing process in the care of individuals, families, communities, and systems; Analyze population health trends using epidemiological data, surveillance systems, and public health indicators to identify priority health issues; Evaluate the role of social determinants of health, policy, politics, technology, social media, and health communication strategies on health outcomes across diverse populations and settings; Evaluate the roles of community health nurses across varied practice settings and populations, integrating principles of cultural humility, health literacy, and public health preparedness; Conduct a comprehensive community assessment to identify strengths, risks, and health needs of a defined population or aggregate; Design an evidence-based community health education intervention that promotes health, prevents disease, and addresses identified population needs

CMAN 445 Health Care Outcomes (3 Credit Hours)
This course focuses on the theory and methods to measure and evaluate healthcare outcomes. Concepts of population health will guide the comparison and analysis of health outcomes and measures. Current political, legal, regulatory, and ethical issues will be explored as these relate to health outcomes. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Analyze the political, legal, regulatory, and ethical influences in the development and current status of outcomes management; 2) Apply methods and processes for improving outcomes; 3) Utilize data-driven decision making for health outcomes; 4) Develop leadership and interprofessional competence in analyzing healthcare outcomes; 5) Generate data-driven change strategies to improve health outcomes

CMAN 448 Program Planning and Marketing in Health Care (3 Credit Hours)
This course presents an integrated approach to strategic planning, program planning, and marketing in nursing and health care organizations. Key models, elements and processes associated with strategic planning are presented with an emphasis on the leadership role in leveraging information, environmental scanning, and competitive analysis. Theories, models, tools, and processes for program planning, implementation, and evaluation and the marketing of nursing and healthcare services are addressed. The integration of strategic planning, program planning, and marketing with the mission, goals, and objectives of organizations and services is emphasized. 6. Relate the strategic planning, program planning, and marketing processes to nursing leadership competencies.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Analyze models and theories of strategic planning, program planning, and marketing; 2) Explain the relation between organization mission, goals, and objectives and the strategic planning, program planning, and marketing processes; 3) Apply tools of strategic planning to an organization; 4) Create a comprehensive plan focused on the needs, design, implementation and evaluation of a program that derives from an organizational strategic plan; 5) Evaluate marketing strategies

CMAN 460 Health Care Policy (3 Credit Hours)
This course is designed to introduce key policy issues and processes in public policy development. The impact of health care policy on management and health system improvement is discussed. The student is provided with advanced policy knowledge, frameworks, and skills required to assume a leadership role in health care. Emphasis is placed on using evidence to develop an understanding of the effect of health care policy on practice.
Outcomes:
1) Identify key policy issues in contemporary health systems; 2) Analyze the effect of health policy on practice; 3) Analyze strategies for health system improvement through public policy; 4) Advocate for policy adoption to a health care decision maker; 5) Identify the effects of government regulation on education and practice

CMAN 533 Fiscal Management in Health Care Organizations (3 Credit Hours)
This course prepares the graduate student to develop a framework for understanding key issues in financial management in health care from two perspectives. First, the course explores the relationship between the national economic environment and the financial context for current models of health care delivery. Second the course introduces a variety of fiscal concepts and techniques as applied to nursing and healthcare administration. Emphasis is placed on the way cost data influences operational decision making in healthcare administrative practice.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Upon successful completion of the course, the student will: 1) Analyze the impact of political, social and economic factors on the cost of patient care delivery; 2) Examine cost behavior concepts as they relate to nursing and other health care models in healthcare organizations; 3) Apply cost accounting techniques in health care; 4) Analyze ethical and legal issues surrounding fiscal management

CMAN 569 Comparative Effective Research in Healthcare (3 Credit Hours)
Pre-requisites: GNUR 450 or equivalent required; CMAN 439 and 440 recommended
Comparative effective research (CER) is a central tenet of health care reform. This course offers an overview of policy implications and rationale for CER and explores different approaches of developing, analyzing and communicating CER. Research comparing the clinical and economic merits of different treatments, devices and procedures will be explored.
Outcomes:
Apply political, social and ethical perspectives to uses of CER, Demonstrate effective retrieval of CER reviews from public sources, Demonstrate knowledge of major CER methods and tools, Evaluate quality of evidence from CER reports, Assess treatment options in defined patient population

Doctor of Nursing Practice (DNP)

DNP 510 Capstone Seminar (1-3 Credit Hours)
The DNP scholarly project demonstrates an in-depth knowledge of each student's area of specialization in nursing practice. This project relates to advanced practice in the nursing specialty and benefits a group, population, or community rather than an individual patient. The DNP Scholarly project is a synthesis of the student's work and lays the groundwork for future scholarship with the goal of a tangible and deliverable academic product derived from the practice courses and immersion experience. The DNP scholarly project, unlike that of PhD level research, may take a number of forms such as: practice change initiative; pilot study; program evaluation; quality improvement project; evaluation of a new practice model; or a consulting project. This course addresses the unique needs and challenges second year DNP students face while completing their projects. Seminar content focuses on skills necessary for successful clinical project completion through: presentations, selected readings and online forums. The seminar operates at the group level and is designed to work in concert with and support individual students' DNP Faculty Director and external mentor (often the student's preceptor at the project site). Course content parallels the three overall stages of a DNP Scholarly Project: the design, proposal submission and proposal approval (First semester); project implementation (second semester); and, final presentation and dissemination (third semester). Students are expected to have a Faculty Director for their project and a tentative external mentor in place prior to course entry. This seminar is completed sequentially over a minimum of three semesters. Students are expected to be enrolled in this course each semester that they are working on the DNP Scholarly Project.

DNP 511 Practicum (1-6 Credit Hours)
Theory, evidence, and the systematic translation of research into practice serve as the foci for DNP practicum experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, supports integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change.

General Nursing (GNUR)

GNUR 402 Ethics for Health Professionals (2 Credit Hours)
In their various roles and practice settings, health care professionals participate in the unfolding stories of patients/clients and their families. They encounter ethical questions, concerns, problems and dilemmas in the course of their professional lives. These challenges affect health care professionals as independent and collaborative decision makers as well as members of the health care team who may be called upon to implement the decisions of others. This course provides students with opportunities to explore the impact of ethical issues on their personal and professional lives. Individual, family, institutional and societal issues are discussed. Students are guided in the application of frameworks that aid in resolving ethical dilemmas in professional practice. Emphasis is placed on developing skills in reflective moral thinking.

GNUR 403 Theories and Concepts for Professional Nursing Practice (3 Credit Hours)
This course is focused on theories and concepts that inform professional nursing practice across settings and spheres of care. The relations between concepts, theories, nursing knowledge, and nursing practice are emphasized. The evolution of knowledge for nursing practice, in nursing practice, and of nursing practice are emphasized in the course.
Outcomes:
Understand influential forces in the development of knowledge for professional nursing practice; Analyze the relation between theory, research and scholarship, and practice; Differentiate knowledge for nursing practice, knowledge in nursing practice, and knowledge of nursing practice; Relate patterns of knowing to professional nursing practice; Explain the use of selected concepts and theories as guides to nursing practice

GNUR 404 Theories & Concepts for Advanced Clinical Practice (3 Credit Hours)
This course focuses on the development and use of disciplinary knowledge as a foundation for advanced nursing practice. Basic philosophical assumptions and the history of knowledge development in nursing are presented. The relation between concepts, theory, research, and practice are emphasized, with a focus on concepts and middle-range theories that are applied in advanced nursing practice.
Outcomes:
Understand the history and driving forces for knowledge development in nursing; Describe the philosophical foundations of nursing and advanced nursing practice; Understand the levels of theory development in nursing; Explain the use of selected concepts and middle-range theories to guide advanced nursing practice; Analyze concepts and theories for use in nursing practice; Analyze the relation between theory, research, and nursing practice

GNUR 405 Introductory Statistics for Healthcare Professionals (3 Credit Hours)
Pre-requisites: Restricted to MSN, DNP, and PhD Nursing students
This course is focused on facilitating student acquisition of the knowledge and skills that will enable them to manage basic statistical issues that confront practitioners and researchers in health professions. Course topics and experiences will prepare students to interpret findings from published research and quality improvement reports and to conduct basic data analysis in future projects.
Outcomes:
1) Define basic statistical concepts; 2) Differentiate descriptive and inferential statistical tests; 3) Describe the purpose and appropriate application of statistical techniques; 4) Interpret the meaning of statistical tests; 5) Manage and analyze data using statistical software

GNUR 407 Social Justice and Ethics in Health Care (3 Credit Hours)
This course examines social justice, ethics, and nursing advocacy in healthcare at global, national, and local levels for the doctorally prepared nurse. Social justice and ethical issues in healthcare are analyzed using established theories and frameworks. Recommendations for resolution of social justice and ethical issues will be addressed.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Understand the historical, cultural, economic, and political theories and perspectives of social justice and ethics; 2) Analyze social justice and ethical issues at local, national, and global levels; 3) Apply professional codes to individual and interwoven issues of social justice, ethics and leadership; 4) Develop a plan to address population health inequities, based on evidence, codes and principles

GNUR 408 Research for Advanced Clinical Practice (3 Credit Hours)
Pre-requisites: Admission to a Master of Science in Dietetics or Master of Science in Nursing program
This course prepares students to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices and protocols form the foundation health care practice. The importance of translation of scientific evidence to improve practice is emphasized.
Outcomes:
Conceptualize an evidence-based protocol or pilot research study that corresponds to a clinical, educational administrative or policy issue or problem

GNUR 410 Information Technology in Healthcare (3 Credit Hours)
This course prepares graduate-entry nursing students to apply health information technology, informatics, and data analytics to enhance the quality, safety, and equity of patient care. Through case-based learning, hands-on exploration of electronic health records and clinical decision support systems, analysis of real and simulated data, and structured discussion of emerging technologies - such as artificial intelligence and telehealth - students examine how digital tools influence clinical workflows, decision-making, and patient outcomes. Emphasis is placed on ethical and evidence-informed technology use, including privacy and cybersecurity, interoperability, mitigation of algorithmic bias, and equitable access to digital health resources. By the end of the course, learners will be able to critically evaluate and ethically apply health technologies to support data-driven clinical decisions, optimize care processes, collaborate across disciplines, and contribute to technology-enabled quality improvement initiatives in diverse healthcare settings.
Outcomes:
Evaluate electronic health record systems, clinical decision support tools, and health information technologies to optimize nursing workflows, enhance interprofessional communication, and improve patient safety outcomes; Analyze clinical and population health data using informatics principles to identify patterns, interpret trends, and support evidence-based practice and quality improvement initiatives; Assess emerging healthcare technologies and their implementation in clinical practice, including impact on care delivery, patient outcomes, and implications for health equity; Evaluate informatics policies, privacy and security standards, and interoperability frameworks to ensure ethical technology use, protect patient data, and promote equitable access to health information

GNUR 412 Scholarly Inquiry for Evidence-Based Nursing Practice (3 Credit Hours)
This course provides graduate nursing students with the knowledge and skills necessary to engage in scholarly inquiry within advanced nursing roles. Emphasis is placed on understanding and applying research, evidence-based practice, and quality improvement (QI) frameworks to improve health outcomes and healthcare systems. The interrelationships among nursing theory, research, and clinical practice are explored. Through critical appraisal of diverse research methodologies, learners identify practice gaps, evaluate evidence, and design evidence-based projects. Principles of ethical scholarship, cultural humility, and protection of vulnerable populations are emphasized. Students create an individualized plan to advance their role as scholarly nurses who contribute to nursing knowledge and healthcare quality.
Outcomes:
Examine appropriate applications of quality improvement, research, and evidence-based practice in improving patient outcomes; Compare and contrast research methodologies and the appropriate application of each; Analyze the interrelationships among theory, research, and nursing practice to guide advanced clinical decision-making; Design an evidence-based practice project that demonstrates appropriate application of research to practice; Create a plan to advance one's scholarship and professional development as a scholarly nurse; Apply ethical and cultural principles in research, quality improvement, and evidence-based practice

GNUR 413 Advanced Pharmacology (3 Credit Hours)
This course will be the foundation for the advanced practice nurse to make appropriate decisions regarding the pharmacological management of patients in clinical practice. Pharmacological principles, including pharmacokinetics, pharmacodynamics, mechanisms of adverse drug reactions, and contraindications will be discussed. Legal requirements for writing prescriptions and the format for prescriptions as well as common sources of medication errors and methods to prevent them will be described. Developmental considerations, socioeconomic status, and complementary therapies will be addressed throughout the course. Pharmacotherapy of selected common disorders will be addressed. Students will synthesize and integrate diverse viewpoints, principles, and selected research findings related to the complex needs of patients via case study analyses. This course, along with clinical courses, will prepare the advanced practice nurse for prescriptive authority.
Outcomes:
Apply the principles of pharmacokinetics and pharmacodynamics to pharmacological interventions used in selected acute and chronic illnesses; Describe the potential iatrogenic effects of pharmacological therapy; Identify drugs of choice for selected health problems considering the patient's age, socioeconomic status, cultural background, concurrent illnesses, pregnancy, lactation, and potential drug-drug, drug-food, and drug-herbal medicinal interactions; Discuss factors that affect compliance with prescribed and OTC medication regimens and their implication for drug selection and patient education; Comply with TJC National Patient Safety Goals related to prescription writing; Critique research on drug therapy pertinent to one's own practice; Discuss ethical, legal, and economic issues associated with pharmacological interventions

GNUR 414 Health Assessment (2 Credit Hours)
This course prepares students to conduct comprehensive health assessments. Students will develop clinical reasoning skills, physical and psychosocial assessment techniques, and critical thinking skills to inform clinical decision-making. Students will synthesize knowledge gained from this course and required science courses to perform and understand holistic assessments with diverse populations in a variety of healthcare settings.
Outcomes:
Apply clinical reasoning and judgment to conduct comprehensive health assessments across diverse populations; Synthesize and translate assessment data using systematic processes to identify health problems and develop comprehensive, person-centered nursing plans that address actual and potential health needs; Demonstrate assessment knowledge by performing comprehensive health histories and applying clinically relevant physical, psychosocial, and functional assessment findings that distinguish normal from abnormal findings, identify health disparities, and inform nursing practice across the adult lifespan and four spheres of care; Describe system-level quality and safety practices that utilize evidence-based assessment protocols and policies that improve patient outcomes across healthcare settings

GNUR 414L Health Assessment Laboratory and Clinical (1 Credit Hour)
This laboratory course provides students with structured, hands-on practice experiences to develop, refine, and demonstrate competence of comprehensive health assessments. Students apply theoretical knowledge and evidence-based assessment techniques through progressive skill development in laboratory, simulation, and clinical practice settings. Students will integrate clinical reasoning skills and professional communication while performing assessments of the individual and family in various healthcare settings, across diverse populations.
Outcomes:
Conduct comprehensive and focused health history interviews that incorporate developmental, cultural, and contextual factors to guide clinical decision making; Perform systematic, comprehensive physical assessments across all body systems, utilizing clinical reasoning to identify normal and abnormal findings; Analyze and synthesize comprehensive assessment data using clinical reasoning to identify patient-centered nursing problems and establish priorities for evidence-based nursing interventions; Communicate comprehensive assessment findings verbally and through written documentation that reflects professional nursing standards, informs interprofessional collaboration, and meets legal/ethical principles

GNUR 416 Nursing Fundamentals (1 Credit Hour)
This course prepares students to demonstrate mastery of fundamental nursing skills that serve as the foundation for safe, effective, evidence-based, and person-centered nursing practice. The course integrates knowledge from nursing science and pathophysiology to develop clinical judgment, technical proficiency, and professional accountability. Students synthesize theoretical knowledge with hands-on skill development to perform fundamental nursing interventions with precision, safety, and cultural responsiveness across diverse populations and healthcare settings.
Outcomes:
Apply theoretical frameworks and evidence-based knowledge to guide clinical reasoning and patient-centered nursing practice across diverse populations and healthcare settings; Analyze the legal, ethical, and regulatory standards that guide professional nursing practice, documentation requirements, interprofessional collaboration, and quality and safety frameworks; Synthesize principles of mathematics and physiological concepts for safe medication management and identify risks in medication administration across the lifespan

GNUR 416L Nursing Fundamentals Lab and Clinical (1 Credit Hour)
This laboratory course provides hands-on practice in lab, simulation, and clinical environments to develop mastery of fundamental nursing skills. Students apply theoretical knowledge from the concurrent theory course to perform essential nursing interventions with technical proficiency, clinical judgment, and professional accountability. Through skills practice, simulation, and competency-based assessments, students synthesize knowledge with psychomotor skill development, emphasizing precision, safety, and cultural responsiveness across diverse populations and healthcare settings.
Outcomes:
Demonstrate competence in performing fundamental nursing skills with safety, clinical judgment, and person-centered care principles; Accurately document procedures and nursing interventions, ensure interprofessional care coordination, and maintain compliance with legal, regulatory, and ethical standards for professional nursing practice; Integrate nursing knowledge and mathematical competencies to ensure safe medication management

GNUR 418 Advanced Pharmacology and Therapeutics (3 Credit Hours)
This course provides the knowledge and skills to pharmacologically manage patients; health conditions in a safe, high-quality, and cost-effective manner. Emphasis is on the development of therapeutic decision-making for evidence-based and efficacious drug selection based on health problems, individual factors influencing drug response, such as genetics, age, body weight, and lifestyle, and economic considerations. The course focuses on safe prescriptive practice, patient education, and monitoring of therapeutic response, or pharmacovigilance, in diverse populations across the lifespan.
Outcomes:
Apply evidence from nursing and related sciences to guide safe, effective, and cost-conscious pharmacologic decision-making; Develop pharmacological treatment plans based on the integration of physiology, pathophysiology, pharmacodynamics, and pharmacokinetics; Manage pharmacologic therapies safely and accurately, incorporating pharmacokinetics, pharmacodynamics, pharmacogenomics, developmental, and patient-specific considerations; Evaluate nonpharmacological and adjunctive interventions that complement pharmacologic care and align with patient-centered goals; Mitigate risks associated with pharmacologic and nonpharmacologic therapies, including adverse events, drug interactions, and social determinants of health; Engage in interprofessional collaborative practice within professional scope and regulatory boundaries

GNUR 419 Pathophysiology for Nursing Practice (3 Credit Hours)
This course builds upon knowledge of anatomy, physiology, and the biological sciences to examine pathophysiologic mechanisms underlying human disease. Students integrate cellular, molecular, and systems-level processes to understand physiological dysfunction, adaptive and maladaptive responses, and disease progression. Students analyze how genomic, environmental, and social determinants influence health outcomes and apply this understanding to support clinical reasoning, evidence-based practice, and professional nursing judgment across diverse populations.
Outcomes:
Evaluate the adaptive and maladaptive responses of body systems to internal and external stressors using systems thinking; Analyze alterations in normal physiological processes to explain the mechanisms underlying disease states; Integrate cellular, molecular, and systems-level concepts to interpret how alterations in structure and function contribute to disease development and clinical manifestations; Examine the influence of genomic, environmental, and social determinants of health on the development and progression of disease; Synthesize pathophysiologic knowledge as a foundation for advanced clinical reasoning, judgment, and professional nursing practice

GNUR 420 Leadership and Roles in Advanced Nursing Practice (3 Credit Hours)
This course focuses on leadership concepts and theories with emphasis on application for transformation in healthcare. This course is designed to assist the student to enter into leadership and advanced nursing practice roles. Special emphasis is placed on the student's personal and professional development as a leader with a clear, individual vision for impacting the health of specific populations.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Synthesize knowledge of the concept of role and its components as they relate to advanced nursing practice; 2) Understand role expectations of advanced nursing practice and its major components: advanced practitioner (NP, CNS, CNM, CRNA), consultant, change agent, case manager, educator, researcher and leader and how they are integrated into health systems; 3) Articulate the role of the graduate prepared nurse as a clinical nurse expert, leader and innovator in healthcare; 4) Analyze knowledge of leadership theories for use as a foundation for role enactment as a leader in healthcare; 5) Understand principles of systems theory and their application to the clinical environment; 6) Compare models for change and sustainability consistent with current healthcare system dynamics; 7) Identify actionable leadership opportunities to improve nursing practice and patient outcomes; 8) Understand the potential for information systems to support decision making and innovation in practice and care delivery systems

GNUR 421 Pharmacology for Nursing Practice (3 Credit Hours)
This course examines the principles of pharmacology essential for safe, evidence-based nursing practice across the lifespan. Students explore pharmacokinetics, pharmacodynamics, pharmacogenomics, and mechanisms of action of major drug classes used in acute, chronic, and population-based care settings. Emphasis is placed on clinical decision-making, medication safety, patient education, health equity, and interprofessional collaboration. Learners apply pharmacologic knowledge to assess therapeutic effectiveness, anticipate adverse effects, prevent medication errors, and support person-centered care for diverse populations.
Outcomes:
Explain core pharmacologic principles, including pharmacokinetics, pharmacodynamics, and pharmacogenomics; Analyze major drug classes in relation to mechanisms of action, therapeutic effects, adverse effects, and contraindications; Examine the impact of patient-specific factors on medication selection and therapeutic response; Evaluate medication safety principles, including causes of medication errors and adverse drug events; Assess ethical, legal, and regulatory considerations related to medication use in nursing practice; Apply pharmacologic knowledge to clinical scenarios to support clinical reasoning and evidence-informed decisions

GNUR 424 Health Promotion Across the Lifespan (3 Credit Hours)
This course provides students with the skills to promote healthy lifestyles across the lifespan to improve the health of individuals and families. Theoretical models are examined to understand health-promotion decision making. Guided by these theories, students design evidence-based health teaching plans and health maintenance schedules across the lifespan. Using a patient-centered approach, structural, cultural, and social determinants of health are explored, with an emphasis on cultural humility, social justice, and patient safety standards and goals.
Outcomes:
Analyze individual and family health behaviors across the lifespan using established health behavior theories; Assess individual and family health risks using screening guidelines, risk assessment tools, and social, structural, and cultural determinants of health; Apply principles of motivational interviewing and therapeutic communication to support health behavior change in individuals and families; Design evidence-based health teaching plans for individuals or families that incorporate cultural humility, patient-centered care, and patient safety standards; Develop age-appropriate health maintenance schedules for individuals or families based on risk assessment findings and evidence-based screening and prevention guidelines; Demonstrate ethical and professional use of technology, social media, and social marketing strategies to promote health across the lifespan

GNUR 425 Advanced Health Assessment Across the LifeSpan (4 Credit Hours)
This course will prepare the graduate-level nursing student to generate a patient health database, including history and physical examination to inform clinical decision making and health promotion, across the lifespan. The course includes lecture and laboratory components.
Outcomes:
Obtain comprehensive and problem-focused health histories including nutritional, cultural, social, functional, and developmental components; Document comprehensive and problem focused health histories; Perform comprehensive and problem-focused physical examinations; Differentiate normal and abnormal physical, behavioral, and developmental findings; Develop a client problem list based on that patient's health history, and physical examination; Plan anticipatory guidance and health promotion based on age, developmental level and cultural background

GNUR 432 Philosophy of Science (3 Credit Hours)
This course addresses the history and philosophy of science and the influence on nursing knowledge and the rapidly evolving nature of nursing science. This course includes the exploration of a diverse range of historical and contemporary influences of epistemological perspectives of the nature of knowledge and patterns and/or processes of knowing. An evolutionary lens is used to examine the history, philosophical foundations, and associated purpose, and methods of science as a foundation for nursing science.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Describe philosophies of science within historical contexts; 2) Discuss how the nature of knowledge relates to philosophy of science; 3) Analyze how different philosophies of science provide a foundation for nursing knowledge development and discovery; 4) Analyze the association between epistemological and philosophy of science foundations that guide scientific methods

GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan (2 Credit Hours)
Pre-requisites: GNUR 425 Advanced Health Assessment Across the Lifespan
This course focuses on the major principles and skills to conduct a psychiatric mental health assessment across the lifespan. Clinical interviewing skills, eliciting important information, and developing a therapeutic rapport with patients and families are foundational knowledge and skills. Students will learn components of the psychiatric evaluation, including psychiatric review of symptoms and mental status examination, and the development of differential diagnoses and diagnostic formulation. Integrating laboratory findings and medical history into the psychiatric evaluation and utilizing evidence-based clinical practice guidelines will be emphasized. This course will also incorporate theories and practice of diversity and inclusion as it relates to the biopsychosocial and cultural understanding of mental illness.
Outcomes:
At the successful completion of the course, students will be able to: 1) Elicit a comprehensive psychiatric health history and mental health assessment; 2) Distinguish assessment features, interviewing techniques, and legal/ethical aspects for children, adolescents, older or cognitively-impaired adults, and other special populations; 3) Integrate medical history and laboratory findings into differential diagnoses and diagnostic formulation; 4) Apply critical thinking skills and diagnostic reasoning with the use of evidence-based clinical practice guidelines across the lifespan; 5) Identify risk and protective factors, vulnerability, and areas of mental health resilience for patients, families, and communities

GNUR 440 Systematic Inquiry I: Scholarly Writing (2 Credit Hours)
This course focuses on types and styles of academic and scholarly writing. Students learn and apply elements of a rhetorical situation in the production of written work. Style and formatting considerations of scholarly writing are integrated into the drafting and revision of various forms of written work. Experiences with editing, peer-evaluation, and self-evaluation are integrated into the course, along with responding to substantive feedback in the revision of written work. Upon successful completion of this course, the student will be able to:
Outcomes:
1) Compare different genres of academic and scholarly writing styles and products; 2) Apply elements of style and grammar to scholarly writing; 3) Integrate components of a rhetorical situation into logical, focused, and coherent written works; 4) Engage in self and peer critique of written work; 5) Respond to substantive critiques of written work

GNUR 442 Advanced Physiology/Pathophysiology (3 Credit Hours)
This course presents contemporary principles of physiology that underlie the normal function of the human body and serve as a basis for clinical practice in a variety of settings. The content is taught within the context of key molecular processes, cellular and organ system function, and interactions among organ systems. Select clinical cases and exemplars are used to illustrate physiologic concepts and to facilitate the application of physiologic principles to understand the body's homeostatic processes in health and disease. Emphasis is on normal physiology but approaches are used to bridge physiological science with clinical application to common clinical disorders. The educational experience consists of three hours of classroom or on-line instruction per week, independent readings, case analyses, web-based applications, and classroom and/or course platform-supported discussion.
Outcomes:
Explain the physiologic processes that underlie the normal function of the human body; Achieve an understanding of the dynamic interactions of organs and organ systems that promote homeostasis; Interpret and analyze physiologic data within the context of select clinical disorders; Apply the principles of physiology to the understanding of the body's response to threats to homeostasis; Appreciate physiological research aimed at health promotion and the prevention and management of disease

GNUR 443 Psychiatric Mental Health NP Practicum I: Foundational Skills (3 Credit Hours)
This practicum introduces students to foundational skills in psychiatric mental health advanced practice nursing, emphasizing patient-centered care. Students apply basic diagnostic reasoning, screening, interviewing techniques, and management strategies for common behavioral health conditions.
Outcomes:
Demonstrate professionalism in interactions with patients/families and the healthcare team, reflecting ethical standards and respect for patient autonomy; Perform a basic psychiatric mental health history and assessment; Formulate differential diagnoses and basic management plans for common psychiatric mental health problems based on patient data and evidence-based guidelines; Demonstrate therapeutic communication skills in interactions with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions; Assess the impact of acute and chronic medical problems on psychiatric assessment, diagnosis, and treatment

GNUR 444 Psychiatric Mental Health NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of psychiatric mental health patients across the lifespan. Students will refine their management skills and begin caring for patients with increasingly complex psychiatric mental healthcare needs. Students will continue incorporating health promotion strategies while integrating evidence-based practice.
Outcomes:
Conduct and document an advanced psychiatric history and mental health assessment with consideration for level of care and treatment setting; Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for common and complex psychiatric mental health conditions, considering patient preferences, socio-economic, and cultural contexts; Engage in shared decision-making with patients and caregivers to promote health, self-care management, and health literacy; Coordinate psychiatric mental health care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care

GNUR 445 PMHNP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex psychiatric mental health patients across the lifespan. Students refine their clinical judgment while developing leadership skills in interprofessional collaboration and psychiatric mental health patient care coordination across the lifespan.
Outcomes:
Manage increasingly complex patient care through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in psychiatric mental health care settings; Address healthcare disparities to promote equitable outcomes; Manage challenging patient interactions and ethical dilemmas; Incorporate health and psychosocial risk factors into patient treatment plans; Apply principles of self-empowerment and efficacy for behavior change; Prescribe appropriate psychopharmacologic medications

GNUR 446 PMHNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent psychiatric mental health advanced practice nursing. The course emphasis is on full integration of clinical skills, decision-making, and professional roles to prepare competent, independent practitioners who are practice ready.
Outcomes:
Provide independent, comprehensive care that integrates diagnostic reasoning, evidence-based practice, and clinical judgment in managing patients with complex psychiatric mental health diagnoses; Lead interprofessional teams to enhance patient safety, quality, and care outcomes; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Uphold ethical principles in psychiatric mental health practice, including patient autonomy, confidentiality, collaboration, and informed consent; Facilitate shared decision-making opportunities appropriate to the individual and family members' culture, resources, and health literacy; Integrate mental health promotion and relapse prevention for patients and families; Lead individual and group therapy

GNUR 447 AG Acute Care Nurse Practitioner Practicum I: Foundational Skills (3 Credit Hours)
This practicum introduces students to foundational skills in adult gerontology acute care advanced practice nursing. Students develop competency in patient assessment and are introduced to basic diagnostic reasoning and management strategies for episodic, critical, and complex illness and injury, as well as chronic disease exacerbations from middle adolescence through the adult lifespan.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform and document clinically relevant focused or comprehensive patient history and physical assessment, including health promotion and disease and injury prevention; Formulate differential diagnoses and basic management plans for episodic, critical, and complex illness and injury as well as chronic disease exacerbations based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions

GNUR 448 AG Acute Care NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities for middle adolescent, adult, and older adult acute care patients. Students will advance clinical reasoning and expand diagnostic and management skills for patients with increasingly complex episodic, critical, and complex illness and injury, as well as chronic disease exacerbations.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses for patients with episodic, critical, and complex illness and injury, as well as chronic disease exacerbations; Implement evidence-based therapeutic plans considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and caregivers to address risk behavior and promote self-care management, and health literacy; Apply principles of patient care coordination and transitions of care; Manage patients requiring emergent care, consultation, or referral

GNUR 449 AG Acute Care NP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of episodic, critical, and complex illness, injuries, and chronic disease exacerbations from middle adolescence through the adult lifespan. Students refine clinical judgment with emphasis on advancing leadership abilities in interprofessional collaboration and coordinating patient-centered care in high-acuity settings.
Outcomes:
Demonstrate advancing independence in the management of complex patient care; Effectively participate in interprofessional healthcare teams to coordinate and optimize patient care, demonstrating leadership and accountability in acute care settings; Advance integration of the social determinants of health into management plans to address healthcare disparities and promote equitable outcomes middle adolescents through the adult lifespan; Manage difficult patient interactions and ethical dilemmas; Manage patient transitions between care settings, ensuring continuity, and minimizing risks during transfers; Integrate ethical principles into care, including end-of-life decision-making and palliative care

GNUR 451 Psychopharmacology Across the Lifespan (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I
This course focuses on the development of psychopharmacologic knowledge, critical thinking, and clinical judgment in the application of psychotropic medications to treat and manage psychiatric mental health conditions across the lifespan. Emphasis is on the neurobiological underpinning of psychopathology, pharmacodynamics, and pharmacokinetics of psychotropic medications. Students will learn the general principles of psychopharmacologic treatment, major psychotropic drug classes, and the ethical, legal, and professional guidelines for prescribing as an advanced practice nurse.
Outcomes:
At the successful completion of the course, students will be able to: 1) Understand the neurobiological processes related to the psychopharmacological treatment of psychiatric mental health disorders across the lifespan; 2) Differentiate between the major classes of psychopharmacologic medications in terms of pharmacokinetics, pharmacogenomics, pharmacotherapeutic value, and pharmacodynamics; 3) Apply critical thinking and clinical judgment when selecting appropriate psychotropic medications for patients, including: indication for use, diagnostic reasoning, medication and family history, dosing regimens, side effects, drug interactions, contraindications, and therapeutic drug monitoring; 4) Distinguish the management of psychotropic medications across the developmental lifespan, including children, adolescents, adults and older adults, and for patients with psychiatric comorbidities, substance use disorders, and other acute or chronic medical illnesses; 5) Evaluate therapeutic outcomes of psychopharmacological intervention using evidence-based prescribing guidelines, standard monitoring methodologies, psychological tools sensitive to medication changes, and other recommended laboratory testing; 6) Understand the legal, ethical, socio-cultural, and economic considerations when prescribing psychotropic medications across the lifespan

GNUR 452 AG Acute Care NP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent acute care practice for adolescents, adults, and older adults. The emphasis is on full integration of clinical skills, decision-making, and professional roles to prepare competent, independent practitioners who are practice ready.
Outcomes:
Provide independent, comprehensive care for complex acute, critical, and chronically ill adult and older adult patients to manage physiologic instability and risk for potential life-threatening conditions; Demonstrate full integration of diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in acute care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner

GNUR 453 Social Justice and Ethics in Professional Nursing Practice (2 Credit Hours)
This course focuses on ethics, social justice, and advocacy in the professional nursing role. Frameworks and approaches to ethics, social justice, and advocacy are presented through the perspective of professional nursing practice, professional nursing identity, and responsible citizenship in promoting health and health equity. Strategies to promote self-advocacy skills in individuals and groups are integrated into the course.
Outcomes:
Compare advocacy strategies in advancing social justice, inclusivity, and health equity; Compare ethical frameworks for decision making in professional nursing practice; Understand health-related social justice and health-related ethical issues at the local, regional, national, and global levels; Integrate ethical standards and professional values and guidelines into mission-centered professional nursing practice

GNUR 454 Policy, Advocacy, and Care Coordination (2 Credit Hours)
This course prepares master's entry nursing students to lead and advocate for equitable, coordinated, and patient-centered care within complex healthcare systems. Students explore the nurse's role in care transitions, interprofessional collaboration, and systems-based practice. Emphasis is placed on health policy, population health, and strategies for influencing change through advocacy, leadership, and ethical decision-making to improve health outcomes at the individual, community, and systems levels.
Outcomes:
Apply knowledge of systems and policies to design coordinated care plans that promote safe and equitable outcomes; Integrate principles of team science and leadership to improve care coordination and transitions; Analyze the impact of health policy and financing on care delivery, access, and health equity; Advocate for individuals, families, and populations to influence policy and promote social justice in healthcare; Examine leadership behaviors to advance policy development, ethical practice, and accountability in complex health systems

GNUR 455 Scholarly Writing (1 Credit Hour)
This course provides the opportunity for graduate students to further develop their scholarly writing skills. Research tools, publication ethics, literature reviews, academic writing, scientific research reports, submission strategies and etiquette, and alternative disciplinary genres will be explored.
Outcomes:
Develop individual strategies for reading, generating, revising, editing, and proofreading scholarly writing; Recognize, discuss, and demonstrate dynamics of effective literature reviews, scientific research reports and proposals

GNUR 456 Psychotherapeutics Individuals Groups Families (3 Credit Hours)
Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I
This course focuses on the theoretical underpinnings and professional practice of integrating and evaluating psychotherapeutic modalities into advanced practice psychiatric nursing care with individuals, groups, and families. Using the principles of psychotherapy, students will learn the skills to develop strong therapeutic relationships to enhance mental health treatment, strengthen mental health resilience, and improve psychiatric outcomes. Emphasis will be on patient and family-centered care, which integrates socio-cultural perspectives of mental health and illness, treatment preferences, ethics and values, and legal or economic considerations.
Outcomes:
At the successful completion of the course, students will be able to: 1) Synthesize theories, ideological approaches, and methods for psychotherapeutic intervention as a basis for individual, family, and group therapy; 2) Understand how psychotherapeutic modalities, such as cognitive-behavioral, humanistic, and integrative-holistic therapies, are recommended based on age and developmental level, psychiatric condition, evidence-based practice, and patient-family preferences; 3) Apply clinical judgment, critical thinking, and decision making when integrating principles and techniques of psychotherapy into care; 4) Assess socio-cultural and spiritual perspectives of individuals, groups, and families and incorporate values into care; 5) Evaluate psychotherapeutic approach based on patient or family response, research and practice evidence, and changes in health policy; 6) Integrate legal, ethical, economic, and professional standards to the practice of psychotherapy

GNUR 471 Palliative Care (2 Credit Hours)
This course is designed to provide the student with an overview of the philosophy and principles of palliative care; the course emphasizes the unique knowledge that describes, explains, and guides the provision of hospice and palliative care. Students consider a holistic approach to care, including state-of-the-art nursing interventions that provide effective pain and symptom management and promote psychosocial and spiritual well-being. Students are prepared to serve diverse client populations whose diseases are life-threatening, and to perform effectively as members of an interdisciplinary team providing palliative care.

GNUR 472 Psychiatric Mental Health Advanced Practice Across Lifespan I (3 Credit Hours)

Pre-requisites: GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan

This course focuses on the neuroscientific understanding of psychiatric mental health disorders, which includes current evidence in genetics, biochemistry, neuropsychiatry, and behavioral neurology. Students will learn the DSM-5 classification for mental disorders, including etiology, development and course, risk and prognostic factors, diagnostic criteria, differential diagnoses, and cultural considerations. Major categories of mental disorders examined in this course are: psychosis and schizophrenia, depression and other mood disorders, anxiety disorders, trauma and stressor-related disorders, attention-deficit hyperactivity disorder, and substance use disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the developmental lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. Socio-cultural and ethical implications of the psychiatric mental health diagnosis also will be discussed.

Outcomes:

At the successful completion of the course, students will be able to: Synthesize neuroscientific evidence for the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; Apply critical thinking, diagnostic reasoning, and clinical judgment to the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; Implement the use of psychological tools and rating scales to strengthen diagnostic certainty, collect subjective and objective data, measure progress, and evaluate treatment outcomes; Examine the socio-cultural and ethical implications associated with the psychiatric mental health diagnosis

GNUR 473 Leadership in Nursing Practice (3 Credit Hours)

This course focuses on leadership concepts and theories, with an emphasis on application for transformation in healthcare. Students will explore contemporary and historical leadership theories, organizational dynamics, change management strategies, and quality improvement methodologies essential for effective nursing leadership. This course prepares nurses to navigate regulatory, financial, legal, ethical, and technological influences that influence healthcare and policies. This prepares nurses to lead interprofessional teams, influence health policy, and drive innovations that promote health equity and social justice.

Outcomes:

Utilize principles of leadership and management concepts and theories to analyze organizational structures, cultures, and processes that impact healthcare delivery and patient outcomes; Apply leadership concepts and strategies to develop personal leadership style that promotes safety, fosters interprofessional teamwork, and promotes solutions to the challenges in healthcare environments; Apply evidence-based change management theories to lead organizational change that improves care quality and patient safety; Analyze health and regulatory policy at organizational, local, state, and national levels to advocate for policy changes that address challenges in the healthcare system; Evaluate quality improvement initiatives that support evidence-based practice and drive measurable improvements in healthcare outcomes; Apply communication strategies to lead interprofessional teams, facilitate collaboration, and promote high-quality, person-centered care across healthcare settings

GNUR 474 Psychiatric Mental Health Advanced Practice Across Lifespan II (3 Credit Hours)

Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course builds on the knowledge base, diagnostic reasoning, and critical thinking competencies developed in Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I. This course continues the neuroscientific understanding of psychiatric mental health disorders and DSM-5 classification - for additional categories of illness, including autism and other neurodevelopmental disorders, eating disorders, dementia and delirium, sleep disorders, suicidality, and personality disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. In addition, emphasis on the bio-social-cultural understanding of mental health and illness will continue to be explored with special consideration to vulnerable groups.

Outcomes:

At the successful completion of the course, students will be able to: 1) Synthesize neuroscientific evidence on the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; 2) Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; 3) Apply critical thinking, diagnostic reasoning, and clinical judgment into the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; 4) Develop treatment recommendations and care plans that incorporate the perspectives, cultures, and values of patients and families with consideration to safety, environmental context, and professional ethics; 5) Explain the complex socio-cultural, ethical, political, and economic context for psychiatric diagnosis, mental health care, and mental health policy within the US; 6) Examine the impact of policy changes and advocacy efforts for special or vulnerable populations within psychiatric mental health care and treatment

GNUR 475 Quality and Safety in Professional Nursing Practice (3 Credit Hours)

This course focuses on quality and safety as interdependent concepts. Quality and safety from the provider and recipient of care perspectives are emphasized, along with organizational and societal factors that contribute to a culture of safety and quality. The professional nurse role in improving quality and safety individually, and within the intraprofessional and interprofessional care teams is a focus of this course.

Outcomes:

Analyze common and distinct attributes and indicators of quality, safety, and cultures of quality and safety; Compare provider, organizational, and societal factors that influence quality and safety; Implement strategies to improve patient care outcomes at the individual, group, and community levels; Compare models and processes of quality, safety, quality improvement, and process improvement; Analyze the nursing role in improving healthcare quality and safety through individual, intraprofessional, and interprofessional actions

GNUR 476 Basic Diagnostics for Advanced Practice (2 Credit Hours)
Pre-requisites: Advanced Health Assessment, Advanced Pathophysiology, Advanced Pharmacology
The focus of this course is on clinical decision making for selecting and interpreting diagnostic tests. Students will use evidence to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.
Outcomes:
1) Select appropriate diagnostic tests for conditions commonly seen by advanced practice nurses; 2) Evaluate diagnostic tests selection, based on health assessment data, clinical signs and symptoms, cost, risk/benefit analysis; 3) Interpret diagnostic test results for clinical decision making

GNUR 477 Professional Nursing: Identity, Values, and Practice (2 Credit Hours)
This course introduces nursing students to professional identity formation and the foundational competencies needed for safe, ethical, and high-quality nursing practice. Students examine legal, regulatory, and professional standards while developing skills in communication, ethical decision-making, teamwork, accountability, scope of practice, and self-care. Grounded in Jesuit values of cura personalis, magis, reflection, and intentionality, learning activities include case-based analysis, guided reflection, and discussion of real-world professional scenarios. By the end of the course, students will be able to analyze professional nursing standards, integrate Jesuit values into practice, and apply effective communication, decision-making, and self-care strategies to navigate complex professional situations and sustain professional integrity and well-being.
Outcomes:
Evaluate professional nursing standards, ethical codes, and legal and regulatory frameworks to support evidence-based decision-making, accountability, and advocacy for equitable care; Integrate Jesuit values and professional nursing standards to support therapeutic communication, cultural humility, effective teamwork, and professional identity development; Create evidence-based strategies for professional resilience, self-care, and lifelong learning that prevent burnout and support ongoing professional engagement and advocacy; Synthesize values, ethics, knowledge, and professional comportment to develop a professional nursing identity that guides decision-making, relationships, and advocacy across care settings

GNUR 480 Professional Role Development for Nursing (3 Credit Hours)
This clinical immersion experience facilitates the integration of nursing knowledge, clinical reasoning, leadership, and professional role behaviors as students transition into the role of the professional registered nurse. Working in partnership with a preceptor and under faculty supervision, students synthesize concepts from biological, behavioral, and clinical sciences to design, deliver, and evaluate evidence-based, equitable, and person-centered care. Students engage in interprofessional practice, emphasizing clinical judgment, quality improvement, and leadership for health equity. Reflection is used to advance professional identity, ethical comportment, and accountability for outcomes across levels of care.
Outcomes:
Integrate professional standards, evidence, and ethical principles to design, deliver, and evaluate person-centered, equitable, and safe nursing care; Integrate safety culture, quality improvement, and evidence-based principles to evaluate and enhance clinical decision-making, care delivery, and system processes that promote safe, effective, and equitable patient outcomes; Apply leadership and management principles to coordinate, prioritize, and delegate nursing care that ensures safe, effective, and person-centered outcomes; Collaborate with patients, families, and interprofessional teams using effective communication, shared decision-making, and technology to improve quality, safety, and equity in care outcomes; Exemplify accountability, professionalism, and reflective practice consistent with the values and responsibilities of the registered nurse role; Analyze the impact of social, structural, and environmental determinants of health on patient and population outcomes to promote health equity and justice

GNUR 482 Psychiatric Mental Health Advanced Practice Nursing Practicum (3 Credit Hours)
Pre-requisites: GNUR 472
The practicum course guides the development and transition of students to the advanced practice psychiatric nurse practitioner role. Synthesizing knowledge and experience gained from previous courses, the practicum helps students advance their proficiency and skills in caring for patients with acute, chronic, and complex psychiatric mental health problems. With understanding of various psychiatric mental health settings and levels of care, students in the practicum experience will apply their knowledge and synthesis of content with patients, families, and communities across the lifespan. Emphasis will be on the assessment, diagnosis, treatment, and care coordination of psychiatric mental health disorders. Students are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent within their population and specialty practice.
Outcomes:
At the successful completion of the course, students will be able to: 1) Elicit and document a comprehensive psychiatric history and mental health assessment with consideration for level of care and treatment setting; 2) Generate differential diagnoses, problem list, and diagnostic formulation after synthesizing and evaluating objective and subjective data from patients, families, and other informants; 3) Develop an evidence-based treatment plan based on psychiatric diagnosis and presentation, knowledge of psychopharmacology and psychotherapeutic approaches, respect for persons, and consideration to special or vulnerable groups; 4) Apply critical thinking, clinical judgment, and decision making when implementing treatment recommendations and evaluating strategies within mental health care plans; 5) Understand the importance of coordinated care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care; 6) Implement preventive psychiatric mental health care for populations across the lifespan, which includes health and wellness programs, mental health screening, psychoeducation, counseling and therapeutic services, and integrative and holistic approaches

GNUR 487 Primary Care Nurse Practitioner Practicum I: Foundational Skills (3 Credit Hours)
Co-requisites: GNUR 526 or GNUR 528
This practicum introduces students to foundational skills and competencies in advanced practice nursing in primary care, emphasizing patient-centered care and health promotion. Students apply basic diagnostic reasoning and management strategies for common primary care conditions.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform clinically relevant focused or comprehensive patient history and physical assessment; Formulate differential diagnoses and basic management plans for common health problems based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions; Screen for health risks and health promotion/disease prevention needs, based on age and risk factors

GNUR 488 Family Nurse Practitioner Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Co-requisites: MCN 401 and MCN 414
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of primary care patients across the lifespan. Students will refine management of common health conditions and collaborate to begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and families to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Implement interventions to promote health with at-risk families

GNUR 489 FNP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex primary care patients across the lifespan. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination.
Outcomes:
Manage increasingly complex patient care, through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to clinical cases; Manage difficult patient interactions and ethical dilemmas; Prescribe medications for special populations (infants, children, pregnant/lactating women, older adults)

GNUR 490 FNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent primary care practice across the lifespan. The course emphasis is on full integration of clinical skills, decision-making, and professional roles in order to prepare competent, independent practitioners who are practice-ready.
Outcomes:
Provide independent, comprehensive care for diverse populations across the lifespan, managing acute, chronic, and preventative care needs; Integrate diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in primary care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Facilitate family decision-making

GNUR 491 AGPC-NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of adolescent, adult, and older adult primary care patients. Students will refine management of common health conditions and begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and caregivers to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Implement interventions to reduce risk factors for diverse and vulnerable populations from middle adolescents to frail older adults

GNUR 492 AGPC-NP Practicum III Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex adolescent, adult, and older adult primary care patients. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination.
Outcomes:
Manage complex patient care, through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to common and complex clinical cases; Manage difficult patient interactions and ethical dilemmas; Manage medications for the older adult population, incorporating polypharmacy and deprescribing principles

GNUR 493 AGPC-NP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent primary care practice for adolescents, adults, and older adults. The emphasis is on full integration of clinical skills, decision-making, and professional roles in order to prepare competent, independent practitioners who are practice-ready.
Outcomes:
Provide independent, comprehensive care for diverse populations, managing acute, chronic, and preventative care needs; Integrate diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in primary care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Manage geriatric syndromes

GNUR 494 WHNP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of Women's Health primary care and gender related care for patients from puberty across the adult lifespan. Students will refine management of common health conditions and collaborate to begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and families to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Screen for risk factors that may affect reproductive, pregnancy, and/or sexual health status and outcomes; Perform an age appropriate, comprehensive gynecologic, sexual, reproductive, and menopausal health history and physical examination

GNUR 495 WHNP Clinical Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex Women's Health primary care patients inclusive of all gender identities, including transgender and non-binary individuals. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination for puberty through the adult lifespan.
Outcomes:
Manage increasingly complex patient care through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to clinical cases; Manage difficult patient interactions and ethical dilemmas; Participate in care collaboration for people with complex reproductive and sexual healthcare needs

GNUR 496 WHNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent Women's Health/ Gender Related primary care practice from puberty across the adult lifespan. The emphasis is on full integration of clinical skills, decision-making, and professional roles.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform and document clinically relevant focused or comprehensive patient history and physical assessment, including health promotion and disease and injury prevention; Formulate differential diagnoses and basic management plans for episodic, critical, and complex illness and injury as well as chronic disease exacerbations based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions

GNUR 498 Independent Study (1-6 Credit Hours)
Directed study in a specific topic area under the supervision of a faculty member.

GNUR 499 Interprofessional Team Practicum (1-7 Credit Hours)
Consent of discipline Program Director in collaboration with course faculty is required for registration. This course provides opportunities to students with backgrounds in a variety of clinical disciplines to engage in interprofessional team projects in healthcare settings and health and human service organizations, and to develop interprofessional competencies and project management skills.
Outcomes:
Apply knowledge of selected concepts, models, and theories from the clinical and management sciences to the management of high performing teams; apply evidence based/research findings for a selected problem/project; and examine the leader role within an interprofessional team environment

GNUR 500 Phenomena and Theories for Nursing Science I (2 Credit Hours)
This course emphasizes methods to analyze and develop knowledge of a phenomenon that is relevant to nursing science. Traditional and advanced methods of concept analysis and development are explored and critiqued for the advancement of nursing knowledge and nursing science. Fieldwork experiences for developing and refining a phenomenon of interest are included in the course.
Outcomes:
Upon successful completion of the course, the student is able to: 1) Evaluate existing and emerging concept development and analysis methods in developing substantive knowledge of a phenomenon; 2) Differentiate between disciplinary and professional knowledge of a phenomenon of interest; 3) Analyze the theoretical-conceptual-empirical structure of a phenomenon; 4) Compare extant and sensitizing conceptualizations of phenomenon

GNUR 501 Phenomena and Theories for Nursing Science II (2 Credit Hours)
This course is focused on the role of theory in the development of nursing knowledge. Emphasis is placed on strategies for theory development and evaluation in the generation and advancement of nursing science. Levels of theory on a continuum spanning grand theory to middle range theory are examined for utility in nursing science. The relation between theory and the substantive structure of nursing is examined.
Outcomes:
Upon successful completion to this course, the student is able to: 1) Relate the domain and perspective of the substantive structure of nursing to nursing theory and nursing science; 2) Analyze levels of theory, nursing theory, and theory development; 3) Apply theory analysis, theory synthesis, and theory derivation strategies; 4) Evaluate the logical and conceptual structure of theory and nursing theory

GNUR 504 Emergency and Acute Care Procedures for the NP (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 508 The Nurse Scientist Role (2 Credit Hours)
This course addresses the responsibilities and activities of a nurse scientist including the responsible conduct of research and ethical practice; scientific freedom and social responsibility; collaboration and negotiation; and the peer review process. The development of a program of research and research career trajectory including research funding and dissemination of research are examined. Students will identify traditional and emerging settings for the nurse scientist. The course explores knowledge and skills required to successfully work in teams within the local and global scientific community. The role expectation of the nurse scientist related to intra-professional and interprofessional research and mentorship are examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Analyze the qualifications, attributes, professional values, and ethics of a nurse scientist; 2) Identify career trajectory options of a nurse scientist; 3) Analyze stewardship of the nursing discipline within intra- and interprofessional teams

GNUR 509 Teaching Methods (3 Credit Hours)
This course focuses on teaching and learning theories, principles, and practices in nursing education. Major topic areas include philosophies and theories of teaching and learning, teaching and learning processes and resources, curricular and program designs and frameworks, competency development and assessment, evaluation and measurements strategies, the faculty role, and regulatory issues.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain philosophies, theories and principles of teaching and learning; 2) Evaluate curricular design and implementation; 3) Analyze evaluation and measurement strategies in nursing education; 4) Discuss expectations of the faculty role; 5) Articulate the relationship among educational setting, teaching methods, and learner outcomes; 6) Evaluate education and nursing education research literature for implementation in practice

GNUR 510 Teaching Practicum (3 Credit Hours)
This practicum course provides students with a context for applying the concepts of teaching and learning in nursing education. Students will experience various dimensions of the teaching role and design, deliver and evaluate teaching/learning strategies. The practicum consists of supervised experiences with assigned faculty mentor(s) in varied teaching/learning environments.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Assess the learning needs and learning styles of learners; 2) Apply effective teaching in a selected area of nursing; 3) Apply principles of evaluation in formative and summative evaluations of the learners

GNUR 512 Quantitative Methods & Design for Nursing Research (3 Credit Hours)
This course focuses on quantitative research methods and designs for nursing research. The linkages between theory, concepts, research design, instrumentation, sampling, data collection and analysis, and reporting are emphasized. Ethical concerns related to the research process are discussed and analyzed. Students will gain practical experiences in quantitative research methods.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Evaluate and synthesize quantitative research studies and identify gaps for future quantitative research; 2) Identify theoretical or conceptual frameworks that guide research; 3) Develop research aims to address gaps in knowledge; 4) Understand conceptual-operational linkages in quantitative nursing research; 5) Assess the adequacy of quantitative designs in answering research questions; 6) Identify ethical concerns of quantitative research and the protection of human subjects; 7) Apply knowledge and skills related to conducting a quantitative research study

GNUR 513 Qualitative Methods in Nursing Research (3 Credit Hours)
This course focuses on exploration of qualitative research approaches including grounded theory, ethnography, phenomenology, narrative, case study, and pragmatic approaches such as qualitative description. Discussion will include a focus on epistemology, ontology, methods, strategies, data collection, analysis, and dissemination of results. Ethical and special concerns of qualitative research are emphasized.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain the significance of qualitative research methods for the development of nursing and interdisciplinary science; 2) Explain the relationship between theoretical and philosophical foundations and assumptions of qualitative research methods; 3) Compare the major qualitative research designs in terms of background, purpose, research questions, data gathering techniques, analytical methods and report of results; 4) Develop basic skills in qualitative data collection and analysis; 5) Analyze ethical issues related to qualitative research and the protection of human subjects

GNUR 519 Measurement for Nursing Research (3 Credit Hours)
This course focuses on principles and concepts of measurement in nursing research. Psychometric theory, measurement frameworks and instrument development, critique, and testing are addressed. Methods for generating and evaluating reliability and validity evidence are emphasized and operationalized. Ethical concerns related to the development and use of measuring instruments are examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Understand key principles and concepts of psychometric theory and measurement frameworks; 2) Differentiate between reliability and validity as evidence to support the use of a measure; 3) Apply statistical techniques in the generation of reliability and validity evidence; 4) Evaluate the suitability of measuring instruments for use in nursing research; 5) Understand principles and approaches to instrument development and testing; 6) Understand ethical issues related to instrument development, testing, and usage

GNUR 520 Systematic Inq II: Reviewing & Synthesizing Lit (2 Credit Hours)
This course focuses on learning and applying the process of systematic inquiry as a method to identify the state of science of a substantive area, gaps in the literature, and implications for nursing. Students learn how to search, organize and analyze the literature, synthesize and report the findings.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Define systematic inquiry and its relationship to research; 2) Distinguish among different types of literature syntheses; 3) Apply the process of systematic inquiry to a select topic; 4) Apply tools, methods and techniques for organizing literature; 5) Utilize appropriate standardized guidelines when reporting a literature review

GNUR 521 Population-Focused Health (3 Credit Hours)
This course is designed to assist students with identifying, analyzing, and evaluating health issues confronting the doctorally prepared nurse in the provision of population-focused health care. Epidemiologic concepts and databases will be covered in the context of population needs assessments. Evidence-based interventions that address health disparities will be examined.
Outcomes:
1) Analyze the role of federal, state, and local governments in population health; 2) Assess population specific health needs using Healthy People and the determinants of health as frameworks; 3) Examine the role of the World Health Organization and non-governmental organizations in population health; 4) Analyze health disparities and needs of priority populations using databases; 5) Apply epidemiologic concepts when completing a population needs assessment; 6) Examine evidence-based interventions for population specific health issues

GNUR 522 Emergency Health Care of Adults (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 523 Health Care Policy and Economics (3 Credit Hours)
Course content provides the student with advanced policy, economic and financial knowledge, frameworks and skills required to assume a leadership role in healthcare. An emphasis is placed on using evidence to develop an understanding of key relationships between political, economic and financial dimensions in healthcare and how these relationships affect a selected population of interest.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Evaluate the influences of policy on health care delivery at institutional, local, state, national or global levels; 2) Analyze the effects of health policy; 3) Analyze the effects of economic factors on health care decision making; 4) Apply strategies for assessing costs, maximizing productivity, and achieving quality outcomes in evidence-based practice and/or research; 5) Design practice improvement recommendations that account for policy, economic and financial variables affecting selected populations

GNUR 524 Advanced Reproductive and Sexual Health (3 Credit Hours)
Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment
This course will prepare the advanced practice nurse to manage the reproductive and sexual health care needs of all individuals throughout the lifespan. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for reproductive and sexual health. Emphasis is on the principles of reproductive anatomy and physiology including puberty, genetics, pregnancy, embryonic/fetal development, parturition, puerperium, lactation, and menopause in relationship to advanced practice nursing care.
Outcomes:
By the end of this course, advanced practice nursing students will: 1) Synthesize principles of neuroendocrine and physiological regulation of female and male reproductive function and the normal parameters of puberty, menarche, fertility, and menopause; 2) Analyze the impact of non-gynecologic primary health conditions on reproductive and sexual health; 3) Incorporate established evidence based sexual and reproductive health clinical practice guidelines; 4) Identify strategies to provide high quality, person-affirming, and culturally inclusive healthcare for self-identified gender and sexual minority persons and non-conforming individuals; 5) Develop genomics and genetic risk factor assessment in relation to reproductive and sexual health care, including basic principles of genetic testing, counseling, and referrals; 6) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes

GNUR 525 Special Populations and Topics in Emergency Health Care (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to prepare the emergency nurse practitioner student to assume responsibility for stabilization and treatment of special populations that present to the emergency department. Evidence-based practice is discussed as it relates to the evaluation and treatment of emergent conditions in obstetrics and gynecology, pediatrics, mental health disorders, victims of abuse, and patients receiving palliative and hospice care. Special topics of disaster management, the approach to acute resuscitation, analgesia and procedural sedation, toxicology, environmental emergencies and legal topics in emergency health care will be covered.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Synthesize evidence-based theories and practices into assessment, diagnosis and treatment of patients in special populations that present to the emergency department for care; 2) Analyze subjective/objective information to emulate differential diagnoses of emergent conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Develop treatment plans that incorporate inter-professional and socio-cultural sensitive treatment options; 5) Recognize legal issues that are unique to the delivery of care in the emergency setting; 6) Apply principles of disaster management to the care of individuals and communities affected by disasters

GNUR 526 Management of Common Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of common primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for Health Promotion and Disease Prevention, evaluation, and treatment of dermatologic, mental health, HEENT, gastrointestinal, and genitourinary problems.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Assess presenting common health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of common conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 528 Management of Complex Adult Health Problems (4 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of complex primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected complex health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for evaluation and treatment of cardiovascular, peripheral vascular, respiratory, palliative care, neurological, musculoskeletal, hematologic, endocrine, infectious disease, and renal disease problems.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Assess presenting complex health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of complex conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 529 Family-Focused Health Promotion and Disease Prevention (3 Credit Hours)

Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment

This course emphasizes a family-focused approach to health promotion, disease prevention, and risk reduction from birth to end of life. Common issues impacting individual, family, population, community, and global health are explored. Strategies for health promotion and disease prevention are addressed with consideration for culture, social determinants of health, and social justice.

Outcomes:

By the end of this course, advanced practice nursing students will: 1) Analyze data sources that identify and predict health risks of the individual, family, and community to facilitate development of clinical intervention strategies; 2) Integrate family systems theory and research on health promotion and disease prevention into strategies to manage health-related problems affecting family and community; 3) Synthesize broad ecological, global and social determinants of health to design evidence-based, culturally relevant clinical interventions and strategies; 4) Apply evidence-based guidelines to the identification and prevention of significant healthcare problems affecting populations at risk; 5) Distinguish cultural, spiritual, ethnic, gender, sexual orientation, economic, environmental, and age cohort differences in the risk, presentation, progression, and treatment of health problems

GNUR 530 Topical Seminar for Nursing (1-5 Credit Hours)

These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation.

Outcomes:

Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

GNUR 532 Research Internship (2-3 Credit Hours)

This course provides an opportunity for the student to undergo a mentored experience in scientific inquiry. With the Course Director, students will identify a faculty mentor who has an active program of research and can provide an environment for a mentored experience in scientific investigation. The student and faculty mentor will mutually develop achievable objectives with measureable outcomes. This experience can encompass a broad range of research activities that span the scope of scientific investigation. Successful completion of the internship will provide the student with an experiential base of research, which will enhance their knowledge and skills in the conduct of research and facilitate their socialization into the multifaceted role of an investigator.

GNUR 534 Advanced Practice Nursing Care of Older Adults (2 Credit Hours)

Pre-requisites: GNUR 528 Management of Complex Adult Health Problems for NP students OR MSN 447 for CNS students

This course explores current issues in aging and the care of older adults. A major focus of the course is preparing the advanced practice nurse to manage the healthcare of older adults with multiple medical and psychosocial needs in increasingly complex care systems. Topics include health promotion, disease prevention, and social determinants of health for older adults across the spectrum of health and illness, best practices in the management of geriatric syndromes, and special considerations in the assessment of older adults with functional and cognitive limitations.

Outcomes:

1) Apply current issues in aging, including aging theory, social determinants of health, caregiving, and legal-ethical considerations in the care of older adults; 2) Investigate the variety of care systems and settings where older adults receive care, including transitions of care; 3) Generate comprehensive health maintenance plans for healthy older adults and older adults with multiple comorbidities, incorporating evidence-based screening and prevention principles; 4) Discuss special considerations in the assessment of older adults with functional and cognitive limitations; 5) Apply best practices in assessment and management of geriatric syndromes; 6) Evaluate the importance of interprofessional teamwork in the care of older adults with multiple comorbidities

GNUR 535 Substance Use Disorders Addiction Lifespan I (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I and II

This course is an introduction to critical thinking, diagnostic reasoning and clinical judgment to assess, diagnose and treat clients with substance use and addictive disorders. Neurobiological, behavioral, and socioecological perspectives will be used to understand the etiology, course and development, differential diagnoses and management of substance use and addiction. Students will learn pharmacological and non-pharmacological interventions to treat and manage substance use and addictive disorders across the lifespan.

Outcomes:

At the successful completion of the course, students will be able to: 1) Synthesize evidence-based scientific theories of substance use and addictive disorders; 2) Understand the neurobiological, behavioral, and socioecological aspects of substance use and addiction; 3) Assess and diagnose substance use and addictive disorders for clients with developmental considerations across the lifespan; 4) Apply pharmacologic, non-pharmacologic, and behavioral interventions in the management of clients with substance use and addictive disorders; 5) Evaluate management strategies in the treatment of substance use and addictive disorders

GNUR 536 Management of Adults with Acute/Critical Conditions I (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in the assessment, diagnoses, collaborative and holistic management of adults and older adults with traumatic, pulmonary and cardiothoracic disorders in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with trauma and cardiothoracic disorders within an acute care setting; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 537 Substance Use Disorders Addiction Lifespan II (2 Credit Hours)

Pre-requisites: Substance Use Disorders and Addiction Across the Lifespan I

This course focuses on the complex management of treating substance use and addictive disorders across the lifespan. Evidence-based strategies for caring for clients with co-occurring substance use and psychiatric disorders are presented. Students will learn innovative and novel approaches within research and practice to treat substance use and addiction. The socio-cultural, ethical, and legal challenges surrounding addiction and substance use disorders also will be explored.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand different philosophical approaches to manage addiction and substance use, including abstinence and harm reduction models; 2) Implement and evaluate evidence-based strategies to care for clients with complex co-occurring psychiatric and substance use disorders with an emphasis on recovery; 3) Describe how to include family and community members into the management of substance use disorders and address stigma associated with addiction and substance use; 4) Analyze the current research and practice focused on innovative and novel approaches and examine socio-cultural, ethical, and policy implications; 5) Explain the legal, ethical, and economic factors associated with substance use and addiction practice

GNUR 538 Management of Adults with Acute/Critical Conditions II (3 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in assessment, diagnoses, collaborative and holistic management of adults and older adults with systemic disorders that include episodic and chronic health problems in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with systemic disorders that include acute and critical episodes of health problems in acute care settings; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 539 Innovative Science, Theory and Methods (3 Credit Hours)
This course will introduce doctoral students to evolving areas of science and technology relevant to nurse scientists that require collaborative approaches and interdisciplinary team science. Content will focus on informatics and data science, genomics, implementation science, team science, and the value of health care.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Identify core concepts in informatics/data science, genomics, and implementation science; 2) Describe implementation science methods and determine appropriate models for health-related interventions; 3) Analyze the main ethical issues surrounding the use of big data (of all types); 4) Determine the value of innovative science methods to the health care system; 5) Analyze current and future applications of omics for precision health

GNUR 540 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)
This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.
Outcomes:
1) Analyze the multi-faceted ethical problems in healthcare, nursing practice, education, research, administration and policy; 2) Articulate one's own approach to moral reasoning when responding to bioethical issues in nursing; 3) Identify presuppositions/assumptions underlying one's positions and the bases for accepting those presuppositions/assumptions; 4) Examine fundamental critical questions in ethics and nursing; 5) Explore selected social justice bioethical issues

GNUR 542 Grant and Proposal Writing (3 Credit Hours)
This course provides the foundation for grant development and submission. Content includes identifying sources and types of funding from governmental agencies, private foundations, and professional societies. Fundamental skills and strategies needed to prepare a competitive research grant proposal are addressed. Emphasis is placed on the strategies in revising an application, and the peer review process. Students will gain experience in writing sections of a competitive grant proposal, critiquing proposals and participating in a mock review.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Identify major sources and mechanisms of public and private funding for health-related research; 2) Describe key components of a research grant proposal; 3) Evaluate the strengths and weaknesses of research proposals; 4) Develop skills in preparing a competitive grant application; 5) Critique research grant proposals using peer review process

GNUR 543 Adult Primary Care NP Practicum (1-4 Credit Hours)
Pre-requisites: GNUR 526: Management of Common Adult Health Problems or GNUR 528: Management of Complex Adult Health Problems; WHNP Students also need MCN 414: Childbearing/ Family Course
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in primary care. During each practicum, the student will care for adult patients. This care includes health promotion, disease prevention, as well as assessment and management of the most common acute, chronic, and complex health problems.
Outcomes:
At the successful completion of this practicum, students will be able to: 1) Perform complete physical, psychological and social health assessments, incorporating principles of health promotion, health maintenance, and chronic disease management; 2) Provide teaching, counseling, and anticipatory guidance in accordance with the patient and family's readiness stage; 3) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 4) Integrate knowledge of pathophysiologic and psychosocial changes associated with common acute, chronic and complex health problems into clinical decision-making; 5) Implement evidence-based, developmentally supportive plans of care for adolescents, adults, and older adults; 6) Modify management plan according to clinical response and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

GNUR 544 Nursing and Health Policy (3 Credit Hours)
This course provides a framework for understanding health care delivery systems and the ability to analyze health policy using selected theoretical models. Students will apply theoretical models to evaluate existing and proposed health policies from the perspective of relevant stakeholders. Students will identify the political, economic, legal, social and ethical forces which impact the health policy-making process at the organization, local, state and national level, The changing role and responsibilities of the government, private sector, health professionals, and consumers will be examined in terms of access to care, health care financing, regulations, safety, quality and efficiency. Specific methods and strategies to influence health policy will be explored.
Course equivalencies: X-DNP 503/GNUR 544
Outcomes:
1) Analyze health care delivery systems and specific health policies using selected theoretical models; 2) Describe forces that shape health care policy development and implementation in the United States; 3) Relate the philosophy and ethical basis of Jesuit education to the values and preferences which shape health policy in a pluralistic society; 4) Outline the process of policy development and implementation within the content of multiple forces (government, the private sector, health professionals and consumers) that shape health care policy in the United States; 5) Discuss current health and nursing policy issues in the US and globally with emphasis on the political, social, economic, and cultural factors which influence health disparities and access to care; 6) Analyze a health policy within the student's own area of practice and interest in terms of the social, economic, legal political, and ethical forces that effect current and latent health outcomes; 7) Explain specific methods and strategies hat health care providers can use to advocate for and influence health policy at the organization, local, state, national and/or international level

GNUR 545 Evidence Translation for Advanced Clinical Practice (3 Credit Hours)
This course builds on the student's understanding of using research and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing leadership competencies in the areas of translational research, evidence-based practice and interprofessional teamwork. Key competencies are developed in the critical evaluation and synthesis of extant research, development of evidence-based protocols and evaluation of outcomes.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Evaluate theory, concepts and methods to guide translation of evidence; 2) Formulate questions about population-based practice problems, issues and areas for improvement in context; 3) Synthesize the state of evidence with regard to a specific practice problem; 4) Develop an evidence-based protocol to address the practice problem, issue and/or area for improvement in context; 5) Understand the use of metrics in the identification, monitoring and evaluation of practice outcomes; 6) Analyze social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 546 Advanced Statistics I (3 Credit Hours)
This course provides graduate students with a foundation in applied regression analysis techniques used in health, social, and behavioral sciences. The major topics covered in this course are univariate/multivariate linear regression, advanced data screening, model building, variable selection, regression diagnostics, univariate/factorial analysis of variance, and repeated measures design analysis of variance. Conceptual understanding and critical evaluation of statistical models is emphasized. Students will gain practical experience in using statistical software packages for the analysis of data.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply general linear modeling techniques in answering research questions; 2) Analyze bivariate and multivariate associations; 3) Interpret results of statistical testing using general linear modeling techniques; 4) Understand the process of model building and variable selection; 5) Evaluate assumptions of general linear models; 6) Apply regression diagnostic techniques

GNUR 547 Advanced Statistics II (3 Credit Hours)
This course will introduce advanced data analysis techniques common in clinical, behavioral and health outcomes research. Students will learn how to conduct and interpret mediational effects and path analysis, multivariate statistical models, repeated measures analysis, nonparametric analysis, and logistic regression models. Although the mathematical basis of the techniques will be considered, the course emphasizes the appropriate use and interpretation of these techniques.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Select appropriate analytic techniques based on the research questions; 2) Understand the computational basis for statistical techniques covered in this course; 3) Evaluate assumptions associated with each statistical technique; 4) Employ statistical software to conduct the appropriate analysis; 5) Interpret the results and make statistical inference

GNUR 550 Substance Use Management Practicum (3 Credit Hours)
Pre-requisites: Psychiatric Mental Health Advanced Practice Practicum
This specialty practicum course has a focus on the diagnostic reasoning and clinical judgment required to assess, diagnose and treat substance use and addictive disorders. Students will integrate knowledge from their coursework and psychiatric mental health population clinical to diagnose and manage clients with substance use and addictive disorders across the lifespan. The student's level of performance is expected to progress throughout the clinical practicum.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply evidence-based practice strategies to assess and diagnose children, adolescents, adults and older adult clients with substance use and addictive disorders; 2) Implement management strategies in the treatment of substance use and addictive · disorders; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of clients with substance use and addictive disorders; 4) Coordinate care across transitions for clients diagnosed with substance use and addictive disorders

GNUR 551 Cancer Care: Cancer Biology and Epidemiology (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in cancer biology and pathogenesis. Genetic, molecular and cellular mechanisms of cancer pathogenesis are covered in depth. Cancer epidemiology, concepts of primary risk reduction, as well as cancer screening are presented. Susceptibility for hereditary cancers due to germline mutations is included in the context of primary and secondary prevention. Current and future applications of genomics to cancer care are presented and discussed.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of the biology of cancer; 2) Describe national and global trends in cancer incidence and mortality; 3) Discuss evidence supporting cancer prevention; 4) Analyze cancer risk associated with common hereditary cancer syndromes; 5) Understand general principles of cancer screening; 6) Analyze current and future applications of genomics to cancer care

GNUR 553 Cancer Care: Diagnostic and Therapeutic Approaches (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course will focus on the diagnostic and management dimensions of select cancers including hereditary cancer syndromes. Specialized content will focus on the therapeutic modalities utilized during the acute care phase of the cancer continuum across multiple care settings. Pharmacology of cancer therapies will be explored.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Differentiate among specific cancer types in terms of: epidemiology, etiology, prevention, screening, detection, classification, and treatment; 2) Apply diagnostic approaches and methods to cancer management; 3) Explain concepts and principles of cancer staging for various cancer types; 4) Apply general principles of treatment planning in cancer management; 5) Compare major treatment modalities; 6) Evaluate evidence-based therapeutic and pharmacologic treatment strategies for patients across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 555 Cancer Care: Palliative/Supportive Management (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is designed to present an in-depth understanding of the current knowledge and research in psychological and supportive care for patients and families living with cancer. Information relevant to the following domains will be explored: symptom management; psychological, spiritual and culturally-appropriate care; communication; survivorship; and hospice and palliative care.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of cancer and treatment-related symptoms across the cancer care continuum; 2) Identify evidence-based advanced nursing practice for symptom management and psychological care of patients with cancer, across the cancer care continuum, including at the end of life; 3) Identify strategies for effective communication with patients, families, and interprofessional team members; 4) Describe psychosocial, spiritual, and culturally appropriate components of care with patients and families coping with cancer; 5) Explain unique issues of the cancer survivor; 6) Integrate principles of palliative care across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 560 Cancer Care Advanced Practice Practicum (2-3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the advanced practice nurse providing advanced nursing care to patients and families across the cancer care continuum. Students will gain experience in a variety of settings that will advance their proficiency in caring for patients and families with cancer.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply evidence in the assessment and management of patients across the cancer care continuum; 2) Collaborate with health professionals to plan and implement best practices in cancer care; 3) Evaluate the treatment plan for value and quality and modify as needed; 4) Analyze the ethical, legal, cost, and policy issues affecting advanced practice nursing of patients and families across the cancer care continuum; 5) Discuss the value of multidisciplinary cancer care teams to provide the most appropriate care for this complex and vulnerable population; 6) Demonstrate and document personal and professional growth in the role of the advanced practice nurse

GNUR 562 Emergency Health Care Advanced Practice Practicum (1-6 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the nurse practitioner in the emergency setting. Students will advance their proficiency in caring for patients that present across the lifespan and across acuity levels.
Outcomes:
1) Apply evidence-based practice strategies to assess and diagnose patients across the lifespan and across acuity levels that present with emergency/urgent conditions; 2) Implement management strategies in the treatment of patients in the emergency department setting; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of patients that present in an emergency/urgent care setting; 4) Implement proficiency in procedural skills relevant to the evaluation, stabilization, resuscitation, and treatment of the patient in the emergency setting; 5) Integrate the appropriate use of consultation, collaboration, and referral to appropriate health care providers into management of patients in an emergency/urgent care setting

GNUR 570 DNP Scholarly Project: Planning (1 Credit Hour)
Pre- or co-requisites: GNUR 545
The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH course focuses on skills necessary for planning a successful DNP scholarly project. Project identification within the student's area of advanced expertise, organizational needs assessment, and outlining the project are emphasized. Skills necessary for the implementation of a successful DNP scholarly project, including collaborative inter-professional team participation and leadership, communication, and methods for project management, are emphasized.
Outcomes:
Upon successful completion of this course, DNP students will apply project management principles in the identification of a feasible DNP Scholarly Project that reflects the student's practice expertise, is evidence-based and grounded in theory

GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation (2 Credit Hours)
Pre-requisites: DNP Scholarly Project: Planning
The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 2 SH course entails 1 SH of on-line seminar and 1 SH (75 clock hours) of practicum experience. The seminar focuses on full development and writing of a succinct proposal which describes planning, implementing, evaluating, and disseminating a scholarly project. The project is designed to improve patient, practice, or organizational outcomes based on an organizational needs assessment that demonstrates feasibility and organization's readiness for student's proposed project. Development of relationships at the project site, and exploration/initiation of preliminary project steps are emphasized during the practicum hours.
Outcomes:
Upon successful completion of this course, DNP students will: 1) Incorporate findings from an organizational needs assessment into the development of a feasible scholarly project; 2) Defend a written project proposal which links scholarly experiences, use of evidence to improve either practice or patient outcomes or both

GNUR 572 DNP Scholarly Project: Project Implementation (2 Credit Hours)
Pre-requisites: GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation
The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This course combines 1 SH of didactic and scheduled on-line seminars throughout the semester with 1 SH (75 clock hours) of practicum experience. Project implementation is the focus of the practicum experience. Project management guidance is provided through on-line seminar sessions, in concert with Faculty Directors, and through communication with the student and external mentor. Students are expected to have a DNP Scholarly Project faculty director, an external member and an approved and willing project site in place prior to course entry.
Outcomes:
Upon successful completion of this course, DNP students will: 1) Implement DNP Scholarly Project using project management skills and competencies; 2) Demonstrate leadership skills in project implementation and management; 3) Apply problem-solving methods and change concepts during project management

GNUR 573 DNP Scholarly Project: Analysis and Dissemination (1 Credit Hour)
Pre-requisites: GNUR 572 DNP Scholarly Project: Implementation
The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH seminar course guides DNP students through the completion of the DNP Scholarly Project, evaluation of project outcomes through analysis of process and outcome indicators, and dissemination. Methods for dissemination include sharing of project outcomes with project site stakeholders, completion of a manuscript, and exploration of a publication site.
Outcomes:
Upon successful completion of this course, DNP student will integrate project elements and data, demonstrating the use of evidence to improve patient or system outcomes

GNUR 574 DNP Project Course I: Foundations of Systems-based Practice (2 Credit Hours)
Pre-requisites: GNUR 404, GNUR 408, and GNUR 521
Co-requisites: GNUR 574L
This course builds on the student's understanding of scholarly inquiry, population health, and leadership roles to address complex practice problems and improve practice outcomes. Students will focus on developing knowledge and skills in problem recognition, needs assessment, development of an evidence-based practice question, and interprofessional teamwork. Key competencies are developed in identification of population-focused priorities, systems-based practice, scholarly inquiry, quality improvement principles, and ethical conduct of scholarship.
Outcomes:
Evaluate theory, concepts, and methods to guide translation of evidence; Formulate questions about population-based practice problems, issues and areas for improvement in context; Discuss the use of metrics in the identification, monitoring, and evaluation of practice outcomes; Analyze social, cultural, political and ethical issues related to planning of practice and process improvements; Analyze practice at micro and macro system levels

GNUR 574L DNP Project Practicum I: Planning (1 Credit Hour)
Pre-requisites: GNUR 404, GNUR 408, and GNUR 521
Co-requisites: GNUR 574
This practicum provides students with an opportunity to work collaboratively with a site mentor (preceptor) and interprofessional stakeholders and build a team for evidence-based practice and quality improvement projects. Students develop competencies in collaboration, systems-based practice, and leadership.
Outcomes:
Engage system stakeholders to complete an organizational needs assessment of local capacity to address population health opportunities; Collaborate with project site mentor and system stakeholders to develop a practice question and outcomes of importance to the organization

GNUR 575 Evidence Translation for Systems-Based Practice (3 Credit Hours)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, and GNUR 574L
This course builds on the student's understanding of using evidence and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing knowledge and skills in the areas of evidence-based practice, quality improvement, and interprofessional teamwork. Key competencies are developed in the critical appraisal and synthesis of evidence, development of evidence-based protocols, and evaluation of outcomes.
Outcomes:
Apply guiding theories and/or frameworks from nursing and other disciplines to practice and process improvements; Synthesize the state of evidence regarding practice problems, identifying gaps and barriers in translation of evidence to practice; Engage stakeholders to develop evidence-based protocols and action plans to address a practice issue in context; Identify metrics to monitor and evaluate practice outcomes; Address social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 576 DNP Project Course 3: DNP Project Practicum II (1 Credit Hour)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, GNUR 574L, and GNUR 575
This practicum provides students with an opportunity to work collaboratively with interprofessional stakeholders to implement and monitor the DNP project. Students develop competencies in quality and safety, collaboration, knowledge of systems, and leadership.
Outcomes:
Apply project management skills and problem-solving methods to the implementation of a DNP project; Demonstrate team leadership skills including cognitive flexibility and professional communication in the implementation of intentional systems change; Monitor project processes and intervention fidelity, especially with regard to social, cultural, and ethical considerations

GNUR 577 DNP Project Course 4: DNP Project Evaluation and Dissemination (2 Credit Hours)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, GNUR574L, GNUR 575, and GNUR 576
This course builds on the student's understanding of scholarship and quality and safety to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on advancing scholarship and presenting outcomes of systems-based practice change. Key competencies are developed in dissemination of outcomes and considerations of cost-effectiveness in care.
Outcomes:
Integrate project elements and data analysis, demonstrating use of evidence to improve patient or system outcomes; Analyze project results in the context of lessons learned, as well as implications for project site sustainability and advanced practice nursing; Conduct a cost-benefit analysis for a systems change, incorporating this into recommendations for future action; Disseminate project findings to university, project site, and professional community

GNUR 598 Directed Study (1-6 Credit Hours)
Directed Study is a focused, defined, and substantive reading or research experience supervised by a faculty member. Directed study involves a close collaboration between the student, supervising faculty, and the academic advisor/chair in the design, scope, and expected student learning outcomes from the experience. Directed study may not be used as a substitute for an existing course or a cancelled course. Directed study credits may range from 1 to 3 semester hours. A course topic of Directed Readings or Directed Research may be requested to be entered on the transcript.

GNUR 600 Dissertation Supervision (1 Credit Hour)
This course focuses on continuing formation as a scholar through the development of the dissertation proposal. Using the student's dissertation plans as a reference point, the course will target strategies and competencies in generating and critically evaluating new knowledge, understanding the legacies of past and current work in the discipline and topic area, the transformational nature of knowledge, and the transformative work of communicating knowledge to others. Students are expected to maintain close and frequent contact with their dissertation chairperson/ committee members during their enrollment in the course. Two semesters in seminar format and thereafter the student works with the Dissertation Chair and committee in completing the dissertation.
Outcomes:
Generate specific aims for a research project; Design a research study to answer specific research questions; Execute data collection according to a research plan; Analyze and interpret research study results; Present findings from a research study; Defend research findings in a public forum; Ensure protection of human subjects in the ethical and responsible conduct of research

GNUR 605 Master's Study (1 Credit Hour)
Course designation for students who have completed their coursework and are completing the master's comprehensive examination. Enrollment in GNUR 605 is considered full-time study. Graded as credit (pass) or no credit (fail). This course can be taken twice.
Outcomes:
Integrate comprehensive knowledge from conceptual and theoretical bases of science and nursing science

GNUR 610 Doctoral Study (1 Credit Hour)
Course designation for students who have completed their coursework and are taking the qualifying examinations. The purpose of the qualifying examination is to assess the depth, breadth, comprehension, integration, and synthesis of knowledge that forms the foundation for conducting the dissertation research.
Outcomes:
Integrate comprehensive knowledge from the philosophical, conceptual and theoretical bases of science and nursing science, and research methods into a developing program of research

Maternal/Child Nursing (MCN)

MCN 401 Child/Family Health (3 Credit Hours)
Pre-requisites: B- or higher in GNUR 413, GNUR 425, and GNUR 442
MCN 401 is designed to prepare the Nurse Practitioner to assume responsibility for the coordination and management of health care for children, birth through adolescence. A developmental perspective is used to address the primary health care needs of the childrearing family with an emphasis on meeting the psychosocial and developmental needs of children and families. A major focus of the course is to prepare the student to assess, diagnose and manage selected common health problems of the pediatric population in primary care settings. Indications for collaboration, consultation, and/or referral to other members of the health care team are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical clinical judgment and implement theoretical knowledge in the management of the pediatric population, both in health and when experiencing common health problems.

MCN 414 Childbearing/Family (3 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This course will prepare the advanced practice nurse to manage the health care of essentially normal childbearing women during the prenatal and postpartum periods. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for childbearing women and families. Emphasis is on the concept of wellness during pregnancy, recognition of high-risk conditions requiring referral or collaborative practice, and the importance of support from family and community networks.

MCN 420 APN Practicum: Child/Family Health (1-3 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425, and GNUR 442 (minimum grade of B-)
Co-requisites: MCN 401 (as prerequisite, minimum grade of B-)
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student's level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent. Pre or
Course equivalencies: MCN 420 / MCN 406

MCN 430 Reproductive Health and Nursing Care of the Childbearing Family (3 Credit Hours)
This course examines the reproductive health and nursing care of people with gender-related needs across the lifespan, including perinatal families from preconception through the postpartum period, including care of the newborn. Emphasis is on the concept of wellness during the preconception, pregnancy, and postpartum periods with recognition of high-risk conditions, and the importance of support from family and community networks. The course is designed to foster an understanding of reproductive justice and the impact of social determinants on family health. Upon completing the course, learners will be able to provide evidence-based, and equitable care for birthing individuals and their families.
Outcomes:
Synthesize physiologic, developmental, and psychosocial knowledge to analyze the adaptations of the perinatal person; Evaluate how social, structural, environmental, and policy determinants of health influence reproductive and family outcomes; Appraise and apply evidence-based interventions to promote wellness, prevent complications, and manage high-risk reproductive and perinatal conditions; Integrate leadership and communication competencies to coordinate interprofessional, person-centered, and family-inclusive reproductive care across the lifespan; Integrate principles of reproductive justice and ethics to advocate for equitable care and informed decision-making for all birthing individuals; Analyze neonatal growth, adaptation, and developmental trajectories across varying levels of risk to inform evidence-informed nursing management

MCN 430L Reproductive Health and Nursing Care of the Childbearing Family Clinical (2 Credit Hours)
This clinical course provides students with opportunities to apply theoretical knowledge and evidence-based practice to promote wellness, prevent complications, and manage high-risk reproductive and perinatal conditions across the lifespan. Students will engage in the care of individuals with gender-related reproductive health needs, from menarche through menopause, with an emphasis on the care of childbearing families throughout pregnancy, birth, and the postpartum period. Priority is placed on clinical reasoning, interprofessional collaboration, reproductive justice, and culturally responsive, person-centered care.
Outcomes:
Evaluate physiological, psychosocial, and pathophysiological adaptations of the childbearing person and fetus/neonate to conduct comprehensive assessments of the perinatal family; Provide safe, equitable, and therapeutic nursing care to individuals and the perinatal family across varying levels of risk and complexity, integrating cultural, social, and environmental contexts to inform clinical reasoning; Collaborate effectively with individuals, families, and interprofessional teams to optimize reproductive health outcomes through communication, advocacy, and shared decision-making; Integrate advanced pharmacologic principles and current evidence to ensure safe medication management during the perinatal period; Integrate ethical reasoning, professional accountability, and reflective practice to guide nursing actions in perinatal scenarios; Exemplify professional behaviors through leadership, accountability, and role modeling in professional conduct, including reliability, appearance, communication, and decision-making

MCN 431 Pediatric Nursing (3 Credit Hours)
This course prepares students to provide comprehensive, evidence-based, person-centered care to pediatric patients and families from infancy through adolescence and across the healthcare continuum. The course integrates the four spheres of care (health promotion and disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative/supportive care), the levels of prevention model, and the Healthy People initiative to address complex health needs and promote health equity for diverse pediatric populations. Major pediatric topics are covered, with an emphasis on family-centered care, pediatric assessment, developmental assessment, interprofessional communication, and care coordination.
Outcomes:
Synthesize nursing and interdisciplinary knowledge to analyze normal and altered physical and psychosocial growth and development patterns from infancy through adolescence, including application of theoretical frameworks to inform clinical reasoning and judgment; Implement and evaluate evidence-based preventive interventions and population-focused risk reduction strategies for pediatric populations and families, incorporating principles of health equity, social determinants of health, and cultural responsiveness; Develop and evaluate evidence-based care for pediatric patients and families experiencing health alterations, integrating person-centered care principles and systems-based practice approaches; Critically evaluate and advocate for policy changes and system-level interventions that address current trends, structural barriers, and health disparities affecting pediatric populations, demonstrating leadership in advancing health equity and transforming healthcare delivery systems

MCN 431L Pediatric Nursing Clinical (2 Credit Hours)
This clinical course provides students with structured, faculty-supervised practice experiences to synthesize and apply theoretical concepts, evidence-based knowledge, and clinical competencies to provide comprehensive, developmentally supportive, person-centered nursing care to pediatric patients and families. Students will incorporate concepts of family-centered care, teamwork, and patient safety into the care provided. Students practice across the four spheres of care (health promotion and disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative/supportive care), the levels of prevention model, and diverse healthcare settings to promote health equity and optimal outcomes for diverse pediatric populations.
Outcomes:
Synthesize developmental theories of Piaget and Erickson to conduct developmental assessments from infancy through adolescence, identify developmental variations and risk factors, and translate findings into developmentally supportive interventions to promote optimal growth and well-being; Demonstrate competence in conducting comprehensive and focused physical assessments on pediatric patients from infancy through adolescence, integrating developmental considerations, family-centered approaches, and culturally responsive techniques and distinguishing between normal and abnormal findings; Synthesize pediatric assessments to formulate evidence-based nursing concept maps to guide care that addresses complex health needs across multiple settings (acute hospital, primary care, outpatient, and community); Demonstrate effective communication strategies across interprofessional teams, patients, families, and communities; Demonstrate exemplary professional behaviors including integrity, appropriate professional presence, ethical conduct, confidentiality, and advocacy

MCN 516 Pediatric Primary Care NP Practicum (3 Credit Hours)
Pre-requisites: MCN 401 Child/Family Health
This course guides the student toward a synthesis of content from nursing and related sciences, applying this knowledge to the role of the nurse practitioner in the primary care of pediatric patients. During this practicum experience, the student will care for children from birth through adolescence across a continuum from health promotion to the management of common health problems.
Outcomes:
At the successful completion of this practicum, students will be able to: 1) Perform a complete physical, psychological and social health assessment incorporating principles of child development, health promotion and health maintenance; 2) Provide developmentally appropriate teaching, counseling, and anticipatory guidance; 3) Apply preventive interventions and risk reduction strategies for infants through adolescents, and their families; 4) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 5) Implement evidence-based, developmentally supportive plans of care for pediatric patients and their families; 6) Modify management plans according to clinical responses and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

MCN 530 Topical Seminar for Nursing (1-5 Credit Hours)
These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation. Restricted to Graduate Nursing students.
Outcomes:
Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

Medical/Surgical Nursing (MSN)

MSN 408 APN Practicum (1-9 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This course prepares the student to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices/protocols form the foundation for evidence-based practice. Methods of operationalizing scholarly inquiry include understanding relationships among nursing theory, research, principles of epidemiology and practice; formulating research questions and evidence-based practice questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. The importance of the translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed, consistent with the Jesuit values surrounding social justice.

MSN 422 Adult Health Nursing I: Foundations of Medical-Surgical Care (3 Credit Hours)
This didactic course prepares nursing students to deliver evidence-based, person-centered care to adults with common acute and chronic conditions affecting multiple body systems. Through interactive lectures, case-based analysis, clinical reasoning activities, and integration of informatics and quality-improvement concepts, students apply the nursing process while synthesizing pathophysiological and pharmacological knowledge to promote safe, effective, and equitable care across diverse healthcare settings. Grounded in Jesuit values of cura personalis and social justice, learning experiences emphasize the influence of health systems, social determinants of health, and emerging technologies, including artificial intelligence, while highlighting the ethical responsibilities and essential role of human judgment in clinical decision-making. By the end of the course, learners will be able to analyze complex adult health conditions, prioritize and coordinate nursing care using evidence and clinical judgment, collaborate effectively within interprofessional teams, and apply systems-based and informatics-informed strategies to optimize adult health outcomes.
Outcomes:
Analyze assessment data using pathophysiology, pharmacology, and clinical decision tools to prioritize nursing care for adults with acute and chronic conditions; Design evidence-based, person-centered nursing care plans that integrate clinical reasoning and prioritize patient safety to achieve effective outcomes for adults with acute and chronic conditions; Evaluate interprofessional collaboration frameworks and therapeutic communication strategies to support culturally responsive, team-based care for adults and their families; Analyze healthcare delivery systems, care coordination processes, and health information technologies to determine their influence on health equity, access, and quality of care for adult populations; Develop patient- and family-centered education strategies that promote health literacy, self-management, and shared decision-making for adults with acute and chronic condition

MSN 422L Adult Health Nursing I: Foundations of Medical-Surgical Care Clinical (2 Credit Hours)
This clinical course provides pre-licensure nursing students with supervised experiential learning opportunities to apply evidence-based, person-centered nursing care for adults with common acute and chronic conditions across healthcare settings. Building on concurrent didactic content, students actively integrate pathophysiologic and pharmacologic knowledge, clinical judgment, and the nursing process to assess, plan, implement, and evaluate care for adults with complex health needs. Through direct patient care, interprofessional collaboration, and reflective practice, students examine how health systems, social determinants of health, and emerging technologies influence care delivery and outcomes. Grounded in Jesuit values of cura personalis and social justice, the clinical experience emphasizes ethical practice, patient safety, health equity, and accountability within scope of practice. By the end of the course, students will demonstrate the ability to deliver safe, compassionate, and coordinated nursing care, communicate effectively within interprofessional teams, and reflect on their development as professional nurses in adult healthcare environments.
Outcomes:
Apply comprehensive assessment skills and clinical judgment to deliver safe, evidence-based nursing care for adults with common acute and chronic conditions under faculty or preceptor supervision; Implement evidence-based, person-centered nursing care plans that reflect clinical priorities, patient goals, and quality and safety principles in diverse adult health care settings; Demonstrate effective interprofessional communication and teamwork, including timely documentation and SBAR handoffs, to support coordinated, culturally responsive care for adults and families; Integrate health systems knowledge, care coordination processes, and health information technologies to support continuity of care, patient safety, and equitable access to services; Educate patients and families using health-literacy-responsive strategies that promote self-management, shared decision-making, and safe transitions of care

MSN 433 Suturing and Acute Wound Management (1 Credit Hour)
This course is designed to enable the APRN student to obtain the theoretical knowledge and practical skills necessary to assess and manage acute wounds. This didactic/lab course discusses principles of wound care and teaches students techniques of wound closure including pain control, basic suturing and advanced skin closures; management of infections and injuries to the skin, hands and feet; and simple incision and drainage of abscesses. The student will be able to practice advanced skills that essential in the clinical management of the patient with acute wounds.

MSN 447 CNS Practice Across the Adult Age Spectrum (3 Credit Hours)
This course promotes in-depth exploration of significant clinical problems occurring in adult health patients from the vantage point of the advanced practice nurse prepared as a clinical nurse specialist (CNS). This course will prepare the CNS student for expert clinical practice and the competencies to translate clinical expertise into quality, cost-effective outcomes for adult patients. A major focus of the course is to prepare CNS students to assume responsibility for coordination, management and assurance of safety and quality of care of adult patients across the three spheres of influence: patient/client, nurses and nursing practice, organization/system of adult health patients. Attention will be directed to identifying and analyzing selected problems, designing effective advanced nursing interventions and evaluating health care outcomes related to adult health patients. Special consideration with be given to the top Medicare diagnoses, National Patient Safety Goals, CMS core performance measures, and new models for healthcare delivery. Indications for leadership, collaboration and consultation with other health care professionals are emphasized to insure optimal clinical management and achievement of evidence-based outcomes for the hospitalized adult patient. Strategies for improving the quality of health care through patient safety interventions and strategies are incorporated into patient care protocols at the individual, group and system level. The subsequent APN practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the coordinating and managing the care of adults experiencing acute and chronic health problems.

MSN 465 Adult Health Nursing II: Complex and High Acuity Care (3 Credit Hours)
This concept-based course prepares nursing students to plan care for adults with complex, acute, and life-threatening conditions through advanced clinical reasoning across interacting physiological, professional, and psychosocial concepts. Using case-based learning, concept mapping, and unfolding high-acuity scenarios, students examine how multisystem interactions drive patient deterioration, how professional practice addresses systems-level challenges, and how ethical, cultural, and end-of-life considerations shape crisis care. Grounded in Jesuit values of cura personalis and social justice, learners evaluate quality and safety initiatives, healthcare systems, and emerging technologies, including artificial intelligence, with emphasis on equity, advocacy, and the nurse's role in improving outcomes. By course completion, students will recognize and respond to complex patient deterioration, coordinate care in high-acuity environments, and apply systems-based, ethical, person-centered decision-making to support safe, equitable care for critically ill adults and those facing end-of-life transitions.
Outcomes:
Synthesize advanced pathophysiologic and pharmacologic concepts to plan evidence-based nursing care for adults with complex, multisystem, and life-threatening conditions; Analyze clinical data and patterns of deterioration, and safety risks to guide nursing responses for adults with complex health needs; Design interprofessional collaboration and care coordination strategies that support effective teamwork and safe transitions of care in high-acuity and complex clinical environments; Appraise health policies, informatics applications, and organizational structures to propose system-level improvements that enhance equity, efficiency, and patient safety; Integrate ethical principles, psychosocial considerations, and evidence-based palliative approaches to plan compassionate, person-centered care for adults experiencing serious illness and end-of-life transitions

MSN 465L Adult Health Nursing II: Complex and High Acuity Care Clinical (2 Credit Hours)
This clinical course provides nursing students with supervised experiential learning focused on the care of adults with complex, multisystem, and life-threatening conditions in high-acuity healthcare settings. Building on concurrent Adult Health II didactic content, students apply advanced clinical judgment, prioritize care for deteriorating patients, and integrate pathophysiologic, pharmacologic, psychosocial, and ethical considerations into nursing practice. Through direct patient care, interprofessional collaboration, documentation, and reflective practice, students examine how health systems, technology, policy, and equity influence outcomes for critically ill and dying patients. Grounded in Jesuit values of cura personalis and social justice, the clinical experience emphasizes compassionate, ethical, and accountable nursing care across acute, transitional, and community-linked settings. By the end of the course, students will demonstrate readiness to safely manage complex patient assignments, communicate effectively within interprofessional teams, and provide person-centered care in high-acuity and end-of-life contexts.
Outcomes:
Apply advanced assessment skills and clinical judgment to deliver safe, evidence-based nursing care for adults with complex, multisystem, and high-acuity health conditions; Prioritize and manage care for deteriorating patients by integrating physiologic data, medication effects, and safety indicators within scope of practice; Demonstrate effective interprofessional communication, including SBAR handoffs and professional documentation, to support coordinated care across high-acuity settings and transitions; Integrate systems awareness, informatics tools, and safety principles to support quality care, risk mitigation, and equitable outcomes for complex adult patients; Provide compassionate, person-centered nursing care that incorporates ethical principles, psychosocial support, and palliative approaches for adults experiencing serious illness and end-of-life transitions

MSN 485 APN Practicum: Adult/Older Adult Acute Care NP (1-12 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This clinical practicum is designed to guide the student toward the development of scientific knowledge and advanced practice skills in the area of acute care nursing. The attainment of this advanced practice mastery involves the synthesis of concepts, knowledge and skills gained in the previous courses applied to the care of the acutely ill adult patient. Course content focuses primarily on the advanced practice of acute care nursing and guides the student toward an actualization of the role of the acute care practitioner. The student will care for the acute care patient from admission to the tertiary care center through discharge/rehabilitation when possible. Through the use of nursing frameworks, nursing diagnosis, the nursing process, application of advanced knowledge, and advanced practice skills, the student will develop strategies for the nursing management of the critically ill patient. Professional, legal, cultural and ethical implications are presented. The practicum offers the student opportunities to work with the interdisciplinary team and to develop skills necessary for advanced practice nursing, advanced management, and exploration of research in the area of acute care nursing. Clinical seminars will include discussion of concepts that have been introduced in previous courses and will be built upon with added depth. A grand rounds/case study approach will be utilized with cases cared for by students in the clinical arena. Other possible topics include: implementation of the advanced practice nursing role, social support, patient advocacy, vulnerable populations, cultural diversity, contracting, credentialing, privileging, etc. Seminars will also include identification of ethical issues in the students' practice, application of research findings, applying a Jesuit philosophy in the care of the acutely ill individual or family, and individual development of a philosophy of advanced practice nursing. Seminars will include student and faculty-led discussions.

MSN 510 Clinical Practicum for Advanced Practice in the CNS role (2-4 Credit Hours)
Pre-requisites: MSN 447 CNS Practice Across the Adult Age Spectrum
This practicum course guides the student toward a synthesis of concepts and content from nursing and related sciences, and toward the application of this knowledge to the advanced practice nursing of patients across the adult age spectrum. Clinical Nurse Specialist (CNS) students are prepared to impact three spheres: client, nurse/ nursing practice and the healthcare system. This course prepares students to make important contributions to health care including: disseminating new knowledge; designing and evaluating innovative strategies to improve quality of care and safety in all settings; improving systems of care; providing leadership that promotes interprofessional collaboration; and influencing and shaping health policy. Clinical experiences are provided in clinical areas related to the student's population as well as area of specialization in order to demonstrate achievement of quality, cost-effective, patient focused outcomes across all three spheres of impact.
Outcomes:
At the end of the course the student will be able to: 1) Apply nursing health related models in the clinical practice setting; 2) Collaborate with the interprofessional team to support and improve patient outcomes; 3) Demonstrate the role of the CNS across the three spheres of impact: client, nurse/ nursing practice, and the healthcare system; 4) Design, deliver and evaluate evidence-based solutions to health-care problems that represent translation of best evidence into practice; 5) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 6) Incorporate teaching-learning principles in meeting the educational needs of patients, their families, professional nursing staff, and the community at large; and 7) Analyze psychosocial, legal, ethical, political, and spiritual factors relevant to advanced nursing practice across the three spheres of impact

MSN 516 Adult Gerontology Acute Care NP Practicum (2-5 Credit Hours)
Pre-requisites: GNUR 536 Mgmt of Adults with Acute/Critical Conditions I and 538 Mgmt of Adults with Acute/Critical Conditions II
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in acute care. The practicum offers the student opportunities to work with the interprofessional team and to develop skills necessary for advanced practice nursing, including advanced management and exploration of evidence in the area of acute care nursing.
Outcomes:
1) Assess acutely ill adults applying nursing, behavioral and natural sciences concepts; 2) Collaborate with an interprofessional team in providing care to acutely ill patients in primary, secondary and tertiary health care settings; 3) Apply evidence-based strategies to the management of acutely ill adults; 4) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 5) Incorporate teaching-learning principles in meeting the educational needs of patients, families, and the community at large; 6) Examine quality improvement issues in the clinical setting, prioritizing patient safety and cost effectiveness; 7) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens

MSN 520 Clinical Nurse Specialist Practicum I (3 Credit Hours)
This practicum introduces students to the role and functions of the clinical nurse specialist (CNS) in the systematic delivery of advanced practice nursing within organizations. Students will demonstrate initial role development as a CNS in the care of patients across the adult age spectrum. Competencies and components of the role of CNS are explored in the three spheres of impact (Patient Care, Nurses and Nursing, Organization and Systems).
Outcomes:
Apply current evidence to guide CNS practice; Generate clinical decisions based on integrated pathophysiological, pharmacological, and psychosocial knowledge; Collaborate with the interprofessional team to support and improve patient outcomes; Identify the role of the CNS across the three spheres of impact: client, nurse/ nursing practice, and the healthcare system; Operationalize the CNS role in direct patient care and consultation

MSN 522 Clinical Nurse Specialist Practicum II (3 Credit Hours)
In this practicum the CNS student will continue to develop CNS role competencies. Students will employ data-driven decision-making to enhance clinical and organizational outcomes. Students will demonstrate leadership in care delivery, safety, and quality improvement at the system level.
Outcomes:
Assess the practice environment and processes for improvement opportunities; Participate in systematic quality improvement and safety initiatives; Mentor nurses and nursing staff in using evidence-based practice principles; Participate in the process of selecting, integrating, managing, and evaluating technology and products to promote safety, quality, efficiency; Incorporate teaching-learning principles in meeting the educational needs of patients, their families, professional nursing staff, and the community at large; Facilitate interprofessional collaboration to address practice gaps

MSN 523 Clinical Nurse Specialist Practicum III (3 Credit Hours)
This practicum continues student growth in CNS role development actualizing functions and competencies of the clinical nurse specialist (CNS) in the systematic delivery of advanced practice nursing within complex organizations. Competencies and components of the role of the CNS are explored in the care of patients across the adult age spectrum to demonstrate assessment and intervention strategies, including pharmacologic and nonpharmacologic interventions, to address acute and chronic health conditions and human responses to illness. Students are expected to exhibit professional accountability and role identity as CNS.
Outcomes:
Design evidence-based interventions, including advanced nursing therapies, to meet the needs of complex patients; Incorporate determinants of health and health equity assessments and perspectives into practice; Prescribe medications, therapeutics, diagnostic studies, equipment, and procedures to manage the health issues of patients; Lead quality improvement and safety initiatives; Apply clinical practice guidelines and evidence to inform CNS-led interventions

MSN 524 Clinical Nurse Specialist Practicum IV (3 Credit Hours)
This final CNS practicum offers CNS students the opportunity to fully enact CNS role competencies in all spheres of impact (patient, nurse, system). Students will achieve competency in designing and evaluating innovative strategies to improve quality of care and safety in all settings; improving systems of care; providing leadership that promotes interprofessional collaboration; and influencing and shaping health policy. This course provides the student an opportunity to demonstrate a synthesis of previous coursework and clinical practicum in preparation for independent advanced practice as a clinical and professional leader. Students are expected to exhibit professional accountability and role identity as CNS.
Outcomes:
Implement advanced CNS role competencies across the client, nurse/nursing practice, and healthcare system spheres of impact; Demonstrate CNS practice and fiscal outcomes to internal stakeholders; Design, deliver, and evaluate evidence-based solutions to health-care problems that represent translation of best evidence into practice; Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; Apply ethical decision-making frameworks to advocate for patients/families, nurses, other healthcare providers, populations, and the community; Demonstrate leadership in interprofessional collaboration for evidence-based care; Integrate scholarship, leadership, and clinical expertise to improve health outcomes

Master of Nursing (MN)

The Master of Nursing (MN) program is a transformative, graduate-level pathway for individuals with baccalaureate or higher degrees who want to transition to a career as a registered professional nurse. The program builds on prior academic achievement, professional experience, and pre-requisite coursework.

The 16-month, full-time, four-semester program is offered at the Health Sciences Campus in Maywood, Illinois. Coursework, laboratory, and simulation learning experiences are completed in person at that campus. Clinical learning experiences are completed at health care partner sites throughout the Chicagoland area. Clinical learning is integrated across all semesters of the program and includes acute care and community based experiences.

Curriculum

Code	Title	Hours
CMAN 428	Psychiatric Mental Health and Illness Across the Lifespan	3
CMAN 428L	Psychiatric Mental Health and Illness Across the Lifespan Clinical	2
CMAN 438	Population Based Public and Community Health	3
GNUR 403	Theories and Concepts for Professional Nursing Practice	3
GNUR 410	Information Technology in Healthcare	3
GNUR 412	Scholarly Inquiry for Evidence-Based Nursing Practice	3
GNUR 414	Health Assessment	2
GNUR 414L	Health Assessment Laboratory and Clinical	1
GNUR 416	Nursing Fundamentals	1
GNUR 416L	Nursing Fundamentals Lab and Clinical	1
GNUR 419	Pathophysiology for Nursing Practice	3
GNUR 421	Pharmacology for Nursing Practice	3
GNUR 424	Health Promotion Across the Lifespan	3
GNUR 453	Social Justice and Ethics in Professional Nursing Practice	2
GNUR 454	Policy, Advocacy, and Care Coordination	2
GNUR 473	Leadership in Nursing Practice	3
GNUR 475	Quality and Safety in Professional Nursing Practice	3
GNUR 477	Professional Nursing: Identity, Values, and Practice	2
GNUR 480	Professional Role Development for Nursing	3
MCN 430	Reproductive Health and Nursing Care of the Childbearing Family	3
MCN 430L	Reproductive Health and Nursing Care of the Childbearing Family Clinical	2
MCN 431	Pediatric Nursing	3
MCN 431L	Pediatric Nursing Clinical	2
MSN 422	Adult Health Nursing I: Foundations of Medical-Surgical Care	3
MSN 422L	Adult Health Nursing I: Foundations of Medical-Surgical Care Clinical	2
MSN 465	Adult Health Nursing II: Complex and High Acuity Care	3
MSN 465L	Adult Health Nursing II: Complex and High Acuity Care Clinical	2
Total Hours		**66**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Semester I		
GNUR 403	Theories and Concepts for Professional Nursing Practice	3
GNUR 410	Information Technology in Healthcare	3
GNUR 412	Scholarly Inquiry for Evidence-Based Nursing Practice	3
GNUR 414	Health Assessment	2
GNUR 414L	Health Assessment Laboratory and Clinical	1
GNUR 416	Nursing Fundamentals	1
GNUR 416L	Nursing Fundamentals Lab and Clinical	1
GNUR 419	Pathophysiology for Nursing Practice	3
	Hours	**17**
Semester II		
CMAN 428	Psychiatric Mental Health and Illness Across the Lifespan	3
CMAN 428L	Psychiatric Mental Health and Illness Across the Lifespan Clinical	2
GNUR 421	Pharmacology for Nursing Practice	3
GNUR 424	Health Promotion Across the Lifespan	3
MSN 422	Adult Health Nursing I: Foundations of Medical-Surgical Care	3
MSN 422L	Adult Health Nursing I: Foundations of Medical-Surgical Care Clinical	2
	Hours	**16**

Year 2		
Semester I		
CMAN 438	Population Based Public and Community Health	3
GNUR 453	Social Justice and Ethics in Professional Nursing Practice	2
GNUR 454	Policy, Advocacy, and Care Coordination	2
MCN 430	Reproductive Health and Nursing Care of the Childbearing Family	3
MCN 430L	Reproductive Health and Nursing Care of the Childbearing Family Clinical	2
MCN 431	Pediatric Nursing	3
MCN 431L	Pediatric Nursing Clinical	2
	Hours	**17**
Semester II		
GNUR 473	Leadership in Nursing Practice	3
GNUR 475	Quality and Safety in Professional Nursing Practice	3
GNUR 477	Professional Nursing: Identity, Values, and Practice	2
GNUR 480	Professional Role Development for Nursing	3
MSN 465	Adult Health Nursing II: Complex and High Acuity Care	3
MSN 465L	Adult Health Nursing II: Complex and High Acuity Care Clinical	2
	Hours	**16**
	Total Hours	**66**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrate advanced knowledge from nursing, liberal arts, and sciences to provide evidence-based practice that demonstrates clinical judgment, honors the whole person—body, mind, and spirit—and advances the nursing discipline through scholarship
- Provide person-centered, compassionate care informed by cura personalis and social justice that upholds human dignity, addresses health disparities, and utilizes therapeutic communication across the lifespan and care continuum
- Apply population health principles and interprofessional partnerships to collaborate with diverse stakeholders, address social determinants of health, and advance health equity through evidence-based interventions and advocacy
- Implement comprehensive, collaborative plans of care that integrate quality and safety principles, clinical judgment, and ethics to achieve expected outcomes and minimize risk of harm
- Evaluate healthcare outcomes using scholarly inquiry and evidence-based practice to continuously improve nursing care, translate research into practice, and promote health equity
- Demonstrate systems-based practice and leadership by analyzing and influencing complex healthcare systems, utilizing informatics and healthcare technologies to enhance clinical judgment, and serving as conscientious stewards of resources
- Analyze health policy and advocate at organizational, systems, and governmental levels to influence policies that address social determinants of health and promote equitable access to care for all populations
- Synthesize nursing values, ethics, and social justice frameworks to demonstrate professionalism while maintaining accountability to patients, the profession, and society
- Design personal, professional, and leadership development through self-reflection, lifelong learning, advocacy for environmental health, and cultivation of resilience and well-being that supports excellence in advanced nursing practice with global awareness

Nursing and Healthcare Administration (MSN)

As of Fall 2026, this program is no longer accepting applicants.

The MSN track in Nursing and Healthcare Administration is designed to prepare the next generation of nursing executives with the clinical and administrative skills to shape nursing and health care teams and improve the overall delivery of patient care.

Related Programs

Doctoral

- Family Nurse Practitioner (DNP) (p. 1500)
- Nursing (PhD) (p. 1382)
- Systems Leadership (DNP) (p. 1504)

Curriculum

Loyola's MSN in Nursing and Health Care Administration is a hybrid program with both online courses and annual Immersion sessions.

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
Nursing and Healthcare Care Administration Courses		
CMAN 403	Health Care Delivery and Organization	3
CMAN 407	Population Health Informatics	3
CMAN 425	Advanced Quality and Safety in Health Care	3
CMAN 430	Leadership and Administration in Health Care	3
CMAN 445	Health Care Outcomes	3
CMAN 448	Program Planning and Marketing in Health Care	3
CMAN 460	Health Care Policy	3
CMAN 533	Fiscal Management in Health Care Organizations	3
Practicum		
CMAN 417	Nursing and Health Care Administration Practicum	6
Total Hours		**39**

Clinical Requirements

All our practicums are designed by faculty members, who will help you secure your clinical site placements. Practicum experiences for the

Nursing & Health Care Administration program can be completed in the student's geographical area.

The Nursing & Health Care Administration Practicum is six semester hours (each semester hour equals 56 clock hours).

Exam Requirements

All MSN students are required to complete a comprehensive exam to complete their degree.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

This is a sample program plan based on a Fall semester start. All students will work with their program director to create their program plan prior to starting the program.

Course	Title	Hours
Year 1		
Fall		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
CMAN 403	Health Care Delivery and Organization	3
	Hours	**6**
Spring		
CMAN 533	Fiscal Management in Health Care Organizations	3
CMAN 407	Population Health Informatics	3
	Hours	**6**
Summer		
CMAN 425	Advanced Quality and Safety in Health Care	3
	Hours	**3**
Year 2		
Fall		
CMAN 430	Leadership and Administration in Health Care	3
CMAN 445	Health Care Outcomes	3
	Hours	**6**
Spring		
GNUR 408	Research for Advanced Clinical Practice	3
CMAN 448	Program Planning and Marketing in Health Care	3
	Hours	**6**
Summer		
CMAN 417	Nursing and Health Care Administration Practicum	2
	Hours	**2**
Year 3		
Fall		
GNUR 402	Ethics for Health Professionals	2
CMAN 417	Nursing and Health Care Administration Practicum	2
Comprehensive Exam	Semester 1	0
	Hours	**4**
Spring		
CMAN 460	Health Care Policy	3
CMAN 417	Nursing and Health Care Administration Practicum	2
Comprehensive Exam	Semester 2	0
	Hours	**5**
	Total Hours	**38**

[1] Nursing and Healthcare Administration MSN is an online program that will include immersion weekends. There will be one weekend in the Fall semester and one weekend in the Spring semester for the first two years of the student's program. Immersion weekends will begin on Saturday morning and conclude Sunday afternoon.

Immersion Sessions

Loyola's Nursing Health Care Administration MSN program is offered in a hybrid learning format that combines distance education with on-campus immersion sessions annually incorporating course work, seminars, and presentations.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Master of Science in Nursing (MSN) program is to prepare nurses at the master's level who use advanced knowledge and skills to assume a leadership role in interprofessional healthcare delivery to improve health outcomes at the system, population, or individual patient levels.

Program Outcomes

At the completion of the MSN program, the graduate has the knowledge and skills to:

- Integrate scientific findings from nursing, healthcare, and biopsychosocial fields; public health sciences; and the Jesuit Catholic tradition for the continual improvement of nursing and healthcare across diverse settings.
- Function as a leader emphasizing ethical and critical decision-making, effective working relationships, and application of organizational sciences in a systems perspective, to promote safe and high quality patient-centered care.
- Use translational science to integrate evidence into practice.
- Critically appraise healthcare technologies and information systems and incorporate data to promote optimal communication and healthcare delivery at the system and patient-care levels.
- Understand and appreciate the importance of health policies on health status and employ advocacy strategies to positively influence health care at the population level.

- As a leader or member of an interprofessional team, effectively communicate, collaborate, and consult with other health professionals to improve patient and population health outcomes.
- Working collaboratively with patients, families, and communities, utilize culturally sensitive evidence-based strategies for health promotion and disease prevention locally, nationally, and globally.
- Use expanded knowledge and change-agent skills for professional growth and the provision of indirect and direct care that enhances outcomes for individuals, populations, and systems.

Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP)

As of Fall 2026, this program is no longer accepting applicants.

Graduates of the Adult-Gerontology Acute Care Clinical Nurse Specialist track use advanced skills to care for adults in increasingly complex acute and critical care settings. The curriculum focuses on three spheres of impact: patient care, nursing personnel, and the health care system. Graduates of the track possess the core competencies to practice as a CNS for acute and critically ill adult patients in a variety of inpatients settings, including direct care, consultation, systems leadership, collaboration, research, ethical decision-making, and advocacy.

Related Programs

Doctoral

- Family Nurse Practitioner (DNP) (p. 1500)
- Nursing (PhD) (p. 1382)
- Systems Leadership (DNP) (p. 1504)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (CNS) Courses		
CMAN 425	Advanced Quality and Safety in Health Care	3
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
Population (Adult-Gerontology Acute Care) Courses		
MSN 447	CNS Practice Across the Adult Age Spectrum	3
GNUR 536	Management of Adults with Acute/Critical Conditions I	3
GNUR 538	Management of Adults with Acute/Critical Conditions II	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
MSN 510	Clinical Practicum for Advanced Practice in the CNS role	
Total Hours		**64**

Clinical Experiences

Practicum experiences are designed by faculty members, who will help secure clinical site placements. Practicum experiences for the Adult-Gerontology Acute Care CNS program can be completed in the student's geographical area. Students must have an RN license in before they begin clinical rotations.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 408	Research for Advanced Clinical Practice	3
	Hours	**6**
Spring		
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 521	Population-Focused Health	3
	Hours	**6**
Summer		
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
	Hours	**3**
Year 2		
Fall		
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 442	Advanced Physiology/Pathophysiology	3
	Hours	**6**
Spring		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
	Hours	**7**
Summer		
CMAN 425	Advanced Quality and Safety in Health Care	3
GNUR 523	Health Care Policy and Economics	3
	Hours	**6**
Year 3		
Fall		
GNUR 536	Management of Adults with Acute/Critical Conditions I	3

MSN 447	CNS Practice Across the Adult Age Spectrum	3
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	3
	Hours	**9**
Spring		
GNUR 538	Management of Adults with Acute/Critical Conditions II	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	3
	Hours	**9**
Summer		
GNUR 570	DNP Scholarly Project: Planning	1
	Hours	**1**
Year 4		
Fall		
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	3
	Hours	**5**
Spring		
GNUR 572	DNP Scholarly Project: Project Implementation	2
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	3
	Hours	**5**
Summer		
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
	Hours	**1**
	Total Hours	**64**

[1] Taken multiple times for a total of 12 credits.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Adult-Gerontology Acute Care Nurse Practitioner (DNP)

Learn to care for adults with complex and critical conditions.

The Adult Gerontology Acute Care Nurse Practitioner track is designed to develop the advanced skills and knowledge to handle complex and critical patient situations, involving adults and older adults.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Adult-Gerontology Primary Care Nurse Practitioner (DNP) (p. 1497)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (APRN) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
GNUR 504	Emergency and Acute Care Procedures for the NP	3
Population (Adult-Gerontology Acute Care) Courses		
GNUR 526	Management of Common Adult Health Problems	4

GNUR 528	Management of Complex Adult Health Problems	4
GNUR 536	Management of Adults with Acute/Critical Conditions I	3
GNUR 538	Management of Adults with Acute/Critical Conditions II	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
MSN 516	Adult Gerontology Acute Care NP Practicum	
Total Hours		**71**

Clinical Experiences

A minimum of 2,000 hours of recent clinical practice experience is required before entering the first APRN clinical rotation. Clinical placements for students in these programs are in the Chicago area, and students must have an Illinois RN license and CCRN certification before they begin their clinical experience/rotation.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Adult Gerontology Clinical Nurse Specialist with Oncology Specialty (DNP)

As of Fall 2026, this program is no longer accepting applicants.

The Clinical Nurse Specialist (CNS) role provides leadership for best practice initiatives and cost- effective quality improvement.

Clinical Nurse Specialists possess the advanced knowledge and skills to coordinate quality care practices across three spheres of impact: patient care, nursing personnel, and the health care system. The role may include direct patient care, as well as consultation, systems leadership, research, ethical decision-making, and advocacy.

The oncology specialty preparation in the Adult Gerontology Clinical Nurse Specialist track provides the graduate with advanced oncology knowledge and skills to care for patients and their families across the cancer care continuum.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Adult-Gerontology Primary Care Nurse Practitioner (DNP) (p. 1497)

Curriculum

The Adult-Gerontology CNS program can be completed fully online, allowing students to complete their clinical practicum hours at a site close to home. This program is 63 credit hours for the Adult Gerontology Clinical Nurse Specialist track and 12 credit hours for the Oncology Specialty preparation. Six credit hours of practicum requirements are used to meet both the clinical nurse specialist requirements and the oncology specialization requirements. The program is 69 credit hours total.

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (CNS) Courses		
CMAN 425	Advanced Quality and Safety in Health Care	3
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
Population (Adult-Gerontology) Courses		

MSN 447	CNS Practice Across the Adult Age Spectrum	3
GNUR 534	Advanced Practice Nursing Care of Older Adults	2
Oncology Specialty Courses		
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
GNUR 555	Cancer Care: Palliative/Supportive Management	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
GNUR 560	Cancer Care Advanced Practice Practicum	
MSN 510	Clinical Practicum for Advanced Practice in the CNS role	
Total Hours		**69**

Clinical Experience

A minimum of 2,000 hours of recent clinical practice experience is required before entering the first APRN clinical rotation. Students must have an RN license before they begin their clinical experiences/practicums.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 408	Research for Advanced Clinical Practice	3
	Hours	**6**
Spring		
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 521	Population-Focused Health	3
	Hours	**6**
Summer		
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
	Hours	**3**
Year 2		
Fall		
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 442	Advanced Physiology/Pathophysiology	3
	Hours	**6**
Spring		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
	Hours	**7**
Summer		
CMAN 425	Advanced Quality and Safety in Health Care	3
GNUR 523	Health Care Policy and Economics	3
	Hours	**6**
Year 3		
Fall		
GNUR 534	Advanced Practice Nursing Care of Older Adults	2
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
MSN 447	CNS Practice Across the Adult Age Spectrum	3
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	2
	Hours	**10**
Spring		
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	2
	Hours	**5**
Summer		
GNUR 570	DNP Scholarly Project: Planning	1
MSN 510	Clinical Practicum for Advanced Practice in the CNS role [1]	2
	Hours	**3**
Year 4		
Fall		
GNUR 555	Cancer Care: Palliative/Supportive Management	3
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 560	Cancer Care Advanced Practice Practicum [2]	2
	Hours	**7**
Spring		
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
GNUR 560	Cancer Care Advanced Practice Practicum [2]	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
	Hours	**7**
Summer		
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
GNUR 560	Cancer Care Advanced Practice Practicum [2]	2
	Hours	**3**
	Total Hours	**69**

[1] Taken multiple times for a total of 12 credits.
[2] Taken multiple times for a total of 6 credits.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Adult-Gerontology Primary Care Nurse Practitioner (DNP)

The Adult-Gerontology Primary Care Nurse Practitioner track of the DNP Program is designed to prepare graduates to conduct advanced health assessments and histories, develop treatment plans for acute illness and chronic disease management, manage overall adult and gerontologic patient care, including issues related to aging and development, and leadership in interprofessional advanced nursing practice.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Nurse Practitioner (DNP) (p. 1494)
- Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP) (p. 1498)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (APRN) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
Population (Adult-Gerontology) Courses		
GNUR 471	Palliative Care	2
GNUR 526	Management of Common Adult Health Problems	4
GNUR 528	Management of Complex Adult Health Problems	4
GNUR 529	Family-Focused Health Promotion and Disease Prevention	3
GNUR 534	Advanced Practice Nursing Care of Older Adults	2
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
GNUR 543	Adult Primary Care NP Practicum	
Total Hours		**69**

Clinical Experience

DNP students are required to complete practicums that focus on acquiring the advanced skills and knowledge to meet the competencies to practice as an Adult-Gerontology Primary Care NP. Faculty design clinical rotations and place students with preceptors. Loyola maintains academic-practice partnerships throughout the Chicago metropolitan area with a focus on working in underserved communities.

A minimum of 2,000 hours of clinical practice experience is required before entering the first APRN clinical rotation. Clinical placements for students in these programs are in the Chicago area, and students must have an Illinois RN license before they begin their clinical experience/rotation.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP)

As of Fall 2026, this program is no longer accepting applicants.

The Adult-Gerontology Primary Care Nurse Practitioner Program is designed to prepare graduates to conduct advanced health assessments and histories, develop treatment plans for acute illness and chronic disease management, manage overall adult and gerontologic patient care, including issues related to aging and development, and leadership in interprofessional advanced nursing practice.

The oncology specialty preparation in the Adult Gerontology Primary Care Nurse Practitioner track provides the graduate with advanced oncology knowledge and skills to care for patients and their families across the cancer care continuum.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Adult-Gerontology Acute Care Nurse Practitioner (DNP) (p. 1494)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
Population (Adult-Gerontology) Courses		
GNUR 526	Management of Common Adult Health Problems	4
GNUR 528	Management of Complex Adult Health Problems	4
GNUR 534	Advanced Practice Nursing Care of Older Adults	2
Oncology Specialty Courses		
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
GNUR 555	Cancer Care: Palliative/Supportive Management	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**13**
GNUR 543	Adult Primary Care NP Practicum	
GNUR 560	Cancer Care Advanced Practice Practicum	
Total Hours		**74**

Clinical Experience

DNP students are required to complete practicums that focus on acquiring the advanced skills and knowledge to meet the competencies to practice as an Adult-Gerontology Primary Care NP. Faculty design clinical rotations and place students with preceptors. Loyola maintains academic-practice partnerships throughout the Chicago metropolitan area with a focus on working in underserved communities.

A minimum of 2,000 hours of clinical practice experience is required before entering the first APRN clinical rotation. Clinical placements for students in these programs are in the Chicago area, and students must have an Illinois RN license before they begin their clinical experience/rotation.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3

GNUR 408	Research for Advanced Clinical Practice	3
	Hours	**6**
Spring		
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 521	Population-Focused Health	3
	Hours	**6**
Summer		
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 523	Health Care Policy and Economics	3
	Hours	**6**
Year 2		
Fall		
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 442	Advanced Physiology/Pathophysiology	3
	Hours	**6**
Spring		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
	Hours	**7**
Summer		
GNUR 476	Basic Diagnostics for Advanced Practice	2
	Hours	**2**
Year 3		
Fall		
GNUR 528	Management of Complex Adult Health Problems	4
GNUR 534	Advanced Practice Nursing Care of Older Adults	2
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
	Hours	**9**
Spring		
GNUR 526	Management of Common Adult Health Problems	4
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
GNUR 543	Adult Primary Care NP Practicum [1]	3
	Hours	**10**
Summer		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 543	Adult Primary Care NP Practicum [1]	3
	Hours	**4**
Year 4		
Fall		
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 560	Cancer Care Advanced Practice Practicum [2]	3
GNUR 555	Cancer Care: Palliative/Supportive Management	3
	Hours	**8**
Spring		
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
GNUR 560	Cancer Care Advanced Practice Practicum [2]	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
	Hours	**7**
Summer		
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
GNUR 560	Cancer Care Advanced Practice Practicum [2]	2
	Hours	**3**
	Total Hours	**74**

[1] Taken multiple times for total of 12 credits.
[2] Taken multiple times for total of 6 credit hours.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level

of professional nursing practice in advancing health and health outcomes.

Family Nurse Practitioner (DNP)

The Family Nurse Practitioner track of the DNP program is designed to prepare graduates to conduct advanced health assessments and histories, develop evidence-based treatment plans for acute and chronic disease management across the lifespan, manage overall patient care across the lifespan, and provide leadership in advanced nursing practice.

Related Programs

Master's

- Nursing and Healthcare Administration (MSN) (p. 1491)

Doctoral

- Family Nurse Practitioner with Emergency Specialty (DNP) (p. 1500)

Certificate

- Oncology Nursing Certificate (p. 1507)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
Population (Family) Courses		
GNUR 526	Management of Common Adult Health Problems	4
GNUR 528	Management of Complex Adult Health Problems	4
GNUR 529	Family-Focused Health Promotion and Disease Prevention	3
MCN 401	Child/Family Health	3
MCN 414	Childbearing/Family	3
MSN 433	Suturing and Acute Wound Management	1
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
GNUR 543	Adult Primary Care NP Practicum	
MCN 516	Pediatric Primary Care NP Practicum	
Total Hours		**72**

Clinical Experiences

All DNP students are required to complete practicums that focus on acquiring the advanced skills and knowledge to meet FNP competencies. Faculty design all clinical rotations and secure placements for students. Loyola maintains academic-practice partnerships throughout the Chicago metropolitan area with a focus on working with and in underserved communities.

An RN license and a minimum of 2,000 hours of recent RN clinical practice experience is required before beginning the first practicum.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Family Nurse Practitioner with Emergency Specialty (DNP)

The Family Nurse Practitioner with Emergency Specialty track of the DNP program is designed to prepare graduates to work in emergent settings. Graduates are prepared to prioritize and triage patients, conduct advanced health assessments and health histories, diagnose and

manage episodic illnesses, injuries, and acute exacerbation of chronic diseases in emergency settings, undertake emergency care procedures, and provide leadership in team partnerships to advanced emergency care, emergency preparedness, and response efforts.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Family Nurse Practitioner (DNP) (p. 1500)
- Nursing (PhD) (p. 1382)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
Population (Family) Courses		
GNUR 526	Management of Common Adult Health Problems	4
GNUR 528	Management of Complex Adult Health Problems	4
MCN 401	Child/Family Health	3
MCN 414	Childbearing/Family	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**14**
GNUR 543	Adult Primary Care NP Practicum	
GNUR 562	Emergency Health Care Advanced Practice Practicum	
MCN 516	Pediatric Primary Care NP Practicum	
Emergency Specialty Courses		
GNUR 504	Emergency and Acute Care Procedures for the NP	3
GNUR 522	Emergency Health Care of Adults	3
GNUR 525	Special Populations and Topics in Emergency Health Care	3
Total Hours		**79**

Clinical Experiences

Faculty design and secure all clinical rotations for students. Loyola maintains academic-practice partnerships throughout the Chicago metropolitan area with a focus on serving communities with high needs. Clinical experiences will be completed in primary care and emergency department settings.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Psychiatric Mental Health Nurse Practitioner (DNP)

The Psychiatric-Mental Health Nurse Practitioner track of the DNP program is designed to prepare graduates to conduct psychiatric mental health evaluations and advanced health assessment and histories, develop therapeutic rapport with clients and families, promote mental health, develop and implement mental health treatment plans included medication management and counseling and provide leadership in interprofessional team management of clients with psychiatric and mental health conditions.

Related Programs

Doctoral

- Psychiatric Mental Health Nurse Practitioner with Substance Use and Addictions Specialty (DNP) (p. 1502)
- Systems Leadership (DNP) (p. 1504)

Curriculum

The Psychiatric Mental Health NP program is a blended format with both online and in-person instruction, including Immersion weekends at Loyola's Health Sciences Campus. Many students are working professionals with families, so we offer both part-time and full-time options to fit your schedule.

With our rigorous curriculum and significant number of credit and clinical hours, we seek to prepare you to successfully take the American Nurses Credentialing Center (ANCC) certification board in Psychiatric Mental Health Nurse Practitioner (Across the Lifespan).

The DNP can be completed in 74 credit hours or about four to five years.

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
GNUR 529	Family-Focused Health Promotion and Disease Prevention	3
Population (Psychiatric Mental Health) Courses		
GNUR 436	Psychiatric Mental Health Assessment Across the Lifespan	2
GNUR 451	Psychopharmacology Across the Lifespan	3
GNUR 456	Psychotherapeutics Individuals Groups Families	3
GNUR 472	Psychiatric Mental Health Advanced Practice Across Lifespan I	3
GNUR 474	Psychiatric Mental Health Advanced Practice Across Lifespan II	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**15**
GNUR 482	Psychiatric Mental Health Advanced Practice Nursing Practicum	
Total Hours		**74**

Clinical Experience

DNP students are required to complete practicums that focus on acquiring the advanced skills and knowledge to meet the competencies to practice as a psychiatric mental health NP. Faculty design clinical rotations and place students with preceptors. Loyola maintains academic-practice partnerships throughout the Chicago metropolitan area with a focus on working in underserved communities.

An RN license and a minimum of 2,000 hours of recent clinical nursing experience in psychiatric mental health is required before beginning your first practicum.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Psychiatric Mental Health Nurse Practitioner with Substance Use and Addictions Specialty (DNP)

As of Fall 2026, this program is no longer accepting applicants.

The Psychiatric-Mental Health Nurse Practitioner track of the DNP program is designed to prepare graduates to conduct psychiatric mental health evaluations and advanced health assessment and histories, develop therapeutic rapport with clients and families, promote mental health, develop and implement mental health treatment plans included medication management and counseling and provide leadership in interprofessional team management of clients with psychiatric and mental health conditions.

The Substance Use and Addiction specialty preparation is focused on the comprehensive diagnosis and treatment of substance use disorders and the impact of these disorders on psychiatric mental health and treatment options. Students complete additional coursework and practicum experiences with a specific focus on substance use and addiction.

Related Programs

Doctoral

- Nursing (PhD) (p. 1382)
- Psychiatric Mental Health Nurse Practitioner (DNP) (p. 1501)

Curriculum

The Psychiatric Mental Health NP with Substance Use and Addictions specialty is offered in a hybrid learning format with both online and in-person instruction. This program is 78 credit hours.

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3
GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
GNUR 529	Family-Focused Health Promotion and Disease Prevention	3
Population (Psychiatric Mental Health) Courses		
GNUR 436	Psychiatric Mental Health Assessment Across the Lifespan	2
GNUR 451	Psychopharmacology Across the Lifespan	3
GNUR 456	Psychotherapeutics Individuals Groups Families	3
GNUR 472	Psychiatric Mental Health Advanced Practice Across Lifespan I	3
GNUR 474	Psychiatric Mental Health Advanced Practice Across Lifespan II	3
Substance Use and Addictions Specialty Courses		
GNUR 535	Substance Use Disorders Addiction Lifespan I	3
GNUR 537	Substance Use Disorders Addiction Lifespan II	2
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**14**
GNUR 482	Psychiatric Mental Health Advanced Practice Nursing Practicum	
GNUR 550	Substance Use Management Practicum	
Total Hours		**78**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 408	Research for Advanced Clinical Practice	3
	Hours	**6**
Spring		
GNUR 521	Population-Focused Health	3
GNUR 407	Social Justice and Ethics in Health Care	3
	Hours	**6**
Summer		
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
	Hours	**3**
Year 2		
Fall		
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
	Hours	**6**
Spring		
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 413	Advanced Pharmacology	3
	Hours	**7**
Summer		
GNUR 523	Health Care Policy and Economics	3
GNUR 436	Psychiatric Mental Health Assessment Across the Lifespan	2
	Hours	**5**
Year 3		
Fall		
GNUR 451	Psychopharmacology Across the Lifespan	3
GNUR 472	Psychiatric Mental Health Advanced Practice Across Lifespan I	3
	Hours	**6**

Spring		
GNUR 474	Psychiatric Mental Health Advanced Practice Across Lifespan II	3
GNUR 482	Psychiatric Mental Health Advanced Practice Nursing Practicum [1]	3
	Hours	**6**
Summer		
GNUR 456	Psychotherapeutics Individuals Groups Families	3
	Hours	**3**
Year 4		
Fall		
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
GNUR 570	DNP Scholarly Project: Planning	1
	Hours	**4**
Spring		
GNUR 535	Substance Use Disorders Addiction Lifespan I	3
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
	Hours	**5**
Summer		
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 537	Substance Use Disorders Addiction Lifespan II	2
	Hours	**4**
Year 5		
GNUR 550	Substance Use Management Practicum	3
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
	Hours	**4**
	Total Hours	**65**

[1] Course repeats in Summer year 3, Fall year 4, and spring year 4.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Systems Leadership (DNP)

As of Fall 2026, this program is no longer accepting applicants.

The Systems Leadership track of the Doctor of Nursing Practice program integrates advanced nursing practice competencies in a post- master's curriculum that includes leadership, systems thinking, quality and safety, health policy, and health care economics and finance.

This program is available to students entering with a completed MSN degree.

Related Programs

Master's

- Nursing and Healthcare Administration (MSN) (p. 1491)

Doctoral

- Nursing (PhD) (p. 1382)

Certificate

- Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate (p. 1506)

Curriculum

Our flexible DNP in Systems Leadership program provides part-time and full-time options to fit your schedule.

Courses

Code	Title	Hours
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
CMAN 425	Advanced Quality and Safety in Health Care	3
or GNUR 509	Teaching Methods	
GNUR 521	Population-Focused Health	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
GNUR 523	Health Care Policy and Economics	3
GNUR 407	Social Justice and Ethics in Health Care	3
Project Course		

DNP 510	Capstone Seminar	3
Practicum		
DNP 511	Practicum	6
GNUR 510	Teaching Practicum [1]	3
Total Hours		**33**

[1] Required for students participating in Nurse Faculty Loan Program

The online program includes two required immersion weekends for integrated learning and collaboration with classmates and faculty. The weekends occur once a year during the last two years of the program at Loyola's Health Sciences Campus.

DNP Project

Students are required to complete a final DNP project which must focus on translating evidence to practice, practice change, or health policy change.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
	Hours	**6**
Spring		
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
	Hours	**6**
Summer		
DNP 511	Practicum	6
CMAN 425 or GNUR 509	Advanced Quality and Safety in Health Care or Teaching Methods	3
	Hours	**9**
Year 2		
Fall		
GNUR 510	Teaching Practicum	3
DNP 510	Capstone Seminar	3
	Hours	**6**
Spring		
GNUR 523	Health Care Policy and Economics	3
GNUR 407	Social Justice and Ethics in Health Care	3
	Hours	**6**
	Total Hours	**33**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Women's Health/Gender Related Nurse Practitioner (DNP)

The Women's Health/Gender Related track of the Doctor of Nursing Practice program prepares graduates to conduct advanced health assessments and health histories, develop treatment plans for acute illness and chronic disease management, manage health across the lifespan, including pregnancy and menopause, manage sensitive topics in women's and gender related health, and provide leadership in interprofessional, team-based evidence-based health care.

Related Programs

Doctoral

- Adult-Gerontology Acute Care Clinical Nurse Specialist (DNP) (p. 1493)
- Family Nurse Practitioner (DNP) (p. 1500)
- Family Nurse Practitioner with Emergency Specialty (DNP) (p. 1500)

Curriculum

Code	Title	Hours
Foundational Courses		
GNUR 404	Theories & Concepts for Advanced Clinical Practice	3
GNUR 405	Introductory Statistics for Healthcare Professionals	3
GNUR 407	Social Justice and Ethics in Health Care	3

GNUR 408	Research for Advanced Clinical Practice	3
GNUR 420	Leadership and Roles in Advanced Nursing Practice	3
GNUR 521	Population-Focused Health	3
GNUR 523	Health Care Policy and Economics	3
GNUR 545	Evidence Translation for Advanced Clinical Practice	3
Role (NP) Courses		
GNUR 413	Advanced Pharmacology	3
GNUR 425	Advanced Health Assessment Across the LifeSpan	4
GNUR 442	Advanced Physiology/Pathophysiology	3
GNUR 476	Basic Diagnostics for Advanced Practice	2
GNUR 529	Family-Focused Health Promotion and Disease Prevention	3
Population (Women's Health) Courses		
GNUR 524	Advanced Reproductive and Sexual Health	3
GNUR 526	Management of Common Adult Health Problems	4
GNUR 528	Management of Complex Adult Health Problems	4
MCN 401	Child/Family Health	3
Project Courses		
GNUR 570	DNP Scholarly Project: Planning	1
GNUR 571	DNP Scholarly Project: Proposal and Pre-Implementation	2
GNUR 572	DNP Scholarly Project: Project Implementation	2
GNUR 573	DNP Scholarly Project: Analysis and Dissemination	1
Practicum		**12**
GNUR 543	Adult Primary Care NP Practicum	
Total Hours		**71**

Clinical Experiences

A minimum of 2,000 hours of recent clinical practice experience is required before entering the first APRN clinical rotation. Clinical placements for students in these programs are in the Chicago area, and students must have a RN license in the state of Illinois before they begin the clinical portion of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Program Goal

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

Program Outcomes

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate

The Post-Graduate APRN Certificate program is designed for graduate prepared registered nurses who wish to obtain preparation in an additional advanced practice nursing role and/or population, and eligibility for completing the certification examination in that role and/or population. A gap analysis that considers prior graduate level coursework and the recency of that coursework serves as the foundation for an individualized program of study leading to the certificate.

Program Goal

The goal of the post-graduate Advanced Practice Registered Nurse (APRN) certificate programs is to prepare APRNs in a selected role and population, with the option of a specialty focus, by building on previous graduate level nursing education.

Related Programs

Master's

- Nursing and Healthcare Administration (MSN) (p. 1491)

Doctoral

- Nursing (PhD) (p. 1382)

Certificate

- Oncology Nursing Certificate (p. 1507)

The coursework in the Post-Graduate APRN Certificate Program is individualized, based on prior graduate level coursework in nursing, and the recency of that coursework. At a minimum, students in the Post-Graduate APRN Certificate Program will complete patient care management coursework and clinical practicum experiences relevant to the role and population focus being pursued through the program.

Learning Outcomes

Upon the successful completion of the Post-Graduate Certificate Program, the graduate will be able to:

- Integrate scientific findings from nursing, healthcare, biopsychosocial fields and public health into values-based advanced practice nursing care.

- Function as a clinical leader, emphasizing ethical and critical decision-making and effective working relationships in the delivery of safe, high quality, patient-centered care.
- Use translational science to integrate evidence into practice.
- Employ advocacy strategies in advanced nursing practice.
- Collaborate with patients, families, and communities, utilizing culturally sensitive, evidence-based strategies for health promotion and disease prevention.
- Communicate, collaborate, and consult with members of the interprofessional team in the improvement of patient and population health outcomes.

Oncology Nursing Certificate

As of Fall 2026, this program is no longer accepting applicants.

The Oncology Certificate program is designed for baccalaureate or graduate prepared nurses who desire to advance their skills and knowledge in the care of patients with cancer.

Students may also complete Oncology Specialization as part of their program of study in the Adult-Gerontology Clinical Nurse Specialist or Adult-Gerontology Primary Care Nurse Practitioner tracks of the DNP program.

Loyola Nursing's Online Oncology Certificate program is designed for advanced practice nurses and BSN-prepared nurses who want to advance their oncology knowledge and skills. Experience in an oncology nursing practice area is required.

Related Programs

Doctoral

- Adult-Gerontology Primary Care Nurse Practitioner with Oncology Specialty (DNP) (p. 1498)
- Psychiatric Mental Health Nurse Practitioner (DNP) (p. 1501)

Certificate

- Post-Graduate Advanced Practice Registered Nurse (APRN) Certificate (p. 1506)

Curriculum

Loyola's Oncology Certificate program focuses on the continuum of cancer care—from prevention, risk identification, acute care, and end of life. The online certificate can be completed in nine semester hours.

Students pursuing an Oncology Certificate, will take the following courses:

Code	Title	Hours
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
GNUR 555	Cancer Care: Palliative/Supportive Management	3
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
Total Hours		**9**

Students pursuing Oncology Specialty preparation as part of the DNP program complete the following courses and the oncology specialty practicum:

Code	Title	Hours
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
GNUR 555	Cancer Care: Palliative/Supportive Management	3
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
Oncology Specialty Practicum		6
Total Hours		**15**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
GNUR 551	Cancer Care: Cancer Biology and Epidemiology	3
	Hours	**3**
Spring		
GNUR 555	Cancer Care: Palliative/Supportive Management	3
	Hours	**3**
Summer		
GNUR 553	Cancer Care: Diagnostic and Therapeutic Approaches	3
	Hours	**3**
	Total Hours	**9**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The Oncology Nursing Certificate program is focused on:

- Collaboration with health professionals to plan and implement best practices in cancer care
- Providing advanced nursing care to patients and families across the cancer care continuum

Parkinson School of Health Sciences and Public Health

Loyola University Chicago's Parkinson School of Health Sciences and Public Health brings together our call as a Jesuit institution to go to the frontiers of education, research, and practice, and help people who live at the margins.

An established leader in health care education with the Stritch School of Medicine and the Marcella Niehoff School of Nursing, the Parkinson School of Health Sciences and Public Health draws on those strengths to address today's public health challenges and train the next generation of experts in public health, health systems and informatics, dietetics, exercise science, and medical laboratory science.

Flexible degree programs and certificates are available as listed below that meet student, community, and industry needs. The Parkinson School includes programs for undergraduate and graduate students, as well as career professionals who seek additional skills or a career change. Innovative and accessible program formats for adult learners along with traditional undergraduates include online instruction and hybrid learning programs on Loyola's Health Sciences Campus and Lakeshore campuses.

Graduate Programs

- Clinical Certificate in Blood Banking (p. 1524)
- Clinical Certificate in Hematology (p. 1525)
- Clinical Certificate in Microbiology (p. 1525)
- Dietetic Internship Certificate (p. 1526)
- Dietetics (MS) (p. 1530)
- Exercise Science (MS) (p. 1531)
- Health Informatics (MS) (p. 1533)
- Health Informatics Certificate (p. 1536)
- Healthcare Administration (MHA) (p. 1536)
- Medical Laboratory Science (MS) (p. 1539)
- Medicine/Public Health (MD/MPH) (p. 1879)
- Public Health (MPH) (p. 1540)
- Public Health Certificate (p. 1544)
- Social Work/Public Health (MSW/MPH) (p. 1904)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Exercise Physiology (EXCM)

EXCM 401 Applied Physiology of Exercise (4 Credit Hours)
This course focuses on biologic system responses at rest, during exercise, and as the result of training. Major emphasis is placed on bridging gaps between introductory concepts of exercise physiology and the contemporary research evidence that further advances the field of exercise science. The effect of environmental systems and factors on the regulatory response to exercise is addressed. The history and major milestones associated with the development of the science of exercise physiology are presented. Future developments in the field of exercise physiology, such as the role of genetics and genomics are integrated into the course. Laboratory and field experiences provide students with opportunities to apply theory to practice.
Outcomes:
1) Describe major milestones, influences, and future directions in the development of the science of exercise physiology; 2) Explain the importance of the physiological adaptations that occur as a result of properly designed training programs; 3) Analyze measures of the physiology of respiration, circulation, energy production, metabolism, and muscle function in rest and exercise states; 4) Interpret research findings focused on cardiovascular, respiratory, metabolic and neuromuscular physiology in exercise science; 5) Perform selected laboratory and field tests of physiological function and physical fitness; 6) Interpret results from laboratory and field tests of physiological function and physical performance; 7) Differentiate positive training changes and signs and symptoms of overtraining among healthy individuals throughout the life cycle

EXCM 424 Motor Learning and Performance (3 Credit Hours)
The course provides instruction in how humans control locomotion and how they learn/re-learn motor skills. Specifically, the course emphasizes the observable behavioral aspects of motor control/learning while detailing the neurophysiological and biomechanical processes that result in motor behaviors. Major course concepts include information processing and decision making; speed, accuracy, and coordination; and knowledge and skill acquisition and transfer.
Outcomes:
1) Understand theoretical approaches that drive motor control and motor learning research; 2) Analyze principles and processes underlying movement skilled performance; 3) Analyze the human motor system and how it supports the acquisition and retention of complex movement skills; 4) Adapt instruction situations to achieve maximum performance and retention of learned skills; 5) Relate information processing and decision-making models to performance and movement

EXCM 435 Health Promotion and Wellness Theories and Frameworks (3 Credit Hours)
This course emphasizes health promotion in diverse and changing cultures and societies. Determining and influencing factors of health are examined from a cultural competence perspective. Major health promotion, wellness, behavioral, and lifestyle theories that influence the professional practice of exercise science in community settings are integrated throughout the course. The role of the exercise scientist in health education for the prevention and treatment of health problems, health promotion, and enhancing quality of life is emphasized.
Outcomes:
1) Relate concepts of health, health promotion, and wellness that influence individual and group health and quality of life; 2) Assess the health education and health promotion needs of individuals and groups in diverse populations; 3) Design culturally congruent health education, wellness, and behavioral modification programs, focused on improved health and quality of life, in community-based settings; 4) Implement health education, wellness, health promotion, and behavioral modification programming for diverse populations; 5) Evaluate health education, wellness, health promotion and behavioral modification programming in a variety of settings, using an outcomes-oriented approach; 6) Identify cultural, social, economic, and political influences on decision making and action in health and wellness

EXCM 444 Strength Training and Conditioning (3 Credit Hours)
This course focuses on the analysis of theory in the improvement of athletic performance, with specific emphasis on assessment and implementation of resistance training programs. Foundational knowledge in human physiology and biomechanics is applied to principles of speed, agility, power, flexibility, and technique development specific to individuals¿ goals. Principles of anaerobic and aerobic metabolism in relation to strength training and conditioning are a major focus in the course. This course provides foundational preparation for students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist's exam.
Outcomes:
1) Analyze the relation between resistance training and human performance; 2) Incorporate appropriate exercises, such as resistance training, medicine ball, balance, plyometric, and linear and lateral movement exercises into exercise prescriptions; 3) Differentiate between general fitness prescriptions and specific training to enhance athletic performance; 4) Evaluate biomechanical aspects of efficiency and performance; 5) Apply performance enhancement training principles to individuals' specific needs and goals

EXCM 450 Nutrition, Health and Performance (3 Credit Hours)
This course focuses on advanced concepts of nutrition as these relate to health, exercise, fitness, and performance. The role of micronutrients and macronutrients in major dimension of health and fitness are addressed. Advanced concepts in nutrient selection, metabolism, and timing are integrated into plans for supporting and improving health and performance. Collaborative practice with dietetics professionals and the interprofessional team in optimizing health, fitness, and performance capacity is a major unifying concept of the course.
Outcomes:
1) Attribute major functions of macronutrients and micronutrients to health, exercise, fitness and performance; 2) Apply principles of evidence-based nutrition to the food habits and practices of diverse individuals and populations; 3) Analyze energy and nutrient intake based on level of training and type of sport and exercise; 4) Understand roles and domains of practice of collaborating professions in promoting health, fitness and performance; 5) Develop interprofessional competencies to collaborate with nutrition professionals in optimizing nutrition for health, fitness, and performance

EXCM 454 Applied Sports Science (3 Credit Hours)
This course focuses on the application of science in the study of elite athlete sports performance. Advanced aspects of physiological monitoring, along with other athlete assessment tools will be examined. Special emphasis will be placed on the evidence-based, practical application of these various techniques, enabling a holistic approach to improving athlete health and performance.
Outcomes:
Identify the relation between cumulative stress and human performance; Plan periodized practices of strength and conditioning, sport training, nutrition, and psychological preparation to optimize performance in individual and team sport

EXCM 458 Cardiac and Pulmonary Disease and Rehabilitation (3 Credit Hours)
This course focuses on two prevalent areas of public health concern for the exercise scientist: cardiac and pulmonary health and disease. Emphasis is placed on prevention, etiology, pathophysiology, and understanding the diagnosis and treatment of cardiac and pulmonary disease. The role of the clinical exercise scientist in preventive and rehabilitative exercise intervention and programming to promote cardiac and pulmonary health is emphasized. Key factors in the development, management, and evaluation of cardiopulmonary rehabilitation programs are integrated into the course.
Outcomes:
1) Understand anatomy and physiology associated with cardiopulmonary health and disease; 2) Relate pathophysiology changes in cardiac and pulmonary disease to exercise prescription; 3) Explain diagnostic tests and procedures used in exercise assessment and intervention in cardiac and pulmonary health and disease; 4) Understand essential elements and phases of cardiac and pulmonary rehabilitation; 5) Design preventive exercise prescriptions for cardiac and pulmonary health in individuals and groups; 6) Design rehabilitative exercise prescriptions for patients with cardiac and pulmonary health alterations

EXCM 468 Application of Advanced Clinical Exercise Testing & Prescription (3 Credit Hours)
This course emphasizes theory, techniques, and procedures of clinical exercise stress testing for diagnostic and functional assessment of individuals. Students will develop competencies in clinical testing skills ranging from electrocardiography to graded exercise and physical performance testing. Data from diagnostic testing and functional assessments will be integrated into individualized exercise prescriptions, based on risk assessment and stratification. Responses to emergency situations in the exercise environment are addressed.
Outcomes:
Compare the signs, symptoms and scope of cardiovascular conditions, respiratory conditions, and metabolic conditions, and the development of these pathologies; Apply risk assessment and stratification models in the diagnostic and functional assessment of individuals; Evaluate the indications and contraindications of subject selection for testing, considering safety precautions, indications for test termination, and emergency procedures for conducting a graded exercise stress test; Differentiate normal and abnormal electrocardiographic responses to exercise of varying duration and intensity; Design appropriate exercise test mode and protocols in consideration of client characteristics

EXCM 475 Exercise Applications in Special Populations (3 Credit Hours)
This course focuses on the advanced knowledge and competencies needed to evaluate health behaviors and risk factors in special populations across the lifespan. The administration of fitness assessments and the design, implementation, and evaluation of exercise programs in special populations are addressed. Exercise is approached as a therapeutic and treatment modality for individuals and groups with a variety of anatomic, physiologic, cognitive and sensory alterations.
Outcomes:
1) Understand the advanced physiology of growth and development, aging, and the pathophysiology of health conditions, disease and disability in special populations; 2) Analyze the effects of exercise training and nutrition on the underlying etiology and pathophysiology of acute and chronic conditions; 3) Prescribe exercise activities to optimize health and performance in special populations; 4) Adapt exercise prescriptions based on the individualized needs of individuals with anatomic, physiologic, or sensory challenges; 5) Evaluate the effectiveness of adaptations to exercise prescriptions and programming in special populations

EXCM 478 EKG Interpretation (3 Credit Hours)
This course will help students master the practical competencies of electrocardiography (EKG), including performing a 12-lead EKG, ambulatory monitoring, and the concepts of monitoring and interpreting an EKG with and without exercise stress testing. Additionally, this course will present content related to the cardiac cycle, EKG abnormalities, ectopy, and dysrhythmias, and identifying ischemia. Students will perform hands-on 12-lead EKG analysis at rest and with exercise and the steps required for ambulatory monitor testing.

EXCM 480 Advanced Exercise Assessment and Programming (3 Credit Hours)
This course focuses on principles of periodization applied to a performance enhancement setting. Major dimensions of the course include cycles and periods, peaking for competition, and rest and recovery. Periodization models and theories are examined, with a special emphasis on contemporary research findings that are applied to enhance athletic training and physical performance. Assessment of training programs based on performance requirements are a major emphasis throughout the course.
Outcomes:
1) Apply periodization models in the optimization of athletic or physical training and performance; 2) Analyze the relationship between training volume and intensity over time; 3) Analyze principles of program design for performance enhancement; 4) Evaluate testing approaches to the assessment of strength and conditioning; 5) Generate exercise program modifications for individuals based on youth development, injuries, and inexperience; 6) Relate variables of overload, variation, and specificity to strength and conditioning training

EXCM 482 Research Methods and Evidence in Exercise Science (3 Credit Hours)
This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop evidence-based practices/protocols, and generate knowledge for evidence-based practice in exercise and fitness. Methods of operationalizing scholarly inquiry include: understanding relations among theory, research, and practice; formulating research questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying research findings to exercise science practice. Social, cultural, political and ethical issues related to research are addressed, including special considerations of research conducted in exercise settings.
Outcomes:
1) Understand scholarly inquiry processes in relation to evidence-based practice and knowledge generation in the field of Exercise Science; 2) Formulate research questions that address clinical, educational, administrative, or policy issues for evidence-based practice in Exercise Science; 3) Understand the elements of various quantitative research designs; 4) Assess the adequacy of selected quantitative and qualitative designs in answering research questions in Exercise Science; 5) Evaluate extant evidence and theories relevant to knowledge gaps in the field of exercise science; 6) Analyze ethical issues and concerns in research related to Exercise Science

EXCM 485 Applied Biomechanics (4 Credit Hours)
This course will provide an analytical approach to the study of the human nervous system and human motion as applied to kinematic and kinetic analysis, study of anatomy, physiology, and mechanics.
Outcomes:
Students will use and apply laboratory measurement techniques commonly used in exercise science

EXCM 487 Movement Anatomy in Exercise (3 Credit Hours)
Concepts and principles from anatomy and biomechanics are integrated into the analysis of human movement. This course focuses on application of the principles of human movement for normal function and application to different levels of physical performance through case-based applications and classroom activities. Content includes anatomical lever systems, moment arms, stability and laws of motion. Systematic analysis of human movement in clinical conditions, performance, and wellness settings will be reviewed. Development of individual plans to improve movement is woven throughout the course.
Outcomes:
Analyze the relationship between biomechanics, anatomy, and human movement across a range of physical tasks; Integrate advanced understanding of upper and lower limb musculoskeletal anatomy, physiology, and function to explain movement efficiency and constraint; Apply functional anatomy and biomechanical principles to evaluate and justify movement strategies in normal physical performance; Evaluate movement techniques across populations, considering anatomical variation, mechanical tradeoffs, and contextual demands; Evaluate movement outcomes resulting from prescribed exercise or movement modifications, using anatomical and biomechanical rationale to support conclusions

EXCM 490 Special Topics in Exercise Science (1-3 Credit Hours)
Contemporary research, literature, projections and views as applied to fitness, nutrition, health, and well-being. Much of the learning that occurs in this course will be the result of group discussion. The topic areas covered will include fitness, nutrition, health, aging, obesity, and injuries. However, topics covered will largely be determined by student interests. Pre-requisites: Restricted to Parkinson School of Health Sciences and Public Health students.
Outcomes:
1) Understand research findings and scholarly writings in a specific topical area of Exercise Science; 2) Evaluate scientific and theoretical literature in s specific topic area of Exercise Science; 3) Direct scholarly discussion in a topical area of exercise science, with a focus on the individual, family, and community

EXCM 495 Field Experience I (3 Credit Hours)
This course is designed to provide 200 hours of practical experience working with diverse individuals and populations under the supervision and guidance of a preceptor. Settings may include those which provide cardiac and pulmonary care, physical rehabilitation or sports performance. Required seminars focus on program planning and evaluation, and human and fiscal resource management.
Outcomes:
Apply specialized exercise science knowledge and skills by implementing evidence-based interventions within authentic practicum settings; Collaborate effectively within interprofessional teams by integrating diverse professional perspectives to optimize patient/client outcomes; Demonstrate professional engagement through active involvement in planning sessions and team meetings; Evaluate the effectiveness of the exercise science interventions on the individuals or populations served

EXCM 496 Field Experience II (3 Credit Hours)
This course is designed to provide 200 hours of practical experience working with diverse individuals and populations under the supervision and guidance of a preceptor. Settings may include those which provide cardiac and pulmonary care, physical rehabilitation, or sports performance. Required seminars focus on program planning and evaluation, and human and fiscal resource management. This is the second of two required field experiences.
Outcomes:
Apply specialized exercise science knowledge and skills by implementing evidence-based interventions within authentic practicum settings; Collaborate effectively within interprofessional teams by integrating diverse professional perspectives to optimize patient/client outcomes; Demonstrate engagement through active involvement in planning sessions and team meetings; Evaluate the effectiveness of the exercise science interventions on the individuals or populations served

EXCM 499 Independent Study (1-4 Credit Hours)
Pre-requisites: Restricted to Parkinson Exercise Science students
This is a directed study course in exercise science for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes, and timelines. Permission of the Program Director required.
Outcomes:
Students will be able to miiculate a general understanding of the selected topic

Food and Nutrition (FONU)

FONU 400 Role Development in Dietetic Practice (1 Credit Hour)
Pre-requisites: Admission to the dietetic internship
This course includes concepts and resources related to professional practice as a registered dietitian. Ethical issues, licensure, and scope of practice will be explored. Professional development will be discussed from entry-level to advanced practice. Fiscal aspects of professional practice, such as reimbursement and compensation, will also be considered.
Outcomes:
Students will define ethical issues, licensure requirements, increase professional development, and learn about fiscal aspects of the practice, such as reimbursement and compensation

FONU 410 Nutrition Focused Physical Assessment (2 Credit Hours)
This course focuses on physical and laboratory assessment skills necessary for the dietitian's practice, particularly in nutritional assessment and medical nutrition therapy. Emphasis is placed on skill development relevant to nutrition care of the individual, and/or for nutrition program delivery or evaluation. This course incorporates both classroom and lab activities. Master of Science in Dietetics major, or instructor permission
Outcomes:
Demonstrate competence in conducting a nutrition-focused physical assessment; Demonstrate skills for assessment and care of the patient receiving specialized nutrition support; Measure common physiologic parameters used in medical nutrition therapy

FONU 420 Transition to Supervised Practice in the Dietetic Internship (1 Credit Hour)
Pre-requisites: admission to LDI
This course begins skill development in preparation for the transition from the classroom environment to supervised practice in dietetics. Topics include ethical, legal, and safety issues for novice dietetic practice such as OSHA, HIPPA, IDPH, and standards of other regulatory agencies in health care. The nutrition care process including nutrition diagnostic language, planning and implementation of medical nutrition therapy (MNT) interventions are discussed. Basic familiarity and use of evidence-based practice protocols related to common conditions such as hypertension, diabetes, cardiovascular, renal, and/or gastrointestinal disorders, provision of specialized nutrition support and others. Medical terminology mastery is expected. Emphasis is placed on synthesis and application of undergraduate material, and effective clinical resource application.

FONU 422 Medical Nutrition Therapy Theory (3 Credit Hours)
Pre-requisites: FONU 420
This course includes the study of medical nutrition therapy (MNT) theory for dietetic practice including acute care, long term and outpatient environments. Complex medical conditions including trauma, burns, transplant, oncology, diabetes mellitus, sepsis, cardiovascular, gastrointestinal, neurological, and renal disorders. Alternate modalities of nutrition supported are included. The course includes theoretical foundations of patient care protocols, synthesis of research findings, and trends in health care related to practice protocols. This course should be taken in conjunction with FONU 423 for current Loyola dietetic interns.

FONU 423 Supervised Practice (SP) in Medical Nutrition Therapy (2 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course requires the student to complete 480 hours of dietetic SP in health care environments that provide acute care and renal replacement therapy. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 422. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 424 Public Health Nutrition and Research Theory for Dietetic Practice (3 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course includes the study of nutritional epidemiology, general principles of public health, major public health nutrition programs, research for beginning dietetic practitioners and professional development issues. Nutritional surveillance, program evaluation, and methods are discussed through lecture and review of professional literature.

FONU 425 Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing (2 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course includes 480 hours of dietetic SP in public health nutrition, research, marketing and an elective professional development area. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 424. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 426 Food Management Theory: Geriatric Nutrition (1 Credit Hour)
This course provides study of food management theory including food systems, operations, resource management (human, food, financial), quality improvement, safety and sanitation. Geriatric nutrition care and management theory is also revised from perspectives of medical care and facility management including regulatory agency standards.

FONU 427 Supervised Practice: Food Management, Geriatric Nutrition (1 Credit Hour)
This course requires the student to complete 240 hours of SP in food management and geriatric nutrition/long term care environments. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 426. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 499 Independent Study (1-4 Credit Hours)
Pre-requisites: Restricted to Parkinson Exercise Science students
This is a directed study course in exercise science for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines. Permission of the Program Director.
Outcomes:
Students will be able to miiculate a general understanding of the selected topic

FONU 501 Writing and Communications in Nutrition and Dietetics (3 Credit Hours)
This course focuses on scientific writing and communication skills essential to dietetic practice. Emphasis will be placed on clarify, consistency and translation of scientific evidence into effective messages for diverse populations. Standards for publication of practice and research based papers understanding and responding to peer review process will be discussed. Master of Science in Dietetics major, or instructor permission
Outcomes:
Create proposals, scientific reports and/or articles using writing skills of planning, drafting, revising and editing to incorporate appropriate evidence tailored to different audiences, publications and media formats

FONU 503 Dietetic Theories & Research Methods (3 Credit Hours)
This course analyzes theories of health and disease with implications for dietetic practice. Principles of research will be examined with a focus on methods to assess food, nutrients and related physical or biochemical parameters.

FONU 505 Trends in Dietetic Practice (2 Credit Hours)
Pre-requisites: admission to the MS in Dietetics, Dietetic Internship or FONU Program Director permission
This course includes emerging scientific research in the dietetics field as it relates to consumer food choices, evaluating the safety and health of the food supply, functional foods, vegetarian diets, food allergics and weight management. The course will focus on theoretical foundations, and synthesis of research trends into practice protocols. Mock counseling sessions will also occur utilizing up to date counseling methods including movational interviewing for behavior change.
Outcomes:
Student will demonstrate knowledge in emerging areas related to dietetic practice

FONU 507 Behavioral Change for Health Promotion (3 Credit Hours)
This course focuses on concepts and theories of health and behavior related to food, nutrition and other behaviors. Evidence to support select skills and techniques for health will be evaluated and applied. The impact of interventions will be analyzed to provide evidence-based frameworks for behavioral change in individuals and groups. Master of Science in Dietetics major, or instructor permission.
Outcomes:
Incorporate evidence-based behavioral change interventions into nutrition care plans; demonstrate skill in a behavioral change encounter in a simulation, analyze major approaches and influences of health promotion (eg policy, community engagement, advocacy and social marketing)

Health Informatics & Data Science (HIDS)

HIDS 401 Foundations of Health Informatics (3 Credit Hours)
This course offers students a broad overview of health informatics as a foundation for further study of the topic. Designed as a survey of informatics domains as well as primer of informatics methods, this course serves as an introduction for anyone interested to ask good informatics questions, employ informatics tools, or design informatics systems across a broad range of biomedical applications.
Outcomes:
Understand the differences between data, information, and knowledge, and analyze the processes to transform data into actionable knowledge in the context of health and biomedical domains; Understand the particular nature of data, information, and knowledge in health, analyze the importance and limitations of coding standards; Analyze and evaluate the role of health informatics and its societal impact; Analyze the current trends and current issues in health informatics

HIDS 405 Data Wrangling for Analytics (3 Credit Hours)
Data are messy, come from different sources, and are seldom complete. This course provides an in-depth study of how to prepare data coming from various sources, in different formats, with noisy information, in order to perform meaningful and sound analyses. Contents include grouping data, visualizing data, and aggregating data from the web and other sources.
Outcomes:
1) Program basic data integration and cleaning routines; 2) Evaluate the access and organization of various sources of information; 3) Assess the quality of data for a particular use case; 4) Apply techniques that group, transform and aggregate data

HIDS 408 Building Trust in Scientific Health Communication (3 Credit Hours)
This course familiarizes students with the concepts of misinformation, disinformation, and communicating for impact. Content covered includes how to fact check and how to combat misinformation and disinformation in practice.
Outcomes:
Compare misinformation and disinformation from different perspectives; Identify the predominate narratives in the health misinformation environment; Distinguish between high- and low-level interventions to counteract misinformation

HIDS 411 Clinical Data Science (3 Credit Hours)
Clinical Data Science provides students with an introduction to a broad range of concepts and methods in data science, as they pertain to biomedical research. The focus of the class is on introducing key methods ranging from data collection and storage, to probabilistic methods, etc.
Outcomes:
Understand and describe the steps in the life cycle in biomedical and clinical research; Understand the key principles of data management; Apply, analyze, and evaluate data structures, standards, and quality of data in large biomedical databases and clinical research; Analyze and evaluate key data analytics concepts as they apply to biomedical research; Analyze ethical and legal issues when dealing with biomedical and clinical data

HIDS 412 Translational Bioinformatics (3 Credit Hours)
Pre-requisites: HIDS 411 Clinical Data Science
This course covers the fundamentals of bioinformatics and how they apply to translational and clinical problems. The purpose of this course is to give students a broad overview of the field of bioinformatics, and the tools commonly used, as well as the applications to practical biomedical issues, diseases, population health, drug discovery, etc. The students will also be exposed to a variety of open-source software for sequence alignment, SNPs discovery, and on how to access and analyze data from large biological databases, for translational and clinical research.
Outcomes:
Understand and apply a range of bioinformatics algorithms, and their computational efficiency; Apply and analyze informatics techniques to retrieve, store, and analyze 'omics' data; Apply and analyze open-source tools and open access databases to find and analyze data of translational and clinical importance; Analyze the current trends and problems in bioinformatics and how they relate to clinical issues, population and public health

HIDS 421 Security and Privacy in Healthcare (3 Credit Hours)
This course provides students with a broad exposure to concepts, policies, and methodologies in security and privacy, as they pertain to healthcare research and practice. Information security and data privacy are essential components of biomedical and clinical research, and therefore, it is critical for students to understand security guidelines.
Outcomes:
Understand the role of information security and data privacy in healthcare; Apply basic principles of computer security, such as confidentiality, integrity, and availability; Apply and analyze security principles in research data management; Analyze and evaluate the ethical and legal considerations associated with biomedical and clinical data; Understand and analyze the importance and role of the Institutional Review Board and its function with respect to protecting human subjects

HIDS 422 Ontologies in Healthcare (3 Credit Hours)
This course provides students with essential concepts of ontologies, building ontologies, and knowledge representation as they pertain to health care, and biomedical research. With the ubiquitous nature of computer systems, and information-based systems in health care (and everywhere!) there is a critical need to be able to represent information.
Outcomes:
Understand the role of ontologies in knowledge representation; Understand the differences between realist and anti-realist ontologies; Understand and describe the importance of propositional and predicate logic in knowledge representation and discovery; Understand basic principles of developing ontologies in health care; Build ontologies using computer ontology-building tools; Understand and describe how ontologies affect biomedical informatics systems and how we discovery new knowledge

HIDS 424 Spatial Data Science in Healthcare (3 Credit Hours)
This course is a comprehensive introduction to spatial data analysis and visualization using programming languages (R or Python). Modules will cover core concepts and practical applications of spatial data handling within these tools. The content is structured to progressively build knowledge, starting from basic principles and advancing to more complex analytical techniques.
Outcomes:
1) Differentiate various spatial data formats and structures, including vector and raster data; 2) Demonstrate proficiency in importing, processing, and managing spatial datasets using programming languages, ensuring data integrity and analytical readiness; 3) Produce informative, aesthetically compelling visualizations of spatial data to effectively communicate spatial insights; 4) Interpret spatial patterns, relationships, and trends using statistical methods to derive meaningful conclusions

HIDS 441 Human Centered AI for Healthcare (3 Credit Hours)
This is a survey course of AI user-facing systems for healthcare, that demonstrates the practical use of seminal algorithms in machine learning and AI, as well as principles of interaction design and user center design. In addition, the course focuses on how these design principles and algorithms can be blended to generate impactful systems that help bridge health disparities.
Outcomes:
Assess a healthcare situation that can be improved with interactive technology; Apply interaction design principles to mock up a system that utilizes AI in the context of healthcare; Evaluate interactive systems based on design principles for ehealth/applications that use AI; Compare the opportunities and limitations of seminal AI technologies; Design realistic technological solutions for healthcare problems with the technology available; Communicate the design and evaluation of AI imbued technology for healthcare

HIDS 495 Independent Study (1-4 Credit Hours)
This is a directed study course in health informatics for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

HIDS 496 Special Topics in Health Informatics (1-3 Credit Hours)
This course covers a specific topic in health informatics.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

HIDS 499 Health Informatics Capstone (1-3 Credit Hours)
Pre-requisites: Students in the HIDS program must have completed 2 semesters of course work
Development of an informatics project, including research question, literature review, and assessment.
Outcomes:
Development of a scholarly paper and presentation

Healthcare Administration (MHA)

MHA 405 U.S. Health Systems Management (3 Credit Hours)
This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the structure of healthcare in the US healthcare impacts operational management of provider systems focus on how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on management of quality, patient safety and information technology as centerpieces of the modern health care environment.
Outcomes:
Distinguish roles, functions and responsibilities of healthcare system components; Analyze the interaction of social, political and economic forces shaping healthcare delivery and impact on cost, quality and access

MHA 415 Culture of Quality & Safety in Health Care (3 Credit Hours)
Developing, managing healthcare safety and quality programs by demonstrating strategic importance of concepts inside healthcare organizations and clients. Discussion of safety science, high reliability organizations, trends in patient safety, healthcare quality, practices in different healthcare environments, development of organizational cultures, safety & quality, tools for monitoring performance improvement will be examined.
Outcomes:
Students will explain forces driving safety and quality in healthcare, evaluate strategies for improving safety/quality in healthcare, describe influence of systems on outcomes; Analyze role of various systems, factors in creating safe environments of care; Explain "just culture" thinking on safety, quality improvement; Develop plan for improvement of safety/quality

MHA 430 Managerial Epidemiology (3 Credit Hours)
Introduces epidemiological principles, tools pertinent to population health management, delivery of healthcare services, fundamentals of epidemiologic inquiry, population health, community health needs assessment introduced. Methods to effective planning, monitoring, and evaluation of healthcare services. Emphasis given to practical applications, decision-making in healthcare administration, planning, management, financing, outcome evaluation, within healthcare organizations.
Outcomes:
Students will distill the central role of population health management in healthcare administration, epidemiology in evidence-based management, basic principles/methods of descriptive epidemiology to healthcare, administration functions

MHA 440 Healthcare Management and Ethics (3 Credit Hours)
This course deepens insights into profession of healthcare administration, presents key principles, practices of management within healthcare organizations. Emphasis given to knowledge, skills necessary to effectively manage healthcare organizations. The interplay between management and the larger environment of internal/external stakeholders explored, ethical issues common to healthcare management examined. Provides foundation for developing effective management.
Outcomes:
Students will differentiate key principles of management, articulate the governance and management structure of healthcare organizations, synthesize core functions of healthcare manager; Identify/frame/evaluate healthcare management challenges, define strategies for addressing challenges

MHA 450 Research Literacy for Health Decision Makers (3 Credit Hours)
This course explores the research process and the regulatory requirements in health sciences research. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking and analysis to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration including planning, management, assessment, and outcome evaluation, within healthcare organizations. Students will present a critical analysis of multiple types of research studies.
Course equivalencies: X - HSM 358 / MHA 450
Outcomes:
Explain the scientific method as it relates to research; Describe research governance, ethical doctrine and regulations impacting human participant protection; Assess study design and describe appropriate measures and data collection techniques; Discuss regulatory and policy factors that impact health-related research; Critically evaluate health-related research, including analysis and conclusions; Evaluate the relevance and implementation challenges of novel research; Determine how ethical healthcare leaders impact innovation and research

MHA 451 Healthcare Finance I (3 Credit Hours)
This course provides a basic understanding of financial management principles with emphasis on the not-for-profit entity. Foundational accounting concepts are explored with a focus on risk, financial statements, capital investments, debt and equity financing.
Outcomes:
Students will be able to recognize the three main corporate financial statements and explain in lay terms the information contained therein

MHA 452 Healthcare Finance II (3 Credit Hours)
Pre-requisites: MHA 451
Building on the foundational learning from Healthcare Finance I, this course focuses on for-profit entities within the health care sector and reimbursement methods. Financial concepts, discounted cash flow analysis, risk, financial performance evaluation, capital investments, capital budgeting, debt, equity financing will be explored. Description, assessments of reimbursement methodologies, strategies will be explored.
Outcomes:
Engage in long-term financial forecasting and planning; Differentiate various reimbursement strategies/ methodologies; Complete comprehensive financial forecast for a healthcare organization

MHA 460 Strategy & Leadership in Healthcare Organizations (3 Credit Hours)
This course examines competitive strategy, leadership in current healthcare environment. Content emphasizes formulation, execution & management, critical evaluation of organizational strategy. Key challenges faced by U.S. healthcare organizations and strategic responses are introduced. The relationship between strategic outcomes and leadership is explored emphasizing values-based leadership and individual qualities that define effective leaders. 2) Evaluate strategic options for a healthcare organization. 3) Formulate a strategy for a healthcare organization. 4) Manage the execution of a defined strategy. 5) Evaluate the performance of a strategic plan. 6) Compare theoretical concepts of leadership.
Outcomes:
1) Analyze the internal and external environment to which a strategy must respond

MHA 468 Healthcare Data Analytics & Business Intelligence (3 Credit Hours)
This course explores the use of data analytics, mining, visualization, tools to support data-driven decisions in healthcare organizations. Students develop a comprehensive view of data, use data to drive outcomes and efficiencies in healthcare. Commonly used methods/challenges in data analytics discussed. Multiple sources are explored including patient-generated data, electronic health records, administrative databases.
Outcomes:
Students will discuss the role of data analytics in health care organizations, demonstrate conceptual and practical knowledge, share structuring of health and healthcare data, retrieve data, perform descriptive analyses on healthcare datasets

MHA 472 Population Health Analytics and Emerging Technology for Healthcare Adminstn (3 Credit Hours)
This course integrates population health, healthcare analytics, business intelligence, and emerging technologies to support data-driven decision-making and organizational change in healthcare settings. Students examine the use of vital statistics, core health indicators, and population-level data to analyze health trends, assess performance, and inform organizational and policy decisions. Emphasis is placed on communicating analytic findings to decision-makers and applying analytic insights, including those supported by artificial intelligence, to lead continuous improvement and change initiatives within healthcare organizations.
Outcomes:
Explain the role of data analytics, population health, and epidemiology in healthcare administration; Analyze healthcare and population health data using appropriate analytic and business intelligence tools; Apply analytics to assess performance, monitor trends, and support quality, safety, and population health improvement; Design data-informed strategies to support evidence-based decision-making and organizational change

MHA 480 Topics in Post-Acute Care (3 Credit Hours)
Pre-requisites: MHA 405, MHA 415, MHA 430, MHA 451, MHA 452, MHA 491, and MHA 492
This course acquaints students with services delivered following traditional acute-care episodes or stays, providing comprehensive overview of programs, policies, services specific to post-acute care providers, facilities. The operating environment is examined with emphasis on regulations, reimbursement, care delivery, alternative delivery systems. Timely issues, challenges, dilemmas confronting long term care management explored.
Outcomes:
Demonstrate understanding of the basic operations of the continuum of post-acute care services, including delivery systems, consumers, providers, competitors; Discuss legal, regulatory environment surrounding post-acute care; Delineate role of financing/reimbursement

MHA 484 Capstone I-Healthcare Decision Support (3 Credit Hours)
Pre-requisites: Instructor Permission required
The course focuses on understanding decision support systems and how they are used to inform leadership decision-making across healthcare organizations. 2) Evaluate strategic options for a healthcare organization. 3) Formulate a strategy for a healthcare organization. 4) Manage the execution of a defined strategy. 5) Evaluate the performance of a strategic plan. 6) Compare theoretical concepts of leadership.
Outcomes:
1) Analyze the internal and external environment to which a strategy must respond

MHA 489 Human Resources and Professionalism (3 Credit Hours)
Human Resources and Professionalism is designed to equip students with the knowledge and skills to effectively manage human resources in the dynamic healthcare industry. Students will explore the role of human resources in healthcare, understanding the success of any healthcare organization is heavily dependent on workforce planning, recruitment, selection and retention. This course introduces the technical and legal aspects of human resources management (HRM) from a strategic business perspective and examines how HRM best practices can be applied to health services organizations (HSO s). The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining health care organizations. 2) Develop talent management processes including; recruitment plans, selection, engagement, and retention, and performance appraisal of employees. 3) Identify laws and policies affecting and protecting healthcare workers. 4) Determine effective strategies for conflict identification and management. 5) Discuss ethical leadership, codes of conduct and professional responsibilities. 6) Develop a plan for continued professional development, network expansion, and service to the profession.
Outcomes:
1) Evaluate HR management practices

MHA 490 Research and Innovation in Healthcare Administration (3 Credit Hours)
This course explores the research process and the regulatory requirements in drug, device, and biological product development. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking and analysis to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration including planning, management, assessment, and outcome evaluation, within healthcare organizations.
Outcomes:
1) Outline the research and drug, device, and biologic development processes; 2) Discuss regulatory and policy factors that impact health-related research; 3) Critically evaluate health-related research; 4) Evaluate academic and industry contributions to innovation; 5) Evaluate the relevance and implementation challenges of novel research; 6) Determine how ethical healthcare leaders impact innovation and research

MHA 491 Systems Thinking for Healthcare Leaders (1 Credit Hour)
This two-day immersion will serve as an introductory course for the MHA program. Students will explore the concepts of systems thinking and develop practical skills for its application in healthcare settings. Students will be provided with supplemental reading materials and participate in simulations and exercises to hone their skills in this critical leadership competency.
Outcomes:
Students will define systems thinking as a leadership model and Apply relevant components of systems thinking in real-world healthcare setting

MHA 492 Policy in Health Systems (1 Credit Hour)
This Immersion provides students with policy, economic, and governance framework for understanding healthcare delivery systems. Selected theoretical models will be used to analyze existing and proposed health policies from the perspective of relevant stakeholders. Critical appraisal of selected national and global programs including their underlying values, socio-political, and economic issues, is a focus. This critical appraisal,based on the political, economic, legal, social, and ethical forces which impact the health policy-making process will be examined against the backdrop of US healthcare delivery systems. Implications for research and practice aimed at improving health outcomes of a student's target population will be a focus of this course. 2) Define various governance models and their relationships to governing regulatory bodies. 3) Use selected theoretical models to critically analyze health policies and related .issues from multiple stakeholder perspectives, including underrepresented populations.
Outcomes:
1) Describe the policy development and implementation processes in the United States

MHA 493 Healthcare Performance Management (1 Credit Hour)
This two-day immersion helps students build practical skills for ongoing performance management and monitoring of strategically aligned key performance indicators. Students will explore use of scorecards, dashboards as tool for ongoing outcomes monitoring, management within health systems. Students will be provided with supplemental reading, guest lecturers, participate in simulations, exercises.
Outcomes:
Students will build outcome monitoring scorecards and dashboards, effectively communicate outcomes and performance metrics

MHA 494 Multi-disciplinary Teams in Healthcare (1 Credit Hour)
Two-day immersion provides students with practical lessons, recognizing and optimizing the multi-disciplinary nature of healthcare workforces. Focus on building cross-functional teams, recognizing potential strengths/weaknesses of team members from different educational/ practice backgrounds. Team building exercises, small group theories will be incorporated to demonstrate practical value of multi-disciplinary teams. Course includes supplemental reading materials, guest lecturers, simulations, exercises to hone skills in critical leadership competency.
Outcomes:
Students will identify opportunities, challenges facing healthcare workforce; will effectively build multi-disciplinary teams of health care workers from a variety of specialties and fields

MHA 495 Capstone II (3-6 Credit Hours)
Pre-requisites: MHA 484 *Students without work experience or looking to gain more confidence and skill may take a 2nd capstone course, either concurrently or after the first capstone
This course provides students with the direction and support to complete an independent capstone project relative to an area of professional interest. Students develop a 1) workable problem statement; 2) a precise and targeted literature review on the topic of interest; and 3) propose an interventional capstone project to address the identified need/ problem using the principles of Six Sigma DMAIC (Define, Measure, Analyze, Implement, and Control). Students identify a community-based partner organization and secure commitment from the organization and individual preceptor willing to facilitate the project. A written plan of execution is submitted in the form of the Capstone Project Plan. Upon faculty approval, students may begin the implementation of the project. The second capstone provides more experiential learning opportunities and allow for greater interaction with the partner organization and problem-solving methodology. 2) Demonstrate analytic, critical thinking, and problem-solving capabilities by proposing an administrative solution to a healthcare problem.
Outcomes:
1) Examine a relevant healthcare problem or knowledge gap by executing and synthesizing a professional research and literature review

MHA 499 Independent Study in Healthcare Administration (1-3 Credit Hours)
Pre-requisites: Course open to MHA students; Permission of the Program Director
This is a directed study course in healthcare administration for approved students, supervised by a member of the MHA faculty. Students must have assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

Master of Public Health (MPBH)

MPBH 400 Determinants of Population Health (3 Credit Hours)
This course will introduce students to the public health perspective population perspective. A major focus of the course is understanding the fundamentals of health disparities and how they are produced and reproduced, and how simple solutions to our most pressing public health problems are unlikely to succeed. Graduate standing in the MPH or Public Health Certificate Program, or permission of instructor.

MPBH 401 Environmental Health (3 Credit Hours)
This course is designed as an introduction to environmental public health issues, laws, regulations, research, and advocacy. Environmental factors including biological, physical and chemical factors that affect the health of a community will be presented. The environmental media (air, water and land) and various community exposure concerns will also be presented. The course will utilize available internet resources to access environmental data, and focus related research. A team project will be completed requiring literature review and presentation and critical assessment of a successful (or unsuccessful) environmental advocacy campaign.
Course equivalencies: X-ENVS301/PUBH301/MBPH401

MPBH 402 Public Health Practice and Management (3 Credit Hours)
This course will provide an introduction to public health practices and cover management basics as applied to the public health field. The topics covered in the course will be examined through the lenses of prevention, social justice and the role of governmental public health. In Part I of the course, we will study basic public health concepts, core public health functions and practices, public health infrastructure at the local, state and federal levels, and the major areas of public health services and interventions. In Part II, we will cover management principles and functions such as planning, organizing, controlling and leading. We will apply these concepts to the administration of public health organizations.
Outcomes:
Assess population needs, assets and capacities that affect communities' health; Apply awareness of cultural values and practices to the design or implementation of public health policies or programs; Design a population-based policy, program, project or intervention; Explain basic principles and tools of budget and resource management; Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

MPBH 403 Introduction to Epidemiology (3 Credit Hours)
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including design and measures of association. This course will be taught as an online course combined with an intensive interactive session with faculty and students one weekend in Spring.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403

MPBH 404 Biostatistics for Health and Biological Science (3 Credit Hours)
Introductory course allows students to utilize SAS software to perform analytical methods including Graphical and Numerical Descriptive Statistics, Probability calculations and distributions with emphasis on the binomial(discrete) and normal (continuous) distributions, Inferential Statistics: Point Estimation, Interval Estimation and Hypothesis Testing, Nonparametric statistical methods and Sample Size Calculation.
Course equivalencies: CRME420/BMSC402/MPBH404

MPBH 407 Public Health Policy: Concepts and Practice (3 Credit Hours)
Pre-requisites: Open for registration for MPH students; All other students require department approval
No course description is available
Course equivalencies: PUBH 307/MPBH 407

MPBH 409 Biostatistics I (3 Credit Hours)
Pre-requisites: Introductory course
Introductory biostatistics course which allows students to utilize STATA software and perform/ operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

MPBH 410 MPH Practicum (1-3 Credit Hours)
All MPH students are required to complete at least 1 credit of a practicum (internship) to gain a better understanding of a public health practice, directly utilize their own MPH training, and network with public health professionals in the field. Students need to provide a signed agreement and must be in the process of completing 21 credit hours, including at least four core courses.

MPBH 411 MPH Capstone (1-3 Credit Hours)
The goal of the Capstone project is to provide students the opportunity to demonstrate knowledge and skills acquired in the academic coursework and through practicum experience. The objective is to enable the student to work on a project which translates both general and discipline specific information into public health practice. Students should complete the core, program specific courses. We recommend to split credits over last two semesters and register 1 credit each semester.
Outcomes:
The Capstone will provide the students an opportunity to exhibit their proficiency in public health skills through a written report and oral presentation

MPBH 412 Intro to Statistical Computing for Public Health (1-3 Credit Hours)
Pre-requisites: This course is designed for students who have taken or are taking Introduction to Epidemiology (MPBH 403) and Biostatistics I (MPBH 404 or 409)
This course introduces students to statistical computing. The emphasis is on manipulating data sets and basic statistical procedures such as t-tests, chi-square tests, and correlations. The course currently focuses on the use of SAS and STATA software packages., data importation from various sources, cleaning, validation, subsetting, merging, and transforming datasets); Construct clear and concise documentation of newly created datasets; Use SAS data-step programming, macros, and built-in procedures for statistical analysis and visualization (i.e., PROC MEANS, FREQ, SGPLOT, and UNIVARIATE); Demonstrate the ability to use descriptive techniques to summarize public health data (i.e., t-tests, chi-square tests, and basic regression models); Describe the results of basic statistical analyses.
Outcomes:
Execute data management techniques to create public health analytical datasets (i.e

MPBH 414 Introduction to Global Health (3 Credit Hours)
This course is is an introduction to global health at the graduate level to provide the student with an understanding of health surveillance systems, and determinants, consequences and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women's health, nutrition, immigration health and environmental health. The format of the course will be both didactic, with some asynchronous lectures online, and student-led discussion and teamwork in the classroom.
Outcomes:
Synthesize the most commonly used global health metrics, intervention frameworks, and monitoring and evaluation strategies in the creation of a global health program plan; Summarize reasons for health inequities and disparities which exist in low- and middle-income countries, as well as higher-income countries; Examine specific risk factors for poor outcomes in common global health issues; Illustrate the concept of global health security and its impact on disease outbreaks; Evaluate case studies of existing global health interventions and policies; Compare and contrast existing global health funding and implementation systems, such as bilateral aid, multilateral agencies, and public/private partnerships, including ethical concerns

MPBH 415 Non-Communicable Disease Epidemiology (3 Credit Hours)
Pre-requisites: MPBH 403 or consent of instructor
This course covers public health topics related to non-communicable diseases (NCDs). The course explores topics such as: burden of NCDs in populations; the conceptual frameworks for studying chronic disease causation and control; the epidemiology of cardiometabolic diseases as well as the epidemiologic transition in relation to risk factors for the major chronic diseases (e.g. nutrition, obesity, physical exercise, alcohol and tobacco use) as well as upstream factors impacting on diseases such as food policy and the built environment; integrated healthcare services and public health interventions; and, the study designs used to assess associations between exposures and NCDs.
Outcomes:
Apply frameworks to understand social and ecological determinants of non-communicable diseases, as well as the biological and behavioral risk factors across the life-course; Articulate the methodological issues in the study of non-communicable diseases including tools for surveillance, the limits of observational evidence, life-course epidemiology and genetic associations, assessment of risk and risk scores, burden of disease estimates; Explain the drivers of non-communicable disease epidemiology; Discuss interventions to prevent and control non-communicable diseases low-middle income countries

MPBH 416 Health Services Research Methods (3 Credit Hours)
This course introduces students to the scope of health services research by addressing issues central to understanding and applying modern research to public health and health policy. Formulate questions and develop studies using primary data collection approach that are timely and relevant to contemporary organization, financing, and delivery of U.S. public health.
Outcomes:
Determine health services research's scope

MPBH 417 Global Maternal and Child Health (3 Credit Hours)
Pre-requisites: MPBH 414 and MPBH 403
This course prepares the student to gain substantive knowledge of the key issues in global maternal and child health. With a focus on low-and-middle income countries (LMICs), the course will provide the student an opportunity to delve into critical issues faced by women and children, assess health disparities, and examine social justice issues in LMICs. In addition, the student will be expected to think critically about existing programs, research, and policy involving maternal and child health.
Outcomes:
Identify specific risk factors for poor outcomes in reproductive health; Discuss contemporary issues surrounding maternal and child health; Apply methods of program evaluation to health programming for women and children in an international setting; Analyze major causes and trends of morbidity and mortality among women and children in LMICs; Explain the social, political and economic determinants of maternal and child health and how they contribute to population health and health inequities; Explain how globalization affects global burdens of disease among women and children

MPBH 418 Global Health Experience Seminar (0 Credit Hours)
This 0-credit seminar course prepares students selected for the summer global health internship to engage ethically, professionally, and effectively in international public health settings. Through interactive sessions, students will explore foundational global health concepts, complete ethics and safety training, analyze key public health indicators for their assigned site, and reflect on the role of culture in shaping health beliefs and health systems. Emphasis will be placed on responsible global engagement, cultural humility, and comparative analysis of health systems. Successful completion of this course is required for participation in the summer field internship abroad.
Outcomes:
Analyze the health status of populations using available data for your assigned local sit; Describe how cultural context influences perceptions of health and disease in your local implementation context; Compare and contrast the local national model or health system for provision of healthcare to the US system, including their respective effects on health and healthcare expenditure; Define local, national, and international codes of ethics and how they are relevant to one's working environment

MPBH 420 Public Health Law: Theories and Cases (3 Credit Hours)
This course explores how the law can be utilized to promote, or impede, proposed public health interventions at the local, state, federal level. Students review key theories of public health law that examine the role of the legislature, executive agencies, and the courts in crafting, executing, reviewing public health policy. This course is geared towards MPH students in Public Health Policy and Management track, and no prior training in law or legal analysis is assumed.
Outcomes:
Describe the inter-dependence of law and public health; Identify areas of law applicable to promoting public health; Articulate the legal, ethical and practical conflicts that arise in approaching public health through law

MPBH 421 Biostatistics II (3 Credit Hours)
Pre-requisites: MPBH 409 Biostatistics I Students will utilize text on Biostatistics for Public Health
Course will cover linear and logistic regression and ANOVA. Students will utilize STATA software for hypothesis testing.
Outcomes:
Students will conduct statistical hypothesis testing using methods presented in class

MPBH 422 Population Health Planning & Management (3 Credit Hours)
This course prepares students to confront--thoughtfully and systematically-resource allocation decisions by developing the knowledge, tools, and skills needed to plan, implement, and evaluate programs, interventions, and services that address public health problems, improve population health, and reduce inequities.

MPBH 423 Intermediate Epidemiology (3 Credit Hours)
Pre-requisites: MPBH 403 Introduction to Epidemiology and MPBH 412 Introduction to Statistical Computing for Public Health Research
Intermediate Epidemiology focuses on analysis of observational data. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 424 Health Economics and Healthcare Financing (3 Credit Hours)
This course will examine selected topics in health economics with major implications for healthcare delivery, healthcare financing and clinical and public health research. Essential economic theories and methods for exploring each topic will be discussed along a review of existing empirical research.
Outcomes:
Describe the US health delivery and financing system; Apply essential economic theories/methods to study consumer behavior and healthcare demand, healthcare market and supply of services, and medical cost-effectiveness analysis

MPBH 425 Policy Analysis (3 Credit Hours)
This course will provide an introduction to the issues and methods of health policy analysis. Health policy analysis requires several distinct sets of skills: technical understanding of analytical tools, understanding the policy and managerial context within and outside of your organization, and the ability to produce and communicate practical advice. This is a track-specific requirement for MPH Graduates in the Health Policy track.
Outcomes:
Students will develop a good working understanding of the methods specific to these issues examined through this course and will also learn how to apply these to specific problems

MPBH 426 Infectious Disease Epidemiology (3 Credit Hours)
Pre-requisites: Introduction to Epidemiology (MPBH 403)
This course will introduce the basic methods for infectious disease epidemiology and review case studies of important disease syndromes and entities. Important terminology and definitions for infectious disease epidemiology will be reviewed, including nomenclature related to outbreak investigations, disease surveillance, laboratory diagnosis, molecular epidemiology, disease transmission and susceptibility.

MPBH 427 Advanced Statistical Methods (1-3 Credit Hours)
Co-requisites: MPBH 421 (or prior completion of a two-semester course sequence in Biostatistics) and one course in statistical computing such as MPBH 412
This course covers a broad overview of statistical models and estimation methods for outcome variables (normal and non-normal) that are clustered or measured repeatedly in time or space. The focus is on applications and computer software methods for correlated regression models, including ANOVA based methods, hierarchical linear models, etc.
Outcomes:
Apply generalized linear models to regress a set of explanatory variables against non-normally distributed outcomes, including binary outcomes (logistic regression), multinomial outcomes (ordinal and multinomial logistic regression), and count outcomes (Poisson and negative-binomial regression); Identify and employ appropriate methods for the analysis of repeated measures, including the use of generalized estimating equations (GEE models) and/or mixed-effects models for nested and hierarchical data; Analyze data using Parametric methods for time-to-event data; Conduct Bayesian estimation for unknown parameters; Employ multivariate methods to solve real-world problems and dimensionality reduction; Use statistical programming to apply learned statistical models and estimation methods; Explain the results of statistical analyses

MPBH 430 Environmental Health Policy (3 Credit Hours)
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing. This course is offered both online and in-person.
Outcomes:
1) Outline fundamental public health concerns that have been associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

MPBH 431 Grant Writing (3 Credit Hours)
This course will provide an overview of the NIH extramural funding process, with additional information on funding opportunities outside NIH. Students will learn the key components of successful grants and factors that may lead to grants not being reviewed favorably. The focus will be on grant writing skills.
Outcomes:
Students will be required to write a 10-12 page R01-style grant proposal (application), as described in the NIH guidelines

MPBH 432 Health Impact Assessment (3 Credit Hours)
This course is an introduction to health impact assessment which is a decision-support tool that uses a combination of procedures, methods, and approaches to determine how a policy, project/program may affect the health of a community, and the distribution of those effects within the population of the community.

MPBH 433 Clinical Trials (3 Credit Hours)
Clinical Trials course is designed for students interested in the design, implementation and management of clinical trials and their ethical and clinical implications. Topics include trial design, randomization, recruitment and sample size, monitoring and analysis. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 434 Systematic Review and Meta-Analysis (3 Credit Hours)
Meta analysis course provides instruction on methods for synthesizing clinical research information and how to assess the strength of the evidence for policy development and clinic contexts. The course is designed to highlight rigorous systematic review methods while students complete a systematic review on a topic of their choice. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 449 Biostatistics for Public Health Interventions (3 Credit Hours)
This course targets the application of sophisticated statistical methodologies to enhance the efficacy and precision of public health interventions. At the heart of this course is a rigorous examination of strategies for reducing bias in observational studies through advanced techniques such as imputation for missing data and propensity scores. The curriculum is expanded to include psychometric analysis, providing essential tools for the evaluation of measurement instruments, and ecological analysis, which aids in the interpretation of population-level health outcomes. A significant addition to this course is the analysis of screening and diagnostic tests, focusing on studying measures of accuracy and agreement critical for evaluating the performance of these tests in public health. The course also explores the complexities of survey design, offering insights into managing and analyzing data from multifaceted study designs to ensure the reliability and validity of intervention assessments.
Outcomes:
Apply advanced statistical techniques including imputation for missing data, and propensity score analysis to reduce bias in observational studies; Evaluate the design of public health research studies and interventions for methodological soundness; Apply psychometric principles to evaluate the reliability and validity of measurement instruments used in public health research; Use ecological analysis to interpret population-level health outcomes, understanding the impact of environmental and social factors on public health

MPBH 450 Biostatistics for Electronic Health Record (EHR) Data (3 Credit Hours)
Pre-requisites: Students must have completed MPBH 449
This course delves into the analysis and interpretation of data from Electronic Health Records (EHRs), a cornerstone of clinical, epidemiologic, and translational research. Emphasizing a hands-on approach, it covers EHR system fundamentals, data extraction and cleaning, privacy standards, case identification, study design, and advanced statistical analysis. Students will learn to navigate EHR data structures, medical vocabularies, and relational databases, applying these skills to design research studies and create patient cohorts. The goal is to equip students with the ability to harness EHR data for innovative healthcare solutions., ICD, CPT, NDC, SNOMED, and LOINC codes) for accurate case identification; Develop skills in constructing patient cohorts and extracting relevant data; Identify controls and apply propensity score matching in observational research; Design robust matched case-control and retrospective cohort studies using EHR data; Recognize privacy and security standards, including HIPAA regulations; Apply advanced statistical methods to analyze EHR data and assess research findings critically.
Outcomes:
Explain relational database and data warehouse models pertinent to EHR data; Use medical vocabularies and ontologies (i.e

MPBH 460 Public Health Data Visualization and Reporting (3 Credit Hours)
Pre-requisites: Students must have completed MPBH 421 (Biostatistics II) or equivalent experience in biostatistical methods and public health principles
This course is designed to navigate the intersection of public health data, visual communication, and ethical representation, focusing on creating impactful visuals that cater to diverse audiences including patients, healthcare providers, policymakers, and the broader community. It emphasizes the ethical considerations in data visualization, tackling potential biases, and ensuring visuals are both informative and accessible. Through practical applications, students will learn to craft infographics, community health maps, dashboards, and effective manuscript tables, all while understanding the unique needs of different user groups. The course will explore advanced visualization techniques like heatmaps, interaction visuals, and temporal data displays, equipping students with the skills to present complex health data.
Outcomes:
Develop the ability to create impactful and ethically responsible visual representations of public health data tailored to diverse audiences, including patients, healthcare providers, policymakers, and the general public; Explore advanced data visualization techniques, including heatmaps, interactive visuals, and temporal data displays, to effectively present complex health information; Apply ethical considerations in data visualization, addressing potential biases and ensuring that visuals are accurate, accessible, and inclusive; Design visual communication strategies into public health research and reporting to enhance the impact and understanding of data-driven insights

MPBH 495 Special Topics (1-3 Credit Hours)
This course covers a specific topic in public health. Restricted to students in the Master of Public Health (MPH) program, or with permission of the instructor. Outcome: students will be able to articulate a general understanding of the selected topic.

MPBH 499 Public Health in Action (3 Credit Hours)
Public Health in Action prepares MPH students for the real world through practical hands-on learning that addresses the cross-disciplinary competencies in advocacy, leadership, budgeting, planning and implementing programs with limited resources, building a shared vision and mission, setting priorities and goals, contributing on inter-professional teams, advancing cultural diversity and inclusiveness in community health efforts, building partnerships, leading community initiatives, and communicating to media. It is intended students will take this course at the end of the MPH program. Enrollment Conditions: Graduate standing in the MPH Program and graduating in the current or following semester, or permission of instructor. Students should have completed at least 18 credit hours of coursework, including all other core courses. MD/MPH students may take this course in the spring of their first year in the program.

Medical Laboratory Science (MLS)

MLS 401 Laboratory Fundamentals (2 Credit Hours)
Introduction to life in the clinical laboratory. Safety practices, laboratory mathematics, statistical analysis, and fundamental laboratory training in phlebotomy, pipetting, microscopy and calibrations.
Outcomes:
Demonstrate and identify safe and professional knowledge consistent with the field of Medical Laboratory Science, including use of universal precautions and ability to decipher Safety Data Sheets; Accurately perform skills needed in medical laboratory science including phlebotomy, processing of specimens, pipetting, microscopy, and calibrations\\n; Demonstrate competency in use of laboratory calculations\\n; Understand the history and role Medical Laboratory Scientists play in health care

MLS 410 Clinical Immunology (2 Credit Hours)
This course focuses on principles and procedures of immunology and serology. Emphasis will be on the role of the immune system in health and disease and developing an understanding of the role of both humoral and cellular immunity. Admission to M.S. in Medical Laboratory Science program. Upon completion, students will demonstrate understanding of the discipline of immunology and apply theoretical concepts to differentiate patient health and disease states.

MLS 415 Urinalysis and Body Fluids (2 Credit Hours)
Theoretical and applied concepts related to the formation, collection, processing, and evaluation of urine and body fluids. Study of urine and body fluids including chemical, physical, and microscopic properties. This course also encompasses the evaluation of normal fluid characteristics, and those that reflect abnormality or disease. Restricted to students in the M.S. in Medical Laboratory Science program. Upon completion, students will be able to explain the formation of fluids in the human body and correlate normal and pathological states associated with chemical, physical and microscopic findings.

MLS 420 Molecular Diagnostics (2 Credit Hours)
This course is will provide students with an understanding of the processes which have been collectively referred to as molecular biology as they relate to laboratory medicine. Instruction emphasizes molecular methodologies and current applications of molecular diagnostics utilized in the clinical laboratory. Upon completion of this course students will gain a background in molecular biology which will promote critical thinking and problem solving as it relates to clinical molecular diagnostics.

MLS 430 Clinical Chemistry I (3 Credit Hours)
Pre-requisites: Admission to M.S. in Medical Laboratory Science program
This course is designed for medical laboratory science students to gain an understanding of the analytical principles and components of instrumentation utilized in clinical chemistry laboratories.
Outcomes:
Upon completion of this course, students will describe chemical constituents of bodily fluids, their regulation and laboratory methods of analysis for compounds including electrolytes, carbohydrates, lipids and proteins

MLS 440 Clinical Chemistry II (2 Credit Hours)
Advanced course in clinical chemistry/biochemistry which continues study of measurement and interpretation of chemical constituents in human blood and body fluids. Topics include endocrinology, organ systems, therapeutic drug monitoring, toxicology, tumor markers and nutritional chemistry. This course will prepare students for their clinical practicum in Clinical Chemistry. Enrollment Condition: Admission to the M.S. in Medical Laboratory Science program
Outcomes:
Upon completion, students will be able to identify interrelated human metabolic functions in normal and disease states, analyze laboratory data, interpret results, and utilize information to determine a diagnosis

MLS 450 Hematology (2 Credit Hours)
Co-requisites: MLS 450L
This course focuses on the study of formed elements of blood including production and maturation. Normal cell morphology and abnormal morphologic changes due to disease states are studied. Recognition and correlation of pathological changes in morphology, cytochemistry and distribution of cells in peripheral blood and bone marrow are discussed. This course will prepare students for their clinical practicum in Hematology.
Outcomes:
Describe the physiology, development of cells, and process of hematopoiesis; Discuss the function of normal cellular elements of blood and associate abnormal elements to disease states; Identify the morphological characteristics of both normal and abnormal cellular elements of blood; Describe anemias, determine appropriate testing for disorder, and classify based on morphology and underlying cause; Differentiate myeloproliferative, myelodysplastic, and lymphoproliferative disorders by connecting laboratory findings with diagnosis

MLS 450L Hematology Laboratory (2 Credit Hours)
Co-requisites: MLS 450
This course emphasizes the integration of hematologic theory and applied laboratory practice to prepare students for clinical testing environments. Students perform manual and automated hematologic procedures while applying conceptual knowledge to interpret laboratory results. Professional conduct and laboratory safety are emphasized throughout the course. This course will prepare students for their clinical practicum in Hematology.
Outcomes:
Demonstrate competency in routine and specialized hematology procedures, including identification and troubleshooting of common sources of laboratory error to ensure accurate patient results; Analyze and evaluate laboratory findings with hematologic disease states, including anemias, leukocyte disorders, and platelet abnormalities, using provided cases and unknown specimen analysis; Apply laboratory safety guidelines, including standard precautions and PPE use, to promote personal and laboratory safety

MLS 455 Hemostasis (2 Credit Hours)
This course will cover the mechanisms by which blood coagulates. Topics explored include the pathophysiology of hemostatic disorders and the antithrombotic therapies utilized to manage them. Focus on examination of the coagulation system and correlations of laboratory results to clinical findings in the classification of disorders. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course students will apply knowledge of the process of coagulation to interpret laboratory results as they relate to hemostatic dysfunctions and treatment of clinical disease.

MLS 460 Immunohematology (3 Credit Hours)
Co-requisites: MLS 460L
This course focuses on principles of antigen/antibody reactions and their relevance to Immunohematology. The ABO and Rh systems, major blood group systems, regulation, common procedures, adverse reactions, and donation of blood components are all studied as integral parts to the practice of transfusion medicine. This course will prepare students for a clinical practicum in Immunohematology.
Outcomes:
Apply theoretical Immunohematology concepts in the technical evaluation of the antigen and antibody characteristics of blood group systems; Evaluate ABO/Rh blood groups and resolve discrepancies utilizing forward and reverse blood typing of test samples; Solve simple and complex antibody identifications, including identification of multiple antibodies; Analyze the roles and responsibilities of the transfusion service within the healthcare system, including donor screening, blood component selection, transfusion support, and specialized testing for maternal, neonatal, and other special patient populations

MLS 460L Immunohematology Laboratory (2 Credit Hours)
Co-requisites: MLS 460
This course focuses on applying immunohematology theory through hands-on laboratory testing and clinical problem solving. Students perform routine and specialized immunohematology testing, interpret serologic findings, and resolve discrepancies using case-based and unknown specimens to support transfusion decision-making. This course will prepare students for a clinical practicum in Immunohematology.
Outcomes:
Perform routine and specialized immunohematology testing, including ABO/Rh typing, antibody screening and identification, and compatibility testing, following established laboratory procedures; Interpret serologic reactions and laboratory data to identify clinically significant antibodies and discrepancies; Use laboratory findings from given cases and unknown specimens to resolve immunohematologic problems and support appropriate transfusion decisions; Apply laboratory safety guidelines, including standard precautions and PPE use, to promote personal and laboratory safety

MLS 465 Laboratory Leadership I (1 Credit Hour)
Pre-requisites: Admission to the M.S. in Medical Laboratory Science program
This first of three courses in the leadership series, prepares the student for an entry-level laboratory position by developing skills in basic laboratory management practices including principles of leadership, functions of a manager, and personnel management.
Outcomes:
Upon completion of this course students will be able to utilize leadership theories to evaluate and demonstrate effective management through evaluation of common clinical laboratory issues

MLS 466 Laboratory Leadership II (1 Credit Hour)
The second installment in the three course Leadership series prepares the student for a laboratory position by developing skills in basic laboratory management practices including financial considerations, laboratory regulations, and laboratory operations. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course students will exhibit knowledge of the financial requirements needed for effective laboratory management and the role of laboratorians in regulation and accreditation of laboratories.

MLS 467 Laboratory Leadership III (1 Credit Hour)
The final installment in the Leadership series of courses prepares the student for a laboratory position by developing skills in career planning, introduction to professional development, grant writing, and process improvement planning. Completion of MLS 466 Laboratory Leadership II and good academic standing as defined by the M.S. in Medical Laboratory Science handbook. Upon completion of this course students will exhibit skills needed for effective laboratory management including departmental improvement planning, professional development and performance feedback.

MLS 470 Bacteriology and Virology (3 Credit Hours)
Co-requisites: MLS 470L
Introduction to bacteria and viruses, with a focus on organisms that are medically relevant to humans. Specimen collection, processing, identification techniques, and recognition of key diagnostic features will be emphasized. Students will correlate clinical features to laboratory findings. This course will prepare students for their clinical practicum in Microbiology.
Outcomes:
Differentiate pathogens from commensal bacteria for specific sites of the human body; Evaluate appropriate methods for collection and processing of clinical specimens, transport devices, and diagnostic laboratory methods for recovery and identification of bacteria and viruses; Accurately identify bacteria and viruses through key features including specimen type, diagnostic testing, treatment, and other clinical information

MLS 470L Bacteriology Laboratory (2 Credit Hours)
Co-requisites: MLS 470
This course focuses on applying bacteriology concepts through hands-on laboratory work in a student microbiology laboratory. Students connect theoretical knowledge to practice by cultivating organisms, interpreting laboratory results, and evaluating organism significance within diagnostic workflows. Emphasis is placed on linking laboratory findings to clinical context, troubleshooting results, and supporting clinical decision-making. This course prepares students for a clinical practicum in Microbiology.
Outcomes:
Apply bacteriology concepts through hands-on laboratory practice to evaluate clinically relevant microorganisms from human specimens; Differentiate pathogens from normal or commensal flora by interpreting laboratory findings; Analyze and troubleshoot microbiology testing outcomes through evaluation of laboratory data, organism characteristics, diagnostic methods, workflow, and potential sources of error; Integrate laboratory findings with clinical features to support diagnostic reasoning while adhering to laboratory safety guidelines, including standard precautions and appropriate PPE use

MLS 475 Clinical Parasitology and Mycology (2 Credit Hours)
Study of parasites and fungi that are medically relevant to humans. This course introduces students to the taxonomy and identification of morphologic and microscopic characteristics of parasites and fungi. Diagnosis of disease states based upon laboratory findings will be emphasized. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course, students will be able to identify the pathogenesis, symptomatology, laboratory diagnosis, and treatment for the parasites and fungi included in the course.

MLS 481 Clinical Practice in Hematology (3 Credit Hours)
Pre-requisites: Completion of MLS 410, MLS 415, MLS 450, MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Hematology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Hematology testing in a medical laboratory

MLS 482 Clinical Practice in Chemistry (3 Credit Hours)
Pre-requisites: Completion of MLS 440, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Chemistry under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Chemistry testing in a medical laboratory

MLS 483 Clinical Practice in Immunohematology (3 Credit Hours)
Clinical experience in Immunohematology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control. Completion of MLS 455, MLS 460, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook. Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Immunohematology testing in a medical laboratory.

MLS 484 Clinical Practice in Hemostasis and Body Fluids (1-2 Credit Hours)
Pre-requisites: MLS 415, MLS 455, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Hemostasis, Urinalysis, and other Body Fluid analyses under the guidance of qualified medical laboratory professionals. Application of knowledge and clinical skills gained from first year courses. Focus on acquisition of manual and automated laboratory skills, laboratory safety, principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will demonstrate evidence of possessing the knowledge and skills necessary to perform Hemostasis, Urinalysis, and Body Fluid analyses testing in a medical laboratory

MLS 485 Clinical Practice in Microbiology (3 Credit Hours)
Pre-requisites: Completion of MLS 470, MLS 475, and good academic standing as defined in the M.S. in Medical Laboratory handbook
Clinical experience in Microbiology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first-year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Microbiologic testing in a medical laboratory

MLS 486 Clinical Practice - MLS Special Topics (1-2 Credit Hours)
Clinical experience in specialty areas of laboratory medicine under the guidance of qualified medical laboratory professionals. Students will actively engage in applying the medical knowledge and clinical skills gained in the didactic and student training laboratory courses in Molecular Diagnostics, Flow Cytometry, HLA testing, and laboratory administration. Completion of MLS 420, MLS 466, and good academic standing as defined in the M.S. in Medical Laboratory Science handbook. Upon completion of this course students will provide evidence of possessing the knowledge and skills needed to enter into specialty areas of a medical laboratory.

MLS 490 MLS Educational Practice and Review (2 Credit Hours)
Pre-requisites: Completion of MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science handbook
This course will prepare students for taking a Medical Laboratory Science certification exam. Students will gain basic educational and pedagogical approaches needed to train others in the field of Medical Laboratory Science. Application of theories demonstrated through presentation of review lectures and assisting in kinesthetic instruction for laboratory sessions.
Outcomes:
Upon completion of this course students will be able to utilize effective teaching strategies to plan and present a lecture unit, including writing objectives and assessment strategies

MLS 495 Medical Laboratory Science Capstone (1-2 Credit Hours)
Pre-requisites: Completion of MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science handbook
The MLS Capstone exposes students to leadership and ancillary niche aspects beyond those of a standard Medical Laboratory Science curriculum. Students will create a Capstone project to reflect on their unique experience in the field and demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding laboratory medicine.
Outcomes:
This course will provide students the opportunity to demonstrate knowledge and skills acquired in the academic coursework, professional practice, and their Capstone Experience

Clinical Certificate in Blood Banking

Laboratory Medicine is essential to the practice of healthcare and competent laboratorians are critical to the prevention, diagnosis, treatment, and monitoring of health and disease.

Blood Banking Scientists perform specialized and routine testing to determine patient blood types, identify blood antibodies, and provide blood products compatible for transfusion to patients. Students who complete the Clinical Certificate in Blood Banking will immediately be eligible to sit for the American Society of Clinical Pathology (ASCP) Board of Certification (BOC) Blood Banking exam through Route 3 eligibility after the conclusion of the program.

The Clinical Certificate in Blood Banking is offered under the umbrella of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited M.S. in Medical Laboratory Science (MLS) program (https://www.luc.edu/parkinson/mls/msinmedicallaboratoryscience/), meeting rigorous standards for quality, education, and innovation. *NAACLS can be contacted at: National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720 Rosemont, IL 60018; Ph: 773-714-8880; Fax: 773-714-8886; Email:* **info@NAACLS.org**

Related Programs

Certificate

- Clinical Certificate in Hematology (p. 1525)
- Clinical Certificate in Microbiology (p. 1525)

Curriculum

Students will start coursework in the Fall semester and complete in the following Summer.

Code	Title	Hours
MLS 401	Laboratory Fundamentals	2
MLS 410	Clinical Immunology	2
MLS 460	Immunohematology	3
MLS 460L	Immunohematology Laboratory	2
MLS 483	Clinical Practice in Immunohematology	3
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year One		
Fall		
MLS 401	Laboratory Fundamentals	2
MLS 410	Clinical Immunology	2
	Hours	**4**
Spring		
MLS 460	Immunohematology	3
MLS 460L	Immunohematology Laboratory	2
	Hours	**5**
Summer		
MLS 483	Clinical Practice in Immunohematology	3
	Hours	**3**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of a clinical Certificate program, students will:

- Apply critical thinking skills to evaluate and interpret clinical data.
- Exhibit oral and written communication skills sufficient to serve the needs of patients and the health care team.
- Demonstrate competency needed to work as a medical scientist in their specific concentration by performing basic and diagnostic laboratory analysis in accordance with established laboratory procedures.

Clinical Certificate in Hematology

Laboratory Medicine is essential to the practice of healthcare and competent laboratorians are critical to the prevention, diagnosis, treatment, and monitoring of health and disease.

Hematology Scientists perform manual and automated analyses of blood cells to determine hematologic and coagulation disorders. Students who complete the Clinical Certificate in Hematology will immediately be eligible to sit for the American Society of Clinical Pathology (ASCP) Board of Certification (BOC) Hematology exam through Route 3 eligibility after the conclusion of the program.

The Clinical Certificate in Hematology is offered under the umbrella of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited M.S. in Medical Laboratory Science (MLS) program (https://www.luc.edu/parkinson/mls/msinmedicallaboratoryscience/), meeting rigorous standards for quality, education, and innovation. *NAACLS can be contacted at: National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720 Rosemont, IL 60018; Ph: 773-714-8880; Fax: 773-714-8886; Email:* **info@NAACLS.org**

Related Programs

Certificate

- Clinical Certificate in Microbiology (p. 1525)

Curriculum

Students start in the Fall semester and complete the following Spring.

Code	Title	Hours
MLS 401	Laboratory Fundamentals	2
MLS 450	Hematology	2
MLS 450L	Hematology Laboratory	2
MLS 455	Hemostasis	2
MLS 481	Clinical Practice in Hematology	3
MLS 484	Clinical Practice in Hemostasis and Body Fluids	1
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year One		
Fall		
MLS 401	Laboratory Fundamentals	2
MLS 450	Hematology	2
MLS 450L	Hematology Laboratory	2
	Hours	**6**
Spring		
MLS 481	Clinical Practice in Hematology	3
	Hours	**3**
Summer		
MLS 455	Hemostasis	2
MLS 484	Clinical Practice in Hemostasis and Body Fluids	1
	Hours	**3**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of a clinical Certificate program, students will:

- Apply critical thinking skills to evaluate and interpret clinical data.
- Exhibit oral and written communication skills sufficient to serve the needs of patients and the health care team.
- Demonstrate competency needed to work as a medical scientist in their specific concentration by performing basic and diagnostic laboratory analysis in accordance with established laboratory procedures.

Clinical Certificate in Microbiology

Laboratory Medicine is essential to the practice of healthcare and competent laboratorians are critical to the prevention, diagnosis, treatment, and monitoring of health and disease.

Microbiology Scientists perform testing to identify bacteria, viruses, parasites, and fungi to diagnose and treat infectious disease. Students who complete the Clinical Certificate in Microbiology will immediately be eligible to sit for the American Society of Clinical Pathology (ASCP) Board of Certification (BOC) Microbiology exam through Route 3 eligibility after the conclusion of the program.

The Clinical Certificate in Hematology is offered under the umbrella of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited M.S. in Medical Laboratory Science (MLS) program (https://www.luc.edu/parkinson/mls/msinmedicallaboratoryscience/), meeting rigorous standards for quality, education, and innovation. *NAACLS can be contacted at: National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720 Rosemont, IL 60018; Ph: 773-714-8880; Fax: 773-714-8886; Email:* **info@NAACLS.org**

Related Programs

Certificate

- Clinical Certificate in Hematology (p. 1525)

Curriculum

Students begin in the Fall semester and complete the following Summer.

Code	Title	Hours
MLS 401	Laboratory Fundamentals	2
MLS 470	Bacteriology and Virology	3
MLS 470L	Bacteriology Laboratory	2
MLS 475	Clinical Parasitology and Mycology	2
MLS 485	Clinical Practice in Microbiology	3
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year One		
Fall		
MLS 401	Laboratory Fundamentals	2
	Hours	**2**
Spring		
MLS 470	Bacteriology and Virology	3
MLS 470L	Bacteriology Laboratory	2
	Hours	**5**
Summer		
MLS 475	Clinical Parasitology and Mycology	2
MLS 485	Clinical Practice in Microbiology	3
	Hours	**5**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of a clinical Certificate program, students will:

- Apply critical thinking skills to evaluate and interpret clinical data.
- Exhibit oral and written communication skills sufficient to serve the needs of patients and the health care team.
- Demonstrate competency needed to work as a medical scientist in their specific concentration by performing basic and diagnostic laboratory analysis in accordance with established laboratory procedures.

Dietetic Internship Certificate

Translate science into solutions for health.

Loyola University Chicago offers two tracks of an accredited Dietetic Internship (DI) to prepare students to become professional registered dietitian nutritionists. Students benefit from the constructive and supportive environment of Loyola University Chicago. With Jesuit values as a foundation, students learn leadership, communication, and management skills which are applied to dietetic practice in health care and other settings. This prepares our students to enter dietetic practice as competent, highly qualified professionals after passing the registration exam for dietitians. Graduates of Loyola's Dietetic Internship program is highly sought for positions in health care and nutrition programs. Students enter a wide range of dietetic careers, including:

- Clinical dietitians with health care organizations including hospitals, medical centers, dialysis centers, skilled nursing, and rehabilitation facilities
- Community nutritionists with public health departments, federally qualified health centers, community clinics, and federal nutrition programs such as the Women, Infant, and Children's program
- Director or manager of food service operations
- Private practice or consulting

To Become a Registered Dietitian Nutritionist

To become a registered Dietitian Nutritionist (RDN) The following criteria must be completed:

1. Completion of a bachelor's degree at a US regionally accredited university or college and course work accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics,
2. Completion of an ACEND®-accredited supervised practice program, such as the Loyola Dietetic Internship,
3. Pass the Registration Examination for Dietitians, national examination administered by the Commission on Dietetic Registration (CDR).
4. More information regarding the examination can be found online through CDR (https://www.cdrnet.org/).
5. Licensure is required to practice as a Registered Dietitian Nutritionist in the State of Illinois (https://www.idfpr.com/profs/dietNutrition.asp)

To maintain the RDN credential, one must complete continuing professional education requirements.

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require the minimum of a master's degree to be eligible for the credentialing examination for registered dietitian nutritionist (RDN). For more information about this requirement, please refer to the CDR website (https://www.cdrnet.org/).

Professional Dietetic Practice

Upon successful completion of all LDI program requirements (supervised practice, didactic, seminars, and others based on track), students receive a verification statement of completion of the ACEND - accredited dietetic internship and are eligible to take the *Registration Examination for Dietitians* by the Commission on Dietetic Registration. In the State of Illinois, one must be licensed by the Department of Professional and Financial Regulation to practice dietetics. Information about licensure for dietitians in Illinois can be obtained at: http://www.idfpr.com/Renewals/apply/Forms/diet-ex.pdf.

Additional information about licensure for dietetic practice in other states can be found online (https://www.cdrnet.org/).

Accreditation

The Loyola University Chicago Dietetic Internship (LDI) is accredited by the Council on Accreditation for Education in Nutrition and Dietetics (ACEND) an agency of the Academy of Nutrition and Dietetics (AND). Upon successful completion of all LDI program requirements (supervised practice, didactic, seminars and others based on program track), students receive an ACEND verification statement and are eligible to take the Registration Examination for Dietitians by the Commission on Dietetic Registration. Information about accreditation status can be obtained from:

Accreditation for Education in Nutrition and Dietetics
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995
1-800-877-1600 ext 5400 or education@eatright.org

Related Programs

Master's

- Dietetics (MS) (p. 1530)
- Exercise Science (MS) (p. 1531)
- Healthcare Administration (MHA) (p. 1536)

Curriculum

The Loyola Dietetic Internship offers two options or tracks to completion: Dietetic Internship Certificate track (DI/C) or a combined Master of Science in Dietetics/Dietetic Internship (MS/DI).

Dietetic Internship Certificate track (DI/C)

This is 8 courses, 14 credits and includes 1100 hours of supervised practice as part of FONU 423, FONU 425, and FONU 427.

Upon completion of the DI/C requirements, the student receives the ACEND Verification Statement of Completion of a Dietetic Internship and is eligible to take the *Registration Examination for Dietitians*.

Code	Title	Hours
Didactic Courses		
FONU 400	Role Development in Dietetic Practice	1
FONU 420	Transition to Supervised Practice in the Dietetic Internship	1
FONU 422	Medical Nutrition Therapy Theory	3
FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
FONU 426	Food Management Theory: Geriatric Nutrition	1
Supervised Practice Courses		
FONU 423	Supervised Practice (SP) in Medical Nutrition Therapy	2
FONU 425	Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing	2
FONU 427	Supervised Practice: Food Management, Geriatric Nutrition	1
Total Hours		**14**

Combined Master of Science in Dietetics/Dietetic Internship (MS/DI)

This is 20 courses, 46 credits and includes 1100 hours of supervised practice as part of FONU 423, FONU 425, and FONU 427, and the comprehensive exam.

Upon completion of the MS/DI requirements, the student receives the ACEND Verification Statement of Completion of a Dietetic Internship and is eligible to take the *Registration Examination for Dietitians*, and a Master of Science in Dietetics degree from the Loyola University Chicago Graduate School.

Code	Title	Hours
Dietetics Internship Courses		
Didactic Courses		
FONU 400	Role Development in Dietetic Practice	1
FONU 420	Transition to Supervised Practice in the Dietetic Internship	1
FONU 422	Medical Nutrition Therapy Theory	3
FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
FONU 426	Food Management Theory: Geriatric Nutrition	1
Supervised Practice		
FONU 423	Supervised Practice (SP) in Medical Nutrition Therapy	2
FONU 425	Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing	2
FONU 427	Supervised Practice: Food Management, Geriatric Nutrition	1
Dietetics (MS) Requirements		
Foundation		
FONU 410	Nutrition Focused Physical Assessment	2
FONU 501	Writing and Communications in Nutrition and Dietetics	3
FONU 503	Dietetic Theories & Research Methods	3
FONU 507	Behavioral Change for Health Promotion	3
MPBH 404	Biostatistics for Health and Biological Science	3
Health Care Administration Focus		
MHA 405	U.S. Health Systems Management	3
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 460	Strategy & Leadership in Healthcare Organizations	3
or MPBH 422	Population Health Planning & Management	
or HIDS 401	Foundations of Health Informatics	
MPBH 407	Public Health Policy: Concepts and Practice	3
or SOWK 602	Health and Behavioral Health Policy and Systems	
MHA 451	Healthcare Finance I	3
Electives		
Select from the following:		3
MPBH 400	Determinants of Population Health	
MPBH 402	Public Health Practice and Management	
MPBH 403	Introduction to Epidemiology	
MPBH 414	Introduction to Global Health	
MPBH 417	Global Maternal and Child Health	
MPBH 431	Grant Writing	
MPBH 495	Special Topics	

EXCM 450	Nutrition, Health and Performance	
Total Hours		**46**

Once a week, students are required to participate in class at the Loyola University Health Sciences Division (HSD) campus in Maywood, IL. Class time is not calculated in the supervised-practice hours and typically are scheduled from 6 p.m. - 9 p.m. Classes include lecture, discussion, group problem-solving, critical-thinking activities, exams, and additional assignments. In addition to the courses below, dietetic interns are required to attend seminars, both internal and external to the University, that enhance knowledge and skill development.

Please note that completion of the MS in Dietetics (p. 1530) degree also requires successful comprehensive exam completion according to policies of the Parkinson School of Health Sciences and Public Health.

Internship

Two Options For Completing the Loyola Dietetic Internship

Each track meets ACEND standards for dietetic internships. Ten students are admitted annually to each track of the LDI as coordinated by nationwide, computerized matching by D&D Digital (https://www.dnddigital.com/).

ANTICIPATION TIME FOR COMPLETION

- DI/C: 13 months
- MS/DI: 22 months

CREDITS

- DI/C: 14
- MS/DI: 46

D&D DIGITAL MATCHING NUMBER

- DI/C: 494
- MS/DI: 156

Both tracks are eligible to take the registration examination for dietitians.

HOURS OF SUPERVISED PRACTICE

- DI only: 1100
- MS/DI: 1100

SUPERVISED PRACTICE STARTS

- DI/C: The first semester after admission
- MS/DI: After completing majority of graduate work

UPON COMPLETION STUDENT RECEIVES

- DI/C: ACEND verification state of DI completion
- MS/DI: ACEND verification statement of DI completion and Loyola Master of Science (MS) in Dietetics degree

Supervised Practice Experiences Summary

Interns complete eight rotations during the course of the program, which are nested within FONU 423, FONU 425, and FONU 427. Interns are typically scheduled to complete supervised practice eight hours per day, typically Monday through Friday. Interns should expect to be in supervised practice two-three weekend days per semester. Time for travel is not part of supervised practice.

FONU 423 Supervised Practice (SP) in Medical Nutrition Therapy

Medical Nutrition Therapy (55 days): Interns develop skills to meet the responsibilities of a clinical dietitian and follow the host facility's standards of care and practice guidelines. Interns are initially assigned a low number of assessment, screening, educational, and follow-up activities per week on less-complex patients. As the weeks proceed, interns are assigned more complex cases and the volume of patients increases. In addition, interns participate in the quality management program for clinical nutrition care, in-service presentations, patient care conferences, and departmental meetings.

Dialysis Medical Therapy (5 days): Interns develop medical nutrition therapy skills with a focus on renal patients.

FONU 425 Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing

Public Health Nutrition (35 days): This experience allows interns to work with diverse age groups, as well as socioeconomic and cultural backgrounds. Interns are involved in planning and delivering nutrition programs including those provided by the Women, Infant, Children (WIC) special supplemental nutrition program, schools and school-based health clinics, Catholic Charities, and outpatient departments.

Professional Development (10 days): Students identify an area of professional dietetic practice that they would like to explore with additional experiences. The DI Director and student collaborate to develop this individualized experience using available resources.

Research (10 days): Students develop and engage in scholarly inquiry under the direction of faculty and preceptors, including perspectives of ethical considerations, research methods, statistical analysis, and dissemination of findings. Projects may be individual, group, and/or at other supervised practice sites.

Marketing Rotation (5 days): Interns have the opportunity to work on marketing a food product or nutrition service, employing market strategies, evaluating consumer needs and trends, testing products, and interacting with the media. Possible sites include food and pharmaceutical companies, public relations firms, and wellness programs.

FONU 427 Supervised Practice: Food Management, Geriatric Nutrition

Management Rotation (25 days): Interns actively participate in all aspects of food-service management, including production, purchasing, service, inventory systems, human resources, safety, and sanitation. Through this experience, interns gain experience in problem solving, quality management, and fiscal management.

Long-Term Care Rotation (5 days): Interns work collaboratively with preceptors to provide nutrition care to the elderly, developmentally disabled, psychiatric, and rehabilitation residents in long-term care facilities. This rotation includes experiences in both clinical nutrition care of residents and management of food-service operations within long-term care facilities.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Dietetic Internship Certificate track (DI/C)

Course	Title	Hours
Year 1		
Fall		
FONU 400	Role Development in Dietetic Practice	1

FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
FONU 425	Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing	2
	Hours	**6**
Spring		
FONU 420	Transition to Supervised Practice in the Dietetic Internship	1
FONU 422	Medical Nutrition Therapy Theory	3
FONU 423	Supervised Practice (SP) in Medical Nutrition Therapy	2
	Hours	**6**
Summer		
FONU 426	Food Management Theory: Geriatric Nutrition	1
FONU 427	Supervised Practice: Food Management, Geriatric Nutrition	1
	Hours	**2**
	Total Hours	**14**

Combined Master of Science in Dietetics/Dietetic Internship (MS/DI)

Course	Title	Hours
Year 1		
Fall		
FONU 410	Nutrition Focused Physical Assessment	2
FONU 507	Behavioral Change for Health Promotion	3
MHA 405	U.S. Health Systems Management	3
MHA 451	Healthcare Finance I	3
MPBH 404	Biostatistics for Health and Biological Science	3
	Hours	**14**
Spring		
FONU 501	Writing and Communications in Nutrition and Dietetics	3
FONU 503	Dietetic Theories & Research Methods	3
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 460	Strategy & Leadership in Healthcare Organizations	3
Elective		3
	Hours	**15**
Summer I		
Elective		
MPBH 407	Public Health Policy: Concepts and Practice	3
	Hours	**3**
Summer II		
FONU 426	Food Management Theory: Geriatric Nutrition	1
FONU 427	Supervised Practice: Food Management, Geriatric Nutrition	1
	Hours	**2**
Year 2		
Fall		
FONU 420	Transition to Supervised Practice in the Dietetic Internship	1
FONU 422	Medical Nutrition Therapy Theory	3
FONU 423	Supervised Practice (SP) in Medical Nutrition Therapy	2
	Hours	**6**
Spring		
FONU 400	Role Development in Dietetic Practice	1
FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
FONU 425	Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing	2
Comprehensive Exam		
	Hours	**6**
	Total Hours	**46**

Monthly Seminars and Activities

Interns broaden their perspective on various areas of dietetics through seminars, group tours, and other activities. Participation in all seminars and related activities is mandatory for all interns. Examples include: participation in the Distinguished Speaker Seminar Series and the Palmer Research Symposium sponsored by the Marcella Niehoff School of Nursing; Illinois Dietetic Association (IDA) Annual Assembly; IDA Lobby Day in Springfield, IL; seminars on sports nutrition, reimbursement and ethical issues in dietetic practice; media training; and an ethnic food tour. Participation in these activities is required. This time is not calculated as part of supervised-practice or didactic hours. An additional fee is added to tuition to cover the costs of seminar participation.

Other Details

Details about the Loyola academic calendar, including the start dates of each semester, can be found online (https://www.luc.edu/academics/schedules/index.shtml/).

Download the Loyola Dietetic Internship (LDI) program plan (https://www.luc.edu/media/lucedu/schoolhealthsciencespublichealth/documents/LDIProgramPlan.pdf). For additional questions, please contact: Joanne Kouba, (jkouba@luc.edu) PhD, RD, LDN, Director, Dietetics Education Programs. Also see the Dietetics Handbook Aug 2023 (https://www.luc.edu/media/lucedu/parkinson/pdfs/LDI.Handbook.revised.2023.08.28.Final.pdf).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Evaluate research to apply evidence-based guidelines, systematic reviews, and scientific literature in nutrition and dietetics practice. (CRDN 1.2)

Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics. (CRDN 2.1)

Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process, including the use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings. (CRDN 3.1)

Develop recipes, formulas, and menus that are both acceptable and affordable, accommodating the cultural diversity and health needs of various populations, groups, and individuals. (CRDN 3.14)

Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness). (CRDN 4.10)

Dietetics (MS)

For registered dietitians who want to be leaders in health care administration.

Loyola University Chicago offers a unique opportunity to complete a Master of Science degree in Dietetics. The program offers a healthcare administration focus, preparing professional, registered dietitians to design and implement systems that lead to desired health outcomes. This program can also be completed while simultaneously completing the Dietetic Internship.

Related Programs

Master's

- Exercise Science (MS) (p. 1531)
- Healthcare Administration (MHA) (p. 1536)

Certificate

- Dietetic Internship Certificate (p. 1526)

Curriculum

Successful completion of a comprehensive exam is a program requirement for degree conferral. The Master of Science in Dietetics (without the dietetic internship) does not require supervised practice or practicum hours in a health care agency. FONU 410 Nutrition Focused Physical Assessment requires experiential learning in a clinical skills or simulation lab on campus.

Required Courses and Elective Options

Code	Title	Hours
Required Foundational Courses		
FONU 400	Role Development in Dietetic Practice (Fall/Spring)	1
FONU 410	Nutrition Focused Physical Assessment (Fall)	2
FONU 422	Medical Nutrition Therapy Theory	3
FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
FONU 426	Food Management Theory: Geriatric Nutrition	1
FONU 501	Writing and Communications in Nutrition and Dietetics (Spring)	3
FONU 503	Dietetic Theories & Research Methods (Spring)	3
FONU 507	Behavioral Change for Health Promotion (Fall)	3
MPBH 409	Biostatistics I	3
Parkinson Electives		
Select three of the following:		9
MHA 405	U.S. Health Systems Management (Fall)	
MHA 415	Culture of Quality & Safety in Health Care (Fall)	
MHA 451	Healthcare Finance I (Spring)	
MHA 460	Strategy & Leadership in Healthcare Organizations	
MPBH 400	Determinants of Population Health (Fall/Spring)	
MPBH 402	Public Health Practice and Management (Fall/Spring)	
MPBH 403	Introduction to Epidemiology (Fall/Summer)	
MPBH 407	Public Health Policy: Concepts and Practice (Fall/Summer)	
MPBH 414	Introduction to Global Health (Fall)	
MPBH 417	Global Maternal and Child Health (Spring)	
MPBH 431	Grant Writing (Fall/Spring)	
MPBH 495	Special Topics (Spring)	
EXCM 444	Strength Training and Conditioning	
EXCM 450	Nutrition, Health and Performance	
EXCM 454	Applied Sports Science	
EXCM 458	Cardiac and Pulmonary Disease and Rehabilitation	
EXCM 480	Advanced Exercise Assessment and Programming	
EXCM 482	Research Methods and Evidence in Exercise Science	
HIDS 401	Foundations of Health Informatics	
HIDS 412	Translational Bioinformatics	
HIDS 421	Security and Privacy in Healthcare	
Total Hours		**31**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
FONU 410	Nutrition Focused Physical Assessment	2
FONU 503	Dietetic Theories & Research Methods	3
MPBH 409	Biostatistics I	3
Elective		3
	Hours	**11**
Spring		
FONU 400	Role Development in Dietetic Practice	1
FONU 422	Medical Nutrition Therapy Theory	3
FONU 501	Writing and Communications in Nutrition and Dietetics	3
FONU 507	Behavioral Change for Health Promotion	3
	Hours	**10**
Summer		
FONU 426	Food Management Theory: Geriatric Nutrition	1

Elective		3
	Hours	**4**
Year 2		
Fall		
FONU 424	Public Health Nutrition and Research Theory for Dietetic Practice	3
Elective		3
	Hours	**6**
	Total Hours	**31**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Evaluate research and apply evidence-based guidelines, systematic reviews, and scientific literature in nutrition and dietetics practice.
- Design, implement, and evaluate presentations to a target audience.
- Articulate one's skills, strengths, knowledge, and experiences relevant to career goals.
- Develop a plan to provide or develop a product, program, or service that includes a budget, staffing needs, equipment, and supplies.
- Demonstrate professional writing skills in preparing professional communications.

Exercise Science (MS)

Take the next step towards a career in rehabilitation, sports medicine, strength and conditioning, or clinical exercise physiology.

While a bachelor's degree in exercise science is sufficient to get an entry-level position, continuing education in exercise science is a must to advance in the field. At Loyola, you can earn a master's degree in exercise science and graduate better prepared to start your career in rehabilitation, sports medicine, strength and conditioning, or clinical exercise physiology.

Picture yourself helping people make positive lifestyle choices for their health, whether it's serving injured athletes, those living with primary disabilities, or the general public. A Masters Degree in Exercise Science affords you access to professionally accredited certifications, jobs with top-level employers, and a career that sets you above the rest if continuing to a terminal degree (e.g. Doctor of Physical Therapy, Ph.D., Physicians Assistant, etc.).

The Exercise Science (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Dietetics (MS) (p. 1530)
- Health Informatics (MS) (p. 1533)

Certificate

- Health Informatics Certificate (p. 1536)

Curriculum

During your first year in this two-year program, you will build a foundation in exercise science-related fields through classroom instruction and lab-based activities. In your second year, you will complete advanced specialty coursework as well as two 200-hour field experiences and a comprehensive final examination.

Besides the traditional Master's program, the Exercise Science (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

MSES Curriculum (35 credits)

Pre-Requisites: Anatomy with Lab (4 credits); Physiology with Lab (4 credits)

Code	Title	Hours
Foundational Coursework		
EXCM 401	Applied Physiology of Exercise	4
EXCM 450	Nutrition, Health and Performance	3
EXCM 475	Exercise Applications in Special Populations	3
EXCM 482	Research Methods and Evidence in Exercise Science	3
EXCM 485	Applied Biomechanics	4
EXCM 487	Movement Anatomy in Exercise	3
Tracks (p. 1531)		**9**
General track must complete a minimum of 9 credit hours from courses listed below.		
Concentrations in Strength and Conditioning and Human Performance or Clinical Exercise Science must complete 9 credit hours of track-specific curricula from the courses listed below.		
Internship Course		
EXCM 495	Field Experience I	3
EXCM 496	Field Experience II	3
Total Hours		**35**

Tracks

General track must complete 9 credit hours from the courses listed below. Tracks in Strength and Conditioning and Human Performance or Clinical Exercise Science must complete 9 credit hours of track-specific curricula from the courses listed below.

General Track

Code	Title	Hours
MS EXCM General Track-Specific Curricula		**9**
Must complete a minimum of 9 credit hours from below:		
EXCM 444	Strength Training and Conditioning	
EXCM 454	Applied Sports Science	
EXCM 458	Cardiac and Pulmonary Disease and Rehabilitation	
EXCM 468	Application of Advanced Clinical Exercise Testing & Prescription	
EXCM 478	EKG Interpretation	

EXCM 480	Advanced Exercise Assessment and Programming	
Total Hours		**9**

Strength and Conditioning and Human Performance Track

Code	Title	Hours
MS EXCM Strength and Conditioning and Human Performance Track-Specific Curricula		
EXCM 444	Strength Training and Conditioning	3
EXCM 454	Applied Sports Science	3
EXCM 480	Advanced Exercise Assessment and Programming	3
Total Hours		**9**

Clinical Exercise Science Track

Code	Title	Hours
MS EXCM Clinical Exercise Track-Specific Curricula		
EXCM 458	Cardiac and Pulmonary Disease and Rehabilitation	3
EXCM 468	Application of Advanced Clinical Exercise Testing & Prescription	3
EXCM 478	EKG Interpretation	3
Total Hours		**9**

Comprehensive Examination

A comprehensive exam is required for all students. Please contact your Graduate Program Director or visit the EXCM Graduate Student Sakai page for more information.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their Graduate Program Director for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
EXCM 401	Applied Physiology of Exercise	4
EXCM 450	Nutrition, Health and Performance	3
Track Course		3
	Hours	**10**
Spring		
EXCM 475	Exercise Applications in Special Populations	3
EXCM 485	Applied Biomechanics	4
Track Course		3
	Hours	**10**
Year 2		
Fall		
EXCM 487	Movement Anatomy in Exercise	3
EXCM 495	Field Experience I	3
	Hours	**6**
Spring		
EXCM 482	Research Methods and Evidence in Exercise Science	3
EXCM 496	Field Experience II	3
Track Course		3
	Hours	**9**
	Total Hours	**35**

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

A student may select from the following:
EXCM 444, EXCM 450, EXCM 468, EXCM 475, EXCM 478, EXCM 482, or EXCM 487.

Course	Title	Hours
Senior		
Fall		
EXCM 450	Nutrition, Health and Performance	3
EXCM 475	Exercise Applications in Special Populations	3
	Hours	**6**
Spring		
EXCM 482	Research Methods and Evidence in Exercise Science	3
EXCM 487	Movement Anatomy in Exercise	3
	Hours	**6**
Master's		
Fall		
EXCM 401	Applied Physiology of Exercise	4
EXCM 495	Field Experience I	3
Track Course		3
	Hours	**10**
Spring		
EXCM 485	Applied Biomechanics	4
EXCM 496	Field Experience II	3
Track Course		3
Track Course		3
	Hours	**13**
	Total Hours	**35**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of the program, graduates will be able to:

- Conduct evidence-based health and fitness assessments
- Design individualized exercise programs to promote health, performance, and chronic disease management
- Develop lifestyle interventions that support health promotion, behavior change, and disease prevention across diverse populations.
- Demonstrate effective communication and coaching strategies.
- Evaluate scientific literature to critically analyze evidence-based findings to guide decision-making and problem-solving.

Health Informatics (MS)

As of Fall 2026, this program is no longer accepting applicants.

Create data-driven solutions to improve patient care.

With the abundance of data, particularly in health care, a Master of Science (MS) in Health Informatics & Data Science from Loyola University Chicago's Parkinson School of Health Sciences and Public Health will prepare students to understand how to use data to improve patient care and population health. Learn how to unlock the power of data through a wealth of career paths such as: Healthcare Data Analyst or Informaticist.

In our 100% online program, you will access real-world data through an internship or capstone project. Become a part of the new health care workforce trained in informatics and data science to improve outcomes and delivery, minimize health inequities, and achieve better care.

The Health Informatics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Exercise Science (MS) (p. 1531)
- Public Health (MPH) (p. 1540)

Certificate

- Health Informatics Certificate (p. 1536)

Curriculum

Loyola's MS in Health Informatics is a two-year, 100% online program, with full- and part-time options available. You will start with foundational courses in health care informatics and data science, then hone in on your interests with elective courses. The program concludes with a capstone project and/or internship.

The program is 33 credit hours with a capstone project.

Besides the traditional Master's program, the Health Informatics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Foundational Courses		
HIDS 401	Foundations of Health Informatics	3
HIDS 405	Data Wrangling for Analytics	3
HIDS 408	Building Trust in Scientific Health Communication	3
HIDS 412	Translational Bioinformatics	3
HIDS 421	Security and Privacy in Healthcare	3
HIDS 422	Ontologies in Healthcare	3
HIDS 424	Spatial Data Science in Healthcare	3
HIDS 441	Human Centered AI for Healthcare	3
Data Analysis Courses		
HIDS 411	Clinical Data Science	3
MPBH 409	Biostatistics I	3
Capstone		
HIDS 499	Health Informatics Capstone (Taken twice)	3
Total Hours		**33**

Capstone Project/Internship

One semester capstone project.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HIDS 401	Foundations of Health Informatics	3
HIDS 405	Data Wrangling for Analytics	3
HIDS 411	Clinical Data Science	3
	Hours	**9**
Spring		
HIDS 412	Translational Bioinformatics	3
HIDS 422	Ontologies in Healthcare	3
MPBH 409	Biostatistics I	3
	Hours	**9**
Summer		
HIDS 408	Building Trust in Scientific Health Communication	3
	Hours	**3**
Year 2		
Fall		
HIDS 421	Security and Privacy in Healthcare	3
HIDS 441	Human Centered AI for Healthcare	3
HIDS 499	Health Informatics Capstone	3
	Hours	**6**
Spring		
HIDS 424	Spatial Data Science in Healthcare	3
HIDS 499	Health Informatics Capstone	3
	Hours	**6**
	Total Hours	**33**

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
HIDS 401	Foundations of Health Informatics	3
HIDS 411	Clinical Data Science	3
HIDS 421	Security and Privacy in Healthcare	3
	Hours	**9**
Spring		
HIDS 412	Translational Bioinformatics	3
HIDS 422	Ontologies in Healthcare	3
	Hours	**6**
Master's		
Summer		
HIDS 408	Building Trust in Scientific Health Communication	3
	Hours	**3**
Fall		
HIDS 405	Data Wrangling for Analytics	3
HIDS 441	Human Centered AI for Healthcare	3
HIDS 499	Health Informatics Capstone	3
	Hours	**6**
Spring		
MPBH 409	Biostatistics I	3
HIDS 424	Spatial Data Science in Healthcare	3

HIDS 499	Health Informatics Capstone	3
	Hours	**9**
	Total Hours	**33**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Apply key health data science concepts to evaluate complexities within the U.S. healthcare and global public health systems with a strong emphasis on ethical consideration.
- Apply advanced computational techniques such as AI and Machine Learning to augment health information analyses and meet the needs of stakeholders in the healthcare system.
- Assess generative AI tools, health data quality, security, privacy, and informatics ethics, as well as effective strategies for data governance, evaluation, management, and workflow.
- Utilize ensemble databases to address real-world health challenges and for strategic problem-solving approaches.

- Apply theoretical, analytical, ethical, and communication skills to interpret and present health data effectively, using effective visualizations and other data presentation techniques to address complex healthcare challenges.

Health Informatics Certificate

As of Fall 2026, this program is no longer accepting applicants.

Learn how to unlock the power of data to improve health outcomes and patient care.

Electronic Health Records (EHRs) contain vast amounts of data. Yet typically, only 20 percent can be readily extracted.

In this certificate program, students learn how to apply machine learning, research methods, natural language processing, and database management to leverage the other 80 percent of "unstructured" health data. We work with our academic medical center partners to provide a hands-on, real-world healthcare database learning environment of more than two million patient encounters over 12 years (including structured and unstructured EHR data).

Related Programs

Master's

- Dietetics (MS) (p. 1530)
- Health Informatics (MS) (p. 1533)

Certificate

- Dietetic Internship Certificate (p. 1526)

Curriculum

Loyola's Health Informatics Certificate is a 15 credit hour program.

Code	Title	Hours
HIDS 401	Foundations of Health Informatics	3
HIDS 411	Clinical Data Science	3
HIDS 412	Translational Bioinformatics	3
HIDS 421	Security and Privacy in Healthcare	3
HIDS 422	Ontologies in Healthcare	3
Total Hours		**15**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HIDS 401	Foundations of Health Informatics	3
HIDS 411	Clinical Data Science	3
HIDS 421	Security and Privacy in Healthcare	3
	Hours	**9**
Spring		
HIDS 412	Translational Bioinformatics	3
HIDS 422	Ontologies in Healthcare	3
	Hours	**6**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Graduates will be able to work with a multidisciplinary team of computer scientists, healthcare researchers, and data analysts to learn how to use open-source software packages to solve real healthcare programs.

Healthcare Administration (MHA)

The mission of the Department of Healthcare Administration (HCA) is to develop leaders to improve healthcare through education, research, and service, grounded in the Jesuit values of care for others and social justice.

Built on a thriving undergraduate Healthcare Administration (p. 737) (HCA) program and its strong national reputation within the Association of University Programs in Healthcare Administration (https://www.aupha.org/home/) (AUPHA), the new Healthcare Administration (HCA) graduate program is uniquely designed for aspiring professionals seeking the flexibility of part-time, online formats.

The program encourages individuals from diverse backgrounds and those with varied interests in health care. The department's vision is to be a national leader whose graduates are forces for positive change and leaders of teams that meet the challenges and opportunities of healthcare consistent with the highest ethical values.

The Healthcare Administration (MHA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Dietetics (MS) (p. 1530)
- Health Informatics (MS) (p. 1533)
- Medical Laboratory Science (MS) (p. 1539)

Curriculum

The MHA is a part time two-year, 40-43 credit hour, online program with one-day immersion sessions required prior to each fall and spring semester. Students are admitted on rolling basis. Faculty offer a wide variety of industry and academic experience that they leverage into substantial hands-on learning opportunities via twice-yearly immersion weekends, a unique capstone project, and case competition experiences.

Besides the traditional Master's program, the Healthcare Administration (MHA) is also offered as an Accelerated Master's Pathway where

exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
MHA 405	U.S. Health Systems Management	3
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 430	Managerial Epidemiology	3
MHA 440	Healthcare Management and Ethics	3
MHA 450	Research Literacy for Health Decision Makers	3
MHA 451	Healthcare Finance I	3
MHA 452	Healthcare Finance II	3
MHA 460	Strategy & Leadership in Healthcare Organizations	3
MHA 484	Capstone I-Healthcare Decision Support	3
MHA 489	Human Resources and Professionalism	3
MHA 491	Systems Thinking for Healthcare Leaders [1]	1
MHA 492	Policy in Health Systems [1]	1
MHA 493	Healthcare Performance Management [1]	1
MHA 494	Multi-disciplinary Teams in Healthcare [1]	1
MHA 495	Capstone II	3-6
Elective Courses		**3**
MHA 468	Healthcare Data Analytics & Business Intelligence	
Students may take any Parkinson 400 level course, as long as meeting the pre-requistes, to satisfy the elective requirement. [2]		
Total Hours		**40-43**

[1] Onsite Immersion course.

[2] A full list of 400 level Parkinson courses can be found here (p. 1508).

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested part-time path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term and the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 451	Healthcare Finance I	3
MHA 491	Systems Thinking for Healthcare Leaders	1
	Hours	**7**
Spring		
MHA 405	U.S. Health Systems Management	3
MHA 452	Healthcare Finance II	3
MHA 492	Policy in Health Systems [1]	1
	Hours	**7**
Summer		
MHA 430	Managerial Epidemiology	3
MHA 450	Research Literacy for Health Decision Makers	3
	Hours	**6**
Year 2		
Fall		
MHA 440	Healthcare Management and Ethics	3
MHA 489	Human Resources and Professionalism	3
MHA 493	Healthcare Performance Management	1
	Hours	**7**
Spring		
MHA 460	Strategy & Leadership in Healthcare Organizations	3
MHA 484	Capstone I-Healthcare Decision Support	3
MHA 494	Multi-disciplinary Teams in Healthcare	1
	Hours	**7**
Summer		
MHA 495	Capstone II	3-6
Any 400 level Parkinson course		3
	Hours	**6-9**
	Total Hours	**40-43**

[1] Onsite Immersion course.

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 451	Healthcare Finance I	3
MHA 450	Research Literacy for Health Decision Makers	3
	Hours	**9**
Spring		
MHA 405	U.S. Health Systems Management	3
MHA 452 or MHA 489	Healthcare Finance II or Human Resources and Professionalism	3
	Hours	**6**
Master's		
Fall		
MHA 440	Healthcare Management and Ethics	3
MHA 489	Human Resources and Professionalism	3
MHA 491	Systems Thinking for Healthcare Leaders	1
MHA 493	Healthcare Performance Management	1
	Hours	**8**
Spring		
MHA 460	Strategy & Leadership in Healthcare Organizations	3
MHA 484	Capstone I-Healthcare Decision Support	3
MHA 492	Policy in Health Systems [1]	1
MHA 494	Multi-disciplinary Teams in Healthcare	1
	Hours	**8**

Summer		
MHA 430	Managerial Epidemiology	3
MHA 495	Capstone II	3-6
Any 400 level Parkinson course		3
	Hours	**9-12**
	Total Hours	**40-43**

[1] Onsite Immersion course.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Aligned with our Jesuit heritage, MHA students (and graduates) will have the skills and confidence to positively influence change in the healthcare industry. Through experiences such as the unique capstone project, students are asked to take initiative, analyze various types of information, and use evidence-based problem solving. In short, graduates are taught to be forces for positive change and leaders of teams that meet the

challenges and opportunities of healthcare consistent with the highest ethical values.

Specifically, graduates will be prepared to:

- Apply core business and financial principles to the healthcare environment
- Evaluate industry and organizational dynamics in the healthcare environment
- Drive operational and performance improvements in healthcare organizations
- Manage data to guide decision making in health services organizations
- Synthesize theoretical and analytical knowledge, critical thinking, and communication skills to solve problems in healthcare administration

Medical Laboratory Science (MS)

Medical Laboratory Scientists are at the heart of a patient-centered healthcare team, managing labs and running tests that will inform diagnosis and treatment.

A career in medical laboratory science combines the challenges of medicine, pathology, basic sciences, and clinical laboratory sciences. Students receive training in major disciplines of laboratory science, including Chemistry, Hematology, Hemostasis, Immunology, Immunohematology, Microbiology, Molecular Diagnostics, and Body Fluid Analysis. Using state-of-the-art biomedical instruments, critical thinking skills, and molecular techniques, medical laboratory scientists are the detectives of healthcare. Loyola's two-year Master of Science in Medical Laboratory Science will give you the tools you need to enter this low-profile, but critically important, aspect of the health care field.

This degree is geared towards those holding a baccalaureate degree in an area other than Medical Laboratory Science looking to expand their scientific career. Upon completion of the M.S. in Medical Laboratory Science degree, students will be eligible to sit for national Medical Laboratory Science certification exams.

The Loyola University Chicago Medical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). They can be contacted at: National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720 Rosemont, IL 60018; Ph: 773-714-8880; Fax: 773-714-8886; Email: info@NAACLS.org

Related Programs

Master's

- Healthcare Administration (MHA) (p. 1536)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

The MS in Medical Laboratory Science program accepts students for fall semester enrollment and is designed to be completed within five continuous semesters of study over the course of two years.

The MS in Medical Laboratory Science degree accepts students for fall semester enrollment and is designed to be completed only on a full-time basis within five continuous semesters of study over the course of two years.

Code	Title	Hours
MLS 401	Laboratory Fundamentals	2
MLS 410	Clinical Immunology	2
MLS 415	Urinalysis and Body Fluids	2
MLS 420	Molecular Diagnostics	2
MLS 430	Clinical Chemistry I	3
MLS 440	Clinical Chemistry II	2
MLS 450	Hematology	2
MLS 450L	Hematology Laboratory	2
MLS 455	Hemostasis	2
MLS 460	Immunohematology	3
MLS 460L	Immunohematology Laboratory	2
MLS 465	Laboratory Leadership I	1
MLS 466	Laboratory Leadership II	1
MLS 467	Laboratory Leadership III	1
MLS 470	Bacteriology and Virology	3
MLS 470L	Bacteriology Laboratory	2
MLS 475	Clinical Parasitology and Mycology	2
MLS 481	Clinical Practice in Hematology	3
MLS 482	Clinical Practice in Chemistry	3
MLS 483	Clinical Practice in Immunohematology	3
MLS 484	Clinical Practice in Hemostasis and Body Fluids	1
MLS 485	Clinical Practice in Microbiology	3
MLS 486	Clinical Practice - MLS Special Topics	1
MLS 490	MLS Educational Practice and Review	2
MLS 495	Medical Laboratory Science Capstone	2
Total Hours		**52**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MLS 401	Laboratory Fundamentals	2
MLS 410	Clinical Immunology	2
MLS 415	Urinalysis and Body Fluids	2
MLS 430	Clinical Chemistry I	3
MLS 450	Hematology	2
MLS 450L	Hematology Laboratory	2
	Hours	**13**
Spring		
MLS 440	Clinical Chemistry II	2
MLS 460	Immunohematology	3
MLS 460L	Immunohematology Laboratory	2
MLS 465	Laboratory Leadership I	1
MLS 470	Bacteriology and Virology	3

MLS 470L	Bacteriology Laboratory	2
	Hours	**13**
Summer		
MLS 420	Molecular Diagnostics	2
MLS 455	Hemostasis	2
MLS 466	Laboratory Leadership II	1
MLS 475	Clinical Parasitology and Mycology	2
	Hours	**7**
Year 2		
Fall		
MLS 481	Clinical Practice in Hematology	3
MLS 482	Clinical Practice in Chemistry	3
MLS 483	Clinical Practice in Immunohematology	3
MLS 484	Clinical Practice in Hemostasis and Body Fluids	1
	Hours	**10**
Spring		
MLS 467	Laboratory Leadership III	1
MLS 485	Clinical Practice in Microbiology	3
MLS 486	Clinical Practice - MLS Special Topics	1
MLS 490	MLS Educational Practice and Review	2
MLS 495	Medical Laboratory Science Capstone	2
	Hours	**9**
	Total Hours	**52**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate competency across major clinical laboratory disciplines to prepare for professional practice in medical laboratory science in accordance with established laboratory procedures.
- Apply critical thinking and evidence-based reasoning to interpret clinical data presented in assignments, case studies, and comprehensive exams.
- Communicate effectively in written and oral formats to serve the needs of patients, healthcare teams, scientific peers, and general public using clear, professional language.

Public Health (MPH)

How will you improve population health? As a public health professional, you can change lives by promoting and protecting the health and well-being of people and their communities locally, regionally, nationally, and globally.

The Master of Public Health program prepares students to promote health equity. We prepare future public health leaders through a competency-based and flexible community- engaged curriculum.

The Master of Public Health program is ideal for individuals seeking leadership careers in the diverse and growing field of public health.

The Public Health (MPH) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Accreditation

Loyola's BSPH and MPH programs are accredited by the Council on Education for Public Health (CEPH). CEPH accreditation provides assurance that the program has been evaluated and met accepted standards established by and with the public health profession. For question on accreditation, contact the MPH Program Director, Ruth Kafensztok (rkafens@luc.edu).

Related Programs

Certificate

- Health Informatics Certificate (p. 1536)
- Public Health Certificate (p. 1544)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

Offered in-person, online, or hybrid, Loyola's MPH is a 42-credit curriculum. Online courses include both synchronous and asynchronous components. We offer concentrations in four study tracks: Epidemiology, Policy and Management, Global Health Equity, and Biostatistics. The curriculum includes six core courses, concentration-specific courses, electives, and applied practice and integrative learning experiences.

Besides the traditional Master's program, the Public Health (MPH) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Online Learning

Convenient and rigorous, the online program is geared to working professionals, non-traditional students, and individuals who need a more flexible learning format. Loyola University Chicago faculty with expertise in Public Health, Public Health Policy and Management, Environmental Health, Bioethics, Epidemiology, and Biostatistics teach in this program. The vast resources of Loyola's Parkinson School and the Health Science Campus, along with the combined knowledge and experience of distinguished faculty from medicine, social work, bioethics, health policy and law, will help you take on many opportunities and challenges.

Code	Title	Hours
MPH Foundational Courses		
MPBH 400	Determinants of Population Health	3
MPBH 402	Public Health Practice and Management	3
MPBH 403	Introduction to Epidemiology	3
MPBH 404	Biostatistics for Health and Biological Science	3
or MPBH 409	Biostatistics I	
MPBH 407	Public Health Policy: Concepts and Practice	3
MPBH 499	Public Health in Action	3

MPH Track-Specific Curricula [1]		**15-18**
MPH Electives		**3-6**
Select two of the following: [2]		
MPBH 426	Infectious Disease Epidemiology	
MPBH 415	Non-Communicable Disease Epidemiology	
MPBH 432	Health Impact Assessment	
MPBH 495	Special Topics	
Applied Practice Experience		**1**
MPBH 410	MPH Practicum	
Integrated Learning Experience		**2**
MPBH 411	MPH Capstone	
Total Hours		**42**

1. Selected courses from other schools/programs may satisfy MPH elective requirements. Students in the Biostatistics track will take six (6) track courses instead of five (5).
2. Selected courses from other schools/programs may satisfy MPH elective requirements. Students in the Biostatistics track will take only one elective.

MPH Track-Specific Curricula (15-18 credit hours)

Epidemiology

This hybrid program combines online and evening classes. Epidemiology is the basic science of public health: it helps us understand the causes of and solutions to diseases. This track equips students to design, conduct, analyze, and interpret population health research, while they learn the basic principles of all public health disciplines.

Code	Title	Hours
MPBH 412	Intro to Statistical Computing for Public Health	2
MPBH 421	Biostatistics II	3
MPBH 423	Intermediate Epidemiology	3
MPBH 427	Advanced Statistical Methods	1
MPBH 431	Grant Writing	3
Select one Research Methods Course from the following:		3
MPBH 414	Introduction to Global Health	
MPBH 433	Clinical Trials	
MPBH 415	Non-Communicable Disease Epidemiology	
MPBH 434	Systematic Review and Meta-Analysis	
ENVS 480	Introduction to Geographic Information Systems	
Total Hours		**15**

Global Health Equity

This concentration is a hybrid program of online and evening classes. Study the health of global populations with the ultimate goal of identifying and eliminating structures and practices of inequity and injustice to advance health equity for individuals and populations.

Code	Title	Hours
MPBH 414	Introduction to Global Health	3
MPBH 417	Global Maternal and Child Health	3
MPBH 422	Population Health Planning & Management	3
MPBH 431	Grant Writing	3
Select one of the following: [1]		3
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 432	Global Bioethics	
Total Hours		**15**

1. Students may choose an elective course not on this list with Track Director approval.

Public Health Policy and Management

This concentration can be completed entirely online, and also can be taken with in-person courses. This curriculum studies the organization, structure, and delivery of health-related services, and associated population health outcomes. Students may customize their academic focus in either public health policy, administration, or both.

Code	Title	Hours
MPBH 416	Health Services Research Methods	3
MPBH 425	Policy Analysis	3
Select one of the following:		3
BEHL 402	Justice & Health Care	
BEHL 404	Biomedical Ethics and Law	
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 432	Global Bioethics	
Select two of the following:		6
Policy-oriented		
MPBH 420	Public Health Law: Theories and Cases	
MPBH 424	Health Economics and Healthcare Financing	
Management-oriented		
CMAN 533	Fiscal Management in Health Care Organizations	
MPBH 422	Population Health Planning & Management	
Total Hours		**15**

Biostatistics

This track aims to equip students with advanced skills in statistical techniques and data analysis, with a particular emphasis on harnessing digital data for public health innovation. By integrating modern analytical methodologies tailored specifically to the digital data landscape of the public health domain, this track enhances the program's relevance and ensures our graduates are well-prepared to lead in the data-driven public health landscape.

Students in the Biostatistics track require the same 6 core MPH courses as the other three existing tracks as well as the Applied Practice Experience and Capstone Experience. They also select one elective course.

Code	Title	Hours
Track Requirements		
MPBH 412	Intro to Statistical Computing for Public Health	2
MPBH 421	Biostatistics II	3
MPBH 427	Advanced Statistical Methods	1
MPBH 449	Biostatistics for Public Health Interventions	3
MPBH 450	Biostatistics for Electronic Health Record (EHR) Data	3
MPBH 460	Public Health Data Visualization and Reporting	3
Electives		

Select one of the following:		3
ENVS 480	Introduction to Geographic Information Systems	
HIDS 411	Clinical Data Science	
MPBH 431	Grant Writing	
MPBH 433	Clinical Trials	
MPBH 434	Systematic Review and Meta-Analysis	
Total Hours		**18**

Applied Practice Experience (1 credit)

Also known as the MPH practicum, it provides the student with practical experience in a public health setting, requiring the student to apply and integrate skills and knowledge learned in courses. The applied practice experience (APE) must be 210 hours or more. Students must apply five program competencies to their APE and produce at least two deliverables, which will become part of their portfolio. Examples of APE sites include MRSA Research Center, North Shore Mosquito Abatement District, Summer Field Research in Ghana, Health and Medicine Policy Research Group, American Cancer Society, American Diabetes Association, Chicago Department of Public Health, and Mount Sinai Hospital.

Integrated Learning Experience (2 credits)

The integrated learning experience is a student-led capstone project culminating with a presentation and written manuscript. The project should demonstrate student's ability to apply acquired skills and competencies to a public health problem that simulates a professional practice experience. Depending on their interests, some students may analyze data collected during their practicum to help complete their capstone.

Dual Degrees and Other Programs

The needs of the public health workforce are diverse and ever-changing. Our students are diverse and pursue public health graduate studies at different points in their careers, from undergraduate through practicing nurses and physicians. To meet these needs, the Department of Public Health Sciences offers six additional programs:

- Accelerated Master's Pathway Five-Year Bachelor/MPH Degree
- Doctor of Medicine/ Master of Public Health (MD/MPH)
- Master of Social Work/Master of Public Health (MSW/MPH)
- MS in Clinical Research Methods and Epidemiology (CRME)
- Public Health Certificate

Note: Students entering the program may wish to pursue careers that may require licensure (e.g. Registered Environmental Health Specialist) or certification (e.g. Certified in Public Health or Certified Professional in Food Safety) upon or before employment. Loyola University Chicago cannot guarantee that the Master of Public Health will prepare students to meet the unique requirements for licensure or certification in their specific location and/or area of expertise. Students should check with their local licensing or certifying authority to determine what requirements are necessary.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term and the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
MPBH 400	Determinants of Population Health	3
MPBH 407	Public Health Policy: Concepts and Practice	3
	Hours	**6**
Spring		
MPBH 402	Public Health Practice and Management	3
MPBH 409	Biostatistics I	3
	Hours	**6**
Summer		
MPH Track-Specific Curricula Course		3
	Hours	**3**
Year 2		
Fall		
MPBH 403	Introduction to Epidemiology	3
MPH Track-Specific Curricula Course		3
	Hours	**6**
Spring		
MPH Track-Specific Curricula Course		3
MPH Track-Specific Curricula Course		3
	Hours	**6**
Summer		
MPH Elective		3
	Hours	**3**
Year 3		
Fall		
MPH Track-Specific Curricula Course		3
MPBH 499	Public Health in Action	3
	Hours	**6**
Spring		
MPBH 410	MPH Practicum	1
MPH Elective		3
MPBH 411	MPH Capstone	1
	Hours	**5**
Summer		
MPBH 411	MPH Capstone	1
	Hours	**1**
	Total Hours	**42**

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

The following courses could be taken in the senior year of the undergraduate program as part of the AMP program: MPBH 400, MPBH 402, MPBH 403, MPBH 407, MPBH 409, MPBH 414, MPBH 417, ENVS 480.

Below is a sample schedule:

Course	Title	Hours
Senior		
Fall		
MPBH 400	Determinants of Population Health	3
MPBH 403	Introduction to Epidemiology	3
MPBH 407	Public Health Policy: Concepts and Practice	3
	Hours	**9**
Spring		
MPBH 402	Public Health Practice and Management	3
MPBH 409	Biostatistics I	3
	Hours	**6**
Master's		
Fall		
MPH Track-Specific Curricula Course		3
MPH Track-Specific Curricula Course		3
MPBH 499	Public Health in Action	3
	Hours	**9**
Spring		
MPH Track-Specific Curricula Course		3
MPH Track-Specific Curricula Course		3
MPH Elective		3
MPBH 410	MPH Practicum	1
MPBH 411	MPH Capstone	1
	Hours	**11**
Summer		
MPH Track-Specific Curricula Course		3
MPH Elective		3
MPBH 411	MPH Capstone	1
	Hours	**7**
	Total Hours	**42**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate

degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will graduate with public health competencies in the areas of quantitative and qualitative data collection, evidence-based approaches, public health and health care systems, planning and management, policy, leadership, communication, interprofessional practice, and systems thinking. More specifically, **public health foundational competencies** attained through the MPH curriculum include:

- Analyze problems and data using epidemiological, biostatistical, qualitative, and/or systems-thinking methods to inform public health policy and practice.
- Design#population-based research, policies, programs, or interventions that are evidence-informed, equity-centered, and culturally responsive to population and community health needs.
- Apply#principles of leadership, communication, and interprofessional collaboration to the development, promotion,#delivery#or evaluation of public health solutions.

Public Health Certificate

As of Fall 2026, this program is no longer accepting applicants.

How will you help address health disparities? Loyola's commitment to serve people who live on the margins and suffer other injustices includes efforts to eliminate disparities in access to health care in Chicago and throughout the world. The Public Health Certificate (PHC) program trains students to address racial and economic health disparities through public health research, practice, and advocacy. Loyola's campuses, in racially and economically diverse communities, provide "real-world" experience during your certificate courses, and our health professionals and faculty are committed to promoting social justice in the Jesuit tradition.

Related Programs

Master's

- Health Informatics (MS) (p. 1533)
- Public Health (MPH) (p. 1540)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

Students must complete 12 credit hours (four courses) of introductory graduate-level coursework including:

Code	Title	Hours
MPBH 403	Introduction to Epidemiology	3
MPBH 404	Biostatistics for Health and Biological Science	3
MPBH 402	Public Health Practice and Management	3
MPH Graduate Elective [1]		3
Total Hours		**12**

[1] A selection of pre-approved MPBH courses can satisfy the Public Health Certificate elective. Please see MPH curriculum for all MPBH courses. For a list of all courses and descriptions click here (p. 1508).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The Public Health Certificate from Loyola will provide students with core public health knowledge and skills to address public health concerns in your field of practice or to further pursue a master's in public health. More specifically, by completion of the program students should:

- Acquire proficiency in the core public health disciplines, including epidemiology, biostatistics and public health practice/management.
- Have a foundation to explore further training in public health and/or global health.
- Develop skills in the areas of: Evidence-based approaches to research; Health care systems planning and management; and Leadership and communication.

Quinlan School of Business

From the smallest startups to the largest international corporations, the rapidly changing business world needs leaders who can anticipate change and innovate.

Loyola University Chicago's **Quinlan School of Business** helps prepare you for these leadership roles. Our top-ranked programs offer convenient MBA and MS programs in the heart of Chicago.

Flexible. Convenient. Transformative.

Through evening and weekend classes in downtown Chicago and online, you will be able to fit your graduate business program into your personal and professional life.

We offer a broad range of programs and specializations:

What Sets Us Apart

You have big plans for the future. Whether you're building a new career or enhancing the job you have, we can get you where you want to be. Loyola University Chicago's Quinlan School of Business offers top-ranked and respected graduate programs to make those big plans a fulfilling reality.

Sustainable Leadership

Extraordinary leaders are respected and trusted in their organizations as well as in their communities. At Quinlan, you will learn from the

successes and mistakes of business leaders and see how those principles translate into the work you are doing today and in your future.

Real-world Learning

All of our courses focus on real-world, hands-on business issues in a global context. You'll apply theory learned in the classroom to current business problems. Our faculty members are established business experts who enrich our graduate programs with their extensive knowledge and first-hand experiences.

Faculty

Quinlan students rely on the expertise of our instructors to gain a global perspective and to refine their analytical tools and managerial abilities, while sharpening critical thinking and leadership skills.

Mid-career professionals benefit from building their theoretical and practical know-how by analyzing case studies and developing real-world projects.

Our Alumni Network

Quinlan graduates join an impressive network of 30,000 alumni in Chicago, the U.S., and around the world—many of whom have achieved leadership positions, and the majority of whom continue to reside and work in the Chicagoland area.

Our Values

Our graduate business programs believe that it is possible to be successful in business while still operating in an ethical and responsible manner.

- **Community**: We value all members of our campus, local, and global community, and seek to develop involved and responsible community members.
- **Diversity**: We value civility, respect, appreciation, and an in-depth understanding of diversity, including the ability to put knowledge into meaningful action.
- **Ethics**: We focus on ethical issues and challenges in business to develop leaders who demonstrate ethical awareness, ethical judgment, and the ability to evaluate and make moral decisions in difficult scenarios.
- **Justice**: We value justice through service that uses learning and leadership in the pursuit of truth and care for others.
- **Leadership**: We value personal growth through leadership and seek to develop responsible leaders who are committed to the common good.
- **Sustainability**: We engage students in understanding and responding to local and global environmental issues by raising awareness, advancing our knowledge of environmental problems, developing solutions, encouraging action, and developing an environmentally conscious culture throughout the university.

Student Resources

Visit our Graduate Student Resources (https://www.luc.edu/quinlan/academics/studentresources/graduateresources/) page for information on:

- Student life, including student organizations
- Academics, including academic calendars and study abroad
- What new students need to know to get started

For questions, contact the Graduate Programs Office here (https://gpem.luc.edu/register/ContactUs/).

Graduate Programs

- Accountancy (MSA) (p. 1567)
- Accounting (MBA/MSA) (p. 1859)
- Baumhart Scholars MBA (Social Impact MBA) (p. 1570)
- Baumhart Certificate in ESG (p. 1571)
- Business Analytics (MS) (p. 1572)
- Business Analytics (MBA/MS) (p. 1862)
- Business Analytics Certificate (p. 1575)
- Business Ethics Certificate (p. 1576)
- Executive MBA (EMBA) (p. 1577)
- Finance (MSF) (p. 1578)
- Finance (MBA/MSF) (p. 1869)
- Healthcare Management MBA (MBA-HCM) (p. 1581)
- Human Resources (MSHR) (p. 1583)
- Human Resources (MBA/MSHR) (p. 1870)
- Human Resources and Employment Relations Certificate (p. 1585)
- Law/Business (JD/MBA) (p. 1874)
- Marketing (MSM) (p. 1586)
- Marketing (MBA/MSM) (p. 1877)
- Next Generation MBA (MBA) (p. 1590)
- Pharmacology/Business (MS/MBA) (p. 1887)
- Supply Chain Fundamentals Certificate (p. 1597)
- Supply Chain Management (MSSCM) (p. 1598)
- Supply Chain Management (MBA/MSSCM) (p. 1906)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Accounting (ACCT)

ACCT 400 Financial Accounting for Business Decisions (3 Credit Hours)
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400B Financial Accounting for Business Decisions (3 Credit Hours)
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400C Financial Accounting for Business Decisions (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400E Financial Statement Analysis and Decision Making (3 Credit Hours)
Pre-requisites: Restricted to the students enrolled in the Executive MBA program
Explores the development and application of financial statement information. Students will focus on basic concepts, standards, and practices of financial reporting to serve decision-making needs. Students will also work with financial ratio analysis software.

ACCT 402 Issues in Financial Reporting (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course stresses research of selected accounting issues and uses the authoritative pronouncements to better understand financial accounting and reporting. The course structure includes lectures, class discussion, case analysis, and research of timely accounting issues. Group interaction is heavily emphasized.
Outcomes:
Students will be able to demonstrate an understanding of the professional pronouncements as they relate to the recognition and measurement of selected accounting topics; Students will also be able to work as a team to research an accounting issue and professionally communicate their research findings

ACCT 404 Financial State Analysis (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course evaluates the information contained in the financial statements, footnotes, and management discussion and analysis for its usefulness in making investment and credit decisions. Students will synthesize these assessments via a comprehensive financial statement analysis project.
Outcomes:
Students will be able to assess the appropriateness of asset valuation, liability measurement, and equity values for judging the performance of an enterprise

ACCT 405 Accounting Theory I (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent with a grade of C- or better
The course involves a detailed study of the theory, concepts, and procedures of financial accounting. The course focuses on applications involved in accounting for assets, equities, and the valuation and measurement of related income items. It also focuses on the accounting model with emphasis on applying the accounting framework to revenue and asset valuation. Time is spent discussing the theory and logic behind the accounting model and how it impacts financial statements. Restricted to Graduate School of Business Students.

ACCT 406 Accounting Theory II (3 Credit Hours)
A continuation of ACCT 405, the course focuses on valuation issues related to liabilities and other special topics. Complex problems involving investments, earnings per share, pensions, leases, income taxes, bond valuation, and fair value accounting are studied.

ACCT 407 Tax Principles Applied to Individuals (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course provides detailed coverage of the key Federal income tax concepts and planning principles applicable to individual taxpayers.

ACCT 408 Tax Principles Applied to Entities (3 Credit Hours)
This course provides detailed coverage of the key Federal income tax concepts and planning principles applicable to various business entities and an overview of Federal transfer taxes.

ACCT 409 Audit I -Audit and Assurance (3 Credit Hours)
This course introduces the student to the environment in which Public Accounting exists as well as the standards, both AICPA and PCAOB, which firms must follow in rendering audit and assurance services. The course covers both the theoretical and practical issues involved in planning an engagement, risk assessment and the audit risk model, evidence gathering and internal control policies and procedures. The audit of major transaction cycles (i.e. the revenue cycle) and account groups (i.e. Cash) are then covered highlighting internal specific control policies, testing of controls and substantive audit procedures to gather evidence. Study of appropriate AICPA and PCAOB professional standards is an integral part of this course.

ACCT 410 Audit II-Advanced Audit and Professional Ethics (3 Credit Hours)
This course consists of an in-depth study of specific topics related to both attest and non-attest services rendered by public accounting firms. Topics include: Professional ethics and a study of the AICPA Code of Professional Conduct; Accountants legal liability, federal securities laws and cases related to CPA malpractice; The use of technology and sampling in an audit; Securities & Exchange Commission practice, the integrated audit and the Sarbanes-Oxley Act; and Audit and other reports. Study of appropriate AICPA and PCAOB professional standards is an integral part of this course.

ACCT 411 Business Law and Accountants (3 Credit Hours)
This course is designed to familiarize the student with aspects of the legal environment of special concern to accountants. With emphasis on the legal aspects of commercial transactions, the course examines the laws governing sales transactions and the instruments for financing those transactions. Topics include contract law, the Uniform Commercial Code (sale of goods, negotiable instruments, secured transactions), and creditor-debtor relations.

ACCT 412 Special Topics in Accounting (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ACCT 424 Managerial Accounting (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
Topics include product costing and activity based costing concepts, development and analysis of information for short-run and long-run decision making, the impact of accounting information on divisional performance, cost estimation and cost-volume-profit analysis, segment analysis, transfer pricing, budgeting concepts, and behavioral issues associated with accounting information.
Outcomes:
Develop and use managerial accounting information for operational and strategic decision making

ACCT 424E Strategic Cost Accounting (3 Credit Hours)
Pre-requisites: Restricted to the students enrolled in the Executive MBA Program
Explores the application of internal accounting information. Students will focus on traditional and contemporary managerial accounting practices. Students will work to (1) understand cost behavior, (2) conduct activity analysis, and (3) predict cost under different business decisions.

ACCT 425 International Accounting (3 Credit Hours)
This course explores the similarities and differences of accounting principles and procedures between the United States and other countries. Topics include consolidation of foreign subsidiaries, performance evaluation of foreign operations, translation issues, inflation accounting, and efforts at standardization of accounting rules.
Outcomes:
Students will become familiar with international accounting issues including accounting harmonization, pronouncements of the International Accounting Standards Board, transfer pricing, foreign currency financial statements, foreign exchange, and international taxation

ACCT 431 Tax Research (3 Credit Hours)
This course will provide graduate business students with the basic techniques of conducting federal tax research, and enable them to apply those techniques to a variety of research cases and communicate their research results in both written and oral formats. Includes establishing relevant facts; identifying tax issues; developing & communication conclusions and recommendations in writing and orally.

ACCT 432 State, Local and International Tax (3 Credit Hours)
Pre-requisites: ACCT 408 with a grade of C- or better or its equivalent; Department Consent Required
This course will provide graduate business students with a basic understanding and familiarity with the principles of U.S. multi-jurisdictional taxation. The first half of the course will focus on the various types of state and location taxation and their common themes and differences. The second half will address Federal income taxation of cross-border transactions, both inbound and outbound.
Outcomes:
Demonstrate the ability to properly allocate taxable income between different taxing jurisdictions; Understand the basic principles and policies underlying state, local, and international taxation; Develop a working knowledge of the different types of taxes

ACCT 435 Internal Audit (3 Credit Hours)
This course will expose students to the fundamentals of internal auditing with an emphasis on internal controls. Topics covered will include an overview of internal auditing theory and internal audit in practice. After these overviews, an in depth review of internal controls will be examined, including internal controls best practices, risk assessment, control identification, audit design, testing of controls and audit reporting. Finally, the class may include a hands-on internal audit engagement in a real life setting. Student must have completed 9 hours of undergraduate accounting or 6 hours of graduate accounting courses.
Outcomes:
Students should have a clear understanding of how internal controls are used throughout a company and how auditors help design, test and report on their effectiveness

ACCT 436 Forensic Accounting and Fraud (3 Credit Hours)
The purpose of the course is to familiarize students to the field of Forensic Accounting and sensitize them to: the prevalence of fraud in all forms of business activity; the methods people use in initiating/perpetuating fraud scheme; ways of staying out of or getting out of a fraud conspiracy. Students are presumed to have strong accounting and auditing skills. This course will be covering ethics, accounting, auditing, misappropriation of assets, fraudulent financial reporting, electronic fraud and other fraud investigation/forensic accounting topics.
Outcomes:
Students who successfully complete this course will be able to demonstrate: knowledge of the nature and magnitude of economic fraud as it affects a variety of entities; understanding of the role of the accounting profession in fraud prevention and detection; technical knowledge of forensic accounting, forensic investigations and research

ACCT 437 Advanced Forensic Accounting (3 Credit Hours)
This course will focus on fraud audits of private entities. In the course of financial reviews questions arise about complex financial transactions, employee dishonesty, collusion, and breakdowns in internal controls. Normal audit procedures may discover the issue but additional steps are necessary to quantify and detect the extent of the fraud.
Outcomes:
Students in this course will develop basic forensic skills via analytical training

ACCT 439 Independent Study (1-3 Credit Hours)
Independent study is in-depth research and/or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of accounting not otherwise covered by department course offerings. Student is typically expected to develop a manuscript worthy of publication. The project should require the workload associated with a graduate level course. Normally, this course may be taken one time for credit.
Outcomes:
Student must demonstrate a detailed understanding of the selected accounting topic

Business Administration (BSAD)

BSAD 400E Business Foundations (1.5 Credit Hours)
Enrollment limited to students enrolled in the EMBA or EMBA Health Care Management Programs. Introductory course delivered during initial residency/orientation week to lay foundation for business education in the EMBA and EMBA Health Care Management Programs. Course coverage includes: Jesuit traditions/values, Quantitative Methods, Business Communications, and current topical lecture.

BSAD 401E Effective Business Writing Workshop (0.75 Credit Hours)
Enrollment is restricted to the Executive MBA or Executive MBA Health Care Management program. This course introduces the fundamentals of good written and oral business communications. Course topics include: communicating strategically; making a business case (argumentation and persuasion); presenting data effectively; producing and delivering compelling PowerPoint presentations; and delivering a powerful presentation.

BSAD 402E Effective Business Presentation Skills Workshop (0.75 Credit Hours)
This course introduces the fundamentals of good oral business communications. Course topics include: presenting data effectively; producing and delivering compelling PowerPoint presentations; and delivering powerful presentations. Restricted to students enrolled in EMBA or MBA Health Care Management cohort

BSAD 409E Integrative Strategy (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Integrates functional area considerations with strategic decision-making at the end of the program.

BSAD 499E Special Topics (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Offers students opportunity to gain additional understanding on a special business topic not otherwise covered in the standard EMBA curriculum. The subject and content vary and are offered on an ad hoc basis.
Outcomes:
Students will demonstrate understanding of specialized topics not otherwise covered in EMBA curriculum

BSAD 601E Special Topics (1.5 Credit Hours)
Restricted to Executive MBA students. Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

BSAD 609E Integrative Strategy (1.5 Credit Hours)
Restricted to Executive MBA students. Integrates holistic and humanistic concepts (social justice, sustainability, greater good, Jesuit perspectives, etc.) into scientific business management and one's individual lifestyle. Students apply these perspectives by addressing recent developments in emerging topics. In addition, students will present final Capstone project.

Business Ethics (ETHC)

ETHC 441 Business Ethics (3 Credit Hours)
This course examines the ethical aspects of individual and corporate decision making in business and provides resources for making ethical decisions within the context of managerial practice.
Outcomes:
Students will be acquainted with the concepts and principles of ethical reasoning that have been developed in ethical theory; be aware of the specific ethical issues that arise in management and of the ways in which these issues are commonly analyzed; and be able to make sound ethical and managerial decisions and to implement those decisions within the context of an organization in a competitive marketplace

ETHC 441B Business Ethics (1.5 Credit Hours)
This course examines the ethical aspects of individual and corporate decision making in business and provides resources for making ethical decisions within the context of managerial practice.
Outcomes:
Students will be acquainted with the concepts and principles of ethical reasoning that have been developed in ethical theory; be aware of the specific ethical issues that arise in management and of the ways in which these issues are commonly analyzed; and be able to make sound ethical and managerial decisions and to implement those decisions within the context of an organization in a competitive marketplace

ETHC 441E Business Ethics and Values (1.5 Credit Hours)
Pre-requisites: Restricted to students in the Executive MBA Program
This course combines Quinlan's core business ethics course with contemporary instruction in leadership. Students will develop a framework for ethical decision making and the leadership strength needed to advance business decisions.
Course equivalencies: ETHC 600E/ETHC 441E

ETHC 441N Business Ethics (3 Credit Hours)
Students are introduced to theories about social and political institutions, and how they affect our ability to make moral decisions. Topics may include social psychology, capitalism and its critics, democratic theory, labor relations, and social inequalities. Classes are dedicated to understanding and engaging with social and political theory on this topic. Assignments will involve students using these theories to critically assess corporate practices and contexts. School of Business graduate degree students
Outcomes:
Global Perspective & Awareness of Diversity: developing a global perspective and appreciating diversity, including class, culture, race, religion, and gender; Communication Skills: communicating complex moral and philosophical ideas effectively and appropriately in an oral and written manner

ETHC 443 Global Environmental Ethics (3 Credit Hours)
This course develops an understanding of the ethical issues and responsibilities arising from human interaction with the non-human natural environment. Perspectives from various religious traditions, Western philosophy, and the science of ecology are considered.
Outcomes:
Students will be able to demonstrate ethical awareness, reflection, and application of ethical principles in decision making

ETHC 446 International Business Ethics (3 Credit Hours)
This is an advanced business ethics course that addresses the ethical challenges of international business for managerial decision making. The main emphasis of the course is on implementation, and standards, for operating ethically within multinational corporations and on ethical problems in specific countries or regions of the world.
Outcomes:
The course aims to equip managers with ethical decision-making skills in global business by understanding complex interactions among market, policy, and society, analyzing personal decision-making, and improving communication abilities

ETHC 499 Special Topics in Business Ethics (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Economics (ECON)

ECON 420 Managerial Economics (3 Credit Hours)
Pre-requisites: ISSCM 400 OR ISSCM 400N
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420B Managerial Economics (3 Credit Hours)
Pre-requisites: ISSCM 400 or ISSCM 400N
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions. Restricted to students in the Baumhart Scholars Program.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420C Managerial Economics (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420E Managers, Markets and Decision Making (3 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
The purpose of this course is to guide students in recognizing, analyzing, and solving managerial problems related to firms and markets under conditions of uncertainty. The course uses economic analysis to understand demand, supply, profit, production, competition, pricing policies, and business criteria for investments. Strategic decisions using economic laws influenced by FED will also be examined.

ECON 421 Business Fluctuations (3 Credit Hours)
Pre-requisites: ECON 420
This course studies the economic environment's impact on the firm where topics include national income accounting, factors in economic fluctuations and growth, fiscal and monetary policies, economic forecasting, the relationship of foreign trade and balance of payments on economic activities, economic indicators and measures, and problems of public policy.
Outcomes:
Students learn to recognize the macro environment and the business cycles in which to operate in and to make learned forecasts

ECON 424 International Business Economics (3 Credit Hours)
Pre-requisites: ECON 420
This course analyzes topics in international economics, specialization and comparative advantage, balance of payments and foreign exchange, elements of commercial policy, and international investment.
Outcomes:
The students develop skills in this course in analytical and creative thinking, Communication and team-work in evaluating trade policies and opportunities, comparative advantage, exchange rate dynamics and fluctuations and risk management

ECON 424E Global Issues in Economics (1.5 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
Examines the role of prices, incomes, interest rates, exchange rates, trade policy, and the global monetary system in determining the movement of outputs and inputs across national boundaries. The gains from trade and the conflicts created by the manner in which those gains are distributed provide a foundation for examining current issues.
Course equivalencies: ECON 424E/ECON 602E

ECON 429 Independent Study in Business Economics (3 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in economics

ECON 522 Game Theory & Strategy (3 Credit Hours)
Pre-requisites: ECON 420
This course studies cooperative and non-cooperative games and winning strategies and discusses prisoners dilemma, tragedies of common resources, executive compensation and auctions as applied to mergers and acquisitions.
Outcomes:
Students learn to think systematically to set strategy for the modern corporate firm in both cooperative and non-cooperative situations and to solve conflicts arising from principal agent problems

ECON 599 Special Topics (3 Credit Hours)
Pre-requisites: ECON 420; Restricted to Graduate School of Business students
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ECON 602E Global Issues in Economics (1.5 Credit Hours)
Examines the role of prices, incomes, interest rates, exchange rates, trade policy, and the global monetary system in determining the movement of outputs and inputs across national boundaries. The gains from trade and the conflicts created by the manner in which those gains are distributed provide a foundation for examining current issues.
Course equivalencies: ECON 424E/ECON 602E

ECON 622 Derivative Securities (3 Credit Hours)
Pre-requisites: FINC 450
This course is a comprehensive introduction to the theory, use, and valuation of derivative securities, with particular emphasis on options and forward/futures contracts. A sound understanding of the intuition underlying option pricing is critical to a thorough understanding of modern finance and financial risk management. We may also look at other types of derivatives as well as some extensions of the most fundamental models.

ECON 625 Applied Econometrics (3 Credit Hours)
Pre-requisites: ECON 420 and ISSCM 491
The purpose of this course is to help students understand feasible econometric techniques in order to mine information to understand economic and financial patterns and to forecast. A rigorous exposition of the theory behind econometric techniques will help students understand the issues raised in different published papers. Topics of econometric techniques covered in this course include panel data analysis, time-series models, discrete choice models, and methods to identify causality between variables. Practical applications will prepare students to use these methods in their own projects.
Course equivalencies: X-ECON625/FINC625

Finance (FINC)

FINC 450 Financial Management (3 Credit Hours)
Pre- or co-requisites: ACCT 400
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450B Finance for a Sustainable World (3 Credit Hours)
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450C Financial Management (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450E Financial Management (3 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
Studies the functions, tools, and policies of financial, investment, and portfolio management. Students analyze the structure of financial markets, valuation of stocks and fixed income securities, risk and return relationships, and portfolio theory. Topics include investment and financial decision making under uncertainty.

FINC 451 Financial Markets & Institutions (3 Credit Hours)
Pre-requisites: FINC 450
Introduction to the financial system in the United States, including the fundamentals and role of money and capital markets, the institutions operating in these markets, the instruments traded, and the organization, functioning and operation of the Federal Reserve System.
Outcomes:
Students will be able to demonstrate an understanding of how financial markets and institutions work and are important to financial decision making, how interest rates and bond prices are determined and interrelated, why and how financial institutions are regulated by the government, and who the Federal Reserve is and how its actions affect the economy

FINC 452 Investment Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This course includes the topics of asset pricing models; risk and return analysis of stocks, bonds and cash equivalents; portfolio theory; bond pricing, the term structure of interest and immunization strategies in managing fixed income securities.
Outcomes:
Students will be able to demonstrate the analytical tools and finance theory necessary for making good investment decisions and for understanding the pricing of financial securities

FINC 453 Topics in Advanced Financial Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This is an advanced course in corporate finance where students are given a thorough grounding in firm valuation and exposed to various financial decisions including raising capital, mergers and acquisitions, leveraged buyouts, spin-offs, and carve-outs, all in the context of their impact on firm value.
Outcomes:
Students will be able to demonstrate an understanding of firm valuation, as well as the impact of various corporate decisions on firm value

FINC 455 International Financial Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This course examines the international dimensions of financial management. It introduces potential opportunities/challenges faced by multinational corporations as they expand their business overseas.
Outcomes:
Students will be able to demonstrate understanding of foreign exchange markets, fundamental international parity relationships, foreign exchange risk management strategies, and capital budgeting for multinational corporations

FINC 455E International Financial Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Examines foreign exchange rate exposure and hedging techniques to deal with exposure. Other topics include capital budgeting in an international framework and international financial markets.
Course equivalencies: FINC 455E/FINC 602E

FINC 456 Management of Financial Institutions (3 Credit Hours)
Pre-requisites: FINC 450
The course analyzes the importance played by financial institutions. This is a survey course that analyzes the present financial institutional structure with a special focus on managing risk.
Outcomes:
Students will demonstrate an understanding of the following topics: the role of financial intermediaries in managing interest rate, credit, market and international banking risks; Special attention will be given to procedures for measuring and managing these risks

FINC 459 Independent Study-Finance Management (3 Credit Hours)
Pre-requisites: FINC 450
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Finance not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in finance

FINC 470N Business Finance (3 Credit Hours)
Pre-requisites: FINC 450 or equivalent course
Exposure to international financial markets, international diversification, derivatives, risk management, asset valuation, multinational capital budgeting and more.
Outcomes:
Exposure to international diversification, derivatives, risk management, trading options, asset valuation and more

FINC 552 Emerging Markets (3 Credit Hours)
Pre-requisites: FINC 450 and ECON 420
An introduction to the contribution made by financial markets and institutions to economic growth and development in emerging market countries. Normally taught in Thailand, the course will provide a close look at a successful emerging market country.
Outcomes:
Students will demonstrate an understanding of the following topics: the contribution of financial institutions and markets to economic growth and development, the causes and effects of financial crises, the financial liberalization controversy, the impact of inflation, and the causes and effects of corruption; In addition, students will also demonstrate knowledge of Thailand's economic and financial systems

FINC 553 Applied Portfolio Management (3 Credit Hours)
Pre-requisites: FINC 452
This is a course in investment analysis and applied portfolio management. Topics will include investment policy and objectives, performance analysis and attribution, portfolio design, fixed income analysis and portfolio management, and equity analysis and portfolio management.
Outcomes:
At the conclusion of this course the student should be able to: 1) Create an investment policy statement; 2) Analyze and value fixed income securities; 3) Analyze and value equity securities; and 4) Develop and manage a portfolio of debt and equity securities

FINC 554 Fixed Income (3 Credit Hours)
Pre-requisites: FINC 450, or Quinlan Finance 450 Student Group Waiver; or B or better in FINC 335
This course provides an in-depth coverage of fixed income securities, and their markets. The course is an extension to other offerings in the finance program on futures, equities, and interest rate derivatives. The course is supplemented with hands-on applied sessions using Bloomberg, a leading global benchmark for data and analysis used by financial professionals worldwide.
Outcomes:
Identify the types, classifications, and characteristics of fixed income securities; Use Bloomberg and/or other resources to extract, interpret and aggregate key data; Analyze and price different types of fixed income securities

FINC 556 Investment Banking (3 Credit Hours)
Pre- or co-requisites: FINC 452; or prerequisite FINC 335 with minimum grade of " B"
This course provides a broad overview of the activities of investment banks, including venture capital fundraising, stock and bond underwriting, mergers and acquisitions, trading, asset securitization and money management.
Outcomes:
Students will understand how investment banks enhance capital markets by providing financing and investment services to companies, governments and individuals

FINC 599 Special Topics (3 Credit Hours)
Pre-requisites: FINC 450
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

FINC 602E International Financial Management (1.5 Credit Hours)
Examines foreign exchange rate exposure and hedging techniques to deal with exposure. Other topics include capital budgeting in an international framework and international financial markets.
Course equivalencies: FINC 455E/FINC 602E

FINC 620 Financial Mathematics and Modeling I (3 Credit Hours)
Pre-requisites: FINC 452 (co-requisite) and ISSCM 491 (pre-requisite); OR FINC 335 with a minimum grade of B (pre-requisite)
This course focuses on how to effectively use Python to build financial models. The course initially trains students to become sufficiently proficient to build financial models using Python, and then moves to its applications, such as translating raw data into meaningful indicators to help investment decisions. The course will examine financial securities, portfolio optimization, as well as valuation problems.

FINC 621 Financial Mathematics and Modeling II (3 Credit Hours)
Pre-requisites: FINC 620
Financial mathematics and modeling II is the second in a sequence of two courses. It is a combination of lecture and lab and will focus on the core mathematical, computational and practical modeling aspects encountered in modern financial applications. The programming languages of choice will be R and Excel/VBA. This course has a prerequisite of FINC 450, FINC 452, FINC 620, and ISOM 400. No prior R programming experience is required but familiarity with Excel/VBA is a pre-requisite.

FINC 622 Derivative Securities (3 Credit Hours)
Pre-requisites: FINC 450, or Quinlan Finance 450 Student Group Waiver
This course is a comprehensive introduction to the theory, use, and valuation of derivative securities, with particular emphasis on options and forward/futures contracts. A sound understanding of the intuition underlying option pricing is critical to a thorough understanding of modern finance and financial risk management. We may also look at other types of derivatives as well as some extensions of the most fundamental models.

FINC 624 Interest Rate Risk Management (3 Credit Hours)
Pre-requisites: FINC 622 or FINC 346 with minimum grade of "B"
Students are introduced to a plethora of financial derivatives, including both exchange-traded and OTC products, and then learn to use these products to hedge interest rate and other risks largely through the study of cases and detailed examples emphasizing the formation and use of synthetic positions.
Outcomes:
Students will be able to demonstrate an understanding of a wide variety of derivative products, as well as be able to use these products to manage interest rate and other risks

FINC 625 Applied Econometrics (3 Credit Hours)
Pre-requisites: ECON 420 and ISSCM 491
The purpose of this course is to help students understand feasible econometric techniques in order to mine information to understand economic and financial patterns and to forecast. A rigorous exposition of the theory behind econometric techniques will help students understand the issues raised in different published papers. Topics of econometric techniques covered in this course include panel data analysis, time-series models, discrete choice models, and methods to identify causality between variables. Practical applications will prepare students to use these methods in their own projects.
Course equivalencies: X-ECON625/FINC625

FINC 626 Credit Risk Management and Structured Finance (3 Credit Hours)
Pre-requisites: FINC 622 or FINC 346 with minimum grade of "B"
We study credit risk and credit risk management. We examine a suite of financial securities which can be used to reduce (or magnify) credit risks, especially credit default swaps (CDS), asset-backed securities (ABS) and collateralized debt obligations (CDOs). We consider the role of these structured credit products in the global financial crisis.

FINC 628 Valuation (3 Credit Hours)
Pre-requisites: FINC 450 or Quinlan Finance 450 Student Group Waiver, or FINC 342 with the minimum grade of "B"; Restricted to Graduate School of Business or Undergraduate School of Business
This is an advanced course in valuation where students are given a thorough grounding in traditional valuation models (DCF and relative valuation) and also introduced to real option methods and ideas; a certain emphasis is placed on the valuation of start-ups and students are introduced to the venture capital markets.
Outcomes:
Students will be able to demonstrate an understanding of traditional valuation models as well as real options methods and ideas

FINC 630 Capstone Master of Science Finance (3 Credit Hours)
Pre-requisites: FINC 450 and any 3 additional 450 and above FINC courses
This course integrates theory, analytics, and modeling skills acquired in advanced finance courses. Subject matter will include topics and techniques in corporate finance, international financial management, risk management, and investments. It is intended for Master of Science in Finance (MSF) students and select MBAs concentrating in finance and who have satisfied the necessary prerequisites.
Outcomes:
Students will be able to perform a complicated valuation analysis of a public or private company; Students will understand different short and long-term financing techniques and their impact on a firm's cost of capital, capital structure, financial risk, credit, and business strategy; Students will be able to perform a complicated international capital budgeting analysis; Students will be able to evaluate public and private investments and assess their place in a portfolio

Healthcare Management (HCMT)

HCMT 501 Healthcare Finance and Accounting (3 Credit Hours)
Pre-requisites: Restricted to students enrolled in the MBA Health Care Management program
No course description is available

HCMT 502 Healthcare Economics (3 Credit Hours)
This course provides an understanding of the unique economic complexities of the health care industry, with a focus on consumer demand for health and the supply of health care services.

HCMT 505 Healthcare Business Ethics (3 Credit Hours)
This course examines the decision-making process in health care settings using an ethical framework that reconciles competing values and a mindset that prioritizes dwindling resources among a significant number of health care stakeholders.

HCMT 506 Healthcare Policy and Law (3 Credit Hours)
This course will introduce the student to the US Legal System and its application to the Healthcare Administrative environment. Topics covered will include the major legislative and regulatory standards of Health Care Law.

HCMT 507 Healthcare Risk Management (3 Credit Hours)
Students will learn to identify legal, ethical, administrative and compliance risk management and patient safety issues and to reach resolutions for the problems presented. Students will learn how to respond to various risk management issues from the perspective of clinicians, lawyers, administrators, managers and patients and appreciate how events are perceived and managed; and often how these perceptions are in conflict.

HCMT 508 Global Issues in Healthcare Management (3 Credit Hours)
This course provides students with an understanding of comparative global health care systems. Topics of study will include different models of funding health care services (via public and private health insurance systems), various models of organization of health care providers, and measures of population health in the visit countries.

HCMT 509 Special Topics in Health Care Management (1.5 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary. Enrollment is restricted to students enrolled in MBA-Health Care Management program.
Outcomes:
Students will be able to demonstrate understanding of specialized topics in health care

HCMT 510 Data Driven Decision Making in Healthcare Management (3 Credit Hours)
The intent of this course is to expand data literacy by learning about data tools and how pitfalls can occur in the process of creating them. This includes learning how data is defined, captured, analyzed, and cleaned. In addition, students will learn how data science tools are used within a healthcare setting and what ethical concerns may exist.

HCMT 512 Healthcare Marketing Management (3 Credit Hours)
This course will cover how marketing should be integrated across today's healthcare organizations, and give healthcare leaders a foundational understanding of the marketing concepts necessary for effectively defining their market, communicating with multiple customer groups, and ultimately driving customer loyalty and growth.

HCMT 513 HR Strategic Management (1.5 Credit Hours)
This course will help students understand and analyze the strategic HR challenges and decisions that organizations face today. The course will include lecture, readings, completion of case analysis in learning teams, a group presentation on one case, an individual paper, and a panel discussion with healthcare HR professionals.

HCMT 514 Healthcare Leadership (1.5 Credit Hours)
This course will help students expand their thinking on what it takes to be an effective leader in today's healthcare environment. It will also provide students an opportunity to gain insight on themselves as leaders, including their leadership purpose, values, style, talents, and development priorities.

HCMT 515 Project Management (3 Credit Hours)
Pre-requisites: Restricted to students enrolled in the MBA-HCM program
No course description is available

HCMT 516 Change Management (1.5 Credit Hours)
This course explores the complexity and dynamics of change in organizations, with a particular focus on the health care domain. Topics covered include organization development, managing resistance, and change leadership. Students will develop an awareness of the ethical issues of change and corporate social responsibility. Restricted to Healthcare Management cohort only (HCMC-MBA).
Outcomes:
Students will develop an awareness of the ethical issues of change and corporate social responsibility

HCMT 530 Capstone: Strategic Management (3 Credit Hours)
This is the capstone course of the Health Care MBA program, and is intended to be a bridge to working responsibly and effectively in the real world, particularly in the health care industry. This course will explore the fundamental frameworks for identifying, developing and implementing effective strategy for health care organizations.

Human Resources & Employment Relations (HRER)

HRER 413 Compensation (3 Credit Hours)
This course examines wage and salary policies and programs in private and public organizations. Legislative and social issues affecting pay decisions and the alignment of pay policies with the business strategy and other human resource programs are covered.
Outcomes:
Students will learn how to design and implement compensation policies and programs that will give their employers a competitive advantage; Students will learn how to resolve compensation problems from both a human resource professional and managerial perspective; Students will learn how to create pay policies that are perceived as just and equitable; Students will improve their team leadership, analytical, and writing skills

HRER 415 Internship (1 Credit Hour)
An internship provides the student with direct exposure to human resources and/or industrial relations functions as they are practiced in the real world.
Course equivalencies: HRIR415/HRER415
Outcomes:
Students will learn to practically apply the concepts and theories learned in the classroom to a real organizational work environment

HRER 417 Managing and Motivating in the Workplace (3 Credit Hours)
The course primarily explores the structure and function of human behavior in organizations. Students will be introduced to the principles of theory of perception, motivation, decision making, and job and organizational design as they relate to organizational realities such as power, politics, and change.
Course equivalencies: CORD/HRIR/TRDV/HRER417/MGMT470
Outcomes:
Students will gain a better understanding of both individual and group behavior in organizational settings and will be able to view organizational change through globalization, diversity, technology, and ethics

HRER 417B Managing and Motivating in the Workplace (3 Credit Hours)
Pre-requisites: Restricted to MBA Baumhart Scholars students
This course explores the structure and function of human behavior in organizations with a special focus on diversity, equity, and inclusion and on change management.
Outcomes:
Students will gain a better understanding of both individual and group behavior in organizational settings and will be able to view organizational change through globalization, diversity, technology and ethics

HRER 417N Managing and Motivating in the Workplace (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course introduces students to organizational behavior (OB) and human resource management (HRM). Students will learn theories and managerial perspectives relating to employee motivation, job attitudes, interpersonal relationships, and decision-making. These concepts will be applied to the HRM topics of job design, staffing, training, compensation, performance management, and employee relations. This course will equip students with the knowledge and skills needed to create a positive work environment as a manager, support meaningful work, and motivate extraordinary employee performance.
Outcomes:
Develop a global perspective and appreciation of culture and diversity in organizations; Integrate and apply OB and HRM with organizations' people management strategies

HRER 418 Human Resources Law (3 Credit Hours)
This course will introduce students, by a combination of statutory case law analysis and readings, to the substantive case law in the area of employee-employer relations' law. The statutes and case law encompass the following: National Labor Relations Act, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act (ADEA), Americans with Disabilities Act (ADA), Civil Rights Act of 1991, Illinois Human Rights Act, and Illinois Employment Law Statutes and Regulations.
Course equivalencies: HRIR418/HRER418
Outcomes:
The primary purpose of this course is to introduce graduate students to a practical examination of the principles of "employee-employer" relations law, also called human resources law or personnel law; Students will be exposed to the principal theories, policies and literature concerning the relevant federal and state (Illinois) court case law and government regulations of the employee-employer relationship in primarily the private sector

HRER 422 Global Human Resource Management (3 Credit Hours)
This course examines the critical roles of Human Resource professionals throughout the strategic globalization process, as well as the cross-cultural issues that affect organizational dynamics and behaviors central to Human Resource processes, such as staffing, training, motivation, negotiation, team building, and communication.
Outcomes:
To survey the three types of topics covered by the field of Global HRM: 1) management of human resources in global corporations, 2) management of expatriate employees, and 3) comparison of HRM practices in a variety of different countries; To consider special topics at the forefront of global HR, such as effects of NAFTA and the European Union, global ethics, and critiques of globalization

HRER 429 Human Resource Development (3 Credit Hours)
This course examines how organizations develop employees with the appropriate technical, interpersonal and leadership skills to be effective in their jobs.
Outcomes:
Students will learn how to conduct a training needs assessment, set learning objectives, establish evaluation criteria, select the best instructional methods, and to evaluate the impact of the program on the employee and organization; In addition to conducting formal training programs, students will learn how to use career planning, job rotation and performance feedback to develop employees and themselves; Students will improve their presentation, team leadership, analytical and writing skills

HRER 430 Leading Change in Organizations (3 Credit Hours)
The course focuses on enhancing managers' capabilities in integrating strategic issues with "people" issues, enabling them to effectively implement change initiatives within diverse global environments.
Course equivalencies: X - MGMT472 / HRER430
Outcomes:
Students will learn fundamental principles, theories, and generalizations needed for competent approaches to implement organizational change that prioritizes managing the "people" aspects of change, as participants or managerial change agents

HRER 433 Group Process and Facilitation (3 Credit Hours)
This course focuses on major concepts of group development and group dynamics. Other topics of discussion include communication patterns, authority relations, leadership, norms, stages of group behaviors, paradoxes of group life, and self-awareness within group settings.
Course equivalencies: HRIR433/HRER433
Outcomes:
Students learn the various tools and techniques of process consultation and also gain knowledge and competence for working with groups; The course combines cognitive and conceptual materials with experienced-based learning

HRER 442 Global Overseas Seminar (3 Credit Hours)
This course examines cross-cultural human resources topics both within the business organization and across the global marketplace.

HRER 452 Human Resources Information Systems (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course offers an in-depth look into the processes involved in implementing Human Resource Information Systems (HRIS) and how to use analytics to drive key business decisions.
Outcomes:
Understand how to prioritize needs and implement and use HRIS to support business decisions; Learn basic programming for analytics

HRER 453 Incentive Pay and Employee Benefit Programs (3 Credit Hours)
This course examines incentive pay and employee benefit programs in private and public organizations. Program design and the alignment of incentive pay and benefit programs with business strategy and human resource programs are covered.
Outcomes:
Students will learn to design and implement incentive pay and employee benefit programs that will give their employers a competitive advantage and be perceived as equitable among employees; Students will improve their team leadership, analytical, and writing skills

HRER 462 Employment Relations (3 Credit Hours)
This course examines critical labor laws in the United States and the structure and function of our employment relations system.
Outcomes:
Students will demonstrate understanding of basic case law in the field of labor relations and how unions, management representatives, and government dynamically interact to provide employee representation, balance group interests, and, ideally, avoid disruptive workplace conflict

HRER 463 Staffing (3 Credit Hours)
This course provides an overview of staffing processes in organizations, with an emphasis on recruitment and selection procedures. Other topics of discussion include legal and strategic issues in staffing and relevant statistical concepts.
Outcomes:
Students will become comfortable with the entire staffing process and be able to design and implement cutting-edge staffing systems, with an emphasis on business strategy

HRER 464 Negotiation and Conflict Management (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to develop students' expertise in managing negotiations and conflicts in a variety of settings. It is designed to be relevant to a broad spectrum of problems faced by those working in management.
Outcomes:
Students will develop both analytical and interpersonal skills through engagement in a variety of negotiation exercises

HRER 490 Analytical Problem Solving (3 Credit Hours)
This course is designed as an introductory graduate level course in analytical problem solving, another name for research methods, and design. A basic understanding of, and general familiarity with, fundamentals of statistical concepts is assumed. However, where necessary, we will revisit these concepts briefly. Of course, this is not a course in statistics.
Course equivalencies: HRIR490/HRER490

HRER 498 Independent Study (3-6 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of human resources not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in human resources management

HRER 499 Special Topics in Human Resources and Employment Relations (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

HRER 500 Special Topics in Human Resources and Employment Relations (3 Credit Hours)
This course engages students in a chosen special topic in Human Resources and Employment Relations.
Outcomes:
In-depth understanding of a special topic in the area of Human Resources and Employment Relations

HRER 501 Performance Management (3 Credit Hours)
Designed to provide both current and future managers an in-depth understanding of performance appraisals and related issues, this course also emphasizes goal-setting, feedback, and the rating process.
Outcomes:
Students will learn to apply the various techniques used to conduct effective performance appraisal processes and design comprehensive performance management systems for their organizations

HRER 501E Performance Management (1.5 Credit Hours)
Examines the manner in which managers can assess the performance of their subordinates and provide feedback designed to maximize their performance and organizational effectiveness.

HRER 502 Global Employment Relations (3 Credit Hours)
This course introduces students to different employment relations systems in advanced industrial economies in North America, Europe, and Asia and to formats for resolving new types of labor problems that have emerged in a global economy.
Outcomes:
Students will be able to identify critical differentiating aspects of employment relations systems in the developed world and common pro and con arguments regarding proposed solutions to substandard working conditions in the developing world

HRER 511E Conflict Management and Negotiation (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Students participate in hands-on exercises designed to increase their knowledge of conflict resolution and negotiation techniques.
Course equivalencies: MGMT 605E/HRER 511E

HRER 513E Strategic Human Resource Management (1.5 Credit Hours)
As a leader or manager, it is your job to find the right people, engage and motivate them, and structure and operate the organization in a way that enables and inspires people to perform at their best; preserving the organization's financial health and protecting it from legal risks. This course focuses on how best to accomplish this. Enrollment limited to EMBA Cohort.
Outcomes:
Understand the role of HR in the successful execution of business strategy; Understand the importance of fit-driven strategic hiring; Understand the basic tactics of distributive and integrative bargaining

HRER 600E Performance Management (1.5 Credit Hours)
Examines the manner in which managers can assess the performance of their subordinates and provide feedback designed to maximize their performance and organizational effectiveness.

Information Systems (INFS)

INFS 400 Quantitative Methods (0 Credit Hours)
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 400C Quantitative Methods (0 Credit Hours)
Pre-requisites: Restricted to students in the Health Care Management MBA Program
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting function, including linear, quadratic, exponential, logarithmic, and multivariable functions, to support data-driven managerial decisions

INFS 400E Quantitative Methods (1.5 Credit Hours)
Quantitative Methods is restricted to students enrolled in the Executive MBA or the Health Care Management MBA programs.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 400N Quantitative Methods I (0 Credit Hours)
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to models and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 402N Quantitative Methods II - Statistics Primer (0 Credit Hours)
The fundamentals of managerial statistics are presented. Topics include descriptive statistics, regression, and correlation analysis.
Outcomes:
Students will be able to apply foundational statistical concepts - including descriptive statistics, normal distribution, the central limit theorem, and estimation - to summarize data and make evidence based managerial inferences; Students will be able to formulate and evaluate statistical models - such as hypothesis tests and simple/multiple regression - to support decision-making in business contexts

INFS 443 Business Analytics (3 Credit Hours)
Business analytics is the practice of using systematically collected data to support decision-making in business contexts. The goal of this course is to introduce students to the contemporary approaches, tools, and techniques used in business analytics. Because many concepts in this field are best learned through hands-on experience, the course emphasizes obtaining, processing, analyzing, and visualizing data drawn from a variety of business cases. Students will use a modern analytics language widely adopted by data scientists to perform these tasks. Throughout the course, students will develop practical analytic skills and strengthen their ability to generate meaningful business insights through data-driven analysis.
Outcomes:
Explain the key factors differentiating business intelligence from business analytics; Frame a problem in a business analytics context to drive insightful decisions and gain the competitive edge

INFS 484B Project Management (1.5 Credit Hours)
Pre-requisites: Completion of two introductory business courses (ACCT 400, MARK 460, FINC 450, ECON 420, SCMG 480)
The art and science of project management as applied to a variety of business and technical projects in commercial, public, and private sectors. Covers: project life cycle and methodology; teambuilding; project organization, stakeholders, and leadership; proposals and contracts; techniques for project planning, estimating, scheduling, and control; PMO.
Outcomes:
Understanding of the broader role of the project manager with regard to all project stakeholders, and of methods, tools, and procedures for initiating, defining, and executing projects

INFS 484E Project Management (3 Credit Hours)
Explores the art and science of project management and systems development, as applied to a variety of large and small project situations in commercial, public, and private sectors.
Course equivalencies: OPMG601E/ISOM484E
Outcomes:
Students will be able to communicate the value of project management to their staff and peers; Students will be able to describe the roles of the project manager, sponsor, and key stakeholders; Students will be able to coach project managers on the key project management responsibilities; Students will be able to manage a process for identifying, analyzing, and prioritizing a portfolio of projects; Students will be able to identify, engage, and partner with sponsors and key stakeholders; Students will be able to create a culture of project transparency and collaboration; Students will be able to provide project oversight by validating plans and evaluating status

INFS 484N Project Management (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Project management is the art, craft, and occasional science of being intentional and systematic about transforming ideas into practice and realizing organizational value. We explore how to design and sequence tasks and deliverables, obtain resources, and manage to deadlines and value.
Outcomes:
Identify project management opportunities; Design executable project plans; Recognize and address risks that arise during execution

INFS 490E Fundamentals of AI for Business (3 Credit Hours)
This course provides a comprehensive overview of Artificial Intelligence (AI) designed for Executive MBA (EMBA) students who are mid-level to senior-level professionals. Students will explore foundational AI concepts, strategic and organizational use cases, and ethical implications through the lens of executive leadership. Emphasis is placed on real-world application, critical analysis, and experiential learning, with a focus on how AI supports enterprise-level decision-making, cross-functional leadership, and long-term competitive advantage.
Outcomes:
Define and explain core AI concepts and terminology; Critically evaluate AI trends, tools, and applications in business strategy; Develop AI integration plans for real-world organizational challenges

INFS 491 Managerial Statistics with Artificial Intelligence (AI) (3 Credit Hours)
Pre-requisites: Graduate School of Business student
This course examines the integration of statistical methods with artificial intelligence (AI) techniques to analyze and interpret complex data. Students will study key statistical concepts, including descriptive statistics, random variables, probability distributions, estimation, hypothesis testing, regression, correlation analysis, and model building. AI-driven approaches will be introduced for various topics. Emphasis is placed on using statistical software and AI to facilitate data analysis and address real-world problems effectively.
Course equivalencies: ISOM491 / MGSC491
Outcomes:
Students will gain a high-level understanding of common statistical tools used in AI and machine learning algorithms and they will be able to derive conclusions from statistical studies; Students will be able to describe data using visual and numerical summaries, analyze and interpret data effectively, perform estimation and hypothesis testing, develop and evaluate statistical models such as regression, apply statistical software for data analysis, and present statistical findings and AI results clearly and accurately

INFS 491C Managerial Statistics (3 Credit Hours)
Pre-requisites: Restricted to students in the Health Care Management MBA Program
The fundamentals of managerial statistics are presented. Topics may include descriptive statistics, random variables, probability distributions, estimation, hypothesis testing, regression, and correlation analysis. Statistical software is used to assist in the analysis of these problems.
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

INFS 492 Database Systems (3 Credit Hours)
This course uses database systems as the focus for studying concepts of data modeling and data manipulation. Procedures for creating, managing, sorting, and processing data are discussed. Concepts of relational database methods are covered as well as the issues that arise in managing information in a database and using it to support business processes.
Course equivalencies: ISOM492 / MGSC492
Outcomes:
Understanding the development and use of business database systems

INFS 492E Business Intelligence/Data Warehousing (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores concepts of data warehousing and business intelligence from a managerial perspective.
Course equivalencies: INFS600E/INFS492E

INFS 493 Database Analytics (3 Credit Hours)
Pre-requisites: INFS 492 This course focuses on practical methods for in-database data preparation and manipulation to extract analytical insights out of a large or big data repository
The concept of big data, distributed computing frameworks, and massively parallel processing databases are also covered. Students will become proficient using open source databases, performing extensive advanced SQL programming, writing scripts and manipulating strings, numbers, data, etc. within a database.
Outcomes:
Implement Advanced Data Queries: Conduct advanced searches, hierarchical queries, and implement range-based filtering to address complex data analysis requirements; Master Advanced SQL Techniques: Develop expertise in advanced SQL programming, including \\nstring manipulation, numerical calculations, date handling, and metadata queries; Analyze and Prepare Data for AI: Utilize in-database data preparation techniques to transform raw data into actionable insights, a critical step for AI model development and implementation

INFS 493E Strategic Use of Information Technology (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Focuses on the use of information technology for competitive advantage, including the management of information as a corporate resource, and information systems planning and its relationship to corporate planning.
Course equivalencies: ISOM601E / INFS601E/INFS493E

INFS 494 Applied Data Mining and Artificial Intelligence (AI) (3 Credit Hours)
Data Mining involves the search for patterns in large quantities of data using techniques such as clustering, decision trees, neural networks, and association analysis. Machine learning, the process of using mathematical models of data to help a computer learn without direct instruction, an important application of artificial intelligence (AI), is also introduced.
Outcomes:
The student will be able to build models using an industry-standard package and interpret the results; The student will be able to use AI-enabled tools to discover and extract implicit but potentially useful information from data

INFS 495 Forecasting Methods with Artificial Intelligence (AI) (3 Credit Hours)
Pre-requisites: INFS 402N or INFS 491
Restricted to Graduate School of Business students. Techniques of forecasting and model building are introduced. Methods covered are simple and multiple regression, introduction to time series components, exponential smoothing algorithms, and AIRMA models - Box Jenkins techniques. Business cases are demonstrated and solved using the computer.
Outcomes:
Students will be able to forecast business and economic variables to enhance business decisions; Students will learn how AI enhances forecasting techniques by uncovering complex patterns, automating model optimization, and improving forecast accuracy; Students will be equipped with the skills to create advanced, AI-augmented forecasting models, making them invaluable assets in data-driven decision-making environments

INFS 496 Systems Analysis and Design (3 Credit Hours)
Provides a core set of skills for planning, managing, and executing systems analysis and design processes in e-business and Web-based environments. Topics typically include project initiation and planning, methods used in the determination of information requirements, prototyping, techniques used in systems design, testing, and implementation strategies.
Outcomes:
Understanding of the development and implementation of business information systems

INFS 499 Independent Study (3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of information systems not otherwise covered by department course offerings.

INFS 590 Global Strategy and Data (3 Credit Hours)
This course introduces the student to economic and business practices of a foreign country using the analysis of data and on-site experiences. We will focus on business strategies, impediments, and challenges in light of the culture, politics, history, and institutions of a selected country. We will interact with a variety of local people, such as small business owners, firm managers, economists, journalists, and students, in order to inform our understanding and analysis.
Outcomes:
Students will gain knowledge and analytical skills that can assist them in facing the challenges of conducting business in global locations

INFS 592 Data Visualization (3 Credit Hours)
Co-requisites: INFS 492
The amount of data that our world generates is growing at a torrid pace. Sifting through and making sense of these humongous mountains of data is crucial to ensuring business growth, success and to making scientific discoveries and advancements. Data visualization plays an important role in this process.
Outcomes:
Students will be able to process and visualize large amounts of data in order to enable efficient and effective analysis using industry standard software

INFS 595B Decision Strategy Critical Thinking & Decision Analysis (3 Credit Hours)
Making good decisions in the face of uncertainty and risk is at the heart of successful management. This course provides a coherent set of critical thinking and decision analysis tools that are used to carve out well-structured decision models from ill-structured real-life problems and perform analyses to generate insights.
Outcomes:
The course introduces students to a variety of tools that will improve their critical reasoning skills and ultimately the ability to make effective decisions

INFS 596B Data-Driven Decision Making (3 Credit Hours)
Perhaps one of the biggest challenges facing organizations is bridging the gap between those who have technical expertise in information systems and those who are managerial decision makers. This course builds on the decision strategy course to help address that challenge.
Course equivalencies: INFS596N/ISSCM596B
Outcomes:
Understand the sources and limitations of data; Understand how databases organize data sets and the use of SQL to extract data; Increase facility with spreadsheets; Expose students to the issues that arise between those who provide data and those who use data to make business decisions

INFS 596N Data Driven Decision Making (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Perhaps one of the biggest challenges facing organizations is bridging the gap between those who have technical expertise in information systems and those who are managerial decision makers. This course builds on the decision strategy course to help address that challenge.
Course equivalencies: INFS596N/ISSCM596B
Outcomes:
Understand the sources and limitations of data; Understand how databases organize data sets and the use of SQL to extract data; Increase facility with spreadsheets; Expose students to the issues that arise between those who provide data and those who use data to make business decisions

INFS 600E Business Intelligence & Data Warehousing (1.5 Credit Hours)
Explores concepts of data warehousing and business intelligence from a managerial perspective.
Course equivalencies: INFS600E/INFS492E

INFS 604E Business Data Analytics - Infrastructure (1.5 Credit Hours)
The course covers concepts related to data organizing and database modeling, and the managerial issues related to the design, implementation, and utilization of systems that support operational data use and provide infrastructure for business data analytics. Enrollment limited to EMBA Cohort.
Outcomes:
Students will learn how to gather, understand, manage, and act on information stored in databases, data warehouses, and Big Data repositories

INFS 605E Business Data Analytics - Application (1.5 Credit Hours)
The course covers the effective uses and applications of data analytics; including On-Line Analytic Processing/Business Intelligence, data mining techniques and their particular applications and data visualizations methods and tools. Enrollment limited to EMBA Cohort.
Outcomes:
Students will learn how business data analytics is applied to create competitive edge and business opportunities and how to understand and manage business data analytics applications projects

INFS 691 Principles of Analytic Programming (3 Credit Hours)
Pre-requisites: INFS 443
This course builds upon foundational knowledge from the Business Analytics course by advancing students' proficiency in analytic programming using a modern analytics language widely adopted by data scientists to perform these tasks. Students learn to manipulate and transform data into actionable insights, create advanced visualizations, write functions and control statements for repeatable analysis, build predictive and prescriptive models, and analyze unstructured text.
Outcomes:
Students will learn to clean, manipulate, transform, and visualize data; Students will be able to write control statements and functions for reproducible analysis as well as build predictive and prescriptive models; Students will use text mining and sentiment tools to analyze text data as well as apply simulation and probabilistic modeling to support business decisions

INFS 791 Programming for Business Decision Making (3 Credit Hours)
This course focuses on how to effectively use a computer programming language to support decision making in business. Examples include using Visual Basic for Applications (VBA) to create applications within Microsoft Excel or using Python for manipulating and analyzing data. In addition to covering the concepts of programming using the specified language, this course covers developing user interfaces, working with external data and debugging code. By the end of this course, the student will be able to build custom procedures and create user-defined functions in the programming language used.

INFS 795 Ethics and Data Analytics (3 Credit Hours)
The rapid advancement in technology necessitates an equally rapid advance in the ethics of data analytics. We will explore ethical questions in this field through the use of business case studies. We will also look at examples of ethical codes of conduct.
Outcomes:
Students will evaluate following ethical considerations: how data is collected, how it is interpreted, how it is applied, and with whom it is shared

INFS 796 Data Warehousing (3 Credit Hours)
Pre-requisites: INFS 492 Outcomes: Students will learn how data warehouses are used to help managers successfully gather, analyze, understand and act on information stored in data warehouses
The components and design issues related to data warehouses and business intelligence techniques for extracting meaningful information from data warehouses are emphasized. Oracle tools will be used to demonstrate design, implementation, and utilization issues.
Course equivalencies: X-ISOM796/MGSC796/CSIS796

INFS 797 Applications of Visualization (3 Credit Hours)
Students will explore human perception and cognition, the use of best design practices, and interacting/storytelling with data.
Outcomes:
This course will develop a vocabulary and framework for discussing, critiquing, assessing, and designing visual displays of quantitative data

INFS 798 AI Product Management (3 Credit Hours)
This 10-week intensive course aims at mastering the end-to-end process of discovering, designing, developing, delivering, and managing products in context to data, machine learning and artificial intelligence. The course concentrates on strategic thinking and tactical implementation of data driven products and provides skills needed to become a successful product manager.
Outcomes:
Apply product management principles to ideate and develop innovative AI tools and solutions; Utilize product management strategies to guide the development of AI tools that support data-driven decision-making; Prototype and validate AI solutions, using product management methodologies to efficiently design, test, and iterate AI prototypes for real-world applications

INFS 799 Special Topics in Information Systems (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Information Systems and Supply Chain Management (ISSCM)

ISSCM 486E Global Supply Chain Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores the current business revolution in global logistics and partnering by members of the supply chain to more effectively provide products and services to customers.
Course equivalencies: ISOM486E/OPMG602E

ISSCM 491E Data Analysis for Managers (3 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Provides an in-depth treatment of computer-based data analysis, including sampling, estimation, hypothesis testing, regression, and time-series models. The emphasis is on managerial applications and on letting the data tell the story.
Course equivalencies: ISOM 600E/ISOM491E

ISSCM 595 Decision Analysis (3 Credit Hours)
Pre-requisites: Restricted to School of Business graduate degree students
Making good decisions in face of uncertainty and risk is at the heart of successful management. This course provides a coherent set of critical thinking and decision analysis tools that are used to carve out well-structured decision models from ill-structured real-life problems and perform analyses to generate insights.
Outcomes:
The course introduces students to a variety of tools that will improve their critical reasoning skills and ultimately the ability to make effective decisions

ISSCM 799 Special Topics- Information Systems & Supply Chain Management (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Course equivalencies: ISOM799 / MGSC799
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Legal Environment of Business (LREB)

LREB 443E Executive Legal Liability (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Treats selected areas of corporate activities in which officers and directors are subject to personal liability including conflicts of interest, security transactions, and provisions of the Foreign Corrupt Practices Act. Students will design company compliance programs related to such matters including anti-trust regulations.
Course equivalencies: LREB600E/LREB443E

LREB 445 Entrepreneurship Law (3 Credit Hours)
Pre-requisites: Quinlan School of Business graduate students
This course provides aspiring and established business owners with an understanding of the recurring legal issues at various stages in entrepreneurship. Comprehending these principles will assist business owners in better organizing their business structures and operations.
Outcomes:
The goal is to help increase a business' duration and profitability by implementing appropriate processes to reduce the potentially substantial costs and irreparable harm associated with failing to apply proper attention to foreseeable commercial risks

Marketing (MARK)

MARK 425N Business Communication (1.5 Credit Hours)
Effective communication skills are important because they give leaders and followers the ability to transmit and receive information with a high probability that the intended message is passed from sender to receiver. Good leaders communicate ideas, articulate arguments, advocate positions, solicit ideas from others, and persuade others. Restricted to School of Business graduate students.
Outcomes:
1) Learn to communicate effectively in an oral presentation; 2) Develop specific skills to enhance effective professional interpersonal communication as well as written and oral communication

MARK 460 Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MARK 460B Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MARK 460E Marketing Management (3 Credit Hours)
Pre-requisites: Restricted to students in the Executive MBA Program
Introduces use of strategic research, customer analysis, target market, and the application of marketing tools to a variety of case problems. Emphasis is placed on product planning, pricing policies, promotional methods, and distribution channels. Considers cultural, governmental, economic, business, and environmental factors affecting the marketing of goods and services globally.
Course equivalencies: MARK600E/MARK460E

MARK 461 Research Methods in Marketing (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the marketing research process and the role of survey research in it.
Outcomes:
Students formulate research problems and a design research study, including the development of a questionnaire, selection of an appropriate sample and data analysis

MARK 463 Sales and Strategic Leadership (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the tools and techniques required for developing a sales force and for managing revenue generation within organizations.
Outcomes:
Students apply processes for hiring and managing sales professionals; tools for successful account management; and skills in solving revenue generation problems facing profit and non-profit organizations

MARK 464 Integrated Marketing Communication (3 Credit Hours)
Pre-requisites: MARK 460; MARK 467 is recommended
This course develops an understanding of how advertising, sales promotion, public relations, personal selling and in same cases packaging decisions form a coordinated marketing communications plan.
Outcomes:
Students apply the elements of integrated marketing communications and develop a coordinated Marketing Communications plan for a project or case study

MARK 465 International Marketing (3 Credit Hours)
Pre-requisites: MARK 460 or by Department Consent
This course develops an understanding of marketing problems in an international context with particular attention given to how international factors impact consumers, competition, and marketing strategies. Students analyze cases and identify optimal solutions to international marketing problems.
Outcomes:
Students apply the principles of marketing to solve marketing problems in an international context

MARK 467 Consumer Behavior (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of how consumers behave before, during, and after the consumption process by exploring both the micro-level mental processes that impact consumer decision-making as well as the macro- level cultural and social influences on consumer behavior.
Outcomes:
Students apply course concepts and theories to develop a consumer analysis and marketing strategies for a firm or non-profit organization

MARK 468 Digital Marketing (3 Credit Hours)
Pre-requisites: MARK 460 or by Department Consent
This course develops an understanding of the Internet as part of an overall marketing strategy by considering the ways in which the Internet has changed marketing and business. The course covers topics such as online consumer behavior, web analytics, online advertising, email, social media, mobile, and search engine marketing (paid and organic). In addition to learning fundamental principles of digital channels, students will apply the learned principles in a class project; example projects include creating a paid search campaign for a client, running a digital marketing simulation, writing a digital marketing plan, or conducting a social media audit.
Outcomes:
Students develop the power to act effectively by using technology in increasingly complex buying environments

MARK 469 Independent Study-Marketing Management (3 Credit Hours)
Pre-requisites: MARK 460
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area not otherwise covered by department course offerings. Variable credit. Permission of area coordinator required. Special Topics are scheduled classes; specific titles and content will vary.
Outcomes:
Varies with course of study selected

MARK 470N Research, Insights and Storytelling (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent
Students will learn to monitor trends and shifts in the socio-cultural landscape, identify relevant market information, gather consumer research and translate into actionable strategies through storytelling. Enrollment limited to MBA Students. Collect, analyze & glean insights from data; Apply & translate insights into compelling stories for actionable business outcomes & social impact.
Outcomes:
Understand research process & approaches

MARK 472E Market Opportunity Analysis (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Enables students to discover market opportunities and business relationships that are critical to sustainable business growth. Course will challenge students to move away from "copy cat" business ideas to innovative business solutions.
Course equivalencies: MARK 604E/MARK472E

MARK 561 Comparative Consumer Behavior (3 Credit Hours)
This course develops an understanding of the marketing implications of cultural differences and similarities between the people of two or more nations and considers two opposing views of marketing scholars as to whether the similarities or the differences are the more important factor.
Outcomes:
Students apply methods of cross-cultural analysis as well as examine frameworks for assessing multinational strategies

MARK 562 Database Marketing Strategy (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the development and use of databases for marketing, retrieval of appropriate data and analysis of that data to increase marketing effectiveness.
Outcomes:
The student will perform database manipulation and analysis of data; Analysis includes at least univariate analysis, cross-tabulation, creation of new variables, regression analysis and recency-frequency-monetary analysis

MARK 564 Brand Equity and Marketing Strategy (3 Credit Hours)
Pre-requisites: MARK 460 or by Departmental Consent
This course develops an understanding of the way firms may increase their share of market and profits by creating, building, and managing strong, unique, and favorable brand equity for their products and services.
Outcomes:
Students develop a Brand Plan, evaluating the contributions of traditional brand elements, and develop a framework for creating the marketing strategies required for successfully building and managing brand equity

MARK 566 Integrated Media Planning (3 Credit Hours)
The course provides an overall understanding of media planning: basic media concepts, buying and selling of media, development and evaluating effective media strategies and plans, and the role that media plays in an integrated marketing and communications plan. The course is recommended for students with little or no media planning experience.

MARK 567 Customer Relationship Management (3 Credit Hours)
Pre-requisites: MARK 460; MARK 468 is recommended
This course develops an understanding of CRM as a business philosophy that involves acquiring new customers as well as maintaining long-term and profitable relationships with existing customers. Key concepts such as customer experience, customer satisfaction, loyalty, customer lifetime value, among others, will be explored.
Outcomes:
Students conduct an analysis and critique of a firm's CRM strategy and provide recommendations for improving the customer-firm/customer-brand relationship

MARK 568 Social Media & Content Marketing (3 Credit Hours)
Pre-requisites: MARK 460
This course examines the connection between social media and content marketing for the purposes of branding, acquisitions, customer retention, employee recruitment, and other important organizational initiatives. Assess, implement, and leverage tools to build community and attract customers. Prove the ROI of any social media or content marketing effort.
Outcomes:
Develop social media and content marketing strategies that drive value

MARK 569 Special Topics (3 Credit Hours)
Pre-requisites: MARK 460
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

MARK 660 Digital Marketing Analytics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent
Restricted to Graduate Business students. This course is centered around decision-making based on data gathered from users' interactions with digital channels such as websites, online search (organic and paid), display media, social media, email, and mobile. Students will learn how to define objectives, collect, and analyze data, and recommend useful insights for more effective marketing strategies.
Outcomes:
Students will be able to understand how consumers interact with brands across owned, paid, and earned media; Students will be able to apply the digital marketing analytics process into various decision-making situations\\n; Students will be equipped to establish business measurement models and identify KPIs for various digital media; Students will have the ability to analyze the digital marketing strategies adopted by a firm and recommend data-driven decisions; Students will be able to evaluate the effectiveness of different digital media channels

MARK 661 Customer Analytics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent and (ISSCM 402N or ISSCM 491); Restricted to Graduate Business students
In this course students will study how to use data analytics to learn about customer needs and improve targeting individual consumers. The course will encourage students to apply scientific methods and models to predict and respond to customer choices. This is the key part of learning Big Data. The term Big Data is viewed in the broad sense as it relates to various aspects of the consumer behavior, which may be captured, measured, and transformed to the digital form.
Outcomes:
Through applications of statistical models to the analysis of the real-world databases, the students will learn how firms may use customer data to serve customers better

MARK 662 Marketing Metrics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent and (ISSCM 402N or ISSCM 491); Restricted to Graduate Business students
This course is designed with marketing managers in mind. As profession marketing is evolving, it is no longer based primarily on the conceptual content. Marketers get exposed to thousand times the volume of data she(he) saw five years ago. More data cannot lead to better decision making unless managers learn how to use that data in meaningful ways. In this course, students will be introduced to the analytical decision models that assist modern managers in making marketing decisions related to targeting, product design, communications, and more.
Outcomes:
Learn analytical techniques and decision models for enhancing marketing decision making in the modern organizations; Improve skills to viewing marketing processes and relationships systematically and analytically; Learn power of decision models applied in the real managerial contexts; Provide students with toolkit that may be used to assess, and measure return on marketing investments in organizations

Management (MGMT)

MGMT 400B Values-Based Leadership (1.5 Credit Hours)
This course will explore major approaches to leadership that are based on personal and organizational values. Students will have an opportunity to explore their own values and approach to leadership and be challenged to identify opportunities for improvement.
Outcomes:
Students will: 1) learn and understand fundamental and diverse principles and theories of leadership and management; 2) develop a clearer understanding of and commitment to personal values as a way of developing a sound basis for making personal and professional decisions; 3) apply what they learn in this course to clarify thinking on leadership and to solve problems in the future; 4) learn to analyze and critically evaluate different ideas, concepts and points of view on the concepts of leadership and management; 5) develop a personal style that will begin to answer the question "What kind of leader do I want to be?"; and 6) Understand the meaning of "vocation" and how it applies to each student's life

MGMT 401B Innovative Corporate Social Responsibility (1.5 Credit Hours)
This course will analyze why and how global businesses are innovating to address corporate responsibility expectations. The course will focus on companies that are co-creating value and will examine impacts from businesses, civil society and public policy that enhance (or detract from) competitiveness.
Outcomes:
Students will be able to: 1) examine the interaction between market and civil society institutions in the development of corporate responsibility initiatives; 2) demonstrate understanding of changing legal, social, and political environments as they affect organizations; and 3) analyze organizational situations, identify key issues, and formulate arguments and appropriate ways to innovatively implement changes

MGMT 402B Social Enterprise (1.5 Credit Hours)
Social enterprise seeks to create ventures that provide critical social services in innovative ways using the concepts and methods of business. This course aims to prepare students to engage in social enterprise by focusing on how to create social value by business means; how to start and sustain an entrepreneurial social venture; how to scale social innovation and grow an organization; how to obtain funding and generate earned revenue; how to adopt an appropriate legal governance structure and tax status; and how to measure, document, and communicate social impact.
Outcomes:
Students will demonstrate: 1) an understanding of the social enterprise sector, including what distinguishes social entrepreneurship from both traditional social services and traditional entrepreneurship; 2) a strategic understanding of how social enterprises succeed; 3) the ability to use analytical tools to develop and measure the impact of social enterprise models; and 4) the ability to formulate their ideas into a social enterprise model presentation

MGMT 403B Creating Ethical Work Environments (1.5 Credit Hours)
This course will explore how companies create and sustain ethical work environments and challenge students to systematically think about ethical dilemmas in human resources. The course will explore ethical practice across four areas of human resources: 1) acquiring employees (employment planning, recruitment, and selection); 2) developing employees (training, mentoring, performance feedback); 3) rewarding employees (salary, incentives, benefits); and 4) managing employment relations (unions, safety). The course will include an emphasis across these areas on diversity, inclusion, and social responsibility.
Outcomes:
Students will: 1) have familiarity with major ethical issues in human resources; 2) understand how companies make ethical human resources decisions aligned with their values; and 3) demonstrate knowledge of current human resource approaches to diversity, inclusion, and social responsibility

MGMT 404B ESG Investing (1.5 Credit Hours)
This course will explore the growing integration of environmental, social and governance (ESG) factors into global investment decision-making. Students will learn about: 1) the history and growth of ESG in investing; 2) how to assess a company's climate impact, water management, health and safety policies, supply chain integrity and other ESG factors in the context of financial risk and performance analysis; and 3) how companies can improve their ESG performance.
Outcomes:
Students will: 1) understand why ESG factors influence a company's financial performance; 2) assess a company's ESG performance; and 3) develop recommendations for ESG improvement

MGMT 405B Sustainable Business Management (1.5 Credit Hours)
No course description is available
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

MGMT 406B Influential Leadership (1.5 Credit Hours)
This course will equip students with the tools to be influential leaders by better understanding their own leadership styles, further developing their emotional intelligence, and learning how to best apply their styles effectively in the workplace. Students will be able to: 1) identify their personal leadership styles; 2) know how to apply their leadership most effectively in different organizational contexts with an emphasis on emotional intelligence; and 3) demonstrate familiarity with coaching techniques to improve personal and team performance.

MGMT 407B Impact Investing (3 Credit Hours)
This course will explore the rise of investments aimed simultaneously at social, environmental, and financial returns.
Outcomes:
Explore the rise of investments aimed simultaneously at social, environmental, and financial returns; Understand how impact investing works and the growing spectrum of investment firms with impact investing strategies; Evaluate an investment with an SROI (social return on investment) framework

MGMT 426N Leadership Development (1.5 Credit Hours)
Leader development is a systematic process that outlines self-improvement goals and strategies to assist leaders to take advantage of opportunities. Development planning consists of identifying development needs, prioritizing development needs, building a development plan, and modifying the development plan. Restricted to School of Business graduate students.
Outcomes:
1) Develop an understanding of the skills that are necessary to be an effective leader; 2) Create a development plan to become a more effective leader and responsible leader who exhibits personal integrity and ethical awareness

MGMT 430B Strategy and Leadership (3 Credit Hours)
The MBA Capstone explores the manner in which companies develop and implement a strategic plan and examines characteristics of effective general managers and leaders. This course is restricted to students in the MBA program and should be taken during the student's final quarter.
Outcomes:
Students will develop an explicit personal way of thinking about the business enterprise as a total system and the manner in which it can gain a sustainable competitive advantage by drafting a complete business plan for a start-up entity; Students will also sharpen their team, analytical, writing, and presentation skills and begin to evaluate the type of leadership skills they will need to move into increasingly more responsible positions inside organizations

MGMT 430E Capstone (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Brings all of the learning together from the program as it concludes. This course builds on the Entrepreneurship course by having teams prepare a complete business plan for the concept they have developed.
Course equivalencies: MGMT610E/MGMT430E

MGMT 430N Strategy and Leadership (3 Credit Hours)
Pre-requisites: MGMT 425N, MGMT 426N, MARK 470N, FINC 470N, and INFS 596N
The MBA Capstone explores the manner in which companies develop and implement a strategic business plan and also examines characteristics and responsibilities of effective general managers and strategic leaders in business organizations.
Outcomes:
An understanding about the business enterprise as a total system and the way it can gain a sustainable competitive advantage; Development of team, analytical, writing, and presentation skills, and the type of leadership skills they will need to move into organizations

MGMT 431N Business Consulting Course (3 Credit Hours)
Pre-requisites: MGMT 425N, MGMT 426N, MARK 470N, FINC 470N, and INFS 596N
This applied fieldwork project provides an opportunity to apply the knowledge and skills learned in the classroom to a client. The student teams will work directly with companies to create implementable business solutions.
Outcomes:
1) Increase proficiency in integrating the techniques, processes and procedures of the fundamental business disciplines; 2) Learn to apply the theory, skills, and knowledge from the business disciplines to business practice; 3) Demonstrate an innovative, entrepreneurial approach to management decisions

MGMT 444 Introduction to ESG - Expectations & Opportunities (3 Credit Hours)
Pre-requisites: Open to all graduate degree and graduate certificate students
Concepts and practices of ESG are introduced within the context of growing and emerging megatrends such as climate change and social justice concerns that presents companies with new risks and new opportunities. Themes related to private and public companies will be explored.
Outcomes:
Develop strong grounding in the overall themes of ESG; Develop an understanding of the core methods for assessing ESG outcomes; Establish the foundation for delivering ESG impact

MGMT 445 ESG in Practice-Business Leadership in Times of Change (3 Credit Hours)
Pre-requisites: MGMT 444
Class integrates the full knowledge of ESG by building on introductory course while encouraging students to integrate prior ESG knowledge from both practice and other classes. Students apply content and build out plans and pathways for a specific organization.
Outcomes:
Demonstrate understanding of reporting tools and approaches; Demonstrate applied understanding of ESG topics; Demonstrate understanding of ESG values based on leadership and change management

MGMT 460B Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MGMT 460E Values Based Leadership (1.5 Credit Hours)
This course is focused on "values-based" leadership. This is an umbrella term that covers a wide range of approaches to leadership, all of which have at their foundation a set of values or principles, or at least an examination of one's values and beliefs.
Outcomes:
To assist students in beginning to develop a personally relevant and valuable style of leadership and management that will positively impact them and their organizations in a complex, diverse, and interdependent world

MGMT 472 Leading Change in Organizations (3 Credit Hours)
The course focuses on enhancing managers' capabilities in integrating strategic issues with "people" issues, enabling them to effectively implement change initiatives within diverse global environments. Special Note: MGMT 472 is cross-listed with HRER 430.
Course equivalencies: X - MGMT472 / HRER430
Outcomes:
Students will learn fundamental principles, theories, and generalizations needed for competent approaches to implement organizational change that prioritizes managing the "people" aspects of change, as participants or managerial change agents

MGMT 472E Organizational Change and Development (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores the complexity and dynamics of change in organizations. Topics covered include organization development, managing resistance, and change leadership.
Course equivalencies: MGMT 602E/MGMT 472M

MGMT 474E Strategic Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. This course introduces and develops strategic techniques to facilitate an organization's articulation of its mission and goals and its formation, implementation, and evaluation of key strategies. Additional topics include: strategic thinking, competitive advantage, vertical and horizontal integration, and planning horizon.
Course equivalencies: MGMT 604E/MGMT474E

MGMT 475 Cross-Cultural Dimensions of International Management & Marketing (3 Credit Hours)
This course examines cross-cultural management and marketing topics both within the business organization and across the global marketplace. Special note: MGMT 475 is cross-listed with MARK 475.
Course equivalencies: X-MARK475/MGMT475
Outcomes:
Students learn how differences in national and ethnic cultures affect the behavior of employees working in organizations, managers making business decisions and consumers making product choices

MGMT 477 Family Business (3 Credit Hours)
This course examines the family, ownership and management challenges involved in operating a family business, including governance and leadership succession.
Outcomes:
Students will be able to analyze the stumbling blocks to family business succession, compare differences between family and non-family owned firms and understand the impact of systems of family ownership and management on a firm's stakeholders and advisors

MGMT 479 Independent Study in Management (3 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of management not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in management

MGMT 481E Innovation and the Entrepreneurial Mindset (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Introduces the tools necessary for an individual to determine a relevant business concept and prepare to form a business to take that concept to market.
Course equivalencies: MGMT 607E/MGMT 481E

MGMT 482 Entrepreneurial Marketing (3 Credit Hours)
This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas."
Course equivalencies: X-MGMT 482/ENTR 482

MGMT 483 Strategic Entrepreneurship and Innovation Management (3 Credit Hours)
This course will focus on the application of strategic management tools to entrepreneurial situations with an emphasis on the early stages of new venture creation. We will discuss how new opportunities are discovered, how inventions are turned into innovations, and how societal value is created throughout this process. At the end of this course, you will be able to: Recognize and discover entrepreneurial opportunities; Manage the creation and appropriation of the value generated by innovations; Apply analytical and critical thinking skills in an uncertain business environment; Apply your learning in a real-life project.
Course equivalencies: X-MGMT 483/ENTR 483

MGMT 485 Social Enterprise (3 Credit Hours)
Social enterprise seeks to create ventures that provide critical social services in innovative ways using the concepts and methods of business. This course aims to prepare students to engage in social enterprise by focusing on how to create social value by business means; how to start and sustain an entrepreneurial social venture; how to scale social innovation and grow an organization; how to obtain funding and generate earned revenue; how to adopt an appropriate legal governance structure and tax status; and how to measure, document, and communicate social impact.

MGMT 499 Special Topics in Management (3 Credit Hours)
Pre-requisites: Graduate Business Student
No course description is available

MGMT 573 Business Strategy (3 Credit Hours)
This course analyzes the responsibilities of general management in formulating, communicating, and implementing a strategic plan. Whereas corporate strategy (MGMT 574) defines the vertical and horizontal scope of a firm, business strategy (MGMT 573) is concerned with how the firm generates and sustains competitive advantage within a particular industry or product market. Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole. Through case studies, students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the challenges of the business environment.

MGMT 574 Corporate Strategy (3 Credit Hours)
This course focuses on the strategic management of multi-business firms. Whereas business strategy or competitive strategy is concerned with how the firm competes within a particular industry or product market, corporate strategy defines the scope of the firm in terms of the industries and markets in which it competes.

MGMT 602E Organizational Change & Development (1.5 Credit Hours)
Explores the complexity and dynamics of change in organizations. Topics covered include organization development, managing resistance, and change leadership.
Course equivalencies: MGMT 602E/MGMT 472M

MGMT 605E Conflict Management & Negotiation (1.5 Credit Hours)
Students participate in hands-on exercises designed to increase their knowledge of conflict resolution and negotiation techniques.
Course equivalencies: MGMT 605E/HRER 511E

MGMT 606E International Immersion (3 Credit Hours)
Students take an international trip to two countries to gain a better understanding of the opportunities and challenges and opportunities related to international business endeavors.

MGMT 607E Entrepreneurship (1.5 Credit Hours)
Introduces the tools necessary for an individual to determine a relevant business concept and prepare a business concept for the marketplace.
Course equivalencies: MGMT 607E/MGMT 481E

MGMT 610E Capstone (1.5 Credit Hours)
Enrollment limited to students in MBA for Executives program. This course brings together all of the learning from the program as it concludes. Students prepare and present a complete business plan for the concept they developed in the Entrepreneurship course (MGMT 607E).
Course equivalencies: MGMT610E/MGMT430E

Quinlan Business (QUIN)

QUIN 401 US Culture & Academic Success Skills for International Students (0 Credit Hours)
This course is restricted to international students admitted to the Quinlan School of Business Graduate Programs. Verbal and nonverbal communication, active listening, participation in classroom discussions, collaborative group work, presentation skills, reading comprehension strategies, academic writing, understanding and avoiding plagiarism.
Outcomes:
International students will be better prepared for achieving success in graduate business studies by adapting to unfamiliar cultural differences in and out of the classroom

QUIN 403 Fundamentals of Business (3 Credit Hours)
Only students with undergraduate degrees other than business are eligible to take this course. This course examines essential topics in management, marketing, operations, information systems, accounting and finance. Within each discipline, we examine the key decisions that are made and how those decisions are or should be made. They will understand what decisions are made in each discipline and how those decisions should be made.
Outcomes:
By the end of this course, students will be familiar with the key discipline areas in business

QUIN 499 Special Topics (3 Credit Hours)
Enrollment is restricted to students in the Quinlan Graduate School of Business. This course offers students the opportunity to gain additional understanding of special business topics not otherwise addressed in the standard graduate business curriculum. The subject and content vary and are offered on an ad hoc basis.
Outcomes:
Students will demonstrate an understanding of a specialized topic not otherwise addressed in the standard graduate business curriculum

QUIN 501 Internship - Curriculum Practical Training (1-3 Credit Hours)
This is the companion course for any Graduate Business student concurrently engaged in an internship for 1 to 3 hours of elective academic credit. BSAD may be taken for academic credit up to three times for a total of 3 credit hours.
Outcomes:
Students will gain first-hand experience with a particular project or area of business operations, will engage in reflection on their contributions to the workplace and the overall internship experience

Supply Chain Management (SCMG)

SCMG 480 Intro to Operations Management (3 Credit Hours)
Introduction to concepts and methods for managing operations in manufacturing and service organizations. Topics typically include forecasting, capacity and aggregate planning, material requirements planning, scheduling, facility layout and location, inventory management, just-in-time, total quality management, project planning, and logistics.
Course equivalencies: ISOM480 / MGSC480
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 480B Operations Management (3 Credit Hours)
Pre-requisites: Restricted to MBA Baumhart Scholars students
This course explores concepts and methods for managing operations, including forecasting, capacity and aggregate planning, sustainable management, material requirements planning, scheduling, project planning, logistics, supply chain transparency, and supplier diversity.
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 480C Intro to Operations Management (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
Introduction to concepts and methods for managing operations in manufacturing and service organizations. Topics typically include forecasting, capacity and aggregate planning, material requirements planning, scheduling, facility layout and location, inventory management, just-in-time, total quality management, project planning, and logistics.
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 481 Performance Improvement in Business Processes (3 Credit Hours)
Focuses on process view of the organization and provides students with a formal approach to designing, monitoring and improving business processes. The course provides the tools, methods and practical examples to help managers learn how to think from a process standpoint and how to ensure critical processes are controlled and functioning efficiently and effectively in their organization.
Course equivalencies: ISOM481 / MGSC481
Outcomes:
Understanding of the quality management concepts, performance improvement frameworks (Six Sigma, ISO, Baldridge), and process improvement practices using a step-by-step problem solving methodology

SCMG 481E Performance Improvement in Business Processes (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program.
Focuses on teaching students how to successfully analyze a business process, research methods for improving a process, and adapt/integrate the improvement methods into the business process in a prioritized and actionable manner. The course accomplishes this through the concepts of benchmarking, best practices, and performance improvement principles.
Course equivalencies: OPMG 603E/OPMG 481E

SCMG 482 Lean Production Concepts and Practices (3 Credit Hours)
Methods for managing manufacturing and service operations based upon Toyota Production System. Topics include the principles of JIT and lean production, pull production, setup reduction, preventive maintenance, cellular manufacturing, standard operations, visual management, employee empowerment, and supplier partnerships.
Course equivalencies: ISOM482 / MGSC482
Outcomes:
Understanding of concepts and tools for reducing waste and continuously improving operations based upon Toyota's success-proven approach

SCMG 483 Management of Service Operations (3 Credit Hours)
Pre-requisites: SCMG/ISSCM 480
This course explores the application of operations management concepts and techniques in service-sector organizations, and, in particular, how services are delivered to the customer.
Course equivalencies: OPMG483/CSIS483
Outcomes:
Understanding how service management requires unique tools for managing customer expectations while simultaneously delivering services that exceed those expectations

SCMG 486 Global Logistics (3 Credit Hours)
Pre-requisites: Graduate School of Business student
This course examines how business partners along the supply chain can work together to gain competitive advantage in moving products and services around the world to satisfy customers.
Outcomes:
Understanding best practices like vendor-managed inventory and category management, and the application of information technologies for sharing information

SCMG 486E Global Supply Chain Management (1.5 Credit Hours)
Explores the current business revolution in global logistics and partnering by members of the supply chain to more effectively provide products and services to customers. Must be part of the Cohort of Executive MBA (EMBA) students to enroll.

SCMG 487 Purchasing Management (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of organizational procurement processes and decision making framework. Topics include in-sourcing/out-sourcing decisions based on total cost of ownership; purchasing cycle and processes; developing material and technical specifications; supplier evaluation, selection and management; supplier quality management; purchasing capital goods and services; global sourcing and e-commerce; and purchasing tools and analytics.
Outcomes:
Students will have developed an understanding of fundamental and strategic issues in material planning and procurement, with the ability to source in a global marketplace

SCMG 488 Inventory Management (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of the fundamental principles of effective management of inventory with emphasis on inventory costs, product stratification, performance measures, demand forecasting, periodic and continuous review, safety stock, material requirements planning, customer service and use of technology in inventory management. Issues related to storage and handling of inventory stock are also studied.
Outcomes:
Students will have developed an understanding of the issues involved in planning, managing and control of inventories and materials in a supply chain

SCMG 489 Supply Chain Analytics (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of the design, development, and use of decision models for analysis of supply chain problems. This course provides an example-driven approach to learn about important supply chain models, problems, and solution methodologies. The objectives of this course are to develop valuable modeling skills that students can appreciate and use effectively.
Outcomes:
Students will have developed an understanding of the issues involved in the use of decision support tools for analysis of supply chain problems

SCMG 499 Independent Study-Production & Operations Management (3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of operations management not otherwise covered by department course offerings.

SCMG 589 Supply Chain Management Consulting (3 Credit Hours)
Pre-requisites: SCMG 480 Intro to Operations Mgmt; Graduate School of Business students
This course is the capstone of the Supply Chain Management Portfolio of the Master of Science in Supply Chain Management curriculum. As such, it is designed to integrate course topics covered in the foundation courses and engage students in discussions of critical supply chain leadership topics.
Outcomes:
Students will have developed an understanding of how to apply the concepts learned throughout the Supply Chain Management curriculum to a variety of full scale problems

SCMG 595 Risk Analysis for Business and Supply Chain Strategy (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course introduces students to practical tools for evaluating complex choices under uncertainty, quantifying trade-offs, and generating managerial insights. Students will learn how to structure decision problems, build decision trees, conduct scenario planning, and model uncertainty to support strategic business decisions. Through case studies - ranging from investment decisions and project management to new product launches - students will see how these methods are applied in practice. Emphasis is placed on using software to address real-world risk analysis problems commonly encountered in supply chain management, finance, accounting, marketing, and business analytics contexts.
Outcomes:
Students will be able to design advanced decision-analysis models - including decision trees, scenario plans, and quantitative risk assessments; Students will be able to implement advanced decision-analysis models to evaluate complex business choices under uncertainty and generate defensible, data-driven managerial recommendations across functional contexts; Students will be able to apply specialized software tools to analyze risk scenarios, quantify trade-offs, and synthesize insights that inform strategic business and supply chain decisions

SCMG 603E Performance Improvement in Business Processes (1.5 Credit Hours)
Restricted to Executive MBA students. This course focuses on the process view of the organization and provides students with a formal approach to designing, monitoring and improving business processes. The course provides tools, methods and practical examples to help managers learn how to think from a process standpoint and how to ensure critical processes are controlled and function efficiently and effectively.
Course equivalencies: OPMG 603E/OPMG 481E
Outcomes:
Understanding the quality management concepts, performance improvement frameworks (Six Sigma, ISO, Baldridge), and process improvement practices using a step-by-step problem solving methodology

SCMG 799 Special Topics in Supply Chain Management (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Sport Management (SPRT)

SPRT 532 Sport Law (3 Credit Hours)
This course examines and analyzes legal issues connected to amateur and professional sport associated with the fundamental concepts of law, sport business structure and legal authority and understanding the process of legal research. Students will comprehend the legal and court system, legal process, and the fundamental concepts of common, statutory, and constitutional law; perform and analyze sport law research; understand the elements of negligence; discuss recent court interpretations; and recommend a risk management standard of practice in the sport industry.

Accountancy (MSA)

With its emphasis on hands-on application of accounting principles and responsible leadership, Loyola's Master of Science in Accountancy program gives you the foundation you need to excel in today's constantly changing regulatory environment.

The Accountancy (MSA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Minor

- Accounting Information Systems Minor (p. 780)

Combined

- Accounting (MBA/MSA) (p. 1859)

Curriculum

The Master of Science in Accountancy (MSA) degree is a 12-course (36-credit hour) program that prepares graduates with the technical, analytical, and professional skills to pursue Certified Public Accountant licensure. MSA graduates are prepared for successful careers in public accounting, corporate accounting, forensic auditing and accounting, management accounting, investment banking, and governmental or not-for profit organizations.

For students seeking a STEM-designated option, the Accounting Analytics Track combines advanced accounting study with business analytics coursework in areas such as database systems, data warehousing, data mining, artificial intelligence, and data-driven decision making. The track emphasizes quantitative analysis, analytical modeling, technology-enabled problem solving, and the application of data analytics to accounting, auditing, taxation, risk assessment, and financial decision making.

The MSA is also offered through an Accelerated Master's Pathway (AMP), allowing qualified undergraduate students to begin graduate coursework during their senior year and complete the degree in an accelerated timeframe, typically within a fifth year of study. A suggested sequence for the AMP can be found below.

Students may begin the program in the fall or spring term. Those who have not taken accounting courses will have to take additional foundational courses (p. 1568) to prepare for further graduate study.

Regular Track Requirements

Code	Title	Hours
MSA Foundational Courses		
Choose six (6) Accounting courses		18
ACCT 402	Issues in Financial Reporting	
ACCT 404	Financial Statement Analysis [1]	
ACCT 412	Audit of Blockchain Ledgers [2]	
ACCT 424	Managerial Accounting	
ACCT 425	International Accounting [1]	
ACCT 431	Tax Research [2]	
ACCT 432	State, Local and International Tax [3]	
ACCT 435	Internal Audit	
ACCT 436	Forensic Accounting and Fraud [2]	
ACCT 437	Advanced Forensic Accounting [4]	
LREB 445	Entrepreneurship Law	
Business Ethics Course		
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
or INFS 795	Ethics and Data Analytics	
Two (2) Non-Accounting Graduate Business Elective Courses [5, 6]		6
Three (3) ACCT or Graduate Business Elective Courses [5, 6]		9
Total Hours		**36**

1. Prerequisite is ACCT 303 Intermediate Accounting I.
2. Prerequisite is ACCT 311 Auditing & Internal Control Systems.
3. Prerequisite is ACCT 328 Concepts in Taxation.
4. Prerequisite is ACCT 436 Forensic Accounting and Fraud.
5. Foundational Core courses (ACCT 400, ECON 420, FINC 450, MARK 460, SCMG 480) may not be taken to fulfill general elective requirements.
6. Business and accounting courses can be found here (p. 1545), graduate courses are 400+

Analytics Track Requirements

Code	Title	Hours
MSA Core Courses		
Select Five (5) of the Following Courses		15
ACCT 402	Issues in Financial Reporting	
ACCT 404	Financial Statement Analysis [1]	
ACCT 412	Audit of Blockchain Ledgers	
ACCT 424	Managerial Accounting	
ACCT 425	International Accounting [1]	
ACCT 431	Tax Research [2]	
ACCT 432	State, Local and International Tax [2]	
ACCT 435	Internal Audit	
ACCT 436	Forensic Accounting and Fraud [3]	
ACCT 437	Advanced Forensic Accounting [4]	
LREB 445	Entrepreneurship Law	
Business Ethics Core Course		
Select one of the following:		3
ETHC 441N	Business Ethics	
ETHC 446	International Business Ethics	
INFS 795	Ethics and Data Analytics	
Analytics Core Classes		
INFS 492	Database & Data Warehousing Systems	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 796	Data Warehousing	3
Analytics Electives Courses		
Select three of the following:		9
FINC 452	Investment Management	
FINC 553	Applied Portfolio Management	
FINC 599	Special Topics	
HRER 490	Analytical Problem Solving	
INFS 443	Business Analytics	
INFS 484N	Project Management	
INFS 493	Database Analytics	

INFS 495	Forecasting Methods with Artificial Intelligence (AI)
INFS 590	Global Strategy and Data
INFS 592	Data Visualization
INFS 596N	Data Driven Decision Making
INFS 691	Principles of Analytic Programming
INFS 791	Programming for Business Decision Making
INFS 797	Applications of Visualization
INFS 798	AI Product Management
MARK 461	Research Methods in Marketing
MARK 468	Digital Marketing
MARK 562	Database Marketing Strategy
MARK 660	Digital Marketing Analytics
SCMG 480	Operations Management
SCMG 486	Global Logistics
SCMG 487	Purchasing Management
SCMG 488	Inventory Management
SCMG 489	Supply Chain Analytics
Total Hours	**36**

[1] Prerequisite is ACCT 303 Intermediate Accounting I.
[2] Prerequisite is ACCT 311 Auditing & Internal Control Systems.
[3] Prerequisite is ACCT 328 Concepts in Taxation.
[4] Prerequisite is ACCT 436 Forensic Accounting and Fraud.

MSA Foundational Courses

For students who need additional foundational courses in accounting, the following course options will fulfill prerequisite requirements.

Code	Title	Hours
ACCT 303	Intermediate Accounting I	3
ACCT 311	Auditing & Internal Control Systems	3
ACCT 328	Concepts in Taxation	3
ACCT 400	Financial Accounting for Business Decisions	3

Suggested Sequence of Courses

Traditional Master's Program

In order to provide optimal flexibility in the Master's program, there is no required course sequence for the Regular Track or the Analytics Track. Students should work with the Graduate Program Director when selecting courses to choose those that are more relevant to their personal and professional needs.

Accelerated Master's Pathway

Students can take up to 9 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Suggested Sequence for BBA Student

Undergraduate BBA students from non-Accounting majors must take ACCT 303 Intermediate Accounting I, ACCT 304 Intermediate Accounting II, and ACCT 328 Concepts in Taxation in their Senior year as pre-requisites for the Accounting MS. These courses do not count toward the MS total credit hours.

Course	Title	Hours
Senior		
Fall		
ACCT 424	Managerial Accounting [1]	3
	Hours	**3**
Spring		
ACCT 400-Level Foundational Course [2]		3
ACCT 400-Level Foundational Course [2]		3
	Hours	**6**
Master's		
Additional coursework in the Accountancy (MS) is chosen in conjunction with the Graduate Program Director to choose courses relevant to their personal and professional needs.		27
	Hours	**27**
	Total Hours	**36**

[1] Undergraduate Accounting majors should take ACCT 424 or another required core courses. The Graduate Program Director recommends ACCT 404, ACCT 412, ACCT 425, ACCT 432, or ACCT 436 to fulfill these requirements.
[2] For the required core courses, the Graduate Program Director recommends ACCT 404, ACCT 412, ACCT 425, ACCT 432, or ACCT 436 to fulfill these requirements.

Suggested Sequence for Non-BBA Students

Due to the specialized nature of the Accountancy (MS), student coming from non-BBA degrees would only take pre-requisite courses in their Senior year that do not count toward the overall credit hours of the Master of Science.

Course	Title	Hours
Senior		
Fall		
Prerequisite Courses		
ACCT 400	Financial Accounting for Business Decisions [1]	
ACCT 303	Intermediate Accounting I [2]	
	Hours	**0**
Spring		
Prerequisite Courses		
ACCT 304	Intermediate Accounting II [2]	
ACCT 311	Auditing & Internal Control Systems [2]	
ACCT 328	Concepts in Taxation [2]	
	Hours	**0**
Master's		
Coursework in the Accountancy (MS) is chosen in conjunction with the Graduate Program Director to choose courses relevant to their personal and professional needs.		36
	Hours	**36**
	Total Hours	**36**

[1] ACCT 400 (https://catalog.luc.edu/search/?P=ACCT%20400) is required for non-Business majors and is a pre-requisite for this degree. Non-BBA AMP students may also take ACCT 201 (https://catalog.luc.edu/search/?P=ACCT%20201) to fulfill this requirement.

[2] Non-BBA students should take ACCT 303 in the fall and ACCT 304 in the Spring. ACCT 311 and ACCT 328 are secondary options for the Spring.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Master of Science in Accountancy (MSA) program, graduates are expected to have acquired essential skills in the areas of:

- Measurement: Graduate accounting students will demonstrate the ability to identify what needs to be measured, apply the appropriate measures, and recognize the strengths and weaknesses of the measures used.
- Decision Making: Graduate accounting students will demonstrate the ability to critically use financial and non-financial data in decision-making.
- Research: Graduate accounting students will demonstrate the ability to research new or existing accounting issues and topics, understand

the link between business and accounting, and apply the finding to the business condition.
- Risk Analysis: Graduate accounting students will demonstrate the ability to identify and manage risk.
- Communication: Graduate accounting students will possess the ability to communicate scope, findings and recommendations of accounting work.

Baumhart Scholars MBA (Social Impact MBA)

Baumhart Scholars MBA

We prepare leaders from the private, government, and social sectors to thrive at the intersection of profit and purpose.

Program Highlights

Baumhart Scholars is a highly selective, cohort-based MBA within Loyola's Quinlan School of Business for working professionals who seek to drive their careers and their social impact forward simultaneously. Scholars benefit from:

- Impact-driven curriculum: Scholars go through the MBA together, learning specialized leadership and impact skills alongside the fundamentals of business.
- Individualized mentorship: Scholars meet with professional mentors at the forefront of integrating business strategy and social purpose.
- Exceptional networks: Scholars get special access to Baumhart's leadership networks of higher ambition executives who are marrying profit and purpose.
- International recognition: Scholars receive their MBA from Quinlan, which has been recognized by the *Financial Times* as an international leader in sustainability, ethics, and social purpose in business education.
- Scholarship support: Scholars receive a $20,000 scholarship to celebrate their commitment to harness the power of their MBAs to advance the greater good.

Related Programs

Certificate

- Baumhart Certificate in Environmental, Social, and Governance (p. 1571)
- Business Ethics Certificate (p. 1576)

Curriculum

Business Strategy + Social Purpose

Our 16-course, cohort-based approach to the MBA curriculum is designed to provide a solid foundation in all business disciplines, develop leadership skills, and deeply explore purpose in business.

The Baumhart Scholars curriculum has three parts:

- Foundational courses in business fundamentals, which prepare you to be a data-driven business leader with the ability to think critically and communicate effectively.
- Specialty courses in corporate social responsibility, social enterprise, impact investing, ESG, and values-based leadership, which equip you with the tools to marry profit and purpose.
- Elective courses in a wide array of disciplines, which enable you to dig deeper in areas that meet your individual learning goals.

Code	Title	Hours
MBA Requirements		
Foundational Courses		
Scholars go through Quinlan's core MBA experience as a cohort, taking courses aimed at developing foundational business knowledge, skills, and values. The faculty who teach these courses are committed to integrating environmental, social, and governance (ESG) issues into their learning objectives.		
ETHC 441B	Business Ethics	1.5
INFS 595B	Decision Strategy Critical Thinking & Decision Analysis	3
INFS 596B	Data-Driven Decision Making	3
FINC 450B	Finance for a Sustainable World	3
ACCT 400B	Financial Accounting for Business Decisions	3
ECON 420B	Managerial Economics	3
HRER 417B	Managing and Motivating in the Workplace	3
MARK 460B	Marketing Management	3
SCMG 480B	Operations Management	3
INFS 484B	Project Management	1.5
MGMT 430B	Strategy and Leadership	3
Specialty Courses		
The program includes the specialty courses described below exploring values-based leadership, corporate social responsibility, social enterprise, influencing skills, ESG, and impact investing.		
MGMT 407B	Impact Investing	3
MGMT 406B	Influential Leadership	1.5
MGMT 401B	Innovative Corporate Social Responsibility	1.5
MGMT 402B	Social Enterprise	1.5
MGMT 400B	Values-Based Leadership	1.5
Elective Courses *(p. 1570)*		
Select three elective courses.		9
Total Hours		**48**

Note: INFS 400N Quantitative Methods I and INFS 402N Quantitative Methods II - Statistics Primer may also be required, depending on a student's undergraduate record.

Elective Courses

Through your three electives, you can customize your education to your personal career path and interests.

Elective courses can be taken within the Quinlan School of Business or from across Loyola colleges and schools (for example, School of Social Work (https://www.luc.edu/socialwork/academics/graduate/graduate-courses/) or School of Environmental Sustainability (https://www.luc.edu/sustainability/academics/graduatedegreeprograms/)) for flexibility and customization.

You can choose to have a concentration by taking all three elective courses in the same discipline. You can also use your electives to work toward a Graduate Certificate, such as the Environmental, Social,

and Governance Certificate (https://gpem.luc.edu/portal/program/?name=environmentalsocialandgovernancecertificate).

Suggested Sequence of Courses

Due to the specialized nature of this curriculum, the majority of courses are taken in a set schedule determined by the program. Scholars are encouraged to meet with their advisor each quarter to discuss their schedule and determine the best time to take electives. Courses typically take place during weekday evenings and occasional weekends. In addition to this core coursework, Scholars are expected to participate in an opening immersion weekend, ongoing leadership development programming, and monthly mentorship. Here is a sample program calendar.

Course	Title	Hours
Year 1		
Fall		
ACCT 400B	Financial Accounting for Business Decisions	3
MGMT 400B	Values-Based Leadership	1.5
MGMT 401B	Innovative Corporate Social Responsibility	1.5
	Hours	**6**
Winter		
FINC 450B	Finance for a Sustainable World	3
MARK 460B	Marketing Management	3
INFS 484B	Project Management	1.5
	Hours	**7.5**
Spring		
ECON 420B	Managerial Economics	3
MGMT 406B	Influential Leadership	1.5
Elective		3
	Hours	**7.5**
Summer		
ETHC 441B	Business Ethics	1.5
INFS 596B	Data-Driven Decision Making	3
	Hours	**4.5**
Year 2		
Fall		
INFS 595B	Decision Strategy Critical Thinking & Decision Analysis	3
HRER 417B	Managing and Motivating in the Workplace	3
MGMT 407B	Impact Investing	3
	Hours	**9**
Winter		
SCMG 480B	Operations Management	3
MGMT 402B	Social Enterprise	1.5
Elective		3
	Hours	**7.5**
Spring		
MGMT 430B	Strategy and Leadership	3
Elective		3
	Hours	**6**
	Total Hours	**48**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Provide a solid foundation in all business disciplines: Students in this MBA go through Quinlan's core MBA experience as a cohort, taking courses aimed at developing foundational business knowledge, skills, and values. Students take business ethics, data-driven decision-making, decision strategy, financial accounting for decision-making, financial management for a sustainable world, managerial economics, marketing management, operations management, project management and strategy and leadership.
- Develop leadership skills: Students in this MBA take courses in managing and motivating in the workplace, values-based leadership, and influential leadership.
- Deeply explore purpose in business: Specialty courses in corporate social responsibility, social enterprise, impact investing, and ESG equip students in this MBA with the tools to marry profit and purpose.

Baumhart Certificate in Environmental, Social, and Governance

The Baumhart Certificate in Environmental, Social, and Governance (ESG) will rapidly provide leaders with the knowledge and skills to be effective today as companies determine how they engage in broader societal issues – from climate change to water scarcity, from community stakeholders to internal diversity, equity and inclusion. The Certificate will equip leaders who are already working in companies to accelerate their personal and company's ESG journey by developing fundamental skills to navigate different ESG approaches, assess ESG risks and opportunities, implement ESG initiatives, and ultimately deliver and report financial and societal impacts.

Related Programs

Master's

- Baumhart Scholars MBA (Social Impact MBA) (p. 1570)

Certificate

- Business Ethics Certificate (p. 1576)

Curriculum

The certificate requires the completion of five courses (15 credit hours).

In addition to two ESG-focused courses, you can choose three electives from: the Quinlan School of Business, the Parkinson School of Health Sciences and Public Health, and the School of Environmental Sustainability.

Code	Title	Hours
Introductory Course		
MGMT 444	Introduction to ESG - Expectations & Opportunities	3

Elective Courses		
Select three of the following:		9
ETHC 441	Business Ethics	
ETHC 443	Global Environmental Ethics	
ETHC 446	International Business Ethics	
ENVS 401	Sustainable Systems - Natural Science Perspectives	
ENVS 402	Sustainable Systems - Social Science Perspectives	
ENVS 410	Introduction to Environmental Law & Policy	
ENVS 412	Water Law & Policy	
ENVS 413	Energy Law & Policy	
ENVS 427	Food Systems Analysis	
ENVS 451	Introduction to Sustainability Concepts & Impacts	
ENVS 463	Sustainable Business Management	
HRER 417	Managing and Motivating in the Workplace	
HRER 433	Group Process and Facilitation	
INFS 596B	Data-Driven Decision Making	
MGMT 485	Social Enterprise	
MHA 430	Managerial Epidemiology	
MPBH 400	Determinants of Population Health	
MPBH 402	Public Health Practice and Management	
MPBH 407	Public Health Policy: Concepts and Practice	
Capstone Course		
MGMT 445	ESG in Practice-Business Leadership in Times of Change	3
Total Hours		**15**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MGMT 444	Introduction to ESG - Expectations & Opportunities	3
Elective Course		3
	Hours	**6**
Winter		
Two (2) Elective Courses		6
	Hours	**6**
Spring		
MGMT 445	ESG in Practice-Business Leadership in Times of Change	3
	Hours	**3**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Develop a strong grounding in the overall themes of ESG (Environment, Social and Governance). Provide all students with a required introductory class and a required capstone class that together establish the historical evolution of business, the linkage to all three themes in ESG and the relationship to the economy today. This is solidified in the capstone class, which links the students to examples of real world organizations engaged in ESG.
- Develop an understanding of the core methods for assessing ESG impact. Through the introductory and capstone classes, develop a strong foundation in the methods currently in use to identify ESG trends and impacts. This will connect both the ideas of identifying leadership organizations as well as the emerging ways to link actions to the underlying themes (i.e. Environment: climate and air pollution, etc.; Social: community health and DEI, etc.; Governance: organizational structure and internal policies, etc.)
- Establish an understanding of the current state of the industry and the opportunities to deepen on the ground impacts tied to the ESG high-level framework. Students will have the opportunity to go deep in all three areas by taking targeted classes that further define the ESG themes and are offered across the University. Students can take electives in the Quinlan School of Business, School of Environmental Sustainability, and Parkinson School of Health Sciences and Public Health. They will then go deeper on the impact through a capstone class with an applied project.

Business Analytics (MS)

The Master of Science in Business Analytics offers a unique blend of courses with a strong focus on data analytics–and it can be completed in one year.

This STEM-designated degree emphasizes important skills and tools in the information systems and analytics space such as SQL, Python, R, Tableau, database and data warehouse modeling, data mining, data visualization, and data storytelling.

The Business Analytics (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Certificate

- Business Analytics Certificate (p. 1575)

Combined

- Business Analytics (MBA/MS) (p. 1862)

Curriculum

The 12-course curriculum of the Master of Science in Business Analytics is a STEM-designated program that prepares you to be a responsible leader in the fast-growing information systems and analytics fields.

Courses are offered in online, hybrid, and in-class formats. Students can complete all 12 courses in one year and completely online.

All MS students will be awarded the Business Analytics Certificate (p. 1575) as well. The Business Analytics certificate is a 5-course graduate Quinlan program, and all its courses are a part of the MS program.

Students with previous information systems coursework and part-time students should contact Nenad Jukić (njukic@luc.edu), the program director, for more information on how their courses would be sequenced.

Besides the traditional Master's program, the Business Analytics (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses [1]		
INFS 443	Business Analytics	3
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	3
INFS 492	Database Systems	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 592	Data Visualization	3
INFS 791	Programming for Business Decision Making	3
INFS 796	Data Warehousing	3
Electives		**9**
Group One (Take up to 4 Courses)		
INFS 493	Database Analytics	
INFS 691	Principles of Analytic Programming	
INFS 797	Applications of Visualization	
INFS 798	AI Product Management	
Group Two (Take 0 to 4 Courses) [2]		
HRER 490	Analytical Problem Solving	
INFS 484N	Project Management	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
INFS 596N	Data Driven Decision Making	
MARK 461	Research Methods in Marketing	
MARK 468	Digital Marketing	
MARK 562	Database Marketing Strategy	
MARK 660	Digital Marketing Analytics	
MARK 661	Customer Analytics	
MARK 662	Marketing Metrics	
SCMG 480	Operations Management	
SCMG 489	Supply Chain Analytics	
Ethics Requirement (Take 1 Course)		**3**
ETHC 441N	Business Ethics	
ETHC 446	International Business Ethics	
INFS 795	Ethics and Data Analytics	
Practicum		**3**
Select one of the following:		
INFS 797	Applications of Visualization	
INFS 798	AI Product Management	
Total Hours		**36**

[1] Some courses may be substituted based on previous coursework with the permission of the program director.

[2] Additional courses may be approved by the program director.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
INFS 492	Database Systems	3
INFS 795	Ethics and Data Analytics	3
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	3
	Hours	**9**
Winter		
INFS 443	Business Analytics	3
INFS 796	Data Warehousing	3
INFS 798	AI Product Management	3
	Hours	**9**
Spring		
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 592	Data Visualization	3
INFS 691	Principles of Analytic Programming	3
	Hours	**9**
Summer		
INFS 493	Database Analytics	3
INFS 791	Programming for Business Decision Making	3
INFS 797	Applications of Visualization	3
	Hours	**9**
	Total Hours	**36**

Accelerated Master's Pathway

Students can take up to 6 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
INFS 491	Managerial Statistics with Artificial Intelligence (AI) [1]	3
	Hours	**3**
Spring		
INFS 494	Applied Data Mining and Artificial Intelligence (AI) [1]	3
	Hours	**3**
Master's		
Fall		
INFS 492	Database Systems	3

INFS 795	Ethics and Data Analytics	3
	Hours	**6**
Winter		
INFS 443	Business Analytics	3
INFS 796	Data Warehousing	3
INFS 798	AI Product Management	3
	Hours	**9**
Spring		
INFS 592	Data Visualization	3
INFS 691	Principles of Analytic Programming	3
	Hours	**6**
Summer		
INFS 493	Database Analytics	3
INFS 791	Programming for Business Decision Making	3
INFS 797	Applications of Visualization	3
	Hours	**9**
	Total Hours	**36**

[1] This course was added for the purposes of creating a suggested sequence of courses. Students can choose a required MSBA Core Course from the following in their Senior year: INFS 443, INFS 491, INFS 492, INFS 494, INFS 592, INFS 791, and ISSCM 484N. Any courses not taken in Senior year must be taken in the Master's year.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while

in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

At the completion of the program, graduates are expected to:

- Use data to drive strategic and tactical business decisions;
- Utilize sophisticated database, data warehousing, data mining, and data visualization methodologies and techniques to capture and apply data as a corporate asset;
- Demonstrate competence with various languages and tools, SQL, R, Tableau, and Python;
- Lead, supervise, and manage information systems projects of varying levels of complexity;
- Demonstrate effective communication skills with technical and non-technical individuals and groups;
- Show ability to effectively collaborate with and provide technical leadership to a variety of business units and organizations;
- Demonstrate a high level of technical aptitude in design, development, and use of information systems components;
- Integrate values and ethics into data analysis and information systems projects and solutions.

Business Analytics Certificate

The Business Analytics certificate is an excellent specialization if you are currently pursuing a Quinlan graduate degree or are a working professional who needs to better understand current business analytics methodologies. This certificate will strengthen your analytic skills, while also guiding you through the most contemporary software, languages, and methodologies for modeling and analyzing data.

Related Programs

Master's

- Business Analytics (MS) (p. 1572)

Certificate

- Business Ethics Certificate (p. 1576)

Curriculum

Code	Title	Hours
Required Courses		
INFS 492	Database Systems [1]	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 796	Data Warehousing	3
Elective Courses		
Select two of the following:		6
ECON 625 / FINC 625	Applied Econometrics	
INFS 443	Business Analytics	
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	
INFS 493	Database Analytics	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
INFS 590	Global Strategy and Data	
INFS 592	Data Visualization	
INFS 596N	Data Driven Decision Making	
INFS 691	Principles of Analytic Programming	
INFS 791	Programming for Business Decision Making	
INFS 797	Applications of Visualization	
MARK 461	Research Methods in Marketing	
MARK 562	Database Marketing Strategy	
MARK 661	Customer Analytics	
MARK 662	Marketing Metrics	
SCMG 489	Supply Chain Analytics	
Total Hours		**15**

[1] Must be taken before INFS 796 Data Warehousing

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Fall		
INFS 492	Database Systems	3
	Hours	**3**
Winter		
Select one from Electives		3
	Hours	**3**
Spring		
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
Select one from Electives		3
	Hours	**6**
Summer		
INFS 796	Data Warehousing	3
	Hours	**3**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the certificate program, you will be able to:

- Organize and analyze data in a professional manner using formal methods and techniques;
- Leverage data and analytics as a business asset;
- Use data and analytics to identify new business opportunities;
- Formulate strategic recommendations based on data and analytics;
- Use various languages and tools, including R, SQL, Tableau, and data modeling software

Business Ethics Certificate

As of Fall 2026, this program is no longer accepting admits.

Learn to do well, and good, with the support of the Business Ethics certificate program. The certificate explores ethical issues in business and the challenges of managing corporate ethics programs.

Related Programs

Master's

- Baumhart Scholars MBA (Social Impact MBA) (p. 1570)

Certificate

- Baumhart Certificate in Environmental, Social, and Governance (p. 1571)

Curriculum

The certificate requires completion of three to four courses. Students applying for this certificate should have the U.S. equivalent of a BA or BS degree.

- **Degree-seeking MBA and other graduate business students:** Qualify for the certificate by completing three business ethics courses from the list below in the Quinlan School of Business. To add the certificate to your degree, contact the Graduate Programs Office at QuinlanGrad@luc.edu.

Code	Title	Hours
Select three of the following:		**9**
ETHC 441N	Business Ethics	
ETHC 443	Global Environmental Ethics	
ETHC 446	International Business Ethics	
MGMT 479	Independent Study in Management	
INFS 795	Ethics and Data Analytics	
Total Hours		**9**

- **Non-degree-seeking students:** Qualify for the certificate after completing three business ethics courses from the list below and one additional Quinlan School of Business course that fits your interests and is approved for credit by the director of the program. All courses completed in the Business Ethics certificate program can be applied toward a Quinlan MBA degree. About the MBA # (p. 1590)

Code	Title	Hours
Select three of the following:		**9**
ETHC 441N	Business Ethics	
ETHC 443	Global Environmental Ethics	
ETHC 446	International Business Ethics	
MGMT 479	Independent Study in Management	
INFS 795	Ethics and Data Analytics	
One additional Quinlan School of Business course [1]		**3**
Total Hours		**12**

[1] Subject to approval for credit by the director of the program.

Suggested Sequence of Courses (non-degree-seeking students)

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection. Course schedules are subject to change.

Course	Title	Hours
Year 1		
Fall		
INFS 795	Ethics and Data Analytics	3
	Hours	**3**
Winter		
ETHC 446	International Business Ethics	3
or Select one Quinlan School of Business course [1]		
	Hours	**3**
Spring		
ETHC 441N	Business Ethics	3
	Hours	**3**
Summer		
ETHC 443	Global Environmental Ethics	3
	Hours	**3**
	Total Hours	**12**

[1] Subject to approval for credit by the director of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

At the completion of the program, graduates are expected to:

- Develop an awareness of different ethical standards and perspectives as well as a tolerance for the conflicts and ambiguities within an organization to work respectfully, ethically, and professionally with people of diverse backgrounds, perspectives, and lived experiences.
- Develop, formulate and implement guidelines for personal and corporate decision-making.
- Understand principles of organizational relationships, and a sensitivity to the ethical concerns associated with dynamics like interpersonal influence, authority, and conflict.

- Demonstrate ability to think critically about managerial ethics, social responsibility, and environmental stewardship while articulating such concerns to various audiences—inside and outside of a business organization.

Executive MBA (EMBA)

In today's competitive business environment, you need a degree that sets you apart—and harnesses the power of your experience.

Our transformative 20-month program will help you hone your analytic capabilities, business knowledge, critical thinking, and management and leadership skills.

The Quinlan School of Business offers four MBA programs. Learn which one best fits your needs through our MBA guide (https://www.luc.edu/quinlan/academics/graduatedegrees/mba/pickinganmbaprogram/).

Related Programs

Master's

- Supply Chain Management (MSSCM) (p. 1598)

Combined

- Healthcare Management MBA (MBA-HCM) (p. 1581)
- Supply Chain Management (MBA/MSSCM) (p. 1906)

Curriculum

As a student in Quinlan's EMBA program, you will participate in courses focused on building your leadership, management, decision-making, and analytic skills.

The advanced knowledge and skills the Quinlan EMBA helps you develop are invaluable to any business. Many companies recognize this and therefore sponsor EMBA training (either in part or whole) for promising managers, directors, and executives at our business school.

Code	Title	Hours
Required Courses		
Business Fundamentals		
ACCT 400E	Financial Statement Analysis and Decision Making	3
ACCT 424E	Strategic Cost Accounting	3
ECON 420E	Managers, Markets and Decision Making	3
FINC 450E	Financial Management	3
MARK 460E	Marketing Management	3
SCMG 481E	Performance Improvement in Business Processes	1.5
Business Analytics		
INFS 604E	Business Data Analytics - Infrastructure	1.5
INFS 605E	Business Data Analytics - Application	1.5
ISSCM 400E	Quantitative Methods	1.5
Human Resource Management		
HRER 501E	Performance Management	1.5
HRER 513E	Talent & HR Strategy	1.5
Leadership		
ETHC 441E	Ethics on AI, Governance, & Sustainability	1.5
MGMT 460E	Values Based Leadership	1.5
Management		
ISSCM 484E	Project Management	3
LREB 443E	Executive Legal Liability	1.5
MGMT 430E	Capstone	1.5
MGMT 472E	Organizational Change and Development	1.5
MGMT 474E	Strategic Management	1.5
MGMT 481E	Innovation and the Entrepreneurial Mindset	1.5
International Business		
ECON 424E	Global Issues in Economics	1.5
FINC 455E	International Financial Management	1.5
MGMT 606E	International Immersion	3
SCMG 486E	Global Supply Chain Management	1.5
Other		
BSAD 409E	Integrative Strategy	1.5
ISSCM 491E	Data Analysis for Managers	3
Total Hours		**49.5**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ETHC 441E	Business Ethics and Values	1.5
ISSCM 400E		1.5
ISSCM 491E	Data Analysis for Managers	3
ISSCM 484E		3
	Hours	**9**
Winter		
ACCT 400E	Financial Statement Analysis and Decision Making	3
ECON 420E	Managers, Markets and Decision Making	3
MGMT 460E	Values Based Leadership	1.5
	Hours	**7.5**
Spring		
ECON 424E	Global Issues in Economics	1.5
FINC 450E	Financial Management	3
MARK 460E	Marketing Management	3
	Hours	**7.5**
Summer		
INFS 605E	Business Data Analytics - Application	1.5
LREB 443E	Executive Legal Liability	1.5
MGMT 606E	International Immersion	3
SCMG 486E	Global Supply Chain Management	1.5
	Hours	**7.5**
Year 2		
Fall		
BSAD 409E	Integrative Strategy	1.5
FINC 455E	International Financial Management	1.5
MGMT 472E	Organizational Change and Development	1.5
	Hours	**4.5**

Winter		
INFS 604E	Business Data Analytics - Infrastructure	1.5
MGMT 474E	Strategic Management	1.5
SCMG 481E	Performance Improvement in Business Processes	1.5
	Hours	**4.5**
Spring		
ACCT 424E	Strategic Cost Accounting	3
HRER 513E	Strategic Human Resource Management	1.5
MGMT 430E	Capstone	1.5
HRER 501E	Performance Management	1.5
MGMT 481E	Innovation and the Entrepreneurial Mindset	1.5
	Hours	**9**
	Total Hours	**49.5**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Quinlan Executive MBA (EMBA) program, graduates will have learned, achieved, or experienced the following:

- Core Business Fundamentals:
  1. Exposure to and be academically rooted in core business fundamental coursework in the areas of accounting, finance, data analytics, economics, management, marketing, human resource management, and operations management
  2. Develop an ability to integrate and see the interplay of core business fundamental coursework
- Entrepreneurship and Innovation:
  1. Anticipate the challenges of leading and managing evolving business and markets
  2. Demonstrate an innovative, entrepreneurial approach to strategy and decision making
- Global Perspective and Diversity:
  1. Equip or enhance global perspective by recognizing international business issues
  2. Understand, appreciate, and leverage individual, team, and organizational diversity
- Ethics and Values-Driven Leadership:
  1. Be exposed to and rooted in ethics and values-related coursework
  2. Demonstrate ability to operationalize ethics and values-related frames into business strategy
  3. Distinguish self as a leader in business who exhibits personal integrity and an ability to apply ethical principles to business practice
- Decision Making:
  1. Achieve a capacity for an integrated critical analysis of business opportunities, processes, and problems
  2. Develop an ability to understand, synthesize, and accordingly activate quantitative and qualitative information to improve managerial decision making
  3. Apply knowledge to solve for real-world business issues and areas of practice
  4. Develop and execute strategic approaches to lead, manage, and operationalize businesses and organizations

Finance (MSF)

You need a firm foundation to stay atop an ever-shifting global financial landscape. Our Master of Science in Finance (MSF) program will provide you with the understanding of financial principles and analytical skills to prepare you for a successful career.

Our curricula is closely linked to professional practice and vital industry connections. And industry leaders on our Financial Advisory Board ensure that our curriculum—and your MSF degree—remains relevant and cutting edge.

The Master of Science in Finance (MSF) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Major

- Accounting (BBA) (p. 775)

Master's

- Accountancy (MSA) (p. 1567)

Combined

- Finance (MBA/MSF) (p. 1869)

Curriculum

Completion of the Master of Science in Finance degree requires 12 courses, with additional prerequisite courses depending on academic background.

The curriculum is divided into three sets of courses: prerequisites, required courses, and electives. The required courses are designed to develop strong analytical and modeling skills. The electives enable students to explore topics in corporate finance, risk management, and asset management. Ethical decision-making is woven throughout the program, which will help position you as a responsible leader in your organization.

Besides the traditional Master's program, the Master of Science in Finance (MSF) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Courses and Electives

Code	Title	Hours
Required Courses		
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
FINC 452	Investment Management	3
FINC 453	Topics in Advanced Financial Management	3
FINC 620	Financial Mathematics and Modeling I	3
FINC 622	Derivative Securities	3
FINC 630	Capstone Master of Science Finance	3
Electives		

Select six of the following:		18
ACCT 404	Financial State Analysis	
FINC 455	International Financial Management	
FINC 456	Management of Financial Institutions	
FINC 553	Applied Portfolio Management	
FINC 554	Fixed Income	
FINC 556	Investment Banking	
FINC 624	Interest Rate Risk Management	
FINC 626	Credit Risk Management and Structured Finance	
FINC 628	Valuation	
SCMG 595	Risk Analysis for Business and Supply Chain Strategy	
Total Hours		**36**

Prerequisites

The prerequisite requirement is met if you have completed a minimum of one undergraduate course (3 credit hours) of comparable content in the prerequisite subject area within the last five years with a grade of B (or equivalent) or higher.

Code	Title	Hours
Calculus		
Select one of the following or an equivalent course:		3-4
MATH 130	Business Calculus	
MATH 131	Applied Calculus I	
MATH 161	Calculus I	
Principles of Micro/Macroeconomics		
Select one of the following or an equivalent course:		3
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
ECON 420	Managerial Economics	
Statistics		
Select one of the following or an equivalent course:		3
ISSCM 241	Business Statistics	
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	
STAT 103	Fundamentals of Statistics	
STAT 203	Introduction to Probability & Statistics	
Introductory Accounting		
Select one of the following or an equivalent course:		3
ACCT 201	Introductory Accounting I	
ACCT 400	Financial Accounting for Business Decisions	
Business Finance		
Select one of the following or an equivalent course:		3
FINC 334	Principles of Corporate Finance	
FINC 450	Financial Management	

Suggested Sequence of Courses

Traditional Master's Program

(Part-Time, Prerequisite(s) Met)

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
FINC 452	Investment Management	3
FINC 620	Financial Mathematics and Modeling I	3
	Hours	**6**
Winter		
FINC 453	Topics in Advanced Financial Management	3
FINC 622	Derivative Securities	3
	Hours	**6**
Spring		
Two (2) Elective Courses		6
	Hours	**6**
Summer		
One (1) Elective Course		3
	Hours	**3**
Year 2		
Fall		
Ethics course (ETHC 441N or ETHC 446)		3
One (1) Elective Course		3
	Hours	**6**
Winter		
One (1) Elective Course		3
	Hours	**3**
Spring		
FINC 626	Credit Risk Management and Structured Finance	3
FINC 630	Capstone Master of Science Finance	3
	Hours	**6**
	Total Hours	**36**

Accelerated Master's Pathway

Students can take up to 9 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Sequence of Courses for Students with a BBA

BBA AMP students that take two graduate courses in the Fall may take only one graduate course in the Spring. BBA AMP students that take one graduate course in the Fall may take up to two graduate courses in the Spring. FINC 455 (https://catalog.luc.eduabout://search/?P=FINC%20455) is the recommended course for BBA AMP students taking two Fall graduate courses and one Spring course. FINC 553 (https://catalog.luc.eduabout://search/?P=FINC%20553) is the recommended course for BBA AMP students taking one Fall graduate course and two Spring courses. The suggested sequence below is for students who take two courses in the Fall.

Course	Title	Hours
Senior		
Fall		
FINC 452	Investment Management	3

One (1) Elective Course [1]		3
	Hours	**6**
Spring		
FINC 453	Topics in Advanced Financial Management	3
	Hours	**3**
Master's		
Summer		
One (1) Elective Course		3
	Hours	**3**
Fall		
FINC 620	Financial Mathematics and Modeling I	3
Ethics Course (ETHC 441N or ETHC 446)		3
One (1) Elective Course		3
	Hours	**9**
Winter		
FINC 622	Derivative Securities	3
One (1) Elective Course		3
	Hours	**6**
Spring		
FINC 626	Credit Risk Management and Structured Finance	3
FINC 630	Capstone Master of Science Finance	3
One (1) Elective Course		3
	Hours	**9**
	Total Hours	**36**

[1] FINC 455 International Financial Management is the recommended elective course for BBA AMP students taking two Fall graduate courses and one Spring course.

Sequence of Courses for Students with a Non-BBA

Course	Title	Hours
Senior		
Fall		
FINC 450	Financial Management [1]	
ACCT 400	Financial Accounting for Business Decisions [2]	
	Hours	**0**
Spring		
FINC 453	Topics in Advanced Financial Management	3
	Hours	**3**
Master's		
Summer		
One (1) Elective Course		3
	Hours	**3**
Fall		
FINC 452	Investment Management	3
FINC 620	Financial Mathematics and Modeling I	3
Ethics course (ETHC 441N or ETHC 446)		3
One (1) Elective Course		3
	Hours	**12**
Winter		
FINC 622	Derivative Securities	3
Two (2) Elective Course		6
	Hours	**9**
Spring		
FINC 626	Credit Risk Management and Structured Finance	3
FINC 630	Capstone Master of Science Finance	3
One (1) Elective Course		3
	Hours	**9**
	Total Hours	**36**

[1] This is a pre-requisite course for the degree. To take FINC 450, non-BBA students must take MATH 130 Business Calculus or MATH 131 Applied Calculus I. Students should also take STAT 103 or ISSCM 241 to fulfill the Quantitative Knowledge and Inquiry Core requirement.

[2] This is pre-requisite course. Non-BBA students may also take ACCT 201 (https://catalog.luc.edu/search/?P=ACCT%20201) to fulfill this requirement.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Our Master of Science in Finance program will provide you with specialized knowledge:

- Learn the concepts of risk and return relationship, diversification, micro and macro structure of global capital markets, and tools for stock and bond portfolio optimizations.
- Learn models and techniques for asset valuation, debt-equity decisions, real options, and cost of capital calculation.
- Learn the application of financial mathematic modeling techniques involving writing and implementing computer codes.
- Learn the concept and valuation of derivatives and their application to manage risk.
- Learn the concepts and application of responsible decision making.

Healthcare Management MBA (MBA-HCM)

Quinlan's MBA in Healthcare Management develops professionals who are effective, responsible leaders with the knowledge, skill, and understanding to successfully manage and lead in any segment of the dynamic healthcare industry.

Whether you are in the hospital or non-hospital sector, we will strengthen your business knowledge, management skills, and leadership capacity to improve the healthcare delivery system.

The Quinlan School of Business offers four MBA programs. Learn which one best fits your needs through our MBA guide (https://www.luc.edu/quinlan/academics/graduatedegrees/mba/pickinganmbaprogram/).

Related Programs

Master's

- Executive MBA (EMBA) (p. 1577)
- Supply Chain Management (MSSCM) (p. 1598)

Combined

- Supply Chain Management (MBA/MSSCM) (p. 1906)

Curriculum

Quinlan's executive MBA in Healthcare Management prepares professionals to strategically manage operations and lead change. Whether you are in the hospital or non-hospital sector, the program will strengthen your business knowledge, management skills, and leadership capacity to improve the healthcare delivery system.

Course Schedule for Loyola's Healthcare MBA

Our course schedule is designed for working professionals. Courses are offered over eight, 10-week quarters (the program is 24 months) and meet on Loyola's Water Tower Campus approximately twice per month with other weeks as asynchronous learning.

As a member of the Healthcare Management MBA program, you and your cohort will complete 49.5 credit hours (the equivalent of 17 graduate-level

courses; some courses are 3 credit hours while some courses are 1.5 credit hours).

Code	Title	Hours
Business Fundamentals		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics	3
FINC 450	Financial Management	3
ISSCM 491	Managerial Statistics with Artificial Intelligence (AI)	3
ISSCM 400	Quantitative Methods	0
Healthcare Management Fundamentals		
HCMT 510	Data Driven Decision Making in Healthcare Management	3
HCMT 512	Healthcare Marketing Management	3
HCMT 513	HR Strategic Management	1.5
SCMG 480	Operations Management	3
Advanced Healthcare Leadership		
HCMT 505	Healthcare Business Ethics	3
HCMT 514	Healthcare Leadership	1.5
HCMT 516	Change Management	1.5
Advanced Healthcare Management		
HCMT 501	Healthcare Finance and Accounting	3
HCMT 502	Healthcare Economics	3
HCMT 506	Strategic HR and Policy Leadership in Healthcare	3
HCMT 507	Healthcare Risk Management	3
HCMT 508	Global Issues in Healthcare Management	3
HCMT 515	Project Management	3
HCMT 530	Capstone: Strategic Management	3
Total Hours		**49.5**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ISSCM 400		0
ECON 420	Managerial Economics	3
HCMT 505	Healthcare Business Ethics	3
	Hours	**6**
Winter		
HCMT 502	Healthcare Economics	3
ISSCM 491		3
	Hours	**6**
Spring		
ACCT 400	Financial Accounting for Business Decisions	3
HCMT 510	Data Driven Decision Making in Healthcare Management	3
HCMT 516	Change Management	1.5
	Hours	**7.5**
Summer		
FINC 450	Financial Management	3
HCMT 515	Project Management	3
	Hours	**6**
Year 2		
Fall		
HCMT 506	Healthcare Policy and Law	3
HCMT 513	HR Strategic Management	1.5
	Hours	**4.5**
Winter		
HCMT 501	Healthcare Finance and Accounting	3
SCMG 480	Intro to Operations Management	3
	Hours	**6**
Spring		
HCMT 507	Healthcare Risk Management	3
HCMT 512	Healthcare Marketing Management	3
	Hours	**6**
Summer		
HCMT 508	Global Issues in Healthcare Management	3
HCMT 514	Healthcare Leadership	1.5
HCMT 530	Capstone: Strategic Management	3
	Hours	**7.5**
	Total Hours	**49.5**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Quinlan Healthcare Management MBA (MBA-HCM) program, graduates will have learned, achieved, or experienced the following:

- Core Business Fundamentals with a Focus on Healthcare: Exposure to and be academically rooted in core business fundamental coursework in the areas of accounting, finance, data analytics, economics, management, marketing, human resource management, and operations management; and Develop an ability to integrate and see the interplay of core business fundamental coursework.
- Decision Making: Achieve a capacity for an integrated critical analysis of business opportunities, processes, and problems in the healthcare industry; Develop an ability to understand, synthesize, and accordingly activate quantitative and qualitative information to improve healthcare industry-related decision making; Apply knowledge to solve for real-world healthcare industry issues and segments; and Develop and execute strategic approaches to lead, manage, and operationalize healthcare industry organizations.
- Ethics and Values-Driven Leadership: Be exposed to and rooted in ethics and values-related coursework; Demonstrate ability to operationalize ethics and values-related frames into healthcare

industry strategy; and Distinguish self as a leader in business who exhibits personal integrity and an ability to apply ethical principles to the healthcare industry.

- Global Perspective and Diversity: Equip or enhance global perspective by recognizing international healthcare-related topics and issues; Understand, appreciate, and leverage individual, team, and organizational diversity; and Lead and be a member of cross-functional, multi-expertise healthcare industry teams.
- Entrepreneurship and Innovation: Anticipate the challenges of leading and managing an evolving healthcare marketplace; and Demonstrate an innovative, entrepreneurial approach to strategy and decision making in the healthcare industry.

Human Resources (MSHR)

An organization is only as good as its people. The Quinlan MS in Human Resources program will give you the analytical, team, and communication skills you'll need.

You'll be well-prepared to recruit, select, develop, and reward the employees that ensure your company's success every day. You'll also gain access to a strong alumni and human resources network in Chicago, and the mentor program run by Loyola's Institute of Human Resources and Employment Relations.

The Human Resources (MSHR) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Certificate

- Human Resources and Employment Relations Certificate (p. 1585)

Combined

- Human Resources (MBA/MSHR) (p. 1870)

Curriculum

The M.S. in Human Resources can be pursued full-time or part-time. Students with three years of human resources experience take 12 classes. Students without experience take an internship class (HRER 415) in addition to the 12 classes.

Besides the traditional Master's program, the Human Resources (MSHR) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
HRER 413	Compensation [1]	3
HRER 418	Human Resources Law	3
HRER 422	Global Human Resource Management	3
HRER 429	Human Resource Development	3
HRER 462	Employment Relations	3
HRER 463	Staffing [1]	3
HRER 490	Analytical Problem Solving [1]	3
HRER 501	Performance Management [1]	3
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
Electives		
Select three of the following: [2]		9
HRER 453	Incentive Pay and Employee Benefit Programs [3]	
HRER 417N	Managing and Motivating in the Workplace	
HRER 430	Leading Change in Organizations	
HRER 433	Group Process and Facilitation	
HRER 464	Negotiation and Conflict Management	
HRER 498	Independent Study	
HRER 500	Special Topics in Human Resources and Employment Relations	
HRER 502	Global Employment Relations	
Internship		
HRER 415	Internship [4]	1
Total Hours		**36**

1. This course may be used by students in the Accelerated Master's Pathway in their senior year.
2. Up to 1 elective may be a non-HRER graduate business course.
3. Students interested in sitting for the Society for Human Resource Management certification exams are advised to take HRER 453 as one of their three electives.
4. Students with less than three years of HR experience are required to take HRER 415 in addition to the 12 required courses for the M.S. in Human Resources.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HRER 413	Compensation	3
HRER 462	Employment Relations	3
	Hours	**6**
Winter		
HRER 429	Human Resource Development	3
Select one from Electives		3
	Hours	**6**
Spring		
HRER 463	Staffing	3
HRER 490	Analytical Problem Solving	3
	Hours	**6**
Summer		
HRER 418	Human Resources Law	3
Select one from Electives		3
	Hours	**6**

Year 2		
Fall		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
HRER 501	Performance Management	3
	Hours	**6**
Winter		
HRER 422	Global Human Resource Management	3
Select one from Electives		3
	Hours	**6**
	Total Hours	**36**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

HRER-BBA (and HRER minor) students should work with their advisor to select up to 12 shared credits.

Course	Title	Hours
Senior		
Fall		
HRER 501	Performance Management	3
HRER 413	Compensation	3
	Hours	**6**
Spring		
HRER 490	Analytical Problem Solving	3
HRER 463	Staffing	3
	Hours	**6**
Master's		
Summer		
HRER 418	Human Resources Law	3
Elective Course		3
	Hours	**6**
Fall		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
HRER 462	Employment Relations	3
	Hours	**6**
Winter		
HRER 422	Global Human Resource Management	3
HRER 429	Human Resource Development	3
	Hours	**6**
Spring		
Elective Course		3
Elective Course		3
	Hours	**6**
	Total Hours	**36**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review

process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand the theoretical and practical demands of HR professional career and human relations requirements of being an effective manager; both of which involve attracting, engaging, and retaining talented employees.
- Develop and administer human resource strategies, programs and policies in the specific functional areas including talent acquisition/staffing (including employment planning, recruitment, and selection), HR development and training, compensation and benefits, performance management, and employment relations.
- Understand how the practice of effective human resource management can positively impact the business and result in a competitive advantage to the organization.
- Utilize critical thinking skills which involve complex human behavior and motivation.
- Appreciate of the value and methods for sustaining employee diversity including a global perspective as it relates to human resources.
- Develop research, written, and oral communications skills by preparing in-depth case presentations and reports.
- Appreciate ethical perspectives and support sustainable outcomes with respect to all aspects of HR management.

Human Resources and Employment Relations Certificate

Learn the foundations of recruiting, selecting, developing and rewarding employees through our Human Resources and Employment Relations certificate program.

This graduate-level, five-course certificate is ideal for students interested in the fundamentals of human resources management who have three or more years of professional work experience or have completed one HR course (graduate or undergraduate) within the last three years.

Related Programs

Master's

- Human Resources (MSHR) (p. 1583)
- Next Generation MBA (MBA) (p. 1590)

Curriculum

Students should have three or more years of professional work experience or have completed one HR course (graduate or undergraduate) within the last three years. All courses completed in the certificate program can be applied toward a Quinlan MBA Degree (p. 1545) or M.S in Human Resources (p. 1583). Select one of the following tracks to earn the Certificate with three courses (9 credits).

Workforce Planning Track

Code	Title	Hours
HRER 429	Human Resource Development	3
HRER 462	Employment Relations	3
HRER 463	Staffing	3
Total Hours		**9**

Stakeholder Management Track

Code	Title	Hours
HRER 417N	Managing and Motivating in the Workplace	3
HRER 418	Human Resources Law	3
HRER 462	Employment Relations	3
or HRER 464	Negotiation and Conflict Management	
Total Hours		**9**

Organizational Leadership Track

Code	Title	Hours
HRER 417N	Managing and Motivating in the Workplace	3
HRER 430	Leading Change in Organizations	3
or HRER 433	Group Process and Facilitation	
HRER 422	Global Human Resource Management	3
or HRER 501	Performance Management	
Total Hours		**9**

Rewards & Recognition Track

Code	Title	Hours
HRER 413	Compensation	3
HRER 453	Incentive Pay and Employee Benefit Programs	3

HRER 501	Performance Management	3
Total Hours		**9**

People Analytics Track

Code	Title	Hours
HRER 452	Human Resources Information Systems	3
HRER 490	Analytical Problem Solving	3
INFS 492	Database Systems	3
or INFS 494	Applied Data Mining and Artificial Intelligence (AI)	
Total Hours		**9**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
HRER 413	Compensation	3
HRER 462	Employment Relations	3
	Hours	**6**
Winter		
HRER 429	Human Resource Development	3
	Hours	**3**
Spring		
HRER 463	Staffing	3
	Hours	**3**
Year 2		
Fall		
HRER 501	Performance Management	3
	Hours	**3**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Completion of the HRER certificate allows you to leverage knowledge and skills to work as a highly effective human resources management professional or as a manager who partners effectively with human resources departments to acquire, develop, and reward talented employees.

Specific skills developed include:

- Distinguish the essentials of key human resource functions and how they are deployed in organizations. (Analyzing)
- Evaluate human resource policy and practice from an ethical perspective. (Evaluating)
- Design HR programs and policies that align with stakeholder goals and objectives. (Creating)
- Develop proficiency in building positive relationships across organizational functions and levels. (Creating)

Marketing (MSM)

Our Master of Science in Marketing (MSM) degree program integrates creativity with analytics and strategy with insight. You'll have the opportunity to accelerate your career in the dynamic fields of 21st century marketing.

Many students with undergraduate degrees in journalism, communications, advertising, and marketing enroll in the MSM program to advance their careers with additional credentials. Others with degrees in finance, economics, medicine, and engineering choose the MSM program as a pathway to career change.

The Marketing (MSM) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Business Analytics (MS) (p. 1572)

Combined

- Business Analytics (MBA/MS) (p. 1862)
- Marketing (MBA/MSM) (p. 1877)

Curriculum

The Masters in Marketing (MSM) program's strategic and creative curriculum builds the skills needed for strong brand management that addresses global challenges with thoughtful, actionable innovations for today's marketplace. The MSM can be completed in 12-16 months.

Besides the traditional Master's program, the Marketing (MSM) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Prerequisite		
INFS 402N	Quantitative Methods II - Statistics Primer	0
Marketing Foundation		
MARK 460	Marketing Management	3
MARK 461	Research Methods in Marketing	3
MARK 464	Integrated Marketing Communication	3
MARK 465	International Marketing	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
Ethics Requirement		
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	

Track Requirements (p. 1587)	**15**
Total Hours	**36**

Track Requirements

MSM students choose one of the following three tracks:

- Digital Marketing Analytics (STEM-designated)
- Integrated Marketing Communications
- Supply Chain (STEM-designated)

All three tracks have a 12-course curriculum with one prerequisite course.

Digital Marketing Analytics Track

The STEM-designated Digital Marketing Analytics track is devoted to engaging emerging capabilities built on the foundation of creative, digital, and analytical marketing skill sets.

Combining business goals with marketing decisions, this increasingly critical marketing function leverages consumer, retail, and category trend data to help marketers make informed marketing and business decisions through database models, improved sales forecasting, and data-driven tactics that enhance consumer loyalty, market share, and profitability.

Track Curriculum

Code	Title	Hours
Track Requirements		
INFS 492	Database Systems [1]	3
MARK 562	Database Marketing Strategy	3
Track Electives		
Select three of the following:		9
INFS 494	Applied Data Mining and Artificial Intelligence (AI) [1]	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
INFS 590	Global Strategy and Data [1]	
INFS 592	Data Visualization [1]	
INFS 796	Data Warehousing [1]	
MARK 660	Digital Marketing Analytics	
Total Hours		**15**

[1] Upon completion of INFS 492 Database Systems, INFS 494 Applied Data Mining and Artificial Intelligence (AI), INFS 796 Data Warehousing and any other two annotated courses, the student will earn a Business Analytics Certificate.

Integrated Marketing Communications Track

Track Curriculum

Code	Title	Hours
Track Electives		
Select five of the following:		15
MARK 463	Sales and Strategic Leadership	
MARK 561	Comparative Consumer Behavior	
MARK 562	Database Marketing Strategy	
MARK 564	Brand Equity and Marketing Strategy	
MARK 566	Integrated Media Planning	
MARK 568	Social Media & Content Marketing	
ENTR 482	Entrepreneurial Marketing	
Total Hours		**15**

Pursuing Internet or Database Marketing

Students interested in careers in Internet or database marketing are encouraged to consider courses in e-commerce, data warehousing, or related areas from the extensive offerings in Loyola's highly respected masters' degree program in information systems analytics.

Supply Chain Track

An efficient supply chain allows for a marketing strategy to be successfully implemented. The STEM-designated Supply Chain track intertwines marketing and supply chain; giving you the skills to move products from supplier to customer while also managing service operations. You'll learn advanced techniques in inventory management, purchasing management, global logistics, and supply chain analytics.

Track Curriculum

Code	Title	Hours
Track Requirement		
SCMG 480	Operations Management	3
Track Electives		
Select four of the following:		12
INFS 484N	Project Management	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
SCMG 481	Performance Improvement in Business Processes	
SCMG 482	Lean Production Concepts and Practices	
SCMG 483	Management of Service Operations	
SCMG 486	Global Logistics [1]	
SCMG 487	Purchasing Management [1]	
SCMG 488	Inventory Management [1]	
SCMG 489	Supply Chain Analytics	
Total Hours		**15**

[1] Upon completion of this course and one additional supply chain track elective, the student will earn a Supply Chain Fundamentals Certificate.

Suggested Sequence of Courses

Traditional Master's Program

Digital Marketing Analytics Track

Course	Title	Hours
Year 1		
Fall		
INFS 492	Database Systems	3
MARK 460	Marketing Management	3
	Hours	**6**
Winter		
MARK 464	Integrated Marketing Communication	3
Select one Elective		3
	Hours	**6**
Spring		
MARK 461	Research Methods in Marketing	3
MARK 465	International Marketing	3
	Hours	**6**

Summer		
MARK 562	Database Marketing Strategy	3
Select one Elective		3
	Hours	**6**
Year 2		
Fall		
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**6**
Winter		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

[1] Upon completion of INFS 492 Database Systems, INFS 494 Applied Data Mining and Artificial Intelligence (AI), INFS 796 Data Warehousing and any other two annotated courses, the student will earn a Business Analytics Certificate.

Integrated Marketing Communications Track

Course	Title	Hours
Year 1		
Fall		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
MARK 460	Marketing Management	3
	Hours	**6**
Winter		
Select one Elective		3
Select one Elective		3
	Hours	**6**
Spring		
MARK 461	Research Methods in Marketing	3
MARK 465	International Marketing	3
	Hours	**6**
Summer		
MARK 464	Integrated Marketing Communication	3
Select one Elective		3
	Hours	**6**
Year 2		
Fall		
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**6**
Winter		
Select one Elective		3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

Supply Chain Track

Course	Title	Hours
Year 1		
Fall		
MARK 460	Marketing Management	3
SCMG 480	Intro to Operations Management	3
	Hours	**6**
Winter		
MARK 464	Integrated Marketing Communication	3
Select one Elective		3
	Hours	**6**
Spring		
MARK 461	Research Methods in Marketing	3
MARK 465	International Marketing	3
	Hours	**6**
Summer		
Select one Elective		3
Select one Elective		3
	Hours	**6**
Year 2		
Fall		
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**6**
Winter		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

Accelerated Master's Pathway

Students can take up to 9 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Digital Marketing Analytics Track

Course	Title	Hours
Senior		
Fall		
INFS 402N	Quantitative Methods II - Statistics Primer [1]	0
MARK 460	Marketing Management	3
	Hours	**3**
Spring		
MARK 461	Research Methods in Marketing	3
Select one Elective [2]		3
	Hours	**6**
Master's		
Summer		
MARK 562	Database Marketing Strategy	3
Select one Elective		3
	Hours	**6**

Fall		
INFS 492	Database Systems	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**9**
Winter		
MARK 464	Integrated Marketing Communication	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
	Hours	**6**
Spring		
MARK 465	International Marketing	3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

1 This is a pre-requisite course. Students may take statistics courses such as STAT 103 or ISSCM 241 to fulfill this requirement.

2 Select Marketing elective course with the Graduate Program Director or academic advisor.

Integrated Marketing Communications Track

Course	Title	Hours
Senior		
Fall		
INFS 402N	Quantitative Methods II - Statistics Primer [1]	0
MARK 460	Marketing Management	3
	Hours	**3**
Spring		
MARK 461	Research Methods in Marketing	3
Select one Elective [2]		3
	Hours	**6**
Master's		
Summer		
MARK 464	Integrated Marketing Communication	3
Choose one Elective		3
	Hours	**6**
Fall		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**9**
Winter		
Select one Elective		3
Select one Elective		3
	Hours	**6**
Spring		
MARK 465	International Marketing	3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

1 This is a pre-requisite course. Students may take statistics courses such as STAT 103 or ISSCM 241 to fulfill this requirement.

2 Select Marketing elective course with the Graduate Program Director or academic advisor.

Supply Chain Track

Course	Title	Hours
Senior		
Fall		
INFS 402N	Quantitative Methods II - Statistics Primer [1]	0
MARK 460	Marketing Management	3
	Hours	**3**
Spring		
MARK 461	Research Methods in Marketing	3
Select one Elective [2]		3
	Hours	**6**
Master's		
Summer		
Select one Elective		3
Select one Elective		3
	Hours	**6**
Fall		
SCMG 480	Intro to Operations Management	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
	Hours	**9**
Winter		
MARK 464	Integrated Marketing Communication	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
	Hours	**6**
Spring		
MARK 465	International Marketing	3
Select one Elective		3
	Hours	**6**
	Total Hours	**36**

1 This is a pre-requisite course. Students may take statistics courses such as STAT 103 or ISSCM 241 to fulfill this requirement.

2 Select Marketing elective course with the Graduate Program Director or academic advisor.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

As a Quinlan MSM student, you will:

- Develop the creative and strategic skills you need to lead and innovate in the diverse, digital, and dynamic field of marketing
- Learn marketing strategies that deliver brand growth and a competitive advantage in a time of sweeping economic, environmental, and social change
- Gain the technical business skills that are essential in today's global economy
- Learn to ask the questions that are important to humanity as you harness the power of marketing to promote positive social change
- You will also build a strong foundation in: Marketing finance; Strategic planning; Brand leadership; Digital and social content development; Leadership and ethics; Database analytics; Sustainable business leadership; and Global campaign development.

Next Generation MBA (MBA)

Meet the future of MBA programs.

The Next Generation MBA prepares you to be a data-driven business leader with the ability to think critically and communicate effectively. You'll also build a strong set of values to drive your business decisions and career.

The Quinlan School of Business offers four MBA programs. Learn which one best fits your needs through our MBA guide (https://www.luc.edu/quinlan/academics/graduatedegrees/mba/pickinganmbaprogram/).

The Next Generation MBA (MBA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Certificate

- Baumhart Certificate in Environmental, Social, and Governance (p. 1571)
- Human Resources and Employment Relations Certificate (p. 1585)
- Supply Chain Fundamentals Certificate (p. 1597)

Curriculum

Two program tracks are offered:

- Students with a bachelor's degree in business or meeting program prerequisites can complete the Next Generation MBA program in one year of full-time study.
- Students with an undergraduate degree in any field or students who opt for a flexible pace can complete the MBA program in two years of part-time study.

Besides the traditional Master's program, the Next Generation MBA (MBA) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

FLEX MBA Curriculum

Code	Title	Hours
Pre-Requisite Knowledge [1]		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
Introductory MBA Courses [1]		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics	3
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
Next Generation Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3
Electives (Select three)		**9**
Through electives, you can shape your education for your personal career path and interests. Electives can be concentrated in a particular area of study (e.g., finance, marketing, human resources management, etc.) or selected across several areas of interests.		
Total Hours		**48**

[1] Upon admission, students may be granted a waiver of prerequisite and introductory MBA courses (indicated in blue), based upon academic work completed in the last 5 years with students earning the grade(s) of "B" or higher within a discipline. Advanced means an elective course from the same area of study may be completed. 'Substitution means any course in any area may be used to fulfill the introductory course

1 Year MBA Curriculum

Code	Title	Hours
MBA Requirements		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
FINC 470N	Business Finance	3
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
HRER 417N	Managing and Motivating in the Workplace	3
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3
Electives (Select four)		**12**
Through electives, you can shape your education for your personal career path and interests. Electives can be concentrated in a particular area of study (e.g., finance, marketing, human resources management, etc.) or selected across several areas of interests		
Total Hours		**36**

Tracks(Electives)

You can choose to have a track by taking three courses in any one of the twelve disciplines through elective options (four courses needed for accounting). The tracks available within the Next Generation MBA program are:

Accounting

The MBA with an accounting track paves the way for an exciting career in financial management, consulting, or your own business.

The MBA accounting track includes fundamental courses in ethics, leadership, and international business. Students may choose to customize their studies by focusing on select accounting concepts, procedures, and applications.

Elective Courses

Choose four of the following elective courses in order to complete the accounting track.

Code	Title	Hours
ACCT 404	Financial State Analysis	3
ACCT 424	Managerial Accounting	3
ACCT 425	International Accounting	3

ACCT 432	State, Local and International Tax	3
ACCT 436	Forensic Accounting and Fraud	3
ACCT 437	Advanced Forensic Accounting	3
ACCT 412	Special Topics in Accounting	3
LREB 445	Entrepreneurship Law	3

Artificial Intelligence

The MBA with artificial intelligence track positions you to lead at the forefront of business innovation.

Quinlan's AI track combines technical fluency, strategic insight, and ethical leadership to help you turn intelligent technologies into smarter decisions and stronger performance. Through applied coursework and industry engagement, you will build the skills to identify AI opportunities, guide responsible implementation, and drive meaningful transformation across your organization.

Elective Courses

Choose three of the following elective courses in order to complete the artificial intelligence track.

Code	Title	Hours
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
INFS 798	AI Product Management	3
ETHC 499	Special Topics in Business Ethics	3
ENTR 499	Special Topics in Entrepreneurship	3
XXXX 499	AI-centric Special Topics Courses	3

Business Ethics

The MBA with business ethics track emphasizes the importance of having a moral code and behaving ethically in the business environment.

Loyola's business ethics courses are designed to help you meet all challenges head-on. Our practical curriculum based on responsible leadership aims to make you accountable, ethical, and trustworthy. You will learn the business imperative for treating all stakeholders—including customers, employees, and the community—with respect and integrity.

Elective Courses

Choose three of the following elective courses in order to complete the business ethics track.

Code	Title	Hours
ETHC 441N	Business Ethics (If ETHC 446 taken for MBA Core)	3
ETHC 443	Global Environmental Ethics	3
ETHC 446	International Business Ethics (If ETHC 441N taken for MBA Core)	3
ETHC 499	Special Topics in Business Ethics	3
INFS 795	Ethics and Data Analytics	3
MGMT 444	Introduction to ESG - Expectations & Opportunities	3
MGMT 445	ESG in Practice-Business Leadership in Times of Change	3
MGMT 485	Social Enterprise	3

Entrepreneurship

The MBA with an entrepreneurship track lays the groundwork for your future as a successful business owner. Experts predict that entrepreneurial opportunities will continue to grow in virtually every field of business. A solid knowledge of entrepreneurship principals, laws, and applications will enable you to hit the ground running.

Loyola's entrepreneurship courses provide you with complete hands-on training, often in partnership with local businesses. We offer a global perspective and a practical curriculum that prepares you to exercise sound judgment in recognizing lucrative entrepreneurial opportunities.

Elective Courses

Choose three of the following elective courses in order to complete the entrepreneurship track.

Code	Title	Hours
ENTR 480	Recognizing Entrepreneurial Opportunities	3
ENTR 481	Entrepreneurship	3
ENTR 482	Entrepreneurial Marketing	3
ENTR 483	Strategic Entrepreneurship and Innovation Management	3
MGMT 472	Leading Change in Organizations	3
MGMT 485	Social Enterprise	3
LREB 445	Entrepreneurship Law	3

[1] Required

Finance

The MBA with a finance track is one of the most popular areas in business studies today. Interest is driven by professional opportunities in business, investment, and finance.

Loyola's MBA with a finance track is well known for its practical curriculum, hands-on application, and partnered delivery with established Chicago businesses. In addition to studying relevant trends and current issues, you will employ a global perspective and gain a solid understanding of international and emerging financial systems.

Elective Courses

Choose three of the following elective courses in order to complete the finance track.

Code	Title	Hours
FINC 452	Investment Management	3
FINC 453	Topics in Advanced Financial Management	3
FINC 455	International Financial Management	3
FINC 456	Management of Financial Institutions	3
FINC 553	Applied Portfolio Management	3
FINC 556	Investment Banking	3
FINC 599	Special Topics	3
FINC 628	Valuation	3

Human Resources Management

The MBA with human resources track can bolster your ability to manage and motivate a company's most valuable asset—it's employees.

Loyola's professors demonstrate the application of key practices in developing, managing, recruiting, and leading staff. Our strong focus on

examining and understanding current issues impacting HR from a global perspective will put you at an advantage in the marketplace.

Elective Courses

Choose three of the following elective courses in order to complete the human resources track.

Code	Title	Hours
HRER 413	Compensation	3
HRER 418	Human Resources Law	3
HRER 422	Global Human Resource Management	3
HRER 429	Human Resource Development	3
HRER 430	Leading Change in Organizations	3
HRER 433	Group Process and Facilitation	3
HRER 453	Incentive Pay and Employee Benefit Programs	3
HRER 462	Employment Relations	3
HRER 463	Staffing	3
HRER 490	Analytical Problem Solving	3
HRER 500	Special Topics in Human Resources and Employment Relations	3
HRER 501	Performance Management	3

Information Systems

The MBA with an information systems track will advance your career in the arena of information technology. Every business relies on IT processes to stay competitive, improve efficiency, and enhance communication. Loyola's practical curriculum helps you develop advanced skills for improving organizational performance and consequently, profitability, allowing you to naturally progress into leadership or managerial roles.

Elective Courses

Choose three of the following elective courses in order to complete the information systems track.

Code	Title	Hours
INFS 443	Business Analytics	3
INFS 492	Database Systems	3
INFS 493	Database Analytics	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
INFS 592	Data Visualization	3
INFS 691	Principles of Analytic Programming	3
INFS 791	Programming for Business Decision Making	3
INFS 796	Data Warehousing	3
INFS 797	Applications of Visualization	3
INFS 798	AI Product Management	3

International Business

The MBA with an international business track gives you the competitive edge in a distinctly global economy. A growing number of businesses are competing in the international market; advanced knowledge of global practices enhances your opportunities significantly at home and abroad.

Elective Courses

Choose three of the following elective courses in order to complete the international business track.

Code	Title	Hours
ACCT 425	International Accounting	3
ACCT 432	State, Local and International Tax	3
FINC 455	International Financial Management	3
IBUS 455	International Strategies for Multinational Enterprises (if ENTR 480 taken for MBA Core)	3
IBUS 499	Special Topics in International Business	3
HRER 422	Global Human Resource Management	3
MARK 465	International Marketing	3
ETHC 443	Global Environmental Ethics	3
ETHC 446	International Business Ethics	3
SCMG 486	Global Logistics	3

Graduate Business Study Abroad

Management

The MBA with a management track will give your career the boost needed to secure leadership, managerial, or executive positions. Our program provides you the advanced knowledge necessary for successful career advancement. A practical curriculum enhanced with a global perspective and strong business ethics foundation affords you a distinct competitive edge.

Elective Courses

Choose three of the following elective courses in order to complete the management track.

Code	Title	Hours
ENTR 480	Recognizing Entrepreneurial Opportunities (If IBUS 455 taken for MBA Core)	3
ENTR 481	Entrepreneurship	3
ENTR 482	Entrepreneurial Marketing	3
ENTR 483	Strategic Entrepreneurship and Innovation Management	3
ETHC 443	Global Environmental Ethics	3
ETHC 446	International Business Ethics	3
IBUS 455	International Strategies for Multinational Enterprises (If ENTR 480 taken for MBA Core)	3
MGMT 472	Leading Change in Organizations	3
MGMT 477	Family Business	3
MGMT 485	Social Enterprise	3
MGMT 573	Business Strategy	3
MGMT 574	Corporate Strategy	3

Marketing

The MBA with a marketing track equips business managers with solid marketing skills to lead and grow brands and companies naturally.

Elective Courses

Choose three of the following elective courses in order to complete the marketing track.

Code	Title	Hours
MARK 461	Research Methods in Marketing	3
MARK 463	Sales and Strategic Leadership	3
MARK 464	Integrated Marketing Communication	3
MARK 465	International Marketing	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3

MARK 561	Comparative Consumer Behavior	3
MARK 562	Database Marketing Strategy	3
MARK 564	Brand Equity and Marketing Strategy	3
MARK 566	Integrated Media Planning	3
MARK 568	Social Media & Content Marketing	3
MARK 569	Special Topics	3
MARK 660	Digital Marketing Analytics	3

Supply Chain Management

The MBA with an supply chain management track teaches you advanced strategies to improve business performance and output. Our practical curriculum and hands-on approach contribute to effective and enhanced learning for you.

Elective Courses

Choose three of the following elective courses in order to complete the supply chain management track.

Code	Title	Hours
SCMG 481	Performance Improvement in Business Processes	3
SCMG 482	Lean Production Concepts and Practices	3
SCMG 483	Management of Service Operations	3
SCMG 486	Global Logistics	3
SCMG 487	Purchasing Management	3
SCMG 488	Inventory Management	3
SCMG 489	Supply Chain Analytics	3
SCMG 589	Supply Chain Management Consulting	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Two Year Completion

Course	Title	Hours
Year 1		
Fall		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
	Hours	**6**
Winter		
ECON 420	Managerial Economics	3
MARK 460	Marketing Management	3
	Hours	**6**
Spring		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
	Hours	**6**
Summer		
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
	Hours	**6**
Year 2		
Fall		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
SCMG 480	Intro to Operations Management	3
	Hours	**6**
Winter		
MGMT 431N	Business Consulting Course	3
Business Elective [1]		3
	Hours	**6**
Spring		
MGMT 430N	Strategy and Leadership	3
Business Elective [1]		3
	Hours	**6**
Summer		
Business Electives (2) [1]		6
	Hours	**6**
	Total Hours	**48**

[1] Consult with Academic Advisor when choosing elective courses.

One and a Half Year Completion

Course	Title	Hours
Year 1		
Fall		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
SCMG 480	Intro to Operations Management	3
	Hours	**9**
Winter		
ECON 420	Managerial Economics	3
FINC 470N	Business Finance	3
MARK 460	Marketing Management	3
	Hours	**9**
Spring		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
Business Elective [1]		3
	Hours	**9**

Summer		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
HRER 417N	Managing and Motivating in the Workplace	3
Business Elective [1]		3
	Hours	**9**
Year 2		
Fall		
MGMT 430N	Strategy and Leadership	3
Business Elective [1]		3
	Hours	**6**
Winter		
MGMT 431N	Business Consulting Course	3
Business Elective [1]		3
	Hours	**6**
	Total Hours	**48**

[1] Consult with Academic Advisor to select an elective course.

One Year Completion

Course	Title	Hours
Year 1		
Fall		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
ACCT 400	Financial Accounting for Business Decisions	3
MARK 460	Marketing Management	3
FINC 450	Financial Management	3
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
	Hours	**12**
Winter		
ECON 420	Managerial Economics	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
FINC 470N	Business Finance	3
Business Elective [1]		3
	Hours	**12**
Spring		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
INFS 596N or MARK 470N	Data Driven Decision Making or Research, Insights and Storytelling	3
MGMT 430N	Strategy and Leadership	3
SCMG 480	Intro to Operations Management	3
	Hours	**12**
Summer		
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3
Business Elective [1]		3
Business Elective [1]		3
	Hours	**12**
	Total Hours	**48**

[1] Consult with Academic Advisor to choose elective courses.

1 Year MBA Sequence

Course	Title	Hours
Year 1		
Term 1		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
Business Elective [1]		3
	Hours	**9**
Term 2		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
FINC 470N	Business Finance	3
Business Elective [1]		3
	Hours	**9**
Term 3		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
MGMT 430N	Strategy and Leadership	3
Business Elective [1]		3
	Hours	**9**
Term 4		
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3
Business Elective [1]		3
	Hours	**9**
	Total Hours	**36**

[1] Consult with Academic Advisor when selecting elective courses.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Sequence of Courses for Students with a BBA

Students with a BBA are admitted into the 36 credit hour program.

Course	Title	Hours
Senior		
Fall		
MARK 425N	Business Communication [1]	1.5
MGMT 426N	Leadership Development [1]	1.5
Business Elective [2]		3
	Hours	**6**

Spring		
ETHC 441N or ETHC 446	Business Ethics [1] or International Business Ethics	3
HRER 417N	Managing and Motivating in the Workplace [1]	3
	Hours	**6**
Master's		
Fall		
FINC 470N	Business Finance	3
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
Business Elective [1]		3
	Hours	**9**
Winter		
MGMT 431N	Business Consulting Course	3
Business Elective [2]		3
	Hours	**6**
Spring		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
MGMT 430N	Strategy and Leadership	3
Business Elective [2]		3
	Hours	**9**
	Total Hours	**36**

[1] This course was chosen for the purposes of creating a suggested sequence of courses. Students choose from among required MBA courses without pre-requisites (MARK 425N, MGMT 426N, HRER 417N, INFS 596N, ENTR 480, IBUS 455, ETHC 441N or ETHC 446).

[2] Consult with Academic Advisor when choosing elective courses.

Sequence of Courses for Students with Non-BBA

Students with a non-BBA are admitted into the 48 credit hour program.

Course	Title	Hours
Senior		
Fall		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
	Hours	**6**
Spring		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
SCMG 480	Intro to Operations Management	3
	Hours	**6**
Master's		
Summer		
ECON 420	Managerial Economics	3
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
	Hours	**9**
Fall		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
MARK 460	Marketing Management	3
Business Elective [1]		3
	Hours	**9**
Winter		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
MGMT 431N	Business Consulting Course	3
Business Elective [1]		3
	Hours	**9**
Spring		
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
MGMT 430N	Strategy and Leadership	3
Business Elective [1]		3
	Hours	**9**
	Total Hours	**48**

[1] Consult with Academic Advisor to select elective courses.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Learning Goals for Master of Business Administration Program (MBA)

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines. They will be able to apply theory, skills, and knowledge from these disciplines to business practice.
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making.
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice.
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender.
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing.
- Entrepreneurship and Innovation: Graduates will anticipate the challenges of leading and managing evolving business and markets and demonstrate an innovative, entrepreneurial approach to strategy and decision making.

Supply Chain Fundamentals Certificate

As of Fall 2026, this program is no longer accepting admits.

With markets that move at the speed of ecommerce, global companies must have a high-performing supply chain and logistics system. Learn the fundamentals in our Supply Chain Fundamentals certificate program.

Related Programs

Master's

- Supply Chain Management (MSSCM) (p. 1598)

Minor

- Supply Chain Management Minor (p. 817)

Combined

- Supply Chain Management (MBA/MSSCM) (p. 1906)

Curriculum

Students should have completed one course in statistics (or can complete a statistics course at Loyola before beginning the certificate program) and have the U.S. equivalent of a BA or BS degree.

Code	Title	Hours
Prerequisite Course		
INFS 491	Managerial Statistics with Artificial Intelligence (AI) [1]	3
Required Courses		
SCMG 480	Operations Management [2]	3
SCMG 486	Global Logistics	3
SCMG 487	Purchasing Management	3
SCMG 488	Inventory Management	3
Elective Courses (p.)		
Select one of the following: [3]		3
INFS 484N	Project Management	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
SCMG 481	Performance Improvement in Business Processes	
SCMG 482	Lean Production Concepts and Practices	
SCMG 483	Management of Service Operations	
SCMG 489	Supply Chain Analytics	
Total Hours		**15**

1. This course may be waived if student has completed an equivalent course with a grade of "B" or higher in the last 5 years.
2. This course can be substituted, depending on academic background. If substituted, the student would take an additional elective course.
3. Select two if SCMG 480 has been waived.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
SCMG 480	Intro to Operations Management	3
Select one from list of Electives		3
	Hours	**6**
Winter		
SCMG 488	Inventory Management	3
	Hours	**3**
Spring		
SCMG 487	Purchasing Management	3
	Hours	**3**
Summer		
SCMG 486	Global Logistics	3
	Hours	**3**
	Total Hours	**15**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

At the completion of the program, graduates are expected to:

- Use advanced supply chain strategies and be able to implement these strategies in a variety of global business environments.
- Utilize sophisticated methodologies to improve or optimize operations across a wide range of industries.
- Execute advanced tasks associated with process design and improvement, transportation management, inventory management, and purchasing management.

Supply Chain Management (MSSCM)

The STEM-designated Master of Science in Supply Chain Management focuses on real world challenges related to moving goods globally – on time and on budget. This program will enable you to understand the issues and solve the complex challenges.

The Supply Chain Management (MSSCM) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Certificate

- Business Analytics Certificate (p. 1575)
- Supply Chain Fundamentals Certificate (p. 1597)

Combined

- Supply Chain Management (MBA/MSSCM) (p. 1906)

Curriculum

The Master of Science in Supply Chain Management's 12-course curriculum[1] prepares you to be a responsible leader in the supply chain field. Students may be required to take INFS 491 in addition to the courses below, depending on their academic background.[2]

Besides the traditional Master's program, the Supply Chain Management (MSSCM) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
INFS 443	Business Analytics	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
SCMG 480	Operations Management [3]	3
SCMG 486	Global Logistics	3
SCMG 487	Purchasing Management	3
SCMG 488	Inventory Management	3

SCMG 489	Supply Chain Analytics	3
Ethics Requirement		
Select one of the following:		3
ETHC 441N	Business Ethics	
ETHC 446	International Business Ethics	
INFS 795	Ethics and Data Analytics [4]	
Electives		
Select three (or four, if SCMG 480 is substituted)		9
FINC 620	Financial Mathematics and Modeling I	
INFS 484N	Project Management	
INFS 492	Database Systems	
INFS 493	Database Analytics	
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	
INFS 592	Data Visualization	
INFS 596N	Data Driven Decision Making	
INFS 791	Programming for Business Decision Making	
INFS 795	Ethics and Data Analytics [4]	
INFS 796	Data Warehousing	
INFS 797	Applications of Visualization	
MGMT 573	Business Strategy	
or MGMT 574	Corporate Strategy	
SCMG 481	Performance Improvement in Business Processes	
SCMG 482	Lean Production Concepts and Practices	
SCMG 483	Management of Service Operations	
SCMG 595	Risk Analysis for Business and Supply Chain Strategy	
Capstone Course		
SCMG 589	Supply Chain Management Consulting [5]	3
Total Hours		**36**

1 Program requirements are subject to change based on course/instructor availability.

2 The prerequisite requirement is met if you have completed a minimum of one undergraduate course (3 credit hours) of comparable content in the prerequisite subject area within the last seven years with a grade of B (or equivalent) or higher if the course is determined appropriate by their academic advisor.

3 This course can be substituted with a program elective by the approval of the academic director and depending on the academic background. Typically, you need to have completed a minimum of one undergraduate course (3 credit hours) of comparable content in the subject area within the last five years with a grade of B (or equivalent) or higher if the course is determined appropriate by their academic advisor.

4 INFS 795 may be taken to fulfill the Ethics requirement **OR** the Electives requirement, not both.

5 All required courses must be completed prior to or concurrently with SCMG 589.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
SCMG 480	Intro to Operations Management	3
SCMG 489	Supply Chain Analytics	3
Elective Course		3
	Hours	**9**
Winter		
SCMG 488	Inventory Management	3
SCMG 486	Global Logistics	3
Elective Course		3
	Hours	**9**
Spring		
SCMG 487	Purchasing Management	3
SCMG 589	Supply Chain Management Consulting	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
	Hours	**9**
Summer		
INFS 443	Business Analytics	3
ETHC 441N or ETHC 446 or INFS 795	Business Ethics or International Business Ethics or Ethics and Data Analytics	3
Elective Course		3
	Hours	**9**
	Total Hours	**36**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Suggested Sequence for Students with BBA

Course	Title	Hours
Senior		
Fall		
Elective [1]		3
SCMG 489	Supply Chain Analytics	3
	Hours	**6**
Spring		
SCMG 487	Purchasing Management	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
	Hours	**6**
Master's		
Summer		
INFS 343	Business Analytics	3
ETHC 441N or ETHC 446 or INFS 795	Business Ethics or International Business Ethics or Ethics and Data Analytics	3
	Hours	**6**

Fall		
SCMG 480	Intro to Operations Management	3
Elective Course		3
	Hours	**6**
Winter		
SCMG 488	Inventory Management	3
SCMG 486	Global Logistics	3
	Hours	**6**
Spring		
SCMG 589	Supply Chain Management Consulting	3
Elective		3
	Hours	**6**
	Total Hours	**36**

[1] INFS 596N Data Driven Decision Making is recommended. Depending on academic background, students may choose another program elective place of this course. Students should consult with the Graduate Program Director or academic advisor when choosing electives.

Suggested Sequence for Students with Non-BBA

Course	Title	Hours
Senior		
Fall		
SCMG 480	Intro to Operations Management	3
Elective [1]		3
	Hours	**6**
Spring		
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
SCMG 487	Purchasing Management	3
	Hours	**6**
Master's		
Summer		
INFS 443	Business Analytics	3
ETHC 441N or ETHC 446 or INFS 795	Business Ethics or International Business Ethics or Ethics and Data Analytics	3
	Hours	**6**
Fall		
SCMG 489	Supply Chain Analytics	3
Elective		3
	Hours	**6**
Winter		
SCMG 488	Inventory Management	3
SCMG 486	Global Logistics	3
	Hours	**6**
Spring		
SCMG 589	Supply Chain Management Consulting	3
Elective		3
	Hours	**6**
	Total Hours	**36**

[1] INFS 596N Data Driven Decision Making is recommended. Depending on academic background, students may choose another program elective in place of this course. Students should work with the Graduate Program Director or academic advisor when selecting electives.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation

of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Technical Knowledge: Graduates will be proficient in advanced knowledge of supply chain management and methodologies for optimization, transportation, inventory, purchasing management, supply chain analytics, and risk analysis. This comprehensive skill set will enable them to become effective leaders capable of optimizing operations and making informed decisions in a dynamic business environment.
- Critical Decision Making: Graduates will become adept at assessing risks, identifying opportunities for improvement, and devising innovative strategies to enhance supply chain efficiency and overall performance. Equipped with strong critical thinking skills, graduates will be well-prepared to tackle the complexities and uncertainties inherent in supply chain operations, contributing to the success and competitiveness of the organizations they serve.
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice.
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender.
- Communication: Graduates will be able to communicate effectively, orally and in writing.

School of Continuing and Professional Studies

The School of Continuing & Professional Studies (SCPS) at Loyola offers a diverse range of application-oriented graduate and post-baccalaureate programs designed to meet emerging labor market demands. Developed in collaboration with industry experts, these programs provide working adult learners with relevant skills and knowledge to advance their careers.

SCPS empowers adult learners through an accessible, impactful, and holistic education, fostering both personal and professional success. With fully online classes and flexible 8-week schedules, programs allow students to balance their studies with their life's other responsibilities. Additionally, the Urban Affairs and Public Policy program area follows a 16-week semester schedule, offering a mix of online and on-campus coursework to accommodate diverse learning preferences. Led by scholars and experienced practitioners, SCPS courses ensure students gain practical, career-ready expertise to thrive in their chosen fields.

Graduate Programs

- Foundations of Instructional Design Certificate (p. 1606)
- Information Technology Leadership and Strategy (MPS) (p. 1607)
- Instructional Design (MPS) (p. 1609)
- Professional Certificate in Instructional Design (p. 1614)
- Public Affairs and Management Certificate (p. 1614)
- Public Policy (MPP) (p. 1615)
- Public Policy/Law (MPP/JD) (p. 1893)
- Public Service Leadership (MPS) (p. 1617)
- Urban Affairs (MA) (p. 1619)

Post-Baccalaureate Programs

- Paralegal Studies - Corporate Practice Certificate (p. 1610)
- Paralegal Studies - Customized Certificate (p. 1611)
- Paralegal Studies - Litigation and Corporate Practice Certificate (p. 1612)
- Paralegal Studies - Litigation Practice Certificate (p. 1613)
- Public Service Leadership (MPS) (p. 1617)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Instructional Design (INDN)

INDN 420 Instructional Design Theories and Models (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
This course covers how theories of human learning can be applied to the instructional process to make it more effective, efficient, and appealing. The course has a two-fold focus: the theoretical principles that have contributed to the field of ID, and how those principles can be applied within practical settings.
Outcomes:
Differentiate/compare/contrast among learning theories, ID theories and ID models; Identify/describe the basic tenets of behavioral, cognitive, and constructivist theories; Identify/describe motivational theories; Select/apply principles in practical learning situations

INDN 421 Design & Development of Instructional Materials (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
This course builds upon instructional design theories and best practices introduced in the Principles of Instructional Design course. It provides an overview of a variety of instructional tools and technologies and allows students to implement design principles in the development of instructional materials.
Outcomes:
Recall/describe/apply learning theories and methodologies to design/develop instructional materials; Recognize/describe/apply visual literacy strategies and accessibility standards to create instructional materials; Design/develop/implement instructional materials using multiple media

INDN 430 Performance Improvement in Organizations (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
In this course, learners will identify a problem/cause/solution to a performance problem within an organization using the Human Performance Improvement model. Learners will select a learning intervention and create an evaluation plan to assess its effectiveness. Learners will compare/contrast the instructional design process within a variety of organizations.
Outcomes:
Compare/contrast ID teams in organizations; Analyze data to identify performance gaps/causes; Select a performance intervention based on needs analysis; Compose an evaluation plan; Identify Change Management strategies for implementation

INDN 431 Fundamentals of Learning Analytics (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
In this course, students will build a foundation for deploying learning analytics to be used in instructional design. The course employs a combination of theory and hands-on experience using business-intelligence tools. Emphasis will be centered on specific models and methodologies in data collection, normalization, visualization, and analysis.
Outcomes:
Explain learning analytics theory; identify recent trends; Use reporting tools to compile/isolate/summarize data; Differentiate between learning models; Align data models to assessments; Conduct predictive data analysis; Discuss ethics considerations

INDN 440 Applications of Human Centered Design Principles (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
Human-centered design places humans and their needs at the center of the design, compels us to take a holistic/thoughtful approach to our designs. This course uses these principles to examine the design process to create learning experiences that are inclusive and responsive. Learners will also craft their own design philosophy.
Outcomes:
Describe principles of human-centered design; Create a space for learning that incorporates principles of human-centered design; Critique the application and use of these principles; Formulate your own philosophy of design

INDN 490 Instructional Design Capstone (3 Credit Hours)
Pre-requisites: CIEP 470 Principles of Instructional Design, last semester of the program, program director approval; Corequisite: 8W1 remaining course requirements must be completed
Students will apply program outcomes to real-world settings in preparation for an ID career. The course combines research and service learning towards the creation of a project, portfolio and professional artifact. Students will partner with a SME to build a module tailored to their course or institution.
Outcomes:
Conduct a needs assessment, compose learning goals/outcomes, and create an evaluation plan by partnering with a subject matter expert; Create a training module incorporating SME content; Develop a professional portfolio

Master of Public Policy (MPP)

MPP 400 Policy Design and Analysis (3 Credit Hours)
Students will learn to analyze issues to determine if there is a role for government intervention, to evaluate public policy options that could address the identified problem, and to design programs that would target the specific issues. The role of political factors in affecting these decisions is also covered.

MPP 401 Analytical Tools in Public Policy (3 Credit Hours)
This class covers diverse modeling tools in public policy, drawing from fields such as economics, geography, demography, spatial analysis, risk analysis. decision theory. The emphasis is on applied analysis to address current public policy issues.

MPP 402 Cost Benefit Analysis (3 Credit Hours)
The course cover the basics of the CBA technique with applications in several policy areas. CBA is grounded in the policy evaluation framework, including discussion of ethical issues and the use of CBA information in policy and program decisions.
Outcomes:
Ability to conduct CBA analysis, understand its use in the policy process, including ethical issues

MPP 403 Public Budget and Finance (3 Credit Hours)
This course provides students with practical knowledge about the budget process and the tools to construct and analyze a public budget. General theories of public finance and the role of the budget as a political document are covered. Assignments will provide practice in the budgeting approaches covered in the readings.

MPP 404 Public Policy Process (3 Credit Hours)
This class provides an introduction to the major theories of the public policy process. We consider issues of problem definition, social construction, agenda setting, the role of government institutions and interest groups in determining policy outcomes.
Outcomes:
Students will understand how political considerations, institutions, and rules of government affect public policy outcomes

MPP 405 Statistical Methods & Analysis for Public Policy I (3 Credit Hours)
This course is an introduction to statistical modeling, and hypothesis testing for applied problems in urban affairs and public policy. This class will provide the foundation for thinking about casual relationships, determining differences among groups, and what might account for those differences.
Outcomes:
Students will learn to conduct basis statistical analysis and write literate data analysis reports

MPP 406 Statistical Methods & Analysis Public Policy II (3 Credit Hours)
Pre-requisites: MPP 405
This class develops the multiple linear regression model and extensions of it that are commonly used in the study of public policy. We investigate the relationships between the type of data available and the quantitative models to use, including logistic analysis and use of simultaneous equations.
Outcomes:
Students will learn to use the tools necessary to understand, critique, and conduct advanced statistics

MPP 407 Local Economic Development (3 Credit Hours)
Students will learn the current theories of local economic development, including the role of infrastructure, access to markets, workforce quality (human capital), technology development, the role of universities, and the value of networks among business actors. Students will use these theories to create a metropolitan benchmarking report and strategic plan.

MPP 408 Political Feasibility Analysis (3 Credit Hours)
Pre-requisites: Graduate Students Only
Students will analyze strategies for assessing the political feasibility of enacting and implementing public policies. Crafting a message, use of media to communicate that message, identification of allies and opponents, and how to navigate legislative and bureaucratic processes will be covered.
Outcomes:
Ability to craft and implement a comprehensive political strategy to change public policy outcomes; Includes: creating messages, use of media, development of grassroots campaign, work within legislatures and government agencies

MPP 409 Education Policy and Politics (3 Credit Hours)
Pre-requisites: Graduate Students Only
This seminar focuses on K-12 policy in the U.S. using a policy analysis framework. We evaluate alternative policy proposals related to different theories of equality and school quality. We examine market-driven, standards-based, human capital, fiscal, and community-based models of reform. The course concludes by examining the political context for reform.
Outcomes:
Develop analytical ability to identify the contemporary problems with education, what causes them, and what policy reforms could be used to address those problems

MPP 410 Special Topics in Public Policy (3 Credit Hours)
This seminar course will cover specialized topics in public policy in greater detail.
Outcomes:
Students will learn about current issues related to the topic, relevant theoretical approaches, and application of theories to the specific issue in order to develop policy solutions

MPP 411 Environmental Governance (3 Credit Hours)
Environmental governance examines the institutions used to manage the environment and natural resources. The class pulls from political, economic, sociological and ecological frameworks to develop an interdisciplinary examination of the management of resources, both in the US and abroad.

MPP 412 Urban Politics and Policy (3 Credit Hours)
The course examines sources of power in the city and their impact on city policies, including the role of economic power, federalism, government structures, neighborhood groups, and voting. The focus is on any systematic bias in city policies and how likely that the bias could be overcome.
Outcomes:
Understand the major theories of urban politics and use them to analyze potential policy outcomes in cities

MPP 413 Intergovernmental Relations (3 Credit Hours)
This class looks at what determines the allocation of responsibility and power across U.S. levels of government, how do the different levels interact with each other, and how does this system affect why some policy problems appear to receive a lot of attention and others do not. Department consent required.
Outcomes:
Understand how principles of federalism shape policy subsystems, which then affects who addresses policy problems and how outcomes are shaped by the various governments

MPP 414 Affordable Housing Finance and Policy (3 Credit Hours)
This course focuses on how affordable housing programs work - the policy side, the development side, the investment side, and the legal side. This requires an understanding of the legal principles underlying real estate finance, the principles of investment, impact of tax laws, and demographic and economic factors that affect the supply and demand for housing. Department Consent Required.
Outcomes:
Gain knowledge of affordable housing criteria, needs assessments, financial and investment factors that affect supply, structure of common affordable housing policies

MPP 461 Education Law & Policy (3 Credit Hours)
This seminar explores legal, political and practical issues confronting American education. The course begins with analysis of fundamental political and philosophical principles underlying the educational system. Students then apply these principles to areas of education law - such as school finance, governance, the balance between federal and state roles in curriculum. Department consent required for enrollment.
Course equivalencies: MPP 461/LAW 461
Outcomes:
Students will be able to: understand fundamental legal doctrines governing US education law, research legal and political issues in education policy; analyze education problems and develop policy options

MPP 499 Directed Readings (3 Credit Hours)
An independent study course provides the opportunity for a student to develop knowledge regarding a particular topic of interest, beyond that available in traditional courses. The student will develop a contract with the faculty member who supervises the independent study to specify the topics covered, the tasks to be performed, and the grading criteria. Students are expected to participate in development of a reading list. Regular meetings of the student and the faculty supervisor will occur throughout the semester.

MPP 500 Public Policy Evaluation (3 Credit Hours)
Pre-requisites: PLSC 476 or SOCL 414
This class covers basic methods of evaluating the impact of public policies. We will read examples of each type of evaluation and discuss the difficulties each case illustrates in doing applied research - including statistical problems, ethical issues, and the potential impact of the evaluation on policy change.

MPP 501 Public Policy Internship (3 Credit Hours)
Enrollment is restricted to students in MUAPP program. Students will work with an organization in the public sector (typically nonprofit or government) to apply concepts and skills from the first-year MUAPP curriculum. They will develop a portfolio of work products to demonstrate their competencies and interests to future employers. Students will gain relevant work experience; apply concepts and skills developed in other courses in the MUAPP curriculum; create a portfolio of work products to demonstrate abilities to future employers.

MPP 502 Professional Development Skills (1 Credit Hour)
Requirement for MPP graduate students. The class develops professional skills for students to identify and pursue internship and career options. Policy practitioners discuss their experiences, illustrating different work in the policy field. Job search strategies, resume writing, and informational interviews are covered.

MPP 503 Public Policy Practicum (3 Credit Hours)
Enrollment is restricted to students in MUAPP program. This is a capstone course for the masters degree in public policy or urban affairs. The goal is to gain experience working as a team conducting a policy analysis or program evaluation project. Faculty will determine the topic for the course, often based on a real world client's interests.
Outcomes:
Students apply concepts and skills developed in the MUAPP curriculum to a real world problem; work with a client and stakeholders; create a research report appropriate to an applied environment

MPP 606 Childlaw Legislation and Policy Clinic (3 Credit Hours)
Permission of instructor is required prior to registration. Students work on a legislative project under faculty supervision that involves: developing an advocacy and coalition building strategy, drafting bills, developing fact sheets and summaries for pending legislative in Springfield, visiting the state legislature to observe and participate in the process of policy advocacy regarding a child or family law issue.
Outcomes:
Develop skills necessary in policy advocacy: critiquing legislation, assessing a legislative problem, researching the problem, proposing solutions, and drafting materials and presenting information orally

Public Service Leadership (PSLD)

PSLD 400 Introduction to Public Service (3 Credit Hours)
Introduces students to organizational theories and practices useful to public service managers. Teaches students how to use structural, human resource, political and symbolic perspectives to rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making, and leadership; stresses critical thinking skills. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge of ethics, values, and skills for organizational leadership in human service and public service agencies; Knowledge of theory, organizational functions and structures, leadership styles, and value-driven leadership

PSLD 402 Foundations of Global Strategic Communication (3 Credit Hours)
Globalization challenges almost every aspect of communication from creating and delivering messages to spreading ideas that cross language, time, and cultural barriers. The course focuses on using strategies communication planning and management to guide communication activities in organizations. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge of critical communication skills and values; Understand the interplay between communication, technology, and culture

PSLD 403 Program Management and Development (3 Credit Hours)
There is an increasing demand for public service workers who can work with diverse communities through program management and development using strengths and empowerment perspectives and social and economic justice principles. This course builds on the ecological systems perspective that views program development as an arena for social change. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge and skills needed for planning new or adapting existing programs within the context of diverse communities; Develop skill set for program development and quality improvement

PSLD 404 Data, Visualization and Evaluation (3 Credit Hours)
Using Microsoft Excel, this course introduces students to the use of quantitative data in policy, public management, and non-profit decision making. Topics include causal inference, descriptive statistics, data visualization, probability, statistical inference, and regression analysis. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Hands-on knowledge and experience managing and analyzing data sets; Best practices for presenting data to diverse stakeholders

PSLD 405 Design Thinking in Mitigating Complex Social Problems (3 Credit Hours)
Design thinking is a way of working with user-centered innovation to address problems where not all knowledge is available at the outset, i.e. the problem itself is unknown (wicked problems). Design thinking rests on principles such as user involvement, problem framing, experimentation, visualization, and diversity. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Develop critical skills for management and innovation; Develop creative potential of individuals and enable them to deal with wicked problems

PSLD 420 Disaster Operations and Management (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Introduction to emergency management theories and practices that are critical in the emergency management profession. Covers the phases of emergency management, human and political aspects, the importance of effective resource management, environmental concerns, and the threats and hazard identification and risk assessment process that is important to emergency management organizations. Introduces participants to issues related to managing personnel, including volunteers, workforce diversity, decision-making, leadership, and stresses critical thinking skills.
Outcomes:
Knowledge of theory, organizational functions and structures, phases of emergency management, resource management, ethics, politics, and threats and hazards; Develops ability to solve complex problems and engaged with a wide variety of organizations that support emergency management

PSLD 422 Disasters and Vulnerable Populations (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Disasters create lasting impacts for communities large and small. This course introduces students to emergency management concepts that ensure the needs are being met for citizens with access and functional needs, those living in areas with high social vulnerability, and other vulnerable populations throughout the community. Teaches students to include vulnerable populations in all phases of emergency management and provides students with the opportunity to learn critical communication and problem-solving skills.
Outcomes:
Understand the make-up of the community being served, ensure plans, processes, and disaster response includes vulnerable populations within the community; Knowledge of tools and resources available to assist in preparedness activities to ensure they involve the community in its entirety

PSLD 423 Integrated Social-Medical Issues in Emergency Management (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA) Outcomes: Identify social and medical issues in EM practices; Apply the concepts of EM within a social-medical context; Describe EM social and medical organizations and structures and their relation to public service; Apply concepts of leadership to public service, EM, and other sectors
This course builds on existing leadership and public service knowledge with the application of emergency management principles under the shared perspectives of social-medical outlooks. It analyzes current trends and issues within emergency management through a social-medical paradigm and their impact on the public service models and leadership outcomes, including leadership challenges, ineffective communication and processes, and emergency response software, and their impact on medical and social infrastructure,

PSLD 430 Understanding and Mitigating Poverty (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course examines the nature, extent, and causes of poverty and inequality in the US while relying on literature from sociology, political science, economics, psychology and other disciplines. It analyzes the anti-poverty initiatives and policies launched over the past five decades and examines the role of culture, discrimination and classism as well as policy issues.
Outcomes:
Understand key issues regarding causes and consequences of poverty; Describe approaches to understanding and providing solutions to poverty; Explore the dynamics of commitment to social change and anti-poverty initiatives through grantmaking

PSLD 431 Foundations of Social and Sustainable Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Addresses global design for economic and social development via the UN adoption of Sustainable Development Goals and targets. Examines policies and programs that aim to achieve inclusive, people-centered and sustainable development. Covers the basics of narrative policy analysis, measures and outcomes. Explores environmental, social, and economic concerns and their impact at local, national and global levels.
Outcomes:
Identify challenges in social and sustainable development especially in transition to renewable resource use in specific populations; Assess the complex overlap of current science, economics, and geopolitics underlying the overuse of resources, impact on population, and considerations of economic growth

PSLD 432 Gender Diversity & Sustainable Social Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course uses the UNWomen's approach to gender diversity and sustainable development to encompass the issues that hinder and those that contribute to the progress of women and gender diversity within sustainable development. The course reviews the environmental, social, and economic relevance and impact on gender. The specific topics will include, the intersectionality of gender and sustainability in the context of agriculture, forestry, water, health, investment and corporate social responsibility and each topic will highlight a specific region or nation. The course will provide an overview of the underlying intersectionalities of class, age, region within Asia, Latin America, and Africa.
Outcomes:
Describe sustainability and the significance of its interaction with gender; Critically review the history of global development agenda from a gendered perspective; Utilize interdisciplinary frameworks of gender inequity and sustainability; Assess variations in women's contributions to social development - historically, culturally, and politically; and Analyze women and gender within issues of Agriculture, Forestry, Water, Health and Investment in sustainable development

PSLD 433 Social Analysis Inequality Poverty and Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course will introduce students to some of these key concepts and debates to enable critical evaluation of how well sociological understandings of development inform the social analysis of exclusion, poverty and inequality, as well as what implications this might have for development policy especially when focusing on underserved communities.
Outcomes:
Describe the key concepts and debates surrounding poverty and inequality; Evaluate sociological understanding that inform the social analysis of exclusion; and Assess implications for policy regarding underserved communities

PSLD 441 Public Service Leadership Capstone Project Proposal (2 Credit Hours)
Pre-requisites: Last semester of the program and program director approval
Co-requisites: Summer 8wk session: elective course completed
The Public Service Leadership Capstone Project is an opportunity for students to integrate and synthesize the knowledge, values and skills developed in the program as they prepare for a career in public service leadership. The Capstone Project will showcase the student's skill as a leader in a chosen area of professional interest. From the perspective of a leadership role, students will design a public service project that is applicable to a real-world setting or population. Students' specific interests, backgrounds, previous coursework, and personal and professional goals will contribute to their further exploration of leadership. Selection and investigation of an area of interest will allow students to focus and deepen their understanding of the role(s) of leadership in that specific context. These may include such areas as social services, public administration, emergency management, healthcare, education. Projects may include case studies, program evaluations, policy analysis studies, organizational analyses, strategic plans.
Outcomes:
Apply knowledge gained throughout the MPS to a relevant public management, nonprofit management, or policy problem; Identify and define a topic /research question for the capstone project focusing on leadership roles; Practice leadership in planning a project in a chosen area of focus; Design a project that applies concepts and theories learned in the program

PSLD 442 Public Service Leadership Capstone Project Implementation (2 Credit Hours)
Pre-requisites: PSLD 441
Co-requisites: Summer 8wk session: elective course completed
The Public Service Leadership Capstone Project is an opportunity for students to integrate and synthesize the knowledge, values and skills developed in the program as they prepare for a career in public service leadership. The Capstone Project will showcase the student's skill as a leader in a chosen area of professional interest. The Capstone Project Implementation course allows students to apply many aspects of the program to a real-world setting and helps them prepare for a career in public service leadership. The capstone project will allow students practice leadership in executing a project of their design within a chosen professional setting. Students will showcase their skill as a leader through project presentation and reflection.
Outcomes:
Implement a project that applies concepts and theories learned in the program to a chosen area of focus; Practice leadership in executing the project; Present and reflect on leadership role

Foundations of Instructional Design Certificate

As of Fall 2026, this program is no longer accepting applicants.

The Foundations of Instructional Design (FIND) graduate professional certificate provides foundational knowledge and skills in instructional design for educational and organizational professionals seeking to enhance their current positions. This includes K-12 teachers and higher education faculty as well as organizational trainers. The certificate program is grounded in SCPS's well-established Master of Professional Studies (MPS) in Instructional Design program, which prepares students to become generalist instructional designers equipped to work in a variety of fields and professional settings.

Related Programs

Master's

- Instructional Design (MPS) (p. 1609)

Certificate

- Professional Certificate in Instructional Design (p. 1614)

Curriculum

The 12-credit hour certificate includes courses offered in 8-week sessions in a fully online format with evening synchronous meetings. Upon completing the certificate, students can apply for admission into the MPS in Instructional Design program, where their four graduate-level FIND certificate courses will count toward that graduate degree's requirements.

Certificate Requirements

Code	Title	Hours
CIEP 470	Principles of Instructional Design	3
INDN 420	Instructional Design Theories and Models	3
INDN 421	Design & Development of Instructional Materials	3
INDN 430	Performance Improvement in Organizations	3
or INDN 431	Fundamentals of Learning Analytics	
Total Hours		**12**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CIEP 470	Principles of Instructional Design	3
INDN 420	Instructional Design Theories and Models	3
	Hours	**6**
Spring		
INDN 421	Design & Development of Instructional Materials	3
INDN 430 or INDN 431	Performance Improvement in Organizations or Fundamentals of Learning Analytics	3
	Hours	**6**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of the MPS in Instructional Design candidates will be able to:

- Utilize instructional design processes and adapt appropriate theoretical approaches to a variety of professional settings (K-12 schools, corporate organizations, higher education institutions, etc.). while designing and creating effective and innovative learning experiences.
- Employ a variety of technologies and multimedia authoring tools to produce instructional materials.
- Apply culturally responsive and ethical practices while establishing collaborative relationships with diverse stakeholders (e.g., administrators, faculty, students, technologists, project managers, public) and building a network of industry colleagues.

Information Technology Leadership and Strategy (MPS)

This fully online and application-oriented master's degree will provide students with a professional background in Information Technology (IT) and technology related professions, including cybersecurity, software engineering, tech support, etc. to gain the leadership, strategic thinking, and critical thinking skills necessary for advancing in their career IT leadership tracks within small, midsize, and large organizations, with an emphasis on eventually reaching executive positions in the IT field.

The Information Technology Leadership and Strategy (MPS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Information Technology (MS) (p. 1179)
- Instructional Design (MPS) (p. 1609)
- Public Service Leadership (MPS) (p. 1617)

Curriculum

Thirty (30) credit hours are required to complete the degree.

Besides the traditional Master's program, the Information Technology Leadership and Strategy (MPS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
COMP 417	Social and Ethical Issues in Computing	3
COMP 477	IT Project Management	3
ITLS 445	Introduction to IT: Networking, Cloud & Security	3
ITLS 447	Cybersecurity Governance, Planning, and Incident Response	3
ITLS 449	Advanced Topics: Emerging Technologies	3
ITLS 451	Human-Centered Management	3
ITLS 453	Developing Strategic Plans	3
Select three (3) ITLS Electives courses - 400-level or above (p. 1607) [1]		9
Total Hours		**30**

[1] Electives will be selected from existing graduate courses (400 level or higher) at Loyola University Chicago. They will typically be chosen from SCPS (and may include courses in all graduate programs housed in SCPS) and the Computer Science Department. Electives will be determined in conjunction with the program director.

Electives

Code	Title	Hours
COMP 403	Operations Management	3
COMP 420	Software Systems Analysis	3
COMP 422	Software Development for Wireless and Mobile Devices	3
COMP 424	Client-Side Web Design	3
COMP 441	Human-Computer Interaction	3
COMP 443	Computer Networks	3
COMP 447	Intrusion Detection and Computer Forensics	3
COMP 448	Network Security	3
COMP 449	Wireless Networking and Security	3
COMP 488	Computer Science Topics	1-4
INDN 420	Instructional Design Theories and Models	3
INDN 421	Design & Development of Instructional Materials	3

INDN 430	Performance Improvement in Organizations	3
INDN 431	Fundamentals of Learning Analytics	3
INDN 440	Applications of Human Centered Design Principles	3
MPP 400	Policy Design and Analysis	3
MPP 401	Analytical Tools in Public Policy	3
MPP 403	Public Budget and Finance	3
MPP 404	Public Policy Process	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
MPP 406	Statistical Methods & Analysis Public Policy II	3
MPP 410	Special Topics in Public Policy	3
MPP 413	Intergovernmental Relations	3
PSLD 400	Introduction to Public Service	3
PSLD 402	Foundations of Global Strategic Communication	3
PSLD 403	Program Management and Development	3
PSLD 404	Data, Visualization and Evaluation	3
PSLD 405	Design Thinking in Mitigating Complex Social Problems	3
PSLD 430	Understanding and Mitigating Poverty	3
PSLD 431	Foundations of Social and Sustainable Development	3
PSLD 432	Gender Diversity & Sustainable Social Development	3
PSLD 433	Social Analysis Inequality Poverty and Development	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ITLS 445	Introduction to IT: Networking, Cloud & Security	3
ITLS 447	Cybersecurity Governance, Planning, and Incident Response	3
Choose two from the list of Electives		6
	Hours	**12**
Spring		
ITLS 449	Advanced Topics: Emerging Technologies	3
ITLS 451	Human-Centered Management	3
COMP 417	Social and Ethical Issues in Computing	3
Choose one from the list of Electives		3
	Hours	**12**
Summer		
ITLS 453	Developing Strategic Plans	3
COMP 477	IT Project Management	3
Choose one from the list of Electives		3
	Hours	**9**
	Total Hours	**33**

Accelerated Master's Program

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
ITLS 447	Cybersecurity Governance, Planning, and Incident Response	3
ITLS 453	Developing Strategic Plans	3
	Hours	**6**
Spring		
ITLS 445	Introduction to IT: Networking, Cloud & Security	3
ITLS 449	Advanced Topics: Emerging Technologies	3
	Hours	**6**
Master's		
Fall		
Choose two from the list of Electives		6
	Hours	**6**
Spring		
ITLS 451	Human-Centered Management	3
COMP 417	Social and Ethical Issues in Computing	3
Choose one from the list of Electives		3
	Hours	**9**
Summer		
COMP 477	IT Project Management	3
	Hours	**3**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon degree completion, graduates will be able to:

- Evaluate key policies, processes, and ethical decision making involved in the oversight of information technology within an organization in real world case studies.
- Apply project management principles to ensure successful implementation of core IT functions, such as network management, system administration, infrastructure integration, and mobile computing in coursework.
- Create business plans that incorporate IT strategies, employing creativity, innovation, and strategic thinking to identify opportunities, address challenges, build strong relationships, and drive organizational success.
- Analyze key performance indicators (KPIs) to measure the impact of IT management on organizational performance in written assignments and case studies.

Instructional Design (MPS)

As of Fall 2026, this program is no longer accepting applicants.

For educational enterprises as well as corporations, the need for those who can design effective and innovative learning experiences has never been greater, especially as online education and training becomes more prevalent in contemporary society.

A fully online and application-oriented degree, the Master of Professional Studies (MPS) in Instructional Design at Loyola University Chicago's School of Continuing and Professional Studies (SCPS) prepares students to become generalist instructional designers equipped to work in a variety of fields and professional settings.

The program offers students a sturdy foundation in instructional design as well as the tools and perspectives needed for flexible career paths and continuing professional development in the field. Rather than a focus on a narrower area of specialization within the field, our Instructional Design program provides a breadth of foundational knowledge and skills in different areas. As a result, you will be well positioned to work with technical specialists and subject matter experts and prepared to develop more specialized interests as you advance in your career.

Students who have earned their Foundations of Instructional Design Certificate (p. 1606) or Professional Certificate in Instructional Design (p. 1614) at SCPS can get a jumpstart on their MPS in Instructional

Design, too, as both certificates can be applied toward degree requirements.

Related Programs

Certificate

- Foundations of Instructional Design Certificate (p. 1606)
- Professional Certificate in Instructional Design (p. 1614)

Curriculum

The MPS in Instructional Design comprises 30 credit hours. Courses are offered in an 8-week session format with online, evening options.

Program Courses

Code	Title	Hours
CIEP 470	Principles of Instructional Design	3
INDN 420	Instructional Design Theories and Models	3
INDN 421	Design & Development of Instructional Materials	3
INDN 430	Performance Improvement in Organizations	3
INDN 431	Fundamentals of Learning Analytics	3
INDN 440	Applications of Human Centered Design Principles	3
CIEP 415	Models of Instruction	3
CIEP 425	Theory and Practice in Assessment	3
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
INDN 490	Instructional Design Capstone	3
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CIEP 470	Principles of Instructional Design	3
INDN 440	Applications of Human Centered Design Principles	3
INDN 420	Instructional Design Theories and Models	3
CIEP 415	Models of Instruction	3
	Hours	**12**
Spring		
CIEP 425	Theory and Practice in Assessment	3
INDN 421	Design & Development of Instructional Materials	3
INDN 430	Performance Improvement in Organizations	3
INDN 431	Fundamentals of Learning Analytics	3
	Hours	**12**
Summer		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
	Hours	**3**
Year 2		
Fall		
INDN 490	Instructional Design Capstone	3
	Hours	**3**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of the MPS in Instructional Design candidates will be able to:

- Utilize instructional design processes and adapt appropriate theoretical approaches to a variety of professional settings (K-12 schools, corporate organizations, higher education institutions, etc). while designing and creating effective and innovative learning experiences.
- Employ a variety of technologies and multimedia authoring tools to produce instructional materials.
- Apply culturally responsive and ethical practices while establishing collaborative relationships with diverse stakeholders (e.g., administrators, faculty, students, technologists, project managers, public) and building a network of industry colleagues.
- Conduct research and predictive data set analysis to inform practice and stay abreast of emerging trends in the field of instructional design to make recommendations about instructional practices and performance gaps in an organization.

Paralegal Studies - Corporate Practice Certificate

The Corporate Practice Certificate is designed to prepare students to work in areas of law that are important in the transaction of business, such as corporate maintenance, due diligence, contracts, commercial transactions, and regulatory compliance.

Certificate applicants must hold a bachelor's degree from an accredited college or university and have a cumulative grade point average of 2.5 or higher on a 4.0 scale.

Note: Paralegals may not provide legal services directly to the public except as authorized by law.

Related Programs

Certificate

- Paralegal Studies - Customized Certificate (p. 1611)
- Paralegal Studies - Litigation Practice Certificate (p. 1613)
- Paralegal Studies - Litigation and Corporate Practice Certificate (p. 1612)

Curriculum

The Corporate Practice Certificate in Paralegal Studies requires the successful completion of 11 courses (22 semester hours).

Code	Title	Hours
All Certificates: Paralegal Foundations		
PLST 331	Introduction to Paralegal Studies	2
PLST 332	Legal Research and Writing I	2
PLST 333	Legal Research and Writing II	2
PLST 335	Legal Ethics	2
PLST 345	Law Office Computer Applications	2
Corporate Practice Foundation		
PLST 362	Business Organizations	2
PLST 363	Contract Administration & Analysis	2
PLST 339	Secured Transactions and Bankruptcy	2
PLST 366	Litigation Topics for Corporate Paralegals	2
Elective Courses (p.)		
Select two of the following:		4
PLST 334	Legal Analysis: Practical Applications	
PLST 343	Real Estate Transactions I	
PLST 344	Real Estate Transactions II	
PLST 346	Advanced Litigation Technology	
PLST 348	Advanced Online Research Skills	
PLST 349	Torts	
PLST 350	Medical Malpractice	
PLST 351	Intellectual Property: Patents and Trade Secrets	
PLST 352	Intellectual Property: Trademarks and Copyrights	
PLST 353	Securities Regulation	
PLST 355	Estates, Trusts & Wills	
PLST 357	Family Law	
PLST 358	Criminal Law and Litigation	
PLST 359	Environmental Law	
PLST 360	Employment Law	
PLST 361	Immigration Law	
PLST 368	Corporate Compliance Topics	
PLST 398	Internship	
Any other course for which the student qualifies		
Total Hours		**22**

Suggested Sequence of Courses

The Institute for Paralegal Studies provides a high-touch advising model in order to accommodate the professional experience and educational goals of each individual student. In order to provide students with maximum flexibility in their education, the Director will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and career goals.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the certificate:

- Prepare summaries of court decisions, statutes, and administrative regulations.
- Develop legal arguments using court decisions, statutes, and administrative regulations.
- Locate relevant legal sources from federal and state jurisdictions.
- Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.
- Demonstrate intermediate competence using typical office software including Word, Excel, Adobe and PowerPoint.
- Assist attorneys who work for corporate clients document the organization and operation of business entities.
- Retrieve information to conduct due diligence procedures for commercial and real estate transactions.
- Draft contract provisions and coordinate the administrative process for contracts.
- Help clients in regulated industries demonstrate compliance with government regulations.

Paralegal Studies - Customized Certificate

Students who wish to earn a customized certificate[1] may complete a specialized curriculum. This curriculum must be approved by the Director and will include courses in legal research, legal ethics, and technology skills.

Note: Paralegals may not provide legal services directly to the public except as authorized by law.

Related Programs

Certificate

- Paralegal Studies - Corporate Practice Certificate (p. 1610)
- Paralegal Studies - Litigation Practice Certificate (p. 1613)
- Paralegal Studies - Litigation and Corporate Practice Certificate (p. 1612)

[1] Certificate applicants must hold a bachelor's degree from an accredited college or university and have a cumulative grade point average of 2.5 or higher on a 4.0 scale.

Curriculum

Director's Permission Required

Code	Title	Hours
1-5 Paralegal Studies Foundation		
PLST 331	Introduction to Paralegal Studies	2
PLST 332	Legal Research and Writing I	2
PLST 333	Legal Research and Writing II [1]	2
PLST 335	Legal Ethics [2]	2
PLST 345	Law Office Computer Applications	2

Required Courses		
PLST 336	Corporate Topics for Litigation Paralegals	2
PLST 366	Litigation Topics for Corporate Paralegals	2
Four (4) PLST Elective Courses		**8**
Total Hours		**22**

Learning Outcomes

Upon completion of the certificate:

- Prepare summaries of court decisions, statutes, and administrative regulations.
- Develop legal arguments using court decisions, statutes, and administrative regulations.
- Locate relevant legal sources from federal and state jurisdictions.
- Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.
- Demonstrate intermediate competence using typical office software including Word, Excel, Adobe and PowerPoint.

Paralegal Studies - Litigation and Corporate Practice Certificate

This certificate combines the requirements of the Litigation Practice and Corporate Practice certificates[1] and is designed for students who wish to earn specialized credentials in both subject areas. Note that this certificate requires completion of a total of 28 semester credits, more than the other certificates.

Note: Paralegals may not provide legal services directly to the public except as authorized by law.

Related Programs

Certificate

- Paralegal Studies - Corporate Practice Certificate (p. 1610)
- Paralegal Studies - Customized Certificate (p. 1611)
- Paralegal Studies - Litigation and Corporate Practice Certificate (p. 1612)

[1] Certificate applicants must hold a bachelor's degree from an accredited college or university and have a cumulative grade point average of 2.5 or higher on a 4.0 scale.

Curriculum

The Dual Litigation and Corporate Practice Certificate in Paralegal Studies requires the successful completion of 14 courses (28 semester hours). Each course is two credit hours.

Code	Title	Hours
Paralegal Foundation		
PLST 331	Introduction to Paralegal Studies	2
PLST 332	Legal Research and Writing I	2
PLST 333	Legal Research and Writing II	2
PLST 335	Legal Ethics	2
PLST 345	Law Office Computer Applications	2
Dual Certificate Foundation		
PLST 340	Civil Litigation I	2
PLST 341	Civil Litigation II	2
PLST 342	Litigation Technology & eDiscovery	2
PLST 362	Business Organizations	2
PLST 363	Contract Administration & Analysis	2
PLST 339	Secured Transactions and Bankruptcy	2
Elective Courses (p.)		
Select three of the following:		6
PLST 334	Legal Analysis: Practical Applications	
PLST 343	Real Estate Transactions I	
PLST 344	Real Estate Transactions II	
PLST 346	Advanced Litigation Technology	
PLST 348	Advanced Online Research Skills	
PLST 349	Torts	
PLST 350	Medical Malpractice	
PLST 351	Intellectual Property: Patents and Trade Secrets	
PLST 352	Intellectual Property: Trademarks and Copyrights	
PLST 353	Securities Regulation	
PLST 355	Estates, Trusts & Wills	
PLST 357	Family Law	
PLST 358	Criminal Law and Litigation	
PLST 359	Environmental Law	
PLST 360	Employment Law	
PLST 361	Immigration Law	
PLST 368	Corporate Compliance Topics	
PLST 398	Internship	
Any other course for which the student qualifies		
Total Hours		**28**

Suggested Sequence of Courses

The Institute for Paralegal Studies provides a high-touch advising model in order to accommodate the professional experience and educational goals of each individual student. In order to provide students with maximum flexibility in their education, the Director will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and career goals.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the certificate:

- Prepare summaries of court decisions, statutes, and administrative regulations.
- Develop legal arguments using court decisions, statutes, and administrative regulations.
- Locate relevant legal sources from federal and state jurisdictions.
- Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.

- Demonstrate intermediate competence using typical office software including Word, Excel, Adobe and PowerPoint.
- Draft court pleadings and maintain case files and databases.
- Collect and organize information through investigation and the discovery process.
- Help prepare the case for trial, and often assist attorneys at trial by coordinating the case material.
- Assist attorneys who work for corporate clients document the organization and operation of business entities.
- Retrieve information to conduct due diligence procedures for commercial and real estate transactions.
- Draft contract provisions and coordinate the administrative process for contracts.
- Help clients in regulated industries demonstrate compliance with government regulations.

Paralegal Studies - Litigation Practice Certificate

Litigation Practice

The Litigation Practice Certificate[1] is designed to prepare students to work in civil litigation on the state and federal level. Special attention is given to strengthening legal technology skills. Electives offer students opportunities to explore different areas of law.

Note: Paralegals may not provide legal services directly to the public except as authorized by law.

Related Programs

Certificate

- Paralegal Studies - Corporate Practice Certificate (p. 1610)
- Paralegal Studies - Customized Certificate (p. 1611)
- Paralegal Studies - Litigation and Corporate Practice Certificate (p. 1612)

[1] Certificate applicants must hold a bachelor's degree from an accredited college or university and have a cumulative grade point average of 2.5 or higher on a 4.0 scale.

Curriculum

The Litigation Practice Certificate in Paralegal Studies requires the successful completion of 11 courses (22 semester hours).

Code	Title	Hours
Paralegal Foundation		
PLST 331	Introduction to Paralegal Studies	2
PLST 332	Legal Research and Writing I	2
PLST 333	Legal Research and Writing II	2
PLST 335	Legal Ethics	2
PLST 345	Law Office Computer Applications	2
Litigation Practice Foundation		
PLST 340	Civil Litigation I	2
PLST 341	Civil Litigation II	2
PLST 342	Litigation Technology & eDiscovery	2
PLST 336	Corporate Topics for Litigation Paralegals	2
Elective Courses		
Select two of the following: [1]		4
PLST 334	Legal Analysis: Practical Applications	
PLST 343	Real Estate Transactions I	
PLST 344	Real Estate Transactions II	
PLST 346	Advanced Litigation Technology	
PLST 348	Advanced Online Research Skills	
PLST 349	Torts	
PLST 350	Medical Malpractice	
PLST 351	Intellectual Property: Patents and Trade Secrets	
PLST 352	Intellectual Property: Trademarks and Copyrights	
PLST 353	Securities Regulation	
PLST 355	Estates, Trusts & Wills	
PLST 357	Family Law	
PLST 358	Criminal Law and Litigation	
PLST 359	Environmental Law	
PLST 360	Employment Law	
PLST 361	Immigration Law	
PLST 368	Corporate Compliance Topics	
PLST 398	Internship	
Total Hours		**22**

[1] Or any other course for which the student qualifies

Suggested Sequence of Courses

The Institute for Paralegal Studies provides a high-touch advising model in order to accommodate the professional experience and educational goals of each individual student. In order to provide students with maximum flexibility in their education, the Director will work directly with students to determine an appropriate sequence of courses starting at admission into their respective program based on their needs and career goals.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the certificate:

- Prepare summaries of court decisions, statutes, and administrative regulations.
- Develop legal arguments using court decisions, statutes, and administrative regulations.
- Locate relevant legal sources from federal and state jurisdictions.
- Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.
- Demonstrate intermediate competence using typical office software including Word, Excel, Adobe and PowerPoint.
- Draft court pleadings and maintain case files and databases.
- Collect and organize information through investigation and the discovery process.

- Help prepare the case for trial, and often assist attorneys at trial by coordinating the case material.

Professional Certificate in Instructional Design

As of Fall 2026, this program is no longer accepting applicants.

The Professional Certificate in Instructional Design (PIND) graduate professional certificate provides a strong foundation in instructional design as well as the tools and perspective needed for flexible career paths and continuing professional development in the fast-evolving field. It prepares students to become generalist instructional designers equipped to work in a variety of industries and professional settings, including education and business environments.

Rather than focusing on a narrower area of specialization within the field, such as learning technologies, PIND delivers a breadth of foundational knowledge and skills in different areas. It prepares instructional designers to work with technical specialists as well as subject matter experts and also empowers them to develop more specialized interests as they grow in their profession.

Related Programs

Master's

- Instructional Design (MPS) (p. 1609)

Certificate

- Foundations of Instructional Design Certificate (p. 1606)

Curriculum

The 18-credit hour certificate includes courses offered in 8-week sessions in a fully online format with evening synchronous meetings. Upon completing the certificate, students can apply for admission into the MPS in Instructional Design program, where their six graduate-level PIND certificate courses will count toward that graduate degree's requirements.

Certificate Requirements

Code	Title	Hours
CIEP 470	Principles of Instructional Design	3
INDN 420	Instructional Design Theories and Models	3
INDN 421	Design & Development of Instructional Materials	3
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
INDN 440	Applications of Human Centered Design Principles	3
INDN 430 or INDN 431	Performance Improvement in Organizations or Fundamentals of Learning Analytics	3
Total Hours		**18**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CIEP 470	Principles of Instructional Design	3
INDN 420	Instructional Design Theories and Models	3
INDN 440	Applications of Human Centered Design Principles	3
	Hours	**9**
Spring		
INDN 421	Design & Development of Instructional Materials	3
INDN 430 or INDN 431	Performance Improvement in Organizations or Fundamentals of Learning Analytics	3
	Hours	**6**
Summer		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
	Hours	**3**
	Total Hours	**18**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of the MPS in Instructional Design candidates will be able to:

- Utilize instructional design processes and adapt appropriate theoretical approaches to a variety of professional settings (K-12 schools, corporate organizations, higher education institutions, etc). while designing and creating effective and innovative learning experiences.
- Employ a variety of technologies and multimedia authoring tools to produce instructional materials.
- Apply culturally responsive and ethical practices while establishing collaborative relationships with diverse stakeholders (e.g., administrators, faculty, students, technologists, project managers, public) and building a network of industry colleagues.
- Conduct research to inform practice and stay abreast of emerging trends in the field of instructional design to make recommendations about instructional practices in an organization.

Public Affairs and Management Certificate

As of Fall 2026, this program is no longer accepting applicants.

As a working professional, you may have a degree in your field but now realize you need additional skills to advance into an administrative or managerial position. The certificate program in public affairs and management can give you that background in only one year of work. The program helps you to develop a set of core skills needed in government

or nonprofit work, while providing some tailoring for your particular career needs.

Courses are offered in a mix of online and in-person formats. All in-person classes are taught at Loyola University's Water Tower Campus in the later afternoon or evening. Classes meet once a week for 2 and 1/2 hours for a 15-week semester.

Related Programs

Master's

- Public Policy (MPP) (p. 1615)
- Urban Affairs (MA) (p. 1619)

Combined

- Public Policy/Law (MPP/JD) (p. 1893)

Curriculum

To complete the Public Affairs and Management certificate, you will take 4 three-credit courses for a total of 12 credit hours. These requirements could be fulfilled in one year at full-time status of two classes per semester or two years at part-time status of one class per semester.

All courses are divided into two categories, as seen below. Students take at least one course from each category. This guarantees exposure to perspectives to understand the environment in which you work (political/organizational category) and exposure to new technical skills (skills category).

You will determine your course selection in consultation with an advisor from the MUAPP faculty to reflect your needs based on career stage and goals. Earlier career individuals may want to acquire more skills; mid-career individuals may focus more on the political and managerial environment.

Course Offerings

Code	Title	Hours
Political and Organizational Courses (take at least one)		**3**
MPP 400	Policy Design and Analysis	
MPP 404	Public Policy Process	
MPP 408	Political Feasibility Analysis	
MPP 412	Urban Politics and Policy	
MPP 413	Intergovernmental Relations	
Skills Courses (take at least one)		**3**
MPP 401	Analytical Tools in Public Policy	
MPP 402	Cost Benefit Analysis	
MPP 403	Public Budget and Finance	
MPP 405	Statistical Methods & Analysis for Public Policy I	
MPP 414	Affordable Housing Finance and Policy	
MPP 500	Public Policy Evaluation	
Total Hours		**12**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MPP 401	Analytical Tools in Public Policy	3
MPP 404	Public Policy Process	3
	Hours	**6**
Spring		
MPP 400	Policy Design and Analysis	3
MPP 403	Public Budget and Finance	3
	Hours	**6**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the certificate, graduates will be able to:

- Develop additional technical skills in public policy and data analysis appropriate for the individual's career advancement. These could include: budgeting and finance, policy analysis and design, program evaluation, GIS, project management, or scenario planning.
- Understand the political factors that impact the environment of government agencies and nonprofit organizations.
- Identify relevant actors, their motivations, sources of power, and processes that lead to policy outcomes through the lens of various management theories.

Public Policy (MPP)

As of Fall 2026, this program is no longer accepting applicants.

Job growth, affordable housing, educational reform, environmental degradation—these are just a few of the significant challenges that face society today. The public policy program at Loyola can help students transform their interest in these types of problems into the ability to analyze and act upon them. The curriculum brings together knowledge about current government programs with the technical skills to assess how politics influence policy choices, how to design more effective programs, and how to evaluate the impacts of existing ones.

The Master of Public Policy (MPP) program at Loyola is a two-year professional degree focused on training students to assume leadership roles in government, non-profit organizations, or businesses. Part-time students typically finish in three years. Internships or capstone projects allow students to apply the skills developed in the program and gain work-related experience.

Related Programs

Master's

- Urban Affairs (MA) (p. 1619)

Combined

- Public Policy/Law (MPP/JD) (p. 1893)

Curriculum

The MPP degree program requires 37 credit-hours of coursework—11 three-credit courses, plus a three-credit internship or capstone experience, and a one-credit professional development course.

Required Coursework

Code	Title	Hours
Core Requirements		
MPP 400	Policy Design and Analysis	3
MPP 401	Analytical Tools in Public Policy	3
MPP 403	Public Budget and Finance	3
MPP 404	Public Policy Process	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
MPP 406	Statistical Methods & Analysis Public Policy II	3
MPP 500	Public Policy Evaluation	3
MPP 502	Professional Development Skills	1
MPP 501	Public Policy Internship	3
or MPP 503	Public Policy Practicum	
Electives (p. 1616)		
Select four from list of Electives		12
Total Hours		**37**

Electives

Students are required to take 12 hours of electives. Electives can be drawn from many departments across the university, including criminal justice, education, environmental studies, political science, public health, psychology, sociology and social work. These electives are where students can focus on their preferred field of policy. The following are some examples of optional courses:

Code	Title	Hours
Environment		
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 412	Water Law & Policy	3
Public Health		
MPBH 400	Determinants of Population Health	3
MPBH 407	Public Health Policy: Concepts and Practice	3
Criminal Justice		
CJC 401	Politics and Policies in the Criminal Justice System	3
CJC 402	Theories of Criminal Behavior	3
Economic and Community Development		
MPP 407	Local Economic Development	3
MPP 414	Affordable Housing Finance and Policy	3
Education		
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 412		3
Immigration		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 732	Migration, Social Justice, and Human Rights	3

Internship or Capstone Experience

For students without significant professional work experience prior to starting the program, an internship is required. Most students complete their internships in the summer between their first and second years. For students with professional work experience, a capstone project or policy clinic resulting in a major analytical report could be done instead.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MPP 401	Analytical Tools in Public Policy	3
MPP 404	Public Policy Process	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
MPP 502	Professional Development Skills	1
	Hours	**10**
Spring		
MPP 400	Policy Design and Analysis	3
MPP 403	Public Budget and Finance	3
MPP 406	Statistical Methods & Analysis Public Policy II	3
	Hours	**9**
Year 2		
Fall		
MPP 501	Public Policy Internship	3
Select two from list of Electives		6
	Hours	**9**
Spring		
MPP 500	Public Policy Evaluation	3
Select two from list of Electives		6
	Hours	**9**
	Total Hours	**37**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MPP program, graduates will be able to:

- Design policy interventions and apply criteria to assess the best option in each specific case
- Understand a government budget and evaluate it from different stakeholder positions

- Understand the political process at the federal, state and local government levels
- Develop political messaging to advocate for policies and to build a political coalition of support for a program
- Apply appropriate statistical procedures used in public policy research and practice
- Design, conduct and critique program evaluations
- Experience working in the public policy arena in government agency, non-profit, research, or private sector organization

Public Service Leadership (MPS)

The program broadens the concept of public service, with a specific emphasis on leadership within governmental, non-profit, and human service organizations. Through assignments, exercises, and engaging discussions with fellow students and expert faculty, you will reflect critically on your "reason for being" and discern your unique gifts to put into service for others. This introspection, paired with practical skill-building, helps students achieve their personal and professional goals while addressing critical societal needs.

The program is problem- and solution-focused, emphasizing leadership roles across overlapping health and social sectors. It offers students adaptable values and skills suited to a wide variety of organizations, including public-private partnerships. By navigating the challenges of the modern world, students emerge as thoughtful, justice-oriented leaders prepared to tackle societal challenges.

The Public Service Leadership (MPS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Public Policy (MPP) (p. 1615)
- Social Work (MSW) (p. 1831)

Curriculum

The MPS in Public Service Leadership comprises of 31 credit hours, 11 courses. Courses are offered in an 8-week session format with online, evening options.

Besides the traditional Master's program, the Public Service Leadership (MPS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Required Courses

Code	Title	Hours
PSLD 400	Introduction to Public Service [1]	3
PSLD 402	Foundations of Global Strategic Communication [1]	3
PSLD 403	Program Management and Development	3
PSLD 404	Data, Visualization and Evaluation [1]	3
PSLD 405	Design Thinking in Mitigating Complex Social Problems	3
PSLD 420	Disaster Operations and Management	3
PSLD 430	Understanding and Mitigating Poverty [1]	3
PSLD 431	Foundations of Social and Sustainable Development	3
PSLD 441	Public Service Leadership Capstone Project Proposal	2
PSLD 442	Public Service Leadership Capstone Project Implementation	2
Elective Course		*3*
Select one of the following:		
PSLD 422	Disasters and Vulnerable Populations	
PSLD 432	Gender Diversity & Sustainable Social Development	
PSLD 433	Social Analysis Inequality Poverty and Development	
Total Hours		**31**

[1] This course may be used by students in the Accelerated Master's Pathway in their senior year.

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
PSLD 400	Introduction to Public Service	3
PSLD 402	Foundations of Global Strategic Communication	3
PSLD 403	Program Management and Development	3
PSLD 431	Foundations of Social and Sustainable Development	3
	Hours	**12**
Spring		
PSLD 404	Data, Visualization and Evaluation	3
PSLD 405	Design Thinking in Mitigating Complex Social Problems	3
PSLD 420	Disaster Operations and Management	3
PSLD 430	Understanding and Mitigating Poverty	3
	Hours	**12**
Summer		
PSLD 423	Integrated Social-Medical Issues in Emergency Management	3
Choose one of the following Elective Courses:		3
PSLD 422	Disasters and Vulnerable Populations	
PSLD 432	Gender Diversity & Sustainable Social Development	
PSLD 433	Social Analysis Inequality Poverty and Development	
	Hours	**6**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
PSLD 400	Introduction to Public Service	3
PSLD 402	Foundations of Global Strategic Communication	3
	Hours	**6**
Spring		
PSLD 404	Data, Visualization and Evaluation	3
PSLD 430	Understanding and Mitigating Poverty	3
	Hours	**6**
Master's		
Summer		
PSLD 423	Integrated Social-Medical Issues in Emergency Management	3
Choose one of the following Elective Courses:		3
PSLD 422	Disasters and Vulnerable Populations	
PSLD 432	Gender Diversity & Sustainable Social Development	
PSLD 433	Social Analysis Inequality Poverty and Development	
	Hours	**6**
Fall		
PSLD 403	Program Management and Development	3
PSLD 431	Foundations of Social and Sustainable Development	3
	Hours	**6**
Spring		
PSLD 405	Design Thinking in Mitigating Complex Social Problems	3
PSLD 420	Disaster Operations and Management	3
	Hours	**6**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given

explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon your successful completion of the MPS in Public Service Leadership program, you will have proven your ability to:

- Describe components and levels of leadership across public sectors
- Apply ethical reasoning to administrative design and decision-making in the current realm of public service leadership
- Analyze how systems of power, privilege, and oppression (e.g., racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted.
- Describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression.
- Collect and apply data in problem identification and problem solving
- Differentiate between non-crisis leadership and leadership in emergencies among public, social and economic sectors
- Apply fundamentals of communication appropriate to situation in both local and global situations.

Urban Affairs (MA)

As of Fall 2026, this program is no longer accepting applicants.

The Master of Arts (MA) in Urban Affairs is an interdisciplinary degree program focusing on how cities work and the challenges they face, such as economic growth or decline, globalization and immigration, and the impact of the housing market on neighborhood stability. The curriculum brings together viewpoints and analytical tools from multiple fields to provide different perspectives on the causes of urban problems and their possible solutions.

The Urban Affairs program at Loyola is a professional degree focused on training students to assume technical or leadership roles in government, nonprofit organizations, or business. Students develop skills in coursework and gain work-related experience through internships or capstone policy clinics.

Related Programs

Master's

- Public Policy (MPP) (p. 1615)

Certificate

- Public Affairs and Management Certificate (p. 1614)

Combined

- Public Policy/Law (MPP/JD) (p. 1893)

Curriculum

The MA in Urban Affairs requires 31 hours of coursework—10 three-credit courses, plus a one-credit Professional Development course where students attend a series of meetings covering critical professional skills such as resume and cover letter writing, informational interviews, self-assessments, and networking. Students also complete a required 3 credit hour internship or capstone policy clinic. Students can complete the program in 18-24 months.

Code	Title	Hours
Foundational Courses: Disciplinary Perspectives on Urban Areas		
Political Environment		
MPP 412	Urban Politics and Policy	3
or MPP 413	Intergovernmental Relations	
Sociology of Cities		
Select one of the following:		3
SOCL 461	Race & Ethnicity	
SOCL 462	The Urban Metropolis	
SOWK 502	Power, Oppression, Privilege, and Social Justice	
Analytical Tools		
MPP 403	Public Budget and Finance	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
Select one of the following: [1]		3
MPP 400	Policy Design and Analysis	
MPP 401	Analytical Tools in Public Policy	
MPP 406	Statistical Methods & Analysis Public Policy II	
MPP 500	Public Policy Evaluation	
ENVS 480	Introduction to Geographic Information Systems	
Professional Development and Internship		
MPP 501	Public Policy Internship	3
or MPP 503	Public Policy Practicum	
MPP 502	Professional Development Skills	1
Electives		
Electives (p. 1619) (12)		12
Total Hours		**31**

[1] In consultation with their advisor, students select at least one additional course that provides a foundation for their specific career goals.

Electives

Students are encouraged to select related courses in consultation with their advisor to develop expertise in a specific urban affairs area (e.g.

community development or education policy). Below is a list of common Elective courses.

Code	Title	Hours
Criminal Justice		
CJC 401	Politics and Policies in the Criminal Justice System	3
CJC 402	Theories of Criminal Behavior	3
Economic and Community Development		
MPP 407	Local Economic Development	3
MPP 414	Affordable Housing Finance and Policy	3
Education		
ELPS 410	Sociology of Education	3
ELPS 412		3
Environment		
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
Immigration		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 732	Migration, Social Justice, and Human Rights	3
Public Health		
MPBH 400	Determinants of Population Health	3
MPBH 407	Public Health Policy: Concepts and Practice	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MPP 405	Statistical Methods & Analysis for Public Policy I	3
MPP 412	Urban Politics and Policy	3
MPP 502	Professional Development Skills	1
Select one from list of Electives		3
	Hours	**10**
Spring		
MPP 403	Public Budget and Finance	3
MPP 413	Intergovernmental Relations	3
Select one from the list of Electives		3
	Hours	**9**
Year 2		
Fall		
MPP 501	Public Policy Internship	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
Select two from list of Electives		6
	Hours	**12**
	Total Hours	**31**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Master's degree, graduates will be able to:

- Draw on a variety of disciplinary perspectives, such as politics, economics, sociology, and history, to understand the complexity of urban issues.
- Identify sources of urban power and their impact on city conditions, on potential systematic biases, and how likely these biases could be overcome.
- Analyze a city budget and evaluate it from different stakeholder positions.
- Analyze urban issues using multiple technical approaches: statistical techniques; fiscal analysis; needs assessments, community impact studies, and program evaluations.
- Experience working in the public policy arena in a government agency, non-profit, research, or private sector organization.

School of Education

Mission and Vision

Our Vision

At the School of Education of Loyola University Chicago, future education leaders will have a transformational experience, one that prepares them to address social inequalities in both their local and global communities through the power of education and research.

Our Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance equity in education in service of social justice, engaged with Chicago, the nation, and the world. In pursuit of our vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

Our mission is social justice, but our responsibility is social action through education and research. We fulfill our responsibility by preparing professionals to serve as teachers, administrators, counselors, psychologists, and policymakers who work across the human developmental continuum, and by conducting research on issues of professional practice in schools, families, and communities. In our immersive learning environment, students gain both second-to-none foundational knowledge and a strategic system-wide vision working alongside some of the top scholars and teachers in the nation. Through our rigorous curriculum, students learn to be comfortable with the uncomfortable, supported by our passionate and dedicated faculty, staff, and administrators. And they leave with lasting relationships with each other and an extensive alumni network of leaders in education across Illinois, the U.S., and the world.

School of Education

- Applied Behavior Analysis (p. 1653)
  - Applied Behavior Analysis (MEd) (p. 1653)
- Counseling Psychology (p. 1656)
  - Clinical Mental Health Counseling (EdS) (p. 1656)
  - Community Counseling (MEd) (p. 1657)
  - School and Community Counseling (MEd) (p. 1659)
  - School Counseling (MEd) (p. 1661)
- Educational Leadership (p. 1663)
  - Catholic Principal Preparation Program (MEd) (p. 1663)
  - Catholic School Leadership (MEd) (p. 1664)
  - Director of Special Education Endorsement Certificate (p. 1666)
  - Educational Leadership-Principal Preparation (EdD) (p. 1667)
  - Educational Leadership-Principal Preparation (MEd) (p. 1668)
  - Educational Leadership-Superintendent Preparation (EdD) (p. 1670)
  - Instructional Coaching Certificate (p. 1672)
  - Principal Endorsement Certificate (p. 1673)
  - Superintendent Endorsement Certificate (p. 1674)
- Higher Education (p. 1675)
  - Curriculum and Pedagogy in Higher Education Certificate (p. 1675)
  - Higher Education (EdD) (p. 1676)
  - Higher Education (MEd) (p. 1677)
  - International Higher Education (MEd) (p. 1680)
- Research Methodology (p. 1682)
  - Measurement and Quantitative Methodology Certificate (p. 1682)
  - Organizational Evaluation Certificate (p. 1683)
- School Psychology (p. 1684)
  - School Psychology (EdD) (p. 1684)
  - School Psychology (MEd/EdS) (p. 1896)
- Teaching & Learning (p. 1686)
  - Curriculum, Culture, and Communities (EdD) (p. 1686)
  - Curriculum, Culture, and Communities (MEd) (p. 1689)
  - Elementary Education (MEd) (p. 1691)
  - ESL Endorsement Certificate (p. 1694)
  - Language, Culture, and Curriculum (MEd) (p. 1695)
  - Secondary Education (MEd) (p. 1697)
  - Special Education (MEd) (p. 1700)
  - Special Education Endorsement Certificate (p. 1701)

Graduate Programs

- Community Counseling (MA) (p. 1325)
- Counseling Psychology (PhD) (p. 1327)
- Cultural and Educational Policy Studies (MA) (p. 1329)
- Cultural and Educational Policy Studies (PhD) (p. 1330)
- Higher Education (PhD) (p. 1330)
- Research Methodology (MA) (p. 1332)
- Research Methodology (PhD) (p. 1333)
- School Psychology (PhD) (p. 1334)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Counseling Psychology (CPSY)

CPSY 420 Counseling Skills (3 Credit Hours)
This course provides an introduction to counseling skills as they apply to the helping professions.
Outcomes:
Students will be able to demonstrate clinical attending, observing, and responding behaviors in one-to-one counseling interviews

CPSY 421 Professional Issues Counseling (3 Credit Hours)
The course will provide students with an overview of the current ethical, legal, and professional issues in the practice of counseling. The course will use American Counseling Association's Codes of Ethics and Standards of Practice as a foundation for examining ethical decision making.
Outcomes:
Students will demonstrate knowledge about the ethical standards of the counseling profession and will develop the ability to apply the knowledge base of their discipline in an ethical and reflective manner

CPSY 423 Theory Counseling and Psychotherapy (3 Credit Hours)
This course examines major theories of counseling and psychotherapy in a culturally-diverse society.
Course equivalencies: X - CPSY 323 / 423
Outcomes:
Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

CPSY 424 Career Development and Counseling (3 Credit Hours)
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.
Course equivalencies: X - CPSY 324 / 424
Outcomes:
Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed; major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

CPSY 425 Assessment in Counseling (3 Credit Hours)
This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling.
Outcomes:
Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling

CPSY 426 Group Counseling: Theory and Practice (3 Credit Hours)
Pre-requisites: CPSY 423
This course provides an overview of prevailing group counseling models and theories and their application to conducting group counseling in various settings.
Outcomes:
Students will be able to understand and integrate various properties of groups into a meaningful theoretical framework, and develop and demonstrate an understanding of group process through participation in a group experience

CPSY 427 Clinical Mental Health Counseling (3 Credit Hours)
The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.
Outcomes:
Students will know the history of the counseling profession and current issues involved in the professional practice of counseling

CPSY 428 Foundations of Professional School Counseling (3 Credit Hours)
This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national standards for school counseling. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.
Outcomes:
Participants in this course will be able to develop and implement a school counseling program according to the American School Counselors Association's National Standards and the Illinois Developmental Counseling Model

CPSY 431 Advanced School Counseling & Consultation (3 Credit Hours)
Pre-requisites: CPSY 428 Intro to School Counseling
This course introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society.
Outcomes:
Students will understanding of the school culture and organizational and contextual factors to the consultation/intervention process and understand the consultative process

CPSY 433 Multicultural Counseling (3 Credit Hours)
The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge, and skill base.
Course equivalencies: X - CPSY 332 / 433
Outcomes:
Students will increase their awareness of their own cultural background, biases, and world view; Students will increase their knowledge of the world view of culturally diverse clients; Students will begin to develop appropriate interventions strategies to work effectively with diverse populations

CPSY 435 Selected Topics in Counseling (3 Credit Hours)
This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision.
Outcomes:
Outcomes vary with topic

CPSY 437 Addiction Counseling (3 Credit Hours)
This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.
Outcomes:
Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives

CPSY 440 Practicum (3 Credit Hours)
Pre-requisites: Consent of Instructor
This course is a supervised experience in counseling taken for two semesters by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement

CPSY 441 Internship (3 Credit Hours)
This course is a supervised experience in counseling taken in a two semester sequence with CPSY 440 by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, and understand the APA code of ethics

CPSY 442 Doctoral Practicum (3 Credit Hours)
Pre-requisites: CPSY 441 and consent of instructor
This is an advanced doctoral-level supervised experience for counseling psychology students and is a continuation of CPSY 441.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the APA code of ethics, and participate in other professional roles related to the doctoral-level practice of counseling psychology

CPSY 443 Clerkship (1 Credit Hour)
Pre-requisites: CPSY 441 and 442
This is an elective supervised clinical experience in assessment or psychotherapy for doctoral students in counseling psychology. A field placement is required and all supervision is provided on site by a qualified supervisor employed by the agency in which the field work is taking place.
Outcomes:
Varies with goals of student and agreement with field site

CPSY 444 Family Therapy I (3 Credit Hours)
This course is designed to introduce students to foundational approaches and theories of family therapy.
Outcomes:
Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context

CPSY 445 Family Therapy II (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 446 Marital/Couples Therapy (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 450 Research Methods in Counseling Psychology (3 Credit Hours)
The course is structured so that major quantitative research methods can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.

CPSY 454 Human Development: Cognitive, Aff & Phys Bases (3 Credit Hours)
Restricted to Graduate Students. This course is a graduate-level survey of human development across the lifespan.
Course equivalencies: CPSY 454/454
Outcomes:
To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories

CPSY 458 Adolescent Development and Counseling (3 Credit Hours)
Pre-requisites: CPSY 454
This course provides in-depth study of psychological theories and research relevant to adolescent development.
Outcomes:
Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems

CPSY 461 Neuropsychology (3 Credit Hours)
This course is a survey of neuroanatomy and brain-behavior relationships.
Outcomes:
Students will be able to demonstrate knowledge of neuroanatomy and brain-behavior relationships

CPSY 482 Personality and Intellectual Assessment (3 Credit Hours)
This is a course in which students acquire basic proficiency in the administration and interpretation of objective and projective personality tests.
Course equivalencies: X-CIEP482/CPSY482
Outcomes:
Students will demonstrate skills with the administration, interpretation, and presentation of personality assessment results

CPSY 498 Independent Study (1-3 Credit Hours)
Topics chosen for individual study. Must be approved by an instructor and department chairperson.

CPSY 499 Independent Research (1-3 Credit Hours)
Research projects selected by the individual student, with the approval of the research supervisor and the department chairperson.
Outcomes:
Outcomes are chosen between the instructor and the student during the semester the student takes the course

CPSY 527 Prevention, Advocacy, and Outreach: Community-Based (3 Credit Hours)
This course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a community counseling model. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.
Outcomes:
Students will be able to think critically about the conceptual and theoretical philosophies that underlie prevention practice and will be able to develop preventative interventions for use in school and community contexts

CPSY 528 Clinical Appraisal and Treatment Planning (3 Credit Hours)
This course focuses on developing intake interviewing skills, writing intake reports, conducting diagnoses, and developing treatment plans. Interviewing styles including social history interviews, mental status examinations, and behavioral interviews are explored.
Outcomes:
Students will be able to demonstrate the ability to collect useful information from clients through diagnostic interviews and mental status examinations, assign diagnoses, write treatment plans, and formulate treatment recommendations

CPSY 529 Psychology of Immigration (3 Credit Hours)
This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations.
Outcomes:
1) develop skills, competencies, and points of view; 2) learn to analyze and critically evaluate ideas, arguments, and points of view; 3) acquire an interest in learning more by seeking answers

CPSY 530 Research Seminar in Counseling Psychology (3 Credit Hours)
Pre-requisites: consent of instructor
This doctoral seminar provides in depth coverage of important methodological issues involved in conducting research in counseling psychology and provides the student to develop a research proposal.
Outcomes:
Students will be able to demonstrate knowledge of methodological issues involved in conducting research in counseling psychology, including understanding and controlling threats to validity, understanding the limits of null hypothesis significance testing and the importance of effect size estimates to the interpretation of the results of individual experiments and to the accumulation of evidence across experiments; Students will also demonstrate the ability to translate a research interest into a researchable question and design a study to address the question

CPSY 531 Ethical and Legal Issues in Counseling Psychology (3 Credit Hours)
The course uses the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as a framework, to examine representative ethical, professional and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers.
Outcomes:
Students will be able to demonstrate knowledge about the contemporary ethical, professional and legal issues relevant to the practice of professional psychology and will be able think critically about ethical dilemmas to make ethical decisions,

CPSY 532 Advanced Theories in Psychotherapy (3 Credit Hours)
This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

CPSY 533 Proseminar (0 Credit Hours)
CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

CPSY 535 Seminar in Supervision & Consultation (3 Credit Hours)
Pre-requisites: permission of instructor
This seminar exposes students to theory and research on clinical supervision relevant to training mental health professionals.
Outcomes:
Students will be able to apply theoretical and research knowledge to conceptualize the development of clinicians-in-training and generate interventions to promote their growth

CPSY 536 Supervision Practicum (3 Credit Hours)
This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting.
Outcomes:
Students will demonstrate clinical supervisory skills based on appropriate theory and the ability to conceptualize counselor trainee development

CPSY 595 Thesis Supervision (1 Credit Hour)
To be registered for while working on an approved thesis project.

CPSY 600 Dissertation Supervision (1 Credit Hour)
To be registered for while working on an approved dissertation project.

CPSY 605 Master's Study (1 Credit Hour)
To be registered for while preparing a thesis proposal.

CPSY 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal. Restrict enrollment to CPSY PhD students and allow students to complete twice in a career.

CPSY 615 Internship: Counseling Psychology (1 Credit Hour)
Please consult the Counseling Psychology Graduate Program Handbook for the complete description of the internship.

CPSY 620 Dissertation Research (3 Credit Hours)
The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation or capstone research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421) or RMTD 406, CIEP 448, and RMTD 400 and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods. Students are well positioned to complete culminating project for doctoral candidacy upon completion of this course.

Curriculum, Instruction & Educational Psychology (CIEP)

CIEP 401 The Exceptional Child (3 Credit Hours)
This course is designed to provide a psychological and educational examination of exceptionality as related to school- age children and youth.
Outcomes:
Students will articulate defining characteristics of a range of disabilities as well as knowledge of a range of educational modifications made for students with special needs

CIEP 409 Evidence Based Interventions (3 Credit Hours)
This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, process for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school based settings. Restricted to EDS students.
Outcomes:
Upon completion of the course, students will be able to: Define "evidence-based intervention" and differentiate this concept from similar concepts (eg, empirically-supported intervention, evidence-based practice, etc); Identify organizational websites that collect, evaluate, and disseminate evidence-based academic and behavioral interventions for children and adolescents that can be used in school-based settings (eg, What Works Clearinghouse, Doing What Works, Johns Hopkins Best Evidence Encyclopedia, and SAMHSA's National Registry of Evidence-Based Programs and Policies); Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention's evidence; Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings; Understand the strengths and limitations of developing and implementing evidence- based interventions with minority populations

CIEP 410 Legal Issues - Educating Exceptional Children (3 Credit Hours)
Legal issues relevant to the education of persons with disabilities are examined.
Outcomes:
Students will demonstrate and understanding of legal issues that pertain to students with disabilities as well as other relevant case law in education

CIEP 412 Special Topics in Special Education (3 Credit Hours)
Seminar in Special Topics in Special Education. Topics will vary from term to term.

CIEP 413 Psychopathology & School Mental Health (3 Credit Hours)
Enrollment is limited to Graduate Students in the School Psychology Program The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. The interactions of individuals, families, communities, schools and mental health providers in either etiology and/or treatment planning will be considered.
Outcomes:
Students will gain knowledge of child/adolescent psychopathology in terms of diagnosis, prevention and intervention

CIEP 414 Instructional Methods-Diverse Population (3 Credit Hours)
This course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.
Outcomes:
Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

CIEP 415 Models of Instruction (3 Credit Hours)
This graduate course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.
Outcomes:
Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

CIEP 416 SPED Administrator: Assessment of Atypical Child (3 Credit Hours)
This course is an introductory course in assessment principles and practices. It is designed to provide students obtaining certification as an administrator the foundation to understand the proper uses of assessment and data. Students will acquire a broad introduction to the topic of assessment. The introduction covers the knowledge of assessment principles and practices. This course will provide students the foundation to understand and discern the proper uses of assessment and data to make individual decisions and broad organizational decisions.

CIEP 417 Scientifically Based Research (3 Credit Hours)
No course description is available

CIEP 420 Multivariate Aspects of Research (3 Credit Hours)
No course description is available

CIEP 423 Advanced Literacy Instruction in the Content Area (3 Credit Hours)
This course focuses on the theoretical foundations of content instruction in the context of reading and writing to learn in the content areas. Current research on reading, writing, and thinking as well as topical issues related to teaching practices and state and professional guidelines and standards will be examined.
Outcomes:
Students will develop a knowledge base of current reading/writing/thinking theories which can be applied to the teaching of content areas in either elementary or secondary classrooms

CIEP 425 Theory and Practice in Assessment (3 Credit Hours)
This course addresses the purposes, methods, creation, and uses of assessments in a variety of learning contexts (e.g., classrooms, informal learning settings, workplace settings). The course will examine multiple assessment practices (e.g., testing, performance based, self-assessment, work based assessment). The course will also provide an introduction to the psychometrics of assessment.
Outcomes:
Candidates will be able to describe and explain the purposes, theories, and components of various assessment practices; Develop a variety of assessment practices to evaluate learning outcomes across different learning contexts; describe and explain the foundational aspects of psychometrics as it relates to assessment

CIEP 431 Three Tier Prevention: Advanced Primary Supports (3 Credit Hours)
This course focuses on universal preventions, which serve as the first tier of three levels of intervention.
Outcomes:
Candidates will learn skills to assist them in (a) identifying and assessing problem behaviors; (b) designing and implementing behavior interventions; (c) designing learning environments that prevent and remediate problem behaviors, and (d) involving key stakeholders to develop agreed upon expectations and strategies to facilitate success for all students

CIEP 432 Three Tier Prevention: Secondary and Tertiary Supports (3 Credit Hours)
This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will learn skills to assist them in designing and implementing evidenced-based behavior interventions to targeted groups or individuals that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional

CIEP 433 Self-Determination: Self-Management and Transition Planning (3 Credit Hours)
This course will focus on increasing student self-determination through the use of behavioral principles to understand and address problems in self-management. In addition, the course will introduce current perspectives on self-determination and quality of life issues as they relate to individuals transitioning through the life-span.
Outcomes:
Candidates will learn how to apply behavioral principles to develop and implement an individual self-management plan to reach a particular short-term goal

CIEP 434 Practicum I: Consultation and Collaboration-School Personnel (3 Credit Hours)
This course will provide candidates with the opportunity to practice the use of primary supports/interventions to enhance the capacity of schools to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will demonstrate leadership when planning and implementing primary preventions strategies at the school-wide level across all students and will involve appropriate key stakeholders (school personnel, students, families, community members) to develop agreed upon school-wide expectations and strategies to facilitate success for all students

CIEP 435 Practicum II: Consultation and Collaboration-Family and Community (3 Credit Hours)
This course will provide candidates with the opportunity to practice the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will demonstrate leadership by providing guidance and modeling to school personnel, family, and community member in the use of behavior interventions to improve the quality of life for all children

CIEP 440 Critical Investigations in the Field of Curriculum (3 Credit Hours)
This course critically examines the foundations of curriculum from a critical lens on the field of curriculum. Students study controversial curriculum issues across schools and communities drawing from curriculum theory and policy in lived and specific historical contexts. It starts with the discussion of the history of the field, multiple definitions of curriculum, paradigms, and philosophies and then moves on to wonder about the prospects for the future. Students examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions both in schools and communities.
Outcomes:
This course will educate students in historical and philosophical curriculum inquiry across schools and communities; Students explore curriculum issues in real and particular historical, philosophical contexts and apply them to contemporary curriculum discourses

CIEP 442 Culturally Sustainable Curriculum Development & Implementation (3 Credit Hours)
This course provides the basis for curriculum development and implementation in schools or other professional learning settings. Students will learn theories and practices of developing curriculum based on culturally responsive and sustainable frameworks and practice how to apply these principles in curriculum development. Students will design and implement social justice-oriented curriculum for schools and/or professional settings.
Outcomes:
Students will understand key curriculum development frameworks that integrate culturally sustainable pedagogy

CIEP 444 Social Justice, Service, Quality (3 Credit Hours)
No course description is available

CIEP 447 Technology-Enhanced Instruction: AI Integration in Education (3 Credit Hours)
The course critically examines the evolving role of technology, especially artificial intelligence (AI), in educational settings. Students will engage with theories and models of technology integration and explore how AI is used responsibly in education. They will develop strategies to integrate AI into education and address related complex challenges through critical perspectives. The course promotes a human-centered, ethical, and responsible approach to AI implementation. Students will become leaders in the ethical use of AI in education and participate meaningfully in an AI-saturated society.
Course equivalencies: CIEP492/CIEP447
Outcomes:
Explain the history and impact of technology on education; Apply theories and models of technology integration in education; Integrate AI into education in a human-centered, critical, ethical, and responsible way; Use AI ethically to enhance learning outcomes and manage its challenges; Redesign curriculum and assessments to support the ethical use of AI; Develop guidelines and instructional programs to foster critical AI literacy

CIEP 450 Educational Psychology (3 Credit Hours)
The psychological bases of educational theories and practices related to human learning, development and psychological research are studied and critically examined.
Outcomes:
Students will demonstrate knowledge of leading learning theories, human development and assessment of learning as it pertains to evidence-based instruction and practice

CIEP 451 Psychology of Learning (3 Credit Hours)
The dual study of theory and research in human learning is presented, with an emphasis on behavioral and cognitive science models, as well as memory and retrieval systems.
Outcomes:
Students will demonstrate knowledge of validated learning theories in the behavioral and cognitive science domains

CIEP 455 Advanced Curriculum & Teaching in the Middle School (3 Credit Hours)
This graduate level course examines middle school (MS) education (grades 6-8), emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14).
Course equivalencies: X - CIEP 351 / CIEP 455
Outcomes:
Effective middle school teacher candidates understand the needs of their students and attend to the development of the whole child, including social and emotional learning; Effective middle school teacher candidates will understand the importance of culturally sustaining teaching; Candidates understand middle school philosophy outlines key components of culture, community, and curriculum that are needed in effective middle schools teaching; Candidates understand effective instruction for middle school students is responsive to their developmental needs and growing cognitive abilities

CIEP 457 Implementation Strategies, Planning, and Practices (3 Credit Hours)
Implementing innovations in schools, community and business organizations requires individuals to possess the knowledge and skills to work successfully as change agents. This course is a study of the science, theories, models and strategies that can be used across organizational settings to facilitate the implementation of innovative practices.
Outcomes:
Students will be able to utilize theories, models and strategies to facilitate the planning and implementation of innovations within organizational settings

CIEP 461 Practicum in School Psychology I (3 Credit Hours)
This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.
Outcomes:
Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

CIEP 462 Ethics and Professional School Psychology (3 Credit Hours)
Enrollment is limited to Graduate Students in the School Psychology program. The course focuses on the professional, legal, and societal context in which school psychology practice takes place and the major functions and competencies of school psychologists.
Outcomes:
The expected outcomes of the course are an enhanced understanding of the roles and functions of school psychologists and models of service delivery

CIEP 463 Practicum Schl Psychology II (3 Credit Hours)
This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.
Outcomes:
Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

CIEP 466 School Psychology Special Topics (3 Credit Hours)
This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

CIEP 469 Issues that Shape Teaching and Learning in Urban Schools and Communities (3 Credit Hours)
This course examines the social, economic, political, cultural and historical factors that impact communities and shape teaching and learning in urban settings. A field experience with a local community organization working on an educational initiative will provide students with the opportunity to participate in, research, and develop understandings around the relationship among organizations, communities, and schools.
Outcomes:
Students will be able to demonstrate a complex understanding of issues that face urban schools, their relationship to local communities and the educational resources that can be generated by partner ships between schools and communities

CIEP 470 Principles of Instructional Design (3 Credit Hours)
Through the development of an instructional product candidates will engage in the activities associated with each step of the ADDIE process. Emphasis is placed on a cognitive model of learning; however, other models/theories of learning may be applied. In addition candidates will use theories of instructional motivation, principles of instruction as well as instructional strategies relevant to the type of knowledge and cognitive domain level of their product to in order to enhance learning. Analysis, Design, Development, Implementation, Evaluation (ADDIE) process to develop an instructional product.
Outcomes:
Candidates will use the steps involved in systematic instructional design process

CIEP 471 Theoretical Foundations of ESL-Bilingual Education (3 Credit Hours)
This course introduces the integral theoretical, historical, political frameworks and ideological constructs that shape the contemporary educational practices for culturally and linguistically diverse students. Content delves into key principles, policies, and practices of language education, including the various models of bilingual education, English as a second language (ESL), English as a foreign language (EFL), and sheltered content instruction. The course builds background of language acquisition theories, key legal precedents, and educational and language policies that influence school programming, assessment, instruction, teaching, and learning.
Outcomes:
Participants will explain how students develop and maintain languages, describe the research basis for bilingual education, and demonstrate how various school stakeholders implement language policies and programs with bilingual students

CIEP 472 Methods and Materials for Teaching ESL/Bilingual Education (3 Credit Hours)
This course provides a comprehensive framework for teaching bilingual students across a range of educational settings and explores the various theories of language teaching and learning that have been promoted at different times. The content delves into various approaches to teaching in monolingual and bilingual instructional settings, as well as pedagogical strategies to support disciplinary learning, language development, and bilingualism/biliteracy. Course topics include instructional planning and implementation, as well as the selection of culturally, linguistically, and developmentally appropriate materials to enhance instruction, understanding, and achievement.
Outcomes:
Participants will design and implement instruction that responds to students' cultural and linguistic backgrounds, supports language development, fosters meaningful interaction with peers, and maintains rigorous expectations for disciplinary learning

CIEP 473 Instructional Leadership for Multicultural Schools (3 Credit Hours)
This course focuses on building capacity in schools to promote the learning, development, and achievement of students from diverse linguistic, cultural, and racial backgrounds, particularly framed within the context of a society faced with issues of poverty, discrimination, racism, and sexism. The course probes important topics such as teacher expectations, student identity construction, and utilization of the rich resources that students bring to educational settings from their homes and communities.
Course equivalencies: X- CIEP 473/ ELPS 465
Outcomes:
Participants will critically analyze their school settings for issues of race, class, culture, language, and gender and then design professional development efforts to promote change with teachers, leaders, families, and communities

CIEP 474 Assessment of Bilingual Students (3 Credit Hours)
This course prepares educators to utilize assessment to inform classroom instruction, specifically focused on authentic assessment of language and content. Targeting educators of bilingual students, the course emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Educators collect data and make instructional decisions based on students' abilities in English and other languages, which involves distinguishing between learning exceptionality and second language acquisition.
Course equivalencies: X-CIEP474/CIEP526
Outcomes:
Participants will design and utilize formal and informal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias

CIEP 475 Curriculum Workshop (1-3 Credit Hours)
The course is designed to contextualize, introduce and/or deepen the understanding and appropriation of Ignatian/Jesuit Education/Pedagogy for people who are already engaged in it or planning to engage in it. The course is designed as a philosophy of education course emphasizing the philosophical approach and roots of Jesuit Education. The course can also assist people in the field of education that want to know about Ignatian Pedagogy or are looking for ways of recreating their pedagogical practice from the perspective of Jesuit Education. However, the course can also be accommodated to those looking for an applied approach to enrich and improve a specific pedagogical practice. In this case please indicate this intention to the instructor to make the necessary adjustments.

CIEP 477 Prevention, Assessment & Intervention: Academic (3 Credit Hours)
Enrollment is restricted to Graduate students in School Psychology. To provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. They will utilize and evaluate evidence based interventions and learn to effectively communicate this information orally and in writing to help teachers and parents develop, modify academic intervention plans.
Outcomes:
Candidates will be able to evaluate and utilize appropriate academic interventions and identifying evidence based practices

CIEP 478 Behavioral Intervention: Assessment & Support (3 Credit Hours)
The aim of this course is to familiarize students with the professional literature in consultation and to employ data-based decision-making in the design and delivery of consultative interventions.
Outcomes:
Students will be able to design and evaluate two consultation cases; one at the individual level and the second on a classwide-level

CIEP 479 School-Based Consultation (3 Credit Hours)
This course will provide an overview of the knowledge and skills necessary for school psychologists to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on the collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe, practice and evaluate the skills required to engage in school-based collaborative consultative services through applied case work, practice, role play, self-reflection, feedback and class discussion.

CIEP 480 Assessment School-Age Students & Adults (3 Credit Hours)
The emphasis of the course is on assessment skills and interpretation of individual cognitive measures with school-age children and adults.
Outcomes:
Students will be able to demonstrate proficiency in the administration and interpretation of a wide variety of commonly used measures of cognitive functioning

CIEP 481 Prevention, Assessment & Intervention: Early Childhood (3 Credit Hours)
Enrollment is restricted to Graduate Students in the School Psychology program. This course provides insight into the developmental assessment of infants & preschool children, and the planning and development of intervention goals.
Outcomes:
Students will gain proficiency in standardized and authentic assessment of language and social-emotional development, cognitive ability, motor skills, achievement, and adaptive behavior in young children

CIEP 482 Prevention, Assessment & Intervention: Behavior (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology. This course is designed to provide students with an introduction to strategies for promoting positive behavior in the context of instructional environments through the use of applied behavior analysis principles and procedures. Course content includes multiple methods of behavioral assessment linked to intervention planning.
Course equivalencies: X-CIEP482/CPSY482
Outcomes:
The students will be able to use strategies for promoting positive behaviors for students in the schools and link their assessments to interventions

CIEP 484 Biological Foundation: Behavior in Schools (3 Credit Hours)
This is a seminar course on cognitive neuropsychological foundations in school psychology. The cognitive neuropsychological basis of educational theories and practices are studied and critically examined. Emphasis is given to current brain research, assessment based on the Cognitive Hypothesis Testing model (Hale & Fiorello, 2004) and resultant neuropsychological process assessment and how medications impact learning, social interactions, and behavioral functioning within the school setting. The course is for nonmedical professionals and provides a basic knowledge of cognitive neuropsychological principles of brain functioning, medications and psychopharmacological treatment.
Outcomes:
Students will demonstrate an understanding of the biological basis for behavior and how these issues relate to academic and behavioral challenges faced in schools

CIEP 485 Prevention, Assessment & Intervention: Social-Emotional (3 Credit Hours)
Enrollment is restricted to graduate students in School Psychology. The students will have an understanding of the theoretical foundations of emotional and behavioral disorders; the diagnostic/eligibility criteria for emotional and behavioral disorders; and the social and emotional assessment instruments and procedures. Students will be introduced to early identification and intervention strategies with regard to social/emotional/behavioral functioning.
Outcomes:
Students will be able to assess and link interventions to help students with social emotional needs in the schools

CIEP 486 Internship: School Psychology (3 Credit Hours)
This course provides university-based supervision for school psychology students completing a nine-month full-time experience conducted in an approved public school setting under a state-approved internship plan.
Outcomes:
Student apply skills in assessing students, consulting with school personnel and parents, counseling students as part of a state-approved internship plan

CIEP 487 Tests and Measurements (3 Credit Hours)
This is a course overview of the history, purposes, and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.
Outcomes:
Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

CIEP 488 Participatory Action Research (PAR) in Schools and Communities (3 Credit Hours)
This course will provide candidates with the knowledge and skills to use participatory action research (PAR) practices and approaches. Candidates will develop theoretical and practical knowledge related to a collaborative approach to research. The theoretical framework situates stakeholders in schools and community organizations as experts in their field and sees collaborative research between institutions of higher learning and schools and communities as an opportunity to authentically address germane problems and issues while promoting shared learning.
Outcomes:
This course emphasizes valuing the epistemic assets that local stakeholders bring to identifying and working toward solutions that benefit their missions and finding ways to bring attention to their work through research and publications

CIEP 489 Intro School-Based Network (3 Credit Hours)
No course description is available

CIEP 496 Educational Evaluation (3 Credit Hours)
This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to practice program evaluation. An assumption of this course is that "the pursuit of professional practice in evaluation requires developing a life of the mind for practice" (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.
Course equivalencies: RMTD406 / CIEP496

CIEP 498 Independent Study (1-3 Credit Hours)
In preparation for advanced degree writing and research, candidates will utilize readings, discussions, and appropriate computer applications to interpret, organize, display, and summarize quantitative study results. Course concepts include probability, normal distribution, tests of significance and correlation, simple regression, and multiple regression are among the tests that may be utilized.

CIEP 499 Directed Research (1-3 Credit Hours)
This course is Directed Research. Course Content, Course Objectives and Outcomes are collaboratively constructed with Research Student and Supervising FT SOE Faculty member. The Directed Research Projects are approved by SOE Program Area faculty and SOE Associate Dean of Academic Affairs.
Outcomes:
Outcomes chosen between the instructor and the student during the semester the course is taken

CIEP 500 Child Development and Cognition (3 Credit Hours)
The purpose of this course is to provide students with a graduate level overview of the key theories of development and cognition. Students will learn about critical issues in development and learning that they will encounter and need to deal with working as psychologists in applied settings. Throughout the course students will be asked to analyze, reflect upon, and critique how theories learned may apply, or not, to those learners whose primary culture may be different from the majority through case studies, online discussion boards (or in-class discussions), and a critical analysis of comparative field site visits.

CIEP 501 Exceptional Learner II (3 Credit Hours)
The purpose of this course is to provide in depth understanding of ethical, professional, and collaborative service provision for children with special needs within a multicultural framework.
Outcomes:
Students will understand the current trends in service delivery for students with low incidence/significant disabilities (eg, partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs

CIEP 502 Trauma Sensitive Schools (3 Credit Hours)
Students will explore literature on trauma sensitive schools and the intersection with race and discrimination. They will use Multi-Tiered systems of support to support students at each tier and support staff and families.
Outcomes:
Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

CIEP 503 Culturally Relevant Literature for Children & Adolescents (3 Credit Hours)
This course introduces participants to texts and classroom materials that authentically portray and reflect the cultural and linguistic diversity of classrooms and communities. The course focuses on analyzing materials for relevance and authenticity, learning about bilingual students through diverse stories, and using culturally relevant texts to support students' learning and development in classrooms.
Outcomes:
Participants will find, select, and utilize culturally relevant and authentic literature to support students' learning and development in culturally and linguistically diverse classrooms

CIEP 504 Applied Linguistics for Teachers (3 Credit Hours)
This course emphasizes the complex and dynamic role of language in teaching and learning, including implications for effective policy and practice in culturally and linguistically diverse classrooms. The course prompts participants to engage in applied linguistics research to solve problems of practice in the teaching of bilingual students.
Outcomes:
Participants will apply in-depth understandings of language acquisition and development to make informed decisions in practice with the goal to support the learning and language development of linguistically diverse students

CIEP 505 Literacy and Numeracy for Principals (3 Credit Hours)
Pre-requisites: ELPS 481; CIEP 442
The purpose of this course is to introduce principal candidates to the foundations of numeracy and literacy development across PK - 12 settings. Included will be a focus on the development of knowledge and skills required to provide leadership in PK - 12.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

CIEP 506 English Language Learning Practicum (3 Credit Hours)
The practicum experience serves to integrate learning from across the Masters program within authentic teaching and learning environments spanning PK-20 settings. The course involves formal observation, support, and evaluation during classroom teaching with bilingual students, guided by specific practicum assignments that center on backward design via data analysis, classroom environment, and instructional units of study.
Outcomes:
Participants will demonstrate competence, effectiveness, and responsiveness in daily classroom practice with bilingual students

CIEP 507 Language Demands and Development in Disciplinary Classrooms (3 Credit Hours)
Everything we do in classrooms and schools requires language, yet the nuances and complexities of language are rarely explored in educator-preparation programs. As the population diversifies and more students come to schools with competencies in languages other than English, teachers must understand how language works so that they can support students in developing language spanning grades and disciplines. In this course, teachers will explore the language demands within and across academic disciplines and enact scaffolds to support multilingual students' language development by attending to these demands. Course understandings and related pedagogical practices emphasize the value of students' multilingual repertoires and competencies with foci on building metalinguistic awareness and encouraging translanguaging with languages and language varieties. Pedagogical practices will focus primarily on building classroom environments to support students' language development, including contextual features, scaffolds, and procedures.
Outcomes:
Participants will: Describe the role of language(s) in teaching and learning, including how it develops; Distinguish the components of language (eg, phonology, morphology, syntax); Apply knowledge of language components in support of language development; Describe the language functions, features, and domains of disciplinary classrooms; Apply knowledge of language demands to support students' language development; Explain the interplay of home and school languages (eg, metalinguistic awareness); Apply knowledge of metalinguistic awareness in support of language development

CIEP 508 Social Justice for Multilingual Learners (3 Credit Hours)
This course introduces educators to foundational principles and practices for promoting social justice and educational equity while teaching multilingual learners in today's classrooms. A central component to teaching for social justice for students labeled as English learners (ELs), this course prompts educators to deconstruct their identities, experiences, and perspectives on cultural and linguistic diversity as a means to recognize and deconstruct language ideologies, deficit-based perspectives, personal biases, and institutionally driven assumptions. Framed by larger sociolinguistic and sociopolitical themes in the field of EL/bilingual education, educators explore students' diversity in their classrooms and schools and reflect upon current practice with that lens. Participants then draw from the literature to develop personal philosophy statements for serving multilingual learners with goals for their own professional learning.
Outcomes:
Participants will: Discern the central and active role of teachers as language policy actors and language decision makers in classrooms, schools, and communities; Reflect upon previous experiences with and perspectives on language learners, language education, and language diversity; Probe the role of language ideologies in institutional practices in education as a means to examine and deconstruct biases and assumptions; Explore the diversity of classrooms, schools, and communities, including cultural, linguistic, familial, academic, social, emotional, behavioral, and sociopolitical factors; Analyze historical and current practices in schools for multilingual students in line with research and theory of supporting and promoting equity for multilingual students; Define personal philosophies and professional goals for teaching multilingual students

CIEP 509 Literacy Teaching for Bilingual & Multilingual Students (3 Credit Hours)
Literacy is widely seen as one of the most important skills that children need in order to be successful in school and beyond, however the teaching of reading and writing are largely still approached from a monolingual paradigm even though the vast majority of classrooms have students who speak (and are often literate to varied degrees in that language) in at least one other language beyond the language of instruction. Therefore, it is essential that educators acquire the knowledge and skills to consider the development of literacy from a broader, less restrictive linguistic paradigm in order to engage and effectively teach reading and writing to their students who are bi/multilingual. Regardless of teaching context (e.g., grade level; bilingual or monolingual instructional setting, etc.) educators in this course are supported to move away from a monolingual paradigm in relation to literacy development in order to make strong and effective use of their students' literacy knowledge across languages. Participants will apply new learning to implement strategies (such as contrastive analysis, reading and writing opportunities in both languages, etc.) that supports the development and transference of literacy learning across languages.
Outcomes:
Participants will: Explain the relationships between oral language and literacy development and first and second literacy acquisition; Describe the relationships between literacy development, identity and motivation; Describe the different paths to literacy development specifically in relation to oracy and literacy in another language; Identify the ways in which knowledge of different orthographic systems can be beneficial to learning a new one; Apply knowledge of different orthographic systems to support students' literacy development through teaching strategies such as contrastive analysis; Apply knowledge of bilingualism to support students' literacy development across languages; Design strategies for teaching reading and writing that build on students' linguistic and cultural funds of knowledge; Identify the components of knowledge needed to become literate in another language and distinguish between those aspects of literacy that are common across all languages and those that are unique to certain languages; Create classroom environments and materials that support students' bi- or multilingual literacies and engage them in shared literacy events

CIEP 510 Accessing & Adopting General Education Curriculum (3 Credit Hours)
This course provides a review of standards for K -12 student learning with special emphasis on reading and mathematics.
Outcomes:
The student will be able to Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences

CIEP 511 Development Theory & Disabilities (3 Credit Hours)
The purpose of this course is to study the stages of physical, cognitive, social, and emotional development of infants, toddlers, young children, and adolescents with special attention to the similarities and differences among individuals with and without disabilities. The influence of sensory, cultural, and environmental issues on the developmental needs of children and adolescents will be explored. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

CIEP 512 Special Education: The Profession (3 Credit Hours)
The purpose of this course is to examine, test, and clarify the student's commitment and understanding of the teaching profession.
Outcomes:
Students will reflect on their role in the classroom through journaling and sharing

CIEP 513 Ethics & Law for Administrators (3 Credit Hours)
This course will deal in depth with current and timely legal and ethical issues in the education of children with disabilities, diverse learners and other children identified as having additional needs in any area of instruction and development, focusing on the administration of special education services in public schools. The approach to and focus on these topics is designed for candidates seeking endorsement as Illinois State-approved Director of Special Education. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and the provision of a free appropriate public education in the least restrictive environment. The delivery of services to special needs children from early childhood through post-secondary transition will be addressed.
Outcomes:
The course will concentrate on statutory and regulatory compliance; fostering effective and productive relationships among administration, professional personnel, service providers and families in serving students with special needs; and timely, efficient, positive-focused dispute resolution

CIEP 514 Advanced Systems Consultation (3 Credit Hours)
As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students' needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.
Outcomes:
Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

CIEP 518 Theories and Practices of Partnerships (3 Credit Hours)
This course explores current issues, literature bases, and practical examples related community-based and practice-oriented partnerships focused on improving learning opportunities for youth, their parents/guardians, and various stakeholders in the community.
Outcomes:
Teachers are vital to the success of the students in their classrooms, but we must recognize that teaching and learning happen across many time and spaces, and are influenced by a multitude of factors, beyond the classroom

CIEP 519 Data-based Decision Making (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology. The purpose of this course is for students to gain knowledge in universal behavioral and academic behavior data-based decision-making skills and ways to use these data to make informed curricular and intervention decisions that are of use to schools. The students will be able to use data-based and evidence-based decision-making in working with children and teachers in the schools.

CIEP 520 Doctoral Seminar (1 Credit Hour)
This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation.
Outcomes:
Students will develop a plan of study for their degree as well as a prospectus for their dissertation

CIEP 521 Curr Theory & Rsrch Schools & Cmty:Positionalities,Prspctives,&Trnsformtns (3 Credit Hours)
The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school and community settings. Students become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.
Outcomes:
Students will pose a problem, a question or a series of questions that would address the problem, collect data to facilitate answering some or all of the questions, analyze the data, and produce a series of reports on the state of their research in school and community settings

CIEP 522 Curriculum Policy Across Schools and Communities (3 Credit Hours)
This course offers a critical examination of the intersections of curriculum politics, policy, and practice in schools and communities. The goal is to increase students' understanding of the complexities of educational policy in practice as a means to assist them in becoming effective leaders and practitioners who influence and implement curricular policy in service of social justice.
Outcomes:
Students will examine historical and current trajectories of curricular policy spanning educational contexts, using various theoretical frameworks to probe how policy layers, locales, and actors influence the design and implementation in practice

CIEP 523 Curriculum Improvement and School-Community Change (3 Credit Hours)
Recognizing that the growth and development of schools and communities are inextricably linked, this course develops candidates' understanding of curriculum and school reform as well as community improvement. It examines historic school reform and contemporary school change models in addition to school-based reform strategies intended to improve teaching and learning in schools. The course further examines contemporary community development strategies such as community organizing, community economic development, and social service approaches in order to grant insights into the role communities play as potential partners in school improvement.
Outcomes:
Students will assess current research on curriculum reform and community development and their implications for improving student learning and achievement in school settings; Students will work with a local community organization or community schools' site in order to gain insights into how school and community organizations partner together to strengthen learning and developmental outcomes

CIEP 524 Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities (3 Credit Hours)
This course examines social justice issues through a critical lens. Readings focus on the role of race, ethnicity, and cultural contexts in the development of curriculum over time. The course emphasizes teaching for social justice through culturally and linguistically responsive and sustainable instructional and assessment practices.
Outcomes:
This course has been designed for graduate students who want to explore frameworks, perspectives, contexts, and strategies that will help them translate social justice in instruction and assessment practices

CIEP 525 Leading for Social Justice in School Psychology (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course provides an overview of individual, school-level, and national perspectives on leadership and systems change in school psychology, with an emphasis on strategies for bringing about socially just changes in schools.
Outcomes:
The intended outcome is the enhanced ability to lead for social justice as a school psychologist

CIEP 526 Assessment Culturally & Linguistically Diverse Populations (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course focuses on the socio-political issues that under-represented groups face in society including the historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention with under-represented youth.
Course equivalencies: X-CIEP474/CIEP526
Outcomes:
To produce school psychologists who are aware of multicultural and diversity issues

CIEP 527 Ethics and Law for School Psychologists (3 Credit Hours)
Enrollment is restricted to Ed.D. Students in School Psychology This course focuses on the ethical standard for school psychologists. Students will explore the connection between the psychologist's vulnerabilities, ethical missteps and the development of ethical resilience.
Outcomes:
Students will identify and resolve ethical dilemmas and ethical violations in the practice of school psychology

CIEP 533 Proseminar: Educational Psychology/School Psychology (0 Credit Hours)
A required two-semester series of seminars designed for all students pursuing the Ph.D. degree in educational psychology or school psychology which focuses on critical issues in the field and the planning of a colloquium series
Outcomes:
Students will have an enhanced knowledge base of critical topic that drive the school psychology and educational psychology literature

CIEP 535 System Consultation in School Discipline Reform (2 Credit Hours)
Pre-requisites: Degree in Education or Law Related Field
The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).
Course equivalencies: LAW 684 / CIEP 535
Outcomes:
Students will analyze system level factors and data

CIEP 537 School Discipline Reform: Linking Law Policy and Practice (2 Credit Hours)
Pre-requisites: Degree in Education or Law-Related Field
The course will examine in-depth three to four major themes in the field of school discipline from the perspectives of law, policy and practice (e.g. racial and special education disparities, juvenile/criminal justice linkages and teacher).
Course equivalencies: CIEP 537 / LAW 686
Outcomes:
Participants will develop a three to five year action plan for school discipline reform

CIEP 540 Seminar Research Curriculum & Instruction (3 Credit Hours)
This course focuses on how current research in curriculum and instruction addresses key curricular questions such as, Does it work? For whom and under what conditions does it work? How does it work? Does a given theory hold?
Outcomes:
Students will be able to: 1) Understand key curricular questions and major areas of research in curriculum and instruction; 2) Evaluate a variety of professional articles and studies in terms of validity, methodology, findings, conclusions, alignment of various components with research question; 3) Synthesize research articles and studies into a coherent and appropriate literature review

CIEP 541 Seminar: Curriculum Issues (3 Credit Hours)
In this course students will study one aspect of current literature in the field of curriculum with intensity.
Outcomes:
Students will be able to apply the current research in an advanced curriculum situation; Students will be cognizant of current areas of curriculum research and be able to find references electronically

CIEP 544 Prevention, Assessment & Intervention: Advanced Skills (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology. This course will provide students with in-depth hands on introduction to evidence-based cognitive behavioral treatments. The course will also focus on adaptations to match client presentation, ethnicity, culture, and socioeconomic status.
Outcomes:
The course will involve the modeling and practicing treatments such as CBT, which students will learn and demonstrate competently

CIEP 545 Systems Consultation (3 Credit Hours)
This is an advanced course for doctoral level students. The course has two separate but related prongs. First, the students will develop a working understanding of Organizational Development Consultation, demonstrating the skills necessary to perform the role of organization development consultant and in determining when and how to carry out this role.

CIEP 546 School Psychology Advanced Practicum (1-3 Credit Hours)
Enrollment is limited to Doctoral Students in School Psychology The purpose of this course is for students to complete a supervised advanced practicum in a clinical setting that can include schools, clinical or hospital environments.
Outcomes:
Supervised clinical experience in applied school psychology practice

CIEP 547 Clerkship: School & Educational Psychology (1 Credit Hour)
This is a non-credit doctoral level course that provides advanced experience in university teaching, research or direct service to children/adolescents.
Outcomes:
Students will demonstrate proficiency in an advanced area of academic training, based on supervised experience and evaluation by a site supervisor

CIEP 548 Family, School and Community Collaboration (3 Credit Hours)
Enrollment is restricted to students in the Graduate Education program. Blending leading consultation approaches and ecological theory, this course provides an overview of the conceptual frameworks undergirding family/school community collaboration in schools.
Outcomes:
Students who take this course will leave with an enhanced ability to work effectively with families and communities across a wide spectrum of topics and opportunities

CIEP 550 Seminar Educational & School Psychology (3 Credit Hours)
This course is an overview of current topics in school and educational psychology with an emphasis given to the development of a plan for a program of scholarly activity.
Outcomes:
Students will write a research proposal as an entry point for a research program in a particular domain

CIEP 556 Seminar: Problem Solving Thinking & Creativity (3 Credit Hours)
This course focuses on the knowledge base related to human problem-solving, thinking and creating through the presentation of a variety of approaches as they relate to instructional design.
Outcomes:
Students will demonstrate an advanced theoretical understanding of current models of human problem-solving, thinking and creativity along with an understanding of how these approaches drive instructional interventions

CIEP 557 Seminar Learning Theory & Teaching (3 Credit Hours)
This course focuses on the analysis of advanced readings in behavioral and cognitive instructional technology.
Outcomes:
Students will have an enhanced ability critically examine the literature in behavioral and cognitive instructional technology

CIEP 558 Seminar Theories of Intelligence (3 Credit Hours)
No course description is available

CIEP 559 Seminar Theories of Learning (3 Credit Hours)
This course connects current learning theories with curriculum development, instruction, and assessment practices in the schools. Candidates examine school-based implications of theory and research in such areas as multiple intelligences, developmental stages, and ethical/moral development. This course is neither a methods course (focused on developing a repertoire of teaching and learning activities) nor an educational psychology course (focused on applying experimental research to instruction). It is a seminar in which students read the work of current theorists and practitioners in human learning and explore how knowledge of current of current research can impact educational decisions and instructional practice.

CIEP 563 Graduate Special Education-Student Teaching (6 Credit Hours)
Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.
Outcomes:
Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

CIEP 571 School Discipline Workshop: Anti-Racism (0 Credit Hours)
As part of the Restorative Justice course, you must participate in an intensive on-campus weekend seminar on equity, anti-racism, and restorative justice. This seminar offers you the opportunity to network with other professionals and engage in exercises and skills-building related to the core principles and practices of restorative justice.
Outcomes:
Apply the principles of restorative practices to address challenges your school or district is facing; Develop an action plan to implement prevention-oriented alternatives to exclusionary school discipline practices in your respective setting

CIEP 586 Doctoral Internship: School Psychology (1 Credit Hour)
In collaboration with ISPIC and APPIC, the student will complete an advanced doctoral level 12 month supervised internship of 2000 hours.
Outcomes:
Students will follow a prescribed doctoral level internship plan to show advanced competencies as a school psychologist under the direction of a licensed clinical psychologist and certified school psychologist

CIEP 590 School Psychology - Supervision (0 Credit Hours)
The purpose of this course is to provide supervised teaching or field based experiences to SPYCH GRAD students. Students will learn to apply essential skills effectively to serve children in a school based setting.
Outcomes:
Develop specific school-based skills, competencies and points of views needed by professionals in the field of School Psychology

CIEP 600 Dissertation Supervision (1 Credit Hour)
To be registered for while working on an approved dissertation project.

CIEP 605 Master's Study (1 Credit Hour)
To be registered for while preparing a thesis proposal.

CIEP 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal.

CIEP 620 Legal Issues in School Discipline (2 Credit Hours)
The course will address the Constitutional implications of school discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about "zero tolerance" policies, the role that school discipline plays in the "school-to-prison pipeline," and the discriminatory impact of school discipline policies.
Course equivalencies: X-CIEP 620/LAW 683
Outcomes:
Develop a solid understanding of the fundamental legal principles and law that guide school discipline practices in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law; Enhance understanding of the policy concerns that have arisen regarding school discipline practices and develop knowledge of alternative approaches

CIEP 625 Restorative Justice in Schools (2 Credit Hours)
This course begins with an immersion experience where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the immersion and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, connections between racial and restorative justice, and systems and structures to accommodate restorative practice within school life. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.
Outcomes:
Distinguish between restorative and punitive motivations, techniques, strategies, and outcomes; Define a restorative mindset within a trauma framework by explaining the components of repairing harm between individuals and within communities; Plan, facilitate, and reflect on proactive and responsive circles (including those focused on: community building, healing, understanding, peace and mediation, celebration); Plan, facilitate, and reflect on effective restorative conversations; Plan, facilitate, and reflect on generating effective restorative consequences through a restorative conversation; Describe the connection between anti-racism and racial justice with principles of Restorative Justice; Identify systems, structures, and stakeholders to support the implementation of restorative justice principles to achieve school or district wide culture change

Educational Leadership & Policy Studies (ELPS)

ELPS 400 Inquiry Into Educational Policy (3 Credit Hours)
No course description is available

ELPS 403 Qualitative Research Methods in Education (3 Credit Hours)
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Course equivalencies: RMTD405 / ELPS403
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

ELPS 404 Entrepreneurial Approaches to Catholic Education (3 Credit Hours)
Mark Casson in his book The Entrepreneurs: An Economic Theory, says that the theory of entrepreneurship rests upon the following definition: "An entrepreneur is someone who specializes in making judgmental decision about the coordination of scarce resources." This could also be the definition of a Catholic school leader! Catholic education is the largest non-public education system in America. But it is also half the size it was in 1960. To stay relevant and thriving, Catholic education must become more innovative and entrepreneurial. We will investigate the process by which innovations are designed and will critically assess the efficacy of a wide range of innovations. What leads to innovation and how is it scaled effectively? We will read and talk to educators, entrepreneurs, and policy makers about design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools.

ELPS 405 Introduction to Educational Policy Analysis (3 Credit Hours)
This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.
Outcomes:
Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates

ELPS 406 Foundations Using Data for Continuous Improvement (3 Credit Hours)
This is the foundation course for data-based decision making within the principal preparation series. This graduate course provides skill sets to help future school leaders and administrators to access, interpret, and encourage the use of data to improve student educational outcomes. Restricted to graduate students in the School of Education. Students will learn how to organize, analyze, and synthesize data in order to interpret student and teacher assessment results.

ELPS 407 Leading for Data-based Decision Making (3 Credit Hours)
The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students to accomplish educational outcomes. Restricted to graduate students in the School of Education.
Outcomes:
Candidates will examine data and the use of data in making decisions on several different levels

ELPS 408 Leading for Diversity (3 Credit Hours)
This course focuses on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. This course explores issues of second language and second culture acquisition and consider the relationship between identity construction and school success.

ELPS 409 Fundamentals of Instructional Coaching (3 Credit Hours)
The instructional coach provides instructional leadership by supporting evidence-based instructional practices with classroom teachers. This course focuses on developing the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management. In developing the role of the instructional coach, candidates will develop skill in building trusting relationships, facilitating support from administrators, and providing confidential, non-evaluative job-embedded professional development for faculty. Models of coaching will be explored as well as a focus on conferencing and facilitation skills.

ELPS 410 Sociology of Education (3 Credit Hours)
This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactional perspectives, and exposes students to major theoretical traditions in the discipline.
Outcomes:
Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools

ELPS 413 Critical Social Theories (3 Credit Hours)
This survey course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions: What is theory and who gets to define that?; What is social theory?; What is critical about critical social theories?; How is theory pertinent to practical, everyday educational practices?; How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?; and What is your relationship to critical social theory?
Outcomes:
This course has been designed to meet the following objectives: Students will: 1) Use prior knowledge to make real-word connections to critical social theories; 2) Understand and apply critical social theories to their personal and professional contexts; 3) Increase their reflexivity with regards to critical social issues; 4) Engage in aesthetic educational practices; 5) Embrace conflict as a necessary part of the learning process; 6) Examine the hidden curriculum of higher education through the application of critical social theories; 7) Explore with "play" as a necessary aspect of authentic learning; 8) Experience multimodal approaches to engaging the course content

ELPS 418 Writing Workshop in Rome, Italy (1 Credit Hour)
Immersed in the city of Rome for 14 days, students will use historical and cultural site visits to inspire their daily research and writing sessions. Students will engage in the exploration of our rich Jesuit tradition by studying a brief history of St. Ignatius and the city of Rome and by examining basic Jesuit ideals and principles while using their reflections to support their daily writing sessions. This course is a graduate level course for graduate thesis, comprehensive exams, capstones, and dissertation writers. Academic projects may be completed during this course. This course is a one-credit hour self-guided writing course. This course is open to LUC graduate students and visiting students, Alumni, and faculty who are currently engaged in professional and academic writing and research.
Outcomes:
Students will demonstrate sustained writing productivity by producing measurable progress on a substantive writing project through disciplined daily writing, rigorous critical reflection, ethical research practice, and iterative faculty-guided feedback within an immersive international learning environment; Writers will have completed at least 50 hours of dedicated writing during this workshop - dissertation, defense presentation, academic project, or work project

ELPS 419 Leadership in Higher Education (3 Credit Hours)
This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of college students.
Outcomes:
Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development

ELPS 420 Philosophy of Education (3 Credit Hours)
This course examines the philosophical questions embedded in teaching, learning, and schooling.
Outcomes:
Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling

ELPS 421 Theories of Knowledge and Education (3 Credit Hours)
This course examines theories of knowledge and their implications for educational practice from a philosophic.
Outcomes:
Students understand different philosophic explanations of learning and knowledge and acquire the ability to interpret educational practices according to these explanations

ELPS 422 Modern Theories of Education (3 Credit Hours)
An examination of modern theories of education from a series of philosophical perspectives.
Outcomes:
Students develop a critical understanding of modern theories of education

ELPS 423 Value Theory and Education (3 Credit Hours)
Using various value theories, the course examines the practices of teaching, learning, and schooling.
Outcomes:
The student acquires familiarity with theories of value and is able to use them in critically examining the practices of teaching, learning, and schooling

ELPS 424 Jesus the Teacher: A Theology of Education (3 Credit Hours)
The course develops a theology of education based on the account of Jesus provided in the New Testament.
Outcomes:
The student is able to interpret the task of education in light of the life of Jesus

ELPS 425 Foundations in Student Affairs (3 Credit Hours)
This course provides an introduction to the college student affairs profession. Special attention is focused on historical and philosophical foundations, organizational structures, professional roles, functions, and services, and challenges, opportunities, and issues faced by professional staff.
Outcomes:
Students will be able to describe factors contributing to America's diverse system of higher education and its impact on the design and delivery of student affairs programs and services

ELPS 426 Student Affairs Administration Higher Education (3 Credit Hours)
No course description is available

ELPS 427 Foundations in Higher Education (3 Credit Hours)
The purpose of this new course is to provide a comprehensive examination of the foundations of higher education in the United States.
Outcomes:
This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents; Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns

ELPS 428 The Junior and Community College (3 Credit Hours)
This course introduces the two-year college and its role in American higher education, including a focus on historical origins, characteristics of students and faculty, curriculum development, governance and collective bargaining, and contemporary issues.
Outcomes:
Students will be able to describe factors influencing the development of the two-year college within the broader system of higher education in the United States, and understand the special role that the two-year institution serves in American society

ELPS 429 Selected Topics in Higher Education (3 Credit Hours)
This course will discuss special topics in higher education policy and practice.
Outcomes:
Students will be able to identify, review and critically analyze significant higher education policy and practice issues

ELPS 430 Curriculum and Pedagogy in Higher Education (3 Credit Hours)
This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy?; What has curriculum and pedagogy looked like in your schooling experiences?; What roles do curriculum and pedagogy play in the context of higher education & student affairs?; What are the explicit and implicit curricula of higher education & student affairs?; How is higher education & student affairs curriculum created, by whom, and for what purpose?; What is your own understanding and experiences with curriculum and pedagogy in your own life?
Outcomes:
This course aims to model effective curricular design course activities, assignments, readings, and relationships; While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful

ELPS 431 Evaluation in Higher Education (3 Credit Hours)
This course examines evaluation and assessment philosophy, approaches, models, and practice in higher education with focus on institutional accountability and assurance of quality programs.
Outcomes:
Students will gain an appreciation for the importance of evaluation and assessment of educational programs in higher education and understand strategies employed by institutions to achieve their goals and objectives; Students will also gain an understanding of the range of quantitative and qualitative tools available to measure student learning and developmental outcomes

ELPS 432 Multiculturalism for Social Justice in Higher Education (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education practice.
Outcomes:
Understand social justice conceptual foundations and the various ways in which oppression influences individuals, institutions, and the broader society

ELPS 433 Student Development in Higher Education (3 Credit Hours)
This course introduces cognitive and psychosocial research and theory focused on the maturation and development of traditional aged college students, particularly in the domains of identity, cognition, and moral reasoning.
Outcomes:
Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching

ELPS 434 American College Student (3 Credit Hours)
This course explores who goes to college, and the affects of cultural background and campus environments on college student experiences.
Outcomes:
Students will be able to explain how campus environments influence student learning and identity including analyzing the experiences of different students and student groups using anthropological and sociological constructs

ELPS 435 Enrollment Management in Higher Education (3 Credit Hours)
This course examines research and theory focusing on student demand for higher education, college choice, recruitment and marketing, public aid policy, retention and student success, and best practices related to enrollment management.
Outcomes:
Students will demonstrate factors influencing both demand for higher education and student choice of institutions, with focus on the role of public financial aid policy in access and choice

ELPS 436 Women in Higher Education (3 Credit Hours)
This course explores issues unique to women as academic leaders and administrators in higher education. It examines the history and challenges that women have faced as students in higher education institutions, exploring the factors that have affected their participation, matriculation, and completion of programs, over time and today. Last, this course will explore gender and expanding issues around identification and sexual orientation, as related to institutional inclusiveness and student supportive services.

ELPS 437 Today's Community College Students (1 Credit Hour)
No course description is available

ELPS 438 Designing Effective Community College Courses (1 Credit Hour)
No course description is available

ELPS 439 Assessing Student Learning in Community Colleges (1 Credit Hour)
No course description is available

ELPS 440 Community College Students as Learners (1 Credit Hour)
No course description is available

ELPS 441 Community College Teaching (3 Credit Hours)
This course examines the curriculum and programs offered within community colleges and the instructional philosophies and strategies used to encourage student success. It will examine the heterogenous population of students who attend these institutions and their learning needs and preferences. The course will also require students to understand the curricular issues faced in today's colleges including elimination of developmental education, use of early college courses, articulation agreements and expanding offerings to include topics germane to diverse students.

ELPS 442 Humanistic Foundations of Education (3 Credit Hours)
No course description is available

ELPS 443 Educational Classics (3 Credit Hours)
Analysis of selected works of major importance in the development of educational theory.
Outcomes:
Student acquires an advanced understanding of the thinking of some persons who have made a major contribution to educational theory

ELPS 444 American Schooling and Social Policy: A Historical Perspective (3 Credit Hours)
A historical analysis of the economic, political, cultural, and social factors that helped to shape educational policy and schooling in the United States.
Outcomes:
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions and demonstrate a knowledge of the historiographic approaches and debates in the history of education

ELPS 448 International Higher Education (3 Credit Hours)
This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization.
Outcomes:
Students will understand how IHE's respond to challenges of internationalization, massification, scholar & student exchange, access challenges, accountability demands, was well as international trade agreements on the exchange of educational goods & services

ELPS 450 Finding Jesuit Jesus:Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)
An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy @JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.
Course equivalencies: ELPS 350/ELPS 450
Outcomes:
To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

ELPS 453 Legal Aspects of American Higher Education (3 Credit Hours)
This course examines complex sources of law that impact higher education with a special focus on the student-institution and faculty-institution legal relationship.
Outcomes:
Students will demonstrate a heightened awareness of the key role that the law serves in its relationship with higher education administration and policy; Students will critically evaluate and implement preventative legal strategies on the campus and understand the ethical and social justice implications of such work

ELPS 454 Budgeting and Finance in Higher Education (3 Credit Hours)
This course examines finance-related issues and trends in higher education and reviews budgeting techniques used by colleges and universities.
Outcomes:
Students will demonstrate skills in analyzing higher education financial statements and other fiscal documents, and understand current patterns of higher education finance and their strengths and limitations

ELPS 455 Comparative Education (3 Credit Hours)
The application of historiographic and social scientific theories and methods to understanding international issues of education.
Outcomes:
Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures

ELPS 456 Education & Democratization (3 Credit Hours)
This course will explore some of the conceptual underpinnings of democracy as they relate to contemporary education policy. Texts read include books by Richard Rorty, John Dewey, Cornell West Claudia Rankine and other contemporary writers who work on democracy and education. Themes to be addressed include citizenship education, identity politics, hyper-partisanship, and new nationalisms.

ELPS 457 Comparative Theory (3 Credit Hours)
Pre-requisites: ELPS 455 or consent of instructor
A course in the philosophy and sociology of comparative education knowledge.
Outcomes:
Students will demonstrate a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education

ELPS 458 International Education (3 Credit Hours)
This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arabic Spring periods. Students will spend time exploring and understanding how these many `post-contexts and settings¿ are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

ELPS 459 Organization & Governance in Higher Education (3 Credit Hours)
This course examines the organizational and governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 460 School Administration (3 Credit Hours)
This course serves as an introduction to the administration and governance of American public schools. The course provides an overview of educational administration and the systemic forces that impact upon its functioning.
Outcomes:
Students will be able to apply a systems model approach to school leadership; Students will be able to articulate how to transform school inputs into successful school outputs that build positive will and capacity in order to accomplish the school's vision and mission

ELPS 461 Issues in School Law (3 Credit Hours)
An in-depth examination of current legal issues and their educational implications for district leaders. Emphasis is given to legal issues in personnel practices and district-wide compliance with state and federal laws and regulations. State standards affecting school administration are also examined.
Outcomes:
Students will become familiar with and be able to address school law decisions within the context of school leadership; Students will be able to lead district-wide compliance with state and federal laws and regulations

ELPS 462 The Principalship (3 Credit Hours)
Study of the leadership and administrative responsibilities of elementary and secondary school principals. Topics include: creating a learning community, team-building, school improvement planning, budgeting, staffing, scheduling, and ethical and operational issues in decision-making.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to the ethical and operational issues in decision-making inherent in the leadership role of the school principal as they pertain to various leadership tasks

ELPS 463 School Leadership and the Law (3 Credit Hours)
Provides prospective administrators with an overview of the legal system as it impacts school operations. Intended as a first course in school law, topics include: constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations, and implications for administrative practice.
Outcomes:
Students will be able to demonstrate understanding of an overview of the legal system as it impacts school operations including constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations from the lens of the educational leader

ELPS 464 Workshop: Superintendency (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences in District Leadership offices. This course provides students with the opportunity to develop skills, understandings, and dispositions required of a superintendent - collaborating with boards of education, citizens of the community, and other relevant stakeholders. Restricted to LUC Graduate students.
Outcomes:
Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs; Understand and can monitor and evaluate district management and operational systems

ELPS 465 Workshop (Variable Topics) (3 Credit Hours)
These workshops focus on specific areas of educational leadership, such as: Instructional Leadership, Equity and Justice, Collective Bargaining, Research in Educational Leadership, Cultural Context for Informed Decision Making, and The Superintendency.
Course equivalencies: X- CIEP 473/ ELPS 465
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the relevant workshop area

ELPS 466 School Finance and Budgeting (3 Credit Hours)
Study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of building and district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning. This course is intended as a first course in school finance.
Outcomes:
Students will be able to demonstrate understanding of and competencies pertinent to the school leader's role in building, maintaining, and managing the school budget while addressing issues of need and equity

ELPS 467 School Law & Government (3 Credit Hours)
The legal basis of public education in the United States, with special reference to Illinois major court decisions and statutes are reviewed through the lens of the district-wide leader. Due process, special education, multi-cultural differences, school board relations and other related legal matters will be examined through the role of the superintendent. This course is intended as a second course for a law minor.
Outcomes:
Students will be able to demonstrate an understanding of due process, special education, multi-cultural differences, school board relations and other related school legal matters through the lens of the superintendent

ELPS 468 Problems in Finance and Business Management (3 Credit Hours)
Examination of the social justice issues inherent in developing and evaluating state and local school finance policy, including equity, adequacy, the social and ethical issues associated with allocating resources and relating school costs to achievement. Selected problems of school district financial management are studied, including central office organization, financial management and control, securing and accounting for grant funds, debt financing, insurance and support services management. This course covers topics especially pertinent to district administrators and superintendents.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to district level leadership in financial management, control, and allocation through the lens of social justice issues

ELPS 469 Human Resources in Educational Organizations (3 Credit Hours)
This course explores various facets of human resource administration in educational organizations. Topics covered include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal, discipline, and an introduction to unionism.
Outcomes:
Students will be able to create a strategic plan from recruitment through continual employment for both certified and classified personnel that supports the school's mission and promotes educational excellence for all

ELPS 470 School Supervision (3 Credit Hours)
This course is designed to examine school formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Students will be able to demonstrate understanding of the nature of teaching and learning, develop the skills for conducting the pre-conference, classroom observation, and post-conference of the clinical supervision model, and develop the capacity to facilitate action research, study teams and cooperative supervision

ELPS 471 MTSS for Instructional Leaders (3 Credit Hours)
The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes.

ELPS 472 Administration of Special Education and Pupil Services (3 Credit Hours)
An exploration of legal provisions governing the most current legal issues related to special education and No Child Left Behind, including state rules, regulations and case law. Also examined are the practical issues, such as administering fiscally and ethically responsible service delivery models at the local level. Leadership dimensions necessary to enhance the learning process in an inclusive setting are a special concern.
Outcomes:
Students will be able to demonstrate an understanding of legal provisions of special education and No Child Left Behind, as well as the practical issues, such as administering fiscally and ethically responsible inclusive service delivery models at the local school building level

ELPS 473 Problems in School Supervision (3 Credit Hours)
This course focuses on the critical skills of leading supervision for school leaders within districts and schools. Upon completion of this course, candidates will practice supervision and evaluative skills related to the delivery of curriculum and student outcomes.

ELPS 474 Curriculum Development for Instructional Leaders (3 Credit Hours)
This course focuses on the critical skills of leading curriculum development within schools. Upon completion of this course, candidates will practice leadership skills related to the delivery of curriculum.

ELPS 475 Human Resource Administration for the School District Leader (3 Credit Hours)
Within this course, students explore various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.
Outcomes:
Students will demonstrate an understanding of: strategic planning, human resources' system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining

ELPS 476 Technology in School Administration (3 Credit Hours)
A laboratory-based course on the issues and uses of technology and the related skills of applying technology to problem solving in school administration. This includes design of information systems, networks and data bases, software selection and use, instruction, student testing and program evaluation, scheduling, communications and managing school support services. This course includes examining issues with an emphasis on data based decision-making.
Outcomes:
Students will be able to examine school leadership issues through the use of technology in order to make data-driven decisions

ELPS 480 Residency Seminar for MEd Administration & Supervision (0-3 Credit Hours)
This course is part of a sequence of courses for students in the Master's Principal Preparation Program. Restricted to students in M.Ed. Administration and Supervision. Students will meet with their assigned university coach to make progress in completing the electronic onboarding plan.

ELPS 481 Mission Driven Leadership for Principals (3 Credit Hours)
This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions with particular attention given to data-driven decision making to improve student outcomes.
Outcomes:
Candidates will gain an understanding of various leadership theories, adult learning theory and professional practice, and applying leadership theory to improve student outcomes

ELPS 482 School Supervision for Principals (3 Credit Hours)
This course is designed to examine the broad concept of supervision as well as formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions for supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student

ELPS 483 Human and Fiscal Resource for Principals (3 Credit Hours)
This course explores various facet of human and fiscal resource management in educational organizations through theory and practical application.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to take a strategic approach to resource management in educational organizations

ELPS 484 School Law, Policy Formation, and Community Involvement (3 Credit Hours)
This course covers school law and policy formation designed for candidates seeking to become building leaders in schools.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to understand school law and ethical decision making with particular attention given to building safety, current legal "hot topics," understanding the governance of the local school board and working with the various communities associated with a school

ELPS 485 Instructional Leadership: Equity and Justice (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences. Students study community engagement, board relations development, cultural and community context through the lens of district instructional leadership. Scope: Access, equity and ethical leadership. Restricted to LUC Graduate students.
Outcomes:
Develop appropriate procedures and relationships for working with local governing boards; Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs

ELPS 490 Introduction to Educational Policy Studies (3 Credit Hours)
This policy analysis course examines the general conceptual, ethical, and empirical issues related to educational policy-making at both the macro (national, regional, and state) and micro (local and institutional) levels.
Outcomes:
Students will be able to demonstrate a knowledge of educational policy analysis strategies

ELPS 491 Issues in Educational Policy (3 Credit Hours)
Analysis of selected case studies of important policy issues from various levels of education.
Outcomes:
Students will be able to identify, review, and critically analyze significant educational policy issues

ELPS 498 Independent Study (1-3 Credit Hours)
Pre-requisites: consent of instructor
No course description is available

ELPS 499 Directed Research (1-3 Credit Hours)
Pre-requisites: Consent of instructor
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Learning outcomes are created individually for each Independent Study

ELPS 500 Seminar in Current Educational Literature (3 Credit Hours)
Overview of methods and techniques of bibliographic research related to students' research material.

ELPS 501 Leadership / Capacity Building Organizations (3 Credit Hours)
M.Ed. IEPE Cohort: Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy. Emphasis will be placed on organizational cultures and organizational learning. Restricted to IEPE Cohort.
Outcomes:
Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy; Emphasis will be placed on organizational cultures and organizational learning

ELPS 503 Critical Perspectives on the Internationalization of Higher Ed (3 Credit Hours)
In this course, students will examine the following question, "What does meaningful, socially responsible internationalization look like?" The course will expose students to a diversity of approaches to internationalization and to prepare them to make informed decisions about internationalization strategies that are 1) congruent with their institutions' mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.
Outcomes:
Upon completion of this course, students will be able to articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide; reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level; critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings

ELPS 504 Advanced Financial Strategies in Higher Education (3 Credit Hours)
The purpose of this course is to build on a basic understanding of program budgeting to examine institutional financial strategies; state, and federal institutional funding; and public and financial aid polices that effect who has access to higher education. Apply higher education budget fundamentals to gain insight on institutional financial challenges. 2. Identify and assess the impact of the macro-dimensions of finance and how they inform campus level dynamics (e.g., budgeting, planning, equity) that complicate institutional financial decision-making
Outcomes:
Students should be able to demonstrate observable growth in their ability to: 1

ELPS 505 Seminar in Leadership Theory (3 Credit Hours)
This course is designed to provide grounding in leadership theory and research. Critical perspectives will be used to examine the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, and pedagogy for teaching and learning about leadership.
Outcomes:
Students will be able apply critical perspectives to the deconstruction and reconstruction of leadership in professional practice

ELPS 506 Strategic Executive Leadership in Higher Education (3 Credit Hours)
This course examines strategic executive leadership in higher education and in particular leader role performance in complex organizational structures. This exploration is grounded in the rich, interdisciplinary body of knowledge on leadership theory and complemented by the infusion of critical perspectives.
Outcomes:
Students will be able apply and engage in executive leadership from a perspective grounded in social justice

ELPS 507 Advanced Governance in Higher Education (3 Credit Hours)
This course examines the governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 508 Equity and Justice in Higher Education (3 Credit Hours)
his workshop/course focuses on diversity, equity, inclusion, and justice in higher education, providing a learning environment for advanced discussions, as well as opportunities for EdD doctoral students to apply learning to practice.
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the area of diversity, equity, inclusion and justice in higher education

ELPS 509 Introduction to Analytics in Higher Education (3 Credit Hours)
This course is designed to help students leverage data sets and systems in applied ways to improve their leadership. The course will cover key education data portals (e.g., IPEDS, Census data, proprietary systems) as well as introduce students to different data visualization techniques (e.g., geospatial mapping, infographics, etc.). Students will produce reports or grant proposals relevant to their career trajectory as a key deliverable.
Outcomes:
After taking a class on data analytics, students should have acquired a range of technical and nontechnical skills, as it relates to higher education as well as gained an understanding of the key concepts and methods used in data analytics

ELPS 512 Sociology of Teaching (3 Credit Hours)
This course investigates the practice and profession of teaching of teaching from a sociological perspective. Empirical data and social theory will guide students' learning about the practice and profession of teaching and how different demographic, professional, organizational, and political factors shape them. Students will expand their factual knowledge about the historical and contemporary topics related to the sociology of teaching, and will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching.

ELPS 514 The School as Organization (3 Credit Hours)
This course will expose students to organization theory and its application to understanding the operation, performance, and effectiveness of educational organizations.
Outcomes:
Students will become familiar with foundational literature in organization theory and organizational behavior, and will develop their ability to apply concepts from organization theory and organizational behavior to their analysis to educational organizations

ELPS 515 Seminar in Education Policy (3 Credit Hours)
This course is an advanced seminar that will focus on a specific education policy topic. Students will read in-depth on the course topic (reading both theoretical literature and case material) and will develop their understanding of texts and the topic through intensive seminar discussion. Student develops an advanced understanding of the seminar topic and knowledge of the research literature related to it.

ELPS 520 Seminar in the Philosophy of Education (3 Credit Hours)
An in-depth examination of a topic in educational theory.
Outcomes:
Student develops an advanced understanding of the ways in which an educational issue can be analyzed

ELPS 525 Practicum Higher Education I (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 526 Practicum Higher Education II (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 527 Higher Education Capstone (3 Credit Hours)
ELPS 527 will be offered in both Fall and Spring semesters for all Higher Ed students. This course is a culminating seminar course that facilitates broad conversations, audits and guidance about values discernment, job search process, critical considerations for job fit and placement -successful transition to Higher Ed job market and Higher Ed work communities.

ELPS 528 Internship Higher Education II (1-3 Credit Hours)
Required Internship Experience for graduate Higher Education programs.

ELPS 529 Seminar in Higher Education (3 Credit Hours)
Pre-requisites: consent of instructor
This course is a topical seminar, typically for doctoral students, addressing one or more historical and/or contemporary topics or issues within higher education.
Outcomes:
Students will demonstrate a deepened understanding of one or more topics or issues and the ability to critically analyze these topics/issues using research and theory

ELPS 530 Proseminar: Higher Education (3 Credit Hours)
This course is restricted to Higher Education Doctoral Students

ELPS 550 Seminar on Globalization and Education (3 Credit Hours)
This advanced comparative education seminar examines globalization (economic, social and cultural) both as something that has a profound impact on schooling and as something that education produces. The course will focus on how globalization can be productively theorized and studied by social scientists.
Outcomes:
Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization

ELPS 560 Seminar in School Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course provides specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. Students will analyze their current organizational culture and core beliefs through the reframing process.
Outcomes:
Using Wiggins and McTighe (2005 backwards-design model, students will create a needs assessment to gather data on one of their current organization's core beliefs; From this data, students will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization

ELPS 561 Seminar in Current Issues in Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is intended to provide future and practicing administrators with a mindful framework for raising the questions to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration.
Outcomes:
Using professional obligations as a framework for dialogue, students will examine the philosophies of utilitarianism, deontology and ethic of care as they pertain to human resource management in schools; Based on these three ethical lenses, students will create their own professional code of conduct and apply it to resolve multiple ethical dilemmas surrounding human resource management and leadership in schools

ELPS 562 Practicum School Administration (3 Credit Hours)
Pre-requisites: consent of program director and must be either the last course or next to last course of a student's program
Required of all students seeking administrative certification, i.e. Illinois Type 75 Principal or Superintendent. This course involves students in leadership activities to be carried out at a work site under the supervision of the university instructor and a cooperating administrator at the work site. Students must complete a minimum of 100 hours of approved leadership activities. Students are required to attend an orientation session during the semester prior to the semester in which they enroll in the practicum. Practicum is offered only in the fall and spring semesters.
Outcomes:
Students will be able to demonstrate competencies in a myriad of leadership and administrative areas relevant to the leadership role appropriate to the certification sought, the school principal or the school superintendent

ELPS 563 Administrative Internship (3-6 Credit Hours)
This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

ELPS 564 Education Policy Internship (3 Credit Hours)
Pre-requisites: ELPS 405 & ELPS 410
This course provides Cultural & Educational Policy Studies graduate students with an engaged learning opportunity that integrates coursework with professional practice in the context of education policy information, analysis, implementation and/or evaluation and research. Students develop and refine professional skills as well as identify and reinforce connections between graduate coursework and professional experiences.

ELPS 565 International Education Internship (3 Credit Hours)
Supervised experience with an international governmental or non-governmental agency approved by the Director or Associate Director of the Center for Comparative Education.
Outcomes:
Students will demonstrate working knowledge of an internationally oriented organization whose activities are related to their area of scholarship

ELPS 566 Principal Internship One (3 Credit Hours)
This is the first of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 567 Principal Internship Two (3 Credit Hours)
This is the second of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

ELPS 568 Principal Internship Three (3 Credit Hours)
This is the third of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 569 Principal Internship Four (3 Credit Hours)
This is the fourth of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 570 Supervision Seminar (3 Credit Hours)
Provides students with an in-depth examination into a special topic. Topics vary by section. Course may be repeated.

ELPS 571 Seminar in Current Issues in School Supervision (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is designed to examine current issues in supervision and their impact on providing instructional leadership directed toward school improvement and reform.
Outcomes:
Students will be able to demonstrate a critical examination of issues in the differentiated model of supervision, develop the skills for developing collaboratively a learning organization that frames, analyzes, and resolves problems in instructional improvement, and develop the capacity to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development, and to ensure that professional development activities focus on improving student outcomes

ELPS 580 Residency Seminar for Students in Educational Leadership (0-4 Credit Hours)
A seminar taken to address the interests and needs of students during Ed Leadership studies. The topics include preparation for the comprehensive examination, Writing Workshop, Internship planning and on-boarding, planning and writing the capstone or dissertation and other topics planned by the EDLD faculty.
Outcomes:
EDLD Students will be able to demonstrate understanding of the various seminar topics presented - internships, dissertation, comprehensive exams

ELPS 595 Thesis Supervision (1 Credit Hour)
This course is a Thesis Research and Writing course. Student is engaged in thesis writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and thesis student. Culminating project is Thesis and thesis defense. Completion of all forms required for thesis completion are the responsibility of SOE graduate student.

ELPS 600 Dissertation Supervision (1 Credit Hour)
This course is a Dissertation Research and Writing course. Student is engaged in dissertation writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and dissertation student. Culminating project is Dissertation and Dissertation defense. Completion of all forms required for Dissertation completion are the responsibility of SOE graduate student.

ELPS 601 Capstone Supervision (1 Credit Hour)
This course is to develop a Capstone project. Students are engaged in planning and writing of the capstone project; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and capstone student. Culminating project is the Capstone Project and Capstone defense. Completion of all forms required for Capstone completion are the responsibility of SOE graduate student.
Outcomes:
School of Education students will complete and defend their required capstone project for an EdD degree; Students will research, write and defend their capstone project under the supervision of a Capstone Chair and Capstone committee

ELPS 605 Master's Study (1 Credit Hour)
This is Master's study course designed for in-depth study, writing and research.

ELPS 610 Doctoral Study (1 Credit Hour)
Restricted to School of Education Doctoral students (PhD & EdD). This course can only be taken two times during a doctoral student's career.

ELPS 620 Dissertation Research (3 Credit Hours)
Conducting research is a complex, demanding, and time-consuming task. The instructor suggests that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003). Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, "Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback" (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

ELPS 621 EdD Capstone Research (3 Credit Hours)
This course focuses on the application of research understandings, knowledge, concepts and terminology so this is an opportunity for students to incorporate research information, foundational knowledge and conceptual understanding of research methods. While the nature of the capstone project is more personal, this scholarly work is a culmination of student learning. 2) Learn, design, and write the initial chapters of their capstone project. 3) Provide meaningful feedback to their peers regarding specific areas of their capstone project development and writing. 4) Understand the importance of the capstone committee chairperson and other members of the committee.
Outcomes:
1) Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature

ELPS 661 Internship in School Business Management I (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional capacities related to ethical school business management. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

ELPS 662 Internship in School Business Management II (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional related to ethical school business management. This course completes the state's required two semesters of CSBO Internship. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

Research Methods (RMTD)

RMTD 400 Introduction to Research Methodology (3 Credit Hours)
This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.
Course equivalencies: RMTD400 / CIEP495
Outcomes:
Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects

RMTD 403 Survey Research (3 Credit Hours)
This course provides an introduction to the design and analysis of survey research, and the psychological foundations of questionnaire design.
Course equivalencies: RMTD403 / CIEP494
Outcomes:
Students will be able to develop a survey or questionnaire, design a study using a survey or questionnaire, gather and record data from a survey or questionnaire, analyze the resulting data from a survey or questionnaire, and present and interpret the results in oral and written form

RMTD 404 Introduction to Educational Statistics (3 Credit Hours)
This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.
Outcomes:
Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

RMTD 406 Educational Evaluation (3 Credit Hours)
The course will focus on the theories, models, strategies and practices that are germane to educational evaluation, including the history of evaluation studies in the social sciences, the various roles of the evaluator in the development and assessment of programs, evaluation theory and social policy.
Course equivalencies: RMTD406 / CIEP496
Outcomes:
Students will be able to state the purposes, benefits and importance of evaluation research, describe the history and culture associated with evaluation in the US, to read and critique a range of evaluation proposals and reports, to compare and contrast different approaches to evaluation, to develop a proposal for a program evaluation including writing measurable program objectives, planning data collection methods and presenting results to consumers

RMTD 407 Introduction to Evaluation Theory (3 Credit Hours)
This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.
Outcomes:
Students will engage major theoretical concepts of the field - methods, use, values, and practice - from the perspectives of various evaluation theorists; Throughout course readings, discussion and assignments, students will have the opportunity to critically reflect on understandings of social justice, implicitly and explicitly, evident in the evaluation theories

RMTD 408 Evaluation and Evidence in Cross Cultural Contexts (3 Credit Hours)
M.Ed. IEPE Cohort: Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders. Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence. Enrollment Restrictions: M. ED. Online Cohort IEPE.
Outcomes:
This course focuses on the writing, presentation and publication dimensions of evaluative work; Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders; Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence

RMTD 410 Communicating Research Findings (3 Credit Hours)
This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.
Outcomes:
Students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing

RMTD 411 Introduction to Human Performance Technology (3 Credit Hours)
This course introduces students to the models, practices and competencies associated with field of Human performance improvement.
Outcomes:
Students will be able to apply the practices associated with the roles of an HPT professional; Students will conduct an analysis of an organizational problem and plan an appropriate intervention and change management strategy

RMTD 412 Needs Assessment (3 Credit Hours)
In this course, students will learn the principles of needs assessment to improve programs and organizations. Needs assessments are a systematic set of procedures to identify within an organization a set of priorities to improve programs and/or organizations.
Outcomes:
Students will plan a needs assessment, develop data collection tools and conduct a practice assessment

RMTD 415 Practicum in Organizational Evaluation (3 Credit Hours)
This practicum course is intended to help candidates integrate theoretical and research coursework with the practice of organizational evaluation and to reflect on their own development as professionals in the service of social justice. The practicum project involves the planning, conducting and reporting results of an evaluation, human performance improvement, or needs assessment project.
Outcomes:
During the course of the practicum candidates are expected to complete a practicum project

RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method (3 Credit Hours)
Pre-requisites: RMTD 400 or equivalent
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method (3 Credit Hours)
This course introduces students to the theories, traditions and components of quantitative research in the social sciences, integrating basic design principles of quantitative research with commonly used statistical methods for analyzing data from these designs.
Outcomes:
Students will be able to recognize and discuss various epistemologies, designs, theories and ethical issues in quantitative research, to critique quantitative studies in terms of design, methodology, validity, statistical analysis, results, ethics and conclusions in oral and written critiques, to apply statistical methods to quantitative data using a statistical analysis computer program, to understand and discuss the theoretical basis and underlying assumptions of various statistical methods in the context of common quantitative study designs, and to analyze, interpret and present the findings of a data analysis

RMTD 422 Single Subject Design (3 Credit Hours)
Pre-requisites: RMTD 400
This course will introduce students to single-case experimental designs as they apply to research and practice in special education and other educational settings. Methods for single-case experiments are applicable to monitoring response to intervention as well as research on low-incidence conditions. Students will learn to critique single-subject experimental research studies and to design studies to monitor treatment interventions in educational settings.

RMTD 430 Psychological Measurement (3 Credit Hours)
This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.
Course equivalencies: RMTD430 / CPSY430
Outcomes:
Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument

RMTD 432 Item Response Theory (3 Credit Hours)
No course description is available
Course equivalencies: RMTD432 / CPSY488

RMTD 440 Mixed Methods Research (3 Credit Hours)
Pre-requisites: RMTD 420 and RMTD 421; Enrollment is restricted to Graduate Education Students
The course addresses the theory and practice of mixing inquiry methodologies in educational and social inquiry. The course covers selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. Students will develop a historical understanding of mixed methods and various frameworks for mixed methods, as well as basic competencies in mixed methods practice.

RMTD 470 Case Study Research (3 Credit Hours)
Pre-requisites: RMTD 420
This course in an in-depth study of a qualitative research methodology: case study. This course allows students to carry out a case study, as well as engage issues common across qualitative research methodologies, such as the flexibility in research design, the ethical dimensions of qualitative research, and qualitative data analysis. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices.

RMTD 481 Advanced Educational Statistics (3 Credit Hours)
This course covers statistical inference, hypothesis testing, estimation of power, factorial analysis of variance, multiple regression and selected non-parametric statistical techniques.
Course equivalencies: RMTD481 / CPSY490
Outcomes:
Students will be able to identify and justify the use of particular statistical techniques for a given research question, to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to critique the assumptions and limitations of statistical techniques in a given analysis

RMTD 482 Introduction to Linear Models (3 Credit Hours)
This course covers simple/multiple regression, one- and two- way analysis of variance (ANOVA) followed by multiple comparisons, and analysis of covariance (ANCOVA). Knowledge of basic algebra is required; knowledge of calculus is not required.
Course equivalencies: RMTD482 / CPSY493
Outcomes:
Students will be able to identify and justify the use of particular univariate statistical techniques for a given research question, to analyze quantitative data using SPSS, and to interpret the results of a statistical analysis in written and oral presentations

RMTD 483 Multivariate Statistics (3 Credit Hours)
Pre-requisites: RMTD 421 (B or Better)
This course covers multiple regression, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), repeated MANOVA, discriminant analysis, canonical correlation and possibly principal components/factors analysis. Knowledge of basic algebra and univariate inferential statistical techniques is required; knowledge of calculus is not required.
Course equivalencies: RMTD483 / CPSY492
Outcomes:
This course equips students with knowledge and hands-on experience for conducting valid quantitative research focusing on multivariate statistics; Students will be able to identify and justify the use of particular multivariate statistical techniques for a given research question, to analyze multivariate data using SPSS, and to interpret and communicate the results of a statistical analysis in written and oral presentations

RMTD 484 Hierarchical Linear Models (3 Credit Hours)
This course examines the conceptual, substantive, and methodological issues in analyzing multilevel data (i.e., on individuals in organizational settings such as schools, corporations, hospitals, communities) using methods for hierarchical linear models.
Course equivalencies: RMTD484 / CPSY491
Outcomes:
Students will be able to identify and justify the use of hierarchical linear models for a given research question, to analyze multilevel data using a statistical computing package, to interpret and communicate the results of a hierarchical linear model in written and oral presentations, and to critique the assumptions and limitations of the use of hierarchical linear models in a given analysis

RMTD 487 Factor Analysis (3 Credit Hours)
No course description is available

RMTD 488 Meta-Analysis (3 Credit Hours)
This course introduces statistical methods in the design and analysis of quantitative research syntheses.
Outcomes:
Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results

RMTD 520 Research Seminar I (3 Credit Hours)
This course will provide doctoral students with an intro to their PhD/EdD program as well as an intro to the dissertation process. The course will focus on methods and processes involved in developing a prospectus and review of literature for a dissertation.
Outcomes:
Students will develop a plan of study for their degree as well as prospectus for their dissertation

RMTD 530 Seminar in Tests & Measurements (3 Credit Hours)
Educational and psychological tests are commonly used to measure latent traits (e.g., knowledge, aptitude, achievement, attitude, and personality), often with the goal of making inferences on individuals or groups of individuals. Item response theory (IRT) measurement models are useful tools in examining the quality of the data that arises from the administration of such tests, which in turn allows us to make judgements about the validity of the test scores (or latent trait estimates) and the quality of the tests (are the items confusing and/or are they biased). This course will introduce students to commonly used IRT models for analyzing dichotomous (e.g., 0=incorrect and 1=correct) and polytomous (0=never, 1=sometimes, 2=always) test data. While much of the course will be application oriented, some technical details that facilitate the understanding of the IRT and highlight the advantages of it over classical test theory (CTT) will be provided. Knowledge of basic algebra, linear modeling, and CTT is required.
Course equivalencies: RMTD530 / CPSY590

RMTD 580 Selected Topics (3 Credit Hours)
What is the role of qualitative critical research when the need for social justice has never been greater? (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

RMTD 590 Seminar:Advanced Mixed Methods (3 Credit Hours)
Pre-requisites: RMTD 420, 421
This course explores the theory and practice of mixed methods research in program evaluation and applied social science research.
Course equivalencies: RMTD590 / CPSY580
Outcomes:
Students will become familiar with selected roots of the contemporary interest in mixed methods research and evaluation, as well as various approaches to mixing research paradigms, purposes, designs, analyses, methods, and so on; Students will develop knowledge for identifying and critiquing mixed method research; They will also be able to develop a mixed methods study

Teaching, Learning & Leading (TLSC)

TLSC 401 Language, Learning & Development Theories in Practice (2 Credit Hours)
Students will learn key principles and stages of language acquisition, developmental and learning theories through clinical experiences with children from birth to grade 12. Field experiences provide opportunities to explore ways in which physical characteristics, communication skills, cognitive capacities, and the social-emotional needs of children are used to understand theory and inform adult-child interaction and developmentally appropriate practice.
Outcomes:
Students will explore the ways in which social, cultural, and environmental contexts shape language, development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 403 Teaching for Social Justice and Equity (3 Credit Hours)
This module targets candidates' understandings of the School of Education's mission of professionalism in service of social justice, the core tenets of culturally responsive pedagogy, and the applications via backwards design and Universal Design for Learning. Candidates will explore their own identities as future teachers and consider how teachers' identities and experiences transfer into and influence instructional practice with students.
Outcomes:
Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc

TLSC 404 Constructive Learning Environments for Diverse Students (3 Credit Hours)
This module is designed for candidates to discern and utilize students' needs and design classroom environment and instruction to support learning and development. In this module, candidates hone knowledge and skills for working with students with special needs, specifically taking the lens on social, emotional, and behavioral needs.
Outcomes:
Candidates will demonstrate learning through the completion of a functional behavioral analysis (FBA) of one student within the specific environmental and instructional classroom context

TLSC 406 Educational Policy for Diverse Students (3 Credit Hours)
This module specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs).
Outcomes:
Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

TLSC 407 Individualized Assessment and Instruction for Diverse Students (3 Credit Hours)
This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.
Outcomes:
Through the use of case study research to collect individualized, authentic language and literacy assessments, candidates will apply learning through work a labeled English learner

TLSC 410 Language, Culture and Pedagogy in Bilingual Classrooms (3 Credit Hours)
This module deals with bilingual education, schools, classrooms and learners with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism.
Outcomes:
Candidates will engage with parents, families and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities

TLSC 420 Teaching Mathematics in Elementary Grade Classrooms (2 Credit Hours)
This module introduces teacher candidates (students) to developmentally appropriate instruction in mathematics in the elementary grades and how to use assessment data to inform instruction.
Outcomes:
Teacher candidates will develop, teach, and reflect upon mathematics instruction that develops conceptual understanding, targets the use of Specialized Content Knowledge, guides student problem solving through extended response questions, builds mathematical knowledge, strategies and explanation

TLSC 421 Teaching Science in Elementary Grade Classrooms (2 Credit Hours)
Pre-requisites: Graduate Education Students Only
This module introduces candidates to the discipline of science, providing them experiences engaging in the teaching and learning of elementary science, and specifically works to help candidates integrate literacy into their science instruction. Candidates develop knowledge and skills needed to teach science through an inquiry approach and integrate literacy into their science teaching.
Outcomes:
Candidates will set and work towards professional development goals related to science content, science pedagogy, and science assessment; They will compile a portfolio of evidence to show they have worked towards their goals and reflect on how their understanding of science teaching and learning has shifted throughout the module

TLSC 422 Teaching Social Studies in Elementary Grade Classrooms (2 Credit Hours)
Pre-requisites: Graduate School of Education Student Only
This module introduces candidates to the disciplines of the social studies, providing them experience in the teaching and learning of elementary social studies, and specifically helps candidates integrate literacy into their social studies instruction. Candidates develop knowledge and skills needed to teach social studies through an inquiry approach and integrate literacy into their social studies teaching.
Outcomes:
Teacher candidates will develop and implement an interdisciplinary social studies unit over the course of the module and will develop an essay of demonstrating their understanding of role social studies plays in the elementary school curriculum

TLSC 425 Teaching Internship in Informal Education Settings (3 Credit Hours)
The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences , digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 426 Informal Science Education Seminar (3 Credit Hours)
This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.
Outcomes:
Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 430 Typical and A-Typical Development (2 Credit Hours)
This module further develops and deepens candidates' understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.
Outcomes:
Teacher candidates will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 431 Significant Disabilities and Life Planning (2 Credit Hours)
This module further develops and deepens candidates' understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.
Outcomes:
Teacher candidates will apply information related to students with significant support needs within individualize education plans

TLSC 432 Assistive and Adaptive Technology (2 Credit Hours)
This module further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.
Outcomes:
Teacher candidates will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 433 Transition Planning (2 Credit Hours)
This module further develops and deepens candidates' understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.
Outcomes:
Teacher candidates will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 440 Language and Literacy (3 Credit Hours)
This module introduces candidates to the foundational knowledge for effective literacy instruction, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Candidates develop the knowledge and skills required for core curriculum based literacy instruction, then apply these skills and knowledge while designing and teaching lessons focused on supporting linguistically diverse students language and literacy development through the use of research based literacy strategies.
Outcomes:
Teacher candidates will learn to design and teach lessons, focusing on standard-based reading skills to linguistically diverse students through use of research based reading strategies

TLSC 442 Disciplinary Literacy (3 Credit Hours)
This module supports candidates in developing their knowledge and skills related to literacy in discipline specific contexts, with an emphasis on culturally responsive texts, evidence based strategies, data based decision making skills, and new literacies to target all students' literacy needs, including those with linguistically diverse backgrounds. Additionally, teacher candidates will collect, represent, and analyze classroom data, and use this analysis to adjust literacy instruction for students, as well as target individual students' needs. Teacher candidates will design and teach disciplinary literacy lessons using data based decision making, as well as technology during lesson delivery.
Outcomes:
Teacher candidates will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts; They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

TLSC 443 Adolescent Literacy Instruction (3 Credit Hours)
This course focuses on developing effective instructional practices that promote the ongoing development of adolescent literac(ies) including essential reading skills, critical literacy skills, multimodal literacy skills, and disciplinary literacy skills. Foundational in the premise that all adolescents have and can develop a variety of literacies that facilitate reading the word to read the world, teacher candidates will develop a repertoire of strategies for building essential reading skills and developing academic language informed by CCSS and WIDA standards. They will also learn how to bring together their content knowledge, understandings of academic language and literacy, criticality, and the importance of using multimodal texts to create lessons that address the needs of all learners, including emerging bilinguals.
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity)

TLSC 450 Teaching and Learning in an Area of Specialization (3 Credit Hours)
This module further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12 students in a particular curricular area.
Outcomes:
Teacher candidates will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 452 Advanced Foundations of Early Childhood Education (1 Credit Hour)

This course is an exploration of contemporary issues in early childhood programs for young children (both typically developing and those with disabilities) aged birth to eight and their families. In this course, graduate students will investigate the interlaced professions of early childhood education, early intervention, and early childhood special education. By learning about diverse settings in which young children and families are served, candidates gain an overview of early education, experience a variety of program models/types, and learn standards of ethical behavior and practice.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 453 Early Childhood Development and Developmentally Appropriate Practices (2 Credit Hours)

This course provides a framework for understanding early childhood development and the role of early childhood educators in understanding individual development through authentic and other forms of assessment for children aged birth to 5 (including those with special needs) and their families. The course prepares candidates to understand and assess children's development, as well as to participate in developmentally appropriate assessment, select classroom environments, curriculum, and interventions/instructional strategies for infants, toddlers, and preschoolers. This course emphasizes that practices are only developmentally appropriate when families are included in these processes. Students will gain knowledge and skills required to serve as inclusive educators and assessment leaders in early childhood and special education.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 455 Secondary Content Mthds: Currclm, Instrctn & Assmt Secondary Content Areas (6 Credit Hours)
This 6-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas.
Outcomes:
This course module focuses on current bodies of knowledge in the field of Science Education; Candidates must demonstrate understanding of A Framework for K-12 Science Education and the Next Generation Science Standards], as well as current literature; They will also critically evaluate curriculum, instructional and assessment practices in a variety of diverse classroom and community settings, with a focus on equity

TLSC 456 Language & Literacy in the Secondary Content Area (3 Credit Hours)
This 3-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas - language and Literacy.

TLSC 460 Developing Rigorous and Relevant Instruction and Assessment (2 Credit Hours)
This module requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.
Outcomes:
Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 461 Designing and Implementing Rigorous and Relevant Instruction (3 Credit Hours)
This module requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.
Outcomes:
Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 462 Advanced Inclusive Practices in Early Childhood Education (3 Credit Hours)
This course focuses on the role of ECSE professionals in inclusive preschool programs, including the role of ECE and ECSE teachers in supporting tiered models in general education, and the development, implementation, and evaluation of individualized education plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. Students will gain experience in developing strategies for meeting the educational and developmental needs of preschoolers who experience circumstances and conditions that potentially interfere with optimal growth and development.
Outcomes:
Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 463 Supporting and Serving Families in Early Childhood Education (2 Credit Hours)
In this course, students apply models, skills, and processes of teaming when collaborating to support and serve families in the role of an early childhood educator. and professionals. Culturally and linguistically responsive and affirming practices will be explored, in addition to family systems and family diversity, and students will explore a variety of collaborative strategies while working with and supporting families. Teaming models, skills, and processes, including appropriate uses of technology will also be explored as avenues for ensuring responsive early childhood education, early intervention, and early childhood special education. Students will learn about and engage directly with families as a result of this course.
Outcomes:
Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 470 Student Teaching for Change (7 Credit Hours)
This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 470A Student Teaching for Change (1-6 Credit Hours)
This module represents the candidates full-time student teaching experience. It serves as the culmination of candidates full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete part of the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter

TLSC 470B Student Teaching for Change (1-6 Credit Hours)
This module represents the candidates' full-time student teaching experience. It serves as the culmination of candidates' full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 480 Teaching for Change Field Seminar (1 Credit Hour)
This module introduces teacher candidates' to learning and development through observation, investigation, and analysis of teaching practice and student learning in secondary-level classrooms. Candidates will complete a classroom profile assignment and develop a related action plan for enhancing a constructive classroom environment. Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment; (5F) Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self- efficacy). (4A, 4E) (IB)
Outcomes:
EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence; (3H)

Applied Behavior Analysis

- Applied Behavior Analysis (MEd) (p. 1653)

Applied Behavior Analysis (MEd)

Loyola University offers a master's degree in Applied Behavior Analysis. The program is designed to prepare students to work with individuals with Autism Spectrum Disorder (ASD) and other neurodivergent clients, patients, and students in primary care and health service delivery settings. Students will become Board Certified Behavior Analysts (BCBA). The program will be offered completely online, asynchronously.

The Applied Behavior Analysis (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Doctoral

- Counseling Psychology (PhD) (p. 1327)
- School Psychology (PhD) (p. 1334)

Combined

- School Psychology (MEd/EdS) (p. 1896)

Curriculum

Participating students will be expected to complete a total of 30 semester hours to earn the MEd degree. Of the 30 semester hours, 3 semester hours are related to the field-based/capstone course. The degree is designed to be completed within 18 to 24 months. The degree program will be delivered entirely online, asynchronously.

Besides the traditional Master's program, the Applied Behavior Analysis (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 415	Ethics in Applied Behavior Analysis	3
EABA 420	Experimental Analysis of Behavior	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
EABA 440	Organizational/Systemic Behavior and Supervision	3
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
Total Hours		**30**

Field-Based Hours

Students who are admitted to the program can start to acquire field-based hours under the supervision of a Board Certified Behavior Analyst. Students will acquire these hours independent of the program, except for when they are enrolled in EABA 560. Students will be responsible for identifying their field-based placement and supervisor. It is important to note the majority of students will already be working in the field and are already working under the supervision of an individual with the BCBA credential. By enrolling in an ABA program, their supervision hours will begin to count toward meeting the requirements for sitting for the BCBA exam. Specifically, students will be eligible to take the BCBA certification exam after completing the 30 hour master's program and after completing their supervised field-based hours. The field-based hours are often completed after graduating with the master's degree.

Suggested Sequence of Courses

Traditional Master's Program

The recommended sequence of the program is based on students enrolling in 9 credit hours each semester. The program will enroll a new cohort for the Fall, Spring, and Summer semesters. We recommended the following sequence:

Course	Title	Hours
Year 1		
Fall		
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
EABA 415	Ethics in Applied Behavior Analysis	3
	Hours	**9**
Spring		
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
	Hours	**9**
Summer		
EABA 420	Experimental Analysis of Behavior	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3
EABA 440	Organizational/Systemic Behavior and Supervision	3
	Hours	**9**
Year 2		
Fall		
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
	Hours	**3**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 15 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
EABA 400	Concepts and Principles of Behavior Analysis	3
EABA 405	Behavioral Health and Neurodivergence	3
	Hours	**6**
Spring		
EABA 410	Single-Case Research Design in Applied Behavior Analysis	3
EABA 415	Ethics in Applied Behavior Analysis	3
EABA 425	Behavioral Assessment in Applied Behavior Analysis	3
	Hours	**9**
Master's		
Fall		
EABA 420	Experimental Analysis of Behavior	3
EABA 430	Facilitating Behavior Change in Applied Behavior Analysis	3

EABA 440	Organizational/Systemic Behavior and Supervision	3
	Hours	**9**
Spring		
EABA 435	Philosophical Underpinnings of Behavior Analysis	3
EABA 560	Field-Based Experience and Capstone in Applied Behavior Analysis	3
	Hours	**6**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Apply behavior-analytic principles and concepts to analyze behavior and design evidence-based interventions that improve socially significant outcomes for individuals across educational, healthcare, and community settings.

- Conduct behavioral assessments and interpret data to identify the environmental variables influencing behavior and inform the development and evaluation of behavior intervention plans.
- Design, implement, and evaluate behavior analytic interventions using data-based decision making to promote skill development and reduce challenging behavior.
- Apply ethical, culturally responsive, and family-centered practices when working with individuals, families, and interdisciplinary teams to support inclusive and equitable service delivery.
- Use organizational and systems-level behavior analytic strategies to support supervision, team collaboration, and program improvement within educational, healthcare, and community organizations.

Counseling Psychology

- Clinical Mental Health Counseling (EdS) (p. 1656)
- Community Counseling (MEd) (p. 1657)
- School and Community Counseling (MEd) (p. 1659)
- School Counseling (MEd) (p. 1661)

Clinical Mental Health Counseling (EdS)

The education field needs professionals who can meet client concerns from diverse cultural perspectives. The EdS degree in Clinical Mental Health Counseling prepares professionals who are knowledgeable about cultural influences on human development.

As of Fall 2023, this program is no longer accepting admits. Students who wish to pursue this degree should apply to the M.Ed. in Community Counseling (https://catalog.luc.edu/graduate-professional/education/community-counseling-med/).

Related Programs

Master's

- Community Counseling (MEd) (p. 1657)
- School Counseling (MEd) (p. 1661)

Curriculum

For more information about the following items, please refer to the Counseling Student Handbook 2023-2024 (https://catalog.luc.edu/graduate-professional/education/counseling-psychology/clinical-mental-health-counseling-eds/2023_MASTERSHANDBOOK_CPSY.pdf).

Completion of the EdS degree program requires 60 semester hours of graduate study focused in two major areas: (1) counseling core and (2) specialty area. This includes 1,000 clock hours of practicum and internship experience (taken for nine semester hours of credit). Students must also take and pass a written comprehensive examination during their final semester of study. There is no thesis requirement.

Coursework

Code	Title	Hours
Counseling Foundations		
CPSY 420	Counseling Skills	3
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 424	Career Development and Counseling	3
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
RMTD 400	Introduction to Research Methodology	3
Specialty Area		
CPSY 427	Clinical Mental Health Counseling	3
CPSY 437	Addiction Counseling	3
CPSY 444	Family Therapy I	3
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	3
CPSY 528	Clinical Appraisal and Treatment Planning	3
CPSY 532	Advanced Theories in Psychotherapy	3
CPSY 535	Seminar in Supervision & Consultation	3
Clinical Experiences		
CPSY 440	Practicum	3
CPSY 441	Internship (taken twice)	3
Electives (p. 1656)		**3**
Total Hours		**60**

Elective Courses

The below are suggested electives. Electives should be chosen to fashion a personal curriculum that fits with your professional interests. Electives can be taken in any University department (e.g., Psychology, Social Work, etc.) or program (e.g., Higher Education, School Psychology, Research Methodology, etc.).

Code	Title	Hours
CPSY 431	Advanced School Counseling & Consultation	3
CPSY 435	Selected Topics in Counseling	3
CPSY 445	Family Therapy II	3
CPSY 446	Marital/Couples Therapy	3
CPSY 458	Adolescent Development and Counseling	3
CPSY 482	Personality and Intellectual Assessment	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3

Comprehensive Assessment

Comprehensive proctored examination is required. See program handbook for details. Comprehensive examination deadlines for the Spring Exam is December 1. See School of Education Academic Calendar for comprehensive exam dates.

Suggested Sequence of Courses

Course	Title	Hours
Year One		
Fall		
CPSY 420	Counseling Skills	3
CPSY 424	Career Development and Counseling	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
	Hours	**12**

Spring		
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 427	Clinical Mental Health Counseling	3
CPSY 528	Clinical Appraisal and Treatment Planning	3
	Hours	**12**
Summer		
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 437	Addiction Counseling	3
CPSY 444	Family Therapy I	3
	Hours	**12**
Year Two		
Fall		
CPSY 440	Practicum	3
CPSY 532	Advanced Theories in Psychotherapy	3
RMTD 400	Introduction to Research Methodology	3
	Hours	**9**
Spring		
CPSY 441	Internship	3
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	3
CPSY 535	Seminar in Supervision & Consultation	3
	Hours	**9**
Summer		
CPSY 441	Internship	3
Elective		3
	Hours	**6**
	Total Hours	**60**

Licensure

Graduates of this program are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in Illinois upon graduation. Graduates are then subsequently eligible to apply for licensing as a Licensed Clinical Professional Counselor (LCPC) in Illinois after receiving two years of post-degree supervised experience.

The curriculum of the EdS program meets current requirements for licensure in the State of Illinois. Licensure is handled by individual states, and portability of licensure across state lines differs according to each state. The EdS may meet requirements for states whose licensure requires 60 hours.

The Department of Professional Regulation in the State of Illinois has adopted the certification exam developed and administered by the National Board of Certified Counselors. Many states use this exam for licensure purposes, so scores from the exam may be transferred. Coursework, including the number of hours required, differ across states. Students interested in completing licensure or certification in another state are must consult the professional regulation boards of other states to determine the appropriate course work required. Students should also stay apprised of licensure requirements throughout the program.

Practicum Sites

The Chicagoland area provides a wealth of clinical training opportunities for the students in community, school, and clinical mental health counseling programs. Students receive generalist training but through site selection can begin to acquire population-specific competencies in working with children, adolescents, families, gay/lesbian/bisexual clients, and other groups of individuals. Many of the practicum sites also contain APA-approved internship programs where trainees are provided with rigorous supervision and on-site seminars.

To discuss typical practicum settings and sites in Chicago and its suburbs, please contact Rufus Gonzales, Practicum Coordinator, at 312.915.6378

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand the knowledge bases of the counseling professions.
- Capable of applying the knowledge base of their disciplines in an ethical, reflective, and culturally-responsive manner.
- Evaluate research, appreciate the contribution of empirical inquiry to the solution of applied problems, and apply research findings to their practices.
- Knowledgeable of the social-cultural contexts of human development.
- Evaluate the outcomes of their interventions with empirically sound methods
- Participate in continuing professional education and supervision in their future professional lives and who involve themselves in activities of their professional associations.
- Committed to social justice in scientific and practice settings.

Graduates of this program are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in Illinois upon graduation. Graduates are then subsequently eligible to apply for licensing as a Licensed Clinical Professional Counselor (LCPC) in Illinois after receiving two years of post-degree supervised experience.

Community Counseling (MEd)

The education field needs professionals who can meet client concerns from diverse cultural perspectives. The MEd in Community Counseling prepares professionals who are knowledgeable about cultural influences on human development.

Related Programs

Master's

- School Counseling (MEd) (p. 1661)

Combined

- School Psychology (MEd/EdS) (p. 1896)

Curriculum

For more information about the following items, please refer to the 2025-2026 Master's Handbook (https://catalog.luc.edu/graduate-

professional/education/counseling-psychology/community-counseling-med/AY2526_Masters_Handbook.pdf).

Completion of the MEd degree program requires 60 semester hours of graduate study focused in two major areas: counseling core and a specialty area. This includes 700 clock hours of practicum and internship experience (taken for six semester hours of credit). Students must also take and pass a comprehensive examination during their final semester of study. Students have five years from acceptance to complete the program.

Students should present transcript evidence of successful completion ("B" or better) of an introductory statistics course or its equivalent. Ideally, students will have completed this course prior to the start of the program.

This program meets Illinois requirements for LPC/LCPC (counseling compact included).

Coursework

Code	Title	Hours
Counseling Foundations		**45**
CPSY 420	Counseling Skills	
CPSY 421	Professional Issues Counseling	
CPSY 423	Theory Counseling and Psychotherapy	
CPSY 424	Career Development and Counseling	
CPSY 425	Assessment in Counseling	
CPSY 426	Group Counseling: Theory and Practice	
CPSY 427	Clinical Mental Health Counseling	
CPSY 433	Multicultural Counseling	
CPSY 437	Addiction Counseling	
CPSY 440	Practicum [1]	
CPSY 441	Internship [1]	
CPSY 444	Family Therapy I	
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	
CPSY 528	Clinical Appraisal and Treatment Planning	
RMTD 400	Introduction to Research Methodology	
Track Requirements		**15**
All students must choose either the Clinical Mental Health Track or the Research Track.		
Clinical Mental Health Track		
CPSY 527	Prevention, Advocacy, and Outreach: Community-Based	
CPSY 532	Advanced Theories in Psychotherapy	
CPSY 535	Seminar in Supervision & Consultation	
CPSY 441	Internship [2]	
Elective		
Research Track		
RMTD 430	Psychological Measurement	
RMTD 482	Introduction to Linear Models	
or RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
CPSY 499	Independent Research	
Two (2) electives in Research Methods or Statistics		
Total Hours		**60**

[1] Practicum/Internship requires 700 hours of supervised experience in a setting relevant to community counseling practice.

[2] The course is completed twice, once during the spring and once during the summer.

Comprehensive Assessment

A proctored examination is required. See program handbook for details. Comprehensive examination application deadlines are as follows (see the School of Education Academic Calendar for comprehensive exam dates).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
CPSY 420	Counseling Skills	3
CPSY 424	Career Development and Counseling	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
	Hours	**12**
Spring		
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 427	Clinical Mental Health Counseling	3
CPSY 528	Clinical Appraisal and Treatment Planning	3
	Hours	**12**
Summer		
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 437	Addiction Counseling	3
CPSY 444	Family Therapy I	3
	Hours	**12**
Year Two		
Fall		
CPSY 440	Practicum	3
RMTD 400	Introduction to Research Methodology	3
Track Course #1		3
	Hours	**9**
Spring		
CPSY 441	Internship	3
Track Course #2		3
Track Course #3		3
	Hours	**9**
Summer		
Track Course #4		3
Track Course #5		3
	Hours	**6**
	Total Hours	**60**

Program Length

Full-time students complete the program in two years, including at least one summer. Part-time study is also available.

Licensure

The curriculum of the MEd program reflects current requirements for licensure in the State of Illinois. Licensure is handled by individual states, and portability of licensure across state lines differs according to each state. The Department of Professional Regulation in the State of Illinois has adopted the certification exam developed and administered by the National Board of Certified Counselors. Many states use this exam for licensure purposes, so scores from the exam can be transferred. Coursework, including the number of hours required, differ across states. Students interested in completing licensure or certification in another state are strongly advised to consult the professional regulation boards prior to enrolling at Loyola to determine the appropriate coursework required. Students should also stay apprised of licensure requirements throughout the program.

Practicum Sites

The Chicagoland area provides a wealth of clinical training opportunities for the students in community, school, and clinical mental health counseling programs. Students receive generalist training, but through site selection can begin to acquire population-specific competencies in working with children, adolescents, families, gay/lesbian/bisexual clients, and other groups of individuals. Many of the practicum sites also contain American Psychological Association-approved internship programs where trainees are provided with rigorous supervision and on-site seminars.

To discuss typical practicum settings and sites in Chicago and its suburbs, please contact Rufus Gonzales, Practicum Coordinator, at (312) 915-6378.

Continuous Enrollments

MEd students in Community Counseling are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand the knowledge bases of the counseling professions.
- Capable of applying the knowledge base of their disciplines in an ethical, reflective, and culturally-responsive manner.
- Evaluate research, appreciate the contribution of empirical inquiry to the solution of applied problems, and apply research findings to their practices.
- Knowledgeable of the social-cultural contexts of human development.
- Evaluate the outcomes of their interventions with empirically sound methods
- Participate in continuing professional education and supervision in their future professional lives and who involve themselves in activities of their professional associations.
- Committed to social justice in scientific and practice settings.

Graduates of this program are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in Illinois upon graduation. Graduates are then subsequently eligible to apply for licensing as a Licensed Clinical Professional Counselor (LCPC) in Illinois after receiving two years of post-degree supervised experience.

School and Community Counseling (MEd)

At the intersection of school and community life, an opportunity for you to support students and their families. Are you ready to work as a licensed professional counselor in schools or at community organizations? Our nationally recognized faculty are experts in social justice and ready to work with you to confront racism, achievement gaps, and other discrimination in our education system.

Related Programs

Master's

- Community Counseling (MA) (p. 1325)
- Community Counseling (MEd) (p. 1657)

Curriculum

For more information about the following items, please refer to the 2025-2026 Master's Handbook (https://catalog.luc.edu/graduate-professional/education/counseling-psychology/school-community-counseling-med/AY2526_Masters_Handbook.pdf).

Completion of the MEd degree program requires 60 semester hours of graduate study focused in two major areas: counseling core and a specialty area (school and community). This includes 700 clock hours of practicum and internship experience (taken for six semester hours of credit). Students must also take and pass comprehensive examinations during their final semester of study. Students have five years from acceptance to complete the program.

Undergraduate Prerequisites

Students should present transcript evidence of successful completion ("B" or better) of an introductory statistics course or its equivalent. Ideally, students will have completed this course prior to the start of the program.

Coursework

Code	Title	Hours
Counseling Foundations		
CPSY 420	Counseling Skills	3
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 424	Career Development and Counseling	3
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3

RMTD 400	Introduction to Research Methodology	3
Specialty Area: Community Counseling Practice		
CPSY 427	Clinical Mental Health Counseling	3
CPSY 437	Addiction Counseling	3
CPSY 444	Family Therapy I	3
CPSY 528	Clinical Appraisal and Treatment Planning	3
Specialty Area: School Counseling Practice		
CPSY 428	Foundations of Professional School Counseling	3
CPSY 431	Advanced School Counseling & Consultation	3
CPSY 458	Adolescent Development and Counseling	3
Reading Requirement		
CIEP 423	Advanced Literacy Instruction in the Content Area	3
Clinical Training		
CPSY 440	Practicum	3
CPSY 441	Internship	3
Elective		**3**
Total Hours		**60**

[1] Practicum/Internship requires 700 hours of supervised experience in a setting relevant to both community counseling and school counseling practice.

Additional Education Courses

School Counseling licensure in Illinois requires a teaching certificate or additional course work in education. Students in the M.Ed. program in School and Community Counseling who do not hold teaching certificates must complete the following additional course work to be license-eligible in Illinois. These courses are:

- CIEP 401 The Exceptional Child
- CIEP 414 Instructional Methods-Diverse Population
- ELPS 460 School Administration (or equivalent)

Comprehensive Assessment

Students will complete exams in school counseling and community counseling. See program handbook for details. Comprehensive examination application deadlines are as follows (see the School of Education Calendar for comprehensive exam dates).

Suggested Sequence of Courses

Course	Title	Hours
Year One		
Fall		
CPSY 420	Counseling Skills	3
CPSY 428	Foundations of Professional School Counseling	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
	Hours	**12**
Spring		
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 427	Clinical Mental Health Counseling	3
CPSY 431	Advanced School Counseling & Consultation	3
	Hours	**12**
Summer I		
CPSY 425	Assessment in Counseling	3
CPSY 458	Adolescent Development and Counseling	3
	Hours	**6**
Summer II		
CPSY 444	Family Therapy I	3
CIEP 401	The Exceptional Child [1]	3
	Hours	**3**
Year Two		
Fall		
CPSY 424	Career Development and Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 440	Practicum	3
RMTD 400	Introduction to Research Methodology	3
	Hours	**12**
Spring		
CPSY 441	Internship	3
CPSY 528	Clinical Appraisal and Treatment Planning	3
CIEP 414	Instructional Methods-Diverse Population [2]	3
ELPS 460	School Administration [2]	3
	Hours	**6**
Summer I		
CPSY 437	Addiction Counseling	3
Elective		3
	Hours	**6**
Summer II		
CIEP 423	Advanced Literacy Instruction in the Content Area	3
	Hours	**3**
	Total Hours	**60**

[1] Students who hold a teaching license take an elective, not CIEP 401 The Exceptional Child.

[2] This course is only required for students who do not have a teaching license.

Program Length

Full-time students complete the program in two years, including summers. Part-time study is also available.

Licensure

The curriculum of the MEd program reflects current requirements for licensure in the State of Illinois. Licensure is handled by individual states, and portability of licensure across state lines differs according to each state. The Department of Professional Regulation in the State of Illinois has adopted the certification exam developed and administered by the National Board of Certified Counselors. Many states use this exam for licensure purposes, so scores from the exam can be transferred. Coursework, including the number of hours required, differ across states. Students interested in completing licensure or certification in another state are strongly advised to consult the professional regulation boards prior to enrolling at Loyola to determine the appropriate coursework

required. Students should also stay apprised of licensure requirements throughout the program.

The school counseling licensure exam must be taken in the semester prior to beginning CPSY 441 Internship, in the spring semester. The ISBE website (https://www.isbe.net/Pages/Professional-Educator-License.aspx) provides information on dates on which exams are given, fees, and registration procedures. Both exam TAP and school counseling) are administered by ISBE, not Loyola, and you must register with ISBE to take them.

Continuous Enrollments

MEd students in School and Community Counseling are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- By program completion, candidates will articulate and apply principles of social justice to critically reflect upon their own identities and emerging counseling practices as demonstrated by course-based assessments and observations of practice.
- By program completion, candidates will demonstrate counseling theory and counseling skills that enable them to appropriately serve diverse clients/students and concerns as demonstrated by course-based assessments and observations of practice.
- By program completion, candidates will demonstrate profession wide knowledge in the content areas covered by licensing exams as demonstrated by comprehensive exam performance.
- By program completion, candidates will collaborate with multiple constituents within a school setting as demonstrated by internship-based assessments.

School Counseling (MEd)

Support students as their school counselor, with a special emphasis on lifting up underserved and disenfranchised populations. Earn your professional license as a school counselor in a program committed to breaking barriers and disrupting the current inequities in our educational system.

Related Programs

Master's

- Community Counseling (MA) (p. 1325)
- Community Counseling (MEd) (p. 1657)
- School and Community Counseling (MEd) (p. 1659)

Curriculum

For more information about the following items, please refer to the 2025-2026 Master's Handbook (https://catalog.luc.edu/graduate-professional/education/counseling-psychology/school-counseling-med/AY2526_Masters_Handbook.pdf).

Completion of the MEd degree program requires 48 semester hours, 700 clock hours of practicum/internship experience, and a comprehensive examination.

Undergraduate Prerequisites

Students should present transcript evidence of successful completion ("B" or better) of an introductory statistics course or its equivalent. Ideally, students will have completed this course prior to the start of the program.

Coursework

Code	Title	Hours
Required Foundational Courses		
CPSY 420	Counseling Skills	3
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 424	Career Development and Counseling	3
CPSY 425	Assessment in Counseling	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
RMTD 400	Introduction to Research Methodology	3
Specialty Courses		
CPSY 428	Foundations of Professional School Counseling	3
CPSY 431	Advanced School Counseling & Consultation	3
CPSY 458	Adolescent Development and Counseling	3
CPSY 440	Practicum	3
CPSY 441	Internship	3
CIEP 423	Advanced Literacy Instruction in the Content Area	3
Elective		
Select one elective, examples include:		3
CPSY 437	Addiction Counseling	
CPSY 444	Family Therapy I	
CPSY 485		
CIEP 401	The Exceptional Child	
CIEP 414	Instructional Methods-Diverse Population	
CIEP 478	Behavioral Intervention: Assessment & Support	
Total Hours		**48**

Additional Coursework

The school counselor endorsement in Illinois requires a teaching endorsement or additional coursework in education. Students in the MEd program in School Counseling who do not hold a teaching license must complete the following additional coursework to be eligible in Illinois. These courses are:

- CIEP 401 The Exceptional Child
- CIEP 414 Instructional Methods-Diverse Population
- ELPS 460 School Administration

Comprehensive Assessment

A school counseling exam is required during your practicum/internship. See program handbook for details. Comprehensive examination application deadlines are as follows (see the School of Education Academic Calendar for comprehensive exam dates).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection. The courses below including the additional coursework for this who do not hold a teaching license.

Course	Title	Hours
Year One		
Fall		
CPSY 420	Counseling Skills	3
CPSY 428	Foundations of Professional School Counseling	3
CPSY 433	Multicultural Counseling	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
	Hours	**12**
Spring		
CPSY 421	Professional Issues Counseling	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 431	Advanced School Counseling & Consultation	3
CIEP 401	The Exceptional Child [1, 2]	3
	Hours	**12**
Summer I		
CPSY 425	Assessment in Counseling	3
CPSY 458	Adolescent Development and Counseling	3
	Hours	**6**
Summer II		
CIEP 423	Advanced Literacy Instruction in the Content Area	3
RMTD 400	Introduction to Research Methodology	3
	Hours	**6**
Year Two		
Fall		
CPSY 440	Practicum	3
CPSY 426	Group Counseling: Theory and Practice	3
CPSY 424	Career Development and Counseling	3
	Hours	**9**
Spring		
CPSY 441	Internship	3
CIEP 414	Instructional Methods-Diverse Population [2]	3
ELPS 460	School Administration [2]	3
	Hours	**9**
	Total Hours	**54**

[1] Students who hold a teaching license take an elective, not CIEP 401 The Exceptional Child.

[2] This course is only required for students who do not have a teaching license.

Program Length

Full-time students will complete the program in two years, including at least one summer. Part-time study is also available. Students have five years from acceptance to complete the program.

Practicum

The Chicagoland area provides a wealth of clinical training opportunities for the students in community, school, and clinical mental health counseling programs. Students receive generalist training, but through site selection can begin to acquire population-specific competencies in working with children, adolescents, families, gay/lesbian/bisexual clients, and other groups of individuals. To discuss typical practicum settings and sites in Chicago and its suburbs, please contact Rufus Gonzales, Practicum Coordinator, at 312.915.6378

Licensure

The curriculum of the MEd program reflects current requirements for licensure in the State of Illinois. Licensure is handled by individual states, and portability of licensure across state lines differs according to each state. The Department of Professional Regulation in the State of Illinois has adopted the certification exam developed and administered by the National Board of Certified Counselors. Many states use this exam for licensure purposes, so scores from the exam can be transferred. Coursework, including the number of hours required, differ across states. Students interested in completing licensure or certification in another state are strongly advised to consult the professional regulation boards prior to enrolling at Loyola to determine the appropriate coursework required. Students should also stay apprised of licensure requirements throughout the program.

Students seeking school counseling licensure without a teaching endorsement must take the school counseling licensure exam in the semester prior to beginning CPSY 441 Internship, in the spring semester. The ISBE website (https://www.isbe.net/Pages/Professional-Educator-License.aspx) provides information on dates exams are administered, fees, and registration procedures. The school counseling is administered by ISBE (not Loyola), and you must register with ISBE to take the exam.

Continuous Enrollments

MEd students in School Counseling are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

1. By program completion, candidates will articulate and apply principles of social justice to critically reflect upon their own

identities and emerging counseling practices as demonstrated by course-based assessments and observations of practice.
2. By program completion, candidates will demonstrate counseling theory and counseling skills that enable them to appropriately serve diverse students and concerns as demonstrated by course-based assessments and observations of practice.
3. By program completion, candidates will demonstrate profession wide knowledge in the content areas covered by licensing exams as demonstrated by comprehensive exam performance.
4. By program completion, candidates will collaborate with multiple constituents within a school setting as demonstrated by internship-based assessments.

Educational Leadership

- Catholic Principal Preparation Program (MEd) (p. 1663)
- Catholic School Leadership (MEd) (p. 1664)
- Director of Special Education Endorsement Certificate (p. 1666)
- Educational Leadership-Principal Preparation (EdD) (p. 1667)
- Educational Leadership-Principal Preparation (MEd) (p. 1668)
- Educational Leadership-Superintendent Preparation (EdD) (p. 1670)
- Instructional Coaching Certificate (p. 1672)
- Principal Endorsement Certificate (p. 1673)
- Superintendent Endorsement Certificate (p. 1674)

Catholic Principal Preparation Program (MEd)

Central to the mission of the Church is the work of Catholic schools. The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Catholic Schools state that "An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision."

The Loyola University Chicago Catholic Principal Preparation Program is

- designed to prepare future principals to meet the complex challenges of leading today's Catholic schools.
- uniquely designed to ensure each principal candidate becomes a mission-driven, faith-based instructional leader within the Catholic School context.

The Unique Coaching Model

This coaching model is based on the foundation of a "support team" to ensure candidates have the breadth of experiences to be able to lead. The support team is comprised of the candidate, the university faculty supervisor, the coordinator of coaches, the internship mentor principal, and the internship coach. The internship coach is a veteran Catholic school administrator with a proven record for leading effective Catholic schools.

Related Programs

Master's

- Catholic School Leadership (MEd) (p. 1664)
- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Certificate

- Principal Endorsement Certificate (p. 1673)

Curriculum

This two-year program (including summers) leads to a Master's Degree in Educational Leadership and Illinois Principal Licensure eligibility. Coursework will focus on the unique aspects of the principalship of Catholic schools.

Students admitted to this program must be practicing educators or administrators with at least two years of work experience in the field. The program is 33 credit hours and can be pursued part-time. Catholic identity is infused throughout the coursework.

Courses

Code	Title	Hours
Required Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408	Leading for Diversity	3
or ELPS 465	Workshop (Variable Topics)	
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
ELPS 483	Human and Fiscal Resource for Principals	3
Required Internship Courses		
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Total Hours		**33**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3

ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Year 2		
Summer		
ELPS 408 or ELPS 465	Leading for Diversity or Workshop (Variable Topics)	3
	Hours	**3**
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**
	Total Hours	**33**

Program Features

- Focused, in-depth coursework with coaching and immediate application for transforming Catholic schools to create increased student outcomes within a faith-based context.
- Program designed by Loyola's School of Education and community partners to ensure that all candidates acquire a solid foundation to be a Catholic school principal who is a mission-driven, faith-based instructional leader.
- Optional two-week summer course at Loyola University's Rome campus to develop global leadership perspectives.

Illinois Licensure

Students in this program must pass teacher evaluation modules through ISBE. Students must also pass ILTS exam 195/196 to receive their Principal Endorsement for the state of Illinois.

International and Out-of-State Students

A Principal Endorsement will not be issued to out-of-state students or international students who do not hold an IL Professional Educator License and/or meet all ISBE requirements for endorsement

Continuous Enrollments

Master's students in educational leadership are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Principal Preparation Program, candidates will:

- Mission-Driven Leadership: Demonstrate the knowledge, skills, and dispositions necessary to lead mission-centered schools that promote the spiritual, academic, and social-emotional growth of all students, grounded in Jesuit values and ethical leadership.
- Instructional and Academic Excellence: Lead high-quality instructional programs by supervising teaching and learning, implementing evidence-based practices, and fostering a culture of continuous improvement to advance student achievement in catholic schools.
- Data-Informed Decision Making: Facilitate collaborative, data-driven decision-making processes that use multiple sources of evidence to improve student outcomes, allocate resources strategically, and address achievement gaps in catholic schools.
- Community and Faith-Based Engagement: Cultivate inclusive, culturally responsive school communities by engaging families, faculty, and stakeholders in partnership, while integrating catholic faith formation and social justice principles into school leadership practices.
- Applied Leadership Practice and Reflective Growth: Apply leadership theory to practice through sustained, real-world internship experiences and principal coaching, demonstrating reflective practice, professional resilience, and the capacity to lead complex catholic school environments effectively.

Catholic School Leadership (MEd)

As of Fall 2026, this program is no longer accepting applicants.

Central to the mission of the Church is the work of Catholic schools. The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Catholic Schools state that "An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision."

The Loyola University Chicago Catholic School Leadership program is:

- designed to prepare future principals to meet the complex challenges of leading today's Catholic schools.
- uniquely designed to ensure each principal candidate becomes a mission-driven, faith-based instructional leader within the Catholic School context.

The Unique Coaching Model

This coaching model is based on the foundation of a "support team" to ensure candidates have the breadth of experiences to be able to lead. The support team is comprised of the candidate, the university faculty supervisor, the coordinator of coaches, the internship mentor principal, and the internship coach. The internship coach is a veteran Catholic school administrator with a proven record for leading effective Catholic schools.

Related Programs

Master's

- Catholic Principal Preparation Program (MEd) (p. 1663)
- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Curriculum

This two-year program (including summers) leads to a Master's Degree in Educational Leadership and the option of pursuing Illinois Principal Licensure. Coursework will focus on the unique aspects of the principalship of Catholic schools.

Students admitted to this program must be practicing educators or administrators with at least two years of work experience in the field. The program is 33 credit hours and can be pursued part-time. Catholic identity is infused throughout the coursework.

Courses

Code	Title	Hours
Required Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408 or ELPS 465	Leading for Diversity Workshop (Variable Topics)	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
Required Internship Courses		
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Total Hours		**33**

Program Features

- Focused in-depth coursework with coaching and immediate application for transforming Catholic schools to create increased student outcomes within a faith-based context.
- Program designed by Loyola's School of Education and community partners to ensure that all candidates acquire a solid foundation to be a a mission-driven, faith-based instructional Catholic leader.
- Optional two-week summer course at Loyola University's Rome campus to develop global leadership perspectives.

Optional Illinois Licensure

Students in this program are not required to take any ILTS exams through the Illinois State Board of Education. However, this program's curriculum prepares students to be licensed principals in the state of Illinois.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Year 2		
Summer		
ELPS 408 or ELPS 465	Leading for Diversity Workshop (Variable Topics)	3
	Hours	**3**
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**
	Total Hours	**33**

Continuous Enrollments

Master's students in educational leadership are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion, candidates will:

- Possess the knowledge, skills, and dispositions to be highly effective leaders to promote the spiritual, academic and social-emotional growth of their students.
- Be able to facilitate data-driven decision making in your school community, and engage in tangible, real-world internship experience to put these ideas into practice.

Director of Special Education Endorsement Certificate

The Director of Special Education endorsement (DOSE) program within the SOE sees the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

This program utilizes a cohort model. Twelve students will make a cohort and a cohort is capped at 15 students. Enrollment in the program is contingent upon meeting the cohort minimum. If the minimum is not filled, students pursuing the DOSE endorsement will take courses with students in the School Psychology EdD program.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes (Learn more about Transformative Education (https://jobs.luc.edu/media/lucedu/president/pdfs/FINAL-LoyolaTransformativeEducation-2015.pdf)).

Related Programs

Certificate

- Instructional Coaching Certificate (p. 1672)
- Principal Endorsement Certificate (p. 1673)
- Superintendent Endorsement Certificate (p. 1674)

Curriculum

The Director of Special Education Endorsement program provides 12 credit hours toward the 30 hours required by the Illinois School Board of Education (ISBE) for the endorsement. Applicants will complete 150 hours of field experience that are embedded in the program coursework. Students must complete the Director of Special Education (234) exam before being eligible for the endorsement from ISBE after completing coursework and field experience.

All students must pass ILTS 234 exam.

Code	Title	Hours
CIEP 510	Accessing & Adopting General Education Curriculum	3
ELPS 468	Problems in Finance and Business Management	3
CIEP 527	Ethics and Law for School Psychologists	3
ELPS 472	Administration of Special Education and Pupil Services	3
Total Hours		**12**

After admission, you will be contacted by your advisor who will complete a transcript review to ensure that you have the 18 credits from your Masters or Doctoral program that are applicable to this endorsement as laid out by the Illinois State Board of Education (ISBE) (https://www.isbe.net/Pages/Professional-Educator-License-Administrative-Endorsements.aspx). It is possible that after this review, you may need to take more courses in addition to the 4 courses required by the program to ensure you meet ISBE's requirements for the endorsement. These reviews will be completed before the Fall semester begins.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
CIEP 527	Ethics and Law for School Psychologists	3
ELPS 468	Problems in Finance and Business Management	3
	Hours	**6**
Spring		
CIEP 510	Accessing & Adopting General Education Curriculum	3
ELPS 472	Administration of Special Education and Pupil Services	3
	Hours	**6**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Earn ISBE Director of Special Education Endorsement
- Fast career advancement
- Learn from the best transformative leaders in local schools & districts
- Gain immediately applicable skills
- Complete the program in just 1 year
- Work on your endorsement while working full-time

Educational Leadership-Principal Preparation (EdD)

As a principal, you'll have the opportunity to lead a school community and create programs and initiatives with a last impact on students, tackling equity issues along the way.

Designed by Loyola's School of Education faculty along with community partners, the Educational Leadership Principal Preparation EdD ensures all candidates acquire the skills necessary to be effective, justice-oriented, school principals. Through focused, in-depth coursework, candidates gain skills, perspectives, and knowledge for immediate application towards positively transforming schools, and improving student performance.

Related Programs

Master's

- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Certificate

- Principal Endorsement Certificate (p. 1673)
- Superintendent Endorsement Certificate (p. 1674)

Curriculum

This program is for students who already have a Master's degree and are seeking principal licensure. Students admitted to this program must be practicing educators or administrators with at least two years of work experience in the field. The program is 73 credit hours (49 credit hours of completed coursework and 24 transfer hours from completed Master's work).

Code	Title	Hours
Required Licensure Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408	Leading for Diversity	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
Required Internship Courses		
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Required Educational Research Courses		
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 620	Dissertation Research (Capstone Research)	3
ELPS 601	Capstone Supervision	1
Total Hours		**49**

Suggested Sequence of Courses

Course offerings are contingent upon enrollment.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Second Year		
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**
Summer		
ELPS 400	Inquiry Into Educational Policy	3
ELPS 408 or ELPS 465	Leading for Diversity or Workshop (Variable Topics)	3
	Hours	**6**
Third Year		
Fall		
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
	Hours	**6**
Spring		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 620	Dissertation Research (Capstone Research)	3

ELPS 601	Capstone Supervision	1
	Hours	**7**
	Total Hours	**49**

Program Features

- Successful completion of capstone project under the supervision of full-time faculty
- Two semesters of internship experience
- Earn ISBE Principal Endorsement

Program Format

The Principal Preparation EdD is an online program which means that all courses, including internship, are offered online. All advising sessions for leadership development and support will be hosted online.

Program Length

Most students complete the program in three years. Students take two courses per semester and are able to complete the required coursework in less than three years (including summer enrollment). The length of time for the capstone project depends upon the topic and the diligence of the student. Candidates for the Doctor of Education degree (EdD) have a maximum of seven years to complete the degree.

If students are unable to work on the degree for a period of more than one semester, they should request an official leave of absence from the program. Students who need more time to complete the degree must file for an official extension of time; the student's advisor will then recommend either a leave of absence or an extension.

Transfer/Advanced Standing Credits

Each student will have the opportunity to transfer a maximum of 36 semester hours of previous coursework towards the required 72 semester hours. Upon being accepted to the EdD program, each student may request the Educational Leadership Program Chair to review transcripts to determine which, if any, courses can count toward the EdD program.

Illinois Licensure Requirements

Candidates in all programs leading to Illinois licensure are required to pass an Illinois Test of Academic Proficiency (TAP), ILTS 195 and 196 through the Illinois State Board of Education, the appropriate endorsement exam, and a State Criminal Background Check.

Continuous Enrollments

Doctoral students in Educational Leadership are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Principal Preparation EdD Program, candidates will be eligible for an IL ISBE Principal Endorsement and also be prepared for:

- Mission-Driven Leadership: Demonstrate the knowledge, skills, and dispositions necessary to lead mission-centered schools that promote the spiritual, academic, and social-emotional growth of all students, grounded in Jesuit values and ethical leadership.
- Instructional and Academic Excellence: Lead high-quality instructional programs by supervising teaching and learning, implementing evidence-based practices, and fostering a culture of continuous improvement to advance student achievement.
- Data-Informed Decision Making: Facilitate collaborative, data-driven decision-making processes that use multiple sources of evidence to improve student outcomes, allocate resources strategically, and address achievement gaps.
- Community Engagement: Cultivate inclusive, culturally responsive school communities by engaging families, faculty, and stakeholders in partnership, while integrating Jesuit values and social justice principles into school leadership practices.
- Applied Research, Leadership Practice and Reflective Growth: Apply leadership theory to practice through sustained, real-world internship experiences and principal coaching, demonstrating reflective practice, professional resilience, and the capacity to lead complex school environments effectively.
- Design, conduct, and apply practice-based research to address authentic problems of practice, demonstrating the ability to generate actionable knowledge that advances school improvement and contributes to the field of educational leadership as an EdD completer.

Educational Leadership-Principal Preparation (MEd)

As a principal, you'll have the opportunity to lead a school community and create programs and initiatives with a last impact on students, tackling equity issues along the way.

Designed by Loyola's School of Education faculty along with community partners, the Educational Leadership Principal Preparation MEd ensures all candidates acquire the skills necessary to be effective, justice-oriented, school principals. Through focused, in-depth coursework, candidates gain skills, perspectives, and knowledge for immediate application towards positively transforming schools, and improving student performance.

related programs

Minor

- Education Policy Studies Minor (p. 907)

Certificate

- Director of Special Education Endorsement Certificate (p. 1666)
- Principal Endorsement Certificate (p. 1673)

Curriculum

This program is for students who are seeking a Master's degree and principal licensure. A student may pursue this Master's degree without

also pursuing the ISBE Principal Endorsement, but the course curriculum is designed to prepare students for licensure in Illinois. Students admitted to this program must be practicing educators or administrators with at least two years of work experience in the field.

Courses

Code	Title	Hours
Required Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408 or ELPS 465	Leading for Diversity Workshop (Variable Topics)	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
Required Internship Courses		
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Total Hours		**33**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Year 2		
Summer		
ELPS 408 or ELPS 465	Leading for Diversity or Workshop (Variable Topics)	3
	Hours	**3**
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**
	Total Hours	**33**

Program Format

The Principal Preparation MEd is an online program which means that all courses, including internship, are offered online. All advising sessions for leadership development and support will be hosted online.

Program Length

The program is 33 credit hours and can be completed part-time in two years (including summers).

Program Requirements

MEd plus ISBE Principal Endorsement Option

- Must be a practicing teacher or administrator with at least two years of work experience in your field
- Will earn ISBE Principal Endorsement pending the passing of exam 195/196 (https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL195_TestPage.html)
- Must pass teacher evaluation modules through ISBE
- 33 semester hours of completed coursework (6 credit hours per semester, summers included)
- 2 semesters of internship

MEd without Principal Endorsement Option

- Must have at least two years of work experience in your field (not-for-profit or community organization)
- Degree-seeking only. No ISBE Principal Endorsement.
- 33 semester hours of completed coursework (6 credit hours per semester, summers included)
- 2 semesters of internship

International and Out-of-State Students

A Principal Endorsement will not be issued to out-of-state students or international students who do not hold an IL Professional Educator License and/or meet all ISBE requirements for endorsement.

Continuous Enrollments

Master's students in Educational Leadership programs are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the Principal Preparation Program, candidates will be eligible for an IL ISBE Principal Endorsement and also be prepared for:

- Mission-Driven Leadership: Demonstrate the knowledge, skills, and dispositions necessary to lead mission-centered schools that promote the spiritual, academic, and social-emotional growth of all students, grounded in Jesuit values and ethical leadership.
- Instructional and Academic Excellence: Lead high-quality instructional programs by supervising teaching and learning, implementing evidence-based practices, and fostering a culture of continuous improvement to advance student achievement.
- Data-Informed Decision Making: Facilitate collaborative, data-driven decision-making processes that use multiple sources of evidence to improve student outcomes, allocate resources strategically, and address achievement gaps.
- Community Engagement: Cultivate inclusive, culturally responsive school communities by engaging families, faculty, and stakeholders in partnership, while integrating Jesuit values and social justice principles into school leadership practices.
- Applied Leadership Practice and Reflective Growth: Apply leadership theory to practice through sustained, real-world internship experiences and principal coaching, demonstrating reflective practice, professional resilience, and the capacity to lead complex school environments effectively.

Educational Leadership-Superintendent Preparation (EdD)

Become a change agent in education, leading schools as an innovative district leader. Loyola University Chicago seeks to prepare district-level leaders to be responsive and adaptive, viewing superintendent candidates as apprentice professionals from the time they enter the program and fostering their development of reflective learning and transformative leadership skills. Because superintendent candidates are in school districts observing, learning, and honing their own skills in Chicagoland's diverse school districts, candidates gain extensive experiences engaging with diverse populations, including diverse learners, special needs and English learners programs.

Loyola's Superintendent EdD is designed for students who will demonstrate the knowledge, skills, and dispositions to be highly effective district leaders. Students pursuing this degree have worked for at least 2 years as a licensed educator or administrator and wish to gain their Superintendent Endorsement/License in the state of Illinois.

We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service; to build trust and deep, lasting relationships with our partners in education; to understand that we must work not for communities but to be of those communities; working shoulder to shoulder with partners, communities and families, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective.

Related Programs

Master's

- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Certificate

- Director of Special Education Endorsement Certificate (p. 1666)
- Superintendent Endorsement Certificate (p. 1674)

Curriculum

All courses will be delivered online in the evening. Asynchronous learning modules, embedded field-based experiences, and group projects will support synchronous class meetings.

Code	Title	Hours
ELPS 461	Issues in School Law	3
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context Informed Decision Making (Rome Center))	3
or ELPS 408	Leading for Diversity	
ELPS 465	Workshop (Variable Topics) (The Superintendency)	3
ELPS 468	Problems in Finance and Business Management	3
ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 475	Human Resource Administration for the School District Leader	3
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 560	Seminar in School Administration	3
ELPS 562	Practicum School Administration	3
ELPS 562	Practicum School Administration	3
ELPS 571	Seminar in Current Issues in School Supervision	3
ELPS 580	Residency Seminar for Students in Educational Leadership	0
Required Educational Research Courses		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
ELPS 600	Dissertation Supervision (Capstone Supervision)	1
ELPS 621	EdD Capstone Research	3
Total Hours		**49**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Summer		
ELPS 560	Seminar in School Administration	3

ELPS 465	Workshop (Variable Topics) (The Superintendency)	3
	Hours	**6**
Fall		
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 571	Seminar in Current Issues in School Supervision	3
	Hours	**6**
Spring		
ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 475	Human Resource Administration for the School District Leader	3
	Hours	**6**
Second Year		
Summer		
ELPS 468	Problems in Finance and Business Management	3
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context-Informed Decision Making (Rome Center))	3
	Hours	**6**
Fall		
ELPS 461	Issues in School Law	3
ELPS 562	Practicum School Administration	3
	Hours	**6**
Spring		
ELPS 562	Practicum School Administration	3
RMTD 400	Introduction to Research Methodology	3
	Hours	**6**
Third Year		
Summer		
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
	Hours	**6**
Fall		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 621	EdD Capstone Research	3
	Hours	**6**
Spring		
ELPS 600	Dissertation Supervision	1
	Hours	**1**
	Total Hours	**49**

Program Features

- Two years of school supervisory or administrative experience and a Type 75 General Administrative or ISBE Principal Endorsement on PEL
- Study Abroad - Complete ELPS 465 Workshop (Variable Topics) – Two-week Residency course in Rome, Italy

Program Length

Students have a maximum of seven years to complete the degree. Most students complete the required coursework in less than three years, including summer enrollment. Completion time for the capstone project varies.

Program Format

The Superintendent EdD is an online program which means that all courses, including field supervision, are offered online. All advising sessions for leadership development and support will be hosted online for district leadership candidates.

Program Requirements

For Superintendent Endorsement

- Successful completion of Loyola's ISBE-approved course sequence – 33 credit hours (includes internship)
- Successful completion of supervised yearlong internship – PK-12
- Successful completion of IPA or AA Learning Modules: Principal Evaluators Training
- Passing score on Illinois' Superintendent Exam 225.
- Submitted proof of 2 years of experience working full time as a principal, director of special education, chief school business official, or other administrative position while holding a valid administrator license.

For EdD

- Successful completion of Loyola's ISBE-approved course sequence - 48 credit hours of transformative district leadership curriculum.
- Successful completion of written Capstone Project – Problem of Practice
- Successful Oral Defense of approved Capstone Project – Problem of Practice

Illinois Licensure Requirements

Students in the Superintendent Preparation Program are required to pass the ILTS 225 exam through the Illinois State Board of Education.

Transfer/Advanced Standing Credits

Each student will have the opportunity to transfer a maximum of 36 semester hours of previous coursework towards the required 72 semester hours. Upon being accepted to the EdD program, each student may request the Educational Leadership Program Chair to review transcripts to determine which, if any, courses can count toward the EdD program.

Continuous Enrollments

Doctoral students in Educational Leadership are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Loyola's Superintendent EdD program is designed to:

- Prepare district leaders who will successfully construct and apply knowledge to positively impact the lives of individuals, families, organizations, and school communities;
- Provide diverse learning opportunities for district leadership candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Cultivate, supervise and assess field-based learning opportunities to analyze problems of practice and use multiple administrative frameworks and leadership lens' to develop meaningful solutions;
- Develop a professional knowledge base that integrates both practical and research knowledge, links theory to systemic and systematic inquiry, and emphasizes the generation, transformation, and use of professional knowledge and practice to address educational inequities in our field.
- Upon successful completion of this doctoral program in district leadership, students will be eligible for the ISBE Superintendent Endorsement; and equipped to design, conduct, and apply practice-based research to address authentic problems of practice, demonstrating the ability to generate actionable knowledge that advances school district improvement and contributes to the field of educational leadership.

Instructional Coaching Certificate

As of Fall 2026, this program is no longer accepting applicants.

Teacher leaders are crucial for the success of the entire school. Often, they are not given formal training. This certificate aims to empower teacher leaders to support and guide their colleagues to improve teaching and learning through instruction, curriculum, and using information and data. This certificate will also focus on effective methods of leading professional learning.

Related Programs

Certificate

- Director of Special Education Endorsement Certificate (p. 1666)
- Principal Endorsement Certificate (p. 1673)

Curriculum

With the Instructional Coaching Certificate at Loyola University Chicago, you will gain the knowledge and skills you need as a teacher leader to help your colleagues improve their teaching and learning through instruction, curriculum, and using information and data.

Courses for this fully online coaching certificate are taught by dedicated faculty who have direct experience in school settings. They are focused on excellence in curriculum and instruction strategies and have years of experience guiding and supporting students just like you through the coaching certificate program.

Over the course of the coaching certificate, you will create an implementation plan for instructional coaching at your school.

Code	Title	Hours
Required Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 409	Fundamentals of Instructional Coaching	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
Total Hours		**12**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 409	Fundamentals of Instructional Coaching	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
	Total Hours	**12**

Program Requirements

To enroll in the coaching certificate online at Loyola Chicago University, you must have a teaching license, credential, or certificate or comparable credential as well as two years of teaching experience.

Program Structure

The program consists of four 3-credit courses, all offered online in English. Over these courses, candidates will create an implementation plan for instructional coaching within their schools. Candidates will also develop the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management all through an inclusive, continuous improvement lens. Upon completion of this program, candidates will understand how to develop supportive, confidential, and trustworthy relationships with teachers, distinguish between coaching and evaluating, explore conferencing and feedback loops, facilitation, presentation, and best practices in professional learning.

Continuous Enrollment

Students in certificate/endorsement only programs are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Build a repertoire of strategies to support teachers in their classrooms;
- Develop leadership skills to support continuous improvement efforts in their schools;
- Design and deliver job-embedded professional development;
- Establish and nurture trusting relations with instructional staff and administration.

Principal Endorsement Certificate

As a principal, you'll have the opportunity to lead a school community and create programs and initiatives with a last impact on students, tackling equity issues along the way.

Designed by Loyola's School of Education faculty along with community partners, the Educational Leadership Principal Endorsement-only pathway ensures all candidates acquire the skills necessary to be effective, justice-oriented, school principals. Through focused, in-depth coursework, candidates gain skills, perspectives, and knowledge for immediate application towards positively transforming schools, and improving student performance.

Related Programs

Master's

- Catholic Principal Preparation Program (MEd) (p. 1663)
- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Curriculum

This online program can be completed in two years, including summers, and requires continuous enrollment. This program prepares students to receive the Principal Endorsement through the Illinois State Board of Education.

Courses

Code	Title	Hours
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408 or ELPS 465	Leading for Diversity Workshop (Variable Topics)	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Total Hours		**33**

Illinois Licensure

Students in this program must pass teacher evaluation modules through ISBE. Students must also pass ILTS exam 195/196 to receive their Principal Endorsement for the state of Illinois.

International and Out-of-State Students

A Principal Endorsement will not be issued to out-of-state students or international students who do not hold an IL Professional Educator License and/or meet all ISBE requirements for endorsement.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Year 2		
Summer		
ELPS 408 or ELPS 465	Leading for Diversity or Workshop (Variable Topics)	3
	Hours	**3**
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**
	Total Hours	**33**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- You'll learn how to facilitate data-driven decision making in your school community, and engage in tangible, real-world internship experience to put these ideas into practice.

Superintendent Endorsement Certificate

Become a change agent in education, leading schools as an innovative district leader. Loyola University Chicago seeks to prepare district-level leaders to be responsive and adaptive, viewing superintendent candidates as apprentice professionals from the time they enter the program and fostering their development of reflective learning and transformative leadership skills. Because superintendent candidates are in school districts observing, learning, and honing their own skills in Chicagoland's diverse school districts, candidates gain extensive experiences engaging with diverse populations, including diverse learners, special needs and English learners programs.

Loyola's Superintendent Endorsement is designed for students who will demonstrate the knowledge, skills, and dispositions to be highly effective district leaders. Students pursuing this endorsement have already received an EdD or a PhD in an educational field and wish to gain their Superintendent Endorsement/License in the state of Illinois.

We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service; to build trust and deep, lasting relationships with our partners in education; to understand that we must work not for communities but to be of those communities; working shoulder to shoulder with partners, communities and families, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective.

Related Programs

Master's

- Educational Leadership-Principal Preparation (MEd) (p. 1668)

Certificate

- Principal Endorsement Certificate (p. 1673)

Curriculum

All courses will be delivered online in the evening. Asynchronous learning modules, embedded field-based experiences, and group projects will support synchronous class meetings.

Code	Title	Hours
ELPS 461	Issues in School Law	3
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context Informed Decision Making (Rome Center))	3
or ELPS 408	Leading for Diversity	
ELPS 465	Workshop (Variable Topics) (The Superintendency)	3
ELPS 468	Problems in Finance and Business Management	3
ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 475	Human Resource Administration for the School District Leader	3
ELPS 560	Seminar in School Administration	3
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 562	Practicum School Administration	3
ELPS 562	Practicum School Administration	3
ELPS 571	Seminar in Current Issues in School Supervision	3
ELPS 580	Residency Seminar for Students in Educational Leadership	0
Total Hours		**33**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
ELPS 560	Seminar in School Administration	3
ELPS 465	Workshop (Variable Topics) (The Superintendency)	3
	Hours	**6**
Fall		
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 571	Seminar in Current Issues in School Supervision	3
	Hours	**6**
Spring		
ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 475	Human Resource Administration for the School District Leader	3
	Hours	**6**
Year 2		
Summer		
ELPS 468	Problems in Finance and Business Management	3
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context-Informed Decision Making (Rome Center))	3
	Hours	**6**
Fall		
ELPS 461	Issues in School Law	3
ELPS 562	Practicum School Administration	3
	Hours	**6**
Spring		
ELPS 562	Practicum School Administration	3

ELPS 580	Residency Seminar for Students in Educational Leadership	0
	Hours	**3**
	Total Hours	**33**

Program Requirements

- Submitted proof of 2 years of experience working full time as a principal, director of special education, or chief school business official, or other administrative position while holding a valid administrator license.
- Completion of a doctoral program in the field of education.
- Successful completion of Loyola's ISBE-approved course sequence
- Successful completion of supervised yearlong internship - PK-12
- Successful completion of IPA or AA Learning Modules: Principal Evaluators Training
- Passing score on IL's Superintendent Exam #225.

Program Format

The Superintendent Endorsement Certificate is an online program which means that all courses, including field supervision, are offered online. All advising sessions for leadership development and support will be hosted online for district leadership candidates.

Illinois Licensure Requirements

Students in the Superintendent Preparation Program are required to pass the ILTS 225 exam through the Illinois State Board of Education.

Continuous Enrollments

Students in Educational Leadership are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Loyola's Superintendent Endorsement program is intended to:

- Prepare district leaders who will successfully construct and apply knowledge to positively impact the lives of individuals, families, organizations, and school communities;
- Provide diverse learning opportunities for district leadership candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Cultivate, supervise, and assess field-based learning opportunities to analyze problems of practice and use multiple administrative frameworks and leadership lenses to develop meaningful solutions;
- Develop a professional knowledge base that integrates both practical and research knowledge, links theory to systemic and systematic inquiry, and emphasizes the generation, transformation, and use of professional knowledge and practice to address educational inequities in our field.

Higher Education

- Curriculum and Pedagogy in Higher Education Certificate (p. 1675)
- Higher Education (EdD) (p. 1676)
- Higher Education (MEd) (p. 1677)
- International Higher Education (MEd) (p. 1680)

Curriculum and Pedagogy in Higher Education Certificate

The Certificate in Curriculum and Pedagogy in Higher Education is designed for higher education instructors who want to improve their pedagogical practice as well as those with future plans to teach in institutions of higher education. The program is completely online, allowing students to complete their coursework from anywhere around the world.

You'll be prepared to effectively teach adult learners in the post-secondary student populations. This certificate develops pedagogical and curricular skills based on the Jesuit principles of context, experience, reflection, action, and evaluation. This is the only Jesuit institution to offer such a certificate.

By engaging in reflective, action-oriented classrooms with a focus on social justice – we prepare visionary graduates to make a difference in their worlds through the implementation of socially just pedagogical practices.

Related Programs

Master's

- Higher Education (MEd) (p. 1677)
- International Higher Education (MEd) (p. 1680)

Doctoral

- Higher Education (PhD) (p. 1330)

Curriculum

The program consists of four required core courses along with a final capstone project. All of following coursework is completed fully online.

Foundational Courses

Code	Title	Hours
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 433	Student Development in Higher Education	3
ELPS 502		3
Total Hours		**12**

Final Capstone Project

Students must also complete the final capstone project that will:

- Identify the experiences, people, and places in the program that have impacted them personally and professionally

- Analyze their program experiences and articulate the major takeaways from their learning
- Examine, apply, and address the impact of the certificate program on their practice as a social justice educator

Students must complete the final capstone project in conjunction with the last required course they take in consultation with Dr. Valerie Roberson (Program Chair).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Provide the tools to effectively teach future global and local leaders and influencers
- Learning undergirded by the Jesuit tenet of cura personalis, care for the whole person
- Gain an understanding of the ways in which the strengths, challenges, and issues that adult learners face impact teaching and learning
- Develop pedagogical and curricular skills based in Ignatian pedagogical principles
- Develop skills in effectively working with diverse adult learners

Higher Education (EdD)

Earn an education doctorate as preparation for an executive-level administrative career in higher education.

The EdD in Higher Education focuses on supporting problem-posing research and the critical development of a practitioner-scholar for executive-level administrative leadership within postsecondary contexts. This hybrid-delivery, weekend format program focuses on coursework that draws from students' significant professional/lived experience connected to theoretical frameworks and concepts, providing additional skills, competencies, and knowledge needed to be social justice change-agents. Through a dissertation project, students will carry out a mode of inquiry that connects theory and practice, and fosters analytic actions around a critical issue in the field of higher education.

Related Programs

Master's

- Higher Education (MEd) (p. 1677)

Doctoral

- Higher Education (PhD) (p. 1330)

Certificate

- Curriculum and Pedagogy in Higher Education Certificate (p. 1675)

Curriculum

With 24 advanced standing credit hours from a previous graduate degree, completion of the EdD degree program requires an additional 43 semester hours of graduate credit at Loyola University Chicago - 40 semester hours of required courses plus an elective course for three semester hours of graduate credit. Students are also required to complete a capstone project at the conclusion of coursework to complete the degree.

Code	Title	Hours
Foundational Courses		
ELPS 427	Foundations in Higher Education	3
ELPS 428	The Junior and Community College	3
ELPS 431	Evaluation in Higher Education	3
ELPS 453	Legal Aspects of American Higher Education	3
ELPS 504	Advanced Financial Strategies in Higher Education	3
ELPS 506	Strategic Executive Leadership in Higher Education	3
ELPS 507	Advanced Governance in Higher Education	3
ELPS 508	Equity and Justice in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
Research Courses		
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Graduate Level School of Education Elective		3
Dissertation Courses		
ELPS 610	Doctoral Study	1
ELPS 621	EdD Capstone Research (Required to take twice. Repeat required.)	3
Total Hours		**43**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ELPS 427	Foundations in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
	Hours	**6**
Spring		
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
	Hours	**6**
Summer		
ELPS 508	Equity and Justice in Higher Education	3
Graduate Elective		3
	Hours	**6**
Year 2		
Fall		
ELPS 504	Advanced Financial Strategies in Higher Education	3
ELPS 506	Strategic Executive Leadership in Higher Education	3
	Hours	**6**
Spring		
ELPS 431	Evaluation in Higher Education	3

ELPS 507	Advanced Governance in Higher Education	3
	Hours	**6**
Summer		
ELPS 428	The Junior and Community College	3
ELPS 453	Legal Aspects of American Higher Education	3
	Hours	**6**
Year 3		
Fall		
ELPS 621	EdD Capstone Research (Repeated; taken twice)	3
	Hours	**6**
Spring		
ELPS 610	Doctoral Study	1
	Hours	**1**
	Total Hours	**43**

Program Length

This program is offered as a cohort where all students enroll in 6 credit hours per semester, including summer sessions. Students can complete coursework in 3 years. The length of the dissertation study can add an additional 6 to 18 months depending on the pace of the student.

Continuous Enrollment

EdD students in Higher Education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence (https://www.luc.edu/education/studentexperience/resources/academicpolicies/) may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion, our students will be able to:

- Apply scholarly knowledge and research skills to address complex problems of practice
- Lead constructive conversations that shape equity-minded policies across multiple levels of an organization
- Partner with diverse constituents to shape sustainable institutional change for inclusive excellence
- Integrate theoretical and conceptual understandings with practice-based solutions

Higher Education (MEd)

As of Fall 2026, this program is no longer accepting applicants.

The MEd in Higher Education program prepares scholar-practitioners to make a meaningful impact in promoting access, equity, and social justice in post-secondary contexts and offers a rigorous curriculum rooted in social justice and critical thinking.

Through a comprehensive curriculum and experiential learning opportunities, students will gain a deep understanding of curriculum, identity, organizational development, advocacy, and activism in higher education to serve and support students as a leading scholar-practitioner at the forefront of positive change.

The MEd in Higher Education program equips students with the knowledge and skills necessary to navigate the complexities of the field of higher education through a combination of course content in student affairs and higher education administration. The program explores areas that include student development, pedagogy, critical theory, policy, research within the field, and diversity, equity, and inclusion in education.

Whether you're looking to lead institutional change, advocate for marginalized communities, or engage in critical scholarship, our program will help you develop the tools to make a lasting impact.

The Higher Education (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- International Higher Education (MEd) (p. 1680)

Doctoral

- Higher Education (PhD) (p. 1330)

Curriculum

Completion of the MEd in higher education requires 30 semester hours, an internship, and a final capstone project. The degree is structured in a supportive cohort model, and all classes are offered online. Students also have the opportunity to complete a summer elective on Loyola's Rome, Italy campus during SOE@JFRC.

Besides the traditional Master's program, the Higher Education (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Curriculum Foundational Courses		
ELPS 425	Foundations in Student Affairs	3
ELPS 427	Foundations in Higher Education	3
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 431	Evaluation in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 433	Student Development in Higher Education	3
ELPS 454	Budgeting and Finance in Higher Education	3
ELPS 459	Organization & Governance in Higher Education	3
ELPS 527	Higher Education Capstone	3
One (1) Higher Education Electives		3
Total Hours		**30**

Higher Education Electives

Below is a list of all Higher Education courses. This can be used in reference for electives if not used in other curricular requirements.

Code	Title	Hours
ELPS 400	Inquiry Into Educational Policy	3
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 413	Critical Social Theories	3
ELPS 419	Leadership in Higher Education	3
ELPS 425	Foundations in Student Affairs	3
ELPS 426	Student Affairs Administration Higher Education	3
ELPS 427	Foundations in Higher Education	3
ELPS 428	The Junior and Community College	3
ELPS 429	Selected Topics in Higher Education	3
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 434	American College Student	3
ELPS 435	Enrollment Management in Higher Education	3
ELPS 436	Women in Higher Education	3
ELPS 437	Today's Community College Students	1
ELPS 438	Designing Effective Community College Courses	1
ELPS 439	Assessing Student Learning in Community Colleges	1
ELPS 440	Community College Students as Learners	1
ELPS 441	Community College Teaching	3
ELPS 448	International Higher Education	3
ELPS 453	Legal Aspects of American Higher Education	3
ELPS 454	Budgeting and Finance in Higher Education	3
ELPS 455	Comparative Education	3
ELPS 458	International Education	3
ELPS 459	Organization & Governance in Higher Education	3
ELPS 498	Independent Study	1-3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
ELPS 506	Strategic Executive Leadership in Higher Education	3
ELPS 527	Higher Education Capstone	3
ELPS 529	Seminar in Higher Education	3
ELPS 530	Proseminar: Higher Education	3
ELPS 550	Seminar on Globalization and Education	3
ELPS 565	International Education Internship	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year One		
Fall		
ELPS 425	Foundations in Student Affairs	3
ELPS 427	Foundations in Higher Education	3
	Hours	**6**
Spring		
ELPS 430	Curriculum and Pedagogy in Higher Education	3
ELPS 433	Student Development in Higher Education	3
	Hours	**6**
Summer I		
RMTD 400	Introduction to Research Methodology	3
	Hours	**3**
Summer II		
ELPS 432	Multiculturalism for Social Justice in Higher Education [1]	3
	Hours	**3**
Year Two		
Fall		
ELPS 431	Evaluation in Higher Education	3
ELPS 454	Budgeting and Finance in Higher Education	3
	Hours	**6**
Spring		
ELPS 459	Organization & Governance in Higher Education	3
Higher Education Elective		3
	Hours	**6**
Summer I		
ELPS 527	Higher Education Capstone	3
	Hours	**3**
Summer II		
Higher Education Elective		3
	Hours	**3**
	Total Hours	**36**

[1] Students can also fulfill this course credit with the two-week study abroad program in Rome.

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
ELPS 427	Foundations in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
	Hours	**6**
Spring		
ELPS 425	Foundations in Student Affairs	3
ELPS 433	Student Development in Higher Education	3
	Hours	**6**

Master's		
Summer		
ELPS 430	Curriculum and Pedagogy in Higher Education	3
Elective		3
	Hours	**6**
Fall		
ELPS 431	Evaluation in Higher Education	3
ELPS 459	Organization & Governance in Higher Education	3
	Hours	**6**
Spring		
ELPS 527	Higher Education Capstone	3
ELPS 454	Budgeting and Finance in Higher Education	3
	Hours	**6**
	Total Hours	**30**

Program Length

This part-time program can be completed in two years, including summers. Students have the opportunity to take the summer courses during a two-week summer study abroad program in Rome, Italy.

Certificate Opportunities

In addition to their program curricula, students are encouraged to explore opportunities to gain enhanced credentials through our Curriculum and Pedagogy in Higher Education Online Certificate (p. 1675). This interdisciplinary certificate has stackable credit opportunities in conjunction with the MEd in Higher Education program. By earning this certificate, students will be able to get ahead of the curve and meet the constantly evolving field of education.

Continuous Enrollments

Master's students in Higher Education are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate

program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon successful completion of the MEd in Higher Education program, students will have the ability to:

- Apply scholarly knowledge and assessment skills to address complex problems of practice
- Lead constructive conversations that shape equity-minded policies across multiple levels of an organization
- Integrate theoretical and conceptual understandings with practice-based solutions

International Higher Education (MEd)

Join a global scholar-practitioner community and make a difference in international higher education.

The IHE MEd program at Loyola's School of Education offers a rigorous curriculum rooted in Social Justice and critical thinking. The IHE MEd program is designed to prepare students for leadership roles in the dynamic and diverse field of higher education, emphasizing the critical importance of promoting equity, inclusion, and social justice within international higher education contexts.

This innovative program combines academic rigor with practical experiences to equip students with the knowledge, skills, and perspectives needed to address complex global challenges and advance social justice within higher education institutions and organizations worldwide. Graduates are prepared to assume leadership roles in higher education institutions, governmental agencies, non-profit organizations, and international education settings. They possess the knowledge, skills, and commitment to advance social justice, diversity, and inclusion within higher education systems worldwide.

The International Higher Education (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Higher Education (MEd) (p. 1677)

Doctoral

- Higher Education (PhD) (p. 1330)

Curriculum

The IHE M.Ed. is designed to be completed in two years, including summers. Most of the courses take place online in an asynchronous format; the study abroad course - ELPS 529: US Students Abroad, Cultural Immersion Abroad - will take place in person at Loyola's John Felice Rome Center. Program requirements include 30 semester hours and completion of a final electronic portfolio with an optional Internship. All courses must be completed within the predetermined curricular sequence.

Besides the traditional Master's program, the International Higher Education (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 427	Foundations in Higher Education	3
ELPS 431	Evaluation in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 433	Student Development in Higher Education	3
ELPS 448	International Higher Education	3
ELPS 455	Comparative Education	3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
ELPS 529	Seminar in Higher Education	3
ELPS 565	International Education Internship	3
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ELPS 427	Foundations in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
	Hours	**6**
Spring		
ELPS 433	Student Development in Higher Education	3
ELPS 455	Comparative Education	3
	Hours	**6**

Summer		
ELPS 529	Seminar in Higher Education	3
	Hours	**3**
Year 2		
Fall		
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
	Hours	**6**
Spring		
ELPS 431	Evaluation in Higher Education	3
ELPS 565	International Education Internship	3
	Hours	**6**
Summer		
ELPS 448	International Higher Education	3
	Hours	**3**
	Total Hours	**30**

Accelerated Master's Pathway

Students can take up to 12 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
ELPS 427	Foundations in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
	Hours	**6**
Spring		
ELPS 433	Student Development in Higher Education	3
ELPS 455	Comparative Education	3
	Hours	**6**
Master's		
Summer		
ELPS 448	International Higher Education	3
ELPS 529	Seminar in Higher Education	3
	Hours	**6**
Fall		
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
	Hours	**6**
Spring		
ELPS 431	Evaluation in Higher Education	3
ELPS 565	International Education Internship	3
	Hours	**6**
	Total Hours	**30**

Travel & Visa

Securing the necessary visas to travel along with related expenses are the student's responsibility.

Cohort Model

Our program has been set up as a cohort because we find that students benefit greatly from joining a learning community and from networking and bonding with one another during the course of their program. Once a cohort is formed, the students participate together in all of the required courses leading to the MEd degree.

As part of a global cohort program, students in the IHE MEd receive the following benefits:

- A 20 percent tuition discount across the entirety of the program
- Exemption from proof-of-immunization and proof-of-health-insurance requirements that apply to Chicago-based students.

A student may petition the IHE Program Director to be allowed to take a course out-of-sequence, yet remain a cohort member. Only one course may be taken out of sequence during a cohort student's course of study. We cannot guarantee that seats will be available in an out-of-sequence course, nor that all required IHE courses will be offered in an online format. Taking a course out of sequence may result in a student being unable to complete the degree in two years. Permission to take a course out of sequence will be granted at the discretion of the Program Director.

Continuous Enrollments

Master's students in international higher education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate

program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions around the globe.
- Graduates of the program will be able to develop and undertake effective, high quality assessments and program evaluations.
- Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and (relatedly) with respect to education abroad programs.

Research Methodology

- Measurement and Quantitative Methodology Certificate (p. 1682)
- Organizational Evaluation Certificate (p. 1683)

Measurement and Quantitative Methodology Certificate

As of Fall 2026, this program is no longer accepting applicants.

This program offers a curriculum for training students to have expertise in applying measurement and quantitative techniques in a research setting. Students will be able to choose an emphasis of measurement or quantitative methods and will receive a certificate upon completion of the requirements to validate their skills and efforts. This graduate-level program will prepare students for a variety of career opportunities that require training in measurement and/or quantitative techniques.

This program accommodates students with varying levels of quantitative background, thus allowing them to join the program at the level that is appropriate for them. It is particularly beneficial for current students at Loyola who have taken basic quantitative courses and want to enhance their skills and highlight their expertise in contributing to methodological aspects of research when applying for jobs.

Related Programs

Major

- Applied Behavior Analysis (MEd) (p. 1653)

Master's

- Research Methodology (MA) (p. 1332)

Certificate

- Organizational Evaluation Certificate (p. 1683)

Curriculum

This certificate program is a five-course (15 credit hours) program that leads to a certificate in Measurement & Quantitative Methodology.

Code	Title	Hours
Foundational Curriculum		
The core courses include 2-3 courses, depending on the student's research background. Students who have taken courses in quantitative research can waive/transfer in a maximum of six credits to cover the core courses of this certificate program and start with elective courses. The waived courses can only be the core courses.		
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Elective Courses		
After completing the core courses, students will take elective courses based on their needs and interests. They can choose either measurement or quantitative methods oriented courses. Students who have taken some of the elective courses will have to choose different elective courses to fulfill the requirements of the certificate program.		
Select 2-3 courses: [1]		6-9
Measurement Oriented		
RMTD 430	Psychological Measurement	
RMTD 530	Seminar in Tests & Measurements	
Quantitative Methods		
Choose one of the following:		
RMTD 403	Survey Research	
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
RMTD 488	Meta-Analysis	
STAT 388	Topics [2]	
Total Hours		**15**

1. Students who took two core courses will choose three elective courses; students who took three core courses will have to take two elective courses.
2. This course is an option for pre-Master's students admitted to the program.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Sequence 1		
Fall		
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 488	Meta-Analysis	3
	Hours	**9**
Spring		
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
RMTD 483	Multivariate Statistics	3
	Hours	**6**
	Total Hours	**15**

Continuous Enrollments

Students in endorsement only programs are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Associate Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon the completion of the certificate, students will be prepared to:

- Have theoretical knowledge of measurement/psychometric theories and quantitative methods.
- Understand the assumptions of different quantitative techniques and learn to handle the violations of these assumptions.
- Select and apply appropriate measurement and quantitative methods to answer research questions.
- Use computer software to implement a wide range of quantitative analyses.
- Interpret statistical evidence appropriately.

Organizational Evaluation Certificate

As of Fall 2026, this program is no longer accepting applicants.

This certificate program prepares students for roles as evaluators and change agents in a range of organizations such as schools and school districts and non-profit agencies. Evaluation refers to a systematic process that involves collecting data about organizations and their programs for enhancing knowledge and decision making to promote organizational learning and development. This graduate-level certificate program is ideal for current students and professionals who are looking for career opportunities in or are currently employed in, school districts, social service organizations, private foundations, research firms, and human resources or training departments.

Related Programs

Major

- Applied Behavior Analysis (MEd) (p. 1653)

Certificate

- Measurement and Quantitative Methodology Certificate (p. 1682)

Curriculum

This certificate program is a five-course (15 credit hours) program that leads to a certificate in Organizational Evaluation.

Code	Title	Hours
Foundational Courses		
The core courses include 2-3 courses, depending on the student's research background.		
RMTD 406	Educational Evaluation	3
RMTD 407	Introduction to Evaluation Theory	3
CIEP 466	School Psychology Special Topics	3
Elective Courses		**6-9**
Students will choose two to three courses from the following lists in consultation with the assigned advisor based on prior coursework and experience. Students who have taken elective courses as part of their program requirements will be allowed to transfer a maximum of six credits to the certificate.		
Statistics		
RMTD 404	Introduction to Educational Statistics	
RMTD 483	Multivariate Statistics	
RMTD 484	Hierarchical Linear Models	
Research Methods		
RMTD 403	Survey Research	
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	
RMTD 430	Psychological Measurement	
RMTD 440	Mixed Methods Research	
RMTD 470	Case Study Research	
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	
Total Hours		**15**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
RMTD Elective		3
	Hours	**3**
Spring		
RMTD 406	Educational Evaluation	3
	Hours	**3**
Summer I		
RMTD 407	Introduction to Evaluation Theory	3
	Hours	**3**
Summer II		
CIEP 466	School Psychology Special Topics	3
	Hours	**3**
Year 2		
Fall		
RMTD Elective		3
	Hours	**3**
	Total Hours	**15**

Transferring Credits

Students who have taken elective courses as part of their program requirements will be allowed to transfer a maximum of six (6) credit hours to the certificate.

Continuous Enrollments

Students in certificate/endorsement only programs are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Associate Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon the completion of the certificate, students will be able to:

- Understand evaluation as a field of professional practice.
- Conduct all aspects of a systematic inquiry, utilizing a variety of research practices, as relevant to the substantive area.
- Engage in reflective practice.
- Demonstrate interpersonal competence.

School Psychology

- School Psychology (EdD) (p. 1684)
- School Psychology (MEd/EdS) (p. 1896)

School Psychology (EdD)

The Ed.D. program in School Psychology utilizes a scientist-practitioner model as the foundation for the coursework students are asked to complete. The scientist-practitioner model is also combined with a systems-change lens to enhance one's understanding of using data-based decision-making and evidence-based practice to address issues of social justice and inequity. The courses in this program have been developed to attain these objectives and provide candidates with the necessary tools to lead for change in schools and communities. To accomplish these overarching objectives, there is a clear focus on assisting candidates to acquire the skills to:

1. Think systematically within the education system
2. Analyze and interpret systems-level data
3. Implement and evaluate evidence-based practices
4. Develop leadership potential

5. Further knowledge of inequity within the larger educational community and develop skills to become agents of change

See important statements and positions from the School Psychology faculty (https://www.luc.edu/education/academics/areasofstudy/schoolpsychology/)

Related Programs

Combined

- School Psychology (MEd/EdS) (p. 1896)

Curriculum

More information can be found in the EdD in School Psychology Handbook (https://catalog.luc.edu/graduate-professional/education/school-psychology/school-psychology-edd/SPSY_EdD_Handbook_2024-2025.pdf).

The EdD program of studies consists of a total of 72 graduate semester hours (36 of which are typically transferred from prior graduate coursework). The program is designed for practicing school psychologists who are interested in obtaining a doctoral degree with a focus in data-based decision making and systems change in schools. This program is designed as a cohort model with entering students moving through the program together. It is delivered fully online with courses being offered primarily asynchronously, with some synchronous classes, and it is thoughtfully designed to meet the needs of working professionals.

Courses

Code	Title	Hours
Required Courses		
CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics (Capstone Prep)	3
CIEP 514	Advanced Systems Consultation	3
CIEP 527	Ethics and Law for School Psychologists	3
CIEP 548	Family, School and Community Collaboration	3
RMTD 400	Introduction to Research Methodology	3
RMTD 406	Educational Evaluation	3
Track Courses		**15**
All students choose either a District Administrator or Advanced Practitioner track.		
District Administrator Track Courses		
CIEP 502	Trauma Sensitive Schools	
ELPS 408	Leading for Diversity	
ELPS 468	Problems in Finance and Business Management	
ELPS 472	Administration of Special Education and Pupil Services	
ELPS 510		
Advanced Practitioner Track		
CIEP 526	Assessment Culturally & Linguistically Diverse Populations	
CPSY 424	Career Development and Counseling	
CPSY 426	Group Counseling: Theory and Practice	
CPSY 437	Addiction Counseling	
CPSY 444	Family Therapy I	
Total Hours		**36**

Capstone

Each student will complete a Capstone Project in lieu of a dissertation. Candidates are responsible for the initiation and completion of their Capstone Project and our faculty serve as supports to help candidates complete their Capstone. The process that all candidates must follow for successful completion is delineated in the program handbook. All candidates must begin the Capstone process during the Spring semester of Year 1.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

District Administrator Track

Course	Title	Hours
Year 1		
Fall		
RMTD 400	Introduction to Research Methodology	3
CIEP 514	Advanced Systems Consultation	3
	Hours	**6**
Spring		
RMTD 406	Educational Evaluation	3
CIEP 548	Family, School and Community Collaboration	3
	Hours	**6**
Summer I		
CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics	3
	Hours	**6**
Summer II		
ELPS 408	Leading for Diversity	3
CIEP 502	Trauma Sensitive Schools	3
	Hours	**6**
Year 2		
Fall		
CIEP 527	Ethics and Law for School Psychologists	3
ELPS 468	Problems in Finance and Business Management	3
	Hours	**6**
Spring		
ELPS 472	Administration of Special Education and Pupil Services	3
CIEP 510	Accessing & Adopting General Education Curriculum	3
	Hours	**6**
	Total Hours	**36**

Advanced Practitioner Track

Course	Title	Hours
Year 1		
Fall		
RMTD 400	Introduction to Research Methodology	3
CIEP 514	Advanced Systems Consultation	3
	Hours	**6**
Spring		
RMTD 406	Educational Evaluation	3
CIEP 548	Family, School and Community Collaboration	3
	Hours	**6**
Summer I		
CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics	3
	Hours	**6**
Summer II		
CPSY 444	Family Therapy I	3
CPSY 426	Group Counseling: Theory and Practice	3
	Hours	**6**
Year 2		
Fall		
CIEP 527	Ethics and Law for School Psychologists	3
CPSY 424	Career Development and Counseling	3
	Hours	**6**
Spring		
CIEP 526	Assessment Culturally & Linguistically Diverse Populations	3
CPSY 437	Addiction Counseling	3
	Hours	**6**
	Total Hours	**36**

Program Length

Students can complete all coursework in two years while attending part-time. Students will take two courses each Fall semester of the program, two courses each Spring, and up to four courses each summer. You'll take courses together as a cohort and follow the same course sequence.

Transfer Credit

Each student will have the opportunity to transfer a maximum of 36 semester hours of previous coursework towards the required 72 semester hours. Upon being accepted to the EdD program, each student will meet with the School Psychology Program Director to review transcripts to determine which, if any, courses can count toward the EdD program.

Continuous Enrollments

Doctoral students in School Psychology are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- You'll learn how to implement and evaluate evidence-based practices, knowing that your job as a school psychologist is not simply about assessment and placement, but to also address issues of inequity.
- You'll focus on consultation, education, and intervention.

Teaching & Learning

- Curriculum, Culture, and Communities (EdD) (p. 1686)
- Curriculum, Culture, and Communities (MEd) (p. 1689)
- Elementary Education (MEd) (p. 1691)
- ESL Endorsement Certificate (p. 1694)
- Language, Culture, and Curriculum (MEd) (p. 1695)
- Secondary Education (MEd) (p. 1697)
- Special Education (MEd) (p. 1700)
- Special Education Endorsement Certificate (p. 1701)

Curriculum, Culture, and Communities (EdD)

The EdD in Curriculum, Culture, and Communities (3Cs) is designed within a social justice framework across schools and communities to prepare educators, community organizers, faith-based leaders, nonprofit leaders, and others to take on new challenges as socially-just educators and researchers in institutions of higher education, schools, and communities. The targeted audience of the program will be:

- Current teachers
- Those seeking positions in preparing future teachers in the university (teacher educators)
- Non-profit organization leaders and educators (CSI resource coordinators, stakeholders, community activists)
- Faith-based organization leaders and educators (including priests, pastors, sisters, and other laypeople)
- Professions that involve education and professional development in their organizations (medical professionals, social work, legal, law enforcement, environmental studies, etc.)
- University staff/professionals

Related Programs

Master's

- Curriculum, Culture, and Communities (MEd) (p. 1689)
- Elementary Education (MEd) (p. 1691)
- Language, Culture, and Curriculum (MEd) (p. 1695)

Curriculum

Completion of the EdD in 3Cs requires

1. 60 semester hours of which 42 must be completed at Loyola University,
2. a comprehensive assessment after the successful completion of the coursework, and
3. One of three options for a culminating project: a dissertation and oral defense; three-article research; or a Dissertation in Practice (DiP).

Code	Title	Hours
Required Foundational Courses		
CIEP 440	Critical Investigations in the Field of Curriculum	3
CIEP 469	Issues that Shape Teaching and Learning in Urban Schools and Communities	3
CIEP 518	Theories and Practices of Partnerships	3
CIEP 524	Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities	3
Required Research Courses		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method [1]	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method [2]	3
Required Electives [3]		
CIEP 521	Curr Theory & Rsrch Schools & Cmty:Positionalities,Prspctives,&Trnsformtns	3
CIEP 522	Curriculum Policy Across Schools and Communities	3
CIEP 523	Curriculum Improvement and School-Community Change	3
Electives [4]		**33**
CIEP 415	Models of Instruction	
CIEP 442	Culturally Sustainable Curriculum Development & Implementation	
CIEP 447	Technology-Enhanced Instruction: AI Integration in Education	
CIEP 470	Principles of Instructional Design	
CIEP 473	Instructional Leadership for Multicultural Schools	
CIEP 508	Social Justice for Multilingual Learners	
CIEP 541	Seminar: Curriculum Issues	
ELPS 406	Foundations Using Data for Continuous Improvement	
RMTD 406	Educational Evaluation	
RMTD 412	Needs Assessment	
Other SOE Graduate Level Courses		
Total Hours		**60**

[1] RMTD 400 Introduction to Research Methodology is a prerequisite for RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method

[2] RMTD 404 Introduction to Educational Statistics is a prerequisite of RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method

[3] At least 6 semester hours of required elective courses.

[4] The total of 33 Semester hours should be completed with advisor's approval among recommended elective courses. Transferred courses, if eligible, will be counted as electives upon advisor's approval.

Comprehensive Assessment

Candidates must write a scholarly literature review that is assessed by their dissertation committee prior to developing their proposal.

Suggested Sequence of Courses

Upon completion of below coursework, students will enroll in Doctoral Study and Dissertation Supervision until defense of the dissertation.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
CIEP 440	Critical Investigations in the Field of Curriculum	3
CIEP 524	Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities	3
	Hours	**6**
Spring		
CIEP 469	Issues that Shape Teaching and Learning in Urban Schools and Communities	3
CIEP 518	Theories and Practices of Partnerships	3
	Hours	**6**
Summer		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
Elective		3
	Hours	**6**
Year Two		
Fall		
CIEP 521	Curr Theory & Rsrch Schools & Cmty:Positionalities,Prspctives,&Trnsformtn	3
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Method	3
Elective		3
	Hours	**9**
Spring		
CIEP 522	Curriculum Policy Across Schools and Communities	3
RMTD 421	Educational Research II: Building a Body of Evidence Quantitative Method	3
Elective		3
	Hours	**9**
Summer		
CIEP 523	Curriculum Improvement and School-Community Change	3
Elective		3
	Hours	**6**

Year Three	
Fall	
Elective	3
Elective	3
Hours	**6**
Spring	
Elective	3
Elective	3
Hours	**6**
Summer	
Elective	3
Elective	3
Hours	**6**
Total Hours	**60**

Length of the Program

Typically, full-time students can complete the coursework between two and three academic years depending on summer enrollment. The dissertation takes another 1.5 to 2 years. Assuming normal progress, it is reasonable to expect part-time students who have completed all prerequisites and enroll in six semester hours during each Fall, Spring, and Summer semester could complete coursework in approximately three academic years and dissertation in approximately 2 years. Time for degree completion, including the dissertation, is four to six years.

Candidacy

The requirements for doctoral candidacy are

1. successful completion of all specifically required coursework;
2. successful completion of all comprehensive assessment,
3. approval of the dissertation proposal by the approved dissertation committee and Institutional Review Board (IRB).

Course Transfer

With the advisor's approval, students may apply credits from a master's degree or prior coursework. The three scenarios include:

1. If a student completes a Master's degree in a designated Loyola program they may be able to transfer up to 30 credit hours to the doctoral program.
2. If a student completes a Master's degree at an accredited institution, not Loyola they may be able to transfer up to 18 credit hours to the doctoral program.
3. If a student has a Bachelor's plus 5+ years of professional experience, they should complete a Master's as part of their coursework towards earning a doctorate in the program.

Continuous Enrollments

Doctoral students in 3Cs (Curriculum, Culture, and Communities) are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will be able to generate original research or practice that informs and transforms curriculum, pedagogy, and educational policy to advance systemic, equitable, educational experiences across local, state, national, and international contexts.
- Students will be able to critically evaluate systems and power structures in order to support the design of community-engaged research or practice that advances equitable partnerships and systemic change for marginalized communities.
- Students will be able to design and conduct independent research using appropriate and rigorous methods to investigate critical questions addressing instructional practices, curriculum, and/or relationships across school,#community#and university settings.
- Students will be able to evaluate practice-based innovations that establish sustainable, equity-centered partnerships advancing academic and social-emotional outcomes in local and global communities.
- Students will be able to evaluate and implement research, theories, policies, and educational practices through a social justice lens to advance more equitable practices in learning, instruction, and/or university-school-community collaborations.

Enduring Understandings & Program Outcomes

MEd & EdD in 3Cs is founded upon six enduring understandings (EUs)

EU1: Theories and Practices about Curriculum, Pedagogy, and Policy

Students will develop understandings of curriculum, pedagogy, and policy and apply knowledge on transformative curriculum and pedagogy for innovative policy in the local, state, national, and international educational contexts to advocate with and for students, families, and communities.

EU2: Ecology of Communities

Students will understand that effective educators comprehend the historical, political, socioeconomic, and cultural realities and funds of knowledge of local communities as well as relationships, practices, and systems. Further, students will understand that effective educators seek to engage multiple stakeholders toward creating that promote equity and social justice of society's most vulnerable groups.

EU3: Research, Evaluation & Change Practices

Students will understand and use appropriate and rigorous research methods (e.g., qualitative, mixed, quantitative) and research types (e.g., basic, action, evaluation) to investigate critical questions that contribute to the development and improvement in instructional practices, transformative curriculum, and the improvement of relationships across school, community and university settings. Emphasis will be placed on the use of participatory and collaborative research approaches.

EU4: Critical perspectives on Language, Culture, and Literacy

Students will understand and apply an approach to language and literacy that is heteroglossic, a view of language and literacy as dynamic, and an understanding of the acquisition of language and literacy as a process that occurs within and is influenced by cultural systems and structures including (but not limited to) those of the family, the school, and the surrounding community.

EU 5: Collaboration and Partnership

Students will understand that effective teaching and learning is situated in local and globalized communities and incorporates assets of students, families, and broader communities into learning. Students will understand that transformative learning engages in collaborative, mutually beneficial, and sustainable relationships among school, communities, and multiple stakeholders to ensure the academic success and social & emotional learning of all students.

EU6: Principles and Practices of Social Justice

Students will develop their ability to apply principles and practices of a social justice lens in relation theories and practices of schools and communities by focusing on transformative teaching and learning, university-school-community collaborations, mitigating inequities and disrupting power structures and practices that have contributed to the marginalization of communities and people around the world through research and pedagogy.

Curriculum, Culture, and Communities (MEd)

The MEd in Curriculum, Culture, and Communities (3Cs) is designed within a social justice framework across schools and communities to prepare educators, community organizers, faith-based leaders, policy-makers, and others to take on new challenges as socially-just curriculum specialists in institutions of higher education, schools, and communities.

MEd in 3Cs is designed for an applicant who has less than 5 years of professional experience with BA/BS. Applicants with BA/BS with 5+ years of professional experience are eligible to apply for both MEd and Ed.D. in 3Cs. Those students who complete an MEd in 3Cs will have an option to matriculate into an Ed.D. program if they are in good academic standing.

Related Programs

Master's

- Language, Culture, and Curriculum (MEd) (p. 1695)
- Secondary Education (MEd) (p. 1697)

Certificate

- Curriculum and Pedagogy in Higher Education Certificate (p. 1675)

Curriculum

Completion of the MEd in 3Cs requires 30 semester hours of coursework. No comprehensive assessment is required.

Code	Title	Hours
Required Foundational Courses (12 Credit Hours)		
CIEP 440	Critical Investigations in the Field of Curriculum	3
CIEP 469	Issues that Shape Teaching and Learning in Urban Schools and Communities	3
CIEP 518	Theories and Practices of Partnerships	3
CIEP 524	Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities	3
Research Foundation(3 Credit Hours)		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
Designated Electives (9 Credit Hours)		
Curriculum & Pedagogy		
Select one of the following:		3
CIEP 415	Models of Instruction	
CIEP 442	Culturally Sustainable Curriculum Development & Implementation	
CIEP 447	Technology-Enhanced Instruction: AI Integration in Education	
CIEP 470	Principles of Instructional Design	
Language, Culture, & Literacy		
CIEP 473	Instructional Leadership for Multicultural Schools	3
or CIEP 508	Social Justice for Multilingual Learners	
Communities & Change		
Select one of the following:		3
CIEP 457	Implementation Strategies, Planning, and Practices	
ELPS 501	Leadership / Capacity Building Organizations	
RMTD 406 / CIEP 496	Educational Evaluation	
RMTD 410	Communicating Research Findings	
RMTD 412	Needs Assessment	
Electives (6 Credit Hours)		**6**
Student select two additional graduate level courses with Advisor's approval [1]		
Total Hours		**30**

[1] RMTD 400 Introduction to Research Methodology is highly recommended.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
CIEP 440	Critical Investigations in the Field of Curriculum	3
CIEP 524	Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities	3
	Hours	**6**
Spring		
CIEP 469	Issues that Shape Teaching and Learning in Urban Schools and Communities	3

CIEP 518	Theories and Practices of Partnerships	3
	Hours	**6**
Summer		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
Language, Culture, & Literacy Elective		3
	Hours	**6**
Year Two		
Fall		
Curriculum & Pedagogy Elective		3
Communities & Change Elective		3
	Hours	**6**
Spring		
Elective		3
Elective		3
	Hours	**6**
	Total Hours	**30**

Length of the Program

Typically, students coursework takes two academic years.

Course Transfer

All MEd in 3Cs coursework is transferred as part of their coursework towards earning a doctorate in the program.

Continuous Enrollments

Master's students in 3Cs are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Students will be able to analyze theories of curriculum, pedagogy, and policy to advocate for equitable educational practices in local, state, national, and international contexts.
- Students will be able to synthesize and analyze historical, political, socioeconomic, and cultural contexts and apply community funds of knowledge frameworks to support equitable stakeholder engagement.
- Students will be able to develop/ plan appropriate#research methods that can contribute to the improvements in instructional practices, curriculum, and/ or relationships across school,#community,#and university settings.
- Students will be able to analyze asset-based, community-centered approaches that support collaborative partnerships and promote academic and social-emotional development.
- Students will be able to summarize how using a social justice lens can improve theories and educational practices to address iniquities in learning, instruction, and/or university-school-community collaborations.

Enduring Understandings & Program Outcomes

MEd & EdD in 3Cs is founded upon six enduring understandings (EUs)

EU1: Theories and Practices about Curriculum, Pedagogy, and Policy

- Students will develop understandings of curriculum, pedagogy, and policy and apply knowledge on transformative curriculum and pedagogy for innovative policy in the local, state, national, and international educational contexts to advocate with and for students, families, and communities.

EU2: Ecology of Communities

- Students will understand that effective educators comprehend the historical, political, socioeconomic, and cultural realities and funds of knowledge of local communities as well as relationships, practices, and systems. Further, students will understand that effective educators seek to engage multiple stakeholders toward creating that promote equity and social justice of society's most vulnerable groups.

EU3: Research, Evaluation & Change Practices

- Students will understand and use appropriate and rigorous research methods (e.g., qualitative, mixed, quantitative) and research types (e.g., basic, action, evaluation) to investigate critical questions that contribute to the development and improvement in instructional practices, transformative curriculum, and the improvement of relationships across school, community and university settings. Emphasis will be placed on the use of participatory and collaborative research approaches.

EU4: Critical perspectives on Language, Culture, and Literacy

- Students will understand and apply an approach to language and literacy that is heteroglossic, a view of language and literacy as dynamic, and an understanding of the acquisition of language and literacy as a process that occurs within and is influenced by cultural systems and structures including (but not limited to) those of the family, the school, and the surrounding community.

EU 5: Collaboration and Partnership

- Students will understand that effective teaching and learning is situated in local and globalized communities and incorporates assets of students, families, and broader communities into learning. Students will understand that transformative learning engages in collaborative, mutually beneficial, and sustainable relationships among school, communities, and multiple stakeholders to ensure the academic success and social & emotional learning of all students.

EU6: Principles and Practices of Social Justice

- Students will develop their ability to apply principles and practices of a social justice lens in relation theories and practices of schools and communities by focusing on transformative teaching and learning, university-school-community collaborations, mitigating inequities and disrupting power structures and practices that have contributed

to the marginalization of communities and people around the world through research and pedagogy.

Elementary Education (MEd)

The MEd in Elementary Education is designed for individuals looking to make a difference in the lives of children.

The program is designed for maximum flexibility to complete coursework on your schedule with courses offered in the evening using a hybrid format, allowing you to keep working while pursuing your degree.

In this program, you will focus on inclusive education and develop pedagogical and advocacy skills to promote equity and social justice for all learners in your classroom. Graduates receive a Professional Educator License (PEL) with elementary and ESL endorsements with the potential to add bilingual, learning behavior specialist (LBS1), and middle grades endorsements.

This program is designed for individuals seeking to secure an initial teaching license to teach in elementary schools, whether that be in general education, special education, or ESL and bilingual education. An integral component of our teacher preparation program is classroom experience where candidates engage directly with students and educators while developing their pedagogical expertise.

The Elementary Education (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Higher Education (MEd) (p. 1677)
- School Counseling (MEd) (p. 1661)
- Secondary Education (MEd) (p. 1697)

Curriculum

The Elementary Education MEd program offers several options for candidates interested in working with Elementary aged students and beyond. Upon successful completion of the 13-month Elementary MEd program (42 credit hours), candidates are eligible for an Illinois Professional Educator License with endorsements in Elementary Education and an English-as-a-Second Language (ESL) endorsement.

Additional tracks are available for for those candidates interested in a chosen area of specialization and include:

- Elementary Education with Endorsement in Dance, Theatre, Physical Education, Music, World Language, Health Education, Library Information, Technology, or Visual Arts (42 credit hours)
- Elementary Education with Learning Behavior Specialist I Endorsement (49 credit hours)
- Elementary Education with Learning Behavior Specialist I & Bilingual (52 credit hours)

All courses are hybrid, meaning that some class sessions are held in-person while other sessions are conducted on-line. Cohorts will meet one evening per week across the semester; this will be established prior to the start of the cohort. The course list below is for candidates seeking licensure in Elementary Education and ESL only.

Besides the traditional Master's program, the Elementary Education (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
TLSC 401	Language, Learning & Development Theories in Practice [1]	2
TLSC 403	Teaching for Social Justice and Equity [1]	3
TLSC 404	Constructive Learning Environments for Diverse Students [1]	3
TLSC 406	Educational Policy for Diverse Students [1]	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization (required)	3
Additional coursework for endorsements in bilingual, special education, and middle grades can be taken across the summer sessions		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
TLSC 470B	Student Teaching for Change	4
Total Hours		**42**

[1] This course may be used by students in the Accelerated Master's Pathway in their senior year.

Additional 13-Month Accelerated Specialty Tracks

Track 1: Elementary Education with Endorsement in Dance, Theatre, Physical Education, Music, World Language, Health Education, Library Information, Technology, or Visual Arts (MEd)

Candidates who are interested in completing Track 1 need to complete the 42 credit hour program curriculum listed above and must have at least 18 credit hours of previous coursework completed in their chosen area of concentration prior to entering the program to receive the additional endorsement in Track 1.

Track 2: Elementary Education with Learning Behavior Specialist I Endorsement (MEd)

Candidates who are interested in completing Track 2 will also need to complete the following course in addition to the core program curriculum for Elementary Education (MEd) listed above for 49 credit hours total.

Code	Title	Hours
CIEP 432	Three Tier Prevention: Secondary and Tertiary Supports	3
TLSC 430	Typical and A-Typical Development	2

TLSC 431	Significant Disabilities and Life Planning	2
Total Hours		**7**

Track 3: Elementary Education with Learning Behavior Specialist I & Bilingual (MEd)

Candidates who are interested in completing Track 3 will also need to complete the following course in addition to the core program curriculum for Elementary Education (MEd) listed above for 52 credit hours total.

Code	Title	Hours
CIEP 432	Three Tier Prevention: Secondary and Tertiary Supports	3
TLSC 410	Language, Culture and Pedagogy in Bilingual Classrooms	3
TLSC 430	Typical and A-Typical Development	2
TLSC 431	Significant Disabilities and Life Planning	2
Total Hours		**10**

Suggested Sequence of Courses

Traditional Master's Program

Course	Title	Hours
Master's		
Summer		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
	Hours	**16**
Fall		
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization	3
	Hours	**13**
Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
	Hours	**9**
Year 2		
Summer		
TLSC 470B	Student Teaching for Change	4
	Hours	**4**
	Total Hours	**42**

Accelerated Master's Pathway

Students can take up to 11 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
	Hours	**5**
Spring		
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
	Hours	**6**
Master's		
Summer		
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
	Hours	**5**
Fall		
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization	3
	Hours	**13**
Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
	Hours	**9**
Year 2		
Summer		
TLSC 470B	Student Teaching for Change	4
	Hours	**4**
	Total Hours	**42**

Program Length

This is a 2-year program beginning in the summer, designed for flexible options for you to complete your coursework and fieldwork in a variety of ways. With a blend of in-person and online sessions, as well as evening coursework, the program allows working professionals to seek out their degree and teaching licensure while remaining in current positions. Students will receive placement in school settings for fieldwork alongside related coursework. Students have five years from acceptance to complete the program.

Graduation Requirements

- Maintain overall GPA of 3.0 for graduation
- Complete student teaching experience
- Complete all degree requirements
- Complete comprehensive assessments

Licensure Requirements

- Complete coursework with related fieldwork
- Complete student teaching experience
- Complete required assessments

Continuous Enrollment

Master's students in Elementary Education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional

Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Candidates will design, implement, and evaluate cohesive, culturally responsive instructional plans that integrate content knowledge, developmental theory, literacy and technology skills, and evidence-based pedagogical strategies to promote student growth at the elementary level as demonstrated by instructional plans, performance-based assessments, and clinical observations of their practice.
- Candidates will synthesize multiple forms of student data to evaluate instructional effectiveness, make informed pedagogical decisions, and develop targeted interventions that improve academic, social, and emotional outcomes for elementary school learners as demonstrated by instructional plans, performance-based assessments, and clinical observations of their practice.
- Candidates will evaluate educational policies and contextual factors at local, national, and global levels in order to collaboratively design advocacy, communication, and partnership strategies that promote equity and support elementary level students and families as demonstrated by in-class assignments and performance-based assessments.
- Candidates will design equitable, inclusive, and developmentally appropriate learning environments that leverage students' cultural and linguistic assets while fostering safety, belonging, and agency for elementary school learners as demonstrated by in-class assignments and instructional plans created for clinical experiences.

ESL Endorsement Certificate

As of Fall 2026, this program is no longer accepting applicants.

Classrooms continue to be more diverse than ever before, with a range of languages and cultures enriching the possibilities for learning and teaching. This growing linguistic diversity has prompted much-needed attention to the large and growing sub-group of students labeled as English learners or emergent bilinguals. Spanning urban, suburban, and rural areas across the United States and beyond, educational stakeholders recognize the need for all teachers to integrate and support students' languages and cultural backgrounds into curriculum and instruction.

The English as a Second Language (ESL) endorsement program prepares teachers to teach students labeled as emergent multilinguals in grades preK-12. The standalone endorsement program consists of 18 credits (6 courses) spread across 3 semesters. Additionally, our online cohort program can offer wide flexibility for completion of the coursework from anywhere in the world. Our top-notch professors in the field of ESL/Bilingual Education took great care to design an asynchronous curriculum that is purposeful and authentic. The project-based focus in the program allows for targeted online learning and is responsive to your individual goals and needs as teachers in diverse contexts worldwide.

Related Programs

Master's

- Elementary Education (MEd) (p. 1691)
- Secondary Education (MEd) (p. 1697)

Curriculum

Code	Title	Hours
CIEP 471	Theoretical Foundations of ESL-Bilingual Education	3
CIEP 472	Methods and Materials for Teaching ESL/Bilingual Education	3
CIEP 474	Assessment of Bilingual Students	3
CIEP 503	Culturally Relevant Literature for Children & Adolescents	3
CIEP 507	Language Demands and Development in Disciplinary Classrooms	3
CIEP 508	Social Justice for Multilingual Learners	3
Total Hours		**18**

Suggested Sequence of Courses

Course	Title	Hours
Fall		
CIEP 508	Social Justice for Multilingual Learners	3
CIEP 503	Culturally Relevant Literature for Children & Adolescents	3
	Hours	**6**
Spring		
CIEP 471	Theoretical Foundations of ESL-Bilingual Education	3
CIEP 507	Language Demands and Development in Disciplinary Classrooms	3
	Hours	**6**
Summer		
CIEP 474	Assessment of Bilingual Students	3
CIEP 472	Methods and Materials for Teaching ESL/ Bilingual Education	3
	Hours	**6**
	Total Hours	**18**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Holistically support students' social, emotional, cultural, linguistic, and academic development and achievement.
- Align curriculum and instruction with the cultural and linguistic goals and resources of families and communities.

- Plan and implement classroom instruction and assessment that integrates language into rigorous literacy and content area teaching.
- Find and utilize culturally and linguistically relevant literature, materials, and technology to support learning, literacy, and biliteracy.
- Involve parents, families, and communities in meaningful ways to support students' learning, development, and achievement.

Language, Culture, and Curriculum (MEd)

As of Fall 2026, this program is no longer accepting applicants.

This program seeks to develop expert educators capable of serving in a variety of settings, including English as a Second Language (ESL), English as a Foreign Language (EFL), Teaching English to Speakers of Other Languages (TESOL), Bilingual Education, and general education classrooms with students labeled as English learners (ELs).

Classrooms and communities are more diverse than ever before, with a multitude of languages and cultures enriching the possibilities for learning and instruction. This increasing linguistic diversity has prompted much-needed attention to the large and growing sub-group of students labeled as English learners or *emergent* bilinguals. Spanning urban, suburban, and rural areas across the United States and beyond, educational stakeholders recognize the need for *all* teachers to integrate and support students' languages and cultural backgrounds into curriculum and instruction.

With this context in mind, we designed the Language, Culture, and Curriculum program at Loyola University Chicago to equip all teachers with the pertinent understandings and pedagogical practices to push forward emergent bilinguals' learning and language development across settings, including literacy, mathematics, science, social studies, world languages, and fine arts classrooms with children, adolescents, and adults. Since students develop and use language while engaged in learning, all educators can enhance their practice by adding lenses on language and culture to their curriculum.

Commitment to Social Justice

Reflecting our deep commitment to social justice, this program promotes equity for emergent bilinguals. We embrace as asset- based approach, recognizing that all students have resources that must be integrated into rigorous and engaging instruction to create inclusive and welcoming learning communities. We challenge institutional constructs that marginalize students and focus on developing teacher expertise and advocacy to leverage change in their unique contexts. To accomplish this, the backward designed curriculum first focuses on classroom practice before considering application in schools and communities. Graduates leave with the ability to support emergent bilinguals in their classrooms, while promoting broader change for equity and justice.

Loyola faculty designed this program with the classroom teacher in mind. The 10-course Master's degree program can be completed in 1.5 years while teaching, drawing from your current expertise and directly applying learning to your daily practice. Reflecting the responsive approach that we emphasize in our curriculum, we recognize the knowledge and experience that you bring to the program and make course learning applicable to your setting. The curriculum focuses on solving problems of practice, with each course centering on an authentic project that directly connects to and informs your teaching. There course projects consist of meaningful applications of your learning that immediately enhance and support your classroom practice with students.

To meet the widespread demand for well-prepared teachers of emergent bilinguals, we have an online cohort option that allows completion of the degree program from anywhere in the world on flexible time schedules. Mirroring the content of our in-person cohort offering in the Chicagoland area, we meticulously designed the asynchronous online curriculum to be purposeful and authentic, allowing the top-notch professors and experts in the field of EL/Bilingual Education to respond to your goals and needs as teachers in diverse contexts across the globe. The project-based focus allows for targeted online learning and support, rather than busywork and endless discussion boards.

Program Overview

In addition to completing your Master's degree from Loyola University Chicago, the coursework also meets the requirements for the English as a Second Language (ESL) endorsement and the Bilingual Endorsement in the state of Illinois. If you work in one of the 43 states that has reciprocity agreements with the state of Illinois, both the ESLand Bilingual endorsements can transfer to your teaching license if first attached to the Illinois license. We look forward to supporting your learning and professional development in the Language, Culture, and Curriculum program.

Program Benefits

- Enhance your expertise and practice to work in settings including ESL, EFL, TESOL, bilingual, and general education.
- Earn your Master's degree, which includes required coursework for the ESL endorsement and the bilingual endorsement.
- Develop in-depth expertise to support the learning and language development of all students with targeted focus on emergent bilingual learners.
- Complete coursework online from anywhere in the world or take courses in-person on our Chicago campus.
- Immediately apply your leaning to your classroom practice via the project-based approach that prioritizes both you and your students' growth.
- Engage in collaborative learning with other educators via structured cohorts that move through the strategically sequenced 10-course program together.
- Complete the degree program in less than 1.5 years by taking two courses per semester – ideal for the busy classroom teacher looking for flexibility and applicability.

Program Faculty

Our dedicated Teaching and Learning Faculty (https://www.luc.edu/education/directory/) are experts in their fields who will support students throughout each stage of the program.

Program Advisor

Amy Heineke (https://www.luc.edu/education/directory/profiles/heinekeamyj.shtml/)

Faculty Expertise

- Curriculum foundations-practice-policies
- Field-based teacher education and teacher advocacy
- Collaborative school-community partnerships
- Language, literacy, and culture
- Culturally responsive practice and curriculum reform

- Spirituality & transformative curriculum leadership
- Disciplinary expertise: Math, Science, ELA, Social Studies, Elementary Ed, Special Ed, and Early Childhood

International Students

International Students: Educators from countries around the world are encouraged to apply to Loyola's Language, Culture and Curriculum Master's Program to develop their asset-based linguistically and culturally responsive practice and explore new ideas. Courses focus on theories, concepts, and skill development applicable to schools with bilingual and multilingual student populations in any context.

For more information on taking part in this program as an international student, please visit: International Students (https://www.luc.edu/undergrad/letsgetstarted/international/).

Related Programs

Master's

- Curriculum, Culture, and Communities (MEd) (p. 1689)
- Secondary Education (MEd) (p. 1697)

Certificate

- ESL Endorsement Certificate (p. 1694)

Curriculum

The program requires 30 credit hours, consisting of 10 classes and a comprehensive portfolio, which is embedded in program coursework. Courses are taken one at a time spanning 6-8 weeks, meaning that students only focus on the content and project for one course at any given time.

Degree Requirements

Required Courses (30 credit hours)

Code	Title	Hours
CIEP 471	Theoretical Foundations of ESL-Bilingual Education	3
CIEP 472	Methods and Materials for Teaching ESL/Bilingual Education	3
CIEP 473	Instructional Leadership for Multicultural Schools	3
CIEP 474	Assessment of Bilingual Students	3
CIEP 503	Culturally Relevant Literature for Children & Adolescents	3
CIEP 504	Applied Linguistics for Teachers	3
CIEP 506	English Language Learning Practicum	3
CIEP 507	Language Demands and Development in Disciplinary Classrooms	3
CIEP 508	Social Justice for Multilingual Learners	3
CIEP 509	Literacy Teaching for Bilingual & Multilingual Students	3
Total Hours		**30**

Clinical Experiences

Students will complete clinical experiences integrated within individual courses. For students who are not currently teaching, additional clinical hours may be required outside of coursework.

Comprehensive Assessment

The comprehensive portfolio for this program will be completed throughout the program. The professional portfolio includes the focal project from each practice-based course, including:

- Personal philosophy for teaching emergent bilingual students
- Community study and culturally relevant library list
- Parent guide to federal, state, and local language policies
- Classroom displays for students' metalinguistic awareness
- Student case study and assessment portfolio
- Literacy and biliteracy student intervention plan
- Disciplinary unit plan with language lens
- Co-planning and co-teaching unit of study
- Applied linguistics problem and action plan
- Professional development plan for school change

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Summer		
CIEP 508	Social Justice for Multilingual Learners	3
CIEP 503	Culturally Relevant Literature for Children & Adolescents	3
	Hours	**6**
Fall		
CIEP 471	Theoretical Foundations of ESL-Bilingual Education	3
CIEP 507	Language Demands and Development in Disciplinary Classrooms	3
	Hours	**6**
Spring		
CIEP 474	Assessment of Bilingual Students	3
CIEP 509	Literacy Teaching for Bilingual & Multilingual Students	3
	Hours	**6**
Year Two		
Summer		
CIEP 472	Methods and Materials for Teaching ESL/ Bilingual Education	3
CIEP 504	Applied Linguistics for Teachers	3
	Hours	**6**
Fall		
CIEP 506	English Language Learning Practicum	3
CIEP 473	Instructional Leadership for Multicultural Schools	3
	Hours	**6**
	Total Hours	**30**

Licensure

Students interested in pursuing the MEd in Language, Culture, and Curriculum are not required to hold a teaching license.

Students will need to hold a valid teaching license should they wish to formally attach the ESL endorsement that is a part of this larger Master's degree program.

This program will provide the coursework needed to receive an ESL endorsement if candidates hold an Illinois teaching license. The endorsement is for the grade range of the license with the exception of the middle grades. Adding the middle grade ESL endorsement may require additional course work if the middle grade endorsement is not currently on the license.

Applicants licensed to teach outside of the state of Illinois may be able to receive the ESL endorsement through the Language, Culture, and Curriculum program through reciprocity agreements.

- The following states have reciprocity agreements with Illinois: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

For more information, please visit: Illinois Licensure (https://www.luc.edu/education/academics/illinoisstatelicensure/)

Length of Program

Students complete the program in 1.5 years, takings two classes each semester for five semesters (i.e., Spring, Summer, Fall, Spring, Summer). Should the need arise to deviate from the cohort, students have five years from acceptance to complete the program.

Continuous Enrollments

Master's students in Language, Culture, and Curriculum are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- By program completion, teachers will design, implement, and evaluate policies, programs, or services for multilingual learners to demonstrate effective enactment of educational policy in school and classroom contexts.
- By program completion, teachers will design and implement authentic assessments of language development across listening, speaking, reading, and writing domains to analyze data and plan responsive instruction.
- By program completion, teachers will plan and implement instruction that integrate students' cultural background knowledge and language development to support rigorous literacy and content-area learning.
- By program completion, teachers will identify, evaluate, and use culturally and linguistically relevant literature, materials, and technologies to promote learning, literacy, and biliteracy for multilingual learners.
- By program completion, teachers will develop schoolwide action plans and professional learning experiences to promote equity and improve educational outcomes for multilingual learners.

Secondary Education (MEd)

Earn a degree and certification to teach at the high school level at Loyola, a longtime partner of Chicago-area schools.

As a high school teacher, you will have the opportunity to support and influence students at a critical, formative time in their life. Here at Loyola, earn a master's degree through an immersive curriculum that places you directly in Chicago's classrooms, learning from other teachers and making a difference for students right away.

The Secondary Education (MEd) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Master's

- Elementary Education (MEd) (p. 1691)

Certificate

- ESL Endorsement Certificate (p. 1694)

Curriculum

Accredited by the Council for the Accreditation of Educator Preparation (CAEP (http://caepnet.org/)) and by the Illinois State Board of Education (ISBE (https://www.isbe.net/)), Loyola's MEd in secondary education requires 37 semester hours. Upon successful completion of the program, candidates are eligible for an Illinois Professional Educator License with endorsements in their specific major and an English-as-a-Second Language (ESL) teacher.

Candidates who complete the program for English, Math, History or Science will be licensed to teach grades 9-12.

Candidates who complete the program for Dance, Theatre, Physical Education, Music, World Language, Health Education, Library Information, Technology, or Visual Arts will be licensed to teach grades PK-12.

The program offers an additional track for candidates who wish to add the middle grades endorsement for grades 5-8 (40 semester hours).

Besides the traditional Master's program, the Secondary Education (MEd) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
TLSC 401	Language, Learning & Development Theories in Practice [1]	2
TLSC 403	Teaching for Social Justice and Equity [1]	3
TLSC 404	Constructive Learning Environments for Diverse Students [1]	3
TLSC 406	Educational Policy for Diverse Students [1]	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 443	Adolescent Literacy Instruction	3
TLSC 455	Secondary Content Mthds: Currclm, Instrctn & Assmt Secondary Content Areas	6
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
TLSC 470B	Student Teaching for Change	4
TLSC 480	Teaching for Change Field Seminar	1
Total Hours		**37**

[1] This course may be used by students in the Accelerated Master's Pathway in their senior year.

Additional Tracks

Track 1: Secondary Education with Middle Grades (MEd)

Candidates who are interested in completing Track 1 will also need to complete the following course in addition to the core program curriculum for Secondary Education (MEd) listed above.

Code	Title	Hours
CIEP 455	Advanced Curriculum & Teaching in the Middle School	3

Track 2: Secondary Education with Endorsement in Dance, Theatre, Physical Education, Music, World Language, Health Education, Library Information, Technology, or Visual Arts (MEd)

Candidates who are interested in completing Track 2 need to complete the 37 credit hour program curriculum listed above and must have at least 18 credit hours of previous coursework completed in their chosen area of concentration prior to entering the program to receive the additional endorsement in Track 2.

Suggested Sequence of Courses

Traditional Master's Program

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 480	Teaching for Change Field Seminar	1
	Hours	**15**
Fall		
TLSC 443	Adolescent Literacy Instruction	3
TLSC 455	Secondary Content Mthds: Currclm, Instrctn & Assmt Secondary Content Areas	6
	Hours	**9**
Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
	Hours	**9**
Year 2		
Summer		
TLSC 470B	Student Teaching for Change	4
	Hours	**4**
	Total Hours	**37**

Accelerated Master's Pathway

Students can take up to 11 credit hours in the senior year with admission to the AMP. These credits are shared between the Bachelor's and Master's programs.

Course	Title	Hours
Senior		
Fall		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
	Hours	**5**
Spring		
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
	Hours	**6**
Master's		
Summer		
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 480	Teaching for Change Field Seminar	1
	Hours	**4**
Fall		
TLSC 443	Adolescent Literacy Instruction	3
TLSC 455	Secondary Content Mthds: Currclm, Instrctn & Assmt Secondary Content Areas	6
	Hours	**9**

Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
	Hours	**9**
Year 2		
Summer		
TLSC 470B	Student Teaching for Change	4
	Hours	**4**
	Total Hours	**37**

Length of Program

Candidates complete the program in one year (Summer, Fall, Spring, and Summer). This is a full-time, field-based program. Students have five years from acceptance to complete the program.

Licensure Requirements

Candidates must meet all Licensure Requirements (https://www.luc.edu/education/academics/illinoisstatelicensure/) including the Educational Teacher Performance Assessment (edTPA), which demonstrates expertise in content areas and pedagogy, as well as a reflection on classroom and clinical experiences.

Continuous Enrollments

Master's students in Secondary Education are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

This program follows a cohort model, enrolling a group of students who attend all of the required courses leading to a degree together. In this model, students benefit from networking and building professional relationships with one another during the course of their program. Once a cohort is formed, the students remain together for the duration of their program. The development of the cohort is contingent upon reaching the required numbers of enrolled students.

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate

program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Candidates will design, implement, and evaluate cohesive, culturally responsive instructional plans that integrate deep disciplinary knowledge, adolescent developmental theory, secondary-level literacy practices, technology, and evidence-based pedagogical strategies to promote student growth.
- Candidates will synthesize multiple forms of student data to evaluate instructional effectiveness, make informed pedagogical decisions, and develop targeted interventions that improve the academic, social, and emotional outcomes of high school learners.
- Candidates will critically evaluate educational policies and contextual factors at local, national, and global levels and collaboratively design advocacy, communication, and partnership strategies that promote equity and support high school students and their families
- Candidates will design equitable, inclusive, and developmentally appropriate secondary learning environments that leverage adolescents' cultural, linguistic, and individual assets while fostering safety, belonging, and agency for high school learners.

Special Education (MEd)

The MEd in Special Education is a graduate program designed to prepare you to serve as a licensed special education teacher in Illinois. Whether you see yourself supporting students in inclusive classrooms, resource settings, or specialized programs, you will develop the instructional expertise, assessment skills, and professional values needed to help students with disabilities thrive academically, socially, and behaviorally.

As a long-standing partner of Chicago-area and Illinois school districts, Loyola University Chicago offers a practice-based curriculum grounded in real classroom experience. Through a learn-and-earn apprenticeship model, you will remain embedded in your school community while completing coursework and clinical experiences under the mentorship of experienced special educators. With Loyola's nationally respected School of Education, you will build the confidence and competence to lead inclusive, equity-centered learning environments that make a lasting difference for students and families.

This program pathway includes both the Special Education Endorsement Certificate (Learning Behavior Specialist I – LBS1) and the option to complete a full Master of Education degree.

Related Programs

Master's

- Elementary Education (MEd) (p. 1691)
- Secondary Education (MEd) (p. 1697)

Curriculum

Code	Title	Hours
CIEP 425	Theory and Practice in Assessment	3
CIEP 451	Psychology of Learning	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 478	Behavioral Intervention: Assessment & Support	3
CIEP 479	School-Based Consultation	3
CIEP 510	Accessing & Adopting General Education Curriculum	3
CIEP 511	Development Theory & Disabilities	3
CIEP 512	Special Education: The Profession	3
CIEP 563	Graduate Special Education-Student Teaching	6
Total Hours		**30**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 478	Behavioral Intervention: Assessment & Support	3
CIEP 501	Exceptional Learner II	3
	Hours	**9**
Spring		
CIEP 479	School-Based Consultation	3
CIEP 510	Accessing & Adopting General Education Curriculum	3
	Hours	**6**
Summer I		
CIEP 425	Theory and Practice in Assessment	3
	Hours	**3**
Summer II		
CIEP 511	Development Theory & Disabilities	3
	Hours	**3**
Year 2		
Fall		
CIEP 512	Special Education: The Profession	3
CIEP 563	Graduate Special Education-Student Teaching	6
	Hours	**9**
	Total Hours	**30**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Apply evidence-based academic and behavioral strategies to design, implement, and monitor interventions for learners with disabilities across K–12 settings, ensuring alignment with Illinois Learning Standards and individualized education program (IEP) goals.
- Analyze multiple sources of assessment data—including curriculum-based measures, functional behavior assessments, and standardized assessments—to develop data-driven instructional plans and progress monitoring systems.
- Evaluate the effectiveness of instructional environments, including general and special education settings, and create adapted materials, supports, and assistive technology plans that promote access, engagement, and positive behavior.
- Evaluate collaborative, culturally responsive practices for working with families, educators, and related service providers to support effective IEP development, implementation, and compliance with Illinois and federal special education law.

Special Education Endorsement Certificate

The Special Education Endorsement Certificate is designed for paraprofessionals currently employed in Illinois school districts who are seeking licensure in special education. This 24-credit-hour graduate certificate integrates coursework in assessment, curriculum adaptations, academic and behavioral intervention, and special education law with hands-on clinical practice. Candidates must also pass the LBS1 content exam and meet Illinois licensure requirements.

A key component of the program is the apprenticeship structure, which allows candidates to learn, earn, and apply new strategies immediately within their school settings while receiving ongoing faculty and mentor support.

Related Programs

Master's

- Special Education (MEd) (p. 1700)

Curriculum

Code	Title	Hours
CIEP 425	Theory and Practice in Assessment	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 478	Behavioral Intervention: Assessment & Support	3
CIEP 501	Exceptional Learner II	3
CIEP 510	Accessing & Adopting General Education Curriculum	3
CIEP 512	Special Education: The Profession	3
CIEP 563	Graduate Special Education-Student Teaching	6
Total Hours		**24**

Suggested Sequence of Course

Course	Title	Hours
Year 1		
Fall		
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 478	Behavioral Intervention: Assessment & Support	3
CIEP 512	Special Education: The Profession	3
	Hours	**9**
Spring		
CIEP 563	Graduate Special Education-Student Teaching	6
	Hours	**6**
Summer I		
CIEP 501	Exceptional Learner II	3
	Hours	**3**
Summer II		
CIEP 425	Theory and Practice in Assessment	3
CIEP 510	Accessing & Adopting General Education Curriculum	3
	Hours	**6**
	Total Hours	**24**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Instructional Planning and Delivery: Candidates will plan and deliver effective, evidence-based instruction for students with disabilities, as measured by mentor rubrics, faculty observations, and the adapted edTPA.
- Behavior Management: Candidates will implement positive behavioral interventions and supports in diverse classroom settings, evaluated through structured observations and milestone assessments
- Collaboration and Professional Practice: Candidates will collaborate effectively with mentor teachers, colleagues, and families to support student learning, as assessed by rubrics and reflective assignments.
- Assessment Competence: Candidates will design, administer, and interpret multiple forms of assessment to inform instruction, measured by course assignments, mentor/faculty evaluations, and adapted edTPA artifacts.
- Teaching Preparedness: Candidates will apply evidence-based instructional strategies, design and implement lesson plans, and assess student learning

- Reflective Practice and Professional Growth: Candidates will develop their professional reflective skills through guided reflections and milestone reviews, integrating theory and practice.

School of Environmental Sustainability

Empowering the Next Generation of Environmental Leaders

Graduate programs in the School of Environmental Sustainability equip students with the knowledge and skills to find sustainable solutions to environmental challenges. At SES you can:

- Expand your professional impact and strengthen your interdisciplinary expertise through our Master of Science in Environmental Science and Sustainability program. Learn the skills needed to join the growing number of researchers and environmental science and sustainability specialists, while earning a degree that can advance your professional standing.
- Examine research questions in pressing environmental issues such as environmental conservation, environmental economics, invasive species, climate change, and sustainability.
- Analyze the intersection of environmental science, social justice, business practices, economic structures, and legal systems.
- Explore the United Nations' Sustainable Development Goals and Ecosystem Assessment Report that address global and interdisciplinary aspects of environmental sustainability in science and society.
- Design your own personal curriculum to gain practical knowledge and skills in this rapidly expanding career field.
- Learn from experts and researchers working together in a truly interdisciplinary team.

Program Outcomes

The SES graduate programs prepare students for careers in the sustainability field and to live integrated, environmentally sustainable lives with careers in positions such as:

- Research Associate
- Grants Manager
- Sustainable Supply Chain Manager
- Energy and Sustainability Researcher
- ESG Coordinator/Analyst
- Environmental Policy Analyst
- Project Manager
- Sustainability Manager
- Communications Manager
- Environmental Educator

SES graduates work in nonprofits, businesses, cultural and educational institutions, and government agencies such as:

- Midwest Energy Efficiency Alliance
- Natural Resources Defense Council
- EPA
- Environmental Defense Fund
- WWF
- Citizens Climate Lobby
- City of Chicago
- Chicago Botanic Garden
- The Field Museum

Graduate Programs

- Environmental Law and Policy Certificate (p. 1706)
- Environmental Science and Sustainability (MS) (p. 1707)
- Geographic Information Systems (GIS) Certificate (p. 1713)
- Sustainability Assessment and Planning Certificate (p. 1713)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

ENVS 401 Sustainable Systems - Natural Science Perspectives (3 Credit Hours)
This required core course provides an integrated overview of environmental science and sustainability which connect to sustainable development and ecological economics goals to define a just and safe space for the equitable distribution of life's essential re-sources that does not exceed the Earth's capacity to provide and replenish them. Restricted to GRAD students.
Outcomes:
Students will be able to make logical connections between environmental science and sustainability and evaluate data and primary literature in learning best practices for making evidence-based decisions

ENVS 402 Sustainable Systems - Social Science Perspectives (3 Credit Hours)
This required core course examines theoretical perspectives on and practical examples of sustainable development at both global and local/regional scales. Restricted to GRAD students.
Outcomes:
Students learn concepts of sustainable development and system ,resilience, including history, contested meanings, strengths, and limitations of each; How change towards sustainability occurs at multiple scales using social sciences research

ENVS 410 Introduction to Environmental Law & Policy (3 Credit Hours)
This introduction to environmental law surveys some critical federal environmental statutes, rules, and regulations in the United States; important case law decided under those statutes; interaction between federal, state, and local jurisdictions; and impacts on air, land, water, and natural resources. Restricted to GRAD students.
Outcomes:
Understand how the natural environment is controlled, managed and promoted through the legal system

ENVS 411 Natural Resources and Land Use Law & Policy (3 Credit Hours)
Focus on legal and policy processes used to govern pollution, water use, endangered species, toxic substances, and environmental impact and risk. Restricted to GRAD students.
Outcomes:
Students will understand how the natural environment is controlled, managed and promoted through the legal system and how land use laws and policy impact social and economic issues

ENVS 412 Water Law & Policy (3 Credit Hours)
This course looks at how the law allocates and protects one of our most crucial natural resources -- water. Understanding development and regulation of water ownership and use and how those decisions impact current environmental and socio-economic issues. Restricted to GRAD students.
Outcomes:
Understand how key laws and policies impact protection and use of water in the United States; understand key legal concepts that shape the management of our water resources

ENVS 413 Energy Law & Policy (3 Credit Hours)
This course looks at the laws that shape traditional energy production and the growing regulation of renewable and sustainable energy. Restricted to GRAD students.
Outcomes:
Understand how key laws and policies impact production and use of energy; and how energy is controlled by federal and local regulations and policies

ENVS 420 Conservation Biology (3 Credit Hours)
Students will learn to apply ecological and evolutionary biological principles to the preservation of wild plant/animal species, and to the preservation/management of ecosystems. Conservation approaches and challenges for all types of ecosystems, will be covered, with emphasis on contemporary threats to biodiversity, including habitat fragmentation, invasive species, and climate change. Restricted to GRAD students.
Outcomes:
Students will understand how the science of ecology can be used to address issues in species/ecosystem conservation, and recognize that consideration of human actions is essential to address conservation problems

ENVS 422 Invasive Species (3 Credit Hours)
Invasive species are one of the greatest global threats to biodiversity, ecosystem function, economies, and human health. Species become invasive when moved beyond native range, become established, and cause harm. This course covers how species are moved, how and when they become established, and potential harm they can cause. Restricted to GRAD students.
Outcomes:
Understanding that because invasive species are moved by humans, and because many of their impacts are felt by humans, they are an inherently multi-disciplinary problem

ENVS 423 Environmental Microbiology (3 Credit Hours)
This course introduces the significant role of microorganisms in numerous environmental and human-engineered processes. It covers microbiology and its basic methods to orient students to this field of science and the importance of microbial diversity relevant to agriculture, public health, and ecological restoration. Restricted to Graduate Students in the ENSS-MS program.
Course equivalencies: ENVS 323/ENVS 423
Outcomes:
Students will learn to isolate and characterize environmental microorganisms; Students will investigate the role of microorganisms in nutrient cycling, remediation of soils, and transmission of existing and emerging pathogens

ENVS 425 Sustainable Agriculture (3 Credit Hours)
This course provides an introduction to the environmental, social, and economic implications of sustainable agriculture. Students will learn the origins, major concepts, and current issues of sustainability in agriculture. Ecological concepts and principles applied to manage sustainable food production to support community health and economic justice will be explored. Restricted to GRAD students.
Outcomes:
Students will be able to explain the characteristics of the US agricultural system, the inter-relation among components of sustainable agriculture, and steps necessary to develop a sustainable agricultural system

ENVS 426 Agroecosystems (3 Credit Hours)
In this hands-on course, students will build knowledge and skills in agriculture and ecology through work in greenhouse, laboratory, classroom, and field settings. Students will build on foundations of Environmental Science and Biology by examining challenges of food production, management decisions, and environmental change facing agroecosystems both locally and abroad. Restricted to GRAD students.
Outcomes:
Students will develop understanding of agricultural systems as related to sustainable practices, develop skills in ecological analysis of these systems, and demonstrate proficiency in communicating scientific information to diverse audiences

ENVS 427 Food Systems Analysis (3 Credit Hours)
This course links conceptual and practical considerations of food-system assessment and develop a base of tools for practitioners. It examines major elements of the assessment process: systems thinking and conceptual frameworks; the food system from consumer and producer perspectives; identifying leverage points that might be influenced to affect positive change. Restricted to GRAD students.
Outcomes:
Students will understand inter-relationships among environment, food supply, markets, American diets, and health, learn to analyze assessment methods for food-system sectors, and examine conceptual frameworks for food-system analysis

ENVS 430 Restoration Ecology (3 Credit Hours)
This course provides a theoretical and practical basis for the increasing global efforts to reverse damage caused by humans to ecosystems and species, emphasizing the many perspectives (e.g., ecological, social, political, engineering) that must be considered to develop, implement, and assess restoration projects across a range of ecosystem types. Restricted to GRAD students.
Outcomes:
Students will apply knowledge from ecology and other disciplines to the practice of ecosystem restoration, and learn to integrate information from multiple disciplines, and stakeholder input, to design/manage restoration projects

ENVS 433 Introduction to the Circular Economy (3 Credit Hours)
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. Restricted to graduate students.
Outcomes:
Understand role of design in creating a sustainable future; Understand and apply: (1) circular design methods; (2) biomimicry design methods; and (3) human-centered design (design thinking) methods

ENVS 435 Ecological Economics (3 Credit Hours)
Ecological Economics is a trans disciplinary course that takes a systems approach to the relationship between planetary stewardship, social justice, and the economy to design a prosperous and desirable future for humans on a finite planet. Ecological economics fuses economic theory and sustainability science to generate new solutions for today's challenges. Restricted to GRAD students.
Outcomes:
Understanding of ecological economics history, conceptual foundations, principles, tools, indicators, and applications; Topics include sustainable scale, just distribution, efficient allocation and relationships between economic

ENVS 436 Design for Circular & Sustainable Business (3 Credit Hours)
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. ENVS 436 Restricted to graduate students.
Outcomes:
Understand the role of design in creating a sustainable future; Understand and apply: (1) circular design methods (2) biomimicry design methods; and (3) human-centered design (design thinking) methods

ENVS 438 Climate Change and Human Health (3 Credit Hours)
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing. Restricted to GRAD students.
Outcomes:
1) Outline fundamental public health concerns associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

ENVS 451 Introduction to Sustainability Concepts & Impacts (3 Credit Hours)
Examines environmental, economic, social and political impacts of sustainable practices on general public and global and local organizations. Provides students with understanding of importance to corporations and other entities of measuring, monitoring, and reporting resource use to customers and stakeholders. Restricted to GRAD students.
Outcomes:
Explaining basic concepts of sustainability and how they relate to operations and goals of institutions and organizations; interaction of social, economic, and ecological systems to influence sustainability challenges and solutions

ENVS 452 Sustainability Assessment & Reporting I (3 Credit Hours)
Pre-requisites: ENVS 451; GRAD students
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of energy, air, buildings and transportation.
Outcomes:
Ability to assess and report sustainability metrics related to energy, air, buildings, and transportation

ENVS 453 Sustainability Assessment & Reporting II (3 Credit Hours)
Pre-requisites: ENVS 451; GRAD students
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of water, land, food and waste. Environmental and social impacts of water use and sources, land use practices, food sourcing and production, and waste production and recovery.
Outcomes:
Ability to assess and report sustainability metrics related to water, land, food, and waste

ENVS 454 Sustainability Plan Development & Reporting (3 Credit Hours)
Pre-requisites: ENVS 451, 452, and 453; GRAD students
Capstone course in the four course sequence on Sustainability Assessment & Planning. Using concepts and methodology to create a comprehensive sustainability plan including stakeholder engagement, life cycle analyses, set resource baselines, short- and long-term sustainability goals, budgets and draft sustainability plan for a representative entity.
Outcomes:
Learn best practices to inspire and engage partners and stakeholders to advance environmental sustainability in different types of organizations; Ability to create a comprehensive sustainability plan for organizations and institutions

ENVS 463 Sustainable Business Management (3 Credit Hours)
Co-requisites: ENVS 410
To introduce students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, moral, business, and economic cases for adopting sustainability. This course fulfills a MGMT elective.
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

ENVS 467 Mammalogy (3 Credit Hours)
Pre-requisites: Graduate students only
This course will focus on the ecology, evolution, behavior, and conservation of the class, Mammalia. Students will gain insight how this unique group evolved over time and became the dominate lineage over the Tertiary period. Furthermore, we will investigate how mammals hold special social and cultural relationship with humans, and why we have such complicated relationships with mammals, from revering them in religious contexts, to keeping them in our homes, to consuming them as nutrition.
Outcomes:
Working knowledge and mastery of the traits, evolutionary timescale, ecology, and conservation of mammals; Students will also gain experience collecting data (on museum samples as well as observations of living samples) to learn current techniques scientists and conservationists use to advance our understanding of this group

ENVS 469 Field Ornithology (3 Credit Hours)
Field ornithology is an intensive 3-week engaged-learning course at the Loyola University Retreat and Ecology Campus during the peak of the migratory season intended to provide an introduction to the theory and practice of field ornithology. Emphasis will be on field identification and song recognition, census techniques, and avian behavior. Restricted to GRAD students.
Outcomes:
Students will become skilled in critical reasoning, field techniques, and scientific investigation that demonstrate an understanding of knowledge and techniques used in field ornithology

ENVS 480 Introduction to Geographic Information Systems (3 Credit Hours)
Geographic Information Systems (GIS) is a mapping tool that allows users to create interactive searches, analyze spatial information, edit data and maps, and present the results visually. The course includes lecture, laboratory, and project components. Students will learn basic GIS skills and applications and work on projects with community organizations. Restricted to GRAD students.
Course equivalencies: ENVS380/ENVS480
Outcomes:
Describe the conceptual/theoretical and practical/technological background of GIS; describe ethical issues germane to GIS; prepare/analyze GIS data in research; apply GIS in community-service projects

ENVS 481 Advanced GIS Applications (3 Credit Hours)
Pre-requisites: ENVS 480
Students in this course will learn tools required to solve complex environmental problems and gain experience with spatial analysis, network analysis, 3-D analysis, GIS modeling, geostatistics, and other ArcGIS extensions. Students will also learn about internet-based mapping for dissemination of spatial data.
Outcomes:
Understand various spatial relationship concepts and their applications; identify and address common methodological challenges; understand how to use spatial data to make sound arguments in spatial problem solving and planning/policy

ENVS 482 Remote Sensing (3 Credit Hours)
Science of obtaining information about objects or areas using data from remote sensors on satellites or mounted on aircraft that can detect energy reflected from Earth. Topics include data collection; digital image processing, assessment, evaluation, and enhancement; display alternatives and visualization; electromagnetic radiation principles and radiometric correction; and geometric correction. Restricted to GRAD students.
Outcomes:
Understand concepts, data, and methods of remotely sensed geographic data; Learn how to obtain and analyze remote sensing data, produce thematic maps, learn landscape patterns, and methods to decipher them

ENVS 483 Human Dimensions of Conservation (3 Credit Hours)
This course will increase student knowledge of the social, political, economic, psychological, and cultural dimensions that influence the success of conservation projects and develop skills in conducting human dimensions-inquiry using surveys, interviews, observation, and/or participatory methods. It will contribute to preparation for employment in the conservation field and/or graduate study. Restricted to GRAD students.
Outcomes:
Students will understand the importance of treating the human dimensions of conservation problems with the same scientific rigor customarily given to the ecological dimensions

ENVS 484 Conservation Economics (3 Credit Hours)
Explores resource conservation issues using economic principles. Topics include management of forests, wildlife and mineral resources; the demand for parks and outdoor recreation; the debate between environmental preservation and conservation; valuation of ecosystem services; the economics of biodiversity and endangered species; and policies to promote conservation in agriculture. Restricted to Grad students.
Outcomes:
Students will learn how natural resource use is affected by economic values, how to critically evaluate natural resource management problems, and evaluate models of dynamic resource extraction and user preferences

ENVS 486 Python Programming for GIS (3 Credit Hours)
Pre-requisites: Graduate Student Standing
This course aims to provide students with a comprehensive understanding of Python programming for Geographic Information Systems. Through a combination of lectures, hands-on exercises, and projects, students will develop the skills necessary to leverage Python in GIS applications, automate geospatial workflows, and analyze spatial data. ENVS 480 pre- or co-requisite
Outcomes:
Understand Python programming language, loops and conditional statements; acquire a foundation knowledge of GIS; apply Python programming skills to perform spatial analysis; develop Python scripts to automate common GIS tasks

ENVS 487 Principles of Ecotoxicology (3 Credit Hours)
This course will provide information on how pollutants affect ecosystems and how we might ameliorate their negative effects in our world. The emphasis of this course will be the fate and effects of pollutants in the ecosystem. The effects will be from molecular level to individual organism, community, and ecosystem levels. Restricted to GRAD students.
Outcomes:
This course will provide students with scientific knowledge in the cause and effects of pollutants in ecosystems

ENVS 489 Ecological Risk Assessment (3 Credit Hours)
This course covers the area of potential effects of pollutants to ecosystems and practices on risk assessment for pollutants based on exposure and effect data in the literature. Different approaches for assessing the potential ecological impacts and risks of pollutants in support of environmental management will be discussed and practiced. Restricted to Graduate students.
Outcomes:
Learn toxic effects of pollutants, acquire, organize, and synthesize monitoring and effect data using advanced analysis methods and skills in support of environmental impact and risk assessment via case studies

ENVS 490B Integral Ecology First Studies Program: Biodiversity (1 Credit Hour)
This course explores the environmental crisis of the loss of biodiversity. It covers the evolutionary origin of biodiversity, the importance and glory of biodiversity, and how ecosystem structure and function collapses when we reach the tipping point of species extinction. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
First Studies men will grasp the scientific concepts of biodiversity, explore the ethical and spiritual dimensions of biodiversity loss, and take actions to lessen the loss of biodiversity

ENVS 490C Integral Ecology First Studies Program: Climate Change (1 Credit Hour)
This course covers the science of climate change including the physical and chemical underpinnings of fossil fuels and greenhouse gases and their impact on trapping solar infrared radiation within the Earth's atmosphere and causing subsequent warming of the land and oceans. Warming of the planet increases the frequency and intensity of storms like hurricanes, cyclones, typhoons, it melts glaciers and causes sea levels to rise. Climate change is modifying the planetary distribution of precipitation which can produce water scarcity in some parts of the world, and leads to flooding and poor water quality in other locations. This course will study the scientific drivers of climate change, and the social and ethical ramifications of how the marginalized are disproportionately impacted. It will touch on environmental justice, water, land and food insecurity, and solutions to the climate crisis in first world countries as well as in developing countries. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
Understand the chemical composition of the three main classes of fossil fuels and connect the chemistry to greenhouse gases and the greenhouse effect; Explore the many ways in which climate change is impacting the planets' hydrologic cycle, the melting of polar ice caps and glaciers, rising sea levels, increased frequency and intensity of droughts, floods, wildfires and storm events worldwide; Understand the benefits and challenges of clean energy technologies, and where solar, geothermal, wind, biofuels and hydro are good solutions, and the geopolitical environment around clean energy technologies; Analyze key ethical challenges arising from climate change that human beings are confronting with in the world today and understand the moral principles, goals, and virtues important for guiding decisions about making a just transition to a clean energy economy; Discover ways in which spirituality has influenced the human understanding and use of fossil fuels, and recognize the importance of spirituality for responding constructively to today's climate crisis

ENVS 490W Integral Ecology First Studies Program: Water (1 Credit Hour)
This course covers the science of water - physical and chemical properties of water, how the hydrologic cycle distributes water across the planet, how climate change is modifying the distribution of water which can produce water scarcity in some parts of the world, and leads to flooding and poor water quality in other locations, and how the marginalized are disproportionately water insecure. It will touch on environmental justice and water insecurity, and some technologies for cleaning waste water and finishing drinking water in first world countries as well as in developing countries. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
First Studies men will explore the structure of the water molecule, the water cycle, and the changing water content in the atmosphere; Understand the sources of water, the distribution of water on Earth, and the effect of human activities on distribution cycles; Explore wastewater treatment plants and/or drinking water finishing plants in the city of Chicago to learn how water can be cleaned and reused for human consumption; Analyze key ethical challenges about water that human beings are confronting in the world today and understand the moral principles, goals, and virtues important for guiding water decisions; Discover ways in which spirituality has influenced the human understanding and use of water, and recognize the importance of spirituality for responding constructively to today's water crisis

ENVS 491 Independent Environmental Research (1-4 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. Post-baccalaureate students only.
Outcomes:
Dependent on the specific research project and goals

ENVS 495 Environmental Internship (3 Credit Hours)
Students seek out and engage in a semester -or summer-long internship with a civic, business, governmental, or academic group providing hands on experience in work on environmental issues. Post-baccalaureate students only.
Outcomes:
Students demonstrate, through daily activity logs and comprehensive final report, a clear understanding of the environmental context and practical applications of their internship experience

ENVS 496 Research (3-12 Credit Hours)
Restricted to GRAD students.

ENVS 498 Special Topics (1-12 Credit Hours)
Pre-requisites: Post-baccalaureate students only
Specific titles and contents vary from semester to semester. Variable credit hours.
Outcomes:
Dependent on the specific course content and goals

ENVS 498L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes a lab component. Variable credit hours. Post-baccalaureate students only.
Outcomes:
Dependent on the specific course content and goals

ENVS 499 Directed Readings (1-3 Credit Hours)
Directed by an SES faculty member, students will read, analyze, and discuss a publications focusing on different aspects of a specific environmental issue or theme. Post-baccalaureate students only.
Outcomes:
Students demonstrate comprehension, ability to apply information from scientific literature and synthesize information to produce cogent, synthetic analysis of their topic based on these readings

ENVS 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: Restricted to SES, GRAD students
Students will make supervised progress towards completion of their theses.
Outcomes:
Conduct individual research projects

ENVS 605 Master's Study (1 Credit Hour)
Pre-requisites: Restricted to GRAD students
No course description is available

Environmental Law and Policy Certificate

This certificate program offers essential knowledge of critical issues in environmental law and policy. Students expand their understanding of the roles of government, industry, nonprofit organizations, and other institutions involved in environmental regulation, advocacy, consulting, and compliance.

Related Programs

Master's

- Environmental Science and Sustainability (MS) (p. 1707)

Certificate

- Geographic Information Systems (GIS) Certificate (p. 1713)
- Sustainability Assessment and Planning Certificate (p. 1713)

Curriculum

Code	Title	Hours
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
ENVS 412	Water Law & Policy	3
ENVS 413	Energy Law & Policy	3
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
	Hours	**6**
	Total Hours	**6**

Course	Title	Hours
Year 1		
Spring		
ENVS 412	Water Law & Policy	3
ENVS 413	Energy Law & Policy	3
	Hours	**6**
	Total Hours	**6**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand how the legal process works as it relates to the environment, and how the process creates challenges and benefits to making good decisions
- Learn how the natural environment is controlled, managed and promoted through the US legal system through the key foundations of environmental law principles and how they have been applied and developed over time
- Gain appreciation for how environmental law and policy can impact social justice

Environmental Science and Sustainability (MS)

The SES Master of Science in Environmental Science & Sustainability takes a whole-systems, interdisciplinary approach to global environmental and sustainability challenges. The program offers a choice of two tracks, Research and Professional, and can be pursued by students of any academic background.

Students in both tracks will complete 30 credit hours of instruction, including 6 credit hours in two core courses. Research Track students will pursue an original, in-depth research project, culminating in the writing and defending of a thesis. Professional Track students will complete coursework in one of four professional concentration areas, Environmental Law & Policy, Geographic Information Systems, Sustainable Assessment & Planning and Sustainable Business.

The SES Master of Science in Environmental Science & Sustainability takes a whole-systems, interdisciplinary approach to global environmental and sustainability challenges. The program offers a choice of two tracks, Research and Professional, and can be pursued by students of any academic background.

Students in both tracks will complete 30 credit hours of instruction, including 6 credit hours in two core courses. Research Track students will pursue an original, in-depth research project, culminating in the writing and defending of a thesis. Professional Track students will complete coursework in one of four professional concentration areas, Environmental Law & Policy, Geographic Information Systems, Sustainable Assessment & Planning and Sustainable Business.

The Public Service Leadership (MA) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

The SES Master of Science in Environmental Science & Sustainability takes a whole-systems, interdisciplinary approach to global environmental and sustainability challenges. The program offers a choice of two tracks, Research and Professional, and can be pursued by students of any academic background.

Students in both tracks will complete 30 credit hours of instruction, including 6 credit hours in two core courses. Research Track students will pursue an original, in-depth research project, culminating in the writing and defending of a thesis. Professional Track students will complete coursework in one of four professional concentration areas, Environmental Law & Policy, Geographic Information Systems, Sustainable Assessment & Planning and Sustainable Business.

The Environmental Science and Sustainability (MS) also offers an Accelerated Master's Pathway for Undergraduate students to complete their Graduate studies in a fifth year. Further details of the AMP, including the suggested sequence of courses, can be found under the Curriculum tab.

Related Programs

Certificate

- Environmental Law and Policy Certificate (p. 1706)
- Geographic Information Systems (GIS) Certificate (p. 1713)
- Sustainability Assessment and Planning Certificate (p. 1713)

Curriculum

The Environmental Science and Sustainability (MS) is a 30 credit hour program.

Besides the traditional Master's program, the Environmental Science and Sustainability (MS) is also offered as an Accelerated Master's Pathway where exceptional students can complete the program in a fifth year. A suggested sequence for the AMP can be found below.

Code	Title	Hours
Required Courses		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 402	Sustainable Systems - Social Science Perspectives	3
Track Specific Curricula		**24-25**
Research Track Curriculum		
Electives		
Students choose 12 credit hours of electives from either of the following in conjunction with their advisor:		
Natural Science and Quantitative Electives; or (p. 1708)		
Sustainable Society and Business Electives (p. 1709)		
Thesis Research		
Students take 12 credit hours of research to design and conduct research thesis work under the guidance of a thesis advisor and thesis committee. Research track students are required to complete and defend their thesis to graduate.		
ENVS 496	Research	
ENVS 595	Thesis Supervision	
Professional Track Curriculum		
Students choose from one of the following concentration areas: Environmental Law and Policy, Geographic Information Systems, Sustainable Assessment Planning, or Sustainable Business (p. 1708)		
Electives		
Students choose electives from either of the following lists in conjunction with their advisors to complete requirements:		
Natural Science and Quantitative Electives; or (p. 1708)		
Sustainable Society and Business Electives (p. 1709)		
Total Hours		**30-31**

Professional Track Curriculum Concentrations

Environmental Law and Policy

This Concentration provides essential knowledge in relevant areas of environmental law and policy for professionals who want to better understand the role of government, industry, non-profit, and other institutions involved in environmental advocacy, consulting, and compliance.

Code	Title	Hours
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
ENVS 412	Water Law & Policy	3
ENVS 413	Energy Law & Policy	3
Natural Science and Quantitative Elective		3
Natural Science and Quantitative Elective		3
Environmental Elective		3
Environmental Elective		3

Geographic Information Systems (GIS)

This Concentration provides essential knowledge on Geographic Information Systems (GIS) - a compilation of sophisticated, multidimensional software and tools used to capture, store, analyze, manage and present geospatial data. This curriculum provides essential training in the fundamental principles and concepts behind contemporary geographic mapping technology needed to solve complex geospatial problems commonly encountered in environmental sciences, urban planning, social sciences, public health, as well as business, engineering, and many more fields.

Code	Title	Hours
ENVS 480	Introduction to Geographic Information Systems	3
ENVS 486	Python Programming for GIS	3
ENVS 481	Advanced GIS Applications	3
ENVS 482	Remote Sensing	3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3

Sustainable Assessment & Planning

This Concentration delivers valuable skills for professionals who want to better understand how organizations can - and do – measure, regulate and report their own natural resource use. Students will develop essential skills used by sustainability professionals in government, industry, non-profit, and other institutions striving to improve and document their sustainability impact.

Code	Title	Hours
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
ENVS 452	Sustainability Assessment & Reporting I	3
ENVS 453	Sustainability Assessment & Reporting II	3
ENVS 454	Sustainability Plan Development & Reporting	3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3

Sustainable Business

Code	Title	Hours
ENVS 433	Introduction to the Circular Economy	3
ENVS 435	Ecological Economics	3
ENVS 436	Design for Circular & Sustainable Business	3
ENVS 463	Sustainable Business Management	3
Natural Science and Quantitative Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3

Natural Science and Quantitative Courses

Work with your advisor to choose from our many courses to best advance your individual interests.

Code	Title	Hours
ENVS 420	Conservation Biology	3
ENVS 422	Invasive Species	3
ENVS 423	Environmental Microbiology	3
ENVS 425	Sustainable Agriculture	3
ENVS 426	Agroecosystems	3
ENVS 427	Food Systems Analysis	3
ENVS 430	Restoration Ecology	3
ENVS 435	Ecological Economics	3
ENVS 438	Climate Change and Human Health	3
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
ENVS 452	Sustainability Assessment & Reporting I	3
ENVS 453	Sustainability Assessment & Reporting II	3
ENVS 480	Introduction to Geographic Information Systems	3
ENVS 481	Advanced GIS Applications	3
ENVS 482	Remote Sensing	3
ENVS 484	Conservation Economics	3
ENVS 486	Python Programming for GIS	3
ENVS 467	Mammalogy	3
ENVS 469	Field Ornithology	3
ENVS 487	Principles of Ecotoxicology	3
ENVS 489	Ecological Risk Assessment	3
ENVS 491	Independent Environmental Research (upon approval)	1-4
ENVS 495	Environmental Internship	3
ENVS 498	Special Topics (upon approval)	1-12
ENVS 498L	Special Topics with Lab (upon approval)	1-4
ENVS 499	Directed Readings (upon approval)	1-3
BIOL 495	Special Topics	1-4
BIOL 416	Limnology Lec/Lab	4
BIOL 418	Aquatic Insects Lecture & Laboratory	4
BIOL 470	Biostats & Exp Design Lec/Lab	4
MPBH 400	Determinants of Population Health	3
MPBH 401	Environmental Health	3
MPBH 403	Introduction to Epidemiology	3
MPBH 404	Biostatistics for Health and Biological Science	3
MPBH 407	Public Health Policy: Concepts and Practice	3
MPBH 409	Biostatistics I	3
MPBH 412	Data Management and Statistical Computing for Public Health	1-3
MPBH 414	Introduction to Global Health	3
MPBH 421	Biostatistics II	3
MPBH 423	Intermediate Epidemiology	3
MPP 401	Analytical Tools in Public Policy	3
MPP 402	Cost Benefit Analysis	3
MPP 403	Public Budget and Finance	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
MPP 406	Statistical Methods & Analysis Public Policy II	3
MPP 408	Political Feasibility Analysis	3
SOCL 414	Statistical Methods Analysis I	3
SOCL 415	Statistical Methods of Analysis II	3
STAT 403	SAS Program & Applied Statistics	3
STAT 407	Statistical Design	3
STAT 436	Topics in Biostatistics	3

Sustainable Society and Business Electives

Work with your advisor to choose from our many courses to best advance your individual interests.

Code	Title	Hours
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
ENVS 412	Water Law & Policy	3
ENVS 413	Energy Law & Policy	3
ENVS 433	Introduction to the Circular Economy	3
ENVS 436	Design for Circular & Sustainable Business	3
ENVS 454	Sustainability Plan Development & Reporting	3
ENVS 463	Sustainable Business Management	3
ENVS 483	Human Dimensions of Conservation	3
ENVS 491	Independent Environmental Research (upon approval)	1-4
ENVS 495	Environmental Internship	3
ENVS 498	Special Topics (upon approval)	1-12
ENVS 499	Directed Readings (upon approval)	1-3
MPBH 407	Public Health Policy: Concepts and Practice	3
MPP 400	Policy Design and Analysis	3
MPP 404	Public Policy Process	3
PSYC 460	Social Psychological Theory	3
PSYC 461	Attitude and Attitude Change	3
PSYC 486	Methods of Program Evaluation	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 446	Knowledge, Power & Expertise	3
SOCL 463	Sociology & Natural Environment	3

Suggested Sequence of Courses

Research Track Curriculum

Traditional Master's Program

Course	Title	Hours
Year One		
Fall		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 496	Research	3-12
400 Level Elective		3
	Hours	**9**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 496	Research	3-12
400 Level Elective		3
	Hours	**9**
Year Two		
Fall		
ENVS 496	Research	3-12
400 Level Elective		3

400 Level Elective		3
	Hours	**9**
Spring		
ENVS 496	Research	3-12
ENVS 595	Thesis Supervision	1
	Hours	**4**
	Total Hours	**31**

Accelerated Master's Pathway

Course	Title	Hours
Senior		
Fall		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 496	Research	3-12
	Hours	**6**
Spring		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 496	Research	3-12
	Hours	**6**
Master's		
Fall		
ENVS 496	Research	3-12
400 Level Elective		3
400 Level Elective		3
400 Level Elective		3
	Hours	**12**
Spring		
ENVS 496	Research	3-12
ENVS 595	Thesis Supervision	1
400 Level Elective		3
	Hours	**7**
	Total Hours	**31**

Professional Track Curriculum

Environmental Law & Policy Concentration

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 410	Introduction to Environmental Law & Policy	3
ENVS 411	Natural Resources and Land Use Law & Policy	3
	Hours	**9**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 412	Water Law & Policy	3
ENVS 413	Energy Law & Policy	3
	Hours	**9**
Year 2		
Fall		
Natural Science and Quantitative Elective		3
Natural Science and Quantitative Elective		3
Environmental Elective		3
Environmental Elective		3
	Hours	**12**
	Total Hours	**30**

Accelerated Master's Pathway

Course	Title	Hours
Senior		
Fall		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 410	Introduction to Environmental Law & Policy	3
	Hours	**6**
Spring		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 412	Water Law & Policy	3
	Hours	**6**
Master's		
Fall		
ENVS 411	Natural Resources and Land Use Law & Policy	3
Natural Science and Quantitative Elective		3
Environmental Elective		3
	Hours	**9**
Spring		
ENVS 413	Energy Law & Policy	3
Natural Science and Quantitative Elective		3
Environmental Elective		3
	Hours	**9**
	Total Hours	**30**

Geographic Information Systems Concentration

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 480	Introduction to Geographic Information Systems	3
ENVS 482	Remote Sensing	3
	Hours	**9**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 481	Advanced GIS Applications	3
Environmental Elective		3
	Hours	**9**

Year 2		
Fall		
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
	Hours	**12**
	Total Hours	**30**

Accelerated Master's Pathway

Course	Title	Hours
Senior		
Fall		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 480	Introduction to Geographic Information Systems	3
	Hours	**6**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 481	Advanced GIS Applications	3
	Hours	**6**
Master's		
Fall		
ENVS 482	Remote Sensing	3
Environmental Elective		3
Environmental Elective		3
	Hours	**9**
Spring		
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
	Hours	**9**
	Total Hours	**30**

Sustainable Assessment & Tracking Concentration

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
ENVS 452	Sustainability Assessment & Reporting I	3
	Hours	**9**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 453	Sustainability Assessment & Reporting II	3
ENVS 454	Sustainability Plan Development & Reporting	3
	Hours	**9**
Year 2		
Fall		
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
	Hours	**12**
	Total Hours	**30**

Accelerated Master's Pathway

Course	Title	Hours
Senior		
Fall		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
	Hours	**6**
Spring		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 452	Sustainability Assessment & Reporting I	3
	Hours	**6**
Master's		
Fall		
ENVS 453	Sustainability Assessment & Reporting II	3
Environmental Elective		3
Environmental Elective		3
	Hours	**9**
Spring		
ENVS 454	Sustainability Plan Development & Reporting	3
Environmental Elective		3
Environmental Elective		3
	Hours	**9**
	Total Hours	**30**

Sustainable Business Concentration

Traditional Master's Program

Course	Title	Hours
Year 1		
Fall		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 433	Introduction to the Circular Economy	3
ENVS 463	Sustainable Business Management	3
	Hours	**9**
Spring		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 436	Design for Circular & Sustainable Business	3
ENVS 435	Ecological Economics	3
	Hours	**9**

Year 2		
Fall		
Natural Science & Quantitative Elective		3
Environmental Elective		3
Environmental Elective		3
Environmental Elective		3
	Hours	**12**
	Total Hours	**30**

Accelerated Master's Pathway

Course	Title	Hours
Senior		
Fall		
ENVS 401	Sustainable Systems - Natural Science Perspectives	3
ENVS 433	Introduction to the Circular Economy	3
	Hours	**6**
Spring		
ENVS 402	Sustainable Systems - Social Science Perspectives	3
ENVS 436	Design for Circular & Sustainable Business	3
	Hours	**6**
Master's		
Fall		
ENVS 463	Sustainable Business Management	3
Natural Science & Quantitative Elective		3
Environmental Elective		3
	Hours	**9**
Spring		
ENVS 435	Ecological Economics	3
Environmental Elective		3
Environmental Elective		3
	Hours	**9**
	Total Hours	**30**

Guidelines for Accelerated Master's Pathways

In Accelerated Master's Pathways, students share limited, authorized credits between their Undergraduate and Graduate degrees to facilitate completion of both degrees in a shorter amount of time. Shared credits are Graduate level credit hours (400-level or higher) taken during the Undergraduate career and then applied both to the Undergraduate degree and towards Graduate program requirements.

Admission and Matriculation

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's Undergraduates. Admission to these programs is competitive and will depend upon a positive review of credentials by the Graduate program. Accordingly, the admission requirements for these programs may be higher than those required if the Master's degree were pursued entirely after the receipt of a Bachelor's degree.

Students enrolled in an Accelerated Master's Pathway who choose not to continue to the Master's degree program upon completion of the Bachelor's degree will face no consequences.

Ideally, a student will apply for admission to an AMP program as they approach 90 credit hours in their Undergraduate career.

Students will not officially matriculate into the Master's degree program and be labeled as a Graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the Undergraduate degree has been awarded. Once admitted to the Graduate program, students must meet the academic standing requirements of their Graduate program as they complete the program curriculum.

Advising and Registration

Students in their final Undergraduate year will work with Advising in the home School of their Bachelor's program(s), as well as the Graduate Program Director of the Master's program. Any 400-level or higher courses that the student plans to enroll in should be reviewed by both advisors to ensure that these courses will complete requirements for both degrees.

Registration in Graduate level courses during the Undergraduate year may require assistance from the Graduate Program Director and/or the student's current academic advisor to enroll.

Shared Credits

Only courses taken at the 400-level or higher will count toward the Graduate program. At the Undergraduate level, students are restricted to enrolling in and sharing up to the number of Graduate level credits explicitly indicated in the catalog for their selected AMP program.

In general, Graduate level coursework should not be taken prior to admission into the Accelerated Master's Pathway. Exceptions may be granted for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier. On the recommendation of the program's Graduate Program Director, students may take one of their Graduate level courses before they are admitted to the Accelerated Master's Pathway if they have advanced abilities in their discipline and course offerings warrant such an exception.

Degree Requirements and Conferral

Undergraduate degree requirements are in no way impacted by admission to an Accelerated Master's Pathway. Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a Graduate program.

The program's Graduate Program Director will designate credit hours to be shared through the advising form and Master's degree conferral review process. Graduate credit hours taken during the Undergraduate career will not be included in the Graduate GPA calculation.

If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus or syllabi to determine whether it meets the criteria for a 400-level course or higher.

Programs with specialized accreditation requirements that allow programs to offer Graduate curriculum to Undergraduate students will conform to those specialized accreditation requirements.

Degrees are awarded sequentially. All details of Undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once matriculated in the Graduate

program, students abide by the graduation deadlines set forth by the Graduate program. Students in these programs must be continuously enrolled from Undergraduate to Graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Master's Pathway, the university is making possible the acceleration of a student's Graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their Graduate studies after earning the Undergraduate degree, they may apply for admission to the traditional Master's degree program. Any application of Graduate credit earned while in the Undergraduate program is subject to the policies of the Graduate degree granting school.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Deepen your understanding of complex socio-ecological systems and their connection with sustainable development goals.
- Increase your ability to make accurate and ethical evidence-based decisions from scientific literature.
- Expand your capacity to communicate environmental science and sustainability issues to the scientific community, professional colleagues, policy makers, and the general public.
- Demonstrate competence of in-depth knowledge and skills through completion of an original research project and thesis.

Geographic Information Systems (GIS) Certificate

Geographic information systems are compilations of sophisticated software and tools used to capture, store, analyze, manage, and present geospatial data. The GIS certificate program provides training in the use of contemporary geographic mapping technology to solve complex geospatial problems commonly encountered in environmental sciences, urban planning, social sciences, public health, business, and engineering.

Related Programs

Master's

- Environmental Science and Sustainability (MS) (p. 1707)

Certificate

- Environmental Law and Policy Certificate (p. 1706)
- Sustainability Assessment and Planning Certificate (p. 1713)

Curriculum

Code	Title	Hours
ENVS 479	Python Programming for GIS	3
ENVS 480	Introduction to Geographic Information Systems	3
ENVS 481	Advanced GIS Applications	3
ENVS 482	Remote Sensing	3
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ENVS 480	Introduction to Geographic Information Systems	3
ENVS 482	Remote Sensing	3
	Hours	**6**
	Total Hours	**6**

Course	Title	Hours
Year 1		
Spring		
ENVS 481	Advanced GIS Applications	3
	Hours	**3**
	Total Hours	**3**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand the practical, conceptual, and technological application of GIS, including ethical issues germane to GIS; research through the use of GIS data; and use of GIS in community-service projects.
- Understand various spatial relationship concepts and their applications, including identifying methodological challenges and understanding the use of spatial data to make sound arguments in spatial problem solving and planning and policy.
- Understand the fundamental principles of remote sensing theory, including understanding the properties of light and platforms used to analyze it; understanding the concepts of landscape patterns; producing thematic maps; and becoming proficient in using ERDAS Imagine to analyze digital satellite images and scanned aerial photographs.

Sustainability Assessment and Planning Certificate

Students in the certificate program in sustainability assessment and planning develop valuable skills to help organizations measure, regulate, and report their natural resource use and environmental impact. Students learn to apply approaches that sustainability professionals in government, industry, nonprofit, and other sectors use to document and improve sustainability practices.

Related Programs

Master's

- Environmental Science and Sustainability (MS) (p. 1707)

Certificate

- Environmental Law and Policy Certificate (p. 1706)
- Geographic Information Systems (GIS) Certificate (p. 1713)

Curriculum

Code	Title	Hours
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
ENVS 452	Sustainability Assessment & Reporting I	3
ENVS 453	Sustainability Assessment & Reporting II	3
ENVS 454	Sustainability Plan Development & Reporting	3
Total Hours		**12**

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
ENVS 451	Introduction to Sustainability Concepts & Impacts	3
ENVS 452	Sustainability Assessment & Reporting I	3
	Hours	**6**
Spring		
ENVS 453	Sustainability Assessment & Reporting II	3
ENVS 454	Sustainability Plan Development & Reporting	3
	Hours	**6**
	Total Hours	**12**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Understand the foundations of sustainability science and its economic and ethical values.
- Learn common methods for gathering data on an organizations' baseline environmental footprint (water, energy, food, transportation, landscaping, waste, etc.) and the most effective strategies for improving environmental sustainability.
- Gain experience in these skills by crafting sustainability assessments, calculations, project pitches, and sample reports.

School of Law

Academic excellence. Service for others. A focus on values and ethics.

It adds up to a superior legal education at Loyola University Chicago's School of Law. Combined with top-notch, accessible faculty who provide support and encouragement to students, Loyola University Chicago's legal education prepares you for a successful career as a practitioner, judge, legislator, administrator, business person or other endeavors.

The Loyola University Chicago School of Law curriculum:

- Provides you with the substantive knowledge required for effective and responsible participation in the legal profession
- Fosters your appreciation of the increasingly complex, global, diverse and interdisciplinary nature of law and legal practice
- Promotes your development in a range of lawyering and professional skills
- Provides substantial opportunities for your participation in real-life practical experiences and pro bono activities
- Develops your understanding of the fundamental values of the legal profession
- Promotes the Jesuit values of social justice and service to others
- Instills the idea of law as a learned profession that requires a lifelong commitment to learning, leadership and professional development
- Serves the School of Law academic mission (https://www.luc.edu/law/about/mission/)

Graduate Programs

- Advocacy Certificate (p. 1777)
- Child and Family Law (LLM) (p. 1779)
- Child and Family Law Certificate (p. 1780)
- Children's Law and Policy (MJ) (p. 1781)
- Competition and Consumer Protection Law Certificate (p. 1782)
- Compliance and Enterprise Risk Management (LLM) (p. 1783)
- Compliance and Enterprise Risk Management (MJ) (p. 1785)
- Compliance Studies Certificate (p. 1786)
- Conflict Management Certificate (p. 1787)
- Cultural Competence, Inclusion, and the Law Certificate (p. 1788)
- Health Law (LLM) (p. 1789)
- Health Law (MJ) (p. 1790)
- Health Law Certificate (p. 1792)
- International Law and Practice Certificate (p. 1793)
- LLM Program for International Lawyers (LLM) (p. 1794)
- Law (JD Full time) (p. 1795)
- Law (Weekend Part-Time JD) (p. 1798)
- Law/Business (JD/MBA) (p. 1874)
- Political Science/Law (MA/JD) (p. 1888)
- Privacy Law Certificate (p. 1801)
- Public Interest and Social Justice Certificate (p. 1802)
- Public Policy/Law (MPP/JD) (p. 1893)
- Rule of Law for Development (PROLAW) (MJ) (p. 1804)
- Rule of Law for Development (PROLAW) (LLM) (p. 1805)
- Social Work/Children's Law and Policy (MSW/MJ) (p. 1898)
- Social Work/Law (MSW/JD) (p. 1900)
- Tax Law (LLM) (p. 1806)
- Tax Law Certificate (p. 1806)
- Transactional Law Certificate (p. 1807)
- Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution (LLM) (p. 1808)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Law (LAW)

LAW 100 Well-Law for Students (2 Credit Hours)
The purpose of Law School is to equip students for the practice of law. We now know, however, that for many, the law school experience comes at a high cost to their personal wellness. The goal of this course is to provide students with the introductory knowledge and tools necessary to begin to manage the stresses of school, work, and life in healthy ways. The blended learning design includes content accessed asynchronously along with live online interaction. The on-demand content consists of course readings, group discussions, wellness and meditation videos, and other self-care resources.

LAW 107 Illinois Litigation Racism, Injustice & Poverty (2 Credit Hours)
This course will explore why well over fifty percent of the cases pending in Illinois courts involve taking liberty, money, or homes from poor people and how race factors into this reality. While the course will explore the interrelationship of racism, injustice, and poverty, the course will be focused on training students to try cases is these courts and win cases for poor people. The objectives of this course are to (1) to prepare Loyola students to represent poor people in Illinois courts and (2) excite their imagination about social and legal change, while empowering them to see the law as a vehicle for change.

LAW 108 American Indian Law: Indigenous Justice (3 Credit Hours)
This course examines the legal, regulatory, ethical, policy and pragmatic aspects of indigenous cultural heritage and the role of anthropology and archaeology in the United States and globally. Topics include cultural resource management in public and private contexts, participation of stakeholders, and expert anthropological knowledge in legal contexts and public participation. Topics include: the Native American Graves Protection and Repatriation Act (NAGPRA); cultural patrimony; museums; the role of government; the role of the courts; the role of the United Nations; postcolonialism; decolonizing methodologies; social justice issues; tourism, environmental and cultural relationships; oral sources; case studies and other ways of knowing the past that are embedded in law and policy.

LAW 110 Labor and Employment Law in the Education Workplace (2 Credit Hours)
.This course, which meets once a week for two hours, will explore in depth labor and employment issues in the 21st century education workplace. Students will form teams -- representing individual employees, the union, and management- and advocate their respective positions in a variety of contexts, including collective bargaining, unfair labor practice proceedings, teacher discipline and dismissal proceedings, and contract grievance arbitration. Current events and contemporaneous developments will provide the backdrop for the course materials and class activities. Topics will include: tenure, reduction-in-force and seniority rights, and teacher accountability and evaluation of professional personnel under new education reform legislation; public sector bargaining trends in Illinois and nationally; the 2012 Chicago Public Schools teachers strike; LGBT issues, free speech, and workplace right of privacy.

LAW 111 Practical Skills Boot Camp (1 Credit Hour)
Loyola has prepared you to think like a lawyer. In this intensive Boot Camp legal practice seminar, learn to be a lawyer. This seminar will help bridge the gap as you transition from law school into private practice. You will gain the personal skills, practical skills, and business sense to succeed in your legal practice from day one. Among other things, you will learn to think and behave like a practicing attorney. You will learn how to create professional correspondence, organize your practice, interact with colleagues and staff, and build a consistent book of work. You will also learn substantive litigation and transactional skills that will enhance the quality of your legal practice from day one. And you will hear from prominent attorneys in the community as to what they look for in new lawyers and what makes a successful new lawyer.

LAW 113 Civil Procedure (4 Credit Hours)
An introduction to and analysis of the concepts and doctrines that govern the procedure followed in civil litigation, with a focus primarily on litigation pre-trial, reflecting reality. For example, various aspects of jurisdiction to bring suit, choice of law (Erie), as well as pre-trial process, including joinder of claims, parties, and discovery and motion practice are covered. Emphasis is placed on practice in the federal trial courts.

LAW 114 Advanced Legal Analysis (1 Credit Hour)
The class will strengthen students' analytical and reasoning skills. By the end of the course students will have a better understanding of how to read and extract information from cases, and synthesize multiple cases into law, as well as apply that law to new fact patterns.

LAW 117 Philosophy of Law (3 Credit Hours)
Philosophy of Law: Legal and Moral Issues of Economic Sanctions. This course will start with a brief overview of economic sanctions in the contexts of international relations and global governance, and will then look closely at the issues of effectiveness and humanitarian impact. Throughout the course we will draw on materials from a number of sanctions regimes, including South Africa, Cuba, Iraq, and Iran. We will examine a number of ethical topics, looking at the issues of intent, consent, and moral agency in the context of economic sanctions. We will also look at a number of legal issues: whether sanctions come into conflict with international human rights law, such as the International Covenant on Economic, Social, and Cultural Rights; the problem of extraterritoriality; and the recent cases coming out of the European Courts on asset freezes, such as the Kadi case.

LAW 122 Constitutional Law (4 Credit Hours)
An introduction to the United States Constitution. Subjects include the role of the United States Supreme Court, federalism, separation of powers, and individual rights under the Constitution. Particular attention is paid to judicial power and judicial review, national legislative power including commerce power, commerce clause limitations upon state power to regulate, and presidential power and authority in both international and domestic affairs. In addition, the course covers individual rights under the equal protection and due process clauses of the 14th Amendment to the Constitution.

LAW 124 Rapid Response Refugee Clinic (2 Credit Hours)
This one-time experiential offering will pull students into the fast-moving world of refugee law, policy, and practice. Students will join a lecture, held once a week, as they take on refugee cases in a "pop-up clinic" setting. Three day-long weekend clinical sessions will be held throughout the semester.

LAW 125 Sexuality and the Law (2 Credit Hours)
No course description is available

LAW 126 Corporate Compliance Programs (2 Credit Hours)
This is a Skills course. The course will cover the elements necessary to implement a basic compliance and ethics program in a company. Students will become familiar with the basic principles of the Federal Sentencing Guidelines that define an "effective" compliance program. Students will learn the fundamentals of the job of Chief Compliance Officer by working with compliance issues in the media, commercially available compliance training programs and compliance techniques used in major corporations.

LAW 127 Law and Psychology (2-3 Credit Hours)
For many years, the field of psychology focused primarily on mental illness. But more recently, many psychologists have begun to analyze happiness and to study the ways in which all people, healthy or ill, can increase their enjoyment of life. This course will explore the new field of hedonic psychology, evaluating its methods and examining its findings. We will consider whether legal policy can or should be shaped by these findings in an effort to help people become happier.
Outcomes:
Students will learn how the law affects people and will develop their own capacities to work in the law via an improved understanding of themselves and others; Through class discussion and projects, they will hone their abilities to make decisions in work and life and will ideally become more fulfilled and productive future members of the legal profession

LAW 128 Interprofessional Writing and Communication for Hlth Literacy & Hlth Equity (1 Credit Hour)
Students from various disciplines including communications, law, medicine, nursing, public health, and/or social work will learn the fundamental components for good writing and communication with patients. With a focus on low health literacy populations, students will review various documents that patients need to understand for making decisions about their health and wellness, for realizing their health care rights, as well as for ensuring their safety while using health care products. Students will have an opportunity to identify poor communications illustrated within medical appointment details and medication instructions, informed consent documents, medical power of attorney forms, arbitration agreements, and healthcare marketing material. Students will write collaboratively, and problem solve through simulated exercises and hypotheticals to determine how their respective professions can work together for addressing issues of low health literacy and in doing so enhance health equity. Relevant learning outcomes and skill development include: interprofessional teamwork, analysis, as well as written and oral communications.

LAW 130 Transactional Skills Seminar (2 Credit Hours)
The course will examine the lawyer's role in business transactions by looking at examples of two decidedly different transactions - the negotiation of commercial real estate leases and the structure of the purchase, ownership, and operation of a corporate aircraft. The practical skills and knowledge acquired by examining these examples can be applied to virtually all commercial transactions. The class will consider the art of negotiating those transactions - and will focus on the role of the lawyer in those negotiations. We will consider a variety of negotiating strategies and how to deal effectively with opposing counsel who may, or may not, share your particular strategy. In addition, the class will examine a corporate aircraft transaction - with a myriad of parties and opposing interests and regulations - with the goal of appreciating the juggling and balancing necessary to achieve the best result possible. Along the way, we will look at how there is not ONE way to do things, rather there are many ways and many strategies. The rules and processes taught in law school are there to provide guidance; they are not hard and fast rules about the way that a transaction must be done. That's one of the benefits of being a transactional lawyer - the rules are set by the parties as they negotiate. Students will be evaluated on the basis of classroom participation and attendance, a paper, and , in lieu of final exam, a one-on-one negotiation session with the instructor. Regular attendance is expected; if a student cannot attend class, please notify the instructor.

LAW 132 Contracts (4 Credit Hours)
An analysis of the formation, transfer and termination of contract rights and duties, and the legal and equitable remedies available upon breach of contract. This is a Juris Doctor Required course.

LAW 133 Judicial Practicum (2-3 Credit Hours)
The objectives of the course are to hone research skills, learn judicial writing skills, observe the rules of civil procedure in action, follow judicial ethics, and learn the appropriate etiquette in working with a judge and judicial law chambers staff. Students will work in a judicial chambers for 2 or 3 credits (110 hours or 165 hours of work respectively) and also complete the weekly course. The course will focus on building the skills to make this a successful experience by providing research, writing, and ethical scenarios and to translate the experience for future career planning. Students will present on a topic approved by the course instructor related to the judiciary.

LAW 135 Copyright (3 Credit Hours)
No course description is available

LAW 136 Law & Catholic Social Thought (2-3 Credit Hours)
On its website Loyola University Chicago defines itself as "Chicago's Jesuit, Catholic university." It also makes clear that Loyola is fiercely dedicated to promoting "social justice." Likewise, in its Mission Statement, the Law School claims to be "inspired by the Jesuit tradition" and that it seeks "to prepare graduates who will be ethical advocates for justice and equity." Did you ever wonder what this means? What is the justice that Loyola claims to support? There are, of course, many ways of defining justice, and many critical perspectives through which law may be examined: Law & Economics, Legal Positivism, Classical Liberalism, Rawlsian Welfare State Liberalism, Legal Feminism, Legal Realism (and its successor Critical Legal Studies) and Critical Race Theory. For each of these schools of thought there is a whole body of literature that addresses the basic questions of jurisprudence: What is law? What is justice? And what is the relationship between the two? What are rights? And where do they come from? How are law and morality alike, and how are they different? Is law simply the exercise of coercive power or is it something more? There is, in fact, an older school of thought from which these others are derived - a tradition that matches them in depth and rigor. The Judeo-Christian tradition has been thinking about questions of law and justice for well over two millennia. Moreover, since the late 19th century, with the advent of industrialization and urbanization and the new social problems brought on by these phenomena, the Catholic Church has been offering its reflections on questions of law and justice in a body of thought known as Catholic Social Teaching. This literature is composed of papal letters (called encyclicals), documents from the Second Vatican Council, and other magisterial texts. In the course we will read samples of this literature as we think about contemporary problems and possible legal solutions: poverty, racism, capital and labor, globalization, war and peace, environmental deterioration, the family, marriage and sexuality, cultural and religious pluralism. The course will not, however, simply be an historical review of abstract concepts and ideas within the tradition. Law is a practical art, and legal concepts and theories have meaning in application. They are best understood when their consequences are laid bare. Thus, in conjunction with the various documents from Catholic Social Teaching described above, students will also read a number of cases that will help them examine the meaning of these ideas in concrete terms. The aim of this two credit course is philosophical analysis and critical reflection. To this end, students will be required to submit a 2-4 page reflection paper every other week. The goal is for students to emerge from the course not only with a better understanding of law and justice, but with an appreciation for what their own beliefs might mean in the practice of law. The option of a third course credit is available for students who are willing to write an additional paper of at least 20-pages.

LAW 139 The Art of In-House Counseling (3 Credit Hours)
This course will introduce students to the evolving history, roles and responsibilities of in-house legal counsel. Students will investigate the skills and characteristics that contribute to successful and effective practice as an in-house counsel and explore the similarities and differences between in-house legal practice and outside legal practice. Topics covered during the course will include: the relationship between in-house counsel and his/her client; in-house counsel's role in adding value to his/her organization; advising and counseling clients; fact gathering and investigation; managing an in-house counsel to address a variety of situations in which an in-house counsel would be expected to act. Students also will observe experienced, practicing in-house counsel address similar situations and analyze the factors and considerations that contribute to effectively addressing the situations. Students will be expected to regularly attend and participate in class. There will not be a final exam in this course. Students will be evaluated on the basis of a final project (which will involve a class presentation and a written assignment or assignments) and class participation.
Outcomes:
Students will demonstrate the ability to analyze problems that in-house counsel comes across in the course of their employment

LAW 140 Criminal Law (3 Credit Hours)
This course introduces the elements of crime by teaching principles that apply to many crimes. These principles include the nature of criminal acts and of criminal fault, as well as defenses such as self-protection. Homicide and other specific crimes may also be discussed, as may theories of punishment. The primary materials are statutes -- in particular, the Model Penal Code and/or the Illinois Criminal Code. This is a Juris Doctor Required course.

LAW 141 Asylum Law (2 Credit Hours)
This course will provide an overview of U.S. asylum law and procedure, as well as international refugee law. Additionally, we will explore the politics and ethics of bordering practices, both domestically and internationally and within our own communities. In lieu of an exam, students will write a final paper.

LAW 143 Environmental Justice: Race, Class and the Environment (2-3 Credit Hours)
This course explores the disproportionate environmental burdens borne by communities of color and low-income people in the United States and the role of law in contributing to these inequities and in addressing them.
Outcomes:
After taking this course, students will understand the underlying causes and consequences of the disproportionate concentration of polluting industry in low-income communities and communities of color; After taking this course, students will be familiar with a variety of legal strategies and tools that can be used to combat environmental injustice

LAW 145 Gender Based Violence: Law, Practice, and Policy (2 Credit Hours)
Pre-requisites: None, except no 1L
The objective of GBV: Law, Practice, and Policy is to expand students' knowledge and understanding of the web of laws addressing gender-based violence while building practical civil litigation skills The course will begin by reviewing principles of gender- based violence and protections around safety, while also working with students on how to provide trauma-informed advocacy in intaking and representing a GBV survivor in practice. The course will cover civil state and federal housing and family law protections available to survivors of GBV while working through the building blocks of litigation in Illinois circuit courts: drafting a petition, motion to dismiss, and other responsive pleadings, and conducting an in-class oral argument and mediation. This course will help students understand not only the existence and purpose of laws protecting survivors of gender-based violence, but will also give students the opportunity to experience the challenges and considerations in the practical application of these laws in representing survivors in civil court.

LAW 146 Mass Incarceration (2 Credit Hours)
The class covers the rise of the carceral state from the 1970s onward, with a particular focus on the disproportionate impact on Black and Brown people. We trace the roots of the carceral state to slavery and its end, and then move into the war on drugs and war on crime. We will spend the semester exploring the causes of the carceral state (or mass incarceration), its consequences, particularly with respect to families and children and public health, and then we focus on how to address changes to it. Readings vary from poems and law review articles by people who have been formerly incarcerated to scholarship by historians and activists, and political scientists, and a few cases from the Supreme Court. We will have a few guest speakers throughout, as well. There are two short reflection papers assigned (6 pages each) and students are expected to participate in class discussion.

LAW 149 International Intellectual Property Law (3 Credit Hours)
Examines the growing importance of intellectual property in the international context. Covers the scope of protection granted trademarks, copyrights and patents in foreign jurisdictions so that effective comparisons can be made between foreign and domestic law. Explores the scope and substance of international treaties. Strategies for obtaining cost effective intellectual property protection in the global economy will be examined.

LAW 152 Property (4 Credit Hours)
The study of the legal principles governing intellectual property, personal property and real property, including the study of conveyancing, co-ownership, donative transfers, eminent domain, estates and future interests, landlord-tenant, land use controls and title assurance.

LAW 156 Abolition and Movement Lawyering (2 Credit Hours)
This class is designed to be a space for reimagining our world, and how we, as lawyers and future lawyers, can work to dismantle the systems of White supremacy and oppression that incarcerate, punish, and harm Black and brown people in the U.S. while failing to prevent, address, or repair harm or facilitate accountability. Abolition is not just about the dismantling or absence of systems, but as Ruth Wilson Gilmore states, abolition is about presence. Movement lawyering/community lawyering is about taking direction from directly impacted communities and from organizers, as opposed to imposing our leadership or expertise as legal advocates. What can we work to build that is life-affirming instead of life-destroying, that is in solidarity and not another manifestation of the underlying problems? This class will discuss the difference between reform and abolition, the history of abolitionist organizing in Chicago, and the historical and current role of lawyers in social movement.

LAW 158 Comparative Mass Incarceration (1 Credit Hour)
This course will explore mass incarceration and conditions of confinement globally, and compare and contrast racial and ethnic disparities in incarcerated populations, the global use of pretrial detention, its disproportionate impact and use on marginalized populations, and the sentencing and prison practices of countries such as Germany, the Netherlands, and the United States. The course will focus on the disproportionate impact of punishment and incarceration on those from Black and Brown communities and on migrant and refugee populations.

LAW 159 Tax Policy and Inequity (2 Credit Hours)
The objective of this course is to explore the history, evolution, and racial impact of tax policy in the United States. Students will explore the various theories of taxation's role in modern day society; examine the purpose and intent of tax on incomes, consumption, "sins" and assets; highlight the role interest groups play in tax policy and discuss the disparate impact such policy has on communities of color (namely black and brown). Students will be tasked with learning and discussing the intricacies of federal and state and local tax law. They will also write a tax policy that seeks to encourage and/or discourage a societal behavior, which will be discussed and analyzed from various stakeholders' perspectives.

LAW 162 Torts (4 Credit Hours)
A basic course in the substantive law governing compensation for injuries to property and to the person. Considered are intentional wrongs, negligence, malpractice, products liability and strict liability; invasions of personal integrity and emotional well-being; injury to tangible and intangible rights in property; liability insurance and alternatives; and damages. Other risk-bearing alternatives are considered and contrasted with the traditional common law theories. This is a Juris Doctor Required Course.

LAW 163 Climate Justice, Racial Justice, and International Law (1 Credit Hour)
The climate crisis is in the news on a regular basis, as wildfires, melting glaciers, mega-storms, floods, droughts, heat waves, and rising sea levels wreak havoc all over the world. While the climate crisis has often been depicted as a technical problem requiring technical solutions, this course will examine the emerging body of legal scholarship, reports by UN human rights experts, and case studies on the relationship among climate change, racial injustice, and international law. It will analyze the ways that international law contributes to these intersecting injustices and how international law can be used as a tool of transformation and resistance. Caused primarily by the greenhouse gas emissions of the world's most affluent inhabitants, climate change is an injustice because its impacts are experienced most acutely by those who contributed least to the problem and have the fewest resources to protect themselves from harm. These include Indigenous peoples, the small island states, racial and ethnic minorities, poor people, and those who reside in climate-vulnerable geographic regions, including tropical, coastal, and agriculture-dependent low-income countries. While most analyses of climate injustice focus on the impacts of climate change, this course will take a deeper dive into the origins of the fossil fuel-based global economy, and the harms it inflicts on states and peoples racialized as inferior throughout its life cycle historically and currently. For example, the Industrial Revolution, which launched the age of fossil fuels, was made possible by colonialism, slavery, and the international law doctrines that justified and facilitated these practices. In the post-colonial period, international law gave primacy to the rights of foreign investors engaged in natural resource exploitation, at the expense of the states and local communities in which these projects were located. These doctrines enabled European and settler colonial states to control the world's petroleum reserves in collusion with autocratic petro-states and transnational corporations. They also produced corporate impunity for human rights and environmental violations. Today, the extraction, processing, and combustion of fossil fuels has created "sacrifice zones" all over the world in territories belonging to peoples and nations that were colonially designated as inferior.

LAW 164 Mergers and Acquisitions (3 Credit Hours)
This course will introduce students to the issues that arise in merger and acquisition transactions. Students will study the legal framework within which merger and acquisition transactions and the negotiation and documentation of such transactions take place. Students will analyze the considerations involved in selecting various structural alternatives for merger and acquisition transactions, examine the dynamics of the merger and acquisition transactions negotiation process, investigate the various stages of merger and acquisition transactions and focus on the lawyer's role in adding value to such transactions. Students will also have the opportunity to study, evaluate, draft and/or negotiate various types of documents that are commonly encountered in merger and acquisition transactions (such as, confidentiality agreements, employee retention agreements, investment banker engagement letters, letters of intent and purchase and sale agreements.) There will be a take-home final examination. Students taking this class would benefit by having previously taken Business Organizations and Securities Regulation; these classes are not, however, required to take the course.

LAW 166 Education Law Practicum (1-4 Credit Hours)
Law 166-001 (Seminar): This online seminar addresses substantive education law issues and skill development tailored to the practice of education law. Topics to be explored may include systemic reform litigation in education law, special education litigation, school discipline reform, the role of implicit bias in school decision-making, litigation related to trauma-informed practices, bullying litigation, and receiving feedback. This seminar may optionally be paired with a field placement in the area of education law. Placement options include local organizations, school districts, law firms and government agencies. Students must separately register for the field placement component for 1-3 credits (Law 166-002). No permission is required for the seminar portion of this class. Students may enroll in this seminar without registering for the field placement component. Students registering for the field placement component (166-002) must enroll in the seminar component (166-001). This course satisfies the Skills and the Bias, Cross-Cultural Competency and Racism (BCCR) requirements. Law 166-002 (Field Placement): This section is the field work component of the Education Law Practicum. Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may also participate in Loyola¿s Educational Advocacy Project as an alternative to an external field placement. For part-time students interested in placements outside of the Chicagoland area, additional placements can be identified and approved on a case-by-case basis. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor. Because you will need to identify and obtain a field placement, permission of the instructor is required. If you are interested in participating in the Education Law Practicum, please complete this form: https://luclawschool.formstack.com/forms/application_for_the_education_law_practicum&r=&t=0&bc= . You will need to separately apply for a field placement, which you may do in advance of applying for the Practicum or after applying for the Practicum and receiving additional information on placement options. This course counts as an Experiential Learning (Live Client Experience) and a Skills Course. Law 166-003 (SUFEO): This section of the Education Law Practicum is restricted to students working on education law cases through Stand Up for Each Other Chicago (SUFEO). The course seminar will provide skills-building tailored to direct representation of students and families on school discipline, bullying, special education cases, and other education law matters. Students will be provided with guidance and supervision regarding practical and ethical issues related to representing children and families in these cases. Students will also work on aspects of the SUFEO project, including client intake, case advocacy, legal drafting, outreach to local organizations, know-your-rights trainings, training and mentoring to law student volunteers working on the project, and policy and systemic advocacy to address the barriers experienced by SUFEO¿s clients. (Ross/Moran) Stand Up for Each Other (SUFEO) Board Members will automatically be granted permission to enroll in this class. Other students who would like to seek academic credit for their participation in SUFEO's educational advocacy work should complete this form: https://luclawschool.formstack.com/forms/application_for_the_education_law_practicum&r=&t=0&bc

LAW 170 Race and Real Estate (2 Credit Hours)
The objective of this course is to understand the laws and policies, politics and financial systems in our country that established and sustained segregation, creating our cities' black slums, ghettos and urban neighborhoods. The course would address federal, state and local legal systems, with particular emphasis on Illinois and Chicago. It would cover the Fair Housing Act as well as the Kerner Report; FHA policies, including the Underwriting Manuals that led to redlining; zoning laws and urban planning; public housing and HUD's HOPE VI program; the legality of restrictive covenants; as well as case law related to each of these areas. And finally, this course would address where this has led us to today: the policies, laws and regulations that have attempted to reverse segregation, and those that continue to allow discrimination to continue by exploiting and financially devastating minority neighborhoods.

LAW 173 Advanced Education Law Practicum (1-4 Credit Hours)
This course is for students who have already completed the Education Law Practicum seminar course and field placement. Students will build on the knowledge and skills gained through the Education Law Practicum by engaging in a second field placement, either with an organization or firm where they have been placed previously or with a new education law-related placement. More information about available placements is available on Pearson. The application form is available here. The seminar component of this class will be conducted in-person for 6-8 sessions; the days and times will be selected based on instructor and student availability. This course includes an instructional component that includes seminar discussions and individual meetings with a faculty member to develop skills, enhance understanding of ethical and other practice issues, and discuss cases and legal issues in students field placements. The class aims to deepen students knowledge of current legal and policy issues related to educational inequity, with a focus on race, ethnicity, disability, gender, and their intersection and the role of lawyers in addressing educational inequities. Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may participate in Loyola's Educational Advocacy Project as an alternative to an external field placement. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor.

LAW 175 Natural Resource Law (3 Credit Hours)
This is the broad survey course on Natural Resources Law. We will explore the protection and multiple uses of natural resource systems; regulation of federal public lands; forests; the National Park System; the Wilderness Preservation System; tribal lands; fish and wildlife management (including the Endangered Species Act and other sources of protection for fisheries and marine mammals); and rangelands. There will be a take-home final exam and in-class presentations.

LAW 176 International Trade Law (1-3 Credit Hours)
The primary goal of this course is to learn the fundamental or basic principles of the international trading system contained in the General Agreement on Tariffs and Trade (GATT) and the treaties of the World Trade Organization (WTO). Students will learn how rules of the GATT/WTO legal system are made and how they are used in domestic legal systems such as the United States. There are five additional learning goals in this course. First, students will gain factual knowledge about how the WTO is run and how disputes are resolved among WTO member countries. Second, students will learn to analyze and critically evaluate how GATT/WTO legal rules are applied in specific cases with a view to gaining and improving their problem solving skills in international trade law. Third, students will gain a broader understanding of how law works in an increasingly global and heterogeneous world and how the proliferation of mega-regional trade agreements and trade wars and COVID-19 have affected the global trading regime. Fourth, the course will promote student interest in learning more about international law on their own including where to find the resources they need for further study. Finally, the paper requirement in the course will develop writing and argument skills.

LAW 178 Antiracism Under Law (2 Credit Hours)
This course will examine the role of the law in replicating our nation's racial hierarchy as manifest across indicia of socio-economic well-being. The class will also analyze various legal means for disrupting this hierarchy. In particular the court will assess the underlying legal dynamics of all material racial disparities along with legal solutions for the diminution of such disparities. The course will take a social justice approach to the continued influence of race on social well-being. As such, the course will focus on the legal system's ability to secure broad-based and sustainable human development, and to actualize the full potential of the entire US population. The course will consider theories suggesting that law should promote the common welfare and secure liberty for all.

LAW 179 The Law of Jury Selection (2 Credit Hours)
This course will focus on the various legal and practical considerations that attorneys must face both during and following the jury selection process. The course will cover: constitutional issues; what must be proven to establish bias; the role of trial consultants (particularly in high profile cases); challenges to the array, challenges for cause and peremptory challenges; timing and procedural limitations; the significance of group dynamics; questioning techniques and the use of questionnaires; problems at trial and during deliberations; and the extent to which the parties may be entitled to examine prospective jurors in various areas of inquiry (such as occupation, education, knowledge of the case, legal and government experience, religious and educational beliefs). Students will participate in mock voir dire, prepare a draft questionnaire, and complete a final paper (7-10 pages).

LAW 184 Advanced Litigation Skills (2 Credit Hours)
Learning litigation skills task-by-task can leave the young practitioner with little guidance on how to form the overall strategy necessary to develop and present an effective civil case. While covering a wide range of specific skills, including opening statement and closing argument, the careful researching of local rules, techniques for examining witnesses, techniques for oral argument and applying a structured approach to settlement negotiations, this course will emphasize the aspects of these skills that support an overall civil litigation strategy. This course will require students to review a variety of materials in preparation for class, to participate in in-class exercises and to submit written work that displays the learning acquired through the in-class exercises. Evaluation of each student's performance will be based primarily on the student's written work.

LAW 185 Business and the Law (2 Credit Hours)
The majority of practicing lawyers represent businesses or individuals with business or investment interests. Unfortunately, the majority of law students have had limited exposure to business law and the first year curriculum offers few opportunities to explore this area. This course is intended to expose first year law students to the fundamental issues and perspectives that pervade business law. The goal is to make these topics accessible to all students, particularly those who have not taken many, if any, undergraduate courses in business, economics or accounting. The course will be divided into three segments. The first segment, entitled "The Law of Business," will introduce students to fundamental business and tax law concepts as well as transactional issues that business lawyers confront. These issues include the alternative ways of organizing a business (corporation, partnership or limited liability company) and the alternative ways of structuring a business acquisition or merger. The second segment, entitled "The Ethical Practice of Business Law" will explore the pressures on new lawyers to conform to an existing culture, how lawyers get into trouble, and how business law can be practiced in an ethical manner. The third segment, entitled "Developing a Financial Mindset" will introduce planning tools (e.g., the time value of money, compound interest) and the planning process in the context of both personal financial planning and business planning. Certain classes may be taught with other professors and practicing lawyers. There will be no final exam in this course. Students will be required to take a mid-term exam and to submit a short final paper. Class participation may also be taken into account. Students will also be expected to read the Wall Street Journal on a daily basis. This course is available to first-year students only.

LAW 189 Employment in the Gig Economy (3 Credit Hours)
No course description is available

LAW 190 Legal Writing I (2 Credit Hours)
Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. Second semester, the course builds on the basic writing, analysis, and research skills students have learned first semester and introduces persuasive writing skills. Students also learn how to present an oral argument to the court. Computerized research techniques are included in the course. In order to provide significant opportunities for instructor feedback, the first-year writing classes are organized into sections of approximately twelve students. Each section is staffed by both a legal writing instructor and a student tutor. This is a JD Required Course.

LAW 190R Basic Legal Research (0 Credit Hours)
This course is an introduction to the tools and sources of legal information you will need during your first year of law school and beyond. This course is a pass/fail component of Legal Writing I.

LAW 191 International Human Rights in Rome: Field Study (1 Credit Hour)
This 1-credit International Human Rights field study course will be co-taught by the School of Law and the School of Education to gain an interdisciplinary perspective on the advocacy work of international sites such as NGOs, schools, and international organizations in Rome. These sites are at the forefront of promoting and protecting human rights and fundamental freedoms of individuals or groups within the city of Rome, Italy and the Mediterranean. This is a pass/no pass course that will be delivered with the materials covered asynchronously for a total of 8 hours prior to May 25th followed by applied learning during specific site visits to be conducted on tentatively Sunday, May 26, the afternoons of May 28 and 29th. This course will have a 5 pages or 2500 word paper requirement due 4 weeks after the Rome Program ends.

LAW 192 Legal Writing II (2 Credit Hours)
Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. Second semester, the course builds on the basic writing, analysis, and research skills students have learned first semester and introduces persuasive writing skills. Students also learn how to present an oral argument to the court. Computerized research techniques are included in the course. In order to provide significant opportunities for instructor feedback, the first-year writing classes are organized into sections of approximately twelve students. Each section is staffed by both a legal writing instructor and a student tutor. This is a JD Required Course.
Course equivalencies: LAW 192 / LAW 591

LAW 193 Diversity and Inclusion: A Professional and Social Responsibility (2 Credit Hours)
This 2 hour course will examine the legal profession which remains one of the least diverse of American professions. Lawyers have unique and varying roles as counselors, advocates, confidants, government officials, adjudicators, and civic leaders. In this course, students will have an opportunity to learn about the legal profession's diversity and inclusion history and challenges, organizational and individual roles and strategies, and current research. This course will engage students with lectures, guest speakers, group discussion, and readings--all materials will be provided by instructors. There will be no cost to the students for materials utilized in this course. There will be a final presentation where students can discuss and elaborate on important topics in the legal profession. Students will gain a deeper understanding of how diversity and inclusion efforts intersect with professional responsibility and its impact on social justice.

LAW 194 Bar Exam Writing Skills (1-2 Credit Hours)
The Bar Exam Writing Skills courses focus on refining your memorization, analytical and writing skills and all skills that are necessary for the bar exam. Whether you need practice writing essays or synthesizing the facts and law and producing a legal work product, these courses will help you master your test-taking skills. This is a Bar course.

LAW 198 The Fundamentals of School Law (2 Credit Hours)
This course provides an overview of statutory, administrative and case law affecting Illinois school districts. Legal issues addressed include: powers and duties of the school board; compliance with open records and open meetings laws; teacher tenure, evaluation, reduction-in-force, and for cause dismissal; collective bargaining and labor dispute resolution; legal aspects of supervision, teacher/school liability, common law and statutory immunities; mandated child abuse reporting. Student issues include state law requirements pertinent to residency; discipline, drugs/weapons offenses, suspension and expulsion; federal and state student confidentiality laws.

LAW 201 Academic Tutor (2 Credit Hours)
Academic tutors assist first-year students with their doctrinal courses. This assistance includes holding office hours, reviewing outlines, and conducting skills workshops. Tutors are selected through an interview process. Academic Tutors receive up to two hours of ungraded credit for each semester in which they tutor.

LAW 202 Human Trafficking Seminar (2 Credit Hours)
The sexual exploitation and trafficking of minors has reached a crisis point, both in the United States and abroad. The United States Congress has responded to this ever-increasing threat by passing extensive legislative enactments aimed at deterring this pernicious activity, providing severe - and often controversial - punishment for those who engage in it. While federal and state prosecutions in this area are at an all-time high, law enforcement and prosecutors continue to miss critical opportunities because they fail to fully understand the nature of the threat, and lack a solid grasp on the integrated arsenal of statutory tools at their disposal. Similarly, members of the judiciary, as well as victim advocates and pretrial service officers, may appreciate the laws on the proverbial books, but often lack familiarity with the sophisticated means employed by organized criminal group and the role of public corruption involved in the large-scale exploitation of children. They also misunderstand the rationalization through which individuals engaged in the exploitation of children tend to self justify their conduct, and have never confronted the statistical realities challenging the belief in meaningful rehabilitation of sex offenders. Put simply, although the complex and inter-related legislative anti-exploitation and anti-trafficking framework is now the firmly established law of the land, its theoretical and practical nuances are widely misunderstood, and indeed are all too frequently not understood at all, by the very professionals entrusted with the difficult task of protecting humanity's most vulnerable. This seminar will start with the statutory analysis rendered more comprehensible through the vehicle of real-world examples from the experience of Judge Kendall who will explain the history and present-day reality of the federal response to child exploitation. The seminar will analyze the various laws that govern the roles of the stakeholders: prosecutors, defense attorneys, judges, immigration officials, pretrial services officers, and victim advocates. The seminar will further explore all of the victim issues that make these cases complex and challenging. Students will explore victims' needs, rights, and opportunities for redress including restitution and expungement of criminal records. Students will hear first hand from federal agents who have prosecuted human trafficking cases; will see and hear the evidence presented to federal juries, will hear from a victim of the crime, and will learn from those victim advocates who seek to redress the harms inflicted upon victims. The seminar will span two days and have multiple speakers and employ an interactive question and answer format. Students will be required to submit a 15 page paper on a topic of interest from the seminar for a final grade. This is a Skills course.

LAW 206 Sex Trafficking: International Comparative Law (1 Credit Hour)
This class will examine the ways countries attempt to regulate sex trafficking. This class will compare and contrast the Nordic and Dutch models of sex trafficking legislation. This class will engage a comparative analysis of each of the aforementioned nation's attempts to regulate sex trafficking, as well as relevant statistics.

LAW 208 Advanced Criminal Law (2 Credit Hours)
In this course, you make the choices that lawyers make in real-world cases. We break down how to apply statutes to fact patterns in a repeatable, step-by-step method, using excerpts from the Model Penal Code. We also hone skills such as eliminating errors in writing. Finally, we question some of the core values underlying our laws. There is no exam, and the grade is based primarily on class participation and on a final presentation in which you discuss a topic of your choice.

LAW 209 Law, Life and Jesuit Spirituality (2 Credit Hours)
Drawing from their legal and personal experiences the students will actively participate in this seminar styled course which examines complementary articles, films, Jesuit documents and Sacred Scripture as objective criteria for their personal reflection and class discussion. The goal of the course is to formulate and hone the skills of reflection, meditation and contemplation as means of developing a spirituality garnered from a Jesuit perspective. Students will be expected to present and lead classroom discussion, submit a brief weekly reflection paper, and present a summary at the end of the course. (Costello)

LAW 210 Evidence (4 Credit Hours)
An evaluation of the rules used to present information to a fact finder in a trial. The three primary units are the rules of relevancy, the rules governing witnesses, and the rule against hearsay. In addition, time is spent on privileges, writings, and demonstrative evidence. The Federal Rules of Evidence provide the focus. This is a Bar course.

LAW 212 Civil Rights (2 Credit Hours)
Pre-requisites: Constitutional Law
The course will focus on the post Civil War constitutional amendments (13th, 14th and 15th Amendments) and the various federal civil rights statutes that have been enacted thereafter in both the 19th and 20th centuries. These laws as a whole are designed to guarantee that all Americans receive equal treatment under law.

LAW 214 Race and the Law (2-3 Credit Hours)
This course covers interdisciplinary, critical perspectives on race and racism and the roles of law and history in shaping the meanings of race in the United States. We will study the histories of the major racialized groups in the United States: African Americans, Indians, Latinos/Latinas, Asian Americans, and Whites. We will also study the differing implications of enslavement, conquest, colonization, and immigration. We will explore how race and racism play out in selected areas such as equality, education and crime and explore significant current events and findings such as: important studies of implicit bias; the Voting Rights Act and allegedly race-neutral restrictions on voting; disparate treatment of minorities in the criminal justice system; and demographic changes and their implications. I expect each student to complete a 25-page research paper on a subject of her choice related to the course. I will work with you to develop a topic and to organize your research in productive ways. Your final grades will be based primarily on your papers, together with your preparation for and participation in class. I.E., you must also do the reading for the course to get anything out of it. There is no final exam in this course. This is a Skills course.

LAW 215 Domestic Violence Practicum (1-3 Credit Hours)
The Domestic Violence Law Practicum provides students with a live-client experience (LCE) through the provision of legal advice and brief services to families served by supervised visitation-exchange centers as part of the Justice for Families program. Student LCE work will be supervised by an experienced domestic relations attorney. Students who participate will be required to attend a seminar designed to complement the LCE work. Students will gain experience with a range of lawyering skills including client counseling, case planning, and written and oral advocacy. The practicum will provide students with training on the substantive law of domestic violence, family law and other areas of law that are likely to impact clients served by the supervised visitation centers. Supervised visitation center clients will sign up for advice an counseling sessions with law students on weekends and possible weeknight appointments. Parents who are utilizing any of the supervised visitation centers will need advice and brief service regarding modification or adjustments to the visitation related remedies in their Order of Protection. Any motions which follow this limited pro se support are filed on a self-represented basis and will not include student court appearances. Referrals for legal representation will be offered in instances in which this is appropriate.

LAW 216 Women and Leadership (1-2 Credit Hours)
Women & Leadership is a 1-2 credit, 7-week seminar course for second- and third-year law students that examines the obstacles that prevent women from reaching leadership positions in proportional numbers, and examines solutions and strategies for overcoming these obstacles. Over the course of 7-weeks, students will engage in dialogue in response to assigned readings, hypotheticals, podcasts, and video presentations such as TED Talks. Students also hear from guest speakers who will discuss their experiences and the decisions that helped shape their careers.
Outcomes:
Understand the status of women in the legal profession and the unique challenges might women face when navigating their career; Define different styles of leadership and how leadership impacts office culture and norms; Identify socioeconomic hinderances and strategies for overcoming these barriers; Attain a basic understanding of privilege and intersectionality and why these concepts are important in a discussion of women and leadership

LAW 217 International Climate Change Policy (1 Credit Hour)
Anthropogenic climate change has become one of the most significant environmental, economic, and societal challenges confronting the global community. This seminar will explore the legal, political, and scientific challenges involved in addressing and responding to climate change. The class will consider international strategies and laws, including the Kyoto Protocol, the Paris Agreement, emissions trading schemes, and approaches to involving the developing world in climate change mitigation.

LAW 220 First Amendment Rights (3 Credit Hours)
This course examines the history, theory, and jurisprudence of the First Amendment, with particular emphasis on the speech, press and religion clauses.

LAW 221 Administrative Law (3 Credit Hours)
This course examines the rules by which federal administrative agencies operate, including the source of administrative authority and procedures governing the exercise of that authority, and considers problems of delegation, agency rulemaking, adjudication and enforcement powers, judicial review of administrative action, and due process requirements.

LAW 224 Student Initiated Capstone Project II (1-4 Credit Hours)
This variable credit course may be repeated for a maximum of four credits.

LAW 231 Secured Transactions (3 Credit Hours)
This course examines the law of consensual liens on personal property under Article 9 of the Uniform Commercial Code. (I know; it sounds boring, but it's actually pretty cool.) The course deals with the use of personal property (both tangible and intangible) as collateral to secure payment or performance obligations. Course materials cover creation of the security interest, effectiveness of the security interest as against the claims of third parties, priorities of claims between competing secured parties and other lien holders and rights upon foreclosure. Having spent my career as a partner-level transactional lawyer (corporate matters, secured debt work, securitization, bankruptcy) at two large firms (Mayer Brown and Kirkland & Ellis) as well as several years as general counsel at a NASDAQ-listed company, I want students to get a deep sense of the practical considerations that should inform their work with the UCC. Article 9 is also tested for the bar exam, so this course will have some immediate pay-offs for law students, irrespective of their intended career path. I will use anonymous polling software to facilitate class discussions. Class time will be split between lectures that give the essential principles of each topic we study and interactive question periods as we work through hypothetical problems contained in the text book.

LAW 232 Bar Exam Fundamentals (2 Credit Hours)
Bar Exam Fundamentals is a two-credit course that will teach you the analytical and organizational skills necessary to enhance your bar exam preparation. In this pass/fail course, we will focus on a combination of substance and skill through the presentation of specific techniques for maximizing performance on all parts of the bar exam. The course will focus on the most heavily tested doctrine in three bar exam topics, exhibiting how those topics have been tested on the Multistate Bar Exam (MBE) and on the Multistate Essay Exam (MEE). In this class, you will learn and review heavily tested subtopics, learn essay and MBE test-taking strategies, increase proficiency in taking MBE questions, and learn how to write a passing bar exam essay answer. You will receive individualized feedback on written assignments that will help you hone your writing skills and give you the tools you need to successfully self-grade during bar prep.

LAW 233 Bankruptcy (3 Credit Hours)
This course will provide a comprehensive survey of basic bankruptcy law. We will devote roughly equal time to consumer bankruptcy and business bankruptcy. Throughout the course, we will touch on the economic, political, and ethical issues underlying bankruptcy's competing goals: providing overextended consumer and business debtors with a fresh start and satisfying creditors' claims in an orderly, fair way. There are no prerequisites. Students' grades will be based on classroom participation and a take-home final exam. (Krivinskas-Shepard) This course will provide a comprehensive survey of basic bankruptcy law. There are no prerequisites. Students' grades will be based on a take-home final exam. (Rosenberg)

LAW 236 Entertainment and Sports Law (2 Credit Hours)
This seminar will introduce students to the real world(s) of sports and entertainment law, examining the separate and distinct bodies of law and practices of both, while giving due to the many commonalities between the two fields, from intellectual property to professional contracts. As legal issues in both sports and entertainment law frequently appear in the headlines, this course will address up-to-the minute issues, while covering the seminal topics and cases within each, both in litigation and transaction. Guest lecturers may participate, as their schedules permit. As there will be efforts made to accommodate guests relevant to this course, the syllabus will be in flux. Further, attendance and class participation are required, making up a significant portion of the grade along with a take-home final examination. Reading assignments can be significant on a weekly basis relevant to the upcoming week's topic.

LAW 240 Criminal Procedure:Investigation (3 Credit Hours)
This course provides a general overview of the criminal justice process, and focuses on the constitutional and other legal requirements that affect law enforcement practices and procedures. Specific topics may include confessions and interrogations, identification procedures, arrest, search and seizure, surveillance, police entrapment, and the right to counsel. This is a Bar course.

LAW 241 Criminal Procedure: Adjudication (3 Credit Hours)
This course is designed to provide a detailed examination of the criminal judicial process, pre-trial to post-trial, and includes an examination of: prosecutorial discretion, right to bail, pre-trial motions, double jeopardy, plea bargaining, discovery, jury selection, various trial issues, appeals, and post-trial remedies. This is a Bar course.

LAW 242 International Criminal Law (1-3 Credit Hours)
This course will explore the main differences in European and American Criminal Law and Procedure. It will feature a discussion of the Amanda Knox case, and discuss the different aspects of trial procedure in both systems.

LAW 244 Cyberlaw (2-3 Credit Hours)
The emergence of the Internet and digital technologies that enhance human abilities to access, store, manipulate, and transmit information has brought with it a host of new legal issues that lawyers preparing to practice in the 21st century will need to understand and address. This survey course will introduce and explore specific problems in applying law to issues arising on the Internet. Topics expected to be covered include the bounds of jurisdiction, privacy, governance and regulation, online commercial transactions, content protection (through intellectual property, contract, and technological means), and cybercrime. There are no prerequisites. Grades for the course will be based on a take home exam and class participation.

LAW 245 Family Law (3 Credit Hours)
This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, annulment, divorce, division of property incident to divorce, maintenance, custody, visitation, child support, adoption, termination of parental rights, and ethical issues. (R. Anderson) This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, annulment, and divorce, division of property incident to divorce, maintenance, custody, visitation, child support, tax law, and ethical issues. (S. Coupet) This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, and divorce, division of property incident to divorce, maintenance, custody, visitation, child support, reproductive technologies, adoption, and termination of parental rights. (K. Baker)

LAW 246 Advanced Mediation Advocacy Practicum (1-4 Credit Hours)
Students will represent pro se clients pursuing employment discrimination claims at mediations taking place at the Equal Employment Opportunity Commission (EEOC) or the Illinois Department of Human Rights (IDHR). Under the supervision of an experienced attorney, students will work in pairs and conduct an interview and counseling session, develop a negotiation strategy and represent the client at the mediation conference. Representation is limited to the mediation. Class time will be devoted to discussions of pending cases and assigned readings in client counseling, mediation advocacy, and basic employment law. This course, which has won high praise from both students and clients, is open to students who have some prior experience with interest - based dispute resolution through a negotiation, mediation, client counseling or ADR course or through participation on a team. LLM students are also eligible for this class. Eligibility for a Supreme Court Rule 711 student license (43 credit hours completed) is preferred but not required. This course counts as a Skills and Live Client Experience course.

LAW 249 Human Trafficking: Advancing Protections for Children Practicum (1-2 Credit Hours)
Section 001 (2 credits) Human trafficking is one of the most egregious crimes that occurs both globally and domestically. While there have been improvements to both global and domestic responses to human trafficking, children who are compelled into forced labor and sexual exploitation continue to be the least identified cohort of survivors. This interactive and interdisciplinary seminar will explore the legal, social, and practical issues confronting children who are survivors of human trafficking, as well as an examination of efforts to prevent and intervene in this social problem. While the seminar will focus on unique issues affecting (international and US citizen) survivors of child trafficking, students will gain knowledge and skills that are applicable to other marginalized populations of children and youth, as well as adult trafficking survivors. The seminar will begin with an overview of a history of anti-slavery statutes and case law to provide a foundation for contemporary international human rights and domestic laws addressing human trafficking. Students will be introduced to various frameworks, including criminal justice, public health, gender-based, human rights, and abolitionist, to combat human trafficking. Students will analyze current research in the field, and explore interventions utilized by both legal, social and public health providers. Assignment and exercises will include mock interviews, critical analysis of legislation, and a final project addressing ways to advance the movement to combat child trafficking in the United States. Scholars and practitioners in the field will provide occasional guest lectures. Section 002 (1-2 credits) The live client experience (LCE) component of this course is available for a select number of students who are interested in augmenting the seminar with experiential work (legal research, advocacy, direct services) that intersects with child trafficking. This can include working on projects at the Center for the Human Rights of Children (CHRC), or placement at an off-site organization providing legal services to human trafficking survivors. Applications for Section 002 are required, and student selection will depend on the number of positions available at selected external sites and CHRC (minimum 6). Participants will be selected by Katherine Kaufka Walts, Director, Center for the Human Rights of Children. While students with a demonstrated interest in this topic will be prioritized, no prior training or experience is required. Note: 1L students are not eligible for LCE credits.

LAW 250 Estates (3 Credit Hours)
This course is a study of the basic legal devices available for transmission of wealth at death: intestate succession, the will, "non-probate" transfers, and trusts. Recurring themes include the special role of lawyers representing clients in these matters, the advantages and disadvantages of different wealth transmission techniques, and the social ramifications of our wealth transmission policies and laws. This is a Bar course.

LAW 251 Commercial Real Estate Transactions (2 Credit Hours)
Commercial Real Estate Transactions focuses on the basic principles of commercial real estate acquisition, financing, and development (including leasing). The course follows a mixed use commercial development project through acquisition (letter of intent through purchase contract and closing) and development (leasing/sale of condominium units). The course highlights the purchase and sale contract, easements, zoning and environmental regulations and closing; the loan process and financing issues; as well as leasing. The course emphasizes the role of the lawyer in real estate transactions and the broad issues involved in modern real estate practice.

LAW 254 Consumer Law (2-3 Credit Hours)
The course surveys consumer law from a transactional perspective, beginning with issues of deception, including false advertising, related to consumer purchases. There is coverage of the law of consumer credit, including issues of discrimination, overpriced credit and deceptive credit practices, and standard form contracts of adhesion and recent Supreme Court rulings covering binding arbitration and class actions. Consumer remedies and special issues of consumer fraud on the Internet complete course coverage. The course is especially recommended for students interested in public interest law.

LAW 255 Business Skills for Name, Image, and Likeness and the Law (1 Credit Hour)
While Name Image Likeness (NIL) is primarily associated with sports, it touches a broad spectrum of individuals; businesses, retailers, fashion designers, magazines and museums; and agencies and organizations that represent musicians, athletes, artists and businesses. This course will examine the intersection of multiple disciplines through exercises in the NIL landscape.

LAW 258 International Cross-Cultural Negotiation and Communication Skills (1 Credit Hour)
This course will introduce students to practical cross-cultural negotiation and communication skills useful in international settings. The course will address the work of Geert Hofstede and the 6D cultural dimensions model as well as the writings of Edward T. Hall regarding high and low context communicators. Learning objectives include: understand basic interest-based negotiation theory; apply negotiation techniques to engage in a problem-solving conversation; identify culture clusters based on the Hofstede 6D model; understand personal cultural preferences in comparison to a country of interest; and use appropriate questions, listening skills and other communication strategies to increase understanding and obtain results that meet client needs and interests. Students will learn though assigned readings, simulated negotiations, feedback, and guest speaker(s).

LAW 262 Genetics Law and Policy (2 Credit Hours)
This course will examine a variety of legal, policy, scientific, social, and ethical issues relating to genetics and genomics. This course will take an interdisciplinary approach to examination of these issues, drawing upon a diverse set of reading materials within the casebook. Topics to be covered include the intersection of law and science generally; genetics research and bioethical issues in human subject research; commercialization, ownership, and patenting; genetic testing and reproduction; gene therapy research and gene editing; access and liability issues; clinical applications of genetics research; and genetic privacy.

LAW 265 Black Traditions in International Law (1-2 Credit Hours)
International Law has neglected the experiences and perspectives of African Americans, in particular, and of black peoples more generally. Yet, international law was central to justifying black subjugation through slavery, colonialism, and their aftermaths today. The purpose of this course is to uncover those hidden histories. In doing so, Black Traditions in International Law will express and foreground the goals, histories and thoughts of black struggle that are not represented in journals, books and other materials of international law that we use to teach international law today. The premise of the proposed course is that Black traditions have long offered visions of global order that challenge the color blindness embedded in accounts of international law. Black traditions counter visions of international law that order the world in accordance with predominantly European and white conceptions of hierarchy and order. They challenge distortions black and non-white peoples as inferior and therefore fair game for subjugation and dehumanization through practices such as slavery and colonialism and the continuing legacies of these practices to date. Learning (c) To unearth the various ways is obscured or how it becomes invisible in international law and what international lawyers are doing about it.
Outcomes:
(a) To demonstrate the centrality of international law both as a site that legally justified black disempowerment but also as a resource for black empowerment including through efforts by African Americans today through United Nations processes such as those established under the United Nations Convention on the Elimination of Racial Discrimination; (b) To demonstrate how racial differences have been mobilized to create and sustain inequality in a wide variety of places through rules of international law and why this is very important for understanding how domestic law intersects with race

LAW 266 Intl Law Review Executive Editors (1-3 Credit Hours)
Students enroll in this course to receive credit for their work as Executive Editors on the International Law Review.

LAW 267 International Law Review Senior Editors (1-2 Credit Hours)
Students enroll in this course to receive credit for their work as Senior Editors on the International Law Review.

LAW 268 International Law Review Members (1 Credit Hour)
Students enroll in this course to receive credit for their work as Members on the International Law Review.

LAW 270 Business Organizations (4 Credit Hours)
This course gives brief treatment to agency and covers partnership as an alternative to the corporate form. Principal emphasis is on the law as it applies to the organization and functioning of corporations. The course focuses on structure and mechanics, capitalization, distributions, organic changes, and duties and liabilities of directors, officers, and controlling shareholders. The federal securities acts are introduced with particular attention to Rule 10b-5. Substantial attention is given to the special problems of the close corporation. This course counts as a Bar course.

LAW 272 Educational Advocacy Practicum (1-3 Credit Hours)
Students study education law in a weekly seminar while also getting live client experience working on education cases supervised by ChildLaw clinical faculty. Students help represent low- and mid-income families in a range of educational disputes including discipline, special education, and bullying.
Outcomes:
Advocate effectively for preK-12th grade students by conducting culturally responsive client intakes, identifying relevant education-law issues, and implementing appropriate legal and non-legal remedies; Communicate and collaborate with stakeholders to advance client interests: present clear, evidence-based arguments in school meetings and written correspondence

LAW 273 Refugee Law and Policy: Welcoming the Stranger (2 Credit Hours)
Refugee law is one of the most dynamic and rewarding areas of law. Nonetheless, in observing the administration of refugee law, we bear witness to some of the United States' most egregious human rights abuses and the abandonment, in some cases, of the rule of law. The goal of this course is to teach students the history of the norm of non-refoulement, in doing so to understand how political, religious, racial and other minority groups are intended to be protected (from persecution, from torture, and from death). Students will learn the history of the Refugee Convention-for whom the document was written, and, consequently, who is left out of protection (considering for example the treatment of victims of private-sphere persecution or climate refugees). Students will learn the role of xenophobia, racism, and subjugation of the "other" in this case the "alien"-other in administering the rule of asylum law. The class will contain a comparative analysis of refugee law under various international and domestic systems. Finally, students will learn about the treatment of child asylum seekers in the United States-namely, the treatment of children as adults in miniature and the "othering" that facilitates this deviant practice.

LAW 276 Criminal Law Practicum (1-3 Credit Hours)
This 2 to 4 credit course will help students develop a broader understanding of the criminal justice landscape. Students will be exposed to practical and substantive issues, garner a better understanding for what it means to practice criminal law, and be exposed to current and historical policies that have helped to shape our criminal justice systems. This course includes a mandatory weekly classroom seminar as well as either a field placement or research component. Students who pursue the field placement option will work in an approved agency under the supervision of practicing attorneys. Students must secure unpaid externships on their own using each agency's own hiring procedures for law students. Past field placements have included the Cook County State's Attorneys Office, The Law Office of the Public Defender - Cook County, and Office of the State Appellate Defender, as well as various legal aid agencies and law firms that have criminal law as a practice area. Approved field placements are available on the Pearson system (https://law-luc.12twenty.com/Login). You may also contact the course instructor at bkantor@luc.edu for additional options or if you have questions about the placement component. Field placement students should register for section 1 seminar (one credit hour) & as well as section 2 (live client experience). Students seeking live client experiential (LCE) credit must enroll in the field placement section 2. Students must complete 55 hours at their placement for each hour of live client credit sought. Accordingly, students may register for up to 3 credit hours of section 2 if they anticipate completing 165 hours at the placement over the course of the semester. Students do not need to have a field placement to participate in this course. Students who do not to work at an approved field placement site will conduct in-depth research on an approved criminal law or policy matter during the semester. Students who pursue the research component will present their findings to the class at the end of the semester. Research students only need to register for section 1 (for 2 credit hours). Whether the student elects to do a field placement or research, each student will have the opportunity to observe courtroom proceedings during the semester. This is a graded course. There is no final exam.

LAW 277 Intellectual Property Litigation (2 Credit Hours)
This advanced intellectual property seminar course uses a simulated litigation format to implement the fundamental concepts introduced in the survey IP class. The goal is to provide students with "real-world" intellectual property litigation experience. Students will be divided into plaintiffs and defendants and will participate in various aspects of a theoretical dispute including prefiling investigations, discovery, claim construction for patents, and summary judgment. Through this process the course will cover both practical and substantive aspects of pre-trial intellectual property litigation practice.

LAW 279 International Data Protection and Artificial Intelligence Law (1 Credit Hour)
This course will explore data protection, informational privacy, and cybersecurity laws around the world, and their intersection with civil rights. We will focus on laws that regulate technologies that can be used unfairly and discriminatorily, as in artificial intelligence, as well as policy strategies to promote fair and safe AI.

LAW 280 Federal Income Tax (3 Credit Hours)
This course introduces and analyzes the basic concepts underlying the law of federal income taxation. Topics include gross income, identification of the taxpayer, deductions, and timing of income, characterization and recognition. These concepts are developed through the study of the Internal Revenue Code, Treasury Regulations and case law. Students who might be interested in pursuing the Tax Certificate MUST take this course in the Fall of their 2nd year. Prof. Kwall's section of this course is only open to first year full-time students who are rising to second year full-time status.

LAW 281 Corp & Partnership Tax (3 Credit Hours)
Pre-requisites: Federal Income Tax (mandatory); Business Organizations is recommended
This course is intended to follow Federal Income Tax. It focuses on the income tax consequences associated with the three principal business forms: the corporation, the partnership, and the limited liability company. The tax issues confronted at the start-up, operating and winding-down phases are examined for each business form.

LAW 282 Law and Accounting (2 Credit Hours)
This course is intended to provide an understanding of basic accounting principles and their practical application in connection with the practice of law. There are no prerequisites and no requirement of a business background. Topics covered include fundamental principles of accounting for business enterprises; how to analyze and understand an income statement, balance sheet, and statement of cash flow; basic concepts of revenue recognition; conventions for capitalization versus expenses; and how to recognize possible manipulation of financial and accounting statements. Recent high profile accounting scandals such as Enron and WorldCom will also be explored.
Outcomes:
Students will become equipped with essential knowledge of the laws and accounting concepts concerning Generally Accepted Accounting Principles (GAAP)

LAW 285 International Law Review Associate Editor (1 Credit Hour)
Students enroll in this course to receive credit for their work as Associate Editors on the International Law Review.

LAW 287 Separation of Powers (3 Credit Hours)
This course will consider the dynamic nature of separation of powers in the American constitutional system, particularly with respect to the relationship between the executive and legislatives branches of the national government, but consideration will also be given to the role of the judicial branch and its interactions with the executive and legislative branches (to which the courts typically refer as the "political branches"). The readings will include some of the founding era documents, constitutional cases, materials such as presidential messages and statements, executive branch legal opinions, and secondary materials. Students will gain a working knowledge of the field through the required readings and develop seminar paper topics during the first part of the semester; they will present the results of their research to the class in the latter part of the semester and will submit papers at the end of the semester. The goal of the course is to provide students with a fundamental understanding of the separation of powers doctrine in the American system of government. They will be expected to show that mastery through classroom participation, oral research presentations, and the submission of final written papers.

LAW 289 Advanced Legal Research: Special Topics (1-2 Credit Hours)
This course is designed to help students learn how to perform legal research in specialized areas of law. The course will introduce students to statutes, legislative history, case law, regulations, state law, international law, and/or treatises and other secondary sources. The course will also help student learn and develop research strategies and techniques.
Outcomes:
By the end of the class, students should be able to identify different types of legal resources, recognize when to use those resources, know how to use them, and describe in writing and verbally their research results

LAW 290 Advanced Legal Research (1 Credit Hour)
In this course, you will explore more sophisticated and advanced areas of legal research, including judicial, administrative, legislative, and subject-specialized research resources. You will also learn about non-legal research resources which can be of value to attorneys.

LAW 293 Advanced Writing for Legal Practice (1-3 Credit Hours)
This skills-based course simulates a legal practice environment. Students complete a series of writing projects related to simulated case files or legal problems. Students are permitted to take multiple sections of this course, as different sections incorporate different practice areas and experiences. Advanced Legal Writing: Business Practice This course emphasizes and builds effective writing and communications skills in the transactional, business practice setting. The course will focus on a range of formal and informal documents and communication formats: drafting contract provisions and letters to clients and counterparties in transactional and pre-contentious settings; reviewing, interpreting, and editing the (often imperfect) contracts submitted by opposing counsel; preparing transaction task lists, due diligence memoranda or other internal communications for use by colleagues; and presentations to a board of directors or other client audience supported by written materials including PowerPoint visuals with substantive content and impact. Some attention will be given to ethics and professionalism in written content, including in the context of engagement letters with clients, declination letters with prospective clients, and conflict waivers among clients. Several sessions will also focus on special considerations when working and communicating with clients and counterparties in or from other countries where the laws, customs, practices, and language are different from our own. In-class sessions will typically be used for lecture and discussion to develop concepts and facts from selected readings and materials, which students will then incorporate in brief written assignments before the next class. There may be occasional in-class brief, flash quizzes based on the assigned readings to launch our discussions. Students will be graded based on written assignments, quizzes and exercises, and class participation. Advanced Writing for Legal Practice: Illinois Civil and Criminal Litigation The preparation of a case for trial calls upon a powerful kind of thinking that is useful in any field of law, as well as necessary to present the case at trial. This course provides specific training in advanced legal writing to build strength and maturity in the kind of analysis that a trial lawyer performs. The course focuses on the development of skills necessary for particular writing assignments that arise in the course of civil and criminal litigation. Students learn how to perform these skills through in-class discussion of the assignments and through the writing necessary to complete the assignments. Because practice in oral advocacy highlights ways in which a lawyer's writing can be improved, this course will call on you to participate in oral advocacy exercises as well as undertake the specific writing assignments. The course covers a wide range of skills, including the drafting of legal memoranda and pleadings, the preparation and presentation of motions, opening statements and closing arguments, the development of outlines to examine or interview witnesses, the use of discovery tools, and the application of a structured approach to settlement negotiations.

LAW 294 International Human Rights (1-3 Credit Hours)
This course offers an introduction to the theory and practice of international human rights law. Through course readings and rigorous discussion, students will learn about international and domestic laws and institutions responsible for the creation and operation of the human rights regime. The course will examine sources of international human rights laws including treaties, customary international law, and domestic law. The course will evaluate international mechanisms involved in human rights protection including the United Nations, regional mechanisms (such as the Inter-American, European and African systems) and various national courts and hybrid tribunals tasked with enforcing international human rights law. In addition to legal theory, the course will help students understand the practice of human rights law with an eye toward understanding the place of the United States in the support of and adherence to human rights norms.

LAW 296 Legal Writing Tutors (1-2 Credit Hours)
Legal Writing tutors work with students in the first-year writing program. They attend all classes of their Legal Writing section, hold regular office hours, and help students develop their research and writing skills.

LAW 297 Legal Technology (1 Credit Hour)
This course will introduce students to a wide variety of law office technologies, including law firm use of everyday software programs like Adobe Acrobat and Microsoft Word, Excel, and Outlook, plus law-firm-specific programs for document automation and assembly, time and billing, case management, e-discovery, and others as time permits.

LAW 301 Police Accountability (3 Credit Hours)
This course examines how the law regulates policing in the United States. We will spend part of the class exploring important court decisions related to police accountability. We will also study other legal mechanisms designed to combat police misconduct, like civil litigation, criminal prosecution, and federal oversight. Ultimately, this course will encourage students to consider whether existing regulatory tools effectively combat police misconduct, and whether these regulations impair the ability of law enforcement to fight crime.

LAW 302 Intellectual Origins of "Othering" in the Law of Nations (2 Credit Hours)
Today, many nations and peoples with formal legal equality are not, in practice, treated equally in international relations. One reason for this is that some nations and peoples were once unequal under prevailing law and legal theory. This course surveys key Western political and legal thought that led to "othering," or legal inequality, in the "Law of Nations," which was a general body of law that eventually became what we today call "international law." After setting out key concepts and themes, the course traces the evolution of thought regarding: the nature of human societies, the interrelationship of human societies, the rights and rules of war, and the acquisition and possession of land by peoples and nations. As necessary, students will be required to review relevant geopolitical history that both influenced and resulted from this evolution. A note of caution: this course will encounter detestable concepts, such as the persistent idea that some humans were "natural slaves," "infidels," "savages," or "barbarians" unworthy of equal legal or moral status or treatment. These concepts played a significant role in legal and moral justifications for colonization and other subjugation, including dispossessing indigenous peoples of their native lands. During the course, students will be required to independently research (at least 1 book or 3 significant scholarly articles) and consider the influences of this history on a contemporary issue in the U.S. or international legal system. The final grade will be determined by a student's effort in completing short reflection papers for each reading assignment, and the quality of a final seminar reflection paper that considers the course as a whole in relation to the student's independent research.

LAW 306 Intellectual Property Colloquium (1 Credit Hour)
This a unique course offered once a year to a select group of students from Loyola and Chicago-Kent. Enrolled students read and discuss draft articles of nationally renowned professors in the field of intellectual property; the articles are typically draft law review articles. The discussions are focused on helping the professors to refine and improve their articles, such that a strong foundation of intellectual property is expected, even though there is no official pre-requisite. This course meets every week, but the students only meet in person roughly half the time, with the other half of the sessions done by videoconference. Three of the in-person classes will be at Chicago-Kent; for those days, the class will begin at 4:10 pm and end by 5:50pm to allow students adequate travel time. There is no final exam or research project required for this class. Instead, students are required to attend and actively participate in all classes. Students are selected based on an application that is available at: www.chicagoip.com.

LAW 310 Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 310B Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 310P Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 311 Advanced Evidence (2 Credit Hours)
This course offers an in-depth study of three important areas in the presentation of evidence at trial: character (e.g., habit, routine and prior bad acts, as well as traditional character traits), hearsay, and expert testimony. Although not a "techniques" course, students will be called upon to participate actively in the class discussions and simulation.

LAW 312 Street Law (3 Credit Hours)
Second- and third-year students teach about law and the legal system in Chicago area elementary and high schools. Students attend a weekly seminar and teach classes in their assigned school. In some schools, students have the option of preparing high school students for a mock trial competition. For that experience, prior or current enrollment in Trial Practice is advisable, but not required. This is a Skills and Comprehensive Simulation course.

LAW 314 Housing, Race, and Poverty (3 Credit Hours)
This course will focus on the enduring impacts of systemic racism and other structural inequities on access to housing. It will proceed in three stages: We begin with a historical review, during which we will explore the myriad laws, policies, and subsidies over the past century in particular, but also throughout American history, that have served to entrench racial segregation and ensure white dominance in access to housing. Next, we take a deep dive into the impacts of this history and the struggles of housing insecurity in the modern era. In addition to our failure to ensure housing to those in poverty, this portion of the course will also review the impacts of discrimination in housing based on race, gender, or LGBTQIA + status. In the final month of the semester we will turn to the topic of modern policy development, especially at the local level, to enable students to interrogate zoning policies and development patterns that have formed the context of their lives so far. We will take a critical lens to these routine practices and empower students to seek out better choices for their communities now and in their future. This is a 3-unit elective course, with substantial class discussion, that will culminate in a take-home exam.
Outcomes:
Prepare students to advocate for policies that provide equitable, safe, and quality housing opportunities to all, reduce car-dependency, and ensure access to resources for all households; Understand the history of racially discriminatory housing policies, including public housing, zoning laws, and other federal and local policies

LAW 315 Cybersecurity (3 Credit Hours)
In a seminar format, this course will introduce tenets of cybersecurity as it unfolds in multiple contexts: from legal, business, economic, and technical perspectives. This course takes an interdisciplinary approach to explain how cybersecurity law has developed and the challenges all attorney face in this rapidly developing area. This class also provides theoretical and practical introductions to the distinctions between privacy and cybersecurity, technical foundations needed to understand the challenges of securing complex systems, and an introduction to the legal concepts that motivate cybersecurity law and policy. This class also introduces processes and frameworks used by private and public institutions to manage cybersecurity programs as industry standards and best practices, and will help students engage in discussion about cybersecurity from a risk management perspective, essential both to business decisions and court outcomes.

LAW 319 Jurisprudence I (3 Credit Hours)
This course will consider a number of topics residing at the cutting edge where law and legal philosophy meet, including: What is law? Must law be related to morality? What is the interpretative function of courts? Should integrity constrain what courts decide? From whence does the duty to obey law come? Are there any human rights? Might some of these rights by manifested by our ideas of liberty, privacy and freedom of expression? Need we respond to terrorism by changing our values? What is distributive justice as compared with corrective or retributive justice? Are distributive justice questions implicated by court decisions involving affirmative action, gender, and sexual orientation? How is corrective justice manifested in tort and contract law? What is ownership? Is ownership of intellectual property morally justified? What is the relationship of causation to responsibility, and what is punishment and how is it justified. Students may take this three hour course either as a lecture course with a midterm and final exam or a seminar with a 20 page research paper due at the end.

LAW 323 Business Skills for New Lawyers (1 Credit Hour)
Currently, the legal marketplace requires new lawyers to have more skill sets than just the traditional one's law schools have provided in the past. To be competitive, 21st century lawyers will require a level of knowledge and proficiency in new areas including, but not limited to, fundamental financial matters, marketing and communication, and how to add value for clients. This course is an introduction to necessary business skills for new lawyers.

LAW 325 Conflict of Laws (3 Credit Hours)
Conflict of Laws considers what law to apply when two or more states or other jurisdictions have connections to a dispute. Suppose that a court has concluded that it has subject matter and personal jurisdiction, so it can "speak law" or "speak rights" to the parties before it (as the term "jurisdiction" suggests) but faces two or more sovereigns whose law arguably might apply. At its most basic, this course addresses the next question: which sovereign's law should the court speak? The course explores this and related questions in many contexts and the various methods that courts and scholars have proposed and adopted to answer them. We consider contrasting points of view regarding choice of law, jurisdiction, and recognition of foreign judgments, asking which policies best promote fairness and harmony both nationally and internationally and meet the federal constitutional requirements of due process of law and full faith and credit for the judgments of other states. A remarkable aspect of this course is the way it cuts across time and many practice areas, probably first introducing you to some of those areas and inviting you to wrestle both with historical legal questions and cutting-edge, or even future, issues.

LAW 326 Reviewing and Righting Wrongful Convictions (2 Credit Hours)
The course explores and addresses the causes of wrongful convictions. We will also explore how the law has changed in response to what we've learned about wrongful convictions. Among other factors, the course will specifically consider interrogations and false confessions, forensics and their (mis)use in the criminal law, and eyewitness testimony and memory and factors that may make it fallible. The course will draw from case law, national academy of science reports and related research, and multidisciplinary research in the areas of psychology, social sciences, and the law. The course will also focus on solutions: how have system actors responded? What changes in law have emerged? What changes in practice, including practices in prosecution or police departments. We address the systemic causes of wrongful convictions and consider the impact of such convictions on men and women of color, particularly on Black men and teenagers, who have been disproportionately impacted. In addition to the seminar component, the course will provide students experience addressing and advising the Minnesota Conviction Review Unit (CRU.) The Minnesota CRU is one of a handful of state-wide conviction review units in the country. In the wake of the murder of George Floyd, community members, legislatures, and policy makers sought ways to address the harms created by the criminal legal system. The CRU formed in 2020, when its partnership with the Great North Innocence Project led to grant funding from the U.S. Department of Justice. That same year, Attorney General Keith Ellison created an advisory board composed of diverse legal and community experts with direct experience in the Minnesota criminal legal system. Students in the course will work directly with the Minnesota CRU to assist the CRU in designing protocol and a prioritization of the hundreds of cases it has been asked to review. Students will not be involved in direct representation of any individuals, nor in the investigation of any individual claims. Rather, students will assist in reviewing and identifying the claims presented for review, and devising a system for their review. Students will work on the issues in small groups during every class. Assessments will be conducted in the following manner: Students will ask to write two short (3 pages) response papers during the semester; students' participation will also be considered; finally, the preparation and development of the experiential work will also be considered and weigh heavily in the grading.

LAW 330 Remedies (3 Credit Hours)
This course examines what courts, including juries, have the power to do in civil cases once a litigant shows he or she has been legally wronged or is threatened with legal wrong. The subject matter of Remedies, now a required subject of inquiry on most state bar examinations, is very broad, meaning, in part, that it draws on many topics of legal study. Constitutional Law, Torts, Contracts, and Federal Civil Procedure, in particular, bear directly on the subject matter of the course. Remedies is therefore sometimes called a "capstone course," because it provides students an opportunity to bring together what they have learned in other courses on substantive and procedural law. One important component of the course is review problem sets (problems similar to examination questions and often presaging them) that are discussed in class. Another is an emphasis on how the remedial issues that become the subject of appellate opinions arise in the first instance, and are presented and play out at the trial court level. Open to all second and third year students. This is a Bar course.

LAW 335 Labor Law (3 Credit Hours)
Labor Law provides students with a comprehensive review and study of United States labor history and policy, with an emphasis on the National Labor Relations Act and its amendments (NLRA), as well as the rights and obligations of individuals, employers and unions under the NLRA, unfair labor practices under the NLRA, the National Labor Relations Board and its enforcement and policy-making powers, a thorough review of how employees select and de-select a bargaining representative (a union), the collective bargaining process, and the role of arbitration in effectuating national labor policy. The course also includes related constitutional, preemption and state law issues.

LAW 337 Employment Law (2-3 Credit Hours)
The law governing the employment relationship is not limited to the union management confrontation of traditional labor law and the proscriptions of employment discrimination statutes. Both common law claims and other statutes have become major sources in challenging, e.g., drug testing, plant closings, lie detectors, whistleblowers, wrongful discharge. This course explores those legal problems. This is not a duplication of either Labor Law or Employment Discrimination; neither is a pre-requisite. The course focuses on the total configuration of statutes regulating employment as well as the emerging common law principles affecting employment relationships.

LAW 339 Biodiversity and Ecosystem Management (2 Credit Hours)
This course will review the issues impacting biodiversity and ecosystems in the 21st century, as well as the policy choices that federal, state, and local governments have made to address these concerns. We will cover biodiversity law, ecosystem management methods, and the emerging relationships these areas have with climate change law and renewable energy development. The grade will be based on a 20-25 page paper, presentation of that paper, and class participation.

LAW 340 Patent Law (2-3 Credit Hours)
Pre-requisites: Intellectual Property is recommended, but not required
This course is designed to expose students to legal issues concerning patents. The substantive law governing patents, including how they are obtained and enforced, is addressed. The format of the class includes lecture/discussions, as well as problem-solving and practical/clinical exercises. No technical background is required (although students should be aware that some patent cases may involve technical subject matter).

LAW 341 Educational Advocacy Lab (2 Credit Hours)
This experiential course explores the intersections between racism, poverty, disability, mental health, gender, and juvenile justice through the lens of education law. As part of their work in this class, law students will participate in simulations and exercises as well as conducting intakes with parents and students who seeking assistance from a free legal helpline for K-12 families facing educational barriers in school. The goal of the intakes is to identify families' legal issues relating to education and support advocacy related to children's educational rights in discipline, special education, bullying, language access, and school enrollment. These intakes will help elucidate the topics covered in the seminar portion of the class which grapples with how school systems historically oppressed low-income students of color and students with disabilities, the laws that were put in place in an attempt to mitigate these harms, and the practices that continue to disproportionately disengage vulnerable populations from school. By the end of the course, you should be able to: 1) describe the laws that protect students in K-12 schools; 2) conduct a culturally competent intake; and 3) illustrate ways that one can effectively advocate for educational equity in schools. This Educational Advocacy Lab course is a prospective elective course and is open to 1Ls, 2Ls, 3Ls, and 4Ls.

LAW 342 IP Bytes (1 Credit Hour)
Students in this course will be writing blog posts and/or editing blog posts for Loyola's IP Bytes blog under supervision of Prof. Ho.

LAW 343 Aviation Law (2 Credit Hours)
This course will serve as both an introduction to the laws of aviation and space in their broadest sense, as well as a survey of legal issues associated with, and bearing on modern aviation and space issues against the backdrop of fundamental business principles. It will incorporate all areas of law covered in the first-year law school curriculum to cover the basic legal frameworks of aviation and space law, including: international treaties; federal and state statutes; federal and state regulations; government regulation of aircraft including drones, air carriers, pilots, airspace, and airports (including land use); choice of law issues relating to all aviation and space related litigation; and case law. Current international space law in U.N. resolutions, treaties, and customary law will be identified as will the legal theory and principles used in the advancement of civil, military, and commercial space activities. Recent developments and more specific topics in space law will be covered, including: property rights and claim of sovereignty over outer space and celestial bodies, Outer Space Treaty requirement applicable to new proposed activities in space, commercialization and privatization of low earth orbit, orbital debris--legal issues and governance, intellectual property, and export control laws as applicable to space activities. Materials will consist of a textbook, as well as cases, statutes, treaties, regulations, and policy statements. Based on availability, guest speakers, employed in key aviation and space related positions internationally, will share perspectives, wisdom, and experiences.

LAW 346 State & Local Taxation (2-3 Credit Hours)
Pre-requisites: Federal Income Tax (Law 280) Recommended: Corporate and Partnership Tax (Law 281)
State and local taxes in the United States are numerous, diverse and constantly evolving. These taxes are also the source of some of the most significant controversies in tax practice today. This course explores the federal and state constitutional and statutory frameworks that underlay state and local income tax (corporate and personal), sales and use taxes, and as time permits, the other significant types of state and local taxes (property taxes, capital based franchise taxes and gross receipts taxes, etc.). While there is a special focus on Illinois, the course is designed to equip a tax practitioner with the tools to approach and understand the tax regimes in most states and localities.

LAW 347 Title IX Compliance in Higher Education (2 Credit Hours)
Students will learn the historical foundations and regulatory evolution of Title IX of the Education Amendments Act of 1972, tracing Title IX and its related regulations from their civil rights origins through the contemporary application of Title IX to admissions, athletics, sexual harassment, and employment. The course invites students to examine and critique all aspects of this important and controversial law, while also introducing the practical knowledge and skills needed by lawyers and education administrators to ensure (or challenge) Title IX compliance in higher education.

LAW 348 Law & Poverty (3 Credit Hours)
This course concerns those areas of civil law which most affect low income persons: landlord/tenant, federal housing, welfare, social security, Medicaid, Medicare, unemployment compensation, and civil rights. Other systemic issues will be explored, such as wealth discrimination, use of legal remedies to promote social change, and the delivery of legal services to low income persons. This is a Perspective Elective course.

LAW 349 Environmental Law (3 Credit Hours)
An introductory course aimed at introducing the major federal environmental statutes and the types of analytical and practical problems encountered in the practice of environmental law and in environmental litigation. The course is devoted to reading and discussion of statutes, cases, articles, and problems in the various environmental media: air, water, and land disposal of waste. The course examines the environmental justice implications of these statutes. Some technical science and economics concepts are included.

LAW 350 Land Use (2-3 Credit Hours)
This course explores land use controls such as zoning and subdivision regulations as exercised by local and state governmental units. The course analyzes the history of land use controls and explores topics such as flexibility and discretion, improper influence and corruption, alternative land use control schemes, suburban zoning and racial/economic exclusion, environmental protection by land use schemes, and growth control. In the process of exploring land use controls, the course analyzes the local institutions and procedures, constitutional issues, and the question of when an improper taking of property occurs in our legal system.

LAW 353 Bankruptcy Litigation Skills Seminar (3 Credit Hours)
This course will explore principles of Federal Bankruptcy Law, with particular emphasis on corporate reorganization under Chapter 11 of the Bankruptcy Code. The course will involve simulated law practice problems and other exercises to provide a hands-on approach to bankruptcy issues.

LAW 354 American Legal History (2 Credit Hours)
Deep controversies over political issues present now: immigration, health care, the power of states, even presidential power will be shaped and possibly resolved by law. This has been so from the Colonial era until this moment. The fundamental idea of this course is that, seen through the lens of history, law has molded and been molded by our social, political and economic relations. American law has been essential in determining the most fundamental questions affecting us: slavery, voting, property-holding, the status of women, the role of religion, what agreements we may make, who is responsible for accidents, whether wealth may be taxed, pollution, and countless other topics. The class critically surveys the legal concepts, forms and institutions that have shaped and been shaped by American society throughout its history.

LAW 355 Privacy Law (2 Credit Hours)
This course is designed to give students an in-depth introduction to the law of data and information privacy around the world as well as practical experience regarding how data privacy issues arise and are resolved. The course will follow a lecture and discussion format focusing on fundamental principles of data privacy and how they apply to various jurisdictions around the world with a particular focus on the United States and Europe. Along the way, students will be given a series of small assignments tied to the substance of the class material and structured around privacy-related problems with which a practicing privacy attorney might be faced.

LAW 356 Storytelling and Presentation Skills for Lawyers (2 Credit Hours)
This course is designed to train student lawyers in the art of storytelling and persuasive presentation for the courtroom. This course will focus on the goal of persuading juries by presenting complex material in narrative form with the ease of a conversation. Students will learn how to construct powerful stories that illustrate critical aspects of the case, using simple language, effective pacing, and vivid character development. Students will also learn how to use vocal inflection and body language to tell the story between the words, project confidence, and how to make a mental/emotional connection with the jury. Courtroom delivery is examined through principles that apply to all spoken interaction: use of space, use of visuals, and use of time. The course focuses concepts drawn from literature, theatre, and public speaking. Students learn the practical storytelling skills that apply to openings, closings, and other forms of legal presentation. Lectures will be viewed in advance of the course in a series of short videos. Each class day includes group work, solo work, and multiple short presentations. Students will study one case file before class and come prepared to develop the facts into a story.
Outcomes:
Ability to construct engaging narratives from case facts; Ability to speak with professional confidence; Ability to use common language for complex legal concepts; Ability to employ voice and body language to aid juror comprehension

LAW 357 Bar Exam Multistate Workshop (1-2 Credit Hours)
This unique workshop will help to prepare students for the Multistate Bar Examination (MBE). The MBE contains 200 multiple choice questions in the areas of constitutional law, contracts, criminal law and procedure, evidence, property and torts. In most states, including Illinois, the MBE constitutes one-half of the entire bar exam. Each workshop will focus on three of the substantive areas tested on the MBE. Students will receive test taking strategies, guidance in answering commonly tested questions, practice answering questions and analysis of their performance. This is a Bar course.

LAW 358 The Quest for Racial Justice in the Long 1960s (3 Credit Hours)
This course will consider the legal and social history of the quest for racial justice in the aftermath of Brown, primarily as it was experienced in the Fifth Circuit, which covered the entire of the Deep South and the Panama Canal Zone at that time.

LAW 361 Insurance Law (2 Credit Hours)
This course offers a basic study of the legal aspects of insurance. Problems common to all types of insurance are considered, including problems of policy interpretation, rights and liabilities of parties and companies, and the regulation of the insurance industry. In addition, special problems raised by particular types of insurance policies are considered. Course covers the comprehensive overview of laws, standards, concepts and remedies related to insurance, including: interests protected by insurance; selection and control of risks; insurable interest; the principle of indemnity; types and classifications of insurance; making, dealing with and termination of insurance contracts; agency, underwriting and claims handling; insurance regulation; subrogation; and extra-contractual liability.

LAW 362 Workers Compensation (2 Credit Hours)
This course will study the rights and responsibilities of injured employees and their employers under workers' compensation and occupational diseases statutes. Third-party actions also are examined.

LAW 366 Immigration Law and Policy (2 Credit Hours)
This course is a survey of U.S. immigration law with an emphasis on immigration policy and current developments. This class is intended to provide a foundation on which to understand immigration law as it currently exists. Topics include the history and legal foundations of U.S. immigration law and will cover family and employment-based immigration benefits, criminal immigration provisions, grounds of inadmissibility, detention/removal, refugee and asylum law, and U.S. citizenship.

LAW 367 Adv Electronic Discovery Skills (1 Credit Hour)
Electronic discovery ("e-discovery" or "eDiscovery" for all the hipsters that joined the practice after 2008 including Professor Tilot) is a discipline required to work with digital evidence during litigation, arbitration, and investigations. It is arguably the most complex part of modern civil litigation in the United States. Fast paced advancement in information technology and the resulting tsunami of digital evidence have proven to be profoundly challenging to the judicial system. The enormous volumes of data generated by litigants and the resultant costs of eDiscovery drive litigation and settlement strategy. The law, the courts and legal practitioners have all had to adjust. Both knowledge of eDiscovery and practical application of eDiscovery are differentiators for many clients choosing counsel and for law firms hiring litigation attorneys. This course will provide you with practical skills that will help you advocate for your clients and be cognizant of the challenges that eDiscovery can create from a litigation and cost perspective. These are must-have skills for litigators regardless of the area of practice. Law 367 will focus on early stage eDiscovery practice. Development of an eDiscovery strategy and negotiation of discovery protocols are two particularly challenging and vitally important aspects of litigation practice. The decisions and concessions made during these early stage tasks ripple throughout the course of a lawsuit. Law 367 will focus on developing the legal acumen and practice skills necessary to successfully navigate these two areas. The purpose of the course is twofold, providing students with a practical understanding of: ¿ eDiscovery concepts that are critical to discovery planning and successful conduct of party negotiations including Meet & Confer Sessions (Rule 26(f) Conferences) ¿ The impacts that early eDiscovery decisions have on case strategy and downstream outcomes

LAW 368 Higher Education Law (2 Credit Hours)
The administration of each college and university in the United States undeniably intersects with the American legal system in multiple ways. Indeed, in today's increasingly regulated and politically charged context, the enterprise of higher education may now be more impacted by the law than ever before. Students in this course will learn how foundational concepts across traditional legal areas (e.g., administrative law, civil rights, torts, intellectual property, etc.) apply to the unique domain of "higher education law" and will explore hot topics such as student discipline, free speech, diversity & inclusion, sexual misconduct/Title IX, and faculty and student unionization - to name a few. Course format will be entirely online, with most weeks taught synchronously and occasional class content delivered asynchronously.

LAW 370 Securities Regulation (3 Credit Hours)
This course introduces students to U.S. regulation of securities and securities markets. It focuses on, among other things, federal regulation of the offer and sale of securities and the public offering process under the Securities Act of 1933; exemptions from federal registration; the reporting obligations of public companies under the Securities Exchange Act of 1934; and antifraud and insider trading doctrine.
Outcomes:
At the end of the course, you will have acquired facility in reading and analyzing the securities laws and associated rules and applying those laws and rules to facts

LAW 371 International Business Trans (1-3 Credit Hours)
An introduction to the legal aspects of international business. The course emphasizes what lawyers need to know to represent clients doing business in the 21st century. It covers international treaties like the Convention on International Sales of Goods (CISG), international letters of credit, international commercial terms, conflicts of laws, international trade policy, the Foreign Corrupt Practices Act, international corruption, international arbitration, and import and export issues and how to draft international agreements. Students will actually draft an international distribution agreement, and will also deal with drafting issues for international agency agreements, international licensing agreements and international franchise agreements. A focus will be on advising clients who are doing international business, in order to help them engage in best practices and avoid pitfalls. (Moses)

LAW 372 International Law and Practice (3 Credit Hours)
This course introduces the structure of the international legal system, examining the sources of international law; the roles of states, individuals and other actors; methods of dispute resolution; and the status of international law in the U.S. The course examines topics of substantive law, including the use of force. Finally, the course examines how international law affects, and can be used in, domestic practice.

LAW 375 Antitrust (3 Credit Hours)
This course treats in depth many aspects of the Sherman and Clayton Acts. Emphasis is placed on an understanding of the policies and objectives underlying the antitrust laws and the extent to which enforcement of the antitrust laws has fulfilled those objectives. Areas examined include monopolies, price fixing, division of markets, exclusive dealing arrangements, boycotts, resale price maintenance, and mergers. Recent trends in sports and health care industry antitrust cases may be discussed. The impact of economic analysis in the antitrust area is also examined.

LAW 376 Student Initiated Capstone Project I (1-4 Credit Hours)
Student Initiated Capstone Project: Engaged Learning (comprehensive simulation and skills) This variable credit course may be repeated for a maximum of four credits. This course is limited to 3L students or rising 3Ls unless exceptional circumstances apply to allow 2L enrollment. The student-initiated capstone project provides students an opportunity to synthesize and apply substantive knowledge, legal analysis, skills and professionalism to a complex legal issue and receive feedback that facilitates their move to practice. Students may propose the provision of project-based legal assistance to a public, non-governmental or professional organization or another proposal that allows students an opportunity to exercise planning, project-management, problem-solving and other skills in a real-world setting, while at the same time developing the capacity for self-directed learning. Project requirements: Students must submit a written proposal for review and approval to the Associate Dean for Academic Affairs in the semester prior to enrollment in the course setting forth the following: - A description of the project, including its purpose and potential impact on the organization on whose behalf the project is being undertaken; - An implementation work plan, including time line and progress benchmarks; - The number of students participating in the project; - A plan for faculty supervision (student must seek out and secure the participation of a faculty adviser); - Memorandum of understanding from the relevant organization (if applicable); - The specific knowledge, skills and values that would be needed to bring the project to successful completion; - Proposed deliverables, which should include a mechanism for student reflection on the capstone experience; - Proposed criteria for evaluating student performance. Examples of approved Capstone projects: SUFEO (Stand Up For Each Other) suspension advocacy project, Dialogue De Novo a Loyola Law community and legal interview podcast, and Legislative Advocacy Supporting the LGBTQ+ Community project.

LAW 377 Intellectual Property Law (3 Credit Hours)
The course is an introduction to the law of intellectual property. This course is a pre-requisite for advanced courses in IP, but also a good survey of the area for students interested in pursuing other legal careers. The focus of the course is on understanding the distinctions and similarities between the various aspects of intellectual property law. The predominate focus on the course is on trademark, patent and copyright law (in about equal proportions), with some attention also devoted to the law of trade secrets. No technical background is expected or required.

LAW 380 Estate & Gift Tax (3 Credit Hours)
The course examines the basic components of the federal transfer tax system (estate tax, gift tax and generation skipping tax), and as their interrelationship. The course emphasizes the structure of the federal transfer tax system and includes suggestions for revision. Students who intend to take Estate Planning must complete this course. Federal Income Tax is highly recommended.

LAW 382 International Tax Law (3 Credit Hours)
Pre-requisites: Federal Income Tax or Permission Required This course focuses on U.S. income tax issues with respect to the foreign activities of U.S. taxpayers and U.S. activities of foreign taxpayers
Particular emphasis is placed on the corporate taxpayer. Foreign tax systems are not addressed specifically except to highlight differences from the U.S. system. Specific topics include the foreign tax credit, sourcing rules, the "effectively connected" doctrine, the concept of trade or business in the U.S. Code section 482 allocations, subpart F income, and tax treaties.

LAW 384 Tax Controversy Practice and Procedure (2 Credit Hours)
Pre-requisites: Federal Income Tax
This course covers procedures and strategies for representing clients and resolving Federal civil tax controversies arising from Internal Revenue Service audits and appeals, including litigation. The course also includes a discussion of tax penalty provisions and the ethical issues faced by advisors in structuring tax motivated transactions and resolving tax controversies.

LAW 385 Nonprofits (3 Credit Hours)
Nonprofit organizations play a crucial part in the U.S. economy. Among other things, they account for almost 10 percent of the wages paid in the United States, and they account for more than 5 percent of the country's GDP. This class will go over the laws that govern this nonprofit activity, including the organization and operation of nonprofit organizations under state law, the rules governing federal tax exemption and charitable deductions for donors, and the laws that govern noncharitable nonprofit organizations. By the end of this class, you should have basic knowledge that you will need to advise nonprofit boards of directors of their legal obligations and ensure that nonprofit organizations comply with relevant federal and state laws.

LAW 386 Advanced Corporate Tax (3 Credit Hours)
This course follows Corporate and Partnership Tax. The principal focus is on taxable and nontaxable acquisitions of a corporate business. The first part of the course focuses on taxable asset sales and stock sales; the second part explores and analyzes the detailed statutory and common law requirements with respect to "non-taxable" acquisitive reorganizations (mergers, stock/asset acquisitions), "nontaxable" divisive reorganizations (spinoffs, split-offs, split-ups) and other nontaxable corporate adjustments (recapitalizations, reincorporations). Please note: Corporate and Partnership Tax is a pre-requisite for this course.

LAW 387 International Environmental Law (3 Credit Hours)
International Environmental Law introduces some of the legal and policy responses to global environmental degradation. The course begins with an introduction to the international legal framework within which international environmental law has developed and provides an overview of the major environmental problems confronting the international community. The course then examines a variety of global environmental problems and the legal regimes that have developed to address these problems. The emphasis throughout the course is on the relationship among environmental protection, economic development, and social development (the three pillars of sustainable development) and on the conflicting goals and priorities of affluent countries (the Global North) and middle- and low-income countries (the Global South). The North-South divide will serve as the key analytical framework through which the course will examine global environmental governance - with particular emphasis on environmental justice and on the perspectives and concerns of historically marginalized states and peoples.

LAW 388 Global Access to Medicine: A Patent Perspective (3 Credit Hours)
This course considers how patents impact access to medicine in today's global economy. While there are many issues that impact access to medicine, patents are the highlight here because patents are often poorly understood, yet have an enormous impact on access to medicine. After all, the existence of a life-saving or sustaining drug is essentially of no utility if it is priced beyond reach. This class aims to broaden students' consideration of different views of patents in the context of exploring a growing web of international agreements that require nations to adopt specific types of patent laws that have implications for the cost of drugs. No prior knowledge of patents or international law is required, although students will learn some aspects of each by the conclusion of the course. Student grades will be based on class participation, as well as a final project and presentation; there will be no final exam.

LAW 389 Public Interest Law Seminar (1-2 Credit Hours)
2L, 3L, and 4L students may enroll in the Public Interest Law Seminar for 1-2 credits. The seminar is a survey of social justice issues, including mass incarceration and the prison industrial complex; inequities relating to education, the environment, health care, and housing; economic justice and labor rights; voting rights and public participation; and migration and immigration, among other topics. Additionally, the course examines how the topics discussed impact communities and intersect with various social identities and systems of oppression. The Public Interest Law Seminar is required to obtain a Public Interest and Social Justice Certificate. At the time of enrollment in the Seminar, students shall have completed or be in the process of completing the 30 required volunteer service hours. In addition, at the time of enrollment in the Seminar, students shall have completed or be in the process of completing a clinical program, practicum, or externship. During the Seminar, students will either write a publishable article on a public interest topic or complete a project related to the public interest. The length of the paper or hours committed to the project will depend on whether the student is enrolled for 1 or 2 credits.

LAW 392 Consumer Law Review Associate Editors (1 Credit Hour)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 394 Consumer Law Review Senior Editor (1-2 Credit Hours)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 395 Consumer Law Review Executive Editors (1-3 Credit Hours)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 396 Consumer Law Review Members (1 Credit Hour)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 399 Financial Wellness for New Lawyers (1 Credit Hour)
The purpose of this course is to prepare students for the opportunities and personal financial challenges they will encounter during their legal careers. My goal is to show each student that strong financial habits are crucial and beneficial for all types of attorneys and all levels of income. Students will learn that it is possible for all of us to obtain financial freedom, which translates into the power of choice. When we have the power to choose, we have the power to live a life that conforms to our personal values, including the strong values instilled upon us at Loyola. When we are not encumbered by poor financial choices, we are free to choose our professional focus, to share our talents with the disadvantaged members of our community, and to work on passion projects. Importantly, we can choose to spend more time with loved ones.

LAW 400 Corboy Fellows I (3 Credit Hours)
Corboy I is a graded course available to students in their first year of the Corboy Fellowship program. Instructor permission is required for enrollment. In the Corboy I course students earn 3 graded units in the Fall and 3 graded units in the Spring which includes mandatory participation in the evidence/trial practice boot camp at the start of each semester in addition to successful completion of course work in trial practice as required by the syllabus provided by the instructor. In the Fall semester of the course students develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. In the Spring semester of the course students build upon the basic trial advocacy skills developed in the Fall through in-depth case analysis and strategy, advanced direct and cross examination including expert witnesses, and use of the motions in limine to support the basis for evidentiary objections and foundations for admissibility of evidence. Each Fellow is required to apply their learned skills in a local, regional, national or invitation mock trial competition. The Corboy I course satisfies the requirements for Trial Practice I (LAW 411 or LAW 416) and Trial Practice II (LAW 412). Credit: Graded 3 units Fall; Graded 3 units Spring Permission is Required.

LAW 401 Corboy Fellows II (2-3 Credit Hours)
Corboy II is a graded course available to students after their first year in the fellowship program. Only students who have successfully completed the Corboy I course are eligible to enroll in the Corboy II course with instructor permission. In the Corboy II course students earn a maximum of 6 hours of graded credit for participation in mock trial competitions. Graded 3 units Fall; Graded 3 units Spring Permission Required
Outcomes:
Students will become more effective advocates

LAW 402 "Say Her Name:" Intersectional Feminism & Police Violence (4 Credit Hours)
Drawing on literature from criminology, Critical Race Theory, social ethics, and feminist/womanist thought, this seminar will apply an intersectional lens to state violence, from mass incarceration to police shootings of racialized people. This course will introduce students to the foundational concepts of Critical Race Theory and Intersectional Feminism. The course will reflect on the legal and intellectual context out of which white supremacy, white heteropatriarchy, hypermasculinity, and economic exploitation pervade our understanding of normativity as law and order. Students will map and critically examine the multiple trajectories along which the moral and legal authority of the state and its justifications for violence against its most vulnerable are engendered by the convergence of racism, sexism, and classism under the guise of normality, social order, common good, and even the will of God. Further, we will explore how to develop social interventions that disrupt these normative patterns of racialized state violence and facilitate the elimination of racially based, gender biased structures and practices in order to facilitate critical pedagogy, moral leadership, legal practice, and social movement organizing.

LAW 404 Client Counseling (3 Credit Hours)
This class will focus on the attorney client relationship, from interviewing perspective clients to counseling clients throughout the representation process from the perspective of the advocate. In addition to interviewing and counseling skills this course will focus on negotiation skills in the context of negotiation process that occurs between lawyer and client, and with opposing counsel from the perspective of the advocate. The goal is for students to gain an understanding of the best practices for client interviewing, counseling, and negotiation. As a part of this focus, students will learn a variety of models, strategies, tactics and conceptual frameworks to use when they analyze legal matters, counsel clients, and negotiate with their attorney counterparts in a matter. The course will emphasize communication and problem-solving skills with particular attention to communication, cognitive and emotional obstacles to effective negotiation and counseling. The course will also address public policy, legal and ethical issues that arise during legal representation. Interviewing, counseling, and negotiation skills are best learned from hands-on experience. Therefore, a substantial portion of this class will involve in-class exercises and role-playing simulations in small groups. Over the course of this class, you will have the opportunity to serve as advocates, clients, and observers. Every student will be assigned a role for each exercise and will be expected to contribute meaningfully to the learning experience through their role.

LAW 405 Business Practice Transactional Skills (3 Credit Hours)
This course counts as a Comprehensive Simulation and Skills Course
This course will promote skills essential to successful lawyers in business transactional practice: evaluating facts; understanding the central business objectives of clients as well as the goals of other parties to the proposed transaction or relationship; issue spotting and problem solving; and developing, advocating for, and implementing responsive strategies. Three parallel case studies will run through the course, illustrating the application of each topic to different types of client organizations: a Fortune 500 industrial company, an entrepreneurial family-owned business, and a medium-sized not-for-profit organization. The class will be presented with a series of problem simulations built around diverse, realistic business situations for these mock clients. Topics may include structuring; due diligence; letters of intent and similar preliminary documentation; suggesting changes to sample transactional documents that protect and advance clients' objectives; and deal implementation. The course will use traditional learning techniques as well as simulations throughout the semester to explore the role of the transactional lawyer in both a familiar, domestic U.S. context and an increasingly global marketplace. More than ever, business lawyers are afforded the opportunity - and the challenge - of coordinating and planning projects abroad in markets unfamiliar to them, as well as advising international clients with in-bound investments in the lawyer's home market. There are frequent occasions to interact with people whose experience, way of doing business, and goals are different from our own. They may be clients, partners, or counterparties. The professional opportunity in law practice is to become progressively adept at discarding jargon and misconceptions and bridging expectations among transactional participants and their advisors. The course will use primarily real estate project fact situations, since most students can easily imagine and relate to client objectives involved in buying, selling, leasing, or otherwise occupying real property, and since in the international aspects of the course the approaches to property rights and occupancy are so fascinatingly different country to country. But the course's learning points will also have general application in other types of commercial transactions. The course's emphasis on case studies and commercial transaction scenarios is also designed to act as a capstone course which complements and draws upon the students' prior coursework in contracts, real estate and commercial transactions, ethics, and government regulation. Students will be graded based on written assignments and exercises and class participation. There is no final examination for this course. (Hagy)

LAW 406 Mediation Advocacy (2-3 Credit Hours)
This course is designed to give you an important skill set: preparing for and negotiating on behalf of a client in a mediation setting. Unlike a trial, arbitration or appellate setting, where the people listening to you are neutral, in a mediation you are dealing with the decision makers on the other side, people who often behave in a hostile manner towards you and your client. Through practice you can acquire skills that will make you an effective advocate in a mediation setting, including learning to communicate information to the other side in a way they can hear it, identifying the various needs and interests of the parties (as opposed to just the positions), and approaching a dispute as an opportunity to solve a problem creatively. We will touch on the decision science (neuroscience, psychology, and behavioral economics) and cultural competency tools that can make you more effective, and also explore Online Dispute Resolution (ODR), which is quickly emerging as a way to resolve disputes using AI in combination with human mediators. The problem solving skills you will learn in this class can be tremendously helpful whether you are representing a client in a mediation, negotiating a deal in a business or government setting, or settling a case in a pre-trial conference with a judge. Clients appreciate lawyers with these skills because they are able to preserve business and family relationships while still obtaining results that protect client interests at a reasonable cost. Conflict management skills are also highly valued in non-traditional legal careers. The course will also prepare you to represent a client in positional negotiations where the mediator provides an evaluation of the case. Mediation skills are best learned from hands-on experience. Therefore, a substantial portion of this class will involve role-playing simulations. Over the course of this class, you will have the opportunity to serve as mediators, represent clients, be clients, and give feedback as observers.

LAW 407 Immigration Litigation: Admin Law Challenges to Immigration Policy (2 Credit Hours)
Pre-requisites: None, except no 1L
The objectives of the course are to learn how to apply principles of administrative law in the immigration context, in both individual immigration cases and systemic challenges to the immigration system. As to individual claims, students will learn about the numerous limits on judicial review and will study recent Supreme Court decisions that implicate federal court jurisdiction over immigration matters. As to systemic claims, students will learn about how to apply the Administrative Procedure Act to immigration policies, arguing for example that a particular policy is arbitrary and capricious and/or contrary to law, Finally, students will come away with an additional understanding of the pragmatic concerns regarding client standing and the availability of various remedies in the immigration context. The course will use a real world immigration policy as the foundation for this learning. Students will learn about a contemporary immigration policy and develop arguments to challenge or defend it. The principle assignments will be to draft a motion for summary judgment as well as a legal memorandum that addresses the issues that would likely be raised by opposition and potential responses to those arguments. During the classroom sessions, students will read and discuss recent cases challenging administrative policy changes in the immigration space in anticipation of the application of those cases in their final paper.

LAW 408 Restorative Justice Workshop (1 Credit Hour)
In recent decades, courts, communities and schools are returning to restorative methods to address family issues such as child guardianship; escalating violence in our schools and streets; reintegrating prisoners into their communities; making decisions about appropriate sentencing; and the role of victims in the process. In each context, the same issues must be addressed: who is involved, what are the needs of the parties, and what can be done to resolve the issues at hand. This one credit course will be conducted in workshop format over the course of one weekend. Students will be able to identify the core principles underlying the restorative justice paradigm, compare and contrast restorative and retributive justice models, and learn the basic elements of conflict resolution techniques through a restorative lens. We will address the history of restorative justice and students will be trained on a restorative dialogue process.

LAW 409 Negotiation Weekend Workshop (1 Credit Hour)
This skills training course is conducted in an intensive workshop format over the course of one weekend. Students will learn basic negotiation principles and skills and apply them during a series of simulated negotiations where they will play the roles of counsel and clients. The course will explore the negotiation process from negotiation planning to the execution of a final agreement. The course will cover concepts including, but not limited to, needs and interests, BATNA, information-gathering, dealing with emotions and option development. The course is ungraded; however, students will be evaluated by in class performance to determine a grade of pass or fail. Students may register for the Negotiation Weekend Workshop to receive one credit. It is an option to also register for the Client Counseling Weekend Workshops to receive a total of two credits for participating in both weekends. Registration in both courses is not a requirement and each course does stand-alone.

LAW 410 Legal Writing III (2 Credit Hours)
This course focuses on persuasive written and oral communication skills which are necessary for critical analysis and the competent representation of all clients. Students will explore all sides of an argument, provide evaluations of the merits of particular cases, and persuade the reader/listener of the student's position. Pre-requisites: successful completion of Legal Writing I and II. This is a Juris Doctor Required course.

LAW 411 Trial Practice I (3 Credit Hours)
Pre-requisites: Evidence
This graded 3 unit course offers the opportunity to develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a bench trial and a jury trial during the course of the semester.

LAW 412 Trial Practice II (3 Credit Hours)
Pre-requisites: Evidence and Trial Practice I
Law 412 Trial Practice II, Section One This graded 3 unit course offers the opportunity to build upon the basic trial advocacy skills developed in the Trial Practice I course through in-depth case analysis and strategy, advanced direct and cross examination including expert witnesses, and use of the written and oral motions in limine to support the basis for evidentiary objections and foundations for admissibility of evidence. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a two bench trials and a jury trial during the course of the semester. Law 412 Trial Practice II, Section Two TRIAL PRACTICE II: A SECURITIES FRAUD TRIAL This semester-long course provides a unique opportunity to try a securities fraud case to verdict culminating in a full-day mock jury trial as the final. Students in this class, limited to 8 students, will try one complex civil case: a private claim of securities fraud alleging that the Defendants operated a Ponzi scheme in violation of Rule 10b-5 under the Securities Exchange Act of 1934. Students will work with a complex case file, including deposition transcripts, sworn statements, an expert report, investment offering materials, correspondence, bank records, and accounting records. Students will create their own summary and demonstrative exhibits to better inform and persuade the jury, and learn how to persuasively use courtroom technology to use exhibits at trial. Leading up to trial, the students will submit brief written motions in limine and responses; these and other pretrial matters will be addressed at a pretrial conference the week before trial. This course satisfies the Trial Practice II requirement.

LAW 414 Professional Responsibility (3 Credit Hours)
This course, required of all students focuses on ethical questions in the practice of law, and examines the basic premises underlying the lawyer-client relationship and the duties assumed by the members of the legal profession, including duties to clients, the public, the courts, and other professionals. Materials consist of the ABA Model Rules of Professional Conduct, and other pertinent standards regarding lawyers' ethics. This is a Juris Doctor Required course.

LAW 415 Trial of a Business Dispute (2 Credit Hours)
This course will focus on trials and arbitrations of complex commercial disputes, including breach of contract and fraud claims. Students will develop skills examining witnesses, deliver opening/closing, discussing specific pre-trial and trial issues relevant to business disputes, and conduct a full trial of a breach of contract or fraud action.

LAW 416 Trial Practice I (Intensive) (3 Credit Hours)
Pre-requisites: Evidence Corequisite: Evidence, Summer term only
This intensive eight day course is a 3 unit graded course that offers the opportunity to develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a bench trial and a jury trial during the course.

LAW 417 Advanced Business Law (3 Credit Hours)
This course teaches corporate business law and negotiation skills through a simulated class in which Northwestern and Loyola law students represent either a US pharmaceutical company or an African agricultural production company. The two companies are interested in working together to exploit a new technology and the form of their collaboration will consist of drafting and negotiating a non-disclosure agreement, letter of intent, a joint venture agreement, a licensing agreement, and a long-term supply contract. The negotiations will take place through written exchanges and live negotiations that will be conducted via zoom.

LAW 418 Pre-Trial Litigation (2 Credit Hours)
This course integrates a theoretical and practical approach to the pretrial components of litigation. Students gain an understanding of the purpose of pleadings, pretrial motions, depositions, and settlement conferences, and extend their knowledge through practical experience. The second portion of the course complements the courses in trial practices by investigating the psychology of courtroom communication and its related effects. Overall, students should develop a more well-rounded perspective of the pretrial aspects of litigation.

LAW 419 Business Skills in Sports and Entertainment Law: The Introductory Skill Set (2 Credit Hours)
This course will use current trends, current business practices and the experience of current practitioners in the Sports & Entertainment Industry to introduce, examine and understand Business Skills which are necessary for success in these fields. The use of past deals, structures and documentation from current practitioners will give insight, strategy and the thought process of the facets and nuances to complete a transaction. Engagement via technology or classroom presentation from practitioners in Sports & Entertainment will provide context to course material and provide students a "real world perspective" of the Business Skills necessary for success. Students will be required to draft legal documents and create oral presentations to demonstrate their ability to apply concepts presented during the course.

LAW 424 Professional Identity Formation (1 Credit Hour)
Loyola's mission is to educate diverse, talented students to be responsible leaders in a rapidly changing, interdependent world, to prepare graduates who will be ethical advocates for justice and the rule of law, and to contribute to a deeper understanding of law and legal institutions through a commitment to research, scholarship and public service. The Professional Identity Formation course seeks to advance the mission of the law school by fulfilling two of the main education goals as Loyola Law: advancing the Jesuit tradition of social justice and ethics and law; and to prepare students to be accomplished and ethical leaders in the legal profession and the larger community. The individual development of a professional identity is critical to meeting these goals. This required 1 credit, 5 week first year course seeks to assist students in the recognition and elimination of personal bias and building awareness of how diversity and inclusion of others whose world view is different from one's own is critical to professional development and success in the practice of law. The course objectives include the education and development of professionals prepared to enter the workplace with the tools needed to successfully engage and manage diverse environments with the ability to think critically about various legal issues, problems and solutions and how they impact different groups of people and communities differently based on identity, privilege and oppression. This course is only open to incoming first year Juris Doctor students.

LAW 426 Special Education Law and Advocacy (2-3 Credit Hours)
This course will be offered as a 2-credit course, online only, in Spring 2019. This online course will deal in depth with current and timely issues in the education of children with disabilities. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and provision of services in the least restrictive environment. The education of special needs children from early childhood through post-secondary transition will be addressed. The course will focus on advocacy, statutory and regulatory compliance, and dispute resolution. Students will assume the roles of parent/student advocate, school administrator, third-party mediator, and school service provider in a variety of online activities, including: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan.

LAW 427 Public Interest Law Reporter Executive Editor (1-3 Credit Hours)
Students enrolled in this course receive credit for their work as the executive editors of the law school's Public Interest Law Reporter.

LAW 428 Pub Int Law Reporter Associate Editors (1 Credit Hour)
Students enrolled in this course receive credit for their work as the associate editors of the law school's Public Interest Law Reporter.

LAW 429 Pub Int Law Reporter Members (1 Credit Hour)
Students enrolled in this course receive credit for their work as the members of the law school's Public Interest Law Reporter.

LAW 431 Documenting and Negotiating Finance Transactions (2 Credit Hours)
Pre-requisites: Students taking this class will be expected to have taken Business Organizations
This course offers students an opportunity to focus on the legal issues that arise between borrowers and their financial advisor/banker. Topics covered include a focus on commercial loan agreements, other capital raising vehicles and mergers and acquisitions. The course also focuses on the perspective of the CFO and the banker in deciding when and how to raise additional capital, expansion through acquisition and partnership/joint-ventures with other entities. Students also study examples of actual loan agreements and other related documents as well as analyzing case law involving financial institutions and loan agreements. This course uses practical examples of actual transactions including details of their negotiation and execution with the student actively involved on a case study basis. Knowledge of Secured Transactions and Federal Income Tax would greatly assist the student; these classes are not, however, required to take the course. This is a Skills course.

LAW 435 Deposition Advocacy Workshop (2 Credit Hours)
This Skills and Comprehensive Simulation Program is designed to teach students about Illinois and Federal deposition practice. Topics covered will include: effective deposition questioning strategies and techniques; thorough deponent preparation; efficient and technical use of exhibits; proper objections; methods of rehabilitating your witness; ethical considerations; and how to deal with the most difficult opposing counsel. This class will have lectures, but primarily focus on in class participation and interaction. The grade for this course will be based on individual mock deposition performances, in class participation, and overall contribution to self-critique and classmate critique.

LAW 437 Public Interest Law Reporter Senior Editors (1-2 Credit Hours)
Students enrolled in this course receive credit for their work as the senior editors of the law school's Public Interest Law Reporter.

LAW 438 Dispute Resolution Skills Teams (1-3 Credit Hours)
This is a non-graded course that requires instructor permission to enroll. The course is limited to students that are currently or previously enrolled in the LAW 400, 401, 438, or 499. Students are required to prepare and compete in one or more advocacy competitions. Variable non-graded credit is available from one to three units depending on circumstances as determined by the instructor. Credit: Non-Graded 1-3 units

LAW 440 Advanced Criminal Procedure (2-3 Credit Hours)
Pre-requisites: One other Criminal Procedure course
This unprecedented course will prepare you for criminal law practice by revealing the reality missing from doctrinal courses and most experiential programs. We will dig into that reality in exercises and class discussion rooted in behavioral research on prosecutors, defense attorneys, police officers, judges, and juries. Interesting guest speakers will guide you through the difficulties and dilemmas of contemporary practice. Past guests have said, "I wish I had something like this in law school." You do.
Outcomes:
Evaluate critically the operation of the legal rules presented in the class in light of how the law works in practice; Demonstrate substantial knowledge of challenges faced in the operation of the criminal justice system; Identify the roles and interaction of a variety of actors in the criminal court system--including lawyers, judges, police officers, court personnel and juries; Show how empirical research shows them operating and delineate the impact of how they carry out their jobs has on defendants

LAW 445 Humanitarian Law and Conflict (3 Credit Hours)
This seminar examines the international rules regulating armed conflicts and other armed violence. Topics include the rights and responsibilities of states and individuals under international law, armed conflict identification and classification, the law of the sea, and rules regulating the conduct of fighters and other aspects of armed hostilities, and international human rights law. The course is designed to prepare students for competitions and/or future practice in these areas of law, such as in a government/military or non-governmental organization setting. The final grade is determined by group projects that include answering scenario-based humanitarian law questions and a research project to be selected and completed by assigned student groups. LLM students may enroll in this course with permission.
Outcomes:
Understand the origins, theory, sources and important principles of international law, including the basic attributes of states and of the international legal system; Recognize when conduct is or may be attributable to a state under international law

LAW 446 Mini MBA for Law Students (1 Credit Hour)
Since the onset of the global financial crisis, the role of the lawyer has expanded. Law firms and their clients alike expect new lawyers to not only understand the law but the basics of accounting and finance as well. This intensive pass/no pass course in accounting and finance is designed to help prepare law students for the demands of a career within a law firm. Topics covered include: How to read and analyze financial statements How to calculate returns on investments How to value companies How to structure securities Goal: To prepare law students for careers in a changing economy in which lawyers will be expected, and even obligated, to understand the intricacies of the business world. Description: This Unique program was designed to bring the world of finance and accounting to aspiring lawyers. It seeks to offer law students an overview of business concepts most relevant to legal professionals and relates these concepts to a broad array of practice areas. The course progresses in order of difficulty beginning with basic elements of accounting and concluding with more advance concepts related to securities pricing. Agenda Financial Statements: Analyzing financial statements has been a tsk traditionally performed by investment bankers and accountants. However, with accounting scandals threatening to erode confidence in corporate America, attorneys are taking on a prominent role in preparing and analyzing financial statements. Including the Balance Sheet, Income Statement, and Cash Flow Statement, this course is designed to give students an overview of accounting techniques and their relevance. Financial Analysis: The process of analyzing financial statements is involved in virtually every business decision. As corporate managers and bankers rely more on the advice of their inside and outside counsel, it is now imperative that an attorney better understand basic business decision making tools. This course will allow students to understand different methods of analyzing financial statements, what they are used for, and who uses them. Issues in Financial Reporting: In the wake of the massive corporate accounting scandals such as Enron, WorldCom, and Parmalat, the importance of detecting such fraud has taken on new proportions. No longer a matter reserved exclusively for accounts and financial analysts, accounting fraud is a concern of most attorneys who must be able to detect and report any suspicious of questionable reporting practices. This course is designed to equip students with the basic skills to determine signs of corporate accounting fraud along with guidance on what to do when confronted with such matters. Corporate Finance: With Issues related to corporate finance becoming more relevant today than ever, the role a lawyer plays in structuring transactions, negotiating deal terms, and coordinating the underwriting process is becoming increasingly important. This course provides the basic tools to understand, apply and challenge most aspects of financial management. Valuation: Valuation forms the cornerstone of nearly every business transaction. Whether it involves mergers and acquisitions, leveraged buyouts, venture capital, or real estate, a solid understanding of valuation will ensure an equitable transaction. Attorneys play an active role in these transactions but all too often become entrenched in the purely legal aspects of them. This course will help students to better understand the methodology and techniques behind various forms of valuation and in turn, better serve the needs of their clients. Securities: Attorneys play a vital role in capital formation and deal structuring for companies of all sizes. This course is designed to offer students a better understanding of the financial instruments they help structure. Topics covered will include stocks bonds, and derivatives. Additionally, the course will explore these concepts in the context of real cases drawn from recent transactions. Students will be responsible for class participation and a review project.

LAW 447 Federal Indian Law (3 Credit Hours)
Federal Indian law examines the jurisdictional balance between tribes, states, and the federal government. The course explores the historical development of Indian law, highlighting its relevance to contemporary tribal sovereignty. Topics covered include criminal law, natural resources, taxation, and gaming.

LAW 449 Negotiations Seminar (3 Credit Hours)
Negotiating effectively is one of the most important qualities of a successful lawyer. This course seeks to help you move from negotiating by instinct, as most people do, to negotiating more thoughtfully, more comfortably and with a clearer sense of purpose. This course merges theory with practice to: (1) develop your understanding of negotiation, and your awareness as a negotiator; (2) give you tools and concepts for analyzing and preparing for negotiations; (3) enhance your negotiating skills through frequent role plays, analysis, and feedback; and (4) teach you how to keep learning from your own negotiation experience. In addition to negotiation skills and theory, you will be introduced to issues of representation, ethics, and the place of negotiation in our legal system. The Negotiation Seminar is a highly rewarding and interactive course. The course syllabus consists of assigned readings, simulations, and written assignments almost every class, and attendance at one video debrief where we will analyze your skill set.

LAW 450 Independent Study: Mock Trial Witness (1 Credit Hour)
In this course students participate as witnesses and bailiff/timekeepers during a mock trial, moot court or dispute resolution competition. Students must complete their assigned role as determined by the instructor. Students are required to read, review and learn material in order to perform role. Students are required to adhere to competition rules for the particular role assignment.

LAW 451 Estate Planning (3 Credit Hours)
Pre-requisites: Estate and Gift Tax; Estates is highly recommended
This seminar attempts to simulate the day-to-day practice of an estate planner. The topics range from the initial client interview to the formulation of sophisticated estate plans for those with substantial property, such as a successful business. The goal is to provide exposure to a broad range of client situations with supervised formulation and implementation of estate plans. Students generally work in teams of two or three and submit several drafting assignments throughout the semester. You may not also take Wills and Trust Drafting.

LAW 453 Legal Writing Tutors - Senior Tutors (1-2 Credit Hours)
Pre-requisites: Legal Writing Tutor (LAW 296)
No course description is available

LAW 455 Appellate Advocacy-Intellectual Property (2 Credit Hours)
Pre-requisites: None, except no 1L
This course will teach writing an appellate brief to the U.S. Court of Appeals for the Federal Circuit. The problem will involve one patent law issue and one other related intellectual property issue. The problem is designed to teach an aspect of patent litigation beyond basics covered in introductory doctrinal courses by focusing appealable issues on real-world, common litigation issues such as: claim construction, admissibility of experts in IP cases, damages, and the intersection of patents and antitrust law. The goals of the course are to encourage students to think critically about issues and to evaluate complex issues, learn to organize thoughts around those issues, and learn to communicate clearly, conclusively and with credibility in writing and through oral presentation.

LAW 456 Mediation Seminar (1-2 Credit Hours)
Mediation is a dispute resolution process that enables parties to negotiate their own settlement with the assistance of an impartial third party neutral (the mediator), instead of having a judge decide the outcome for them. As it has become increasingly institutionalized within the legal system, it is important that lawyers be familiar with its benefits, as well as with how it works. This course will offer an overview of mediation theory, techniques, applications, and history. Through simulations and other in-class exercises, students will consider how mediation differs from other types of dispute resolution processes, how mediation styles differ from one another, in what different contexts mediation is used (including commercial, divorce, community, and employment conflicts), and what the role of the attorney-advocate is during mediation. Mediation techniques and skills are extremely beneficial to attorneys. It makes them more effective problem solvers when dealing with a case; it helps them communicate more effectively with opposing counsel; and it helps them in their interviewing skills so that they can better understand the needs and interests of their clients.

LAW 459 Intro to English Legal Profession (1 Credit Hour)
This lecture series is a mandatory preparatory course for students who have been selected to participate in the annual London Comparative Advocacy Program. It explores a variety of issues pertaining to the English history and its legal professions. Topics include the history of the common law, the development of the English legal profession, English civil and criminal procedure, the modern legal professions and the history of London. (Permission is required) This is a Perspective Elective course.

LAW 460 Humanitarian Law in Practice (2 Credit Hours)
Pre-requisites: Humanitarian Law and Conflict
This seminar meets for four hours each week during the first half of the spring semester. It is a scenario-driven course that further deepens a student's knowledge, understanding and practical application of international humanitarian and human rights law. Students are required to prepare group presentations on assigned legal topics (Thursdays) and then participate in scenario-based, role-playing exercises that require practical application of the law (Saturdays). The final grade is determined by contributions to and performance during student group presentations on assigned international humanitarian and human rights law topics and role-playing practical exercises.

LAW 461 Education Law and Policy (2-3 Credit Hours)
This seminar will explore the difficult legal, political and practical issues currently confronting American education. The course will begin with an analysis of the fundamental political and legal principles underlying the American public education system. Students will then be challenged to apply these principles to difficult areas of education law, such as: (1) the adequacy and equity of school funding; (2) the nature of a constitutional right to education; (3) the relationship between public education and religious institutions and practices; (4) legal issues relating to curriculum; (5) equal educational rights, including issues of desegregation and affirmative action; (6) the constitutional rights of students; (7) special education; and (8) the rights and responsibilities of educators. Students will be required to participate actively in class, to facilitate class discussion of a selected topic, and to submit a paper which analyzes critically an important issue raised in the class. There will be no final examination. This course counts as a Perspective Elective course.
Course equivalencies: MPP 461/LAW 461

LAW 463 Mindfulness and Well-Being (1 Credit Hour)
Are you stressed? Would you like improve your focus and memory? Prioritizing a healthy brain is important not only because learning the law is intellectually challenging, but also because lawyers suffer from anxiety, stress and substance abuse at an alarming rate. The objectives of this course include learning how mindfulness meditation, food choices, exercise, and various stress reduction techniques can improve brain health and well-being. You will practice meditating regularly both in class and on your own and will be introduced to science that demonstrates how mindfulness meditation can physically change your brain in a short period of time. This course will also cover using mindfulness to heal from technology and other addictions. You will also learn how mindfulness practice builds a variety of human capacities and skills that can be consciously applied with clients, colleagues, staff, opposing counsel, judges, juries and others. We will make these connections throughout the course using readings, meditation (together and apart), videos, class discussion, in-class exercises, personal journaling and guest speakers. You will also learn about recent advances in scientific research on the human microbiome, the mind-gut connection, and how to improve your well-being and brain performance through eating an anti-inflammatory diet. We will also explore the impact of exercise, gratitude practices, and quick stress reduction techniques. Students will also examine the stress response, brain biases (including implicit racial bias), and techniques to improve emotional intelligence in stressful conflict situations. Developing these skills will help you gain resilience to flourish in a demanding profession and bring your best self to serve your clients and communities. (Disclaimer: I am not a therapist, or a certified nutritionist, and I encourage students with mental health concerns to seek/continue treatment as needed with their therapists and/or physicians. The university Wellness Center also provides services and guidance for students with mental health concerns.)

LAW 464 Information Technology and Human Rights Practicum (1-3 Credit Hours)
In light of the ongoing digital transformation, societies are more reliant than ever on innovative technological solutions and ICT to address modern-day challenges. At the same time, this can raise fundamental rights issues in the digital space that confront companies and require highly skilled legal counsel to guide companies in their risk and impact assessments, due diligence and compliance processes, and government relations. The course examines timely human rights issues pertaining to digital technologies (especially ICT) in the areas of data privacy, content regulation, and other on- and offline fundamental rights issues in a US, transatlantic and international context. The goal is to provide students with the knowledge and tools to advise corporate clients on how to navigate these cutting-edge legal challenges. There are many highly topical and timely human rights issues pertaining to digital technologies and ICT confronting companies and their legal counsel, that this course will cover. Challenges around these emerging issues dominate the headlines almost on a daily basis and include biases in artificial intelligence, privacy issues in cross-border data transfers and innovative technologies (i.e. IoT, digital identity), disinformation and election integrity, government access to personal data (on public policy grounds, including public health, national security, etc.), hate speech and other harmful online content, cyberattacks (including during armed conflicts), and internet shutdowns. The course also features an optional practicum component (for one additional credit hour) providing interested students with the opportunity to become engaged in a real-life project on the topic with a relevant entity involving ICT companies and intersecting in a systemic and impactful way with human rights issues in IT, domestically or internationally. The class will be held synchronously via Zoom every Saturday from 9.30am to 11.30am CST. This will enable live class discussions with students and the instructor. Guest speakers from the industry, international organizations, law firms, and/or civil society may occasionally join the class discussion. For any questions about the course, please email Dr. Caroline Kaeb at ckaeb@luc.edu; Dr. Kaeb is a policy officer on digital issues at the European Commission in Brussels and you can find more information about Dr. Kaeb's profile at https://www.luc.edu/law/faculty/facultyandadministrationprofiles/kaeb-caroline.shtml

LAW 467 Advocacy Competition Supplement (1-3 Credit Hours)
This is a non-graded course that requires instructor permission to enroll. The course is limited to students that are currently or previously enrolled in the LAW 400, 401, 438, or 499. Students are required to prepare and compete in one or more advocacy competitions. Variable non-graded credit is available from one to three units depending on circumstances as determined by the instructor. Credit: Non-Graded 1-3 units

LAW 470 Immigration Practicum Advancing (1-4 Credit Hours)
Immigration law is one of the most complex, dynamic, and rewarding areas of practice. Yet, it is often viewed as a specialized field that rarely is connected to other public interest areas of law, including child and family law, poverty law, housing, education, health, and criminal justice. The goal of this course is to teach the current realities of immigration law as experienced in practice, and to show how it intersects other field of public interest law in the pursuit of social justice. This unique course has a classroom component and a field-work component. The class meets formally two hours per week in the evening to cover substantive immigration law issues, current topics/changes in immigration practice, and to develop practical skills tailored to the practice of immigration law practice and advocacy, with an emphasis on issues affecting families and children. Topics include family-based petitions, persons fleeing persecution, unaccompanied children, forced family separation, providing trauma informed services, intersection of family law and immigration law, and deportation defense. The course includes in-class simulations and role-plays. One course is NOT required to take the other. Students are expected to work at their extern field placement site a minimum of 55 hours in order to earn 1 academic credit hour, or 110 hours in order to earn 2 academic credit hours. Instructors may vary across terms, and are experienced professionals with diverse areas of practice in immigration law. You are required to complete assigned readings before class. Readings will also be posted to TWEN. If you are interested in pursuing externship credits, please contact the Director of the Immigration Law Practicum, Katherine Kaufka Walts.

LAW 471 Teaching Assistants (1-3 Credit Hours)
Course enrollment requires permission of the instructor or Academic Dean. Teaching assistants receive academic credit for serving in a tutor capacity for identified courses not otherwise within the jurisdiction of the academic tutor program.

LAW 472 Structured Finance (2 Credit Hours)
Securitization is a form of highly sophisticated business transaction in which a company seeking financing gathers together pools of its financial assets, such as auto loans, deposits them in a bankruptcy remote subsidiary and causes the subsidiary to issue securities or borrow loans that are backed by the pool of financial assets. Well-known types of securitizations include mortgage-backed securities and collateralized debt obligations. Although these types of transactions received a great deal of scrutiny during and after the financial crisis, securitization also includes other forms of asset-backed securities that are an essential component of modern financial markets. As this course will demonstrate, a successful securitization integrates a bunch of different bodies of commercial law, including securities law, bankruptcy law, secured transactions, corporation law, tax, and regulatory acts such as Dodd-Frank and ERISA. This course uses an actual securitization transaction to illustrate the interplay of these bodies of law. The course also looks at the greater legal implications of these transactions on the financial markets in the wake of the financial crisis. 2L and 3L students that have an interest in corporate or transactional law, general business law or finance should consider this course I shall assign homework problems for most classes, which we shall discuss in the next class. The course grade will be based on participation in this class discussion and on the results of a take-home examination. This course also counts as an elective course for the Certificate in Transactional Law.

LAW 473 Class Actions (2 Credit Hours)
Some of the most cutting-edge and challenging litigation in the courts today are class actions or complex cases involving numerous parties and/or very complicated claims. These cases can take up enormous resources of our courts and the litigants and yet result in resolutions that are fair and efficient if litigated and adjudicated properly. This course focuses on the emerging issues in such cases, the innovative uses to which scientific evidence is being put in class actions, and the methods used to resolve such disputes. Students will be expected to participate as part of litigation teams in strategic discussions and exercises highlighting the material covered in the course and will be evaluated on those exercises as well as a final examination. The class would meet, at a mutually convenient time, once a week for two credits and feature at least two guest speakers (e.g., class action lawyer, jurist, expert). Students will be given a hypothetical class action highlighting key issues and tensions within class, and brief and argue their positions on (1) class certification and (2) class settlement approval.

LAW 475 Multistate Bar Exam Fundamentals (2 Credit Hours)
This is a Bar course.

LAW 476 Art Law (3 Credit Hours)
Art Law and Transactions is a study of the main legal issues involved in the acquisition, ownership and disposition of works of art. The primary perspective is that of an attorney in the representation of an art collector, and how the transactional arc involves regular concerns, such as contract law, as well as art specific concerns, such as Nazi-era looted art. Part I Acquisition begins with a focus on the legal issues raised by the various venues for art purchases (art commissions, through a dealer, at auction) and follows with the two core issues of authenticity and good title. Part II Ownership concerns three topics that could arise during the ownership phase: crossing borders, moral rights and art loans. Part III Disposition completes the transactional loop with a discussion of how one transfers works of art during life or at death, whether by sale or gratuitous transfers, including valuation concerns. The course will include several drafting exercises (some of which will be done in teams) and a one-hour in-class final.

LAW 478 Real Estate Transactions (2-3 Credit Hours)
Real Estate Transactions focuses on the basic principles of commercial real estate transfer, development, finance and leasing. The course follows a multi-party commercial development project through acquisition, financing and leasing. The course highlights the purchase and sale contract, easements, zoning and environmental regulations and closing; the loan process and financing issues; as well as leasing. The course also addresses the role of the lawyer in real estate transactions and the broad issues involved in modern real estate practice.

LAW 480 Business Planning (3 Credit Hours)
Business Organizations is a prerequisite for Business Planning, but is recommended for Business Planning: Transactions. Business Planning: Transactions A business lawyer needs to know, or at least be generally familiar with, many areas of law. Therefore, the purpose of this course is to teach many legal issues, including: (1) the organization of a business (e.g., the types of legal entities including "C" corporation, "S" corporation, partnership, and limited liability company), organizational documents for a corporation and a limited liability company, control issues including the problems of a minority shareholder in a privately owned business, and understanding balance sheets and income statements; (ii) the financing of that business (including compliance with the federal securities laws in connection with private offerings and public offerings, bank borrowing and granting collateral pursuant to Article 9 of the UCC); (iii) certain key day-to-day transactions (including intellectual property, environmental law, labor law, real estate law, and sales of personal property as regulated by Article 2 of the UCC); (iv) buying and selling a business (including certain tax and non tax issues, documentation, hostile tender offers, going private and leveraged buyouts); and (v) the financially trouble business (including workouts and the rudiments of securitization). There is a large handout, but the substance of the course is contained primarily in the lectures. Therefore, regular attendance is expected. There is no prerequisite for this course but some prior exposure to business law (e.g., Business Organizations) is desirable.

LAW 481 Employee Benefits Law (3 Credit Hours)
No course description is available

LAW 482 Advising Not-For-Profit Organizations (3 Credit Hours)
This course counts as a Comprehensive Simulation and Skills Course There are more than 1.5 million not-for-profit organizations in the United States alone, and more throughout the world. Not-for-profit organizations contribute to society in many ways, through diverse missions from education and research, to social services, relief, and advocacy, to religion, to arts and culture. In addition to the impact made through their missions, not-for-profits as a group are significant as employers and for their contribution to the general economy as well. Not-for-profit organizations exist to further their charitable purposes, do not distribute dividends or net revenues (having no private shareholders or owners), and often are formed and operated to qualify for Federal income tax exemption under Section 501(c)(3) or other provisions of the Internal Revenue Code. Nonetheless, they have many of the same operational needs and characteristics of any other business. They occupy space (whether owned, leased, or hosted by others). They purchase and consume goods and services from vendors and suppliers. They manage and cope with attendant risks. Interestingly, commentators suggest that not-for-profits can be more complex to manage, and to advise, than a for-profit business. The organization may have funding constraints, staff constraints, and knowledge constraints, particularly when coping with transactions or situations that arise only occasionally or where the organization is governed or operated in whole or in part by volunteers. Not-for-profit facilities and operations can be uniquely complex (think for example about a museum, a zoo, a hospital, or a cathedral), and their diverse sources of governmental and private funding can come with extensive conditions, restrictions, and reporting requirements. They may even be offered (or accept) donated goods or services in kind, gifts that come with their own implications. This course will explore the opportunities and challenges for lawyers involved with not-for-profit organizations, whether as paid or pro bono legal advisors, or as board members or volunteers. The course will use a combination of traditional lecture and discussion, case study simulations, and guest speakers, as well as individual meetings with students on directed work. The course will be centered around a recurrent series of fictional clients, each a not-for-profit organization, engaged in a variety of operational and transactional situations. Each client organization will have a different mission, size, and resources, as well as mock client representatives who will have different business and style preferences, which the class will need to accommodate and will come to anticipate in fashioning and recommending solutions for each client. Each student will be invited to select and imagine a mock client organization with a not-for-profit mission suited to the student's interest and will have the opportunity to identify and explore individual topics relevant to not-for-profit transactions, operations, and governance. The course will also consider issues of legal ethics and professional conduct, as well as governance and fiduciary duty of board members, in the not-for-profit context. The course's emphasis on case studies and commercial transaction scenarios is also designed to act as a capstone course which complements and draws upon the students' prior coursework in contracts, real estate and commercial transactions, ethics, and government regulation. In these ways, the course emphasizes skills relevant in any transactional project, for-profit or otherwise. Students will be graded based on class participation, written assignments and exercises, and a paper and presentation resulting from research and study on their chosen mock client and individual study topics. There is no final examination for this course. (Hagy)

LAW 483 Federal Tax Clinic I (2-4 Credit Hours)
The purpose of the Federal Tax Clinic is to educate the student in the practice and procedures of federal tax law and dispute resolution before the Internal Revenue Service (IRS) and the United States Tax Court. The tax clinic is neither exclusively a "skills center" nor a "theory center." Instead, all the numerous components of tax law practice are integrated in the curriculum of both classroom study and legal practice with actual clients. Some of the subjects include client interviewing and counseling, negotiations, and tax litigation. Students handle cases at the IRS and Tax Court level on a clinical basis and, with the clinic attorneys, prepare all appropriate written responses to the IRS, prepare Tax Court petitions, and litigate tax cases. Federal Income Tax is a prerequisite. This is a Skills and Live Client Experience course.

LAW 485 Journal of Regulatory Compliance Executive Editor (1-3 Credit Hours)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 486 Federal Tax Clinic II (1-2 Credit Hours)
The purpose of the Federal Tax Clinic is to educate the student in the practice and procedures of federal tax law and dispute resolution before the Internal Revenue Service (IRS) and the United States Tax Court. Federal Tax Clinic II affords students from the tax clinic the opportunity to carry their cases through to completion. It is more independent and sophisticated than tax clinic I. Students continue to develop the skills that they learned in tax clinic I, including client interviewing, negotiations, tax litigation, correspondence with the IRS, and preparation of petitions to Tax Court. Federal Income Tax and Tax Clinic I are prerequisites. This is a Skills and Live Client Experience course.

LAW 487 Law Journal Members (1 Credit Hour)
Law Journal Members are responsible for editing, cite checking, page-proofing and proofreading articles selected for publication in the Loyola University Chicago Law Journal under the supervision of Executive Editors and Senior Editors. Each Law Journal Member must also prepare and submit an original note or comment of publishable quality.

LAW 488 Journal of Regulatory Compliance Senior Editor (1-2 Credit Hours)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 489 Journal of Regulatory Compliance Associate Editor (1 Credit Hour)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School, Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 490 Law Journal Executive Editors (1-3 Credit Hours)
Law Journal Executive Editors are ultimately responsible for the publication of the Loyola University Chicago Law Journal. They oversee the selection, editing, cite checking, page-proofing and proofreading of articles chosen for publication in the Journal. They also oversee Law Journal Members and Senior Editors in the performance of their responsibilities. Law Journal Executor Editors are also responsible for planning and hosting the Law Journal's annual symposium conference.

LAW 491 Law Journal Senior Editors (1-2 Credit Hours)
Law Journal Members are responsible for editing, cite checking, page-proofing and proofreading articles selected for publication in the Loyola University Chicago Law Journal under the supervision of Executive Editors. Law Journal Senior Editors are also responsible for other tasks assigned to them by Executive Editors that contribute to the operation of the Journal.

LAW 493 Adult Guardianship Project (3 Credit Hours)
This course offers 3 graded experiential learning credits for weekend JD students and students whose non-traditional schedules do not allow them to participate in a legal clinic or externship. The Adult Guardianship Project allows 711-license eligible law students the opportunity to represent real clients seeking guardianship of adult family members. The course requires three two-hour lecture components covering the requisite substantive areas of law as well as biweekly office hours for individual casework instruction. Lectures include client interviewing, case management procedures, substantive issues in the Probate Division, hearing advocacy, as well as best practices for working with diverse populations. To be inclusive of more law students, this course is designed to accommodate remote participation as needed given all client meetings and court appearances will be held on Zoom. Students must be eligible to appear in Court under Supreme Court Rule 711. Students who have successfully completed a minimum of 43.0 credit hours at the School of Law may enroll in the course.
Outcomes:
Conduct client interviews and develop rapport critical to advocating for real clients; Develop sufficient knowledge of adult guardianship of the person under the Illinois Probate Statute; Learn to draft and file the legal pleadings necessary in adult guardianship matters; Use 711 license to appear at all court dates on behalf of clients under the supervision of a licensed attorney

LAW 494 Law Journal Associate Editors (1 Credit Hour)
This is the course to provide credit to student editors of the Loyola University Chicago Law Journal.

LAW 495 ABA Tax Section Law Student Tax Challenge (1 Credit Hour)
An alternative to traditional moot court competitions, the Law Student Tax Challenge (LSTC) is organized by the Section¿s Young Lawyers Forum. The LSTC asks two-person teams of students to solve a complex business problem that might arise in everyday tax practice. Teams are initially evaluated on two criteria: a memorandum to a senior partner and a letter to a client explaining the result. Based on the written work product, six teams from the J.D. Division and four teams from the LL.M. Division receive a free trip to the Section¿s Midyear Meeting, where each team presents its submission before a panel of judges consisting of the country¿s top tax practitioners and government officials, including tax court judges. The competition is a great way for law students to showcase their knowledge in a real-world setting and gain valuable exposure to the tax law community. The problem is released in September and the written submissions are due in November. Teams are notified in December if they have been selected to present their papers at the ABA Tax Section Midyear meeting which happens at the end of January or beginning of February.

LAW 498 Corporate Governance Law and Practice (2 Credit Hours)
Pre-requisites: Business Organizations
In this course students will study and analyze the law and practice of corporate governance law for publicly-held corporations. Introductory sessions will detail corporate governance law and regulation, with a specific focus on the impact of the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010. Thereafter, a number of alternative proposed reforms will be assessed Finally, the course will address practical element of corporate governance practice including professional responsibility issues, the director selection process, board diversity, and empirical learning regarding the best corporate governance practices.

LAW 499 Trial Practice I Applied (1-3 Credit Hours)
This graded 3 unit course requires instructor permission to enroll. Students develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. Students are required to participate in the mandatory evidence boot camp at the start of the semester. Each student is required to apply their learned skills in one or more local, regional, national or invitation mock trial competition. This course satisfies the requirements of Trial Practice I (LAW 411 or LAW 416).

LAW 504 Lawyers as Leaders (2 Credit Hours)
No course description is available

LAW 506 Patent Prosecution Seminar (2 Credit Hours)
During the Patent Prosecution Seminar, students will learn the requirements needed to procure a patent and navigate through the different stages of the patent examination process with the U.S. Patent and Trademark Office. Skills that are developed during the Seminar include conducting an Inventor Interview, drafting claims of a patent, responding to an Office Action, conducting an Examiner Interview, and drafting a petition or preliminary response for an Inter Partes Review proceeding. After taking the seminar, students are confident in their skills to procure a patent on behalf of clients.

LAW 509 Federal Courts (2-3 Credit Hours)
This course builds on the knowledge gained in constitutional law and civil procedure. One of the most important features of our constitutional system is the general division of governmental authority between state and national governments, and nowhere is that division of authority more important to practicing lawyers than in the allocation of judicial power between the state and federal courts. The former are, of course, courts of general jurisdiction, while the latter are courts of limited jurisdiction. The overall design of the course seeks to assist students in thinking about this allocation of power, not as a merely theoretical matter, but as one of real practical consequence in connection with a client's substantive goals and how best to serve them. Litigants typically want access to the federal courts for very specific (and often very important) reasons: to obtain remedies for violations of federal constitutional and statutory law, or, in some cases, to secure a forum that they believe will be more hospitable to their claims. Seen in this way, the law of the federal courts consists of doctrines that either facilitate or frustrate litigants in achieving their substantive goals in the federal (and state) courts. The aim of the course is to provide students with a basic framework for thinking effectively about these problems. This course may be offered only every other year.

LAW 510 Graduate Fellowship Independent Research (1-4 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn credit. The scope and subject is arranged between the student and the faculty member.

LAW 511 London Comparative Advocacy Prgrm (1 Credit Hour)
Each year, students are selected to travel to London for about two weeks between semesters. In London, students engage in a number of activities focusing on the British legal professions, the system of advocacy in the U.K., and legal history. For students who hope to be selected for the program, completion of Evidence is recommended. Applications for the program are due each April and the program faculty selects the participants for the following year. There are always far more applicants to the program than available space. This course is the second credit of a two-credit ungraded program. To prepare for the visit to London, students are required to take "Introduction to the English Legal Profession" (1 credit) during the fall semester prior to the trip. Participants are then required to register for this course in the spring semester after the conclusion of the trip to London. Students are required to submit a 20 page research paper by a deadline in May on a topic approved by the instructor.

LAW 515 Special Topic: Alternative Energy (2 Credit Hours)
No course description is available

LAW 516 Prisoner Constitutional Rights Litigation (3 Credit Hours)
Pre-requisites: None, except no 1L
Prisoner Rights Litigation is enormous. It accounts for up to twenty percent of cases filed in federal courts; indeed, over 300 of the roughly 1,500 civil cases filed in the U.S. Court of Appeals for the Seventh Circuit in 2022 were brought by prisoners alleging unconstitutional conditions of confinement (lack of healthcare or dental care, cell infestations, inhumane temperatures, discipline without due process, suppression of religion or speech, or inadequate diet-to name some). And in this area, access to counsel is a critically unmet legal need, forcing many prisoners to litigate potentially meritorious claims without counsel. Yet this absence of counsel is perplexing given that this practice area can be lucrative for attorneys due to the guarantee of attorneys' fees under the Civil Rights Attorneys Fees Act. To resolve that discrepancy, this course is intended to prepare students for practice in prisoner's rights cases. This course will benefit students whether they practice in this area full time or on a pro-bono basis. The topics this course will cover include the federal rights that individuals retain while detained pending trial and after conviction, as well as areas of practice unique to litigating prisoners' constitutional claims. Students will also have an opportunity during the semester to hear from a guest speaker (TBA) who was formerly incarcerated and will discuss common issues of living in prison, including physical conditions, medical and mental health care, access to the grievance process and the courts in general. Course formative and evaluative assessments will provide students opportunities to learn the material, demonstrate understanding, and hone writing skills for practice. The primary method to assess student learning in this course will be the preparation of both a trial brief and an appellate brief. Students will also undergo four unannounced quizzes that will measure how well they understand the material. In addition to these assignments, class participation is critical and will be part of the final course grade.

LAW 518 Advanced Mediation and Courthouse Practicum (1-3 Credit Hours)
This course is for students who have already taken and passed the Mediation Certification & Courthouse Practicum. Students in this course will further develop and build upon their mediation skills by mediating actual long model cases at the Center for Conflict Resolution, as well as short model cases at the Cook County courts. Students will turn in written case summaries and assessments after the mediations and use the classroom time to discuss and learn from each other's mediation experiences. This is a 1-3-credit course. Grading is based on participation in mediations, class discussions and written work. Professor permission is required. This is a Skills and Experiential Learning course.

LAW 519 National Security Law (2 Credit Hours)
This course examines the current constitutional and statutory framework guiding government institutions tasked with national security responsibilities, as well as their historical roots. It covers such themes as the allocation and interplay of power between the Congress and the President on matters of war making, emergency powers, intelligence gathering, targeted killing, indefinite detention, Military Commissions, and the looming prospect of a statutory schema for addressing the rising threat of domestic terrorism. Conventional wisdom overweighs 9/11 and its aftermath as the anchor point for examination of this field of law. In fact, and as the course explores, its roots must be traced from 19th century conflicts with native peoples to slavery and the Civil War, and then coursing through industrial and social strife in the early 20th century, Cold War anti-Communism and the 1947 National Security Act, to the ongoing War on Terror - foreign in the wake of 9/11 to which paralleling concerns of domestic forms now proliferate, with each draw on organizing tenets involving the othering of minorities. To the extent that "national security law," can be said to cogently exist as a discreet field, it operates from the underpinnings of a complex mix of legal and political theory under the penumbra of Emergency Powers or, more classically, The State of Exception made famous by Weimar jurist and political theorist Carl Schmitt, with antecedents in the work of John Locke and Thomas Hobbes. The mix is inextricably intertwined with U.S. foreign policy concerns and their historical fluctuations. These theoretical considerations therefore frame and inform the course's interrogation of the legal structures and doctrines. It also engages with the topic of how ideas of membership and belonging have shaped our judgments as a world power nation-state about who and what counts as an external threat.

LAW 522 Election Law (2-3 Credit Hours)
Election Law will introduce students to the legal regulation of elections and politics. It will cover major Supreme Court cases with respect to the right to vote, regulation of political parties and candidates, redistricting, race and representation, and campaign finance. This course provides a good foundation for students interested in the law of democracy.
Outcomes:
Understand the legal limitations on governmental infringements of electoral rights; Understand how constitutional guarantees like the freedom of speech intersect with the nontextual constitutional right to vote

LAW 524 Sales (3 Credit Hours)
Sales is an advanced contracts course and offers an opportunity to develop drafting, contractual and statutory interpretation, and client counseling skills. Students will gain an in-depth understanding of the law governing sales of goods and Article 2 of the UCC.

LAW 525 Law, Politics, and Society (2 Credit Hours)
This seminar focuses on the relationship between law, politics, and society in one particular area - the criminal justice system. Drawing on a variety of sources, including court decisions and empirical studies, we will examine how the criminal law works, "on the ground." The seminar is organized in the following manner: after a brief introduction to some socially created bases for popular notions of criminality and lawbreaking, we will focus on socio-legal studies in six areas: criminal courts and criminal justice personnel, criminal trials, prosecutors, defense attorneys, the police and punishment. Issues we will consider include the disparity between what the law says and what happens in reality; the role of race, class, and gender in the decisions made by those whose job it is to enforce the criminal law; the role the criminal justice system is intended to play in society, and finally whether the criminal justice system lives up to the goal of balancing the interests of justice, order, and liberty.

LAW 530 International Law Colloquium (2 Credit Hours)
This seminar will examine select topics in contemporary international law practice and scholarship. Approximately every other week, the course will feature presentations of papers or works in progress by a leading international law scholar or practitioner. Students will submit short written comments of each paper in advance of its presentation. These comments will be sent to the speaker and the two hour session will be devoted to discussion of the paper and these comments.

LAW 531 The Administrative State (2-3 Credit Hours)
Pre-requisites: Preference will be given to 1LFT students
2L and 3L students may enroll on a space available basis. This 1L perspective elective seminar examines the role of executive branch and independent federal agencies (like the Federal Trade Commission) under our Constitution. These agencies regulate much of the economy and much of our daily lives far more than the state and federal court systems. Despite being critical to our individual liberties, health, and economic well-being, the work of such agencies is under attack. The seminar will look at recent Supreme Court cases which challenge in different ways the work and very existence of such agencies.
Outcomes:
Understand the role of administrative agencies in our legal system; Prepare a thoughtful 20 page page on one or more of the legal challenges such agencies face under current and anticipated Supreme Court litigation; This course may be used to satisfy the upper class writing requirement with permission of instructor for 3 credit hours upon completion of a more substantial seminar paper meeting the requirements of the writing requirement

LAW 536 Legislative Drafting (1-2 Credit Hours)
The Legislative Drafting Workshop will provide law students with an introduction to legislative drafting with a specific focus on the unintended consequences that can result from well-meaning legislation. Students will learn the basics of how to draft a law for enactment in the state of Illinois. We will analyze several statutes to identify common problems, and other well-known unforeseen issues. There are several types of unintended consequences, and students will learn how to identify and prevent them. The course will consist of several in-class assignments where students will be given proposed legislation and they will identify many possible unintended consequences of the law and they will then correct them either by rewriting the law or drafting an amendment. The course will be taught by legal professionals with extensive experience in legislative drafting and litigation. The students will gain practical skills by learning from two practicing litigators who experience the effects of unintended consequences every day.

LAW 538 Critical Race Theory (2 Credit Hours)
Critical Race Theory teaches analytical tools to study how law can create and cure racism. The course re-examines the first year curriculum (e.g., torts, contracts, criminal law, property, and civil procedure) to show that the law is conscious of race, and to explore how seemingly neutral application of the law can have devastating consequences for racial minorities.The course puts Critical Race Theory in conversation with other critical approaches like feminist theory and class studies. Our course goal is to address the following question: What would the legal landscape look like if society were to account for (and address) racial oppression?

LAW 539 Affordable Housing Law & Policy (2 Credit Hours)
The course will a provide an historical overview of federal housing statutes and programs to lay the groundwork for understanding how these programs and their successors are being utilized today to preserve and construct affordable rental housing. Case studies analyzing the legal organizational and financing structure of mixed income public housing developments in Chicago will demonstrate how public-private partnerships work in practice. Supreme Court and lower court cases that have impacted the course of affordable housing will be analyzed particularly in relation to the Fair Housing Act of 1968. The course will conclude with a review of employment opportunities in this field and how most effectively to pursue them.

LAW 540 Community Law Center Clinic III (2 Credit Hours)
Pre-requisites: Must have previously taken Community Law Center Clinic I
This course is open to returning Community Law Center Clinic I students seeking 2 credit hours. .

LAW 542 Trademark Law Seminar (2 Credit Hours)
Pre-requisites: Intellectual Property or Instructor Permission
No course description is available

LAW 549 Antitrust & Intellectual Property Seminar (2 Credit Hours)
Pre-requisites: Intellectual Property, Copyright or Antitrust Law or instructor permission
This seminar focuses on the interface between Intellectual Property (IP) and antitrust law. Patents, copyrights and trademarks and other IP regimes confer exclusionary rights. Exclusive rights provide incentives and serve other ends, but their exercise can also impede competition distort otherwise competitive markets. This seminar will address the intersection of IP and Antitrust with respect to issues such as standard setting, licensing, corporate strategy, product design, efforts to increase market share and mergers and acquisitions.

LAW 551 eDiscovery and Problem Solving (2 Credit Hours)
Pre-requisites: Civil Procedure, Criminal Law, Constitutional Law
Electronic discovery ("eDiscovery") is the practice of working with digital evidence during legal proceedings. It is at the intersection of law and such information technology disciplines as computer forensics, information governance, data analytics, machine and rule based learning, and artificial intelligence (and so that we do not scare anyone away, we expect that most students will have little experience with these concepts). Proficiency in e-discovery has become a must-have skill set for litigators. The Federal Rules of Civil Procedure and Evidence have already been modified multiple times in the last few years to try to address e-discovery concerns, and additional changes are under review by the drafters. The states have followed suit with their own rules. A burgeoning body of case law comes down each year, attempting to define the legal and ethical obligations of parties and counsel when preserving, collecting, reviewing, and producing electronically stored information. The result is a fundamental change in litigation practice. For example: the enormous costs of e-discovery drive settlement strategy in commercial litigation; divorce and trade-secret cases hinge on the contents of a party's cloud email account; product liability and personal injury cases focus on output from the Internet of Things; prosecutors and criminal defense attorneys fight to balance the wealth of evidence available from mobile phones with privacy rights; legal privilege protections are diminished because it is difficult to find attorney/client communications among large volumes of email; technology-savvy attorneys use their expertise to contest the authenticity and probative value of key pieces of evidence based on arcane metadata; parties seek arbitration or trial venues based on the protections and burden of local discovery rules; international reaction to US cyber-snooping hindered the ability of US litigants to obtain information from foreign parties; and, attorneys and litigants are sanctioned with alarming frequency for failure to properly manage e-discovery. Mastery of e-discovery is a differentiator for clients choosing counsel and for law firms in the hiring of new attorneys.
Law 551 is a survey course, to familiarize students with foundational concepts, and to delve into some of the more challenging questions that e-discovery poses. It will also look at creative and strategic ways that lawyers use digital evidence to advance their cases. The course will include a combination of lecture, discussion, and practical application, allowing students an opportunity to explore issues and practice their advocacy and problem solving skills. Readings will consist of case law, statutory and regulatory guidelines, ethical guidelines, research, and white papers. Grading will be based on class participation, a mid-term exam and a theme paper.
Outcomes:
Understanding eDiscovery workflows and best practices; Understanding governing rules and case law regarding eDiscovery

LAW 552 Political Civil Rights (1 Credit Hour)
The purpose of this course is to provide students with a survey of current and emerging issues in American civil rights litigation. It defines civil rights broadly and incorporates issues related to food justice as well as traditional doctrines addressing discrimination based on race, gender and other identities. As a start, the materials on racial discrimination serve as an anchor. The foundational framework for our civil rights laws is directly related to our racially discriminatory laws. For that reason, the course starts with landmark cases and historical developments impacting the social and legal treatment of blacks and other communities of color. Additionally, it asks students to think about what law is, what law is doing, and what it should be. The coverage, then, expands to the diverse areas of civil rights laws. Throughout, students will learn the contours of each doctrine, the principles that form it and their practical relevance. This begins with a discussion of racial discrimination as the catalyst for civil rights jurisprudence in America. The Civil Rights Act and relevant doctrines of the 14th Amendment are important to understanding the development of civil rights litigation. Ongoing and emerging issues affecting gay, transgender, women, nonconforming individuals, and poor classes are also covered as vibrant parts of civil rights jurisprudence. To this end, the course's materials are divided into three parts: the first part deals with foundational and historical issues that impact today's jurisprudence. Chapters in this first section examine the road to Brown and the struggle for desegregation in school systems nationally. It also discusses pre and post Reconstruction cases and statutes still relevant today. The second part examines in detail the cases and laws that make up the modern civil rights landscape. As such, it starts with the Civil Rights Act and a close examination of Title VII, Tile IX and Title VI. This section also includes cases that make up the voting rights canon as well as chapters on disability law, language minorities, and gender discrimination. The third section delves into a study of emerging issues in the twenty-first century. In these materials, relevant issues include the struggle for sustainability as civil rights issues, food justice, gender identity, sexual orientation, and same sex marriage.

LAW 553 Sex Trafficking (3 Credit Hours)
This seminar will explore sex trafficking as a structural problem of intersectional inequality and sexualized violence. This class will combine theory with a comprehensive overview of legal doctrine in areas of substantive criminal law and procedure. Students will also read several articles addressing intersectional feminism and critical race theory approaches to law, hierarchy, and vulnerability.

LAW 554 Family Law Practicum (1 Credit Hour)
Students in this practicum will administer a skills component of the traditional Family Law foundational course, focusing specifically on the drafting of an antenuptial agreement in a complex case hypothetical. Practicum students will serve as clients in the drafting exercise. In this capacity, students will meet face-to-face with the collective group of student attorneys representing each client and engage in ongoing, timely and detailed electronic communication with student attorney teams throughout the course of the skills exercise. Practicum students will also assist in evaluating the client counseling facet of the exercise, and in reviewing each prenup for its substantive terms. Each practicum student will spend approximately 40 hours engaged in work related to the exercise. Students may enroll in this practicum only with permission from the instructor.

LAW 555 Children and the Law (2 Credit Hours)
This course adopts a novel Critical Youth Theory approach to address a range of legal claims grounded in substantive due process from a child-centered perspective. We will explore the various ways in which child-centeredness shapes the legal discourse and how centering children invites us to think differently about legal problem-solving. Topics include: Voting, Right to Identity, Climate Crises, Global Perspectives on Children, Gun Violence, Poverty among others.

LAW 556 Alternative Dispute Resolution (2-3 Credit Hours)
This course aims to help law students become effective problem solvers through development of their knowledge and skills in negotiation, mediation, and arbitration as applied to a range of legal disputes. Students will learn to assist clients in identifying their goals and searching for creative solutions that produce efficient, expansive and effective outcomes. Students will learn about negotiation, mediation, and arbitration through lectures, but primarily through case simulations followed by critical feedback. Class attendance is critical. Class focus will be on the mediation and collaborative legal forums of Alternative Dispute Resolution, with an emphasis on learning procedural aspects of mediation and arbitration, and the collaborative skills of negotiation. This course will provide students with the opportunity to gain practical knowledge and familiarity with the different methods of alternatives to litigation. Classes will include lectures, simulations, role-playing, and outcome-based actual case studies. This is a Skills course.

LAW 558 Comparative Freedom of Speech (1-2 Credit Hours)
This course will explore the first amendment provisions dealing with free speech, freedom of association and religion with particular emphasis on free speech and association in a time of terror. We will also study the European counterpart protections with significant stress on civil and criminal defamation.

LAW 560 International Research (1-2 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn credit for a project related to an international law subject. The scope and subject is arranged between the student and the faculty member.

LAW 564 Animal Law and Policy (2-3 Credit Hours)
Animals (meaning comprehensively for this purpose non-human mammals, birds, reptiles, fish, and insects) are central to our world in a myriad of ways. Historically, and still today (not without controversy and for better or worse depending both on degree and on your perspective), animals were and are a major source of food, as well as a tool of production as farm labor, transportation, policing and security, military activities, and entertainment and education, an object of scientific and medical research, and work as service and support animals. Animals are also key components - and participants - in our ecology and environment; after all, they have been on the planet in one form or another 500 million years before the first humans are believed to have emerged (and, even then, Darwin might point out that we have them to thank). Moreover, companion animals have been sources of friendship, companionship, and love throughout centuries and especially in modern society where they are often viewed as family members and not as possessions. These attachments, and public concern for the welfare of animals, also result in a determination to protect animals (although arguably in some contexts but not others) from neglect and abuse. For all of these reasons, animals intersect with virtually every aspect of legal concept and practice: property law, contracts, tort, criminal law, environmental law, wills and trusts, constitutional law, international law and trade, and more. And, like every area of law, animal law continues to evolve through legislative and regulatory action, judicial decision, and societal sentiment. That change can be complex, involving considerations of both human and non-human safety and wellbeing, ethical and moral beliefs, and economic interests. In this course, together we will explore themes across the spectrum of how the law touches and treats animals in our society, in our economy, in our homes, and in the wild. We will use a textbook as a starting resource, supplemented by materials from primary and real-world sources and contexts, as points of discussion and discernment. Each class member will also select an individual topic in an area of personal interest to develop in further depth and to share with the class to expand our knowledge. Coursework on which the performance assessment is based will be composed of a series of objective or short-answer written assignments throughout the course, a concise paper and class presentation on the student's chosen individual in-depth topic, a brief take home final examination that also serves as a summative reflection on the course, and class participation.

LAW 566 Blockchain & the Law (2 Credit Hours)
No course description is available

LAW 568 European Union Law (1-3 Credit Hours)
This seminar will provide a survey of the key Treaty provisions and legislation of the European Union (EU) and the key institutions of the EU that enforce these provisions. The course will focus on the so-called four freedoms of EU law - the free movement of goods, services, people, and investments. The course will also discuss the progress of the EU towards its long term goal of the completion of a single European market and discuss selected areas of the substantive law of the EU including competition law (antitrust). Students will prepare a paper on a mutually agreeable topic and submit an outline, first draft, and final version as well as present their topic in class toward the end of the seminar.

LAW 572 Special Education Dispute Resolution (1 Credit Hour)
This one credit hour weekend course will provide students with an intensive simulated experience in the various processes of resolution of special education disputes. Areas addressed will include some or all of the following: contested IEP meetings, manifestation determination reviews, resolution meetings, mediation, and due process hearings. Assuming the roles of parent¿s counsel and school district counsel, students will develop a practical working knowledge of federal and Illinois statutes and regulations governing special education dispute resolution; develop a legal understanding of, and working familiarity with, student special education records and documents; and learn how to interview and prepare clients, witnesses, school personnel, experts, and others for their respective roles in the dispute resolution process.

LAW 573 Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice (2 Credit Hours)
This class will examine how terrorism cases are investigated, prosecuted, defended and punished. It will address how suspected terrorists are targeted and captured, including surveillance methods and interrogation techniques, as well as the questions of whether these measures are effective and potentially undermine well-established and deeply in-grained constitutional liberties and culture. It will cover classified evidence in the adversarial process -- including how it is gathered, how it impacts charging decisions and trial strategies, and how courts manage it in adversarial proceedings. In addition to drawing out these issues as they operate in civilian courts, the course will also examine judicial alternatives, including the use of military tribunals or national security adjudicative systems in other constitutional democracies, as well as extra-judicial and judicially pre-emptive measures such as preventative detention, designations and the freezing of assets. Overarching issues that will animate our exploration will be the need for emergency rules and powers, the role(s) of the courts and counsel, and how well the U.S. legal system faces the challenge of balancing rule of law and civil liberty principles with the national security concerns in countering terrorism, both internationally and domestically. This is a non-exam course. Grades will be based (i) short written impression statements on assigned weekly readings which will be used as prompts for class discussion; (ii) classroom participation, and; (iii) a 15-20 page paper on a topic of choice in the field. The class will include participation by guest speakers, including scholars and practitioners in the field. This is a Skills course.

LAW 575 Futures, Swaps, & Other Derivatives (2 Credit Hours)
No course description is available

LAW 576 The Corporation and the Constitution (2 Credit Hours)
This class will investigate the origin in law of the corporate form and explore the challenges presented by the modern corporation, both from the standpoint of its legal structure as a business organization formed by law, and the rights and privileges afforded corporations under case law that interprets the corporation as a jural "person." Readings will be considered from colonial charters to the recent U.S. Supreme Court decision in Citizens United v. FEC (2010). There will be special emphasis on the contracts and commerce clauses of the Constitution, as well as the 14th Amendment. This course is not so much concerned with corporate responsibility as it is with corporate governance and accountability. We will explore the concept of limited liability, trace the evolution of legal personhood, examine the original public purpose requirement of the corporate entity as contemplated in law, and consider the role of public law in the world of the self-regulating market.(Class will meet at Chicago Kent Law School.)

LAW 578 Student Disciplinary Hearing Workshop (1 Credit Hour)
This one credit weekend course will provide students with an intensive simulated experience in conducting a student disciplinary administrative hearing. Assuming the roles of counsel for the student and counsel for the school district, workshop participants will prepare for and represent their respective clients in a school expulsion hearing. Participants will develop an understanding of the constitutional principles of due process, freedom of speech, and search and seizure as they pertain to students in the public school setting; as well as Illinois School Code statutory provisions regarding student discipline, suspension and expulsion.
In the course of preparing for the culminating disciplinary hearing, participants will gain a working familiarity with student codes of conduct and student school records and documents, and they will hone their skills in interviewing and preparing clients, witnesses, and school personnel for their respective roles in the discipline process and administrative hearing. Students will also deliver opening and/or closing statements and conduct direct and cross-examinations of witnesses and, through this process, will enhance skills applicable to a variety of court and administrative hearing settings. This is a Skills and Experiential Learning course.

LAW 584 Mediation Certification & Courthouse Practicum (4 Credit Hours)
Students in this course will be trained to become certified mediators and then develop their mediation skills through hands-on experience mediating in court. The course starts with a mandatory intensive mediation skills training conducted by the Center for Conflict Resolution (CCR) at the beginning of the semester. The course will thereafter meet once a week as part of CCR's certification process to discuss, practice and improve upon student mediation skills. Students who meet all of CCR's certification requirements will be certified as CCR volunteer mediators and mediate actual cases in Cook County courts, while continuing to meet in class to discuss and build on what they learn in the mediations. Upon completion of this course and the CCR certification process, students will be able to continue volunteering as mediators for CCR, as long as they continue to meet CCR's volunteer requirements. Instructor Permission Required. Spots are limited so students are encouraged not to delay seeking permission to register for the course. To apply, email Professors Block and Eatherton. Preference will be given to students who have already completed a mediation or negotiation course, whose fall schedules are compatible with the court mediation schedule, and who are in their final year of school. Those who do not get a spot may request to be put on the waitlist. Enrollment Requirements: Restricted to J.D. and LL.M. students

LAW 586 Community Law Center Clinic Veterans Practicum (2-4 Credit Hours)
Pre-requisites: 44 credit hours completed
The Veterans Practicum is a cross-disciplinary effort in partnership with the School of Social Work designed to better address veterans' social and legal needs. Senior law students will use 711 license to represent veterans and their families in a myriad of civil legal matters under the supervision of the director, Emily Vaughan. Students who enroll in this course must be available to be for office hours one morning or one afternoon each week (Monday-Friday). The Practicum also has a classroom component that meets each Wednesday from noon to 2 p.m. The purpose of the classroom component is to provide students with a theoretical overview of the lawyering skills that will be required of them in their casework.

LAW 590 Victims and the Criminal Process (2 Credit Hours)
This course tracks the victim's role and the rights of and responsibilities to victims. The course considers the different stages of the criminal process, from investigation through sentence and post-sentence matters, and the law of victims' rights through that process. It examines state constitutions and federal statutory victims' rights. The course also examines definitions of "victim" to see who is included and excluded; examines gender and racial bias in criminal justice and how these impact response to crime; it examines historical and comparative responses to victims of crime, and analyzes how the law serves different kinds of victims, including victims of wrongful convictions, victims of financial fraud, and other classes of victims. The course will require a research paper. No exam.
Outcomes:
Students will learn the statutory and constitutional rights and laws pertaining to victims; Students will examine and consider policy implications related to the rights of victims; Students will collaborate with colleagues to present on at least one area of victims' rights and proposed reforms

LAW 592 Independent Research (1-2 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn one or two units of ungraded credit. The scope and subject is arranged between the student and the faculty member. It is expected that for each hour of academic credit the student will produce a scholarly work of publishable quality of approximately 30 pages in length. The project that is the subject of the Independent Research must be completed during the semester in which the registration occurs. This variable credit course may be repeated for a maximum of six (ungraded) credits. (For additional requirements see the associate dean.) This is a Non-Graded Course.

LAW 593 Graduate Fellowship Extern (1-4 Credit Hours)
Students may earn externship credit for working at an approved externship site. This program is designed to offer students practical experience.

LAW 594 Directed Study (1-2 Credit Hours)
A student may earn up to two units of ungraded credit for undertaking a research project for a faculty member. The scope and subject is chosen by the faculty member, who exercises control over the project. It is expected that for each hour of academic credit the student will engage in substantial legal work for at least fifty-five (55) hours during the semester. The project that is the subject of the Directed Study must be completed during the semester in which the registration occurs. This variable credit course may be repeated for a maximum of six (ungraded) credits. (For additional requirements see the Associate Dean.)

LAW 595 Community LawCtr Clinic I (4 Credit Hours)
The Community Law Center Clinic (LUCLC) course is designed to teach students the essential skills involved in the practice of law, including client interviewing and counseling, hearing advocacy, negotiation and practice management. These skills are taught in conjunction with the representation by students of clients in civil cases under the supervision of Professor Theresa Ceko and the law school's clinical faculty. The Law Center is located in Room 1005 of the law school. Students who enroll in the clinic course must be available to be in the clinic either one morning or one afternoon each week (Monday-Friday). The course also has a classroom component that meets each Wednesday from noon to 2 p.m. The purpose of the classroom component is to provide students with a theoretical overview of the lawyering skills that they perform at the clinic. In addition to regular clinic hours and classroom work, clinic students work on their cases during an additional 6 hours a week, most of this work done on the student's own time. Any student who has completed the first year of law school can enroll in the clinic course. Students in the LUCLC represent children in contested guardianship cases and clients in civil cases involving landlord/tenant, family and elder law problems. Many of LUCLC's clients are low income persons. Serving persons who cannot afford legal services sensitizes students to the special ways that the law affects the lives of the indigent. Another important aspect of the LUCLC course is the opportunity for students to develop their own sense of the lawyer's professional role. Students experience the complexity of the attorney-client relationship and the myriad ethical dimensions of lawyering. Students are exposed for the first time to the conflicts, frustrations and rewards inherent in legal practice. Enrollment in the Community Law Center Clinic course also helps students prepare for the performance tests that have been added to many state bar examinations, including Illinois. The skills that these performance tests measure are the same skills that students learn through their client representation. The Community Law Center Clinic course is an excellent bridge from the law school classroom to the law office. It allows students to begin to learn how to practice law in a reflective environment.

LAW 596 Community Law Center Clinic II (3 Credit Hours)
Students in the LUCLC represent children in contested guardianship cases and clients in civil cases involving landlord/tenant, family and elder law problems. Many of LUCLC's clients are low income persons. Serving persons who cannot afford legal services sensitizes students to the special ways that the law affects the lives of the indigent. Another important aspect of the LUCLC course is the opportunity for students to develop their own sense of the lawyer's professional role. Students experience the complexity of the attorney-client relationship and the myriad ethical dimensions of lawyering. Students are exposed for the first time to the conflicts, frustrations and rewards inherent in legal practice. Enrollment in the Community Law Center Clinic course also helps students prepare for the performance tests that have been added to many state bar examinations, including Illinois. The skills that these performance tests measure are the same skills that students learn through their client representation. The Community Law Center Clinic course is an excellent bridge from the law school classroom to the law office. It allows students to begin to learn how to practice law in a reflective environment.

LAW 597 The Use of Force in International and Domestic Law (2 Credit Hours)
This course introduces students to constraints on the use of force in international and U.S. domestic law. International law topics include: (1) a brief introduction to international law and legal theory; (2) the United Nations Charter and limits on the use of force between states; (3) the difference between armed conflict and law enforcement matters; (4) rules regulating the conduct of fighters during an armed conflict; (5) human rights law, and; (6) the law of the sea. Domestic law topics include: (1) the general relationship between international law and the U.S. legal system; (2) the allocation of authority to use and limit the use of force under the U.S. Constitution; (3) domestic law regulating the conduct of armed hostilities, and; (4) domestic statutes regulating the use of the armed forces for domestic law enforcement and other emergencies. The final grade is determined by a take-home final exam, class preparation and participation, and contributions to in-class group work.

LAW 598 Appellate Advocacy Honors Program (2 Credit Hours)
The Appellate Advocacy Honors Program is the classroom component of Loyola's Moot Court Program. Students will learn effective appellate advocacy through lectures and workshops. Work completed in the classroom will not only prepare students for their competitions, but also strengthen written and oral advocacy skills for legal practice. This is a Skills and Comprehensive Simulation course.

LAW 599 Externship Intensive Field Placement (1-3 Credit Hours)
Externship - Intensive Field Placement - Chicago (1-3) Skills, Live Client Experience Students enrolled in the JD program who have completed all required first year courses may apply for an externship at an approved field placement site. Certain field placements may limit eligibility to students who have completed certain course work or who have obtained their Illinois Supreme Court Rule 711 license. Students in the externship program may earn 2 or 3 hours of non-graded credit for supervised work performed at an approved field placement site. Students participating in the externship program are also enrolled in a contemporaneous and competency based seminar course. The classroom component of the course has been designed to complement the legal work performed by the student in the field. The focus of the seminar course is on professional identity formation, professional skills, ethics, and cultural competence. The goal of the course is to assist students as they transition to the practice of law. There is no final examination in this course. This course is offered each semester. Externship: Intensive Field Placement - Washington, DC (2-3) Skills, Live Client Experience Students enrolled in the JD program who have completed all required first year courses may apply for an externship at an approved field placement site. Certain field placements may limit eligibility to students who have completed certain course work. Students in the externship program may earn 2 or 3 hours of non-graded credit for supervised work performed at an approved field placement site. Students participating in the externship program are also enrolled in a contemporaneous and competency based seminar course. The classroom component of the course has been designed to complement the legal work performed by the student in the field. The focus of the seminar course is on professional identity formation, professional skills, ethics, and cultural competence. The goal of the course is to prepare students who expect to practice law in the DC area with their transition to the practice. There is no final examination in this course. There is no final examination in this course. This course is offered only during the summer semester.
Outcomes:
Students will integrate substantive law and legal skills learned in the classroom into real-world legal settings through supervised practice, reflection, and feedback; Students will exhibit professionalism by adhering to ethical obligations, communicating effectively with supervisors and clients, managing time and workload expectations, and engaging in reflective practice to improve their lawyering skills

LAW 601 Child, Family, and the State (2 Credit Hours)
This course examines the legal relationships among children, families, and the state. Areas of law to be examined include child welfare, education, and juvenile justice. The course will explore Supreme Court jurisprudence on the issue of parental rights and family privacy as well as the doctrine of children's rights. Attention will be paid to the role of race, gender, and class and their intersection in shaping the ways in which children and families interface with governmental systems. Students in the course will be asked to grapple with critiques of governmental systems impacting children and families, explore calls to reconstruct and reconstitute these systems, and examine the role of lawyers working from within and outside these systems.

LAW 602 ChildLaw Trial Practice (Intensive) (3 Credit Hours)
This is Trial Practice I with an emphasis on those issues important to advocacy in cases involving children. The course is taught by a team of lawyers and judges experienced in child advocacy, with a student/faculty ratio of no more than 8 to 1. The principal objective is to introduce students to litigation principles, and to teach them advocacy skills in an intensive learn-by-doing environment. The case files from which exercises are drawn also enable students to prepare for the special challenges involved in the representation of children (child witnesses, unique problems in expert testimony, special evidentiary issues, etc.). At the end of the course each student conducts a complete trial before a mock jury at the Daley Center. Evidence is a prerequisite and the course requires instructor permission. This is a Skills and Experiential Learning course.

LAW 606 Legislation and Policy Clinic (2-4 Credit Hours)
The ChildLaw Legislation and Policy Clinic is part of the Civitas ChildLaw Center. Students in this Clinic have an opportunity to work, under the supervision of a faculty member, on a legislative or policy project that may involve any or all of the following: critiquing pending bills or existing legislation, drafting bills, developing summaries and fact sheets about pending bills, and building and working with coalitions to develop legislative ideas and consensus. Topics cover a range of child and family issues. Spring semester students primarily work on projects begun during the Fall Clinic, including researching and drafting legislation concerning child protection and juvenile justice reform issues. Students work in teams and must have sufficient time or flexibility during the work day to participate in some internal team meetings as well as attend meetings outside the Law School, as needed. (Instructor permission required.)

LAW 608 Juvenile Justice (2 Credit Hours)
In this course, we will explore legal and policy questions centered on how society should respond to children, adolescents and youth adults who commit crimes. To what degree should developmental differences between youth and adults be reflected in law and policy? Are legislators or individual judges in the best position to decide how to meet the needs of youthful offenders while at the same time protecting the interests of victims and the larger community? What responsibility do parents and communities bear in providing children and opportunity to change their behavior? How should the justice system interact with other systems, including education, mental health and child welfare? Summative assessment in the course will be measured by student performance on a midterm exam and a final paper, together with exemplary preparation, attendance and participation.

LAW 613 ChildLaw Fellows Seminar (1 Credit Hour)
This seminar serves as a capstone opportunity for ChildLaw Fellows to contextualize their interdisciplinary legal education and to explore their roles as advocates in working in and reforming the complex and evolving systems that affect children and their families.

LAW 615 Child and Family Law Mediation (2 Credit Hours)
This course will explore the use of mediation in disputes involving children and families. Students will survey various models and uses of mediation and related dispute resolution processes in the following contexts: divorce, custody and visitation issues; child protection; juvenile delinquency; balanced and restorative justice; adult guardianships; youth violence prevention and peer mediation; and special education. Further, students will consider the impact of domestic violence and other impairments on the child and family mediation process. In addition to reviewing basic mediation skills, students will participate in classroom exercises designed to develop their ability to think critically about issues, as well as apply mediation strategies to dispute resolution scenarios. This is an Experiential Learning course.

LAW 617 Policy Practicum: Issues in Childlaw (1-3 Credit Hours)
Instructor Permission Required

LAW 620 Civitas ChildLaw Clinic (1-4 Credit Hours)
The Civitas ChildLaw Clinic represents children in a variety of settings including child protection (abuse and neglect), family separation (custody and visitation), education, and other kinds of cases involving children and youth. Students typically work on at least two cases during the course of a semester, under the supervision of at least one member of the Clinic faculty. The Clinic also includes a weekly seminar that addresses relevant substantive law, advocacy skills, and ethical issues in the representation of children. Students will learn about the law governing their areas of practice and gain experience with a range of lawyering skills, including client interviewing and counseling, case planning, and written and oral advocacy. While the subject matter of the Clinic's cases focuses on children's issues, students should expect to develop skills transferrable to any practice setting. The course is open to all students eligible for a student practice license under Illinois Supreme Court Rule 711, and no prior experience in working with children is required. Instructor permission is required for enrollment, and the application for the course can be found here: https://www.luc.edu/media/lucedu/law/experiental/pdfs/childlaw-clinicapplication_fillable.pdf. Professor Bruce Boyer (bboyer@luc.edu) serves as the Clinic Director, and Professor Stacey Platt (splatt@luc.edu) serves as Associate Director. Students receive four credits for their first semester enrolled in the course; students repeating the Clinic for a second semester receive three credits, with other credit options available with permission of the instructor. This is a Skills and Live Client Experience course.

LAW 622 Operationalizing Treaties (2 Credit Hours)
Operationalizing Treaties probes the relationship between multilateral treaty implementation and economic, social, and institutional development at the domestic level. Particular attention will be devoted to treaties involving arms control, the environment, human rights, labor, and transnational crime for which economic considerations offer limited motivation for state compliance. A central theme of the course is the relation of treaty operationalization to national development.

LAW 625 Mediation Workshop (1 Credit Hour)
Mediation is an alternative to litigation which enables disputing parties to negotiate their own agreed settlement. It involves an impartial third party neutral, the mediator, who assists disputing parties in this alternative dispute resolution (ADR) process. This course will offer an overview of mediation techniques, applications, and history. Through simulations and other in-class exercises, students will consider how mediation differs from other types of ADR processes, how mediation styles and models differ from one another, and how the role of the attorney-advocate changes during mediation. This course will be conducted in an intensive workshop format over the course of one weekend where students will role play as client and attorney. No textbook is required, nor is there a first assignment. This is a Skills and Experiential Learning course.

LAW 631 ChildLaw Graduate Extern (1-3 Credit Hours)
Students seeking credit for successful completion of an experiential learning opportunity (externship) may register for up to 3 credits. Students are responsible for securing an externship placement that focuses on issues impacting children and families. Prior to accepting the placement, a student must receive prior approval from the Academic Director of Child and Family Law Programs. Students must commit to work 60 hours per credit at the approved internship site. At the end of the externship, students must submit a short paper describing the nature of the work performed and how the externship experience advanced their understanding of child and family law.

LAW 641 Childlaw Directed Study (1-3 Credit Hours)
Students have the option of working individually on a research project with a faculty member on a credit/no credit basis. An interested student must first identify a faculty member willing to supervise the project and submit an abstract of proposed work to the faculty member. The project must relate to issues of child and/or family law. If the faculty member agrees to supervise the project for the requested credit hours, he or she will work with the student to develop a supervision schedule to ensure successful completion of the project.

LAW 643 Children's Legal Rights Executive Journal Editor (1-3 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 644 Chldrn Leg Rights Jrnl Assoc Editors (1-3 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 645 Children's Legal Rights Journal Senior Editors (1-2 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 651 LL.M. Childlaw Thesis (3 Credit Hours)
Students enrolled in the Child and Family Law LLM degree program must enroll in this course in order to graduate. Working with a thesis supervisor, students have the option of completing a research paper of publishable quality. Students and their supervisor work together to agree on a topic and supervision schedule. LLM students must complete all required elective credits before enrolling.
Outcomes:
Develop focused, original research topic in partnership with the thesis supervisor that aligns with academic interests and scholarly standards, demonstrating potential for academic contribution and publication; Create a comprehensive research plan in collaboration with the thesis supervisor, outlining clear research questions, methodologies, and a timeline that supports the completion of a publishable paper; Execute independent research through the selection of appropriate methodologies, critical analysis of existing literature, and data gathering to address defined research questions; Apply critical thinking to the work, with integration of supervisor feedback to refine and strengthen the research findings, methodology, and overall structure, enhancing the clarity and depth of the paper

LAW 652 LL.M. Paper Completion-Childlaw (1 Credit Hour)
Students who are unable to complete their thesis in the LLM ChildLaw Paper course in a timely manner must enroll in this course. Depending on the status of research and writing completed during the LLM ChildLaw Paper course, the faculty supervisor will, in consultation with the student, agree on the required number of credits needed for successful completion of the course requirement.

LAW 654 Current Issues in Children's Law Seminar (2 Credit Hours)
This interdisciplinary seminar is designed to give students an opportunity to engage in an in-depth exploration of current and emerging issues in children's law. The seminar will focus on the legal implications of current child welfare policy and practice, ongoing efforts at child welfare and juvenile justice reform through state and federal initiatives, the use of empirical research in guiding child welfare and juvenile justice initiatives, and long term implications for families and children. Specific topics include, among others, an introduction to the concept of therapeutic jurisprudence, advocacy for children in the child welfare and juvenile justice systems, the role of race and class in permanency planning for children, the legal and ethical implications of privatized child welfare services, and ancillary domestic relations issues that often arise within child welfare.

LAW 663 Children's Summer Institute (3 Credit Hours)
The focus of this year's class is on the safety nets in place - and needed - to support children and families and prevent entry into our child welfare and juvenile justice systems. Over the course of the week, students from different graduate programs will engage in an interdisciplinary exploration of a series of complex questions involving children's best interests, and the policy and practice considerations and challenges impacting government decision making when it comes to reimagining our current structures. Instructor Permission Required

LAW 665 Introduction to the Study of Law and Legal Systems (2 Credit Hours)
This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then lean to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses child and family law cases and problems and provides students with the background they will need for future children's law and policy studies. MJ students should take Law 665 in conjunction with Law 667 in their first term.

LAW 667 Introduction to Children's Law, Policy and Practice (2 Credit Hours)

Co-requisites: MJ students should take LAW 667 in conjunction with LAW 665

This required course is designed to give students an introductory overview of the law as it affects children. It begins with a discussion of the constitutional relationship among children, parents and the state, as well as the respective roles of the federal and state governments in the regulation of children and families. The course then introduces students to the principal areas of civil and criminal law that affect children and families. With this baseline of understanding, students can choose elective courses that provide a more in-depth study of a particular topic (e.g. education law, child welfare, etc.).

Outcomes:

Create a community of learners and leverage shared experiences in an online forum; Understand the difference between rights granted to adults compared to children; Apply leading US Supreme Court cases affecting children's law through discussions and course writing assignments; Remember Juvenile Court's jurisdiction over: 1) abused/neglected/dependent youth, 2) delinquent children, and 3) children who commit status offenses; Evaluate general facets of educational law including students' rights, schools' rights, and private education; Analyze general facets of mental health law including voluntary and involuntary treatment or institutionalization of minors; Understand general facets of family law including marriage, divorce, child support, and "best interest" custody determinations; Evaluate general facets of children's international law and international treaties affecting children, including the United Nations Convention on the Rights of the Child; Remember ethical and liability issues in practice including areas such as confidentiality, record-keeping, responses to a subpoena, and testifying as an expert; Create ways to be a trauma-informed advocate and understand expectations in the courtroom when testifying as an expert witness or lay person

LAW 668 Leadership Development (4 Credit Hours)

Pre-requisites: For Child Law MJ students: LAW 665 and LAW 667

One of the distinguishing features of the Online MJ in Children's Law and Policy is its focus on the development of leadership skills for child advocates across a range of disciplines and organizations. This required cornerstone course begins with an introduction to different types and styles of leadership before turning to a more practice-based preparation for leadership in such areas as operations, human resources, finance, and communications.

Outcomes:

Define "management" and "leadership" and discriminate between them; Observe and grasp the bigger picture of the global trends and leadership challenges that call for servant leadership in today's world-especially concerning child and family welfare; Define and provide examples of the basic concept of "servant leadership"; Understand what motivates people and discern what motivates them as individuals; Be familiar with the history of organization development and dynamics and where the field of organization behavior is in today's environment; Understand why people resist change and the barriers to making it happen for people and systems; Apprehend how adults learn and how this is relevant to leadership, to "unlocking the human equation" and to aligning others to transformational change; Define the concept and role of "culture" in organizations and systems and understand the leader's role in shaping the values and ethos of an organization or group; Learn their own personality "type" and understand how personality affects behavior in the workplace; Demonstrate commitment to treating differences in the workplace such as generational gender, ethnic, religious, sexual preference, class, country of origin, educational background, etc, with sensitivity and mindfulness; Be exposed to the disciplinary approaches and tools of "organization development" as a tool for strategic leadership and change; Master the "leaders' tool chest"-a variety of tools, templates and models that leaders use to diagnose leverage points in organizations, engage in problem finding and definition and then utilize a strategic blueprint to manifest change; Can name the most popular organizational large scale approaches to lead change in organizations and systems; Know what strategic thinking is and how the ability to take a strategic viewpoint translates into change initiatives; Demonstrate outcomes oriented strategic thinking by drafting SMART goals-specific, measurable, achievable, realistic and timely; Name a variety of leadership models, including situational leadership, servant leadership, authentic leadership, transactional vs transformational, 5th level leadership, leading with soul and leadership as jazz; Develop and articulate the key elements of their own unique leadership brand or "identity", building from the models studied and reflecting on their own mission and leadership "journey"; Reflect on their own life story, career lifeline and values to create a vision and mission statement for their own leadership agenda; Define the elements of two way communication and how to listen actively as well as conduct "fierce or powerful conversations"; Knows the value using story to align others to their vision-can demonstrate how telling a powerful story can be a valuable tool for persuasion for leaders; Complete several self assessments and determine how self-awareness is a vital part of the EQ and CQ-and essential to being a successful servant leader; Articulate a leadership "mantra" and life's mission statement; Understand the concept of creating a learning organization and know a variety of ways to develop the talents and human potential in staff, colleagues and themselves (aka demonstrate a commitment to lifelong development and learning); Demonstrate the ability to find and define a problem or challenge in their own field or discipline and create a compelling proposal for a project, innovation or initiative that creates change or improves the welfare of the target group of children and or families; Demonstrate curiosity about cutting edge thinking in leadership-such as "anti-fragility" training, neuro-science brain research, how AI will impact the workplace, leadership as jazz, Positivist Psychology and Appreciative Inquiry, etc; Envision how they will apply the insights from this course to their own leadership agenda and utilize their insights about change both personally and professionally

LAW 669 Education Law and Policy (3 Credit Hours)
Pre-requisites: LAW 665, 667 & 668
This course explores some of the challenging legal and practical issues confronting education in America, including the uncertain boundaries between public and private education, the constitutional and statutory rights of students, including equal access and treatment, the increasingly fluid constitutional and statutory rights of teachers, and the structure of educational governance, including the role of the federal government, local control, school board powers and even strategic planning.

LAW 670 Child Welfare Law and Policy (2-3 Credit Hours)
Pre-requisites: Law 665, 667 and 668
This course focuses on federal and state legal and policy efforts to protect children from abuse, neglect and other forms of maltreatment. Topics include mandatory reporting laws, liability issues, the general structure and content of child protection laws, including permanency planning termination of parental rights. Students will explore the concept of the best interest of the child in a legal context and review laws and research aimed at promoting children's welfare.

LAW 671 Juvenile Justice Law and Policy (2-3 Credit Hours)
This course explores the law, policies and practices of the American juvenile justice system, past, present and future. The focus is on children who are in conflict with the law and those who, by virtue of their status as children, are subject to the jurisdiction of the juvenile court for engaging in conduct such as curfew violations, running away, and other forms of potentially harmful adolescent behavior. Among other issues, the course will examine how juvenile justice law and policy has been shaped by new research on adolescent development, including brain research.

LAW 672 Family Law and Policy (3 Credit Hours)
The focus of the course is on the rapidly changing legal, social, and scientific landscape of family law. The course covers traditional areas such as marriage formation and dissolution, support, child custody and the role of the child's attorney, as well as emerging areas such as same-sex marriage, collaborative law, and defacto and equitable parenthood.

LAW 673 Mental Health Law and Children (2 Credit Hours)
Pre-requisites: LAW 665, LAW 667 and LAW 668
Mental health and substance abuse impacts everyone. According to the National Institute of Mental Health, in a given year approximately one quarter of adults in the United States are diagnosable for one or more mental illnesses. Additionally, one out of five children, either currently or at some point during their life, are diagnosed with a mental illness. Mental illness has a profound impact on children and families, including the legal response to these issues. Students will study the cases, statutes, and legal doctrines relating to the rights and inpatient/outpatient treatment of persons with mental illness or a developmental disability, with a special emphasis on children, youth, and parents and/or legal guardians. Topics covered include: informed consent to outpatient and inpatient treatment, admission/transfer/discharge, confidentiality of mental health records, litigation issues addressed by practitioners, and risk management strategies for mental health practitioners. This course will use cases and examples to compare and contrast application of the law and policies.

LAW 674 Law, Poverty and Public Benefits (2 Credit Hours)
According to the National Center for Children in Poverty, children are disproportionately impacted by poverty, especially children of color and immigrant children. These risks are greatest for children who experience poverty when they are young and/or experience deep and persistent poverty. This course concerns those areas of civil law which most affect low income children and families, including public benefits such as welfare, housing, education, and health care. Other systemic issues will be explored, such as wealth discrimination, use of legal remedies to promote social change, and the delivery of legal and other services to children.

LAW 675 Legislation and Law Reform (2 Credit Hours)
This course introduces students generally to the legislative process and more specifically to federal and state laws and policies that affect children and families. Students will have an opportunity to draft model legislation, critique existing or proposed legislation, and learn techniques for educating lawmakers and policies makers about children's needs and the importance of research and data in formulating child-centered and effective laws an policies.

LAW 676 Conflict Resolution in Child and Family Law (2 Credit Hours)
One of the newest trends in children's law is the effort to find ways to resolve disputes without resort to the adversary system. Examples include restorative justice initiatives in schools and the juvenile justice systems, collaborative decision-making in family law, and mediation in the health care and child protection contexts. in this course students learn about the various types of alternative dispute resolution (ADR) (e.g., mediation, negotiation, collaborative dissolution) through a series of case examples and practical exercises.

LAW 677 ChildLaw Thesis/Capstone (4 Credit Hours)
Pre-requisites: Law 665, 667, 668, and required elective credits
Students are expected to complete either a thesis or capstone project of substantial depth that explores a specific area of children's law and policy and that integrates subject matter and/or leadership skills learned in the M.J. curriculum. The project is completed in close cooperation with a faculty advisor. Students are required to present their thesis or capstone project to faculty and fellow students during their graduation (Educational Immersion) weekend.

LAW 678 International Children's Rights (2-3 Credit Hours)
Pre-requisites: LAW 665, LAW 667, and LAW 688
This 3-credit elective course serves as an introduction to international children's rights. It provides an overview of international human rights principles and procedures affecting children, with special emphasis on the UN Convention on the Rights of the Child. With this baseline understanding, you will explore thematic topics affecting children, including issues such as corporal punishment, child marriage, child labor, international adoption and abduction, discrimination, child soldiers, environmental challenges and child participation. Issues of equity, leadership and advocacy are identified and discussed throughout the course. As you proceed through the material, you are asked to remember and reflect on the fact that the world's most vulnerable children, those who most need the protection of international human rights law, are poor children of color. Please hold that thought near to you as you examine the range of issues that children experience around the globe and the potential for international human rights to respond to those issues.
Outcomes:
Identify human rights that all children should enjoy; Articulate the nature and scope of challenges children face around the world; Assess ways in which globalization has impacted children and families positively and negatively

LAW 679 Children's Health Law and Policy (2 Credit Hours)
Pre-requisites: LAW 665, LAW 667 & LAW 668
The purpose of this course is to teach interested students the application of law to critical public health issues that affect children and youth. Students will first learn basic principles of public health including the distinction between health promotion, disease prevention, and health protection. Next, the course will address the constitutional and statutory foundation of public health law, how legislative and regulatory decisions must negotiate the balance between individual rights and public good, and how the principles of parents patriae and state police powers affect child health. Cases studies in the areas of obesity, reproductive health rights of minors, mandatory school immunizations, student drug testing, and violence prevention will illustrate the application of public health jurisprudence from the national to the state levels.

LAW 680 ChildLaw MJ Independent Study (1-4 Credit Hours)
Pre-requisites: LAW 665, LAW 667, LAW 668 Research paper/project to be approved by a Child Law faculty member and Director before enrolling
The student will be engaged in research and in initiating the development of a curriculum targeted to a teen audience that educates teens about local and federal laws that have an impact on their lives as adolescents, including juvenile justice issues, mental health laws, custody issues, drinking and driving. The student has been working with adolescents on psychological issues as part of her field placement for the Masters of Social Work degree. This course will allow her to broaden that focus to include legal considerations that play an important role in helping teens who will soon be emancipated and facing lives as adults. The first part of the course will require the student to identify the specific issues and laws that will be included in the curriculum and to explore resources, both in law journals and in interviews with teaching faculty, that will inform her presentation of the issues. The second part of the course will be devoted to developing the format for the curriculum that will be most effective in reaching this media savvy audience. The format will be informed by the student's knowledge from the field of social work of the psychological development of adolescents and their needs, supported by current research. The goal of the course is to begin a project which will be fully completed at the end of the thesis capstone course in the Master's in Jurisprudence Degree.

LAW 682 Education Immersion Weekend Seminar (0-2 Credit Hours)
In addition to the required curriculum, students are required to travel to Loyola's Chicago campus at least once during their tenure in the program for an Education Immersion Weekend (EIW). During the weekend, students gather in person to workshop or present their thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni.

LAW 683 Legal Issues in School Discipline (2 Credit Hours)
The course will address the Constitutional implications of student discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about `zero tolerance' policies, the role that school discipline plays in the `school-to-prison pipeline' and the discriminatory impact of school discipline policies. Issues relating to discipline in charter schools and discipline of students with disabilities will also be addressed. Other topics to be discussed include disciplinary-related challenges that arise in the context of protecting vulnerable children, including issues of harassment and bullying of LGBT students and students with disabilities, and the legal tenets governing school districts' responses to cyberbullying and the rise of social networks and digital media. Emerging trends in alternatives to punitive school discipline practices, such as human rights approaches, positive behavior interventions and supports, and restorative justice, will be examined.
Course equivalencies: X-CIEP 620/LAW 683

LAW 684 System Consultation in School Discipline Reform (2 Credit Hours)
The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).
Course equivalencies: LAW 684 / CIEP 535

LAW 685 Restorative Justice (2 Credit Hours)
This course begins with an intensive in-person weekend retreat where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the retreat and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, and systems and structures to accommodate restorative practice within school life. Through additional seminars, students will strengthen their knowledge of the history, theory, research, and practice of restorative justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.

LAW 687 Introduction to Legislative and Policy Advocacy (3 Credit Hours)
The purpose of this course is to provide tools and strategies for students interested in learning the techniques for effective advocacy at the state and federal levels. The first portion of the course will provide historical context on the three branches of governments' ability to make policy. The course will then examine the processes that turn a problem into a legislative solution, including how to move a bill into law. The These tools include identifying an issue, conducting national surveys, building a base through community organizing, drafting, lobbying, and offering testimony in committee. A recurring theme in the course is the need to examine external obstacles that impact policy making. Students will also learn how to conduct racial equity impact assessments and how the absence of this work has impacted policy decisions in the United States in the past.

LAW 689 Family Law (3 Credit Hours)
This 3-credit elective course in family law specifically designed for post J.D. students provides an overview of the laws and court decisions in the United States that have shaped family life and the institutions of marriage and parenthood, with a special emphasis on the role of the legal system as it affects children's rights and welfare within these institutions. With a base line understanding of the general principles of constitutional law in family law cases, students then turn to an exploration of thematic topics, including evolving standards for child custody and the factors in custody decisions, including race, religion and domestic violence and the formation of multiple- parent families and child custody. We also explore corporal punishment and other parental decisions of child rearing, including emerging issues of children's privacy in the age of social media and the increasing recognition in family law of children's rights to be heard in decisions affecting their welfare.

LAW 690 Financial Aspects of Divorce (3 Credit Hours)
The Financial Aspects of Divorce is a 3 credit course designed for students practicing in the area of family law that will cover what a practitioner needs to know from both theoretical and pragmatic perspectives. The course will explore the historical background of divorce law and the jurisdictional limitations on resolving financial issues in divorce litigation. We will study the establishment, modification and enforcement of child support and spousal maintenance obligations. We will examine numerous aspects of property distribution, including determining the marital or nonmarital character of property, equitable distribution of marital property, valuation and treatment of specific types of property such as real estate, retirement accounts and business interests, and dissipation of marital assets. The course will also include discussions of financial discovery and awards of attorneys fees in divorce litigation.

LAW 691 Domestic Violence: Theories, Policies and Societal Impact (2-3 Credit Hours)
Domestic Violence (Theory, Polices and Societal Impact) will provide students with an understanding of the evolution of domestic violence theory; an overview of what acts constitute domestic violence; myths surrounding the causes of domestic violence; common misconceptions regarding the types of people who abuse and are abused; the various state and federal laws that affect domestic violence arrests, police liability, prosecution, and services; and the impact of domestic violence in family law, child welfare, and immigration proceedings. Through weekly modules incorporating readings, lectures, videos and supplemental materials, students will become familiar with the many components (social and legal) of this complex subject.

LAW 692 Special Education Law and Advocacy (2 Credit Hours)
This online course will deal in depth with current and timely issues in the education of children with disabilities. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and provision of services in the least restrictive environment. The education of special needs children from early childhood through post-secondary transition will be addressed. The course will focus on advocacy, statutory and regulatory compliance, and dispute resolution. Students will form teams assuming the roles of parent/student advocate, school administrators, and school service providers in a variety of simulated activities throughout the semester, including: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan.

LAW 703 Informed Consent Law and Patient Rights (3 Credit Hours)
This introduces students to the legal, ethical, and practical issues related to physicians' duty to secure patient consent to medical treatment, addressing (1) historical injustices, (2) common law doctrine, (3) current controversies implicating constitutional law, and (4) practical challenges of implementing informed consent for diverse patient populations.
Outcomes:
Describe the historical injustices and unethical medical practices that led to the development of informed consent law in the US; Identify the elements of a cause of action for breach of informed consent and critically evaluate whether these elements adequately protect patients' rights; Demonstrate the interplay between the common law of informed consent and constitutional principles of equal protection, substantive due process, and free speech; Reflect on complex challenges relating to informed consent and patient rights in the context of end-of-life, reproductive, sexual, and mental health care; Propose changes to the law and practice of informed consent that would more effectively meet the needs of vulnerable patients, particularly patients with low health literacy

LAW 710 Health Law: Patients and Populations (3 Credit Hours)
This course provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. By the end of this course, students should understand both the current state of American health law, and the social forces that have shaped its historical development.

LAW 711 Corporate Transactions in Health Law (2-3 Credit Hours)
This course addresses key corporate and regulatory concepts impacting the delivery of health care. The course focus will be transactional, with students first gaining an understanding of basic corporate law and regulatory principles, and then learning to integrate core federal and state laws into choice and use of corporate structures and operational strategies. The course will examine health care transactions from the perspectives of a hospital, physicians and other providers. It is recommended that students take Health Law: Business & Finance and Business Organizations prior to taking this course.

LAW 712 Legal Writing for Medical Malpractice Trial: The Expert (2 Credit Hours)
Pre-requisites: None, except no 1L
The course is designed to provide second-year students who are interested in health law litigation-or civil litigation and trial work generally-the opportunity to analyze medical expert opinions and challenge them by motion. A medical malpractice trial often becomes a "battle of the experts". If the trial is the battle, then pre-trial motion practice defines the battlefield. Students will research both the Frye standard that applies to challenges in Illinois, and the subsequent Daubert standard that applies to challenges in federal court and most state courts. Students will be provided with a closed "record" that includes a complaint, answer, selected written discovery, excerpts from depositions of treating physicians, and a full deposition of the expert to be challenged. The exact facts and opinions will need to be developed over the spring and summer but could include a dispute based on the preferred approach for a surgical procedure, the process for extracting and freezing eggs for fertility treatment, best practices for preventing falls in a nursing faculty, the use of homeopathic medicine, or off-label use of prescription medicine. The course will be mindful that most (if not all) second-year students have not taken Evidence but will include some discussion of motions to exclude expert opinions in the context of pre-trial motions in limine and pre-trial preparation. The course will culminate in a final motion to exclude using the Daubert standard and a mock hearing of that motion. Learning objectives include understanding how trial judges use Frye or Daubert to review proposed expert opinions to determine if sufficiently reliable, analyzing expert opinions and testimony, preparing oral arguments against opposing expert testimony, writing persuasively about medical opinions using case law, medical literature, evidentiary standards and policy, and gaining practical experience about the type of writing that trial lawyers do before trial. Learning objectives include understanding how trial judges use Frye or Daubert to review proposed expert opinions to determine if sufficiently reliable, analyzing expert opinions and testimony, preparing oral arguments against opposing expert testimony, writing persuasively about medical opinions using case law, medical literature, evidentiary standards, and policy, and gaining practical experience about the type of writing that trial lawyers do before trial.

LAW 713 Health Law Directed Study (1-3 Credit Hours)
Pre-requisites: none
Open to: LLM, MJ, SJD, and DLaw students. LLM, MJ, SJD, and DLaw students may earn credit for participation in a targeted research tutorial. The scope and subject are chosen with the guidance of a faculty member who directs the students. (JD students can research in the health law field, but must register for the JD Directed Study.) This is a Non-Graded Course.

LAW 714 Health Law Graduate Externship (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in the LLM in Health Law degree program may earn externship credit for working at an approved health law externship site. This program is designed to offer students practical experience to further develop lawyering skills and health law expertise. Students may receive up to three credits. This is a Non-Graded course.

LAW 715 Bioethics, Law & Policy (2-3 Credit Hours)
This course provides an overview of American law as it relates to emerging ethical issues in medicine and health care. It is intended to give students an appreciation of the ways in which medical practice and decision-making are guided by modern American principles of constitutional, tort, administrative, and criminal law. Students will learn how the law's regulatory powers have been used to set boundaries in medicine, and, in turn, how theories of medical ethics and practice have informed modern legal developments. Topics covered vary from year to year, but may include issues in end-of-life care, research ethics, reproductive autonomy, distributive justice, and genetic technology. This course counts as a Perspective Elective course.

LAW 717 Mental Health Law (2 Credit Hours)
This course introduces students to the cases, statutes, and legal doctrines relating to the rights, treatment, and commitment of persons with mental illness, developmental disabilities, or intellectual disabilities. Topics covered include: confidentiality of mental health records, forms of surrogate decision-makers (i.e. guardianship, powers of attorney), mental health treatment for minors, right to refuse treatment, special education, and the Americans with Disabilities Act (ADA). Students will discuss real-life cases and examples to compare and contract application of the law and policies.

LAW 718 Food and Drug Law (3 Credit Hours)
This course provides an overview of the regulation of a variety of health care and medical products overseen by the Food & Drug Administration, including foods, dietary supplements, pharmaceuticals, medical devices, and tobacco products. The course will explore topics regarding premarket research and development, clinical trials, review and approval, and post-marketing monitoring and reporting. Legal concepts of agency rulemaking, products liability, commercial free speech, human subjects research, state regulation and preemption, civil and criminal remedies, and enforcement mechanisms will also be explored. A science background is not required for this course.

LAW 720 Health Care Payment and Policy (2 Credit Hours)
Health Care Payment and Policy is a course which focuses on the roles of payers, purchasers, providers and consumers in the shifting arena of health care coverage. Throughout the course, we will consider the Affordable Care Act and the regulations implemented over the past decade to implement that law and set in motion the health care industry's move to value-based care. The first part of the course will explore the development of health insurance, the growth of managed care models and the role of employers in shaping health benefits. The second portion of the course will explore the evolution of Medicare and Medicaid. The final portion of the course will consider the ongoing transition to value-based care payment and delivery models. This will include an evaluation of new payment models such as Accountable Care Organizations and Patient Centered Medical Homes. Students will also examine value-based strategies that drive better quality outcomes, enhance patient experiences and lower health care costs, including those needed to improve health and wellness of individuals and address the social determinants of health across communities.

LAW 722 Health Care Innovation & Regulatory Compliance (1 Credit Hour)
The health care sector features rapid changes in technology, business models, patient needs, and payor requirements. Innovation can create potential risk under legal frameworks that were not designed with a modern health system in mind. While it is important to identify these legal risks, clients often want lawyers to go a step further to design legally-compliant solutions to facilitate innovation. This course will help students learn practical skills to evaluate and manage legal risk for novel or developing health care concepts. These skills may include: evaluating exposure under anti-fraud laws like the Anti-Kickback Statue to scenarios where no safe harbor applies, understanding implications of different uses or transfers of Personal Health Information, understanding the role of coverage policies (Medicare, Medicaid, commercial), and evaluating FDA guidance concerning Software as a Medical Device. For example, students may be asked to write an Advisory Opinion request or other request for guidance from an applicable Federal or State agency regarding an innovative model, or a draft policy memo identifying applicable legal risks and potential.

LAW 726 Health Law Competition Team (1 Credit Hour)
This course is to be taken by students selected to compete on Loyola's health law competition teams. A JD student representing Loyola at either the L. Edward Bryant, Jr. National Health Law Competition OR at the Maryland Health Law Regulatory & Compliance Competition may register for one ungraded credit. This course will count for skills credit.

LAW 727 Annals of Health Law Executive Editors (1-3 Credit Hours)
Pre-requisites: none
Open to: JD students by permission only. Annals of Health Law Executive Editors are solely responsible for the management of the entire process of publication of the Annals, including selecting the staff, communicating with authors, and performing final edits on all articles before publication. Additionally, Executive Editors oversee the planning of the annual symposium, maintain the website, and work on other special projects. These selected positions require immense dedication and responsibility. Executive Editors must possess superior legal knowledge and editing/ writing skills. Additionally, the abilities to manage, delegate and supervise others are essential. This is a Non-Graded course.

LAW 729 Health Care Litigation and Medical Malpractice (2 Credit Hours)
This course will cover key areas of health care litigation. Students will explore the substantive and procedural law of medical negligence litigation and learn about pretrial matters such as drafting pleadings, motions and deposing experts. Students will have the opportunity to develop trial techniques including preparing direct and cross examinations. They will also be able to participate in a medical negligence mock trial. Additional topics will include compliance and internal investigations, licensing procedures, technology litigation, managed care litigation, and ERISA preemption. This is a Skills course.

LAW 730 Health Justice Practicum (3 Credit Hours)
Students will address the health harming legal needs of vulnerable low-income families and individuals by conducting holistic client intake interviews with patients referred to Legal Aid Chicago's medical-legal partnership projects. Students will engage in issue spotting, legal research, identifying appropriate resources, and drafting intake memos and advice and referral letters to clients. Students may also participate in pro se outreach at health clinics, providing direct support to patients preparing pro se legal documents. Students may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own intakes, collaborate with health partners, and be responsive to supervising attorneys. The Health Justice Practicum is geared towards weekend students and consists of a bi-weekly four-hour seminar, remote weekly intakes and research on cases, and remote supervision with an adjunct instructor from Legal Aid Chicago. Students should expect to spend 4 hours weekly on intake activities and 3 hours per week on readings and assignments. The Health Justice Practicum is open to 2L, 3L and 4L students.
Outcomes:
Develop and improve fundamental lawyering skills including issue spotting, case analysis, investigation, and legal research and writing

LAW 733 Annals of Hlth Law Senior Editors (1-2 Credit Hours)
Pre-requisites: none
Open to: JD students by permission only. Annals of Health Law Senior Editors prepare each article for publication. They generally supervise the editing work of Annals members. They manage and oversee the cite-checking process. This is a Non-Graded course.

LAW 734 Annals of Health Law Members (1 Credit Hour)
Pre-requisites: none
Open to: JD students by permission only. The members of the Annals of Health Law are responsible for editing and cite-checking article submissions, including providing substantive recommendations. They generally assist the Senior Members with the preparation of articles for publication. Members must be organized, detail-oriented, and dedicated to their role in the Annals publication process. They must possess superior cite-checking and editing skills. Additionally, each member must write an article of publishable quality for Advance Directive, the Annals online counterpart. This is a Non-Graded course.

LAW 739 Health Information Privacy and Technology (1-2 Credit Hours)
This course covers the Health Insurance Portability and Accountability Act and the statutory and regulatory framework for the privacy and security of health information. Students will learn about the historical basis of privacy and global comparisons. Topics will include data privacy, security, oversight, and breaches of protected health information.

LAW 741 Health Law: Business and Finance (3 Credit Hours)
In a survey format, this course will introduce tenets of healthcare business, and how operations and business status introduce potential legal issues. In order to explore these issues, we will introduce the variety and types of healthcare businesses and organizations and their attendant financial operations, as well as the types of relationships and situations that give rise to potential lawsuits (including fiduciary trust relationships between physicians and patients and insurers and their customers, and the government and its citizens or residents).

LAW 745 Access to Health Care (2-3 Credit Hours)
Access to Health Care is a seven-week course exploring the legal, political, environmental, financial and medical issues surrounding access to health in the United States and internationally, with particular emphasis on people who are experiencing poverty and the uninsured. The course is complemented with a required spring break field study to an impoverished region in the United States or abroad.

LAW 746 Women's Health: Law & Policy (1 Credit Hour)
In this course, students will evaluate the laws and policies that have impacted the heallth of women in the United States. The first part of the course will be an introduction to women's health law and policy. Discussion will focus on the challenges, opportunities, and existing efforts to improve access to health, healthcare, innovation, and research for women including the laws and policies that influence women's health. This course will cover topics including equal pay and the wage gap; clinical research; reproductive health; maternal health; sexual health and menopause, menstruation and period poverty. This will be an interactive, discussion-based, weekend seminar that offers an opportunity to learn from leading women's health experts from across the country.

LAW 748 Public Health Law (3 Credit Hours)
No course description is available

LAW 750 Health Law LLM Thesis Project, Term 2 (2 Credit Hours)
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the campus LLM program.

LAW 751 LL.M. Paper Supervision (3 Credit Hours)
Open to: LLM students only with permission. LLM students who do not complete the LL.M. Paper within the requisite period of time must register for this class each semester until the paper has been accepted by the advisor. This is a Non-Graded course.

LAW 754 Health Justice Lab (3 Credit Hours)
This interprofessional and experiential course will bring together students from law, public health, and medicine to explore racism and its impact on health.

LAW 755 Health Justice Project (3-4 Credit Hours)
The Health Justice Project is a medical-legal partnership clinic that provides law students with an intensive, challenging education in the fundamentals of legal practice, interdisciplinary collaboration, creative upstream problem solving, poverty law, systemic advocacy, and professionalism. Through collaborative and holistic representation of vulnerable low-income families and individuals, student attorneys will address the social, legal and systemic barriers that prevent long-term health and stability. HJP student attorneys may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own cases in teams of two, maintain client relationships, attend hearings and court appearances, collaborate with interdisciplinary partners, and tend to other client matters throughout the semester. Students must be available to participate in a mandatory orientation prior to the start of the semester. LAW 755-022 Student attorneys will address the health harming legal needs of vulnerable low-income families and individuals by conducting holistic client intake interviews with patients referred by HJPs health partners, issue spotting, engaging in legal research, identifying appropriate resources, and drafting intake memos and advice and referral letters to clients. Students may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own intakes, collaborate with HJP partners, and be responsive to supervising attorneys.

LAW 757 Advanced Health Justice Project (2-4 Credit Hours)
Students who have successfully completed the Health Justice Project clinic may enroll in the Advanced Health Justice Project, in which they will continue to represent clients and complete projects to improve the health and well-being of vulnerable low income families and individuals in Chicago through holistic, collaborative, and systemic advocacy. Faculty permission required.

LAW 760 Disability Law (2 Credit Hours)
This class focuses on the large issues of doctrine, theory, and policy that disabled persons and disability rights law raise in employment, government services, public accommodations, health care, housing, and education. We will address key theoretical and policy questions, as well as remedies under the Americans with Disabilities Act (As Amended), the Rehabilitation Act, and the Individuals with Disabilities Education Act, in light of recent Supreme Court decisions, as well as recent judicial and regulatory developments relating to deinstitutionalization. The class will survey the history of the disability rights movement, and trace the development of legal and social thinking about disability and disabled persons, from frameworks of affliction, to charity/medicalization, through civil rights, human variation, and contemporary intersectional and critical disability theories.
Outcomes:
Students will be able to express, orally and in writing, how the development of US law regarding disabled persons reflects evolving understandings of disability; Students will be able to evaluate critically (positively and negatively), orally and in writing, selected major contemporary legal developments affecting the life prospects of disabled persons

LAW 765 Constitutional Issues in Health Law (2 Credit Hours)
The Supreme Court's recent decision upholding the major provisions of the Patient Protection and Affordable Care Act has brought new attention to the intersection between constitutional law and health care. This seminar gives students the opportunity to engage deeply with some of the most compelling constitutional issues of our time, including the use of federal spending powers to expand state Medicaid programs; the health insurance mandate as a regulation of interstate commerce; federalism conflicts in the medicalization of marijuana; medical providers' free speech rights; compelled commercial speech in the tobacco industry; religious objections to controversial medical procedures; cruel and unusual medical treatment of prisoners; as well as substantive due process challenges relating to public health, end of life care, and reproductive autonomy.

LAW 770 Doctoral Dissertation Research I (2 Credit Hours)
Pre-requisites: none
Open to: SJD and DLaw students only. Candidates will be required to rework the doctoral proposal s/he submitted with his/her admission application into a 30-40 page summary paper which shall serve as a roadmap for the first draft of the dissertation. Students must also make a presentation on an aspect of their research to a group of doctoral students and advisors. This is a Non-Graded course.

LAW 772 Doctoral Dissertation Research II (2 Credit Hours)
Pre-requisites: Doctoral Dissertation Research I
Open to: SJD and DLaw students only. Candidates must draft a detailed dissertation outline, have it evaluated by his/her advisor, and incorporate any necessary changes into a final outline. Once the dissertation outline is approved, the first draft of the dissertation should be completed and submitted to the advisor. This is a Non-Graded course.

LAW 773 Doctoral Dissertation Supervision (1 Credit Hour)
Pre-requisites: Doctoral Dissertation Research I and II, Bibliography Tutorial
Open to: SJD and DLaw students only. The dissertation advisor will work with the candidate to form a doctoral committee comprised of the advisor and two outside readers. (In the case of foreign students, one outside reader may be sufficient.) The committee will assist the student by consulting on dissertation substantive issues, reviewing the working draft and approving the final product. Dissertations should represent important contributions to the field, (minimum length 150 pages and double spaced) but specific format and content needs to be clarified between the candidate, the advisor, and the committee. Once clarified, the suggested format must be followed. Once the dissertation has been completed, it must be presented at an open forum to be attended by interested members of the law school community. Students must enroll in this course during both fall and spring semesters of his/her second year. This is a Non-Graded course.

LAW 777 Doctoral Dissertation Supervision and Completion (1 Credit Hour)
Pre-requisites: Doctoral Dissertation Research I and II, Bibliography Tutorial
The dissertation advisor will work with the candidate to form a doctoral committee comprised of the advisor and two outside readers. (In the case of foreign students, one outside reader may be sufficient.) The committee will assist the student by consulting on dissertation substantive issues and reviewing the working draft. Students must enroll in this course during the fall semester of his or her second year. Open to: S.J.D. and D.Law students only

LAW 779 Current Topics in Pandemic Law and Policy (2 Credit Hours)
This course examines the legal and ethical foundations of pandemic and emergency preparedness, intervention, and evaluation in the context of the ongoing SARS-CoV-2/COVID-19 pandemic. Using open-access resources developed by health law experts, students will study the pandemic from multi-doctrinal (e.g., constitutional, criminal, administrative, health, employment, privacy, and civil rights) perspectives.

LAW 793 Administrative Law and Health Care Regulation (2 Credit Hours)
Administrative Law (Law 221) is a pre-requisite.

LAW 797 Risk Management, Patient Safety & Quality (2 Credit Hours)
Students will utilize reading materials, case studies, hospital risk management scenarios and data sets provided in class to apply knowledge to specific RM and patient safety scenarios and to use critical thinking skills to solve problems. Through the readings and case study analysis students will learn to identify legal, ethical, administrative, compliance, risk management and patient safety issues and to reach resolutions for the problems presented, even when a clear legal response may not be available or in the best interests of the patient. We will be learning how to respond to a variety of risk management issues from the perspective of clinicians, lawyers, administrators, managers and patients and appreciate how events are perceived and managed. We will also discuss how these perceptions of key stakeholders are in conflict and how those conflicts can be managed. Finally, students will also learn how principles of risk management have changed since the 1998 IOM Report and how the changes in our current health care system will further challenge both patients and providers. This report called for increased focus on systemic failures and moving away from a culture of blame and shame to a culture of transparency and learning. With the passage of the ACA and not efforts to repeal and replace we will also discuss how risk management, safety and compliance are likely to further change as our health care delivery system evolves.

LAW 798 Health Care Compliance (2 Credit Hours)
This course is designed to expose law students to key legal concepts in the health care corporate compliance and ethics fields, which may be broadly defined as the application of internal corporate initiatives to ensure compliance with applicable federal and state laws and regulations. Health care is a highly regulated industry, and a health care attorney must have a broad understanding of compliance issues. Through readings and class discussion on common health law topics such as the Anti-kickback Statute, the Stark law, the False Claims Act and its whistleblower provisions, students will develop an understanding of the need for and the role of the Compliance Officer in a health care institution. Students also will begin to explore recent movement toward more broadly-based organizational integrity and ethics programs. Underlying course themes will include how to structure an effective compliance program and the role of government enforcement in controlling health care costs. Readings will derive from various sources. There is no required book. Case law, legislation, regulations, government reports and legal articles will be available on Sakai. As in any graduate-level course, thinking about and discussing the issues with an open and creative mind is actively encouraged.

LAW 803 Business Organizations (3 Credit Hours)
This course is taken in the second semester of study and introduces agency law, partnership law, corporate law and the LLC. Principal emphasis is on the law as it applies to the organization and functioning of business entities, including the duties and obligations of managers of such entities. The course focuses on structure and mechanics, capitalization, distribution, organic changes, and duties and liabilities of directors, officers, and controlling shareholders. The federal securities acts are introduced with particular attention to Rule 10b-5. Substantial attention is given to the special problems of the close corporation.
Outcomes:
Evaluate the rationale behind businesspersons' choice of a particular business entity in a given business context; Assess the relative merits of general partnerships, corporations, limited liability companies, and limited partnerships as business entities; Analyze shareholder rights and directors' and officers' powers and duties; Examine the relationships between principals and agents; Describe various filing policies and processes for business entities at secretary of states' offices; Explore key facets of federal securities regulation

LAW 806 Introduction to Business Law Clinic for International LLM Students (1-2 Credit Hours)
This course is designed to introduce international students to clinical work with for profit and not for profit businesses in the Chicagoland area, developing their counseling and drafting skills.

LAW 808 Governance, Ethics, & Compliance (3 Credit Hours)
This course emphasizes the importance of legal compliance and ethics to the mission of the corporation and the business entrepreneur. Students will write a paper undertaking a legal case study of losses sustained by actual business (in reputation or otherwise) from acting in an unethical or illegal manner. The role of the corporation and the business leader in society is examined.
Outcomes:
Understand the importance of legal compliance and ethical practices in ensuring the long-term success of corporations and business entrepreneurs; Analyze the impact of unethical and illegal business practices by examining real-world case studies of businesses that sustained losses in reputation, financial stability, or legal standing; Evaluate the role of business leaders in promoting ethical decision-making and legal compliance within their organizations and in society; Develop critical thinking skills by researching and writing a paper on a legal case study, highlighting the consequences of ethical and legal failures in business; Apply legal and ethical frameworks to assess the social responsibility of corporations, emphasizing the interconnectedness of business practices and societal well-being; Enhance communication skills through written analysis, demonstrating the ability to clearly present and support arguments regarding legal and ethical issues in business

LAW 812 Financial Institution Regulation (2 Credit Hours)
The course has two objectives. First, it will examine and analyze the current bank regulatory system. Consideration will be given to the function and regulation of depository institutions, as well as, that of various classes of affiliated entities such as those involved in the issuance of securities, insurance and merchant banking. Second, the course will examine the mechanics of key bank operations including, syndicated lending, underwriting and the securitization of debt securities.

LAW 814 Business Law Graduate Externship (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in the LLM in Business Law degree program may earn externship credit for working at an approved business law externship site. This program is designed to offer students practical experience to further develop lawyering skills and business law expertise. Students may receive up to three credits.

LAW 816 Racial Justice Seminar Series (3 Credit Hours)
This course exposes students to seven unique and emerging racial justice in health care or compliance. Each emerging issue is selected based on its likely impact on the industry and its timeliness, given current political, business or health care challenges. This course is structured over 13 weeks, in which we alternate between reading weeks, where students are given reading material to introduce them to each issue, and synchronous classroom lectures by national experts on each subject. At the end of the course, each student is asked to write a reflective paper on one of the issues presented and describe the impact that they believe it will have on their practice.

LAW 817 Compliance and Securities Regulation (3 Credit Hours)
This course will focus on the basic principles of the Securities Act of 1933, which sets forth the requirements for registration of all securities sales unless an exemption is available. The course will cover the concept of what is a security, the registration requirements of Section 5 of the '33 Act, the exemptions from registration, particularly the intrastate offering exemption (Section 3 (a)(11) and Rule 147); Section 4(1) and 4(2) (and Regulation D) regarding private offerings; Rule 144A "big boy" transactions and certain other exemptions; the timing and rules for preparation of registration statements and prospectuses under Section 5; key aspects of Regulation S-X; the consequences of the failure to register (Sections 11, 12, 13 and 17); jurisdiction; and other similar topics.

LAW 819 Diversity, Inclusion, and the Law (2 Credit Hours)
This course will cover skills used in cultural competency and diversity, equity, and inclusion (DEI) positions in an organization. Students will learn about organizational context and structure, leadership and communication styles, and sources of workplace disputes. Students will also learn about conflict prevention strategies.

LAW 820 Compliance and Culture (2-3 Credit Hours)
The course will study the best practices in the compliance industry and lessons learned from corporate scandals. The faculty will share examples how to deal with "compliance issues" across multiple industries. The course will be organized as a series of hypotheticals presented to the students who will work through issue spotting regulatory and compliance concerns, developing an audit plan for the issues, protocols, identifying needed policies and procedures, and establishing corrective actions for remediation.
Outcomes:
Understanding of the Federal Sentencing Guidelines and their application to the development of appropriate corporate compliance programs; Recognition of the importance of a company's culture and the relationship between corporate culture and an effective compliance program; Understanding of basic corporate laws and ability to identify possible violations of those laws; Development of appropriate compliance plans and actions to address the improvement of a company's culture; Recognition of and understanding of lessons learned from the major corporate scandals, attendant investigations and corrective actions taken studied in the class; Recognize the concept of institutional fairness and understand and apply ethics as a foundation to a successful corporate compliance program

LAW 821 International Business Transactions (2 Credit Hours)
This course serves as an introduction to the background and legal framework of international business transactions. Students will: - study the business and legal issues that impact international business transactions; - gain insight into the dynamics of structuring international business transactions; - learn about the role that lawyers and legal professionals play in international business; - examine key legal topics that often arise in international business transactions; and - explore careers in international business law.

LAW 823 Privacy and Security of Corporate Information (2 Credit Hours)
This course provides an overview of compliance issues and requirements in information management, including information technology and record keeping requirements.

LAW 825 Business Law Center Clinical & Seminar (2-4 Credit Hours)
The Business Law Clinic (the "BLC") is a live client transactional legal clinic that represents for profit and not for profit businesses in the Chicagoland area. Student clinicians work with several BLC clients during the course of a semester. All work is overseen by BLC faculty. In addition to client work, the BLC includes a weekly seminar (Tuesday, 10:00am - 12:00 p.m.), which covers relevant substantive law, ethical issues and pragmatic lawyering skills, such as drafting, negotiating and client counseling. The work in the BLC is completely transactional in nature. The BLC does not handle contested matters or complex tax. Participation in the BLC requires a significant time commitment (a minimum of 3 hours per week per credit hour, in addition to the seminar), and a degree of flexibility in the student's schedule. All student clinicians are expected to communicate with their clients regularly, meet with their clients as needed, efficiently and effectively perform the related transactional work, maintain their client's files in an organized and professional manner, regularly attend the seminar classes and participate in various seminar exercises. Recommended courses, in order of preference, are Business Organizations, Federal Income Tax and Corporate & Partnership Tax. Class is limited to 14-16 students and instructor permission and an application is required. This is a Skills and Live Client Experience course.

LAW 826 Business Law Clinic II (1-3 Credit Hours)
Pre-requisites: Business Law Clinic and Seminar I, Permission Required
Business Law Clinic II is a continuation of Business Law Clinic I. Student clinicians will continue working with for profit and not for profit businesses in the Chicagoland area. Learning from their experience in Clinic I, Clinic II students have the opportunity to further develop their counseling and drafting skills. Clinic II student clinicians have the same hourly requirements as Clinic I, however, there is no seminar component.

LAW 828 LLM Externship Field Placement (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in any campus based LLM program may earn between one to three externship credits for working at an approved LLM externship site. This externship is designed to offer practical experience to further develop law related skills and expertise in various legal fields. A maximum of 3 credit hours can be attained during the LLM program. This is an Experiential Learning course.

LAW 829 Global Compliance (2-3 Credit Hours)
This course will offer students the opportunity to study significant areas of law from foreign jurisdictions that impact doing business abroad or foreign companies doing business in the U.S. A selection of areas of law that will be covered include the UK Bribery Act, European Union privacy regulation, technology transfer laws (including U.S. import-export controls), national security issues associated with doing business in certain companies, and developing laws of emerging markets in Asia.

LAW 832 Contracts (3 Credit Hours)
This course describes the basic anatomy of a contract, including the key components of contracts and how they are organized. The course then uses multiple exercises to teach how to review, negotiate, and draft provisions of business contracts. Students will also learn how to manage risk through careful drafting.

LAW 833 Securities Regulation for Lawyers (2 Credit Hours)
This course will provide attorneys with an overview of securities regulation as well as case studies and practical drafting exercises designed for the securities attorney.

LAW 835 Compliance Training Methods (3 Credit Hours)
This course is designed to provide students with practical experience in developing training and education material. An emphasis will be placed on explaining complex regulations and laws to a workforce. The course will also explore varying pedagogical methods for delivering compliance education.

LAW 836 Compliance Seminar Series (1 Credit Hour)
This course is designed to provide an overview of recent developments in corporate compliance. The course will feature bi-weekly guest speaker on topics of interest to the compliance community. Students will be assessed through short written responses to each lecture and a final essay.

LAW 837 Breach Incident Management and Reporting (3 Credit Hours)
A breach of privacy is considered inappropriate use or disclosure of personal data. Numerous laws regulate what constitutes a breach and the legal obligations if there is a breach. This course will examine: (a) what constitutes a "breach" or "incident" under a variety of scenarios and industries, (b) what legal obligations regulated entities have to act on a breach or incident, (c) what liabilities in tort or contract may exist as the result of breaches, (d) corrective actions to manage breaches and minimize recurrence, (e) electronic security measures to minimize breaches and incidents, (f) a survey of the most common cyberattacks for students to gain familiarity with trends in electronic breaches, and (g) practice in drafting notices, incident reports, and corrective actions.

LAW 838 European Union Privacy Law (3 Credit Hours)
European Union Regulation 2016/679 was adopted by the European Parliament and European Council in 2016 and has world-wide privacy law implications, not merely for activities inside the European Union. The law seeks to protect natural persons when their personal data is used by any regulated entity doing business in the EU. The law also requires regulated entities to have organized compliance efforts on a global scale. The course will examine: (a) the history of privacy law in the EU, (b) the response of the EU member states to past EU privacy directives and the current law, (c) the current EU privacy law's impact on business and data storage around the world, (d) the compliance organizational structures needed to respond to the law, and (e) liability associated with non-compliance. No background on EU law is needed; the course will begin with teaching the basic legal and constitutional structure of the European Union in order to situate the course privacy law material.

LAW 839 Corporate Compliance (2-3 Credit Hours)
This course will cover the elements necessary to implement a basic compliance and ethics program in a company. Students will become familiar with the basic principles of the Federal Sentencing Guidelines that define an effective compliance program. Students will learn the fundamentals of the job of Chief Compliance Officer by working with compliance issues in the media, commercially available compliance training programs and compliance techniques used in major corporations.
Outcomes:
Understand the role of Compliance in an organization and its effect upon an organization's culture; Comprehend the legal underpinnings for a corporate compliance program, including the Federal Sentencing Guidelines, as well as the key frameworks for a corporate compliance program such as COSO;Learn and understand the seven elements of an effective compliance program and how they work to create and influence an organizations culture and its employees' behavior; Appreciate the relationship between ethics and compliance and how both concepts contribute to an organization's well-being, as well as recognize how each corporate function like Legal, HR, Audit and Compliance must be responsible for some part of a company's compliance program

LAW 841 Intntl Commercial Arbitration & the CISG (1-3 Credit Hours)
The course uses as a focus the Willem C. Vis International Moot Arbitration Competition. Sponsored by Pace Law School, the Vis Moot is based on a problem governed by the U.N. Convention on Contracts for the International Sale of Goods (CISG). In the spring, an oral competition is held in two different venues, Vienna and Hong Kong. Recently, Loyola has been able to send a different team of students to each of the venues. The course includes about three weeks of study of the CISG, as well as approximately three weeks of study of international commercial arbitration, including basic laws and rules, how to draft an arbitration clause, how to choose an arbitrator, and how to participate in an arbitration as an advocate and as an arbitrator. While the first half of the semester is spent learning about the CISG and arbitration, the second half is spent putting that knowledge into practice. When the problem on which the Moot Competition is based comes on line in October, students work collaboratively to draft Claimants' and Respondents' memoranda. The Claimant's memorandum is due in early December, and the Respondent's memorandum is due in late January. Students also present tow oral arguments: one at the law school before a panel of moot alumni, and one before arbitrators from Chicago law firms, at the offices of the respective law firms. At the end of the semester, eight students are chosen who will have the opportunity to compete in Vienna and Hong Kong during the spring semester, for an additional two hours of credit. Through the emphasis on both brief writing and oral arguments, students make significant progress in their skills as advocates, as well as their understanding of dispute resolution in an international context. Their accomplishments have been well recognized in both competitions. More information about the Vis Moot is on the Pace Law School Website: www.cisg.law.pace.edu/vis.html. Eligibility: If a student is part of a moot court team that will be arguing in the fall semester, he or she is not eligible to take this course, since this is a skills-based course requiring substantial out of class effort in both brief writing and oral argument. If a student is part of a moot court team that will be arguing in the spring semester, he or she is eligible to take the course in the fall, but will not be eligible to compete to be an oralist in the Vienna or Hong Kong competition. Corboy Fellows are not permitted to take this course. Important: Permission of the professor is required. In order to apply, please submit a resume and a statement of interest by mid-April to Professor Moses, mmoses1@luc.edu explaining a little about your background, and why you are interested in taking this course.

LAW 842 International Commercial Arbitration (1-2 Credit Hours)
The course uses as a focus the Willem C. Vis International Moot Arbitration Competition. Sponsored by Pace Law School, the Vis Moot is based on a problem governed by the U.N. Convention on Contracts for the International Sale of Goods (CISG). In the spring, an oral competition is held in two different venues, Vienna and Hong Kong. Recently, Loyola has been able to send a different team of students to each of the venues. The course includes about three weeks of study of the CISG, as well as approximately three weeks of study of international commercial arbitration, including basic laws and rules, how to draft an arbitration clause, how to choose an arbitrator, and how to participate in an arbitration as an advocate and as an arbitrator. While the first half of the semester is spent learning about the CISG and arbitration, the second half is spent putting that knowledge into practice. When the problem on which the Moot Competition is based comes on line in October, students work collaboratively to draft Claimants' and Respondents' memoranda. The Claimant's memorandum is due in early December, and the Respondent's memorandum is due in late January. Students also present an oral argument before arbitrators from Chicago law firms, at the offices of the respective law firms. At the end of the semester, a second oral argument is held at the law school, after which students are chosen who will have the opportunity to compete in Vienna and Hong Kong during the spring semester, for an additional two hours of credit. Through the emphasis on both brief writing and oral arguments, students make significant progress in their skills as advocates, as well as their understanding of dispute resolution in an international context. Their accomplishments have been well recognized in both competitions. More information about the Vis Moot is on the Pace Law School Website: www.cisg.law.pace.edu/vis.html. Eligibility: If a student is part of a moot court team that will be arguing in the fall semester, he or she is not eligible to take this course, since this is a skills-based course requiring substantial out of class effort in both brief writing and oral argument. If a student is part of a moot court team that will be arguing in the spring semester, he or she is eligible to take the course in the fall, but will not be eligible to compete to be an oralist in the Vienna or Hong Kong competition. Corboy Fellows are not permitted to take this course. Important: Permission of the professor is required. In order to apply, please submit a resume and a statement of interest to Professor Moses, mmoses1@luc.edu explaining a little about your background, and why you are interested in taking this course

LAW 844 Advanced Trial Practice (3 Credit Hours)
This course will teach students the law and techniques used during the trial process. The course will instruct students and require them to simulate jury selection and voir dire, opening statements, witness examinations, exhibits, objections, and closing statements.

LAW 845 The Foreign Corrupt Practices Act (3 Credit Hours)
This course will examine the FCPA in-depth from the perspective of U.S. companies doing business in foreign jurisdictions and interacting with public officials and regulatory bodies. The course will also examine how companies that might consider themselves a "U.S.-only" business could find themselves with FCPA risk. The course will examine both the law and enforcement actions. The course will also review ways to incorporate FCPA risk into a compliance program so that a company's workforce is educated on FCPA risk and examine how to remediate potential non-compliance with FCPA.

LAW 847 Business Law Graduate Directed/Independent Study (1-3 Credit Hours)
Open to campus based LLM or MJ students. Students will work under the supervision of a member of the Loyola law faculty for purposes of completing scholarly work as defined by the supervising faculty member. This may include but is not limited to assisting a faculty member on an article for publication or on the development of new teaching methods particularly those using technology as part of instructional practices, or producing a scholarly proposal or paper, relating to business law topics, which can be counted as preliminary work towards the completion of a the LLM or MJ thesis requirement. Students may receive up to three credits.

LAW 857 Leadership and Strategy (3 Credit Hours)
As a leader or manager in your organization, it is your job to find the right people, engage and motivate them, and structure and operate the organization in a way that enables and inspires people to perform at their best. And, you have to do this in a way that preserves the organization's financial health and protects it from legal risks. Your professional success depends directly on your ability to make the right strategic decisions, and effectively lead and inspire individuals, teams and projects. This course is designed to enhance your ability to do this. This course also will enable students to examine varied approaches to leadership that are based on personal and organizational mission, vision and values. Students will have an opportunity to explore their own values and approach to leadership and accountability.
Outcomes:
By the end of this class students will be able to: Model the characteristics and skills of visionary leaders; Critically define and analyze business problems and formulate data- and information-driven business decisions; Articulate the responsibility leaders have to all stakeholders and the application of ethical principles to business practices; Successfully participate in and lead multi-functional team projects; and Demonstrate proficiency in the various forms of communication

LAW 858 Cybersecurity Management (2-3 Credit Hours)
This course will introduce students to the key legal, business and ethical issues related to cybersecurity. Students will gain familiarity with a framework for approaching cybersecurity through evaluating threats, risks and vulnerabilities and developing appropriate and proportional policies, processes and countermeasures to maintain the integrity of computers, systems and data.
Outcomes:
Students will gain familiarity with a framework for the management of cybersecurity through evaluating threats, risks and vulnerabilities and developing appropriate and proportional policies, processes and countermeasures; Be able to maintain the integrity of computers, systems, devices and data

LAW 859 Environmental Enforcement and Compliance (2 Credit Hours)
This class will provide an overview of corporate compliance principles applied in the environmental context, as well as to provide a general overview of federal environmental law compliance. This course will examine the principles of an "effective" corporate environmental compliance program and will provide a framework for students to identify, prevent, detect, respond and correct any environmental non-compliance.

LAW 860 LLM Tax Seminar (2 Credit Hours)
In the LLM Tax Seminar, tax LL.M. students will research a topic in tax deeply and write a thesis on that topic.

LAW 866 Antitrust & Intellectual Property (2 Credit Hours)
This seminar focuses on the interface between Intellectual Property (IP) and antitrust law. Patents, copyrights and trademarks and other IP regimes confer exclusionary rights. Exclusive rights provide incentives and serve other ends, but their exercise can also impede competition distort otherwise competitive markets. This seminar will address the intersection of IP and Antitrust with respect to issues such as standard setting, licensing, corporate strategy, product design, efforts to increase market share and mergers and acquisitions.

LAW 874 Environmental, Social, and Governance (ESG) (3 Credit Hours)
This course explores the relationship between corporate compliance and Environmental, Social, and Governance (ESG) principles. ESG has gained importance in recent years as a framework for businesses striving to be profitable and socially responsible. The course will analyze the application of Compliance principles from the Federal Sentencing Guidelines to the ESG model, covering aspects such as climate change, sustainability, workers' rights, diversity, and governance ethics. Students will trace the evolution of ESG from the Triple Bottom Line to Corporate Social Responsibility and examine the viability of the Friedman Model. Additionally, the course will explore ESG reporting models and their impact on governance and investing. Upon completion, students will understand ESG principles, their relation to compliance, and best practices for corporate governance and ESG reporting.
Outcomes:
Summarize the background and key milestones of the ESG movement, and the key drivers; Articulate the basic elements of a corporate ESG program (generally), as well as the benefits of an effective ESG program, and the risks arising from a poor one; Articulate/explain the various definitions, reporting standards and individual parameters/criteria that are commonly used (and tailored) within a Corporation's Environmental, Social and Governance ("ESG") program; Review and assess the adequacy of a Corporation's ESG strategy, internal policies, disclosures, and related initiatives by applying an understanding of both applicable regulatory requirements and program best practices; Understand the role of standard setting and rating agencies; Locate, assemble and compare ESG reports (and the various evaluative criteria) for various companies within different industry sectors - that were prepared by the top four ESG rating agencies for various industry sectors (eg MSCI, Sustainalytics, Bloomberg and ISS); Recommend the processes, the supporting initiatives, the supporting players (from various corporate departments), as well as outside ESG experts and advisors that must be engaged and coordinated to develop and implement an effective ESG program; Forecast some of the upcoming issues in the future of ESG, and how companies can best be prepared

LAW 878 Orientation Program for International LLM Students (1 Credit Hour)
Introduction to Core Concepts of Common Law and Studying Techniques for International LLM Students This online summer course is limited to international LLM students. The orientation is an immersive preparation for students and lawyers trained abroad who will learn what to expect from their law school courses and how they can meet the expectations of their professors. We will introduce core common law concepts and structure of US legal institutions. Students will hone their written and oral communication skills and train practice skills critical to success in law school.

LAW 880 Introduction to U.S. Law and the Legal System (1 Credit Hour)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then learn to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses cases from various fields and provides students with the background they will need for understanding American law.
Outcomes:
Describe the structure, functions, and traditions of the American court system, including the roles of various courts and legal actors in the administration of justice; Develop the ability to read and critically analyze judicial opinions, statutes, and other legal texts, identifying key legal principles, issues, and reasoning used in reaching decisions; Identify and explain the primary sources of American law (statutes, case law, and regulations) and understand their interrelationship within the legal system; Use case examples from various fields of law to understand how legal principles are applied in different contexts, including civil, criminal, and administrative law

LAW 881 Legal Research and Writing for Foreign Lawyers I (2 Credit Hours)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. During the fall semester, students take Legal Research and Writing I and are introduced to legal research methods and the fundamentals of legal writing. Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda and exam writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. During the spring semester, students take Legal Research and Writing II which builds on the basic writing, analysis, and research skills learned in the first semester. In the spring semester, students are also introduced to persuasive writing and learn how to present an oral argument to the court. Computerized research techniques are included in the course.
Outcomes:
Identify and apply various legal research tools and strategies to locate relevant case law, statutes, and secondary sources; Interpret and analyze legal texts, including cases, statutes, and secondary sources, to understand their relevance and application to specific factual situations; Apply legal research findings to hypothetical factual scenarios, demonstrating a solid understanding of how to structure legal arguments

LAW 882 Legal Research and Writing for Foreign Lawyers II (2 Credit Hours)
This course is required for international students in the LL.M. and U.S. Law or the LL.M. in International Law. During the fall semester, students take Legal Research and Writing I and are introduced to legal research methods and the fundamentals of legal writing. Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda and exam writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. During the spring semester, students take Legal Research and Writing II which builds on the basic writing, analysis, and research skills learned in the first semester. In the spring semester, students are also introduced to persuasive writing and learn how to present an oral argument to the court. Computerized research techniques are included in the course.
Outcomes:
Develop the ability to present oral arguments clearly and persuasively to a court; Synthesize legal research, analysis, and writing in the context of real-world legal practice, preparing them for future legal internships and employment

LAW 883 Introduction to the Law of the United States II (1 Credit Hour)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. It is taught as a 1-credit hour course in the spring semester (I) and in the fall semester (II). This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then learn to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses cases from various fields and provides students with the background they will need for understanding American law.

LAW 884 Doctoral Dissertation Research and S.J.D. Colloquium I (1 Credit Hour)
This course will consist of three distinctive components: 1. Doctoral Research: Candidates will learn research methods as well as get thoroughly acquainted with the variety of research materials, (on-campus, online and otherwise) that will aid them in the development of their dissertation projects. 2. Legal Theory: Candidates will learn the fundamentals of current legal academic thought in areas such as comparative law, law and economics, legal theory, legal realism, and critical race theory. 3. Scholars Forum: Candidates will discuss their research with their peers and others and elicit feedback on drafts of their work at various stages.

LAW 885 Doctoral Dissertation Research and S.J.D. Colloquium II (1 Credit Hour)
Pre-requisites: (LAW 884) Doctoral Dissertation Research and S.J.D
This course will allow further development of the three distinctive components from part one of this course: 1. Doctoral Research: Candidates will continue to learn research methods as well as get thoroughly acquainted with the variety of research materials, (on-campus, online and otherwise) that will aid them in the development of their dissertation projects. 2. Legal Theory: Candidates will continue to learn the fundamentals of current legal academic thought in areas such as comparative law, law and economics, legal theory, legal realism, and critical race theory. 3. Scholars Forum: Candidates will continue to discuss their research with their peers and others and elicit feedback on drafts of their work at various stages. Colloquium I

LAW 886 Doctoral Dissertation Supervision (1 Credit Hour)
Pre-requisites: (LAW 885) Doctoral Dissertation Research and S.J.D
This course will allow candidates to focus on developing their dissertation and building on the preliminary research they conducted during the first year. Candidates will continue to meet, either in person or by remote means, with their Advisory Committee twice a year. Colloquium II

LAW 887 Doctoral Dissertation Supervision and Completion (1 Credit Hour)
Pre-requisites: (LAW 877) Doctoral Dissertation Supervision II
This course will allow candidates to continue to develop and complete the dissertation.

LAW 900 Introduction to Legal Study and Legal Writing (4 Credit Hours)
This foundation course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure of the American court system. Students then learn to read and brief cases, synthesize cases, and develop basic legal writing and analysis skills. Through multiple short writing assignments, students learn to construct a legal office memorandum, the final course requirement. The course utilizes health law cases and problems and provides students with background for future health law studies. This course is open to online Master of Jurisprudence students in the Health Law and Business Law programs.

LAW 901 Introduction to Legal Research (3 Credit Hours)
This course provides an overview of the legal research process. The student will learn basic legal research skills with a focus on online legal sources. Students will search for health law cases, statutes, regulations and law journal articles. They will learn how to use citators to verify that a case or statute is still good law and also learn the proper form for citation of legal authorities.
Outcomes:
Explain the fundamental principles underlying legal research; Use LexisNexis to find cases, statutes, regulations and secondary sources; Explain the importance of using citations and avoiding plagiarism

LAW 902 Introduction to Health Law and Policy (3 Credit Hours)
Co-requisites: Health Law LLM students should take Law 902 in conjunction with Law 903 in their first term
This course is designed to expose students to the legal issues that arise from the relationship between and among patients and health care providers. Primary areas include: conflicts between cost effective and high quality health care; access to care; individual and institutional liability; public and private regulation; accreditation and licensure; hospital/medical staff relationships; patient rights, with a special focus on informed consent; and other legal issues in the acute care setting.
Outcomes:
Identify and explain the key legal principles that govern the relationship between patients and health care providers, including the roles of individual and institutional liability; Synthesize theoretical legal concepts and practical applications in health law, utilizing case studies and real-world scenarios to understand how laws affect health care decisions; Cultivate the ability to reason ethically and legally through complex health care issues, making informed decisions that balance patient rights, provider responsibilities, and institutional obligations; Evaluate the tension between cost-effective health care delivery and maintaining high-quality care, and explore the legal implications of these conflicts for health care providers and patients; Discuss the legal challenges related to equitable access to health care, including the impact of public and private regulations on health care delivery and patient access; Critically assess the legal principles surrounding individual and institutional liability in health care settings, including the identification of negligent conduct, vicarious liability, and the allocation of responsibility between health care providers, institutions, and patients; Compare and contrast public and private regulations that govern health care practices, including federal and state laws, and their impact on health care providers, patients, and institutions; Describe the processes and legal requirements for health care provider accreditation and licensure, and the implications for compliance and accountability in the health care system; Investigate the legal dynamics between hospital administrators, medical staff, and other stakeholders in acute care settings, focusing on their respective responsibilities and liabilities; Analyze the legal standards surrounding patient rights, with a special focus on the doctrine of informed consent, and its application in acute care settings; Critically assess the role of law in the acute care setting, including legal risk management, liability concerns, and the rights of patients and health care providers

LAW 903 Health Care Financing (3 Credit Hours)
Pre-requisites: Prerequisite for Health Law MJ students: Law 900, 901, and 902
Health Law MJ students should take Law 903 in conjunction with Law 904. Health Law LLM students should take Law 903 in conjunction with 902 in their first term. Students explore the general principles and techniques of financial management and accounting as applied to health care organizations. Considerable focus is placed upon definition, history, and methods by which providers of health care services are reimbursed by third parties., insurance companies, government programs) impact financial operations of health care organizations; Examine common reimbursement methods, such as capitation, bundled payments, and Medicare/Medicaid; Identify financial challenges faced by health care providers due to third-party reimbursement; Investigate the impact of underpayment or delayed payments on health care organizations' financial health.
Outcomes:
Define key financial management concepts and principles as they apply to health care organizations; Analyze the role of financial management in ensuring the sustainability of health care providers ; Identify the historical developments that have shaped reimbursement systems in health care; Understand how reimbursement models have evolved over time, from fee-for-service to modern value-based care structures; Demonstrate proficiency in applying basic accounting techniques, including budgeting, forecasting, and financial reporting, within health care organizations; Understand how financial statements (balance sheets, income statements, cash flow statements) are used in health care decision-making; Analyze how third-party payers (e.g

LAW 904 Health Care Regulation and Policy (3 Credit Hours)
Pre-requisites: Prerequisites for Health Law MJ students: LAW 900, 901, and 902
Health Law MJ students should take LAW 904 in conjunction with LAW 903. This course looks at patient representation issues in the context of judicial advocacy and public policy formation and explores patient rights in the context of federal opinions and strategies they utilize. The role of government in health care is explored through a review of major government health programs, particularly Medicare and Medicaid, with a focus on the fundamentals of legislative and administrative processes in health policy development and implementation. Issues to be explored will be drawn from the wide array of health matters in which governments are involved.
Outcomes:
Describe the three separate branches of government and the role each plays in the policymaking process; Identify five specific reasons achieving meaningful health care reform is so difficult in the United States; Research a health policy issue that negatively impacts citizens of the US or of the state where you live; Advocate for necessary policy change by providing a balanced analysis of available and best options for advancing a specific health policy option

LAW 907 Bioethics & Social Justice (3 Credit Hours)
Students investigate issues arising from advances in biological science and technology and learn about their impact on the legal rights and of patients, health providers, and government policy makers. Issues explored range from legal and ethical dilemmas in the treatment of individuals to broader societal issues addressing the allocation of health care resources.
Outcomes:
Identify and evaluate key legal and ethical dilemmas arising from advances in biological science and technology, such as gene editing, AI integration, stem cell research, and personalized medicine; Discuss the balance between innovation in health technologies and the protection of individual patient rights; Explore how emerging biological sciences and AI impact the legal rights of patients, including issues of consent, privacy, and autonomy; Investigate the legal implications of patient data use and the role of artificial intelligence in clinical decision-making; Analyze the responsibilities and legal liabilities of health care providers in the use of advanced technologies, including AI-driven diagnostics and treatment protocols; Explore issues of malpractice and negligence in the context of innovative treatment methods and technologies; Investigate the role of government policy in regulating emerging technologies, such as biotechnology, AI, and digital health tools; Examine the regulatory frameworks for ensuring safety, efficacy, and ethical use of new technologies in health care; Articulate the need for an effective compliance program, and the legal and business benefits of having an effective compliance program; Describe the elements of a successful corporate compliance program designed to deter, and to detect and remedy fraudulent or abusive practices; Discuss the fundamental health care fraud and abuse and related laws, privacy and security laws, and research laws that apply to most health care providers in the context of "compliance"

LAW 909 Risk Management, Patient Safety and Quality (2 Credit Hours)
This course is designed as a general survey course to provide you with an introduction to the concepts associated with managing risk, promoting quality and enhancing safety in the health care industry. The course begins with a general description of traditional risk management and then proceeds to discussion the various aspects of risk management, patient safety and quality that influence the delivery of health care.

LAW 910 Health Care Compliance (2-3 Credit Hours)
This course will progress from the basics of a compliance program, including the compliance operations and the Code of Conduct, to specific issues facing the healthcare industry such as anti-kickback, Stark, False Claims Act, and civil monetary penalties; conflicts of interest and governance; tax; coding and billing; privacy, technology, data, and security; and the link between regulatory issues and quality of care. Students will be assigned projects to show them how to implement in a practical setting the various laws, regulations, and standards as well as understand the enforcement environment. THIS CLASS IS ONLY AVAILABLE ONLINE AND WITH PERMISSION.

LAW 912 Liability & Dispute Resolution in Health Care (2 Credit Hours)
In this course students will take an in-depth look at both the substantive and procedural law of medical negligence litigation and ways to avoid litigation through communication and resolution processes and the use of other alternative means of reconciliation following harm. Students will also review and discuss the motivations behind medical malpractice litigation and will include detailed discussions about the comprehensive, principled, and systematic approach to the prevention and response to patient harm including communication and resolution programs such as the Michigan Model, CANDOR, and the BETA HEART program. Students will discover, during the course, the impact of medical harm and litigation on patients, families, caregivers and society. Case-based videos involving actual patient harm events and demonstrating the power of empathic communication are used throughout the course.

LAW 916 Telemedicine (3 Credit Hours)
This class will explore the evolution of Telemedicine to Telehealth. It will begin by describing the legal and regulatory framework which governs all Telehealth encounters and the reimbursement and coverage parity issues which have, for years, limited growth in this critical aspect of health care. The course will also cover the impact of state licensing compacts, the challenges associated with technology, HIPAA and privacy concerns and how Telehealth can serve to reduce health care disparities and issues associated with access to needed health care services for geriatric and other patients.
Outcomes:
Analyze the legal and regulatory landscape governing Telehealth, including the key laws, policies, and guidelines that shape Telehealth practice, and evaluate their impact on the growth and implementation of Telemedicine services; Evaluate the technological barriers and challenges that impact Telehealth, including issues related to connectivity, platform accessibility, and the integration of health information technologies and examine HIPAA regulations and privacy concerns in the context of Telehealth services; Examine the potential benefits and drawbacks of Telehealth in improving patient care, focusing on patient outcomes, continuity of care, and the quality of healthcare delivered remotely; Discuss the ethical issues surrounding Telehealth, including equity, informed consent, and the challenges of ensuring the security and confidentiality of patient information in virtual care settings; Propose strategies and solutions for overcoming the challenges faced by Telehealth, including addressing regulatory, technological, and access issues, and ensuring the equitable delivery of Telehealth services across diverse patient populations

LAW 917 Public Health and the Law (3 Credit Hours)
Public Health Law is a two-credit survey course that covers core legal issues encountered in regulation and public policy affecting population health. The course will provide students with an overview of topics that concern regulatory theory, administrative law, legislation, and individual rights' concerns. As public health authorities are confronted with ever complex challenges, the role of law is pivotal in both directing regulatory responses, as well in shaping strategies to combat perceived abuses of government power. Few areas of law and policy are as dynamic as public health law as the field plays a central role in major, ongoing areas of population health such as Covid-19, opioid abuse, climate change, disaster preparedness and response, etc. The course will focus on four themes: (1) the structure and powers of public health agencies in confronting traditional and evolving health threats, (2) the challenge of balancing individual rights against population health concerns, (3) the role of civil litigation in influencing changes in public health with a focus on legal settlements in the areas of tobacco and opioids, (4) international and comparative law approaches to meeting cross border health challenges. The course is taught online and combines several live class sessions with programmed modules. Students will be required to make several in-class presentations that will be the basis of three required essay assignments.
Outcomes:
Develop an understanding of legal issues concerning vaccines, and how regulators need to balance public need with individual rights in this context particularly in relation to Covid-19; Appreciate key legal issues that concern the adoption of isolation and quarantine measure, as well as travel restrictions that can be invoked to protect population health, drawing on both domestic and international law principles; Explore the role of regulators in developing policies to deal with population health disparities, focusing on the issue of obesity and its implications in minority populations; Describe the key variables in the formation of public health regulation including risk assessment, cost benefit analysis, transparency and the application of the precautionary principle; Demonstrate a mastery of the Bill of Rights' issues that impact public health regulation and have an appreciation of the legal tension between individual liberty and population health, of particular importance will be an understanding of due process and equal protection, and how those principles are manifest in public health case law, and students will be expected to have a solid understanding of the elements of Jacobson v Massachusetts and an awareness of how those elements can serve as a basis of regulatory analysis; Understand how the issue of federalism is central to public health law; Develop a familiarity with public health activities regarding access to clean water; Appreciate the role tort law plays in public health law with a special focus on tobacco and opioids

LAW 918 Health Care Privacy and Security (3 Credit Hours)
This course is an overview of Health Information Law and Policy as it pertains to data security and privacy of electronic health records here in the United States. Students will examine how individual health information is collected, maintained, and transferred in this electronic information age, and the ramifications when such information is improperly protected, stolen, and misused.
Outcomes:
Identify the key federal laws and regulations related to the privacy and security of electronic health records (EHRs), such as HIPAA (Health Insurance Portability and Accountability Act) and the HITECH Act; Understand the role of state laws and regulations in complementing federal health information privacy and security requirements; Analyze the processes by which health care organizations collect, store, and transfer electronic health records (EHRs) across different systems and platforms; Discuss the challenges and opportunities presented by health information technology, including electronic health records, health information exchanges, and patient portals; Assess the legal consequences and regulatory responses to breaches of electronic health information, including data theft, unauthorized access, and misuse; Explore the ethical dilemmas surrounding the protection of patient privacy in the context of health information technology; Understand the compliance mechanisms, such as audits, risk assessments, and security protocols, that organizations use to ensure adherence to health information privacy and security regulations; Analyze case studies of organizations that have successfully implemented privacy and security measures and those that have faced significant challenges or penalties; Engage with current issues such as the growing concern over cyberattacks, data sharing across organizations, and health data interoperability; Explore potential future developments in health information law and policy, considering technological advancements, evolving legal frameworks, and new public health concerns

LAW 920 Health Law Seminar Series (1 Credit Hour)
This course exposes students to seven unique and emerging issues impacting the health care industry. Each issue has the potential to impact providers, health care organizations, health care attorneys, and consumers. Each emerging issue is selected based on its likely impact on the industry and its timeliness, given current political and health care challenges. This course is structured over 14 weeks, in which we alternate between reading weeks, where students are given reading material to introduce them to each issue, and synchronous classroom lectures by national experts on each subject. At the end of the course, each student is asked to write a reflective paper on one of the issues presented and describe the impact that they believe it will have on their practice or the delivery of health care in general. This course is graded pass/fail.
Outcomes:
Increase knowledge of emerging issues in health law; Increase understanding of the complexity and importance of health care law and compliance

LAW 921 Health Insurance and Health Care Regulation (2 Credit Hours)
This course is designed around the regulation of health insurance companies in the United States with an eye toward the coming changes brought about by the Affordable Care Act. Although the Affordable Care Act (ACA) is federal, its implementation is reliant on the states. This course will address how the current regulatory system will adapt to the new federal health care scheme.

LAW 922 Advanced Health Care Compliance (2 Credit Hours)
Pre-requisites: LAW 910 - Health Care Compliance (Online)
This course explores advanced concepts in health care compliance. This course will present a complex health care compliance scenario each module which the student must analyze and comment upon. The scenarios will cover a broad array of regulatory subject matters which must be analyzed in the context of compliance program principles.
Outcomes:
Gain experience unpacking complex compliance scenarios; Put into practice regulatory compliance knowledge gained in compliance curriculum

LAW 923 Privacy Program Management (2 Credit Hours)
Pre-requisites: LAW 918 or LAW 823 is a prerequisite
If working on the Certificate in Privacy Law, no prerequisites are required for this course. This course explores advanced concepts in privacy and security law and is designed as a continuation of either of the introductory privacy courses (LAW 918 or LAW 823). This course will present a complex compliance privacy and security scenarios each module which the student must analyze and comment upon.
Outcomes:
Understand and apply the 7 elements of a compliance program to the analysis and formation of an effective privacy compliance program; Apply basic legal and regulatory principles to the evaluation of issues in complex scenarios related to privacy and security issues; Demonstrate an understanding of the risks and mitigation tactics needed to enhance privacy/security program management

LAW 924 Conducting Internal Investigations (2-3 Credit Hours)
This course will cover practical techniques in responding to suspected non-compliance as well as liability exposure in how investigations are handled. The course will also discuss resolution of identified non-compliance and methods for discharging an organization's legal obligations to correct non-compliance, including self-disclosures and refunds. Additionally, the course will cover responding to government inquiries and audits.
Outcomes:
Students will understand the context for internal investigations; Students will learn practical skills for planning and conducting internal investigations; Students will learn how internal investigations are resolved; Students will understand how to identify and access the information available on websites of relevant regulatory/accreditation agencies; Students will understand how to respond to government inquiries, audits, and investigations (including those of government contractors); Students will understand the interplay between government and internal investigations

LAW 925 Drafting Policies and Procedures (3 Credit Hours)
This course is designed to provide practical experience in drafting operational policies from compliance regulations. Having clear policies and procedures is an essential element of an effective compliance program. The course will explore liability associated with how policies are drafted as well as non-compliance with an institution's policy commitment. The course will teach skills and techniques for turning complex regulations into accessible policies for the workforce.
Outcomes:
Understand the types and roles of written standards; Understand the considerations for writing and editing written standards; Articulate the process for deploying and managing effective written standards

LAW 926 Human Subjects Protection (3 Credit Hours)
This course will cover the law of protecting human subjects in clinical research. Federal agencies require institutions conducting research to have a study approved by an Institutional Review Board (IRB), obtain informed consent from the human subject, and self-disclose to the government various events. The course will review the regulations governing IRBs, the content of informed consent forms, the monitoring of research studies, and the disclosure of unanticipated events and significant non-compliance. The course will look at enforcement cases as well as tort liability. Financial relationships between investigators and sponsors will also be covered.
Outcomes:
Examine the regulatory requirements governing human research; Gain a thorough understanding of how to apply the regulations to clinical research protocols; Understand the operational and regulatory requirements of research ethics committees; Examine the role of Legal Counsel to institutions conducting human research

LAW 927 Food and Drug Law (2 Credit Hours)
This course will cover advanced topics in the law governing development and approval of devices, drugs, and biologics under the jurisdiction of the U.S. Food and Drug Administration. The course will review regulatory obligations for both manufacturers and providers conducting FDA-regulated clinical research. The course will also cover enforcement of non-compliance and how organizations develop compliance infrastructure to manage the highly detailed FDA regulations.
Outcomes:
Discuss the background of drug/device regulation in the U.S. and the structure of the FDA; Discuss basic terms used in drug pricing; Distinguish among drugs, devices, biologics, dietary supplements and food; Discuss FDA inspections and enforcement mechanisms; Discuss the various approval pathways for "new drugs," and regulation of over-the-counter drugs; Discuss FDA patent concepts and market exclusivities; Discuss the various approval pathways for devices; Describe FDA regulatory paradigm for biologics; Describe the process for the conduct of clinical investigations in humans of drugs and devices and identify common compliance issues arising in the context of these investigations; Discuss FDA regulations for ensuring quality and consistency (eg, GMP, GLP, QSR); Describe FDA's processes for post-market surveillance of drugs and devices, including recalls; Discuss FDA's labeling and advertising requirements, and understand interaction between FDA and FTC; Describe off-label promotion and the intersection of FDA promotional requirements with First Amendment law and the False Claims Act

LAW 929 Enterprise Risk Management (2-3 Credit Hours)
Enterprise Risk Management (ERM) provides a comprehensive framework for making strategic decisions, taking into consideration concepts of both value creation and value protection. The approach looks at strategies for managing risk, uncertainty and growth and their relationship to total value. This course will cover the specific skills and techniques necessary to manage risk across increasingly complex organizations and to align business strategies with goals and culture. Prerequisites for Compliance and Enterprise Risk Management MJ students: Law 900, 901, and 903. CERM MJ students should take Law 929 in conjunction with Law 839. CERM LLM students should take Law 929 in conjunction with Law 839 in their first term.

LAW 930 Leadership and Management Seminar Series (1 Credit Hour)
This course is comprised of a series of lectures on topics in leadership and management by different experts in the field. Every other week students attend a live synchronous class on a leadership or management topic. Topics vary each term and are intended to cover hot topics and essential skills in leadership and management. The course is open to students in online business and health law programs.

LAW 937 Dispute System Design (2 Credit Hours)
This course will focus on the theory and practice dispute system design. Through the semester we will explore dispute systems, analyze design processes, and advance practical skills. Students will participate in simulated dispute resolution processes as a party and analyze real-world dispute systems.

LAW 938 Mediation & Turning Conflict Convo into Dialogue (2 Credit Hours)
This course will focus on the theory and practice of mediation. Through the semester we will explore mediation models and skills. Students will participate in simulated mediations as mediators and parties. Students will learn mediation skills to manage challenging conversations and conflicts and assist others in conflict situations.

LAW 939 Problem-Solving Negotiation Skills (2 Credit Hours)
The purpose of this course is to study and practice effective negotiating strategies and techniques, as well as improve students¿ understanding of negotiation and their effectiveness as negotiators. The readings and class discussions will provide students with a theoretical framework to prepare, conduct, and review negotiations and several strategies to enhance their abilities as negotiators. Through participation in a series of negotiation simulations and critical reflection in class, students will increase awareness of their negotiation behavior and their ability to negotiate more skillfully. This course seeks to help you move from negotiating by instinct, as most people do, to negotiating more thoughtfully, more comfortably and with a clearer sense of purpose. This course merges theory with practice to: (1) develop your understanding of negotiation, and your awareness as a negotiator; (2) give you tools and concepts for analyzing and preparing for negotiations; (3) enhance your negotiating skills through frequent role plays, analysis, and feedback; and (4) teach you how to keep learning from your own negotiation experience. In addition to negotiation skills and theory, you will be introduced to issues of representation, ethics, and the place of negotiation in our legal system. The course syllabus consists of assigned readings, simulations, and written assignments for almost every class, and attendance and one video debrief where we will analyze your skill set.

LAW 940 Restorative Processes in Conflict Resolution (2 Credit Hours)
This course prepares community members and professionals from all fields to apply Restorative Practices to their contexts. The curriculum focuses on proactive techniques to mitigate harm and responsive techniques to address harm, connecting anti-oppression and Restorative Justice, and leadership methods to implement systemic organizational restorative change. Specific restorative practices which students will learn include self-regulation, restorative mindsets and language, facilitation of a variety of Circles, restorative conversations, restorative mediation, and contracting. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own setting.

LAW 951 MJ Thesis/Capstone Term One (2 Credit Hours)
Pre-requisites: Students must successfully complete 26 credit hours to be eligible to enroll in 951; Prerequisites for Health Law MJ students: Law 900, 901, 902, 903, 904,910 and required elective credits; Prerequisites for Compliance and Enterprise Risk Management MJ students: Law 900, 901, 803, 839, 929, and required elective credits
MJ students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This first thesis course will focus on topic selection, thesis creation, detailed outline, research methodology, introduction, and writing a partial draft. This course is for students in the online MJ program.
Outcomes:
Produce a final submission of publishable quality, demonstrating strong research, writing, and analytical skills; Conduct independent research, critically analyze data, and present their findings clearly and concisely in a scholarly thesis format; Receive and apply personalized feedback to make meaningful improvements in their writing and research processes; Engage with selected readings and resources to enhance their research and writing, tailoring their use based on individual needs and topics

LAW 952 MJ Thesis Project Term Two (2 Credit Hours)
Pre-requisites: Law 951
MJ students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the online MJ program.

LAW 955 Administrative Law and Health Care Regulation (3 Credit Hours)
The course focuses on the role of federal and state agencies and government branches in regulating health care. Students will learn the fundamentals of administrative law through a health care lens. Topics covered will include government rulemaking, investigations, and enforcement. Students will learn how to locate and understand the interplay of sources of administrative law and analyze statutes and regulations.

LAW 956 Health Care Payment and Policy (3 Credit Hours)
This course covers the types of health care payors and the relationships between them, including HMOs, PPOs, CMPs, Medicare and Medicaid, and other managed care arrangements. Topics will include utilization review, ERISA, agency doctrine and payor operational and contracting issues. Students will become familiar with managed care and analyze healthcare plans and policies. (LLM only or with permission)) will likely affect access to care and health care spending; Explain the major drivers of cost growth and the factors that threaten the sustainability and solvency of the US health care system.
Outcomes:
Describe the structure and organization of the US health care system; Identify basic concepts related to health insurance coverage; Explain how both private health insurance and public health insurance function and how they are financed; Compare and contrast health care delivery models; Identify the various determinants of access to care for low-income and vulnerable populations; Evaluate how specific policy considerations (including quality of care, aging population, technology, etc

LAW 957 Corporate Health Care Transactions (2 Credit Hours)
This course overs the business and legal issues that arise in health care transactions and the business and regulatory environment surrounding transactions. Topics covered will include organizational operations, the contents and role of organizational documents, and the application of tax laws to transactions. Students will analyze organizational documents and prepare presentations on issues presented by transactions (LLM only or with permission.)

LAW 958 Clinical Research Compliance (2 Credit Hours)
This course serves as an introduction to the growing area of health law known as "life sciences". The theme for this course centers on the research and development of pharmaceutical drugs and devices and the role of the FDA in regulating this process. Topics covered will include genomics, personalized medicine, the FCPA, basic patent and intellectual property issues, and financing. Students will learn to analyze the FDA approval process (LLM only or with permission.)

LAW 959 Physician Regulation & Practice Management (2 Credit Hours)
This course is designed to introduce students to the laws, agencies, and other bodies that license, regulate and discipline physicians. Topics covered will include licensing proceedings and hearings and health care entity policies addressing these issues (LLM only or with permission.)

LAW 960 Fraud and Abuse - Stark Intensive (3 Credit Hours)
This course covers federal physician self-referral law, commonly known as stark law, and fraud and abuse law. Students will learn about the statutes, regulations and advisory opinions that define the parameters of physician referrals and anti-kickback laws, analyzing case studies for fraud and self-referral issues. Students will also familiarize themselves with the laws, regulations and government regulatory actions designed to combat false claims and other types of fraudulent activities. (LLM only or with permission.)

LAW 981 Advocacy Dynamics: Legislating for Equity (2 Credit Hours)
The purpose of this course is to provide tools and strategies for students interested in learning the techniques for effective advocacy at the state and federal levels. The first portion of the course will provide historical context on the three branches of governments¿ ability to make policy. The course will then examine the processes that turn a problem into a legislative solution, including how to move a bill into law. These tools include identifying an issue, conducting national surveys, building a base through community organizing, drafting, lobbying, and offering testimony in committee. A recurring theme in the course is the need to examine external obstacles that impact policy making.

LAW 982 Advancing DEI in the Corporate Compliance Program (2 Credit Hours)
This course will examine the relationship between corporate Compliance and the emerging corporate governance principles known as Environmental, Social and Governance (ESG). ESG represents a set of operating principles assist business entities as they strive to be both profitable and socially responsible. The ESG model has grown in use and popularity over the past decade and now is considered essential for many businesses. This course will examine the application of Compliance principles as outlined in the Federal Sentencing Guidelines to the ESG framework. It will examine 8 discreet elements of each principle, such as climate change, sustainability and emission standards for Environmental, workers and human rights, equality and fairness and diversity and inclusion for Social and board independence, fair compensation and ethics and compliance for Governance. It will trace the roots of the ESG movement from the Triple Bottom Line to sustainability to Corporate Social Responsibility to ESG. It will also examine the fundamental purposes of corporations and whether the Friedman Model from the Chicago School remains viable. The course will also consider various reporting models for ESG elements and their impact upon corporate governance and investing.

LAW 983 Advancing Social Justice in the HC Industry (2 Credit Hours)
This is a survey course covering a range of topics including: ethical theory, end of life care issues, informed consent, assisted reproduction, research ethics, social justice, and health care reform and related impacts on public health issues. Due to the breadth of the subject, a thorough consideration of each topic listed cannot be achieved and certain important topics, such as genetics issues, will not be addressed here. Broad health care policy issues are also covered in other Loyola courses, so that content will not be duplicated in this course.

LAW 995 LLM Thesis Project Term One (2 Credit Hours)
Pre-requisites: This course is for students in the online LLM program; Students must successfully complete 20 credit hours to be eligible to enroll in 995, which is the final course in the program; Prerequisites for Health Law LLM students: Law 902, 903, 910 and required elective credits; Prerequisites for Compliance and Enterprise Risk Management LLM students: Law 839, 929, and required elective credits
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking, and clear, concise writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This first thesis course will cover all the vital parts of a thesis which includes topic selection, thesis creation, detailed outline, research methodology, introduction, and writing a partial draft.
Outcomes:
Develop focused, original research topic in partnership with the thesis supervisor that aligns with academic interests and scholarly standards, demonstrating potential for academic contribution and publication; Create comprehensive research plan in collaboration with the thesis supervisor, outlining clear research questions, methodologies, and a timeline that supports the completion of a publishable paper; Execute independent research through the selection of appropriate methodologies, critical analysis of existing literature, and data gathering to address defined research questions; Apply critical thinking to the work, with integration of supervisor feedback to refine and strengthen the research findings, methodology, and overall structure, enhancing the clarity and depth of the paper

LAW 996 LLM Thesis Project Term Two (2 Credit Hours)
Pre-requisites: Law 995
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the online LLM program.

ProLaw (PLAW)

PLAW 101 Comparative and Ethical Lawyering for the Rule of Law (3 Credit Hours)
This course will develop the students' knowledge and skills required to provide advice and assistance in a country with a culture and a legal tradition different from the culture and legal system in which they received their education. The course will examine and compare the main elements of particular relevance to rule of law assistance work in major world legal traditions: common law, civil law, Islamic law, customary law and mixed legal traditions. It will also explore how the force of their normativity is effectively applied and how institutional frameworks deal with overlaps. Finally, the course will encourage students to consider the ethical dimension of cross-systems rule of law advising.

PLAW 102 History, Theory and Practice of Rule of Law for Development (3 Credit Hours)
This course provides an overview of the main intellectual foundations supporting the view that law and development are linked. While this connection may appear obvious, the course seeks to show that the relationship may not be as straightforward as first impressions might lead one to believe. Indeed, proponents of the presumed relation between law and development must confront two important distinctions well known to social scientists: causation versus correlation. Evidence that societies, which have achieved high levels of development, typically have good legal systems is incontrovertible. What is less clear is how they got where they are and in what sequence. Put differently, do good laws and institutions generate good development outcomes or does development lead to good laws and institutions? The course applies interdisciplinary and comparative research in history, economics, sociology, political science, regulatory theory, and philosophy to questions of law and the development of legal institutions and does not assume any prior knowledge in any field outside of law.

PLAW 103 Theory and Practice of Assessments in Rule of Law Advising (2 Credit Hours)
This course will provide students with the knowledge and skills required to undertake assessments, the crucial lynchpin which supports the design of specific policies, legal and regulatory reforms and administrative actions. The course demonstrates how developing a clear understanding of problems facing a society is fundamental to good governance and the rule of law. The course assumes that such understanding can be facilitated through professionally prepared assessments which identify the root causes of problems facing a country in a given area and put forward options for remedial action. Students will learn how to use the rich body of documented experience and guidance available on structuring and preparing assessments by learning how to plan and carry out assessments linked, for instance, to justice sector reform, access to justice, the improvement of the legal framework for investment and sustainable business and the control of human trafficking.

PLAW 104 International Development Architecture (3 Credit Hours)
This course covers the rule of law and governance dimensions to international development assistance. It examines both the institutional frameworks and legal mechanisms by which international development assistance is distributed for rule of law and state-building activities and the legal and regulatory structures that apply to development assistance. The course begins by considering the reasons that donors provide aid generally and for rule of law, followed by the examination of the normative frameworks and standards that shape the manner in which aid is distributed, institutions and actors, mechanisms by which aid is programmed and actual use of aid by recipients. The overall approach begins at the global level and follows the chain of development aid through its various elements down to the national level. A key theme of the course is that the approach to international development assistance is broadening. Historically, financing for development was understood primarily in terms of public sector resources. As a result of a confluence of factors, development institutions have been seeking to gather resources from the private sector to supplement official development aid.

PLAW 105 Sustainable Development Through International Commerce and Investment (2 Credit Hours)
International commercial transactions and investments can serve as the vehicles for sustainable development that respects economic, social, environmental, and other important values of the parties involved. Modern-day corporations have enormous resources and, when properly deployed, significant capabilities to promote sustainable development. This course explains the life cycle and range of international transactions and investment - from procurement of goods and services and licensing of technology to large infrastructure and public-private partnership projects. It sets out how properly structured transactions can promote prudent and sustainable development in developing and emerging economies. It describes how private companies, investors, regulators, financiers, governments, NGOs, and other stakeholders can work for the mutual benefit of the communities and countries involved as well as responsible long-term goals.

PLAW 106 Design of Rule of Law Programs and Proposal Preparation (2 Credit Hours)
This course will build the understanding and skills of students in project design and the preparation of written proposals related to rule of law assistance, which can be carried out either in the context of an internationally financed assistance arrangement or as a nationally-driven and self-financed initiative. Building on the needs assessments PROLAW course, the course will position project design as it fits into the overall project lifecycle, as well as its relationship with results-based management. The course will allow the student to understand the theory behind and the methods for conducting problem, stakeholder and risk analyses, designing a logical intervention including project objectives, outcomes, outputs and activities, setting a budget, performance indicators, and means of measuring project progress, and applying theory of change and other logical framework tools. In the second half of the course students will out their newly acquired knowledge and skills to use by preparing a full written project proposal. The course will examine donor thinking behind requirements and how to respond to them, examine current thinking concerning the effectiveness of the project approach to rule of law reform and consider the meaning of innovation, such as problem-driven iterative approaches.

PLAW 107 Rule of Law in Conflict Prevention and Peacebuilding (2 Credit Hours)
This course explores the relationship between rule of law, conflict prevention, mitigation and peacebuilding for development. Drawing from ongoing case studies and international practice, the course examines the drivers of conflict, the dynamics and changes in the social fabric during conflict and how rule of law addresses those challenges. Focus is on justice as foundational to establishing the security and institutional legitimacy necessary for human development. The course will examine how unaccountable and ineffective law enforcement and governance institutions contribute to conflict. Given an understanding of the context, course discussions will seek to identify practical modalities for strengthening rule of law and justice reform, including transitional justice. Course materials include case studies, evidence-based analyses and commentary. Students will be called upon to apply the course learning to a specific conflict affected context. Drawing on other courses in the program such as assessment, program design, implementation and oversight, students will identify opportunities for rule of law engagement in conflict contexts and propose relevant strategies and adaptive programming.

PLAW 108 Legal Systems and Methods (3 Credit Hours)
This course aims at providing those PROLAW students with first degrees in other than law with a framework for understanding the central features, branches, functions and notions of law and the evolution of legal systems and their influence on systems of governance. After a general introduction on legal methods and the sources of law in the main legal traditions, the course will examine the interaction between norms, policies and societal values in different branches of the law. Students will learn key law-related skills such as legal reasoning, analysis, planning and problem solving and how law influences advising, negotiating and mediation.

PLAW 110 Principles of International Economic Law (3 Credit Hours)
Principles of International Economic Law is a required PROLAW course covering selected topics in the law governing international business transaction, international trade law, alternative dispute resolution, and international litigation. It is an asynchronous online course with two modules per week of recorded video lectures, required readings, and follow up assignments with feedback from the instructors. The course is also available as an elective for JD and other LLM students with permission of instructor.

PLAW 250 Research and Writing on the Rule of Law (3 Credit Hours)
.This course is designed to assist lawyers and other professionals working with the law in developing the techniques of researching and writing in relation to rule of law development. The primary objective of this course is to enable students to apply research skills, which will be instrumental for conducting in depth studies on rule of law development topics for major papers during the PROLAW Program and for the final capstone project. With a focus on development issues, substantial emphasis is given to socio-legal and empirical legal research methodologies. A secondary objective is that students will acquire writing skills that can be used in various practice settings involving legal and policy analysis, policymaking, and implementation of rule of law development research studies. Students will also gain expertise on how to research and analyze issues from other disciplines that contribute to the processes and dynamics of legal and institutional reform. This knowledge is foundational for developing theories of change and is critical to formulating strategies, plans, and analyses of rule of law advocacy and reform programs.

PLAW 251 Rule of Law Thesis Supervision and Completion (3 Credit Hours)
Open to LLM students only by permission provided by Program Director.

PLAW 252 PROLAW Completion (0 Credit Hours)
Open to: Students within the LLM and MJ programs in Rule of Law for Development (PROLAW program). Students who do not complete their capstone project or thesis paper within the requisite period of time set by the PROLAW Program must register for this course. Permission to register is required.

PLAW 253 Rule of Law Capstone Project (2-3 Credit Hours)
The Rule of Law Capstone Project is the culmination of the student's academic and personal experiences in the PROLAW program. In carrying out the Capstone Project, students will have the opportunity to consolidate everything they have learned in the PROLAW curriculum and reinforce their practical experience in applying this knowledge and skills through a final multi-faceted exercise. The final outcome of this course will enable each student to demonstrate in relation to a specific real-world law and governance reform process that he or she is capable of using what was learned in PROLAW to produce useful and professional documentation and communicate this content to clients and stakeholders effectively. In some cases, students may develop or have a preexisting relationship with an external organization, which provides an opportunity for the student to work on their particular topic. Students may alternatively decide to conduct research and determine the need and feasibility of a possible initiative to address the problem they identify. Likewise, students can also choose to develop a project to implement an existing agenda or initiative at the national or international levels. Each student will be supervised by a Capstone Project advisor.

PLAW 907 Rule of Law Project Management, Monitoring & Evaluation (3 Credit Hours)
This course will analyze the main principles, tasks and tools commonly used to manage a rule of law project, particularly in comparison to other types of project management. Topics will include the control of the timing of various steps in implementation (start up, work planning, activities, monitoring and evaluation, reporting, and close out), human resource management, stakeholder management, procurement, inventory, and budgeting. The course will also address common challenges including managing a project with weak design or insufficient budget, managing conflicts, dealing with emergencies and mid-course corrections, and the key requirements for successful project management, teamwork, accountability, leadership, substantive knowledge and skills, and cultural literacy. Students will have an opportunity to apply their knowledge and skills by working through a model project in teams and producing a sample deliverable on time, on budget, and according to specifications.

Advocacy Certificate

Setting the bar for courtroom-ready skills.

You will benefit from a wealth of expertise as distinguished academics and experienced attorneys teach courses in trial advocacy, appellate advocacy, and dispute resolution. And you'll sharpen your practical skills through externships and clinics. Earning an Advocacy Certificate means you have developed the litigation and dispute resolution skills that will set you apart.

Related Programs

Master's

- LLM Program for International Lawyers (LLM) (p. 1794)
- Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution (LLM) (p. 1808)

Doctoral

- Law (JD Full time) (p. 1795)

Requirements

To earn the Certificate in Advocacy, you must complete 18 credits from a menu of designated advocacy courses and participate in an advocacy program extracurricular event. You must have an average cumulative GPA

of 3.0 or above, or an average grade of B or better in each course of your advocacy certificate curriculum, in order to receive the certificate.

Advocacy Certificate coursework and activities are designed to achieve key learning outcomes and competencies.

Required Courses

Code	Title	Hours
Required Courses [1]		
LAW 210	Evidence	4
Trial Practice I (choose at least one)		*3*
LAW 400	Corboy Fellows I	
LAW 411	Trial Practice I	
LAW 416	Trial Practice I (Intensive)	
LAW 499	Trial Practice I Applied	
LAW 602	ChildLaw Trial Practice (Intensive)	
Trial Practice II (choose at least one)		*3*
LAW 400	Corboy Fellows I	
LAW 412	Trial Practice II (Section 1)	
LAW 412	Trial Practice II (Section 2 - Securities Litigation)	
LAW 499	Trial Practice I Applied	
Elective Courses (p.) (at least one from each of the following sections)		**8**
Advanced Litigation (choose at least one)		
LAW 107	Illinois Litigation Racism, Injustice & Poverty	
LAW 179	The Law of Jury Selection	
LAW 184	Advanced Litigation Skills	
LAW 277	Intellectual Property Litigation	
LAW 311	Advanced Evidence	
LAW 435	Deposition Advocacy Workshop	
LAW 473	Class Actions	
LAW 509	Federal Courts	
LAW 573	Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice	
LAW 729	Health Care Litigation and Medical Malpractice	
LAW 844	Advanced Trial Practice	
Trial or Appellate Advocacy Writing (choose at least one)		
LAW 289	Advanced Legal Research: Special Topics (Only Litigation)	
LAW 290	Advanced Legal Research	
LAW 293	Advanced Writing for Legal Practice	
LAW 418	Pre-Trial Litigation	
LAW 598	Appellate Advocacy Honors Program	
Dispute Resolution (choose at least one)		
LAW 246	Advanced Mediation Advocacy Practicum	
LAW 406	Mediation Advocacy	
LAW 449	Negotiations Seminar	
LAW 456	Mediation Seminar	
LAW 518	Advanced Mediation and Courthouse Practicum	
LAW 556	Alternative Dispute Resolution	
LAW 584	Mediation Certification & Courthouse Practicum	
LAW 615	Child and Family Law Mediation	
LAW 841	Intntl Commercial Arbitration & the CISG	
Co-Curricular Experience (choose at least one)		
LAW 166	Education Law Practicum	
LAW 215	Domestic Violence Practicum	
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	
LAW 276	Criminal Law Practicum	
LAW 356	Storytelling and Presentation Skills for Lawyers	
LAW 408	Restorative Justice Workshop	
LAW 438	Dispute Resolution Skills Teams	
LAW 470	Immigration Law Lab	
LAW 483	Federal Tax Clinic I	
LAW 486	Federal Tax Clinic II	
LAW 511	London Comparative Advocacy Prgrm	
LAW 554	Family Law Practicum	
LAW 572	Special Education Dispute Resolution	
LAW 586	Community Law Center Clinic Veterans Practicum	
LAW 595	Community LawCtr Clinic I	
LAW 596	Community Law Center Clinic II	
LAW 599	Externship Intensive Field Placement (Center for Conflict Resolution Externship Only)	
LAW 606	Legislation and Policy Clinic	
LAW 620	Civitas ChildLaw Clinic	
LAW 625	Mediation Workshop	
LAW 755	Health Justice Project	
LAW 757	Advanced Health Justice Project	
LAW 761		
LAW 825	Business Law Center Clinical & Seminar	
LAW 826	Business Law Clinic II	
LAW 842	International Commercial Arbitration	
Total Hours		**18**

[1] Completion of three graded credit hours of Corboy Fellowship or Trial Practice I Applied may substitute for Trial Practice I or Trial Practice II. Completion of six graded credit hours of the Corboy Fellowship or Trial Practice I Applied may substitute for both Trial Practice I and Trial Practice II.

Suggested Sequence of Courses

Courses can be taken in any semester after your first year of law school. The three required courses must be taken in sequential order as LAW 210 Evidence is a prerequisite for LAW 411 Trial Practice I, and LAW 411 Trial Practice I is a prerequisite for LAW 412 Trial Practice II. The Extracurricular Event requirement can be completed anytime throughout your years of study.

Extracurricular Event

Additionally, you must attend at least one event sponsored by the Advocacy Center, including, but not limited to: conferences, lectures, colloquia, or advocacy competitions (volunteering).

Applying For Your Certificate

After completing all requirements, during your final semester you must complete an online application (https://luclawschool.formstack.com/forms/loyola_university_chicago_school_of_law_application_for_certificate_in_advocacy_fo

for the Certificate in Advocacy. You are required to submit your online application according to the following deadlines:

- Winter graduates: December 1 (Extracurricular Event Attendance can be submitted with your online application or as an amendment by December 15 to ggerardi@luc.edu)
- Spring graduates: March 1 (Extracurricular Event Attendance can be submitted with your online application or by as an amendment by May 1 to ggerardi@luc.edu)

You should submit your online application pursuant to these deadlines even if you are currently enrolled in certificate coursework and/or if you have yet to attend an approved Extracurricular Event. You are required to present a draft of your application to the Registrar during your graduation interview and this Sample Certificate in Advocacy (https://www.luc.edu/media/lucedu/law/centers/advocacy/pdfs/sample_certificate_in_advocacy.pdf) may be helpful in that regard. The Advocacy Center Assistant Director will approve your online application and submit it to the Law School Registrar's Office upon completion of your last semester of schooling.

Please contact the Advocacy Center Assistant Director, Gina Gerardi, at ggerardi@luc.edu with any questions related to the Certificate in Advocacy.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in Advocacy will be able to:

- Learning Outcome (Core): Demonstrate knowledge and understanding of the substantive and procedural law of evidence.
- Learning Outcome (Core): Conduct a case before a court of law in a bench trial and jury trial setting.
- Learning Outcome (Advanced Litigation): Identify, formulate and analyze advanced litigation principles as applied in a substantive area of law, including evidentiary issues, complex litigation strategies, theories and concepts, and issues of professional and ethical responsibility.
- Learning Outcome (Trial or Appellate Advocacy with Writing Focus): Draft, present and defend a persuasive written document in the context of litigation at the pretrial, trial or appellate court setting.
- Learning Outcome (Alternative Dispute Resolution): Recognize and advocate for client goals in any dispute resolution setting by analyzing party interests and crafting creative solutions in a mediation or settlement negotiation, or employ oral and written advocacy skills in an arbitration setting.
- Learning Outcome (Co-Curricular): Demonstrate advocacy skills in a live-client or simulated practice setting.

Child and Family Law (LLM)

What defines a family? How are children's rights evolving? The practice of child and family law requires both a sensitive manner and a discerning legal mind. The Master of Laws (LLM) in Child and Family Law degree program is designed to sharpen and inform both needs. We offer a comprehensive study of the latest in child law trial practice and legislation, international rights for children, adoption law, and domestic violence.

The opportunity to work closely with nationally-recognized faculty members and experienced practitioners in the field means you'll be well-versed in this evolving discipline.

Related Programs

Master's

- Children's Law and Policy (MJ) (p. 1781)

Certificate

- Child and Family Law Certificate (p. 1780)

Curriculum

Students can start the LLM in Child and Family Law program in the fall or spring term. The program is designed to be completed in 6 terms (two calendar years). Students complete the program fully online.

Code	Title	Hours
Required Courses		
LAW 651	LL.M. Childlaw Thesis	3
Elective Options (p. 1779)		21
Total Hours		**24**

Elective Option Samples

Code	Title	Hours
LAW 667	Introduction to Children's Law, Policy and Practice	2
LAW 668	Leadership Development	4
LAW 669	Education Law and Policy	3
LAW 670	Child Welfare Law and Policy	2
LAW 671	Juvenile Justice Law and Policy	2
LAW 673	Mental Health Law and Children	2
LAW 678	International Children's Rights	2
LAW 680	ChildLaw MJ Independent Study	1
LAW 683	Legal Issues in School Discipline	2
LAW 687	Introduction to Legislative and Policy Advocacy	3
LAW 689	Family Law	3
LAW 690	Financial Aspects of Divorce	3
LAW 692	Special Education Law and Advocacy	2

Education Immersion Weekend

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
Electives (p.)		3
Electives (p.)		3
	Hours	**6**
Term 2		
Electives (p.)		3
Electives (p.)		3
	Hours	**6**
Term 3		
Electives (p.)		3
Electives (p.)		2
	Hours	**5**
Term 4		
Electives (p.)		2
Electives (p.)		2
	Hours	**4**
Term 5		
LAW 651	LL.M. Childlaw Thesis	3
	Hours	**3**
	Total Hours	**24**

Degree Requirements

To earn an LLM in Child Law degree, you must compete a total of 24 hours, including the 3 credit hour LLM thesis. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Learning Outcomes

You will be able to:

- Conduct complex and specialized legal research and analysis
- Participate in scholarship that contributes to the greater understanding of law and policy as it affects children and families
- Explain how child development and family dynamics influence child and family law and policy
- Compare perspectives on issues facing children and families in a global environment
- Describe the historical, socio-economic and cultural context in which child and family laws, policies and practices are developed and implemented
- Identify and articulate areas in which laws and policies should be improved to promote positive outcomes for children, families and communities
- Identify the unique legal and ethical needs and circumstances of child and adolescent clients

Child and Family Law Certificate

Prepare to defend those least able to defend themselves.

If justice for children and their families is driving your passion for the law, the Certificate in Child and Family Law can help focus your studies and your career.

Loyola offers an extensive array of courses in child and family law, including courses on child welfare, domestic relations, juvenile justice, education, and children's human rights. And your participation in either the Law School clinical offerings or volunteer, credited, or other employment opportunities will provide the "hands-on" experience to give you the skills to advocate for those most in need.

Related Programs

Master's

- Child and Family Law (LLM) (p. 1779)
- Children's Law and Policy (MJ) (p. 1781)

Curriculum

There are three requirements for the Child and Family Law Certificate: coursework; practical experience; and extracurricular activities.

You must complete at least 12 credit hours, including two required courses and two electives, in the child and family law curriculum and must receive a grade of B or better in each course.

Courses

Code	Title	Hours
Required Courses		**4-5**
LAW 601	Child, Family, and the State	
Select one of the following:		
LAW 461	Education Law and Policy	
LAW 608	Juvenile Justice	
Electives (choose at least two)		**7-8**
LAW 166	Education Law Practicum	
LAW 198	The Fundamentals of School Law	
LAW 215	Domestic Violence Practicum	
LAW 245	Family Law	
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	
LAW 366	Immigration Law and Policy	
LAW 426	Special Education Law and Advocacy	
LAW 456	Mediation Seminar	
LAW 461	Education Law and Policy	
LAW 578	Student Disciplinary Hearing Workshop	
LAW 602	ChildLaw Trial Practice (Intensive)	
LAW 606	Legislation and Policy Clinic	
LAW 608	Juvenile Justice	
LAW 615	Child and Family Law Mediation	
LAW 617	Policy Practicum: Issues in Childlaw	
LAW 620	Civitas ChildLaw Clinic	
LAW 643	Children's Legal Rights Executive Journal Editor	
LAW 644	Chldrn Leg Rights Jrnl Assoc Editors	
LAW 645	Children's Legal Rights Journal Senior Editors	

LAW 663	Children's Summer Institute
LAW 670	Child Welfare Law and Policy
LAW 672	Family Law and Policy
LAW 678	International Children's Rights
LAW 679	Children's Health Law and Policy
LAW 689	Family Law
LAW 717	Mental Health Law
LAW 760	Disability Law
Total Hours	**12**

Suggested Sequence of Courses

There is no sequence of courses required for this certificate. Students should consult their advisor to craft a plan for completion of requirements.

Practical Experience

To earn the certificate, you must complete at least one experiential learning requirement. This experience may be satisfied through participation in the ChildLaw Clinic,[1] Legislation and Policy Clinic,[1] or other "hands-on" experience in the field of child and family law. Other "hands-on" experience must be approved in advance by the ChildLaw Program Coordinator.

[1] One semester of Clinic experience cannot be used to satisfy both the coursework and practical experience requirements. You may, however, meet both requirements by taking two semesters of either of the two Clinics, or alternatively, by successfully completing one semester each of the Civitas ChildLaw Clinic and the Legislation and Policy Clinic.

Extracurricular Activities

Additionally, you must participate in six or more activities sponsored by the Civitas ChildLaw Center, including attendance at conferences, symposia, or the weekly Coffee Talk Series. Participation as a member (including editors and executive staff) of the Children's Legal Rights Journal counts as one extracurricular activity. Students should keep a record of their fulfillment of this requirement, which will be verified by the Program Coordinator. Students should meet with the Program Coordinator over the course of law school to confirm that their activities meet this requirement.

Applying for your Certificate

After satisfaction of all your requirements, you must complete an application (https://www.luc.edu/law/academics/areasofstudy/specializations/childandfamilylaw/) for the Certificate in Child and Family Law, and submit it to the Program Coordinator at ktatumfutterman@luc.edu

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in Child and Family Law must demonstrate:

- competence in child and family law as covered by the Child, Family, and the State course
- competence in the breadth of laws, policies, and practices that are intended to serve children and families and the ways in which they may sometimes cause harm
- competence in the skills needed to represent clients in child and family law matters, including interviewing, counseling, negotiating, and communicating with clients, supervising attorneys, and other individuals or partners, whether in a litigation or policy and legislation context
- competence in identifying and addressing ethical issues in child and family law issues
- competence in identifying and addressing the impact of racial, ethnic, and other inequities on children and families in existing or proposed practices, policies, and laws

Children's Law and Policy (MJ)

Advocating for children and families takes more than a good heart. You need a firm understanding of the law and an ability to function effectively in the legal system.

The Master of Jurisprudence (MJ) in Children's Law and Policy is a degree program tailored to help nonlegal professionals better serve children and families. Whether your field is social work or education, health care or law enforcement, a deeper knowledge of family law enables you to make a difference while it prepares you for a leadership position.

Related Programs

Master's

- Child and Family Law (LLM) (p. 1779)

Certificate

- Child and Family Law Certificate (p. 1780)

Curriculum

Students can start the MJ in Children's Law and Policy program in the fall or spring term. This fully online program is designed to be completed in 6 terms (two calendar years). Students must complete a total of 30 credit hours.

Courses

Code	Title	Hours
Required Courses		
LAW 665	Introduction to the Study of Law and Legal Systems	2
LAW 667	Introduction to Children's Law, Policy and Practice	2
LAW 668	Leadership Development	4
LAW 677	ChildLaw Thesis/Capstone	4
Choose from LAW Election Options (p. 1781)		18
Total Hours		**30**

Elective Option Samples

Code	Title	Hours
LAW 670	Child Welfare Law and Policy	3
LAW 669	Education Law and Policy	3
LAW 672	Family Law and Policy	3

LAW 678	International Children's Rights	3
LAW 671	Juvenile Justice Law and Policy	3
LAW 673	Mental Health Law and Children	2
LAW 687	Introduction to Legislative and Policy Advocacy	3
LAW 691	Domestic Violence: Theories, Policies and Societal Impact	3
LAW 692	Special Education Law and Advocacy	2

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
LAW 665	Introduction to the Study of Law and Legal Systems	2
LAW 667	Introduction to Children's Law, Policy and Practice	2
	Hours	**4**
Term 2		
LAW 668	Leadership Development	4
	Hours	**4**
Term 3		
Electives (p.)		3
Electives (p.)		3
	Hours	**6**
Term 4		
Electives (p.)		3
Electives (p.)		3
	Hours	**6**
Term 5		
Electives (p.)		3
Electives (p.)		3
	Hours	**6**
Term 6		
LAW 677	ChildLaw Thesis/Capstone	4
	Hours	**4**
	Total Hours	**30**

Education Immersion Weekends

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

Degree Requirements

To earn an MJ in Children's Law & Policy, students must complete a total of 30 credit hours, including the completion of a final program project. Students are encouraged to attend Education Immersion Weekends at Loyola's Water Tower campus. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Articulate substantive and procedural laws of relevance to child-serving professionals
- Participate in various forms of legal research, including electronic research
- Analyze statutes, rules, and cases in the field of child and family law
- Write analytically sound and persuasive documents (letters, memoranda, reports, etc.) appropriate to the goals of child-serving professionals
- Analyze and apply professional leadership skills

Competition and Consumer Protection Law Certificate

Competition is vital to the global economy

Consumers and competitors rely on antitrust and consumer protection laws to promote and protect competition. Loyola's competition and consumer protection law curriculum will empower you to understand and advocate for checks and balances on economic power. Your coursework will complement the extracurricular activities and practical experience you will gain as part of the certificate program.

Related Programs

Master's

- Compliance and Enterprise Risk Management (LLM) (p. 1783)

Certificate

- Advocacy Certificate (p. 1777)
- Compliance Studies Certificate (p. 1786)

Curriculum

There are three requirements for the JD Certificate in Competition and Consumer Protection Law: coursework; practical experience; and extracurricular activities.

Coursework

To be eligible for the JD Certificate, you must complete at least 12 credits in the competition and consumer law curriculum, including

two required courses, and must receive a grade of B or better in each course. Students should monitor their progress on the Competition and Consumer Protection Law Certificate Application by completing curricular counseling each year.

Courses

Code	Title	Hours
Required Courses		**5-6**
LAW 254	Consumer Law	
LAW 375	Antitrust	
Electives		**6-7**
LAW 126	Corporate Compliance Programs	
LAW 164	Mergers and Acquisitions	
LAW 176	International Trade Law	
LAW 185	Business and the Law (Online) [1]	
LAW 221	Administrative Law	
LAW 233	Bankruptcy	
LAW 244	Cyberlaw	
LAW 270	Business Organizations	
LAW 355	Privacy Law	
LAW 371	International Business Trans	
LAW 377	Intellectual Property Law	
LAW 592	Independent Research (the topic must be approved by the Institute's Director)	
LAW 718	Food and Drug Law	
LAW 838	European Union Privacy Law (Online) [1]	
LAW 866	Antitrust & Intellectual Property	
Total Hours		**12**

[1] Subject to administrative approval for campus JD students to enroll in these courses.

JD students may also be able to count other campus or online coursework toward the JD Certificate in Competition and Consumer Protection Law with permission of the Institute's Director or Associate Director.

Practical Experience

Each student must complete a Consumer Protection/Antitrust Law Externship or clinical or work experience. All clinical experiences and volunteer/employment experiences must be approved in advance. Pre-approved paid work, work as a research assistant, or volunteer work all count toward the experiential requirement. Alternatively students may hold Consumer Law Review positions.

Suggested Sequence of Courses

There is no sequence of courses required for this certificate. Students should meet with their advisor to plan completion of requirements.

Extracurricular Activities

Second and third year students must attend at least 2 competition and consumer protection law events per academic year, including speakers and conferences.

Applying for Your Certificate

After completion of all requirements, you must complete an application (https://www.luc.edu/media/lucedu/law/centers/antitrust/pdfs/Application_for_Certificate_Competition_Law.docx) for the Certificate in Competition and Consumer Protection Law. Submit your application to the Institute's Associate Director for approval, who will then submit the application to the Registrar.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Competition and Consumer Protection Law Certificate must demonstrate:

- Competence in the competition and consumer law subject areas covered by the following required courses: Antitrust Law and Consumer Law;
- A sophisticated ability to interpret and consider current issues and debates in the field through completion of additional course work including certain electives such as: Administrative Law, Corporate Compliance, Law and Economics, and Class Actions;
- Practical experience in the field through the completion of an externship, independent study, or independent research supervised by a faculty member;
- Involvement in the profession through attendance at two or more antitrust or consumer protection events or programs at the law school or approved bar association and similar events and programs; and
- Competence in identifying ethical issues, economic justice, and social justice in antitrust and consumer protection law.

Compliance and Enterprise Risk Management (LLM)

Government and industry operate in a complex world of rules. Your skills in navigating the latest regulations and related compliance can help you map a strong career opportunity.

The Master of Laws (LLM) in Compliance & Enterprise Risk Management is a post-JD master's degree program tailored for attorneys seeking to develop or sharpen a special expertise in transactional law or compliance. You'll learn the practical skills for advising clients on best practices across a wide range of industries. Should you choose to focus in compliance, through our accredited program you will be eligible to sit for compliance industry examinations.

Related Programs

Master's

- Compliance and Enterprise Risk Management (MJ) (p. 1785)

Certificate

- Compliance Studies Certificate (p. 1786)

Curriculum

This program offers in-depth training in compliance, including courses in business planning, securities regulation, corporate compliance, and

the Foreign Corrupt Practices Act. Students must complete a total of 24 credit hours. This fully online program is designed to be completed in 5 terms. Students can start in the fall, spring, or summer.

Courses

Code	Title	Hours
Required		
LAW 839	Corporate Compliance	2
LAW 929	Enterprise Risk Management	2
LAW 995	LLM Thesis Project Term One	2
LAW 996	LLM Thesis Project Term Two	2
Elective Options (p.)		16
Total Hours		**24**

Elective Options Samples

Code	Title	Hours
LAW 808	Governance, Ethics, & Compliance	3
LAW 812	Financial Institution Regulation	2
LAW 816	Racial Justice Seminar Series	3
LAW 817	Compliance and Securities Regulation	3
LAW 820	Compliance and Culture	2
LAW 821	International Business Transactions	2
LAW 823	Privacy and Security of Corporate Information	2
LAW 829	Global Compliance	2
LAW 832	Contracts	3
LAW 835	Compliance Training Methods	3
LAW 836	Compliance Seminar Series	1
LAW 837	Breach Incident Management and Reporting	3
LAW 838	European Union Privacy Law	3
LAW 839	Corporate Compliance	2
LAW 857	Leadership and Strategy	3
LAW 858	Cybersecurity Management	2-3
LAW 874	Environmental, Social, and Governance (ESG)	3
LAW 923	Privacy Program Management	2
LAW 924	Conducting Internal Investigations	2
LAW 925	Drafting Policies and Procedures	3
LAW 929	Enterprise Risk Management	2
LAW 930	Leadership and Management Seminar Series	1

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
LAW 839	Corporate Compliance	2
LAW 929	Enterprise Risk Management	2
	Hours	**4**
Term 2		
Electives (p.)		3
Electives (p.)		2
	Hours	**5**
Term 3		
Electives (p.)		3
Electives (p.)		2
Electives (p.)		2
	Hours	**7**
Term 4		
LAW 995	LLM Thesis Project Term One	2
Electives (p.)		2
	Hours	**4**
Term 5		
LAW 996	LLM Thesis Project Term Two	2
Electives (p.)		2
	Hours	**4**
	Total Hours	**24**

Education Immersion Weekends

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

CCB Exams

Students who earn an MJ in Compliance and Enterprise Risk Management are eligible to sit for CCB examinations. For more information on the exams, see the webpage for your interest area - healthcare (https://www.hcca-info.org/apply-exam/), corporate (https://www.corporatecompliance.org/certification/become-certified/exam-information/).

Degree Requirements

To earn an LLM in Compliance and Enterprise Risk Management, students must complete a total of 24 credit hours, including two final program project courses. Students are encouraged to attend Education Immersion Weekends at Loyola's Water Tower campus. Visit the Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. Full course descriptions are available here (p. 2428).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Analyze ways in which governmental, institutional, and professional policies directly and indirectly influence various business sectors and can give rise to ethical or compliance violations;
- Integrate laws and regulations to operational policies and procedures to yield best practice and affirm ethical business conduct;
- Draft and negotiate transactional documents for clients across industries;
- Develop skills and knowledge necessary to pass the Compliance Certification Board Certified Compliance and Ethics Professional (CCEP) certification exam (for students enrolled in the compliance certificate);
- Communicate according to professional and credible manner; and
- Serve as a compliance professional across industries.

Compliance and Enterprise Risk Management (MJ)

By staying ahead of the changing regulatory landscape, you can position yourself and your business for the future. In Loyola's Master of Jurisprudence (MJ) degree program in Compliance and Enterprise Risk Management you will focus on learning key compliance and risk management concepts across industries.

This online program is designed to help you build the legal knowledge and develop the skill set to create proactive solutions to day-to-day business challenges. You'll also be eligible to sit for compliance industry examinations to earn additional credentials to advance your career.

Related Programs

Master's

- Compliance and Enterprise Risk Management (LLM) (p. 1783)

Certificate

- Compliance Studies Certificate (p. 1786)
- Conflict Management Certificate (p. 1787)

Curriculum

Students can start the MJ in Compliance and Enterprise Risk Management program in the fall, spring, or summer term. This fully online program is designed to be completed in 6 terms (two calendar years). Students must complete a total of 30 credit hours.

Courses

Code	Title	Hours
Required Courses		
LAW 803	Business Organizations	3
LAW 839	Corporate Compliance	3
LAW 900	Introduction to Legal Study and Legal Writing	4
LAW 901	Introduction to Legal Research	3
LAW 929	Enterprise Risk Management	3
LAW 951	MJ Thesis/Capstone Term One	2
LAW 952	MJ Thesis Project Term Two	2
Electives (p. 1785)	Choose 10 Credits of Elective Options	10
Total Hours		**30**

Sample Electives

Code	Title	Hours
LAW 808	Governance, Ethics, & Compliance	3
LAW 812	Financial Institution Regulation	2
LAW 816	Racial Justice Seminar Series	3
LAW 817	Compliance and Securities Regulation	3
LAW 820	Compliance and Culture	3
LAW 821	International Business Transactions	2
LAW 823	Privacy and Security of Corporate Information	2
LAW 829	Global Compliance	3
LAW 832	Contracts	3
LAW 835	Compliance Training Methods	3
LAW 836	Compliance Seminar Series	1
LAW 837	Breach Incident Management and Reporting	3
LAW 838	European Union Privacy Law	3
LAW 858	Cybersecurity Management	3
LAW 874	Environmental, Social, and Governance (ESG)	3
LAW 923	Privacy Program Management	2
LAW 924	Conducting Internal Investigations	3
LAW 925	Drafting Policies and Procedures	3
LAW 930	Leadership and Management Seminar Series	1

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
LAW 803	Business Organizations	3
LAW 900	Introduction to Legal Study and Legal Writing	4
	Hours	**7**
Term 2		
LAW 901	Introduction to Legal Research	3
	Hours	**3**
Term 3		
LAW 839	Corporate Compliance	3
LAW 929	Enterprise Risk Management	3
	Hours	**6**
Term 4		
Electives (p. 1785)		3
Electives (p. 1785)		2
	Hours	**5**
Term 5		
LAW 951	MJ Thesis/Capstone Term One	2
Electives (p. 1785)		3
	Hours	**5**
Term 6		
LAW 952	MJ Thesis Project Term Two	2

Electives (p. 1785)	2
Hours	**4**
Total Hours	**30**

Education Immersion Weekends

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

CCB Exams

Students who earn an MJ in Compliance and Enterprise Risk Management become eligible to sit for CCB examinations. Graduating students receive a CCB eligibility letter. For more information on the exams, see the webpage for your interest area - healthcare (https://www.hcca-info.org/apply-exam/), corporate (https://www.corporatecompliance.org/certification/become-certified/exam-information/).

Degree Requirements

To earn an MJ in Compliance and Enterprise Risk Management, students must complete a total of 30 credit hours, including two final program project courses. Students are encouraged to attend Education Immersion Weekends at Loyola's Water Tower campus. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completing this program, you will be able to:

- Analyze ways in which policies directly and indirectly influence various business sectors and can give rise to ethical or compliance violations
- Apply laws and regulations to operational policies and procedures to yield best practice and affirm ethical business conduct
- Develop skills and knowledge necessary to pass the Compliance Certification Board Certified Compliance and Ethics Professional (CCEP) certification exam
- Communicate effectively in a professional and credible manner
- Serve as a compliance professional across a number of industries

Compliance Studies Certificate

The rules are constantly evolving. Stay ahead of the changes.

The role of regulatory compliance is a major feature of today's business landscape. Our curriculum is focused on current real-world business and legal issues, including more than 40 compliance courses taught by respected academics and practitioners in the field. You'll develop the skills you need to explore and create ethical solutions within a business and regulatory context. The Certificate in Compliance Studies (available to students in the JD, MJ in Health Law, and LLM in Health Law programs) will enhance your credentials and expertise.

Related Programs

Master's

- Compliance and Enterprise Risk Management (LLM) (p. 1783)
- Compliance and Enterprise Risk Management (MJ) (p. 1785)

Certificate

- Conflict Management Certificate (p. 1787)

Curriculum

The Certificate in Compliance Studies requires compliance coursework and, for MJ and LLM students, a completed final program project on an approved compliance topic.

Required Coursework

To be eligible for the Certificate, students must complete at least 15 credit hours of compliance coursework, including required courses, and must earn an average grade of B or better in your compliance coursework. JD students must complete 13 elective credits from the approved list below. MJ and LLM students must complete 8 elective credits from the approved list below.

Requirements for MJ and LLM Students

Code	Title	Hours
Required for MJ and LLM Students		
Select one of the following		3
LAW 839	Corporate Compliance	
LAW 910	Health Care Compliance	
Thesis/Capstone Project		4
Electives	Choose 8 Elective Credits	8
Total Hours		**15**

Eligible Electives for MJ and LLM Students

MJ and LLM students must complete 8 elective credits from select elective courses.

Students in CERM/Health/Compliance programs are allowed to take courses as elective credit. To earn both a certificate and degree, students must earn a total of 38 credit hours. Additionally, students must apply for the certificate.

Code	Title	Hours
LAW 808	Governance, Ethics, & Compliance	3
LAW 812	Financial Institution Regulation	2
LAW 820	Compliance and Culture	2-3
LAW 821	International Business Transactions	2
LAW 823	Privacy and Security of Corporate Information	2
LAW 829	Global Compliance	2-3
LAW 833	Securities Regulation for Lawyers	2

LAW 835	Compliance Training Methods	3
LAW 836	Compliance Seminar Series	1
LAW 837	Breach Incident Management and Reporting	3
LAW 838	European Union Privacy Law	3
LAW 845	The Foreign Corrupt Practices Act	3
LAW 902	Introduction to Health Law and Policy	3
LAW 903	Health Care Financing	3
LAW 904	Health Care Regulation and Policy	3
LAW 909	Risk Management, Patient Safety and Quality	2
LAW 918	Health Care Privacy and Security	3
LAW 922	Advanced Health Care Compliance	2
LAW 923	Privacy Program Management	2
LAW 924	Conducting Internal Investigations	2-3
LAW 925	Drafting Policies and Procedures	3
LAW 926	Human Subjects Protection	3
LAW 927	Food and Drug Law	2
LAW 929	Enterprise Risk Management	2-3
LAW 958	Clinical Research Compliance	2
LAW 959	Physician Regulation & Practice Management	2
LAW 960	Fraud and Abuse - Stark Intensive	3

Requirements for JD Students

Code	Title	Hours
Required for JD Students		
Select one of the following:		2
LAW 126	Corporate Compliance Programs	
LAW 798	Health Care Compliance	
Elective Courses (p.)	Choose 13 Elective Credits	13
Total Hours		**15**

Eligible Electives for JD Students

JD students must complete 13 elective credits from select elective courses. Each term select online courses in compliance are available to JD students and may be taken and applied toward the elective course requirement.

Code	Title	Hours
LAW 370	Securities Regulation	3
LAW 371	International Business Trans	1-3
LAW 710	Health Law: Patients and Populations	3
LAW 711	Corporate Transactions in Health Law	2-3
LAW 720	Health Care Payment and Policy	2
LAW 793	Administrative Law and Health Care Regulation	2

Thesis Project Courses

To be eligible for the Certificate for Compliance Studies, MJ and LLM students must complete a final program project on an approved compliance topic.

Code	Title	Hours
Required for MJ Students		
LAW 951	MJ Thesis/Capstone Term One	2
LAW 952	MJ Thesis Project Term Two	2

Code	Title	Hours
Required for LLM Students		
LAW 995	LLM Thesis Project Term One	2
LAW 996	LLM Thesis Project Term Two	2

The focus of your final program project must be on a compliance topic.

Applying for the Certificate

After completion of all requirements, you must complete an online application (https://luclawschool.formstack.com/forms/loyola_university_chicago_school_of_law_application_for_the_certificate_in_complia for the Certificate in Compliance Studies. Your submitted application will be reviewed for approval by the office of the Assistant Dean of Online and Graduate Programs.

CCB Exams Eligibility

Students who earn the Certificate in Compliance Studies are eligible to sit for CCB examinations. After degree conferral, eligible students receive a CCB eligibility letter. For more information on the exams, see the webpage for your interest area - healthcare (https://www.hcca-info.org/apply-exam/), corporate (https://www.corporatecompliance.org/certification/become-certified/exam-information/).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Design a program to prevent, detect, and remedy Compliance risks;
- Identify and develop the structure of a successful compliance program;
- Maintain a comprehensive understanding of regulatory frameworks;
- Identify, analyze and assess relevant Compliance risks to an organization;
- Develop and implement appropriate risk mitigation strategies for an organization;
- Analyze the principles of corporate governance and their role in managing risk effectively;
- Identify and implement relevant data protection laws;
- Develop effective communications and awareness programs to implement these measures

Conflict Management Certificate

Conflict Management and Negotiation skills are essential skills for leaders, managers and anyone seeking to understand, manage, resolve, and prevent conflict.

Designed for legal and non-legal learners, the Certificate in Conflict Management focuses on negotiation, conflict management, mediation, dispute system design and restorative justice.

Related Programs

Master's

- Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution (LLM) (p. 1808)

Certificate

- Advocacy Certificate (p. 1777)

Curriculum

Students may start their studies in Fall or Spring and pace their studies as they wish, taking a minimum of 2 credits (one course) per term. Students must complete a total of 8 credit hours.

Courses

Code	Title	Hours
Required Courses		
LAW 937	Dispute System Design	2
LAW 938	Mediation & Turning Conflict Convo into Dialogue	2
LAW 939	Problem-Solving Negotiation Skills	2
LAW 940	Restorative Processes in Conflict Resolution	2
Total Hours		**8**

Suggested Sequence of Courses

Code	Title	Hours
Term 1		
LAW 937	Dispute System Design	2
LAW 938	Mediation & Turning Conflict Convo into Dialogue	2
Term 2		
LAW 939	Problem-Solving Negotiation Skills	2
LAW 940	Restorative Processes in Conflict Resolution	2
Total Hours		**8**

Degree Requirements

To earn a Certificate in Conflict Management, students must complete a total of 8 credit hours. Visit the Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. Full course descriptions are available here (p. 2428).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Negotiate agreements using a problem-solving or positional approach as appropriate.
- Mediate conflicts.
- Communicate to create an environment conducive to emotional self-regulation and effective problem-solving during divisive conversations.
- Advise individuals and organizations regarding ongoing conflict or conflict processes.
- Lead teams in preventing and resolving conflicts.

Cultural Competence, Inclusion, and the Law Certificate

This program promotes the importance of equity-building and promotes tools that impact DEI work within compliance, healthcare, and child and family law. The strength of the program looks at examining each segment of DEI through an unbiased lens.

Related Programs

Master's

- Child and Family Law (LLM) (p. 1779)
- Health Law (LLM) (p. 1789)

Certificate

- Advocacy Certificate (p. 1777)

Curriculum

Students may start their studies in fall, spring, or summer and pace their studies as they wish, taking a minimum of 2 credits (one course) per term. Students must complete a total of 8 credit hours.

Courses

Code	Title	Hours
Required Courses		
LAW 687	Introduction to Legislative and Policy Advocacy	3
LAW 874	Environmental, Social, and Governance (ESG)	3
LAW 907	Bioethics & Social Justice	2
LAW 819	Diversity, Inclusion, and the Law	2
Total Hours		**8**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection

Code	Title	Hours
Term 1		
LAW 819	Diversity, Inclusion, and the Law	2
LAW 981	Advocacy Dynamics: Legislating for Equity	2
Term 2		
LAW 982	Advancing DEI in the Corporate Compliance Program	2
LAW 983	Advancing Social Justice in the HC Industry	2
Total Hours		**8**

Degree Requirements

To earn a Certificate in Cultural Competence, Inclusion, and the Law, students must complete a total of 8 credit hours. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list

of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Examine the processes that turn a problem into a legislative solution, including how to move a bill into law.
- Analyze discreet elements of emerging corporate governance principles, such as climate change, sustainability and emission standards for environmental; workers and human rights, equality and fairness and diversity and inclusion for Social and board independence, fair compensation and ethics and compliance for Governance.
- Develop an understanding of the interrelationship between law and bioethics and the role of bioethics in the development of current laws,
  policies and practices in the United States.
- Demonstrate an understanding of equity literacy and how social justice works in conjunction with legislative issues.
- Interpret the relationship between corporate Compliance and the emerging corporate governance principles known as Environmental, Social and Governance (ESG).

Health Law (LLM)

As a practicing attorney, you know the need for learning and career development never stops. The Master of Laws (LLM) in Health Law program is designed for busy attorneys like yourself who wish to develop or enhance a special expertise in health law.

This 24-credit degree program can be completed on-campus or online. However you choose to complete the program, your courses will be led by Loyola's nationally recognized full-time and practitioner faculty. You'll follow a course of study developed alongside leading health lawyers, industry professionals and legal experts. So you'll learn the very latest legal, regulatory, political, ethical, and economic aspects of health care delivery.

Should you choose to focus in compliance, through our accredited program you will be eligible to receive a Certificate in Compliance, enabling you to sit for compliance industry examinations.

Related Programs

Master's

- Health Law (MJ) (p. 1790)

Certificate

- Advocacy Certificate (p. 1777)
- Health Law Certificate (p. 1792)

Curriculum

Students can start the LLM in Health Law program in the fall, spring, or summer term. This fully online program is designed to be completed in 5 terms. Students must complete a total of 24 credit hours.

Courses

Code	Title	Hours
Required Courses		
LAW 902	Introduction to Health Law and Policy	3
LAW 903	Health Care Financing	3
LAW 910	Health Care Compliance	3
LAW 995	LLM Thesis Project Term One	2
LAW 996	LLM Thesis Project Term Two	2
Electives (p. 1789)	Choose 11 Credits of Elective Options	11
Total Hours		**24**

Sample Electives

Code	Title	Hours
LAW 820	Compliance and Culture	2
LAW 829	Global Compliance	2
LAW 835	Compliance Training Methods	3
LAW 836	Compliance Seminar Series	1
LAW 837	Breach Incident Management and Reporting	3
LAW 838	European Union Privacy Law	3
LAW 857	Leadership and Strategy	3
LAW 858	Cybersecurity Management	2-3
LAW 874	Environmental, Social, and Governance (ESG)	3
LAW 907	Bioethics & Social Justice	3
LAW 909	Risk Management, Patient Safety and Quality	2
LAW 912	Liability & Dispute Resolution in Health Care	2
LAW 916	Telemedicine	3
LAW 917	Public Health and the Law	3
LAW 918	Health Care Privacy and Security	3
LAW 920	Health Law Seminar Series	1
LAW 922	Advanced Health Care Compliance	2
LAW 923	Privacy Program Management	2
LAW 924	Conducting Internal Investigations	2
LAW 925	Drafting Policies and Procedures	3
LAW 926	Human Subjects Protection	3
LAW 927	Food and Drug Law	2
LAW 929	Enterprise Risk Management	2
LAW 930	Leadership and Management Seminar Series	1
LAW 956	Health Care Payment and Policy	3
LAW 957	Corporate Health Care Transactions	2
LAW 958	Clinical Research Compliance	2
LAW 960	Fraud and Abuse - Stark Intensive	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the

start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
LAW 902	Introduction to Health Law and Policy	3
LAW 903	Health Care Financing	3
	Hours	**6**
Term 2		
LAW 910	Health Care Compliance	3
Electives (p.)		2
	Hours	**5**
Term 3		
Electives (p.)		3
Electives (p.)		2
	Hours	**5**
Term 4		
LAW 995	LLM Thesis Project Term One	2
Electives (p.)		2
	Hours	**4**
Term 5		
LAW 996	LLM Thesis Project Term Two	2
Electives (p.)		2
	Hours	**4**
	Total Hours	**24**

Education Immersion Weekends

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

Compliance Studies Certificate

Health Law LLM students are eligible to pursue a certificate in compliance studies (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforcompliancestudies//). By earning the certificate, students are qualified to sit for compliance certification examinations. For more information on the exams, see the webpage for your interest area - healthcare (https://www.hcca-info.org/apply-exam/), corporate (https://www.corporatecompliance.org/certification/become-certified/exam-information/).

Degree Requirements

To earn an LLM in Health Law, students must complete a total of 24 credit hours, including two final program project courses. Students are encouraged to attend Education Immersion Weekends at Loyola's Water Tower campus. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Communicate effectively and in a professional and credible manner about legal and regulatory issues impacting health care clients
- Analyze and apply transactional skills to respond in an effective manner to all types of health care clients
- Develop skills and knowledge necessary to pass the Compliance Certification Board Certified Healthcare Compliance (CHC) certification exam (for students enrolled in the Compliance Certificate option) or other professional certifications

Health Law (MJ)

As a health care professional, you know there's always more to learn. And, with health care constantly changing, there are always opportunities to develop new skills and enhance your career, be it in compliance, risk management, patient safety, privacy, consulting, or leadership. But you're also very busy. The Master of Jurisprudence (MJ) in Health Law is an online degree program designed to help you build the skills and knowledge to expand your career on your own schedule. You'll interact with faculty and leaders in the field, acquiring the expertise to navigate issues of health care law, regulation, and policy.

Should you choose to focus in compliance through our accredited program, you will be eligible to receive a Certificate in Compliance, enabling you to sit for compliance industry examinations.

Related Programs

Master's

- Health Law (LLM) (p. 1789)

Certificate

- Advocacy Certificate (p. 1777)
- Health Law Certificate (p. 1792)

Curriculum

Students can start the MJ in Health Law program in the fall, spring, or summer term. This fully online program is designed to be completed in 6 terms (two calendar years). Students must complete a total of 30 credit hours.

Code	Title	Hours
Required Courses		
LAW 900	Introduction to Legal Study and Legal Writing	4
LAW 901	Introduction to Legal Research	3
LAW 902	Introduction to Health Law and Policy	3
LAW 903	Health Care Financing	3
LAW 904	Health Care Regulation and Policy	3
LAW 910	Health Care Compliance	3

LAW 951	MJ Thesis/Capstone Term One	2
LAW 952	MJ Thesis Project Term Two	2
Electives (p. 1791)		**7**
Total Hours		**30**

Sample Electives

Code	Title	Hours
LAW 820	Compliance and Culture	3
LAW 829	Global Compliance	2-3
LAW 835	Compliance Training Methods	3
LAW 836	Compliance Seminar Series	1
LAW 837	Breach Incident Management and Reporting	3
LAW 838	European Union Privacy Law	3
LAW 858	Cybersecurity Management	2-3
LAW 857	Leadership and Strategy	3
LAW 874	Environmental, Social, and Governance (ESG)	3
LAW 907	Bioethics & Social Justice	3
LAW 909	Risk Management, Patient Safety and Quality	2
LAW 912	Liability & Dispute Resolution in Health Care	2
LAW 916	Telemedicine	3
LAW 917	Public Health and the Law	3
LAW 918	Health Care Privacy and Security	3
LAW 920	Health Law Seminar Series	1
LAW 922	Advanced Health Care Compliance	2
LAW 923	Privacy Program Management	2
LAW 924	Conducting Internal Investigations	3
LAW 925	Drafting Policies and Procedures	3
LAW 926	Human Subjects Protection	3
LAW 927	Food and Drug Law	2
LAW 929	Enterprise Risk Management	3
LAW 930	Leadership and Management Seminar Series	1
LAW 955	Administrative Law and Health Care Regulation	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Term 1		
LAW 900	Introduction to Legal Study and Legal Writing	4
LAW 902	Introduction to Health Law and Policy	3
	Hours	**7**
Term 2		
LAW 901	Introduction to Legal Research	3
	Hours	**3**
Term 3		
LAW 903	Health Care Financing	3
LAW 904	Health Care Regulation and Policy	3
	Hours	**6**
Term 4		
LAW 910	Health Care Compliance	3
Electives (p.)		2
	Hours	**5**
Term 5		
LAW 951	MJ Thesis/Capstone Term One	2
Electives (p.)		3
	Hours	**5**
Term 6		
LAW 952	MJ Thesis Project Term Two	2
Electives (p.)		2
	Hours	**4**
	Total Hours	**30**

Compliance Studies Certificate

Health Law MJ students are eligible to pursue a certificate in compliance studies (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforcompliancestudies//). By earning the certificate, students are qualified to sit for CCB compliance certification examinations. For more information on the exams, see the webpage for your interest area - healthcare (https://www.hcca-info.org/apply-exam/), corporate (https://www.corporatecompliance.org/certification/become-certified/exam-information/).

Students in CERM/Health/Compliance programs are allowed to take courses as elective credit. To earn both a certificate and degree, students must earn a total of 38 credit hours. Additionally, students must apply for the certificate.

Cultural Competence, Inclusion, and the Law Certificate

Students in CERM/Health/Compliance programs are allowed to take courses as elective credit. To earn both a certificate and degree, students must earn a total of 38 credit hours. Additionally, students must apply for the certificate.

Education Immersion Weekends

In addition to the required curriculum, students are highly encouraged to travel to Loyola's Chicago campus during their tenure in the program for an Education Immersion Weekend (EIW). Each year a current event topic is selected which intersects with our Child, Compliance, and Health Law Programs to present significant findings and similarities from a legal perspective. During the weekend, students gather in person to workshop, thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni. This event provides students an opportunity to further network and connect with faculty, students, staff, and alumni.

Degree Requirements

To earn an MJ in Health Law, students must complete a total of 30 credit hours, including two final program project courses. Students are encouraged to attend Education Immersion Weekends at Loyola's Water Tower campus. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Integrate laws and regulations into operational policies and procedures to yield best practice and compliance in a variety of health care provider and industry settings
- Analyze ways that governmental, institutional, and professional policies directly and indirectly influence the health care industry
- Develop skills and knowledge necessary to pass the Compliance Certification Board Certified Healthcare Compliance (CHC) certification exam (for students enrolled in the Compliance Certificate option) or other professional certifications
- Communicate effectively in a professional and credible manner

Health Law Certificate

A highly-ranked program for a widely-needed legal field

Loyola's course offerings in health law are as diverse as the field itself. From health care financing to patient safety, from compliance to bioethics, from public health to fraud and abuse, JD students can jump-start their career in health law with over 40 course offerings. You'll complete coursework, a practical experience, and engage in extracurricular activities to increase your exposure to the field.

Related Programs

Master's

- Health Law (LLM) (p. 1789)
- Health Law (MJ) (p. 1790)

Doctoral

- Law (JD Full time) (p. 1795)

Curriculum

There are three requirements for the JD Certificate in Health Law: coursework; practical experience; and extracurricular activities.

Coursework

To be eligible for the JD Certificate, you must complete at least 12 credits in the health law curriculum, including two required courses, and must receive a grade of B or better in each course.

After completion of all requirements, you must complete an application for the Certificate in Health Law. Submit your application (https://luclawschool.formstack.com/forms/health_law_certificate_application/) to the Beazley Institute Director for approval, who will then submit the application to the Registrar.

Courses

Code	Title	Hours
Required Courses		
Campus JD students		*6*
LAW 710	Health Law: Patients and Populations	
LAW 741	Health Law: Business and Finance	
Weekend JD students		*5*
LAW 902	Introduction to Health Law and Policy	
LAW 903	Health Care Financing	
Elective Courses		**6-7**
LAW 128	Interprofessional Writing and Communication for Hlth Literacy & Hlth Equity	
LAW 262	Genetics Law and Policy	
LAW 388	Global Access to Medicine: A Patent Perspective	
LAW 710	Health Law: Patients and Populations	
LAW 711	Corporate Transactions in Health Law	
LAW 715	Bioethics, Law & Policy	
LAW 717	Mental Health Law	
LAW 718	Food and Drug Law	
LAW 720	Health Care Payment and Policy	
LAW 729	Health Care Litigation and Medical Malpractice	
LAW 730	Health Justice Practicum	
LAW 739	Health Information Privacy and Technology	
LAW 741	Health Law: Business and Finance	
LAW 745	Access to Health Care	
LAW 754	Health Justice Lab	
LAW 755	Health Justice Project	
LAW 757	Advanced Health Justice Project	
LAW 760	Disability Law	
LAW 765	Constitutional Issues in Health Law	
LAW 797	Risk Management, Patient Safety & Quality	
LAW 798	Health Care Compliance	
Total Hours		**12**

Each term, select online courses in health law are available and may be taken and applied toward the elective course requirement (900 level courses).

Practical Experience

To earn the Health Law Certificate, you must complete a Health Law Externship, an approved clinical experience, or demonstrate experience in the field of health law. Clinical experiences and volunteer/employment experiences must be approved in advance.

Extracurricular Activities

You must participate in six or more health law activities or events. These include, but are not limited to: speakers, conferences, Health Law Society programs, or participating in the *Annals of Health Law* as senior editorial staff.

Note for *Annals of Health Law* Members: Participation as a member of the Annals will count as one extracurricular activity. Serving on the Executive Board or as a Senior Editor will count as one additional extracurricular activity.

Applying for Your Certificate

After completion of all requirements, you must complete an application (https://luclawschool.formstack.com/forms/health_law_certificate_application/) for the Certificate in Health Law. Submit your application to the Beazley Institute Director for approval, who will then submit the application to the Registrar.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in Health Law will be able to:

- Explain the various ways in which health care is financed and delivered in the United States, and analyze the complex relationship between cost, quality, and access.
- Identify key social trends and health policy issues confronting health care providers, payors, and patients.
- Identify social determinants of health, recognize how social disparities impact health at both the individual and population levels, and describe the government's role in ensuring population health.
- Recognize how entities within the health care industry are impacted by laws relating to participation in Medicare and Medicaid, state licensure, corporate structure and taxation, fraud and abuse, employment, antitrust, and intellectual property; and describe the role of attorneys in ensuring compliance with these laws and regulations.
- Explain the systemic barriers to achieving health care quality, the role of the government in promoting quality improvement, and health care organizations' operational approaches to quality assurance and risk management.
- Identify the statutes, regulations, tort doctrines, federal agencies, and constitutional principles that define the rights of patients within the health care system – including, among others, EMTALA, HIPAA, PPACA; ADA, Nursing Home Reform Act; malpractice law and informed consent law; laws relating to mental health treatment, reproductive care, and end-of-life care; and laws and regulations that ensure the safety and efficacy of drugs, medical devices, and other technologies.

International Law and Practice Certificate

A legal education without borders.

In a global economy, legal practice in all areas extends beyond national borders. In business and tax practice, legal concerns are inherently international. International considerations affect every area of law, from criminal law to estate planning to child and family issues. In your legal studies, your increased ability to respond to the challenges of an international legal environment can only enhance your career.

The school's curriculum, in Chicago and abroad, continually expands and deepens to respond to developing areas of professional interest to include courses in international trade, dispute resolution, and the rule of law. Electives focus on important issues such as human rights, access to medicine, and issues of war, peace, and terrorism.

Related Programs

Master's

- LLM Program for International Lawyers (LLM) (p. 1794)

Certificate

- Advocacy Certificate (p. 1777)

Curriculum

To earn a JD Certificate in International Law and Practice, you must complete 14 credit hours, including the three required courses and several electives, with an average grade of B or better. At least 11 hours must be graded credits.

Code	Title	Hours
Required Courses		
LAW 176	International Trade Law	2
LAW 371	International Business Trans	3
LAW 372	International Law and Practice	3
LAW 387	International Environmental Law [1]	3
Elective Courses		**3**
LAW 202	Human Trafficking Seminar [1]	
LAW 249	Human Trafficking: Advancing Protections for Children Practicum [1]	
LAW 265	Black Traditions in International Law [2]	
LAW 268	International Law Review Members	
LAW 273	Refugee Law and Policy: Welcoming the Stranger [1]	
LAW 294	International Human Rights [2]	
LAW 366	Immigration Law and Policy [1]	
LAW 382	International Tax Law [2]	
LAW 388	Global Access to Medicine: A Patent Perspective [2]	
LAW 445	Humanitarian Law and Conflict [1]	
LAW 459	Intro to English Legal Profession [1]	
LAW 460	Humanitarian Law in Practice [2]	
LAW 464	Information Technology and Human Rights Practicum [2]	
LAW 470	Immigration Law Lab [2]	
LAW 511	London Comparative Advocacy Prgrm [2]	
LAW 530	International Law Colloquium [2]	
LAW 558	Comparative Freedom of Speech [2]	
LAW 560	International Research [2]	
LAW 568	European Union Law [2]	
LAW 573	Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice [2]	
LAW 597	The Use of Force in International and Domestic Law [2]	
LAW 678	International Children's Rights [1]	
LAW 829	Global Compliance [2]	
LAW 841	Intntl Commercial Arbitration & the CISG [1]	
LAW 842	International Commercial Arbitration [2]	
Total Hours		**14**

[1] Offered Fall semester
[2] Offered Spring semester

Study Abroad and Field Study Courses

Any Loyola law course taken in conjunction with a Loyola study abroad or field study related to international law will also qualify as an elective course.

Prior Elective Courses

Students who took any of the following courses in the past can still apply the credits towards the J.D. Certificate in International Law and Practice.

- Family and Fundamental Rights
- Foreign Corrupt Practices Act
- Human Rights in the Global Economy

Applying for your Certificate

After completion of all requirements, you must complete an application (https://www.luc.edu/media/lucedu/law/registrar/pdfs/certificate/app-cert-int-law-practice.pdf) for the Certificate in International Law and Practice. Submit your completed application to Professor Margaret Moses or Professor James Gathii for signature. You must submit your signed application form to the Law School Registrar's Office.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in International Law and Practice will be able to:

- Identify sources of International Law.
- Recognize and apply the intersecting bodies of international law relevant to a particular legal issue.
- Analyze the application of hard law and soft law in an international context.
- Describe the distinctive fields of international law and the role of international lawyers in those fields.

LLM Program for International Lawyers (LLM)

In today's legal world, lawyers are increasingly engaged in international and cross-border practice. We admit only a select small group of students and focus on providing you with the tools to succeed in the US and global legal arena. Loyola's faculty are noted researchers, inspiring teachers, and engaged advisors who deeply care about their students' progress.

Outstanding lawyers from over 55 countries have chosen Loyola to boost their career with a master's degree. Individualized academic and career counseling, supportive faculty, and access to Loyola's worldwide legal networks are just a few benefits of our LLM Program for International Lawyers. Your educational experience and intercultural skills will be further enhanced through full immersion in our welcoming and diverse community.

As a Loyola student, you will study with leading researchers and practitioners in the same doctrinal, upper-level, and skills classes as your U.S. peers. You may choose to complete one of two tracks: Immersion in U.S. Law OR International Law with a Certificate Focus.

Related Programs

Doctoral

- Law (JD Full time) (p. 1795)

Certificate

- International Law and Practice Certificate (p. 1793)

Curriculum

You can choose to start the program in the fall semester (mid-August) or spring semester (mid-January). The program is designed to be completed within one year, but you may complete the program part-time over up to two years. Flexible curriculum options include our weekend-program and evening classes that allow students to continue their employment while completing the LLM degree.

You will enroll in two mandatory classes that are designed exclusively for all international LLM students to introduce core concepts of the U.S. legal system and legal research and writing methods. We work with you to select the courses that suit your academic interests and professional goals best.

Track 1: Immersion in U.S. Law

Designed for foreign lawyers who seek to develop an expertise in American law, the rigorous curriculum immerses you in the foundations of U.S. law and legal thought and provides a thorough training in legal skills critical to advising clients in the U.S. or globally. The students in this track plan to sit for a bar exam and/or pursue a legal career in the US.

Track 1: Immersion in U.S. Law Courses

The curriculum for Track I is designed to include the core courses currently required by the New York State Board of Law Examiners for foreign lawyers obtaining an LLM degree. While we provide you with the required courses to satisfy the eligibility and admissions requirements to sit for New York's and select other bar exams, we make no representation or guarantee that any student or graduate of our LLM Program for International Lawyers will be qualified or eligible to sit for the New York or any other state bar examination.

Code	Title	Hours
Required Courses		
LAW 880	Introduction to U.S. Law and the Legal System	1
LAW 881	Legal Research and Writing for Foreign Lawyers I	2
LAW 882	Legal Research and Writing for Foreign Lawyers II	2
LAW 883	Introduction to the Law of the United States II	1
LAW 414	Professional Responsibility	3
Select six credits of subjects tested on the New York bar examinations:		**6**
LAW 221	Administrative Law	
LAW 185	Business and the Law	
LAW 270	Business Organizations	
LAW 601	Child, Family, and the State	

LAW 113	Civil Procedure
LAW 325	Conflict of Laws
LAW 122	Constitutional Law
LAW 132	Contracts
LAW 140	Criminal Law
LAW 240	Criminal Procedure:Investigation
LAW 241	Criminal Procedure: Adjudication
LAW 250	Estates
LAW 210	Evidence
LAW 245	Family Law
LAW 509	Federal Courts
LAW 152	Property
LAW 478	Real Estate Transactions
LAW 330	Remedies
LAW 524	Sales
LAW 231	Secured Transactions
LAW 162	Torts
Elective Coursework	**9**
Round off your education by selecting nine credit hours from the over 200 courses and seminars we offer each year. Additionally, we offer non-credit workshops to introduce you to bar exam and professional skills.	
Total Hours	**24**

Track 2: International Law with a Certificate Focus

Designed for students interested in private and public international law, you may earn a focus certificate in any of Loyola's specialty areas, all of which include strong international and comparative components: arbitration, mediation, negotiation; business and corporate; child and family; competition; environmental; health; human rights; immigration; intellectual property; tax; or trade law. Under the guidance of our engaged international faculty, you also may develop your own focus to match your academic interests and professional goals.

Track 2: International Law with a Certificate Focus Option Courses

In Track 2, you will enjoy flexibility in designing your own curriculum to match your academic interests and professional goals. You must complete the required courses and at least 7 credits in international law and 7 credits in any specialty area.

Code	Title	Hours
Required Courses		
LAW 880	Introduction to U.S. Law and the Legal System	1
LAW 881	Legal Research and Writing for Foreign Lawyers I	2
LAW 882	Legal Research and Writing for Foreign Lawyers II	2
LAW 883	Introduction to the Law of the United States II	1
Elective Coursework		
Complete 18 credits of elective coursework, tailored to match your interests and career goals:		18
International Law (7 credits) [1]		
Area of Focus Courses (7 credits)		
Additional Courses (4 credits)		
Total Hours		**24**

[1] LAW 371 International Business Trans (or other international law course with approval)
LAW 372 International Law and Practice (or other international law course with approval)

Degree Requirements

To earn your degree, you must complete at least 24 credit hours of coursework, while maintaining the GPA requirement. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Analyze and apply U.S. legal authority and perform legal analysis and problem-solving methods employed by U.S. lawyers
- Develop proficiency in Legal English, in both written and oral communications
- Illustrate professionalism standards consistent with the U.S. legal profession's values and standards

Law (JD Full time)

There's more to a legal education than mastering "black letter" law.

Loyola's Juris Doctor (JD) program combines the academic rigor you expect with the practical experience you'll need to rise above the competition. Working with our nationally-recognized faculty, you'll learn to effectively apply the law to real-world scenarios. As a Loyola graduate, you'll be prepared for practice from day one, ready to meet (and exceed) the demands of prospective clients and employers.

Related Programs

Doctoral

- Law (Weekend Part-Time JD) (p. 1798)

Combined

- Law/Business (JD/MBA) (p. 1874)
- Political Science/Law (MA/JD) (p. 1888)

Curriculum

To earn a JD degree, you must complete a minimum of 86 credit hours of coursework, 74.0 hours must be graded. Students may take up to 28.0 hours of distance learning credits. A minimum of 6 credit hours of experiential learning are required. Your first year coursework provides a strong, structured foundation. During the next two years you will tailor your courses, experiential learning, and course delivery to meet your goals and interests. Visit our Registrar webpage (https://

www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration information.

In your first year at Loyola, you'll work closely with our highly regarded faculty to learn the art of legal analysis and foundations of the American legal system. You're also eligible to choose an elective course of interest to you. If you decide to specialize, our programs offer everything you need.

Courses

Code	Title	Hours
Required Courses		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2
LAW 210	Evidence [1]	4
LAW 232	Bar Exam Fundamentals [3]	2
LAW 270	Business Organizations [1]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1796) [2]		2-3
LAW Electives		30-37
Law Experiential Learning Elective (p. 1796)		6
Law Perspective Elective (p. 1797) [4]		2-3
Law Rigorous Writing Elective (p. 1797) [5]		2-3
Total Hours		**86**

1. This requirement only applies to students beginning their JDs in Fall 2023 or later.
2. This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.
3. Students who have a GPA below 2.9 after their first, second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.
4. 2 or 3 credit hours in Spring semester of first year for full-time students.
5. At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3
LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2

LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2
LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3
LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Upper Level Required Courses

- Skills Training Course (2 credits)
  A skills class is one that offers substantial instruction in the professional skills generally regarded as necessary for effective and responsible participation in the legal profession. All JD students are required to complete the skills course requirement prior to graduation. This requirement no longer applies to students starting their JD Fall 2023 or later.
- Experiential Learning (6 credits)
  Experiential learning classes enable students to perform their legal knowledge, skills and values in a real or simulated practice setting with intense, ongoing law school supervision and assessment. Examples include live-client clinics, judicial or non-judicial externships, practica, or comprehensive simulations. At least three of these credits must involve work with live clients. The remaining three credits can involve comprehensive simulations.
- LAW 414 Professional Responsibility (taken after first year)
- BCCR Elective (2-3 credits)
  One course that involves substantial instruction in bias, cross-cultural competency, and racism.
- Rigorous Writing Elective (2-3 credits)
  Rigorous Writing courses all provide students with the opportunity to draft, edit, polish and produce one or more advanced writing projects that are assessed by the faculty through detailed individualized feedback at each stage of the writing process.

Highly Recommended Courses

Code	Title	Hours
LAW 221	Administrative Law	3
LAW 280	Federal Income Tax	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
LAW 113	Civil Procedure	4

LAW 152	Property [1]	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 424	Professional Identity Formation	1
	Hours	**15**
Spring		
LAW 122	Constitutional Law [1]	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 192	Legal Writing II	2
Perspective Elective	Students can choose from an elective course that examines perspectives on the law and justice. All students must complete a perspective elective before graduation.	2-3
	Hours	**15**
Second Year		
Fall		
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	14-15
	Hours	**14**
Spring		
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	14-15
	Hours	**14**
Third Year		
Fall		
LAW 232	Bar Exam Fundamentals [2]	
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	14-15
	Hours	**14**
Spring		
LAW 232	Bar Exam Fundamentals [2]	
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	14-15
	Hours	**14**
	Total Hours	**86**

[1] To be taken first year full-time/second year part-time.

[2] Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Utilize skills derived from participation in supervised live-client experiences, externships, or litigation and transactional practice simulations, such as interviewing, counseling, negotiation, mediation, fact development and analysis, problem solving, design thinking, trial practice, document drafting, and collaborative work
- Determine your clients' needs and objectives
- Determine relevant facts and understand their relevance to your client's legal position
- Conduct legal research
- Analyze and apply relevant legal principles
- Find solutions to legal problems
- Communicate legal concepts clearly and effectively, both orally and in writing

Law (Weekend Part-Time JD)

Imagine a part-time JD program that fits into your busy schedule.

A program combining on-campus classes with one of the leading providers of online legal education in the country. A program that features nationally renowned professors in a world-class city. Now, imagine that program meeting just every other weekend. This is Loyola's Weekend (part-time) JD program—thoughtfully designed to turn your law school ambitions into reality.

Related Programs

Doctoral

- Law (JD Full time) (p. 1795)

Combined

- Law/Business (JD/MBA) (p. 1874)

Curriculum

The core Weekend JD curriculum blends classroom instruction with online learning. In-person classes meet approximately every other weekend: Saturdays from 9:30 a.m. - 6:00 p.m. and Sundays from 8:30 a.m. - 4:00 p.m. All online course components are offered through Sakai, a highly interactive, collaborative online learning environment.

Courses

Code	Title	Hours
Required Courses		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2

LAW 210	Evidence [1]	4
LAW 232	Bar Exam Fundamentals [3]	2
LAW 270	Business Organizations [1]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1799) [2]		2-3
LAW Electives		30-37
Law Experiential Learning Elective (p. 1799)		6
Law Rigorous Writing Elective (p. 1800) [4]		2-3
Total Hours		**83**

1 This requirement only applies to students beginning their JDs in Fall 2023 or later.

2 This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.

3 Students who have a GPA below 2.9 after their first, second, third, or fourth semester of law school must complete “BAR EXAM FUNDAMENTALS” (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

4 At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3
LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2
LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3
LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Upper Level Required Courses

- Skills Training Course (2 credits)
  A skills class is one that offers substantial instruction in the professional skills generally regarded as necessary for effective and responsible participation in the legal profession. All JD students are required to complete the skills course requirement prior to graduation. This requirement no longer applies to students starting their JD Fall 2023 or later.
- Experiential Learning (6 credits)
  Experiential learning classes enable students to perform their legal knowledge, skills and values in a real or simulated practice setting with intense, ongoing law school supervision and assessment. Examples include live-client clinics, judicial or non-judicial externships, practica, or comprehensive simulations. At least three of these credits must involve work with live clients. The remaining three credits can involve comprehensive simulations.
- LAW 414 Professional Responsibility (taken after first year)
- BCCR Elective (2-3 credits)
  One course that involves substantial instruction in bias, cross-cultural competency, and racism.
- Rigorous Writing Elective (2-3 credits)
  Rigorous Writing courses all provide students with the opportunity to draft, edit, polish and produce one or more advanced writing projects that are assessed by the faculty through detailed individualized feedback at each stage of the writing process.

Highly Recommended Courses

Code	Title	Hours
LAW 221	Administrative Law	3
LAW 280	Federal Income Tax	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 113	Civil Procedure	4
LAW 162	Torts	4
LAW 424	Professional Identity Formation	1
	Hours	**11**
Spring		
LAW 192	Legal Writing II	2
LAW 132	Contracts	4
LAW 140	Criminal Law	3
	Hours	**9**
Second Year		
Fall		
LAW 152	Property [1]	4
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	7-8
	Hours	**11-12**
Spring		
LAW 122	Constitutional Law [1]	4

Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	7-8
	Hours	**11-12**
Third Year		
Fall		
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	11-12
	Hours	**11-12**
Spring		
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	11-12
	Hours	**11-12**
Fourth Year		
Fall		
LAW 232	Bar Exam Fundamentals [2]	
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	11-12
	Hours	**11-12**
Spring		
LAW 232	Bar Exam Fundamentals [2]	
Elective Courses	Students can choose electives from numerous courses, which are offered on a rotating basis.	11-12
	Hours	**11-12**
	Total Hours	**86-92**

[1] To be taken first year full-time/second year part-time.

[2] Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

Flexible Course Options

In addition to an array of electives, many flexible course options will be available, including summer coursework, independent study, intersession courses, and fully online courses (as many as 28-credit hours of fully online coursework).

Degree Requirements

To earn a JD degree, you must complete a minimum of 86 credit hours of coursework, 74.0 hours must be graded. Students may take up to 28.0 hours of distance learning credits. A minimum of 6 credit hours of experiential learning are required. Your first four semesters provide a strong, structured foundation. During the next two years you will tailor your courses, experiential learning, and course delivery to meet your goals and interests. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Utilize skills derived from participation in supervised live-client experiences, externships, or litigation and transactional practice simulations, such as interviewing, counseling, negotiation, mediation, fact development and analysis, problem solving, design thinking, trial practice, document drafting, and collaborative work
- Determine your clients' needs and objectives
- Determine relevant facts and understand their relevance to your client's legal position
- Conduct legal research
- Analyze and apply relevant legal principles
- Find solutions to legal problems
- Communicate legal concepts clearly and effectively, both orally and in writing

Privacy Law Certificate

In a globally connected world, privacy law expertise is in high demand.

Designed for legal and non-legal professionals, the Certificate in Privacy Law focuses on security regulations, U.S. and international data privacy law and breach management.

Related Programs

Doctoral

- Law (JD Full time) (p. 1795)

Combined

- Political Science/Law (MA/JD) (p. 1888)
- Public Policy/Law (MPP/JD) (p. 1893)

Curriculum

To successfully complete the Certificate in Privacy Law, you must complete 8 credit hours from among the courses listed below (substitute courses approved on a case-by-case basis). You may start your studies during any of our three terms (spring, summer, or fall) and pace your studies as you wish, completing 8 credits in two to three terms or a minimum of 2 credits (one course) per term. The program is offered exclusively online.

Courses

Code	Title	Hours
Requirements		**8**
Choose 4 courses from options below:		
LAW 823	Privacy and Security of Corporate Information	
LAW 837	Breach Incident Management and Reporting	
LAW 838	European Union Privacy Law	

LAW 858	Cybersecurity Management	
LAW 918	Health Care Privacy and Security	
LAW 923	Privacy Program Management	
Total Hours		**8**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Code	Title	Hours
First Term		
Electives	Choose 4 Credits of Elective Options	4
Second Term		
Electives	Choose 4 Credits of Elective Options	4
Total Hours		**8**

Degree Requirements

To earn a Certificate in Privacy Law, students must complete a total of 8 credit hours. Visit the Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. Full course descriptions are available here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By the end of this program, you will be able to:

- Describe international and domestic privacy and information security laws and regulations.
- Integrate laws and regulations into operational policies and procedures to yield best practices for data privacy and information security.
- Respond to a variety of privacy breach scenarios and demonstrate improvement in skills necessary for success in a variety of privacy industry roles.
- Demonstrate the skills necessary for basic industry certification exams by the International Association of Privacy Professionals and other professional organizations.

Public Interest and Social Justice Certificate

Join our tradition of expanding knowledge in the service of humanity

Rooted in our Jesuit identity, Loyola's JD Certificate in Public Interest and Social Justice prepares you for practice settings in government and the non-profit arena where you will advocate and work in service to others. You'll find robust coursework, many clinical opportunities and resources, and co-curricular activities that will provide you with legal skills to help those in need. Our graduates work in civil and criminal law, represent underserved populations, and work to protect legal rights.

Related Programs

Certificate

- Privacy Law Certificate (p. 1801)

Combined

- Public Policy/Law (MPP/JD) (p. 1893)
- Social Work/Law (MSW/JD) (p. 1900)

Curriculum

There are three requirements for the Public Interest and Social Justice Certificate: coursework; clinic or externship experience; and co-curricular experience.

Code	Title	Hours
Required Courses		**1-2**
LAW 389	Public Interest Law Seminar [1]	1-2
Electives (10 credits and 4 courses minimum) [2]		**10**
PLAW 102	History, Theory and Practice of Rule of Law for Development	
LAW 107	Illinois Litigation Racism, Injustice & Poverty	
LAW 108	American Indian Law: Indigenous Justice	
LAW 110	Labor and Employment Law in the Education Workplace	
LAW 127	Law and Psychology	
LAW 143	Environmental Justice: Race, Class and the Environment	
LAW 146	Mass Incarceration	
LAW 156	Abolition and Movement Lawyering	
LAW 178	Antiracism Under Law	
LAW 198	The Fundamentals of School Law	
LAW 202	Human Trafficking Seminar	
LAW 208	Advanced Criminal Law	
LAW 212	Civil Rights	
LAW 214	Race and the Law	
LAW 215	Domestic Violence Practicum	
LAW 216	Women and Leadership	
LAW 217	International Climate Change Policy	
LAW 221	Administrative Law	
LAW 233	Bankruptcy	
LAW 240	Criminal Procedure:Investigation	
LAW 241	Criminal Procedure: Adjudication	
LAW 242	International Criminal Law	
LAW 245	Family Law	
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	
LAW 254	Consumer Law	
LAW 258	International Cross-Cultural Negotiation and Communication Skills	
LAW 265	Black Traditions in International Law	
LAW 273	Refugee Law and Policy: Welcoming the Stranger	
LAW 294	International Human Rights	

LAW 301	Police Accountability
LAW 302	Intellectual Origins of "Othering" in the Law of Nations
LAW 312	Street Law
LAW 326	Reviewing and Righting Wrongful Convictions
LAW 335	Labor Law
LAW 337	Employment Law
LAW 341	Educational Advocacy Lab
LAW 347	Title IX Compliance in Higher Education
LAW 348	Law & Poverty
LAW 350	Land Use
LAW 358	The Quest for Racial Justice in the Long 1960s
LAW 366	Immigration Law and Policy
LAW 368	Higher Education Law
LAW 385	Nonprofits
LAW 387	International Environmental Law
LAW 388	Global Access to Medicine: A Patent Perspective
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence
LAW 408	Restorative Justice Workshop
LAW 426	Special Education Law and Advocacy
LAW 447	Federal Indian Law
LAW 456	Mediation Seminar
LAW 460	Humanitarian Law in Practice
LAW 461	Education Law and Policy
LAW 464	Information Technology and Human Rights Practicum
LAW 473	Class Actions
LAW 482	Advising Not-For-Profit Organizations
LAW 493	Adult Guardianship Project
LAW 509	Federal Courts
LAW 519	National Security Law
LAW 522	Election Law
LAW 525	Law, Politics, and Society
LAW 538	Critical Race Theory
LAW 552	Political Civil Rights
LAW 556	Alternative Dispute Resolution
LAW 558	Comparative Freedom of Speech
LAW 572	Special Education Dispute Resolution
LAW 573	Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice
LAW 590	Victims and the Criminal Process
LAW 597	The Use of Force in International and Domestic Law
LAW 601	Child, Family, and the State
LAW 602	ChildLaw Trial Practice (Intensive)
LAW 608	Juvenile Justice
LAW 613	ChildLaw Fellows Seminar
LAW 615	Child and Family Law Mediation
LAW 663	Children's Summer Institute
LAW 670	Child Welfare Law and Policy
LAW 678	International Children's Rights
LAW 683	Legal Issues in School Discipline
LAW 687	Introduction to Legislative and Policy Advocacy
LAW 691	Domestic Violence: Theories, Policies and Societal Impact
LAW 710	Health Law: Patients and Populations
LAW 717	Mental Health Law
LAW 745	Access to Health Care
LAW 754	Health Justice Lab (Race and Health Equity)
LAW 816	Racial Justice Seminar Series
LAW 902	Introduction to Health Law and Policy
LAW 907	Bioethics & Social Justice
LAW 917	Public Health and the Law
LAW 926	Human Subjects Protection
LAW 955	Administrative Law and Health Care Regulation
Total Hours	**12-14**

[1] Must enroll in during your second or third year of law school, when you have completed or are in the process of completing your 30 required volunteer service hours and a clinical program or externship.

[2] Must earn a B or better in each of the four public interest elective courses.

Clinic or Externship Experience

You must complete a clinic, practica, or externship at a government agency or agency that serves, represents, or advocates on behalf of indigent persons, disadvantaged groups, or inadequately protected interests:

- Business Law Clinic
- ChildLaw Clinic
- Community Law Center Clinic
- Education Law Practicum
- Externship (government agency or non-profit organization)
- Federal Tax Clinic
- Health Justice Project
- Life After Innocence Project

Co-Curricular Experience

You must complete 30 hours of public service work. This work does not need to be at one organization and it need not be completed prior to enrolling in the Public Interest Law Seminar.

Applying for your Certificate

After completion of all requirements, you must complete an application (https://luclawschool.formstack.com/forms/public_interest_and_social_justice_certificate/) for the Certificate in Public Interest and Social Justice. Submit a completed application to the Director of Public Interest Programming for signature. You must then submit your signed application form to the Law School Registrar's Office.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in Public Interest and Social Justice must demonstrate that they:

- Possess substantive knowledge in areas of public interest law;
- have an understanding of marginalized populations and the intersectionality of issues among those populations;
- have had practical experience in working within a not-for-profit or governmental entity under the supervision of a licensed attorney; and
- have volunteered to work with or on behalf of underserved individuals or communities.

Rule of Law for Development (PROLAW) (MJ)

To overcome the world's challenges—violence, infringements of human rights, environmental destruction, poverty and hunger—rule of law is essential. Rule of law is also essential to supporting commerce, attracting investment, and achieving sustainable economic growth.

The Master of Jurisprudence (MJ) in Rule of Law for Development (PROLAW) is a practice-oriented degree program for non-legal professionals, which will prepare you to become a leader, reformer and driver of change in the expanding effort to advance the rule of law throughout society and across sectors, within your own country and around the world.

Related Programs

Master's

- Rule of Law for Development (PROLAW) (LLM) (p. 1805)

Doctoral

- Law (JD Full time) (p. 1795)

Curriculum

You can complete this 30 credit MJ degree in one academic year, or over two years. This blended virtual and in-person degree includes both online study and a term at our Loyola Rome Center campus in Italy. There is one annual program intake each year, in the fall.

The curriculum combines theory with practice in the course work, allowing you to gain both the knowledge of key topics and issues, and the skills all rule of law professionals need to work effectively on rule of law and development matters. Your courses will be taught by experienced practitioners who have multijurisdictional experience in supporting national initiatives aimed at improving the rule of law.

Courses

Code	Title	Hours
Required Courses		
PLAW 101	Comparative and Ethical Lawyering for the Rule of Law	3
PLAW 102	History, Theory and Practice of Rule of Law for Development	3
PLAW 103	Theory and Practice of Assessments in Rule of Law Advising	2
PLAW 104	International Development Architecture	3
PLAW 106	Design of Rule of Law Programs and Proposal Preparation	3
PLAW 107	Rule of Law in Conflict Prevention and Peacebuilding	2
PLAW 108	Legal Systems and Methods	3
PLAW 110	Principles of International Economic Law	3
PLAW 250	Research and Writing on the Rule of Law	3
PLAW 253	Rule of Law Capstone Project	3
PLAW 907	Rule of Law Project Management, Monitoring & Evaluation	2
Total Hours		**30**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Fall		
PLAW 108	Legal Systems and Methods	3
PLAW 102	History, Theory and Practice of Rule of Law for Development	3
PLAW 250	Research and Writing on the Rule of Law	3
PLAW 110	Principles of International Economic Law	3
PLAW 101	Comparative and Ethical Lawyering for the Rule of Law	3
	Hours	**15**
Spring		
PLAW 104	International Development Architecture	3
PLAW 103	Theory and Practice of Assessments in Rule of Law Advising	2
PLAW 106	Design of Rule of Law Programs and Proposal Preparation	2
PLAW 907	Rule of Law Project Management, Monitoring & Evaluation	3
PLAW 107	Rule of Law in Conflict Prevention and Peacebuilding	2
	Hours	**12**
Summer		
PLAW 253	Rule of Law Capstone Project	3
	Hours	**3**
	Total Hours	**30**

Degree Requirements

To earn a PROLAW MJ, you must complete 30 credit hours of coursework, including ten courses and a major rule of law capstone project. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Conduct research and assess rule of law problems.
- Draft rule-of-law-related documents.
- Develop a theory of change/sequencing of legal reform.
- Implement rule of law initiatives across legal cultures.
- Develop and manage rule of law programs and projects.
- Advise on institutional and legal frameworks.
- Devise strategies for international/inter-organizational cooperation in governance, conflict prevention, and peacebuilding.

Rule of Law for Development (PROLAW) (LLM)

To overcome the world's challenges—violence, infringements of human rights, environmental destruction, poverty and hunger—rule of law is essential. Rule of law is also essential to supporting commerce, attracting investment, and achieving sustainable economic growth.

The Master of Laws (LLM) in Rule of Law for Development (PROLAW) is a practice-oriented degree program for law graduates and lawyers. You will receive the advanced training and skills you need to inspire, lead, and manage efforts to strengthen both the rule of law and prospects for national development in your country and geographical region.

Related Programs

Master's

- Rule of Law for Development (PROLAW) (MJ) (p. 1804)

Doctoral

- Law (JD Full time) (p. 1795)

Curriculum

You can complete this 27 credit LLM degree in one academic year, or over two years. This blended virtual and in-person degree includes both online study and a term at our Loyola Rome Center campus in Italy. There is one annual program intake each year, in the fall.

The curriculum combines theory with practice in the course work, allowing you to gain both the knowledge of key topics and issues, and the skills all rule of law professionals need to work effectively on rule of law and development matters. Your courses will be taught by experienced practitioners who have multijurisdictional experience in supporting national initiatives aimed at improving the rule of law.

Courses

Code	Title	Hours
Required Courses		
PLAW 101	Comparative and Ethical Lawyering for the Rule of Law	3
PLAW 102	History, Theory and Practice of Rule of Law for Development	3
PLAW 103	Theory and Practice of Assessments in Rule of Law Advising	2
PLAW 104	International Development Architecture	3
PLAW 106	Design of Rule of Law Programs and Proposal Preparation	3
PLAW 107	Rule of Law in Conflict Prevention and Peacebuilding	2
PLAW 110	Principles of International Economic Law	3
PLAW 250	Research and Writing on the Rule of Law	3
PLAW 253	Rule of Law Capstone Project	3
PLAW 907	Rule of Law Project Management, Monitoring & Evaluation	2
Total Hours		**27**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Fall		
PLAW 102	History, Theory and Practice of Rule of Law for Development	3
PLAW 250	Research and Writing on the Rule of Law	3
PLAW 110	Principles of International Economic Law	3
PLAW 101	Comparative and Ethical Lawyering for the Rule of Law	3
	Hours	**12**
Spring		
PLAW 104	International Development Architecture	3
PLAW 103	Theory and Practice of Assessments in Rule of Law Advising	2
PLAW 106	Design of Rule of Law Programs and Proposal Preparation	2
PLAW 907	Rule of Law Project Management, Monitoring & Evaluation	3
PLAW 107	Rule of Law in Conflict Prevention and Peacebuilding	2
	Hours	**12**
Summer		
PLAW 253	Rule of Law Capstone Project	3
	Hours	**3**
	Total Hours	**27**

Degree Requirements

To earn a PROLAW LLM, you must complete 27 credit hours of coursework, including nine courses and a major rule of law capstone project. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Conduct research and assess rule of law problems.
- Draft rule-of-law related documents.
- Develop a theory of change/sequencing of legal reform.
- Implement rule of law initiatives across legal cultures.
- Develop and manage rule of law programs and projects.
- Advise on institutional and legal frameworks.
- Devise strategies for international/inter-organizational cooperation in governance, conflict prevention, and peacebuilding.

Tax Law (LLM)

Tax law is complicated and getting more so. Working in this area requires a thorough understanding of all legal nuances. The LLM in Tax Law degree program offers valuable training for practicing attorneys looking to stay on top of the latest in tax law, corporate law or general business law. You'll be ready to offer the tax planning and compliance advice your individual corporate clients need, enhancing your skill set and areas of practice.

Related Programs

Certificate

- Tax Law Certificate (p. 1806)
- Transactional Law Certificate (p. 1807)

Curriculum

To develop the specialized knowledge and skills that will help you as a tax attorney, you will complete a mix of required and elective courses in one to two years of study. Courses are offered on-campus at Loyola's Water Tower Campus.

Code	Title	Hours
Required Courses		
LAW 280	Federal Income Tax	3
LAW 281	Corp & Partnership Tax	3
LAW 380	Estate & Gift Tax	3
LAW 386	Advanced Corporate Tax	3
LAW 860	LLM Tax Seminar	2
Elective Courses		**12**
LAW 346	State & Local Taxation	
LAW 382	International Tax Law	
LAW 451	Estate Planning	
LAW 481	Employee Benefits Law	
LAW 483	Federal Tax Clinic I	
Total Hours		**26**

Degree Requirements

To earn the Tax Law LLM degree, you must complete 26 credit hours, including the LLM Tax Research and Tax Seminar courses. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 2428).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Apply the relevant statutory rules in a variety of situations;
- Describe and analyze tax issues, the role of case law in the development of tax law and the impact of administrative pronouncements on tax law.
- Analyze tax issues; and
- Describe and act in the role of a tax planner.

Tax Law Certificate

Prepare to excel as a corporate, tax, or estate planning attorney by taking part in Loyola's deep tax curriculum.

Our alumni are proof of our success. Loyola alums are among the top business, tax, and estate planning attorneys in Chicago and beyond. The JD Certificate in Tax Law is a big reason. Our accomplished full-time faculty, along with top tax and estate planning practitioners, offer an unusually deep curriculum. And our Federal Tax Law Clinic and Business Law Clinic provide opportunities for students to get hands-on experience as an integral part of their education. The combination means graduates will be ready to excel as corporate, tax and estate planning attorneys.

Related Programs

Master's

- Tax Law (LLM) (p. 1806)

Certificate

- Transactional Law Certificate (p. 1807)

Curriculum

To earn a JD Certificate in Tax Law, you must complete five required courses with an average grade of B or better.

Courses

Code	Title	Hours
Required Courses		**14**
LAW 280	Federal Income Tax	
LAW 281	Corp & Partnership Tax	
LAW 380	Estate & Gift Tax	
LAW 384	Tax Controversy Practice and Procedure	
LAW 386	Advanced Corporate Tax	
Optional Electives		
LAW 346	State & Local Taxation	
LAW 382	International Tax Law	
LAW 451	Estate Planning	
LAW 481	Employee Benefits Law	
LAW 483	Federal Tax Clinic I	
Total Hours		**14**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Second Year		
Fall		
LAW 280	Federal Income Tax	3
	Hours	**3**
Spring		
LAW 281	Corp & Partnership Tax	3
	Hours	**3**
Third Year		
Fall		
LAW 386	Advanced Corporate Tax	3
LAW 380	Estate & Gift Tax	3
	Hours	**6**
Spring		
LAW 384	Tax Controversy Practice and Procedure	2
	Hours	**2**
	Total Hours	**14**

Applying for Your Certificate

At the beginning of your third year, you must complete an application (https://luclawschool.formstack.com/forms/application_for_certificate_in_tax_law_for_j_d_students/) for the Certificate in Tax Law. Submit your completed application to an approved tax law faculty member for signature. You must then submit your signed application form to the Law School Registrar's Office.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Tax Law Certificate recipients will become equipped with essential knowledge of the Federal tax law that applies to individuals, corporations, partnerships, limited liability companies, trusts, and estates.
- Tax Law Certificate recipients will understand the procedural rules that apply when a taxpayer is audited by the Internal Revenue Service as well as basic controversy negotiation strategies.
- Tax Law Certificate recipients will develop fundamental lawyering skills including developing and evaluating strategies for solving problems, analyzing and applying legal rules and principles, learning to read and analyze a statute, developing a planning perspective, and being attuned to ethical issues.
- Tax Law Certificate recipients will be capable of identifying and diagnosing problems, developing strategies for solving a problem, identifying legal issues, and applying statutes and legal doctrines to those issues.

Transactional Law Certificate

Learn from experts. Be practice-ready.

Transactional lawyers need strong analytical, drafting, writing, and negotiation skills so they can counsel organizations and individuals on a variety of legal and business issues. Loyola's JD Certificate in Transactional Law provides you with the valuable training and experience to be successful in firms of all sizes and in various corporate law settings.

The Center for Business Law

The Transactional Law Certificate is administered by the following faculty members:

Patricia Hureston Lee
Clinical Professor of Law; Executive Director, Center for Business Law; Director, Business Law Clinic
Suite 1005
plee12@luc.edu

Steven Ramirez
Professor of Law; and Director, Center for Business Law
Suite 1005
sramir3@luc.edu

Related Programs

Doctoral

- Law (JD Full time) (p. 1795)
- Law (Weekend Part-Time JD) (p. 1798)

Curriculum

To earn a Certificate in Transactional Law, you must complete six (6) courses, with topics including business organizations, federal income tax, corporate and partnership tax, securities regulation, one experiential course and one elective course. Credit hours range from 17-21 credit hours, depending on the experiential and elective courses selected.

You must complete all requirements of the program and earn a grade point average of "B" (3.0) average overall or better in the Certificate courses taken.

Code	Title	Hours
Required Courses		**13**
LAW 270	Business Organizations [2]	
LAW 280	Federal Income Tax [1]	
LAW 281	Corp & Partnership Tax [1]	
LAW 370	Securities Regulation [2]	
Experiential Courses [3]		
Select one of the following:		*1-4*
LAW 480	Business Planning [3]	
LAW 482	Advising Not-For-Profit Organizations [3]	
LAW 483	Federal Tax Clinic I [3]	
LAW 599	Externship Intensive Field Placement [3]	
LAW 825	Business Law Center Clinical & Seminar [3]	
Elective Courses		
Select one of the following:		*1-4*
LAW 130	Transactional Skills Seminar	
LAW 164	Mergers and Acquisitions	
LAW 231	Secured Transactions	
LAW 233	Bankruptcy	
LAW 254	Consumer Law	
LAW 282	Law and Accounting	
LAW 349	Environmental Law	
LAW 371	International Business Trans	
LAW 375	Antitrust	
LAW 377	Intellectual Property Law	
LAW 386	Advanced Corporate Tax	
LAW 405	Business Practice Transactional Skills	
LAW 417	Advanced Business Law	
LAW 431	Documenting and Negotiating Finance Transactions	
LAW 449	Negotiations Seminar	
LAW 483	Federal Tax Clinic I	
LAW 486	Federal Tax Clinic II	
LAW 498	Corporate Governance Law and Practice	
LAW 524	Sales	
LAW 293	Advanced Writing for Legal Practice	
LAW 711	Corporate Transactions in Health Law	
LAW 741	Health Law: Business and Finance	
LAW 798	Health Care Compliance	
LAW 826	Business Law Clinic II	
LAW 839	Corporate Compliance	
Total Hours		**17-21**

[1] Second Year for JD students, Weekend JD Students in the Third Year

[2] These courses can be taken in any term.

[3] You must complete a business law externship, clinical, or work experience. All externship experiences and volunteer/employment experiences must be approved in advance. Pre-approved paid work, work as a research assistant, or volunteer work count toward the experiential requirement.

Applying for the Certificate

At the beginning of your third year, you must complete an application (https://luclawschool.formstack.com/forms/certificate_in_transactional_law_copy/) for the Certificate in Transactional Law. You must submit a completed application to the Center for Business Law faculty member for consultation and signature. You must then submit your signed application form to the Law School Registrar's Office.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Each student graduating with the Certificate in Transactional Law must demonstrate:

- competence in the business and transactional law subject areas covered by the following required courses: Business Organizations, Federal Income Tax and Corporate or Partnership Tax;
- competence in reading, interpreting, and considering basic financial statements and other basic financial literacy skills in deals as covered by the following required courses: Business Organizations, Federal Income Tax and Business Law Clinic;
- competence in securities regulation subject area as covered by the following required course: Securities Regulation;
- competence in interviewing, counseling, and communicating with clients, supervising attorneys, and other deal team members in the context of a business deal through the law school's experiential program (the business law clinic or externship); and
- competence in identifying ethical issues in business transactions through Externships and the Business Law Clinic.

Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution (LLM)

As of Fall 2026, this program is no longer accepting applicants.

Crafting an opening statement. Studying the evidence. Delivering oral arguments. Perfecting these skills (and many more) can transform an attorney into a great advocate. The Masters of Laws (LLM) in Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution degree program is designed for practicing attorneys refocusing their careers toward litigation or dispute resolution as well as recent graduates who wish to sharpen the skills developed in a JD or equivalent degree program.

Your coursework combines lectures, faculty demonstrations, and student presentations. And you'll gain invaluable experience through simulated depositions, jury trials, oral arguments, arbitrations, and mediations. All three areas of dispute resolution will be covered.

Related Programs

Certificate

- Advocacy Certificate (p. 1777)
- Transactional Law Certificate (p. 1807)

Curriculum

Beginning each fall, you can complete the program in just one year on a full-time basis or in two years on a part-time basis. Courses are offered exclusively on campus.

Courses

You must complete a total of 24 credits hours. The list of elective courses is updated frequently. Consult the current schedule of courses for most current course offerings.

Code	Title	Hours
Required Courses		
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 311	Advanced Evidence	2
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 844	Advanced Trial Practice	3
Electives		**14-16**
LAW 130	Transactional Skills Seminar	
LAW 166	Education Law Practicum	
LAW 179	The Law of Jury Selection	
LAW 184	Advanced Litigation Skills	
LAW 202	Human Trafficking Seminar	
LAW 246	Advanced Mediation Advocacy Practicum	
LAW 277	Intellectual Property Litigation	
LAW 287	Separation of Powers	
LAW 290	Advanced Legal Research	
LAW 293	Advanced Writing for Legal Practice	
LAW 301	Police Accountability	
LAW 325	Conflict of Laws	
LAW 330	Remedies	
LAW 329		
LAW 356	Storytelling and Presentation Skills for Lawyers	
LAW 376	Student Initiated Capstone Project I	
LAW 404	Client Counseling	
LAW 406	Mediation Advocacy	
LAW 411	Trial Practice I	
LAW 412	Trial Practice II	
LAW 418	Pre-Trial Litigation	
LAW 426	Special Education Law and Advocacy	
LAW 435	Deposition Advocacy Workshop	
LAW 449	Negotiations Seminar	
LAW 456	Mediation Seminar	
LAW 473	Class Actions	
LAW 483	Federal Tax Clinic I	
LAW 486	Federal Tax Clinic II	
LAW 506	Patent Prosecution Seminar	
LAW 509	Federal Courts	
LAW 511	London Comparative Advocacy Prgrm	
LAW 551	eDiscovery and Problem Solving	
LAW 554	Family Law Practicum	
LAW 556	Alternative Dispute Resolution	
LAW 572	Special Education Dispute Resolution	
LAW 573	Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice	
LAW 595	Community LawCtr Clinic I	
LAW 596	Community Law Center Clinic II	
LAW 602	ChildLaw Trial Practice (Intensive)	
LAW 606	Legislation and Policy Clinic	
LAW 615	Child and Family Law Mediation	
LAW 620	Civitas ChildLaw Clinic	
LAW 625	Mediation Workshop	
LAW 729	Health Care Litigation and Medical Malpractice	
LAW 730	Health Justice Practicum	
LAW 755	Health Justice Project	
LAW 757	Advanced Health Justice Project	
LAW 825	Business Law Center Clinical & Seminar	
LAW 828	LLM Externship Field Placement	
LAW 841	Intntl Commercial Arbitration & the CISG	
Total Hours		**24**

Degree Requirements

To earn an LLM in Trial Advocacy, Appellate Advocacy, and Alternative Dispute Resolution, you must complete 24 credits of course work. Visit our Registrar (https://www.luc.edu/law/currentstudents/registrar/) for a complete list of degree requirements, academic calendars, and registration process. You may access full course descriptions here (p. 1715).

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Try a complex case before a court of law in a bench trial and jury trial setting;
- Engage in critical case analysis that leads to the development of a persuasive theory of the case;
- Conduct challenging witness examinations that adhere to the rules of evidence for direct and cross examination of lay and expert witnesses;
- Develop a communication style that results in the delivery of persuasive opening statements and closing arguments;
- Lay the foundation for admissibility for all forms of evidence, including electronic, and make and respond to evidentiary objections;
- Analyze and compose a substantial written work of advocacy, including motions, briefs, position papers and research papers in a complex litigation, appellate setting;

- Draft, present, and defend a persuasive written advocacy document in the context of complex litigation at the appellate court setting;
- Build upon the fundamentals of mediation, negotiation, arbitration and other dispute resolution venues and assess the dispute resolution process appropriate to the situation; and
- Assist clients in achieving goals in any dispute resolution setting by analyzing party interests and crafting and designing creative solutions in a mediation or settlement negotiation or employ oral and written advocacy skills in an arbitration setting.

School of Social Work

About Us

Founded in 1914, Loyola University Chicago's School of Social Work educates students to become leaders in the profession. Within a learning community dedicated to excellence in scholarship and service, students select a curriculum focused on clinical, organizational, community, and social justice issues.

Accreditation

Loyola's Master of Social Work (MSW) degree program has been continuously accredited by the Council on Social Work Education (https://www.cswe.org/) since 1921. Loyola's Bachelor of Social Work (BSW) degree program has been continuously accredited by the Council on Social Work Education since 1976.

MSW Program Specializations

For the Master's in Social Work (p. 1831) program, two specializations are available: Micro Practice and Leadership, Mezzo, and Macro Practice.

Internship Experiences

Through relationships with over 1,500 agencies, non-profit organizations, hospitals, and schools in the Chicagoland area, Loyola provides outstanding access to supervised internships (https://www.luc.edu/socialwork/student-support/internship/).

Ph.D.

The Ph.D. in Social Work (p. 1398) trains scholars adept in clinical research, scholarship, and teaching. The School and the University embrace ideals of social justice and service to others, commitments that inform the program's examination of clinical theories, practices, and systems of service delivery.

School of Social Work Graduate Programs

- Post-MSW Professional Educator License: School Social Worker Endorsement (p. 1830)
- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Program (MSW) (p. 1837)
- Social Work Online (MSW) (p. 1839)
- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work/Children's Law and Policy (MSW/MJ) (p. 1898)
- Social Work/Law (MSW/JD) (p. 1900)
- Social Work/Public Health (MSW/MPH) (p. 1904)
- Social Work: Online Bilingual Program (MSW) (p. 1842)
- Social Work: Advanced Standing Online Bilingual Program (MSW) (p. 1844)
- Women's Studies and Gender Studies (MA)/Social Work (MSW) (p. 1907)

MSW Specializations & Tracks

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization with Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization with Advanced Clinical Practice Track (p. 1849)
- Micro Practice Specialization with Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
- Micro Practice Specialization with Migration Studies Track (p. 1855)
- Micro Practice Specialization with Schools/Professional Educator License (PEL) Track (p. 1858)

Graduate School Programs

- Social Work (PhD) (p. 1398)

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Social Work

SOWK 500 Life Span Development, Human Behavior, Trauma, & Theory (3 Credit Hours)
This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.
Course equivalencies: SOWK 305/SOWK 500
Outcomes:
1) Analyze how racism, oppression, cultural context, and structural inequities influence human development and adaptation across the life span using biopsychosocial spiritual and life course perspectives; 2) Apply theories of human development, trauma, resilience, and neuroscience to explain engagement with individuals and families within their social and environmental contexts; 3) Assess developmental strengths, stressors, risk and protective factors, and environmental influences affecting individuals and families at different life stages using relevant social work theories and empirical literature

SOWK 501 Assessment of Client Concerns in Context (3 Credit Hours)
Course will teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed bio-psycho-social-spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources.
Course equivalencies: SOWK 380/SOWK 501
Outcomes:
1) Demonstrate and apply knowledge and skills for conducting a biopsychosocial-spiritual assessment; 2) Conceptualize culturally-informed diagnostic assessment; 3) Develop and apply DSM-5-TR diagnostic assessment to a simulated patient, producing a culturally-informed DSM-5-TR diagnosis

SOWK 502 Power, Oppression, Privilege, and Social Justice (3 Credit Hours)
This course is designed to assist social work students with understanding the concepts of power, privilege, oppression, and social justice in their work with historically marginalized and oppressed populations.
Course equivalencies: ASIA/SOWK/URB370/AFR369/SOWK50
Outcomes:
Analyze how personal identities, values, and biases influence professional behavior, and apply ethical principles and cultural humility to evaluate practice within diverse and oppressive systems; Evaluate how systems of power, privilege, and oppression shape human rights and opportunities, and create strategies to advance social, economic, and environmental justice through advocacy and allyship at the micro, mezzo, and macro levels; Synthesize theoretical frameworks (critical race theory, intersectionality, anti-oppressive and strengths-based practice) to design and apply culturally responsive, collaborative interventions that promote empowerment and systemic change

SOWK 503 Practice Skills with Individuals and Families (3 Credit Hours)
Pre-requisites: Corequisite is SOWK 501; Restricted to Graduate Social Work students
This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families.
Course equivalencies: SOWK 301/SOWK 503
Outcomes:
1) Analyze biopsychosocial-spiritual development across the life span by examining how trauma, resilience, culture, and social environments influence individuals and families at different developmental stages; 2) Apply human development and social work theories to real-life contexts in order to interpret individual and family experiences across the life course, with attention to diversity, oppression, and resilience; 3) Evaluate how social work knowledge of life span development informs ethical, culturally responsive practice and contributes to effective engagement, assessment, and intervention across systems

SOWK 504 Integrated Micro/Mezzo/Macro Theory and Practice (3 Credit Hours)
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies, as well as practice knowledge, the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.
Outcomes:
1) Understand integrated practice models that apply across micro, mezzo, and macro domains, 2) appraise the quality and utility of empirical research related to the key theories, topics, and problems examined

SOWK 505 Group Work Practice in Social Work: Micro/Mezzo/Macro (3 Credit Hours)
This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes.
Course equivalencies: SOWK 303/SOWK 505
Outcomes:
1) Demonstrate and apply ethical and professional behavior by integrating social work values, self-awareness, and group facilitation skills that promote inclusivity, collaboration, and mutual support among diverse group members; 2) Analyze and synthesize group dynamics, theories, and evidence-based practices to assess group needs, develop goals, and implement interventions that foster empowerment and social justice; 3) Engage and collaborate with individuals and groups to plan, lead, and evaluate group processes that enhance collective well-being, inclusion, and effective problem-solving across diverse settings

SOWK 506 Research and Evaluation in Social Work Practice (3 Credit Hours)
This course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis through a social justice/anti-racist/global perspective.
Course equivalencies: SOWK 390/SOWK 506
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness

SOWK 508 Integrated Micro, Mezzo, and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work Students
This course focuses on integrated practice approaches that span three frameworks, including micro (e.g. individuals, families, and groups), mezzo (e.g. communities), and macro (e.g. systems, society) levels. It will examine various theories and models, the quality and utility of empirical research, as well as the impact of interprofessional and interdisciplinary collaboration efforts.
Outcomes:
1) Apply ethical, professional, and anti-oppressive social work values to engage individuals, families, groups, organizations, and communities using integrated micro, mezzo, and macro practice frameworks that advance human rights and social justice; 2) Assess social problems, client systems, and policy contexts using person-in-environment, systems, and policy-aware frameworks to identify strengths, risks, and structural influences across micro, mezzo, and macro levels of practice; 3) Design and implement integrated intervention strategies that address social problems through coordinated micro, mezzo, and macro actions to promote equitable, sustainable change

SOWK 509 Social Work Policy and Community Intervention (3 Credit Hours)
Drawing from social work theory, research, and practice, Social Work Policy and Community Interventions examines the roles of social workers in policy practice as well as change agents within community and organizational contexts.
Outcomes:
1) Analyze how social, racial, economic, and environmental injustices are embedded in existing policies and evaluate their impacts on individuals, families, and communities; 2) Design and advocate for equitable, evidence-informed policies that promote social change and address systemic inequities at local, national, and global levels; 3) Apply policy analysis frameworks and research evidence to assess the effectiveness of policy interventions and design strategies for implementation that improve service delivery and community well-being

SOWK 600 Dissertation Supervision (1 Credit Hour)
Students register for this course once they have finished their core curriculum, passed their comps, and have an approved dissertation proposal.\\n
Outcomes:
Design and defend a dissertation proposal and prepare and submit an application for Institutional Review Board (IRB) approval; Implement original research by executing the approved study and defending the final dissertation according to program standards

SOWK 602 Health and Behavioral Health Policy and Systems (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides students with frameworks for understanding the interrelationship between developments in health and behavioral health policy, delivery systems, and social work practice on micro, mezzo, and macro levels. Practice issues associated with organizational structure, patient-centered care, team and interdisciplinary relations, as well as collaboration and conflict, are considered.
Outcomes:
Analyze and evaluate the structure and financing of US health and behavioral health systems to identify disparities and propose strategies that promote equitable access to care; Critically assess and apply theories and models of health policy to develop evidence-informed recommendations that address systemic inequities in health and behavioral health service delivery; Design and advocate for policy and organizational changes that advance social, racial, and economic justice within health and behavioral health systems through interdisciplinary collaboration and stakeholder engagement

SOWK 603 Seminar in Brief Treatment (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This seminar builds on the student's knowledge of short-term treatment, expanding this knowledge and skill toward understanding, and the practice of brief treatment as a modality of social work intervention. It examines the essential components of brief treatment (task-centered, crisis intervention, brief psychotherapy) with individual clients.
Outcomes:
Demonstrate ethical and culturally responsive professional behavior by applying social work values, self-reflection, and critical thinking to diverse brief treatment settings and client populations; Integrate and apply evidence-informed theories and research to assess client needs and formulate treatment goals within brief therapeutic frameworks such as psychodynamic, cognitive-behavioral, and solution-focused models; Design, implement, and evaluate time-limited interventions that promote client empowerment, well-being, and measurable progress within ethical and evidence-based social work practice

SOWK 604 Advanced Clinical Social Work Practice with Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course focuses on multiple theoretical approaches in group work practice with diverse and at-risk populations with an emphasis on social and economic justice
Although the focus is on treatment groups, content will include the structure, function and techniques of intervention with all types of groups, emphasizing the conscious use of self. The method of instruction is interactive, collaborative, and experientially based.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values, group work standards, and anti-oppressive frameworks in diverse group settings; Analyze and synthesize theories, research, and policies that inform group work practice, and design interventions that promote human rights, social, racial, economic, and environmental justice within therapeutic and community groups; Engage, assess, intervene, and evaluate group processes by applying evidence-informed models, facilitating collaboration, and evaluating outcomes to strengthen group cohesion and empower members

SOWK 605 Human Sexuality and Sexual Dysfunction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 506, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides basic knowledge about the physiology and psychology of human sexuality as well as consideration of some areas of sexual dysfunction. Attention is also focused on cultural, societal, and personal attitudes which may affect the student's response to this area of practice.
Outcomes:
Analyze how their own identities, values, and biases influence perceptions of human sexuality and evaluate how ethical principles and cultural humility can be applied to promote sex-positive, inclusive, and affirming practice across client systems; Evaluate how intersecting systems of power, privilege, and oppression shape sexual health outcomes and create strategies to advance human rights and sexual justice through advocacy, policy development, and macro-level interventions; Synthesize research, theory, and clinical frameworks to design and implement evidence-informed interventions that address sexuality-related issues across the lifespan and promote empowerment, advocacy, and systemic change

SOWK 606 Practicum in Research & Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 506, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to introduce MSW students to a range of philosophies, methods, and techniques that are useful for evaluating human service programs and practice interventions. The course is intended to help you become more aware of the range of evaluation activities conducted in health care and human service agencies and to prepare you to conduct your own small and mid-range evaluations of programs and practice.

SOWK 609A School Social Work Policy and Practice I (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the first of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, anti-racist, and equity-informed professional behavior by analyzing the roles and responsibilities of school social workers within P-12 systems and adhering to NASW standards and school-based policies; Critically analyze and synthesize school and education policies to evaluate their impact on student well-being, access, and equity, and propose strategies that promote human rights and social, racial, and economic justice; Design and evaluate evidence-informed, systemic interventions that address barriers to learning and promote inclusive, trauma-informed, and data-driven practices in school settings

SOWK 609B School Social Work Policy and Practice II (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the second of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior in school settings by integrating anti-racist, anti-oppressive, and evidence-informed principles in their assessment and intervention practices; Analyze and synthesize data from multiple sources to assess student strengths and needs, design functional behavioral analyses, and develop evidence-informed intervention plans that promote equity and positive student outcomes; Evaluate and advocate for policies and crisis intervention strategies that advance human rights, social and racial justice, and systemic well-being within educational environments

SOWK 611 Social Work Practice with Couples (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course explores clinical models and techniques for the treatment of couples with relationship problems
Primary attention is given to the integration of systemic and analytical theories. Specific strategies and techniques are presented and demonstrated. Attention is given to the range of symptomatology and challenges including sexual dysfunction.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-based perspectives in analyzing relational dynamics, power imbalances, and cultural influences in couple therapy; Integrate and synthesize evidence-informed theories, research findings, and systemic frameworks to assess couple functioning and develop treatment plans responsive to diverse relational contexts; Design, implement, and evaluate therapeutic interventions using multiple couple therapy models to promote emotional connection, relational resilience, and positive outcomes for diverse and non-traditional couples

SOWK 612 Family Assessment and Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course examines different theoretical approaches to assessment and intervention with families
The focus will be on interpersonal interaction patterns and on systems rather than on individual feelings and behaviors, although those aspects of working with family members are not excluded. Different models of family therapy will be described, applied to case problems, compared with other models and/or theories, and evaluated for their effectiveness.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, anti-oppressive, and equity-based principles into family assessment and intervention practices; Analyze and evaluate family dynamics, structures, and systems through evidence-informed frameworks to develop assessment plans and advocate for policies that promote human rights, justice, and equitable access to family support resources; Design, implement, and evaluate family-centered interventions that promote communication, resilience, and systemic change within diverse, nontraditional, and intergenerational family systems

SOWK 613 Advanced Family Treatment (3 Credit Hours)
This course deepens students clinical practice competence in family therapy. Through discussion and experiential exercises, use of case vignettes and films, it will refine understanding of the therapeutic process and the development of treatment skills. Students will advance their understanding of the relationship between treatment goals and treatment techniques.

SOWK 614 Clinical Social Work Practice in Health Care (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will view the practice of social work in health care as the integration of physical and mental health. We will explore in depth the biopsychosocial concomitants of physical and mental disorders. The integration of both health and mental health has implications for assessment and intervention and relies upon a person-centered/relation-centered framework.
Outcomes:
Demonstrate and apply ethical, professional, and collaborative behavior by integrating social work values, standards, and interprofessional communication skills in healthcare settings to support holistic client care; Analyze and evaluate health disparities and systemic inequities by applying evidence-informed research and policy frameworks that advance human rights, social, racial, and economic justice in healthcare practice; Design, implement, and assess biopsychosocial-spiritual interventions that address the complex needs of individuals and families across diverse healthcare contexts through culturally responsive and client-centered practice

SOWK 615 Social Work Practice with Adolescents (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Social workers encounter adolescents in a variety of settings, including schools, mental health, child welfare, medical, juvenile justice, and substance abuse treatment. This course seeks to prepare students for direct intervention with adolescents and their families in these settings and within young people's own social contexts.
Outcomes:
Integrate and apply research-informed theories and evidence-based frameworks to understand adolescent developmental processes (neurobiological, cognitive, emotional, and social) in order to differentiate normative behavior from indicators of psychological distress or maladjustment; Evaluate how environmental, cultural, and systemic factors influence adolescent identity formation, risk-taking, and resilience within diverse social contexts; Design and implement developmentally appropriate, strengths-based intervention strategies to support adolescents and their families across multiple practice settings, including schools, mental health, and other child-serving systems

SOWK 616 Psychotherapy with Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This practice course focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. The focus will include psychotherapy informed by psychodynamic and developmental frameworks.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values and anti-oppressive principles into psychotherapy with diverse adult populations; Analyze and evaluate the impact of systemic inequities, intersectionality, and human rights concerns on adult mental health to develop psychotherapeutic approaches that promote social, racial, and economic justice; Design, implement, and assess evidence-informed psychotherapeutic interventions that enhance client well-being and strengthen therapeutic relationships through engagement, assessment, intervention, and evaluation processes

SOWK 618 The Role of Religion and Spirituality in Psychotherapy (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course examines the predominant practice theories regarding religion and spirituality for the "person-in-the-situation". Included in the course material are relevant neurological, psychological, philosophical, theological, and sociocultural understandings of the interface between social work practice and religion and spirituality.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating social work values, critical self-reflection, and cultural humility in the assessment and understanding of how clients' religious practices and spiritual beliefs interface with mental health disorders; Analyze and evaluate the impact of systemic oppression, social inequities, and human rights issues on mental health to develop culturally responsive and justice-oriented approaches to clinical practice and psychopathology; Apply and integrate evidence-informed theories and diagnostic frameworks to assess, formulate, and intervene effectively with individuals and families experiencing mental health challenges within diverse social, religious, and spiritual contexts

SOWK 619 Issues in Treatment of Women (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The focus of the course is the identification and application of clinical social work assessment and intervention relevant to practice with women. The circumstances of women are directly relevant to the studies of children and families, as well as health and mental health since they generally are the primary caregivers for others in our society.
Outcomes:
Analyze and apply feminist, intersectional, and research-informed frameworks to evaluate gendered experiences and inform evidence-based clinical and advocacy practices with cisgender women; Demonstrate and integrate engagement strategies that build collaborative, culturally responsive, and trauma-informed relationships with women and their families in diverse practice settings; Design, implement, and evaluate feminist-informed interventions that promote empowerment, resilience, and systemic change to improve well-being and advance social justice for women

SOWK 620 Clinical Social Work Practice with Children (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course focuses on learning about clinical social work with children through helping students deeply understand a clinical relationship that children find meaningful in advancing their self-determination. In keeping with the present and future of clinical social work, this course includes a multicultural and global focus.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how cultural, developmental, and systemic factors influence social work practice with children and their families; Integrate and implement evidence-informed theories, developmental frameworks, and assessment tools to engage, assess, and intervene effectively with children and their families across diverse contexts; Evaluate and reflect on practice outcomes by measuring intervention effectiveness and adapting strategies to enhance trauma-informed, ethical, and strengths-based practice with children and families

SOWK 621 Clinical Practice in Addiction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This advanced-level course is associated with counseling clients affected by Substance Use Disorders (SUD). The core Functions and skills examined include: screening, intake, orientation, assessment, treatment planning, counseling (individual, family and group), case management, crisis intervention, client education, referral, reports and recordkeeping, consultation with other professionals and intervention.
Outcomes:
Demonstrate and apply ethical decision-making frameworks and professional standards to analyze complex situations involving clients with substance use disorders, ensuring integrity and accountability in practice; Integrate and evaluate research-informed theories, diagnostic criteria, and assessment tools to develop individualized, evidence-based treatment plans that promote client recovery and resilience; Design, implement, and assess intervention strategies that enhance client engagement, family support, and community collaboration to promote sustainable recovery and systemic change

SOWK 622 Substance Abuse Treatment in Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus on the many applications of group work to serve substance use disorder (SUD) affected clients. Through a combination of assigned readings, attendance at group meetings, and hands-on participation in small groups within the class, students will gain a working knowledge of how groups function to assist those recovering from SUDs.
Outcomes:
Demonstrate and apply ethical, culturally responsive, and evidence-informed professional behavior by integrating social work values and anti-oppressive principles into group treatment with individuals experiencing substance use disorders; Analyze and synthesize theoretical models and research evidence to design and facilitate effective, trauma-informed, and strengths-based group interventions that promote recovery and resilience among diverse populations; Implement and evaluate group-based interventions by applying motivational interviewing, mutual aid, and empowerment-focused strategies to enhance client engagement, well-being, and sustained behavioral change

SOWK 626 Social Work with Severely Mentally Ill (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course offers students the chance to learn about leading-edge social work approaches providing humane care for severely mentally ill clients, especially those clients with concomitant substance abuse, developmental disabilities, and severe socioeconomic disadvantage. Working with the client's environment, collaboration with other systems, advocacy and program development are considered.
Outcomes:
Demonstrate ethical, culturally responsive, and anti-oppressive social work practice with individuals, families, groups, organizations, and communities affected by severe mental illness and upholding human rights, equity, and social justice; Analyze and integrate research-informed and practice-informed evidence to assess, intervene, and evaluate services for individuals and families experiencing severe mental illness, applying critical thinking and reflective judgment to improve outcomes; Design advocacy strategies, policy initiatives, and community-based interventions that address systemic barriers and promote inclusion, empowerment, and recovery among people with severe mental illness

SOWK 631 Clinical Social Work Practice with Family Violence (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus primarily on interpersonal and family violence between partners and the impact of violence on the family. It will examine the various epistemological conceptualizations of violence, and the treatment of violence as it is experienced by and from various family members within an ecological framework with consideration of micro, mezzo, and macro areas of practice.
Outcomes:
Analyze family violence using ethical reasoning and an intersectional, justice-oriented lens to demonstrate professional behavior, uphold human rights, and integrate anti-racism, diversity, equity, and inclusion in clinical decision-making; Apply research-informed theories, policies, and evidence-based frameworks to engage, assess, and intervene with individuals, families, groups, organizations, and communities affected by violence across the lifespan; Evaluate clinical, policy, and programmatic responses to family violence and construct informed recommendations while maintaining reflective awareness of professional values, biases, and well-being, Aligned with: Competencies 1-8 (integrated and holistic alignment)

SOWK 632 Clinical Social Work with Older Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course includes a review of the basic concepts of gerontology/geriatric practice, mental health issues, and interventions. The content of the course is intended to challenge students to move beyond basic levels of knowledge. It is intended to help students adapt social work theory (person-in-environment), practice principles, standards, and values to practice with older adults.
Outcomes:
Demonstrate knowledge of theories and practice concepts regarding the unique and diverse needs and capacities of older adults and their families, including mental health, substance abuse, and neurological challenges; Identify diversity, social justice, and human rights challenges for older adults with attention to the unique challenges of aging for groups that have been marginalized and discriminated against during their lifetimes; Utilize the elements of a biopsychosocial assessment and apply relevant laws, policies, and knowledge of resources to social work practice with older adults

SOWK 634 Special Topics (1-3 Credit Hours)
Topics for these courses are diverse. The purpose of having these courses is to expand the curriculum content and expose students to new and innovative subject matter. The topic of the course will be included in the class notes.

SOWK 637 Neurodevelopment and Trauma (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is an advanced concentration year practice elective focused on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Students will learn to identify major regions of the brain, appreciate the sequential nature of brain development, and determine which areas of the brain have likely been affected by developmental trauma. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective. This course is a hybrid course, incorporating recorded material supplied by The Child Trauma Academy. By the end of the course, students will have completed the majority of the requirements for Phase I Certification in the Neurosequential Model of Therapeutics. Because of this, the reading and out-of-class workload for this course is heavier than usual.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how social, cultural, and systemic factors influence neurodevelopmental and trauma-related outcomes across the lifespan; Integrate and synthesize neuroscience-informed theories and trauma assessment tools to assess the developmental, relational, and environmental impacts of trauma on individuals and families; Design and evaluate evidence-informed, brain-based, and relationally focused interventions that promote resilience, recovery, and healing for individuals and communities affected by trauma

SOWK 645 Crisis Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course provides students with the theoretical bases and practical skills for working with clients in crisis. This course focuses on general crisis theories, assessment models, and treatment/ intervention strategies. Students will concentrate on the application of these theories, models, and strategies in various practice settings.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating the NASW Code of Ethics, professional values, and self-reflective practice when assessing individual crises through an intersectional, culturally responsive, and anti-oppressive lens; Analyze and evaluate how political, systemic, and cultural factors contribute to crises in order to inform holistic, equitable, and evidence-informed crisis interventions with individuals, groups, families, and communities; Identify and implement evidence-based, trauma-informed crisis interventions that promote stabilization and enhance the well-being of individuals, groups, families, and communities

SOWK 650 Leadership & Supervision in Service Organizations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Course content focuses on providing knowledge, values, ethics, and skills in guiding the work of others within social service organizations. Content areas include but are not limited to staff management, administrative supervision principles, models and styles, staff development, clinical supervision, teamwork, staff selection, legal and ethical issues, evaluation and termination, mediation, and conflict resolution.
Outcomes:
Demonstrate and apply ethical, inclusive, and socially just leadership behaviors by integrating professional values, anti-oppressive principles, and human rights frameworks into supervision and organizational practice; Analyze and synthesize research-informed theories and models of leadership, supervision, and organizational behavior to assess group and organizational dynamics and develop effective strategies for staff engagement, communication, and change management; Design, implement, and evaluate leadership and supervision practices that enhance team effectiveness, promote equity and professional growth, and improve outcomes across organizational systems

SOWK 652 Organizations, Program Development, and Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course builds knowledge and skills in the areas of program development, sustainability, and evaluation. Program development is presented using an approach that also highlights the role of power, values, needs, and resources in decision-making processes. Grant-writing skills are developed alongside a critical analysis of social entrepreneurship and longstanding models of philanthropy. Knowledge and application of technology-based strategies to monitoring, evaluation and program improvement through data collection, data analysis, and data presentation are covered as well.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, inclusive, and justice-oriented principles into the design, implementation, and evaluation of social service programs; Analyze and synthesize research-informed theories, organizational models, and policy frameworks to develop logic models, evaluation plans, and funding strategies that strengthen organizational effectiveness and sustainability; Design, implement, and evaluate evidence-informed programs and fiscal strategies that enhance community impact, promote equity, and improve outcomes through ethical decision-making and continuous program improvement

SOWK 653 Community Organizing and Policy Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course focuses on the practice of community and political organizing designed to bring about social, economic, and racial justice. It explores interdisciplinary theories relating to processes of social change, representation, and power.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and justice-oriented approaches to analyze systemic inequities and advocate for policies and practices that promote human rights and social, racial, economic, and environmental justice; Integrate and synthesize community organizing, policy practice, and participatory frameworks to assess power structures, identify community needs and assets, and develop strategies for collective social action; Design, implement, and evaluate community-based and policy-driven interventions that empower marginalized groups, mobilize resources, and advance structural change through collaborative organizing and advocacy

SOWK 656 Social Work Practice with LGBTQ Populations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to provide students with an in-depth and critical understanding of social work practice issues related to individuals who are lesbian, gay, bisexual, transgender, and queer (+) (LGBTQ+), which includes intersex, two-spirit, demisexual, asexual, pansexual, omnisexual, their families, and the communities in which they live.
Outcomes:
Analyze how personal values, biases, and social identities influence professional relationships with LGBTQ+ clients and apply ethical decision-making frameworks to evaluate culturally responsive and affirming interventions across micro, mezzo, and macro levels of practice; Evaluate how intersecting systems of power, oppression, and privilege shape the lived experiences of LGBTQ+ individuals and create strategies that advance human rights, social, economic, and environmental justice through policy practice, advocacy, and coalition-building; Synthesize theories, research, and clinical frameworks (eg, minority stress theory, intersectionality, and trauma-informed care) to design and implement affirming, evidence-informed interventions that promote resilience, empowerment, and systemic change in LGBTQ+ communities

SOWK 662 Professional Development (3 Credit Hours)
This course focuses on the student's development as a social work professional and as a potential leader within the field, and the opportunities and strategies for personal professional impact. It is designed for the student who wants to develop a vision for advancing within the profession.

SOWK 670 Bridging Psychodynamic Theory and Cognitive Behavioral Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Psychodynamic theory and cognitive-behavioral theory are each associated with methods of intervention that have consistently been found to have therapeutic value for clients with a variety of psychosocial problems.
Outcomes:
Demonstrate and apply ethical, professional, and culturally responsive practice by integrating psychodynamic and cognitive-behavioral theories into clinical assessment and intervention with diverse client populations; Analyze and synthesize psychodynamic and cognitive-behavioral theoretical frameworks to assess client needs, formulate treatment goals, and select evidence-informed strategies that promote growth and resilience; Design, implement, and evaluate integrated treatment plans that enhance client well-being and advance effective therapeutic outcomes through the combined use of psychodynamic and cognitive-behavioral approaches

SOWK 680 Advanced Micro-Level Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
Micro Practice extends foundation knowledge of generalist practice and requires critical understanding of diverse theories and their related evidence-informed practice models. Critical analysis examines these models from an anti-racist and strengths perspective in order to intervene effectively using a variety of systems perspectives in situations of increased complexity.
Outcomes:
Demonstrate ethical, professional, and culturally responsive behavior by integrating anti-oppressive frameworks, critical self-reflection, and respect for diversity to advance human rights and equitable clinical social work practice with individuals, families, and groups; Assess clinical cases using clinical theories and policy-aware frameworks, develop treatment plans grounded in research-informed practice, and effectively engage with individuals, families, and groups in clinical settings; Implement evidence-based clinical interventions that improve client functioning and evaluate intervention outcomes across diverse individuals and families

SOWK 681 Advanced Mezzo & Macro Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course will focus on integrated practice approaches that span the micro (e.g., individuals/families/groups), mezzo (e.g., communities), and macro (e.g., systems, societal) frameworks. Numerous theories and models will be examined throughout the semester. The course also explores the role of the social work profession in creating social and organizational change, as well as interprofessional and interdisciplinary efforts.
Outcomes:
Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations; Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration

SOWK 682 Advanced Mezzo and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students, Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community-engaged practices and considers the community as a place of practice and source of social change and discusses the role. Emphasis is given to philanthropy and its critiques, as well as grant-writing. In addition, the course will provide(s) practical experience such as creating work team contracts, articulating the elements of a typical grant proposal, and reviewing grant proposals.
Outcomes:
Demonstrate and apply ethical, professional, and justice-oriented practice by integrating diverse theoretical frameworks and engaging in advocacy to promote equity and inclusion across systems of care; Analyze and synthesize policy, research, and practice perspectives to assess problems across micro, mezzo, and macro contexts and develop interventions that address the complex needs of individuals, families, and communities; Design, implement, and evaluate integrated practice interventions that promote collaboration, empowerment, and sustainable change within and across systems

SOWK 689 Arts-Based and Experiential Approaches to Social Work (3 Credit Hours)
Pre-requisites: SOWK 501 and SOWK 503 (Grade of C or better), or Advanced Standing or 5-Year SOWK Students
Students learn about arts-based and experiential approaches in social work practice, the theories that drive and support their use, and the evidence that supports their use throughout all levels of social work practice, including the micro, mezzo, and macro levels.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and inclusive practice by integrating arts-based and experiential approaches to promote social justice, equity, and empowerment among diverse client populations; Engage and collaborate with individuals, families, groups, organizations, and communities to incorporate creative, somatic, and expressive interventions that enhance engagement, communication, and healing across social work contexts; Design, implement, and evaluate arts-based and experiential treatment plans that promote resilience, growth, and transformation through innovative and culturally responsive interventions

SOWK 690 Independent Study (1-3 Credit Hours)
Independent studies generally consist of research, activities, and papers. Dependent on a student's needs, the course can be either 1, 2 or 3 credit hours and the requirements are adjusted accordingly. Students need to find a full-time faculty member willing to teach this course, obtain approval from the faculty member, as well as the Program Director to register for this course.

SOWK 714 Philanthropy, Public Policy, and Community Change (3 Credit Hours)
Pre-requisites: Graduate Social Work; Or Advanced Standing Students or 5-Year Social Work Students
This course examines the roles that philanthropy and foundations play in advancing, influencing, and preventing social and community change. It explores relationships between public policy and philanthropic giving. Patterns of giving, policy intervention strategies, structural issues, and programmatic opportunities and constraints will be illuminated.
Course equivalencies: PHPY402/SOWK714
Outcomes:
Engage with individuals, groups, organizations, and communities to critically examine philanthropy, public policy, and social change and reflect on their own positionality within systems of power and funding; Assess the roles, impacts, and accountability of philanthropic foundations and public policies by applying research, theory, and critical analysis to social welfare systems and community change efforts; Intervene and evaluate strategies for philanthropy-driven and policy-informed social change by analyzing evidence, engaging community perspectives, and assessing outcomes of alternative funding and advocacy approaches

SOWK 722 Introduction to Alcohol and Other Drug Disorders (3 Credit Hours)
This course will inform students about the prevalence of substance use disorders. These disorders are a part of the broad spectrum of social work practice. An assumption of the course is that SUD manifests in a variety of social work practice settings, therefore all social workers must have basic skills to identify, intervene with and refer to SUD-involved clients.
Outcomes:
Apply ethical, professional, and anti-oppressive social work principles to substance use practice by examining social justice, diversity, and human rights issues affecting individuals, families, and communities impacted by substance use disorders; Analyze substance use patterns, cultural contexts, and policy influences to assess the impact of alcohol and other drugs on individuals, families, and communities across micro, mezzo, and macro levels of practice; Evaluate substance use interventions, prevention strategies, and recovery-oriented approaches by integrating research-informed knowledge, experiential learning, and reflective practice to inform social work responses to substance use disorders

SOWK 730 Immigration Dynamics and U.S. Social Policy (3 Credit Hours)
This course also offers an exploration into some of the social policy and social welfare concerns associated with contemporary migration. This examination considers the social, political, environmental, and economic causes and consequences of migration; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental local, national, and international organizations. Social justice themes related to migration are also explored.
Outcomes:
Analyze how US migration laws, policies, and historical practices produce and reproduce social, racial, economic, and environmental injustices, and apply that analysis to explain implications for immigrant well-being and service access; Apply anti-racist, diversity, equity, and inclusion principles to critically evaluate immigration-related programs, case materials, and classroom discussions, and to design culturally responsive teaching cases or interventions; Evaluate policy options and synthesize research, primary sources, and community perspectives to propose evidence-informed policy or practice recommendations and to assess their likely effects on individuals, families, and communities

SOWK 731 Social Work Practice with Refugees and Immigrants (3 Credit Hours)
This course focuses on identification and application of clinical social work assessment and intervention with major migrant groups. It considers immigrant and refugee individuals and families currently living in the U.S., helping students build a knowledge base for effective work, especially with those experiencing violence and trauma.
Outcomes:
Analyze and apply anti-racist, culturally responsive, and trauma-informed frameworks to advance human rights and social, racial, economic, and environmental justice in clinical practice with immigrants and refugees; Integrate research evidence, theoretical perspectives, and client narratives to develop and evaluate practice-informed interventions that promote resilience and empowerment among immigrant and refugee individuals, families, and communities; Design and implement collaborative, multi-level intervention strategies that strengthen engagement, assessment, and advocacy with immigrant and refugee populations while fostering sustainable change in organizational and community contexts

SOWK 732 Migration, Social Justice, and Human Rights (3 Credit Hours)
This course offers an exploration into some of the human rights and social justice concerns associated with global migration. It addresses distinct perspectives and practices of justice as they relate to concrete ethical and justice dilemmas posed by contemporary migration, immigration policies, and the social, political, and environmental factors that contribute to voluntary and forced migration.
Outcomes:
Evaluate and apply social work ethical principles and professional standards to complex human rights and migration scenarios, demonstrating integrity, critical reflection, and ethical decision-making in practice; Analyze and advocate for equitable social policies and practices that promote human rights, anti-racism, and social justice for migrants and refugees across micro, mezzo, and macro levels of practice; Design and propose policy-informed interventions that address human insecurities and systemic inequities affecting immigrant and refugee communities, integrating diverse social justice frameworks and evidence-informed approaches

SOWK 733 North American Migration Dynamics, Challenges & Opportunity (1-3 Credit Hours)
This course is offered in Mexico in collaboration with IberoAmericana an opportunity for Loyola students to come together with Mexican students to study migration related issues affecting our respective countries and shared continent. Specifically, the course will focus on central themes concerning the opportunities as well as challenges to fundamental social institutions and migration dynamics of policies for North America.

SOWK 734 Social Policy and Older Adults (3 Credit Hours)
This course will focus on services issues related to geriatric case management, home care and the continuum of community based services as well as the relationship between informal and formal support. In addition to exploring direct services and programs for older adults, there will be consideration of the needs and services for family caregivers.
Outcomes:
Students in this class will demonstrate the capacity to engage in critical thinking, apply knowledge of human behavior and the social environment, engage in policy practice to advance social and economic well-being and to deliver effective social work services; and respond to contexts that shape practice

SOWK 735 Loss, Grief, and Dying (3 Credit Hours)
Losses, followed by grief reactions are present in nearly every clinical situation that Social Workers encounter. This course will help students acquire skills in helping clients (and themselves) transition through grief in response to non-death and death experiences. The course builds on knowledge of direct practice, human behavior theory, life span development, and cultural diversity.
Outcomes:
Evaluate ethical and professional responsibilities in social work practice with loss, grief, and bereavement across diverse cultural and social contexts; Assess individual, family, and community responses to loss and grief using culturally responsive and theoretically informed social work frameworks; Apply and evaluate intervention strategies that support healing, meaning-making, and resilience in individuals and communities experiencing loss and bereavement

SOWK 754 Global Social Work: Reflective Practice for Justice and Peace (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course provides an introduction to social work practice in an international context. The emphasis is on understanding cross-cultural peace-building practices using clinical skills and community action activities that build civil society structures and promote peaceful resolution of socially traumatized experiences. This course includes video conferencing.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and human rights-based frameworks to analyze global issues of oppression, inequality, and justice across diverse cultural contexts; Integrate and synthesize policy, advocacy, and global practice models to develop strategies that influence international social welfare systems and promote equitable and sustainable community development; Design and evaluate culturally responsive and collaborative interventions that strengthen cross-national partnerships and promote social change, peace-building, and community resilience

SOWK 763 Women in a Global Context (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course covers understanding women in a global context, social development institutions, and women's representation within them and in related media and social media. It builds the knowledge of relevance to students of social work, women's studies, international studies, migration, and communication.
Outcomes:
By the end of this course, students will be able to: 1) Critically analyze global social policies through a feminist lens to evaluate their impact on women's rights and social, racial, economic, and environmental justice (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice); 2) Assess and interpret diverse cultural, social, and political perspectives influencing women's lived experiences globally to enhance cross-cultural understanding and advocacy in social work practice (Aligned with Competency 5 - Engage Diversity and Difference in Practice)\\n; 3) Create evidence-informed media or policy advocacy products that promote equitable representation and justice for women in global and local contexts (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice and Competency 5 - Engage Diversity and Difference in Practice)

SOWK 780 Integrative Seminar I Advanced School Mental Health Program (1 Credit Hour)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. This is the first semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar.

SOWK 781 Integrative Seminar II Advanced School Mental Health Program (2 Credit Hours)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 780 prior to taking this course. This is the second semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 782 Integrative Seminar III Advanced School Mental Health Program (1 Credit Hour)
This is the first semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students must be enrolled in the Advanced School Mental Health Certificate program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 783 Integrative Seminar IV Advanced School Mental Health Program (2 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 782. This is the second semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 784 Evidence Based Practice in Schools (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of evidence based practice techniques in the school setting.
Outcomes:
Students will have an increased ability to apply EBP interventions in educational settings

SOWK 785 Solution-Focused Brief Therapy Techniques (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of solution-focused brief therapy techniques in school settings.
Outcomes:
Students will have an increased ability to apply solution-focused brief therapy techniques in educational settings

SOWK 786 Special Topics in School Social Work (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course will focus on different critical issues related to social work interventions in school settings.
Outcomes:
Students will gain expertise in various interventions of importance to effective social work in school settings

SOWK 787 Special Topics in School Social Work - Immersion Weekend (1 Credit Hour)
This is a one credit course that compliments SOWK 786 and provides an immersion experience related to the special topic course for that year. Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed or be concurrently enrolled in SOWK 786.
Outcomes:
Students will gain additional expertise in various interventions of importance to effective social work in school settings

SOWK 788 SMHAPP Independent Study (2 Credit Hours)
Independent study for students admitted into the SMHAPP certificate program. Restricted to SMHAPP certificate program.

SOWK 800 Statistics (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is the first in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference. The focus for the course is the applied use of statistical methods for the analysis of social science data using SPSS and manual calculations. In addition to covering applied statistical concepts and their application to data, the course will also critically examine the question of causality.
Outcomes:
Understand basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference, including z-tests, t-tests, ANOVA, and Chi-square; Examine critically the question of causality; Demonstrate critical thinking around how statistics and quantitative analysis can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups

SOWK 801 Historical & Contemporary Issues in Social Work Practice (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
The course will provide a critical review and analysis of the historical development of social work practice and identify and explore contemporary issues that impact the current delivery of social work practice services. Students will read from the professional literature ranging from the early 1900s to the present; critically evaluate the development of social work practice theory, knowledge, and skills as the profession sought to define what constitutes social work practice; examine the broader social, cultural, political, economic, and other contextual forces that shaped (and were shaped by) the development of social work practice and the provision of services to individuals, families, groups, and communities.
Outcomes:
Evaluate the general historical development of social work practice in the 19th, 20th, and 21st centuries, and its impact upon the empowerment and oppression of historically marginalized communities; Evaluate how historically marginalized communities created systems of mutual aid to support each other outside of the profession of social work; Identify the domains of social work practice knowledge and the intellectual currents which have influenced its ongoing development

SOWK 802 Grand Theories & Perspectives in Social Work Knowledge (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course focuses on grand theories and perspectives which guide social work practice, research, and policy. Students in this course will critically examine the grand theories and perspectives which have influenced social work in the past, currently influence social work, and will likely shape the profession of social work in the future. Through examining and critiquing the grand theories and perspectives, students will be challenged to think about how these theories do and do not address social and economic justice while also acquiring more knowledge regarding how these theories and perspectives help students better understand their substantive areas.
Outcomes:
Examine various theoretical models and perspectives of practice in social work; Explore the advantages and limitations of social work paradigms; Understand the utility and difficulties associated with a multi-theoretical approach to social work practice and research

SOWK 803 Advanced Statistics (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program; Completion of SOWK 800 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director; Completion of a course comparable to SOWK 800 with a grade of B- or higher is required; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This is the second in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers various multivariate statistical analysis techniques to test hypotheses that are most relevant to issues of social, economic, racial, and environmental justice.
Outcomes:
Understand correlation, two-way ANOVA, linear, multiple, and logistic regression; Apply these techniques, test assumptions, and interpret results using statistical software; Promote critical thinking around how statistics can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups, and around ethics in quantitative analysis

SOWK 804 Qualitative Research (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program with completion of SOWK 818 with a grade of B- or higher; For non-social work PhD students, completion of a course comparable to SOWK 818 with a grade of B- or higher and approval from the School of Social Work Doctoral Program Director; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This course provides an overview of the fundamentals of qualitative research. It provides a detailed consideration of knowledge and skills in qualitative inquiry. The science and paradigms for qualitative inquiry in social work are examined as well as principles for qualitative inquiry design including data collection, analysis, and writing.
Outcomes:
Articulate the connections between paradigm, research question, qualitative method, and methods for data analysis; Design and implement a qualitative research project that appropriately matches research questions; Describe the development and usefulness of different qualitative research methods, including ethnography and ethnomethodology, grounded theory, phenomenological approaches, historical research, and constructivist inquiry

SOWK 805 Research Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies and identify their strengths and weaknesses, as well as their contributions to social work practice; Identify a research problem and select an appropriate design and analysis plan; Create at least 2 manuscripts for publication or other similar documents reporting on the findings of their project

SOWK 806 Research Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 805 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies; Identify strengths, weaknesses, and contributions of research articles to social work; Complete a research project that identifies a research problem and select an appropriate design and analysis plan

SOWK 808 Integration of Research, Practice, & Theory in Social Work Scholarship (3 Credit Hours)
Pre-requisites: Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher and Social Work PhD Student; For non-social work PhD students, completion of comparable courses with a grade of B- or higher; Interested non-social work PhD students are to submit the comparable course syllabi to the social work Doctoral Program Director for review and approval
This course focuses on the examination of research, practice, and theory as well as the integration of these focal areas in doctoral students' substantive areas. Students will examine the research, theories, and practices that have been used in their substantive areas to gain further knowledge of the current state of their substantive areas and address key research questions.
Outcomes:
Examine research, theories, and practices in student's own substantive areas; Identify gaps in knowledge in student's own substantive areas of research; Explore ideas for future research and scholarship; Critically evaluate existing evidence in student's own areas of research

SOWK 817 The Nature of Social Work Knowledge (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course aims to help students understand the variety of contemporary understandings of science in the social and behavioral sciences and foundational aspects of designing research to develop conceptual frameworks for social work practice. Emphasis will be on science as a problem-solving process, with scientific knowledge development being a major link for the social worker between the roles of practitioner and researcher.
Outcomes:
Evaluate key aspects in philosophy of research for the social and behavioral sciences; Evaluate and analyze the major paradigms of knowledge generation in social work; Formulate an approach to scientific knowledge, with a focus on emancipation, anti-oppression as values key to the mission of social work, considering how approaches to science support or undermine those goals

SOWK 818 Social Work Research Methodology: Overview of the Fundamentals (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course presents an overview and critical analysis of the research methods commonly used in social work and other related disciplines. The course will involve reading about these research methods, critically analyzing a variety of research reports, and applying research methods to an area relevant to the advancement of knowledge about social work selected by each student.
Outcomes:
Understand the epistemological bases of various approaches to research on the research process and knowledge development in the social sciences; Understand the variety of traditions of research in and relevant to the social work profession, with an emphasis on research about practice, to identify and analyze the research and evaluation designs or strategies of inquiry; Understand problem formulation process, including engaging in the process of identifying and refining the description of a study issue, the statement of a research question, and the connection of it to a strategy of inquiry

SOWK 820 Social Theory & Social Change (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course will explore the evolution and development of macro practice in the United States with a focus on theory and methods that undergird community practice and policy practice. Course content will include a conceptual history of macro practice within social work, including the unique role of macro practice methods in carrying out the mission of the social work profession. The role of different forms of power, at the institutional and social level, as well as values and ethical dilemmas associated with macro practice and their relation to social work, will also inform the course.
Outcomes:
Evaluate the use of macro practice, including community practice (ie, development, planning, organization) and policy practice in the United States; Critically analyze how macro practice evolved within the social work profession, including the degree to which macro practice methods and models have advanced social work's historic mission and values; Identify how macro practice methods are used to address forms of social, political, and economic inequality, promote social justice, and secure human rights

SOWK 822 Organizational Analysis (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course explores the ways in which an organizational lens can be usefully applied in the context of social welfare-related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations.
Outcomes:
Apply an organizational lens to analyze the roles and functions of human service organizations-such as social service agencies, schools, and advocacy organizations-in addressing social problems; Critically evaluate major theoretical traditions in organizational studies and assess their relevance to contemporary social welfare research contexts; Integrate organizational theory into original research designs, selecting appropriate theoretical frameworks and methodological approaches to explore questions related to social welfare and human service delivery

SOWK 827 Doctoral Study (1 Credit Hour)
Students register for this course during the semester they are taking their comprehensive exams and any semesters they do not yet have an approved proposal.
Outcomes:
Evaluate and demonstrate mastery of core disciplinary knowledge by successfully completing the comprehensive examination according to program criteria; Design a dissertation proposal plan and select a dissertation chair/adviser in collaboration with the doctoral program director

SOWK 828 Teaching Seminar and Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from social justice and anti-racist perspective and the practical experience of preparing and teaching a course. This course focuses on theories of learning, the application of these theories to the teaching process, and the teaching process itself. SOWK 829 is a continuation of this content.
Outcomes:
Identify, discuss and analyze various teaching activities in relation to theories of learning and antiracist pedagogy; Identify and know how to develop a course in an area of specific academic interest and professional expertise; Develop a personal pedagogical style and accompanying statement, supplemented by additional relevant technological expertise which will support a sense of competence in your own ability to teach

SOWK 829 Teaching Seminar & Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago and completion of SOWK 828 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from a social justice and anti-racist perspective with the practical experience of preparing and teaching course content. SOWK 829 also continues focus on integrating material from SOWK 828 and creating and managing an inclusive environment via a variety of learning platforms with diverse students.
Outcomes:
Identify one's own biases and triggers to include and conduct class discussions on issues of social justice and diversity as it relates to the various topics in all social work courses; Develop ability to manage conflict around issues of diversity, whether it be political, theoretical, or personal issues raised in class discussion; Assess and critique their own and their colleagues' teaching style, instructional methods, and general strengths and weaknesses as a social work instructor

Social Work Internship Instruction

SWII 530 Internship I & Simulated Experience (1 Credit Hour)
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SWII 531 Internship II & Simulated Experience (1 Credit Hour)
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; 2) Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; 3) Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SWII 630 Field Instruction III & Simulated Experience (1 Credit Hour)
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Understand the professional purpose, values, and ethical implications of social work practice, 2) develop knowledge of the multiple frames of reference that reflect the organization and diversity of the profession

SWII 630S Integrative Seminar (2 Credit Hours)
This course is the second of two seminars that serve to enrich students' field experience. The focus of this course is upon experiences and progress of the student in the first semester of advanced field and the relationship of the field experience to specific advanced practice class content.
Outcomes:
1) Integrate classroom knowledge and skills into the field setting, 2) reflect on field learning experiences and growth of professional sense of self

SWII 631 Field Instruction IV & Simulated Experience (1 Credit Hour)
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Understand the professional purpose, values, and ethical implications of social work practice, 2) develop knowledge of the multiple frames of reference that reflect the organization and diversity of the profession

SWII 632 Internship Instruction III & Simulated Experiences (1 Credit Hour)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, Students or 5 Year Social Work Students
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in specialized field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining accountability and professionalism in internship settings; Advance human rights and social, racial, economic, and environmental justice by applying anti-racist, culturally responsive, and inclusive frameworks within specialized internship settings; Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities by integrating theory, research, and practice-informed strategies within specialized field settings

SWII 633 Internship Instruction IV & Simulated Experiences (1 Credit Hour)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, Students or 5 Year Social Work Students
Co-requisites: SWII 632
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in specialized field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining accountability and professionalism in internship settings; Advance human rights and social, racial, economic, and environmental justice by applying anti-racist, culturally responsive, and inclusive frameworks within specialized internship settings; Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities by integrating theory, research, and practice-informed strategies within specialized field settings

Post-MSW Certified Alcohol and other Drugs Counselor Training Program (CADC) Certificate

NOTE: As of Fall 2026, this program is no longer accepting applicants.

Loyola University Chicago's School of Social Work is accredited by the Illinois Certification Board, ICB (Formally IAODAPCA) as an Advanced Accredited Training Program, preparing social work students and practitioners to become Certified Alcohol and Other Drug Counselors (CADC).

Upon completion of the training program (see below for program requirements), students are eligible to submit their application to ICB to take the CADC exam. A passing grade on the ICB-administered exam is required for official CADC certification.

Student eligibility to take the exam is contingent upon the completion of the required classes and internship hours.

Related Programs

Certificate

- Post-MSW Professional Educator License: School Social Worker Endorsement (p. 1830)

Curriculum

The following courses are required by Loyola and to fulfill state requirements.

Code	Title	Hours
SOWK 722	Introduction to Alcohol and Other Drug Disorders	3
SOWK 621	Clinical Practice in Addiction	3
SOWK 622	Substance Abuse Treatment in Groups	3
SWII 730		1
Total Hours		**10**

Internship

Students in the CADC certificate must secure an internship at a site that has been approved by Loyola as a CADC site. Students are required to complete a total of 500 internship hours.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

MSW Program Generalist Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti- racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affect well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW PROGRAM SPECIALIZED MICRO LEARNING OUTCOMES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts.
- Demonstrate ethical use of advanced modalities in practice and any related technological applications in the micro field of social work.
- Recognize and manage ethical violations and resolve conflicting ethical obligations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.
- Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.
- Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice.

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.
- Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.
- Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system's human rights.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced micro practice.
- Critically evaluate and select potential practice models relevant to the client's systems.
- Use their experience from their internship or practicum placement to identify real-life challenges and address the practical needs of clients
- Engage in partnerships with experienced social workers to help bridge the gap between theory and practice and broaden knowledge of social work practice as it relates to the micro field of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan for organizational analysis and change, working with relevant constituencies to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the organization's mission.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affect client groups, organizations, and communities and intervene proactively for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply culturally appropriate resources available to assist with problem-solving.
- Recognize and describe self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems.
- Implement and describe the use of reflective listening tools when needed to engage and empower members of families and groups.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias,

power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies.
- Illustrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, understanding the lack of political neutrality in their work.
- Exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and
- Convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand they have a plethora of treatment models from which to choose in tailoring interventions to be maximally effective with clients. Remaining up to date about the multiple forms of available evidence concerning the effectiveness of these models for client systems, social workers choose models that are most suited to advance the client's self-determination and to empower the client in relation to larger social systems that often are oppressive. Social workers co-formulate intervention goals with clients, ensuring those are revised as the client accomplishes one goal and seeks to move on to the next. Social workers consider how the client responds to different ways social workers use themselves (active expressions empathy v. quiet listening, degrees of self-disclosure and reticence for instance) and examine how the client responds so as to offer the client a relationship that fosters engagement and client progress. Social workers attend to the powerful meaning the relationship can have for the client, understand dynamics of transference, relate using cultural humility so as to learn from clients about cultures different than the social worker's, refrain from words or actions that can hurt the client, and carry out treatment respectfully to advance the client's dignity and resilience.

1. Self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients.
2. Using supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice.
3. Demonstrating an ability to intervene collaboratively and collectively with clients in choice of treatment plans and their implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation of practice is an ongoing activity. Social workers plan ahead for evaluating the treatment by reflectively articulating choice of intervention theory and model, formulating intervention goals that are amenable to evaluation, and planning how to keep notes that foster reflection about client progress. Social workers understand evaluation is participatory -- it occurs with clients in various ways both spontaneous and planned -- and so the social worker pays attention to client's opinions about whether and how the intervention is helpful. Social workers make use of a diversity of models for evaluating treatment, such as participatory consumer evaluation interviews with groups, organizations, and communities; process notes with individual clients, families, and groups; engaging communities and smaller systems in reflecting on those relationship processes that bring about desired changes. Social workers understand that interventions can unintentionally include discriminations (microaggressions) and continually evaluate their practice with an eye to remedying and avoiding those discriminations.

1. Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives.
2. Competently demonstrate case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being.
3. Demonstrates competence in incorporating client feedback processes in planning and carrying out the intervention plan.

Post-MSW Professional Educator License: School Social Worker Endorsement

As of Fall 2026, this program is no longer accepting applicants.

This program is for graduates with a MSW degree from an accredited School of Social Work that are seeking to obtain a Professional Educator License (PEL) with a School Social Work endorsement.

Pre-requisites

- Master's degree in Social Work from an accredited program
- Please review the substitution rules as outlined in the section entitled applying for full admission to an Illinois Educator Preparation Program from ISBE at:
  - Illinois State Board of Education (https://www.isbe.net/Pages/Educator-Licensure-Testing-Info.aspx)
  - Schools PEL Information (https://catalog.luc.edu/graduate-professional/social-work/professional-educator-license-school-social-worker-endorsement-certificate/Procedures_for_Receiving_Your_License.pdf)

Related Programs

Master's

- Social Work (MSW) (p. 1831)
- Social Work Online (MSW) (p. 1839)

Certificate

- Post-MSW Certified Alcohol and other Drugs Counselor Training Program (CADC) Certificate (p. 1825)

Curriculum

Program Requirements

Successful completion of 13 credits (3 required classes and one externship with a concurrent Integrative Seminar). Classes may be

completed online or in the classroom. Student must receive a grade of "C" or better in each class.

Code	Title	Hours
SOWK 609A	School Social Work Policy and Practice I	3
SOWK 609B	School Social Work Policy and Practice II	3
CIEP 401	The Exceptional Child	3
Externship Requirements		
SWII 640		0
SWII 640S		2
SWII 641		0
SWII 641S		
Total Hours		**11**

- Pass the ISBE Content Exam for School Social Work (ISBE #238) prior to eligibility for the PEL. Submit verification to **Amy Greenberg at** agreenberg2@luc.edu. All content exams are administered only in computer-based testing (CBT) format, external to Loyola.

Externship Requirements

- Externships must be completed in a ***traditional*** Illinois public school (non-charter, non-therapeutic and/or non-alternative) for a full academic year aligned with the district's calendar (August to June) for a minimum of two or three days per week.
- Students apply to their externship through the SONIA database and then sign up for a placement interview to receive referrals from the PEL team.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Summer		
CIEP 401	The Exceptional Child (This course may also be taken in fall or spring.)	3
	Hours	**3**
Fall		
SOWK 609A	School Social Work Policy and Practice I	3
SWII 640		0
SWII 640S		
	Hours	**3**
Spring		
SOWK 609B	School Social Work Policy and Practice II	3
SWII 641		0
SWII 641S		
	Hours	**3**
	Total Hours	**9**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Conduct comprehensive and culturally responsive student assessments
- Provide direct and indirect services to students
- Demonstrate leadership and supervision skills in school settings
- Design, implement, and evaluate school social work programs and services
- Engage in community organizing and policy practice for social justice
- Integrate social work values and ethics in complex and challenging situations

Social Work (MSW)

The Master of Social Work degree is a two-year program offering advanced practice training in clinical, school, and community settings. Graduates of this program are well positioned for leadership roles in clinical, human services, outreach, and development settings. Learn more about course offerings for Master of Social Work students (https://www.luc.edu/socialwork/academics/graduate/graduate-courses/).

An alternative pathway to earning a Master of Social Work (MSW) is the **Intensive Weekend Program (IWP)**. The key difference is structure. The IWP is a cohort-based, in-person program designed for working professionals. The IWP spans three years over eight semesters (including summers) with fall entry. Students take two courses per semester, meet in person once a month, and complete asynchronous work between sessions. Internship hours are distributed across the program, allowing for a manageable workload alongside full-time employment.

Upon completing the program, students have completed the education requirements for both the LSW and the LCSW licenses. The LSCW requires post-graduate clinical supervision hours by a Licensed Clinician and a passing score on the licensure exam, or an extended period of post-graduate supervision.

Specialization and Track Options

Students in the Master of Social Work Program can select an area of specialization in:

- Micro Practice Specialization
- Leadership, Mezzo, & Macro Practice Specialization (LMMP)

Students in the **Micro Practice Specialization** can choose a track from the following:

- Advanced Clinical Practice (p. 1849)
- Certified Alcohol and other Drugs Counselor training program (CADC) (p. 1852)
- Migration Studies (p. 1855)
- Schools/Professional Educator License (PEL) (p. 1858)

The **Leadership, Mezzo, & Macro Practice (LMMP)** area of specialization offers a track in:

- Leadership, Community, Advocacy, and Policy (LCAP) (p. 1846)

Related Programs

Doctoral

- Social Work (PhD) (p. 1398)

Combined

- Social Work/Law (MSW/JD) (p. 1900)

Curriculum

Master of Social Work (MSW)

The MSW program requires the completion of 49 credit hours, including two internships totaling 1,000 hours.

The traditional program takes two years to complete for students who attend full-time or four years to complete for students who are attending part-time during the week (two classes per semester).

We also offer an Intensive Weekend program (IWP) that is part-time (two classes per semester) and takes three years to complete.

Coursework

There are no prerequisites for the MSW program. The MSW curriculum is split up by year with generalist and specialized courses.

Code	Title	Hours
Generalist MSW Courses		
Community Immersion Program (1-Week Community Immersion Program)		0
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Certified Alcohol and Other Drug Counselors (CADC) Track		
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	
Advanced Clinical Practice Track		
3 Track Courses		
See Course Options for the Advanced Clinical Track [2]		
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
Leadership, Community, Advocacy, and Policy (LCAP) Track		
SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		
All students will choose to take two electives. Any 600 or 700-level course may be considered an elective.		6
Total Hours		**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

[2] Course Options (p. 1849)

Internships

The first internship is 400 hours, performed at the rate of 16 hours per week on Tuesday and Thursday during normal business hours. The second internship is 600 hours performed at the rate of 24 hours per week on Monday, Wednesday, and Friday during normal business hours.

There are three internship timeframes: fall-spring, spring-summer, or summer block. The summer block consists of 35-40 hours per week, Monday–Friday, during normal business hours.

Specializations & Tracks Options

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization (available to traditional students only)
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
  - Migration Studies Track (p. 1855)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Traditional Master's Program

Micro Practice Specialization

Fall Start

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**13**
Spring		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**13**
Year 2		
Fall		
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Elective		3
Track Course		3
Track Course		3
	Hours	**13**
Spring		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Track Course		3
Elective		3
	Hours	**10**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Spring Start - Spring Internship

Course	Title	Hours
Year 1		
Spring		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**13**
Summer		
SWII 531	Internship II & Simulated Experience	1
	Hours	**1**
Fall		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Year 2		
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Track Course		3
Track Course		3
	Hours	**10**
Summer		
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**1**
Fall		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
Track Course		3
Elective		3
Elective		3
	Hours	**12**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Spring Start - Summer Internship

Course	Title	Hours
Year 1		
Spring		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3

SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**12**
Summer		
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
	Hours	**2**
Fall		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Year 2		
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Track Course		3
Track Course		3
	Hours	**10**
Summer		
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**1**
Fall		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
Track Course		3
Elective		3
Elective		3
	Hours	**12**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Summer Start

Course	Title	Hours
Year 1		
Summer		
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**6**
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**10**
Spring		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**10**
Year 2		
Fall		
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Elective		3
Track Course		3
Track Course		3
	Hours	**13**
Spring		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Track Course		3
Elective		3
	Hours	**10**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Leadership, Mezzo, & Macro Practice (LMMP) Specialization

Fall Start

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**13**
Spring		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3

SOWK 505	Group Work Practice in Social Work: Micro/ Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**13**
Year 2		
Fall		
SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**10**
Spring		
SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 680	Advanced Micro-Level Practice	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Elective		3
Elective		3
	Hours	**13**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Spring Start - Spring Internship

Course	Title	Hours
Year 1		
Spring		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**13**
Summer		
SWII 531	Internship II & Simulated Experience	1
	Hours	**1**
Fall		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/ Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Year 2		
Spring		
SOWK 650	Leadership & Supervision in Service Organizations (Spring only)	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Elective		3
	Hours	**10**
Summer		
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**1**
Fall		
SOWK 652	Organizations, Program Development, and Evaluation (Fall only)	3
SOWK 653	Community Organizing and Policy Practice (Fall only)	3
SOWK 680	Advanced Micro-Level Practice	3
Elective		3
	Hours	**12**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Spring Start - Summer Internship

Course	Title	Hours
Year 1		
Spring		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**12**
Summer		
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
	Hours	**2**
Fall		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/ Mezzo/Macro	3

SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Year 2		
Spring		
SOWK 650	Leadership & Supervision in Service Organizations (Spring only)	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Elective		3
	Hours	**10**
Summer		
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**1**
Fall		
SOWK 652	Organizations, Program Development, and Evaluation (Fall only)	3
SOWK 653	Community Organizing and Policy Practice (Fall only)	3
SOWK 680	Advanced Micro-Level Practice	3
Elective		3
	Hours	**12**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Summer Start

Course	Title	Hours
Year 1		
Summer		
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**6**
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**10**
Spring		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**10**
Year 2		
Fall		
SOWK 652	Organizations, Program Development, and Evaluation (Fall only)	3
SOWK 653	Community Organizing and Policy Practice (Fall only)	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**10**
Spring		
SOWK 650	Leadership & Supervision in Service Organizations (Spring only)	3
SOWK 680	Advanced Micro-Level Practice	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Elective		3
Elective		3
	Hours	**13**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take **SOWK 504** and **SOWK 681**. Student who matriculated in Fall 2025 or after should take **SOWK 508** and **SOWK 682**.

Intensive Weekend Program

Students in the Intensive Weekend Program would take the Micro Practice Specialization with the Advanced Clinical Practice Track.

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
	Hours	**6**
Spring		
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**6**
Summer		
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice	3
	Hours	**6**

Year 2		
Fall		
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**7**
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**7**
Summer		
SOWK 616	Psychotherapy with Adults	3
SOWK 620	Clinical Social Work Practice with Children	3
	Hours	**6**
Year 3		
Fall		
SOWK 612	Family Assessment and Intervention	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**4**
Spring		
SOWK 621	Clinical Practice in Addiction	3
SOWK 645	Crisis Intervention	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**49**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work Advanced Standing Program (MSW)

The MSW program requires the completion of 23 credit hours, including a 600-hour internship. The program takes 10 months to complete for students that attend full-time (four classes per semester plus internship) or two years to complete for students who attend part-time (two courses per semester). The Advanced Standing MSW program begins in the Fall semester.

Eligibility

To be considered for the Advanced Standing program, the following requirements must be met:

- The applicant has earned a BSW from an institution accredited by the CSWE within the last five years prior to the start of the term to which they are applying, OR
- If the BSW has been received from an institution accredited by the CSWE more than five years prior to applying to the Advanced Standing program, the applicant must prove an active involvement in practicing the social work profession during the time between graduation and application to the program. Examples of how to prove this active involvement are certifications of employment and/or volunteer work and some level of officially recognized licensure in social work.
- 3.0 or higher overall GPA

Related Programs

Master's

- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work Online (MSW) (p. 1839)

Curriculum

Students must have completed a BSW degree at an accredited school of social work.

Students will complete 23 credit hours based on the requirements of their specialization.

Code	Title	Hours
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Certified Alcohol and Other Drug Counselors (CADC) Track		
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	

SOWK 732	Migration, Social Justice, and Human Rights	
Advanced Clinical Practice Track		
3 Track Courses		
See Course Options for the Advanced Clinical Track [2]		
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
Leadership, Community, Advocacy, and Policy (LCAP) Track		
SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		
All students will choose to take two electives. Any 600 or 700-level course may be considered an elective.		6
Total Hours		**23**

[1] Students who matriculated before Fall 2025 should take SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 682.

[2] See Course Options (p. 1849) for the Advanced Clinical Track.

Internship

The MSW Advanced Standing program requires a 600-hour internship, performed at the rate of 24 hours per week. Internships are typically on Monday, Wednesday, and Friday during regular business hours.

Students may pursue an internship from fall-spring, spring-summer, or a limited number of summer block internships are available. A summer block consists of 35-40 hours per week, Monday-Friday, during regular business hours.

Specializations & Tracks Options

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
  - Migration Studies Track (p. 1855)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Leadership, Mezzo, & Macro Practice (LMMP) Specialization

Course	Title	Hours
Year 1		
Fall		
SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**10**
Spring		
SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 680	Advanced Micro-Level Practice	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Elective		3
Elective		3
	Hours	**13**
	Total Hours	**23**

[1] Students who matriculated before Fall 2025 should take SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 682.

Micro Practice Specialization

Course	Title	Hours
Year 1		
Fall		
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Elective		3
Track Course		3
Track Course		3
	Hours	**13**
Spring		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
Track Course		3
Elective		3
	Hours	**10**
	Total Hours	**23**

[1] Students who matriculated before Fall 2025 should take SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 682.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work Online (MSW)

The Online MSW program curriculum requires 49 credit hours of coursework, equivalent to 8 consecutive semesters including summer terms, and follows a cohort model for the Foundation portion of the program. The coursework for the program offers fully online content with synchronous class sessions. The required internships are in-person in the student's home state.

The program offers advanced practice training in clinical and school settings. Graduates of this program are well positioned for roles in direct social work practice in community, hospital, child welfare, school and private practice settings.

Students in the Master's in Social Work Program can select an area of specialization in:

- Micro Practice Specialization
- Leadership, Mezzo, & Macro Practice Specialization (LMMP) *Currently paused*

Students in the **Micro Practice Specialization** can choose a track from the following:

- Advanced Clinical Practice
- Schools/Professional Educator License (PEL) (for students in Illinois only)

The **Leadership, Mezzo, & Macro Practice (LMMP)** area of specialization offers a track in:

- Leadership, Community, Advocacy, and Policy (LCAP) *Currently paused*

Upon completing the program, students have completed the education requirements for the LSW and the LCSW licenses. The LSCW requires post-graduate clinical supervision hours by a Licensed Clinician and a passing score on the licensure exam, or extended post-graduate supervision.

Related Programs

Master's

- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work Advanced Standing Program (MSW) (p. 1837)

Curriculum

The Online MSW program curriculum requires 49 credit hours of coursework, equivalent to 8 consecutive semesters, including summer terms, and follows a cohort model.

The MSW curriculum is split up by year with generalist and specialized courses.

Code	Title	Hours
Generalist Courses		
Community Immersion Program (1-Week Community Immersion Program)		0
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Advanced Courses		
Courses required of all students:		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Advanced Clinical Practice Track		
SOWK 616	Psychotherapy with Adults	
SOWK 620	Clinical Social Work Practice with Children	
SOWK 632 / SOWK 612	Clinical Social Work with Older Adults [2]	
Elective Courses		**6**
All students will take two electives.		
Advanced Clinical Practice students take SOWK 621 and SOWK 645.		
Schools students take SOWK 603 and SOWK 645.		
Total Hours		**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

[2] Students who matriculated before Fall 2024 should take SOWK 632. Students who matriculated Fall 2024 or after should take SOWK 612.

Specializations & Tracks Options

The Master of Social Work program has the following specialization and track options:

- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Schools/Professional Educator License (PEL) Track (p. 1858) (Illinois only)

Internships

Students are required to complete two internships during their program. For the first year of the program, students focus on coursework only and do not complete an internship. However, at the start of the program, students are required to work with the Regional Coordinators to actively participate in locating internship sites in their home state for their generalist and specialized internships. Students apply to sites and interview to secure an internship. Internships are from Fall to Spring only.

The generalist internship is 400 hours, performed at the rate of 10-15 hours per week. The specialized internship is 600 hours, performed at 24 hours per week, and is aligned with the student's area of specialization.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Micro Practice Specialization with Advanced Clinical Practice Track

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
	Hours	**6**
Spring		
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**6**
Summer		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
	Hours	**6**
Year 2		
Fall		
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**7**
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**7**
Summer		
SOWK 616	Psychotherapy with Adults	3
	Hours	**3**
Year 3		
Fall		
SOWK 620	Clinical Social Work Practice with Children	3
SOWK 612 / SOWK 632	Family Assessment and Intervention [2]	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**7**
Spring		
SOWK 645	Crisis Intervention	3
SOWK 621	Clinical Practice in Addiction	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

[2] Students who matriculated before Fall 2024 should take SOWK 632. Students who matriculated Fall 2024 or after should take SOWK 612.

Micro Practice Specialization with Schools/Professional Educator License (PEL) Track

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
	Hours	**6**
Spring		
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**6**
Summer		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
	Hours	**6**

Year 2		
Fall		
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**7**
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**7**
Summer		
CIEP 401	The Exceptional Child	3
	Hours	**3**
Year 3		
Fall		
SOWK 609A	School Social Work Policy and Practice I	3
SOWK 620	Clinical Social Work Practice with Children	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**7**
Spring		
SOWK 609B	School Social Work Policy and Practice II	3
SOWK 645	Crisis Intervention	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work Advanced Standing Online Program (MSW)

The MSW program requires the completion of 23 credit hours, including a 600-hour internship. The program takes 10 months to complete for students that attend full-time (four classes per semester plus internship) or two years to complete for students who attend part-time (two courses per semester). The Advanced Standing MSW program begins in the Fall semester.

Eligibility

To be considered for the Advanced Standing program, the following requirements must be met:

- Earned a BSW from an institution accredited by the CSWE within the last five years prior to the start of the term in which you are applying to
- If the BSW has been received from an institution accredited by the CSWE more than five years prior to applying to the Advanced Standing program, the applicant must prove an active involvement in practicing the social work profession during the time between graduation and application to the program. Examples of how to prove this active involvement are certifications of employment and/or volunteer work and some level of officially recognized licensure in social work.
- 3.0 or higher overall GPA

Related Programs

Master's

- Social Work (MSW) (p. 1831)
- Social Work Advanced Standing Program (MSW) (p. 1837)
- Social Work Online (MSW) (p. 1839)

Curriculum

Students must have completed a BSW degree at an accredited school of social work.

Students will complete 23 credit hours based on the requirements of their specialization.

Code	Title	Hours
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Advanced Clinical Practice Track		

SOWK 621	Clinical Practice in Addiction	
SOWK 632 / SOWK 612	Clinical Social Work with Older Adults [2]	
SOWK 645	Crisis Intervention	
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
Leadership, Community, Advocacy, and Policy (LCAP) Track		
SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		**6**
All students will take two electives.		
Advanced Clinical Practice students take SOWK 621 and SOWK 645.		
Schools students take SOWK 603 and SOWK 645.		
LCAP students take SOWK 616 and SOWK 645.		
Total Hours		**23**

[1] Students who matriculated before Fall 2025 should take SOWK 681. Student who matriculated in Fall 2025 or after should take **SOWK 682**.

[2] Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take **SOWK 612**.

Internship

Advanced Standing students are required to complete one internship during their program. For the first year of the program, students focus on coursework only and do not complete an internship. However, at the start program, students are required to work with the Regional Coordinators to actively participate in locating internship sites in their home state for their specialized internship. Students apply to sites and interview to secure an internship. Internships are from Fall to Spring only. The specialized internship is 600 hours performed at 24 hours per week and is aligned with the student's area of specialization.

Specializations & Tracks Options

The Master of Social Work program have the following specialization and track options:

- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
	Hours	**6**
Summer		
Elective Course		3
	Hours	**3**
Fall		
Elective Course		3
Track Course		3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**7**
Year 2		
Spring		
Track Course		3
Track Course		3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**23**

[1] Students who matriculated before Fall 2025 should take SOWK 681. Student who matriculated in Fall 2025 or after should take **SOWK 682**.

[2] Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take **SOWK 612**.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Through the application of the 9 competencies required by the Council of Social Work Education, upon completion of the program students will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work: Online Bilingual Program (MSW)

The mission of the Master of Social Work program of Loyola University Chicago School of Social Work is to prepare students for leadership and service to others as professional social workers and as actively engaged scholars of social work practice.

- The entire program can be completed in 8 consecutive semesters (3 years).
- All courses are **online** and include synchronous (real-time) courses and have asynchronous content.
- Required supervised internship that can be completed in your own community.

Related Programs

Master's

- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work Online (MSW) (p. 1839)

Curriculum

The Online Bilingual Master's in social work degree is a three-year program offering advanced practice training. The program was designed to address the unmet service needs for health, behavioral health, and mental services for the Latinx/e community. The curriculum was adapted to prepare students to have the relevant linguistic, cultural, and migration focused knowledge and skills.

The course content and training will enable you to sit for the licensure exam in your respective state. The MSW program curriculum requires 49 credit hours of coursework, equivalent to 8 consecutive semesters, including summer terms.

Code	Title	Hours
Generalist MSW Courses		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		
Courses Required of All Students		
SOWK 621	Clinical Practice in Addiction	3
SOWK 632 / SOWK 616	Clinical Social Work with Older Adults [2]	3
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Micro Practice Specialization		
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 731	Social Work Practice with Refugees and Immigrants	3
SOWK 732	Migration, Social Justice, and Human Rights	3
Total Hours		**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

[2] Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take SOWK 616.

Internships

Students complete two required internships (generalist and specialized). The internship timeline for the Online Bilingual MSW Program for both internships is Fall- Spring.

- The generalist internship requires students complete a total of 400 hours over the course of two consecutive semesters, requiring approximately 12-15 hours per week. The generalist internship provides students with the opportunity to explore broad social work practice activities with individuals, families, groups, organizations, and communities. Appropriate tasks include (but not limited to): learning and practicing documentation, providing case management services and supports, conducting community outreach, co-facilitating groups/ workshops, etc. Students are not expected to provide clinical therapy in the generalist internship.
- The specialized internship offers students the opportunity to practice advanced clinical skills, including providing individual and group therapy services. Students are required to complete a total of 600 hours over the course of two consecutive semesters, requiring approximately 20-24 hours per week. Of the 600 hours, 50-70% of the hours should be focused on clinical work and in direct service to clients.
- Students work with Latinx/ Migrant populations during internships.
- Students are required to be supervised during internships by a professional that has an MSW with two years post masters experience or Licensed Clinical Social Worker. Students should receive weekly supervision from the site supervisor.
- Internship schedules are determined together by the student and site and should be discussed during the interview process. Start dates, end dates, and number of hours worked per week should be discussed. Students should determine with the site a consistent schedule for the internship.

For additional information related to internship policies and requirements, please review the School of Social Work's Internship Manual available to view here: https://www.luc.edu/socialwork/student-support/internship/

Specialization & Track

This degree program is only compatible with the Micro Practice Specialization with Migration Studies Track (p. 1855).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
	Hours	**6**

Spring		
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**6**
Summer		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
	Hours	**6**
Year 2		
Fall		
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**7**
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**7**
Summer		
SOWK 731	Social Work Practice with Refugees and Immigrants	3
	Hours	**3**
Year 3		
Fall		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 732	Migration, Social Justice, and Human Rights	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**7**
Spring		
SOWK 621	Clinical Practice in Addiction	3
SOWK 632 / SOWK 616	Clinical Social Work with Older Adults	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**49**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

[2] Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take **SOWK 616**.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Through the application of the 9 competencies required by the Council of Social Work Education, upon completion of the program students will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Master of Social Work - Advanced Standing Online Bilingual Program (MSW)

The Advanced Standing Online Bilingual Master of Social Work (MSW) is an innovative offering by the School of Social Work to ensure that communities have professional social workers who are linguistically competent and culturally aware of the nuances faced by individuals, families, groups, and communities when faced with receiving services. This unique program seeks to enhance the knowledge, values, and skills in order to work with vulnerable, disenfranchised individuals in society. The program is part of the Micro Specialization with a Migration Studies track and focuses on Latinx/e communities. Advanced Standing Students will complete a total of 23 credit hours to earn their MSW degree.

The courses are taught in both English and Spanish by faculty who are language proficient in Spanish. It is important that students are proficient in both languages for the coursework as well as the internship settings. Meaningful, application-oriented coursework and assignments will ensure that you are prepared to join the workforce with confidence and serve the people that need your support towards leading a sustained, fruitful, healthy life.

Related Programs

Master's

- Social Work Advanced Standing Online Program (MSW) (p. 1841)
- Social Work Advanced Standing Program (MSW) (p. 1837)
- Social Work Online (MSW) (p. 1839)

Curriculum

If you have earned a Bachelor of Social Work (BSW), you can apply for the Advanced Standing program. Visit the MSW Advanced Standing Option page (https://gpem.luc.edu/portal/program/?name=socialworkmswonline) to see if you qualify. Our curriculum is a well-thought-out sequence of courses that prepares you to practice as a professional social worker in your community. The course content and training will also enable you to sit for the licensure exams in your respective states.

The academic curriculum of the Advanced Standing Bilingual MSW program is only 23 credit hours. This option allows BSW graduates to complete an MSW in just 4 consecutive semesters, including a Summer semester.

Code	Title	Hours
Specialized Courses		
SOWK 632 / SOWK 616	Clinical Social Work with Older Adults [1]	3
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [2]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
SOWK Elective Course		3
Micro Practice Specialization		
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 731	Social Work Practice with Refugees and Immigrants	3
SOWK 732	Migration, Social Justice, and Human Rights	3
Total Hours		**23**

1 Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take **SOWK 616.**

2 Students who matriculated before Fall 2025 should take SOWK 681. Students who matriculated Fall 2025 or after should take SOWK 682.

Internship

Basic Information about Internships

Completion of the internship requirements in the indicated time is required for graduation.

Advanced Standing Program - One Internship Required

- Specialized internship – 600 hours to be completed in 2 semesters

SPECIALIZED INTERNSHIP: DESCRIPTION

- The specialized internship offers students the opportunity to practice advanced clinical skills, including providing individual and group therapy services. Students are required to complete a total of 600 hours over the course of two consecutive semesters, requiring approximately 20-24 hours per week. Of the 600 hours, 50-70% of the hours should be focused on clinical work and in direct service to clients.
- Internship begins in the seventh semester of the program.
- The student receives weekly clinical supervision at their internship site.
- Students work with Latinx/ Migrant populations during internships.
- Students are required to be supervised during internships by a professional that has an MSW with two years post masters experience or Licensed Clinical Social Worker. Students should receive weekly supervision from the site supervisor.
- Internship schedules are determined together by the student and site and should be discussed during the interview process. Start dates, end dates, and number of hours worked per week should be discussed. Students should determine with the site a consistent schedule for the internship.

For additional information related to internship policies and requirements, please review the School of Social Work's Internship Manual available to view here: https://www.luc.edu/socialwork/student-support/internship/

Specialization & Track Option

This degree program is only compatible with the Micro Practice Specialization with Migration Studies Track (p. 1855).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Spring		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice	3
	Hours	**6**
Summer		
SOWK 731	Social Work Practice with Refugees and Immigrants	3
	Hours	**3**
Year Two		
Fall		
SOWK 730	Immigration Dynamics and U.S. Social Policy	3
SOWK 732	Migration, Social Justice, and Human Rights	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**7**
Spring		
SOWK 621	Clinical Practice in Addiction	3
SOWK 632 / SOWK 616	Clinical Social Work with Older Adults	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**23**

Students must adhere to the course sequence. Students must maintain a 3.0 cumulative GPA to remain in good academic standing. A grade of "C" or higher is required to pass a course. A "F" grade in any course will result in dismissal from the program.

1 Students who matriculated before Fall 2025 should take SOWK 681. Students who matriculated Fall 2025 or after should take SOWK 682.

2 Students who matriculated before Fall 2024 should take **SOWK 632**. Students who matriculated Fall 2024 or after should take **SOWK 616.**

3 SWII 632/SWII 633 - 600 hours

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Through the application of the 9 competencies required by the Council of Social Work Education, upon completion of the program students will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

MSW Specializations & Tracks

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
  - Migration Studies Track (p. 1855)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Specializations and tracks are not available to all MSW programs. Available options are listed on the program pages.

Leadership, Mezzo, and Macro Practice (LMMP) Specialization with Leadership, Community, Advocacy, and Policy (LCAP) Track

Within the Leadership, Mezzo, and Macro Practice (LMMP) area of specialization is the Leadership, Community, Advocacy, and Policy (LCAP) track. This track prepares students for a range of mezzo and macro practice roles within a variety of organizational and community settings. Historically social workers have been called upon to assume leadership and facilitative roles in areas related to personnel supervision and development, program management, agency/organizational administration, community organizing, policy development, and advocacy.

Whether rooted in a generalist or clinical model of professional education, social workers must have the requisite knowledge, skills, and values to perform their roles and have an impact as leaders, advocates, organizers, and administrators. Social work supervisors, program managers, administrators, community organizers, policy developers, and advocates must know how to work with diverse and multicultural communities, organizations, personnel, and clients. For social workers providing leadership in organizations that provide direct services, they must ensure quality and affirming service provision for all client populations.

The advanced track in Leadership, Community, Advocacy, and Policy is critical to effectively prepare the social work profession to maintain expertise in the operation of human service organizations, mobilization of communities in creating change, creation of policy, and promotion of legislation that promotes equity.

Curriculum

Students are required to complete the following courses:

Code	Title	Hours
SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
Total Hours		**9**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

MSW Program Specialized LMMP Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Practice self-reflection and self-evaluation in working through competing personal and professional values.

- Apply and anti-racist and anti-oppressive framework to macro practice decision-making, considering NASW and IFSW ethical codes, research and practice-based knowledge, and applicable legal and policy information.
- Promote policies for organizational, community, and policy change that reflect social work values and challenge inequities.
- Demonstrate an understanding of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.
- Identify discrimination and marginalization and prioritize the voices of affected populations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Integrate knowledge of international human rights conventions and covenants, as well as human rights theories and frameworks, into practice that addresses social, economic, and environmental justice.
- Critically examine the political process to participate in organizational, community, and policy change addressing human rights and social justice
- Identify human rights and justice issues of clients and constituents.
- Develop strategies to address human rights and justice issues and to evaluate outcomes with key stakeholders.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Demonstrate proficiency in choosing and using a variety of communication styles to engage with people of various political ideologies, religious and cultural backgrounds, and points of view.
- Create engagement strategies that are inclusive and consider systems of power and intersectional identities, including areas of racism, sexism, nativism, etc.
- Recognize the discrepancies that may arise between respecting cultural differences of clients and constituencies and the Universal Declaration of Human Rights
- Develop leadership and other teams that reflect the diversity of the communities in which they work.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Critically analyzes research results on best practices in management and supervision from a variety of disciplines.
- Develop research questions with input from stakeholders and analysis of how the research process may impact, both positively and negatively, clients, programs, organizations, communities, and/or policies. Intentionally include the voices and experiences of those most affected by any type of inequality into the research process
- Critically analyze research findings and practice models to inform practice at all levels of macro practice, including teams, organizations, community, and policy
- Identify possible barriers and resistance to the conduct and dissemination of research, as well as any ethical, political, and other dilemmas that may arise.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand

and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan of organizational analysis and change, working with relevant constituencies, to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the mission of the organization.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Demonstrate ability to identify a comprehensive range of stakeholders in the relevant practice setting: organization, community, and/or policy.
- Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations.
- Demonstrate verbal, written, and digital skills to engage multiple, diverse constituencies.
- Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration.
- Define and recognize their own and others' leadership skills to effectively promote stakeholder engagement and change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Analyze power distributions to identify influential decision-makers, whether formal or informal, among individuals, teams, organizations, communities, and other institutional entities
- Identify and create mezzo and macro interventions based on an assessment and analysis of assets, needs, benefits, service gaps, rights, and power and resource distributions.
- Demonstrate ability to collaborate with stakeholders throughout the assessment process.
- Analyze collected data and communicate summaries of the data in written and oral form as appropriate.
- Present options for intervention based on data-informed assessments.
- Articulate the benefits and drawbacks of various metrics, analytical methods and tools, and data sources (primary & secondary, quantitative & qualitative)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Articulates ethically sound, social work value-centered supervision strategies for employees, including performance reviews and corrective action plans.
- Engage with stakeholders in the identification of issues and policies that impact individual well-being and the communities and organizations that support them.
- Mobilize constituents to participate and lead in issue analysis and formulation of corresponding advocacy agendas with effective

strategies and tactics to advance meaningful change for social justice, equity, and inclusion.
- Participate in coalitions, networks, professional associations, and community based organizing efforts to leverage political capital to challenge unjust structures of power and effect positive change.
- Formulate and persuasively communicate cogent arguments through effective written and oral formats that reach diverse audiences and utilize varied platforms.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate ethical knowledge and awareness of evaluation guidelines that can be employed in assessment of practice and ensure confidentiality of engaged participants.
- Comprehend evaluation norms, benchmarks and guidelines as approved by NASW and CSWE that allow accurate and impartial assessments at all levels of social work practice.
- Illustrate comprehensive knowledge of human rights-based understanding of evaluation design, methods, approaches, and analysis that can be applied in simple to complex settings within social work mezzo and macro policy and organizational environments.
- Distinguish, explain, and apply various types of theories of change and logic models to understand systems thinking to identify and facilitate growth-oriented evaluative mindsets among all stakeholders.

Micro Practice Specialization with Advanced Clinical Practice Track

The Advanced Clinical Practice track prepares students for micro-level clinical practice across a variety of settings, including hospitals, outpatient practice, extended care facilities, and community mental health agencies. This track is consistent with Loyola University School of Social Work's mission to provide a transformative education for practice-informed social work.

Students will choose 9 credit hours of courses from the Advanced Clinical Practice track. Courses include a variety of modalities, populations, and client concerns, including individuals, groups, families, children, adolescents, adults, older adults, loss and grief, trauma, and more. All courses integrate content on policy and research as relevant to the course topic.

Curriculum

Students can select any three courses from this list for the Advanced Clinical Practice Track:

Code	Title	Hours
Select three of the following:		9
SOWK 602	Health and Behavioral Health Policy and Systems	
SOWK 603	Seminar in Brief Treatment (starting Spring 2023)	
SOWK 604	Advanced Clinical Social Work Practice with Groups	
SOWK 605	Human Sexuality and Sexual Dysfunction	
SOWK 611	Social Work Practice with Couples	
SOWK 612	Family Assessment and Intervention	
SOWK 614	Clinical Social Work Practice in Health Care	
SOWK 615	Social Work Practice with Adolescents	
SOWK 616	Psychotherapy with Adults	
SOWK 618	The Role of Religion and Spirituality in Psychotherapy	
SOWK 619	Issues in Treatment of Women	
SOWK 620	Clinical Social Work Practice with Children	
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 626	Social Work with Severely Mentally Ill	
SOWK 631	Clinical Social Work Practice with Family Violence	
SOWK 632	Clinical Social Work with Older Adults	
SOWK 637	Neurodevelopment and Trauma	
SOWK 645	Crisis Intervention	
SOWK 656	Social Work Practice with LGBTQ Populations	
SOWK 670	Bridging Psychodynamic Theory and Cognitive Behavioral Practice	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 735	Loss, Grief, and Dying	
SOWK 754	Global Social Work: Reflective Practice for Justice and Peace	
Total Hours		**9**

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

MSW Program Specialized Micro Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by

principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts.
- Demonstrate ethical use of advanced modalities in practice and any related technological applications in the micro field of social work.
- Recognize and manage ethical violations and resolve conflicting ethical obligations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.
- Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.
- Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.
- Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.
- Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system's human rights.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced micro practice.
- Critically evaluate and select potential practice models relevant to the client's systems.

- Use their experience from their internship or practicum placement to identify real-life challenges and address the practical needs of clients
- Engage in partnerships with experienced social workers to help bridge the gap between theory and practice and broaden knowledge of social work practice as it relates to the micro field of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan for organizational analysis and change, working with relevant constituencies to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the organization's mission.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affect client groups, organizations, and communities and intervene proactively for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply culturally appropriate resources available to assist with problem-solving.
- Recognize and describe self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems.
- Implement and describe the use of reflective listening tools when needed to engage and empower members of families and groups.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies.
- Illustrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, understanding the lack of political neutrality in their work.
- Exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and
- Convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Practices self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid

perpetuating racist biases, microaggressions, and disempowerment of clients.
- Use supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice.
- Demonstrate an ability to intervene collaboratively and collectively with clients in choosing treatment plans and their implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives.
- Competently demonstrate case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being.
- Demonstrate competence in incorporating client feedback processes in planning and carrying out the intervention plan.

Micro Practice Specialization with Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track

Loyola University Chicago's School of Social Work is accredited by the Illinois Certification Board, ICB (Formally IAODAPCA) as an Advanced Accredited Training Program, preparing social work students and practitioners to become Certified Alcohol and Other Drug Counselors (CADC).

Upon completion of the training program (see below for program requirements), students are eligible to submit their application to ICB to take the CADC exam. A passing grade on the ICB-administered exam is required for official CADC certification.

Student eligibility to take the exam is contingent upon the completion of the required classes and internship hours.

Curriculum

Coursework

The following courses are required by Loyola and to fulfill state requirements

Code	Title	Hours
SOWK 722	Introduction to Alcohol and Other Drug Disorders	3
SOWK 621	Clinical Practice in Addiction	3
SOWK 622	Substance Abuse Treatment in Groups	3
Total Hours		**9**

Internship

Students in the Micro Practice Specialization in the CADC track must secure an internship at a site that has been approved by Loyola as a CADC site. The internship requirement is 600 hours.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

MSW Program Specialized Micro Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts.
- Demonstrate ethical use of advanced modalities in practice and any related technological applications in the micro field of social work.
- Recognize and manage ethical violations and resolve conflicting ethical obligations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.
- Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.
- Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.
- Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.
- Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system's human rights.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced micro practice.
- Critically evaluate and select potential practice models relevant to the client's systems.
- Use their experience from their internship or practicum placement to identify real-life challenges and address the practical needs of clients
- Engage in partnerships with experienced social workers to help bridge the gap between theory and practice and broaden knowledge of social work practice as it relates to the micro field of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan for organizational analysis and change, working with relevant constituencies to evaluate interventions that

impact clients and communities utilizing best practice models reflecting social work values, ethics, and the organization's mission.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affect client groups, organizations, and communities and intervene proactively for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply culturally appropriate resources available to assist with problem-solving.
- Recognize and describe self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems.
- Implement and describe the use of reflective listening tools when needed to engage and empower members of families and groups.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies.
- Illustrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, understanding the lack of political neutrality in their work.
- Exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and
- Convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Practices self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients.
- Use supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice.
- Demonstrate an ability to intervene collaboratively and collectively with clients in choosing treatment plans and their implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives.
- Competently demonstrate case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being.
- Demonstrate competence in incorporating client feedback processes in planning and carrying out the intervention plan.

Micro Practice Specialization with Migration Studies Track

In response to global trends and the associated human, social, political, and spiritual challenges that migration presents, the Loyola University School of Social Work responded with the development of a Migration Studies track. This track is designed to prepare social work professionals for international, transnational, and domestic practice with internally displaced persons, immigrants, and refugees.

Curriculum

Code	Title	Hours
Required Courses		
Select three of the following: [1]		9
SOWK 730	Immigration Dynamics and U.S. Social Policy (Spring only)	
SOWK 731	Social Work Practice with Refugees and Immigrants (Spring only)	
SOWK 732	Migration, Social Justice, and Human Rights (Fall only)	
SOWK 733	North American Migration Dynamics, Challenges & Opportunity [2]	
Total Hours		**9**

[1] Can be taken during any year of study.

[2] Summer in Mexico only; the course is taught in English by an SSW professor and is the equivalent of SOWK 730 Immigration Dynamics and U.S. Social Policy

Study Abroad Internship (Optional)

The study abroad program in Mexico (classes and internship) complements this track but is not required. For information and application forms, see Study Abroad: Mexico (https://www.luc.edu/socialwork/student-support/study-abroad/mexico/). The Mexico internship can be completed as a generalist or specialized internship (except for students pursuing a Schools specialization; a school internship must be done in the U.S.). Interested students will need to complete the application materials and be interviewed by Dr. Maria Vidal de Haymes. Information and application materials can be retrieved from Study Abroad: Mexico (https://www.luc.edu/socialwork/student-support/study-abroad/mexico/). A minimum of conversational Spanish is required. Students who want to pursue an internship in Mexico will meet for a second in-person interview with Dr. Vidal de Haymes.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

MSW Program Specialized Micro Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts.
- Demonstrate ethical use of advanced modalities in practice and any related technological applications in the micro field of social work.
- Recognize and manage ethical violations and resolve conflicting ethical obligations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.
- Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.
- Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.
- Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.
- Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system's human rights.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced micro practice.
- Critically evaluate and select potential practice models relevant to the client's systems.
- Use their experience from their internship or practicum placement to identify real-life challenges and address the practical needs of clients
- Engage in partnerships with experienced social workers to help bridge the gap between theory and practice and broaden knowledge of social work practice as it relates to the micro field of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan for organizational analysis and change, working with relevant constituencies to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the organization's mission.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affect client groups, organizations, and communities and intervene proactively for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply culturally appropriate resources available to assist with problem-solving.
- Recognize and describe self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems.
- Implement and describe the use of reflective listening tools when needed to engage and empower members of families and groups.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies.
- Illustrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, understanding the lack of political neutrality in their work.
- Exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and
- Convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Practices self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients.
- Use supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice.
- Demonstrate an ability to intervene collaboratively and collectively with clients in choosing treatment plans and their implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives.
- Competently demonstrate case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being.
- Demonstrate competence in incorporating client feedback processes in planning and carrying out the intervention plan.

Micro Practice Specialization with Schools/Professional Educator (PEL) Track

Individuals who wish to practice social work in a public school in Illinois must possess a Professional Educator's License (PEL) endorsed in School Social Work. In order to qualify for licensure in Illinois, Loyola students in the Micro Practice area of specialization and Schools Track receive specialized curriculum, training and support to fulfill Illinois's requirements to become eligible for a PEL with an endorsement in School Social Work. Eligibility for the PEL is based on successful completion of the requirements of the Loyola School of Social Work, the Council for Social Work Education (CSWE), and the Illinois State Board of Education (ISBE).

Curriculum

Coursework

The following courses are required by Loyola and fulfill state requirements.

Code	Title	Hours
SOWK 609A	School Social Work Policy and Practice I (Fall)	3
SOWK 609B	School Social Work Policy and Practice II (Spring)	3
CIEP 401	The Exceptional Child (offered through the School of Education)	3
Total Hours		**9**

Internship

Students in the Micro Practice in Schools Track must secure an internship at a site that has been approved by Loyola School of Social Work as a PEL-eligible school. Students are directed to these sites through placement interviews conducted by the Schools/PEL team. For the internship, students are required to follow the academic calendar of the school district in which they intern. To that end, the internship may not follow Loyola's academic calendar year. Students must complete at least 600 internship hours in a traditional public school setting. The internship will also fulfill the Council of Social Work Education's required competencies.

Content Exam

Students must pass a Illinois State Board of Education content exam in School Social Work (ISBE #238 or #184). The Schools/PEL team will provide students with information about the exam as well as help students meet deadlines and criteria mandates from ISBE.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Stritch School of Medicine

Loyola University Chicago Stritch School of Medicine is committed to scholarship and the education of medical professionals and biomedical scientists. Our faculty, trainees, students, and staff, are called to go beyond facts, experimentation, and treatment of disease to prepare people to lead extraordinary lives and treat the human spirit in an environment that encourages innovation, embraces diversity, respects life, and values human dignity.

Academic information for programs in the Stritch School of Medicine can be found on their website (https://www.luc.edu/stritch/).

Dual Degree Programs

Graduate Programs

- Accounting (MBA/MSA) (p. 1859)
- Biochemistry and Molecular Biology (MD/PhD) (p. 1860)
- Business Analytics (MBA/MS) (p. 1862)
- Cell and Molecular Physiology (MD/PhD) (p. 1864)
- Divinity and Pastoral Counseling (MDiv/MA) (p. 1866)
- Divinity and Social Justice (MDiv/MA) (p. 1867)
- Finance (MBA/MSF) (p. 1869)
- Human Resources (MBA/MSHR) (p. 1870)
- Integrative Cell Biology (MD/PhD) (p. 1872)
- Law/Business (JD/MBA) (p. 1874)
- Marketing (MBA/MSM) (p. 1877)
- Medicine/Public Health (MD/MPH) (p. 1879)
- Microbiology and Immunology (MD/PhD) (p. 1881)
- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)
- Neuroscience (MD/PhD) (p. 1885)
- Pharmacology/Business (MS/MBA) (p. 1887)
- Political Science/Law (MA/JD) (p. 1888)
- Public Policy/Law (MPP/JD) (p. 1893)
- School Psychology (MEd/EdS) (p. 1896)
- Social Work/Children's Law and Policy (MSW/MJ) (p. 1898)
- Social Work/Law (MSW/JD) (p. 1900)
- Social Work/Public Health (MSW/MPH) (p. 1904)
- Supply Chain Management (MBA/MSSCM) (p. 1906)
- Women's Studies and Gender Studies (MA)/Social Work (MSW) (p. 1907)

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Accounting (MBA/MSA)

The dual MBA/MS in Accounting degree provides students with a depth of knowledge in financial and public accounting, and the breadth of business acumen sought by accounting and financial professionals.

Related Programs

Master's

- Accountancy (MSA) (p. 1567)

Combined

- Business Analytics (MBA/MS) (p. 1862)
- Finance (MBA/MSF) (p. 1869)

Curriculum

Degree Requirements

The dual degree in business and accounting requires four fewer courses than if each degree were earned separately. Students completing the dual-degree program will earn an MBA (p. 1590) with a specialization in accounting and an MSA degree (p. 1567).

A maximum gap of three years is allowed between the completion of one program and the start of the other.

Code	Title	Hours
MBA Prerequisites [1]		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
MBA Introductory Courses [1]		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics	3
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
Required MBA Foundational Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
FINC 470N	Business Finance	3
MGMT 430N	Strategy and Leadership	3
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3
Ethics Requirement (Choose one)		
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
or INFS 795	Ethics and Data Analytics	
MSA Foundational Courses		
Choose six (6) of the following courses:		18
ACCT 402	Issues in Financial Reporting	
ACCT 404	Financial State Analysis	
ACCT 412	Special Topics in Accounting	
ACCT 424	Managerial Accounting	
ACCT 425	International Accounting [2]	
ACCT 431	Tax Research [3]	
ACCT 432	State, Local and International Tax [3]	
ACCT 435	Internal Audit	
ACCT 436	Forensic Accounting and Fraud [4]	
ACCT 437	Advanced Forensic Accounting [5]	
LREB 445	Entrepreneurship Law	
Three (3) ACCT from the list above or Graduate Business course elective [6]		9
Total Hours		**66**

1. Students may be granted a waiver of prerequisite and introductory MBA courses based upon academic work completed in the last 5 years with students earning the grade(s) of "B" or higher within a discipline.
2. Prerequisite of ACCT 406 Accounting Theory II.
3. Prerequisite of ACCT 408 Tax Principles Applied to Entities.
4. Prerequisite of ACCT 409 Audit I -Audit and Assurance.
5. Prerequisite of ACCT 409 Audit I -Audit and Assurance or ACCT 436 Forensic Accounting and Fraud.
6. NOTE: Introductory Core courses (ACCT 400, ECON 420, FINC 450, MARK 460, SCMG 480) may not be taken to fulfill the or general elective requirements.

Suggested Sequence of Courses

Students in a dual program should seek guidance from their assigned Academic Advisor each quarter to build a course sequence. This ensures appropriate courses to fulfill requirements and electives while maintaining pace toward program completions.

Course	Title	Hours
Year 1		
Term 1		
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
SCMG 480	Intro to Operations Management	3
	Hours	**9**
Term 2		
MARK 460	Marketing Management	3
ECON 420	Managerial Economics	3
ACCT 425	International Accounting	3
	Hours	**9**
Term 3		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N or MARK 470N	Data Driven Decision Making or Research, Insights and Storytelling	3

ACCT 404	Financial State Analysis	3
	Hours	**9**
Term 4		
ACCT 424	Managerial Accounting	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
HRER 417N	Managing and Motivating in the Workplace	3
	Hours	**9**
Year 2		
Term 1		
ACCT 412	Special Topics in Accounting	3
ACCT 436	Forensic Accounting and Fraud	3
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
	Hours	**9**
Term 2		
MGMT 431N	Business Consulting Course	3
ACCT 437	Advanced Forensic Accounting	3
	Hours	**6**
Term 3		
MGMT 430N	Strategy and Leadership	3
Elective [1]		3
	Hours	**6**
Term 4		
FINC 470N	Business Finance	3
Electives (2) [1]		6
	Hours	**9**
	Total Hours	**66**

[1] Consult with Academic Advisor to select elective courses.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Measurement: Graduate accounting students will demonstrate the ability to identify what needs to be measured, apply the appropriate measures, and recognize the strengths and weaknesses of the measures used. [MSA]
- Decision Making: Graduate accounting students will demonstrate the ability to critically use financial and non-financial data in decision-making. [MSA]
- Research: Graduate accounting students will demonstrate the ability to research new or existing accounting issues and topics, understand the link between business and accounting, and apply the finding to the business condition. [MSA]
- Risk Analysis: Graduate accounting students will demonstrate the ability to identify and manage risk. [MSA]
- Communication: Graduate accounting students will possess the ability to communicate scope, findings and recommendations of accounting work. [MSA]

Biochemistry, Molecular, and Cancer Biology (MD/PhD)

The PhD program in Biochemistry, Molecular, & Cancer Biology is part of the Integrated Program in Biomedical Sciences at Loyola University's Health Sciences campus. The goal of this program to train students as independent investigators who will go on to post-doctoral fellowships following the completion of the degree, and eventually become independent academic researchers and teachers.

Related Programs

Master's

- Biochemistry and Molecular Biology (MS) (p. 1352)

Combined

- Biochemistry, Molecular, and Cancer Biology (MD/PhD) (p. 1860)
- Microbiology and Immunology (MD/PhD) (p. 1881)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently

toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics
- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with the IPBS. In addition, MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Biochemistry, Molecular, and Cancer Biology portion of this dual degree program can be found below.

Course Requirements

The PhD in Biochemistry, Molecular, and Cancer Biology requires a total of 48 credit hours. Students in the MD/PhD program will complete at least 24 credit hours in the PhD program and transfer 24 hours from their MD coursework to fulfill PhD requirements. Core IPBS requirements and track courses are detailed below.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Required Courses		
Select two Biochemistry, Molecular, and Cancer Biology Electives		*6*
BMB 417	Molecular Biology	
BMB 490	Special Topics in Molecular Biology	
BMB 590	Molecular Biology of Oncogenesis	
ICB 403	Graduate Histology	
MIIM 411	Basic Molecular Microbiology	
MIIM 413	Basic Concepts of Immunology	
MIIM 431	The Molecular Biology of Viruses	
MIIM 442	Cell & Molecular Immunology	
NRSC 410	Cellular & Molecular Neurobiology	
PIOL 401	Physiology	
PIOL 417	Cellular Physiology	
PIOL 421	Function of the Human Body I	
PIOL 422	Function of the Human Body II	
PIOL 423	Biochemical Physiology	
PIOL 450	Fundamentals Of Neurophysiology	
PIOL 461	Introduction to Human Pathophysiology	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
PHAR 410	Signal Transduction	
BMB 499	Research in Molecular Biology	1-9
BMB 501	Molecular Biology Journal Club	1
BMB 502	Seminar in Molecular Biology	0
BMB 600	Dissertation Supervision	1
Total Hours		**24**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the second year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a public seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMB 499	Research in Molecular Biology	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective 1 [2]		3
	Hours	**7**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club	0
BMB 502	Seminar in Molecular Biology	0
Elective 2 [2]		3
	Hours	**9**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
BMB 499	Research in Molecular Biology [1]	3
BMB 501	Molecular Biology Journal Club [3]	0
BMB 502	Seminar in Molecular Biology [3]	0
BMB 600	Dissertation Supervision [3]	1
	Hours	**4**
Spring		
BMB 499	Research in Molecular Biology [1]	2
BMB 501	Molecular Biology Journal Club [3]	0
BMB 502	Seminar in Molecular Biology [3]	0
BMB 600	Dissertation Supervision [3]	1
	Hours	**2**
Summer		
GSSM S60	Dissertation Supervision-Summer	1
	Hours	**1**
	Total Hours	**24**

1. Research credits are variable (1-9 credit hours) and fewer can be taken to accommodate additional elective courses.
2. Elective Courses (6 credits hours) may be taken in anytime in the first three years of the program, depending on their offering.
3. Students enroll in BMB 501 Molecular Biology Journal Club, BMB 502 Seminar in Molecular Biology, and BMB 600 Dissertation Supervision each semester for the remainder of time in the program.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in Biochemistry, Molecular Biology and/or Cancer Biology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Business Analytics (MBA/MS)

Loyola students may choose to combine an MBA (p. 1590) with a Master of Science in Business Analytics (p. 1572) to provide the breadth and depth of knowledge often required of information systems and business data analytics professionals.

Related Programs

Master's

- Business Analytics (MS) (p. 1572)

Certificate

- Business Analytics Certificate (p. 1575)

Curriculum

Students completing the dual degree will earn an MBA with a specialization in information systems and an MS degree.

Code	Title	Hours
Pre-Requisite Knowledge		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
MBA Introductory Courses [1]		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics [3]	3
FINC 450	Financial Management [2]	3

MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
Required MBA Foundational Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
FINC 470N	Business Finance	3
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
HRER 417N	Managing and Motivating in the Workplace	3
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MGMT 431N	Business Consulting Course	3
Ethics Course		
Select one of the following:		3
ETHC 441N	Business Ethics	
INFS 795	Ethics and Data Analytics	
ETHC 446	International Business Ethics	
MS Business Analytics Requirements		
Required Courses [4]		
INFS 443	Business Analytics	3
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	3
INFS 492	Database Systems	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 592	Data Visualization	3
INFS 791	Programming for Business Decision Making	3
INFS 796	Data Warehousing	3
Electives		*9*
Group One (Take Up to 5 Courses)		
INFS 493	Database Analytics	
INFS 691	Principles of Analytic Programming	
INFS 797	Applications of Visualization	
INFS 798	AI Product Management	
Group Two (Take 0 to 4 Courses) [5]		
ECON 622 / FINC 622	Derivative Securities	
FINC 452	Investment Management	
FINC 553	Applied Portfolio Management	
FINC 624	Interest Rate Risk Management	
FINC 626	Credit Risk Management and Structured Finance	
HRER 490	Analytical Problem Solving	
INFS 484N	Project Management	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	
MARK 461	Research Methods in Marketing	
MARK 468	Digital Marketing	
MARK 562	Database Marketing Strategy	
MARK 661	Customer Analytics	
MARK 662	Marketing Metrics	
SCMG 480	Operations Management	
SCMG 486	Global Logistics	
SCMG 487	Purchasing Management	
SCMG 488	Inventory Management	
SCMG 489	Supply Chain Analytics	
SCMG 595	Risk Analysis for Business and Supply Chain Strategy	
Practicum		*3*
Select one of the following:		
INFS 797	Applications of Visualization	
INFS 798	AI Product Management	
Total Hours		**69**

1 May be waived.
2 Co-requisite: ACCT 400 Financial Accounting for Business Decisions
3 Pre-requisite: INFS 400N Quantitative Methods I
4 Some courses may be substituted based on previous coursework with the permission of the program director.
5 Additional courses may be approved by the program director.

Suggested Sequence of Courses

Students in a dual program should seek guidance from their assigned Academic Advisor each quarter to build a course sequence. This ensures appropriate courses to fulfill requirements and electives while maintaining pace toward program completions.

Course	Title	Hours
Year 1		
Term 1		
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
INFS 492	Database Systems	3
	Hours	**9**
Term 2		
FINC 470N	Business Finance	3
MARK 460	Marketing Management	3
INFS 443	Business Analytics	3
	Hours	**9**
Term 3		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N or MARK 470N	Data Driven Decision Making or Research, Insights and Storytelling	3
INFS 491	Managerial Statistics with Artificial Intelligence (AI)	3
	Hours	**9**
Term 4		
HRER 417N	Managing and Motivating in the Workplace	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
ECON 420	Managerial Economics	3
Business Analytics Elective [1]		3
	Hours	**12**
Year 2		
Term 1		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3

INFS 791	Programming for Business Decision Making	3
INFS 795	Ethics and Data Analytics	3
SCMG 480	Intro to Operations Management	3
	Hours	**12**
Term 2		
MGMT 431N	Business Consulting Course	3
INFS 796	Data Warehousing	3
Business Analytics Elective [1]		3
	Hours	**9**
Term 3		
INFS 798	AI Product Management	3
INFS 592	Data Visualization	3
Business Analytics Elective [1]		3
	Hours	**9**
	Total Hours	**69**

[1] Consult the Academic Advisor to select an elective course.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Use data to drive strategic and tactical business decisions [MS]
- Utilize sophisticated database, data warehousing, data mining, and data visualization methodologies and techniques to capture and apply data as a corporate asset [MS]
- Demonstrate competence with various languages and tools, SQL, R, Tableau, and Python [MS]
- Lead, supervise, and manage information systems projects of varying levels of complexity [MS]
- Demonstrate effective communication skills with technical and non-technical individuals and groups [MS]
- Show ability to effectively collaborate with and provide technical leadership to a variety of business units and organizations [MS]
- Demonstrate a high level of technical aptitude in design, development, and use of information systems components [MS]
- Integrate values and ethics into data analysis and information systems projects and solutions [MS]

Cell and Molecular Physiology (MD/PhD)

Physiology is the study of the function of living organisms. The PhD in Cellular and Molecular Physiology trains students to acquire, analyze and integrate data obtained from their basic research into a physiological context to understand the molecular basis of cell function and dysfunction within the organism. With cardiovascular research and neurosciences & metabolism as main research topics, students receive a solid integrated training in basic medical sciences including biochemistry, biophysics, cell biology, molecular biology, physiology and pathophysiology.

Related Programs

Master's

- Cell and Molecular Physiology (MS) (p. 1356)
- Cellular and Molecular Oncology (MS) (p. 1358)

Combined

- Cell and Molecular Physiology (MD/PhD) (p. 1864)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics

- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with the IPBS. In addition MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Cellular and Molecular Physiology portion of this dual degree program can be found below.

Course Requirements

The PhD in Cell and Molecular Physiology requires a total of 48 credit hours. Students in the MD/PhD program will complete at least 24 credit hours in the PhD program and transfer 24 hours from their MD coursework. Core IPBS requirements and track courses are detailed below.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Required Coursework		
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
PIOL 414	Graduate Colloquy	3
PIOL 420	Methods/Technical in Physiological Research	2
PIOL 412	Research	1-6
GSSM S61	Doctoral Study-Summer	1
PIOL 600	Dissertation Supervision	1
Total Hours		**24**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the second year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
PIOL 412	Research	5
PIOL 420	Methods/Technical in Physiological Research	2
PIOL 446	Cardiovascular Journal Club	1
	Hours	**10**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
PIOL 412	Research	4
PIOL 414	Graduate Colloquy	3
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
	Hours	**12**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
PIOL 600	Dissertation Supervision	1
	Hours	**1**

Spring		
PIOL 416	Research Seminar	1
PIOL 446	Cardiovascular Journal Club	1
PIOL 600	Dissertation Supervision	1
	Hours	**0**
Year 3		
Students enroll in PIOL 416 Research Seminar and PIOL 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 24 credit hours for the PhD in years 3 and 4.		
	Hours	**0**
	Total Hours	**24**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge of cell and molecular physiology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Divinity and Pastoral Counseling (MDiv/MA)

This dual-degree program provides the student with a comprehensive background in ministerial leadership (through the Master of Divinity, M.Div. (p. 1419) and specialist competencies in spiritually-integrated psychotherapy (through the MA in Pastoral Counseling, MAPC (p. 1415)). Notably, the MAPC degree prepares students for licensure with the State of Illinois (and most other states). A "Licensed Professional Counselor" (LPC) is qualified as a clinical mental health worker in a variety of contexts.

Related Programs

Master's

- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

Code	Title	Hours
Writing Requirement [1]		
IPS 400	Introduction to Graduate and Professional Writing	0
Reflective Critical Understanding		
Context		
IPS 555	Human Person and Psychological Development	3
IPS 532	Social Context of Ministry	3
Scripture		
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
Scripture Elective		3
Pastoral/Systematic Theology		
IPS 570	Introduction to Theology and Ministry	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 502	Theology of the Developing Person	3
Ethics		
IPS 553	Moral Theology and Christian Ethics	3
IPS 512	Ethics, Pastoral Counseling, and Spirituality	3
Sacramental & Liturgical Theology		
IPS 541	Liturgy and Christian Sacraments	3
Spirituality		
IPS 545	The Foundations of Christian Spirituality	3
Pastoral Counseling Foundation		
IPS 517	Models of Pastoral Counseling	3
IPS 473	Family Therapy and Personal Transformation	3
IPS 474	Addictions & Modes of Therapy	3
IPS 509	Psychopathology	3
IPS 520	Testing, Measurement & Assessment	3
IPS 515	Research Methods	3
IPS 507	Pastoral, Psychodynamic Assessment and Intervention	3
IPS 472	Pastoral Counseling in an Intercultural Context	3
IPS 518	Career Counseling for the Pastoral Counselor	3
Ministry Skills Foundation		
IPS 501	Advanced Human Relation Skills	3
IPS 503	Fundamentals of Pastoral Counseling	3

IPS 505	Group Counseling Approaches	3
IPS 560	Liturgical Leadership	3
or IPS 565	Pastoral Leadership	
Contextual Foundaiton		
IPS 511	Internship Supervision I	3
IPS 513	Internship Supervision II	3
Faith Formation		
IPS 530	Clinical Pastoral Care Registration	1
M.Div. Midpoint Review		
Total Hours		**85**

[1] If required at the time of admission

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing the program, students will be able to demonstrate:

- The ability to interpret pastoral circumstances in relation to scripture, tradition, and human sciences; (Theology/Religious Heritage). [MDiv]
- The ability to engage, transform, and/or critique social, economic, political, and ecclesial realities of our day in order to address the changing landscape of ministry. (Cultural Context) [MDiv]
- The ability to engage the relevant dimensions of Christian faith, discipleship and ministry with interpersonal, spiritual, and ecclesial maturity. (Maturity/Personal Formation) [MDiv]
- The ability to be present to the person and community's condition and environments by developing skills to discern and describe the ministry required; (Skills/Ministerial Leadership) [MDiv]
- The ability to construct ministerial vision and formulate ministerial strategies to effect personal and community transformation. [MDiv]
- The ability to pastorally and clinically engage human psychological, relational, and contextual distress in therapeutic ways. (Cultural Context) [MA]
- The ability to interpret, engage, and expand psycho-spiritual meaning making in relation to the pastoral legacy of faith communities. (Theology /Spirituality/Religious Heritage) [MA]
- The ability to offer competent therapeutic services in secular and/or faith-based contexts based on personal, interpersonal, and spiritual maturity. (Maturity/Personal Formation) [MA]
- The ability to appropriately assess and diagnose personal and relational life conditions that contribute to human distress and break down, with the skills needed to discern and effectively pastoral engage the identified dilemmas. (Skills/Ministerial Leadership) [MA]

Divinity and Social Justice (MDiv/MA)

As of Fall 2026, the Social Justice MA and dual-degree described on this page are no longer accepting applicants.

Those interested in the MDiv degree and Social Justice ministries should apply to the Master of Divinity (MDiv) (p. 1419) program, into which social justice ministry courses can be directly integrated.

This dual-degree program provides the student with a comprehensive background in ministerial leadership (through the Master of Divinity, M.Div. (p. 1419)) and specialist competencies in the field of social justice (through the MA in Social Justice (p. 1446)).

To learn more about the M.Div. and the MASJ degrees, please complete our request for information form (https://www.luc.edu/ips/rfi/) or attend an online information session (https://www.luc.edu/ips/admission/visit/).

Related Programs

Master's

- Maestria de Artes en Estudios Pastorales Bilingue (Espanol)/MA Pastoral Studies, Online Bilingual (Spanish) (p. 1432)
- Pastoral Counseling (MA) (p. 1415)
- Pastoral Studies (MA) (p. 1437)

Certificate

- Spiritual Direction Certificate (p. 1457)

Curriculum

Code	Title	Hours
Writing Requirement [1]		
IPS 400	Introduction to Graduate and Professional Writing	0
Reflective Critical Understanding		
Context		
IPS 555	Human Person and Psychological Development	3
IPS 532	Social Context of Ministry	3
Scripture		
IPS 417	Introduction to the Old Testament	3
IPS 416	Introduction to New Testament	3
Elective [2]		3
Pastoral Theology		
IPS 570	Introduction to Theology and Ministry	3
IPS 531	Christian Doctrine	3
IPS 402	Church and Mission	3
IPS 615	Liberation Theology	3
Ethics		
IPS 553	Moral Theology and Christian Ethics	3
IPS 551	Social Ethics in the Catholic Tradition	3
Spirituality & Liturgy		

IPS 541	Liturgy and Christian Sacraments	3
IPS 545	The Foundations of Christian Spirituality	3
Elective [2]		3
Elective [2]		3
Ministerial Practice		
IPS 560	Liturgical Leadership	3
IPS 660	Leadership in Social Justice Organizations	3
IPS 564	Foundations of Pastoral Care	3
Elective [2]		3
Social Justice Issues/Skills		
IPS 635	Community Organizing and Community Development	3
IPS 625	Social Ethics: Politics and Global Economics	3
IPS 610	Foundations of Social Justice	3
Social Justice Electives [2]		6
Contextual Education		
IPS 578	Contextual Education Preparation	1
IPS 579	Contextual Education Introduction	1.5
IPS 580	Contextual Education I	1.5
IPS 581	Contextual Education II	3
IPS 530	Clinical Pastoral Care Registration	1
Spiritual Development		
Formation – Complete on final page of chart		0
Clinical Pastoral Education (CPE) [3]		0
Midpoint Review (after the completion of ½ course work)		0
IPS 593	Integration Project (the last course of the program)	0
Total Hours		**80**

[1] If required at the time of admission

[2] Any IPS course for which the student has met course-specific prerequisites. All electives should be chosen in consultation with their academic advisor

[3] See http://www.luc.edu/ips/resources/cpe/

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
IPS 417	Introduction to the Old Testament	3
IPS 551	Social Ethics in the Catholic Tradition	3
IPS 610	Foundations of Social Justice	3
	Hours	**9**
Spring		
IPS 416	Introduction to New Testament	3
IPS 570	Introduction to Theology and Ministry	3
Elective		3
	Hours	**9**
Year 2		
Fall		
IPS 402	Church and Mission	3
IPS 564	Foundations of Pastoral Care	3
IPS 660	Leadership in Social Justice Organizations	3
	Hours	**9**
Spring		
IPS 531	Christian Doctrine	3
IPS 560	Liturgical Leadership	3
IPS 635	Community Organizing and Community Development	3
	Hours	**9**
Year 3		
Fall		
IPS 541	Liturgy and Christian Sacraments	3
IPS 530	Clinical Pastoral Care Registration	1
Elective		3
	Hours	**7**
Spring		
IPS 532	Social Context of Ministry	3
IPS 553	Moral Theology and Christian Ethics	3
IPS 565	Pastoral Leadership	3
IPS 578	Contextual Education Preparation	1
	Hours	**10**
Year 4		
Fall		
IPS 579	Contextual Education Introduction	1.5
IPS 545	The Foundations of Christian Spirituality	3
Elective		3
	Hours	**7.5**
Spring		
IPS 580	Contextual Education I	1.5
IPS 615	Liberation Theology	3
IPS 625	Social Ethics: Politics and Global Economics	3
Elective		3
	Hours	**10.5**
Year 5		
Fall		
IPS 581	Contextual Education II	3
IPS 555	Human Person and Psychological Development	3
IPS 593	Integration Project	0
Elective		3
	Hours	**9**
	Total Hours	**80**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

By completing this program, students will be able to demonstrate:

- The ability to interpret pastoral circumstances in relation to scripture, tradition, and human sciences; (Theology/Religious Heritage). [MDiv]
- The ability to engage, transform, and/or critique social, economic, political, and ecclesial realities of our day in order to address the changing landscape of ministry. (Cultural Context) [MDiv]
- The ability to engage the relevant dimensions of Christian faith, discipleship and ministry with interpersonal, spiritual, and ecclesial maturity. (Maturity/Personal Formation) [MDiv]
- The ability to be present to the person and community's condition and environments by developing skills to discern and describe the ministry required; (Skills/Ministerial Leadership) [MDiv]
- The ability to construct ministerial vision and formulate ministerial strategies to effect personal and community transformation. [MDiv]
- The ability to critically analyze and apply principles of social analysis to interpret contemporary justice issues and propose ethically grounded responses. [MA]
- The ability to conduct a contextual social analysis of a justice issue, identifying structural causes, institutional dynamics, and power relations, and synthesize relevant evidence to inform strategies for social change in diverse settings. [MA]
- The ability to design, facilitate, and assess a community organizing or organizational change initiative using broad-based organizing methods and adaptive leadership practices appropriate to faith-based and nonprofit contexts. [MA]
- The ability to integrate academic learning with reflective practice and articulate one's vocational identity and a practical approach to justice-rooted leadership. [MA]

Finance (MBA/MSF)

Loyola students may choose to combine an MBA (p. 1590) with a Master of Science in Finance (MSF) (p. 1578) to provide the breadth and depth of knowledge often required of finance professionals. The dual degree MBA / MSF offers students an opportunity to complete 2 business degrees with few course requirements than if they were completed independently.

Related Programs

Major

- Accounting (BBA) (p. 775)

Master's

- Accountancy (MSA) (p. 1567)
- Finance (MSF) (p. 1578)

Curriculum

The dual degree in business and finance requires four fewer courses than if each degree were earned separately. Students completing the dual degree will earn an MBA (p. 1590) with a specialization in finance and an MSF degree (p. 1578).

A maximum gap of three years is allowed between the completion of one program and the start of the other.

Code	Title	Hours
MBA Prerequisites		
ISSCM 400N	Quantitative Methods I	0
ISSCM 402N	Quantitative Methods II - Statistics Primer	0
MBA Introductory Courses		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics [1]	3
FINC 450	Financial Management [2]	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
Required MBA Foundational Coursework		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N	Research, Insights and Storytelling	3
ISSCM 596N	Data Driven Decision Making	3
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3
Ethics Course		**3**
Select one of the following:		
ETHC 441N	Business Ethics	
MGMT 446	International Business Ethics	
MS Finance Foundational Coursework		
FINC 452	Investment Management	3
FINC 620	Financial Mathematics and Modeling I	3
FINC 621	Financial Mathematics and Modeling II	3
FINC 622 / ECON 622	Derivative Securities	3
FINC 624	Interest Rate Risk Management	3
FINC 625 / ECON 625	Applied Econometrics	3
FINC 626	Credit Risk Management and Structured Finance	3
FINC 630	Capstone Master of Science Finance [3]	3
MBA or MSF Electives		**9**
ACCT 404	Financial State Analysis	
FINC 453	Topics in Advanced Financial Management	
FINC 455	International Financial Management	
FINC 456	Management of Financial Institutions	
FINC 553	Applied Portfolio Management	
FINC 556	Investment Banking	
FINC 628	Valuation	
Total Hours		**72**

[1] Prerequisite: ISSCM 400N Quantitative Methods I

[2] Corequisite: ACCT 400 Financial Accounting for Business Decisions

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Learn the concepts of risk and return relationship, diversification, micro and macro structure of global capital markets, and tools for stock and bond portfolio optimizations. [MSF]
- Learn how to apply state-of-the-art techniques and models in the valuation of equities, fixed income, and derivatives securities such as options, interest and exchange rate swaps, collateralized debt obligations, among others. [MSF]
- Understand how to optimize a firm's financing and investment decisions in a global setting (debt-equity choices, asset-liability restructuring, capital budgeting, cost of capital, mergers and acquisitions, among others) to maximize its value and realize long-run growth opportunities. [MSF]
- Identify and assess a firm's risk from all sources both to mitigate threats using key risk management techniques (including options, swaps, and asset-liability duration) and exploit opportunities to realize competitive advantages. [MSF]
- Exhibit mastery of various statistical models and analytics, including simulation, econometrics, and financial mathematics to assess the financial consequences of actions by investors and firms. [MSF]
- Master emerging modeling techniques involving writing and implementing computer codes and pulling and working with data resources from different platforms, such as Bloomberg. [MSF]
- Learn effective communication skills aimed at shareholders, regulatory bodies, and the community at large. [MSF]
- Attain the knowledge needed to succeed in passing the examination requirements for professional certifications such as the Certified Financial Analyst (CFA), Certified Alternative Investment Analyst (CAIA), and Certified Financial Planner (CFP). [MSF]
- Incorporate transparency and social justice in all domestic and global financial decisions. [MSF]

Human Resources (MBA/MSHR)

Loyola offers the option for students to earn the Master of Science in Human Resources and an MBA concurrently. Students may choose to earn the unique credential.

Related Programs

Master's

- Human Resources (MSHR) (p. 1583)
- Next Generation MBA (MBA) (p. 1590)

Curriculum

Students will earn an MBA with a specialization in human resource management and an MSHR degree.

A maximum gap of three years is allowed between the completion of one program and the start of the other.

Code	Title	Hours
MBA Pre-requisites		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
MBA Introductory Courses		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics [2]	3
FINC 450	Financial Management [1]	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
Required MBA Foundational Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3

Ethics course		**3**
Select one of the following:		
ETHC 441N	Business Ethics	
ETHC 446	International Business Ethics	
MS Human Resources Foundational Coursework		
HRER 413	Compensation	3
HRER 415	Internship [3]	1
HRER 418	Human Resources Law	3
HRER 422	Global Human Resource Management	3
HRER 429	Human Resource Development	3
HRER 462	Employment Relations	3
HRER 463	Staffing	3
HRER 490	Analytical Problem Solving	3
HRER 501	Performance Management	3
MBA or HRER Elective		**9**
Total Hours		**73**

[1] Co-requisite: ACCT 400 Financial Accounting for Business Decisions
[2] Pre-requisite: INFS 400N Quantitative Methods I
[3] Waivable. For students without 3 years of HR experience.

Suggested Sequence of Courses

Students in a dual program should seek guidance from their assigned Academic Advisor each quarter to build a course sequence. This ensures appropriate courses to fulfill requirements and electives while maintaining pace toward program completions.

Course	Title	Hours
Year 1		
Term 1		
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
HRER 413	Compensation	3
	Hours	**9**
Term 2		
MARK 460	Marketing Management	3
HRER 418	Human Resources Law	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
	Hours	**9**
Term 3		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N or MARK 470N	Data Driven Decision Making or Research, Insights and Storytelling	3
HRER 463	Staffing	3
	Hours	**9**
Term 4		
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
Elective [1]		3
	Hours	**9**
Year 2		
Term 1		
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
SCMG 480	Intro to Operations Management	3
HRER 501	Performance Management	3
Elective [1]		3
	Hours	**12**
Term 2		
ECON 420	Managerial Economics	3
HRER 422	Global Human Resource Management	3
HRER 429	Human Resource Development	3
HRER 462	Employment Relations	3
	Hours	**12**
Term 3		
MGMT 430N	Strategy and Leadership	3
HRER 415	Internship	1
HRER 490	Analytical Problem Solving	3
Elective [1]		3
	Hours	**10**
Term 4		
MGMT 431N	Business Consulting Course	3
	Hours	**3**
	Total Hours	**73**

[1] Consult the Academic Advisor to select two elective courses.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Learning Outcomes

- Goal 1: Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Goal 2: Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and

managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]

- Goal 3: Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Goal 4: Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Goal 5: Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Understand the theoretical and practical demands of HR professional career and human relations requirements of being an effective manager; both of which involve attracting, engaging, and retaining talented employees. [MSHR]
- Develop and administer human resource strategies, programs and policies in the specific functional areas including talent acquisition/staffing (including employment planning, recruitment, and selection), HR development and training, compensation and benefits, performance management, and employment relations. [MSHR]
- Understand how the practice of effective human resource management can positively impact the business and result in a competitive advantage to the organization. [MSHR]
- Utilize critical thinking skills which involve complex human behavior and motivation. [MSHR]
- Appreciate of the value and methods for sustaining employee diversity including a global perspective as it relates to human resources. [MSHR]
- Develop research, written, and oral communications skills by preparing in-depth case presentations and reports. [MSHR]
- Appreciate ethical perspectives and support sustainable outcomes with respect to all aspects of HR management. [MSHR]

Integrative Cell Biology (MD/PhD)

The PhD in Integrative Cell Biology offers students a flexible curriculum focused on learning cell biology in a comprehensive scope, ranging from the molecular biology of cells and cell structures to cellular functions in various biological contexts, like cancer, inflammation, and immunology.

Related Programs

Doctoral

- Biochemistry, Molecular and Cancer Biology (PhD) (p. 1353)
- Cell and Molecular Physiology (PhD) (p. 1356)

Combined

- Integrative Cell Biology (MD/PhD) (p. 1872)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics
- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with IPBS. In addition MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Integrative Cell Biology portion of this dual degree program can be found below.

Course Requirements

The PhD in Integrative Cell Biology required a total of 48 credit hours. Students in the MD/PhD program will complete at least 24 hours in the PhD program and transfer 24 hours from their MD coursework. Core IPBS requirements and track courses are detailed below.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Required Courses		
ICB 403	Graduate Histology	3
ICB 463	Teaching Anatomy II	1
One Integrative Cell Biology Elective		*3*
BMB 417	Molecular Biology	
BMB 590	Molecular Biology of Oncogenesis	
PHAR 410	Signal Transduction	
MIIM 442	Cell & Molecular Immunology	
ICB 445	Scientific Literature: Review & Critique	1

ICB 446	Review Seminar	1
ICB 459	Research	1-8
GSSM S61	Doctoral Study-Summer	1
ICB 600	Dissertation Supervision	1
Total Hours		**24**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the third year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a public seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
ICB 445	Scientific Literature: Review & Critique	1
ICB 459	Research	2
ICB 446	Review Seminar	0
Elective 1		3
	Hours	**8**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
ICB 403	Graduate Histology	3
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	1
ICB 459	Research	2
	Hours	**10**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
ICB 446	Review Seminar	0
ICB 445	Scientific Literature: Review & Critique	0
ICB 459	Research	2
ICB 600	Dissertation Supervision	1
	Hours	**3**
Spring		
ICB 463	Teaching Anatomy II	1
ICB 445	Scientific Literature: Review & Critique	0
ICB 446	Review Seminar	0
ICB 459	Research	1
ICB 600	Dissertation Supervision	1
	Hours	**2**
Year 3		
Students enroll in ICB 445 Scientific Literature: Review & Critique, ICB 446 Review Seminar and ICB 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 24 credit hours for the PhD in years 3 and 4.		
	Hours	**0**
	Total Hours	**24**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge of cell biology.

- Propose original biomedical research questions and design experiments to address these questions.Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution,data interpretation and presentation.

Law/Business (JD/MBA)

In a growing global economy, the career paths of business and law professionals have become increasingly convergent. The role of an attorney in the day-to-day management of businesses has become vital, as the modern business professional needs immediate access to sound legal advice.

The JD/MBA dual-degree program in business and law enables the student to complete both degrees with six fewer courses than would be required if the degrees were pursued separately. Students completing the dual degree will earn an MBA with a specialization in business law (p. 1590) as well as the JD degree (p. 1795).

Related Programs

Master's

- Executive MBA (EMBA) (p. 1577)

Certificate

- Baumhart Certificate in Environmental, Social, and Governance (p. 1571)
- Business Ethics Certificate (p. 1576)

Curriculum

- During the completion of the JD/MBA program, the equivalent of nine credit hours from each degree program are counted toward the other degree program. This feature enables the student to complete both degrees with fewer courses than would be required if the degrees were pursued separately.
- The course sharing feature of this program allows students to earn a MBA specialization in legal environment. Any three courses taken at the law school are applied towards the completion of the MBA, granting the legal environment concentration. Students work with an advisor in each school to plan their respective programs of study.
- Generally, a total of 9 to 13 MBA courses are required for the completion of the MBA, plus the nine credit hours transferred from the School of Law.
- Students must complete at least 15 quarter hours (generally five courses) in the Quinlan School of Business before completing their law coursework in order to earn the "course sharing" benefits of the MBA/JD program.
- See JD Full-time degree requirements (https://www.luc.edu/law/currentstudents/registrar/registrationplanning/degreerequirements/) for a list of courses that satisfy the electives option.

Code	Title	Hours
MBA Requirements		
Pre-Requisite Knowledge		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
Introductory MBA Courses		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics	3
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
MBA Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3
Electives		
Legal Environment Electives (3 courses)		9
JD Requirements		
Required Courses		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2
LAW 210	Evidence [1]	4
LAW 232	Bar Exam Fundamentals [3]	2
LAW 270	Business Organizations [1]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1875) [2]		2-3
LAW Electives		23-28
Law Experiential Learning Elective (p. 1875)		6
Law Perspective Elective (p. 1875) [4]		2-3
Law Rigorous Writing Elective (p. 1876) [5]		2-3
Business Electives (15 quarter hours)		15
Total Hours		**140**

[1] This requirement only applies to students beginning their JDs in Fall 2023 or later.

[2] This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.

[3] Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

[4] 2 or 3 credit hours in Spring semester of first year for full-time students; part- time students must take perspective elective after the first year.

[5] At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3
LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2
LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3

LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Suggested Sequence of Courses

Course	Title	Hours
First Year		
Fall		
LAW 113	Civil Procedure	4
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 424	Professional Identity Formation	1
	Hours	**15**
Spring		
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 192	Legal Writing II	2
Perspective Elective [1]		2-3
	Hours	**15**
Summer		
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
HRER 417N	Managing and Motivating in the Workplace	3
INFS 596N	Data Driven Decision Making	3
Legal Environment Elective		3
	Hours	**12**
Second Year		
Fall		
LAW 210	Evidence	4
LAW 270	Business Organizations	4
LAW	Elective Courses [2]	4
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
	Hours	**18**
Winter		
ECON 420	Managerial Economics	3
FINC 470N	Business Finance	3
MARK 460	Marketing Management	3
	Hours	**9**
Spring		
LAW	Elective Courses [2]	12
ENTR 480 or IBUS 455	Recognizing Entrepreneurial Opportunities or International Strategies for Multinational Enterprises	3
MGMT 426N	Leadership Development	1.5
MARK 425N	Business Communication	1.5
	Hours	**18**
Summer		
Business Electives [3]		9
	Hours	**9**
Third Year		
Fall		
LAW 414	Professional Responsibility	3
LAW	Elective Courses [2]	6
MGMT 430N	Strategy and Leadership	3
SCMG 480	Intro to Operations Management	3
Legal Environment Elective		3
	Hours	**18**
Winter		
MGMT 431N	Business Consulting Course	3
Business Electives [3]		6
	Hours	**9**
Spring		
LAW 232	Bar Exam Fundamentals [4]	2
LAW	Elective Courses [2]	12
Legal Environment Elective		3
	Hours	**17**
	Total Hours	**140**

[1] Students can choose from an elective course that examines perspectives on the law and justice. All students must complete a perspective elective before graduation.
[2] Students can choose electives from numerous courses, which are offered on a rotating basis.
[3] Consult with Academic Advisor to select elective courses.
[4] Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete LAW 232 Bar Exam Fundamentals in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

You will be able to:

- Utilize skills derived from participation in supervised live-client experiences, externships, or litigation and transactional practice simulations, such as interviewing, counseling, negotiation, mediation, fact development and analysis, problem solving, design thinking, trial practice, document drafting, and collaborative work [JD]
- Determine your clients' needs and objectives [JD]
- Determine relevant facts and understand their relevance to your client's legal position [JD]
- Conduct legal research [JD]
- Analyze and apply relevant legal principles [JD]
- Find solutions to legal problems [JD]
- Communicate legal concepts clearly and effectively, both orally and in writing [JD]
- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]

Marketing (MBA/MSM)

Loyola students may choose to combine an MBA (p. 1590) with a Master of Science in Marketing (MSM) (p. 1586) to provide the breadth and depth of knowledge often required of marketing professionals.

Related Programs

Master's

- Business Analytics (MS) (p. 1572)
- Marketing (MSM) (p. 1586)

Combined

- Business Analytics (MBA/MS) (p. 1862)

Curriculum

The dual degree in business and marketing requires fewer courses than if each degree were earned separately. Students completing the dual degree will earn an MBA with a specialization in marketing and an MSM degree.

A maximum gap of one quarter is allowed between the completion of one program and the start of the other program.

Code	Title	Hours
MBA Requirements		
Pre-Requisites [1]		
INFS 400N	Quantitative Methods I	0
INFS 402N	Quantitative Methods II - Statistics Primer	0
Introductory Courses [1]		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics [2]	3
FINC 450	Financial Management [3]	3
SCMG 480	Operations Management	3
Foundational Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
FINC 470N	Business Finance	3
MGMT 430N	Strategy and Leadership	3
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3

Ethics Course		
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
MS Foundational Coureswork		
MARK 460	Marketing Management	3
MARK 461	Research Methods in Marketing	3
MARK 464	Integrated Marketing Communication	3
MARK 465	International Marketing	3
MARK 467	Consumer Behavior	3
MARK 468	Digital Marketing	3
MBA or MSM Electives		18
Students must choose 6 MBA or MSM courses from the following three tracks: Integrated Marketing Communications, Supply Chain Management, Digital Marketing		
Total Hours		**72**

[1] May be waived.
[2] Pre-Requisite: INFS 400N Quantitative Methods I
[3] Co-Requisite: ACCT 400 Financial Accounting for Business Decisions

MBA or MSM Elective Tracks

Integrated Marketing Communications Elective Track

Code	Title	Hours
MARK 463	Sales and Strategic Leadership	3
MARK 469	Independent Study-Marketing Management	3
MARK 561	Comparative Consumer Behavior	3
MARK 562	Database Marketing Strategy	3
MARK 564	Brand Equity and Marketing Strategy	3
MARK 566	Integrated Media Planning	3
MARK 567	Customer Relationship Management	3
MARK 568	Social Media & Content Marketing	3
MARK 569	Special Topics	3
MARK 661	Customer Analytics	3
MARK 662	Marketing Metrics	3
ENTR 482	Entrepreneurial Marketing	3

Digital Marketing Elective Track (STEM designated)

Code	Title	Hours
INFS 492	Database Systems	3
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	3
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	3
INFS 590	Global Strategy and Data	3
INFS 592	Data Visualization	3
INFS 796	Data Warehousing	3
MARK 562	Database Marketing Strategy	3
MARK 661	Customer Analytics	3

Supply Chain Management Elective Track

Code	Title	Hours
SCMG 480	Operations Management	
SCMG 481	Performance Improvement in Business Processes	
SCMG 482	Lean Production Concepts and Practices	
SCMG 483	Management of Service Operations	
SCMG 486	Global Logistics	
SCMG 487	Purchasing Management	
SCMG 488	Inventory Management	
SCMG 489	Supply Chain Analytics	
INFS 484N	Project Management	
INFS 495	Forecasting Methods with Artificial Intelligence (AI)	

Suggested Sequence of Courses

Students in a dual program should seek guidance from their assigned Academic Advisor each quarter to build a course sequence. This ensures appropriate courses to fulfill requirements and electives while maintaining pace toward program completions.

Course	Title	Hours
Year 1		
Term 1		
ACCT 400	Financial Accounting for Business Decisions	3
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
	Hours	**9**
Term 2		
FINC 470N	Business Finance	3
ECON 420	Managerial Economics	3
MARK 465	International Marketing	3
	Hours	**9**
Term 3		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N or INFS 596N	Research, Insights and Storytelling or Data Driven Decision Making	3
MARK 461	Research Methods in Marketing	3
	Hours	**9**
Term 4		
HRER 417N	Managing and Motivating in the Workplace	3
ETHC 441N or ETHC 446	Business Ethics or International Business Ethics	3
MARK 464	Integrated Marketing Communication	3
	Hours	**9**
Year 2		
Term 1		
SCMG 480	Intro to Operations Management	3
IBUS 455 or ENTR 480	International Strategies for Multinational Enterprises or Recognizing Entrepreneurial Opportunities	3
MARK 467	Consumer Behavior	3
	Hours	**9**
Term 2		
MGMT 431N	Business Consulting Course	3
Electives (2) [1]		6
	Hours	**9**

Term 3		
MGMT 430N	Strategy and Leadership	3
MARK 468	Digital Marketing	3
Elective [1]		3
	Hours	**9**
Term 4		
MARK 562	Database Marketing Strategy	3
Electives (2) [1]		6
	Hours	**9**
	Total Hours	**72**

[1] Consult the Academic Advisor to select an elective course.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Develop the creative and strategic skills you need to lead and innovate in the diverse, digital, and dynamic field of marketing [MSM]
- Learn marketing strategies that deliver brand growth and a competitive advantage in a time of sweeping economic, environmental, and social change [MSM]
- Gain the technical business skills that are essential in today's global economy [MSM]
- Learn to ask the questions that are important to humanity as you harness the power of marketing to promote positive social change [MSM]
- You will also build a strong foundation in: Marketing finance; Strategic planning; Brand leadership; Digital and social content development; Leadership and ethics; Database analytics; Sustainable business leadership; and Global campaign development [MSM]

Medicine/Public Health (MD/MPH)

Combine medical training with public health knowledge.

A degree in public health provides a broader lens through which to examine individual patient care. Physicians with a public health background look at how environments and community resources can contribute – or detract from – overall health and wellness. Our dual MD/MPH degree is offered by the Parkinson School of Public Health and the Stritch School of Medicine, and can be completed in five years. The MPH is accredited by the Council on Education for Public Health (CEPH).

Related Programs

Master's

- Public Health (MPH) (p. 1540)

Certificate

- Dietetic Internship Certificate (p. 1526)
- Public Health Certificate (p. 1544)

Curriculum

The MD/MPH requires 42 credit hours towards the Master of Public Health program (six of which are transferred from electives in the MD program), practical experience in public health, and a capstone project.

Doctor of Medicine Requirements

Degree requirements for the MD can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/).

Students will begin the MPH curriculum during the summer before the first year of medical school (M0) and complete all eleven (11) didactic courses (33 credit hours). Six (6) credits are transferred from electives taken during year M3 or M4 in the MD program. A two-credit capstone project completed during a Stritch research elective or discretionary time in the M3 or M4 year. An applied practice experience in public health is required and can be completed during the M0 year.

The dual MD/MPH program focuses on health disparities and identifying strategies to minimize them. Loyola's Health Sciences Campus is located in Maywood. This underserved community provides a unique opportunity to promote health equity in our own community and collaborate with local groups to improve public health.

Master of Public Health Requirements

Offered in-person, online, or hybrid, Loyola's MPH is a 42-credit curriculum. Online courses include both synchronous and asynchronous components. We offer concentrations in three study tracks: Epidemiology, Policy and Management, and Global Health Equity. The curriculum includes six core courses, concentration-specific courses, electives, and applied practice and integrative learning experiences.

Online Learning

Convenient and rigorous, the online program is geared to working professionals, non-traditional students, and individuals who need a more flexible learning format. Loyola University Chicago faculty with expertise in Public Health, Public Health Policy and Management, Environmental Health, Bioethics, Epidemiology, and Biostatistics teach in this program. The vast resources of Loyola's Parkinson School and the Health Science Campus, along with the combined knowledge and experience of distinguished faculty from medicine, social work, bioethics, health policy and law, will help you take on many opportunities and challenges.

Code	Title	Hours
MPH Foundational Courses		
MPBH 400	Determinants of Population Health	3
MPBH 402	Public Health Practice and Management	3
MPBH 403	Introduction to Epidemiology	3
MPBH 404	Biostatistics for Health and Biological Science	3
or MPBH 409	Biostatistics I	
MPBH 407	Public Health Policy: Concepts and Practice	3
MPBH 499	Public Health in Action	3
MPH Track-Specific Curricula (p. 1880)		**15**
MPH Electives		**6**
Select two of the following: [1]		
MPBH 426	Infectious Disease Epidemiology	
MPBH 415	Non-Communicable Disease Epidemiology	
MPBH 432	Health Impact Assessment	
MPBH 495	Special Topics	
Applied Practice Experience (p. 1881)		**1**
MPBH 410	MPH Practicum	
Integrated Learning Experience (p. 1881)		**2**
MPBH 411	MPH Capstone	
Total Hours		**42**

[1] Selected courses from other schools/programs may satisfy MPH elective requirements.

MPH Track-Specific Curricula (15 credits)

Epidemiology

This hybrid program combines online and evening classes. Epidemiology is the basic science of public health: it helps us understand the causes of and solutions to diseases. This track equips students to design, conduct, analyze, and interpret population health research, while they learn the basic principles of all public health disciplines.

Code	Title	Hours
MPBH 412	Intro to Statistical Computing for Public Health	2
MPBH 421	Biostatistics II	3
MPBH 423	Intermediate Epidemiology	3
MPBH 427	Advanced Statistical Methods	1
MPBH 431	Grant Writing	3
Choose One Research Methods Course from the following:		3
MPBH 414	Introduction to Global Health	
MPBH 433	Clinical Trials	
MPBH 434	Systematic Review and Meta-Analysis	
ENVS 480	Introduction to Geographic Information Systems	
Total Hours		**15**

Global Health Equity

This concentration is a hybrid program of online and evening classes. Study the health of global populations with the ultimate goal of identifying and eliminating structures and practices of inequity and injustice to advance health equity for individuals and populations.

Code	Title	Hours
MPBH 414	Introduction to Global Health	3
MPBH 417	Global Maternal and Child Health	3
MPBH 422	Population Health Planning & Management	3
MPBH 431	Grant Writing	3
Choose one of the following: [1]		3
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 432	Global Bioethics	
Total Hours		**15**

[1] Students may choose an elective course not on this list with Track Director approval.

Public Health Policy and Management

This concentration can be completed entirely online, and also can be taken with in-person courses. This curriculum studies the organization, structure, and delivery of health-related services, and associated population health outcomes. Students may customize their academic focus in either public health policy, administration, or both.

Code	Title	Hours
MPBH 416	Health Services Research Methods	3
MPBH 425	Policy Analysis	3
Choose one of the following		3
BEHL 402	Justice & Health Care	
BEHL 404	Biomedical Ethics and Law	
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 432	Global Bioethics	
Choose two of the following		6
Policy-oriented		
MPBH 420	Public Health Law: Theories and Cases	
MPBH 424	Health Economics and Healthcare Financing	
Management-oriented		
MPBH 422	Population Health Planning & Management	
CMAN 533	Fiscal Management in Health Care Organizations	
Total Hours		**15**

Applied Practice Experience (1 credit)

Also known as the MPH practicum, it provides the student with practical experience in a public health setting, requiring the student to apply and integrate skills and knowledge learned in courses. The applied practice experience (APE) must be 210 hours or more. Students must apply five program competencies to their APE and produce at least two deliverables, which will become part of their portfolio. Examples of APE sites include MRSA Research Center, North Shore Mosquito Abatement District, Summer Field Research in Ghana, Health and Medicine Policy Research Group, American Cancer Society, American Diabetes Association, Chicago Department of Public Health, and Mount Sinai Hospital.

Integrated Learning Experience (2 credits)

The integrated learning experience is a student-led capstone project culminating with a presentation and written manuscript. The project should demonstrate student's ability to apply acquired skills and competencies to a public health problem that simulates a professional practice experience. Depending on their interests, some students may analyze data collected during their practicum to help complete their capstone.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing the MPH coursework. An individual student's completion of requirements depends on course offerings in a given term and the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MPBH 400	Determinants of Population Health	3
MPBH 402	Public Health Practice and Management	3
MPBH 404 or MPBH 409	Biostatistics for Health and Biological Science or Biostatistics I	3
MPH Track-Specific Curricula Course		3
	Hours	**12**
Spring		
MPBH 403	Introduction to Epidemiology	3
MPBH 409	Biostatistics I	3
MPH Track-Specific Curricula Course		3
MPH Track-Specific Curricula Course		3
	Hours	**12**
Summer		
MPBH 407	Public Health Policy: Concepts and Practice	3
MPH Track-Specific Curricula Course		3
	Hours	**6**
Year 2		
Fall		
MPH Track-Specific Curricula Course		3
MPH Elective		3
	Hours	**6**
Spring		
MPBH 410	MPH Practicum	1
MPBH 411	MPH Capstone	2
MPH Elective		3
	Hours	**6**
	Total Hours	**42**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Learning Outcomes

- You will combine patient care training with public health competencies in the areas of evidence-based approaches, public health and health care systems, planning and management, policy, leadership, communications, inter-professional practice, and system-wide approaches.

Microbiology and Immunology (MD/PhD)

The PhD in Microbiology and Immunology trains students for a career in research and teaching in microbiology, virology, immunology or molecular biology. The Department of Microbiology and Immunology creates and environment through courses, laboratory work, and other activities to allow students to acquire the tools necessary to work independently and to think critically. The department instills a sense of thoroughness, accuracy, and knowledge of common research tools that is indispensable. Students will able to independently analyze and evaluate scientific problems and be responsible for their research by the end of their program.

Related Programs

Master's

- Microbiology and Immunology (MS) (p. 1366)

Combined

- Microbiology and Immunology (MD/PhD) (p. 1881)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics

- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with the IPBS. In addition MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Microbiology and Immunology portion of this dual degree program can be found below.

Course Requirements

The PhD in Microbiology and Immunology requires a total of 48 credit hours. Students in the MD/PhD program will complete 24 credit hours in the PhD program and transfer 24 hours from their MD coursework. Core IPBS requirements and track courses are detailed below.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Requirements		
Microbiology and Immunology Electives: select two		5-6
MIIM 411	Basic Molecular Microbiology	
MIIM 413	Basic Concepts of Immunology	
MIIM 442	Cell & Molecular Immunology	
MIIM 471	Molecular Microbial Genetics	
MIIM 431	The Molecular Biology of Viruses	
MIIM 492	Research (hours may vary--see note below)	1-9
MIIM 501	Seminar	0
MIIM 502	Special Topics (Student must take this course twice)	1
MIIM 503	Current Literature	1
GSSM S61	Doctoral Study-Summer	1
MIIM 600	Dissertation Supervision	1
Total Hours		**24**

Note: Students must take 15 didactic credits; they may choose to take additional courses and reduce research credit accordingly to total 24 credits.

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the second year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
MIIM 492	Research	4
MIIM 501	Seminar	0
MIIM 503	Current Literature	1
Elective 1 [1]		3
	Hours	**10**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
MIIM 492	Research	2
MIIM 501	Seminar	0
MIIM 503	Current Literature	0
Elective 2 [1]		3
	Hours	**9**

Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
MIIM 492	Research	2
MIIM 501	Seminar	0
MIIM 503	Current Literature	0
MIIM 600	Dissertation Supervision	1
	Hours	**3**
Spring		
MIIM 492	Research	1
MIIM 501	Seminar	0
MIIM 503	Current Literature	0
MIIM 600	Dissertation Supervision	1
	Hours	**1**
Year 3		
Students enroll in MIIM 501 Seminar, MIIM 503 Current Literature and MIIM 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 24 credit hours for the PhD in years 3 and 4.		
	Hours	**0**
	Total Hours	**24**

[1] Electives can be taken in the Fall or Spring semester, depending on when they are offered.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge of Microbiology and Immunology.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Molecular Pharmacology and Therapeutics (MD/PhD)

The PhD in Molecular Pharmacology & Therapeutics is dedicated to training outstanding scientists in the pharmacological sciences. After successful completion of formal course work students will have acquired in-depth knowledge of pharmacology and basic knowledge of molecular and cellular biology, biochemistry, and physiology. Our training provides a solid foundation for successful scientific careers in a wide range of areas, including academia, government, and the pharmaceutical industry.

Related Programs

Master's

- Molecular Pharmacology and Therapeutics (MS) (p. 1369)

Combined

- Molecular Pharmacology and Therapeutics (MD/PhD) (p. 1883)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics
- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with the IPBS. In addition MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Molecular Pharmacology and Therapeutics portion of this dual degree program can be found below.

Course Requirements

The PhD in Molecular Pharmacology and Therapeutics requires a total of 48 credit hours. Students in the MD/PhD program will complete 24 credit hours in the PhD program and transfer 24 hours from their MD coursework. Core IPBS requirements and track courses are detailed below.

Code	Title	Hours
Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
BMSC 418	Presentation skills	1
Track Requirements		
Molecular Pharmacology and Therapuetics Electives (Select 2)		*6*
PHAR 406	Special Problems in Pharmacology	
PHAR 407	Fundamentals of Drug Discovery and Development	
PHAR 408	Molecular Basis of Disease and Therapeutics	
PHAR 409	Principles of Pharmacology	
PHAR 410	Signal Transduction	
PHAR 415	Current Topics in Pharmacology and Epidemiology of Disease	
PHAR 420	Pharmacovigilance: A Practical Approach	
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	1-9
PHAR 600	Dissertation Supervision	1
GSSM S61	Doctoral Study-Summer	1
Total Hours		**24**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the second year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
PHAR 499	Research	3
Elective 1		3
	Hours	**8**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 418	Presentation skills	1
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	2
Elective 2		3
	Hours	**9**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	3
PHAR 600	Dissertation Supervision	1
	Hours	**4**
Spring		
PHAR 405	Pharmacology Journal Club	0
PHAR 499	Research	2
PHAR 600	Dissertation Supervision	1
	Hours	**2**

Year 3	
Students enroll in PHAR 405 Pharmacology Journal Club and PHAR 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 24 credit hours for the PhD in years 3 and 4.	
Hours	**0**
Total Hours	**24**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a deep knowledge in molecular pharmacology and therapeutics.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Neuroscience (MD/PhD)

The Neuroscience PhD Program provides students with a fundamental understanding of nervous system structure and function as well as the opportunity to develop the analytical and communication skills necessary to independently and collaboratively ask and answer novel and impactful research questions that advance our current understanding of central and peripheral nervous system function, disease processes and potential therapeutic targets.

Related Programs

Master's

- Neuroscience (MS) (p. 1374)

Minor

- Neuroscience Minor (p. 572)

Combined

- Neuroscience (MD/PhD) (p. 1885)

MD/PHD at Loyola University Chicago

Loyola University Chicago Stritch School of Medicine offers a program designed for exceptional students to earn both an MD and a PhD degree, in preparation for a career in academic medicine. The program is flexible, individually tailored, and provides an opportunity to work concurrently toward an MD and a PhD degree in one of the six academic tracks available to Integrated Program in Biomedical Science (IPBS) PhD students:

- Biochemistry, Molecular, and Cancer Biology
- Cell and Molecular Physiology
- Integrative Cell Biology
- Molecular Pharmacology and Therapeutics
- Microbiology and Immunology
- Neuroscience

Ideal candidates for this program should demonstrate a strong interest in and exceptional motivation toward research. Our MD/PhD candidates undergo a challenging and excellent research training experience tailored to the interests and goals of each student. Students actively participate in presenting their respective research and/or clinical work at appointed monthly MD/PhD meetings.

The MD/PhD Program benefits from all the biomedical science disciplines of the Graduate School located at Loyola University Chicago Health Sciences Campus. Their teaching programs are integrated with those of the medical school. The PhD degree may be earned in any of the academic tracks listed for the IPBS.The ultimate goal is for the student to achieve both degrees in seven to eight years, depending on the student's goals, background, workload, and specific course schedule.

Curriculum

The MD/PhD curriculum consists of the first two years of medical school, then three to four years of graduate school in one of the IPBS tracks, followed by two more years of medical school. MD/PhD students must complete all degree requirements for the MD degree and the PhD degree with the IPBS. In addition MD/PhD students must submit a competitive NIH F30/F31 or similar fellowship or funding consideration. The MD curriculum can be found on the Stritch School of Medicine website (https://www.luc.edu/stritch/education/doctorofmedicine/). The degree requirements for the PhD in Neuroscience portion of this dual degree program can be found below.

Neuroscience Track Specific Course Requirements

The PhD in Neuroscience requires a total of 48 credit hours. Students in the MD/PhD program will complete 24 credit hours in the PhD program and transfer 24 hours from their MD coursework to fulfill the PhD

requirements. Core IPBS requirement and track courses are detailed below.

Code	Title	Hours
IPBS Foundational Curriculum		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
Neuroscience Courses		
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 415	Neurochemistry	3
NRSC 502	Neuroscience Journal Club	0
NRSC 503	Neuroscience Seminar	1
NRSC 499	Research	1-9
GSSM S61	Doctoral Study-Summer	1
NRSC 600	Dissertation Supervision	1
Total Hours		**24**

Comprehensive Examination

In addition to the course work, students must pass a Comprehensive Exam which involves preparing a mock grant proposal. The Comprehensive Exam also tests the student's understanding of the scientific method, oral and written communication skills and general biomedical research knowledge. The Comprehensive Exam usually is taken during the summer of the first year of their PhD coursework for MD/PhD students. The written mock grant proposal is presented to the student's Comprehensive Exam Committee and evaluated during a meeting with the Committee. Students who pass their Comprehensive Exam are permitted to continue in the IPBS.

Research and Dissertation

The Integrated Program in Biomedical Sciences is a research-intensive PhD program. Students are expected to undertake an independent, original experimental study resulting in new and significant contributions to knowledge in the biomedical sciences.

Lab Rotations: Students undergo one laboratory rotation, usually during the summer between their first and second year of medical school to identify a research advisor. Students select a rotation laboratory from a list of available advisors and in consultation with the Director of the MD/PhD program and the Associate Dean for Graduate Education. After identifying an advisor, students select a specialization track and begin attending the Journal Clubs, Seminars and taking track-specific electives. Each track has a Graduate Program Director to advise students.

Dissertation Research: After students pass their Comprehensive Exam, they form a Dissertation Committee and meet with the Committee starting in the second year to receive approval of their Dissertation Proposal. Research on the dissertation continues with regular Dissertation Committee meetings until the completion of the dissertation. The final dissertation must be presented in a pubic seminar, approved by the Dissertation Committee and deposited in a public database.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
BMSC 405	Ethics in Biomedical Sciences	1
BMSC 416	Methods Biomedical Science	1
NRSC 415	Neurochemistry	3
NRSC 499	Research	3
NRSC 502	Neuroscience Journal Club	0
	Hours	**8**
Spring		
BMSC 402	Statistical Methods for Biomedical Science	3
NRSC 410	Cellular & Molecular Neurobiology	3
NRSC 499	Research	2
NRSC 503	Neuroscience Seminar	1
	Hours	**9**
Summer		
GSSM S61	Doctoral Study-Summer	1
	Hours	**1**
Year 2		
Fall		
NRSC 499	Research	3
NRSC 502	Neuroscience Journal Club	0
NRSC 600	Dissertation Supervision	1
	Hours	**4**
Spring		
NRSC 499	Research	2
NRSC 503	Neuroscience Seminar	1
NRSC 600	Dissertation Supervision	1
	Hours	**2**
Year 3		
Students enroll in NRSC 502 Neuroscience Journal Club, NRSC 503 Neuroscience Seminar and NRSC 600 Dissertation Supervision each semester for the remainder of time in the program. They also enroll in GSSM S61 Doctoral Study-Summer each summer. Students will accumulate more than 24 credit hours for the PhD in years 3 and 4.		
	Hours	**0**
	Total Hours	**24**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the MD/PhD program, students will be able to:

- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular and cellular processes and common biomedical research methods.
- Demonstrate a thorough conceptual understanding of structure and function of the nervous system as well as the biology and function of cells of the nervous system.
- Propose original biomedical research questions and design experiments to address these questions.
- Execute critical experiments to address the relevant biomedical research questions.
- Search and critically evaluate the scientific literature and scientific data.
- Clearly and effectively communicate scientific information in both oral and written forms.
- Incorporate high standards of ethics into research design, execution, data interpretation and presentation.

Pharmacology/Business (MS/MBA)

The Department of Molecular Pharmacology & Neuroscience and the Loyola University Chicago Quinlan School of Business offer full time 2.5-year and part-time 4-year dual degree programs leading to a Master of Science (MS) in Pharmacology degree and a Master of Business Administration (MBA) degree. This program is especially designed for individuals who are planning a career in the pharmaceutical, biotechnology, or other health-related industries. The ability of our graduates to understand both the science and business aspects of developing and marketing a new product or therapy gives them a competitive advantage in obtaining a position in industry and advancing their careers. This dual degree program also allows students to earn the two degrees in a shorter period of time than completing each one separately.

Related Programs

Master's

- Molecular Pharmacology and Therapeutics (MS) (p. 1369)

Doctoral

- Molecular Pharmacology and Therapeutics (PhD) (p. 1372)

Certificate

- Pharmacovigilance Certificate (p. 1377)

Curriculum

Master of Science in Pharmacology/MBA Dual Degree Curriculum

The Master of Science in Pharmacology requires 30 credit hours. Because three of these are shared with the MBA curriculum, students are required to fulfill 27 credit hours in the Pharmacology MS program and 39 credit hours for the MBA program.

Required Coursework

Code	Title	Hours
MS Pharmacology Requirements		
BMSC 402	Statistical Methods for Biomedical Science	3
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 412	Cell Biology	4
BMSC 416	Methods Biomedical Science	1
PHAR 405	Pharmacology Journal Club (taken twice)	1
PHAR 407	Fundamentals of Drug Discovery and Development	3
PHAR 409	Principles of Pharmacology	3
PHAR 499	Research	4
Select one of the following:		3-4
BMB 417	Molecular Biology	
BMSC 414	Systems Biology	
MIIM 411	Basic Molecular Microbiology	
MIIM 431	The Molecular Biology of Viruses	
NRSC 410	Cellular & Molecular Neurobiology	
PHAR 420	Pharmacovigilance: A Practical Approach	
Business MBA Requirements [1]		
Introductory MBA Courses		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics	3
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
SCMG 480	Operations Management	3
MBA Coursework		
ENTR 480	Recognizing Entrepreneurial Opportunities	3
or IBUS 455	International Strategies for Multinational Enterprises	
ETHC 441N	Business Ethics	3
or ETHC 446	International Business Ethics	
FINC 470N	Business Finance	3
HRER 417N	Managing and Motivating in the Workplace	3
INFS 596N	Data Driven Decision Making	3
or MARK 470N	Research, Insights and Storytelling	
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MGMT 430N	Strategy and Leadership	3
MGMT 431N	Business Consulting Course	3
Total Hours		**66**

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
BMSC 410	Biochemistry and Molecular Biology	4
BMSC 416	Methods Biomedical Science	1
BMSC 412	Cell Biology	4
PHAR 499	Research	2
	Hours	**11**
Spring		
PHAR Elective Course		3-4
PHAR 409	Principles of Pharmacology	3
BMSC 402	Statistical Methods for Biomedical Science	3

PHAR 499	Research	2
PHAR 405	Pharmacology Journal Club	1
	Hours	**12**
Year 2		
Fall		
PHAR 407	Fundamentals of Drug Discovery and Development	3
PHAR 405	Pharmacology Journal Club	1
ACCT 400	Financial Accounting for Business Decisions	3
SCMG 480	Intro to Operations Management	3
	Hours	**10**
Winter		
FINC 450	Financial Management	3
MARK 460	Marketing Management	3
IBUS 455 or ENTR 480	International Strategies for Multinational Enterprises or Recognizing Entrepreneurial Opportunities	3
	Hours	**9**
Spring		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
INFS 596N or MARK 470N	Data Driven Decision Making or Research, Insights and Storytelling	3
	Hours	**6**
Summer		
ECON 420	Managerial Economics	3
FINC 470N	Business Finance	3
	Hours	**6**
Year 3		
Fall		
ETHC 441N	Business Ethics	3
MGMT 430N	Strategy and Leadership	3
	Hours	**6**
Winter		
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3
	Hours	**6**
	Total Hours	**66**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]
- Demonstrate a general knowledge base in the biomedical sciences with an understanding of fundamental biochemical, molecular, and cellular processes and common biomedical research methods. [MS]
- Demonstrate an understanding of the molecular, cellular, and physiological mechanisms underlying the pathophysiological changes that occur in disease etiology and describe how targeting these mechanisms with drug(s) can act to effectively treat the disease. [MS]
- Understand, assess, and draw conclusions from published research. [MS]
- Describe various approaches by which new drugs are discovered and developed and the process by which drugs are approved for clinical use. [MS]
- Propose original biomedical research by forming an hypotheses, designing experiments, critically evaluating experimental results, interpreting data, and drawing appropriate conclusions. [MS]
- Design and effectively present scientific presentations, write scientific papers and grants. [MS]
- Articulate and discuss ethical aspects in drug development and pharmacovigilance, including, but not limited to, animal use, clinical trials, intellectual property, benefit-risk analysis, and research design and integrity. [MS]

Political Science/Law (MA/JD)

The dual JD/MA program permits students enrolled in Loyola's Law School to complete both a JD degree and an MA in Political Science in a shorter period of time than if both programs were pursued separately.

Students typically complete the joint program in 4 years, as opposed to the typical 5 years for the individual programs.

How Does This Program Work?

Students interested in this program must apply to the Loyola University Law School under the dual JD/MA in Political Science program. If accepted by the Law School, the student will then be also accepted into the MA program. Students must then satisfy the academic requirements of the School of Law for the JD degree and the academic requirements of the Department of Political Science for the MA degree, with an arrangement allowing several shared courses between the two.

Related Programs

Master's

- International Affairs (MA) (p. 1248)
- Political Science (MA) (p. 1251)

Doctoral

- Law (JD Full time) (p. 1795)
- Political Science (PhD) (p. 1254)

Curriculum

The Department of Political Science will accept four Law School courses to be applied to the 30 credit hours required for the MA. The Law School will accept 9.0 Political Science credit hours toward the JD degree. Students should work in close concert with their Graduate Program Director and Law School advisor to ensure effective degree planning.

The Department of Political Science will accept four Law School courses to be applied to the 30 credit hours required for the MA. The Law School will accept 9.0 Political Science credit hours to be applied toward the 86 credit hours required for the JD degree. As a result, 95 total credits are required for the JD/MA program. Students should work in close concert with their Graduate Program Director and Law School advisor to ensure effective degree planning.

Code	Title	Hours
MA Requirements		
Political Science Methods		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
PLSC 476	Political Analysis II	3
Select Seven (7) Electives from Two (2) Subfields (p. 1889)		21
Students may choose from the subfields of International Relations, Comparative Politics, American Politics, and Political Theory. With approval of the Graduate Program Director, up to six (6) hours may be at the graduate level in related disciplines.		
JD Requirements		
Required Courses		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2
LAW 210	Evidence [1]	4
LAW 232	Bar Exam Fundamentals [3]	2
LAW 270	Business Organizations [1]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1890) [2]		2-3
LAW Electives		24-28
Law Experiential Learning Elective (p. 1891)		6
Law Perspective Elective (p. 1891) [4]		2-3
Law Rigorous Writing Elective (p. 1891) [5]		2-3
Total Hours		**107**

1. This requirement only applies to students beginning their JDs in Fall 2023 or later.
2. This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.
3. Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.
4. 2 or 3 credit hours in Spring semester of first year for full-time students; part- time students must take perspective elective after the first year.
5. At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

MA Subfield Areas

Students may choose from the subfields of International Relations, Comparative Politics, American Politics, and Political Theory. With approval of the Graduate Program Director, up to six (6) hours may be at the graduate level in related disciplines.

International Relations Courses

Code	Title	Hours
PLSC 430	Theories of International Politics	3
PLSC 431	Formulation US Foreign Policy	3
PLSC 432	Comparative Foreign Policy Analysis	3
PLSC 433	International Organization	3
PLSC 435	International Political Economics	3
PLSC 436	International Conflict	3
PLSC 437	Selected Problems International Law	3
PLSC 439	Selected Problems in International Politics	3
PLSC 531	Seminar: International Politics	3

Comparative Politics Courses

Code	Title	Hours
PLSC 420	Comparative Political Systems	3
PLSC 421	Democratic Political Systems	3
PLSC 422	Authoritarian Political Systems	3
PLSC 423	Soviet & Post-Soviet Politics	3
PLSC 424	Politics of Developing Areas	3

PLSC 425	Sub-Saharan Africa	3
PLSC 426	Latin American Politics	3
PLSC 427	Politics of the Middle East	3
PLSC 428	Political Violence	3
PLSC 429	Comparative Politics Selected Problems	3
PLSC 520	Seminar: Comparative Politics	3
PLSC 521	Seminar Western European Politics	3
PLSC 532	Soviet/Post-Soviet Foreign Policy	3

American Politics Courses

Code	Title	Hours
PLSC 404	Selected Problems in American Politics	3
PLSC 405	American Executive Branch	3
PLSC 406	American Legislative Branch	3
PLSC 407	Public Policy-Making & Implementation	3
PLSC 410	Urban Politics	3
PLSC 411	American Political Parties/Electoral Process	3
PLSC 412	Constitutional Politics	3
PLSC 417	The American Legal System	3
PLSC 418	Political Psychology & Socialization	3
PLSC 419	Managing Urban Government	3

Political Theory Courses

Code	Title	Hours
PLSC 440	Ancient Political Thought	3
PLSC 442	Modern Political Thought	3
PLSC 444	Great Authors	3
PLSC 446	Political Ethics	3
PLSC 447	American Political Thought to Civil War	3
PLSC 449	19th Century Political Thought	3
PLSC 543	Liberalism	3
PLSC 546	Political Philosophy Selected Problems	3

Capstone Requirement: Thesis, Comprehensive Exams, or Internship

Thesis

Students may satisfy six hours (2 courses) by writing a thesis. Students who choose this option will take PLSC 596 Thesis Research for two semesters (a total of 6 credit hours, which count as electives) and take PLSC 595 Thesis Supervision until they are done with the thesis.

Code	Title	Hours
Take for two semesters (may satisfy 6 elective hours)		
PLSC 596	Thesis Research	
Take until done with thesis		
PLSC 595	Thesis Supervision	

Comprehensive Exam

MA students can choose to take a written comprehensive examination. The student will select five courses from the substantive courses they have taken on which they will be tested. Prior to taking the exam students must finish all incompletes. Students may be currently registered for courses necessary for the degree in the semester in which they take the exam. If the student has fulfilled all degree requirements except for the comprehensive exams, they should register for PLSC 605 Master's Study in the semesters leading up to and including the exam. Students taking comprehensive examinations at the master's degree level are expected to answer theoretical and substantive questions from a range of five courses they have taken in their coursework. Once a student knows that s/he will take the exam in a particular semester, we highly recommend that they discuss the exam with the faculty members with whom they have taken the five chosen courses. Comprehensive exams will take place during the second half of the fall and spring semesters. Students will answer three questions over a weekend, receiving the exam on a Friday at 5:00 PM and returning the completed examination the following Monday, at 9:00 AM. All three answers must be written during the specified weekend with no outside assistance. Students will write a maximum of 21, double-spaced pages (normal formatting: 1" margins, Times New Roman, 12 pitch font). Each answer should be approximately six or seven pages. Prior to taking comprehensive exams, students must submit to the Graduate Program Director a departmental "MA Requirements and Comprehensive Examination Form," that lists all of the courses the student has taken and identifies on which courses the student would like to be tested. At the beginning of each semester the Graduate Program Director will distribute this form to all students who will take the exam

Internship

PLSC 470 Fieldwork in Political Science-Internship offers academic credit toward your major or minor while interning and gaining professional experience at one of several organizations, either here in Chicago or elsewhere. The intent is for students to 1) apply their education to date in a professional setting, 2) gain valuable experience at the start of their professional careers, 3) to explore a particular area of professional interest before embarking on their careers, and 4) to potentially "get a foot in the door" within a particular field or employer with the hope of landing a permanent position upon graduation. While past interns have received job offers from organization where they have interned, there are no guarantees or promises of employment that accompany taking this course.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3

LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2
LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3
LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Upper Level Required Courses

- Skills Training Course (2 credits)
  A skills class is one that offers substantial instruction in the professional skills generally regarded as necessary for effective and responsible participation in the legal profession. All JD students are required to complete the skills course requirement prior to graduation.
- Experiential Learning (6 credits)
  Experiential learning classes enable students to perform their legal knowledge, skills and values in a real or simulated practice setting with intense, ongoing law school supervision and assessment. Examples include live-client clinics, judicial or non-judicial externships, practica, or comprehensive simulations. At least three of these credits must involve work with live clients. The remaining three credits can involve comprehensive simulations.
- LAW 414 Professional Responsibility (taken after first year)
- BCCR Elective (2-3 credits)
  One course that involves substantial instruction in bias, cross-cultural competency, and racism.
- Rigorous Writing Elective (2 credits)
  Rigorous Writing courses all provide students with the opportunity to draft, edit, polish and produce one or more advanced writing projects that are assessed by the faculty through detailed individualized feedback at each stage of the writing process.

Highly Recommended Courses

Code	Title	Hours
LAW 221	Administrative Law	3
LAW 280	Federal Income Tax	3

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year One		
Fall		
LAW 113	Civil Procedure	4
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 424	Professional Identity Formation	1
	Hours	**15**
Spring		
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 192	Legal Writing II	2
Perspective Elective		2-3
	Hours	**15**
Year Two		
Fall		
Law or PLSC Electives [1]		12-17
	Hours	**12-17**
Spring		
Law or PLSC Electives [1]		12-17
	Hours	**12-17**
Year Three		
Fall		
PLSC 401	Intro to Research Design & Method	3
PLSC 475	Political Analysis I	3
Law or PLSC Electives [1]		12-17
	Hours	**18-23**
Spring		
PLSC 476	Political Analysis II	3
Law or PLSC Electives [1]		12-17
	Hours	**15-20**
Year Four		
Fall		
Law or PLSC Electives [1]		9
	Hours	**9**
Spring		
Law or PLSC Electives [1]		8
	Hours	**8**
	Total Hours	**104-124**

[1] Students have the flexibility during this point in the program to choose electives either in the Political Science Department or the School of Law as long as minimum electives are met for both programs. Students should consult an advisor for any assistance on elective selection.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

The dual JD/MA in Political Science offers students:

- Specialized training appropriate for careers in the public sector or for law practices involving administrative agencies or processes, by combining the study of law with an exploration of the political context within which domestic and international legal systems operate
- An overview of the theories and scholarly literature devoted to four major Political Science subfields: American Politics (study of U.S. institutions and political processes); Comparative Politics (study of political processes in various regions of the world, such as Africa, Asia, Europe, Latin America, and the Middle East); International Relations (study of global processes throughout the international system); or Political Theory (study of political philosophy ranging from Ancient to Modern and Contemporary political thought).
- Methods training, including research design and statistical analysis, that will enable the successful candidate to effectively design and conduct research.
- Enhanced ability to express their thoughts in writing (all Political Science graduate classes include a significant writing component).
- The ability to pursue careers in politics, government, international affairs, law, the non-profit world, journalism, business, education, social services, and other professions, as well as for further graduate (PhD) study at professional schools and institutions of higher learning, both in the U.S. and abroad.
- We also encourage our dual degree students to take advantage of additional learning opportunities: Advanced methodological training; Advanced language training/proficiency in a language other than English; Advanced research skills; International, cross-cultural experience; Professional development and experience; and Networking opportunities

Public Policy/Law (MPP/JD)

As of Fall 2026, this program is no longer accepting applicants.

It's all about solutions. In the JD/Master of Public Policy program, you will learn to design effective solutions in the creation, implementation and enforcement of government policies. As an advocate in a variety of settings (legislative, judicial, or executive), you will use the tools of law in public service. You will be equipped to work in multiple venues, including the courtroom, legislative offices, and public policy institutes on a wide variety of issues.

Graduates will be prepared to work in government agencies, nonprofit organizations, advocacy and lobbying positions, as well as private sector firms.

Related Programs

Master's

- Public Policy (MPP) (p. 1615)

Curriculum

Students in their first year will take the required law school coursework. In their second and third years, they will take six credits of MPP courses each semester in addition to their law school requirements.

To earn a dual JD/MPP degree, you must complete a total of 89 credit hours, including 65 law school credit hours and 24 MPP credit hours. A minimum of 74 graded hours are required for this degree. With careful planning, you can earn both degrees in three years of study. You will spend your first year as a full-time law student. JD foundational course requirements and skills and experiential course requirements will be taken in the second and third years, concurrent with several MPP courses. A public service externship will be completed in either the summer following the first or second year.

Courses

Code	Title	Hours
JD Requirements		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2
LAW 210	Evidence [2]	4
LAW 232	Bar Exam Fundamentals [4]	2
LAW 270	Business Organizations [2]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1894) [3]		2-3
LAW Electives		12-18
Law Experiential Learning Elective (p. 1894)		6
Law Perspective Elective (p. 1894) [5]		3
Law Rigorous Writing Elective (p. 1895) [6]		2-3
MPP Requirements		
Required Courses		
MPP 400	Policy Design and Analysis	3
MPP 401	Analytical Tools in Public Policy	3
MPP 403	Public Budget and Finance	3
MPP 404	Public Policy Process	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
Elective Courses [1]		*9*
MPP electives include options for additional political courses, policy skills courses, or subject matter specializations.		
MPP 402	Cost Benefit Analysis	
MPP 406	Statistical Methods & Analysis Public Policy II	
MPP 407	Local Economic Development	
MPP 408	Political Feasibility Analysis	
MPP 409	Education Policy and Politics	
MPP 410	Special Topics in Public Policy	
MPP 411	Environmental Governance	
MPP 412	Urban Politics and Policy	
MPP 413	Intergovernmental Relations	
MPP 414	Affordable Housing Finance and Policy	
MPP 500	Public Policy Evaluation	

MPP 503	Public Policy Practicum	
Total Hours		**89**

1 Students may take Graduate level courses in other schools with the permission of the Program Director.
2 This requirement only applies to students beginning their JDs in Fall 2023 or later.
3 This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.
4 Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.
5 Student must complete MPP course to satisfy PER ELEC requirement.
6 At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3
LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2

LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3
LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
LAW 113	Civil Procedure	4
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
	Hours	**14**
Spring		
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 192	Legal Writing II	2
Law School Elective		3
	Hours	**16**
Year 2		
Fall		
Law School Elective		2
Law School Elective		3-4
Law School Elective		3-4
Law School Skills or Experiential Course		2-4
MPP 400 or MPP 404	Policy Design and Analysis or Public Policy Process	3
MPP 405	Statistical Methods & Analysis for Public Policy I	3
	Hours	**20**
Spring		
Law School Elective		3-4
Law School Elective		3-4
Law School Skills or Experiential Course		2-4
MPP 403 or MPP 401	Public Budget and Finance or Analytical Tools in Public Policy	3
MPP Elective		3
	Hours	**14**
Year 3		
Fall		
Law School Elective		3-4
Law School Elective		3-4
MPP 404 or MPP 400	Public Policy Process or Policy Design and Analysis	3
MPP Elective		3
	Hours	**12**
Spring		
Law School Elective		3-4
Law School Elective		3-4
MPP 401 or MPP 403	Analytical Tools in Public Policy or Public Budget and Finance	3
MPP Elective		3
	Hours	**13**
	Total Hours	**89**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both

of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon completion of the joint JD/MPP degree program, students will be able to:

- Design effective solutions in the creation, implementation and enforcement of government policies.
- Work as an advocate in a variety of settings (legislative, judicial, or executive).
- Use the tools of law in public service.
- Understand the political process in development of policies, including the role of the judiciary with other branches of government and within the intergovernmental context.
- Understand a government budget and evaluate it from different stakeholder positions.
- Develop political messaging to advocate for policies and to build a political coalition of support for a program.
- Apply appropriate analytical procedures used in public policy research and practice.

School Psychology (MEd/EdS)

The School Psychology program is a dual degree program (MEd/EdS) that equips you to be a school psychologist with the tools to advocate for the best interests of students and their families – confronting the inequities of our education system along the way. You'll learn skills and strategies to support students both in and outside the classroom, enabling them to have the most successful learning experience possible.

See important statements and positions from the School Psychology faculty (https://www.luc.edu/education/academics/areasofstudy/schoolpsychology/)

Related Programs

Doctoral

- School Psychology (PhD) (p. 1334)

Curriculum

More information about this program can be found in the School Psychology EDS Handbook (https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/SPSY_MED-EDS_Program_Handbook_LUC_2024Cohort.pdf).

Completion of the MEd/EdS degree program in school psychology requires 66 graduate semester hours, including a full-time internship and two comprehensive portfolio examinations. No thesis is required. The program is approved by the National Association of School Psychologists (NASP (https://www.nasponline.org/)) and aligns with the Illinois State Board of Education (ISBE (https://www.isbe.net/)) School Psychology Standards.

An MEd degree in educational psychology is earned after the first year of study, leading to entrance to the EdS portion of the program. The EdS degree is earned after the third year of study. Students may transfer in a maximum of six graduate semester hours.

Course Requirements

The courses are designed to provide a sequential learning path to prepare to become a licensed school psychologist.

Code	Title	Hours
CIEP 409	Evidence Based Interventions	3
CIEP 410	Legal Issues - Educating Exceptional Children	3
CIEP 413	Psychopathology & School Mental Health	3
CIEP 461	Practicum in School Psychology I	3
CIEP 462	Ethics and Professional School Psychology	3
CIEP 463	Practicum Schl Psychology II	3
CIEP 474	Assessment of Bilingual Students	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 479	School-Based Consultation	3
CIEP 480	Assessment School-Age Students & Adults	3
CIEP 482	Prevention, Assessment & Intervention: Behavior	3
CIEP 484	Biological Foundation: Behavior in Schools	3
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	3
CIEP 486	Internship: School Psychology (Taken twice)	3
CIEP 502	Trauma Sensitive Schools	3
CIEP 533	Proseminar: Educational Psychology/School Psychology	0
CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	3
CIEP 545	Systems Consultation	3
CPSY 423	Theory Counseling and Psychotherapy	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
RMTD 422	Single Subject Design	3
Total Hours		**66**

Continuous Enrollments

Master/Doctoral students in School Psychology are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Suggested Sequence of Courses

Course	Title	Hours
Year 1		
Fall		
CIEP 462	Ethics and Professional School Psychology	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3

CIEP 533	Proseminar: Educational Psychology/ School Psychology	0
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
	Hours	**12**
Spring		
CIEP 409	Evidence Based Interventions	3
CIEP 410	Legal Issues - Educating Exceptional Children	3
CIEP 480	Assessment School-Age Students & Adults	3
CIEP 482	Prevention, Assessment & Intervention: Behavior	3
	Hours	**12**
Summer		
CIEP 413	Psychopathology & School Mental Health	3
RMTD 422	Single Subject Design	3
	Hours	**6**
Year 2		
Fall		
CPSY 423	Theory Counseling and Psychotherapy	3
CIEP 461	Practicum in School Psychology I	3
CIEP 479	School-Based Consultation	3
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	3
	Hours	**12**
Spring		
CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	3
CIEP 484	Biological Foundation: Behavior in Schools	3
CIEP 463	Practicum Schl Psychology II	3
	Hours	**9**
Summer		
CIEP 474	Assessment of Bilingual Students	3
CIEP 545	Systems Consultation	3
CIEP 502	Trauma Sensitive Schools	3
	Hours	**9**
Year 3		
Fall		
CIEP 486	Internship: School Psychology	3
	Hours	**3**
Spring		
CIEP 486	Internship: School Psychology	3
	Hours	**3**
	Total Hours	**66**

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- The Educational Specialist (Ed.S.) program of study in school psychology at Loyola University Chicago provides a sequential set of experiences that have been carefully planned with reference to the standards of the National Association of School Psychologists (NASP), as well as the certification requirements promulgated by the Illinois State Board of Education. The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists. Although some graduates go on to obtain advanced doctoral degrees in school psychology and related areas, the majority of the specialist degree recipients obtain employment in the public schools. Therefore, the specialist degree program of studies emphasizes those skills and objectives that we believe best prepare the candidate for employment immediately upon completion of the program.

The primary goal of the Loyola University Chicago program is to train professional school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. We emphasize the social justice responsibilities of school psychologists, including how to advocate and promote equity, access, respect and fairness for all students, particularly those who are marginalized. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings.

You will gain a comprehensive set of knowledge and skills that align with the National Association of School Psychologist's 10 Domains of Professional Practice (https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice/): Domain 1: Data-Based Decision Making; Domain 2: Consultation and Collaboration; Domain 3: Academic Intervention and Instructional Supports; Domain 4: Mental and Behavioral Health Sciences and Interventions; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Services to Promote Safe and Supportive Schools; Domain 7: Family, School and Community Collaboration; Domain 8: Equitable Practices for Diverse Learners; Domain 9: Research and Evidence-Based practice; and Domain 10: Legal, Ethical and Professional Practice.

Social Work/Children's Law and Policy (MSW/MJ)

The School of Law at Loyola offers the Master of Jurisprudence (M.J.) degree to professionals working in the field of child welfare who do not want to practice law but who wish to seek a deeper understanding of the laws affecting children and families. This program focuses on the complex social and legal issues affecting children and families in child welfare.

This program allows those seeking leadership positions in child and family welfare and advocacy to earn their MSW in tandem with their MJ degree. The MJ degree is offered 100% online. The Social Work courses are offered in-person with daytime and evening options, and some courses are offered online. Both degrees can be earned in a total of three years for full-time students.

Related Programs

Master's

- Children's Law and Policy (MJ) (p. 1781)

Certificate

- Public Interest and Social Justice Certificate (p. 1802)

Combined

- Social Work/Law (MSW/JD) (p. 1900)

Curriculum

The MSW/MJ in Child and Family Law program blends coursework from both the School of Social Work and the School of Law. MJ students may receive a dual MJ/MSW degree in three years of concentrated study rather than the four years it would take if each degree were pursued separately. Students must apply and be accepted by both programs.

Instead of the 49 required MSW credit hours and 30 required MJ credit hours, dual degree students are required to complete a total of 49 MSW credit hours and 21 MJ credit hours. For the MJ portion of the program, students are still required to take 4 of the required foundational courses from the MJ program (LAW 665 Introduction to the Study of Law and Legal Systems, LAW 667 Introduction to Children's Law, Policy and Practice, LAW 668 Leadership Development), and LAW 677 ChildLaw Thesis/Capstone.

Code	Title	Hours
MSW Requirements		
Generalist MSW Courses		
Community Immersion Program (1-Week Community Immersion Program)		0
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Certified Alcohol and Other Drug Counselors (CADC) Track		
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	
Advanced Clinical Practice Track		
3 Track Courses		
See Course Options for the Advanced Clinical Track [2]		
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
Leadership, Community, Advocacy, and Policy (LCAP) Track		
SOWK 650	Leadership & Supervision in Service Organizations [2]	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		
All students will choose to take two electives. Any 600 or 700-level course may be considered an elective.		6
MJ Requirements		
LAW 665	Introduction to the Study of Law and Legal Systems	2
LAW 667	Introduction to Children's Law, Policy and Practice	2
LAW 668	Leadership Development [2]	4
LAW 677	ChildLaw Thesis/Capstone	4
MJ Course Electives		9
Total Hours		**70**

1. Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.
2. LAW 668 Leadership Development fulfills requirements of SOWK 650 Leadership & Supervision in Service Organizations.

Specializations & Tracks Options

The Social Work/Children's Law and Policy (MSW/MJ) program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
  - Migration Studies Track (p. 1855)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Leadership, Mezzo, and Macro Practice (LMMP) Specialization

Full-Time MSW/MJ Student Template

Course	Title	Hours
Year 1		
Fall		
LAW 665	Introduction to the Study of Law and Legal Systems	2
LAW 667	Introduction to Children's Law, Policy and Practice	2
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**13**
Spring		
LAW 668	Leadership Development	4
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [2]	3
	Hours	**10**
Summer		
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
	Hours	**2**
Year 2		
Fall		
LAW	MJ Course Elective	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Spring		
LAW	MJ Course Elective	3
LAW	MJ Course Elective	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [2]	3
SOWK	Elective	3
	Hours	**12**
Summer		
SOWK 680	Advanced Micro-Level Practice	3
	Hours	**3**
Year 3		
Fall		
SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
LAW 677	ChildLaw Thesis/Capstone	4
	Hours	**11**
Spring		
SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK	Elective	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**7**
	Total Hours	**70**

[1] Option to pursue a summer internship or fall-spring or spring-summer internship in year 2
Total MJ Hours: 21
Total MSW Hours: 49
Total Dual Hours: 70
Please note: This is a sample course schedule and may depend on course availability.

[2] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Micro Specialization

Full-Time MSW/MJ Student Template

Course	Title	Hours
Year 1		
Fall		
LAW 665	Introduction to the Study of Law and Legal Systems	2
LAW 667	Introduction to Children's Law, Policy and Practice	2
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3

SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**13**
Spring		
LAW 668	Leadership Development	4
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [2]	3
	Hours	**10**
Summer		
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
	Hours	**2**
Year 2		
Fall		
LAW	MJ Course Elective	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
	Hours	**12**
Spring		
LAW	MJ Course Elective	3
LAW	MJ Course Elective	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice	3
SOWK	Track Course	3
	Hours	**12**
Summer		
SOWK	Elective	3
	Hours	**3**
Year 3		
Fall		
LAW 677	ChildLaw Thesis/Capstone	4
SOWK 680	Advanced Micro-Level Practice	3
SOWK	Track Course	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**11**
Spring		
SOWK	Track Course	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
SOWK	Elective	3
	Hours	**7**
	Total Hours	**70**

[1] Option to pursue a summer internship or fall-spring or spring-summer internship in year 2
Total MJ Hours: 21
Total MSW Hours: 49
Total Dual Hours: 70
Please note: This is a sample course schedule and may depend on course availability.
Reminder: MJ students must consult with both their law school thesis advisor and social work instructor to ensure their research practicum meets the requirement for both schools.

[2] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior. [MSW]
- Engage diversity and difference in practice, including promoting social and economic justice. [MSW]
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.[MSW]

Social Work/Law (MSW/JD)

Offered jointly with the Loyola University Chicago School of Law, this dual degree gives clinical skills and a broader understanding of the human concerns in legal interventions to practicing lawyers. Students in this program gain psychological and social perspectives that come into play when representing and advocating for children, families, women, and the elderly.

Related Programs

Certificate

- Public Interest and Social Justice Certificate (p. 1802)

Combined

- Public Policy/Law (MPP/JD) (p. 1893)
- Social Work/Children's Law and Policy (MSW/MJ) (p. 1898)

Curriculum

MSW/JD Dual-Degree Program

The MSW/JD combines courses offered by the School of Law's JD program with courses offered by the School of Social Work's MSW program. In the School of Social Work, students are required to complete

all foundation courses. In addition, advanced practice courses are taken according to specialization area and electives.

Code	Title	Hours
JD Requirements		
LAW 113	Civil Procedure	4
LAW 122	Constitutional Law	4
LAW 132	Contracts	4
LAW 140	Criminal Law	3
LAW 152	Property	4
LAW 162	Torts	4
LAW 190	Legal Writing I	2
LAW 190R	Basic Legal Research	0
LAW 192	Legal Writing II	2
LAW 210	Evidence [1]	4
LAW 232	Bar Exam Fundamentals [3]	2
LAW 270	Business Organizations [1]	4
LAW 414	Professional Responsibility	3
LAW 424	Professional Identity Formation	1
BCCR Elective (p. 1901) [2]		2-3
LAW Electives		24-28
Law Experiential Learning Elective (p. 1902)		6
Law Perspective Elective (p. 1902) [4]		2-3
Law Rigorous Writing Elective (p. 1902) [5]		2-3
MSW Requirements		
Generalist MSW Courses		
Community Immersion Program (1-Week Community Immersion Program)		0
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [6]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [6]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Micro Practice Specialization		**9**
Advanced Clinical Practice Track		
3 Track Courses		
See Course Options for the Advanced Clinical Track [1]		
Total Hours		**120**

1 This requirement only applies to students beginning their JDs in Fall 2023 or later.

2 This requirement only applies to students beginning their JDs in Fall 2022 or later. For students beginning their JDs in Fall 2023 or later, students must take this BCCR course before, concurrently with, or as part of their enrollment in any clinic or externship field placement.

3 Students who have a GPA below 2.9 after their second, third, or fourth semester of law school must complete "BAR EXAM FUNDAMENTALS" (LAW 232) in order to graduate. This class should be taken in the Fall or Spring of their third year for full-time students, and in the Fall or Spring of their fourth year for Weekend JDs.

4 2 or 3 credit hours in Spring semester of first year for full-time students; part- time students must take perspective elective after the first year.

5 At least one class with an RW designation after 1L year and before graduation. Prior completion of Legal Writing III will satisfy the RW requirement. A student cannot use their RW course to concurrently satisfy any other of their other graduation requirements.

6 Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

BCCR Electives

Code	Title	Hours
LAW 107	Illinois Litigation Racism, Injustice & Poverty	2
LAW 143	Environmental Justice: Race, Class and the Environment	2-3
LAW 146	Mass Incarceration	2
LAW 156	Abolition and Movement Lawyering	2
LAW 166	Education Law Practicum	1-2
LAW 179	The Law of Jury Selection	2
LAW 193	Diversity and Inclusion: A Professional and Social Responsibility	2
LAW 202	Human Trafficking Seminar	2
LAW 209	Law, Life and Jesuit Spirituality	2
LAW 212	Civil Rights	2
LAW 214	Race and the Law	2-3
LAW 215	Domestic Violence Practicum	1-3
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 265	Black Traditions in International Law	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 294	International Human Rights	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 312	Street Law	3
LAW 341	Educational Advocacy Lab	2
LAW 358	The Quest for Racial Justice in the Long 1960s	3
LAW 389	Public Interest Law Seminar	1-2
LAW 402	"Say Her Name:" Intersectional Feminism & Police Violence	4
LAW 408	Restorative Justice Workshop	1
LAW 440	Advanced Criminal Procedure	2-3
LAW 447	Federal Indian Law	3
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2

LAW 504	Lawyers as Leaders	2
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 539	Affordable Housing Law & Policy	2
LAW 555	Children and the Law	2
LAW 590	Victims and the Criminal Process	2
LAW 601	Child, Family, and the State	2
LAW 606	Legislation and Policy Clinic	2-4
LAW 608	Juvenile Justice	2
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4

Experiential Learning Electives

Code	Title	Hours
LAW 166	Education Law Practicum	1-2
LAW 173	Advanced Education Law Practicum	1-4
LAW 215	Domestic Violence Practicum	1-3
LAW 246	Advanced Mediation Advocacy Practicum	1-4
LAW 249	Human Trafficking: Advancing Protections for Children Practicum	1-2
LAW 276	Criminal Law Practicum	1-3
LAW 341	Educational Advocacy Lab	2
LAW 470	Immigration Law Lab	2
LAW 483	Federal Tax Clinic I	2-4
LAW 486	Federal Tax Clinic II	1-2
LAW 493	Adult Guardianship Project	3
LAW 518	Advanced Mediation and Courthouse Practicum	1-3
LAW 540	Community Law Center Clinic III	2
LAW 554	Family Law Practicum	1
LAW 584	Mediation Certification & Courthouse Practicum	4
LAW 586	Community Law Center Clinic Veterans Practicum	2-4
LAW 595	Community LawCtr Clinic I	4
LAW 596	Community Law Center Clinic II	3
LAW 599	Externship Intensive Field Placement	1-3
LAW 606	Legislation and Policy Clinic	2-4
LAW 617	Policy Practicum: Issues in Childlaw	1-3
LAW 620	Civitas ChildLaw Clinic	1-4
LAW 730	Health Justice Practicum	3
LAW 745	Access to Health Care	2-3
LAW 755	Health Justice Project	3-4
LAW 757	Advanced Health Justice Project	2-4
LAW 825	Business Law Center Clinical & Seminar	2-4
LAW 826	Business Law Clinic II	1-3

Perspective Elective

Code	Title	Hours
LAW 127	Law and Psychology	2-3
LAW 185	Business and the Law	2
LAW 208	Advanced Criminal Law	2
LAW 262	Genetics Law and Policy	2
LAW 265	Black Traditions in International Law	1-2
LAW 294	International Human Rights	1-3
LAW 319	Jurisprudence I	3
LAW 339	Biodiversity and Ecosystem Management	2
LAW 341	Educational Advocacy Lab	2
LAW 348	Law & Poverty	3
LAW 388	Global Access to Medicine: A Patent Perspective	3
LAW 459	Intro to English Legal Profession	1
LAW 461	Education Law and Policy	2-3
LAW 522	Election Law	2-3
LAW 525	Law, Politics, and Society	2
LAW 538	Critical Race Theory	2
LAW 558	Comparative Freedom of Speech	1-2
LAW 564	Animal Law and Policy	2-3
LAW 597	The Use of Force in International and Domestic Law	2
LAW 601	Child, Family, and the State	2
LAW 608	Juvenile Justice	2
LAW 745	Access to Health Care	2-3

Rigorous Writing Elective

Code	Title	Hours
LAW 145	Gender Based Violence: Law, Practice, and Policy	2
LAW 146	Mass Incarceration	2
LAW 176	International Trade Law	1-3
LAW 194	Bar Exam Writing Skills	1-2
LAW 293	Advanced Writing for Legal Practice	1-3
LAW 302	Intellectual Origins of "Othering" in the Law of Nations	2
LAW 361	Insurance Law	2
LAW 407	Immigration Litigation: Admin Law Challenges to Immigration Policy	2
LAW 417	Advanced Business Law	3
LAW 419	Business Skills in Sports and Entertainment Law: The Introductory Skill Set	2
LAW 455	Appellate Advocacy-Intellectual Property	2
LAW 516	Prisoner Constitutional Rights Litigation	3
LAW 556	Alternative Dispute Resolution	2-3
LAW 712	Legal Writing for Medical Malpractice Trial: The Expert	2
LAW 739	Health Information Privacy and Technology	1-2

Specializations & Track

The Social Work/Law (MSW/JD) program has the following specialization and track option:

- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

The following course templates offer a guide on how to complete all course requirements within four years:

Full-Time MSW/JD Student Template

Course	Title	Hours
Year 1		
Fall		
LAW 113	Civil Procedure	4
LAW 152	Property	4
LAW 162	Torts	4
LAW 424	Professional Identity Formation	1
LAW 190	Legal Writing I	2
	Hours	**15**
Spring		
LAW 132	Contracts	4
LAW 122	Constitutional Law	4
LAW 140	Criminal Law	3
Perspective Elective		2-3
LAW 192	Legal Writing II	2
	Hours	**15**
Summer		
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 509	Social Work Policy and Community Intervention	3
Law	Law Elective (optional)	0-2
	Hours	**6**
Year 2		
Fall		
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
Law	Law Electives	4
Law	Rigorous Writing Elective	2-3
SWII 530	Internship I & Simulated Experience	1
	Hours	**13**
Spring		
SWII 531	Internship II & Simulated Experience	1
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 505	Group Work Practice in Social Work: Micro/ Mezzo/Macro	3
LAW 414	Professional Responsibility	3
Law	LAW Electives	5
	Hours	**15**
Summer		
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
	Hours	**3**
Year 3		
Fall		
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 680	Advanced Micro-Level Practice	3
Law	LAW Electives	8
	Hours	**14**
Spring		
Law	LAW Electives	8
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SOWK	Track Course	3
	Hours	**14**
Summer		
Law	LAW Internship	0
	Hours	**0**
Year 4		
Fall		
Law	Experiential Learning Elective [1]	4
SOWK	Track Course	3
SWII 632	Internship Instruction III & Simulated Experiences	1
Law	LAW Electives	4
	Hours	**12**
Spring		
SWII 633	Internship Instruction IV & Simulated Experiences	1
SOWK	Track Course	3
Law	LAW Electives	9
	Hours	**13**
Summer		
Study for Bar Exam in June and July		
	Hours	**0**
	Total Hours	**120**

- JD = 77 Credit Hr. Required (Plus 9 hrs. transfer in from MSW to equal 86 JD hours)
- MSW = 49 Credit Hr. Program (43 MSW credits on template, plus 6 hrs. transfer in from JD equals 49 MSW hours)
- This template is only a suggestion, but the order and the semester in which courses can be taken can vary. Please consult with MSW Advisor and JD liaison to the School of Social Work before making changes.
- Child Law Fellows need to work with their child law advisors to determine required Law classes and schedule.
- Any Law students seeking a specialization certificate need to meet with an administrator from the specialization program to determine required courses and schedule.

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both

of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice, including promoting social and economic justice.
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

Social Work/Public Health (MSW/MPH)

The MSW/MPH dual degree program provides a multidisciplinary education covering both client-centered and population-based health perspectives to train those who will work to address the health and social needs of vulnerable populations. The dual degree program is designed to prepare social work and public health leaders who understand and respond to social and health issues in order to promote the well-being of communities at local and global levels. The program will have an emphasis on eliminating social and health inequities through transformative education, rigorous research, and active community engagement.

Related Programs

Master's

- Public Health (MPH) (p. 1540)

Certificate

- Public Health Certificate (p. 1544)

Combined

- Medicine/Public Health (MD/MPH) (p. 1879)

Curriculum

MSW/Master of Public Health

The MSW/MPH program blends coursework from the School of Social Work and the Master of Public Health (MPH) program.

Students in the dual degree will select the Micro Practice Specialization with Advanced Clinical Practice Track (p. 1849). Within the MPH program, students complete the Public Health Policy and Management (p. 1540) track.

The focus of the **MSW Program** is to prepare students to become practicing social workers in a variety of settings. The curriculum of the MSW program is designed to prepare students to have the knowledge and skills necessary for them to effectively intervene with and on behalf of the client systems that they serve.

The **MPH Program** provides students with the theoretical, methodological, and practical experience relevant to addressing contemporary public health issues. The MPH curriculum consists of required course work in all five areas of concentration in public health (Health Services Administration, Epidemiology, Biostatistics, Environmental Health, and Social/Behavioral Health), track-specific and elective courses, and a practicum training experience, and a capstone project.

The dual degree has been carefully crafted to fulfill both program requirements while maximizing opportunities for curriculum integration through shared content. The resulting curriculum requires 75 credit hours which can be completed within three years on a full-time basis.

Code	Title	Hours
MPH Requirements		
MPH Foundational Courses		
MPBH 400	Determinants of Population Health	3
MPBH 402	Public Health Practice and Management	3
MPBH 403	Introduction to Epidemiology	3
MPBH 404	Biostatistics for Health and Biological Science	3
MPBH 407	Public Health Policy: Concepts and Practice	3
MPBH 499	Public Health in Action	3
Public Health Policy and Management Track Courses		
MPBH 416	Health Services Research Methods	3
MPBH 425	Policy Analysis	3
Management-oriented Courses		
CMAN 533	Fiscal Management in Health Care Organizations	3
MPBH 422	Population Health Planning & Management	3
Bioethics (BEHL) 400-Level Elective		*3*
Choose one of the following:		
BEHL 402	Justice & Health Care	
BEHL 404	Biomedical Ethics and Law	
BEHL 407	Social Determinants of Health and Bioethics	
BEHL 411	Systems Ethics Frameworks	
BEHL 412	Organizational Ethics I: Business, Professionalism, and Justice	
BEHL 418	Advancing Health Equity Practice	
BEHL 432	Global Bioethics	
MPH 400-Level Elective		6
MPBH 411	MPH Capstone	1-3
MSW Requirements		
Generalist MSW Courses		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [1]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		

SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Macro Practice [1]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Micro Practice Specialization with Advanced Clinical Practice Track Courses		
SOWK 603	Seminar in Brief Treatment	3
or SOWK 645	Crisis Intervention	
SOWK 614	Clinical Social Work Practice in Health Care	3
Total Hours		**75**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Specialization & Track

The Social Work/Public Health (MSW/MPH) is only compatible with the Micro Practice Specialization with Advanced Clinical Practice Track (p. 1849).

Suggested Sequence of Courses

MPH and MSW Dual Degree Template - Micro Practice Specialization
Management Focus, Micro Specialization-Advanced Clinical Practice Track

This option assumes internship starts in year 2.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
SOWK 501	Assessment of Client Concerns in Context [1]	3
SOWK 503	Practice Skills with Individuals and Families [1]	3
MPBH 400	Determinants of Population Health [2]	3
MPBH 402	Public Health Practice and Management [2]	3
SOWK 502	Power, Oppression, Privilege, and Social Justice [1]	3
	Hours	**15**
Spring		
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory [1]	3
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1,9]	3
MPBH 404	Biostatistics for Health and Biological Science [2]	3
	Hours	**9**
Summer		
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro [1]	3
MPBH 407	Public Health Policy: Concepts and Practice (MSW elective) [2,3,4]	3
	Hours	**6**
Year 2		
Fall		
MPBH 403	Introduction to Epidemiology [2]	3
MPH Elective	Elective [2]	3
MPBH 416	Health Services Research Methods [2,4,5]	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**10**
Spring		
CMAN 533	Fiscal Management in Health Care Organizations [2]	3
MPBH 499	Public Health in Action [2,4,7]	3
MPBH 425	Policy Analysis [2]	3
Select one of the following:		3
SOWK 603	Seminar in Brief Treatment [1]	
SOWK 645	Crisis Intervention [1]	
SWII 531	Internship II & Simulated Experience	1
	Hours	**13**
Summer		
SOWK 680	Advanced Micro-Level Practice [1]	3
BEHP 4xx	Bioethics Elective [2]	3
	Hours	**6**
Year 3		
Fall		
SOWK 614	Clinical Social Work Practice in Health Care [1]	3
MPBH 422	Population Health Planning & Management [2,4,8]	3
MPBH 411	MPH Capstone [2]	1
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**8**
Spring		
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1,9]	3
MPH Elective	Elective [2]	3
MPBH 411	MPH Capstone [2]	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
	Hours	**8**
	Total Hours	**75**

[1] MSW
[2] MPH
[3] Counts for SOWK 602 Health and Behavioral Health Policy and Systems
[4] Shared credit
[5] MPBH 416 Health Services Research Methods substitutes for SOWK 506 Research and Evaluation in Social Work Practice
[6] MPBH 410 MPH Practicum (1 hr credit sharing it will map to both SWII 530 Internship I & Simulated Experience and SWII 531 Internship II & Simulated Experience)

[7] MPBH 499 Public Health in Action substitutes for SOWK 509 Social Work Policy and Community Intervention

[8] MPBH 422 Population Health Planning & Management is equivalent to SOWK 606 Practicum in Research & Evaluation-counts as a Social Work elective

[9] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Students who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Analyze problems and data using epidemiological, biostatistical, qualitative, and/or systems-thinking methods to inform public health policy and practice. [MPH]
- Design#population-based research, policies, programs, or interventions that are evidence-informed, equity-centered, and culturally responsive to population and community health needs.#[MPH]
- Apply#principles of leadership, communication, and interprofessional collaboration to the development, promotion,#delivery#or evaluation of public health solutions.##[MPH]
- Demonstrate ethical and professional behavior. [MSW]
- Engage diversity and difference in practice, including promoting social and economic justice. [MSW]
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities. [MSW]

Supply Chain Management (MBA/MSSCM)

Loyola students wishing to combine focused expertise in supply chain management with a breadth of business knowledge can enroll in a dual-degree program comprised of an MBA (p. 1590) and a Master of Science in Supply Chain Management (MSSCM) (p. 1598).

Related Programs

Master's

- Business Analytics (MS) (p. 1572)
- Supply Chain Management (MSSCM) (p. 1598)

Certificate

- Supply Chain Fundamentals Certificate (p. 1597)

Curriculum

The dual degree program can be completed by taking courses from the MBA and MSSCM curriculum at the same time. Students completing the dual degree will earn an MBA with a specialization in supply chain management and an MSSCM degree.

A maximum gap of one quarter is allowed between the completion of one degree program and the start of the other program.

Code	Title	Hours
MBA Pre-Requisites [1]		
ISSCM 400N	Quantitative Methods I	0
ISSCM 402N	Quantitative Methods II - Statistics Primer	0-3
or ISSCM 491	Managerial Statistics with Artificial Intelligence (AI)	
MBA Introductory Courses [1]		
ACCT 400	Financial Accounting for Business Decisions	3
ECON 420	Managerial Economics [2]	3
FINC 450	Financial Management [3]	3
MARK 460	Marketing Management	3
Required MBA Foundational Coursework		
MARK 425N	Business Communication	1.5
MGMT 426N	Leadership Development	1.5
MARK 470N	Research, Insights and Storytelling	3
ISSCM 596N	Data Driven Decision Making	3
FINC 470N	Business Finance	3
MGMT 430N	Strategy and Leadership	3
HRER 417N	Managing and Motivating in the Workplace	3
MGMT 431N	Business Consulting Course	3
Ethics Course		
Select one of the following:		3
ETHC 441N	Business Ethics	
MGMT 446	International Business Ethics	
INFS 795	Ethics and Data Analytics	
MSSCM Foundational Coursework		
SCMG 480	Operations Management	3
INFS 443	Business Analytics	3
ISSCM 495	Forecasting Methods with Artificial Intelligence (AI)	3
SCMG 486	Global Logistics	3
SCMG 487	Purchasing Management	3
SCMG 488	Inventory Management	3
SCMG 489	Supply Chain Analytics	3
SCMG 589	Supply Chain Management Consulting	3
Elective Courses (Choose 3)		**9**
FINC 620	Financial Mathematics and Modeling I	
INFS 492	Database Systems	
INFS 493	Database Analytics	
INFS 494	Applied Data Mining and Artificial Intelligence (AI)	
INFS 592	Data Visualization	
INFS 795	Ethics and Data Analytics	
INFS 796	Data Warehousing	

INFS 797	Applications of Visualization	
MGMT 573	Business Strategy	
MGMT 574	Corporate Strategy	
SCMG 481	Performance Improvement in Business Processes	
SCMG 482	Lean Production Concepts and Practices	
SCMG 483	Management of Service Operations	
Total Hours		**69**

1 May be waived at time of admission with relevant coursework with the grade "B" or above in the last 5 years.
2 Pre-Requisite: ISSCM 400N Quantitative Methods I
3 Co-Requisite: ACCT 400 Financial Accounting for Business Decisions Students completing INFS 492, INFS 494, INFS 796 as electives are eligible for the Business Analytics Certificate.

Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Integrative Business Knowledge: Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, economics, finance, marketing, management, human resource management, operations management, and information technology). They will be able to apply theory, skills, and knowledge from these disciplines to business practice. [MBA]
- Critical Decision Making: Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making. [MBA]
- Ethics and Responsible Leadership: Graduates will understand how to be a leader in business who exhibits personal integrity, ethical awareness, and an ability to apply ethical principles to business practice. [MBA]
- Global Perspective and Awareness of Diversity: Graduates will have a global perspective by recognizing international business issues and appreciating diversity, including culture, race, religion, and gender. [MBA]
- Communication: Graduates will be able to communicate effectively, orally. Graduates will be able to communicate effectively, in writing. [MBA]

Women's Studies and Gender Studies (MA)/Social Work (MSW)

Loyola University Chicago is one of a very few institutions offering a dual degree in Social Work and Women's Studies and Gender Studies. Earning both an MA in Women's Studies and Gender Studies and an MSW in Social Work together allows students to complete these degrees more quickly by taking courses that carry credit in both fields. This dual degree program enables women's studies students to utilize their course work in an applied setting and allows social work students to enhance their capacity to work with women in social work settings after graduation.

Students interested in the dual degree in Social Work and Women's Studies and Gender Studies must apply to each school simultaneously and be admitted based on the criteria for admission to each school.

Related Programs

Master's

- Women's Studies and Gender Studies (MA) (p. 1289)

Curriculum

The Dual Master of Arts in Women's and Gender Studies and Master of Social work requires 18 credit hours in Women's and Gender Studies as well as the 49 credit hours required for the MSW curriculum. The MSW program requires two internships totaling 1,000 hours.

Code	Title	Hours
MA in WSGS Course Requirements		
Women's Studies and Gender Studies Required Courses		
WSGS 401	History of Feminist Thought	3
WSGS 402	Foundations of Women's Studies	3
Global Feminisms Course [1]		*3*
WSGS 450	Global Feminisms	
WSGS 460	Migration, Identity, Sexuality	
Select Three (3) 400-Level WSGS Electives [2]		9
MSW Course Requirements		
Generalist MSW Courses		
Community Immersion Program (1-Week Community Immersion Program)		0
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 503	Practice Skills with Individuals and Families	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 508	Integrated Micro, Mezzo, and Macro Practice [4]	3
or SOWK 504	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
SWII 531	Internship II & Simulated Experience	1
Specialized Courses		
Courses Required of All Students		
SOWK 680	Advanced Micro-Level Practice	3

SOWK 682	Advanced Mezzo and Macro Practice [4]	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	1
SWII 633	Internship Instruction IV & Simulated Experiences	1
Specializations & Tracks		**9**
All students must choose a Specialization and Track.		
Micro Practice Specialization		
Schools/Professional Educator's License (PEL) Track		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
Certified Alcohol and Other Drug Counselors (CADC) Track		
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
Migration Studies Track		
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	
Advanced Clinical Practice Track		
3 Track Courses		
See Course Options for the Advanced Clinical Track [3]		
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
Leadership, Community, Advocacy, and Policy (LCAP) Track		
SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		
All students will choose to take two electives. Any 600 or 700-level course may be considered an elective.		6
Total Hours		**67**

1 The third core requirement is a course that explores feminism in a global dimension; a number of different courses can satisfy this requirement.

2 Some graduate level electives are offered through other departments, including English, History, Philosophy, Sociology, Political Science, Theology, Communications, Law, and Social Work. Electives recommended for students in the MA/MSW program include WSGS 480 Queer Theory, SOCL 426 Sociology of Gender, and THEO 480 Seminar in Christian Ethics.

3 **Course Options**

4 Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Specializations & Tracks Options

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (p. 1846)
- Micro Practice Specialization
  - Advanced Clinical Practice Track (p. 1849)
  - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (p. 1852)
  - Migration Studies Track (p. 1855)
  - Schools/Professional Educator License (PEL) Track (p. 1858)

Social Work Internship

Students in the dual degree program must complete two social work internships, one each year, which involve a focus or some aspect that focuses on issues of gender or sexual orientation This means that the internships must provide students with experience in modalities of treatment or opportunities for program development that are focused on or relate to gender and/or involve students in advocacy activities in areas of concern that are gender related. While there are some agencies that clearly meet these criteria by virtue of their focus and service population, other agencies may be considered if at least 50% of the student's activities in these agencies meet the required criteria. All internships must be supervised by LCSW or MSW with 2 years post Master's experience.

Capstone Requirement

The required SOWK internships fulfill the required WSGS capstone experience for dual-degree students, but you must take WSGS 599 Capstone Presentation, the zero-credit-hour course that corresponds with the final capstone presentation, during your final semester. Upon completion of the program, all WSGS students do a capstone presentation, reflecting on the culmination of their work in the program as well as future applications of their WSGS curriculum, at the biannual WSGS capstone ceremony and celebration. Along with the capstone presentation, students are required to submit a brief synthesis paper and annotated bibliography of ten sources in Women's Studies and Gender Studies that have been influential to their work.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Micro Practice Specialization

Course	Title	Hours
Year 1		
Fall		
WSGS 401	History of Feminist Thought	3
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**12**
Spring		
WSGS 402	Foundations of Women's Studies	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3

SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
	Hours	**12**
Year 2		
Fall		
Global Feminisms Course		3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**10**
Spring		
WSGS Elective		3
SOWK Track Course		3
SOWK Elective		3
SWII 531	Internship II & Simulated Experience	1
	Hours	**10**
Year 3		
Fall		
WSGS Elective		3
SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
SOWK Elective		3
	Hours	**10**
Spring		
WSGS Elective		3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
SOWK Track Course		3
SOWK Elective		3
	Hours	**13**
	Total Hours	**67**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

Leadership, Mezzo, and Macro Practice (LMMP) Specialization

Course	Title	Hours
Year 1		
Fall		
WSGS 401	History of Feminist Thought	3
SOWK 500	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 501	Assessment of Client Concerns in Context	3
SOWK 503	Practice Skills with Individuals and Families	3
	Hours	**12**
Spring		
WSGS 402	Foundations of Women's Studies	3
SOWK 502	Power, Oppression, Privilege, and Social Justice	3
SOWK 504 / SOWK 508	Integrated Micro/Mezzo/Macro Theory and Practice [1]	3
SOWK 505	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
	Hours	**12**
Year 2		
Fall		
Global Feminisms Course		3
SOWK 506	Research and Evaluation in Social Work Practice	3
SOWK 509	Social Work Policy and Community Intervention	3
SWII 530	Internship I & Simulated Experience	1
	Hours	**10**
Spring		
WSGS Elective		3
SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 681 / SOWK 682	Advanced Mezzo & Macro Practice [1]	3
SWII 531	Internship II & Simulated Experience	1
	Hours	**10**
Year 3		
Fall		
WSGS Elective		3
SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	1
	Hours	**10**
Spring		
WSGS Elective		3
SOWK 680	Advanced Micro-Level Practice	3
SWII 633	Internship Instruction IV & Simulated Experiences	1
SOWK Elective		3
SOWK Elective		3
	Hours	**13**
	Total Hours	**67**

[1] Students who matriculated before Fall 2025 should take SOWK 504 and SOWK 681. Student who matriculated in Fall 2025 or after should take SOWK 508 and SOWK 682.

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of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (p. 1938) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

Upon graduating from this program, students will be able to:

- Demonstrate ethical and professional behavior. (MSW)
- Engage diversity and difference in practice, including promoting social and economic justice. (MSW)
- Engage, assess, and intervene with individuals, families, groups, organizations, and communities. (MSW)
- Analyze major influences within key historic feminist/gender studies movements in a global landscape. (MA)
- Explain how women's studies and gender studies are distinct and fundamental fields of study intimately connected to each other and other interdisciplinary academic disciplines across the university. (MA)
- Examine the intersections of identities (e.g., gender, race, ethnicity, class, sexuality, nationality, etc.) and the ways in which they contribute to instances of privilege and power dynamics across global cultures, space, and time. (MA)
- Understand their own relationship within their communities and that actions (or inactions) and cultural competencies are integral to addressing inequalities. (MA)
- Conduct research by privileging Feminist, Queer, and/or other Gender Studies theories and methodologies through both an intersectional and social justice lens. (MA)

SCHOOL AND ACADEMIC CENTERS AND INSTITUTES

Academic Affairs

- Center for Engaged Learning, Teaching, and Scholarship (https://www.luc.edu/celts/)
- Center for Science and Math Education (https://www.luc.edu/csme/)
- Center for Urban Research and Learning (https://www.luc.edu/curl/)
- Faculty Center for Ignatian Pedagogy (https://www.luc.edu/fcip/)
- Gannon Center for Women and Leadership (https://www.luc.edu/gannon/)
- Institute for Racial Justice (https://www.luc.edu/irj/)
- Office of Online Learning (https://www.luc.edu/ool/)
- The Writing Center (https://www.luc.edu/writing/)

College of Arts and Sciences

- Center for Criminal Justice Research, Policy, and Practice (https://www.luc.edu/ccj/)
- Center for Data Science and Consulting (https://www.luc.edu/cdsc/)
- Center for Research on International Affairs (https://www.luc.edu/cria/)
- Center for Textual Studies and Digital Humanities (https://www.luc.edu/ctsdh/)
- Hank Center for Catholic Intellectual Heritage (https://www.luc.edu/ccih/)
- The Jesuit Center (https://www.luc.edu/cas/jesuitheritage/)
- The McNamara Center (https://www.luc.edu/mcnamaracenter/index.shtml/)

Quinlan School of Business

- AI Business Consortium (https://www.luc.edu/leadershiphub/centers/aibusinessconsortium/)
- Baumhart Center for Social Enterprise and Responsibility (https://luc.edu/businesshub/centers/baumhart/)
- Kaufman Center for Financial Policy Studies (https://www.luc.edu/quinlan/about/leadershipcenterslabs/finpol/)
- Center for International Business (https://www.luc.edu/quinlan/about/leadershipcenterslabs/cib/)
- CME Group Foundation Business Analytics Lab (https://www.luc.edu/quinlan/about/leadershipcenterslabs/businessanalyticslab/)
- Executive and Professional Education Center (https://www.luc.edu/executiveeducation/)
- Family Business Center (https://luc.edu/businesshub/centers/familybusiness/)
- Loyola Limited (https://www.luc.edu/leadershiphub/centers/loyolalimited/)
- Risk Management and Insurance Center (https://www.luc.edu/leadershiphub/centers/riskmanagementandinsurancecenter/)
- Supply Chain and Sustainability Center (https://www.luc.edu/supplychaincenter/)

School of Communication

- Center for Digital Ethics and Policy (http://www.digitalethics.org/)

School of Continuing and Professional Studies

- Institute for Paralegal Studies (https://www.luc.edu/paralegal-studies/)

School of Education

- Andrew M. Greeley Center for Catholic Education (https://www.luc.edu/gcce/index.shtml/)

School of Law

- Beazley Institute for Health Law and Policy (https://www.luc.edu/law/academics/centersinstitutesandprograms/beazleyinstituteforhealthlawandpolicy/)
- Center for Business Law (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforbusinesslaw/)
- Center for Compliance Studies (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforcompliancestudies/)
- Center for Public Interest (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforpublicinterestlaw/)
- Civitas ChildLaw Center (https://www.luc.edu/law/academics/centersinstitutesandprograms/civitaschildlawcenter/)
  - ChildLaw Policy Institute (https://www.luc.edu/law/academics/centersinstitutesandprograms/civitaschildlawcenter/clinicsinstitutesandinitiatives/civitaschildlawpolicyinstitute/)
  - Center for the Human Rights of Children (https://www.luc.edu/law/academics/centersinstitutesandprograms/centerforthehumanrightsofchildren/)
  - Education Law and Policy Institute (https://www.luc.edu/law/academics/centersinstitutesandprograms/educationlawandpolicy/)
- Curt and Linda Rodin Center for Social Justice (https://www.luc.edu/law/academics/centersinstitutesandprograms/curtandlindarodincenterforsocialjustice/)
- Dan K. Webb Center for Advocacy (https://www.luc.edu/law/academics/centersinstitutesandprograms/dankwebbcenterforadvocacy/)
- Dispute Resolution Program (https://www.luc.edu/law/academics/centersinstitutesandprograms/disputeresolutionprogram/)
- Institute for Consumer Antitrust Studies (https://www.luc.edu/law/academics/centersinstitutesandprograms/instituteforconsumerantitruststudies/)
- Institute for International Law and Practice (https://www.luc.edu/law/academics/centersinstitutesandprograms/instituteforinternationallawandpractice/)
- Institute for Investor Protection (https://www.luc.edu/law/academics/centersinstitutesandprograms/instituteforinvestorprotection/)
- Institute for Paralegal Studies (https://www.luc.edu/paralegal-studies/)
- Intellectual Property Law Program (https://www.luc.edu/law/academics/centersinstitutesandprograms/intellectualpropertylawprogram/)
- National Security and Civil Rights Program (https://www.luc.edu/law/academics/centersinstitutesandprograms/nationalsecurityandcivilrightsprogram/)

- Rule of Law Institute (https://www.luc.edu/law/academics/centersinstitutesandprograms/ruleoflawinstitute/)
- Rule of Law for Development Program (https://www.luc.edu/law/academics/centersinstitutesandprograms/ruleoflawfordevelopmentprogram/)
- Tax and Estate Planning Program (https://www.luc.edu/law/academics/centersinstitutesandprograms/taxandestateplanningprogram/)

Marcella Niehoff School of Nursing

- Center for Simulation Education (https://hsd.luc.edu/simulation/)
- Institute for Transformative Interprofessional Education (http://hsd.luc.edu/itie/)

School of Social Work

- Center for Field Innovation, Research, Strategy, and Training (https://www.luc.edu/cfirst/) (C-FIRST)
- Center for Immigrant & Refugee Accompaniment (https://www.luc.edu/cira/) (CIRA)

Parkinson School of Public Health

- Center for Health Innovation and Entrepreneurship (https://www.luc.edu/parkinson/researchandpractice/centerforhealthinnovationandentrepreneurship/)

Stritch School of Medicine

- Burn and Shock Trauma Research Institute (http://ssom.luc.edu/bsti/)
- Cardiovascular Research Institute (http://ssom.luc.edu/cvri/)
- Infectious Disease & Immunology Research Institute (http://ssom.luc.edu/indiri/)
- Neiswanger Institute for Bioethics and Healthcare Leadership (http://hsd.luc.edu/bioethics/)

Affiliated Institutions

- Erikson Institute (https://www.erikson.edu/)
- Midwest Modern Language Association (https://www.luc.edu/mmla/)

ACCREDITATION

Accreditations Current as of 05/28/2024

School/Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Date
Loyola University Chicago		Higher Learning Commission (HLC)	Accredited	6/30/2025
College of Arts & Sciences				
Chemistry & Biochemistry	UG	American Chemical Society	Approved	10/6/2016
Engineering	UG	ABET	Initial Accreditation	10/1/2018
Forensic Science	UG	Forensic Science Education Programs Accreditation Commission (FEPAC)	Accredited	3/25/2022
Theatre	UG	National Association of Schools of Theatre (NAST)	Accredited	4/18/2025
Quinlan School of Business				
Undergraduate and Graduate Programs	UG/GR	Association to Advance Collegiate Schools of Business (AACSB)	Accredited	2/9/2017
Accounting Programs, BBA; MSA	UG/GR	Association to Advance Collegiate Schools of Business (AACSB)	Accredited	2/9/2017
School of Communication				
BA, Advertising/Public Relations	UG	The Public Relations Student Society of America (PRSSA)	Initial Accreditation	6/10/2023
MS, Global Strategic Communication	GR	The Public Relations Student Society of America (PRSSA)	Initial Accreditation	6/10/2023
School of Education				
Initial Teacher Preparation	UG/GR	Council for the Accreditation of Educator Preparation (CAEP)	Accredited	Through 6/30/2026
Advanced Preparation	GR	Council for the Accreditation of Educator Preparation (CAEP)	Accredited	Through 6/30/2026
Counseling Psychology, PhD	GR	American Psychological Association (APA)	Accredited	8/16/2017
School Psychology, PhD	GR	American Psychological Association (APA)	Accredited	5/1/2019
Graduate Arts & Sciences				
Clinical Psychology, PhD	GR	American Psychological Association (APA)	Accredited	11/21/2017
Institute of Pastoral Studies	GR	Association of Theological Schools (ATS)	Accredited	6/10/2019*
School of Law	GR	American Bar Association (ABA)	Accredited	10/20/2025
School of Medicine	GR	Liaison Committee on Medical Education (LCME)	Full	2/24/2017
Continuing Medical Education	GR	Accreditation Council for Continuing Medical Education (ACCME)	Accredited	11/30/2022
Marcella Niehoff School of Nursing				
Undergraduate and Graduate Programs	UG/GR	Commission on Collegiate Nursing Education (CCNE)	Accredited	3/16/2016
Post-Graduate APRN Certificate Programs	GR	Commission on Collegiate Nursing Education (CCNE)	Accredited	3/16/2016
Doctor of Nursing Practice	GR	Commission on Collegiate Nursing Education (CCNE)	Accredited	3/16/2016
Parkinson School of Health Sciences and Public Health				
Public Health	GR	Council on Education for Public Health (CEPH)	Accredited	3/15/2021
Dietetic Internship	GR	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Accredited	1/24/2020
Medical Laboratory Science	GR	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Accredited	2/13/2026
Health Systems Management	UG	Association of University Programs in Health Administration (AUPHA)	Accredited	10/19/2021
School of Social Work	UG/GR	Council on Social Work Education (CSWE)	Accredited	2/10/2024
School of Continuing & Professional Studies				
Paralegal Studies	Post-Bacc	American Bar Association (ABA)	Approved	11/01/2024

* Loyola University Chicago's Institute for Pastoral Studies is accredited by the Association of Theological Schools (ATS) and is currently under a Warning pertaining to ATS Standards 2.6-7 on Educational Evaluation.

ACADEMIC STANDARDS AND REGULATIONS

- Arrupe (p. 1914)
- Undergraduate (p. 1919)
- Accelerated Master's Pathway (p. 1936)
- Graduate and Professional (p. 1938)

Arrupe

Arrupe College Student Academic Policies

Mission

Arrupe College is a two-year college of Loyola University Chicago that continues the Jesuit tradition of offering a rigorous liberal arts education to a diverse population, many of whom are the first in their family to pursue higher education.

Using an innovative model that ensures affordability while providing care for the whole person – intellectually, morally, and spiritually – Arrupe prepares graduates to continue on to a bachelor's program or move into meaningful employment. Heeding the call of its namesake, renowned Jesuit leader Pedro Arrupe, S.J., the college inspires its students to strive for excellence, work for justice, and become "persons for others."

Overview

We are delighted that you have joined Arrupe College! Arrupe College is a collaborative and engaging community of students, staff and faculty dedicated to transformative education. At Arrupe College, you will have the opportunity to attain the knowledge, skills and values to thrive academically, professionally and personally so that you can help make our city, nation, and world more just and peaceful.

We understand that adjusting to college can be exciting but also stressful as you set academic and professional goals, develop new schedules, routines and helpful habits, and seek to balance academic and other responsibilities like caring for your health, working, and spending time with friends and family. The purpose of these academic standards and regulations is to communicate important information and expectations about academic policies and procedures that will help you to be successful! You will find helpful information on curriculum and degree requirements, registration, grades and academic progress, academic integrity and misconduct, and transfer credit. Please review the contents of these standards and regulations and please reach out to your advisor or academic dean(s) if you have questions.

Arrupe College is named after Father Pedro Arrupe, S.J., a Jesuit priest and former Superior General, who dedicated his life to helping others.

It is the goal of the program to offer a rigorous two-year curriculum promoting the Jesuit ideals of *cura personalis* (concern for the individual), acquisition and development of knowledge, and social justice while providing three core benefits:

- **Affordability** – The institution's tuition structure is designed to ensure students whose families have an Expected Family Contribution (EFC) at or near $0 graduate with an Associate's degree with minimal debt.
- **Accessibility** – Near the intersection of CTA and METRA transit lines, Loyola University's Water Tower Campus is a commuter-friendly ecosystem for learning, working, and personal development.
- **Achievability** – The curriculum aligns with the requirements of the Illinois Articulation Initiative (IAI), which allows students to transfer their credits upon competition to any institution part of the state-wide agreement.

Arrupe students have access to the University's Wellness Center, tutoring and writing services, libraries, gyms, computer labs, and most student organizations at the Lakeshore and Water Tower campuses. Within Arrupe, students enjoy on-site tutoring, transfer- and career-counseling, social work services, and academic advising.

Academic Grievance Policy

The Arrupe College process for resolving academic grievances complies with the University's academic grievance procedures (p. 1919). The purpose of an academic grievance policy is to ensure fairness and consistency in the management of all academic disputes involving course grades and accusations of academic misconduct.

Grade Appeals

If a student believes a grade to have been assigned by mistake or unfairly, they have the right to appeal the grade. The student must first contact the instructor to discuss the grade. If the instructor determines that a change of grade is warranted, the instructor shall submit a change of grade request via LOCUS. If the instructor denies the appeal, or fails to respond to the student's request, the student may request a formal hearing to have the appeal reviewed in an impartial and thorough manner.

In order to request a grade review, the student must submit a formal grade change request to the Office of Academic Affairs by no later than 30 days into the next semester indicating why the assigned grade is arbitrary or capricious. The Assistant Dean for Academic Affairs will determine if there are grounds for an appeal and whether to convene a hearing board. The Assistant Dean's decision or that of the hearing board is final in all cases except expulsion.

Please refer to the Undergraduate Academic Catalog (p. 1919) for more information about the Academic Grievance Policy's grade appeal process.

Academic Misconduct Appeals

If a student believes they were wrongly accused of academic misconduct such as cheating or plagiarism, they must first discuss the matter with the instructor. According to the University's academic grievance procedures (p. 1919), if the instructor denies the appeal, the student may request an impartial review of the accusation by filing a formal appeal with the Office of Academic Affairs. The Assistant Dean for Academic Affairs will determine whether there are grounds for an appeal and whether to convene a hearing board. Notably, a student's misunderstanding about academic policy (i.e. they did not understand they were committing academic misconduct) is not, by itself, grounds for an appeal. The Assistant Dean's decision or that of the hearing board is final in all cases except expulsion.

Academic Integrity

Arrupe College values participation, truth, and honesty in personal, professional, and academic communication and endeavors. In particular, as a community of scholars and learners, Arrupe College requires its members to understand and abide by Loyola's policies and procedures regarding academic honesty.

Some examples of academic dishonesty include:

- Plagiarism, including the use of artificial intelligence
- Multiple submissions of the same work for credit for more than one assignment
- Fabricating data
- Collusion without instructor permission
- Cheating
- Aiding and abetting the academic misconduct of others

Faculty members are responsible for identifying acts of academic dishonesty within their courses. They are also responsible for assigning penalties when they encounter these incidents. At minimum, acts of academic dishonesty will result in the student receiving a grade of "F" for the assignment or exam.

All incidents of academic dishonesty must be reported by the faculty member to the Office of Academic Affairs, which reserves the right to impose further sanctions depending on the infraction's severity and frequency.

For more information regarding academic policies as they relate to academic honesty, sanctions, and appeals, please see the Undergraduate Studies Catalog (p. 1919).

Academic Probation

At the end of each term, students with a cumulative GPA below a 2.0 are placed (or continued) on academic probation and shall be notified of their status by the Office of Academic Affairs. Students with incompletes will be reviewed at the time their grades become final to determine their academic standing, and may be placed on probation mid-semester.

First Probation

The first time a student is placed on academic probation, they must actively participate in a process designed to help them raise their GPA and return to good academic standing. They will be automatically enrolled in ACUNI 102: Academic Success Strategies if the course is offered during the term of their probation, and they must take the following steps.

1. Complete an Academic Improvement Plan (AIP). This is an electronic document completed by the student in consultation with their advisor to help ensure they have reflected on what barriers to academic success existed in the previous term, and to establish tangible plans to improve academic performance in the current term. A student on probation must complete Part I of the AIP, which should then be forwarded to the advisor.
2. Next, the student should contact their advisor to schedule a meeting to take place no later than within the first three weeks of the new term. In this meeting, the student and advisor will review Part I of the AIP and develop an action plan (Part II).
3. At the week 5-7 mark of the semester, the student should make an appointment with the Retention and Learning Coordinator to review the progress towards your academic plan and potential next steps.

Multiple Probations

Students on academic probation for more than one term do not need to complete the Academic Improvement Plan a second time. Exceptions may include students who were dismissed and reinstated, students returning from a Leave of Absence, and/or when an advisor believes the student will benefit from completing an updated plan. Students who have been on academic probation for multiple semesters must meet with their academic advisor within the first two weeks of the subsequent term to discuss their goals and progress. They must also continue to schedule at least one academic progress appointment per semester with the Retention and Learning Coordinator.

Academic Dismissal

Students on probation are subject to dismissal for poor academic scholarship from Arrupe College if they do not either return to good standing by earning a cumulative GPA of 2.0 by the end of their term or probation, or by earning at least a term GPA of 2.33 thereby demonstrating satisfactory academic progress. A student's career course completion rate of at least 67 percent (grades of "F," "W," "WE," and "NR" count against this calculation) and a student's reasonable ability to achieve a final GPA of 2.0 after completing all remaining degree requirements are also considered in reviewing students for dismissal.

Academic Standing

Good academic standing is defined by the College as a 2.0 ("C") cumulative grade point average (GPA) or higher. Academic standing is assessed by the college at the end of each term.

Separately, to remain eligible for financial aid, students must meet the 2.0 GPA requirement while successfully completing at least 67 percent of attempted coursework in an academic year. The Office of Financial Aid assesses student academic progress at the end of each semester and will place students falling below this target on probation. Students who do not meet requirements by the end of the subsequent semester must file an appeal with Financial Aid. If the appeal is granted, students have until the end of their second semester on Financial Aid probation to meet Satisfactory Academic Progress (SAP). Students who fail to do this may lose their financial aid package permanently.

Dean's List

Students who earn a term GPA of 3.5 or higher on a completed full-time schedule of classes (at least 12 credits) shall be added to the Dean's List for that term, recognizing them for their academic achievement. Students with incompletes will be reviewed for Dean's List eligibility once their incomplete grades have been finalized.

Phi Theta Kappa (PTK) Honor Society

Students who receive a cumulative GPA of 3.5 or higher and complete at minimum 12 credit hours will receive an invitation to the College's honor society – Phi Theta Kappa (PTK) from the PTK Advisor.

ACUNI 101 First Year Seminar & ACUNI 102 Academic Success Strategies

ACUNI 101 First Year Seminar

ACUNI 101: First-Year Seminar is a one-credit course and a graduation requirement for all incoming first year students during the fall term. The course is designed to provide a comprehensive extended orientation that is holistic and focuses on academic success and the transition from high school to college. The course is pass/no pass (P/NP), in which students must attain a grade of 70 percent or higher in the course in order to pass.

ACUNI 101 is only offered in the fall semester; students who do not pass or who withdraw from the course may satisfy this graduation requirement by successfully completing ACUNI 102: Academic Success Strategies, which is offered in the spring term.

ACUNI 102 Academic Success Strategies

ACUNI 102: Academic Success Strategies is a one-credit course designed to strengthen students' academic skills so that they can become more effective learners. ACUNI 102 is graded and does impact a student's GPA. Enrollment in ACUNI 102 is required of students who are on academic probation after their first semester, who did not pass ACUNI

101, or both. If a student does not pass ACUNI 101 or 102, they must meet with the Assistant Dean for Academic Affairs to determine an alternative to satisfy this graduation requirement.

Attendance

Arrupe has an in-person class teaching and learning model. The College sees in-person teaching and learning as a significant factor in a student's academic and personal development. Consistent attendance helps ensure that students are building relationships with peers and faculty, that they are engaged at a higher level, and learning concepts outside the classroom that will benefit them in their future pursuits. Consistent attendance and participation in class will maximize student's chances to learn and be successful at the College.

Students with multiple absences face an increased chance they will underperform in their courses, fall behind, and lose important connections within the Arrupe community. While the College appreciates that students may get sick, have personal emergencies and other important responsibilities, it is essential to follow certain fundamental steps if an absence becomes unavoidable:

1. **Understand** class policy. Each professor has their own attendance and participation policy. Students should review these policies at the start of a term and ask any questions if there are misunderstandings about how absences can impact exams, deadlines for assignments (and possible submission of late work), and final grades.
2. **Communicate** with professor(s) in advance of an absence, or as soon as actually possible if the absence was unexpected.
3. **Follow up** with professors upon return to class. Students are strongly encouraged to arrange a time to connect with professors to discuss work that may be missed in class. Similarly, students should connect with classmates for any notes and insights on classes that are missed.

Students who may need to miss multiple classes over multiple days are also strongly encouraged to not only communicate with their professors, but also consider utilizing resources available at Arrupe for additional support, which may include the student's advisor, the Office of Student Services, and the Office of Academic Affairs.

Cohorts

In their first two (fall and spring) terms, Arrupe College students are part of and take classes as morning or afternoon cohorts. Though incoming students may indicate their cohort preference, cohort placement is at the discretion of the College. After their first two terms, a student may enroll in any open class that meets their degree requirements.

Bridging Cohorts

In some instances, the Office of Academic Affairs may allow a first-year student to take classes across cohorts; that is, classes in both the morning and afternoon. In these cases, students will remain affiliated with their original cohort and return to their intended schedule for subsequent terms.

Changing Cohorts

First-year students are allowed to submit a request to change cohorts in writing to the Office of Academic Affairs, which may be considered based on a student's individual needs but also on enrollment capacity.

Curriculum Components

Arrupe College's curriculum consists of three components:

1. Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) Requirements (37-38 credit hours)
2. Arrupe Mission Core Requirements (10 credit hours)
3. Pre-Major Concentration and/or Electives (15 credit hours)

In order for a student to receive an Associate of Arts degree from Arrupe College, they must:

1. Complete all required courses, including the General Education Core Curriculum, Arrupe Mission Core, and Electives. Please see the Arrupe College catalog for a current list of classes that satisfy these requirements.
2. Earn a minimum of 62 credit hours, which must include:
    1. At least nineteen courses worth three credits or more,
    2. At least one science course with lab worth four credits, and
    3. At least one ACUNI seminar course worth one credit

Discontinuation

Voluntary Discontinuation

If a student withdraws and indicates they do not plan to return Arrupe by the following term or at all, they will be discontinued in their academic program and must apply for re-admission if they wish to return in the future.

The College underscores the importance of students who are withdrawing from some or all of their courses in any capacity to consult with their advisor to discuss their academic plans as well as with their financial aid counselor to determine if the withdrawal will impact their eligibility for aid or result in any financial liability.

Discontinuation for Academic Dismissal

Students on probation who do not return to good standing within the designated requirements and timeframe may be dismissed for poor academic scholarship and will be notified via email before the start of the following academic term. If a student is dismissed for poor scholarship they will be discontinued in their academic program, and may apply for readmission only after earning at least six credits at another accredited institution while meeting all the following guidelines:

- Must be taken during a traditional fall or spring term (typically lasting more than 12 weeks)
- Must be taken primarily in-person/not online
- Must satisfy General Education Core Curriculum (GECC) or Arrupe Core requirements
- Must result in a cumulative GPA of 2.33 ("C+" average) or higher

A student who is readmitted after being dismissed for poor scholarship shall return on academic probation based on their previous GPA earned at Arrupe College and will be subject to all the original probation requirements.

Discontinuation for Non-Enrollment

Students may choose at their own discretion to take a Leave of Absence from Arrupe College for one single fall, spring, or summer term. Students wishing to do so should consult with their advisor to discuss their plans, and they must complete the *Request for Leave of Absence* form and submit to the Office of Academic Affairs. Students may not enroll or pursue course work at another accredited institution elsewhere during their term away. Students are responsible for reaching out to their advisor to discuss registration for the next available academic term.

If a student does not enroll for two consecutive terms, they will be

discontinued from their program and must apply for re-admission if they wish to return in the future.

Discontinuation for Enrollment Elsewhere

Students may not enroll in coursework elsewhere while enrolled at Arrupe College or Loyola University Chicago, nor may they enroll elsewhere during a Leave of Absence. Students who do so will be discontinued from their program at Arrupe College and must apply for re-admission if they wish to return in the future.

Re-Admission Policy

Any student who leaves Arrupe College and is not enrolled for two consecutive terms, **or** who completes course work at another institution during a Leave of Absence shall be required to apply for re-admission through the Office of Admission if they wish to return. Students applying for re-admission after being dismissed for poor scholarship are subject to additional requirements outlined in the **Discontinuation for Academic Dismissal**.

Full-Time Enrollment Requirements

Students at the College are required to enroll full-time: at least 12 credit hours (typically four courses) per fall and spring term, and at least six credit hours (typically two courses) per summer term. A student's eligibility for financial aid may be adversely impacted by enrolling on a part-time basis.

FAFSA Verification

If a student is selected by the Office of Financial Aid to verify their FAFSA, they must complete the verification process before registering for subsequent sessions. Failure to complete verification will result in a tuition balance and registration hold. Outstanding verification documentation is itemized under the “To Do” banner in LOCUS.

Outstanding Account Balances

Students with an outstanding balance, who are not on a payment plan (iPlan), may not register until the account balance is settled in accordance with the Office of the Bursar’s policies and practices.

Part-Time Registration Appeal

Students who intend to enroll in fewer than 12 credits in a fall or spring term or fewer than six credits in a summer term must submit the *Request for Class Withdrawal & Part-Time Enrollment* to the Office of Academic Affairs.

Students understand that part-time status can impact financial aid, tuition charges, and path to a timely graduation.

Request for Leave of Absence

In cases where extenuating circumstances significantly impact a student’s ability to attend class, they may request to take a leave of absence for one semester by submitting a *Request for Leave of Absence* to the Office of Academic Affairs.

A student granted a Leave of Absence will not register for classes for the term in question. Therefore, financial aid will not be disbursed, nor will the student be assessed tuition or fees for that term.

Students should maintain contact with their advisor during their Leave of Absence to ensure they are ready to register for their returning term in a timely manner. If a student does not enroll for a coursework in the term after their approved Leave of Absence, or if they enroll in coursework at another institution during their leave, they will be discontinued from their program and must apply for re-admission.

Repetition of Course(s)

For courses where a student has previously received a grade of "W" or "WE," they may enroll in that course without any special permission.

For required courses where a student has previously received a grade of "F" or a grade of "D" that does not adequately satisfy a pre-requisite, they must request authorization to retake the course from the Office of Academic Affairs.

For elective courses where a student has previously received an "F," permission may only be granted if the student has an academically necessary reason for repeating the course (i.e. it is a course likely to be required for the student's future degree program).

For any other courses where a student has previously received a "D," permission may only be granted if retaking the course benefits their future degree plans (i.e. they must raise their GPA for bachelor's program admission, or must have a higher grade in a course to satisfy future degree requirements).

The grade in a repeated course does not replace the original grade earned; the grades in both courses are essentially averaged together. For example, if a student received a "D" in a three-credit course and a "B" in the repeat attempt, the quality points are added together and divided by the total credit hours of both courses. In this example, the student would effectively have a "C" in the course, but both grades would appear on the student's official transcript.

In an authorized repeat of a course, the student will not receive additional credit towards graduation for multiple attempts. The student will only receive credit hours toward graduation for equivalent to one of the attempts (in most cases, three credit hours) since credit hours in the course have already been earned. The repeated course, however, is counted for attempted hours and quality points for the accurate computation of grade point average for the term in which it is taken. Students should consult with their advisor or visit the Office of Academic Affairs for further clarification.

Cross-College Enrollment

Enrollment in coursework outside the Loyola University Chicago community is strictly prohibited while enrolled at Arrupe College. Students may take coursework at another College or School within Loyola University Chicago (such as the College of Arts and Sciences or the Quinlan School of Business) to fulfill a future program or degree requirement. Eligible students must meet the following criteria:

1. A cumulative GPA of a 3.0 or higher
2. 25 or more earned credit hours by the time the desired course begins
3. Permission from both the Office of Academic Affairs at Arrupe College as well as from the Dean’s Office of the receiving College or School

Grading System

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F are assigned the following credit points for purposes of grade point average (GPA) calculations:

Grade	Grade Points
A	4.0
A-	3.67
B+	3.33

B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0

Incomplete Grades

An incomplete ("I") grade is a temporary mark that may be offered later in a semester (typically after the withdrawal deadline) at the discretion of an instructor and with consent from the Office of Academic Affairs. Students may request an incomplete when they have experienced unexpected personal events that make it exceptionally difficult or impossible to finish work associated with a course by the time final grades are due. Examples of circumstances that warrant an incomplete may include, but are not limited to:

- Student Illness or injury requiring hospitalization or documented medical intervention
- Death or illness of a loved one
- Sudden change in personal circumstances, such as housing insecurity or other traumatic event

Students who wish to pursue an incomplete must fill out the "Undergraduate Request for a Mark of Incomplete" form (accessible on the Arrupe College website) and present it to their instructor. The instructor has sole discretion to offer an incomplete and set the timeline for which work must be submitted, which cannot be later than six weeks into the following Fall or Spring semester. Common reasons an instructor may decline an incomplete request may include, but are not limited to:

- Final exam or final project deadline has already passed and/or final grade has already been submitted
- Request is submitted too early in the semester to reasonably be considered
- Student has already missed too much classroom instruction and/or assignments to catch up

If an instructor agrees to offer an incomplete, they will submit the completed request form to the Office of Academic Affairs for final approval. If a student does not complete any or all outstanding work by the agreed upon deadline or by six weeks into the next Fall or Spring semester (whichever comes first), a final grade will be calculated and entered by the instructor based only on whatever work has been submitted up to that point. Extensions to incompletes are typically not offered, nor should they be expected, and can only be granted in consultation with the Office of Academic Affairs.

Withdrawal Grades

If a student withdraws enrollment from a class or classes, they will earn a withdrawal grade of W, WE, or NR, depending on the circumstances. Withdrawal within the first two weeks of the fall or spring term or first week of the summer term (refer to the University Academic Calendar for exact timing) will result in no financial responsibility for the dropped class(es). More information regarding this process can be found under "Voluntary Withdrawal."

If a student withdraws from a course after the first two weeks, they may retain full or partial financial responsibility for the withdrawn course. If a student withdraws from one or more classes after these dates, it could result in a proration of tuition charges and, potentially, a recalculation of Financial Aid Title IV funds, meaning they could potentially owe money to the university. If a student is contemplating withdrawal, they should first refer to the Office of the Bursar's tuition schedule to calculate financial responsibility and speak with a financial aid counselor to determine what effects, if any, the withdrawal would have their aid.

Students who are enrolled but receive no course credit for a semester or session (for example, earning grades of "F" or "W" in all courses) may be audited by the Financial Aid Office at the end of an academic term. This audit could result in a return of Title IV funds without any tuition reimbursement, meaning the student could owe money to the university.

Withdrawal for a "W"

A grade of "W" (withdrawal) is assigned for withdrawal after the first and through the tenth week of the 16-week semester, and after the first and through fifth week of the nine-week session (please refer to the University Academic Calendar for exact timing). This grade will appear on the student's transcript but will have no impact on the student's grade point average.

Withdrawal for an "NR"

A notation of "NR" is assigned in instances where the student is registered for a course but never attended or submitted work for the course in question. An "NR" grade does not impact the student's GPA, but may result in an audit by the Office of Financial Assistance.

Withdrawal for a "WE"

If a student is facing significant hardship and considering withdrawal from all classes, particularly after the last day to withdraw with a mark of "W," they should meet with their advisor and refer to the University's "Emergency Withdrawal" policy, which results in a grade of "WE" for **all** courses - students are not eligible to receive "WE" marks in some courses but not others in a given term. A grade of "WE" does not impact GPA but may change a student's financial aid eligibility.

Illinois Articulation Agreement (IAI) Grade Requirements

If a student plans to transfer to an IAI receiving school, at least a "C" is required for satisfactory completion of each of the two courses in the writing sequence (ACWRI 105 College Writing I and ACWRI 110 College Writing II). Students should know, however, that some participating institutions and some baccalaureate majors already require a "C" or better for completion of the writing courses and the oral communication course (ACCOM 101 Public Speaking & Critical Thinking).

Aside from the two writing courses, the IAI agreement permits students to count a course in which they earned a grade of "D" towards fulfilling the other General Education Core Curriculum requirements because most bachelor's degree-granting institutions permit students who begin at the institution as freshmen to do so. Your baccalaureate Major, however, may require a "C" or better in any General Education Core Curriculum course also used to satisfy a major requirement.

Students should know they need at least a cumulative "C" average (2.00) to meet graduation requirements for an associate's degree. As students prepare to transfer, they should understand that, although the policy permits a course in which they earned a grade of "D" to count towards an associate's, admission to most degree-granting institutions – and to specific bachelor's degree majors – is often highly competitive.[1]

[1] From the IAI: http://www.itransfer.org/

Schedule

Unless otherwise approved (see “Enrollment”), a student is required to maintain continuous, full-time enrollment through four, 16-week terms (fall/spring) and two, nine-week summer terms. Following this enrollment pattern will allow a student to complete their associate's degree in two years, as long as they do not withdraw or need to repeat any courses (see ”Repetition of Courses”). If a student would like to preserve a summer term to complete an internship or research opportunity, they should consult with their advisor to discuss an alternative schedule and path to graduation.

Transfer Credit

Arrupe abides by Loyola University Chicago’s Advanced Placement (AP), College- Level Examination Program (CLEP), International Baccalaureate (IB), and dual credit transfer policies. For more information, visit the Undergraduate Studies Catalog (p. 1919).

The associate's degree awarded by Arrupe College consists of at least 62 credit hours with some programs requiring a greater number of credits. Of these 62+ credit hours, students must complete at least 32 credit hours in residence at Arrupe College in order to receive their associate's degree. Students may apply up to 30 credit hours, or approximately a year’s worth of coursework, towards the completion of their associate's degree.

Process for Transferring Back Credits

A student who has earned at least 56 college credits and holds a 2.0 GPA or above is eligible to apply to transfer back two academic courses (for a maximum of seven credits) from another postsecondary institution or another college at Loyola University Chicago to complete their associate's degree from Arrupe College. This policy allows the student to fulfill their degree requirements and achieve timely graduation. The total number of credits transferred back plus the total number of credits transferred in cannot exceed 33 credit hours total.

Students must have approval from the Office of Academic Affairs prior to the end of their final semester at Arrupe and, *in most cases*, are encouraged to complete all transferable credit in the first semester at the other postsecondary institution.

Students awarded an associate's degree from Arrupe College are recognized as "Core Complete" at any of the Illinois Articulation Initiative receiving institutions including all of Loyola University Chicago’s undergraduate colleges.

Before transferring, students should first meet with their advisor to identify the remaining degree requirements and their options to complete the degree, including transfer back. The Transfer Coordinator can help the student identify a transfer institution and transferable coursework. The student must submit the syllabus to the Transfer Coordinator for approval. Students can initiate the transfer back process by completing the Transfer Back Worksheet, with the Transfer Coordinator and submitting the completed form to the Office of Academic Affairs. The student can retrieve a copy of the Transfer Back Worksheet from the Office of Academic Affairs or the Transfer Coordinator. After earning a “C” or above in the transfer back coursework, the student will need to send an official transcript from the transfer institution to Loyola University Chicago.

Withdrawal

Voluntary Withdrawal from Course(s)

A student does not require any special permission to withdraw from a course if the withdrawal will leave them enrolled in at least 12 credits during a fall or spring term, or at least six credits during the summer term.

If the withdrawal will change the student's status to part-time enrollment, they must submit a *Request for Class Withdrawal & Part-Time Enrollment* to the Office of Academic Affairs. Before submitting this request, the student should first consult with their advisor to discuss their academic plans as well as with their financial aid counselor to determine if the withdrawal will impact their eligibility for aid or result in any financial liability. Last dates of actual attendance may be verified with instructors, which can impact final marks and financial aid eligibility.

Voluntary Total Withdrawal from an Academic Term

An enrolled student who wishes to withdraw from all of their coursework during an academic term must submit a *Request for Total Withdrawal* to the Office of Academic Affairs. Before submitting this request, the student should first consult with their advisor to discuss their academic plans as well as with their financial aid counselor to determine if the withdrawal will impact their eligibility for aid or result in any financial liability. Last dates of actual attendance may be verified with instructors, which can impact final marks and financial aid eligibility. Additional documentation may be required based on the timing of a total withdrawal request, such as a *Request for Emergency Withdrawal* if the request is submitted after the last date in the term to withdraw or a *Request for Leave of Absence* if submitted in the beginning of a new term.

Administrative Withdrawal for Non-Attendance

Enrolled students who demonstrate no academic activity within the first week of a new term (including attendance, submission of assignments, and/or logging into Sakai), and who do not notify the College of any circumstances that may preclude their activity, may be withdrawn from some or all of their classes at the discretion of, and with notification from the Office of Academic Affairs. Students withdrawn from all their classes for non-attendance in the first week of a term will not have financial aid disbursed and billing for the term will be canceled, but students will be liable for any outstanding balances from previous terms. Students withdrawn under these circumstances should contact their advisor to determine if they are eligible to re-enroll for the current or next academic term. Students withdrawn for non-attendance will not be officially discontinued from their program until or unless there is a second consecutive term of inactivity.

Undergraduate

Students are personally responsible to review the following general academic rules and regulations. If students have questions about particular regulations, they should contact their academic dean's office for clarification.

Academic Appeals

The University’s commitment to the care of the individual person is the foundation for an appeals process that affords students the opportunity to have a review of circumstances that impact their academic standing or progress at the University.

Student Rights in an Academic Appeal Process When a Hearing Will Take Place

All students have the right to be treated with dignity and respect throughout any interaction with the academic appeal process and have the following procedural rights during hearings:

1. Right to Participate: To be present throughout the hearing but not during the deliberation process of the hearing board
2. Right to an Advisor: To be accompanied by an advisor, if desired (see section on rights of an advisor)
3. Right to Review: To review all documentation concerning the potential policy violations during the hearing
4. Right to Refute: To refute information provided by witnesses

Appeal for a Change in Academic Record

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following academic year. This form is the only approved process to submit such a request.

Appeal of a Course Grade

Students who wish to contest a course grade may initiate the academic appeal process (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102). This form is the only approved process to submit such a request.

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair procedures, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relationship between the grade given and the student's performance in the class and also, that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for an appeal.

Appeal a Finding of Academic Misconduct

Students who wish to contest a finding of academic misconduct may review the academic integrity policy (https://catalog.luc.edu/academic-standards-regulations/undergraduate/#/#ACADINT). If a student wishes to appeal a finding of Academic Misconduct they should submit the Academic Appeal Form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100). This form is the only approved process to submit such a request.

Appeal for a Decision Related to Transfer Credit

Students requesting review of their transfer credit decision communicated by the Office of Registration and Records, may do so by submitting a formal written letter of appeal to the Office of Registration and Records, Associate Registrar at transfer-credit@luc.edu. This appeal is the student's opportunity to explain reasons why the transfer credit should be reconsidered. A syllabus must be provided to support the student's position. No appeal will be considered until all final, official transcripts are received by the Office of Registration and Records.

Students will be notified via Loyola email of the outcome of their appeal of transfer credit articulation decision by the Office of Registration and Records within 10 business days. All appeal decisions made by the Office of Registration and Records are final.

Appeal of Academic Dismissal

Students who are dismissed due to poor academic performance may appeal their dismissal by submitting the Appeal of Academic Dismissal (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=105) form to their academic Dean's Office. Students enrolled in more than one school may only submit one appeal to the Dean's office of their choosing from which they were dismissed. This form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=105) is the student's opportunity to explain any mitigating circumstances as to why the student's dismissal should be reconsidered. Documentation must be provided to support the student's position. This form is the only approved process to submit such a request.

An academic dismissal will be overturned only when a student is able to produce specific documentation that proves University error or extraordinary circumstances beyond the student's control that warrant an exception to University academic policies.

The appeal must be made within 10 business days of the date of email notification of academic dismissal. The academic Dean's office may determine that a student meeting is required after the appeal is submitted. Appeal decisions will be made within 10 business days of the receipt of the appeal.

A student may request an appeal decision made by an Assistant or Associate Dean to be considered by the Dean. Appeal decisions made by the Dean are final.

Academic Appeal Process

Purpose of the Academic Appeal Process

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair procedures, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relationship between the grade given and the student's performance in the class and also, that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for an appeal.

In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic misconduct the following processes have been developed and will be applied to all cases involving Loyola undergraduate students.

Academic Appeal Process: Course Grade Dispute

1. The student's first step in the event of a grade dispute is to confer directly with the instructor.
2. If the grade dispute is not resolved, a student must submit a formal request using the Academic Appeal Form: Course Grade Dispute (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102) for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.

1. If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
2. If the final grade is assigned in fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
3. For a course offered by the School of Continuing and Professional Studies, the student must submit the appeal no later than 30 days after the final grade is officially posted.

3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
    1. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified via Loyola email that a hearing board will not be convened.
        1. If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
    2. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified via Loyola email that a hearing board will be convened.
    3. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.
4. Each department will have a standing hearing board or have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
5. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings via Loyola email, and informs students by written notice of the decisions of the board.
6. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable.
7. The hearing will be private.
8. Hearings for a grade dispute generally proceed according to the following format:
    a. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
    b. Review of the Student Rights in the Academic Appeal Process form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=101).
    c. Students should complete the electronic form in advance of the hearing.
    d. Hearing board chairperson reviews the nature of the grade dispute and the University policy potentially violated.
    e. Witnesses are excused until statements are needed (if applicable).
    f. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
    g. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
    h. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
    i. Student(s) are provided a final opportunity to make any closing comments.
    j. Instructor(s) are provided a final opportunity to make any closing comments.
    k. Hearing board chair may excuse all parties for deliberation if needed
    l. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within 5 business days in writing via Loyola email.
9. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board via Loyola email of the name of the advisor at least 2 business days before the hearing date.
    1. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
    2. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
    3. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
10. The student and/or instructor have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
11. The Board may address questions to any party.
12. The chairperson of the hearing board determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine that arbitrary and capricious academic evaluation occurred is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that arbitrary and capricious academic evaluation occurred based on the totality of available evidence.
13. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
14. The student and instructor will be informed in writing via Loyola email by the chairperson of the board's decision within 5 business days of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.
    1. If the hearing board determines that a grade change is not warranted, the chair of the hearing board will notify the student and the instructor involved of the decision.

2. If the hearing board determines that a grade change is warranted, the Dean and/or Dean's designee submits a grade change request to the Office of Registration and Records. The Department Chair and/or Dean's designee will notify the student and the instructor involved of the decision vial Loyola email.

Should the student or instructor wish to contest the hearing board's decision, an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision may be sent using the Academic Hearing Board Appeal form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=103). This form is the only approved process to submit such a request.

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
    1. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
    2. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
    3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Undergraduate Academic Catalog.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Standards

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. **Students may not plagiarize.**
   Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
    1. Submit material copied from a published or unpublished source.
    2. Submit material that is not cited appropriately.
    3. Use another person's unpublished work or examination material.
    4. Allow or pay another party to prepare or write an assignment.
    5. Purchase, acquire, or use a pre-written assignment for credit.
    6. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. **Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).**
   If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. **Students may not fabricate data.**
   All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
4. **Students may not collude.**
    1. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
    2. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
    3. Students may not use work submitted by another student in a previous semester of a course.
5. **Students may not cheat.**
    1. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
    2. Students may not take an examination by proxy.
    3. Students may not attempt to change answers after an examination or an assignment has been submitted.
    4. Students may not falsify medical or other documents for any reason.
    5. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
        1. Bringing notes into an exam that does not allow outside materials.
        2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
        3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
    6. Students may not facilitate academic misconduct.
        1. For example, a student may not allow another student to copy from their exam or give their own work to another student.

Sanctions

An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. This also applies to individuals responsible for administering placement tests. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. Academic deans may add to or elevate the initial sanctions assigned by the instructor based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future; and
- sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors

Below is a list of commonly assigned sanctions and instructors may choose from this entire list:

1. Educational Experiences
   Educational experiences provide space for students to reflect upon their conduct; to identify how their action harmed themselves,

others, and the community; and/or to explore why such conduct is unacceptable.

Educational experiences or projects may include:

1. Attendance and participation at a required meeting, workshop, special project, or other initiative.
2. Completing an online tutorial focused on academic integrity.
3. A written reflection about a specific topic or issue.
4. Resubmission of the assignment or exam for partial credit.
5. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
6. Completing restorative service hours and/or a Values Workshop.

Deadlines for educational experiences may vary.

2. Failing Grade on the assignment
   A letter grade of F or zero points will be issued for the assignment or examination.
3. Failing Grade in a course
   A letter grade of F will be issued for the course.
4. If a Placement Assessment violation, a warning may be issued.
   A Placement Assessment Warning is an official notice to the student that the student's behavior on their placement assessment was inappropriate and violated the Undergraduate Studies Catalog.
5. University Suspension - may only be determined by the student's academic dean's office.
   University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions. The Academic Dean's office may consider suspension as an elevated sanction.

   Suspension from the University further entails being withdrawn from all enrolled courses (resulting in "W" grades) restriction from visiting the University premises except when engaged in official business approved by the Office of the Provost. Visiting the University premises without gaining approval may result in arrest. Students suspended from the University remain responsible for tuition and fees. Students suspended from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. University suspension may also include any other disciplinary action that is judged to be of value to the student.

   Persons notified of a student's suspension may include parent/guardian, The Office of the Provost, the Office of Registration and Records, the Bursar, the Office of the Dean of Students and their designees, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost. Suspended students may not study abroad or travel with the University and may not be approved to study abroad until 90 days after their suspension period has ended. University suspension is typically assigned for a minimum of the rest of the semester and may last any number of years.

   When a suspension is over and the student has completed any conditions accompanying the suspension, the student must contact their academic dean's office requesting reinstatement and providing documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The academic dean's office may require a meeting with the student before permitting reenrollment. The student may reenroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one fall or spring semester, the student will return under the same catalog requirements that were in place for their declared majors/minors at the time of suspension. If the suspension is for a period longer than one fall or spring semester, the student will need to reapply to the university through the appropriate admission's office.
6. University Expulsion
   An academic dean may recommend a sanction of University Expulsion to the Provost. Expulsion from the University (also commonly known as dismissal) is the most serious University disciplinary action and means the permanent exclusion of the student from the University. Only the Provost may impose the sanction of expulsion as recommended by a Dean. The Provost's decision is final. A student is not eligible to reapply or be readmitted to any other programs at Loyola University Chicago following expulsion.

   Expulsion may include: forfeiture of all rights and degrees not actually conferred at the time of the expulsion; permanent notation of the expulsion on the student's academic record; withdrawal from all courses (resulting in "W" grades). Students expelled from the University remain responsible for tuition and fees. Students expelled from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. Any student expelled from the University are not permitted to visit the University premises except when engaged in official business approved in advance and in writing by the Office of the Provost or Campus Safety. Visiting the University premises without gaining approval in advance may result in arrest.

   Persons notified of a student's expulsion may include parent/guardian, the Office of the Dean of Students and their designees, the Office of Registration and Records, the Bursar, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost.

Process

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a "preponderance of the evidence." This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.
3. Instructors will notify the student of their findings and sanction. Instructors should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the instructor's outreach within two business days and instructors have determined that academic misconduct has occurred, instructors will then report the instance of academic misconduct, including

supporting documentation, to the Department Chair and the student's academic Dean's office.

5. The case is reported through the Academic Misconduct Report form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=6). This form is the only approved process to submit such a request.
6. The student's academic Dean's office will notify the student that the instance of academic misconduct has been reported.
    1. The initial sanction determined by the instructor may be reviewed by the academic Dean's office.
    2. The final sanction will be included in the notification.
7. Incident reports and supporting materials regarding the academic misconduct are part of the student's academic record. The academic record is not a transcript; this academic record is maintained by the Office of the Dean of Students for a period of seven years from the date of the incident with the exception of cases resulting in University Expulsion (such files are retained indefinitely).

Appeals

1. Students retain the right to appeal the determination made at any stage of the process outlined above using the Academic Appeal Process described below.
2. The decision of the academic Dean's office is final in all cases except expulsion.

Academic Appeal Process: Academic Misconduct

1. If a student chooses to contest a finding of academic misconduct, the student's first step is to confer directly with the instructor.
2. If a student and instructor are unable to resolve the issue relating to academic misconduct and the student still chooses to contest the finding, the student may appeal by submitting the Academic Appeal Form: Finding of Academic Misconduct (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100) no later than 30 days into the following semester.
    1. If the dispute occurs within a class in the spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
    2. If the dispute occurs within a class in the fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
    3. For a course offered by the School of Continuing and Professional Studies, the student must submit the appeal no later than 30 days after the final grade is officially posted.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
    1. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified that a hearing board will not be convened.
    2. If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together.
4. The academic Dean's office will notify the student of the final decision.
5. When the Department Chair and/or Dean's designee determine there are grounds for appeal, the student will be notified via Loyola email that a hearing board will be convened.
6. Each department will have a standing hearing board or have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
7. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of the hearing and informs students by written notice of the decisions of the hearing board.
8. The hearing will be held within two weeks of the receipt of the request for a hearing, if practicable.
9. The hearing will be private and all information will be held confidential.
10. Hearings for refuting a charge of academic misconduct generally proceed according to the following format:
    1. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
    2. Review the Student Rights in the Academic Appeal Process form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=101).
    3. Students should complete the electronic form in advance of the hearing.
    4. Hearing board chairperson reviews the nature of the alleged conduct and the University policies potentially violated.
    5. Witnesses are excused until statements are needed (if applicable).
    6. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
    7. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
    8. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
    9. Student(s) are provided a final opportunity to make any closing comments.
    10. Instructor(s) are provided a final opportunity to make any closing comments.
    11. Hearing board chair may excuse all parties for deliberation if needed.
    12. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within five business days in writing, via Loyola email.
11. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor before the hearing date.
    1. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.

2. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
3. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.

12. The student and/or instructor have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
13. The board may address questions to any party.
14. The chairperson of the hearing board determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
15. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process. All deliberations among the hearing board members are private.
16. The student and instructor will be informed in writing via Loyola email by the chairperson of the board's decision within 10 business days of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.

    Should the student or the instructor wish to contest the hearing board's decision, an appeal to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision may be sent using the Academic Hearing Board Appeal form (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=103). This form is the only approved process to submit such a request.
    1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
    2. The grounds to appeal the board's decision must include one or more of the following criteria:
        1. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
        2. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
        3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Undergraduate Academic Catalog.
17. Upon receipt of the appeal letter, the Dean and/or the Dean's designee will review the appeal to determine whether or not to uphold the decision of the hearing board.

    The student and the instructor will be notified via Loyola email by the Dean's office of the final decision. This Dean and/or the Dean's designee decision is final and binding.

Academic Standing

Loyola University Chicago understands education to be a process of academic development and growth; therefore academic progress is an important element in an individual's life at the university. The university has instituted formal procedures for warning and ultimately dismissing those who are not progressing as required. Academic probationary status and even academic dismissal should be understood as necessary, although unfortunate, consequences for those students directly involved. During the period of academic probation no student will be allowed to represent the university publicly. Any exception to this restriction must come explicitly from the student's academic dean. The student's academic dean determines when a student is placed on academic probation or dismissed for academic reasons.

Generally, academic standing is determined using a basic grade point average (GPA) criteria. Students must maintain a grade point average of at least 2.00 to be in good academic standing. Graduation from the university requires at least a 2.00 average for all coursework attempted and a minimum of a least a 2.00 average in a student's major.

Note - some majors have additional GPA requirements. Students must check with their major department to learn of the minimum grade point guidelines.

Probation and Continued Probation

There are 2 types of academic probation: Academic Standing and Progress Toward a Degree.

Any undergraduate student who fails to maintain a 2.0 cumulative GPA (C Average) is placed on academic probation. To calculate the grade point average (GPA), averages are NOT rounded, i.e., 3.490 is not rounded to 3.50. While on academic probation, a student must earn a minimum term GPA of 2.3 in the next term enrolled. A student may continue on academic probation for as long as in each term of enrollment, a minimum term GPA of 2.3 is achieved. If a student is not able to earn the minimum GPA of 2.3 after being placed on probation and does not achieve a minimum cumulative GPA of 2.0, they may be dismissed from Loyola University Chicago due to insufficient academic performance. While on academic probation, a student will be limited to 15 credit hours in a fall or spring term until the 2.0 is reached.

Students may also be placed on academic probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.0 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of their dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

Academic Dismissal

Any student who has been on probation for at least two consecutive terms and has not achieved a cumulative GPA of 2.0 may be dismissed from Loyola University Chicago due to insufficient academic performance. If a student is not able to earn the minimum GPA of 2.3 after being placed on probation and does not achieve a minimum cumulative GPA of 2.0, they may be dismissed from Loyola University Chicago due to insufficient academic performance.

A student may appeal their dismissal to their Academic Dean's Office. Academic dismissal is stated on a student's transcript. A student who has been academically dismissed may not apply for readmission to the University until one fall or spring term has elapsed. A student dismissed for academic insufficiency may be required to demonstrate acceptable academic achievement at another accredited college or university before readmission is approved. Courses to be taken elsewhere must be pre-approved by the student's advising dean or director and a minimum grade of "C+" or higher must be earned in all such coursework. A student readmitted to the University after academic dismissal will be readmitted on academic probation.

Attendance Policy, Undergraduate

The undergraduate attendance policy specifies the role of students, instructors and university administrators in cases when students are absent from one or more classes.

The university does not require faculty to take attendance; however, if faculty use participation/ attendance in their grading rubric, they must include this policy on the course syllabus which must clearly define the consequences for non-attendance. If participation/attendance is identified as a portion of the students' final grade, faculty must maintain a record of students' attendance throughout the term.

Excused Absences

The university recognizes there are times when students must miss class due to extenuating circumstances. Regardless of the attendance policy of the faculty, the following are considered excused obligations and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

1. Jury duty, with appropriate documentation.
2. Short Term Military Obligation - Veterans Current Students (https://www.luc.edu/veterans/currentstudents/reservistsguardsmen/)
   a. (https://www.luc.edu/veterans/currentstudents/reservistsguardsmen/)This activity must be documented and provided to the faculty in advance of the activity.
   b. The documentation must be verified by the director or assistant director in the Military Veteran Student Services Office, who has confirmed that the student has orders to report for a short-term military obligation.
3. Day(s) for Religious Observances (https://www.luc.edu/campusministry/faithprograms/interfaith/religiousobservances/)
4. Participation in Division-1 athletics or other university-sanctioned events: Travel & Competition Policy (https://www.luc.edu/athleteadvising/travelcompetitionpolicy/)
   1. This activity must be documented and provided to the faculty in advance of the activity.
   2. The documentation must be verified by an administrator who is directly related to the activity (e.g. Division-1 athletics representative; musical group director; student development representative, etc.).
5. Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
6. In the event of a state or national pandemic, the institution retains the right to amend this attendance policy.

Making Up Work from a Missed Class

The excused absences outlined above require the faculty to facilitate alternative means for students to make up classwork and/or get notes from a lecture. Labs, clinical hours, group work, performance, studio art, and other field-based classes are the exceptions to this because it may be impossible to make up classwork.

Unexcused Absences

Absences not listed above are unexcused. The ability to make up class work because of an unexcused absence is at the discretion of the faculty, as outlined in the faculty's attendance policy noted on syllabi. Note that the Loyola University Chicago Wellness Center does not provide documentation for absences.

Class Status and Academic Advising

Class Status and Academic Advising

First-year and sophomore students are advised in the Office of First and Second Year Advising; junior and senior students are advised in the Dean's Office of their school or college. In their first academic year at Loyola and in all subsequent years, transfer students (students who enter Loyola with 20 or more credits earned in a college or university setting) and students in the School of Professional Studies receive advising in the Dean's Office of their school or college.

For advising purposes first-year students are defined as those students who enter Loyola with fewer than 20 credits hours earned in a college or university setting. Sophomores have at least 30 earned credit hours, including credit earned at other colleges or universities; juniors at least 60 credit hours; and seniors at least 90 credit hours earned. Advanced Placement and International Baccalaureate credits are not counted in the determination of class standing for advising purposes.

Computation of Academic Grade Point Averages

The academic grade point average (GPA) at the end of a term is determined by dividing the total number of quality points earned by the total number of attempted graded credit hours carried in the term. Quality points are the result of multiplying credit points by credit hours. Courses taken under the Pass - No Pass Option are not counted in computing academic averages. For example, consider a student taking 15 credit hours for a semester.

Course	Credit Hours	Grade	Credit Points	Quality Points
UCWR 110	3 hrs	C+	2.33	6.99
ENGL 273	3 hrs	B-	2.67	8.01
MATH 100	3 hrs	P	0.00	0.00
PLSC 101	3 hrs	B+	3.33	9.99
HIST 103	3 hrs	B	3.00	9.00

This student has 12 graded hours. The total Quality Points are 33.99. To compute the semester average, quality points are divided by total attempted graded hours. The average here is 2.83. The cumulative grade point average is calculated by adding each semester's quality points and dividing by the total number of attempted graded credit hours.

Courses with the grade of "I" are not counted in the total credit hours until they have been replaced by a permanent final grade. If the grade of "I" is not replaced with a permanent final grade within six weeks of the following semester, the "I" will be replaced automatically at the end of that period with a grade of "F" and this grade will be computed into the academic average.

No grades earned by a student for courses taken at a college other than Loyola or at a program or college not formally affiliated with Loyola shall be computed into Loyola's term or cumulative grade point averages. Transfer credit will count toward the number of hours required for graduation from Loyola, but will not be reflected on grade reports under cumulative average.

Credit by Examination

Loyola University Chicago subscribes to three plans whereby undergraduate students may obtain credit and/or advanced placement for college-level studies completed by examination:

- Advanced Placement Program (AP),
- College Level Examination Program (CLEP), and
- International Baccalaureate (IB).

All AP and IB examinations must be completed before a student matriculates to the University. Official test scores must be submitted via the Undergraduate Admission Office and verified by the Office of Registration and Records within 30 days of matriculation. Transfer Credit Policy for New (First Time) Freshmen (p. 1933)

Students may take CLEP examinations after they have matriculated, but only if they:

- are not within 30 credit hours of graduation;
- have not previously completed, failed, or received credit from Loyola University Chicago (transfer or otherwise) in a comparable or more advanced course in the specific examination area;
- will not receive comparable credit in the CLEP examination area in the same term the examination is taken or in a subsequent term.

All official CLEP examination scores must be provided to the Office of Registration and Records at least one semester prior to anticipated graduation.

Credit Hour Limitation

Students may not carry more than 18 credit hours in one semester without approval of their academic advisor or advising dean.

Students on academic probation may be required to limit their credit-hour enrollment during the probationary term.

Disability Accomodations

Student Accessibility Center (https://www.luc.edu/sac/) (SAC) supports Loyola students who have documented permanent or temporary disabilities to provide accommodations in the college environment. If you are a student who used an IEP or 504 plan, SAC would be the college equivalent. To receive accommodations, students must register with the SAC team. SAC encourages all students to reach out as soon as possible once an identified disability need arises. To begin the process, please contact the SAC team either by email at SAC@luc.edu; calling phone number: 773-508-3700; or beginning an online application here: Student Accessibility Center Registration Form (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fluc-accommodate.symplicity.com%2Fpublic_accommodation%2F&data=05%7C02%7Cccorbran%40luc.edu%7Cbc052208c3134aedeb8f08de7dfc8ce7%7C021f4fe32b9c48248378bbcf9ec5ea4b%7C0%7C0%7C639086720828416129%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=Hf%2BjnmUbTrxedBShaEl9xQ%2BsBSUc1D2hTuN%2BAPHmlI8%3D&reserved=0). SAC looks forward to working with you!

Earning Two Majors or Two Baccalaureate Degrees

Double Majors

A student may complete the requirements for a double major leading to the Bachelor of Arts, Bachelor of Science, (in the College of Arts and Sciences) or Bachelor of Business Administration degree (in the Quinlan School of Business), provided the student completes the Core and all requirements for both majors and meets the 120 minimum total credit hours required for the degree.

Completing Two (2) Baccalaureate Degrees

Students can earn two bachelor's degrees within a minimum of 120 total credit hours. To do this, they must complete the Core requirements and all requirements for both degree programs.

Students who complete one major leading to a Bachelor of Arts and another leading to a Bachelor of Science in the College of Arts and Sciences will receive both degrees. Students may also earn two bachelor's degrees from different Schools and/or the College of Arts and Sciences, as long as all degree requirements are completed with a minimum of 120#credit hours.

In affiliation with various accredited engineering schools, Loyola University Chicago offers a Dual-Degree Program in Physics and Engineering, which enables a student to receive within five years a B.S. degree in Physics from Loyola and a B.S. degree in Engineering from one of the affiliated schools. Students typically attend Loyola for three years of study in the physical sciences and liberal arts and then complete the program with two more years at the engineering school. For more information can be found here (https://www.luc.edu/physics/engineering/index.shtml/).

Baccalaureate/Juris Doctor program

The Loyola University Chicago School of Law, in conjunction with the College of Arts and Sciences, offers a 6 year Baccalaureate/Juris Doctor program that provides an opportunity for a limited number of exceptionally well-qualified Loyola students to enter the School of Law after completing their junior year of undergraduate study and taking the LSAT (the Law School Admission Test). Students participating in this accelerated admission program attain their bachelor's degree following successful completion of the first year of law school and their law degree (Juris Doctor) after completing all of their law school studies. Careful and early planning is needed to achieve accelerated admission. Students should see the pre-law advisor during their freshman year to plan accordingly.

Enrollment in Courses

While academic advising is available through the First and Second Year Advising Office and in each school and college, each student is responsible for developing an accurate and appropriate schedule of classes each term. Students are allowed to change their registrations in conformity with the guidelines established by the Office of Registration and Records and the Bursar's office. Students are responsible for maintaining the accuracy of their enrollment and understanding the academic and financial consequences of adding or withdrawing courses.

The Family Educational Rights and Privacy Act (FERPA)

Confidentiality of Educational Records

Loyola University Chicago complies with the provisions of the Family Education Rights and Privacy Act of 1974 ("FERPA") when releasing personally identifiable information concerning students. FERPA stipulates that a student's education record is confidential information and must not be released without prior written consent of the student. FERPA does permit the release of "Directory Information." Directory information is information which would not generally be considered harmful or an invasion of privacy if disclosed. Students have the right to withhold "directory Information." However, the student should consider the consequences of such a request as Loyola University Chicago will honor the request, until removed in writing by the student. Loyola University Chicago has determined directory information to consist of a student's:

- Name
- Address(es) and telephone number
- University e-mail address
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute or program in which the student is enrolled
- Dates of attendance
- Grade level (Such as freshman, sophomore, junior, senior or graduate level)
- Enrollment status (Undergraduate or graduate, full-time or part-time)
- Date of graduation
- Degree(s) received
- Honors or awards received, including selection to a Dean's list or honorary organization
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams

Final Examinations

Final examinations are given during the scheduled examination period in each session. Students are expected to take their exams as scheduled. If a student needs to deviate from the exam schedule in any way, the student must contact his or her advising dean's office. Students with more than 3 exams on a given day may contact their advising dean for assistance with rescheduling one of their exams. Tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

Grading System

Credit Hour Defined

The credit hour, sometimes called the semester hour, is the standard for computing the amount of a student's scholastic work. A credit hour is normally defined as one lecture, recitation, or other class exercise of 50 minutes per week per semester. Two 50 minute periods of laboratory or studio work are frequently equivalent to one credit hour. Three or four 50-minute periods of clinical or fieldwork in some areas are equivalent to one credit hour. The recommended guideline for additional time spent outside the classroom for one credit hour is 2 to 3 hours per week, allocated among such activities as reading, homework, and test preparation.

Earned credit hours are those that a student receives by successfully passing a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal), "WE" (emergency withdrawal), or "AU" (audit) are included in attempted credit hours. Attempted credit hours (with the exception of pass/no pass courses) are used in computing a student's scholastic average or standing.

Grades and Credit Points

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student's quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, WF are assigned the following credit points for purposes of grade point average (GPA) calculations:

Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0
WE (effective Fall 2022)	0
WF (discontinued Fall 2022)	0

A student taking an elective course "pass/no pass" must receive a grade of C- or higher in order to earn a passing grade (P) for the course. Credit hours for which the student earns a grade of "P" will count toward graduation, but there is no grade computed in the grade point average. A student who receives a grade of D+ or lower in a course taken on the Pass/No Pass Option (see below) will receive a non-passing grade of "NP." Credit hours for which the student earns a grade of "NP" will not count toward graduation, and the grade will not be computed in the grade point average.

A grade of "W" indicates official withdrawal from a course through the allowed withdrawal period (see academic calendar for dates). The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of “WE” does not count towards attempted credit hours or in GPA (effective Fall 2022). However, both the “W” and the “WE” count towards attempted hours when determining Satisfactory Academic Progress (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) for continued financial aid eligibility.

A grade of "WF" indicates withdrawal from a class without proper authorization at any time and was also assigned for withdrawal after the approval deadline. A course with "WF" is counted as attempted credit hours in the computation of academic standing and is calculated as "F" (0 credit points) in the grade point average (discontinued Fall 2022).

NR: The notation of "NR" is assigned in instances where the student is registered at Loyola but never attended the course in question and never

completed any work for the course. A grade of "NR" does not impact attempted hours or the grade point average.

Incomplete Grades

A grade of "I" is a temporary grade and indicates the course is still incomplete. A temporary grade of Incomplete ("I") is assigned by the student's instructor and a permanent grade must be entered into the grade roster within six weeks of the start of the subsequent term. If a change of grade is not submitted by the faculty member by established due dates, the incomplete ("I") grade is converted into a "F" grade.

Policy

- Attendance, participation in class and completing work in the class has been satisfactory and the student's work to date meets the minimum requirements to pass the course.
- At least 75% of the coursework has been completed.
- A documented extenuating circumstance legitimately prevents completion of the required work by the due date.
- The required work will be able to be completed in the time frame allotted for the make up work, six weeks into the next semester.
- The student will complete the same work that the class completed. If there is any possibility that academic integrity would be violated by this process, an equivalent assignment(s) or examinations may be administered by the faculty.
- The student may not retake any portion of the class to complete the incomplete.
- For an understanding of how a grade of incomplete affects financial aid, please visit here (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/).

Process

- A faculty member may not enter a grade of "I" or incomplete without first having the student request the incomplete using this form (https://www.luc.edu/regrec/aboutus/forms/). The grade of Incomplete is not a substitute for a failing grade in a course
- Should a student fail to sit for a final exam or project, the faculty member includes a grade of zero on the exam or project in the calculation of the final grade. If the student was unable to request the incomplete during the term and requests the incomplete after grades have been posted **AND** the request for an incomplete is approved, the faculty member will request a change of grade in LOCUS for the posted grade and change that grade to an "I".
- The student submits this form (https://www.luc.edu/regrec/aboutus/forms/) to each instructor where an incomplete is being requested. The form must be filled out to include all deliverables and their respective due dates that the student owes. Both faculty member and student must sign the form. Faculty members must submit the completed incomplete form to the student's school/college.
- If the Incomplete course is a prerequisite to a course the student has enrolled in for the following term, either the incomplete must be completed and a final passing grade posted or the student must withdraw from the next course in the sequence.
- If the coursework for the incomplete has not been completed by the deadlines agreed to with the student, the faculty member shall submit a change of grade in LOCUS that includes a complete calculation of work completed plus zero for all work not completed.
- If a change of grade is not submitted by the faculty member at the end of the time period to complete the Incomplete, a grade of "F" will be assigned.
- A student may not graduate with a grade of incomplete on their transcript.

Quality Points Defined

Quality points are determined by multiplying letter grade credit point value by the credit hours of a course. If a student earns the grade of "A" in a 3-credit hour course, he or she has earned a total of 12 quality points for the course (4 credit points for the "A" multiplied by 3 credit hours for the course). A student who earns a "B+" for a three credit-hour course, therefore, earns a total of 9.99 quality points for the course. Courses in which "F" or "WF" is earned are counted in the total attempted credit hours and receive zero quality hours. Courses with a "WE" are not counted towards attempted credit hours or in the GPA.

Pass/No Pass Option

The primary objective of the pass/no pass option is to encourage students in good standing to explore and experiment in academic areas outside their major or minor field. Students should be aware that the appearance of "P" and "NP" grades on their transcripts may have an adverse effect on changing their major or minor curriculum, transferring to other schools, and acceptance by graduate or professional schools. The following conditions govern this option:

1. This option is available to a student with a minimum of sophomore standing (30+ earned credit hours) in good academic standing who has satisfied the course prerequisites (or has the written permission of the course instructor).
2. A maximum of twelve credit hours may be taken under the pass/no pass option during a student's undergraduate career; the credits will be included in the total number of hours earned toward graduation but will not enter into the computation of the cumulative grade point average. A student may take a maximum of two courses under this option in any academic term. Grades of "P" for advanced placement courses that are accepted as transfer credit are not included in the 12-credit-hour total.
3. Only electives can be taken under the pass/no pass option. Permission will not be given for core, engaged learning, major or minor course requirements.
4. The grades of "P" and "NP" will appear on the official transcript of the students' courses taken at Loyola University and may not be converted to any other grade.
5. The pass/no pass option may be selected by a student only during the first two weeks of the semester or the first week of a summer session and the second day for J term. Once this option is chosen, a return to the regular grading system can only be accomplished during the first two weeks of the semester or the first week of a summer session or the third day for J term.
6. Credit hours earned under this option will not be included in the minimum 60 graded Loyola hours that must be completed to be eligible for academic honors at graduation.

Auditing Classes

Students wishing to take a course without receiving credit may audit the course. Applicable tuition will be charged. Though a course that is audited does not count as hours attempted, auditors are required to attend class and will be awarded the mark of "AU" upon completion. "AU" does not affect a student's GPA. Failure to attend class will result in the final mark of "W." Assignments, including examinations and term papers, are not required, but auditors have the right to participate in class discussion. Only students who are registered and rostered as auditors will be granted access to Sakai and other course specific media for which

registration is required. A course may not be converted to audit status after the first two weeks of the semester or the first week of a summer session.

Graduation

The Degree

Upon successful completion of a student's course of study the student is awarded a degree. The degrees awarded by Loyola University Chicago include associates, bachelors, masters, or doctoral and indicate that the student has met the rigorous requirements of the program of study in which they were enrolled.

The Diploma and Certificate

Loyola University Chicago presents a hard copy diploma to a student who has earned a degree and a hard copy certificate to a student who has completed a certificate program of study. The diploma and certificate are a public ceremonial symbol of the successful completion of the student's course of study and an indication that a degree or certificate credential has been awarded. A hard copy diploma is not a degree and a hard copy certificate is not a certificate credential.

Graduation Application Deadlines

Undergraduate Students

Students must file an application for their degree before the assigned dates below. Each degree requires a separate graduation application.

- Fall graduation: March 1
- J-Term graduation: March 1
- Spring graduation: October 1
- Summer graduation: October 1

Required Hours and Grade Point Average for Graduation

Students must complete 120 hours to graduate. Student must have a minimum cumulative 2.00 GPA. They must also have a minimum cumulative 2.00 GPA in their Core Curriculum.

Most departments require a minimum 2.00 GPA in their major(s) and minor(s). Students must check with their department(s) for policy on the minimum GPA in their specific major and/or minor.

Required Hours in Residence Needed for Graduation

In-residence hours refers to the course credit hours taken at Loyola University, the Rome Center, or taken from any of the Loyola sponsored study abroad programs through the Office for International Programs.

Students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago.

Graduation Honors

Laudatory Status

A student who earns a cumulative Loyola GPA of at least 3.50 will be graduated cum laude (with honors); of at least 3.70, magna cum laude (with high honors); of at least 3.90, summa cum laude (with highest honors). For the purpose of calculating the grade point average (GPA), averages are NOT rounded, i.e., 3.49 is not rounded to 3.50. Laudatory status requires exactly 3.50 or better. Transfer students must complete a minimum of 60 graded Loyola hours (excluding pass-no pass hours) to be eligible for academic honors. Work completed at a program or college not formally affiliated with Loyola will not be counted. The computation is based on the student's entire academic career at Loyola.

Laudatory status for the degree will be based on certification of all requirements and may differ from the status announced at graduation ceremonies if degree requirements are not certified at the time of the ceremony.

For academic honors conferred by individual schools or departments within schools, consult appropriate sections of this catalog.

Commencement Ceremony

Students who complete their Degree or Certificate Requirements within an Academic Year (Fall, J-Term, Spring or Summer) are invited to attend Loyola's Commencement Ceremony which takes place in May at the end of the Spring Term.

The Commencement Ceremony for Arrupe College students takes place in August.

Diploma & Certificate Information

Diploma and Certificate Name

Because third parties, such as degree verification services, employers, and the international community, etc., often use the name as it appears on the diploma or certificate as the basis for verification of education, it is very important that the name a student uses for their diploma or certificate accurately reflects (ideally be the same as) the student's Primary Name recorded in the student information system (LOCUS). In keeping with best practices within American higher education, the student's full Primary Name, as recorded in LOCUS, will be used on the diploma and all other official records printed on behalf of the student. As students prepare for graduation they should carefully check how their name(s) appears in LOCUS. This is a student's last best opportunity to make certain that their name(s), Primary and Diploma, are spelled correctly and have been correctly recorded in LOCUS.

Significant changes to the student's Name will be made only in response to a formal written request which includes the submission of a signed Name Change Form (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/Name%20Change%20Request%20Form_August2024.pdf) accompanied by legal documentation showing the student's requested Name, e.g., driver's license, passport, court order, letter of safe passage, marriage license. The Name Change request must be submitted to the Office of Registration and Records.

Where a student wishes a variant of their Primary Name to be printed on the diploma, this name should be entered in the Diploma Name field in LOCUS, subject to the following rules:

- **First names** when used in full, must match the students Primary Name.
  - Existing first names may be reduced to an initial.
  - First names may be changed provided a formal name change request is submitted.
- **Middle names,** when used in full must match the student's Primary Name.
  - Existing middle names, may be omitted or reduced to an initial.
  - Middle names or initials may be added provided a formal name change request is submitted.
- **Last names** must match the student's Primary Name.
  - Last names may be changed provided a formal name change request is submitted.
  - Suffixes, such as Sr., Jr., II, III, etc., may be added provided a formal name change request is submitted.

- Titles and/or degrees, e.g., Esq. M.D., PhD, will not be printed on the graduate's diploma as part of the Diploma Name. Religious order affiliations can be included, e.g., S.J., OSU.
- The addition of names or initials, where such were not previously recorded, require verification/documentation, and will constitute a change to the student's Primary Name.
- Maternal surnames may be added provided a Name Change Form accompanied by legal documentation is provided.
- Hyphenated family-married last names may be used provided a Name Change Form accompanied by legal documentation is provided.
- Special diacritical (accent) marks may be used and should be entered in the Diploma Name field.
- Punctuations, added or omitted, will be printed on the diploma as entered in the Diploma Name field.

Verification and Ordering Process

- The Office of Registration and Records is responsible for providing students with their diplomas and certificates, after their respective schools complete degree audits for those students who have applied for graduation.
- The School certifying the credential(s) may require two to four weeks after final exams have been completed to:
  - Ensure that final grades have been submitted for students.
  - Verify that students have completed all requirements for their credentials.
  - Award the credential and post the degree and/or certificate to LOCUS.
- Diplomas and certificates are mailed directly to the graduate using the delivery information on file. See DIPLOMA PICK-UP section if students wish to pick up their diploma or certificate. All questions regarding diplomas should be addressed to diploma@luc.edu.
- If a student has a hold on their LOCUS record, the diploma or certificate will not be released until the hold has been resolved. Once the hold has been resolved, the student is responsible for contacting diploma@luc.edu to confirm ordering information.

Availability of Diplomas and Certificates

Below is an estimated time frame for Diploma and Certificate availability, based on completion term:

- Fall Undergraduate Students: Early February
- J-Term Undergraduate Students: Mid February
- Spring Undergraduate Students: Late June
- Summer Undergraduate Students: Late September

Diploma and Certificate Mailing

Diplomas and certificates are mailed to the student's Permanent Mailing Address unless a Diploma Mailing Address is recorded in LOCUS. Students are required to verify the accuracy of their address information and to make the necessary correction(s) in LOCUS. Incorrect address information will significantly delay or prevent the delivery of the diploma or certificate.

Diploma and Certificate Pick-Up

Using LOCUS, students wishing to pick up their diplomas or certificates in the Office of Registration and Records should use the Diploma Mailing Address fields and enter:

PKUP-Office of Registration and Records
820 North Michigan Avenue
Ste 510
Chicago, IL 60611

Please notify the Office by sending an email to diploma@luc.edu. The diploma or certificate will only be released to the student. Students will need to present their LUC photo identifications (or other government issued photo identifications) in order to pick up the diploma or certificate.

Diploma and Certificate Mailing Notification

Students are notified by e-mail when their diplomas or certificates are placed in the mail. A second email will be sent to students who requested to pick-up their diploma or certificate when it has arrived to the Office of Registration and Records and is available. If the Office of Registration and Records does not receive the pickup request before the diploma or certificate has been ordered, it will be mailed to the Permanent Address on file.

Return of Mailed Diploma or Certificate

Should a diploma or certificate be returned to the Office of Registration and Records due to an undeliverable address, the graduate will be notified by email to their luc.edu email address, or the email provided on the special order form. Returned diplomas and certificates are held for five years and will be re-mailed at no cost to the graduate, once a corrected mailing address is received. Once destroyed, a replacement fee will be assessed.

Recent graduates and those placing special orders are asked to notify the Office of Registration and Records if delivery has not been received within one calendar year. After one year, a replacement fee will be assessed.

Diploma and Certificate Replacement

Diplomas and certificates damaged in shipment will be replaced at no cost to the recipient. The damaged diploma or certificate must be first returned to the Office of Registration and Records.

Duplicate diplomas and certificates may be ordered by using the Diploma and Certificate Replacement (https://www.luc.edu/regrec/graduation-diplomas/) order form. The fee is $50.00 for the first diploma and $25.00 for each additional diploma. The fee is $25.00 for each additional certificate. Duplicate diplomas and certificates will carry, in small lettering, the text, "Duplicate" in the lower right corner of the document.

All questions regarding diploma orders should be addressed to diploma@luc.edu.

For additional information regarding graduation and credential ordering, see the Graduation and Diplomas (https://www.luc.edu/regrec/graduation-diplomas/) website.

Leave of Absence

Students may request a one-semester leave of absence from the university. A leave of absence should be requested prior to the start of a fall or spring term, and no later than the final date to withdraw from said term with 100% refund. A student's tuition and fees will be based upon the date of withdrawal. To request a leave of absence, a student must submit the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) to the appropriate advising dean, or academic advisor, indicating the reason (e.g. illness, family crisis, etc.) for the request. The advising dean of the student's school or college, acting on a case-by-case basis, will have sole authority to grant leave requests. During a leave of absence and at least one month prior to the subsequent semester, the student

must inform the advising dean or academic advisor in writing via Loyola email, of an intention to return. Student who request and receive a leave of absence for one semester will not need to reapply through the Office of Undergraduate Admissions unless they have attended a college or university elsewhere. Students who receive a leave of absence will return to their same academic program under the catalog year requirements that were in place as they took the leave of absence, provided they did not attend another college or university while on leave. Students who do not return after the one term leave of absence ends will be administratively withdrawn from the university. Withdrawn students will need to apply for readmission and will be held to the degree requirements of the catalog year in which they are readmitted. Students should reach out to the financial aid office (lufinaid@luc.edu) with questions regarding how a student's financial aid package will be affected by a leave of absence.

Military Service

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Permission to Take Coursework at Other Universities

Policy on Prior Permission to Take Coursework at Other Universities

Undergraduate students are limited to a total of 12 hours of study at other accredited U.S. colleges and universities after they matriculate to Loyola. This includes those who matriculate as freshmen or as transfer students. Transfer students who transferred in with 60 or more hours may not take additional courses elsewhere.

Students seeking to take courses at another college or university must obtain prior permission. Prior permission will be granted by advisors, or an academic dean, chairperson, or program director for a summer term or J-Term only if a comparable course is not offered at Loyola. Financial reasons alone (e.g., a course is less expensive than at Loyola) are not sufficient for approval.

Students must obtain permission to take a course at another U.S. institution prior to enrolling in it. Concurrent enrollment at another college or university in a fall or spring term is only permitted in cases where Loyola University Chicago is not offering a course that is either required for a student in their graduating term or is a prerequisite course for a course that will be taken in a subsequent term that is necessary to keep a student on track for graduation. Prior approval by the appropriate academic dean or equivalent is required.

In addition, credit earned via Loyola-approved study abroad programs are not included in this 12-hour limit and are subject to a different approval process. For more information on how study abroad credit is approved, visit the **Study Abroad web site**.

Core Curriculum Credits

Because of the nature of Loyola's outcomes-based university Core Curriculum and the pedagogical integration of learning on knowledge, skills and values, all Core classes must be taken at Loyola. Special circumstances for granting exceptions to this policy will be the responsibility of the faculty director of the Core Curriculum.

Completing a Request for Approval

For courses at U.S. institutions, the student and academic advisor (or the dean, chairperson, or program director) must complete the following form: Appeal For Permission to Take Courses Elsewhere (https://www.luc.edu/regrec/aboutus/forms/). The student should meet with an academic advisor to discuss requests for permission to take courses at another U.S. institution in the summer. The form must be submitted in time to secure permission prior to enrolling in a course at another institution.

Students who wish to study abroad, i.e. take courses for credit at any institution outside the 50 United States (even if the courses or study abroad program is offered via a U.S. accredited institution) must apply through the Office of International Programs (OIP) and receive OIP permission before enrolling in courses or department from the U.S. This process and the associated deadlines are outlined on the Study Abroad web site.

Readmission Requirements and Procedures

Students in good academic and disciplinary standing who have been absent from Loyola University Chicago for not more than one semester may be readmitted to their same college or school with no change in degree requirements, provided they have not attended another college or university during their absence from Loyola. Such applicants for readmission should contact the office of their academic advisor or their advising dean for assistance with access to LOCUS and academic advising for registration.

Applicants for readmission who have attended other schools during their absence from Loyola must reapply through the Office of Undergraduate Admission (https://uao.luc.edu/register/?id=2a7b19e2-408f-c37c-14ab-cd104388fba7) and include official transcripts of their work from each institution with their application, before their application can be considered. The application for readmission will be evaluated according to the admission requirements for each college or school.

Applicants for readmission who have been dismissed from the university due to insufficient academic performance, may apply for readmission (https://uao.luc.edu/register/?id=2a7b19e2-408f-c37c-14ab-cd104388fba7) after a minimum of a fall or spring term of absence.

Applicants for readmission who have been dismissed from Loyola for disciplinary reasons must have their applications for readmission reviewed by the dean of students. If the dean approves readmission, the application (https://uao.luc.edu/register/?id=2a7b19e2-408f-c37c-14ab-cd104388fba7) will be reviewed according to the regulations stated above.

Registration

Registration at Loyola University Chicago is done through the LOCUS online registration system. For specific information on registration, please refer to the Registration & Records website (https://www.luc.edu/regrec/).

Registration in a course is required prior to attending classes. Individuals are not permitted to attend courses that they have not previously registered for. Please see the academic calendar (https://www.luc.edu/

academics/schedules/) for registration dates for all academic terms. Students must register for classes during specified registration dates and may not register for classes after late and change of registration has ended.

Repetition of Courses

Undergraduate students may need to repeat courses to meet degree requirements. Usually only grades lower than C- may be repeated. Students who earn a grade lower than C- may repeat a course one time without special permission from their academic dean, academic advisor or program director. The course or course equivalency (e.g. took STAT 103 earned D+ and enrolled in ISSCM 241 next time. ISSCM 241 is an authorized repeat) to be repeated must be repeated at Loyola University Chicago. The student must register for the course in LOCUS.

When a course repeat occurs, all grades achieved are recorded on the academic record with notation for the repeat. The credit and quality points for the highest grade earned (one grade only) will be used to calculate the student's cumulative GPA. If the student does not improve the grade on the second attempt, a student will need to seek permission from their academic dean, academic advisor or program director for a third or subsequent attempt.

In an authorized repetition of a course the student will only receive credit hours toward graduation for the course one time.

A student who repeats a course more than once without permission from their academic dean, academic advisor or program director, or for a course with an initial grade higher than a C-, earns neither credit hours nor quality points for the repeated course. For an understanding of how repeating courses affects financial aid, please visit here (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/).

This policy is in effect in Fall 2026 and applies to any course that a student registers for as a repeated course starting in Fall 2026.

Student Enrollment Status

Half-time enrollment is required to receive federal loans, per Financial Aid (https://www.luc.edu/finaid/loans/enrollment/).

Enrollment Length	Half-Time	Full-Time
Undergraduate Semester	6-11 hours	12+ hours

Transcripts of College Records

All official transcripts of Loyola University academic records are issued by the Office of Registration and Records. For specific instructions to obtain a transcript, please refer to www.luc.edu/regrec (http://www.luc.edu/regrec/).

Transfer Credit Policy

Loyola awards transfer credit for college-level, academic courses completed at other accredited two-year and four-year post-secondary institutions in good standing with their academic accrediting association. Generally, those institutions will be accredited by one of seven accrediting associations:

- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission

Loyola University Chicago is a participant in the Illinois Articulation Initiative (IAI) (p. 996), a state-wide agreement that allows transfer students to complete the IAI General Education Core Curriculum (GECC) in lieu of a receiving institution's core curriculum.

Credit is awarded in semester hours. Courses completed in quarter hours will be converted into semester hours.

Credit Guidelines

- A maximum of 64 semester credits are accepted from two-year colleges. There is no maximum number of credits from four-year institutions.
- Once enrolled as a degree-seeking student at Loyola, students must request permission to take courses and earn college credit elsewhere. Transfer credit will not be accepted for courses taken elsewhere while the student is simultaneously enrolled at Loyola.
- Dual credit earned through Loyola's Dual Credit Program will be included on the Loyola transcript and calculated in the Loyola GPA. You may not replace the course and grade with credit by examination.
- Credit not eligible for transfer towards an undergraduate degree includes:
  - Trade school, job training, or adult/continuing education courses
  - Developmental courses (below 100-level)
  - English as a Second Language (ESL) course credit
  - Courses from institutions that are not accredited
  - Graduate level courses

Transfer Credit Policy for New (First-Time) Freshmen [1]

"New First-Time Freshmen" refers to students who have never completed any college credit **after** high school graduation. Students who complete college coursework while still in high school (known as Dual Enrollment Credit) qualify as new first-time freshman.

New first-time freshman may transfer a maximum of 36 semester hours of credit from AP/IB/CLEP and/or transfer credit toward their undergraduate degree requirements under the following conditions:

1. The college course must have been conducted in conjunction with an institution of higher education accredited by one of the seven accrediting associations (p. 1933) listed above. Students are required to produce an official transcript from the partner higher education institution. High School transcripts will not be accepted for transfer credit.
2. The student must have earned a grade of B or higher in such transfer courses. Grades of B- or below, P, S, or CR will not be granted credit.
3. Students awarded such transfer credit are limited to a maximum of 36 semester hours for the combined total of AP credit (https://catalog.luc.edu/academic-standards-regulations/undergraduate/#/#CREDEXAM), IB credit (https://catalog.luc.edu/academic-standards-regulations/undergraduate/#/#CREDEXAM), CLEP (https://catalog.luc.edu/academic-standards-regulations/undergraduate/#/#CREDEXAM) and/or transfer credit.

4. The transfer credits will be applied toward the normal 120 credit hour graduation requirement and be consistent with transfer articulation rules in effect for Core, Major, School, or Elective credit.
5. An exception may be granted to students who attended a high school in which students may earn an Associate of Arts (AA) or Associate of Science (AS) degree while in high school; students who earn an AA or AS degree while in high school may be granted up to 64 semester hours of eligible credit.[2] (An Associate of Applied Science or other terminal associate's degree does not qualify for this exception.)
6. Completion of an AA or AS degree does not exempt new first-time freshman from Loyola's Core Curriculum. Credits with a grade of B or higher will be evaluated course by course and applied to individual Core requirements if applicable. Students will need to take additional Core classes to complete their Core requirements (https://www.luc.edu/core/).
7. This policy will be administered by the Office of Registration and Records.
8. For questions concerning core requirements, please contact your Academic Advisor.
9. AP/IB/CLEP information can be found at: https://www.luc.edu/undergrad/academics/creditbyexam/
10. Course equivalency information can be checked using Transferology (https://www.transferology.com/login.htm).

[1] This policy applies to students admitted during the Fall of 2013 or later.
[2] Credit **not** eligible for transfer includes:

- Trade school, job training, or adult/continuing education courses
- Developmental courses (below 100-level)
- English as a Second Language (ESL) course credit
- Courses from institutions that are not regionally accredited

University Core Curriculum

Every Loyola Undergraduate, regardless of college or school, will complete the University Core Curriculum.

The Core Curriculum consists of 16 courses (48 credit hours) distributed over 10 Core Knowledge Areas. Students will complete coursework in:

Required Core Areas	Required Courses	Credit Hours
Artistic Knowledge and Inquiry (p. 990)	1	3
College Writing Seminar (p. 991)	1	3
Ethical Knowledge and Inquiry (p. 991)	1	3
Historical Knowledge and Inquiry (p. 991)	2	6
Literary Knowledge and Inquiry (p. 992)	2	6
Philosophical Knowledge and Inquiry (p. 993)	2	6
Quantitative Knowledge and Inquiry (p. 993)	1	3
Scientific Knowledge and Inquiry (p. 993)	2	6
Societal and Cultural Knowledge and Inquiry (p. 994)	2	6
Theological & Religious Knowledge and Inquiry (p. 995)	2	6
Total	**16 courses**	**48 hours**

Each course that has been approved for the University Core Curriculum will reinforce one or more of the following six Skills: communication, critical thinking, ethical awareness and decision making, quantitative and qualitative analysis and research methods, and technological literacy.

These courses also integrate the understanding and promoting of four Values essential to a Loyola education: understanding diversity in the US or the world; understanding and promoting justice; understanding spirituality or faith in action in the world; and promoting engaged learning.

Students' majors and minor may fulfill one or more areas of the Core Knowledge component. See here (p. 997) for specifics.

For more information on the University Core Curriculum and to see the list of approved core courses by Core Knowledge Area go here (p. 989).

University Core Curriculum Grade Requirements

Students must earn grades of at least D in approved Core courses to have that course count for Core credit, with the exception of the College Writing Seminar, which requires a minimum of C- for credit. Students must have an overall grade point average of 2.00 in all courses they apply to the Core Curriculum.

Required Hours and Grade Point Average for Graduation

Students must complete 120 hours to graduate. Student must have a minimum cumulative 2.00 GPA. They must also have a minimum cumulative 2.00 GPA in their Core Curriculum.

Most departments require a minimum 2.00 GPA in their major(s) and minor(s). Students must check with their department(s) for policy on the minimum GPA in the major and/or minor.

Withdrawal From a Class

After the last day to drop without a “W”, students may withdraw from a class or classes with the grade of “W” based on calendar dates noted for each term on the official university academic calendar.

Most students do not need permission to withdraw from a class or classes during any term. Students that are blocked from dropping a class or classes during an academic term should meet with their academic advisor, program director, or associate/assistant dean.

Students who stop attending a class but have not officially withdrawn will not earn a grade of “W”. A student in this situation will earn a grade based on coursework completed minus any work, including a final exam, that is not completed. This includes students that make the decision to stop attending after the final date to earn a “W”.

The bursar maintains the withdrawal schedule for any tuition credit for a class or classes that a student withdraws from during any term. This schedule is posted on the Bursar website.

Students contemplating withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance.

Withdrawal From the University

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. Please complete the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form. The form will be routed to your academic advisor, program director, or assistant/associate dean. A student is considered to be in attendance until such notice has been received by the academic advisor, program director, or assistant/associate dean and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the "W" or "WE" grade and the Office of the Bursar's withdrawal refund calendar (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements and/or degree requirements, failure to adhere to university requirements and regulations for conduct, or failure to meet financial obligations to the university.

Complete Emergency Withdrawal

Students facing a significant emergency circumstance (see "Definitions" section below) that prevents them from continuing in or completing an academic term may submit a Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. The form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the request for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes that are in progress at the time of the request and may result in final grades of "WE" in all classes in progress for the given academic term.

In the case where a student may have already withdrawn from a course or courses and have a grade of "W" on their record, that course or courses will continue to show the grade of "W" and all other in progress courses will show the grade of "WE" when the emergency withdrawal has been approved.

If a student has completed a course or courses in a shorter-term session within the standard fall and spring semester that has officially finished and has a grade posted, that grade will remain on the student's record as the official grade of record. This action applies only to courses offered in a shorter-term session.

This policy does not apply in cases where the student has completed one or more final exams or final projects during the regular fall or spring semester. In a situation where a student has completed one or more final exams or final projects and experiences a significant emergency, the student is advised to reach out to their academic advisor, program director, or directly to faculty for any courses where the final exam or final project date has not occurred to review options including the possibility for a grade of Incomplete (I) (https://www.luc.edu/media/lucedu/registrationrecords/pdfs/UGRD_Request_%20for_Incomplete%20-%20FORM%202026.pdf) in remaining courses.

The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining Satisfactory Academic Progress (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) for continued financial aid eligibility.

When final grades have posted and a student is requesting a review of their status, students should utilize the Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104) form, and it will be routed to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar Loyola Withdrawal Schedule (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/). The Bursar will not assess any late payment fees after the date of Emergency Withdrawal.

Emergencies Resulting in Student Incapacitation

It is required that a complete emergency term withdrawal request be submitted by the student. However, if an emergency situation has resulted in the student's temporary or long-term incapacitation for a period that may extend beyond the one-calendar-year deadline of this policy, the student's college/school academic dean's office, the Office of the Dean of Students, a parent (for minors), emergency contact person, or other legally assigned designee may submit a request on the student's behalf. In such cases, the student's college/school academic dean's office may require additional documentation (e.g., letter from medical doctor, hospitalization forms, power of attorney).

Potential Implications

The section below provides a non-exhaustive list and general information on the potential implications of a complete emergency term withdrawal. While the University offers a number of considerations that help support students who are facing emergencies, there are other important factors that should be taken into consideration before submitting a request for a complete emergency term withdrawal. Whenever possible, it is strongly recommended that a student discuss all possible options, including the potential implications of a complete emergency withdrawal with their primary academic advisor.

Financial Implications: Tuition and Financial Aid

Students are strongly encouraged to purchase tuition insurance (e.g., A.W.G Dewar, Inc.) prior to the start of the academic term.

Note that a complete emergency withdrawal does not automatically result in tuition credit. Please refer to the withdrawal schedule on the Office of the Bursar's website.

Complete Emergency Withdrawal Procedures During an Academic Term

1. Initial Step- Submit Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104)

Although it is recommended that the student submit as much information as possible, documentation does not need to specify details of the emergency that may be protected by law or considered private. Documentation must come from a verifiable authority (e.g., community/licensed healthcare provider, police agency, court of law, US military etc.) and minimally confirm the following:

- general description
- date (or time span)
- time, and
- location (if appropriate) of significant emergency circumstance
- Review and Decision

Requests for a complete emergency withdrawal will be reviewed and decided by the student's college/school academic dean's office. Other areas, such as the Office of the Dean of Students, the Office for Equity & Compliance, or Student Accessibility Center, may be consulted in cases where the student was either referred or is being supported by said office. Additional documentation and/or information may be requested of the student before a final decision is made.

The student will receive a written decision notification no later than 14 business days after receipt of original request via LUC email. If the school is unable to meet the 14 business-days deadline, the student will be notified in writing of the new deadline. If the request is approved, the effective date of the emergency withdrawal "WE" and further instructions before returning to campus (if necessary) will be provided. The date of the complete emergency withdrawal will be determined by the primary college/school dean's office based on the date of the last academically related activity.

Post-Emergency Complete Withdrawal Re-Entry Process

Unless otherwise indicated in the approval notification or by the Office of the Dean of Students in lieu of the Loyola University Chicago Behavior Concerns Team (BCT), the process for returning to the university will follow standard policies and procedures for re-enrollment. Students who were being supported by BCT before withdrawing or are returning because of a mental health hospitalization are required to consult the Office of the Dean of Students for instructions on potential re-entry requirements.

Definitions

Significant Emergency Circumstance – an unforeseen emergency situation that prevents a student from continuing in or completing an academic term. Some examples include but are not limited to:

- Chronic illness of withdrawing student
- Death of parent/legal guardian or medical issue of a family member and the withdrawing student must become a part-time or full-time caretaker of family member
- Extreme financial hardship
- Mental health condition, serious injury or illness of withdrawing student
- Sudden or consistent lack of transportation which affected the withdrawing student's ability to meet in-person attendance requirements
- Other situations, at the University's sole discretion, which are deemed to result in significant hardship to the withdrawing student

This list includes examples of emergency situations that directly affect the student.

Accelerated Master's Pathways

Guidelines for Accelerated Master's Pathways

Terms

- *Accelerated Master's Pathways (AMP)*: This document refers to pathways in which students share limited credits between their undergraduate and graduate degrees to facilitate completion of both degrees. Similar programs have previously been known as Accelerated Bachelor's/Master's Programs, 4+1 Bachelor's/Master's programs, 5 Year Programs, 5-year dual degree programs, or Combined Bachelor's/Master's programs.
- *Shared credits*: Graduate level credit hours taken during the undergraduate program and then applied towards undergraduate and graduate program requirements will be referred to as shared credits. Undergraduate courses (i.e., courses offered at the 300 level or below) cannot be counted as shared credits nor count toward the master's degree.

Introduction and Rationale

Loyola University Chicago has long included its Accelerated Master's Pathways as one of its attractions for undergraduates. Accelerated Master's Pathways offer students the opportunity to integrate learning at the undergraduate and graduate levels. These highly selective pathways are designed for undergraduates who can accomplish master's level work at the same time as they complete their bachelor's degree. Such pathways allow exceptional students to efficiently earn two degrees and jump-start their career by completing the Master's degree in less time than it would take to complete both degrees separately and at a lower cost than the sequential completion of the two degrees.

These guidelines apply to all Accelerated Master's Pathways at Loyola University Chicago. These guidelines are intended to bring uniformity to current and future pathways, simplify communication of requirements to students, faculty, and staff, and to raise the overall profile of these pathways so that they provide Loyola's most advanced undergraduate students with an exceptional undergraduate and graduate educational experience.

These guidelines serve to:

- regularize the overall structure of existing pathways
- establish uniform admission standards to attract the most capable undergraduates
- set baseline expectations for coursework such that the student begins graduate coursework while still earning an undergraduate degree while preserving the rigor of the master's program
- simplify coordination amongst various offices that serve these students to improve operational efficiency and student satisfaction

Proposals for new or modified Accelerated Master's Pathways should carefully consult this document to ensure that they conform to these guidelines.

Pathway Model

Loyola University Chicago follows an Accelerated Master's Pathway model, which allows master's programs to accept qualified applicants from any undergraduate major. Specific qualifications are outlined in the Admissions Requirements section below.

Admission Requirements

Accelerated Master's Pathways are designed to enhance opportunities for advanced training for Loyola's undergraduates. Admission to these pathways must be competitive and will depend upon a positive review of credentials by the program's admissions committee. Accordingly, the admission requirements for these pathways may be higher than those required if the master's degree were pursued entirely after the receipt of a bachelor's degree. That is, master's programs may choose to have more stringent admissions requirements for their AMP in addition to those minimal requirements below.

Requirements:

- Declared undergraduate major.
- By the time students begin taking graduate courses as an undergraduate, the student has completed or is approaching approximately 90 credit hours, or the credit hours required in a program with specialized accreditation.[1]
- A minimum cumulative GPA for coursework at Loyola that is at or above the pathway-specific requirements, a minimum major GPA that is at or above the pathway-specific requirements, and/or appropriate designated coursework for evaluation of student readiness in their discipline.[2]
- Undergraduates from any major may apply to an Accelerated Master's Pathway model; however, applicants must have completed pathway-specific prerequisite coursework and/or meet minimum GPA requirements to be considered for admission.[3]

Students not eligible for admission to the Accelerated Master's Pathway may apply to the master's program through the regular admissions process. Students enrolled in an Accelerated Master's Pathway who choose not to continue to the master's degree program upon completion of the bachelor's degree will face no consequences.

Ideally, a student will apply for admission in their junior year as they approach 60 to 90 credit hours. Programs are encouraged to begin advising students early in their major so that they are aware of the program and, if interested, can complete their bachelor's degree requirements in a way that facilitates completion of the master's program. Once admitted as an undergraduate student, a Student Group relevant to the master's program will be assigned in LOCUS to provide a tracking mechanism for Undergraduate Advising and the Graduate Program Director. Students with a relevant Student Group will be able to enroll in their shared 400-level credits according to guidelines provided by the master's program in the Academic Catalog. Students will not officially matriculate into the master's degree program and be labeled as a graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the undergraduate degree has been awarded. Once admitted to the AMP, students must meet the academic standing requirements of their graduate program as they complete the program curriculum.

1 Programs with pathway/s that have specialized accreditation will adhere to the admissions criteria provided by, or approved by, their specialized accreditors.
2 The program will identify appropriate indicators of student readiness for graduate coursework (e.g., high-level performance in 300 level courses). Recognizing differences between how majors are designed, we do not specify a blanket requirement.
3 If students choose not to enroll in the Accelerated Master's Pathway, they still must complete all of the standard requirements associated with the undergraduate degree (e.g., a capstone).

Curriculum

Level and progression of courses

The Accelerated Master's Pathways are designed to be competitive and attractive to our most capable students. Students admitted to Accelerated Master's Pathways should be capable of meeting graduate level learning outcomes. Following guidance from the Higher Learning Commission, only courses taken at the 400 level or higher (including 300/400 level courses taken at the 400 level) will count toward the graduate program.[4,5]

In general, graduate level coursework should not be taken by an undergraduate prior to admission into the Accelerated Master's Pathway. Exceptions may be granted: a) for professional programs where curriculum for the Accelerated Master's Pathway is designed to begin earlier; b) if a particular graduate level course is only offered once every 2-3 years, and a student has demonstrated the necessary ability to be successful; or c) in rare cases, the Graduate Program Director may authorize enrollment in a 400-level course for a highly qualified and highly motivated undergraduate who has not yet been admitted to the graduate program, ensuring that the undergraduate's exceptional participation in the graduate class will not diminish in any way the experience of the graduate students regularly enrolled.

4 If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate Program Director will review the relevant syllabus(es) to determine whether it meets the criteria for a 400-level course or higher.
5 Programs with specialized accreditation requirements that allow programs to offer graduate curriculum to undergraduate students will conform to those specialized accreditation requirements.

Shared credits

While up to 50% of the total graduate level credit hours required in the graduate program may be counted in meeting both the undergraduate and graduate degree requirements, the curriculum for the AMP in the academic catalog will specify the maximum number of shared credits that are permitted. Depending on the connection of the master's program with the undergraduate major(s), an undergraduate may count shared credits as general electives towards their undergraduate degree requirements.

The program's Graduate Program Director will designate the number of credit hours to be shared through the Academic Catalog, and that number will be shared through advising and through the master's degree conferral review process. Shared credit hours will not be marked on the undergraduate record as having a special status in the undergraduate program. They will be included in the student's undergraduate earned

hours and GPA. Shared credit hours taken during the undergraduate program will be included on the master's transcript but courses will not be listed on the transcript and graduate credit hours will not be included in the graduate GPA calculation.

Student Advising

In collaboration with the Office of Graduate and Professional Enrollment Management, master's programs should ensure that robust marketing and advising exists to identify qualified students early in their undergraduate career. Students should be encouraged to apply for the program at or before earning 90 credit hours. The program's Graduate Director will work with the student on their applications. Graduate Program Directors should ensure that transfer students are aware of the program and ensure they have access to advising to determine eligibility.

The Graduate Program Director will closely advise students and monitor student enrollment in courses to ensure the proper courses are selected for degree completion.

Tuition and Financial Aid

The student will be charged undergraduate tuition until they have completed their undergraduate degree requirements. The student is eligible for undergraduate financial aid until the bachelor's degree is awarded. Once the student has earned the bachelor's degree, they will matriculate into their graduate career. Upon matriculation into their graduate career, the student will be charged tuition at the graduate level and will be eligible for graduate financial aid as well as merit award consideration if the graduate program has such aid available. All undergraduate aid or scholarship awards will no longer apply once the undergraduate degree is awarded.

Graduation

Degrees are awarded sequentially. All details of undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once in the graduate program, students abide by the graduation deadlines set forth by the graduate program. In offering the option of an Accelerated Master's Pathways, the university is making possible the acceleration of a student's graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their graduate studies after earning the undergraduate degree, they may apply for admission to the traditional master's degree program. Any application of graduate credit earned while in the undergraduate program is subject to the policies of the graduate degree granting school.

Graduate and Professional

Graduate and Professional Academic Standards and Regulations

Graduate and Professional Academic Standards and Regulations apply to all graduate and professional students in the university and will supersede all school level policies. Students are personally responsible to review the following general academic rules and regulations. If students have questions about particular regulations, they should contact their academic dean's office for clarification.

Attendance Policy for Graduate and Professional Students

The attendance policy for graduate and professional students specifies the role of students, instructors, and university administrators in cases when graduate and professional students are absent from one or more classes. The university does not require faculty to take attendance; however, if faculty use participation/ attendance in their grading rubric, they must include this policy on the course syllabus including a clear definition of the consequences for non-attendance. If participation/ attendance is identified as a portion of the students' final grade, faculty must maintain a record of students' attendance throughout the term.

Excused Absences

The university recognizes there are times when students must miss class due to extenuating circumstances. Regardless of the attendance policy of the faculty, the following are considered excused obligations and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

1. Jury duty (with appropriate documentation)
2. Short Term Military Obligation – Veterans Current Students (https://www.luc.edu/veterans/currentstudents/reservistsguardsmen/)
    1. This activity must be documented and provided to the faculty in advance of the activity.
    2. The documentation must be verified by the director or assistant director in the Military Veteran Student Services Office, who has confirmed that the student has orders to report for a short-term military obligation.
3. Day(s) for Religious Observances (https://www.luc.edu/campusministry/faithprograms/interfaith/religiousobservances/)
4. Participation in Division-1 athletics or other university-sanctioned events – Travel & Competition Policy (https://www.luc.edu/athleteadvising/travelcompetitionpolicy/)
    1. This activity must be documented and provided to the faculty in advance of the activity.
    2. The documentation must be verified by an administrator who is directly related to the activity (e.g. Division-1 athletics representative; musical group director; student development representative, etc.).
5. Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
6. In the event of a state or national pandemic, the institution retains the right to amend this attendance policy.
7. At their discretion, faculty may permit excused absences for graduate and professional students' professional development and/or training.
8. Graduate and professional students should consult with supervising faculty and/or program leadership regarding the attendance policy for internship, study, and supervision classes.

Making Up Work from a Missed Class

The excused absences outlined above require the faculty to facilitate alternative means for students to make up classwork and/or get notes from a lecture. Labs, clinical hours, group work, performance, studio art, and other field-based classes are the exceptions to this because it may be impossible to make up classwork.

Unexcused Absences

Absences not listed above are unexcused. The ability to make up class work because of an unexcused absence is at the discretion of the faculty, as outlined in the faculty's attendance policy noted on syllabi. Note that the Loyola University Chicago Wellness Center does not provide documentation for absences.

Military Service

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before

the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Student Enrollment Status

Half-time enrollment is required to receive federal loans, per Financial Aid (https://www.luc.edu/finaid/loans/enrollment/).

Enrollment Length	Half-Time	Full-Time
Graduate Semester	3-5 hours	6+ hours
Graduate Quarter (Business)	3-5 hours	6+ hours
Medical School	0.5 hours	1+ hours
School of Law (JD only)	4-7 hours	8+ hours

Generally, to be considered half-time a graduate student must be enrolled in at least four graduate semester hours or three graduate quarter hours (depending on the program). Full-time enrollment is defined as eight graduate semester hours or six graduate quarter hours (depending on the program). However, a graduate student may be considered enrolled full-time in a term if any of the following conditions apply:

- Enrolled in eligible clerkship, internship, or practicum coursework (not all courses are eligible; typically these are classes requiring field/agency work); or
- Semester students enrolled in any masters or doctoral coursework that is considered full-time by **Registration and Records**.

Note: Students enrolled in Research are considered full-time in terms where their enrollment is at least eight graduate semester hours.

Withdrawal from the University

An enrolled student who wishes to withdraw from the university during any semester must notify the Dean's office and their graduate program director in writing. A student is considered to be in attendance until such notice has been received by the Dean or the Graduate Program Director. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended; see the Bursar's website for more information. It is the student's obligation to inform the Graduate School promptly of the intention to withdraw. Telephone messages or non-attendance in class are not official notification.

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

Complete Emergency Withdrawal

Students facing a significant emergency circumstance (see "Definitions" section below) that prevents them from continuing in or completing an academic term may submit an Intent to Withdraw form to their program director or the Graduate School. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining Satisfactory Academic Progress (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) for continued financial aid eligibility. This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should utilize the Appeal for Change of Academic Record form and submit to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar Loyola Withdrawal Schedule (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/). The Bursar will not assess any late payment fees after the date of Withdrawal.

EMERGENCIES RESULTING IN STUDENT INCAPACITATION

It is required that a complete emergency term withdrawal request be submitted by the student. However, if an emergency situation has resulted in the student's temporary or long-term incapacitation for a period that may extend beyond the one-calendar-year deadline of this policy, the student's college/school academic dean's office, the Office of the Dean of Students, a parent (for minors), emergency contact person, or other legally assigned designee may submit a request on the student's behalf. In such cases, the student's college/school academic dean's office may require additional documentation (e.g., letter from medical doctor, hospitalization forms, power of attorney).

POTENTIAL IMPLICATIONS

The section below provides a non-exhaustive list and general information on the potential implications of a complete emergency term withdrawal. While the University offers a number of considerations that help support students who are facing emergencies, there are other important factors that should be taken into consideration before submitting a request for a complete emergency term withdrawal. Whenever possible, it is strongly recommended that a student discuss all possible options, including the potential implications of a complete emergency withdrawal with their primary academic advisor.

FINANCIAL IMPLICATIONS: TUITION AND FINANCIAL AID

Students are strongly encouraged to purchase tuition insurance (e.g., A.W.G Dewar, Inc.) prior to the start of the academic term.

Note that a complete emergency withdrawal does not automatically result in tuition credit. Please refer to the withdrawal schedule on the Office of the Bursar's website.

COMPLETE EMERGENCY WITHDRAWAL PROCEDURES DURING AN ACADEMIC TERM

Although it is recommended that the student submit as much information as possible, documentation does not need to specify details of the emergency that may be protected by law or considered private.

Documentation must come from a verifiable authority (e.g., community/licensed healthcare provider, police agency, court of law, US military etc.) and minimally confirm the following:

Requests for a complete emergency withdrawal will be reviewed and decided by the student's college/school academic dean's office. Other areas, such as the Office of the Dean of Students, the Office for Equity & Compliance, or Student Accessibility Center, may be consulted in cases where the student was either referred or is being supported by said office. Additional documentation and/or information may be requested of the student before a final decision is made.

The student will receive a written decision notification no later than 14 business days after receipt of original request via LUC email. If the school is unable to meet the 14 business-days deadline, the student will be notified in writing of the new deadline. If the request is approved, the effective date and further instructions before returning to campus (if necessary) will be provided. The date of the complete emergency withdrawal will be determined by the primary college/school dean's office based on the date of the last academically related activity.

POST-EMERGENCY COMPLETE WITHDRAWAL RE-ENTRY PROCESS
Unless otherwise indicated in the approval notification or by the Office of the Dean of Students in lieu of the Loyola University Chicago Behavior Concerns Team (BCT), the process for returning to the university will follow standard policies and procedures for re-enrollment. Students who were being supported by BCT before withdrawing or are returning because of a mental health hospitalization are required to consult the Office of the Dean of Students for instructions on potential re-entry requirements.

DEFINITIONS
Significant Emergency Circumstance – an unforeseen emergency situation that prevents a student from continuing in or completing an academic term. Some examples include but are not limited to:

- Chronic illness of withdrawing student
- Death of parent/legal guardian or medical issue of a family member and the withdrawing student must become a part-time or full-time caretaker of family member
- Extreme financial hardship
- Mental health condition, serious injury or illness of withdrawing student
- Sudden or consistent lack of transportation which affected the withdrawing student's ability to meet in-person attendance requirements
- Other situations, at the University's sole discretion, which are deemed to result in significant hardship to the withdrawing student

This list includes examples of emergency situations that directly affect the student.

Graduate and Professional School Academic Policies

Students should be familiar with these regulations as they apply to their degree program. The academic unit which confers the degree holds the policies that are relevant to a particular degree. Questions should be directed to the office of the academic dean of the school or institute.

The Graduate School (p. 2029)

Institute of Pastoral Studies (https://www.luc.edu/ips/resources/procedures/)

Parkinson School of Public Health (p. 1996)

Marcella Niehoff School of Nursing (p. 1940)

Quinlan Graduate School of Business (https://www.luc.edu/quinlan/academics/studentresources/graduateresources/)

School of Continuing and Professional Studies (p. 2011)

School of Education (p. 2018)

School of Environmental Sustainability (p. 2023)

School of Law (https://www.luc.edu/law/currentstudents/)

School of Social Work (p. 2029)

Stritch School of Medicine (https://www.luc.edu/stritch/regrec/)

Marcella Niehoff School of Nursing

Graduate Academic Policies

- Doctor of Nursing Practitioner (DNP) and Post Graduate Certificate Academic Policies (p. 1940)
- Master of Science in Nursing (MSN) Academic Policies (p. 1961)
- PhD Academic Policies (p. 1977)

Doctor of Nursing Practitioner (DNP) and Post Graduate Certificate Academic Policies

Marcella Niehoff School of Nursing (MNSON) Mission and Vision

Our Mission at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all. OUR VISION at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities, and populations, while promoting social justice, health equity and quality care for all. More information can be found here (https://www.luc.edu/nursing/about/missionvisioncorevalues/).

Marcella Niehoff School of Nursing Core Values

The MNSON is committed to the five "hallmark characteristics of a Jesuit education." These characteristics provide the foundation for our core values. The MNSON core values challenge administrators, faculty, students, communities, and partners to think differently. Graduating professionals who are technically proficient is necessary, but not sufficient. Our graduates will shape the future of health and health care. To prepare them, we implement the following values:

"Commitment to Excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers." This is what it means in the MNSON:

- Promoting dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.

- Fostering an academic environment that supports and guides students in their transformation toward becoming health care leaders.

"Faith in God and the religious tradition: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God." This is what it means in the MNSON:

- Acknowledging that humans are physical, psychosocial, and spiritual beings.
- Recognizing that spirituality affects health.
- Respecting that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Creating a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respecting our potential for achievement while accepting our human limitations in the pursuit of good.

"Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others." This is what it means in the MNSON:

- Committing to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognizing that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.
- Engaging in research and application of evidence-based practice or best practices that limit health disparities.

"Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness." This is what it means in the MNSON:

- Fostering synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respecting the dignity and fundamental rights of all.
- Embracing the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accepting responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seeking diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promoting a culture of purposeful transparency.

"Global Awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent." This is what it means in the MNSON:

- Understanding that individuals are intimately connected to, live within, and operate within community.
- Recognizing that communities have cultural capital with unique strengths.
- Fostering relationships and engaging in partnerships in order to promote health.
- Embracing culture as a means to serve and to lead change toward better health.
- Applying the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

Standards of the Profession

Exemplary behavior, consistent with the standards of the nursing profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of clinical education and of the nursing profession, as further discussed in the following sections. The student is responsible for adhering to the policies in this manual and acknowledges acceptance of this student handbook by acknowledging that they have read and received the Student Handbook.

Inclusive Excellence Statement

Working toward inclusive excellence includes building intrapersonal and interpersonal awareness, engaging in curriculum transformation, teaching with an inclusive pedagogy, and building inclusive learning environments. We recognize that our community is strengthened by the diversity of our students, faculty, and staff along the social dimensions of race, color, religion, biological sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. We are especially committed to helping our nation create a culture of health, promote health equity to reduce health disparities, and improve the health and well-being of all, especially for those who experience the health system disparately due to systemic oppressions.

Chosen Name and Pronouns Statement

Class rosters and university data systems are provided to instructors with only students' legal names presented. Knowing that not all students use their legal names or identify with a gender that aligns with their sex assigned at birth, faculty members will use the name and/or personal pronouns you use. If you choose, you may email the faculty member directly to share your information. Additionally, if these change at any point during the semester, please let the faculty member know. For more information on how to change your name in LOCUS, please visit the Preferred Name Policy (https://www.luc.edu/dos/services/preferrednamepolicy/).

History and Overview of the Marcella Niehoff School of Nursing

The MNSON was founded in 1935. It is the oldest baccalaureate nursing program in the state of Illinois. The MNSON was the first school in the university in which women attended classes. At its inception, education focused on preparing nurses to assume leadership roles in meeting the health care needs of Chicago residents. The following programs are housed in the MNSON.

Bachelor of Science in Nursing (BSN)

The BSN program educates and graduates competent and caring nursing professionals to meet the health care needs of patients in a variety of national and international settings. The program is science-based and focuses on the knowledge and skills necessary to provide safe and competent nursing care to individuals, families and communities. Students are prepared to analyze complex health care situations using critical thinking to optimize health outcomes.

There are two program tracks in the BSN program. The 4-year BSN program track is a direct entry academic degree program. The Accelerated BSN (ABSN) program track offers a fast-track to professional

nursing for those who have already earned a baccalaureate degree or higher in another field of study.

Graduate Nursing Programs

In 1964, a Master of Science in Nursing (MSN) program was initiated to prepare professional nurses for advanced practice and leadership roles in health care delivery. The MSN programs currently include the following track: Nursing and Healthcare Administration Nurses with an Associate Degree or Diploma in Nursing can pursue this track via the RN-MSN program. In 2009, the Doctor of Nursing BSN Student Handbook 2025-2026 Practice (DNP) program was initiated. The DNP is a practice-focused degree designed to provide advanced knowledge and skills required to enhance the health and well-being of individuals and communities. Practice doctorate preparation includes options for a systems/leadership focus or advanced practice nursing with a specialty focus. The PhD program was initiated in 1988 to meet the need for nurse scholars, teachers, and leaders. Loyola PhD in Nursing graduates have assumed leadership roles in research, education, clinical practice, and health care administration nationally and internationally.

Certificate Programs

The Marcella Niehoff School of Nursing offers certificate programs for post-Baccalaureate and post Master's nurses and other health professionals looking to advance their knowledge and skills in their practice areas or to expand their career options. Post-graduate Advanced Practice Registered Nurse (APRN) certificate programs are available for master's prepared nurses who wish to gain needed content and clinical expertise to prepare for a Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS) national certification examination. Information about Certificate Programs can be found at Degree Programs | School of Nursing: Loyola University Chicago.

Overview of the DNP Program

DNP Program Tracks

The DNP Program APRN tracks are designed for nurses seeking preparation as an Advanced Practice Nurse and also a terminal degree in nursing practice; this degree offers an alternative to research-focused doctoral programs. DNP prepared nurses will be equipped to fully translate research into practice. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes. Thus Loyola's DNP program educates nurses for expert practice in leadership and clinical roles. The program focuses on populations at risk for disease, populations that are experiencing alterations in health, populations across the nation and globe, and systems that promote safe and efficient health care environments. Graduates are equipped to disseminate evidence-based practice initiatives to patients, families, communities and populations to assure high-quality, safe health care across all settings.

Loyola offers the following DNP tracks:

- The **Psychiatric Mental Health Nurse Practitioner program** can be completed in 68 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Psychiatric Mental Health Nurse Practitioners.
- The **Psychiatric Mental Health Nurse Practitioner program with specialization in Substance Use and Addiction Disorders** can be completed in 73 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Psychiatric Mental Health Nurse Practitioners with expanded roles in substance use and addiction disorders.
- The **Family Nurse Practitioner program** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Family Nurse Practitioners.
- The **Family Nurse Practitioner program with a specialization in Emergency Room** can be completed in 84 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Family Nurse Practitioners with a subspecialization in Emergency Medicine.
- The **Women's Health Nurse Practitioner program** can be completed in 71 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Women's Health Nurse Practitioners.
- The **Adult-Gerontology Primary Care Nurse Practitioner** can be completed in 69 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Primary Care Nurse Practitioners.
- The **Adult-Gerontology Acute Care Nurse Practitioner** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Acute Care Nurse Practitioners.
- The **Adult-Gerontology Primary Care Nurse Practitioner program with specialization in Oncology** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system- wide leadership as Adult-Gerontology Primary Care Nurse Practitioners with expanded roles in oncology.
- The **Adult-Gerontology Clinical Nurse Specialist program with specialization in Oncology** can be completed in 69 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Clinical Nurse Specialist with expanded roles in oncology.
- The **Adult-Gerontology Acute Care Clinical Nurse Specialist program** can be completed in 64 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Acute Clinical Nurse Specialists.
- The **System Leadership Track** can be completed in 30 semester hours depending on the verified number of practicum clocked hours the student received from their master's level education. Graduates will have the knowledge and skills to assume advanced roles in direct care and systems leadership domains at the highest level of nursing.

The DNP program APRN tracks with the exception of the Adult-Gerontology Clinical Nurse Specialist program with specialization in Oncology, requires students to be centrally located to the Chicago area since many of the courses require on-ground class time. DNP and Post Graduate Certificate Programs.

Program Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Loyola University Chicago are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Goal and Outcomes

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

Admissions

The Doctor of Nursing Practice (DNP) program is offered by the Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago. There are multiple tracks in the DNP program:

- DNP System Leadership Track
- DNP APRN Tracks
- DNP Post Graduate Certificate

Students in DNP tracks begin the program in the Fall (August) semester. Applications are accepted year-round. The admission committee reviews and releases admission decisions on a rolling basis.

Professional Nursing Standards and Guidelines

MNSON DNP Tracks utilize the following nursing standards and guidelines.

DNP APRN Program and the DNP Systems Leadership Program

- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2021).

DNP APRN Programs

- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (2008).
- Standards for Quality Nurse Practitioner Education: A Report of the National Task Force on Quality Nurse Practitioner Education (2022)
- Population-Focused Nurse Practitioner Competencies (for FNP and WHNP) (AACN, 2013).
- Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010).
- Psychiatric Mental Health Nurse Practitioner Competencies (AACN, 2003).
- CNS Competencies | National Association of Clinical Nurse Specialists (2019).
- Adult-Gerontology Clinical Nurse Specialist Competencies (AACN, 2010).
- Oncology Clinical Nurse Specialist Competencies (ONS, 2008)

APRN Certification and Licensure

Graduates of a Loyola University Chicago DNP APRN program track are prepared to sit for at least one nationally recognized certification exam that corresponds to the advanced practice role and population focus for which the student was prepared in the program. National certification assesses the broad educational preparation of the individual which includes graduate core, APRN core, NP or CNS role and core competencies, and the competencies specific to the population focus of the area of practice.

Upon successful completion of the program, students in each APRN track are prepared to apply for the following role and population-focused certifications:

Family Nurse Practitioner
American Nurses Credentialing Center (ANCC)
American Academy of Nurse Practitioners Certification Program (AANPCP)

Emergency Nurse Practitioner (Post Certification as a Family Nurse Practitioner)
American Academy of Nurse Practitioners Certification Program (AANPCP)

Women's Health/Gender Related Nurse Practitioner
National Certification Corporation (NCC)

Adult-Gerontology Primary Care Nurse Practitioner
American Nurses Credentialing Center (ANCC)
American Academy of Nurse Practitioners Certification Program (AANPCP)

Psychiatric Mental Health Nurse Practitioner
American Nurses Credentialing Center (ANCC)

Adult-Gerontology Clinical Nurse Specialist
American Nurses Credentialing Center (ANCC)

The APRN role and population focus is reflected on the transcript of each MNSON graduate student.

Immersion Requirements

All students will participate in the required on-campus intensive Immersions on consecutive days Friday/Saturday at Loyola's Health Sciences Campus in Maywood, IL each academic year. These Immersions incorporate course work, seminars, and presentations within a community of scholars as a key way to build community among students. The focus of the Immersions is more than content learning—it is experiential learning from each other in this academic setting.

Attendance at all Immersions is mandatory. Failure to attend DNP Immersion may result in a registration hold, course failure, or dismissal.

Distance Education Programming and Supports (All DNP Tracks)

Teaching-learning practices have been developed to support the needs of the adult, professional learner. Teaching methods used in the program include in-person, and synchronous and asynchronous instructional methodologies. A synchronous learning environment with real time visual and audio communication provided by web-conferencing assists students in dialoguing and exchanging ideas easily, and for clarification of asynchronously delivered content. The asynchronous learning environment with archived lectures provides faculty a method to deliver current course content for students to view at their convenience.

To accommodate different student learning styles, faculty incorporate a variety of teaching strategies in their course work. Students work individually, in small groups or teams, present their work in courses through voice-over presentations and face to face during Immersion consecutive days, participate in threaded discussions and blogs, and work with their onsite mentors in a cohesive programmatic effort. Additional teaching-learning practices include case studies, clinical practice experiences, critical thinking exercises, debates, video/teleconferencing, computer-based assignments, and use of library resources. To provide opportunities for DNP cohorts to build community, the Immersions are required each year for DNP students and for faculty members who are course instructors and Faculty Project Advisors. These Immersions provide valuable opportunities for students to interact with faculty in a "community of scholars" model.

In addition to the LUC online learning support services, the MNSON has designed its own Online Course Orientation to prepare students for the responsibilities of online learning. It is easily accessible, in Sakai on the "Information for DNP Students" site.

Academic Integrity and Academic Misconduct

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner.

Academic integrity is a guiding principle for all academic activity at LUC, and all members of the University community are expected to act in accordance with this principle.

Standards

The MNSON abides by the University Academic Integrity Standards.

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students, and staff, that demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is the failure to apply this ethic, (i.e., any action whereby faculty, student, or staff misrepresents the ownership of academic work submitted in her or his own name).

Failing to meet these standards is a serious violation of personal honesty and academic ideals. The standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards:

1. **Students may not plagiarize.** Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
   a. Submit material copied from a published or unpublished source.
   b. Submit material that is not cited appropriately.
   c. Use another person's unpublished work or examination material.
   d. Allow or pay another party to prepare or write an assignment.
   e. Purchase, acquire, or use a pre-written assignment for credit.
   f. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. **Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).** If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. **Students may not fabricate data.** All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data including medical records or other documents to petition for excused absences or extensions of deadlines must not be falsified in any way.
4. **Students may not collude.**
   a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
   b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
   c. Students may not use work submitted by another student in a previous semester of a course.
   d. Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.
5. Students may not cheat.
   a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
   b. Students may not take an examination by proxy.
   c. Students may not attempt to change answers after an examination or an assignment has been submitted.
   d. Students may not falsify medical or other documents for any reason.
   e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
      - Bringing notes into an exam that does not allow outside materials.
      - Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
      - Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.

Process

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a "preponderance of the evidence." This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.

3. Instructors will notify the student of their findings and sanction. Instructors should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the instructor's outreach within two business days and instructors have determined that academic misconduct has occurred, instructors will then report the instance of academic misconduct, including supporting documentation, to the Program Track Director and the Assistant Dean for Graduate Clinical.
5. The case is reported through the Academic Misconduct Report form. This form is the only approved process to submit such a request.
6. The Executive Associate Dean for Academic Affairs for the MNSON will notify the student that the instance of academic misconduct has been reported and the final sanction will be included in the notification.
7. **All of the cases of academic misconduct and academic appeals are managed through Maxient (the University system for these cases) and are part of the student's academic record.** The academic record is not a transcript; this academic record is maintained by the Office of the Dean of Students for a period of seven years from the date of the incident with the exception of cases resulting in University Expulsion (such files are retained indefinitely).

Sanctions

An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. The Assistant Dean for Graduate Clinical may add to or elevate the initial sanctions assigned by the instructor based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future;
- and sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors.

Below is a list of commonly assigned sanctions and instructors may choose from this entire list:

1. Educational Experiences or Projects allow students to reflect upon their conduct and how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable. Examples include but are not limited to:
   a. Attendance and participation at a required meeting, workshop, special project, or other initiative.
   b. Completing an online tutorial focused on academic integrity.
   c. A written reflection about a specific topic or issue.
   d. Resubmission of the assignment or exam for partial credit.
   e. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
   f. Completing restorative service hours and/or a Values Workshop.
2. Failing Grade on the assignment: A letter grade of F or zero points will be issued for the assignment or examination.
3. Failing Grade in a course: A letter grade of F will be issued for the course.
4. University Suspension or Expulsion. The MNSON Dean may recommend suspension from the University for a period of time, or expulsion from the University, depending on the severity of the misconduct.

Academic Probation

Probation is an academic status whereby the student is notified of not being in compliance with academic standards. Students who have been admitted to the program on strict academic probation receive specific instructions regarding coursework and required grades in the letter of admission.

All students must have a cumulative GPA of 3.0 or better in order to graduate. If a student's cumulative GPA drops below 3.0 at any time during the program of studies, the student is placed on academic probation. In that case, the student is expected to raise her/his/their GPA to the required level of3.0 or higher in the next two consecutive terms in which he/she/they is registered for classes or upon completion of nine semester hours, whichever comes first. A student may be placed on academic probation only once. The student will be dismissed if the GPA drops below 3.0 a second time. Additionally, students on academic probation may not enroll in a clinical course.

Academic Standards

Each student is required to abide by Loyola University Chicago policies as well as MNSON policies. LUC policies may be found in the university catalog. Marcella Niehoff School of Nursing: Loyola University Chicago Academic Course Catalog.

Grading System

The grading scale for nursing courses in the DNP program in the MNSON is as follows:

Grade	Grade Points
A	94-100
A-	92-93
B+	89-91
B	86-88
B-	84-85
C+	80-83
C	77-79
C-	75-76
D+	72-74
D	69-71
F	68 and below
WE	Withdrawal/Emergency
W	Withdrawal
I	Incomplete
P	Pass
NP	No Pass
NR	Registered Never Attended

The grading standard for each course is published in the course syllabus, provided to students at the beginning of the academic semester. Students are expected to maintain a cumulative grade point average of not less than (3.0 GPA). No grades of D or F are counted as fulfilling program requirements.

These grades, however, will be calculated in the grade point average. If a student earns a grade of D or F in a required course, that course must be repeated. No student is permitted to graduate from the DNP program with lower than a 3.0 cumulative GPA. DNP students must successfully complete the DNP Project for the degree to be conferred. Information specific to the DNP Project can be found in the DNP Project Handbook.

Quizzes, Exams and Assignments

Below are general policies related to quizzes, exams and assignments. Specific course policies are detailed in course syllabi.

1. Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the faculty is to be notified via email or voicemail before the exam or quiz begins.
2. Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the due date.
3. Faculty will determine the consequence of late or missing assignments.
4. Faculty will notify students of specific exam policies for each class.

Use of Generative AI Tools

Students may not use generative artificial intelligence tools (such as ChatGPT or similar platforms) to complete or assist with assignments, quizzes, or exams unless explicitly permitted by the instructor. This includes, but is not limited to, using AI to generate or revise any portion of a discussion post, paper, quiz, exam, or project.

The use of AI tools without permission is a violation of the Loyola University Chicago (LUC) and Marcella Niehoff School of Nursing (MNSON) academic integrity policies. According to these policies, using generative AI to produce academic work constitutes a form of plagiarism and will be treated as such. Examples of violations include (but are not limited to):

- Submitting work that was partially or fully written by an AI tool.
- Using AI to generate exam or quiz responses.
- Having AI revise or rewrite your work for submission.
- Falsification of reported clinical hours.

Using AI without citation in any work where its use has been approved.

Consequences

Violations of this policy will be addressed as academic misconduct. Consequences may include:

- A failing grade on the assignment.
- A failing grade in the course.
- Referral to the Academic Integrity Review process for further disciplinary action.

Students who are uncertain whether a specific tool or resource (including generative AI, tutoring platforms, or editing software) are appropriate for an assignment are responsible for consulting the instructor before proceeding. Misuse may result in a violation of academic integrity policies.

Final Examinations

Final examinations are given during the scheduled final examination period in each session. The student is expected to take their exams as scheduled; students are expected to be available for final exams through the last day of the final exam schedule. The student who is unable to attend a final examination because of illness or other serious circumstances must contact their instructor prior to the exam. Alternative arrangements to complete a final exam will not be granted for personal or leisure travel plans.

B- Grades

Students must maintain an overall GPA of 3.0 to remain in good standing.

Each program track has identified the following courses as covering essential material and students must receive a B- grade or higher in order to continue in the program. If a student receives lower than a B- grade in any of the following courses, the course must be repeated. Furthermore, if a student repeats the course and earns a grade lower than B-, the student will be dismissed from that program.

If a student withdraws from a course and later earns a grade below B- when repeating it, only one additional attempt is permitted.

DNP APRN Program tracks

Courses Requiring a B- or Better for all Students

- Advanced Health Assessment
- Psychiatric Mental Health Assessment Across the Lifespan
- Advanced Pharmacology
- Psychopharmacology
- Advanced Physiology/Pathophysiology
- DNP Project courses

Incomplete Grade

Students are expected to complete course assignments by the final date of the semester. However, extenuating circumstances may require that students request an extension in the form of a grade of Incomplete ("I"). Students are encouraged to avoid the use of "I" grades if at all possible. The student must submit a written request for an "I" to the course professor prior to the end of the semester in which the class is being taken; this form must be signed by both parties (see Form in Sakai site "Information for DNP Students"). Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. Students who are on Academic Probation may not request a temporary mark of incomplete in any course for the term in which they are on Academic Probation.

Unless the "I" has been negotiated prior to the end of the course, the professor will assign a grade based on the course work completed by the last day of class. The negotiation for the "I" grade must include the length of time in which the outstanding work will be done. The completion date, as negotiated, is considered a contract. If the student does not fulfill the contract, a grade of "F" will be recorded on her/his/their transcript. The maximum time to clear the "I" is one semester, excluding the summer semester. If the course for which the student is requesting a grade of "I" is a prerequisite for another course, the student may not register for the succeeding course until the "I" is replaced with an evaluative grade. If a student has two or more "I" grades, progression to the next semester must be negotiated with the Assistant Dean of Graduate Clinical Programs.

Graduate Student Improvement Plan

The Graduate Student Improvement Plan (GSIP) is designed to provide a structured action plan when a student is not meeting didactic or clinical course outcomes, or overall program expectations. It can also be used to outline a course completion plan before granting an incomplete grade. To ensure timely support, it is recommended that the plan be submitted as early as possible in the semester, allowing the school to

be more proactive in assisting the student. The GSIP may be initiated by either the faculty or the Program Track Director but should not be used for academic integrity violations. For guidance on academic integrity matters, please refer to the MSN/Certificate & DNP student handbooks.

Procedure

If initiated by the faculty, the faculty member meets with the student to provide feedback on their academic performance. With the faculty's guidance, the student completes the GSIP and submits it to the Program Track Director for review and recommendation.

- The GSIP must clearly identify the area(s) for improvement.
- The GSIP must identify specific, measurable, achievable, relevant, and time-bound goals that the student is expected to achieve.
- The GSIP must outline a plan for success, including specific strategies and resources that will be used to achieve academic goals.

After the Program Track Director reviews the GSIP, it is discussed with the student and the initiating faculty. Once finalized, both the faculty member and the student sign the form. The signed form is then sent to the Program Track Director for their signature, and the final signed copy is forwarded to the Assistant Dean of Graduate Clinical Programs.

Assessment

At the end of the time period specified in the GSIP, the initiating faculty will assess whether the terms outlined in the plan have been met:

- If the terms have been resolved, the faculty will document the resolution and any supporting information on the GSIP.
- If the terms have not been resolved, the faculty will record this on the GSIP form. The faculty may also choose to modify the GSIP, noting the date and reasons for any changes.

Once the terms outlined in the GSIP are resolved, both faculty and student sign it. The signed document is then forwarded to the Program Track Director for review and signature. Afterward, the final signed copy is sent to the Assistant Dean of Graduate Clinical Programs and is kept on file until the student either completes their program or is no longer enrolled.

If the Program Track Director initiates the GSIP, they meet with the student to provide feedback on their overall academic performance. With the Program Track Director's guidance, the student completes the GSIP as outlined above. Once finalized, both the Program Track Director and the student sign the form. The signed GSIP is then forwarded to the Assistant Dean of Graduate Clinical Programs. The Program Track Director is also responsible for the final assessment of the GSIP as outlined above.

Progression Guidelines

Students must meet admission requirements and maintain active RN licensure. Upon admission, progression in coursework for DNP degree should be completed in 5 years.

Progression Requirements

DNP Program Track

To progress in the DNP program track, students must:

- Maintain a minimum cumulative GPA of 3.0
- Earn a minimum grade of "B-" in all didactic courses in their program plan
- Earn a passing grade in all clinical and lab courses
- Resolve any incomplete grade (I) in accordance with LUC policy

Continuous Registration - DNP program track

All students are required to register for courses throughout the calendar year (Fall, Spring, and Summer terms) until all degree requirements are met, unless they have received an approved leave of absence or are unable to take courses in accordance with their program track.

Registration

Registration is completed through LOCUS (https://locus.luc.edu) (Loyola's Online Connection to University Services). LOCUS is a web-based, self-service system that enables students to access information and services online. Students consult LOCUS for class offerings by semester.

DNP Program Pre-requisite Course Requirements

Certain courses within the nursing major have pre-requisite requirements and these requirements must be taken into consideration as part of the overall academic planning process.

Academic Support

Academic Advising

The role of academic advising is to support students in their academic endeavors, in making informed and responsible decisions, and in setting and achieving short- and long-term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all MNSON majors
- niversity policies and procedures and other important academic information
- University offices and resources
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation Audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Incomplete grades
- Dropping a class

Upon admission, all students are assigned a Program Track Director with whom they are to consult for the duration of the program. The student confers with their Program Track Director to create a program plan, using the LOCUS Planner, for completion of required course work. Changes in the program plan must be negotiated with and approved by the student's Program Track Director; revisions are entered into the LOCUS Planner. Each DNP Program Track Director serves as their students' Academic Advisor. Students should not adjust or change their program plans directly.

Role of the Program Track Director

- The primary responsibility of the Program Track Director is to provide direct oversight of the educational components included in the student's completion of the DNP program.
- Following admission to the program, a program plan is created for each student, using the LOCUS Planner. Program plan changes are made in concert with the Program Track Director. Students are not

permitted to make program plan changes without the Program Track Director's approval.

- The Program Track Director monitors the academic progress of the student through the program and is available to the student for guidance as needed.
- The Program Track Director assists the student who encounters problems that interfere with successful progression in the academic program and makes appropriate decisions that will facilitate academic progression. This may include recommending a LOA, reducing course load, etc.
- The Program Track Director determines the student's progression in the program and course sequencing.

Role of the DNP Student

- The student is responsible for contacting her/his/their Program Track Director to make any needed changes in her/his/their program of study.
- The student is responsible for notifying the Program Track Director when he/she/they:
  - Requests and then completes a grade of Incomplete.
  - Needs to change the program plan of study.
  - Needs to withdraw from or add a course in the current semester.
  - Needs to request a leave of absence (LOA).

Office of the Dean of Students (ODOS)

The Office of the Dean of Students (ODOS) serves as a central hub for student support, providing resources, guidance, and advocacy to foster student success and well-being. ODOS helps students navigate academic and personal challenges, empowering them to build self-awareness, accountability, and a sense of responsibility to themselves and others.

The office is made up of two collaborative teams that support students in different but complementary ways:

- The Student Rights, Responsibilities, and Conflict Resolution (SRCR) Team supports students in upholding community standards and are seeking guidance and resources related to conflict resolution and alleged violations of LUC's Community Standards.
- The Student Outreach and Support (SOS) Team assists students facing personal, emotional, or academic difficulties by connecting them to appropriate support services. More information is available here (https://www.luc.edu/deanofstudents/).

Access to Records/Federal Educational Rights and Privacy Act of 1974, as amended (FERPA)

In accord with the FERPA, students are allowed access to their records, files, and other data directly related to them. To obtain access, a written request must be submitted to the Assistant Dean of Graduate Clinical Programs. Please allow a two-week interval after submission of the initial request for access to records. Records and files may not be removed from the Marcella Niehoff School of Nursing.

Advanced Standing (APRN Programs)

Advanced standing is not permitted in APRN programs. All students must complete the prescribed curriculum in its entirety, regardless of prior coursework or certification. This ensures consistency in competency development, equity across learners, and compliance with AACN Essentials (2021), NONPF competencies, and NACNS spheres of impact.

Attendance

Although most coursework is on-line, attendance is required at all synchronous sessions, clinical learning experiences and Immersion sessions.

Clinical Experience Preparation

Clinical Affiliation Agreements

An executed Clinical Affiliation agreement between Loyola University Chicago and the clinical agency is a requirement of every student's clinical practicum placement. In consultation with their Program Track Director, students may seek a clinical preceptor who is employed by a site not currently affiliated with Loyola University Chicago. In these cases, students complete the form titled "Information Worksheet for New Clinical Preceptors and Sites" which can be found in the Sakai site "Information for DNP Students". Because this process can take a considerable amount of time, students must submit this completed form to their respective Program Track Director at least 6 months prior to the clinical rotation.

The MNSON is committed to fostering a safe learning environment for our students and protecting the health and well-being of patients, families and health care staff. All nursing students are required to submit documentation of compliance with the clinical requirements by the specified deadline and prior to the start of clinical experiences. Qualified First© is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided in the Info for DNP Students Sakai Site and an orientation program scheduled before clinical practicum coursework is started. Clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will result in a delayed clinical start and disruption to the student's program progression. The MNSON Clinical Placement (songradclinical@luc.edu) informs students of all requirements and expected dates of completion.

Health Requirements

The student must be in compliance with all health requirements for the entirety of their academic experience. The MNSON updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes that take place during their program. Documentation of these requirements must be uploaded to Qualified First.

Requirements include the following:

1. Physical Examination
   1. Submit documentation of a physical examination by your health care provider
   2. Physical examination must be within the last 12 months from the start of your first clinical experience
2. Measles, Mumps & Rubella (MMR)
   1. Submit positive antibody titers for all three components (Measles, Mumps, and Rubella)
   2. If any of the titers are negative or equivocal, a series of immunizations, and a repeat titer, are required

3. If the second titer is negative or equivocal, contact the School of Nursing for next steps

3. Varicella (Chicken Pox)
    1. Submit a positive antibody titer
    2. If the titer is negative or equivocal, the Varicella series of immunizations, and a repeat titer, are required
    3. If the second titer is negative or equivocal, contact the School of Nursing for next steps
4. Hepatitis B
    1. Submit a positive antibody titer – the correct titer to obtain is the Hepatitis B Surface Antibody (anti-HBs)
    2. If the titer is negative or equivocal, the Hepatitis B series of immunizations, and a repeat titer, are required
    3. If the titer is negative or equivocal, the Hepatitis B series of immunizations is repeated, and then the titer is also repeated.
    4. If the second titer is negative or equivocal, contact the School of Nursing for next steps.
5. Tuberculosis (TB)
    1. There must be documentation of one of the following:
    2. QuantiFERON Gold Blood Test (lab report required and must be uploaded to Qualified First)
    3. If positive results, provide a clear Chest X-Ray (documentation of results are required and must be uploaded to Qualified First©) AND additional follow-up with School of Nursing
        1. 1-step TB test annually
    4. Tetanus, Diphtheria, and Pertussis (Tdap)
    5. Submit documentation of a Tdap booster within the past 10 years.
    6. International students MUST have a series of three tetanus injections. One injection must be within 10 years. First and second injections must be at least 28 days apart AND the second and third injections must be at least six months apart.
6. Influenza (Flu Vaccine)
    1. Submit documentation of annual vaccination against influenza
    2. Flu vaccination should be obtained soon after it becomes available (generally around September), by October.
7. Immunization information must include the lot number and the location where the immunization was administered. Please check Qualified First® for due dates
8. COVID-19 Vaccination
    1. Submit documentation of your COVID-19 vaccination(s). If you are receiving the two-dose series, BOTH vaccines must be submitted at the same time for approval
9. N-95 Fit-Testing
    1. Submit documentation of annual N95 fit-testing to Qualified First

Students are responsible for ongoing monitoring of due dates and renewal dates in their Qualified First® account. Failure to meet these due dates, or renewal dates, means the student is out of compliance, and subject to removal from any scheduled clinical learning experiences. Any removal from a clinical learning experience due to not being in compliance, places the student at risk for not meeting the outcomes of the course, inability to complete the required hours of clinical resulting in unsuccessful grade and may warrant the initiation of a Graduate Student Improvement Plan.

Criminal Background Check

Clinical agencies require that the student complete a criminal background check prior to clinical placement. The student is required to complete a background check through the vendor used by the MNSON.

1. The Criminal Background Check must be deemed acceptable in order to progress in nursing courses and in accordance with agency policies for clinical placement.
2. The student may be required by MNSON administration or their assigned clinical learning site to complete additional criminal background checks or urine drug screens.
3. The student will be responsible for fees incurred with additional screening.

Ten Panel Urine Drug Screen

The MNSON is obligated to comply with the Loyola University Chicago Alcohol and Other Drugs Policy, as well as all federal and state laws and regulations dealing with usage and detection of drugs. Loyola will not permit the possession or use of marijuana at educational or other activities sponsored, conducted, or authorized by Loyola or its student organizations.

A number of states, including Illinois, have passed laws that make the use of marijuana for some medical conditions and recreational use legitimate under the law of that state. However, the possession or use of marijuana remains an offense under the Controlled Substances Act, a federal law.

Clinical agencies affiliated with the MNSON also have drug and substance use policies and require that nursing students comply with their drug testing policies. The drug testing policies and procedures of the hospital, clinic, nursing home, or facility will be followed while students are engaged in clinical activities as part of the program of study at LUC. Clinical agencies have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

Procedures

All nursing students will undergo a Ten Panel Urine Drug Screen for the following substances:

1. Amphetamine/methamphetamine
2. Barbiturates
3. Benzodiazepines
4. Cocaine metabolite (BZE)
5. Codeine/Morphine
6. Marijuana Metabolite (THCA)
7. Marijuana Metabolite Quant.
8. Methadone
9. Phencyclidine
10. Propoxyphene

Types of Drug Testing

Requirement for Clinical Placement: The MNSON requires that the student complete a ten-panel urine drug screen prior to clinical placement. Safety in the delivery of care to patient/client populations is the basis for drug testing.

- **Retesting:** Retesting may be required if a clinical site requires a more recent test than is provided for by the MNSON policy.
- **Reasonable suspicion:** Any nursing student participating in clinical practice is subject to drug testing upon request if there

is reasonable cause to believe that the student may be using illegal drugs, misusing legal drugs, or misusing alcohol products. Circumstances which constitute reasonable cause, include but are not limited to: notification from OSSCR of any report that includes possession, use transfer, distribution, manufacture, or sale of illicit drugs: physiological signs of possible impairment from drugs. More information can be found here (https://www.luc.edu/osccr/communitystandards/alcoholdrugsandsmoking/).

- **Follow-up Testing:** Any student testing positive may be subject to repeated follow-up testing.

Negative Test Result

A negative result requires no further screens, and the student may participate in their clinical activities.

A test result of "dilute negative" is not acceptable and will require retesting at the student's expense. The student will not be cleared to attend clinical as long as their drug screen result is dilute negative.

Positive Test Result

If the student's drug screen is positive, they are not able to participate in a clinical placement until further documentation is provided and processed by the Medical Review Officer (MRO) of the drug screening vendor. If the MRO does not clear the result, the results may be acted upon by the MNSON and the LUC. A dilute positive drug screen result will be treated as if the test result is positive.

Refusal to Test

If a student fails to produce the requested sample by the date and time designated, the student will be treated as if the test result was positive.

Medical Review Process

The MNSON recognizes that some substances are used for legitimate medical purposes and the following procedures will be followed:

- Once the drug screen result is posted, any positive drug screen result will be referred to the Medical Review Officer (MRO) of the drug screening vendor. MNSON will be notified that there will be a delay of 3-5 days until the drug screen result
- The MRO will contact the student to conduct an interview
- Documentation from the student's health care provider will be required to show proof that a prescribed medication/drug (a copy of the prescription or verification from the healthcare provider that they are taking the medication/drug under supervision) lead to a positive drug screen, the MRO will note the outcome of the review.

Documentation Requirements

1. CPR Certification: Documentation of Healthcare Provider BLS Certification with skills check off completed through an American Heart Association Healthcare Provider course must be uploaded to Qualified First©.
2. Health Insurance Certification: Documentation of current health insurance plan (copy of both sides of health insurance card) or the Health Insurance Certification School form must be uploaded to Qualified First©. The student is responsible for updating any insurance information changes to Qualified First© within 30 days of the change.

Clinical Agency-Specific Requirements

Clinical agency-specific requirements are communicated to students by MNSON clinical placement coordinators. The student is responsible for completing all agency-specific requirements prior to the start of the clinical experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in clinical which may jeopardize their progression in the program.

Clinical Placement

Clinical placements are a critical component of advanced nursing education and are arranged within the greater Chicago area through long-standing partnerships with our clinical sites. These placements are not negotiable and are assigned based on availability, preceptor capacity, and program requirements. When a placement is assigned, students are expected to complete it as part of their professional and academic commitment. Travel is expected and refusals based on commuting distance or scheduling inconvenience will not be accommodated. Competition for clinical sites is increasing, and we do not have the resources to secure alternative placements for students who decline what has been offered.

Graduate education, particularly at the doctoral level—requires a high level of flexibility, accountability, and professionalism. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential.

New preceptor referrals are welcomed and coordinated through the School of Nursing Graduate Clinical Team (SONGradClinical@luc.edu). Please do note that adequate time is needed to secure necessary paperwork for new sites and preceptors. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program, even when they are unfamiliar or inconvenient. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential to your professional development.

Logging of clinical hours including required demographics, diagnoses and procedures needs to occur in a timely manner and is recommended to occur weekly per student. For NP tracks, a minimum entry of 1 patient per hour is required. The software utilized (typhon) does have a 30–day lock in place. Therefore, if cases are not entered within 30 days of completion, the cases will be unable to be entered. Completion of required hours and required data fields will need to reflect the required hours to receive a passing grade for clinical content.

Clinical Transportation

The student is responsible for arranging their own transportation to clinical sites. The student should make transportation plans as soon as they are notified of their clinical placement. The student is encouraged to plan accordingly for their transportation in order to be on time for clinical experiences.

Dress Code

The student's personal appearance may have a significant impact on the safety, infection control, and comfort of patients, families, and other staff. For this reason, appropriate attire and appearance in all clinical, lab, and simulation areas is the standard. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk. Professional clean tailored clothing free of images or graphics is expected at all times while in clinical. Students are to wear a labcoat with Loyola patch over their professional clothing while in clinical setting.

1. All students are required to be clean, well-groomed, and wear a Loyola photo identification badge above the waist with their picture clearly visible.
2. A Loyola University Health Sciences Campus (HSC) ID badge is required for all students seeking access to the Health Sciences Campus. This can be obtained from the Parking Office, located on the first floor of the Mulcahy Building. Students interested in using the facilities at the LUC Lake Shore and/or Water Tower campuses may want to obtain a LUC ID. The LUC ID is a different card and ID number than the HDS ID. Students can obtain this ID from the Campus Card Office.
3. Hair must be kept off face, above collar or pulled back. Beard and mustaches must be neatly groomed. In restricted and semi-restricted areas any facial and head hair must be covered.
4. Fragrances (cologne/perfume/lotions) should be subtle. All students and employees should be sensitive and respectful of the fact that some individuals are allergic to and/or have sensitivity to fragrances. Therefore, if someone brings to an individual's attention that a fragrance they are wearing is problematic, they should refrain from wearing it.
5. Piercings should be kept to a minimum. While providing direct patient care, earrings should be limited to studs. Some departments may be more restrictive based on patient safety and infection control requirements.
6. Fingernails should be trimmed, clean and neat, and should not interfere with skill performance. While providing direct patient care, students are prohibited from wearing artificial nails, including acrylic, silk wraps, nail tips, or nail decorations. If polish is worn, clear nail polish that is not chipped or visibly worn is permitted in order to inspect nails for infection related concerns.
7. Tattoos should be covered by clothing wherever possible. It is up to the Clinical Faculty and Clinical site if there are situations where the number and visibility of tattoos are inappropriate for the setting. In no event may obscene, inflammatory, discriminatory, or other similarly inappropriate tattoos be exhibited on campus or at a clinical site.

Uniform Guidelines

Recognizing that graduate students in our program serve as role models to staff nurses, undergraduate students, and represent the School of Nursing and the University, professional clothing and behavior is expected at all times.

Uniform guidelines for clinical experiences are as follows:

- Loyola student ID and Agency-Required ID, if applicable
- White lab coat with MNSON insignia patch on the upper left arm sleeve
- Shoes should be clean, well-polished, in good repair, and dedicated to work setting

Communication Systems

Loyola's Universal ID (UVID)

Loyola's Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola's resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers.

Students receive a student logon ID and password from the Graduate Enrollment Management office following admission to the Master's and certificate programs. This ID is necessary to register for courses in LOCUS, access student email, and log-in to Sakai. Students encountering problems with registration involving logon should contact the HelpDesk (ITSServiceDesk@luc.edu) at 773-508-7190.

Loyola's Online Connection to University Services (LOCUS)

LOCUS is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts. More information can be found here (https://locus.luc.edu/).

LUC Learning System – SAKAI

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS. The Loyola University Chicago UVID and password must be used to access web-based course information.

Email Policy

The MNSON will only send e-mails to the student's LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and MNSON information and announcements. If the student chooses to forward their LUC e-mail to another account, they may go to this site (https://www.luc.edu/its/services/microsoft365/) to learn about this process.

Communication within the Program

All faculty and staff email communication with students is conducted via the Loyola University Chicago email account; students are responsible for consistently checking email throughout the program. To re-route Loyola email, students set a preferred email address using the LUC Password Self-Service tool.

Community Standards

Each student of Loyola University Chicago is expected to uphold the Community Standards (Loyola's Student Code of Conduct). Students have the responsibility to familiarize themselves with Community Standards, which provide a simple baseline for acceptable student conduct. Commonly referenced policies include, but are not limited to: a) alcohol, drugs, and smoking, b) identification policies, c) physical or emotional harm. For a complete list of policies, please refer to the Loyola Community Standards. More information can be found on the Student Rights, Responsibilities and Conflict Resolution site here (https://www.luc.edu/deanofstudents/communitystandards/).

Course Evaluations

At the end of every semester, students are provided with the opportunity, entrusted with responsibility, and strongly encouraged to evaluate each course and each faculty member. Students are informed of the evaluation procedure before the end of the semester. These evaluations provide the program with information/feedback that is essential in enhancing course learning.

CURA Network

CURA Network is a centralized website for reporting student concerns, led by the Office of the Dean of Students (DOS). The CURA Network

provides support, coordination, case management, and resource referrals for student concerns across the university. Behavioral, academic, personal, equity, Title IX, student conduct, conflict resolution, and general student concerns can be reported using this one website location. More information is available here (https://www.luc.edu/cura/).

1. Coordinated Assistance & Resource Education (CARE) - CARE is a part of the CURA Network that is designed to assist and support students through challenging times. Examples include students experiencing serious personal difficulties, struggling with general mental health concerns, or managing economic hardships. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. More information is available here (https://www.luc.edu/cura/about/coordinatedassistanceresourceeducationcare/).
2. Office of Equity and Compliance (OEC) - The OEC promotes a culture of inclusion, safety, and accessibility at Loyola by implementing equitable and person-centered policies, coordinating impartial and reliable investigations, and providing relevant and practical training. The OEC is comprised of the Executive Director for Equity & Compliance (Title IX Coordinator), three Deputy Title IX Coordinators, and a Paralegal/Case Management Specialist. The Deputy Title IX Coordinators serve as full-time, professional Equity Investigators who contribute to all aspects of the office's operations. The work of the OEC is also supported University-wide by several key partners, including but not limited to the Office of the Dean of Students, the Wellness Center, Campus Safety, Human Resources, and the Office of the Provost. More information is available here (https://www.luc.edu/equity/about/).
3. Student Academic Services (SAS) SAS provides students with opportunities for learning, growth, and reflection. SAS helps students learn about themselves and fundamentally evolve in the way they perceive, think and act in our global society, becoming driven toward action that leads to more just communities. More information is available here (https://www.luc.edu/sas/).

Dismissal for Academic Reasons

Dismissal is removal from MNSON and possibly LUC according to their respective policies.
A student may be dismissed from the DNP program for any of the following:

1. Earning a grade below B- in the same required course twice.
2. Earning a grade below B- in two separate required APRN core, project or practicum courses.
3. Failure to raise cumulative GPA to ≥ 3.0 following a probationary semester.
4. Failure to meet clinical/professional standards of safe practice, integrity, or ethical conduct.
5. Failure to comply with health, licensure, or compliance requirements for clinical placement.
6. Violations of academic integrity or professional behavior policies.

Dismissal may be recommended by the Program Track Director and approved by the Assistant Dean for Graduate Clinical Programs.

Degree Conferral and Graduation

The conferral of the DNP degree occurs after an audit confirms that the student has completed all program plan requirements. This includes completing DNP coursework with acceptable grades, within the required time limit and completing an approved DNP project accepted by DNP project committee.

The DNP degree is conferred following the date specified by Loyola University Chicago and is noted on the student's official transcript. The process of DNP degree conferral is separate from the application for, and participation in, the Loyola University Chicago commencement ceremony. Prior to the date of DNP conferral notated on student transcript, a student cannot claim the DNP credential. Additionally, MNSON does not endorse the use of (c) at any time during program matriculation [e.g.DNP (c)] to represent candidacy for the degree.

All students must apply for degree conferral in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony.

Checklist for Program Completion and Graduation

In the semester prior to the one in which the last course is being taken, student is to meet with their Program Track Director to ensure that all course requirements have been met and that all "I" grades have been removed.

Deferred Matriculation

Admitted students may request deferral for one year. If the student does not enroll after one year, the student must reapply to the program. If approval is granted, the student will enter the DNP program under the program requirements for the term of matriculation, rather than the initial term of acceptance.

Formal Complaint Policy by Student

A formal complaint is defined by Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON") as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the MNSON.

Formal complaints may originate within the MNSON, or through a mechanism external to the MNSON, such as a University grievance process or the EthicsLine Reporting Hotline at 855.603.6988.

The MNSON adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

General Guidelines

- Student Complaints Related to Academic Issues.
  - Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the MNSON's Academic Grievance and Appeals Process. Students enrolled

in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. Students enrolled in degree programs housed in the Graduate School whose disputes are related to course grades, accusations of academic dishonesty, or dismissal from a program, are not resolved after a hearing within the MNSON may continue the academic grievance process in accordance with the Graduate School's Academic Grievance Procedure (p. 2029).

- Formal student complaints relating to decisions affecting graduate academic standing or progress are addressed through the University's General Academic Appeals process.
- Formal student complaints relating to graduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals process.

- Student Complaints Related to Non-Academic Issues.
  - The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the MNSON with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online (https://www.luc.edu/ethicsline/).
  - Inquiries about Title IX as implemented at Loyola may be directed internally to: Tim Love, Executive Director for Equity & Compliance and Title IX Coordinator for Equity & Compliance, who can be reached at (773) 508-7766 or via email (tlove@luc.edu).
  - Questions regarding Title VI of the Civil Rights Act of 1964 ("Title VI") may also be referred to Tobyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or via email (tfriar@luc.edu), or the Department of Education's Office for Civil Rights.
  - Questions regarding Section 504 of the Rehabilitation Act of 1973 ("Section 504") may also be referred to Shawna Cooper-Gibson, Assistant Provost for Student Academic Services, Sullivan Center, Suite 255, who can be reached at (773) 508-7067 or via email (scoopergibson@luc.edu), or the Department of Education's Office for Civil Rights.
- Complaint Referral.
  - University administrators may refer certain formal complaints from MNSON students, including complaints made through the EthicsLine Reporting Hotline, to the MNSON Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the MNSON to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non-biased manner.
- Complaints Received through the EthicsLine Reporting Hotline.
  - The EthicsLine Reporting Hotline exists as a means for University faculty, staff, students, administrators or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online (https://www.luc.edu/ethicsline/) or by dialing 855-603-6988.
  - As explained online (https://www.luc.edu/ethicsline/):
    - The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
    - The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.
  - All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University's EthicsLine Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.
  - Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team.

Funding and Financial Aid Information

Office of Student Financial Assistance

The Office of Student Financial Assistance houses resources and references about financial aid for students, at the Lake Shore and Water Tower campuses.

Office of Student Financial Assistance
773.508.7704
Email: lufinaid@luc.edu

In order to determine eligibility for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). If a student receives federal loans, they must be enrolled at least half- time. A graduate student must be enrolled in at least 4 graduate semester hours in the fall and spring semester and at least 2 semester hours in the summer semester to be considered half-time. Full-time enrollment is defined as 8 graduate semester hours in the fall and spring semester and 6 semester hours in the summer semester. However, when students enroll in clinical practicum courses, they are classified as full-time status.

Tuition and Fees

Information on current tuition and fees is available each semester on the Loyola University Chicago Bursar Office website. It is the student's responsibility to be aware of the University's policy on tuition and fees. For more information about the Office of the Bursar, visit their website (http://www.luc.edu/bursar/) or call 773.508.7705.

Tuition Term Payment Plans

The University offers students tuition payment plan options. Information about tuition payment options is available through the Bursar's Office (http://www.luc.edu/bursar/).

General Expectations of Professional Behavior of Marcella Niehoff School of Nursing Student

Professional conduct by the student facilitates learning opportunities and fosters a good working relationship between the MNSON and the clinical agencies. The student is expected to abide by the policies that are detailed in the syllabi for each clinical course as well as standards and guidelines of the institutions or agencies where they are assigned for clinical. The student is expected to demonstrate professional behaviors in attendance, punctuality, dress, demeanor, integrity, and ethical concerns.

Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the MNSON and between the MNSON and clinical agencies or institutions. Complaints related to unprofessional behavior and conduct by students within the MNSON may originate from faculty, staff, other students, or from outside the University, such as a clinical site. Issues of unprofessional behavior or conduct that occur during a clinical learning experience will be addressed immediately as well as through the evaluation of student performance in the clinical course, as detailed in the course syllabus.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside a clinical learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director.
3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Assistant Dean of Graduate Clinical Programs.
4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Assistant Dean with jurisdiction over the degree program in which the student is enrolled.
5. The Assistant Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Assistant Dean Graduate Clinical may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
7. If the unprofessional behavior or conduct continues, the Assistant Dean may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
8. If the unprofessional behavior or conduct continues, the Assistant Dean will either withdraw the student from a course or make a recommendation for dismissal from the academic program.
9. If the student is withdrawn from the course, the student will receive a W for the course depending on the time the decision is made.
10. In the event that unprofessional behavior or conduct continues following verbal and written warnings, the Assistant Dean may submit to the Dean a recommendation for the student's dismissal from the academic program. The Executive Associate Dean for Academic Affairs may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended.

General Information

Change of Personal Information

It is the responsibility of the student to change her/his/their name, address, phone number, or any other pertinent information in the LOCUS system. Failure to comply with this requirement may result in returned mail or email, thereby causing the student to miss valuable announcements or information.

Computer Lab

Computers and media-assisted learning available for student use are located in the Information Commons on the first floor of the School of Nursing building on the Health System Campus (708-216-9101).

Information Technology Services

Assistance for students can be found on-line at Information Technology Services, New Students.

Parking

Parking is limited on all campuses, and public transportation is encouraged. Parking and traffic regulations are enforced by the issuance of traffic citations that provide for a fine. A car in violation may be towed when circumstances warrant such action. For further parking information, contact:

- Health System Campus - 708-216-9092
- Lake Shore Campus - 773-508-7036
- Water Tower Campus - 312-915-6698

Security

The Security Department strives to maintain a safe environment on the various campuses of the University, 24 hours a day, and seven days a week. Escort service is available on the Health System and Lake Shore campuses. Students should report any suspicious or hazardous conditions on or near campus to the Security Department.

- Health System Campus: 708-216-9077
- Lake Shore Campus: 773-508-6039

School Address and Contact

Marcella Niehoff School of Nursing
2160 South First Avenue
Maywood, IL 60153
Phone: 708-216-9101
Fax: 708-216-9555

Grievance and Appeal Procedures

Academic Appeals

The Marcella Niehoff School of Nursing (the "MNSON") has developed an Academic Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Appeals Procedure. This process is meant to supplement, and may not supersede, any portion of the University Academic Appeals process.

The MNSON Academic Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic misconduct. Any MNSON student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic misconduct reviewed in an impartial and thorough manner. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s) an equal voice in the proceedings.

Appeal of Course Grade

Consistent with the University Academic Appeals Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be arbitrary and/or capricious. Arbitrary and/or capricious grading is the assignment of a grade to a student which is:
   a. Based partially or entirely on criteria other than the student's performance in the course; or
   b. Based on standards different from those standards of grading applied to other students registered in the same course; or
   c. Based on a substantial departure from the announced grading standards for the course.

Appeal of Finding of Academic Misconduct

The student retains the right to appeal the determination of academic misconduct using the academic Appeal Procedures outlined below in Appeal Procedures section.

Appeal Procedures within the MNSON

1. In all cases, a sincere attempt should be made by the student to resolve the issue through discussion with the involved faculty member(s). The student first discusses the course grade or charge of academic misconduct with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student's concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member[s]), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Assistant Dean of Graduate Clinical Programs.
2. If the student and instructor are unable to resolve the issue related to course grade and/or academic misconduct, and the student still chooses to contest the findings, the student may appeal by submitting the appropriate form:

   The Academic Appeal Form: Course Grade Dispute (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102)

   The Academic Appeal Form: Finding of Academic Misconduct (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100)

   The electronic form is the only accepted method to request an appeal. The form must be submitted no later than 30 days into the following semester. Failure to submit a request within this period and with this electronic form waives the right to appeal and renders the decision final.

   The student's request must:

- Specify the nature of the dispute; and
- Explain in detail how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies; the grading is arbitrary and/or capricious);
- Describe the attempts made to resolve the matter; and
- Attach all relevant information or documentation to support the grievance.

3. The Assistant Dean of Graduate Clinical Programs or the Dean's designee determines whether or not there are grounds for an appeal.
   a. Declines the case for a hearing: The Assistant Dean of Graduate Clinical Programs and/or Dean's designee may decline to forward the case for a hearing if it is determined that there are no grounds for an appeal. In such instances the Assistant Dean of Graduate Clinical Programs or Dean's designee must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), Program Track Director, and Dean via Loyola email. If the student disagrees with the determination by the Assistant Dean of Graduate Clinical Programs and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
   b. Approves the case for a hearing: If the Assistant Dean of Graduate Clinical Programs or Dean's designee determines there are grounds for an appeal, the student, involved faculty members(s), Program Track Director, and Dean will be notified via Loyola email that a hearing board will be convened.
4. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.

Hearing Procedures

Pre-hearing

1. If the Assistant Dean of Graduate Clinical Programs and/or the Dean's designee determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified.
2. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Board. Every effort shall be made to appoint faculty to the Hearing Board who are not familiar with the student.
3. The Chairperson of the Hearing Board sets the calendar, notifies all involved parties of the dates and times of the hearing and informs students by written notice of the decisions of the Hearing Board.
4. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. The hearing will be private, and all information will be held confidential.
5. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student's name, written request for a grievance hearing, information identifying the charge of academic misconduct and related information submitted by the student, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date.
6. The student and/or faculty member(s) have the option of submitting other relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
7. The faculty member(s) shall provide the Hearing Board Chairperson with:
   a. A copy of the course syllabus to include course outcomes if the hearing is focused on a grade dispute.
   b. Documentation and relevant information pertaining to the student's performance in the course or clinical learning experience or related to the allegation of the student's academic dishonesty.
   c. The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting the case at the hearing.
8. Both the student and the faculty member(s) involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor at least 3 business days before the hearing date.
   a. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee.
   b. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
   c. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
   d. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.

The Hearing

1. The hearing will include: the student, involved faculty member(s), and designated advisor.
2. The Chairperson determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
3. Hearings for refuting a charge of academic misconduct generally include an introduction of all parties present, an overview of the hearing process, review of the nature of the alleged conduct and policies potentially violated. Students (and faculty member(s) when applicable will provide their account of the reported incident. Hearing Board members may ask questions to the parties present (including witnesses, if applicable).
4. All decisions of the Board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the Board by the end of the hearing process. All deliberations among the hearing board members are private.

Notice of Decision

1. The student (and faculty member(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, in writing, via Loyola email by the Chairperson of the Board's decision within 10 business days of the hearing. The decision is also shared with the

Program Track Director, Assistant Dean and/or Dean's designee, and Dean.

a. In cases of a grade dispute, if the Hearing Board renders a decision in support of the student's petition, the faculty member submits a grade-change request consistent with the Hearing Board's findings. If the Hearing Board finds that the student's petition is without merit, the grade shall remain unchanged.
b. If a student is grieving a grade associated with a clinical experience, and the Hearing Board determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Board will communicate the decision to the Assistant Dean of Graduate Clinical Programs. Notwithstanding this decision, the Hearing Board and/or the Assistant Dean of Graduate Clinical Programs may require an independent re-evaluation of the student's performance (knowledge, skills, or behavior).
    i. If it is judged by the Hearing Board or the Assistant Dean of Graduate Clinical Programs that an independent reevaluation of the student's performance is warranted, the Assistant Dean of Graduate Clinical Programs will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Board and the Assistant Dean of Graduate Clinical Programs for a final determination of the course grade.

Contesting the Hearing Board's Decision

Should the student or the instructor wish to contest the Hearing Board's decision, an appeal to the Dean within 30 days of notice of the hearing board's decision may be sent using the Academic Hearing Board Appeal form. This form is the only approved process to submit such a request.

a. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
b. The grounds to appeal the board's decision must include one or more of the following criteria:
    1. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
    2. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
    3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Undergraduate Academic Catalog.
c. Upon receipt of the appeal letter, the Dean will review the appeal to determine whether or not to uphold the decision of the hearing board.
d. The student and the instructor will be notified via Loyola email by the Dean's office of the final decision. The Dean's decision is final and binding.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

> "information, including demographic data, that relates to the individual's past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual" (citation (https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/?language=en))

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training as mandated by their educational program. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the MNSON and the university.

Health Sciences Campus Ministry

The Office of University Ministry has a three-fold mission that focuses on the members of the Loyola University Chicago Health Sciences Campus. Inspired by Ignatian values and the practical spirituality of finding God in all things we work towards:

- Shaping Community: Through educational programs and events; prayer and worship; hospitality and outreach; social activities and attention to the needs of the individual, we build a welcoming and inclusive community for students, staff and faculty.
- Seeking Faith: We journey with the people who teach, learn and work at the Health Sciences Division by providing spiritual formation and faith development while facilitating individual and communal prayer. True to our experience of the Gospel, we welcome and engage individuals regardless of their faith background or tradition to grow into becoming men and women for others.
- Serving Broadly: By embracing a worldview that is both local and global we facilitate and sponsor opportunities for members of the Health Sciences Division to work with underserved communities in the greater Chicago area and beyond.

For more information about the HSD Ministry, visit their website (https://www.luc.edu/hsc/ministry/) or call 708-216-3245.

Independent/Directed Study

Students may petition to take an Independent Study course prior to the semester in which the Independent Study is intended to be conducted. The student completes the Independent Study form (see Form in Sakai

site “Information for DNP Students”) that is signed by the instructor and Program Track Director and then submitted to the Assistant Dean of Graduate Clinical Programs for approval. The Independent Study will not be approved if this procedure is not followed. The title of the independent/directed study is listed on the form and included on the student's transcript upon completion of the course. Courses that are regularly offered cannot be completed as an Independent Study unless the scheduled course offering was cancelled in the semester that the student needed the course for degree requirement completion.

Insurance Coverage

Students are expected to maintain adequate health, accident, and hospitalization insurance coverage, either through an insurance agent of the student's choice or through Loyola University Chicago. Information on the Loyola-sponsored student health insurance plan may be obtained from the Bursar’s Office. Evidence of health insurance must be presented before entry into the clinical courses.

Intellectual Capital

Each and every student is the owner of their own intellectual capital. However, the relationship between a student and their faculty member can have an enriching effect on the intellectual capital of both individuals. For those times that a faculty member and student collaborate on research, projects, articles for publications, videos, and other forms of communication of this intellectual capital, it is in the student’s best interest to clearly negotiate with the faculty member or other student colleague (if that be the partnership) the nuances of such matters as who is principal director/investigator of a project or research study, who is first author on a publication, etc. In addition, students who produce exemplary work are often asked by faculty whether they would be willing to make their work available to other students as exemplars for their learning. Faculty obtain written documentation regarding a student’s agreement to share their intellectual capital.

Leave of Absence

It is expected that a student will maintain continual registration in the University from the time of initial matriculation up to completion of the program. If this is not possible, a leave of absence (LOA) must be requested. An LOA should be requested prior to the anticipated date of the leave. Failure to request an LOA will mean that those semesters in which the student does not take courses will be included in the time limit (three years for the DNP Systems Leadership track & seven years for the DNP APRN tracks) set for completion of the program.

Students request the LOA for all semesters where they would be enrolled in courses, according to their program plan, including summer semesters. However, summer semesters do not count in the limit of four terms of LOA time (see below).

Students may request a leave of absence that is not to exceed two academic years (four terms, not including summer semesters) consecutively or interspersed throughout the program. Accruing more than two years of LOA will result in automatic dismissal from the program. Students must complete a Request for a Leave of Absence form (see Form in Sakai site "Information for DNP Students"); the form is provided to the Assistant Dean of Graduate Clinical Programs for approval.

Library Services

The Loyola Health Sciences Library has a large array of resources for students to use during program of study. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Health Sciences Library librarians and staff are present to serve patrons in-person, by phone, by chat, email, and Zoom from 8:30 am to 5:00 pm, Monday through Friday.

A staff member is present at HSL's Service Desk between 10:00 am and 3:00 pm, Monday - Friday. Services of the Health Sciences Library website (https://hsl.luc.edu/home/).

Students in the DNP program have access to all university library services.

Professional Behavior and Conduct

Students are expected to maintain professional behavior at all times while participating in the School of Nursing programs. Consistent with the mission of the SON mission, respect for clients, faculty, staff, and student colleagues is expected. Goals of the SON are to nurture an atmosphere of collegiality among students, preceptors, and faculty in order to foster a positive learning environment. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning, to withdrawal from the theory course or clinical setting, or to dismissal from the program. See the general guidelines for this policy in the appendix under Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students.

Graduate education, particularly at the doctoral level—requires a high level of flexibility, accountability, and professionalism. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program, even when they are unfamiliar or inconvenient. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential to your professional development.

The following categories contain examples which require immediate action:

- **Regulatory Considerations:** Functions within the parameters of the state Nurse Practice Act and the policies and procedures of the health care agency in which the practicum is offered.
  - **Examples of Unsafe Pattern of Behavior:**
    - Performing a procedure outside the domain of nursing.
    - Performing a procedure in which the student has not been prepared.
    - Accessing patient health information without proper authorization
- **Ethical Considerations:** Functions within the guidelines of the American Nurses' Association Code of Ethics and Standards of Practice.
  - **Examples of Unsafe Pattern of Behavior:**
    - Disconnecting life support systems without authority.
    - Falsifying about provisions of care.
    - Stealing or personal use of drugs or supplies from agency.
- **Physiological and Psychosocial Considerations:** Functions in an emotionally and physiologically responsible manner and/or institutes means to correct difficulty or problems in these areas.

        - **Examples of Unsafe Pattern of Behavior:**
            - Inability to communicate verbally with a patient.
            - Depression or anxiety that paralyzes function.
            - Seizures, infection, or uncontrolled diabetes which inhibit cognitive functioning.
            - Drug or alcohol impairment or use while on duty.
            - Psychotic behavior.
- **Accountability:** Implements care that reflects adequate preparation and/or sufficient documentation to insure safe care of clients.
    - **Examples of Unsafe Pattern of Behavior:**
        - Absence from clinical unit without notification.
        - Charting or reporting not reflective of care given.
        - Lack of preparation to provide care.
        - Neglecting to give appropriate care.
- **Human Rights:** Implements care that demonstrates respect for the dignity and worth of individual clients' health.
    - **Examples of Unsafe Pattern of Behavior:**
        - Communications that are disrespectful.
        - Cruelty to patient.
        - Lying to patient.

Professional Liability Insurance

Loyola University Chicago insures graduate students in their student role when the student is registered and enrolled in a supervised clinical course. However, a student may choose to purchase additional malpractice insurance if they wish to have independent coverage.

Readmission Policy

Students dismissed for academic reasons may apply once for readmission to re-enter the Marcella Niehoff School of Nursing (MNSON) following dismissal.

Prior to applying, the student must meet with their Academic Advisor to review the process.

A petition must be submitted by the student to the DNP Readmission Committee including:

- Explanation of circumstances leading to dismissal.
- Evidence of remediation (academic coursework, continuing education, professional development).
- A detailed plan for success if readmitted.

If readmitted, the student must maintain a 3.0 GPA and achieve grades of B- or higher in all subsequent courses.

Any further course failure (below B-) will result in permanent dismissal.

Upon review of the petition provided, the committee may choose to meet with the student in person to answer questions. No one other than the student may attend this meeting.

The DNP Readmission Committee will notify the student of its decision by email.

Reasonable Accommodations

Loyola University Chicago is committed to excellence in accessibility. The University actively collaborates with students to develop innovative ways to ensure accessibility and create a respectful and accountable culture through our confidential and specialized disability support. We encourage students with disabilities to disclose and seek accommodation through the Student Accessibility Center (https://www.luc.edu/sac/).

Loyola University wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Loyola University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as:

a. A physical or mental impairment that substantially limits one or more major life activities of such individual;
b. A record of such impairment; or
c. Being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While Loyola University will make every effort to work with students with disabilities to accommodate their disability-related needs, the university is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program should contact the Student Accessibility Center (SAC) to confidentially discuss their accommodation needs. Given the clinical nature of our programs, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Representation on School of Nursing Committees

Each academic year, graduate student representatives are needed for various campus committees and/or organizations. Students may submit their names to the Assistant Dean of Graduate Clinical Programs to be considered for committee appointments.

Student Organizations and Service

Participation in extra-curricular activities provides an opportunity for personal growth while enhancing the student's experience during their graduate studies. Current Opportunities include the following:

- Graduate Student Nurse Association

Graduate students are encouraged to be join one or more professional nursing organizations. Below is a list of professional organizations to consider:

- Illinois Society for Advanced Practice Nurses (ISAPN)
- American Association of Nurse Practitioners (AANP)
- American Psychiatric Nurses Association (APNA)

- Gerontological Advanced Practice Nurses Association (GAPNA)
- Doctor of Nursing Practice, Inc

Student Accessibility Center (SAC)

The Student Accessibility Center (SAC) supports students with disabilities by fostering equitable access to all aspects of student life at Loyola University Chicago. In alignment with Loyola's Jesuit mission and the value of Cura Personalis—care for the whole person—SAC partners with students, faculty, and campus offices to remove barriers and support academic, personal, and professional success.

Loyola University Chicago provides reasonable academic and student life accommodations for students with disabilities. Students interested in receiving academic accommodations related to a disability or other health condition are invited to register with the Student Accessibility Center (SAC) (https://www.luc.edu/sac/applywithsac/). Students may register with the SAC at any point in their academic career, however the SAC encourages students to register as early as possible to reduce delay in delivery of accommodations. This is especially important for students needing accommodations in clinical or laboratory settings, which may require additional coordination.

Once registered, the student, SAC, and faculty will engage in an interactive process to determine how accommodations will be applied in each course. SAC staff work one-on-one with students to review documentation, determine reasonable accommodations, and support self-advocacy. Accommodations are not retroactive and must be renewed each semester through SAC's formal process.

Students are encouraged to meet with each professor individually to discuss how accommodations will be implemented in their course. All information is handled with confidentiality.

Students with disabilities who are seeking accommodations relating to clinical experiences are strongly encouraged to complete registration with the university's Student Accessibility Center (SAC) well before the priority deadlines listed below for each semester to discuss possible accommodations. This helps ensure enough time to review requests and coordinate reasonable accommodations in collaboration with the Marcella Niehoff School of Nursing and, when necessary, clinical sites. Accommodations for clinical experiences requests received after a priority deadline may not be able to be implemented for the upcoming semester due to the time required for review and coordination with clinical partners.

- Fall: June 1st
- Spring: November 1st
- Summer: March 1st

Audio Recording of Lectures

In some classes, students with approved accommodations may use audio-recording software to ensure equal access. These recordings are for personal study use only. They may not be shared, distributed, or used against faculty, lecturers, or classmates. All recordings must be deleted at the end of the semester.

Contact SAC

- Website (https://www.luc.edu/sac/) & Registration (https://www.luc.edu/sac/applywithsac/)
- Email (SAC@luc.edu)
- Phone: 773-508-3700

Time Limits for Completing Required Course Work

Students in the DNP Systems Leadership track must complete the DNP degree requirements within three years from the date of matriculation. Students in the DNP APRN tracks must complete the DNP degree requirements within seven years from the date of matriculation. An Extension of Time for Completion of Degree Requirements will be considered for special circumstances (i.e., medical, personal, professional, or research related reasons). A student requesting an extension completes an Extension of Time Limit for Completion of Degree Requirements form and submits to the Assistant Dean of Graduate Clinical Programs (see Form in Sakai Organization "Information for DNP Students"- Handbook/Forms) If an extension is approved, an official letter is sent to the student from the Assistant Dean of Graduate Clinical Programs. Extensions are ordinarily limited in duration to one full academic year.

Transfer Courses to the DNP Program

Students may apply for acceptance of transfer course credit during the first semester of the DNP program. The School of Nursing's decision regarding approval of hours for transfer credit is based on the grade earned in the course; the time interval since the completion of the course; and the applicability of the course to the student's current program of study at Loyola University Chicago.

Only those courses for which the student received a grade of B- or better will be considered for transfer credit, and clinical courses cannot be considered for transfer credit. Standards of recency apply: courses completed within the past 5 years can be considered for transfer credit. In cases where the time interval between prior course work and matriculation in the School of Nursing is longer than 5 years, consideration of transfer credit requires confirmation that the content of the course meets the current standards of the field. A syllabus including the course description and course outcomes, along with an outline of content included, must be submitted for any course to be considered for transfer credit. For probation and graduation purposes, transfer credit is not computed in the cumulative Grade Point Average. Acceptance of transfer course credit includes the completion of the School of Nursing 'Transfer Credit Form' that becomes part of the student's permanent academic record.

Students may request to have nine credits from an outside accredited university to be applied to the DNP degree prior to matriculation. Additional transfer credits may be granted with the discretion of the student's Program Track Director and the Assistant Dean of Graduate Clinical programs.

Once the student has started course work in the program, courses leading to the DNP Degree must be taken at Loyola University Chicago unless special approval is granted by the Assistant Dean of Graduate Clinical Programs.

Practicum courses are track-specific and may not be transferred across APRN tracks (e.g., Adult-Gerontology Primary Care NP practicum courses cannot substitute for Family NP practicum courses). The only exception is where a practicum course has been intentionally designed for multiple tracks (e.g., shared foundational primary care practicum). Practicum courses must be completed within the designated program track to ensure role-specific competency and eligibility for national certification.

Transcripts

Students obtain official academic transcripts from the Office of Registration and Records. Students may request official transcripts through LOCUS and obtain unofficial transcripts through LOCUS on Loyola's website.

Wellness Center

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. Students currently attending classes (full or part time) are eligible to use the services provided at the Wellness Center at no charge. Wellness Center services are covered by Student Development Fee. Students who are not charged the Student Development Fee but would like to receive services must submit the Optional Enrollment form. A fee for the Wellness Center is assessed at the beginning of the Fall and Spring semesters and appears on every student's bill as part of the student activity fee. This covers medical assessment and short-term treatment by a staff nurse, physician, or nurse practitioner; assessment and either brief counseling with a mental health professional at the Wellness Center or assistance connecting to a community mental health provider; telephone advice from a nurse; and health education and wellness programs and resources at the Wellness Center, including unlimited group therapy visits. Some lab tests, immunizations, prescription medications, and materials are provided for an additional fee. More information about the Wellness Center resources is available here (http://www.luc.edu/wellness/).

Note: The Wellness Center does not provide medical clearance for return to clinical sessions.

Withdrawal

Withdrawal is the election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from specific courses in the DNP program may impact a student's ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change of registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change of registration period, a designation of "W" will appear on the academic record. If a student withdraws after the University's final withdrawal deadline, a grade will be issued for the course, based on the work completed in the course. Students facing a significant emergency circumstance that prevents them from continuing in or completing an academic term may submit an Intent to Withdraw form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. Dates for these withdrawal conditions are published in the university academic calendar.

Students may withdraw only once with a grade of "W" from any one required course in their program plan. The second withdrawal from the same course will result in dismissal from the program. If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), that will also result in dismissal from the program.

The Writing Center

The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student's individual needs. Tutors are available to help at any point of the writing process—from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students. More information and writing resources are available here (https://www.luc.edu/writing/).

Master of Science in Nursing (MSN) Academic Policies

Marcella Niehoff School of Nursing (MNSON) Mission and Values

Mission Statement

The mission of the MNSON is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

Vision Statement

The Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity and quality care for all.

Values

The Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago is committed to the five "hallmark characteristics of a Jesuit education." These characteristics provide the foundation for our core values. The MNSON core values challenge administrators, faculty, students, communities, and partners to think differently. Graduating professionals who are technically proficient is necessary, but not sufficient. Our graduates will shape the future of health and health care. To prepare them, we implement the following values:

- "Commitment to Excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers."
- "Faith in God and the religious tradition: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God."
- "Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others."
- "Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness."

- "Global Awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent."

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Loyola University Chicago are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Inclusive Excellence Statement

Working toward inclusive excellence includes building intrapersonal and interpersonal awareness, engaging in curriculum transformation, teaching with an inclusive pedagogy, and building inclusive learning environments. We recognize that our community is strengthened by the diversity of our students, faculty, and staff along the social dimensions of race, color, religion, biological sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. We are especially committed to helping our nation create a culture of health, promote health equity to reduce health disparities, and improve the health and wellbeing of all, especially for those who experience the health system disparately due to systemic oppressions.

MNSON Chosen Name and Pronoun Statement

Class rosters and university data systems are provided to instructors with only students' legal names presented. Knowing that not all students use their legal names or identify with a gender that aligns with their sex assigned at birth, faculty members will use the name and personal pronouns you use. If you choose, you may email the faculty member directly to share your information. Additionally, if these change at any point during the semester, please let the faculty member know. For more information on how to change your name in LOCUS, please visit the Preferred Name Policy.

Overview and History of the School of Nursing

The Marcella Niehoff School of Nursing (MNSON) of Loyola University Chicago was founded in 1935 and is the oldest baccalaureate nursing program in Illinois. Since the establishment of the MNSON, more than 7000 nursing degrees have been awarded. The original focus was education of public health nurses to assume leadership roles in meeting the health needs of Chicago residents. The MNSON was the first division of the University to have women attend classes at the Lake Shore Campus (LSC). The four-year Baccalaureate of Science in Nursing (BSN) program continues to attract students for their initial university experience, while the Accelerated BSN (ABSN) program, instituted in 1992, offers a fast-track to professional nursing for those already possessing a baccalaureate degree. In 1964, a Master of Science in Nursing (MSN) program was initiated to prepare expert clinicians. Currently the MSN program provides graduate education in Nursing & Healthcare Administration. Beginning in the Fall 2009 semester, the first Doctor of Nursing Practice (DNP) degree program was initiated. At present, there are 12 DNP programs comprised of eight Nurse Practitioner tracks, three Clinical Nurse Specialist (CNS) tracks, and one Systems Leadership track. The PhD in Nursing program was initiated in 1988 to meet the need for nurse scholars, teachers, and leaders.

Overview of the MSN Program

MSN Track

Students in the MSN program are prepared for leadership roles in Nursing and Healthcare Administration. The MSN program is a minimum of 39 semester hours. Courses are organized into the following levels: 1) Graduate Core, 2) Nursing and Healthcare Courses, and 3) Practicum Courses.

Electives

At present, the MSN program plans do not include elective courses.

Program Goal

The goal of the Master of Science in Nursing (MSN) program is to prepare nurses at the master's level who use advanced knowledge and skills to assume a leadership role in interprofessional healthcare delivery to improve health outcomes at the system, population, or individual patient levels.

Program Outcomes

At the completion of the MSN program, the graduate has the knowledge and skills to:

- Integrate scientific findings from nursing, healthcare, and biopsychosocial fields; public health sciences; and the Jesuit Catholic tradition for the continual improvement of nursing and healthcare across diverse settings.
- Function as a leader emphasizing ethical and critical decision-making, effective working relationships, and application of organizational sciences in a systems perspective, to promote safe and high-quality patient-centered care.
- Use translational science to integrate evidence into practice.
- Critically appraise healthcare technologies and information systems and incorporate data to promote optimal communication and healthcare delivery at the system and patient-care levels.
- Understand and appreciate the importance of health policies on health status and employ advocacy strategies to positively influence health care at the population level.
- As a leader or member of an interprofessional team, effectively communicate, collaborate, and consult with other health professionals to improve patient and population health outcomes.
- Working collaboratively with patients, families, and communities, utilize culturally sensitive evidence-based strategies for health promotion and disease prevention locally, nationally, and globally.
- Use expanded knowledge and change-agent skills for professional growth and the provision of indirect and direct care that enhances outcomes for individuals, populations, and systems

Professional Nursing Standards and Guidelines

- The Essentials of Master's Education in Nursing (AACN, 2021).
- The American Organization for Nurse Leaders (AONL, 2021).

Academic Advising and Program Planning

Upon admission, all students are assigned to the MSN Program Director with whom they are to consult for the duration of the program. The Program Director also serves as the MSN Academic Advisor. The student confers with their Program Director to create a program plan in the LOCUS Planner.

Course Sequencing

The student confers with their Program Director to create a program plan, using the LOCUS Planner, for completion of required course work. Sequencing requires that some courses be taken in a specific order. Any deviation from the course sequences listed below must be negotiated with the Program Director. Unapproved deviations may result in delayed program completion.

Role of the MSN Program Director

- The primary responsibility of the Program Director is to provide direct oversight of the educational components included in the student's completion of the MSN program.
- Following admission to the program, a program plan is created for each student, using the LOCUS Planner. Program plan changes are made by the Program Director. Students are not permitted to make program plan changes without the Program Director's approval.
- The Program Director monitors the academic progress of the student through the program and is available to the student for guidance as needed.
- The Program Director assists the student who encounters problems that interfere with successful progression in the academic program and makes appropriate decisions that will facilitate academic progression. This may include recommending a leave of absence (LOA), reducing course load, etc.
- The Program Director determines the student's progression in the program and course sequencing.

Role of the MSN Student

- The student is responsible for contacting their Program Director to make any needed changes in her/his/their program of study.
- The student is responsible for notifying the Program Director when they:
  - Requests and then completes a grade of Incomplete.
  - Needs to change the program plan of study.
  - Needs to withdraw from or add a course in the current semester.
  - Needs to request a leave of absence (LOA).
  - The student is responsible for identifying an appropriate faculty member to serve as Comprehensive Exam Faculty Director, and to collaborate with this Director during all phases of the Comprehensive Exam process.
  - The student holds responsibility for knowing all policies in this student handbook.

Academic Grievance Procedure

The Marcella Niehoff School of Nursing (the "MNSON") has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Grievance Procedure (p. 1914) and the University's Graduate School Academic Grievance Procedure (p. 2029). This process is meant to supplement, and may not supersede, any portion of the University or Graduate School Academic Grievance Procedures.

The MNSON Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any MNSON student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is:
   a. Based partially or entirely on criteria other than the student's performance in the course; or
   b. Based on standards different from those standards of grading applied to other students registered in the same course; or
   c. Based on a substantial departure from the announced grading standards for the course.

Pre-Hearing and Hearing Procedures within the MNSON

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student's concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program.
2. If the attempt(s) to resolve the dispute (described in #1 above) fails, the student may submit a written request for an academic grievance hearing to the student's Program Director. If the student's Program Director is also the instructor, the written request would go directly to the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program. This request must be submitted within 1 month after the beginning of the following semester. The student's written request must:
   a. Specify the nature of the dispute; and
   b. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies); and
   c. Describe the attempts made to resolve the matter; and
   d. Attach all relevant information or documentation to support the grievance.
3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Dean will then constitute a hearing committee composed of a Chairperson and four faculty members ("Hearing Committee") to review the evidence of academic dishonesty

and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.

4. For instances of grade disputes, and upon receipt of the written request, the Program Director will ensure completeness of the above requirements (#2 a-d) and forward the request to the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program. Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the MNSON's Academic Grievance Process, or the written request fails to allege any of the necessary criteria for a disputed grade to be changed. In such instances, the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.
5. If the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Committee. Every effort shall be made to appoint faculty to the Hearing Committee who are not familiar with the student. It is recommended that the Hearing Committee members be familiar with the course outcomes and expectations that are the subject of the grievance.
6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student's name, written request for a grievance hearing, information identifying the charge of academic dishonesty and related information submitted by the student in #2 a-d above, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney. No individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will be notified of their right to present witnesses at the hearing. If this notice is not provided at least 3 days prior to the hearing, or a party is unavailable to attend, the hearing will be re-scheduled.
7. Pre-Hearing Preparation:
    a. Responsibilities of the student: At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:
        i. The documentation identified in #2 a-d above
        ii. The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.
    b. Responsibilities of the faculty member(s): At least three business days prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:
        i. A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.
        ii. Documentation and relevant information pertaining to the student's performance in the course or clinical learning experience or related to the allegation of the student's academic dishonesty.
        iii. The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.
    c. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.
8. The hearing will include: the student, involved faculty member(s), and designated representatives of the University community who will assist in presenting an individual's case. Witnesses are typically excused from the hearing, except when their statements are needed. The hearing will be private and all persons present at the hearing will consider all information presented to be confidential. Individuals appearing before the Hearing Committee have the responsibility of presenting truthful information. The Hearing Committee, in reaching its decision, will evaluate the credibility of the parties and any witnesses. The student and involved faculty member(s) may make an opening statement. Presentation of evidence will only be made during the hearing. During the hearing, the Hearing Committee members may address questions to any party or witness. Both the involved faculty member(s) and the student may present materials described in item #6 above (or as included with the student's request for grievance hearing) before the Hearing Committee and in the presence of the other party. The conduct of the hearing is informal, and the Hearing Committee is not bound by rules of evidence or court procedures. Matters of procedure will be decided by the Chairperson of the Hearing Committee.
9. Within three business days of the hearing, the Hearing Committee will render a decision.
10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee's findings and decision, in writing, to the student, faculty member(s) involved, Program Director, and Dean. E-mail is permitted.
11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student's petition, the faculty member submits a grade-change request consistent with the Hearing Committee's findings. If the Hearing Committee finds that the student's petition is without merit, the grade shall remain unchanged.
12. If a student is grieving a grade associated with a clinical experience, and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the Undergraduate BSN Program. Notwithstanding this decision, the Hearing Committee and/or the Assistant Dean may require an independent re-evaluation of the student's performance (knowledge, skills, or behavior).
13. If it is judged by the Hearing Committee or the Assistant Dean that an independent reevaluation of the student's performance is warranted, the Assistant Dean will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Committee and the Assistant Dean for a final determination of the course grade.

Appeals Process

The procedure for an appeal of a Hearing Committee decision varies depending on whether the student is enrolled in a program in the MNSON or if the student is enrolled in a degree program housed in the Graduate School.

1. Students enrolled in a program in the MNSON have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee's decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Senior Academic Officer upon recommendation of the Dean).
2. Students in the MNSON enrolled in degree programs housed in the Graduate School may appeal the MNSON's Hearing Committee decision by requesting a Graduate School hearing in accordance with the Graduate School's Academic Grievance Procedure (p. 2029). The request must be made to the Graduate School Dean within 30 days of the decision by the Hearing Committee and must specify the nature of the grievance and prior attempts to resolve the matter. A party may appeal the decision of the Graduate School hearing board to the Graduate School Dean in writing within 30 days of notification of the Graduate School hearing board's decision and must include an explanation of the basis for the appeal. The Graduate School Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the University, which may be imposed only by the Senior Academic Officer.

Access to Records/Federal Educational Rights and Privacy Act of 1974, as amended (FERPA)

In accord with the FERPA, students are allowed access to their records, files, and other data directly related to them. To obtain access, a written request must be submitted to the Assistant Dean of Graduate Clinical Programs. Please allow a two-week interval after submission of the initial request for access to records. Records and files may not be removed from the Marcella Niehoff School of Nursing.

Accessibility

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or email (SAC@luc.edu).

Clinical Experiences Information

Clinical Affiliation Agreements

An executed Clinical Affiliation agreement between Loyola University Chicago and the clinical agency is a requirement of every student's clinical practicum placement. In consultation with their Program Director, students may seek a clinical preceptor who is employed by a site not currently affiliated with Loyola University Chicago. In these cases, students complete the form titled "Information Worksheet for New Clinical Preceptors and Sites" which can be found in the Sakai site "Information for MSN and Certificate Students". Because this process can take a considerable amount of time, students must submit this completed form to their respective Program Director at least 6 months prior to the clinical rotation.

New preceptor referrals are welcomed and coordinated through the School of Nursing Graduate Clinical Team (SONGradClinical@luc.edu). Please do note that adequate time is needed to secure necessary paperwork for new sites and preceptors. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program, even when they are unfamiliar or inconvenient. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential to your professional development. Logging of clinical hours needs to occur in a timely manner and is recommended to occur weekly per student. Completion of required hours and required data fields will need to reflect the required hours to receive a passing grade for clinical content.

Dress Code and IDs

Recognizing that graduate students in our program serve as role models to staff nurses, undergraduate students, and represent the School of Nursing and the University, professional clothing and behavior is expected at all times. Professional dress regulations vary in specific clinical agencies; however, denim jeans, shorts, off the shoulder apparel, or short skirts or dresses in clinical sites are unacceptable. Body piercing other than a single earring in each ear must be removed while at the clinical agency. Students arriving at a clinical site in inappropriate clothing may be asked to leave the site.

A Loyola University Health Sciences Campus (HSC) ID badge is required for all students seeking access to the Health Sciences Campus. This can be obtained from the Parking Office, located on the first floor of the Mulcahy Building. Students interested in using the facilities at the LUC Lake Shore and/or Water Tower campuses may want to obtain a LUC ID. The LUC ID is a different card and ID number than the HDS ID. Students can obtain this ID from the Campus Card office (http://www.luc.edu/campuscard/).

Uniform Guidelines

Recognizing that graduate students in our program serve as role models to staff nurses, undergraduate students, and represent the School of Nursing and the University, professional clothing and behavior is expected at all times. Uniform guidelines for clinical experiences are as follows:

- Loyola student ID and Agency-Required ID, if applicable
- White lab coat with MNSON insignia patch on the upper left arm sleeve
- Shoes should be clean, well-polished, in good repair, and dedicated to work setting Health/State Requirements for Practicum Courses

Loyola University Chicago and MNSON are committed to fostering a safe learning environment and protecting the health and well-being of students and patients. All MSN students are required to submit documentation of health and additional requirements PRIOR to being assigned a clinical placement. These requirements are based on the Centers for Disease Control and Prevention (CDC) recommendations for healthcare providers and the health agencies' policies as well as part of the individual Clinical Affiliation Agreements between Loyola University and our clinical facilities.

CastleBranch© is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided through an orientation program scheduled before clinical practicum coursework is started.

Documentation may need to be updated and additional information may be necessary depending on clinical placement.

Students are also required to submit documentation of the required State of Illinois immunizations (https://www.luc.edu/wellness/medical/immunizations/).

All MNSON students are required to obtain an annual flu immunization. Documentation of this immunization must be uploaded to the Loyola Health App by the specified deadline each year. Please note that, for students in clinical experiences, the deadline for obtaining and submitting documentation of the flu immunization is earlier than the university deadline.

Clinical Requirements [1]

The Clinical Affiliation Agreement between the MNSON and our clinical facilities requires the following documentation of all students; forms and further information are available in Clinical Requirements link on the left side of the Sakai site "Information for MSN and Certificate Students."

- COVID vaccinations (shared clinical decision-making)
- Measles, Mumps & Rubella (MMR)
- Varicella (Chicken Pox)
- Hepatitis B
- TB Screening
- Tetanus, Diphtheria & Pertussis (Tdap)
- CPR Certification
- Physical Examination
- Health Insurance
- Influenza
- Professional License
- HIPPA Certification
- OSHA Certification
- Criminal Background Check[2]
- Urine Drug Screen
- Professional CV
- Release of Information Form

[1] Health and safety requirements are subject to change in order to maintain compliance with state and federal requirements, Center for Disease Control requirements and standards of practice.

[2] While not required for admission, you'll also need to complete a criminal background check before you can begin your clinical practicums. Please be aware the results of your background check may impact our ability to place you in a clinical/practicum setting.

Professional and Safe Behavior in the Practicum Setting

Students are expected to maintain professional behavior at all times while participating in MNSON programs and practicum. Consistent with the mission of the MNSON mission, respect for clients, faculty, staff, and student colleagues is expected. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty, preceptors and clients at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning, to withdrawal from the clinical setting, or to dismissal from the program

Communication within the Program

All faculty and staff email communication with students is conducted via the Loyola University Chicago email account; students are responsible for consistently checking email throughout the program. To re-route Loyola email, students set a preferred email address using the LUC Password Self-Service tool.

Course and Comprehensive Examinations

Course Examinations

It is expected that students will take course examinations at the scheduled time. The student should not enroll in a course if conflicts with the course schedule and/or examinations are anticipated.

Absence from scheduled examinations is not excused except in cases of a serious emergency; in those cases, the student should contact the faculty member for possible options. Students are expected to be available through the final exam week of the semester if a final examination is included in a course.

Comprehensive Examination

Students must successfully complete the Comprehensive Examination to fulfill MSN degree requirements. The comprehensive exam consists of two components: submission of a publishable paper and an oral presentation (see Appendix section). A student may only repeat the Comprehensive Examination once.

Comprehensive Examination Guidelines

All students must successfully complete the Comprehensive Examination in order to fulfill MSN degree requirements.

The comprehensive exam is made-up of two parts:

1. Submission of a paper that is of publishable quality.
   a. An acceptable scholarly paper of publishable quality is required of all MSN students. Publishable is the key word; the paper does not need to be published for the student to pass the comprehensive examination. This paper will demonstrate the student's nurse leader, theory, and academic expertise.
2. Oral presentation of the paper.
   a. Once the student has passed the written part of the comprehensive exam, an oral presentation is required. This presentation takes place at the Day of Scholarship on the Loyola University Chicago Health Sciences Campus in Maywood IL. All students must participate in the full Day of Scholarship activities, including the student presentations and the Recognition Ceremony.

** Successful completion of both the written and the oral comprehensive exam is required before the MSN degree is conferred.

** If the student has completed all course work and is completing the Comprehensive Exam during a semester when they have no further courses to take, the student must register for the course GNUR 605 for no credit in order to maintain graduate status. A fee is assessed for enrollment in GNUR 605.

** At least 80 percent of coursework must be completed in order for the student to participate in the Comprehensive Exam. Any outstanding incomplete (I) grade must be removed before the final submission of the Comprehensive Exam paper.

Comprehensive Exam Procedure

- Choosing a Paper Topic.
  - The student is encouraged to select a topic that is of interest to her/him and would add to the body of nursing knowledge.
- Choosing a Comprehensive Examination Faculty Director.
  - The Comprehensive Examination includes a two-semester process, the details of which are outlined in the "Information for MSN and Certificate Students" Sakai site. Each student must select a Comprehensive Examination Faculty Director who will work with them in the development of the paper. Students are encouraged to select a Comprehensive Examination Faculty Director who has knowledge and expertise on the topic that the student has chosen. The Comprehensive Examination Faculty Director serves in an advisory role and evaluates the final copy of the Comprehensive Examination paper as pass/fail.
  - School of Nursing faculty members serve as Comprehensive Exam Faculty Director to a limited number of students per academic year. Therefore, students are encouraged to contact their desired Comprehensive Examination Faculty Director early.
  - Comprehensive Examination Faculty Directors are full-time faculty members in the School of Nursing. In unique situations, a student can negotiate with a part-time faculty member to serve as Comprehensive Examination Faculty Co-Director. Part-time faculty Co-Directors must meet the following criteria: 1) have demonstrated expertise related to the Comprehensive Examination topic; 2) teach on a regular basis in the MSN program, 3) be approved by the Master's and Doctoral Program Committee, and 4) be assigned a full- time faculty member to oversee the Comprehensive Examination process and product. In the case of Comprehensive Examination Co-Directors, both the full and part-time faculty member signatures must appear on the Comprehensive Examination Faculty Director Agreement Form.
- Filing the Proposal.
  - Upon receiving approval for the topic of the paper from the chosen Comprehensive Examination Faculty Director, students are required to complete and submit the "Proposal for Comprehensive Exam" form, which must be signed by the Comprehensive Examination Faculty Director by the due date and time posted in Sakai. This signed submission in Sakai becomes the timed record documenting submission for the Faculty Director.
- Query Letter.
  - With the assistance of the Comprehensive Examination Faculty Director, the student is to choose a journal and submit a query letter to the editor prior to preparing the manuscript. According to the selected journal, this query letter can be sent electronically, as an email attachment, or in hard copy.
- Deadlines.
  - All deadlines for comprehensive exam submissions are posted in Sakai under the "Information for MSN and Certificate Student" Sakai site. The student should discuss deadlines with the Comprehensive Examination Faculty Director and plan a schedule for submission of the required materials.
  - Students submit two copies of their paper: an initial copy and a final copy. The initial copy of the paper and the final copy must be received by the Comprehensive Examination Faculty Director by the posted deadlines or the paper will not be reviewed.
- Initial Copy.
  - Each student is assigned to a Comps Sakai site with their Comps Faculty Advisor and Program Director, which can be seen in the Sakai menu. Using this site, students submit all required Comprehensive Exam documents, including the following: the first initial paper using TurnItIn; the final copy of the paper; the Day of Scholarship form, and the Manuscript Query Letter.
  - The initial copy of the Comprehensive Exam must be submitted by the deadline posted in Sakai. The initial copy should be very close to being a completed paper. If the student submits an incomplete initial copy, the Comprehensive Examination Faculty Director will return the paper for further work without a review.
- Final Paper
  - Students use the feedback received from the initial copy to complete their final paper. The final paper is submitted through the Comps Sakai site by the posted deadline. No exceptions or deadline extensions will be made. Failure to meet this deadline results in a delay of program completion and graduation.
  - Along with the final paper the following must also be submitted via the Comps Sakai site: the query letter that was sent to the editor and the 'Day of Scholarship' form located in Sakai.
- Student/Faculty Authorship.
  - The student will always be the first author and the solo author prior to graduation. After graduation, should the graduate choose to continue to pursue publishing with the assistance and participation of the Comprehensive Examination Faculty Director, authorship responsibilities must be negotiated and consistent with the authorship guidelines of the journal.
- Grades for the Comprehensive Exam Paper.
  - Comprehensive exams will be graded by the Comprehensive Examination Faculty Director as follows:
    - Pass: The student has met requirements for the Comprehensive Examination paper.
    - Fail: In cases where the Comprehensive Examination Faculty Director evaluates the paper as not passing, two other faculty members will independently evaluate the paper. The three evaluators will then determine a consensus regarding the outcome of the Comprehensive Examination. The Comprehensive Examination Faculty Director also has the option of bringing the paper to the Master's and Doctoral Program Committee (MDC) for evaluation. The student may attempt to pass the comprehensive exam two times.

Paper Guidelines

- The scholarly paper should demonstrate the knowledge synthesized from the entirety of the MSN program. The topic must reflect advanced practice nursing knowledge using literature reviews and research critiques as a basis.
- The format of the paper will follow the journal guidelines to which the paper will be submitted.

- General guidelines for paper format:
  - Title.
  - Abstract.
  - Introduction.
  - Topic/Issue.
    - Thorough review of current literature.
    - Thorough synthesis of recent research.
    - Citations should be not more than five years old except for the seminal works.
  - Discussion.
    - Professional issues involved.
    - Strategies to address the issues.
  - Summary/Conclusion.

**These guidelines may be modified with consent of the Faculty Director, according to the format of the journal selected or the particular topic being addressed.

**Page limit should be approximately 15 to 25 pages, not including appendices, references, and title page. Although many journals may limit the submission to 12 to 15 pages, this may not be sufficient to meet the requirements for passing the comprehensive exam.

Evaluation Using the Following Criteria

- Form.
  - Format - margins, spacing, abbreviations, pagination, footnotes, quotations, and other details should be consistent with APA (latest edition) or the format of the journal to which the student chooses to submit. References are appropriate and written correctly.
  - Grammar - appropriate professional terminology, complete sentence structure, congruent verb tenses, proper punctuation, correct spelling, and clarity.
  - Idea Development - the degree of discussion devoted to the specific sections of the paper is appropriate (i.e., introduction, topic/issue, discussion, conclusion.).
  - Organization - the paper is organized so that it flows logically from the introduction to the summary. Headings and subheadings are included throughout the paper; the internal organization of the paper must be consistent with sections as listed.
  - Appearance - double spaced, typed, and neat.
- Resources.
  - Journal Articles - students may be asked to provide a copy of each journal article cited in the paper. These copies will not be returned to the student.
  - Diversity of Resources - a variety of pertinent nursing, psychiatric, allied health, and other literature must be included. Personal interviews must be noted as to the qualifications of the person(s) interviewed and must be appropriate and experts on the topics. Interviewees and/or references must be recognized by faculty as acceptable.
  - Internet References - Internet references should be kept to a minimum within the paper and come from a scholarly, peer-reviewed, reputable cite (i.e., CDC, NIH, etc.). Personal web pages and product cites (i.e., Lilly, Cook Care, etc.) are not allowed.
  - Current - no literature over five years old is used unless it is a "classic," i.e., original work upon which other concepts, theories, etc. are based (i.e., Selye's Stress of Life).
  - Adequacy - a minimum of 20 references are recommended for the comprehensive exam.
- Content.
  - Title - clear, concise, and descriptive; clearly delineates the intent of the paper.
  - Abstract - specific, representative of the manuscript, and in the correct format.
  - Introduction - defines specific topic precisely enough to allow in-depth coverage, explains rationale for selecting the topic (including its applicability to advanced practice), and delineates subject areas to be discussed in the paper.
  - Topic/Issue.
    - Citations should be less than five years old, except when citing classics or historical information. Objectively provides precise information pertinent to subject area under discussion. Literary review provides background information necessary to understand the problem under discussion. Review includes enough data and discusses a full and sufficient variety of view-points to validate the conclusion. Nursing and related literature must be included and are current and timely. Tables and figures compliment the text.
    - Inclusion and discussion of relevant research as it pertains to the topic. The student is expected to place an emphasis on articles that report on evidence- based practice. The synthesis and interpretation of research is accurate.
  - Discussion.
    - Presents a clear, concise analysis of the problem as it relates to advanced practice by synthesizing clinical experiences, personal experiences, didactic content, etc.
    - Demonstrates knowledge and understanding of the topic under discussion by realistically identifying implications for action related to client, self, nursing, and other professionals. Identifies strategies for change, professional issues involved, and strategies to address the issues.
  - Summary/Conclusion - presents a concise and accurate condensation of relevant elements from both resource data and discussion segments of the paper. Itemized major suggestion, changes, and recommendations from the rationale for the paper and as inferred by the body of the paper.
- Originality.
  - The information is fresh, new, timely, and useful to the reader. The student presents the material in a creative and useful manner.

Criteria for the Comprehensive Exam Oral Presentation

- Overall Guidelines. Students are required to attend the Recognition Ceremony, which immediately follows the oral presentations.
  - The presentation must be done using PowerPoint.
    - The student is required to review the PowerPoint presentation with the Faculty Director prior to the oral presentation.
    - The student must bring her/his/their presentation on a USB flash drive that will be loaded into a computer.
    - The projector for the presentation will be supplied.
  - Format for Presentation.
    - The paper presentation is limited to 10 minutes, followed by up to ten minutes for discussion with the audience. The following is the recommended format; this format may be adapted to fit the topic. On slides 2-7, include a text box with citations including the author(s) and year of publication.
    - Slide 1.

- Title of paper.
- Journal queried.
- Student name and program track.
- Name of director of comprehensive examination.

- Slide 2.
  - Introduction and significance.
    - Why this topic was chosen.
    - Why this topic is important.
- Slides 3-7.
  - Summary of key points.
    - What is known about this topic?
    - What remains unknown about this topic.
    - Conclusions/recommendations for future action.
- Slide 8.
  - Implications for advanced practice.
- Slide 9.
  - Selected references
- Slide 10.
  - Acknowledgements.

- Conduct of Presenter.
  - The student may not leave the room during the presentations. This is discourteous to the other presenters.
  - The student's attire must be business professional.
- Guests.
  - Students are encouraged to invite family, friends, and colleagues. However, due to room size constraints, each student should limit the number of invitees to six.

Course Evaluations

At the end of every semester, students are provided with the opportunity, entrusted with the responsibility, and strongly encouraged to evaluate each course and each faculty member. Students are informed of the evaluation procedure before the end of the semester.

Deferred Matriculation

Accepted students who wish to defer matriculation to a subsequent term must receive approval from the Assistant Dean of Graduate Clinical Programs. Admitted students may request deferral for one year. If the student does not enroll after one year, they must re-apply to the program. If approval is granted, the student will enter the MSN program under the program requirements for the term of matriculation, rather than the initial terms of acceptance.

Degree Conferral and Graduation

The conferral of the MSN degree occurs after an audit confirms the following:

1. the student has completed all MSN coursework with acceptable grades;
2. the student has met all MSN degree requirements within the required time limit;
3. the student has completed and passed the MSN Comprehensive Examination; and
4. all financial indebtedness and other obligations to the University (e.g., closure of IRB protocol) have been satisfied.

The MSN degree is conferred following each semester on a date specified by Loyola University Chicago and is noted on the student's official transcript. Prior to that date, a student cannot claim the MSN credential. Additionally, the MNSON does not endorse the use of (c) at any time during program matriculation [e.g., MSN (c)] to represent candidacy for the degree.

The process of MSN degree conferral is different than the application for graduation, and participation in, the Loyola University Chicago graduation ceremony. All students must apply for graduation in LOCUS, regardless of the semester in which they complete the MSN program, and regardless of their intent to participate in the ceremony.

Deadlines for graduation application are posted on the Loyola University Chicago website (http://www.luc.edu/regrec/graduation_diplomas.shtml/). If a student applies for graduation but does not complete the MSN degree requirements by the end of the intended graduation semester, that student must submit a new graduation application. The Loyola University Chicago graduation ceremony is held once each year, in May, at the Lakeshore Campus. Those students who have earned a GPA of 3.85 or higher are provided with an Honor Cord to be worn at the graduation ceremony.

Checklist for Program Completion and Graduation

- In the semester prior to the one in which the last course is being taken, meet with your Program Director to ensure that all course requirements have been met and that all "I" grades have been removed.
- All students must apply for graduation within LOCUS. The graduation application deadlines are:
  - Fall graduation: August 1
  - Spring graduation: December 1
  - Summer graduation: February 1
- Ensure that all outstanding fees/bills are paid and library books returned or official transcripts and diploma will not be issued.

Formal Complaint Policy by Student

A formal complaint is defined by Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON") as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the MNSON.

Formal complaints may originate within the MNSON, or through a mechanism external to the MNSON, such as a University grievance process or the EthicsLine Reporting Hotline.

The MNSON adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

General Guidelines

- Student Complaints Related to Academic Issues.
  - Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the MNSON's Academic Grievance and Appeals Process. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. Students enrolled in degree programs housed in the Graduate School whose disputes are related to course grades, accusations of academic dishonesty, or dismissal from

a program, are not resolved after a hearing within the MNSON may continue the academic grievance process in accordance with the Graduate School's Academic Grievance Procedure (p. 2029).
    - Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University's General Academic Appeals (p. 1919) process.
    - Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals (p. 1919) process.
- Student Complaints Related to Non-Academic Issues.
    - The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the MNSON with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online (https://www.luc.edu/ethicsline/).
    - Questions regarding Title IX may also be referred to the University's Title IX Coordinator, Timothy Love, Executive Director for Equity & Compliance, via email (tlove@luc.edu) or at (773) 508-7766. For more information please visit the Office for Equity and Compliance, Title IX webpage (https://www.luc.edu/equity/titleixequitylaws/titleix/).
    - Questions regarding Title VI of the Civil Rights Act of 1964 ("Title VI") may also be referred to the Office for Equity and Compliance via email (equity@luc.edu) or at 773.508.7766. For more information please visit the Office for Equity and Compliance, Title VI webpage (https://www.luc.edu/equity/titleixequitylaws/titlevi/).
    - Questions regarding Section 504 of the Rehabilitation Act of 1973 ("Section 504") may also be referred to Timothy Love, Executive Director for Equity & Compliance, via email (tlove@luc.edu) or at (773) 508-7766. For more information please visit the Office for Equity and Compliance, ADA and Section 504 webpage (https://www.luc.edu/equity/titleixequitylaws/ada504/).
- Complaint Referral.
    - University administrators may refer certain formal complaints from MNSON students, including complaints made through the EthicsLine Reporting Hotline, to the MNSON Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the MNSON to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non-biased manner.
- Complaints Received through the EthicsLine Reporting Hotline.
    - The EthicsLine Reporting Hotline exists as a means for University faculty, staff, students, administrators or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online (https://www.luc.edu/ethicsline/) or by dialing 855-603-6988.
    - As explained at the EthicsLine webpage (https://www.luc.edu/ethicsline/):
        - The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
        - The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.
    - All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University's EthicsLine Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.
    - Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students

Exemplary behavior of students in Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON"), consistent with the standards of the nursing and health professions, is expected at all times. Students in the MNSON are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to the nursing and health professions. Professional conduct by the student facilitates learning opportunities and

fosters good working relationships within the MNSON and between the MNSON and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the MNSON may originate from faculty, staff, other students, or from outside the University, such as a clinical site.

Issues of unprofessional behavior or conduct that occur during a clinical learning experience are addressed through the evaluation of student performance in the course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the MNSON Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Handbooks.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside a clinical learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student's degree program.
3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program.
4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program with jurisdiction over the degree program in which the student is enrolled.
5. The Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
7. If the unprofessional behavior or conduct continues, the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
8. If the unprofessional behavior or conduct continues, the Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program will either withdraw the student form a course or make a recommendation for dismissal from the academic program.
9. If the student is withdrawn from the course, the student will receive a W or WF for the course depending on the time the decision is made.
10. The Assistant Dean of Graduate Clinical Programs or the Assistant Dean of the BSN Program may submit to the Senior Associate Dean for Academic Affairs a recommendation for the student's dismissal from the academic program, after the verbal and written warning steps are completed, if the unprofessional behavior or conduct continues. The Senior Associate Dean for Academic Affairs may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see #12 below).
11. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University's policy on General Academic Appeals (p. 1919). The appeal will be reviewed and considered by the MNSON Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal.
12. In cases where a student's expulsion from the University for Unprofessional Behavior and conduct is considered, the Senior Associate Dean for Academic Affairs forwards all relevant.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University - a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team online (https://www.luc.edu/hr/biasreporting.shtml/).

Funding and Financial Aid Information

Office of Student Financial Assistance

The Office of Student Financial Assistance houses resources and references about financial aid for students, at the Lake Shore and Water Tower campuses.

Office of Student Financial Assistance (http://www.luc.edu/finaid/graduate.shtml/) | Email (lufinaid@luc.edu) | 773.508.7704

In order to determine eligibility for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). If a student receives federal loans they must be enrolled at least half- time. A graduate student must be enrolled in at least 4 graduate semester hours in the fall and spring semester and at least 2 semester hours in the summer semester to be considered half-time. Full-time enrollment is defined as 8 graduate semester hours in the fall and spring semester and 6 semester hours in the summer semester. However, when students enroll in clinical practicum courses, they are classified as full-time status.

Tuition and Fees

Information on current tuition and fees is available each semester on the Loyola University Chicago Bursar Office website. It is the student's responsibility to be aware of the University's policy on tuition and fees.

For more information about the Office of the Bursar, visit their website (https://www.luc.edu/bursar/) or call 773.508.7705.

Tuition Term Payment Plans

The University offers students tuition payment plan options. Information about tuition payment options is available through the Bursar's Office (https://www.luc.edu/bursar/payment.shtml/).

General Information

Loyola's Universal ID (UVID)

Students receive a student logon ID and password from the Graduate Enrollment Management office following admission to the Master's and certificate programs. This ID is necessary to register for courses in LOCUS, access student email, and log-in to Sakai. Students encountering problems with registration involving logon should contact the HelpDesk (ITSServiceDesk@luc.edu) at 773-508-7190.

Change of Personal Information

It is the responsibility of the student to change her/his/their name, address, phone number, or any other pertinent information in the LOCUS (https://locus.luc.edu) system. Failure to comply with this requirement may result in returned mail or email, thereby causing the student to miss valuable announcements or information.

Computer Lab

Computers and media-assisted learning available for student use are located in the Information Commons on the first floor of the School of Nursing building on the Health System Campus (708-216- 9101).

Information Technology Services

Assistance for students can be found online (https://www.luc.edu/its/services/technologyroadmap/newstudents/).

Parking

Parking is limited on all campuses, and public transportation is encouraged. Parking and traffic regulations are enforced by the issuance of traffic citations that provide for a fine. A car in violation may be towed when circumstances warrant such action. For further parking information, contact:

- Health System Campus - 708-216-9092
- Lake Shore Campus - 773-508-7036
- Water Tower Campus - 312-915-6698

Security

The Security Department strives to maintain a safe environment on the various campuses of the University, 24 hours a day, and seven days a week. Escort service is available on the Health Sciences and Lake Shore campuses. Students should report any suspicious or hazardous conditions on or near campus to the Security Department.

- Health System Campus: 708-216-9077
- Lake Shore Campus: 773-508-6039

School Address and Contact

Marcella Niehoff School of Nursing

2160 South First Avenue, Maywood, IL 60153

Phone: 708-216-9101, Fax: 708-216-9555

Grades and Academic Policies

Academic Integrity

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students at Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students, and staff, that demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is the failure to apply this ethic, (i.e., any action whereby faculty, student, or staff misrepresents the ownership of academic work submitted in her or his own name).

Academic dishonesty can take several forms, including, but not limited to, cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the instructor.
- Providing information to another student during an examination.
- Obtaining information from another student or any other person during an examination.
- Using any material or equipment during an examination without consent of the instructor or in a manner not authorized by the instructor.
- Attempting to change answers after an examination has been submitted.
- Removing examinations from the classroom.
- Unauthorized collaboration, or the use, in whole or part, of another student's work, on homework, lab reports, programming assignments, and any other course work that is completed outside of the classroom.
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines.

- Using Artificial Intelligence (AI) assisted technology in the classroom or for assignments, quizzes, tests, papers, or any other deliverable, unless specifically authorized to do so by the course faculty.
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources and includes the following:

- Submitting as one's own material copied from a published source, such as print, internet, CD- ROM, audio, video, etc.
- Submitting as one's own, another person's unpublished work or examination material.
- Allowing another or paying another to write or research a paper for one's own benefit.
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of both personal and professional courtesy as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. Generally speaking, student papers are submitted to TurnItIn®, a plagiarism detection software program accessed via the Sakai course management system.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

In all cases of joint authorship, individuals working together should previously establish the criteria for co-authorship. Final determination of authorship should reflect effort and contribution and not rank or status.

Lectures and course materials, including PowerPoint presentations, tests, study guides, outlines, and similar materials, are protected by U.S. copyright law and by LUC policy (https://www.luc.edu/copyright/use.shtml/). Faculty are the owners of the copyright in those materials that they create. Students may take notes and make copies of course materials for their own use. They may also share those materials with another student who is registered and enrolled in the same course during the same semester.

Students may not reproduce, distribute, or display (for example, posting or uploading to a website, such as CourseHero) any lecture notes, study guides, exams/quizzes, assignments, papers, recordings or any other course materials in any other way without the faculty's express written consent. Students who do so are in violation of Academic Integrity standards.

Academic Integrity Violations

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "0" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Assistant Dean of Graduate Clinical Programs.

The Assistant Dean of Graduate Clinical Programs may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the academic Dean of the student's college may convene a hearing board.

Students have the right to appeal the decision of the hearing board to the academic Dean of the college in which they are enrolled. The decision of the Dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost, upon recommendation of the Dean. Students have a right to appeal any finding of academic dishonesty against them. The Academic Grievance Procedure may be found in the Appendix.

The MNSON and the university maintain a record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver that releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Academic Grievance Procedure

Students, faculty, and administrators are strongly encouraged to discuss informally and resolve problems they encounter in the academic process. Irresolvable issues or violations of the institution's ethical standards may require the implementation of the grievance procedure. The Academic Grievance Procedure can be found in the Appendix. Steps in this process must be followed.

Grades

The grading standard for each course is published in the course syllabus, provided to students at the beginning of the academic semester. Students are expected to maintain a cumulative grade point average of not less than (3.0 GPA). No grades of D or F are counted as fulfilling program requirements. These grades, however, will be calculated in the grade point average. If a student earns a grade of D or F in a required course, that course must be repeated. No student is permitted to graduate from the MSN program with lower than a 3.0 cumulative GPA. MSN students must successfully complete the Master's Comprehensive Examination for the degree to be conferred.

Grading Scale

The standardized grading scale for the MSN program are as follows:

Grade	Grade Points
A	94-100
A-	92-93
B+	89-91
B	86-88
B-	84-85

C+	80-83
C	77-79
C-	75-76
D+	72-74
D	69-71
F	68 and below
I	Incomplete
W	Withdrawal
P	Credit/Pass
NP	No Credit/No Pass
AU	Audit

B- Grades

Students must maintain an overall GPA of 3.0 to remain in good standing.

Each program track has identified the following courses as covering essential material for role and population courses, and students must receive a B- grade or higher in order to continue in the program. If a student receives lower than a B- grade in any of the following courses, the course must be repeated. Furthermore, if a student repeats the course and earns a grade lower than B-, the student will be dismissed from that program.

If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), only one additional attempt may be made to successfully pass that course.

Core Courses Requiring a B- or Better for all MSN Students

- Each clinical course

Incomplete Grades

Students are expected to complete course assignments by the final date of the semester. However, extenuating circumstances may require that students request an extension in the form of a grade of Incomplete ("I"). Students are encouraged to avoid the use of "I" grades if at all possible. The student must submit a written request for an "I" to the course professor prior to the end of the semester in which the class is being taken; this form must be signed by both parties (see Form in Sakai site "Information for MSN and Certificate Students"). Unless the "I" has been negotiated prior to the end of the course, the professor will assign a grade based on the course work completed by the last day of class. The negotiation for the "I" grade must include the length of time in which the outstanding work will be done. The completion date, as negotiated, is considered a contract. If the student does not fulfill the contract, a grade of "F" will be recorded on their transcript. The maximum time to clear the "I" is one semester, excluding the summer semester. If the course for which the student is requesting a grade of "I" is a prerequisite for another course, the student may not register for the succeeding course until the "I" is replaced with an evaluative grade. If a student has two or more "I" grades, progression to the next semester must be negotiated with the Assistant Dean of Graduate Clinical Programs.

Pass/Fail Grades

The MNSON does not issue Pass/Fail grades for any graduate lecture course.

Probationary Status

Students who have been admitted to the program on strict academic probation receive specific instructions regarding coursework and required grades in the letter of admission.

All students must have a cumulative GPA of 3.0 or better in order to graduate. If a student's cumulative GPA drops below 3.0 at any time during the program of studies, the student is placed on academic probation. In that case, the student is expected to raise their GPA to the required level of 3.0 or higher in the next two consecutive terms in which they is registered for classes or upon completion of nine semester hours, whichever comes first. A student may be placed on academic probation only once. The student will be dismissed if the GPA drops below 3.0 a second time. Additionally, students on academic probation may not enroll in a clinical course.

Health Insurance Coverage

Students are expected to maintain adequate health, accident, and hospitalization insurance coverage, either through an insurance agent of the student's choice or through Loyola University Chicago.

Information on the Loyola-sponsored student health insurance plan may be obtained from the Bursar's Office (https://www.luc.edu/bursar/insurance.shtml/). Evidence of health insurance must be presented before entry into the clinical courses.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

"information, including demographic data, that relates to the individual's past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual" (Citation (https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/?language=en))

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student's school or college of Loyola University Chicago.

Health Sciences Campus Ministry

The Office of University Ministry has a three-fold mission that focuses on the members of the Loyola University Chicago Health Sciences Campus. Inspired by Ignatian values and the practical spirituality of finding God in all things we work towards:

- Shaping Community: Through educational programs and events; prayer and worship; hospitality and outreach; social activities and attention to the needs of the individual we build a welcoming and inclusive community for students, staff and faculty.
- Seeking Faith: We journey with the people who teach, learn and work at the Health Sciences Division by providing spiritual formation and faith development while facilitating individual and communal prayer. True to our experience of the Gospel, we welcome and engage individuals regardless of their faith background or tradition to grow into becoming men and women for others.
- Serving Broadly: By embracing a worldview that is both local and global we facilitate and sponsor opportunities for members of the Health Sciences Division to work with underserved communities in the greater Chicago area and beyond.

For more information about the HSD Ministry, visit their website (https://hsd.luc.edu/ministry/) or call 708-216-3245.

Intellectual Capital

Each and every student is the owner of their own intellectual capital. However, the relationship between a student and their faculty member can have an enriching effect on the intellectual capital of both individuals. For those times that a faculty member and student collaborate on research, projects, articles for publications, videos, and other forms of communication of this intellectual capital, it is in the student's best interest to clearly negotiate with the faculty member or other student colleague (if that be the partnership) the nuances of such matters as who is principal director/investigator of a project or research study, who is first author on a publication, etc. In addition, students who produce exemplary work are often asked by faculty whether they would be willing to make their work available to other students as exemplars for their learning. Faculty obtain written documentation regarding a student's agreement to share their intellectual capital.

Leave of Absence

It is expected that a student will maintain continual registration in the University from the time of initial matriculation up to completion of the program. If this is not possible, a leave of absence (LOA) must be requested. A LOA should be requested prior to the anticipated date of the leave. Failure to request a LOA will mean that those semesters in which the student does not take courses will be included in the time limit (five years) set for completion of the program.

Students request the LOA for all semesters where they would be enrolled in courses, according to their program plan, including summer semesters. However, summer semesters do not count in the limit of four terms of LOA time (see below).

Students may request a leave of absence that is not to exceed two academic years (four terms, not including summer semesters) consecutively or interspersed throughout the program. Accruing more than two years of LOA will result in automatic dismissal from the program. Students must complete a Request for a Leave of Absence form (see Form in Sakai site "Information for MSN and Certificate Students"); the form is provided to the Assistant Dean of Graduate Clinical Programs for approval.

Library Services

The Loyola Health Sciences Library has a large array of resources for students to use during program of study. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Health Sciences Library librarians and staff are present to serve patrons in-person, by phone, by chat, email, and Zoom from 8:30 am to 5:00 pm, Monday through Friday.

A staff member is present at HSL's Service Desk between 10:00 am and 3:00 pm, Monday - Friday. Services of the Health Sciences Library are described on their website (https://hsl.luc.edu/home/).

Students in the MSN program have access to all university library services.

Professional Behavior and Conduct

Students are expected to maintain professional behavior at all times while participating in the School of Nursing programs. Consistent with the mission and values of the MNSON respect for clients, faculty, staff, and student colleagues is expected. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning, to withdrawal from the theory course or clinical setting, or to dismissal from the program. See the general guidelines for this policy in the appendix under Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students.

Professional Liability Insurance

Loyola University Chicago insures graduate students in their student role when the student is registered and enrolled in a supervised practicum course. However, a student may choose to purchase additional malpractice insurance if they wish to have independent coverage.

Registration

Registration is completed through LOCUS (https://locus.luc.edu) (Loyola's Online Connection to University Services). LOCUS is a web-based, self-service system that enables students to access information and services online. Students consult LOCUS for class offerings by semester.

Continuous Registration

All students are required to register during the regular academic year, and according to their program plan, until all degree requirements are met, unless they have received an approved leave of absence.

Students who have completed all course work and are preparing for comprehensive examinations are to register for GNUR 605 Master's Study.

Representation on School of Nursing Committees

Each academic year, graduate student representatives are needed for various campus committees and/or organizations. Students may submit their names to their Program Director to be considered for committee appointments.

Student Accessibility Center (SAC)

The Student Accessibility Center (SAC) supports students with disabilities by fostering equitable access to all aspects of student life at Loyola University Chicago. In alignment with Loyola's Jesuit mission and the value of Cura Personalis—care for the whole person—SAC partners with students, faculty, and campus offices to remove barriers and support academic, personal, and professional success. Loyola University Chicago provides reasonable academic and student life accommodations for students with disabilities. Students interested in receiving academic accommodations related to a disability or other health condition are invited to register with the Student Accessibility Center (SAC) online (https://www.luc.edu/sac/applywithsac/). Students may register with the SAC at any point in their academic career, however the SAC encourages students to register as early as possible to reduce delay in delivery of accommodations. This is especially important for students needing accommodations in clinical or laboratory settings, which may require additional coordination. Once registered, the student, SAC, and faculty will engage in an interactive process to determine how accommodations will be applied in each course. SAC staff work one-on-one with students to review documentation, determine reasonable accommodations, and support self-advocacy. Accommodations are not retroactive and must be renewed each semester through SAC's formal process. Students are encouraged to meet with each professor individually to discuss how accommodations will be implemented in their course. All information is handled with confidentiality. Students with disabilities who are seeking accommodations relating to clinical experiences are strongly encouraged to complete registration with the university's Student Accessibility Center (SAC) well before the priority deadlines listed below for each semester to discuss possible accommodations. This helps ensure enough time to review requests and coordinate reasonable accommodations in collaboration with the Marcella Niehoff School of Nursing and, when necessary, clinical sites. Accommodations for clinical experiences requests received after a priority deadline may not be able to be implemented for the upcoming semester due to the time required for review and coordination with clinical partners. Fall: June 1st Spring: November 1st Summer: March 1st Audio Recording of Lectures In some classes, students with approved accommodations may use audio-recording software to ensure equal access. These recordings are for personal study use only. They may not be shared, distributed, or used against faculty, lecturers, or classmates. All recordings must be deleted at the end of the semester. Contact SAC • Website (https://www.luc.edu/sac/) & Registration (https://www.luc.edu/sac/applywithsac/) • Email (SAC@luc.edu) • Phone: 773-508-3700

Support Services

MSN students have access to the services of the Loyola University Chicago Writing Center (https://www.luc.edu/writing/). Additional academic support services available to students in the MSN program can be obtained by contacting the Assistant Dean for Student Affairs, or the Assistant Dean for Graduate Clinical Programs.

Time Limits for Completing Required Course Work

Students must complete all MSN degree requirements within five years of beginning the first course at Loyola University Chicago. A student may request an extension of time for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons). A student requesting an extension completes an Extension of Time Limit for Completion of Degree Requirements form to the Assistant Dean of Graduate Clinical Programs (see Form in Sakai site "Information for MSN and Certificate Students"). If an extension is approved, an official letter is sent to the student from the Assistant Dean of Graduate Clinical Programs. Extensions are ordinarily limited in duration to one full academic year.

Transcripts

Students obtain official academic transcripts from the Office of Registration and Records (https://www.luc.edu/regrec/). Students may request official transcripts through LOCUS (https://locus.luc.edu) and obtain unofficial transcripts through LOCUS on Loyola's website.

Transfer Courses to the MSN Program

Students may apply for acceptance of transfer course credit during the first semester of the MSN program. The School of Nursing's decision regarding approval of hours for transfer credit is based on the grade earned in the course; the time interval since the completion of the course; and the applicability of the course to the student's current program of study at Loyola University Chicago.

Only those courses for which the student received a grade of B- or better will be considered for transfer credit, and clinical courses cannot be considered for transfer credit. Standards of recency apply: courses completed within the past 5 years can be considered for transfer credit. In cases where the time interval between prior course work and matriculation in the School of Nursing is longer than 5 years, consideration of transfer credit requires confirmation that the content of the course meets the current standards of the field. A syllabus including the course description and course outcomes must be submitted for any course to be considered for transfer credit. For probation and graduation purposes, transfer credit is not computed in the cumulative Grade Point Average. Acceptance of transfer course credit includes the completion of the School of Nursing 'Transfer Credit Form' that becomes part of the student's permanent academic record.

Students may request to have nine credits from an outside accredited university to be applied to the MSN degree prior to matriculation. Additional transfer credits may be granted with the approval of the student's Program Director and the Assistant Dean of Graduate Clinical Programs.

Once the student has started course work in the program, courses leading to the MSN must be taken at Loyola University Chicago unless special approval is granted by the Assistant Dean of Graduate Clinical Programs.

Wellness Services

All Loyola University students have access to the Wellness Center services. The array of services provided through the Wellness Center are detailed on the website (https://www.luc.edu/wellness/). MSN students may access Wellness Center services at any location (Lake Shore Campus, Water Tower Campus, or Health Sciences Campus) or through electronic means.

Withdrawal from Courses

Once the term has begun and a student wishes to withdraw from a course, they inform the course faculty, Program Director, and the Assistant Dean, Graduate Clinical programs. Students withdrawing from class will be assessed tuition based on the "Complete Withdrawal and Schedule Change Calendar" as noted on the University calendar. If a student withdraws from a course before the first published withdrawal

deadline, their transcript will show no record of the course. If the student withdraws after the first withdrawal deadline, but before the final withdrawal deadline, her/his/their transcript will show a W for the course. If the student withdraws after the University's final withdrawal, a grade will be issued for the course, based on the work completed in the course. No course requirements are waived for students who do not withdraw from a course by the final withdrawal deadline. Students are responsible for consulting the University academic calendar to determine withdrawal deadline dates. A student may withdraw from the same course only once. The second withdrawal will result in dismissal from the program. If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), only one additional attempt may be made to successfully pass that course.

PhD Academic Policies

History and Overview of the School of Nursing

The Marcella Niehoff School of Nursing of Loyola University Chicago was founded in 1935 and is the oldest collegiate nursing program in Illinois. Since the establishment of the School of Nursing (SON), more than 7,000 nursing degrees have been awarded. The original focus was education of public health nurses to assume leadership roles in meeting the health needs of Chicago residents. The SON was the first division of the University to have women attend classes at the Lake Shore Campus (LSC). The four-year Baccalaureate of Science in Nursing (BSN) program continues to attract students for their initial university experience, while the Accelerated BSN (ABSN) program, instituted in 1992, offers a fast-track to professional nursing for those already possessing a baccalaureate degree. In 1964, a Master of Science in Nursing (MSN) program was initiated to prepare expert clinicians. Currently the MSN program provides graduate education in nursing and healthcare administration. Beginning in the Fall 2009 semester, the SON initiated a Doctor of Nursing Practice program. During the 2020-2021 academic year, all programs for advanced practice preparation (NP, CNS) were transitioned to the DNP degree. The PhD in Nursing program was initiated in 1988 to meet the need for nurse scholars, teachers, and leaders. There are over 150 PhD in Nursing graduates who have assumed leadership roles in research, education, clinical practice, and health care administration. Our PhD in Nursing graduate students have been successful in obtaining pre-doctoral fellowships, and graduates have distinguished themselves through postdoctoral fellowships and research supported through National Institutes of Health (NIH) funding.

Marcella Niehoff School of Nursing (MNSON) Mission and Vision

Mission Statement

The mission of the Marcella Niehoff School of Nursing (MNSON) is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all.

Vision

The vision of the Marcella Niehoff School of Nursing (MNSON) is to be a preeminent leader in transforming the health of persons, families, communities and populations, while promoting social justice, health equity, and quality care for all.

Values

The Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago is committed to the five "hallmark characteristics of a Jesuit education." These characteristics provide the foundation for our core values. The MNSON core values challenge administrators, faculty, students, communities, and partners to think differently. Graduating professionals who are technically proficient is necessary, but not sufficient. Our graduates will shape the future of health and health care. To prepare them, we implement the following values:

- "Commitment to Excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers."
- "Faith in God and the religious tradition: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationship with God."
- "Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others."
- "Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness."
- "Global Awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent."

Inclusive Excellence

Working toward inclusive excellence includes building intrapersonal and interpersonal awareness, engaging in curriculum transformation, teaching with an inclusive pedagogy, and building inclusive learning environments. We recognize that our community is strengthened by the diversity of our students, faculty, and staff along the social dimensions of race, color, religion, biological sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. We are especially committed to helping our nation create a culture of health, promote health equity to reduce health disparities, and improve the health and wellbeing of all, especially for those who experience the health system disparately due to systemic oppressions.

Chosen Name and Pronouns

Class rosters and university data systems are provided to instructors with only students' legal names presented. Knowing that not all students use their legal names or identify with a gender that aligns with their sex assigned at birth, faculty members/I will use the name and/or personal pronouns you use. If you choose, you may email the faculty member/me directly to share your information. Additionally, if these change at any point during the semester, please let the faculty member/me know. For more information on how to change your name in LOCUS, please visit the Preferred Name Policy.

Land Acknowledge Statement

The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present

realities of local Native Americans and their continued connection to this land.

Overview of the PhD in Nursing Program

Accreditation

The baccalaureate degree in nursing, the master's degree in nursing, the doctor of nursing practice programs, and the post-graduate certificate program at Loyola University Chicago are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-877-6791.

PhD programs are not subject to professional accreditation.

Loyola University Chicago is accredited by the Higher Learning Commission.

Program Goal

The goal of the Doctor of Philosophy (PhD) in Nursing program is to prepare scholars who improve human health through the development and expansion of knowledge.

Program Outcomes

At the completion of the program the graduate has the knowledge and skills to:

- Initiate a beginning program of research that expands nursing and healthcare knowledge.
- Incorporate social, cultural, political, economic, and ethical considerations into nursing scholarship and practice.
- Participate in the international community of scholars to further the Jesuit mission of generation and dissemination of knowledge in the service of humanity.
- Assume leadership roles in nursing research, education, practice, policy development, and/or administration in order to improve the health of society.

Program of Study

Academic Year Program

PhD courses meet online two late afternoon-evenings per week in the fall and spring semesters. Two additional days of intensive in person training sessions per semester (Spring and Fall) are required. In person intensives meet on a rotating basis between the Lake Shore and Health Sciences campuses.

Prerequisite Course Work for the PhD in Nursing Program

All students must present transcript evidence of having completed a graduate level course in basic statistics. If an admitted student has not fulfilled this prerequisite statistics requirement prior to admission, they should be advised to complete such a course in the summer prior to their first semester or during their first semester of matriculation to the PhD Program. They must also be advised that this course is a prerequisite and, therefore, will not be counted toward fulfilling the minimum semester hour requirements of the PhD Program. The prerequisite statistics course may be taken at Loyola or any other accredited college or university. To be acceptable, the course must cover both descriptive and beginning inferential statistical methods. Courses from other academic institutions should be evaluated by the Assistant Dean for the PhD in Nursing Program to determine acceptability.

Prior Graduate Credits/Transfer Credits

Students may transfer up to 9 credits into their PhD in Nursing program. Transfer credits are normally limited to cognate requirements (6 credits) or elective coursework. All credits for transfer must be approved through the student's academic advisor and the Assistant Dean for the PhD in Nursing program. Transfer credit from courses completed before the time of admission to the program must meet the recency rules of the Graduate School (course completed within the previous 5 years) and the credits may not have been used to satisfy any other degree requirements (such as those taken during the master's degree program).

Courses taken through an institution other than Loyola University Chicago and after a student has been admitted to the program must be pre-approved by the student's Advisor and/or Assistant Dean of the PhD in Nursing Program prior to enrolling in the course. Transfer credits from an institution other than Loyola University Chicago are not factored into the calculation of the student's grade point average.

Curriculum Plan

The PhD in Nursing Program currently includes five major areas of study: Nursing Science, Research Methods, Philosophy and Ethics, Teaching, and Cognates supporting the proposed area of research. In addition to course work, students are required to complete a scholarly dissertation. The courses offered for the five major areas of study are outlined on the following page.

The Assistant Dean for the PhD in Nursing Program works with the student in the first semester to develop an individualized program of study. This program plan is created in LOCUS and can be accessed by the student, the Assistant Dean for the PhD in Nursing Program, the student's future Advisor/Dissertation Director, and the Executive Associate Dean for Academic affairs. It is recommended that the student and his/her Advisor/Dissertation Director update the program plan when necessary and notify the Assistant Dean for the PhD in Nursing Program when the Program Plan has been revised in LOCUS.

The list of course requirements can be found here (p. 1382).

Students must be registered for GNUR 610 Doctoral Study for the semester in which the Qualifying Examination is being taken. This is ordinarily during the fall semester of the third year. Students can only register for GNUR 610 twice.

Students who are working on their dissertation research register for GNUR 600 Dissertation Supervision. Each Dissertation Director has a specific section of GNUR 600 listed in LOCUS. Students register for the section assigned to their Dissertation Director. GNUR 600 Dissertation Supervision is offered every semester. The number of times that a student may register for GNUR 600 is limited.

A sample program plan can be found here (p. 1382). An updated, current program plan must be maintained by the student and the student's advisor and in LOCUS at all times. The timing and selection of cognate courses is determined collaboratively with the student's Advisor/Dissertation Director.

The program plan for students entering the PhD in Nursing with a master's degree is outlined here (p. 1382). In addition to the coursework, milestones, deliverables, and research socialization elements are noted to develop into the role of nurse scientist and scholar.

Distinguishing Cognate and Elective Courses

Cognate coursework is taken in a substantive or methodologic area, and the coursework is meant to deepen the student's knowledge and skills

in a topic area related to their research. Cognate courses have a specific and discernible connection to each other, and the student's research area.

Elective coursework is taken to broaden a student's knowledge and skills. These courses may or may not be related to the student's topic area.

Six credits of cognate coursework are required for the program.

BSN to PhD Option

The School of Nursing offers a BSN to PhD program for a select number of highly qualified students. Students in this option complete selected courses from the MSN and/or DNP program, and then progress directly to study in the PhD program.

An MSN or DNP degree is not awarded through this program of study, although students may choose to complete the additional requirements for the awarding of the MSN or DNP, either concurrently or after completing the PhD. A separate application to these degree programs would be required.

Approximately 22 credits of coursework at the MSN/DNP level are included in the BSN to PhD option.

Course Descriptions

Descriptions for all courses can be found here (p. 1459).

Progress Reporting

A PhD Student Progress Report form is available on the PhD in Nursing Sakai® site. Each time the student is enrolled in GNUR 600: Dissertation Supervision, this report must be completed by the student, and forwarded to the student's Advisor or Dissertation Director. The Advisor or Dissertation Director enters the grade for the course. The report is due on November 15 for the fall semester, April 15 for the spring semester, and August 1 for the summer semester. Satisfactory progress must be documented for a passing grade to be issued for these courses.

A progress report is required for GNUR 610 only when the time to complete the qualifying examination exceeds two semesters, as outlined in a subsequent section of this handbook.

Any student who does not submit a progress report and receives a NP (no credit) grade will have a registration block placed on their record. Any student who receives a NP grade must provide a written explanation of the reason(s) for their failure to complete and submit the progress report, along with a rationale to support their continued enrollment in the program. This statement must be submitted to the student's academic Advisor/Dissertation Director, with a copy sent to the Assistant Dean for the PhD in Nursing program. All instances of NP grades will be reviewed by the PhD in Nursing Program committee. Two grades of NP may be cause for dismissal from the program.

Program Progression

During the first semester after admission to the program, each student and his/her assigned Advisor or the Assistant Dean for the PhD in Nursing Program completes a program plan. The program plan is filed in the student's record. Students are expected to maintain close contact with their advisor regarding their progression through the program of study.

All students are required to maintain continuous registration (at a minimum, fall and spring semesters) until all degree requirements, including the dissertation, are completed. The PhD in Nursing Program does include some courses that are offered in only summer sessions as well. Once all coursework has been completed, students will typically register for the fall and spring semesters during their qualifying examination period and dissertation research. If, during these periods, students are using the resources of the university, such as faculty or library resources during a summer semester, enrollment during that semester is required.

Standards related to academic performance for satisfactory progression in the PhD in Nursing Program are detailed in the Academic Policies section of this handbook.

Post-baccalaureate students have a total of eight years from the time they first matriculate in the PhD in Nursing Program to complete the degree requirements, including the dissertation. Post-master's students have a total of six years from the time they first matriculate in the PhD in Nursing Program to complete the degree requirements, including the dissertation.

If students prolong the program beyond these limits, they must petition to the Dean of the Graduate School for an extension of the time to degree limit. The Extension of Time form must be secured from Graduate Student Progress System (GSPS) website at https://gsps.luc.edu/Secure/login.aspx completed and submitted to the GSPS website. The form must be approved by the student's Advisor or Dissertation Director, the Assistant Dean for the PhD in Nursing Program, and the Associate Dean of the Graduate School. The Graduate School has the final authority to approve or disapprove an extension of the time to degree. Approval of extensions is not guaranteed or automatic.

Academic Advising

Assignment of Advisor

The Assistant Dean for the PhD in Nursing Program serves as the first-year advisor for all PhD students. During that first year, students schedule meetings with faculty who are conducting research related to the student's phenomenon of interest or research area. By the end of the first year of course work, the student asks a faculty member to serve as their program advisor. The student works in consultation with the Assistant Dean for the PhD in Nursing Program to finalize the choice of the advisor. In some, but not all cases, this advisor will go on to become the student's Director of their Qualifying Exam and Dissertation Director.

The student's advisor is entered into LOCUS.

Advisor/Dissertation Director Responsibilities

- Guide the student in program planning with the selection of appropriate courses to meet the degree requirements for the PhD in Nursing degree. The student's initial program plan is developed in LOCUS by the Assistant Dean for the PhD in Nursing Program. If there are any changes to the student's program plan, the Advisor or Dissertation Director and student are responsible for making these changes and informing the Assistant Dean of the PhD in Nursing Program of the changes, as needed.
- The Advisor or Dissertation Director should monitor the academic progress of the student through the program and should be available to the student for guidance as necessary. Monitoring academic progress includes and follow-up on "I" grades and final course grades of less than B.
- The Advisor or Dissertation Director should be aware of pertinent Graduate School and School of Nursing policies. Policies and processes particularly related to the qualifying examination,

dissertation, leaves of absence, and incomplete (I) grades should be clearly understood by the Advisor and the student.

- The Advisor or Dissertation Director should assist the student who encounters personal problems that interfere with successful progression in the academic program and make appropriate recommendations that will facilitate academic progression, such as recommending a leave of absence, reducing course load, or similar actions.
- Evaluating coursework for transfer credit: If a course is being recommended to transfer credit, the Advisor or Dissertation Director must complete a transfer credit request form and submit the request and supporting documentation to the Assistant Dean for the PhD in Nursing Program. The Assistant Dean will process the request and submit to the Graduate School.
- The Advisor or Dissertation Director works with the student in the formation of the Qualifying Examination and Dissertation Committee.

Change in Advisor, Dissertation Director, or Committee Member

At any time during the program, if the student and/or the Advisor for any reason believe that an alternative advisor or committee member assignment would be more appropriate, the Assistant Dean of the PhD in Nursing Program should be notified in writing using the Change of Advisor/Committee Member form available through the PhD in Nursing Sakai® site. The notification should indicate the reason for the request and should reflect the agreement of the initial advisor/committee member, the proposed advisor/committee member, and the student. The Assistant Dean for the PhD in Nursing Program will notify The Graduate School of the change as needed.

Student Responsibilities Related to Advising

- The student is responsible for contacting his/her Advisor or Dissertation Director prior to each semester to verify the accuracy of the program plan and any needed updates, and plan course enrollment for the upcoming semester.
- The student is responsible for notifying the Advisor or Dissertation Director when:
  - An "I" grade is earned and make arrangements for its removal.
  - A grade of less than "B" is earned in any course.
  - There is a need to change the Program Plan of study.
  - There is a need to drop or add a course in the current semester.
  - There is a need to request a leave of absence (LOA) from the program or an extension of the time limit to complete the degree requirements.
- The student holds responsibility for being aware of all policies of the MNSON and the Graduate School pertinent to her/his program status.
- The student is responsible for collaborating with the Advisor or Dissertation Director in planning enrollment in an Independent Study (GNUR498) or Directed Study (GNUR 598) course.
- The student is responsible for collaborating with the Advisor or Dissertation Director in the selection of cognate coursework.

Academic Grievance Procedure

Students, faculty, and administrators are strongly encouraged to discuss informally and resolve problems they encounter in the academic process. Irresolvable issues or violations of the institution's ethical standards may require the implementation of the grievance procedure.

The Marcella Niehoff School of Nursing (the "MNSON") has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Grievance Procedure (p. 1919) and the University's Graduate School Academic Grievance Procedure (p. 2029). This process is meant to supplement, and may not supersede, any portion of the University or Graduate School Academic Grievance Procedures.

The MNSON Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any MNSON student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is:
   1. Based partially or entirely on criteria other than the student's performance in the course; or
   2. Based on standards different from those standards of grading applied to other students registered in the same course; or
   3. Based on a substantial departure from the announced grading standards for the course.

Pre-Hearing and Hearing Procedures within the MNSON

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student's concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Associate Dean for Undergraduate or Graduate programs.
2. If the attempt(s) to resolve the dispute (described in #1 above) fails, the student may submit a written request for an academic grievance hearing to the student's Program Director. If the student's Program Director is also the instructor, the written request would go directly to the Associate Dean of Undergraduate or Graduate programs. This request must be submitted within 1 month after the beginning of the following semester. The student's written request must:
   1. Specify the nature of the dispute; and
   2. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies); and

3. Describe the attempts made to resolve the matter; and
4. Attach all relevant information or documentation to support the grievance.

3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Dean will then constitute a hearing committee composed of a Chairperson and four faculty members ("Hearing Committee") to review the evidence of academic dishonesty and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.
4. For instances of grade disputes, and upon receipt of the written request, the Program Director will ensure completeness of the above requirements (#2 a-d) and forward the request to the Associate Dean for Undergraduate or Graduate Programs. The Associate Dean for Graduate or Undergraduate Programs may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the MNSON's Academic Grievance Process, or the written request fails to allege any of the necessary criteria for a disputed grade to be changed. In such instances, the Associate Dean for Undergraduate or Graduate Programs must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.
5. If the Associate Dean for Undergraduate or Graduate Programs determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Committee. Every effort shall be made to appoint faculty to the Hearing Committee who are not familiar with the student. It is recommended that the Hearing Committee members be familiar with the course outcomes and expectations that are the subject of the grievance.
6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student's name, written request for a grievance hearing, information identifying the charge of academic dishonesty and related information submitted by the student in #2 a-d above, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney. No individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will be notified of their right to present witnesses at the hearing. If this notice is not provided at least 3 days prior to the hearing, or a party is unavailable to attend, the hearing will be re-scheduled.
7. Pre-Hearing Preparation:
    1. Responsibilities of the student: At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:
        1. The documentation identified in #2 a-d above
        2. The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.
    2. Responsibilities of the faculty member(s): At least three business days prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:
        1. A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.
        2. Documentation and relevant information pertaining to the student's performance in the course or clinical learning experience or related to the allegation of the student's academic dishonesty.
        3. The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.
    3. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.
8. The hearing will include: the student, involved faculty member(s), and designated representatives of the University community who will assist in presenting an individual's case. Witnesses are typically excused from the hearing, except when their statements are needed. The hearing will be private, and all persons present at the hearing will consider all information presented to be confidential. Individuals appearing before the Hearing Committee have the responsibility of presenting truthful information. The Hearing Committee, in reaching its decision, will evaluate the credibility of the parties and any witnesses. The student and involved faculty member(s) may make an opening statement. Presentation of evidence will only be made during the hearing. During the hearing, the Hearing Committee members may address questions to any party or witness. Both the involved faculty member(s) and the student may present materials described in item #6 above (or as included with the student's request for grievance hearing) before the Hearing Committee and in the presence of the other party. The conduct of the hearing is informal, and the Hearing Committee is not bound by rules of evidence or court procedures. Matters of procedure will be decided by the Chairperson of the Hearing Committee.
9. Within three business days of the hearing, the Hearing Committee will render a decision.
10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee's findings and decision, in writing, to the student, faculty member(s) involved, Program Director, and Dean. E-mail is permitted.
11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student's petition, the faculty member submits a grade-change request consistent with the Hearing Committee's findings. If the Hearing Committee finds that the student's petition is without merit, the grade shall remain unchanged.
12. If a student is grieving a grade associated with a clinical experience, and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Associate Dean of the Undergraduate or Graduate program. Notwithstanding this decision, the Hearing Committee and/or the Associate Dean may require an independent re-evaluation of the student's performance (knowledge, skills, or behavior).
13. If it is judged by the Hearing Committee or the Associate Dean that an independent reevaluation of the student's performance is warranted, the Associate Dean will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student.

This independent reevaluation summary will be forwarded to the Hearing Committee and the Associate Dean for a final determination of the course grade.

Appeals Process

The procedure for an appeal of a Hearing Committee decision varies depending on whether the student is enrolled in a program in the MNSON or if the student is enrolled in a degree program housed in the Graduate School.

1. Students enrolled in a program in the MNSON have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee's decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Senior Academic Officer upon recommendation of the Dean).
2. Students in the MNSON enrolled in degree programs housed in the Graduate School may appeal the MNSON's Hearing Committee decision by requesting a Graduate School hearing in accordance with the Graduate School's Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml. The request must be made to the Graduate School Dean within 30 days of the decision by the Hearing Committee and must specify the nature of the grievance and prior attempts to resolve the matter. A party may appeal the decision of the Graduate School hearing board to the Graduate School Dean in writing within 30 days of notification of the Graduate School hearing board's decision and must include an explanation of the basis for the appeal. The Graduate School Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the University, which may be imposed only by the Senior Academic Officer.

Academic Integrity

Refer to Graduate School policy on Academic Integrity (p. 2029).

Academic Policies

In addition to the policies outlined below, students are also required to understand and adhere to the policies of the Graduate School, located here (p. 2029).

The Loyola University Graduate School Catalog identifies criteria for good standing, grade point average, probation and dismissal from the university. Consistent with The Graduate School, students are expected to maintain a grade point average of 3.0 (B) or greater. Students with a grade point average less than 3.0 may be placed on academic probation.

Only one instance of a grade of C+ or C is allowed in any of the required courses in the PhD in Nursing Program, and the student must maintain a grade point average of 3.0 or greater even with this C grade. If a second C + or C grade is received during the course of study, the student's progress will be evaluated by the PhD in Nursing Program Committee. Students with this pattern of grades may be considered for dismissal from the program.

Students with two C level grades (C+, C) will be required to repeat one of the courses in which a C level grade was obtained. The student's academic advisor and the PhD in Nursing Program Committee will determine which course will be repeated.

Students earning a grade lower than the C level will automatically be brought to the PhD in Nursing Program Committee for review. Any course in which a grade lower than C is earned must be repeated.

For students enrolled in or, a grade of "credit" (P) or "no credit" (NP) is assigned. A grade of "no credit" indicates unsatisfactory progress. Students receiving a "no credit" (NP) grade will be automatically reviewed by the PhD in Nursing Program Committee. Progress reports must be submitted as part of the course requirements for. Failure to submit a progress report by the posted deadline may result in a "no credit" (NP) grade being assigned for the course.

Continuous Registration

All students are required to maintain continuous registration during the academic year until degree requirements are met, unless the student has received a leave of absence. Students meet the continuous registration requirement through enrollment in the fall and spring semesters.

Students who have completed all coursework and are either preparing for the qualifying examination, working on the dissertation proposal, or working on the dissertation must still maintain continuous registration by enrolling in GNUR 610 or GNUR 600 for the appropriate semesters.

Students who do not meet the continuous registration condition will be considered inactive and not in good standing. After a break in continuous registration for a single semester, a block will be placed on the student's record, prohibiting enrollment in courses. A request for reinstatement must be submitted to the Assistant Dean for the PhD in Nursing Program who will evaluate the request, in collaboration with the PhD in Nursing Program Committee, and submit a recommendation on the request to the Graduate School.

Students who do not maintain continuous registration will be required to remit a reinstatement fee. The fee will be calculated using the dissertation supervision fee for the terms missed plus an additional penalty of $100.

Degree Conferral

Degrees are conferred on specific dates in May, August and December and this date is noted on the official transcript.

The conferring of a degree presumes the student has been properly admitted and classified, has completed all residency requirements, all coursework has been completed with acceptable grades, degree requirements have been met within the required time limit, an approved dissertation has been submitted and accepted by the Graduate School, all library books returned and fines resolved, and all financial indebtedness to the University has been eliminated.

Prior to the date of the degree conferral, a student cannot claim or indicate the PhD credential, even though all course, program, and dissertation requirements have been satisfied. Additionally, the School of Nursing does not recognize or endorse the use of (c) at any time during program matriculation [e.g., PhD(c)] to represent candidacy for the degree.

Students must apply to receive a degree. An application for a degree is good for a single degree conferral date (May, August, or December). The application for degree is completed through LOCUS. Go to the Student Self-Serve section and click on the tab for Degree Progression and Graduation.

Students are assessed a matriculation fee during their first semester of study and are not assessed a separate fee to apply for graduation. If the degree requirements are not met by the deadline for the degree conferral date included in the application, a new application for degree must be submitted through LOCUS (https://locus.luc.edu).

The deadline for completing the application for degree is published in the Academic Calendar. Application for degree deadlines are typically August 1 for degree conferrals at the end of the Fall semester and December 1 for a degree conferral occurring at the end of the Spring semester, and February 1 for degree conferrals at the end of the Summer semesters.

Dissertation

The dissertation is an independent research project undertaken as the final requirement for the Doctor of Philosophy degree. The dissertation research is conducted under the supervision of the dissertation committee.

The Dissertation Committee

The dissertation committee is officially appointed by the Graduate School. Committees are not official until this appointment is completed. The dissertation committee should be formed during the semester following the successful completion of the qualifying examination.

A dissertation committee will have a minimum of three voting committee members (one director and two readers). The student, in consultation with the Assistant Dean for the PhD in Nursing Program and the faculty advisor, requests faculty to serve as committee members. At least one half of the committee members must be Full or Associate members of the faculty of the Graduate School. The Dissertation Director must be a full-time faculty member of the MNSON and a Full member of the faculty of the Loyola University Chicago Graduate School (Full and Associate members of the faculty of the Graduate School are listed on the Graduate School website; not all MNSON faculty member hold Graduate Faculty appointments). The Dissertation Director ensures that all policies and practices are adhered to throughout the dissertation process.

Readers may be Full or Associate members of the Graduate Faculty, or Loyola University Faculty who do not hold Graduate Faculty status. Individuals from other institutions may also be recommended to serve as readers. In situations where the reader is not a Loyola faculty member or does have Full or Associate membership in the Loyola University Chicago Graduate School, the student must submit a copy of the curriculum vitae with the Thesis/Dissertation Committee Form through the Graduate Student Progress System (GSPS) (https://gsps.luc.edu/Secure/Login.aspx). Readers from other institutions must possess credentials that are consistent with those required for Full or Associate faculty status with the Graduate School of Loyola University Chicago. For an individual from another institution to be considered as a reader on the committee, the individual must hold a terminal degree in their field of study.

Emeriti faculty of the MNSON may serve on dissertation committees. Emeriti faculty are considered to be full members of the faculty of the Graduate School for the purposes of constituting the dissertation committee.

Committee members should possess expertise that is relevant to aspects of the dissertation topic and research methods.

The Assistant Dean for the PhD in Nursing Program is notified when a completed Thesis/Dissertation Committee Form has been submitted through the GSPS. The Assistant Dean will review and approve the committee.

Notification of the official appointment of the dissertation committee comes from the Graduate School. No dissertation proposal will be accepted in the Graduate School unless there is a dissertation committee officially appointed by the Graduate School. The dissertation committee must be appointed at least one semester prior to the defense of the dissertation.

Dissertation Proposal

A scholarly dissertation reporting original research on a topic related to nursing is required. Credit is not granted for dissertation research at Loyola University Chicago. During the period of the dissertation proposal development and the subsequent research, the student must register in GNUR 600: Dissertation Seminar (up to 2 times) and GNUR 600: Dissertation Supervision (after Dissertation Seminar is completed).

The dissertation proposal should include the first three chapters of the dissertation: 1) a discussion of the purpose or objective the proposed research; 2) review of the related literature, and 3) a discussion of the research methods being proposed to conduct the study. Students are encouraged to use the Formatting Manual for Theses and Dissertations https://www.luc.edu/gradschool/formatting.shtml as directed by their Dissertation Director, in the preparation of their proposal.

The dissertation proposal is submitted by the student to the Dissertation Director for review and approval. Once it has been approved by the Dissertation Director, the student will send the dissertation proposal to the committee members for review. Students should contact committee members to determine if they would prefer an electronic or hard copy of the dissertation proposal. Readers are given four weeks to review and evaluate the proposal. The student will work with the Dissertation Director to solicit feedback from the readers. This feedback will be used to determine if the student is ready for an oral defense of the dissertation proposal.

Dissertation Proposal Defense

The dissertation proposal defense is scheduled at a time of convenience for committee members and student. The student is expected to give an oral presentation of the proposal. The members of the committee will examine the student through critical questions related to the intended research. Unanimous approval is required for approval of the dissertation proposal.

After the unanimous approval of the dissertation proposal, the student must initiate the Ballot for the Approval of the Thesis/Dissertation Proposal to the oral defense of the proposal which can be found in the GSPS (https://gsps.luc.edu/Secure/Login.aspx) under the heading "Student Forms." Please follow the directions on this form.

A one-page abstract of the proposed research must accompany the ballot. Approvals from the Institutional Review Board (IRB) of Loyola, and other institutions as necessary and appropriate, must be obtained.

Approval of Research by the Institutional Review Board

All research must have Institutional Review Board (IRB) approval before data collection can begin. The student's Dissertation Director serves as the principal investigator (PI) for the submission of the IRB proposal. Students do not serve as the PI for any IRB submissions, or any grant submissions. The Dissertation Director must submit the IRB application to the Loyola University Health System (LUHS) Institutional Review Board. Students are listed as a co-investigator for the study. Even if

human subjects are not involved (e. g., data mining) IRB approval is necessary. The Assistant Dean for the PhD in Nursing Program must be listed as a "contact" on the IRB application. A copy of the IRB approval letter must be sent to the Assistant Dean for the PhD in Nursing Program, who will then forward the approval to the Graduate School.

If a student plans to collect data at Loyola University Health System (LUHS), they will need to complete the LUHS clinical nursing orientation, as directed. This process is also referred to as the on-boarding policy. Any student who is planning to collect data at LUHS or any of its affiliates must complete this process. It is recommended that the student allows up to at least two to three months to complete the clinical nursing orientation process. Please contact Assistant Dean for the PhD in Nursing Program who will work with you and the Associate Dean for Research and Scholarly Innovations to complete this process. Also refer to the appendices of this handbook for the policy and required form.

If data are being collected at another site, outside of LUC or LUHS, IRB approval as well as on-boarding requirements must be obtained from that institution as well as Loyola University Chicago. Data collection may not begin until all approvals have been obtained.

Students conducting their dissertation research through LUHS may need to present their proposal and completed research at the Nursing Research Council and Evidence Based Practice Council. Students should reach out to the Assistant Dean for the PhD in Nursing Program to obtain guidance and contact information for the Council.

It is mandatory, that two courses: 1) the Collaborative IRB Training Initiative (CITI) and 2) the Responsible Conduct in Research course (RCRS) are successfully completed prior to the Dissertation Director submitting your proposal to the IRB.

- Loyola University Chicago uses the online training course, provided by the University of Miami, called Collaborative IRB Training Initiative (CITI) course top provide convenient web-based training programs to the research community. Completion of the CITI course quizzes with an overall score of 80 percent is required for certification. To begin On-Line Training
  - Go to https://about.citiprogram.org/
  - Click on "Register Here"
- In accordance with Federal regulations, effective January 2010, Loyola University Chicago has implemented a new Responsible Conduct in Research and Scholarship (RCRS) course that incorporates research education into the curriculum for all students. Taught over a two-day period, students are presented with relevant information and background material on research integrity and ethics and given the opportunity to apply these ethical principles in a small group setting. Loyola RCRS program includes instruction in core areas such as:
  - research misconduct
  - conflicts of interest and commitment
  - data management practices: data ownership, collection, protection and sharing
  - mentor and trainee responsibilities
  - collaborative research
  - responsible authorship and publication practices
  - peer review
  - protection of human subjects
  - welfare of laboratory animals
- The RCRS training can be accomplished by taking either UNIV 370 Responsible Conduct in Research and Scholarship. UNIV 370 is offered at the LSC once a semester. It is a no cost, 0 credit, 2-day course. Registration for the course is through LOCUS (https://locus.luc.edu).
- Students and their dissertation advisor are responsible for the completion of all required IRB reports, such as annual reviews and adverse event reporting, in accordance with IRB policy. Proper closure and termination of the dissertation research study with all study-associated IRBs is required to be eligible for degree conferral.

Dissertation Fee

Once doctoral students have submitted all dissertation proposal materials, the Graduate School will conduct a doctoral candidacy review. This means that the Dean's office of the Graduate School will verify that all degree requirements, except for the completed dissertation, have been met.

Students will be assessed a one-time fee which will appear on their bill as "Matriculation Fee" during their first semester of study in the PhD in Nursing program. This fee replaces the proposal registration fee that was previously assessed by the Graduate School.

Candidacy

A student in good standing will be designated as a "PhD Candidate" upon:

- Completing all specifically required course work;
- Satisfying all research tool requirements;
- Successfully completing all aspects of the qualifying examination;
- Successfully defending and submitting an approved dissertation proposal.
- Obtaining the required approvals from the Institutional Review Board(s) to begin the dissertation research.

The Graduate School will notify the student of admission to candidacy and this milestone is then posted on the transcript.

The School of Nursing does not recognize or endorse the use of (c) at any time during program matriculation [e.g., PhD(c)] to represent candidacy for the degree. Students are not to use this designation in any form.

Dissertation Proposal Summary

After completion of Qualifying Examination:

- The student requests appointment of a dissertation committee using the Thesis/Dissertation Committee Recommendation Form available from the GSPS. This request is then forwarded through the GSPS to the Assistant Dean for Nursing Program. The committee should be formed the semester following the successful completion of the qualifying examination.
- Once the Assistant Dean for the PhD in Nursing Program approves the committee, the committee recommendation is forwarded to The Graduate School who then informs the student of the approval (or not) of the committee.
- The student, working with the Dissertation Director and committee members, drafts the dissertation proposal.
- The proposal is reviewed and approved by the Dissertation Director and then submitted to the other readers for review.
- Committee members are given four weeks to review and evaluate the dissertation proposal.

Semester of Dissertation Proposal Defense:

- An oral defense of the proposal is scheduled.
- Once the dissertation proposal has been voted on affirmatively by all the members of the dissertation committee, the student submits:
  - one copy of the proposal (if needed, check current requirements at the time of the proposal defense).
  - the Ballot for the Approval of the Thesis/Dissertation Proposal, and
  - a one-page abstract of the proposed dissertation research to the GSPS system under Student Forms Dissertation Proposal Ballot.
- An application for IRB review of the proposed research is initiated.

General Content Guidelines for the Dissertation

The content of the dissertation is dependent on the approach taken in the study (i.e. quantitative or qualitative). In general, all dissertations consist of five chapters of text. The general guidelines for each chapter, as well as the abstract and appendices are outlined below. Students work closely with their Dissertation Director and committee members regarding the specific content in each chapter.

Abstract

A concise summary of the purpose, design, site, sample, intervention (if applicable), concepts (including measures if applicable), analyses, results, conclusions and implications.

Chapter 1: Introduction

Background on the problem; e.g., nature of the problem; magnitude and importance of the problem; overall purpose, rationale, and logical development for the study; specific research questions and hypotheses (if applicable).

Chapter 2: Literature review

The conceptual framework/model or theory to be used for the study (quantitative); why this framework/model or theory is appropriate; whether/how it has been used to study this type of problem; how the proposed study is guided by that framework/model or theory; any changes that need to be made in the conceptual framework/model or theory to make it more useful for the proposed study, as appropriate.

A concise synthesis and critique of the relevant literature, a summary of what is known about the problem, and the gaps in knowledge that exist; summary of how the study contributes to knowledge development and resolving some of the gaps in knowledge related to the problem.

Chapter 3: Methods

Review of the study purpose and research questions, aims, and hypotheses (as applicable); description of the study design, study site, sample characteristics and size, sampling method(s); any intervention(s); conceptual and operational definitions of variables, instrumentation (including psychometric evidence); study procedures and protocol; data collection and management; data analyses; and ethical considerations.

Chapter 4: Results

Summary of sample characteristics; detailed results for each research question, aim and hypothesis; results for any exploratory analyses conducted; or additional analyses completed that were not part of the original research plan. Summarize data in figures and tables as appropriate.

Chapter 5: Discussion

Summarize and integrate results for each research question, aim and hypothesis; derive conclusions and provide explanations for findings; integrate findings with extant literature, discussing areas of convergence and divergence; discuss how findings address knowledge gaps; identify and discuss realistic implications of the findings for theory, research, practice, education, administration, and health as appropriate; address strengths and limitations of the study; identify directions for further study.

Appendices

Use this section to report information and provide examples to amplify sections of the research report. Include such items as research instruments and interview guides, consent documents, Institutional Review Board approvals, supplemental tables, letters or permission and other information as appropriate.

Dissertation Seminar and Dissertation Supervision (GNUR 600)

After the required approvals have been obtained, students work closely with their Dissertation Director during the conduct of the research. Students must maintain continuous registration for the fall and spring semesters to remain in good standing with the university. Continuous, full time registration is accomplished by enrollment in GNUR 600 Dissertation Supervision. Dissertation seminar is conducted in a group format, and the seminar is led by one to two members of the PhD in Nursing Program Committee or other graduate faculty. The seminar is taken the 1-2 semesters after successful completion of the qualifying exam.

After the dissertation seminar courses have been completed, students enroll in GNUR 600 Dissertation Supervision. Students register for the section of GNUR 600 that is specific to their Dissertation Director.

If students are using faculty or university resources during a summer session, registration for that semester may also be required.

A progress report must be submitted to the Dissertation Director for each semester the student is enrolled in GNUR 600 Dissertation Supervision. A progress report is not required during enrollment in GNUR 600, unless specifically requested by the Dissertation Director.

A grade of credit or no credit is entered for GNUR 600 for each semester of registration. Failure to submit a progress report, failing to make sufficient progress in the dissertation research, or failing to keep in contact with the Dissertation Director may result in a grade of no credit being assigned. No credit grades will be reviewed by the PhD in Nursing Program Committee. A student may be recommended for dismissal from the PhD in Nursing program if satisfactory progress is not made on the dissertation research. Two grades of NP are grounds for dismissal from the program.

Final Dissertation Text and Scheduling the Oral Defense of the Dissertation

The Graduate School publishes an unyielding deadline for submitting final electronic copies of the dissertation prior to degree conferral. Circulation of the readers' copy to committee members and scheduling the oral defense must be arranged with this deadline in mind in order to be eligible for a particular degree conferral date.

The student will work under the supervision of the Dissertation Director and committee during the course of the research. The Dissertation Director and student should agree on the process for submission of the dissertation (submit chapters as these are completed; submit entire document at once). The Dissertation Director should review the dissertation (which includes all chapters) and inform the student when the paper is of sufficient quality for it to be sent to other members of the

committee for review. While students work primarily with the Dissertation Director during this period, students should maintain contact with all dissertation committee members to discuss issues relative to their expertise and keep the members informed of progress.

Once the Dissertation Director has informed the student to submit the paper to other members of the committee, readers are given four weeks to review the dissertation document. The student will work closely with the Dissertation Director in soliciting feedback from the readers. If all members of the committee are in agreement, the oral defense may be scheduled. The oral defense is not scheduled if the dissertation is incomplete and/or there are serious issues with the research and/or the quality of the paper is not acceptable to any of the committee members. Committee members must agree that the text is in substantially its final form, with no major revisions required, before the defense may be scheduled.

Dissertation defenses are public examinations of the student and are announced through the distribution of an Announcement of an Oral Defense.

The Sample Oral Defense Announcement is available at The Graduate School web site (https://www.luc.edu/gradschool/formatting.shtml) and the PhD in Nursing Sakai® site. Once the date, time, and location of the dissertation defense have been agreed up, the student is responsible for creating the Announcement of an Oral Defense and forwarding this document to the Assistant Dean of the PhD in Nursing Program.

The Assistant Dean of the PhD in Nursing Program will distribute the announcement, and post notices of the announcement at the Lakeshore and Health Sciences campuses. Announcements must be posted and distributed at least two weeks prior to the defense. Zoom links should be included on the announcement, for use by faculty, guests, and PhD in Nursing students. All members of the committee must attend the defense in person, unless prior approvals for remote participation have been approved by the Assistant Dean of the PhD in Nursing program.

Students are responsible for reserving the room for the defense and any audiovisual or other equipment needed for the defense. Students should contact the Assistant Dean of the PhD in Nursing Program for assistance.

Format Check of the Dissertation Text

Students must make arrangements for a format check of their dissertation text. This format check must occur prior to the actual defense. Deadlines for the format check, in relation to the submission of final dissertation copies and degree conferrals, are published on the academic calendar (https://www.luc.edu/academics/schedules/index.shtml/) for the Graduate School. During the format check, Graduate School representatives will ensure the dissertation document adheres to the formatting guidelines of Loyola University Chicago. Students will receive email notification of any formatting changes required by the Graduate School. A copy of the formatting guidelines is available through the Graduate School website (https://www.luc.edu/gradschool/formatting.shtml/).

Dissertation Defense

All voting members of the committee must participate in the defense. In all cases, the Dissertation Director must be present at the oral defense and typically, all readers are also present. In certain rare circumstances, and with prior approval of the Dissertation Director, and the Assistant Dean for the PhD in Nursing Program, readers may participate in the oral defense via video conference.

The Dissertation Director presides over the defense. Prior to the presentation of the research, the Dissertation Director will explain the process for the defense and complete any necessary introductions.

The defense begins with a summary of the research and the significance of the research and findings. Candidates shall justify conclusions reached, identify implications of the findings, suggest areas for further investigation, and identify how the results of the study fill gaps in the extant literature. Plans for dissemination of the findings should be outlined. The presentation should take approximately 30 minutes.

Once the presentation has been completed, the Dissertation Director will preside over the question-and-answer session conducted between dissertation committee and the student. After the committee question and answer session is completed, the Dissertation Director may open the session up for limited comments and questions from the audience.

After the question-and-answer portion of the defense is completed, the candidate and any audience members will be excused while the members of the Dissertation Committee deliberate. Each committee member will be asked to comment on the candidate's defense and dissertation document.

The committee will then vote on the candidate's performance using a "pass/no pass" designation. The student is called back into the room and informed of the committee's decision.

The committee may award "Distinction" to designate outstanding work in both the text and oral defense. Votes of "Distinction" must be unanimous among the committee members and this designation will be noted on the transcript.

The result of the committee's deliberations on the text and oral defense is documented on the Ballot for the Approval of the Text and Oral Defense of a Thesis/Dissertation, available on the Graduate School website. Students should bring this document to the dissertation defense.

Once all signatures have been affixed to the ballot, the form is submitted to the Assistant Dean for the PhD in Nursing Program for signature, who will approve the form, and then submit the form to the Graduate School via the Graduate Student Performance System.

Terminating the Study with the Institutional Review Board

After a successful defense, the Dissertation Director, who served as the PI for the dissertation research, is responsible for terminating the dissertation research study through the Institutional Review Board. The application to close the study should be completed as soon after the defense as practical, as determined by the Dissertation Director.

Changes to Dissertation Text after the Defense

After the defense, committee members may require some changes to the dissertation text. These changes must be approved by the committee before submission of the final dissertation to the Graduate School. The committee members will determine the mechanism for approving post-defense changes. The Dissertation Director must complete the Thesis/Dissertation Approval Sheet, which is submitted to the Graduate School with the electronic final copy of the dissertation. The Approval Sheet must have the signature of the Dissertation Director.

Final Copies of the Dissertation

After all required revisions have been completed and the Dissertation Director has completed the Thesis/Dissertation Approval Sheet,

the dissertation text and other required documents are submitted electronically to the Graduate School. Instructions for final submissions are outlined in the policies for Dissertation/Thesis Formatting on the Graduate School website: https://www.luc.edu/gradschool/formatting.shtml.

All submissions must be completed on or before the published deadlines in the academic calendar. Students who miss the published deadline will not have their degree conferred and must complete a new application to receive a degree.

According to Graduate School policy, students must submit final copies of their dissertation, with the approved revisions, within one semester of a successful dissertation defense (e.g., if a student defends their dissertation successfully in the fall semester, the final copies of the dissertation must be submitted to meet the spring semester deadlines). If the deadline for submission of the final copies is not met, the student may be discontinued from the program and be required to apply for reinstatement to the program.

Dissertation Process Summary

Semesters following Dissertation Proposal Approval

- Work with Dissertation Director in the submission of the proposal to the required Institutional Review Board(s)
- Register for GNUR 600, Dissertation Seminar for up to two semesters, and GNUR 600, Dissertation Supervision for each semester thereafter, while working on the dissertation.
- Complete a progress report and submit to Dissertation Director each semester (November 15th for fall semester or April 15th for spring semester).
- Conduct the research and write the dissertation.

Semester of, or the Semester Prior to, the Dissertation Defense

- Submit copies of dissertation to committee members after approval by the Dissertation Director.
- Solicit feedback from dissertation committee members.
- Schedule defense when the Dean, Assistant Dean for the PhD Program, all committee members and Dissertation Director agree; arrange room, audiovisual equipment and assistance, and arrange for a zoom meeting so that distance students, faculty, and guests may attend.
- Arrange for notice of dissertation defense using the Sample Oral Defense Announcement (see the Sakai site for PhD Students and the appendices of this handbook). Notice of the defense must be posted at the Health Sciences and Lakeshore campuses at least two weeks in advance of the dissertation defense date. Submit the announcement to the Assistant Dean of the PhD in Nursing Program, who will then distribute and post the announcement.
- Obtain Ballot for Approval of the Text and Oral Defense of a Thesis/Dissertation from the Graduate School website. Bring this form to the defense.
- Arrange for a format check of the dissertation text through the Graduate School.

After the Defense

- Make any necessary revisions to the dissertation text as requested by the dissertation committee and/or the Graduate School. Obtain Dissertation Director approval of revisions request by the dissertation committee through the Thesis/Dissertation Approval Sheet.
- Initiate the process to close the study through the Institutional Review Board(s)
- Submit required electronic copies of the dissertation and supporting documents to the Graduate School within one semester of the successful defense, according to published deadlines.
- Verify all financial indebtedness and other obligations (such as closure of the IRB protocol) to the University have been satisfied.

Formal Complaint Policy by Student

A formal complaint is defined by Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON") as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the MNSON.

Formal complaints may originate within the MNSON, or through a mechanism external to the MNSON, such as a University grievance process or the Ethics Line Reporting Hotline.

The MNSON adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

General Guidelines

- Student Complaints Related to Academic Issues.
  - Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the MNSON's Academic Grievance and Appeals Process. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. Students enrolled in degree programs housed in the Graduate School whose disputes are related to course grades, accusations of academic dishonesty, or dismissal from a program, are not resolved after a hearing within the MNSON may continue the academic grievance process in accordance with the Graduate School's Academic Grievance Procedure (p. 2029).
  - Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University's General Academic Appeals (p. 1919) process.
  - Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals (p. 1919) process.
- Student Complaints Related to Non-Academic Issues.
  - The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the MNSON with questions about this policy or who believe

they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the Ethics Line Reporting Hotline at (855) 603-6988 or submit a report online (https://www.luc.edu/hr/ethics/).
    - Questions regarding Title IX may also be referred to the University's Title IX Coordinator, Tim Love (tlove@luc.edu), Executive Director for Equity and Compliance, or to the Department of Education's Office for Civil Rights.
    - Questions regarding Title VI of the Civil Rights Act of 1964 ("Title VI") may be referred to the Office of Equity and Compliance, via email (equity@luc.edu) or 773-508-7766.
    - Questions regarding Section 504 of the Rehabilitation Act of 1973 ("Section 504") may also be referred to Tim Love, Executive Director for Equity and Compliance tlove@luc.edu or another member of the Office for Equity & Compliance staff, at (773) 508-7766 or via email (equity@luc.edu).
- Complaint Referral.
    - University administrators may refer certain formal complaints from MNSON students, including complaints made through the Ethics Line Reporting Hotline, to the MNSON Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the MNSON to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non-biased manner.
- Complaints Received through the Ethics Line Reporting Hotline.
    - The Ethics Line Reporting Hotline exists as a means for University faculty, staff, students, administrators or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online at https://www.luc.edu/hr/ethics/ or by calling 855-603-6988.
    - As explained at on the EthicsLine website (https://www.luc.edu/hr/ethics/):
        - The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.
        - The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
    - All reports to the Ethics Line Reporting Hotline are made available to specific individuals within the University on the University's Ethics Line Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The Ethics Line Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.
    - Reports submitted through the Ethics Line Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Forms

School of Nursing Forms

Located in the PhD in Nursing Sakai® website

- PhD in Nursing Program Planning Worksheet[1]
- Course Contract with Faculty Mentor - GNUR 498, GNUR 532, GNUR 610[1]
- Qualifying Exam Eligibility Form[1]
- Course Contract for Qualifying Exam[1]
- Change of Advisor or Committee Member[1]
- GNUR 600 Student Progress Report[1]

Graduate Student Progress System Forms

Located on the GSPS system (https://gsps.luc.edu/Secure/Login.aspx) under Student Forms

- Change in Degree Seeking Status[1]
- Comprehensive Examination
- Degree Requirements
- Doctoral Candidacy
- Extension of Time[1]
- Leave of Absence[1]
- Research Tool Requirement
- Thesis/Dissertation Committee[1]
- Thesis/Dissertation Proposal[1]
- Thesis/Dissertation Defense[1]
- Thesis/Dissertation Overview
- Transfer Credit

Note: Check the Graduate Student Progress System (https://gsps.luc.edu/Secure/Login.aspx) for any updated versions of forms before submission

Graduate School Forms

Located on the Graduate School website (https://www.luc.edu/gradschool/index.shtml/); Select "Current Students" and "Forms."

- Audit Request
- Late Application to Receive a Degree[1]
- Re-Application for Admission[1]
- Reimbursement Form Instructions[1]
- W-9 form required for reimbursement; International students must complete W-8 form.

- Reinstatement Request[1]
- Request for Course Title[1]

Thesis/ Dissertation Forms

- Instructions for Thesis and Dissertations
- Ballot for the Approval of the Text and Oral Defense of a Thesis/ Dissertation (students print out and bring to the defense)[1]

[1] Indicates student initiates the form

Funding and Financial Aid Information

Office of Student Financial Assistance

The Office of Student Financial Assistance houses resources and references about financial aid for students, at the Lake Shore and Water Tower campuses.

Office of Student Financial Assistance | Website (http://www.luc.edu/finaid/graduate.shtml/) | 773.508.7704 | Email (lufinaid@luc.edu)

To determine eligibility for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). If a student receives federal loans they must be enrolled at least half-time. A graduate student must be enrolled in at least 4 graduate semester hours in the fall and spring semester and at least 2 semester hours in the summer semester to be considered half-time. Full-time enrollment is defined as 8 graduate semester hours in the fall and spring semester and 6 semester hours in the summer semester. However, when students enroll in clinical practicum courses, they are classified as full-time status.

School of Nursing Policy on Graduate Assistantships

A graduate assistantship is intended to help support a student work toward completion of a degree; assigned tasks should be consistent with this purpose. All graduate assistants are assigned relevant professional work for 16 to 19.5 hours per week. Examples of "relevant professional work" include teaching or assisting in a course (under the supervision of a director or mentor); grading for courses; working in a department-sponsored laboratory or instructional center; assisting a faculty member on a grant-sponsored or other research project; professional conference development; and tutoring.

Assistantships are competitive and are awarded for a period of one academic year. A recipient must reapply for each additional year of desired funding. Please let the Assistant Dean for the PhD in Nursing Program know if you are interested in applying for a position as a Research or Teaching Assistant.

Research Assistantships

Research Assistantships may include working with a faculty member on an existing research grant or providing general research support to one or more faculty members in the School of Nursing.

Teaching Assistantships

Teaching Assistantships are focused on providing instructional support to faculty who are teaching in the nursing programs within the School of Nursing. This support may include clinical or laboratory and simulation experiences, as well as supporting classroom instruction

Terms of the Award

Research Assistants' duties are assigned by the Associate Dean for Research and Scholarly Innovation or the faculty member for whom the student is working on a project (in consultation with the Associate Dean for Research and Scholarly Innovation). Teaching Assistants' duties are assigned and coordinated by the Executive Associate Dean for Academic Affairs.

An assistant's workload is distributed evenly and flexibly during the term of the award. During University study days, final examination periods, mid-term breaks, and between academic terms, the student and supervisors(s) should negotiate a mutually agreeable schedule at the beginning of the assistantship assignment, subject to the guideline that no student should be required to work on University holidays or during the entire period of mid-term breaks or the entire period between terms.

It is expected that the student holding a full graduate assistantship (i.e., an assistantship requiring a maximum of 19.5 hours of work per week) will refrain from taking an additional position of employment during the term of the assistantship so that the student may have adequate time to devote to graduate studies.

Evaluation and Criteria for Renewal of Assistantship

The evaluation process and criteria for the renewal of an assistantship will be reviewed with the student RA/TA by the faculty member that they are working with and the Associate Dean for Research and Scholarly Innovation and/or the Executive Associate Dean for Academic Affairs.

Policy Regarding Graduate Student Tuition Scholarships through Assistantships

The School of Nursing pays the tuition for only those courses that are to count toward the fulfillment of degree requirements; in addition, the number of credit hours of tuition eligible for payment by the tuition scholarship is limited to the number of credit hours required for the student to complete the program's degree requirements (e.g., if a student is in a program that requires 45 credit hours of graduate course work, once the student has completed the 45 credit-hour degree requirement, the tuition scholarship will not pay tuition for additional credit hours). It is the student's responsibility to register for and complete appropriate courses while receiving a tuition scholarship; the student is responsible for paying tuition for any courses not eligible for payment by the tuition scholarship.

The Associate Dean for Research and Scholarly Innovation and Executive Associate Dean for Academic Affairs consider this policy when recommending the number of credit hours for which a student's tuition scholarship is to pay.

The Nurse Faculty Loan Program

The Nursing Faculty Loan is available to provide funds to DNP and PhD students who commit to obtaining a position as a faculty member in a school of nursing at the conclusion of their program. Funding is available to assist with the cost of tuition. Room and board, transportation, and personal expenses cannot be included. To be eligible to receive a Nursing Faculty Loan, the student must:

- Be a U.S. citizen or eligible non-citizen;
- Complete the FASA application;
- Not be in default on a federal education loan;
- Be enrolled full- or part-time in an advanced nursing program which includes a specific component to prepare students for nurse faculty roles in schools of nursing;
- Be in good academic standing with the Niehoff School of Nursing and the Graduate School.

Funding each year is subject to the available funds. Students may be awarded loans through this program for up to five years. If funding is not sufficient to make awards to all qualified applicants, preference will

be given to continuing students who have previously participated in the program.

For further information related to this program, please contact the Assistant Dean for the PhD in Nursing Program.

All NFLP recipients must take and.is taught as a hybrid course every summer andis taught in the fall semester each year.

The Jonas Foundation Scholarship

The Jonas Nurse Leaders Scholar Program was created in 2008 to support educational development of new nursing faculty and stimulate models for joint faculty appointments between schools of nursing and clinical affiliates. The grants, made through institutional awards, also prepare doctoral candidates to help students address the needs of future patients – from dealing with co-morbidities and chronic illnesses to providing culturally competent care. Since the program's inception in 2008 with six Scholars in New York City, it has grown to include more than 1,000 Jonas Nurse Leader Scholars at 140 schools across all 50 states plus DC. The Jonas Scholarship supports PhD students who are in the last 2-3 years of their program.

National Research Service Award

These competitive individual awards from the National Institutes of Health are available to promote the training of persons intending a career in research. A major requirement is that the applicant be working with a recognized researcher in that person's area of expertise. These awards are intended to assist the applicant on the first stage of a program of research that will extend to the post-doctoral period and to an independent program of research. Faculty serve as sponsors for these awards. Therefore, contact your advisor about this opportunity.

Tuition Term Payment Plan

The University offers two tuition payment plan options for students.

Term Payment Plan (TTP)

This plan enables students to pay for each term's tuition and fee charges in installments. Semester students may choose from the available two, three, or four-month plans.

Employer Reimbursement and Deferred Tuition Plan (ERP)

This plan is designed to enable students who are eligible for tuition reimbursement from their employer to defer payment of tuition until reimbursement is received.

Information and applications on these plans are available through the Bursar's Offices at the Lake Shore and Water Tower campuses and online (https://www.luc.edu/bursar/).

General Information

Registration

Registration is completed through LOCUS (https://locus.luc.edu) (Loyola's Online Connection to University Services). LOCUS can also be found from the drop-down menu on the LUC (https://www.luc.edu) website. It is a web-based, self-service system that enables students to access information and services online. LOCUS will provide you with the most current class information. A schedule of graduate nursing courses can also be found a month before classes start at the LOCUS website. Students are responsible for information on tuition and fees that is available at the Bursar's Office website (www.luc.edu/bursar).

The Graduate School requires enrollment for eight hours per semester to be classified as a full-time student during the fall and spring semesters and enrollment for six hours to be classified as a full-time student for the summer semester. Enrollment in GNUR 600 and GNUR 610 also classifies students as full time.

Graduate Course Offerings

Some graduate-level nursing courses are reserved each semester and are listed as "Permission Only". Before a student can be enrolled in a Permission Only course, course specific requirements must be met. Registration for "Permission Only" courses is accomplished through the Assistant Dean for the PhD in Nursing Program.

If a student wishes to register for a course offered by another LUC college or school, department, and the specific course has been approved by the student's Advisor, the student will need permission to enroll in the course. The Assistant Dean for the PhD in Nursing Program will facilitate the enrollment.

Location of PhD in Nursing Courses

PhD in Nursing courses during the fall and spring academic year session are alternately scheduled on the Health Sciences Campus in Maywood and the Lakeshore Campus in Rogers Park.

Most graduate courses in nursing (with the exception of practicums, GNUR 509 Teaching Methods and GNUR 513 Qualitative Methods in Nursing Research) are taught 5 weekends each semester (fall and spring). GNUR 600 Dissertation Supervision, typically has 3-4 evening class meetings over the course of a semester. Summer courses are taught in a hybrid immersion format, with some online coursework and an on-campus immersion for class meetings.

Courses in departments other than the School of Nursing may be taught more than one day a week, either during the day or in the evening. The most current information regarding class scheduling is available through course schedule posted on LOCUS.

Student Login ID

Each student is assigned a Loyola University Chicago e-mail account upon acceptance into the program. The user id (also known as the Universal ID or UVID) and password are used to access various systems such as LOCUS, the Lakeshore Campus library from an off-campus location, the course information system, Sakai® and the Loyola University Chicago e-mail account. The password for the Universal ID is managed through password self-service (https://www.luc.edu/its/services/microsoftselfservicepasswordreset/).

E-mail Communication

Each student is assigned a Loyola University Chicago e-mail account and all official university communications are routed to that account. Students are responsible for monitoring their Loyola University Chicago email account on a regular basis. Official university communications, including communications from faculty during coursework, will not be sent to a student's personal email account.

Student Identification Card

Identification badges are needed by students to access campus buildings.

All students should upload their ID picture to the LUC website here (https://www.luc.edu/campuscard/services/photosubmission/).

The school of nursing will then facilitate the generation of a student identification card for the Health Sciences Campus. IDs will be distributed at the first class meeting.

A student ID is needed for the Lakeshore Campus as well. After the photo is uploaded, please email the Campus Card office (CampusCard@luc.edu) and copy the Assistant Dean of the PhD in Nursing Program, authorizing the Assistant Dean (by name) to pick up the LSC ID card on your behalf. IDs will be distributed at the first class meeting.

Security

The Security Department strives to maintain a safe environment on the various campuses of the University, 24 hours a day, and seven days a week. Escort service on the Lake Shore (LS) and Loyola University Medical Center (LUMC) campuses is available. Students should report any suspicious or hazardous conditions on or near campus to the Security Department. LS: 773-508-6039, LUMC: 708-216-9077.

Parking

To obtain information about parking at LUMC, contact the Parking Office at 708-216-9092. Daily parking in Lot A is $5.00. At the Water Tower Campus (WTC), reduced rate parking is available at some local parking lots after 4:15 p.m. To receive a reduced rate, your parking ticket must be stamped at the 25 East Pearson Building on the main level by the security desk. Daily parking at the LSC is available in the Main Garage and the Fordham Garage.

Research Computing Services

Services are available for doctoral students. These services include consultation in statistical computing, research database management, and the use of software packages on microcomputer and mainframe computer systems. Research computing services are available through the Information Technology Services department. Requests can be made through their website (https://www.luc.edu/its/rcs/) or the help desk at 773-508-4487.

Statistical Support

Statistical support services for students during their dissertation is available through the School of Nursing. Students should first discuss the nature and scope of support with their Dissertation Director. Questions regarding statistical support may be directed to the Assistant Dean of the PhD in Nursing Program for information on how to access these services. The initial meeting of the PhD student and the statistical consult must include the Dissertation Director.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

“information, including demographic data, that relates to the individual’s past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual”

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student’s school or college of Loyola University Chicago.

Immunization Policy

Proof of immunity is an Illinois state requirement. All Loyola students enrolled in seven or more credit hours must complete the process to verify proof of immunity. Incomplete immunization information will block access to registering or changing classes. All students must enter immunization requirements into Loyola Health and upload supporting documents before the 10th day of the term.

All immunizations are to be uploaded to Loyola Health. Required Illinois state immunizations are Tetanus, Measles, Mumps, Rubella, and Meningococcal.

A series of three tetanus vaccines is required; One of them must be a TDAP that was given within the past ten years of enrollment.

Two MMR vaccines are required; the first dose must be given four days before your first birthday or after. The second dose must be given a least 28 days after the first dose.

Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps, rubella immunity.

A Meningococcal ACWY vaccine that was given four days before your 16th birthday or after is required for students who enrolling under the age of 22.

Meningitis B does NOT meet this requirement.

All immunization records must be in English or accompanied by a certified translation or they will not be approved.

Guide to Upload Immunization Record

1. Go to Loyola Health (https://campushealth.luc.edu/loyolahealth/login (https://campushealth.luc.edu/loyolahealth/login/))
2. Sign in with UVID and password
3. Click UPLOAD HEALTH RECORDS then UPLOAD VACCINE RECORDS
4. Select ‘STATE MANDATED IMMUNIZATION’ under Vaccine Type
5. Select your Vaccine Name (Tdap, MMR, Meningococcal)
6. Input the date you received the vaccines (this must be done for each section)
7. Upload photo file (ONLY PDF, JPEG, JPG, JPNG, DOCX, or MOV) of record

8. Click 'Submit for Approval'
9. You will receive an upload confirmation email.

Incomplete Grades

The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor decide in advance, a student may receive a grade of "I" (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the "I" grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the "I" will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an "I" grade.

Independent Study and Directed Study

Students and faculty mentors must complete and submit a completed course syllabus form to the Assistant Dean for the PhD in Nursing Program prior to start of the semester in which the independent study or directed study will be conducted. Students will not be registered for GNUR 498 Independent Study or GNUR 598 Directed Study course until this submission is completed. In most instances, GNUR 598 Directed Study, will be used.

At the discretion of the director of the independent or directed study and with agreement of the student, an annotated title may appear on the student's transcript for an independent or directed study course. This annotation will enable future reviewers of the student's transcript to understand the nature of the student's coursework.

The Request for Course Title form (https://www.luc.edu/media/lucedu/history/pdfs/Title-Request-Form.pdf) must be completed and submitted when the Independent or Directed Study syllabus form is submitted to the Assistant Dean for the PhD in Nursing Program.

Independent Study or Directed Study as Substitute for a Scheduled Course

Courses that are regularly offered in the PhD in Nursing Program cannot be taken as independent study unless the scheduled course offering was cancelled in the semester that the student needed the course for degree requirement completion.

Leave of Absence

It is expected that a student will maintain continual registration in the University from the time of initial matriculation up to graduation. If this is not possible, an approved Leave of Absence will mean that those semesters in which the student does not take courses will not be included in the time limits set for completion of the degree.

A Leave of Absence (LOA) must be requested by the student in writing. The letter should contain reasons for the leave and length of time being requested. This letter with the Leave of Absence Form (https://gsps.luc.edu/Secure/login.aspx) must be completed and submitted to the Assistant Dean for the PhD in Nursing Program in the School of Nursing. A LOA should be requested prior to the anticipated date of the leave. The Assistant Dean for the PhD in Nursing Program will make a recommendation regarding the LOA to the Graduate School. If the LOA request is granted, the student's program plan must be revised by the academic advisor to reflect this change. A request for a LOA may not exceed one academic year.

Library Services

PhD in Nursing students have access to all university libraries. The main library is housed at the Lakeshore Campus in Rogers Park. The Health Sciences Campus library is located on the 1st floor of the Marcella Niehoff School of Nursing on the Health Sciences Campus.

To access the services and resources of the main library, visit here (https://libraries.luc.edu/).

To access the services and resources of the Health Sciences Campus library, visit here (https://libraries.luc.edu/health_sciences/).

When accessing resources from off-campus, such as databases and electronic journals, login with the UVID and password are required.

Professional Activities for Graduate Students

In the GSPS system (https://gsps.luc.edu/Secure/login.aspx), there is a section for recording professional activities. Please visit this site and enter any information about internships, presentations, and/or publications each semester. Inform the Assistant Dean for the PhD in Nursing Program of any publications, presentations, or grant submissions/funding.

Professional Behavior and Conduct

Students are expected to maintain professional behavior at all times while participating in the School of Nursing programs. Consistent with the mission of the SON mission, respect for clients, faculty, staff, and student colleagues is expected. Goals of the SON are to nurture an atmosphere of collegiality among students, preceptors, and faculty in order to foster a positive learning environment. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning, to withdrawal from the theory course or clinical setting, or to dismissal from the program. See the general guidelines for this policy in the appendix under Unprofessional Behavior and Conduct area.

Progress Report

All PhD in Nursing students who have completed course work and are at stage of the qualifying examination or dissertation are required to complete a Progress Report Form at the end of each semester, until the dissertation defense is passed, and the dissertation is accepted by The Graduate School. This form may be found on the PhD in Nursing Sakai® site. Specific activities with deadlines are to be used to outline intended goals for progress towards completion of the program.

The completed form must be submitted to the Advisor/Dissertation Director by the specified deadline. Failure to submit the progress report by the specified deadline may result in the assignment of a "no credit" grade for the course in which the student is enrolled for that semester.

Any student who does not submit a progress report and receives a NP (no credit) grade will have a registration block placed on their record.

Any student who receives a NP grade must provide a written explanation of the reason(s) for their failure to complete and submit the progress report, along with a rationale to support their continued enrollment in the program. This statement must be submitted to the student's academic Advisor or Dissertation Director, with a copy sent to the Assistant Dean for the PhD in Nursing Program. All instances of NP grades will be reviewed by the PhD in Nursing program committee. Two NP grades may be a cause for dismissal from the program.

Qualifying Examination

Purpose

The purpose of the Qualifying Examination (QE) is to assess the depth, comprehension, integration and synthesis of knowledge that forms the foundation for the student to conduct dissertation research after completing required course work. It is not intended to assess the students' knowledge of course material, which has already been evaluated in each course. Rather the QE is intended to assess the students' ability to demonstrate a comprehensive knowledge of philosophy of science, ethics, concepts, theory, and advanced research methods within their developing program of research. Successful completion of the QE is required to progress to PhD candidacy.

Timing and Eligibility for the Qualifying Examination

Eligibility for the QE is in accordance with Graduate School policies. The exam should be scheduled after students have completed the required coursework for their program. Students who may be required to complete GNUR 510 Teaching Practicum may sit for the QE before this course has been completed. The QE may be taken before cognates are completed, at the discretion of the advisor. The QE is typically completed during the Fall Semester. Exceptions to the timing of the QE will be considered on a case by case basis.

A student will not be eligible to sit for the QE if there are any outstanding incomplete (I) grades. The student's Advisor is responsible for verifying all course requirements for any outstanding incomplete grades have been satisfied.

Eligibility for the QE is determined by the faculty advisor.

QE Committee

The QE Committee is convened the semester before the student is scheduled to take the QE. The QE committee is composed of a Director and 2 committee members.

The Director and the committee members must be full-time faculty members in the Marcella Niehoff School of Nursing. The student in consultation with the Director, requests faculty to serve as committee members.

The QE Director must be a Full member of the faculty of the Graduate School. At least one of the committee members must be Full or Associate member of the faculty of the Graduate School. The third committee member may or may not be a member of the Graduate Faculty.

(Full and Associate members of the faculty of the Graduate School are listed on the Graduate School website (https://www.luc.edu/gradschool/index.shtml/). Not all MNSON faculty members hold Graduate Faculty appointments)

Process and Timeline

The QE is composed of two consecutive parts: a written and oral component. A pass/no pass grade is awarded based on the culmination of the student's responses on both the written and the oral components. However, an unsatisfactory written component will preclude progression to the oral component.

Written Component

There are two options for the written component of the QE. The sequencing and process will depend on the option chosen. The decision regarding which option a student will take will be determined by the student in collaboration with the student's Director. Once the option has been chosen it cannot be changed to the other option during that semester.

Option 1. Written Set of questions

For the written set of questions, the QE committee will develop three questions for the student to demonstrate a comprehensive knowledge of philosophy of science, ethics, concepts, theory, and advanced research methods within their developing program of research.

Semester Prior to the Exam

- The student chooses a QE Director and 2 committee members.
- The Director and committee members develop the three exam questions.

Semester of the Exam

- In the first week of the semester, the committee and the student agree upon the timeline for exam questions to be distributed to the student, the due date of the exam, responses to the questions due to the committee and the date for the oral component.
- The student will receive the questions via email.
- The student can request to meet with the Director and committee members to clarify the questions within the first 3 calendar days of receiving the questions.
- The student will have two weeks (14 days) from the date the questions are sent to the student complete the responses.
- QE responses must be submitted via Turnitin® on the PhD in Nursing Sakai® site.
- The responses to the exam should adhere to the following criteria.
  - Single Microsoft Word® document with page numbers
  - 12-point Times New Roman font
  - Double space
  - 1-inch margins
  - Start each question response by retyping the question to start your response.
  - For each question, responses may be between 8-10 pages, exclusive of citations, tables and appendices.
  - Adhere to APA style.
  - Students may use inanimate sources (e.g. books, articles) as needed to answer the QE questions. However, they may not consult any person about the questions during the 2-week writing process.
- Criteria for evaluating the QE exam responses are as follows:
  - The degree to which the response answers the question. If the question includes multiple components, the response reflects a balanced answer to each component of the question.
  - Responses demonstrate synthesis of coursework where appropriate.
  - Responses present a logical flow with justification, elaboration, and conclusions.
  - Responses are well organized, well written and understandable.

- Committee members will have two weeks to review the responses to the exam.
- Committee members will provide written feedback to the Director within two weeks of receiving the exam responses.
- Based on the committee feedback, the Director will notify the student if he/she is ready to advance to the oral component.
- The Director will summarize the committee's comments as a cohesive written product and present it to the student.
- If the student successfully advances to the oral component of the QE, the Director will arrange a time to meet and give committee feedback to the student prior to the oral portion of the QE. The oral portion of the QE is completed as scheduled.
- If the student does not advance to the oral component portion of the QE, the entire committee will meet with the student and review the written feedback regarding the exam responses. More information about repeating the QE can be found on p. 26 of the PhD in Nursing Handbook.

Option 2. Paper

For the paper, the student demonstrates a comprehensive knowledge of philosophy of science, ethics, concepts, theory, and advanced research methods within their developing program of research.

Two Semesters Prior to the Exam

- The student chooses a QE Director and 2 committee members.
- The Director, committee members, and the student determine the focus of the paper.

Semester Prior to the Exam

- The student submits a detailed outline of the paper to the QE Director one month prior to the end of that semester.
- The Director will distribute the outline to the Committee
- The Committee meets to provide written feedback to the student before the end of that semester.

Semester of the Exam

- In the first week of the semester, the committee and the student agree upon the outline of the paper, timeline for the due date of the paper, and the date for the oral component.
- In accordance with the timeline set by the committee, the student will have approximately two months to complete the written portion of the paper.
- The QE paper must be submitted via Turnitin® on the PhD in Nursing Sakai® site.
- The paper should adhere to the following criteria.
  - Single Microsoft Word® document with page numbers
  - 12-point Times New Roman font
  - Double space
  - 1-inch margins
  - The paper is a maximum of 30 pages, exclusive of citations, tables, figures and appendices.
  - Adhere to APA style.
  - Students may use inanimate sources (e.g. books, articles) to complete the QE paper. However, they may not consult any person about the substance of the paper during the writing process.
- Criteria for evaluating the QE paper are as follows:
  1. Problem statement; rationale; concept chosen to study phenomenon of Interest; critique of existing theories related to the phenomenon of interest - Present the topic of study: a) frame the problem in the extant literature, discuss the rationale for this area of research; b) describe the central concept; c) describe and critique key theoretical or conceptual framework(s) pertinent to the problem.
  2. Literature review - Synthesize the literature related to the problem and include a) description of what is known; b) critique the research related to the problem (e.g., conceptual clarity, design, psychometrics of measures, and interpretation of findings).
  3. Identification and discussion of knowledge gaps and implications for research - Discuss implications for practice, research and policy around the gaps identified in the literature review. This may include a brief discussion of the next steps in addressing the problem through a program of research.
- Committee members will have two weeks to review the paper.
- Committee members will provide written feedback to the Director within two weeks of receiving the paper.
- Based on the committee feedback, the Director will notify the student if he/she is ready to advance to the oral component.
- The Director will summarize the committee's comments as a cohesive written product and present the summary to the student.
- If the student successfully advances to the oral component of the QE, the Director will arrange a time to meet and give Committee feedback to the student prior to the oral portion of the QE. The oral portion of the QE is completed as scheduled.
- If the student does not advance to the oral component portion of the QE, the entire committee will meet with the student and review the written feedback regarding the exam responses. More information about repeating the QE can be found on p. 29 of the PhD in Nursing Handbook.

Note: The procedures for Oral Component refer to both Option 1 and Option 2

Oral Component

- The oral component of the QE is attended on the scheduled day only by the members of the QE committee and the student.
- The student and all members of the committee will attend the oral component in the same room.
- The oral component will be scheduled to allow for at least a two-hour period.
- The student gives a formal presentation of no more than 30 minutes. After the presentation, questions are be posed to further evaluate the student's mastery of philosophy of science, ethics, concepts, theory, and advanced research methods within their developing program of research.
- At the conclusion of the oral component, the student will be asked to leave the room while members of the committee discuss the student's performance and determine if the student passed or did not pass the examination.
- The student is notified of the decision, immediately after the committee finishes deliberations.
- Once the student has passed the combined written and oral components of the QE, the Director notifies the Assistant Dean of the PhD in Nursing program of the outcome. The Assistant Dean records this milestone in the Graduate Student Performance System and enters the grade for GNUR 610 into LOCUS.

Passing the QE is based on the culmination of the student's responses on both the written and the oral components. However, an unsatisfactory written component will preclude progression to the oral component. If the QE committee determines that a student has not met the minimum standard on the oral component of the QE, student must repeat the entire

QE process. The student will receive a No Pass grade for that semester and will register for GNUR 610 again for the following semester.

Repeating the QE exam

The committee will meet with the student and provide written feedback and recommendations. The student will be required to take both components (written and oral) of the exam in repeating the QE. The student may choose either the written questions or paper as an option. The process will then follow as described under the chosen option in the semester immediately following the first attempt.

If a student does not pass on the second attempt, the PhD in Nursing Program Committee will be convened to discuss the results and decide on the student's progression in the program.

Student Accessibility Center

The Student Accessibility Center (SAC) provides support for students with disabilities through innovative services, programs, and partnerships. The SAC leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments.

If individuals encounter academic, physical, technology, or other barriers on campus, SAC staff is available to help implement reasonable accommodations or partner to find good solutions.

To receive accommodations, students must be registered with the SAC. Please visit their website (https://www.luc.edu/sac/) or contact them directly at 773.508.3700.

Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students

Exemplary behavior of students in Loyola University Chicago's (the "University") Marcella Niehoff School of Nursing (the "MNSON"), consistent with the standards of the nursing and health professions, is expected at all times. Students in the MNSON are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to the nursing and health professions. Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the MNSON and between the MNSON and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the MNSON may originate from faculty, staff, other students, or from outside the University, such as a clinical site.

Issues of unprofessional behavior or conduct that occur during a clinical learning experience are addressed through the evaluation of student performance in the course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the MNSON Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Handbooks.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside a clinical learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student's degree program.
3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Associate Dean of Undergraduate or Graduate Programs.
4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Associate Dean of Undergraduate or Graduate Programs with jurisdiction over the degree program in which the student is enrolled.
5. The Associate Dean of Undergraduate or Graduate Programs, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Associate Dean of Undergraduate or Graduate Programs may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
7. If the unprofessional behavior or conduct continues, the Associate Dean of Undergraduate or Graduate Programs may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
8. If the unprofessional behavior or conduct continues, the Associate Dean of Undergraduate or Graduate programs will either withdraw the student form a course or make a recommendation for dismissal from the academic program.
9. If the student is withdrawn from the course, the student will receive a W or WF for the course depending on the time the decision is made.
10. The Associate Dean of Undergraduate or Graduate Programs may submit to the Executive Associate Dean for Academic Affairs a recommendation for the student's dismissal from the academic program, after the verbal and written warning steps are completed, if the unprofessional behavior or conduct continues. The Executive Associate Dean for Academic Affairs may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see #12 below).
11. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written

request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University's policy on General Academic Appeals at https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF. The appeal will be reviewed and considered by the MNSON Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal.

12. In cases where a student's expulsion from the University for Unprofessional Behavior and conduct is considered, the Executive Associate Dean for Academic Affairs forwards all relevant documentation to the MNSON Dean for review. Upon recommendation from the Dean, an action of expulsion from the University rests with the Senior Academic Officer (the Provost of the University).

Wellness Center

- Lakeshore Campus - (773) 508-2530
- Health Sciences Campus – (708) 216-2250

Appointments can be made online, or by calling Dial-a-Nurse at 773-508-8883.

Writing Center

To help students, improve their writing skills, tutors are available to help during any point of the writing process, from brainstorming to organizing to putting the final touches on any assignment. For more information about the Writing Center, or to schedule an appointment for a tutoring session, visit the Writing Center website (https://www.luc.edu/writing/) or by calling 773.508.7708.

Parkinson School of Health Sciences and Public Health

Graduate Programs, Master's, MPH, MLS, and Certificates Academic Policies

Academic Advising and Program Planning

Program Directors for each of the study options provide support and guidance to the student during their program of study. Program Directors are available to discuss professional growth, career guidance, and professional opportunities. Program Coordinators work with the program directors to provide support on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all majors and minors
- University policies and procedures and other important academic information
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
- Academic probation and dismissal

Academic Grievance Procedure

The Parkinson School has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Grievance Procedure (https://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml/) and the University's Graduate School Academic Grievance Procedure (p. 2029). This process is meant to supplement, and may not supersede, any portion of the University or Graduate School Academic Grievance Procedures.

The Parkinson School Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any Parkinson School student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the Parkinson School Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is:
   a. Based partially or entirely on criteria other than the student's performance in the course; or
   b. Based on standards different from those standards of grading applied to other students registered in the same course; or
   c. Based on a substantial departure from the announced grading standards for the course.

Pre#Hearing and Hearing Procedures within the Parkinson School of Health Sciences and Public Health

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student's concerns at this level. If the involved faculty member(s) decides that a change#of#grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade#change request via the student information system. The grade change will be reviewed by the Dean.
2. If the attempt(s) to resolve the dispute (described in #1 above) fails, the student may submit a written request for an academic grievance hearing to the student's Program Director. If the student's Program Director is also the instructor, the written request would go directly to the Dean. This request must be submitted within 1 month after the beginning of the following semester. The student's written request must:

a. Specify the nature of the dispute; and
b. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies); and
c. Describe the attempts made to resolve the matter; and
d. Attach all relevant information or documentation to support the grievance.

3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Dean will then constitute a hearing committee composed of a chairperson and four faculty members ("Hearing Committee") to review the evidence of academic dishonesty and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.
4. For instances of grade disputes, and upon receipt of the written request, the Program Director will ensure completeness of the above requirements (#2 a#d) and forward the request to the Dean. The Dean may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the Parkinson School's Academic Grievance Process, or the written request fails to allege any of the necessary criteria for a disputed grade to be changed. In such instances, the Dean must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), and the Program Director.
5. If the Dean determines that the academic grievance is sufficient to proceed with a hearing, within two weeks, the Dean shall appoint a Chairperson and four faculty members to a Hearing Committee. Every effort shall be made to appoint faculty to the Hearing Committee who are not familiar with the student. It is recommended that the Hearing Committee members be familiar with the course outcomes and expectations that are the subject of the grievance.
6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student's name, written request for a grievance hearing, information identifying the charge of academic dishonesty and related information submitted by the student in #2 a#d above, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney. No individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will be notified of their right to present witnesses at the hearing. If this notice is not provided at least 3 days prior to the hearing, or a party is unavailable to attend, the hearing will be re# scheduled.
7. Pre#Hearing Preparation:
   a. Responsibilities of the student: At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:
      i. The documentation identified in #2 a#d above
      ii. The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.
   b. Responsibilities of the faculty member(s): At least three business days prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:
      i. A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.
      ii. Documentation and relevant information pertaining to the student's performance in the course or clinical learning experience or related to the allegation of the student's academic dishonesty.
      iii. The names of any witnesses the involved faculty member(s) wish to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.
   c. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.
8. The hearing will include the student, involved faculty member(s), and designated representatives of the University community who will assist in presenting an individual's case. Witnesses are typically excused from the hearing, except when their statements are needed. The hearing will be private, and all persons present at the hearing will consider all information presented to be confidential. Individuals appearing before the Hearing Committee have the responsibility of presenting truthful information. The Hearing Committee, in reaching its decision, will evaluate the credibility of the parties and any witnesses. The student and involved faculty member(s) may make an opening statement. Presentation of evidence will only be made during the hearing. During the hearing, the Hearing Committee members may address questions to any party or witness. Both the involved faculty member(s) and the student may present materials described in item #6 above (or as included with the student's request for grievance hearing) before the Hearing Committee and in the presence of the other party. The conduct of the hearing is informal, and the Hearing Committee is not bound by rules of evidence or court procedures. Matters of procedure will be decided by the Chairperson of the Hearing Committee.
9. Within three business days of the hearing, the Hearing Committee will render a decision.
10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee's findings and decision, in writing, to the student, faculty member(s) involved, Program Director, and Dean. E#mail is permitted.
11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student's petition, the faculty member submits a grade#change request consistent with the Hearing Committee's findings. If the Hearing Committee finds that the student's petition is without merit, the grade shall remain unchanged.
12. If a student is grieving a grade associated with a clinical experience, and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Dean. Notwithstanding this decision, the Hearing Committee and/or the Dean may require an independent re#evaluation of the student's performance (knowledge, skills, or behavior).
13. If it is judged by the Hearing Committee or the Dean that an independent reevaluation of the student's performance is warranted, the Dean will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent

reevaluation summary will be forwarded to the Hearing Committee and the Dean for a final determination of the course grade.

Appeals Process

The procedure for an appeal of a Hearing Committee decision varies depending on whether the student is enrolled in a program in the Parkinson School or if the student is enrolled in a degree program housed in the Graduate School.

1. Students enrolled in a program in the Parkinson School have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee's decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Senior Academic Officer upon recommendation of the Dean).
2. Students in the Parkinson School enrolled in degree programs housed in the Graduate School may appeal the Parkinson School's Hearing Committee decision by requesting a Graduate School hearing in accordance with the Graduate School's Academic Grievance Procedure (p. 2029). The request must be made to the Graduate School Dean within 30 days of the decision by the Hearing Committee and must specify the nature of the grievance and prior attempts to resolve the matter. A party may appeal the decision of the Graduate School hearing board to the Graduate School Dean in writing within 30 days of notification of the Graduate School hearing board's decision and must include an explanation of the basis for the appeal. The Graduate School Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the University, which may be imposed only by the Senior Academic Officer.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Standards

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
    1. Submit material copied from a published or unpublished source.
    2. Submit material that is not cited appropriately.
    3. Use another person's unpublished work or examination material.
    4. Allow or pay another party to prepare or write an assignment.
    5. Purchase, acquire, or use a pre-written assignment for credit.
    6. Use generative artificial intelligence to assist or write assignments without prior permission of the faculty.
    7. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
    8. If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
2. Students may not fabricate data. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
3. Students may not collude.
    1. Students may not work with others on any exam, assignment or portion of an assignment without permission from the faculty.
    2. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
    3. Students may not use work submitted by another student in a previous semester of a course.
4. Students may not cheat.
    1. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the faculty.
    2. Students may not take an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
    3. Students may not attempt to change answers after an examination or an assignment has been submitted.
    4. Students may not falsify medical or other documents for any reason.
    5. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
        i. Bringing notes into an exam that does not allow outside materials.
        ii. Programming equations into a calculator when the faculty has indicated that students are to be tested on the recall of those same equations.
        iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
5. Students may not facilitate academic misconduct.

Graduate student responsibilities regarding academic integrity extend outside the classroom to scholarship, research, and teaching. As such, graduate students are also subject to the following standards:

1. Original Research: Thesis and dissertation work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is made by the thesis/dissertation committee and the academic unit.
2. Research Procedures: Data misrepresentation or fabrication are clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.
3. Authorship: In all cases of joint authorship, individuals working together should establish ahead of time the criteria for their co-authorship. Final determination of authorship should reflect effort and contribution, not rank or status. Dissertations and theses may not be co-authored.
4. Copyright: Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area.
5. Teaching: Intellectual honesty characterizes the teaching endeavor. Instructors have the responsibility of clearly stating at the beginning of a course any and all responsibilities of the course and specifying in percentages how the final grade is to be calculated. Furthermore,

instructors will inform themselves of appropriate university guidelines for the composition of course syllabi and ground rules.

Sanctions

Faculty are responsible for determining the sanctions for academic misconduct in the course sections they teach and students they mentor. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. Academic deans may add to or elevate the initial sanctions assigned by faculty based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future; and
- sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors

Below is a list of commonly assigned sanctions and faculty members may choose from this entire list:

1. Educational Experiences
   Educational experiences provide space for students to reflect upon their conduct; to identify how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable.

   Educational experiences or projects may include:
   1. Attendance and participation at a required meeting, workshop, special project, or other initiative.
   2. Completing an online tutorial focused on academic integrity.
   3. A written reflection about a specific topic or issue.
   4. Resubmission of the assignment or exam for partial credit.
   5. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
2. Completing restorative service hours and/or a Values Workshop.
3. Failing Grade on the assignment. A letter grade of F or zero points will be issued for the assignment or examination.
4. Failing Grade in a course, comprehensive examination, proposal or final defense of thesis or dissertation. A letter grade of F will be issued for the course or milestone where academic misconduct occurred.
5. University Suspension - may only be determined by the student's academic dean's office. University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions. The Academic Dean's office may consider suspension as an elevated sanction.

   Suspension from the University further entails being withdrawn from all enrolled courses (resulting in "W" grades) restriction from visiting the University premises except when engaged in official business approved by the Office of the Provost. Visiting the University premises without gaining approval may result in arrest. Students suspended from the University remain responsible for tuition and fees. Students suspended from the University also must forfeit their Loyola ID (Campus Card) and turn it into Campus Safety. University suspension may also include any other disciplinary action that is judged to be of value to the student.

   Persons notified of a student's suspension may include The Office of the Provost, the Office of Registration and Records, the Bursar, the Office of the Dean of Students and their designees, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost. Suspended students may not study abroad or travel with the University and may not be approved to study abroad until 90 days after their suspension period has ended. University suspension is typically assigned for a minimum of the rest of the semester and may last any number of years.
   When a suspension is over and the student has completed any conditions accompanying the suspension, the student must contact their academic dean's office requesting reinstatement and providing documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The Academic Dean's office may require a meeting with the student before permitting re-enrollment. The student may re-enroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one fall or spring semester, the student will return under the same catalog requirements that were in place for their declared degree plan at the time of suspension. If the suspension is for a period longer than one fall or spring semester, the student will need to reapply to the university through the appropriate admission's office.
6. University Expulsion
   An academic dean may recommend a sanction of University Expulsion to the Provost. Expulsion from the University is the most serious University disciplinary action and means the permanent exclusion of the student from the University. Only the Provost may impose the sanction of expulsion as recommended by a Dean. The Provost's decision is final. A student is not eligible to reapply or be readmitted to any other programs at Loyola University Chicago following expulsion.

   Expulsion may include: forfeiture of all rights and degrees not actually conferred at the time of the expulsion; permanent notation of the expulsion on the student's academic record; withdrawal from all courses (resulting in "W" grades). Students expelled from the University remain responsible for tuition and fees. Students expelled from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. Any student expelled from the University are not permitted to visit the University premises except when engaged in official business approved in advance and in writing by the Office of the Provost or Campus Safety. Visiting the University premises without gaining approval in advance may result in arrest.

   Persons notified of a student's expulsion may include, the Office of the Dean of Students and their designees, the Office of Registration and Records, the Bursar, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost.

Process

1. Faculty will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required to determine responsibility is known as a "preponderance of the evidence." This means the faculty member(s) must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If faculty conclude an instance of academic misconduct has occurred, then they will determine the appropriate sanction(s) as

it relates to the charge and in accordance with the procedures described in this policy.

3. Faculty will notify the student of their findings and sanction. Faculty should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the faculty's outreach within two business days and faculty have determined that academic misconduct has occurred, faculty will then report the instance of academic misconduct, including supporting documentation, to the Graduate Program Director, Department Chair and the student's Academic Dean's office.
5. The student's academic Dean's office will notify the student that the instance of academic misconduct has been reported. This instance will also be documented in the University's centralized database.
   - The initial sanction(s) determined by the faculty may be reviewed by the academic Dean's office.
   - The final sanction(s) will be included in the notification.
6. Incident reports and supporting materials regarding the academic misconduct are part of the student's academic record.

Appeals

Students retain the right to appeal the determination made at any stage of the process outlined above using the Appeal Procedure described below. The decision of the Academic Dean's office is final in all cases except expulsion.

Appeal Procedure:#Finding of Academic Misconduct

1. If a student chooses to contest a finding of academic misconduct, the student's first step is to confer directly with the faculty.
2. If a student and faculty are unable to resolve the issue relating to academic misconduct and the student still chooses to contest the finding, the student may appeal by submitting a formal appeal request (see form) via Loyola email to the Department Chair/Dean's Designee no later than 30 days into the following semester.
   1. If the dispute occurs within a class in the spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
   2. If the dispute occurs within a class in the fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
   1. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified that a hearing board will not be convened.
      - If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together.
   2. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified that a hearing board will be convened.
4. The academic Dean's office will notify the student of the final decision.
5. Each department will have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
6. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings and informs students by written notice of the decisions of the board.
7. The hearing will be held within two weeks of the receipt of the request for a hearing, if practicable. Hearings may be held virtually as necessary to accommodate members of the committee as well as parties to the appeal.
8. The hearing will be private and all information will be held confidential.
9. Hearings for refuting a charge of academic misconduct generally proceed according to the following format:
   1. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
   2. Review the Student Rights in the Academic Appeal Process.
   3. Students should complete the electronic form in advance of the hearing.
   4. Hearing board chairperson reviews the nature of the alleged conduct and the University policies potentially violated.
   5. Witnesses are excused until statements are needed (if applicable).
   6. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
   7. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
   8. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
   9. Student(s) are provided a final opportunity to make any closing comments.
   10. Instructor(s) are provided a final opportunity to make any closing comments.
   11. Hearing board chair may excuse all parties for deliberation if needed.
   12. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within five business days in writing, via Loyola email.
   13. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor before the hearing date.
      1. The role of an advisor is to provide a comforting presence for the student and/or faculty. A faculty may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
      2. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or

interferes with the hearing process, the advisor will be warned by the board.

3. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.

14. The student and/or faculty have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
15. The board may address questions to any party.
16. The chairperson of the hearing board determines the hearing procedures (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). Hearings may be held virtually to accommodate committee members or parties to the appeal. The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
17. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
18. The student and faculty will be informed in writing by the chairperson of the board's decision within two weeks of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.
19. Should the student or faculty member wish to contest the hearing board's decision, they must submit in writing (via Loyola email) an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision.
    1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
    2. The grounds to appeal the board's decision must include one or more of the following criteria:
        1. New substantive information is available that could not have been discovered by a diligent respondent at the time of the hearing and that would have likely changed the outcome of the case.
        2. A substantive procedural error or error in the interpretation of University policy occurred.
        3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Graduate School Academic Policies.
20. Upon receipt of the appeal letter, the Dean and/or the Dean's designee will review the appeal to determine whether or not to uphold the decision of the hearing board.

The student and the faculty will be notified by the Dean's office of the final decision. This Dean and/or the Dean's designee decision is final and binding.

Academic Misconduct Records and Privacy

Academic misconduct records are maintained at the University for seven years from the date of the incident, with the exception of cases resulting in University expulsion (such files are retained indefinitely). Such files may contain contact information, correspondence, decisions, assigned outcomes, reports, and other information pertaining to any case in which a student was found responsible. These files are maintained by the Graduate School Academic Dean's Office.

Students have a right to view a redacted copy their academic misconduct file that falls within the seven-year period or resulted in University expulsion, with any protected information about other students removed, during regular business hours. A minimum of five business days' notice is required to prepare files for review. In order to request to view a redacted copy of their academic misconduct file, students must complete the Permission to Release Education Record Information form found on the Office of the Dean of Students website. Forms are reviewed in the order they are received and the ODOS office will contact you to schedule a time for your meeting once your form is processed.

In order to request a release of your academic misconduct file information to another person or school/organization, students must complete the Permission to Release Education Record Information form found on the ODOS website and if applicable, submit any associated form from the school/organization they want to receive their academic misconduct file information. Forms are reviewed in the order they are received and are typically processed within 5-7 business days.

Privacy applies to affected parties, respondents, complainants, witnesses, advisors, Conduct Administrators, and members of Hearing Boards. All individuals are expected to adhere to the regulations set forth by the Family Educational Rights and Privacy Act of 1974 as Amended ("FERPA") regarding the dissemination of information pertaining to the academic misconduct process. All proceedings are private and unauthorized recording by any means is prohibited. The University reserves the right to share information regarding a case with other appropriate parties on a need-to-know basis. More information about FERPA can be found **here**.

Academic Policies

Each student is required to abide by Loyola University Chicago policies as well as Parkinson School policies. Graduate students are responsible for the following:

1. Graduate Policies, Graduate School Policies, and Deadlines: Graduate students are responsible for reviewing the Parkinson Graduate Student Policies, program specific handbooks or materials, and key Dates and Deadlines. They should familiarize themselves with their rights and responsibilities as graduate students and the requirements for completing their degree.
2. Communication with Program Director: Graduate students are responsible for communicating with the PD when issues arise that keep them from completing coursework, fulfilling degree requirements, or fulfilling general student responsibilities. Additionally, when issues arise that students are not comfortable bringing to other faculty, the PD should be their primary point of contact.
3. Registering for Courses: It is the graduate student's responsibility to register for academic courses.

Access to Records/Buckley Amendment

In accord with the Buckley Amendment, students are allowed access to their records, files, and other data directly related to them. To obtain access, a written request must be submitted to the Dean. Please allow a two#week interval after submission of the initial request for access

to records. Records and files may not be removed from the Parkinson School.

Attendance Policy

The graduate attendance policy specifies the role of students, instructors and university administrators in cases when students are absent from one or more classes.

The university does not require faculty to take attendance; however, if faculty use participation/ attendance in their grading rubric, they must include this policy on the course syllabus which must clearly define the consequences for non-attendance. If participation/attendance is identified as a portion of the students' final grade, faculty must maintain a record of students' attendance throughout the term.

Excused Absences

The university recognizes there are times when students must miss class due to extenuating circumstances. Regardless of the attendance policy of the faculty, the following are considered excused obligations by Loyola University and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

- Jury duty, with appropriate documentation.
- Short Term Military Obligation - Veterans Current Students. This activity must be documented and provided to the faculty in advance of the activity. The documentation must be verified by the director or assistant director in the Military Veteran Student Services Office, who has confirmed that the student has orders to report for a short-term military obligation.
- Day(s) for Religious Observances
- Participation in Division-1 athletics or other university-sanctioned events: Travel & Competition Policy. This activity must be documented and provided to the faculty in advance of the activity. The documentation must be verified by an administrator who is directly related to the activity (e.g. Division-1 athletics representative; musical group director; student development representative, etc.).
- Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
- In the event of a state or national pandemic, the institution retains the right to amend this attendance policy.

Making Up Work from a Missed Class

The excused absences outlined above require the faculty to facilitate alternative means for students to make up classwork and/or get notes from a lecture. Labs, clinical hours, group work, performance, studio art, and other field-based classes are the exceptions to this because it may be impossible to make up classwork.

Clinical Experiences

Clinical Affiliation Agreements

An executed Clinical Affiliation agreement between Loyola University Chicago and the clinical agency is a requirement of every student's clinical practicum or internship placement. In consultation with their Program Director, students may seek a clinical preceptor who is employed by a site not currently affiliated with Loyola University Chicago. In these cases, students will speak to the director of the experiential learning center. Because this process can take a considerable amount of time, students must submit this completed form to their respective Program Director at least 6 months prior to the clinical rotation. Please direct questions related to clinical affiliation agreements to your program director.

Dress Code and IDs

Recognizing that graduate students in our program serve as role models and represent the Parkinson School and the University, professional clothing and behavior is expected at all times. Professional dress regulations vary in specific clinical agencies; however, denim jeans, shorts, or miniskirts in clinical are unacceptable. Students arriving at a clinical site in inappropriate clothing may be asked to leave the site.

A Loyola University Health Sciences Campus (HSC) ID badge is required for all students seeking access to the health Sciences Campus. This can be obtained from the Parking Office, located on the first floor of the Mulcahy Building. Students interested in using the facilities at the LUC Lake Shore and/or Water Tower campuses may want to obtain a LUC ID. The LUC ID is a different card and ID number than the HSC ID. Students can obtain this ID from the Campus Card office (http://www.luc.edu/campuscard/).

Professional and Safe Behavior in Clinical Practice

Students are expected to maintain professional behavior at all times while participating in the Parkinson School programs and clinical practice. Consistent with the mission of the Parkinson School mission, respect for clients, faculty, staff, and student colleagues is expected. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty, preceptors and clients at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning to withdrawal from the clinical setting, or to dismissal from the program.

All graduate students are responsible for implementing safe practice during the supervised practice. A pattern of behavior that demonstrates unsafe clinical practice is cause for removal from the clinical situation, internship or capstone experience and may provide grounds for failing the course and dismissal from the program. A student whose pattern of behavior endangers the client, colleague, or self in the practice area may be suspended immediately from the practice site. Documentation describing the behavior is placed in the student's file and the Dean is notified immediately.

Degree Conferral and Graduation

The conferral of a graduate degree or certificate occurs after an audit confirms that the student has completed all program plan requirements. The degree is conferred following the date specified by Loyola University Chicago, and is noted on the student's official transcript.

The process of degree conferral is different than the application for, and participation in, the Loyola University Chicago commencement ceremony.

All students must apply for degree conferral in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony.

Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony from Graduation Services.

For all inquiries pertaining to commencement may be directed here (commencement@luc.edu).

Dismissal From Program

Dismissal for Poor Scholarship

A student who fails to achieve the required GPA for the graduate program in Parkinson will be dismissed for poor scholarship. Students dismissed due to poor scholarship may appeal their dismissal by submitting the Appeal of Dismissal for Poor Scholarship form to their academic Dean's Office. This form is the student's opportunity to explain any mitigating circumstances as to why the student's dismissal should be reconsidered. Documentation must be provided to support the student's position. This form is the only approved process to submit such a request.

A dismissal will be overturned only when a student is able to produce specific documentation that proves University error or extraordinary circumstances beyond the student's control that warrant an exception to University academic policies.

The appeal must be made within 10 business days of the date of email notification of academic dismissal. The academic Dean's office may determine that a student meeting is required after the appeal is submitted. Appeal decisions will be made within 10 business days of the receipt of the appeal.

A student may request an appeal decision made by an Assistant or Associate Dean to be considered by the Dean. Appeal decisions made by the Dean are final.

Dismissal for Non-Academic Reasons

The Parkinson School reserves the right to dismiss a student regardless of GPA for reasons related to violations in professional role responsibilities, academic integrity or ethical practice. The student who is subject to dismissal from the Parkinson School is advised to meet with their Academic Advisor for support and guidance.

Email Policy

The Parkinson School will only send e-mails to the student's LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and Parkinson School information and announcements. If the student chooses to forward their LUC e-mail to another account they may go here (https://www.luc.edu/its/loyoladigitalexperience/datalossprevention/) to learn about this process.

Experiential Learning - Academic Internships, Capstones, or Other Field Experience

The Parkinson School is committed to fostering a safe experiential learning environment for our students and protecting the health and well-being of patients, clients, families, and health care staff. Prior to a student starting their experiential experience, specific information may be required to meet compliance for a specific external organization. In advance of an experiential learning experience, students will be contacted by the director of experiential learning.

Clinical and some non-clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will prevent academic internship, capstone or field placement. The student will be informed of all requirements and expected dates of completion by the Experiential Learning Team in the Parkinson School.

CastleBranch© is the third-party platform used to track and manage immunizations and other onboarding requirements such as drug screens, background checks, proof of health insurance, physical exam, and HIPAA and OSHA training. Students are responsible for any cost associated with Castlebranch clinical requirements.

Formal Complaint by Student Policy

A formal complaint is defined by Loyola University Chicago's (the "University") Parkinson School of Health Sciences and Public Health (the "Parkinson School") as any substantive complaint or concern, put forth in writing, by a **student** which requires a response from the administration of the Parkinson School.

Formal complaints may originate within the Parkinson School, or through a mechanism external to the Parkinson School, such as a University grievance process or the Ethics Line Reporting Hotline.

The Parkinson School adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.

The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school.

The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff.

Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the Ethics Line Reporting Hotline at (855) 603- 6988 or submit a report online (https://www.luc.edu/ethicsline/).

General Guidelines

Student Complaints Related to Academic Issues

- Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the Parkinson School's Academic Grievance and Appeals Process. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the Parkinson School Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. Students enrolled in degree programs housed in the Graduate School whose disputes are related to course grades, accusations of academic dishonesty, or dismissal from a program, are not resolved after a hearing within the Parkinson School may continue the academic grievance process in accordance with the Graduate School's Academic Grievance Procedure (p. 2029).
- Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University's General Academic Appeals (p. 1919) process.

- Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals (p. 1919) process.

Student Complaints Related to Non#Academic Issues

- The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school#administered programs, or in any aspects of its employment of faculty and staff. Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603#6988 or submit a report online (https://www.luc.edu/ethicsline/).

Complaint Referral

University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the EthicsLine Reporting Hotline, to the Parkinson School Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the Parkinson School to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non# biased manner.

Complaints Received through the EthicsLine Reporting Hotline

The EthicsLine Reporting Hotline exists as a means for University faculty, staff, students, administrators or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online (https://www.luc.edu/ethicsline/) or by dialing 855#603#6988.

As explained at the EthicsLine website (https://www.luc.edu/ethicsline/):

- The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
- The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University's EthicsLine Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.

Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow#up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Financial Aid and Funding Information

The Office of Student Financial Assistance houses resources and references about financial aid for students. Visit their website (http://www.luc.edu/finaid/graduate.shtml/), email (lufinaid@luc.edu), or call 773.508.7704.

To determine eligibility for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). If a student receives federal loans they must be enrolled at least half# time. A graduate student must be enrolled in at least 4 graduate semester hours in the fall and spring semester and at least 2 semester hours in the summer semester to be considered half#time. Full# time enrollment is defined as 8 graduate semester hours in the fall and spring semester and 6 semester hours in the summer semester. However, when students enroll in clinical practicum courses, they are classified as full#time status.

Grade Appeal Process

Academic Appeal of Course Grade

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair processes, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relation between the grade given and the student's performance in the class and that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for an appeal. In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic misconduct the following processes have been developed and will be applied to all cases involving graduate students in the Parkinson School of Health Sciences and Public Health.

Appeals

1. Students retain the right to appeal the determination made at any stage of the process outlined above using the Academic Appeal Procedure described below.
2. The decision of the academic Dean's office is final in all cases except expulsion.

Academic Appeal Procedure: Course Grade Appeal

1. The student's first step in the event of a grade dispute is to confer directly with the instructor.
2. If the grade dispute is not resolved, a student must submit a formal request using the Academic Appeal Form for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.
    a. If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
    b. If the final grade is assigned in fall, the student must submit the appeal no later than 30 days into the spring semester.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
    a. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified via Loyola email that a hearing board will not be convened.
        i. If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the Parkinson Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
    b. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified via Loyola email that a hearing board will be convened.
    c. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.
4. The Parkinson School will convene a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
5. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings via Loyola email, and informs students by written notice of the decisions of the board.
6. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. Hearings may be held virtually to accommodate committee members or parties to the appeal.
7. The hearing will be private.
8. Hearings for a grade dispute generally proceed according to the following format:
    a. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
    b. Review of the Student Rights in the Academic Appeal Process.
    c. Students should complete the electronic appeal form in advance of the hearing.
    d. Hearing board chairperson reviews the nature of the grade dispute and the University policy potentially violated.
    e. Witnesses are excused until statements are needed (if applicable).
    f. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
    g. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
    h. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
    i. Student(s) are provided a final opportunity to make any closing comments.
    j. Instructor(s) are provided a final opportunity to make any closing comments.
    k. Hearing board chair may excuse all parties for deliberation if needed.
    l. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within 5 business days in writing via Loyola email.
9. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board via Loyola email of the name of the advisor at least 2 business days before the hearing date.
    a. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
    b. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
    c. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
10. The student and/or instructor have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
11. The Board may address questions to any party.
12. The chairperson of the hearing board determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine that arbitrary and capricious academic evaluation occurred is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that arbitrary and capricious academic evaluation occurred based on the totality of available evidence.
13. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
14. The student and instructor will be informed in writing via Loyola email by the chairperson of the board's decision within 5 business days of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.

a. If the hearing board determines that a grade change is not warranted, the chair of the hearing board will notify the student and the instructor involved of the decision.
b. If the hearing board determines that a grade change is warranted, the Dean and/or Dean's designee submits a grade change request to the Office of Registration and Records. The Department Chair and/or Dean's designee will notify the student and the instructor involved of the decision vial Loyola email.

Should the student or instructor wish to contest the hearing board's decision, an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision may be sent to the Graduate School.

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
   a. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
   b. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
   c. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or established Academic Standards and Regulations in the Parkinson School.

Grade Policy

Grade Scale

A course instructor may set the grading scale in their course, i.e. a scale of A=90-100 versus A=94-100. In all cases, instructors must clearly communicate in the course syllabus how assignments and final course grades are calculated.

When instructors submit final course grades, those grades are then used to calculate cumulative grade point average using the university scale per below.

Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00
I	Incomplete
W	Withdrawal
WE	Emergency Withdrawal
P	Pass/Credit
NP	Non-Pass/No Credit
AU	Audit

Required Grades

Graduate students are expected to maintain a cumulative grade point average of 3.0 or higher. No grades of D or F are counted as fulfilling program requirements in any graduate course. These grades, however, will be calculated in the grade point average. If a student earns a grade of D or F in a required course, that course must be repeated. No student is permitted to graduate from the Master's program or complete a graduate certificate with lower than a 3.0 cumulative GPA. Note that a grade point average is not rounded.

No more than six semester hours of grades lower than C will be accepted while a student is completing requirements toward a master's degree, unless otherwise stipulated by a specific program, as outlined in their handbook. If a student receives more than six semester hours of grades lower than C, the student must take another course equal to the number of hours over the six semester hours of lower than B# grades allowed. NOTE: Students must still maintain an overall GPA of 3.0 to remain in good standing.

Incomplete Grades

Parkinson expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

Process for Incomplete Grades

- A student may request an incomplete by completing a form and turning it in to the graduate program coordinator.
- Faculty submit the incomplete grade through LOCUS and make a plan for the student to resolve the incomplete
- When the incomplete is resolved, faculty should complete the grade change form and submit to the grade program coordinator or the Associate Dean of Academic Affairs. The form will then be checked and sent to Registration and Records.

Credit/No Credit

In some cases courses may be taken on a credit/no credit basis. A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements.

Audit

Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance

requirement will receive a grade of W. Auditors are assessed one-half tuition.

Pass/Fail

The Pass/Fail option is not available for courses taken for graduate credit, unless the course is designated in the program as Pass/Fail, i.e. A comprehensive exam or thesis. The Pass/Fail option is available for other courses (e.g., foreign-language courses taken to fulfill a research-tool requirement).

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule (https://www.hhs.gov/hipaa/for-professionals/privacy/laws- regulations/?language=en) of the HIPAA defines protected health information as:

> "information, including demographic data, that relates to the individual's past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual"

All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical/experiential learning activities (research, academic internships and service- learning opportunities). Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition, all students are required to complete any additional training mandated by the facility where internship or service-learning education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student's school or college of Loyola University Chicago.

HSC University Ministry

The Office of University Ministry has a three#fold mission that focuses on the members of the Loyola University Chicago Health Sciences Campus. Inspired by Ignatian values and the practical spirituality of finding God in all things we work towards:

- Shaping Community: Through educational programs and events; prayer and worship; hospitality and outreach; social activities and attention to the needs of the individual we build a welcoming and inclusive community for students, staff and faculty.
- Seeking Faith: We journey with the people who teach, learn and work at the Health Science Campus by providing spiritual formation and faith development while facilitating individual and communal prayer. True to our experience of the Gospel, we welcome and engage individuals regardless of their faith background or tradition to grow into becoming men and women for others.
- Serving Broadly: By embracing a worldview that is both local and global we facilitate and sponsor opportunities for members of the Health Sciences Campus to work with underserved communities in the greater Chicago area and beyond.

For more information about the HSC Ministry, visit their website (https://hsd.luc.edu/ministry/) or call 708#216#3245.

Immunizations Required for All Loyola Students

Proof of immunity is an Illinois state requirement. All Loyola students enrolled in seven or more credit hours must complete the process to verify proof of immunity. Incomplete immunization information **will block access to registering or changing classes**. All students must enter immunization requirements into Loyola Health and upload supporting documents **before the 10th day of the term**.

All immunizations are to be uploaded to Loyola Health. Required Illinois state immunizations are Tetanus, Measles, Mumps, Rubella, and Meningococcal.

A series of three tetanus vaccines is required; one of them must be a TDAP that was given within the past ten years of enrollment.

Two MMR vaccines are required; the first dose must be given four days before your first birthday or after. The second dose must be given a least 28 days after the first dose. Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps, rubella immunity.

A Meningococcal ACWY vaccine that was given four days before your 16th birthday or after is required for students who enrolling under the age of 22. Meningitis B does NOT meet this requirement.

An annual flu vaccine is required for any student who will be spending time (i.e. class) at the Health Science campus.

All immunization records must be in English or accompanied by a certified translation or they will not be approved.

Independent Study

The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan. **Important:** An Independent Study does not substitute for a required course.

Leave of Absence (LOA)

Official long-term leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). Students who are on a long-term leave of absence may not use University resources, including faculty time. A long-term leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence.

Decisions regarding the approval of leaves of absence rest with the Dean's Office of the Parkinson School of Health Sciences and Public Health in consultation with the student's program director. When reviewing requests for a leave of absence, additional information or documentation from the student and the graduate program director may be required. In cases where the graduate program director recommends that the leave of absence not be granted, the student may petition the Dean's office to consider the request. International students admitted to the United States on temporary visas must also receive approval from

the university's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the graduate program director and the Dean's office will review the student's record and future plans to determine whether an additional leave is in the best interests of the student and the program. .

In order to be reinstated to active status, the student must notify their program director in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, they must reapply for admission to the program.

Procedure

- A student must request a Leave of Absence with their assigned Program Director or Graduate Program Coordinator.
- Graduate program coordinator instructs student to complete the LOA Request Form (attached). Upon receipt from student, program director approves with signature and forwards to Associate Dean for Academic Affairs.
- Associate Dean approves the LOA Request Form with signature and submits the form back to the Graduate program coordinator who then generates a formal letter (example attached) and sends that, with the signature of the Associate Dean, to the student.
- The letter is saved in Sharepoint under the FERPA protected Academic Affairs folder under the respective program folder.
- The graduate program coordinator then edits the student status in LOCUS to Leave of Absence.
- If the student returns as an active student, the graduate program coordinator changes the student status in LOCUS to Active.
- If the student does not return as expected and does not communicate plans to return, the student will be marked as Discontinued in LOCUS 6 months after the last expected time of return.

Library Services

The Loyola Health Sciences Library (HSL) has a wealth of resources for you to use during your academic career. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Students have 24#hour online access. Staffed hours include Monday#Thursday: 8:30am#7pm and Friday 8:30am# 5:00pm

- Accessing HSL Resources: Whether on#campus or off, access the library's licensed resources using "Single Sign On" in which students need to register for a login ID.
  - Go to the library website (https://library.luhs.org/hslibrary/).
  - Click on a resource such as Cinahl. When the Connect page opens, click on the gold registration box and request a login ID.
  - Your ID will be sent to you via email within 24 hours when the library is staffed. Questions? Call 708#216#9192.

Probationary Status

Students who have been admitted to the program on strict academic probation receive specific instructions regarding coursework and required grades in the letter of admission.

If a student's cumulative GPA drops below 3.0 at any time during the program of studies, the student is placed on academic probation. In that case, the student is expected to raise her/his GPA to the required level of 3.0 or higher in the next two consecutive terms in which he/she is registered for classes or upon completion of nine semester hours, whichever comes first. A student may be placed on academic probation only once. The student will be dismissed from Loyola University Chicago if the GPA drops below 3.0 a second time. Additionally, students on academic probation may not enroll in a clinical, internship, or capstone course.

Support & Communication Systems

Writing Center

Located at Lake Shore and Water Tower Campuses. The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student's individual needs. Tutors are available to help at any point of the writing process —from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students.

Tutoring Center

Located at Lake Shore and Health Sciences Campuses. The purpose of the Tutoring Center is to support the mission of Loyola University Chicago by providing academic services and resources which will foster development of skills and attitudes necessary to increase the knowledge and academic independence of all students. Through collaborative learning services, the Tutoring Center helps to contribute toward student success and the retention efforts that are made by Loyola University Chicago. Small Group Tutoring matches you with students from your course and a peer tutor for a regular meeting to enhance your understanding of course material. Other services include Supplemental Instructor (SI) and academic coaching. All LUC students are eligible to use their services.

Achieving College Excellence (ACE) Program

Designed to serve first-generation college students, students with high financial need, and/or students with a documented disability, the ACE program is committed to helping students succeed in their college journey at Loyola University Chicago and beyond.

Center for Engaged Learning, Teaching, and Scholarship (CELTS)

The Center for Engaged Learning, Teaching, and Scholarship serves students, faculty, staff, and community partners of Loyola as a resource for experiential learning opportunities and partnership in several key areas: Academic Internship Program, Service-Learning Program, Undergraduate Research Program, and Learning Portfolios (portfolio) Program.

Coordinated Assistance & Resource Education (CARE)

CARE services are designed to assist and support students through challenging times. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. CARE services can be conducted through formal and informal means. Such services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support, among other actions.

Career Services
Located at the Lake Shore and Water Tower Campuses. Loyola's Career Services counsels, educates, and empowers the Loyola student and alumni community. Counselors are available to provide guidance, support, resources and opportunities that assist students and alumni to reach their personal and professional goals. Contact Career Advisor at 773-508-7716 or by email (careercenter@luc.edu) for resume feedback, interview tips, job search strategy and more.

Student Accessibility Center (SAC)
SAC serves students with disabilities by creating and fostering an accessible learning environment. Their aim is to empower students with diverse needs by enhancing their self- awareness, self-determination and self-advocacy. SAC works closely with campus partners, students, families, and the Chicago community to create a safe environment for students to succeed academically and personally. All requests for accommodations are considered on a case-by-case basis. The student requesting accommodations should meet with a SAC staff member, as early as possible, preferably before the beginning of their first term at the University. Please note that Loyola does not provide aides, services, or devices for personal use or study. Any accommodation that fundamentally alters the nature of the course work, or the materials assigned, or is unduly burdensome financially or administratively will not be provided. Reasonable accommodations do not ensure academic success; rather they provide equal access to success during a student's time at Loyola University. The student is required to provide official documentation of their disability from an appropriate professional.

Special Health Accommodations
Documentation from a healthcare provider is required whenever a student has a health issue that demands certain precautions or accommodations that do not violate agency policies, yet allow the student to fulfill the objectives of the course. These situations may include other medical conditions that require modification and/or restrictions for student participation in clinical experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary.

Wellness Center
Lake Shore Campus and Health Science Campus. The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. All students are eligible for services provided at the Wellness Center.

Loyola's Universal ID (UVID)
Loyola's Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola's resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers. UVID provisioning is automated for all students at Loyola.

Loyola's Online Connection to University Services (LOCUS)
LOCUS (http://www.luc.edu/locus/) is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts.

LUC Learning System - SAKAI
The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS (http://www.luc.edu/locus/) (Loyola's Online Connection to University Services). The Loyola University Chicago UVID and password must be used to access web-based course information. Each undergraduate Parkinson School program maintains SAKAI sites for students with program announcements, calendars, and other information.

The Parkinson School Web Pages
In addition to the above methods of providing information to students, students may visit the Parkinson School programs here (https://www.luc.edu/parkinson/).

Title IX
Loyola University Chicago does not discriminate on the basis of sex in any education program or activity that the University operates, and is required by Title IX of the Educational Amendments of 1972 and 34 CFR Part 106 (collectively referred to as "Title IX") not to discriminate in such a manner. This requirement extends to admission and employment. For more information please go to the Office for Equity and Inclusion (https://www.luc.edu/equity/).

a. Complaint Referral

   University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the Ethics Line Reporting Hotline, to the Parkinson School Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the Parkinson School to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non- biased manner.

b. Complaints Received through the Ethics Line Reporting Hotline

   The Ethics Line Reporting Hotline exists as a means for University faculty, staff, students, administrators, or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online (https://www.luc.edu/ethicsline/) or by dialing 855-603-6988.

   As explained at Ethics Line (https://www.luc.edu/ethicsline/):

   The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

   The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

   All reports to the Ethics Line Reporting Hotline are made available to specific individuals within the University on the University's

Ethics Line Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The Ethics Line Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.

Reports submitted through the Ethics Line Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

Transfer Credit

It is ordinarily expected that all work towards a master's degree will be completed in the program at Loyola University Chicago. However, up to nine credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree with permission of the program's Graduate Program Director (GPD) and the Graduate School. Transfer credits may cover electives and core credits.

Students may request transfer of credit during the student's first semester of the program. The program director is responsible for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the program decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola.

Only grades of B or better are accepted for transfer.

Procedure

- The student will provide a copy of the syllabi for which they are requesting to be transferred in for credit as well as a copy of the transcript with the course grade
- If the graduate program director approves they will document approval by uploading a formal letter of approval into docfinity.
- The graduate program coordinator will follow the procedures described on pages 2-4
- Upon degree conferral, the graduate program coordinator will confer with the graduate program director for questions on transfer credit

Unprofessional Behavior and Conduct

Exemplary behavior of students in Loyola University Chicago (the "University") is expected at all times. Students in the Parkinson School are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to health professions. Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the Parkinson School and between the Parkinson School and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the Parkinson School may originate from faculty, staff, other students, or from outside the University, such as an academic internship or service-learning site.

Issues of unprofessional behavior or conduct that occur during an experiential learning experience will be addressed immediately as well as through the evaluation of student performance in the academic internship or service-learning course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the Parkinson School Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Policies.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside an academic internship or service-learning experience, are addressed through a formal complaint resolution process, as specified below.

a. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
b. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student's degree program.
c. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Dean.
d. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Dean with jurisdiction over the degree program in which the student is enrolled.
e. The Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
f. The Dean may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
g. If the unprofessional behavior or conduct continues, the Dean may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
h. If the unprofessional behavior or conduct continues, the Dean will either withdraw the student from a course or make a recommendation for dismissal from the academic program.
i. If the student is withdrawn from the course, the student will receive a W for the course depending on the time the decision is made.

j. The Dean may recommend the student's dismissal from the academic program, after the verbal and written warning steps are completed, if the unprofessional behavior or conduct continues. The Dean may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see letter l below).

k. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University's policy on General Academic Appeals (p. 1919). The appeal will be reviewed and considered by the Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal.

l. In cases where a student's expulsion from the University for Unprofessional Behavior and conduct is considered, the Dean reviews all relevant information. An action of expulsion from the University rests with the Senior Academic Officer, upon a recommendation from the Dean.

Withdrawal from Courses

If a student withdraws from a course before the published withdrawal deadline, the student's transcript will show no record of the course. Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance. A grade of "W" indicates official withdrawal from a course through the allowed withdrawal period (see academic calendar for dates). The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of "WE" does not count towards attempted credit hours or in GPA (effective Fall 2022). However, both the "W" and the "WE" count towards attempted hours when determining Satisfactory Academic Progress for continued financial aid eligibility.

School of Continuing and Professional Studies

SCPS Graduate Academic Policies

Academic Advising

Upon admission, graduate students are required to meet with their primary academic advisor to review their academic plan. After this point, students may schedule advising appointments at any time for questions related to registration, enrollment, or academic planning. *It is recommended that students check in with their primary academic advisor at least once each academic year.*

The University uses LOCUS—and specifically the Academic Requirements Report (ARR)—as the official record of all completed and required coursework. An electronic audit in Microsoft Excel may also be used as a supplemental planning tool to help students visualize their path to graduation.

A file review and graduation audit are completed for all graduate students when they apply for graduation to ensure that the classes necessary for graduation have been or will be completed.

Academic Appeals

SCPS graduate students must follow the University's academic policies for graduate students—or, when no graduate policy exists, the corresponding SCPS graduate policy—and should use the undergraduate appeal forms (linked below) when submitting these requests.

- Request for Change to Academic Record or Status (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=104)
  - Leave of absence
  - Withdrawal from the university
  - Complete emergency withdrawal
  - Change of registration (e.g. change to withdrawal date)
- Appeal a Finding of Academic Misconduct (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100)
- Appeal of Dismissal for Poor Scholarship (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=105)
- Course Grade Dispute (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102)

Academic Integrity

SCPS graduate students are held to the academic integrity policies and procedures outlined within the University's undergraduate academic standards and regulations (https://catalog.luc.edu/academic-standards-regulations/undergraduate/).

Academic Standing

A graduate student is in good academic standing if they:

1. Meet the standards of quality of their academic program and SCPS;
2. Makes satisfactory progress toward completion of degree requirements within the established time limit; and
3. Fulfills SCPS' requirement regarding grade-point average. Students who are not in good academic standing are not eligible to receive a degree and cannot hold an award.

A cumulative GPA of at least 2.8 is required for a student to be considered in good academic standing. Students must be in good academic standing to graduate and have their degree and/or certificate conferred.

Academic Probation

The review for academic standing is completed at the end of the term (fall and spring 16-week semester and 12-week summer semester) and not at the end of each 8-week session. When a student's cumulative GPA falls below 2.8 at the end of the term, they will be placed on academic probation and are required to complete an Academic Improvement Plan, and, may be restricted in enrollment.

Students will have one semester on academic probation. During this semester on academic probation, students must either:

a. Raise their Loyola cumulative GPA to at least 2.80 (i.e., return to good standing), or

b. Achieve a semester GPA of at least 3.00 to continue on probation for one additional semester.

If students do not satisfy either (a) or (b), they may be dismissed from the University (i.e., dropped for poor scholarship). For the semester on

academic probation, students may not request "Incompletes" or withdraw from a course without permission from their academic advisor.

Dismissed For Poor Scholarship

Students who do not meet the requirements of academic probation and do not return to good academic standing will be dismissed for poor scholarship.

Admission

Admission on Condition (Unofficial Transcripts)

Conditional admission may be offered to those who have submitted unofficial (self-submitted) or in-progress transcripts (applicant is still enrolled at previous institution at the time of admission). These admitted students must request that official transcripts be submitted to gradapp@luc.edu before the end of the first term of enrollment, or a hold will be placed on their account so that they may not register for future terms.

Admission on Probation

Admission on probation may be offered to students who do not meet the academic requirements for admission. These students will have the opportunity to demonstrate their ability to succeed academically while on academic probation.

For **undergraduate students**, the terms for admission on probation are as follows:

- Students must pass CPST 200 Introduction to Degree Completion in their first session.
- Students must earn a cumulative grade point average of 2.5 in their first 12 credit hours of coursework.

At the completion of their first 12 credit hours, the student's record will be reviewed to determine if the GPA and CPST 200 requirements have been met and their status updated to one of the following:

- Good academic standing. If the student achieves the required 2.5 GPA on the 12 credit hours and their cumulative GPA is 2.0 or higher.
- Continued on probation. If the student achieves the required 2.5 GPA on the 12 credit hours but still needs to bring their cumulative GPA to 2.0 or higher, they will be given the opportunity to continue to improve their GPA with future enrollment.
- Dismissal for poor scholarship. If the student fails to earn a 2.5 GPA on the 12 credit hours, they will be dismissed from the university.

For **graduate students**, the terms of admission on probation are as follows:

- Students must earn a cumulative grade point average of 2.8 (good academic standing) by the end of their first semester.

At the completion of their first semester, the student's record will be reviewed to determine if the GPA requirement has been met and their status updated to one of the following:

- Good academic standing. If the student achieves the required 2.8 cumulative GPA or higher.
- Dismissal for poor scholarship. If the student fails to earn a 2.8 cumulative GPA, they will be dismissed from the university.

Admission on Probation (Paralegal Studies Certificate Students)

Students who do not meet the 2.5 minimum undergraduate GPA requirement for the post-baccalaureate certificate programs maybe conditionally admitted if the admission committee agrees that the student has the potential for success in paralegal studies at this level. These students will have the opportunity to demonstrate their abilities by achieving a 2.5 minimum GPA in the first two sessions of study. At that point, their files will be reviewed for a change in status to either good academic standing or dismissal for poor scholarship.

Auditing a Course

All degree and non-degree seeking students auditing a course must first receive approval from the SCPS Assistant Dean. Course auditing will be allowed only in rare and special circumstances. Students auditing a course will be assessed tuition on a per-credit basis at 50% of the normal tuition rate.

Students must complete the University's graduate audit request form, email it to the Assistant Dean, and on approval it will be submitted to the Office of Registration & Records. This form is found on the Registration & Records website here: https://www.luc.edu/regrec/aboutus/forms/

Completion of this form does not constitute registration for the course; the student is responsible for registering for the course via the university's registration system and must do so prior to the late registration deadline to avoid a late registration fee. The completed form must be received by the SCPS Dean's office before the audit deadline as stated on the academic calendar on the SCPS website.SCPS will not approve a request received after the deadline.

Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; a grade of W will be assigned in cases of unsatisfactory attendance. Auditors do not complete course papers, examinations, or other assigned projects.

A course that is audited does not count as hours attempted, and therefore is not considered in determining a student's enrollment status (i.e., whether the student is classified as full or part-time) and is not eligible for coverage by a tuition scholarship.

Class Attendance/Student Accountability

Expectations of Students

Students are expected to treat their classroom and SCPS community obligations as they would treat any serious professional engagement. The following expectations apply to all students within the SCPS community at all times:

- Students are expected to behave ethically and respectfully within the SCPS community, and according to the Academic Integrity policy and Community Standards as found in the Academic Catalog.
- Students must use and check Loyola email and Sakai for all correspondence with SCPS faculty and staff.
- Students are responsible for reviewing and understanding University and SCPS policies and calendars.
- Students should meet regularly with their academic advisor.

Students should also adhere to the following expectations before and during their courses:

Before classes:

- Complete Mastering Learning Tools (new degree-seeking students).
- Attend the SCPS orientation, when applicable.
- Purchase books or obtain course materials prior to the start of the course.
- Review the syllabus carefully prior to the start of the course and contact instructor with questions.
- Enroll prior to the session/term start date. Late enrollment is highly discouraged. Instructors are not required to make accommodations or accept late assignments due to late enrollment.
- Students who have accessibility needs must work with the Student Accessibility Center (SAC) prior to the start of class. Students should start the process with SAC at least two months prior to the start of the 8-week session.

During Classes:

- Adhere to deadlines and timetables established by the instructor and submit work on time. Any variations/conflicts must be communicated in advance and approved by the instructor.
- Proactively communicate with instructors and academic advisor about any concerns, difficulties, or scheduling conflicts or missed sessions of the course.
- Prepare thoroughly for each session in accordance with the instructor's request.
- Arrive promptly for the start and remain until the end of each synchronous class meeting.
- Participate fully and constructively in all class activities and discussions.
- Display appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, the cultural, religious, sexual, and other individual differences in the University community.
- Provide constructive feedback to faculty members regarding their performance through the University's formal course evaluation, administered at the end of each 8-week session.

Class Attendance/Student Accountability

Due to the intensive nature of each course, students' success in SCPS courses will heavily depend on their attendance and participation in the course. The choice to pursue a degree or certificate will likely involve adjusting one's schedule to avoid conflicts whenever possible. The value placed on class participation as a component of the final grade in any course is at the discretion of the individual instructor and will be stated in the syllabus.

Courses may include both synchronous and asynchronous components. Asynchronous coursework is independent coursework students complete within a certain time frame, but students are not required to be online at a specific day or time. Synchronous coursework refers to online meetings that occur at a designated date and time as set by the course instructor. Required synchronous meetings will be communicated in advance of a student registering for a course and are included within the SCPS course schedule and are held in the evening (6-9pm, CST) or on Saturdays (9am-Noon, CST).

Students are expected to be present for every required synchronous meeting of the course. If they are unable to attend a class meeting or if they will be late for a class, they must notify the instructor in advance of the absence. Requests for missed class meetings should only occur for circumstances that are truly unavoidable and students are responsible for reaching out to their instructor in advance of the start of the session.

Each course's instructor reserves the right to make judgment on accepting and/or making up assignments missed because of class absence for a required meeting. That policy will be clearly expressed in the course syllabus. Unexcused absences may result in failing the course. Please understand, if an instructor allows an excused absence, even with an approved modification to the required meetings for a course, any change to the required components of a course will impact the student's experience and can impact a student's learning and performance.

SCPS adheres to the University class attendance policy and excused absences as found in the Academic Standards and Regulations within the Academic Catalog.

Understanding When a Class Begins

All classes start with the start of the 8-week session and not when the first required meeting date is scheduled for the course. Any required meeting a class has, whether it is a synchronous meeting for an online class or an on-campus meeting, will be clearly listed within the SCPS course schedule for the semester.

Non-Participation in Class and Withdrawal

Students must withdraw from a course within LOCUS to be considered withdrawn. Non-participation in a class, without formal withdrawal in LOCUS, does not constitute a withdrawal from a course. Students who do not withdraw from a course in LOCUS will have their grade computed on the basis of the work completed and may receive an 'F' grade.

Paralegal Studies Attendance and Participation Policy

Regular class attendance is required for Paralegal Studies (PLST) classes. Absences in PLST courses are excused only for serious, unavoidable situations, and you are expected to notify the instructor in advance of your absence. Absences from classes rescheduled because of public holidays are not excused, as these dates are provided at the time of registration. If you stop attending a class but do not officially withdraw from it, your grade will be computed on the basis of what work you did complete; you may receive an 'F' if that is the resulting grade.

This accelerated program of paralegal studies requires a heavy commitment of time and energy. We are all balancing personal and professional demands. Our responsibility to you is specifically to prepare you for a paralegal career. When you miss a class, you lose the benefit of our knowledge and experience in the legal workplace, as well as our personal interest in your progress. Your absence may also be unfair to a group project.

In particular, your absence from class generally cannot be excused because of your job responsibilities. You are expected to register for a reasonable course load in light of other demands on your time.

Your success in this program will depend heavily on your attendance and participation in the classroom. The instructor has the discretion to decide whether to accept a late assignment or allow a makeup assignment, and, if so, to impose a deduction in the grade for that assignment. Also, the

value placed on class participation as a component of the final grade in any course is at the discretion of the individual instructor.

Any student who has more than two absences, excused or unexcused, in a single 8-week session course will not be allowed to continue in that course without the Director's permission. The student will receive a final course grade calculated on the basis of zero scores on all subsequent tests and assignments.

The student must petition the Director for this permission in writing within three business days of the third absence. Relevant factors will include the student's performance in the class, the teacher's assessment of the student's ability to master the missed classes and assignments, and the reason for the absences. As noted above, absences from classes rescheduled because of holidays are not excused, as these dates are provided at the time of registration.

If some of the student's absences are excused, the student will have the opportunity to withdraw from the course, as long as the deadline for dropping a course has not yet passed. The student's grade will then be recorded as 'W'. However, the student is still responsible for the course tuition in accordance with the University's official withdrawal schedule.

Please note that teachers may continue to use class attendance as part of the grading criteria. Also, it is at the teacher's discretion to consider absent a student who arrives late to class or leaves early.

If you cannot attend a class, you are expected to make arrangements to obtain notes and assignments from other students, and to submit any assignments due by the appropriate deadline. It is not appropriate to expect your teacher to give you his or her class notes; this would be unfair to the students who attended the class. Nor is it appropriate to ask the teacher to review or summarize the class for you. Of course, you may ask the teacher questions after you have reviewed the material.

Students who miss exams or quizzes in a PLST course must immediately send a message requesting a makeup to both the instructor and the Director. The makeup will be allowed only on agreement of the Director and instructor that a serious, unavoidable situation (such as illness, family emergencies, or religious holidays) caused the absence. The Director and instructor have the discretion to impose a deduction in the grade for that exam or quiz.

The makeup exam or quiz must then be taken as soon as possible, before the next class meeting, and during regular office hours, 8:30 am to 5:00 pm. You will be expected to rearrange your work or personal schedule to accommodate the makeup. To schedule a makeup exam or quiz, please contact the Institute Office, 312-915-6820.

You may be asked to provide documentation of the reason for your absence before you will be allowed to make up any quiz or exam. A request to make up more than one missed quiz or exam within two 8-week sessions generally will not be approved by the Director.

Course Registration

Students register for courses via the University's LOCUS system. Registering for a course is the only way to guarantee a place in a course. Registration after the session start date will incur a late registration fee. SCPS does not operate waitlists for any of its courses.

When registration opens for a semester, SCPS students are advised to enroll in all sessions within that semester. For example, for fall and spring 16-week semesters, students should enroll in both 8-week session I and session II. Students who do not enroll in all available sessions may encounter billing and/or financial aid issues for the semester.

A student must be registered in a course before attending any classes or participating in the course. No student may register for a course after the late registration period.

Late Enrollments

Students may enroll in a course after it has begun only during the add/drop period in Week 1 of each 8-week session during the fall and spring semesters. The add/drop period for summer session courses are shorter, about 1-2 days. Late registration fees apply to enrollment completed during the add/drop period. Students should consult the academic calendar on the SCPS website to learn the dates for add/drop.

Students are strongly discouraged from enrolling after the start of an 8-week session as late enrollment may lead to missed class sessions and assignments. Students are responsible for informing instructors immediately of their late enrollment. Instructors are not required to make accommodations or accept late assignments due to late enrollment. Additionally, students should be aware that it takes up to 24 hours for a student to be uploaded into a course's Sakai site after enrollment in LOCUS.

Double Dipping

Students are permitted to complete multiple programs (i.e. certificates, degrees), even if program requirements overlap. For students completing multiple programs, conferral of your degree or certificate will not be done until program requirements for all programs have been completed. Please understand, while certificate requirements may be completed prior to finishing degree requirements, we cannot confer the certificate earlier in a student's time at Loyola. Conferral for all programs is completed at the same time.

Full-Time Status/Registration Limits

To be considered a full-time student, SCPS students must be enrolled for 12 credit hours per 16-week semester.

Students are not required to meet or maintain full-time status to be in good standing. However, some financial aid (student loans and scholarships), employer tuition reimbursement policies, and other situations may require full-time status in an educational program. It is recommended that students confirm the number of courses they are enrolled in for a given semester with Financial Aid to adjust their budgets accordingly.

SCPS students may register for no more than 9 credit hours in any one 8-week session. Students wanting to take more than the 9 credit hours must receive approval from the Assistant Dean.

Grading and Grading Policies

The University uses letter grades and plus/minus indicators to indicate the quality of a student's achievement in a course. The chart below shows the standardized grading scale used by all SCPS faculty for converting numerical scores into letter grades. No "A+" or "D-" grade is available.

Grade	Grade Points
A	4.0
A-	3.67

B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

Minimum Grade Requirement

Students must earn a C- or higher in all required graduate courses. Any grade less than C- will not satisfy program requirements.

No Record (NR) Grade

The notation "NR" is assigned in LOCUS for any course in which the student is enrolled but has not participated. Criteria for determining participation includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, an interactive tutorial, or computer-assisted instruction.
- Attending a study group that is assigned by the institution.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question or discuss a matter related to the course.
- For online or blended course, participation and attendance is defined as any class activity, including logging into the course on Sakai and accessing any of the course materials.

Pass/No-Pass Option

The Pass/No Pass option is not available for graduate courses or to SCPS graduate students.

Incomplete (I) Grade

SCPS expects students to complete all coursework by the end of the session or term during which a course is taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of Incomplete (I) at the end of the session/term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following SCPS policies.

A grade of Incomplete for a course is assigned at the instructor's discretion, when justified by unexpected, disruptive situations or circumstances beyond the student's control. These may include personal illness or injury, a death in the immediate family, a natural disaster, or other such emergency. Documentation may be required, at the instructor's discretion.

Incomplete requests should only be submitted where a student has completed a significant portion of the course, and required coursework, and circumstances prevent the student from finishing remaining requirements by the end of the class. For example, if a student has been actively participating in and keeping up with coursework and they encounter life circumstances within the final few weeks of a course that prevents them from completing successfully, they should contact the instructor to request an incomplete. This request is not meant to be used in those situations where students have been non-participatory throughout the course and need additional time to make up missed assignments from the bulk of the course. In those cases, the student should contact their primary academic advisor to discuss their options.

For any incomplete request, the student must initiate the request by submitting the Incomplete form, found on the Registration and Records website, to the instructor. The instructor will then complete and submit the form according to its instructions and, if approved, enter the grade of Incomplete for the student in LOCUS.

The student must comply with all conditions specified on the form. The latest deadline permitted for submitting the missing work is six weeks after the start of the subsequent semester, but the instructor may specify an earlier due date. If the student does not submit the missing work by the deadline, the instructor enters a grade based on the work completed.

Grading Criteria & Late Assignments

Instructors include an explanation of the grading criteria for each course on the syllabus. Late assignments (if accepted) and exams or quizzes taken late (if permitted) may be marked down, at the instructor's discretion.

Graduation/Commencement

The University awards degrees and certificates four times within each academic year, after every semester: fall semester (December), J-term (January), spring semester (May), and summer semester (August).

Prospective graduates must submit a graduation application in LOCUS. Deadlines for the LOCUS graduate application are as follows:

- Fall graduation: August 1
- Spring graduation: November 1
- Summer graduation: December 1
- J-term graduation: February 1

All financial obligations to the University must be satisfied before the diploma or certificate can be mailed.

Laudatory Status/Honors

No SCPS graduate programs consist of the credit hours required for students to be considered for laudatory status upon graduation. Laudatory status is only available to eligible undergraduate students.

Commencement

The School of Continuing and Professional Studies has a commencement ceremony each year at the end of the spring semester in May on the Lake Shore Campus. Information can be found online at the University's Commencement website: http://www.luc.edu/commencement

The May Commencement ceremony includes graduates from the fall, spring, and summer semesters within that academic year.

Honor Societies

Alpha Sigma Lambda (ASL)

SCPS selects the top 20% of eligible undergraduate degree-seeking students and the top 35% of eligible graduate degree-seeking students.

The minimum cumulative GPA is 3.2 for undergraduates and 3.8 for graduate students, though the actual GPA cutoff may be higher depending on the overall pool of eligible students. Invitations are emailed each October or November, and inductees are honored at the SCPS induction ceremony in December.

Alpha Sigma Nu (ASN)

Alpha Sigma Nu inductees rank in the top 15%, academically, of students in the School of Continuing & Professional Studies. Loyola University Chicago inducts fewer than 5% of its students each year, so it considers Alpha Sigma Nu to be one of the highest honors the University can bestow.

Eligible students are sent an invitation to apply and must meet the following criteria:

- Actively enrolled at time of induction
- Undergraduate students must be juniors or seniors at the time of induction.
- Undergraduate transfers must have completed 1-1/2 semesters at a Jesuit institution.
- Graduate students must have completed 1/2 of their credit requirements at the time of induction.
- Must be in the top 15% of their class
- Demonstrated participation in service activities

SCPS Dean's List

For the fall and spring semesters, students who complete 12 credit hours during the semester and achieved a minimum semester GPA of 3.7 or higher are named to the SCPS Dean's List at the end of the semester.

Leave of Absence

Stop-Out Definition

A stop-out student is a student who has not enrolled for one semester/term or more. Students who do not enroll in a single 8-week session within the semester but enroll in the other 8-week session will not be considered a stop-out student.

Time to Completion Policy

Students have up to three (3) years to complete all program requirements and should consult with their advisor when making any adjustments to their schedule.

Leave of Absence Policy

Given that courses are only offered once an academic year, we recommend that students remain continuously enrolled and complete courses within the time frame set within your initial advising appointment. However, we understand circumstances may require you to step away from classes.

Students who need to stop-out of enrollment for anywhere from one semester up to one year, may request a leave of absence. Students should request a leave of absence before the start of the fall or spring semester, and no later than the start of the 8-week second session for the semester. Students choosing not to enroll in the summer semester do not need to request a leave of absence.

Students must submit the leave of absence form to their primary academic advisor to request a leave.

Returning From Leave/Extending Leave

Students on leave should contact their primary academic advisor when they are prepared to return to classes. Ideally, students should allow at least one month prior to the start of the semester to prepare for a return from leave.

If students need to extend their leave of absence, they should contact their primary academic advisor with this request. Extensions can only be provided to students who have requested a leave of less than one year, or three consecutive semesters.

Discontinuation & Readmission

Students who do not return from a leave of absence or who have exceeded their three (3) year time limit to complete all program requirements will be withdrawn from the university.

Withdrawn students may apply for admission to SCPS if they wish to return to classes. Students will be held to the degree requirements of the catalog year in which they are readmitted.

Applicants for readmission who have been dropped from Loyola for poor scholarship may apply for readmission only after complying with all terms outlined in their dismissal letter.

Applicants for readmission who have been dropped from Loyola for disciplinary reasons must have their applications for readmission reviewed by the Dean of Students Office. If the Dean approves readmission, the application will be reviewed according to the regulations stated above.

Non-Degree Student Status

Non-degree seeking students must submit a 'Non-Degree' application for admission for each semester where they will be taking classes. Students must meet any prerequisite requirements for a course they wish to complete. Non-degree students interested in taking graduate-level classes must provide an official transcript reflecting the completion of a bachelor's degree.

The non-degree-seeking option is for students who wish to sample classes before applying to a degree program, transfer credit to another institution, or obtain professional or personal enrichment.

Non-degree-seeking students may complete a maximum of 9 credit hours (3 courses) of graduate classes total. This is inclusive of all semesters where a non-degree student may request access to enroll. Admission as a non-degree-seeking student does not guarantee admission to a formal program. Should you decide to pursue a degree program, a new application and all supporting materials are required.

Non-degree seeking students are not eligible for Federal Financial Aid or the Returning Ramblers Scholarship.

Non-Traditional Credit

SCPS does not accept non-traditional sources of credit towards graduate program requirements.

Registration Changes and Withdrawals

A grade of "W" indicates official withdrawal from a course during the withdrawal period (see academic calendar on SCPS website for dates). The grade of "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average.

The financial impact of changes after the late/change registration period is determined in accordance with the University's withdrawal schedule, available on the Bursar's website. The website provides the official schedule for each term, but generally, the schedule for fall and spring semester 8-week sessions is as follows:

First week of session - *100% of tuition credit*

Second week of session - *80% of tuition credit*

Third week of session - *40% of tuition credit*

Fourth week of session and after - *0% of tuition credit*

The effective date of withdrawal is determined by the date the course is dropped in LOCUS, not by class attendance. In an online or blended course, participation and attendance are defined as any class activity, including logging into the course on Sakai and accessing any of the course materials. A student who does not officially withdraw from a course will receive a grade based only on the work completed and will remain responsible for all charges for that course.

Students may not withdraw after the withdrawal deadline and, after the deadline date, will be assigned the grade earned based on work completed. For students dealing with extenuating circumstances preventing participation in a course, they may submit an appeal for change in academic record.

Students may work with their primary academic advisor to learn more about the appeal process and find further information in the university's academic catalog under Academic Appeals (https://catalog.luc.edu/academic-standards-regulations/undergraduate/].SCPS). SCPS graduate students follow the standards and practice for appeals as found in the undergraduate catalog.

The Financial Aid Office is required to recalculate financial aid eligibility for students who withdraw from classes before 60% of the course has been completed. This includes a recalculation for withdrawals where the effective date of withdrawal is adjusted after an approved appeal.

Military Service

SCPS follows University policy for active military duty withdrawals and refunds, as outlined in the Graduate and Professional Academic Standards and Regulations page. (p. 1938)

Emergency Withdrawal

SCPS students are expected to follow the University's policies outlined on the Graduate and Professional Academic Standards and Regulations page (p. 1938) of the Academic Catalog.

Withdrawal from the University

SCPS students are expected to follow the University's policies outlined on the Graduate and Professional Academic Standards and Regulations page (p. 1938) of the Academic Catalog.

Repeated Courses

If a student, with the authorization of the SCPS Dean's office and graduate program director, repeats a course, only the most recent grade earned for the course will be used when evaluating whether all degree requirements have been met. In factoring a student's GPA, a repeated course grade does not replace the grade for a previous attempt. The average of all grades from all attempts is used in calculating a student's cumulative GPA.

Residency Requirement

It is expected that all work towards a graduate degree will be completed with academic credit earned at Loyola University Chicago. However, up to six (6) credit hours of graduate work completed at another institution may be applied toward a graduate degree with permission of the SCPS Dean's office.

If transfer credit is approved this does not mean that the credit hours required to earn a degree or certificate may be reduced. A student may be required to take another program course or elective to fulfill the credit hour requirements for a program.

Students may request transfer of credit during their first semester. The SCPS Dean's office maintains responsibility for approving all transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, SCPS's decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola. Coursework below a B grade will not be accepted. Students may not be able to transfer coursework that has been awarded as part of a conferred or completed graduate degree program.

For certificates consisting of 18 credit hours or more, up to six (6) credits may be accepted in transfer, and all other required credits must be earned at Loyola. For certificates consisting of fewer than 18 credit hours, transfer credit will not be accepted, and all courses must be completed entirely with Loyola academic credit.

Students completing a certificate first can apply these courses toward the completion of a degree in the same area, where program requirements overlap. The time interval since completion of a certificate to application for a degree in the same area must be less than five (5) years.

Transfer Credit

It is expected that all work towards a graduate degree will be completed with academic credit earned at Loyola University Chicago. However, up to six (6) credit hours of graduate work completed at another institution may be applied toward a graduate degree with permission of the SCPS Dean's office.

Students may request transfer of credit during their first semester. The SCPS Dean's office maintains responsibility for approving all transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, SCPS's decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola. Coursework below a B grade will not be accepted. Students may not be able to transfer coursework that has been awarded as part of a conferred or completed graduate degree program.

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School of Education

Graduate School of Education M.ED., ED.S. and ED.D. Academic Policies

For M.A. and Ph.D. policies, click here (p. 2029).

Academic Advising

A member of the faculty will be assigned as academic advisor to each student accepted for a graduate degree. Students may retain the same faculty advisor throughout their programs or they may select a different faculty member to serve as their dissertation director. Students are expected to confer with their advisors as often as may be necessary. It is the student's responsibility to seek conferences with the advisors, to secure supervision of the dissertation, and to keep the dissertation director informed of progress in the research and writing. It is important that students confer with their advisors prior to initial registration. Most programs in the School of Education also provide email groups and electronic advisory newsletters. Each student is responsible for participation in those services provided within his or her program.

Academic Grievance Procedures [1]

In instances where a student has concerns about an academic process, students are strongly encouraged to meet and hold informal discussions with the faculty member; such discussions can be effective in resolving problems encountered in the academic process. If the discussion between the student and faculty member does not resolve the problem(s), the faculty member(s) and student should (a) document measures proposed and/or taken to attempt to resolve the problem, and (b) contact the corresponding program chair to initiate the Informal Process. In cases where a faculty member has concerns regarding the performance of dispositions of students, program-specific procedures regarding academic review or dispositions should be followed.

Informal Process

The Informal Process is initiated in the event the above referenced documented meeting between the student and faculty member does not resolve the problem. To begin the process, the corresponding program chair should initiate a meeting with all involved parties to review the program's policies regarding the issue in dispute. At this meeting, attempts to resolve the problem at the program level are documented using the Informal Process Form (https://sakai.luc.edu/access/lessonbuilder/item/30161575/group/093bb87f-8722-45ea-897f-6e3379935dab/Concerns%20and%20Grievances/Grievance%20_Informal-process-form.docx). In the event of a grievance, this form will be submitted to the School of Education Grievance Committee to document attempts to resolve the issue at the program level.

Formal Process

In cases where direct discussions and Informal Process have failed to resolve the problem(s) from the student's perspective, he or she may file a formal grievance using of the School of Education's Grievance Procedure.1 The following procedure governs specifically academic matters such as ethical questions as well as those of scholarly competence. Thus, controversies arising from charges of, e.g., cheating in examinations, falsification of research data, plagiarism, evaluation of students, failure of the institution to recommend certification, and dismissal from programs are included within the meaning of "academic matters" that are "grievable" under these procedures.

With regard to the evaluation of students, the academic grievance procedures apply only to those cases in which the evaluation of the student is alleged to be capricious, in significant violation of clearly established written school policies, a result of improper procedures, or improperly discriminatory. An evaluation of a student is capricious if the evaluation is:

1. based partially or entirely on criteria other than the student's performance;
2. based on standards different from those standards of evaluation applied to other students; or
3. based on a substantial departure from announced standards of evaluation.

In cases other than those noted above, an evaluation of a student is not a basis for an academic grievance. In the event a student is disputing the application of a policy or decision as improper, the student must cite the specific criteria upon which he or she believes the decision properly should have been based.[2]

Steps in Filing a Grievance Petition with the Associate Dean of Academic Services

1. If the student is unable to achieve a satisfactory solution to the problem at the informal level and wishes to formally grieve the matter, the student must submit a written request within 30 days of the documented program meeting by filing a Statement of Grievance Form (https://sakai.luc.edu/access/lessonbuilder/item/30161576/group/093bb87f-8722-45ea-897f-6e3379935dab/Concerns%20and%20Grievances/Grievance-Formal-Form.docx), with the Associate Dean of Student Academic Services (ADSAS.) The request for a hearing must specify the nature of the dispute and include the student's copies of the documented attempts to resolve the matter (including the Informal Process Form) Specifically, a student who believes that he or she has valid grounds for a grievance under these procedures should submit a written and signed statement of grievance (Statement of Grievance Form), setting forth the specific allegations, including time line of events with dates, persons involved and outcome, relevant university policies, and desired outcome of the grievance. If any other University personnel are involved, the student will include the role of these parties in the student's grievance, unless such disclosure would violate the student's right to confidentiality. Should the student need assistance in putting the grievance into an appropriate format, the student may seek the assistance of the ADSAS, who will provide assistance regarding format and procedures, but who may not comment substantively on the merits of the grievance.

2. The ADSAS will refer the dispute to the School of Education Grievance Committee (SEGC), which is a standing committee of the Academic Council and consists of three faculty members from the School of Education, other than the ADSAS. If any of the three faculty members comprising the committee are involved in the dispute, replacement committee members will be appointed from the School of Education at the recommendation of the Dean.
3. The Chairperson of the Grievance Committee will establish a time and date for the hearing and notify the student and faculty involved, along with the other members of the Committee.
4. An effort will be made to schedule the hearing within 30 days of the receipt by the SEGC Chairperson of the materials filed by the student in support of the formal grievance.
5. The SEGC may request information from other sources as needed.
6. Upon receipt of the formal grievance, the Chairperson of the SEGC shall give those faculty member(s) relevant to the grievance and the program director a copy of the student's grievance documents.

Conduct of the Hearing

The hearing will be private and all persons present at the hearing will consider and treat all information presented to be confidential. If, however, the student disseminates information disclosed during the hearing, the student's interest in the confidentiality of the hearing will be deemed waived. Both the student and the faculty member involved may request assistance in presenting their case at the hearing by any person other than an attorney. The student and faculty member(s) must inform the Chairperson of the SEGC of the name(s) of their representative and any witnesses five working days before the hearing date. Prior to the hearing, copies of all written information to be considered by the SEGC shall be provided to all parties and will include:

- An explanation of committee procedure;
- An exchange of all documentation developed prior to the hearing that was not previously released and a list of student and faculty representatives (if any) and the names of witnesses for both the student and faculty member(s);
- Any University rules and policies relevant to the content of the grievance

At the hearing, the SEGC shall provide all parties the opportunity to present written and oral information relevant to the grievance. Individuals appearing before the committee have the responsibility of presenting truthful information. The committee in reaching its decision will evaluate the credibility of the witnesses. Presentation of evidence will be made only during the hearing. Any party may present witnesses or other evidence. The conduct of the hearing is informal, and the committee is not bound by rules of evidence or court procedures. Matters of procedure will be decided by the Chairperson of the SEGC. All decisions of the committee will be determined by a majority vote of the SEGC members present. The student and faculty member(s) will be informed in writing of the Committee's decision within two weeks of the hearing.

A copy of the decision will be forwarded to the Dean of the School of Education who then will subsequently inform the Chairperson of the SEGC and the relevant Program chair(s) of his or her disposition of the decision.

GROUP ACTIONS

Two or more students with substantially the same grievance may join in a group action. A single statement of grievance shall be submitted and processed in the manner described herein for individual grievances, but all those joining in such a group action must sign the statement.

APPEAL PROCESS

The student may appeal the decision of the SEGC in writing to the Dean of the School of Education within 30 days of receiving the SEGC's decision. The appeal should clearly indicate the alleged errors that occurred in the SEGC hearing. The Dean may approve, modify, or reverse the decision of the SEGC and will notify the student, the faculty members(s), the Chairperson of the SEGC, and the relevant Program chair(s) of her/his decision within two weeks of receiving the appeal, if practicable. The decision of the Dean is final in all cases.

WITHDRAWAL OF GRIEVANCE

A grievant may withdraw his or her grievance from further consideration at any time by submitting a written request to the ADSAS who will inform the Chairperson of the SEGC. No reason needs to be given for such a request to withdraw.

[1] These procedures are intended for use in the management of controversies in academic matters involving students in the School of Education, i.e. those in undergraduate Education minors and B.S.Ed. programs, M.Ed., Ed.S., and Ed.D. programs. Students in Ph.D. or M.A. programs should consult the grievance procedure in use at The Graduate School (p. 2029).

[2] Controversies arising from clearly non-academic matters fall within the jurisdiction of the Division of Student Affairs. Such cases may include: allegations of discriminatory treatment arising from the student complainant's age, race, gender, sexual orientation, disability, national origin, or religion. In cases in which jurisdiction is unclear or mixed, the Dean of the School of Education, in consultation with the Vice President for Student Affairs, will determine the correct jurisdiction.

Academic Integrity

In general, a violation of academic integrity occurs when the nature or source of academic work is misrepresented. This occurs in incidents such as, but not limited to, claiming work as one's own when it is not (e.g., plagiarism and cheating on tests) and/or falsifying data. It's the responsibility of the student to review the full policy (p. 1919).

Academic Standing

Good Standing

A degree-seeking student is in good academic standing if he or she:

1. meets the standards of quality of his or her academic program and the School of Education;
2. makes satisfactory progress toward completion of degree requirements within the established time limit;
3. fulfills the School of Education's requirement regarding continuous registration; and
4. fulfills the School of Education's requirement regarding grade-point average.

Students who are not in good academic standing are not eligible to receive a degree and may not hold a merit award.

Continuous Enrollment

Students are to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in a least one course. Once a student has completed all coursework and is still considered a degree-seeking student in good standing in a graduate

program, he/she must continue to maintain his/her registration during the regular academic year until all degree requirements are completed. In most instances, this will be accomplished by enrolling in an appropriate internship, practicum course or dissertation supervision. Registration must be completed on the dates listed in the academic calendar and class schedules for each semester.

Students who do not meet the requirement of continuous registration are considered inactive and not in good academic standing.

To request reinstatement to active status:

1. One to two semesters: email the Associate Dean of Student Academic Services to request re-activation. If enrollment for dissertation supervision was appropriate, back registration must also occur for the terms missed.
2. One to five years: complete a reapplication (https://sakai.luc.edu/access/lessonbuilder/item/30614907/group/093bb87f-8722-45ea-897f-6e3379935dab/Student%20Forms/Re-Application_Form.pdf) and a statement justifying request for readmission (for students at the dissertation level, back registration must also occur for the terms missed).
3. Beyond the time limit for degree completion: Full application and a statement justifying request for readmission. Students are reviewed for admission following the standard admission process.
4. If permitted to resume studies, the student must meet the program requirements in effect at the time of readmission. This may include new requirements for the degree, prerequisites, and/or state licensure requirements.

Reinstatements are not automatic, and students whose requests are denied will not be permitted to continue in their programs. Repeated failure to maintain continuous registration is, itself, grounds for denying a request for reinstatement.

Grade Point Average

Graduate students are expected to maintain an average of "B" or better. Not more than two grades of "C" may be counted for a degree. Some programs require students to repeat particular key courses if they receive grades of C in such courses. No grades of "D" or "F" may be counted as fulfilling degree requirements (such grades, however, will be calculated into the grade point average). No student will be graduated with less than a 3.0 average for all graduate and undergraduate courses taken as part of the degree program.

All students are subject to annual review of progress. Students who earn more than two grades of "C" or show other aspects of insufficient progress may be subject to withdrawal from the program. Students who fail to maintain at least a 3.0 GPA will be placed on academic probation. If the GPA is not raised to a 3.0 during the next two consecutive terms in which the student registers, the student will be dismissed for poor scholarship. If a student is dropped from degree candidacy, he or she may be readmitted only under exceptional circumstances.

Dismissal from the Graduate School of Education

1. *Failure to maintain a cumulative grade point average of 3.0 or better*. Students whose cumulative grade point average falls below 3.0 are considered to be on academic probation. Students may continue on academic probation for no more than two semesters, in which enrolled (the summer sessions are considered in this instance as a single semester); failure to raise, within that period of time, the cumulative grade point average to 3.0 or better results in dismissal from graduate study. *Academic Dishonesty*. In general, academic dishonesty occurs when the nature or source of academic work is misrepresented. This occurs in incidents such as, but not limited to, claiming work as one's own when it is not (e.g., plagiarism and cheating on tests) and/or falsifying data. For incidents of academic dishonesty occurring in a course, the professor may assign a grade of "F"; the standard grievance procedures are (see Academic Grievance Procedure (p. 1919)) available to students in these instances.
2. *Failure to pass the required comprehensive examinations*. Students pursuing the M.Ed. will, as a matter of course, be allowed two attempts at passing the comprehensive examination. If they fail the second examination, a third examination will be permitted only after completion of four additional courses. Failure to pass the examination after three attempts will result in no M.Ed. degree being conferred. Students pursuing the Ed.D. will be allowed a second attempt at the examination only if the student's advisor and program chair so recommend.
3. *Failure to successfully sustain annual progress evaluations*. The performance of each student is reviewed annually by his or her program faculty. Students may be terminated from their programs if found substantially deficient in their knowledge, skills, or dispositions for the field. If a student is dropped from degree candidacy, he or she may be readmitted only under exceptional circumstances.
4. Failure to pass 610 – Doctoral Studies. a) If a candidate receives a NP in two consecutive semesters, the Graduate Program Chair will recommend to the Associate Dean of Academic Affairs that the student be dismissed from the program; b) If a candidate receives three NPs during their enrollment in 610 and 600, the Graduate Program Chair will recommend to the Associate Dean of Academic Affairs that the student be dismissed from the program.
5. *Failure to pass 600 – Dissertation Supervision*. a) Candidates are expected to make adequate progress each semester. If a candidate receives two consecutive NPs, the Graduate Program Chair will recommend to the Associate Dean of Academic Affairs that the student be dismissed from the program; b) If a candidate receives three NPs during their enrollment in 610 and 600, the Graduate Program Chair will recommend to the Associate Dean of Academic Affairs that the student be dismissed from the program.
6. Students dismissed for any of the above reasons may appeal, in writing, to the Dean of the School of Education, within two weeks (14 calendar days) of the date of letter/email notification of academic dismissal. The Dean of the School of Education will review the matters pertinent to this appeal and will provide a written decision of the candidate within 30 calendar days of the receipt of the written student request for an appeal. The decision by the Dean of the School of Education is considered final.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

Attendance

All graduate students are expected to attend classes and laboratories regularly. Specific regulations are subject to program decision. Certain

programs also require attendance at professional seminars and special program meetings. Consult each program for information.

Communication from Academic Deans

Official notices are presented to students through the deans' office, Loyola emails, and LOYOLA FOCUS for Graduate Students. Students are individually responsible for this information and should check their e-mail regularly. For reasons of confidentiality, as well as efficiency, communications to students will be sent to students' Loyola email accounts and not to any other email address. Students are responsible for checking this account and/or setting up a forwarding system. The Dean's Office may refuse to provide confidential information using a non-Loyola email account.

Comprehensive Assessments

Most programs require the completion of written and/or oral examinations, portfolios or final projects to assess the student's knowledge of the field and at the doctoral level to determine competency to undertake independent research. The comprehensive assessment, if required, is to be completed successfully before the student prepares a dissertation proposal for review by her or his committee.

Failure to pass the required comprehensive assessment

Students pursuing the M.Ed. will, as a matter of course, be allowed two attempts at passing the comprehensive assessment. If they fail the second assessment, a third attempt will be permitted only after completion of four additional courses. Failure to pass the assessment after three attempts will result in no M.Ed. degree being conferred. Students pursuing the Ed.D will be allowed a second attempt at the major assessment only if the student's advisor and program chair so recommend. Students who are dismissed for failing the major assessment twice may appeal in writing to the dean of the School of Education whose judgment is final.

Course Unit

Unless otherwise specified, graduate courses normally provide three semester hours of credit. Each semester hour implies a lecture period of at least fifty minutes or a laboratory period of at least one hundred minutes a week.

Degree Conferral (Graduation)

While the commencement ceremony is every May, degrees can be conferred May, August, and December. Students must apply for graduation/degree conferral. Students should apply for graduation in the semester they anticipate completing all degree requirements. Failure to meet application deadlines may result in a delay of the conferral of the degree to the following semester.

Applications for Degree (https://www.luc.edu/education/) Conferral are due:

- December Degree Conferral – August 1
- May Degree Conferral – December 1
- August Degree Conferral – February 1

Dissertation

It is the student's responsibility to become familiar and adhere to the dissertation policies and procedures (https://sakai.luc.edu/access/lessonbuilder/item/30614881/group/093bb87f-8722-45ea-897f-6e3379935dab/Student%20Forms/FINAL%20Directions%20for%20Student-Managed%20Submission%20of%20EdD%20Dissertation_Redacted.pdf) found on the SOE Student Community Site under "Forms". The student-managed submission of dissertations gives the student control over the process of preparing and submitting the dissertation. The process contains four parts. Please read the directions carefully. Do not submit the material for any part listed in the directions until it is accurate and complete; if the material is inaccurate or incomplete, the School of Education will not accept it.

Doctoral Candidacy

The requirements for doctoral candidacy are:

1. successful completion of all specifically required coursework;
2. successful completion of all comprehensive examinations;
3. approval of the dissertation proposal by the approved dissertation committee and the Institutional Review Board (IRB).

Electronic Communication Policies

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

- In-Person and Cyberbullying Policy (https://www.luc.edu/osccr/communitystandards/physicaloremotionalharm/)
- University Policies for Information Technology Services (https://www.luc.edu/its/aboutus/itspoliciesguidelines/)

Enrollment Status

Fall and Spring Semesters

Students are considered full time if they are either:

1. enrolled in at least eight credit hours of coursework;
2. enrolled in Dissertation Supervision (#600), Doctoral Study (#610), or a full-time clerkship, internship or practicum course; or
3. enrolled in and hold a full graduate assistantship or fellowship.

Students are considered half-time if they are enrolled in at least four but less than eight credit hours of coursework.

Summer Sessions

Students are considered full-time if they are either:

1. enrolled in at least six credit hours of coursework;
2. a full-time clerkship, internship or practicum course; or
3. enrolled in and hold a full graduate assistantship or fellowship.

Students are considered half-time students if they are enrolled in at least three but less than six credit hours of coursework.

Full and Part-Time Status (as defined above)

Full- and part-time status is reported to loan companies and to the U.S. government, including the INS. Full- and part- time status are not necessarily related to eligibility for health insurance, or to Loyola's fees.

Number of Courses Allowed

Typically, full-time graduate students take a maximum of nine semester hours in each regular semester session, and six semester hours in the summer sessions. Specific programs may exceed the maximum hours.

Grades

The grades in the School of Education are as follows unless otherwise indicated in a course syllabus:

Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.0
I	Incomplete
W	Withdrawal
P/NP	Pass/No Pass
CR	Credit
AU	Audit
NR	No Credit

The notation of NR is assigned in instances where the student is registered at Loyola by never attended the course in question and never complete any work for the course.

Incomplete Grades

Students enrolled in courses offered by the School of Education are to complete all coursework by the end of the term in which the course is offered. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor.

For Incompletes assigned in Fall 2014 and later, the student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned (For purposes of incomplete grades, the summer sessions are counted together as one term). If the student does not turn in the work by the deadline, the Incomplete grade will automatically become an F. The instructor will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an incomplete grade. The student must submit the Graduate Student Request for an Incomplete form to the instructor of the class before the last day of the term for consideration and possible approval.

Withdrawal from Courses

Students may withdraw from courses on LOCUS with the grade of “W” until the University posted deadline (https://www.luc.edu/academics/schedules/). Students who withdraw after the deadline are assigned the grade of “WF”.

Pass/No Pass

Used for Doctoral Study (610), Dissertation Supervision (600), and those courses for which no semester hours ordinarily are awarded. The grade Pass (P) may be assigned for these courses. In cases where, in the judgment of the adviser, substantial progress has not been made, a grade of No Pass (NP) may be assigned.

Audit

Arrangements to audit a course must be made during registration periods. Tuition is charged for audited classes. Class attendance is required; if a student does not attend class, a final grade of "W" will be recorded. Assignments, including examinations and term papers, are not required, but the student has a right to participate in class discussions. Because a course which is audited does not count as hours attempted, it is not considered in determining a student's academic full-time or part-time status; however, tuition is charged at the full rate. After late and change of registration, students must have the course instructor's approval to convert a course from “credit” to “audit.” After midterm, the student must have the approval of the dean as well as the instructor to convert a course from "credit" to "audit." Prior to the term starting, students must submit a “Request to Audit a Class (https://www.luc.edu/media/lucedu/gradschool/pdfs/Audit%20Request%20Updated.pdf)”.

Graduate Credit

Graduate students may receive credit from:

1. Courses numbered 400-600.
2. Certain courses in the 300 group. Program approval is required for the inclusion of such courses in the graduate program. No more than three such courses will ordinarily be accepted for the master’s degree, no more than six for the doctoral degree, but programs may accept fewer. Students may not apply the same course to fulfill requirements for both undergraduate and graduate degrees, or for both professional and graduate degrees, or for two undergraduate or graduate degrees. However, transfer credit may be recommended by the appropriate program, subject to the approval of the Associate Dean of Student Academic Services.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University - a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link (https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=9).

Responsible Conduct in Research & Scholarship

For more information on Responsible Conduct in Research & Scholarship visit their website (https://www.luc.edu/ors/RCRHome.shtml/).

Time-Limit for Degree Completion

M.Ed. students must complete their program within five years. The period may be extended by special permission of the Associate Dean of Student Academic Services. Students should ask their advisor to submit the form for extension of time (https://sakai.luc.edu/access/lessonbuilder/item/30614908/group/093bb87f-8722-45ea-897f-6e3379935dab/Student%20Forms/Request%20for%20Extension%20of%20Time%20to%20Complete%20Degree%20Requirements%20-%20NEW.pdf).

Ed.D. students have a maximum of seven years to complete the degree. Each program area specifies ways in which residency requirements are satisfied. If students are unable to work on the degree for a period of more than one semester, they should request an official leave from the program. Furthermore, if students need more time to complete the degree, they must file an extension of time. Upon recommendation of the program chair, the Associate Dean of Student Academic Services will grant a leave of absence or extension of program time. However, more than one extension of program time will be granted only under extraordinary circumstance.

Extension of Time

An extension of time (https://sakai.luc.edu/access/lessonbuilder/item/30614908/group/093bb87f-8722-45ea-897f-6e3379935dab/Student%20Forms/Request%20for%20Extension%20of%20Time%20to%20Complete%20Degree%20Requirements%20-%20NEW.pdf) to complete the degree requires approval of the Program Chair, Dissertation Director (if appropriate) and the Associate Dean for Student Academic Services. Time extensions are typically restricted to one year.

Leave of Absence

Official leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal, or professional reasons). A leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence. A student requesting a leave of absence is to complete a Leave of Absence form (https://sakai.luc.edu/access/lessonbuilder/item/30614906/group/093bb87f-8722-45ea-897f-6e3379935dab/Student%20Forms/Leave%20of%20Absence%20Form%20-%20NEW.pdf) and contact the program's graduate program chair.

Transcripts and Records

Students request official transcripts (https://transcriptrequest.luc.edu/alumni/pages/jsp/) of records through the Office of Registration and Records (https://www.luc.edu/regrec/). Transcripts will be issued only after the student has met all financial obligations to the university. Transcripts will include the record of work completed at Loyola University only and the amount of advanced standing, if any, allowed toward the graduate degree from institutions previously attended.

The Office of Registration and Records also handles verification of directory information including dates of attendance, attendance full-time or part-time, degree earned, the date a degree was conferred and major field of study. It is your right to deem this information strictly confidential. If you do not want the information released, notify the Office of Registration and Records. Students may use LOCUS, the online service of the Office of Registration and Records to:

- Add and drop classes
- Get information about classes
- See or print your class schedule
- Get your grades
- Confirm or change your permanent or local addresses
- Check out your financial aid award package(s)
- View or print your (unofficial) transcript
- Access your account balance

The School of Education respects the confidentiality of student records and adheres to the provisions of the Family Educational Rights and Privacy Act of 1974. See the office of the School of Education dean for details concerning access to student records.

University Code of Conduct

All members of Loyola University Chicago are expected to uphold Community Standards (https://www.luc.edu/osccr/communitystandards/) (LUC's Student Code of Conduct). Students are expected to abide by all university policies which include, but are not limited to, the policies outlined in the Community Standards. This document provides a baseline for acceptable student conduct.

Rights Reserved: Loyola University Chicago reserves the right to change the policies and procedures announced in this document, and to change the schedules, fees charged, and regulations affecting students. It the responsibility of each student to acquire an active knowledge of all policies and procedures set forth in this document.

Withdrawal from the University

An enrolled student who wishes to withdraw from the university during any semester must notify his or her graduate program chair in writing (email is sufficient). A student is considered to be in attendance until such notice has been received by the Program Chair. Financial obligations regarding withdrawals are based on university policies (https://www.luc.edu/bursar/additionaldetailsregardingwithdrawalpolicies/).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

School of Environmental Sustainability

SES Graduate Academic Policies

Academic Advising

Each active graduate student is to have an academic advisor throughout the period of graduate study. The Associate Dean of Graduate Studies serves as the primary academic advisor for all SES MSESS Professional Track and Graduate Certificate students and as the primary administrative advisor for SES MSESS Research Track students. Faculty Thesis Advisors serve as the primary academic advisor to their individual Research MSESS students. The Graduate Program Director (GPD) serves all of the MSESS Research Track students administratively in thesis documentation, preparation, and defense. See Appendix A: "Instructions for Registration, Thesis Preparation, Thesis Defense, and Graduation" for details.

The relationship between advisor and advisee is reciprocal and requires mutual effort in the planning and execution of all aspects of the student's progress. The faculty academic advisor, as a mentor, is to be diligent in providing guidance by being available for regular consultation and by working with the student in scheduling regular meetings of the thesis/

dissertation committee should this type of written work be required for the degree.

The student is responsible for actively seeking the guidance of the faculty advisor and, when appropriate, the thesis/dissertation committee members, for all matters pertaining to the student's progression through the program including degree completion.

Academic Grievance

The University's commitment to the care of the individual person is the foundation for a grievance process that affords students the opportunity to have a review of circumstances that impact their academic standing or progress at the University. Students, faculty, staff, and administrators are encouraged to attempt to informally resolve problems arising from academic matters. Open communication between all parties and mutual respect can lead to the resolution of a number of conflicts. When informal attempts at resolution fail, the management of academic grievances involving SES Graduate students is to proceed according to the formal procedures set forth below. All students have the right to be treated with dignity and respect throughout any interaction with the academic appeal process.

Jurisdiction

A graduate students faculty, staff, or administrator may invoke these procedures when academic grievances arise. Academic grievances include dismissal from a program as well as those that arise from matters involving scholarly competence and ethical scholarly behavior. Issues regarding evaluation of students, cheating on examinations, falsification or misrepresentation of research data and plagiarism are included within the meaning of "academic."

Allegations of misconduct in the design, conduct or reporting of research supported by federal funds shall be overseen through the procedures described in the university's policy (https://www.luc.edu/ors/misconductscholar.shtml/) concerning misconduct in scholarship published by the Office of Research Services.

Problems arising from non-academic matters fall within the jurisdiction of the university's Office of Student Conduct & Conflict Resolution. In cases in which the jurisdiction is unclear or mixed, the Dean of SES and the vice president for student development will determine the appropriate jurisdiction.

The academic grievance procedure based on evaluation of students applies only to those cases in which the evaluation of the student is alleged to be arbitrary and capricious, in significant violation of clearly established written school policies, or a result of improper procedures. An evaluation of a student is capricious if the evaluation is: 1) based partially or entirely on criteria other than the student's performance; 2) based on standards different from those standards of evaluation applied to other students; or 3) based on a substantial departure from announced standards of evaluation. In cases other than those noted above, an evaluation of a graduate student is not a basis for an academic grievance.

A graduate student believing they have a basis for an academic grievance, must provide notification to the SES Associate Dean of Academics via Loyola email, describing the nature and basis of the grievance and the requested relief, no less than 30 days after the student becomes aware, or with reasonable due diligence, should have become aware of the grievance. Within 10 business days of notification, the Associate Dean of Academics will determine and notify the grievant whether or not there exists a basis for academic grievance. If a basis is found, the Associate Dean of Academics shall do one of the following:

- Grant the requested relief.
- Grant a modified relief.
- Recommend the matter for hearing.

If the Associate Dean for Academics finds no basis for the grievance or the student disagrees with modified relief offered, the student may make a written request for a hearing. The request must be made via Loyola e-mail to the Associate Dean for Academics no less than 14 days from the date of the notification of the determination of a basis for the grievance.

Hearing

The purpose of the hearing is to ensure that all parties have full opportunity to present their views to the hearing board and to allow the hearing board to fairly and fully arbitrate the issue before it. The Dean of SES shall appoint a Hearing Chair and Board consisting of at least three faculty or staff with relevant subject matter knowledge of the issue area and with no specific conflicts. All matters of procedure are to be decided by the chairperson of the hearing board in accordance with the following guidelines.

The chairperson of the hearing board is to set the date, time, and location of the hearing. The hearing is to take place within 30 days of the request for a hearing, if practicable. All involved parties are to receive a timely written notice of the hearing and the matters to be considered. All supporting documentation relating to the matter is to be submitted to the Associate Dean for Academics at least three weeks prior to the hearing. The Associate Dean will distribute it in a timely manner to all involved parties prior to the hearing.

The hearing and material submitted to the hearing board are private and all parties involved in the grievance are to consider their contents confidential. However, if a party disseminates their own material, the party's interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

A party may obtain the assistance of members of the university community in preparing written documentation or in presenting information to the hearing board and may be accompanied in the hearing by one such assistant as an advisor. The role of an advisor is to provide a comforting presence for the parties. An advisor may only speak to their advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or “represent” an advisee during the hearing process. Individuals from outside the university, including attorneys, are not permitted to serve as advisors. The party must notify the chairperson of the hearing board of the names of the assistants at least one day prior to the hearing.

Each party may present information, both orally and in writing, to the hearing board. All parties are to be available throughout the hearing. Two formats for the hearing exist and are determined by the chairperson of the hearing board: all parties are present together during the hearing or the parties are heard separately at the hearing. Each party may call witnesses at the hearing during their initial statement period. Witnesses may only be present at the hearing during the time of their statements.

Unless the Chair determines modifications are necessary, the hearing shall follow the below process:

1. Introduction: Panel introduction and instructions from the Panel Chair

2. Grievant Case: The Grievant will have up to 30 minutes to state their case and answer questions of the Board.
3. Response: The Challenged party will have up to 30 minutes to state their case and answer questions of the Board.
4. Grievant Reply: Grievant will have up to 10 minutes to reply and answer questions of the Board.
5. The Board deliberates in private to make a final recommendation on the dispute.

In reaching its decision, the board will examine all documents and other exhibits and consider fully statements of all parties and witnesses. All decisions of the board must be determined by a majority vote of the board members. The standard of evidence required for a determination and evaluation is a "preponderance of the evidence." This means the Board must determine that it is *more likely than not* that the academic evaluation was arbitrary and capricious based on the totality of available evidence. The Board must render a final decision by the end of the hearing process.

The Associate Dean for Academics will notify the parties in writing of the board's decision within two weeks of the hearing.

Appeal

A party may appeal the decision of the hearing board to the Dean of SES. The party is to request an appeal in writing within 30 days of notification of the hearing board's decision. The request must include an explanation of the basis for the appeal. The Dean will notify all parties of the request for an appeal and will provide an opportunity for a response. The Dean will obtain from the parties and the hearing board information necessary to consider fully the parties' views and the hearing board's decision.

The Dean may affirm, modify, or reverse the hearing board's decision. The Dean will notify the parties of the disposition of the appeal within 30 days of receiving the appeal, if practicable. The Dean's decision is final in all cases (including dismissal from an SES Graduate program), except those involving possible expulsion from the university; the penalty of expulsion may be imposed only by the university's provost.

Academic Integrity

Students are personally responsible to act with academic integrity at all times and act in accordance with Loyola University Chicago general academic rules and regulations. Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be conducted with integrity.

Academic dishonesty is characterized by the failure to apply this ethic, i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university.

Boundaries of Academic Honesty and Dishonesty

The following sections discuss specific expressions of academic honesty and dishonesty

Examinations: Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing information to or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.

Papers, Theses and Dissertations: Plagiarism is the use of ideas, language, or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:

- Submitting another person's work as one's own
- Submitting a rewritten or paraphrased version of another person's work
- Allowing another or paying another to write a paper for one's own benefit.

Original Research: Thesis work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is made by the respective thesis committee and SES.

Research Procedures: Data misrepresentation or fabrication are clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.

Authorship: In all cases of joint authorship, individuals working together should establish ahead of time the criteria for their co-authorship. Final determination of authorship should reflect effort and contribution, not rank or status. Dissertations and theses may not be co-authored.

Copyright: Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area.

Failure to Practice Academic Honesty

A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. Channels for resolution of matters regarding academic honesty will originate with the relevant faculty members and student and will extend to SES Deans levels, as necessary. All instances of academic dishonesty must be reported to the Associate Dean of Graduate Programs.

Academic Standing

Good Standing

A graduate student is in good academic standing if he, she or they:

1. meets the standards of quality of the SES Graduate Program in their specific academic program;
2. makes satisfactory progress toward completion of program requirements within the established time limit;
3. fulfills SES's requirement regarding continuous registration; and
4. fulfills the SES Graduate program's requirement regarding grade-point average.

Students who are not in good academic standing are not eligible to receive a degree or certificate and cannot hold an award.

Incompletes

In extraordinary circumstances where a student will not be able to complete all assigned work before the end of the semester, an instructor may assign the temporary grade of "I" – Incomplete. The student must be unable to complete the work due to unanticipated reasons or emergency circumstances that have arisen toward the end of the semester. An

Incomplete should not be granted due to a failure to appropriately manage time throughout the semester.

The student must request the Incomplete before the end of the semester; the granting of an Incomplete grade is not automatic and is at the discretion of the instructor. An instructor can reject a request for an incomplete grade. If granted, the instructor has the right to determine the conditions for completing the course work. The student and instructor will work together to complete the "Graduate Request for a Mark of Incomplete" that identifies the work and deadlines for each assignment and the entire coursework. The student shall submit to the Associate Dean of Gradute Studies the completed and signed form by the student and instructor. If an extension is approved, the instructor must enter the grade of "I" in LOCUS during the semester final grade entry period.

Course work that is incomplete must be finished and submitted no later than 6 weeks into the start of the following term (6 weeks into the Fall term for Spring and Summer term work and 6 weeks into the Spring term for Fall and J-Term work). The instructor may, at their discretion, set an earlier date. Failure to complete required course work within the allotted time will result in a grade of "F." Please note: Students who are on Academic Probation may not request a temporary mark of Incomplete in any course for the term in which they are on Academic Probation.

Continuous Registration

All students, including those who have completed all coursework, are required to register during the regular academic year (not including summer sessions) until all degree requirements are met, unless they have received a leave of absence (see below).

Students who have completed all coursework and are preparing for a thesis proposal are to register for Thesis Supervision.

Failure to remain continuously enrolled at the thesis stage of a student's career carries a financial penalty as well. Master's students at the thesis supervision stage face a reinstatement fee should they fail to maintain continuous registration. The fee will be based on the combined thesis supervision fee for the terms.

Inactive Status

Students who do not meet the requirement of continuous registration are considered inactive and not in good academic standing. To request reinstatement to active status, the inactive student should discuss the matter with the Associate Dean of Graduate Programs. Reinstatements are not automatic and students whose requests are denied will not be permitted to continue in their programs. Repeated failure to maintain continuous registration is, itself, grounds for denying a request for reinstatement.

The Associate Dean may require additional information of the student as it reviews her/his/their request. In addition, the program may recommend completion of additional requirements (e.g., coursework or examinations) as a condition of reinstatement because of the time that has elapsed since discontinuation of studies at Loyola.

Communications

Official notices to students will be made via Loyola e-mail accounts. Students are individually responsible for this information and should check their Loyola e-mail regularly.

For reasons of confidentiality, as well as efficiency, communications to students will be sent to students' Loyola email accounts and not to any other email address. Students are responsible for checking this account and/or setting up a forwarding system. The Dean's Office may refuse to provide confidential information using a non-Loyola email account.

Course Levels

Graduate students may only receive credit toward a degree or certificate from courses at the 400-level and above.

Undergraduate courses, including all 100, 200, and 300-level courses, do not apply toward fulfillment of graduate coursework requirements or electives.

Degree Conferral

Students are to apply to receive a Graduate Certificate or MS degree through LOCUS. They should select a program conferral term at the end of which they expect to complete all program requirements. Deadlines for program conferral application are:

Completion	Deadline
Fall (December)	August 1
Spring (May)	December 1
Summer (August)	February 1

Please note that students submitting a thesis or dissertation must fulfill all degree requirements, including defense and submission of final copies, prior to degree conferral.

The SES graduate program commencement ceremony is held in conjunction with the School of SES ceremony. A commencement ceremony is held only once per academic year, in May, for all students whose program was conferred in Fall or is expected to be conferred in Spring and Summer. Please note, this is not the commencement for The Graduate School of Loyola University of Chicago. For more information, see Loyola's Commencement website (https://www.luc.edu/commencement/).

Leaves of Absence

Official leaves of absence are intended for students who wish to temporarily discontinue their graduate studies due to extraordinary circumstances (e.g., medical, personal, or professional reasons). Students who are on a leave of absence may not use University resources, including faculty time. A leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence.

The Leave of Absence form is available through the Graduate Student Progress System (https://gsps.luc.edu/). Please log in to create this form for approval.

Decisions regarding the approval of leaves of absence rest with SES; when reviewing requests for a leave of absence, the Associate Dean of Graduate Programs may require additional information or documentation from the student and, where applicable, the student's Research Advisor. In cases where the Associate Dean of Graduate Programs recommends that the leave of absence not be granted, the student may petition the Associate Dean of Academics to consider their request. International students admitted to the United States on temporary visas must also receive approval from the university's International Student and Scholar Services Office for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the Associate Dean of Graduate Programs

will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the program and SES.

To be reinstated to active status, the student must notify SES in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, they must reapply for admission to the program.

Military Service

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Registration

To be certified as active students and to have access to university resources, both new and continuing students must be registered before each term in which they are taking courses, working on a thesis, completing an internship or otherwise engaged in graduate study. Applicants must be officially admitted to SES before they will be permitted to register. While SES administration may assist students in the enrollment process, students are ultimately responsible for insuring they are registered for appropriate courses in a timely manner through the university's registration system.

No one is permitted to attend any class without first officially registering for that class. Students may not register for classes after the late registration period. A fee is charged for late registration. For specific information on registration, please visit the Office of Registration and Records website (https://www.luc.edu/regrec/).

Withdrawal from a Course

Students can withdraw from a class until the last day for withdrawal, as determined by the Bursar for that semester. The grade of "W" indicates official withdrawal from a course and is not counted in academic standing as either attempted or earned credit hours, nor calculated in a grade point average.

The effective date of withdrawal is determined by the date the course is dropped in LOCUS, not by class attendance or participation. In an online or hybrid course, participation and attendance are defined as any class activity, including logging into the course Sakai site, and accessing any of the course materials. Students who stop attending a class but have not officially withdrawn will receive the final grade based only on the work completed compared to all work required for the course completion. Voluntary and repeated unofficial withdrawals from class may result in the student being barred from further attendance in the university.

The financial impact of changes after the late/change registration period is defined by the University's withdrawal schedule. Please see the Office of the Bursar website for Key Dates and Deadlines. The schedule for fall and spring 8-week sessions is as follows:

- First week of session – 100% tuition credit
- Second week of session – 80% of tuition credit
- Third week of session – 40% of tuition credit
- Fourth week of session or later – 0% of tuition credit

Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance.

Number of Credit Hours

Registration for nine credit hours per semester is considered the normal full-time courseload. The maximum courseload for SES graduate students is 12 credit hours per semester and six credit hours per summer session. A student seeking a greater course load must obtain permission from the Associate Dean of Graduate Programs.

Repetition of Courses

Students may repeat a course in which they previously received a passing grade only with the specific authorization of the Associate Dean of Graduate Programs. Authorization to repeat courses merely to improve the grade will rarely be given.

In an authorized repetition of a course the student will not receive credit hours toward graduation for both courses. The student will only receive credit hours toward graduation for the most recent attempt.

A student who repeats a course without permission of the Associate Dean will earn neither credit hours nor quality points for the repeated course.

Students with Disabilities

Students with disabilities who would like to seek accommodations at the university for their coursework or merit award (teaching and research assistantships) must contact the Coordinator of Services for Students with Disabilities. More information can be found on the Student Accessibility Center website (https://www.luc.edu/sac/).

Transcripts

All courses taken by the student and other relevant academic information are included on the student's official academic transcripts, which are maintained by the university's Office of Registration and Records (https://www.luc.edu/regrec/).

Transfer Credit

It is expected that all work toward a Graduate Certificate or Master's Degree will be completed within the SES graduate program. Under certain circumstances, up to six credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree at the discretion of the Associate Dean of Graduate Programs. Students may request transfer of credit during the student's first semester in the SES Graduate Program. SES has full responsibility for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion, and its relevance to the student's program of study at Loyola. Coursework below a B grade will not be accepted. Students may not transfer coursework that has been awarded as part of a conferred or completed degree program. If a course fulfills the learning outcomes of a requirement in the student's master's program, and upon department recommendation, a specific required course may be substituted with an elective chosen in concert with the student's academic advisor.

Withdrawal from the University

An enrolled student who wishes to withdraw from the university during any semester must notify the Dean's office and his or her graduate program director in writing. A student is considered to be in attendance until such notice has been received by the Dean or the Graduate Program Director. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended; see the Bursar's website for more information. It is the student's obligation to inform the Graduate School promptly of the intention to withdraw. Telephone messages or non-attendance in class are not official notification.

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

Complete Emergency Withdrawal

Students facing a significant emergency circumstance (see "Definitions" section below) that prevents them from continuing in or completing an academic term may submit an **Intent to Withdraw** form to their program director or the Graduate School. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining **Satisfactory Academic Progress** for continued financial aid eligibility. This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should utilize the **Appeal for Change of Academic Record** form and submit to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar **Loyola Withdrawal Schedule**. The Bursar will not assess any late payment fees after the date of Withdrawal.

Emergencies Resulting in Student Incapacitation

It is required that a complete emergency term withdrawal request be submitted by the student. However, if an emergency situation has resulted in the student's temporary or long-term incapacitation for a period that may extend beyond the one-calendar-year deadline of this policy, the student's college/school academic dean's office, the Office of the Dean of Students, a parent (for minors), emergency contact person, or other legally assigned designee may submit a request on the student's behalf. In such cases, the student's college/school academic dean's office may require additional documentation (e.g., letter from medical doctor, hospitalization forms, power of attorney).

Potential Implications

The section below provides a non-exhaustive list and general information on the potential implications of a complete emergency term withdrawal. While the University offers a number of considerations that help support students who are facing emergencies, there are other important factors that should be taken into consideration before submitting a request for a complete emergency term withdrawal. Whenever possible, it is strongly recommended that a student discuss all practical options, including the potential implications of a complete emergency withdrawal with their primary academic advisor.

Financial Implications: Tuition and Financial Aid

- Students are strongly encouraged to purchase tuition insurance (e.g., A.W.G Dewar, Inc.) prior to the start of the academic term.
- Note that a complete emergency withdrawal does not automatically result in tuition credit. Please refer to the withdrawal schedule on the Office of the Bursar's website.
- Complete Emergency Withdrawal Procedures During an Academic Term
- Although it is recommended that the student submit as much information as possible, documentation does not need to specify details of the emergency that may be protected by law or considered private. Documentation must come from a verifiable authority (e.g., community/licensed healthcare provider, police agency, court of law, US military etc.) and minimally confirm the following:
- Requests for a complete emergency withdrawal will be reviewed and decided by the student's college/school academic dean's office. Other areas, such as the Office of the Dean of Students, the Office for Equity & Compliance, or Student Accessibility Center, may be consulted in cases where the student was either referred or is being supported by said office. Additional documentation and/or information may be requested of the student before a final decision is made.
- The student will receive a written decision notification no later than 14 business days after receipt of original request via LUC email. If the school is unable to meet the 14 business-days deadline, the student will be notified in writing of the new deadline. If the request is approved, the effective date and further instructions before returning to campus (if necessary) will be provided. The date of the complete emergency withdrawal will be determined by the primary college/school dean's office based on the date of the last academically related activity.

Post-Emergency Complete Withdrawal Re-Entry Process

Unless otherwise indicated in the approval notification or by the Office of the Dean of Students in lieu of the Loyola University Chicago Behavior Concerns Team (BCT), the process for returning to the university will follow standard policies and procedures for re-enrollment. Students who were being supported by BCT before withdrawing or are returning because of a mental health hospitalization are required to consult the Office of the Dean of Students for instructions on potential re-entry requirements.

Definitions

Significant Emergency Circumstance – an unforeseen emergency situation that prevents a student from continuing in or completing an academic term. Some examples include, but are not limited to:

- Chronic illness of withdrawing student.
- Death of parent/legal guardian or medical issue of a family member and the withdrawing student must become a part-time or full-time caretaker of family member.
- Extreme financial hardship.
- Mental health condition, serious injury or illness of withdrawing student.
- Sudden or consistent lack of transportation which affected the withdrawing student's ability to meet in-person attendance requirements.
- Other situations, at the University's sole discretion, which are deemed to result in significant hardship to the withdrawing student.

This list includes examples of emergency situations that directly affect the student; it is not intended to be all-encompassing.

School of Social Work

Visit the School of Social Work's website for their MSW Handbook (https://www.luc.edu/socialwork/academics/studentresources/forms/).

The Graduate School

Graduate School Academic Policies

Academic Advising

Each degree-seeking student is to have a faculty academic advisor throughout the period of graduate study. The faculty academic advisor plays a major role in working with the student to ensure a planned, disciplined, and well-supervised approach to graduate study. Depending on the program, this advisor may be the Graduate Program Director, a faculty member in the student's area of concentration, the thesis/dissertation advisor, or some combination of these individuals.

The relationship between advisor and advisee is reciprocal and requires mutual effort in the planning and execution of all aspects of the student's progress. The faculty academic advisor, as a mentor, is to be diligent in providing guidance by being available for regular consultation and by working with the student in scheduling regular meetings of the thesis/dissertation committee should this type of written work be required for the degree.

The student is responsible for actively seeking the guidance of the faculty advisor and, when appropriate, the thesis/dissertation committee members, for all matters pertaining to the student's progression through the program including degree completion.

Academic Appeals

The University's commitment to the care of the individual person is the foundation for an appeals process that affords students the opportunity to have a review of circumstances that impact their academic standing or progress at the University.

Student Rights in an Academic Appeal Process When a Hearing Will Take Place

All students have the right to be treated with dignity and respect throughout any interaction with the academic appeal process and have the following procedural rights during hearings:

- Right to Participate: To be present throughout the hearing but not during the deliberation process of the hearing board
- Right to an Advisor: To be accompanied by an advisor, if desired (see section on rights of an advisor)
- Right to Review: To review all documentation concerning the potential policy violations during the hearing
- Right to Refute: To refute information provided by witnesses

The Graduate School recognizes three types of appeals.

1. Appeal of Course Grade

Students who wish to contest a final course grade may initiate a course grade appeal. This form is the only approved process to submit this request.

Link to: Appeal of Course Grade Form (https://www.luc.edu/media/lucedu/gradschool/pdfs/I.a.%20TGS%20Academic%20Appeal%20Course%20Grade%20FORM.pdf)

1. Appeal of Non-Coursework Evaluation

Students who wish to contest an evaluation of their non-course academic performance may initiate an of non-coursework evaluation. This form is the only approved process to submit this request.

Link to: Appeal of Non-Coursework Evaluation Form (https://www.luc.edu/media/lucedu/gradschool/pdfs/II.a.%20TGS%20Academic%20Appeal%20NonCoursework%20Evaluations%20FORM.pdf)

1. Appeal of Finding of Academic Misconduct

Students who wish to contest a finding of academic misconduct may review the Academic Integrity Policy and submit an appeal of a finding of academic misconduct.

Link to: Academic Misconduct Appeal Form (https://www.luc.edu/media/lucedu/gradschool/pdfs/III.a.%20Academic%20Misconduct%20Appeal%20Form.pdf)

Academic Appeal of Course Grade

Purpose of the Course Grade Appeal

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair processes, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relation between the grade given and the student's performance in the class and that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for an appeal.

In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic misconduct the following processes have been developed and will be applied to all cases involving students in the Graduate School.

Appeals

1. Students retain the right to appeal the determination made at any stage of the process outlined above using the Academic Appeal Procedure described below.
2. The decision of the academic Dean's office is final in all cases except expulsion.

Academic Appeal Procedure:#Course Grade Appeal

1. The student's first step in the event of a grade dispute is to confer directly with the instructor.
2. If the grade dispute is not resolved, a student must submit a formal request using the Academic Appeal Form: Course Grade Dispute for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.
    a. If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
    b. If the final grade is assigned in fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
    c. For a course offered by the School of Continuing and Professional Studies, the student must submit the appeal no later than 30 days after the final grade is officially posted.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
    a. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified via Loyola email that a hearing board will not be convened.
        i. If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
    b. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified via Loyola email that a hearing board will be convened.
    c. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.
4. Each department will have a standing hearing board or have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
5. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings via Loyola email, and informs students by written notice of the decisions of the board.
6. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. Hearings may be held virtually to accommodate committee members or parties to the appeal.
7. The hearing will be private.
8. Hearings for a grade dispute generally proceed according to the following format:
    a. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
    b. Review of the Student Rights in the Academic Appeal Process.
    c. Students should complete the electronic appeal form in advance of the hearing.
    d. Hearing board chairperson reviews the nature of the grade dispute and the University policy potentially violated.
    e. Witnesses are excused until statements are needed (if applicable).
    f. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
    g. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
    h. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
    i. Student(s) are provided a final opportunity to make any closing comments.
    j. Instructor(s) are provided a final opportunity to make any closing comments.
    k. Hearing board chair may excuse all parties for deliberation if needed
    l. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within 5 business days in writing via Loyola email.
9. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board via Loyola email of the name of the advisor at least 2 business days before the hearing date.
    a. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
    b. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
    c. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
10. The student and/or instructor have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
11. The Board may address questions to any party.
12. The chairperson of the hearing board determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine that arbitrary and capricious academic evaluation occurred is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that arbitrary and capricious academic evaluation occurred based on the totality of available evidence.
13. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.

14. The student and instructor will be informed in writing via Loyola email by the chairperson of the board's decision within 5 business days of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.
    a. If the hearing board determines that a grade change is not warranted, the chair of the hearing board will notify the student and the instructor involved of the decision.
    b. If the hearing board determines that a grade change is warranted, the Dean and/or Dean's designee submits a grade change request to the Office of Registration and Records. The Department Chair and/or Dean's designee will notify the student and the instructor involved of the decision vial Loyola email.

Should the student or instructor wish to contest the hearing board's decision, an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision may be sent to the Graduate School.

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
    a. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
    b. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
    c. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Graduate School Academic Standards and Regulations.

Academic Appeal of Non-Coursework Evaluation of Research and Scholarship

Students, faculty members, and administrators are strongly encouraged to attempt to resolve informally problems arising from academic matters. The Graduate School hopes that open communication between all parties and mutual confidence in one another's good will will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of an academic appeal by a student in the Graduate School of an evaluation of research and scholarship outside of coursework is to proceed according to the formal procedures set forth below.

Jurisdiction

Evaluation of the quality of graduate student research and scholarship, including the student's successful completion of academic degree requirements outside of coursework including but not limited to qualifying or comprehensive exams, the thesis or dissertation defense proposal, and the thesis or dissertation, is entrusted to Graduate Faculty.

In cases where the student believes that the faculty or faculty concerning evaluation was arbitrary and/or capricious, the following Academic Appeal policy will determine whether the student has the right to appeal the results of the evaluation.

This policy does not apply to:

- An appeal of a course grade (including a grade of NP on a graduate study or supervision course) shall be handled through the Graduate School's policy on Course Grade Appeal.
- An appeal of a charge of academic misconduct shall be handled through the Graduate School's policy on Academic Integrity.
- An appeal of a charge of concerning an allegation of misconduct in the design, conduct or reporting of research supported by federal funds shall be handled through the procedures described in theuniversity's policy concerning misconductin scholarship published by the Office of University Research Services.
- Problems arising from clearly non-academic matters fall within the jurisdiction of the University'sOffice of StudentConduct & Conflict Resolution.

In cases in which the jurisdiction of a matter is unclear or mixed, the Dean of the Graduate School the Vice President for StudentDevelopment, and or the Office of Research Services when appropriate will determine the appropriate jurisdiction.

This academic appeal procedure applies only to those cases in which the evaluation of the student in the accomplishment of a required milestone (comprehensive examination, research tool, thesis or dissertation defense) in their academic degree progress outside of coursework, is alleged by the student to be arbitrary and capricious.

A decision is arbitrary and capricious if it is:

- In significant violation of clearly established written department, program, and/or school policies, and/or
- The result of improper procedures and/or
- Based partially or entirely on criteria other than the student's academic performance or quality of academic work and/or
- Based on standards different from those standards of evaluation applied to other students;
- Based on a substantial departure from announced standards of evaluation.

In cases other than those listed above, an evaluation of a student is not the basis for an academic appeal.

Process

When informal efforts at resolution fail, students must first address the issue at the departmental or programmatic level. Each university unit has an appeal (or grievance) procedure, and this procedure guides the process. If a complainant wishes to appeal the decision reached at the departmental/program level, the complainant can request a Graduate School hearing.

Graduate School Hearing

Request for a Hearing: The complainant is to make a written request for a hearing to the Dean of the Graduate School. Using the Academic Appeal-Non-Course Evaluation form, the request must specify the nature of the appeal and outline prior attempts to resolve the matter. The request must be made within thirty days of a decision reached at the departmental/programmatic level. If, upon review by the Graduate School, the appeal is deemed inappropriate for a hearing because it does not fall within the above standards, the process will not move forward. If the process moves forward, the Graduate School will request copies of all materials generated at the departmental/programmatic level, all materials deemed

salient by the student, and all materials generated by the Graduate School as an intermediary between the parties.

Hearing Board
The Graduate School will convene a hearing board, appointed by the Dean, consisting of at least three members, including one student. Only members of the Graduate School faculty or Graduate School students are eligible to serve on the hearing board. The hearing board will have a chairperson, appointed by the Dean, who is responsible for managing all procedures related to the hearing.

Hearing Procedure
The purpose of the hearing is to ensure that all parties have full opportunity to present facts and their views to the hearing board and to allow the hearing board to assure itself that it fully understands the parties' views. The conduct of the hearing is informal. It is not bound by rules of evidence or court procedures. All matters of procedure are to be decided by the chairperson of the hearing board in accordance with the following guidelines.

The chairperson of the hearing board is to set the date, time, and location of the hearing. The hearing is to take place within 30 days of the request for a hearing, if practicable. All parties involved are to receive timely written notice of the hearing and the matters to be considered. All supporting documentation relating to the matter must be submitted to the Graduate School's Associate Dean for Student Academic Services at least three weeks before the hearing. The Associate Dean will distribute it in a timely manner to all involved parties prior to the hearing.

The hearing and material submitted to the hearing board are private and all parties involved in the appeal are to consider their contents confidential. However, if a party disseminates their contents, the party's interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

A party may obtain the assistance of members of the university community (including, but not limited to, faculty, a Graduate Program Director, and/or staff of the Graduate School) in preparing written documentation or in presenting information to the hearing board, provided that the assistants are not attorneys. Individuals from outside the university, including attorneys, are not permitted to serve as assistants. The party must notify the chairperson of the hearing board of the names of the assistants at least one day prior to the hearing.

Each party may present information, both orally and in writing, to the hearing board. The Graduate School, if it has provided guidance to one or both parties and/or has served as an intermediary between the two parties prior to the filing of the appeal, also may present information to the hearing board. All parties are to be available throughout the hearing. Two formats for the hearing exist and are determined by the chairperson of the hearing board: all parties are present together during the hearing or the parties are heard separately at the hearing. Hearings may be held virtually to accommodate committee members or parties to the appeal. Each party may call witnesses at the hearing. The party is to submit to the chairperson of the hearing board the witnesses' names at least one week prior to the hearing; the hearing board will notify all parties of the names of witnesses in a timely manner prior to the hearing. The board may direct questions to any party or witness. All individuals presenting information to the hearing board have the responsibility of presenting truthful information.

After the hearing board has gathered all information necessary to understand fully the parties' views, the board will deliberate in private. In reaching its decision, the board will examine all documents and other exhibits and fully consider statements of all parties and witnesses. The decision of the board will be determined by a majority vote of participating board members.

The committee will provide their decision and justification to the Associate Dean within two weeks of the hearing. The Associate Dean of the Graduate School will notify the parties in writing of the board's decision within two weeks of receiving the committee's decision.

Appeal of the Hearing Board Decision

A party may appeal the decision of the hearing board to the Dean of the Graduate School. The party is to request an appeal in writing within 30 days of notification of the hearing board's decision. The request must include an explanation of the basis for the appeal according to the following:

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
   a. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
   b. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Graduate School Standards and Regulations.

The Dean will notify all parties of the request for an appeal and will provide an opportunity for a response. The Dean will obtain from the parties and the hearing board information necessary to consider fully the parties' views and the hearing board's decision.

The Dean may affirm, modify or reverse the hearing board's decision. The Dean will notify the parties of the disposition of the appeal within 30 days of receiving the appeal, if practicable. The Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the university (i.e., a permanent prohibition of enrollment at the university); the penalty of expulsion may be imposed only by the university's provost or senior vice president for health sciences.

The Graduate School retains copies of all documentation related to the management of appeals under its jurisdiction in accordance with the university's record retention policy.

Academic Integrity Policy and Processes

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Standards

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
   a. Submit material copied from a published or unpublished source.
   b. Submit material that is not cited appropriately.
   c. Use another person's unpublished work or examination material.
   d. Allow or pay another party to prepare or write an assignment.
   e. Purchase, acquire, or use a pre-written assignment for credit.
   f. Use generative artificial intelligence to assist or write assignments without prior permission of the faculty.
   g. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
   h. If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
2. Students may not fabricate data. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
3. Students may not collude.
   a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the faculty.
   b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
   c. Students may not use work submitted by another student in a previous semester of a course.
4. Students may not cheat.
   a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the faculty.
   b. Students may not take an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
   c. Students may not attempt to change answers after an examination or an assignment has been submitted.
   d. Students may not falsify medical or other documents for any reason.
   e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
      i. Bringing notes into an exam that does not allow outside materials.
      ii. Programming equations into a calculator when the faculty has indicated that students are to be tested on the recall of those same equations.
      iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
5. Students may not facilitate academic misconduct.

Graduate student responsibilities regarding academic integrity extend outside the classroom to scholarship, research, and teaching. As such, graduate students are also subject to the following standards:

1. Original Research. Thesis and dissertation work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is made by the thesis/dissertation committee and the academic unit.
2. Research Procedures. Data misrepresentation or fabrication are clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.
3. Authorship. In all cases of joint authorship, individuals working together should establish ahead of time the criteria for their co-authorship. Final determination of authorship should reflect effort and contribution, not rank or status. Dissertations and theses may not be co-authored.
4. Copyright. Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area.
5. Teaching. Intellectual honesty characterizes the teaching endeavor. Instructors have the responsibility of clearly stating at the beginning of a course any and all responsibilities of the course and specifying in percentages how the final grade is to be calculated. Furthermore, instructors will inform themselves of appropriate university guidelines for the composition of course syllabi and ground rules.

Sanctions

Faculty are responsible for determining the sanctions for academic misconduct in the course sections they teach and students they mentor. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. Academic deans may add to or elevate the initial sanctions assigned by faculty based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future; and
- sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors

Below is a list of commonly assigned sanctions and faculty members may choose from this entire list:

1. Educational Experiences
   Educational experiences provide space for students to reflect upon their conduct; to identify how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable.

   Educational experiences or projects may include:
   1. Attendance and participation at a required meeting, workshop, special project, or other initiative.
   2. Completing an online tutorial focused on academic integrity.
   3. A written reflection about a specific topic or issue.
   4. Resubmission of the assignment or exam for partial credit.
   5. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
   6. Completing restorative service hours and/or a Values Workshop.

   Deadlines for educational experiences may vary.
2. Failing Grade on the assignment
   A letter grade of F or zero points will be issued for the assignment or examination.

3. Failing Grade in a course, comprehensive examination, proposal or final defense of thesis or dissertation.
   A letter grade of F will be issued for the course or milestone where academic misconduct occurred.
4. University Suspension - may only be determined by the student's academic dean's office.
   University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions. The Academic Dean's office may consider suspension as an elevated sanction.

   Suspension from the University further entails being withdrawn from all enrolled courses (resulting in "W" grades) restriction from visiting the University premises except when engaged in official business approved by the Office of the Provost. Visiting the University premises without gaining approval may result in arrest. Students suspended from the University remain responsible for tuition and fees. Students suspended from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. University suspension may also include any other disciplinary action that is judged to be of value to the student.

   Persons notified of a student's suspension may include The Office of the Provost, the Office of Registration and Records, the Bursar, the Office of the Dean of Students and their designees, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost. Suspended students may not study abroad or travel with the University and may not be approved to study abroad until 90 days after their suspension period has ended. University suspension is typically assigned for a minimum of the rest of the semester and may last any number of years.

   When a suspension is over and the student has completed any conditions accompanying the suspension, the student must contact their academic dean's office requesting reinstatement and providing documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The Academic Dean's office may require a meeting with the student before permitting re-enrollment. The student may re-enroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one fall or spring semester, the student will return under the same catalog requirements that were in place for their declared degree plan at the time of suspension. If the suspension is for a period longer than one fall or spring semester, the student will need to reapply to the university through the appropriate admission's office.
5. University Expulsion
   An academic dean may recommend a sanction of University Expulsion to the Provost. Expulsion from the University is the most serious University disciplinary action and means the permanent exclusion of the student from the University. Only the Provost may impose the sanction of expulsion as recommended by a Dean. The Provost's decision is final. A student is not eligible to reapply or be readmitted to any other programs at Loyola University Chicago following expulsion.

   Expulsion may include: forfeiture of all rights and degrees not actually conferred at the time of the expulsion; permanent notation of the expulsion on the student's academic record; withdrawal from all courses (resulting in "W" grades). Students expelled from the University remain responsible for tuition and fees. Students expelled from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. Any student expelled from the University are not permitted to visit the University premises except when engaged in official business approved in advance and in writing by the Office of the Provost or Campus Safety. Visiting the University premises without gaining approval in advance may result in arrest.

   Persons notified of a student's expulsion may include, the Office of the Dean of Students and their designees, the Office of Registration and Records, the Bursar, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost.

Process

1. Faculty will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required to determine responsibility is known as a "preponderance of the evidence." This means the faculty member(s) must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If faculty conclude an instance of academic misconduct has occurred, then they will determine the appropriate sanction(s) as it relates to the charge and in accordance with the procedures in Graduate School's Academic Standards and Regulations.
3. Faculty will notify the student of their findings and sanction. Faculty should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the faculty's outreach within two business days and faculty have determined that academic misconduct has occurred, faculty will then report the instance of academic misconduct, including supporting documentation, to the Graduate Program Director, Department Chair and the student's Academic Dean's office.
5. The student's academic Dean's office will notify the student that the instance of academic misconduct has been reported. This instance will also be documented in the University's centralized database.
   - The initial sanction(s) determined by the faculty may be reviewed by the academic Dean's office.
   - The final sanction(s) will be included in the notification.
6. Incident reports and supporting materials regarding the academic misconduct are part of the student's academic record.

Appeals

Students retain the right to appeal the determination made at any stage of the process outlined above using the Appeal Procedure described below. The decision of the Academic Dean's office is final in all cases except expulsion.

Appeal Procedure:#Finding of Academic Misconduct

1. If a student chooses to contest a finding of academic misconduct, the student's first step is to confer directly with the faculty.
2. If a student and faculty are unable to resolve the issue relating to academic misconduct and the student still chooses to contest the finding, the student may appeal by submitting a formal appeal request (see form) via Loyola email to the Department Chair/

Associate Dean (when applicable) no later than 30 days into the following semester.

a. If the dispute occurs within a class in the spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
b. If the dispute occurs within a class in the fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
c. For a course offered by the School of Continuing and Professional Studies, the student must submit the appeal no later than 30 days after the final grade is officially posted.

3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
   a. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified that a hearing board will not be convened.
      - If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together.
   b. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified that a hearing board will be convened.
4. The academic Dean's office will notify the student of the final decision.
5. Each department will have a standing hearing board or have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
6. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings and informs students by written notice of the decisions of the board.
7. The hearing will be held within two weeks of the receipt of the request for a hearing, if practicable. Hearings may be held virtually as necessary to accommodate members of the committee as well as parties to the appeal.
8. The hearing will be private and all information will be held confidential.
9. Hearings for refuting a charge of academic misconduct generally proceed according to the following format:
   1. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
   2. Review the Student Rights in the Academic Appeal Process.
   3. Students should complete the electronic form in advance of the hearing.
   4. Hearing board chairperson reviews the nature of the alleged conduct and the University policies potentially violated.
   5. Witnesses are excused until statements are needed (if applicable).
   6. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
   7. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
   8. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
   9. Student(s) are provided a final opportunity to make any closing comments.
   10. Instructor(s) are provided a final opportunity to make any closing comments.
   11. Hearing board chair may excuse all parties for deliberation if needed.
   12. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within five business days in writing, via Loyola email.
   13. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor before the hearing date.
      i. The role of an advisor is to provide a comforting presence for the student and/or faculty. A faculty may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
      ii. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
      iii. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
   14. The student and/or faculty have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
   15. The board may address questions to any party.
   16. The chairperson of the hearing board determines the hearing procedures (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). Hearings may be held virtually to accommodate committee members or parties to the appeal. The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
   17. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
   18. The student and faculty will be informed in writing by the chairperson of the board's decision within two weeks of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.
   19. Should the student or faculty member wish to contest the hearing board's decision, they must submit in writing (via Loyola email) an

appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision.

1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
2. The grounds to appeal the board's decision must include one or more of the following criteria:
    1. New substantive information is available that could not have been discovered by a diligent respondent at the time of the hearing and that would have likely changed the outcome of the case.
    2. A substantive procedural error or error in the interpretation of University policy occurred.
    3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Graduate School Academic Policies.

20. Upon receipt of the appeal letter, the Dean and/or the Dean's designee will review the appeal to determine whether or not to uphold the decision of the hearing board.

The student and the faculty will be notified by the Dean's office of the final decision. This Dean and/or the Dean's designee decision is final and binding.

Academic Misconduct Records and Privacy

Academic misconduct records are maintained at the University for seven years from the date of the incident, with the exception of cases resulting in University expulsion (such files are retained indefinitely). Such files may contain contact information, correspondence, decisions, assigned outcomes, reports, and other information pertaining to any case in which a student was found responsible. These files are maintained by the Graduate School Academic Dean's Office.

Students have a right to view a redacted copy their academic misconduct file that falls within the seven-year period or resulted in University expulsion, with any protected information about other students removed, during regular business hours. A minimum of five business days' notice is required to prepare files for review. In order to request to view a redacted copy of their academic misconduct file, students must complete the Permission to Release Education Record Information form found on the Office of the Dean of Students website. Forms are reviewed in the order they are received and the ODOS office will contact you to schedule a time for your meeting once your form is processed.

In order to request a release of your academic misconduct file information to another person or school/organization, students must complete the Permission to Release Education Record Information form found on the ODOS website and if applicable, submit any associated form from the school/organization they want to receive their academic misconduct file information. Forms are reviewed in the order they are received and are typically processed within 5-7 business days.

Privacy applies to affected parties, respondents, complainants, witnesses, advisors, Conduct Administrators, and members of Hearing Boards. All individuals are expected to adhere to the regulations set forth by the Family Educational Rights and Privacy Act of 1974 as Amended ("FERPA") regarding the dissemination of information pertaining to the academic misconduct process. All proceedings are private and unauthorized recording by any means is prohibited. The University reserves the right to share information regarding a case with other appropriate parties on a need-to-know basis. More information about FERPA can be found here (https://www.luc.edu/ferpa/).

Academic Standing

Good Standing

A degree-seeking student is in good academic standing if they: 1) meet the standards of quality of their academic program and the Graduate School; 2) make satisfactory progress toward completion of degree requirements within the established time limit; 3) fulfill the Graduate School's requirement regarding grade-point average; and 4) fulfill the Graduate School's requirement regarding continuous enrollment. Students who are not in good academic standing are not eligible to receive a degree and cannot receive financial support from the University (including assistantships, fellowships, tuition scholarships, and/or loans).

Continuous Enrollment

All students, including those who have completed all coursework, are required to enroll continuously for each semester of the regular academic year (not including summer sessions) until all degree requirements are met, unless they have received approval for a leave of absence. Continuous enrollment maintains the student's active status and permits access to University resources including faculty time and engagement.

Students who have completed all coursework and are preparing for examinations and/or preparing a thesis/dissertation proposal are to enroll in Master's or Doctoral Study. Enrollment in Master's/Doctoral Study is normally limited to two semesters; after this, students must enroll in Thesis/Dissertation Supervision until degree completion.

Inactive Status and Reinstatement

Students who do not meet the requirement of continuous enrollment are considered inactive and are not in good academic standing. A student who is inactive may not use University resources, including faculty time and engagement. Time spent in inactive status will count against a student's permitted time to degree. If a student wishes to step away from their graduate studies and pause their time to degree, the student is encouraged to request approval for a Leave of Absence.

To request reinstatement to active status in order to enroll and make progress toward the degree, the inactive student should discuss the matter with their Graduate Program Director and complete the Reinstatement Request Form (found on the Graduate School website). The form requires multiple levels of approval and the student should complete the required supporting material with care. Reinstatements are not automatic and a student whose requests are denied will not be permitted to continue in their graduate program. Repeated failure to maintain continuous registration is, itself, grounds for denying a request for reinstatement.

In considering a request for reinstatement, the program may require additional information of the student as it reviews their request. In addition, the program may recommend completion of additional requirements (e.g., coursework or examinations) as a condition of reinstatement because of the time that has elapsed since discontinuation of studies at Loyola.

In order to ensure that students have adequate knowledge of the current state of the field and the specialty, if a PhD student who has been inactive (i.e., not enrolled) for more than two years applies for reinstatement in a program, and if more than five years have elapsed since the student completed their doctoral examination(s), the program and/or Graduate School may require the student to retake and successfully complete the program's doctoral examination(s). The program may recommend to

the Graduate School an alternative to the examination as a means of satisfying the requirement that the student demonstrate contemporary knowledge of the field.

The Graduate Program Director will forward to the Graduate School the student's written request for reinstatement and the program's recommendation regarding the request. The Graduate School will notify the student and the program of its decision regarding reinstatement.

Admission on Probation

Admission on probation may be offered to students who do not meet the graduate program's academic requirements (e.g., GPA) for admission. Upon matriculation, these students will have the opportunity to demonstrate their ability to demonstrate good academic standing while on academic probation.

Note that probationary admission is distinct from Admission on Condition and from Probation.

Admission on Condition (Unofficial Transcripts): Conditional admission may be offered to those who have submitted unofficial (self-submitted) or in-progress transcripts (i.e., applicant is still enrolled at previous institution at the time of admission). These admitted students must request that official transcripts be submitted to gradapp@luc.edu before the end of the first term of enrollment, or a hold will be placed on their account so that they may not register for future terms.

Probation: As outlined in the Graduate School's Academic Policies (https://catalog.luc.edu/academic-standards-regulations/graduate-professional/graduate-school/), a continuing graduate student may be placed on probation if they fail to maintain good academic standing.

The following constitutes the Graduate School's policy on the use of Probationary Admission by a graduate program.

Accelerated Master's Pathways

The Graduate School does not permit a master's program with an accelerated master's pathway (AMP) to offer probationary admission to an undergraduate applicant. To qualify for admission, an AMP applicant must meet the program's minimum application requirements as specified.

Master's and Doctoral Programs

For master's and doctoral students, the terms of admission on probation are as follows:

Graduate students with probationary admission will have two semesters after matriculation to meet good academic standing for continuation. Students must earn a cumulative grade point average of 3.0 (good academic standing) by the end of their second semester.

At the completion of their second semester, the student's record will be reviewed by the Graduate School to determine if the GPA requirement has been met and their status updated to one of the following:

- Good academic standing. If the student achieves the required 3.0 cumulative GPA or higher.
- Dismissal. If the student fails to earn a 3.0 cumulative GPA, they will be dismissed from the University.

A master's or doctoral program that would like to make probationary admissions to applicants must, at the start of each entry term, share a list of matriculated students on probationary admission with their campus' Associate Dean.

Advanced Standing Toward the Doctoral Degree

A student who has been awarded a relevant master's degree by another institution may petition for advanced standing toward the coursework required for a doctoral degree program. A maximum of thirty credits of advanced standing may be awarded. Some doctoral programs may impose a lower limit or may not permit advanced standing at all. Requests for advanced standing should be made during the student's first year of enrollment in the Graduate School. Requests for advanced standing must be made to the Graduate Program Director (GPD) of the student's doctoral program, who will make a recommendation to the Graduate School for final review and approval. This recommendation will include both the number of advanced standing credits to be awarded and the number of credits of coursework that remain to be completed for the degree through registration in the Graduate School. Advanced standing does not alter a student's doctoral degree requirements outside of coursework (such as comprehensive exams) or confer candidacy. The number of approved credits of advanced standing will be recorded on the student's transcript but will not contribute to the student's Grade Point Average (GPA). Students entering their doctoral program with Advanced Standing should refer to Graduate School policy on time limit for completion of degree requirements for students.

Also see Transfer Credit Policy.

Appeal for Change of Academic Record

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the **Appeal for Change of Academic Record** form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

Certificate Policy

This policy is intended to compliment the University's Certificate Policy (https://www.luc.edu/media/lucedu/academicaffairs/Certificate%20Policy%204.28.25.pdf) as it relates to students and certificates in the Graduate School.

In the Graduate School, a certificate requires a minimum of 8 credit hours. Post-baccalaureate certificates must be comprised of courses between 100 to 400 level and graduate certificates must be comprised entirely of courses at the 400 level or above. Students in the Graduate School may complete a post-baccalaureate certificate only if they have earned a bachelor's degree.

Transfer of External/Non-Loyola Certificate Credits to a Certificate

Students in the Graduate School may not transfer credit from outside of Loyola for application to a certificate unless those credits have already been approved by the Graduate School for application to a separate graduate degree.

Use of Credits from Loyola to Multiple Certificates or Degree Programs

Credits earned toward a graduate certificate may also be applied to a graduate degree program or graduate certificate at the discretion of the graduate program and the Graduate School.

Time Limit for Certificate Completion

Each certificate will have an established time limit for completion of the certificate. Students may request a leave of absence from a certificate and that leave of absence will not count against time to certificate completion.

Timing of Admission to Degree Program

If already enrolled in a degree program, a student must enroll in a certificate at least one semester before the semester of their degree conferral.

All other academic policies in the Graduate School will apply to students pursuing certificates as relevant.

Computation of Academic Grade Point Averages

The transcript reflects a student's actual academic record and the GPA includes all grades earned during the pursuit of the degree. Students must maintain at least a 3.0 or higher GPA for all courses taken while in graduate career.

If a student, with the authorization of the Dean and graduate program director, retakes a course, only the most recent grade earned for the course will be used when evaluating whether or not all degree requirements have been met.

No more than two courses for which a student receives a final grade of C+ (2.33) or C (2.00), and no course for which a student receives a final grade of less than a C (2.00), may be applied toward the fulfillment of degree or certificate requirements. Such grades, however, will be used in the calculation of a student's overall grade point average.

Communication from Academic Deans

Official notices are presented to students through the Dean's website or via Loyola e-mail account. Students are individually responsible for this information and should check their college's board and e-mail regularly.

For reasons of confidentiality, as well as efficiency, communications to students will be sent to students' Loyola email accounts and not to any other email address. Students are responsible for checking this account and/or setting up a forwarding system. The Dean's Office may refuse to provide confidential information using a non-Loyola email account.

Comprehensive Examinations

Most programs require the completion of written and/or oral comprehensive (or qualifying) examinations to assess the student's knowledge of the field and competency to undertake independent research. The comprehensive examinations, if required, are to be completed successfully before the student prepares a thesis/dissertation proposal for review by her or his committee. If a student fails all or a portion of the examinations, reexamination may be permitted, but only once. Failure of the reexamination will result in dismissal from the program. Students who have not completed the coursework for their programs, including outstanding Incomplete grades, will not be permitted to sit for comprehensive exams, nor will students on academic probation.

Coursework Requirements

Course Levels

Graduate students may only receive credit toward a degree or certificate from courses at the 400-level and above.

Undergraduate courses, including all 100, 200, and 300-level courses, do not apply toward fulfillment of graduate coursework requirements; such courses may, however, be used to fulfill prerequisite or research tool requirements (e.g., a 100-level language course may be used to fulfill a program's language requirement).

Degree Requirement Term

The degree requirements for the graduate or professional program pursued by a student will be consistent with the term of admission for the graduate or professional program noted in the admission letter. If a student leaves and is readmitted to a program, they will be held to the requirement term of re-admission. However, if a student changes their plan within a department and does not require a separate admission, they may retain their requirement term.

Degree Conferral/Graduation

Students are to apply to receive a PhD, MA or MS degree through LOCUS. The should select a degree conferral term at the end of which they expect to complete all degree requirements. Deadlines for degree conferral application are:

Conferral Term Deadline to Apply for Graduation

- FALL (December) - August 1
- SPRING (May) - December 1
- SUMMER (August) - February 1

Please note that students submitting a thesis or dissertation must fulfill all degree requirements, including defense and submission of final copies, prior to degree conferral.

The Graduate School's commencement ceremony is held once per academic year, in May. For more information, see Loyola's Commencement website: http://www.luc.edu/commencement/ (https://www.luc.edu/commencement/).

Dissertations and Theses

Several master's programs require the completion of a thesis; all PhD programs require the completion of a dissertation. To ensure that standards of quality are maintained consistently across programs, the Graduate School oversees matters relating to dissertations and theses.

The student has primary responsibility for preparing and submitting the dissertation or thesis to the Graduate School. The Graduate School's website provides information for establishing a thesis/dissertation committee, submitting an approved proposal and documenting approval of the text and oral defense. The Graduate School's Format Manual for Theses and Dissertations (https://www.luc.edu/media/lucedu/gradschool/pdfs/LUC Formatting Manual for Dissertations and Theses (revised Aug 2022)[91].pdf) contains information on the preparation and submission of the final copies to the Graduate School.

Committees

Thesis and dissertation committees have official standing only upon approval by the Graduate Program Director and the Dean (or their designee).

Affiliate Graduate Faculty and faculty from other universities may be recommended to serve as thesis or dissertation readers. In some departments or programs, Affiliate Graduate Faculty may direct theses upon approval by the Graduate Program Director and the Dean (or their designee).

The minimum number of voting members on a Lakeside Campuses committee is as follows: two for a thesis and three for a dissertation. The practice of the Health Sciences Campus is to have three and five

respectively. In specific cases, other programs may wish to recommend one or two additional members for the committee. In those cases where a committee exceeds the minimum number, the additional members may be added as “non-voting.” Each case will be handled separately. For a thesis committee of two members or a dissertation committee of either three or four members, a vote of “pass” must be unanimous. For a thesis committee of three members or a dissertation committee of five members, there may be one dissenting vote. Graduate Faculty are expected to provide timely and thoughtful feedback to students according to the timelines established by the department or program. Since all official members of a committee are to be present at the final oral defense, non-Loyola scholars who can reasonably be foreseen not to be able to attend the final defense should be included on the committee as extra, non-voting members. Graduate School policy allows for defenses to be held virtually.

To change the composition of their committee, the student creates a new committee form in GSPS, and the approval process is repeated. It is recommended that the committee chair or the Graduate Program Director inform the committee member/s who is to be removed and/or added of the rationale for this decision prior to submitting the material. All previous iterations of the committee remain on file.

Proposals

Thesis and dissertation proposals should include: 1) a discussion of the purpose or end of the proposed research; 2) a review of the related literature and 3) a discussion of the project's research methodology/procedure. Committee members are allowed one month to vote on a proposal. To secure committee approval of the proposal, the student must receive unanimous, unqualified approval from all committee members by written ballot.

As noted below, a student proposing to conduct research involving the use of human and/or vertebrate animal subjects must secure approval of the university's Institutional Review Board for Protection of Human Subjects (IRB) and/or the Institutional Animal Care and Use Committee (IACUC) after the dissertation/thesis committee approves the proposal and prior to undertaking the research.

Upon committee and (if necessary) IRB and/or IACUC approval of the proposal, and after paying the thesis/dissertation registration fee, the student is to submit to the Graduate School a copy of the proposal, the committee ballot and a copy of the approval letter from the IRB and/or the IACUC. The Graduate School will not record final approval of your proposal until all required documentation is received.

Text and Oral Defense

A public oral defense is required of all dissertations and most theses (see individual programs' requirements). The committee must indicate approval of the text to the student before the date of the oral defense is established; no oral defense may take place without the prior agreement among the committee members that the text is substantially in its final state, with no major revisions necessary.

All voting members of the committee must participate in the oral defense. In all cases the director of the committee must be present at the oral defense, and ordinarily all readers must be present as well. However, in exceptional circumstances and upon the approval of the director of the committee, readers may participate in the oral defense via telephone or video conference. The Graduate School will not accept a committee's approval of a thesis or dissertation if one or more voting members does not participate in the oral defense. The only exception to this policy is in the case of non-participation due to an emergency; in such cases, the Graduate School will accept the result of the oral defense only after consultation with all non-participating committee members.

In the case of a two-member thesis or three-member dissertation committee, approval of the text and oral defense must be unanimous. In the case of a lakeside thesis committee with more than two members, and in the case of all four- and five-member committees, approval of the text and oral defense must be with no more than one dissenting vote.

The committee may award "Distinction" to designate outstanding work on both the text and oral defense; this designation should be made only on rare occasions of truly exceptional work. Votes of "Distinction" must be unanimous. This designation will appear on the student's transcript.

The results of the committee's evaluation of the text and oral defense are noted on a written ballot, which the student is to submit to the Graduate School as soon as possible after the oral defense.

Final Copies of the Text

Students are required to submit to the Graduate School a final, approved electronic copy of the text and other necessary material in proper format. Deadlines for format check and final copy submission are published on the Graduate School website. In addition, in order to ensure that all theses and dissertations are accessible to the academic community and the interested public, all dissertations and theses must be published through ProQuest.

Students must submit final copies with approved revisions within one semester of a successful defense (e.g., if a student’s defense falls within a Fall semester, their final copies must meet the Spring semester submission deadlines). After one full semester a student may be discontinued and be required to apply for reinstatement.

Doctoral Candidacy

The requirements for doctoral candidacy are: 1) successful completion of all specifically required coursework; 2) fulfillment of all research tool requirements; 3) successful completion of all comprehensive examinations; 4) approval of the dissertation proposal by the approved dissertation committee, the IRB and/or the IACUC (if necessary) and the Graduate School.

Students have five years after admission to doctoral candidacy to complete all of their remaining degree requirements, including all dissertation requirements.

Please see below for details about time limits for degree requirements.

English Language Requirement

The Graduate School's English-language requirement is intended to further students' academic success and allow them to attain a level of proficiency expected of students completing a graduate program at a U.S. university. As stated in letters of admission, the requirement applies to degree-seeking students who have not received a bachelor's degree from an institution where English is the language of instruction. The requirement includes assessment of students' English skills and, depending on the results of the assessment, coursework. The English-language requirement is a degree requirement; students who have not fulfilled the requirement will not receive a degree. In addition, students must complete the requirement in their first term in order to be eligible for continued enrollment in the Graduate School and for renewal of awards.

The Graduate School may grant a student an exemption from the English-language requirement if the student has written and orally defended a thesis or dissertation as part of completing a graduate program at an

institution where English is the language of instruction. All requests for exemption must be in writing and include appropriate supporting documentation. Requests must be sent first to the student's graduate program director, who is to then send it to the Graduate School with a written recommendation regarding the request. The Graduate School will not grant an exemption without receiving a positive recommendation from the graduate program director. Requests for exemption must be received by the Graduate School: at least one week before the placement test preceding the student's first semester as a degree-seeking student. The Graduate School will determine whether the student qualifies for an exemption and will notify the student and the graduate program director of its decision.

Assessment

As indicated above, the English-language requirement includes a placement test to assess students' English skills. This placement test is administered by Loyola University Chicago's Department of English as a Second Language (ESL) and is not the same as either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), taken before admission.

Students entering a Graduate School program as a degree-seeking student during the Summer or Fall Semesters must take the placement test scheduled prior to the beginning of their first Fall Semester. Students entering a Graduate School program as a degree-seeking student during the Spring Semester must take the placement test scheduled prior to the beginning of their first Spring Semester.

The ESL department will notify students of the results of the test. Students whose score on the placement test indicates they have attained acceptable English proficiency will have fulfilled the English-language requirement. Students whose scores indicate they are in need of additional English instruction will be required to complete coursework. Students who take the placement test will not subsequently be eligible for an exemption from the English-language requirement.

Coursework

As noted above, students whose score on the placement test indicates they are in need of additional English instruction will be required to complete coursework in Loyola's ESL department to improve their English reading, writing and speaking skills. This coursework will be in addition to the courses required in the student's graduate program and must be taken immediately following the placement test.

Students are expected to attend all classes and complete all assignments. Students must receive a grade of CR (credit) for each required course; courses for which students receive a grade of NC (no credit) will not apply toward fulfillment of the English language requirement.

If extraordinary circumstances prevent one from taking required coursework in the first semester, the student may request to defer coursework for one semester. Requests for deferrals must be in writing and sent first to the student's graduate program director, who is to then send it to the Graduate School with a written recommendation regarding the request. Requests for deferrals must be received by the Graduate School within one week of notification of placement test results. The Graduate School will notify the student and the graduate program director of its decision.

Additional Information

Students with questions regarding the Graduate School's English-language policies should contact their graduate program director or the Graduate School. Students with questions regarding the nature of the placement test or coursework should visit the ESL department's Website

Enrollment in Courses

While academic advising is available from the student's program or department, each student is responsible for developing an accurate and appropriate schedule of classes each term. Students are allowed to change their registrations in conformity with the guidelines established by the Office of Registration and Records and the Bursar's office. Students are responsible for maintaining the accuracy of their enrollment and understanding the academic and financial consequences of adding or withdrawing courses.

STUDENT ENROLLMENT STATUS

Fall and Spring Semesters

Students are considered full time if they are either: 1) enrolled in at least eight credit hours of coursework; or 2) enrolled in Thesis Supervision (course #595), Master's Study (#605), Dissertation Supervision (#600), Doctoral Study (#610), or a full-time clerkship, internship or practicum course.

Summer Sessions

Students are considered full-time if they are either: 1) enrolled in at least six credit hours of coursework; 2) enrolled in Thesis Supervision (course #S59), Master's Study (#S65), Dissertation Supervision (#S60), Doctoral Study (#S61), or a full-time clerkship, internship or practicum course; or 3) enrolled in and hold a full graduate assistantship or fellowship. Students are considered half-time students if they are enrolled in at least three but less than six credit hours of coursework.

Full- and part-time status are reported to loan companies and to the U.S. government, including the INS. Full- and part- time status are not necessarily related to eligibility for health insurance, or to Loyola's fees.

Final Examinations

Final examinations are given during the scheduled examination period in each session. Students are expected to take no more than three final examinations in one day. Tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

Grades

The grades (and associated grade-point values) in the Graduate School are as follows:

Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00
I	Incomplete
W	Withdrawal

WE	Emergency Withdrawal
P	Pass/Credit
NP	Non-Pass/No Credit
AU	Audit

Incomplete Grades

The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

Withdrawal from Courses

If a student withdraws from a course before the published withdrawal deadline, the student's transcript will show no record of the course. Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance. A grade of "W" indicates official withdrawal from a course through the allowed withdrawal period (see academic calendar for dates). The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of “WE” does not count towards attempted credit hours or in GPA (effective Fall 2022). However, both the “W” and the “WE” count towards attempted hours when determining Satisfactory Academic Progress for continued financial aid eligibility.

Credit/No Credit

Thesis Supervision (course #595), Master's Study (#605), Dissertation Supervision (#600), Doctoral Study (#610) and certain other graduate courses are graded on a credit/no credit basis. A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements.

Audit

Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Auditors are assessed one-half tuition.

Pass/Fail

The Pass/Fail option is not available for courses taken for graduate credit. The Pass/Fail option is available for other courses (e.g., foreign-language courses taken to fulfill a research-tool requirement).

International Travel

Graduate Student's traveling internationally on university-related business (including research and conference attendance/participation) are expected to abide by university travel policies. The Graduate School provides financial assistance through travel awards, including support for the Insurance for International Travel fee.

Inter-University Visitation

Loyola University Chicago is a member of the Midwest Catholic Graduate Schools Consortium. Through an agreement with Marquette University, University of Notre Dame, and Saint Louis University, students matriculated in the Graduate School may, with approval, take course work at one of the partner schools to apply to their degree requirements at Loyola. This is not transfer credit, but rather consider in-residence credit earned in visitation to a partner school. The student is enrolled in a degree program at their home university (Loyola), and all financial arrangements are made through the home university, but the student attends the host university on a short-term basis with prior approval. Students who are interested in learning more should contact the Graduate School.

Leave of Absence

Official long-term leaves of absence are intended for students who wish to temporarily discontinue their graduate studies due to special circumstances (e.g., medical, personal, or professional reasons). Students who are on a long-term leave of absence may not use University resources, including faculty time. Students on a long-term leave of absence may not hold an assistantship or fellowship. A long-term leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence.

The Leave of Absence request form is available through the Graduate Student Progress System at https://gsps.luc.edu/. Please log in to create this form for approval. Students are encouraged to apply for a leave of absence before the last day to withdraw from courses with a full refund for the given semester. Before applying for a leave of absence, students should withdraw from any courses in which they are enrolled. Tuition and fees for courses that are assessed when a leave of absence is granted will be determined by the date of withdrawal.

Decisions regarding the approval of leaves of absence rest with the Graduate School; when reviewing requests for a leave of absence, the Graduate School may require additional information or documentation from the student and the Graduate Program Director. In cases where the Graduate Program Director recommends that the leave of absence not be granted, the student may petition the Graduate School directly to consider their request. International students admitted to the United States on temporary visas must also receive approval from the University's International Student and Scholar Services for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one additional year; in such cases, the Graduate Program Director and the Graduate School will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the graduate program, and the Graduate School.

In order to return from leave and be activated for enrollment by the Graduate School, the student must notify the Graduate School in writing of their intent to return at least one week prior to the start of the term. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the

program. If a student does not return from a leave of absence after two consecutive years, they must reapply for admission to the program.

Students should note that a leave of absence can have consequences for their financial aid. Before a leave is taken, it is strongly recommended that students consult with the Office of Financial Aid.

Military Service

Students who have been called into the armed services of the United States and who are consequently withdrawing from the university before the end of the withdrawal period will receive a refund of all tuition and fees paid for the period in question but no academic credit. If they withdraw after the end of the withdrawal period, they will receive full academic credit for the semester with grades as of the date of withdrawal but no refund of tuition.

Non-Degree-Seeking Students

Students admitted as non-degree-seeking graduate students must communicate with the program director in charge of the courses they wish to attend in order to enroll. For the name and contact information of the appropriate program director, prospective students must visit the Graduate and Professional Enrollment Management (https://gpem.luc.edu/portal/admission/?tab=home) website for the program of interest. You must meet with the program director each semester you are enrolled as a non-degree-seeking student.

Admission as a non-degree-seeking student does not guarantee admission to a formal program. Non-degree-seeking students are not eligible for loans or other financial assistance.

Students admitted to Loyola as non-degree-seeking graduate students may apply a maximum of 6 semester hours (2 courses) earned as non-degree-seeking toward a Graduate School degree or certificate program. Acceptance of credit towards the degree or certificate in accordance with catalog requirements for the program and at the discretion of the Dean of the Graduate School.

Probation and Dismissal

This policy outlines the conditions under which a student may be placed on probation or dismiss from their graduate program for academic performance reasons. Students should review the Academic Policy on Time Limit for Completion of Degree Requirements and be aware of departmental timelines. Please note that individual programs may have more stringent rules regarding probation and students should be aware of those policies as listed in their program handbook. Students may be placed on probation or dismissed from their graduate program in one of two cases:

1) Minimum GPA: Students who fail to maintain a grade-point average of at least a 3.00 will be placed on academic probation. In such cases, if the student does not raise the grade-point average to at least 3.00 during the next two consecutive terms in which the student registers, the student will be dismissed for poor scholarship.

Students who are near the end of their programs must raise their cumulative GPA to 3.00 in order to receive a degree. Students will require permission from their program and the Graduate School to continue taking courses after they have completed their program hours in the hope of raising their cumulative GPA above 3.00 in order to graduate.

2) Satisfactory degree progress post coursework: After completion of their coursework, students who are writing a thesis or dissertation must continue to make satisfactory, timely progress towards the degree. The determination of a student's failure to make satisfactory academic progress must be based on:

- Failure to meet one of the milestones according to the timeline for satisfactory academic progress set by the student's program
- Number of NPs: Master's and Doctoral Study and Supervision courses are graded on a P/NP (Pass/No Pass) basis. Students who are not making satisfactory progress should receive an NP, which will prompt the student to be on academic probation. Students who receive two NP grades may face dismissal.
- The outcome of the graduate program's annual graduate student review based on the quality or pace of the student's progress.

In each of these cases, the student must be provided with sufficient feedback and an opportunity to address the problem. The department or program should notify the student and the Graduate School, and the student will be placed on probation. Failure to complete the requirement or make the required progress during the probationary period will result in the case being forwarded to the appropriate faculty committee or unit for a vote on terminating the student from the degree program. While on probation, the student is expected to meet other program deadlines on schedule.

If the committee votes to terminate the student in the program, a program should submit a request for the student's dismissal to the Graduate School. Following the program's communication to the student of the dismissal and its rationale, the Dean will then send a letter of dismissal to the student. A student who is dismissed for failure to maintain satisfactory progress may appeal the decision to the Dean of the Graduate School following the procedure outlined in the Graduate School's Academic Appeal of Non-Coursework Evaluation of Research and Scholarship Policy.

Program-Specific Requirements

Because of the diversity of graduate work in different branches of knowledge, individual graduate programs have varying requirements about undergraduate prerequisites, graduate coursework, research tool requirements, comprehensive examinations, theses and dissertations and other matters. Please consult your department's website for individual program requirements listed in this catalog. In cases where there is a conflict between a program's publications and this catalog, the catalog governs.

Protection of Human and Animal Subjects in Research

A graduate student preparing to conduct research involving the use of human or vertebrate animal subjects, whether or not such research is pursued in connection with a thesis or dissertation, must secure approval of the university's Institutional Review Board for Protection of Human Subjects (IRB) or the Institutional Animal Care and Use Committee (IACUC) prior to undertaking the research.

Please consult the IACUC website (http://www.luc.edu/ors/iacuc/index.shtml/) for complete information.

Readmission after Dismissal

Students who are dismissed by the Graduate School for academic performance reasons may apply for admission after one year of absence. Graduate Program Directors will share applications for readmission with the Graduate School Dean's office and the final decision regarding readmission will be made by the Dean of the Graduate School. Remaining

degree requirements and time limit for degree completion will be articulated and communicated if a student is approved for readmission.

Registration

In order to be certified as active students and to have access to university resources, both new and continuing students are to register before each term in which they are taking courses, working on a thesis or dissertation, completing a practicum or internship or otherwise engaged in graduate study. Applicants must be officially admitted to the Graduate School before they will be permitted to register. Students are responsible for registering for courses in a timely manner through the university's registration system.

No one is permitted to attend any class without first officially registering for that class. Students may not register for classes after the late registration period. A fee is charged for late registration.

Registration at Loyola University Chicago is done through the LOCUS on-line registration system. For specific information on registration, please visit the Office of Registration and Records (http://www.luc.edu/regrec/) website.

Registration for Directed Study, Directed Readings and Independent Study

Individual programs/departments may require students to receive approval prior to registering for these types of courses. Students may request notation on of a specific title on the transcript by submitting to the Graduate School a completed Request for Course Title (https://www.luc.edu/media/lucedu/gradschool/pdfs/Request for Course Title.pdf) form.

Cross-Registration

Students intending to take a course outside the academic unit that includes their program must obtain approval from the course instructor and the "host" unit. Students should contact the host unit for information about registration procedures. They should also consult with their home program to see if these courses will count toward the degree.

Auditing a Course

The decision as to whether to designate particular graduate courses as open to auditors is made by the academic unit offering the course. In order to audit a course, a Graduate School student must 1) complete the Audit Request (https://www.luc.edu/gradschool/academics/forms/) form and 2) receive approval from the academic unit offering the course and the Graduate School. The completed form must be received by the Graduate School by the end of the second week of the semester or by the end of the first week of the summer or intersession term. The Graduate School will not approve a request received after the deadline. Once a course is converted to "audit" for a student, it will not be re-classified as a "for credit" course (i.e., a course that is being audited may not at anytime be counted as credit hours completed toward degree requirements). Completion of the form does not constitute registration for the course; the student is responsible for registering for the course via the university's registration system and must do so prior to the late registration deadline to avoid a late registration fee.

Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; a grade of W will be assigned in cases of unsatisfactory attendance. Auditors do not complete course papers, examinations or other assigned projects. A course that is audited does not count as hours attempted and therefore is not considered in determining a student's enrollment status (i.e., whether the student is classified as full- or part-time) and is not eligible for coverage by a tuition award.

Withdrawal from a Course

Students can withdraw from a class until the last day to receive a W. Once the system switches to assigning WF's student can only withdraw from a class with the permission of the Dean and according to the procedure for change in registration. Please see our Key Dates and Deadlines (https://www.luc.edu/gradschool/key_dates.shtml/) page for specific withdrawal deadlines, which are maintained by the Office of the Bursar.

Students who stop attending a class but have not officially withdrawn will receive the final grade of "WF," which is a penalty grade and equivalent to a grade of "F". Students will incur full financial obligation to the university. Voluntary and repeated unofficial withdrawals from class may result in the student being barred from further attendance in the university. Students may withdraw from class with the final grade of "W" through the first ten weeks of the semester or first four weeks of a summer term.

Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance.

Adding a Course

Students who would like to add a course after the regular registration period must complete a Change of Registration form and obtain the approval of their graduate program director. The form is then submitted to the Graduate School for approval. Such requests are approved only in extraordinary circumstances; forgetting to enroll or enrolling in the wrong course do not constitute adequate grounds for a late add.

Number of Courses Allowed

Registration for nine credit hours per semester is considered the normal full-time courseload. The maximum courseload for Graduate School students is 12 credit hours per semester and six credit hours per summer session.

Registration of Undergraduate Students in Graduate Course

Undergraduates who are judged capable of pursuing graduate studies may be admitted to graduate courses with the approval of the course instructor and the chairperson of the department offering the course. Such courses are ordinarily applicable only toward the student's undergraduate degree; however, under certain circumstances such courses may be applied towards a graduate degree (see the policy on transfer credit below).

Repetition of Course

Students may repeat a course in which they previously received a passing grade only with the specific authorization of the graduate program and the Graduate School Dean. Authorization to repeat courses merely to improve the grade will rarely be given.

In an authorized repetition of a course the student will not receive credit hours toward graduation for both courses. The student will only receive credit hours toward graduation for the most recent attempt.

A student who repeats a course without permission of the Dean and graduate program earns neither credit hours nor quality points for the repeated course.

Research Tool Requirement

Several programs have established a "research tool" requirement (e.g., knowledge of a foreign language, proficiency in statistics) to ensure

that students are adequately prepared to conduct research in their field. Students in these programs must meet the program's deadline for completing the requirement (i.e., prior to sitting for comprehensive examinations or prior to completing a thesis/dissertation proposal).

Responsible Conduct of Research and Scholarship Training

In support of the University Mission (http://luc.edu/mission/mission_vision.shtml/) and in accordance with federal regulations effective January 2010, Loyola University Chicago has implemented a Responsible Conduct in Research and Scholarship (https://www.luc.edu/ors/RCRHome.shtml/) program that incorporates ethics education into the curriculum for all students.

The Graduate School requires RCRS training for all matriculating PhD students and for master's students who are writing a thesis. Graduate Program Directors in non-thesis master's programs may recommend RCRS training for their students.

All PhD students and Master's students who are writing a thesis must successfully complete the Responsible Conduct in Research and Scholarship training as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Students on the Lakeside campuses take UNIV 370, offered at least twice per academic year on campus, to complete this requirement. Students at the Health Sciences Campus, and in the Marcella Niehoff School of Nursing receive separate RCRS training, and students in some School of Education programs complete this requirement with their methods coursework.

Students with Disabilities

At times, students with disabilities may wish to avail themselves of the university's ancillary services. Students who would like to seek accommodations at the university for their coursework or merit award (teaching and research assistantships) need to contact the Coordinator of Services for Students with Disabilities. Contact information is available at www.luc.edu/depts/lac/disabilities.

Time Limit for Completion of Degree Requirements

PhD Degree

Students must complete all PhD degree requirements, including the dissertation, within eight years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. However, students who completed a relevant master's degree (or a significant amount of relevant graduate coursework) at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within six years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree.

In addition to these limits, Ph.D. students must also make good progress at the dissertation stage. If a doctoral candidate does not successfully defend and submit the dissertation within five years after becoming a doctoral candidate (by approval of the dissertation proposal), the student will be dropped from candidacy. The student must then pass a second comprehensive examination or program-specific equivalent to be reinstated as a doctoral candidate, and the time limit for submitting the dissertation will be determined by the Dean of the Graduate School and the candidate's committee. Exceptions to the five-year time limit require a petition to the dissertation chair, who forwards the petition to the Graduate Program Director and then the Graduate School. This policy will become effective for students achieving candidacy in the fall 2006 semester or later.

Master's Degree

Students must complete all master's degree requirements within five years of beginning the first course at Loyola University Chicago taken as a degree-seeking student.

Extensions of Time Limits

A student may request an extension of the time limit for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons). A student requesting an extension shall complete an Extension of Time Limit for Completion of Degree Requirements form, which can be accessed by logging into GSPS (https://gsps.luc.edu/Secure/Login.aspx), attach required information, and contact the dissertation/thesis director (if applicable) and the graduate program director. These faculty members are to then make a recommendation on the student's behalf to the Graduate School. Decisions regarding the approval of extensions rest with the Graduate School; when reviewing requests for an extension, the Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition the Graduate School to consider her/his request.

Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and the Graduate School will review the student's record and future plans to determine whether an additional extension is in the best interests of the student, the program and the Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

Transcripts of Graduate Work

All courses taken by the student and other relevant academic information are included on the student's official academic transcripts, which are maintained by the university's Office of Registration and Records.

Transfer Credit

It is ordinarily expected that all work towards a master's degree will be completed in the program at Loyola University Chicago. However, up to six credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree with permission of the program's Graduate Program Director (GPD) and the Graduate School. Students may request transfer of credit, and the program can make its recommendation to the Graduate School during the student's first semester in the Graduate School. The Graduate School maintains responsibility for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the Graduate School's decision regarding transfer credit will be based on the quality of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola. Coursework below a B grade will not be accepted. Students may not transfer coursework that has been awarded as part of a conferred or completed degree program. If a course fulfills the learning outcomes of a requirement in the student's master's program, and upon department recommendation, a specific required course may be substituted with an elective chosen in concert with the student's program director.

For students entering a PhD program with prior graduate work completed in another Loyola program or at another institution, up to one-half of the total number of semester hours required by the doctoral program at Loyola may be applied toward the PhD degree. It may be possible for a completed relevant master's degree to be applied towards the PhD, and this is further elaborated in the Advanced Standing policy (Approved May 4, 2021).

Withdrawal from the University

An enrolled student who wishes to withdraw from the university during any semester must notify the Dean's office and his or her graduate program director in writing. A student is considered to be in attendance until such notice has been received by the Dean or the Graduate Program Director. All financial refunds or obligations are dated from the date of the formal notice of withdrawal and not from the date of the last class attended; see the Bursar's website for more information. It is the student's obligation to inform the Graduate School promptly of the intention to withdraw. Telephone messages or non-attendance in class are not official notification.

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements, degree requirements and/or regulations for conduct or failure to meet financial obligations to the university.

Complete Emergency Withdrawal

Students facing a significant emergency circumstance (see "Definitions" section below) that prevents them from continuing in or completing an academic term may submit an Intent to Withdraw (https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Notice%20of%20Intent%20to%20Withdraw.pdf) form to their program director or the Graduate School. All requests must be supported by appropriate documentation. The Intent to Withdraw form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining Satisfactory Academic Progress (https://www.luc.edu/finaid/aid-process/responsibilities/academic-progress/) for continued financial aid eligibility. This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should utilize the Appeal for Change of Academic Record (https://www.luc.edu/media/lucedu/registrationrecords/provostpdfformsasof2022/Appeal%20for%20Change%20of%20Academic%20Record.pdf) form and submit to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar Loyola Withdrawal Schedule (https://www.luc.edu/bursar/withdrawalschedulechangecalendars/). The Bursar will not assess any late payment fees after the date of Withdrawal.

EMERGENCIES RESULTING IN STUDENT INCAPACITATION

It is required that a complete emergency term withdrawal request be submitted by the student. However, if an emergency situation has resulted in the student's temporary or long-term incapacitation for a period that may extend beyond the one-calendar-year deadline of this policy, the student's college/school academic dean's office, the Office of the Dean of Students, a parent (for minors), emergency contact person, or other legally assigned designee may submit a request on the student's behalf. In such cases, the student's college/school academic dean's office may require additional documentation (e.g., letter from medical doctor, hospitalization forms, power of attorney).

POTENTIAL IMPLICATIONS

The section below provides a non-exhaustive list and general information on the potential implications of a complete emergency term withdrawal. While the University offers a number of considerations that help support students who are facing emergencies, there are other important factors that should be taken into consideration before submitting a request for a complete emergency term withdrawal. Whenever possible, it is strongly recommended that a student discuss all possible options, including the potential implications of a complete emergency withdrawal with their primary academic advisor.

FINANCIAL IMPLICATIONS: TUITION AND FINANCIAL AID

Students are strongly encouraged to purchase tuition insurance (e.g., A.W.G Dewar, Inc.) prior to the start of the academic term.

Note that a complete emergency withdrawal does not automatically result in tuition credit. Please refer to the withdrawal schedule on the Office of the Bursar's website.

COMPLETE EMERGENCY WITHDRAWAL PROCEDURES DURING AN ACADEMIC TERM

Although it is recommended that the student submit as much information as possible, documentation does not need to specify details of the emergency that may be protected by law or considered private. Documentation must come from a verifiable authority (e.g., community/licensed healthcare provider, police agency, court of law, US military etc.) and minimally confirm the following:

Requests for a complete emergency withdrawal will be reviewed and decided by the student's college/school academic dean's office. Other areas, such as the Office of the Dean of Students, the Office for Equity & Compliance, or Student Accessibility Center, may be consulted in cases where the student was either referred or is being supported by said office. Additional documentation and/or information may be requested of the student before a final decision is made.

The student will receive a written decision notification no later than 14 business days after receipt of original request via LUC email. If the school is unable to meet the 14 business-days deadline, the student will be notified in writing of the new deadline. If the request is approved, the effective date and further instructions before returning to campus (if necessary) will be provided. The date of the complete emergency withdrawal will be determined by the primary college/school dean's office based on the date of the last academically related activity.

POST-EMERGENCY COMPLETE WITHDRAWAL RE-ENTRY PROCESS

Unless otherwise indicated in the approval notification or by the Office of the Dean of Students in lieu of the Loyola University Chicago Behavior Concerns Team (BCT), the process for returning to the university will follow standard policies and procedures for re-enrollment. Students who were being supported by BCT before withdrawing or are returning because of a mental health hospitalization are required to consult the Office of the Dean of Students for instructions on potential re-entry requirements.

DEFINITIONS

Significant Emergency Circumstance – an unforeseen emergency situation that prevents a student from continuing in or completing an academic term. Some examples include but are not limited to:

- Chronic illness of withdrawing student
- Death of parent/legal guardian or medical issue of a family member and the withdrawing student must become a part-time or full-time caretaker of family member
- Extreme financial hardship
- Mental health condition, serious injury or illness of withdrawing student
- Sudden or consistent lack of transportation which affected the withdrawing student's ability to meet in-person attendance requirements
- Other situations, at the University's sole discretion, which are deemed to result in significant hardship to the withdrawing student

This list includes examples of emergency situations that directly affect the student.

PROFESSIONAL LICENSE DISCLOSURES

Loyola University Chicago College of Arts and Sciences

Clinical Psychology PhD Program

Professional License Disclosures

In the table below, an asterisk (*) indicates that earning a doctoral degree from a program accredited by the American Psychological Association (APA) is deemed to meet the educational requirements for licensure in that State. The Clinical Psychology PhD Program in the Department of Psychology at Loyola University Chicago is currently – and has been continuously – accredited by APA since 1959 (see: https://accreditation.apa.org/). Please note that this table does not include an evaluation of state-specific requirements beyond that of educational or curricular requirements. State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
California - CA	No	https://www.psychology.ca.gov/; Although a doctoral degree in Clinical is required, additional coursework or experience beyond what is routinely offered at the Clinical Psychology PhD Program at Loyola University Chicago may be required in California, including pre-license curriculum or training in: human sexuality (10 contact hours); alcoholism/chemical dependency detection and treatment (one semester or quarter); child abuse assessment (7 hours); spousal/partner abuse, detection and intervention strategies (15 contact hours); aging and long-term care (10 contact hours).
Michigan - MI	Yes	https://www.michigan.gov/lara/0,4601,7-154-89334_72600_ **Note:** Beginning in March 30, 2022, a one-time training in identifying victims of human trafficking must be completed before licensure
New Jersey - NJ	No	https://www.njconsumeraffairs.gov/psy (https://www.njconsumeraffairs.gov/psy/)/; In addition to a doctoral degree from an APA accredited program like the Clinical Psychology PhD Program at Loyola University Chicago, New Jersey requires the following breakdown of credits and topic areas: •Six (6) semester credits in Personality Theory and Human Development Theory; •Six (6) semester credits in Learning Theory and/or Physiological Psychology; •Six (6) semester credits in Psychological Measurement and Psychological Assessment; •Six (6) semester credits in Psychopathology; •Six (6) semester credits in Psychological therapy/counseling or Industrial/Organizational Psychology; and •Six (6) semester credits in Research and Statistical Design
New York - NY	Yes	http://www.op.nysed.gov/prof/psych (http://www.op.nysed.gov/prof/psych/)/; In addition to a doctoral degree from a program like the Clinical Psychology PhD Program at Loyola University Chicago, New York requires the following breakdown of credits and topic areas: •Three (3) semester credits in biological bases of behavior •Three (3) semester credits in cognitive-affective bases of behavior •Three (3) semester credits in social bases of behavior •Three (3) semester credits in individual differences •Three (3) semester credits in psychometrics •Three (3) semester credits in history and systems of psychology •Three (3) semester credits in research design, methodology, and statistics

Oklahoma - OK	Yes	https://www.ok.gov/psychology (https://www.ok.gov/psychology/)/; In addition to a doctoral degree from an APA accredited program like the Clinical Psychology PhD Program at Loyola University Chicago, New Jersey requires the following breakdown of credits and topic areas: •Three (3) semester credits in Scientific and professional ethics and standards; •Three (3) semester credits in Research design and methodology •Three (3) semester credits in Statistics and psychometrics •Three (3) semester credits in Biological bases of behavior •Three (3) semester credits in Cognitive-affective bases of behavior •Three (3) semester credits in Social bases of behavior •Three (3) semester credits in Individual bases of behavior

Loyola University Chicago Quinlan School of Business: Accounting and Business Law Department

BBA In Accounting/MS in Accounting

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements. Following is a link that provides all pertinent details regarding state-by-state licensing requirements: https://www.thiswaytocpa.com/licensure/state-requirements/ and https://nasba.org/stateboards/

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Has not determined	Alabama Society of CPAs https://www.asbpa.alabama.gov/
Alaska - AK	Has not determined	Alaska State Board of Public Accountancy https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPublicAccountancy.aspx
Arizona - AZ	Has not determined	Arizona Society of Certified Public Accountants https://www.azaccountancy.gov/
Arkansas - AR	Has not determined	Arkansas Society of Certified Public Accountants https://www.asbpa.arkansas.gov/
California - CA	Has not determined	California CPA Education Foundation https://www.dca.ca.gov/cba/index.shtml (https://www.dca.ca.gov/cba/index.shtml/)
Colorado - CO	Has not determined	Colorado Society of Certified Public Accountants https://dpo.colorado.gov/Accountancy (https://dpo.colorado.gov/Accountancy/)
Connecticut - CT	Has not determined	Connecticut Society of Certified Public Accountants https://portal.ct.gov/DCP/Occupational-and-Professional-Division/Occupational--Profess/Certified-Public-Accountants (https://portal.ct.gov/DCP/Occupational-and-Professional-Division/Occupational--Profess/Certified-Public-Accountants/)
Delaware - DE	Has not determined	Delaware Society of Certified Public Accountants https://dpr.delaware.gov/boards/accountancy (https://dpr.delaware.gov/boards/accountancy/)/
Florida - FL	Has not determined	Florida Institute of Certified Public Accountants http://www.myfloridalicense.com/DBPR/certified-public-accounting (http://www.myfloridalicense.com/DBPR/certified-public-accounting/)/
Georgia - GA	Has not determined	The Georgia Society of Certified Public Accountants https://gsba.georgia.gov/
Hawaii - HI	Has not determined	Hawaii Society of Certified Public Accountants http://cca.hawaii.gov/pvl/boards/accountancy (http://cca.hawaii.gov/pvl/boards/accountancy/)/
Idaho - ID	Has not determined	Idaho Society of Certified Public Accountants https://isba.idaho.gov/ISBAPortal (https://isba.idaho.gov/ISBAPortal/)/

Illinois - IL	Has not determined	Illinois CPA Society https://www.idfpr.com/
Indiana - IN	Has not determined	Indiana CPA Society https://www.in.gov/pla/professions/indiana-board-of-accountancy (https://www.in.gov/pla/professions/indiana-board-of-accountancy/)/
Iowa - IA	Has not determined	Iowa Society of Certified Public Accountants https://plb.iowa.gov/board/accountants (https://plb.iowa.gov/board/accountants/)
Kansas - KS	Has not determined	Kansas Society of Certified Public Accountants https://ksboa.kansas.gov/
Kentucky - KY	Has not determined	Kentucky Society of Certified Public Accountants https://www.kycpa.org/
Louisiana - LA	Has not determined	Society of Louisiana Certified Public Accountants http://cpaboard.state.la.us/
Maine - ME	Has not determined	The Maine Society of Certified Public Accountants https://www.maine.gov/pfr/professionallicensing/professions/accountancy (https://www.maine.gov/pfr/professionallicensing/professions/accountancy/)
Maryland - MD	Has not determined	Maryland Association of CPAs http://www.dllr.state.md.us/license/cpa (http://www.dllr.state.md.us/license/cpa/)/
Massachusetts - MA	Has not determined	Massachusetts Society of Certified Public Accountants https://www.mass.gov/orgs/board-of-public-accountancy (https://www.mass.gov/orgs/board-of-public-accountancy/)
Michigan - MI	Has not determined	The Michigan Association of Certified Public Accountants https://www.michigan.gov/lara/0,4601,7-154-89334_72600_
Minnesota - MN	Has not determined	Minnesota Society of Certified Public Accountants http://www.boa.state.mn.us/
Mississippi - MS	Has not determined	Mississippi Society of CPAs https://www.msbpa.ms.gov/
Missouri - MO	Has not determined	Missouri Society of Certified Public Accountants https://pr.mo.gov/accountancy.asp
Montana - MT	Has not determined	Montana Society of Certified Public Accountants https://boards.bsd.dli.mt.gov/public-accountants (https://boards.bsd.dli.mt.gov/public-accountants/)/
Nebraska - NE	Has not determined	Nebraska Society of Certified Public Accountants https://nbpa.nebraska.gov/
Nevada - NV	Has not determined	Nevada Society of Certified Public Accountants https://www.nvaccountancy.com/
New Hampshire - NH	Has not determined	New Hampshire Society of CPAs https://www.oplc.nh.gov/board-accountancy (https://www.oplc.nh.gov/board-accountancy/)
New Jersey - NJ	Has not determined	New Jersey Society of Certified Public Accountants https://www.njconsumeraffairs.gov/acc/Pages/applications.aspx
New Mexico - NM	Has not determined	New Mexico Society of Certified Public Accountants https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/accountancy (https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/accountancy/)/
New York - NY	Has not determined	New York State Society of CPAs http://www.op.nysed.gov/prof/cpa (http://www.op.nysed.gov/prof/cpa/)/
North Carolina - NC	Has not determined	North Carolina Association of CPAs https://nccpaboard.gov/
North Dakota - ND	Has not determined	North Dakota CPA Society https://www.ndsba.nd.gov/
Ohio - OH	Has not determined	Ohio Society of Certified Public Accountants https://www.acc.ohio.gov/
Oklahoma - OK	Has not determined	Oklahoma Society of Certified Public Accountants https://www.ok.gov/oab_web (https://www.ok.gov/oab_web/)/
Oregon - OR	Has not determined	Oregon Society of Certified Public Accountants https://www.oregon.gov/BOA/Pages/Home.aspx

Pennsylvania - PA	Has not determined	Pennsylvania Institute of CPAs https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Accountancy/Pages/default.aspx#.VOTI5i6QfT8 (https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Accountancy/Pages/default.aspx#VOTI5i6QfT8)
Rhode Island - RI	Has not determined	Rhode Island Society of CPAs https://dbr.ri.gov/divisions/accountancy (https://dbr.ri.gov/divisions/accountancy/)/
South Carolina - SC	Has not determined	South Carolina Association of CPAs https://llr.sc.gov/acct (https://llr.sc.gov/acct/)/
South Dakota - SD	Has not determined	South Dakota CPA Society https://dlr.sd.gov/accountancy (https://dlr.sd.gov/accountancy/)/
Tennessee - TN	Has not determined	Tennessee Society of Certified Public Accountants https://www.tn.gov/commerce/regboards/accountancy.html
Texas - TX	Has not determined	Texas Society of Certified Public Accountants https://www.tsbpa.texas.gov/
Utah - UT	Has not determined	Utah Association of Certified Public Accountants https://dopl.utah.gov/accountancy (https://dopl.utah.gov/accountancy/)/
Vermont - VT	Has not determined	Vermont Society of Certified Public Accountants https://sos.vermont.gov/accountancy (https://sos.vermont.gov/accountancy/)/
Virginia - VA	Has not determined	Virginia Society of Certified Public Accountants https://boa.virginia.gov/
Washington - WA	Has not determined	Washington Society of Certified Public Accountants https://acb.wa.gov/
West Virginia - WV	Has not determined	West Virginia Society of CPAs https://www.boa.wv.gov/
Wisconsin - WI	Has not determined	Wisconsin Institute of CPAs https://dsps.wi.gov/pages/BoardsCouncils/Accounting/Default.aspx
Wyoming – WY	Has not determined	Wyoming Society of Certified Public Accountants https://sites.google.com/a/wyo.gov/wyoming-cpa (https://sites.google.com/a/wyo.gov/wyoming-cpa/)/
American Samoa - AS		na
District of Columbia - DC	Has not determined	Greater Washington Society of CPAs https://dcra.dc.gov/accountancy (https://dcra.dc.gov/accountancy/)
Guam - GU	Has not determined	Guam Board of Accountancy http://www.guamboa.org/
Northern Mariana Islands - MP		na
Puerto Rico - PR	Has not determined	https://www.statedepartment.pr.gov/juntas-examinadoras/certified-public-accountants (https://www.statedepartment.pr.gov/juntas-examinadoras/certified-public-accountants/)
Virgin Islands - VI	Has not determined	The U.S. Virgin Islands Society of Certified Public Accounts https://dlca.vi.gov/boardcertifications/steps/cparequirements/cpalist.htm

Loyola University Chicago School of Education

Teacher Education

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

Teacher Licensure disclosure information for each state can be found at https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Alaska - AK		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Arizona - AZ		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Arkansas - AR		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
California - CA		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Colorado - CO		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Connecticut - CT		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Delaware - DE		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Florida - FL		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Georgia - GA		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Hawaii - HI		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Idaho - ID		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Illinois - IL		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Indiana - IN		See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/

Iowa - IA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Kansas - KS	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Kentucky - KY	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Louisiana - LA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Maine - ME	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Maryland - MD	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Massachusetts - MA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Michigan - MI	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Minnesota - MN	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Mississippi - MS	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Missouri - MO	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Montana - MT	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Nebraska - NE	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Nevada - NV	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/

New Hampshire - NH	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
New Jersey - NJ	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
New Mexico - NM	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
New York - NY	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
North Carolina - NC	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
North Dakota - ND	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Ohio - OH	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Oklahoma - OK	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Oregon - OR	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Pennsylvania - PA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Rhode Island - RI	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
South Carolina - SC	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
South Dakota - SD	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Tennessee - TN	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/

Texas - TX	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Utah - UT	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Vermont - VT	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Virginia - VA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Washington - WA	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
West Virginia - WV	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Wisconsin - WI	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
Wyoming – WY	See https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/teacherlicensure/)/
American Samoa - AS	Has not determined
District of Columbia - DC	Has not determined
Guam - GU	Has not determined
Northern Mariana Islands - MP	Has not determined
Puerto Rico - PR	Has not determined
Virgin Islands - VI	Has not determined

School Counselor Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non- educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

School Counselor Licensure disclosure information for each state can be found at https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Alaska - AK		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Arizona - AZ		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/

Arkansas - AR	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
California - CA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Colorado - CO	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Connecticut - CT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Delaware - DE	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Florida - FL	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Georgia - GA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Hawaii - HI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Idaho - ID	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Illinois - IL	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Indiana - IN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Iowa - IA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Kansas - KS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Kentucky - KY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/

Louisiana - LA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Maine - ME	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Maryland - MD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Massachusetts - MA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Michigan - MI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Minnesota - MN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Mississippi - MS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Missouri - MO	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Montana - MT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Nebraska - NE	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Nevada - NV	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
New Hampshire - NH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
New Jersey - NJ	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
New Mexico - NM	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/

New York - NY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
North Carolina - NC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
North Dakota - ND	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Ohio - OH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Oklahoma - OK	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Oregon - OR	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Pennsylvania - PA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Rhode Island - RI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
South Carolina - SC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
South Dakota - SD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Tennessee - TN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Texas - TX	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Utah - UT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Vermont - VT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/

Virginia - VA		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Washington - WA		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
West Virginia - WV		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Wisconsin - WI		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
Wyoming – WY		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolcounselorlicensure/)/
American Samoa - AS	Has not determined	
District of Columbia - DC	Has not determined	
Guam - GU	Has not determined	
Northern Mariana Islands - MP	Has not determined	
Puerto Rico - PR	Has not determined	
Virgin Islands - VI	Has not determined	

School Psychology
Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non- educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

School Psychologist Licensure disclosure information for each state can be found at https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Alaska - AK		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Arizona - AZ		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Arkansas - AR		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
California - CA		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Colorado - CO		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/

Connecticut - CT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Indiana - IN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Delaware - DE	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Iowa - IA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Florida - FL	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Kansas - KS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Georgia - GA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Kentucky - KY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Hawaii - HI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Louisiana - LA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Idaho - ID	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Maine - ME	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Illinois - IL	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Maryland - MD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/

Massachusetts - MA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Nevada - NV	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Michigan - MI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	New Hampshire - NH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Minnesota - MN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	New Jersey - NJ	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Mississippi - MS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	New Mexico - NM	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Missouri - MO	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	New York - NY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Montana - MT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	North Carolina - NC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Nebraska - NE	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	North Dakota - ND	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/

Ohio - OH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Tennessee - TN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Oklahoma - OK	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Texas - TX	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Oregon - OR	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Utah - UT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Pennsylvania - PA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Vermont - VT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Rhode Island - RI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Virginia - VA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
South Carolina - SC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	Washington - WA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
South Dakota - SD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/	West Virginia - WV	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/

Wisconsin - WI		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
Wyoming – WY		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolpsychologistlicensure/)/
American Samoa - AS	Has not determined	
District of Columbia - DC	Has not determined	
Guam - GU	Has not determined	
Northern Mariana Islands - MP	Has not determined	
Puerto Rico - PR	Has not determined	
Virgin Islands - VI	Has not determined	

School of Law

J.D. Program

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	ABA and Prepares Students for the Bar Exam in That State	State Professional Association or License Authority and Notes
Alabama - AL	Yes	
Alaska - AK	Yes	
Arizona - AZ	Yes	
Arkansas - AR	Yes	
California - CA	Yes	
Colorado - CO	Yes	
Connecticut - CT	Yes	
Delaware - DE	Yes	
Florida - FL	Yes	
Georgia - GA	Yes	
Hawaii - HI	Yes	
Idaho - ID	Yes	
Illinois - IL	Yes	
Indiana - IN	Yes	
Iowa - IA	Yes	
Kansas - KS	Yes	
Kentucky - KY	Yes	
Louisiana - LA	Yes	
Maine - ME	Yes	
Maryland - MD	Yes	
Massachusetts - MA	Yes	
Michigan - MI	Yes	
Minnesota - MN	Yes	
Mississippi - MS	Yes	
Missouri - MO	Yes	
Montana - MT	Yes	
Nebraska - NE	Yes	
Nevada - NV	Yes	
New Hampshire - NH	Yes	
New Jersey - NJ	Yes	
New Mexico - NM	Yes	
New York - NY	Yes	
North Carolina - NC	Yes	
North Dakota - ND	Yes	
Ohio - OH	Yes	
Oklahoma - Ok	Yes	
Oregon - OR	Yes	
Pennsylvania - PA	Yes	
Rhode Island - RI	Yes	
South Carolina - SC	Yes	
South Dakota - SD	Yes	
Tennessee - TN	Yes	
Texas - TX	Yes	
Utah - UT	Yes	
Vermont - VT	Yes	
Virginia - VA	Yes	
Washington - WA	Yes	
West Virginia - WV	Yes	
Wisconsin - WI	Yes	
Wyoming - WY	Yes	
American Samoa - AS	Has not determined	American Samoa Bar Association, PO Box 23, Pago Pago, American Samoa 96799
District of Columbia - DC	Yes	

Loyola University Chicago Stritch School of Medicine

Stritch School of Medicine

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to seek certification/licensure, and students who intend to change states should review their new states' requirements.

Sam Marzo, MD; Dean (smarzo@luc.edu)
Gregory Gruener, MD, MBA, MHPE: Vice dean for Education (ggruene@luc.edu)
James Mendez, PhD: Senior Associate dean, Student Affairs (jamendez@luc.edu)
Darrell Nabers, MSc: Assistant dean for Admissions and Recruitment (dnabers@luc.edu)
Jason Celiz: Director, Office of Registration & Records (jceliz@luc.edu (jsteinecker@luc.edu)) (jceliz@luc.edu)

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	https://www.albme.gov/licensing/md-do (https://www.albme.gov/licensing/md-do/)/
Alaska - AK	Yes	https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/StateMedicalBoars.aspx
Arizona - AZ	Yes	https://www.azmd.gov/
Arkansas - AR	Yes	https://www.armedicalboard.org/
California - CA	Yes	https://www.mbc.ca.gov/
Colorado - CO	Yes	https://dpo.colorado.gov/Medical (https://dpo.colorado.gov/Medical/)
Connecticut - CT	Yes	https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Connecticut-Medical-Examining-Board/Connecticut-Medical-Examining-Board (https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Connecticut-Medical-Examining-Board/Connecticut-Medical-Examining-Board/)
Delaware - DE	Yes	https://dpr.delaware.gov/
Florida - FL	Yes	https://flboardofmedicine.gov/
Georgia - GA	Yes	https://medicalboard.georgia.gov/
Hawaii - HI	Yes	https://cca.hawaii.gov/pvl/boards/medical (https://cca.hawaii.gov/pvl/boards/medical/)/
Idaho - ID	Yes	https://dopl.idaho.gov/bom/bom-licensing (https://dopl.idaho.gov/bom/bom-licensing/)/
Illinois - IL	Yes	https://idfpr.illinois.gov/profs/physicians.html
Indiana - IN	Yes	https://www.in.gov/pla (https://www.in.gov/pla/)/
Iowa - IA	Yes	https://medicalboard.iowa.gov/
Kansas - KS	Yes	http://www.ksbha.org/main.shtml (http://www.ksbha.org/main.shtml/)
Kentucky - KY	Yes	https://kbml.ky.gov/Pages/index.aspx (https://kbml.ky.gov/Pages/)
Louisiana - LA	Yes	https://www.lsbme.la.gov/
Maine - ME	Yes	https://www.maine.gov/md/licensure/pa-license (https://www.maine.gov/md/licensure/pa-license/)
Maryland - MD	Yes	https://www.mbp.state.md.us/
Massachusetts - MA	Yes	https://www.mbp.state.md.us
Michigan - MI	Yes	https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/medical (https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/medical/)
Minnesota - MN	Yes	https://mn.gov/boards/medical-practice (https://mn.gov/boards/medical-practice/)/
Mississippi - MS	Yes	https://www.msbml.ms.gov/
Missouri - MO	Yes	https://www.pr.mo.gov/healingarts.asp
Montana - MT	Yes	https://boards.bsd.dli.mt.gov/medical-examiners (https://boards.bsd.dli.mt.gov/medical-examiners/)/
Nebraska - NE	Yes	https://dhhs.ne.gov/Pages/default.aspx
Nevada - NV	Yes	https://medboard.nv.gov/Forms/PhysicianAsst (https://medboard.nv.gov/Forms/PhysicianAsst/)/
New Hampshire - NH	Yes	https://www.oplc.nh.gov/board-medicine (https://www.oplc.nh.gov/board-medicine/)

New Jersey - NJ	Yes	https://www.njconsumeraffairs.gov/
New Mexico - NM	Yes	https://www.nmmb.state.nm.us/
New York - NY	Yes	https://www.health.ny.gov/professionals/doctors/conduct (https://www.health.ny.gov/professionals/doctors/conduct/)/
North Carolina - NC	Yes	https://www.ncmedboard.org/
North Dakota - ND	Yes	https://www.ndbom.org/
Ohio - OH	Yes	https://www.med.ohio.gov/
Oklahoma - OK	Yes	https://www.okmedicalboard.org/
Oregon - OR	Yes	https://www.oregon.gov/OMB/Pages/default.aspx
Pennsylvania - PA	Yes	https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Medicine/Pages/default.aspx
Rhode Island - RI	Yes	https://health.ri.gov/licenses/detail.php?id=200
South Carolina - SC	Yes	https://llr.sc.gov/
South Dakota - SD	Yes	http://www.sdbmoe.gov/
Tennessee - TN	Yes	https://www.tn.gov/health/licensure.html
Texas - TX	Yes	https://www.tmb.state.tx.us/
Utah - UT	Yes	https://commerce.utah.gov/dopl/physician-and-surgeon (https://commerce.utah.gov/dopl/physician-and-surgeon/)/
Vermont - VT	Yes	https://www.healthvermont.gov/
Virginia - VA	Yes	https://www.dhp.virginia.gov/
Washington - WA	Yes	https://wmc.wa.gov/
West Virginia - WV	Yes	https://wvbom.wv.gov/
Wisconsin - WI	Yes	https://dsps.wi.gov/pages/Home.aspx
Wyoming – WY	Yes	https://wyomedboard.wyo.gov/
American Samoa - AS	Yes	https://www.ncsbn.org/American%20Samoa.htm
District of Columbia - DC	Yes	https://dchealth.dc.gov/bomed (https://dchealth.dc.gov/bomed/)
Guam - GU	Yes	https://www.state-medical-boards.com/guam (https://www.state-medical-boards.com/guam/)/
Northern Mariana Islands - MP	Yes	https://www.cnmilicensing.gov.mp/
Puerto Rico - PR	Yes	https://www.statedepartment.pr.gov/
Virgin Islands - VI	Yes	https://dlca.vi.gov/

Loyola University Chicago Marcella Niehoff School of Nursing

Bachelor of Science in Nursing

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	
Alaska - AK	Yes	
Arizona - AZ	Yes	
Arkansas - AR	Yes	
California - CA	Has not determined	https://www.rn.ca.gov/
Colorado - CO	Yes	
Connecticut - CT	Yes	
Delaware - DE	Yes	
Florida - FL	Yes	
Georgia - GA	Yes	
Hawaii - HI	Yes	
Idaho - ID	Yes	
Illinois - IL	Yes	
Indiana - IN	Yes	
Iowa - IA	Yes	
Kansas - KS	Yes	
Kentucky - KY	Yes	
Louisiana - LA	Yes	
Maine - ME	Yes	
Maryland - MD	Yes	
Massachusetts - MA	Yes	
Michigan - MI	Yes	
Minnesota - MN	Yes	
Mississippi - MS	Yes	
Missouri - MO	Yes	
Montana - MT	Yes	
Nebraska - NE	Yes	
Nevada - NV	Yes	

New Hampshire - NH	Yes	
New Jersey - NJ	Yes	
New Mexico - NM	Yes	
New York - NY	Yes	
North Carolina - NC	Yes	
North Dakota - ND	Yes	
Ohio - OH	Yes	
Oklahoma - OK	Yes	
Oregon - OR	Yes	
Pennsylvania - PA	Yes	
Rhode Island - RI	Yes	
South Carolina - SC	Yes	
South Dakota - SD	Yes	
Tennessee - TN	Yes	
Texas - TX	Yes	
Utah - UT	Yes	
Vermont - VT	Yes	
Virginia - VA	Yes	
Washington - WA	Yes	
West Virginia - WV	Yes	
Wisconsin - WI	Yes	
Wyoming — WY	Yes	
American Samoa - AS	Has not determined	American Samoa Health Services Regulatory Board Department of Health Pago Pago, AS 96799, 646-633-1222
District of Columbia - DC	Yes	
Guam - GU	Yes	
Northern Mariana Islands - MP	Yes	
Puerto Rico - PR	Has not determined	https://www.salud.gov.pr/
Virgin Islands - VI	Yes	

Doctor of Nursing Practice Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements — including non-educational requirements such as certification/examination work experience, background checks, etc. — for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	
Alaska - AK	Yes	
Arizona - AZ	Yes	
Arkansas - AR	Yes	
California - CA	Yes	
Colorado - CO	Yes	
Connecticut - CT	Yes	
Delaware - DE	Yes	
Florida - FL	Yes	
Georgia - GA	Yes	
Hawaii - HI	Yes	
Idaho - ID	Yes	
Illinois - IL	Yes	
Indiana - IN	Yes	
Iowa - IA	Yes	
Kansas - KS	Yes	
Kentucky - KY	Yes	
Louisiana - LA	Yes	
Maine - ME	Yes	
Maryland - MD	Has not determined	Requires review of specific degree programs. MBON must review and approve all APRN Programs before certifying applicants as Advanced Practice Nurses, https://mbon.maryland.gov/Pages/default.aspx
Massachusetts - MA	Yes	
Michigan - MI	Yes	
Minnesota - MN	Yes	
Mississippi - MS	Yes	
Missouri - MO	Yes	
Montana - MT	Yes	
Nebraska - NE	Yes	
Nevada - NV	Yes	
New Hampshire - NH	Yes	
New Jersey - NJ	Yes	
New Mexico - NM	Yes	
New York - NY	Yes	
North Carolina - NC	Yes	
North Dakota - ND	Yes	
Ohio - OH	Yes	
Oklahoma - OK	Yes	
Oregon - OR	Yes	
Pennsylvania - PA	Yes	
Rhode Island - RI	Yes	
South Carolina - SC	Yes	
South Dakota - SD	Yes	
Tennessee - TN	Yes	
Texas - TX	Yes	

Utah - UT	Yes	
Vermont - VT	Yes	
Virginia - VA	Yes	
Washington - WA	Yes	
West Virginia - WV	Yes	
Wisconsin - WI	Yes	
Wyoming – WY	Yes	
American Samoa - AS	Has not determined	American Samoa Health Services Regulatory Board Department of Health Pago Pago, AS 96799, 646-633-1222
District of Columbia - DC	Yes	
Guam - GU	Yes	
Northern Mariana Islands - MP	Yes	
Puerto Rico - PR	Has not determined	https://www.salud.gov.pr/
Virgin Islands - VI	Yes	

Loyola University Chicago School of Social Work Master of Social Work Program Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	
Alaska - AK	Yes	
Arizona - AZ	Yes	
Arkansas - AR	Yes	
California - CA	Yes	
Colorado - CO	Yes	
Connecticut - CT	Yes	
Delaware - DE	Yes	
Florida - FL	Yes	
Georgia - GA	Yes	
Hawaii - HI	Yes	
Idaho - ID	Yes	
Illinois - IL	Yes	
Indiana - IN	Yes	
Iowa - IA	Yes	
Kansas - KS	Yes	
Kentucky - KY	Yes	
Louisiana - LA	Yes	
Maine - ME	Yes	
Maryland - MD	Yes	
Massachusetts - MA	Yes	
Michigan - MI	Yes	
Minnesota - MN	Yes	
Mississippi - MS	Yes	
Missouri - MO	Yes	
Montana - MT	Yes	
Nebraska - NE	Yes	
Nevada - NV	Yes	
New Hampshire - NH	Yes	
New Jersey - NJ	Yes	
New Mexico - NM	Yes	
New York - NY	Yes	
North Carolina - NC	Yes	
North Dakota - ND	Yes	
Ohio - OH	Yes	
Oklahoma - OK	Yes	
Oregon - OR	Yes	
Pennsylvania - PA	Yes	
Rhode Island - RI	Yes	
South Carolina - SC	Yes	
South Dakota - SD	Yes	
Tennessee - TN	Yes	
Texas - TX	Yes	
Utah - UT	Yes	
Vermont - VT	Yes	
Virginia - VA	Yes	
Washington - WA	Yes	
West Virginia - WV	Yes	
Wisconsin - WI	Yes	
Wyoming – WY	Yes	
American Samoa - AS		
District of Columbia - DC	Yes	
Guam - GU		
Northern Mariana Islands - MP		
Puerto Rico - PR	Yes	
Virgin Islands - VI		

School Social Worker Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non- educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and

students who intend to change states should review their new states' requirements.

School Social Worker Licensure disclosure information for each state can be found at https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Alaska - AK		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Arizona - AZ		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Arkansas - AR		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
California - CA		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Colorado - CO		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Connecticut - CT		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Delaware - DE		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Florida - FL		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Georgia - GA		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Hawaii - HI		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Idaho - ID		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Illinois - IL		https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/

Indiana - IN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Iowa - IA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Kansas - KS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Kentucky - KY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Louisiana - LA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Maine - ME	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Maryland - MD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Massachusetts - MA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Michigan - MI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Minnesota - MN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Mississippi - MS	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Missouri - MO	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Montana - MT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Nebraska - NE	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/

Nevada - NV	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
New Hampshire - NH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
New Jersey - NJ	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
New Mexico - NM	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
New York - NY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
North Carolina - NC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
North Dakota - ND	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Ohio - OH	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Oklahoma - OK	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Oregon - OR	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Pennsylvania - PA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Rhode Island - RI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
South Carolina - SC	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
South Dakota - SD	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/

Tennessee - TN	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Texas - TX	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Utah - UT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Vermont - VT	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Virginia - VA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Washington - WA	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
West Virginia - WV	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Wisconsin - WI	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
Wyoming – WY	https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure (https://www.luc.edu/education/academics/illinoisstatelicensure/schoolsocialworklicensure/)/
American Samoa - AS	Has not determined
District of Columbia - DC	Has not determined
Guam - GU	Has not determined
Northern Mariana Islands - MP	Has not determined
Puerto Rico - PR	Has not determined
Virgin Islands - VI	Has not determined

Loyola University Chicago Parkinson School of Health Sciences and Public Health

Dietetic Internship

Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	https://www.boed.alabama.gov/FAQ.aspx
Alaska - AK	Yes	https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/DietitiansNutritionists.aspx
Arizona - AZ		no licensure for dietitians in AZ

Arkansas - AR	Yes	https://www.healthy.arkansas.gov/programs-services/topics/arkansas-dietetics-licensing-board1 (https://www.healthy.arkansas.gov/programs-services/topics/arkansas-dietetics-licensing-board1/)
California - CA	Yes	https://www.nutritioned.org/registered-dietitian-california.html
Colorado - CO		no licensure for dietitians in CO
Connecticut - CT	Yes	https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Dietitian/DietitianNutritionist-Certification (https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Dietitian/DietitianNutritionist-Certification/)
Delaware - DE	Yes	https://dpr.delaware.gov/boards/dietitians/newlicense (https://dpr.delaware.gov/boards/dietitians/newlicense/)/
Florida - FL	Yes	http://www.floridahealth.gov/licensing-and-regulation/dietetic-nutrition/licensing/index.html (http://www.floridahealth.gov/licensing-and-regulation/dietetic-nutrition/licensing/)
Georgia - GA	Yes	https://sos.ga.gov/georgia-board-examiners-licensed-dietitians (https://sos.ga.gov/georgia-board-examiners-licensed-dietitians/)
Hawaii - HI	Yes	https://health.hawaii.gov/ohca/state-licensing-section/hawaii-licensed-dietitians (https://health.hawaii.gov/ohca/state-licensing-section/hawaii-licensed-dietitians/)/
Idaho - ID	Yes	https://elitepublic.bom.idaho.gov/IBOMPortal/BoardPage.aspx?Board=DIE
Illinois - IL	Yes	https://www.idfpr.com/profs/dietNutrition.asp
Indiana - IN	Yes	IN does not have licensure; they call it certification; protects mostly title and not practice
Iowa - IA	Yes	https://idph.iowa.gov/licensure/iowa-board-of-dietetics (https://idph.iowa.gov/licensure/iowa-board-of-dietetics/)
Kansas - KS	Yes	https://www.healthcarepathway.com/become-a-dietitian/kansas-dietitian (https://www.healthcarepathway.com/become-a-dietitian/kansas-dietitian/)/
Kentucky - KY	Yes	https://bdn.ky.gov/
Louisiana - LA	Yes	https://www.lbedn.org/
Maine - ME	Yes	https://www.maine.gov/pfr/professionallicensing/professions/board-licensing-dietetic-practice (https://www.maine.gov/pfr/professionallicensing/professions/board-licensing-dietetic-practice/)
Maryland - MD	Yes	https://mdbnc.health.maryland.gov/dietVerification/Default.aspx
Massachusetts - MA	Yes	https://www.mass.gov/orgs/board-of-registration-of-dietitians-and-nutritionists (https://www.mass.gov/orgs/board-of-registration-of-dietitians-and-nutritionists/)
Michigan - MI		no licensure for dietitians in MI at this time; in the past dietitians in MI were required to be licensed; but the legislation sunsetted and was not renewed.
Minnesota - MN	Yes	https://mn.gov/boards/dietetics-and-nutrition (https://mn.gov/boards/dietetics-and-nutrition/)/
Mississippi - MS	Yes	https://msdh.ms.gov/page/30,0,82.html
Missouri - MO	Yes	https://www.pr.mo.gov/dietitians.asp
Montana - MT	Yes	https://mtand.org/advocacy/mt-nutrition-licensure (https://mtand.org/advocacy/mt-nutrition-licensure/)/
Nebraska - NE	Yes	https://dhhs.ne.gov/licensure/Documents/MedNutritionLicenseApp.pdf
Nevada - NV	Yes	https://dpbh.nv.gov/Reg/Dietitian/Dietitian_-_Home (https://dpbh.nv.gov/Reg/Dietitian/Dietitian_-_Home/)/

New Hampshire - NH	Yes	https://www.oplc.nh.gov/board-licensed-dietitians (https://www.oplc.nh.gov/board-licensed-dietitians/)
New Jersey - NJ	Yes	https://theana.org/
New Mexico - NM	Yes	https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/nutrition-and-dietetics (https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/nutrition-and-dietetics/)/
New York - NY	Yes	http://www.op.nysed.gov/prof/diet/dietlic.htm
North Carolina - NC	Yes	https://www.ncbdn.org/
North Dakota - ND	Yes	https://ndbodp.com/
Ohio - OH	Yes	https://med.ohio.gov/Apply/Dietitian-LD (https://med.ohio.gov/Apply/Dietitian-LD/)
Oklahoma - OK	Yes	https://www.okmedicalboard.org/dietitians (https://www.okmedicalboard.org/dietitians/)
Oregon - OR	Yes	https://www.oregon.gov/oha/ph/hlo/Pages/Board-Licensed-Dietitians.aspx
Pennsylvania - PA	Yes	https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/Licensed-Dietitian-Nutritionist-Licensure-Requirements-Snapshot.aspx
Rhode Island - RI	Yes	https://health.ri.gov/licenses/detail.php?id=222
South Carolina - SC	Yes	https://health.ri.gov/licenses/detail.php?id=222
South Dakota - SD	Yes	http://www.sdbmoe.gov/
Tennessee - TN	Yes	https://www.tn.gov/health/health-program-areas/health-professional-boards/dn-board.html
Texas - TX	Yes	https://www.tdlr.texas.gov/diet/diet.htm
Utah - UT	Yes	https://dopl.utah.gov/certified-dietitian (https://dopl.utah.gov/certified-dietitian/)/
Vermont - VT	Yes	https://sos.vermont.gov/dietitians/forms-instructions (https://sos.vermont.gov/dietitians/forms-instructions/)/
Virginia - VA		no licensure for dietitians in VA
Washington - WA	Yes	https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/DietitianandNutritionist (https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/DietitianandNutritionist/)
West Virginia - WV	Yes	https://www.wvbold.com/
Wisconsin - WI	Yes	https://dsps.wi.gov/Pages/Professions/Dietitian/Default.aspx
Wyoming – WY	Yes	https://dietetics.wyo.gov/
American Samoa - AS	Yes	https://eatrightinternational.org/wp-content/uploads/2017/06/am-sam-cis-2012_02.pdf
District of Columbia - DC	Yes	https://dchealth.dc.gov/service/dietetics-and-nutrition-licensing (https://dchealth.dc.gov/service/dietetics-and-nutrition-licensing/)
Guam - GU	Yes	https://theana.org/Guam (https://theana.org/Guam/)
Northern Mariana Islands - MP		no information available
Puerto Rico - PR	Yes	https://theana.org/
Virgin Islands - VI		no information available

Medical Laboratory Science Professional License Disclosures

State requirements are subject to change. These statements and program completion do not guarantee licensure. Students should review licensure requirements – including non-educational requirements such as certification/examination work experience, background checks, etc. – for the states in which they intend to see certification/licensure, and students who intend to change states should review their new states' requirements.

For additional guidance on Medical Laboratory Sciences licensure requirements please visit https://www.ascp.org/content/board-of-certification/get-credentialed (https://www.ascp.org/content/board-of-certification/get-credentialed/)

State or Territory	Program Satisfies Curricular Requirements?	State Professional Association or License Authority and Notes
Alabama - AL	Yes	
Alaska - AK	Yes	
Arizona - AZ	Yes	

Arkansas - AR	Yes	
California - CA	No	Must pass ASCP BOC, take CA law online quiz; 3 semester hours of light and electricity physics, fee
Colorado - CO	Yes	
Connecticut - CT	Yes	
Delaware - DE	Yes	
Florida - FL	Yes	Must pass BOC, Fee; FL approved one hour course on HIV/AIDS within 6 months of license
Georgia - GA	Yes	Fee
Hawaii - HI	Yes	Must pass BOC, pay fee
Idaho - ID	Yes	
Illinois - IL	Yes	
Indiana - IN	Yes	
Iowa - IA	Yes	
Kansas - KS	Yes	
Kentucky - KY	Yes	
Louisiana - LA	Yes	Must pass BOC, pay fee
Maine - ME	Yes	
Maryland - MD	Yes	
Massachusetts - MA	Yes	
Michigan - MI	Yes	
Minnesota - MN	Yes	
Mississippi - MS	Yes	
Missouri - MO	Yes	
Montana - MT	Yes	Must pass BOC, pay fee
Nebraska - NE	Yes	
Nevada - NV	Yes	Must pass BOC, pay fee
New Hampshire - NH	Yes	
New Jersey - NJ	Yes	
New Mexico - NM	Yes	
New York - NY	Yes	Must pass BOC, state licensure exam, and pay fee
North Carolina - NC	Yes	
North Dakota - ND	Yes	Must pass BOC, pay fee
Ohio - OH	Yes	
Oklahoma - OK	Yes	
Oregon - OR	Yes	
Pennsylvania - PA	Yes	
Rhode Island - RI	Yes	
South Carolina - SC	Yes	
South Dakota - SD	Yes	
Tennessee - TN	Yes	
Texas - TX	Yes	
Utah - UT	Yes	
Vermont - VT	Yes	
Virginia - VA	Yes	
Washington - WA	Yes	
West Virginia - WV	Yes	Must pass BOC, pay fee
Wisconsin - WI	Yes	
Wyoming – WY	Yes	
American Samoa - AS	Yes	
District of Columbia - DC	Yes	
Guam - GU	Yes	
Northern Mariana Islands - MP	Yes	Must pass certification exam, pay fee
Puerto Rico - PR	Yes	Must pass BOC, pay fee
Virgin Islands - VI	Yes	

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Accounting (ACCT)

Discover, search, courses (p. 2661)!

ACCT 201 Introductory Accounting I (3 Credit Hours)
Pre-requisites: Minimum 15 earned hours
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process, and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include: preparation and use of financial statements; the accounting process; and the measurement and reporting of income, assets, liabilities, and owner's equity.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACCT 201H Introductory Accounting I - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include: preparation and use of financial statements, the accounting process, and the measurement and reporting of income, assets, liabilities, and owners' equity.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACCT 202 Introductory Accounting II (3 Credit Hours)
Pre-requisites: A minimum grade of "C-" in ACCT 201
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ACCT 202H Introductory Accounting II - Honors (3 Credit Hours)
Pre-requisites: C- or better grade in ACCT 201 or ACCT 201H; Restricted to SBA honors students
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

ACCT 303 Intermediate Accounting I (3 Credit Hours)
Pre-requisites: Sophomore Standing and ACCT 202 with grade of C- or higher; ACCT 202 may also be taken as a corequisite
The first in a series of courses designed to provide in-depth coverage of the generally accepted principles underlying financial statements and financial reporting, from conceptual framework to application. Topics include alternatives for measurement of revenue and asset valuation, and presentation of financial statements. Lectures, discussions, and technical readings are supplemented with extensive problem and written assignments.
Outcomes:
Students will demonstrate their understanding of the accounting process leading to financial reports; Furthermore students will also develop the ability to apply critical thinking and analytical skills toward the solution of problems concerning valuation of assets, and revenue and expense recognition

ACCT 304 Intermediate Accounting II (3 Credit Hours)
Pre-requisites: Sophomore standing, a minimum grade of "C-" in ACCT 303 or Graduate Business student
This course is an extension of Intermediate I where students use the conceptual framework to consistently evaluate and explain accounting practice. This allows the student to not only understand the accounting methodologies but also recognize why these approaches are generally superior to alternative accounting treatments. Topics include concepts of present and future value, investments in financial instruments (debt and equity), leases, pensions, income taxes, earnings per share, and the statement of cash flow.
Outcomes:
Students will be able to demonstrate an understanding of the professional pronouncements as they relate to the measurement, recognition, and reporting of financial information; Students will also be able to demonstrate an understanding of how to research relevant accounting issues to better prepare for professional certification

ACCT 306 Advanced Financial Accounting (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of C- in ACCT 304
Topics include accounting for business combinations, cost & equity method investments, consolidated financial statements, governmental & not-for-profit, & accounting for multinational entities. Course includes extensive problem assignments.
Interdisciplinary Option: International Business
Outcomes:
Students will understand the accounting for corporate acquisitions, corporate consolidations including intercompany transactions, governmental and not-for-profit and international accounting issues

ACCT 307 Adv Accounting: Not-For-Profit Entities & Adv Financial Accounting Topics (3 Credit Hours)
Pre-requisites: Sophomore standing, a minimum grade of "C-" in ACCT 303
Topics include accounting concepts as applied to state and local government, along with financial reporting for other not-for-profit entities including hospitals, universities, and voluntary health and welfare organizations. Class may be taken prior to ACCT 306.
Outcomes:
Students will gain a comprehensive knowledge of the reporting requirements of not-for-profit entities

ACCT 308 Accounting Information Systems and Sustainability Reporting (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in ACCT 303 & INFS 247; Sophomore standing; Enrollment is open to Graduate Business Students
Included among the topics covered in this course are the primary accounting cycles, accounting information system internal controls, and selective fraud issues. Students will also build flowcharting skills and gain experience working on an enterprise resource planning system (ERP) with real-world company data.
Outcomes:
Students develop an application and analysis level of learning regarding the function of an accounting information system in business with specific emphasis on risk management, along with the ability to work with and deploy ERP tools

ACCT 309 Data Analytics for Accounting (3 Credit Hours)
Pre-requisites: Grade of C- or better in ACCT 303
This course provides students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques applied to accounting. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists.
Outcomes:
Students will learn database theory and how to convert the conceptual models into a physical database implementation that will record, maintain, and report financial and nonfinancial information; Students will learn how to leverage Tableau's (or other data visualization software) visual analytics capabilities to explore, analyze, and present accounting and business data effectively; Students will learn how to assess business process and information risks and apply the general, system, and application controls necessary to prevent or detect fraud and inaccuracies

ACCT 311 Auditing & Internal Control Systems (3 Credit Hours)
Course involves an in-depth investigation of internal control structure and systems and the theory of audit evidence. Theoretical principles and practical issues involved in planning and executing an audit are explored. Internal control policies and procedures and principal evidence techniques for major transaction cycles or account groups are studied in depth. Study of appropriate AICPA professional standards is an integral part of this course.
Outcomes:
Students who successfully complete this course will be able to: understand the role of professional standards in the audit of financial statements; demonstrate their ability to research those standards; and demonstrate their understanding of the audit process in particular the roles of evidence and internal control

ACCT 317 Managerial Accounting (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 303
This course critically evaluates product cost for inventory valuation and income determination, with an emphasis on budgeting and control procedures. Topics discussed include job order costing, process costing, activity-based costing, full absorption and direct costing, overhead allocation, and more. The course incorporates computer applications to managerial accounting analysis.
Course equivalencies: ACCT 317/ACCT 301

ACCT 323 Advanced CPA Topics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 311
Topics include: audit and other reports, statistical sampling in auditing, attestation standards, reporting on future-oriented information, accountant's legal liability, Securities & Exchange Commission practice, professional ethics and using technology in auditing.
Outcomes:
Students will be familiar with issues under the AICPA Code of Professional Conduct, pronouncements of the Public Companies Accounting Oversight Board, the Sarbanes-Oxley Act, federal securities laws, and cases relating to CPA malpractice; Students will have a thorough professional knowledge of CPA reports on financial statements and special reports; Students will also learn how to apply statistical sampling in auditing

ACCT 326 Fraud Investigation (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ACCT 311
Theoretical principles and practical issues involved in planning and executing an investigation are explored including internal control structure and evidence.
Outcomes:
Understand fraud investigation and the role it plays in the legal process; Understand and be able to apply investigative techniques in solving financial crimes

ACCT 328 Concepts in Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ACCT 201 and 202
This course provides a thorough exposure to federal income tax concepts and planning principles, with particular reference to individual taxpayers.
Outcomes:
Students will be able to demonstrate a basic core of technical knowledge concerning the federal income tax as it applies to individuals, an understanding of the conceptual and tax policy issues that underlie tax legislation, and fundamental skills in tax compliance, tax planning, and tax research

ACCT 331 Introduction to the Business of Applied Artificial Intelligence (3 Credit Hours)
Pre-requisites: ISSCM 241 or STAT 103
This course provides a concise introduction to Artificial Intelligence (AI) with a focus on applied business applications of machine learning and generative AI. Through engaging lectures, interactive labs, and exposure to real-world use cases, students will gain a deep understanding of the key concepts and practical business applications of AI. Students will also gain a fundamental understanding of how AI models are built and deployed to enhance their skills and career advancement. The latest applications of AI in marketing, accounting, finance, and retail will also be explored.
Outcomes:
Students will develop an understanding of how AI is executed in business settings, from ideation to deployment, and the tools and frameworks applied; Students will gain an understanding of core AI concepts, including machine learning and generative AI; Students will discover how models are built and evaluated to analyze data for prediction and generative AI to deliver actionable insights; Students will gain insights into ethical AI practices to be able to recognize and address ethical and social considerations to deploy AI responsibly; Students will explore business use cases to understand AI solutions applied to business challenges across domains such as accounting, finance, and retail; This course will foster collaboration and communication skills development by having students present AI-driven solutions effectively, translating solutions into impactful business narratives

ACCT 341 Advanced Studies in Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ACCT 328
This course provides a thorough exposure to the federal income tax concepts and planning principles applicable to business entities, trusts, and estates and to federal transfer taxes.
Outcomes:
Students will be able to demonstrate a basic core of technical knowledge concerning the federal income tax as it applies to business entities and to the federal gift, estate, and generation-skipping-transfer taxes, an enhanced understanding of the conceptual and tax policy issues that underlie tax legislation, and enhanced skills in tax compliance, tax research, and tax planning

ACCT 350 Accounting Full Time Winter Internship (6 Credit Hours)
Department Chair permission is required for registration. Students enrolled in this course are participating in a full time internship experience with an accounting firm.
Outcomes:
Students will work 40+ hours for an accounting firm during the spring semester

ACCT 395 Independent Study in Accounting (1-3 Credit Hours)
Pre-requisites: Junior standing, Instructor and Dean permission required
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of accounting not otherwise covered by department course offerings. Variable credit is allowed for the course. This course will not count toward major requirements. Permission of dean required.
Outcomes:
Students will demonstrate an in-depth understanding of a technical accounting topic

ACCT 399 Special Topics in Accounting (1-3 Credit Hours)
Pre-requisites: Sophomore standing or above
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ACCT 400 Financial Accounting for Business Decisions (3 Credit Hours)
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400B Financial Accounting for Business Decisions (3 Credit Hours)
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400C Financial Accounting for Business Decisions (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
This course is an introduction to the accounting function that is used to measure and communicate business transactions. The focus is on understanding financial information to facilitate better decisions.
Outcomes:
Students will be able to identify the impact of business transactions on the basic financial statements: the income statement, the statement of financial position, the cash flow statement, and the statement of changes in owners' equity; Students will also be able to demonstrate an understanding of the financial statements and their implications on various business decisions

ACCT 400E Financial Statement Analysis and Decision Making (3 Credit Hours)
Pre-requisites: Restricted to the students enrolled in the Executive MBA program
Explores the development and application of financial statement information. Students will focus on basic concepts, standards, and practices of financial reporting to serve decision-making needs. Students will also work with financial ratio analysis software.

ACCT 402 Issues in Financial Reporting (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course stresses research of selected accounting issues and uses the authoritative pronouncements to better understand financial accounting and reporting. The course structure includes lectures, class discussion, case analysis, and research of timely accounting issues. Group interaction is heavily emphasized.
Outcomes:
Students will be able to demonstrate an understanding of the professional pronouncements as they relate to the recognition and measurement of selected accounting topics; Students will also be able to work as a team to research an accounting issue and professionally communicate their research findings

ACCT 404 Financial State Analysis (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course evaluates the information contained in the financial statements, footnotes, and management discussion and analysis for its usefulness in making investment and credit decisions. Students will synthesize these assessments via a comprehensive financial statement analysis project.
Outcomes:
Students will be able to assess the appropriateness of asset valuation, liability measurement, and equity values for judging the performance of an enterprise

ACCT 405 Accounting Theory I (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent with a grade of C- or better
The course involves a detailed study of the theory, concepts, and procedures of financial accounting. The course focuses on applications involved in accounting for assets, equities, and the valuation and measurement of related income items. It also focuses on the accounting model with emphasis on applying the accounting framework to revenue and asset valuation. Time is spent discussing the theory and logic behind the accounting model and how it impacts financial statements. Restricted to Graduate School of Business Students.

ACCT 406 Accounting Theory II (3 Credit Hours)
A continuation of ACCT 405, the course focuses on valuation issues related to liabilities and other special topics. Complex problems involving investments, earnings per share, pensions, leases, income taxes, bond valuation, and fair value accounting are studied.

ACCT 407 Tax Principles Applied to Individuals (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
This course provides detailed coverage of the key Federal income tax concepts and planning principles applicable to individual taxpayers.

ACCT 408 Tax Principles Applied to Entities (3 Credit Hours)
This course provides detailed coverage of the key Federal income tax concepts and planning principles applicable to various business entities and an overview of Federal transfer taxes.

ACCT 409 Audit I -Audit and Assurance (3 Credit Hours)
This course introduces the student to the environment in which Public Accounting exists as well as the standards, both AICPA and PCAOB, which firms must follow in rendering audit and assurance services. The course covers both the theoretical and practical issues involved in planning an engagement, risk assessment and the audit risk model, evidence gathering and internal control policies and procedures. The audit of major transaction cycles (i.e. the revenue cycle) and account groups (i.e. Cash) are then covered highlighting internal specific control policies, testing of controls and substantive audit procedures to gather evidence. Study of appropriate AICPA and PCAOB professional standards is an integral part of this course.

ACCT 410 Audit II-Advanced Audit and Professional Ethics (3 Credit Hours)
This course consists of an in-depth study of specific topics related to both attest and non-attest services rendered by public accounting firms. Topics include: Professional ethics and a study of the AICPA Code of Professional Conduct; Accountants legal liability, federal securities laws and cases related to CPA malpractice; The use of technology and sampling in an audit; Securities & Exchange Commission practice, the integrated audit and the Sarbanes-Oxley Act; and Audit and other reports. Study of appropriate AICPA and PCAOB professional standards is an integral part of this course.

ACCT 411 Business Law and Accountants (3 Credit Hours)
This course is designed to familiarize the student with aspects of the legal environment of special concern to accountants. With emphasis on the legal aspects of commercial transactions, the course examines the laws governing sales transactions and the instruments for financing those transactions. Topics include contract law, the Uniform Commercial Code (sale of goods, negotiable instruments, secured transactions), and creditor-debtor relations.

ACCT 412 Special Topics in Accounting (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ACCT 424 Managerial Accounting (3 Credit Hours)
Pre-requisites: ACCT 400 or equivalent
Topics include product costing and activity based costing concepts, development and analysis of information for short-run and long-run decision making, the impact of accounting information on divisional performance, cost estimation and cost-volume-profit analysis, segment analysis, transfer pricing, budgeting concepts, and behavioral issues associated with accounting information.
Outcomes:
Develop and use managerial accounting information for operational and strategic decision making

ACCT 424E Strategic Cost Accounting (3 Credit Hours)
Pre-requisites: Restricted to the students enrolled in the Executive MBA Program
Explores the application of internal accounting information. Students will focus on traditional and contemporary managerial accounting practices. Students will work to (1) understand cost behavior, (2) conduct activity analysis, and (3) predict cost under different business decisions.

ACCT 425 International Accounting (3 Credit Hours)
This course explores the similarities and differences of accounting principles and procedures between the United States and other countries. Topics include consolidation of foreign subsidiaries, performance evaluation of foreign operations, translation issues, inflation accounting, and efforts at standardization of accounting rules.
Outcomes:
Students will become familiar with international accounting issues including accounting harmonization, pronouncements of the International Accounting Standards Board, transfer pricing, foreign currency financial statements, foreign exchange, and international taxation

ACCT 431 Tax Research (3 Credit Hours)
This course will provide graduate business students with the basic techniques of conducting federal tax research, and enable them to apply those techniques to a variety of research cases and communicate their research results in both written and oral formats. Includes establishing relevant facts; identifying tax issues; developing & communication conclusions and recommendations in writing and orally.

ACCT 432 State, Local and International Tax (3 Credit Hours)
Pre-requisites: ACCT 408 with a grade of C- or better or its equivalent; Department Consent Required
This course will provide graduate business students with a basic understanding and familiarity with the principles of U.S. multi-jurisdictional taxation. The first half of the course will focus on the various types of state and location taxation and their common themes and differences. The second half will address Federal income taxation of cross-border transactions, both inbound and outbound.
Outcomes:
Demonstrate the ability to properly allocate taxable income between different taxing jurisdictions; Understand the basic principles and policies underlying state, local, and international taxation; Develop a working knowledge of the different types of taxes

ACCT 435 Internal Audit (3 Credit Hours)
This course will expose students to the fundamentals of internal auditing with an emphasis on internal controls. Topics covered will include an overview of internal auditing theory and internal audit in practice. After these overviews, an in depth review of internal controls will be examined, including internal controls best practices, risk assessment, control identification, audit design, testing of controls and audit reporting. Finally, the class may include a hands-on internal audit engagement in a real life setting. Student must have completed 9 hours of undergraduate accounting or 6 hours of graduate accounting courses.
Outcomes:
Students should have a clear understanding of how internal controls are used throughout a company and how auditors help design, test and report on their effectiveness

ACCT 436 Forensic Accounting and Fraud (3 Credit Hours)
The purpose of the course is to familiarize students to the field of Forensic Accounting and sensitize them to: the prevalence of fraud in all forms of business activity; the methods people use in initiating/perpetuating fraud scheme; ways of staying out of or getting out of a fraud conspiracy. Students are presumed to have strong accounting and auditing skills. This course will be covering ethics, accounting, auditing, misappropriation of assets, fraudulent financial reporting, electronic fraud and other fraud investigation/forensic accounting topics.
Outcomes:
Students who successfully complete this course will be able to demonstrate: knowledge of the nature and magnitude of economic fraud as it affects a variety of entities; understanding of the role of the accounting profession in fraud prevention and detection; technical knowledge of forensic accounting, forensic investigations and research

ACCT 437 Advanced Forensic Accounting (3 Credit Hours)
This course will focus on fraud audits of private entities. In the course of financial reviews questions arise about complex financial transactions, employee dishonesty, collusion, and breakdowns in internal controls. Normal audit procedures may discover the issue but additional steps are necessary to quantify and detect the extent of the fraud.
Outcomes:
Students in this course will develop basic forensic skills via analytical training

ACCT 439 Independent Study (1-3 Credit Hours)
Independent study is in-depth research and/or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of accounting not otherwise covered by department course offerings. Student is typically expected to develop a manuscript worthy of publication. The project should require the workload associated with a graduate level course. Normally, this course may be taken one time for credit.
Outcomes:
Student must demonstrate a detailed understanding of the selected accounting topic

African Studies and the African Diaspora (AFR)

Discover, search, courses (p. 2661)!

AFR 201 African Studies and the African Diaspora (3 Credit Hours)
African Studies and the African Diaspora advances Loyola's mission to expand knowledge in the service of humanity through learning from African descended people's experiences, perspectives, and achievements, ranging from the earliest civilizations of the Nile valley, to the classical cultures of West Africa, to the present day liberation struggles to counter and overcome the enduring effects of slavery, colonialism, neocolonialism, apartheid, legalized segregation, racial terrorism, institutionalized racism, and all other past and current forms of white supremacist ideology and abuse.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Ability to recognize and identify the unique gifts of Black World communities in the areas of spirituality, philosophy, literature, politics, and the arts and discuss the impact which these gifts have exerted in enriching world civilization for millennia; Ability to reasonably discuss Africa as the cradle of humanity and civilization, locate Black culture in space and time from its earliest beginnings, and describe the varied ways in which Black people's cultural identity and gifts have come to expression across global communities; Ability to understand the history of enslavement of Africans in the Western hemisphere and the European colonization of Africa as this history relates to current issues of racial injustice and social inequality in the US, Africa, and elsewhere; Ability to appreciate the liberation struggles of Black World communities and the inspirational impact these struggles have exerted globally on other civil and human rights movements; Ability to understand African descended peoples as actors or agents of justice rather than as helpless victims of injustice on the stage of history, recognizing that the primary reality is not what oppressors have done to Blacks, but what Blacks have done and are currently doing to resist, counter, and overcome their oppressor's power to enslave, exploit, defame, and dominate

AFR 295 Directed Readings in Black World Studies (3 Credit Hours)
This course allows students to engage in a directed self-study of a topic in the realm of African Studies and the African Diaspora that is not covered in other courses offered in the program. Students will work with the AFR Director or another advisor to develop their own class readings and research assignment. Director approval is required for this course.

AFR 397 Capstone/Internship (3 Credit Hours)
This capstone course may be completed in a variety of ways. This includes an internship at a business or organization that is related to the program, or a study abroad semester related to the program. Internships require a minimum of 10 hours/week verified service hours over the 15 week semester, amounting to 3 credit hours. Students may also make a 300 level AFR course into a "Capstone" by adding an additional, in-depth research assignment approved by the course instructor and the program director. Director approval is required for this course.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.

American Sign Language (ASL)

Discover, search, courses (p. 2661)!

ASL 101 American Sign Language I (3 Credit Hours)
ASL 101 is the first class in the American Sign Language series at Loyola. It presents the basic skills and use of ASL and basic knowledge of Deaf & Hard of Hearing Culture.
Outcomes:
Students will: 1) demonstrate the basic abilities to comprehend and communicate in ASL; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 102 American Sign Language II (3 Credit Hours)
Pre-requisites: ASL 101 or equivalent
This course is designed for students who have completed a college level ASL I course and have a basic knowledge of ASL. It is the second course in the ASL series at Loyola and presents intermediate skills and use of ASL and continued working knowledge of Deaf & Hard of Hearing culture.
Outcomes:
Students will: 1) demonstrate abilities to comprehend and communicate in ASL at an intermediate level; 2) demonstrate an understanding of Deaf & Hard of Hearing communities

ASL 103 American Sign Language III (3 Credit Hours)
Pre-requisites: Completion of ASL 102, or prior to enrolling in ASL 103, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This course includes vocabulary-building and mastery of grammar through rigorous receptive and expressive activities. ASL skills development applied to complex grammatical structures. Topics include location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Depicting /Indicating verb grammatical structures introduced. Discussions of Deaf culture. 2) Acquire adequate speed in expressive and receptive signing skills. 3) Expand sign terminology in areas such as classifiers, sentence types, numbers, NMS
Outcomes:
1) Demonstrate fluency in expressive, receptive fingerspelling/numbering in ASL

ASL 104 American Sign Language IV (3 Credit Hours)
Pre-requisites: Completion of ASL 103, or prior to enrolling in ASL 104, students must consult ASL professors for language placement, ensuring readiness based on prior experience
This intermediate ASL course refines students' expressive and receptive skills. Advanced linguistic structures introduced and put into practice. Vocabulary-building in specific challenging areas: academics, occupations, computer technologies, and abstract nouns. Current events discussed in ASL, giving students opportunities to apply linguistic-cultural knowledge while participating in open discussions.
Outcomes:
1) Comprehension and expression with intermediate ASL vocabulary and correct grammar; 2) Narrate and describe events in connected, paragraph-length ASL discourse; 3) Exchange information and perspectives in group settings at intermediate level

Anthropology (ANTH)

Discover, search, courses (p. 2661)!

ANTH 100 Globalization and Local Cultures (3 Credit Hours)
This course examines anthropological approaches to social and cultural changes associated with globalization, particularly how global patterns of inequality profoundly impact people's lives.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Human Services, International Business
Course equivalencies: ANTH100/271/INTS271
Outcomes:
Students will demonstrate an understanding of relationships between historic and contemporary global processes, especially ways globalization influences inequality and peoples' social, symbolic, material, political, and economic existence

ANTH 101 Human Origins (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the biocultural evolution of our species, Homo sapiens. It addresses the basic human desire for self-understanding. We explore what it means to be human through the use of genetics, non-human primates, and the fossil record. Each section of the course contributes to an overall understanding of human origins and the process of evolution.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
By the end of the semester students will have a better understanding of human nature, our relationship to the world around us, and our interactions with each other

ANTH 102 Culture, Society, and Diversity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the anthropological study of living people, or cultural anthropology, with particular focus on how people understand, act in, and transform their worlds. Students will also consider how anthropology can help us think about our own society and what it means to be human in different times and places.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, International Business
Outcomes:
Students will be able to demonstrate ways that central concepts of cultural anthropology help us understand cultural diversity; learn how to think critically about various cultures (including their own); and be aware of the ethical dimensions of research with living people

ANTH 103 Biological Background Human Social Behavior (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines possible biological bases of modern human behavior, from a scientific and multi-disciplinary perspective, to explore questions regarding what comprises "human nature".
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics
Outcomes:
Students will demonstrate an understanding of how science is conducted, as well as interactions between science and culture, in the context of how evolutionary approaches to animal behavior may be applied to the study of human behavior

ANTH 104 The Human Ecological Footprint (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to global human ecology and concentrates on how we as humans affect global ecosystems and how these changes can impact our behavior, health, economics, and politics.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Global Studies, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-ANTH104ESP104PAX104INTS102
Outcomes:
Students will be able to draw connections between basic ecological processes and the global patterns of human population growth, health and disease, inequality and poverty, subsistence strategies, and land use and technology

ANTH 105 Human Biocultural Diversity (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines human variation through a biocultural approach, with specific attention paid to historical and contemporary ideas of race.We explore genetics and how evolution by natural selection has favored important adaptations, how those specific adaptations have helped humans migrate and survive across the planet's habitats, and socio-cultural and scientific ideas about race that have resulted in inequalities.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Bioethics, Neuroscience, Race and Ethnicity
Course equivalencies: X-BIET 105/ANTH 105
Outcomes:
Students will gain an understanding of how biocultural approaches help us understand human variation, with specific attention paid to skin color and the idea of race; Students will learn how scientific racism in anthropology contributed to our ideas of race, and how that can be seen in contemporary US society

ANTH 106 Sex, Science and Anthropological Inquiry (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines sex utilizing a scientific and anthropological lens. Anthropology brings a unique perspective to the study of sex by examining it across cultures and through an evolutionary perspective. In this class, we will travel around the world and through deep time to examine how sex is shaped by biological, cultural, and political factors. Topics include sex, sexuality, sexual orientation, gender, evolution, reproductive biology, parenting, sex work, and sexually transmitted infections.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Women & Gender Studies
Course equivalencies: X-ANTH 106/WOST 106/WSGS106
Outcomes:
Students will be able to demonstrate an understanding of the intersection of sexology and anthropology, an evolutionary perspective on sex, the physiological and anatomical aspects of male and female sexual systems, a comparative view of human sexuality across the life course, and how globalization is influencing sex and gender

ANTH 107 Ancient Worlds (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores societies in the near and distant past, with an emphasis on examining cultures left out of standard US and world history textbooks.
Knowledge Area: Tier 2 Historical Knowledge
Outcomes:
Students will be able to: 1) describe the early history and scientific foundations of archaeology; 2) explain important developments in human history; 3) apply their knowledge to decolonize world history

ANTH 203 Violence, Social Suffering, and Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This class investigates violence, suffering and justice through an ethnographic and cross-cultural perspective. It asks, how are overt forms of violence related to larger social structures which produce less visible forms of suffering? How are violence and suffering related to other socio-cultural phenomena such as race, gender, sexuality and identity?
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Students will understand: the ethnographic analysis of violence and social suffering; political and economic contexts of violence, including colonialism, globalization, racism, and poverty; movements for justice and safety

ANTH 205 Gender in Cross-Cultural Perspective (3 Credit Hours)
This course explores a broad range of cultural expectations for gender diversity and the experiences of women in different cultures.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ANTH205/WOST205/WSGS205
Outcomes:
Students will be able to demonstrate understanding of how categories and concepts of sex and gender are culturally constructed and reflect wide variation both historically and cross-culturally

ANTH 207 Economies, Culture, and Development (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course explores different types of and ideas about exchange, economies, and development in cross-cultural perspective and through ethnography.
Interdisciplinary Option: Global Studies
Outcomes:
The course will help students learn about (1) the development of social thought about non-Western economic activity; (2) the key theories from and debates within Economic Anthropology; (3) contemporary ethnography about economies and development; and (4) ways to think critically about and apply course concepts

ANTH 208 Language and Identity (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course will examine how language both reflects and helps constitute identity in social and linguistic interaction. Presenting a broad introduction, this course will address complex and often intersecting relationships between language and gender, race, class, place, age, and social practice, using case studies from around the world.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn how language is central to the expression and interpretation of social and cultural identities, and to human experiences of diversity

ANTH 210 Visual Representation of Culture (3 Credit Hours)
The course deals with how human cultural identities are represented through the construction of both moving and static visual images.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-ANTH210/IFMS210
Outcomes:
Students will gain critical skills resulting in greater visual literacy regarding how constructed visual images are used to represent cultures

ANTH 211 Peoples of Latin America (3 Credit Hours)
This course offers an anthropological overview of the major cultures and cultural regions of contemporary Latin America.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH211/INTS211/LASP211
Outcomes:
Students will understand the basic cultural processes that led to the formation of the socio-political landscape of contemporary Latin American

ANTH 212 Peoples of Native North America (3 Credit Hours)
This course considers post-contact ethnography including key contemporary issues among indigenous North American peoples including Indian-white relations, assimilation, genocide, revitalization movements, sovereignty, environmentalism, urbanization, and native identity.
Outcomes:
Students will be able to describe the pattern and basis of cultural diversity among native North American peoples and their historical relationships with Euro-American colonists

ANTH 213 Culture in Africa (3 Credit Hours)
This course takes an interdisciplinary perspective, and includes discussion of African history, political economy, and contemporary forms of social life and culture. It also examines intellectual and historical trajectories informing how knowledge about Africa was and is produced.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Course equivalencies: X-ANTH213/BWS 213/INTS214
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Africa, their historical relevance, and social and cultural impacts

ANTH 214 African-American Anthropology (3 Credit Hours)
This course offers an historical and contemporary exploration of various efforts undertaken by African Americans and their supporters to achieve racial parity, social justice and equality with other Americans, from the early presence of Africans in the Americas to the present period.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-ANTH214/BWS 214
Outcomes:
Students will understand landmark legal cases brought to US courts of law by African Americans and their supporters and strengthen their critical thinking and writing skills on these and related topics

ANTH 215 Culture in Contemporary Asia (3 Credit Hours)
This course explores contemporary Asian culture from an ethnographic perspective.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will acquire a comprehensive grasp of significant issues in contemporary Asia, their historical relevance, and social and cultural impacts

ANTH 216 Cultures of Migration (3 Credit Hours)
Using theoretical, ethnographic, and autobiographical literature from different world regions, we will explore three central questions: 1) How do people make the decision to move? 2) How do political policies structure the life chances of im/migrants in the "global north"? 3) How do im/migrants transform their own life situations and communities?
Interdisciplinary Option: Global Studies, Italian American Studies, Latin American Studies, Race and Ethnicity
Outcomes:
Students will understand: an anthropological approach to the study of migration; leading theories of migration; contemporary migration patterns; im/migrant labor; factors that shape the formation of im/migrant communities

ANTH 217 Mexican Culture & Heritage (3 Credit Hours)
In this class, students become familiar with Mexico and its people as we explore Mexican history, contemporary Mexico, and Mexican migration to the United States. At each juncture, we consider how sociocultural developments shaped Mexican society in the context of the region and the world.
Interdisciplinary Option: Global Studies, Latin American Studies, Race and Ethnicity
Course equivalencies: X-ANTH217/INTS217/LASP217
Outcomes:
Students will be able to explain concepts such as colonialism, neocolonialism, globalization, and migration through their application to Mexican culture and history

ANTH 220 Contemporary Cultures of the Middle East (3 Credit Hours)
Focusing on the culturally diverse region of the Middle East, the course considers historical dynamics, diversity of religious orientations, gender and ethics relations, nation-building strategies, and expressive arts (architecture, film, literature and media), from the Middle East.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-ANTH220/IWS220/INTS222
Outcomes:
Students will be able to demonstrate an understanding of the history, geography, religious, cultural and ethnic diversity of the Middle East as well as the major ethnographic themes and scholarly debates concerning the area

ANTH 222 Culture in Contemporary Europe (3 Credit Hours)
This course explores culture in contemporary Europe from an ethnographic perspective. Topics include recent developments in European nationalisms; the EU and Europeanization; (im)migration and integration; family and gender; production and branding; international tourism; and the politics of language in both 'old' and 'new' Europe.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will understand the role of culture in European current events, appreciate the challenges facing the European Union, and articulate connections between European history and contemporary European and global politics

ANTH 224 Social Movements, Culture, and Activism (3 Credit Hours)
This class examines social movements and activism from an ethnographic perspective. Case studies will examine movements across the globe. Topics to analyze include: what socio-cultural contexts shape, and are shaped by, social movements? How do social movements organize themselves, and what meanings or belief systems do they appeal to?
Outcomes:
familiarizing students with the ethnographic analysis of social movements; analyzing the socio-cultural effects of global commodity flows, secularization, environmental pollution, corporate power, migration and other political issues; examining how people resist, reproduce and alter relations of power; and introducing students to the broader field of political anthropology

ANTH 225 Museum Cultures (3 Credit Hours)
This course explores the museum as a dynamic site of cultural production and consumption. It examines the historical and contemporary relationships between museums, anthropology, and material culture, particularly the broader socio-cultural context of collecting from and representing cultures. Students will visit, discuss, and critique exhibitions in Chicago-based museums.
Outcomes:
Students will gain knowledge of museums as sites of anthropological study and practice, particularly the formation, history, and use of anthropological collections, and cultural representations

ANTH 231 Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course introduces the subfield of linguistic anthropology through a survey of topics, including linguistic relativity, linguistic patterning and structure, nonverbal communication, indexicality, and linguistic diversity and inequality.
Outcomes:
Students will demonstrate knowledge of the historical, scientific, methodological, and analytical foundations of linguistic anthropology

ANTH 241 Principles of Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Introduction to the ethical principles and scientific methods used to investigate the archaeological record, including issues of stewardship, community collaboration, research design, fieldwork strategies, materials analysis, and archaeological interpretation.
Outcomes:
Students will able to explain the basic methods and theory of the archaeological process; Students will also be to apply their knowledge to craft an archaeological research design

ANTH 242 Mesoamerican Archaeology and Survivance (3 Credit Hours)
This course explores the cultures and peoples of Mesoamerica (Mexico, Guatemala, Belize, Honduras, El Salvador) in long-term perspective, with emphasis on Indigenous survivance and heritage. Cultures examined include the Mayas, Olmecs, Teotihuacanos, Zapotecs, and Mexicas (Aztecs).
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: ANTH242/LASP216
Outcomes:
Students will be able to: 1) define what is meant by Mesoamerica; 2) identify how Mesoamerican heritage connects to contemporary nations and descendants; 3) explain key themes in Mesoamerican archaeology

ANTH 243 North American Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course surveys archaeological evidence in North America with focus on regional patterns of indigenous adaptation and explanations for prehistoric culture change.
Outcomes:
Students will be able to describe the chronological pattern and regional diversity in the cultural evolution of prehistoric societies in North American from ice-age colonization to European contact

ANTH 244 Historical Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104; Recommended: ANTH 241
Historical archaeology merges the study of documentary records with material remains to understand the overlaps, gaps, and contradictions in narratives about the human experience. This course is an introduction to the methods of historical archaeology, including issues of perspective, coloniality, and silencing that shape our understanding of history.
Outcomes:
Students will be able to 1) describe how archaeology and anthropology complement documentary analysis; 2) identify sources of bias in historical analysis; 3) apply intersectional and community-based methods to archaeology

ANTH 245 Gender in Deep Time (3 Credit Hours)
Students will critically reflect on gender in cross-cultural and long-term perspective. From an anthropological perspective, they will also deconstruct their own cultural biases and assumptions. With a deep and critical understanding of contemporary norms, students will apply evidence-based reasoning to examine the construction of gender in the past.
Interdisciplinary Option: African Studies and the African Diaspora, Women & Gender Studies
Outcomes:
1) Describe Western ideas of gender and sexuality; 2) identify connections between feminist movements and gender archaeology; 3) apply an intersectional approach to the study of gender both past and present

ANTH 246 Ancient Human-Animal Interactions (3 Credit Hours)
Pre-requisites: For Biology majors and minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101, ANTH 104, BIOL 102, ENVS 101, or ENVS 137
This course focuses on human-animal interactions in the past and covers how humans have shaped the geographic ranges and behaviors of animals today. Questions on whether humans caused prehistoric animal extinctions and how animal domestication occurred will be explored using evidence from archaeological and paleontological records around the world.
Outcomes:
Students will demonstrate an understanding of how archaeologists use empirical data to answer questions about prehistoric human-animal interactions

ANTH 247 Aliens, Atlantis, and Archaeology (3 Credit Hours)
Students will examine the foundations of archaeological knowledge claims to distinguish science from pseudoscience. Students will also examine ways of knowing that go beyond Western science (i.e., Indigenous epistemologies). In the end, students will understand why academic archaeologists do or do not accept claims about ancient aliens or mythical moundbuilders. 2) Differentiate science from pseudoscience in popular media. 3) Construct an evidence-based argument about an archaeological controversy.
Outcomes:
1) Identify logical arguments and their supporting evidence

ANTH 258 Medical Anthropology & Global Health (3 Credit Hours)
This course examines how society and health are intertwined using medical anthropology and global health. Medical anthropology is the study of how health and illness are shaped, experienced, and understood cross-culturally, while global health is dedicated to improving the health of populations worldwide. Students will apply their knowledge to develop a research proposal.
Interdisciplinary Option: Bioethics
Outcomes:
Students will learn how medical anthropologists and global health scientists work in varying cultural contexts to understand health and illness

ANTH 280 Evolution of Human Disease (3 Credit Hours)
The complex interaction between humans and pathogens is explored throughout time, with particular emphasis on the role and impact of human biology, human culture, and changing environments.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the human immunological system, competing paradigms of human health, the processes and mechanisms of biological evolution, the pathogeneses of specific diseases, and the archaeological, paleopathological, paleodemographic, and historical data used to explore the evolution of disease

ANTH 281 Evolution of the Human Diet (3 Credit Hours)
Pre-requisites: For Biology majors/minors and Biology-Ecology Emphasis majors: BIOL 102; For all others: ANTH 101 or BIOL 102
This interdisciplinary course explores the evolution of the human diet utilizing a biocultural perspective. The complex interplay between our diet, biology, and culture is examined through energy acquisition, primate and hominin nutrition, the Agricultural Revolution and Industrialization on human health, food sustainability, and nutritional inequality through socioeconomic and gender lenses.
Outcomes:
Students will identify the role food has played throughout the 6-7 million years of human evolution and its significance in terms of climate change variability, evolutionary adaptations, and contemporary inequality

ANTH 300 Anthropology Career Development (3 Credit Hours)
Pre-requisites: Restricted to ANTH/SANT majors and minors
This course empowers students to translate their undergraduate anthropology education into a professional portfolio that communicates their knowledge, skills, and experiences to graduate schools and future employers.
Outcomes:
Through personal reflection exercises, the preparation of professional and scholarly application documents, and proposal writing, students will gain insight into how their anthropological education informs their future professional interests

ANTH 303 People and Conservation (3 Credit Hours)
This course considers the interplay between indigenous peoples and environmental resources utilizing current perspectives from evolutionary and community ecology, conservation biology, anthropology, political ecology and economics.
Interdisciplinary Option: Bioethics, Global Studies
Course equivalencies: ANTH303/INTS303A/BIET303
Outcomes:
Students will demonstrate an understanding of factors influencing this interplay, including environmental ethics, traditional environmental knowledge, resource management, community-based conservation, property rights, common-pool resources, sustainable development, land tenure, indigenous movements, and eco-tourism

ANTH 304 Anthropological Theory (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
In this course, we review major works of anthropological theory that have influenced anthropology over the course of the past two centuries. We attend to dynamic conversations that occur within the discipline, the geopolitical diversity (and lack thereof) of anthropological theorists, and we consider how these factors have shaped the trajectory of anthropological research over time.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will: Demonstrate in-depth knowledge of major paradigms and concepts in anthropology; apply anthropological theory to contemporary topics and debates; critically discuss ethical and political implications of anthropological research; demonstrate familiarity with main points of agreement and disagreement in the discipline

ANTH 305 Violence and Culture (3 Credit Hours)
This course examines the complex relationships between violence and culture using the ethnographic method as practiced by anthropologists and other social scientists.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH305/INTS303/PAX305
Outcomes:
Students will demonstrate an understanding of the ways violence destroys, alters or produces forms of cultural meaning and social action and the ways in which cultural difference impacts patterns of violence

ANTH 306 Anthropology and Human Rights (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course examines the concept of universal human rights, and the social movement that has developed to promote human rights, from an anthropological perspective.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Course equivalencies: ANTH306/INTS308/PAX306
Outcomes:
Students will be able to demonstrate an understanding of the social and historical origins of the concept of human rights and analyze the debates that arise out of applying the concept of human rights in cross-cultural contexts

ANTH 307 The Body and Culture (3 Credit Hours)
This course examines how culture shapes how the human body is understood, categorized and used, and it also examines how bodily experiences shape culture and society. Drawing on cultural anthropology, it analyzes diverse cross-cultural examples, possibly ranging from body decoration among Amazonian indigenous people, to plastic surgery, childbirth, or sports.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will learn how socio-cultural forces shape human bodies; understand how cultural anthropology examines the body; and examine classic social theories about bodies, gender, social class and subjectivity

ANTH 309 Urban Anthropology (3 Credit Hours)
This course is focused on defining characteristics of city life across a variety of societies. It particularly considers urban complexity in the context of the globalization of cities.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain a cross-cultural and global outlook on the defining features of urbanism

ANTH 314 Applied Anthropology (3 Credit Hours)
Pre-requisites: ANTH 304 or Instructor approval
This course offers a hands-on introduction to the application of anthropological principles and methods to non-academic, "real world" problems. Course sessions will be dedicated to situating applied anthropology within the broader discipline, learning methods, and practicing applied cultural techniques. Students will also develop and carry out an applied cultural anthropology project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: situate applied anthropology in the broader discipline; practice a variety of applied methodological techniques; work with a community partner to design a project; prepare a comprehensive and clearly written report

ANTH 316 Anthropology of Religion & Ritual (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course considers religion as a form and part of culture. The innovative as well as conservative features of religion in culture change are addressed. Religion's role as both a belief-system and ritual practice are underscored.
Outcomes:
Students will develop the capacity to view religion in a broad perspective and to understand it as a significant factor of belief and practice in cultural systems

ANTH 317 Explore Chicago: Research in Culture and History (3 Credit Hours)
This course takes an Anthropological perspective on Chicago and presents numerous opportunities for experiential learning through hands-on research. The course examines historical and cultural perspectives, with attention to communities and neighborhoods as important sites of everyday life. The history, multiculturalism, diversity, and inequality in Chicago present instructive opportunities to analyze themes of community, power, and social change.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will: learn more about history and culture across Chicago, through archival research and experiential learning in different neighborhoods; learn more about different forms and methods of anthropological inquiry and ethnographic research; develop critical perspectives on theoretical approaches central to Anthropology; prepare a comprehensive, theoretically informed poster incorporating original ethnographic data

ANTH 319 Anthropology of Tourism (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
This course explores the phenomenon of tourism from an anthropological perspective, addressing the social, cultural, economic, and environmental impact of tourism on host communities and nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-ANTH319/INTS319
Outcomes:
Students will demonstrate an understanding of the strengths/limitations of various theoretical models for understanding tourism dynamics; tourism's role in national development; the interplay between tourism and cultural imagery; gender dynamics in tourism; the role of tourism institutions (museums, souvenirs, travel literature) in the construction of "exotic others"

ANTH 321 Human Rights in Latin America (3 Credit Hours)
This course examines human rights in Latin America from a multidisciplinary perspective. It asks: what are human rights? Why have human rights abuses occurred and how have Latin Americans responded?
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-ANTH 321/LASP 398
Outcomes:
Students will understand the international human rights legal framework, be able to analyze why abuses have occurred, and understand how Latin Americans have mobilized by studying specific cases

ANTH 324 Human Evolution (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 103
The course examines the discipline of paleoanthropology, including the techniques and methods, evolutionary framework, and detailed analysis of skeletal and archaeological material that form our current understanding of human evolution. Students will develop critical thinking skills in how to interpret the human fossil and archaeological records.
Interdisciplinary Option: Forensic Science, Neuroscience
Outcomes:
Students will be able to discuss the interdisciplinarity of paleoanthropology, including the use of specific geology, chemistry, and archaeological techniques

ANTH 325 Primatology-Behavior & Ecology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines primate behavior and ecology from a comparative and evolutionary perspective. Students will be introduced to the diversity across taxonomic groups within the Order Primates. Through class discussion and observation, students will explore key issues in primate studies.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to describe the taxonomic diversity of non-human primates and explain the impact of biological, evolutionary, and ecological factors on primate behavior, Students will develop and apply skills in primate observation

ANTH 326 Human Osteology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: ANTH 101, or ANTH 103, or background in Biology
This course focuses on developing a deep understanding of the human skeleton and ways in which biological anthropologists and forensic anthropologists use this knowledge to explore human biological diversity. Through hands-on exercises and class discussion, students will build analytical skills that are foundational to many techniques used by professionals and will appreciate the complex ethical considerations inherent to the fields of biological and forensic anthropology.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to demonstrate superior knowledge of skeletal anatomy, analyses of skeletal remains from archaeological contexts, and apply current techniques designed to understand and explore human variation, stature, ancestry, age-at-death, sex, and pathological conditions

ANTH 327 Dental Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or any 100-level Biology course
This course examines teeth with an anthropological perspective. By using evolution by natural selection as our theoretical framework, students will learn dental anatomy, morphology, and variation. The course then focuses on embryology, dental development and eruption, and the biocultural ways humans use their teeth.
Outcomes:
Students will gain factual knowledge of teeth from an evolutionary perspective and will develop specific hands-on skills needed by dental anthropologists, dentists, and oral biologists, including dental molding, casting, and wear scoring

ANTH 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

ANTH 330 Language in Popular Culture (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course presents a critical approach to understanding language and linguistic innovation in popular culture, including entertainment and news media, digital communication, and political discourse.
Outcomes:
Students will 1) identify linguistic patterns and language ideologies in mass media and digital discourse, 2) critically assess linguistic evaluations and (mis)representations of social groups, 3) apply linguistic anthropological insights to their own experiences with language in pop culture

ANTH 332 Language, Race, and Inequality (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102 or ANTH 208
This course addresses how and why languages and speakers are associated with racialized stereotypes, and how linguistic discrimination operates in U.S. culture today. In-depth case studies examine language and race in education, mass media, material culture, and everyday interaction. Critical perspectives on sociolinguistic norms and relationships between language, Whiteness, and power are also included. Critical thinking and writing are emphasized.
Interdisciplinary Option: African Studies and the African Diaspora, Latin American Studies, Race and Ethnicity
Outcomes:
Students will identify relationships between language and race in everyday life, recognize and analyze instances of linguistic discrimination, stereotypes, and covert racism

ANTH 334 Intro to Classical Archaeology (3 Credit Hours)
Refer to CLST 334
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334

ANTH 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

ANTH 340 Classical Archaeology: Greek Temple (3 Credit Hours)
Refer to CLST 340
Course equivalencies: X-ANTH340/CLST340

ANTH 342 Rise & Fall of Civilizations (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
This course examines the socio-cultural process that produced complex societies in the past, particularly the contrasting trajectories of Old World and New World civilizations. Emphasis is on the material manifestations of status differences, power relations, and ideological control.
Outcomes:
Students will appreciate the complicated dynamics that underwrite increasing socio-cultural differentiation and will understand the archaeological methods used to chart that differentiation through time

ANTH 346 Biology of Women (3 Credit Hours)
The biology of women at pivotal points in the lifespan, along with the biological changes that occur from one life stage to another. The interaction of society (eg, medical field) with women at each of these points in time. Topics to be discussed include the evolution of sex and gender, gender differentiation and diversity, reproductive processes, disease detection and treatment, and violence against women.
Interdisciplinary Option: Women & Gender Studies

ANTH 348 Museum & Material Culture Research (3 Credit Hours)
This course offers direct experience with anthropological research methods and analysis using material culture and archival holdings from the May Weber Ethnographic Study Collection. Grounded in object-based studies and using examples from the collection, this course will examine collecting contexts, formal and technical analyses, operational sequences, cultural contexts, and interpretation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of research techniques for working with museum-held objects while contributing to the permanent documentation and interpretation of the May Weber Ethnographic Study Collection through object research

ANTH 353 Epidemics and Pandemics (3 Credit Hours)
Pre-requisites: ANTH 101 or BIOL 101
This interdisciplinary course tracks how scientists from multiple disciplines have come together to understand and combat epidemics, such as Ebola, HIV, Zika, SARS, MERS, and COVID-19. From the molecular pathways underlying disease to the cultural contexts shaping public health responses, students will understand epidemics and pandemics from a biological and social perspective.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to demonstrate understanding of the biological, epidemiological, clinical, and social aspects of key epidemics/pandemics; Students will develop critical thinking skills by using this information to develop locally-relevant public health recommendations

ANTH 356 Bioanthropological Lab Work (1-3 Credit Hours)
Pre-requisites: permission of department chairperson or instructor
Individualized opportunity to learn about and engage in the main laboratory methods used in bioanthropological research
Outcomes:
Students will gain detailed knowledge of the main bioanthropological lab methods

ANTH 359 Paleopathology (3 Credit Hours)
Pre-requisites: ANTH 101 or Instructor permission; ANTH 326 recommended
This course introduces advanced students to the exploration of the history of human disease through the analysis of human skeletal remains.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have command of biological anthropological approaches towards the understanding of human disease and will be familiar with theoretical issues germane to the field of paleopathology, biases and ethical issues, and the role that disease has played throughout human history

ANTH 360 Issues in Archaeology (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Specific theoretical, methodological, and research problems in archaeology with focus on current research in the discipline. Topics include but are not restricted to: environmental archaeology; ethnoarchaeology and experimental archaeology; the study of prehistoric craft specialization, trade, demography, and urbanism.
Outcomes:
Students will be able to draw connections between contemporary archaeological method and theory and current research issues in anthropology

ANTH 361 Issues Cultural Anthropology (3 Credit Hours)
Pre-requisites: ANTH 100 or ANTH 102
The course is a vehicle for topics of particular interest to the instructor or an issue of contemporary relevance. It may be a trial run for a course later added to the official list.
Outcomes:
Students will be able to demonstrate how cultural anthropology is relevant to contemporary issues or how a problem can be structured around a cultural anthropological viewpoint

ANTH 362 Issues in Biological Anthropology (3 Credit Hours)
Pre-requisites: ANTH 101 or BIO 101
This course considers specific topics pertinent to the discipline of physical or biological anthropology.
Outcomes:
Students will master theoretical perspectives and current information pertinent to the specific issues covered in each specific course

ANTH 362B Bioethics Minor Capstone: Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when ANTH 362 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and anthropological issues with regard to the special topic in anthropology

ANTH 363 Issues in Linguistic Anthropology (3 Credit Hours)
Pre-requisites: ANTH 208 or ANTH 231
This course focuses on a current research question or area within linguistic anthropology.
Outcomes:
Students will be able to demonstrate appropriate knowledge and application of methods and findings from aspects of linguistic anthropology pertinent to the specific topic of the course

ANTH 365 Archaeology Lab Methods (3 Credit Hours)
Pre-requisites: ANTH 101 or ANTH 104
Practicum in analysis techniques for common archaeological materials, such as lithics, ceramics, faunal and floral remains, and historic debris. Topics include transformation processes; classification techniques; data recording and analysis standardization; curation; and computerized strategies of data management and analysis.
Outcomes:
Students will be able to identify, describe, and classify basic archaeological materials and relate these analyses with traditional techniques of material fabrication and processing

ANTH 366 Lithic Technology (3 Credit Hours)
This course is a laboratory analysis of archaeological stone tools through experimentation and ethno-archaeology.
Outcomes:
Students will demonstrate an understanding of causes of variability in raw material procurement, manufacturing techniques, use wear, discard, recycling, methodological and theoretical considerations of artifact classification and strategies of data management and analysis

ANTH 375 Archaeology of Early Greece (3 Credit Hours)
Refer to CLST 375
Course equivalencies: X-CLST375/ANTH375

ANTH 396 Internship in Anthropology (3-6 Credit Hours)
Pre-requisites: Students must receive instructor permission prior to enrolling and must complete (with signatures) the Course Contract Form Enrollment is limited to Undergraduate Anthropology Majors/Minors.
This course is designed to enhance student engagement by facilitating internship experiences within the department or in museums, service-oriented organizations, businesses, and non-profit organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of anthropological theory, methods, or techniques, to the internship experience

ANTH 396A Internship: Bioarchaeology & Forensic Anthropology (1-4 Credit Hours)
This course is designed to enhance student engagement by facilitating internship experiences in forensic anthropology and bioarchaeology, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work. This course may serve, if appropriate, as a capstone experience. Instructor permission required.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will produce a research paper, project, proposal, or assessed piece that reflects the application and integration of forensic-anthropological theory, methods, or techniques, to the internship experience

ANTH 396M Internship: Museum Collections Management (3 Credit Hours)
Pre-requisites: Instructor permission required
Through a 100-hour internship in the May Weber Ethnographic Study Collection on the Lakeshore campus, students will contribute to the ongoing professional management of a museum collection.

ANTH 397 Directed Readings-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized readings in varied topics within anthropology.
Outcomes:
Students will gain detailed knowledge of the specific topic of their directed readings subject

ANTH 398 Independent Study-Anthropology (1-3 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Individualized program of independent study of anthropological problems and/or issues.
Outcomes:
Students will gain detailed knowledge of the specific study program they undertake

ANTH 399 Fieldwork in Anthropology (1-6 Credit Hours)
Pre-requisites: Permission of chairperson and faculty member
Application of anthropological concepts and methods to a specific field situation under the supervision of a faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn field techniques and data recovery and analysis techniques pertinent to the specific nature of their field experience

ANTH 399P Fieldwork in Anthropology: Primate Behavior (3 Credit Hours)
Pre-requisites: ANTH 325 and Instructor Permission
This course is designed to enhance student engagement by facilitating fieldwork experience in the observation of non-human primate behavior, working in collaboration with community partner organizations. Experiential learning is combined with rigorous academic work.
This course satisfies the Engaged Learning requirement.
Outcomes:
Complete ~20 hours of observation of non-human primates at the Lincoln Park Zoo; Keep a fieldwork journal that tracks dates and times spent observing primates, goals, accomplishments, insights, and questions; Collect, analyze, and interpret data collected from observations and summarize them in a final report

Arabic (ARAB)

Discover, search, courses (p. 2661)!

ARAB 101 Arabic I (3 Credit Hours)
This course is designed for beginners and those with modest acquaintance to Arabic. Through a culturally rich context, it focuses on functional articulation of Modern Standard Arabic with a limited exposure to Damascene (Shaami) dialect.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB101/IWS101A
Outcomes:
Students will be able to write simple sentences, understand selected principles of basic grammar and vocabulary, and will be introduced to Modern Standard Arabic as well as to a modern spoken dialect; Students will learn aspects of Arab culture

ARAB 102 Arabic II (3 Credit Hours)
Pre-requisites: ARAB 101 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect to help students develop speaking, listening, reading comprehension, and writing skills in diverse sociocultural contexts.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB102/IWS102A
Outcomes:
Students are expected to be able to sustain conversations on daily life topics, to comprehend and compose simple authentic multimodal texts, and integrate interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a project

ARAB 103 Arabic III (3 Credit Hours)
Pre-requisites: ARAB 102 completed with C- or higher; Students with equivalent preparation must be assessed for placement
This course continues focusing on active functional use of Modern Standard Arabic and Damascene dialect in familiar topics reflecting the behavior of native speakers. Students are expected to reach low-mid intermediate proficiency levels.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: ARAB103/IWS103A
Outcomes:
Students are expected to be able to initiate and sustain simple social interactions about self and immediate environment; Students will be able to comprehend and compose simple authentic multimodal texts and apply such interdisciplinary knowledge of the Arab world (language, religion, history, geography, or cultures) through a final project

ARAB 104 Arabic IV (3 Credit Hours)
Pre-requisites: ARAB 103 completed with C- or higher; Students with equivalent preparation must be assessed for placement
The course help students build an active learning solid foundation in the intermediate level of functional use of Arabic. Students are expected to learn how to own their learning process and engage critically in representations of self and others.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB104/IWS104A
Outcomes:
Students are expected to be able to compose and comprehend more complex authentic multi modal texts in topics of relevance to student, investments and fields of study; They will articulate their integrative interdisciplinary knowledge of the Arab world through a final project

ARAB 250 Advanced Composition and Conversation (3 Credit Hours)
Pre-requisites: ARAB 104 or equivalent; Students' self-assessment is not sufficient for placement in an appropriate level of Arabic class
The focus of the course assignments is to connect classroom work and community-based service learning into a constructive coordinated dual relationship. Bedsides classroom language learning, students will complete 20 hours in community-based work at an organization of service to Arab and Muslim immigrants and refugees. Some readings may be in English.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: ARAB250/IWS250A
Outcomes:
Students will synthesize classroom and community-based learning contexts to reflect on collective and individual explorations of concepts of civic engagement with Arab/Muslim communities; They will demonstrate awareness of self and community through learning portfolios and public presentations

ARAB 251 Advanced Composition and Conversation II (3 Credit Hours)
This course emphasizes the development of advanced Arabic speaking and writing skills and examines grammar and vocabulary in relation to advanced skill development. Conducted entirely in Arabic.
Interdisciplinary Option: Arabic Language and Culture, Middle East and Islamic World Studies
Course equivalencies: X-ARAB251/IWS251A
Outcomes:
Students will be able to demonstrate advanced reading, writing, listening, and speaking skills in Arabic; Students will also be able to demonstrate knowledge of significant aspects of the Arab world and culture in relation to their major field of study

Arrupe Accounting (ACACT)

Discover, search, courses (p. 2661)!

ACACT 201 Introductory Accounting I (3 Credit Hours)
Pre-requisites: Either 15 earned credit hours or ACMAT 117 (ACMAT 117 may also be taken as a Corequisite)
The major emphasis is on the development and reporting of accounting information for use by investors, creditors, and others. The student is required to develop skills in the preparation and use of accounting information and must demonstrate an understanding of the accounting process, and be able to evaluate the impact of estimates, alternative accounting principles, and the limitations of the accounting model on accounting information. Topics include preparation and use of financial statements, the accounting process, and the measurement and reporting of income, assets, liabilities, and owners' equity.
IAI code: BUS 903
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems; The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions

ACACT 202 Introductory Accounting II (3 Credit Hours)
Pre-requisites: ACACT 201
This course highlights the differences between financial accounting and managerial accounting. The course begins by completing the study of transactions and events affecting financial statements. The cash flow statement is then explored in some detail. Finally, financial statement analysis as traditionally practiced, is considered a capstone for financial accounting. The course then focuses on the use of accounting data by management. Product costing in a manufacturing setting, assigning of costs to objects, learning how costs behave, and the use of accounting data by management in planning operations, controlling operations, and in short term decision making are all investigated.
IAI code: BUS 904
Course equivalencies: ACCT202/ACCT202H/ACACT201
Outcomes:
The student will be able to understand the differences between cash and accrual accounting, the use of ratio analysis in investing and managing decisions, the value and importance of identifying and allocating costs, and the methods involved in the budgeting process

Arrupe Biology (ACBIO)

Discover, search, courses (p. 2661)!

ACBIO 101 General Biology I (3 Credit Hours)
Co-requisites: ACBIO 111
General Biology I is a 3-credit lecture course that introduces the fundamental principles of Biology focusing the fields of cell structure and function, molecular genetics, and evolution. Topics covered in the course include introductory chemistry, cell structure and function, cellular communication, metabolic processes, cellular reproduction, and introductory genetics.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 101 / BIOL 101
Outcomes:
Students will be able to demonstrate an understanding of matter, energy, and organization in living systems; Students will be able to demonstrate an understanding of the biochemistry and metabolism of organisms; Students will be able to demonstrate and understand the fundamental concepts of cell structure, function, and processes; Students will be able to explain the major concepts of molecular genetics, including the flow of genetic information from DNA to RNA to proteins and how changes in genes impact cellular function, organismal health, and evolutionary trajectories

ACBIO 102 General Biology II (3 Credit Hours)
Pre-requisites: ACBIO 101 and ACBIO 111 with grade of C- or better
Co-requisites: ACBIO 112
General Biology II is a 3-credit lecture course that introduces the fundamental principles of Biology focusing the fields of evolution and evolutionary history, plant structure and function, animal form and function. Topics covered in the course include evolutionary processes, speciation, history of life on earth, plant biology, soils, homeostasis, animal biology, mammalian organ systems, community ecology, and environmental challenges as scientific and social problems.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 102 / BIOL 102
Outcomes:
Students will be able to demonstrate an understanding of biological evolution and differentiate between the processes of evolution; Students will be able to demonstrate an understanding of the evolutionary history of life on Earth; Analyze the functions and interrelationships of various organismal systems including plant structure and function, and animal form and function; Explain major concepts of ecology including nutrient cycling, trophic levels, population dynamics, and biodiversity

ACBIO 111 General Biology I Lab (1 Credit Hour)
Co-requisites: ACBIO 101
General Biology 1 Lab is a 1-credit laboratory course that introduces students to the fundamental principles of organismal biology.
IAI code: BIO910; L1910L
Course equivalencies: BIOL 111/ACBIO 111
Outcomes:
Differentiate between the major taxonomic groups; Make comparisons in cell structure and function among selected organisms; Identify characteristics of selected organisms and understand the evolutionary and ecological relationships among taxonomic groups; Demonstrate the ability to use current research techniques and instruments to study the diversity of organisms at the microscopic and macroscopic level

ACBIO 112 General Biology II Lab (1 Credit Hour)
Pre-requisites: ACBIO 101 and ACBIO 111 with a grade of C- or better
Co-requisites: ACBIO 102
General Biology lab is a 1-credit laboratory course that introduces the fundamental principles of Biology focusing on evolutionary principles and processes, cell structure and function, plant and animal biological processes, and ecological principles.
IAI code: BIO910; L1910L
Course equivalencies: ACBIO 112 / BIOL 112
Outcomes:
Differentiate between the major taxonomic groups; Make comparisons in cell structure and function among selected organisms; Identify characteristics of selected organisms and understand the evolutionary and ecological relationships among taxonomic groups; Demonstrate the ability to use current research techniques and instruments to study the diversity of organisms at the microscopic and macroscopic level

Arrupe Chemistry (ACCHM)

Discover, search, courses (p. 2661)!

ACCHM 100 Introductory Chemistry (3 Credit Hours)
A course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure and states of matter, bonding, stoichiometry, acid-base concepts, periodicity and solution chemistry.
IAI code: P1902
Outcomes:
Understand the structure of matter and the chemical changes it undergoes, and predict those changes based on the periodic nature of the elements; Solve problems using chemical calculations concerning mass or concentration; Describe strong and weak acids and bases, and carry out related calculations; Develop the academic skills needed for future science courses including problem-solving, taking and reviewing notes, and multiple choice exams

ACCHM 101 General Chemistry I (3 Credit Hours)
Pre-requisites: ACMAT 117 (C- or higher); Corequisites: ACCHM 111
This course focuses on building a conceptual understanding of fundamental chemical principles. Topics include the periodic table of the elements, atomic structure, nuclear chemistry, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, thermochemistry, solutions, acids and bases, and the gaseous state.
IAI code: CHM911; P1902
Course equivalencies: ACCHM / CHEM 101
Outcomes:
Build conceptual understanding of fundamental chemical principles

ACCHM 102 General Chemistry II (3 Credit Hours)
Pre-requisites: ACCHM 101 and ACMAT 118; Corequisite of ACCHM 112
Topics include the basic concepts of the liquid and solid states, solutions, reaction kinetics, equilibria, acid-base equilibria, solubility equilibria, reaction thermodynamics, and electrochemistry.
IAI code: CHM912
Course equivalencies: ACCHM / CHEM 102
Outcomes:
Continue building on conceptual understanding of fundamental chemical principles

ACCHM 111 General Chemistry Lab I (1 Credit Hour)
Co-requisites: ACCHM 101
This laboratory course translates theory and topics covered in the lecture (ACCHM 101) to application. Students will be introduced to basic chemical laboratory skills and techniques. Topics include lab safety, measurements and calculations, basic statistics, pH and titration, calorimetry, spectrophotometry, and a variety of chemical reactions.
IAI code: CHM911; P1902L
Course equivalencies: ACCHM / CHEM 111
Outcomes:
Students will be able to apply proper lab safety and proper procedures for handling and disposal of chemicals, demonstrate proper manipulation of common equipment, as well as use and understand selected instrumentation

ACCHM 112 General Chemistry Lab II (1 Credit Hour)
Co-requisites: ACCHM 102
The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture, including the liquid and solid states, solutions, equilibrium, acid-base equilibria, solubility equilibria, kinetics, thermodynamics, and electrochemistry.
IAI code: CHM912
Course equivalencies: ACCHM / CHEM 112
Outcomes:
Formulate or evaluate hypotheses, plan and conduct experiments, make systematic observations, interpret and analyze data, draw conclusions, and communicate results

Arrupe Communication (ACCOM)

Discover, search, courses (p. 2661)!

ACCOM 101 Public Speaking and Critical Thinking (3 Credit Hours)
This course is designed to supply students with an understanding of critical thinking practices, foundational tenets of communication theory, the skills of public address and persuasion, the role of visual aids in effective presentation, and a sense of the social responsibility that comes with the capacity for communication.
IAI code: C2 900
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking, preparing a presentation - including visual aids - and critical listening, thinking, and speaking

ACCOM 103 Business and Professional Speaking (3 Credit Hours)
Through theory and practice, the course will explore oral presentation in business and professional situations, including message design and audience analysis of organizations. Students will examine expectations for communication in business; after studying and analyzing professional context, students will complete three substantive presentations. Finally, students will gain a sense of social responsibility that comes with the capacity for communication.
IAI code: C2900
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking, preparing a presentation, including visual aids, and critical listening, thinking, and speaking with a focus on professional environments

ACCOM 200 Communication and New Media (3 Credit Hours)
This course explores the way technology affects personal, cultural, and mass communication through examining the historical, societal, and ethical implications of new and interactive forms of media.
Course equivalencies: X - COMM / ACCOM 200
Outcomes:
Students use audio, video, and digital tools to research and produce essays, projects, and presentations that analyze the impact of technology on communication

ACCOM 201 Introduction to Communication (3 Credit Hours)
This course gives a general and theoretical overview of communication. By approaching communication through a critical and historical lens, students will acquire a foundation for further study and practice in communication.
IAI code: MC911
Course equivalencies: ACCOM 201 / COMM 175
Outcomes:
Students will have an understanding of the nature and structure of communication and be able to critically evaluate oral and written communications

ACCOM 274 Introduction to Cinema (3 Credit Hours)
This course introduces students to cinema as an artform and a mode of mass communication. By developing a film vocabulary and studying film aesthetics, students will learn how to evaluate film and create written formal analyses of film texts. Students will also consider the historical and cultural impact of films and begin to explore film theory and criticism.
IAI code: F2908
Course equivalencies: ACCOM / COMM 274
Outcomes:
Understand film aesthetics and form; Develop basic filmic vocabulary related to production, distribution, and analysis; Develop critical standards for film evaluation; Critically evaluate films verbally and in written form; Recognize scholarly approaches to film studies and criticism; Analyze film texts considering historical and social context

Arrupe Criminal Justice (ACCRJ)

Discover, search, courses (p. 2661)!

ACCRJ 201 The Criminal Justice System (3 Credit Hours)
This course provides an overview of the development and operations of the US criminal justice system. Attention will be focused on law enforcement, judicial organization, and correctional processes. The course will also consider the nature and extent of crime and will survey main theories of criminal behavior.
IAI code: CRJ 901
Course equivalencies: ACCRJ 201 / CJC 101
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges facing the criminal justice system from historical, interdisciplinary, and inter-agency relationship perspectives

ACCRJ 204 Corrections (3 Credit Hours)
This course examines the history, functions, and processes of corrections. The primary focus is institutional corrections and its evolution based on philosophies of retribution, deterrence, incapacitation, and rehabilitation. The role and influence of community correctional practices and policy on institutional corrections are also covered.
IAI code: CRJ911
Course equivalencies: ACCRJ 204 / CJC 204
Outcomes:
Students will be able to identify and describe the role of institutional corrections in society and the criminal justice system and articulate the connection between theories regarding criminality and the purposes of incarceration that have historically guided and continue to guide American correctional practice historically and currently

Arrupe Economics (ACECO)

Discover, search, courses (p. 2661)!

ACECO 201 Microeconomics (3 Credit Hours)
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
IAI code: S3 902
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures and how prices, household incomes, and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ACECO 202 Macroeconomics (3 Credit Hours)
This course is an introduction to national product, its components, money and the real sectors, and business fluctuations.
IAI code: S3 901
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
Students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal, and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

Arrupe English (ACENG)

Discover, search, courses (p. 2661)!

ACENG 110 Interpreting Literature (3 Credit Hours)
This is a foundational course in literary studies requiring students to read closely and analyze carefully a representative variety of prose, poetry, and drama, master key literary and critical terms, and explore a variety of core critical approaches to the analysis and interpretation of literature.
IAI code: H3900
Course equivalencies: ACENG 110 / UCLR 100
Outcomes:
Students will understand the structure and techniques of different literary forms and will be able to analyze the content of literary works with respect to the authors' purposes and meaning

ACENG 220 Introduction to Rhetoric: Classical & Contemporary (3 Credit Hours)
This course emphasizes the relevance of classical disputes for understanding current controversies over the nature and function of discourse. We will study several definitions of rhetoric, including rhetoric as "the art of persuasion," as the available means of persuasion, as identification, and others. Enrollment Conditions: Practical tools and theoretical methods will strengthen your skills in critical thinking, persuasive reasoning, and logical reasoning.
Course equivalencies: ACENG 220 / COMM 220

ACENG 271 Exploring Poetry (3 Credit Hours)
This class offers you the opportunity to become proficient in close reading and critical analysis of poetry with different styles, and from several different periods.
Knowledge Area: Tier 2 Literary Knowledge
IAI code: H3903
Course equivalencies: ENGL 271/ACENG 271
Outcomes:
practicing the skill of close reading & developing annotation strategies for literary texts; mastering key literary terms and integrating them into your own analyses of literature; placing the poems we read in conversation with their historio-political contexts; using different literary theoretical lenses to ask new questions of our texts; articulating [explaining/stating] your interpretations: in class, on tests, and for written assignments

ACENG 273 Exploring Fiction (3 Credit Hours)
Exploring Fiction focuses on reading and analysis of fiction, especially short stories and novels, from a variety of periods, while examining and applying key approaches to determining literary meaning, form and value.
Knowledge Area: Tier 2 Literary Knowledge
IAI code: H3901
Course equivalencies: ENGL 273/ACENG 273
Outcomes:
1) Critically analyze fiction, especially short stories and novels, from a variety of periods, and apply a narrative theory approach to literary interpretation; 2)Interpret literary texts within various contexts - biographical, social, political, aesthetic, etc

ACENG 274 Exploring Shakespeare (3 Credit Hours)
This course focuses on the dramatic works of Shakespeare as literature and as theatre, covering at least three of the four genres (comedy, history, tragedy, romance). The class experience includes attendance at and discussion of performances of the Chicago Shakespeare Theater.
IAI code: H3 905
Course equivalencies: ACENG 274 / ENGL 274
Outcomes:
Students will be able to demonstrate understanding of the theatrical works of Shakespeare, such elements of drama as plot, character, theme, imagery, and verse forms, and the personal, political, and theatrical world in which Shakespeare lived and worked

ACENG 276 Writing the Self (3 Credit Hours)
In this course, we will study nonfiction prose from a range of times and places. To focus our studies, we will investigate how a wide variety of authors have used writing to express, explore, and create a sense of self. When sharing their lives with an audience of readers, how do these authors navigate the territory between the private and public spheres, between internal experience and external reality, between self and environment? To answer this question, we will read a variety of nonfiction forms including diaries, essays, autobiographies, and graphic memoirs. Throughout the course, we will discuss issues of literary meaning, form, and value.
IAI code: H3 904
Course equivalencies: ACENG 276 / ENGL 290
Outcomes:
Upon completion of this course, students will have demonstrated inquiry and pursue self-directed learning, mastered key literary terms, read for comprehension, read for analysis, and argued for literary interpretation

ACENG 282 African American Literature (3 Credit Hours)
This course focuses on the development of the African American literary tradition, including analysis of historic and contemporary themes. Readings may cover any time period in African American literature through the present.
IAI code: H3910D
Course equivalencies: ENGL 282 / ACENG 282
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

Arrupe Fine Arts (ACFNA)

Discover, search, courses (p. 2661)!

ACFNA 100 Art and Visual Culture (3 Credit Hours)
A survey of the visual arts (painting, drawing, printmaking, sculpture, and architecture) as they transmit cultural traditions and humanistic and aesthetic values. Examines historical, social, and technological factors that contribute to understanding the function and meaning of works of art.
IAI code: F2 900
Course equivalencies: X - ACFNA 100 / FNAR 199
Outcomes:
1) Introduce students to an appreciation of the visual arts through an inter cultural, social/historical approach; 2) Emphasize the nature of the creative process, integrating a study of the conceptual principles, with methods and materials which influence artistic critical thinking, problem solving, exploration, and discovery

ACFNA 105 Western Art: Renaissance to Modern (3 Credit Hours)
A general survey which explores the development of art in Western culture from the Renaissance to modern art in the twentieth century.
IAI code: F2 901
Course equivalencies: ACFNA 105 / FNAR 201
Outcomes:
Students will be able to demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of art in relation to their cultural, social, and historical contexts; Students acquire the skills to critically analyze the relationships between various art forms and their relation to historical cultures

ACFNA 112 Foundation Studio: Two Dimensional Design (3 Credit Hours)
This course explores the fundamental organizational systems of intentional visual expression through purposeful making of, and critical response to, traditional design concepts. The elements of art and the principles of design will be experienced through a range of media both tactile and digital, with emphasis on spatial perception, color theory, and visual communication.
IAI code: ART 907
Course equivalencies: FNAR112/ACFNA112
Outcomes:
Students will recognize and experience the core concepts and practices of visual communication through hands-on exercises and projects addressing observation and perception, composition, transformation and manipulation of the picture plane, sequence and narrative, and the physical and communicative properties of pigment and color; Students will manipulate various media to produce intentional spatial effects and use design methods, including scale, perspective, and composition, to guide a viewer's understanding of, and reaction to, visual information on a two-dimensional surface; Students will further engage these concepts through critical examination of images, texts, and objects representing a wide array of contemporary and historical visual culture; Students will demonstrate understanding of visual and linguistic design vocabulary and an awareness of professional design practices through self-assessment and group critique

Arrupe History (ACHIS)

Discover, search, courses (p. 2661)!

ACHIS 101 Western Civilization to the 17th Century (3 Credit Hours)
This course traces the early development of Western civilization from the ancient Near East, Greece and Rome, the medieval civilization(s), and the European Renaissance and Reformation.
IAI code: S2 902
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline, be able to place Judaism, Christianity, and Islam in historical context, explain the expansion of the West, and develop critical thinking and communications skills

ACHIS 102 Western Civilization from the 17th Century (3 Credit Hours)
This course traces the development and of western civilization and its global impact from the seventeenth century to the present.
IAI code: S2 903
Course equivalencies: ACHIS 102 / HIST 102
Outcomes:
Students will gain an understanding of history as a discipline and develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world

ACHIS 104 Introduction to Global History since 1400 (3 Credit Hours)
This course surveys the history of the world since 1400 by introducing students to the origins of diverse people and the intellectual, social, political, and economic developments of their societies to the present.
IAI code: S2913N
Course equivalencies: HIST / ACHIS 104
Outcomes:
Students will gain an understanding of history as a discipline; differentiate intellectual, social, political, and economic aspects between and among diverse people and their societies; place contemporary global issues within their historical contexts; and develop critical thinking and communications skills

ACHIS 201 US History to 1865 (3 Credit Hours)
This course is an introduction to the history of the United States from the colonial era through the Civil War.
IAI code: S2 900
Course equivalencies: HIST201/HIST111/ACHIS201
Outcomes:
Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery

ACHIS 202 US History since 1865 (3 Credit Hours)
This course is an introduction to the history of the United States from the Civil War to the present.
IAI code: H2 905; S2901
Course equivalencies: HIST202/HIST112/ACHIS202
Outcomes:
Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society

ACHIS 220 Introduction to Mexican American History (3 Credit Hours)
This course surveys of the history of Mexicans and Mexican Americans in the United States, examining their social, political, and economic contributions to the history of the U.S. from the 15th century to the present.
IAI code: S2 923D
Outcomes:
Analyze pre-Columbian societies, European colonization, and Mexican migration; synthesize various interpretations and sources; situate Mexican American history past, present, and future

Arrupe Information Systems (ACINF)

Discover, search, courses (p. 2661)!

ACINF 247 Introduction to Information Systems (3 Credit Hours)
This course is an introduction to using information technology to support business processes.
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Students will understand the purpose and composition of information systems and develop expertise in the use of information technology to develop business spreadsheets and database applications

Arrupe Interdisciplinary Science (ACISC)

Discover, search, courses (p. 2661)!

ACISC 101 Interdisciplinary Science: Scientific Basis of Environmental Issues (3 Credit Hours)
The foundational course in science is predicated on the view that understanding environmental issues and their underlying scientific principles will occupy a central role in our students' lives and will be critical in their development as informed and participating members of society. The overarching strategy of the course will be to frame environmental science in terms of a series of interacting systems to allow students to analyze a variety of environmental issues.
IAI code: LP 900
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
1) Exhibit knowledge of the nature of the four Earth systems; 2) Draw inferences from evidence, constructing testable and falsifiable hypotheses and analyzing data; 3) Understand the role of energy and thermodynamics in ecosystems; 4) Understand and describe important cycles in nature

ACISC 102 Environmental Processes, Challenges, and Methods (4 Credit Hours)
This course examines scientific issues underlying a series of significant threats to the planet. These include the loss of biodiversity, ensuring access to a stable supply of food and water for all of the Earth's inhabitants, climate change, and the demands for energy and other resources. Students will also investigate possible responses to these planetary threats.
IAI code: LP 901L
Outcomes:
Students will understand the nature of contemporary environmental challenges, both as scientific and social problems

Arrupe Mathematics (ACMAT)

Discover, search, courses (p. 2661)!

ACMAT 100 Fundamentals of Math (3 Credit Hours)
This course focuses on the foundations of algebra. Topics include the real number system operations, variable expressions, linear equations and inequalities, graphing linear equations in two variables, slope and equations of a line, exponents and polynomials, applications of proportion, percent, and the use of formulas to develop problem-solving skills.
Course equivalencies: ACMAT100/MATH100
Outcomes:
Students will evaluate variable expressions; Students will solve and graph linear equations in two variables; Students will apply ratios and proportions

ACMAT 117 Precalculus I (3 Credit Hours)
Pre-requisites: "C-" or better in ACMAT 100 or by test placement
This course covers algebraic topics ranging from functions and their applications to complex numbers to inverse functions to the fundamental theorem of algebra.
Course equivalencies: ACMAT 117/MATH 117
Outcomes:
Students who plan to study calculus will obtain the algebraic background needed to enroll in precalculus

ACMAT 118 Precalculus II (3 Credit Hours)
Pre-requisites: "C-" or better in ACMAT 117 or required score on placement test
This course is a continuation of MATH 117 focusing on exponential, logarithmic, trigonometric, and inverse trigonometric functions, their graphs, and their properties. Techniques for solving equalities involving these functions are examined. Trigonometric identities, sum and difference formulas, double and half-angle formulas, the Laws of Sines and Cosines, and polar coordinates are also considered.
Course equivalencies: MATH 118/ ACMAT 118
Outcomes:
Students will build and improve their skills in algebra and pre-calculus topics in order to be able solve a variety of problems; The content and the strategies students will learn will prepare them to be successful in Calculus and courses beyond; Students will frequently be asked to express their mathematical thinking orally and in writing by working in groups and explaining their work

ACMAT 161 Calculus I (4 Credit Hours)
A traditional introduction to differential and integral calculus. Functions, limits, differentiation, the Intermediate Value Theorem, curve sketching, optimization problem, related rates, definite and indefinite integrals, the Fundamental Theorem of Calculus, logarithm and exponential functions, applications to the natural and social sciences. Restricted to Arrupe students. Students are eligible to enroll in the course upon successful completion of ACMAT 118 or by math placement exam.
IAI code: M1900-1
Course equivalencies: ACMAT 161/MATH 161
Outcomes:
Students will obtain the background needed to enroll in Calculus II; This course satisfies the quantitative literacy requirement of the core curriculum

ACMAT 162 Calculus II (4 Credit Hours)
Pre-requisites: A grade of C- or higher in ACMAT 161; math placement exam
This course is a continuation of ACMAT 161, Calculus I.
IAI code: M1900-2
Course equivalencies: ACMAT 162/MATH 162
Outcomes:
1) Select and apply appropriate models and integration techniques to solve problems involving algebraic and transcendental functions; these problems will include but are not limited to applications involving volume, arc length, surface area, force and work; 2) Recognize and implement appropriate techniques to integrate trigonometric functions and apply trigonometric substitutions to solve integrals; 3) Decompose a rational integrand using partial fractions; 4) Evaluate proper and improper integrals using various integration techniques: 5) Determine convergence of improper integrals with discontinuities in their domain or infinite limits of integration; 6) Apply basic anti-differentiation techniques to selected problems arising in various fields such as physical modeling, economics and population dynamics; 7) Find general solutions to basic differential equations and analytical solutions to separable differential equations; 8) Find solutions of various kinds of differential equations using Direction Fields and Euler's Method; 9) Develop the algebra associated with vectors in both two and three dimensions and define two fundamental operations for vectors: the dot product and the cross product; 10) Develop equations for lines and planes in space and explore their properties and uses; 11) Apply familiar single-variable function properties (domain, graphs, limits, continuity and derivatives) to multivariable functions; 12) Find maximum and minimum values of multivariable functions using partial derivatives; 13) Identify the Directional Derivatives and the gradient of a multivariable function

Arrupe Philosophy (ACPHI)

Discover, search, courses (p. 2661)!

ACPHI 130 Philosophy and Persons (3 Credit Hours)
This course examines the way philosophy looks for fundamental characteristics that identify life as a properly human life, asks about its ultimate meaning or purpose, and raises questions about what counts as a good life.
IAI code: H4 900
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to explain a claim to truth, to explain theories of value in human life, and to describe theories of the metaphysical nature of human persons

ACPHI 205 The Person and Society (3 Credit Hours)
A contemporary look at the origins of social problems, democracy movements (both domestic and international), and the role of government in society.
IAI code: H4 901
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will understand the moral bases of social activity and have the ability to relate individual responsibilities with life in a society

ACPHI 274 Logic (3 Credit Hours)
Study of the rules of judging and reasoning, both inductive and deductive, in a traditional, language-centered context rather than a symbolic context. Logical analysis of both formal and informal fallacies and of the consistency and logical consequences of a given set of statements is included. Logical analysis is applied to problems dealing with knowledge of reality.
IAI code: H4 906
Course equivalencies: PHIL 174/PHIL 274/ACPHI 274
Outcomes:
Students will be able to formally analyze, evaluate, and demonstrate the various aspects of argumentation

ACPHI 281 Ethics (3 Credit Hours)
This course is a general introduction to ethics and moral philosophy.
IAI code: H4 904
Course equivalencies: PHIL 181 / PHIL 281 /ACPHI 281
Outcomes:
Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision making and ethical questions that arise in everyday life

ACPHI 284 Society, Justice, and Health Care (3 Credit Hours)
A study of the role of ethics and moral reasoning in healthcare contexts. Emphasis is placed on identifying ethical issues that arise in a variety of contemporary healthcare settings and in critically applying ethical theories and concepts to respond to health care and medical issues.
IAI code: H4907
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will gain skills in ethical questioning, reasoning, and application, with an emphasis on the intersection of healthcare practice and broader social, political, and legal issues

Arrupe Political Science (ACPOL)

Discover, search, courses (p. 2661)!

ACPOL 101 American Government and Citizenship (3 Credit Hours)
This course examines American national government and politics, including institutions, group and electoral processes, and public policy. An underlying theme throughout the course identifies the rights and responsibilities of citizens within the American political system.
IAI code: S5 900
Course equivalencies: ACPOL 101 / PLSC 101
Outcomes:
Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of US political institutions

ACPOL 200 Introduction to Political Thought (3 Credit Hours)
An introduction to political thought, covering the principal ideas, controversies, and institutions of political society. Authors covered include Plato, Machiavelli, Locke, Hobbes, and Marx.
IAI code: PLS913
Course equivalencies: ACPOL 200 / PLSC 100
Outcomes:
Students will be able to demonstrate an understanding of major approaches to the normative study of politics, to identify the assumptions underlying philosophical arguments, and to critically assess different theories of political justice

ACPOL 202 International Relations (3 Credit Hours)
Competing perspectives on international politics and global issues such as North-South relations, human rights, war and peace, population growth, and environmentalism.
IAI code: S5 904
Course equivalencies: ACPOL 202 / PLSC 102
Outcomes:
Students will be able to demonstrate an understanding of the main approaches to the study of international politics and to analyze and assess such major substantive issues as interstate war, terrorism, arms control, international political economy, and sustainable development

ACPOL 205 Power, Rap Music, and Urban America (3 Credit Hours)
By focusing on rap music and urban American society since the 1960s, this course delves into the social scientific analysis of race, gender, socioeconomic status, and other identities.
IAI code: S9902D
Outcomes:
Derive a balance of the (1) concepts, (2) theories, (3) methods, and (4) conclusions of Political Science and Sociological inquiry; gain proficiency in reading, writing, and verbal communication within the disciplinary frameworks of Political Science and Sociology and gain proficiency in combining the frameworks for an interdisciplinary approach; identify, analyze, and question the political and sociological impact of race, ethnicity, socioeconomic status, and gender in urban American society; examine the political and social impact of Hip Hop culture (and rap music) in urban American society and the ethical issues contained; develop the academic skills needed for future social science and behavioral science courses including examining peer-reviewed scholarship, examining multimedia content, and producing technical, social scientific research projects related to political and social questions and problems

Arrupe Psychology (ACPSY)

Discover, search, courses (p. 2661)!

ACPSY 201 General Psychology (3 Credit Hours)
Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, and biological and social aspects of behavior.
IAI code: S6 900
Course equivalencies: ACPSY 201 / PSYC 101
Outcomes:
Students will master basic concepts and key theories and learn to apply them to real-world situations

ACPSY 273 Developmental Psychology (3 Credit Hours)
Survey of theory and research relevant to human growth and development with emphasis on physical, cognitive, and social development from infancy through adolescence.
IAI code: S6 902
Course equivalencies: ACPSY273/PSYC273
Outcomes:
Students will demonstrate understanding of basic theory and research in human development, and will develop skills in critical examination of psychological research as applied to current issues in human development

ACPSY 275 Social Psychology (3 Credit Hours)
Pre-requisites: ACPSY 201
This course is an introduction to the field of social psychology, which seeks to understand human behavior by viewing it within its social and cultural context.
IAI code: PSY908
Course equivalencies: ACPSY 275 / PSYC 275
Outcomes:
Students will be able to demonstrate understanding of cultural and social group differences, which is critical to the development of inter-cultural understanding and the reduction of inter-group (or inter-cultural) conflict

ACPSY 280 Abnormal Psychology (3 Credit Hours)
Pre-requisites: ACPSY 201 General Psychology
Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.
IAI code: PSY905
Course equivalencies: X-CPSY333/PSYC331/ACPSY280
Outcomes:
Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of mental disorders, factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues

Arrupe Statistics (ACSTA)

Discover, search, courses (p. 2661)!

ACSTA 103 Introduction to Statistics (4 Credit Hours)
This course provides an introduction to statistical reasoning and techniques in descriptive and inferential statistics and their applications. All foundational mathematics topics necessary for college level Statistics will be reviewed and reinforced throughout the course. Topics will include: data collection processes (observational studies, experimental design, sampling techniques, bias), descriptive methods using quantitative and qualitative data, bivariate data, correlation, least squares regression, probability theory, probability distributions (normal distributions and normal curve, binomial distribution), confidence intervals, hypothesis tests using p-values.
IAI code: M1902
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will develop the skills necessary to compute, compare and analyze numbers; obtain a background in the fundamentals of descriptive and inferential statistics; develop the skills necessary to analyze graphs and data sets; develop the algebra skills necessary to calculate descriptive statistics measurements; and explain the use of data sets and statistics as tools to reach reasonable conclusions

Arrupe Theology (ACTHE)

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ACTHE 101 Introduction to Christian Theology (3 Credit Hours)
This course is an introduction to reflection on and analysis of the Christian theological tradition.
Course equivalencies: ACTHE 101 / THEO 100
Outcomes:
Students will be able to demonstrate understanding of the tasks of Christian theology in its efforts to understand the human situation from the perspective of faith, various challenges to theology in the contemporary world, and will focus on one or more current theological issues

ACTHE 107 Introduction to Religious Studies (3 Credit Hours)
This course is an introduction to the contemporary field of religious studies.
IAI code: H5 900
Course equivalencies: THEO170 / THEO270 / ACTHE 107
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

Arrupe University Course (ACUNI)

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ACUNI 101 First Year Seminar (1 Credit Hour)
This course introduces students to college life, especially that of an Arrupe student. The course focuses on Ignatian spirituality, community building, goal setting and attainment, academic success strategies, and task initiation.
Course equivalencies: UNIV101 / ACUNI 101

ACUNI 102 Academic Success Strategies (1 Credit Hour)
Designed to strengthen students' academic skills so that they can become more effective learners. By completing class readings and participating in class discussions and activities, students will learn and practice relevant and productive study strategies. Additionally, students will reflect on the motivations, achievements, and obstacles they encounter while working to become more successful students.
Outcomes:
Time management, motivation maintenance, study skills, and college resources

ACUNI 103 Career Exploration and Attainment (0 Credit Hours)
This course focuses on career exploration, development, and attainment. Students will identify their professional aptitudes and interests, develop their professional network, and hone their interviewing skills.
Outcomes:
1) Identify and evaluate career options based on aptitude and interests; 2) Identify and prioritize short-term and long-term steps for pursuing one or more careers of interest; 3) Use standard resume format; select and describe relevant educational, employment, and extracurricular experiences to demonstrate suitability for a specific position; 4) Develop an elevator pitch; 5) Use the STAR method to answer interview questions (STAR = Situation; Task; Action; Result)

ACUNI 104 College Transfer Seminar (0 Credit Hours)
This course is designed to help prepare first year students in identifying appropriate transfer institutions to apply to in the following fall and spring.
Outcomes:
Students will identify transfer institutions; Understand direct and indirect costs of attending college; Prepare their transfer applications; Identify support services at the senior institution

ACUNI 201 A Journey in the Spirit of Ignatius (1 Credit Hour)
The purpose of the sophomore seminar is to provide students with the opportunity to utilize Ignatian values and reflective practices to identify their values, accomplishments and future personal, academic and or professional goals. Restricted to Arrupe Sophomores.
Outcomes:
Students will reflect upon how Ignatian values connect to their personal experiences and how they see themselves becoming persons for others

Arrupe Writing and Composition (ACWRI)

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ACWRI 105 College Writing I (3 Credit Hours)
College Writing I is designed to help first-year Arrupe students understand and meet college expectations for writing. Students will complete at least four polished papers during this course. Activities will also include informal writing, invention exercises, and responding to peer and instructor feedback. At least 60% of the final grade will be based on formal, graded writing assignments.
IAI code: C1900
Outcomes:
Students will demonstrate an effective process for invention, drafting, and revision to produce polished academic work; communicate using written modes appropriate to audience and purpose; and analyze, synthesize, and evaluate texts

ACWRI 110 College Writing II (3 Credit Hours)
Pre-requisites: ACWRI 105
College Writing II is designed to help first-year Arrupe students understand and meet college expectations for writing. Students will complete at least three polished papers, including a long final paper that requires documented, multi-source writing. Activities will also include informal writing, invention exercises, information literacy instruction, and responding to peer and instructor feedback. At least 60% of the final grade will be based on formal, graded writing assignments.
IAI code: C1901R
Course equivalencies: ACWRI 110 / UCWR 110 / UCWR109
Outcomes:
In College Writing II, students will continue to practice and strengthen their writing process, including invention, drafting, and revision; Additionally, students will demonstrate skills needed in the research process, including finding, evaluating, and integrating material from reliable sources

Arts (ARTS)

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ARTS 200 Introduction to Teaching Artistry (3 Credit Hours)
Introduction to teaching artistry with an emphasis on art education, art integration, and community-based arts practices.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will identify and describe the practice of teaching artistry, reflect on a direct experience with an art organization, and create a lesson plan

ARTS 201 Grant Writing for the Arts (2 Credit Hours)
Introduction to grant writing for the arts. The course concludes with a completed grant proposal.
Outcomes:
Students will identify how to find grants that support the arts and engage in the process of applying for a grant or other arts funding

ARTS 397 Fieldwork in Arts Education (3 Credit Hours)
Credit given for arts education work outside the university undertaken under the guidance professional arts educators. Students keep an hour and activity log and write reflective evaluative papers. Permission of the Department of Fine and Performing Arts Specific outcomes and credit hours assigned to be determined by the student in consultation with the Teaching Artistry Faculty Coordinator and the project supervisor

Asian Studies (ASIA)

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ASIA 130 Introduction to Martial Arts (3 Credit Hours)
This course introduces the student to Chinese Wushu. Two forms of Wushu will be selected for in depth study each semester. Students will explore the origins of the sports studied and their importance to Chinese culture and philosophy while learning the specific physical techniques.
Course equivalencies: THTR130/ASIA130
Outcomes:
Students will improve their balance, flexibility and coordination while learning the basic moves of two forms of Wushu; They will develop a reference for appreciating the place of Wushu in Chinese culture and create a foundation for further Wushu training

ASIA 152 Drawing China (3 Credit Hours)
This is an introductory drawing course. There are no pre-requisites nor prior experience need to succeed in this course. Beijing is our laboratory and the topic of all class drawings.
Course equivalencies: FNAR152/ASIA152
Outcomes:
Students will be able to draw trees, buildings, automobiles, vegetables, human beings in real life situations and in perspective

ASIA 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

ASIA 167 Religions in China (3 Credit Hours)
This course is a survey of various religions in China that may include, not only Confucianism and Taoism, but also Buddhism, Christianity, Islam, Judaism, Zoroastrianism, Manicheism and popular or "folk" religion. The course will consider the function of these various religions in the development of Chinese society and their significance in Chinese civilization from ancient mythology to contemporary practices and developments."
Course equivalencies: X-THEO167/ASIA167/INTS167
Outcomes:
Students will be able to demonstrate knowledge of the beliefs, practices, and institutions in varied contexts and historical periods in China, of various religions, both indigenous and "foreign

ASIA 168 Sacred Texts of China (3 Credit Hours)
Through the study of primary sacred texts of China (in translation), this class will provide a basic understanding of Chinese thought and its historical development. Interconnections among the various periods and different schools of Chinese philosophy such as Confucianism, Taoism, Buddhism and Neo-Confucianism will be demonstrated and discussed from ancient through the medieval and modern periods.
Course equivalencies: X-THEO168/ASIA168/INTS168
Outcomes:
Students will be able to demonstrate knowledge of the major Chinese sacred texts and teachings of various religious and philosophical traditions, and how they developed and interacted historically

ASIA 169 Taoism (3 Credit Hours)
Students will study the history and main ideas and practices of Taoism, meet the sages who wrote the Taoist texts, be introduced to the various schools of Taoist philosophy, and get a feel for what it means to practice Taoism today. The course will illustrate how religious Taoism established a relationship with Confucian thought and practice as well as how at each stage of its historical development, Taoism exerted a profound influence on Chinese politics, economy, culture, art, natural sciences, and social life.
Course equivalencies: X-THEO169/ASIA169/INTS169
Outcomes:
Students will be able to demonstrate knowledge of philosophical and religious Taoist beliefs, practices, and institutions in varied contexts and historical periods

ASIA 191 Traditional Chinese Philosophy (3 Credit Hours)
Students will investigate Chinese ancient philosophy in a way to let its own tendencies be sensed and appreciated. Topics include Confucianism, Mencius, Sunzi, Taoism, Legalism, Yin-Yang School, Tung Chung-shu, Chinese Buddhism and Neo-Confucianism. In addition, students learn about the relations among different schools or different thinkers in the same school. Comparisons between Chinese philosophies and western ones are encouraged.

ASIA 192 Chinese Ethics and Asian Values (3 Credit Hours)
This course offers an overview of the spirit of Chinese ethics, covering sacred and secular as well as intellectual and practical elements.

ASIA 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Course equivalencies: X-PHIL193/ASIA193/INTS193

ASIA 252 Peoples of China (3 Credit Hours)
This class introduces China's cultural diversity and unity as a whole. It provides a general overview of cultural mappings in China, and a detailed study of significant ethnic minorities.
Course equivalencies: SOCL251/ASIA252/INTS251
Outcomes:
Students will gain the ability to perceive cultural phenomena in a comparative framework and understand cultural differences more deeply

ASIA 263 Political and Social Movements in China (3 Credit Hours)
This course examines historical and contemporary movements pursuing political, economic and social reforms in China. It studies both state-sponsored and voluntary movements.
Course equivalencies: SOCL263/INTS263
Outcomes:
Students will gain a deeper understanding of China's ongoing transformation, and will learn how to develop their own scholarly analysis of such social change

ASIA 266 Development and Social Change in Modern China (3 Credit Hours)
This course examines change and development in modern China from the late Qing period to the present, focusing on the movement from a planned economy to a market-based economy.
Course equivalencies: SOCL266/ASIA266/INTS266WSGS297
Outcomes:
Students will gain knowledge of China's economic development path, and will apply gender and/or class-based analysis to patterns of social change

ASIA 272 Environment of China (3 Credit Hours)
This course provides a systematic introduction to major environmental issues in the context of recent social and economic development in China
Course equivalencies: X-NTSC270/ASIA272/INTS270

ASIA 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

ASIA 297 Topics in Asia (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the Asian minor requirement for a 300-level course in Asia-related topics. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: Asian Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

ASIA 302 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

ASIA 314 Modern Chinese Literature in Chinese (3 Credit Hours)
This course is a survey of modern Chinese literature from 1918 to the present. It requires the close reading of famous Chinese writers and poets as well as some of the avant-garde writers. Students will have the opportunity to explore their own ideas of the aesthetic characteristics of the Chinese literature in the 20th century, as well as its historical and social background and learn about one of the important aspects of modern Chinese culture.
Course equivalencies: X-CHIN341/ASIA314/INTS341A
Outcomes:
Students will demonstrate knowledge of principal, genres, themes and forms of modern Chinese literature through analytical oral and written arguments

Association of Catholic Theological Schools (ACTS)

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ACTS 991 Old Testament Topics (1-3 Credit Hours)
Topics will vary.

ACTS 992 New Testament Topics (1-3 Credit Hours)
Topics will vary.

ACTS 993 Historical Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 994 Theological Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 995 Ethical Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 996 Religion and Society Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 997 World Mission Studies Topics (1-3 Credit Hours)
Topics will vary.

ACTS 998 Ministry Studies Topics (1-3 Credit Hours)
Topics will vary.

Biochemistry & Molecular Biology (BMB)

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BMB 400 Special Topics: Molecular Biology (1-3 Credit Hours)
Courses of half a semester to a semester on different topics of molecular biology, treated in depth with readings of the current literature.
Outcomes:
To learn about diverse areas of Molecular Biology which are not treated in regular courses

BMB 417 Molecular Biology (3 Credit Hours)
The Biochemistry and Molecular Biology course will cover diverse subjects of importance to modern cell an organismal biology from a molecular biology perspective.

BMB 471 Comp Molecular Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

BMB 490 Special Topics in Molecular Biology (1-3 Credit Hours)
This course covers a specific topic in molecular biology. The topics can vary among different special topics courses.

BMB 499 Research in Molecular Biology (1-9 Credit Hours)
The students do mentored work in a laboratory on a research project. Their performance is evaluated by their mentor at the end of the year, and is given a pass/not pass grade.
Outcomes:
To develop the ability to organize a research project proposing hypotheses and testing them in the laboratory and against the current literature

BMB 501 Molecular Biology Journal Club (0-1 Credit Hours)
This is a weekly course where students take turns to present a scientific paper. Following the presentation there is a discussion by students and faculty. Students prepare the presentation under the supervision of a faculty mentor.
Outcomes:
To develop the ability to read and analyze a scientific paper and to develop oral presentation skills and appropriate visual aids

BMB 502 Seminar in Molecular Biology (0 Credit Hours)
Biweekly seminars where invited speakers from outside the institution present their work. The presentation is followed by a discussion by students and faculty.
Outcomes:
To become familiar with current research in different molecular biology areas by listening to the actual scientist developing the work

BMB 524 Molecular Biology & Genetics of Development (2 Credit Hours)
This is a weekly course on Molecular aspects of Developmental Biology, with a mixture of lectures, discussions of original papers and presentations by external speakers.
Course equivalencies: X-BICH524/MBIO524
Outcomes:
An understanding of the principles of developmental biology with emphasis in the molecular genetics of development

BMB 526 DNA Repair & Recombination (2 Credit Hours)
This is a weekly course on mechanisms of mutagenesis, genetic repair and recombination. The course uses a mixture of lectures and discussions of original scientific papers.
Course equivalencies: X-MBIO526/BICH526
Outcomes:
An understanding of the basic mechanisms of mutagenesis, genetic repair, homologous recombination, and non-homologous end joining

BMB 590 Molecular Biology of Oncogenesis (3 Credit Hours)
The course will cover different subjects in cancer molecular biology with a combination of lectures and discussions of original scientific papers.
Outcomes:
A basic knowledge about mechanisms of oncogenesis and the biology of cancer, and an ability to search and understand the classic as well as modern literature on the subject

BMB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

BMB 600 Dissertation Supervision (1 Credit Hour)
The students work on their dissertation under the supervision of their mentor and of their dissertation committee. Their progress is evaluated by their mentor and is given credit or no credit.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Bioethics & Health Care Leadership (BEHL)

Discover, search, courses (p. 2661)!

BEHL 401 Clinical Topics in Bioethics (3 Credit Hours)
This course will provide an overview of the major areas of clinical biomedical ethics. Issues will be examined and analyzed including problem-solving, theory and practice, end-of-life decision making, etc. Extensive use of case discussion and analysis will help to develop participants' ethical problem-solving skills.
Course equivalencies: IPS 651/BEHP 401/BEHL 401
Outcomes:
Participants will gain familiarity with terminology, resources, and major frameworks of ethical analysis in biomedical ethics

BEHL 402 Justice & Health Care (3 Credit Hours)
This course provides an overview of justice and health care with a special emphasis upon the developing world by examining prevailing theoretical frameworks and how justice is played out in various health care systems.
Outcomes:
Participants will gain a better understanding of what justice means with regard to health care

BEHL 403 Ethics Care Continuum (3 Credit Hours)
This course prepares students to identify biomedical ethical issues in settings such as long-term care, rehabilitation care, mental health, and hospice, and to develop moral frameworks for addressing these issues.
Outcomes:
Participants will be able to analyze cases and issues regarding health-care delivery and adapt principle frameworks of biomedical ethics to these settings

BEHL 404 Biomedical Ethics and Law (3 Credit Hours)
This course serves as an introduction to biomedical ethics and the law and will introduce the history of bioethics and the US legal system by surveying a number of seminal legal cases.
Outcomes:
Participants will have a better understanding of how bioethics has been shaping legal decisions and legislation throughout history

BEHL 405 Research Ethics (3 Credit Hours)
This interactive seminar will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function.
Outcomes:
Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature

BEHL 406 Principles of Health Care Ethics (3 Credit Hours)
This course provides an overview of important ethical theories in bioethics. We will mainly examine major works in the field by leading bioethics scholars to become better familiar with different approaches in the field.
Outcomes:
Students should be able to identify and analyze ethical theories and become familiar with various ethical approaches

BEHL 407 Social Determinants of Health and Bioethics (3 Credit Hours)
This course will review the theoretical work on social science (anthropology, sociology) and moral reasoning as it pertains to the discipline of bioethics, its philosophical roots, and the body of social science works in bioethics.
Outcomes:
Students will learn how to use the technique of self-reflexivity to understand cultural values

BEHL 408 Ethics, Genetics and Health Policy (3 Credit Hours)
This course will provide an introduction to genetic ethics and a survey of topics that constitute the professional and popular literature in the field. Topics to be considered include, but are not limited to, gene patenting, human cloning, and race and genetics.
Outcomes:
Students will have an understanding of ethical questions that genetic technological advances pose to our understanding of human identity and social justice

BEHL 409 Religion and Bioethics (3 Credit Hours)
This course is a thematic exploration of religion and bioethics with a specific concentration on its implications at the end of life.
Outcomes:
Students will better understanding of suffering and death, and meaning that underlie these issues in bioethics, and the practice of healthcare at the end of life

BEHL 410 Ethics Consultation Simulation Seminar (1-3 Credit Hours)
This is a two-month course of online learning (June-July) including a 3-day on-campus intensive experience for students including didactic sessions and ethics consultation skills development.
Outcomes:
Students will improve communication and interaction skills while doing ethics consultation

BEHL 411 Systems Ethics Frameworks (3 Credit Hours)
The course introduces current ethical issues in public health research, practice, and policy. Public health frameworks and approaches will be used to explore prevention, social justice, and health equity.
Outcomes:
Participants will be familiar with key readings, ethical frameworks, and practical tools for assessing public health challenges

BEHL 412 Organizational Ethics I: Business, Professionalism, and Justice (3 Credit Hours)
This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community.
Course equivalencies: IPS 652/BEHP 412/BEHL 412
Outcomes:
Participants will understand responsibilities social justice entails to self, one's profession, various institutions which a healthcare profession is a member, one's patients, and the underserved

BEHL 413 History of Medicine and Bioethics (3 Credit Hours)
This course seeks to situate and examine the emergence and development of the field of bioethics within the history of medicine and the ethical concerns embodied in medicine¿s practice.
Outcomes:
Participants will have an understanding of how bioethics emerged within the broader history of medicine and and continues today as a distinct discipline

BEHL 414 Moral Theology for Bioethics (3 Credit Hours)
This course provides an introduction to Catholic moral theology through a historical review of its development and a consideration of key documents, events, arguments and concepts beginning with the scriptural witness of Christ and concluding with the moral teaching of John Paul II as it bears upon contemporary Catholic moral theology.
Outcomes:
Its goal is to assist in establishing an historical and theoretical foundation for those who are interested in bioethics as it is considered and practiced in the Catholic tradition

BEHL 415 Ethical & Religious Directives for Catholic Healthcare Leadership (3 Credit Hours)
This course offers a topical survey of bioethical issues pertinent to clinical practice in the Catholic context. The United States Conference of Catholic Bishops' document, Ethical and Religious directives for Catholic Health Care Services, 5th Edition, serves as the guiding document of the course. Topics and concepts considered include abortion, contraception, sterilization, nutrition and hydration, withdrawal of life support, care of the dying, cooperation, conscience, human dignity and personhood.
Course equivalencies: IPS 654/BEHP 415/BEHL415
Outcomes:
This course aims to assist students in establishing a substantive familiarity with the positions and moral reasoning of the Catholic tradition in clinical bioethics through a consideration of Church documents, scholarly texts and articles and formative debates within contemporary Catholic bioethics

BEHL 416 Catholic Bioethics and Social Justice (3 Credit Hours)
This course involves an historical study of the development of the body of official Catholic Social Teaching (CST) specific to its impact on healthcare delivery in the United States. Current developments in select key social issues and movements are also addressed insofar as those issues and movements influenced healthcare delivery. The pastoral letters of the U.S. Bishops, especially their teachings on healthcare reform, also receive attention. The interface between religious faith and public policy debates is a constant concern throughout the course. Practical strategies for fostering a social justice consciousness in healthcare settings are also considered.
Course equivalencies: IPS 655/BEHP 416/BEHL 416
Outcomes:
Extensive use of case discussion and analysis will help to develop the participants' understanding of the principles of CST and their application to the healthcare context

BEHL 417 Narrative Ethics (3 Credit Hours)
This course will consider a major theoretical framework in bioethics that has emerged as a serious alternative to principle-based bioethics. In this course, students will gain an understanding of what narrative bioethics is, read theoretical texts related to narrative ethics, and also read a variety of narratives that relate to medicine and health care (stories, films, etc). The role of narrative in the ethics consultation process will also be explored.
Outcomes:
This course aims to equip students with a sophisticated understanding of narrative and the role it plays in medicine and bioethics

BEHL 418 Advancing Health Equity Practice (3 Credit Hours)
This course introduces the frameworks and practice of health equity as it pertains to the field of bioethics. The tools and materials help students more effectively incorporate health equity into all aspects of their work. Topics include: community health, multi-sector community engagement, and innovative approaches to clinical and community work to improve populations health.
Course equivalencies: IPS 656/BEHP 418 / BEHL 418
Outcomes:
Effectively incorporate health equity into all aspects of bioethics practice

BEHL 419 Organizational Ethics II: Ethical Leadership Changing Healthcare Envrnmnt (3 Credit Hours)
This course examines the theory, role, and elements of leadership that effectively serve non-profit healthcare systems. In particular, the nature of leadership is examined. Questions of leadership style and theories of what constitutes effective leadership are considered.
Course equivalencies: IPS 653/BEHP 419/BEHL 419
Outcomes:
Key focus on communication strategies and methods of organizational change

BEHL 420 Advanced Topics in Bioethics and Law (3 Credit Hours)
This class will explore the historical relationship between law and bioethics and examine how law and bioethics come together or may be at odds. Recognize/discuss changing nature of physician-patient relationship, continuing evolution of informed consent, intersection of commerce and science, changing definition of death, growing complexity of reproduction.
Outcomes:
Resolve dilemmas raised by changing biotechnology

BEHL 421 Practicum in Clinical Ethics (3 Credit Hours)
Pre-requisites: Department Consent Required
The goal of the clinical ethics practicum is to provide doctoral students on the clinical ethics track the opportunity to use knowledge and skills acquired in the academic program in a clinical setting (e.g. community hospital or academic medical center), under the direction of a preceptor at that setting.
Outcomes:
This practicum will expose students to the practical applications of clinical ethics

BEHL 422 Practicum in Organizational/Public Health Ethics (3 Credit Hours)
Pre-requisites: BEHL 419
The practicum will enable the student to work on a project which translates both general and discipline-specific information into organizational ethics or public health practice. Students must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding these topics, and exhibit leadership, creativity, and the ability to work well with others.
Outcomes:
Goal of the practicum is to provide students the opportunity to use knowledge and skills acquired in the academic program in a professional setting under the direction of a preceptor

BEHL 423 Doctoral Capstone I (3 Credit Hours)
Pre-requisites: Oral and Written Qualifying Exams
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Publishable peer-reviewed paper

BEHL 424 Doctoral Capstone II (3 Credit Hours)
Pre-requisites: BEHL 423
This course is an opportunity for doctoral students in our program to further develop a paper from their practicum experience and/or another course and revise it into a manuscript of publishable quality.
Outcomes:
Students will be required to appear on campus for a capstone presentation with faculty

BEHL 425 Empirical Bioethics (3 Credit Hours)
Provides an overview of empirical research in the increasingly interdisciplinary field of bioethics. Will examine the relationship between empirical data and normative claims and potential pitfalls that may arise when using information about what (is) to determine what (ought) to be done.
Outcomes:
Students will gain familiarity with the range of quantitative and qualitative research methods used in bioethics as well as academic disciplines, understanding of empirical studies on ethical problems in medicine, public health policy, and clinical research; Discussions will be relevant to a range of professional settings

BEHL 426 Ignatian Spirituality and Medicine (3 Credit Hours)
This course in will explore the roots of Ignatian Spirituality as presented in the Spiritual Exercise and other writings of Ignatius Loyola and the early Jesuits. From this historical starting point, the course will shift to explore key themes that have emerged from this spiritual tradition as it relates to medicine, paying special attention to the Spiritual Exercises.
Outcomes:
This course aims to assist students in establishing a substantive understanding of Ignatian spirituality and the tradition of Jesuit education in which they participate as a means for leading faithful, joyful, and hopeful lives as physicians

BEHL 427 Professionalism and Professional Ethics (3 Credit Hours)
This course will review and critically examine the professional codes of ethics of a variety of health-related professions: medicine, nursing, dentistry, social work, chaplaincy, risk management, and allied health. We will examine the growth of professionalism as a movement and answer questions related to this topic.
Outcomes:
Understand what is a profession, what are professional ethics; Difference between common morality and professional ethics, and difference between applied ethics and professional ethics; We will also discuss whether a pan-professional ethics code is needed for the health care professions

BEHL 428 Writing and Scholarship Skills (3 Credit Hours)
Writing skills are an essential form of communication not only between the instructor and students but also among and between the students themselves. Topics covered: Academic Integrity; Grammar; Resource Development/Citation; Clarity/Formality; Development of a Thesis and Writing of a Thesis Statement; Organization and Outlining; Critical Thinking/ Analysis/Reasoning; and Development of a Conclusion.
Outcomes:
This course will provide a review of basic writing skills as well help students develop analytical and communication skills that are critical to scholarly writing in the multidisciplinary field of bioethics

BEHL 429 Pediatric Ethics (3 Credit Hours)
This course will introduce ethical topics in the areas of pediatric medicine and research. Topics to be addressed may include decision making, neonatal issues, teens and decisional authority, research with minors.
Outcomes:
Discover aspects of the pediatric population that raise unique concerns, create novel moral environments, and thus require nuanced and sensitive attention to and tools of ethical inquiry

BEHL 430 Advanced Clinical Ethics Skills (3 Credit Hours)
Pre-requisites: BEHL 410 Ethics Consult Simulation Seminar
Two-month blended course of online learning and two-day intensive experience on Health Sciences Campus in Maywood. Course provides an opportunity for advanced graduate students to improve and refine clinical ethics skills. Participants will practice consultation skills, evaluate performance of others, and receive feedback from faculty reviewers.
Outcomes:
Students will develop their own portfolio for quality attestation

BEHL 431 Current Debates in Research Ethics (3 Credit Hours)
Pre-requisites: BEHL 405 or permission from instructor
This course will focus on unique ethical issues that arise in research with special populations. Included but not limited to children; women, fetuses, and embryos; prisoners; indigenous and racial/ethnic minority communities; healthy volunteers. Research in emergency and international settings as well as research at the end-of-life will be discussed.
Outcomes:
Material covered in this course will be relevant for ethicists, IRB members, and clinical investigators

BEHL 432 Global Bioethics (3 Credit Hours)
This course will survey major topics in global bioethics. Students will be introduced to global bioethics frameworks, practices, and governance bodies in order to place bioethical problems in a global context. Attention will be given to how the global realities of health disparities and neoliberal economic policies impact bioethical questions. Guest lecturers will share experiences working in clinical ethics, public health, social justice, health care policy, and research across the globe.
Outcomes:
Students will gain knowledge regarding clinical ethics, public health, social justice, health care policy, and research across the globe

BEHL 433 Mastering Clinical Ethics Consultation (3 Credit Hours)
Pre-requisites: BEHL 410 and BEHL 430
This 2 week on-campus course provides an opportunity for advanced bioethics doctoral students in the clinical ethics concentration to refine their clinical ethics skills to a mastery level. Students will participate in simulated ethics consultations, practice communication and interpersonal skills and receive feedback on their performance. With access to LUHS, students will participate in clinical rounds, case discussions, and active ethics consultations and debriefing sessions. This course will require students to reach a predefined mastery level of skill in simulated ethics case consultations using the Assessing Clinical Ethics Skills (ACES) evaluation tool. They will also be required to write chart notes for ethics consultations.
Outcomes:
Students will achieve mastery of clinical ethics consultation skills, written chart notes, and improve communication and interpersonal skills

BEHL 434 Oral Health Ethics (3 Credit Hours)
According to the CDC, "Oral health affects our ability to speak, smile, eat, and show emotions. It also affects self-esteem, school performance, and attendance at work and school. Oral diseases - which range from cavities to gum disease to oral cancer - cause pain and disability for millions of Americans." As with other areas of healthcare, ethical issues arise in oral health. Issues to be addressed in this course will include access to care, confidentiality, professional obligations of dentists, informed consent, treatment planning, and the importance of oral health to overall health and well-being.
Outcomes:
Participants will have a better understanding of ethical issues that arise within oral health care

BEHL 435 Disability Ethics (3 Credit Hours)
One in four individuals is considered disabled. What that means, however, differs from person to person, culture to culture, and environment to environment. Disability can be inborn or acquired, short-term or chronic, intellectual or not, etc. The term is broad in scope and is not subject to precise definition. Disability raises many bioethical issues across the lifespan. This course will examine definitions of disability as well as make distinctions between disability, disorder, disease, disfunction and identity. We will consider disability from the bio-medical model, psycho-social model, public health model and neurodiversity model. The lens through which we will explore disability is that of social justice. Readings, viewings and lectures will present a range of perspectives including historical framing, narrative of the lived experience, legal documents, theoretical and philosophical underpinnings and clinical discourse.
Outcomes:
Understand the complexities and variations in defining disability; Analyze disability through multiple models and frameworks; Explore the ethical implications of disability across different contexts; Engage critically with lived experiences and theoretical perspectives on disability; Develop a social justice-oriented approach to disability ethics

BEHL 436 Adolescent Health Ethics (3 Credit Hours)
This course will provide an overview of ethical issues in adolescent health and a survey of some topics that are unique to the field. This will build on concepts addressed in Pediatric Ethics and discuss how ethical decisions may change as children develop physically and psychologically. Classes will be topic driven and will draw upon a variety of sources including recent articles on a range of topics within the field, videos and cases. The ethical questions that are unique to adolescents will serve as the organizing themes of the course.
Outcomes:
Identify the unique ethical issues raised by adolescent patients; Understand how developing autonomy may impact healthcare decisions for adolescents distinct from children and adults; Consider the range of stakeholders involved in adolescent health care

BEHL 491 Special Topics (1-3 Credit Hours)
Provides an opportunity to introduce new courses.

BEHL 492 Master's Research - Capstone (3 Credit Hours)
The capstone course is the final course which provides an opportunity for the student to develop a paper of publishable quality.

BEHL 493 Independent Study (1-3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 500 Introduction to Healthcare Mission Leadership (3 Credit Hours)
This course will provide students with a broad introduction to the history and role of mission leadership in Catholic health care and will introduce students to the five main competency areas: theology/ministry, spirituality, ethics, organizational management/finance, and leadership. Guest faculty lecturers will share experiences working in mission integration in Catholic health care.
Outcomes:
Students will be introduced to the CHA "Competencies for Health Care Mission Leadership" in order to understand the scope of the position and how the various competency areas interact

BEHL 501 Church and Mission (3 Credit Hours)
In the 21st century the Church is a concept best understood within a global context. We will explore the biblical and apostolic concept of Church progressing through Vatican II. We will also examine the four marks of the Church from both historical and contemporary perspectives.
Course equivalencies: X -IPS 402/ BEHL 501
Outcomes:
Articulate a vision of Church, evaluate and critique different ecclesiologies, and understand the development and structure of the Church from biblical times through Vatican II and contemporary times

BEHL 502 Christian Doctrine (3 Credit Hours)
This course surveys the historical evolution of Christian doctrine and its theological interpretations from the early church through the 21st century. It assists students in understanding how theological doctrines apply to contemporary ministry contexts, particularly the work of Catholic health care. The course explores the early Christological controversies, the Trinity, Grace, liberationist theologies, and the role of dialogue as a fundamental feature of the development of doctrine.
Outcomes:
Students will understand theological doctrine and apply to contemporary ministry contexts in Catholic health care

BEHL 503 Foundations of Christian Spirituality (3 Credit Hours)
Christian spirituality (the 'lived experience of Christian faith') is a separate but partnered academic field with theology today. Key issues are: defining 'spirituality', methods in the field, spirituality vs. institutional religion, Jesus Christ (christology), major figures and movements in Christian spirituality's 2000 year history, and classical and contemporary themes.
Course equivalencies: X -IPS 545 / BEHL 503
Outcomes:
Facility defining spirituality and Christian spirituality, and an informed understanding of the person Jesus Christ, the history of Christian spirituality, and the relationship of spirituality to theology and institutional religion

BEHL 504 Spiritual Paths in World Religions (3 Credit Hours)
This course explores the spirituality, theology, and practice of the major religious traditions. You will encounter other faith traditions by entering into their sacred prayer and worship experiences and learning from practitioners of that tradition how they encounter the sacred in their own lives.
Course equivalencies: X -IPS 403/BEHL 504
Outcomes:
Recognize the vast complexity of every religious tradition, resisting the urge to oversimplify; Engage those who practice other traditions in conversation; Experience the spiritual practice of other religious traditions

BEHL 505 Advanced Concepts in Health Systems Management (3 Credit Hours)
The course is structured around a framework that links strategic management with health care outcomes for today and tomorrow. Areas covered include: leadership, team building, planning, customers, markets, information and analysis, communication skills, conflict resolution, resource management, budgeting and organizational performance.
Course equivalencies: X-CMAN 468/BEHL 505/IPS 657
Outcomes:
Analyze major strategic management processes, describe how evidence-research practice can be applied in health systems management, and integrate a framework for strategic management with the key concepts of outcomes-based performance management

BEHL 506 Fiscal Management for Health Care Organizations (3 Credit Hours)
The course explores the relationship between the national economic environment and the financial context for current models of health care delivery. A variety of fiscal concepts and techniques such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, cost variance analysis, and performance budgeting are explored.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Students will develop a framework for understanding key issues in health care financial management; Students will develop a quantitative approach to decision making in health care administration through application of concepts

BEHL 510 Integrated Doctoral Seminar in Ethics, Theology, and Healthcare (3 Credit Hours)
The Integrated Seminars in Ethics, Theology and Healthcare (ISETH) are the core of the Doctorate in Healthcare Mission Leadership (D.HMCL) degree program. Students in the DHCML program are required to complete three of these seminars, which will be offered every Fall and Spring term with variable topics, as part of their degree program. These courses will be primarily theoretical and methodological in focus, rather than practical.
Outcomes:
This course is designed to build on and integrate students' prior graduate coursework in theology and bioethics with their ongoing work in Catholic healthcare

BEHL 511 Mission, Leadership, and Spiritual Formation Seminar (3 Credit Hours)
This course explores the theology, traditions, and current practices foundational for understanding and achieving formation as an essential offering of Catholic health care ministries. By examining a Face to Face Online Hybrid (greater than 75% online) Blended (30%-70% online) variety of methods and models of formation programs of Catholic healthcare in the United States, students will cultivate personal practices that enhance their ability to design and operationalize experiences for persons in various roles within the ministries they serve - from new associate orientation to senior leadership.
Outcomes:
Gain an understanding and practical ability to ensure the programs, resources, and encounters they design and facilitate are grounded in tradition of Catholic ministry, inviting to diverse participant populations, and support the achievement of specified outcomes; In so doing, understand and develop skills necessary to implement integrative, professional, and valued programs of formation

BEHL 512 Canon Law, Sponsorship, and Church Relations (3 Credit Hours)
This two-month course explores the theology, traditions, and practical applications of canon law in the context of Catholic health care. The course will provide an overview of canon law, the emerging theology of sponsorship and ministerial juridic persons, and review a variety of models of church relations current in contemporary Catholic health care.
Outcomes:
Students will gain fluency in canon law, gain knowledge of the particular canons in Catholic health care, and develop a deeper understanding of sponsorship in order to understand the specific sponsorship model applicable to their own healthcare context

Bioethics (BIET)

Discover, search, courses (p. 2661)!

BIET 395 Special Topics (3 Credit Hours)
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgement (concepts, theories, methods) to discuss the topic

BIET 395A Bioethics Minor Capstone: Philosophical & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395B Bioethics Minor Capstone: Philosophical & Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395C Bioethics Minor Capstone: Philosophical and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 395E Bioethics Minor Capstone: Philosophical & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396A Bioethics Minor Capstone: Theological & Anthropological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396B Bioethics Minor Capstone: Theological and Biological Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396C Bioethics Minor Capstone: Theological and Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

BIET 396E Bioethics Minor Capstone: Theological & Environmental Science Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This interdisciplinary team-taught course examines a topic in bioethics from both scientific and ethical points of view. Topics may include: biotechnologies, concepts of race and gender, the environment, reproduction, and others.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand the relevant scientific concepts, techniques, and methods, recognize ethical issues raised by the topic, and use ethical reasoning and ethical judgment (concepts, theories, methods) to discuss the topic

Bioinformatics (BIOI)

Discover, search, courses (p. 2661)!

BIOI 201 Introduction to Bioinformatics (3 Credit Hours)
This course provides an introduction to the fundamental concepts and practical applications of bioinformatics, the interdisciplinary field that combines biology, chemistry, computer science, and statistics. Students will explore how biological data - such as DNA, RNA, and protein sequences - are created, stored, analyzed, and interpreted. Topics include genome structure, sequence alignment, database searching, molecular evolution, structural bioinformatics, and essential computational tools for analyzing biological data. Through a mix of lectures and hands-on activities, students will learn to use key bioinformatics resources and software to solve real-world problems in genetics, molecular biology, and biotechnology.
Outcomes:
Identify applications of bioinformatics in biological research\\n; Introduce the interdisciplinarity of modern life sciences research; Demonstrate ability to use scripting language to work with sequence data; Utilize fundamental bioinformatics software and web tools

BIOI 300 Directed Readings (1-3 Credit Hours)
Readings from the scientific literature in any focused area of bioinformatics agreed upon by the student and the supervising faculty member.
Outcomes:
Students will gain knowledge, journal reading expertise, and scientific writing skills

BIOI 365 Exploring Proteins (3 Credit Hours)
Pre-requisites: CHEM 361
Computational tools are essential for the prediction of protein structures, protein interactions, and structure based drug design. This class will introduce fundamental concepts in the field of computational protein biology.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain a general understanding of the principles of proteomics in addition to theoretical and practical experience with protein-based databases and bioinformatics tools to explore protein structure and function

BIOI 395 Special Topics: Bioinformatics (1-3 Credit Hours)
Special areas of bioinformatics outside the usual curriculum that vary each time the course is offered.
Outcomes:
Students will gain knowledge in and master a unique topic in bioinformatics

BIOI 397 Bioinformatics Survey (1-4 Credit Hours)
Pre-requisites: BIOL 101 and Instructor consent
This course trains students in conducting collaborative bioinformatics research as well reading and presenting scientific research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Provides an alternative to individual research; reflects trends in the field for collaborative, group research

BIOI 398 Bioinformatics Internship (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed off-campus under the mentorship of a Bioinformatics scientist not affiliated with Loyola.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

BIOI 399 Bioinformatics Research (1-4 Credit Hours)
An independent research experience involving laboratory experiments, computer program development, or statistical analysis or any combination of these performed under the mentorship of one or more Bioinformatics faculty members.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
All students will acquire skills to perform and report on independent research and to be intellectually responsible for evaluating their own and related work; Other outcomes will include at least one of the following: Experimental expertise, statistical evaluation of data sets, design and use of computational tools

BIOI 400 Programming Biology (1 Credit Hour)
This is a 6-week course introduction to scripting programming languages within the framework of biological data analysis. Graduate-level standing required. Students will learn foundational methods and algorithms for analysis of biological data.

BIOI 494 Bioinformatics Research Design (1 Credit Hour)
Course Restricted to Bioinformatics MS students Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement experimental design practices in bioinformatics

BIOI 495 Special Topics in Bioinformatics (1-12 Credit Hours)
The field of bioinformatics is ever evolving. As new technologies develop, demand arises for new methods and tools. Courses will focus on emerging trends in bioinformatics. Restricted to Bioinformatics Graduate Students. Student will learn about emerging topics in the field.

BIOI 498 Bioinformatics Internship (1 Credit Hour)
Pre-requisites: BIOI 500, Limited to MS Bioinformatics Non-Thesis track students only
An opportunity to obtain experience, knowledge, and skills in bioinformatics within a professional setting and thus expand the depth and breadth of the student's learning.
Outcomes:
Students can apply foundational principles in bioinformatics into practice

BIOI 499 Bioinformatics Research (1-12 Credit Hours)
Pre-requisites: Prerequisite: BIOI 494, Limited to MS Bioinformatics Thesis track students only
Students will conduct independent hypothesis-driven bioinformatics research under faculty guidance. Research efforts will include literature surveys, experimental design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for bioinformatics research

BIOI 500 Advanced Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOI 501 Bioinformatics Seminar (1-2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills.
Course equivalencies: X-BIOI501/BIOL451
Outcomes:
Students can summarize, critique, and present bioinformatics research

BIOI 565 Exploring Proteins (3 Credit Hours)
Pre-requisites: Biochemistry, restricted to Bioinformatics Graduate Students
Proteins are polymer chains of amino acids that fold into compact states that differ in structure, size, shape, and dynamics. Computational tools are essential for the prediction of protein structures, protein interactions, and structure-based drug design.
Outcomes:
Students will learn the concepts of building blocks of protein structure, and protein folding

BIOI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: BIOI 499
Laboratory research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

BIOI 605 Master's Study (1 Credit Hour)
This course provides FT status for a student who needs to meet the continuous enrollment requirement of the Graduate School while completing program requirements.

Biology (BIOL)

Discover, search, courses (p. 2661)!

BIOL 101 General Biology I (3 Credit Hours)
Fundamental principles of Biology including: introduction to the scientific method, basic biological chemistry, cell structure and function, energy transformations, mechanisms of cell communication, cellular reproduction, and principles of genetics.
Interdisciplinary Option: Bioethics, Bioinformatics, Forensic Science
Course equivalencies: ACBIO 101 / BIOL 101
Outcomes:
Students will be able to demonstrate understanding of the historical foundations, methodologies employed, general architecture, and functioning of the cell - the basic unit of life

BIOL 102 General Biology II (3 Credit Hours)
Pre-requisites: BIOL 101 and BIOL 111
A continuation of BIOL 101. Fundamental principles of Biology including: evolutionary theory, general principles of ecology, study of plant structure and function, and comparative animal physiology.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 102 / BIOL 102
Outcomes:
Students will be able to demonstrate an understanding of the fundamental principles of ecology and evolution, as well as the anatomy and physiology of representative plant and animal phyla

BIOL 110 Liberal Arts Biology (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or equivalent, Please check requirements for declared majors/minors for exceptions
For non-science majors. Liberal Arts Biology is a Tier II Core course in the area of Scientific Knowledge and Inquiry. It covers fundamental principles of biological sciences at a level for non-science majors. The focus of the course will vary depending on expertise of the instructor. All instructors will address the same fundamental principles.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students understand the scientific method, diversity of life, classification of organisms, cell structure and function, the chromosomal and molecular basis of inheritance, and organ systems of the human body

BIOL 111 General Biology I Lab (1 Credit Hour)
Pre-requisites: BIOL 101 (may also be taken as a Corequisite)
Complements General Biology I lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: BIOL 111/ACBIO 111
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 112 General Biology II Lab (1 Credit Hour)
Pre-requisites: BIOL 101 and BIOL 111
Complements General Biology II Lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.
Interdisciplinary Option: Bioethics, Forensic Science
Course equivalencies: ACBIO 112 / BIOL 112
Outcomes:
Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology

BIOL 195 Special Topics in Biology (1-4 Credit Hours)
Special Topics - Specific areas of study in the biological sciences.

BIOL 205 Plant Biology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lecture and laboratory. Survey of the principles of botany including development and reproduction, structure, phylogeny and metabolism.
Outcomes:
Students will understand the basic morphology of plants; utilize morphology in the identification of local plants; understand the anatomy of plants; understand the relationship between anatomy and basic physiology; recognize that differences in physiological function allow different plants to be found in specific environments; appreciate the diversity of organisms called "plants"

BIOL 210 Laboratory Techniques (2 Credit Hours)
Pre-requisites: BIOL 102 and BIOL 112
Lab sessions designed to prove a firm foundation in basic techniques and procedures, use of equipment and apparatus, keeping a lab notebook, and in data collection and treatment.
Outcomes:
Students will acquire basic skills needed to work in a research laboratory

BIOL 242 Anatomy and Physiology I (4 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and [(CHEM 102 and 112) or CHEM 106 or CHEM 180]
Lecture, laboratory, and demonstrations. Organization of the human body from the cellular to the organismal level. Anatomy of body systems and their physiology related to 1) support and movement (integumentary, skeletal and muscular systems) and integration and control (nervous and endocrine systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate knowledge of human anatomy at the microscopic and gross levels; Students will be able to correlate structure and function and will have a firm understanding of the organizing principle of human physiology, homeostasis and explain the role of the nervous and endocrine systems in its maintenance

BIOL 243 Anatomy and Physiology II (4 Credit Hours)
Pre-requisites: BIOL 242
Lecture, laboratory, and demonstrations. A continuation of BIOL 242. Anatomy of body systems and their physiology related to regulation and maintenance (cardiovascular, lymphatic, respiratory, digestive, and urinary systems) and reproduction and development (male and female reproductive systems). Dissection of representative organs is required.
Outcomes:
Students will be able to demonstrate a comprehensive integrated knowledge and understanding of human anatomy and physiology at all levels

BIOL 251 Cell Biology (3 Credit Hours)
Pre-requisites: For Biophysics majors: (BIOL 101 and BIOL 111) and (CHEM 101, CHEM 105, or CHEM 160); All other majors: (BIOL 102 and BIOL 112) and (CHEM 101, CHEM 105, or CHEM 160)
This course covers basic molecular and cellular studies of living organisms, emphasizing the relationships between subcellular structures and biochemical and physiological functions of cells.
Outcomes:
Students will become familiar with a wide range of cell biological principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern cell biology research

BIOL 252 Cell Biology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 251 (may also be taken as a Corequisite)
Laboratory experiences designed to explore relationships between structure and function of subcellular components.
Outcomes:
Working knowledge of a variety of techniques utilized in the cell biology laboratory

BIOL 265 Ecology (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112, and (CHEM 160 or CHEM 101 or CHEM 105)
Relationships of organisms to their environment and to each other at the organism, population, community, and ecosystem levels.
Outcomes:
Students will understand the fundamental principles governing the interactions of organisms and their environment at the population, community, and ecosystem levels

BIOL 266 Ecology Laboratory (1 Credit Hour)
Pre-requisites: BIOL 265 (may also be taken as a Corequisite)
Laboratory and field experience are designed to illustrate the principles of ecology and to give students experience in collecting, processing, and analyzing data. Field trips required.
Course equivalencies: BIOL266/ESP 266
Outcomes:
Students will understand the methodology and use techniques in studying interactions of organisms to the environment and to each other at the organism, population, community, and ecosystem levels

BIOL 282 Genetics (3 Credit Hours)
Pre-requisites: For Bioinformatics and Biophysics majors: BIOL 101 and (CHEM 101, CHEM 105, or CHEM 160); For all others: BIOL 102, BIOL 112, and (CHEM 101, CHEM 105, or CHEM 160)
This course surveys principles and processes of genetic inheritance, gene expression, molecular biology, developmental, quantitative, population, and evolutionary genetics.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop knowledge and awareness of the genetic bases of modern biology; Students will understand Mendelian principles of inheritance, chromosome and DNA structure and replication, gene expression, molecular biology, genetic bases of development and other biological processes, and quantitative, population, and evolutionary genetics

BIOL 283 Genetics Laboratory (1 Credit Hour)
Pre-requisites: BIOL 282 (may also be taken as a Corequisite)
Experiments and demonstrations to illustrate chromosomal structures and transmission, molecular biology, gene linkage, gene frequencies, and variation.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will develop technical skills and ability to interpret data from a variety of types of genetics experiments

BIOL 296 Introduction to Research (1 Credit Hour)
Pre-requisites: BIOL 102, 112; Permission of the instructor; Biology Core highly recommended
Students will begin reading the literature in the field of their mentor, conduct experiments designed by the mentor, and give a presentation on their work or studies, in preparation for upper level undergraduate research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop critical reading skills and become familiar with basic lab techniques in the area of their mentor

BIOL 302 General Microbiology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 304 Intro to Developmental Biology (3 Credit Hours)
Pre-requisites: BIOL 251
The analysis of developmental processes such as; fertilization, embryonic cleavage, cell determination and cell differentiation in selected species. Emphasis will be on experiments that reveal how these processes are controlled at the molecular and cellular levels.
Outcomes:
Students will become familiar with a wide range of developmental biology principles and experimental approaches that led to important discoveries, gain an appreciation of the scientific method, and learn about the goals of modern developmental biology research

BIOL 307 Biology of Stem Cells (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Stem cell research represents an exciting area of biology. This course will cover the early discoveries that launched the field of stem cell biology, the different types of stem cells that exist, potential therapeutic uses of stem cells, and the ethical implications of these discoveries and therapies.
Outcomes:
Students will be able to read primary research articles, describe different stem cell types and therapeutic uses, and consider the ethical implications of stem cell research and therapies

BIOL 315 Introductory Immunology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The study of the nature and molecular basis of immune responses. History and vocabulary of immunology; experiments involving immune recognition and destruction; theories regarding self-tolerance and immunological diseases.
Outcomes:
Students will learn the morphology and histology of the cells involved in an immune response, as well as how the cells develop and the molecular mechanisms used to recognize and eliminate non-self material; Students will become familiar with the evasion strategies of pathogens and the consequences associated with either hyper or hypo-responsiveness

BIOL 316 Limnology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265 and CHEM 102 or CHEM 106 or CHEM 180
An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions; Students will learn to evaluate the trophic status and health of a lake by the end of the course

BIOL 317 Models of Human Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course explores approaches used to study human diseases from in vitro to in vivo levels and examines their strengths and weaknesses. Discussions will cover historical experiments and cutting-edge research to learn about the techniques used to generate data and how to interpret the results.
Outcomes:
Students will gain knowledge about human diseases and techniques used to model aspects of those diseases in the laboratory

BIOL 318 General Virology (3 Credit Hours)
Pre-requisites: BIOL 251 & BIOL 282
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Course equivalencies: BIOL 318 / BIOL 218
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 319 Evolution (3 Credit Hours)
Pre-requisites: BIOL 282; BIOL 265 recommended
This course focuses on analysis of processes and patterns of evolution. Topics include population genetic principles, fossil patterns and geologic ages, phylogenetic analysis of relationships of species, experimental approaches to evolutionary questions, and evolutionary perspectives on human biology and relationships.
Outcomes:
Students will develop knowledge and awareness of evolutionary processes and patterns, the evidence for them, and how evolutionary hypotheses are tested experimentally; They will develop an appreciation of the primary literature through reading and discussing research articles

BIOL 321 Great Transitions in Vertebrate History (3 Credit Hours)
Pre-requisites: BIOL 265
The major vertebrate groups-fish, amphibians, reptiles, birds, and mammals-arose through great transitions in size and form. These transitions opened up previously inaccessible habitats for those groups to radiate throughout, creating the remarkable diversity we observe today. In this class, students will learn about the major transitions that occurred in vertebrate history within the context of Earth's geological history. Students will also learn about the adaptive changes in anatomy and life history that have allowed those radiations to successfully radiate in those habitats. Students will also learn about species whose unique attributes allow them to occupy the most extreme habitats on earth, such as the deep sea, arctic, and high elevation habitats.
Outcomes:
Learn the major radiations of vertebrates and their evolutionary relationships, the general characteristics of the major organ systems in those radiations, the major evolutionary transitions that occurred during vertebrate history, and how changes in ecology, life history, and anatomy change during organismal evolution

BIOL 323 Comparative Anatomy Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282
A study of homologous systems and vertebrate phylogeny in both lecture and lab.
Outcomes:
Students will understand the evolutionary relationships and processes that are involved in the development of vertebrate anatomy

BIOL 328 Conservation Biology (3 Credit Hours)
Pre-requisites: BIOL 265
This course explores species diversity, natural and human induced extinctions, environmental ethics, and conservation practices being developed at the population, community, and ecosystem levels.
Course equivalencies: X-BIOL328/ESP 330
Outcomes:
Students will be able to describe conservation strategies being used by institutions around the world and understand the ecological theory that supports those strategies

BIOL 330 Global Change Biology (3 Credit Hours)
Pre-requisites: BIOL 265 or ENVS 280
Human activities are changing our planet to such an extent that scientists have proposed we are in a new geological epoch, the 'Anthropocene'. Through lectures, discussions, and group projects we will examine key elements of global change including biodiversity loss, land-use alterations, climate change, and pollution.
Outcomes:
Learn global element cycles that drive biological processes; Read, critique, and discuss primary scientific literature

BIOL 341 Histology Lecture/Laboratory (4 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
This course examines the microscopic anatomy of the four basic adult tissue types and how they are arranged and utilized in the construction of the major vertebrate organ systems.
Outcomes:
The major learning objectives for this course are (1) to become familiar with the gross and microscopic anatomy of cells, tissues, and organs and; (2) to understand how these anatomical features correlate with specific physiological functions

BIOL 344 Microbial Evolution and Human Well-being (3 Credit Hours)
Pre-requisites: BIOL 282
The course explores the many ways, both positive and negative, that the evolution of bacteria, viruses, and other microbes affects humans. Topics include infectious disease, the human microbiome, food production, and environmental microbes. The course is centered around reading and analyzing primary literature.
Outcomes:
Students will apply fundamental evolutionary principles to microbes, understand the broad relevance of microbial evolution to human life, and read and communicate about primary literature on the topic

BIOL 350 Vertebrate Physiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, and (CHEM 180 or CHEM 102 or CHEM 106)
This is an introduction to the physiology of marine, freshwater, and terrestrial vertebrates. Understanding how physiological concepts are manifested by animals facing different environmental challenges is emphasized. Topics to be covered include metabolism and energy balance, nervous and endocrine function, respiration, circulation, water balance and ionic regulation, and excretion.
Outcomes:
Compare and contrast how various vertebrates utilize major organ systems to maintain homeostasis; Describe how common physiological principles are manifested through vertebrates' adaptation to their environments

BIOL 351 Sleep/Circadian Rhythms (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
We will cover circadian rhythms one very prominent circadian-regulated behavior: sleep. We will investigate these topics at several different levels, spanning from cellular and molecular mechanisms to systems and behavioral approaches, and finally will look at pathologies of these systems that lead to human disorders.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with a variety of model systems used to study circadian rhythms, and learn how to critically read primary literature and lead discussions of this reading

BIOL 353 Natural History of Vertebrates (4 Credit Hours)
Pre-requisites: BIOL 265
The objective of the course is to provide an in-depth study of the vertebrates in the Midwestern U.S. Topics will include the origin and evolution of vertebrates, and their ecology, behavior and specializations. The lab will focus on identification of vertebrate taxa and learning wildlife sampling techniques.
Outcomes:
Understand specifics of ecology, behavior, life history, evolution and conservation of all vertebrate taxa; Read, analyze, interpret, and discuss peer-reviewed literature

BIOL 356 The Evolution of Animal Sex (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Among animals, sex cannot be simplified down to X's and Y's, or even males and females. Sex is diverse and dynamic. The class will discuss modern research around three themes: 1) sexual differentiation, 2) animal weapons and ornaments, and 3) reproduction and mating systems.
Outcomes:
Students will gain a deeper appreciation of the sexual diversity among animals at genetic, physiological, morphological and behavioral levels

BIOL 357 Neural Disease, Degeneration, and Regeneration (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course offers an overview of cellular and molecular mechanisms underlying common neurodegenerative disorders. Mechanisms of neuronal cell death and application of stem cells in CNS regeneration will also be covered. Students will learn by reading assigned background materials and research articles, and participating in class discussions.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand current advances of genetic, developmental, molecular, and cellular mechanisms underlying the neurodegenerative diseases; Students will also learn how disease mechanisms affect neural function, cognition, and behavior

BIOL 358 Developmental Neurobiology (3 Credit Hours)
Pre-requisites: BIOL 251, BIOL 282, NEUR 101
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles; Students will also learn how to critically read primary research papers and present these papers to the class

BIOL 361 Cellular and Gross Neuroanatomy (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
This course explores the cellular and gross anatomy of the nervous system, with an emphasis on the functional anatomy of the human brain and spinal cord in the normal and pathological states. The major sensory, motor, and integrative neural systems of the human brain are discussed.
Interdisciplinary Option: Neuroscience
Outcomes:
Understanding of gross neuroanatomy, including major brain systems, spinal cord input and output, and cranial nerves; Understanding of cell types and their functions within the nervous system, and how diseases impact their function; Understanding of modern approaches to identifying cell types and connections among different structures in the brain and periphery

BIOL 361L Cellular and Gross Neuroanatomy Lab (1 Credit Hour)
Pre-requisites: NEUR 101, BIOL 251, and BIOL 361 (BIOL 361 may also be taken as a Corequisite)
This course gives students hands on experience with gross dissection methods and cellular and molecular approaches for identifying cell types and organization of neurons and their connections in the brain and in the periphery.
Interdisciplinary Option: Neuroscience
Outcomes:
Ability to identify neural cells; Ability to recognize, dissect, and label nervous system structures; Ability to conduct, interpret, and describe procedures that identify neural cell types and structures

BIOL 362 Neurobiology (3 Credit Hours)
Pre-requisites: NEUR 101 and BIOL 251
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Interdisciplinary Option: Neuroscience
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 365 Writing a Scientific Manuscript (3 Credit Hours)
Pre-requisites: BIOL 102, BIOL 112
A Process from Data Collection to Writing a Scientific Manuscript. This course is designed for upper level students interested in practicing the scientific process; including hypothesis construction, experimental design, data collection, and writing of a scientific paper detailing Introduction, Methods, Results and Discussion.
Outcomes:
Students would learn to develop hypotheses, design experiments based on those hypotheses, analyze data, and learn to construct and peer-review a scientific manuscript

BIOL 366 Cell Physiology & Biochemistry (3 Credit Hours)
Pre-requisites: Bioinformatics majors: CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req); All other majors: BIOL 251 & CHEM 224 or CHEM 222 or (CHEM 240 pre-req and CHEM 260 co-req)
An introduction to biochemical principles as they relate to major biological themes such as the relationship between cellular structure and function, metabolism, thermodynamics, regulation, information pathways, and evolution. BIOL 366 is cross-listed with CHEM 361.
Interdisciplinary Option: Forensic Science
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will study the basic concepts of biochemistry and will understand how thermodynamics govern biochemical processes; Catalytic strategies, as well as the major pathways of both anabolism and catabolism, will also be learned

BIOL 366L Cell Physiology and Biochemistry Lab (3 Credit Hours)
Pre-requisites: CHEM 361 (may also be taken as a Corequisite)
Introduction to modern techniques and instrumentation with an emphasis on cellular metabolism and protein biochemistry including purification and quantitation methods and enzyme kinetics.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Proficiency in performing a variety of biochemical assays and the ability to write up results as a formal lab report

BIOL 368 Plant Ecology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Focuses on plant population dynamics; plant-animal interactions, including herbivory, pollination, dispersal; plant community dynamics, such as the processes of succession; and the effect of global climate on the distribution of major vegetation types. The laboratory is divided between weekend field trips to local forests, prairies and bogs, and laboratory studies.
Outcomes:
Students will achieve familiarity with major vegetation types and especially with local vegetation and natural areas; understand the dynamics of plant communities; understand the nature of research in plant ecology and gain familiarity with the primary literature; understand environmental issues as they relate to plant ecology

BIOL 369 Invertebrate Biology (3 Credit Hours)
Pre-requisites: BIOL 265
Broad survey of invertebrates including morphology, physiology, ecology, evolution, and systematics.

BIOL 370 Ichthyology Lec/Lab (4 Credit Hours)
Pre-requisites: BIOL 265
Lecture and laboratory and/or field trips. Systematics, phylogeny, anatomy, physiology, behavior, functional morphology and ecology of fishes. Includes field collecting trips in Lake Michigan and local streams and lakes and individual projects/research papers.
Outcomes:
Students will develop a detailed understanding of a range of topics in fish biology, with special emphasis on evolutionary relationships

BIOL 373 Laboratory in Neurophysiology and Behavior (4 Credit Hours)
Pre-requisites: BIOL 362 (may also be taken as Corequisite)
This lab course explores how cellular activity in the nervous system controls behavior. Students gain hands-on experience with anatomical, physiological, behavioral, and computational techniques used in cellular neurobiology, including microdissection, neural recording, stimulation, and modeling. Using Aplysia, students conduct group a research project, analyze data, and produce a publication-style paper.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop scientific research skills in cellular neurobiology, including anatomical and physiological techniques, electrophysiological data acquisition, computational modeling of neural activity, and analysis and communication of empirical findings

BIOL 375 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Pre-requisites: BIOL 265
This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 376 Seminar in Molecular/Cellular Neuroscience (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 362
This lecture/discussion will span synaptic plasticity, modern approaches to studying neural circuits, and the therapeutic potential of neural stem cells. Students become familiar with principles of molecular/cellular approaches to the study of the nervous system through review articles and the primary literature.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of molecular/cellular approaches to the study of the nervous system; Students will also learn how to evaluate primary literature

BIOL 377 Molecular Pathogenesis (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
Introduction to the molecular mechanisms of disease pathology and therapeutic and control strategies, using a particular disease as model.
Outcomes:
Students will be able to explain the molecular basis for particular disease symptoms, understand therapeutic strategies, and use experimental results to form conclusions about disease molecular mechanisms

BIOL 378B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses required
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 379B Biological Topics for Bioethics Minor Capstone (3 Credit Hours)
Pre-requisites: Two prior science courses and two prior ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include biotechnologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Biology students when the Bioethics capstone's topic is biological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and biological issues with regard to the special topic in biology

BIOL 380 Genetics and Evolution of Development (3 Credit Hours)
Pre-requisites: BIOL 282
This course explores the evolution of the embryo and the patterns of gene regulation and morphogenesis that drive early development. Topics include evolution of nervous system patterning, shared human, mouse and frog regulatory systems, and evolution of human genetic syndromes.
Outcomes:
Students will master the stages and regulation of development in a number of organisms through use of primary literature; Evidence of their mastery will be seen through grant writing exercises, in class presentations, and conventional exams

BIOL 381 Epigenetics (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course will introduce students to epigenetic mechanisms operating throughout life, which include chromatin regulation, DNA methylation, histone modifications and non-coding RNAs. Students will gain an appreciation of how different cell types can maintain drastically different gene expression patterns yet share the exact same DNA sequences.
Outcomes:
Students will understand epigenetic mechanisms, apply insights gained to evaluate the effect of epigenetic changes in development, disease and aging, and learn how to lead a class discussion

BIOL 382 Molecular Genetics (3 Credit Hours)
Pre-requisites: BIOL 251 and 282; CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 384 Microbial Pathogenesis of Infectious Disease (3 Credit Hours)
Pre-requisites: BIOL 251 and BIOL 282
The course is focused on teaching students the way bacteria, viruses, fungi, and pathogens can adhere, invade, replicate, and cause damage and disease in their hosts. The course focuses on the techniques used by researchers to ask questions about these processes.
Outcomes:
Students will understand the ways pathogens cause disease, read and review primary literature, and apply techniques used in a grant proposal on a topic of their interest

BIOL 385 Principles of Electron Microscopy Lecture/Lab (4 Credit Hours)
Pre-requisites: BIOL 251 and Instructor Permission; BIOL 341 recommended
This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs; Students will also learn how to correctly interpret their results and properly present their data

BIOL 386 Human Genetics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will learn the foundations of human complex trait genetics in this course-based undergraduate research experience. They will analyze and discuss primary literature in human genetics, understand how our genes do and do not influence human differences, apply software tools used in the field, and gain experience in oral and written presentation of research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Learn the foundations of human complex trait genetics; Analyze and discuss primary literature in human genetics; Begin applying the scripting and software tools used in the field; Design, implement, and evaluate a guided genome-wide analysis of a human phenotype; Gain experience in oral and written presentations of research

BIOL 387 Genomics (3 Credit Hours)
Pre-requisites: BIOL 282 and BIOL 283
Genomics is the compilation, characterization, and evaluation of DNA sequence information and its integration with established methods and genetic knowledge. This course will introduce students to the study of genome structure and function and its application to biomedicine, agriculture, and evolution.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will acquire an in-depth knowledge of the nature of gene and genome structure, function, and evolution as well as the methods used to obtain and evaluate this knowledge; Students will be able to create meaningful web-based database search strategies and interpret the significance of results

BIOL 388 Bioinformatics (3 Credit Hours)
Pre-requisites: BIOL 282
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 390 Molecular Biology Laboratory (4 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq)); All other majors: BIOL 251, BIOL 282, BIOL 283, and (CHEM 222 or CHEM 224 or (CHEM 240 prereq and CHEM 260 coreq))
This course is an intensive laboratory course in the basic principles and techniques of molecular biology, including bacterial cloning, polymerase chain reaction, restriction mapping, agarose gel electrophoresis, and DNA sequencing.
Interdisciplinary Option: Bioinformatics, Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate basic molecular biology skills including manipulation of bacterial cultures and DNA, plasmid minipreps, gel electrophoresis, cloning, polymerase chain reaction, and other molecular techniques that may be specific to their chosen independent projects

BIOL 392 Metagenomics (3 Credit Hours)
Pre-requisites: BIOL 282
Exploration of next-generation sequencing technologies for assessing microbial diversity in ecological niches.
Interdisciplinary Option: Bioinformatics
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain hands-on experience with metagenomic methodologies while working in an interdisciplinary, collaborative setting

BIOL 394 Special Topics in Biology Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 394E Special Topics in Biology Laboratory (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 394M Special Topics in Biology Laboratory (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 395 Special Topics in Biology (3 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395E Special Topics in Biology (Ecology Emph) (3 Credit Hours)
Special areas of study related to ecology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 395L Special Topics Laboratory (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 395M Special Topics in Biology (Molecular Emph) (3 Credit Hours)
Special areas of study related to molecular biology outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 396 Research (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Course equivalencies: BIOL299/BIOL396
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 396E Research (Ecology Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to ecology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to ecology and reporting the results

BIOL 396M Research (Molecular Emph) (3 Credit Hours)
Pre-requisites: BIOL 296 (minimum 1 credit), Permission of Instructor; Contract Required
Laboratory or field research related to molecular biology under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the full set of research skills required in doing an independent project related to molecular biology and reporting the results

BIOL 397 Course-Based Undergraduate Research Experience in Biology (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397E Course-based Undergraduate Research Experience in Biology (Ecology Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to ecology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to ecology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 397M Course-based Undergraduate Research Experience in Biology (Molecular Emph) (1-4 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum related to molecular biology, that vary each time the course is offered. Students will be working on research contributing to current scientific questions in the noted special topic area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will plan and execute appropriate experimental or observational methods, and evaluate the results to address a research question or explore a biological phenomenon related to molecular biology; Students will review the scientific literature, and then use the appropriate language and style to communicate their findings effectively to targeted audiences

BIOL 398 Internship in Biology (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biology-related job settings

BIOL 398E Internship in Biology (Ecology Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to ecology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in ecology-related job settings

BIOL 398M Internship in Biology (Molecular Emph) (1-3 Credit Hours)
Pre-requisites: Permission of Instructor; Contract required
A supervised field placement intended to give students training or work experience in aspects of biology related to molecular biology that cannot be obtained on campus.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in molecular biology-related job settings

BIOL 399 Individual Study (1-3 Credit Hours)
Directed study of a specific topic by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology

BIOL 399E Individual Study (Ecology Emph) (1-3 Credit Hours)
Directed study of a specific topic related to ecology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to ecology

BIOL 399M Individual Study (Molecular Emph) (1-3 Credit Hours)
Directed study of a specific topic related to molecular biology by an individual student studying with a single faculty member.
Outcomes:
Students will master a unique topic in biology related to molecular biology

BIOL 401 Medical Literature and Ethics (3 Credit Hours)
The course will include lectures on the foundational concepts of modern ethics, in class discussions of ethics primarily centered on discussion of cases from different ethical perspectives, quizzes to assess reading mastery and familiarity with material to qualify students on how to discuss cases and formal case presentations by student working groups.
Outcomes:
Understand and articulate the philosophical basis for different ethical frameworks; Have a firm command of the "four principles" of Benevolence, Non-maleficence, Justice and Autonomy and their clinical applications; Be able to resolve clinical ethical issues and back up your reasoning

BIOL 402 Microbiology (3 Credit Hours)
Lecture and laboratory. Fundamental concepts of microbial life, physiology, and metabolism.
Outcomes:
Students will learn the differences between the 3 domains of life and will comprehend the biochemistry, morphology, growth characteristics, structure and ecology of microbes

BIOL 405 Advanced Development (3 Credit Hours)
Developmental Biology draws from Genetics, Molecular Biology, Genomics, and Embryology and is a foundational science for understanding problems in Humans ranging from birth defects to cancer. Because of its multidisciplinary foundation, Developmental Biology is best thought of as a SYSTEM OF IDEAS, EXPERIMENTS AND OBSERVATIONS, as such you will greatly expand your scientific vocabulary and problem solving abilities during the course of this semester. Often you will need to draw on your stored knowledge from many disciplines to understand the topics we will cover. The course will comprise lectures on general development, evolution and developmental genetics, followed by discussions of papers on particular topics, and student presentations.

BIOL 408 Writing for the Medical Professions (3 Credit Hours)
This course will be required for the Master of Arts in Medical Sciences (MAMS) program. It will include readings related to developing the student's physician persona, and writings that are required for the medical school application process. Pre-requisites: Admission to the MA in Medical Sciences program.
Outcomes:
Students will be prepared to write effective primary and secondary essays for their medical school applications; communicate clearly their motivation to pursue a career in medicine and the relevance of their experiences to their pre-medical preparation

BIOL 409 Advanced Genetics (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program (Note: MAMS = MSCI-MA)
The course will comprise formal discussions on the molecular basis of information storage and retrieval in the cell, the role of genetics in human development and homeostasis, the mapping of human genes in familial or population contexts, and modern understanding of the connection between genotype, phenotype and human traits.

BIOL 410 Advanced Cell Biology (3 Credit Hours)
This course explores, in depth, the life cycle and activities of a typical eukaryotic cell. Some of the topics covered are cell polarity, cytoskeleton, plasma membrane, protein modifications and trafficking, extracellular matrix and cell death. Competencies to be gained in this course: To develop the skill of reading and analyzing the primary literature on topics pertaining to cell biology. Judging whether a conclusion is supported by sufficient data. Identifying the controls in published experiments. Exam-taking skill improvement using short reading passages from the scientific literature as topics.

BIOL 413 Advanced Immunology (3 Credit Hours)
Introduces innate and adaptive immunity, lymphocyte development, T-cell and B-cell mediated immunity, leukocyte trafficking, immunological memory hyperimmune reactions, autoimmunity, tumor and transplant immunity. Must be enrolled in the Master of Arts in Medical Sciences (MAMS) program.
Outcomes:
Students will acquire an overview of the human immune system that prepares them for success in a medical school immunology class

BIOL 415 Advanced Parasitology (4 Credit Hours)
Lecture and laboratory. A study of animal parasites, their distribution, structure, adaptations, life cycles, and host relationships.
Outcomes:
Students will learn to recognize the major groups of animal parasites, be able to explain their life cycles and describe the mechanisms that hosts use to ward off parasite infestation

BIOL 416 Limnology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the structure and function of lake and stream ecosystems. The course includes the integration of physical, chemical, and biological parameters. Laboratories include weekend field trips to aquatic habitats. Students will learn to evaluate the trophic status and health of a lake by the end of the course.
Outcomes:
Students will learn methods of sampling and analyzing physical, chemical and biological factors in lake and stream ecosystems, and how to integrate these complex data sets to answer ecosystem process-level questions

BIOL 417 Wetland Ecology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introduction to the study of wetlands habitats. This course includes discussion of physical and chemical factors, biota, production and community dynamics. Laboratories include several field trips to regional wetland habitats.
Outcomes:
Students will understand the functioning of wetlands, become aware of the variety of wetlands and become familiar with wetland biota, especially wetland plants

BIOL 418 Aquatic Insects Lecture & Laboratory (4 Credit Hours)
Lecture and laboratory. This course focuses on the classification and ecology of insects that have become fully or partially adapted to the aquatic environment. Emphasis will be on the ecology and biology (behavior, physiology and phylogeny) of aquatic insects. The course includes laboratory field trips to local and upper Midwest aquatic habitats.
Outcomes:
Students will acquire an understanding of the ecological relationships between aquatic insects and their physical and biological environment, including their interactions with humans

BIOL 422 Research (1-6 Credit Hours)
Laboratory or field research under faculty guidance emphasizing hypothesis testing, literature searches, experimental design, and use of appropriate techniques.
Outcomes:
Students will learn the full set of research skills required in doing an independent project and reporting the results

BIOL 426 Entomology Lec/Lab (4 Credit Hours)
Lecture and laboratory. An introductory course that covers the morphology, metamorphosis, classification and biology of the major insect groups. The laboratory includes dissection and the use of analytical keys and figures to identify insect taxa. Field trips and student collections add to the laboratory experience. They will also learn to distinguish immature insects from adult insects and to recognize the numerous beneficial insects as well as the small number that are detrimental.
Outcomes:
Students will learn to identify major insect groups in the field and in the laboratory

BIOL 430 Virology (3 Credit Hours)
This course covers the molecular details of viral infection and the diverse strategies used by these pathogens to invade cells and avoid immune clearance. The focus will be on mammalian viruses of biomedical relevance.
Outcomes:
Students will be able to demonstrate detailed understanding of basic viral structure, basic viral replication/infection cycles, and specific examples of viruses and their infection strategies

BIOL 450 Advanced Bioinformatics (2 Credit Hours)
Pre-requisites: BIOL 388 or BIOL 488
Students will study fundamental bioinformatics algorithms and emerging software tools in the field. The course will include the study of primary literature and design and implementation of bioinformatics algorithms.
Course equivalencies: X- BIOI 500 /BIOL 450
Outcomes:
Students can describe, design, implement, and evaluate bioinformatics algorithms

BIOL 451 Bioinformatics Seminar (1 Credit Hour)
Pre-requisites: BIOL 388 or BIOL 488
The seminar will introduce students to current topics in bioinformatics through presentations given by leaders in bioinformatics research. This course will also include more formal training in scientific presentation skills. Students can summarize, critique, and present bioinformatics research.
Course equivalencies: X-BIOI501/BIOL451

BIOL 452 Human Anatomy and Physiology I (3 Credit Hours)
The course objectives are to learn the gross anatomical structures of the human body. To organize the relationships between these structures and systems using patterns of innervation and development. To be able to apply anatomical knowledge in ways pertinent to clinical issues.

BIOL 453 Human Anatomy and Physiology II (3 Credit Hours)
Pre-requisites: Restricted to students in the MAMS Program
This is the second semester of a 2 semester course. We will cover the physiology of the cardiovascular, respiratory, digestive, renal, reproductive, and endocrine systems, in addition to acid-base and fluid balance, temperature regulation, and exercise physiology. Functioning will be discussed from a systems level to a molecular level.

BIOL 455 Advanced Neuroscience (3 Credit Hours)
This course will focus on the cellular, anatomical, and functional organization of the human nervous system that range in topics from ion channel physiology to cognition. Students will survey the elements of the nervous system necessary for a foundation for medical school. An understanding of pathologies presented in disease, dysfunction, and injury will be included.
Outcomes:
Learn foundational neurological concepts presented to first year medical students; Learn the pathology of neurological disease, dysfunction, and injury through clinical cases; Understand the neurological basis of higher-order functions

BIOL 458 Developmental Neurobiology (3 Credit Hours)
This course focuses on cellular and molecular underpinnings of the development of neuronal features of the nervous system. Topics include neural induction and subsequent differentiation events, regulation of neuronal survival, axon guidance, target selection, and synaptogenesis. Students will also learn how to critically read primary research papers and present these papers to the class.
Outcomes:
Students will become familiar with principles of neural development and the studies that led to those principles

BIOL 461 Advanced Neurobiology (3 Credit Hours)
The purpose of this course is to introduce major principles and concepts of modern neurobiology. An emphasis is placed upon an understanding of the electrophysiology of the neuron and the manner in which groups of neurons are organized into functional nervous systems subserving sensory, motor or integrative functions.
Outcomes:
Student will gain a sold foundation in nervous system structure and function

BIOL 466 Advanced Biochemistry (3 Credit Hours)
Life is based on four principle cellular components: proteins, lipids, carbohydrates, and nucleic acids. Biochemistry is concerned with the structure, function, and interactions of these compounds with one another and their environment. As such biochemistry plays a vital part in all aspects of the medical sciences since it not only helps us to understand how the (human) cell works on a molecular level but also how to decipher and possibly counter pathogenic conditions. Consider that almost all drugs used in medical treatment target proteins or groups of proteins to modulate their biochemical properties.

BIOL 470 Biostats & Exp Design Lec/Lab (4 Credit Hours)
This course is designed for students who are in, or plan to attend, graduate or professional school, and thus, will be working with their own data or critically analyzing existing data. This course will emphasize the theory and application of commonly used statistics in biology.

BIOL 479 Biology AP Workshop (3 Credit Hours)
No course description is available

BIOL 482 Advanced Molec Genetics (3 Credit Hours)
This course covers the molecular details of genetic processes such as DNA replication, RNA and protein synthesis, gene regulation and genome organization.
Outcomes:
Students will be able to demonstrate a detailed understanding of (1) basic molecular techniques, (2) the macromolecules involved in genetic processes, and (3) published experiments that underlie our knowledge of these processes

BIOL 483 Pop Genetics (3 Credit Hours)
Fundamental principles of population, ecological, and evolutionary genetics, including molecular evolution and analysis of the genetic structure of populations. They learn how to apply basic tools of population genetic analysis.
Outcomes:
Students develop knowledge and awareness of population genetic theory and information

BIOL 485 Prin Electron Microscopy Lec/Lab (4 Credit Hours)
Lecture and laboratory. This course focuses on the various areas of Electron Microscopy, both Scanning and Transmission. Topics include sample preparation, microscope operation, image acquisition using photographic and digital techniques, history and development, and new and special techniques. Students will also learn how to correctly interpret their results, and properly present their data.
Outcomes:
Student will become adept with the various techniques needed to produce research quality electron micrographs

BIOL 488 Bioinformatics (3 Credit Hours)
Students will engage in the applications of computer-based tools and database searching to better understand the fields of genetics, genomics, evolutionary biology, and personalized medicine. Students will be introduced to scripting programming languages for analyzing biological data sets.
Outcomes:
Students will be able to appropriately use computer software and databases to accurately analyze biological data and interpret the results, applying their understanding of genetic processes

BIOL 493 Directed Reading (1-4 Credit Hours)
Student investigates a current topic in biology.

BIOL 495 Special Topics (1-4 Credit Hours)
Special areas of study outside the usual curriculum, that vary each time the course is offered.
Outcomes:
Students will master a unique topic in biology

BIOL 495L Special Topics Lab (0 Credit Hours)
Laboratory. Special areas of study outside the usual curriculum, that vary each time the course is offered. Outcome: Students will master a unique topic in biology.

BIOL 500 Scientific Logic (3 Credit Hours)
The Scientific Logic course is designed to teach scientific literacy in terms of writing grant proposals, reading scientific literature, scientific presentations and debate. The course is framed within an evolutionary foundation.
Outcomes:
Students will gain knowledge in advanced evolutionary topics, while preparing a grant proposal and developing skills with respect to critical thinking and scientific inquiry

BIOL 501 Seminar (1 Credit Hour)
Students present specific, current research topics including their own research to the class and faculty.

BIOL 502 Department Seminar (1 Credit Hour)
Students meet and discuss the research presented by seminar speakers.

BIOL 510 Instructions in Teaching Biology (1 Credit Hour)
Introduction to the fundamentals of teaching biology.

BIOL 511 Biology Teaching Practicum (2 Credit Hours)
Students gain firsthand teaching experience by assisting in undergraduate courses.

BIOL 595 Thesis Supervision (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

BIOL 605 Master's Study (1 Credit Hour)
Students conduct thesis research under the direction of their Thesis Director.

Biomedical Sciences (BMSC)

Discover, search, courses (p. 2661)!

BMSC 402 Statistical Methods for Biomedical Science (2-3 Credit Hours)
This course covers a broad array of statistical methods for the biological and medical sciences. Topics include descriptive statistics, non-parametric methods, categorical data analysis, and regression methods for normal, non-normal, and repeated measures data. The course focuses on the analysis of real datasets using RStudio, although no previous programming experience is assumed.
Course equivalencies: CRME420/BMSC402/MPBH404

BMSC 405 Ethics in Biomedical Sciences (1 Credit Hour)
This is an interactive seminar course where students discuss and debate ethics in biomedical sciences to foster integrity, professional character, and ethical problem solving skills.

BMSC 406 Special Topics (1-3 Credit Hours)
This course covers a specific topic in biomedical sciences. The topics can vary among different special topics courses.

BMSC 410 Biochemistry and Molecular Biology (4 Credit Hours)
This course will give students a broad understanding of the synthesis and functions of the major macromolecules that comprise a cell, and the biochemical mechanisms by which these molecules interact to contribute to cellular function.

BMSC 412 Cell Biology (4 Credit Hours)
This course will provide students with knowledge of the structure and function of cells, including the experimental foundations of cell and molecular biology.

BMSC 414 Systems Biology (3 Credit Hours)
This course will provide first year graduate students with an introduction to human physiology. Emphasis is placed on the major organ systems including the nervous, cardiovascular, pulmonary, renal, gastrointestinal and endocrine systems. Basic physiology of blood, skin and bone, as well as introductory concepts in immunology and pharmacology are also covered.

BMSC 416 Methods Biomedical Science (1 Credit Hour)
This course will familiarize first year graduate students with various methods that are used in contemporary biomedical research. It will introduce methods relevant to molecular biology, tissue culture, transgenic model systems, imaging, biochemistry, bioinformatics, electrophysiology, and immunology.

BMSC 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

BMSC 499 Research (0-2 Credit Hours)
Pre-requisites: First year PhD students will register for one research rotation in the Fall semester (2 credit hours), and two research rotations in the Spring semester (3 credit hours)
Research rotation course for first year students in the Integrated Program in Biomedical Sciences.
Outcomes:
Research course will provide laboratory experience during the first year of study, expected to culminate in the selection of a dissertation research laboratory and mentor at the end of the first year

BMSC 600 Dissertation Supervision (1 Credit Hour)
Following completion of the required 48 credit hours in the first 2 years, IPBS PhD students maintain registration via BMSC 600.
Outcomes:
IPBS PhD students will work on their dissertation while registered for BMSC 600

Business Administration (BSAD)

Discover, search, courses (p. 2661)!

BSAD 400E Business Foundations (1.5 Credit Hours)
Enrollment limited to students enrolled in the EMBA or EMBA Health Care Management Programs. Introductory course delivered during initial residency/orientation week to lay foundation for business education in the EMBA and EMBA Health Care Management Programs. Course coverage includes: Jesuit traditions/values, Quantitative Methods, Business Communications, and current topical lecture.

BSAD 401E Effective Business Writing Workshop (0.75 Credit Hours)
Enrollment is restricted to the Executive MBA or Executive MBA Health Care Management program. This course introduces the fundamentals of good written and oral business communications. Course topics include: communicating strategically; making a business case (argumentation and persuasion); presenting data effectively; producing and delivering compelling PowerPoint presentations; and delivering a powerful presentation.

BSAD 402E Effective Business Presentation Skills Workshop (0.75 Credit Hours)
This course introduces the fundamentals of good oral business communications. Course topics include: presenting data effectively; producing and delivering compelling PowerPoint presentations; and delivering powerful presentations. Restricted to students enrolled in EMBA or MBA Health Care Management cohort

BSAD 409E Integrative Strategy (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Integrates functional area considerations with strategic decision-making at the end of the program.

BSAD 499E Special Topics (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Offers students opportunity to gain additional understanding on a special business topic not otherwise covered in the standard EMBA curriculum. The subject and content vary and are offered on an ad hoc basis.
Outcomes:
Students will demonstrate understanding of specialized topics not otherwise covered in EMBA curriculum

BSAD 601E Special Topics (1.5 Credit Hours)
Restricted to Executive MBA students. Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

BSAD 609E Integrative Strategy (1.5 Credit Hours)
Restricted to Executive MBA students. Integrates holistic and humanistic concepts (social justice, sustainability, greater good, Jesuit perspectives, etc.) into scientific business management and one's individual lifestyle. Students apply these perspectives by addressing recent developments in emerging topics. In addition, students will present final Capstone project.

Business Ethics (ETHC)

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ETHC 321 International Business Ethics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in MGMT 201 and ECON 202
This course addresses the ethical challenges of international business for managerial decision making. The main emphasis of the course is on implementation, and standards, for operating ethically within multinational corporations and on ethical problems in specific countries or regions of the world.
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Students will develop ethical decision-making skills in global business by understanding complex interactions among market, policy, and society, analyzing personal decision-making, and improving communication abilities

ETHC 341 Ethics in Business (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of C- in (MGMT 201 or HSM 368) and ECON 202
This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Critically discuss (via well-grounded arguments) philosophical issues and questions from the perspective of multiple methods, traditions, and historical contexts; Evaluate philosophical issues, questions, and problems critically and analytically; Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion

ETHC 341H Ethics in Business - Honors (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in (MGMT 201 or MGMT 201H) and (ECON 202 or ECON 202H); Restricted to students in the Quinlan School of Business Honors program
This course focuses on ethical issues in the world of business and commerce. This course will address a number of interrelated questions: What are the rights and obligations of business in society? Can businesses "do good" and "do well"? Is business ethics a viable goal or an unachievable ideal?
Course equivalencies: ETHC 321 / ETHC 341/ ETHC 341H
Outcomes:
Critically discuss (via well-grounded arguments) philosophical issues and questions from the perspective of multiple methods, traditions, and historical contexts; Evaluate philosophical issues, questions, and problems critically and analytically; Formulate and evaluate their own understanding of a diverse range of philosophical problems, in both writing and discussion

ETHC 399 Special Topics in Business Ethics (3 Credit Hours)
Pre-requisites: Junior standing
Special topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

ETHC 441 Business Ethics (3 Credit Hours)
This course examines the ethical aspects of individual and corporate decision making in business and provides resources for making ethical decisions within the context of managerial practice.
Outcomes:
Students will be acquainted with the concepts and principles of ethical reasoning that have been developed in ethical theory; be aware of the specific ethical issues that arise in management and of the ways in which these issues are commonly analyzed; and be able to make sound ethical and managerial decisions and to implement those decisions within the context of an organization in a competitive marketplace

ETHC 441B Business Ethics (1.5 Credit Hours)
This course examines the ethical aspects of individual and corporate decision making in business and provides resources for making ethical decisions within the context of managerial practice.
Outcomes:
Students will be acquainted with the concepts and principles of ethical reasoning that have been developed in ethical theory; be aware of the specific ethical issues that arise in management and of the ways in which these issues are commonly analyzed; and be able to make sound ethical and managerial decisions and to implement those decisions within the context of an organization in a competitive marketplace

ETHC 441E Business Ethics and Values (1.5 Credit Hours)
Pre-requisites: Restricted to students in the Executive MBA Program
This course combines Quinlan's core business ethics course with contemporary instruction in leadership. Students will develop a framework for ethical decision making and the leadership strength needed to advance business decisions.
Course equivalencies: ETHC 600E/ETHC 441E

ETHC 441N Business Ethics (3 Credit Hours)
Students are introduced to theories about social and political institutions, and how they affect our ability to make moral decisions. Topics may include social psychology, capitalism and its critics, democratic theory, labor relations, and social inequalities. Classes are dedicated to understanding and engaging with social and political theory on this topic. Assignments will involve students using these theories to critically assess corporate practices and contexts. School of Business graduate degree students
Outcomes:
Global Perspective & Awareness of Diversity: developing a global perspective and appreciating diversity, including class, culture, race, religion, and gender; Communication Skills: communicating complex moral and philosophical ideas effectively and appropriately in an oral and written manner

ETHC 443 Global Environmental Ethics (3 Credit Hours)
This course develops an understanding of the ethical issues and responsibilities arising from human interaction with the non-human natural environment. Perspectives from various religious traditions, Western philosophy, and the science of ecology are considered.
Outcomes:
Students will be able to demonstrate ethical awareness, reflection, and application of ethical principles in decision making

ETHC 446 International Business Ethics (3 Credit Hours)
This is an advanced business ethics course that addresses the ethical challenges of international business for managerial decision making. The main emphasis of the course is on implementation, and standards, for operating ethically within multinational corporations and on ethical problems in specific countries or regions of the world.
Outcomes:
The course aims to equip managers with ethical decision-making skills in global business by understanding complex interactions among market, policy, and society, analyzing personal decision-making, and improving communication abilities

ETHC 499 Special Topics in Business Ethics (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Business Honors (BHNR)

Discover, search, courses (p. 2661)!

BHNR 300 Business Honors Seminar-Required (0 Credit Hours)
Pre-requisites: Restricted to students in the Quinlan Business Honors program
This seminar is a pass/no-pass program requirement providing honors students with opportunities to learn from and network with leaders at major companies and organizations. Seminar is primarily a speaker series presenting honors students with opportunities to attend corporate and organizational site visits, social activities, and other events. Through seminar, honors students are able to network with each other and build community.
Outcomes:
Encourage bonding, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader business and alumni community

BHNR 343 Integrated Analytical Decision Making (3 Credit Hours)
Pre-requisites: Enrollment is restricted to Business Honors students; Junior Standing; C- or better in ISSCM 241 or ISSCM 241H or STAT 103
This course will focus on the analysis of data, with applications of techniques to business problems. Students will conduct original research and create both a written analysis and presentation. This course satisfies the Engaged Learning requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
At the end of this course, the student will know how to formulate a business problem, then collect and analyze data, and interpret results that address the problem

BHNR 353 Research Practicum (3 Credit Hours)
This course introduces students to the process of business research, including research ethics as well as implications of research outcomes in the broader business and social context. Good research helps business managers understand issues and make informed decisions.
This course satisfies the Engaged Learning requirement.

BHNR 357 International Perspectives on the Social Impact of Business (3 Credit Hours)
Pre-requisites: Junior standing; Students in good standing in Quinlan Business Honors program
Through pre-trip classes developing an understanding of international business and a week-long study abroad, students will observe how foreign businesses navigate the unique dynamics of the country in which they operate, contribute to the country's development, and deploy innovative technologies that help the society become more equitable and sustainable. In pursuit of these learning outcomes, students will engage with several foreign companies. Additionally, daily reflection discussions and activities will aid students in connecting their day-to-day experiences in the foreign country with their understanding of the specific local context of political and economic development and the global context of international business. Through cultural activities, students will also develop a fuller appreciation of the challenges and opportunities of business in a foreign country, with an eye towards promoting positive and sustainable social and environmental impact.
Interdisciplinary Option: International Business
Outcomes:
Developing an understanding of the challenges and opportunities for foreign companies investing in underdeveloped markets, including the strategies companies use to enter and succeed in the market; Fostering an appreciation for the role of business in promoting economic and social development; Becoming aware of how investments in technology can promote equality and environmental sustainability

BHNR 395 Independent Study in Business Honors (3 Credit Hours)
Pre-requisites: Sophomore standing, Department Consent Required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member into a specialized area as determined between student and faculty member.
Outcomes:
Students will be able to demonstrate an in-depth understanding of a specialized area or topic of research

Catholic Studies (CATH)

Discover, search, courses (p. 2661)!

CATH 100 Introductory Topics in Catholic Studies (3-6 Credit Hours)
Introductory level course for topics cross-listed with other courses that focus on areas of Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 101 Evolution Western Ideas & Institutions to the 17th Century (3 Credit Hours)
This course traces the early development of Western civilization from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

CATH 101D Development of Western Thought Honors Discussion (3 Credit Hours)
Pre-requisites: Catholic Studies students must be enrolled in the Honors Program and must be completing the first section of the course HONR 101 (cross-listed with CATH 102)
This course is the second half of the Freshmen Honors program protocol of HONR 101, where students receive 6 credit hours for intensive reading, lectures, and discussion groups with professors.
Course equivalencies: X-HONRD101/CATH101D

CATH 102 Western Traditions Honors-Antiquity to Middle Ages (3 Credit Hours)
This course is restricted to Catholic Studies Minors enrolled in the Honors Program. This foundational course in the history of Western culture from antiquity to the Middle Ages discusses such writers ranging from Homer all the way to Augustine. Students will pose questions and comments about some of the ideas and texts that helped shaped Western culture, including many that come out of the western Christian tradition.
Course equivalencies: X-HONR10/CATH102

CATH 104 Jesus Christ (3 Credit Hours)
The study of the person of Jesus Christ.
Course equivalencies: THEO104/CATH104
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

CATH 105 The Church in the World (3 Credit Hours)
How does Christian Theology inform how Christians act in the world? This is the central question that we will seek to answer throughout this course. Examining the intersection between theoretical and practical theology, we will explore the Church's engagement in the world at large, both in global cultures and political movements. Each class will focus on the sources of Christian doctrine, Biblical and Traditional, with an emphasis on Catholic teaching since Vatican II and on the lived reality of these teachings in a variety of historical and geographical contexts. Using contemporary examples of global issues, we will explore the practicality and potential benefits and drawbacks of doing theology in the public sphere.
Course equivalencies: X-THEO105/CATH105

CATH 106 Theology of The Sacraments (3 Credit Hours)
This course studies the realities of Christian faith life as expressed in the concrete rituals of Christian communities. Sacraments are more than just mechanical ways in which to experience God in Christian liturgy - defined traditionally as "visible signs of invisible realities." Certainly, the seven sacraments of the Catholic tradition perform the central mysteries of God's gracious self communication; however, as importantly, they also introduce and articulate a way of interpreting reality. This course will not only examine the historical development, central beliefs and communal practices of the sacraments, but will also explore the "sacramental principle" as a way to illuminate the theological dynamics that are such an essential component of Catholic liturgy and Christian spirituality. Students will investigate the nature of the sacramental system in Catholic worship, identify the key concepts of "sacramentality" and explore the religious practices that are part of the living tradition of sacramental theology. Finally, students will explore how, in the end, the sacramental principle affects everything and cannot be contained. Sacramentality is a way of being, an "eventing" that reminds us how dynamic and transcendent (as opposed to static and insulated) life is. So, we will follow the clues where they lead and assess current relationships among sacramental theology, liturgy, artistic reflection, cross-cultural expression, and daily life.
Course equivalencies: X-THEO265/CATH106

CATH 112 New Testament (3 Credit Hours)
The study of the New Testament.
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the various literary genres found in the New Testament

CATH 179 Roman Catholicism (3 Credit Hours)
James Joyce famously called Roman Catholicism the "Here comes everybody" tradition, offering an apt description for a faith community made up of both sinners and saints, martyrs and missionaries, defenders and detractors all. This course on Roman Catholicism begins from the assumption that it is fundamentally a tradition of paradox, which establishes constancy through change and firmness through fluidity. Students will explore Roman Catholicism less as a set of definite beliefs and moral precepts, and more as a world-shaping perspective that forms Catholics to see and to be in distinctive ways. Finally, the course will address head-on a range of serious challenges confronting Roman Catholicism today, including widespread disaffiliation, clergy abuse, Magisterial teaching on gender and sexuality, women's ordination, and racism and anti-Judaism in the tradition.
Course equivalencies: THEO179/THEO279/CATH179

CATH 181 Christianity Through Time (3 Credit Hours)
This course will introduce you to the history and missionary movements of the Christian religion, from the early church to the present day. While the course is set up thematically in chronological order, you will read case studies based on primary sources, social history, and material culture that will give you an overview of Christian revelation, theological differences, community and controversies, circulation of ideas and counter-ideas, missionary tactics, power struggles, and people's experiences in ecclesial (liturgy and sacrament), para ecclesial, and personal ways. You will also visit the Art Institute of Chicago and the Newberry Library to see objects and manuscripts from the Christian tradition. The story this course seeks to reveal is how the Christian religion has defined the relationship between the divine and the human world.
Course equivalencies: THEO181/ THEO281/CATH181

CATH 193 Christian Marriage (3 Credit Hours)
Examination of the historical development of marriage within the Christian tradition as well as an investigation and evaluation of its condition in contemporary American society.
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

CATH 200 Intermediate Topics in Catholic Studies (3-6 Credit Hours)
Intermediate level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 255 Music in Catholic Worship (3 Credit Hours)
This course will explore the relationship between music and the liturgies of the Roman Catholic Church. Theologies of liturgical music will be compared and contrasted using the official documents of the Church, theological perspectives and from pastoral experience.
Course equivalencies: X-MUSC255/CATH255
Outcomes:
For students seeking greater knowledge of sacred music, they will be introduced and become familiar with different styles of music, reflect upon and access the application and performance of sacred works within the course as well as in onsite experiences in Catholic parishes in Chicago

CATH 278 Medieval Culture (3 Credit Hours)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history.
Course equivalencies: X-ENGL279/CATH278/MSTU304

CATH 296 All Things Ignatian: Living and Learning in the Jesuit Trad (3 Credit Hours)
This course explores the founder of the Jesuits, St. Ignatius Loyola and considers his historical context and that of the Jesuits from Renaissance Europe to today. Second, the course will introduce "The Spiritual Exercises," a highly refined and adaptable method of prayer, contemplation and action. Finally, the course will examine Ignatian spirituality as a practical resource for addressing critical issues in the Church and world today. Identify and explain the chief characteristics and major themes of Ignatian spirituality. Locate, analyze, and demonstrate Jesuit apostolate of scholarship and teaching; identify the global contribution to education, particularly to university life. Experience direct service.
Interdisciplinary Option: Catholic Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CATH 296/THEO 296
Outcomes:
Describe the life and history of Ignatius of Loyola and the Society of Jesus

CATH 297 The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

CATH 300 Advanced Topics in Catholic Studies (3-6 Credit Hours)
Advanced level course for topics cross-listed with courses that focus on areas with Catholic studies but are not included among the courses listed in the Catholic Studies Program.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 301 Catholics in America (3 Credit Hours)
This course uses canonization, the process by which the Catholic Church recognizes saints, to explore change over time in the history of both the Catholic Church and the United States. Drawing upon a cast of characters that includes saints and sinners, martyrs and missionaries, patriot priests and unruly women, we will explore how conceptions of sanctity and holiness have been shaped by popular devotion, papal power, gender, race, sexuality, nationalism, and commercialization.

CATH 302 Religion & Pop Culture: Europe (3 Credit Hours)
In this course, we will explore how religion is lived by ordinary people in the contexts of everyday life through various popular culture forms and genres. We will consider how religion animates popular culture, how popular culture itself does religious work, and how religious and non-religious groups and individuals approach popular culture at various times and in certain circumstances as both sacred and profane.

CATH 303 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines some aspect(s) of the Catholic philosophical tradition, drawing from various eras: its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with some central features of the Catholic philosophical tradition, demonstrating proficiency in operating within the philosophical framework of this tradition

CATH 305 Medieval Philosophy (3 Credit Hours)
This course deals with selected works from such authors as Augustine, Anselm, Aquinas, Bonaventure, Scotus, and Ockham. The course may be on a particular author, or on a theme or issue characteristic of medieval thought.
Course equivalencies: X-PHIL305/CATH305/MSTU344

CATH 307 13th & 14th Century Philosophy (3 Credit Hours)
Modern thinkers of the 13th and 14th centuries, including at least some of the following: Albertus Magnus, Thomas Aquinas, Dun Scotus, William of Ockham, Roger Bacon. This course will focus on Thomas Aquinas, John Duns Scotus, and William of Ockham. In doing so we will try to get a sense of how they carried out the practice of philosophy, especially given the fact that each of them was a theologian by profession. Thus, the main theme of the course will be the relation of philosophy to theology - more broadly, faith and reason - as it was understood in this period. We will also look at a range of other issues that were of concern to the scholastics--chiefly questions of metaphysics and epistemology.
Course equivalencies: X-PHIL307/CATH307

CATH 309 History of Primitive Christianity (3 Credit Hours)
This course treats the history of Christian communities and beliefs from their emergence in cities of the early Roman Principate to the legalization of that religion in the Late Antique period.
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students gain familiarity with messianism and eschatology in Second Temple Judaism, evangelization and growth of urban Christian churches, interaction with Roman Imperial government, and the flourishing of monasticism in the period of legalization

CATH 310 The Early Middle Ages 600-1150 (3 Credit Hours)
This course examines European society and culture in the early Middle Ages.
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will demonstrate an understanding of reasons behind the transformation of classical civilization; the so-called fall of Rome and the barbarian invasions; early Germanic kingdoms; Charlemagne and Carolingian Europe; the Vikings; and church and society in the eleventh century

CATH 311 Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

CATH 312 Dante-The Divine Comedy (3 Credit Hours)
Refashioning the conventions of poetry, Dante (1265-1321) used the account of his presumed journey through the three realms of the Christian afterlife - Hell, Purgatory and Paradise - to explore the world at the close of the Middle Ages. The poem is both an adventure story and an exhaustive, assessment of the state of politics, society, religion, literature, philosophy, and theology at the beginning of the fourteenth century. This course examines a selection of cantos Dante's Inferno, Purgatorio, Paradiso in its cultural, theological, social and political context. In particular we will explore how the underground world imagined by the poet relates to late medieval urban life and culture. A guiding concern of the discussion is to assess the ways in which Dante changed our understanding of the relationship between the human and the divine, justice and love, will and reason, happiness and knowledge, literature and the Bible. Political turmoil, philosophical and theological paradigms social and religious conflict all converge in the making of the Comedy and will thus form crucial elements of our investigation.
Course equivalencies: X-ITAL312/CATH312/MSTU364

CATH 315 Mary and The Church (3 Credit Hours)
The course is structured as a chronological sweep through the history of ideas on Mary and her importance for understanding the God revealed in Jesus Christ. We will examine Mary's place throughout the seven major ages of Christianity with particular attention to the Early Church Age. After exploring the Mariologies of the Early Church Age, we will explore the continued development of Mariology, spending significant time thinking about Mariology in the Post-Modern Age through your papers and presentations.
Course equivalencies: THEO315/CATH315

CATH 316 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

CATH 317 Christian Thought: Ancient to Medieval (3 Credit Hours)
Early and medieval Christian Thought focuses upon the development of Christian thinking from the apostolic times to the eve of the Protestant Reformation. It centers on those individuals of the period who influenced thinking and practice in their as well as subsequent times. It also focuses upon important historical, social and political events that interacted with Christian doctrines throughout the centuries.
Course equivalencies: X-THEO317/CATH317/MSTU360

CATH 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

CATH 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

CATH 321 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original. Students will receive training in the understanding, appreciation, and criticism of works of medieval culture.
Course equivalencies: X-ENGL320/CATH321/MSTU308

CATH 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them. Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works.

CATH 345 Roman Catholic Social Thought (3 Credit Hours)
An introduction to the social documents of the Catholic Church in the modern era. This course presents a synthesis of the methodology, the anthropology, and the principles used by the Church in its moral reflection on the various social problems of our day.
Course equivalencies: X-THEO345/CATH345

CATH 361 St Augustine Works (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Course equivalencies: LATN361/CATH361
Outcomes:
students should be able to translate these works with proficiency, and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

CATH 379 Ecumenism in The 20th Century (3 Credit Hours)
Investigation of the principles of ecumenism as formulated in Vatican II. Study of the agreed statements of bilateral discussions between Christian communities.
Course equivalencies: X-THEO379/CATH379
Outcomes:
Students will be able to assess how various configurations of a religious worldview can both expand and foreshorten the way human thinking has gone on

CATH 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

CATH 393 Seminar Theology (3 Credit Hours)
An undergraduate seminar course in theology with variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

CATH 395 Directed Readings in Catholic Studies (3-6 Credit Hours)
An independent program of reading and research developed in consultation with either the Catholic Studies Program director or a supervising faculty member that teaches in Catholic Studies, culminating in a major project or paper.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will master a topic in Catholic Studies not addressed in other courses

CATH 396 Seminar in Medieval Phil (3 Credit Hours)
This course will study selected issues from medieval philosophy.
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

Cellular and Molecular Oncology (CMO)

Discover, search, courses (p. 2661)!

CMO 499 Research (1-9 Credit Hours)
Pre-requisites: Restricted to students enrolled in CMO MS program
CMO 499 is designed to give credit for laboratory research efforts that will result in a M.S. thesis. Students will learn theoretical and laboratory technical tools to investigate and test a hypothesis. Students will search the literature for background, rationale, and protocols for their research project. Students will communicate results and knowledge through written and oral communications.
Outcomes:
1) Clearly communicate, describe, and implement techniques used for a research problem; 2) Describe results-obtained; 3) Draw conclusions based on data-obtained; 4) List future directions; and 5) Understand the significance of the work

CMO 502 Seminar (0 Credit Hours)
A seminar will be held on a rotating basis once per week. CMO M.S. students will be required to attend seminars as part of the CMO 502 course. This course is designed to help students stay abreast of current topics in oncology. Students will attend weekly seminars, and are encouraged to interact with both invited and current faculty speakers by asking questions and contributing to group discussions. Upon completion of this course CMO 502, students will have gained a better understanding of current oncology research. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar, 3) Question new data or their interpretation

CMO 503 Special Topics in Oncology (0-1 Credit Hours)
CMO 503 will be a new journal club course-discussing and analyzing papers from presenters in CMO 502 Seminar Series one week in advance of their seminar. CMO 503 and CMO 502 will be aligned to expose students to oncology-focused scientists presenting a seminar the following week. Students will read an article by the seminar speaker, participate in discussion sessions, and ask questions during the seminars. Restricted to students enrolled in CMO MS program
Outcomes:
1) Describe cutting edge research in the particular area of investigation covered by the course; 2) Discuss limitations to experimental approaches; 3) Discuss real-world application of the research topic being studied; and 4) Critically read scientific literature on cancer biology

CMO 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: Completion of required coursework
Thesis supervision course for CMO MS students who have completed the required credit hours. Allows completion of thesis research and defense, required for degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Chemistry (CHEM)

Discover, search, courses (p. 2661)!

CHEM 101 General Chemistry A Lecture/Discussion (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Co-requisites: CHEM 111 and MATH 118
A year of high school chemistry is recommended; This non-majors course deals with the development of basic chemical principles. Multiple perspectives of matter will be used to describe and explain characteristics, properties, and relationships across the following topics: atomic structure, nuclear chemistry, periodicity, molecular structure, chemical bonding, chemical reactions, thermochemistry, aqueous solutions, gases
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 101
Outcomes:
Students will learn the foundational concepts of chemistry in these topic areas and develop skills in scientific problem solving and critical thinking

CHEM 102 General Chemistry B Lecture/Discussion (3 Credit Hours)
Pre-requisites: CHEM 101 or CHEM105; MATH 118 or equivalent
This non-majors course further develops principles from CHEM 101 & requires in-depth integration of concepts. Multiple perspectives of matter will be used to describe/explain characteristics, properties, & relationships across the following topics: liquids & solids, solutions, reaction kinetics, equilibria, acids & bases, reaction thermodynamics, electrochemical reactions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 102
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking and synthesis of concepts

CHEM 102D General Chemistry B Discussion (0 Credit Hours)
Discussion to accompany the CHEM 102 lecture section.

CHEM 105 Chemical Principles (4 Credit Hours)
Pre-requisites: Math Placement Test or Math 117
Lecture, discussion and laboratory course for majors covering stoichiometry, reactions in aqueous solution, states of matter, electronic structure, thermodynamics, chemical bonding, molecular geometry and intermolecular forces. Emphasis given to writing electron configurations and Lewis diagrams, predicting molecular geometry and properties, mass/mole conversions and solving thermodynamic and gas law problems.
Outcomes:
Students will learn basic chemical principles in these areas

CHEM 106 Basic Inorganic Chemistry (4 Credit Hours)
Pre-requisites: CHEM 105 AND MATH 118 or equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 111 General Chemistry Lab A (1 Credit Hour)
Pre-requisites: MATH 117 or placement test equivalent
Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 111
Outcomes:
Students will be able to use equipment properly and demonstrate correct laboratory technique

CHEM 112 General Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105) and MATH 118 (or equivalent)
The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACCHM / CHEM 112
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 160 Chemical Structure and Properties (3 Credit Hours)
Pre-requisites: MATH 117 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include atomic structure, periodic properties, bonding and properties of molecules, solid states, interactions and connections of light and matter, quantum and molecular mechanics models of atoms and molecules.
Outcomes:
Students will use multiple perspectives of matter to describe and explain how atomic, molecular and interparticle structure determines the properties of common materials

CHEM 161 Chemical Structure and Properties Laboratory (1 Credit Hour)
Pre-requisites: MATH 117 or equivalent
Laboratory course designed to create foundational knowledge and proficiency in essential chemistry lab skills including developing the knowledge and use of PPE, MSDS, and Chemical labels, basic statistical analysis and graphing, proper usage of common laboratory equipment and instrumentation, and keeping a laboratory notebook and writing reports.
Outcomes:
Students will learn essential chemistry lab skills, including best practices for chemical safety and hygiene, laboratory equipment, instrumentation, writing techniques, and measurements

CHEM 171 General Chemistry for Engineering Science Majors (3 Credit Hours)
Pre-requisites: MATH 118 or Math Placement Test; Co-requisite CHEM 173; Restricted to Engineering Science Students; A good background in high school chemistry is recommendation
This course is designed to acquaint students in engineering science with fundamental concepts of chemistry as well as their applications in the field of engineering. Students will survey topics in atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry. A good background in high school chemistry is recommendation.
Outcomes:
Students should demonstrate proficient understanding of fundamental concepts and skills of general chemistry as well as their applications in the field of engineering

CHEM 173 General Chemistry Lab for Engineering Science Majors (1 Credit Hour)
Pre-requisites: MATH 118 or equivalent; Co-requisite: CHEM 173; Enrollment is restricted to declared ENGR majors; A good background in high school chemistry is recommendation
This lab course is a companion course to CHEM 171 General Chemistry for Engineering Science and is designed to support the development of chemistry concepts within the following topics: atomic structure, periodicity, chemical bonding, chemical reactions and reaction stoichiometry, gases, chemical thermodynamics, chemical kinetics, chemical equilibrium, and electrochemistry.

CHEM 180 Chemical Reactivity I (3 Credit Hours)
Pre-requisites: CHEM 160 and MATH 118 or equivalent
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include acids and bases, buffers, chemical equilibrium, molecular thermodynamics and kinetics, nucleophilic substitutions, elimination reactions, carbonyl compounds and reactions with applications to biochemical pathways.
Outcomes:
Students will use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions

CHEM 181 Chemical Reactivity I Lab (1 Credit Hour)
Pre-requisites: CHEM 160, CHEM 161, and MATH 118 or equivalent
Laboratory course designed to utilize experiments to illustrate the relationships between the structures of compounds and their resulting properties Topics include identification of compounds using chromatography, mass spectrometry, infrared spectroscopy, and NMR, separation methods. Additional skills in analytical reasoning and information literacy will also be developed.
Outcomes:
Students will establish best practices for working safely in lab, analyzing compounds, interpreting spectra, and purification of reaction products

CHEM 186 Science and Culture of Food (3 Credit Hours)
Pre-requisites: CHEM 180 or CHEM 221 or CHEM 222 or CHEM 223 or CHEM 224; GNUR 160 may substitute for the CHEM course prerequisite
Food is chemistry, culture, and community. In this study abroad course, students explore the science that underlies the taste, texture, and transformation of foods--and how those scientific processes are deeply tied to local traditions and cultural identities. Through lectures, tastings, and local excursions, students discover the chemical and biochemical processes behind fermentation, baking, coffee and tea preparation, cheese making, and more. By engaging directly with local producers, artisans, and food experts, students connect chemistry with sustainability, history, and community well-being.
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe basic chemical and biochemical processes that occur during food preparation and preservation; Explain how processing affects the sensory and nutritional properties of foods and beverages; Identify connections between local food traditions and the underlying chemistry; Reflect on how food and science connect to culture, sustainability, and personal experience; Communicate scientific and cultural insights clearly in writing and discussion; Demonstrate understanding of the chemical and biochemical processing and effects on the human biochemical processes of non-alcoholic beverages (tea, coffee, herbal infusions, juices)

CHEM 195 Foundational Concepts in Chemistry (1-3 Credit Hours)
Foundational Chemistry seminar/topics course, 1-3 credit hours. Chemical topics vary by section and are selected from the CHEM 100- and/or 200-level Departmental curriculum. Departmental consent required.
Outcomes:
Students will use multiple perspectives of matter to describe and explain characteristics, properties, and relationships of chemical systems

CHEM 212 Quantitative Analysis Lecture (3 Credit Hours)
Pre-requisites: CHEM 106 or 102 and 112
This lecture course provides an introduction to modern analytical quantitative chemistry. Topics include chemical equilibrium, statistical analysis of data as well as modern and classical methods of chemical analysis.
Interdisciplinary Option: Forensic Science

CHEM 214 Quantitative Analysis Laboratory (1 Credit Hour)
Pre-requisites: CHEM 106 or 102 and 112; Pre or co-requisite: CHEM 212
This laboratory course introduces students to classical and modern methods of chemical analysis and teaches wet chemical laboratory techniques.
Interdisciplinary Option: Forensic Science

CHEM 221 Organic Chemistry I Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 106; Chemistry and Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors covering structure and bonding in organic molecules; nomenclature, chemical and physical properties and reactions of non-aromatic hydrocarbons, alkyl halides, alcohols, ethers; stereochemistry and conformational analysis; and spectroscopy.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will understand the chemical behavior of organic molecules and the mechanisms of reactions

CHEM 222 Organic Chemistry II Lec/Disc (4 Credit Hours)
Pre-requisites: CHEM 221; Chemistry & Biochemistry majors only
A lecture, discussion and laboratory course for chemistry majors continuing from 221 covering nomenclature, properties, reactions, syntheses, and spectroscopy of further classes of aliphatic and aromatic compounds, carbohydrates and other polyfunctional compounds.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to assign IUPAC names, spectroscopically identify, prepare, and propose reactions for these groups

CHEM 223 Organic Chemistry A Lec/Disc (3 Credit Hours)
Pre-requisites: (CHEM 102 or CHEM 106) and MATH 118 (or equivalent)
Lecture and discussion course for non-chemistry majors surveying nomenclature, structures, properties, stereochemistry, reactions, mechanisms, and syntheses of aliphatic hydrocarbons, alkyl halides, alcohols, and ethers.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 224 Organic Chemistry B Lec/Disc (3 Credit Hours)
Pre-requisites: CHEM 223 or 221
The second semester lecture and discussion course of a two semester sequence, a continuation of CHEM 223 for non-chemistry majors emphasizing the organic chemistry of conjugated systems, aromatic compounds, carbonyl compounds, amines, carboxylic acids and their derivatives, carbohydrates, lipids, and proteins.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will identify classes of organic compounds and typical reactions, discriminate amongst intermediate stabilities, postulate reaction mechanisms, plan multi-step syntheses, and analyze/interpret spectroscopic data

CHEM 225 Organic Chemistry Lab A (1 Credit Hour)
Pre-requisites: CHEM 102 and 112 (or CHEM 106) and MATH 118 (or equivalent)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from CHEM 223 and to expose students to the safe handling of organic chemicals.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will acquire basic laboratory techniques and practices for working with organic chemicals

CHEM 226 Organic Chemistry Lab B (1 Credit Hour)
Pre-requisites: CHEM 223 and CHEM 225 (or CHEM 221)
A laboratory course for non-chemistry majors designed to reinforce lecture topics from 224 and to expose students to organic synthesis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will perform reactions to prepare known organic compounds and then isolate and characterize the reaction products

CHEM 240 Chemical Reactivity II (3 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181; Bioinformatics majors have Pre-requisite: CHEM 180 Outcomes: Students will increase their ability to use qualitative and quantitative representations of matter to describe, explain, and predict how molecular structure and stability changes over time in chemical reactions
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the reactivity of: alkenes, arenes, alkynes, and polyfunctional organic molecules. These topics will expand and enhance the ability to use chemical principles to explain natural phenomena.

CHEM 241 Chemical Reactivity II Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 242 Chemical Synthesis Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180 and CHEM 181
Laboratory course designed to teach students how to perform chemical synthesis reactions and to evaluate and report the results. Students will also learn how to search the chemistry literature for existing synthesis laboratory procedures.
Outcomes:
Students will utilize best practices for working safely in lab and for synthesizing, purifying, and characterizing chemical compounds

CHEM 260 Quantitative Methods in Chemistry (3 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181 and MATH 131 (or MATH 161); BIOI-BS majors, Pre-requisite: CHEM 180 and MATH 131 (or MATH 161)
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include quantitative description of gases, liquids, and solutions, kinetics of chemical reactions, chemical equilibria, acids and bases, the thermodynamics of chemical reactions, electrochemistry, and spectroscopy.
Outcomes:
Students will deepen their understanding of foundational concepts of chemistry and advance their skills in scientific problem solving, critical thinking, and synthesis of concepts

CHEM 261 Quantitative Methods in Chemistry Laboratory (1 Credit Hour)
Pre-requisites: CHEM 180 and CHEM 181 and MATH 131 (or MATH 161)
Laboratory course designed for non-majors. The course provides students continued laboratory and chemical safety topics, scientific writing, peer review, and importance of articulating lab results in content. It will teach students how to perform chemical analysis using a variety of techniques including titration, kinetics, and spectrophotometry. Students also learn about the peer review process.
Outcomes:
Students will utilize best practices for working safely in lab during experiments designed to include kinetics, acids & bases, buffers, and spectrophotometry

CHEM 272 Analytical Chemistry Laboratory (2 Credit Hours)
Pre-requisites: CHEM 180, CHEM 181, and MATH 131 (or MATH 161)
This course continues exposure to laboratory and chemical safety topics, scientific writing, and articulating experiment results. The course utilizes hands-on lab experiments to teach a variety of analytical methods for quantifying a diverse set of chemical species. Data analysis, calibration methods, peer review are also of focus.
Outcomes:
Students will utilize best practices for lab safety, demonstrate application of analytical methods in chemical analysis, articulate results through scientific writing, and explain importance of accuracy & precision of data

CHEM 280 Environmental & Chemical Analysis (3 Credit Hours)
Pre-requisites: CHEM 240 and CHEM 260; Pre- or Co-requisite: CHEM 272
Lecture and discussion course designed to create foundational knowledge and proficiency in essential chemistry concepts and skills. Topics include the chemical analytical process, sample preparation, quantitative analysis, and data evaluation and validation. These topics will expand and enhance the ability to use chemical principles to analyze various types of environmental samples.
Outcomes:
Students will increase their ability to use both qualitative and quantitative reasoning to follow the chemical analytical process for various types of samples encountered in the Environment, Life Sciences, and Industry

CHEM 300 Undergraduate Research (1-6 Credit Hours)
Pre-requisites: Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the department office, and the completed form (signed by the student, instructor, and chairperson) must be deposited in the chemistry office before the student can register for the course
This course gives undergraduate students an opportunity to participate in research in a selected area.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

CHEM 300P Introduction to Chemistry Research (1 Credit Hour)
Pre-requisites: CHEM 101 and 111 (or CHEM 105)
This two week course will focus on issues of chemical safety, research protocols, data recording, and instrumentation use. Typical course meetings will involve in-class presentations, group discussions, and hands-on experience.
Outcomes:
Expose students to of essential and important issues of chemical safety, research protocols, data recording, and instrumentation use for students preparing for undergraduate and graduate chemistry research

CHEM 301 Physical Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles and applications of thermodynamics and kinetic theory and emphasizing the laws of thermodynamics and statistical theory and their ramifications for equilibrium and non-equilibrium systems.
Outcomes:
Students will acquire fundamental knowledge of work, heat, their interconversions and the relationships between entropy, free energy and heat capacity

CHEM 302 Physical Chemistry II (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 260) or CHEM 222 or CHEM 224; and MATH 162 or 263A; and PHYS 112 or 122
Lecture and discussion course covering principles of quantum mechanics with the applications to chemical properties and spectroscopy of atoms and molecules.
Outcomes:
Students will acquire fundamental knowledge of the physical laws that govern chemical processes, and learn how to apply these laws to predict the structure and properties of chemical systems

CHEM 303 Physical Chemistry Lab I (2 Credit Hours)
Co-requisites: CHEM 302
Pre or This course covers principles and techniques of experimental physical chemistry including the practice of numerical data analysis, solid-state electronics, and vacuum technology along with their applications to magnetic resonance, high-resolution spectroscopy, and chemical thermodynamics. Outcome: Students will acquire broad-based knowledge of laboratory skills central to experimental physical chemistry.

CHEM 305 Physical Biochemistry for the Biological Sciences (3 Credit Hours)
Pre-requisites: (CHEM 240 and 260) or CHEM 222 or CHEM 224, and PHYS 112, and MATH 132 or equivalent; Restricted to Biochemistry and Forensic Science majors
Lecture course covering principles and biological applications of thermodynamics, kinetics, quantum mechanics and molecular spectroscopy.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will learn how fundamental concepts in physical chemistry can be used to understand biological processes

CHEM 306 Physical Biochemistry Lab (1 Credit Hour)
Pre-requisites: CHEM 305
This laboratory course will introduce apparatus, and analysis used in experimental physical chemistry for biochemistry students.
Outcomes:
Students will acquire broad-based knowledge of laboratory skills central to biophysical chemistry

CHEM 307 Inorganic Chemistry (3 Credit Hours)
Pre-requisites: (CHEM 240 and CHEM 242 and CHEM 260) or CHEM 222 or (CHEM 224 and CHEM 226); Restricted to Biochemistry majors
Lecture course covering atomic structure, chemical bonding, and transition metal, solid state, organometallic and bioinorganic chemistry.
Outcomes:
Students will learn chemical principles in important areas of inorganic chemistry

CHEM 314 Instrumental Analysis (4 Credit Hours)
Pre-requisites: (CHEM 272 and CHEM 280) or (CHEM 212, CHEM 214, and (CHEM 222 or (CHEM 224 and CHEM 226); and PHYS 112 or PHYS 122; Restricted to Chemistry majors
This course discusses and demonstrates how instrumental techniques such as atomic spectroscopy, molecular spectroscopy, mass spectrometry and chemical separations can be used to identify the chemical composition of a sample. The hands-on approach will enable students to perform instrumental analysis independently.
Outcomes:
Students will be able to select the most suitable analytical method to identify a sample

CHEM 323 Medicinal Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
This course examines how medicinal chemists design and synthesize drug candidates to meet FDA requirements of efficacy and safety, and how a testing strategy measures efficacy vs. toxicity comprising the therapeutic index. Topics include drug-receptor/enzyme binding, PK, ADME, patenting of IP, and the ethical aspects of pharmaceuticals.
Outcomes:
Students will be able explain the strategy of drug candidate analog design, synthesis, binding and inhibition constants, drug testing strategies, pharmacokinetics, structure-activity relationships (SAR), and the therapeutic index of drugs

CHEM 340 Advanced Inorganic Chemistry (3 Credit Hours)
Pre-requisites: CHEM 302
Lecture course covering modern theories of atomic and molecular structure as applied to inorganic chemistry with discussion of acid-base theories, the chemistry, spectra and reaction mechanisms of coordination and organometallic compounds. Symmetry is used to develop molecular orbital diagrams, predict geometry, hybridization schemes and interpret electronic spectra.
Outcomes:
Students will learn chemical principles in these areas

CHEM 341 Advanced Inorganic Laboratory (1 Credit Hour)
Pre- or co-requisites: CHEM 340
A laboratory course illustrating topics and techniques used in modern inorganic chemistry; coordination and organometallic compounds are prepared and characterized by IR, UV-Vis and NMR spectroscopy, and magnetic susceptibility measurements. All experimental work is recorded in a laboratory notebook and includes a formal written report.
Outcomes:
Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements

CHEM 361 Principles of Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 222 or CHEM 224 or (CHEM 240 pre-req and CHEM 260 co-req)
This course examines the structural' functional relationships in proteins, nucleic acids, carbohydrates and lipids as well as their metabolic pathways. CHEM 361 is cross-listed with BIOL 366. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees. These students must take CHEM 370.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-BIOL366/BIOI366/CHEM361
Outcomes:
Students will be able to demonstrate an understanding of biological molecules and how they are metabolized

CHEM 365 Proteomics (3 Credit Hours)
Pre-requisites: CHEM 361 or CHEM 370
Proteomics describes and deciphers the protein structures that are the result of biochemical interactions encoded in a genome. To understand these processes, proteins have to be identified, sequenced, categorized, and classified with respect to their function and interaction in a protein network. This course will teach students how to characterize functional protein networks, examine their dynamic alteration during physiological and pathological processes. The course will also cover techniques to analyze and identify proteins using protein databases and study protein to protein interactions in the discover of drugs for diseases.
Interdisciplinary Option: Bioinformatics
Course equivalencies: CHEM365/BIOI386

CHEM 370 Biochemistry I (3 Credit Hours)
Pre-requisites: CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240 and CHEM 242 pre-req, and CHEM 260 co-req); Restricted to Chemistry and Biochemistry majors
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways. Chemistry and Biochemistry majors must take CHEM 370. CHEM 361 may not count towards CHEM-BS, BIOC-BS, or BIOC-BA degrees.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate an understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 371 Biochemistry II (3 Credit Hours)
Pre-requisites: CHEM 370
This is the second part of a two-semester Biochemistry lecture series that emphasizes important biochemical concepts on lipid, amino acid and nucleotide metabolic pathways as well as the structure and function of nucleic acids. Special topics on sensory systems, motility, immunology and drug development will also be discussed.
Outcomes:
Students will be able to demonstrate an understanding of metabolic pathways and of current research topics in biochemistry

CHEM 372 Biochemistry Laboratory I (2 Credit Hours)
Pre-requisites: CHEM 242 or CHEM 222 or CHEM 226; and (CHEM 260 and CHEM 272) or (CHEM 212 and CHEM 214); and CHEM 370; Restricted to Biochemistry majors
This laboratory is designed to simulate a research experience and to teach basic techniques utilized in a biochemistry laboratory. The course theme involves a comparative investigation of the enzyme glyceraidehyde-3-phosphate dehydrogenase (GAPDH) from various animal sources. All procedures required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on GAPDH from either an aquatic or land animal source, e.g., trout, tuna, pork beef or chicken.
Outcomes:
Students will be able to purify and characterize an enzyme in a research context

CHEM 373 Biochemistry Laboratory II (2 Credit Hours)
This laboratory course is designed to simulate a research project in which molecular biology techniques and biochemistry are integrated. Those techniques are used as important tools to help solve questions in enzyme structure and function. he course theme involves an investigation on the relationship between protein structure and function of the ADP-glucose pyrophosphorylase (ADP-Glc PPase) from Escherichia coli. All procedure required in lab will be found by the student in the library and proposed to the instructor(s) as a pre-lab exercise. Each two-student team will be working on a specific ADP-Glc PPase that has been previously obtained in a recombinant form. Their genes will be provided in a plasmid form. The student will learn strategies to produce and test a hypothesis in this area. Additionally, the student will learn how to integrate molecular biology techniques and biochemistry.
Outcomes:
Students will study the basic concepts of enzyme structure relationships and how to investigate them

CHEM 380 Chemistry Seminar (1 Credit Hour)
Pre-requisites: CHEM 240 or CHEM 222 or CHEM 224
A weekly seminar course with presentations, generally given by outside speakers, covering topics in chemistry usually not encountered in the classroom.
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

CHEM 385 Advanced Enzyme Kinetics and Mechanisms (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be topics that are related to modern enzymology. The structure of this course will involve lectures by Dr. Ballicora for each topic, and discussion with the students.
Outcomes:
Students will be able to understand enzyme mechanisms and be able to make oral presentations on recently published articles

CHEM 386 The Chemistry of Enzymes (3 Credit Hours)
Pre-requisites: CHEM 370, restricted to Biochemistry majors
The course describes the chemical strategies employed by enzymes to accelerate reactions combined with an examination of the specialized methods employed to study enzyme chemistry. The course is lecture based with concurrent problems sets. The course content will focus on deductive reasoning to understand what is observed how best analyze data obtained from the study of enzymes.
Outcomes:
Students will gain an understanding of transient state chemical kinetics as it pertains to the study of enzymes

CHEM 387 Plant Biochemistry (3 Credit Hours)
Pre-requisites: CHEM 370
The major themes in this course will be about topics that are related to plant biochemistry and metabolism. The structure of the course will involve lectures for each topic, with discussion with the students. Students will learn how plants and photosynthetic organisms acquire and process energy. Plant metabolism will constitute a central part of the course, focusing on the main differences from other living organisms. A solid understanding of plant metabolism will inspire the student to think about all the possibilities that plant biochemistry and biotechnology offer to solve critical problems, such as malnutrition, global climate change, drug discovery, and infectious diseases.
Outcomes:
Students will be able to understand how knowledge of plant biochemistry is important in many areas, including medicine, nutrition and climate change

CHEM 388 Biophysical Chemistry (3 Credit Hours)
Pre-requisites: CHEM 361 or 370
Survey of experimental methods for the physicochemical characterization of biomolecules. Topics include electrophoresis, mass spectrometry, calorimetry, optical spectroscopy, NMR, and X-ray crystallography.
Outcomes:
Students will have a conceptual understanding of different experimental methods for the physicochemical characterization of biomolecules and will be able to evaluate utility and limitations of the different approaches

CHEM 395 Special Topics in Chemistry (0-3 Credit Hours)
Pre-requisites: Satisfactory progress toward completion of the core chemistry courses, and junior or senior status
Course content varies from semester to semester and has included advanced topics in analytical, inorganic, organic, physical, and biochemistry.
Outcomes:
Students will acquire an advanced understanding of a selected topic in chemistry

CHEM 395B Bioethics Minor Capstone: Chemical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when CHEM 395 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and chemical issues with regard to the special topic in chemistry

CHEM 396 Special Topics in Biochemistry (1-3 Credit Hours)
1) Course content varies from semester to semester and includes advanced topics in biochemistry. 2) Satisfactory progress toward completion of the core chemistry courses, and junior or senior status. 3) Students will acquire an advanced understanding of a selected topic in biochemistry.

CHEM 399 Internship in Biochemistry or Chemistry (2-3 Credit Hours)
A supervised field placement to give students training or work experience in aspects of biochemistry or chemistry that are not commonly available on campus. Students will work outside the classroom (e.g. industrial setting or national lab) applying and extending their biochemistry or chemistry skills, typically for at least 150 hours to receive 3 credits or for more than 100 hours for 2 credits. Permission of faculty advisor Students must complete a total of 3 credits to receive engaged learning credit. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will acquire practical experience in biochemistry or chemistry related job settings

CHEM 400 Chemistry Seminar (1 Credit Hour)
This weekly seminar series on current topics in Chemistry is presented by experts from outside Loyola.

CHEM 401 Chemistry Methodology and Communication (3 Credit Hours)
Pre-requisites: Graduate Standing
This is the common preparatory course providing all chemistry graduate students with the necessary skills to navigate towards their respective degrees and success post-degree. Topics include: notebooks, design of experiment, safety, ethics, effective communication of science, conflict resolution, and professional conduct.
Outcomes:
Students are prepared with the soft skills and formal training in research methodology and compliance expectations expected of a graduate student and a professional chemist in a senior role

CHEM 415 Special Topics in Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester.

CHEM 420 Advanced Organic Chemistry I: Struct-Stereo (3 Credit Hours)
Important organic chemical concepts. Includes discussion of the stereochemistry of carbon, organic quantum mechanics, chemical kinetics and related mechanistic concepts, and an introduction to synthetic methodology.

CHEM 422 Advanced Organic Chemistry III: Mechanism (3 Credit Hours)
This is an intensive review of the more general types of organic chemical mechanisms, such as electrophilic and nucleophilic additions, substitution reactions, elimination processes, and hemolytic processes. The experimental approach to mechanisms is emphasized.

CHEM 423 Medicinal Chemistry (3 Credit Hours)
This course explores how medicinal chemists design and synthesize new drug candidates as well as the hurdles that must be overcome in meeting the FDA requirements of efficacy and safety on the road to market, emphasizing the therapeutic index that underscores the risk/benefit consideration of every drug.
Outcomes:
1) Explain risk/benefit of drugs in efficacy vs. toxicity and the therapeutic index/window; 2) Summarize interactions of drugs with receptors, enzymes, or nucleotides; 3) Analyze structure-activity relationships given potency data

CHEM 424 Molecular Characterization Part A (3 Credit Hours)
Pre-requisites: Graduate Students Only
This course will include a closer look at the theory and applications of several spectroscopic methods used for analysis of organic as well as inorganic compounds, including 1D and 2D methods employing 1H and 13C NMR, in addition to other elements; UV/Vis, combined with mass spectrometry.
Outcomes:
Students will be able to identify a compounds molecular structure based of spectroscopic means and understand the working principles behind those spectroscopies

CHEM 425 Special Topics in Organic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are: natural products, free radicals, molecular rearrangements, photochemistry, heteronuclear NMR, carbocyclic chemistry, medicinal chemistry, synthetic organic methodology, pericyclic reactions, heterocycles.

CHEM 429 Research in Organic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 430 Physical Chemical Survey (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Covers chemical thermodynamics, molecular structure and spectra, and chemical kinetics. It includes review and survey of some recent research.

CHEM 431 Chemical Thermodynamics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
An extended study of the principles of the thermodynamic laws followed by applications to real and ideal systems of gases, liquids, and solids; partial molal properties; principles and applications of quantum statistical thermodynamics to gaseous equilibria

CHEM 433 Chemical Kinetics (3 Credit Hours)
Pre-requisites: calculus and undergraduate physical chemistry
Description of rates of chemical reactions and interpretations thereof; principal theories of bimolecular and unimolecular processes; chain reactions; development of absolute reaction rate theory and application to a number of chemical systems; potential energy surfaces; includes heterogeneous kinetics, solution phenomena, isotopic effects, flow systems, empirical kinetic relations.

CHEM 435 Special Topics in Physical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are NMR spectroscopy, photophysical processes, molecular spectroscopy, computational chemistry, molecular modeling, and spectroscopy of surfaces.

CHEM 436 Statistical Thermo Dynamics (3 Credit Hours)
Methods of classical and quantum statistical mechanics applied to thermodynamic problems; calculation of thermodynamic quantities from spectral data; properties of real gases; selected problems in the solid sate.

CHEM 437 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: CHEM 302 or equivalent; strong courses in calculus and modern physical chemistry, and some knowledge of computer programming
A thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 438 Quantum Mechanics II (3 Credit Hours)
Pre-requisites: CHEM 437
This course is a continuation of CHEM 437, which is a thorough introduction to elementary quantum chemistry: angular momentum, quantum mechanical operators, interaction of radiation with matter, the many-electron atom, introduction to matrix mechanics, approximate methods, SCF calculations, electronic structure of polyatomic molecules, recent molecular orbital calculations.

CHEM 439 Research in Physical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 441 Advanced Inorganic Chemistry (3 Credit Hours)
The important topics in inorganic and organometallic chemistry are surveyed.

CHEM 445 Special Topics in Inorganic Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are organometallic chemistry and catalysis, bioinorganic chemistry, physical methods in inorganic chemistry, inorganic reaction mechanisms, non-metal chemistry, transition metal clusters and X-ray crystallography.

CHEM 449 Research in Inorganic Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 451 Chemical Methods of Analysis (3 Credit Hours)
Topics covered include the statistical evaluation of analytical results and sources of errors, sampling and significance of proper samples, optimization of experiments, review of acid-base theory, chelometry and its applications, theory of precipitation, oxidation and reduction reactions and applications.

CHEM 452 Electrochemistry (3 Credit Hours)
Fundamentals of electrochemistry, the application of electrochemical techniques and current literature.

CHEM 454 Analytical Separations (3 Credit Hours)
Topics include aspects of chromatography, partition, thin layer, gas and liquid chromatography, mass spectroscopy and other techniques.

CHEM 455 Special Topics in Analytical Chemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. This course may involve a lab. Some courses are analytical absorption and emission spectroscopy, electroanalytical methods, environmental chemistry, lasers in analytical spectroscopy, and mass spectroscopy.

CHEM 456 Analytical Spectroscopy (3 Credit Hours)
We will discuss photometric instrumentation, absorption, emission and fluorescence spectroscopy and types of analytical laser spectroscopy.

CHEM 459 Research in Analytical Chemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 460 Biophysical Chemistry (3 Credit Hours)
This class will cover the role of molecular interactions in determining the structure and reactivity of complex biological molecules. Modern experimental techniques are used in studying these interactions in biological systems.

CHEM 461 Biochemistry (3 Credit Hours)
The conformation, dynamics and biological activities of macromolecules, generation and storage of metabolic energy, and genetic information and biosynthesis will be discussed.

CHEM 465 Special Topics in Biochemistry (3 Credit Hours)
Specific titles and contents vary from semester to semester. Some courses are protein chemistry, sequence and 3D structure, magnetic resonance spectroscopy, protein crystallography, bio-inorganic chemistry, molecular biology, molecular dynamics of proteins, and current developments in biochemistry and related areas.

CHEM 469 Research in Biochemistry (1-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 470 Biochemistry I (3 Credit Hours)
Pre-requisites: Completion of undergraduate organic chemistry
This is the first part of a two-semester Biochemistry series that emphasizes important biochemical concepts on the structure and function of proteins, enzymes, carbohydrates, lipids and cell membranes as well as on the bioenergetic and regulatory principles behind the central and carbohydrate pathways.
Course equivalencies: X- CHEM 370/CHEM 470
Outcomes:
Students will be able to demonstrate and understanding of structural-functional relationships in biological molecules and how carbohydrates are metabolized

CHEM 479 Research in Chemical Education (1-9 Credit Hours)
Co-requisites: RMTD 400 and CIEP 229; This course is restricted to Chemistry Ph.D. students
Prerequisites or This course will count toward the research credits of those students seeking a Ph.D. degree with a focus on Chemical Education. It will examine the effects of numerous variables on the learning and teaching of chemical principles and skills.
Outcomes:
Students will be able to: *describe the primary theoretical underpinnings of the chemical education research field; *describe and apply methods for preparing research data collected for publication; *describe and apply methods for analyzing chemical education research projects & manuscripts

CHEM 480 Chemistry for Teachers I (3 Credit Hours)
This course focuses on aspects specific to the teaching and learning of chemistry at post- secondary levels. Geared towards graduate students, undergraduate seniors, or current educators who plan on instructing college students, it explores principles surrounding how people learn chemistry and how to align pedagogies and environments to optimize learning opportunities for students. Course activities and assignments are designed to initiate the building of an instructional portfolio to prepare enrolled students for potential academic careers.

CHEM 491 Laboratory Investigations in Chemistry C (1 Credit Hour)
A course designed for high school science teachers to help construct and create chemistry laboratories for students in the context of urban high schools. Students must be enrolled in one of the SOE's M.Ed. in science ed cohorts.
Outcomes:
Learning how to teach inquiry based science labs; learning how to create labs within the constraints of an urban school district

CHEM 497 Organic and Bio Chemistry for Teachers (3 Credit Hours)
Pre-requisites: Must be enrolled in M.Ed. in Chem Ed program
A course designed for urban high school teachers to enhance knowledge of chemistry and chemistry teachers.
Outcomes:
Increased chemistry content knowledge, ability to teach inquiry based chemistry

CHEM 500 Graduate Student Seminar (1 Credit Hour)
This gives students an opportunity to prepare and present a professional chemistry seminar for other professional chemists. The presenter is trained in organizing materials for the 500 Graduate Student Seminar (1)presentation and has the experience of conveying high level technical information to a friendly audience in preparation for subsequent professional presentations in the industrial, academic, and/or scientific meeting arena. The topics of the seminar should not be related to the student's research. The course should be taken at least once by all degree-seeking students.

CHEM 501 Directed Study (1-6 Credit Hours)
A special reading project is undertaken by qualified students and directed by a faculty member of the department with chairperson's approval.

CHEM 509 Doctoral Research (0-9 Credit Hours)
Laboratory. Specific content varies on consultation with a faculty sponsor.

CHEM 595 Thesis Supervision (1 Credit Hour)
The course is for master's degree candidates after completion of course requirements.

CHEM 600 Dissertation Supervision (1 Credit Hour)
The course is for Ph.D. degree candidates after completion of courses, cumulative examinations, and research tool requirements.

CHEM 605 Master's Study (1 Credit Hour)
This course is for MS students in the (up to two) intervening semesters between completing coursework/research credits and beginning their thesis supervision.

CHEM 610 Doctoral Study (1 Credit Hour)
This course is for PhD students in the intervening two semesters (pre-candidacy) between completing coursework/research credits and beginning their dissertation supervision.

Chinese (CHIN)

Discover, search, courses (p. 2661)!

CHIN 101 Chinese I (3 Credit Hours)
This is an introductory course in Modern Standard Chinese (Mandarin) for students with none or little prior experience in Chinese. This course introduces the four basic communicative skills in Chinese: listening, speaking, reading and writing, and emphasizes on conversation. They will be able to understand and respond to greetings, as well as talk about family members, time, hobbies and friends. They will learn nearly 200 characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN101/ASIAC01
Outcomes:
Students will achieve active control of Chinese sound system and writing system

CHIN 102 Chinese II (3 Credit Hours)
Pre-requisites: CHIN 101
CHIN 102 is a continuation of CHIN 101. Students will expand their knowledge of Chinese characters, vocabulary and grammar, improve their skills on listening, speaking, reading, and writing skills, and learn more cultural knowledge. Aside from dialogues, they will also read a short dairy and a letter. They will learn some 200 new characters.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN102/ASIAC02
Outcomes:
Students will be able to make appointments, talk about Chinese learning experience, school life, shopping, weather and transportation

CHIN 103 Chinese III (3 Credit Hours)
Pre-requisites: CHIN 102
CHIN 103 builds on the knowledge and skills gained in CHIN 101-CHIN 102. This course develops conversational skills by using fundamental grammatical patterns and vocabulary in functional contexts.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN103/ASIAC03
Outcomes:
Students will learn dialogues used in the contexts of dinning out, studying in library, asking directions, attending birthday party, seeing a doctor, and dating

CHIN 104 Chinese IV (3 Credit Hours)
Pre-requisites: CHIN 103
CHIN 104 is the continuation of CHIN 103. This course further extends students' knowledge of Chinese vocabulary and grammar, and improves their skills in listening, speaking, reading, and writing.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-CHIN104/ASIAC04
Outcomes:
Students will learn expressions in the contexts of renting an apartment, mailing a letter and traveling in both mainland China and Taiwan, talking about hometown and sports, and checking in at the airport

CHIN 190 Business Chinese I (3 Credit Hours)
Pre-requisites: CHIN 101
Business Chinese I is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. Examples of topics include meeting with a manager, being introduced to colleagues, and attending social events.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
1) An expanded vocabulary (500-600 characters in total); 2) deeper knowledge of Chinese grammar; and 3) a multi-faceted introduction to Chinese business culture

CHIN 191 Business Chinese II (3 Credit Hours)
As a follow-on course to Business Chinese I (CHIN 190), this course is primarily intended for students who are interested in pursuing a career that may involve working in China or doing business with Chinese corporate partners. In CHIN 191, all the topics are practical for a "real world" business environment, for instance, making an appointment, visiting a company, introducing production facilities and products, dining etiquette, and socializing with colleagues after work.
Outcomes:
Upon completion of Business Chinese II, the student should have 1) an expanded vocabulary frequently encountered in a business environment, 2) deeper knowledge of Chinese syntax (sentence patterns and habitual usages), morphology (character construction and combinations), and other aspects of grammar (eg, verb tense markers, positioning of prepositional phrases and adverbials), and 3) a multifaceted introduction to Chinese business culture

CHIN 250 Composition and Conversation (3 Credit Hours)
Pre-requisites: CHIN 104
This course focuses on different aspects of Chinese life and society, enhancing students' ability to understand Chinese culture and Chinese ways of socializing, thinking, lifestyle, etc.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 251 Advanced Composition & Conversation (3 Credit Hours)
Pre-requisites: CHIN 250
This course focuses contemporary aspects of Chinese life and society.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will increase their vocabulary and improve their ability to compose formal speech and carry on discussions

CHIN 252 Advanced Composition and Conversation II (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 251 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 253 Advanced Composition and Conversation III (3 Credit Hours)
Pre-requisites: Students must have completed CHIN 252 or equivalent
In this course students will further expand their vocabulary, acquire more-advanced grammatical structures and usage patterns, learn to communicate in Chinese both in the classroom and in social settings and deepen their understanding of Chinese culture.
Interdisciplinary Option: Chinese Language & Culture
Outcomes:
Students will be able to further enhance their listening, reading, speaking and writing skills as well as appreciate the cultural nuances of the Chinese language

CHIN 395 Tutorial (1-6 Credit Hours)
This independent study course provides an opportunity to explore a topic of interest to the student related to Chinese language and culture under the guidance of a faculty member.

Classical Civilization (CLST)

Discover, search, courses (p. 2661)!

CLST 206 Art of Ancient Greece (3 Credit Hours)
This course is an introduction to the art of the ancient Greek world from the Bronze Age through the Hellenistic period (to c. 50 B.C.E.), focusing on major trends and developments in Classical Greek architecture, sculpture, pottery and painting through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST206/FNAR336
Outcomes:
Students should be able to recognize and interpret selected examples of ancient Greek art, including painting, sculpture, architecture, and other types; they should be able to apply their art-critical and appreciation skills to other types of art

CLST 207 Art of the Roman World (3 Credit Hours)
This course is an introduction to the art of the Roman world from c. 3000 B.C.E. to c. the fifth century CE. It focuses on major trends and developments in Etruscan, Roman and later Greek art, including architecture, painting, mosaic, and sculpture through close study of individual examples.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-CLST207/FNAR337/ROST307
Outcomes:
Students should be able to recognize and be able to interpret selected examples of ancient Roman art, including painting, mosaic, sculpture, architecture, and other types; they will be able to apply their art-critical and appreciation skills to other types of art

CLST 241 Religions of Ancient Greece (3 Credit Hours)
This course examines the beliefs and practices in ancient Greek religion by studying the written, artistic, and archaeological evidence for their forms and functions and the environment in which they flourished.
Interdisciplinary Option: European Studies
Course equivalencies: CLST241/CLST371
Outcomes:
Students will be able to demonstrate understanding of ancient Greek religions

CLST 267 Medical and Scientific Terminology in Context (3 Credit Hours)
This course focuses on the ancient Greek and Latin roots of terminology relating to the sciences, specifically, medical science. The development and changes in the scientific paradigm are explored through readings in translation of a variety of ancient Greek and Roman thinkers.
Outcomes:
Students should be able to demonstrate knowledge and better understanding of the language of modern science

CLST 271 Classical Mythology (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271G Classical Mythology - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines Greek and Roman literature involving myth and how peoples use traditional narratives and characters to explain and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. CLST 271G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now

CLST 271R Classical Mythology - Rome Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on Greek and (especially) Roman literature involving myth and how ancient and modern peoples use traditional narratives, characters, images and conceptions to explore, explain, and experiment with ideas about themselves and their surroundings in their historical, social, cultural and intellectual contexts. Students should be able to demonstrate knowledge of the fundamental myths of the ancient Greek and Roman world, their language and possible meanings, and how myth reflected important collective and individual concerns, values, beliefs, and practices then, even as modern myth does now.
Interdisciplinary Option: European Studies
Course equivalencies: CLST271/CLST271G
Outcomes:
Students will gain factual knowledge of the essential characters and basic narratives of the most important myths of ancient Greece and Rome; Students will gain a broader understanding and appreciation of intellectual and cultural activity through Classical myth as simultaneously fixed and mutable narrative, one which depends on unchanging elements as it is refracted through different genres, authors, and time periods; Students will gain basic knowledge of modern myth theory as well as awareness of both its broad categorization and the difficulty of a universal definition of myth; Students will be able to analyze and evaluate critically particular versions of myths in their cultural and historical context as well as in reference to other versions of the same stories from different contexts; Students will be able to interpret myths using modern myth theories and to recognize the use of myth as consciousness-raising in religious contexts; Students will learn to apply course material to improve thinking by contextualizing their own moral sensibilities and aesthetic preferences by comparing the archetypes of ancient myths with modern archetypes

CLST 272 Heroes & the Classical Epics (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course centers upon the epics of the ancient Mediterranean world, their nature and significance, and, especially, the concepts of heroes and heroism.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of ancient epic as a literary genre, what heroes are and why they are featured in epics, and how epics began and evolved to reflect audiences and their social, cultural, political and other concerns, values (such as leadership) beliefs and practices

CLST 273 Classical Tragedy (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Course equivalencies: CLST273/CLST273G
Outcomes:
Students should be able to demonstrate knowledge of plot, characters and themes in Greek drama; understanding of the historical, social and cultural conditions implicated with each work; comprehension of concerns and values contained in them, such as justice, and how these are mirrored in modern literature and drama

CLST 273G Classical Tragedy - Women/Gender Focus (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to extant Greek tragic drama, especially through the works of Aeschylus, Sophocles and Euripides. CLST 273G focuses, within this field, on concerns of women's studies and gender studies.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies, Women & Gender Studies
Course equivalencies: CLST273/CLST273G

CLST 274 World of Archaic Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the history, literature, art, culture and society of Archaic Greece (c. 750-480 B.C.E.), the precursor of Classical Greece and western civilization.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 275 World of Classical Greece (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course investigates the history, literature, art, culture and society of Classical Greece (c. 480 B.C.E. to c. 300 B.C.E.), the origin of so much that has impacted western civilization; its primary focus is Athens in the fifth and fourth centuries B.C.E.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, concerns, and the major figures of the age

CLST 276 World of Classical Rome (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman people through study of their history, politics, society and culture especially in the 1st centuries B.C.E. and C.E., the turning points of Republican and Imperial Rome.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies, Shakespeare Studies
Course equivalencies: CLST276/ROST276
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 277 World of Late Antiquity (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course investigates the historical development of the Roman Empire in the 3rd to 5th centuries C.E. when the Mediterranean basin and Europe re-evaluated their classical past and decisively set their course toward Medieval and later governmental, religious and cultural history.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social accomplishments, events, institutions, trends, questions, and concerns, and the major figures of the age

CLST 278 Experiencing Mesopotamia (3 Credit Hours)
This course introduces daily life in Ancient Mesopotamia. Students will become acquainted with the ways in which individuals experienced family, government, sports, art, and societal interaction in the "cradle of civilization."
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will understand the emergence of certain aspects of daily life in the world's first civilizations and be able to contextualize these developments within the Mesopotamian political and social sphere

CLST 279 Classical Rhetoric (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores how ancient Greeks and Romans practiced and interrogated the 'craft of speech' (rhetorike techne), specifically persuasive speech, especially as it would be delivered in public settings.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will learn to assess the relationship of Classical rhetorical literature to the world that produced and used it

CLST 280 Romance Novel in Ancient World (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to the ancient masterworks of Greek and Roman fiction in the form of the novel.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to appreciate and explain the ancient romance novel, including the components of structure, characterization, theme, narrative technique, style, and meaning

CLST 281 War and War Experience, Ancient and Modern (3 Credit Hours)
This course focuses upon the institution of war and its effects upon individuals, especially in ancient Greece and modern times.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students should be able to understand better and demonstrate knowledge of the many levels of active and passive war experience, including participant/observer, combatant/non-combatant, and various groups in and out of war, ancient and modern

CLST 282 The Use & Abuse of Ancient History (3 Credit Hours)
This course will evaluate the ways in which ancient events, individuals, art, and literature have been recycled, manipulated, and (mis)understood by modern societies, particularly in political contexts. We will tackle an entire range of the (mis)uses of ancient history, including its recontextualization in the service of pseudoscience; generational racism; historical revisionism; partisan politics; and sensationalized fiction. However, the course material is not only concerned with a presentist approach; we will develop these issues within an historical continuum, examining also the ways in which censorship, revisionism, and (mis)appropriation was incorporated into ancient narratives about their own distant pasts. The nature of the course framework is such that the students will receive a wide-angled survey of the ancient world, moving through periods associated with Ancient Near Eastern empires, all the way to imperial Rome. The class will be lecture and discussion-based.
Outcomes:
Understand how history was imagined and contrived in the ancient world; Interpret in historical, political, and social contexts the ways in which both ancient and modern civilizations have (mis)appropriated ancient history and myth in multiple media; Identify the rationale for the adoption of ancient cultural history in the modern era; Discover and present additional examples of references to ancient history in modern media; Understand the concepts of historical revisionism and censorship, and be able to apply these approaches to modern contexts; Enhance their research and writing skills through several in-class and written exercises by learning to write in an argumentative style using primary sources from the ancient world, secondary sources written about ancient culture, and in-class discussions

CLST 283 Classical Comedy & Satire (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
In this course, students engage with great literary works of the ancient world that combine social criticism with humor.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to demonstrate knowledge of such authors as Aristophanes, Menander, Terence, and Petronius, and their works, including the components of plot, characters and themes in the main works of ancient comedy and satire; as well as understanding of the historical, social and cultural conditions implicated with each work

CLST 288 Greek Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in ancient Greek literature. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Greek literature and its possible interpretations

CLST 289 Latin Literature in Translation (3 Credit Hours)
Students study a selected range of masterworks in Latin literature. (This is a special topics course.)
Course equivalencies: X-CLST289/ROST289
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature and its possible interpretations

CLST 295 Women in the Classical World (3 Credit Hours)
This course investigates the social roles available to women in the ancient Greek and Roman worlds, together with beliefs, behaviors, and cultural expressions supporting ancient Greek and Roman constructions of womanhood.
Interdisciplinary Option: Italian Studies, Women & Gender Studies
Course equivalencies: X-CLST295/WOST295/WSGS295
Outcomes:
Students should be able to identify and discuss distinctive Classical patterns of thought and behavior regarding women and gender

CLST 304 History of Ancient Philosophy (3 Credit Hours)
See PHIL 304: The History of Ancient Philosophy
Interdisciplinary Option: European Studies
Course equivalencies: X-PHIL304/CLST304

CLST 305 Ancient Political Thought (3 Credit Hours)
See Ancient Political Thought. (PLSC 304)

CLST 306 Science in Ancient Greece and Rome (3 Credit Hours)
This course will focus on the origins of scientific thought and the scientific method in the Classical world and broader Mediterranean. We will survey the attitudes of Greeks and Romans towards physics, biology, evolution, medicine, and animal behavior, and ask why science emerged in Greece and Rome in the first place.
Outcomes:
Students will learn about the history of ideas of nature, physics, biology, medicine, and animal behavior in Ancient Greece, Rome, and the broader Mediterranean

CLST 308 History of Rome to Constantine (3 Credit Hours)
See HIST 308A: Roman History to Constantine
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308

CLST 309 Greece to Alexander the Great (3 Credit Hours)
See HIST 307: Greece to Alexander the Great
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307

CLST 315 Alexander & Hellenistic World (3 Credit Hours)
This course centers on the history, literature, art, culture and society of the Hellenistic world from 336 to c. 31 B.C.E. and assays the impact of Alexander the Great particularly in the eastern Mediterranean, the site of the kingdoms established by the successors of Alexander; a particular focus is Egypt and its capital, Alexandria.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge about the significant political, cultural and social events, institutions, questions, and concerns, and the major figures of the age

CLST 316 Western Patristic Thought (3 Credit Hours)
This course centers on first-hand study of the leading voices of early Christianity in the western portion of the Roman Empire, from the first century C.E. to Augustine.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST316/THEO316
Outcomes:
Students should be able to demonstrate detailed knowledge about the western Church fathers, their works, and the impact of these upon the Church and its teachings

CLST 318 Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

CLST 324 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago.
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant; They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum

CLST 328 Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

CLST 334 Intro to Classical Archeology (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world and on the methodologies involved with the recoveries.
Interdisciplinary Option: European Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 334R Introduction to Classical Archaeology - Rome/Italy Focus (3 Credit Hours)
This course focuses on the main explorations and achievements in the recovery of monuments of the ancient Greco-Roman world, particularly in Rome and Italy, and on the methodologies involved with the recoveries.
Interdisciplinary Option: Italian Studies
Course equivalencies: X-ANTH334/CLST334
Outcomes:
Students should be able to recognize and interpret selected sites and monuments of the Greco-Roman world; They should be able to demonstrate knowledge of methodologies and the technical vocabulary of classical archaeology

CLST 340 Classical Arch-Greek Temples (3 Credit Hours)
This course centers on the art and architecture of selected ancient Greek temples and upon the methodologies involved with their study and understanding.
Course equivalencies: X-ANTH340/CLST340
Outcomes:
Students should be able to recognize and interpret selected Greek temples and demonstrate knowledge of the methodologies and technical vocabulary associated with them

CLST 342 Geography of The Ancient World (3 Credit Hours)
This course focuses on the history of, ideas relating to, and expressions about the geography of the ancient Greco-Roman world as a background for the study of the ancient Mediterranean world.
Outcomes:
Students should be able to demonstrate knowledge of the significant authors, texts, and concepts relating to ancient Mediterranean geography; They should be able to demonstrate good comprehension of technical terms associated with that geography

CLST 344 Ancient Greek and Roman Coins (3 Credit Hours)
This course centers on the numismatics of the ancient Mediterranean world and upon coins as sources for the history, art, epigraphy and mythology of ancient Greece and Rome.
Outcomes:
Students should be able to recognize, assess and interpret various types of Greek and Roman coins; They should be able to demonstrate good comprehension of technical terms associated with ancient Mediterranean numismatics

CLST 348 Introduction to Museum Studies (3 Credit Hours)
In collecting, preserving, interpreting, and presenting items of material cultures, as the 20th century recognized and reconsidered, museums function as mass-media, social "tracers" as well as "objects-subjects" for economic and political elaboration. This course introduces students to relevant concerns of objects, conceptualization and communication, scholarship, cultural property, and identity.
Outcomes:
Students will gain understanding of how museums conserve cultural artefacts, serve academic research, educate specialist and non-specialist audiences, and focus social energy in local and touristic communities

CLST 361 Roman Political Theory & Practice (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Roman political institutions from earliest times to that of Justinian., as well as the legal appurtenances of those constituents.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST361/ROST361
Outcomes:
Students should be able to explain constituents of Roman civil and legislative procedure, including assemblies, magistracies, courts, etc

CLST 362 Roman Law (3 Credit Hours)
This course investigates the history, scope, principles, and components of Roman civil and private law from the archaic period to Justinian's codification.
Interdisciplinary Option: European Studies, Sociolegal Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students should be able to explain Roman legal and civil procedure, including the legal concepts of property, the person, family law, and legal obligations and issues, including contracts, civil wrongs, etc

CLST 363 Law & Legislature-Ancient Greece (3 Credit Hours)
This course investigates the history, scope, principles and components of ancient Greek law and legislation from Homeric times through the Classical Period., especially in Classical Athens.
Interdisciplinary Option: European Studies, Sociolegal Studies
Outcomes:
Students should be able to explain Greek legal, civil and legislative procedure, including concepts of justice and due process, as well as legal issues such as inheritance, homicide, etc

CLST 373 Daily Life in Ancient Greece (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the societies of ancient Greece, including, among other topics, their involvement in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Greece, what important issues and concerns affected the ancient Greeks and how these are to be compared and contrasted with their own life issues and concerns

CLST 374 Private Life of Ancient Romans (3 Credit Hours)
This course constitutes an investigation of the lives of individuals amidst the society of ancient Rome (and the Roman Empire), including, among other things, their involvements in religion, politics, education, and their gender-relations.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST374/ROST374
Outcomes:
Students should be able to demonstrate knowledge of what it was like to be alive and active in ancient Rome, what important issues and concerns affected the ancient Romans (and subjects of Rome) individually, and how these are to be compared and contrasted with their own life issues and concerns

CLST 375 Archaeology of Early Greece (3 Credit Hours)
This course surveys archaeological research in Greece covering the Paleolithic Age through the early Iron Age (c. 700 B.C.E.).
Course equivalencies: X-CLST375/ANTH375
Outcomes:
Students should be able to demonstrate knowledge of the main archaeological sites and their contents and the importance of archaeological material for reconstructing knowledge about the period; students should also be able to demonstrate knowledge of archaeological methodology and how evidence is gathered, classified and interpreted

CLST 376 Homeric Questions (3 Credit Hours)
Pre-requisites: CLST 272 is recommended
An advanced course in the Iliad and/or Odyssey enriched by study of Homeric scholarship from the time of Wolf's Prolegomena (1795) to the present day. Concentrations can include such key issues as "the Homeric question," the Parry-Lord theory, narratology, rhetorical criticism, and the psychiatric interpretations of Dr. Jonathan.
Outcomes:
Students will be able to place the Homeric poems into their historical and literary context

CLST 378 Sport in Ancient Greece & Rome (3 Credit Hours)
This course focuses on the practices of and attitudes toward athletics of the ancient Greeks and Romans.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST378/PHED202
Outcomes:
Students should be able to demonstrate knowledge about the educational, philosophical, and political significance of athletics from Homeric times through the Roman Empire; They should be able to assess and interpret written, artistic and archaeological evidence relating to ancient athletics

CLST 380 Research in Classical Studies (3 Credit Hours)
Students complete a semester-long research project on a topic in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will improve research methods and produce a research paper that engages with both primary sources and secondary scholarship

CLST 381 Directed Study (1-3 Credit Hours)
This course is centered on extensive and in-depth study of a selected author or topic involving ancient Greece or Rome. (This is a special study course, carried on by students usually under the direction of a faculty member of the department.)
Outcomes:
Students should be able to demonstrate deeper understanding of the selected author or topic

CLST 382 Internship in Classical Studies (3 Credit Hours)
Students complete a semester-long internship (100 hours minimum) that builds on their training in Classical Studies.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience while applying theories and techniques gained from coursework

CLST 383 The Humanism of Antiquity I (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from Homer to Plato, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Greek texts concerned with these issues and topics

CLST 384 The Humanism of Antiquity II (3 Credit Hours)
This course centers on extensive readings of pertinent classical authors from early Rome to the High Empire, tracing the evolution of aspects of human belief. (This is a capstone course for majors in Classical Studies.)
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of the human individual and the relationship of the human person both to the material and spiritual world; They should be able to assess and interpret ancient Latin texts concerned with these issues and topics

CLST 385 Historical Classic Greek Literature to 200 A.D (3 Credit Hours)
This courses surveys important authors and works of Greek literature in a chronological and topical fashion from Homer to the Hellenistic period.
Interdisciplinary Option: European Studies
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret texts covered

CLST 386 History of Classical Roman Lit (3 Credit Hours)
This courses surveys important authors and works of Roman (i.e., Latin) literature in a chronological and topical fashion from the 2nd cent. B.C.E.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST386/ROST386
Outcomes:
Students should be able to demonstrate detailed knowledge of authors and works; they should be able to assess and interpret the texts covered

CLST 388 Classical Backgrounds I (3 Credit Hours)
This course explores various environments of Greek literature, art, religion, etc., or other aspects of Greek civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 389 Classical Backgrounds II (3 Credit Hours)
This course explores various environments of Latin literature, Roman art, religion, etc., or other aspects of Roman civilization. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate deeper understanding of the nature of these environments or aspects

CLST 390 Fieldwork Greek Sites/Museums (1-4 Credit Hours)
This course comprises a study Greek or Roman art, monuments, topography or other cultural or historical artifacts or areas of interest on site. This study is accomplished through illustrated lectures or (when on-site) on-site lectures. (This is a special topics course.)
Outcomes:
Students should be able to demonstrate detailed knowledge of the material remains of ancient Mediterranean civilizations and the cultures within them

CLST 391 Topics in Comp Literature (3 Credit Hours)
This course centers on a comparison of ancient Greek or Roman literature with literatures of other times and other cultures. (This is a special topics course.)
Course equivalencies: X-LITR391/CLST391/ENGL391
Outcomes:
Students should be able to demonstrate detailed knowledge of the authors and works chosen for it

CLST 392 Theories of Myth (3 Credit Hours)
This course surveys important theoretical models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

CLST 395 Topography of Rome (3 Credit Hours)
The subject of this course is the topography and monuments of ancient Rome, from the city's beginnings through the Republican and Imperial periods to the time of Constantine. This study is accomplished through illustrated lectures or (when taught in Rome) on-site lectures.
Interdisciplinary Option: European Studies
Course equivalencies: CLST395/ROST395
Outcomes:
Students should be able to demonstrate detailed knowledge of the history of the buildings and monuments of ancient Rome

CLST 499 Directed Study (1-3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving the ancient Mediterranean world, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

CM/MH/AD Nursing (CMAN)

Discover, search, courses (p. 2661)!

CMAN 272 Mental Health Patterns (3 Credit Hours)
Co-requisites: CMAN 272L
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 272L Mental Health Patterns: Lab (3 Credit Hours)
Co-requisites: Must also enroll in CMAN 272
This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 380 Community Health (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 294, and GNUR 290 with a C- or better; Must also enroll in CMAN 380L
Nursing and public health concepts provide theoretical basis for care of families, aggregates, and communities outside institutional settings. Role of community health nurses in caring for specific aggregates is described. Clinical experiences are provided for application of concepts and implementation of nursing interventions in a variety of community settings.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN380/CMAN380A/CMAN375

CMAN 380L Community Health: Lab (3 Credit Hours)
Must also enroll in CMAN 380.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMAN375L/CMAN380C/CMAN380L

CMAN 403 Health Care Delivery and Organization (3 Credit Hours)
This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the healthcare system is structured, how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on quality, patient safety and information technology as center pieces of the modern health care environment.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Distinguish the roles, functions and responsibilities of healthcare system components (ie, delivery, financing and regulation); 2) Analyze the interaction of social; political and economic forces shaping healthcare delivery and their impact on cost, quality and access; 3) Compare the organization of multiple healthcare delivery structures to the effectiveness of meeting population health needs; 4) Analyze factors influencing trends in healthcare quality and patient safety

CMAN 407 Population Health Informatics (3 Credit Hours)
This course focuses on informatics in health care, with an emphasis on information systems and the use of information technology (IT) applications to support population health. Basic epidemiologic concepts of health are addressed. The key concepts of feasibility, usability and adaptability are addressed. This course includes evaluation of IT applications for healthcare administration, clinical practice, research, and education.
Outcomes:
1) Apply principles of health care informatics for population health; 2) Apply basic concepts of epidemiology for population health; 3) Analyze the role of population health informatics in understanding data, information, & knowledge; 4) Apply population health informatics in surveillance, interoperability and big data contexts; 5) Evaluate quality in electronic health records, mobile applications, and personal health records; 6) Identify the economic value and potential for sustainability in population health technologies

CMAN 417 Nursing and Health Care Administration Practicum (1-6 Credit Hours)
The practicum course guides the student in a synthesis of content from nursing and related sciences and the application of this knowledge to the role of the nurse in leadership and management experiences. Emphasis will be placed on the student's clinical engagement in management initiatives requiring critical assessment, planning, intervention, and evaluation activities using theoretical models and management tools. Students in the practicum experience are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent.
Outcomes:
1) Apply knowledge of selected concepts, models, and theories from nursing and management sciences to achieve high quality nursing care and effective healthcare team coordination in a variety of settings; 2) Apply knowledge of healthcare policy, finance and regulatory environments to identify clinical questions, implement safety initiatives, and monitor patient outcomes; 3) Incorporate effective communication techniques to deliver evidence-based, patient-centered care; 4) Analyze and evaluate healthcare organization structure, mission, and philosophy as they relate to the standards of care, staffing and performance, development and marketing of programs and projects; 5) Evaluate the use of information technology to improve patient care outcomes and create a safe care environment; 6) Apply legal, ethical principles to the nursing role of leadership and management

CMAN 425 Advanced Quality and Safety in Health Care (3 Credit Hours)
This course focuses on managing the continuum between safety and quality and the strategic importance of these concepts to healthcare organizations and clients. Trends in patient safety and healthcare quality, practices in different healthcare environments, and practices related to improving safety and quality will be examined. The course is designed to provide students with knowledge and skills in systems thinking and in preventing, learning from and resolving error and addressing adverse events. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain the forces driving the focus on safety and quality in health care; 2) Evaluate strategies for improving safety and quality in health care; 3) Explain the influence of systems (environmental, organizational, provider, technological and task) on healthcare outcomes; 4) Analyze the role of various systems and factors in creating safe environments of care; 5) Explain the impact of just culture thinking on safety and quality improvement in health care; 6) Develop a plan for improvement of a safety and/or quality issue

CMAN 428 Psychiatric Mental Health and Illness Across the Lifespan (3 Credit Hours)
This course focuses on knowledge and competencies to deliver holistic, evidence-based mental health care across diverse populations and clinical settings. Students will examine the biological, psychological, social, and spiritual dimensions of mental illness and psychiatric disorders throughout the lifespan. Emphasis is placed on therapeutic communication, psychopharmacology, trauma-informed care, crisis intervention, and collaborative treatment planning within interprofessional teams. Students will develop assessment skills, clinical reasoning, and self-reflexive competencies essential for providing person-centered psychiatric care that respects human dignity across the mental health-illness continuum.
Outcomes:
Apply knowledge of neurobiology, psychopathology, and developmental theories to conduct comprehensive psychiatric assessments and formulate evidence-based person-centered treatment plans; Analyze therapeutic communication techniques, trauma-informed care, and evidence-based psychotherapeutic interventions to develop therapeutic relationships and support care and recovery across the lifespan; Apply pharmacological principles and psychopharmacology evidence to evaluate medication management strategies, monitor treatment responses, and educate patients about psychotropic medications and side effects; Understand risk factors for self-harm, suicide, violence, and psychiatric emergencies to implement evidence-based crisis intervention strategies and maintain safe therapeutic environments; Recognize interprofessional mental health teams, community resources, and support systems to develop comprehensive, recovery-oriented treatment plans that address the holistic needs of individuals with mental illness and address stigma related to mental illness; Understand ethical principles, legal standards, and mental health policy to navigate complex mental health dilemmas including confidentiality, informed consent, involuntary treatment, equitable care, and capacity determination while respecting patient autonomy and rights

CMAN 428L Psychiatric Mental Health and Illness Across the Lifespan Clinical (2 Credit Hours)
This clinical course focuses on preparing students to care for persons experiencing mental illness. Using a biopsychosocial model, students will engage in direct patient care across the mental health-illness continuum, working with individuals, families, and groups experiencing acute and chronic psychiatric conditions. Clinical experiences include community mental health centers, inpatient hospitals, integrated behavioral health settings, and outpatient psychiatric services. Emphasis is placed on therapeutic communication, interdisciplinary collaboration, trauma-informed care, and addressing social determinants of mental health within community contexts. Students work to cultivate clinical judgment, cultural humility, and advocacy skills essential for person-centered mental health care.
Outcomes:
Perform comprehensive biopsychosocial-spiritual psychiatric assessments using standardized screening tools and diagnostic criteria to formulate clinical impressions and develop person-centered treatment plans; Integrate therapeutic communication with individuals experiencing mental illness using communication techniques, empathy, and presence to promote care; Implement evidence-based psychotherapeutic interventions, including cognitive-behavioral techniques, motivational interviewing, and psychoeducation, in inpatient and community settings; Apply crisis intervention competencies by conducting suicide and violence risk assessments, reviewing de-escalation strategies, and appropriate emergency responses that ensure patient and community safety; Collaborate with interprofessional team members, community organizations, and social service agencies to coordinate comprehensive mental illness services that address housing, employment, substance use, and other social risks, and apply clinical reasoning and pharmacological knowledge to provide patient education and person-centered care; Apply trauma-informed care principles and cultural humility into clinical practice and reflect on personal values, biases, and emotional responses in mental health clinical encounters to promote professional growth, maintain therapeutic boundaries, and practice self-care strategies that prevent burnout and compassion fatigue

CMAN 430 Leadership and Administration in Health Care (3 Credit Hours)
This course focuses on the integration of core knowledge in leadership, administration, human resources and communication in health care organizations. Special emphasis is placed on leadership styles, the roles of the leader, human resources management and communication. The course is designed to provide the student with knowledge to practice the leadership skills necessary to positively impact healthcare systems. Selected Topics May Include: Leadership theory and style and professional practice a) leader competencies b) Influencing behaviors c) Relationship management d) Culture e) Nimble flexibility f) Professional accountability g) Motivation for high performance h) Strategic leadership and tactical leadership (Administration vs management) Human resource management a) Communication b) Difficult conversations c) Conflict resolution d) Coaching e) Performance evaluation f) Onboarding Power politics a) Development and management of partnerships/relationships/networks b) Strategic negotiation c) Power.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Relate essential nurse leadership competencies for effective management in healthcare organizations; 2) Evaluate the impact of leadership styles on organizational culture and effectiveness; 3) Generate strategies to optimize human resource performance in healthcare settings; 4) Identify strategies to address interpersonal and intraorganizational conflict

CMAN 438 Population Based Public and Community Health (3 Credit Hours)
This course examines population health across local, national, and global contexts, emphasizing the social, environmental, political, and economic factors that influence health outcomes. Students explore public health systems, epidemiology, policy, technology, and community health settings to understand health disparities and promote health equity. Using evidence-based frameworks, students apply population health concepts through community assessment, health education planning, and role exploration to support health promotion, disease prevention, and emergency preparedness across diverse populations.
Outcomes:
Apply the nursing process in the care of individuals, families, communities, and systems; Analyze population health trends using epidemiological data, surveillance systems, and public health indicators to identify priority health issues; Evaluate the role of social determinants of health, policy, politics, technology, social media, and health communication strategies on health outcomes across diverse populations and settings; Evaluate the roles of community health nurses across varied practice settings and populations, integrating principles of cultural humility, health literacy, and public health preparedness; Conduct a comprehensive community assessment to identify strengths, risks, and health needs of a defined population or aggregate; Design an evidence-based community health education intervention that promotes health, prevents disease, and addresses identified population needs

CMAN 445 Health Care Outcomes (3 Credit Hours)
This course focuses on the theory and methods to measure and evaluate healthcare outcomes. Concepts of population health will guide the comparison and analysis of health outcomes and measures. Current political, legal, regulatory, and ethical issues will be explored as these relate to health outcomes. Interprofessional teamwork, the use of information technology and data are emphasized in promoting safer healthcare and improved outcomes.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Analyze the political, legal, regulatory, and ethical influences in the development and current status of outcomes management; 2) Apply methods and processes for improving outcomes; 3) Utilize data-driven decision making for health outcomes; 4) Develop leadership and interprofessional competence in analyzing healthcare outcomes; 5) Generate data-driven change strategies to improve health outcomes

CMAN 448 Program Planning and Marketing in Health Care (3 Credit Hours)
This course presents an integrated approach to strategic planning, program planning, and marketing in nursing and health care organizations. Key models, elements and processes associated with strategic planning are presented with an emphasis on the leadership role in leveraging information, environmental scanning, and competitive analysis. Theories, models, tools, and processes for program planning, implementation, and evaluation and the marketing of nursing and healthcare services are addressed. The integration of strategic planning, program planning, and marketing with the mission, goals, and objectives of organizations and services is emphasized. 6. Relate the strategic planning, program planning, and marketing processes to nursing leadership competencies.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Analyze models and theories of strategic planning, program planning, and marketing; 2) Explain the relation between organization mission, goals, and objectives and the strategic planning, program planning, and marketing processes; 3) Apply tools of strategic planning to an organization; 4) Create a comprehensive plan focused on the needs, design, implementation and evaluation of a program that derives from an organizational strategic plan; 5) Evaluate marketing strategies

CMAN 460 Health Care Policy (3 Credit Hours)
This course is designed to introduce key policy issues and processes in public policy development. The impact of health care policy on management and health system improvement is discussed. The student is provided with advanced policy knowledge, frameworks, and skills required to assume a leadership role in health care. Emphasis is placed on using evidence to develop an understanding of the effect of health care policy on practice.
Outcomes:
1) Identify key policy issues in contemporary health systems; 2) Analyze the effect of health policy on practice; 3) Analyze strategies for health system improvement through public policy; 4) Advocate for policy adoption to a health care decision maker; 5) Identify the effects of government regulation on education and practice

CMAN 533 Fiscal Management in Health Care Organizations (3 Credit Hours)
This course prepares the graduate student to develop a framework for understanding key issues in financial management in health care from two perspectives. First, the course explores the relationship between the national economic environment and the financial context for current models of health care delivery. Second the course introduces a variety of fiscal concepts and techniques as applied to nursing and healthcare administration. Emphasis is placed on the way cost data influences operational decision making in healthcare administrative practice.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Upon successful completion of the course, the student will: 1) Analyze the impact of political, social and economic factors on the cost of patient care delivery; 2) Examine cost behavior concepts as they relate to nursing and other health care models in healthcare organizations; 3) Apply cost accounting techniques in health care; 4) Analyze ethical and legal issues surrounding fiscal management

CMAN 569 Comparative Effective Research in Healthcare (3 Credit Hours)
Pre-requisites: GNUR 450 or equivalent required; CMAN 439 and 440 recommended
Comparative effective research (CER) is a central tenet of health care reform. This course offers an overview of policy implications and rationale for CER and explores different approaches of developing, analyzing and communicating CER. Research comparing the clinical and economic merits of different treatments, devices and procedures will be explored.
Outcomes:
Apply political, social and ethical perspectives to uses of CER, Demonstrate effective retrieval of CER reviews from public sources, Demonstrate knowledge of major CER methods and tools, Evaluate quality of evidence from CER reports, Assess treatment options in defined patient population

College Writing Seminar (UCWR)

Discover, search, courses (p. 2661)!

UCWR 109 University Core Writing Seminar: Writing Responsibly Writing Lab (6 Credit Hours)
Writing Lab for UCWR 110 Writing Responsibly. This workshop-based course supports the academic writing students are working on in UCWR 110. Will cover steps of brainstorming, peer review, revision, and final editing in order to articulate, organize, and support positions. The course will promote grammatical, compositional, methodological, and rhetorical skills in service of effective communication. Enrollment Conditions: Students placed in this course by WPA score of 109/110.
Knowledge Area: Writing Seminar
Course equivalencies: ACWRI 110 / UCWR 110 / UCWR109
Outcomes:
Students will develop writing strategies including generating ideas, peer review, and revision; They will gain a fuller understanding of grammar, compositional, and rhetorical skills and how these benefit their success in the core UCWR 110 Writing Responsibly course

UCWR 110 Writing Responsibly (3 Credit Hours)
Writing Responsibly instructs students in the conventions of academic writing. Students will develop flexible strategies for generating, revising, and editing their writing and will receive instruction in how to write clear, error free prose. Students will learn responsibility to their readers, responsibility to their sources, and responsibility to themselves as writers.
Knowledge Area: Writing Seminar
Course equivalencies: ACWRI 110 / UCWR 110 / UCWR109
Outcomes:
Use writing and reading for inquiry, learning, and communicating; Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources to clearly formulate a claim; Respond appropriately to different audiences and different rhetorical situations; Develop strategies for generating, revising, editing, and proofreading; Understand writing as an open process that permits writers to use later invention and re-thinking to revise work; Use standard written English clearly and effectively

Communication (COMM)

Discover, search, courses (p. 2661)!

COMM 100 SOC Career Prep Seminar (1 Credit Hour)
This is a professional development course to help students expand their knowledge of communication fields and to begin career preparation for those fields.
Outcomes:
Develop and polish professional communication tools (resume, cover letters, LinkedIn, etc); prepare for professional interactions (interviews, etc); and make connections within the SOC and beyond

COMM 101 Public Speaking & Critical Thinking (3 Credit Hours)
Pre-requisites: Student can only take one of the following: ACCOM 101, ACCOM 103, COMM 101, COMM 103
This introductory course is designed to supply students with the skills of public address, a fundamental understanding of critical thinking practices, foundational tenets of communication theory, a grasp of the relationship between context and communication, and a sense of the social responsibility that comes with the capacity for communication.
Interdisciplinary Option: Forensic Science
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students gain skills in public speaking and an understanding of critical thinking

COMM 103 Business & Professional Speaking (3 Credit Hours)
Pre-requisites: Student can only take one of the following: ACCOM 101, ACCOM 103, COMM 101, COMM 103, Restricted to Quinlan School of Business Students
This class examines the theory and practice of audience analysis, message design, and oral presentation for professional speakers, with an emphasis on communication in organizational settings.
Course equivalencies: ACCOM 101/103 COMM 101/103
Outcomes:
Students will demonstrate presentation skills in simulated organizational settings

COMM 130 Intro to Audio Production (3 Credit Hours)
This class offers a study of basic audio production methods across new media platforms. Topics include acoustics, recording methods, digital editing, and sound as an industry and art form.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM130/ICVM238/IFMS238
Outcomes:
Students will produce creative projects using the skills they have learned

COMM 135 Intro to Video Production (3 Credit Hours)
This course is a hands-on introduction to video field production. By designing and executing a series of short, creative production projects of varied forms, students explore how video techniques are used to structure meaning in media messages.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM135/ICVM235IFMS235
Outcomes:
Student will be able to demonstrate an understanding of basic video production skills, such as preproduction planning, lighting, filming and editing, by producing several video texts

COMM 140 Intercollegiate Debate (1 Credit Hour)
This course offers students active participation in Loyola Debating Society. A maximum of six hours in intercollegiate debate credit allowed.
Outcomes:
Students will gain experience in debate

COMM 145 Video for Journalists (3 Credit Hours)
Pre-requisites: MJRN majors and minors may enroll, as well as EVCM minors
Entry-level course that will serve as an introduction to basic video/audio journalism. The goal of the course is for the student to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a non-fiction video story. For MJRN majors and minors only An understanding of how to operate a video camera; how to capture/edit video; how to tell a journalistic story with video, and the differences between journalistic videos and fictional videos.
Course equivalencies: X-COMM135/ICVM235IFMS235
Outcomes:
An understanding of how to operate a video camera; how to capture/edit video; how to tell a journalistic story with video, and the differences between journalistic videos and fictional videos

COMM 175 Introduction to Communication (3 Credit Hours)
This course gives a general historical and theoretical overview of communication. By looking at communication through a critical, historical, and theoretical lens, students will acquire an intellectual framework for further study and practice in communication.
Course equivalencies: ACCOM 201 / COMM 175
Outcomes:
Students will increase communication literacy

COMM 200 Digital Communication and Society (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course explores the ways technology affects personal, cultural, and mass communication through examining the historical, societal, and ethical implications of newer and interactive forms of media.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - COMM / ACCOM 200
Outcomes:
Students use audio, video, and digital tools to research and produce essays, projects, and presentations that analyze the impact of technology on communication

COMM 201 Media Theory and Criticism (3 Credit Hours)
This course is an introduction to the study of traditional mass media and new media from a critical and interpretive perspective. Students taking the course should be able to understand and apply textual analysis methods to specific media texts, such as films, TV shows or videogames.
Course equivalencies: X-IFMS201/COMM201
Outcomes:
This course reviews semiotics and other methods of textual analysis of media

COMM 202 Story for Film and Television (3 Credit Hours)
Pre-requisites: COMM 274
An introduction to visual writing, story structure and character development for film and TV. Through in-class exercises, analysis of scripts, and assignments focused on storytelling fundamentals, students will learn what makes a compelling concept, where great ideas come from, and effective ways to build a narrative for the screen.
Outcomes:
Story will: write pitches, synopses, loglines and titles for the screen; create original characters; learn 3-act storytelling structure; develop original story treatments, outlines and pitches for film, TV or webseries

COMM 203 Topics in Cinema History (3 Credit Hours)
The course examines the aesthetic, social, technical, and theoretical evolution of cinema offered as specific topics that include, but are not limited to: war and revolution, social history and cinema, the role of women, Indian cinema, musicals, technology and style, and the realistic impulse.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM203/ICVM260IFMS260
Outcomes:
Students are offered a variety of topics, broadening their view of the film industry

COMM 204 Community as Story (3 Credit Hours)
This course uses children's literature as a means of understanding urban community and individual identities within that community. Students will though, community service, interaction with local experts and ethnographic research, explore communities surrounding Loyola's lake shore campus and create their own children's picture books in collaboration with experienced student artists.
This course satisfies the Engaged Learning requirement.

COMM 205 Reporting Basics I: Writing and Interviewing (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher
This course examines current issues in US journalism with strong emphasis on developing skills in news reporting, interviewing, and writing.
Outcomes:
News judgment; Writing concisely and clearly; Writing on deadline; AP style; Interviewing techniques; Grammar, spelling, and punctuation; Ethics and legal issues; Basic research methods

COMM 206 Hip Hop Culture and Social Change (3 Credit Hours)
Pre-requisites: COMM 175 or 201
Grounded in Black studies, communication studies, critical cultural studies, political advocacy, popular culture, and the growing field of hip hop studies, we will investigate hip hop's evolving relationship with social change in the U.S. and beyond. Particular attention will be paid to Chicago's hip hop scene and its community building.
Outcomes:
1) Gaining a basic understanding of the subject; 2) Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures; 3) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, etc)

COMM 207 Photojournalism (3 Credit Hours)
Pre-requisites: COMM 205
Photojournalism introduces students to the art of photographic storytelling.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students learn to distinguish journalistic photography from self-expressive photography through editing, critique, and digital manipulation and also understand the ethics of photojournalism through graphic concepts and page design

COMM 208 Reporting Basics II: Technology for Journalists (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course teaches 21st century journalism skills and how to use the equipment and software to report and edit across platforms, including radio, television, and the Internet. Instruction will include how to use audio and video recording equipment, basic Web design, use of audio and video editing software, blogging, and social media programs.
Outcomes:
News judgment; Writing concisely and clearly; Writing on deadline: AP style; Interviewing techniques; Grammar, spelling, and punctuation; Ethics and legal issues; Basic research methods

COMM 210 Principles of Public Relations (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM and EVCM minors
This course introduces the theory and practice of public relations in communicating and establishing relationships with diverse publics. Topics include professional roles and ethical responsibilities, strategies and tools, media resources, and public relations writing.
Outcomes:
Students will be able to demonstrate an understanding of the roles and practices of the public relations professional, develop PR plans, and create a portfolio or writing samples

COMM 211 Principles of Advertising (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM and EVCM minors
This course provides an overview of the theory and hands-on practice of advertising including planning, strategy, creative development, and media planning. Elements of direct response, promotion, internet, and public relations are also presented.
Outcomes:
Students will be able to demonstrate an understanding of the principles of advertising and practice creative and decision-making skills in developing an advertising campaign

COMM 212 International Advertising (3 Credit Hours)
This course will build an understanding of the cultural, language, social, national and business factors that drive international markets. A key outcome is to broaden student perspectives on how organizations communicate with Italian and other European audiences.
Interdisciplinary Option: Global Studies

COMM 213 Digital Foundations (3 Credit Hours)
Pre-requisites: COMM 175 or 201; EVCM minors are waived from pre-requisite
Students will be introduced to digital media tools, including online content creation, SEO, website management, email marketing, social media engagement, digital advertising, analytics and emerging technologies that are used to create and build integrated digital campaigns for advertising and public relations.
Outcomes:
Ability to demonstrate elementary knowledge of digital communication tools; Practical understanding and capabilities for creating content across a wide range of media platforms; Knowledge of digital media platform technical requirements

COMM 214 Creative Concepts (3 Credit Hours)
Pre-requisites: COMM 211
This course introduces students to the creative process and idea generating techniques. Students explore what constitutes strong advertising concepts through exposure to award-winning ads and work in teams to create ads for assigned products.
Outcomes:
The emphasis is on conceptual development with students expected to express their ideas in rough rather than tightly finished layouts; The course focuses on print advertising but also provides opportunities to work across various other media

COMM 215 Ethics & Communication (3 Credit Hours)
Pre-requisites: COMM 175
COMM 215 does not meet Core Ethics. This course explores various approaches to ethical decision-making and applies that process to diverse aspects of every day, contemporary life.
Outcomes:
Students learn to discern a wide variety of ethical issues concerning communication behavior, apply systematic ethical analysis to various communication situations, and clearly explain their analyses

COMM 220 Introduction to Rhetoric (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces theories of rhetoric, emphasizing the relevance of classical disputes for understanding current controversies over the nature and function of discourse. A central theme is the tension between rhetoric's promise for constructing a rich and meaningful civic life and the dangers of its descent into demagoguery and irrationality.
Course equivalencies: ACENG 220 / COMM 220
Outcomes:
Students will work through theoretical issues by examining speeches, films, and other rhetorical artifacts

COMM 226 Public Interest Communication (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces students to the field of public interest communication--an evidence-based, interdisciplinary approach to using strategic communication for social good. Drawing from research and practice in communication, psychology, political science, and systems thinking, students learn how communication can shape public understanding, influence behavior, and support collective action. Through theory, case studies, and applied assignments, students develop skills in audience analysis, message design, and campaign evaluation while considering ethical implications and real-world applications in areas such as nonprofit advocacy, journalism, and corporate responsibility.\\n
Outcomes:
Describe and analyze the key components of public interest communication; Assess the effectiveness of at least one public interest campaign using appropriate theoretical and methodological frameworks; Design a strategic, public interest communication campaign plan that includes clear goals, target audiences, strategies, timelines, ethical implications and evaluation metrics

COMM 227 Social Justice and Public Communication (3 Credit Hours)
Pre-requisites: COMM 175, Prerequisites waived for Environmental Communication minors
This course examines the implications of communication processes and practices for democracy and social justice.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Students will be able to articulate and defend their conception of the role of communication in achieving a just society and demonstrate an understanding of how existing communication institutions, laws, and norms impede or assist movement towards that goal

COMM 230 Argumentation & Advocacy (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This course is an introduction to analyzing and critiquing arguments, and inventing extended arguments to advocate positions.
Outcomes:
Students will be able to analyze and critique both individual arguments and extended cases; demonstrate understanding of the relationship of argumentation to audience and context; and invent arguments and develop cases for advocacy

COMM 231 Conflict Management and Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for Professional Communication minors
This course explores the role of communication in conflict resolution. Special attention is paid to mediation and other forms of alternative dispute resolution.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Students will acquire methods of analyzing the nature of conflict and applying appropriate communicative strategies for managing conflict

COMM 232 Cinematography I (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
In this course, students will demonstrate their ability to apply aesthetic and theoretical principles and cinema production skills. Topics include pre-visualizations, preproduction planning, digital cameras system, cinematography, and lighting. Students work on individual and group projects involving project development, filming, and editing.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM232/ICVM232/IFMS232
Outcomes:
Students will demonstrate deliberate control over cinematographic aesthetics, camera systems, production process and set protocols, lighting equipment, safety, and visual storytelling; Students will demonstrate an understanding of ethical issues related to the emotional, psychological, and spatial effects of imagery, and the role that lenses, lighting, and composition plays in conveying ideas; Students will engage in collaborative problem-solving and learn proper set protocols for the safe, efficient, and responsible execution of moving image production

COMM 234 Interviewing for Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Prerequisites waived for PCOM minors
This course explores the crucial skill of interviewing necessary for many aspects of professional and daily life. Students will learn different ways of interviewing depending on communication context.
Outcomes:
These approaches will enhance students' interviewing ethics as they gain practical experience

COMM 236 Persuasive Presentations (3 Credit Hours)
Pre-requisites: COMM 220, COMM 230, or COMM 268; Prerequisites waived for Environmental Communication minors
This class focuses on the creation and delivery of persuasive messages to develop a variety of persuasive strategies and implement them in both individual and group presentations.
Outcomes:
Students engage in situation analysis and message critique

COMM 237 Small Group Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This class is an introduction to theory, research, and practice of communication that contribute to effective task-group discussion and decision making.
Outcomes:
The development of personal leadership skills and observational/analytic skills through guided, structured group activities

COMM 239 Moving China (3 Credit Hours)
This course offers a unique opportunity to film and document China as it changes virtually before our eyes.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Outcomes:
Students will have an intimate knowledge of China and Chinese culture and the talent and skill to produce a 15-minute documentary video in digital format

COMM 240 Communication Research Design (3 Credit Hours)
Pre-requisites: COMM 175
Introduction to research design with a focus on public communication and real-world ethical application, designed for undergraduate students from a range of disciplines. The course will review qualitative and quantitative approaches to inquiry and apply these approaches to social and communication problems. Students will learn how to structure research projects, collect and analyze data, and critically reflect on the relationship between research questions and the methods we use to answer them. No prior experience with research methods is required.
Outcomes:
Describe the key components of a research design, including the problem statement, research questions, methodology, and data collection strategy; Evaluate at least two published research studies, identifying strengths and limitations in their design choices and analyzing how those choices affect interpretation of results; Develop and present a proposal for a small-scale research study that includes a clearly defined research question, identification of key variables, justification of selected methods, and a detailed data collection plan

COMM 241 Digital Platforms (3 Credit Hours)
Pre-requisites: COMM 175
This course explores the digital platforms that shape our everyday lives--from social media and search engines to shopping and streaming services. Students will examine how platforms operate as invisible infrastructures that organize communication, commerce, and culture, drawing on scholarship about their political and social impact. Through research, discussion, and a final project, students will critically analyze how platforms influence our behaviors--and how they, in turn, understand us.
Outcomes:
Analyze the historical development and social functions of major digital platforms\\n; Evaluate platform governance that shape user experience and media ecosystems; Interpret and apply key scholarly arguments about platform politics, labor, and participation; Produce a research-driven project centered on platforms' social, cultural, and economic importance

COMM 242 Rambler Sports Locker (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 175, Students must apply to enroll; SoC will enroll
The School of Communication offers students the opportunity to engage in real-world media opportunities via Rambler Sports Locker. RSL provides Sports Media students with the opportunity to earn credit and produce professional, publishable work. Students must get permission to enroll in the course. Students are required to apply to the activity during the prior semester. Students will be vetted for GPA and reporting plan, which should be included in the enrollment submission form. If accepted, the student will be enrolled in the course. Students enrolled in RSL for credit will be held to tight deadlines and standards embedded in the current organization. As these groups are student-run cocurricular activities, enrolled students will be expected to work within the rules and hierarchies of the organizations.
Outcomes:
Write compelling and professional scripts and narratives; Perfect broadcast delivery & persona; Work in a team-setting; Meet tight deadlines; Conduct insightful and meaningful interviews; Utilize industry-standard equipment and software to produce news stories

COMM 243 Leadership and Social Change in Sports (3 Credit Hours)
Pre-requisites: COMM 175
This course explores the historical and rhetorical means by which sports leaders influence the policies, practices, and performances affecting members of sports teams, communities, news, and social media. The focus is on controversies, speeches, interviews, and social media posts. This course will use sports as an entry point to discuss historical movements, leadership, advocacy, ethics, and social justice. Students will explore activism, advocacy, political and social movements, and awareness of athletes, sports leaders, and sport personalities throughout time in a variety of mediums, discussions, and activities.
Outcomes:
Develop a personal and professional leadership plan and identity; Deliver effective persuasive and informative speaking presentations; Produce professional and academic written assignments; Understand the intersection of sports and social justice; Understand the intersection of positionality and leadership; Produce creative content to deliver multimedia messages; Advance knowledge around sports, culture, and history

COMM 244 Sports Analytics & Visualization (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 265
This course will examine the importance of numbers in the world of sports and computer-generated visualizations. Students will use contemporary tools to organize, scrape, clean, and present data in a way that synthesizes numerical information and packages it in a way that a general audience can consume. Students will delve into player, team, and league stats as well as the numbers around the business of sports and how to use data as a sports reporting tool.
Outcomes:
Locate accurate, primary data from open sources; Utilize computer languages to analyze sports data; Synthesize and interrogate data to tell a story; Produce striking designs to visualize data; Marry writing with numbers in journalistic reporting; Produce publishable news packages that lead with data and visuals

COMM 245 Sports Advertising & Marketing (3 Credit Hours)
Pre-requisites: (SPRT 130 or COMM 175) and (COMM 211 or COMM 213)
The world of sports is a unique combination of news, business, and entertainment. This course teaches students the history and fundamentals of sports marketing, advertising, events, and media planning, while also taking a historical look at sports advertising and commercial marketing. Students will examine advertising and marketing strategies of sports across media and develop their own campaign or event plan around sports for any media of their choice.
Outcomes:
Evaluate messaging across multimedia platforms; Use industry standard equipment and software to deliver marketing artifacts; Make ethical and creative contributions to the sports marketing field; Execute event plans across audiences and channels

COMM 250 Foundational ADPR Research Methods (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces foundational research methods used in advertising and public relations to inform strategic decision-making. Students will learn how research supports audience understanding, message development, campaign evaluation, and ethical communication practice. Emphasis is placed on research literacy, applied methods, and interpretation of findings rather than advanced statistical analysis. Through hands-on exercises and a guided applied project, students will gain practical experience using research to solve real-world communication problems.
Outcomes:
Identify common research methods used in advertising and public relations; Explain when and why different research methods are used in communication planning; Apply basic qualitative and quantitative methods to communication scenarios; Interpret research findings and translate them into strategic insights; Evaluate ethical considerations in communication research

COMM 256 Broadcast Newswriting (3 Credit Hours)
Pre-requisites: UCWR 110 with a C- or higher and COMM 205
This course introduces basics of broadcast news and broadcast writing style. Students learn script writing and formatting, an introduction to radio and TV reporting, standard terms and basic newscast production, and an introduction to the studio. This course also provides a foundation for more advanced courses in the broadcast curriculum.
Outcomes:
Students gain experience writing for radio and TV news, as well as basic knowledge of the broadcast news industry and contemporary issues pertinent to the field

COMM 258 Game Studies (3 Credit Hours)
Pre-requisites: COMM 200
This course examines games and their complex role within contemporary culture. Games are approached as "texts" that can be "read" using a variety of theoretical lenses. Students will explore what games say about the nature of identity, community presence, learning, and communication and reflect on their own experience in a blog.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM258/IFMS258
Outcomes:
Build their understanding of some key foundational concepts in the field of Game Studies; Articulate how the role of games are debated and discussed in governmental, industrial, and academic contexts around the world; Engage with the creation of their own games through a range of design tools and methods; Foster nuanced discussions of games and their relationship to our society; Gain insight into how cultural norms and values are embedded in games, their design/production, and how we think about play

COMM 259 News Editing (3 Credit Hours)
Pre-requisites: COMM 175
This course examines the skills needed to act as a newsroom leader and manager, including copy editing, researching, photo and visual editing, working as an assignment, project and online editor. This course will benefit those who want to be an editor, manage people, shape newsroom culture and build community trust.
Outcomes:
Students will gain experience with production skills in the print medium

COMM 260 Environmental Journalism (3 Credit Hours)
The mission of environmental journalism is to raise public awareness about environmental news and issues. It is about being ethical, accurate, fair, and clear, whether reporting, investigating, or advocating for change.
Course equivalencies: X-ENVS 260/ COMM 260
Outcomes:
Students will be able to find, report, and present challenging stories around this topic, in print and in broadcast writing

COMM 261 Social Media and Society (3 Credit Hours)
Pre-requisites: COMM 200
This course explores how individuals, organizations, and brands use social media to connect, communicate, and engage audiences in today's digital environment. Students will learn by observing and analyzing real-world social media practices, including interviews with professional practitioners who specialize in content creation, community management, and digital strategy. The course emphasizes what works--and what doesn't--in building connection and engagement online. Through hands-on projects, case studies, and self-assessment, students will gain a clearer understanding of the strategic choices behind social media activity and reflect on their own digital practices as communicators.
Outcomes:
Demonstrate understanding of how practitioner insights inform social media strategy by articulating key themes and lessons derived from professional practices; Understand and apply principles of social media evaluation, including identifying strategic goals, target audiences, and platform choices, and assessing their effectiveness using established criteria; Recognize and explain the strategic and contextual factors that influence successful and unsuccessful social media practices, as illustrated through case studies; Explain and critically reflect on the benefits and risks of social media use for individuals and organizations, particularly regarding engagement, reputation, reach, and sustainability; Audit and assess their own social media practices and produce a strategic plan that aligns their online behavior with defined personal or professional goals

COMM 262 Feature & Opinion Writing (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course examines methods of researching and writing editorials, commentaries, and features for print media.
Outcomes:
Students will broaden their research and writing skills

COMM 263 Editorial Design I: Newspaper & Online (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
Editorial Design I is an introduction to information processing and readership, and basic principles of layout and editing.
Outcomes:
Students experiment with a variety of printed formats and practice copy fitting, typography, and photo-editing

COMM 265 Sports Broadcasting (3 Credit Hours)
This course will teach students how to report and produce broadcast stories about athletes and athletic events. Students will have access to players and coaches on the professional and collegiate levels, attending games, practices and training. Students will learn to produce stories for radio and television, as well as sound broadcast presentation skills.
Outcomes:
Students will learn to conduct journalistic research, interviewing techniques, public speaking skills and how to produce stories for radio and television

COMM 266 Advertising Copywriting (3 Credit Hours)
Pre-requisites: COMM 214
This course will focus on the art of copywriting for advertising, be it for TV, print, outdoor, social media and the ever changing landscape of digital media. Students will learn to craft their words to make creative advertising based on strategies and insights.
Outcomes:
Through a series of creativity building exercises, short lectures, and readings, learners develop both an understanding of creativity and increase their own ability

COMM 268 Persuasion (3 Credit Hours)
Pre-requisites: COMM 175
This course is designed to explore theories related to persuasion, social influence, and compliance-gaining. Students will get practical experience in the analysis, criticism, and application of persuasive discourse across a wide variety of contexts.
Outcomes:
Gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining; Learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings; Identify strategies and tactics used by persuaders; Understand the ethical implications of persuasive strategies and tactics

COMM 269 Observing China (3 Credit Hours)
This course is about street-level China, as it is seen and as it happens. This course is a practicum, in which students, through a mix of lectures, briefings and discussions, will delve into nature of observation and engagement with and in China.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will have a deeper understanding of how journalists and documentarians observe and write (or film) China, and over the course of the semester will make some efforts of their own to do original journalism and essay writing

COMM 271 Media Culture and Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course examines contemporary US American culture from a critical-theoretical standpoint while examining popular icons and social practices with particular attention to their influence on individual and collective identities.
Outcomes:
Students will learn critical cultural theories and do projects where they reflect upon the influences of contemporary cultural texts and practices with an eye for their economic, social and political influence on individual and collective identities

COMM 272 Intercultural Communication (3 Credit Hours)
Pre-requisites: COMM 175
This course introduces students to intercultural communication theory and research. Students explore how differences in ethnic, religious, economic, and geographical experiences produce social biases and engender conflict. Students are expected to explore their own cultural histories to understand how they create meaning and adopt attitudes.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies, Peace, Justice, and Conflict Studies
Outcomes:
Accurately use key intercultural communication concepts such as culture, positionality, power, colonization, globalization, whiteness, avowed and ascribed identity, and interdependence; Use the process of inquiry, framing, positioning, dialogue, reflection, and action (that is, praxis) to make sense of intercultural communication situations and practices; Design and successfully conduct an interview with an intercultural communication focus; Demonstrate awareness of one's own cultural identity, assumptions, and positioning

COMM 273 Interpersonal Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
Students study speech to understand its role in human relationships. This course focuses on self-exploration of communication patterns by asking life's big questions about self and other. Students will gain competence in interpersonal communication through the development of perceptual accuracy, and clarification of values with regard to relational goals.
Outcomes:
Identify characteristics and types of communication and of interpersonal communication; Define communication competence; Discuss the roles of identity and the self in communication; Recognize the relationship between communication and culture/s; Discuss the linguistic, sociolinguistic, and psycholinguistic aspects of communication

COMM 274 Introduction to Cinema (3 Credit Hours)
This course is an introduction to the study of cinema as a complex medium of communication. This course will provide students with the basic terminology, observational skills, and theoretical background for the study of film aesthetics, language, cultural analysis, history, and the production of cinematic texts.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: ACCOM / COMM 274
Outcomes:
Become familiar with and apply the basic approaches to film studies, such as narrative studies analysis, formalist analysis, and critical practices; Acquire the basic film vocabulary (eg, shot/reverse shot, sequence, lighting, editing, narrative/narration, point of view/POV, sound) and tools for analyzing films as texts; Become familiar with and differentiate among a variety of film forms (eg, documentary, animation, experimental film), film genres (eg, horror, western, musical, melodrama), film movements and styles, and national cinema; Analyze and evaluate films from different eras and cultures verbally and in written form

COMM 275 Web Design and Usability (3 Credit Hours)
Pre-requisites: COMM 200; Prerequisites for Visual Communication majors and minors is FNAR 383; Prerequisites waived for Professional Communication and Environmental Communication minors
This course will explore the design and usability of websites from several perspectives: how they look (aesthetics), how they work (navigability and usability), and how they are made (tools and software). Lectures, demonstrations, and in-class lab time will introduce students to the creative tools and software that power contemporary web design and usability. Emphasis will be on using a variety of tools and resources to meet one's own goals, rather than achieving the level of expert in any one piece of software.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Explain the unique qualities of the web as a storytelling medium and how portfolio sites can communicate creative identity; Apply content-first and information architecture principles to organize and present work clearly for target audiences; Evaluate design choices--typography, color, imagery, and layout--for clarity, readability, and alignment with personal brand; Conduct and interpret user testing to refine and improve the digital experience; Design and present a personal portfolio website that showcases creative work and positions them for professional opportunities

COMM 277 Organizational Communication (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for PCOM minors
This course is an introduction to theory and practice of organizational communication, with an emphasis on organization contexts, culture, and systems, and the role of communication in building relationships with internal and external stakeholders.
Outcomes:
Students will be able to analyze organizational communication, and understand the impact of technology, globalization, community and diversity on organizational systems

COMM 278 International Public Relations (3 Credit Hours)
This course explores the growing impact of globalization on public relations. As multinationals grow and social, economic, and environmental issues become worldwide in focus, PR professionals work in increasingly interconnected world. Students will explore the growth of international public relations by comparing countries, analyzing and discussing cases, and learning best practices.
Interdisciplinary Option: Global Studies

COMM 279 Critical Issues in Journalism (3 Credit Hours)
Pre-requisites: COMM 175
This course examines different approaches to understanding the role of journalism in contemporary society, emphasizing the historical development of issues that surround journalism today.
Outcomes:
Students explore varied critical perspectives on news and news-gathering to gain a broader understanding of the role of journalism in society

COMM 280 Media Technology & Society (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
Through lectures, discussions, and assignments, learn the evolutionary history of media technologies from the telegraph through film, television, and digital media, and review contemporary theories about how technology shapes society.
Outcomes:
Learn histories of media technologies and their effects on the shape of societies; Review contemporary theories about how technology shapes the way people live; Demonstrate the ability to analyze and critically assess connections between media, technologies, and daily life

COMM 281 Communication, Language & Gender (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course explores the role of communication practices in the production, reinforcement, and transformation of gendered identities. Students will learn how gender expectations within cultural contexts are created. They will also learn some of the ways that deeply-rooted assumptions limit social change and guide communication.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Explain what gender/sex is, using biological, cultural, and psychological perspectives; Apply accurately key concepts related to the study of gender (eg, agency, standpoint theory, intersectionality, gender performance, heteronormativity, institutional limitations, and empowerment); Explain how gender/sex relates to language and communication; Describe how social institutions such as family, school, church, and work have influenced how we see and communicate about gender/sex; Reflect on their own gender performance

COMM 282 Media Law (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Prerequisites waived for EVCM minors
This course examines cases and issues in constitutional, statutory, and regulatory law affecting print and electronic media including First Amendment rights, libel, privacy, copyright and trademarks, Freedom of Information, and telecommunication regulations.
Course equivalencies: COMM282/CMUN252
Outcomes:
Students will be able to understand major legal precedents affecting current media communication and recognize their impact on professional practices in print, electronic media and the Internet

COMM 283 Global Media (3 Credit Hours)
Pre-requisites: COMM 175
This course examines how various forms of media and audiences travel and circulate in specific historical, political, and social conditions of consumption. We will learn about the global media flows, connections, and contexts of media markets through information, ideas about health/medicine, and popular culture.
Outcomes:
Evaluate the influence of historical, political, and social conditions on global media production, distribution, and consumption; Compare media systems and audiences across cultural and geographic boundaries to understand how local contexts shape global communication practices; Assess representations of health, medicine, and popular culture in transnational media, considering issues of power, identity, and accessibility; Apply theoretical frameworks of globalization and media studies to contemporary case studies involving global markets, platforms, and public discourse; Design and adapt a communication strategy or toolkit to address the needs of a defined audience

COMM 290 Branding and Positioning (3 Credit Hours)
Pre-requisites: COMM 210 or COMM 211
Examines the theory and practice of branding, target segmentation, and how the digital space and the rapid rise of consumer-generated content have impacted brand management. The course explores each stage of the communication planning process and introduces students to the way audience research, and the competitive sets are used to develop brand positions and benefits.
Outcomes:
Understand theories and practices of branding that impact brand management; Gain knowledge on how to evaluate, create, and improve brand positioning; Learn how to determine if a brand's advertising is consistent with its target audience and its brand positioning; Develop differentiating brand strategies for products and services by applying key branding and positioning principles

COMM 296 Themes in Advertising/Public Relations (3 Credit Hours)
Pre-requisites: COMM 175 or 201
Intermediate-level Advertising/Public Relations lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in AD/PR.

COMM 297 Themes in Communication Studies (3 Credit Hours)
Intermediate-level Communication Studies lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in COMM.

COMM 298 Themes in Multimedia Journalism (3 Credit Hours)
Pre-requisites: COMM 175
Intermediate-level multimedia journalism lecture course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major. Students will gain access to a wide variety of topics in MJRN.

COMM 299 Themes in Film and Digital Media (3 Credit Hours)
Beginner to Intermediate-level Film and Digital Media course that examines specific areas of study. Topics vary each semester. This course may be repeated (with different topics) for a total of 9 hours, but only 6 may count toward the major.
Outcomes:
Students will gain access to a wide variety of topics in Film and Digital Media

COMM 300 Persuasive Campaigns (3 Credit Hours)
Pre-requisites: COMM 175
This course analyses the structure, development, and role of communication in political and advertising campaigns, with a focus on theories of media effects, message construction, and audience analysis.
Outcomes:
Students will use their analytic and research skills to broaden their understanding of the use and effects of communication as a means of public persuasion

COMM 301 Discovering China Through Film (3 Credit Hours)
This course will give an overview of major films produced in mainland China since 1949. Students will examine the genres of Chinese film better known in contemporary China and consider them a major source of reflection upon, and critique of, contemporary Chinese society and culture.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: CMUN301/ASIA/INTS/AIFMS302
Outcomes:
All films chosen for the course will help inform students' understanding of modern China in terms of its material conditions and ideology

COMM 302 Sports on Screen (3 Credit Hours)
Pre-requisites: SPRT 130 or COMM 265 or COMM 274
This course will examine the portrayal of sports in film and television. From "Chariots of Fire" to "Ted Lasso," students will explore plots, performances, visuals effects, scenery, and more and produce their own reviews and analyses. Through a diverse selection of films and television shows, students will examine themes of personality, identity, culture, sportsmanship, community, and skill to analyze how this genre uses storytelling devices to deliver a narrative. Class discussion, writing assignments, and interviewing will encourage critical thinking about how film and TV influence our relationship with sports.
Outcomes:
Write compelling, persuasive reviews and news articles & using AP Style; Apply media theories and production techniques to sports film and TV productions; Analyze sports films and television series within their historical and cultural contexts, explaining how they reflect or contest prevailing societal attitudes toward sports; Evaluate how sports film and television narratives shape public understandings of athletes, competition, and the social role of sports, drawing on relevant theories of media and culture

COMM 303 Media, Politics, and Propaganda (3 Credit Hours)
Pre-requisites: (COMM 175 or COMM 201) and COMM 200
This course will enable students to understand the relationship between media and politics as well as be able to identify strategies used in propaganda, disinformation, and misinformation campaigns and the impact of technology on its history and evolution.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to articulate the media's impact on the circulation of propaganda as well as be able to identify disinformation/misinformation and understand its significance in the political process

COMM 304 Rhetorics of Utopia & Revolution (3 Credit Hours)
Pre-requisites: UCWR 110
This reading-intensive course will examine rhetorics of utopia, revolution, and strategies of change. Students will read a variety of texts from activists, scholars, and revolutionary thinkers to understand the ways (historically and presently) that utopias and revolutions are imagined and created through communication, media texts, and discourse.
Outcomes:
By the end of this course, students will have a better understanding of utopia and revolution, how ideology operates and solidifies via discourse, and ways to enact social change

COMM 305 Animation (3 Credit Hours)
Pre-requisites: COMM 135; FNAR 233 is also required for Visual Communication majors and minors
This course will focus on animation with specific emphasis on the creation, refinement, and publishing of a visual story. Students will learn 2D and 3D techniques, cameras, CGI, and other software and equipment to create animated works.
Course equivalencies: COMM 305/COMM 455
Outcomes:
Theories of visual and image-based storytelling; script writing; character development; storyboarding; creating visual stories from images; animation enhancement/manipulation; graphic design; and contemporary animation design options for visual storytelling/promotion

COMM 306 Environmental Communication & Advocacy (3 Credit Hours)
Pre-requisites: Sophomore standing; Prerequisite is waived for undergraduate students in the School of Environmental Sustainability and for Environmental Communication minors
This course explores the rhetorical means by which citizens influence the policies and practices affecting our natural and human environments. The focus is on current controversies.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X - COMM 306 / COMM 406
Outcomes:
The course seeks to provide an understanding of the history and range of communication styles in the US environmental movement and to help students develop practical skills relevant to entering into environmental debates

COMM 307 Communication and Social Movements (3 Credit Hours)
Pre-requisites: COMM 175; Prerequisites waived for Environmental Communication minors
This course explores the communication strategies used to promote and/or resist significant socio-political change. Students will demonstrate an understanding of how communication is used in particular societal struggles to effect socio-cultural change at an individual, community, institutional, or global level.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
Articulate and critically engage with the changing nature of movement and protest in regard to technology, media, and sociocultural forces; Students will understand the history of social movements and how their evolution has shifted the very nature of mobilization itself

COMM 308 Screen Directing (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
This advanced course in screen directing is designed to further students' narrative filmmaking skills. Geared toward creating fiction films, the course focuses primarily on blocking for the camera, directing actors for the screen, and structuring dramatic scenes. Students should have a working knowledge of basic videography, nonlinear editing, shot composition, and film grammar.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Communicate effectively with talent and crew; Analyze a narrative scene for its dramatic and stylistic elements; Direct single-camera narrative scenes; Produce and construct narrative films/videos from a screenplay

COMM 309 Designing Media for Social Change (3 Credit Hours)
Pre-requisites: COMM 220, COMM 227, COMM 230, COMM 231, COMM 237, COMM 268, COMM 272, COMM 277, or COMM 281; Prerequisites waived for Environmental Communication Minor
This course examines media and social change at the intersection of theory and practice. The class will be dedicated to analyzing the way social change is catalyzed and communicated through various media platforms. Students will gain a historical and multi-media perspective on a variety of design and communication strategies tied to a range of social and cultural issues.
Outcomes:
Grounded in theories of media power, communication networks, political advocacy, engaged scholarship, and the digital, materials in this course will explore the past, present, and future of designing media and communication practices

COMM 310 Production Design (3 Credit Hours)
Pre-requisites: COMM 274 or COMM 135 or THTR 252
Students develop an understanding for the evolution and history of production design, as it relates to film production, from its inception to the present. Students will pre-visualize and implement art direction--sets, costumes, makeup, color palettes--for student films in production.
Outcomes:
Students acquire the visual language and historical precedents for production design in film and television; They learn pre-visualization techniques, script breakdowns and build-out processes for art direction on film sets

COMM 311 Health Communication (3 Credit Hours)
Pre-requisites: COMM 205 or COMM 210
This course focuses on the growing field of health communication. Building on students' knowledge of public relations, advertising, communication, and marketing, this class aims to help students develop an area of specialization that offers career opportunities in many settings. Through guest speakers and field trips, the class is designed to provide an overview of what health communicators do and where they work.
Course equivalencies: COMM 311/COMM 461
Outcomes:
Provide a foundation of knowledge about the US healthcare system and acquaint students with how communications can play a vital role in accomplishing public health objectives

COMM 312 Special Events Planning (3 Credit Hours)
Pre-requisites: COMM 210
Students will gain hands-on experience in event planning. They will learn to anticipate and execute the needs of an organization or community planning special events.
Outcomes:
Students will gain hands-on experience in event planning; They will learn to anticipate and execute the needs of an organization or community planning special events

COMM 313 Corporate and Organizational Communication (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 210; Prerequisites waived for Professional Communication Minors
Students will learn the theory and practice of responsive and strategic organizational communication in developing corporate identity and image.
Outcomes:
Students' understanding of the theory and practice of responsive and strategic organizational communication, public relations, and advertising will be enhanced

COMM 314 Public Relations Cases (3 Credit Hours)
Pre-requisites: COMM 210
The course focuses on issues, strategies, and solutions in creating and maintaining relationships with key publics including media relations, internal communications, community relations, public affairs, investor relations, and crisis communications.
Outcomes:
Students will gain experience analyzing, formulating and applying case-specific solutions and developing an integrated campaign

COMM 315 Advanced Reporting Topics (3 Credit Hours)
Pre-requisites: COMM 205 and 362; Junior Standing and above
This course offers in-depth attention to the challenges of writing complex stories characterized by careful research, use of sources, interviewing, and reporting and writing. Students examine writing for a "lay" audience in such areas as science and technology, finance, government, and religion. Can be repeated once with a different topic. Second completion can count as major elective in MJRN.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will broaden their writing and research experience

COMM 317 Media Planning (3 Credit Hours)
Pre-requisites: COMM 211
This course examines the advertising and marketing processes required to research, develop, and implement an effective media plan for budgeting appropriate advertising time and space.
Course equivalencies: COMM 317/COMM 417
Outcomes:
Student teams will develop competencies in decision-making processes and tools, including research methods, objectives, strategies, and tactics, to construct an advertising media plan

COMM 318 Public Relations Writing (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher and COMM 210
This course focuses on strategic public relations, writing for publics including print, broadcast, and digital media with understanding of objectives, news values, and formats.
Outcomes:
Students develop competency writing and editing news releases, pitch letters, fact sheets, public service announcements, newsletters, and Web content to develop a portfolio of individual writing samples

COMM 320 Public Service Communication (3 Credit Hours)
Pre-requisites: COMM 210 and 211
This course examines public relations strategies and applications in cause-related campaigns, public service initiatives, and community relations activities for corporate and nonprofit organizations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze current issues and advocacy campaigns, define ethical communication and social responsibility, and develop a public service campaign for an organization

COMM 321 Advertising Campaigns (3 Credit Hours)
Pre-requisites: COMM 211
This is an advanced advertising course in a simulated agency environment to provide practical experience in the campaign planning process.
Outcomes:
Student teams develop competencies in creating and producing a professional advertising campaign that includes market research, development of creative and media recommendations, and an integrated marketing communication strategy

COMM 322 Guerilla Media (3 Credit Hours)
Pre-requisites: COMM 200
This course covers provocative, unexpected, and alternative methods for distributing media and gaining new audiences. It includes the history, theories and ethics behind the appropriation of "guerrilla" strategies as found in artistic, civic, commercial and political media work. SES majors and EVCM minors are waived from pre-requisites.
Interdisciplinary Option: Film & Digital Media Studies
Outcomes:
Students gain experiences with understanding, creating and distributing media work with guerrilla strategies around environmental, journalistic and commercial themes of their choice

COMM 323 Remixing Culture (3 Credit Hours)
Pre-requisites: COMM 200
This course explores the remix culture as cultural exchange. While studying about remix culture and collaborative process, students will manifest projects that involve mashing up media using various web-based and mobile media creation, web-based editing, live online broadcasting and sharing and techniques of online presentation.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM323/ICVM323/IFMS323
Outcomes:
Students will learn about the intermixing of cultures through individual projects in which they will combine different types of media

COMM 324 Film Genre (3 Credit Hours)
Pre-requisites: COMM 274
Traces the evolution of independent filmmaking in the U.S, from the pioneering cinema of Maya Deren and John Cassavetes to seminal works of Spike Lee, Kelly Reichardt, and Barry Jenkins.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM324/ICVM324/IFMS324
Outcomes:
Students will be able to demonstrate knowledge what constitutes a genre and the varied approaches used to analyze films within the context of genre studies

COMM 326 Screenwriting (3 Credit Hours)
Pre-requisites: COMM 202
This course introduces students to the process of writing for the screen. Through exercises and analysis of structure and storytelling fundamentals, students will develop a working sense of the art of crafting a screenplay, learning how to build a script, step by step, from an original and compelling idea.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Extensive writing requirements cover all aspects of screenwriting, from creating a treatment and character bios to writing action and dialogue, culminating in the development of a detailed step outline and polished first act of a feature-length script (20+ pages); Students are required to bring an original movie idea to the first class

COMM 327 Mastering Video Reporting and Storytelling (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
This course prepares students to report and produce video stories for broadcast and other similar media distribution. It emphasizes information gathering, source development and visual storytelling, and builds on the video and editing skills students learn in the beginning video production class.
Outcomes:
Students will learn how to capture great video and audio, research, write, produce, edit complex, effective video stories and present in a variety of ways

COMM 328 Editorial Design II: Magazine & Interactive (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205
This course gives advanced instruction in multi-page editorial layout and design by incorporating writing and photography into a complete, full-color magazine. Students will work as editors and designers in applying principles of design and production to existing articles and understand ethical issues in serving the readers of the magazine.
Outcomes:
Advanced skills in visual design concepts of color, typeface, space, and other basics; Advanced skills in working in a team toward a singular goal; Develop advanced creative capacities in visual communication and journalism

COMM 329 Advertising and Public Relations Design (3 Credit Hours)
Pre-requisites: COMM 210 or COMM 211
This course is for AD/PR majors who want to understand the creative and design discipline of the fields. Students will learn the fundamentals of print-based messages used in advertising and public relations. Students will employ various design programs applied in today's industry to develop visual communications projects, which will culminate in a final portfolio.
Course equivalencies: COMM 329/COMM 429
Outcomes:
Students will learn and become competent in the following: Current design programs including InDesign and Photoshop; Basic design principles, such as color, space, and typography; Common formats for designing integrated marketing communication print materials

COMM 330 Intermediate Advertising Design (3 Credit Hours)
Pre-requisites: COMM 214
Builds on the creative skills and understanding acquired in the introductory advertising creative courses to enhance students' conceptual abilities. Utilizing Adobe InDesign and Photoshop, students learn to design for various advertising formats including digital, print, and for client presentations.
Course equivalencies: COMM 330/COMM 463
Outcomes:
The best work is finished on computers and reviewed by advertising professionals at the end of the semester

COMM 331 Social Media Campaigns (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
This interactive, hands-on, strategy-meets-execution course is designed to help you think like a social media campaign planner and campaign creator, capable of building insight-driven strategies, selecting platforms, developing creative ideas, and understanding paid/owned/earned dynamics. The goal is that at the end of the semester, you have mastered the fundamentals of consumer behavior on social platforms, strategic campaign development, creative ideation, media planning, and performance management that spans across advertising, public relations, and communication practices.
Course equivalencies: COMM 331/COMM 444
Outcomes:
Develop comprehensive social media strategies based on consumer insights: Students will learn to identify target audiences, uncover behavioral and cultural insights, and translate these findings into high-impact social media campaign strategies; Assess specific platform nuances and audience expectations: No single platform is the same and serves different objectives for brand development, Students will examine how different social media platforms operate -- including their engagement patterns and algorithmic structures that shape content and communication strategies; Map customer journeys and identify high-impact touchpoints: Students will gain experience in mapping consumer paths across platforms and identify moments of opportunity for engagement, influence, and/or conversion within multi-platform journeys; Generate creative content strategies tailored to platform-specific audiences: Students will gain experience in creating platform-specific campaigns that are targeted to specific audiences, delivering on the client's brief expectations; Present professional-level social media campaign recommendations to clients: Students will get firsthand experience in presenting an industry-standard integrated social media campaign program

COMM 332 Investigative Reporting (3 Credit Hours)
Pre-requisites: COMM 205 and COMM 362; Junior Standing
This course will teach you how to do investigative reporting with a data journalism approach. Through discussion of examples and our own work, we will explore how to find, request, and use data that can reveal important information about society.
Outcomes:
Analyze and interpret data for journalistic purposes, using appropriate tools and methods to uncover patterns, trends, and anomalies that support investigative findings; Integrate data analysis with traditional reporting techniques (interviews, documents, field reporting) to construct accurate, compelling investigative narratives; Evaluate the ethical and legal implications of investigative and data-driven reporting, making informed decisions about privacy, harm, transparency, and accountability in their work; Locate, request, and obtain public records and datasets from governmental and institutional sources, using relevant laws and procedures (such as FOIA and open data portals)

COMM 333 Cinematography II (3 Credit Hours)
Pre-requisites: COMM 232
Students learn and demonstrate techniques and roles for advanced cinematography: virtual production, assistant directing, sound stages, and location lighting.
Outcomes:
Camera/lighting setups for commercial spaces, virtual locations, lens/cameras for advanced aesthetic choices, assistant directing role/practices, drones, cranes, Steadicams, and other mobile camera framing techniques

COMM 334 Mobile Advertising (3 Credit Hours)
Pre-requisites: COMM 211 and COMM 213
Mobile is one of the most valued investments for advertisers. This course covers the latest practices and trends of mobile advertising which includes 1) branded mobile application design and development; 2) advanced mobile experiences with AR/VR experiments; and 3) various practices, tactics, and ethical concerns for native mobile advertising experiences.
Course equivalencies: COMM 334/COMM 464
Outcomes:
Knowledge of relevant human-computer interaction theories and branded mobile design/development; Ability to use digital tools to create mobile advertising campaigns; Understanding of importance and implications of ethics in mobile advertising

COMM 335 Creating ADPR Content with AI (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
This course explores the current practices, opportunities, challenges, and ethics of strategic integration of Artificial Intelligence (AI) and Generative AI (GAI) into advertising, public relations, and communication workflows. Students learn various AI platforms and how to use AI for audience research, content creation, and campaign optimization while navigating the ethical and legal implications of automated communication.
Course equivalencies: COMM 335 / COMM 445
Outcomes:
Know the AI platforms and tools used for creating effective strategic communication content; Learn how to integrate AI to reduce creative production time; Understand the ethical implementations for AI use including navigating transparency, data privacy, and other issues; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 336 Search & Display Advertising (3 Credit Hours)
Pre-requisites: COMM 211 and COMM 213
This course covers search engine optimization and advertising practices through lectures and hands-on practices. Students will learn technical terms and tactics involved in optimizing the search result and user experience with brand websites. Google AdWords, search network campaigns, display network campaigns and Google merchandiser set-up training will be included. (Consider scheduling to coincide with Google Challenge.)
Outcomes:
Understand the major concepts in search engine optimization; Working knowledge of the structure and terms used in Google AdWords; Be able to develop effective search engine and display advertising campaigns

COMM 337 AD/PR Multimedia Commercial Production (3 Credit Hours)
Pre-requisites: COMM 135, COMM 145, or COMM 211
This is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing branded content and television spots, including for real clients.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 337/COMM 437
Outcomes:
Build experience in effective multi-tasking and teamwork, gain skills with technology and strategy, creative, and application process of broadcast production, and practice engaging with the community in media development efforts

COMM 338 Narrative Production (3 Credit Hours)
Pre-requisites: COMM 232, COMM 308, or COMM 359; Junior standing
Students work in teams to create short-subject narrative films taking their projects from preproduction to exhibition. Students will experience working as a part of a film production crew, be exposed to a variety of jobs, and produce and exhibit original films.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Understand and experience the five phases of the narrative production process: development, pre-production, production, postproduction, and exhibition; Experience working as a part of a film production crew and be exposed to a variety of production jobs; Produce polished, original, short-subject films and arrange for their exhibition

COMM 339 Video Documentary (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
This course offers hands on production of video documentaries through the study of electronic field production technology, the analysis of documentary texts, and the application of documentary research methods.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X - COMM 339 / COMM 439
Outcomes:
Students will gains hands-on video production experience in a non-narrative genre

COMM 342 Human Rights Reporting (3 Credit Hours)
In this course, Students will study the history of the concept of human rights and the legal mechanisms for enforcing human rights law, and they will read work by reporters covering human rights worldwide.
Outcomes:
Students will learn how to report on international conflicts by finding local angles of interest to Chicago readers and how to approach articles on domestic human rights issues

COMM 344 Portfolio I (3 Credit Hours)
Pre-requisites: COMM 266; and (COMM 329 or COMM 330)
Builds on skills acquired in intermediate creative courses to help students enhance their conceptual abilities and generate both print and integrated multimedia campaigns. Students work in teams to develop an extensive body of work that's exhibited in an awards show judged by advertising professionals.

COMM 345 Student Agency (3 Credit Hours)
Pre-requisites: COMM 175 and Instructor Consent
Course involves actual client work in Inigo, the student-run communications agency. Students gain skills/put theory into action as they provide public relations, digital communication, strategy and other services to companies and non-profits. Students apply prior semester. Contact instructor at cmcphil@luc.edu for details. All majors encouraged.
This course satisfies the Engaged Learning requirement.
Outcomes:
A fundamental understanding of what agencies are and how they function; A heightened sense of professionalism; Advanced-level teamwork; Increased written and verbal communication skills

COMM 346 Analytics, Insights, and Strategy (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 250
This course provides a comprehensive look at analytical tools and methodologies used to transform quantitative and qualitative data into strategic insights. Students will explore how to use data to uncover the cultural, psychological, and social factors that drive human behavior. By mastering the transition from data analysis to actionable communication strategies, students will learn to move beyond simple observations to understand the why behind the what. The course culminates in the development of a real-world strategic program that demonstrates an integration of data analytics with a promotional framework.
Outcomes:
Understand the roles and tools used for analyzing data, finding insights, and developing a strategy in the advertising, public relations, and communication planning and development process; Have a process for identifying social, cultural, and behavioral data from multiple sources to synthesize into a single strategy for a brand's communication program; Develop a communication strategy that leverages marketplace and target audience insights relevant to a specific brand; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 347 Influencers & Social Economy (3 Credit Hours)
Pre-requisites: (COMM 210 or COMM 211) and COMM 213
Content creators and influencers are at the center of a rapidly growing global industry. This course bridges the gap between creative content and commercial viability by examining the evolution of influencers from content creators to product entrepreneurs and strategic brand partners. Students will analyze the roles of diverse influencers--from nano to mega--across the customer journey and develop the technical skills required to manage these partnerships, including the use of influencer analytics tools and messaging control strategies. The curriculum covers the business of the creator economy, including strategic goal setting, diverse revenue streams (from affiliate marketing to proprietary product lines), ethics, and legalities. Whether an aspiring communication entrepreneur or a future brand strategist, students will master the framework necessary to navigate, monetize, and manage the modern social economy. Students will develop a real-world influencer communication program that integrates data analysis with a cultural or psychological strategy framework.
Outcomes:
Identify and categorize influencer types based on reach, niche, and engagement; Develop a comprehensive communication plan for an influencer-based brand; Understand the advertising, public relations, and communication strategies and tools used to build a public image relevant for influencers; Develop a brand-specific influencer strategy that maps creator archetypes to the brand customer journey and use industry-standard KPIs to measure performance; Learn the diverse revenue streams, from affiliate marketing to proprietary product lines; Know the skills of working effectively in teams to prepare marketing communication programs

COMM 350 Producing for Film & Digital Media (3 Credit Hours)
Pre-requisites: COMM 135 OR COMM 274; COMM 405 (for DMST students); OR Instructor Consent
Aesthetic choices meet the ethics and business of filmmaking in COMM 350. Producing covers how to develop story ideas from conception to writing, financing, production and distribution. Relevant issues in script breakdowns, safety, communication and contracts are covered. Students create pitch decks, basic budgets and a longer prospectus for potential investors.
Outcomes:
Understanding DEI issues while choosing stories to produce, hiring performers or crew; templates for budgets; best practices for safety on the set; creating engaging pitch decks and treatments

COMM 357 Programming Film & Media: Festivals, TV & Digital (3 Credit Hours)
Pre-requisites: COMM 200
This course examines programming and curating (selecting) media for film festivals, museums, streaming services and other platforms. Through work on a festival or similar project, students examine how audiences are identified, learn about distribution, and explore the challenges facing media outlets in selecting, reviewing and archiving media.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-COMM357/IFMS369
Outcomes:
Evaluate, curate and present media work; improve critical thinking and writing about media; learn legal, creative and financial implications of programming and curating media

COMM 358 Newscasting and Producing (3 Credit Hours)
Pre-requisites: COMM 145 and COMM 256
This is designed as a capstone course for the broadcast journalism emphasis. It covers all aspects of TV (or web) newscasts, including producing, anchoring, reporting, photography and editing, as well as studio production. The class produces and delivers newscasts, designed to prepare students for work in the TV news industry.
Course equivalencies: COMM 358/COMM 458
Outcomes:
Report, write, and present news stories, demonstrating clear delivery, news judgment, and adherence to accuracy and fairness; Monitor and synthesize current news developments at Loyola, in Chicago, and at the state, national, and global levels, and incorporate this knowledge into journalistic work; Produce news that represents diverse perspectives and avoids misrepresentation or harm to individuals, groups, or alternative viewpoints; Evaluate their own and peers' newscasts, identifying strengths, weaknesses, and areas for improvement in content, ethics, technical quality, and on-air performance

COMM 359 Advanced Post Production (3 Credit Hours)
Pre-requisites: COMM 135 and COMM 274
This course combines advanced editing theory and practice, aimed at providing students with the skills required for editing motion pictures of all genres and for all platforms.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - COMM 359 / COMM 459
Outcomes:
Students will learn how to edit for motion pictures of all forms

COMM 360 Digital Media Ethics (3 Credit Hours)
Pre-requisites: COMM 200
This course is designed to familiarize students with a new set of ethical dilemmas that have sprung up in the last decade with the rise of new media. Using classical ethical theories, students will formulate appropriate and responsible solutions to ethical dilemmas emerging in a new/digital media context.
Outcomes:
Students will learn about current ethical issues and solve these issues using classical ethical theories

COMM 361 New Media Criticism (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or better and COMM 200
Wikipedia, Google, YouTube, Twitter, and mobile applications are complex designed objects. Students will learn a critical language for thinking of new media as art, narrative, culture, and code. This course is Writing Intensive.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Introduce students to key theories and methods in new media criticism and digital humanities; Train students to critically read and interpret new media texts such as social media, online news, games, apps, and streaming content; Explain how technology, power, and culture interact in digital environments; Provide opportunities to conduct academic research and apply its findings through argumentative discussion and written criticism

COMM 362 Multimedia Journalism Research Methods (3 Credit Hours)
Pre-requisites: COMM 175 and COMM 205; Prerequisites waived for Environmental Communication minors
This course advances student knowledge of resources, methods, and credibility standards for gathering and reporting news stories.
Outcomes:
Students will learn how to conduct research that is both accurate and balanced

COMM 363 Research Methods in Advertising/Public Relations (3 Credit Hours)
Pre-requisites: COMM 210 or 211
Course will introduce majors to sound and effective social science research methods used in Ad/PR, including surveys, focus groups, content analysis, and audience analyses. It will also give students a chance to apply for the national PR student Bateman Competition that would continue in a designated course the following spring.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn the research process and how to apply it to establish, build, and evaluate Ad/PR strategies, goals, and campaigns

COMM 365 Naturalistic Methods Communication Research (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201
This course examines how communication research is conducted in naturalistic settings using qualitative methods associated with observation and in-depth interviewing.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become familiar with the reading and evaluation of communication research, and apply the concepts studied in class to the design and development of a research project

COMM 366 Observing/Measuring Cmun Behavior (3 Credit Hours)
This course examines how communication processes and behaviors are studied, using the social-scientific techniques of observation and measurements. It also looks at the limitations of these methods; appropriate methodologies and ways of analyzing quantitative (numerical) data.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will become familiar with the analysis of quantitative data, and apply their knowledge to the design of a research project

COMM 367 Rhetorical Criticism (3 Credit Hours)
Pre-requisites: UCWR 110 with a grade of C- or higher and (COMM 175 or COMM 201)
This course examines theory, research, and application of critical methods for analyzing historical and contemporary persuasive discourse.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will be able to analyze rhetorical situations and critically assess efforts to respond to them

COMM 368 Ethnographic Research Methods in Communication (3 Credit Hours)
Pre-requisites: COMM 175 or COMM 201; Junior standing
This course teaches principles of participant-observation research as a critical practice to produce a 'thick description' of meanings, values, hierarchies of interests, power structures, and ideals of a particular cultural group or community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn to conduct ethnographic research and its procedures - taking field notes, conducting interviews, examination of data and artifacts, and producing research results to a public audience

COMM 370 Special Topics in Advertising & Public Relations (3 Credit Hours)
These are advanced courses in specialized AD/PR areas. Titles and content vary and prerequisites are established according to course content. May be repeated with different topics for a total of 9 credit hours, but only 6 may count toward the major.
Course equivalencies: COMM 370/COMM 470

COMM 371 Special Topics Communication Studies (3 Credit Hours)
Pre-requisites: COMM 175; DMST-MC and GSCM-MS students may enroll without prerequisites
These courses offer in-depth reading, research, and discussion in specialized areas dealing with current social issues and communication practices. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.

COMM 372 Special Topics: Multimedia Journalism (3 Credit Hours)
These courses offer in-depth reading, research, and discussion in specialized areas dealing with current issues in multimedia journalism. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.
Outcomes:
Apply core journalistic standards--including accuracy, fairness, source verification, and transparency--when creating multimedia content on the semester's special topic; Adapt content for multiple digital platforms, revising headlines, visuals, and formats to suit different modes of distribution; Analyze multimedia news work for newsworthiness, storytelling effectiveness, audience engagement, and ethical/legal considerations

COMM 373 Digital Storytelling Abroad (3 Credit Hours)
Pre-requisites: COMM 135 or COMM 145
Participants will learn and execute multimedia storytelling in an international setting. This course will help students enhance their video, writing, interviewing, photography, and editing skills within another country and cultural context.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 373/COMM 473
Outcomes:
The course will require students to enterprise and execute a range of multimedia skills that help participants tell stories; The course will have an emphasis on community engagement and social justice; The course will give students an opportunity to apply technical knowledge and skills to a uniquely-designed study abroad experience

COMM 374 Special Topics: Film & Digital Media (3 Credit Hours)
These courses offer in-depth experiences in the production, design, writing and development of film and digital media. Course titles and content vary. May be repeated for up to 9 hours, but only 6 may count toward the major.

COMM 375 Media Relations (3 Credit Hours)
Pre-requisites: COMM 210 or 211
Students learn to develop influence through earned media. Skills taught include identifying news values, writing/creating multimedia press releases and media alerts, AP style, media training, creating media lists using Cision, working with syndication services, search engine optimization for news releases, creating a social presence and working with social influencers.
Outcomes:
Students learn to develop influence through earned media and how to build relationships with the media and other influencers in order to amplify stories for clients

COMM 378 Advertising/Public Relations Practicum (3 Credit Hours)
Pre-requisites: COMM 100 and Department Consent required; Restricted to Juniors and Seniors in the Advertising and Public Relations major
Students will gain advanced practical experience advertising/public relations projects.
Outcomes:
Create an Advertising/PR capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs and organizational goals in local and global contexts; Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in advertising or public relations

COMM 379 Digital Sustainability (3 Credit Hours)
Pre-requisites: Sophomore standing; SES undergrads can also enroll
Digital Sustainability explores the environmental impact of digital media. Mining precious metals to manufacture devices, burning fossil fuels to run data centers, global black market trading of e-waste are points where the digital world meets the physical world. Students will explore digital sustainability problems, and work toward creative solutions.
Course equivalencies: COMM 379 / COMM 479
Outcomes:
Learn about environmental issues stemming from digital media infrastructure; Critically evaluate different disciplinary perspectives to gain a broader understanding; Develop ethical reasoning regarding environmental impact resulting from digital media ecology

COMM 380 Debate Practicum (3 Credit Hours)
Pre-requisites: Instructor Consent
Students gain advanced practical experience in the Loyola Debate Society.
Outcomes:
To gain confidence as a speaker; To be able to construct well-reasoned arguments; To become an effective team member

COMM 381 Communication Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain advanced practical experience in service experiential learning projects. Student must develop a project with a full-time faculty member in COMM Studies. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs and organizational goals in local and global contexts; Write copy and design messages to reach diverse publics and for distribution through multiple channels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and in the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in advertising or public relations

COMM 382 Multimedia Journalism Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students gain hands-on practical experience in developing multimedia journalism projects. Student must develop a project with a full-time faculty member in Multimedia Journalism. Paperwork is required: https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf.
This course satisfies the Engaged Learning requirement.
Outcomes:
Create a capstone project that integrates learning from all coursework and culminates in a professional project that is widely distributed to the public; Create and implement communication projects that are responsive to community needs; Produce journalistic stories to reach diverse publics and for distribution through multiple\ \nchannels, including both traditional and digital media; Practice ethical communication in professional practices that are socially responsible and\\nin the mutual interests of the organization and the community; Demonstrate the competencies to work as an entry-level professional in journalism

COMM 383 Radio Practicum (3 Credit Hours)
Pre-requisites: Department Consent
Students will work with WLUW radio station under the supervision of a faculty member participating in one or several of the following activities: generating story ideas, booking guests, interviewing guests, doing promotions using social networking and on-air productions, recording, editing and producing audio segments, and learning several facets of what it takes to produce a radio show.
This course satisfies the Engaged Learning requirement.
Outcomes:
Technical Proficiency: Operate studio and control-room equipment for live boards, automation, and remote recording, including digital audio workstations (eg, Adobe Audition, Pro Tools); Production Skills: Create, edit, and mix broadcast-ready content, including promos, PSAs, interviews, and news reports that meet industry loudness and quality standards; On-Air Performance: Demonstrate effective vocal techniques, interviewing skills, and show pacing while hosting live or pre-recorded shows; Content Creation: Develop and curate relevant, engaging content tailored for specific audiences

COMM 384 Film and Digital Media Practicum (1-3 Credit Hours)
Pre-requisites: Department Consent
Students will gain advanced practical experience creating digital cinema projects. They may choose to focus on a certain role and section: director/producer, writer, cinematographer, editor, production designer, sound designer, or publicist.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain advanced practical experience producing and collaborating on digital cinema projects

COMM 386 Advertising/Public Relations Capstone (3 Credit Hours)
Pre-requisites: Senior Standing; Restricted to Advertising & Public Relations majors
Students focus on integrating and applying knowledge and skills related to advertising and public relations. They will research a career interest area, interview working professionals, and create strategic communication portfolio materials. Students gain specialized industry knowledge, improve professional communication competence, and build contacts.
Outcomes:
Find, analyze, and synthesize information and prepare an academic research-style paper about a specific advertising or public relations practice and industry that you have the greatest interest in; Describe the professional practice and significant issues in your chosen field; Establish a relationship with professionals who are currently working in the area in which you want to develop a career; Develop a business portfolio (online if possible, IMC plan and work samples) that demonstrates a synthesis of the knowledge, competencies learned in the major and practical application that reflects responsible professional practices

COMM 387 New and Digital Media Capstone (3 Credit Hours)
Students focus on integrating and applying knowledge and skills related to new and digital media applications. They will gain specialized research and industry knowledge and skills, improve professional communication competencies, and build digital industry contacts.

COMM 388 Film and Digital Media Capstone (3 Credit Hours)
Pre-requisites: Department Consent; Senior Standing; Restricted to Film and Digital Media majors, Students must complete the COMM 388 form, describing your project, any participants/support materials/technology needed, and submit to Instructor
Project proposal must be approved by the program director and course supervisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include assisting in the development of a film festival or presentation of a significant research project.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

COMM 389 Advertising Creative Capstone: Portfolio II (3 Credit Hours)
Pre-requisites: COMM 266 and COMM 344; Senior Standing; Restricted to Advertising Creative majors
Gives students an opportunity to develop new campaigns and refine existing work. Students receive feedback from advertising professionals throughout the semester to help them edit and develop their portfolios. Each member of the class creates a portfolio website and develops a job search plan. Final portfolios are critiqued by faculty and professionals.
Outcomes:
Develop a portfolio of innovative ideas and creative ads across multiple platforms; Learn skills to critique and edit portfolio material; Have a plan for pitching work to potential employees

COMM 390 Communication Studies Capstone (3 Credit Hours)
Pre-requisites: COMM 240 and (COMM 361, COMM 365, COMM 367 or COMM 368)
This course serves as a finishing academic experience which wraps up the student's academic work in Communication Studies, whether their concentration is Organizational Communication, Digital Media, or Social Media and Society. In this course, you will create a project on a topic that interests you within communication studies. The project should make an original contribution to communication studies by adding new ideas, insights, or perspectives. The project can take many forms, including an academic paper, a social media campaign, or a creative text such as a podcast, a performance, or a video. The student will determine the nature of their project in class and workshop ideas to peers and instructor.
Outcomes:
Design and produce an original research project, an applied communication project, or a creative text/performance that demonstrates intellectual rigor, methodological coherence, and ability to use creative skills; Integrate and apply key communication concepts and methods to make sense of a complex question, problem, or theme within their project; Present a project effectively using clear, engaging, and well-organized oral and mediated communication; Collaborate in workshop settings by giving and incorporating constructive feedback, demonstrating professional communication, reflective listening, and self-assessment of their own learning; Demonstrate professional competencies, work readiness and an understanding of the ethical implications of their academic or creative projects

COMM 391 Advertising/Public Relations Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Completed 18 credit hours in COMM courses; Restricted to ADPR majors; Instructor Consent; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 392 Multimedia Journalism Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to MJRN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492
Outcomes:
Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences

COMM 393 Communication Studies Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to CMAS and CMUN majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 394 Film & Digital Media Internship (3 Credit Hours)
Pre-requisites: Junior Standing (60 credits earned); Restricted to FDMD majors; Instructor Consent required; More info at: https://www.luc.edu/soc/resources/internships/
Complete an internship providing an opportunity to use their visual and technical and/ or skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Course equivalencies: COMM 394/COMM 494
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

COMM 395 Sports Media Internship (3 Credit Hours)
Pre-requisites: Junior Standing; Restricted to Sports Media majors
This supervised field experience enables students to have hands-on professional learning at a wide range of sports-related roles and organizations, including but not limit to teams, venues, non-profits, agencies, and corporations as the basis for learning and refining professional communication skills in the sports industry.
Outcomes:
Work in collaborative environments; Synthesize academic and professional experiences; Market and present oneself as a communication professional

COMM 398 Directed Study (1-3 Credit Hours)
Pre-requisites: Department Consent, Student must develop a project with a full-time faculty member in their SOC major, Paperwork is required Course may be taken for variable credit (1-3 hours). Students will work independently in their area of interest with a supervising faculty member whose expertise is in that area. Projects may include, but are not limited to: a reading course, where a student contracts to read and create an annotated bibliography of research materials; a writing course, where a student has developed a strong paper for a course and wants to refine it for possible conference presentation and/or publication, etc.
Outcomes:
Conduct thorough research and collect quantitative and qualitative information for a research project or a creative project; Produce polished, professional-grade media content using the latest technology, such as 1) a documentary, experimental, or narrative film, 2) written long-form journalism, 3) a video or audio journalism project, 4) an advertising or public relations campaign, or 5) a marketing campaign for a non-profit organization; Apply advanced knowledge of narrative structure, visual storytelling, or media production equipment; Critically analyze, evaluate, and contextualize media messages or theoretical concepts in the field; Identify the social, historical, and ideological forces that shape media

COMM 400 Emerging Creative Technologies (3 Credit Hours)
Emerging Creative Technologies explores the dynamic intersection of user experience, multimedia storytelling, visual communication, and emerging creative technologies. Students will gain foundational knowledge in UX/UI design while developing hands-on skills across digital content formats, including video, visual design, generative AI, and portfolio creation. The course blends academic study with real-world creative application. Students will analyze contemporary media platforms, examine how digital environments influence audience behavior, and produce original creative work that reflects strategic thinking and professional identity. By the end of the session, students will build a polished portfolio showcasing their capabilities as digital creators, communicators, and storytellers.
Outcomes:
Apply UX and UI principles to digital storytelling, multimedia design, and content strategy; Create original digital content across multiple formats, including image, video, and written assets; Responsibly incorporate generative AI as part of creative ideation and production workflows; Evaluate the cultural, ethical, and strategic implications of content creation within digital environments; Build and refine a professional digital portfolio suitable for graduate-level and industry use; Develop a reflective understanding of creative identity and long-term professional goals

COMM 401 Foundations of Global Strategic Communication (3 Credit Hours)
This course delves into two areas impacting communicators' success in the global arena: new media and culture. Through a blend of class discussions, interactive activities and guest speakers, students will study frameworks for strategic communication in a global environment and then apply these lessons in group and individual projects. Enrollment limited to students in GSCM-MS Program. Students are expected to understand fundamental concepts in strategic communication, be able to identify and explain the role of strategic communication in the global business context, understand the importance of dialogue and engagement, and have the ability to construct effective messages.

COMM 402 Organizational Leadership and Change Management (3 Credit Hours)
Students will examine best practices in organizational leadership and change management. Students will also be introduced to major economic, financial and business principles and the terms, concepts and values that guide organizations. Finally, will gain insights that will enable them to work more effectively as communicators and organizational leaders. Enrollment limited to students in GSCM-MS Program. Students are expected to gain knowledge and leadership skills needed to help organizations chart a successful course through change. They are also expected to understand the major drivers of organizational change; the role leadership plays in anticipating, planning and navigating organizational change.

COMM 403 Strategic Communication Research Methods (3 Credit Hours)
This course is designed to provide students with a critical framework for evaluating communication research and first-hand experience in the research process. Specifically, we will examine how research questions, originating from client-specific interests, are translated into a research project. Enrollment limited to students in the GSCM-MS Program. Students are expected to know how to read and evaluate a research study, select appropriate research questions, develop measurements, draw a sample, collect and analyze data and interpret the results.

COMM 405 Story Development and Production (3 Credit Hours)
This course will give students a basic understanding of narrative theory and its evolution. It will also emphasize the idea that telling a good story begins with having something to say and a purpose for telling it to someone. Students must be enrolled in SOC Professional Degree Program MC in Digital Storytelling.
Outcomes:
Students will read, write and practice narrative techniques on electronic modes of communication while learning about narrative structure, content and form of delivery

COMM 406 Environmental Advocacy (3 Credit Hours)
Pre-requisites: COMM 100 and Sophomore standing; Prerequisites are waived for undergraduate and graduate students in the School of Environmental sustainability and for students in the Digital Media and Storytelling program
This course explores the rhetorical means by which citizens influence the policies and practices affecting our natural and human environments. The focus is on current controversies.
Course equivalencies: X - COMM 306 / COMM 406
Outcomes:
The course seeks to provide an understanding of the history and range of communication styles in the US environmental movement and to help students develop practical skills relevant to entering into environmental debates

COMM 409 Video Production Lab (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This six-week graduate course is designed as an entry-level introduction to the foundational concepts and techniques in video, audio, and editing production. This class prepares students with little to no prior experience in video and audio production to readily participate in the Digital Media and Storytelling (DMST) master's program. Students with some or greater knowledge in this field will also have the opportunity to expand their prior knowledge as the course focuses on developing practical skills to effectively capture and edit video and audio elements to create compelling visual narratives. Students will be provided access to industry- standard tools while learning how to shape stories using best practices in media production. Throughout the course, students will explore the fundamentals of video production, including camera operation, sound recording, and editing software using Adobe software. Emphasis will be placed on hands-on experience, with each student producing and editing short video projects that integrate both visual and audio storytelling techniques.
Outcomes:
Demonstrate proficiency in operating digital video cameras and audio recording equipment to capture high-quality footage and sound for storytelling purposes; Apply fundamental techniques of video composition, including framing, lighting, and shot sequencing, to create visually compelling narratives; Utilize industry-standard editing software, such as Adobe Premiere Pro, to edit and assemble video and audio elements into coherent short-form productions; Implement basic audio post-production techniques, including dialog editing, sound effects creation, and mixing, to enhance the overall quality of video projects; Develop and execute a complete video production workflow, from pre-production planning to final delivery, demonstrating an understanding of storytelling principles and best practices in digital media production

COMM 410 Media Law for Inclusive Digital Storytelling (3 Credit Hours)
This course addresses how courts and lawmakers have addressed legal issues presented by digital media. Students must be enrolled in Professional Degree Program MC in Digital Storytelling.
Outcomes:
Students will learn some of the ways that blogger's rights, intellectual property, libel, privacy and threats pose challenges to internet legal regulations and social ethics

COMM 411 Strategic Communication Ethics and Law (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and Digital Advertising MS programs
This course examines diverse methods for identifying legal and ethical issues that arise from organizational communication practices within strategic communication contexts. Students will develop the ability to recognize a broad spectrum of concerns and apply systematic analytical approaches to clearly resolve business-related challenges.
Outcomes:
Recognize the tensions inherent in serving as an advocate for an organization while also having duties to the public; Be able to recognize and critically assess ethical strategic communication issues; Apply classical ethical theories using ethical decision-making processes to evaluate potential courses of action in response to contemporary strategic communication ethics case studies; Be able to develop a workshop to introduce an ethical decision-making process that you recommend for adoption in an organization or profession; Demonstrate a broad understanding of the history and scope of the First Amendment as well as a thorough knowledge of the laws and regulations that uniquely affect media industries and media professionals; Identify legal problems in real and hypothetical situations and resolve those problems by applying legal principles; Reflect on the meaning of freedom of speech in society and the rights and duties of media professionals

COMM 412 Communication Content Mining and Analytics (3 Credit Hours)
This course is for students interested in learning practical data analysis/data mining techniques in strategic communication. A useful takeaway from the course will be the ability to perform powerful data analysis using popular statistic packages (e.g., R, SPSS, Excel) and web analytics (e.g., Google Analytics). Enrollment limited to students in the GSCM-MS Program. Students are expected to increase their critical thinking ability to assess the quality of consumer information and the limitations of online data. They will become familiar with frequently used data analysis tools.

COMM 413 Writing for Strategic Communication (3 Credit Hours)
This advanced writing intensive course engages students in the strategic process of professional-level writing by focusing on communication objectives, cultural differences among audiences, techniques, style and mechanics. Students will learn the importance of planning, research, pre-writing, editing and rewriting in the writing process. Restricted to Global Strategic Communication Students
Outcomes:
The course also provides practical, real world writing experience in diverse formats for a wide range of audiences, including memos, proposals, creative briefs, executive speeches, op-eds, fact sheets, news releases, blogs and other social media

COMM 414 Advertising Campaigns (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
In this Advertising Campaigns class, students will explore the profound impact of rapidly evolving technologies on modern advertising practices. The course examines how changing media consumption behaviors have transformed consumer journeys from linear patterns to complex, interconnected experiences driven by micro-moments and personal intents. Students will critically analyze traditional advertising agency models, identifying why many long-standing practices are becoming obsolete in today's digital landscape. The class will challenge participants to rethink creative processes and develop innovative approaches that align with current market demands and communication goals. Through collaborative projects and discussions, students will work to bridge the gap between conventional advertising wisdom and the realities of the digital age. The course emphasizes the need for original thinking and adaptability in crafting effective campaigns that resonate across various touchpoints in consumers' lives.
Outcomes:
Analyze the impact of changing technologies on consumer behavior and media consumption patterns; Evaluate traditional advertising models and identify areas for innovation in the digital age; Develop strategies to engage consumers across multiple touchpoints throughout their non-linear consumer journey; Create data-driven, intent-based advertising campaigns that resonate with target audiences in their micro-moments; Design integrated campaigns that seamlessly blend traditional and digital advertising approaches; Apply critical thinking skills to assess and adapt campaign strategies in response to rapidly changing market conditions

COMM 415 Career and Portfolio Development (3 Credit Hours)
This course prepares students for professional life after graduation by focusing on how to build and present themselves as media professionals. Students will clarify their strengths, shape a distinctive professional identity, and learn how to showcase creative work in ways that connect to specific roles and career goals. Topics include portfolio development, personal branding, professional pitching, client communication, platform etiquette, freelancing, and media entrepreneurship. Through hands-on projects, students leave the course with a set of practical, finished materials ready to use as they begin applying for jobs, seeking freelance clients, or pursuing entrepreneurial opportunities in the media industry.
Outcomes:
Articulate a clear professional identity and value proposition tailored to media industries\\n; Develop a portfolio strategy aligned with specific career goals, target audiences, and industries; Create and deliver professional pitches and application materials for employers, collaborators, and clients; Evaluate freelance, entrepreneurial, and creator-based business models for sustainable career development; Apply client communication and personal branding strategies to support long-term professional growth

COMM 417 Media Planning (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course examines the advertising and marketing processes required to research, develop, and implement an effective media plan for budgeting appropriate advertising time and space.
Course equivalencies: COMM 317/COMM 417
Outcomes:
Student teams will develop competencies in decision-making processes and tools, including research methods, objectives, strategies, and tactics, to construct an advertising media plan

COMM 420 Digital Production: Storytelling with Impact (3 Credit Hours)
This lab-based course will introduce students to production techniques for digital storytelling. Students will acquire knowledge of videography, sound recording, video and audio editing, web design and interactivity.
Outcomes:
Students will find compelling stories, set scenes and use narrative techniques to craft influential stories designed for professional purposes in advertising, journalism or documentary production

COMM 421 Global Strategic Communication Boot Camp Chicago (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS program
COMM 421 is a week-long immersion experience designed to provide students with direct engagement with leaders in public relations, advertising, digital marketing, and AI-driven communication. The course incorporates structured workshops, real-world simulation activities, and visits to professional organizations. Through these engaged learning experiences, students strengthen their understanding of strategic communication principles and develop competencies required for leadership roles in the global communication industry.
Outcomes:
Apply strategic communication frameworks in global and multicultural contexts; Analyze the role of AI and emerging technologies in PR and advertising; Engage with industry professionals to understand current trends and challenges; Reflect critically on the ethical and cultural dimensions of global communication practices

COMM 422 Global and Multicultural Audiences and Stakeholders (3 Credit Hours)
In this course students will investigate various audiences in today's global marketplace that organizations need to consider to remain relevant. The course will explore the concept of globalization and how, as a dynamic and uneven process, it requires practitioners to understand global and local audiences and those influenced by multiple cultures. Restricted to ADPR-BASD, GSCM-MS, and DMST-MC students.
Outcomes:
The goals of the course are to learn to be sensitive to a variety of cultures; recognize particular values, needs, and behaviors; and craft messages that connect and engage

COMM 425 AI-Powered Marketing and Analytics (3 Credit Hours)
This course will explore online audience behavior and measurement. Students will use analytics to understand user activities and to drive improvements in distribution performance. In the course of their development, students will come to understand intellectual property protection, self-publication, bandwidth issues, usability, file formats, social sharing, security, syndication, and mobile delivery.
Outcomes:
Analyze digital audience behavior using analytics tools to inform marketing strategies and content distribution decisions; Evaluate the legal, marketing, and economic factors affecting digital content distribution and audience targeting; Implement data-driven strategies to improve digital content performance and audience engagement across various platforms; Design digital marketing materials that comply with intellectual property laws and address security and usability concerns; Optimize digital content for multi-platform delivery, with a focus on mobile and social media channels, considering bandwidth and file format implications

COMM 426 Strategic Business Communication for Social Impact (3 Credit Hours)
The strategic simulation class setting will engage the students in the imaginary leadership role to exercise how to make an ethical decision on the issues and challenges. This incorporates a mix of lectures, case discussions, role-playing, and group projects in real-world applications.
Outcomes:
Apply fundamental principles of communication in different organizational contexts\\n; Demonstrate ability to write and present effectively, considering audience and purpose; Understand and address critical challenges during crises; Identify communication solutions to foster a positive team culture through employee communication; Leverage ethical communication in decision-making and problem-solving; Navigate cross-cultural and global communication issues and differences

COMM 429 Advertising and Public Relations Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course is for students who want to understand the creative and design discipline of the fields. Students will learn the fundamentals of print-based messages used in advertising and public relations. Students will employ various design programs applied in today's industry to develop visual communications projects, which will culminate in a final portfolio.
Course equivalencies: COMM 329/COMM 429
Outcomes:
Students will learn and become competent in the following: Current design programs, including InDesign and Photoshop; Basic design principles, such as color, space, and typography; Common formats for designing integrated marketing communication print materials

COMM 430 Multiplatform Visual Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course will focus on digital design with emphasis on creation, refinement, and publishing of content in multiple formats. Through the lens of visual storytelling, we will explore photography and photo-editing, typography and graphic design, and animation and motion graphics using a combination of research, discussion, and hands-on workshops. We will also discuss methods of print and web design in a practical context, both as artistic expression and commercial production.
Outcomes:
Develop an understanding of visual design principles; Gain experience using the Adobe Creative Suite (Photoshop, AfterEffects, Illustrator, InDesign); Learn basic technical skills for digital photographic equipment; Explore the theoretical and practical place of digital and print visual design

COMM 431 Campaign for Social Impact (3 Credit Hours)
This course empowers students to design, implement, and evaluate digital campaigns using Integrative Marketing Communication (IMC) principles with a strong emphasis on community service and engaged learning. Students will work on hands-on projects that address real-world community needs, applying research, planning, implementation, and evaluation strategies. Through case studies, client campaigns, and community-based initiatives, students will build a portfolio of projects that not only enhance their professional skills but also contribute positively to the community and society.
Outcomes:
Develop and manage online content promotion and branded digital campaigns to promote community-based initiatives and social causes; Apply critical thinking and research skills to craft clear messages and digital materials for social good; Execute social media engagement and user-oriented content strategies; Evaluate campaign success by setting the key performance indicators (KPIs) to assess the effectiveness of campaigns and their impact on community improvement; Engage in a cycle of practice, feedback, and refinement to develop transferable skills while making meaningful contributions to community projects

COMM 432 Public Interest Communication (3 Credit Hours)
This course explores the principles and best practices of strategic communication aimed at achieving lasting, positive social change in various areas, including climate change, racial justice, healthcare access, and housing policy. This interdisciplinary program draws from practice and scholarship in public relations, journalism, advertising, psychology, sociology, political science, anthropology, and neuroscience. This course is custom-tailored for current and future communications directors at a nonprofit organization or a media relations officer at a foundation being an account executive at a strategic communications firm.
Outcomes:
Identify and target issues that can be addressed with public interest communications; Conduct research to underpin strategic communications aimed at driving social change; Use systems thinking to identify a specific approach to driving change; Develop strategic communication initiatives that can drive positive social change; Advocate and advise in the use of visual collateral that can best reach the target community

COMM 433 Corporate Communication (3 Credit Hours)
Pre-requisites: For GSCM-MS students, COMM 401; DMST-MC students may also enroll without pre-requisite
This course develops a multiple stakeholder approach to managing the communication function in corporations. Management topics include developing a communication plan, budgeting, creating a communications calendar, working with agencies and other external resources, project management and evaluation.
Outcomes:
At the end of the course, students are expected to understand how the communication function is organized in corporations and non-governmental organizations (NGOs)

COMM 434 Business-to-Business Communication (3 Credit Hours)
The robust business-to-business (B2B) sector provides enormous opportunity in the global marketplace. This course will explore B2B's unique set of challenges that strategic communicators need to consider in developing and delivering effective messages. Restricted to Global Strategic Communication Students.
Outcomes:
Students are expected to gain a working knowledge of the theories, concepts, and issues of in B2B communication

COMM 435 Public Affairs and Issues Management (3 Credit Hours)
The course explores how to predict and identify emerging issues, which can proliferate rapidly through digital and social media; accurately assess the potential threat posed by issues; and plan and implement effective response to prevent issues from growing into crises. Restricted to Global Strategic Communication Students.
Outcomes:
At the end of the course, students will understand the role of the public affairs function in organizations, know how to monitor for and identify emerging issues and to build a firewall to make organizations less vulnerable to attack

COMM 436 Social Media Crisis Communication (3 Credit Hours)
This course focuses on realistic social media issues and crisis cases and students' practices on how to respond to fast-paced information on multiple social media channels and to create effective responses. This course is custom-tailored for current and future PR managers, digital specialists, community managers, and others who need to have a high degree of public visibility and responsibility.
Outcomes:
Master crisis communication theories; Identify different types of crises; Successfully manage social media during a crisis; Develop key messages and identify and implement the preemptive and responsive strategies; Train yourself as a spokesperson

COMM 437 Advertising and Public Relations Multimedia Commercial Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
This is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing branded content and television spots, including for real clients.
Course equivalencies: COMM 337/COMM 437
Outcomes:
Build experience in effective multi-tasking and teamwork; gain skills with technology and strategy, creative, and application process of broadcast production; and practice engaging with the community in media development efforts

COMM 438 Search & Display Advertising (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This course covers the enduring foundation of digital advertising --- Search Advertising and Display Advertising, which is a part of the bigger scope called programmatic advertising. Students will be exposed to 1) fundamental concepts in search and display advertising, 2) hands-on practices on creating both search and display advertising campaign, and 3) evaluation skills in optimizing search & display advertising campaigns. This course is mostly built upon Google's advertising products. However, the fundamental logics, once acquired, can be applied to all forms of paid ads in digital space.
Outcomes:
Knowledge of the key terms and development process of search & display advertising; Knowledge of the various factors that could influence the success of search & display campaigns; Ability to develop and implement search & display advertising campaigns; Ability to evaluate and optimize for search & display advertising campaigns; Analyze and interpret complex campaign data using industry-standard analytics tools to drive performance improvements; Integrate search and display advertising strategies with broader digital marketing efforts for cohesive brand messaging and improved customer journey mapping

COMM 439 Video Documentary (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course offers hands on production of video documentaries through the study of electronic field production technology, the analysis of documentary texts, and the application of documentary research methods.
Course equivalencies: X - COMM 339 / COMM 439
Outcomes:
Students will gains hands-on video production experience in a non-narrative genre

COMM 441 Global Strategic Communication Capstone (3 Credit Hours)
Students will synthesize & apply knowledge and skills from previous courses to demonstrate competence in a specialized area of strategic communication of greatest interest to them. Students will submit a comprehensive work, research project, media artifact, business plan, or any other comparable work approved by the instructor. In addition, students will develop fully annotated & professional quality final presentation. Enrollment is restricted to students in the GSCM-MS Program. Students are expected to become more knowledgeable in an area of specialization by exploring a specific type of strategic communication, engaging in research, building relationships with professionals and developing creative applications to demonstrate professional-level knowledge, understanding of practices, skills & competencies.

COMM 444 Social Media Campaigns (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This interactive, hands-on, strategy-meets-execution course that is designed to help you think like a social media campaign planner and campaign creator, capable of building insight-driven strategies, selecting platforms, developing creative ideas and understanding paid/owned/earned dynamics. The goal is that at the end of the semester, you have mastered the fundamentals of consumer behavior on social platforms, strategic campaign development, creative ideation, media planning, and performance management that spans across advertising, public relations and communication practices.
Course equivalencies: COMM 331/COMM 444
Outcomes:
Master the development of comprehensive social media strategies based on consumer insights: Students will learn to identify target audiences, uncover behavioral and cultural insights, and translate these findings into high-impact social media campaign strategies; Assess specific platform nuances and audience expectations: No single platform is the same and serves different objectives for brand development and students will examine how different social media platforms operate - including their engagement patterns and algorithmic structures that shape content and communication strategies; Create professional-level customer journey maps and identify high-impact touchpoints: Students will gain experience in mapping consumer paths across platforms and identify moments of opportunity for engagement, influence, and/or conversion within multi-platform journeys; Generate upper-level creative content strategies tailored to platform-specific audiences: Students will gain experience in creating platform-specific campaigns that are targeted to specific audiences, delivering on the client's brief expectations; Present professional-level social media campaign recommendations to clients: Students will get firsthand experience in presenting an industry-standard integrated social media campaign program

COMM 445 Creating ADPR Content with AI (3 Credit Hours)
Pre-requisites: COMM 211 or enrollment in the Global Strategic Communication (MS) program
This course explores the current practices, opportunities, challenges, and ethics of strategic integration of Artificial Intelligence (AI) and Generative AI (GAI) into advertising, public relations, and communication workflows. Students learn various AI platforms and how to use AI for audience research, content creation, and campaign optimization while navigating the ethical and legal implications of automated communication.
Course equivalencies: COMM 335 / COMM 445
Outcomes:
Have comprehensive knowledge of the AI platforms and tools used for creating effective strategic communication content; Master how to integrate AI to reduce creative production time; Understand at a professional level the ethical implementations for AI use including navigating transparency, data privacy, and other issues; Master the skills of working effectively in teams to prepare marketing communication programs

COMM 448 Short-Form Series Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course prepares students to design, produce, and evaluate professional-quality short-form digital media through the creation of original, serialized video projects. Students will develop skills in visual storytelling, pacing, audience engagement, and multiplatform production while applying industry-standard workflows for planning, shooting, editing, and post-production. By the end of the course, students will be able to produce cohesive digital series content, make informed creative and technical decisions, and critically reflect on their work in ways that support both portfolio development and professional practice in contemporary media industries.
Outcomes:
Develop a multi-part story series with a clear theme connecting all episodes; Execute all stages from pre-production planning through final delivery, demonstrating competency in shooting, editing, sound design, and post-production; Apply critical feedback by engaging in constructive peer critique; Articulate the creative process behind their original content, including the challenges faced and solutions implemented during project development; Manage production timelines by working efficiently under deadline pressure, problem-solving independently, and delivering completed work on schedule

COMM 449 Capstone Seminar (3 Credit Hours)
Pre-requisites: COMM 400
Capstone Seminar is designed to equip students with the necessary skills, knowledge, and strategies to successfully complete their culminating capstone project. This course focuses on project planning, development and execution. Students will develop a clear project proposal, enhance their research and critical thinking skills. Through workshops, peer feedback, and faculty guidance, students will develop their capstone project idea and establish timelines. By the end of this course, students will have a solid foundation to confidently begin their capstone project.
Outcomes:
Students will develop skills in project planning and time management, including setting timelines, defining objectives, and coordinating resources for their capstone project; Students will analyze and critique various forms of digital media, understanding their impact on audiences and the techniques used to create them; Students will conduct research relevant to their capstone project, utilizing academic and industry sources to inform their work; Students will understand and apply ethical principles in digital media production, including copyright, privacy, and representation; Students will complete a proposal or preliminary work that prepares them for successful execution of their capstone project; Students will engage in self-assessment and reflection on their learning experiences, identifying strengths and areas for improvement as they prepare for their capstone

COMM 450 Capstone II (3 Credit Hours)
Pre-requisites: COMM 400, 405, 410, 415, 420, 425, and 430
This course involves integration of new media tools and storytelling, culminating in a professional project that is conveyed to public audiences and widely distributed.

COMM 455 Animation (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course will focus on animation with specific emphasis on the creation, refinement, and publishing of a visual story. Students will learn 2D and 3D techniques, cameras, CGI and other software and equipment to create animated works.
Course equivalencies: COMM 305/COMM 455
Outcomes:
Theories of visual and image-based storytelling; script writing; character development; storyboarding; creating visual stories from images; animation enhancement/manipulation; graphic design; and contemporary animation design options for visual storytelling/promotion

COMM 458 Newscasting and Producing (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This is designed as a capstone course for the broadcast journalism emphasis. It covers all aspects of TV (or web) newscasts, including producing, anchoring, reporting, photography, and editing, as well as studio production. The class produces and delivers newscasts designed to prepare students for work in the TV news industry.
Course equivalencies: COMM 358/COMM 458

COMM 459 Advanced Post Production (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
This course combines advanced editing theory and practice, aimed at providing students with the skills required for editing motion pictures of all genres and for all platforms.
Course equivalencies: X - COMM 359 / COMM 459
Outcomes:
Students will learn how to edit for motion pictures of all forms

COMM 460 AI and Media Experience Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
This advanced, practice-oriented course examines how artificial intelligence is reshaping the end-to-end advertising value chain--from insight generation and creative development to personalization, media optimization, and customer experience design. Building on foundational AI-in-advertising concepts, students will develop the skills to design AI-enabled creative systems, prototype AI-driven experiences (including conversational and agentic interfaces), and evaluate the ethical, legal, and strategic tradeoffs of deploying AI in Business-to-Consumer (B2C) contexts. The course emphasizes hands-on experimentation with current AI tools, frameworks for trustworthy deployment, and professional communication of AI strategy to stakeholders.
Outcomes:
Explain core AI capabilities and limitations in advertising contexts; Design generative AI workflows for creative production; Translate business problems into AI-assisted insight and measurement plans; Prototype conversational/agentic customer experiences; Evaluate ethical, legal, and governance implications of AI deployment; Present AI strategy and implementation recommendations professionally

COMM 461 Health Communication (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
This course focuses on the growing field of health communication. Building on students' knowledge of public relations, advertising, communication, and marketing, this class aims to help students develop an area of specialization that offers career opportunities in many settings. Through guest speakers and field trips, the class is designed to provide an overview of what health communicators do and where they work.
Course equivalencies: COMM 311/COMM 461
Outcomes:
Provide a foundation of knowledge about the US healthcare system and acquaint students with how communications can play a vital role in accomplishing public health objectives

COMM 462 Health Literacy & Digital Technology (3 Credit Hours)
This course explores a deeper understanding of the potential of digital communication tools to improve health literacy and contribute to better health outcomes across the full spectrum of healthcare. This course prepares these students to enter a local health department, community organization, or government agency, and global health communication PR consultancy, which contributes to health communication research, patient counseling, materials design, and program management.
Outcomes:
Be skilled in analyzing, interpreting, and communicating complex health concepts across a wide range of media platforms, equipping them to effectively manage health communication in a digital landscape; Describe and assess the ecological factors that affect health literacy; Assess the potential for digital technologies to either bridge or deepen health inequities based on factors such as age, education, socio-economic status, and geographic location; Evaluate the role of digital health interventions in addressing health system deficiencies, particularly in underserved or remote areas, and understand the challenges related to infrastructure and accessibility; Monitor and evaluate the utilization and impact of digital health technologies across different social groups to ensure that the benefits of digital health are equitably distributed; Develop communication interventions that leverage digital technologies to improve health equity, ensuring that these innovations do not reinforce existing social and health inequities

COMM 463 Intermediate Advertising Design (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
Builds on the creative skills and understanding acquired in the introductory advertising creative courses to enhance students' conceptual abilities. Utilizing Adobe InDesign and Photoshop, students learn to design for various advertising formats including digital, print, and for client presentations.
Course equivalencies: COMM 330/COMM 463
Outcomes:
The best work is finished on computers and reviewed by advertising professionals at the end of the semester

COMM 464 Mobile Advertising (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC, the Global Strategic Communication MS, and the Dual Degree-Advertising & Public Relations BA programs
Mobile is one of the most valued investments for advertisers. This course covers the latest practices and trends of mobile advertising which includes 1) branded mobile application design and development; 2) advanced mobile experiences with AR/VR experiments; and 3) various practices, tactics, and ethical concerns for native mobile advertising experiences.
Course equivalencies: COMM 334/COMM 464
Outcomes:
Knowledge of relevant human-computer interaction theories and branded mobile design/development; Ability to use digital tools to create mobile advertising campaigns; Understanding of importance and implications of ethics in mobile advertising

COMM 466 Advanced Quantitative Research Methods (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This course is students to get familiar with sophisticated statistical techniques and data analysis procedures in conducting academic research in the field of advertising. The course will cover topics such as experimental design, survey design, regression analysis, moderation analysis, mediation analysis, structural equation modeling, and longitudinal data analysis. Hands-on sessions using statistical software (e.g., SPSS) will be integral, allowing students to gain practical experience with real datasets. The course will culminate in a final project where students will apply learned methods to a research question of their choice, fostering skills in research design, data analysis, and scholarly communication.
Outcomes:
Understand and apply advanced statistical methods in research; Proficiently use statistical software for data analysis; Design and execute quantitative research studies; Interpret and critically evaluate quantitative research findings; Communicate research findings effectively through written and oral presentations; Develop a research project proposal using advanced quantitative methods

COMM 467 Advanced Digital Analytics (3 Credit Hours)
Pre-requisites: Restricted to MS in Digital Advertising Students
This is an intense course designed for students who have a foundational understanding of digital data analysis and are looking to deepen their expertise. This course will explore the advanced techniques and tools used in the analysis of digital data, with a strong emphasis on SQL and its applications in digital analytics. The course integrates theoretical knowledge with practical skills, offering hands-on sessions where students will work with real data sets. Students will learn to extract, transform, and analyze data from various digital sources to make informed business decisions. The course culminates in a capstone project where students apply their skills to solve a real-world digital analytics problem.
Outcomes:
Demonstrate advanced understanding of digital data sources and structures; Proficiently use SQL for complex data queries and analysis; Apply statistical methods to analyze and interpret digital data; Integrate data from multiple sources for comprehensive analytics; Develop and execute a digital analytics project from conception to completion; Effectively communicate analytical findings to both technical and non-technical audiences

COMM 468 Consumer Psychology (3 Credit Hours)
This is a course designed for students who wants to explore the psychological principles and theories underlying consumer behavior, offering insights into how consumers think, feel, and make decisions. In a format of seminar discussion, students will be exposed to a blend of theoretical exploration and practical applications. They will also examine various aspects of consumer psychology to analyze real-world examples, and concludes with a project where students apply their understanding to a consumer behavior problem or opportunity.
Outcomes:
Understand key psychological theories relevant to consumer behavior; Analyze how consumer perception, motivation, and decision-making processes influence buying behavior; Apply consumer psychology principles to marketing and business strategies; Evaluate the impact of social and cultural factors on consumer behavior; Conduct research and analyze data to inform consumer psychology insights; Develop and present a comprehensive project that applies consumer psychology concepts to a real-world problem

COMM 469 Digital User Experience Strategy (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and Digital Advertising MS programs
This course is redesigned to cover emerging topics in persuasive technology design on different types of interfaces and settings. The course will cover the foundations of persuasive UX/UI design, specifically in the context of strategic communication. Students will learn the core user experience (UX) design principles, including usability heuristics, information architecture, and behavioral economics applied in digital advertising and marketing, such as urgency and scarcity tactics, social proof implementation, and neuromarketing principles. Students will learn the psychological triggers that drive purchase decisions and consumer engagement and satisfaction based on solid scientific evidence.
Outcomes:
Understand the principles of user experience and their application in persuasion; Apply design thinking to create innovative solutions; Design effective UI and UX systems for digital communication campaigns; Implement human-centered design approaches in digital strategies; Recognize and address ethical considerations in user experience for diverse audiences; Develop skills in virtual agent design for persuasion purpose; Create and evaluate a comprehensive project that integrates UI/UX and ethical considerations

COMM 470 Special Topics in Advertising and Public Relations (3 Credit Hours)
Pre-requisites: Restricted to students in the Global Strategic Communication MS and the Dual Degree-Advertising & Public Relations BA programs
These are advanced courses in specialized AD/PR areas. Titles and content vary, and prerequisites are established according to course content. May be repeated with different topics for a total of 9 credit hours, but only 6 credit hours may count toward the major.
Course equivalencies: COMM 370/COMM 470

COMM 471 Media Commerce and Platform Ecosystems (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
This interactive, hands-on, strategy-meets-execution course is designed to prepare you to plan and operate advertising and content programs inside commerce and platform ecosystems, where media exposure and point of sale are increasingly inseparable. Students will learn a strategic overview of retail media networks, social commerce, and live commerce and practice the operational skills needed to drive measurable outcomes, including product visibility, add-to-cart, conversion, and revenue. The course moves beyond traditional ad metrics (clicks and impressions) to focus on commerce-ready creative, product data and merchandising fundamentals, shopper journey design, and performance measurement within online retail and social environments.
Outcomes:
Explain how commerce and platform ecosystems work; Plan commerce-first strategies based on shopper insights; Develop commerce-ready creative and content systems; Operate shopping and retail media campaigns; Measure performance using commerce metrics; Present professional commerce recommendations

COMM 473 Digital Storytelling Abroad (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Media and Storytelling MC program
Participants will learn and execute multimedia storytelling in an international setting. This course will help students enhance their video, writing, interviewing, photography, and editing skills within another country and cultural context.
Course equivalencies: COMM 373/COMM 473

COMM 479 Digital Sustainability (3 Credit Hours)
Pre-requisites: DMST and SES grad students can enroll
Digital Sustainability explores the environmental impact of digital media. Mining precious metals to manufacture devices, burning fossil fuels to run data centers, global black market trading of e-waste are points where the digital world meets the physical world. Students will explore digital sustainability problems, and work toward creative solutions.
Course equivalencies: COMM 379 / COMM 479
Outcomes:
Learn about environmental issues stemming from digital media infrastructure; Critically evaluate different disciplinary perspectives to gain a broader understanding; Develop ethical reasoning regarding environmental impact resulting from digital media ecology

COMM 480 Advertising and Emerging Media Capstone (3 Credit Hours)
Pre-requisites: Restricted to students in the Digital Advertising MS program
The MS Advertising and Emerging Media capstone project focuses on idea generation, research, and strategic planning. Students will choose between a data-driven research project or a production-focused advertising project, working closely with a supervisor to develop a comprehensive project proposal. For research-oriented projects, students will conduct a thorough literature review, identify research gaps, and formulate hypotheses or research questions. Those pursuing production projects will analyze market trends, extract consumer insights, and create a detailed creative brief for a real-world client. Both tracks emphasize critical thinking, strategic planning, and the development of a solid foundation for project execution. Through weekly meetings with supervisors and structured modules, students will refine their project concepts, ensuring they are well-prepared for the execution phase.
Outcomes:
Conduct comprehensive background research on a selected real-world client, understand the market challenge, and build a situational analysis; Formulate clear research questions, hypotheses, or creative briefs that guide the project's development; Develop a thorough project proposal, including objectives, methodologies, and expected outcomes; Demonstrate critical thinking in identifying research gaps or market opportunities; Apply ethical considerations in research design or advertising strategy development; Articulate complex ideas clearly in both written proposals and oral presentations

COMM 481 Project II (3 Credit Hours)
Building on the foundation laid in Phase 1, this course guides students through the execution, analysis, and presentation of their capstone projects. Students pursuing data-driven research will collect and analyze data, interpret findings, and prepare a comprehensive research paper. Those engaged in production projects will create tangible advertising materials based on their creative briefs, such as integrated campaigns, digital content, or other innovative advertising solutions. Both tracks emphasize practical application of skills, problem-solving, and the ability to adapt to challenges that arise during project execution. The course maintains a focus on weekly supervision meetings and structured modules to support students through data analysis or creative production, culminating in a final presentation of their completed projects. This phase prepares students to deliver high-quality, professional-grade work that demonstrates their readiness for advanced roles in the advertising industry or further academic pursuit.
Outcomes:
Execute the designed research methodology or creative strategy effectively; Analyze and interpret data or consumer insights to drive decision-making in research findings or creative execution; Create professional-quality deliverables, such as research papers or advertising materials, that meet industry or academic standards; Utilize technical skills relevant to their chosen project type, such as statistical analysis software or creative design tools; Manage a long-term project effectively, adhering to timelines and adapting to challenges as they arise; Demonstrate problem-solving skills in addressing unexpected challenges during project execution

COMM 491 Advertising/Public Relations Internship (3 Credit Hours)
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Restricted to students in the ADPR-BASD and GSCM-MS programs. Students must attend an internship orientation and submit application packet to instructor. If approved, student is enrolled in course.
Course equivalencies: CMUN396/COM391/392/393/491/492

COMM 492 Multimedia Journalism Internship (3 Credit Hours)
This supervised field experience enables students to have hands-on professional learning at a wide range of agency, corporate, and non-profit organizations as the basis for learning and refining professional communication skills. Restricted to students in the DMST-MC program.
Course equivalencies: CMUN396/COM391/392/393/491/492
Outcomes:
Students gain proficiency in professional conduct and industry skills while systematically reflecting on their experiences

COMM 494 Film & Digital Media Internship (3 Credit Hours)
Complete an internship providing an opportunity to use their visual and technical and/ or skills in a professional setting. Restricted to students in the DMST-MC program.
Course equivalencies: COMM 394/COMM 494
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

COMM 498 Directed Study for Graduate Students (1-3 Credit Hours)
Students may sign up for a one to three credit hour course to work independently in the student's area of interest with a supervising faculty member whose expertise is in that area. Projects may include, but are not limited to: a reading course, where the student contracts to read and create an annotated bibliography of research materials, a writing course, where a student has developed a strong paper for a course and wants to refine it for possible conference presentation and/or publication. Restricted to students in the DMST-MC, ADPR-BASD, and GSCM-MS programs.

COMM 700 Certificate: Digital Media Ethics (0 Credit Hours)
Loyola's Center for Digital Ethics and Policy certificate course explores codes of ethics and ethical decision making, legal limits of online speech, strategies to spot and deal with fake content, intellectual property and user generated content, understanding privacy concerns, ethical issues with big data, the ethics of deception online, among other topics.
Outcomes:
Participants will be able to understand ethical issues that are most likely to come up in their particular professional contexts and be able to take this knowledge back to their organization to help guide policy and procedure

COMM 701 Organizational Leadership and Change Management (0 Credit Hours)
Loyola's School of Communication offers a new certificate course custom-tailored for managers who want to accelerate the pace of successful change in their organizations. This course combines online learning with a focused 3-day program at Loyola, plus personalized coaching afterward. Participants will be able to shape their learning around their organization's needs.
Outcomes:
This course will help managers who want to accelerate the pace of successful change in their organizations, leading change on the front lines and managers whose supervisors have identified them as emerging leaders

Computer Science (COMP)

Discover, search, courses (p. 2661)!

COMP 102 Web Design and Multimedia Publishing (3 Credit Hours)
This course introduces foundations of the world wide web technology, HTML, and multimedia publishing techniques. Topics include HTML syntax, CSS, XML, RSS, and various multimedia formats.
Outcomes:
An understanding of the technologies behind web sites and the ability to use them effectively

COMP 104 Computer Animation (3 Credit Hours)
The course introduces techniques for understanding and developing dynamic and interactive media by using sound, motion, images, and text. Relevant software knowledge areas are covered.
Outcomes:
Ability to publish created animated media projects to the web in a process that involves understanding human interface design

COMP 111 History of Computing (3 Credit Hours)
The social and organizational history of humanity is intricately entangled with the history of technology in general and the technology of information in particular. Advances in this area have often been closely involved in social and political transformations. While the contemporary period is often referred to by such names as the Computing and Information Age, this is the culmination of a series of historical transformations that have been centuries in the making. This course will provide a venue for students to learn about history through the evolution of number systems and arithmetic, calculating and computing machines, and advanced communication technology via the internet.
Course equivalencies: X - COMP 111 / HIST 279C

COMP 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

COMP 122 Introduction to Digital Music (3 Credit Hours)
This course explores the intersection of music and computing. Topics include sound, digital audio, sampling, synthesis, sequencing, and automation. Students encounter tools and techniques of digital music and data structures for encoding musical thought as well as examples of musical creativity and technological advances resulting from experimentation and interdisciplinary thinking.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122
Outcomes:
Understanding of the physics of musical sound and data structures for digital audio and music; facility with hands-on applications of digital music composition, musicology, sound design

COMP 125 Visual Information Processing (3 Credit Hours)
Pre-requisites: Restricted to Freshman or Sophomore standing OR majors other than COMP-BS AND CSEC-BS AND SWEN-BS
This course is an introduction to fundamental programming principles and techniques. Students encounter data structures, logical operations, quantitative inputs, and object-oriented thinking through graphics, animation and personal creativity. Emphasis is on coding for interactive applications. No prior experience in computer programming is required.
Knowledge Area: Quantitative Knowledge
Outcomes:
Understanding of computer mechanisms for representing and analyzing numerical information and the role of parameters inputs in computer algorithm execution; ability to implement programming techniques to solve practical problems

COMP 141 Introduction to Computing Tools and Techniques (3 Credit Hours)
This course introduces students to the Unix shell environment and essential tools for succeeding in computer science degrees. Students who complete this course will develop fluency in the Unix (Linux) environment, which is essential for solving problems in academic, research, and professional computing disciplines.

COMP 144 Cybersecurity for All (3 Credit Hours)
This course will cover cybersecurity fundamentals, including how to think like an adversary, general awareness of cybersecurity and privacy, and cybercrime. This course is intended for any student who wants to know more about general cybersecurity and privacy issues in the "cyber" world.
Outcomes:
Ability to quantitatively and qualitatively assess cybersecurity and privacy risks, and understanding fundamentals of protecting security and privacy in a cyberworld and connections to cybercrime and other real-life scenarios

COMP 150 Introduction to Computing (3 Credit Hours)
Pre-requisites: Freshman or Sophomore standing OR majors other than Computer Science BS, Cybersecurity BS, and Software Engineering BS
The world overflows with electronic data. This course introduces programming in a simple, powerful language like Python, with selection, repetition, functions, graphical effects, and dynamic interaction with the Internet, plus connections to lower level computer organization and computer implications in the wider world.
Knowledge Area: Quantitative Knowledge
Outcomes:
Empowerment to manage and transform masses of data; understanding of technical, societal, and ethical issues involved

COMP 163 Discrete Structures (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 or placement into MATH 118 or higher
This course covers the mathematical foundations of computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Course equivalencies: COMP211/COMP163
Outcomes:
The student will be prepared for the study of advanced ideas in computer science, from cryptography to databases to algorithms to computer architecture

COMP 170 Introduction to Object-Oriented Programming (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 118 or Placement into a higher MATH course or COMP 125 or COMP 141 or COMP 150 or COMP 180 or permission or SCPS student; Prior experience with a procedural programming language is sufficient to obtain permission to enroll
This programming-intensive course with an integrated lab component introduces basic concepts of object-oriented programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP170/ISOM/INFS370
Outcomes:
Ability to take a problem, break it into parts, specify algorithms, and express a solution in terms of variables, data types, input/output, repetition, choice, arrays, subprograms, classes, and objects; Ability to judge a good program

COMP 171 Scripting Languages (1 Credit Hour)
Scripting languages are rapid prototyping languages that are used extensively. This course covers the principles, syntax and semantics of widely used scripting languages.
Outcomes:
Students will learn how a program can be put together quickly and efficiently to solve problems

COMP 180 Computing and Data Analysis for the Sciences (3 Credit Hours)
Pre-requisites: MATH 110 or MATH 117 (or any higher MATH course such as 118, 131, 132, 161, 162) with grade of at least C- or placement into MATH 118
Scientific computing emphasizes data analysis and visualization in a scientific context - analyzing data quickly for understanding by the individual, sharing automated workflows with collaborators, and preparing results for later publication. This course will emphasize rapid, interactive, and reproducible collaborative analysis of data for scientific contribution.
Interdisciplinary Option: Neuroscience
Outcomes:
At the end of this course, students will be well versed in the use of a specific, interactive environment for data analysis (likely Python, R, or MATLAB as indicated in the course notes) for analyzing data and sharing results

COMP 215 Object Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

COMP 231 Data Structures & Algorithms for Informatics (3 Credit Hours)
Pre-requisites: (MATH/COMP 215 OR COMP 170) AND (COMP 141 OR AMTH-BS OR MATH-BS) Advisory: MATH/COMP 215 preferred
This course introduces data structures and algorithms that are essential for data science and informatics. Here we will focus on identifying the right method for storing data and using the most efficient algorithm for analysis. A subset of data structures and algorithms fundamental to computer science will be covered.
Outcomes:
Students will learn fundamental data structures and algorithms frequently used in informatics and data science; Students will be able to apply this knowledge for data analysis

COMP 250 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

COMP 251 Introduction to Database Systems (3 Credit Hours)
Pre-requisites: COMP 125 or COMP 141 or COMP 150 or COMP 170 or COMP 180 or COMP/MATH 215
This course explores ways in which data collections are organized, stored, analyzed, and manipulated. Topics include relational databases, the SQL query language, and the basics of XML and web interfaces to data sets. Applications from a variety of domains illustrate the course's key concepts.
Course equivalencies: COMP 251 / COMP 368
Outcomes:
Students will organize data in ways to emphasize relationships, write simple programs to process, visualize and graphically display data, mine data for patterns, and design web interfaces to data

COMP 264 Introduction to Computer Systems (3 Credit Hours)
Pre-requisites: COMP 141 and (COMP 170 or MATH/COMP 215) and (coreq or prereq of COMP 163 or MATH 201); COMP 163 coreq or prereq and COMP 170 prereq preferred
This course studies the hierarchy of abstractions and implementations that constitute a modern computer system, with a particular focus on issues of interest to programmers, typically including some systems programming instruction.
Outcomes:
Understanding of system issues that affect the performance, correctness, or utility of user-level programs

COMP 271 Data Structures I (3 Credit Hours)
Pre-requisites: COMP 141 and COMP 170 and (co-requisite or pre-requisite of COMP 163 (preferred) or MATH 201); For Bioinformatics majors, pre-requisite of COMP 141 and COMP 170; For SCPS students, pre-requisite of COMP 170
This course studies basic data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations, study of recursion, applications of data structures, and simple analysis of algorithms are covered.
Outcomes:
Students learn linear data structures and the performance of their operations, and they learn to solve simple computational problems by designing suitable algorithms and efficient data structures

COMP 272 Data Structures II (3 Credit Hours)
Pre-requisites: COMP 271 and (COMP 163 or MATH 201) and (MATH 131 or MATH 161)
This course studies advanced abstract data types, such as sets, maps, and graphs, and their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also studies the performance of the data structures built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students learn non-linear data structures and runtime performance of their operations, solve computational problems by choosing suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 301 Introduction to Computer Security (3 Credit Hours)
Pre-requisites: COMP 170
This is an introductory course on computer security covering a broad range of topics, including basic security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The course teaches both the principles and concepts of computer security as well as some of the tools and technologies. Students will learn to think like an adversary, find and exploit vulnerabilities in computer and network systems, understand cryptography and security goals, and learn about some of the commonly-used tools.

COMP 305 Database Administration (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
Business and scientific institutions increasingly use large commercial data base systems. This course teaches the theory and practice for the definition, security, backup, tuning, and recovery of these systems.
Outcomes:
Students will be able to use theory and pragmatic approaches to define and implement realistic solutions for large database administration environments

COMP 306 Data Mining (3 Credit Hours)
Pre-requisites: (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission) and (COMP 150 or COMP 170); Corequisites or Prerequisites: COMP 251 or COMP 353
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
This course offers an introduction to topics such as error analysis, interpolation and approximation, and the numerical solution of problems involving differentiation, integration, and ordinary and partial differential equations.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

COMP 310 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
This course introduces principles of operating systems and how they are designed. Various important parts of operating systems such as memory addressing, file structures, processes, and threads are covered.
Outcomes:
Students will learn the different parts of an operating system at a functional level and how they interact with each other

COMP 312 Open Source Software Practicum (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271 or instructor permission
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn to implement projects involving Free and Open Source software and learn how to participate in open-source projects effectively

COMP 313 Object-Oriented Design (3 Credit Hours)
Pre-requisites: COMP 272
Object-orientation continues to be a dominant approach to software development. This intermediate programming-intensive course studies the use of classes and objects with an emphasis on collaboration among objects.
Outcomes:
A thorough understanding of the principles of object-orientation: abstraction, delegation, inheritance, and polymorphism; exposure to basic design patterns; programming experience in mainstream object-oriented languages such as C++ and Java

COMP 314 Problem Solving Strategies I (1 Credit Hour)
Pre-requisites: COMP 271
Corequisite or This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Course equivalencies: COMP281/COMP314
Outcomes:
Ability to work in small groups, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 315 Problem Solving Strategies II (2 Credit Hours)
Pre-requisites: COMP 314
This course allows students to sharpen problem-solving skills along with, or as part of, the ACM Programming Team. Groups generally work on old competition problems on alternate weekends, with short follow-ups during the next week.
Outcomes:
Ability to lead a small group, quickly and accurately assessing and solving focused problems involving many sorts of programming knowledge

COMP 317 Social, Legal, and Ethical Issues in Computing (3 Credit Hours)
Pre-requisites: Any COMP course and Ethics Core
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 319 Introduction to UNIX (1 Credit Hour)
Pre-requisites: COMP 170 and COMP/MATH 215
An introduction to the UNIX operating system. Topics include files and directories, electronic mail, security, advanced file systems, network utilities, network file sharing, text utilities, shell programming, UNIX internals, UNIX system administration (essentials), the X windowing system, systems programming, and secure shell (SSH).
Course equivalencies: COMP219/COMP319
Outcomes:
After taking this course, students will develop working knowledge of Unix and be able to use modern Unix operating systems such as Linux, OS X, or Solaris

COMP 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear, and complex models, and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

COMP 322 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course will focus on the unique challenges, methods, tools, and technologies for developing software applications for wireless and mobile devices, smart mobile phones, and the growing world of mobile connected devices.
Outcomes:
1) Understand challenges of software design for resource limited devices; 2) Know the architecture of one or more state-of-the-art mobile operating systems; 3) Gain experience designing, developing, testing embedded software

COMP 323 Game Design and Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course studies design, development, and publication of games and game-based applications. This includes example games and designers, industry practices, and team-based project development.
Outcomes:
Students will acquire an awareness of different game design and development methods, technologies, and techniques suitable for the development of a variety of game based environments

COMP 324 Client-Side Web Development (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course covers the design and implementation of the presentation layer of dynamic web applications. Topics include visual design and usability, multi-channel and multi-modal applications, markup of static and dynamic content, and client-side executable content. HTML/CSS/JavaScript are introduced quickly, followed up with the stack of current JavaScript frameworks and libraries used in practice.
Outcomes:
Familiarity with the most common effective tools for creating responsive, dynamic, and interactive web content with client-side tools

COMP 325 Rapid Application Development Methodology (3 Credit Hours)
Pre-requisites: COMP 271 with a grade of C- or above
This course will teach students how to effect rapid application development using a software framework such as the .NET Framework. Particular emphasis will be placed on enhancing object-oriented programming skills using a language such as C#.NET.
Outcomes:
Students will gain enhanced skill in object-oriented programming and development of such applications as database applications, web applications, Microsoft .NET services, Silverlight applications, and WCF Services

COMP 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: One of: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

COMP 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes with algebraic structure and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

COMP 329 Natural Language Processing (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or STAT 335 or ISSCM 241 or PSYC 304 or instructor permission)
This course provides an introduction to the field of natural language processing (NLP). NLP is concerned with computational approaches to analyzing, generating, and understanding human language. This course will introduce the students to the problems, methods, and applications of NLP.
Outcomes:
Students will become familiar with such areas of natural language processing as information retrieval, sentiment analysis, machine translation, document classification, and question answering

COMP 330 Software Engineering (3 Credit Hours)
Pre-requisites: COMP 271
Students learn real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 331 Mathematical Foundations of Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH 201 or COMP 363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP 180 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 332 Requirements Engineering (3 Credit Hours)
Pre-requisites: COMP 330
This course aims to equip students with techniques for successful requirements analysis and requirements engineering (RE) of software-intensive systems. Students will learn a systematic process of developing requirements through co-operative problem analysis, representation, and validation.
Outcomes:
Students will learn and apply the current state of the art in requirements engineering and a systematic method for engineering high-quality requirements on realistic large-scale projects

COMP 333 Web Services Programming (3 Credit Hours)
Pre-requisites: COMP 313
Web services are building blocks for enterprise applications that use open data exchange standards and transport protocols to exchange data with calling clients. This course studies the architectures, frameworks, and tools required to develop and compose web services and clients, as well as integrate service-oriented systems with legacy systems.
Outcomes:
An understanding of the design space of software architecture; Proficiency in designing, implementing, deploying and composing systems from web services

COMP 335 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 272
As embedded and networked systems are becoming ever more ubiquitous, we depend increasingly on the correctness of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as UML and ESC

COMP 336 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 337 Concurrent Programming (3 Credit Hours)
Pre-requisites: COMP 313
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 338 Server-based Software Development (3 Credit Hours)
Pre-requisites: COMP 313
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 339 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 313 or COMP 363 or COMP 310
This course covers topics in modern distributed systems. This course places special emphasis on scalability (performance), reliability/fault tolerance, and security.
Outcomes:
After taking this course, students should understand the essential ingredients of distributed systems and how to build distributed systems that are resilient to transient network failures and other potential anomalies

COMP 340 Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 301 (may also be corequisites)
The course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 341 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
Limitations in human-computer interaction are as much due to human factors, cognitive limits, expectations, motivations, and inertia as technological capabilities. Systematic methods will be used to evaluate and improve designs through both qualitative feedback and statistical, hypothesis-driven testing on web pages, GUIs, mobile apps and many non-traditional interfaces.
Outcomes:
Students will be exposed to a wide array of non-traditional computing interfaces, and be able to evaluate, design and develop better human-computer interfaces using research-based, systematic approaches

COMP 342 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: COMP 170
An introduction to webpage development using JavaScript, jQuery and associated client-side tools.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Students will be able to create webpages using JavaScript and related tools and protocols, and interface a webpage with a database

COMP 343 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271 or instructor permission
This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. Some programming may be required.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 344 Hands-on Approach to Security and Privacy (3 Credit Hours)
Pre-requisites: COMP 301 and (COMP 340 or COMP 347 or COMP 348 or COMP 349 or COMP 352)
This course will introduce students to privacy, cybersecurity competitions, and how computers can be compromised and secured. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate knowledge and competency in the cybersecurity and privacy fields by participating in competitions, capture the flag, cybersecurity challenges, cybersecurity certifications, and other cybersecurity events/activities; Students will apply what they know in a realistic professional setting, usually working in a team

COMP 345 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 301
It introduces the Internet of Things (IoT) comprising embedded devices and cloud-based resources. The course studies concepts and techniques used in designing and implementing IoT systems providing valuable functionality to consumers and valuable data to organizations. The course discusses methods for addressing related safety, security, reliability, and privacy concerns.
Outcomes:
Ability to design and implement secure software and establish safety, security, reliability, and privacy goals for embedded and IoT-based systems; Ability to visualize and analyze data from an IoT system

COMP 346 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the fundamental concepts of telecommunication networks, including requirements of voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system.
Outcomes:
Students will understand how modern telephone systems work

COMP 347 Intrusion Detection and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course covers techniques and algorithms for detecting unusual usage patterns that typically signal a break-in, including techniques for detecting evasive or stealthy attacks. Also covered are differences in detecting local versus network intruders. Additional topics: computer viruses, computer security management, computer forensics.
Outcomes:
Students will learn to configure ID systems (eg SNORT) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 348 Network Security (3 Credit Hours)
Pre-requisites: COMP 301
This course involves a discussion of network security through the following areas which lead to an overall security posture: Security Frameworks, Implementation Security, System Best Practices, a Case for Centralized Configuration Management, Network Security Architecture, Standards Adherence, Risk Assessments, Testing and Review and Application Security.
Outcomes:
An understanding of how to secure networks using encryption, authentication, perimeter protection, restricted access policies, intrusion detection/prevention and other security frameworks

COMP 349 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 301
This course will explore the wireless standards, authentication issues, and common configuration models for commercial versus institutional installations and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 350 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 351 Network Management (3 Credit Hours)
Pre-requisites: COMP 264 or COMP 271
This course introduces the current state of the art in automated management of computer networks, including protocols such as SNMP and its attendant naming conventions, network management systems, and important issues in administrative network configuration.
Outcomes:
Students will become familiar with the SNMP protocol, with how large-scale Network Management Systems operate and are configured, and with advanced network configuration

COMP 352 Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 301
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities at the machine-code level and how they can be leveraged into an attack; Run a virus in a virtual-machine sandbox with appropriate monitoring

COMP 353 Database Programming (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course introduces relational and object databases to support database creation and application development. Use of commercial database products will give a practical orientation.
Course equivalencies: COMP353/BIOI353
Outcomes:
Students will learn SQL, database design and application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 358 Big Data Analytics (3 Credit Hours)
Pre-requisites: ((Database experience: COMP 251 OR COMP 305 OR COMP 353) AND (Analytics experience: COMP 306 OR COMP 379 OR STAT 338 OR STAT 308)) OR permission of instructor
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 362 Computer Architecture (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 271
Introduction to digital logic and Verilog. Design and implementation of a CPU pipeline. Processor design, instruction set design, and addressing. Control structures and microprogramming. Memory management, caches, and memory hierarchies. Interrupts and I/O structures. Instruction dependencies and hazards. Design synthesis on FPGAs.
Course equivalencies: COMP 260 / COMP 275 / COMP 362
Outcomes:
Ability to design complex digital systems using hierarchical organization and implementation in Verilog; Ability to reason about dependencies in an instruction sequence and how dependencies create pipeline hazards

COMP 363 Design and Analysis Computer Algorithms (3 Credit Hours)
Pre-requisites: COMP 272 and (MATH 132 or MATH 162)
Theoretical design and analysis of computer algorithms may be supplemented by small amounts of programming.
Interdisciplinary Option: Bioinformatics
Course equivalencies: X-COMP363/BIOI363
Outcomes:
The ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 364 High Performance Computing (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
This course covers parallel architectures and parallel models of computation. Algorithms for achieving high performance in various computational contexts are discussed. Models such as shared memory, message passing, and hybrid modes of computing are introduced.
Outcomes:
Students will learn how to engineer solutions to practical problems in multiprocessor architectures and using large physical memories

COMP 366 Microcomputer Design & Interfacing (3 Credit Hours)
Pre-requisites: COMP 271
This course covers computer architecture, CPU logic, data acquisition, signal conditioning, analog/digital conversion and computer interfacing.
Course equivalencies: X-PHYS366/COMP366
Outcomes:
Students will gain a working knowledge of interfacing techniques and design, hands-on experience with professional interfacing hardware and software, and the ability to document and report experimental results

COMP 367 Robotics Software Development (3 Credit Hours)
Pre-requisites: COMP 271; COMP 313 recommended
This course is an introduction to robotics and robotic software development using humanoid robots. The course will use modern robot platforms and provide hands on experience with robotic sensor systems, motion and navigation, robot behavior planning and implementation.
Outcomes:
Students will explore the history of robotics, overview the theory of autonomous robotic systems, and develop complete robot projects

COMP 369 Product Invention and 3D Printing (3 Credit Hours)
This course explores the role of products in the economy and how things are made, including: product conceptualization and design, physical design vs. design of things that are not physical, rapid prototyping, 3D printing, 2D conceptualization and sketching, 3D modeling, and design reviews.
Outcomes:
Students will be able to visualize ideas via sketching basic shapes, create 3D models using 3D modeling software, use a 3D Printer, and give constructive feedback in peer review sessions

COMP 370 Software Quality (3 Credit Hours)
Pre-requisites: COMP 330
The course teaches software testing and quality control concepts, principles, and techniques including black box and white box testing, coverage testing, test case development, and regression testing.
Outcomes:
Students will learn how to prevent errors, how to get 'bugs' out of software, and be able to apply this knowledge in other courses and projects

COMP 371 Programming Languages (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 272
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.
Outcomes:
An understanding of key principles and paradigms underlying the design and implementation of commonly used programming languages; exposure to formal mechanisms for describing language syntax and semantics; programming experience in several representative languages

COMP 373 Advanced Object-Oriented Programming (3 Credit Hours)
Pre-requisites: COMP 313
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 376 Formal Languages & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 377 IT Project Management (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 251 or COMP 271
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure and responsibilities, a written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 378 Artificial Intelligence (3 Credit Hours)
Pre-requisites: COMP 231 or COMP 271
This course introduces artificial intelligence theory and programming.
Outcomes:
Student will learn basic theory of artificial intelligence and be able to build small applications based on it

COMP 379 Machine Learning (3 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and (MATH 131 or MATH 161) and (STAT 103 or STAT 203 or ISSCM 241 or STAT 335 or PSYC 304 or instructor permission)
Machine learning is the process of making predictions and decisions from data without being explicitly programmed. Topics include a variety of supervised learning methods. Ensemble approaches are used to combine independent models efficiently. Unsupervised and semi-supervised methods demonstrate the power of learning from data without an explicit training goal.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 380 Computer Graphics (3 Credit Hours)
Pre-requisites: COMP 271
This course introduces modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 382 Compiler Construction (3 Credit Hours)
Pre-requisites: COMP 264 and 272
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn how a compiler is built

COMP 383 Computational Biology (4 Credit Hours)
Pre-requisites: (COMP 231 or COMP 271) and COMP 381 (Equivalencies: BIOI/BIOL 388)
This course presents an algorithmic focus to problems in computational biology. It is built on earlier courses on algorithms and bioinformatics. Problems and solutions covered in this course include gene hunting, sequence comparison, multiple alignment, gene prediction, trees and sequences, databases, and rapid sequence analysis.
Interdisciplinary Option: Bioinformatics
Course equivalencies: COMP383/BIOI383
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 386 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

COMP 387 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 379 or STAT 338 or STAT 308 This course covers key concepts of neural network algorithms as well as their applications in computer vision and natural language processing
The topics will include popular building blocks of neural networks including fully-connected, convolutional, recurrent, attention, and transformer layers.
Outcomes:
Learn how to build and analyze popular modern neural network architectures; Learn how to design, build, and evaluate their models in the context of practical applications related to fields such as computer vision and natural language processing

COMP 388 Topics in Computer Science (1-6 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 389 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

COMP 390 Broadening Participation in STEM (Computing, Math & Science) (1-3 Credit Hours)
Students will learn about underrepresentation of various population groups in STEM fields (science, technology, engineering, mathematics), as well as some of the reasons and negative effects of this situation. They will learn about techniques and educational materials for ameliorating this situation and will engage in relevant service learning activities.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain first-hand experience with broadening STEM participation and seeing how they can make a difference in the lives of other students and contribute to national needs

COMP 391 Internship in Computer Science (1-6 Credit Hours)
Students work outside the classroom applying and extending their computer science skills, typically for at least 150 hours for 3 credits. A memorandum of understanding is required between a student, his or her employer, and the Undergraduate Internship Coordinator, followed by final reports from the student and the employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Application of classroom skills to real-world situations

COMP 395 Professional Development & Career Growth in CompSci/IT (1 Credit Hour)
Pre-requisites: Sophomore standing and any COMP course
This course is designed specifically for students pursuing a degree in computing-related fields, for example, Computer Science, Information Technology, Software Engineering, and Cybersecurity. They will learn about ways to develop themselves professionally, communicate their strengths, expand their contacts, and advance their careers. Students should acquire skills to professionally brand themselves, successfully network in technical circles, perform an effective job/internship search, and conduct themselves well in interviews.

COMP 397 Research Methods in Computer Science (1 Credit Hour)
Supplements CS Seminar by targeting students directly engaging in research and facilitating contributions in ongoing projects. Progress in outside projects tracked through milestones such as abstracts, small fellowship-style proposals, informal updates, and outcome-oriented goal setting. Emphasizes creating lasting impacts through establishing project continuity and presenting posters, papers, and slide shows.
Outcomes:
Regular progress on research projects and final presentations of results for demonstration to department faculty and students, and potential use at professional conferences

COMP 398 Independent Study (1-6 Credit Hours)
The student and a sponsoring faculty member will determine an advanced topic for the student to work on.
This course satisfies the Engaged Learning requirement.
Outcomes:
Knowledge of an advanced topic

COMP 399 Computer Science Seminar (1 Credit Hour)
The department seminar is designed to bring together students interested in understanding and engaging in extracurricular applications of computer science, with a focus on ongoing research. Speakers will include department faculty, research students, and invited outside speakers. Students will be asked to read relevant literature and participate in discussions.
Course equivalencies: COMP 399H / COMP 399
Outcomes:
Students will be exposed to a wide range of topics in computer science, participate in discussions, and provide feedback to assess their general understanding of the presented material

COMP 400A Object-Oriented Programming (3 Credit Hours)
This programming intensive course with its weekly lab component provides an exploration in problem solving for graduate-level courses, using object-oriented programming in a language such as Java.
Outcomes:
To analyze and decompose problems, specify algorithms, and construct solutions by synthesizing classes, objects and other components of object

COMP 400B Data Structures I (3 Credit Hours)
Pre-requisites: COMP 400A
This course explores introductory data structures including array lists, linked lists, stacks, queues, binary trees, and hash tables. Efficiency of data structure operations is analyzed. Recursion, applications of data structures, and simple analysis of algorithms are covered. Students will be able to select appropriate data structures to integrate into algorithms to solve computational problems.
Outcomes:
Students describe linear data structures and analyze the performance of their operations

COMP 400C Data Structures II (3 Credit Hours)
Pre-requisites: COMP 400B and COMP 400D
This course explores advanced abstract data types in depth, such as sets, maps, and graphs, and reproduces their implementation using arrays and dynamically allocated nodes in an object-oriented language. The course also analyzes the performance of the data structures' built-in operations and related algorithms such as sorting, searching, and traversing.
Outcomes:
Students describe non-linear data structures and analyze the runtime performance of their operations, solve computational problems by synthesizing and integrating suitable data structures, and implement algorithms within the object-oriented paradigm

COMP 400D Computing Tools and Techniques (1 Credit Hour)
This course introduces students to the Unix shell environment and essential tools.
Outcomes:
Students who complete this course will develop fluency in the Unix (Linux) environment

COMP 400E Discrete Structures (3 Credit Hours)
This course provides the mathematical foundations for graduate-level study in computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata.
Outcomes:
To analyze properties of functions, relations, graphs, trees, paths; evaluate Boolean Expressions; apply induction towards proving correctness of algorithm and classifying resource usage; synthesize finite-state machines and logic circuits

COMP 401 Computer Security (3 Credit Hours)
Pre-requisites: COMP 400A or instructor permission
This is a foundations course on computer security, covering a comprehensive range of concepts and technologies, including security goals, encryption, penetration testing, software exploitation, reverse engineering, packet sniffing, and secure coding. The final project requires a presentation and technical report where the students will show and describe what they accomplished.
Outcomes:
Students will find and exploit vulnerabilities in computer and network systems; articulate cryptography and security goals, and synthesize the knowledge of different tools and techniques by applying them to an intensive real-world project

COMP 403 Operations Management (3 Credit Hours)
Pre-requisites: COMP 400A
Application of concepts and methods for managing production and service operation. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, logistics. Emphasis on decision support.
Outcomes:
Understanding of the role of operations management in organizations, and applying models of production and operations management to decision making

COMP 404 Organizational Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course focuses on the manager's role in leading Organization Development and Change to maximize organization and individual effectiveness with a focus on Information Technology. The class explores Organization Development and Change theory, change practices, and discusses considerations a manager will face as a change agent in today's computing ecosystem.
Outcomes:
To understand the dynamics of change in organizations; learn techniques and strategies in managing change; develop skills that will enable a change agent mentality within the context of IT leadership

COMP 405 Database Administration (3 Credit Hours)
Pre-requisites: COMP 400B
Knowledge of the configuration and management skills needed for successful administration of a database server. The database administrator manages hardware, backup, security, tables and indexes, performance monitoring, query performance and optimization, and transaction performance. This course takes a user through the stages of maximizing the performance of a database server.
Outcomes:
Students will learn how to manage database performance, including topics such as the query optimizer, SQL EXPLAIN, table statistics, concurrency and transaction isolation levels, and security

COMP 406 Data Mining (3 Credit Hours)
Pre-requisites: COMP 400B
This course covers theory and practice of the analysis (mining) of extremely large datasets. With data growing at exponential rates knowledge gathering and exploration techniques are essential for gaining useful intelligence.
Outcomes:
Students will be able to define and critically analyze data mining approaches for fields such as security, healthcare, science and marketing

COMP 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP/MATH 215), MATH 212, and MATH 264
An introduction to advanced numerical analysis. Introduction to error analysis, numerical solution of equations, interpolation and approximation, numerical differentiation and integration, matrices, and solution of systems of equations, numerical solution of ordinary and partial differential equations.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will have an understanding of advanced numerical analysis and its applications

COMP 410 Operating Systems (3 Credit Hours)
Pre-requisites: COMP 271 and COMP 264
The course introduces advanced operating system concepts including distributed, real-time and multi-threaded in addition to reviewing memory management, files, and processes.
Outcomes:
Students will learn important topics in advanced operating systems and be able to make presentations on the topics

COMP 412 Open Source Computing (3 Credit Hours)
Pre-requisites: COMP 400B
This course will cover the fundamentals of Free and Open Source software development. Topics to be addressed include licensing, Linux, typical software development tools, applications, and techniques for managing remote servers.
Outcomes:
Students will learn to implement projects involving free and open-source software and learn how to participate in open-source projects effectively

COMP 413 Intermediate Object-Oriented Development (3 Credit Hours)
Pre-requisites: COMP 400B
Principles of object-oriented design and implementation, including object modeling (UML or equivalent), interface design, refactoring and test-driven development. Study of design patterns, including Adaptor, Decorator, Iterator, Abstract Factory, etc. Coverage of implementation tools including IDEs, source-code control and testing.
Outcomes:
Use of interfaces in design; ability to recognize applications for design patterns, ability to refactor when necessary; ability to make effective use of test-driven development

COMP 417 Social and Ethical Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

COMP 418 Combinatorial Mathematics (3 Credit Hours)
Pre-requisites: MATH 313 or COMP 163
The course covers basic combinatorial theory including permutations and combinations, the inclusion-exclusion principle and other general counting techniques, partitions, generating functions, recurrence relations, Burnside's Theorem, the cycle index, and Polya's formula.
Course equivalencies: X-COMP418/MATH418
Outcomes:
Students will learn mathematical techniques in discrete mathematics and applied combinatorics

COMP 420 Software Systems Analysis (3 Credit Hours)
Pre-requisites: COMP 400B or instructor permission
This course uses Unified Modeling Language and similar notation to model the early software analysis and design phases, from collection of user requirements to determination of class needs through object-oriented design.
Outcomes:
Students will be able to capture business requirements in a software modeling document, and determine appropriate object-oriented classes suitable for final project implementation

COMP 421 Math Models & Simulation (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
This course covers tools for analyzing problems that are mathematically difficult. Discrete event simulation techniques and software tools for simulating processes are covered.
Course equivalencies: X-COMP421/MATH421/STAT421
Outcomes:
Student will learn foundations of discrete event simulation

COMP 422 Software Development for Wireless and Mobile Devices (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will focus on the methods, tools, and technologies for developing software applications for wireless and mobile devices, such as personal digital assistants (PDA) and smart mobile phones.
Outcomes:
Students will learn user interface design for small screens, programming techniques for devices with limited memory and processing power, data synchronization for mobile databases, and wireless network programming

COMP 424 Client-Side Web Design (3 Credit Hours)
Pre-requisites: COMP 400B
This course provides an in-depth study of the concepts and methods required for the design and implementation of the presentation layer of a web application. Coursework includes several substantial programming projects.
Outcomes:
Students will learn markup of static and dynamic content, content transformation, client-side executable content including client-side scripting and embedded applets, and web-based content management systems

COMP 425 Rapid Applications Development (3 Credit Hours)
Pre-requisites: COMP 400B
This course will teach students how to design Rapid Application Development using an integrated development environment such as the .NET framework and methodology. It is designed to support object-oriented programming concepts.
Outcomes:
Students will create database applications and web applications using server-side technologies

COMP 428 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or Permission
In this course, major types of error-correcting codes, encoding and decoding , and their main properties will be studied. The codes examined will include the Hamming, Golay, BCH, cyclic, quadratic residue, Reed-Solomon, and Reed-Muller codes.
Course equivalencies: X-COMP428/MATH428
Outcomes:
Students will learn both the theory and application of error-correcting codes

COMP 429 Natural Language Processing (3 Credit Hours)
Pre-requisites: ((COMP 400B or COMP 271) and (MATH 131 OR equivalent) and (STAT 103 OR equivalent)) OR instructor permission
In this course, students examine in depth the problems, methods, and applications of NLP. Topics will include information retrieval, sentiment analysis, machine translation, document classification, and question answering. We will also cover the underlying theory from probability, statistics, and machine learning that are crucial for the field.
Outcomes:
Students will explain areas of NLP such as information retrieval, sentiment analysis, machine translation, document classification, question answering; Students will apply tools of NLP to a domain of their choice

COMP 431 Cryptography (3 Credit Hours)
Pre-requisites: COMP 271 and (Comp 163 or MATH 313 or MATH 201) or Permission
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP431/MATH431
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

COMP 433 Web Services Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Web services are Web-based enterprise applications that use open, XML-based standards and transport protocols to exchange data with calling clients. This course provides the APIs and tools you need to create and deploy interoperable Web services and clients using .NET and Java WSDP.
Outcomes:
Students will learn the standards and protocols for deploying web services

COMP 434 Enterprise Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
The course shows how to use Enterprise JavaBeans to develop scalable, portable business systems. The technologies taught in the course include: component models, distributed objects, asynchronous messaging, and component transaction monitors.
Outcomes:
Students will learn the architecture of EJB, entity and message and session beans

COMP 435 Formal Methods in Software Engineering (3 Credit Hours)
Pre-requisites: COMP 400C
As embedded and distributed systems are becoming ever more ubiquitous, we depend increasingly on the correctness and security of the software that controls such systems. This course studies the formal specification, verification, and synthesis of software.
Outcomes:
An understanding of the role of formal methods in the construction of software systems; proficiency in representative methods and tools, such as static analysis, model checking, and runtime verification

COMP 436 Markup Languages (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course is concerned with XML and its various component frameworks. The core frameworks to be covered include Document Object Model (DOM), Simple API for XML processing (SAX), the XML Path language (XPath), and XSLT.
Outcomes:
After taking this course, students will have working knowledge of XML and its connections to other ideas such as HTML, object models, relational databases, and network services

COMP 437 Intro Concurrent Programming (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
Many real-world software systems rely on concurrency for performance and modularity. This programming-intensive course covers analysis, design, implementation, and testing of concurrent software systems.
Outcomes:
An in-depth understanding of event-based and thread-based views of concurrency; the ability to develop concurrent software components using suitable languages, frameworks, and design patterns; familiarity with object-oriented modeling and development tools and test-driven development

COMP 439 Distributed Systems (3 Credit Hours)
Pre-requisites: COMP 264 and COMP 400D or equivalent and (COMP 400C or equivalent or COMP 413)
This course presents a modern discussion of distributed computing systems. Distributed computation, interactive services, collaborative computing, peer-to-peer sharing, and grid/utility computing are just a handful of distributed technologies that go beyond the capabilities of the traditional client/server model by allowing a collection of computers to be leveraged as a collective resource.
Outcomes:
Students will learn design and implementation, scalability of performance, reliability, and security of loosely interconnected systems

COMP 440 Computer Forensics Investigations (3 Credit Hours)
Pre-requisites: COMP 401
This course introduces the fundamentals of computer/network/internet forensics, analysis and investigations.
Outcomes:
The student will learn computer software and hardware relevant for analysis, and investigative and evidence-gathering protocols

COMP 441 Human-Computer Interaction (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
This course studies the interaction between humans and computer-based systems. The course will provide students with the methods for evaluating, designing, and developing better interfaces between humans and systems.
Outcomes:
Students will acquire an awareness of different design and evaluation methods as well as practical, effective, and cost-conscience methods for improving systems and their interfaces

COMP 442 Server-Side Software Development (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264 and COMP 413
Server-based web applications and services have become part of everyday life. This programming-intensive course covers analysis, design, implementation, and testing of multi-tiered server-based software systems along with typical tier-specific and technologies.
Outcomes:
An understanding of software architecture and integration in the development of multi-tiered server-based software; familiarity with object-oriented modeling and development tools and test-driven development

COMP 443 Computer Networks (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent
Students should also have completed COMP 400D or equivalent. This course surveys packet-switched computer networks and attendant communication protocols, using the TCP/IP protocol suite on which the Internet is based as the primary model. We will also study general high-level network issues such as security, authentication, fault tolerance, and congestion.
Outcomes:
Students will understand how the Internet is constructed, how data is routed to its destination, how connections are made, how congestion is handled, and how security can be addressed

COMP 445 Internet of Things Device and Application Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course considers the safety, security, reliability, and privacy concerns of the embedded devices and cloud-based resources of the Internet of things. The course discusses methods for addressing these concerns.
Outcomes:
Design/implement secure software for embedded systems and the IoT; Establish safety, security, reliability, privacy goals for IoT-based systems; Understand security and privacy concerns of embedded systems and the IoT

COMP 446 Telecommunications (3 Credit Hours)
Pre-requisites: COMP 271 or COMP 264
This course introduces the fundamental concepts of telecommunication networks. Underlying engineering principles of telephone networks, computer networks and integrated digital networks are discussed.
Outcomes:
Students will learn how telephone and data networks work; They will also learn voice networks, analog versus digital transmission, data link protocols, SONET, ATM, cellular phone systems, and the architecture of the current telephone system

COMP 447 Intrusion Detection and Computer Forensics (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will cover techniques for detecting the unusual usage patterns that typically signal a break-in. The course will also consider differences in detection of local intruders versus intrusion over networks. Finally issues in the prosecution of those breaking in to computers, particularly evidentiary issues are explored.
Outcomes:
Students will learn to configure ID systems (eg, snort) and analyze their output; They will also understand both network-based and host-based monitoring techniques

COMP 448 Network Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will involve a discussion of the methods and tactics used to keep attackers at bay as well as the mechanisms by which we can identify and potentially stop potential intruders. The course covers topics such as Encryption, authentication, firewalls, NAT/PAT, restricted access policies, intrusion detection and other security frameworks.
Outcomes:
Students will gain an understanding of how to secure computers and network environments

COMP 449 Wireless Networking and Security (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will explore the wireless standards, authentication issues, common configuration models for commercial versus institution installs and analyze the security concerns associated with this ad-hoc method of networking.
Outcomes:
Students will gain an understanding of wireless networking, protocols, and standards and security issues

COMP 450 Applied Cryptography (3 Credit Hours)
This course covers the applications of modern Cryptography, while addressing theoretical foundations as necessary. The course begins by introducing modern Cryptographic notions of security in the form of adversary experiments/challenges. Practical applications of Cryptography using OpenSSL are discussed throughout the course. More recent advances in Cryptography are also discussed.
Outcomes:
Reason about the security of a cryptographic system under various assumptions; Implement and analyze various cryptographic protocols; Gain familiarity with OpenSSL; Understand the implications of Post-Quantum Cryptography and potential future avenues of application

COMP 451 Enterprise Networking (3 Credit Hours)
Pre-requisites: COMP 400B or equivalent, and COMP 443, and COMP 400D or equivalent
Management of complex, high-speed, heterogeneous computer networks. Device management using SNMP and related protocols. Configuration and use of Network Management Systems. Data-flow management using LARTC and similar tools.
Outcomes:
Ability to interpret SNMP network data, ability to implement a Network Management System and use it to identify bottlenecks, familiarity with traffic-control principles and mechanisms

COMP 452 Introduction to Computer Vulnerabilities (3 Credit Hours)
Pre-requisites: COMP 401 and COMP 400B
This course will introduce students to computer vulnerabilities at the machine-code level, including viruses, browser vulnerabilities, buffer and heap overflows, return-to-libc attacks and others.
Outcomes:
Describe some recent computer software vulnerabilities; Describe how vulnerabilities can be leveraged into an attack; Describe a vulnerability or attack at the machine-code level

COMP 453 Database Programming (3 Credit Hours)
This course will cover advanced concepts in database access and programming including SQL, JDBC, SQLJ, JSP and servlets. Oracle 10g is used for projects.
Outcomes:
Students will learn application development using the latest software tools; Students will also learn techniques for web based data retrieval and manipulation

COMP 458 Big Data Analytics (3 Credit Hours)
Pre-requisites: At least a C in the following courses (COMP 405 or COMP 453) AND (COMP 406 or COMP 479 or STAT 408 or equivalent)
In this course, large data sets will be leveraged to solve challenging analytics problems. With more samples, analytics can use more complex learning models to automate more feature combinations for more robust model tuning, selection, and validation. Parallel, distributed processing will be performed with Apache Spark and Hadoop.
Outcomes:
Python or R will be used with parallel frameworks to perform proper model selection when testing large combinations of features, models, hyperparameters, and ensembles, with additional emphasis on deep learning

COMP 460 Algorithms & Complexity (3 Credit Hours)
This course will focus both on presenting general techniques for designing correct and efficient algorithms, as well as on formal methods for proving the correctness and analyzing the complexity of such algorithms.
Outcomes:
Students learn: the ability to design and analyze efficient algorithms; understanding of the necessary models and mathematical tools; understanding of a variety of useful data structures and fundamental algorithms; exposure to the classification of computational problems into different complexity classes

COMP 462 Advanced Computer Architecture (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 264
This course presents key principles underlying the design of modern digital computers. The course introduces quantitative techniques used to guide the design process. It describes CPU performance issues and introduces instruction set architectures. The course then uses a hypothetical computer design, with a simple RISC architecture, to show how modern digital computers are implemented, first using a simple non-pipelined implementation, followed by a higher-performance pipelined implementation.
Outcomes:
Students gain an understanding of the design of the memory hierarchy in modern digital computers, caching and virtual storage techniques, multiprocessor systems, and distributed shared memory systems

COMP 464 High-Performance Computing (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
This course will use a blend of foundational understanding as well as a set of practical tools to gain insight into performance engineering of software. The course introduces techniques to gain performance boost in Java programs and C++ (or C) programs by discussing the use of multiple processors.
Outcomes:
Students will learn shared memory, message passing and hybrid models of programming in both tightly-coupled and loosely-coupled computer systems

COMP 468 Database System Design (3 Credit Hours)
The course covers both relational and object databases. Issues of physical storage and use of indexes as well as optimization of queries are discussed. The course also covers transaction processing, concurrency, data warehousing, data mining, and distributed databases.
Outcomes:
Students learn the theory and practice of advanced database design and implementation; They will also gain an understanding of using commercial database environments such as Oracle

COMP 469 Product Invention and 3D printing (3 Credit Hours)
This course explores how things are made, including: physical design vs design on non-physical things; rapid prototyping; 3D printing; 2D conceptualization and sketching; modeling.
Outcomes:
Student will be able to: Visualize ideas via sketching basic shapes; Create 3D models using 3D modeling software; Use a 3D Printer; Give constructive feedback in peer review sessions

COMP 470 Software Quality and Testing (3 Credit Hours)
In this programming intensive course, students will learn effective automation, testing, and use of software metrics through the practices of Test Driven Development and Continuous Deployment.
Outcomes:
Students will be able to perform rigorous testing techniques that contribute to operational reliability, and identify programming practices that both contribute to software maintainability and help to avoid errors

COMP 471 Theory of Programming Languages (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 413
There are over two thousand programming languages. This course studies several languages that represent the much smaller number of underlying principles and paradigms.

COMP 472 Compiler Construction (3 Credit Hours)
This course covers the basics of writing a compiler to translate from a simple high-level language to machine code. Topics include lexical analysis, top-down and LR parsing, syntax-directed translation, and code generation and optimization. Students will write a small compiler.
Outcomes:
Students will learn the theory and practice of how to build a compiler

COMP 473 Advanced Object Oriented Programming (3 Credit Hours)
Object-orientation continues to be a dominant approach to software development. This advanced programming-intensive course studies object-oriented analysis, design, and implementation from a design patterns perspective.
Outcomes:
Proficiency in the use of object-oriented languages, frameworks, and patterns; advanced understanding of key language mechanisms such as delegation, inheritance, polymorphism, and reflection; familiarity with object-oriented modeling and development tools and test-driven development

COMP 474 Software Engineering (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
The course discusses real-world theory and techniques organizations use to create high-quality software on time. Students work on a large programming team to create plans, review progress, measure quality, and make written and oral analyses of their project.
Outcomes:
Students will experience process based development, understand the dynamics of a professional software organization, and develop skills for implementing software with others

COMP 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP476/MATH476
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

COMP 477 IT Project Management (3 Credit Hours)
Pre-requisites: A grade of "B-" or better in COMP 400B
This course is an introduction to the philosophy and practice of project management. The course involves a student group project to investigate and plan a 'real world' IT project that specifies project objectives, schedules, work breakdown structure, and responsibilities, an written interim report, and a final oral and written report.
Outcomes:
Students will learn time management, work-flow management, and team dynamics to design, implement and test large-scale software projects

COMP 479 Machine Learning (3 Credit Hours)
Topics include a wide variety of supervised learning methods, both regression and classification, with an emphasis on those that perform well on large feature sets.
Outcomes:
Students in this course will learn how to apply sophisticated algorithms to large data sets to make inferences for prediction or decision making

COMP 480 Computer Graphics (3 Credit Hours)
This course introduces advanced topics in modern theory and practices in 3-D computer graphics, stressing real-time interactive applications using libraries like OpenGL.
Outcomes:
Student will learn how to program real-time interactive applications using libraries like OpenGL

COMP 483 Computational Biology (4 Credit Hours)
Pre-requisites: BIOL 488
This course presents an algorithmic focus to problems in computational Biology. As such it is built on earlier courses on algorithms and bioinformatics. Current algorithmic approaches, software tools, and scientific literature are discussed.
Outcomes:
Students will learn, in detail, foundational methods and algorithms in bioinformatics

COMP 484 Artificial Intelligence (3 Credit Hours)
This course advanced artificial intelligence concepts including theory, search techniques and programming.
Outcomes:
Student will learn the theory of artificial intelligence, search techniques, and be able to build small applications based on it

COMP 486 Computational Neuroscience (3 Credit Hours)
Pre-requisites: COMP 400A or equivalent
Introduces computational methods to understand neural processing in the brain. Levels of representation from low-level, temporally precise neural circuits to systems-level rate-encoded models, to information-theoretic approaches. Emphasis on sensory systems, primarily vision and audition, most readily demonstrating the need for such computational techniques.
Outcomes:
Students will be able to adeptly apply mathematical and computational frameworks in the various domains of neuroscience

COMP 487 Deep Learning (3 Credit Hours)
Pre-requisites: COMP 479
Deep learning is part of a broader family of machine learning methods based on artificial neural networks. This course will include key concepts of neural network algorithms as well as their applications in computer vision and natural language processing.
Outcomes:
Students will analyze popular modern neural architectures such as convolutional and recurrent neural networks, design and evaluate their own neural networks, and apply neural network models to a practical task

COMP 488 Computer Science Topics (1-4 Credit Hours)
This course is used to introduce emerging topics in computer science that do not yet have a regular course number. Content of the course varies.
Outcomes:
Understanding of an emerging area of Computer Science

COMP 490 Independent Project (1-6 Credit Hours)
Pre-requisites: Approval of the Computer Science faculty member supervisor
An independent project in computer science or related disciplines, under the supervision of a member of the faculty.

COMP 499 Internship (1-6 Credit Hours)
An opportunity to obtain experience in software development, design, networks, or related activities in computer science in a professional setting. The student must obtain the approval of the Graduate Program Director and the student's work supervisor. A final report from the student and the supervisor are required.

COMP 501 Equitable and Inclusive Computer Science Pedagogy (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers the design of computer science courses through an equity and inclusion lens, and covers evidence-based best practices as applied to specific student concerns. Includes basics of teaching and learning theory and pedagogical techniques, and equity, diversity, and justice concerns.
Outcomes:
Ability to explain justice-centered CS education; understand pedagogical frameworks; understand assessment approaches; understand Active Learning and Peer Instruction

COMP 502 Structure of Research Management and Funding (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This class covers grant-proposal development, University compliance regulations, and laboratory and research management.
Outcomes:
Ability to create successful grant proposals and to understand research management

COMP 503 Technology Entrepreneurship (3 Credit Hours)
Pre-requisites: COMP 400C; Graduate standing
This course provides aspiring researchers with the skills to pursue new ventures and technology commercialization. Students learn how to transition an innovation from the lab to the marketplace.

COMP 590 PhD Independent Study (3 Credit Hours)
Independent study for PhD research, for students who have not yet completed the required credit hours.
Outcomes:
This will depend on the exact study or research project the student engages in, but generically the outcome is to gain expertise in a study topic or obtain research results

COMP 595 Thesis Supervision (1 Credit Hour)
Supervision for students working on a thesis while not for other classes. Restricted to students enrolled in the MS in Computer Science.

COMP 600 Dissertation Supervision (1 Credit Hour)
Dissertation work under the supervision of a faculty member.
Outcomes:
This course is an independent study course supervised by a research advisor, the purpose of the course is to enable PhD students to maintain full-time status while they prepare their dissertation proposal, and specific goals will vary for individual students, but in general, PhD students should be maturing as researchers

COMP 605 Master of Science Study (1 Credit Hour)
Course for continuing master's degree students engaged in study.

COMP 610 Doctoral Study (1 Credit Hour)
Dissertation preparation course, for when student has completed coursework but before student has defended their dissertation proposal. Can be taken only twice during a doctoral student's career at LUC.
Outcomes:
This course is an independent study course supervised by a research advisor; The purpose of the course is to enable PhD students to maintain full-time status while they complete their dissertation; Specific goals will vary for individual students, but in general, PhD students should be maturing as researchers and beginning to establish intellectual independence

Computer Science and Education (CSED)

Discover, search, courses (p. 2661)!

CSED 301 Introduction to Programming/Computer Science (3 Credit Hours)
This course provides an introduction to programming with an overview of other topics in computer science.
Outcomes:
Basic programming skills in a computer language such as VB.NET or Logo that may be suitable for teaching to young programmers; understanding of other fundamentals of how computer hardware and software tools work

CSED 317 Social Issues in Computing (3 Credit Hours)
This course covers social, legal, and ethical issues commonly arising in key areas related to computing technologies.
Outcomes:
Understanding of laws and issues in areas such as privacy, encryption, freedom of speech, copyrights and patents, computer crime, and computer/software reliability and safety; understanding of philosophical perspectives such as utilitarianism versus deontological ethics and basics of the U.S. legal system

CSED 330 Technical Administration PC Clusters (3 Credit Hours)
This course covers technical knowledge and practical skills needed to administer a PC cluster in a school or similar environment, focusing on security issues such as firewalls, viruses, and external and internal attacks, and also covers server and LAN configuration and storage management.
Outcomes:
Students will be familiar with the procedures and design tradeoffs involved in configuring a computer lab

CSED 331 Management of PC Cluster (3 Credit Hours)
Further topics in management of school-based PC clusters are covered: purchasing, staffing, troubleshooting, configuration, copyright and software licensing, facilities and resource management, use of IT outsourcing, acceptable-use policies, account management, content filtering, and reliability.
Outcomes:
Students will be familiar with issues and conflicts, both technical and social, that arise in school lab management, and with ways of addressing them

CSED 343 Introduction to Computer Networks (3 Credit Hours)
How a computer network is put together, from lowest to highest levels. TCP/IP protocols and the construction of the internet; LAN protocols such as Ethernet and ATM; internetworking protocols such as IP; transit protocols such as TCP and UDP; congestion and security issues.

Continuing Professional Studies (CPST)

Discover, search, courses (p. 2661)!

CPST 165 Special Topics (1-3 Credit Hours)
Course titles and content vary from term to term. Permission is required to enroll.

CPST 200 Introduction to Degree Completion (3 Credit Hours)
Enrollment is restricted to SCPS degree students only. CPST 200 exists to give newly admitted adult students a chance to ease themselves back into the academic environment while highlighting all of the tools and services available through the university. Improved academic writing through use of multiple drafts.
Outcomes:
Exposure to/familiarity with LUC resources

CPST 201 Civic Identity and Development (3 Credit Hours)
Pre-requisites: CPST 200; Co-requisite: UCWR 110; Enrollment is restricted to students in the School of Continuing and Professional Studies
In this course, students will examine their interconnected identities as engaged professionals in their communities using a variety of frameworks. They will learn to leverage the assets of their communities to enact positive change while also leveraging their own assets to grow as individuals. This course will also prepare students for the design and execution of the SCPS capstone project later on in their academic program.
Outcomes:
Students will develop civic awareness through examination of their identities and meaningful engagement with their communities

CPST 242 Design for the Web (3 Credit Hours)
This course prepares students to develop webpages through a study of Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), Usability principles and Design principles. This course will teach students to plan, design, and construct webpages to work properly in modern web browsers, conforming to web standards while following best practices. Students will be able to: identify graphic design principles that relate to web design, develop webpages with HTML; style webpages with CSS; design and implement wireframes and mockups for websites.

CPST 243 Microeconomics (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Continuing and Professional Studies
Introduction to economic analysis of the smaller components of the economy, household, firm and industry. Topics include economic, socio-economic, and political economic issues; includes a focus on behavioral economics; and provides students with an opportunity to analyze real world economic and public policy decisions that have been influenced by non-economic factors included within its field.
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Explain the law of supply and demand; Distinguish characteristics of different market structures; Analyze how consumers maximize utility; Apply behavioral theory to economic decision-making; Analyze real world microeconomic decisions; Research a topic and present recommendations

CPST 245 Macroeconomics (3 Credit Hours)
Restricted to students in the School of Continuing & Professional Studies. Introduces economic analysis that studies system wide phenomena including inflation, economic growth and development and unemployment. Includes a focus on behavioral economics, and provides students with an opportunity to analyze real world economic and public policy decisions that have been influenced by non-economic factors included within its field.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
1) Explain the law of supply and demand; 2) Describe the nature of macroeconomic issues and problems; 3) Articulate the objectives of monetary and fiscal policies and the function of the two principal policy makers; 4) Analyze historical macroeconomic crises; 5) Discuss basic macroeconomic goals such as GDP, CPI and unemployment; 6) Assess public policy decisions from a behavioral economic perspective

CPST 247 Computer Concepts and Applications (3 Credit Hours)
An introduction to computer and internet resources and skills with an emphasis on effective use of technology in the work place. Students will learn to identify and provide recommendations for technology-based issues in business using industry standard language, identify changes in information technologies and assess the impact on business and society. Restricted to students in the School of Continuing and Professional Studies.
Outcomes:
Understand the purpose and composition of information systems in business, and receive hands on experience developing business applications with tools such as Microsoft Office, social media, basic website construction

CPST 248 Web Accessibility and UX Strategy (3 Credit Hours)
This course explores the intersection of user experience (UX) design and web accessibility, emphasizing inclusive design principles and strategic UX planning. Students will learn how to evaluate and implement accessibility standards (e.g., WCAG), design user-centered interfaces, and develop strategies that enhance usability for diverse audiences, including individuals with disabilities. Students will understand the UX Design thinking process, including exploring personas, task analysis, and user journey mapping.
Outcomes:
Apply accessibility standards and UX principles to design and evaluate web interfaces that meet the needs of diverse user populations, including those with disabilities; Develop and communicate UX strategies that incorporate accessibility principles to support inclusive digital product design and user engagement; Analyze user personas, perform task analysis, and construct user journey maps to inform UX design decisions

CPST 249 User Experience Design Tools and Techniques (3 Credit Hours)
Pre-requisites: CPST 248 with C- or better
The course focuses on user and task analysis (goal setting and problem framing), field research (interviews, personas, planning, etc.), usability testing, the UX process (from wireframes through user journey mapping). These topics are explored through Design assignments that utilize the complete UX Design process. Students will be able to: apply the UX Prototyping process and UX Design Tools; apply the UX Design process, including the use of personas, task models, and user journey mapping.

CPST 250 Foundations of Organizations (3 Credit Hours)
Pre-requisites: CPST courses are restricted to students in the School of Continuing and Professional Studies
An introduction to contemporary management with emphasis on organizational culture, decision making, organizational structure and design, planning, communication and information technology.
Course equivalencies: MGMT201/201H/301/CPST250/ACMGT
Outcomes:
Students will demonstrate an understanding of the managerial roles in organizations, the four levels at which behavior is examined in organizations and will develop a framework for basic business operations

CPST 260 Artificial Intelligence in Practice: Tools, Ethics, and Strategy (3 Credit Hours)
This course examines the history and function of Large Language Models (LLMs), their ethical implications, and on-going societal impact. Students explore industry applications, evaluate real-world case studies, and develop strategies to integrate and utilize AI tools for responsible value creation. This course will provide practical experience in researching, analyzing, and adopting AI tools to enhance efficiency and task optimization.
Outcomes:
1) Describe fundamental artificial intelligence tools (generative, agentic, domain specific tools, etc), including their core functions, typical applications, and relevance across various domains; 2) Analyze the ethical implications of the transformative potential of AI and its impact on society; 3) Explain the History of AI and how Large Language Models Function; 4) Explore relevant industry applications that implement Large Language Models (LLMs) and how to harness value creation in the workplace; 5) Implement actionable strategies to integrate AI into an organization's culture

CPST 265 Special Topics (1-3 Credit Hours)
Course titles and content will vary from term to term. Permission is required to enroll.

CPST 291 Dynamic Programming Languages (3 Credit Hours)
Restricted to students in the School of Continuing & Professional Studies. Introduction to programming in dynamically typed languages, sometimes known as scripting languages. The primary language example will be Python; the course will cover Python data types, control structures, function definitions, objects and lambda expressions. A second language may be Ruby, PHP, Scheme or a similar language. The course will also briefly address how Javascript fits into the category of dynamic languages. - Ability to create a dynamic web page using Python or some other language
Outcomes:
Ability to write short programs in Python, using loops, lists and dictionaries; Ability to create graphical effects using Python; Familiarity with the software-development process, and how software can be organized using classes and functions; Familiarity with the advantages and disadvantages of dynamic languages, versus static typing; Ability to compare Python to some other dynamic language, such as Ruby or PHP

CPST 295 The Internship Experience (3 Credit Hours)
Pre-requisites: CPST 200 and CPST 201 (minimum grade of C+); Enrollment is restricted to SCPS degree seeking students; Minimum 2.5 GPA is required
This course provides an opportunity to broaden work and experiential base through immersion within a selected organization. Students spend approximately 8 hours a week interning with their chosen company, institution, nonprofit, small business or other professional setting. Optional to extend the internship a second term.
Outcomes:
To gain real-world professional experience within a targeted work environment; To apply skills and knowledge within context of selected environment; To develop networking opportunities within new professional workplace

CPST 310 Accounting Principles and Application (3 Credit Hours)
CPST courses are restricted to students in the School of Continuing and Professional Studies. This course introduces major concepts in the areas of financial and managerial accounting and develops understanding of accounting process and principles. Students will gain a deeper understanding of financial statements, accounting mechanics, accrual accounting, financial planning, variance analysis, internal controls and financial and financial analysis.
Course equivalencies: ACCT201/201H/CPST310/ACACT201
Outcomes:
Students will gain a deeper understanding of financial statements, accounting mechanics, accrual accounting, financial planning, variance analysis, internal controls and financial and financial analysis; The students will complete a final course project that demonstrates their ability to manage the financial data of a fictional organization

CPST 315 Professional Technical Writing (3 Credit Hours)
Pre-requisites: UCWR 110; Restricted to students in the School of Continuing and Professional Studies
Technical Writing prepares students to design effective technical documents for both written and digital media, with particular emphasis upon technical memos, problem-solving and decision-making reports, and organizational, product-support, and technical-information webs.
Outcomes:
Students able to write standard prose with appropriate citations, use a range of current online platforms and technology

CPST 320 Program Evaluation (3 Credit Hours)
Enrollment is restricted to students in the School of Continuing and Professional Studies. Conceptual frameworks and methods related to program evaluation will be covered including process, developmental, outcome, and impact evaluation. Students will be exposed to best practices to measure and document change on the individual, organizational, and macro level including the use of logic models. Quantitative, qualitative, and mixed methods design will be presented. Students will be exposed to analytical tools to interpret qualitative and quantitative data. The use of Big Data will be explored including the implications for behavioral change. Ethical issues in real world evaluation will be addressed. Course Objectives 1. Describe the main conceptual frameworks used in program evaluation including process(formative), developmental, outcome and impact. 2. Compare and contrast quantitative, qualitative, and mixed methods design for program evaluation. 3. Evaluate best practices in relation to the measurement and documentation of change (individual, organizational, and macro-level). 4. Develop process and outcome objectives and logic models. 5. Interpret data including Big Data to make judgements about the efficacy of program activities and intervention. 6. Describe ethical dilemmas with real world research.

CPST 322 Strategic Communication Tools for Applied Psych (3 Credit Hours)
Communication tools commonly employed in the behavioral sciences will be covered: interview development and implementation; best practices for conflict management, negotiation, consultation and persuasion; group facilitation best practices; change facilitation communication techniques including motivational interviewing; the impact of computer mediated communication on interpersonal dynamics; and cultural norms and interpersonal communication. Students interested in counseling and other helping professions, Human Resources, organizational development and the persuasion sciences will benefit from these tools. Enrollment is restricted to students in the School of Continuing and Professional Studies. Course Objectives 1. Identify best practices for core communication tools used in applied psychology (and behavioral sciences). 2. Develop skills in interview development and implementation, group facilitation, and motivational interviewing. 3. Evaluate techniques for conflict management, negotiation, consultation and persuasion. 4. Critique the impact of computer mediated communication of interpersonal dynamics. 5. Describe culturally agile communication techniques.

CPST 325 Data Processing, Analysis, and Visualization (3 Credit Hours)
Pre-requisites: STAT 103; CPST 291 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course studies the concepts, methods, and tools required to infer meaningful information and generate useful visualizations from large data sets. Visualize and analyze structured data using appropriate statistical data mining and visualization tools. Analyze distributed computing frameworks for processing large data sets.
Outcomes:
Implement scripting to convert raw data to structured data

CPST 335 Law and Regulations for Organizational Leaders (3 Credit Hours)
The role of the organization (for profit, non-profit and governmental) from the dual perspective of private and public law. Includes foundations of law and judicial process; contracts, torts, and property law; intellectual property rights; legal, securities and employment regulations; ethical considerations and policy issues.
Outcomes:
-Differentiate ethics and law/private and public law -Discuss Constitutional Law and government's role to regulate business -Apply basic legal principles to the private market -Explain legal principles of contracts

CPST 340 Marketing Concepts and Strategies (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to SCPS
Students will demonstrate an understanding of the fundamental principles of marketing identifying organizational goals, marketing objectives, and variables that affect marketing. Students will examine the roles of advertising, public relations, and sales; integrated and strategic marketing within an organization.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students will develop a comprehensive marketing plan analyzing a real marketing problem, determining strategies, developing sample materials and devising metrics to evaluate success for an organization

CPST 341 User Experience Design to Drive Business (3 Credit Hours)
Pre-requisites: CPST 249 with C- or better
In this course students will learn how to connect and align business objectives with UX Design goals. Students will learn how to bring high-level planning into concrete actionable steps. Students learn Strategy for continuously Developing Brand and Identity through Design. Students will be able to: Understand how effective UX is a strategic advantage for business; Connect and align business objectives with UX Design goals; Apply Design Thinking to create good UX.

CPST 342 Introduction to Web Application Development (3 Credit Hours)
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications. Specific topics include presentations, business, and data access layers, as well as integration with database systems. An introduction to webpage development using JavaScript, jQuery and associated client-side tools.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks; Familiarity with database integration and deployment environments; Create webpages using JavaScript and related tools and protocols, and interface a webpage with a database

CPST 343 Software Development for Mobile Devices (3 Credit Hours)
Pre-requisites: COMP 170 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course introduces software development for the Android environment, using the App Inventor framework. The course also introduces the basics of user-interface design and mobile architecture. Development work may be done on either an Android device or on an Android emulator running on a Windows/Mac/Linux laptop.
Outcomes:
Be able to develop simple Android applications using the App Inventor framework; Be able to explain the basics of mobile-application architecture and design; Be familiar with the basics of user-interface design; Understand the role of mobile-device sensors, such as the touchscreen, the accelerometer and GPS; Understand the use of Wi-Fi versus mobile wireless, and the use of the cloud in mobile applications; Be able to work with developers to create applications

CPST 345 Introduction to IT: Networking, Cloud & Security (3 Credit Hours)
Pre-requisites: COMP 170 with C- or better; Restricted to students enrolled in the School of Continuing and Professional Studies
This course covers the fundamentals of IT systems, networking, and security. The course will cover fundamental computer networking concepts and principles, including the basics of the TCP/IP model and packet-based networking. Other topics include an overview of Wireless Networking, Cloud Computing, and an introduction to Cybersecurity.
Course equivalencies: CPST 345 / ITLS 445
Outcomes:
Students will be able to: Describe how the Internet works; Make connections between devices Assess how data is transferred end to end; Perform basic Cloud Computing implementation and deployment; Describe essential features of Mobile Computing; and, identify and assess Cybersecurity threats and describe solutions to those threats

CPST 349 Project Management (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to students in the School of Continuing and Professional Studies
The art and science of project management as applied to a variety of business, commercial, and public management situations. Covers all phases of the project life-cycle; techniques for planning, scheduling and control of projects; project organizations; and techniques for building effective project teams. Student will gain a working knowledge of the fundamental principles and techniques of effective project management, and how to apply these principles and techniques in the business environment.

CPST 350 Human Resources Principles and Practices (3 Credit Hours)
Pre-requisites: CPST 250; Restricted to students in the School of Continuing and Professional Studies
Students will gain understanding of human of resource management functions, including the legal environment; equal employment opportunities requirements; job design and analysis; recruiting, orientation, and training; performance appraisal; compensation systems; labor relations; collective bargaining and grievance processes; and health and safety.
Outcomes:
Students will make a presentation about human resource components for an organization, including job description, recruiting plan, hiring procedures, performance evaluation, and collective bargaining considerations

CPST 360 Development and Change in Organizations (3 Credit Hours)
Pre-requisites: CPST 250
Students will investigate the theory and practice of organizational development, examine assumptions, strategies, models, intervention techniques for organizational development and change processes. Students will also study the formation of collaborative relationships, overcoming resistance, gaining commitment and realigning culture.
Outcomes:
Students will provide case studies that integrate data; design interventions, change strategies and an evaluation for diagnosing organizations, groups and jobs

CPST 365 Advanced Special Topics (1-3 Credit Hours)
Course titles and content vary. Variable (1-3) credit hours. Permission required to enroll. Restricted to students in the School of Continuing & Professional Studies. SCPS permission required to enroll.

CPST 370 Leadership Theories and Applications (3 Credit Hours)
Pre-requisites: CPST 250
Students will study leadership theory, concepts and the practical application of leadership at all levels. Students will analyze historical approaches to leadership and focus on influential contemporary leadership perspectives such as servant leadership, situational leadership, transformational leadership, and principle-centered leadership.
Outcomes:
Students will complete a leadership development plan and apply leadership theories to workplace situations through reflection, real-life examples, and case studies

CPST 371 Organizational Finance (3 Credit Hours)
Pre-requisites: CPST 243 or ECON 201, CPST 245 or ECON 202, STAT 103 or ISOM 241, CPST 310 or ACCT 201; Restricted to students in the School of Continuing & Professional Studies
Management involves the allocation and distribution of resources as well as an ongoing knowledge of the financial impact of the local, regional and national economies. This course offers an overview of the inter-relations of money and markets, investment, and financial management. It will focus on financial analysis, design and reporting from a managerial perspective, as well as organizational issues which have a financial impact on the entity. It will concentrate on organizational finance topics with an emphasis on financial analysis, fixed income securities, stocks, projects and their valuations, corporate valuation and governance and cash distribution.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
At the end of this course, the student will be able to 1) Read, develop and write financial analyses for managerial roles; 2) Develop concrete skills in regard to fiscal leadership; 3) Analyze cash flow and financial statements; 4) Describe the time value of money, bonds, and bond valuation regarding changes in interest rates; 5) Evaluate risk and return, valuation of stocks and corporations, and financial options in corporate finance; 6) Apply the cost of capital and cash flows to capital budgeting; 7) Describe how local, regional and national economies impact the success of the allocation of financial resources

CPST 377 Data in Management Decision-Making (3 Credit Hours)
Pre-requisites: CPST 250, STAT 103
Data, technology, and analytics capabilities have a direct impact on decision making. The integration of Financial/Enterprise Resource Planning (ERP) Systems and business analytics drives the ability to turn data into insights and action. This course will prepare students to understand, manage and visualize data, while also focusing on effective ways to communicate for decision-making. The course will introduce ERP systems and technology and the use of analytical tools in organizational decision-making.
Outcomes:
Utilize common enterprise systems and analytical tools in decision-making; Evaluate the use of databases in data management and data wrangling; Develop the ability to apply analytical techniques to data through mining; Practice important data visualization techniques and summary measures; Write to communicate insights gained from data analysis

CPST 380 Leadership, Culture and Ethics (3 Credit Hours)
Pre-requisites: CPST 250
Students examine organizational ethics, values, strategy, culture, leadership and coaching. Students self-assess and refine their own concept of leadership and decision-making in the context of attitudes, environments, cultures, and issues faced by leaders in organizations.
Outcomes:
Students will analyze descriptive and normative models of ethical decision making in business, leadership strengths and management style using real life situations, self-assessment and cases studies

CPST 381 Cybersecurity Governance (3 Credit Hours)
Effective Cybersecurity Leadership requires that there is a cogent Governance structure. Students in this course will learn how to manage Cybersecurity processes while meeting the needs of the Enterprise. Students will learn how to establish a Governance program, Cybersecurity management frameworks, how to develop and implement a Cybersecurity strategy. Students will be able to: Explain the strategic importance of effective, interdisciplinary, and multifunctional enterprise information security governance and information security management program and its execution.

CPST 382 Cybersecurity Incident Response Management (3 Credit Hours)
Students in this course learn key aspects of Cybersecurity Incident Response Management (CIRM). Students in this course will learn how to plan for, respond to, investigate, and report on Cybersecurity Incidents. Students in this course will learn from case studies of past cyber incidents. Skills developed include the developing of an Incident Response Plan; ethical, best practices on handling communications/disclosures after an incident; incident investigation techniques (forensics); interfacing with law enforcement; and post-incident recovery.

CPST 383 Cloud Security Strategy and Architecture (3 Credit Hours)
This course leverages cloud computing security guidelines set forth by the International Organization for Standardization (ISO), National Institute of Standards and Technology (NIST), European Union Agency for Network and Information Security (ENISA), and Cloud Security Alliance (CSA) to develop a Strategic perspective for the Cybersecurity practitioner. Skills developed include knowing best practices and standards; the ability to design and implement a cloud security architecture; and carefully working with 3rd party cloud infrastructure providers and other stakeholders.

CPST 390 Organizational Theory and Practice (3 Credit Hours)
Pre-requisites: CPST 380
This course extends knowledge of organizations by examining organizational behavior at the macro-level. Students will gain a deeper understanding of organizational theory and research including historical and modern era approaches. Students will also analyze organizational behavior and settings including an in-depth case study of a single company.
Outcomes:
Students will be able to explain and apply concepts within the main areas of organizational structure, culture, communication and process

CPST 397 Capstone (3 Credit Hours)
This course must be taken by SCPS students during the last semester prior to graduation. Students will collaborate with a community organization of their choosing to design and execute a capstone project that fulfills the University Engaged Learning requirement. This includes completing at least 20 hours of civic engagement, all necessary Center for Engaged Learning, Teaching, and Scholarship (CELTS) documentation, and a capstone project report. Grounded in Ignatian pedagogy, the course emphasizes reflection, discernment, and action, guiding students through individual and group exercises to deepen their learning and refine their project. By integrating knowledge from their SCPS coursework, students will develop their capstone projects while preparing for life after graduation as Civic-Minded Professionals.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and execute a capstone project with a community partner organization of their choosing; Complete a minimum of 20 hours of civic engagement with a community partner to satisfy the University Engaged Learning requirement; Present a capstone project report

CPST 398 Professional Studies Internship Seminar (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 398 must take CPST 399 the following session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Applied experience in a professional setting

CPST 399 Professional Studies Internship Seminar II (2 Credit Hours)
To enroll students must complete the internship forms through the Center for Experiential Learning. The Internship Seminar is a way to earn academic credit for an internship completed while finishing one of the SCPS BA programs. Students taking CPST 399 must first take CPST 398 the previous session to get complete credit for the internship.
This course satisfies the Engaged Learning requirement.
Outcomes:
Applied experience in a professional setting

CPST 465 Special Topics (1-3 Credit Hours)
Pre-requisites: Limited to students in the Graduate SCPS Programs
Course titles and content vary from term to term. Permission is required to enroll.

Counseling Psychology (CPSY)

Discover, search, courses (p. 2661)!

CPSY 100 Intro Var Chd Dev&Impl Sp Educ (3 Credit Hours)
No course description is available

CPSY 200 Psyc Acad & Persnl Effect (3 Credit Hours)
No course description is available

CPSY 220 Speech & Language Development (3 Credit Hours)
No course description is available

CPSY 224 Career and Life Planning Seminar (3 Credit Hours)
Because most students will make several career or job changes during their lives, the purpose of this course is to teach students a decision-making process that can be used when making career-related decisions. planning; and planning an effective job search campaign.
Course equivalencies: CPSY 224/UNIV 224
Outcomes:
Students will be able to apply the decision-making process to a decision they are trying to make (eg, choosing a major, choosing a career)

CPSY 273 Developmental Psychology (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY273/PSYC273

CPSY 323 Theories of Counseling and Psychotherapy (3 Credit Hours)
This course examines major theories of counseling and psychotherapy in a culturally-diverse society.
Course equivalencies: X - CPSY 323 / 423
Outcomes:
Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice, and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

CPSY 324 Career Counseling and Development (3 Credit Hours)
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.
Course equivalencies: X - CPSY 324 / 424
Outcomes:
Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

CPSY 332 Multicultural Counseling (3 Credit Hours)
The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge and skill base.
Course equivalencies: X - CPSY 332 / 433
Outcomes:
Students will increase their awareness of their own cultural background, biases, and world view and their knowledge of the world view of culturally diverse clients and will begin to develop appropriate interventions strategies to work effectively with diverse populations

CPSY 333 Abnormal Psychology (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY333/PSYC331/ACPSY280

CPSY 334 Child, Family, and Community (3 Credit Hours)
No course description is available

CPSY 335 Attitudes, Values & Sexual Behavior (3 Credit Hours)
No course description is available

CPSY 337 Adolescent Development (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. This course introduces students to developmental processes, social context, variance (diversity), and psychological/educational implications of the life stage called "adolescence".
Outcomes:
Students will be expected to demonstrate an understanding the stages of normal adolescent development within a variety of cultural contexts as well as situations which compromise adolescent mental health and well being

CPSY 338 Psychology of Personality (3 Credit Hours)
No course description is available
Course equivalencies: X-CPSY338/PSYC338

CPSY 341 Principles of Guidance (3 Credit Hours)
No course description is available

CPSY 342 Identity and Pluralism (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. A critical examination of theory and research on the role of culture in identity development. Particular emphasis will be given to such concepts as racism, sexism, ethnicity, culture, class prejudice, and ethnocentrism and how these help shape an individual's identity and society's conceptualization of culture.
Outcomes:
Students will demonstrate ability to think critically about issues of race, class, culture, and gender, and to analyze how these issues play themselves out in our schools and school systems

CPSY 420 Counseling Skills (3 Credit Hours)
This course provides an introduction to counseling skills as they apply to the helping professions.
Outcomes:
Students will be able to demonstrate clinical attending, observing, and responding behaviors in one-to-one counseling interviews

CPSY 421 Professional Issues Counseling (3 Credit Hours)
The course will provide students with an overview of the current ethical, legal, and professional issues in the practice of counseling. The course will use American Counseling Association's Codes of Ethics and Standards of Practice as a foundation for examining ethical decision making.
Outcomes:
Students will demonstrate knowledge about the ethical standards of the counseling profession and will develop the ability to apply the knowledge base of their discipline in an ethical and reflective manner

CPSY 423 Theory Counseling and Psychotherapy (3 Credit Hours)
This course examines major theories of counseling and psychotherapy in a culturally-diverse society.
Course equivalencies: X - CPSY 323 / 423
Outcomes:
Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

CPSY 424 Career Development and Counseling (3 Credit Hours)
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.
Course equivalencies: X - CPSY 324 / 424
Outcomes:
Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed; major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

CPSY 425 Assessment in Counseling (3 Credit Hours)
This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling.
Outcomes:
Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling

CPSY 426 Group Counseling: Theory and Practice (3 Credit Hours)
Pre-requisites: CPSY 423
This course provides an overview of prevailing group counseling models and theories and their application to conducting group counseling in various settings.
Outcomes:
Students will be able to understand and integrate various properties of groups into a meaningful theoretical framework, and develop and demonstrate an understanding of group process through participation in a group experience

CPSY 427 Clinical Mental Health Counseling (3 Credit Hours)
The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.
Outcomes:
Students will know the history of the counseling profession and current issues involved in the professional practice of counseling

CPSY 428 Foundations of Professional School Counseling (3 Credit Hours)
This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school-counseling program and to the national standards for school counseling. The emphasis will be on school counselors' roles and functions as defined by the American School Counselor Association.
Outcomes:
Participants in this course will be able to develop and implement a school counseling program according to the American School Counselors Association's National Standards and the Illinois Developmental Counseling Model

CPSY 431 Advanced School Counseling & Consultation (3 Credit Hours)
Pre-requisites: CPSY 428 Intro to School Counseling
This course introduces the attitudes, concepts, and skills of indirect service delivery through consultation. This course is designed to produce consultation and organizational development skills that will facilitate effective professional school counseling practice. Reflection on the practice of consultation is also developed, as well as competencies for practice within a multiculturally diverse society.
Outcomes:
Students will understanding of the school culture and organizational and contextual factors to the consultation/intervention process and understand the consultative process

CPSY 433 Multicultural Counseling (3 Credit Hours)
The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge, and skill base.
Course equivalencies: X - CPSY 332 / 433
Outcomes:
Students will increase their awareness of their own cultural background, biases, and world view; Students will increase their knowledge of the world view of culturally diverse clients; Students will begin to develop appropriate interventions strategies to work effectively with diverse populations

CPSY 435 Selected Topics in Counseling (3 Credit Hours)
This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision.
Outcomes:
Outcomes vary with topic

CPSY 437 Addiction Counseling (3 Credit Hours)
This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area.
Outcomes:
Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives

CPSY 440 Practicum (3 Credit Hours)
Pre-requisites: Consent of Instructor
This course is a supervised experience in counseling taken for two semesters by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the ACA ethical standards of conduct, and participate in other professional roles required in their field placement

CPSY 441 Internship (3 Credit Hours)
This course is a supervised experience in counseling taken in a two semester sequence with CPSY 440 by students in the community and school counseling programs. A field placement is required.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, and understand the APA code of ethics

CPSY 442 Doctoral Practicum (3 Credit Hours)
Pre-requisites: CPSY 441 and consent of instructor
This is an advanced doctoral-level supervised experience for counseling psychology students and is a continuation of CPSY 441.
Outcomes:
Students will demonstrate case conceptualization, treatment planning, and counseling skills with diverse clients in individual and group contexts, understand the APA code of ethics, and participate in other professional roles related to the doctoral-level practice of counseling psychology

CPSY 443 Clerkship (1 Credit Hour)
Pre-requisites: CPSY 441 and 442
This is an elective supervised clinical experience in assessment or psychotherapy for doctoral students in counseling psychology. A field placement is required and all supervision is provided on site by a qualified supervisor employed by the agency in which the field work is taking place.
Outcomes:
Varies with goals of student and agreement with field site

CPSY 444 Family Therapy I (3 Credit Hours)
This course is designed to introduce students to foundational approaches and theories of family therapy.
Outcomes:
Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context

CPSY 445 Family Therapy II (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 446 Marital/Couples Therapy (3 Credit Hours)
Pre-requisites: CPSY 444
Building on Family Therapy I, this course examines more advanced theories family therapy and considers feminist and multicultural critiques of these theories. Additionally, students will be introduced to integrated approaches to family therapy.
Outcomes:
Students will be able to apply multiple theories of family therapy in an integrated model to clinical problems in a family context

CPSY 450 Research Methods in Counseling Psychology (3 Credit Hours)
The course is structured so that major quantitative research methods can be grasped by the student so that they can critically read and evaluate the professional literature and design their own study. The primary goal is for students to understand the fundamental ideas (i.e., big pictures of research methods) involved in each analytic tool and to be able to choose appropriate analyses for their research question. Added training/exercises might be needed for students to be able to apply analytic tools in a technically appropriate manner (i.e., technical procedures of research methods) but the focus of this course is to help students develop a strategic sense of research methods, based on which students can absorb detailed tactical procedures of research methods later.

CPSY 454 Human Development: Cognitive, Aff & Phys Bases (3 Credit Hours)
Restricted to Graduate Students. This course is a graduate-level survey of human development across the lifespan.
Course equivalencies: CPSY 454/454
Outcomes:
To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories

CPSY 458 Adolescent Development and Counseling (3 Credit Hours)
Pre-requisites: CPSY 454
This course provides in-depth study of psychological theories and research relevant to adolescent development.
Outcomes:
Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems

CPSY 461 Neuropsychology (3 Credit Hours)
This course is a survey of neuroanatomy and brain-behavior relationships.
Outcomes:
Students will be able to demonstrate knowledge of neuroanatomy and brain-behavior relationships

CPSY 482 Personality and Intellectual Assessment (3 Credit Hours)
This is a course in which students acquire basic proficiency in the administration and interpretation of objective and projective personality tests.
Course equivalencies: X-CIEP482/CPSY482
Outcomes:
Students will demonstrate skills with the administration, interpretation, and presentation of personality assessment results

CPSY 498 Independent Study (1-3 Credit Hours)
Topics chosen for individual study. Must be approved by an instructor and department chairperson.

CPSY 499 Independent Research (1-3 Credit Hours)
Research projects selected by the individual student, with the approval of the research supervisor and the department chairperson.
Outcomes:
Outcomes are chosen between the instructor and the student during the semester the student takes the course

CPSY 527 Prevention, Advocacy, and Outreach: Community-Based (3 Credit Hours)
This course will introduce students to the fundamentals of prevention, advocacy, and outreach work, components of a community counseling model. The course will integrate theory, practice, and evaluation research in its methods and will involve designing and implementing an actual community-based intervention program. A critical component of this course will be learning about the nuances of developing relationships with community systems.
Outcomes:
Students will be able to think critically about the conceptual and theoretical philosophies that underlie prevention practice and will be able to develop preventative interventions for use in school and community contexts

CPSY 528 Clinical Appraisal and Treatment Planning (3 Credit Hours)
This course focuses on developing intake interviewing skills, writing intake reports, conducting diagnoses, and developing treatment plans. Interviewing styles including social history interviews, mental status examinations, and behavioral interviews are explored.
Outcomes:
Students will be able to demonstrate the ability to collect useful information from clients through diagnostic interviews and mental status examinations, assign diagnoses, write treatment plans, and formulate treatment recommendations

CPSY 529 Psychology of Immigration (3 Credit Hours)
This course will cover such topics as the current status of U.S. immigrants, major theories and literature on immigration and acculturation, ethnic identity, social relationship issues, language issues, immigrant family issues, migratory loss, general and special topics for Latino/a immigrants, general and special topics for Asian immigrants, and special populations.
Outcomes:
1) develop skills, competencies, and points of view; 2) learn to analyze and critically evaluate ideas, arguments, and points of view; 3) acquire an interest in learning more by seeking answers

CPSY 530 Research Seminar in Counseling Psychology (3 Credit Hours)
Pre-requisites: consent of instructor
This doctoral seminar provides in depth coverage of important methodological issues involved in conducting research in counseling psychology and provides the student to develop a research proposal.
Outcomes:
Students will be able to demonstrate knowledge of methodological issues involved in conducting research in counseling psychology, including understanding and controlling threats to validity, understanding the limits of null hypothesis significance testing and the importance of effect size estimates to the interpretation of the results of individual experiments and to the accumulation of evidence across experiments; Students will also demonstrate the ability to translate a research interest into a researchable question and design a study to address the question

CPSY 531 Ethical and Legal Issues in Counseling Psychology (3 Credit Hours)
The course uses the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct as a framework, to examine representative ethical, professional and legal issues commonly encountered in the exercise of our professional responsibilities as clinicians, teachers, supervisors, and researchers.
Outcomes:
Students will be able to demonstrate knowledge about the contemporary ethical, professional and legal issues relevant to the practice of professional psychology and will be able think critically about ethical dilemmas to make ethical decisions,

CPSY 532 Advanced Theories in Psychotherapy (3 Credit Hours)
This is an advanced course in reading, understanding, and applying theories of counseling and psychotherapy. It was designed to stimulate multiple aspects of learning experiences: introduction to contemporary theories, review of empirical evidence, session role-play, and development of theoretical orientation. Through the course, students are expected to synthesize theoretical, empirical, practical, and personal information about change to further formulate their theoretical orientation. Therefore, this course has two learning goals, including: (1) gaining knowledge of counseling theories, and (2) learning to apply knowledge and experiences to formulate personal theoretical orientation.

CPSY 533 Proseminar (0 Credit Hours)
CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

CPSY 535 Seminar in Supervision & Consultation (3 Credit Hours)
Pre-requisites: permission of instructor
This seminar exposes students to theory and research on clinical supervision relevant to training mental health professionals.
Outcomes:
Students will be able to apply theoretical and research knowledge to conceptualize the development of clinicians-in-training and generate interventions to promote their growth

CPSY 536 Supervision Practicum (3 Credit Hours)
This course is an advanced graduate-level course in supervision practicum. You will be asked to apply your knowledge of supervision process, theory, and counselor development to your supervision of entry-level counseling professionals in a practicum setting.
Outcomes:
Students will demonstrate clinical supervisory skills based on appropriate theory and the ability to conceptualize counselor trainee development

CPSY 595 Thesis Supervision (1 Credit Hour)
To be registered for while working on an approved thesis project.

CPSY 600 Dissertation Supervision (1 Credit Hour)
To be registered for while working on an approved dissertation project.

CPSY 605 Master's Study (1 Credit Hour)
To be registered for while preparing a thesis proposal.

CPSY 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal. Restrict enrollment to CPSY PhD students and allow students to complete twice in a career.

CPSY 615 Internship: Counseling Psychology (1 Credit Hour)
Please consult the Counseling Psychology Graduate Program Handbook for the complete description of the internship.

CPSY 620 Dissertation Research (3 Credit Hours)
The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation or capstone research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421) or RMTD 406, CIEP 448, and RMTD 400 and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods. Students are well positioned to complete culminating project for doctoral candidacy upon completion of this course.

Criminal Justice & Criminology (CJC)

Discover, search, courses (p. 2661)!

CJC 101 Criminal Justice in a Global Context (3 Credit Hours)
This course introduces students to the study of the causes and control of crime from a global perspective. The course considers: the way crime and criminal justice reflects social, political, and cultural forces; the complex intersection between social inequalities and state responses to crime; and the diffusion of criminal justice reforms based on concepts of equality and justice.
Interdisciplinary Option: Forensic Science, Psychology of Crime and Justice
Course equivalencies: ACCRJ 201 / CJC 101
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges of state responses to crime from global, historical, and interdisciplinary perspectives

CJC 201 Theories of Criminal Behavior (3 Credit Hours)
This course will provide a detailed examination of past and present theories of criminal behavior, placing them in a socio-historical context and exploring their policy and practical implications.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of how the specific theories of criminal behavior can be compared and evaluated, how the theories evolved over time, and how they can be applied to criminal justice policy and practice

CJC 202 Criminal Courts (3 Credit Hours)
This course provides students with an overview of state and federal criminal courts and case processing, including the study of prosecutors, defense attorneys, judges, jury decision-making, plea bargaining, and sentencing.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to understand the functions of the state and federal criminal courts, the actors working in those courts and their respective roles, and the procedures for processing of criminal cases

CJC 203 Policing (3 Credit Hours)
This course examines the nature and purpose of policing in American society. Topical areas include the urban police function, contemporary U.S. police systems, principles of police organization and administration, basic operational methodology, and efforts to professionalize police agencies.
Outcomes:
Students will be able to demonstrate an understanding of changing role of police in modern society and articulate the role and challenges faced by police as it relates to the overall operation and goals of the criminal justice system

CJC 204 Corrections (3 Credit Hours)
This course examines the history, functions, and processes of corrections. The primary focus is institutional corrections and its evolution based on philosophies of retribution, deterrence, incapacitation, and rehabilitation. The role and influence of community correctional practices and policy on institutional corrections are also covered.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: ACCRJ 204 / CJC 204
Outcomes:
Students will be able to identify and describe the role of institutional corrections in society and the criminal justice system and articulate the connection between theories regarding criminality and the purposes of incarceration that have historically guided and continue to guide American correctional practice historically and currently

CJC 205 Research Methods (3 Credit Hours)
An introduction to the logic and basic concepts of social research, with an emphasis on both basic and applied research within criminal justice and criminology. The course provides a basic conceptual framework for designing, conducting, interpreting, and evaluating social research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will be able to demonstrate the capacity to effectively design, review and interpret research to answer questions within the field of criminal justice and other social science disciplines

CJC 206 Statistics (3 Credit Hours)
An introduction to the basic concepts and techniques of statistical analysis, with an emphasis on the study of delinquency, crime, and program evaluation within the criminal justice system.
Knowledge Area: Quantitative Knowledge
Interdisciplinary Option: Human Services
Course equivalencies: X-CRMJ206/SOWK391
Outcomes:
Students will be able to effectively perform and interpret statistical analyses and identify the appropriate use of these statistics in the analysis of crime and criminal justice system performance

CJC 302 Juvenile Justice System (3 Credit Hours)
This course will examine the history, theories, policies, and practices of the juvenile justice system. It will also include a discussion of diversion programs, child maltreatment, and gang behavior.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will be able to demonstrate an understanding of the structure and challenges facing the juvenile justice system as it responds to delinquency and abuse/neglect from an historical, interdisciplinary, and inter-agency relationship perspective, and how this differs from the adult (criminal) justice system

CJC 310 Contemporary Police Issues (3 Credit Hours)
This course provides an in-depth examination of specific contemporary issues in policing related to recruitment and training, education and retention, innovations in policing strategies, police policies and practices, professionalism and ethics.
Outcomes:
Students will be able to identify and discuss the impact that current issues in policing have on police operations, effectiveness, and police-community relations

CJC 312 Popular Culture and the Criminal Justice System (3 Credit Hours)
This course will examine the interrelationship among crime, the media, the criminal justice system, and other forms of popular culture. Topics include media representations of crime and criminal justice, social media, and the social construction of myths about crime and the criminal justice system.
Outcomes:
Students will be able to (1) know the meaning of the social construction of deviance; (2) know and be critical of the manner in which crime and criminal justice are portrayed in the media, and their effect on public opinions and images of the latter; and (3) analyze and evaluate the effects of popular culture

CJC 322 Criminal Law (3 Credit Hours)
This course is an introduction to the principles underlying the definition, constitutionality, and application of criminal laws. It includes the analysis of court decisions regarding various state and federal crimes, and the rules of individual responsibility and accountability for those crimes.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the constitutional limitations on the construction of statutory crimes, the elements of different crimes, and the principles governing individual responsibility and accountability for those crimes

CJC 323 Criminal Procedure (3 Credit Hours)
This course provides an in-depth, sophisticated coverage of criminal procedures surrounding investigations, stops, searches and seizure, arrests, interrogations, and procedural remedies.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to identify and articulate the origin, interpretation and application of legal procedures as they relate to matters involving the police, and how these relate to the overall operation and effectiveness of the criminal justice system

CJC 336 Political Violence and Crime (3 Credit Hours)
This course offers a thematic approach to the study of different forms of political violence and crime, their causes and consequences, how different types of violence and crime manifest in the present day, and how violence is represented in popular culture.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Outcomes:
Students will learn to evaluate the ways in which violence and crime are used for political ends and assess the countermeasures taken by various international and government agencies to combat political violence

CJC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist organizations across the globe and of the efforts by governments to combat terrorism.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motivates the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

CJC 338 Community-Based Corrections (3 Credit Hours)
This course examines the history, purpose, and functioning of probation and parole as well as other aspects of community-based supervision, including: pre-trial supervision, electronic monitoring, house arrest/home detention, day reporting centers, and other programs that provide both supervision and treatment of offenders in the community.
Outcomes:
Students will be able to articulate the organizational structure of community corrections programs, the roles community corrections play in the criminal justice system, and the effectiveness and challenges facing community corrections agencies

CJC 345 Social Justice and Crime (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the social injustices in the criminal justice system's naming and sanctioning of harmful behaviors as crimes. Discussions will unpack the values, ethics, and ideologies underlying the current retributive system of sanctioning compared to social justice responses to crime.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies
Outcomes:
Articulate the meaning of social justice; Discuss restorative and retributive justice

CJC 346 Mental Illness and Crime (3 Credit Hours)
This course explores the relationship of mental illness to crime and violence. Topics include the nature, prevalence, and consequences of mental disorder, substance use, and violence among criminal offenders, violence risk assessment, and the institutional and other treatments for the mentally ill offender.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will know (1) the history and development of research on mental illness and crime, (2) the various mental disorders endemic in the criminal justice system and their relationship to crime and violence, (3) assessment measures of the risk for violence, and (4) management and treatment of mentally ill offender

CJC 351 Organized Crime (3 Credit Hours)
This course offers an introduction to the study of organized crime in U.S. society. Emphasis is given to the history and development of traditional organized crime in Chicago. Emerging organized crime groups are also studied. In addition, this course offers an introduction to the concept of transnational organized crime.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will articulate the extent and nature of organized crime, how it relates to other forms of criminal behavior, and the effectiveness of the justice system's response to it

CJC 352 Gangs (3 Credit Hours)
This course examines the historical development of urban street gangs with a view toward understanding their structure, characteristics, purposes, and activities. Particular emphasis is given to the history and development of street gangs in Chicago.
Interdisciplinary Option: Urban Studies
Course equivalencies: CRMJ352/URB352
Outcomes:
Students will demonstrate an understanding of the causes and history of street gangs, the methods used to control them, and their impact on society and the criminal justice system

CJC 353 White Collar Crime (3 Credit Hours)
This is a study of non-traditional crime engaged in by governmental and corporate entities, and persons in the "white collar" professions. It includes state political crimes, corporate violence and abuse of power, as well as occupational, financial, and environmental crimes, and enforcement of laws against such crimes.
Outcomes:
Students will be able to describe the nature and extent of white collar crime, how it differs from traditional crime, and the manner in which laws against such crimes are enforced

CJC 354 Cybercrime (3 Credit Hours)
This course examines the theory, practice, and prevention of cybercrime. It considers how advances in technology have led to the creation of cybercrime and new avenues for deviance. The course centers on various forms of cybercrimes and how theories of crime can be applied to explain and prevent cybercrime.
Outcomes:
Define the nature and scope of cybercrime, Analyze national and global digital law enforcement efforts, Critically consider laws and policies governing cybercrime detection and prosecution

CJC 360 Substance Use and Crime (3 Credit Hours)
This course will explore whether substance use is related to crime, the effect of drug trafficking on communities, the policies aimed at controlling drug use and their effectiveness, as well as the implications of current drug policies and practices on communities and on the criminal justice system itself.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will describe the relationship between substance use and crime, the effects of substance use and abuse on communities, and the implications of currents drug policies and practices

CJC 365 Firearm Violence (3 Credit Hours)
This course provides a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership, public health and criminal justice approaches to reduce firearm violence, and the effectiveness of such efforts.
Outcomes:
Students will be able to apply critical thought, scientific research, and a full understanding of the nature of firearm violence to objectively assess the effectiveness of policies that seek to reduce firearm violence

CJC 366 Crime Prevention (3 Credit Hours)
This course examines the theory and practice of crime prevention. The course will review theories of crime and justice with specific implications for crime prevention efforts. Students will trace the evolution of crime prevention efforts. Most importantly, the course will review crime prevention strategies, ranging from those designed to protect the individual to those designed to protect society at large.
Outcomes:
Define and explain crime prevention, as an idea and as a practice; Define and explain the three broad categories of crime prevention; Know and explain how theories of crime and justice provide the foundation for particular methods of crime prevention; Describe and understand the importance of evaluation in judging the effectiveness of crime prevention techniques; Differentiate between crime prevention techniques pitched at different levels (individual, household, business, neighborhood)

CJC 370 Women in The Criminal Justice System (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines four areas relative to women in the criminal justice system: the historical view of female criminality; women as defendants in criminal cases and women in prison; women as victims of domestic violence and sexual assault; and women as professionals in the criminal justice system.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-CRMJ370/WOST395/WSGS395
Outcomes:
Students will be able to describe the extent, nature and theories of female criminality and victimization and how this is consistent with and different from male criminality and victimization

CJC 371 Victimology (3 Credit Hours)
This course examines the scientific study of victimization, the relationships between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other social groups and institutions.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Psychology of Crime and Justice
Course equivalencies: X-CRMJ371/PAX 369
Outcomes:
Students will be able to describe the legal, social and psychological issues related to crime victimization, and current knowledge about the victim-offender and victim- criminal justice system relationships

CJC 372 Race, Ethnicity, and Criminal Justice (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines current research and theoretical perspectives related to race and ethnicity in crime and in criminal justice processing. It will cover such issues as racial profiling, the effects of drug laws on people of color, minority disenfranchisement from the criminal justice system, and crime and immigration.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Race and Ethnicity, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373
Outcomes:
Students will demonstrate an understanding of contemporary issues relating to - and current research and theory about - race and ethnicity and their relationship to crime and criminal case processing

CJC 373 Intimate Partner Violence (3 Credit Hours)
This course will address the nature and scope of intimate partner violence, the factors that contribute to it as well as the theories that have been developed to explain it. Attention will be paid to society's responses to intimate partner violence.
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Women & Gender Studies
Course equivalencies: CJC373/PAX374/WSGS392
Outcomes:
Students will be able to describe the theory, extent, nature, and impact of intimate partner violence, and how the community and criminal justice system respond to this problem

CJC 374 Miscarriages of Justice (3 Credit Hours)
This course takes an interdisciplinary approach to the study of criminal justice system error, drawing from criminology, psychology, and law, to examine wrongful conviction and acquittal, official misconduct, and discrimination. The course examines the rate of error, institutional responses to error, and how policies exacerbate, or minimize, miscarriage of justice.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Critically evaluate criminal justice practices for their ability to administer justice; identify hallmarks of miscarriages of justice; analyze policy for its potential to prevent, or contribute to, miscarriages of justice

CJC 375 Punishment and Society (3 Credit Hours)
This course explores the dominant sociological approaches to understanding punishment in modern society. The course also focuses on punishment as practiced in the United States in light of these theoretical approaches, examining the collateral consequences of punishment and the importance of racial, gender, and sexual identities in relation to punishment.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Understand the philosophical justifications for punishment; understand social theories of punishment; critically assess the role punishment plays in modern society; understand the consequences of punishment for individuals, communities, and society

CJC 376 Childhood Exposure to Violence (3 Credit Hours)
This course examines the definitions, scope, and impact of violence and abuse in childhood. In particular, this course introduces students to the theoretical and empirical literatures relating to family violence, including child physical abuse, child sexual abuse, and child neglect, as well as child victimization in neighborhoods and schools.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
To understand, critically analyze, and apply a variety of theories, conceptual frameworks, and empirical research to explain child victimization and the impact of exposure to violence on children

CJC 377 Psychology and Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the US jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

CJC 378 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, and the emerging legal framework for its prevention and control. It includes the history of the internationalization of crime control and measurement, and international trends in law enforcement, victim assistance, courts, sentencing, and corrections.
Interdisciplinary Option: Global Studies
Outcomes:
Students will examine globalization of crime; learn about international crime statistics; understand the prevalence of common crimes internationally; identify emerging crime threats; and understand international trends in criminal justice

CJC 379 Leaving Crime Behind (3 Credit Hours)
Pre-requisites: CJC 201
This course provides students with an examination of desistance from crime and the potential for rehabilitation in the criminal justice system. The course discusses theories of desistance, empirical research on desistance, and the extent to which the criminal justice system contributes to individuals' ability to desist from crime.
Outcomes:
Students will be able to: 1) analyze desistance theories; 2) describe crime patterns across the life course; 3) identify individual and community-level factors associated with desistance; and 4) critique rehabilitation approaches grounded in desistance theories

CJC 380 Introduction to Forensic Science (3 Credit Hours)
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for criminal justice majors emphasizing the application of the forensic sciences in the criminal justice system.
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

CJC 390 Capstone Experience Internship (1-6 Credit Hours)
Pre-requisites: CRMJ Majors and Minors, Psychology of Crime and Justice Minors, Forensic Science Majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in criminal justice agencies.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency and be able to identify and describe the link between their field experience and prior courses

CJC 391 Capstone Experience Research (3 Credit Hours)
Pre-requisites: Instructor approval required; major in criminal justice; junior or senior standing; Students must complete CJC 205: Research Methods (or equivalent) and four additional CJC courses
The course will allow students to be actively engaged in a faculty member's research project, providing the student with an opportunity to apply the research skills that they already have and to acquire additional skills and knowledge about research design, statistical analysis, and writing research presentations, briefs, or papers.
This course satisfies the Engaged Learning requirement.
Outcomes:
increasing knowledge about the research process from design, analysis, presentation, writing and policy implications

CJC 395 Special Topics (3 Credit Hours)
Special topics courses provide students with an opportunity to examine various criminal justice topics not normally offered as part of the Department's regular curriculum.
Outcomes:
Students will be able to gain an understanding of new issues confronting the criminal justice system, or an advanced understanding of traditional subjects covered in basic courses

CJC 396 Independent Study (1-6 Credit Hours)
This course provides students with the opportunity to examine a specific topic in the field of criminal justice that is currently not offered or available.
Outcomes:
Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study

CJC 399 Senior Capstone (3 Credit Hours)
Pre-requisites: 6 courses in Criminal Justice and Criminology and senior-standing only
This course is for CJC majors slated to graduate within two semesters. This course is a culmination of the student's study of crime and criminal justice issues. It consists of projects aimed at integrating theory, knowledge, and research in the context of a variety of contemporary criminal justice problems, issues, and policies.
Outcomes:
Students will apply all that they have learned throughout their criminal justice courses and apply this knowledge to demonstrate a sophisticated understanding of criminal justice professions, practices, and policy

CJC 401 Politics and Policies in the Criminal Justice System (3 Credit Hours)
This course examines the interactional processes within and among the criminal justice system's components and their relationships to other public and private institutions. The role of politics in policy formulation, the policy making process, and the consequences of current policies on the operation of the criminal justice system are discussed.
Outcomes:
Students will understand the CJ policy-making process, including which factors facilitate/inhibit effective policy development and implementation, and how CJ research is used to formulate, implement, and evaluate CJ policies

CJC 402 Theories of Criminal Behavior (3 Credit Hours)
This is a comparative review of dominant contemporary theories and research on the causes of crime and delinquency. Competing theories on the causes of crime are analyzed, and their empirical support and implications for prevention programs and interventions are discussed.
Outcomes:
To analyze and discuss contemporary theories of criminal behavior

CJC 403 Research Methods and Program Evaluation (3 Credit Hours)
This course provides students with the substantive knowledge to be critical consumers of research studies and program evaluations. Students learn how to critique the internal, construct, and external validity of program evaluations and data collection efforts that seek to understand criminal behavior or the operation of the criminal justice system.
Outcomes:
To analyze and critique program evaluations and research designs

CJC 404 Applied Data Analysis and Interpretation (4 Credit Hours)
Students learn the skills and knowledge necessary to be critical consumers of statistical information often present in everyday criminal justice practice. Students learn which statistical tools are appropriate for specific measures and research questions, as well as how to generate and interpret statistical output using a statistical software package.
Outcomes:
Students will be able to select the correct statistical tools to use for conducting statistical analyses, use a statistical software package to analyze data, and interpret statistical output

CJC 408 Applied Research in Criminal Justice & Criminology (2 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404
In their final semester of the CJC graduate program, students complete a semester-long research project. This culminating experience is student-initiated and supervised by a member of the graduate faculty. This project encourages advanced students to approach the multifaceted problem of research as a set of interrelated issues ranging from tasks of concept formation and theory construction through research design and data collection to the assessment and analysis of the generated data.
Outcomes:
Students should be able to synthesize criminological theory, criminal justice policy, research methods, and data analysis into a final applied research project

CJC 410 Advanced Topics in Criminology (3 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on theories or contemporary issues concerning criminal and victim behavior. Examples of topics include: Drugs and Violence; Gender and Crime; Intimate Partner Violence; Sexual Violence; Human Trafficking; Environmental Crime; Victimology; International Criminology; Advanced Criminology; Race, Ethnicity, and Crime.
Outcomes:
Students will understand a contemporary issue in criminology with a special emphasis on research and theory developments

CJC 411 Advanced Topics in Policing (3 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of policing, including community- and problem-oriented policing, situational crime prevention, crime analysis, and Comp-Stat approaches to policing practice and management.
Outcomes:
Students will understand a contemporary issue in policing with a special emphasis on research and theory developments

CJC 412 Advanced Topics in Courts (3-6 Credit Hours)
Pre-requisites: Graduate students only
Variable topics on contemporary issues in courts. Examples of topics include: International Criminal Law and Anti-Terrorism Enforcement, The American Jury; Death Penalty; International Criminal Law; Public Views of Justice; Media, Culture, and Criminal Law; Legal Rights of Children.
Outcomes:
Students will understand a contemporary issue in the court system with a special emphasis on research and theory developments

CJC 413 Advanced Topics in Corrections (3-6 Credit Hours)
Pre-requisites: Graduate students only
An advanced topics umbrella course for special and contemporary topics in the field of corrections. Examples of graduate courses that will be offered as special topics courses under CJC 413 include: Principles of Punishment, Sentencing Policy, Restorative Justice, Risk Assessment, Re-Entry, What Works in Corrections, Mass Incarceration, and Juvenile Corrections.
Outcomes:
Students will understand a contemporary issue in corrections with a special emphasis on research and theory developments

CJC 414 General Special Topics (3 Credit Hours)
Special topic course titles will vary, and will cover issues that do not fit within the four advanced topics areas of criminology, policing, courts, and corrections. Topics may include: Crime Mapping; Social Psychology and the Criminal Justice System; Prejudice, Hate, and the Justice System.
Outcomes:
To analyze and discuss topics in criminal justice

CJC 415 Mental Illness and Crime (3 Credit Hours)
Pre-requisites: Graduate students only
This course explores the relationship of mental illness to crime and violence, the policies and programs concerning the treatment of individuals with mental illness in the criminal justice system, including the nature, prevalence and consequences of mental disorder among criminal offenders.
Outcomes:
Students will understand the history and development of research on mental illness and crime, assessments of risk for violence, as well as legal issues surrounding mentally disordered victims and offenders

CJC 416 International Criminal Justice (3 Credit Hours)
This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements, and on the bilateral, regional, and international structures created for crime prevention, punishment, and control.
Outcomes:
Students will understand how international legal and criminal justice systems interact to investigate, measure, and prosecute transnational crimes including trafficking, human rights violations, and war crimes

CJC 431 Criminal Victimization (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course critically explores the physical, emotional, and financial harm people suffer because of illegal criminal activities. The focus of the course is on the nature and extent of victimization, the estimation of risk, theories about the causes of victimization, and the consequences of victimization experiences. In addition, students will also study the emergence of special victims' groups, the implications of a victim-orientated perspective for the administration of justice, and system alternatives such as restitution and restorative justice.
Outcomes:
Articulate the history, nature, and magnitude of criminal victimization in the United States; Describe the theoretical underpinnings of victimization and current research on the risk and protective factors of criminal victimization; Differentiate the legal and social responses to criminal victimization; Describe the primary and secondary impact of criminal victimization on victims, their families, friends, and communities; Analyze data to examine trends and patterns of criminal victimization; Analyze data to examine the causes and correlates of criminal victimization; Identify which interventions and strategies offer the most promise for effective implementation and impact on preventing criminal victimization

CJC 432 Firearm Violence (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
This course will provide a comprehensive overview of the extent and nature of firearm violence, existing laws related to the acquisition, ownership and use of firearms, patterns and reasons for firearm ownership and acquisition, the various attempts to control access to firearms, and the effectiveness of such efforts. This course will explore both the criminal justice and public health perspectives and approaches to reducing firearm violence. Each discipline's framework, strategies, and challenges will be examined, with a focus on the opportunities and challenges of implementing interdisciplinary approaches in a "real world" setting. The class will emphasize the application of objective and rigorous scientific methods and research to understanding the extent and nature of firearm violence and evaluating interventions within the context of what is oftentimes a politically and emotionally charged debate.
Outcomes:
Articulate the extent and nature of firearm violence in the United States in a sophisticated way that illustrates an understanding of existing measures of firearm violence; Describe the strengths and limitations of existing data to measure the extent and nature of firearm violence, patterns and levels of firearm ownership, and firearm markets; Differentiate between the criminal justice and public health frameworks, and how each approaches firearm violence; Describe the importance and challenges of responding to complex issues like firearm violence from a multidisciplinary/intersectional/collaborative approach; Analyze data to examine trends and patterns of firearm violence; Analyze data to examine the correlates and causes of firearm violence; Describe evidence-based interventions and strategies to reduce firearm violence; Identify which interventions and strategies offer the most promise for effective implementation and impact on firearm violence

CJC 433 Wrongful Convictions and the Law (3 Credit Hours)
Pre-requisites: Restricted to Graduate School students
Wrongful convictions often include two types of errors, an innocent person is punished, and a guilty person escapes justice. In this class, we will explore how such errors occur by focusing on both investigation and adjudication practices. We will then apply what we have learned about criminal procedure to analyze individual wrongful conviction cases. This is an interactive course. Students will review case intake documents from a cooperating legal organization and help inform their case decisions. We will also work with the National Registry of Exonerations to draft case profiles for people who have already been exonerated. Ultimately, we will weigh the challenges of upholding defendants' rights without compromising public safety or producing additional errors.
Outcomes:
Evaluate criminal cases for potential errors, both episodic and systemic; Describe defendants' due process rights particularly under the 5th and 6th amendments and how these rights relate to criminal procedure in practice; Explain judicial opinions and their ability to remedy wrongful convictions; Identify the limitations of the appellate process and post-conviction review; Produce written content of publishable quality, with a special focus on accuracy and fact checking

CJC 499 Independent Study (1-6 Credit Hours)
Working with a member of the graduate faculty, this course provides students with the opportunity to examine a specific topic in the field of criminal justice through directed readings, interviews, and the completion of a major research paper related to the topic. Students will gain an in-depth understanding of a specific criminal justice topic through directed readings and independent study.

CJC 501 Thesis Research (2 Credit Hours)
Pre-requisites: Approval of Graduate Program Director and Grade of A- or better in CJC 403 and CJC 404
Supervision and guidance are given as students conduct their independent Masters' thesis research.
Outcomes:
Master's Thesis

CJC 502 Practicum in Criminal Justice (3-6 Credit Hours)
Pre-requisites: CJC 401, CJC 402, CJC 403, and CJC 404 Outcomes: Students will be able to contribute in a meaningful way to the operation of a specific criminal justice agency, and identify/describe the link between their field experience and prior courses through a research paper
This course enables the student to apply their knowledge (conceptual, theoretical, and methodological) in a practical agency setting.

CJC 595 Thesis Supervision (1 Credit Hour)
This is a non-credit course. Students who are working on approved master's thesis research and are not registered for any course are required to register for thesis supervision.

CJC 605 Master's Study (1 Credit Hour)
Pre-requisites: Completion of the graduate core courses; This course is a non-credit means of permitting students to be formally enrolled at Loyola while completing their culminating experience (i.e
, 408 project or thesis).

Curriculum, Instruction & Educational Psychology (CIEP)

Discover, search, courses (p. 2661)!

CIEP LM62 Secondary Methods: Mathematics Lab (1 Credit Hour)
No course description is available

CIEP M16 K-2 Literacy Methods for EC (2 Credit Hours)
This course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K-2 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonics, vocabulary, text comprehension and fluency.
Outcomes:
A student enrolled in CIEP M16 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE standards

CIEP M17 Early Childhood Math Methods (2 Credit Hours)
Two credit hour math methods course specifically for early childhood special education majors. this course is designed to reflect current ISBE standards, and best practices in early math. It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum.
Outcomes:
It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum

CIEP M30 Academic Assessments and Interventions (3 Credit Hours)
In this course, students will learn about psychological and educational assessment with a special focus on issues related to non-biased assessment and the link between assessment and intervention in the instructional consultative process.
Outcomes:
Students will develop and administer appropriate intervention plans related to the instructional needs of students with disabilities

CIEP M31 Behavior Interventions: Assessments and Supports (3 Credit Hours)
The purpose of this course is to develop the students ability to provide positive support to learners whose behavior(s) impedes their learning or the learning of others.
Outcomes:
The student will be able to plan and develop school wide group and individual supports, make adjustments as needed to IEPS, and assess the on-going progress being made by students for whom behavioral interventions have been planned

CIEP M32 Exceptional Learner II (3 Credit Hours)
This course provides in depth understanding of the ethical and professional issues related to collaborative service provision for children with disabilities.
Outcomes:
By viewing ability within the broader context of human diversity, students will learn instructional strategies that foster a student's meaningful participation in heterogeneous classrooms as well as the larger communities in which they live

CIEP M33 Accessing and Adapting the General Education Curriculum (3 Credit Hours)
Within this course, candidates explore methods to adapt the general education curriculum in order to meet the individual needs of students with disabilities. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and vocational and social skills curricula will be addressed along with behaviors and modification related to low incidence exceptionalities.
Outcomes:
Candidates will demonstrate an understanding of adapting the general education curriculum for students with special needs through the design of a universalized lesson plan, a synthesis of relevant literature, and researching assistive technology

CIEP M34 Family, Community and School-Based Consultation (3 Credit Hours)
Within this course, candidates explore how members of families affected by disability and school/community professionals can enter into productive partnerships and create positive outcomes for students in elementary and secondary schools. Different approaches to work on school or community based teams, the different aspects of planning and implementing team process, and the challenges and threats to that process, are examined.
Outcomes:
Candidates will demonstrate an understanding of collaborative relationships, and design and evaluate a wraparound plan for a student with a disability based on case study information and research

CIEP M42 K-2 Special Education Methods for ECSE (2 Credit Hours)
In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with special needs will be discussed. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions.
Outcomes:
Demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content area: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science; understands how to plan developmentally and culturally appropriate curriculum; understands how to use and integrate appropriate technological resources into classroom instruction

CIEP M43 Special Education Methods: Infants, Toddlers and Preschoolers (3 Credit Hours)
This course provides an overview in curricular adaptations and instructional strategies that address the needs of young children.
Outcomes:
Candidates will gain experience in developing strategies for meeting the educational and developmental needs of infants and young children with disabilities, as well as those who experience circumstances and conditions that potentially interfere with optimal growth and development

CIEP 104 Mathematics for Teachers I (3 Credit Hours)
This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this first course, students study geometry, measurement, data analysis and probability and fulfill the civic engagement value of core by tutoring in the Chicago Public Schools.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CIEP104/MATH147
Outcomes:
Students will broaden their understanding of elementary school mathematics instruction and tutor elementary-aged students

CIEP 105 Mathematics for Teachers II (3 Credit Hours)
This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this second course, students study algebra and numbers and operations.
Course equivalencies: X-CIEP105/MATH148
Outcomes:
Students will broaden their understanding of elementary school mathematics instruction and teach math lessons in middle school classrooms

CIEP 206 Children's Literature (3 Credit Hours)
This course is designed to explore the genres of children's literature. Coursework involves reading and responding to various genre and engaging in professional book discussions to learn key strategies for teaching.
IAI code: H3918
Course equivalencies: X-CIEP206/ENGL206
Outcomes:
Students will read and respond to multiple texts written for the adolescent reader, design instructional strategies to encourage reader response in classroom settings, and create a thematic literature-based teaching unit

CIEP 229 Introductions of Educational Psychology (3 Credit Hours)
Students will learn basic to apply psychological principles in varied instructional settings, including theories of learning and development.
Outcomes:
Students will demonstrate an understanding of basic educational psychological principles and their application to learning and instruction in the classroom

CIEP 260 Interdisciplinary Wrkshp: Sqnc Two-Intro Responsive & Inclusive Classrooms (1-4 Credit Hours)
The modules in Sequence Two explore how the school is itself a community and how the organization and environment of a school influence student learning. exploration of the local communities that schools are situated in. This course builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning, The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.
Outcomes:
TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

CIEP 290 Debunking Classroom Myths: Investigating Common Beliefs Around Learning (3 Credit Hours)
The course investigates misconceptions about science, math, humanities, and social sciences through the lens of learners' varied social identities, prior knowledge and lived experiences, and research about how people learn. Students will identify misconceptions commonly learned in K-12 classes, reflect on how those misconceptions may shape ones' current understandings, and explore approaches for uncovering and confronting misconceptions and false beliefs in productive ways. This course satisfies the Engaged Learning requirement.
Outcomes:
Students who take this course will understand that 1) Misconceptions are derived from a variety of sources including information environments, prior experiences, peers, culture, language, teachers' explanations, and instructional materials and are often resistant to change; 2) Effective instruction is guided by research-based principles of how people learn; 3) Student learning is facilitated through effective instruction and assessment; 4) Instruction that promotes intellectual virtues, including open-mindedness and intellectual humility, courage, and diligence, can help prepare students to better resist misinformation and also promote empathy, caring, and responsibility

CIEP 305 Reading Teacher Practicum (3 Credit Hours)
This course is the culminating experience in the reading teacher endorsement minor.

CIEP 315 Language Development and Literacy (3 Credit Hours)
This course develops candidates' understanding of typical and atypical language development and principles that govern the process.
Outcomes:
Candidates learn how quality children's literature in early childhood programs can be used to maximize language and literacy development through authentic group experiences and activities

CIEP 327 Teaching English Language Arts in the Middle Grades (3 Credit Hours)
This course is based on the fundamental beliefs that people learn to write by writing; writing is a process; writing is a tool for thinking, and that writing is a social process. Candidates will be introduced to research based strategies, design effective writing lessons, develop a philosophy of teaching writing based on best practices, and recognize elements of valid writing assessment.
Outcomes:
Teacher candidates will recognize the significance of their role as writing models and will recognize and create connections to literacy instruction across the curriculum; Teacher candidates will become familiar with developmental issues related to learning to write across grades K -12, and issues related to struggling writers and students with culturally and linguistically diverse backgrounds

CIEP 328 Assessment and Diagnosis of Reading Problems (3 Credit Hours)
This assessment and diagnosis course provides the foundation knowledge and experiences in reading assessment and diagnosis that would be necessary for elementary or secondary classroom reading teachers.
Outcomes:
Reading teachers will recognize that reading is an active and complex process that involves skills, strategies, prior knowledge and purposes for reading within a goal-oriented process

CIEP 329 Materials, Resources, & Strategies for Reading Teacher (3 Credit Hours)
The purpose of this course is to provide teacher candidates in the reading teacher endorsement minor with an in depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy.

CIEP 330 Typical and Atypical Development (3 Credit Hours)
The purpose of this course is to study the stages of psychological and cognitive development in children and adolescents with special attention to the similarities and differences among individuals with and without disabilities.
Outcomes:
Students will use their knowledge of typical/atypical development to design lessons, arrange learning environments, and select instructional strategies to promote their students' learning and social/emotional development

CIEP 332 School Wide Applications (3 Credit Hours)
This course focuses on the needs of a school as it develops and implements a LRE plan. It examines the planning involved in the development of comprehensive, school wide positive behavior support programs, the application of universal design to curriculum development, and the on-going evaluation of progress made by students for whom intervention is needed Outcome: Students will develop and school-wide behavior support plan.
Course equivalencies: CIEP 341 / CIEP 331 / CIEP 332

CIEP 336 Child Development and Implications for Education (3 Credit Hours)
Survey of theory and research relevant to the cognitive, emotional and social development of children.

CIEP 339 The Exceptional Child (3 Credit Hours)
This course is an introduction to the concept of exceptionality dealing with the educational implications of atypical child growth and development. Focus is given to the psychology and teaching of culturally diverse and atypical children including those with learning disorders.
Outcomes:
Students will have an increased understanding and demonstrate skills in: the connection between civil-rights issues and people with exceptionalities, and where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members

CIEP 340 Professional Applications in Special Education (3 Credit Hours)
This course will introduce candidates to research-based, hands-on teaching and learning tools to be implemented in the classroom. Designed to be taken during the special education student teaching experience, candidates will create appropriate learning tools to meet students' abilities and needs. Course
Outcomes:
Candidates will 1) develop competencies in the collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum as well as educational and alternative settings; 2) reflect on their own practice to improve instruction and guide professional growth

CIEP 342 Transition Planning (3 Credit Hours)
The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced.

CIEP 343 Adaptive and Assistive Technology (3 Credit Hours)
In this course, students will learn how to make all physical and virtual aspects of school fully accessible for their students, other faculty, and family members. They will have hands-on experience with a wide range of assistive and adaptive technologies (low, medium, and high tech) and become familiar with the A/A terminology and the most recent legislation related to AAT.
Outcomes:
Students will be able to integrate AAT into assessment plans, the IEP process, lesson planning and review, and daily classroom routines; Keeping in mind the specific characteristics of individual students, they will choose and then make use of appropriate technology to accomplish specific instructional/academic, physical, and social/emotional objectives

CIEP 350 Adolescent Literature (3 Credit Hours)
This course introduces the languages arts education student to the relevance and need for incorporating adolescent literature in the middle/secondary classroom and to the development and strengthening of literacy.
Outcomes:
Students will have broad and detailed understanding of the realities and intellectual context of middle/secondary language arts education and the role of adolescent literature within this context

CIEP 351 Curriculum and Teaching in the Middle School (3 Credit Hours)
The purpose of the course is to help students construct a conceptual framework within which they can effectively respond to the needs of middle school students.
Course equivalencies: X - CIEP 351 / CIEP 455
Outcomes:
Students will learn the middle level philosophy and will examine how those beliefs and values affect both teaching and learning

CIEP 359 Teaching Reading (3 Credit Hours)
The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research-based comprehensive literacy instruction and will emphasize the scientific foundations of literacy instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and national standards will be emphasized. Tier 1 classroom literacy instruction in accordance with a multi-tiered system of support philosophy and practice will be highlighted. An asset-based approach to understanding language and literacy development will ground all course experiences alongside content that supports candidates' ability to plan scaffolded instruction that incorporates students' linguistic and cultural identities and meets students' diverse learning needs. Current multi-cultural children's literature will be used in simulated classroom teaching experiences.
Outcomes:
Students will be able to make informed decisions regarding literacy instruction; They will be able to apply curriculum knowledge and instructional strategies in the development and teaching of literacy lessons

CIEP 360 Interdisciplinary Workshop: Culture & Identity TLSC 140/150/160 Rome, Italy (3 Credit Hours)
The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1's exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.
Outcomes:
TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

CIEP 366 Special Topic Seminar (3 Credit Hours)
This course is a seminar for Special Topics for SOE undergraduate students. This seminar will allow SOE to pilot newly developed and approved courses. This seminar will be used by SOE - ADSU, TL, and SPSY - programs covering various educational subjects and interdisciplinary topics.
This course satisfies the Engaged Learning requirement.
Outcomes:
Seminar outcomes will be specific to the topic and program

CIEP 390 Field Study in Education (3 Credit Hours)
This course provides an opportunity to work with a small group of 8th graders from underserved Chicago public schools to improve their math achievement.
This course satisfies the Engaged Learning requirement.

CIEP 398 Independent Study (1-3 Credit Hours)
The student and a sponsoring faculty member will determine an advanced topic for the student to work on. Independent study of selected topics in Education under the supervision of a faculty member.

CIEP 401 The Exceptional Child (3 Credit Hours)
This course is designed to provide a psychological and educational examination of exceptionality as related to school- age children and youth.
Outcomes:
Students will articulate defining characteristics of a range of disabilities as well as knowledge of a range of educational modifications made for students with special needs

CIEP 409 Evidence Based Interventions (3 Credit Hours)
This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, process for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school based settings. Restricted to EDS students.
Outcomes:
Upon completion of the course, students will be able to: Define "evidence-based intervention" and differentiate this concept from similar concepts (eg, empirically-supported intervention, evidence-based practice, etc); Identify organizational websites that collect, evaluate, and disseminate evidence-based academic and behavioral interventions for children and adolescents that can be used in school-based settings (eg, What Works Clearinghouse, Doing What Works, Johns Hopkins Best Evidence Encyclopedia, and SAMHSA's National Registry of Evidence-Based Programs and Policies); Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention's evidence; Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings; Understand the strengths and limitations of developing and implementing evidence- based interventions with minority populations

CIEP 410 Legal Issues - Educating Exceptional Children (3 Credit Hours)
Legal issues relevant to the education of persons with disabilities are examined.
Outcomes:
Students will demonstrate and understanding of legal issues that pertain to students with disabilities as well as other relevant case law in education

CIEP 412 Special Topics in Special Education (3 Credit Hours)
Seminar in Special Topics in Special Education. Topics will vary from term to term.

CIEP 413 Psychopathology & School Mental Health (3 Credit Hours)
Enrollment is limited to Graduate Students in the School Psychology Program The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. The interactions of individuals, families, communities, schools and mental health providers in either etiology and/or treatment planning will be considered.
Outcomes:
Students will gain knowledge of child/adolescent psychopathology in terms of diagnosis, prevention and intervention

CIEP 414 Instructional Methods-Diverse Population (3 Credit Hours)
This course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.
Outcomes:
Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

CIEP 415 Models of Instruction (3 Credit Hours)
This graduate course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.
Outcomes:
Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

CIEP 416 SPED Administrator: Assessment of Atypical Child (3 Credit Hours)
This course is an introductory course in assessment principles and practices. It is designed to provide students obtaining certification as an administrator the foundation to understand the proper uses of assessment and data. Students will acquire a broad introduction to the topic of assessment. The introduction covers the knowledge of assessment principles and practices. This course will provide students the foundation to understand and discern the proper uses of assessment and data to make individual decisions and broad organizational decisions.

CIEP 417 Scientifically Based Research (3 Credit Hours)
No course description is available

CIEP 420 Multivariate Aspects of Research (3 Credit Hours)
No course description is available

CIEP 423 Advanced Literacy Instruction in the Content Area (3 Credit Hours)
This course focuses on the theoretical foundations of content instruction in the context of reading and writing to learn in the content areas. Current research on reading, writing, and thinking as well as topical issues related to teaching practices and state and professional guidelines and standards will be examined.
Outcomes:
Students will develop a knowledge base of current reading/writing/thinking theories which can be applied to the teaching of content areas in either elementary or secondary classrooms

CIEP 425 Theory and Practice in Assessment (3 Credit Hours)
This course addresses the purposes, methods, creation, and uses of assessments in a variety of learning contexts (e.g., classrooms, informal learning settings, workplace settings). The course will examine multiple assessment practices (e.g., testing, performance based, self-assessment, work based assessment). The course will also provide an introduction to the psychometrics of assessment.
Outcomes:
Candidates will be able to describe and explain the purposes, theories, and components of various assessment practices; Develop a variety of assessment practices to evaluate learning outcomes across different learning contexts; describe and explain the foundational aspects of psychometrics as it relates to assessment

CIEP 431 Three Tier Prevention: Advanced Primary Supports (3 Credit Hours)
This course focuses on universal preventions, which serve as the first tier of three levels of intervention.
Outcomes:
Candidates will learn skills to assist them in (a) identifying and assessing problem behaviors; (b) designing and implementing behavior interventions; (c) designing learning environments that prevent and remediate problem behaviors, and (d) involving key stakeholders to develop agreed upon expectations and strategies to facilitate success for all students

CIEP 432 Three Tier Prevention: Secondary and Tertiary Supports (3 Credit Hours)
This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will learn skills to assist them in designing and implementing evidenced-based behavior interventions to targeted groups or individuals that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional

CIEP 433 Self-Determination: Self-Management and Transition Planning (3 Credit Hours)
This course will focus on increasing student self-determination through the use of behavioral principles to understand and address problems in self-management. In addition, the course will introduce current perspectives on self-determination and quality of life issues as they relate to individuals transitioning through the life-span.
Outcomes:
Candidates will learn how to apply behavioral principles to develop and implement an individual self-management plan to reach a particular short-term goal

CIEP 434 Practicum I: Consultation and Collaboration-School Personnel (3 Credit Hours)
This course will provide candidates with the opportunity to practice the use of primary supports/interventions to enhance the capacity of schools to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will demonstrate leadership when planning and implementing primary preventions strategies at the school-wide level across all students and will involve appropriate key stakeholders (school personnel, students, families, community members) to develop agreed upon school-wide expectations and strategies to facilitate success for all students

CIEP 435 Practicum II: Consultation and Collaboration-Family and Community (3 Credit Hours)
This course will provide candidates with the opportunity to practice the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.
Outcomes:
Candidates will demonstrate leadership by providing guidance and modeling to school personnel, family, and community member in the use of behavior interventions to improve the quality of life for all children

CIEP 440 Critical Investigations in the Field of Curriculum (3 Credit Hours)
This course critically examines the foundations of curriculum from a critical lens on the field of curriculum. Students study controversial curriculum issues across schools and communities drawing from curriculum theory and policy in lived and specific historical contexts. It starts with the discussion of the history of the field, multiple definitions of curriculum, paradigms, and philosophies and then moves on to wonder about the prospects for the future. Students examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions both in schools and communities.
Outcomes:
This course will educate students in historical and philosophical curriculum inquiry across schools and communities; Students explore curriculum issues in real and particular historical, philosophical contexts and apply them to contemporary curriculum discourses

CIEP 442 Culturally Sustainable Curriculum Development & Implementation (3 Credit Hours)
This course provides the basis for curriculum development and implementation in schools or other professional learning settings. Students will learn theories and practices of developing curriculum based on culturally responsive and sustainable frameworks and practice how to apply these principles in curriculum development. Students will design and implement social justice-oriented curriculum for schools and/or professional settings.
Outcomes:
Students will understand key curriculum development frameworks that integrate culturally sustainable pedagogy

CIEP 444 Social Justice, Service, Quality (3 Credit Hours)
No course description is available

CIEP 447 Technology-Enhanced Instruction: AI Integration in Education (3 Credit Hours)
The course critically examines the evolving role of technology, especially artificial intelligence (AI), in educational settings. Students will engage with theories and models of technology integration and explore how AI is used responsibly in education. They will develop strategies to integrate AI into education and address related complex challenges through critical perspectives. The course promotes a human-centered, ethical, and responsible approach to AI implementation. Students will become leaders in the ethical use of AI in education and participate meaningfully in an AI-saturated society.
Course equivalencies: CIEP492/CIEP447
Outcomes:
Explain the history and impact of technology on education; Apply theories and models of technology integration in education; Integrate AI into education in a human-centered, critical, ethical, and responsible way; Use AI ethically to enhance learning outcomes and manage its challenges; Redesign curriculum and assessments to support the ethical use of AI; Develop guidelines and instructional programs to foster critical AI literacy

CIEP 450 Educational Psychology (3 Credit Hours)
The psychological bases of educational theories and practices related to human learning, development and psychological research are studied and critically examined.
Outcomes:
Students will demonstrate knowledge of leading learning theories, human development and assessment of learning as it pertains to evidence-based instruction and practice

CIEP 451 Psychology of Learning (3 Credit Hours)
The dual study of theory and research in human learning is presented, with an emphasis on behavioral and cognitive science models, as well as memory and retrieval systems.
Outcomes:
Students will demonstrate knowledge of validated learning theories in the behavioral and cognitive science domains

CIEP 455 Advanced Curriculum & Teaching in the Middle School (3 Credit Hours)
This graduate level course examines middle school (MS) education (grades 6-8), emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14).
Course equivalencies: X - CIEP 351 / CIEP 455
Outcomes:
Effective middle school teacher candidates understand the needs of their students and attend to the development of the whole child, including social and emotional learning; Effective middle school teacher candidates will understand the importance of culturally sustaining teaching; Candidates understand middle school philosophy outlines key components of culture, community, and curriculum that are needed in effective middle schools teaching; Candidates understand effective instruction for middle school students is responsive to their developmental needs and growing cognitive abilities

CIEP 457 Implementation Strategies, Planning, and Practices (3 Credit Hours)
Implementing innovations in schools, community and business organizations requires individuals to possess the knowledge and skills to work successfully as change agents. This course is a study of the science, theories, models and strategies that can be used across organizational settings to facilitate the implementation of innovative practices.
Outcomes:
Students will be able to utilize theories, models and strategies to facilitate the planning and implementation of innovations within organizational settings

CIEP 461 Practicum in School Psychology I (3 Credit Hours)
This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.
Outcomes:
Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

CIEP 462 Ethics and Professional School Psychology (3 Credit Hours)
Enrollment is limited to Graduate Students in the School Psychology program. The course focuses on the professional, legal, and societal context in which school psychology practice takes place and the major functions and competencies of school psychologists.
Outcomes:
The expected outcomes of the course are an enhanced understanding of the roles and functions of school psychologists and models of service delivery

CIEP 463 Practicum Schl Psychology II (3 Credit Hours)
This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.
Outcomes:
Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

CIEP 466 School Psychology Special Topics (3 Credit Hours)
This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

CIEP 469 Issues that Shape Teaching and Learning in Urban Schools and Communities (3 Credit Hours)
This course examines the social, economic, political, cultural and historical factors that impact communities and shape teaching and learning in urban settings. A field experience with a local community organization working on an educational initiative will provide students with the opportunity to participate in, research, and develop understandings around the relationship among organizations, communities, and schools.
Outcomes:
Students will be able to demonstrate a complex understanding of issues that face urban schools, their relationship to local communities and the educational resources that can be generated by partner ships between schools and communities

CIEP 470 Principles of Instructional Design (3 Credit Hours)
Through the development of an instructional product candidates will engage in the activities associated with each step of the ADDIE process. Emphasis is placed on a cognitive model of learning; however, other models/theories of learning may be applied. In addition candidates will use theories of instructional motivation, principles of instruction as well as instructional strategies relevant to the type of knowledge and cognitive domain level of their product to in order to enhance learning. Analysis, Design, Development, Implementation, Evaluation (ADDIE) process to develop an instructional product.
Outcomes:
Candidates will use the steps involved in systematic instructional design process

CIEP 471 Theoretical Foundations of ESL-Bilingual Education (3 Credit Hours)
This course introduces the integral theoretical, historical, political frameworks and ideological constructs that shape the contemporary educational practices for culturally and linguistically diverse students. Content delves into key principles, policies, and practices of language education, including the various models of bilingual education, English as a second language (ESL), English as a foreign language (EFL), and sheltered content instruction. The course builds background of language acquisition theories, key legal precedents, and educational and language policies that influence school programming, assessment, instruction, teaching, and learning.
Outcomes:
Participants will explain how students develop and maintain languages, describe the research basis for bilingual education, and demonstrate how various school stakeholders implement language policies and programs with bilingual students

CIEP 472 Methods and Materials for Teaching ESL/Bilingual Education (3 Credit Hours)
This course provides a comprehensive framework for teaching bilingual students across a range of educational settings and explores the various theories of language teaching and learning that have been promoted at different times. The content delves into various approaches to teaching in monolingual and bilingual instructional settings, as well as pedagogical strategies to support disciplinary learning, language development, and bilingualism/biliteracy. Course topics include instructional planning and implementation, as well as the selection of culturally, linguistically, and developmentally appropriate materials to enhance instruction, understanding, and achievement.
Outcomes:
Participants will design and implement instruction that responds to students' cultural and linguistic backgrounds, supports language development, fosters meaningful interaction with peers, and maintains rigorous expectations for disciplinary learning

CIEP 473 Instructional Leadership for Multicultural Schools (3 Credit Hours)
This course focuses on building capacity in schools to promote the learning, development, and achievement of students from diverse linguistic, cultural, and racial backgrounds, particularly framed within the context of a society faced with issues of poverty, discrimination, racism, and sexism. The course probes important topics such as teacher expectations, student identity construction, and utilization of the rich resources that students bring to educational settings from their homes and communities.
Course equivalencies: X- CIEP 473/ ELPS 465
Outcomes:
Participants will critically analyze their school settings for issues of race, class, culture, language, and gender and then design professional development efforts to promote change with teachers, leaders, families, and communities

CIEP 474 Assessment of Bilingual Students (3 Credit Hours)
This course prepares educators to utilize assessment to inform classroom instruction, specifically focused on authentic assessment of language and content. Targeting educators of bilingual students, the course emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Educators collect data and make instructional decisions based on students' abilities in English and other languages, which involves distinguishing between learning exceptionality and second language acquisition.
Course equivalencies: X-CIEP474/CIEP526
Outcomes:
Participants will design and utilize formal and informal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias

CIEP 475 Curriculum Workshop (1-3 Credit Hours)
The course is designed to contextualize, introduce and/or deepen the understanding and appropriation of Ignatian/Jesuit Education/Pedagogy for people who are already engaged in it or planning to engage in it. The course is designed as a philosophy of education course emphasizing the philosophical approach and roots of Jesuit Education. The course can also assist people in the field of education that want to know about Ignatian Pedagogy or are looking for ways of recreating their pedagogical practice from the perspective of Jesuit Education. However, the course can also be accommodated to those looking for an applied approach to enrich and improve a specific pedagogical practice. In this case please indicate this intention to the instructor to make the necessary adjustments.

CIEP 477 Prevention, Assessment & Intervention: Academic (3 Credit Hours)
Enrollment is restricted to Graduate students in School Psychology. To provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. They will utilize and evaluate evidence based interventions and learn to effectively communicate this information orally and in writing to help teachers and parents develop, modify academic intervention plans.
Outcomes:
Candidates will be able to evaluate and utilize appropriate academic interventions and identifying evidence based practices

CIEP 478 Behavioral Intervention: Assessment & Support (3 Credit Hours)
The aim of this course is to familiarize students with the professional literature in consultation and to employ data-based decision-making in the design and delivery of consultative interventions.
Outcomes:
Students will be able to design and evaluate two consultation cases; one at the individual level and the second on a classwide-level

CIEP 479 School-Based Consultation (3 Credit Hours)
This course will provide an overview of the knowledge and skills necessary for school psychologists to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on the collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe, practice and evaluate the skills required to engage in school-based collaborative consultative services through applied case work, practice, role play, self-reflection, feedback and class discussion.

CIEP 480 Assessment School-Age Students & Adults (3 Credit Hours)
The emphasis of the course is on assessment skills and interpretation of individual cognitive measures with school-age children and adults.
Outcomes:
Students will be able to demonstrate proficiency in the administration and interpretation of a wide variety of commonly used measures of cognitive functioning

CIEP 481 Prevention, Assessment & Intervention: Early Childhood (3 Credit Hours)
Enrollment is restricted to Graduate Students in the School Psychology program. This course provides insight into the developmental assessment of infants & preschool children, and the planning and development of intervention goals.
Outcomes:
Students will gain proficiency in standardized and authentic assessment of language and social-emotional development, cognitive ability, motor skills, achievement, and adaptive behavior in young children

CIEP 482 Prevention, Assessment & Intervention: Behavior (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology. This course is designed to provide students with an introduction to strategies for promoting positive behavior in the context of instructional environments through the use of applied behavior analysis principles and procedures. Course content includes multiple methods of behavioral assessment linked to intervention planning.
Course equivalencies: X-CIEP482/CPSY482
Outcomes:
The students will be able to use strategies for promoting positive behaviors for students in the schools and link their assessments to interventions

CIEP 484 Biological Foundation: Behavior in Schools (3 Credit Hours)
This is a seminar course on cognitive neuropsychological foundations in school psychology. The cognitive neuropsychological basis of educational theories and practices are studied and critically examined. Emphasis is given to current brain research, assessment based on the Cognitive Hypothesis Testing model (Hale & Fiorello, 2004) and resultant neuropsychological process assessment and how medications impact learning, social interactions, and behavioral functioning within the school setting. The course is for nonmedical professionals and provides a basic knowledge of cognitive neuropsychological principles of brain functioning, medications and psychopharmacological treatment.
Outcomes:
Students will demonstrate an understanding of the biological basis for behavior and how these issues relate to academic and behavioral challenges faced in schools

CIEP 485 Prevention, Assessment & Intervention: Social-Emotional (3 Credit Hours)
Enrollment is restricted to graduate students in School Psychology. The students will have an understanding of the theoretical foundations of emotional and behavioral disorders; the diagnostic/eligibility criteria for emotional and behavioral disorders; and the social and emotional assessment instruments and procedures. Students will be introduced to early identification and intervention strategies with regard to social/emotional/behavioral functioning.
Outcomes:
Students will be able to assess and link interventions to help students with social emotional needs in the schools

CIEP 486 Internship: School Psychology (3 Credit Hours)
This course provides university-based supervision for school psychology students completing a nine-month full-time experience conducted in an approved public school setting under a state-approved internship plan.
Outcomes:
Student apply skills in assessing students, consulting with school personnel and parents, counseling students as part of a state-approved internship plan

CIEP 487 Tests and Measurements (3 Credit Hours)
This is a course overview of the history, purposes, and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.
Outcomes:
Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

CIEP 488 Participatory Action Research (PAR) in Schools and Communities (3 Credit Hours)
This course will provide candidates with the knowledge and skills to use participatory action research (PAR) practices and approaches. Candidates will develop theoretical and practical knowledge related to a collaborative approach to research. The theoretical framework situates stakeholders in schools and community organizations as experts in their field and sees collaborative research between institutions of higher learning and schools and communities as an opportunity to authentically address germane problems and issues while promoting shared learning.
Outcomes:
This course emphasizes valuing the epistemic assets that local stakeholders bring to identifying and working toward solutions that benefit their missions and finding ways to bring attention to their work through research and publications

CIEP 489 Intro School-Based Network (3 Credit Hours)
No course description is available

CIEP 496 Educational Evaluation (3 Credit Hours)
This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to practice program evaluation. An assumption of this course is that "the pursuit of professional practice in evaluation requires developing a life of the mind for practice" (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.
Course equivalencies: RMTD406 / CIEP496

CIEP 498 Independent Study (1-3 Credit Hours)
In preparation for advanced degree writing and research, candidates will utilize readings, discussions, and appropriate computer applications to interpret, organize, display, and summarize quantitative study results. Course concepts include probability, normal distribution, tests of significance and correlation, simple regression, and multiple regression are among the tests that may be utilized.

CIEP 499 Directed Research (1-3 Credit Hours)
This course is Directed Research. Course Content, Course Objectives and Outcomes are collaboratively constructed with Research Student and Supervising FT SOE Faculty member. The Directed Research Projects are approved by SOE Program Area faculty and SOE Associate Dean of Academic Affairs.
Outcomes:
Outcomes chosen between the instructor and the student during the semester the course is taken

CIEP 500 Child Development and Cognition (3 Credit Hours)
The purpose of this course is to provide students with a graduate level overview of the key theories of development and cognition. Students will learn about critical issues in development and learning that they will encounter and need to deal with working as psychologists in applied settings. Throughout the course students will be asked to analyze, reflect upon, and critique how theories learned may apply, or not, to those learners whose primary culture may be different from the majority through case studies, online discussion boards (or in-class discussions), and a critical analysis of comparative field site visits.

CIEP 501 Exceptional Learner II (3 Credit Hours)
The purpose of this course is to provide in depth understanding of ethical, professional, and collaborative service provision for children with special needs within a multicultural framework.
Outcomes:
Students will understand the current trends in service delivery for students with low incidence/significant disabilities (eg, partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs

CIEP 502 Trauma Sensitive Schools (3 Credit Hours)
Students will explore literature on trauma sensitive schools and the intersection with race and discrimination. They will use Multi-Tiered systems of support to support students at each tier and support staff and families.
Outcomes:
Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

CIEP 503 Culturally Relevant Literature for Children & Adolescents (3 Credit Hours)
This course introduces participants to texts and classroom materials that authentically portray and reflect the cultural and linguistic diversity of classrooms and communities. The course focuses on analyzing materials for relevance and authenticity, learning about bilingual students through diverse stories, and using culturally relevant texts to support students' learning and development in classrooms.
Outcomes:
Participants will find, select, and utilize culturally relevant and authentic literature to support students' learning and development in culturally and linguistically diverse classrooms

CIEP 504 Applied Linguistics for Teachers (3 Credit Hours)
This course emphasizes the complex and dynamic role of language in teaching and learning, including implications for effective policy and practice in culturally and linguistically diverse classrooms. The course prompts participants to engage in applied linguistics research to solve problems of practice in the teaching of bilingual students.
Outcomes:
Participants will apply in-depth understandings of language acquisition and development to make informed decisions in practice with the goal to support the learning and language development of linguistically diverse students

CIEP 505 Literacy and Numeracy for Principals (3 Credit Hours)
Pre-requisites: ELPS 481; CIEP 442
The purpose of this course is to introduce principal candidates to the foundations of numeracy and literacy development across PK - 12 settings. Included will be a focus on the development of knowledge and skills required to provide leadership in PK - 12.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

CIEP 506 English Language Learning Practicum (3 Credit Hours)
The practicum experience serves to integrate learning from across the Masters program within authentic teaching and learning environments spanning PK-20 settings. The course involves formal observation, support, and evaluation during classroom teaching with bilingual students, guided by specific practicum assignments that center on backward design via data analysis, classroom environment, and instructional units of study.
Outcomes:
Participants will demonstrate competence, effectiveness, and responsiveness in daily classroom practice with bilingual students

CIEP 507 Language Demands and Development in Disciplinary Classrooms (3 Credit Hours)
Everything we do in classrooms and schools requires language, yet the nuances and complexities of language are rarely explored in educator-preparation programs. As the population diversifies and more students come to schools with competencies in languages other than English, teachers must understand how language works so that they can support students in developing language spanning grades and disciplines. In this course, teachers will explore the language demands within and across academic disciplines and enact scaffolds to support multilingual students' language development by attending to these demands. Course understandings and related pedagogical practices emphasize the value of students' multilingual repertoires and competencies with foci on building metalinguistic awareness and encouraging translanguaging with languages and language varieties. Pedagogical practices will focus primarily on building classroom environments to support students' language development, including contextual features, scaffolds, and procedures.
Outcomes:
Participants will: Describe the role of language(s) in teaching and learning, including how it develops; Distinguish the components of language (eg, phonology, morphology, syntax); Apply knowledge of language components in support of language development; Describe the language functions, features, and domains of disciplinary classrooms; Apply knowledge of language demands to support students' language development; Explain the interplay of home and school languages (eg, metalinguistic awareness); Apply knowledge of metalinguistic awareness in support of language development

CIEP 508 Social Justice for Multilingual Learners (3 Credit Hours)
This course introduces educators to foundational principles and practices for promoting social justice and educational equity while teaching multilingual learners in today's classrooms. A central component to teaching for social justice for students labeled as English learners (ELs), this course prompts educators to deconstruct their identities, experiences, and perspectives on cultural and linguistic diversity as a means to recognize and deconstruct language ideologies, deficit-based perspectives, personal biases, and institutionally driven assumptions. Framed by larger sociolinguistic and sociopolitical themes in the field of EL/bilingual education, educators explore students' diversity in their classrooms and schools and reflect upon current practice with that lens. Participants then draw from the literature to develop personal philosophy statements for serving multilingual learners with goals for their own professional learning.
Outcomes:
Participants will: Discern the central and active role of teachers as language policy actors and language decision makers in classrooms, schools, and communities; Reflect upon previous experiences with and perspectives on language learners, language education, and language diversity; Probe the role of language ideologies in institutional practices in education as a means to examine and deconstruct biases and assumptions; Explore the diversity of classrooms, schools, and communities, including cultural, linguistic, familial, academic, social, emotional, behavioral, and sociopolitical factors; Analyze historical and current practices in schools for multilingual students in line with research and theory of supporting and promoting equity for multilingual students; Define personal philosophies and professional goals for teaching multilingual students

CIEP 509 Literacy Teaching for Bilingual & Multilingual Students (3 Credit Hours)
Literacy is widely seen as one of the most important skills that children need in order to be successful in school and beyond, however the teaching of reading and writing are largely still approached from a monolingual paradigm even though the vast majority of classrooms have students who speak (and are often literate to varied degrees in that language) in at least one other language beyond the language of instruction. Therefore, it is essential that educators acquire the knowledge and skills to consider the development of literacy from a broader, less restrictive linguistic paradigm in order to engage and effectively teach reading and writing to their students who are bi/multilingual. Regardless of teaching context (e.g., grade level; bilingual or monolingual instructional setting, etc.) educators in this course are supported to move away from a monolingual paradigm in relation to literacy development in order to make strong and effective use of their students' literacy knowledge across languages. Participants will apply new learning to implement strategies (such as contrastive analysis, reading and writing opportunities in both languages, etc.) that supports the development and transference of literacy learning across languages.
Outcomes:
Participants will: Explain the relationships between oral language and literacy development and first and second literacy acquisition; Describe the relationships between literacy development, identity and motivation; Describe the different paths to literacy development specifically in relation to oracy and literacy in another language; Identify the ways in which knowledge of different orthographic systems can be beneficial to learning a new one; Apply knowledge of different orthographic systems to support students' literacy development through teaching strategies such as contrastive analysis; Apply knowledge of bilingualism to support students' literacy development across languages; Design strategies for teaching reading and writing that build on students' linguistic and cultural funds of knowledge; Identify the components of knowledge needed to become literate in another language and distinguish between those aspects of literacy that are common across all languages and those that are unique to certain languages; Create classroom environments and materials that support students' bi- or multilingual literacies and engage them in shared literacy events

CIEP 510 Accessing & Adopting General Education Curriculum (3 Credit Hours)
This course provides a review of standards for K -12 student learning with special emphasis on reading and mathematics.
Outcomes:
The student will be able to Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences

CIEP 511 Development Theory & Disabilities (3 Credit Hours)
The purpose of this course is to study the stages of physical, cognitive, social, and emotional development of infants, toddlers, young children, and adolescents with special attention to the similarities and differences among individuals with and without disabilities. The influence of sensory, cultural, and environmental issues on the developmental needs of children and adolescents will be explored. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

CIEP 512 Special Education: The Profession (3 Credit Hours)
The purpose of this course is to examine, test, and clarify the student's commitment and understanding of the teaching profession.
Outcomes:
Students will reflect on their role in the classroom through journaling and sharing

CIEP 513 Ethics & Law for Administrators (3 Credit Hours)
This course will deal in depth with current and timely legal and ethical issues in the education of children with disabilities, diverse learners and other children identified as having additional needs in any area of instruction and development, focusing on the administration of special education services in public schools. The approach to and focus on these topics is designed for candidates seeking endorsement as Illinois State-approved Director of Special Education. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and the provision of a free appropriate public education in the least restrictive environment. The delivery of services to special needs children from early childhood through post-secondary transition will be addressed.
Outcomes:
The course will concentrate on statutory and regulatory compliance; fostering effective and productive relationships among administration, professional personnel, service providers and families in serving students with special needs; and timely, efficient, positive-focused dispute resolution

CIEP 514 Advanced Systems Consultation (3 Credit Hours)
As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students' needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.
Outcomes:
Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

CIEP 518 Theories and Practices of Partnerships (3 Credit Hours)
This course explores current issues, literature bases, and practical examples related community-based and practice-oriented partnerships focused on improving learning opportunities for youth, their parents/guardians, and various stakeholders in the community.
Outcomes:
Teachers are vital to the success of the students in their classrooms, but we must recognize that teaching and learning happen across many time and spaces, and are influenced by a multitude of factors, beyond the classroom

CIEP 519 Data-based Decision Making (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology. The purpose of this course is for students to gain knowledge in universal behavioral and academic behavior data-based decision-making skills and ways to use these data to make informed curricular and intervention decisions that are of use to schools. The students will be able to use data-based and evidence-based decision-making in working with children and teachers in the schools.

CIEP 520 Doctoral Seminar (1 Credit Hour)
This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation.
Outcomes:
Students will develop a plan of study for their degree as well as a prospectus for their dissertation

CIEP 521 Curr Theory & Rsrch Schools & Cmty:Positionalities,Prspctives,&Trnsformtns (3 Credit Hours)
The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school and community settings. Students become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.
Outcomes:
Students will pose a problem, a question or a series of questions that would address the problem, collect data to facilitate answering some or all of the questions, analyze the data, and produce a series of reports on the state of their research in school and community settings

CIEP 522 Curriculum Policy Across Schools and Communities (3 Credit Hours)
This course offers a critical examination of the intersections of curriculum politics, policy, and practice in schools and communities. The goal is to increase students' understanding of the complexities of educational policy in practice as a means to assist them in becoming effective leaders and practitioners who influence and implement curricular policy in service of social justice.
Outcomes:
Students will examine historical and current trajectories of curricular policy spanning educational contexts, using various theoretical frameworks to probe how policy layers, locales, and actors influence the design and implementation in practice

CIEP 523 Curriculum Improvement and School-Community Change (3 Credit Hours)
Recognizing that the growth and development of schools and communities are inextricably linked, this course develops candidates' understanding of curriculum and school reform as well as community improvement. It examines historic school reform and contemporary school change models in addition to school-based reform strategies intended to improve teaching and learning in schools. The course further examines contemporary community development strategies such as community organizing, community economic development, and social service approaches in order to grant insights into the role communities play as potential partners in school improvement.
Outcomes:
Students will assess current research on curriculum reform and community development and their implications for improving student learning and achievement in school settings; Students will work with a local community organization or community schools' site in order to gain insights into how school and community organizations partner together to strengthen learning and developmental outcomes

CIEP 524 Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities (3 Credit Hours)
This course examines social justice issues through a critical lens. Readings focus on the role of race, ethnicity, and cultural contexts in the development of curriculum over time. The course emphasizes teaching for social justice through culturally and linguistically responsive and sustainable instructional and assessment practices.
Outcomes:
This course has been designed for graduate students who want to explore frameworks, perspectives, contexts, and strategies that will help them translate social justice in instruction and assessment practices

CIEP 525 Leading for Social Justice in School Psychology (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course provides an overview of individual, school-level, and national perspectives on leadership and systems change in school psychology, with an emphasis on strategies for bringing about socially just changes in schools.
Outcomes:
The intended outcome is the enhanced ability to lead for social justice as a school psychologist

CIEP 526 Assessment Culturally & Linguistically Diverse Populations (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course focuses on the socio-political issues that under-represented groups face in society including the historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention with under-represented youth.
Course equivalencies: X-CIEP474/CIEP526
Outcomes:
To produce school psychologists who are aware of multicultural and diversity issues

CIEP 527 Ethics and Law for School Psychologists (3 Credit Hours)
Enrollment is restricted to Ed.D. Students in School Psychology This course focuses on the ethical standard for school psychologists. Students will explore the connection between the psychologist's vulnerabilities, ethical missteps and the development of ethical resilience.
Outcomes:
Students will identify and resolve ethical dilemmas and ethical violations in the practice of school psychology

CIEP 533 Proseminar: Educational Psychology/School Psychology (0 Credit Hours)
A required two-semester series of seminars designed for all students pursuing the Ph.D. degree in educational psychology or school psychology which focuses on critical issues in the field and the planning of a colloquium series
Outcomes:
Students will have an enhanced knowledge base of critical topic that drive the school psychology and educational psychology literature

CIEP 535 System Consultation in School Discipline Reform (2 Credit Hours)
Pre-requisites: Degree in Education or Law Related Field
The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).
Course equivalencies: LAW 684 / CIEP 535
Outcomes:
Students will analyze system level factors and data

CIEP 537 School Discipline Reform: Linking Law Policy and Practice (2 Credit Hours)
Pre-requisites: Degree in Education or Law-Related Field
The course will examine in-depth three to four major themes in the field of school discipline from the perspectives of law, policy and practice (e.g. racial and special education disparities, juvenile/criminal justice linkages and teacher).
Course equivalencies: CIEP 537 / LAW 686
Outcomes:
Participants will develop a three to five year action plan for school discipline reform

CIEP 540 Seminar Research Curriculum & Instruction (3 Credit Hours)
This course focuses on how current research in curriculum and instruction addresses key curricular questions such as, Does it work? For whom and under what conditions does it work? How does it work? Does a given theory hold?
Outcomes:
Students will be able to: 1) Understand key curricular questions and major areas of research in curriculum and instruction; 2) Evaluate a variety of professional articles and studies in terms of validity, methodology, findings, conclusions, alignment of various components with research question; 3) Synthesize research articles and studies into a coherent and appropriate literature review

CIEP 541 Seminar: Curriculum Issues (3 Credit Hours)
In this course students will study one aspect of current literature in the field of curriculum with intensity.
Outcomes:
Students will be able to apply the current research in an advanced curriculum situation; Students will be cognizant of current areas of curriculum research and be able to find references electronically

CIEP 544 Prevention, Assessment & Intervention: Advanced Skills (3 Credit Hours)
Enrollment is restricted to Graduate Students in School Psychology.
This course will provide students with in-depth hands on introduction to evidence-based cognitive behavioral treatments. The course will also focus on adaptations to match client presentation, ethnicity, culture, and socioeconomic status.
Outcomes:
The course will involve the modeling and practicing treatments such as CBT, which students will learn and demonstrate competently

CIEP 545 Systems Consultation (3 Credit Hours)
This is an advanced course for doctoral level students. The course has two separate but related prongs. First, the students will develop a working understanding of Organizational Development Consultation, demonstrating the skills necessary to perform the role of organization development consultant and in determining when and how to carry out this role.

CIEP 546 School Psychology Advanced Practicum (1-3 Credit Hours)
Enrollment is limited to Doctoral Students in School Psychology The purpose of this course is for students to complete a supervised advanced practicum in a clinical setting that can include schools, clinical or hospital environments.
Outcomes:
Supervised clinical experience in applied school psychology practice

CIEP 547 Clerkship: School & Educational Psychology (1 Credit Hour)
This is a non-credit doctoral level course that provides advanced experience in university teaching, research or direct service to children/adolescents.
Outcomes:
Students will demonstrate proficiency in an advanced area of academic training, based on supervised experience and evaluation by a site supervisor

CIEP 548 Family, School and Community Collaboration (3 Credit Hours)
Enrollment is restricted to students in the Graduate Education program.
Blending leading consultation approaches and ecological theory, this course provides an overview of the conceptual frameworks undergirding family/school community collaboration in schools.
Outcomes:
Students who take this course will leave with an enhanced ability to work effectively with families and communities across a wide spectrum of topics and opportunities

CIEP 550 Seminar Educational & School Psychology (3 Credit Hours)
This course is an overview of current topics in school and educational psychology with an emphasis given to the development of a plan for a program of scholarly activity.
Outcomes:
Students will write a research proposal as an entry point for a research program in a particular domain

CIEP 556 Seminar: Problem Solving Thinking & Creativity (3 Credit Hours)
This course focuses on the knowledge base related to human problem-solving, thinking and creating through the presentation of a variety of approaches as they relate to instructional design.
Outcomes:
Students will demonstrate an advanced theoretical understanding of current models of human problem-solving, thinking and creativity along with an understanding of how these approaches drive instructional interventions

CIEP 557 Seminar Learning Theory & Teaching (3 Credit Hours)
This course focuses on the analysis of advanced readings in behavioral and cognitive instructional technology.
Outcomes:
Students will have an enhanced ability critically examine the literature in behavioral and cognitive instructional technology

CIEP 558 Seminar Theories of Intelligence (3 Credit Hours)
No course description is available

CIEP 559 Seminar Theories of Learning (3 Credit Hours)
This course connects current learning theories with curriculum development, instruction, and assessment practices in the schools. Candidates examine school-based implications of theory and research in such areas as multiple intelligences, developmental stages, and ethical/moral development. This course is neither a methods course (focused on developing a repertoire of teaching and learning activities) nor an educational psychology course (focused on applying experimental research to instruction). It is a seminar in which students read the work of current theorists and practitioners in human learning and explore how knowledge of current of current research can impact educational decisions and instructional practice.

CIEP 563 Graduate Special Education-Student Teaching (6 Credit Hours)
Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.
Outcomes:
Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

CIEP 571 School Discipline Workshop: Anti-Racism (0 Credit Hours)
As part of the Restorative Justice course, you must participate in an intensive on-campus weekend seminar on equity, anti-racism, and restorative justice. This seminar offers you the opportunity to network with other professionals and engage in exercises and skills-building related to the core principles and practices of restorative justice.
Outcomes:
Apply the principles of restorative practices to address challenges your school or district is facing; Develop an action plan to implement prevention-oriented alternatives to exclusionary school discipline practices in your respective setting

CIEP 586 Doctoral Internship: School Psychology (1 Credit Hour)
In collaboration with ISPIC and APPIC, the student will complete an advanced doctoral level 12 month supervised internship of 2000 hours.
Outcomes:
Students will follow a prescribed doctoral level internship plan to show advanced competencies as a school psychologist under the direction of a licensed clinical psychologist and certified school psychologist

CIEP 590 School Psychology - Supervision (0 Credit Hours)
The purpose of this course is to provide supervised teaching or field based experiences to SPYCH GRAD students. Students will learn to apply essential skills effectively to serve children in a school based setting.
Outcomes:
Develop specific school-based skills, competencies and points of views needed by professionals in the field of School Psychology

CIEP 600 Dissertation Supervision (1 Credit Hour)
To be registered for while working on an approved dissertation project.

CIEP 605 Master's Study (1 Credit Hour)
To be registered for while preparing a thesis proposal.

CIEP 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal.

CIEP 620 Legal Issues in School Discipline (2 Credit Hours)
The course will address the Constitutional implications of school discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about "zero tolerance" policies, the role that school discipline plays in the "school-to-prison pipeline," and the discriminatory impact of school discipline policies.
Course equivalencies: X-CIEP 620/LAW 683
Outcomes:
Develop a solid understanding of the fundamental legal principles and law that guide school discipline practices in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law; Enhance understanding of the policy concerns that have arisen regarding school discipline practices and develop knowledge of alternative approaches

CIEP 625 Restorative Justice in Schools (2 Credit Hours)
This course begins with an immersion experience where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the immersion and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, connections between racial and restorative justice, and systems and structures to accommodate restorative practice within school life. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.
Outcomes:
Distinguish between restorative and punitive motivations, techniques, strategies, and outcomes; Define a restorative mindset within a trauma framework by explaining the components of repairing harm between individuals and within communities; Plan, facilitate, and reflect on proactive and responsive circles (including those focused on: community building, healing, understanding, peace and mediation, celebration); Plan, facilitate, and reflect on effective restorative conversations; Plan, facilitate, and reflect on generating effective restorative consequences through a restorative conversation; Describe the connection between anti-racism and racial justice with principles of Restorative Justice; Identify systems, structures, and stakeholders to support the implementation of restorative justice principles to achieve school or district wide culture change

Dance (DANC)

Discover, search, courses (p. 2661)!

DANC 111 Ballet I: Introduction to Ballet Theory and Technique (3 Credit Hours)
Ballet I is designed to introduce the concepts and vocabulary of ballet with a focus on developing student's body awareness and control. Students will learn about the art form of ballet in relationship to theatre, music and other forms of dance.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR111/DANC111
Outcomes:
Students will improve their posture, flexibility and coordination; They will develop a reference for enjoying ballet performances and create a foundation for further dance training

DANC 121 Modern Dance I: Theories and Techniques (3 Credit Hours)
Modern Dance I is designed to increase student's body awareness, strength, flexibility and musicality. The course studies the technique and theory of Fall and Recovery developed by Doris Humphrey.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR121/DANC121
Outcomes:
Students will develop a basic dance technique and be able to describe and demonstrate the differences between modern dance and ballet; They will understand the history of the development of modern dance as a uniquely American art form

DANC 131 Jazz Dance I: Theories and Techniques (3 Credit Hours)
Jazz I is designed to increase the student's body awareness, enjoyment of movement and appreciation of Jazz dance in theatrical productions. May be repeated once for credit.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR131/DANC131
Outcomes:
Students will improve their strength, coordination, flexibility and correct posture; They will develop basic skills and vocabulary for performing Jazz movements and a framework to view dance in theatrical productions

DANC 212 Ballet Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Students should be familiar with the five feet and arm positions and be able to work in 5th position of the feet. Dancers should demonstrate correct alignment of the pelvis and spine in plie and releve and while working at the barre. Dancer must be able to execute correct articulation of the feet and leg in tendu. They should be familiar with basic petite allegro and action of the feet, hips and legs while jumping. This is a continuing ballet class designed to build on established vocabulary and movement fundamentals with emphasis on ballet as a theatrical art form.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR212/DANC212
Outcomes:
This class further develops strength, posture, flexibility and coordination; Progressions include more work en relev at the barre, development of leg extensions, single leg jumping and more complex movement combinations; Students will develop awareness of a dancer's role in a ballet production

DANC 213 Ballet III: Advanced Continuing Ballet (2 Credit Hours)
Pre-requisite skills: Student must demonstrate correct alignment and articulation at the barre and in the center when standing in first or fifth position. Student should have introductory proficiency in pirouettes en dehors and en dedans as well as petit allegro. This course serves students who have achieved proficiency in the basic elements of Continuing Ballet, but need to develop skills to meet the Intermediate level. Course focuses on reinforcing foundational technique in alignment and articulation and provides opportunities to develop strength, coordination and vocabulary required to advance to 311 Intermediate Ballet.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will increase their awareness of overall dance alignment and articulation; They will develop strength, coordination and vocabulary preparing them for Intermediate Ballet; Students will enhance their ability to travel across the floor as well as conduct pirouettes; Adagio work in the center and grand allegro is introduced

DANC 222 Modern Dance II: Theory and Technique (2 Credit Hours)
Prerequisite Skills: Dancers should be able to maintain correct alignment of the legs, back and pelvis standing and shifting their weight. Must be familiar with 1st and 2nd position of the legs and demonstrate basic articulation of the legs in tendu and jumping. This course is designed to further increase student's body awareness, strength, flexibility and musicality. We will study the technique and theory of Fall and Recovery developed by Doris Humphrey as well as learn short excerpts of repertory to be analyzed. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR222/DANC222
Outcomes:
Students will further develop their modern dance technique and be able to execute more physically challenging falls and longer and more complex movement combinations

DANC 224 Majors Modern II (1 Credit Hour)
This course is designed for Dance majors to increase their body awareness, strength, flexibility and musicality through the study the technique and theory of Fall and Recovery developed by Doris Humphrey. Restricted to Dance Majors.
Outcomes:
Students will develop their modern dance technique including falls and longer and more complex movement combinations; They will further their understanding of spatial patterns and musicality

DANC 232 Jazz Dance II: Theories and Techniques (2 Credit Hours)
Prerequisite Skills: Dancers should demonstrate correct placement of the legs, back and pelvis standing and in plié. They should be able to demonstrate basic jazz turns, jazz runs and pas de bourée. Dancers need to use correct position and opposition of the arms in combinations. Jazz II is designed to further develop student's technical ability and awareness of Jazz dance in theatrical productions. Students will learn about professional Jazz dance in Chicago and improve their strength, coordination, flexibility and correct posture in increasingly complex combinations applying the vocabulary and principles of jazz dance. May be repeated once for credit.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR232/DANC232
Outcomes:
Students will improve their dance technique, performance skills and appreciation of Chicago's rich tradition of Jazz dance performance

DANC 240 Dance Practicum (1 Credit Hour)
Pre-requisites: THTR 253
Students apply stagecraft for dance in a variety of domains: costuming, lighting, electrics and sound. They will work as running crew for a mainstage dance production.
Outcomes:
Students will acquire a variety of skills necessary for producing dance; including collaboration and organization skills and will gain appreciation for the complexity dance production

DANC 250 Historical Contexts in Contemporary Dance Practice (3 Credit Hours)
Pre-requisites: Must be a Dance major or Dance minor
This course surveys historical flashpoints in the evolution of American contemporary dance. It provides a critical framework for interrogating cultural and sociopolitical influences on concert dance practice and performance. Students will analyze intersecting aesthetics originating from the French courts of Catherine de Medici and Louis XIV, the Atlantic slave trade and Asian theatrical dance forms such as kabuki and bharatanatyam in the development of ballet, modern, tap, jazz and musical theater dance.
Outcomes:
Students will be able to identify historical figures and events that have significantly influenced American theatrical dance; This course gives students the ability describe and interpret dance history by contextualizing sociopolitical and cultural influences on the evolution of dance aesthetics while applying critical race, queer and feminist theoretical frameworks to their understanding of contemporary dance in America

DANC 260 Topics in Dance (2 Credit Hours)
This course is a studio course that explores the theories and techniques of various dance forms. A specific dance genre will be selected each time the course is offered. The course may be repeated two times for credit.
Outcomes:
The student will gain a historical perspective on the dance form presented, as well as demonstrate specific skills required of the dance form

DANC 261 Topics in Applied Dance (1-2 Credit Hours)
This is an all-inclusive heading for courses rarely offered that serve under the Applied Technique designation for the Dance Minor.
Outcomes:
Each offering will provide discipline-specific vocabulary and applied skill acquisition

DANC 270 Dance Kinesiology (3 Credit Hours)
Pre-requisites: Must be an enrolled Dance Major or Dance Minor
The purpose of this class is to present dancers with basic knowledge of the anatomy, physiology, and biomechanics of human movement in dance and non-dance applications.
Outcomes:
Students participate in lecture, physical practice, group and individual projects to understand the mechanisms for dance movement and how movement patterns contribute to the presence or absence of dance injuries

DANC 275 Global Influences on Contemporary Dance Practice (2 Credit Hours)
Pre-requisites: Must be Dance Major or Dance Minor or have instructor approval
This seminar-styled course provides essential experience and knowledge through applied study of diverse lenses and movement styles contributing to contemporary dance practice.
Outcomes:
Identify, Demonstrate and Discuss non-western influences on contemporary dance choreography and practice

DANC 280 Dance & Disability: Interdisciplinary Theory & Applied Movement Practices (3 Credit Hours)
This course explores interdisciplinary theory and applied innovation at the intersection of movement, science, and community engagement.
Outcomes:
Students will demonstrate a working knowledge of best interdisciplinary practices in disability dance practices, and will develop strategies that address the physical, social, and cultural implications of physically integrated dance in multiple settings

DANC 312 Pointe I: Theory and Techniques (1 Credit Hour)
Co-requisites: DANC 213 or 341
This course is practice-oriented and builds on dancers' knowledge of ballet vocabulary, alignment, and strength. Pointework is geared towards the development of a higher level of articulation in classical footwork.
Outcomes:
The student will gain a deeper understanding of ballet technique en pointe, as well as demonstrate specific skills required of the dance form

DANC 314 Pointe II: Continuing Pointework (1 Credit Hour)
This is a studio class that explores ballet technique en pointe. This course is to be taken concurrently with DANC 213 Ballet III, DANC 341 Ballet IV, or DANC 343 Ballet V. This course explores continuing ballet technique en pointe. It requires students to apply and synthesize all aspects of pointework studies including technique, spatial awareness, dynamics and group forms by preparing and presenting a public performance. It must be taken concurrently with Ballet III, Ballet IV or Ballet V. May be taken 8 times for credit.
Outcomes:
Students gain a deeper understanding of pointe technique, as well as demonstrate specific advanced skills required of the dance form; Students apply and synthesize material in a public performance

DANC 323 Rehearsal and Performance (1 Credit Hour)
Pre-requisites: Permission of the department
Dancing, choreographing, or stage managing, in a campus production. Completion of a journal or paper is required. May be repeated up to 12 times.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique into production practice

DANC 324 Modern III: Theory and Techniques (1 Credit Hour)
This studio course develops core strength, coordination and musical, spatial and performance skills through the study the technique and theory developed by Martha Graham as well as contemporary dance practices.
Outcomes:
Dancers will improve coordination, phrasing, physical power, shift of weight, anatomical awareness, performance, projection, flexibility and placement

DANC 331 Jazz Dance III: Intermediate Jazz Dance Theories and Techniques (2 Credit Hours)
Pre-requisites: Permission of the Instructor
This course develops students' ability to execute Jazz dance technique at an intermediate level. Students improve their dance technique, dynamic, spatial and performance skills. Students apply and synthesize all aspects of jazz dance technique in public performance. This course may be taken six times for credit.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve core strength, coordination, flexibility and correct posture at the intermediate level, in increasingly complex combinations applying and synthesizing all concepts and technique in public performance

DANC 341 Ballet IV: Anatomical Foundations and Cultural Context (1 Credit Hour)
This applied studio technique course emphasizes contemporary scientific anatomical research and cultural context in the study of ballet. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge and apply anatomical principles, connect the study of ballet to cultural and artistic context

DANC 343 Ballet V: Advancing Ballet: Contemporary Methodologies in Applied Ballet (1 Credit Hour)
This applied studio technique course emphasizes contemporary best practices in the study of Ballet in performance and theory in order to advance artistic and technical proficiency. Course skills and concepts are applied and synthesized through presentation of a public performance.
Outcomes:
Students will improve strength, alignment, and ensemble skills, develop knowledge of universal dance principles and advance their proficiency in contemporary ballet practice; Course skills and concepts are applied and synthesized through presentation of a public performance

DANC 360 Dance Pedagogy (3 Credit Hours)
Pre-requisites: Dance major or dance minor
The study child development, sequential dance pedagogy, biomechanics, nutrition and classroom management techniques as it relates to the teaching of dance. Coursework includes lecture, readings, model teaching, and research. Students observe master teachers instructing children of all ages and create sequential lesson plans consisting of all elements of dance pedagogy.
Outcomes:
Students will demonstrate a working knowledge of child development in relationship to age-appropriate dance skills as well as behavioral expectations; They will develop strategies that address the sequences of skill acquisition as well as concrete strategies for classroom management

DANC 370 Dance Composition (3 Credit Hours)
Pre-requisites: Must be a Dance Major or Dance Minor to enroll; Placement in Level III or higher dance technique courses; Permission of the department required
This course takes students from an introduction to dance composition theory and techniques through the process of creating a group work for the stage. Course work includes lecture, discussion, selected readings, viewing of masterworks of dance composition, creation of several dance studies on various themes and culminates in the creation of a work for performance in the Student Choreographic Showcase.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the development of short dance students learn the principles of dance composition and then apply them to their own creation performed for a public audience

DANC 380 Senior Showcase Capstone (1 Credit Hour)
Restricted to Senior Dance Majors. This course serves as the capstone of the Dance major and creates a platform for dancers to apply technical skills, theory and practice from many required courses for the Bachelor of Arts including DANC 341/DANC 343 Majors Ballet, DANC 321 Majors Modern, DANC 323 Rehearsal and Performance and DANC 370 Dance Composition.
Outcomes:
Dance majors will apply and synthesize all applied technique courses taken for their dance majors as well as integrate their knowledge of the choreographic and performance process

DANC 394 Internship in Dance (1-12 Credit Hours)
Dance students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a dance organization while reflecting on their work experience and applying theories and techniques acquired from their first dance courses

DANC 395 Independent Study (1-12 Credit Hours)
Pre-requisites: Written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the dance. Such projects should be done under the close supervision of a dance faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and dance faculty supervisor

DANC 397 Fieldwork in Chicago - Dance (1-12 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional dance organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Dance and the project supervisor

DANC 398 Research in Dance (1-12 Credit Hours)
Pre-requisites: DANC 323
Faculty serve as mentors for dance students pursuing research opportunities. Platforms cross various domains in cognitive, psychomotor, and artistic development. Students and faculty work together to generate qualitative and quantitative data documented in multiple modalities including: dancemaking, regression analyses, interviews, correlational and case studies. This course satisfies the Engaged Learning-Undergraduate Research requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn discipline-specific language skills, research ethics and methodologies; Students will gain valuable skills disseminating research through performances, scholarly articles, conference presentations and research symposia

Data Science (DSCI)

Discover, search, courses (p. 2661)!

DSCI 101 Fundamentals of Modern Data Science with R (3 Credit Hours)
This course is designed to be an introduction to the basics of data science with R. Students will learn the very basics of data science and introductory programming skills for working with data.
Outcomes:
Students will learn basic programming skills for working with different types of data as well as data visualization, data wrangling, and data management practices

DSCI 399 Data Science Internship (1-3 Credit Hours)
Pre-requisites: DSCI internship coordinator and DSCI program director consent required
This course provides data science students with an opportunity to apply the knowledge obtained through their previous coursework as well as obtain course credits by working on data science projects through paid or unpaid internships. All projects for this course must be accompanied by a written form to be filled out by the student and their internship supervisor, and approved by the data science internship coordinator (DSIC). Students will receive 1 credit hour for every 50 hours worked at the approved internship for a maximum of 3 credit hours. Students taking this course will fulfill their data science capstone requirement.
This course satisfies the Engaged Learning requirement.
Outcomes:
The ability to manage large data sets in preparation for data science analysis; The ability to perform a data science analysis from beginning to end while adhering to the principles of reproducible research; The ability to program in both the R and Python programming languages

DSCI 401 Introduction to Data Science (4 Credit Hours)
Pre-requisites: Restricted to Graduate students
This course provides students with an introduction to data science using the R programming language covering such topics as data wrangling, data visualization, interacting with databases, principles of reproducible research, building simple statistical models/machine learning and data science ethics.
Outcomes:
Students will obtain an extensive background in the basic tools used in the field

DSCI 470 Data Science Consulting (2 Credit Hours)
Pre-requisites: STAT 408
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
Outcomes:
Students will apply methods learned in prior classes to address a real-world problem, gain oral and written presentation skills, and improve collaboration skills

DSCI 494 Data Science Research Design (2 Credit Hours)
Restricted to DSCI Graduate students. Research practices, including data collection and management, the experimental design process, and tools for critical analysis and preparation of scientific literature will be discussed.
Outcomes:
Students can describe and implement research design practices in data science

DSCI 499 Data Science Research (1-8 Credit Hours)
Restricted to DSCI Graduate students. Students will conduct independent hypothesis-driven data science research under faculty guidance. Research efforts will include literature surveys, research design, algorithm and software development, and data analysis.
Outcomes:
Students can develop and utilize techniques for data science research

DSCI 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: DSCI 499
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.
Outcomes:
Students will develop skills in scientific writing and presentation; At the conclusion, students will present (written and oral) the results of their research

Digital Humanities (DIGH)

Discover, search, courses (p. 2661)!

DIGH 400 Introduction to Digital Humanities Research (3 Credit Hours)
Enrollment in DIGH 400 is the prerequisite for DIGH 401, 402, 500, 595. An introduction to the digital humanities, work in a variety of humanities disciplines--literature, art, philosophy, theology, and history--that involves computer assistance in conducting or presenting research. This includes, for example, digitizing, markup, editing, publishing, archiving, analyzing, visualization, modeling, interpretive gaming, and instructional and interface design. This course will emphasize research questions and methods from a range of humanities disciplines--not computer technology per se but ways that computing can further humanities research agendas.
Outcomes:
Knowledge of how computing affects research in humanities, critical thinking about technology and humanities, awareness of broad social and ethical questions surrounding old and new, print and digital, media in contemporary culture

DIGH 401 Introduction to Computing (3 Credit Hours)
Pre-requisites: DIGH 400 co-enrollment
Primarily for DH students, the course combines historical study with a hands-on approach to computers their growing role in academic research, publishing, libraries, and the arts. Topics will include the structure of computers, the relation of hardware and software, text and image markup and publishing, database theory and design, modeling and visualization, text analytics, procedural logic, and the basic concepts of programming, artificial intelligence, and the social, ethical, and intellectual contexts for computing.
Outcomes:
Procedural literacy, historical knowledge of hardware and software platforms, ability to be a scholar-programmer or to collaborate fruitfully with scholar-programmers

DIGH 402 Digital Humanities Design (3 Credit Hours)
Introduces students to design and human computer interaction.
Outcomes:
Students gain practical experience with design, testing, and building ethical digital projects

DIGH 403 Introduction to Web Application Development (3 Credit Hours)
Pre-requisites: DIGH 400, DIGH 401, DIGH 402
This course studies the concepts, methods, and tools used in the analysis, design, implementation, testing, and deployment of typical multi-tier web applications.
Course equivalencies: X- DIGH403/CPST342/COMP342
Outcomes:
Experience with commonly used web application development frameworks

DIGH 405 Special Topics in Digital Humanities (3 Credit Hours)
Special topics in Digital Humanities or new approaches of current interest to the instructor.
Outcomes:
Dependent upon course topic; must be approved by GPD

DIGH 499 Independent Study in Digital Humanities (1-3 Credit Hours)
Students work under the direction of a faculty member on a particular area of interest within Digital Humanities.
Outcomes:
Students advances their research projects with direct and regular input from a faculty member

DIGH 500 Digital Humanities Practicum (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
This course invites students to learn about and engage in collaborative project-building. Students will contribute to building an active faculty-led digital humanities research project. Work will be informed by weekly readings and seminar-style discussions. Possible work may include coding, data modeling, digitization, proposal-writing, grant-writing, project management, design, and research.
Outcomes:
A collaborative contribution to a digital humanities research project run by a faculty or staff member and sponsored by the CTSDH

DIGH 501 Digital Humanities Project (3 Credit Hours)
Pre-requisites: DIGH 400 and DIGH 402
In this capstone, students will apply skills they've learned throughout the program, and develop new technological and research skills as the project demands. Students will develop their own digital humanities research project that demonstrates their competency in a facet of digital humanities and expertise within their chosen subject area.
Outcomes:
A working, practical final digital humanities project published online

DIGH 605 Master's Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up any MA requirements, such as their field examinations and research project.
Outcomes:
Advancement to degree completion

Doctor of Nursing Practice (DNP)

Discover, search, courses (p. 2661)!

DNP 510 Capstone Seminar (1-3 Credit Hours)
The DNP scholarly project demonstrates an in-depth knowledge of each student's area of specialization in nursing practice. This project relates to advanced practice in the nursing specialty and benefits a group, population, or community rather than an individual patient. The DNP Scholarly project is a synthesis of the student's work and lays the groundwork for future scholarship with the goal of a tangible and deliverable academic product derived from the practice courses and immersion experience. The DNP scholarly project, unlike that of PhD level research, may take a number of forms such as: practice change initiative; pilot study; program evaluation; quality improvement project; evaluation of a new practice model; or a consulting project. This course addresses the unique needs and challenges second year DNP students face while completing their projects. Seminar content focuses on skills necessary for successful clinical project completion through: presentations, selected readings and online forums. The seminar operates at the group level and is designed to work in concert with and support individual students' DNP Faculty Director and external mentor (often the student's preceptor at the project site). Course content parallels the three overall stages of a DNP Scholarly Project: the design, proposal submission and proposal approval (First semester); project implementation (second semester); and, final presentation and dissemination (third semester). Students are expected to have a Faculty Director for their project and a tentative external mentor in place prior to course entry. This seminar is completed sequentially over a minimum of three semesters. Students are expected to be enrolled in this course each semester that they are working on the DNP Scholarly Project.

DNP 511 Practicum (1-6 Credit Hours)
Theory, evidence, and the systematic translation of research into practice serve as the foci for DNP practicum experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, supports integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change.

Economics (ECON)

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ECON 201 Principles of Microeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 201H Principles of Microeconomics - Honors (3 Credit Hours)
Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. Restricted to SBA honors students or Honors students. This course is an introduction to demand and supply, consumer choice, price analysis in alternative industrial organizations, and the distribution of income.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON201/201H/ACECO201/CPST243
Outcomes:
Students will be able to think critically about price formation in different market structures, and how prices, household incomes and income distribution in a diverse society are determined with interpretations based on the concepts of opportunity costs and decision making under uncertainty

ECON 202 Principles of Macroeconomics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, fiscal and monetary policies of the government, to ultimately understand economic stability and the welfare of the individual citizen

ECON 202H Principles of Macroeconomics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course is an introduction to national product, its components, money and the real sectors and business fluctuations.
Course equivalencies: ECON202/ECON202H/ACECO202/245
Outcomes:
The students will be able to think critically about the economic environment of the nation and to measure growth, unemployment, inflation, and fiscal and monetary policies of the government to ultimately understand economic stability and the welfare of the individual citizen

ECON 303 Intermediate Microeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course is a detailed study of consumer and firm behavior, market structures, and the elementary propositions concerning welfare economics.
Outcomes:
Students will develop analytical skills to understand and predict consumer and firm behavior, understand the underlying pinning of antitrust legislation and dynamic market strategies

ECON 304 Intermediate Macroeconomics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of C- in (ECON 201 or ECON 201H) and (ECON 202 or ECON 202H) and one of the following: MATH 130 (Recommended), MATH 131, or MATH 161
This course develops the framework used by economists in government, business, and academia to analyze the key determinants of economic growth, the business cycle, unemployment, inflation, the level of interest, and exchange rates, as well as explaining how all these variables are influenced by monetary and fiscal policy.
Outcomes:
Students are able to understand and critically analyze business cycles and financial market fluctuations; Students are able to study inflation and unemployment policies

ECON 320 Urban Economics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ECON 201, ECON 202, and ECON 303
This course analyzes the economic role and functioning of cities and examines urban issues such as real estate markets, transportation, economic development, and crime.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will understand the economic forces that shape urban agglomerations; Students will understand the economic and ethical trade-offs of various urban economic policies; Students will be able to think critically about the economic forces that make a city grow and contract over time

ECON 323 International Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course analyzes microeconomic and macroeconomic theories of global trade; balance of payments, adjustment problems and the international monetary system.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON323/INTS323
Outcomes:
Students will be able to demonstrate the ability to critically apply microeconomic and macroeconomic concepts to the understanding of international economic phenomena/problems; This course emphasizes the role of economic leadership to promote peace and justice in a global diverse world

ECON 324 International Monetary Relations (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
Examination of the operation of the international monetary system and an analysis of the determination of currency flows between countries, with topics of balance of payments statements, currency flows between countries, determination of exchange rates, and international liquidity problems.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON324/INTS324
Outcomes:
Student will be able to demonstrate an understanding of the operation of the international currency market and be able to analyze exchange rates with an emphasis on international liquidity and currency problems, and risk management of currency fluctuations

ECON 325 Economics of Growth & Development (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course describes and analyzes the problems and policy issues facing developing countries and the third world with respect to their economic and social policies and programs.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-ECON325/INTS325
Outcomes:
The students are trained to evaluate the economic conditions that are conducive to economic growth and critically assess ethical arguments as they relate to growth, trade, and poverty in emerging countries; The role of leadership is emphasized

ECON 327 American Economic & Business History (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201 and 202
This course emphasizes the evolution and the role of past business leaders of the American economy from the colonial times to the present, emphasizing the entrepreneurs and the environments in which they operated. Economic and business change in the period 1865-1914 receives particular attention, as do the enterprises of Chicago-area entrepreneurs.
Outcomes:
Students learn the skills required of entrepreneurs and business leaders and their contribution to society; Students will develop an awareness of the historical dynamics that produced the current economy, and how its institutions evolved and the importance of markets in allocating resources

ECON 328 Environmental Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201
This course applies economic theory to environmental and natural resource problems and policies, investigates the role economic incentives play, and discusses externalities, property rights, common property problems, pollution and pollution control, and renewable and non-renewable resource management.
Course equivalencies: X-ECON328/ESP 328
Outcomes:
Students will understand that environmental problems are fundamentally economic problems that come about because there is a market failure (eg, an externality or public good) and that environmental problems have economic solutions

ECON 329 Health Economics (3 Credit Hours)
Pre-requisites: Sophomore standing and a minimum grade of "C-" in ECON 201
This course provides an understanding of the unique economic complexities of the health care industry and individual health behaviors. Relying on economic principles of scarcity, efficiency, productivity, and market behavior, demand and supply of health care, the role of government in determining health care policy, and medical practices are explored.

ECON 334 Economics of Government Expenditures & Taxation (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303 and 304
This course is an analysis of taxation and expenditure, instruments and policies as they relate to the allocative, distributive, and stabilization functions of government and society and ethical responsibilities of each.
Outcomes:
The student are able to understand and analyze public policy issues, specifically as it relates to the voting process, size of government, tax policy debates, and long-term problems of transfer payments in an aging society

ECON 336 Monetary and Fiscal Policy (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 201, 202 and 304
This course uses macroeconomics to critically analyze the evolution of monetary and fiscal policy from the late 19th century to the present as well as current trends and topics relating to monetary and fiscal policy.
Outcomes:
Students will develop critical economic thinking skills as they apply macroeconomic theory to historical events and discuss the potential future paths of the world economy and for assessing the leadership role of the government and Federal Reserve System in stabilizing the domestic and world economy

ECON 346 Econometrics (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in ISSCM 241 or ISSCM 241H or STAT 103; ECON 202; ECON 303; and MATH 130 or MATH 131 or MATH 161
This course teaches students how to use statistical tools to evaluate hypotheses about economic models.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to interpret and critically analyze quantitative information related to economics; Students will understand regression analysis and understand how to use it to test economic models and to measure important economic parameters, and to predict economic relationships

ECON 360 Labor Economics (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course is an intensive examination of the market for labor services, and discusses wage determination, occupational and earnings differentials, diversity, investments in education, collective bargaining, and the ethical implications of labor market inequality.
Outcomes:
Students will gain a broad understanding of how economists study labor market issues and outcomes, and be able to use critical economic reasoning to better appreciate such issues as labor force participation decisions, human capital, and the variation in wages across individuals

ECON 370 Pricing & Industrial Organization (3 Credit Hours)
Pre-requisites: Sophomore standing, minimum grade of "C-" in ECON 303
This course investigates firm behavior, strategies and market outcomes in settings of less than perfect competition.
Outcomes:
Students learn to evaluate various strategies both in terms of firm profitability as well as consumer surplus

ECON 395 Independent Study in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing, instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in Economics

ECON 399 Special Topics in Economics (1-3 Credit Hours)
Pre-requisites: Sophomore standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ECON 420 Managerial Economics (3 Credit Hours)
Pre-requisites: ISSCM 400 OR ISSCM 400N
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420B Managerial Economics (3 Credit Hours)
Pre-requisites: ISSCM 400 or ISSCM 400N
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions. Restricted to students in the Baumhart Scholars Program.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420C Managerial Economics (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
This course uses tools of economic analysis to understand demand, supply, profits, production, competition, pricing policies, business criteria for investment, output, and marketing decisions.
Outcomes:
Students are able to do critical managerial decisions with respect to output and pricing policies in different business and industrial environments

ECON 420E Managers, Markets and Decision Making (3 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
The purpose of this course is to guide students in recognizing, analyzing, and solving managerial problems related to firms and markets under conditions of uncertainty. The course uses economic analysis to understand demand, supply, profit, production, competition, pricing policies, and business criteria for investments. Strategic decisions using economic laws influenced by FED will also be examined.

ECON 421 Business Fluctuations (3 Credit Hours)
Pre-requisites: ECON 420
This course studies the economic environment's impact on the firm where topics include national income accounting, factors in economic fluctuations and growth, fiscal and monetary policies, economic forecasting, the relationship of foreign trade and balance of payments on economic activities, economic indicators and measures, and problems of public policy.
Outcomes:
Students learn to recognize the macro environment and the business cycles in which to operate in and to make learned forecasts

ECON 424 International Business Economics (3 Credit Hours)
Pre-requisites: ECON 420
This course analyzes topics in international economics, specialization and comparative advantage, balance of payments and foreign exchange, elements of commercial policy, and international investment.
Outcomes:
The students develop skills in this course in analytical and creative thinking, Communication and team-work in evaluating trade policies and opportunities, comparative advantage, exchange rate dynamics and fluctuations and risk management

ECON 424E Global Issues in Economics (1.5 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
Examines the role of prices, incomes, interest rates, exchange rates, trade policy, and the global monetary system in determining the movement of outputs and inputs across national boundaries. The gains from trade and the conflicts created by the manner in which those gains are distributed provide a foundation for examining current issues.
Course equivalencies: ECON 424E/ECON 602E

ECON 429 Independent Study in Business Economics (3 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of economics not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in economics

ECON 522 Game Theory & Strategy (3 Credit Hours)
Pre-requisites: ECON 420
This course studies cooperative and non-cooperative games and winning strategies and discusses prisoners dilemma, tragedies of common resources, executive compensation and auctions as applied to mergers and acquisitions.
Outcomes:
Students learn to think systematically to set strategy for the modern corporate firm in both cooperative and non-cooperative situations and to solve conflicts arising from principal agent problems

ECON 599 Special Topics (3 Credit Hours)
Pre-requisites: ECON 420; Restricted to Graduate School of Business students
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

ECON 602E Global Issues in Economics (1.5 Credit Hours)
Examines the role of prices, incomes, interest rates, exchange rates, trade policy, and the global monetary system in determining the movement of outputs and inputs across national boundaries. The gains from trade and the conflicts created by the manner in which those gains are distributed provide a foundation for examining current issues.
Course equivalencies: ECON 424E/ECON 602E

ECON 622 Derivative Securities (3 Credit Hours)
Pre-requisites: FINC 450
This course is a comprehensive introduction to the theory, use, and valuation of derivative securities, with particular emphasis on options and forward/futures contracts. A sound understanding of the intuition underlying option pricing is critical to a thorough understanding of modern finance and financial risk management. We may also look at other types of derivatives as well as some extensions of the most fundamental models.

ECON 625 Applied Econometrics (3 Credit Hours)
Pre-requisites: ECON 420 and ISSCM 491
The purpose of this course is to help students understand feasible econometric techniques in order to mine information to understand economic and financial patterns and to forecast. A rigorous exposition of the theory behind econometric techniques will help students understand the issues raised in different published papers. Topics of econometric techniques covered in this course include panel data analysis, time-series models, discrete choice models, and methods to identify causality between variables. Practical applications will prepare students to use these methods in their own projects.
Course equivalencies: X-ECON625/FINC625

Educational Leadership and Policy Studies (ELPS)

Discover, search, courses (p. 2661)!

ELPS 125 Introduction to Leadership Studies (3 Credit Hours)
This course is designed to provide an introduction to foundational theory and perspectives related to leadership. This includes an exploration of contemporary leadership knowledge and skills that are transferable to a variety of disciplinary contexts.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to describe various historical and contemporary perspectives on leadership as well as recognize critical knowledge and skills associated with leadership practice across various disciplines

ELPS 219 History of American Education (3 Credit Hours)
Pre-requisites: HIST 101 or HIST 102
No requirement for students with a declared major or minor in History. This course examines the history, aims, organization, and control of public and private schools in the United States. Emphasis is placed on the historical examination of issues of diversity, inclusion and exclusion as they relate to education.
Outcomes:
Students will demonstrate the ability to evaluate and explain the forces of historical continuity and change in American education

ELPS 222 Foundations of Ethics and Social Justice in Leadership (3 Credit Hours)
Pre-requisites: ELPS 125
This course introduces theories of ethics and social justice as critical frameworks through which to interpret leadership. Attention toward the process of ethical decision-making, using critical reflection as a tool for understanding complex leadership issues, and strategies for advancing leadership focused on social responsibility.
Outcomes:
Students will demonstrate competence in applying ethical and social justice frameworks in the interpretation and analysis of complex leadership issues as well as in the practice of leadership across a variety of disciplines

ELPS 223 Contextual Influences in Applied Leadership: Internship (3 Credit Hours)
Pre-requisites: ELPS 125 and ELPS 222; Leadership Minor
This online and experiential course provides a platform for students to apply learning associated with leadership theory, ethics, and social justice in practice through an applied internship experience. The internship site will provide a discipline specific experience through which to integrate and refine core skills and competencies associated with socially responsible leadership.
Outcomes:
Students will increase their capacity to engage effectively in socially responsible leadership in a discipline specific work context

ELPS 224 Cross Cultural Leadership: Lessons from Rome (3 Credit Hours)
Pre-requisites: ELPS 125
This course is designed to examine global and cultural influences on the manifestation of leadership using Rome as a historical and contextual reference point and learning laboratory. The course will examine cultural influences in the understanding of power, authority, and social justice as they relate to leadership and the development of cross-cultural competence.
Outcomes:
Students will be able to identify and describe cultural and global influences associated with power, authority, and social justice on leadership in social contexts

ELPS 230 Globalization, Education and Childhood (3 Credit Hours)
This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this the course examines the experience of childhood and notions of what it means to be a child both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of how global and local issues are interwoven with regard to education; Students will be able to articulate a nuanced understanding (as regards schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world

ELPS 240 Urban Education: Policy and Practice (3 Credit Hours)
This course introduces students to some of the central policy questions currently afoot in American public education through consideration of one particular field of concern, Urban Education. Explores the sociological dimensions of schooling, the important questions of how race, social class and ethnicity impact American education, and the relationship between resources and outcomes at the heart of arguments about schools. Students will be able to demonstrate an understanding of the ways that policy is connected to practice in urban education.
Outcomes:
Students will be able to analyze the multiple and contested factors that influence urban education in the US

ELPS 265 Cultural and Educational Policy Studies Internship (3 Credit Hours)
The Internship in Cultural and Educational Policy Studies course is intended to help students integrate theoretical and research coursework with a practical field-based experience to reflect on their own development as professionals working in the field of education.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students develop and refine their professional skills and competencies; Students will be able to identify key education issues domestically and/or internationally and critically analyze them in terms of the relationship(s) between policy and practice

ELPS 300 History of Education (3 Credit Hours)
This course introduces students to the history of education in the United States, exploring the ideologies and theoretical frameworks that have been paramount in different historical periods and the ways they have shaped the social, cultural, economic, and political dimensions of educational institutions in America.

ELPS 301 History of Western Education (3 Credit Hours)
A historical analysis of the rise and development of educational movements, trends, institutions, and policies in the multicultural context of American society.
Course equivalencies: X-ELPS301/HIST302
Outcomes:
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education

ELPS 302 Philosophy of Education (3 Credit Hours)
Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. Study of major philosophical theories about educational practice, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests.
Outcomes:
The student will become adept at identifying philosophical issues embedded in current educational practice and controversies, especially as these relate to promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice

ELPS 310 Leadership: Group Dynamics and a Mission Centered Approach (1 Credit Hour)
This course is designed to familiarize Resident Assistants/Managers with a variety of topics that have been formulated to assist them in building community, developing interpersonal relationships, creating intentional programs, and improving their crisis intervention skills. Topics may include, but are not limited to: identity formation, counseling, ethics, diversity, health, and current events in higher education.
Outcomes:
To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

ELPS 311 Student Leadership: Using Social Justice in Developmental Models (1 Credit Hour)
This class will examine social justice as it relates to building communities and creating positive interpersonal relationships between both the Resident Assistant/Manager and hall residents as well as among residents themselves. Topics may include, but are not limited to: program planning, the use of technology, service learning, vocation, career development, and the RA/RM impact on students.
Outcomes:
To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

ELPS 325 Leadership Studies Capstone (3 Credit Hours)
Pre-requisites: ELPS 125; ELPS 222; ELPS 223; and enrollment in the Leadership Minor
This course will explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, and systemic leadership.
Outcomes:
Students will understand the role of and capacities associated with leading personal and social transformation within their career fields and communities

ELPS 350 Finding Jesuit Jesus:Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)
An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy@JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.
Course equivalencies: ELPS 350/ELPS 450
Outcomes:
To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

ELPS 398 Independent Study (1-3 Credit Hours)
This course is an independent study under the supervision of a faculty member.
Outcomes:
The outcome for this course is an independent project, paper or other product that demonstrates advanced knowledge of a topic

ELPS 400 Inquiry Into Educational Policy (3 Credit Hours)
No course description is available

ELPS 403 Qualitative Research Methods in Education (3 Credit Hours)
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Course equivalencies: RMTD405 / ELPS403
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

ELPS 404 Entrepreneurial Approaches to Catholic Education (3 Credit Hours)
Mark Casson in his book The Entrepreneurs: An Economic Theory, says that the theory of entrepreneurship rests upon the following definition: "An entrepreneur is someone who specializes in making judgmental decision about the coordination of scarce resources." This could also be the definition of a Catholic school leader! Catholic education is the largest non-public education system in America. But it is also half the size it was in 1960. To stay relevant and thriving, Catholic education must become more innovative and entrepreneurial. We will investigate the process by which innovations are designed and will critically assess the efficacy of a wide range of innovations. What leads to innovation and how is it scaled effectively? We will read and talk to educators, entrepreneurs, and policy makers about design innovations, and will critically assess the efficacy and scalability of a wide range of innovations targeting students, teachers, and schools.

ELPS 405 Introduction to Educational Policy Analysis (3 Credit Hours)
This course is an introduction to educational policy analysis that allow students to critically access the underlying assumptions and politics that guide particular policy choices and evaluate their design, implementation, and impacts.
Outcomes:
Students will demonstrate the ability to critically examine and conceptualize policies, design alternatives and argue persuasively for these alternatives while gaining fluency in the current policy debates

ELPS 406 Foundations Using Data for Continuous Improvement (3 Credit Hours)
This is the foundation course for data-based decision making within the principal preparation series. This graduate course provides skill sets to help future school leaders and administrators to access, interpret, and encourage the use of data to improve student educational outcomes. Restricted to graduate students in the School of Education. Students will learn how to organize, analyze, and synthesize data in order to interpret student and teacher assessment results.

ELPS 407 Leading for Data-based Decision Making (3 Credit Hours)
The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students to accomplish educational outcomes. Restricted to graduate students in the School of Education.
Outcomes:
Candidates will examine data and the use of data in making decisions on several different levels

ELPS 408 Leading for Diversity (3 Credit Hours)
This course focuses on meeting the needs of children from diverse linguistic, cultural, and racial backgrounds within the context of a society faced with issues of poverty, discrimination, racism, and sexism. This course explores issues of second language and second culture acquisition and consider the relationship between identity construction and school success.

ELPS 409 Fundamentals of Instructional Coaching (3 Credit Hours)
The instructional coach provides instructional leadership by supporting evidence-based instructional practices with classroom teachers. This course focuses on developing the elements of instructional coaching: assessment for learning, delivery of effective curriculum, enhancing classroom instruction, and effective classroom management. In developing the role of the instructional coach, candidates will develop skill in building trusting relationships, facilitating support from administrators, and providing confidential, non-evaluative job-embedded professional development for faculty. Models of coaching will be explored as well as a focus on conferencing and facilitation skills.

ELPS 410 Sociology of Education (3 Credit Hours)
This course introduces students to the field of the sociology of education. It examines the societal role of education and the enactment of education using macro-historical, meso-institutional and micro-interactional perspectives, and exposes students to major theoretical traditions in the discipline.
Outcomes:
Knowledge of theories and empirical research that can guide critical evaluation of 1) conditions and problems in K-12 schools 2) ideas, arguments, and points of view regarding K-12 schools

ELPS 413 Critical Social Theories (3 Credit Hours)
This survey course examines the foundations, applications, and practice of critical social theories in U.S. education. Through rigorous texts, engaged discussion, and reflective assignments, this course aims to address the following central questions: What is theory and who gets to define that?; What is social theory?; What is critical about critical social theories?; How is theory pertinent to practical, everyday educational practices?; How can and does education contribute to either reinforcing or challenging relations of power and domination in the modern era?; and What is your relationship to critical social theory?
Outcomes:
This course has been designed to meet the following objectives: Students will: 1) Use prior knowledge to make real-word connections to critical social theories; 2) Understand and apply critical social theories to their personal and professional contexts; 3) Increase their reflexivity with regards to critical social issues; 4) Engage in aesthetic educational practices; 5) Embrace conflict as a necessary part of the learning process; 6) Examine the hidden curriculum of higher education through the application of critical social theories; 7) Explore with "play" as a necessary aspect of authentic learning; 8) Experience multimodal approaches to engaging the course content

ELPS 418 Writing Workshop in Rome, Italy (1 Credit Hour)
Immersed in the city of Rome for 14 days, students will use historical and cultural site visits to inspire their daily research and writing sessions. Students will engage in the exploration of our rich Jesuit tradition by studying a brief history of St. Ignatius and the city of Rome and by examining basic Jesuit ideals and principles while using their reflections to support their daily writing sessions. This course is a graduate level course for graduate thesis, comprehensive exams, capstones, and dissertation writers. Academic projects may be completed during this course. This course is a one-credit hour self-guided writing course. This course is open to LUC graduate students and visiting students, Alumni, and faculty who are currently engaged in professional and academic writing and research.
Outcomes:
Students will demonstrate sustained writing productivity by producing measurable progress on a substantive writing project through disciplined daily writing, rigorous critical reflection, ethical research practice, and iterative faculty-guided feedback within an immersive international learning environment; Writers will have completed at least 50 hours of dedicated writing during this workshop - dissertation, defense presentation, academic project, or work project

ELPS 419 Leadership in Higher Education (3 Credit Hours)
This course is designed to provide foundational grounding in leadership theory and research. Specific attention is paid to the evolution of leadership theory, interdisciplinary conceptualizations, administrative applications, pedagogy for teaching and learning, and the leadership development process of college students.
Outcomes:
Students will be able to describe various historical and contemporary perspectives on administrative leadership and their application in higher education, including the influence of gender and culture on leadership development

ELPS 420 Philosophy of Education (3 Credit Hours)
This course examines the philosophical questions embedded in teaching, learning, and schooling.
Outcomes:
Students acquire familiarity with the history of philosophic thinking about education and develop an ability to formulate valid arguments about the fundamental issues in teaching, learning, and schooling

ELPS 421 Theories of Knowledge and Education (3 Credit Hours)
This course examines theories of knowledge and their implications for educational practice from a philosophic.
Outcomes:
Students understand different philosophic explanations of learning and knowledge and acquire the ability to interpret educational practices according to these explanations

ELPS 422 Modern Theories of Education (3 Credit Hours)
An examination of modern theories of education from a series of philosophical perspectives.
Outcomes:
Students develop a critical understanding of modern theories of education

ELPS 423 Value Theory and Education (3 Credit Hours)
Using various value theories, the course examines the practices of teaching, learning, and schooling.
Outcomes:
The student acquires familiarity with theories of value and is able to use them in critically examining the practices of teaching, learning, and schooling

ELPS 424 Jesus the Teacher: A Theology of Education (3 Credit Hours)
The course develops a theology of education based on the account of Jesus provided in the New Testament.
Outcomes:
The student is able to interpret the task of education in light of the life of Jesus

ELPS 425 Foundations in Student Affairs (3 Credit Hours)
This course provides an introduction to the college student affairs profession. Special attention is focused on historical and philosophical foundations, organizational structures, professional roles, functions, and services, and challenges, opportunities, and issues faced by professional staff.
Outcomes:
Students will be able to describe factors contributing to America's diverse system of higher education and its impact on the design and delivery of student affairs programs and services

ELPS 426 Student Affairs Administration Higher Education (3 Credit Hours)
No course description is available

ELPS 427 Foundations in Higher Education (3 Credit Hours)
The purpose of this new course is to provide a comprehensive examination of the foundations of higher education in the United States.
Outcomes:
This course is designed to help students critically engage with central features of higher education institutions, policies, and constituents; Of special interest is the evolution of policies, ideologies and practices that have a direct impact on social justice concerns

ELPS 428 The Junior and Community College (3 Credit Hours)
This course introduces the two-year college and its role in American higher education, including a focus on historical origins, characteristics of students and faculty, curriculum development, governance and collective bargaining, and contemporary issues.
Outcomes:
Students will be able to describe factors influencing the development of the two-year college within the broader system of higher education in the United States, and understand the special role that the two-year institution serves in American society

ELPS 429 Selected Topics in Higher Education (3 Credit Hours)
This course will discuss special topics in higher education policy and practice.
Outcomes:
Students will be able to identify, review and critically analyze significant higher education policy and practice issues

ELPS 430 Curriculum and Pedagogy in Higher Education (3 Credit Hours)
This course examines the notion of curriculum. This course will allow you to consider the following central questions: What are curriculum and pedagogy?; What has curriculum and pedagogy looked like in your schooling experiences?; What roles do curriculum and pedagogy play in the context of higher education & student affairs?; What are the explicit and implicit curricula of higher education & student affairs?; How is higher education & student affairs curriculum created, by whom, and for what purpose?; What is your own understanding and experiences with curriculum and pedagogy in your own life?
Outcomes:
This course aims to model effective curricular design course activities, assignments, readings, and relationships; While the explicit nature of such items is critical, the implicit framings of this course should prove even more impactful

ELPS 431 Evaluation in Higher Education (3 Credit Hours)
This course examines evaluation and assessment philosophy, approaches, models, and practice in higher education with focus on institutional accountability and assurance of quality programs.
Outcomes:
Students will gain an appreciation for the importance of evaluation and assessment of educational programs in higher education and understand strategies employed by institutions to achieve their goals and objectives; Students will also gain an understanding of the range of quantitative and qualitative tools available to measure student learning and developmental outcomes

ELPS 432 Multiculturalism for Social Justice in Higher Education (3 Credit Hours)
Enrollment is restricted to Graduate Education students. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education practice.
Outcomes:
Understand social justice conceptual foundations and the various ways in which oppression influences individuals, institutions, and the broader society

ELPS 433 Student Development in Higher Education (3 Credit Hours)
This course introduces cognitive and psychosocial research and theory focused on the maturation and development of traditional aged college students, particularly in the domains of identity, cognition, and moral reasoning.
Outcomes:
Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching

ELPS 434 American College Student (3 Credit Hours)
This course explores who goes to college, and the affects of cultural background and campus environments on college student experiences.
Outcomes:
Students will be able to explain how campus environments influence student learning and identity including analyzing the experiences of different students and student groups using anthropological and sociological constructs

ELPS 435 Enrollment Management in Higher Education (3 Credit Hours)
This course examines research and theory focusing on student demand for higher education, college choice, recruitment and marketing, public aid policy, retention and student success, and best practices related to enrollment management.
Outcomes:
Students will demonstrate factors influencing both demand for higher education and student choice of institutions, with focus on the role of public financial aid policy in access and choice

ELPS 436 Women in Higher Education (3 Credit Hours)
This course explores issues unique to women as academic leaders and administrators in higher education. It examines the history and challenges that women have faced as students in higher education institutions, exploring the factors that have affected their participation, matriculation, and completion of programs, over time and today. Last, this course will explore gender and expanding issues around identification and sexual orientation, as related to institutional inclusiveness and student supportive services.

ELPS 437 Today's Community College Students (1 Credit Hour)
No course description is available

ELPS 438 Designing Effective Community College Courses (1 Credit Hour)
No course description is available

ELPS 439 Assessing Student Learning in Community Colleges (1 Credit Hour)
No course description is available

ELPS 440 Community College Students as Learners (1 Credit Hour)
No course description is available

ELPS 441 Community College Teaching (3 Credit Hours)
This course examines the curriculum and programs offered within community colleges and the instructional philosophies and strategies used to encourage student success. It will examine the heterogenous population of students who attend these institutions and their learning needs and preferences. The course will also require students to understand the curricular issues faced in today's colleges including elimination of developmental education, use of early college courses, articulation agreements and expanding offerings to include topics germane to diverse students.

ELPS 442 Humanistic Foundations of Education (3 Credit Hours)
No course description is available

ELPS 443 Educational Classics (3 Credit Hours)
Analysis of selected works of major importance in the development of educational theory.
Outcomes:
Student acquires an advanced understanding of the thinking of some persons who have made a major contribution to educational theory

ELPS 444 American Schooling and Social Policy: A Historical Perspective (3 Credit Hours)
A historical analysis of the economic, political, cultural, and social factors that helped to shape educational policy and schooling in the United States.
Outcomes:
Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions and demonstrate a knowledge of the historiographic approaches and debates in the history of education

ELPS 448 International Higher Education (3 Credit Hours)
This course introduces students to the higher education systems of countries around the world, placing a particular emphasis on how each system is confronting the challenges of globalization.
Outcomes:
Students will understand how IHE's respond to challenges of internationalization, massification, scholar & student exchange, access challenges, accountability demands, was well as international trade agreements on the exchange of educational goods & services

ELPS 450 Finding Jesuit Jesus:Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)
An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy @JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.
Course equivalencies: ELPS 350/ELPS 450
Outcomes:
To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

ELPS 453 Legal Aspects of American Higher Education (3 Credit Hours)
This course examines complex sources of law that impact higher education with a special focus on the student-institution and faculty-institution legal relationship.
Outcomes:
Students will demonstrate a heightened awareness of the key role that the law serves in its relationship with higher education administration and policy; Students will critically evaluate and implement preventative legal strategies on the campus and understand the ethical and social justice implications of such work

ELPS 454 Budgeting and Finance in Higher Education (3 Credit Hours)
This course examines finance-related issues and trends in higher education and reviews budgeting techniques used by colleges and universities.
Outcomes:
Students will demonstrate skills in analyzing higher education financial statements and other fiscal documents, and understand current patterns of higher education finance and their strengths and limitations

ELPS 455 Comparative Education (3 Credit Hours)
The application of historiographic and social scientific theories and methods to understanding international issues of education.
Outcomes:
Students will demonstrate a sound grasp of the field's major issues and perspectives, the nature of comparativist research, and the work of major figures

ELPS 456 Education & Democratization (3 Credit Hours)
This course will explore some of the conceptual underpinnings of democracy as they relate to contemporary education policy. Texts read include books by Richard Rorty, John Dewey, Cornell West Claudia Rankine and other contemporary writers who work on democracy and education. Themes to be addressed include citizenship education, identity politics, hyper-partisanship, and new nationalisms.

ELPS 457 Comparative Theory (3 Credit Hours)
Pre-requisites: ELPS 455 or consent of instructor
A course in the philosophy and sociology of comparative education knowledge.
Outcomes:
Students will demonstrate a sound grasp of the field's major epistemological issues and a sense of how their own work and that of others fit into the theoretical landscape of comparative education

ELPS 458 International Education (3 Credit Hours)
This Advanced Seminar, which is both theoretical and applied, introduces students to issues and institutions involved in international educational development. This course will provide students with a deep understanding of the changing role of educational development projects in light of the post-2015 development agenda, post-financial crisis and global recession, post-Ebola epidemic, and post-Arabic Spring periods. Students will spend time exploring and understanding how these many `post-contexts and settings¿ are changing the nature of development and the educational responses that are now coordinated across different scales and spaces (national, regional, and global levels). With the aid of class readings and paying particular attention to endogenous and exogenous challenges that Africa and the Middle East confront, discussions will be framed through a comparative and international educational perspective that exposes students to how different theories of education and development influence policy, priorities, and programs of international, national, and local institutions in these regions.

ELPS 459 Organization & Governance in Higher Education (3 Credit Hours)
This course examines the organizational and governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 460 School Administration (3 Credit Hours)
This course serves as an introduction to the administration and governance of American public schools. The course provides an overview of educational administration and the systemic forces that impact upon its functioning.
Outcomes:
Students will be able to apply a systems model approach to school leadership; Students will be able to articulate how to transform school inputs into successful school outputs that build positive will and capacity in order to accomplish the school's vision and mission

ELPS 461 Issues in School Law (3 Credit Hours)
An in-depth examination of current legal issues and their educational implications for district leaders. Emphasis is given to legal issues in personnel practices and district-wide compliance with state and federal laws and regulations. State standards affecting school administration are also examined.
Outcomes:
Students will become familiar with and be able to address school law decisions within the context of school leadership; Students will be able to lead district-wide compliance with state and federal laws and regulations

ELPS 462 The Principalship (3 Credit Hours)
Study of the leadership and administrative responsibilities of elementary and secondary school principals. Topics include: creating a learning community, team-building, school improvement planning, budgeting, staffing, scheduling, and ethical and operational issues in decision-making.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to the ethical and operational issues in decision-making inherent in the leadership role of the school principal as they pertain to various leadership tasks

ELPS 463 School Leadership and the Law (3 Credit Hours)
Provides prospective administrators with an overview of the legal system as it impacts school operations. Intended as a first course in school law, topics include: constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations, and implications for administrative practice.
Outcomes:
Students will be able to demonstrate understanding of an overview of the legal system as it impacts school operations including constitutional, statutory and regulatory sources of school law, common school legal issues involving students, curriculum and personnel, problems of equity and justice in applying the law to school situations from the lens of the educational leader

ELPS 464 Workshop: Superintendency (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences in District Leadership offices. This course provides students with the opportunity to develop skills, understandings, and dispositions required of a superintendent - collaborating with boards of education, citizens of the community, and other relevant stakeholders. Restricted to LUC Graduate students.
Outcomes:
Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate and engage in activities that utilize data gathering techniques and analysis to inform programmatic decisions; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs; Understand and can monitor and evaluate district management and operational systems

ELPS 465 Workshop (Variable Topics) (3 Credit Hours)
These workshops focus on specific areas of educational leadership, such as: Instructional Leadership, Equity and Justice, Collective Bargaining, Research in Educational Leadership, Cultural Context for Informed Decision Making, and The Superintendency.
Course equivalencies: X- CIEP 473/ ELPS 465
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the relevant workshop area

ELPS 466 School Finance and Budgeting (3 Credit Hours)
Study of the processes by which financial decisions are made by local school districts, with special emphasis on the roles of building and district administrators in the budgeting process. Included are the techniques of constructing and managing the budget, while addressing issues of need and equity in the school community. Also covered are the sources of school revenues and an introduction to the process and principles of facility planning. This course is intended as a first course in school finance.
Outcomes:
Students will be able to demonstrate understanding of and competencies pertinent to the school leader's role in building, maintaining, and managing the school budget while addressing issues of need and equity

ELPS 467 School Law & Government (3 Credit Hours)
The legal basis of public education in the United States, with special reference to Illinois major court decisions and statutes are reviewed through the lens of the district-wide leader. Due process, special education, multi-cultural differences, school board relations and other related legal matters will be examined through the role of the superintendent. This course is intended as a second course for a law minor.
Outcomes:
Students will be able to demonstrate an understanding of due process, special education, multi-cultural differences, school board relations and other related school legal matters through the lens of the superintendent

ELPS 468 Problems in Finance and Business Management (3 Credit Hours)
Examination of the social justice issues inherent in developing and evaluating state and local school finance policy, including equity, adequacy, the social and ethical issues associated with allocating resources and relating school costs to achievement. Selected problems of school district financial management are studied, including central office organization, financial management and control, securing and accounting for grant funds, debt financing, insurance and support services management. This course covers topics especially pertinent to district administrators and superintendents.
Outcomes:
Students will be able to demonstrate understanding of and competencies relevant to district level leadership in financial management, control, and allocation through the lens of social justice issues

ELPS 469 Human Resources in Educational Organizations (3 Credit Hours)
This course explores various facets of human resource administration in educational organizations. Topics covered include organizational equity in strategic planning and compensation, employment justice in recruitment, selection, staff development, performance appraisal, discipline, and an introduction to unionism.
Outcomes:
Students will be able to create a strategic plan from recruitment through continual employment for both certified and classified personnel that supports the school's mission and promotes educational excellence for all

ELPS 470 School Supervision (3 Credit Hours)
This course is designed to examine school formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Students will be able to demonstrate understanding of the nature of teaching and learning, develop the skills for conducting the pre-conference, classroom observation, and post-conference of the clinical supervision model, and develop the capacity to facilitate action research, study teams and cooperative supervision

ELPS 471 MTSS for Instructional Leaders (3 Credit Hours)
The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes.

ELPS 472 Administration of Special Education and Pupil Services (3 Credit Hours)
An exploration of legal provisions governing the most current legal issues related to special education and No Child Left Behind, including state rules, regulations and case law. Also examined are the practical issues, such as administering fiscally and ethically responsible service delivery models at the local level. Leadership dimensions necessary to enhance the learning process in an inclusive setting are a special concern.
Outcomes:
Students will be able to demonstrate an understanding of legal provisions of special education and No Child Left Behind, as well as the practical issues, such as administering fiscally and ethically responsible inclusive service delivery models at the local school building level

ELPS 473 Problems in School Supervision (3 Credit Hours)
This course focuses on the critical skills of leading supervision for school leaders within districts and schools. Upon completion of this course, candidates will practice supervision and evaluative skills related to the delivery of curriculum and student outcomes.

ELPS 474 Curriculum Development for Instructional Leaders (3 Credit Hours)
This course focuses on the critical skills of leading curriculum development within schools. Upon completion of this course, candidates will practice leadership skills related to the delivery of curriculum.

ELPS 475 Human Resource Administration for the School District Leader (3 Credit Hours)
Within this course, students explore various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.
Outcomes:
Students will demonstrate an understanding of: strategic planning, human resources' system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining

ELPS 476 Technology in School Administration (3 Credit Hours)
A laboratory-based course on the issues and uses of technology and the related skills of applying technology to problem solving in school administration. This includes design of information systems, networks and data bases, software selection and use, instruction, student testing and program evaluation, scheduling, communications and managing school support services. This course includes examining issues with an emphasis on data based decision-making.
Outcomes:
Students will be able to examine school leadership issues through the use of technology in order to make data-driven decisions

ELPS 480 Residency Seminar for MEd Administration & Supervision (0-3 Credit Hours)
This course is part of a sequence of courses for students in the Master's Principal Preparation Program. Restricted to students in M.Ed. Administration and Supervision. Students will meet with their assigned university coach to make progress in completing the electronic onboarding plan.

ELPS 481 Mission Driven Leadership for Principals (3 Credit Hours)
This course will provide the basis for making sound theoretical, ethical, and practical administrative decisions with particular attention given to data-driven decision making to improve student outcomes.
Outcomes:
Candidates will gain an understanding of various leadership theories, adult learning theory and professional practice, and applying leadership theory to improve student outcomes

ELPS 482 School Supervision for Principals (3 Credit Hours)
This course is designed to examine the broad concept of supervision as well as formative and summative school supervision and its role in improved teaching and learning.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions for supervision of teaching that supports the ongoing growth and professional learning of teachers, leading to improved student outcomes for every student

ELPS 483 Human and Fiscal Resource for Principals (3 Credit Hours)
This course explores various facet of human and fiscal resource management in educational organizations through theory and practical application.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to take a strategic approach to resource management in educational organizations

ELPS 484 School Law, Policy Formation, and Community Involvement (3 Credit Hours)
This course covers school law and policy formation designed for candidates seeking to become building leaders in schools.
Outcomes:
Candidates will acquire the knowledge, skills and dispositions necessary to understand school law and ethical decision making with particular attention given to building safety, current legal "hot topics," understanding the governance of the local school board and working with the various communities associated with a school

ELPS 485 Instructional Leadership: Equity and Justice (3 Credit Hours)
This course is a required course for ISBE Superintendent Endorsement. This course is online with a combination of synchronous, asynchronous class sessions and field experiences. Students study community engagement, board relations development, cultural and community context through the lens of district instructional leadership. Scope: Access, equity and ethical leadership. Restricted to LUC Graduate students.
Outcomes:
Develop appropriate procedures and relationships for working with local governing boards; Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; Facilitate the development of an effective school-community relations program, which is grounded in effective communication and that instills community support while responding to diverse community needs

ELPS 490 Introduction to Educational Policy Studies (3 Credit Hours)
This policy analysis course examines the general conceptual, ethical, and empirical issues related to educational policy-making at both the macro (national, regional, and state) and micro (local and institutional) levels.
Outcomes:
Students will be able to demonstrate a knowledge of educational policy analysis strategies

ELPS 491 Issues in Educational Policy (3 Credit Hours)
Analysis of selected case studies of important policy issues from various levels of education.
Outcomes:
Students will be able to identify, review, and critically analyze significant educational policy issues

ELPS 498 Independent Study (1-3 Credit Hours)
Pre-requisites: consent of instructor
No course description is available

ELPS 499 Directed Research (1-3 Credit Hours)
Pre-requisites: Consent of instructor
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Learning outcomes are created individually for each Independent Study

ELPS 500 Seminar in Current Educational Literature (3 Credit Hours)
Overview of methods and techniques of bibliographic research related to students' research material.

ELPS 501 Leadership / Capacity Building Organizations (3 Credit Hours)
M.Ed. IEPE Cohort: Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy. Emphasis will be placed on organizational cultures and organizational learning. Restricted to IEPE Cohort.
Outcomes:
Students will acquire knowledge around leadership theory and develop skills related to enhancing organizational capacity and efficacy; Emphasis will be placed on organizational cultures and organizational learning

ELPS 503 Critical Perspectives on the Internationalization of Higher Ed (3 Credit Hours)
In this course, students will examine the following question, "What does meaningful, socially responsible internationalization look like?" The course will expose students to a diversity of approaches to internationalization and to prepare them to make informed decisions about internationalization strategies that are 1) congruent with their institutions' mission, constituencies, resources, and values; 2) informed by best practices and empirical research; and 3) rooted in principles of equity and inclusiveness.
Outcomes:
Upon completion of this course, students will be able to articulate the different modalities of internationalization and the main geopolitical, societal, and economic forces shaping the internationalization of higher education worldwide; reflect on how these forces translate into concrete strategies, expectations, and challenges surrounding internationalization at the institutional level; critically analyze the impact that internationalization can have on students, faculty, and other institutional actors, especially in terms of perpetuating inequitable, discriminatory, and exclusionary societal structures; and integrate this knowledge into empirically-supported recommendations for internationalization strategic planning in real-world settings

ELPS 504 Advanced Financial Strategies in Higher Education (3 Credit Hours)
The purpose of this course is to build on a basic understanding of program budgeting to examine institutional financial strategies; state, and federal institutional funding; and public and financial aid polices that effect who has access to higher education. Apply higher education budget fundamentals to gain insight on institutional financial challenges. 2. Identify and assess the impact of the macro-dimensions of finance and how they inform campus level dynamics (e.g., budgeting, planning, equity) that complicate institutional financial decision-making
Outcomes:
Students should be able to demonstrate observable growth in their ability to: 1

ELPS 505 Seminar in Leadership Theory (3 Credit Hours)
This course is designed to provide grounding in leadership theory and research. Critical perspectives will be used to examine the evolution of leadership theory, interdisciplinary conceptualizations of the topic, administrative applications of theory, and pedagogy for teaching and learning about leadership.
Outcomes:
Students will be able apply critical perspectives to the deconstruction and reconstruction of leadership in professional practice

ELPS 506 Strategic Executive Leadership in Higher Education (3 Credit Hours)
This course examines strategic executive leadership in higher education and in particular leader role performance in complex organizational structures. This exploration is grounded in the rich, interdisciplinary body of knowledge on leadership theory and complemented by the infusion of critical perspectives.
Outcomes:
Students will be able apply and engage in executive leadership from a perspective grounded in social justice

ELPS 507 Advanced Governance in Higher Education (3 Credit Hours)
This course examines the governance structures of higher education institutions, including key internal and external factors influencing institutional planning and policy decisions.
Outcomes:
Students will demonstrate both an understanding of and ability to apply several different organizational models and metaphors to higher education organizations, and an informed, critical perspective on the implications these models may have for institutional policy making and leadership

ELPS 508 Equity and Justice in Higher Education (3 Credit Hours)
his workshop/course focuses on diversity, equity, inclusion, and justice in higher education, providing a learning environment for advanced discussions, as well as opportunities for EdD doctoral students to apply learning to practice.
Outcomes:
Students will be able to demonstrate understanding of and leadership competencies in the area of diversity, equity, inclusion and justice in higher education

ELPS 509 Introduction to Analytics in Higher Education (3 Credit Hours)
This course is designed to help students leverage data sets and systems in applied ways to improve their leadership. The course will cover key education data portals (e.g., IPEDS, Census data, proprietary systems) as well as introduce students to different data visualization techniques (e.g., geospatial mapping, infographics, etc.). Students will produce reports or grant proposals relevant to their career trajectory as a key deliverable.
Outcomes:
After taking a class on data analytics, students should have acquired a range of technical and nontechnical skills, as it relates to higher education as well as gained an understanding of the key concepts and methods used in data analytics

ELPS 512 Sociology of Teaching (3 Credit Hours)
This course investigates the practice and profession of teaching of teaching from a sociological perspective. Empirical data and social theory will guide students' learning about the practice and profession of teaching and how different demographic, professional, organizational, and political factors shape them. Students will expand their factual knowledge about the historical and contemporary topics related to the sociology of teaching, and will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching.

ELPS 514 The School as Organization (3 Credit Hours)
This course will expose students to organization theory and its application to understanding the operation, performance, and effectiveness of educational organizations.
Outcomes:
Students will become familiar with foundational literature in organization theory and organizational behavior, and will develop their ability to apply concepts from organization theory and organizational behavior to their analysis to educational organizations

ELPS 515 Seminar in Education Policy (3 Credit Hours)
This course is an advanced seminar that will focus on a specific education policy topic. Students will read in-depth on the course topic (reading both theoretical literature and case material) and will develop their understanding of texts and the topic through intensive seminar discussion. Student develops an advanced understanding of the seminar topic and knowledge of the research literature related to it.

ELPS 520 Seminar in the Philosophy of Education (3 Credit Hours)
An in-depth examination of a topic in educational theory.
Outcomes:
Student develops an advanced understanding of the ways in which an educational issue can be analyzed

ELPS 525 Practicum Higher Education I (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 526 Practicum Higher Education II (1-3 Credit Hours)
Required Field experience in Higher Education setting.

ELPS 527 Higher Education Capstone (3 Credit Hours)
ELPS 527 will be offered in both Fall and Spring semesters for all Higher Ed students. This course is a culminating seminar course that facilitates broad conversations, audits and guidance about values discernment, job search process, critical considerations for job fit and placement -successful transition to Higher Ed job market and Higher Ed work communities.

ELPS 528 Internship Higher Education II (1-3 Credit Hours)
Required Internship Experience for graduate Higher Education programs.

ELPS 529 Seminar in Higher Education (3 Credit Hours)
Pre-requisites: consent of instructor
This course is a topical seminar, typically for doctoral students, addressing one or more historical and/or contemporary topics or issues within higher education.
Outcomes:
Students will demonstrate a deepened understanding of one or more topics or issues and the ability to critically analyze these topics/issues using research and theory

ELPS 530 Proseminar: Higher Education (3 Credit Hours)
This course is restricted to Higher Education Doctoral Students

ELPS 550 Seminar on Globalization and Education (3 Credit Hours)
This advanced comparative education seminar examines globalization (economic, social and cultural) both as something that has a profound impact on schooling and as something that education produces. The course will focus on how globalization can be productively theorized and studied by social scientists.
Outcomes:
Students in the course will understand and be able to critically evaluate the diverse range of approaches used by comparative and international education scholars to study education and globalization

ELPS 560 Seminar in School Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course provides specific practical recommendations for those leaders who seek to transform their schools into professional learning communities. Students will analyze their current organizational culture and core beliefs through the reframing process.
Outcomes:
Using Wiggins and McTighe (2005 backwards-design model, students will create a needs assessment to gather data on one of their current organization's core beliefs; From this data, students will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization

ELPS 561 Seminar in Current Issues in Administration (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is intended to provide future and practicing administrators with a mindful framework for raising the questions to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration.
Outcomes:
Using professional obligations as a framework for dialogue, students will examine the philosophies of utilitarianism, deontology and ethic of care as they pertain to human resource management in schools; Based on these three ethical lenses, students will create their own professional code of conduct and apply it to resolve multiple ethical dilemmas surrounding human resource management and leadership in schools

ELPS 562 Practicum School Administration (3 Credit Hours)
Pre-requisites: consent of program director and must be either the last course or next to last course of a student's program
Required of all students seeking administrative certification, i.e. Illinois Type 75 Principal or Superintendent. This course involves students in leadership activities to be carried out at a work site under the supervision of the university instructor and a cooperating administrator at the work site. Students must complete a minimum of 100 hours of approved leadership activities. Students are required to attend an orientation session during the semester prior to the semester in which they enroll in the practicum. Practicum is offered only in the fall and spring semesters.
Outcomes:
Students will be able to demonstrate competencies in a myriad of leadership and administrative areas relevant to the leadership role appropriate to the certification sought, the school principal or the school superintendent

ELPS 563 Administrative Internship (3-6 Credit Hours)
This course is designed as a supervised internship to provide aspiring teacher leader an on-the-job leadership experience in an elementary, middle, or secondary school. The on-site administrative mentor will have appropriate credentials and experiences for the level and department in which the internship is scheduled and experienced. The internship provides the opportunity for teacher leader candidates to relate knowledge and skills acquired through formal course work, readings, research, and simulations to actual teacher leadership experiences. The internship is both an active and a reflective experience designed to encourage the intern to examine the potential role of teacher leaders and functions of schooling and education in light of changing demographics, current local and national trends, and global issues.

ELPS 564 Education Policy Internship (3 Credit Hours)
Pre-requisites: ELPS 405 & ELPS 410
This course provides Cultural & Educational Policy Studies graduate students with an engaged learning opportunity that integrates coursework with professional practice in the context of education policy information, analysis, implementation and/or evaluation and research. Students develop and refine professional skills as well as identify and reinforce connections between graduate coursework and professional experiences.

ELPS 565 International Education Internship (3 Credit Hours)
Supervised experience with an international governmental or non-governmental agency approved by the Director or Associate Director of the Center for Comparative Education.
Outcomes:
Students will demonstrate working knowledge of an internationally oriented organization whose activities are related to their area of scholarship

ELPS 566 Principal Internship One (3 Credit Hours)
This is the first of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 567 Principal Internship Two (3 Credit Hours)
This is the second of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.

ELPS 568 Principal Internship Three (3 Credit Hours)
This is the third of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 569 Principal Internship Four (3 Credit Hours)
This is the fourth of four courses (fours semesters) of the principal internship. It is designed for candidates whose goal is to assume the leadership role as the principal of a school building.
Outcomes:
Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

ELPS 570 Supervision Seminar (3 Credit Hours)
Provides students with an in-depth examination into a special topic. Topics vary by section. Course may be repeated.

ELPS 571 Seminar in Current Issues in School Supervision (3 Credit Hours)
Pre-requisites: Admission to either the Superintendent Endorsement Program or the Administration and Supervision doctoral program
This course is designed to examine current issues in supervision and their impact on providing instructional leadership directed toward school improvement and reform.
Outcomes:
Students will be able to demonstrate a critical examination of issues in the differentiated model of supervision, develop the skills for developing collaboratively a learning organization that frames, analyzes, and resolves problems in instructional improvement, and develop the capacity to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development, and to ensure that professional development activities focus on improving student outcomes

ELPS 580 Residency Seminar for Students in Educational Leadership (0-4 Credit Hours)
A seminar taken to address the interests and needs of students during Ed Leadership studies. The topics include preparation for the comprehensive examination, Writing Workshop, Internship planning and on-boarding, planning and writing the capstone or dissertation and other topics planned by the EDLD faculty.
Outcomes:
EDLD Students will be able to demonstrate understanding of the various seminar topics presented - internships, dissertation, comprehensive exams

ELPS 595 Thesis Supervision (1 Credit Hour)
This course is a Thesis Research and Writing course. Student is engaged in thesis writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and thesis student. Culminating project is Thesis and thesis defense. Completion of all forms required for thesis completion are the responsibility of SOE graduate student.

ELPS 600 Dissertation Supervision (1 Credit Hour)
This course is a Dissertation Research and Writing course. Student is engaged in dissertation writing and research; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and dissertation student. Culminating project is Dissertation and Dissertation defense. Completion of all forms required for Dissertation completion are the responsibility of SOE graduate student.

ELPS 601 Capstone Supervision (1 Credit Hour)
This course is to develop a Capstone project. Students are engaged in planning and writing of the capstone project; and supervised by SOE program faculty. Course outcomes, objectives and assessments are negotiated collaboratively with SOE Supervising faculty member and capstone student. Culminating project is the Capstone Project and Capstone defense. Completion of all forms required for Capstone completion are the responsibility of SOE graduate student.
Outcomes:
School of Education students will complete and defend their required capstone project for an EdD degree; Students will research, write and defend their capstone project under the supervision of a Capstone Chair and Capstone committee

ELPS 605 Master's Study (1 Credit Hour)
This is Master's study course designed for in-depth study, writing and research.

ELPS 610 Doctoral Study (1 Credit Hour)
Restricted to School of Education Doctoral students (PhD & EdD). This course can only be taken two times during a doctoral student's career.

ELPS 620 Dissertation Research (3 Credit Hours)
Conducting research is a complex, demanding, and time-consuming task. The instructor suggests that while one can be familiar with different paradigms of inquiry, one may not necessarily know how to actually undertake the task of planning and effectively proposing an investigation (Locke, et al, 1987). Others assert that what is important and might be challenging is to frame a valid problem and a specific purpose, in addition to ask the right questions which will give direction to relevant research activities (McEwan & McEwan, 2003). Given the challenge and complexity of designing proposals and conducting research activities, it is anticipated that doctoral students may benefit from additional learning experiences that may lead to the successful completion of their research projects (Ovando, 2010) including a support team to facilitate the task of planning a dissertation proposal. As others note, "Having access to a group of peers who are also engaged in the doctoral studies journey provides an excellent source of moral support. In addition, cohort members provide empathetic listening, share resources and offer honest and constructive feedback" (Ovando, Ramirez & Shefelbine, 2008, p. 45). In the spirit of the writing workshop (Calkins, 1986) and the professional learning community (Kanold, 2010), it is expected that all students will engage in literature searches, scholarly writing, and collaborative inquiry in a respectful and productive way in order to enhance their research capacity (conceptual, technical and interactive skills), attitudes and dispositions. Such engagement will lead to the development of a sound dissertation proposal, CITI research approval as a researcher, and to the preparation for the rigor of conducting investigations The purpose of this seminar is to guide students in the conceptualization of a proposal that ultimately will result in dissertation research project. This is not a research method or research design course, but a course focused on the actual application of research understandings, knowledge, concepts and terminology. Students must have completed the required courses: Qualitative Research (RMTD 420) Quantitative Research (RMTD 421), and possibly the third required specific research methodology course. It is assumed that these research courses provided students with considerable research information, foundational knowledge and conceptual understanding of research methods.

ELPS 621 EdD Capstone Research (3 Credit Hours)
This course focuses on the application of research understandings, knowledge, concepts and terminology so this is an opportunity for students to incorporate research information, foundational knowledge and conceptual understanding of research methods. While the nature of the capstone project is more personal, this scholarly work is a culmination of student learning. 2) Learn, design, and write the initial chapters of their capstone project. 3) Provide meaningful feedback to their peers regarding specific areas of their capstone project development and writing. 4) Understand the importance of the capstone committee chairperson and other members of the committee.
Outcomes:
1) Enhance their research inquiry capacity and ability to critically analyze research proposals, research reports and reviews of literature

ELPS 661 Internship in School Business Management I (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional capacities related to ethical school business management. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

ELPS 662 Internship in School Business Management II (3 Credit Hours)
This required semester-long internship course (16 week) in the Chief School Business Official's Endorsement (CSBO) program supports the development of Ignatian servant-leaders in public schools and school district communities. Integrity and professional competence are demonstrated as candidates show their understanding of the basic concepts; best practices; and requisite dispositional related to ethical school business management. This course completes the state's required two semesters of CSBO Internship. Approval of ADSU Program Director. Limited to 6 students per semester.
Outcomes:
Gain practical experience within the school district business environment; acquire knowledge of the industry in which the internship is done; and apply knowledge and skills learned in the classroom in a work setting

Engineering (ENGR)

Discover, search, courses (p. 2661)!

ENGR 101 Introduction to Engineering Design (4 Credit Hours)
Restricted to Engineering students. This course is the first of four engineering design courses in the Engineering curriculum. Major topics in this course include engineering estimation, three dimensional computer-aided design, 2k factorial design, teamwork, engineering ethics, requirement specifications, and design iteration.
Outcomes:
1) Demonstration of proficiency in engineering design; 2) Application of teamwork principles to an open-ended design project

ENGR 102 Engineering Freshman Seminar (1 Credit Hour)
This seminar offers a shared learning experience with an assignment of a service project and exposure to Industrial Advisory Board members and Loyola administrators and faculty. In addition to providing intellectual enhancement to the program, these seminars give us a time and place to regularly interact. This class is restricted to Engineering freshman.
Outcomes:
Encourage bonding through a service project, stimulate thoughtful interaction, provide connections with the faculty, and connect to the broader industry community

ENGR 201 Experiential Engineering (3 Credit Hours)
Pre-requisites: COMP 170 and (PHYS 112K or PHYS 122) (each with minimum C-); Corequisite: CHEM 171
This course introduces students to environmental, biomedical and computer engineering-based sensors and signal analysis techniques. Major topics in this course include an introduction to common biomedical sensors, electronics, signals, sampling, analog-to-digital conversion, c programming, microcontroller system architectures, and microcontroller programming.
Outcomes:
Provide an experiential environment to learn about instrumentation and sensors in biomedical, computer and environmental engineering; Introduce complex devices and systems to understand, measure and analyze signals

ENGR 311 Engineering Systems I (3 Credit Hours)
Pre-requisites: ENGR 201 with a minimum grade of C-; Restricted to Applied Mathematics and Engineering majors; Concurrent enrollment in MATH 266 (Engineering majors only)
ENGR 311 covers the fundamentals of signal and system analysis, focusing on representations of discrete-time and continuous-time signals and representations of linear, time-invariant systems. Major topics in this course include convolution, Fourier series, Fourier Transform, and unit impulse and unit step functions. Applications are drawn broadly from engineering and physics.
Outcomes:
Understand basic concepts of discrete and continuous time signals; Employ Fourier analysis to analyze simple LTI systems; Proficiently use MATLAB as a numerical analysis tool

ENGR 312 Engineering Systems II (3 Credit Hours)
Pre-requisites: ENGR 311, ENGR 321, (MATH 264 or MATH 266), and COMP 170
Introduces numerical methods and control systems theory. Students are exposed to root finding, numerical integration and differentiation, numerical solutions to ODEs, curve fitting and regression techniques, classical control system theory methods (Laplace transforms and transfer functions, root locus design, Routh-Hurwitz stability analysis, Bode and Nyquist plots) and the state variable method (controllability and observability). Employ the state variable method.
Outcomes:
Understand the concepts of numerical methods, their strengths and weaknesses; Use MATLAB as a numerical analysis tool; Apply Laplace transforms and transfer functions

ENGR 313 Engineering Systems III (3 Credit Hours)
Pre-requisites: ENGR 312 with a minimum grade of C-; Restricted to Applied Math and Engineering majors
This course is an introduction to discrete-time signal processing and system identification. Major topics include the z-transform, infinite/finite impulse response filters, discrete/fast Fourier transform, models of linear time-invariant systems, and parameter estimation methods.
Outcomes:
Reinforce fundamental knowledge of signal processing concepts; Execute discrete-time signal processing techniques; Solve real-world problems through use of modeling, prediction, and estimation methods

ENGR 321 Electronic Circuits & Devices (2 Credit Hours)
Pre-requisites: PHYS 112K or PHYS 122 (minimum C-); Corequisites: ENGR 311 and (MATH 266 or MATH 264)
This course is an introduction to electronic circuits and devices. Major topics in this course include an introduction to Ohm's Law, Kirchhoff's Current Law, Kirchhoff's Voltage Law, Nodal and Loop analysis, Thevenin's and Norton's Theorems, and alternating current steady-state analysis.
Outcomes:
Define and explain the terminology associated with linear circuit theory; Identify and solve linear circuits utilizing the most appropriate method for the analysis

ENGR 322 Chemical & Thermal Processes (3 Credit Hours)
Pre-requisites: (CHEM 171 or CHEM 102), (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and MATH 162 (each with minimum C-)
This course provides an introduction to basic chemical and thermal processes. Major topics include open and closed systems, control volumes, microscopic vs. macroscopic, mass and energy balances, first and second laws of thermodynamics, entropy balance, exergy balance, thermodynamic cycles, thermodynamic property relations, gas laws, and chemical thermodynamics.
Outcomes:
Describe engineering systems and cycles using mass and energy conservation laws, quantify chemical and thermodynamic properties of pure substances, and analyze thermodynamics cycles and processes

ENGR 323 Digital Electronic & Computer Engineering (3 Credit Hours)
Pre-requisites: (PHYS 112K or PHYS 122) and COMP 170 (each with minimum C-); Corequisite: ENGR 324L
This course is an introduction to digital design. Major topics in this course include, but is not limited to, binary conversions, logic gates, combinational logic design, sequential logic design, microprocessor architecture, and an introduction to hardware description languages.
Outcomes:
Understand the fundamental building blocks of digital systems; Understand and apply knowledge in the implementation and design of digital circuits

ENGR 324 Mechanics (3 Credit Hours)
Pre-requisites: (PHYS 111 or PHYS 121), (PHYS 112K or PHYS 122), and (MATH 264 or MATH 266) (each with minimum C-)
Mechanics covers the fundamentals of modeling continuous media. Major topics include stress, strain, and constitutive relations; elements of tensor analysis; basic applications of solid and fluid mechanics; and application of conservation laws to control volumes.
Outcomes:
Construct free-body diagrams to undertake structural analysis; Apply the laws of conservation to solve engineering problems

ENGR 324L Core Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisites: ENGR 322, ENGR 323, and ENGR 324
This lab course enables students to experiment with concepts learned in concurrently taken core engineering courses ENGR 322, ENGR 323, and ENGR 324.
Outcomes:
Understand, apply and create an assembly-based program for ARM-based microprocessors; Apply Thermodynamic and Flow principles in an experimental context

ENGR 325 Materials Engineering (3 Credit Hours)
Pre-requisites: ENGR 322 and ENGR 324 (minimum of C-)
This course introduces concepts related to the structure, properties, and processing of materials commonly used in engineering applications. Major topics include material structure, bonding, crystalline and non-crystalline structures, imperfections, properties of metals, metal alloys, ceramics and polymers, phase transformation, and material failures.
Outcomes:
Describe the microscale structure of metals, ceramics, polymers, and composites; quantify and describe relationships among structure, processing, and properties; understand the role of material selection in contemporary engineering design applications

ENGR 341 Medical Device Systems (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 321, ENGR 323, ENGR 324, BIOL 101, and CHEM 171; ENGR majors only; Corequisites: ENGR 325, ENGR 341L, and ENGR 313
The relevant physiology, clinical need, history, and system descriptions of eighteen fundamental medical devices are discussed and analyzed. Students are also introduced to several medical device systems, including medical instruments, electrical stimulators, and combination products. These topics provide a foundational background for medical device product development and regulation.
Outcomes:
Understand and analyze the clinical need and common subsystems underlying eighteen fundamental medical devices; Evaluate the battery requirements for commonly implantable medical devices

ENGR 341L Medical Device Systems Laboratory (1 Credit Hour)
Introduction to the graphical user interface, data acquisition, and sensors of common medical devices. The lab experiments are synchronized with the presentation of medical device topics in ENGR 341. Students also create a software application for a Sponsor from the School of Nursing. Restricted to Engineering majors. Concurrent enrollment in ENGR 341.
Outcomes:
Use common medical devices subsystems, Apply FDA design control principles for creation of a nursing software application and accompanying requirement and design specifications

ENGR 342 Medical Device Software Development I (3 Credit Hours)
Pre-requisites: ENGR 341 and ENGR 341L, each with a minimum grade of C-
This is the second semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During the first four weeks, students increase their programming skills through exposure to recurrence solving, sorting, and data structures. They then learn how design and verify medical device software using model-based engineering. Restricted to Engineering majors. Concurrent enrollment in ENGR 381.
Outcomes:
Design a medical device through model-based engineering concepts

ENGR 343 Medical Device Software Development II (3 Credit Hours)
Pre-requisites: Restricted to Engineering majors
This is the third semester of a three-semester Specialty course series for students specializing in Biomedical Engineering. During four weeks, students increase their programming skills through exposure to advanced data structures and graph algorithms. Separately, software issues that the Food and Drug Administration considers during medical device submissions are highlighted. ENGR 342 with a minimum grade of C-, concurrent enrollment in ENGR 391.
Outcomes:
Analyze software issues that the FDA considers during medical device submissions; Create user interface and cybersecurity code, according to Requirements Specifications provided by the instructor

ENGR 351 Electronic Circuit Analysis and Design (3 Credit Hours)
Pre-requisites: ENGR 201, ENGR 312, and ENGR 321 (each with minimum of C-); Corequisite: ENGR 351L
A course for engineering students (computer engineering) that introduces advanced topics in the design and analysis of analog and digital electronic circuits. Areas of emphasis include an introduction to semiconductor physics, diodes, BJT transistors, CMOS devices, advanced operational amplifier circuits and frequency response fundamentals.
Outcomes:
Understand and apply fundamental concepts of semiconductor physics; Understand and apply complex models to analyze analog and digital microelectronic circuits

ENGR 351L Circuit Design Laboratory (1 Credit Hour)
Co-requisites: ENGR 351
A lab for engineering students (in the computer engineering specialization) to provide a first experience working with semiconductor devices (such as diodes, BJTs, MOSFETs, and Operational Amplifiers) for the design, creation and analysis of microelectronics using lab instruments.
Outcomes:
Identify integrated circuit design issues and develop applicable solutions; Apply advanced principles in analog circuit design, creation and analysis

ENGR 352 Methods and Algorithms for Computer Engineers (3 Credit Hours)
Pre-requisites: ENGR 351 and ENGR 351L (each with minimum of C-)
ENGR 352 is the second semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The areas of emphasis are the analysis of the methods and algorithms used in computer engineering. The course includes hands-on experiments and a design project related to the computing performance and efficiency improvement of engineering systems
Outcomes:
Evaluate the design and implementation of methods and algorithms in computer engineering; Analyze the performance, efficiency and computational complexities of algorithms using the time-and-space tradeoff

ENGR 353 Programmable Systems (3 Credit Hours)
Pre-requisites: ENGR 352 (minimum C-)
ENGR 353 is the third semester course of a three-semester Specialty course series for students specializing in Computer Engineering. The course consists of an introduction to programmable logic controllers, relays, timers, counters, shift registers, human-machine interfaces and programmable embedded systems. The course includes hands-on experiments and a design project to evaluate the performance and efficiency of programmable systems, related safety issues and hardware troubleshooting for control and automation systems.
Outcomes:
Evaluate the performance and efficiency of programmable controllers, embedded systems and processors; Design modern engineering tools to integrate hardware and software components, and input-output devices used in industries

ENGR 361 Fundamentals of Environmental Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 322, ENGR 324, and ENGR 325 (each with minimum C-); ENGR majors only; Corequisite: ENGR 361L
This is the first of three Specialization courses in Environmental Engineering. Topics include aquatic chemistry, chemical thermodynamics and kinetics, environmental soil and biogeochemistry, environmental organic chemistry, surface and groundwater hydrology, atmospheric processes, and fate and transport modeling of contaminants in natural and engineered systems.
Outcomes:
Apply principles of environmental engineering to describe and quantify key physical, biological and chemical phenomena in natural and engineered systems

ENGR 361L Fundamentals of Environmental Engineering Lab (1 Credit Hour)
Pre-requisites: ENGR majors only; Corequisite: ENGR 361
This laboratory course introduces students to the analytical techniques such as mass spectrometry and titration, relevant to environmental engineering practice. This course emphasizes the design of field sampling campaigns of water and soil environments and the statistical data analysis of experimentally estimated water and soil parameters.
Outcomes:
Quantify fundamental environmental parameters with emphasis on water quality; Design and conduct a field sampling campaign

ENGR 362 Water & Wastewater Engineering (3 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and CHEM 171 (each with minimum C-)
Theoretical and conceptual design of systems for treating municipal wastewater and drinking water which include reactor theory, process kinetics, and models. Physical, chemical, and biological processes are presented, including sedimentation, filtration, biological treatment, disinfection, and sludge processing. Re-use of water and waste products are also covered.
Outcomes:
Undertake calculations related to unit processes and undertake the required calculations to design a municipal water and wastewater treatment facility

ENGR 363 Contemporary Environmental Engineering Challenges (3 Credit Hours)
Pre-requisites: MATH 266 and ENGR 324 (minimum C-)
This is the third semester of a three-semester Specialty course series for students specializing in Environmental Engineering. Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices Overview of engineering solutions to present day environmental issues. Technologies focused on the mitigation and adaptation to climate change, the modeling and design of best management practices for stormwater management, an exploration of conventional and renewable energy technologies and the design of green infrastructure.
Outcomes:
Make aware of present and future environmental challenges; Understand the current methods being employed to tackle current environmental issues

ENGR 381 Biomedical Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 341
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group is assigned an industry-sponsored medical device software problem to solve. Each week, a medical device product development or regulation topic is also introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 382 Computer Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 351
First part of the team-based Capstone Design series for Computer Engineering students. Students focus on the design of an industry-sponsored project with practical, economic, and ethical constraints. They learn the fundamentals of product development, quality, reliability, ethics and project management as it relates to the field of computer engineering.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce microelectronic solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 383 Environmental Engineering Capstone Design I (4 Credit Hours)
Pre-requisites: MATH 266, ENGR 324, and ENGR 322 (each with minimum C-); ENGR majors only
A major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and multiple realistic constraints. Each group is assigned an environmental engineering industry-sponsored design problem to solve. During the semester, specific environmental design and regulation case studies will be introduced.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solution that meet specified needs with consideration for public health, safety, environmental and other factors

ENGR 391 Biomedical Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 381 during the same academic year, ENGR 342, concurrent enrollment in ENGR 343
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored medical device projects assigned in ENGR 381. Medical device product development or regulation topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 392 Computer Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: Restricted to Engineering majors; ENGR 382 during the same academic year, ENGR 352, concurrent enrollment in ENGR 353
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 382. Computer engineering or professional development topics are also introduced.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce computer engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 393 Environmental Engineering Capstone Design II (4 Credit Hours)
Pre-requisites: ENGR 383 (minimum C-)
Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 383. Environmental engineering or professional development topics are also introduced. ENGR majors only.
This course satisfies the Engaged Learning requirement.
Outcomes:
ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 398 Independent Study (1-3 Credit Hours)
The course enables independent study of selected topics in Biomedical, Computer, and Environmental Engineering, under the supervision of a faculty member. It may be repeated for credit. Restricted to Engineering majors. Permission of Director.
Outcomes:
Application of engineering concepts, and analysis of Biomedical, Computer, or Environmental Engineering systems

English (ENGL)

Discover, search, courses (p. 2661)!

ENGL 100 Developmental Writing (3 Credit Hours)
English 100 is a basic writing course that provides instruction in fundamental composition skills to prepare the student for UCWR 110. The course emphasizes mastery of grammar, usage, and punctuation. Placement required.
Outcomes:
Students will develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of basic grammar, usage, and punctuation conventions

ENGL 102 College Composition ESL 1 (3 Credit Hours)
English 102 is the first of a two-course sequence designed to improve the linguistic abilities of those for whom English is a second language. This course provides grammar and writing instruction for students who require more focused work in revising language usage and composing than English 103 can provide. Placement required.
Outcomes:
Students will develop skill in: writing essays that develop a clearly-stated governing idea and that provide relevant support for that idea; proceeding through all stages of the writing process: prewriting, drafting, and revising, with emphasis on improving language usage; editing their own compositions, and working with other students in peer-editing groups; consistently employing English-language grammar, usage, and punctuation

ENGL 103 College Composition ESL 2 (3 Credit Hours)
English 103 is the second of two courses intended to improve the linguistic abilities of those for whom English is a second language. English 103 stresses the acquisition of necessary language skills in the areas of grammar and usage, comprehension and critical reading, and writing at a level appropriate to university study in an English-speaking country. Placement required.
Outcomes:
Students develop skill in: writing with a clear audience and purpose in mind; developing a clearly stated thesis which acts as the governing idea of an essay; writing coherent paragraphs and well-organized longer essays using various invention strategies; using transitions to link ideas; exhibiting a working knowledge of grammar, usage, and punctuation

ENGL 210 Business Writing (3 Credit Hours)
English 210 provides training and practice in various forms of writing (such as memos, instructions, letters, resumes, proposals, and reports) relevant to students who are considering careers in business.
Outcomes:
Students will demonstrate familiarity with genres and styles of writing commonly used in business, with the stages of the writing process, and with individual and collaborative methods of composing

ENGL 211 Writing for Pre-Law Students (3 Credit Hours)
Pre-requisites: successful completion of UCWR 110
Studies in argument and exposition from a lawyer's perspective for students considering the study of law.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose for a variety of legal purposes, and be able to apply these principles to their own writing in the field

ENGL 212 Science Writing, Technical Communication, and Problem-Solving in Public (3 Credit Hours)
It doesn't matter how brilliant your work is if no one can understand it. Communication in technical and scientific fields involves presenting solutions to complex problems to a wide variety of audiences. Your research is important and this class is designed to help you better communicate your work and its significance. This course will introduce you to the principles and practices of technical writing, emphasizing clear, concise, and effective communication across contexts. This course focuses on training the skills you need to make your work legible beyond a narrow specialty area. You will learn how to write, design, revise, and analyze technical and scientific documents, including reports, proposals, research grants, instructional guides, and literature reviews. The term will conclude with a poster session, presentation, and research paper. Through hands-on assignments and team-based projects, you will develop the skills to communicate complex information clearly, tailor content to specific audiences, and collaborate effectively.
Outcomes:
Recognize characteristics and conventions of technical writing across fields; Research, analyze, and synthesize technical information; Present research findings and data across a variety of modalities; Develop proficiency in writing about technical topics for a variety of audiences; Design graphics to communicate technical, scientific, and statistical information; Deliver effective technical presentations; Develop an understanding of collaborative team dynamics, including conflict resolution; Write clear, concise, correct, and professional prose

ENGL 220 Theory and Practice of Tutoring Writing (3 Credit Hours)
This seminar explores Writing Center pedagogical theory and practice. It includes a community-based service-learning component that involves community-service, professional development, leadership development, civic engagement, and cross-curriculum collaboration on a daily basis to continually improve the quality of the writing tutoring services.
This course satisfies the Engaged Learning requirement.

ENGL 271 Exploring Poetry (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
The course will survey British and American poetry, especially from the Romantic movement on, especially of lyric kinds. Class discussion will generally focus on the form and sense of individual poems, and will in general be about poetic ways of meaning, and individual poets' understandings of what poetry is and what it is to do.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 271/ACENG 271
Outcomes:
Students will be able to demonstrate an understanding of significant poems by selected British and American poets, demonstrate an understanding of basic critical terminology, and demonstrate an understanding of relevant critical perspectives on poetry

ENGL 272 Exploring Drama (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of drama; extensive readings and several critical analyses are required. Students will also be able to demonstrate understanding of how plays are constructed in different ways to serve different purposes.
Knowledge Area: Tier 2 Literary Knowledge
Outcomes:
Students will be able to demonstrate understanding of drama's ability to express the deepest and most complex feelings and concerns of human beings as individuals, as family members, and as members of society: the individual's place in the universe, in relation to others, and in relation to the socio-political system that he or she inhabits

ENGL 273 Exploring Fiction (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the understanding, appreciation, and criticism of prose fiction.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ENGL 273/ACENG 273
Outcomes:
Students will be able to demonstrate understanding of fiction as a means of exploring human experience and understanding the creative process, and be able to use the technical vocabulary necessary for understanding fiction

ENGL 274 Exploring Shakespeare (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the works of Shakespeare as literature and as theatre, covering at least three of the four genres (comedy, history, tragedy, romance).
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 274 / ENGL 274
Outcomes:
Students will be able to demonstrate understanding of the theatrical and poetic works of Shakespeare, such elements of drama as plot, character, theme, imagery, and verse forms, as well as the personal, political and theatrical world in which Shakespeare lived and worked

ENGL 282 African-American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the development of the African American literary tradition from the emergence of the slave narrative to the contemporary present.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: ENGL 282 / ACENG 282
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282B African-American Literature 1700-1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material within the time period 1700-1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 282C African-American Literature since 1900 (3 Credit Hours)
This course focuses on the development of the African American literary tradition from the emergence of slave narrative to the contemporary present. This particular version of the course focuses on material since 1900.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to discuss the significance of major African American literary movements and the contributions of representative writers from these periods

ENGL 283 Women in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the representation of women in literature, as discussed in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: ENGL283/WOST283/WSGS283
Outcomes:
Students will be able to demonstrate understanding of the representations of women in various periods of literary history and diverse cultural contexts

ENGL 284 Asian American Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the range of Asian American literature from its earliest works around the turn of the 20th century to its proliferation in contemporary literature.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will trace major developments in Asian American literature, recognize the diversity of Asian American identities and histories, and apply key concepts and historical contexts from Asian American culture

ENGL 287 Religion and Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the study of literature and religion as a contemporary field of inquiry. It aims to explain and illustrate the nature and theoretical strategies of a religious literary criticism, and to encourage an appreciation of this valuable and productive way of reading.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to use the technical vocabulary necessary for discussing literary representations of religious and spiritual experience

ENGL 288 Nature in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course focuses on the relationship of human beings and the environment in which they function, as represented in a variety of literary works.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-ENGL288/ESP 288/PAX 288
Outcomes:
students will be able to demonstrate understanding of the representations of ""nature"" in various periods of literary history and diverse cultural contexts

ENGL 290 Human Values in Literature (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This variable topics course focuses on a perennial psychological or philosophical problem facing the individual as exemplified in literary works, e.g., the passage from innocence to experience, the problem of death, and the idea of liberty.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: ACENG 276 / ENGL 290
Outcomes:
Students will be able to demonstrate understanding of the ability of literature to express the deepest and most abiding concerns of human beings, and how literary works come to be

ENGL 292 South Asian Literature and Civilizations (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to South Asian literatures and civilizations, from ancient to contemporary times, with attention to social institutions, religious practices, artistic achievements, literature, and modern challenges.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of the cultures and civilizations of South Asia

ENGL 293 Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent (grade of C- or higher)
This advanced writing course will focus on scholarly theories about the practice and process of writing. Course work will center on students' reconsiderations of their own writing processes in the context of scholarly composition theory.
Outcomes:
Students will develop and demonstrate theoretical knowledge of advanced strategies for producing academic writing

ENGL 294 Writing in/with New Media (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or higher
This advanced writing course will consider how communication is mediated and remediated in the digital age, and draw connections between historical moments of print culture with that of contemporary technological advancement. Writing will engage emerging digital genres (websites, blogs, memes), digital storytelling, multimodal composition, and social media.
Outcomes:
Learn terms/theories/concepts of new media historically and in the present; identify interactions between new media, writing, and other disciplines; effectively move a piece of writing from concept to revision

ENGL 295 Writing Toward Social Justice: Eloquentia Perfecta (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent, grade of C- or better
Course will address problems of community concern through Jesuit rhetorical practice, with basis in thinking, acting and reflecting. Students will learn how to write and speak in a variety of outward-facing modalities. They will work in partnership with a local community organization, applying techniques and practices learned in the classroom. This course satisfies the Engaged Learning requirement.
Outcomes:
Reflection: personal concerns and values; Community organization collaboration: writing and presentation projects; Peer review and group writing; Proficiency in modalities: op-ed pieces, funding requests, promotional writing, multimodal presentations, grant writing

ENGL 296 Research Writing: Open Source Tools and Techniques (3 Credit Hours)
Pre-requisites: UCWR 110 or equivalent; COMP 141 or instructor permission
This course trains students in free, open-source, and text-based software to support clear, well-organized, accurate, and verifiable writing in academic contexts. The software tool-chain includes Zotero, LaTeX, Pandoc, and Git. Key writing skills are note-taking, information management, and revision.
Course equivalencies: X - COMP 250 / ENGL 296
Outcomes:
Students will acquire working knowledge of text-based and open-source software tools to support academic research and writing; Students will create researched arguments that are clear, well-organized, accurate and verifiable

ENGL 299 Topics in Advanced Writing (3 Credit Hours)
Pre-requisites: UCWR 110
This is a course in writing clear and effective prose in whatever form/genre is being studied; the subtitle will define the form/genre more precisely.
Outcomes:
Students will gain an understanding of the principles involved in writing clear and effective prose in whatever form/genre is under study, and be able to apply these principles to their own writing in this form/genre

ENGL 300 History of English Language (3 Credit Hours)
Study of the origin and development of English: its sounds, word-forms, and syntax.
Outcomes:
Students will demonstrate knowledge of the history of English and some understanding of linguistic theory

ENGL 303 Grammar: Principles & Pedagogy (3 Credit Hours)
A study of English grammar focusing on linguistic applications such as the teaching of Standard American English to native and non-native speakers, to speakers of Ebonics, and other classroom applications. Required for students planning to teach high school English, but open to others.
Outcomes:
Students will demonstrate understanding of grammar and sentence structure sufficient to teach them

ENGL 306 Studies in Women Writers (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from any literary period.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306A Studies in Women Writers Before 1700 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry from before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306B Studies in Women Writers 1700-1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry within the period from 1700-1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 306C Studies in Women Writers Since 1900 (3 Credit Hours)
This course investigates significant issues raised in and by women-authored works. Readings may cover fiction, drama, and/or poetry since 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain knowledge about women's lives and writings; will understand the difference gender makes to the writing, reading, and interpretation of literature; and will acquire the critical vocabulary that will enable them to describe and analyze, and formulate arguments about, women-authored literature

ENGL 307 Topics in Feminist and Gender Studies (3 Credit Hours)
This course is an intensive study of selected issues in women's studies or gender studies in relation to literature.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL307/WOST307/WSGS307

ENGL 311 U.S. Latino/a Literature (3 Credit Hours)
Pre-requisites: UCWR 110 plus one 200-level ENGL course
Students will study literature by U.S. Latino and Latina writers (esp. Mexican American, Puerto Rican, Dominican American, and Cuban American). Readings will highlight the variety of aesthetic styles and cultural points of view that characterize this rapidly growing field. Issues like language (bilingualism, translation, and code-switching), immigration, nationalism, transnationalism, and citizenship will be especially important.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will develop analytical tools, culturally-specific terms, and critical questions to help them to interpret and to write about Latino/a literature

ENGL 312 Studies in World Literature in English (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
This course adopts a transnational, trans-historical approach to Anglophone world literatures. Readings may include global, postcolonial, and/or diasporic literatures in English.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop analytical tools, culturally-specific terminology, and critical questions to enable them to interpret and formulate arguments about global English-language literatures

ENGL 312A Studies in World Literature in English Before 1700 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers before 1700.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312B Studies in World Literature in English 1700-1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers within the period of 1700-1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 312C Studies in World Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to a range of critical and theoretical approaches to the study of world literatures in English. Authors studied may include leading theorists like Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha, Paul Gilroy, and Arjun Appadurai; and literary writers since 1900.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about world literatures in English

ENGL 313 Border Literatures (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures will vary, and may include Hispanic-American writers, the Caribbean poet, Derek Walcott, and other literatures that move between disparate locations (England, India, Africa, Burma, etc.).
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313A Border Literature Before 1700 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures before 1700 will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313B Border Literature 1700-1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The study of border literatures from within this period will vary, and may include various writers in literature that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 313C Border Literature Since 1900 (3 Credit Hours)
This course will survey a range of contemporary fiction that crosses national, cultural, social, political and personal borders. The focus of the study of border literatures from within this period will vary, and may include various writers in literatures that move between disparate locations (England, the Americas, India, Africa, Burma, etc.).
Outcomes:
Students will be able to demonstrate familiarity with contemporary theoretical approaches, and to analyze texts that demonstrate how personal, cultural, and political identities develop in transnational contexts

ENGL 315 South Asian Literatures in English (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora. Authors studied may include Narayan, Naipaul, Desai, Sidhwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 315C South Asian Literature Since 1900 (3 Credit Hours)
This course focuses on the study of literature written in English from South Asia and the South Asian diaspora, focusing on the period since 1900. Authors studied may include Narayan, Naipaul, Desai, Sidwa, and Rushdie.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the personal, cultural, and political experiences of South Asia's diverse populations as they are reflected in the literature of the modern and contemporary period

ENGL 316C Caribbean Literature in English Since 1900 (3 Credit Hours)
This course will introduce students to the study of literature written in English from the Caribbean in this period. Authors studied may include Lamming, Rhys, Walcott, Cliff, Lovelace, and Brathwaite.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will be able to demonstrate understanding of the different genres of Caribbean literature, as well as the personal, political, and cultural contexts of the literature

ENGL 317 The Writing of Poetry (3 Credit Hours)
This course provides extensive practice in both the reading and the writing of poetry.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about poetry, and will produce a portfolio of original poems

ENGL 318 The Writing of Fiction (3 Credit Hours)
This course will discuss the techniques of fiction writing and will offer guidance in writing some works of original short fiction.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original short stories

ENGL 318R The Writing of Fiction: Writing Rome (3 Credit Hours)
By exploring the city of Rome through reading, writing, and on-site classes, students will be provided with an interdisciplinary approach to the generation of written work. This course will discuss the techniques of fiction writing, drawing inspiration from the city of Rome as a backdrop. On-site classes will enrich the fiction writing process, while in-class workshops will offer guidance in writing works of short original fiction.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Outcomes:
Students will be able to demonstrate understanding of the critical skills necessary for discussing, analyzing and formulating arguments about fiction, and will produce original works of fiction in the form of writing portfolio

ENGL 319 Writing Creative Nonfiction (3 Credit Hours)
A workshop in writing and critiquing original creative nonfiction in several representative sub-genres.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will learn to apply both traditional fictional techniques (eg, in-depth characterization, dramatic plot development, specific concrete detail) and more innovative ones (eg, shifting chronology, genre mixing, eccentric voices, multiple points-of-view) in their nonfiction writing

ENGL 320 English Literature: Medieval Period (3 Credit Hours)
This course provides a survey of Old and Middle English Literature, studied partly in translation and partly in the original.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL320/CATH321/MSTU308
Outcomes:
Students will receive training in the understanding, appreciation, and criticism of works of medieval culture

ENGL 321 Intro to Old English (3 Credit Hours)
This course introduces students to the fundamentals of the Old English language (c. 600-1150), surveying poetry and prose in the original.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-ENGL321/MSTU312
Outcomes:
Students will be able to read Old English and to demonstrate a knowledge of literary works written in this language

ENGL 322 Chaucer (3 Credit Hours)
This course introduces students to the life and writings of Chaucer through the reading of a representative selection (but not necessarily all) of The Canterbury Tales and through considering a variety of critical perspectives on them.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL322/MSTU316
Outcomes:
Students will be able to demonstrate knowledge of Chaucer's poetry, the ability to read Middle English, and familiarity with some critical perspectives on Chaucer's works

ENGL 323 Studies in Medieval Literature (3 Credit Hours)
Intensive study of specific topics in the field of Medieval literature and culture.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-ENGL323/MSTU320
Outcomes:
Students will be able to demonstrate an understanding of significant works of the Medieval period, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 325 British Literature-The Renaissance (3 Credit Hours)
This course is a study of selected literature of the Tudor, Stuart, and Cromwellian periods, excluding Shakespeare, by authors such as Sidney, Spenser, Lanyer, Donne, Wroth, and Milton.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will become familiar with: the texts of significant authors of the period; how to read these texts in relation to the intellectual and social contexts in which they were produced; the literary genres, traditions, and conventions they employed and transformed

ENGL 326 Shakespeare: Selected Major Plays (3 Credit Hours)
This course is an advanced study of selected plays as theatre and as literature. Topics may include Shakespeare's life, sources, and influence; background of Early Modern literature and drama; Shakespeare's theatre; the tradition of Shakespeare criticism.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of the plays of Shakespeare

ENGL 327 Studies in Shakespeare (3 Credit Hours)
Pre-requisites: ENGL 274 or 326
Intensive reading of selected Shakespeare plays.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will be able to demonstrate understanding of, to analyze, and to defend interpretations of a particular body of plays by Shakespeare, chosen by genre, theme, etc

ENGL 328 Studies in The Renaissance (3 Credit Hours)
The course will be a highly selective survey of late Renaissance literature, from John Donne and Ben Jonson to Andrew Marvell.
Interdisciplinary Option: Catholic Studies, European Studies, Shakespeare Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of significant works by selected Renaissance authors; 2) demonstrate an understanding of historical, political, social, and intellectual backgrounds as they provide a context for the poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 329 Milton (3 Credit Hours)
This course will cover Milton's early poetry, one or two of his prose works, and his late, major poems: Paradise Lost, Paradise Regained, and Samson Agonistes.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will be able to: 1) demonstrate an understanding of Milton's major works, and a knowledge of his career; 2) demonstrate an understanding of social, political, and cultural backgrounds as they provide a context for Milton's poems; 3) demonstrate an understanding of relevant theoretical and critical perspectives

ENGL 335 British Literature - The Romantic Period (3 Credit Hours)
This course focuses on the study of literature of the Romantic movement in its historical context; authors may include Blake, Wordsworth, Coleridge, Smith, Byron, P.B. Shelley, M.W. Shelley, Keats, Hemans, Hazlitt, and Austin.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of major works of the Romantic movement, and of its relationship to historical developments of the period

ENGL 338 Studies in The Romantic Movmnt (3 Credit Hours)
Students will engage in intensive consideration of selected Romantic period texts. The focus of the course will vary according to the instructor's choice of topic.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to discuss and analyze the texts studied in this course, and to articulate diverse positions on the issues related to the course's central topic

ENGL 340 British Literature - The Victorian Period (3 Credit Hours)
This course provides a survey of important works of prose, poetry, and fiction from the Victorian period (1832-1901). Authors may include Tennyson, the Brownings, Arnold, the Brontës, Hopkins, Hardy, Newman, Dickens, Thackeray, and George Eliot.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate their ability to analyze and interpret a variety of works studied in the course, and to articulate an awareness of the social, political, and historical contexts that inform an understanding of these works

ENGL 343 Studies in the Victorian Period (3 Credit Hours)
This course provides an opportunity for intensive consideration of selected Victorian texts that centers on a particular theme or genre or author. The course will vary each time it is taught.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of the subject of the course and an appreciation of that particular aspect of Victorian life, art, and thought

ENGL 344 Studies in Modernism (3 Credit Hours)
Pre-requisites: UCWR 110 and a 200-level English course
The course focuses on selected issues in current critical discussions of modernism. The issues may concern competing conceptions of modernism and individual writers associated with modernism.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to articulate diverse positions on the issues of the course

ENGL 345 British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and one 200-level English course
This course focuses on selected examples of British poetry, fiction, drama, film, and non-fiction written in the 20th century. The principle of selection may be cultural, theoretical, or formal.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of assigned texts and will be able to explain the relationship among assigned texts in relation to the themes of the course

ENGL 348 Studies in British Literature Since 1900 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course focuses intensively on selected twentieth century British texts in relation to social and literary issues of the period. The selection may focus on cultural, theoretical, or formal issues.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate detailed knowledge of particular texts and will be able to describe the relation of the assigned texts to a particular set of critical questions

ENGL 350 Studies in Postmodernism (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
Postmodernism, as an aesthetic response to postmodernity, is an interdisciplinary concept, originating in architecture and encompassing literature, art in various media, digital media, and literary and cultural theory. Focusing primarily on Western literature and theory after WWII, this course investigates postmodernism as a literary period, an aesthetic style, an historical moment, and a cultural problematic.
Outcomes:
Students will learn how the term "postmodernism" functions as a literary period, an aesthetic style, an historical moment, a cultural problematic, as well as a theoretical imperative

ENGL 351 Contemporary Literature (3 Credit Hours)
Contemporary literature is most often defined as literature produced after WWII. This course explores the challenge of defining "contemporary" literature by reading a range of texts from the period in their aesthetic, social, historical, and cultural contexts.
Outcomes:
Students will learn critical and analytical tools for reading contemporary literature

ENGL 354 Contemporary Critical Theory (3 Credit Hours)
This course, which is required of all English majors, introduces students to critical terminology and to issues in contemporary criticism and theory. Readings may include critical works that have informed and established formalist, feminist, psychoanalytic, and Marxist approaches to literary analysis, as well as those associated with gender studies, cultural studies, postcolonialism, and deconstruction.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts and theories relating to issues in contemporary criticism

ENGL 355 Studies in Literary Criticism (3 Credit Hours)
Intensive study of specific topics in the field of literary criticism and theory.
Outcomes:
Students will be able to demonstrate an understanding of significant works in the designated field, and will be able to discuss relevant theoretical and critical perspectives

ENGL 357 Literature from a Writer's Perspective (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level English course
This course examines literature from various periods in poetry and/or prose for technical innovation and genre development, with particular emphasis on applications to the creative process.
Outcomes:
Students will gain a deeper understanding of the technical innovations and/or genre developments being studied, and will be able to apply these to their own creative works of fiction and/or poetry

ENGL 358 Cultural Theory (3 Credit Hours)
This course provides an introduction to the theory informing the field of Cultural Studies and to the history of theoretical writings about "culture."
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant theoretical texts in the field of cultural studies

ENGL 359 High and Low Culture (3 Credit Hours)
Students will study the interactions between elite and popular culture, possibly focusing on a historical period or on a conceptual issue such as the framing of "canons." Students will review and assess the assumptions and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359A High and Low Culture Before 1700 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period before 1700. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359B High and Low Culture 1700-1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period from 1700-1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 359C High and Low Culture Since 1900 (3 Credit Hours)
Students will study the interaction between elite and popular culture, focusing on the material and issues relating to the period after 1900. Students will review and assess the assumption and goals of those who create and critique works of culture. Students will also analyze the criteria by which specific works are judged.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will be able to describe, analyze, and formulate an argument about cultural productions, using appropriate critical and technical vocabulary

ENGL 361 Modernist Poetry (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of poetry written in response to the conditions of modernity from the late 19th century to the middle of the 20th. The course focuses on poetic style and technique as well as on historical and cultural contexts.
Outcomes:
Students will be able to demonstrate knowledge and understanding of significant texts, techniques, and concepts in modernist poetry, and to situate these in relation to important literary and historical contexts

ENGL 362 Studies in Poetry (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362A Studies in Poetry Before 1700 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written before 1700.
Course equivalencies: ENGL362/362A/362B/362C
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362B Studies in Poetry 1700-1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 362C Studies in Poetry Since 1900 (3 Credit Hours)
Study of poetry centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on poetry written since 1900.
Outcomes:
Students will be able to demonstrate knowledge and understanding of poetic texts and of their interrelationships and contexts

ENGL 363A Major Author, Before 1700 (3 Credit Hours)
Intensive study of the works and contexts of a major author, before 1700. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363B Major Author, 1700-1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, 1700-1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, before 1700.

ENGL 363C Major Author, After 1900 (3 Credit Hours)
Intensive study of the works and contexts of a major author, after 1900. Students will be able to demonstrate an understanding of the texts and contexts of a major author, after 1900.

ENGL 367 Modern Drama (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of dramatists and dramatic forms, techniques, and innovations from the late-nineteenth century to the present.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize and define major modern dramaturgical techniques and to demonstrate understanding of, to analyze, and to defend interpretations of a variety of plays

ENGL 368 Studies in Drama (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368A Studies in Drama Before 1700 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written before 1700.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368B Studies in Drama 1700-1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written between 1700 and 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 368C Studies in Drama Since 1900 (3 Credit Hours)
This course is a study of drama centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on drama written since 1900.
Outcomes:
Students will be able to demonstrate understanding of the chosen plays in their thematic, generic, or other chosen context; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369A Women in Drama Before 1700 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama before 1700.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 369B Women in Drama 1700-1900 (3 Credit Hours)
This course focuses on women as playwrights, actors, directors, spectators, and subjects of drama between 1700 and 1900.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to demonstrate understanding of the ways in which women and issues important to women have been presented on the stage; they will be able to analyze and defend interpretations of a variety of plays

ENGL 371 The Modern Novel (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course covers novels since the late 19th century and explores formal and cultural influences on the form.
Outcomes:
Students will be able to demonstrate understanding of the critical skills and theoretical insights necessary for discussing, analyzing and formulating arguments about the novel in the modern world

ENGL 372 Studies in Fiction (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372A Studies in Fiction Before 1700 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written before 1700.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372B Studies in Fiction 1700-1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written between 1700-1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 372C Studies in Fiction Since 1900 (3 Credit Hours)
This course is a study of fiction centered on a theme, topic, genre, critical approach, author, or group of authors. Readings may cut across historical periods and geographical boundaries, but will focus on fiction written since 1900.
Outcomes:
Students will be able to demonstrate an ability to employ descriptive and critical language appropriate to the discussion and analysis of fiction generally and, in particular, of the kind of fiction (eg theme, topic, genre, etc) on which the course is centered; Students will be able to demonstrate an ability to articulate the formal and thematic continuities and discontinuities among these works

ENGL 375 American Literature to 1865 (3 Credit Hours)
This course is a study of selected works of American Literature of this period against the background of historical events, political and social changes, moral and cultural traditions. Authors may include Bradford, Bradstreet, Franklin, Poe, Hawthorne, Melville, Emerson, and Thoreau.
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 376 American Literature 1865-1914 (3 Credit Hours)
This course is a study of the rise of American Literature of this period. Authors may include Whitman, Dickinson, Twain, James, and Dreiser.
Course equivalencies: ENGL 376 / ENGL 380
Outcomes:
Students will be able to demonstrate understanding of the distinctive historical conditions that inform American literature of this period, and will be able to identify and discuss some of its ideological and generic characteristics

ENGL 377 American Literature 1914-1945 (3 Credit Hours)
Pre-requisites: UCWR 110 and any 200-level ENGL course
This course is a study of literature of early twentieth-century America. Authors may include Cather, Eliot, Frost, Hemingway, Fitzgerald, Faulkner, O'Neill, Miller and Williams.
Course equivalencies: ENGL 377 / ENGL 385
Outcomes:
Students will be able to demonstrate knowledge of the literature of this period in American history, and familiarity with critical perspectives on the works studied

ENGL 379 Studies in American Literature (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement, period, or theme.
Outcomes:
students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379A Studies in American Literature Before 1700 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme before 1700.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379B Studies in American Literature 1700-1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period from 1700-1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 379C Studies in American Literature Since 1900 (3 Credit Hours)
This course focuses on texts written by American authors. This advanced seminar course varies in topic and may concentrate on a selection of works by a major American writer or a particular literary movement or theme in the period since 1900.
Outcomes:
Students will be able to demonstrate an understanding of American literature and culture with focused attention to a major or distinctive feature of the American literary tradition

ENGL 381 Comparative American Literature (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381A Comparative Literature Before 1700 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381B Comparative American Literature 1700 - 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period before 1700.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 381C Comparative American Literature Since 1900 (3 Credit Hours)
This course focuses on the study of U.S. literature and culture in relation to other literatures and cultures, with a focus on the period since 1900.
Outcomes:
Students will demonstrate an ability to identify the formal and thematic features that, as literature, US writing shares with the literature of other cultures; Students will also demonstrate an ability to specify the formal and thematic features that, as an expression of and response to cultural forces particular to the US, differentiate US writing from that of other cultures

ENGL 382 Studies in American Culture (3 Credit Hours)
Intensive study of specific topics in the field of American culture.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382A Studies in American Culture Before 1700 (3 Credit Hours)
Intensive study of specific topics in the field of American culture before 1700.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382B Studies in American Culture 1700-1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture between 1700 and 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 382C Studies in American Culture Since 1900 (3 Credit Hours)
Intensive study of specific topics in the field of American culture since 1900.
Outcomes:
Students will be able to demonstrate an understanding of significant works by selected American authors, of the historical political, social and intellectual backgrounds that provide a context for the works studied, and of relevant theoretical and critical perspectives

ENGL 383 Theology and Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

ENGL 384 Studies in African American Literature (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement, period, or theme.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition

ENGL 384B Studies in African American Literature, 1700-1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme, 1700-1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition, 1700-1900

ENGL 384C Studies in African American Literature Since 1900 (3 Credit Hours)
Intensive study of texts written by African American authors. The course varies in topic and may concentrate on a selection of works by a major African American writer or a particular African American literary movement or theme since 1900.
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will be able to demonstrate an understanding of African American literature and culture with specialized attention to a major or distinctive feature of the African American literary tradition since 1900

ENGL 390 Advanced Seminar (3 Credit Hours)
Pre-requisites: Junior standing
This course is required of all English majors. It offers an advanced, intensive study of a period, author, genre, theme or critical issue in a seminar setting. Topics are announced when the course is offered.
Outcomes:
Students will be able to recognize the ways that the subject matter of the seminar relates to the production, representation, and interpretation of artistic culture

ENGL 392 Advanced Creative Nonfiction Workshop (3 Credit Hours)
Pre-requisites: ENGL 319 Writing Creative Nonfiction
This is a workshop in writing creative nonfiction, furthering work done in ENGL 319, Writing Creative Nonfiction. Students will write in different genres (e.g., memoir, travel writing, speculative essay, nature writing, the spiritual essay), and will further their study in using both traditional and experimental literary techniques in nonfiction.
Outcomes:
Students will deepen their learning of traditional and innovative methods of writing creative nonfiction, applying them to their original creative nonfictions and discussing and critiquing them in fellow students' work

ENGL 393 Teaching English to Adults: Internship (1-3 Credit Hours)
Pre-requisites: Sophomore Standing or above
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program at Loyola University. Students examine literacy issues and write a research paper. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills

ENGL 394 Internship (3 Credit Hours)
Pre-requisites: Junior standing, six English courses
This course provides on-the-job experience for majors in adapting their writing and analytical skills to the needs of such fields as publishing, editing, and public relations.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to analyze their experience in terms of the skills they brought to their jobs, what they learned about the fields they worked in, and what new skills they developed as a result of their experiences

ENGL 395 Honors Tutorial (3 Credit Hours)
Content will vary each time the course is offered, but in general will entail in-depth study of a literary genre or a major author or theme in literature.
Course equivalencies: ENGL 395H / ENGL 395
Outcomes:
Students will strengthen their capacity to analyze literature and to discuss it, both orally and in writing, and will be able to demonstrate understanding of the materials studied and of relevant theoretical and critical perspectives

ENGL 397 Advanced Writing Workshop: Poetry (3 Credit Hours)
Pre-requisites: ENGL 317
Students will read master poets as models and will write and revise poems of their own, which will be discussed by the class in a workshop format.
Outcomes:
Students will produce original poems, building upon skills honed in ENGL 317; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original poetry, theirs and their fellow students'

ENGL 398 Advanced Writing Workshop: Fiction (3 Credit Hours)
Pre-requisites: ENGL 318
This course allows students to develop further their skills in writing and analyzing original fiction begun in ENGL 318, in a supportive workshop atmosphere.
Outcomes:
Students will produce original short stories, building upon skills honed in ENGL 318; They will also be able to demonstrate a deepening understanding of the critical skills necessary for analyzing and discussing original fiction, theirs and their fellow students'

ENGL 399 Special Studies in Literature (3 Credit Hours)
Subject matter of this course will be designated by a subscript whenever the course is offered. Usually taken as an independent study.
Outcomes:
Students will be able to demonstrate understanding of the topic of the course, and of the research and critical skills necessary to analyze and discuss it; Usually students will work independently and produce a research paper, under the direction of a faculty member

ENGL 400 Intro to Graduate Study (3 Credit Hours)
The course serves as an introduction to the profession of literary studies for students new to the graduate programs in English. It offers a review of current critical theories and methodologies, research techniques, bibliographic methods, and issues in textual criticism.

ENGL 402 Teaching College Composition (3 Credit Hours)
The course deals with practical matters related to the teaching of college composition. It is organized around an examination of recent theories, methods, and materials used in the teaching of writing.

ENGL 403 Composition Theory (3 Credit Hours)
This course examines major and current advances in composition theory and reviews current scholarship in the teaching of writing, with some attention to the relationship between composition and literary theory.

ENGL 404 Pedagogy: Theory and Practice (3 Credit Hours)
Pre-requisites: ENGL 402
This course is designed to help students integrate theory and practice in teaching literature and cultural studies courses at the college level.
Outcomes:
Students will demonstrate an understanding of pedagogical theories by writing a teaching philosophy in which they explain and defend their theoretical approach; students will put their theory into practice by preparing a course proposal for a literature course, which includes a description and goals, syllabus and guidelines, classroom format, and assignments and evaluations procedures

ENGL 406 History of the English Language (3 Credit Hours)
The course is a study of the causes, mechanisms and consequences of language variation over time, with prominent examples taken from the history of English and its parent languages. All major areas of linguistic theory are considered: phonology, lexis, morphology, syntax, and semantics.
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 410 Contemporary Literary Criticism (3 Credit Hours)
This course presents studies in major contemporary theoretical and critical issues through a survey of major types of critical analysis, such as formalism, structuralism, semiotics, reader-response, deconstruction, psychoanalysis, and feminist criticism.

ENGL 412 History of the Book to 1800 (3 Credit Hours)
Pre-requisites: Graduate status
This course will examine the history of written and printed texts from their beginnings to 1800, including such topics as book production and distribution, early ideas about textual editing, literacy, copyright, and censorship.
Outcomes:
Students will be able to relate textual forms to cultural practices

ENGL 413 Textual Criticism (3 Credit Hours)
An introduction to major textual theories and their history. Topics may include such issues as analytic and descriptive bibliography, theories of copy-text, theoretical and practical issues in editing, and forms of textuality, including manuscript, print and digital.

ENGL 415 Media and Culture (3 Credit Hours)
This course examines the important and evolving roles that media plays in the construction, reformulation, and critique of contemporary culture. Topics will vary but may include digital textuality; visual culture studies; information technologies; postcoloniality and globalization; and web-based communities.

ENGL 419 Contemporary Issues in Literature and Culture (3 Credit Hours)
The course is an intensive study of a particular cultural issue in relation to literature.

ENGL 420 Topics in Critical Theory (3 Credit Hours)
Focused study of a particular problem or movement within critical theory--for example, globalization; the "new aesthetics"; high and low culture; psychoanalytic theory; whiteness studies.

ENGL 422 Postcolonial Theory (3 Credit Hours)
This course traces the origins, key developments, and practice of postcolonial theory, focusing on classic texts in the field (e.g., Senghor, Fanon, Cabral); issues raised by contemporary theorists (e.g., Said, Spivak, Bhabha, Chatterjee); and current challenges to postcolonial theory.

ENGL 423 Marxist Literary Theory (3 Credit Hours)
Intensive study of selected writers and issues within the Marxist tradition of literary and cultural criticism.

ENGL 424 Cultural Studies (3 Credit Hours)
An examination of the theory and practice of cultural studies, with special attention to the role of literary and critical theory in its development.

ENGL 426 Feminist Theory and Criticism (3 Credit Hours)
An intensive study of recent feminist theory in a range of disciplines--including literature, philosophy, history, and law--and covering a variety of approaches, such as psychoanalysis, post-structuralism, post-colonialism, queer theory, and cultural studies.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-ENGL426/WOST406/WSGS406

ENGL 427 Dramatic Theory (3 Credit Hours)
This course presents selected theoretical approaches to drama from the Greeks to the present. Readings may include both theoretical works and plays. Topics may include genre, dramaturgies such as realism, epic theatre, and theatre of the absurd, reception, semiotics, feminist dramatic theory, and performance theory.

ENGL 428 Postmodernism (3 Credit Hours)
Pre-requisites: Graduate status
This course investigates "postmodernism" in its various uses--as a literary period, an aesthetic style, an historical moment, a cultural problematic, and a theoretical imperative. The course includes readings in literature and theory as well as other art forms, such as architecture and the graphic arts.
Outcomes:
Students will demonstrate their ability to define postmodernism in relation to modernism and postmodernity and to analyze postmodern literature and art through seminar papers, oral presentations, and exams

ENGL 430 Topics in Literature Studies (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in literature.

ENGL 433 Seminar in Individual Authors (3 Credit Hours)
Intensive study of a single author. Includes a comprehensive reading of the author's major works, and a review of the critical reception.

ENGL 436 Women Writers in English (3 Credit Hours)
This course focuses on significant issues raised in and by women-authored works, including representations of gender roles and sexualities, and the cultural status and uses of women's literature. Authors from any period(s) in British, American and World literature may be included.

ENGL 437 Topics in Drama (3 Credit Hours)
This course may deal with topics that cut across historical and national boundaries, such as dramatic genres, women in drama, modern reappropriations of earlier drama; with more specialized topics such as performance or feminist dramatic theory; or with historical movements in drama.

ENGL 440 Topics in Medieval Literature (3 Credit Hours)
Studies in a range of Middle English writing serve as a focus for special topics, including mysticism and historical prose from the thirteenth to the fifteenth centuries.

ENGL 441 Old English Language & Literature (3 Credit Hours)
This course introduces Old English language and literature through readings in poetry and prose, with attention, as time allows, to major critical issues in texts of the period.

ENGL 443 Middle English Literature (3 Credit Hours)
This course may address texts that bridge the Old and Middle English periods or texts (excluding Chaucer) that date from the fourteenth-century, such as Langland, Malory, the Gawain-poet, Gower, and women writers.

ENGL 444 Medieval Drama (3 Credit Hours)
The course focuses on English drama from its beginnings to the early Renaissance, including liturgical drama, saints' plays, miracle plays, the cycles, and interludes.

ENGL 447 Chaucer (3 Credit Hours)
This course may focus on the Canterbury Tales or Troilus and Criseyde and the dream visions, and may include some of Chaucer's less frequently studied texts (e.g., his translation of the Consolation of Philosophy).

ENGL 450 Topics in Early Modern Literature & Culture (3 Credit Hours)
This course presents selected studies in poetry and prose of the English Renaissance.

ENGL 455 Shakespeare (3 Credit Hours)
The philosophical, esthetic, and historical problems of Shakespeare's plays are covered in this course, which also focuses on Shakespearean scholarship.

ENGL 456 Early Modern Drama (3 Credit Hours)
This course presents English drama of the period 1550 to 1642. Among the topics to be covered are the rise of the permanent theaters; Elizabethan and Jacobean contemporaries of Shakespeare; Caroline plays and masques. Historical background, theatrical developments, and critical approaches are also studied.

ENGL 457 Seventeenth-Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in seventeenth-century literature. Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 458 Milton (3 Credit Hours)
Milton's poetry, prose, ideas, and projects are studied against the background of seventeenth-century events; special problems in Milton scholarship are also examined.

ENGL 460 Topics in Restoration & 18th Century Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme or body of work in Restoration and eighteenth-century literature.

ENGL 470 Topics in Romanticism (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme or body of work in Romantic literature.

ENGL 471 Poetry of Romantic Period (3 Credit Hours)
The poetry of major and minor Romantic figures is studied in this course, which includes a critical study of their esthetics, philosophical concepts, and critical standards.

ENGL 475 Topics in Victorian Literature (3 Credit Hours)
The course is an intensive study of a particular problem, genre, theme, or body of work in Victorian literature.

ENGL 476 Victorian Poetry (3 Credit Hours)
This course presents the historical, political, social, and intellectual influences on Victorian poetry and examines its artistic and formal innovations and achievements. The authors studied include: Tennyson, Browning, Arnold, Swinburne, and the Rossettis.

ENGL 477 Victorian Prose (3 Credit Hours)
The course examines the major critical and philosophical prose writers of the years 1837-1900: Macaulay, Carlyle, Arnold, Ruskin, Newman, and Pater. It also explores the intellectual, social, and political backgrounds of the period, and identifies Victorian prose styles.

ENGL 478 Victorian Novel (3 Credit Hours)
The course examines the major Victorian novelists: Dickens, Thackeray, the Brontes, Trollope, Eliot, Meredith, and Hardy; religious, social, scientific, historical, and philosophical influences on the novel are also explored.

ENGL 480 Topics in Modernism (3 Credit Hours)
Topics include modernism, the Symbolist movement, Edwardian Period, and other contextual issues that transcend genre boundaries and address larger concerns of social and intellectual history.

ENGL 481 Modern Poetry (3 Credit Hours)
The course examines tradition and experiment in modern poetry and includes English, Irish, and American poets.

ENGL 482 Modern Drama (3 Credit Hours)
This course presents selected studies in dramatists from Ibsen on, including British, American, Continental, and Irish dramatists.

ENGL 483 Modern Novel (3 Credit Hours)
The course concentrates on selected studies in Conrad, Galsworthy, Bennett, Wells, Joyce, Lawrence, Huxley, Woolf, Maugham, Forster and other novelists, but may include additional American, Irish, and Continental novelists.

ENGL 484 Literature and Culture of the Jazz Age (3 Credit Hours)
Taking an interdisciplinary approach to a crucial era, this course will consider such topics as the construction of race in literature and popular culture, the rise of the New Woman, the Harlem Renaissance, and the relationship of jazz to aesthetic modernism.

ENGL 485 Contemporary Literature (3 Credit Hours)
This course concentrates on literature and literary movements of the second half of the twentieth century. Possible topics include postcolonialism (Achebe, Jhabvala, Naipaul, Soyinka, Walcott), postmodernism (Acker, Calvino, Pynchon, Reed), and African-American writing (Baldwin, Morrison, Walker).
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in contemporary literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 487 Postcolonial Literature (3 Credit Hours)
This course examines the issues of modern-day colonization as depicted in selected fiction, drama, and poetry from Africa, South Asia, the West Indies, and Australia.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in postcolonial literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 488 20th Century Literature in English (3 Credit Hours)
Focusing on the relation between texts and their literary and cultural contexts, this course may include any twentieth-century text written in English and may address a particular theme, literary movement, period, nation, or historical event. We may also interrogate the foundation of such categories.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in 20th-century literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 489 Magic Realism (3 Credit Hours)
Fusing realistic and symbolic forms, "Magic Realism" raises boundary issues of many kinds, between history and myth, empirical and non-empirical experience, objective and subjective knowledge. This course examines magic realism from its modernist origins to contemporary postmodern and postcolonial fiction in many countries.

ENGL 490 Topics in American Literature (3 Credit Hours)
This course is an intensive study of a particular problem, genre, theme, or body of work in American literature.

ENGL 491 Early American Literature (3 Credit Hours)
This course examines Hispanic, native American, Puritan, colonial, and early nationalist literature in the United States, and explores its American and European backgrounds.

ENGL 492 American Romanticism (3 Credit Hours)
The course includes selected studies in Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and others.

ENGL 493 American Realism (3 Credit Hours)
The course features selected studies in American realism, tracing its origins and development as a national literary movement, and reviewing its regional variations and sub-genres, with special attention to Twain, Howells, and James.

ENGL 494 American Literature Since 1914 (3 Credit Hours)
The course is composed of selected studies in representative American writers of poetry, fiction, drama, and prose in the twentieth century.

ENGL 495 Latino/a Literature (3 Credit Hours)
Pre-requisites: Graduate standing and consent of the GPD in English
Latino/a literature has become an important focus in American literary studies because of its unique relation to questions of language, cultural hybridity, and borders. This course takes an interdisciplinary approach to Latino/a fiction, poetry, and drama, including analysis of Latino/a genres like corridos, testimonios, and teatro campesino. Topics include identity politics, transnationalism, cultural traditions and literary forms, textual recovery, gender and sexuality, and (im)migration.
Outcomes:
Students will gain an understanding of the diversity of forms, politics, themes, and identities in Latino/a Literature and the scholarly criticism about it; Students will learn how to teach and write about this literature through oral and written assignments

ENGL 496 African American Literature (3 Credit Hours)
This course focuses on African-American literature over a range of periods and genres including 19th-century slave narratives (Douglass, Jacobs), the fiction and poetry of the Harlem Renaissance (Hurston, Hughes, McKay) and contemporary literature (Ellison, Shange, Morrison).

ENGL 500 Capstone Seminar (3 Credit Hours)
Pre-requisites: 18 credit hours in 400-level courses; GPA of 3 or above
This capstone seminar provides a sustained, semester-long experience of research and writing on a topic in literary studies. A statement of topic is due on the first day of class. Research and writing are supported by scaffolded assignments, peer community, and a syllabus of shared readings drawn from practical guidebooks and exemplars of literary criticism, theory, and scholarship. Students develop an original article-length research paper suitable for submission to a journal in the field of literary studies.
Outcomes:
Assess and intervene in existing scholarly discourses in the field, by developing an\\noriginal article-length research paper suitable for submission to a journal in the field of\\nliterary studies; Write effectively about texts in English, by supporting an interpretative argument with\ \nclose reading

ENGL 501 Directed Readings (3 Credit Hours)
An independent study course supervised by a faculty member with the approval of the program director. Readings are initiated by the student.

ENGL 502 Independent Study-Doctoral Qualification (3 Credit Hours)
The course is composed of special readings in the field of the student's specialization under the supervision of a faculty member with the approval of the chair. Normally the director will be the professor with whom the student plans to write the dissertation. The written outcome of the course will be a draft of a proposal for the dissertation. The course is graded on a credit/no-credit basis.

ENGL 540 Newberry Seminar (3 Credit Hours)
Special topics in literary study offered by the Newberry Library.

ENGL 595 Thesis Supervision (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 600 Dissertation Supervision (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

ENGL 605 Master's Study (1 Credit Hour)
Directed studies for students working toward a master's thesis.

ENGL 610 Doctoral Study (1 Credit Hour)
Directed studies for students working toward a doctoral dissertation.

English as a Second Language (ESL)

Discover, search, courses (p. 2661)!

ESL 20 Special Topics (1-6 Credit Hours)
This course may be customized to fit the needs of student groups. Specialized courses may focus on reading, writing, listening, speaking, pronunciation and subject-specific vocabulary, along with U.S. culture and history.

ESL 50 English for Specific Purposes (0-6 Credit Hours)
Pre-requisites: ESL Placement Test or Equivalent
This course is designed to meet the needs of a specialized ESL group. Some needs may be, but are not limited to listening, speaking, reading, writing, and grammar.

ESL 55 Graduate Preparation (3 Credit Hours)
This course addresses the needs of graduate students at the Intermediate/Low Advanced level. Students will study grammatical and syntactic structures necessary for clear communication in English for academic purposes and will produce a variety of texts.

ESL 60 Low-Intermediate Reading & Vocabulary (0-6 Credit Hours)
This course focuses on developing reading skills with an emphasis on building vocabulary, literal comprehension, and fluency. Students will read graded materials and appropriate ESL books from library resources.

ESL 61 Low-Intermediate Listening & Speaking (0-6 Credit Hours)
This course will provide further instruction in academic listening and speaking for English language learners. Instruction focuses on basic listening and speaking strategies for a variety of situations, including listening for main ideas and details, and giving informal presentations. Students will work on word and stress patterns.

ESL 62 Low-Intermediate Writing & Grammar (0-6 Credit Hours)
In this course students will expand control of English sentence and paragraph structures. Students will develop mastery of simple present and simple past verb tenses, subject verb agreement, singular and plural nouns, and compound and complex sentence structures.

ESL 70 Intermediate Reading & Vocabulary (0-6 Credit Hours)
This course focuses on the development of academic reading skills, with an emphasis on vocabulary development, literal comprehension, and dictionary skills. Students will continue to develop critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in graded materials and appropriate ESL texts.

ESL 71 Intermediate Listening & Speaking (0-6 Credit Hours)
This course prepares English language learners for the academic listening, note-taking, and discussion skills necessary to be successful in college classes. Students develop academic note-taking skills by listening to real academic lectures and develop discussion skills by responding to lectures, agreeing/disagreeing, supporting opinions, and connecting ideas.

ESL 72 Intermediate Writing & Grammar (0-6 Credit Hours)
In this course students will continue to develop their writing skills through the writing process to create focused, fully developed and well-organized essays. Essays will incorporate outside sources as well as personal experience. Students will also learn to develop mastery of adjective clauses, gerunds and infinitives, and conditional statements.

ESL 80 High-Intermediate Reading and Vocabulary (0-6 Credit Hours)
High Intermediate Reading Skills exposes students to a variety of non-fiction and fiction materials. Fiction materials include short stories and simple novels. Non-Fiction materials will include news reports, scholarly journals and other intermediate level non fiction texts. Attention to reading comprehension including an awareness of main ideas, supporting details, fact/opinion and author's purpose is emphasized. Timed readings are included. Vocabulary development includes advanced

ESL 81 High-Intermediate Listening and Speaking (0-6 Credit Hours)
The Intermediate course focuses on listening and presentation skills that are necessary for university students. Students build listening skills in and out of class through excerpts from lectures, documentaries, radio and TV programs. These skills include predicting and connecting ideas in a lecture, note-taking strategies, listening for cause and effect, key terms, and examples. Students build presentation skills by giving short PowerPoint speeches.

ESL 82 High-Intermediate Writing and Grammar (0-6 Credit Hours)
Students will build upon the skills learned in the prior courses and recognize and produce effective five paragraph essays. Furthermore, students will develop the skills to effectively and accurately write using these rhetorical patterns, to name a few: compare/contrast and cause and effect.

ESL 90 Advanced Reading and Vocabulary (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
Students will develop strategies for managing advanced reading assignments. Students will also increase their vocabulary from reading in general and specialized subject areas.

ESL 91 Advanced Listening and Speaking (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
No course description is available

ESL 92 Advanced Writing and Grammar (0-6 Credit Hours)
Pre-requisites: ESL Placement Test
Students will advance their academic writing skills and communicate more clearly and accurately with an in-depth study of advanced English grammar. Students will effectively write using the rhetorical patterns most commonly used in universities. Students will also learn how to make citations of research sources and examine the cultural/ethical issues related to plagiarism.

ESL 94 English Pronunciation (0-6 Credit Hours)
Students will be able to speak clearly and be understood by others. Students will learn about and practice phonemic awareness and accuracy, stress patterns, intonation, and rhythm with extensive practice. Students will also be able to identify and improve their individual pronunciation issues.

ESL 95 TOEFL Preparation (2-4 Credit Hours)
Pre-requisites: ESL Placement Test
Students will be able to sharpen their test-taking skills and improve your TOEFL score. Students will become familiar with TOEFLLiBT and learn strategies for achieving the score they need.

ESL 96 Graduate Preparation (1.5-3 Credit Hours)
Pre-requisites: ESL Placement Test
Designed as a support for current non-native graduate students, this course focuses on refining the language components - listening, speaking, reading and writing - for success in one's current graduate classes at Loyola. Some of the objectives are doing research, reading and responding to journal articles; editing one's writing for content, organization, grammar, and creating effective presentations and using PowerPoint. NOTE: only open to Graduate students.

ESL 98 American English Pronunciation (3 Credit Hours)
This course assists students in improving phonemic accuracy, stress patterns, intonation, and rhythm. Students will develop class participation and group discussion skills as well as the fundamentals of public speaking. Students are required to practice with pronunciation software in the language resource center.

ESL 101 Graduate Reading and Critical Thinking (0-6 Credit Hours)
This course is intended for current or future graduate level international students and is designed to improve their overall comprehension of college/graduate level texts and critical thinking skills

ESL 102 Graduate Research and Writing (0-6 Credit Hours)
This course is intended for current or future graduate level international students and is designed to improve their academic writing skills and ability to synthesize and critique information from outside sources.

ESL 105 Skill-Building for TOEFL/IELTS (2-4 Credit Hours)
This course is for students with intermediate level language skills. This course will strengthen students' language skills while also familiarizing students with the content, questions, and tasks on the TOEFL iBT and IELTS exams.

Entrepreneurship (ENTR)

Discover, search, courses (p. 2661)!

ENTR 201 Essentials of Entrepreneurship (3 Credit Hours)
Introduces students to the process of entrepreneurship and how to think like an entrepreneur. Students will learn how new entrepreneurial opportunities are conceived, vetted, and acted upon. Course knowledge and skills are presented through a combination of theory and application that will prepare students to move to next level of entrepreneurial studies.
Course equivalencies: MGMT381/ENTR310/ENTR201
Outcomes:
Students will gain insight into the process of entrepreneurship and entrepreneurial mindset; Students will learn to identify problems in the marketplace and discover how to turn these ideas into viable products and services

ENTR 311 Social Entrepreneurship (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or ETHC 341
Explore how innovative solutions can address social issues and create sustainable impact. Learn to design, implement, and scale ventures that combine business principles with social change. Engage with case studies, develop entrepreneurial skills, and build a framework for launching ventures that contribute to societal well being.
This course satisfies the Engaged Learning requirement.
Outcomes:
An understanding of what is social entrepreneurship and how it differs from traditional entrepreneurship and non-profit organizations; An understanding of how to build and manage a successful social venture

ENTR 313 Entrepreneurship - Global Opportunity Scan (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or IBUS 201
With the power of the Internet, entrepreneurs can quickly research, find, and reach new markets. However, successfully and profitably engaging in a global marketplace requires understanding conflicting and changing business dynamics, barriers to entry into the international arena, and challenging management practices.
Interdisciplinary Option: Global Studies
Outcomes:
An understanding of the characteristics of international markets, including the critical challenges of global expansion and the barriers that exist; Ability to apply the appropriate frameworks to scan for international business opportunities

ENTR 345 Entrepreneurial Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in ENTR 201 or MARK 201
This course will explore the whole marketing concept, starting with understanding the customer and how the customer changes over the product lifecycle. The course will then explore common marketing channels and sales methods entrepreneurs use and debate their effectiveness at each stage of business.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate an understanding of marketing of entrepreneurial ventures, the various channels and tactics entrepreneurs use to attract customers and changes over time, and product lifecycle management and customer engagement

ENTR 390 Entrepreneurship Strategies - Capstone (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in ENTR 201 or ENTR 310
Students will understand how to build a product/service that is attractive to customers yet differentiates it from its competitors. The students will learn how to grow the venture using sales and marketing channels, strong team building, and the financial implications of their decisions.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate understanding of the importance of core business operational areas, how to launch and grow a new venture, and problem¿solving and critical thinking skills through case analysis, experiential activities, and team¿based project work

ENTR 391 New Venture Lab (3 Credit Hours)
Pre-requisites: Sophomore standing, grade of C- or higher in ENTR 201
This course is for students who want to turn a business idea into a viable new venture or grow an existing one. It is intensive, fast-paced, and hands-on, and students will learn to adapt to the uncertainty and ambiguity of entrepreneurship.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn how to systematically approach your startup/idea to maximize learning and minimize waste; Students will test the core assumptions they have about their business idea and conclude whether the assumptions are valid or not; Students will build a product/service based on what they learn from actual customers rather than what students think is best for the customers; Students will learn from peers' experiences in class and the local startup community

ENTR 395 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
Independent Study is an in¿depth research or reading project initiated by the student and jointly developed with a faculty member into a specialized area of entrepreneurship not otherwise covered by the department course offerings.
Outcomes:
Varies with topic

ENTR 399 Selected Topics in Entrepreneurship (3 Credit Hours)
Pre-requisites: Junior standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

ENTR 480 Recognizing Entrepreneurial Opportunities (3 Credit Hours)
This course will focus on the very early stages of the entrepreneurial process. We will discuss how new opportunities are discovered and how societal value is created throughout this process. In its approach, the course will be based on classic theoretical readings, the insights of economics, strategic management, organizational studies, psychology and cognitive science.
Course equivalencies: X-ENTR 480/MGMT 480
Outcomes:
Apply analytical and critical thinking skills to identify untapped entrepreneurial opportunities

ENTR 481 Entrepreneurship (3 Credit Hours)
Pre-requisites: MGMT 480 or ENTR 480, or Instructor Consent
This course enables the students to develop their new venture ideas. We discuss how to cultivate new business ideas, form venture teams, evaluate the opportunities, and design a firm to bring the ideas to life. At the end, each venture team produces a business plan.
Course equivalencies: X-ENTR 481/MGMT 481
Outcomes:
The students learn how all major functions of a business come together in a new venture; This course will help those who might want to start their own business in the future; It will also help those who will work for existing companies by encouraging them to think more strategically and creatively about business

ENTR 482 Entrepreneurial Marketing (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment, and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas.
Course equivalencies: X-MGMT 482/ENTR 482

ENTR 483 Strategic Entrepreneurship and Innovation Management (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course will focus on the application of strategic management tools to entrepreneurial situations with an emphasis on the early stages of new venture creation. We will discuss how new opportunities are discovered, how inventions are turned into innovations, and how societal value is created throughout this process.
Course equivalencies: X-MGMT 483/ENTR 483
Outcomes:
At the end of this course, you will be able to: Recognize and discover entrepreneurial opportunities; Manage the creation and appropriation of the value generated by innovations; Apply analytical and critical thinking skills in an uncertain business environment; Apply your learning in a real-life project

ENTR 499 Special Topics in Entrepreneurship (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Environmental Science (ENVS)

Discover, search, courses (p. 2661)!

ENVS 101 The Scientific Basis of Environmental Issues (3 Credit Hours)
The foundational course in science is predicated on the view that understanding environmental issues and their underlying scientific principles will occupy a central role in our students' lives and will be critical in their development as informed and participating members of society. The overarching strategy of the course will be to frame environmental science in terms of a series of interacting systems to allow students to analyze a variety of environmental issues. This is a foundational Tier I class; it is prerequisite to all Tier II science core classes.
Knowledge Area: Foundational Scientific Knowledge
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
1) Describe scientific principles underlying the causes, consequences, and approaches to mitigation of ongoing environmental crises related to biodiversity, water, agriculture, energy, and climate change; 2) Apply the scientific method to collect, analyze, and interpret data relevant to biodiversity, water, agriculture, energy, and climate change and other scientific topics encountered in their lives; 3) Assess the accuracy of scientific information in different contexts and communicate it effectively to different audiences; 4) Understand sustainability and environmental solutions through an integral ecology lens

ENVS 137 Foundations of Environmental Science I (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Environmental Sustainability major and minor programs
This course will introduce concepts that form the basis of environmental science, including elemental cycling, energy flow/transformation, and the interconnectivity among atmosphere, lithosphere, hydrosphere and biosphere, and within ecosystems. Ways in which knowledge of these concepts informs policy, management and social perception to produce positive change will also be examined.
Course equivalencies: ENVS 101 / ACISC 101 / ENVS137
Outcomes:
Recognize interconnections among scientific disciplines and how their principles are used to investigate and address environmental issues; Understand physical, chemical, and ecological principles underlying environmental science and how these interact

ENVS 200 Environmental Careers and Professional Skills (1 Credit Hour)
Pre-requisites: ENVS 101 or ENVS 137; Restricted to Majors and Minors in the School of Environmental Sustainability at the Sophomore level or above
Introduction to environmental professions and determining skills and individual traits best suited for professions in policy, science, business, community organizing, etc. Begin developing a professional network.
Outcomes:
Select appropriate internships, curriculum, projects to enhance knowledge, skills and experience; develop job hunting and communication skills specific to environmental fields, including resumes, cover letters, presentations

ENVS 203 Environmental Statistics (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability
This course introduces basic statistics from probability through multiple regression, employing computer programs with ecological, environmental, and relevant social science examples and data sets.
Outcomes:
Programming/spreadsheet skills; data structure practices and diagnosis; data visualization; appropriate test selection; test execution and interpretation; introduction to qualitative data analysis

ENVS 204 Gender, Health & Environment (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Exploration of connections between social justice and environmental health using scientific tools of analysis. Focus on experiences of those at intersection of marginalized social locations. Issues include impacts of modern disposable culture and how socially constructed gender roles affect exposure to environmental health risks while biological sex shapes their impacts.
Interdisciplinary Option: Bioethics
Outcomes:
Understanding the web of causality (relationships among scientific, medical, ecological, cultural, behavioral, economic, political, and ethical dimensions) of environmental health problems and how to ameliorate the disproportionate burden of risk

ENVS 207 Plants and Civilization (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Examines the structure, function, ecology, and diversity of plants, their importance to human civilization, and the impact of societal decisions regarding their use and exploitation.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will demonstrate an understanding of the critical role of plants in the biosphere, their physiological processes, adaptations for specialization, and linkages to humans including agriculture, pest control, and extraction/use of plant-derived products

ENVS 215 Ornithology (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101
An introduction to the biology of birds including the topics of anatomy, physiology, behavior, ecology, and evolution. Includes some field trips to learn how to identify species and to collect behavioral information.
Outcomes:
Students will demonstrate an understanding of the biology of birds and be able to identify some of the commoner species of birds in our area

ENVS 218 Biodiversity & Biogeography (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course covers the creation and maintenance of biodiversity across taxonomic, temporal and spatial scales. It will provide an overview of the history of biogeography, increase understanding of the evolutionary processes that create biodiversity, the influence of biodiversity on ecosystem services, and the rapid biodiversity loss resulting from human actions.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will gain knowledge of and appreciation for the biodiversity of life, its formation through the process of evolution, and the importance of biodiversity to ecosystem function and human welfare

ENVS 220 Conservation Genetics (3 Credit Hours)
Students will gain foundational knowledge of population genetics principals. Throughout the course we will apply the population genetics principals to conservation issues and case studies to gain skills in conservation and management. Students will also evaluate several natural mechanisms of evolutionary change as well as evolutionary responses to anthropogenetic change.
Outcomes:
Learn foundational theories in population genetics; Apply population genetics theory to issues in conservation biology; Understand tools and interpret data sets in conservation genetics; Analyze and disseminate literature in the field of conservation genetics; Gain hands on experience with genetic techniques and analyses

ENVS 223 Soil Ecology (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces the properties, functions, and conservation of soil. Topics include belowground ecosystem services, soil biodiversity, biogeochemical cycles, and conservation, human impacts to soils, and the socioeconomic implications of soil degradation. Lectures, laboratory/field soil testing, field trips, and presentations by experts in sustainable soil management are employed.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will understand the properties, functions and methods of conservation/remediation of soils, learn how human activities affect soils and associated socioeconomic consequences, and develop analytical skills to assess soil health

ENVS 224 Climate & Climate Change (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to basic principles and knowledge to explain climate change. Students will learn about natural and anthropogenic causes of climate change, the interactions between earth-atmosphere-ocean systems, climate feedback mechanisms, and impacts of climate change on the natural physical environment.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will develop cognitive and mathematical skills to draw valid, logical conclusions regarding various observed phenomena such as observed changes in the climate system and observed impacts of climate change

ENVS 226 Science & Conservation of Freshwater Ecosystems (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Freshwater ecosystems are threatened by water extraction, pollution, invasive species, and many other pressures. This course covers physical, chemical, and biological processes in freshwaters, and the benefits that humans derive from these ecosystems. Major issues for conservation will be covered at global and Great Lakes scales.
Interdisciplinary Option: Bioethics, Urban Studies
Outcomes:
Students will gain understanding of different types of freshwater ecosystems, their functioning and importance for human societies, and the range of pressures they currently face

ENVS 230 Feeding the Planet: Global Perspectives on Sustainability, Culture and Food (3 Credit Hours)
Cross-cultural policies, practices, and beliefs about the production, preparation, consumption, and distribution of food vary widely. This course examines food in historical, political, social, and cultural contexts around the globe. It is divided into four sections that require students to apply concepts in food studies to international case studies and global examples: Cross-Cultural & Global Perspectives on Food; Culture, Identity, and Food; The Political Economy of Food; and Social, Cultural, Political, and Economic Responses to Hunger. Course topics include subsistence patterns and cultural patterns of food preparation and consumption; cultural practices involving food preferences and taboos; the globalization of foods and cuisines; labor practices in industrial agriculture; alternative economies of food; global policies and practices developed to eliminate hunger and malnutrition; the use/misuse of global food aid, and others.
Outcomes:
Explain the rationales of cross-cultural beliefs and practices of our own and others' foodways; Apply interdisciplinary perspectives to analyze the historical, cultural, and political roots of social phenomena and world problems involving food and society; Assess various dimensions of the forms and mechanisms of oppression, discrimination, or privilege in global and local food systems; Investigate coalitions and key ideas, past and present, which address and advocate for economic and social justice in the food system

ENVS 237 Foundations of Environmental Chemistry (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; Restricted to BA majors in the School of Environmental Sustainability
This course is the second in a three-course sequence required of all ENVS BA majors. These courses provide the basic scientific grounding needed to intelligently discuss environmental issues and to prepare students for more advanced study on the environment. ENVS 237 focuses on the physical and chemical science needed to understand environmental processes. Students will build their quantitative skills in evaluating energy and chemical transactions that impact our environment.
The course will also work on building skills in interpreting scientific information, including using academic peer-reviewed journal articles.
Outcomes:
Be able to quantitatively assess environmental systems and anthropogenic processes that impact the environment; Gain understanding of the physical and chemical processes of environmental systems to be able to describe global climate dynamics, chemical reactions that contribute to environmental issues, the energetics of different energy sources, and technological aspects of alternative energy sources; Appreciate the importance of chemistry and physics as applied to different environmental issues and used by different environmental fields

ENVS 238 Foundations of Environmental Science Lab (1 Credit Hour)
Pre-requisites: ENVS 237 (pre- or co-requisite); Restricted to BA majors in the School of Environmental Sustainability
A lab course designed to be associated with ENVS 237, this course is designed to introduce all ENVS majors to lab safety, basic lab techniques such as use of balances and microscopes, data analysis, and the application of these techniques to the study of environmental science.
Outcomes:
Students will understand and demonstrate safe lab practices and learn to use basic lab equipment to take and analyze environmental science data

ENVS 260 Environmental Journalism (3 Credit Hours)
Pre-requisites: Department Consent Required
The mission of environmental journalism is to raise public awareness about environmental news and issues. It is about being ethical, accurate, fair, and clear, whether reporting, investigating, or advocating for change.
Course equivalencies: X-ENVS 260/ COMM 260
Outcomes:
Students will be able to find, report, and present challenging stories around this topic, in print and in broadcast writing

ENVS 267 Bird Conservation and Ecology (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 102
This engaged-learning course provides an introduction to the theory and practice of avian conservation, ecology and management. Field trips for viewing birds in the wild, observing behavior and collecting data on habitat assessments are highlighted. Students participate in a community service project to gather data for avian conservation and management
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and some bird monitoring techniques, and demonstrate an understanding of the many facets of bird conservation

ENVS 273 Energy and the Environment (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101, Please check requirements for declared majors/minors for exceptions
The concept of energy developed from antiquity through the present day and applied to national and worldwide energy use patterns, the technologies supporting their use, as well as the societal impact and environmental consequences of energy usage.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and methods of inquiry; Students will demonstrate an understanding of critical concepts and knowledge, including heat and energy, the laws of thermodynamics, and current and future technologies and their impact

ENVS 274 Chemistry of the Natural Environment (3 Credit Hours)
Pre-requisites: ENVS 137, MATH 118 and CHEM 160; Restricted to Majors and Minors in the School of Environmental Sustainability
Environmental Chemistry is the study of how materials move through the environment and interact within different environmental systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. In this course, we will use this approach to better understand the chemical and physical reactions taking place and their equilibrium in the natural environment on Earth. The course will investigate these chemical and physical interactions in the three unique environmental compartments of the atmosphere, hydrosphere, and the soil environment, where the lithosphere and biosphere overlap, as we learn more about the materials and reactions that make up the natural environment. Students will utilize problem solving to explore the materials and reactions of the major compartments.
Interdisciplinary Option: Bioethics
Outcomes:
Apply key equations, concepts, and physical laws relevant to environmental chemistry to analyze how materials move through the environment between different environmental compartments (atmosphere, hydrosphere, lithosphere, biosphere); Quantitatively assess materials in air, water, soil, and cells across a range of scales appropriate in environmental science, from the microscopic to the global range; Describe underlying ecosystem functions that establish the chemistry of natural waters, air, and soil

ENVS 275 Chemistry of the Environment Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and (CHEM 102 or CHEM 161); ENVS 274 as pre- or co-requisite; Restricted to Majors and Minors in the School of Environmental Sustainability
Basic techniques for chemical analysis of environmental samples, including air, water and soil. Learn to use electronic data acquisition systems and further develop scientific writing skills.
Outcomes:
Plan experiments, develop good lab techniques, conduct accurate chemical analyses on environmental samples, interpret chemical data, short and long reports describing work and interpreting significance of results

ENVS 276 Chemistry of Environmental Pollution (3 Credit Hours)
Pre-requisites: ENVS 137, CHEM 160, MATH 118, and SES Major
Environmental Chemistry is the study of how materials move through the environment and interact within different environmental systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. In this course, we will use this approach to better understand the chemical and physical reactions that influence the transport and fate of chemical pollutants in our environment. This course will identify major sources of environmental pollutants and technologies for source pollution control as well as understanding how pollutants move through the environment to potentially impact ecosystems and human health. The course will cover pollutants in all environmental compartments including air pollution from combustion sources, water quality issues and water treatment, and soil pollutants with a focus on agrochemicals and their impact on both soil environments and groundwater.
Outcomes:
Apply key equations, concepts, and physical laws relevant to environmental chemistry to analyze how pollutants move through and between different environmental compartments (atmosphere, hydrosphere, lithosphere, biosphere); Describe underlying chemistry of technologies and policies that would address key sources of major pollutants; Be able to utilize physical chemical properties of pollutants as a tool for assessing their persistence and potential to do harm in natural ecosystems

ENVS 278 Hydrology (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Study of processes which cycle water between oceans, atmosphere, and land surface. This course examines precipitation, evaporation, infiltration, transpiration, groundwater and surface water flow. Understanding these processes is fundamental to managing our resources in the face of mounting environmental challenges and natural resource pressures.
Outcomes:
Understanding of key physical processes and multidirectional complex interactions between different components of the water cycle; ability to apply fundamental equations of conservation to quantify flows

ENVS 279 Climate and History (3 Credit Hours)
Pre-requisites: Department Consent Required
Explores the role of climate in history, from the emergence of homo sapiens to recent anthropogenic climate change. Major topics include the social impact of climate variability, sources of resilience, origins of scientific knowledge, and the use of historical knowledge in the present.
Course equivalencies: X-HIST279E/ ENVS279
Outcomes:
Students will analyze examples of climate shaping history, learn different ways that scholars have treated this relationship, and reflect on how this knowledge might be useful today

ENVS 280 Principles of Ecology (3 Credit Hours)
Pre-requisites: (ENVS 101 or ENVS 137) and (ENVS 237 or CHEM 101 or CHEM 160); Restricted to Majors and Minors in the School of Environmental Sustainability
The purpose of this course is to foster an in-depth understanding of ecology, the study of relationships between organisms and the environment at organizational scales ranging from genes, individuals, and populations to communities, ecosystems, and landscapes. Topics include population dynamics, species interactions, community dynamics, food webs, ecosystem functions, and landscape ecology with a strong emphasis on scientific inquiry and data interpretation.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand key concepts and principles concerning ecological processes in nature at the gene, individual, population, community, ecosystem and landscape scales and apply knowledge of ecological concepts to current environmental challenges

ENVS 281 Environmental Sustainability & Science in China (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
This course provides students with an understanding of how sustainable systems work and how the structure and function of these systems is altered by human activities. Students will gain first-hand experience studying environmental issues in China, including air pollution, loss of biodiversity, energy, and climate change, through lectures & field trips to China.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Chinese Language & Culture
This course satisfies the Engaged Learning requirement.
Outcomes:
a) Describe the characteristics of subtropical climate and ecosystems; b) Explain the interactions between human activities and the environment in China; c) Discuss China's approaches to environmental protection and economic development; d) Recognize the interconnectedness of natural systems, including the role of humans within them; e) Work effectively with people from diverse backgrounds, both individually and in teams, and communicate findings effectively in writing and speech

ENVS 283 Environmental Sustainability (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Examines the impact of humans as consumers on the environment and how these interactions affect the probability of establishing sustainability for human and non-humans on Earth.
Knowledge Area: Tier 2 Scientific Knowledge
Interdisciplinary Option: Bioethics, Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning and methods of inquiry, and demonstrate an understanding of knowledge critical to the field including current human consumptive practices and their effects on the health and well-being of living organisms

ENVS 284 Environmental Justice (3 Credit Hours)
This course examines how policy interacts with race and class to affect differentially people's access to a clean, safe, productive environment. Reviews history of the environmental justice movement, and community, policy, and legal responses. Develops students' ability to work across diverse social groups to advance environmental justice and sustainability.
Interdisciplinary Option: Bioethics
Outcomes:
Describe the history, central aims, practices, and continuing evolution of modern-day environmental justice movements; Identify theories of justice underlying environmental justice movements; Analyze structures and processes of inequality, exclusion, colonization, capitalism, and speciesism as they relate to environmental degradation; Describe how communities build power to address environmental injustices; Reflect upon your own social positionality and consider the value of environmental justice theory and action for your own life

ENVS 285 Eco-spirituality (3 Credit Hours)
Eco-spirituality is an emerging field in ecology, conservation, and religion that recognizes the spiritual component of environmentalism and Earth stewardship. This course explores how ecological efforts are enhanced by including a spiritual dimension and spirituality and religion must include awareness and engagement with ecology and ecological issues.
Outcomes:
1) Draw connections between ecology, spirituality, and Loyola¿s mission; 2) Implement tools and practices that foster personal awareness and reflection; 3) Demonstrate how reflection leads to necessary action

ENVS 286 Principles of Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 203 and (ENVS 238 or CHEM 111 or CHEM 161) and ENVS 280 (pre- or co-requisite); Restricted to BA Majors in the School of Environmental Sustainability
This course will allow students to develop experience and skills employed in ecological studies, with an emphasis on field work, laboratory analysis, and hypothesis testing. Topics for lab exercises will correspond closely with material from Ecology (ENVS 280) lecture. Course does not satisfy requirements for BIOL major.
Outcomes:
Students will understand basic ecological principles, apply these to design experiments, develop skills in data analysis and interpretation, and learn techniques used to characterize ecosystem properties and human environmental impacts

ENVS 286S Principles of Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 203 and (CHEM 111 or CHEM 161) and ENVS 280 (pre- or co-requisite); Restricted to BS Majors in the School of Environmental Sustainability
Course content includes lab skills and analytical techniques commonly employed in ecological studies; emphasizes sampling, research design, field work, laboratory technique, data analysis, project development, hypothesis testing, and scientific report writing.
Outcomes:
Understand ecological principles, apply knowledge to ecological experiments, observational studies, and entry-level mathematical models; assess biotic responses to the abiotic environment and to anthropogenic impacts

ENVS 288 Applied Interdisciplinary Data Analysis (3 Credit Hours)
Pre-requisites: (ENVS 280 or BIOL 265) and (STAT 103 or STAT 203)
Restricted to students in SES majors. This course teaches students to approach environmental problem-solving from a systems perspective by understanding the complex adaptive nature of socio-ecological. It introduces analytic techniques used in the natural/social sciences, and provides opportunity to analyze and connect data from various disciplines (e.g., ecology, economics, sociology) to address pressing environmental concerns.
Outcomes:
Students will be able to describe characteristics of complex adaptive systems, become familiar with analytical approaches suited to different sub-disciplines, and apply numerous analytical techniques to real data sets

ENVS 297 North American Environmental History (3 Credit Hours)
Pre-requisites: Department Consent Required
This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.
Course equivalencies: X-ENVS297/HIST297E
Outcomes:
Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills

ENVS 298 Special Topics (1-12 Credit Hours)
Specific titles and contents vary from semester to semester. Variable credit hours.

ENVS 298L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes lab component.

ENVS 300 Introduction to Public Health (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
Public health is the science of preventing disease and protecting and promoting the health of populations and communities. Through interactive exercises and application of concepts, this course considers its history; ethical principles; scientific foundation and tools; biomedical bases; socioeconomic and behavioral factors; environmental issues; and relationship to medical care.
Course equivalencies: X -PUBH 300/ ENVS 300
Outcomes:
Describe the history, core concepts, functions, and methods of public health; Define health disparities and explain how they are produced; Synthesize public health information and communicate it effectively

ENVS 301 Environmental Health (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
This course is designed as an introduction to the field of environmental health, including regulations, research, disease prevention, and advocacy.
Interdisciplinary Option: Bioethics
Course equivalencies: X-ENVS301/PUBH301/MBPH401
Outcomes:
Students will be able to outline approaches for assessing and controlling environmental hazards that affect community health and discuss major local, national, and global health challenges

ENVS 303 Introduction to Epidemiology (3 Credit Hours)
Pre-requisites: Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing; Department Consent Required
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including design and measures of association. This course will be taught as an online course combined with an intensive interactive session with faculty and students one weekend in Spring.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403

ENVS 310 Introduction to Environmental Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137
This introduction to environmental law surveys some critical federal environmental statutes, rules, and regulations in the United States; important case law decided under those statutes; interaction between federal, state, and local jurisdictions; and impacts on air, land, water, and natural resources.
Outcomes:
Understands how the natural environment is controlled, managed and promoted through the legal system

ENVS 311 Natural Resources and Land Use Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
Focus on legal and policy processes used to govern pollution, water use, endangered species, toxic substances, and environmental impact and risk.
Outcomes:
Students will understand how the natural environment is controlled, managed and promoted through the legal system and how land use laws and policy impact social and economic issues

ENVS 312 Water Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
This course looks at how the law allocates and protects one of our most crucial natural resources -- water. Understanding development and regulation of water ownership and use and how those decisions impact current environmental and socio-economic issues.
Outcomes:
Understand how key laws and policies impact protection and use of water in the United States; understand key legal concepts that shape the management of our water resources

ENVS 313 Energy Law & Policy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; and ENVS 310 (recommended)
This course looks at the laws that shape traditional energy production and the growing regulation of renewable and sustainable energy.
Outcomes:
Understand how key laws and policies impact production and use of energy; and how energy is controlled by federal and local regulations and policies

ENVS 316 Energy and Power Systems (3 Credit Hours)
Pre-requisites: Junior or Senior standing; MATH 118
This course introduces the fundamental concepts of energy and power systems, covering essential principles, grid components, and generation technologies through a multidisciplinary lens. Students will explore current and future challenges in energy systems by applying mathematical tools, software, and programming to analyze the topics covered.
Outcomes:
Comprehend Basic Energy and Electrical Concepts: Explain the fundamental principles of electricity, energy, power, voltage, current, and resistance; Differential Generation Technologies: Compare and contrast conventional and renewable generation technologies, and assess their environmental, economic, and social impacts; Understand Grid Operations: Explain the basics of power flow analysis, load balancing, and grid operation; Analyze Energy Markets and Pricing: Discuss how electricity markets function, how electricity is priced, and how the grid is managed; Assess Further Grid Challenges: Evaluate the challenges of integrating renewable energy sources, managing load shifting, and electrifying other sectors, while considering social and equity implications; Apply Long-Term Grid Planning Tools: Identify and apply tools and methodologies used in generation expansion planning, and assess strategic considerations for achieving long-term goals in energy systems

ENVS 320 Conservation Biology (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266
Students will learn to apply ecological and evolutionary biological principles to the preservation of wild plant/animal species, and to the preservation/management of ecosystems. Conservation approaches and challenges for all types of ecosystems, will be covered, with emphasis on contemporary threats to biodiversity, including habitat fragmentation, invasive species, and climate change.
Outcomes:
Students will understand how the science of ecology can be used to address issues in species/ecosystem conservation, and recognize that consideration of human actions is essential to address conservation problems

ENVS 321 Conservation Biology Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266; and ENVS 320 (pre- or co-requisite)
Students will apply principles learned in ENVS 320 to conservation problems in the Chicago region and elsewhere, through visits to conservation sites and discuss concerns/initiatives with land managers and policy makers. They will develop skills in species identification, ecosystem delineation and description, and the use of field equipment and methods.
Outcomes:
This course will provide practical field and lab experience in population, community and ecosystem conservation; Students will learn how the principles of Conservation Biology are applied, and the associated challenges

ENVS 322 Invasive Species (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
Invasive species are one of the greatest global threats to biodiversity, ecosystem function, economies, and human health. Species become invasive when moved beyond native range, become established, and cause harm. This course covers how species are moved, how and when they become established, and potential harm they can cause.
Outcomes:
Understanding that because invasive species are moved by humans, and because many of their impacts are felt by humans, they are an inherently multi-disciplinary problem

ENVS 323 Environmental Microbiology (3 Credit Hours)
Pre-requisites: BIOL 101, BIOL 102, CHEM 101, and (CHEM 102 or ENVS 274)
This course introduces the significant role of microorganisms in numerous environmental and human-engineered processes. It covers microbiology and its basic methods to orient students to this field of science and the importance of microbial diversity relevant to agriculture, public health, and ecological restoration.
This course satisfies the Engaged Learning requirement.
Course equivalencies: ENVS 323/ENVS 423
Outcomes:
Students will learn to isolate and characterize environmental microorganisms; Students will investigate the role of microorganisms in nutrient cycling, remediation of soils, and transmission of existing and emerging pathogens

ENVS 324 Climate Science (3 Credit Hours)
Pre-requisites: ENVS 224 and MATH 118
The focus of this course is Earth's climate system, including the role of the atmosphere, ocean, cryosphere and land-atmosphere interaction. This course digs deeper into the physical principles underlying climate processes, energy balance, feedback mechanisms, climate variability and climate dynamics, including large-scale atmospheric and ocean circulation. This course will discuss recent climate change, and projections for future climate scenarios. Students will have hands-on experience with practicing climate modelling tools, analyzing climate data, and exploring current research in climate science. Thus, this course will involve quantitative analysis and will reinforce students' reading, writing, and public-speaking skills through the class project on climate change.
Outcomes:
Understand Earth's Climate Systems: Students will gain an in-depth understanding of Earth's climate system, including the atmosphere, ocean, cryosphere, and land-atmosphere interactions, as well as the physical principles underlying climate processes such as energy balance, feedback mechanisms, and climate variability; Develop Quantitative Analysis Skills: Students will engage in quantitative analysis through climate modeling tools and data interpretation, enabling them to critically analyze climate data and understand large-scale climate dynamics like atmospheric and ocean circulation; Evaluate Climate Change Impacts and Projections: Students will explore recent scientific developments in climate change, assess current climate change impacts, and understand projections for future climate scenarios, preparing them to engage in informed discussions and decision-making related to climate policy and research; Enhance Communication and Research Skills: Through scientific paper reviews and presentations, students will enhance their ability to critically evaluate research, improve their public-speaking skills, and effectively communicate scientific findings to peers, fostering collaboration and scientific literacy

ENVS 325 Sustainable Agriculture (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
This course provides an introduction to the environmental, social, and economic implications of sustainable agriculture. Students will learn the origins, major concepts, and current issues of sustainability in agriculture. Ecological concepts and principles applied to manage sustainable food production to support community health and economic justice will be explored.
Outcomes:
Students will be able to explain the characteristics of the US agricultural system, the inter-relation among components of sustainable agriculture, and steps necessary to develop a sustainable agricultural system

ENVS 326 Agroecosystems (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266; and ENVS 223 (recommended)
In this hands-on course, students will build knowledge and skills in agriculture and ecology through work in greenhouse, laboratory, classroom, and field settings. Students will build on foundations of Environmental Science and Biology by examining challenges of food production, management decisions, and environmental change facing agroecosystems both locally and abroad.
Outcomes:
Students will develop understanding of agricultural systems as related to sustainable practices, develop skills in ecological analysis of these systems, and demonstrate proficiency in communicating scientific information to diverse audiences

ENVS 327 Food Systems Analysis (3 Credit Hours)
Pre-requisites: ENVS 203
This course links conceptual and practical considerations of food-system assessment and develop a base of tools for practitioners. It examines major elements of the assessment process: systems thinking and conceptual frameworks; the food system from consumer and producer perspectives; identifying leverage points that might be influenced to affect positive change.
Outcomes:
Students will understand inter-relationships among environment, food supply, markets, American diets, and health, learn to analyze assessment methods for food-system sectors, and examine conceptual frameworks for food-system analysis

ENVS 330 Restoration Ecology (3 Credit Hours)
Pre-requisites: ENVS 280 and ENVS 286/s; or BIOL 265 and 266
This course provides a theoretical and practical basis for the increasing global efforts to reverse damage caused by humans to ecosystems and species, emphasizing the many perspectives (e.g., ecological, social, political, engineering) that must be considered to develop, implement, and assess restoration projects across a range of ecosystem types.
Outcomes:
Students will apply knowledge from ecology and other disciplines to the practice of ecosystem restoration, and learn to integrate information from multiple disciplines, and stakeholder input, to design/manage restoration projects

ENVS 331 Restoration Ecology Lab (1 Credit Hour)
Pre-requisites: ENVS 280 and 286/s; or BIOL 265 and 266; and ENVS 330 (pre- or co-requisite)
Students will apply principles learned in ENVS 330 to restoration sites in Chicago and beyond. They will visit restoration sites and discuss strategies and initiatives with land managers and policy makers. Students will develop skills in ecological-site description, and in the analytical methods required to determine success of restoration projects.
Outcomes:
Students will gain an understanding of how the science of restoration ecology is applied in practical settings and learn methods used in restoration and assessment of actual restoration projects

ENVS 333 Introduction to the Circular Economy (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
This course introduces principles and concepts of a circular economy that can support a more sustainable future. The course reviews circular design, materials management, business models, supply chains, policy, financing, metrics, and applications. This course may include speakers and/or field trips to learn about companies with circular business practices.
Outcomes:
Explain circular economy; identify applications of circularity; understand role of policy, finance, and design in system-wide change; understand social, environmental, economic impacts of linear economic system

ENVS 335 Ecological Economics (3 Credit Hours)
Pre-requisites: ECON 201 or ECON 202
Ecological Economics is a trans disciplinary course that takes a systems approach to the relationship between planetary stewardship, social justice, and the economy to design a prosperous and desirable future for humans on a finite planet. Ecological economics fuses economic theory and sustainability science to generate new solutions for today's challenges. Topics include sustainable scale, just distribution, efficient allocation and relationships between economic and ecological systems.
Outcomes:
Understanding of ecological economics history, conceptual foundations, principles, tools, indicators, and applications

ENVS 336 Design for Circular & Sustainable Business (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. Understand and apply: (1) circular design methods (2) biomimicry design methods; and (3) human-centered design (design thinking) methods.
Outcomes:
Understand the role of design in creating a sustainable future

ENVS 338 Climate Change and Human Health (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; Restricted to Majors and Minors in the School of Environmental Sustainability; Junior or Senior Standing
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing.
Outcomes:
1) Outline fundamental public health concerns that have been associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

ENVS 340 Natural History of Belize (3 Credit Hours)
Pre-requisites: For SES majors and minors, ENVS 101 or ENVS 137; For BIOL majors and minors, BIOL 102 and BIOL 112; For ANTH or GLST majors and minors, Junior or Senior Standing
This Study Abroad field course is designed to build on the foundations learned in Ecology, Environmental Science, and Anthropology classes by examining the biodiversity and tropical ecosystems of Belize, by exploring the cultural traditions of some of its peoples, particularly the Mayans; and learn how local communities are involved in protecting and sustaining ecological and natural sites through community based conservation and sustainability practices.
This course satisfies the Engaged Learning requirement.
Outcomes:
Provide a working understanding of the structure, function, and ecology of tropical ecosystems; their importance to local communities; and the social dimensions of environmental issues, especially those related to justice

ENVS 344 Ecuadorian Ecosystems: Geography, Diversity, and Conservation (3 Credit Hours)
Ecuador is aptly known as "The Country of Four Worlds" due to its four distinct biogeographical landscapes: the Andean highlands, Amazonia, Coastal Region, and the Galapagos Islands. This immersive field-based course will take students to three of these four regions. Class begins during spring semester where students will learn the foundations of the natural history of Ecuadorian Ecosystems. The course then follows with a 3-week field component. Travel will begin in the Andean capital of Quito, from there we will venture to the heart of the Amazon within Yasuni Biosphere Reserve, next we move to the Andean Cloud forests, and finally, the course finishes in the world-famous Galapagos Islands. This course is designed to provide tangible, real-world exposure to the biology and ecosystems of Ecuador.
This course satisfies the Engaged Learning requirement.
Outcomes:
Develop a working understanding of the geographical diversity and distinction of three ecosystems: Andean highlands, Amazonia, and the Galapagos Islands; Develop a working understanding of the unique biota and endemic species of Ecuador and the complexity of the environments that gave rise to these organisms; Learn field techniques and monitoring for understanding ecological condition and species: behavioral monitoring, transects/plots/quadrants, and GPS points/tracking; Develop a working understanding of conservation methodology, especially which techniques have worked for each ecoregion and how conservationists, ecologists, government officials, and local people can do more to preserve the species and habitats of Ecuador; Learn and appreciate cultures of the Ecuadorian people while expanding one's own worldview, tolerance and acceptance

ENVS 345 Conservation and Sustainability of Neotropical Ecosystems (3 Credit Hours)
Pre-requisites: BIOL 265 or ENVS 280; Instructor Consent Required
This course provides an introduction to conservation ecology in Neotropical ecosystems via classroom sessions and experiential learning activities during a Spring-Break field trip to Belize. Students will gain experience in environmental monitoring and biological survey methods. Ecosystems studied: coral reefs, mangrove forests, subtropical rain and dry forests, savannas, rivers, wetlands.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain an understanding of tropical climates, neotropical terrestrial/aquatic ecosystems and applied conservation and environmental practices such as nature reserve design and management, community-based resource management, ecotourism, and ecoagriculture

ENVS 350A Solutions to Environmental Problems: Water (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Water' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to water and then develop and implement projects that address the problem on campus and in the local community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop understanding of water-related environmental problems, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 350B Solutions to Environmental Problems: Biogas (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Biogas' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to biogas production, processing and transport and then develop and implement projects that address the problem on campus and in the local community.
Outcomes:
Students will develop understanding of environmental problems related to biogas, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 350C Solutions to Environmental Problems: Climate Action (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; and ENVS 224 (recommended)
Consideration of environmental, political, economic, historical, and cultural contexts of climate change. Examination of actions occurring at varying geographic scales to mitigate and/or adapt to climate change impacts. Problem- and solution-based learning of how to invest resources effectively to deal with a changing climate and its consequences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Develop understanding of environmental problems related to climate change, demonstrate skills/knowledge needed to address those problems and recognize/articulate future possibilities for environmental leadership/civic engagement

ENVS 350F Solutions to Environmental Problems: Food Systems (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
'STEP. Food Systems' is an interdisciplinary and hands-on course in which students learn about a relevant and complex environmental problems pertaining to food production, processing and transport and then develop and implement projects that address the problem on campus and in the local community.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop understanding of environmental problems related to food systems, demonstrate skills/knowledge needed to address those problems, and develop skills to recognize/articulate future possibilities for environmental leadership and civic engagement

ENVS 351 Introduction to Sustainability Concepts & Impacts (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
Examines environmental, economic, social and political impacts of sustainable practices on general public and global and local organizations. Provides students with understanding of importance to corporations and other entities of measuring, monitoring, and reporting resource use to customers and stakeholders.
Outcomes:
Explaining basic concepts of sustainability and how they relate to operations and goals of institutions and organizations; interaction of social, economic, and ecological systems to influence sustainability challenges and solutions

ENVS 352 Sustainability Assessment & Reporting I (3 Credit Hours)
Pre-requisites: ENVS 351
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of energy, air, buildings and transportation.
Outcomes:
Ability to assess and report sustainability metrics related to energy, air, buildings, and transportation

ENVS 353 Sustainability Assessment & Reporting II (3 Credit Hours)
Pre-requisites: ENVS 351
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of water, land, food and waste. Environmental and social impacts of water use and sources, land use practices, food sourcing and production, and waste production and recovery.
Outcomes:
Ability to assess and report sustainability metrics related to water, land, food, and waste

ENVS 354 Sustainability Plan Development & Reporting (3 Credit Hours)
Pre-requisites: ENVS 351, ENVS 352, and ENVS 353
Capstone course in the four course sequence on Sustainability Assessment & Planning. Using concepts and methodology to create a comprehensive sustainability plan including stakeholder engagement, life cycle analyses, set resource baselines, short- and long-term sustainability goals, budgets and draft sustainability plan for a representative entity.
Outcomes:
Learn best practices to inspire and engage partners and stakeholders to advance environmental sustainability in different types of organizations; Ability to create a comprehensive sustainability plan for organizations and institutions

ENVS 363 Sustainable Business Management (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
Course introduces students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, ethical, and business cases for adopting sustainability. This course fulfills a MGMT elective.
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

ENVS 367 Mammalogy (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265
This course will focus on the ecology, evolution, behavior, and conservation of the class, Mammalia. Students will gain insight how this unique group evolved over time and became the dominate lineage over the Tertiary period. Furthermore, we will investigate how mammals hold special social and cultural relationship with humans, and why we have such complicated relationships with mammals, from revering them in religious contexts, to keeping them in our homes, to consuming them as nutrition.
Outcomes:
Working knowledge and mastery of the traits, evolutionary timescale, ecology, and conservation of mammals; Students will also gain experience collecting data (on museum samples as well as observations of living samples) to learn current techniques scientists and conservationists use to advance our understanding of this group

ENVS 369 Field Ornithology (3 Credit Hours)
Pre-requisites: (ENVS 280, ENVS 286, and ENVS 286S) or (BIOL 265 and BIOL 266); ENVS 215 recommended
Field ornithology is an intensive 3-week engaged-learning course at the Loyola University Retreat and Ecology Campus during the peak of the migratory season intended to provide an introduction to the theory and practice of field ornithology. Emphasis will be on field identification and song recognition, census techniques, and avian behavior.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will become skilled in critical reasoning, field techniques, and scientific investigation that demonstrate an understanding of knowledge and techniques used in field ornithology

ENVS 380 Introduction to Geographic Information Systems (3 Credit Hours)
Pre-requisites: Junior or Senior standing
Geographic Information Systems (GIS) is a mapping tool that allows users to create interactive searches, analyze spatial information, edit data and maps, and present the results visually. The course includes lecture, laboratory, and project components. Students will learn basic GIS skills and applications and work on projects with community organizations.
Interdisciplinary Option: Urban Studies
Course equivalencies: ENVS380/ENVS480
Outcomes:
Describe the conceptual/theoretical and practical/technological background of GIS; Describe ethical issues germane to GIS; Prepare/analyze GIS data in research; Apply GIS in community-service projects

ENVS 381 Advanced GIS Applications (3 Credit Hours)
Pre-requisites: ENVS 380 and Restricted to Junior and Senior standing
Students in this course will learn tools required to solve complex environmental problems and gain experience with spatial analysis, network analysis, 3-D analysis, GIS modeling, geostatistics, and other ArcGIS extensions. Students will also learn about internet-based mapping for dissemination of spatial data.
Outcomes:
Understand various spatial relationship concepts and their applications; identify and address common methodological challenges; understand how to use spatial data to make sound arguments in spatial problem solving and planning/policy

ENVS 382 Remote Sensing (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101; Restricted to Juniors and Seniors
Science of obtaining information about objects or areas using data from remote sensors on satellites or mounted on aircraft that can detect energy reflected from Earth. Topics include data collection; digital image processing, assessment, evaluation, and enhancement; display alternatives and visualization; electromagnetic radiation principles and radiometric correction; and geometric correction.
Outcomes:
Understand concepts, data, and methods of remotely sensed geographic data; Learn how to obtain and analyze remote sensing data, produce thematic maps, learn landscape patterns, and methods to decipher them

ENVS 383 Human Dimensions of Conservation (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137 or BIOL 101
This course will increase student knowledge of the social, political, economic, psychological, and cultural dimensions that influence the success of conservation projects and develop skills in conducting human dimensions-inquiry using surveys, interviews, observation, and/or participatory methods. It will contribute to preparation for employment in the conservation field and/or graduate study.
Outcomes:
Students will understand the importance of treating the human dimensions of conservation problems with the same scientific rigor customarily given to the ecological dimensions

ENVS 384 Conservation Economics (3 Credit Hours)
Pre-requisites: ECON 201
Explores resource conservation issues using economic principles. Topics include management of forests, wildlife and mineral resources; the demand for parks and outdoor recreation; the debate between environmental preservation and conservation; valuation of ecosystem services; the economics of biodiversity and endangered species; and policies to promote conservation in agriculture.
Outcomes:
Students will learn how natural resource use is affected by economic values, how to critically evaluate natural resource management problems, and evaluate models of dynamic resource extraction and user preferences

ENVS 385 Introduction to Global Health (3 Credit Hours)
Pre-requisites: ENVS 101, ENVS 137, or BIOL 101
This course introduces students to epidemiological and policy aspects of global health with a focus on health disparities at the international level.
Interdisciplinary Option: Bioethics
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
Understand approaches to existing and emerging health problems and the relationships between health, poverty, and development

ENVS 386 Python Programming for GIS (3 Credit Hours)
Pre-requisites: Junior or Senior Standing
This course aims to provide students with a comprehensive understanding of Python programming for Geographic Information Systems. Through a combination of lectures, hands-on exercises, and projects, students will develop the skills necessary to leverage Python in GIS applications, automate geospatial workflows, and analyze spatial data. ENVS 380 pre- or co-requisite
Outcomes:
Understand Python programming language, loops and conditional statements; acquire a foundation knowledge of GIS; apply Python programming skills to perform spatial analysis; develop Python scripts to automate common GIS tasks

ENVS 387 Principles of Ecotoxicology (3 Credit Hours)
Pre-requisites: ENVS 280 or BIOL 265; and ENVS 274
This course will provide information on how pollutants affect ecosystems and how we might ameliorate their negative effects in our world. The emphasis of this course will be the fate and effects of pollutants in the ecosystem. The effects will be from molecular level to individual organism, community, and ecosystem levels.
Interdisciplinary Option: Bioethics
Outcomes:
This course will provide students with scientific knowledge in the cause and effects of pollutants in ecosystems and to prepare them for graduate study/future career

ENVS 389 Ecological Risk Assessment (3 Credit Hours)
Pre-requisites: ENVS 274 and ENVS 275
This course covers the area of potential effects of pollutants to ecosystems and practices on risk assessment for pollutants based on exposure and effect data in the literature. Different approaches for assessing the potential ecological impacts and risks of pollutants in support of environmental management will be discussed and practiced.
Outcomes:
Learn toxic effects of pollutants, acquire, organize, and synthesize monitoring and effect data using advanced analysis methods and skills in support of environmental impact and risk assessment via case studies

ENVS 390 Integrative Seminar (3 Credit Hours)
This course requires students to focus on a specific environmental issue or theme, integrating multidisciplinary perspectives, through individual or group presentations, discussion, and analysis of presentations by outside speakers.
Outcomes:
Students will demonstrate an understanding of the multi-faceted and interdisciplinary nature of environmental issues

ENVS 391 Environmental Research (1-3 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. Enrollment Conditions: Administrative Permission.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to design and carry out the research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391C Independent Environmental Research (Capstone) (3 Credit Hours)
Pre-requisites: Senior standing and Instructor Consent
Fulfills capstone requirement for SES majors. Through independent research experience, examine how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts. Research projects must use a multi-disciplinary perspective in analysis and interpretation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391K Independent Environmental Research (Capstone - L) (3 Credit Hours)
Pre-requisites: Senior standing and Instructor consent
Fulfills capstone requirement for SES majors. Through independent research experience, examine how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts. Research projects must use a multi-disciplinary perspective in analysis and interpretation. This version is used when funds must be drawn from a 'lab fees' budget line to conduct the research.
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 391L Independent Environmental Research-Lab (1-3 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. This version is used when funds must be drawn from a 'lab fees' budget line to conduct the research. Requires Administrative Permission to enroll.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to design and carry out research that is original and meaningful, including data collection, analysis, and interpretation

ENVS 395 Environmental Internship (3 Credit Hours)
Students seek out and engage in a semester- or summer-long internship with a civic, business, governmental, or academic group providing hands-on experience in work on environmental issues.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate, through daily activity logs and a comprehensive final report, a clear understanding of the environmental context and practical applications of their internship experience

ENVS 395C Environmental Internship (Capstone) (3 Credit Hours)
Pre-requisites: Senior standing and Department Consent
Fulfills capstone requirement for SES majors. Through internship experience, students reflect upon academic and extra-curricular activities in their degree program and learn how scientific, sociological, economic and political knowledge and perspectives interact and define environmental problems and solutions/mitigation efforts.
This course satisfies the Engaged Learning requirement.
Outcomes:
Guided reflection on relationship between coursework and internship experience, relate learning to specific activities and experiences in the internship, assess value of internship to future career plans

ENVS 398 Special Topics (3 Credit Hours)
Specific titles and contents vary from semester to semester.

ENVS 398B Environmental Science Topics for BIET Minor Capstone (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include biotechnologies, concepts of race and gender, the environment, reproduction, and others. This course number provides a cross-listed elective for Environmental Science students when the Bioethics capstone's topic is environmental.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and environmental science issues with regard to the special topic in environmental science

ENVS 398L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes lab component.

ENVS 399 Directed Readings (1-3 Credit Hours)
Pre-requisites: Instructor Consent
Directed by an ESP faculty member, students will read, analyze, and discuss a publications focusing on different aspects of a specific environmental issue or theme.
Outcomes:
Students will demonstrate comprehension of, and the ability to apply information from, scientific literature and be able to synthesize information to produce a cogent, synthetic analysis of their topic based on these readings

ENVS 401 Sustainable Systems - Natural Science Perspectives (3 Credit Hours)
This required core course provides an integrated overview of environmental science and sustainability which connect to sustainable development and ecological economics goals to define a just and safe space for the equitable distribution of life's essential re-sources that does not exceed the Earth's capacity to provide and replenish them. Restricted to GRAD students.
Outcomes:
Students will be able to make logical connections between environmental science and sustainability and evaluate data and primary literature in learning best practices for making evidence-based decisions

ENVS 402 Sustainable Systems - Social Science Perspectives (3 Credit Hours)
This required core course examines theoretical perspectives on and practical examples of sustainable development at both global and local/regional scales. Restricted to GRAD students.
Outcomes:
Students learn concepts of sustainable development and system ,resilience, including history, contested meanings, strengths, and limitations of each; How change towards sustainability occurs at multiple scales using social sciences research

ENVS 410 Introduction to Environmental Law & Policy (3 Credit Hours)
This introduction to environmental law surveys some critical federal environmental statutes, rules, and regulations in the United States; important case law decided under those statutes; interaction between federal, state, and local jurisdictions; and impacts on air, land, water, and natural resources. Restricted to GRAD students.
Outcomes:
Understand how the natural environment is controlled, managed and promoted through the legal system

ENVS 411 Natural Resources and Land Use Law & Policy (3 Credit Hours)
Focus on legal and policy processes used to govern pollution, water use, endangered species, toxic substances, and environmental impact and risk. Restricted to GRAD students.
Outcomes:
Students will understand how the natural environment is controlled, managed and promoted through the legal system and how land use laws and policy impact social and economic issues

ENVS 412 Water Law & Policy (3 Credit Hours)
This course looks at how the law allocates and protects one of our most crucial natural resources -- water. Understanding development and regulation of water ownership and use and how those decisions impact current environmental and socio-economic issues. Restricted to GRAD students.
Outcomes:
Understand how key laws and policies impact protection and use of water in the United States; understand key legal concepts that shape the management of our water resources

ENVS 413 Energy Law & Policy (3 Credit Hours)
This course looks at the laws that shape traditional energy production and the growing regulation of renewable and sustainable energy. Restricted to GRAD students.
Outcomes:
Understand how key laws and policies impact production and use of energy; and how energy is controlled by federal and local regulations and policies

ENVS 420 Conservation Biology (3 Credit Hours)
Students will learn to apply ecological and evolutionary biological principles to the preservation of wild plant/animal species, and to the preservation/management of ecosystems. Conservation approaches and challenges for all types of ecosystems, will be covered, with emphasis on contemporary threats to biodiversity, including habitat fragmentation, invasive species, and climate change. Restricted to GRAD students.
Outcomes:
Students will understand how the science of ecology can be used to address issues in species/ecosystem conservation, and recognize that consideration of human actions is essential to address conservation problems

ENVS 422 Invasive Species (3 Credit Hours)
Invasive species are one of the greatest global threats to biodiversity, ecosystem function, economies, and human health. Species become invasive when moved beyond native range, become established, and cause harm. This course covers how species are moved, how and when they become established, and potential harm they can cause. Restricted to GRAD students.
Outcomes:
Understanding that because invasive species are moved by humans, and because many of their impacts are felt by humans, they are an inherently multi-disciplinary problem

ENVS 423 Environmental Microbiology (3 Credit Hours)
This course introduces the significant role of microorganisms in numerous environmental and human-engineered processes. It covers microbiology and its basic methods to orient students to this field of science and the importance of microbial diversity relevant to agriculture, public health, and ecological restoration. Restricted to Graduate Students in the ENSS-MS program.
Course equivalencies: ENVS 323/ENVS 423
Outcomes:
Students will learn to isolate and characterize environmental microorganisms; Students will investigate the role of microorganisms in nutrient cycling, remediation of soils, and transmission of existing and emerging pathogens

ENVS 425 Sustainable Agriculture (3 Credit Hours)
This course provides an introduction to the environmental, social, and economic implications of sustainable agriculture. Students will learn the origins, major concepts, and current issues of sustainability in agriculture. Ecological concepts and principles applied to manage sustainable food production to support community health and economic justice will be explored. Restricted to GRAD students.
Outcomes:
Students will be able to explain the characteristics of the US agricultural system, the inter-relation among components of sustainable agriculture, and steps necessary to develop a sustainable agricultural system

ENVS 426 Agroecosystems (3 Credit Hours)
In this hands-on course, students will build knowledge and skills in agriculture and ecology through work in greenhouse, laboratory, classroom, and field settings. Students will build on foundations of Environmental Science and Biology by examining challenges of food production, management decisions, and environmental change facing agroecosystems both locally and abroad. Restricted to GRAD students.
Outcomes:
Students will develop understanding of agricultural systems as related to sustainable practices, develop skills in ecological analysis of these systems, and demonstrate proficiency in communicating scientific information to diverse audiences

ENVS 427 Food Systems Analysis (3 Credit Hours)
This course links conceptual and practical considerations of food-system assessment and develop a base of tools for practitioners. It examines major elements of the assessment process: systems thinking and conceptual frameworks; the food system from consumer and producer perspectives; identifying leverage points that might be influenced to affect positive change. Restricted to GRAD students.
Outcomes:
Students will understand inter-relationships among environment, food supply, markets, American diets, and health, learn to analyze assessment methods for food-system sectors, and examine conceptual frameworks for food-system analysis

ENVS 430 Restoration Ecology (3 Credit Hours)
This course provides a theoretical and practical basis for the increasing global efforts to reverse damage caused by humans to ecosystems and species, emphasizing the many perspectives (e.g., ecological, social, political, engineering) that must be considered to develop, implement, and assess restoration projects across a range of ecosystem types. Restricted to GRAD students.
Outcomes:
Students will apply knowledge from ecology and other disciplines to the practice of ecosystem restoration, and learn to integrate information from multiple disciplines, and stakeholder input, to design/manage restoration projects

ENVS 433 Introduction to the Circular Economy (3 Credit Hours)
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. Restricted to graduate students.
Outcomes:
Understand role of design in creating a sustainable future; Understand and apply: (1) circular design methods; (2) biomimicry design methods; and (3) human-centered design (design thinking) methods

ENVS 435 Ecological Economics (3 Credit Hours)
Ecological Economics is a trans disciplinary course that takes a systems approach to the relationship between planetary stewardship, social justice, and the economy to design a prosperous and desirable future for humans on a finite planet. Ecological economics fuses economic theory and sustainability science to generate new solutions for today's challenges. Restricted to GRAD students.
Outcomes:
Understanding of ecological economics history, conceptual foundations, principles, tools, indicators, and applications; Topics include sustainable scale, just distribution, efficient allocation and relationships between economic

ENVS 436 Design for Circular & Sustainable Business (3 Credit Hours)
This project-based course focuses on solving complex human sustainability challenges through the application of sustainable design methods at the product and process level. Students will learn and apply biomimicry, circular, and human-centered design methods to develop conceptual and prototype solutions. ENVS 436 Restricted to graduate students.
Outcomes:
Understand the role of design in creating a sustainable future; Understand and apply: (1) circular design methods (2) biomimicry design methods; and (3) human-centered design (design thinking) methods

ENVS 438 Climate Change and Human Health (3 Credit Hours)
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing. Restricted to GRAD students.
Outcomes:
1) Outline fundamental public health concerns associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

ENVS 451 Introduction to Sustainability Concepts & Impacts (3 Credit Hours)
Examines environmental, economic, social and political impacts of sustainable practices on general public and global and local organizations. Provides students with understanding of importance to corporations and other entities of measuring, monitoring, and reporting resource use to customers and stakeholders. Restricted to GRAD students.
Outcomes:
Explaining basic concepts of sustainability and how they relate to operations and goals of institutions and organizations; interaction of social, economic, and ecological systems to influence sustainability challenges and solutions

ENVS 452 Sustainability Assessment & Reporting I (3 Credit Hours)
Pre-requisites: ENVS 451; GRAD students
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of energy, air, buildings and transportation.
Outcomes:
Ability to assess and report sustainability metrics related to energy, air, buildings, and transportation

ENVS 453 Sustainability Assessment & Reporting II (3 Credit Hours)
Pre-requisites: ENVS 451; GRAD students
Fundamental concepts and methodology of measuring and reporting environmental sustainability impacts in the areas of water, land, food and waste. Environmental and social impacts of water use and sources, land use practices, food sourcing and production, and waste production and recovery.
Outcomes:
Ability to assess and report sustainability metrics related to water, land, food, and waste

ENVS 454 Sustainability Plan Development & Reporting (3 Credit Hours)
Pre-requisites: ENVS 451, 452, and 453; GRAD students
Capstone course in the four course sequence on Sustainability Assessment & Planning. Using concepts and methodology to create a comprehensive sustainability plan including stakeholder engagement, life cycle analyses, set resource baselines, short- and long-term sustainability goals, budgets and draft sustainability plan for a representative entity.
Outcomes:
Learn best practices to inspire and engage partners and stakeholders to advance environmental sustainability in different types of organizations; Ability to create a comprehensive sustainability plan for organizations and institutions

ENVS 463 Sustainable Business Management (3 Credit Hours)
Co-requisites: ENVS 410
To introduce students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, moral, business, and economic cases for adopting sustainability. This course fulfills a MGMT elective.
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

ENVS 467 Mammalogy (3 Credit Hours)
Pre-requisites: Graduate students only
This course will focus on the ecology, evolution, behavior, and conservation of the class, Mammalia. Students will gain insight how this unique group evolved over time and became the dominate lineage over the Tertiary period. Furthermore, we will investigate how mammals hold special social and cultural relationship with humans, and why we have such complicated relationships with mammals, from revering them in religious contexts, to keeping them in our homes, to consuming them as nutrition.
Outcomes:
Working knowledge and mastery of the traits, evolutionary timescale, ecology, and conservation of mammals; Students will also gain experience collecting data (on museum samples as well as observations of living samples) to learn current techniques scientists and conservationists use to advance our understanding of this group

ENVS 469 Field Ornithology (3 Credit Hours)
Field ornithology is an intensive 3-week engaged-learning course at the Loyola University Retreat and Ecology Campus during the peak of the migratory season intended to provide an introduction to the theory and practice of field ornithology. Emphasis will be on field identification and song recognition, census techniques, and avian behavior. Restricted to GRAD students.
Outcomes:
Students will become skilled in critical reasoning, field techniques, and scientific investigation that demonstrate an understanding of knowledge and techniques used in field ornithology

ENVS 480 Introduction to Geographic Information Systems (3 Credit Hours)
Geographic Information Systems (GIS) is a mapping tool that allows users to create interactive searches, analyze spatial information, edit data and maps, and present the results visually. The course includes lecture, laboratory, and project components. Students will learn basic GIS skills and applications and work on projects with community organizations. Restricted to GRAD students.
Course equivalencies: ENVS380/ENVS480
Outcomes:
Describe the conceptual/theoretical and practical/technological background of GIS; describe ethical issues germane to GIS; prepare/analyze GIS data in research; apply GIS in community-service projects

ENVS 481 Advanced GIS Applications (3 Credit Hours)
Pre-requisites: ENVS 480
Students in this course will learn tools required to solve complex environmental problems and gain experience with spatial analysis, network analysis, 3-D analysis, GIS modeling, geostatistics, and other ArcGIS extensions. Students will also learn about internet-based mapping for dissemination of spatial data.
Outcomes:
Understand various spatial relationship concepts and their applications; identify and address common methodological challenges; understand how to use spatial data to make sound arguments in spatial problem solving and planning/policy

ENVS 482 Remote Sensing (3 Credit Hours)
Science of obtaining information about objects or areas using data from remote sensors on satellites or mounted on aircraft that can detect energy reflected from Earth. Topics include data collection; digital image processing, assessment, evaluation, and enhancement; display alternatives and visualization; electromagnetic radiation principles and radiometric correction; and geometric correction. Restricted to GRAD students.
Outcomes:
Understand concepts, data, and methods of remotely sensed geographic data; Learn how to obtain and analyze remote sensing data, produce thematic maps, learn landscape patterns, and methods to decipher them

ENVS 483 Human Dimensions of Conservation (3 Credit Hours)
This course will increase student knowledge of the social, political, economic, psychological, and cultural dimensions that influence the success of conservation projects and develop skills in conducting human dimensions-inquiry using surveys, interviews, observation, and/or participatory methods. It will contribute to preparation for employment in the conservation field and/or graduate study. Restricted to GRAD students.
Outcomes:
Students will understand the importance of treating the human dimensions of conservation problems with the same scientific rigor customarily given to the ecological dimensions

ENVS 484 Conservation Economics (3 Credit Hours)
Explores resource conservation issues using economic principles. Topics include management of forests, wildlife and mineral resources; the demand for parks and outdoor recreation; the debate between environmental preservation and conservation; valuation of ecosystem services; the economics of biodiversity and endangered species; and policies to promote conservation in agriculture. Restricted to Grad students.
Outcomes:
Students will learn how natural resource use is affected by economic values, how to critically evaluate natural resource management problems, and evaluate models of dynamic resource extraction and user preferences

ENVS 486 Python Programming for GIS (3 Credit Hours)
Pre-requisites: Graduate Student Standing
This course aims to provide students with a comprehensive understanding of Python programming for Geographic Information Systems. Through a combination of lectures, hands-on exercises, and projects, students will develop the skills necessary to leverage Python in GIS applications, automate geospatial workflows, and analyze spatial data. ENVS 480 pre- or co-requisite
Outcomes:
Understand Python programming language, loops and conditional statements; acquire a foundation knowledge of GIS; apply Python programming skills to perform spatial analysis; develop Python scripts to automate common GIS tasks

ENVS 487 Principles of Ecotoxicology (3 Credit Hours)
This course will provide information on how pollutants affect ecosystems and how we might ameliorate their negative effects in our world. The emphasis of this course will be the fate and effects of pollutants in the ecosystem. The effects will be from molecular level to individual organism, community, and ecosystem levels. Restricted to GRAD students.
Outcomes:
This course will provide students with scientific knowledge in the cause and effects of pollutants in ecosystems

ENVS 489 Ecological Risk Assessment (3 Credit Hours)
This course covers the area of potential effects of pollutants to ecosystems and practices on risk assessment for pollutants based on exposure and effect data in the literature. Different approaches for assessing the potential ecological impacts and risks of pollutants in support of environmental management will be discussed and practiced. Restricted to Graduate students.
Outcomes:
Learn toxic effects of pollutants, acquire, organize, and synthesize monitoring and effect data using advanced analysis methods and skills in support of environmental impact and risk assessment via case studies

ENVS 490B Integral Ecology First Studies Program: Biodiversity (1 Credit Hour)
This course explores the environmental crisis of the loss of biodiversity. It covers the evolutionary origin of biodiversity, the importance and glory of biodiversity, and how ecosystem structure and function collapses when we reach the tipping point of species extinction. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
First Studies men will grasp the scientific concepts of biodiversity, explore the ethical and spiritual dimensions of biodiversity loss, and take actions to lessen the loss of biodiversity

ENVS 490C Integral Ecology First Studies Program: Climate Change (1 Credit Hour)
This course covers the science of climate change including the physical and chemical underpinnings of fossil fuels and greenhouse gases and their impact on trapping solar infrared radiation within the Earth's atmosphere and causing subsequent warming of the land and oceans. Warming of the planet increases the frequency and intensity of storms like hurricanes, cyclones, typhoons, it melts glaciers and causes sea levels to rise. Climate change is modifying the planetary distribution of precipitation which can produce water scarcity in some parts of the world, and leads to flooding and poor water quality in other locations. This course will study the scientific drivers of climate change, and the social and ethical ramifications of how the marginalized are disproportionately impacted. It will touch on environmental justice, water, land and food insecurity, and solutions to the climate crisis in first world countries as well as in developing countries. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
Understand the chemical composition of the three main classes of fossil fuels and connect the chemistry to greenhouse gases and the greenhouse effect; Explore the many ways in which climate change is impacting the planets' hydrologic cycle, the melting of polar ice caps and glaciers, rising sea levels, increased frequency and intensity of droughts, floods, wildfires and storm events worldwide; Understand the benefits and challenges of clean energy technologies, and where solar, geothermal, wind, biofuels and hydro are good solutions, and the geopolitical environment around clean energy technologies; Analyze key ethical challenges arising from climate change that human beings are confronting with in the world today and understand the moral principles, goals, and virtues important for guiding decisions about making a just transition to a clean energy economy; Discover ways in which spirituality has influenced the human understanding and use of fossil fuels, and recognize the importance of spirituality for responding constructively to today's climate crisis

ENVS 490W Integral Ecology First Studies Program: Water (1 Credit Hour)
This course covers the science of water - physical and chemical properties of water, how the hydrologic cycle distributes water across the planet, how climate change is modifying the distribution of water which can produce water scarcity in some parts of the world, and leads to flooding and poor water quality in other locations, and how the marginalized are disproportionately water insecure. It will touch on environmental justice and water insecurity, and some technologies for cleaning waste water and finishing drinking water in first world countries as well as in developing countries. The course is intended for Jesuit men in formation in the First Studies Program, and is limited to them. No prerequisites are required.
Outcomes:
First Studies men will explore the structure of the water molecule, the water cycle, and the changing water content in the atmosphere; Understand the sources of water, the distribution of water on Earth, and the effect of human activities on distribution cycles; Explore wastewater treatment plants and/or drinking water finishing plants in the city of Chicago to learn how water can be cleaned and reused for human consumption; Analyze key ethical challenges about water that human beings are confronting in the world today and understand the moral principles, goals, and virtues important for guiding water decisions; Discover ways in which spirituality has influenced the human understanding and use of water, and recognize the importance of spirituality for responding constructively to today's water crisis

ENVS 491 Independent Environmental Research (1-4 Credit Hours)
Students may register for independent research on a topic mutually acceptable to the student and any professor in the department. Usually this research is directed to a particular course or to the research of the professor. Post-baccalaureate students only.
Outcomes:
Dependent on the specific research project and goals

ENVS 495 Environmental Internship (3 Credit Hours)
Students seek out and engage in a semester -or summer-long internship with a civic, business, governmental, or academic group providing hands on experience in work on environmental issues. Post-baccalaureate students only.
Outcomes:
Students demonstrate, through daily activity logs and comprehensive final report, a clear understanding of the environmental context and practical applications of their internship experience

ENVS 496 Research (3-12 Credit Hours)
Restricted to GRAD students.

ENVS 498 Special Topics (1-12 Credit Hours)
Pre-requisites: Post-baccalaureate students only
Specific titles and contents vary from semester to semester. Variable credit hours.
Outcomes:
Dependent on the specific course content and goals

ENVS 498L Special Topics with Lab (1-4 Credit Hours)
Specific titles and contents vary from semester to semester. Includes a lab component. Variable credit hours. Post-baccalaureate students only.
Outcomes:
Dependent on the specific course content and goals

ENVS 499 Directed Readings (1-3 Credit Hours)
Directed by an SES faculty member, students will read, analyze, and discuss a publications focusing on different aspects of a specific environmental issue or theme. Post-baccalaureate students only.
Outcomes:
Students demonstrate comprehension, ability to apply information from scientific literature and synthesize information to produce cogent, synthetic analysis of their topic based on these readings

ENVS 595 Thesis Supervision (1 Credit Hour)
Pre-requisites: Restricted to SES, GRAD students
Students will make supervised progress towards completion of their theses.
Outcomes:
Conduct individual research projects

ENVS 605 Master's Study (1 Credit Hour)
Pre-requisites: Restricted to GRAD students
No course description is available

Erikson Institute (ERIK)

Discover, search, courses (p. 2661)!

ERIK E421 Social and Emotional Development I (3 Credit Hours)
This course focuses on the study of social and emotional development in children from birth through age eight. It primarily considers how children experience themselves and others; the role of relationships in development; and the interaction of biological, psychological and social forces. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE121 / ERIKE21 /ERIKE421

ERIK E426 Cognitive Development (3 Credit Hours)
This course provides students with a basic knowledge of cognitive development in children from birth through age eight and fosters awareness of the application of this knowledge to children with diverse abilities and varying cultural and linguistic backgrounds. Restricted to Erikson Institute Graduate Students.
Course equivalencies: ERIKE126 / ERIKE26 / ERIKE426

ERIK E477 Seminar Children-At-Risk (3 Credit Hours)
This course examines the concept of risk and how it impacts child development. We will use multiple frameworks to examine risk, including public health, developmental psychopathology, and education. Attention will be focused on biological/genetic (such as prematurity and temperament), family (such as parent mental health and child maltreatment), and environmental (such as poverty and neighborhood violence) factors. The consequences of growing up in the context of chronic adversity will be explored, as well as the factors that lead some children to cope with and show resilience in these circumstances. The challenges of understanding risk in current research, as well as the implications of this research for programs and policy will also be discussed.
Course equivalencies: ERIKE477 / ERIKE77

ERIK E479 Teaching & Learning: Linking Theory & Research to Practice (3 Credit Hours)
An understanding of the two domains of learning and teaching is fundamental to the field of child development and education. This course examines these issues through investigating and analyzing exemplary models of recent and influential theory and research. A dialogue-based approach to learning will be used throughout the course to encourage personal involvement in exploring and explaining the science of learning and teaching. Students will also engage in fieldwork, such as on-site observations, conversations with practitioners, and a research project, to gain first-hand experience of these issues.
Course equivalencies: ERIKE479 / ERIKE79

ERIK E481 Seminar Social & Cultural Contexts (3 Credit Hours)
Through an examination of current theory and multidisciplinary social science research, this course explores the influence of contextual factors on the development of children. Socially and culturally constructed factors (such as gender, race, ethnicity and social class) and institutions (such as family, schools, and organized child care) will be discussed in terms of their influence on child rearing and child development. Through course lectures, discussion, and assignments, students will gain an understanding of the variability of child rearing strategies and outcomes across cultural communities; the role of historical and ecological factors in child rearing and family functioning; identity development in complex societies; and sources of possible tensions between different cultural communities and societal institutions (such as schools, social service providers, and child care programs).
Course equivalencies: ERIKE481 / ERIKE81

ERIK E482 Program Evaluation and Implementation Science (3 Credit Hours)
This course provides an advanced introduction to evaluating social services and education programs, including the study of factors leading to better program outcomes (i.e., implementation science). Restricted to Erikson graduate students.
Course equivalencies: ERIKE482 / ERIKE82

ERIK E485 Research Internship (3 Credit Hours)
The student will work either with an Erikson faculty member, research scientist, or research associate, or on a research project at another institution.
Course equivalencies: ERIKE485 / ERIKE85

ERIK E486 Teaching Internship (3 Credit Hours)
The student will teach or assist in teaching a college course in child development or a related topic.
Course equivalencies: ERIKE486 / ERIKE86

ERIK E489 Special Topics in Child Development (3 Credit Hours)
Enrollment for this course should be considered in close consultation with the faculty advisor. This course allows doctoral students to select from a range of applied child development courses at Erikson Institute that are taught by a member of the doctoral program faculty. Examples include Physical Growth and Development; Language Development; and Working with Adults. Students will gain deep understanding of the theories, research, and issues with regard to a special content area in child development and early education.

ERIK E497 Doctoral Study (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations.
Course equivalencies: ERIKE497 / ERIKE97

ERIK E499 Dissertation Supervision (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision.
Course equivalencies: ERIKE499 / ERIKE99

ERIK E501 First Year Doctoral Seminar (0 Credit Hours)
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; and 5) Explore various career paths both in academia and non-academia

ERIK E502 First Year Doctoral Seminar (1 Credit Hour)
Pre-requisites: Graduate students only
This course is designed to help graduate students be exposed to various issues in graduate study in the field Child Development and provide them with support and guidance for their success in graduate school.
Outcomes:
1) Be introduced to a life as a graduate student; learn major milestones of the graduate program; 2) Maintain social-emotional well-being and sanity; seek related resources when needed; 3) Learn how to read and find research articles and be prepared to develop a program of research; 4) Implement a writing plan and establish a writing routine; 5) Explore various career paths both in academia and non-academia

ERIK E503 Scholarship Skills I (1 Credit Hour)
This course is designed to help graduate students develop their skills in finding, collating, and summarizing scholarly literature in relation to a topic of interest/future research. AI tools will also be explored and interrogated. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E504 Scholarship Skills 2 (1 Credit Hour)
Pre-requisites: Graduate Students only
This course is designed to help graduate students develop their skills in synthesizing and critiquing others' research, thereby providing support to their comprehensive exam milestone as well as helping prepare them for the literature review sections of their thesis or dissertation. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

ERIK E505 Scholarship Skills 3 (1 Credit Hour)
Pre-requisites: Grad Students only
This course is designed to help graduate students develop their skills in writing, publishing, and disseminating their own research. This will include conference submissions and presentations, grant proposals, manuscripts and articles for peer review. 2) Learn the most recent tools available for creating literature searches around a topic of research. 3) Create annotated bibliography around a topic of interest/future research. 4) Learn the utility, and its limits, of recent AI tools related to searching and collating literature, and designing research questions.
Outcomes:
1) Increase comfort and facility with literature searches

European Studies (EURO)

Discover, search, courses (p. 2661)!

EURO 101 Introduction to European Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of European studies. It provides an overview of the major disciplines represented in the program, introduces the main approaches covered in the program, and discusses some of the most important topics involving European states, regions, and the European Union. Restricted to European Studies minors.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain a basic understanding of how different disciplines contribute to the study of Europe at the state, sub-state and supra-state levels

EURO 301 European Studies Capstone (3 Credit Hours)
This capstone class is intended to provide seniors a chance to reflect on what they have learned as European Studies minors by focusing on a particular theme. The class takes an interdisciplinary and cross-national approach. Students develop a major research project. Restricted to Juniors and Seniors minoring in European Studies.
Interdisciplinary Option: European Studies
Outcomes:
Through this course students will gain an understanding of the ways in which various fields and their approaches to European Studies can help answer specific important questions about the region

Executive Education (EXED)

Discover, search, courses (p. 2661)!

EXED 101 High-Impact Leadership: Maximizing Your Leadership Potential (0 Credit Hours)
High-Impact Leadership: Maximizing Your Leadership Potential combines the best practices and principles behind the art and science of leadership, decision-making, problem solving and organizational effectiveness.
Outcomes:
Gain an understanding of your leadership style, explore the discipline of leadership, learn the best practices for improving individual and organizational decision making, gain the strategies to build successful teams, manage conflict more effectively and link individual performance to organizational strategy

EXED 102 Project Management Certificate Program (0 Credit Hours)
This program will improve participants' performance by providing industry-standard tools approved by the Project Management Institute (PMI®) to help successfully manage any type of project regardless of scope or industry.
Outcomes:
Gain a comprehensive, formal training in project management, based on the industry-standard body of knowledge; Learn the fundamental tools to effectively manage any project; Learn how to manage projects from initiation, to planning, control and closeout; Learn how to communicate more effectively to project sponsors and team members

EXED 103 mini-MBA Certificate Program (0 Credit Hours)
The Loyola mini-MBA is a comprehensive management development program that provides cutting-edge business skills, coaching and leadership training to help propel your organization and your career forward.
Outcomes:
Strengthen overall business acumen and gain a better understanding of the key functional areas of business, including the frameworks, models and levers that drive organizational success; Develop the skills needed to think strategically and cross-functionally

EXED 104 Digital Marketing Strategy Certificate Program (0 Credit Hours)
This program provides a thorough foundation in the rapidly changing world of digital marketing and prepare you to strategically choose, measure, and implement the right digital marketing components into your overall marketing plan.
Outcomes:
This program provides a thorough foundation in the rapidly changing world of digital marketing and prepare you to strategically choose, measure, and implement the right digital marketing components into your overall marketing plan

EXED 105 Baumhart Center Learning Institutes (0 Credit Hours)
Professional Development skills in Social Enterprise Responsibility

EXED 107 Practical Finance and Accounting (0 Credit Hours)
Participants will learn a comprehensive approach to financial analysis. This program provides a grounding in basic managerial finance, including terminology like valuation, capital investment, financing, and capital structure.
Outcomes:
Develop comfort with the terminology and techniques used in managerial accounting and financial analysis; Learn to confidently read and analyze corporate financial statements; Understand the role of capital budgeting

EXED 108 Strategic Business Communications (0 Credit Hours)
This program teaches techniques to communicate fluently in a variety of situations. Participants learn simple and effective methods to become a more powerful communicator with peers, subordinates, and supervisors.
Outcomes:
Learn to present ideas at face-to-face and virtual meetings; Gain tools to confidently express yourself; Learn to gain support for ideas and suggestions; Understand how to use technology to support communication; Reduce conflict

EXED 109 Supply Chain Management Essentials (0 Credit Hours)
Participants learn the fundamentals of effective supply chain management across the end-to-end supply chain. The certificate program addresses a wide spectrum of supply chain techniques designed to reduce cost, improve profitability, and maximize the customer experience while balancing social, environmental, and economic concerns.
Outcomes:
Learn techniques to create a more efficient and effective supply chain and understanding of key trends, opportunities, and challenges in supply chain management

EXED 110 Lean Certification (0 Credit Hours)
Loyola will offer a new, online platform Lean Certification.
Outcomes:
To have more knowledge on Lean practices in Supply Chain and Logistics areas

EXED 111 Six Sigma Certification (0 Credit Hours)
Loyola will offer a new, online platform for Six Sigma Certifications.
Outcomes:
To have more knowledge on Six sigma for managers

EXED 151 Sysmex America mini-MBA (0 Credit Hours)
Customized mini-MBA that includes Accounting/Finance, Strategy, Marketing, Project Management and Management.
Outcomes:
The mini-MBA is intended for employees across various Sysmex functional areas, from both the home office as well as field operations; The content will be delivered electronically for two cohort groups

EXED 152 Sysmex America Birth of a Customer (0 Credit Hours)
Sysmex Birth of a Customer provides participants with an in-depth look at the internal strategy at Sysmex.
Outcomes:
Panels of senior executives assisted by a faculty moderator talk about how the various elements of organizational strategy combine to meet client needs; Participants complete a related case study

EXED 153 Presence Healthcare Ministry Leadership Program (0 Credit Hours)
Providing training in the basics of Catholic mission, identity, ethics, and leadership, the Certificate in Heath Care Ministry Leadership will prepare Presence Health staff to carry out its mission of providing compassionate, holistic care in the spirit of healing and hope to the communities it serves.
Outcomes:
This program is designed to build a community of leaders with shared formation experience, explore authentic paths to spirituality, develop an understanding of how vacation and call relates to Catholic healthcare, and strengthen overall leadership acumen and strategic thinking abilities

EXED 165 Barilla Leadership & Management Development Program (0 Credit Hours)
This custom program is designed to support the development of a leadership pipeline at Barilla. The program consists of 3 learning modules and integrated capstone projects and covers leadership and business acumen topics.
Outcomes:
Strengthen overall business acumen and gain a better understanding of the key functional areas of business, including the frameworks, models and levers that drive organizational success; Develop strategy skills

EXED 170 McShane Companies Leadership Emphasis (0 Credit Hours)
Formal leadership training provided as a component of the McShane Future Leaders Program.
Outcomes:
Improved leadership and strategy acumen

EXED 173 American College of Surgeons - Leadership (0 Credit Hours)
Customized leadership training for the executive leadership team at American College of Surgeons, includes Leadership Legacy and Decision-Making.
Outcomes:
Provide senior leaders with ongoing leadership skill development

EXED 174 The Cradle (0 Credit Hours)
Participants will learn Leadership Development and Change Management Essentials.
Outcomes:
To have more leadership team at The Cradle

EXED 175 Yaskawa America Inc. (0 Credit Hours)
Participants will learn Negotiation Skills for their Supply Chain team.
Outcomes:
To have more knowledge on negotiations skills for their sales team

EXED 176 MorrisAnderson (0 Credit Hours)
Participants will learn Leadership skills in a 3 hour workshop.
Outcomes:
To assist their team with new managers getting up to speed on their leadership soft skill

EXED 177 Family Business Center Learning Institutes (0 Credit Hours)
Three institutes from FBC are moving their education to EE. This includes Family Business Stewardship Institute, Next Generation Leadership Institute and Governance Institute.
Outcomes:
To assist family business staff with challenges they face within their family organization

EXED 178 Cook County State's Attorney's Office Leadership (0 Credit Hours)
Participants will learn leadership skills during their 3-hour seminar.
Outcomes:
to have more knowledge on managing their teams with the CCSAO

EXED 179 C.H. Robinson Professional Development Programs (0 Credit Hours)
Participants will learn negotiations and sales training.
Outcomes:
To have more knowledge for their team on sale tactics

EXED 180 World's Finest Chocolate Anti Harasssment Training (0 Credit Hours)
The entire staff of WFC will participate in a Loyola created and moderated Anti-Harassment Training.
Outcomes:
To have more knowledge to speak up against harassment in the workplace

EXED 181 Campus Brasil MBA International Program (0 Credit Hours)
Campus Brasil is partnering with a University in Brazil to send 40 MBA students to Loyola this summer.
Outcomes:
To have more knowledge on business global affairs in America vs Brazil

EXED 182 Centene Corporation (0 Credit Hours)
Participants will learn Strategy skills for the management team.
Outcomes:
To have more knowledge on negotiations skills for their sales team

EXED 183 Litera Microsystems (0 Credit Hours)
Participants will learn leadership development skills during an off-site three-day program for their team.
Outcomes:
To have more knowledge of leadership skills for their sales team

EXED 184 Medline Industries (0 Credit Hours)
Participants will learn negotiation skills during an off-site two-day program for their engineering team.
Outcomes:
To have more knowledge of negotiation skills for their team

EXED 185 Anthony Marano Company (0 Credit Hours)
Participants will learn leadership development skills during a two month program for their Executive Team and Sales Team.
Outcomes:
To have more knowledge of leadership and negotiation skills for their team

EXED 186 Box Studio (0 Credit Hours)
Participants will learn project management skills during a two day program for executive team of their small business.
Outcomes:
To have a company wide understanding for a project management model

EXED 187 Triple S (0 Credit Hours)
Participants will learn business soft skills for their family owned businesses who are identified as "emerging leaders" via an association called Triple S.
Outcomes:
To have a good business background when finishing the program

EXED 188 Real Estate Investment Strategy (0 Credit Hours)
Participants will learn from industry experts on how to invest smartly in real estate.
Outcomes:
To have more knowledge of the real estate industry and the Chicago market

EXED 189 Edelman Procurement 101 Program (0 Credit Hours)
Participants will learn best practices in procurement.
Outcomes:
To have more knowledge of the real estate industry and the Chicago market

EXED 190 FBC Peer Advisory Group (0 Credit Hours)
FBC Peer Advisory Group for Family Business Center Members.
Outcomes:
Resolution of family business issues thru discussion

EXED 191 Fundraising for Good (0 Credit Hours)
Baumhart Center Fundraising Sessions.
Outcomes:
Social Impact Fundraising Seminar

EXED 192 Ciena 1 - Day Negotiations Conference Program (0 Credit Hours)
Participants will learn negotiations strategies and skills.
Outcomes:
To have more knowledge on negotiation skills for their sales team

EXED 193 Cook County Sheriff's Office - Executive Leadership Management Program (0 Credit Hours)
Participants will learn management / leadership strategies and skills.
Outcomes:
To have more knowledge on negotiation skills for their sales team

EXED 194 Next Generation Leadership Institute (0 Credit Hours)
Next generation leadership class for family businesses.

EXED 195 Chicago Community Trust (0 Credit Hours)
Participants will learn leadership development skills during a two day program for their Executive team.
Outcomes:
To have more knowledge of leadership skills for their team

EXED 196 Lumberman Leadership Summit 2019 (0 Credit Hours)
Participants will learn leadership development skills during a two day program for their Executive team.
Outcomes:
To have more knowledge of leadership skills for their team

EXED 197 Open Enrollment: SHRM Certification Prep Class (0 Credit Hours)
Participants will learn HR principals for prep for the SHRM Certification Classes.
Outcomes:
To have more knowledge of human resource practices

EXED 198 Custom Program: The Northern Trust Company (0 Credit Hours)
Participants will learn how to be professional advisors for their clients.
Outcomes:
To have more knowledge of business skills in cultivation

EXED 199 Custom Program: Peco Foods Supply Chain and Coms. (0 Credit Hours)
Participants will learn more supply chain skills and how to communicate these skills to their groups.
Outcomes:
To have more knowledge of business skills in cultivation

EXED 200 Custom Program: Bish Creative Display Leadership (0 Credit Hours)
Participants will learn more skills in executive presence via leadership training courses.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 201 FBC Goverence Institute (0 Credit Hours)
Participants will learn Gov. Institute Skills for the alumni of FBC.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 202 Custom Program - Invenergy (0 Credit Hours)
Participants will learn leadership, management, presentation and communication skills.
Outcomes:
To have more knowledge of business skills leadership, management and communication

EXED 203 Custom Program - BluJay (0 Credit Hours)
Participants will learn negotiation skills.
Outcomes:
To have more knowledge communication skills via negotiations

EXED 204 Executive Education Master Classes - Open Enrollment Classes (0 Credit Hours)
These 2-3 classes are designed to pipeline to additional paid programming at LUC.

EXED 205 Diversity, Equity and Inclusion (0 Credit Hours)
Classes for Baumhart Center.
Outcomes:
Business Acumen skill sets

EXED 206 Executive Education - Custom Program - Palo Alto Networks (0 Credit Hours)
These 10 classes are designed to pipeline to additional paid programming at LUC.
Outcomes:
Business Acumen skill sets

EXED 207 Executive Education Custom Program - PNC Bank (0 Credit Hours)
5 - 1.5 hour lecturette series for professional development for the PNC Bank team.
Outcomes:
Business Acumen skill sets

EXED 208 Executive Education Custom Program - Allstate (0 Credit Hours)
3 month long professional development skills for the Allstate procurement officer.
Outcomes:
Business Acumen skill sets

EXED 209 Executive Education Custom Program-Mother McAuley Liberal Arts High School (0 Credit Hours)
3 month long professional development skills for the Mother McAuley leadership team on strategic planning.
Outcomes:
Business Acumen skill sets

EXED 210 Executive Ed Custom Prog-ILSBDC partnership with Loyola Limited & InQbate (0 Credit Hours)
3 month long professional development skills small business owners, in partnership with ILSBDC and Loyola Limited/InQbate
Outcomes:
Professional Marketing Skills Sets

EXED 211 Executive Education Custom Program-Transunion Women in Ldrshp (0 Credit Hours)
A 15-18 month long professional development program with customized case studies related to TU projects and business.
Outcomes:
Business Accument and Leadership Development skills

EXED 212 Executive Education Custom Program - Topco Associates (0 Credit Hours)
A 12 month, professional development program with customized classes focused on Leadership.
Outcomes:
Business Accument and Leadership Development skills

EXED 213 Executive Education Custom Program - National Concierge Association (0 Credit Hours)
A 1 day project management webinar. 90 minutes.
Outcomes:
Project Management Essentials

EXED 214 Executive Education Custom Prog-Alliance for Strong Families & Connections (0 Credit Hours)
A 10 day program, broken up over two weeks, non-profit managers learning about putting good business skills, merging profit and purpose.
Outcomes:
Non-profit management skills

EXED 215 Executive Education Custom Program-Cristo Rey Network DEI Strategy Program (0 Credit Hours)
Six sessions program for non-profit managers learning about DEI Strategy.
Outcomes:
Non-profit management skills

EXED 216 Executive Education Custom Program-Dog Tag Fellows Business Acumen Program (0 Credit Hours)
Six-month program for Dog Tag Fellows (veterans) for small business skill sets.
Outcomes:
Non-profit management skills

EXED 217 Executive Executive Custom Program - City of Chicago Leadership program (0 Credit Hours)
Three session program for the City of Chicago's IG office. on leadership and management skills sets.
Outcomes:
Non-profit management skills

Exercise Physiology (EXCM)

Discover, search, courses (p. 2661)!

EXCM 101 Introduction to Exercise Physiology (3 Credit Hours)
Introduction to the major; also includes a lab component covering Emergency Procedures and Safety Skills, introduction to common safety principles, predisposing factors and common causes of accidents, injuries and illnesses.
This course satisfies the Engaged Learning requirement.

EXCM 110 Soccer Skill and Strategy Activity Lab (1 Credit Hour)
Soccer, the most popular sport played worldwide, is a team game that requires skill, communication, and strategy to maximize success. This course is designed to provide students with a comprehensive understanding of the fundamental skills, techniques, and strategic aspects of soccer. Through practical training sessions and tactical discussions, students will develop individual and team-based competencies necessary for success on the soccer field. This course is suitable for students of all skill levels, from beginners with minimal soccer experience to those with prior playing backgrounds. 2) Understand physical fitness components of playing soccer. 3) Perform drills to train a soccer player.
Outcomes:
1) Describe the technical and tactical skills needed to play a soccer match

EXCM 111 Weight Training and Conditioning Activity Lab (1 Credit Hour)
This course combines practical training sessions with theoretical knowledge to help students understand the principles of developing strength, endurance, and overall physical fitness through weightlifting and conditioning exercises. Throughout the semester, students will engage in resistance training exercises using free weights and bodyweight exercises. Emphasis will be placed on proper form, technique, and safety to ensure a foundation for long-term success in weight training. Additionally, students will learn how to set realistic fitness goals, and track their progress over time. 2) Understand implementation of weightlifting and aerobic conditioning exercise to improve health outcomes. 3) Perform training exercises with proper technique.
Outcomes:
1) Describe proper technique for weight training and conditioning exercises

EXCM 112 Yoga and Mindfulness Activity Lab (1 Credit Hour)
This course offers students an opportunity to explore the transformative practices of yoga and mindfulness, fostering physical well-being, mental clarity, and emotional balance. The course integrates yoga-based practices with contemporary mindfulness techniques, providing a holistic approach to enhancing overall health and wellness. The classes will focus on developing flexibility, strength, and balance through yoga postures (asanas), breath control (pranayama), and meditation.
Outcomes:
1) Describe yoga philosophy and its relevance in modern day living; 2) Understand yoga-based postures to counteract movement deficiencies associated with modern living; 3) Perform yoga postures with proper technique

EXCM 113 Fitness Boxing Activity Lab (1 Credit Hour)
This is an activity-based course that provides students the opportunity to learn and perform boxing techniques. Stances, punching, combinations, blocks, and non-contact sparring drills will be presented. The rules of boxing are introduced. Engage in boxing while observing safety guidelines. 2. Perform offensive and defensive techniques. 3. Demonstrate proper non-contact sparring techniques.
Outcomes:
1

EXCM 114 Basics of Power Lifting Activity Lab (1 Credit Hour)
This is an activity-based course that provides students with the opportunity to learn and perform powerlifting exercises. The focus is on teaching competition rules and standards on the back squat, bench press and deadlift as well as variations that may improve performance. Understand the physiological adaptations that occur because of Powerlifting. 2. Perform proper technique for Powerlifting lifts and variations of those lifts. 3. Identify competition rules and stipulations of the Powerlifting lifts.
Outcomes:
1

EXCM 115 NCCA Personal Training Elective (1 Credit Hour)
This course encompasses an overview of key Exercise Science, training methodology and health behavior change principles. Students will then apply each principle into practice through screening and evaluation, exercise program design, and ethical, legal and professional responsibilities and guidelines.
Outcomes:
Upon successful completion of the course, the student will be able to: Apply key exercise science, training methodology and health behavior change principles in context to the provision of exercise; Apply the practice of exercise and fitness screening and assessment, health appraisal and risk stratification, while simultaneously integrating ethical considerations and client preferences

EXCM 117 NCCA Group Fitness (1 Credit Hour)
This course encompasses an overview of group exercise; to include cardiovascular exercise, strength training and stretching. Students will learn how to lead, instruct and motivate individuals or groups in exercise activities.
Outcomes:
Upon successful completion of the course, the student will be able to: Apply effective, exercise science-based group sessions for different fitness levels; Explain proper technique, demonstrate exercise, and teach appropriate methods to strengthen and stretch certain muscles

EXCM 125 Faith, Sports, and Fitness (3 Credit Hours)
Explore the relationship between faith and sports through a historical context, develop a theological model for engaging in sports and physical activity, and discover ways to improve the mind-body-spirit connection through fitness. Through examination of books, articles, podcasts, documentaries, and current events, this course will discuss topics such as Muscular Christianity, spirituality, athlete identity, sports ministries, cura personalis, and faith-based physical activity.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Identify basic terminology and knowledge about faith, sports, and fitness; 2) Examine the history of Catholicism, Christianity, and other religions, and how they impact sports and human well-being; 3) Interpret sports and religion through the five areas: social, historical, cultural, theological and ethical

EXCM 155 Anatomy and Physiology I (3 Credit Hours)
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Identify major anatomical components of each human system covered; Describe major anatomical components of each human system covered; Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms; Describe the regulation of the human body and how body systems are integrated; Identify concepts from the lecture to the laboratory activities; Demonstrate learned anatomical concepts through hands-on laboratory assessments

EXCM 155L Anatomy and Physiology I Lab (1 Credit Hour)
Pre-requisites: Restricted to Undergraduate Exercise Science Majors
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms

EXCM 156 Anatomy and Physiology II (3 Credit Hours)
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Identify major anatomical components of each human system covered; Describe major anatomical components of each human system covered; Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms; Describe the regulation of the human body and how body systems are integrated; Identify concepts from the lecture to the laboratory activities

EXCM 156L Anatomy and Physiology II Lab (1 Credit Hour)
Pre-requisites: Restricted to Undergraduate Exercise Science Majors
A detailed study of the human body and its systems. Applied Human Anatomy and Physiology I course will cover rudimentary anatomy and physiology consisting of cell structure and formation, histology, and the integumentary, skeletal, muscular, and nervous systems.
Outcomes:
Understand physiologic functions regarding molecular components, cells, tissues, organ systems and multicellular organisms

EXCM 170 Women's Health and Exercise (1 Credit Hour)
This course presents perspectives on physical activity and exercise science specific to women. It will include the identification of issues during various stages of development in the female body and barriers and benefits of exercise unique to women. Students will apply these perspectives to exercise program design and health care interactions with all clients.
Outcomes:
1) Understand the unique circumstances and outcomes of working with women in the field of wellness and fitness; 2) Identify preventative strategies (such as exercise prescription and nutrition guidance) that can compensate for health risks, issues, and deficiencies that female clients and patients may experience throughout their life; 3) Explain exercise modifications and varied benefits during specific periods in a woman's life (adolescents, pregnancy, postpartum, menopause)

EXCM 201 Physiology of Exercise (3 Credit Hours)
Pre-requisites: EXCM 101, EXCM 156, and EXCM 156L
This course covers the energy supply of movement, systemic effects of exercise, and adaptations to exercise training through the lens of physiology. The role of the major physiological systems of the body in maintaining homeostasis during exercise will be studied along with the adaptations that occur in these systems following exercise training. Practical applications of this knowledge will be explored with regards to the role of exercise in maintaining and improving human health and performance.
Outcomes:
Define the structure and function of physiological systems in the body that are essential for the maintenance of homeostasis during exercise; Identify the important physiological responses that occur during exercise and adaptations to chronic exercise training; Interpret practical knowledge of exercise physiology to various health, fitness and athletic scenarios; Outline the assessment of health-related physical fitness and performance tests

EXCM 201L Physiology of Exercise Laboratory (1 Credit Hour)
Pre-requisites: EXCM 201 (may also be taken as a Corequisite)
The purpose of this course is to provide a practical and hands-on approach to studying the body's response to exercise congruent with material learned in EXCM 201 Lecture. This is accomplished through a combination of exercise-related lab activities, in-lab discussions, and written lab assignments. Students will also develop skills in data organization and visualization.
Outcomes:
Interpret metabolic, vascular, respiratory, and skeletal muscle assessment outcomes; Perform basic data organization and visualization techniques in a computer based spreadsheet

EXCM 210 Program Design in Exercise (2 Credit Hours)
Pre-requisites: EXCM 201
This course focuses on the design, implementation and evaluation of exercise programs through case-based application and classroom activities. Health-related components of fitness and fitness assessments are reviewed. Individual and group exercise program designs within community-based settings for individuals through the life cycle are discussed. Evidence-based content is identified to critically analyze and develop conditioning programs and techniques for a broad range of sports and activities. Important elements of program design are used to emphasize desired client program outcomes.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Lead designed group exercises and activities which consider individual needs and differences; 2) Apply training principles and program variables to increase strength, endurance, power, or hypertrophy for the identified client or population; 3) Evaluate the designed exercise prescribed over time for an individual and/ special population; 4) Integrate cognate materials necessary to support the full development of physical performance including nutrition, environment, mobility, clothing and equipment; 5) Design individualized exercise programs for individuals and special groups; 6) Adjust exercise programs based on individual performance and safety considerations

EXCM 301 Advanced Physiology of Exercise (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
An advanced course in exercise physiology covering exercise metabolism, temperature regulation and fluid balance.

EXCM 342 Physical Growth, Development and Nutrition (3 Credit Hours)
Pre-requisites: EXCM 101
A survey of the various components involved in personal health and wellness, such as personal fitness, sexuality, mental health, and environmental health as related to the stages of life development.

EXCM 345 Therapeutic Exercise and Rehabilitation (3 Credit Hours)
Pre-requisites: (EXCM 101 & 201) and (BIOL 243 or GNUR 156 &156L)
Explanation and demonstration of the use of therapeutic modalities in the healing process. This will include discussion of the use of therapeutic modalities to enhance the rehabilitation process after athletic injury.

EXCM 350 Sports Nutrition (3 Credit Hours)
Pre-requisites: EXCM 201, CHEM 102 & CHEM 112
This course introduces the essentials of human nutrition for health and emphasizes the roles of key nutrients for athletic performance. This foundational material will be applied to athletic performance including adaptation and recommendations for training and competition. Nutrient recommendations will be reviewed for specific types of sports, exercise and other athletic concerns. The metabolic basis for sports nutrition recommendations is examined.

EXCM 352 Musculoskeletal Assessment and Strength Training (4 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This course will present the general principal and foundational skills for each component of the injury examination. These general principles will be applied to the recognition and examination of injuries/conditions specific to each body region. Address general medical conditions will likely encounter with patients.

EXCM 364 Intro to Clinical Exercise Testing and Prescription (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This class summarizes recommended procedures, including EKG and other stress testing modalities, for exercise testing and exercise prescription in healthy and diseased individuals.

EXCM 368 Advanced Clinical Testing and Prescriptions (3 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
This course focuses on physiological implications of metabolic conditions such as diabetes, cardiac and pulmonary disease on exercise. The course includes modifications to exercise testing and in-depth preparation for exercise prescription based on diseases and special conditions. The course reviews contraindications and considerations for exercise, EKG interpretation and implications of physiological responses to exercise. Behavioral strategies to implement in client exercise planning and education are addressed. Exercise prescription is discussed as part of the ongoing evaluation of client performance.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Create patient/client focused exercise programs, with modifications and progressive programming based on physiologic alterations; 2) Understand the effect of exercise on the physiological systems of the body and disease states; 3) Analyze exercise testing data from healthy individuals and individuals with physiological alterations; 4) Evaluate EKG responses to exercise; 5) Implement testing protocols and modifications for individuals with physiological alterations; 6) Understand acute responses and chronic adaptations to exercise and the impact on individuals with physiological adaptations

EXCM 375 Special Populations in Exercise Science (2 Credit Hours)
Pre-requisites: EXCM 201 and EXCM 364
This course provides practical information on exercise for persons with a wide range of health conditions, diseases and disabilities. Best-practice exercise prescription protocols for individuals across the life span will be addressed. An overview of unique physiology, effects of the condition on the exercise response, and effects of exercise training on the condition will be discussed. Recommendations for exercise testing and programming are presented for select populations.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Understand the relations between health conditions, disease, disability and physical activity; 2) Establish physical activity outcomes in individuals with health conditions, diseases or disabilities; 3) Modify existing physical activity prescriptions to match individual capabilities and needs; 4) Demonstrate an understanding of the risks and benefits associated with exercise participation: 5) Analyze the results of exercise tests and fitness evaluations in various populations; 6) Modify equipment arrangement and facility resources to accommodate use by individuals with special needs

EXCM 382 Clinical Research: Methods, Design and Ethics w/Lab (3 Credit Hours)
Pre-requisites: EXCM 201 and STAT 103
Study of current literature with implications for exercise and sport science specializations; use of library resources and retrieval systems; evaluation of professional competencies.

EXCM 385 Kinesiology and Sports Biomechanics w/Lab (4 Credit Hours)
Pre-requisites: PHYS 112 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L)
Analysis of human movement with emphasis on the biomechanics of exercise and sport movement patterns.

EXCM 387 Movement Anatomy in Exercise (3 Credit Hours)
Concepts and principles from anatomy and biomechanics are integrated into the analysis of human movement. This course focuses on application of the principles of human movement for normal function and application to different levels of physical performance through case based applications and classroom activities. Content includes anatomical lever systems, moment arms, stability and laws of motion. Systematic analysis of human movement in clinical conditions, performance, and wellness settings will be reviewed. Development of individual plans to improve movement is woven throughout the course.
Outcomes:
At the successful completion of the course, the student will be able to: 1) Explain the relationship between biomechanics, anatomy and human movement; 2) Understand upper and lower limb musculoskeletal anatomy, physiology, and function; 3) Apply functional anatomy in the analysis of normal physical performance; 4) Develop individualized plans to correct movement based on the assessment of the individual; 5) Evaluate movement techniques in various populations; 6) Evaluate client outcomes as a result of prescribed exercise modifications to improve movement patterns

EXCM 390 Psychology of Health and Exercise (3 Credit Hours)
Pre-requisites: EXCM 201 and PSYC 273
This course will present current research with focus on the leading theories and applications in health and exercise psychology. The implications and applications of research and practice for health behavior change by health and fitness professionals in diverse populations at the societal and individual levels will also be reviewed.

EXCM 395 Clinical Internship and Patient Management (6 Credit Hours)
Pre-requisites: EXCM 201 and Anatomy & Physiology (GNUR 155/155L and GNUR 156/156L), 4 of 8 upper division EXCM courses
Practical experience working with exercise physiologists, physical therapists, occupational therapists, rehabilitation therapists, and others, in cardiac care and orthopedic rehabilitation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Understand development and implementation of population-based exercise science programs; Demonstrate competency in fitness assessments; Explain management structure(s), staffing patterns and operations of exercise and fitness sites; Implement regular and specific-focus exercise programs; Evaluate regular and specific-focus exercise programming; Demonstrate oral and written communication skills consistent with a leadership role in exercise science

EXCM 399 Special Topics in Physical Therapy (2 Credit Hours)
This course covers the general areas of physical therapy, as well as a relevant topic in physical therapy. This course will be offered as an elective and open to all students. Recommend evidence-based practices using cases studies (ie exercise prescription, patient education, society level affects).
Outcomes:
Examine various research and writing to gain understanding and knowledge in the areas of physical therapy; Evaluate scientific literature; Explore the impact a physical therapist has on their patient through movement improvement, pain management and prevention

EXCM 401 Applied Physiology of Exercise (4 Credit Hours)
This course focuses on biologic system responses at rest, during exercise, and as the result of training. Major emphasis is placed on bridging gaps between introductory concepts of exercise physiology and the contemporary research evidence that further advances the field of exercise science. The effect of environmental systems and factors on the regulatory response to exercise is addressed. The history and major milestones associated with the development of the science of exercise physiology are presented. Future developments in the field of exercise physiology, such as the role of genetics and genomics are integrated into the course. Laboratory and field experiences provide students with opportunities to apply theory to practice.
Outcomes:
1) Describe major milestones, influences, and future directions in the development of the science of exercise physiology; 2) Explain the importance of the physiological adaptations that occur as a result of properly designed training programs; 3) Analyze measures of the physiology of respiration, circulation, energy production, metabolism, and muscle function in rest and exercise states; 4) Interpret research findings focused on cardiovascular, respiratory, metabolic and neuromuscular physiology in exercise science; 5) Perform selected laboratory and field tests of physiological function and physical fitness; 6) Interpret results from laboratory and field tests of physiological function and physical performance; 7) Differentiate positive training changes and signs and symptoms of overtraining among healthy individuals throughout the life cycle

EXCM 424 Motor Learning and Performance (3 Credit Hours)
The course provides instruction in how humans control locomotion and how they learn/re-learn motor skills. Specifically, the course emphasizes the observable behavioral aspects of motor control/learning while detailing the neurophysiological and biomechanical processes that result in motor behaviors. Major course concepts include information processing and decision making; speed, accuracy, and coordination; and knowledge and skill acquisition and transfer.
Outcomes:
1) Understand theoretical approaches that drive motor control and motor learning research; 2) Analyze principles and processes underlying movement skilled performance; 3) Analyze the human motor system and how it supports the acquisition and retention of complex movement skills; 4) Adapt instruction situations to achieve maximum performance and retention of learned skills; 5) Relate information processing and decision-making models to performance and movement

EXCM 435 Health Promotion and Wellness Theories and Frameworks (3 Credit Hours)
This course emphasizes health promotion in diverse and changing cultures and societies. Determining and influencing factors of health are examined from a cultural competence perspective. Major health promotion, wellness, behavioral, and lifestyle theories that influence the professional practice of exercise science in community settings are integrated throughout the course. The role of the exercise scientist in health education for the prevention and treatment of health problems, health promotion, and enhancing quality of life is emphasized.
Outcomes:
1) Relate concepts of health, health promotion, and wellness that influence individual and group health and quality of life; 2) Assess the health education and health promotion needs of individuals and groups in diverse populations; 3) Design culturally congruent health education, wellness, and behavioral modification programs, focused on improved health and quality of life, in community-based settings; 4) Implement health education, wellness, health promotion, and behavioral modification programming for diverse populations; 5) Evaluate health education, wellness, health promotion and behavioral modification programming in a variety of settings, using an outcomes-oriented approach; 6) Identify cultural, social, economic, and political influences on decision making and action in health and wellness

EXCM 444 Strength Training and Conditioning (3 Credit Hours)
This course focuses on the analysis of theory in the improvement of athletic performance, with specific emphasis on assessment and implementation of resistance training programs. Foundational knowledge in human physiology and biomechanics is applied to principles of speed, agility, power, flexibility, and technique development specific to individuals¿ goals. Principles of anaerobic and aerobic metabolism in relation to strength training and conditioning are a major focus in the course. This course provides foundational preparation for students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist's exam.
Outcomes:
1) Analyze the relation between resistance training and human performance; 2) Incorporate appropriate exercises, such as resistance training, medicine ball, balance, plyometric, and linear and lateral movement exercises into exercise prescriptions; 3) Differentiate between general fitness prescriptions and specific training to enhance athletic performance; 4) Evaluate biomechanical aspects of efficiency and performance; 5) Apply performance enhancement training principles to individuals' specific needs and goals

EXCM 450 Nutrition, Health and Performance (3 Credit Hours)
This course focuses on advanced concepts of nutrition as these relate to health, exercise, fitness, and performance. The role of micronutrients and macronutrients in major dimension of health and fitness are addressed. Advanced concepts in nutrient selection, metabolism, and timing are integrated into plans for supporting and improving health and performance. Collaborative practice with dietetics professionals and the interprofessional team in optimizing health, fitness, and performance capacity is a major unifying concept of the course.
Outcomes:
1) Attribute major functions of macronutrients and micronutrients to health, exercise, fitness and performance; 2) Apply principles of evidence-based nutrition to the food habits and practices of diverse individuals and populations; 3) Analyze energy and nutrient intake based on level of training and type of sport and exercise; 4) Understand roles and domains of practice of collaborating professions in promoting health, fitness and performance; 5) Develop interprofessional competencies to collaborate with nutrition professionals in optimizing nutrition for health, fitness, and performance

EXCM 454 Applied Sports Science (3 Credit Hours)
This course focuses on the application of science in the study of elite athlete sports performance. Advanced aspects of physiological monitoring, along with other athlete assessment tools will be examined. Special emphasis will be placed on the evidence-based, practical application of these various techniques, enabling a holistic approach to improving athlete health and performance.
Outcomes:
Identify the relation between cumulative stress and human performance; Plan periodized practices of strength and conditioning, sport training, nutrition, and psychological preparation to optimize performance in individual and team sport

EXCM 458 Cardiac and Pulmonary Disease and Rehabilitation (3 Credit Hours)
This course focuses on two prevalent areas of public health concern for the exercise scientist: cardiac and pulmonary health and disease. Emphasis is placed on prevention, etiology, pathophysiology, and understanding the diagnosis and treatment of cardiac and pulmonary disease. The role of the clinical exercise scientist in preventive and rehabilitative exercise intervention and programming to promote cardiac and pulmonary health is emphasized. Key factors in the development, management, and evaluation of cardiopulmonary rehabilitation programs are integrated into the course.
Outcomes:
1) Understand anatomy and physiology associated with cardiopulmonary health and disease; 2) Relate pathophysiology changes in cardiac and pulmonary disease to exercise prescription; 3) Explain diagnostic tests and procedures used in exercise assessment and intervention in cardiac and pulmonary health and disease; 4) Understand essential elements and phases of cardiac and pulmonary rehabilitation; 5) Design preventive exercise prescriptions for cardiac and pulmonary health in individuals and groups; 6) Design rehabilitative exercise prescriptions for patients with cardiac and pulmonary health alterations

EXCM 468 Application of Advanced Clinical Exercise Testing & Prescription (3 Credit Hours)
This course emphasizes theory, techniques, and procedures of clinical exercise stress testing for diagnostic and functional assessment of individuals. Students will develop competencies in clinical testing skills ranging from electrocardiography to graded exercise and physical performance testing. Data from diagnostic testing and functional assessments will be integrated into individualized exercise prescriptions, based on risk assessment and stratification. Responses to emergency situations in the exercise environment are addressed.
Outcomes:
Compare the signs, symptoms and scope of cardiovascular conditions, respiratory conditions, and metabolic conditions, and the development of these pathologies; Apply risk assessment and stratification models in the diagnostic and functional assessment of individuals; Evaluate the indications and contraindications of subject selection for testing, considering safety precautions, indications for test termination, and emergency procedures for conducting a graded exercise stress test; Differentiate normal and abnormal electrocardiographic responses to exercise of varying duration and intensity; Design appropriate exercise test mode and protocols in consideration of client characteristics

EXCM 475 Exercise Applications in Special Populations (3 Credit Hours)
This course focuses on the advanced knowledge and competencies needed to evaluate health behaviors and risk factors in special populations across the lifespan. The administration of fitness assessments and the design, implementation, and evaluation of exercise programs in special populations are addressed. Exercise is approached as a therapeutic and treatment modality for individuals and groups with a variety of anatomic, physiologic, cognitive and sensory alterations.
Outcomes:
1) Understand the advanced physiology of growth and development, aging, and the pathophysiology of health conditions, disease and disability in special populations; 2) Analyze the effects of exercise training and nutrition on the underlying etiology and pathophysiology of acute and chronic conditions; 3) Prescribe exercise activities to optimize health and performance in special populations; 4) Adapt exercise prescriptions based on the individualized needs of individuals with anatomic, physiologic, or sensory challenges; 5) Evaluate the effectiveness of adaptations to exercise prescriptions and programming in special populations

EXCM 478 EKG Interpretation (3 Credit Hours)
This course will help students master the practical competencies of electrocardiography (EKG), including performing a 12-lead EKG, ambulatory monitoring, and the concepts of monitoring and interpreting an EKG with and without exercise stress testing. Additionally, this course will present content related to the cardiac cycle, EKG abnormalities, ectopy, and dysrhythmias, and identifying ischemia. Students will perform hands-on 12-lead EKG analysis at rest and with exercise and the steps required for ambulatory monitor testing.

EXCM 480 Advanced Exercise Assessment and Programming (3 Credit Hours)
This course focuses on principles of periodization applied to a performance enhancement setting. Major dimensions of the course include cycles and periods, peaking for competition, and rest and recovery. Periodization models and theories are examined, with a special emphasis on contemporary research findings that are applied to enhance athletic training and physical performance. Assessment of training programs based on performance requirements are a major emphasis throughout the course.
Outcomes:
1) Apply periodization models in the optimization of athletic or physical training and performance; 2) Analyze the relationship between training volume and intensity over time; 3) Analyze principles of program design for performance enhancement; 4) Evaluate testing approaches to the assessment of strength and conditioning; 5) Generate exercise program modifications for individuals based on youth development, injuries, and inexperience; 6) Relate variables of overload, variation, and specificity to strength and conditioning training

EXCM 482 Research Methods and Evidence in Exercise Science (3 Credit Hours)
This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop evidence-based practices/protocols, and generate knowledge for evidence-based practice in exercise and fitness. Methods of operationalizing scholarly inquiry include: understanding relations among theory, research, and practice; formulating research questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying research findings to exercise science practice. Social, cultural, political and ethical issues related to research are addressed, including special considerations of research conducted in exercise settings.
Outcomes:
1) Understand scholarly inquiry processes in relation to evidence-based practice and knowledge generation in the field of Exercise Science; 2) Formulate research questions that address clinical, educational, administrative, or policy issues for evidence-based practice in Exercise Science; 3) Understand the elements of various quantitative research designs; 4) Assess the adequacy of selected quantitative and qualitative designs in answering research questions in Exercise Science; 5) Evaluate extant evidence and theories relevant to knowledge gaps in the field of exercise science; 6) Analyze ethical issues and concerns in research related to Exercise Science

EXCM 485 Applied Biomechanics (4 Credit Hours)
This course will provide an analytical approach to the study of the human nervous system and human motion as applied to kinematic and kinetic analysis, study of anatomy, physiology, and mechanics.
Outcomes:
Students will use and apply laboratory measurement techniques commonly used in exercise science

EXCM 487 Movement Anatomy in Exercise (3 Credit Hours)
Concepts and principles from anatomy and biomechanics are integrated into the analysis of human movement. This course focuses on application of the principles of human movement for normal function and application to different levels of physical performance through case-based applications and classroom activities. Content includes anatomical lever systems, moment arms, stability and laws of motion. Systematic analysis of human movement in clinical conditions, performance, and wellness settings will be reviewed. Development of individual plans to improve movement is woven throughout the course.
Outcomes:
Analyze the relationship between biomechanics, anatomy, and human movement across a range of physical tasks; Integrate advanced understanding of upper and lower limb musculoskeletal anatomy, physiology, and function to explain movement efficiency and constraint; Apply functional anatomy and biomechanical principles to evaluate and justify movement strategies in normal physical performance; Evaluate movement techniques across populations, considering anatomical variation, mechanical tradeoffs, and contextual demands; Evaluate movement outcomes resulting from prescribed exercise or movement modifications, using anatomical and biomechanical rationale to support conclusions

EXCM 490 Special Topics in Exercise Science (1-3 Credit Hours)
Contemporary research, literature, projections and views as applied to fitness, nutrition, health, and well-being. Much of the learning that occurs in this course will be the result of group discussion. The topic areas covered will include fitness, nutrition, health, aging, obesity, and injuries. However, topics covered will largely be determined by student interests. Pre-requisites: Restricted to Parkinson School of Health Sciences and Public Health students.
Outcomes:
1) Understand research findings and scholarly writings in a specific topical area of Exercise Science; 2) Evaluate scientific and theoretical literature in s specific topic area of Exercise Science; 3) Direct scholarly discussion in a topical area of exercise science, with a focus on the individual, family, and community

EXCM 495 Field Experience I (3 Credit Hours)
This course is designed to provide 200 hours of practical experience working with diverse individuals and populations under the supervision and guidance of a preceptor. Settings may include those which provide cardiac and pulmonary care, physical rehabilitation or sports performance. Required seminars focus on program planning and evaluation, and human and fiscal resource management.
Outcomes:
Apply specialized exercise science knowledge and skills by implementing evidence-based interventions within authentic practicum settings; Collaborate effectively within interprofessional teams by integrating diverse professional perspectives to optimize patient/client outcomes; Demonstrate professional engagement through active involvement in planning sessions and team meetings; Evaluate the effectiveness of the exercise science interventions on the individuals or populations served

EXCM 496 Field Experience II (3 Credit Hours)
This course is designed to provide 200 hours of practical experience working with diverse individuals and populations under the supervision and guidance of a preceptor. Settings may include those which provide cardiac and pulmonary care, physical rehabilitation, or sports performance. Required seminars focus on program planning and evaluation, and human and fiscal resource management. This is the second of two required field experiences.
Outcomes:
Apply specialized exercise science knowledge and skills by implementing evidence-based interventions within authentic practicum settings; Collaborate effectively within interprofessional teams by integrating diverse professional perspectives to optimize patient/client outcomes; Demonstrate engagement through active involvement in planning sessions and team meetings; Evaluate the effectiveness of the exercise science interventions on the individuals or populations served

EXCM 499 Independent Study (1-4 Credit Hours)
Pre-requisites: Restricted to Parkinson Exercise Science students
This is a directed study course in exercise science for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes, and timelines. Permission of the Program Director required.
Outcomes:
Students will be able to miiculate a general understanding of the selected topic

Experiential Learning Course (EXPL)

Discover, search, courses (p. 2661)!

EXPL 200 Faculty-Mentored Research (0 Credit Hours)
This course is for LUC faculty-mentored research experiences on campus.
Outcomes:
Students will gain insight into how research is done in the discipline of study

EXPL 290 Seminar in Community-Based Service and Leadership (3 Credit Hours)
This course is a seminar course focusing on community-based service and leadership through service-learning, in which students will work 40 hours over the semester at a non-profit organization.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain professional experience at an organization, while reflecting on their service experience in the context of asset-based community development, civic engagement, social justice, leadership in the community, and service for the common good

EXPL 291 Introduction to Research (3 Credit Hours)
This course is a seminar course focused on an introduction to research and community-based research. As an Engaged Learning course, students will work with a community partner on a community-based research project at a non-profit, community-based organization, approved by the Center for Engaged Learning, Teaching, and Scholarship (CELTS).
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will reflect on their research plan and community-based research experience in the context of research as service for the common good

EXPL 292 International Service Learning (3 Credit Hours)
Pre-requisites: Must have 30 credits completed (15 credits if a transfer student) and enroll through International Programs Office
This course is a seminar course focusing on community-based service in an international setting. The focus of the course will be on cultural and political practices from a community perspective through service-learning, in which students will work 50-75 hours over the academic period at international non-profit organizations.
Interdisciplinary Option: Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-UNIV292/INTS278
Outcomes:
Students will gain professional experience in an international setting, engaging in direct service with a different culture and community, while reflecting on their service experiences in the context of cultural and political community development, the impact of the current environment on specific populations, contemporary issues, social justice and poverty, and global citizenship

EXPL 390 Internship Seminar: Organizational Change and Community Leadership (3 Credit Hours)
This course is a seminar course focusing on organizational leadership and change through a 100 hour internship experience with a non-profit organization, government agency, or business organization, pre-approved by the Center for Experiential Learning.
This course satisfies the Engaged Learning requirement.
Course equivalencies: CPST398/UNIV390
Outcomes:
Students will gain professional experience at an organization while reflecting on their work experience and applying theories of organizational leadership, civic engagement, community development, and leadership in the community

EXPL 391 Seminar in Undergraduate Research Methods (3 Credit Hours)
This seminar course offers undergraduate students the experiential opportunity to engage in research while building their foundation of research methods. Students may be part of the Loyola Undergraduate Research Opportunities Program (LUROP) through a funded fellowship, or students may be working independently with a faculty mentor (volunteering in a lab, working on a research team). All students must have a research project with a faculty mentor identified prior to enrolling in this course. As an experiential learning course, students will need to be engaging in research with a faculty mentor concurrently to taking this course. Students must work a minimum of 5 - 10 hours each week over the semester on their research projects (10 - 15 hours per week over the summer session). Students will reflect on research experience in the context of understanding research paradigms, application of research methodologies, understanding the implications of ethical research, and preparing to present research professionally. This course will provide students engaged in research with the opportunity to develop a formal written research paper and poster, as if the students are preparing to present their research in a professional setting, such as the LUROP Symposium.
This course satisfies the Engaged Learning requirement.

EXPL 393 Seminar in Integrative Leadership (3 Credit Hours)
This is a seminar course for students leaders in approved co-curricular programs (e.g., ABI leaders, student organization executive board, Loyola4Chicago leaders, etc.). Students in this course will complete at least 100 hours in a leadership experience in the context of integrative leadership theory culminating in a portfolio to demonstrate holistic leadership capacity.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Develop understanding of leadership theories, reflection on actions, and integrative leadership theories; 2) Enhance connection to the institution through leadership experience, and academic and professional learning and development; 3) Produce an integrative professional portfolio

Finance (FINC)

Discover, search, courses (p. 2661)!

FINC 215 Personal Finance (3 Credit Hours)
Pre-requisites: None, does not count toward a concentration in finance
This is an applied course in planning, organizing, and managing an individual's personal finances.
Outcomes:
Students will demonstrate knowledge of financial planning, individual income tax, time value of money, liquidity management, consumer credit, insurance, employee benefits, and the basics of personal investing

FINC 301 Introductory Business Finance (3 Credit Hours)
Pre-requisites: Sophomore standing and C- or better in ISSCM 241 or ISSCM 241H or STAT 103; ECON 201 or ECON 201H; and ACCT 201 or ACCT 201H; ACCT 201 or 201H may also be taken as a co-requisite
The objective of this course is to provide students with a basic understanding of the general principles of business finance: capital investment, financing, capital structure, and related areas including the basics of valuation.
Course equivalencies: FINC332/FINC332H/CPST371
Outcomes:
Students will demonstrate basic knowledge of financial analysis, time value of money, financial decision making, the valuation of financial and physical assets, the risk-return tradeoff, capital budgeting, and dividend policy

FINC 334 Principles of Corporate Finance (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum of C- or better in ECON 201 or ECON 201H; ISSCM 241 or ISSCM 241H or STAT 103; ACCT 201 or ACCT 201H; and MATH 130 or MATH 131 or MATH 161; (ACCT 201 and MATH 130/131/161 may be taken as a co-requisite)
This course provides students with a foundational and integrated knowledge of corporate finance. Topics include discounted cash flows, firm valuation, capital budgeting, principals of the risk and return relationship, market efficiency, capital structure, and financing. Students will be asked to independently complete the Bloomberg Market Concepts (BMC) course.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
Students will demonstrate knowledge of valuation principles, raising funds for investment decisions, capital investment choices, risk and return relationship, capital markets and instruments, all in the context of real-world problems and situations

FINC 334H Principles of Corporate Finance- Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Sophomore standing; C- or better in ECON 201 or ECON 201H; ISSCM 241 or ISSCM 241H or STAT 103; ACCT 201 or ACCT 201H; and MATH 130 or MATH 131 or MATH 161; (ACCT 201 may taken as a co-requisite)
This course provides students with a foundational and integrated knowledge of corporate finance. Topics include discounted cash flows, firm valuation, capital budgeting, principals of the risk and return relationship, market efficiency, capital structure, and financing. Students will be asked to independently complete the Bloomberg Market Concepts (BMC) course.
Course equivalencies: FINC332/FINC 334/CPST271
Outcomes:
Students will demonstrate knowledge of valuation principles, raising funds for investment decisions, capital investment choices, risk and return relationship, capital markets and instruments, all in the context of real-world problems and situations

FINC 335 Investments (3 Credit Hours)
Pre-requisites: Sophomore Standing and minimum grade of "C-" in FINC 334, FINC 334H or FINC 332, minimum grade of "C-" in MATH 130, MATH 131 or MATH 161
This course is an introductory course of capital market theory which includes the topics of risk and return analysis of stocks, bonds and cash equivalents; modern portfolio theory; bond pricing, the term structure of interest.
Outcomes:
Students will be able to demonstrate the analytical tools and finance theory necessary for making good investment decisions and for understanding the pricing of financial securities

FINC 336 Introduction to Derivatives (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in FINC 335
This course offers a high level introduction to three categories of derivative markets: futures-forwards, swaps and options. Skills to be developed include analytical and decision-making, creative thinking and communication. Risk as both potential loss and opportunity for gain will be highlighted. Cases will be used.
Outcomes:
Exploring ethical and social dimensions of risk management and use and abuse of derivative securities

FINC 337 Banking, Money & Capital Markets (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in: FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
Introduction to financial markets and institutions and to the Federal Reserve and monetary policy.
Outcomes:
Students will be able to demonstrate an understanding of how financial markets and institutions work and are important to financial decision making, how interest rates and bond prices are determined and interrelated, why and how financial institutions are regulated by the government, and who the Federal Reserve is and how its actions affect the economy

FINC 338 Risk Management and Insurance (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
Intro to risk identification, risk evaluation & risk treatment methods. Consideration is given to both business & personal risks, with an emphasis on insurance as a risk management tool.
Outcomes:
This course will prepare students with practical risk management and insurance principles/fundamentals, introduce risk management and insurance techniques and apply risk management analytical methods

FINC 342 Advanced Business Finance (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
This is an advanced course in corporate finance where students are given a thorough grounding in firm valuation and exposed to various financial decisions including raising capital, mergers and acquisitions, leveraged buyouts, spin-offs, and carve-outs, all in the context of their impact on firm value.
Outcomes:
Students will be able to demonstrate an understanding of firm valuation, as well as the impact of various corporate decisions on firm value

FINC 345 Portfolio Management (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
Topics include a critical appraisal of the efficient market hypothesis, asset allocation using the Markowitz mean-variance framework, fundamental and technical analysis, and mutual fund performance evaluation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will understand how stocks and other assets are selected; how economic and company information is monitored and used to adjust portfolio holdings; and how portfolios can be optimized to achieve targeted risk/return characteristics

FINC 346 Introduction to Options (3 Credit Hours)
Pre-requisites: Junior standing; Minimum grade of "C-" in FINC 335
This class offers a comprehensive introduction to options, including a detailed examination of option markets, option properties, trading strategies using options, binomial tree and Black-Scholes valuation models, and hedging strategies using options.
Outcomes:
Students will be able to demonstrate an understanding of option markets, option pricing models and how options can be used to hedge risks

FINC 347 Financial Institutions (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
A study of the crucial role played by financial institutions. The course will be a blend of theory and analysis of the present institutional structure.
Outcomes:
Students will demonstrate an understanding of the following: the important role of financial intermediaries, interest rate risks, credit risks, market risk, and also risk management through capital adequacy and hedging risk with financial derivatives

FINC 349 Real Estate Finance & Investments (3 Credit Hours)
Pre-requisites: Junior standing, Minimum C- in FINC 334
Basic principles of real estate finance as well as practical applications. Learn topics, theories and current developments in real estate. Solve quantitative problems.
Outcomes:
General & working knowledge of real estate jargon and legal documents; Calculate mathematical solutions to problems in real estate; Understand time value of money related to real estate; Valuation of residential and commercial properties

FINC 355 International Finance Management (3 Credit Hours)
Pre-requisites: Junior Standing, Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H
This course examines the international dimensions of financial management. It introduces additional economic and financial opportunities/challenges faced by multinational corporations.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-FINC355/INTS369
Outcomes:
Students will be able to demonstrate understanding of foreign exchange markets, fundamental international parity relationships, reasons for international diversification, steps in foreign exchange risk management, and capital budgeting for multinational corporation

FINC 356 Advanced Topics in Investment Banking and Asset Management (3 Credit Hours)
Pre-requisites: B- or higher in FINC 335
This course examines selected topics in investment banking and asset management, including stock and bond offerings, private equity, buyouts, mergers and acquisitions. Students in the course research publicly traded companies, write equity research reports and pitch investment ideas; they also mentor junior analysts in the Rambler Investment Fund (RIF).
This course satisfies the Engaged Learning requirement.
Outcomes:
Conduct research; Write an equity investment report and pitch a trade idea; Value companies; Analyze investment banking transactions

FINC 357 Cases in Corporate Finance (3 Credit Hours)
Pre-requisites: Senior standing; Minimum grade of "C-" in FINC 335
This cases based course is designed to explore the practical application of the major corporate finance topics.
Outcomes:
Students will be able to understand how corporations use the conceptual aspects of corporate finance in real life settings; They will also learn to use the necessary tools in evaluating various corporate investment and financing decisions; They will apply these tools in solving the cases involving investment (such as building a new plant, or acquiring another firm) and financing (such as capital structure policy, and cost of capital) decisions

FINC 358 Financial Analytics (3 Credit Hours)
Pre-requisites: Junior Standing and minimum "C-" in FINC 335
This course focuses on how to use Python to build financial models. The course will examine financial securities, portfolio optimization, and valuation problems.
Outcomes:
Building financial models with Python; Translating raw data into meaningful variables for statistical analysis; Estimating statistical models to drive investment decisions; Valuation of securities; Portfolio optimization and implementing trading strategies

FINC 359 Introduction to Fintech (3 Credit Hours)
Pre-requisites: Junior Standing
Minimum grade of "C-" in FINC 301 or FINC 332 or FINC 332H or FINC 334 or FINC 334H. The primary objective of this course is to equip students with economic insights to explore the current developments and future opportunities for disruptive technologies in the financial institutions and financial service sector. The course will take a financial economic and analytic perspective to augment financial talents and entrepreneurship with the necessary tools to understand the interaction of finance, technology, and regulations. It will cover detailed topics of decentralized finance (DeFi) infrastructure including blockchain technologies, cryptocurrencies, and non-fungible tokens (NFTs). Further, it will explore how the DeFi infrastructure together with artificial intelligence (AI) are reshaping the current ecosystem of payments, capital raising, credit and lending, investment, and risk management.
Outcomes:
Students will understand the key concepts of the disruptive technologies in Fintech: blockchain technology, Non-fungible tokens, and Defi infrastructure; Students will comprehend the impacts on financial services through application of disruptive technology; Students will develop the ability to outline the near and long-term possibilities for Decentralized Finance (Defi) and Fintech industry; Students will understand the pricing methodologies for crypto assets and investments; Students will understand the applications of Artificial Intelligence (AI) and Machine Learning in investment and risk management

FINC 365 Advanced International Financial Management (3 Credit Hours)
Pre-requisites: A minimum grade of "C-" in FINC 335 and FINC 355
This course covers advanced topics in international financial management. The course builds on materials discussed in International Financial Management (FINC 355). Specifically, this course exposes the students to: foreign exchange risk management, currency swaps, foreign exchange rate forecasting, efficiency of foreign exchange markets, international capital structure and cost of capital, global investment, multinational capital budgeting, multinational cash management, cross-border acquisitions, and international trade finance.
Outcomes:
Understand the global financial markets, perform multinational capital budgeting, and understand global portfolio management

FINC 395 Independent Study in Finance (1-3 Credit Hours)
Pre-requisites: Junior standing; instructor and dean permission required
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Finance not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in finance

FINC 396 Speaker Series: Risk Management and Insurance (0 Credit Hours)
Professional speaker series for all students majoring in Finance.
Outcomes:
Students will benefit from hearing professionals in the finance industry discuss current events, opportunities and challenges within the industry

FINC 399 Special Topics in Finance (1-3 Credit Hours)
Pre-requisites: Junior standing
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

FINC 450 Financial Management (3 Credit Hours)
Pre- or co-requisites: ACCT 400
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450B Finance for a Sustainable World (3 Credit Hours)
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450C Financial Management (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
The goal of this course is to provide students with an understanding of managerial finance: valuation, capital investment, financing, capital structure, and business ethics as they relate to finance.
Outcomes:
Students will demonstrate knowledge of financial analysis, time value of money, risk-reward, asset valuation, capital budgeting, capital structure, and working capital management

FINC 450E Financial Management (3 Credit Hours)
Pre-requisites: Restricted to the students in the Executive MBA program
Studies the functions, tools, and policies of financial, investment, and portfolio management. Students analyze the structure of financial markets, valuation of stocks and fixed income securities, risk and return relationships, and portfolio theory. Topics include investment and financial decision making under uncertainty.

FINC 451 Financial Markets & Institutions (3 Credit Hours)
Pre-requisites: FINC 450
Introduction to the financial system in the United States, including the fundamentals and role of money and capital markets, the institutions operating in these markets, the instruments traded, and the organization, functioning and operation of the Federal Reserve System.
Outcomes:
Students will be able to demonstrate an understanding of how financial markets and institutions work and are important to financial decision making, how interest rates and bond prices are determined and interrelated, why and how financial institutions are regulated by the government, and who the Federal Reserve is and how its actions affect the economy

FINC 452 Investment Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This course includes the topics of asset pricing models; risk and return analysis of stocks, bonds and cash equivalents; portfolio theory; bond pricing, the term structure of interest and immunization strategies in managing fixed income securities.
Outcomes:
Students will be able to demonstrate the analytical tools and finance theory necessary for making good investment decisions and for understanding the pricing of financial securities

FINC 453 Topics in Advanced Financial Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This is an advanced course in corporate finance where students are given a thorough grounding in firm valuation and exposed to various financial decisions including raising capital, mergers and acquisitions, leveraged buyouts, spin-offs, and carve-outs, all in the context of their impact on firm value.
Outcomes:
Students will be able to demonstrate an understanding of firm valuation, as well as the impact of various corporate decisions on firm value

FINC 455 International Financial Management (3 Credit Hours)
Pre-requisites: FINC 450 or by Department Consent
This course examines the international dimensions of financial management. It introduces potential opportunities/challenges faced by multinational corporations as they expand their business overseas.
Outcomes:
Students will be able to demonstrate understanding of foreign exchange markets, fundamental international parity relationships, foreign exchange risk management strategies, and capital budgeting for multinational corporations

FINC 455E International Financial Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Examines foreign exchange rate exposure and hedging techniques to deal with exposure. Other topics include capital budgeting in an international framework and international financial markets.
Course equivalencies: FINC 455E/FINC 602E

FINC 456 Management of Financial Institutions (3 Credit Hours)
Pre-requisites: FINC 450
The course analyzes the importance played by financial institutions. This is a survey course that analyzes the present financial institutional structure with a special focus on managing risk.
Outcomes:
Students will demonstrate an understanding of the following topics: the role of financial intermediaries in managing interest rate, credit, market and international banking risks; Special attention will be given to procedures for measuring and managing these risks

FINC 459 Independent Study-Finance Management (3 Credit Hours)
Pre-requisites: FINC 450
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of Finance not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in finance

FINC 470N Business Finance (3 Credit Hours)
Pre-requisites: FINC 450 or equivalent course
Exposure to international financial markets, international diversification, derivatives, risk management, asset valuation, multinational capital budgeting and more.
Outcomes:
Exposure to international diversification, derivatives, risk management, trading options, asset valuation and more

FINC 552 Emerging Markets (3 Credit Hours)
Pre-requisites: FINC 450 and ECON 420
An introduction to the contribution made by financial markets and institutions to economic growth and development in emerging market countries. Normally taught in Thailand, the course will provide a close look at a successful emerging market country.
Outcomes:
Students will demonstrate an understanding of the following topics: the contribution of financial institutions and markets to economic growth and development, the causes and effects of financial crises, the financial liberalization controversy, the impact of inflation, and the causes and effects of corruption; In addition, students will also demonstrate knowledge of Thailand's economic and financial systems

FINC 553 Applied Portfolio Management (3 Credit Hours)
Pre-requisites: FINC 452
This is a course in investment analysis and applied portfolio management. Topics will include investment policy and objectives, performance analysis and attribution, portfolio design, fixed income analysis and portfolio management, and equity analysis and portfolio management.
Outcomes:
At the conclusion of this course the student should be able to: 1) Create an investment policy statement; 2) Analyze and value fixed income securities; 3) Analyze and value equity securities; and 4) Develop and manage a portfolio of debt and equity securities

FINC 554 Fixed Income (3 Credit Hours)
Pre-requisites: FINC 450, or Quinlan Finance 450 Student Group Waiver; or B or better in FINC 335
This course provides an in-depth coverage of fixed income securities, and their markets. The course is an extension to other offerings in the finance program on futures, equities, and interest rate derivatives. The course is supplemented with hands-on applied sessions using Bloomberg, a leading global benchmark for data and analysis used by financial professionals worldwide.
Outcomes:
Identify the types, classifications, and characteristics of fixed income securities; Use Bloomberg and/or other resources to extract, interpret and aggregate key data; Analyze and price different types of fixed income securities

FINC 556 Investment Banking (3 Credit Hours)
Pre- or co-requisites: FINC 452; or prerequisite FINC 335 with minimum grade of " B"
This course provides a broad overview of the activities of investment banks, including venture capital fundraising, stock and bond underwriting, mergers and acquisitions, trading, asset securitization and money management.
Outcomes:
Students will understand how investment banks enhance capital markets by providing financing and investment services to companies, governments and individuals

FINC 599 Special Topics (3 Credit Hours)
Pre-requisites: FINC 450
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

FINC 602E International Financial Management (1.5 Credit Hours)
Examines foreign exchange rate exposure and hedging techniques to deal with exposure. Other topics include capital budgeting in an international framework and international financial markets.
Course equivalencies: FINC 455E/FINC 602E

FINC 620 Financial Mathematics and Modeling I (3 Credit Hours)
Pre-requisites: FINC 452 (co-requisite) and ISSCM 491 (pre-requisite); OR FINC 335 with a minimum grade of B (pre-requisite)
This course focuses on how to effectively use Python to build financial models. The course initially trains students to become sufficiently proficient to build financial models using Python, and then moves to its applications, such as translating raw data into meaningful indicators to help investment decisions. The course will examine financial securities, portfolio optimization, as well as valuation problems.

FINC 621 Financial Mathematics and Modeling II (3 Credit Hours)
Pre-requisites: FINC 620
Financial mathematics and modeling II is the second in a sequence of two courses. It is a combination of lecture and lab and will focus on the core mathematical, computational and practical modeling aspects encountered in modern financial applications. The programming languages of choice will be R and Excel/VBA. This course has a prerequisite of FINC 450, FINC 452, FINC 620, and ISOM 400. No prior R programming experience is required but familiarity with Excel/VBA is a pre-requisite.

FINC 622 Derivative Securities (3 Credit Hours)
Pre-requisites: FINC 450, or Quinlan Finance 450 Student Group Waiver
This course is a comprehensive introduction to the theory, use, and valuation of derivative securities, with particular emphasis on options and forward/futures contracts. A sound understanding of the intuition underlying option pricing is critical to a thorough understanding of modern finance and financial risk management. We may also look at other types of derivatives as well as some extensions of the most fundamental models.

FINC 624 Interest Rate Risk Management (3 Credit Hours)
Pre-requisites: FINC 622 or FINC 346 with minimum grade of "B"
Students are introduced to a plethora of financial derivatives, including both exchange-traded and OTC products, and then learn to use these products to hedge interest rate and other risks largely through the study of cases and detailed examples emphasizing the formation and use of synthetic positions.
Outcomes:
Students will be able to demonstrate an understanding of a wide variety of derivative products, as well as be able to use these products to manage interest rate and other risks

FINC 625 Applied Econometrics (3 Credit Hours)
Pre-requisites: ECON 420 and ISSCM 491
The purpose of this course is to help students understand feasible econometric techniques in order to mine information to understand economic and financial patterns and to forecast. A rigorous exposition of the theory behind econometric techniques will help students understand the issues raised in different published papers. Topics of econometric techniques covered in this course include panel data analysis, time-series models, discrete choice models, and methods to identify causality between variables. Practical applications will prepare students to use these methods in their own projects.
Course equivalencies: X-ECON625/FINC625

FINC 626 Credit Risk Management and Structured Finance (3 Credit Hours)
Pre-requisites: FINC 622 or FINC 346 with minimum grade of "B"
We study credit risk and credit risk management. We examine a suite of financial securities which can be used to reduce (or magnify) credit risks, especially credit default swaps (CDS), asset-backed securities (ABS) and collateralized debt obligations (CDOs). We consider the role of these structured credit products in the global financial crisis.

FINC 628 Valuation (3 Credit Hours)
Pre-requisites: FINC 450 or Quinlan Finance 450 Student Group Waiver, or FINC 342 with the minimum grade of "B"; Restricted to Graduate School of Business or Undergraduate School of Business
This is an advanced course in valuation where students are given a thorough grounding in traditional valuation models (DCF and relative valuation) and also introduced to real option methods and ideas; a certain emphasis is placed on the valuation of start-ups and students are introduced to the venture capital markets.
Outcomes:
Students will be able to demonstrate an understanding of traditional valuation models as well as real options methods and ideas

FINC 630 Capstone Master of Science Finance (3 Credit Hours)
Pre-requisites: FINC 450 and any 3 additional 450 and above FINC courses
This course integrates theory, analytics, and modeling skills acquired in advanced finance courses. Subject matter will include topics and techniques in corporate finance, international financial management, risk management, and investments. It is intended for Master of Science in Finance (MSF) students and select MBAs concentrating in finance and who have satisfied the necessary prerequisites.
Outcomes:
Students will be able to perform a complicated valuation analysis of a public or private company; Students will understand different short and long-term financing techniques and their impact on a firm's cost of capital, capital structure, financial risk, credit, and business strategy; Students will be able to perform a complicated international capital budgeting analysis; Students will be able to evaluate public and private investments and assess their place in a portfolio

Fine Arts (FNAR)

Discover, search, courses (p. 2661)!

FNAR 110 Foundations of Visual Art (3 Credit Hours)
Explores some of the fundamental principles, concepts, and historical and contemporary contexts that constitute a contemporary art practice. Provides experience across a range of modes of art making while emphasizing the basic concepts that underlie visual expression. Studio activity is augmented with research, discussion, and critique.
Outcomes:
Explore and express visual concepts; Develop creative competencies; Utilize design elements to communicate themes and ideas; Expand cognitive capacities; Comprehend historical and contemporary approaches to visual art

FNAR 112 Two-Dimensional Design (3 Credit Hours)
An examination of the basic elements and organizational systems of visual expression through the application of design principles and theory.
Course equivalencies: FNAR112/ACFNA112
Outcomes:
Students will be able manipulate various forms of media to produce desired spatial effects, and understand how to control by- using such design methods as scale, perspective, and composition - the viewer's understanding of and reaction to visual information on a two-dimensional surface

FNAR 113 Drawing I (3 Credit Hours)
An introduction to the basic elements of drawing including: line, value, texture, volume, shape, proportion, perspective and visual composition. A variety of drawing materials will be explored with an emphasis on observation problems designed to build technical, perceptual, and personal expressive interpretation of form through the drawing idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic drawing principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 114 Painting I (3 Credit Hours)
An introduction to the basic elements of painting including: the application of drawing, design, and color principles. A variety of materials will be explored with an emphasis on oil painting. Observational problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate an understanding of basic painting principles and vocabulary, through practice and articulation of both formal and artistic ideas

FNAR 115 Foundations of Photography (3 Credit Hours)
This course introduces photography as a form of visual art. Students learn the technical concepts in order to develop their ability to express ideas through photography. The course also emphasizes strengthening visual literacy through lectures, discussions, and critiques. Requirements: A fully adjustable digital camera (DSLR) and an external hard drive are required.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: FNAR115/ICVM115/IFMS115
Outcomes:
Students will learn how to formulate and communicate ideas through photography; The course focuses on building the students' visual literacy and understanding of photography as a form of visual art

FNAR 118 Printmaking I (3 Credit Hours)
An exploration of the production of fine art multiples as they are created utilizing zinc and copper plates. Techniques of etching and engraving aquatint and color printing as well as innovative processes are taught.
Outcomes:
Students will demonstrate understanding of the techniques needed to produce images on metal plates and alternative surface; the intrinsic qualities particular to expression in print media, recognize fine prints, specific techniques, and archival quality in historical examples, use intaglio presses as a means of production and form evaluative judgments about printed imagery

FNAR 120 Ceramics: Handbuilding (3 Credit Hours)
An exploration of various handbuilding techniques, surface design techniques, and firing ranges available to the contemporary ceramist. Students are encouraged to pursue individual expression in the context of a broad range of methods and creative concepts.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to demonstrate the basics of successful construction and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 121 Ceramics: Wheelthrowing (3 Credit Hours)
An introduction to the potters' wheel. Students learn basic throwing skills, explore utilitarian design concepts, and learn to balance spontaneous and practiced approaches to process. Emphasis is on the successful integration of craft and personal expression.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: FNAR220/FNAR121
Outcomes:
Students will be able to demonstrate basic wheelthrowing and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present

FNAR 123 Metalwork and Jewelry I (3 Credit Hours)
The methods and processes of construction using nonferrous metals applied to problems in design and function. Projects are designed to familiarize the student with processes in metalwork and the proper use of hand tools.
Outcomes:
Students will demonstrate an understanding of the fundamental characteristics of metal; the ability to cut, shape and manipulate metals; to express visual ideas in low and high relief; and to form judgments about design on other than flat surfaces

FNAR 124 Sculpture Foundations (3 Credit Hours)
An introduction to three dimensional concepts and materials, and associated techniques, in the process of articulating a personal artistic statement. Students will be guided in the fabrication of various 3-D constructions employing a wide range of building materials such as plaster, wood, clay, foam board, paper, and metals.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will be able to translate two-dimensional sketches and drawings into expressive three dimensional forms; demonstrate basic sculpting techniques and creative strategies; provide critical evaluation of the creative process; and produce objects that are viewable in the round, structurally stable with masses and appendages proportionate to one another

FNAR 132 Visual Communication I (3 Credit Hours)
This course initiates a professional sequence whereby the student receives an introduction to composition, typography, and historical and contemporary concepts in visual communication. It introduces students to page layout software (Adobe InDesign), its relationship to other software packages, and the technical aspects of digital typography.
Outcomes:
Students gain an understanding of fundamental principles of visual communication emphasizing typography, the development technical skills in materials and techniques, and the ability to express formal and creative ideas

FNAR 160 The Crafts of China (3 Credit Hours)
This course examines the artisan crafts of China historically and technically. The course explores how and why the crafts appeared, their historical trajectory and demonstrates how the crafts improved technically. Ceramics, Bronze Castings and Wood works will serve as prototypes. Students will undertake independent researches.
Interdisciplinary Option: Asian Studies
Course equivalencies: FNAR160/ASIA160
Outcomes:
Students will identify how the crafts of woodwork, bronze casting and ceramics evolved and how they are currently practiced in China; Students will articulate an understanding of the function of craft in Chinese culture as well compare and contrast it to the function craft in their own culture

FNAR 190 Color Theory (3 Credit Hours)
An examination of the nature of subtractive and additive color in its physiological, psychological, aesthetic, cultural, and symbolic dimensions through the application of past and current theory. Emphasis is placed on color mixing, color relationships, and understanding color terminology. Students develop proficiency using color in their work as well as gaining a fundamental understanding of the basic visual, aesthetic, and theoretical considerations of color use in art & design.

FNAR 195 Topics in Fine Arts Pre-Collegiate (3 Credit Hours)
This course consists of special topics in specific Fine Arts areas, and is offered for the Pre-Collegiate student.
Outcomes:
While the specific area of study varies, the expectation is that the student will become familiar with the methods, materials and aesthetic properties of that artistic approach, as well as the technical means to control the expression

FNAR 199 Art and Visual Culture (3 Credit Hours)
An introduction to the principles of art and their application to broader visual culture, this course explores the complex nature of art through an examination of its visual elements, techniques, functions, critical methodologies, and related social issues. The course takes advantage of Chicago's artistic resources.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X - ACFNA 100 / FNAR 199
Outcomes:
Students will demonstrate knowledge of the elements of visual language, means of visual expression in diverse cultures and eras, media and techniques of art, artistic terminology, and critical approaches to the study of visual culture and related social issues; Students will acquire the skills to interpret art and visual culture in oral and written form

FNAR 200 Global Art History: Prehistoric to 600 CE (3 Credit Hours)
A comprehensive survey that introduces students to the art, architecture, and material practices of global cultures from pre-history to the 7th Century CE. This course will study the internal and cross-cultural relationships between various art forms and the social, geo-political, spiritual, economic, and political contexts in which selected artifacts and monuments were made.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of ancient global societies

FNAR 200R Art History: Pre-History to Renaissance in Rome (3 Credit Hours)
A general survey which explores the development of art in Western culture from pre-history through the sources of the Renaissance in the fourteenth century with a focus on Rome and Italy.
Course equivalencies: FNAR200/FNAR200R
Outcomes:
Students will be able to demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of art in relation to their cultural, social, and historical contexts

FNAR 201 Global Art History: 600-1800CE (3 Credit Hours)
A general survey which explores the development of global art from 540 through 1800.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: ACFNA 105 / FNAR 201
Outcomes:
Students will acquire skills to critically analyze formal expressions, materials, functions, meanings, and makers of art and material culture in relation to the historical contexts of early modern global societies

FNAR 202 Global Art History: Modern Art (3 Credit Hours)
A comprehensive survey of major artistic movements from a global perspective, engaging key concepts, issues, and modes of production in the modern world. It examines evolving ideas about the forms, content, techniques, and functions of art from the late 18th century to today considered within its socio-political and historical context.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: FNAR202/ICVM202/IFMS202
Outcomes:
Students will demonstrate knowledge of the key ideas, formal expressions, themes, techniques, and functions of modern art in relation to social-historical contexts and modern culture from a global perspective

FNAR 203 Chicago: Face of a City (3 Credit Hours)
An examination of the history of the Chicago School of Architecture along with public sculpture and mural painting in Chicago, this course explores the changing trends of American public art, artists' response to a public audience, and issues of social responsibility. Participation in class field trips is required.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will be able to identify the major social concerns of the city as well as the means by which visual arts can be integrated into its daily life; They will be able to recognize the major artists and recent artistic developments in their urban context

FNAR 207 Women, Art, and Society (3 Credit Hours)
An examination of women artists in Western culture and the societies in which they worked from the medieval period to the present. Women's artistic production, the styles and subject matter they embraced, and their relation to artistic trends of their eras are explored within the context of social attitudes about gender.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-FNAR207/WOST207/WSGS207
Outcomes:
Students will be able to demonstrate knowledge of women's contribution to the visual arts, the factors that impacted their participation in the art world, the underlying ways that gender constructions impact society, and feminist theory and methodologies related to art

FNAR 213 Drawing II (3 Credit Hours)
Pre-requisites: FNAR 113
An intermediate level drawing course designed to extend the understanding of the visual elements of drawing introduced in FNAR 113. This course includes an emphasis on color, and an exploration of a broader range of drawing media. Observational and conceptual problems are introduced.
Outcomes:
Students will be able to demonstrate an understanding of more advanced drawing principles through expanded practice and articulation of both formal and artistic ideas

FNAR 214 Painting II (3 Credit Hours)
Pre-requisites: FNAR 114
An intermediate level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114. This course will explore both oil and acrylic painting and a variety of substrates. Emphasis on individualized conceptual problems will be introduced to build technical, perceptual, and personal expressive interpretation of form through the painting idiom.
Outcomes:
Students will be able to demonstrate an understanding of more advanced painting principles through expanded practice and articulation of both formal and artistic ideas

FNAR 216 Lighting Techniques for Photography and Video Art (3 Credit Hours)
Pre-requisites: FNAR 115 or instructor permission
This course examines techniques with both available and artificial lights for works with photography and video. The students learn how the use and control of lighting are essential in working with lens-based media, whether it¿s on-location or in a studio environment. The concepts covered in the class will be used to produce photographic and video works.
Outcomes:
Students learn the equipment and techniques for effectively using available and artificial lights

FNAR 218 Printmaking II (3 Credit Hours)
Pre-requisites: FNAR 118
This course explores specialized work in intaglio, monotypes, and mixed media. Emphasis is placed on the development and perfecting of technique.
Outcomes:
Students demonstrate understanding of mixed-media printing; knowledge of a wide range of printmaking media; apply drawing concepts to the materials of printmaking; produce a consistent body of work in a complex medium; recognize historical prototypes and articulate the differences to others; and form judgments needed to adapt image making in a highly technical area of expression

FNAR 219 Photography: Digital Imaging (3 Credit Hours)
Pre-requisites: FNAR 115 - Foundations of Photography; A fully adjustable digital camera (DSLR) and an external hard drive are required
The course focuses on advanced editing techniques in Photoshop in regards to color correction, color management, image compositing, and image manipulation. Students will also learn the technical and aesthetic concepts that are crucial components of the digital workflow to further develop their visual languages as photographic artists.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR219/IFMS220
Outcomes:
Students learn more complex editing in Photoshop, how to operate a professional inkjet printer and the importance of paper selection; The course examines possibilities with digital technology

FNAR 222 Sculpture/Ceramics: Intermediate Studio (3 Credit Hours)
Pre-requisites: FNAR 124 and (FNAR 120 or FNAR 121); or instructor permission
This intermediate course expands the students' knowledge of materials, techniques, and concepts relative to the production of three-dimensional artwork. Students explore the dynamic interrelationship between art, craft, and design, with particular emphasis on the role and function of three-dimensional artworks historically and in contemporary practice. The conceptual possibilities for reproduction and multiplication in sculpture and ceramics is also highlighted. Visual and written research is a component of the course, as are personal reflection and group discussion. The course provides context for the key concepts explored.
Course equivalencies: FNAR320/FNAR222
Outcomes:
Students develop technical, aesthetic, and conceptual strategies in the creation of three-dimensional artwork, and increased awareness of cultural / historical perspectives of the medium

FNAR 232 Visual Communication II (3 Credit Hours)
Pre-requisites: FNAR 132 Visual Communication I
A continued study of the visual and conceptual principles introduced in FNAR 132 with an emphasis on advanced typographic principles and an introduction to the history of graphic design.
Outcomes:
Students gain knowledge of graphic design history and advance in their understanding of typography and imagery in the problem-solving processes in graphic design, including the further development of conceptual skills

FNAR 233 Digital Media Design (3 Credit Hours)
An exploration of image creation and design using Adobe Photoshop and Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of compositions effectively combining image and typography

FNAR 234 Digital Media: Vector (3 Credit Hours)
An exploration of vector illustration using Adobe Illustrator. This industry standard software is introduced as a vehicle for basic design concepts and as a tool for creative expression.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of artistic compositions effectively combining image and typography

FNAR 251 African-American Art (3 Credit Hours)
An introduction to the achievements of Americans of African descent beginning with African roots through the Harlem Renaissance to the contemporary work of such internationally recognized artists as Richard Hunt and Martin Puryear. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-FNAR251/BWS 251
Outcomes:
Students will be able to demonstrate knowledge of the richness of African-American visual arts as they developed within and outside the purview of traditional art venues

FNAR 260 The Art of Bookbinding (3 Credit Hours)
An introduction to the basic methods of bookbinding exploring traditional and one-of-a-kind artists books. Sewn, glued and free form structures will form the basis for the study of image and text within the framework of a personal approach to alternative surfaces.
Outcomes:
Students will be able to construct and manipulate a wide variety of media using the grammar and language of the book form; Through selected projects students will utilize compositional elements and descriptive to communicate ideas and concepts in book form

FNAR 303 Visual Arts Pedagogy (3 Credit Hours)
This course explores the ideas of teaching and learning through the visual arts and arts integration as they pertain to teaching artists. Coursework includes lecture and discussion, readings, model teaching, and teaching artist visits. Students will learn art pedagogy, classroom management techniques, and to develop their ideas into a curricular format.
Outcomes:
Students will recognize perspectives and theories around learning through the visual arts, identify appropriate teaching content and techniques, and design appropriate visual arts lessons, aligning content and standards

FNAR 304 Paris in the Nineteenth Century (3 Credit Hours)
An examination of Nineteenth Century art in Paris as shaped by contemporary changes in the physical, social and economic life of the city.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate knowledge of nineteenth century art and artists in the context of the emergence of a modern, industrial urban complex

FNAR 305 American Art to 1945 (3 Credit Hours)
An examination of American painting, sculpture, and architecture from the colonial period to the period immediately following World War II. Emphasis is placed on the development of specifically American art forms as they evolved from their dependency upon European sources.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the earliest days of the Republic when Europe served as a source of training and inspiration to the beginnings of modern times when global developments shifted the focus of artistic inspiration to New York

FNAR 306 Contemporary Art 1945-Present (3 Credit Hours)
An examination of recent developments in American and European art beginning with the physical shift of the center of artistic authority from Paris to New York during and immediately after World War II.
Outcomes:
Students will be able to recognize and demonstrate knowledge of major artists and artistic movements from the mid-twentieth century to the present day; They will also understand the major theoretical issues of the period

FNAR 311 Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 213 or FNAR 214 or equivalent
The most advanced level studio course in painting and drawing and is designed to aid the student in developing a body of creative work from conception to production to presentation. This course is conducted as an individual studio practicum between the instructor and student. The course may be taken twice for credit.
Outcomes:
Students will demonstrate a strong understanding of their own creative process through the development of a cohesive body of work

FNAR 314 Painting III (3 Credit Hours)
Pre-requisites: FNAR 114 and 214
An advanced level painting course designed to extend the understanding of the application of drawing, design, and color principles introduced in FNAR 114 and expanded in FNAR 214. This course will explore a range of painting materials and substrates. Emphasis is placed on critique and the development of conceptual problems to build technical, perceptual, and personal expressive interpretation.
Outcomes:
Students will develop a body of work through expanded practice and articulation of both formal and artistic ideas

FNAR 315 Photography: Films and Cameras (3 Credit Hours)
Pre-requisites: FNAR 219 or instructor permission
This course will explore processes and materials related to film-based photography. The primary focus of this course will be shooting films with various types of film cameras. Students will also explore integrating a digital workflow to edit and print images captured on film.
Outcomes:
Students will learn how to use film cameras, scan film, and incorporate a digital workflow with the editing and printing of film to produce photographic projects

FNAR 318 Printmaking III (3 Credit Hours)
Pre-requisites: FNAR 218
A continued exploration of Printmaking I, II which enables the student to enhance technical and conceptual skills in printmaking mediums.
Outcomes:
Through selected projects students will demonstrate knowledge of contemporary trends in printmaking including new digital media and photomechanical processes; They will acquire analysis skills and functional critical knowledge of the grammar and language of prints

FNAR 320 Video Art (3 Credit Hours)
Pre-requisites: FNAR 216 or instructor permission
This is a course on Video Art and expanded lens-based media that introduces students to time-based art and the language and history of moving images. Students will explore the ways in which artists use video in their artworks and the techniques foundational to the craft of creating moving images.
Outcomes:
Students will learn technical skills, such as cinematography, video editing, and audio recording; Students will develop their literacy of video media by exploring artworks made by pioneering artists

FNAR 322 Sculpture & Ceramics: Advanced Studio (3 Credit Hours)
Pre-requisites: FNAR 222 or permission of instructor
An advanced studio course in which students focus on developing an independent, compelling three-dimensional fine arts practice through a more focused approach to the application and synthesis of knowledge and experiences in comparison to Intermediate Studio courses. Visual and written research and field trips are components of the course, as are personal reflection and group discussion. Technical experiments and key concepts are geared specifically to the students interests and artistic goals.
Course equivalencies: FNAR321/FNAR322
Outcomes:
Select and apply appropriate materials and methods to resolve complex visual and conceptual problems and meaningfully discuss key issues; Create a portfolio of work built on independent investigation

FNAR 332 Visual Communication III (3 Credit Hours)
Pre-requisites: FNAR 232 Visual Communication II
This course includes the continued study of contemporary graphic design practice and further work in design with emphasis on analytical and creative approaches to problem solving across many types of media. Students are exposed to current best practices for effective self-promotion.
Outcomes:
Students gain an understanding of how contemporary design is used to communicate; They begin to develop a sophisticated body of work, advancing in their ability to critically evaluate visual communication

FNAR 333 Explorations in Typography (3 Credit Hours)
Pre-requisites: FNAR 232
Students explore both practical and experimental solutions utilizing typography as a means of communication and language visualization; investigating multifaceted modes of expression with emphasis placed on the study and creation of meaning relative to audience, culture, and history.
Outcomes:
Students develop a heightened awareness of the nuanced role that typography plays as a delivery mechanism for narrative structures, information, language visualization, and alternate forms of expression

FNAR 334 Motion Design (3 Credit Hours)
An exploration of time-based motion graphics. Industry standard software is utilized as a vehicle for learning graphic animation concepts and as a tool for creative expression.
Outcomes:
Students gain an understanding of software skills and design basics; They develop the ability and techniques to manipulate software in the production of motion graphics effectively combining image and typography

FNAR 338 Medieval Art (3 Credit Hours)
An examination of the art and architecture of the Christian world from 250 to 1453 CE, including the Early Christian, Byzantine, Carolingian, Romanesque, and Gothic periods as well as the influence of Islamic culture.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-FNAR338/MSTU380/ROST338
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of medieval art and their relation to relevant cultural, social, and historical contexts; They will acquire the skills to critically analyze these relationships and to understand the scholarship and issues related to medieval studies

FNAR 341 Renaissance Art - Painting (3 Credit Hours)
An examination of pictorial arts of the Renaissance in Northern and Southern Europe within the context of the material culture and society of the fifteenth and sixteenth centuries. Content may vary according to the particular focus of the instructor.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-FNAR341/ROST341
Outcomes:
Students will demonstrate knowledge of techniques, formats, themes, forms, functions, and patronage of European painting and its relation to society and culture and will acquire the skills to critically analyze these relationships

FNAR 342 Art in Rome (3 Credit Hours)
A survey of Rome's artistic heritage, including architecture, mosaic, painting, and sculpture from antiquity to the present day studied within the context of Rome's changing roles in Western European history. Classes are taught on site.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR342/ROST342
Outcomes:
Students will demonstrate knowledge of Rome's cultural role in history and of its artistic traditions and how they relate to their historical context

FNAR 343 Baroque Art (3 Credit Hours)
An examination of art and architecture in Europe during the seventeenth and eighteenth centuries with special concentration on the preeminence of Rome. (Rome Center students are expected to visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR343/ROST343
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of seventeenth and eighteenth-century Western European art and their relation to relevant cultural, social and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Baroque studies

FNAR 344 Early Italian Renaissance Art (3 Credit Hours)
An examination of Italian art and architecture from the late thirteenth to the late fifteenth centuries with special emphasis on Florence, Siena, and centers in northern Italy such as Padua and Mantua. (Rome Center students visit and study certain works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR344/ROST344
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of early Italian Renaissance art and their relation to relevant cultural, social, and historical contexts; They acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian Renaissance art

FNAR 345 Italian High Renaissance and Mannerist Art (3 Credit Hours)
An examination of Italian painting, sculpture, and architecture from the late fifteenth through the sixteenth centuries, focusing on the art of Florence, Rome, and Venice and including consideration of such artists as Leonardo da Vinci, Michelangelo, Raphael, and Titian. (Rome Center students visit and study works of art in their original location).
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies
Course equivalencies: X-FNAR345/ROST345
Outcomes:
Students will demonstrate knowledge of forms, ideas, themes, techniques, and functions of Italian High Renaissance and Mannerist art and their relation to relevant cultural, social, and historical contexts; Students acquire skills to critically analyze these relationships and to understand the scholarship and issues related to Italian High Renaissance and Mannerist art

FNAR 349 Art and the Catholic Tradition (3 Credit Hours)
An examination of the integral role that the visual arts and architecture have played in the Catholic faith since its early centuries.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Students will understand the role of Catholic art and architecture within its theological, social, and historical contexts through an examination of both visual and related textual sources

FNAR 351 Latin American Art I: Ancient to 19th Century (3 Credit Hours)
This course examines creative production in Latin America from its Ancient empires to colonization, and independence in the 19th century. Exploring archaic periods to imperial integration, we consider the legacy of indigenous artistic production and mestizaje in the visual culture in the region from the 16th through 19th century.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-ANTH344/FNAR351/INTS385/LASP
Outcomes:
Students will demonstrate the ability to distinguish sculptural, pictorial, and architectural styles of diverse cultures within the geographical and temporal boundaries defined, and historical processes that shaped its production

FNAR 352 Islam and Visual Culture (3 Credit Hours)
This course examines the visual forms of Islamic culture from the 7th century to the present. Students will be introduced to the major monuments, artistic techniques, and regional styles, investigating visual works within their historical context and in relation to intercultural engagement.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-FNAR352/IWS352
Outcomes:
Through study of major monuments, artistic techniques, regional style, and intercultural engagement, students will recognize Islam and visual culture as a global phenomenon entailing much more than religious artifacts

FNAR 353 Latin American Art II: Modern to Contemporary (3 Credit Hours)
This course provides an expanded understanding of modernity and its artistic partner, modernism, as well as the political, social and cultural landscapes that informed and formed the art and architecture of Latin America and its diasporic intersections, from the early twentieth century to the present day.
Interdisciplinary Option: Latin American Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to distinguish pictorial, sculptural, performative and architectural styles of diverse artists and identities associated with Latin America, and the historical processes that shaped its production

FNAR 355 Art of Africa (3 Credit Hours)
An examination of the traditional arts of West Africa and the Pacific and their role in the control and organization of tribal societies before the introduction of European influences.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: ANTH345/BWS/INTS/FNAR355
Outcomes:
Students will demonstrate understanding of the unique role of the visual arts and music in the transmission of traditional mores; They will demonstrate understanding of the social and artistic distinctions found in a comparison of highly centralized societies with loosely defined tribal organization and how this is reflected in different cultural standards

FNAR 356 India, Women and Visual Culture (3 Credit Hours)
This course examines images of women and the work of women artists in India, engaging with broader topics in feminist and postcolonial theory, including indigenous responses to colonialism, contemporary critiques of the female form in Indian art, and the agency of women artists in the twentieth and twenty-first centuries.
Outcomes:
Student will become familiar with the work of Indian women artists and how images of Indian women have been understood and interpreted throughout the 20th and 21st centuries

FNAR 357 South Asian Visual Culture (3 Credit Hours)
An examination of the cultural background and major art forms of South Asia from the Indus River Valley settlements to the Present. As well as sculpture, architecture and painting, popular visual art forms will be examined.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR357/ASIA357/INTS396
Outcomes:
Students will demonstrate knowledge of the religious, cultural and political forces shaping South Asian art; They will be able to distinguish the regional styles and identify the major monuments of South Asia; Students will understand the role of the visual arts in South Asian society

FNAR 358 Chinese Art and Culture (3 Credit Hours)
An examination of the cultural background and major visual art forms of China from prehistoric to early modern times.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-FNAR358/ASIA358/INTS321
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major traditional art forms of China; They will recognize the degree to which Confucian morality controlled the social and intellectual principles by which society was governed and the arts evaluated until the advent of Communism

FNAR 359 Japanese Art and Culture (3 Credit Hours)
An examination of the cultural background and major art forms of Japan from earliest times until the twentieth century.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-FNAR359/ASIA359/INTS329
Outcomes:
Students will demonstrate knowledge of the philosophical and religious sources of the major art forms of Japan; They will recognize the dual formative influences of indigenous traditions and those of foreign origin in what becomes a uniquely Japanese adaptation and resolution of ideas expressed effectively either verbally or visually

FNAR 360 Picturing Women in Renaissance and Baroque Art (3 Credit Hours)
An examination of issues related to women, art, and society in early modern Europe (15th-17th centuries) through a study of women as subject matter, viewers, producers, and patrons of art. A multi-disciplinary approach is employed to explore how gender as a social, political, and psychological category is reflected in and reinforced by visual culture.
Interdisciplinary Option: European Studies, Women & Gender Studies
Course equivalencies: X-FNAR360/WOST360/WSGS360
Outcomes:
Students will demonstrate knowledge of the ways gender is constructed in society, the origins and effects of gender attitudes, the interrelation between gender and visual culture, and the ways women have claimed agency; Students will critically analyze visual culture and gender attitudes and demonstrate knowledge of feminist theory and scholarly methods

FNAR 364 History of Graphic Design (3 Credit Hours)
A survey of the evolution of graphic communication from prehistory through postmodern design and the digital revolution.
Outcomes:
Students will demonstrate knowledge of the ideas, formal expressions, themes, techniques, and functions of graphic communication in relation to its social-historical context

FNAR 365 History of Photography (3 Credit Hours)
A chronological and thematic survey of the history of photography, especially in Europe and America. Fine art and utilitarian applications of the medium are considered by examining photographers who represent the origin and development of major pictorial forms; the interaction between technology and imagery; and the relationships between photography and historical, social and cultural events.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR365/ICVM365/IFMS365
Outcomes:
Students will be able to demonstrate understanding of the most important pictorial forms, themes, practitioners, processes and context of photography as a fine and applied art from the beginning of the nineteenth century to the present

FNAR 367 History of Architecture (3 Credit Hours)
An examination of the history of the built environment from the earliest known forms to contemporary examples, in terms of architectural theory, structural realities and socio-cultural usages.
Outcomes:
Students will be able to demonstrate an understanding of the many ways architecture serves the human race, and be able to constructively analyze the specific functions buildings serve within their particular cultural temporal milieu

FNAR 367R Architecture in Rome (3 Credit Hours)
This course explores architectural drawing as a way to incorporate hands-on experience in students` study of architecture in Rome. Students will develop drawing skills by conceptualizing architectural ideas in relationship to Rome's buildings and sites.
Outcomes:
Upon successful completion of this course, students will be able to develop basic architectural drawing skills, to understand graphic standards and drawing conventions of the architectural design as well as to analyze and appreciate Rome's architectural buildings and spaces

FNAR 368 Fine Arts Internship (1-4 Credit Hours)
A comprehensive introduction to gallery and/or studio operations in the Fine Arts Division. Internships will provide opportunities in various aspects of administration, scholarship, teaching, and sustaining standards in studio and/or gallery performance. Gallery internships available at the Ralph Arnold Gallery. External internships upon approval. Teaching/studio assistantship based on class availability. Departmental consent required for enrollment.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop practical experience for the professional world and be able to demonstrate knowledge of gallery/museum administration, scholarship, exhibition production, and/or class preparation and teaching

FNAR 380 Internship I (1-4 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III; Fine Arts Majors only
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 381 Internship II (1-4 Credit Hours)
Pre-requisites: Permission of chairperson
Visual Communication majors complete an internship providing an opportunity to use their visual and technical skills in a professional setting.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students work with others to develop and complete projects on a predetermined schedule; they get the opportunity to learn from professionals in the field; they find out how well they are doing as judged by the world outside the classroom

FNAR 382 Visual Communication IV (3 Credit Hours)
Pre-requisites: FNAR 332 Visual Communication III and Senior standing or instructor permission
This course perfects the practice and tools of visual communication through a series of advanced projects with the aim of creating a robust and well-balanced body of work.
Outcomes:
Students are prepared to use their skills in research, analysis, and the design processes that lead to creative conceptualization to create appropriate design decisions and refined design solutions

FNAR 383 Interactive Design (3 Credit Hours)
Pre-requisites: FNAR 233 Digital Media Design
This course introduces aspects of interaction and web design including theory, common best practices, usability, information architecture, graphic design in the interactive context, prototyping, and the technical parameters of an interactive environment. Industry standard software will be used. Strong emphasis will be placed on design principles, information hierarchy, and typography.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR383/ICVM383/IFMS383
Outcomes:
Experience in the research, planning, design, and prototyping of interactive communication

FNAR 388 Critical Approaches to Visual Art (3 Credit Hours)
Pre-requisites: FNAR 202: Modern Art, C- or higher
This course examines key theoretical issues in contemporary art. Students will apply these concepts to develop strategies for creative output. The course will feature readings, discussions, written assignments, and projects to explore interdisciplinary approaches that emphasize idea as the primary means of visual production.
Outcomes:
Gain an understanding of key theoretical concepts in contemporary art; Apply theoretical concepts for the production of artworks; Develop a contemporary art practice in preparation for FNAR 398 Capstone

FNAR 390 Art History: Methods and Research (3 Credit Hours)
Pre-requisites: Restricted to Art History Majors and Minors
An examination of theoretical, critical and methodological issues as related to Modern and Post-Modern art.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Course equivalencies: X-FNAR390/IFMS390
Outcomes:
Students will learn to recognize and apply a range of appropriate theoretical approaches and scholarly methods

FNAR 391 Senior Thesis in Art History (3 Credit Hours)
Students develop an in-depth scholarly research paper while engaging new theoretical frames or topics to expand upon the writing and research of a paper of their choice from a previous art history class. In addition, they will share their research in a final, formal oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and articulate in verbal and written form relevant issues

FNAR 392 Senior Thesis II: FNAR Art History Capstone (3 Credit Hours)
Pre-requisites: FNAR 391 or instructor permission; Art History majors only; Senior standing
The second half of the capstone experience for art history majors. In Senior Thesis II, students write an in-depth scholarly research paper.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students produce a polished in-depth research paper; They demonstrate the ability to synthesize and apply ideas from scholarly sources; formulate, develop, and defend a thesis; and critically analyze and articulate in verbal and written form the issues and ideas relevant to their topic

FNAR 393 Topics in Studio Art (3 Credit Hours)
Special topics in specific areas of study in studio art.
Outcomes:
Students will master topics in areas of studio art not offered elsewhere in the curriculum

FNAR 394 Topics in Art History (1-4 Credit Hours)
Special topics in specific areas of study in art history.
Outcomes:
Students will master topics in areas of art history not offered elsewhere in the curriculum

FNAR 398 Fine Arts Capstone (3 Credit Hours)
Pre-requisites: Completion of the most advanced course in the student's FNAR concentration
The course serves as the culmination of each student's experience as a Fine Art major. Students will demonstrate the ability to produce work that exemplified the application and synthesis of the knowledge gained from the courses and experiences.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate the ability to produce art work suitable for exhibit

FNAR 399 Independent Study (1-4 Credit Hours)
Pre-requisites: written permission of instructor and chairperson
Advanced student are afforded the opportunity to work on an in-depth project in the medium of his/her choice in a tutorial setting. The course is developed in consultation with a faculty advisor and is stated formally in a written contract. of definition, goals, procedures and outcomes.
Outcomes:
Students will be able to demonstrate the ability to produce a significant body of original artwork on a focused theme

Food and Nutrition (FONU)

Discover, search, courses (p. 2661)!

FONU 110 Culinary Explorations (3 Credit Hours)
Translate food and nutrition recommendations into delicious and realistic, food-based meals using basic culinary techniques. Examine the major food groups including both common and uncommon foods in each category. Explore ways to incorporate a variety of foods into meals considering budget, health, availability, personal values and preference.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) describe foods in major food category; 2) explain food based recommendations to promote nutritional adequacy and health; 3) demonstrate culinary competence by recipe preparation; 4) critique a unique recipe that they developed; 5) plan menus for a week that meet specified criteria

FONU 215 Fundamentals of Nutrition (3 Credit Hours)
For non-majors. Nutrients essential to a healthy diet, consideration of nutrition issues of public concern.

FONU 225 Food as Culture (3 Credit Hours)
Explore culture through foods and food ways across the globe. This course examines food patterns of each continent using a multidimensional approach. Ethnic, geographical, religious, historical, geographical, and societal influences on food patterns of various regions and people will be presented through didactic and experiential activities. Information will be presented with the perspective of enhancing engagement and build positive relationships with future clients and communities served.
Course equivalencies: FONU 225 / FONU 226R
Outcomes:
Upon successful completion of this course, the student will be able to: identify common food sources of nutrients in the eating patterns of selected cultures; Describe foods, dishes, and preparation methods common to selected nations and cultures; Explain traditional food use in selected cultures, including infant feeding and illness; Compare and contrast typical American to specialized ethnic retail food markets; Discuss experiences with ethnic food

FONU 226R The Mediterranean Diet: Culture, Health, and Nutrition (3 Credit Hours)
Explore culture through foods and foodways of the Mediterranean Diet. Through didactic and experiential activities, this course examines food patterns of the Mediterranean areas using a multidimensional approach, including its historical roots, cultural significance, dietary patterns, nutrient profile, and associated health outcomes by exploring the most iconic foods of Italy and the wider Mediterranean. The course will explore their origins, methods of production, nutritional values, and impact on health and the environment. A key focus will be the contrast between Italian and American eating habits, highlighting how these cultural differences may influence public health in both countries. Core Mediterranean staples across different cultures will be examined in depth, covering their manufacturing processes, nutritional makeup, consumption trends, and potential health implications.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Course equivalencies: FONU 225 / FONU 226R
Outcomes:
Identify common food sources of nutrients in the eating patterns of selected cultures of the Mediterranean; Describe foods, dishes, and preparation methods common to selected nations and cultures of the Mediterranean; Explain traditional food use in selected areas of the Mediterranean, including health and illness; Compare and contrast typical eating habits of the US and the Mediterranean, including the culture food markets; Discuss experiences with Mediterranean food and wine

FONU 320 Nutrition Through the Life Cycle (3 Credit Hours)
Pre-requisites: FONU 215 Fundamentals of Nutrition
Learn about nutrient needs through the lifecycle from birth through aging to support optimal health and human potential. Key nutrition concepts to support normal growth and development, health maintenance, and disease prevention will be included. Nutrient needs will be translated to food-based solutions as an integral component of health habits. Community resources will be examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) describe the needs and roles of key nutrients at various stages of the life cycle; 2) translate nutrient needs into food-based solutions appropriate for life cycle stage; 3) explain common issues related to nutrition and food patterns specific to life cycle stage; 4) recommend community resources appropriate to life cycle stage

FONU 400 Role Development in Dietetic Practice (1 Credit Hour)
Pre-requisites: Admission to the dietetic internship
This course includes concepts and resources related to professional practice as a registered dietitian. Ethical issues, licensure, and scope of practice will be explored. Professional development will be discussed from entry-level to advanced practice. Fiscal aspects of professional practice, such as reimbursement and compensation, will also be considered.
Outcomes:
Students will define ethical issues, licensure requirements, increase professional development, and learn about fiscal aspects of the practice, such as reimbursement and compensation

FONU 410 Nutrition Focused Physical Assessment (2 Credit Hours)
This course focuses on physical and laboratory assessment skills necessary for the dietitian's practice, particularly in nutritional assessment and medical nutrition therapy. Emphasis is placed on skill development relevant to nutrition care of the individual, and/or for nutrition program delivery or evaluation. This course incorporates both classroom and lab activities. Master of Science in Dietetics major, or instructor permission
Outcomes:
Demonstrate competence in conducting a nutrition-focused physical assessment; Demonstrate skills for assessment and care of the patient receiving specialized nutrition support; Measure common physiologic parameters used in medical nutrition therapy

FONU 420 Transition to Supervised Practice in the Dietetic Internship (1 Credit Hour)
Pre-requisites: admission to LDI
This course begins skill development in preparation for the transition from the classroom environment to supervised practice in dietetics. Topics include ethical, legal, and safety issues for novice dietetic practice such as OSHA, HIPPA, IDPH, and standards of other regulatory agencies in health care. The nutrition care process including nutrition diagnostic language, planning and implementation of medical nutrition therapy (MNT) interventions are discussed. Basic familiarity and use of evidence-based practice protocols related to common conditions such as hypertension, diabetes, cardiovascular, renal, and/or gastrointestinal disorders, provision of specialized nutrition support and others. Medical terminology mastery is expected. Emphasis is placed on synthesis and application of undergraduate material, and effective clinical resource application.

FONU 422 Medical Nutrition Therapy Theory (3 Credit Hours)
Pre-requisites: FONU 420
This course includes the study of medical nutrition therapy (MNT) theory for dietetic practice including acute care, long term and outpatient environments. Complex medical conditions including trauma, burns, transplant, oncology, diabetes mellitus, sepsis, cardiovascular, gastrointestinal, neurological, and renal disorders. Alternate modalities of nutrition supported are included. The course includes theoretical foundations of patient care protocols, synthesis of research findings, and trends in health care related to practice protocols. This course should be taken in conjunction with FONU 423 for current Loyola dietetic interns.

FONU 423 Supervised Practice (SP) in Medical Nutrition Therapy (2 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course requires the student to complete 480 hours of dietetic SP in health care environments that provide acute care and renal replacement therapy. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 422. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 424 Public Health Nutrition and Research Theory for Dietetic Practice (3 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course includes the study of nutritional epidemiology, general principles of public health, major public health nutrition programs, research for beginning dietetic practitioners and professional development issues. Nutritional surveillance, program evaluation, and methods are discussed through lecture and review of professional literature.

FONU 425 Supervised Practice Public Hlth Nutrition, Rsrch, Prof Dvlpmnt & Marketing (2 Credit Hours)
Pre-requisites: FONU 420 and admission to the Loyola Dietetic Internship
This course includes 480 hours of dietetic SP in public health nutrition, research, marketing and an elective professional development area. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 424. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 426 Food Management Theory: Geriatric Nutrition (1 Credit Hour)
This course provides study of food management theory including food systems, operations, resource management (human, food, financial), quality improvement, safety and sanitation. Geriatric nutrition care and management theory is also revised from perspectives of medical care and facility management including regulatory agency standards.

FONU 427 Supervised Practice: Food Management, Geriatric Nutrition (1 Credit Hour)
This course requires the student to complete 240 hours of SP in food management and geriatric nutrition/long term care environments. Students work collaboratively with preceptors in hosting agencies. This accompanies FONU 426. Dates, hours and locations are arranged by the LDI faculty. Evaluation is based on practice performance, and assignments. Additional seminars are required as assigned by faculty.

FONU 499 Independent Study (1-4 Credit Hours)
Pre-requisites: Restricted to Parkinson Exercise Science students
This is a directed study course in exercise science for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines. Permission of the Program Director.
Outcomes:
Students will be able to miiculate a general understanding of the selected topic

FONU 501 Writing and Communications in Nutrition and Dietetics (3 Credit Hours)
This course focuses on scientific writing and communication skills essential to dietetic practice. Emphasis will be placed on clarify, consistency and translation of scientific evidence into effective messages for diverse populations. Standards for publication of practice and research based papers understanding and responding to peer review process will be discussed. Master of Science in Dietetics major, or instructor permission
Outcomes:
Create proposals, scientific reports and/or articles using writing skills of planning, drafting, revising and editing to incorporate appropriate evidence tailored to different audiences, publications and media formats

FONU 503 Dietetic Theories & Research Methods (3 Credit Hours)
This course analyzes theories of health and disease with implications for dietetic practice. Principles of research will be examined with a focus on methods to assess food, nutrients and related physical or biochemical parameters.

FONU 505 Trends in Dietetic Practice (2 Credit Hours)
Pre-requisites: admission to the MS in Dietetics, Dietetic Internship or FONU Program Director permission
This course includes emerging scientific research in the dietetics field as it relates to consumer food choices, evaluating the safety and health of the food supply, functional foods, vegetarian diets, food allergics and weight management. The course will focus on theoretical foundations, and synthesis of research trends into practice protocols. Mock counseling sessions will also occur utilizing up to date counseling methods including movational interviewing for behavior change.
Outcomes:
Student will demonstrate knowledge in emerging areas related to dietetic practice

FONU 507 Behavioral Change for Health Promotion (3 Credit Hours)
This course focuses on concepts and theories of health and behavior related to food, nutrition and other behaviors. Evidence to support select skills and techniques for health will be evaluated and applied. The impact of interventions will be analyzed to provide evidence-based frameworks for behavioral change in individuals and groups. Master of Science in Dietetics major, or instructor permission.
Outcomes:
Incorporate evidence-based behavioral change interventions into nutrition care plans; demonstrate skill in a behavioral change encounter in a simulation, analyze major approaches and influences of health promotion (eg policy, community engagement, advocacy and social marketing)

Forensic Science (FRSC)

Discover, search, courses (p. 2661)!

FRSC 340 Introduction to Forensic Science (3 Credit Hours)
Pre-requisites: CJC 101; Restricted to Forensic Science majors
This course provides an overview of the basic principles and uses of forensic science within the field of criminal justice. The course is designed for forensic science majors emphasizing the scientific aspects in the forensic sciences.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to identify the uses and limitations of the existing forensic science techniques used within the field of criminal justice

FRSC 341 Forensic Ethics and Professional Practice (3 Credit Hours)
Pre-requisites: FRSC 340; Restricted to Forensic Science majors
This course develops a basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field and professional practice of forensic science.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding and application of ethics in the forensic sciences; Students will be able to articulate the role and challenges of ethical issues facing forensic science today and the applicability of ethics in the profession and their individual careers

FRSC 342 Expert Witness Testimony and Court Room Demeanor (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
The goal for this course is to give you the information necessary to be an effective and ethical witness. This should help throughout your career and help make testimony not so much something to be feared as something which represents the culmination of your work in a case.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop courtroom and expert witness testimony literacy, understanding of the dynamics during court, and appreciation of the impact to the judicial system

FRSC 343 Physical Organic Chemistry for Forensic Science (3 Credit Hours)
Pre-requisites: PHYS 112; MATH 132; CHEM 222 or (CHEM 224 and CHEM 226) or (CHEM 240, CHEM 241, CHEM 260, and CHEM 272); Restricted to Forensic Science majors
An introduction to the foundational principles of physical and physical organic chemistry. The course focuses on the application of these principles to solving problems in forensic science. The numerous aspects of forensic science require a working knowledge of physical chemistry, the foundational principles, and the interrelation of cause and effect.
Outcomes:
Understand the basic concepts of physical and physical organic chemistry; Acquire and interpret data and form conclusions; Use critical thinking skills in problem solving

FRSC 350 Pattern Evidence I (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
This course introduces the basic principles and methods of forensic pattern evidence: latent fingerprints, firearms and tool marks, and question documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate an understanding of the three (3) forensic pattern evidence areas; Students will develop techniques, work on non-probative cases, and write formal reports of findings

FRSC 350L Pattern Evidence Lab I (1 Credit Hour)
Pre-requisites: FRSC 350 (may also be taken as a Corequisite); Restricted to Forensic Science majors
This course introduces the basic laboratory methods of forensic pattern evidence: latent prints, firearms and tool marks, and questioned documents.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate a basic competency through development of various techniques; Students will work non-probative cases, along with written formal reports of their findings

FRSC 360 Forensic Drug Chemistry I (3 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360L
This course provides an introduction to the basic principles of forensic drug analysis. The use of microscopic, chemical, and chromatographic techniques to gather data, interpret results, and form conclusions are developed. Recognizing the strengths and weaknesses in the techniques used and the correct interpretation of results is stressed.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 360L Forensic Drug Chemistry Laboratory I (2 Credit Hours)
Pre-requisites: (CHEM 212, CHEM 214, CHEM 224, and CHEM 226) or (CHEM 241, CHEM 272, and CHEM 280); Restricted to Forensic Science majors
Co-requisites: FRSC 360
This course provides both basic and advanced foundations to the principles of forensic drug analysis. The use of basic and advanced analytical techniques to gather data, interpret results, and form conclusions are developed. Additionally, national forensic laboratory operational standards and requirements are incorporated.
Interdisciplinary Option: Forensic Science
Outcomes:
The techniques, skills, advances, and limitations of the modern forensic laboratory will be discussed; The students will be able to demonstrate basic/advanced concepts of forensic drug analysis, testing, and formal reporting

FRSC 361 Forensic Toxicology I (3 Credit Hours)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361L
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic toxicology

FRSC 361L Forensic Toxicology Laboratory I (1 Credit Hour)
Pre-requisites: FRSC 360 and FRSC 360L; Restricted to Forensic Science majors
Co-requisites: FRSC 361
This course stresses the practical and theoretical aspects to forensic toxicology and the study of drugs and their implications in a forensic setting when toxicity sets in. The analysis and description of drugs are introduced. Case studies are reviewed where drug use may become a forensic matter.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to discuss techniques, skills, advances, and limitations of the modern forensic laboratory; Students will be able to summarize basic concepts of forensic drug analysis, testing, and formal reporting

FRSC 370 Forensic Biology (3 Credit Hours)
Pre-requisites: FRSC 341, BIOL 102, BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370L
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 370L Forensic Biology Laboratory (1 Credit Hour)
Pre-requisites: FRSC 341, BIOL 102, and BIOL 112; Restricted to Forensic Science majors
Co-requisites: FRSC 370
This course stresses the practical and theoretical aspects to forensic biology. Forensic biology includes the examination, identification, and characterization of biological materials found on various types of evidence.
Interdisciplinary Option: Forensic Science
Outcomes:
Students should develop basic scientific literacy, understanding of the scientific method of inquiry, understanding ethical thought, and application of ethics to the field of forensic biology

FRSC 371 Forensic Molecular Biology Lecture and Laboratory (5 Credit Hours)
Pre-requisites: BIOL 282, BIOL 283, FRSC 342, FRSC 370, and FRSC 370L; Restricted to Forensic Science majors
This course prepares students to work in forensic DNA analysis. The lectures cover the basic aspects of DNA structure and function while the laboratory gives students experience with the techniques and instruments used in forensic DNA analysis.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will have a strong theoretical understanding of STR marker origin, population biology, and legal uses and will be able to isolate and process DNA for STR scoring

FRSC 390 Forensic Science Internship (1-4 Credit Hours)
Pre-requisites: FRSC 342; Restricted to Forensic Science majors
The purpose of this course is to enhance the student's development and learning through observational and participatory experience in forensic focused criminal justice agencies.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-FRSC 390/ANTH 396A
Outcomes:
Students will be able to contribute in a meaningful way to the operation of a specific forensic focused criminal justice agency and be able to identify and describe the link between their field experience and prior courses

FRSC 392 Forensic Science Seminar (1 Credit Hour)
A weekly seminar course with presentations - generally given by outside speakers - covering topics in chemistry usually not encountered in the classroom.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will demonstrate their understanding by writing a one page summary of each presentation

FRSC 394 Forensic Science Research (1-4 Credit Hours)
Pre-requisites: Restricted to Forensic Science majors; Prior consultation with the instructor and a completed agreement form; Agreement forms for this directed study course are obtained from the program office, and the completed form (signed by the student, instructor, and program director) must be deposited in the program office before enrollment
This course gives undergraduate students an opportunity to participate in research in a selected area.
Interdisciplinary Option: Forensic Science
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish the research task defined in the contractual arrangement between the student and the instructor

FRSC 395 Special Topics in the Forensic Science (3 Credit Hours)
Pre-requisites: FRSC 341; Restricted to Forensic Science majors
Special topics courses provide students with an opportunity to examine various forensic science topics not normally offered as part of the Program's regular curriculum.
Interdisciplinary Option: Forensic Science
Outcomes:
Students will be able to gain an understanding of new issues confronting the forensic sciences or an advanced understanding of traditional subjects covered in basic courses

French (FREN)

Discover, search, courses (p. 2661)!

FREN 101 Elementary French I (3 Credit Hours)
Pre-requisites: No previous knowledge of French is expected; Please go to http://www.luc.edu/modernlang/exam.shtml for placement test instructions, especially if you took any French courses in high school or college
Taught in French. Instructs basic communicative French, the people and cultures where it is spoken, using formal and informal registers, and speaking in present and future time. Students will listen and respond, read and write, ask and answer simple questions in basic functional French. Content: personal topics, everyday living.
Outcomes:
Student will successfully interpret and express needs pertaining to home, work, college, leisure, and dining; Achievement level desired: Novice Low, American Council on the Teaching of Foreign Languages (ACTFL*) standards

FREN 102 Elementary French II (3 Credit Hours)
Pre-requisites: FREN 101 or one semester college French with C- or better, or placement test score; Please go to Modern Languages home page for placement test instructions; You must take the placement test if you took any French courses in high school
Taught in French. Continuation of basic French inter-communication skills both producing French (speaking and writing), and interpreting French (listening and reading.) The aim is to comprehend and contribute to discussions about families, housing, sports, travel, and traditions in French.
Outcomes:
Students will comprehend and speak in present, future, and past narrative; get and give simple direction; share personal information; Achievement level desired: ACTFL* Novice Low to Mid

FREN 103 Intermediate French I (3 Credit Hours)
Pre-requisites: FREN 102, or equivalent French at another college, with C- or better, or placement test score; Exam required for placement on the basis of high-school work: please go to Modern Languages home page for placement test instructions
Taught in French. Course continues to work on focus on pronunciation, grammar. and developing conversational and writing fluency. Students will read excerpts of French and francophone media or literature. Topics include the environment and the many francophone cultures and tasks include narrating in more complex past, future and hypothetical contexts.
Outcomes:
Students become more fluent and precise in expressing opinions, asking and answering more probing and data-driven questions, on topic; Achievement level desired ACTFL* Novice Mid to High

FREN 104 Intermediate French II (3 Credit Hours)
Pre-requisites: FREN 103, or equivalent French at another college, with C- or better, or placement test score; Placement test on the basis of high-school work required: please go to Modern languages home page for placement test instructions
Taught in French. Students will comprehend and produce French in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.
Outcomes:
Students will skillfully interpret and write about literature excerpts or French and francophone media; They will summarize, narrate, and offer opinions; Achievement level desired ACTFL* Novice High to Intermediate Low

FREN 250 French Composition and Conversation I (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better, or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Students develop advanced interpretive and presentation skills, detecting sequencing, time frames and chronology in texts, whether heard or viewed. Format is discussion, presentation, role plays, several compositions written in a process.
Outcomes:
Students will share points of view verbally and in writing on contemporary topics discovered in current media of French and francophone cultures; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 251 French Composition and Conversation II (3 Credit Hours)
Pre-requisites: FREN 104, or college transfer equivalent, with C- or better or placement test score; Placement test based on high-school work is required: please go to Modern Languages home page for placement test instructions
Taught entirely in French. Via classic, French New Wave, francophone to contemporary French-speaking film students discover and compare cultural differences, discuss global or local concerns, spanning the disciplines. Writing in a process leads to more sophisticated writing skills.
Outcomes:
Students become ever-precise and effective in communicating facts, opinions, and concerns about French-speaking communities in relationship to their own; Achieved level desired ACTFL* Intermediate Low to Mid

FREN 270 Main Currents of French Literature & Culture I (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C- or better or AP credit for both 250 and 251, or with instructor's consent
Survey of representative works of French literature from the Middle Ages, the Renaissance, and the 17th and 18th centuries, examining the formation of French cultural identity up through the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify literary and cultural trends and ruptures across these centuries, and explain them in some detail; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 271 Main Currents of French Literature & Culture II (3 Credit Hours)
Pre-requisites: Pass FREN 250 and/or FREN 251 with C or better, acquire AP credit, or instructor's consent
Survey of representative works of French literature in all genres, from Romanticism through narrative realism and the modernist innovations of Surrealism and existentialism in the 20th century.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn to identify these literary and cultural movements, and explain in some detail their importance regarding French cultural identity; Achievement level desired: ACTFL* Intermediate Mid to High

FREN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Eligible students majoring in French may elect tutorial for credit; topic chosen in consultation with faculty member.
Outcomes:
Student may choose their own topic to explore

FREN 301 Stylistics (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
This is advanced work in writing expository prose is based on intensive study of advanced grammar and syntax with attention to peculiar features of the French idiom. Students examine phonology and phonetics with attention to French speech patterns and rhythms whilst enhancing vocabulary development through the varieties of lexical references and other dictionaries.
Outcomes:
Students will be able to demonstrate a sophisticated, comprehensive command of the complexities of written and spoken French; Achievement level desired: ACTFL* Advanced Low

FREN 302 French for Professions (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Surviving in global careers--commerce, law, diplomacy, communications, health--requires knowledge of business terminology and organism structures. Students study current events, and present on francophone companies, institutions, and NGO's. Résumés are perfected in French, interview questions are drilled. The French government DAF (Diplôme du français des affaires) exam is optional.
Outcomes:
Students will be able to navigate confidently in French business and diplomatic sectors; They will be prepared to interview in French; ACTFL* achievement level desired: Intermediate High to Advanced Low

FREN 308 Literary Criticism and Theory (3 Credit Hours)
Pre-requisites: Completion of French major course requirements and instructor's consent
Capstone for all French Majors, taken with other Modern Languages & Literatures language majors. Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, historical, and cultural approaches to literature will be studied in intimate conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate critical knowledge and understanding of major theoretical issues in the study of literature; ACTFL* achievement level desired: Advanced Low to Mid

FREN 309 Francophone Literature (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students explore salient characteristics and themes of literature of various genres written in French from Northern and Sub-Saharan Africa, the Caribbean, and Québec. Topics include «la négritude», other reactions to colonialism, `borrowed language', ideas and realities of liberation, post-colonialism, the francophone woman, literature as political agent, and satire.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN309/BWS 309/INTS309
Outcomes:
Students will be able to demonstrate critical knowledge of historical and political implications of these movements in contemporary global society; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 311 French Modernity (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study major French authors of the twentieth and twenty-first centuries (Proust, Malraux, Sartre, Camus, and others), with attention to the historical context of their works against the background of two world wars and world-wide revolutionary movements, along with their interaction with other artistic media.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 314 Survey of Medieval Literature (3 Credit Hours)
Pre-requisites: FREN 270 with a grade of C or better and permission of the instructor
This course will explore the literature and culture of the French Middle Ages. Students will develop familiarity with literary genres and themes including the chansons de geste, romances, and fabliaux, courtly love, the international character of medieval French literature, voices and representation of women, and the role of the Church.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-FREN314/MSTU372
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 316 Renaissance France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the French Renaissance in their historical and cultural contexts. Authors to be read will include Marot, Labé, Scève, Rabelais, Du Bellay, Ronsard, and Montaigne, in conjunction with study of Renaissance culture, the Reformation, the Wars of Religion, and the other arts.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 317 Le Grand Siècle (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major authors of the "long" 17th century in historical and cultural contexts: Corneille, Cyrano, Descartes, Pascal, Mme de Lafayette, Molière, Racine, Mme de Sévigné, the moralistes, among others. Focus is on complex historical contexts of the period: baby kings, the Fronde, religious conflict, the court and wars of Louis XIV.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 318 Enlightenment France (3 Credit Hours)
Pre-requisites: FREN 270 with C or better, and instructor's consent
Students study major French authors of the European Enlightenment. Authors to be read will include Montesquieu, Voltaire, Rousseau, and Diderot, among others, in the context of the development of (and resistance to) the Enlightenment and the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to demonstrate critical knowledge of major literary works studied, and appreciate the major issues and their cultural significance; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 319 Romantic Century (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
Students study the emergence of French Romanticism in the wake of Revolutionary tumult (Lamartine, Vigny, and Hugo), and of the deeper and darker reaction to bourgeois culture (Baudelaire, Flaubert, Rimbaud, and others), marking relations with painting, sculpture, and music.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of works from modern sensibilities are formulated, plus an understanding of major issues and questions in these works and their culture; ACTFL* achievement level desired: Intermediate Mid-Advanced Low

FREN 320 Survey of Literature of the Theatre (3 Credit Hours)
Pre-requisites: French 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Students study theater in French from its medieval beginnings to the present. Authors/works to be read may include medieval farce, Turnèbe, Corneille, Molière, Racine, Diderot, Hugo, Rostand, Ionesco, Girardoux, Beckett, and Césaire. Works will be studied in historical, cultural, critical, and performing contexts.
Outcomes:
Students will demonstrate critical knowledge of major works of French theater, and appreciate the major issues involved and their cultural significance; ACTFL* achievement level: Intermediate Mid to Advanced Low

FREN 330 Survey-Poetry Thry & Practice (3 Credit Hours)
Pre-requisites: FREN 270 and 271, with C or better, and instructor's consent; If either 270 or 271 have been completed, the other may be taken simultaneously with 3##
Theory and Practice. Study of French narrative, dramatic, and lyric poetry, with emphasis on the lyric.
Outcomes:
Students will be able to demonstrate detailed critical knowledge and comprehension of major literary works of the genre under study, as well as a sophisticated critical appreciation of the major issues and questions in these works and their culture

FREN 340 Survey of Prose: Fictional & Non-Fictional (3 Credit Hours)
Pre-requisites: FREN 270 and/or FREN 271 with C or better, and instructor's consent
Students conduct detailed analysis of the outstanding stylistic features of France's great prose writers from the XVIth century to the present day. Works may include writings by Rabelais, Montaigne, Pascal, Voltaire, Flaubert, Balzac, Michelet, Proust, Camus, Malraux and Lévi-Strauss, among others.
Interdisciplinary Option: European Studies
Outcomes:
Appreciation of the rich variety of expressive skills and moral penetration among France's great prose writers; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 369 Introduction to French for Reading Knowledge (3 Credit Hours)
This course will prepare students for reading and conducting research in French. Fundamentals of grammar, syntax, and vocabulary essential to reading competence will be covered, using materials drawn from a wide range of fields. Completion of this course with a passing grade fulfills the Graduate School language competency requirement. This course is restricted to graduate students.
Course equivalencies: FREN369 / FREN109

FREN 390 French & Francophone Cultures & Civilizations (3 Credit Hours)
Pre-requisites: FREN 271 with C or better, and instructor's consent
This multidisciplinary study of French and Francophone cultures as they have developed over the centuries will focus on the historical, institutional, religious, and artistic manifestations that have contributed to the formation of these identities. Special attention will be given to their revolutionary role in politics, painting, intellectual life, and cinema.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Course equivalencies: X-FREN390/INTS390
Outcomes:
Students will be able to identify and discuss the revolutionary roles these cultures have had in politics, painting, intellectual life, and cinema; ACTFL* achievement level desired: Intermediate Mid to Advanced Low

FREN 395 Internship (3 Credit Hours)
Pre-requisites: Completion of at least one 300-level French course and instructor's consent
Eligible students who have secured an internship related to the field of study may complete an internship for credit, with the approval of a faculty member. Students complete reflective assignments and a final project in French, in consultation with the faculty member.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience while working with the French language and Francophone cultures and applying skills they have learned in the classroom

FREN 399 French Honors Tutorial (3 Credit Hours)
Eligible students majoring in French and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member. Instructor's consent, restricted to students in French BA.
Course equivalencies: FREN399H / FREN399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper

General Nursing (GNUR)

Discover, search, courses (p. 2661)!

GNUR XXX Comprehensive Exam Semester 1 (0 Credit Hours)
Course designation for program planning master's students into the comprehensive examination requirement; First semester of the process.

GNUR YYY Comprehensive Exam Semester 2 (0 Credit Hours)
Course designation for program planning master's students into the comprehensive examination requirement; Second semester of the process.

GNUR 102 Introduction to Professional Nursing Practice (1 Credit Hour)
This course introduces the mission of the MNSON and the foundations of nursing practice. Nursing is presented as a scientific profession with a heritage of strong values-based leadership based on critical thinking and evidence based practice.
Outcomes:
Describe the mission of the MNSON and discuss the ANA Scope of Standards of Nursing Practice

GNUR 157 Human Anatomy and Physiology I Theory (3 Credit Hours)
Co-requisites: GNUR 157L The first in a two-part sequence, this course is designed to give students a detailed understanding of the structure of the major organs and systems of the human body from the cellular to the system level
It includes the integumentary system, the skeletal system, the skeletal muscles, the nervous system, and the special senses (sight, hearing, smell, taste). By the end of the course, students will be able to demonstrate understanding of the workings of the above systems from an anatomical and physiological viewpoint.
Outcomes:
Use appropriate terminology to discuss anatomy and physiology; Identify anatomical structures and describe the complex interrelationships between structure and function; Explain how body systems work together to maintain homeostasis; Describe the general structure and function of the integumentary system, the skeletal system, the skeletal muscles, the nervous system, and the special senses and their interactions with each other; Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology

GNUR 157L Human Anatomy and Physiology I Lab (1 Credit Hour)
Co-requisites: GNUR 157 This course is the companion laboratory course for GNUR 157, Anatomy and Physiology I
This course is designed to give students a basic understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level of the integumentary, skeletal, muscle and nervous systems. By the end of the course, students will be able to demonstrate understanding of the workings of the systems from an anatomical and physiological viewpoint.
Outcomes:
Identify anatomical structures using appropriate terminology and describe the complex interrelationships between structure and function of the system level of the integumentary, skeletal, muscle and nervous systems; Use appropriate laboratory tools and techniques to examine anatomical structures and physiological functions; Work collaboratively with peers during lab and communicate results of lab work effectively

GNUR 158 Human Anatomy and Physiology II Theory (3 Credit Hours)
Co-requisites: GNUR 158L The second in a two-part sequence, this course is designed to give students a detailed understanding of the structure of the major organs and systems of the human body from the cellular to the system level
It includes the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. By the end of the course, students will be able to demonstrate understanding of the workings of the above systems from an anatomical and physiological viewpoint.
Outcomes:
Use appropriate terminology to discuss anatomy and physiology; Identify anatomical structures and describe the complex interrelationships between structure and function; Explain how body systems work together to maintain homeostasis; Describe the general structure and function of endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance and their interactions with each other; Recognize and apply patterns that unify, organize, and simplify the abundant detail of anatomy and physiology

GNUR 158L Human Anatomy and Physiology II Lab (1 Credit Hour)
Co-requisites: GNUR 158 This course is the companion laboratory course for GNUR 158, Anatomy and Physiology II
This course is designed to give students a basic understanding of the structure and function of the major organs and systems of the human body from the cellular to the system level of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. By the end of the course, students will be able to demonstrate understanding of the workings of the systems from an anatomical and physiological viewpoint.
Outcomes:
Identify anatomical structures using appropriate terminology and describe the complex interrelationships between structure and function of the system level of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems; Use appropriate laboratory tools and techniques to examine anatomical structures or physiological functions; Work collaboratively with peers during lab and communicate results of lab work effectively

GNUR 160 Chemistry for Health Professions (3 Credit Hours)
Introduction to general chemistry and elements of organic chemistry and biochemistry include the review of families of simple organic molecules and simple sugars, the role of enzymes in biochemical reactions, and the metabolism of carbohydrates, proteins, and lipids. Must also enroll in GNUR 160L.
Course equivalencies: GNUR160/CHEM151

GNUR 160L Chemistry for Health Professions Lab (1 Credit Hour)
Companion laboratory course for GNUR 160, Chemistry for Health Professions Must also enroll in GNUR 160.

GNUR 203 Microbiology for Health Professions with Lab (3 Credit Hours)
This course examines basic concepts of microbial metabolism, genetics, and classification in order to understand their effects on human health. Clinically relevant microbial diseases will be explored, with a focus on microbe-human interactions, epidemiology, and methods to control microbes. The course includes a laboratory component designed to complement lecture topics.
Outcomes:
Identify the association between the major groups of microorganisms, the portals of entry and exit of microorganisms that cause disease, and disease processes; Describe the components and functions of the human immune system, the role it plays in protecting the host, and methods that microorganisms use to evade or defeat the immune system; Apply microbial control principles to aseptic technique, antimicrobial treatments, drug resistance, and antibiotic stewardship; Explain the magnitude of the global impact of microbes on human illness, and the factors that hamper effective global public health efforts; Implement microbiological techniques such as isolation of organisms, counting microbial populations, staining, ELISA, and metabolic identification of organisms

GNUR 207 Concepts of Professional Nursing Practice (2 Credit Hours)
This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family- centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population- focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access, health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.
Outcomes:
1) Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences; 2) Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations; 3) Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches; 4) Explain the structure and function of the US health care delivery system and the impact of these factors on access, quality, and cost of health care; 5) Understand the health goals for the nation identified by Healthy People initiative

GNUR 230 Success in Nursing I (1 Credit Hour)
This course is designed to help students to understand and develop the vocabulary and critical thinking skills necessary to increase their success in nursing courses, the nursing program, and the university.
Outcomes:
The student will be able to increase their mathematical, verbal, critical thinking, and study skills; The student will learn to use the nursing process as a problem solving method

GNUR 238 The Foundations of Clinical Practice in Nursing (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better; Must also enroll in GNUR 238L
This course introduces basic nursing concepts such as critical thinking, the nursing process, physiologic and safety needs of the client, health assessment, and fundamental nursing skills, including safe medication administration. The course prepares students for the role of the professional nurse in the clinical setting.

GNUR 238L Foundations of Clinical Practice in Nursing Lab (1 Credit Hour)
The students will utilize critical thinking skills and the nursing process to apply basic nursing concepts in the performance of health assessment and fundamental nursing skills. The course prepares students for the role of the professional nurse in the clinical setting. Must enroll in GNUR 238.

GNUR 290 Concepts in Older Adult Health (2 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 238, GNUR 293 and GNUR 297 with a C- or better, OR be enrolled in GNUR 238, GNUR 293 and GNUR 297
This course introduces students to the care of older adults. It is designed to explore current concepts and practices pertaining to aging. This course provides an overview of the normal physical, psychological, and social-cultural aspects of the aging process. It addresses health and health alterations of aging and exploration of attitudes toward care of the older adult. Enrollment is restricted to students admitted to the BSN program.

GNUR 293 Pathophysiology (4 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156 and GNUR 160 with a C - or better
This course provides the student with knowledge of the basic mechanisms involved in pathophysiological processes.
Outcomes:
The student will be able to use critical thinking skills in the application of pathophysiological processes to clinical practice

GNUR 294 Foundations of Pharmacology (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 293, GNUR 203, GNUR 238, GNUR 297 with a C- or better; Must have taken and passed GNUR 238L with a P
This course introduces nursing students to pharmacology and provides them with the foundation needed to administer medications.

GNUR 297 Clinical Nutrition for Nursing Practice (2 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 155, GNUR 156, and GNUR 160 with a C- or better
This course introduces foundations of nutrition for nursing practice. Evidence-based nutrition is applied across the life-span and health continuum. Nutritional assessment, cultural practices and health policies are explored.

GNUR 360 Nursing Research: For Evidence-Based Practice (3 Credit Hours)
Pre-requisites: Must have taken and passed PSYC 304 or STAT 103 with a C- or better
This course provides basic knowledge regarding the research process and the importance of evidence-based nursing practices. Students learn to analyze how evidence is generated to make clinical judgments that inform practice in a variety of settings.
Course equivalencies: GNUR350/GNUR3660

GNUR 361 Nursing Ethics (3 Credit Hours)
Pre-requisites: Must have taken and passed GNUR 360, MSN 277, MSN 277L, GNUR 294, GNUR 290 with a C- or better
This course offers students, as future health care professionals and as health care recipients, opportunities to think philosophically, demonstrate ethical awareness, do ethical reflection, and apply ethical principles in decision-making.
Outcomes:
The student will be able to recognize and respond to ethical challenges inherent in the delivery of health care to individuals with differing philosophical views and diverse backgrounds providing reasoned arguments for views held/positions taken

GNUR 383 Leadership for Professional Nursing Practice (3 Credit Hours)
Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360 with a C- or better , OR MCN 273L, MCN374L, CMAN 272L, CMAN 380L with a P
This course prepares the student to provide leadership in the practice setting and profession. Personal identity and role as nurse leader is addressed from unit-based to organizational and policy environments. Principles of leadership are developed and applied in clinical settings. Legal, regulatory and professional standards related to nursing practice are presented.

GNUR 384 Clinical Role Transition (3 Credit Hours)
Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360,with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383
Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.
This course satisfies the Engaged Learning requirement.
Outcomes:
Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

GNUR 399 Independent Study (1-5 Credit Hours)
Requires approval of Associate Dean Academic Programs in Nursing.

GNUR 402 Ethics for Health Professionals (2 Credit Hours)
In their various roles and practice settings, health care professionals participate in the unfolding stories of patients/clients and their families. They encounter ethical questions, concerns, problems and dilemmas in the course of their professional lives. These challenges affect health care professionals as independent and collaborative decision makers as well as members of the health care team who may be called upon to implement the decisions of others. This course provides students with opportunities to explore the impact of ethical issues on their personal and professional lives. Individual, family, institutional and societal issues are discussed. Students are guided in the application of frameworks that aid in resolving ethical dilemmas in professional practice. Emphasis is placed on developing skills in reflective moral thinking.

GNUR 403 Theories and Concepts for Professional Nursing Practice (3 Credit Hours)
This course is focused on theories and concepts that inform professional nursing practice across settings and spheres of care. The relations between concepts, theories, nursing knowledge, and nursing practice are emphasized. The evolution of knowledge for nursing practice, in nursing practice, and of nursing practice are emphasized in the course.
Outcomes:
Understand influential forces in the development of knowledge for professional nursing practice; Analyze the relation between theory, research and scholarship, and practice; Differentiate knowledge for nursing practice, knowledge in nursing practice, and knowledge of nursing practice; Relate patterns of knowing to professional nursing practice; Explain the use of selected concepts and theories as guides to nursing practice

GNUR 404 Theories & Concepts for Advanced Clinical Practice (3 Credit Hours)
This course focuses on the development and use of disciplinary knowledge as a foundation for advanced nursing practice. Basic philosophical assumptions and the history of knowledge development in nursing are presented. The relation between concepts, theory, research, and practice are emphasized, with a focus on concepts and middle-range theories that are applied in advanced nursing practice.
Outcomes:
Understand the history and driving forces for knowledge development in nursing; Describe the philosophical foundations of nursing and advanced nursing practice; Understand the levels of theory development in nursing; Explain the use of selected concepts and middle-range theories to guide advanced nursing practice; Analyze concepts and theories for use in nursing practice; Analyze the relation between theory, research, and nursing practice

GNUR 405 Introductory Statistics for Healthcare Professionals (3 Credit Hours)
Pre-requisites: Restricted to MSN, DNP, and PhD Nursing students
This course is focused on facilitating student acquisition of the knowledge and skills that will enable them to manage basic statistical issues that confront practitioners and researchers in health professions. Course topics and experiences will prepare students to interpret findings from published research and quality improvement reports and to conduct basic data analysis in future projects.
Outcomes:
1) Define basic statistical concepts; 2) Differentiate descriptive and inferential statistical tests; 3) Describe the purpose and appropriate application of statistical techniques; 4) Interpret the meaning of statistical tests; 5) Manage and analyze data using statistical software

GNUR 407 Social Justice and Ethics in Health Care (3 Credit Hours)
This course examines social justice, ethics, and nursing advocacy in healthcare at global, national, and local levels for the doctorally prepared nurse. Social justice and ethical issues in healthcare are analyzed using established theories and frameworks. Recommendations for resolution of social justice and ethical issues will be addressed.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Understand the historical, cultural, economic, and political theories and perspectives of social justice and ethics; 2) Analyze social justice and ethical issues at local, national, and global levels; 3) Apply professional codes to individual and interwoven issues of social justice, ethics and leadership; 4) Develop a plan to address population health inequities, based on evidence, codes and principles

GNUR 408 Research for Advanced Clinical Practice (3 Credit Hours)
Pre-requisites: Admission to a Master of Science in Dietetics or Master of Science in Nursing program
This course prepares students to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices and protocols form the foundation health care practice. The importance of translation of scientific evidence to improve practice is emphasized.
Outcomes:
Conceptualize an evidence-based protocol or pilot research study that corresponds to a clinical, educational administrative or policy issue or problem

GNUR 410 Information Technology in Healthcare (3 Credit Hours)
This course prepares graduate-entry nursing students to apply health information technology, informatics, and data analytics to enhance the quality, safety, and equity of patient care. Through case-based learning, hands-on exploration of electronic health records and clinical decision support systems, analysis of real and simulated data, and structured discussion of emerging technologies - such as artificial intelligence and telehealth - students examine how digital tools influence clinical workflows, decision-making, and patient outcomes. Emphasis is placed on ethical and evidence-informed technology use, including privacy and cybersecurity, interoperability, mitigation of algorithmic bias, and equitable access to digital health resources. By the end of the course, learners will be able to critically evaluate and ethically apply health technologies to support data-driven clinical decisions, optimize care processes, collaborate across disciplines, and contribute to technology-enabled quality improvement initiatives in diverse healthcare settings.
Outcomes:
Evaluate electronic health record systems, clinical decision support tools, and health information technologies to optimize nursing workflows, enhance interprofessional communication, and improve patient safety outcomes; Analyze clinical and population health data using informatics principles to identify patterns, interpret trends, and support evidence-based practice and quality improvement initiatives; Assess emerging healthcare technologies and their implementation in clinical practice, including impact on care delivery, patient outcomes, and implications for health equity; Evaluate informatics policies, privacy and security standards, and interoperability frameworks to ensure ethical technology use, protect patient data, and promote equitable access to health information

GNUR 412 Scholarly Inquiry for Evidence-Based Nursing Practice (3 Credit Hours)
This course provides graduate nursing students with the knowledge and skills necessary to engage in scholarly inquiry within advanced nursing roles. Emphasis is placed on understanding and applying research, evidence-based practice, and quality improvement (QI) frameworks to improve health outcomes and healthcare systems. The interrelationships among nursing theory, research, and clinical practice are explored. Through critical appraisal of diverse research methodologies, learners identify practice gaps, evaluate evidence, and design evidence-based projects. Principles of ethical scholarship, cultural humility, and protection of vulnerable populations are emphasized. Students create an individualized plan to advance their role as scholarly nurses who contribute to nursing knowledge and healthcare quality.
Outcomes:
Examine appropriate applications of quality improvement, research, and evidence-based practice in improving patient outcomes; Compare and contrast research methodologies and the appropriate application of each; Analyze the interrelationships among theory, research, and nursing practice to guide advanced clinical decision-making; Design an evidence-based practice project that demonstrates appropriate application of research to practice; Create a plan to advance one's scholarship and professional development as a scholarly nurse; Apply ethical and cultural principles in research, quality improvement, and evidence-based practice

GNUR 413 Advanced Pharmacology (3 Credit Hours)
This course will be the foundation for the advanced practice nurse to make appropriate decisions regarding the pharmacological management of patients in clinical practice. Pharmacological principles, including pharmacokinetics, pharmacodynamics, mechanisms of adverse drug reactions, and contraindications will be discussed. Legal requirements for writing prescriptions and the format for prescriptions as well as common sources of medication errors and methods to prevent them will be described. Developmental considerations, socioeconomic status, and complementary therapies will be addressed throughout the course. Pharmacotherapy of selected common disorders will be addressed. Students will synthesize and integrate diverse viewpoints, principles, and selected research findings related to the complex needs of patients via case study analyses. This course, along with clinical courses, will prepare the advanced practice nurse for prescriptive authority.
Outcomes:
Apply the principles of pharmacokinetics and pharmacodynamics to pharmacological interventions used in selected acute and chronic illnesses; Describe the potential iatrogenic effects of pharmacological therapy; Identify drugs of choice for selected health problems considering the patient's age, socioeconomic status, cultural background, concurrent illnesses, pregnancy, lactation, and potential drug-drug, drug-food, and drug-herbal medicinal interactions; Discuss factors that affect compliance with prescribed and OTC medication regimens and their implication for drug selection and patient education; Comply with TJC National Patient Safety Goals related to prescription writing; Critique research on drug therapy pertinent to one's own practice; Discuss ethical, legal, and economic issues associated with pharmacological interventions

GNUR 414 Health Assessment (2 Credit Hours)
This course prepares students to conduct comprehensive health assessments. Students will develop clinical reasoning skills, physical and psychosocial assessment techniques, and critical thinking skills to inform clinical decision-making. Students will synthesize knowledge gained from this course and required science courses to perform and understand holistic assessments with diverse populations in a variety of healthcare settings.
Outcomes:
Apply clinical reasoning and judgment to conduct comprehensive health assessments across diverse populations; Synthesize and translate assessment data using systematic processes to identify health problems and develop comprehensive, person-centered nursing plans that address actual and potential health needs; Demonstrate assessment knowledge by performing comprehensive health histories and applying clinically relevant physical, psychosocial, and functional assessment findings that distinguish normal from abnormal findings, identify health disparities, and inform nursing practice across the adult lifespan and four spheres of care; Describe system-level quality and safety practices that utilize evidence-based assessment protocols and policies that improve patient outcomes across healthcare settings

GNUR 414L Health Assessment Laboratory and Clinical (1 Credit Hour)
This laboratory course provides students with structured, hands-on practice experiences to develop, refine, and demonstrate competence of comprehensive health assessments. Students apply theoretical knowledge and evidence-based assessment techniques through progressive skill development in laboratory, simulation, and clinical practice settings. Students will integrate clinical reasoning skills and professional communication while performing assessments of the individual and family in various healthcare settings, across diverse populations.
Outcomes:
Conduct comprehensive and focused health history interviews that incorporate developmental, cultural, and contextual factors to guide clinical decision making; Perform systematic, comprehensive physical assessments across all body systems, utilizing clinical reasoning to identify normal and abnormal findings; Analyze and synthesize comprehensive assessment data using clinical reasoning to identify patient-centered nursing problems and establish priorities for evidence-based nursing interventions; Communicate comprehensive assessment findings verbally and through written documentation that reflects professional nursing standards, informs interprofessional collaboration, and meets legal/ethical principles

GNUR 416 Nursing Fundamentals (1 Credit Hour)
This course prepares students to demonstrate mastery of fundamental nursing skills that serve as the foundation for safe, effective, evidence-based, and person-centered nursing practice. The course integrates knowledge from nursing science and pathophysiology to develop clinical judgment, technical proficiency, and professional accountability. Students synthesize theoretical knowledge with hands-on skill development to perform fundamental nursing interventions with precision, safety, and cultural responsiveness across diverse populations and healthcare settings.
Outcomes:
Apply theoretical frameworks and evidence-based knowledge to guide clinical reasoning and patient-centered nursing practice across diverse populations and healthcare settings; Analyze the legal, ethical, and regulatory standards that guide professional nursing practice, documentation requirements, interprofessional collaboration, and quality and safety frameworks; Synthesize principles of mathematics and physiological concepts for safe medication management and identify risks in medication administration across the lifespan

GNUR 416L Nursing Fundamentals Lab and Clinical (1 Credit Hour)
This laboratory course provides hands-on practice in lab, simulation, and clinical environments to develop mastery of fundamental nursing skills. Students apply theoretical knowledge from the concurrent theory course to perform essential nursing interventions with technical proficiency, clinical judgment, and professional accountability. Through skills practice, simulation, and competency-based assessments, students synthesize knowledge with psychomotor skill development, emphasizing precision, safety, and cultural responsiveness across diverse populations and healthcare settings.
Outcomes:
Demonstrate competence in performing fundamental nursing skills with safety, clinical judgment, and person-centered care principles; Accurately document procedures and nursing interventions, ensure interprofessional care coordination, and maintain compliance with legal, regulatory, and ethical standards for professional nursing practice; Integrate nursing knowledge and mathematical competencies to ensure safe medication management

GNUR 418 Advanced Pharmacology and Therapeutics (3 Credit Hours)
This course provides the knowledge and skills to pharmacologically manage patients; health conditions in a safe, high-quality, and cost-effective manner. Emphasis is on the development of therapeutic decision-making for evidence-based and efficacious drug selection based on health problems, individual factors influencing drug response, such as genetics, age, body weight, and lifestyle, and economic considerations. The course focuses on safe prescriptive practice, patient education, and monitoring of therapeutic response, or pharmacovigilance, in diverse populations across the lifespan.
Outcomes:
Apply evidence from nursing and related sciences to guide safe, effective, and cost-conscious pharmacologic decision-making; Develop pharmacological treatment plans based on the integration of physiology, pathophysiology, pharmacodynamics, and pharmacokinetics; Manage pharmacologic therapies safely and accurately, incorporating pharmacokinetics, pharmacodynamics, pharmacogenomics, developmental, and patient-specific considerations; Evaluate nonpharmacological and adjunctive interventions that complement pharmacologic care and align with patient-centered goals; Mitigate risks associated with pharmacologic and nonpharmacologic therapies, including adverse events, drug interactions, and social determinants of health; Engage in interprofessional collaborative practice within professional scope and regulatory boundaries

GNUR 419 Pathophysiology for Nursing Practice (3 Credit Hours)
This course builds upon knowledge of anatomy, physiology, and the biological sciences to examine pathophysiologic mechanisms underlying human disease. Students integrate cellular, molecular, and systems-level processes to understand physiological dysfunction, adaptive and maladaptive responses, and disease progression. Students analyze how genomic, environmental, and social determinants influence health outcomes and apply this understanding to support clinical reasoning, evidence-based practice, and professional nursing judgment across diverse populations.
Outcomes:
Evaluate the adaptive and maladaptive responses of body systems to internal and external stressors using systems thinking; Analyze alterations in normal physiological processes to explain the mechanisms underlying disease states; Integrate cellular, molecular, and systems-level concepts to interpret how alterations in structure and function contribute to disease development and clinical manifestations; Examine the influence of genomic, environmental, and social determinants of health on the development and progression of disease; Synthesize pathophysiologic knowledge as a foundation for advanced clinical reasoning, judgment, and professional nursing practice

GNUR 420 Leadership and Roles in Advanced Nursing Practice (3 Credit Hours)
This course focuses on leadership concepts and theories with emphasis on application for transformation in healthcare. This course is designed to assist the student to enter into leadership and advanced nursing practice roles. Special emphasis is placed on the student's personal and professional development as a leader with a clear, individual vision for impacting the health of specific populations.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Synthesize knowledge of the concept of role and its components as they relate to advanced nursing practice; 2) Understand role expectations of advanced nursing practice and its major components: advanced practitioner (NP, CNS, CNM, CRNA), consultant, change agent, case manager, educator, researcher and leader and how they are integrated into health systems; 3) Articulate the role of the graduate prepared nurse as a clinical nurse expert, leader and innovator in healthcare; 4) Analyze knowledge of leadership theories for use as a foundation for role enactment as a leader in healthcare; 5) Understand principles of systems theory and their application to the clinical environment; 6) Compare models for change and sustainability consistent with current healthcare system dynamics; 7) Identify actionable leadership opportunities to improve nursing practice and patient outcomes; 8) Understand the potential for information systems to support decision making and innovation in practice and care delivery systems

GNUR 421 Pharmacology for Nursing Practice (3 Credit Hours)
This course examines the principles of pharmacology essential for safe, evidence-based nursing practice across the lifespan. Students explore pharmacokinetics, pharmacodynamics, pharmacogenomics, and mechanisms of action of major drug classes used in acute, chronic, and population-based care settings. Emphasis is placed on clinical decision-making, medication safety, patient education, health equity, and interprofessional collaboration. Learners apply pharmacologic knowledge to assess therapeutic effectiveness, anticipate adverse effects, prevent medication errors, and support person-centered care for diverse populations.
Outcomes:
Explain core pharmacologic principles, including pharmacokinetics, pharmacodynamics, and pharmacogenomics; Analyze major drug classes in relation to mechanisms of action, therapeutic effects, adverse effects, and contraindications; Examine the impact of patient-specific factors on medication selection and therapeutic response; Evaluate medication safety principles, including causes of medication errors and adverse drug events; Assess ethical, legal, and regulatory considerations related to medication use in nursing practice; Apply pharmacologic knowledge to clinical scenarios to support clinical reasoning and evidence-informed decisions

GNUR 424 Health Promotion Across the Lifespan (3 Credit Hours)
This course provides students with the skills to promote healthy lifestyles across the lifespan to improve the health of individuals and families. Theoretical models are examined to understand health-promotion decision making. Guided by these theories, students design evidence-based health teaching plans and health maintenance schedules across the lifespan. Using a patient-centered approach, structural, cultural, and social determinants of health are explored, with an emphasis on cultural humility, social justice, and patient safety standards and goals.
Outcomes:
Analyze individual and family health behaviors across the lifespan using established health behavior theories; Assess individual and family health risks using screening guidelines, risk assessment tools, and social, structural, and cultural determinants of health; Apply principles of motivational interviewing and therapeutic communication to support health behavior change in individuals and families; Design evidence-based health teaching plans for individuals or families that incorporate cultural humility, patient-centered care, and patient safety standards; Develop age-appropriate health maintenance schedules for individuals or families based on risk assessment findings and evidence-based screening and prevention guidelines; Demonstrate ethical and professional use of technology, social media, and social marketing strategies to promote health across the lifespan

GNUR 425 Advanced Health Assessment Across the LifeSpan (4 Credit Hours)
This course will prepare the graduate-level nursing student to generate a patient health database, including history and physical examination to inform clinical decision making and health promotion, across the lifespan. The course includes lecture and laboratory components.
Outcomes:
Obtain comprehensive and problem-focused health histories including nutritional, cultural, social, functional, and developmental components; Document comprehensive and problem focused health histories; Perform comprehensive and problem-focused physical examinations; Differentiate normal and abnormal physical, behavioral, and developmental findings; Develop a client problem list based on that patient's health history, and physical examination; Plan anticipatory guidance and health promotion based on age, developmental level and cultural background

GNUR 432 Philosophy of Science (3 Credit Hours)
This course addresses the history and philosophy of science and the influence on nursing knowledge and the rapidly evolving nature of nursing science. This course includes the exploration of a diverse range of historical and contemporary influences of epistemological perspectives of the nature of knowledge and patterns and/or processes of knowing. An evolutionary lens is used to examine the history, philosophical foundations, and associated purpose, and methods of science as a foundation for nursing science.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Describe philosophies of science within historical contexts; 2) Discuss how the nature of knowledge relates to philosophy of science; 3) Analyze how different philosophies of science provide a foundation for nursing knowledge development and discovery; 4) Analyze the association between epistemological and philosophy of science foundations that guide scientific methods

GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan (2 Credit Hours)
Pre-requisites: GNUR 425 Advanced Health Assessment Across the Lifespan
This course focuses on the major principles and skills to conduct a psychiatric mental health assessment across the lifespan. Clinical interviewing skills, eliciting important information, and developing a therapeutic rapport with patients and families are foundational knowledge and skills. Students will learn components of the psychiatric evaluation, including psychiatric review of symptoms and mental status examination, and the development of differential diagnoses and diagnostic formulation. Integrating laboratory findings and medical history into the psychiatric evaluation and utilizing evidence-based clinical practice guidelines will be emphasized. This course will also incorporate theories and practice of diversity and inclusion as it relates to the biopsychosocial and cultural understanding of mental illness.
Outcomes:
At the successful completion of the course, students will be able to: 1) Elicit a comprehensive psychiatric health history and mental health assessment; 2) Distinguish assessment features, interviewing techniques, and legal/ethical aspects for children, adolescents, older or cognitively-impaired adults, and other special populations; 3) Integrate medical history and laboratory findings into differential diagnoses and diagnostic formulation; 4) Apply critical thinking skills and diagnostic reasoning with the use of evidence-based clinical practice guidelines across the lifespan; 5) Identify risk and protective factors, vulnerability, and areas of mental health resilience for patients, families, and communities

GNUR 440 Systematic Inquiry I: Scholarly Writing (2 Credit Hours)
This course focuses on types and styles of academic and scholarly writing. Students learn and apply elements of a rhetorical situation in the production of written work. Style and formatting considerations of scholarly writing are integrated into the drafting and revision of various forms of written work. Experiences with editing, peer-evaluation, and self-evaluation are integrated into the course, along with responding to substantive feedback in the revision of written work. Upon successful completion of this course, the student will be able to:
Outcomes:
1) Compare different genres of academic and scholarly writing styles and products; 2) Apply elements of style and grammar to scholarly writing; 3) Integrate components of a rhetorical situation into logical, focused, and coherent written works; 4) Engage in self and peer critique of written work; 5) Respond to substantive critiques of written work

GNUR 442 Advanced Physiology/Pathophysiology (3 Credit Hours)
This course presents contemporary principles of physiology that underlie the normal function of the human body and serve as a basis for clinical practice in a variety of settings. The content is taught within the context of key molecular processes, cellular and organ system function, and interactions among organ systems. Select clinical cases and exemplars are used to illustrate physiologic concepts and to facilitate the application of physiologic principles to understand the body's homeostatic processes in health and disease. Emphasis is on normal physiology but approaches are used to bridge physiological science with clinical application to common clinical disorders. The educational experience consists of three hours of classroom or on-line instruction per week, independent readings, case analyses, web-based applications, and classroom and/or course platform-supported discussion.
Outcomes:
Explain the physiologic processes that underlie the normal function of the human body; Achieve an understanding of the dynamic interactions of organs and organ systems that promote homeostasis; Interpret and analyze physiologic data within the context of select clinical disorders; Apply the principles of physiology to the understanding of the body's response to threats to homeostasis; Appreciate physiological research aimed at health promotion and the prevention and management of disease

GNUR 443 Psychiatric Mental Health NP Practicum I: Foundational Skills (3 Credit Hours)
This practicum introduces students to foundational skills in psychiatric mental health advanced practice nursing, emphasizing patient-centered care. Students apply basic diagnostic reasoning, screening, interviewing techniques, and management strategies for common behavioral health conditions.
Outcomes:
Demonstrate professionalism in interactions with patients/families and the healthcare team, reflecting ethical standards and respect for patient autonomy; Perform a basic psychiatric mental health history and assessment; Formulate differential diagnoses and basic management plans for common psychiatric mental health problems based on patient data and evidence-based guidelines; Demonstrate therapeutic communication skills in interactions with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions; Assess the impact of acute and chronic medical problems on psychiatric assessment, diagnosis, and treatment

GNUR 444 Psychiatric Mental Health NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of psychiatric mental health patients across the lifespan. Students will refine their management skills and begin caring for patients with increasingly complex psychiatric mental healthcare needs. Students will continue incorporating health promotion strategies while integrating evidence-based practice.
Outcomes:
Conduct and document an advanced psychiatric history and mental health assessment with consideration for level of care and treatment setting; Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for common and complex psychiatric mental health conditions, considering patient preferences, socio-economic, and cultural contexts; Engage in shared decision-making with patients and caregivers to promote health, self-care management, and health literacy; Coordinate psychiatric mental health care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care

GNUR 445 PMHNP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex psychiatric mental health patients across the lifespan. Students refine their clinical judgment while developing leadership skills in interprofessional collaboration and psychiatric mental health patient care coordination across the lifespan.
Outcomes:
Manage increasingly complex patient care through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in psychiatric mental health care settings; Address healthcare disparities to promote equitable outcomes; Manage challenging patient interactions and ethical dilemmas; Incorporate health and psychosocial risk factors into patient treatment plans; Apply principles of self-empowerment and efficacy for behavior change; Prescribe appropriate psychopharmacologic medications

GNUR 446 PMHNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent psychiatric mental health advanced practice nursing. The course emphasis is on full integration of clinical skills, decision-making, and professional roles to prepare competent, independent practitioners who are practice ready.
Outcomes:
Provide independent, comprehensive care that integrates diagnostic reasoning, evidence-based practice, and clinical judgment in managing patients with complex psychiatric mental health diagnoses; Lead interprofessional teams to enhance patient safety, quality, and care outcomes; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Uphold ethical principles in psychiatric mental health practice, including patient autonomy, confidentiality, collaboration, and informed consent; Facilitate shared decision-making opportunities appropriate to the individual and family members' culture, resources, and health literacy; Integrate mental health promotion and relapse prevention for patients and families; Lead individual and group therapy

GNUR 447 AG Acute Care Nurse Practitioner Practicum I: Foundational Skills (3 Credit Hours)
This practicum introduces students to foundational skills in adult gerontology acute care advanced practice nursing. Students develop competency in patient assessment and are introduced to basic diagnostic reasoning and management strategies for episodic, critical, and complex illness and injury, as well as chronic disease exacerbations from middle adolescence through the adult lifespan.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform and document clinically relevant focused or comprehensive patient history and physical assessment, including health promotion and disease and injury prevention; Formulate differential diagnoses and basic management plans for episodic, critical, and complex illness and injury as well as chronic disease exacerbations based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions

GNUR 448 AG Acute Care NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities for middle adolescent, adult, and older adult acute care patients. Students will advance clinical reasoning and expand diagnostic and management skills for patients with increasingly complex episodic, critical, and complex illness and injury, as well as chronic disease exacerbations.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses for patients with episodic, critical, and complex illness and injury, as well as chronic disease exacerbations; Implement evidence-based therapeutic plans considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and caregivers to address risk behavior and promote self-care management, and health literacy; Apply principles of patient care coordination and transitions of care; Manage patients requiring emergent care, consultation, or referral

GNUR 449 AG Acute Care NP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of episodic, critical, and complex illness, injuries, and chronic disease exacerbations from middle adolescence through the adult lifespan. Students refine clinical judgment with emphasis on advancing leadership abilities in interprofessional collaboration and coordinating patient-centered care in high-acuity settings.
Outcomes:
Demonstrate advancing independence in the management of complex patient care; Effectively participate in interprofessional healthcare teams to coordinate and optimize patient care, demonstrating leadership and accountability in acute care settings; Advance integration of the social determinants of health into management plans to address healthcare disparities and promote equitable outcomes middle adolescents through the adult lifespan; Manage difficult patient interactions and ethical dilemmas; Manage patient transitions between care settings, ensuring continuity, and minimizing risks during transfers; Integrate ethical principles into care, including end-of-life decision-making and palliative care

GNUR 451 Psychopharmacology Across the Lifespan (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I
This course focuses on the development of psychopharmacologic knowledge, critical thinking, and clinical judgment in the application of psychotropic medications to treat and manage psychiatric mental health conditions across the lifespan. Emphasis is on the neurobiological underpinning of psychopathology, pharmacodynamics, and pharmacokinetics of psychotropic medications. Students will learn the general principles of psychopharmacologic treatment, major psychotropic drug classes, and the ethical, legal, and professional guidelines for prescribing as an advanced practice nurse.
Outcomes:
At the successful completion of the course, students will be able to: 1) Understand the neurobiological processes related to the psychopharmacological treatment of psychiatric mental health disorders across the lifespan; 2) Differentiate between the major classes of psychopharmacologic medications in terms of pharmacokinetics, pharmacogenomics, pharmacotherapeutic value, and pharmacodynamics; 3) Apply critical thinking and clinical judgment when selecting appropriate psychotropic medications for patients, including: indication for use, diagnostic reasoning, medication and family history, dosing regimens, side effects, drug interactions, contraindications, and therapeutic drug monitoring; 4) Distinguish the management of psychotropic medications across the developmental lifespan, including children, adolescents, adults and older adults, and for patients with psychiatric comorbidities, substance use disorders, and other acute or chronic medical illnesses; 5) Evaluate therapeutic outcomes of psychopharmacological intervention using evidence-based prescribing guidelines, standard monitoring methodologies, psychological tools sensitive to medication changes, and other recommended laboratory testing; 6) Understand the legal, ethical, socio-cultural, and economic considerations when prescribing psychotropic medications across the lifespan

GNUR 452 AG Acute Care NP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent acute care practice for adolescents, adults, and older adults. The emphasis is on full integration of clinical skills, decision-making, and professional roles to prepare competent, independent practitioners who are practice ready.
Outcomes:
Provide independent, comprehensive care for complex acute, critical, and chronically ill adult and older adult patients to manage physiologic instability and risk for potential life-threatening conditions; Demonstrate full integration of diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in acute care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner

GNUR 453 Social Justice and Ethics in Professional Nursing Practice (2 Credit Hours)
This course focuses on ethics, social justice, and advocacy in the professional nursing role. Frameworks and approaches to ethics, social justice, and advocacy are presented through the perspective of professional nursing practice, professional nursing identity, and responsible citizenship in promoting health and health equity. Strategies to promote self-advocacy skills in individuals and groups are integrated into the course.
Outcomes:
Compare advocacy strategies in advancing social justice, inclusivity, and health equity; Compare ethical frameworks for decision making in professional nursing practice; Understand health-related social justice and health-related ethical issues at the local, regional, national, and global levels; Integrate ethical standards and professional values and guidelines into mission-centered professional nursing practice

GNUR 454 Policy, Advocacy, and Care Coordination (2 Credit Hours)
This course prepares master's entry nursing students to lead and advocate for equitable, coordinated, and patient-centered care within complex healthcare systems. Students explore the nurse's role in care transitions, interprofessional collaboration, and systems-based practice. Emphasis is placed on health policy, population health, and strategies for influencing change through advocacy, leadership, and ethical decision-making to improve health outcomes at the individual, community, and systems levels.
Outcomes:
Apply knowledge of systems and policies to design coordinated care plans that promote safe and equitable outcomes; Integrate principles of team science and leadership to improve care coordination and transitions; Analyze the impact of health policy and financing on care delivery, access, and health equity; Advocate for individuals, families, and populations to influence policy and promote social justice in healthcare; Examine leadership behaviors to advance policy development, ethical practice, and accountability in complex health systems

GNUR 455 Scholarly Writing (1 Credit Hour)
This course provides the opportunity for graduate students to further develop their scholarly writing skills. Research tools, publication ethics, literature reviews, academic writing, scientific research reports, submission strategies and etiquette, and alternative disciplinary genres will be explored.
Outcomes:
Develop individual strategies for reading, generating, revising, editing, and proofreading scholarly writing; Recognize, discuss, and demonstrate dynamics of effective literature reviews, scientific research reports and proposals

GNUR 456 Psychotherapeutics Individuals Groups Families (3 Credit Hours)

Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I

This course focuses on the theoretical underpinnings and professional practice of integrating and evaluating psychotherapeutic modalities into advanced practice psychiatric nursing care with individuals, groups, and families. Using the principles of psychotherapy, students will learn the skills to develop strong therapeutic relationships to enhance mental health treatment, strengthen mental health resilience, and improve psychiatric outcomes. Emphasis will be on patient and family-centered care, which integrates socio-cultural perspectives of mental health and illness, treatment preferences, ethics and values, and legal or economic considerations.

Outcomes:

At the successful completion of the course, students will be able to: 1) Synthesize theories, ideological approaches, and methods for psychotherapeutic intervention as a basis for individual, family, and group therapy; 2) Understand how psychotherapeutic modalities, such as cognitive-behavioral, humanistic, and integrative-holistic therapies, are recommended based on age and developmental level, psychiatric condition, evidence-based practice, and patient-family preferences; 3) Apply clinical judgment, critical thinking, and decision making when integrating principles and techniques of psychotherapy into care; 4) Assess socio-cultural and spiritual perspectives of individuals, groups, and families and incorporate values into care; 5) Evaluate psychotherapeutic approach based on patient or family response, research and practice evidence, and changes in health policy; 6) Integrate legal, ethical, economic, and professional standards to the practice of psychotherapy

GNUR 471 Palliative Care (2 Credit Hours)

This course is designed to provide the student with an overview of the philosophy and principles of palliative care; the course emphasizes the unique knowledge that describes, explains, and guides the provision of hospice and palliative care. Students consider a holistic approach to care, including state-of-the-art nursing interventions that provide effective pain and symptom management and promote psychosocial and spiritual well-being. Students are prepared to serve diverse client populations whose diseases are life-threatening, and to perform effectively as members of an interdisciplinary team providing palliative care.

GNUR 472 Psychiatric Mental Health Advanced Practice Across Lifespan I (3 Credit Hours)

Pre-requisites: GNUR 436 Psychiatric Mental Health Assessment Across the Lifespan

This course focuses on the neuroscientific understanding of psychiatric mental health disorders, which includes current evidence in genetics, biochemistry, neuropsychiatry, and behavioral neurology. Students will learn the DSM-5 classification for mental disorders, including etiology, development and course, risk and prognostic factors, diagnostic criteria, differential diagnoses, and cultural considerations. Major categories of mental disorders examined in this course are: psychosis and schizophrenia, depression and other mood disorders, anxiety disorders, trauma and stressor-related disorders, attention-deficit hyperactivity disorder, and substance use disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the developmental lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. Socio-cultural and ethical implications of the psychiatric mental health diagnosis also will be discussed.

Outcomes:

At the successful completion of the course, students will be able to: Synthesize neuroscientific evidence for the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; Apply critical thinking, diagnostic reasoning, and clinical judgment to the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; Implement the use of psychological tools and rating scales to strengthen diagnostic certainty, collect subjective and objective data, measure progress, and evaluate treatment outcomes; Examine the socio-cultural and ethical implications associated with the psychiatric mental health diagnosis

GNUR 473 Leadership in Nursing Practice (3 Credit Hours)

This course focuses on leadership concepts and theories, with an emphasis on application for transformation in healthcare. Students will explore contemporary and historical leadership theories, organizational dynamics, change management strategies, and quality improvement methodologies essential for effective nursing leadership. This course prepares nurses to navigate regulatory, financial, legal, ethical, and technological influences that influence healthcare and policies. This prepares nurses to lead interprofessional teams, influence health policy, and drive innovations that promote health equity and social justice.

Outcomes:

Utilize principles of leadership and management concepts and theories to analyze organizational structures, cultures, and processes that impact healthcare delivery and patient outcomes; Apply leadership concepts and strategies to develop personal leadership style that promotes safety, fosters interprofessional teamwork, and promotes solutions to the challenges in healthcare environments; Apply evidence-based change management theories to lead organizational change that improves care quality and patient safety; Analyze health and regulatory policy at organizational, local, state, and national levels to advocate for policy changes that address challenges in the healthcare system; Evaluate quality improvement initiatives that support evidence-based practice and drive measurable improvements in healthcare outcomes; Apply communication strategies to lead interprofessional teams, facilitate collaboration, and promote high-quality, person-centered care across healthcare settings

GNUR 474 Psychiatric Mental Health Advanced Practice Across Lifespan II (3 Credit Hours)
Pre-requisites: GNUR 472 Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I
This course builds on the knowledge base, diagnostic reasoning, and critical thinking competencies developed in Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I. This course continues the neuroscientific understanding of psychiatric mental health disorders and DSM-5 classification - for additional categories of illness, including autism and other neurodevelopmental disorders, eating disorders, dementia and delirium, sleep disorders, suicidality, and personality disorders. Evidence-based treatment recommendations for psychiatric disorders will be addressed across the lifespan and expanded within psychopharmacology and psychotherapeutic modalities courses. In addition, emphasis on the bio-social-cultural understanding of mental health and illness will continue to be explored with special consideration to vulnerable groups.
Outcomes:
At the successful completion of the course, students will be able to: 1) Synthesize neuroscientific evidence on the assessment, diagnosis and treatment of children, adolescents, adults, and older adults with psychiatric mental health disorders; 2) Explain psychiatric mental health diagnoses with an understanding of current brain and behavioral research which emphasizes neurotransmitters, neural circuitry and brain regions, psychiatric symptomology, human behavior, and neuroplasticity; 3) Apply critical thinking, diagnostic reasoning, and clinical judgment into the assessment, diagnosis, treatment, and evaluation of psychiatric mental health disorders across the lifespan; 4) Develop treatment recommendations and care plans that incorporate the perspectives, cultures, and values of patients and families with consideration to safety, environmental context, and professional ethics; 5) Explain the complex socio-cultural, ethical, political, and economic context for psychiatric diagnosis, mental health care, and mental health policy within the US; 6) Examine the impact of policy changes and advocacy efforts for special or vulnerable populations within psychiatric mental health care and treatment

GNUR 475 Quality and Safety in Professional Nursing Practice (3 Credit Hours)
This course focuses on quality and safety as interdependent concepts. Quality and safety from the provider and recipient of care perspectives are emphasized, along with organizational and societal factors that contribute to a culture of safety and quality. The professional nurse role in improving quality and safety individually, and within the intraprofessional and interprofessional care teams is a focus of this course.
Outcomes:
Analyze common and distinct attributes and indicators of quality, safety, and cultures of quality and safety; Compare provider, organizational, and societal factors that influence quality and safety; Implement strategies to improve patient care outcomes at the individual, group, and community levels; Compare models and processes of quality, safety, quality improvement, and process improvement; Analyze the nursing role in improving healthcare quality and safety through individual, intraprofessional, and interprofessional actions

GNUR 476 Basic Diagnostics for Advanced Practice (2 Credit Hours)
Pre-requisites: Advanced Health Assessment, Advanced Pathophysiology, Advanced Pharmacology
The focus of this course is on clinical decision making for selecting and interpreting diagnostic tests. Students will use evidence to appropriately gather, interpret, and manage objective diagnostic clinical data to manage various health problems across the lifespan.
Outcomes:
1) Select appropriate diagnostic tests for conditions commonly seen by advanced practice nurses; 2) Evaluate diagnostic tests selection, based on health assessment data, clinical signs and symptoms, cost, risk/benefit analysis; 3) Interpret diagnostic test results for clinical decision making

GNUR 477 Professional Nursing: Identity, Values, and Practice (2 Credit Hours)
This course introduces nursing students to professional identity formation and the foundational competencies needed for safe, ethical, and high-quality nursing practice. Students examine legal, regulatory, and professional standards while developing skills in communication, ethical decision-making, teamwork, accountability, scope of practice, and self-care. Grounded in Jesuit values of cura personalis, magis, reflection, and intentionality, learning activities include case-based analysis, guided reflection, and discussion of real-world professional scenarios. By the end of the course, students will be able to analyze professional nursing standards, integrate Jesuit values into practice, and apply effective communication, decision-making, and self-care strategies to navigate complex professional situations and sustain professional integrity and well-being.
Outcomes:
Evaluate professional nursing standards, ethical codes, and legal and regulatory frameworks to support evidence-based decision-making, accountability, and advocacy for equitable care; Integrate Jesuit values and professional nursing standards to support therapeutic communication, cultural humility, effective teamwork, and professional identity development; Create evidence-based strategies for professional resilience, self-care, and lifelong learning that prevent burnout and support ongoing professional engagement and advocacy; Synthesize values, ethics, knowledge, and professional comportment to develop a professional nursing identity that guides decision-making, relationships, and advocacy across care settings

GNUR 480 Professional Role Development for Nursing (3 Credit Hours)
This clinical immersion experience facilitates the integration of nursing knowledge, clinical reasoning, leadership, and professional role behaviors as students transition into the role of the professional registered nurse. Working in partnership with a preceptor and under faculty supervision, students synthesize concepts from biological, behavioral, and clinical sciences to design, deliver, and evaluate evidence-based, equitable, and person-centered care. Students engage in interprofessional practice, emphasizing clinical judgment, quality improvement, and leadership for health equity. Reflection is used to advance professional identity, ethical comportment, and accountability for outcomes across levels of care.
Outcomes:
Integrate professional standards, evidence, and ethical principles to design, deliver, and evaluate person-centered, equitable, and safe nursing care; Integrate safety culture, quality improvement, and evidence-based principles to evaluate and enhance clinical decision-making, care delivery, and system processes that promote safe, effective, and equitable patient outcomes; Apply leadership and management principles to coordinate, prioritize, and delegate nursing care that ensures safe, effective, and person-centered outcomes; Collaborate with patients, families, and interprofessional teams using effective communication, shared decision-making, and technology to improve quality, safety, and equity in care outcomes; Exemplify accountability, professionalism, and reflective practice consistent with the values and responsibilities of the registered nurse role; Analyze the impact of social, structural, and environmental determinants of health on patient and population outcomes to promote health equity and justice

GNUR 482 Psychiatric Mental Health Advanced Practice Nursing Practicum (3 Credit Hours)
Pre-requisites: GNUR 472
The practicum course guides the development and transition of students to the advanced practice psychiatric nurse practitioner role. Synthesizing knowledge and experience gained from previous courses, the practicum helps students advance their proficiency and skills in caring for patients with acute, chronic, and complex psychiatric mental health problems. With understanding of various psychiatric mental health settings and levels of care, students in the practicum experience will apply their knowledge and synthesis of content with patients, families, and communities across the lifespan. Emphasis will be on the assessment, diagnosis, treatment, and care coordination of psychiatric mental health disorders. Students are expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent within their population and specialty practice.
Outcomes:
At the successful completion of the course, students will be able to: 1) Elicit and document a comprehensive psychiatric history and mental health assessment with consideration for level of care and treatment setting; 2) Generate differential diagnoses, problem list, and diagnostic formulation after synthesizing and evaluating objective and subjective data from patients, families, and other informants; 3) Develop an evidence-based treatment plan based on psychiatric diagnosis and presentation, knowledge of psychopharmacology and psychotherapeutic approaches, respect for persons, and consideration to special or vulnerable groups; 4) Apply critical thinking, clinical judgment, and decision making when implementing treatment recommendations and evaluating strategies within mental health care plans; 5) Understand the importance of coordinated care for children, adolescents, adults, and older adults with consideration to legal, ethical, and social aspects to care; 6) Implement preventive psychiatric mental health care for populations across the lifespan, which includes health and wellness programs, mental health screening, psychoeducation, counseling and therapeutic services, and integrative and holistic approaches

GNUR 487 Primary Care Nurse Practitioner Practicum I: Foundational Skills (3 Credit Hours)
Co-requisites: GNUR 526 or GNUR 528
This practicum introduces students to foundational skills and competencies in advanced practice nursing in primary care, emphasizing patient-centered care and health promotion. Students apply basic diagnostic reasoning and management strategies for common primary care conditions.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform clinically relevant focused or comprehensive patient history and physical assessment; Formulate differential diagnoses and basic management plans for common health problems based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions; Screen for health risks and health promotion/disease prevention needs, based on age and risk factors

GNUR 488 Family Nurse Practitioner Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Co-requisites: MCN 401 and MCN 414
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of primary care patients across the lifespan. Students will refine management of common health conditions and collaborate to begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and families to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Implement interventions to promote health with at-risk families

GNUR 489 FNP Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex primary care patients across the lifespan. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination.
Outcomes:
Manage increasingly complex patient care, through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to clinical cases; Manage difficult patient interactions and ethical dilemmas; Prescribe medications for special populations (infants, children, pregnant/lactating women, older adults)

GNUR 490 FNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent primary care practice across the lifespan. The course emphasis is on full integration of clinical skills, decision-making, and professional roles in order to prepare competent, independent practitioners who are practice-ready.
Outcomes:
Provide independent, comprehensive care for diverse populations across the lifespan, managing acute, chronic, and preventative care needs; Integrate diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in primary care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Facilitate family decision-making

GNUR 491 AGPC-NP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of adolescent, adult, and older adult primary care patients. Students will refine management of common health conditions and begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and caregivers to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Implement interventions to reduce risk factors for diverse and vulnerable populations from middle adolescents to frail older adults

GNUR 492 AGPC-NP Practicum III Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex adolescent, adult, and older adult primary care patients. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination.
Outcomes:
Manage complex patient care, through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to common and complex clinical cases; Manage difficult patient interactions and ethical dilemmas; Manage medications for the older adult population, incorporating polypharmacy and deprescribing principles

GNUR 493 AGPC-NP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent primary care practice for adolescents, adults, and older adults. The emphasis is on full integration of clinical skills, decision-making, and professional roles in order to prepare competent, independent practitioners who are practice-ready.
Outcomes:
Provide independent, comprehensive care for diverse populations, managing acute, chronic, and preventative care needs; Integrate diagnostic reasoning, evidence-based practice, and clinical judgment in managing complex patient care; Lead interprofessional teams to enhance patient safety, quality, and care outcomes in primary care settings; Utilize health information technologies to improve patient care and outcomes; Reflect on practice experiences to identify areas for continued professional development and lifelong learning as a nurse practitioner; Manage geriatric syndromes

GNUR 494 WHNP Practicum II: Expanding Clinical Reasoning (3 Credit Hours)
Building upon foundational skills and competencies, this practicum focuses on advancing clinical reasoning and expanding diagnostic and management capabilities of Women's Health primary care and gender related care for patients from puberty across the adult lifespan. Students will refine management of common health conditions and collaborate to begin caring for patients with increasingly complex healthcare needs. Students will continue incorporating health promotion and disease prevention strategies while integrating evidence-based practice.
Outcomes:
Justify clinical decision-making in the formulation of differential diagnoses; Implement evidence-based therapeutic plans for primary care conditions, considering patient preferences, socio-economic, and cultural contexts; Order diagnostic tests aligned with patient presentations; Engage in shared decision-making with patients and families to promote health, self-care management, and health literacy; Apply principles of patient care coordination and referral for continuity of care across the healthcare continuum; Screen for risk factors that may affect reproductive, pregnancy, and/or sexual health status and outcomes; Perform an age appropriate, comprehensive gynecologic, sexual, reproductive, and menopausal health history and physical examination

GNUR 495 WHNP Clinical Practicum III: Advanced Clinical Management and Leadership (3 Credit Hours)
This practicum emphasizes the advanced management of common and complex Women's Health primary care patients inclusive of all gender identities, including transgender and non-binary individuals. Students refine clinical judgment in managing chronic illnesses, multiple comorbidities, and preventative care while developing leadership skills in interprofessional collaboration and patient care coordination for puberty through the adult lifespan.
Outcomes:
Manage increasingly complex patient care through comprehensive assessment and evidence-based interventions; Optimize patient care as part of an interprofessional team, demonstrating leadership and accountability in primary care settings; Address healthcare disparities to promote equitable outcomes; Apply current evidence-based guidelines to clinical cases; Manage difficult patient interactions and ethical dilemmas; Participate in care collaboration for people with complex reproductive and sexual healthcare needs

GNUR 496 WHNP Practicum IV: Transition to Practice (3 Credit Hours)
This practicum prepares students for independent Women's Health/Gender Related primary care practice from puberty across the adult lifespan. The emphasis is on full integration of clinical skills, decision-making, and professional roles.
Outcomes:
Demonstrate professionalism in interactions with patients and the healthcare team; Perform and document clinically relevant focused or comprehensive patient history and physical assessment, including health promotion and disease and injury prevention; Formulate differential diagnoses and basic management plans for episodic, critical, and complex illness and injury as well as chronic disease exacerbations based on patient data and evidence-based guidelines; Communicate effectively to build trust and rapport with patients from diverse backgrounds; Collaborate with patients, faculty, preceptors, and other healthcare providers to initiate basic diagnostic and therapeutic interventions

GNUR 498 Independent Study (1-6 Credit Hours)
Directed study in a specific topic area under the supervision of a faculty member.

GNUR 499 Interprofessional Team Practicum (1-7 Credit Hours)
Consent of discipline Program Director in collaboration with course faculty is required for registration. This course provides opportunities to students with backgrounds in a variety of clinical disciplines to engage in interprofessional team projects in healthcare settings and health and human service organizations, and to develop interprofessional competencies and project management skills.
Outcomes:
Apply knowledge of selected concepts, models, and theories from the clinical and management sciences to the management of high performing teams; apply evidence based/research findings for a selected problem/project; and examine the leader role within an interprofessional team environment

GNUR 500 Phenomena and Theories for Nursing Science I (2 Credit Hours)
This course emphasizes methods to analyze and develop knowledge of a phenomenon that is relevant to nursing science. Traditional and advanced methods of concept analysis and development are explored and critiqued for the advancement of nursing knowledge and nursing science. Fieldwork experiences for developing and refining a phenomenon of interest are included in the course.
Outcomes:
Upon successful completion of the course, the student is able to: 1) Evaluate existing and emerging concept development and analysis methods in developing substantive knowledge of a phenomenon; 2) Differentiate between disciplinary and professional knowledge of a phenomenon of interest; 3) Analyze the theoretical-conceptual-empirical structure of a phenomenon; 4) Compare extant and sensitizing conceptualizations of phenomenon

GNUR 501 Phenomena and Theories for Nursing Science II (2 Credit Hours)
This course is focused on the role of theory in the development of nursing knowledge. Emphasis is placed on strategies for theory development and evaluation in the generation and advancement of nursing science. Levels of theory on a continuum spanning grand theory to middle range theory are examined for utility in nursing science. The relation between theory and the substantive structure of nursing is examined.
Outcomes:
Upon successful completion to this course, the student is able to: 1) Relate the domain and perspective of the substantive structure of nursing to nursing theory and nursing science; 2) Analyze levels of theory, nursing theory, and theory development; 3) Apply theory analysis, theory synthesis, and theory derivation strategies; 4) Evaluate the logical and conceptual structure of theory and nursing theory

GNUR 504 Emergency and Acute Care Procedures for the NP (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 508 The Nurse Scientist Role (2 Credit Hours)
This course addresses the responsibilities and activities of a nurse scientist including the responsible conduct of research and ethical practice; scientific freedom and social responsibility; collaboration and negotiation; and the peer review process. The development of a program of research and research career trajectory including research funding and dissemination of research are examined. Students will identify traditional and emerging settings for the nurse scientist. The course explores knowledge and skills required to successfully work in teams within the local and global scientific community. The role expectation of the nurse scientist related to intra-professional and interprofessional research and mentorship are examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Analyze the qualifications, attributes, professional values, and ethics of a nurse scientist; 2) Identify career trajectory options of a nurse scientist; 3) Analyze stewardship of the nursing discipline within intra- and interprofessional teams

GNUR 509 Teaching Methods (3 Credit Hours)
This course focuses on teaching and learning theories, principles, and practices in nursing education. Major topic areas include philosophies and theories of teaching and learning, teaching and learning processes and resources, curricular and program designs and frameworks, competency development and assessment, evaluation and measurements strategies, the faculty role, and regulatory issues.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain philosophies, theories and principles of teaching and learning; 2) Evaluate curricular design and implementation; 3) Analyze evaluation and measurement strategies in nursing education; 4) Discuss expectations of the faculty role; 5) Articulate the relationship among educational setting, teaching methods, and learner outcomes; 6) Evaluate education and nursing education research literature for implementation in practice

GNUR 510 Teaching Practicum (3 Credit Hours)
This practicum course provides students with a context for applying the concepts of teaching and learning in nursing education. Students will experience various dimensions of the teaching role and design, deliver and evaluate teaching/learning strategies. The practicum consists of supervised experiences with assigned faculty mentor(s) in varied teaching/learning environments.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Assess the learning needs and learning styles of learners; 2) Apply effective teaching in a selected area of nursing; 3) Apply principles of evaluation in formative and summative evaluations of the learners

GNUR 512 Quantitative Methods & Design for Nursing Research (3 Credit Hours)
This course focuses on quantitative research methods and designs for nursing research. The linkages between theory, concepts, research design, instrumentation, sampling, data collection and analysis, and reporting are emphasized. Ethical concerns related to the research process are discussed and analyzed. Students will gain practical experiences in quantitative research methods.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Evaluate and synthesize quantitative research studies and identify gaps for future quantitative research; 2) Identify theoretical or conceptual frameworks that guide research; 3) Develop research aims to address gaps in knowledge; 4) Understand conceptual-operational linkages in quantitative nursing research; 5) Assess the adequacy of quantitative designs in answering research questions; 6) Identify ethical concerns of quantitative research and the protection of human subjects; 7) Apply knowledge and skills related to conducting a quantitative research study

GNUR 513 Qualitative Methods in Nursing Research (3 Credit Hours)
This course focuses on exploration of qualitative research approaches including grounded theory, ethnography, phenomenology, narrative, case study, and pragmatic approaches such as qualitative description. Discussion will include a focus on epistemology, ontology, methods, strategies, data collection, analysis, and dissemination of results. Ethical and special concerns of qualitative research are emphasized.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Explain the significance of qualitative research methods for the development of nursing and interdisciplinary science; 2) Explain the relationship between theoretical and philosophical foundations and assumptions of qualitative research methods; 3) Compare the major qualitative research designs in terms of background, purpose, research questions, data gathering techniques, analytical methods and report of results; 4) Develop basic skills in qualitative data collection and analysis; 5) Analyze ethical issues related to qualitative research and the protection of human subjects

GNUR 519 Measurement for Nursing Research (3 Credit Hours)
This course focuses on principles and concepts of measurement in nursing research. Psychometric theory, measurement frameworks and instrument development, critique, and testing are addressed. Methods for generating and evaluating reliability and validity evidence are emphasized and operationalized. Ethical concerns related to the development and use of measuring instruments are examined.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Understand key principles and concepts of psychometric theory and measurement frameworks; 2) Differentiate between reliability and validity as evidence to support the use of a measure; 3) Apply statistical techniques in the generation of reliability and validity evidence; 4) Evaluate the suitability of measuring instruments for use in nursing research; 5) Understand principles and approaches to instrument development and testing; 6) Understand ethical issues related to instrument development, testing, and usage

GNUR 520 Systematic Inq II: Reviewing & Synthesizing Lit (2 Credit Hours)
This course focuses on learning and applying the process of systematic inquiry as a method to identify the state of science of a substantive area, gaps in the literature, and implications for nursing. Students learn how to search, organize and analyze the literature, synthesize and report the findings.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Define systematic inquiry and its relationship to research; 2) Distinguish among different types of literature syntheses; 3) Apply the process of systematic inquiry to a select topic; 4) Apply tools, methods and techniques for organizing literature; 5) Utilize appropriate standardized guidelines when reporting a literature review

GNUR 521 Population-Focused Health (3 Credit Hours)
This course is designed to assist students with identifying, analyzing, and evaluating health issues confronting the doctorally prepared nurse in the provision of population-focused health care. Epidemiologic concepts and databases will be covered in the context of population needs assessments. Evidence-based interventions that address health disparities will be examined.
Outcomes:
1) Analyze the role of federal, state, and local governments in population health; 2) Assess population specific health needs using Healthy People and the determinants of health as frameworks; 3) Examine the role of the World Health Organization and non-governmental organizations in population health; 4) Analyze health disparities and needs of priority populations using databases; 5) Apply epidemiologic concepts when completing a population needs assessment; 6) Examine evidence-based interventions for population specific health issues

GNUR 522 Emergency Health Care of Adults (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to provide the nurse practitioner student with the knowledge and skills necessary to affect patient care outcomes in emergency settings. This course will incorporate procedural skills necessary to meet clinical competencies of the emergency nurse practitioner. Diagnostic and therapeutic procedures used in the evaluation and management of patients with emergent conditions will be incorporated.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Recognize the importance of patient education and informed consent prior to performing procedures; 2) Synthesize knowledge of anatomy, pathophysiology and procedural methods for select interventions; 3) Incorporate understanding of indications, contraindications, and anticipated outcomes in clinical decision-making related to select procedures; 4) Demonstrate beginning skills in the execution of select diagnostic and therapeutic procedures in a procedural lab

GNUR 523 Health Care Policy and Economics (3 Credit Hours)
Course content provides the student with advanced policy, economic and financial knowledge, frameworks and skills required to assume a leadership role in healthcare. An emphasis is placed on using evidence to develop an understanding of key relationships between political, economic and financial dimensions in healthcare and how these relationships affect a selected population of interest.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Evaluate the influences of policy on health care delivery at institutional, local, state, national or global levels; 2) Analyze the effects of health policy; 3) Analyze the effects of economic factors on health care decision making; 4) Apply strategies for assessing costs, maximizing productivity, and achieving quality outcomes in evidence-based practice and/or research; 5) Design practice improvement recommendations that account for policy, economic and financial variables affecting selected populations

GNUR 524 Advanced Reproductive and Sexual Health (3 Credit Hours)
Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment
This course will prepare the advanced practice nurse to manage the reproductive and sexual health care needs of all individuals throughout the lifespan. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for reproductive and sexual health. Emphasis is on the principles of reproductive anatomy and physiology including puberty, genetics, pregnancy, embryonic/fetal development, parturition, puerperium, lactation, and menopause in relationship to advanced practice nursing care.
Outcomes:
By the end of this course, advanced practice nursing students will: 1) Synthesize principles of neuroendocrine and physiological regulation of female and male reproductive function and the normal parameters of puberty, menarche, fertility, and menopause; 2) Analyze the impact of non-gynecologic primary health conditions on reproductive and sexual health; 3) Incorporate established evidence based sexual and reproductive health clinical practice guidelines; 4) Identify strategies to provide high quality, person-affirming, and culturally inclusive healthcare for self-identified gender and sexual minority persons and non-conforming individuals; 5) Develop genomics and genetic risk factor assessment in relation to reproductive and sexual health care, including basic principles of genetic testing, counseling, and referrals; 6) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes

GNUR 525 Special Populations and Topics in Emergency Health Care (3 Credit Hours)
Pre-requisites: Advanced Pharmacology, Advanced Health Assessment across the Lifespan, and Advanced Physiology/Pathophysiology
This course is designed to prepare the emergency nurse practitioner student to assume responsibility for stabilization and treatment of special populations that present to the emergency department. Evidence-based practice is discussed as it relates to the evaluation and treatment of emergent conditions in obstetrics and gynecology, pediatrics, mental health disorders, victims of abuse, and patients receiving palliative and hospice care. Special topics of disaster management, the approach to acute resuscitation, analgesia and procedural sedation, toxicology, environmental emergencies and legal topics in emergency health care will be covered.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Synthesize evidence-based theories and practices into assessment, diagnosis and treatment of patients in special populations that present to the emergency department for care; 2) Analyze subjective/objective information to emulate differential diagnoses of emergent conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Develop treatment plans that incorporate inter-professional and socio-cultural sensitive treatment options; 5) Recognize legal issues that are unique to the delivery of care in the emergency setting; 6) Apply principles of disaster management to the care of individuals and communities affected by disasters

GNUR 526 Management of Common Adult Health Problems (4 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of common primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected common health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for Health Promotion and Disease Prevention, evaluation, and treatment of dermatologic, mental health, HEENT, gastrointestinal, and genitourinary problems.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Assess presenting common health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of common conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 528 Management of Complex Adult Health Problems (4 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course is designed to prepare nurse practitioner students to assume responsibility for coordination and management of complex primary health care problems across the adult age spectrum. A major focus of the course is to prepare the student to assess and manage selected complex health problems of adults/older adults in primary care settings. Indications for collaboration, consultation, and/or referral to other health care providers are emphasized as an integral part of the nurse practitioner role. Evidence-based practice is discussed for evaluation and treatment of cardiovascular, peripheral vascular, respiratory, palliative care, neurological, musculoskeletal, hematologic, endocrine, infectious disease, and renal disease problems.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Assess presenting complex health problems in adults/older adults with specified conditions; 2) Analyze subjective/objective information to formulate differential diagnoses of complex conditions; 3) Establish definitive diagnoses through diagnostic testing; 4) Establish a patient-centered treatment plan that is cost effective, consistent with best evidence, age appropriate, and culturally sensitive; 5) Modify the treatment plan based on outcomes; 6) Recognize problems that require consultation or referral to other members of the multidisciplinary health care team

GNUR 529 Family-Focused Health Promotion and Disease Prevention (3 Credit Hours)
Pre-requisites: GNUR 442 Advanced Physiology; GNUR 413: Advanced Pharmacology; and GNUR 425 Advanced Health Assessment
This course emphasizes a family-focused approach to health promotion, disease prevention, and risk reduction from birth to end of life. Common issues impacting individual, family, population, community, and global health are explored. Strategies for health promotion and disease prevention are addressed with consideration for culture, social determinants of health, and social justice.
Outcomes:
By the end of this course, advanced practice nursing students will: 1) Analyze data sources that identify and predict health risks of the individual, family, and community to facilitate development of clinical intervention strategies; 2) Integrate family systems theory and research on health promotion and disease prevention into strategies to manage health-related problems affecting family and community; 3) Synthesize broad ecological, global and social determinants of health to design evidence-based, culturally relevant clinical interventions and strategies; 4) Apply evidence-based guidelines to the identification and prevention of significant healthcare problems affecting populations at risk; 5) Distinguish cultural, spiritual, ethnic, gender, sexual orientation, economic, environmental, and age cohort differences in the risk, presentation, progression, and treatment of health problems

GNUR 530 Topical Seminar for Nursing (1-5 Credit Hours)
These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation.
Outcomes:
Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

GNUR 532 Research Internship (2-3 Credit Hours)
This course provides an opportunity for the student to undergo a mentored experience in scientific inquiry. With the Course Director, students will identify a faculty mentor who has an active program of research and can provide an environment for a mentored experience in scientific investigation. The student and faculty mentor will mutually develop achievable objectives with measureable outcomes. This experience can encompass a broad range of research activities that span the scope of scientific investigation. Successful completion of the internship will provide the student with an experiential base of research, which will enhance their knowledge and skills in the conduct of research and facilitate their socialization into the multifaceted role of an investigator.

GNUR 534 Advanced Practice Nursing Care of Older Adults (2 Credit Hours)
Pre-requisites: GNUR 528 Management of Complex Adult Health Problems for NP students OR MSN 447 for CNS students
This course explores current issues in aging and the care of older adults. A major focus of the course is preparing the advanced practice nurse to manage the healthcare of older adults with multiple medical and psychosocial needs in increasingly complex care systems. Topics include health promotion, disease prevention, and social determinants of health for older adults across the spectrum of health and illness, best practices in the management of geriatric syndromes, and special considerations in the assessment of older adults with functional and cognitive limitations.
Outcomes:
1) Apply current issues in aging, including aging theory, social determinants of health, caregiving, and legal-ethical considerations in the care of older adults; 2) Investigate the variety of care systems and settings where older adults receive care, including transitions of care; 3) Generate comprehensive health maintenance plans for healthy older adults and older adults with multiple comorbidities, incorporating evidence-based screening and prevention principles; 4) Discuss special considerations in the assessment of older adults with functional and cognitive limitations; 5) Apply best practices in assessment and management of geriatric syndromes; 6) Evaluate the importance of interprofessional teamwork in the care of older adults with multiple comorbidities

GNUR 535 Substance Use Disorders Addiction Lifespan I (3 Credit Hours)
Pre-requisites: Psychiatric Mental Health Advanced Practice Nursing Across the Lifespan I and II
This course is an introduction to critical thinking, diagnostic reasoning and clinical judgment to assess, diagnose and treat clients with substance use and addictive disorders. Neurobiological, behavioral, and socioecological perspectives will be used to understand the etiology, course and development, differential diagnoses and management of substance use and addiction. Students will learn pharmacological and non-pharmacological interventions to treat and manage substance use and addictive disorders across the lifespan.
Outcomes:
At the successful completion of the course, students will be able to: 1) Synthesize evidence-based scientific theories of substance use and addictive disorders; 2) Understand the neurobiological, behavioral, and socioecological aspects of substance use and addiction; 3) Assess and diagnose substance use and addictive disorders for clients with developmental considerations across the lifespan; 4) Apply pharmacologic, non-pharmacologic, and behavioral interventions in the management of clients with substance use and addictive disorders; 5) Evaluate management strategies in the treatment of substance use and addictive disorders

GNUR 536 Management of Adults with Acute/Critical Conditions I (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in the assessment, diagnoses, collaborative and holistic management of adults and older adults with traumatic, pulmonary and cardiothoracic disorders in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with trauma and cardiothoracic disorders within an acute care setting; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 537 Substance Use Disorders Addiction Lifespan II (2 Credit Hours)

Pre-requisites: Substance Use Disorders and Addiction Across the Lifespan I

This course focuses on the complex management of treating substance use and addictive disorders across the lifespan. Evidence-based strategies for caring for clients with co-occurring substance use and psychiatric disorders are presented. Students will learn innovative and novel approaches within research and practice to treat substance use and addiction. The socio-cultural, ethical, and legal challenges surrounding addiction and substance use disorders also will be explored.

Outcomes:

At the successful completion of the course, students will be able to: 1) Understand different philosophical approaches to manage addiction and substance use, including abstinence and harm reduction models; 2) Implement and evaluate evidence-based strategies to care for clients with complex co-occurring psychiatric and substance use disorders with an emphasis on recovery; 3) Describe how to include family and community members into the management of substance use disorders and address stigma associated with addiction and substance use; 4) Analyze the current research and practice focused on innovative and novel approaches and examine socio-cultural, ethical, and policy implications; 5) Explain the legal, ethical, and economic factors associated with substance use and addiction practice

GNUR 538 Management of Adults with Acute/Critical Conditions II (3 Credit Hours)

Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan

This course is one of two acute care management courses for students in the Adult-Gerontology Acute Care NP and CNS tracks. Students will integrate pathophysiology in assessment, diagnoses, collaborative and holistic management of adults and older adults with systemic disorders that include episodic and chronic health problems in acute/critical care. Students will analyze, integrate, and synthesize pathophysiological concepts and current research findings for collaborative management of the acute care adult/older adult.

Outcomes:

Upon successful completion of the course, the student will be able to: 1) Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with systemic disorders that include acute and critical episodes of health problems in acute care settings; 2) Develop differential diagnoses based on a holistic health assessment including medical and social history, presenting symptoms, physical findings, and diagnostic information; 3) Implement appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost, efficacy, and patient's immediate condition and needs; 4) Identify the need for consultation and inter-professional collaboration with and referral to appropriate healthcare providers; 5) Evaluate the effectiveness of treatment plans based on patient's outcomes

GNUR 539 Innovative Science, Theory and Methods (3 Credit Hours)

This course will introduce doctoral students to evolving areas of science and technology relevant to nurse scientists that require collaborative approaches and interdisciplinary team science. Content will focus on informatics and data science, genomics, implementation science, team science, and the value of health care.

Outcomes:

Upon successful completion of this course the student will be able to: 1) Identify core concepts in informatics/data science, genomics, and implementation science; 2) Describe implementation science methods and determine appropriate models for health-related interventions; 3) Analyze the main ethical issues surrounding the use of big data (of all types); 4) Determine the value of innovative science methods to the health care system; 5) Analyze current and future applications of omics for precision health

GNUR 540 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)

This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.

Outcomes:

1) Analyze the multi-faceted ethical problems in healthcare, nursing practice, education, research, administration and policy; 2) Articulate one's own approach to moral reasoning when responding to bioethical issues in nursing; 3) Identify presuppositions/assumptions underlying one's positions and the bases for accepting those presuppositions/assumptions; 4) Examine fundamental critical questions in ethics and nursing; 5) Explore selected social justice bioethical issues

GNUR 542 Grant and Proposal Writing (3 Credit Hours)
This course provides the foundation for grant development and submission. Content includes identifying sources and types of funding from governmental agencies, private foundations, and professional societies. Fundamental skills and strategies needed to prepare a competitive research grant proposal are addressed. Emphasis is placed on the strategies in revising an application, and the peer review process. Students will gain experience in writing sections of a competitive grant proposal, critiquing proposals and participating in a mock review.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Identify major sources and mechanisms of public and private funding for health-related research; 2) Describe key components of a research grant proposal; 3) Evaluate the strengths and weaknesses of research proposals; 4) Develop skills in preparing a competitive grant application; 5) Critique research grant proposals using peer review process

GNUR 543 Adult Primary Care NP Practicum (1-4 Credit Hours)
Pre-requisites: GNUR 526: Management of Common Adult Health Problems or GNUR 528: Management of Complex Adult Health Problems; WHNP Students also need MCN 414: Childbearing/ Family Course
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in primary care. During each practicum, the student will care for adult patients. This care includes health promotion, disease prevention, as well as assessment and management of the most common acute, chronic, and complex health problems.
Outcomes:
At the successful completion of this practicum, students will be able to: 1) Perform complete physical, psychological and social health assessments, incorporating principles of health promotion, health maintenance, and chronic disease management; 2) Provide teaching, counseling, and anticipatory guidance in accordance with the patient and family's readiness stage; 3) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 4) Integrate knowledge of pathophysiologic and psychosocial changes associated with common acute, chronic and complex health problems into clinical decision-making; 5) Implement evidence-based, developmentally supportive plans of care for adolescents, adults, and older adults; 6) Modify management plan according to clinical response and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

GNUR 544 Nursing and Health Policy (3 Credit Hours)
This course provides a framework for understanding health care delivery systems and the ability to analyze health policy using selected theoretical models. Students will apply theoretical models to evaluate existing and proposed health policies from the perspective of relevant stakeholders. Students will identify the political, economic, legal, social and ethical forces which impact the health policy-making process at the organization, local, state and national level, The changing role and responsibilities of the government, private sector, health professionals, and consumers will be examined in terms of access to care, health care financing, regulations, safety, quality and efficiency. Specific methods and strategies to influence health policy will be explored.
Course equivalencies: X-DNP 503/GNUR 544
Outcomes:
1) Analyze health care delivery systems and specific health policies using selected theoretical models; 2) Describe forces that shape health care policy development and implementation in the United States; 3) Relate the philosophy and ethical basis of Jesuit education to the values and preferences which shape health policy in a pluralistic society; 4) Outline the process of policy development and implementation within the content of multiple forces (government, the private sector, health professionals and consumers) that shape health care policy in the United States; 5) Discuss current health and nursing policy issues in the US and globally with emphasis on the political, social, economic, and cultural factors which influence health disparities and access to care; 6) Analyze a health policy within the student's own area of practice and interest in terms of the social, economic, legal political, and ethical forces that effect current and latent health outcomes; 7) Explain specific methods and strategies hat health care providers can use to advocate for and influence health policy at the organization, local, state, national and/or international level

GNUR 545 Evidence Translation for Advanced Clinical Practice (3 Credit Hours)
This course builds on the student's understanding of using research and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing leadership competencies in the areas of translational research, evidence-based practice and interprofessional teamwork. Key competencies are developed in the critical evaluation and synthesis of extant research, development of evidence-based protocols and evaluation of outcomes.
Outcomes:
Upon successful completion of this course the student will be able to: 1) Evaluate theory, concepts and methods to guide translation of evidence; 2) Formulate questions about population-based practice problems, issues and areas for improvement in context; 3) Synthesize the state of evidence with regard to a specific practice problem; 4) Develop an evidence-based protocol to address the practice problem, issue and/or area for improvement in context; 5) Understand the use of metrics in the identification, monitoring and evaluation of practice outcomes; 6) Analyze social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 546 Advanced Statistics I (3 Credit Hours)
This course provides graduate students with a foundation in applied regression analysis techniques used in health, social, and behavioral sciences. The major topics covered in this course are univariate/multivariate linear regression, advanced data screening, model building, variable selection, regression diagnostics, univariate/factorial analysis of variance, and repeated measures design analysis of variance. Conceptual understanding and critical evaluation of statistical models is emphasized. Students will gain practical experience in using statistical software packages for the analysis of data.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply general linear modeling techniques in answering research questions; 2) Analyze bivariate and multivariate associations; 3) Interpret results of statistical testing using general linear modeling techniques; 4) Understand the process of model building and variable selection; 5) Evaluate assumptions of general linear models; 6) Apply regression diagnostic techniques

GNUR 547 Advanced Statistics II (3 Credit Hours)
This course will introduce advanced data analysis techniques common in clinical, behavioral and health outcomes research. Students will learn how to conduct and interpret mediational effects and path analysis, multivariate statistical models, repeated measures analysis, nonparametric analysis, and logistic regression models. Although the mathematical basis of the techniques will be considered, the course emphasizes the appropriate use and interpretation of these techniques.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Select appropriate analytic techniques based on the research questions; 2) Understand the computational basis for statistical techniques covered in this course; 3) Evaluate assumptions associated with each statistical technique; 4) Employ statistical software to conduct the appropriate analysis; 5) Interpret the results and make statistical inference

GNUR 550 Substance Use Management Practicum (3 Credit Hours)
Pre-requisites: Psychiatric Mental Health Advanced Practice Practicum
This specialty practicum course has a focus on the diagnostic reasoning and clinical judgment required to assess, diagnose and treat substance use and addictive disorders. Students will integrate knowledge from their coursework and psychiatric mental health population clinical to diagnose and manage clients with substance use and addictive disorders across the lifespan. The student's level of performance is expected to progress throughout the clinical practicum.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply evidence-based practice strategies to assess and diagnose children, adolescents, adults and older adult clients with substance use and addictive disorders; 2) Implement management strategies in the treatment of substance use and addictive · disorders; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of clients with substance use and addictive disorders; 4) Coordinate care across transitions for clients diagnosed with substance use and addictive disorders

GNUR 551 Cancer Care: Cancer Biology and Epidemiology (3 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course is designed to present an in-depth understanding of the current knowledge and research in cancer biology and pathogenesis. Genetic, molecular and cellular mechanisms of cancer pathogenesis are covered in depth. Cancer epidemiology, concepts of primary risk reduction, as well as cancer screening are presented. Susceptibility for hereditary cancers due to germline mutations is included in the context of primary and secondary prevention. Current and future applications of genomics to cancer care are presented and discussed.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of the biology of cancer; 2) Describe national and global trends in cancer incidence and mortality; 3) Discuss evidence supporting cancer prevention; 4) Analyze cancer risk associated with common hereditary cancer syndromes; 5) Understand general principles of cancer screening; 6) Analyze current and future applications of genomics to cancer care

GNUR 553 Cancer Care: Diagnostic and Therapeutic Approaches (3 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course will focus on the diagnostic and management dimensions of select cancers including hereditary cancer syndromes. Specialized content will focus on the therapeutic modalities utilized during the acute care phase of the cancer continuum across multiple care settings. Pharmacology of cancer therapies will be explored.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Differentiate among specific cancer types in terms of: epidemiology, etiology, prevention, screening, detection, classification, and treatment; 2) Apply diagnostic approaches and methods to cancer management; 3) Explain concepts and principles of cancer staging for various cancer types; 4) Apply general principles of treatment planning in cancer management; 5) Compare major treatment modalities; 6) Evaluate evidence-based therapeutic and pharmacologic treatment strategies for patients across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 555 Cancer Care: Palliative/Supportive Management (3 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
This course is designed to present an in-depth understanding of the current knowledge and research in psychological and supportive care for patients and families living with cancer. Information relevant to the following domains will be explored: symptom management; psychological, spiritual and culturally-appropriate care; communication; survivorship; and hospice and palliative care.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Analyze theories and research findings relative to the current understanding of cancer and treatment-related symptoms across the cancer care continuum; 2) Identify evidence-based advanced nursing practice for symptom management and psychological care of patients with cancer, across the cancer care continuum, including at the end of life; 3) Identify strategies for effective communication with patients, families, and interprofessional team members; 4) Describe psychosocial, spiritual, and culturally appropriate components of care with patients and families coping with cancer; 5) Explain unique issues of the cancer survivor; 6) Integrate principles of palliative care across the cancer care continuum; 7) Articulate the role of the advanced practice nurse in the interprofessional management of patients

GNUR 560 Cancer Care Advanced Practice Practicum (2-3 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the advanced practice nurse providing advanced nursing care to patients and families across the cancer care continuum. Students will gain experience in a variety of settings that will advance their proficiency in caring for patients and families with cancer.
Outcomes:
Upon successful completion of the course, the student will be able to: 1) Apply evidence in the assessment and management of patients across the cancer care continuum; 2) Collaborate with health professionals to plan and implement best practices in cancer care; 3) Evaluate the treatment plan for value and quality and modify as needed; 4) Analyze the ethical, legal, cost, and policy issues affecting advanced practice nursing of patients and families across the cancer care continuum; 5) Discuss the value of multidisciplinary cancer care teams to provide the most appropriate care for this complex and vulnerable population; 6) Demonstrate and document personal and professional growth in the role of the advanced practice nurse

GNUR 562 Emergency Health Care Advanced Practice Practicum (1-6 Credit Hours)
Pre-requisites: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment across the Lifespan
The practicum course guides the student in a synthesis of content from nursing and related sciences and allows for the application of this knowledge to the role of the nurse practitioner in the emergency setting. Students will advance their proficiency in caring for patients that present across the lifespan and across acuity levels.
Outcomes:
1) Apply evidence-based practice strategies to assess and diagnose patients across the lifespan and across acuity levels that present with emergency/urgent conditions; 2) Implement management strategies in the treatment of patients in the emergency department setting; 3) Analyze the ethical, legal, and policy issues impacting advanced practice nursing care of patients that present in an emergency/urgent care setting; 4) Implement proficiency in procedural skills relevant to the evaluation, stabilization, resuscitation, and treatment of the patient in the emergency setting; 5) Integrate the appropriate use of consultation, collaboration, and referral to appropriate health care providers into management of patients in an emergency/urgent care setting

GNUR 570 DNP Scholarly Project: Planning (1 Credit Hour)
Pre- or co-requisites: GNUR 545
The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH course focuses on skills necessary for planning a successful DNP scholarly project. Project identification within the student's area of advanced expertise, organizational needs assessment, and outlining the project are emphasized. Skills necessary for the implementation of a successful DNP scholarly project, including collaborative inter-professional team participation and leadership, communication, and methods for project management, are emphasized.
Outcomes:
Upon successful completion of this course, DNP students will apply project management principles in the identification of a feasible DNP Scholarly Project that reflects the student's practice expertise, is evidence-based and grounded in theory

GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation (2 Credit Hours)

Pre-requisites: DNP Scholarly Project: Planning

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 2 SH course entails 1 SH of on-line seminar and 1 SH (75 clock hours) of practicum experience. The seminar focuses on full development and writing of a succinct proposal which describes planning, implementing, evaluating, and disseminating a scholarly project. The project is designed to improve patient, practice, or organizational outcomes based on an organizational needs assessment that demonstrates feasibility and organization's readiness for student's proposed project. Development of relationships at the project site, and exploration/initiation of preliminary project steps are emphasized during the practicum hours.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Incorporate findings from an organizational needs assessment into the development of a feasible scholarly project; 2) Defend a written project proposal which links scholarly experiences, use of evidence to improve either practice or patient outcomes or both

GNUR 572 DNP Scholarly Project: Project Implementation (2 Credit Hours)

Pre-requisites: GNUR 571 DNP Scholarly Project: Proposal and Pre-Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This course combines 1 SH of didactic and scheduled on-line seminars throughout the semester with 1 SH (75 clock hours) of practicum experience. Project implementation is the focus of the practicum experience. Project management guidance is provided through on-line seminar sessions, in concert with Faculty Directors, and through communication with the student and external mentor. Students are expected to have a DNP Scholarly Project faculty director, an external member and an approved and willing project site in place prior to course entry.

Outcomes:

Upon successful completion of this course, DNP students will: 1) Implement DNP Scholarly Project using project management skills and competencies; 2) Demonstrate leadership skills in project implementation and management; 3) Apply problem-solving methods and change concepts during project management

GNUR 573 DNP Scholarly Project: Analysis and Dissemination (1 Credit Hour)

Pre-requisites: GNUR 572 DNP Scholarly Project: Implementation

The DNP Scholarly Project demonstrates an in-depth knowledge of the student's area of expertise in nursing practice. The DNP Scholarly Project is a synthesis of the student's work which provides a faculty-supervised opportunity for demonstration of the use of evidence to improve either practice or patient outcomes. The project forms the basis for future practice scholarship. This 1 SH seminar course guides DNP students through the completion of the DNP Scholarly Project, evaluation of project outcomes through analysis of process and outcome indicators, and dissemination. Methods for dissemination include sharing of project outcomes with project site stakeholders, completion of a manuscript, and exploration of a publication site.

Outcomes:

Upon successful completion of this course, DNP student will integrate project elements and data, demonstrating the use of evidence to improve patient or system outcomes

GNUR 574 DNP Project Course I: Foundations of Systems-based Practice (2 Credit Hours)

Pre-requisites: GNUR 404, GNUR 408, and GNUR 521

Co-requisites: GNUR 574L

This course builds on the student's understanding of scholarly inquiry, population health, and leadership roles to address complex practice problems and improve practice outcomes. Students will focus on developing knowledge and skills in problem recognition, needs assessment, development of an evidence-based practice question, and interprofessional teamwork. Key competencies are developed in identification of population-focused priorities, systems-based practice, scholarly inquiry, quality improvement principles, and ethical conduct of scholarship.

Outcomes:

Evaluate theory, concepts, and methods to guide translation of evidence; Formulate questions about population-based practice problems, issues and areas for improvement in context; Discuss the use of metrics in the identification, monitoring, and evaluation of practice outcomes; Analyze social, cultural, political and ethical issues related to planning of practice and process improvements; Analyze practice at micro and macro system levels

GNUR 574L DNP Project Practicum I: Planning (1 Credit Hour)

Pre-requisites: GNUR 404, GNUR 408, and GNUR 521

Co-requisites: GNUR 574

This practicum provides students with an opportunity to work collaboratively with a site mentor (preceptor) and interprofessional stakeholders and build a team for evidence-based practice and quality improvement projects. Students develop competencies in collaboration, systems-based practice, and leadership.

Outcomes:

Engage system stakeholders to complete an organizational needs assessment of local capacity to address population health opportunities; Collaborate with project site mentor and system stakeholders to develop a practice question and outcomes of importance to the organization

GNUR 575 Evidence Translation for Systems-Based Practice (3 Credit Hours)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, and GNUR 574L
This course builds on the student's understanding of using evidence and scholarly inquiry to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on developing knowledge and skills in the areas of evidence-based practice, quality improvement, and interprofessional teamwork. Key competencies are developed in the critical appraisal and synthesis of evidence, development of evidence-based protocols, and evaluation of outcomes.
Outcomes:
Apply guiding theories and/or frameworks from nursing and other disciplines to practice and process improvements; Synthesize the state of evidence regarding practice problems, identifying gaps and barriers in translation of evidence to practice; Engage stakeholders to develop evidence-based protocols and action plans to address a practice issue in context; Identify metrics to monitor and evaluate practice outcomes; Address social, cultural, political and ethical issues related to implementation of practice and process improvements

GNUR 576 DNP Project Course 3: DNP Project Practicum II (1 Credit Hour)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, GNUR 574L, and GNUR 575
This practicum provides students with an opportunity to work collaboratively with interprofessional stakeholders to implement and monitor the DNP project. Students develop competencies in quality and safety, collaboration, knowledge of systems, and leadership.
Outcomes:
Apply project management skills and problem-solving methods to the implementation of a DNP project; Demonstrate team leadership skills including cognitive flexibility and professional communication in the implementation of intentional systems change; Monitor project processes and intervention fidelity, especially with regard to social, cultural, and ethical considerations

GNUR 577 DNP Project Course 4: DNP Project Evaluation and Dissemination (2 Credit Hours)
Pre-requisites: GNUR 404, GNUR 408, GNUR 521, GNUR 574, GNUR574L, GNUR 575, and GNUR 576
This course builds on the student's understanding of scholarship and quality and safety to address complex practice problems and improve practice outcomes within a contextual setting. Students will focus on advancing scholarship and presenting outcomes of systems-based practice change. Key competencies are developed in dissemination of outcomes and considerations of cost-effectiveness in care.
Outcomes:
Integrate project elements and data analysis, demonstrating use of evidence to improve patient or system outcomes; Analyze project results in the context of lessons learned, as well as implications for project site sustainability and advanced practice nursing; Conduct a cost-benefit analysis for a systems change, incorporating this into recommendations for future action; Disseminate project findings to university, project site, and professional community

GNUR 598 Directed Study (1-6 Credit Hours)
Directed Study is a focused, defined, and substantive reading or research experience supervised by a faculty member. Directed study involves a close collaboration between the student, supervising faculty, and the academic advisor/chair in the design, scope, and expected student learning outcomes from the experience. Directed study may not be used as a substitute for an existing course or a cancelled course. Directed study credits may range from 1 to 3 semester hours. A course topic of Directed Readings or Directed Research may be requested to be entered on the transcript.

GNUR 600 Dissertation Supervision (1 Credit Hour)
This course focuses on continuing formation as a scholar through the development of the dissertation proposal. Using the student's dissertation plans as a reference point, the course will target strategies and competencies in generating and critically evaluating new knowledge, understanding the legacies of past and current work in the discipline and topic area, the transformational nature of knowledge, and the transformative work of communicating knowledge to others. Students are expected to maintain close and frequent contact with their dissertation chairperson/ committee members during their enrollment in the course. Two semesters in seminar format and thereafter the student works with the Dissertation Chair and committee in completing the dissertation.
Outcomes:
Generate specific aims for a research project; Design a research study to answer specific research questions; Execute data collection according to a research plan; Analyze and interpret research study results; Present findings from a research study; Defend research findings in a public forum; Ensure protection of human subjects in the ethical and responsible conduct of research

GNUR 605 Master's Study (1 Credit Hour)
Course designation for students who have completed their coursework and are completing the master's comprehensive examination. Enrollment in GNUR 605 is considered full-time study. Graded as credit (pass) or no credit (fail). This course can be taken twice.
Outcomes:
Integrate comprehensive knowledge from conceptual and theoretical bases of science and nursing science

GNUR 610 Doctoral Study (1 Credit Hour)
Course designation for students who have completed their coursework and are taking the qualifying examinations. The purpose of the qualifying examination is to assess the depth, breadth, comprehension, integration, and synthesis of knowledge that forms the foundation for conducting the dissertation research.
Outcomes:
Integrate comprehensive knowledge from the philosophical, conceptual and theoretical bases of science and nursing science, and research methods into a developing program of research

German (GERM)

Discover, search, courses (p. 2661)!

GERM 101 Elementary German I (3 Credit Hours)
This course is an introduction to German, designed for students with no previous experience. Students develop communicative language skills and acquire a fundamental knowledge of German-speaking cultures.
Outcomes:
Students will be able to understand simple sentences and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, comprehend basic written texts, and write simple German sentences

GERM 102 Elementary German II (3 Credit Hours)
Pre-requisites: GERM 101
Students will further develop communicative language skills and knowledge of German-speaking cultures, and will finish learning all the basic grammatical structures of the language.
Outcomes:
Students will have learned to express themselves through a wider range of vocabulary and grammatical structures; They will be able to express appropriate reactions to ordinary situations, read more complex texts, and write sentences in short but cohesive paragraphs

GERM 103 Intermediate German I (3 Credit Hours)
Pre-requisites: GERM 102 Students will review and develop their understanding of German grammar and vocabulary
Students will read and discuss a variety of short readings, including short stories and poetry.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in longer paragraphs

GERM 104 Intermediate German II (3 Credit Hours)
Pre-requisites: GERM 103 This course focuses on review and practice of more complex grammatical elements
Students will read texts of greater length and complexity, expand their vocabulary, and increase their ability to communicate, both orally and in writing.
Outcomes:
Students will have gained a wider range of oral expression, both lexical and grammatical; They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in cohesive paragraphs and short essays

GERM 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: GERM 104
This is a briskly paced class in which students engage in learning to express themselves effectively, both orally and in writing, in German. All work is carried out in German.
Interdisciplinary Option: German Studies
Outcomes:
Students gain confidence in their ability to speak, read and write modern German, and will gain a wider range of oral expression, both lexical and grammatical

GERM 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: GERM 250
Students will learn to express themselves with increasing sophistication in both oral and written German. Course materials are challenging and may include a full length literary text.
Interdisciplinary Option: German Studies
Outcomes:
Students will gain further confidence in their ability to speak, read and write modern German, and will have gain a wider range of oral expression, both lexical and grammatical

GERM 270 Modern German Literature and Culture I (3 Credit Hours)
Pre-requisites: GERM 103 or equivalent
Representative works in literature, philosophy, and fine arts, with sociopolitical backgrounds, 1830-1900.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand revolutionary post-romanticism, realism, and naturalism in German literature and culture

GERM 271 Modern German Literature and Culture II (3 Credit Hours)
Pre-requisites: GERM 271
Representative works in literature, philosophy, and fine arts, with sociological backgrounds, 1900-present.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand neoromanticism, expressionism, literature and fascism, socialist realism, and postwar culture in West and East Germany

GERM 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: Permission of chairperson
Eligible students minoring in German may elect tutorial for credit.
Outcomes:
Students will be able to focus on a specific aspect of German literature or culture

GERM 320 German-American History: Focus on Chicago (3 Credit Hours)
This engaged-learning course traces the history of German-speaking immigrants in the United States from its very beginnings in 1608, through the 19th century heyday of German immigration, and to the present day. Chicago will function as a case study. Students will interact with the DANK Haus and the German community in Chicago.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will learn about the historical chronology of German-speaking immigration to the United States, assimilation, and German-American cultural contributions to the US, with a focus on Chicago; Students will interact with the DANK Haus and the German community in Chicago

GERM 369 German Reading Knowledge (3 Credit Hours)
This course provides graduate students in the humanities, arts and social sciences with the fundamentals of German grammar for the purposes of reading and translating academic German. Students will work through German grammar explanations, vocabulary, strategies for negotiating meaning, and translation exercises.
Course equivalencies: GERM369 / GERM109

GERM 370 German Cinema (3 Credit Hours)
The course provides an overview of German film from its beginnings until the present time. Movies will be screened and discussed chronologically from the various eras of German film: Silent Movies, Weimar Sound Movies, Film in the Third Reich, Post-War Films, New German Cinema and Movies of Unified Germany. Taught in English.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, German Studies, International Film & Media Studies
Course equivalencies: X-GERM370/ICVM370/IFMS370

German Studies (GRMS)

Discover, search, courses (p. 2661)!

GRMS 300 German Studies Minor Capstone (1 Credit Hour)
In an independent study format, students write a 10-15 page paper that synthesizes the knowledge gained in their coursework into an interdisciplinary project, combining that knowledge with the student's other academic interests. Alternatively, students may secure a supervised internship at a German-related institution or organization that also lines up with their interests Students must be near completion of most requirements for German Studies Minor in order to be eligible for enrollment.
Interdisciplinary Option: German Studies
Outcomes:
Interdisciplinary synthesis of coursework into a paper, or outcomes based on a specific internship, including a reflection component

Global Studies (GLST)

Discover, search, courses (p. 2661)!

GLST 101 Introduction to Global Studies (3 Credit Hours)
This course serves as an introduction to the interdisciplinary field of global studies. It provides an overview of the major disciplines represented in the program, introduces the main regions covered in the program, and discusses important global issues.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
Outcomes:
By analyzing various topics in global studies, students will gain an understanding of the different regions of the world and the ways that different disciplines contribute to this interdisciplinary field

GLST 301 Directed Readings in Global Studies (3 Credit Hours)
Pre-requisites: Course requires permission of instructor; GLST will enroll approved students directly (no self-enrollment or non-GLST advisors); Course is open only to junior and senior majors and minors
This directed readings course may be taken with permission of the director of the Global Studies Program for a course of study not otherwise offered at Loyola that is relevant to the Global Studies Program and addresses at least one of the program's learning outcomes. Students must arrange this course of study with a faculty mentor of their choosing and in conversation with the GLST director. The faculty mentor, who can come from any department or school at Loyola University Chicago, should send the syllabus to the director of the Global Studies Program for approval at least one month before the start of the term in which the student plans to undertake their course of study. Normally, students should complete a substantial research project or a paper of approximately 20,000 words (about forty double-spaced pages) that they work on over the course of the entire semester with their faculty mentor.
Interdisciplinary Option: Global Studies
Outcomes:
Students will 1) demonstrate progress in their research and writing skills; and 2) demonstrate advanced undergraduate knowledge of the issue or issues covered in the directed study course

GLST 302 States and Firms (3 Credit Hours)
This course focuses on the relationship between multinational corporations and the state. It explores the origin of firms, as well as issues such as corruption, tax policy, bailouts, and economic development. It also examines the development of private military contractors and their relationship to state security.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate understanding of the various relations between multinational corporations and states as well as private military contractors and states

GLST 303 Technological Change and Society (3 Credit Hours)
This course explores how changes in technology affect society in four broad areas: its impact on how we communicate, on the workplace, on regulatory issues surrounding technology firms, and on humanity itself.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the various relations between technology and society

GLST 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices. We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

GLST 305 Globalization and Environmental Sustainability (3 Credit Hours)
This course introduces students to social, political and economic factors that have contributed to globalization, development and their impact on the environment. It provides students with the background and conceptual tools to understand global environmental challenges and questions.
Interdisciplinary Option: Global Studies
Outcomes:
Students will develop a fundamental knowledge of the study of global development and environmental challenges and develop analytical skills to assess the tradeoffs involved in economic development and environmental sustainability

GLST 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will be able to demonstrate a fundamental knowledge of the various factors that are considered to help or hinder development

GLST 309 The Global Economy (3 Credit Hours)
This course examines global economic relations with a focus on the movement of three items across borders: the movement of goods (trade), the movement of money (finance), and the movement of people (migration). The course aims not only to help students become more informed consumers of the news and events of the day, but also to enable them to critically evaluate and understand these events in their own terms.
Interdisciplinary Option: Global Studies
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Demonstrate an understanding of global trade, cross-border financial flows, and immigration as well as the political systems that help shape these transactions in at least two countries; Demonstrate an awareness of historical patterns concerning trade, global finance, and immigration and be able to apply knowledge of these historical patterns to current events and debates; Demonstrate the research skills necessary to gather, evaluate, and synthesize information from multiple sources to support an argument about an issue related to global trade, finance, or immigration

GLST 370 Internship in Global Studies (3-6 Credit Hours)
Pre-requisites: Open to all GLST major and minors but requires instructor permission to enroll
Students enrolled in this course must secure an internship relevant to the field of global studies. Students not only engage in regular workplace activities but also attend class meetings, complete writing assignments reflecting on their internship placements, write a final paper, and submit a final evaluation from their workplace supervisor.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, European Studies, Global Studies, Latin American Studies, Middle East and Islamic World Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate awareness of at least one important global concern or issue as addressed in the internship

GLST 398 Topics in Global Studies (3 Credit Hours)
This is a variable topics course. Specific topics vary from semester to semester.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate knowledge of a unique topic in the interdisciplinary field of Global Studies

Graduate Neuroscience (NRSC)

Discover, search, courses (p. 2661)!

NRSC 410 Cellular & Molecular Neurobiology (3 Credit Hours)
This course will review current knowledge of the morphological, biophysical and biochemical properties of neurons. Fundamental neuronal network processes such as stimulus transduction, neuronal plasticity, information processing, and learning and memory will be reviewed.
Outcomes:
An advanced knowledge of the biophysical and biochemical properties of nerve cells and fundamental aspects of more global central nervous system function

NRSC 415 Neurochemistry (3 Credit Hours)
This course is a team-taught neurochemistry course that integrates basic biochemical mechanisms of neurotransmitter synthesis, storage, reuptake, and inactivation with applied correlates to central and peripheral nervous system neurodegenerative disorders. Organic chemistry and neurobiology/neurophysiology are required prerequisite courses. Emphasis is placed on student participation including a student-held lecture series covering a contemporary neurochemical topic of their choosing.
Interdisciplinary Option: Neuroscience

NRSC 421 Neuroscience Teaching (1 Credit Hour)
This course consists in serving as a Teaching Assistant in the medical Neuroscience course labs and proctoring the medical neuroscience course exams. It also includes a weekly pre-lab meeting in which the material for that week's lab is discussed.
Outcomes:
Experience in teaching neuroanatomy for Neuroscience Graduate Program students

NRSC 422 Behavioral Neuroscience (2 Credit Hours)
This course discusses the brain's role in sensory perception, higher perceptual functions, attention, learning and memory, executive function, and emotion. It consists of weekly lectures given by the professor or by one or two students.
Outcomes:
An understanding of higher brain function and experience giving presentations

NRSC 423 Special Topics in Neuroscience (3 Credit Hours)
Restricted to Graduate level students. This course explores a wide spectrum of neuroscience-related topics, and the subject matter will vary with each offering.
Outcomes:
Measures include exam performance, in-class participation, and student presentation

NRSC 499 Research (1-9 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

NRSC 502 Neuroscience Journal Club (0-1 Credit Hours)
Pre-requisites: Must be member of the Neuroscience Graduate Program
One hour weekly course during which all students in the Neuroscience Graduate Program meet to discuss and critically evaluate recent, high impact journal articles covering varied neuroscience topics under the direction of two faculty mentors with neuroscience expertise.
Outcomes:
Students will advance their knowledge of new neuroscience concepts and methods; Students will gain experience in presenting in front of a group; Students will gain confidence in their abilities to critically evaluate experimental design and statistical methods

NRSC 503 Neuroscience Seminar (0-1 Credit Hours)
In both the fall and spring this course includes monthly Neuroscience seminar presentations by internal and external speakers. In the fall, the course also includes weekly journal club presentations by the graduate students: in the spring the course also includes weekly research progress reports by the graduate students.
Outcomes:
A broad overview of current topics in the field and experience giving research presentations

NRSC 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

NRSC 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Graduate School Seminar (GSSM)

Discover, search, courses (p. 2661)!

GSSM S59 Thesis Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in thesis research and writing under advisor's supervision during summer.

GSSM S60 Dissertation Supervision-Summer (1 Credit Hour)
Course for continuing students engaged in dissertation research under advisor's supervision during summer.

GSSM S61 Doctoral Study-Summer (1 Credit Hour)
Course for continuing doctoral students engaged in study for comprehensive or qualifying examinations in summer.

GSSM S65 Master's Study-Summer (1 Credit Hour)
Course for continuing master's degree students engaged in study for comprehensive or qualifying examinations during summer.

Greek (GREK)

Discover, search, courses (p. 2661)!

GREK 101 Ancient Greek I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of ancient Greek, and simple readings in the language.
Course equivalencies: GREK131/GREK101
Outcomes:
students should be able to demonstrate basic knowledge of ancient Greek vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Greek sentences and passages into English

GREK 102 Ancient Greek II (3 Credit Hours)
Pre-requisites: GREK 101
This course continues the study of the fundamentals of the ancient Greek language, including more vocabulary, grammar, syntax and more advanced readings. (Ancient Greek I or its equivalent is a prerequisite for this course.)
Course equivalencies: GREK132/GREK102
Outcomes:
Students should be able to demonstrate more advanced knowledge of ancient Greek vocabulary, syntax and grammar, and deploy it to be able to translate accurately more advanced Greek sentences and passages into English

GREK 236 Xenophon (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the prose works of Xenophon, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate the selected prose passages in ancient Greek with accuracy, as well as demonstrate understanding of the content of the passages

GREK 262 Introduction to Plato (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from works of the philosopher Plato, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages from Plato, as well as demonstrate knowledge and understanding of the content of the passages

GREK 267 Intro to New Testament Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from the New Testament, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-GREK267/THEO307
Outcomes:
Students should be able to translate accurately the selected passages, as well as demonstrate knowledge and understanding of the content

GREK 271 Intermediate Greek (3 Credit Hours)
Pre-requisites: GREK 101; GREK 102 or equivalent This intermediate-level course centers on translation of prose and poetry of Greek authors, with special emphasis on review of Greek grammar as it is encountered in the selected texts
No course description is available
Outcomes:
To review and master basic Greek grammar, vocabulary, and syntax; To read and understand selections of Greek prose and poetry in the original language; To prepare for further study in ancient Greek literature (in the original), history, and culture

GREK 275 Introduction to Greek Oratory (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of selections from Attic and other ancient Greek orators, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected passages, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings, as well as rhetorical figure and constructs in them

GREK 281 Intro to Greek Historiography (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the historical works of ancient Greek authors, with special emphasis on review of ancient Greek grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately ancient Greek historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

GREK 285 Introduction to Greek Poetry (3 Credit Hours)
Pre-requisites: GREK 102
This course centers on translation of representative selections from the poetic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek poetry.
Outcomes:
Students should be able to translate accurately the selected passages in Greek poetry, comprehend, analyze and appreciate various poetic genres, as well as demonstrate knowledge and understanding of the content and artistry of the selected poetry

GREK 286 Introduction to Greek Drama (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
This course centers on translation of representative selections from the dramatic works of ancient Greek authors, with special emphases on review of Greek grammar as it is encountered in the selected texts and the basic style and structure of Greek drama.
Outcomes:
Students should be able to translate accurately the selected passages in Greek drama, comprehend, analyze and appreciate the genre, as well as demonstrate knowledge and understanding of the content and artistry of the selected texts

GREK 287 Introduction to Christian Greek (3 Credit Hours)
Pre-requisites: GREK 102
This course focuses on the translation of selected passages from Christian Greek writers, such as Origen, Basil, and Gregory, with special emphasis on review of grammar as it is encountered in the selected texts.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

GREK 289 Readings in Ancient Greek Literature (3 Credit Hours)
Pre-requisites: GREK 101 and 102 or their equivalents
Students study a selected range of texts in ancient Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of ancient Greek literature, its style, and its possible interpretations

GREK 303 Greek Composition (3 Credit Hours)
Pre-requisites: Two other GREK author courses
This course involves practical exercises to develop correct and fluent expression in written ancient Greek prose.
Outcomes:
students should be able to write ancient Greek in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of ancient Greek prose

GREK 315 The Greek Fathers (3 Credit Hours)
This course examines the writings of the early church fathers, including such as Athanasius, Basil and John (Chrysostom); it also comprises an introduction to the historical background of Eastern patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

GREK 325 Demosthenes (3 Credit Hours)
This course examines the works of the Attic orator Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the orations

GREK 331 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the Histories with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 335 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War of Thucydides, the events about which he writes, and the various contexts in which his work was produced.
Outcomes:
Students should be able to translate the History with proficiency, as well as demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances

GREK 341 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad and the genre of ancient Greek epic poetry, in particular, on the characters of the heroes and their place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Iliad with proficiency, and demonstrate detailed knowledge of the author, the poem, its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 342 The Odyssey (3 Credit Hours)
This course focuses on Homer's Odyssey and the genre of ancient Greek epic poetry, in particular, on the character of Odysseus and his place within the context of Greek society and thought.
Outcomes:
Students should be able to translate the Odyssey with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem, its transmission, and the accomplishment of its composition

GREK 343 Greek Lyric Poetry (3 Credit Hours)
The subject of this course is ancient Greek lyric poetry involving selections from such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should be able to translate the selected works with proficiency, demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 351 Aristophanes (3 Credit Hours)
This course focuses on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections of Aristophanes with proficiency, and demonstrate knowledge in detail about the author and his comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 353 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of Athens in the earlier fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Aeschylus with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 354 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of Athens in the fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Sophocles with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 355 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of Athens in the later fifth century B.C.E.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selections from Euripides with proficiency, and demonstrate knowledge in detail about the author and his tragedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 360 Theocritus (3 Credit Hours)
This courses centers on the poetry of Theocritus of Syracuse, set against the background of Hellenistic Alexandria.
Outcomes:
Students should be able to translate the selections from Theocritus with proficiency, and demonstrate knowledge in detail about the author, his poetry, and the styles he employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

GREK 362 Plato Republic (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic.
Outcomes:
Students should be able to translate the selections with proficiency, and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the work's meaning and the historical, social and intellectual contexts and influences pertaining to it

GREK 388 Readings in Greek Literature I (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

GREK 389 Readings in Greek Literature II (3 Credit Hours)
Students study a selected range of masterworks in Greek literature. (This is a special topics course in ancient Greek.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of them, their styles and possible interpretations

GREK 412 Readings in Hellenistic Authors (3 Credit Hours)
This course centers on works in Greek of the Hellenistic period, particularly at the intellectual center of Alexandria.
Outcomes:
Students should demonstrate knowledge in detail about the authors, works, and literary enterprise pursued; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, and intellectual contexts and influences pertaining to them

GREK 415 The Greek Fathers (3 Credit Hours)
This course centers on the writings of the early church fathers such as Athanasius, Basil, and John Chrysostom, through which it looks to the historical background of Eastern patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the writings, their authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, cultural, theological, and intellectual contexts and influences pertaining to them

GREK 425 The Attic Orators (3 Credit Hours)
This course examines the works of Attic orators such as Antiphon, Lysias, and Demosthenes, amid the political and historical context of later Classical Athens.
Outcomes:
Students should demonstrate knowledge in detail of the genre, the authors and their times; They should engage critically with current scholarship concerned with the authors and works and with the historical, social, political, legal, and intellectual contexts and influences pertaining to them

GREK 431 Herodotus (3 Credit Hours)
This course focuses on the Histories of Herodotus, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Herodotus, his project, and his milieu

GREK 435 Thucydides (3 Credit Hours)
This course focuses on the History of the Peloponnesian War by Thucydides, the events about which he writes, and the intellectual, social, literary, and historical contexts in which his work was produced.
Outcomes:
Students should demonstrate knowledge in detail of the work, its author, and its historical and political contexts and significances; They should engage critically with current scholarship relating to Thucydides, his project, and his milieu

GREK 441 The Iliad (3 Credit Hours)
This course centers on Homer's Iliad, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 442 The Odyssey (3 Credit Hours)
This course centers on Homer's Odyssey, the ancient Greek genre of epic poetry, and the importance of this mythology and this literary form for ancient Greek society and thought ever after.
Outcomes:
Students should demonstrate detailed knowledge of the author, the poem, its contents, and their meanings; They should engage critically with current scholarship relating to the poem, its transmission, and the accomplishment of its composition

GREK 443 Pindar (3 Credit Hours)
This course centers on Pindar and on ancient Greek lyric poetry more generally, potentially including consideration of additional authors such as Archilochus, Sappho, Alcaeus, and Anacreon.
Outcomes:
Students should demonstrate knowledge in detail about the authors, their works, and ancient lyric; They should engage critically with current scholarship relating to ancient lyric's historical, social, literary, and intellectual contexts

GREK 451 Greek Comedy (3 Credit Hours)
This course may focus on the comedic poetry of Aristophanes, set against the backdrop of Athens in the late fifth century B.C.E., or consider the development of New Comedy from Old in the more broadly cosmopolitan Hellenistic world.
Outcomes:
Students should demonstrate knowledge in detail about authors, plays, and the comedic forms; They should engage with current scholarship addressing Greek comedy's historical, social, and intellectual contexts and influences

GREK 453 Aeschylus (3 Credit Hours)
This course focuses on selected tragedies of Aeschylus, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 454 Sophocles (3 Credit Hours)
This course focuses on selected tragedies of Sophocles, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 455 Euripides (3 Credit Hours)
This course focuses on selected tragedies of Euripides, set against the backdrop of fifth century B.C.E. Athens.
Outcomes:
Students should demonstrate knowledge in detail about the author, his plays, and the tragedic forms; They should engage with current scholarship addressing Greek tragedy's historical, social, and intellectual contexts and influences

GREK 462 Plato (3 Credit Hours)
This course centers on translation, evaluation and interpretation of selections from Plato's Republic and/or other philosophical dialogues.
Outcomes:
Students should demonstrate knowledge in detail about the author and his work; They should engage critically with current scholarship concerned with Platonic thought and the historical, social, and intellectual contexts and influences pertaining to it

GREK 473 New Testament Language (3 Credit Hours)
This course centers on study of the language and literary expression of selections from the New Testament.
Outcomes:
Students should demonstrate knowledge and understanding of the texts; They should engage critically with current scholarship exploring the linguistic, historical, social, literary, and intellectual contexts of the New Testament

GREK 488 Readings in Greek Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 489 Readings in Greek Lit II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Greek literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments of Greek societies in history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

GREK 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving ancient Greek language or literature, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

Health Informatics and Data Science (HIDS)

Discover, search, courses (p. 2661)!

HIDS 401 Foundations of Health Informatics (3 Credit Hours)
This course offers students a broad overview of health informatics as a foundation for further study of the topic. Designed as a survey of informatics domains as well as primer of informatics methods, this course serves as an introduction for anyone interested to ask good informatics questions, employ informatics tools, or design informatics systems across a broad range of biomedical applications.
Outcomes:
Understand the differences between data, information, and knowledge, and analyze the processes to transform data into actionable knowledge in the context of health and biomedical domains; Understand the particular nature of data, information, and knowledge in health, analyze the importance and limitations of coding standards; Analyze and evaluate the role of health informatics and its societal impact; Analyze the current trends and current issues in health informatics

HIDS 405 Data Wrangling for Analytics (3 Credit Hours)
Data are messy, come from different sources, and are seldom complete. This course provides an in-depth study of how to prepare data coming from various sources, in different formats, with noisy information, in order to perform meaningful and sound analyses. Contents include grouping data, visualizing data, and aggregating data from the web and other sources.
Outcomes:
1) Program basic data integration and cleaning routines; 2) Evaluate the access and organization of various sources of information; 3) Assess the quality of data for a particular use case; 4) Apply techniques that group, transform and aggregate data

HIDS 408 Building Trust in Scientific Health Communication (3 Credit Hours)
This course familiarizes students with the concepts of misinformation, disinformation, and communicating for impact. Content covered includes how to fact check and how to combat misinformation and disinformation in practice.
Outcomes:
Compare misinformation and disinformation from different perspectives; Identify the predominate narratives in the health misinformation environment; Distinguish between high- and low-level interventions to counteract misinformation

HIDS 411 Clinical Data Science (3 Credit Hours)
Clinical Data Science provides students with an introduction to a broad range of concepts and methods in data science, as they pertain to biomedical research. The focus of the class is on introducing key methods ranging from data collection and storage, to probabilistic methods, etc.
Outcomes:
Understand and describe the steps in the life cycle in biomedical and clinical research; Understand the key principles of data management; Apply, analyze, and evaluate data structures, standards, and quality of data in large biomedical databases and clinical research; Analyze and evaluate key data analytics concepts as they apply to biomedical research; Analyze ethical and legal issues when dealing with biomedical and clinical data

HIDS 412 Translational Bioinformatics (3 Credit Hours)
Pre-requisites: HIDS 411 Clinical Data Science
This course covers the fundamentals of bioinformatics and how they apply to translational and clinical problems. The purpose of this course is to give students a broad overview of the field of bioinformatics, and the tools commonly used, as well as the applications to practical biomedical issues, diseases, population health, drug discovery, etc. The students will also be exposed to a variety of open-source software for sequence alignment, SNPs discovery, and on how to access and analyze data from large biological databases, for translational and clinical research.
Outcomes:
Understand and apply a range of bioinformatics algorithms, and their computational efficiency; Apply and analyze informatics techniques to retrieve, store, and analyze 'omics' data; Apply and analyze open-source tools and open access databases to find and analyze data of translational and clinical importance; Analyze the current trends and problems in bioinformatics and how they relate to clinical issues, population and public health

HIDS 421 Security and Privacy in Healthcare (3 Credit Hours)
This course provides students with a broad exposure to concepts, policies, and methodologies in security and privacy, as they pertain to healthcare research and practice. Information security and data privacy are essential components of biomedical and clinical research, and therefore, it is critical for students to understand security guidelines.
Outcomes:
Understand the role of information security and data privacy in healthcare; Apply basic principles of computer security, such as confidentiality, integrity, and availability; Apply and analyze security principles in research data management; Analyze and evaluate the ethical and legal considerations associated with biomedical and clinical data; Understand and analyze the importance and role of the Institutional Review Board and its function with respect to protecting human subjects

HIDS 422 Ontologies in Healthcare (3 Credit Hours)
This course provides students with essential concepts of ontologies, building ontologies, and knowledge representation as they pertain to health care, and biomedical research. With the ubiquitous nature of computer systems, and information-based systems in health care (and everywhere!) there is a critical need to be able to represent information.
Outcomes:
Understand the role of ontologies in knowledge representation; Understand the differences between realist and anti-realist ontologies; Understand and describe the importance of propositional and predicate logic in knowledge representation and discovery; Understand basic principles of developing ontologies in health care; Build ontologies using computer ontology-building tools; Understand and describe how ontologies affect biomedical informatics systems and how we discovery new knowledge

HIDS 424 Spatial Data Science in Healthcare (3 Credit Hours)
This course is a comprehensive introduction to spatial data analysis and visualization using programming languages (R or Python). Modules will cover core concepts and practical applications of spatial data handling within these tools. The content is structured to progressively build knowledge, starting from basic principles and advancing to more complex analytical techniques.
Outcomes:
1) Differentiate various spatial data formats and structures, including vector and raster data; 2) Demonstrate proficiency in importing, processing, and managing spatial datasets using programming languages, ensuring data integrity and analytical readiness; 3) Produce informative, aesthetically compelling visualizations of spatial data to effectively communicate spatial insights; 4) Interpret spatial patterns, relationships, and trends using statistical methods to derive meaningful conclusions

HIDS 441 Human Centered AI for Healthcare (3 Credit Hours)
This is a survey course of AI user-facing systems for healthcare, that demonstrates the practical use of seminal algorithms in machine learning and AI, as well as principles of interaction design and user center design. In addition, the course focuses on how these design principles and algorithms can be blended to generate impactful systems that help bridge health disparities.
Outcomes:
Assess a healthcare situation that can be improved with interactive technology; Apply interaction design principles to mock up a system that utilizes AI in the context of healthcare; Evaluate interactive systems based on design principles for ehealth/applications that use AI; Compare the opportunities and limitations of seminal AI technologies; Design realistic technological solutions for healthcare problems with the technology available; Communicate the design and evaluation of AI imbued technology for healthcare

HIDS 495 Independent Study (1-4 Credit Hours)
This is a directed study course in health informatics for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

HIDS 496 Special Topics in Health Informatics (1-3 Credit Hours)
This course covers a specific topic in health informatics.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

HIDS 499 Health Informatics Capstone (1-3 Credit Hours)
Pre-requisites: Students in the HIDS program must have completed 2 semesters of course work
Development of an informatics project, including research question, literature review, and assessment.
Outcomes:
Development of a scholarly paper and presentation

Health Systems Management (HSM)

Discover, search, courses (p. 2661)!

HSM 110 Healthcare in America (3 Credit Hours)
This course introduces the U.S. healthcare system and compares it to systems in other developed nations. Emphasis is given to the government's dominant role in health care delivery, payment and regulation, as well as the differences between public health and health care systems. The social justice implications of cost, quality and access are highlighted.
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe the evolution of health care in America and the influence of history on the current health care system; Demonstrate knowledge of the structure and functions of the US health care system; Identify at an introductory level the political, economic and social factors that shape the US health care system; Describe the inter-relationships among healthcare stakeholders including providers, suppliers, payers' workforce, and consumers; Recognize the issues of health care disparities, access to care and social justice present in the current US health care system; Identify criteria for evaluating the evolving and changing US health care system; Compare the US health care system to those of other developed nations

HSM 120 Essentials of Medical Terminology for Health Professionals (1 Credit Hour)
This course introduces students to the language of the health professions. Word structure, prefixes and suffixes, and rules of building and analyzing medical words are introduced. Students explore terms relating to anatomy, pathology, diagnostic and clinical procedures, and select medical specialties. Emphasis is given to defining, interpreting and pronouncing medical terminology.
Outcomes:
Identify structure of medical vocabulary including prefixes, suffixes and root words; Apply the rules of building medical terms; Recognize and define medical terms relating to anatomical structure and function, pathology, diagnostic and clinical procedures, and medical specialties; Use medical terminology accurately in context

HSM 200 Careers in Healthcare Administration (2 Credit Hours)
This course provides an introduction to healthcare administration careers. Students explore the various sectors and supporting industries making up the larger healthcare enterprise. Administrative career options and industry growth patterns are presented. Students are introduced to working professionals and professional organizations representing various sectors of the healthcare industry. Class discussions integrate healthcare industry vocabulary and jargon.
Outcomes:
Upon successful completion of this course, the student will be able to: 1) Distinguish healthcare sectors and supporting industries; 2) Describe a variety of roles and functions within healthcare administration; 3) Identify various entry points into a healthcare administration career; and 4) Explore areas of interest for career consideration

HSM 210 Introduction to Global Healthcare Delivery (3 Credit Hours)
Social determinants of health, comparative health systems, global health initiatives and their effects on health outcomes are addressed. Students examine current issues impacting global population health and improvements in care locally and worldwide. Roles of governmental, institutional and corporate organizations in financing, governing and delivering worldwide healthcare are studied.
Interdisciplinary Option: Bioethics, Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
At the successful completion of the course, the student will be able to: 1) Identify major global health care strengths and challenges; 2) Develop a broad worldview of communities and countries with different lifestyles, economics, and geopolitical systems and how these differences impact health care; 3) Explain the characteristics and roles of governments, non-governmental organizations (NGO's) and public/private partnerships as relates to health and health care around the world; 4) Analyze the impact of globalization on health and healthcare systems; 5) Assess the ethical and social justice issues associated with health inequities around the world; 6) Address a global health care issue, analyze the issue using relevant theoretical concepts and recommend a course of action

HSM 220 Post-Acute & Long-Term Care Management (3 Credit Hours)
This course examines healthcare delivery models designed to meet the needs of older adults and those with disabilities and chronic health conditions. It explores the experience of the patients and caregivers receiving these services as well as the professional workforce who provides them. It also examines the methodologies used to make decisions that impact internal and external customers.
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Outcomes:
Analyze the challenges and opportunities faced by the US healthcare system related to changing demographics; Apply theories of aging and disability to the management of post-acute and long-term care services; Compare healthcare delivery models used in post-acute and long-term care services; Articulate the roles, responsibilities, and challenges faced by post-acute and long-term care professionals; Articulate the social justice and ethical issues associated with aging and disability in the context \\nof post-acute and long-term care environments

HSM 230 Fundamentals of Health Equity (3 Credit Hours)
Pre-requisites: HSM 110 (Can also be taken as a corequisite)
This course introduces the concept of health equity and provides an overview of health disparities in the U.S. Students examine the root causes of and explore populations most affected by health inequities. The course explores system approaches and strategies aimed at improving health equity.
Interdisciplinary Option: Bioethics
Outcomes:
Analyze pathways of causality leading to health inequities; Differentiate between disease causation and disparity causation; Compare and contrast strategies to improve health equity in the US; Identify roles and responsibilities of healthcare professionals as agents of change; Explain the relationship between community, social justice and health status; Describe philosophical principles that underlie social justice priorities; Generate ideas for programs and policies that promote health equity

HSM 240 Healthcare Workforce Management and Professionalism (3 Credit Hours)
Co-requisites: HSM 110
This course offers a comprehensive examination of human resources management (HRM) in healthcare, emphasizing its strategic application. It addresses the technical and legal facets of HRM while also fostering the development of professionalism and equipping students to thrive in the ever-evolving healthcare environment.
Outcomes:
Examine the impact of human resources management (HRM) and organizational development principles on healthcare administration practices; Describe how internal and external environments impact the healthcare workforce environment; Identify the key elements of professionalism in healthcare administration, including ethical standards, communication, and teamwork; Analyze scenarios to assess the impact of HRM decisions on healthcare organizations, including their financial and operational outcomes; Evaluate the impact of professionalism on healthcare administration practices; Demonstrate engagement in HRM activities, including negotiation and communication

HSM 280 Healthcare Ethics in Practice (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent
This course provides an in-depth exploration of ethical leadership within healthcare management. Students will examine historical and contemporary ethical issues that impact the management of healthcare organizations, gaining a comprehensive understanding of the challenges and responsibilities faced by healthcare leaders. The course emphasizes the importance of personal moral perspectives, encouraging students to compare their views with those of their peers and the dominant positions of the day to foster a nuanced appreciation of diverse ethical opinions.
Outcomes:
Describe historical and contemporary ethical issues affecting management of healthcare organizations; Analyze key characteristics of healthcare administrators that contribute to ethical and effective leadership; Apply critical thinking to decision-making models when managing differing opinions and justifying ethical decisions; Reflect on personal values to gain insight into one's vocation and career path in the health sciences, integrating self-awareness with future professional responsibilities

HSM 310 Healthcare Project Management (3 Credit Hours)
Pre-requisites: HSM 110; Course is restricted to Healthcare Administration and Public Health majors
This course introduces the fundamental principles of project management in healthcare organizations, emphasizing the processes, tools, and methodologies necessary for successful project execution. Students will learn how to initiate, plan, execute, monitor, and close projects in healthcare settings, with a focus on strategic alignment, risk management, and stakeholder communication. The course also emphasizes the development of teamwork, leadership, and managerial skills required to effectively manage diverse teams and navigate challenges in dynamic healthcare environments. Through practical applications, students will gain hands-on experience in creating project plans, managing resources, and ensuring successful project outcomes.
Outcomes:
Explain key project management principles, tools, methodologies, and frameworks, with a focus on healthcare projects; Distinguish between the roles and responsibilities of functional managers and project managers; Develop comprehensive healthcare project plans that address scope, goals, timelines, budgets, and stakeholder communication; Identify potential risks for healthcare projects and risk mitigation strategies; Apply leadership and collaboration skills to lead teams and achieve project goals and objectives

HSM 315 Healthcare Quality & Performance Improvement (3 Credit Hours)
Pre-requisites: HSM 240 and HSM 368
This course examines the role of management in measuring performance and achieving quality in healthcare organizations. Emphasis is on the historical evolution, current concepts and future trends associated with measuring and evaluating health care quality. Students explore fundamental concepts of quality improvement design, planning, and methodology.
Outcomes:
1) Articulate the historical evolution and current forces driving changes in healthcare quality; 2) Describe major quality improvement models that provide a framework for change; 3) Differentiate the use of structural, process and outcome indicators for measuring quality; 4) Apply quantitative and qualitative performance measurement approaches to healthcare processes; 5) Apply quality improvement tools and techniques to healthcare processes; 6) Explain operational and clinical quality improvement data; and 7) Apply a systematic quality improvement approach to healthcare processes

HSM 325 Healthcare Fiscal Management (3 Credit Hours)
Pre-requisites: HSM 110 and FINC 301
This course introduces principles of financial management in healthcare organizations. Students will explore budgeting, cost accounting, revenue cycle management, and reimbursement models, including Medicare and Medicaid. Topics also include financial condition assessment, capital planning, and the financial challenges of non-profits, such as uncompensated care. Ethical considerations and future trends, like lean management and innovative payment models, prepare students for dynamic decision-making in healthcare finance.
Outcomes:
Analyze how political, social, economic, and healthcare payment system factors influence financial health and cost structure within US healthcare organizations; Evaluate the financial health and performance of healthcare organizations through analysis and interpretation of financial statements, including the ability to defend financial conclusions; Apply principles of healthcare accounting, cost analysis, budgeting, revenue cycle management, insurance, and reimbursement to support organizational decision-making and strategic planning; Explain the legal, ethical, and social justice considerations in healthcare financial management, including the role of nonprofit organizations, uncompensated care, and their impact on fiscal decision-making

HSM 330 Healthcare Legal & Regulatory Environment (3 Credit Hours)
Pre-requisites: HSM 240 and either HSM 280 or PHIL 284
This course explores the foundations of healthcare law. Key topics include informed consent, joint ventures, medical staff issues, credentialing, liability, and bioethical concerns such as end-of-life decision-making. Additionally, the course explores risk management strategies, fraud and abuse regulations, and other critical healthcare laws. Students will gain insight into the law-making process, the role of regulatory bodies, and their impact on healthcare operations. Emphasis is placed on understanding and applying these concepts to case studies and real-world healthcare management scenarios.
Outcomes:
Examine the structure of the US legal system and its application to healthcare regulations and judicial processes; Describe the principles of liability as they pertain to healthcare organizations, medical staff, and joint ventures; Identify key government regulations impacting healthcare services, professionals, and organizational compliance; Analyze bioethical issues in healthcare regulations, including end-of-life decision-making, negligence, malpractice, informed consent, and the use of human research subjects and their connection to healthcare regulation; Discuss risk management practices and strategies to prevent healthcare fraud, abuse, and regulatory violations

HSM 338 Healthcare Strategy and Marketing (3 Credit Hours)
Pre-requisites: HSM 110, HSM 230, and HSM 310
This course offers an overview of healthcare strategy and marketing, focused on strategic management and marketing fundamentals and tools. Students work individually and in groups to apply strategies specific to healthcare consumers, markets, products and services; developing and presenting the marketing component of a healthcare business plan at the end of the semester.
Outcomes:
Apply principles of strategic management in the context of a healthcare organization; Utilize basis healthcare market research approaches, techniques and tools; Identify ethical and legal issues related to strategy and marketing in healthcare organizations; Develop a strategic marketing campaign for a healthcare product, program or service; Demonstrate effective teamwork skills in producing and presenting multimedia-based strategy and marketing materials and plans

HSM 340 Health Care Policy (3 Credit Hours)
Pre-requisites: HSM 110 and HSM 230; HSM 230 may also be taken as a corequisite
This course explores government's role in organizing, financing and delivering healthcare. With an emphasis on policy formation, advocacy and change, students apply policy analysis tools to contemporary public health and healthcare problems. Using examples such as Medicare, Medicaid or mental health policy, the course highlights the role of leadership as a key component of successful policymaking.
Outcomes:
Explain how federal, state, and local health policy is formulated and implemented; Assess the balance between public good and individual rights in the policy process; Analyze the impact of specific healthcare policy on health outcomes and the delivery of healthcare; Identify future health policy directions that would improve the health status of Americans; Describe the role of individual and organizational leadership in influencing and improving policy outcomes

HSM 345 Healthcare Data Analytics (3 Credit Hours)
Pre-requisites: ACCT 201 and ISSCM 241/PSYC 304 This course explores the use of clinical and operational data to improve outcomes and achieve greater efficiencies in healthcare systems
The role of data analytics in supporting informed decision-making is emphasized. Topics include data manipulation, analysis, and visualization. Practical business intelligence tools, such as Microsoft Excel® or Tableau®, are used.
Outcomes:
Discuss the role of data analytics in clinical and operational improvement efforts; Apply analytic techniques to health and healthcare data using business intelligence tools or applications; Identify meaningful patterns and trends in data sets to inform business decisions; Understand and interpret business needs and extract appropriate data necessary to solve problems; Propose solutions to complex business problems that are supported by data analysis & visualizations

HSM 350 Healthcare Administration Capstone (3 Credit Hours)
Pre-requisites: HSM 240, HSM 310, HSM 315, HSM 325, and HSM 338
The capstone course serves as a culminating experience for undergraduate healthcare administration majors, showcasing their comprehensive knowledge and skills. Through an original team project, students synthesize and apply core concepts - including operations, strategy, quality, finance, project management, marketing, and human resources - to address a problem across diverse service types and care settings in the healthcare system. The course emphasizes solutions aligned with the Jesuit values of social justice and care for others and encourages ethical and equitable approaches to healthcare challenges.
Outcomes:
Apply knowledge of healthcare administration to analyze challenges in a healthcare delivery project; Synthesize data from diverse sources to meet complex project objectives; Incorporate mentor feedback to revise project plans; Manage a large-scale healthcare project to achieve specified outcomes; Demonstrate teamwork and collaboration skills to achieve shared project goals

HSM 355 Special Topics (1-3 Credit Hours)
Pre-requisites: Variable, used as needed,
Variable hours and topics.

HSM 358 Research Literacy for Health Decision-Makers (3 Credit Hours)
Pre-requisites: ISSCM 241 or STAT 103
This course explores the research process and the regulatory requirements in health sciences research. It provides a foundation for application of evidence-based practices in healthcare services. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration. Students will present a critical analysis of multiple types of research studies.
Course equivalencies: X - HSM 358 / MHA 450
Outcomes:
Outline research processes; Discuss the strengths and weaknesses of specific levels of evidence; Describe ethical doctrine and regulations impacting human participant protection; Assess study design, measures, and data collection techniques; Critically evaluate health-related research, including analysis and conclusions; Evaluate the relevance of novel research

HSM 360 Healthcare Administration Experiential Learning Practicum (6 Credit Hours)
Pre-requisites: HSM 310, HSM 315, HSM 330, HSM 338, HSM 345, HSM 358, HSM 368, and HSM 386
This course offers students an immersive professional experience within a healthcare setting, providing the opportunity to apply theoretical knowledge gained from prior healthcare administration coursework in a real-world context. Under the guidance of the course instructor(s) and a field preceptor, students collaborate with a healthcare organization to complete goal-oriented projects that align with the organization's needs and objectives. These projects are developed in partnership with the student, faculty advisor, and field preceptor, ensuring both practical relevance and academic rigor. Students are required to complete a minimum of 196 on-site hours, scheduled in coordination with the preceptor. This hands-on engagement allows students to refine their skills, deepen their understanding of healthcare administration, and contribute meaningful outcomes to their host organization.
This course satisfies the Engaged Learning requirement.
Outcomes:
Apply healthcare administration theoretical knowledge, concepts, and skills; Utilize analytical tools to address problems of practice; Exhibit critical thinking and advanced communication skills; Apply ethical reasoning to make at principled decisions in alignment with the Jesuit tradition; Incorporate feedback to enhance improve personal and professional effectiveness; Demonstrate independence, resourcefulness, and thoughtfulness in the workplace

HSM 365 Health Innovation and Entrepreneurship (3 Credit Hours)
This course introduces basic concepts and methods of design thinking and entrepreneurial training through lecture, discussion and experiential activities. Students will form collaborative teams to develop innovative healthcare products, processes or services especially relevant to promoting health equity and reducing health disparities - by practicing customer discovery, problem identification, ideation, prototyping, testing and pitching. Course is open to Juniors and Seniors at the Parkinson School as well as students in the LUC Interdisciplinary Honors Program.
Outcomes:
Students will be able to define basic principles of design thinking and entrepreneurial business model generation, and explain how they can be applied in a variety of healthcare settings as tools for innovation especially related to promoting health equity and reducing health disparities

HSM 368 Management of Healthcare Organizations (3 Credit Hours)
Pre-requisites: HSM 110
This course familiarizes students with the profession of healthcare administration by providing an overview to leadership, management, organizational development and change. Reflecting the uniqueness of the healthcare sector, students are introduced to key principles, practices and theories that support the socially just and ethical management of healthcare organizations.
Outcomes:
1) Differentiate between the roles of healthcare manager and healthcare leader; 2) Describe how management principles are applied in healthcare organizations; 3) Articulate organizational development challenges faced by healthcare entities; 4) Formulate strategies to manage a change intervention; and 5) Explain ethical and social justice responsibilities in healthcare management

HSM 386 Health Information Systems Management (3 Credit Hours)
Pre-requisites: HSM 110 (Can also be taken as a corequisite)
This course explores the management and leadership of health information systems in the healthcare industry. Students will examine the types, purposes, and attributes of clinical and administrative systems used in healthcare organizations. Topics include the value of health information systems in enhancing organizational performance, the systems development lifecycle, and the role of management and leadership in system implementation. Additional focus is placed on addressing privacy, security, and ethical challenges, as well as evaluating the impact of emerging trends on healthcare delivery.
Outcomes:
Describe the major types, purposes, and attributes of clinical and administrative information systems used in health care organizations; Explain the value of health information systems, including their role in supporting organizational performance, strategy, and effective management; Evaluate risks related to privacy, security, and ethical considerations in the use and management of health information systems; Explain how the systems development lifecycle supports the effective management of health information systems; Evaluate the potential impact of emerging trends in health information systems

HSM 390 Applied Decision-Making in Interprofessional Education (3 Credit Hours)
Pre-requisites: Senior standing in Health Science BS program
This course explores the principles and practices of decision-making in interprofessional contexts within the health sciences. Students will examine frameworks for collaborative problem-solving, ethical considerations, and evidence-informed decision-making across diverse professional roles. Emphasis will be placed on applying decision-making models to real-world scenarios, enhancing communication, and fostering teamwork to improve outcomes in health and community settings. Through case studies, simulations, and a team based project, students will develop skills to make effective, equitable, and context-sensitive decisions in interprofessional teams.
Outcomes:
Analyze decision-making theories and models relevant to interprofessional collaboration in health and public health contexts; Apply evidence-based frameworks to make informed decisions in complex, real-world scenarios; Demonstrate effective communication strategies that support shared decision-making among diverse professional roles; Evaluate ethical, cultural, and equity considerations that influence decision-making in interprofessional practice

HSM 391 Interprofessional Internship (3 Credit Hours)
Pre-requisites: Senior standing in Health Science BS program
This internship course provides students with the opportunity to integrate academic learning with professional practice through 200 hours of supervised field experience in health organizations. Students will engage in interprofessional settings where they apply theoretical knowledge, develop professional competencies, and contribute to collaborative practice. Emphasis is placed on reflective practice, professional identity formation, and the development of skills essential for effective teamwork and leadership in health and public health contexts.
Outcomes:
Apply discipline-specific knowledge and interprofessional competencies in a professional health organization setting; Demonstrate effective communication, teamwork, and collaboration skills in interprofessional practice; Evaluate the role of interprofessional collaboration in improving health outcomes and organizational effectiveness; Develop professional skills, networks, and career readiness through supervised experiential learning

HSM 399 Independent Study in Healthcare Administration (1-4 Credit Hours)
Pre-requisites: Permission of the Program Director, Must be enrolled in the undergraduate Healthcare Administration program
This is a directed study course in public health for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Upon successful completion of this course, the student will be able to articulate a general understanding of the selected topic

Healthcare Administration (MHA)

Discover, search, courses (p. 2661)!

MHA 405 U.S. Health Systems Management (3 Credit Hours)
This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the structure of healthcare in the US healthcare impacts operational management of provider systems focus on how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on management of quality, patient safety and information technology as centerpieces of the modern health care environment.
Outcomes:
Distinguish roles, functions and responsibilities of healthcare system components; Analyze the interaction of social, political and economic forces shaping healthcare delivery and impact on cost, quality and access

MHA 415 Culture of Quality & Safety in Health Care (3 Credit Hours)
Developing, managing healthcare safety and quality programs by demonstrating strategic importance of concepts inside healthcare organizations and clients. Discussion of safety science, high reliability organizations, trends in patient safety, healthcare quality, practices in different healthcare environments, development of organizational cultures, safety & quality, tools for monitoring performance improvement will be examined.
Outcomes:
Students will explain forces driving safety and quality in healthcare, evaluate strategies for improving safety/quality in healthcare, describe influence of systems on outcomes; Analyze role of various systems, factors in creating safe environments of care; Explain "just culture" thinking on safety, quality improvement; Develop plan for improvement of safety/quality

MHA 430 Managerial Epidemiology (3 Credit Hours)
Introduces epidemiological principles, tools pertinent to population health management, delivery of healthcare services, fundamentals of epidemiologic inquiry, population health, community health needs assessment introduced. Methods to effective planning, monitoring, and evaluation of healthcare services. Emphasis given to practical applications, decision-making in healthcare administration, planning, management, financing, outcome evaluation, within healthcare organizations.
Outcomes:
Students will distill the central role of population health management in healthcare administration, epidemiology in evidence-based management, basic principles/methods of descriptive epidemiology to healthcare, administration functions

MHA 440 Healthcare Management and Ethics (3 Credit Hours)
This course deepens insights into profession of healthcare administration, presents key principles, practices of management within healthcare organizations. Emphasis given to knowledge, skills necessary to effectively manage healthcare organizations. The interplay between management and the larger environment of internal/external stakeholders explored, ethical issues common to healthcare management examined. Provides foundation for developing effective management.
Outcomes:
Students will differentiate key principles of management, articulate the governance and management structure of healthcare organizations, synthesize core functions of healthcare manager; Identify/frame/evaluate healthcare management challenges, define strategies for addressing challenges

MHA 450 Research Literacy for Health Decision Makers (3 Credit Hours)
This course explores the research process and the regulatory requirements in health sciences research. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking and analysis to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration including planning, management, assessment, and outcome evaluation, within healthcare organizations. Students will present a critical analysis of multiple types of research studies.
Course equivalencies: X - HSM 358 / MHA 450
Outcomes:
Explain the scientific method as it relates to research; Describe research governance, ethical doctrine and regulations impacting human participant protection; Assess study design and describe appropriate measures and data collection techniques; Discuss regulatory and policy factors that impact health-related research; Critically evaluate health-related research, including analysis and conclusions; Evaluate the relevance and implementation challenges of novel research; Determine how ethical healthcare leaders impact innovation and research

MHA 451 Healthcare Finance I (3 Credit Hours)
This course provides a basic understanding of financial management principles with emphasis on the not-for-profit entity. Foundational accounting concepts are explored with a focus on risk, financial statements, capital investments, debt and equity financing.
Outcomes:
Students will be able to recognize the three main corporate financial statements and explain in lay terms the information contained therein

MHA 452 Healthcare Finance II (3 Credit Hours)
Pre-requisites: MHA 451
Building on the foundational learning from Healthcare Finance I, this course focuses on for-profit entities within the health care sector and reimbursement methods. Financial concepts, discounted cash flow analysis, risk, financial performance evaluation, capital investments, capital budgeting, debt, equity financing will be explored. Description, assessments of reimbursement methodologies, strategies will be explored.
Outcomes:
Engage in long-term financial forecasting and planning; Differentiate various reimbursement strategies/ methodologies; Complete comprehensive financial forecast for a healthcare organization

MHA 460 Strategy & Leadership in Healthcare Organizations (3 Credit Hours)
This course examines competitive strategy, leadership in current healthcare environment. Content emphasizes formulation, execution & management, critical evaluation of organizational strategy. Key challenges faced by U.S. healthcare organizations and strategic responses are introduced. The relationship between strategic outcomes and leadership is explored emphasizing values-based leadership and individual qualities that define effective leaders. 2) Evaluate strategic options for a healthcare organization. 3) Formulate a strategy for a healthcare organization. 4) Manage the execution of a defined strategy. 5) Evaluate the performance of a strategic plan. 6) Compare theoretical concepts of leadership.
Outcomes:
1) Analyze the internal and external environment to which a strategy must respond

MHA 468 Healthcare Data Analytics & Business Intelligence (3 Credit Hours)
This course explores the use of data analytics, mining, visualization, tools to support data-driven decisions in healthcare organizations. Students develop a comprehensive view of data, use data to drive outcomes and efficiencies in healthcare. Commonly used methods/challenges in data analytics discussed. Multiple sources are explored including patient-generated data, electronic health records, administrative databases.
Outcomes:
Students will discuss the role of data analytics in health care organizations, demonstrate conceptual and practical knowledge, share structuring of health and healthcare data, retrieve data, perform descriptive analyses on healthcare datasets

MHA 472 Population Health Analytics and Emerging Technology for Healthcare Adminstn (3 Credit Hours)
This course integrates population health, healthcare analytics, business intelligence, and emerging technologies to support data-driven decision-making and organizational change in healthcare settings. Students examine the use of vital statistics, core health indicators, and population-level data to analyze health trends, assess performance, and inform organizational and policy decisions. Emphasis is placed on communicating analytic findings to decision-makers and applying analytic insights, including those supported by artificial intelligence, to lead continuous improvement and change initiatives within healthcare organizations.
Outcomes:
Explain the role of data analytics, population health, and epidemiology in healthcare administration; Analyze healthcare and population health data using appropriate analytic and business intelligence tools; Apply analytics to assess performance, monitor trends, and support quality, safety, and population health improvement; Design data-informed strategies to support evidence-based decision-making and organizational change

MHA 480 Topics in Post-Acute Care (3 Credit Hours)
Pre-requisites: MHA 405, MHA 415, MHA 430, MHA 451, MHA 452, MHA 491, and MHA 492
This course acquaints students with services delivered following traditional acute-care episodes or stays, providing comprehensive overview of programs, policies, services specific to post-acute care providers, facilities. The operating environment is examined with emphasis on regulations, reimbursement, care delivery, alternative delivery systems. Timely issues, challenges, dilemmas confronting long term care management explored.
Outcomes:
Demonstrate understanding of the basic operations of the continuum of post-acute care services, including delivery systems, consumers, providers, competitors; Discuss legal, regulatory environment surrounding post-acute care; Delineate role of financing/reimbursement

MHA 484 Capstone I-Healthcare Decision Support (3 Credit Hours)
Pre-requisites: Instructor Permission required
The course focuses on understanding decision support systems and how they are used to inform leadership decision-making across healthcare organizations. 2) Evaluate strategic options for a healthcare organization. 3) Formulate a strategy for a healthcare organization. 4) Manage the execution of a defined strategy. 5) Evaluate the performance of a strategic plan. 6) Compare theoretical concepts of leadership.
Outcomes:
1) Analyze the internal and external environment to which a strategy must respond

MHA 489 Human Resources and Professionalism (3 Credit Hours)
Human Resources and Professionalism is designed to equip students with the knowledge and skills to effectively manage human resources in the dynamic healthcare industry. Students will explore the role of human resources in healthcare, understanding the success of any healthcare organization is heavily dependent on workforce planning, recruitment, selection and retention. This course introduces the technical and legal aspects of human resources management (HRM) from a strategic business perspective and examines how HRM best practices can be applied to health services organizations (HSO s). The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining health care organizations. 2) Develop talent management processes including; recruitment plans, selection, engagement, and retention, and performance appraisal of employees. 3) Identify laws and policies affecting and protecting healthcare workers. 4) Determine effective strategies for conflict identification and management. 5) Discuss ethical leadership, codes of conduct and professional responsibilities. 6) Develop a plan for continued professional development, network expansion, and service to the profession.
Outcomes:
1) Evaluate HR management practices

MHA 490 Research and Innovation in Healthcare Administration (3 Credit Hours)
This course explores the research process and the regulatory requirements in drug, device, and biological product development. The fundamentals of research design, methodology, interpretation, and critical appraisal are introduced. The course requires critical thinking and analysis to determine the relevance of novel research. Emphasis is given to practical applications to decision-making in healthcare administration including planning, management, assessment, and outcome evaluation, within healthcare organizations.
Outcomes:
1) Outline the research and drug, device, and biologic development processes; 2) Discuss regulatory and policy factors that impact health-related research; 3) Critically evaluate health-related research; 4) Evaluate academic and industry contributions to innovation; 5) Evaluate the relevance and implementation challenges of novel research; 6) Determine how ethical healthcare leaders impact innovation and research

MHA 491 Systems Thinking for Healthcare Leaders (1 Credit Hour)
This two-day immersion will serve as an introductory course for the MHA program. Students will explore the concepts of systems thinking and develop practical skills for its application in healthcare settings. Students will be provided with supplemental reading materials and participate in simulations and exercises to hone their skills in this critical leadership competency.
Outcomes:
Students will define systems thinking as a leadership model and Apply relevant components of systems thinking in real-world healthcare setting

MHA 492 Policy in Health Systems (1 Credit Hour)
This Immersion provides students with policy, economic, and governance framework for understanding healthcare delivery systems. Selected theoretical models will be used to analyze existing and proposed health policies from the perspective of relevant stakeholders. Critical appraisal of selected national and global programs including their underlying values, socio-political, and economic issues, is a focus. This critical appraisal,based on the political, economic, legal, social, and ethical forces which impact the health policy-making process will be examined against the backdrop of US healthcare delivery systems. Implications for research and practice aimed at improving health outcomes of a student's target population will be a focus of this course. 2) Define various governance models and their relationships to governing regulatory bodies. 3) Use selected theoretical models to critically analyze health policies and related .issues from multiple stakeholder perspectives, including underrepresented populations.
Outcomes:
1) Describe the policy development and implementation processes in the United States

MHA 493 Healthcare Performance Management (1 Credit Hour)
This two-day immersion helps students build practical skills for ongoing performance management and monitoring of strategically aligned key performance indicators. Students will explore use of scorecards, dashboards as tool for ongoing outcomes monitoring, management within health systems. Students will be provided with supplemental reading, guest lecturers, participate in simulations, exercises.
Outcomes:
Students will build outcome monitoring scorecards and dashboards, effectively communicate outcomes and performance metrics

MHA 494 Multi-disciplinary Teams in Healthcare (1 Credit Hour)
Two-day immersion provides students with practical lessons, recognizing and optimizing the multi-disciplinary nature of healthcare workforces. Focus on building cross-functional teams, recognizing potential strengths/weaknesses of team members from different educational/ practice backgrounds. Team building exercises, small group theories will be incorporated to demonstrate practical value of multi-disciplinary teams. Course includes supplemental reading materials, guest lecturers, simulations, exercises to hone skills in critical leadership competency.
Outcomes:
Students will identify opportunities, challenges facing healthcare workforce; will effectively build multi-disciplinary teams of health care workers from a variety of specialties and fields

MHA 495 Capstone II (3-6 Credit Hours)
Pre-requisites: MHA 484 *Students without work experience or looking to gain more confidence and skill may take a 2nd capstone course, either concurrently or after the first capstone
This course provides students with the direction and support to complete an independent capstone project relative to an area of professional interest. Students develop a 1) workable problem statement; 2) a precise and targeted literature review on the topic of interest; and 3) propose an interventional capstone project to address the identified need/ problem using the principles of Six Sigma DMAIC (Define, Measure, Analyze, Implement, and Control). Students identify a community-based partner organization and secure commitment from the organization and individual preceptor willing to facilitate the project. A written plan of execution is submitted in the form of the Capstone Project Plan. Upon faculty approval, students may begin the implementation of the project. The second capstone provides more experiential learning opportunities and allow for greater interaction with the partner organization and problem-solving methodology. 2) Demonstrate analytic, critical thinking, and problem-solving capabilities by proposing an administrative solution to a healthcare problem.
Outcomes:
1) Examine a relevant healthcare problem or knowledge gap by executing and synthesizing a professional research and literature review

MHA 499 Independent Study in Healthcare Administration (1-3 Credit Hours)
Pre-requisites: Course open to MHA students; Permission of the Program Director
This is a directed study course in healthcare administration for approved students, supervised by a member of the MHA faculty. Students must have assigned professor, written objectives, planned outcomes and timelines.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

Healthcare Management (HCMT)

Discover, search, courses (p. 2661)!

HCMT 501 Healthcare Finance and Accounting (3 Credit Hours)
Pre-requisites: Restricted to students enrolled in the MBA Health Care Management program
No course description is available

HCMT 502 Healthcare Economics (3 Credit Hours)
This course provides an understanding of the unique economic complexities of the health care industry, with a focus on consumer demand for health and the supply of health care services.

HCMT 505 Healthcare Business Ethics (3 Credit Hours)
This course examines the decision-making process in health care settings using an ethical framework that reconciles competing values and a mindset that prioritizes dwindling resources among a significant number of health care stakeholders.

HCMT 506 Healthcare Policy and Law (3 Credit Hours)
This course will introduce the student to the US Legal System and its application to the Healthcare Administrative environment. Topics covered will include the major legislative and regulatory standards of Health Care Law.

HCMT 507 Healthcare Risk Management (3 Credit Hours)
Students will learn to identify legal, ethical, administrative and compliance risk management and patient safety issues and to reach resolutions for the problems presented. Students will learn how to respond to various risk management issues from the perspective of clinicians, lawyers, administrators, managers and patients and appreciate how events are perceived and managed; and often how these perceptions are in conflict.

HCMT 508 Global Issues in Healthcare Management (3 Credit Hours)
This course provides students with an understanding of comparative global health care systems. Topics of study will include different models of funding health care services (via public and private health insurance systems), various models of organization of health care providers, and measures of population health in the visit countries.

HCMT 509 Special Topics in Health Care Management (1.5 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary. Enrollment is restricted to students enrolled in MBA-Health Care Management program.
Outcomes:
Students will be able to demonstrate understanding of specialized topics in health care

HCMT 510 Data Driven Decision Making in Healthcare Management (3 Credit Hours)
The intent of this course is to expand data literacy by learning about data tools and how pitfalls can occur in the process of creating them. This includes learning how data is defined, captured, analyzed, and cleaned. In addition, students will learn how data science tools are used within a healthcare setting and what ethical concerns may exist.

HCMT 512 Healthcare Marketing Management (3 Credit Hours)
This course will cover how marketing should be integrated across today's healthcare organizations, and give healthcare leaders a foundational understanding of the marketing concepts necessary for effectively defining their market, communicating with multiple customer groups, and ultimately driving customer loyalty and growth.

HCMT 513 HR Strategic Management (1.5 Credit Hours)
This course will help students understand and analyze the strategic HR challenges and decisions that organizations face today. The course will include lecture, readings, completion of case analysis in learning teams, a group presentation on one case, an individual paper, and a panel discussion with healthcare HR professionals.

HCMT 514 Healthcare Leadership (1.5 Credit Hours)
This course will help students expand their thinking on what it takes to be an effective leader in today's healthcare environment. It will also provide students an opportunity to gain insight on themselves as leaders, including their leadership purpose, values, style, talents, and development priorities.

HCMT 515 Project Management (3 Credit Hours)
Pre-requisites: Restricted to students enrolled in the MBA-HCM program
No course description is available

HCMT 516 Change Management (1.5 Credit Hours)
This course explores the complexity and dynamics of change in organizations, with a particular focus on the health care domain. Topics covered include organization development, managing resistance, and change leadership. Students will develop an awareness of the ethical issues of change and corporate social responsibility. Restricted to Healthcare Management cohort only (HCMC-MBA).
Outcomes:
Students will develop an awareness of the ethical issues of change and corporate social responsibility

HCMT 530 Capstone: Strategic Management (3 Credit Hours)
This is the capstone course of the Health Care MBA program, and is intended to be a bridge to working responsibly and effectively in the real world, particularly in the health care industry. This course will explore the fundamental frameworks for identifying, developing and implementing effective strategy for health care organizations.

Healthcare Professions Education (HPE)

Discover, search, courses (p. 2661)!

HPE 400 Research Methods in Health Professions Education (4 Credit Hours)
Introduction for Health Professions Education (HPE) students to the fundamentals of research design for education and scholarship in teaching and learning. This course offers a deep dive into educational research, covering problem identification, literature review, research question formulation, and the critical evaluation and synthesis of existing studies. It provides a solid foundation in quantitative research (including reliability, validity, survey construction, and validation), qualitative research (focusing on interviews and focus groups), and mixed methods research. The course emphasizes ethical principles in research and teaches effective data interpretation and presentation. Additionally, students will be introduced to grant development and introduced to their capstone project which is a research proposal. This course will equip students with the skills needed to excel in educational research., reliability, validity, survey construction, and survey validation), qualitative research (as it relates to interviews and focus groups) and mixed methods research (how to manage and use more than one method of data collection); Analyze data and ethical research practices that guide educational research; Illustrate grant development with an introduction of the capstone project research proposal.
Outcomes:
Identify a research problem and method of literature review; Formulate research questions and hypothesis; Distinguish between quantitative, qualitative, and mixed methods research; Describe fundamentals of quantitative research (e.g

HPE 401 Fundamentals of Learning and Teaching Modalities in Health Professions (3 Credit Hours)
Introduction to a range of teaching modalities, including large group lectures, small group teaching, case-based, problem-based, and team-based learning, flipped classrooms, standardized patients, simulation, e-learning, procedural, chalk talks, and clinical and bedside teaching. Ignatian Pedagogy will be threaded throughout the course. Rooted in adult learning theories and human cognition, students will review these fundamental concepts and seamlessly apply them throughout the course. There is a strong focus on practical application, enabling participants to create innovative and engaging learner-centered experiences, establish supportive learning environments, and adeptly integrate feedback. As a culmination of their learning, students will craft a final project, utilizing one of these teaching modalities to instruct peers on a relevant topic, applying the skills in a real-world educational context., large group lecture, small group teaching, cased-based, problem based and team-based learning, flipped classroom, standardized patients, simulation, e-learning and clinical and bedside teaching); Define the concepts of adult learning theories (e.g., learning theory, human cognition); Apply knowledge and understanding of androgyny to class work during this course; Demonstrate course skills, including the creation of innovative and engaging learner-centered experiences which will be showcased in the teaching portfolio project; Appraise experience with teaching modalities in education through reflective writing.
Outcomes:
Categorize different teaching modalities (e.g

HPE 402 Technology in Education and Effective Lecture Skills (4 Credit Hours)
In this engaging course, through a series of hands-on activities, participants will design and produce an electronic lecture that skillfully incorporates critical components of effective instruction. Students will not only create an educational presentation, but also assess its effectiveness through peer review, showcasing their critical evaluation skills and the ability to use feedback for continuous improvement. By the course's conclusion, participants implement peer-reviewed feedback and integrate best practices to refine their lecture into a polished, pedagogically effective resource.
Outcomes:
Produce an engaging and impactful electronic lecture that incorporates critical components of effective instruction; Demonstrate critical evaluation skills through peer review of educational content; Use peer feedback to revise and enhance their lecture; Appraise use of technology in education with discussion posts

HPE 403 Principles of Curriculum Design (4 Credit Hours)
The course will focus on the formal process of curriculum development. Much of the course will cover the standard medical education curriculum development process developed by Kern and Thomas (Thomas PA, Kern DE et al. Curriculum Development for Medical Education: A Six-Step Approach. 3rd ed. The Johns Hopkins University Press). Throughout this course, students will delve into essential theoretical literature specific to healthcare education, equipping participants with a solid foundation. They will learn to pinpoint educational challenges through needs assessment and distinguish between learning goals and objectives. Furthermore, students will master the art of crafting effective learning objectives using Bloom's Taxonomy and selecting fitting evaluation designs. Participants will learn educational strategies that will allow them to achieve their curriculum objectives. Finally, students will gain practical strategies for collecting and leveraging educational data to continuously enhance pedagogy, ensuring their healthcare education practices are informed, effective, and patient centered.
Outcomes:
Develop familiarity with essential theoretical literature of Kern's Six-Step Approach to Medical Education curriculum development; Identify curricular problems; Formulate a needs assessment; Recall the fundamental differences between learning goals and objectives; Illustrate how to create learning objectives for courses and educational sessions utilizing Bloom's Taxonomy; Select an appropriate evaluation design based on the identified objectives; Evaluate the effectiveness and impact of various educational technologies on learning outcomes and instructional design; Develop strategies to gather, review, and utilize educational data to improve pedagogy

HPE 404 Statistical Methods for Educational Research (4 Credit Hours)
This course offers a foundational understanding of statistical analysis within the context of research in clinical and health professions education. Through a blend of theoretical knowledge and hands-on practice, students will become proficient in defining core statistical concepts, applying statistical methods to diverse data types, and recognizing statistical analysis as a versatile toolkit for uncovering insights in data. Additionally, they will explore how statistical thinking enhances problem-solving skills in health professions education research and gain an understanding of the purpose and proper application of statistical techniques. Practical skills include conducting statistical tests, interpreting their outcomes, and translating results into meaningful conclusions. By the course's conclusion, students will be well-prepared to engage in evidence-based research, make informed decisions, and contribute to advancements in both clinical practice and medical education.
Outcomes:
Define basic statistical concepts; Analyze statistics from clinical and educational data; Classify statistical analysis as a collection of techniques that are intended to uncover information in data; Discuss how statistical methodology is used to aid thinking in health professions education research; Describe proper use of the statistical techniques that are presented in this course; Compute statistical tests of research hypotheses using methods presented in this course; Interpret the meaning of tests of hypotheses and other statistical computations

HPE 405 Strategies in Assessment, Implementation, and Evaluation in HPE (4 Credit Hours)
This course is designed to equip students with the advanced skills and knowledge required to navigate the evolving landscape of healthcare education. This program offers a dynamic blend of theory and practice. Dive deep into the art and science of designing effective assessment strategies, implementing innovative educational techniques, and rigorously evaluating the outcomes in health professions education. Through critical analysis and synthesis, students will gain the skills to create holistic, evidence-based educational approaches.
Outcomes:
Apply advanced theoretical knowledge to real-world scenarios within the evolving landscape of healthcare education; Employ a blend of theory and practice to effectively address complex challenges and opportunities; Analyze the art and science of effective assessment strategies, innovative educational techniques, outcomes evaluations in health professions education; Demonstrate an understanding of various assessment and testing methods; Appraise educational practices, leveraging advanced skills and knowledge to lead positive change and innovation in healthcare education

HPE 406 Leadership in Health Professions Education (3 Credit Hours)
This course is designed to provide students with an understanding of the various theories that underpin leadership education and practice within the context of health professions education. As an active participant in this class, students will explore the presented leadership theories to shape their approach as an educator but also examine how these theories inform their interactions and engagement with the world within and beyond the healthcare and education domains. Participants will gain insights into how leadership principles can be applied to address the unique challenges and opportunities faced by health professions educators, helping them become a more effective leader and educator in the healthcare field, ultimately contributing to the advancement of healthcare education and practice.
Outcomes:
Review the fundamental concepts of leadership and the theories in the context of health professions education; Analyze ideas, arguments, and viewpoints related to leadership theories within healthcare and educational settings; Assess the effectiveness of different leadership styles, change agent qualities, and approaches in various organizational contexts, especially in the context of driving change; Articulate how one's personal developmental perspective influences both philosophical beliefs and practical applications in healthcare leadership and education

HPE 407 Administrative Skills and Organizational Change (3 Credit Hours)
This course has a clear focus on two main aspects: understanding how organizations undergo transformations and equipping individuals to drive change within an organization. It covers several key areas, including the driving forces behind change, the process of implementing change, the qualities, and skills necessary for effective change agents, and the behavioral theory explaining how both individuals and organizations evolve. A comprehensive grasp of the various theoretical frameworks shaping the organization and structure of higher education is integral to achieving proficiency in these areas. The goal of this course is to provide students with valuable insights into the major functions and structures within higher education. In essence, it's not focused on teaching administrative or faculty tasks but rather on helping participants understand the context within which they operate within higher education. This course introduces students to important concepts, theories, and fiscal practices in higher education. Moreover, it offers opportunities for students to analyze, test, and receive feedback on their financial decision making and its impact on critical higher education issues.
Outcomes:
Explain the significance of theoretical frameworks in shaping the structure of higher education and organizational dynamics; Apply knowledge of organizational change forces; Analyze real-world scenarios of organizational transformation; Examine the various factors contributing to the success or failure of change initiatives within organizations; Demonstrate competence in financial decision-making processes by making informed decisions that address critical higher education issues; Develop innovative approaches for implementing change within an organization

HPE 408 Health Professions Education Capstone Project (3 Credit Hours)
In this course students craft a research proposal primed for submission to the Institutional Review Board (IRB). Guided by seasoned educators and researchers, participants skillfully construct essential components of a robust research proposal that fills a current gap in the literature. Proposals will include an introduction, background, significance, thorough literature review, research methods, budget, and thoughtful implications and conclusions. By course end, students will not only have a well prepared research proposal but also the knowledge and confidence to undertake impactful research in the dynamic landscape of health professions education.
Outcomes:
Demonstrate a grasp of health professions education research principles; Construct an effectively structured research proposal that includes a well-defined introduction, background/significance, and literature review; Develop the research methods, implications, and conclusion sections of a health professions educational research proposal; Generate a coherent, complete, well-structured, and insightful proposal ready for IRB submission

Hebrew (HEBR)

Discover, search, courses (p. 2661)!

HEBR 101 Modern Hebrew I (3 Credit Hours)
An introduction to the fundamentals of modern Hebrew, together with study of the distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture of modern Israel

HEBR 102 Modern Hebrew II (3 Credit Hours)
Pre-requisites: HEBR 101
A continued introduction to the fundamentals of modern Hebrew, together with study of distinctive culture of the Jewish state of Israel.
Outcomes:
Students will be able to understand basic Hebrew sentences and to give basic information about themselves in Hebrew, and will demonstrate knowledge of the culture modern Israel

HEBR 103 Modern Hebrew III (3 Credit Hours)
Taught in Hebrew. Course focuses on pronunciation, grammar, and developing conversational and writing fluency.

HEBR 104 Modern Hebrew IV (3 Credit Hours)
Taught in Hebrew. Students will comprehend and produce Hebrew in more complex contexts (literary and cultural) while reviewing intermediate grammar structures to improve fluency and accuracy. Students present and debate cultural, historical or current events topics; practice expressing emotion, opinion, judgment, necessity, hypotheticals, and regret.

HEBR 499 Directed Study (3 Credit Hours)
Pre-requisites: Graduate Status; Department Consent required
Independent/directed study of Modern Hebrew, spoken and written.
Outcomes:
Phonetics, grammar, syntax, vocabulary of Modern Hebrew will be learned

Hindi (HNDI)

Discover, search, courses (p. 2661)!

HNDI 100 Urdu Script (1-3 Credit Hours)
A course in the script for Urdu, the national language of Pakistan and much of Muslim India.
Course equivalencies: HNDI100/ASIA100U/IWS100U

HNDI 101 Hindi-Urdu I (3 Credit Hours)
This course is an introduction to the two sister languages, Hindi and Urdu. No previous knowledge of either language is assumed. It also introduces the Devanagari script in which Hindi is written.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI101/ASIAHU1/IWS101U
Outcomes:
Students will be introduced to the spoken language and the script in which the majority of native speakers write the language

HNDI 102 Hindi-Urdu II (3 Credit Hours)
This course is for students who have a basic knowledge of either spoken Hindi or Urdu, but do not read or write in Hindi. The course emphasizes the ability to read and write the script and the acquisition of basic grammatical structures and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI102/ASIAHU2/IWS102U
Outcomes:
Students will be able to develop basic proficiency in the language and will be able to speak, read and write in simple sentences at the elementary level

HNDI 103 Hindi-Urdu III (3 Credit Hours)
This course is for students who have an elementary to intermediate knowledge of either spoken Hindi or Urdu but do no read or write in Hindi. The course emphasizes the ability to read and write in the script and the acquisition of formal grammar and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI103/ASIAHU3/IWS103U
Outcomes:
Students will be able to develop better understanding of grammatical structures and usage; Students will develop more proficiency in reading and writing the language at the intermediate level

HNDI 104 Hindi-Urdu IV (3 Credit Hours)
The course is a continuation of 103 and emphasizes the ability to read and write in the script and the acquisition of formal grammar and vocabulary.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Course equivalencies: X-HNDI104/ASIAHU4/IWS104U
Outcomes:
Students will be able to develop better understanding of grammatical structures and usage; Students will develop more proficiency in reading and writing the language at the intermediate level

History (HIST)

Discover, search, courses (p. 2661)!

HIST 101 Culture, Power and Identity: Western Ideas & Institutions to 17th Century (3 Credit Hours)
This course traces the early development of Western ideas and institutions from the ancient Near East; Greece and Rome; the medieval civilization(s); to the European Renaissance and Reformation.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST101/CATH101/ACHIS101
Outcomes:
Students will gain an understanding of history as a discipline; be able to place Judaism, Christianity, and Islam in historical context; explain the expansion of the West; and develop their critical thinking and communications skills

HIST 102 Culture, Power and Identity: Western Ideas & Institutions from 17th Century (3 Credit Hours)
This course traces the development of Western ideas and institutions and their global impact from the seventeenth century to the present.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: European Studies
Course equivalencies: ACHIS 102 / HIST 102
Outcomes:
Students will gain an understanding of history as a discipline, develop critical thinking skills based on historical knowledge about the key people, places, and events that shaped the modern world, and hone their communication skills

HIST 103 American Pluralism (3 Credit Hours)
This course is an introduction to the origins, development and structure of the United States as a pluralistic and multiracial society from 1609 to the present.
Knowledge Area: Foundational Historical Knowledge
Outcomes:
Students will gain an understanding of history as a discipline, demonstrate historical knowledge, draw links between the American experience and national identities, and develop critical thinking and communication skills

HIST 104 Global History Since 1500 (3 Credit Hours)
This course deals with the emergence of the modern world, including such topics as the expansion and intensification of cross-cultural interaction; imperialism, colonialism, and nationalism; the spread of information; capitalism, industrialism, and popular sovereignty; race and ethnicity, gender, and socio-economic status.
Knowledge Area: Foundational Historical Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: HIST / ACHIS 104
Outcomes:
Students will gain an understanding of history as a discipline; Evaluate and explain the forces of historical continuity and change; Demonstrate how the encounters/changes between and among societies produced the world we have today; Analyze and discuss the significance of primary and secondary sources and how they relate to the history under discussion

HIST 205 Modern Western Civilization: Social Sciences in Context (3 Credit Hours)
An introduction to history as a discipline and an analysis of the history of Western civilization since the 17th century that emphasizes the contexts from which emerged the concepts of the social sciences and their related value systems.

HIST 208 East Asian History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the roles and contributions of China, Japan, and Korea from the sixteenth century to the present tracing such themes as nationalism, capitalism, socialism, imperialism, war, peace, race, and gender struggles.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-HIST108/ASIA108/INTS108
Outcomes:
Students will demonstrate an ability to evaluate and explain the forces of historical continuity and change; understand the relationships among historical events, cultures and social forces; analyze and discuss the significance of primary and secondary sources

HIST 208X Pre-Modern Chinese History (3 Credit Hours)
This course starts with the formative periods of Chinese civilization from the Neolithic era and ends with the Opium War and the collapse of the Manchu Qing Empire in 1911. This course will provide students with an understanding of modern-day China by looking at China's dynamic and multilayered past.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342A/ASIA342A
Outcomes:
Students will learn to: situate major historical events in China's early history in their proper geographical, chronological, and thematic context; and use primary and secondary sources to construct interpretations of historical problems and events

HIST 208Z Modern Chinese History (3 Credit Hours)
The course is specifically designed for foreign students studying in Beijing with the objective of enabling them to understand the ongoing social, economic and political trends which have roots in the past. The time period studied will span from the end of the 19th century through the 20th century.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST346A/ASIA346A/INTS346A
Outcomes:
students will learn to situate major historical events such as the May Fourth Movement in their proper geographical, chronological, and thematic context; and recognize the extent to which history is at the core of current Chinese leaders' speeches, policy making, and rule making

HIST 209 Islamic History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
The course will introduce the historical development of Islamic civilization and the formation of Muslim social and political institutions from the 7th century to the present.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Asian Studies, Global Studies, Islamic World Studies
Course equivalencies: HIST/ASIA/IWS/INTS109/AFR111
Outcomes:
Students will be able to demonstrate knowledge of the historical development and diversity of Islamic beliefs, practices, and institutions in varied regional contexts and historical periods

HIST 210 Latin American History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the formation of modern Latin America by examining the region as a global nexus where ideologies, cultures, peoples, and political entities have conjoined and clashed from the fifteenth century to the present. Demonstrate and understanding of the relationships among historical events, culture and social forces. Differentiate between students' values and ways of understanding the world & those of other cultures.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Latin American Studies
Outcomes:
Demonstrate and ability to evaluate and explain forces of historical continuity and change; Demonstrate and understanding of the relationships among historical events, culture and social forces; Differentiate between students' values and ways of understanding the world & those of other cultures

HIST 211 US History to 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the colonial era through the Civil War.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST201/HIST111/ACHIS201
Outcomes:
Students will demonstrate an understanding of Native American societies, the impact of European colonization, the creation and evolution of democratic institutions in a multicultural society, the geographic expansion of the United States, and the impact of slavery

HIST 212 US History since 1865: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the history of the United States from the Civil War to the present.
Knowledge Area: Tier 2 Historical Knowledge
Course equivalencies: HIST202/HIST112/ACHIS202
Outcomes:
Students will demonstrate an understanding of how the United States became a modern industrial society, the emergence and evolution of the modern welfare state, the rise of the United States as a global power, and the impact of controversies over civil rights and liberties on American society

HIST 213 African History: Themes & Issues (3 Credit Hours)
Pre-requisites: HIST 101, HIST 102, HIST 103, HIST 104, or equivalent; please check requirements for declared majors/minors for exceptions
This course surveys the history of Africa from dynastic Egypt to post-colonialism. The primary focus of this class is to examine the interactions African peoples had with non-Africans from the 15th century to the present. Engage communication skills and sensitivities. Possess a heightened understanding of diversity in the world.
Knowledge Area: Tier 2 Historical Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Outcomes:
Engage in critical thinking skills and disposition; Engage communication skills and sensitivities; Possess a heightened understanding of diversity in the world

HIST 253A Barbarians and the Fall of the Roman Empire (3 Credit Hours)
This course examines the interaction between Romans and the so-called 'barbarians' such as the Goths, Huns, Slavs, and Arabs from the 2nd to the 7th centuries, with a focus on how new archaeological and skeletal data is changing our understanding of the barbarians.
Interdisciplinary Option: European Studies, Italian Studies, Medieval Studies
Outcomes:
Students will study the role of neighboring peoples in the collapse of the Roman Empire; interpret archaeological data; compare receptions of immigrants and refugees in the ancient and modern world

HIST 254A The Vikings (3 Credit Hours)
The Vikings are popularly thought of as invaders, marauders, destroyers of civilized peace. However, recent research has focused on their society, culture, accomplishments and contributions in a much more positive sense.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST334/MSTU326
Outcomes:
Students will gain an understanding of the impact of the Vikings on European development; a knowledge of historiographical issues concerning the Vikings; and awareness of various types of primary sources

HIST 257A Witchcraft and Science in Pre-Modern Europe (3 Credit Hours)
This course will trace the history of medieval and early modern ideas about nature, magic, demonology, and witchcraft, exploring the history of reason and rationality, elite and popular culture, persecution and society, and the intersections between Magic, Science, and Witchcraft.
Interdisciplinary Option: European Studies, Medieval Studies
Outcomes:
Students will understand connections between witchcraft and popular religions; the gendering of witches; the political and economic aspects of witch trials; and modern portrayals of witches in popular media

HIST 258A Blood, Heresy, and Treason: The Tudors and Stuarts (3 Credit Hours)
This course covers the most crucial period in the history of England, encompassing the Reformation, The Tudors, the Civil War, the Glorious Revolution, and the rise of Britain as a great power. Major figures featured include Richard III, Henry VIII, Thomas More, Elizabeth I, Shakespeare, Oliver Cromwell, and Charles II. Students will confront developments significant not just for the British Isles, but across the globe for centuries. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 265A The First World War (3 Credit Hours)
World War I is arguably the greatest watershed separating us from our pre-modern past. This course proposes to explore the causes, campaigns consequences, and cultural legacies of the war. Students will be required to read eyewitness accounts and memoirs, and view films that assess the war's impact on world civilization. Students will learn about the First World War by engaging with primary accounts by combatants and non-combatants. Students will hone their critical thinking skills through the analysis of historical evidence.
Interdisciplinary Option: European Studies

HIST 267A Modern German Culture and Ideas I (3 Credit Hours)
This course will investigate intellectual and cultural responses to major events of nineteenth-century German history, including the Napoleonic Wars, the Restoration, the Revolution of 1848, the unification of Germany, the German Empire under Bismarck and Wilhelm II, and events leading to the First World War.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: X-HIST321A/INTS321A
Outcomes:
The student will be able to connect German cultural life to political and social developments, and be able to identify intellectual currents such as Romantic Germany, Idealist Germany, and Dionysian Germany

HIST 267B Modern German Culture and Ideas II (3 Credit Hours)
This course will cover the major phases of modern German history: Wilhelmine Germany, Volkish Germany, Germany in the First World War, Weimar Germany, National Socialist Germany, Germany in the Second World War, Post-War West Germany, East Germany, and Reunification. While setting forth the background of political and social developments, we will carefully consider responses to these issues by leaders in German intellectual and cultural life.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST336/INTS336
Outcomes:
Students will apprehend the role of Germany in World War I; the turn to the Weimar Republic; the Rise and Fall of National Socialism; the emergence of two Germanies as a consequence of defeat in World War II; reunification in 1989; and cultural responses to these developments

HIST 275A The Silk Roads: Global Trade, Culture, & Politics (3 Credit Hours)
The course will cover: exchanges between nomad and sedentary populations in East Asia and the flourishing of information routes to modern day Mongolia, Afghanistan, India, Greece and Rome; interactions with European powers, concepts of colonialism, imperialism, and the emergence of 20th century world wars; contemporary geo-political challenges in the region.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Understand diversity in the World from a historical, political, and economic point of view; familiarize oneself with the relations between Asia and the West; highlight differences, similarities and reciprocal influences

HIST 279C History of Computing (3 Credit Hours)
This course will teach students about the history of computing from the development of number systems and arithmetic, through calculating and computing machines, to advanced communication technology via the Internet. The History of Computing will foster historical awareness about the ongoing relationships between social organization, intellectual climate, and technological innovation. Students will attain computer science literacy while studying core historical concepts. They will learn the background of the computing discipline, which plays a significant role in modern human experience.
Course equivalencies: X - COMP 111 / HIST 279C

HIST 279E Climate and History (3 Credit Hours)
Explores the role of climate in history, from the emergence of homo sapiens to recent anthropogenic climate change. Major topics include the social impact of climate variability, sources of resilience, origins of scientific knowledge, and the use of historical knowledge in the present.
Course equivalencies: X-HIST279E/ ENVS279
Outcomes:
Students will analyze examples of climate shaping history, learn different ways that scholars have treated this relationship, and reflect on how this knowledge might be useful today

HIST 280A Pirates and Sailors in the Revolutionary Atlantic (3 Credit Hours)
Moving beyond seafaring lore and legend, this course places the history of pirates and sailors in the context of "Atlantic history." Students will explore how organized conquests and trading ventures led to the formation of the first British empire and the expansion of commercial networks around the Atlantic and beyond.
Outcomes:
Course prepares students to confront the way political and economic power is exercised, justified, questioned, and resisted during periods of rapid, global capitalist expansion

HIST 290A History of Sexuality in the United States (3 Credit Hours)
This course provides a historical introduction to sexual behaviors and attitudes in the United States from the early American period to the present. The primary emphasis concerns the impact of social and political change on sexual norms and behavior.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST392/WOST/WSGS320
Outcomes:
The course enables students to comprehend the evolving boundaries of sexual behavior and the historical transformations of the family, sexuality, gender, and personal identity in the United States

HIST 291A American Icons: Heroes, Images, Ideas (3 Credit Hours)
We explore US history through Iconic photographs, movies, artworks and essays. For example, the film "To Kill a Mockingbird," allows us to delineate the image of race, class and family in the South during the Great Depression, even as the film opens up Hollywood's role in shaping popular ideologies. Learn about 20th-century US history, including the Great Depression, Civil Rights Movement, and Cold War; develop writing and discussion skills; learn about the relationship between history and memory.

HIST 297E North American Environmental History (3 Credit Hours)
This course surveys the environment and environmentalism in United States history, from the transformation of New England into a farm ecology, the expansion of the cotton South, the settlement of the West, to the rise of industrial cities, suburban sprawl, and the globalization of the economy.
Course equivalencies: X-ENVS297/HIST297E
Outcomes:
Students will be able to demonstrate historical knowledge of environmental thought and ecological science, to draw links between environmental concerns and public policies, and to develop critical thinking and communication skills

HIST 298A History and the Public: Intro to Public History (3 Credit Hours)
History and the Public explores the field of public history with special emphasis on the theory, methods, practice, ethics, and controversies faced when preserving or presenting history outside of a formal classroom environment.
Outcomes:
Appreciate how public historians shape public perceptions of the past and how public perceptions of the past shape public history; appreciate the diverse areas of historical practice; enhance teamwork skills

HIST 299 Historical Methods (3 Credit Hours)
Pre-requisites: 12 hours in HIST
This course studies the ways historians arrive at their interpretation of events. This is accomplished through a history of historical writing or through a special selected topic that illustrates the use of different methods by past and present historians. Students are expected to take this course after completing their four introductory courses for the major.
Outcomes:
students will understand that history is not a set of facts but a discipline that depends on competing paradigms and the ongoing interpretation of primary sources

HIST 300 Topics in History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. They may be used, like all other 300-level courses, to fulfill the history major distribution requirements. The title of each Topics course, specifying date and/or area, will indicate which distribution requirement it fulfills within the history major. Students can take HIST 300 multiple times.

HIST 300A Topics (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course counts as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300B Topics in Premodern History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Pre-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300C Topics in European History (Post-1700) (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-Level Post-1700 European History or may count as a 300-Level history elective. Students may repeat the course for credit when the topic changes.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300D Topics in U.S. History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement in 300-level U.S. history or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 300E Topics in World History (3 Credit Hours)
Special topics or new approaches of current interest to the instructor. This course may be used to fulfill the history major distribution requirement for a 300-level course in the history of Africa, Asia, Latin America, or the Middle East or may count as a 300-level history elective. Students may repeat the course for credit when the topic changes.
Outcomes:
Students will gain familiarity with the topic; the ability to make connections between secondary and primary sources; and the capacity to think critically about the ways that historians have approached major issues

HIST 301 Plagues: The Black Death and Other Pandemics (3 Credit Hours)
This course examines some of the worst pandemics ever to strike humanity, starting with the outbreaks of smallpox and bubonic in the final centuries of the Roman Empire, the devastating Black Death of the 14th century, and the diseases that destroyed the native Americans in the wake of Columbus's voyages.
Interdisciplinary Option: Bioethics
Course equivalencies: X-HIST301/ESP 304
Outcomes:
Students will gain an understanding of: the role of poverty, nutrition, and population in epidemics; state, church, or community responses to epidemics; how science has changed the history of disease

HIST 302 History of Western Education (3 Credit Hours)
History of Western Education. (ELPS 310)
Course equivalencies: X-ELPS301/HIST302

HIST 303 Pre-Industrial City in Europe (3 Credit Hours)
This course traces urban development from late antiquity to the early modern period.
Interdisciplinary Option: European Studies, Medieval Studies
Course equivalencies: X-HIST303/MSTU324
Outcomes:
Students will demonstrate an understanding of the origins and chronology of European town planning and development; and make comparisons with Islamic and Asian cities

HIST 307 Greece to Alexander the Great (3 Credit Hours)
This course explores ancient Greek history, society and culture, from the Bronze Age through the period of Classical Greece ending with Alexander and his empire.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST309/HIST307
Outcomes:
Students will be able to evaluate and interpret different types of sources critically and explain how these affect our understanding of the ancient Greeks

HIST 308A History of Rome to Constantine (3 Credit Hours)
This course surveys ancient Roman history, with a focus on Rome's conquest of the Mediterranean, the civil wars that ended the Roman Republic, the good and bad emperors of the Principate, and the conversion of Constantine to Christianity.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-CLST308/HIST308/ROST308
Outcomes:
Students will understand the interrelationship among political, social, economic, and cultural developments and develop their research and writing skills

HIST 308B Pompeii and Herculaneum (3 Credit Hours)
The two best known Roman towns - Pompeii and Herculaneum - whose remains were preserved by the eruption of Mt. Vesuvius in 79 CE - will serve as a microcosm for understanding Roman society.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: HIST328/CLST328/ANTH328
Outcomes:
Students will gain an understanding of how recent archaeological discoveries have changed our view of Pompeii and Herculaneum and learn to "read" such things as dining and bathing rituals, gladiator games, and public and private architecture to gain insight into the structures of Roman social and cultural life

HIST 308C History of Early Christianity (3 Credit Hours)
This course examines the history of Christian communities and beliefs from their emergence in Jewish Palestine to the legalization of that religion in the Late Antique period. Students will gain familiarity with the diversity of early Christian belief, the interaction with the Roman imperial government, the evangelization and spread of Christianity both within the Roman Empire and outside it, the impact of Christianity on Roman social and family life, and the birth of monasticism.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HIST309/CATH309
Outcomes:
Students will be able to evaluate the impact of discoveries such as the Dead Sea Scrolls and the Nag Hammadi library on the history of early Christianity; appreciate the extraordinary diversity of early Christianity; understand why Christianity was seen as a threat to Roman family life; improve their research, writing, and oral presentation skills; improve their critical reading skills of both secondary and primary sources

HIST 308D Transformations of Rome in Late Antiquity (3 Credit Hours)
This course focuses on the City of Rome itself from the third century up to the reign of Charlemagne. It demonstrates that this period was a time of gradual transformation and continuity. Both literary sources and the archaeology and epigraphy of the City shall be combined to show that barbarian invasions did not destroy the walls of Rome, and that the arrival of Christianity did not cause the fall of classical culture.
Interdisciplinary Option: European Studies, German Studies
Course equivalencies: HIST 339/CLST 318
Outcomes:
Students will be able to demonstrate an understanding of the working of historical mechanisms, evaluate and critically analyze this historical period

HIST 309 Shipwreck Archaeology (3 Credit Hours)
Students study how the technology of scuba diving combined with scientific archaeology has created a new discipline of shipwreck archaeology since the 1960s. They follow the history of the discipline and explore shipwrecks from Bronze Age Greece to nineteenth-century Chicago. They synthesize the research and conclusions of nautical archaeologists worldwide and organize those findings for presentation to a broader public in the coherent and imaginative form of their own Museum.
Interdisciplinary Option: Medieval Studies
Course equivalencies: XHIST324MSTU330ANTH347CLST324
Outcomes:
Students understand the importance of vessels conserved at Skuldelev, Lake Nemi and Uluburun for tracing the development of commerce and technology among the Vikings, the Romans, and the Syro-Palestinians of the Levant

HIST 310 The Middle Ages (3 Credit Hours)
This course examines European, Islamic and Byzantine society and culture in the Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: X-HIST310/MSTU328/CATH310
Outcomes:
Students will learn of the Middle Ages, including relations between religious and political institutions; cultural developments; the rise of towns; reactions to the Black Death and the Hundred Years War

HIST 310A Medieval World 1100-1500 (3 Credit Hours)
This course examines European society and culture in the later Middle Ages.
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: HIST311/MSTU332/CATH311
Outcomes:
Students will demonstrate understanding of new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and the Hundred Years War

HIST 310B Medieval Culture (3 Credit Hours)
This course explores the three cultures of the Middle Ages - Islam, Byzantium, and Europe, with particular emphasis on art, music, and literature.
Interdisciplinary Option: Catholic Studies, German Studies
Outcomes:
students will understand how these cultures developed through shared roots, mutual influence, interaction and reaction; be able to interpret artistic expression and material culture in historical context; and gain skill in the analysis of primary sources

HIST 310C Medieval Women (3 Credit Hours)
This course explores the lives of medieval women from 500-1500 CE. While paying close attention to medieval ideas about gender and sexuality, students will examine experiences of medieval women from a range of backgrounds and social statuses as well as male and female roles in family life, religion, and politics.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Students will understand resources concerning medieval women while gaining appreciation for the need to challenge historical "master narratives" that frequently ignore or minimize the experiences and roles of women

HIST 310D Medieval Popular Religion (3 Credit Hours)
This course will explore the "lived" religious experience of medieval people through their actions, behaviors and artifacts. "Folk" (or pagan) survivals, pilgrimage, music and arts, devotion to saints, magical beliefs and practices, and attitudes to the natural/supernatural world[s] may be covered, depending on subtitle.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Outcomes:
Students will appreciate the complex world view and agency of regular medieval people; they will acquire research skills and be able to critically assess primary and secondary source materials

HIST 310F Medieval Inquisitions and Heresy (3 Credit Hours)
This course examines the intriguing range of religious beliefs and practices in medieval Europe. Over the course of the semester, students will explore the criteria and processes by which local communities and translocal authorities defined heresy as well as the political interests and cultural assumptions that shaped labels and definitions.
Interdisciplinary Option: Medieval Studies
Outcomes:
Students will understand beliefs that shaped medieval religiosity, gain appreciation for roles played by heretics and inquisitions in premodern Europe, and look for similar phenomena in the modern world

HIST 310G Supernatural in the Middle Ages (3 Credit Hours)
Understanding the medieval supernatural leads to an appreciation of the richness of medieval society and intellectual culture. How were "natural" and "supernatural" defined across time and space, popular and elite cultures? How were ideas about the "supernatural" shaped by daily life, theology?
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Outcomes:
Think historically about social and intellectual approaches to the supernatural; Assess arguments; interpret and contextualize primary sources; Develop research skills and ability to formulate questions

HIST 310L Love and Violence in Medieval Culture and Society (3 Credit Hours)
We will investigate the extent to which chivalric ideas controlled or encouraged aristocratic violence; the relationship between violence and courtliness; the extent to which chivalry threatened or strengthened royal government; and the influence of courtly love on gender.
Interdisciplinary Option: Medieval Studies, Women & Gender Studies
Outcomes:
Familiarity with medieval ideas about acceptable forms of violence; understand long-term influence of medieval ideas about love, sexuality, and violence; how to read and interpret medieval literary and social texts

HIST 311B The Crusades: Christianity and Islam (3 Credit Hours)
This course examines the origins and development of the Crusades and the Crusader States in the Islamic East. It will explore crusade ideology, political and military histories of crusades, compare Christian, Jewish, and Muslim perceptions of the crusading movement, and consider invocations of Jihad and Crusade into the modern era.
Interdisciplinary Option: Catholic Studies, European Studies, Middle East and Islamic World Studies, Medieval Studies
Outcomes:
Students will learn about the histories of the Crusades, the communities impacted by them, and historiographical debates on the topic; They will write papers using primary and secondary sources

HIST 312 England to 1485 (3 Credit Hours)
This course examines the history of medieval England, with an emphasis on its cultural history as manifested through written documents, material remains, art and music.
Interdisciplinary Option: Medieval Studies, Shakespeare Studies
Course equivalencies: X-HIST329/MSTU340
Outcomes:
Students will understand that English culture is an amalgamation of Anglo-Saxon and Norman-French culture, with influences from the Celtic and the Latin culture of Roman Catholicism; and will gain skill in the analysis of primary sources

HIST 314 Renaissance (3 Credit Hours)
This course examines the political and cultural life of Italy's five principal city-states (Rome, Florence, Venice, Milan and Naples) from the era of St. Francis and Dante until the sack of Rome in 1527.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies, Shakespeare Studies
Course equivalencies: HIST314/MSTU336
Outcomes:
Students gain appreciation for the debate about a rebirth of ancient culture in the city-states of Italy; They acquire special cognizance of humanism as a historical phenomenon and the influence of humanism on education, politics, the visual arts and religion

HIST 314A The Jesuits: Life and History (3 Credit Hours)
This course examines the history of the Society of Jesus from its founding by Ignatius Loyola in the 16th century to its activities in the contemporary world.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-HIST297/CATH297
Outcomes:
Students will gain a sense of the characteristics of Jesuit spirituality and the contribution of Jesuits to various fields of human endeavor such as evangelization, education, politics, literature, and the visual arts

HIST 315 The Reformation (3 Credit Hours)
This course examines the birth and progress of the Reformation in Europe from Luther's protest in 1517 to the conclusion of the Thirty Years War in 1648.
Interdisciplinary Option: Catholic Studies, European Studies, German Studies, Shakespeare Studies
Course equivalencies: X-HIST315/CATH316
Outcomes:
Students gain familiarity with the social, religious, intellectual, and political background of the Reformation; Luther's personal religious experience and his theological convictions; the Swiss Reformation of Zwingli and Calvin; the nature and spread of Calvinism; the elements of the Radical Reformation; and the efforts for Catholic Reform culminating at the Council of Trent

HIST 316 History of Poland (3 Credit Hours)
This course examines political, socioeconomic, and cultural developments in Poland since the first Polish state. Its major themes include: the consolidation of the Polish state; economic and political problems in the 17th Century; revolution and independence; World War II; Communist rule in Poland; and Solidarity.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will improve their analytical, quantitative synthetic, and critical cognitive skills; develop written and oral communications skills; and gain historical knowledge

HIST 317 Age of Absolutism & the Enlightenment (3 Credit Hours)
The course explores the period that leads directly into the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students gain an appreciation of the social and economic role of Western Europe in the world of the 17th and 18th centuries; the nature of classic absolutism as illustrated by the reign of Louis XIV of France; and the origin and evolution of Prussia and Austria as examples of enlightened absolutism

HIST 318A Early Modern England 1485-1760 (3 Credit Hours)
This course surveys the major political, social, economic, religious, and cultural developments in England under the Tudors, Stuarts and early Hanoverians (1485-1760).
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students examine the complexities of the aftermath of the Wars of the Roses; the English Reformation; Elizabethan and Jacobean culture and society; the English Civil War and Glorious Revolution of 1688; the wars against Louis XIV; and the rise of England as a great power

HIST 318B English Social History 1450-1750 (3 Credit Hours)
This is a course in the social and cultural history of early-modern England. It focuses, in particular, upon the tension between how early modern English men and women saw their world (ordered, hierarchical, stable, divinely sanctioned) and what their world was actually like (disordered, socially mobile, unstable, secular).
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of the best and most recent work in demography, iconography, family history, women's history, and the histories of material culture, popular culture, religion, education and crime, and be exposed both to a wide variety of historical methodologies as well as related fields such as anthropology and art history

HIST 318C London 1550 - 1715 (3 Credit Hours)
This interdisciplinary introduction to the history of London will assess the economic, political, social, and cultural reasons for the city's importance in British and world history.
Interdisciplinary Option: European Studies, Shakespeare Studies, Urban Studies
Outcomes:
Students will gain an understanding of how a variety of source materials can be are used to develop an urban history of Great Britain's capital and apply this knowledge to enhance their own communication and critical thinking skills

HIST 320 Era French Revolution & Napoleon (3 Credit Hours)
This course analyzes the causes, meanings, and consequences of the French Revolution of 1789 by examining French society and culture from the age of absolutism to the end of Napoleon Bonaparte's empire.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain an understanding of both the Revolution itself and its effects on the course of world history and become familiar with variety of analytic styles, such as narrative, political, economic, social, Marxist, and revisionist approaches to the history of the period

HIST 321 19th Century European Culture and Ideas (3 Credit Hours)
This course investigates the main currents of European thought and culture from the Romantic era to the fin de siècle. Using literary texts and music, as well as visual arts, we will study the major intellectual trends of the nineteenth century and attempt to determine their influence on European society.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
By using their historical knowledge of nineteenth century Europe as a guide, students will develop critical thinking and communications skills about the art, music, and literature of the era

HIST 322 Modern France: From Empire to Postcolonial Nation (3 Credit Hours)
This course explores the cultural and political development of modern France as a nation and imperial power. It examines the formation of national identities; the discourse and practice of French nationalism and republicanism; and the forms of resistance and collaboration that shaped relations between citizens, state, colonized peoples, and empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST338/INTS338
Outcomes:
Students will understand how the development of French republicanism and Enlightenment thinking shaped nation and empire building in the 19th century but also influenced colonial resistance in the 20th century

HIST 324 Italy 19th & 20th Centuries (3 Credit Hours)
This course studies the major currents in Italy from the defeat of Napoleon to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: HIST335/INTS335/ROST335
Outcomes:
Students explore the political, social, religious, economic and intellectual currents against the background of Italy's unification as a nation-state

HIST 325 Modern Britain: Empire, Industry, Democracy (3 Credit Hours)
This course examines political changes in Britain, economic and social causes and consequences of industrialization, and the changing position of Great Britain in Europe and the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate an understanding of the political process of democratization and the global affect of economic change on Britain as evidenced in the extension of voting rights, the growth of Empire, the creation of the Commonwealth and participation in the European Union

HIST 325A The British Empire: From Barbados to Brexit (3 Credit Hours)
This course examines the rise and decline of Britain's empire.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST332/INTS332
Outcomes:
Students will understand the different factors responsible for its growth; relationship of empire and British economic and political change; place of empire in the Victorian ethos; different imperial governing arrangements; growth of nationalism and movements for independence within the empire and commonwealth

HIST 326 Ireland: Colony to Nation State (3 Credit Hours)
This course traces the transformation of Britain's oldest colony into an independent nation between the seventeenth and twentieth centuries.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: HIST333/INTS333
Outcomes:
Students will develop an understanding of how Irish nationalism shaped British and Irish history and use Ireland as a template to develop critical thinking and communications skills about the transformation of colonies into independent states

HIST 327A The Balkans: History, Fiction, Film (3 Credit Hours)
Covering southeast European areas once ruled by the Habsburg, Venetian, and Ottoman Empires, the course explores the following issues: the rise and fall of empires; nationalism and nation-formation; Communism and post-socialist transformations; popular culture and politics; and experiences of war, organized violence, and international intervention.
Interdisciplinary Option: European Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will gain fain factual knowledge (terminology, trends, basic structures) of Balkan societies and develop advanced skills in speaking and writing about history

HIST 328 Russia Pre-1917: Empire Building (3 Credit Hours)
This course examines how, by the middle of the 19th century, Russia emerged as the largest empire in the world.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to explain how Russia survived the ravages of the Mongols under Chingis Khan, the reign of terror under Ivan the Terrible, westernization under Peter the Great; opened itself to new ideas under Catherine the Great, while it continued to preserve an oppressive institution of serfdom and remained a deeply divided society ready to explode in 1917

HIST 328A Russian Empire and Literature (3 Credit Hours)
This course examines a history of the Russian empire through the works of Russian literature. What Russian writers from Pushkin to Tolstoy can tell us about Russia and how a history of the Russian empire is crystallized in the works of fiction are among the issues addressed in this course. Course introduces students to the history of the Russian empire and classics of Russian literature. A historical and literary context will help students understand the predicament of contemporary Russia.
Interdisciplinary Option: European Studies

HIST 329 Women's Sphere in Past Society (3 Credit Hours)
This course examines comparative perspectives on feminism, sexuality, and women in the family and in public life in Europe 1700-present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST293/WOST256/WSGS256
Outcomes:
Students will demonstrate understanding of women's contributions to history, historian's perspectives on women in history, and the gendered definition of public and private spheres

HIST 329C Empire, Sex, Violence: European Colonial History (3 Credit Hours)
This course examines European colonialism in Africa and Asia. Topics include theories of imperial expansion; the rise of "scientific" racism; the role of class and gender in colonial ideologies; the relationship between ideas of "civilization" and colonial violence; the forces behind decolonization; and globalization in the post-colonial world. Students will know the political and socio-economic factors that shaped European imperialism in the nineteenth and twentieth centuries and understand the consequences of colonialism and decolonization on the world today.
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies

HIST 329N Modern European Nationalism: Myth and Reality (3 Credit Hours)
The course will begin by tracing the origins and various forms of European nationalism, continue with the establishment of nation-states in Western and Eastern Europe, and end with a discussion of various national and ethnic issues that dominate European political and ideological discourse today.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Outcomes:
Students will explore ways in which nationalism has affected relations between individuals, communities, and states in Europe; Students will assess nationalism's adaptability to diverse social, political, and cultural environments

HIST 330 Europe in the Age of Catastrophe, 1900-1945 (3 Credit Hours)
This course traces the origins of the two world wars in the first half of the twentieth century and assesses the cultural and political movements that transformed Europe and the west in those years.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Course equivalencies: X-HIST325/INTS376
Outcomes:
Students will develop critical thinking and communications skills about how the contemporary world was shaped by the political, military, cultural, and social transformations in the first half of the twentieth century

HIST 330F Fascinating Fascism: 1919 to the Present (3 Credit Hours)
The recent emergence of populist nationalism in the western world has sparked a renewed interest in the political phenomenon of Fascism. This course explores the rise and evolution of Fascist movements and regimes from early twentieth century to the present. Students will learn about the characteristics of Fascist movements, the circumstances that brought some of them to power, and the factors that shaped the behavior of Fascist Regimes.
Interdisciplinary Option: European Studies, Global Studies

HIST 331A Food, Hunger, and Power in the Modern World (3 Credit Hours)
This course explores how conflicts over food shaped the modern world. We compare shifting interpretations of famine (in Ireland, India, and Ethiopia), and explore how food became a "weapon of war" during the World Wars. Finally, the course analyzes how race, gender, and class shaped American food and welfare policies.); Students will develop skills in analytically interpreting both primary and secondary sources; Students will have engaged in independent research with both primary and secondary sources to complete a historical research project; Students will understand how race and gender have shaped and been shaped by the modern food system.
Interdisciplinary Option: Bioethics, European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will have developed an awareness of the biological, political, social, cultural, and economic meanings of food in modern societies; Students will have gained exposure to different methodological approaches to studying food and hunger (anthropology, economics, sociology, psychology, gender studies etc

HIST 334A The Nazi Revolution (3 Credit Hours)
The course will deal with the causes, main features and consequences of the Nazi movement in Germany and Europe from 1919 to 1945.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
The students explore the origins of Nazism and the reasons for Hitler's success; Students appreciate the elements of "Nazi culture," the nature of Nazi rule in the 1930s, Nazi foreign policy and aggression in the 1930s, and World War II; They acquire a sense of the Nazi movement as a phenomenon growing out of unique German circumstances as well as one reflecting the larger context of modern western history

HIST 334B The Holocaust: History and Memory (3 Credit Hours)
This course explores a defining event of modernity, the genocide of Europe's Jews, by exploring Nazi actions, victims' varied experiences, and international reactions. We will also tackle questions like: Was the Holocaust unique? What does it mean to be a "bystander"? What are the politics of memory and commemoration?
Interdisciplinary Option: European Studies, Global Studies, Peace, Justice, and Conflict Studies, Polish Studies
Course equivalencies: X-HIST304/PAX 304
Outcomes:
Students acquire a sense of the causes, processes and implications of recent genocide; They are challenged to develop the outlines of a theory for predicting when genocide is likely to occur and to provide a clear definition of the term; Most importantly, they articulate from the historical data ways to prevent genocide

HIST 335 The Second World War (3 Credit Hours)
The course examines the history of the war from its origins to the destruction of the Axis powers and the onset of the Cold War.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST326/INTS328/PAX 326
Outcomes:
Students will understand the interrelationship among political, social, economic, military, and diplomatic developments as demonstrated in the events of the Holocaust, the spread of nationalism, and the origins of the Cold War

HIST 336 Contemporary Europe 1945 to Present (3 Credit Hours)
This course examines the postwar world, the movement toward European integration; the tensions between East and West; problems and proposed solutions in contemporary Europe, as well as responses to these issues made by intellectual and cultural leaders of the modern age.
Interdisciplinary Option: European Studies, Global Studies, German Studies, Polish Studies
Course equivalencies: X-HIST327/INTS327
Outcomes:
Students will understand the process of European integration, including the effects of the Cold War on Europe, the challenges of the re-unification of Germany, the integration of ten Central European nations into the European Union, and cultural reactions to these developments

HIST 337 Rise & Fall of Soviet Union (3 Credit Hours)
This course will cover such issues as the Revolution and Civil War, Stalin's repression, victories in World War II, the years of stagnation, Soviet society, its institutions and culture.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-HIST341/INTS392
Outcomes:
Students will be able to explain how the Russian Socialist revolution came into being, what kind of society it sought to create, and how this new society, the Soviet Union, developed and finally dissolved in 1991

HIST 337A Women in Russia and Eurasia, 1860-Present (3 Credit Hours)
This course surveys the experiences of women in the late Russian empire, the Soviet Union, and the states that now comprise the region. In particular, we will examine the ways in which writers, filmmakers, and activists of the 19th, 20th, and 21st centuries have addressed the 'woman question.'
Interdisciplinary Option: European Studies, Global Studies, Women & Gender Studies
Outcomes:
Students will gain understanding of key concepts related to women's history in Russia; they will produce written and oral commentaries on the texts and issues studied in class

HIST 338A History of European Communism (3 Credit Hours)
In this course students will study the history of European Communism from its inception. The success that this ideology enjoyed among European societies makes it necessary to study this phenomenon in detail. The course will begin by tracing the origins of Communism and end with a discussion of its downfall.
Interdisciplinary Option: European Studies, Global Studies, German Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 338B Eastern Europe in the 20th Century (3 Credit Hours)
This course offers a historical survey and analysis of the processes of political, social, cultural, and economic change that affected Eastern Europe in the twentieth century. The course will begin with the break-up of multi-national empires in Eastern Europe and end with the collapse of communism.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Improved cognitive skills and communications skills; Enhanced historical knowledge

HIST 339C Modern Europe and the Arts (3 Credit Hours)
This course takes advantage of Chicago's access to one of the most important collections of modern European art in the world. The Art Institute of Chicago offers masterpieces representing every major aesthetic movement in Western history. Full appreciation of these treasures involves recognizing the historical circumstances that surrounded their creation and considering the ideas their creators intended to communicate.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-HIST305/INTS305A
Outcomes:
Students will better appreciate the great works themselves and learn from them about major developments in modern European social, political, and cultural history

HIST 339F History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

HIST 340B Introduction to Islamic History (3 Credit Hours)
This course focuses on the early and medieval history of the states, societies, and cultures of the Middle East from the prophetic mission until the fall of the 'Abbasid empire in 1258.
Interdisciplinary Option: Middle East and Islamic World Studies, Medieval Studies
Course equivalencies: X-HIST312/IWS312
Outcomes:
Students will demonstrate an understanding of the impact of Islam as a religious and cultural phenomenon and be able to analyze historically the Quran as well as primary sources from jurisprudence, philosophy, ethics, and historiography

HIST 341 Modern Middle East (3 Credit Hours)
This course surveys the modern Middle East, with a focus on the Arab world.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST313/INTS313/IWS313
Outcomes:
Students will demonstrate an understanding of the Ottoman background; the age of imperialism; and the 20th century, and be able to approach the period from an anthropological as well as historical perspective

HIST 341B Arab-Israeli Conflict (3 Credit Hours)
This course explores the history of the Arab-Israeli conflict since the beginnings of the immigration of the East Europeans and Russian Jews to Ottoman Palestine in the late 19th century.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies, Peace, Justice, and Conflict Studies
Course equivalencies: HIST322/INTS322/PAX 322/IWS322
Outcomes:
Students will gain understanding of national Zionism in Europe; Ottoman and British Palestine; the declaration of the state of Israel; the Palestinian refugee problem; the Arab-Israeli wars; the Camp David agreement and recent peace talks and their aftermath

HIST 341C Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

HIST 342A African History to 1600 (3 Credit Hours)
This course traces the history of the African continent to 1600.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST350/BWS 386/INTS378
Outcomes:
students will demonstrate understanding of the development and diversity of political, economic, ecological, cultural and religious forces in Africa, as well as the relationship between Africa and other world areas

HIST 342B African History Post-1600 (3 Credit Hours)
This course traces the history of the African continent from 1600 to the present, i.e., from the tumult of the slave trade through Africa's resistance to European imperialism and colonialism, and its eventual emergence as an independent continent.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-HIST351/BWS 387/INTS351
Outcomes:
Students will appreciate the legacies of colonialism and place the contemporary problems of independence in historical perspective

HIST 342C The History of Islam in Africa (3 Credit Hours)
This course examines the development of Islam in Africa, including issues such as Islamic mysticism, eschatology, and state formation.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST349/BWS300/IWS349
Outcomes:
Students will gain an understanding of how and when Islam entered Africa and how the religion shaped African societies prior to the colonial period

HIST 342D African Diaspora in the Middle East and South Asia (3 Credit Hours)
The purpose of this course is to explore the African Diaspora as it pertains to the Middle East and South Asia. Issues such as the concept of slavery in Islam, and identity preservation will be treated throughout the course of the semester. Emphasis will be placed on the role Black Africans such as Antara ibn Shadad, Malik Kafur, and Malik Ambar, just to name a few, played in the formation and crystallization of Middle Eastern and South Asian states, kingdoms and empires.
Interdisciplinary Option: African Studies and the African Diaspora

HIST 342M African Music's Influence on American Music (3 Credit Hours)
This historically-based exploration will analyze the role that African music from the continent played in shaping and forming such American musical forms as the Blues, Jazz, Rock and Roll, Soul Music, and Hip-Hop. The course begins in 15th century West Africa, and ends in the late 20th century American milieu.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies
Outcomes:
Students will demonstrate understanding of the development and diversity of African, as well as the influence of African music on American culture

HIST 343 Modern South Asia (3 Credit Hours)
This course will examine the modern history of South Asia. It will explore the history of South Asia with a thematic and chronological approach. Important subjects to be examined include: early modern state formation, colonial forms of knowledge, religious identity, gender and class relations, and the political economy in the early modern and colonial state.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will enhance their written and oral communication skills; improve their critical thinking skills and improve their ability to engage in historical analysis

HIST 345A Traditional China from Antiquity to 1550 (3 Credit Hours)
This course will trace Chinese history from the origins of classical Chinese civilization in the Shang and Zhou periods to the evolution of an agrarian society under the imperial state.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST342/ASIA341
Outcomes:
Students will gain an understanding of how domination by aristocratic lineage gave way to the Confucian state and society based on peasant farming; and how a bureaucratic and autocratic polity existed in symbiosis with a socioeconomic elite that maintained itself through the dominance of the agrarian economy as well as through increasing access to the sources of commerce and trade

HIST 346A Early Modern China: 1550-1800 (3 Credit Hours)
This course studies early modern Chinese society, economy, and the state from ca. 1550 to 1800, a period which marked the culmination of the development of the centralized, bureaucratic, imperial state and exhibited significant innovations in economic structure and activity. Students will be able to describe the pressure of unprecedented demographic growth, and explain how the society began to experience many of the problems that continue. They will be able analyze China's failure to build on its earlier economic and technological successes by exploring intellectual life and its relation to scientific and technological innovation.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture
Course equivalencies: X-HIST344/ASIA344/INTS371

HIST 346B Reform & Revolution in China, 1800-1949 (3 Credit Hours)
This course explores China's attempt to adjust to the complex transformations in its economy, society, politics and intellectual life initiated during the early modern period and transfigured into crisis proportions by unchecked demographic growth. These challenges were heightened and made more acute by the often hostile encounter with first the West and then Japan through the end of World War II.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST345/ASIA345/INTS372
Outcomes:
Students will be able to describe and assess the numerous evolutionary and revolutionary strategies for change during the period in China under discussion

HIST 346C History of Christianity in China (3 Credit Hours)
The course will cover the encounter between China and Christianity, from 7th century Nestorian monks, 12th century Franciscan Missions, 16th century Jesuit missionaries, Christianity in the period of Western imperialism, the expulsion of Western missionaries after the 1949 Communist revolution, and the formation of underground churches. Develop critical, writing, and research skills. Deepen understanding of Christianity as a world religion, the history of China, Christianity in China, and historical ties between China and The West.
Interdisciplinary Option: Asian Studies, Catholic Studies, Chinese Language & Culture, Global Studies

HIST 347A China Since 1949: The People's Republic (3 Credit Hours)
This course examines the attempt to create and foster the growth of a socialist state and society in China under the Chinese Communist Party, with attention to the steady transformation of society, the economy, and political life since 1949.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346/ASIA346/INTS373
Outcomes:
Students will be able to assess the major convulsive episodes such as land reform, the Great Leap Forward, the Great Proletarian Cultural Revolution, the Four Modernizations, and the impact and legacy of Mao Zedong

HIST 347C Cultural Revolution-China (3 Credit Hours)
The Great Proletarian Cultural Revolution (1966-1976) was a watershed in China's modern history. Over the course of a decade, Mao summoned the populace to battle "bourgeoisie" of the state by attacking various parts of the social, cultural and political structure.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-HIST346B/ASIA346B/INTS346B
Outcomes:
Students will examine the Cultural Revolution from the perspectives of political, social, and cultural history, utilizing memoirs, oral histories, documentary and dramatized films, primary documents written by China's party leaders, and scholarly writings; come to understand these events not solely from the hindsight of post-reform China, but from the perspective of the times during which these events unfolded; and develop their own understandings of what these years meant for the shaping of modern China's state, economy, institutions, and citizens

HIST 347D Modern Chinese History through Film (3 Credit Hours)
This course presents Chinese modern History through the lens of feature films and documentaries. Through a chronological approach, it focuses on the period from the Opium Wars to the present. It discusses political struggles, economic shifts, the encounter with Western Imperialism, the birth of Communist China, the shift to a market economy; it focuses on issues of war, gender, society, rural versus urban, and the environment. Acquire a non-Western Historical perspective; understand diversity in the World; be conversant in modern Chinese History; connect those notions to the historical development of the West; understand film theory and practice.
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Film & Digital Media Studies, Global Studies, International Film & Media Studies

HIST 349 Contemporary Global Issues: Historical Perspectives (3 Credit Hours)
This course will introduce students to important contemporary issues such as globalization, resurgent ethnic and religious strife, racism, imperialism, and the crisis of the nation state, among others. Both thematic and chronological approaches will be employed in examining selected world regions.
Interdisciplinary Option: Global Studies
Course equivalencies: HIST299BCDE/INTS298
Outcomes:
Students will be able to demonstrate an understanding of the way history shapes pressing issues in the contemporary world, the way a historical approach helps make sense of these same issues, and the value of comparative study and analysis across time and place

HIST 349A Women in East Asia (3 Credit Hours)
This course studies the lives of Asian women in China, Japan, and Korea from early modern times to the present by examining changing roles of women and how these changes have come about.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture, Women & Gender Studies
Course equivalencies: X-HIST296/ASIA296/INTS296/WOST
Outcomes:
Students will be able to explain how life reflects law in the political, social, economic and cultural history of Asian women; how imperialism and war have affected women; how women have effected change

HIST 350 Colonial Latin America (3 Credit Hours)
This course will introduce students to the major themes in the colonial history of the region known today as Latin America from conquest to independence.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST352/LASP350
Outcomes:
Students will be able to demonstrate an understanding of the following broad themes: the nature and difficulties of colonial rule in culturally diverse societies; the different ways in which individuals from all walks of life fared in the colonies; and the role that religion and the church played in everyday life

HIST 351 Latin American Independence, 1750-1830 (3 Credit Hours)
This course examines independence movements and wars in the region known today as Latin America. Course readings and lectures will explore the impact of the Enlightenment on Bourbon Spain and Spanish America, new movements toward free trade, friction between the church and state, and crown policies toward indigenous peoples.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST353/LASP351
Outcomes:
Students will be able to demonstrate an understanding of the basic contours of independence movements in Latin America

HIST 352 Latin America in the 19th Century (3 Credit Hours)
This is a survey course that introduces students to the history of Latin America during the nineteenth century through two: 1) Nation Formation: 1780s-1850s and 2) Liberal Reforms and Progress: 1850s-1910.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-HIST354/LASP352
Outcomes:
Students will demonstrate an understanding of the persistence of political instability, the problems of economic development, and elite and popular perceptions of race, class, and gender; Students will also be able to draw comparisons between different Latin American experiences

HIST 353 Latin America in Recent Times (3 Credit Hours)
This course examines major political, cultural and socio-economic developments in Latin America from the twentieth century to today. Topics to be covered include nationalism and revolution, military dictatorship and state oppression, and hemispheric relations.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST355/INTS389/LASP353
Outcomes:
Students will be able to demonstrate a broad understanding of the impetus behind the following events and themes: the Mexican Revolution of 1910; Castro and the Cuban Revolution; Peronism; Dirty Wars in Chile, Argentina and Central America; Cold War politics and CIA operations; and the current Drug War in Colombia

HIST 355 The Caribbean & Central America in Colonial/Modern Times (3 Credit Hours)
This course examines the Caribbean and Central America from European conquest and colonization to the present day.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST356/INTS380/LASP354
Outcomes:
Students will demonstrate an understanding of the significance of the Caribbean and Central America region in world, but especially US, politics since the nineteenth century and increasingly during the Cold War; Students will demonstrate an ability to draw comparisons and contrasts between nations in these regions, especially as they relate to the rest of Latin America and the United States

HIST 356 Mexican History-Ancient to Modern Times (3 Credit Hours)
This course will introduce students to the major themes in Mexican history from pre-Columbian to contemporary times based on three historical periods: Early Mexico, the Nineteenth Century, and Recent Mexico.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-HIST357/INTS379/LASP355
Outcomes:
Students will be able to demonstrate an ability to draw on the major themes in Mexico history as they relate to the Aztec empire, Spanish conquest and colonialism, independence, modernization, revolution, and democratization

HIST 357 The Mexican Revolution in Popular Imagination (3 Credit Hours)
This course explores debates about the Mexican Revolution (1910-1917) by analyzing its interpretation in scholarship and its representations in memoir, fiction, art and film.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will demonstrate an understanding of the Mexican Revolution as an event and as a myth in history and popular culture

HIST 358 Women in Latin American History (3 Credit Hours)
This course introduces students to the life experiences of women in Latin America through history, film, oral history, and their personal narratives.
Interdisciplinary Option: Global Studies, Latin American Studies, Women & Gender Studies
Course equivalencies: HIS358/INT368/LASP299/WSGS385
Outcomes:
Students will demonstrate an understanding of the way notions of femininity have been constructed and have changed over time throughout Latin American history, the various and sometimes subtle ways that women have empowered themselves, and the more overt politicization of women since the mid-twentieth century

HIST 359 Teaching World History (3 Credit Hours)
This course focuses on pedagogical approaches, curricular analysis, and methodological developments in the field of World (or Global) history. Students will become familiar with world history by developing a syllabus for a course they may teach in the future at the high school or college level.
Interdisciplinary Option: Global Studies

HIST 359D The Ottoman Empire: A Global Perspective (3 Credit Hours)
The main themes of the course include rise and development of the Ottoman Empire; relations between Muslims, Jews, Christians, and other communities; the practices of inclusion and exclusion along class, gender, and ethno-religious lines; the rise of nationalism; experiences of violence and war; and imperial legacies in post-Ottoman states.
Interdisciplinary Option: European Studies, Middle East and Islamic World Studies
Outcomes:
Gain factual knowledge; Learn to analyze different ideas and texts

HIST 359E Concentration Camps: A Global History (3 Credit Hours)
This course explores the underlying logic of extrajudicial encampment from the camps of 19th-century colonialism to the Soviet Gulag, Nazi death camps, and more contemporary detention centers for refugees and political prisoners. Why have modern states - across the ideological spectrum - made use of camps against real and perceived enemies? Students will understand the underlying political, racial, and economic motives that lead to concentration camps. A transnational approach will help students contextualize specific camp regimes within a larger global history.
Interdisciplinary Option: European Studies

HIST 359F Genocides in the Modern World (3 Credit Hours)
This class evaluates the motives and circumstances of global genocides and uncovers the experiences of those targeted by genocidal violence. The course will range widely from settler colonial violence in the Americas to the Armenian Genocide, the Holocaust, the Khmer Rouge, Rwanda, ISIL, and beyond.
Interdisciplinary Option: Global Studies, Race and Ethnicity
Outcomes:
Students will compare and contrast global genocides across space and time, evaluate the configurations of twentieth-century politics that have generated multiple genocides, and hone critical reading and writing skills

HIST 359H Anti-Colonial Resistance in the Twentieth Century (3 Credit Hours)
This course will explore the end of modern colonialism and the emergence of nation-states in Africa and Asia: one of the most significant transformations in modern history. It will consider how imperial agents justified their subjugation of colonized peoples and how colonial objects came to resist and end colonial rule.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn about theoretical, political, and historical explanations about the processes of resistance and decolonization; Further, they will develop critical analysis skills and historical knowledge

HIST 360 Community and Culture in Colonial America (3 Credit Hours)
This course covers the story of America's colonial past from its origins in the Atlantic world of the 16th century through its contact and conflicts with Native American peoples.
Outcomes:
Students will demonstrate an understanding of the process of colonial settlement, colonial labor and economic patterns, trans-Atlantic immigration, Colonial Wars of Empire and the conquest of native lands

HIST 360A Slavery and Abolition: Then & Now (3 Credit Hours)
This course will first examine the history of slavery in the ancient and medieval eras, but is devoted mainly to the rise and maturation of slavery and slave trading in the Atlantic world (ca. 1500-1865). The last third of the class charts the resurgence of post-abolition slavery.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Students will learn about slavery past and present to fashion a moral philosophy of human freedom that can make a world without slavery a reality

HIST 361 The American Revolution, 1763-1815 (3 Credit Hours)
When British colonists in North America declared themselves independent from the British Crown in 1776, they affected the most successful revolution in modern history. This course covers the antecedents and outcomes of their actions from the Seven Years War through the American Revolution to the War of 1812.
Outcomes:
Students will demonstrate an understanding of the origins, actions and significance of the American Revolution; the development of the United States Constitution; and the development of the nation up the War of 1812

HIST 362 America in the Age of Slavery and Capitalism (3 Credit Hours)
This course covers United States social, cultural, economic, and political development during the first half of the nineteenth century.
Outcomes:
Students will demonstrate an understanding of how Modern America was built between 1800 and 1850 through the study of urban development, immigration, gender history, educational developments, wars of expansion, and the growth of a democratic society

HIST 363 Civil War & Reconstruction 1850-1877 (3 Credit Hours)
This course covers the crisis of the Union from the Compromise of 1850 through the Civil War and the era of Reconstruction.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-HIST363/BWS 363
Outcomes:
Students will demonstrate an understanding of the institution of slavery, the rise of abolitionist sentiment, the failure of democratic political institutions, the military history of the war, its cultural impact on the nation, and the struggle for racial justice in the Reconstruction era

HIST 366A World War I and American Culture (3 Credit Hours)
Although World War I's impact on America paled in comparison to that of the European combatants, the wartime experiences affected the nation's economic, political, and cultural life for the remainder of the twentieth century. This course examines America's World War I experience and explores its legacy.
Outcomes:
Students will understand how the United States underwent the transformation from a relatively minor player on the international scene to an international presence, how those living through these years experienced social, cultural, economic, and political challenges associated with American life in the twentieth century; and how the roads taken and not taken during this period have shaped the options available to us today

HIST 367 United States from Great Depression to Recession (3 Credit Hours)
This course focuses on American history from 1929 to the present, a period of economic turmoil, domestic reform, and international engagement.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate historical knowledge of the politics and government of the United States since the start of the Great Depression and develop critical thinking and communication skills

HIST 369 20th Century Popular Culture (3 Credit Hours)
This course examines the social and cultural patterns of twentieth century life as revealed in popular novels, vaudeville, movies, music, nightlife, and advertising.
Outcomes:
Students will be able to demonstrate historical knowledge of American traditions of success, family, home, consumption and culture, to draw links between gender and social life, and to develop critical thinking and communication skills

HIST 370 American Business, Wealth, and Inequality (3 Credit Hours)
Beginning with colonization and extending to the 2000s global expansion of Starbucks, this course outlines the history of American business, wealth, and the attendant inequality by exploring the interplay between business, labor, politics, and culture.
Interdisciplinary Option: Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will improve their written communication skills; develop their critical thinking skills; and learn how to execute historical analysis

HIST 372 American Constitutional & Legal History to 1865 (3 Credit Hours)
This course focuses on the constitutional and legal history of the U. S. from colonial times to the end of the Civil War.
Outcomes:
Students will be able to demonstrate historical knowledge of American legal traditions of common law, federalism, and civil liberties, to draw links between social and legal change; to evaluate US Supreme Court decisions, and to develop critical thinking and communication skills

HIST 373 US Law & Public Policy (3 Credit Hours)
This course focuses on the constitutional, legal, & public policy history of the U. S. from the end of the Civil War to the twenty-first century
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will demonstrate knowledge of American legal traditions of federalism, civil rights, criminal justice, and civil liberties; understand social, legal, & policy changes; and evaluate US Supreme Court decisions

HIST 373A Crime and Punishment (3 Credit Hours)
This course examines how notions of crime and punishment have evolved between the nineteenth and twentieth centuries (with the early modern period serving as a backdrop).
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: X-HIST373A/CRMJ345
Outcomes:
Students will be able to draw conclusions on what precisely caused the shifts in punishment, with attention to such things as the professionalization of the judiciary, industrialization and urbanization, the American Civil War, and Constitutional changes; Students will also gain an understanding of sociological and anthropological approaches to this topic

HIST 374 Black Politics (3 Credit Hours)
This course will present a general overview of black politics in America, including the major black political ideologies and their theoretical underpinnings and the role of race in urban politics in the late twentieth and early twenty-first centuries.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST374/PLSC393/BWS374
Outcomes:
Students will gain an understanding of how the circumstances of Reconstruction shaped black political ideologies; how blacks came into political power in major urban centers; and what the contours of debate are in the black community over provocative issues such as the criminal justice system, affirmative action, reparations, and education

HIST 375 Digital History (3 Credit Hours)
Digital resources make primary source material available while database, mapping, and text-mining applications allow us to ask new types of research questions. Digital history is more than just gaining familiarity with digital resources, applications, and platforms; it is about understanding how using these tools has changed the way we study history.
Outcomes:
Gain an introductory technical knowledge of digital tools or methods; Learn to apply technical knowledge about digital history tools to historical questions; Acquire experience managing and creating a team-based digital humanities

HIST 376 History of the American Frontier Movement (3 Credit Hours)
This course will cover the process of frontier expansion in American history.
Outcomes:
Students will understand the frontier as a social process that was part of the American experience from its earliest colonial origins to the end of the nineteenth century; Students will also understand the frontier as a place in the western United States where Americans engaged in cooperation, conflict, and conquest with native peoples, Mexicans, and Asians

HIST 376A History of the American Indian (3 Credit Hours)
This course is a survey of the history of American Indians, including the variety of Pre-Columbian societies, the encounter between Indians and European settlers, the impact of Eurasian diseases, American Indians' fight to avoid removal from their homelands, and the resurgence of Indians as sovereign peoples.
Outcomes:
The student is to emerge from the course with an enhanced ability to appreciate the unique cultures and experiences of American Indians; appreciate the many and important ways in which Indian peoples have changed and adapted over time; and understand the religious, racial, and cultural values that motivated European-American policies toward American Indians

HIST 377 African American Women's History (3 Credit Hours)
Course deepens students' understanding of African American History by emphasizing African American women's leadership, intellectualism, challenges, and social impact. Covering multiple eras from slavery, the civil rights movement to the present-day and difficult topics (including sexual assault), the course examines the diverse experiences of historically marginalized black women.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students become familiar with multiple important African American historical figures; increase their understanding of intersectionality (race, gender, sexuality, class) in American history; and gain essential research skills

HIST 378 Latina/o History (3 Credit Hours)
This course introduces the history of Latinos in the United States from the Spanish Colonial period to the present.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity
Course equivalencies: X-HIST378/LASP378
Outcomes:
students will develop a greater appreciation and understanding of the important roles played by Latino men and women in U.S. society; the heterogeneity of the Latina/o population, including generational, regional, class, and gender divisions; and the formation of transnational immigrant communities

HIST 379B History of Italians in Chicago (3 Credit Hours)
The History of Italians in Chicago offers an in-depth look at one of Chicago's important ethnic groups. The course will utilize local resources and include a number of guest speakers from the fields of sociology, literature and political science.
Interdisciplinary Option: Italian American Studies, Italian Studies
Outcomes:
Students will understand the major social-economic forces shaping the history of Italians in Chicago; learn how to do primary research; see themselves and local institutions as a part of history

HIST 380 Introduction to African-American History (3 Credit Hours)
This course is a general survey of African-American history from its African origins to the Present.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-HIST380/BWS 380
Outcomes:
Upon completion of this class students should have a broad understanding of African-American History from 17th to the early 21st century

HIST 380A Islam in the African-American Experience (3 Credit Hours)
This course traces the development of Islam among African Americans from West African societies prior to the trans-Atlantic slave trade to the influence of Islam on popular culture in the 21st century.
Interdisciplinary Option: African Studies and the African Diaspora, Middle East and Islamic World Studies
Course equivalencies: X-HIST380A/BWS302/IWS380
Outcomes:
Students will gain an understanding of how Islamic identity was maintained in the face of slavery, how and if African-American Muslim communities differ from their emigrant counterparts, and how black nationalist groups such as the Moorish Science Temple and Nation of Islam influenced the Islamization of black consciousness in the 20th century

HIST 381 Rebels & Reformers in U.S. History (3 Credit Hours)
This course explores the success and failure of radical political and social movements in the United States.
Interdisciplinary Option: African Studies and the African Diaspora, Peace, Justice, and Conflict Studies, Women & Gender Studies
Course equivalencies: HIST381/AFR388/PAX387/WSGS303
Outcomes:
Students will understand five major movements for social change in the United States: abolition, women's rights, socialism, peace, and the quest for racial equality

HIST 382 Teaching Race, Class, and Gender (3 Credit Hours)
What resources are there for future K-12 teachers wanting to explore the intersections of gender, race, ethnicity, and class into their classrooms and meet new requirements, like those in Chicago, to broaden the K-12 curriculum? This course is designed for primary and secondary education majors eager to explore digital resources.
Interdisciplinary Option: Latin American Studies, Sociolegal Studies, Women & Gender Studies
Outcomes:
Students will: discover a range of free, digital resources; hone their critical reading and writing skills; craft and share lesson plans and reflections; write and present a peer-reviewed research paper

HIST 384 Irish Diaspora in America (3 Credit Hours)
This course examines the origins and diversity of Irish migration to the United States since the eighteenth century.
Outcomes:
Students will use historical knowledge to develop critical thinking and communications skills about the first large American ethnic minority and its impact on the history of the United States

HIST 385 Chicago in America (3 Credit Hours)
This course surveys the history of Chicago from its origins to the present, using the city as a case study of American urbanization.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST385/URB385
Outcomes:
Students will be able to demonstrate historical knowledge of Chicago's environmental, economic, social, cultural, and political history, to draw links between race relations and urban change, and to develop critical thinking and communication skills

HIST 386 Creation the American Metropolis (3 Credit Hours)
This course examines the transformation of the United States from a simple agrarian and small-town society to a complex urban and suburban nation, covering the pre-Columbian period to the present.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-HIST386/URB386
Outcomes:
Study history of American urbanization; improve writing and analytical thinking

HIST 388 U.S. Wars (3 Credit Hours)
This course will study United States Military history from the Revolutionary War to the War on Terror. We will study key battles, strategy, weapons and leaders. We will also focus on the individual soldier: his pay, recreation, benefits and equipment.
Outcomes:
Students will gain familiarity with the military aspects of warfare in U.S. history and the social aspects of warfare; They will be challenged to integrate those varying perspectives into a coherent synthesis of the topic

HIST 388A Vietnam War (3 Credit Hours)
This course offers a comprehensive examination of origin, execution, and failure of America's war in Vietnam.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-HIST/ASIA/PAX389/INTS388
Outcomes:
Students will understand the ancient origins of the Vietnamese nation, the rise and fall of the French colonial regime, the role of Vietnam in the Cold War, the peace movement, the political and cultural impact of the war on America, the success and failures of the United States military, the impact of the war on the Indo-China region, and the memory of the war in American culture

HIST 389B Topic: Gender, Race, & Class in US History (3 Credit Hours)
This course examines the historical interplay of gender, race and class in the lives of African-American and white women in the United States.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X-HIST295/PAX295/WSGS299
Outcomes:
Students will understand critical themes and periods in the development of racism and sexism, especially the ways in which the two relate; differences and similarities in the manifestations of and reactions to racism and sexism in the lives and thought of African-American and white women of differing class backgrounds

HIST 389C Gender Benders (3 Credit Hours)
This course examines the changes in gender roles and the relationship between men and women from the colonial era to the present.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST294/WOST290/WSGS294
Outcomes:
Students will demonstrate understanding of the changing expectations about and definitions of men and women of how families were organized, how childrearing was handled, who made up the home, and how work and family production followed a sexual division of labor

HIST 389F The Sixties (3 Credit Hours)
This course focuses on the turbulent years from 1960 to 1974 in American history, a period of active social movements and foreign wars.
Outcomes:
Students will be able to demonstrate historical knowledge of American social, political, gender, and cultural change during the 1960s, to draw links between popular mobilizations, countercultures, and social change, and to develop critical thinking and communication skills

HIST 389K Autobiography and Memoir in Recent US History (3 Credit Hours)
Autobiography and Memoir in Recent US History uses personal recollections as a way to get at large themes in history. Topics include immigration, nativism, ethnicity, gender, regionalism, war, religion, and class. Students read intensively as a way of understanding how individuals live their lives within large historical forces and events. This is a writing intensive course. It is also a reading intensive course. It is run as a seminar - learning to discuss and engage with ideas is a key element.

HIST 389N Anti-Immigrant Politics in U.S. History (3 Credit Hours)
The course features studies of anti-immigrant politics sponsored by: 1. the Federalist Party (late 18th c); 2. the "Know Nothing" Party (mid-19th c); 3. the Populist Party (late 19th c); 4. the Ku Klux Klan (1920s); 5. the Republican Party (early 21st c).
Interdisciplinary Option: Italian American Studies, Latin American Studies
Outcomes:
Students will use historical perspective to deconstruct the rhetoric and analyze the socio-economic and political contexts of past and present nativist political movements

HIST 389W Races to the White House: Presidential History (3 Credit Hours)
This course aims to show how the president's election, job, power, and mystique has changed since the Founding. Students will delve into the modern primary and party system's origins, the fierce debates about the Electoral College, the controversies over executive power, the media's importance, and the first families' changing role.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will gain historical knowledge of the American presidency, federalism, and electoral politics and develop critical thinking and communication skills

HIST 390 Senior Capstone (3 Credit Hours)
Each participant will utilize the research skills, historical studies and writing abilities acquired to date to produce a significant paper based largely on historical research in primary sources and bolstered by appropriate secondary sources. Restricted to students in senior standing.
Outcomes:
Students will be able to demonstrate appropriate historical scholarship, analysis and writing skills

HIST 397 History Honors Tutorial (3 Credit Hours)
Students in this course will produce a significant research paper on a topic of their own choice (25-30 pages) based largely on primary sources through archival research and will present their work in a symposium at the end of the course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Produce analytical arguments by using evidence and facts to interpret past events, behavior, and processes in your own historical research project; Identify the arguments put forth by historians in order to compare, evaluate, and criticize different interpretations of the past - In doing so, be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc) that historians use to make truth claims about the past; Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities, and consequences of change over time in relationship to historical events and processes; Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world - In this endeavor, students will also gain an understanding of the ethical practices and standards for historical research and writing

HIST 398 History Internship (3 Credit Hours)
This course provides three hours credit for students engaged in history related internships in the public and private sectors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to obtain an internship position, to learn on-the-job from an experienced practitioner in a wide variety of public and private sector settings, to draw links between their present situation and historical research, and to develop critical thinking and communication skills

HIST 399 Directed Study (1-3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the department's usual curriculum.
Outcomes:
Students will gain an understanding of a specific area of history through the close reading of selected texts and the preparation of a research paper

HIST 400 Contemporary Approaches to History (3 Credit Hours)
The course focuses on twentieth-century historical writing, emphasizing changing interpretive paradigms and innovative methodologies, and will introduce students to the range of topics and influences that now shape the discipline.
Outcomes:
Students will demonstrate their ability to analyze historical interpretations, while honing their skills in writing and oral presentation

HIST 403 Professional Lives of Historians (3 Credit Hours)
This course explores pedagogical, professional, and ethical issues of importance to historians. We will examine the many identities of historians and the relationship between training in history and career pathways. Students will explore the history of the historical profession, approaches to teaching history, ethical issues in history as well as the diverse pathways available to those with training in history. Each student will complete a pedagogical activity, a career exploration report, and a professionalizing project. Required of all first year PhD students. Open to all other students as an elective.
Outcomes:
Recognize the application of historical training in many arenas; Understand the ethical challenges facing historians

HIST 410 Topics (3 Credit Hours)
Topics vary as this course allows for the offering of specialized topics designed to enhance the graduate curriculum. Students will be demonstrate knowledge of the key features of the topic, analyze and debate the various historical themes concerning it, and complete a historiographical or research paper related to the theme of the class.

HIST 441 Women's & Gender History: Europe (3 Credit Hours)
This course provides an introduction to the major themes and scholarship in women's and gender history. It examines a variety of debates about and methodological approaches to the historical construction of gender, ranging from histories of the body and sexuality to analyses of culture, politics, and the economy. It explores how gender identities were produced and contested at specific historical moments and in different locations.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST441/WOST441/WSGS441

HIST 442 Women's & Gender History: U.S.A. (3 Credit Hours)
The course explores the literature on women and gender in US history with attention to theoretical issues, a broad chronological scope, and cultural diversity. Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history while honing their skills in writing and oral presentation.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-HIST442/WOST442/WSGS442
Outcomes:
Students will demonstrate their ability to analyze a body of historical literature on women and gender in US history, while honing their skills in writing and oral presentation

HIST 450 Nineteenth Century America (3 Credit Hours)
This course focuses on major historiographical questions reflecting the diversity of inquiry in the field of nineteenth century U.S. history. Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century. Students learn to critique recent historical literature through discussion and reflective essays.
Outcomes:
Students will be introduced to the major historiographical debates concerning the development of American society and politics during the nineteenth century; Students learn to critique recent historical literature through discussion and reflective essays

HIST 459 Environmental History (3 Credit Hours)
Environmental history expands the customary framework of historical inquiry, incorporating such actors as animals, diseases, and climate alongside more familiar human institutions and creations. This course will expose students to the major concepts, tools, and sources in the field. It will equip students to describe major changes in approaches to environmental history. It will prepare students to write, teach, and develop research projects on environmental history.
Outcomes:
1) Exposure to the major concepts, tools, & sources in the field; 2) Ability to describe major changes in approaches to environmental history

HIST 460 Urban America (3 Credit Hours)
This course examines the evolution of the United States from a rural and small-town society to an urban and suburban nation. Cities, and especially Chicago, have long offered some of the best laboratories for the study of American history, social structure, economic development and cultural change. This colloquium will provide a historiographical introduction to the major questions and issues in the culture and social life of American cities.

HIST 461 Twentieth Century America (3 Credit Hours)
Reading and discussion seminar. Students will read monographs and articles in 20th century U.S. history, including social, cultural, intellectual, and other approaches. The final assignment will be a long historiographic paper.

HIST 464 Transnational Urban History (3 Credit Hours)
This class exposes students to the history of cities across a broad spectrum of time and place. The level of analysis is both more global and more local than traditional narratives of the nation state. This course explores the recurring challenges and possibilities of urban life and urban governance across cultures and time. An emphasis on reading and writing will help students develop the skills of critical analysis. Restricted to Graduate Students.
Outcomes:
Appreciation for the recurring challenges and possibilities of urban life and urban governance across cultures and time; An emphasis on reading and writing will help students develop the skills of critical analysis

HIST 479 Public History Media (3 Credit Hours)
An introduction to the field of digital humanities and public media. Through a series of assignments and in-class labs centered around common Digital Humanities tools and platforms, the class will explore current and historical conversations in digital humanities and new media and address theoretical and practical problems involved in digital humanities-based methods and methodology. The final product of each assignment will be a collaborative digital public humanities project.
Outcomes:
Possess an introductory technical knowledge of digital tools or methods; Ability to apply technical knowledge about digital history tools to historical questions; Familiarity with managing and creating a team-based digital humanities project

HIST 480 Public History: Method & Theory (3 Credit Hours)
This course explores the field of public history with special emphasis on the theoretical and methodological challenges faced when preserving or presenting history outside of a formal classroom environment. Also under consideration will be the professional and ethical responsibilities of the historian both inside and outside of the university setting. Students will be able to understand the theoretical and methodological issues of importance to the field of public history, reflect upon ethical issues involved in the collection, curation, and presentation of history, and participate in applied projects drawing upon public history methodologies and presentation modes.

HIST 481 Management of Historic Resources (3 Credit Hours)
This class is an introduction to historic preservation. The class will review the way public historians work to protect the material culture of the built environment on a local, state, and national level. The class will consist of lectures on aspects of historic preservation, the discussion of weekly readings, and the execution of a preservation project. The project will be to prepare a National Register of Historic Places nomination on a single property or historic district.
Outcomes:
Understand the types of practice that characterizes the field of historic preservation; Understand current emerging issues in historic preservation from an ethical perspective; Experience carrying out the role of the public historian in historic preservation, ability to identify and explain the cultural value of what should be preserved

HIST 482 Archives and Record Management (3 Credit Hours)
This course introduces basic archival theory and methodology. Particular emphasis will be placed on ethics, best practices, and the relationship of archives to allied fields.
Outcomes:
Communicate what archives are and the basic tenants of the profession to a lay audience; Apply archival terminology and concepts to real world scenarios; Identify opportunities in the archival field that are appropriate for their career goals and level of experience; Apply the basics of collection care principles to any given collection at an institution; Understand the components of arrangement and description

HIST 483 Oral History: Method and Practice (3 Credit Hours)
This course will give students a basic understanding of oral history by asking several questions of the discipline, including: What exactly is oral history and what sets it apart from other historical research methodologies? What are the ethical issues involved in undertaking oral history? How does one conduct, record, and archive an interview? What steps are necessary in constructing an oral history project? What are the merits of the various products that can be derived from oral history in both texts and multimedia? In addition to reading oral historical texts and theory, students will conduct at least two interviews and participate in an ongoing oral history project. Students will learn how to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition.
Outcomes:
Ability to develop, conduct, and evaluate an oral history interview and prepare oral history interviews for archival disposition

HIST 484 Material Culture (3 Credit Hours)
This class is restricted to Graduate students. This course is an introduction to approaches to the study of American material culture in its many forms, including decorative arts and mass-produced consumer objects; urban form, vernacular architecture, commemorative landscapes; the body and dress; foodways; and the material culture of childhood. The course will consider the ways scholars use material culture to "do" history, with an emphasis on artifacts as evidence.
Outcomes:
1) Students will understand the theory and practice of material culture study; 2) Students will gain experience in artifactural analysis; 3) Students will research and interpret material culture

HIST 487 Public History: Museums (3 Credit Hours)
This course introduces graduate students to issues involved in the management of history museums while considering many questions about the role and function of museums in American society. What does it mean to say that museums serve the public? How can museums become more diverse, equitable, accessible, and inclusive institutions? How do museums tell stories and who gets to decide what stories to tell? How and why do museums collect, care for, and display some objects and not others? Why do people visit museums, what do they experience there, and what do those visits mean to them? What does "success" look like and how does one measure it? What financial, administrative, and ethical issues do museums face? How can museums critically address today's complex political, cultural, and social realities?
Outcomes:
Possess introductory knowledge of the issues involved in the management and operation of history museums; Understand the historic and current role and function of museums in American society; Familiarity with various aspects of museum practice through hands-on activities and project-based coursework

HIST 496 Race, Violence & Memory (3 Credit Hours)
Pre-requisites: Graduate Student status
In the last generation, historians, literary scholars, and other humanists have intensified the study of historical memory and commemoration, even as public demonstrations, debates, and legislation over historical markers and monuments have proliferated. This course examines the ways that Americans have remembered, forgotten, and argued over violent episodes that have played important roles in their history. We will examine three aspects of historical memory: how individuals, institutions, and movements created and silenced historical memories; how these memories were embodied in the commemorative landscape; and how memories and public landscapes have changed over time.
Outcomes:
The course¿s primary goals are provide students with an understanding of these changing historical memories and the tools to incorporate them into the their future professional lives

HIST 498 Dissertation Research (3 Credit Hours)
Students register for this course once they begin work on their dissertation and have not yet completed the sixty hours required for the PhD degree. If necessary, this course can be taken up to three times.

HIST 499 Directed Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest. There is a form that must be completed and submitted prior to course registration. There are limits on how many of these can be taken over the course of a student's career: MA (2 times) and PhD (3 times).

HIST 510 Research Seminar - Special Topics (3 Credit Hours)
Research seminar using primary sources in cultural, social, technological, intellectual, and institutional history. Topics vary according to the interest of the instructor. Students will learn how to local and analyze archival material to develop an original article-length research paper. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 555 US Social & Intellectual History (3 Credit Hours)
Research seminar that focuses on different topics relating to the social and intellectual history of the United States. Students learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 558 Studies in American Cultural History (3 Credit Hours)
Research seminar focused on primary sources in American cultural history. Students will learn how to locate and analyze archival materials to develop an original article-length research paper.

HIST 561 Seminar-Gender & Women's History (3 Credit Hours)
This seminar focuses on the use of gender as a category of analysis in history and is particularly appropriate for those who have taken courses in Women's and Gender History or Women's Studies. Students will produce a research paper; they may choose any topic relevant to issues of gender or women for any time period or society, as long as adequate primary sources are available.

HIST 581 Practicum in Public History (3 Credit Hours)
Pre-requisites: HIST 480
Practicums provide students with specific exposure to an aspect of the practice of public history. Practicums are undertaken either under the direct supervision of Loyola faculty or the joint supervision of a Loyola faculty member and a cooperating off-campus supervisor.
Outcomes:
Strengthen skills used in the classroom, including teamwork and reflective practice in praxis situations; Gain experience in communication, collaboration, and intellectual self-confidence; Possess the opportunity to produce a public history work product; Broaden the public history toolkit

HIST 582 Public History Internship (1-3 Credit Hours)
The internship will provide an extended practical experience in the field of public history. Internships are tailored to fit the needs of the individual student and the needs of the off-campus agency involved. As part of their program, all public history students must undertake an internship either doing public history in the private sector or with a public agency. The internship is available during any semester and its timing is related to an individual student's progress in the program. This is a variable credit course. Students in the MA Public History program take a 1-hour internship (50 hours minimum). Students in the PhD program, the MA Program or the dual MAPH/MILS Program take a 3-hour internship (150 hours).
Outcomes:
Enhanced skills learned via program coursework, including teamwork and reflective practice, in praxis situations; Ability to synthesize out-of-classroom and in-classroom learning through practice; Ability to synthesize out-of-classroom learning through reflection; Possess the opportunity to produce a work product appropriate to their particular internship

HIST 584 U.S. Local History (3 Credit Hours)
Research Seminar that explores the nature and practice of local history and explores various methods and approaches central to local history research. This course will introduce students to the literature on local history, acquaint them with the methodology critical to local history research, and have them conduct original research on a local history topic.
Outcomes:
This course has three objectives: 1. to introduce students to the literature on local history; 2. to acquaint students with the methodology critical to local history research, 3. to conduct original research on a local history topic

HIST 585 Career Diversity Internship (3 Credit Hours)
An elective course that allows PhD and MA students explore a career pathway and have the opportunity to see how the skills gained in History can be applied to diverse career settings. Students will gain an exposure to a non-academic career, develop new skills, and gain experience is communication, collaboration, and intellectual self-confidence.
Outcomes:
Exposure to a non-academic career; development of new skills; gain experience in communication, collaboration, & intellectual self-confidence

HIST 598 Dissertation Proposal Seminar (3 Credit Hours)
Students work closely with an advisor to prepare their dissertation proposal.

HIST 599 Directed Primary Research (3 Credit Hours)
Students work under the direction of an advisor on a specific research project and produce a Master's Essay in lieu of the seminar requirement. There is a form that must be completed and submitted prior to course registration.

HIST 600 Dissertation Supervision (1 Credit Hour)
Students take this course once they complete all requirements for the PhD except the dissertation. The purpose of this course is to maintain active enrollment in the Graduate School during the fall and spring semesters. No credit hours are associated with this course and students receive a grade of CR.

HIST 605 Master's Study (1 Credit Hour)
Students register for 605 to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

HIST 610 Doctoral Study (1 Credit Hour)
Students register for this course to maintain active enrollment in the Graduate School during the fall or spring semesters if they are not registered for any graduate class at the master's level while finishing up their requirements, such as field examinations and the research project. No credit hours are associated with this course and students receive a grade of CR.

Honors (HONR)

Discover, search, courses (p. 2661)!

HONR D101 Developments Western Thought I Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: Antiquity to the Middle Ages. All students enrolled in HONR 101 must also be enrolled in a section of HONR D101.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONRD101/CATH101D

HONR D102 Developments in Historical Western Thought II Discussion (3 Credit Hours)
This is the discussion section that complements the Honors Freshman lecture course on the Western Intellectual Traditions: the Renaissance to Modernism. All students enrolled in HONR 102 must also be enrolled in a section of HONR D102.

HONR 101 Western Traditions - Antiquity to the Middle Ages (3 Credit Hours)
This course,(and its companion, HONR 102), opens perspectives on works that have shaped the self-understanding of the Western intellectual tradition. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-HONR10/CATH102
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 102 Western Traditions-Renaissance to Modernity (3 Credit Hours)
This course (and its companion, HONR 101) opens perspectives on works that have shaped the self-understanding of the West. An interdisciplinary team of professors examines these works from a variety of disciplinary paradigms. Students will examine the recurring questions the works pose to each other and to our own culture: questions about the nature of human existence and destiny, and the characteristic problems and possibilities of humanity's struggle for justice, search for truth and hunger for beauty. These courses are structured as three hours of lecture and three hours of seminar each semester.
Outcomes:
Studying a selection of major works from antiquity to the present, students learn how each text reflects its own period, how texts within each period present different views, and how ideas change over time; Written and visual expressions of these themes are examined in relation to the political and cultural background of each period: Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Romantic Period and modernism

HONR 203 The United States Experience (3 Credit Hours)
Pre-requisites: HONR 101, HONR D101, HONR 102, HONR D102
Restricted to students in the Honors Program This course examines the formation and development of the United States. Focusing on selected topics, students learn how much is at stake in competing versions of the past. Students read influential political, literary and historical texts. Professors will introduce students to various ways of understanding the United States experience.
Outcomes:
Students will be able to demonstrate an understanding of the various ways in which the distinctive U.S. experience has been presented; Students will learn to use available public sources to conduct research on aspects of the American experience

HONR 204 Science and Society (3 Credit Hours)
Pre-requisites: Prerequisite HONR 101, HONR D101, HONR 102, HONR D102
Restricted to Honors students. Students will examine the ways natural science and social science address a particular issue as well as the effects of science on society. They will study scientific ways of knowing and organizing knowledge, and demonstrate the capacity to make reasoned and ethical judgments about the impact of science on society.
Outcomes:
Students will learn scientific principles and methods of producing knowledge and to make reasoned and ethical judgments about the impact of science on the individual, community and society

HONR 208 Encountering Latin America and the Caribbean (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102
Restricted to students in the Honors Program. This course introduces students to the history and culture of selected nations of Latin America and the Caribbean. Students will study significant ideas and events that have shaped this area. These might include indigenous cultures, colonization, slavery, race relations, independence and revolutionary movements, economic dependency and political instability.
Interdisciplinary Option: Global Studies
Outcomes:
Students will understand the relationships among cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human values and behavior, ideas of justice, and shared understandings in unfamiliar cultures

HONR 209 Encountering Asia (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course will introduce students to various regions in Asia and some of the fundamental components of Asian civilizations as they have evolved historically and persist in the modern world. Regions might include East, South and Southeast Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 210 Encountering Africa (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in Africa and some of the fundamental components of African civilizations as they have evolved historically and persist in the modern world. These might include classical African civilizations, origins of the slave trade, agriculture, ethnicities, colonialism, nationalism, the modern state.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 212 Encountering the Middle East (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to various regions in the Middle East and some of the components of selected civilizations in this region as they have evolved historically and persist in the modern world. Topics might include monotheistic religions, the Ottoman Empire, Islamic culture, creation of the modern system of states after the First World War, the place of women in Middle Eastern societies, urban and rural cultures, the political and economic consequences of water scarcity and oil wealth.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and methods of interpretation in unfamiliar cultures

HONR 216 Encountering Contemporary Europe (3 Credit Hours)
Pre-requisites: Completion of HONR 101, HONR D101, HONR 102, and HONR D102; Restricted to students in the Honors Program
This course introduces students to selected areas of Europe as they have evolved since World War II. Topics might include Europe's cultural history, nationalism, the European Union, immigration, economic development, and political life. Professors introduce students to various ways of approaching an area with many languages, ethnicities, nation-states and religions.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will learn different methods of interpreting cultural, economic, political, and social forces, and their impact on human behavior; Students will become aware of variations in human identities and values, ideas of justice, and shared understandings in unfamiliar cultures

HONR 290 Literacy Center (3 Credit Hours)
Pre-requisites: Students in or beyond their second semester; UCWR 110 or equivalent
This course offers training and practical experience in tutoring adults in written and spoken English in a volunteer literacy program. Students will be able to demonstrate understanding of societal and cultural factors affecting literacy, and will develop communication and critical thinking skills.
This course satisfies the Engaged Learning requirement.

HONR 301 Honors Capstone: Moral Responsibility (3 Credit Hours)
This course is the capstone of the Interdisciplinary Honors Program and may be taught from the disciplinary perspectives of philosophy or theology. Students will be able to analyze ethical theories and to apply principles of ethical reasoning and individual moral responsibility to contemporary social issues and questions that arise in everyday life. Students must have 75 credit hours or more to enroll.
Knowledge Area: Ethics

HONR 370 Fieldwork in Honors - Internship (1-3 Credit Hours)
The main goal of this course is to provide students with valuable work experience in a professional field connected with their academic program. It allows students to apply and further develop their knowledge and skills through an internship in a non-academic setting. The course is also intended to serve as a "bridge" between college and career. This internship presents an opportunity for students to gain valuable professional experience as an intern in public or private institutions engaged in public service projects. HONR 370 will satisfy the "service" requirement for all Honors students.
This course satisfies the Engaged Learning requirement.

Human Resources and Employment Relations (HRER)

Discover, search, courses (p. 2661)!

HRER 201 Principles of HR Management (3 Credit Hours)
This course provides an overview of the various functional areas within the field of human resource management for those who will be working in general management positions as well as in the human resources function. Topics will follow a logical sequence beginning with pre-employment planning and continuing through organizational exit. Specifically, topics will include forecasting human resource needs, employee recruitment and selection, training, performance evaluation, wage and salary administration, collective bargaining, legal constraints on personnel practices and organizational exit.
Course equivalencies: HRER 301/HRER 375
Outcomes:
Students will examine the importance of contemporary Human Resources Management; Students will be able to select compensation strategies to support organizational goals

HRER 311 Employment Relations (3 Credit Hours)
Pre-requisites: Junior Standing
This course provides an introduction to employee relations, and how companies, labor unions, human resources professionals and the law shape the contemporary relationship between employees and their employers in the United States.
Course equivalencies: MGMT311/HRER311
Outcomes:
Students will demonstrate how management representatives, unions, and government dynamically interact to provide employees voice, balance group interests and power, and resolve workplace conflict

HRER 313 Compensation Management (3 Credit Hours)
Pre-requisites: Junior standing; C- or better in ISSCM 241 or ISSCM 241H or STAT 103; and C- or better in HRER 301
This course examines reward policies, programs and practices over such matters as base-pay, employee benefits and incentive in private and public organizations.
Course equivalencies: MGMT313/HRER313
Outcomes:
Students will learn how to design and implement reward programs that will give their employers a competitive advantage; to resolve compensation problems from both a human resource professional and managerial perspective; and to negotiate fair pay packages with their employers; Students will improve their team leadership, analytical and writing skills

HRER 317 Human Resource Staffing (3 Credit Hours)
Pre-requisites: Junior Standing, "C-" or better in HRER 301
This course covers topics related to organizational staffing, including job analysis, forecasting, use of biographical information, interviewing, statistical analysis, performance evaluation and legal issues related to selection.
Course equivalencies: MGMT317/HRER317
Outcomes:
Students will acquire the knowledge and skills necessary for the development, implementation and evaluation of a staffing system

HRER 322 Human Resource Development (3 Credit Hours)
Pre-requisites: Junior Standing, "C-" or better in HRER 301
This course examines how organizations develop employees with the technical, interpersonal and leadership skills to be effective in their jobs. The course will incorporate training, development, and performance management topics.
Outcomes:
Students will learn how to conduct a training needs assessment, set learning objectives, establish evaluation criteria, select the best instructional methods, conduct a training program and evaluate the impact of the program on the learner and organization; Students will also improve their presentation, team leadership, analytical and writing skills

HRER 325 Global Employment Relations (3 Credit Hours)
Pre-requisites: Junior Standing, C- or better in HRER 301
This course has two basic objectives: to familiarize students with different employment relations systems in advanced industrial economies in North America, Europe, and Asia; and to introduce students to labor problems associated with a global economy (e.g., sweatshops, child labor, slavery and other coercive labor systems) and to proposed approaches to redressing these problems (e.g., transnational institutions like the ILO, trade agreements, voluntary codes of conduct, labor unions).
Interdisciplinary Option: International Business

HRER 329 Global HR and Organizational Behavior (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in HRER 201, HRER 301, or MGMT 201
This course provides an understanding of the critical roles of Human Resource professionals throughout the strategic globalization process. The course will also teach one to become aware of cross-cultural issues that affect organizational dynamics and behaviors central to management processes, such as staffing, motivation, negotiation, communication, and leadership.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Survey the three types of topics covered by the field of Global HRM: 1) Management of human resources in global corporations, 2) Management of expatriate employees, and 3) Comparison of HRM practices in a variety of different countries

HRER 364 Negotiation and Conflict Management (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in MGMT 201
Negotiation and conflict management are pervasive in the workplace and in business, occurring between co-workers, managers, vendors, and parties whenever interests diverge. This class focuses on generating self-insight through the experience of engaging in negotiation simulations in each class, and by applying theory of negotiations to class exercises and personal experience.
Outcomes:
Students will learn fundamental principles and theories of negotiations and conflict management; Students will apply course materials to improve problem solving and decision-making; Students will develop specific skills and competencies needed by professionals in the field of management

HRER 395 Independent Study in Human Resources and Employment Relations (1-3 Credit Hours)
Pre-requisites: Junior Standing, C- or better in HRER 301, department consent required
No course description is available

HRER 399 Special Topics in Human Resources and Employment Relations (1-3 Credit Hours)
Pre-requisites: Junior Standing , C- or better in HRER 301
No course description is available

HRER 413 Compensation (3 Credit Hours)
This course examines wage and salary policies and programs in private and public organizations. Legislative and social issues affecting pay decisions and the alignment of pay policies with the business strategy and other human resource programs are covered.
Outcomes:
Students will learn how to design and implement compensation policies and programs that will give their employers a competitive advantage; Students will learn how to resolve compensation problems from both a human resource professional and managerial perspective; Students will learn how to create pay policies that are perceived as just and equitable; Students will improve their team leadership, analytical, and writing skills

HRER 415 Internship (1 Credit Hour)
An internship provides the student with direct exposure to human resources and/or industrial relations functions as they are practiced in the real world.
Course equivalencies: HRIR415/HRER415
Outcomes:
Students will learn to practically apply the concepts and theories learned in the classroom to a real organizational work environment

HRER 417 Managing and Motivating in the Workplace (3 Credit Hours)
The course primarily explores the structure and function of human behavior in organizations. Students will be introduced to the principles of theory of perception, motivation, decision making, and job and organizational design as they relate to organizational realities such as power, politics, and change.
Course equivalencies: CORD/HRIR/TRDV/HRER417/MGMT470
Outcomes:
Students will gain a better understanding of both individual and group behavior in organizational settings and will be able to view organizational change through globalization, diversity, technology, and ethics

HRER 417B Managing and Motivating in the Workplace (3 Credit Hours)
Pre-requisites: Restricted to MBA Baumhart Scholars students
This course explores the structure and function of human behavior in organizations with a special focus on diversity, equity, and inclusion and on change management.
Outcomes:
Students will gain a better understanding of both individual and group behavior in organizational settings and will be able to view organizational change through globalization, diversity, technology and ethics

HRER 417N Managing and Motivating in the Workplace (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course introduces students to organizational behavior (OB) and human resource management (HRM). Students will learn theories and managerial perspectives relating to employee motivation, job attitudes, interpersonal relationships, and decision-making. These concepts will be applied to the HRM topics of job design, staffing, training, compensation, performance management, and employee relations. This course will equip students with the knowledge and skills needed to create a positive work environment as a manager, support meaningful work, and motivate extraordinary employee performance.
Outcomes:
Develop a global perspective and appreciation of culture and diversity in organizations; Integrate and apply OB and HRM with organizations' people management strategies

HRER 418 Human Resources Law (3 Credit Hours)
This course will introduce students, by a combination of statutory case law analysis and readings, to the substantive case law in the area of employee-employer relations' law. The statutes and case law encompass the following: National Labor Relations Act, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act (ADEA), Americans with Disabilities Act (ADA), Civil Rights Act of 1991, Illinois Human Rights Act, and Illinois Employment Law Statutes and Regulations.
Course equivalencies: HRIR418/HRER418
Outcomes:
The primary purpose of this course is to introduce graduate students to a practical examination of the principles of "employee-employer" relations law, also called human resources law or personnel law; Students will be exposed to the principal theories, policies and literature concerning the relevant federal and state (Illinois) court case law and government regulations of the employee-employer relationship in primarily the private sector

HRER 422 Global Human Resource Management (3 Credit Hours)
This course examines the critical roles of Human Resource professionals throughout the strategic globalization process, as well as the cross-cultural issues that affect organizational dynamics and behaviors central to Human Resource processes, such as staffing, training, motivation, negotiation, team building, and communication.
Outcomes:
To survey the three types of topics covered by the field of Global HRM: 1) management of human resources in global corporations, 2) management of expatriate employees, and 3) comparison of HRM practices in a variety of different countries; To consider special topics at the forefront of global HR, such as effects of NAFTA and the European Union, global ethics, and critiques of globalization

HRER 429 Human Resource Development (3 Credit Hours)
This course examines how organizations develop employees with the appropriate technical, interpersonal and leadership skills to be effective in their jobs.
Outcomes:
Students will learn how to conduct a training needs assessment, set learning objectives, establish evaluation criteria, select the best instructional methods, and to evaluate the impact of the program on the employee and organization; In addition to conducting formal training programs, students will learn how to use career planning, job rotation and performance feedback to develop employees and themselves; Students will improve their presentation, team leadership, analytical and writing skills

HRER 430 Leading Change in Organizations (3 Credit Hours)
The course focuses on enhancing managers' capabilities in integrating strategic issues with "people" issues, enabling them to effectively implement change initiatives within diverse global environments.
Course equivalencies: X - MGMT472 / HRER430
Outcomes:
Students will learn fundamental principles, theories, and generalizations needed for competent approaches to implement organizational change that prioritizes managing the "people" aspects of change, as participants or managerial change agents

HRER 433 Group Process and Facilitation (3 Credit Hours)
This course focuses on major concepts of group development and group dynamics. Other topics of discussion include communication patterns, authority relations, leadership, norms, stages of group behaviors, paradoxes of group life, and self-awareness within group settings.
Course equivalencies: HRIR433/HRER433
Outcomes:
Students learn the various tools and techniques of process consultation and also gain knowledge and competence for working with groups; The course combines cognitive and conceptual materials with experienced-based learning

HRER 442 Global Overseas Seminar (3 Credit Hours)
This course examines cross-cultural human resources topics both within the business organization and across the global marketplace.

HRER 452 Human Resources Information Systems (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course offers an in-depth look into the processes involved in implementing Human Resource Information Systems (HRIS) and how to use analytics to drive key business decisions.
Outcomes:
Understand how to prioritize needs and implement and use HRIS to support business decisions; Learn basic programming for analytics

HRER 453 Incentive Pay and Employee Benefit Programs (3 Credit Hours)
This course examines incentive pay and employee benefit programs in private and public organizations. Program design and the alignment of incentive pay and benefit programs with business strategy and human resource programs are covered.
Outcomes:
Students will learn to design and implement incentive pay and employee benefit programs that will give their employers a competitive advantage and be perceived as equitable among employees; Students will improve their team leadership, analytical, and writing skills

HRER 462 Employment Relations (3 Credit Hours)
This course examines critical labor laws in the United States and the structure and function of our employment relations system.
Outcomes:
Students will demonstrate understanding of basic case law in the field of labor relations and how unions, management representatives, and government dynamically interact to provide employee representation, balance group interests, and, ideally, avoid disruptive workplace conflict

HRER 463 Staffing (3 Credit Hours)
This course provides an overview of staffing processes in organizations, with an emphasis on recruitment and selection procedures. Other topics of discussion include legal and strategic issues in staffing and relevant statistical concepts.
Outcomes:
Students will become comfortable with the entire staffing process and be able to design and implement cutting-edge staffing systems, with an emphasis on business strategy

HRER 464 Negotiation and Conflict Management (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to develop students' expertise in managing negotiations and conflicts in a variety of settings. It is designed to be relevant to a broad spectrum of problems faced by those working in management.
Outcomes:
Students will develop both analytical and interpersonal skills through engagement in a variety of negotiation exercises

HRER 490 Analytical Problem Solving (3 Credit Hours)
This course is designed as an introductory graduate level course in analytical problem solving, another name for research methods, and design. A basic understanding of, and general familiarity with, fundamentals of statistical concepts is assumed. However, where necessary, we will revisit these concepts briefly. Of course, this is not a course in statistics.
Course equivalencies: HRIR490/HRER490

HRER 498 Independent Study (3-6 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of human resources not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in human resources management

HRER 499 Special Topics in Human Resources and Employment Relations (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

HRER 500 Special Topics in Human Resources and Employment Relations (3 Credit Hours)
This course engages students in a chosen special topic in Human Resources and Employment Relations.
Outcomes:
In-depth understanding of a special topic in the area of Human Resources and Employment Relations

HRER 501 Performance Management (3 Credit Hours)
Designed to provide both current and future managers an in-depth understanding of performance appraisals and related issues, this course also emphasizes goal-setting, feedback, and the rating process.
Outcomes:
Students will learn to apply the various techniques used to conduct effective performance appraisal processes and design comprehensive performance management systems for their organizations

HRER 501E Performance Management (1.5 Credit Hours)
Examines the manner in which managers can assess the performance of their subordinates and provide feedback designed to maximize their performance and organizational effectiveness.

HRER 502 Global Employment Relations (3 Credit Hours)
This course introduces students to different employment relations systems in advanced industrial economies in North America, Europe, and Asia and to formats for resolving new types of labor problems that have emerged in a global economy.
Outcomes:
Students will be able to identify critical differentiating aspects of employment relations systems in the developed world and common pro and con arguments regarding proposed solutions to substandard working conditions in the developing world

HRER 511E Conflict Management and Negotiation (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Students participate in hands-on exercises designed to increase their knowledge of conflict resolution and negotiation techniques.
Course equivalencies: MGMT 605E/HRER 511E

HRER 513E Strategic Human Resource Management (1.5 Credit Hours)
As a leader or manager, it is your job to find the right people, engage and motivate them, and structure and operate the organization in a way that enables and inspires people to perform at their best; preserving the organization's financial health and protecting it from legal risks. This course focuses on how best to accomplish this. Enrollment limited to EMBA Cohort.
Outcomes:
Understand the role of HR in the successful execution of business strategy; Understand the importance of fit-driven strategic hiring; Understand the basic tactics of distributive and integrative bargaining

HRER 600E Performance Management (1.5 Credit Hours)
Examines the manner in which managers can assess the performance of their subordinates and provide feedback designed to maximize their performance and organizational effectiveness.

Human Services (HMSV)

Discover, search, courses (p. 2661)!

HMSV 101 Survey of Human Services (3 Credit Hours)
Survey of Human Services will cover basic concepts and models of service delivery in the field. Primary emphasis will be on the growth and evolution of the field, types of services and needy populations, and issues that affect the delivery of human services in the United States.
Interdisciplinary Option: Human Services

HMSV 201 Human Services Practice (3 Credit Hours)
The purpose of this course is to prepare students for their future work in HMSV agencies and to introduce them to HMSV clients. The course will teach students about the basic issues that face HMSV providers and will help them put a human face on HMSV clients. In addition, the course will emphasize the importance of client diversity in formulating assessment and case management strategies for HMSV clients.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

HMSV 390 Supervised Fieldwork II (6 Credit Hours)
No course description is available
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.

Infectious Disease and Immunology (IDIM)

Discover, search, courses (p. 2661)!

IDIM 400 Infections and Immunology (3 Credit Hours)
IDIM 400 integrates basic knowledge of infectious microorganisms with an understanding of innate and adaptive immune systems that react against them. Following a review of infections caused by specific infectious organisms, IDIM 400 will focus on specific aspects of immune systems and how they interact to remove these infectious microorganisms.
Outcomes:
1) Explain the cellular basis of immune development; 2) Differentiate between the mechanisms of activation of immune systems; 3) Analyze the mechanisms involved in combating bacterial and viral infections

IDIM 401 Conceptual Bases of Infectious Diseases (2 Credit Hours)
IDIM 401 integrates a basic science understanding of microorganisms with an understanding of their role in human health. Following a review of bacterial physiology and gene expression, the focus will be on bacterial disease, including basic strategies used to cause disease and details of pathogenesis by medically important bacterial pathogens.
Outcomes:
1) Describe differences between bacteria and eukaryotes; 2) Understand mechanisms by which bacteria cause disease; 3) Understand limitations of current antimicrobial therapies; 4) Differentiate between similar diseases with different causes

IDIM 403 Parasitology and Virology (2 Credit Hours)
Pre-requisites: IDIM 400
The Parasitology and Virology course IDIM 403 is designed to describe infections caused by microorganisms and animal diseases transmissible to man, with a primary focus on parasites and viruses. We will emphasize the pathophysiology of these diseases in humans of various ages. This course will promote an understanding of how the properties of certain infectious agents can in some cases avoid an adequate immune response.
Outcomes:
1) Explain the mechanisms of pathogenicity of various infectious agents; 2) Analyze the mechanisms by which emerging viruses arise; 3) Apply knowledge to viral vaccine development

IDIM 418 Presentation skills (1 Credit Hour)
Scientists must communicate their work in numerous venues, from giving oral presentations in seminars and conferences to writing papers and grant proposals. This course is designed to train students in the design and delivery of effective oral presentations, a skill that can be readily adapted to serve as a starting point for written communications.
Course equivalencies: IDIM418/BMSC418
Outcomes:
1) Identify elements of an effective oral presentation; 2) Deliver an effective oral presentation; 3) Judge the effectiveness of oral presentations

IDIM 492 Research (1-8 Credit Hours)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. IDIM 492 is designed to give credit for the research efforts that will result in the Master's thesis.

IDIM 501 Seminar (1 Credit Hour)
IDIM 501 is designed to help students stay abreast of current topics in infectious disease and immunology. Students will attend weekly seminars and are encouraged to interact with invited seminar speakers by asking questions and contributing to group discussions. Upon completion students will have enhanced their understanding of current research.
Outcomes:
1) Describe the results or conclusions from a given seminar presentation; 2) Understand how research is advancing knowledge in a given field covered by a representative seminar; 3) Question new data or their interpretation

IDIM 502 Special Topics in Infectious Disease and Immunology (0-5 Credit Hours)
IDIM is designed to immerse students in current literature, with new topics chosen each year. Students will read the primary literature and participate in discussion sessions. The course will enhance the ability of the student to critically read and interpret scientific literature in infectious disease and immunology.
Outcomes:
1) Critically read and discuss scientific literature in the area covered by the course; 2) Discuss experimental approaches, their limitations, and the conclusions that can be drawn from observed results

IDIM 595 Thesis Supervision (1 Credit Hour)
A major component of the M.S. degree in Infectious Disease and Immunology is the successful completion of a research project integrating basic and clinical science. This course is similar to IDIM 492, except that students are expected to perform at an advanced level in all aspects.
Outcomes:
Understand the significance and clearly communicate the research problem; Describe the approaches used and results obtained; Draw conclusions and identify future directions

Information Systems - Bus (INFS)

Discover, search, courses (p. 2661)!

INFS 247 Business Information Systems (3 Credit Hours)
Focuses on using information technology to support business processes. The purpose and composition of information systems, the utilization of technology and hands-on experience in developing microcomputer business applications with productivity tools (Microsoft Excel and Access).
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Understanding of using information technology to support business processes, and of developing business spreadsheet and database applications

INFS 247H Business Information Systems - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
Focuses on using information technology to support business processes. The purpose and composition of information systems, the utilization of technology, and hands-on experience in developing microcomputer business applications with productivity tools (Microsoft Excel and Access).
Course equivalencies: INFS247/ISOM/MGSC247/ACINF247
Outcomes:
Understanding of using information technology to support business processes and of developing business spreadsheet and database applications

INFS 336 Global Perspectives on Digital Business (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in INFS 247
This course will present topics related to managing information systems projects and digital business from a global perspective. Project management issues such as analyzing stakeholders, defining expectations, defining project deliverables, analyzing scope, collecting requirements, developing schedules, and mitigating risk, will be covered. Also, variety of digital business issues, such as digital business models, disruptive forces, and digital strategies will be covered from a global perspective.
Outcomes:
Understanding of concepts and steps related management of digital business project in a global environment; Understanding of general and global digital business concepts and issues

INFS 343 Business Analytics (3 Credit Hours)
Pre-requisites: Sophomore standing; C- or better in (ISSCM 241 or ISSCM 241H or STAT 103), (INFS 247 or INFS 247H), and one of the following: MATH 110, MATH 118, MATH 130, MATH 131, or MATH 161
This course covers basic principles in data modelling, and turning big data into intelligent actionable insights. Through the use of real business case studies and lab sessions students will develop a comprehensive, innovative and practical approach to data analytics that enables them to solve diverse and complex business problems.
Course equivalencies: BSAD343/BSAD343H
Outcomes:
Explain core design concepts, appraise various technological solutions, determine proper analytics methods, integrate data visualization, and make a compelling presentation of a novel use case depicting current market trends

INFS 343H Business Analytics - Honors (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan Honors Program; Requires C- or better in ISSCM 241H or ISSCM 241 or STAT 103, INFS 247 or INFS 247H, and one of the following: MATH 110, MATH 118, MATH 130, MATH 131, or MATH 161
This course covers basic principles in data modeling, and turning big data into intelligent actionable insights. Through the use of real business case studies and lab sessions students will develop a comprehensive, innovative and practical approach to data analytics that enables them to solve diverse and complex business problems.
Course equivalencies: BSAD343/BSAD343H
Outcomes:
Explain core design concepts, appraise various technological solutions, determine proper analytics methods, integrate data visualization, and make a compelling presentation of a novel use case depicting current market trends

INFS 346 Database & Data Warehousing Systems (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in INFS/ISSCM 247
Covers current concepts in database theory and use. The course teaches design, implementation, and utilization of relational database management systems by covering the processes, tools, and methodologies such as business requirement collection, ER modeling, relational modeling, normalization, SQL, and MS Access.
Course equivalencies: ISOM346 / MGSC346
Outcomes:
Students will be able to demonstrate understanding of how to effectively develop and use business database system

INFS 347 Systems Analysis & Design (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in INFS 247
This course studies methods for analyzing, developing and implementing business information systems. Stages of the systems development life cycle are explored in depth. Tools and techniques for structured and object-oriented analysis and design are discussed.
Outcomes:
Understanding of the development and implementation of business information systems

INFS 348 Advanced Data Analytics and AI (3 Credit Hours)
Pre-requisites: Minimum grade of C- in INFS 346 and INFS 343
This course focuses on extracting insights from complex datasets and progresses from data mining and R principles to data transformation and data mining techniques. Using deep learning and large language models, it addresses challenges in AI analytics, emphasizing ensemble learning techniques, model evaluation, and the handling of big data.
Course equivalencies: ISOM348 / MGSC348
Outcomes:
To be able to effectively use technologies such as Hadoop (Map Reduce) & R for solving data-dependent business problems of varying levels of complexity

INFS 360 Data Visualization & Business Intelligence (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in INFS 346
The amount of data that our world generates is growing at a torrid pace. Sifting through & making sense of these humongous mountains of data is crucial to ensuring business growth, success and to making scientific discoveries & advancements. Data visualization plays an important role in this process.
Outcomes:
Students will be able to process & visualize large amounts of data in order to enable efficient & effective analysis using industry standard software

INFS 362 User Experience (UX) and Biometrics (3 Credit Hours)
This experiential and research-focused course explores the newest developments in the field of user experience (UX) & biometrics (e.g., collecting and analyzing human behavior data through eye tracking, galvanic skin response, facial expression, voice, and brain activity) and introduces various methods used in cutting-edge research laboratories to study human insight in business contexts. Theoretical UX concepts and practical skills in biometric data collection and analysis will be explored using the latest academic research and hands-on work with biometric hardware, software, and data. Students will complete and present the original human subject research project (team-based and with IRB approval) using biometric trackers and biosensors. The research project will be documented in the format of a full academic article.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to communicate the value of User Experience in design; Describe the value of human insights through biometric data; Critically evaluate biometric data-focused research studies; Design and implement a biometric data-focused research study; Analyze and interpret human insights through fundamental biometric data such as gaze, facial expressions, and galvanic skin response; Develop proficiency in working with leading biometric trackers/biosensors and software platform; Write a complete empirical academic article using biometric data

INFS 394 Programming in Python (3 Credit Hours)
Pre-requisites: Junior standing and a minimum grade of C- in INFS 346
This course focuses on how to effectively use the Python computer programming language to support decision making in business. We will particularly focus on using Python for manipulating and analyzing data. In addition to covering the concepts of programming, this course covers working with external data, debugging code and developing user interfaces.
Outcomes:
To learn how to develop computer programs in the Python programming language; To understand the process of debugging code to resolve errors; To read data from external files including from an external database using embedded SQL within Python code

INFS 395 Independent Study in Information Systems (1-3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member in a specialized area of Information Systems not otherwise covered by departmental course offerings. Variable Credit. May count for Information Systems major or minor. Permission of Assistant Dean required.

INFS 397 VBA Programming with MS Office (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in INFS 346
This course focuses on how to effectively use Microsoft Office's built-in programming language, Visual Basic for Applications (VBA), to build models, primarily in Excel. We will cover issues that facilitate the construction of robust and readily understandable models in the VBA language. Starting with basic modeling functions, the course will progress through complex modeling skills. This course assumes that you are familiar with Basic Excel operations.
Outcomes:
By the end of this course, the student should be able to: build models using Excel built-in functions, build, customize and store Excel macros, design and build accurate, robust models with VBA, build custom VBA procedures, and create user-defined financial functions in VBA

INFS 399 Special Topics in Information Systems (1-3 Credit Hours)
Special topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

INFS 400 Quantitative Methods (0 Credit Hours)
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 400C Quantitative Methods (0 Credit Hours)
Pre-requisites: Restricted to students in the Health Care Management MBA Program
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting function, including linear, quadratic, exponential, logarithmic, and multivariable functions, to support data-driven managerial decisions

INFS 400E Quantitative Methods (1.5 Credit Hours)
Quantitative Methods is restricted to students enrolled in the Executive MBA or the Health Care Management MBA programs.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to model and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 400N Quantitative Methods I (0 Credit Hours)
Introduces the non-math-oriented student to the use of mathematical modeling in business. This course begins with a review of topics from algebra, then covers concepts in calculus and applies them to the solving of business problems.
Outcomes:
Students will be able to apply algebraic, calculus, and optimization techniques to models and solve common business decision problems; Students will demonstrate proficiency in evaluating and interpreting functions - including linear, quadratic, exponential, logarithmic, and multivariable functions - to support data-driven managerial decisions

INFS 402N Quantitative Methods II - Statistics Primer (0 Credit Hours)
The fundamentals of managerial statistics are presented. Topics include descriptive statistics, regression, and correlation analysis.
Outcomes:
Students will be able to apply foundational statistical concepts - including descriptive statistics, normal distribution, the central limit theorem, and estimation - to summarize data and make evidence based managerial inferences; Students will be able to formulate and evaluate statistical models - such as hypothesis tests and simple/multiple regression - to support decision-making in business contexts

INFS 443 Business Analytics (3 Credit Hours)
Business analytics is the practice of using systematically collected data to support decision-making in business contexts. The goal of this course is to introduce students to the contemporary approaches, tools, and techniques used in business analytics. Because many concepts in this field are best learned through hands-on experience, the course emphasizes obtaining, processing, analyzing, and visualizing data drawn from a variety of business cases. Students will use a modern analytics language widely adopted by data scientists to perform these tasks. Throughout the course, students will develop practical analytic skills and strengthen their ability to generate meaningful business insights through data-driven analysis.
Outcomes:
Explain the key factors differentiating business intelligence from business analytics; Frame a problem in a business analytics context to drive insightful decisions and gain the competitive edge

INFS 484B Project Management (1.5 Credit Hours)
Pre-requisites: Completion of two introductory business courses (ACCT 400, MARK 460, FINC 450, ECON 420, SCMG 480)
The art and science of project management as applied to a variety of business and technical projects in commercial, public, and private sectors. Covers: project life cycle and methodology; teambuilding; project organization, stakeholders, and leadership; proposals and contracts; techniques for project planning, estimating, scheduling, and control; PMO.
Outcomes:
Understanding of the broader role of the project manager with regard to all project stakeholders, and of methods, tools, and procedures for initiating, defining, and executing projects

INFS 484E Project Management (3 Credit Hours)
Explores the art and science of project management and systems development, as applied to a variety of large and small project situations in commercial, public, and private sectors.
Course equivalencies: OPMG601E/ISOM484E
Outcomes:
Students will be able to communicate the value of project management to their staff and peers; Students will be able to describe the roles of the project manager, sponsor, and key stakeholders; Students will be able to coach project managers on the key project management responsibilities; Students will be able to manage a process for identifying, analyzing, and prioritizing a portfolio of projects; Students will be able to identify, engage, and partner with sponsors and key stakeholders; Students will be able to create a culture of project transparency and collaboration; Students will be able to provide project oversight by validating plans and evaluating status

INFS 484N Project Management (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Project management is the art, craft, and occasional science of being intentional and systematic about transforming ideas into practice and realizing organizational value. We explore how to design and sequence tasks and deliverables, obtain resources, and manage to deadlines and value.
Outcomes:
Identify project management opportunities; Design executable project plans; Recognize and address risks that arise during execution

INFS 490E Fundamentals of AI for Business (3 Credit Hours)
This course provides a comprehensive overview of Artificial Intelligence (AI) designed for Executive MBA (EMBA) students who are mid-level to senior-level professionals. Students will explore foundational AI concepts, strategic and organizational use cases, and ethical implications through the lens of executive leadership. Emphasis is placed on real-world application, critical analysis, and experiential learning, with a focus on how AI supports enterprise-level decision-making, cross-functional leadership, and long-term competitive advantage.
Outcomes:
Define and explain core AI concepts and terminology; Critically evaluate AI trends, tools, and applications in business strategy; Develop AI integration plans for real-world organizational challenges

INFS 491 Managerial Statistics with Artificial Intelligence (AI) (3 Credit Hours)
Pre-requisites: Graduate School of Business student
This course examines the integration of statistical methods with artificial intelligence (AI) techniques to analyze and interpret complex data. Students will study key statistical concepts, including descriptive statistics, random variables, probability distributions, estimation, hypothesis testing, regression, correlation analysis, and model building. AI-driven approaches will be introduced for various topics. Emphasis is placed on using statistical software and AI to facilitate data analysis and address real-world problems effectively.
Course equivalencies: ISOM491 / MGSC491
Outcomes:
Students will gain a high-level understanding of common statistical tools used in AI and machine learning algorithms and they will be able to derive conclusions from statistical studies; Students will be able to describe data using visual and numerical summaries, analyze and interpret data effectively, perform estimation and hypothesis testing, develop and evaluate statistical models such as regression, apply statistical software for data analysis, and present statistical findings and AI results clearly and accurately

INFS 491C Managerial Statistics (3 Credit Hours)
Pre-requisites: Restricted to students in the Health Care Management MBA Program
The fundamentals of managerial statistics are presented. Topics may include descriptive statistics, random variables, probability distributions, estimation, hypothesis testing, regression, and correlation analysis. Statistical software is used to assist in the analysis of these problems.
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

INFS 492 Database Systems (3 Credit Hours)
This course uses database systems as the focus for studying concepts of data modeling and data manipulation. Procedures for creating, managing, sorting, and processing data are discussed. Concepts of relational database methods are covered as well as the issues that arise in managing information in a database and using it to support business processes.
Course equivalencies: ISOM492 / MGSC492
Outcomes:
Understanding the development and use of business database systems

INFS 492E Business Intelligence/Data Warehousing (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores concepts of data warehousing and business intelligence from a managerial perspective.
Course equivalencies: INFS600E/INFS492E

INFS 493 Database Analytics (3 Credit Hours)
Pre-requisites: INFS 492 This course focuses on practical methods for in-database data preparation and manipulation to extract analytical insights out of a large or big data repository
The concept of big data, distributed computing frameworks, and massively parallel processing databases are also covered. Students will become proficient using open source databases, performing extensive advanced SQL programming, writing scripts and manipulating strings, numbers, data, etc. within a database.
Outcomes:
Implement Advanced Data Queries: Conduct advanced searches, hierarchical queries, and implement range-based filtering to address complex data analysis requirements; Master Advanced SQL Techniques: Develop expertise in advanced SQL programming, including \\nstring manipulation, numerical calculations, date handling, and metadata queries; Analyze and Prepare Data for AI: Utilize in-database data preparation techniques to transform raw data into actionable insights, a critical step for AI model development and implementation

INFS 493E Strategic Use of Information Technology (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Focuses on the use of information technology for competitive advantage, including the management of information as a corporate resource, and information systems planning and its relationship to corporate planning.
Course equivalencies: ISOM601E / INFS601E/INFS493E

INFS 494 Applied Data Mining and Artificial Intelligence (AI) (3 Credit Hours)
Data Mining involves the search for patterns in large quantities of data using techniques such as clustering, decision trees, neural networks, and association analysis. Machine learning, the process of using mathematical models of data to help a computer learn without direct instruction, an important application of artificial intelligence (AI), is also introduced.
Outcomes:
The student will be able to build models using an industry-standard package and interpret the results; The student will be able to use AI-enabled tools to discover and extract implicit but potentially useful information from data

INFS 495 Forecasting Methods with Artificial Intelligence (AI) (3 Credit Hours)
Pre-requisites: INFS 402N or INFS 491
Restricted to Graduate School of Business students. Techniques of forecasting and model building are introduced. Methods covered are simple and multiple regression, introduction to time series components, exponential smoothing algorithms, and AIRMA models - Box Jenkins techniques. Business cases are demonstrated and solved using the computer.
Outcomes:
Students will be able to forecast business and economic variables to enhance business decisions; Students will learn how AI enhances forecasting techniques by uncovering complex patterns, automating model optimization, and improving forecast accuracy; Students will be equipped with the skills to create advanced, AI-augmented forecasting models, making them invaluable assets in data-driven decision-making environments

INFS 496 Systems Analysis and Design (3 Credit Hours)
Provides a core set of skills for planning, managing, and executing systems analysis and design processes in e-business and Web-based environments. Topics typically include project initiation and planning, methods used in the determination of information requirements, prototyping, techniques used in systems design, testing, and implementation strategies.
Outcomes:
Understanding of the development and implementation of business information systems

INFS 499 Independent Study (3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of information systems not otherwise covered by department course offerings.

INFS 590 Global Strategy and Data (3 Credit Hours)
This course introduces the student to economic and business practices of a foreign country using the analysis of data and on-site experiences. We will focus on business strategies, impediments, and challenges in light of the culture, politics, history, and institutions of a selected country. We will interact with a variety of local people, such as small business owners, firm managers, economists, journalists, and students, in order to inform our understanding and analysis.
Outcomes:
Students will gain knowledge and analytical skills that can assist them in facing the challenges of conducting business in global locations

INFS 592 Data Visualization (3 Credit Hours)
Co-requisites: INFS 492
The amount of data that our world generates is growing at a torrid pace. Sifting through and making sense of these humongous mountains of data is crucial to ensuring business growth, success and to making scientific discoveries and advancements. Data visualization plays an important role in this process.
Outcomes:
Students will be able to process and visualize large amounts of data in order to enable efficient and effective analysis using industry standard software

INFS 595B Decision Strategy Critical Thinking & Decision Analysis (3 Credit Hours)
Making good decisions in the face of uncertainty and risk is at the heart of successful management. This course provides a coherent set of critical thinking and decision analysis tools that are used to carve out well-structured decision models from ill-structured real-life problems and perform analyses to generate insights.
Outcomes:
The course introduces students to a variety of tools that will improve their critical reasoning skills and ultimately the ability to make effective decisions

INFS 596B Data-Driven Decision Making (3 Credit Hours)
Perhaps one of the biggest challenges facing organizations is bridging the gap between those who have technical expertise in information systems and those who are managerial decision makers. This course builds on the decision strategy course to help address that challenge.
Course equivalencies: INFS596N/ISSCM596B
Outcomes:
Understand the sources and limitations of data; Understand how databases organize data sets and the use of SQL to extract data; Increase facility with spreadsheets; Expose students to the issues that arise between those who provide data and those who use data to make business decisions

INFS 596N Data Driven Decision Making (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
Perhaps one of the biggest challenges facing organizations is bridging the gap between those who have technical expertise in information systems and those who are managerial decision makers. This course builds on the decision strategy course to help address that challenge.
Course equivalencies: INFS596N/ISSCM596B
Outcomes:
Understand the sources and limitations of data; Understand how databases organize data sets and the use of SQL to extract data; Increase facility with spreadsheets; Expose students to the issues that arise between those who provide data and those who use data to make business decisions

INFS 600E Business Intelligence & Data Warehousing (1.5 Credit Hours)
Explores concepts of data warehousing and business intelligence from a managerial perspective.
Course equivalencies: INFS600E/INFS492E

INFS 604E Business Data Analytics - Infrastructure (1.5 Credit Hours)
The course covers concepts related to data organizing and database modeling, and the managerial issues related to the design, implementation, and utilization of systems that support operational data use and provide infrastructure for business data analytics. Enrollment limited to EMBA Cohort.
Outcomes:
Students will learn how to gather, understand, manage, and act on information stored in databases, data warehouses, and Big Data repositories

INFS 605E Business Data Analytics - Application (1.5 Credit Hours)
The course covers the effective uses and applications of data analytics; including On-Line Analytic Processing/Business Intelligence, data mining techniques and their particular applications and data visualizations methods and tools. Enrollment limited to EMBA Cohort.
Outcomes:
Students will learn how business data analytics is applied to create competitive edge and business opportunities and how to understand and manage business data analytics applications projects

INFS 691 Principles of Analytic Programming (3 Credit Hours)
Pre-requisites: INFS 443
This course builds upon foundational knowledge from the Business Analytics course by advancing students' proficiency in analytic programming using a modern analytics language widely adopted by data scientists to perform these tasks. Students learn to manipulate and transform data into actionable insights, create advanced visualizations, write functions and control statements for repeatable analysis, build predictive and prescriptive models, and analyze unstructured text.
Outcomes:
Students will learn to clean, manipulate, transform, and visualize data; Students will be able to write control statements and functions for reproducible analysis as well as build predictive and prescriptive models; Students will use text mining and sentiment tools to analyze text data as well as apply simulation and probabilistic modeling to support business decisions

INFS 791 Programming for Business Decision Making (3 Credit Hours)
This course focuses on how to effectively use a computer programming language to support decision making in business. Examples include using Visual Basic for Applications (VBA) to create applications within Microsoft Excel or using Python for manipulating and analyzing data. In addition to covering the concepts of programming using the specified language, this course covers developing user interfaces, working with external data and debugging code. By the end of this course, the student will be able to build custom procedures and create user-defined functions in the programming language used.

INFS 795 Ethics and Data Analytics (3 Credit Hours)
The rapid advancement in technology necessitates an equally rapid advance in the ethics of data analytics. We will explore ethical questions in this field through the use of business case studies. We will also look at examples of ethical codes of conduct.
Outcomes:
Students will evaluate following ethical considerations: how data is collected, how it is interpreted, how it is applied, and with whom it is shared

INFS 796 Data Warehousing (3 Credit Hours)
Pre-requisites: INFS 492 Outcomes: Students will learn how data warehouses are used to help managers successfully gather, analyze, understand and act on information stored in data warehouses
The components and design issues related to data warehouses and business intelligence techniques for extracting meaningful information from data warehouses are emphasized. Oracle tools will be used to demonstrate design, implementation, and utilization issues.
Course equivalencies: X-ISOM796/MGSC796/CSIS796

INFS 797 Applications of Visualization (3 Credit Hours)
Students will explore human perception and cognition, the use of best design practices, and interacting/storytelling with data.
Outcomes:
This course will develop a vocabulary and framework for discussing, critiquing, assessing, and designing visual displays of quantitative data

INFS 798 AI Product Management (3 Credit Hours)
This 10-week intensive course aims at mastering the end-to-end process of discovering, designing, developing, delivering, and managing products in context to data, machine learning and artificial intelligence. The course concentrates on strategic thinking and tactical implementation of data driven products and provides skills needed to become a successful product manager.
Outcomes:
Apply product management principles to ideate and develop innovative AI tools and solutions; Utilize product management strategies to guide the development of AI tools that support data-driven decision-making; Prototype and validate AI solutions, using product management methodologies to efficiently design, test, and iterate AI prototypes for real-world applications

INFS 799 Special Topics in Information Systems (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Information Systems and Supply Chain Management (ISSCM)

Discover, search, courses (p. 2661)!

ISSCM 241 Business Statistics (3 Credit Hours)
This course examines the steps and procedures required to solve problems in science, social science, and business where data are useful - from the definition of the managerial problems to the use of statistical analysis to address these problems.
Knowledge Area: Quantitative Knowledge
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

ISSCM 241H Business Statistics - Honors (3 Credit Hours)
Pre-requisites: Restricted to students in the School of Business Honors program
This course examines the steps and procedures required to solve problems in science, social science, and business where data are useful - from the definition of the managerial problems to the use of statistical analysis - to address these problems.
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will be able to demonstrate understanding of statistical thinking and data analysis technique for decision-making purposes

ISSCM 349 Project Management (3 Credit Hours)
Pre-requisites: Junior Standing; Grade of C- or higher in ACCT 201 & MGMT 201
The art and science of project management as applied to business, industrial, and public projects. Covers: the project life cycle; project teambuilding; techniques for planning, scheduling and controlling projects; project organizations; project leadership and stakeholders.
Course equivalencies: ISOM 349/ISOM 357/MGSC 349
Outcomes:
Understanding of the broader role of the project manager with regard to all project stakeholders, and of methods and steps for initiating, defining, and executing projects

ISSCM 393 Requirements Analysis and Communication (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" or better in ISSCM 247
This course focuses on Information Systems requirements and related communication skills. Students will learn how to gather requirements for Information Systems from an organization's users and executives based on a general understanding of organizations and business goals. Students learn techniques of how to translate between organizational needs and requirements for systems and processes, and how to analyze, validate, and prioritize those requirements. A special focus of the course will be to improve business communication skills such as interviewing, listening, presenting and negotiating.
This course satisfies the Engaged Learning requirement.
Course equivalencies: ISOM393 / MGSC393

ISSCM 395 Independent Study in ISSCM (1-3 Credit Hours)
Pre-requisites: Junior Standing, Instructor and Dean permission
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of information Systems and Operations Management not otherwise covered by department course offerings. Variable credit. This course is for students who major in either Information Systems or Operations Management. Will count toward major requirements. Permission of Assistant Dean required.

ISSCM 399 Special Topics in ISSCM (1-3 Credit Hours)
Pre-requisites: Junior Standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Course equivalencies: ISOM399 / MGSC399

ISSCM 486E Global Supply Chain Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores the current business revolution in global logistics and partnering by members of the supply chain to more effectively provide products and services to customers.
Course equivalencies: ISOM486E/OPMG602E

ISSCM 491E Data Analysis for Managers (3 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Provides an in-depth treatment of computer-based data analysis, including sampling, estimation, hypothesis testing, regression, and time-series models. The emphasis is on managerial applications and on letting the data tell the story.
Course equivalencies: ISOM 600E/ISOM491E

ISSCM 595 Decision Analysis (3 Credit Hours)
Pre-requisites: Restricted to School of Business graduate degree students
Making good decisions in face of uncertainty and risk is at the heart of successful management. This course provides a coherent set of critical thinking and decision analysis tools that are used to carve out well-structured decision models from ill-structured real-life problems and perform analyses to generate insights.
Outcomes:
The course introduces students to a variety of tools that will improve their critical reasoning skills and ultimately the ability to make effective decisions

ISSCM 799 Special Topics- Information Systems & Supply Chain Management (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Course equivalencies: ISOM799 / MGSC799
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Institute of Paralegal Studies (PLST)

Discover, search, courses (p. 2661)!

PLST 331 Introduction to Paralegal Studies (2 Credit Hours)
Required of all students in their first session of study. An introduction to the function and sources of American law (including the U.S. Constitution), the American legal system, the civil litigation process, and legal practice, focusing on the role of the paralegal. Trends in the paralegal field, including regulation and career issues.
Outcomes:
Students will recognize typical paralegal responsibilities in various areas of legal practice and be aware of recent developments in the field, especially regulatory proposals affecting paralegals

PLST 332 Legal Research and Writing I (2 Credit Hours)
Required of all students. An introduction to the fundamentals of legal research, focusing on locating, analyzing and updating case law (court opinions). Practice in researching case law in hard copy and online, and in writing case briefs.
Outcomes:
Students will be able to use various reference books and online services (LEXIS and WESTLAW) to locate, analyze, and update case law, and will be able to write case briefs

PLST 333 Legal Research and Writing II (2 Credit Hours)
Pre-requisites: PLST 332
Required of all students. Further instruction in legal research skills, focusing on locating, analyzing and updating statutory and administrative law. Practice in researching statutory and administrative law in hard copy and online. Drafting routine legal correspondence.

PLST 334 Legal Analysis: Practical Applications (2 Credit Hours)
Pre-requisites: PLST 332 and PLST 333
This writing intensive course will provide extensive practice analyzing factual scenarios, summarizing and applying legal authority and developing written legal arguments. Drafts and rewrites are required.
Outcomes:
To demonstrate comprehension of legal texts of varying levels of complexity; To apply legal rules to factual situations to predict legal outcomes; To use typical legal analytical tools to develop solutions to legal issues; To write clear explanations of the process of analysis used to resolve legal issues

PLST 335 Legal Ethics (2 Credit Hours)
Pre-requisites: PLST 331
Required of all students. Ethical considerations in the practice of law that paralegals are likely to encounter, especially the unauthorized practice of law, client confidentiality and conflicts of interest. Review of ethical codes for attorneys and paralegals.

PLST 336 Corporate Topics for Litigation Paralegals (2 Credit Hours)
Required for the Litigation Practice Certificate. An introduction to the basic principles of agency law, contract law, and the forms of business organizations: sole proprietorships, partnerships (general, registered limited liability and limited), limited liability companies, and corporations.

PLST 339 Secured Transactions and Bankruptcy (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362; Required for the Corporate Practice Certificate (Water Tower Campus)
An introduction to transactions under Uniform Commercial Code Article 9 (Secured Transactions) and federal bankruptcy law, primarily as it applies to businesses.
Outcomes:
Students will be able to draft UCC forms to perfect security interests as well as bankruptcy forms

PLST 340 Civil Litigation I (2 Credit Hours)
Required for the Litigation Practice Certificate. An introduction to the civil litigation process in state (Illinois) and federal courts, and proceedings in administrative agencies generally, focusing on the initial phases. Instruction in client interviews and pre-litigation investigations, evidentiary issues, and practice in drafting pleadings initiating lawsuits and proceedings through pre-trial motion practice.
Outcomes:
Students will understand the structure and basic operations of these courts, and will be familiar with the rules of procedure governing civil litigation proceedings

PLST 341 Civil Litigation II (2 Credit Hours)
Pre-requisites: PLST 340
Required for the Litigation Practice Certificate. Further instruction in the litigation process, focusing on the discovery, trial, and post-trial stages. Topics include interrogatories, depositions, document production and inspection requests, other discovery tools, settlement negotiations, organization of case files, document control systems, trial preparation, trial procedure, and post-trial proceedings. Overview of alternative dispute resolution.
Outcomes:
Students will be able to conduct client interviews and pre-litigation investigations, and to draft the pleadings initiating lawsuits and proceeding through pre-trial motion practice

PLST 342 Litigation Technology & eDiscovery (2 Credit Hours)
Pre-requisites: PLST 340 and PLST 341; Previous completion of PLST 345 strongly recommended
Required for the Litigation Practice Certificate. Hands-on instruction in software programs (Relativity) commonly used for litigation support, including electronic court filing, eDiscovery, case management, document control and trial presentation.
Outcomes:
Students will be able to assist attorneys in preparing for and conducting trials

PLST 343 Real Estate Transactions I (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362
An introduction to the concepts of real estate ownership and real estate sales transactions. Practice in preparing standard documents required for real estate transactions: purchase/sale agreements, deeds and other closing documents, title insurance commitments and policies, and surveys.
Outcomes:
Students will be able to draft documents for basic real estate transactions and to assist attorneys in conducting real estate closings

PLST 344 Real Estate Transactions II (2 Credit Hours)
Pre-requisites: PLST 343
Further instruction in real estate transactions, examining issues that arise in all real estate transactions and especially the documentation and closing of these transactions. Commercial real estate leasing.
Outcomes:
Students will be able to prepare documents for these transactions, and to assist attorneys in conducting commercial real estate closings and other transactions

PLST 345 Law Office Computer Applications (2 Credit Hours)
Required of all students. Hands-on instruction in software programs commonly used in law offices: word processing (templates, redlining, tables), spreadsheets (financial data, charts and graphs), pdf management (creating and combining pdfs, creating a portfolio, redacting, adding security) and presentation graphics.
Outcomes:
Students will be proficient in the fundamentals of word processing (templates, redlining, tables), spreadsheets (financial data, charts and graphs), database management (organizing, sorting, and retrieving information), and presentation graphics

PLST 346 Advanced Litigation Technology (2 Credit Hours)
Pre-requisites: PLST 340, PLST 341, PLST 342
Additional instruction in online resources and software typically used in litigation support (e.g. Relativity).
Outcomes:
Students will prepared to use typical litigation resources and software at a basic to intermediate level

PLST 348 Advanced Online Research Skills (2 Credit Hours)
Pre-requisites: PLST 332
This course focuses on research strategies for paralegals and specifically develops skills in the area of online public database research. Students practice researching within publically available online resources in a wide variety of subject areas including court procedure and docketing, business entities, real property, criminal law, environmental compliance, etc. Multiple practical assignments as well as one main research assignment.
Outcomes:
Students will research and write memoranda in support of motions, and will be familiar with the mechanics of appellate court briefs

PLST 349 Torts (2 Credit Hours)
An introduction to civil tort liability, including the intentional torts, negligence, strict liability, and product liability. Role of the paralegal in personal injury litigation. Practice in client interviewing techniques. Basic factual investigation techniques.
Outcomes:
Students will be familiar with the paralegal's role in personal injury litigation from both the plaintiff's and defendant's viewpoints, including typical pleadings and other documents

PLST 350 Medical Malpractice (2 Credit Hours)
Negligence lawsuits brought against health care organizations and health care professionals, from both the plaintiff's and defendant's viewpoints. Illinois law and rules of procedure for medical malpractice cases. Practical skills for locating and organizing medical information.
Outcomes:
The student will be familiar with Illinois law and rules of procedure governing medical malpractice lawsuits and will be able to draft a malpractice complaint as well as locate and organize medical information

PLST 351 Intellectual Property: Patents and Trade Secrets (2 Credit Hours)
An introduction to the terminology, basic principles and documentation requirements of patent protection. Subject matter of patents, the concept of patentability, the patent application process and patent infringement litigation. Trade secret misappropriation.
Outcomes:
Students will be familiar with the concept of patentability, the patent application process (including preparation of basic forms and documents), and patent infringement litigation

PLST 352 Intellectual Property: Trademarks and Copyrights (2 Credit Hours)
An introduction to the terminology, basic principles and documentation requirements of trademark and copyright protection. Registration procedures and infringement disputes.
Outcomes:
Students will be familiar with registration procedures (including preparation of basic forms and documents) and infringement disputes

PLST 353 Securities Regulation (2 Credit Hours)
Pre-requisites: PLST 336 or PLST 362
Federal and state regulation of securities transactions. The stock market and the roles of brokers, specialists and underwriters. Requirements for public offerings of stock, notably the registration statement and prospectus, as well as the anti-fraud provisions.
Outcomes:
Students will be familiar with the requirements for public offerings of stock, notably the registration statement and prospectus, and will be able to complete basic forms required under these laws

PLST 355 Estates, Trusts & Wills (2 Credit Hours)
An introduction to basic principles of estate and trust administration. Practical aspects of administration of estates and trusts for the paralegal. Probate proceedings in Illinois, including the preparation of probate court pleadings, inventories, collection and valuation of assets, distribution of assets to beneficiaries, and accountings. Overview of tax considerations.
Outcomes:
Students will be familiar with wills and will be able to prepare the documents required to administer estates in Illinois

PLST 357 Family Law (2 Credit Hours)
An introduction to the laws governing family relationships, specifically the Illinois Marriage and Dissolution of Marriage Act and related statutes. Factual investigation, preparation of pleadings and other documents, court procedures, settlement agreements, and post-decree modifications. Brief overview of adoption and paternity proceedings.
Outcomes:
Students will be able to prepare pleadings, notices, settlement agreements, and other documents, and to assist the attorney in domestic relations court proceedings

PLST 358 Criminal Law and Litigation (2 Credit Hours)
An introduction to the purpose and scope of substantive criminal law, considering various crimes against persons and property, criminal liability and punishment, and defenses to crimes. Procedural topics, including court forms and pleadings commonly used in the Illinois criminal trial process.
Outcomes:
Students will be able to prepare court forms and pleadings commonly used in the criminal trial process, and to assist attorneys preparing for trial

PLST 359 Environmental Law (2 Credit Hours)
An introduction to federal environmental statutes regulating water quality, waste management and remediation of hazardous substances (Superfund). Issues leading to enforcement proceedings. Research strategies for this technical area.
Outcomes:
Students will be familiar with permit applications, enforcement proceedings, and research strategies for this technical area

PLST 360 Employment Law (2 Credit Hours)
An overview of the legal relationship between employers and employees, including the employment-at-will doctrine, employment contracts, federal and state anti-discrimination laws, and worker's compensation proceedings. Administrative procedures and trial court actions.
Outcomes:
Students will be familiar with federal and Illinois law regulating employment status, employment contracts, anti-discrimination claims, and worker's compensation, and will be able to assist attorneys in administrative agency proceedings and civil lawsuits

PLST 361 Immigration Law (2 Credit Hours)
An overview of U.S. immigration law with emphasis on the paralegal's role. History of immigration law and current policy considerations. Preparation of visa applications, admission and removal of immigrants and non-immigrants, citizenship and naturalization, and humanitarian relief. Document organization and preparation, working with clients, litigation assistance, legal research, and ethical dilemmas.
Outcomes:
Students will be able to prepare various visa applications

PLST 362 Business Organizations (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course focuses on the formation and operation of sole proprietorships, partnerships (general, limited, and limited liability), limited liability companies, and corporations. Preparation of standard forms and agreements will be emphasized. Due diligence procedures for mergers and acquisitions and other transactions will be covered.

PLST 363 Contract Administration & Analysis (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course focuses on both common-law and Uniform Commercial Code (UCC) Article 2 contracts. The elements of a valid contract will be studied, as well as standard contractual provisions and basic principles of contract interpretation. Students will work with several sample contracts: a confidentiality/nondisclosure agreement, a licensing agreement, and a general trade agreement.

PLST 364 Topics in Corporate Practice (2 Credit Hours)
Pre-requisites: PLST 362 Business Organizations
This course provides an overview of laws relating to business operations, including secured transactions (Uniform Commercial Code Article 9), federal bankruptcy law, and employment law. Compliance with various regulatory requirements will also be covered.

PLST 366 Litigation Topics for Corporate Paralegals (2 Credit Hours)
Required for Corporate Practice Certificate (Water Tower Campus and Cuneo Cohort). This course introduces the civil litigation process in state (Illinois) and federal courts, from the initial phases of pre-litigation investigations and pleadings through the discovery, trial, and post-trial phases. Technological innovations affecting civil litigation, such as electronic court filing and e-discovery procedures, will be given special emphasis.

PLST 368 Corporate Compliance Topics (2 Credit Hours)
Pre-requisites: PLST 362 or PLST 336
This course provides an overview of various regulatory provisions applicable to the financial services industry, including the Anti-Money Laundering (AML) and Business Continuity Plans (BCP) rules, the Foreign Corrupt Practices Act, and insider trading prohibitions. Compliance with the requirements of these laws will be the focus of the course.
Outcomes:
Students will learn practices and procedures to monitor and document compliance with these laws

PLST 369 Advanced Topics in American Law (3 Credit Hours)
Pre-requisites: CPST 200; Enrollment is limited to students in the BA in PLST degree program
This course will build on students' knowledge of the American legal system, examining the role of law in 21st century American society. The course will focus on the interpretation of selected portions of the U.S. Constitution and their effect on American life.
Outcomes:
Students will learn how the US Constitution governs the American legal system and protects individual rights

PLST 370 Advanced Legal Analysis & Writing I (3 Credit Hours)
Pre-requisites: UCWR 110; Enrollment is limited to students in the BA in PLST degree program
This course will provide students with extensive practice in reading and summarizing case law, with particular attention to the rationale for court decisions and the use of precedent, as well as statutory and administrative law. This course will focus on analysis rather than retrieval of legal reference sources.
Course equivalencies: PLST334/PLST370
Outcomes:
Students will learn how to prepare summaries of court decisions, statutes, and administrative regulations

PLST 371 Advanced Legal Analysis & Writing II (3 Credit Hours)
Pre-requisites: PLST 370; Enrollment is limited to students in the BA in PLST degree program
This course will focus on the interaction of case law, statutory law, and administrative law in resolving legal issues. Students will learn to develop legal arguments and write a legal memorandum.
Outcomes:
Students will learn how to use court decisions, statutes, and administrative regulations to develop legal arguments

PLST 395 Applied Paralegal Study (1 Credit Hour)
Pre-requisites: Director's permission required; this course is limited to students in the BA in Paralegal Studies program
This course will require students to explore a contemporary issue in the paralegal field or the practice of law generally. Students will be expected to participate in a minimum of two class meetings and several online activities, concluding with a presentation of their research.

PLST 398 Internship (2 Credit Hours)
Consent of Director and completion of 14-16 semester hours of study. Limited to student's last or second-last term of study. Practical experience (120 hours on site) for advanced students in applying paralegal skills within selected law firms, corporate law departments and governmental agencies. One mandatory class meeting, online journal, online discussions, and final paper. All internships are unpaid; only one internship may be completed for credit toward certificate.

PLST 399 Internship (3 Credit Hours)
Consent of Director and completion of 14-16 semester hours of study. Limited to student's last or second-last term of study. Practical experience (160 hours on site) for advanced students in applying paralegal skills within selected law firms, corporate law departments and governmental agencies. One mandatory class meeting, online journal, online discussions, and final paper. All internships are unpaid; only one internship may be completed for credit toward certificate.

Institute of Pastoral Studies (IPS)

Discover, search, courses (p. 2661)!

IPS 400 Introduction to Graduate and Professional Writing (0 Credit Hours)
Writing skills are essential for success in graduate study and work in a variety of professional and ministerial settings. This course covers the following topics: academic integrity, grammar, research skills, citation, writing organization, thesis construction and critical thinking. Restricted to Institute of Pastoral Studies students
Outcomes:
Students will enhance their writing skills and develop analytical and communication skills that are critical to academic and professional writing

IPS 402 Church and Mission (3 Credit Hours)
Pre-requisites: IPS 570
In the 21st century the Church is a concept best understood within a global context. We will explore the biblical and apostolic concept of Church progressing through Vatican II. We will also examine the four marks of the Church from both historical and contemporary perspectives.
Course equivalencies: X -IPS 402/ BEHL 501
Outcomes:
Articulate a vision of Church, evaluate and critique different ecclesiologies, and understand the development and structure of the Church from biblical times through Vatican II to contemporary times

IPS 403 Spiritual Paths in World Religions (3 Credit Hours)
This course explores the spirituality, theology, and practice of the major religious traditions. You will encounter other faith traditions by entering into their sacred prayer and worship experiences and learning from practitioners of that tradition how they encounter the sacred in their own lives.
Course equivalencies: X -IPS 403/BEHL 504
Outcomes:
Recognize the vast complexity of every religious tradition, resisting the urge to oversimplify; Engage those who practice other traditions in conversation; Experience the spiritual practice of other religious traditions

IPS 404 Theologies of Suffering (3 Credit Hours)
This course focuses on theologies of suffering with written interaction and assignments, personal reflection on the theologies of suffering and substantive feedback. The readings include 1) Scriptural treatment of suffering (Psalms, Job, Lamentations); 2) Theologians on suffering (Moltmann, Schillebeeckx, Gutierrez, Hall); 3) From various perspectives (womanist, liberation theologians, pastoral care).
Outcomes:
Integrate unit reading and resources with contemporary experience, highlighting the key concepts and points made by the authors

IPS 416 Introduction to New Testament (3 Credit Hours)
This course serves as an introduction to and overview of the New Testament. Students explore the world of Jesus and his interpreters from both a historical and a biblical perspective and learn about the religious and cultural world of Palestinian Judaism during the Roman occupation.
Outcomes:
Gain insight into the socio-economic-political context, discover and utilize the tools of historical studies and textual criticism and to translate New Testament faith into their own contexts

IPS 417 Introduction to the Old Testament (3 Credit Hours)
This course is an introduction to the Old Testament, the sacred literature of Christians and Jews. We will examine texts from the Pentateuch, historical, prophetic, and wisdom books. In order to reconstruct the meaning of texts for their original audiences, we will employ methods of modern critical biblical scholarship.
Outcomes:
Understand key theological points, recognize historical realities that gave rise to texts, recognize the theological, sociological, historical critiques expressed by texts, and demonstrate awareness of modern approaches to understanding texts

IPS 420 Ignatian Spiritual Direction Practicum I (3 Credit Hours)
Pre-requisites: Restricted to IPS Spiritual Direction Students
The Ignatian Spiritual Direction Practicum is for those who have experienced the transformative effects of the spirituality of St. Ignatius of Loyola in the Spiritual Exercises and feel called to help others experience this quiet, abiding presence in their lives. Interns develop and deepen their capacity to listen contemplatively to the movements of God in the life and prayer of directees. This includes helping directees discern those movements, make large and small decisions in the light of those movements, and foster an intimacy with God.
Outcomes:
Upon completion of this course, students will be able to: Define and demonstrate spiritual direction in the Ignatian tradition; differentiating between direction, therapy, and pastoral counseling; Recognize key moments in directees, including touchstone moments, images of God and self, key facts of one¿s spiritual journey, and how discernment is operative; Understand and experience the importance of supervision for on-going formation of all spiritual directors; and Identify and implement healthy and appropriate boundaries in a direction relationship

IPS 421 Ignatian Spiritual Direction Practicum II (2 Credit Hours)
Pre-requisites: Restricted to Approved Ignatian Practicum Students
The Ignatian Spiritual Direction Practicum is for those who have experienced the transformative effects of the spirituality of St. Ignatius of Loyola in the Spiritual Exercises and feel called to help others experience this quiet, abiding presence in their lives. Interns develop and deepen their capacity to listen contemplatively to the movements of God in the life and prayer of directees. This includes helping directees discern those movements, make large and small decisions in the light of those movements, and foster an intimacy with God. - Attend to and integrate one¿s personal grief as a way of increasing capacity to direct those who are grieving. - Understand and be aware of resistance in directees and how to respond.
Outcomes:
- Define and demonstrate spiritual direction in the Ignatian tradition
- Integrate learning into directing those with marginalized identities, including people of color, women, members of the LGBTQ+ community, and the aging

IPS 424 Catholic Social Ethics & Migration (3 Credit Hours)
Pre-requisites: Restricted to Institute of Pastoral Studies students
Our pastoral work with migrants requires a theology and an ethic of solidarity that gives greater meaning to the Gospel and to the ecclesial experience through a culture of encounter. In this course, students will receive the opportunity to: (1) Discern the "signs of the times" by listening and putting words to the sufferings, realities and hopes of migrants; (2) Receive the tools for personal and community reflection on the phenomenon of migration and illuminate this reality through from an ethic of solidarity which can be expressed through acts of both charity (welcoming the stranger) and social justice (creating systemic change); (3) To become aware of the psychological, spiritual and social condition that makes the migrant an extremely vulnerable person and realize that our salvation depends on the treatment we give our neighbors (Mt 25:40); (4) To become aware of our status as social beings and the universal call to love through "The Theology of the Good Samaritan" as one of the key teachings of Pope Francis' new encyclical, Fratelli Tutti, which implies working towards creating change in structures to make resettlement easier legally and institutionally; (5) Reflect on the importance and centrality of accompaniment as Jesus' own style and the essential characteristic of his various aspects and challenges included in the pastoral act of accompanying migrants. Note: The course will incorporate a popular religiosity style as well as the personal experiences of students to embrace key topics that are at the very center of our Catholic Social Teaching.
Outcomes:
Explain the key principles of social ethics in the Catholic tradition, particularly as outlined in modern 20th and 21st-century Church documents; Develop a pastoral plan that integrates practical, methodological, and pastoral tools to systematically address the spiritual and social needs of migrants; Critically assess the social structures that hinder the development of migrants and propose ways to accompany and support their holistic growth through ministry

IPS 428 Introduction to Spirituality Praxis (3 Credit Hours)
Investigation of the ministry of spiritual direction/accompaniment in a Christian context. Understanding spiritual direction/accompaniment as a particular form of mentoring and teaching, the course helps students to become critically aware of and explicitly articulate their working spiritual theology.
Outcomes:
Understand the nature of the ministry of spiritual direction; Interpret primary sources on the theme of spiritual formation; Analyze their working spiritual theology and their potential to become spiritual directors

IPS 429 Essentials of Spiritual Direction (3 Credit Hours)
Pre-requisites: IPS 428
This course invites students to consider the practical conditions, requirements and main challenges of the ministry of spiritual direction/ accompaniment so as to further their discernment process and prepare them for the Contextual Education component of their program of study, where they will begin to serve as spiritual directors/companions.
Outcomes:
Identify relational dynamics operative in spiritual direction; Measure the significance of developmental, relational and social-cultural factors for spiritual direction; Employ open listening, questioning and verbatim accounts

IPS 430 Spiritual Direction Development and Practice (3 Credit Hours)
Pre-requisites: Restricted to IPS Spiritual Direction Students
This course is designed for those called to the ministry of spiritual direction in the Christian tradition. It is structured to enable students to clarify their own frames of reference, develop interpersonal skills specific to spiritual direction, and experientially and academically consider the purposes and nuances of spiritual direction. In-class lecture, discussion, and practice of spiritual direction will be incorporated into synchronous sessions.
Outcomes:
More deeply understand and articulate one¿s own spirituality and its influence in one¿s practice of spiritual direction; Identify and explain key components and considerations for the practice of spiritual direction; Engage in meaningful ways with doing spiritual direction with individuals from different identities, communities, and ideologies and how this impacts the practice of spiritual direction; and Demonstrate interpersonal maturity and active listening skills in the context of spiritual direction

IPS 433 Dorothy Day and Thomas Merton (3 Credit Hours)
Dorothy Day, Catholic Worker co-founder, and Thomas Merton, Trappist monk, were outstanding American Catholics. Their lives and teaching raise important questions concerning vocation and religious commitment, war and peace, contemplation and simplicity in modern life, Christian activism, racial justice, capitalism, women, laity, and, with Merton, Christianity's relationship to world religions.
Outcomes:
A critical appropriation of activist-and-contemplative Christian/Catholic Christian spirituality and theology as understood and practiced in the lives of two outstanding American Catholic Christians

IPS 434 Art and Spirit: The Sacred and the Secular (3 Credit Hours)
An introduction to the visual arts exploring various approaches to understanding art, art history, terminology, techniques, media, and motivating factors for creating art from secular and sacred perspectives. A secular art appreciation textbook will be used in conjunction with Sacred Art Learning Units including lectures, readings, museum visits, and discussions on art from the Catholic tradition and other perspectives.
Outcomes:
Students will gain an understanding of liturgical art and environment ministry; enriched sense of religious identity; understanding of basic components of secular and sacred visual art, art history, contemporary art, and the value of art

IPS 435 Spirituality and Same-Sex Orientation (3 Credit Hours)
Spirituality is the lived experience of faith. What is the lived experience of Christian faith of gay and lesbian persons? What are the classical and contemporary resources biblical, theological, scientific, psychological, spiritual and experiential by which gay Christians affirm a spiritual core from which they live their lives and faith?
Outcomes:
Demonstrated understanding of key elements by which gays and lesbians shape lives that are simultaneously faithful to the gospel of Christ, their religious tradition, and the truth of their sexuality

IPS 436 Prayer: Ongoing Path of Conversion (3 Credit Hours)
The course combines theory and practice. It presents prayer as an intimate means of ongoing conversion in the Christian life. Content includes the biblical, historical, and theological foundations of prayer, psychological factors, and the actual practice of various Christian meditative and contemplative practices (lectio divina, meditation, Ignatian contemplation, centering prayer).
Outcomes:
A demonstrated understanding of: the history of Christian prayer; growth and development models in prayer; biblical and theological foundations; the experience of 4 Christian and 1 non-Christian prayer form

IPS 440 The History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution in the context of the ancient Near East. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 440/THEO 404

IPS 441 The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament , in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS441/THEO 405

IPS 442 Prophetic Literature (3 Credit Hours)
This course examined the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by the contemporary sociological and anthropological perspectives. Standard historical critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of this course

IPS 443 Wisdom Literature and Psalms (3 Credit Hours)
This course will study the Wisdom tradition and the Psalms of Israel. Formal critical analysis and history of tradition studies will be emphasized. The rich diversity of these parts of scripture will be a prime focus.
Course equivalencies: IPS 443/THEO419
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 445 The Synoptic Gospels (3 Credit Hours)
Even though the course focuses on Matthew, there will be a continual comparison with the other two Synoptics and occasionally with John. By exegesis of the Gospel of Matthew and the study of its specificity among the gospels, it is hoped students will be able to connect their contemporary experience of Christian diversity to the experiences of the earliest followers of Jesus. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 445/THEO 424

IPS 446 Luke-Acts and the New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view. Emphasis will be placed on the theological perspective of the writer of Luke-Acts and on the relationship of that perspective to other early Christian writers (Mark, Matthew, and Paul).
Course equivalencies: IPS 446/THEO 425
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 447 The Johannine Literature (3 Credit Hours)
The gospel of John has arguably exerted more influence on later Christian theology than any other gospel. Its unique Christology, possible anti-Judaism, the history of the Johannine community as reflected in the gospel, and the relation of the gospel to the Johannine epistles will be explored. Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course.
Course equivalencies: IPS 447/THEO426

IPS 448 St. Paul's Contribution to Christianity (3 Credit Hours)
This course looks to three goals: a careful understanding of Paul's thought, to be discovered through exacting analysis of often difficult Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity in its facets of spirituality, Christology, redemption, ecclesiology, worship, sacraments, sin, etc.
Course equivalencies: IPS 448/THEO 427
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 449 The Person of Jesus in the New Testament (3 Credit Hours)
In this course attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities. Emphasis will be placed on both the variety and the development of early Christian attempts to understand the meaning of Jesus. In addition this variety and development will be placed in the context of early Judaism and Graeco-Roman religions.
Course equivalencies: IPS 449/THEO 429
Outcomes:
Students successfully completing this course can be expected to have achieved a deep level of understanding and of critical thinking with respect to the subject matter of the course

IPS 454 Ministry with Young People & Spirituality Today (3 Credit Hours)
Pre-requisites: Restricted to Institute of Pastoral Studies students
Students will explore the foundations for ministry with young people, including the essential components to accompany youth and young adults in developing their identity as missionary disciples. The class will explore Ignatian spirituality as a tool to answer the recurring questions and challenges that shape young people's search for meaning and purpose in life.
Outcomes:
Articulate the differences between Youth Ministry, Young Adult Ministry, and Pastoral Juvenil in relation to the cultural and societal shifts affecting young people today, including secularization and disaffiliation; Apply Ignatian spirituality as a tool for discernment and accompaniment in ministry, supporting young people on their spiritual journeys toward developing their identity as missionary disciples; Evaluate current ministry approaches and propose new strategies for engaging youth, young adults, and jóvenes in a multicultural, secularizing world

IPS 456 Administration and Entrepreneurship in a Pastoral Context (3 Credit Hours)
This course equips students with essential management and leadership skills tailored for pastoral and nonprofit settings. Topics include project financing, budgeting, fundraising, grant writing, safeguarding policies, team building, volunteer management, and meeting coordination. Emphasizing an entrepreneurial approach, students will explore innovative strategies for developing, executing, and sustaining pastoral projects and initiatives that meet community needs. The course fosters a balance between practical skills and visionary leadership, preparing students to manage resources effectively while fostering a mission-driven, entrepreneurial spirit within faith-based and nonprofit settings.
Outcomes:
Critically evaluate management and leadership approaches for pastoral and nonprofit initiatives using case-based analysis that accounts for financial, operational/logistical, safeguarding, and human-resource realities; Produce a strategic plan for a pastoral initiative that includes (a) a project scope and goals, (b) a budget, (c) a financing/fundraising or grant strategy, (d) a staffing/volunteer plan, and (e) an implementation timeline with basic success indicators; Facilitate effective team and volunteer coordination for a pastoral project by applying structured communication and conflict-management practices that support accountability, collaboration, and mission-aligned innovation

IPS 465 Psychology and Spirituality of Life Transitions (3 Credit Hours)
Course examines the dynamics of change, attachment, and loss, suffering and grief and the transition process of endings, empty spaces and new beginnings. Conscious and intentional living is recognized as the most precious gift to give to oneself, loved ones, and the world.
Outcomes:
Students will learn how to face and incorporate change with increased faith and hope; more fully understand the psychological and spiritual impact of change; recognize value and meaning in events of daily life

IPS 467 Introduction to Canon Law (3 Credit Hours)
This course introduces students to Canon Law, also known as church law, which is grounded in the theology and ecclesiology of the Catholic Church.
Outcomes:
General overview of canon law as needed for lay ecclesial ministry; basic understanding of canon law as a discipline; knowledge of canons as related to sacrament of marriage and sacraments of initiation

IPS 472 Pastoral Counseling in an Intercultural Context (3 Credit Hours)
This course invites students into a reflective, interactive, experiential process of exploring the place of culture, values, beliefs, and biases in the counseling context. Students examine their own cultural experiences, with special attention to power dynamics, even as they study the complex dynamics of other cultures.
Outcomes:
Deepen awareness of one's own cultural dynamics; develop an increased understanding of other cultures; consider strategies and interventions for sensitively meeting the needs of those encountered in pastoral counseling

IPS 473 Family Therapy and Personal Transformation (3 Credit Hours)
Family therapy is a unique way of working with individuals, couples and families. This course will examine the foundations of, and theory and practice of family therapy as expressed in five major schools. We will integrate psychological and theological dimensions throughout. The course will balance didactic input and experiential exercises.
Outcomes:
Demonstrated knowledge of application ability of family system theory, family therapy, and understanding of culture and other effects on family systems

IPS 474 Addictions & Modes of Therapy (3 Credit Hours)
Addictions are among the most pervasive and potentially destructive entrapments of the human condition. Their presence in manifold forms, underscores the importance of understanding the roots and sources of its patterns, in order to ultimately shape treatment and therapeutic strategies from a holistic and integrative point of view.
Outcomes:
Gain understanding of general addictive patterns/processes as they are discernible across addictions; Grapple with the roots, causes, and extent of addictions, from various viewpoints; Understand various treatment approaches

IPS 478 Couples Counseling (3 Credit Hours)
This course prepares clinicians to understand and work with couples in crisis by examining five therapy approaches. Marital development, premarital counseling, healthy marital functioning, sexuality, spirituality, physiology, enrichment and working with affairs will be addressed. Class built upon lecture, case study, video presentation, role play, small and large group processing.
Outcomes:
Working knowledge of marital health, conflict and role of affect; ability to assess family dynamics and prepare treatment plan; comfort level with couples

IPS 480 Mindfulness and Pastoral Ministry (3 Credit Hours)
Participants will examine: a) historical overview of mindfulness in Christian and certain Eastern religious traditions; b) integration of mindfulness in pastoral ministry; c) emerging neuroscience regarding mindfulness; and, d) clinical research on the effectiveness of mindfulness in promoting positive mental health.
Outcomes:
Participants will gain the ability to describe the benefits of mindfulness and how mindfulness can be integrated into personal life and utilized in professional and/or ministerial roles; be personally knowledgeable about the experience of developing mindful awareness

IPS 483 The Pastoral Care & Counseling of Men (3 Credit Hours)
This course explains what it means to be male and masculine in this time and culture. Psychological development, influence of culture, power, the Male Code, intimacy, emotions, sexuality, spirituality, and inner life will all be explored. Individual and group, clinical and educational approaches will be discussed.
Outcomes:
Appropriated gender-based approach to working with men; and acquired inquisitiveness to men's issues and upbringing

IPS 485 Religious Education, Evangelization & Cultures (3 Credit Hours)
Religious education, including catechesis, evangelization, religious instruction, and faith formation, occurs within cultural settings (e.g., urban/suburban/rural; secular/religious; settled/immigrant; ethnically diverse/uniform; Millennial/GenX/Boomer/Greatest generation). This course provides the tools to analyze a cultural context, identify barriers to ongoing conversion, and teach effectively for religious and spiritual growth. Understand the educational significance of cultural context; Develop ethnographic and contextual analytical skills; Analyze and evaluate themselves, curricula and others for cultural appropriateness; Create culturally sensitive learning events.
Outcomes:
Know basic catechesis

IPS 486 Principles of Religious Education (3 Credit Hours)
Religious education, including catechesis, evangelization, religious instruction, and faith formation, occurs in many contexts often targeted for a particular age or cultural group. This basic course in religious education reveals the theological and educational roots and introduces the basic elements and processes including assessment, backward design, curriculum and learning. Analyze learning contexts; Apply theories to real life contexts; Evaluate oneself, curricula, and others with standards; Create a lesson addressing a real-life teaching challenge.
Outcomes:
Know and understand basic catechesis

IPS 493 Health Care Integration Project Portfolio (0 Credit Hours)
Pre-requisites: This course must be taken in the last year of study after fulfilling the other requirements for the concentration including: 3 designated health care courses, 2 workshops, basic CPE and CPE residency; Focused on the Certification process, an Integration Project portfolio is required for completion of the Health Care Chaplaincy Concentration in the MA Pastoral Studies program; This 0 credit course seeks to assist in the process by providing supervision for the student Focused on the process for Board Certification. Health Care Integration Project portfolio is required for completion of the Health Care Chaplaincy Concentration in the MA Pastoral Studies program. This 0 credit course seeks to assist in the process by providing supervision for the student.
Outcomes:
Completed portfolio for Board Certification with the National Association of Catholic Chaplains or Association of Professional Chaplains

IPS 499 Guided Study (1-6 Credit Hours)
Topics will vary.

IPS 501 Advanced Human Relation Skills (3 Credit Hours)
Provides the skills needed for the interpersonal involvement essential in any helping relationship. Participants learn and practice the skills of communicating empathy and challenge to others as well as exploring and disclosing oneself. Learning consists of applying theory to the experience of relationships in small groups.
Outcomes:
Students will effectively use ten essential skills to communicate and connect in relationships; Students will practice these skills with one another to understand the effect of these skills on the receiver

IPS 502 Theology of the Developing Person (3 Credit Hours)
This course seeks to help the students think theologically about human personhood. It offers students a theological anthropology presented with developmental considerations in mind. It offers a theological dialogue partner for psychological perspectives on development.
Outcomes:
Students will form a more abiding and working connection between theology and human experience; Students will understand how pastoral and therapeutic practice is strengthened by theological awareness and supports therapeutic and caregiving relationships

IPS 503 Fundamentals of Pastoral Counseling (3 Credit Hours)
Pre-requisites: IPS 501 (minimum grade of C+)
This course focuses on the process and skills of pastoral counseling. Emphasis is on training in basic listening and influencing skills. Students practice selected strategies drawn from various approaches to counseling.
Outcomes:
At the conclusion of this course, students will be expected to demonstrate mastery of two classes of core counseling skills (listening and influencing), which they will practice in small peer groups under the supervision of the instructors

IPS 505 Group Counseling Approaches (3 Credit Hours)
This course introduces students to the theory and practice of group approaches to counseling and preventative, psychoeducation work. Group dynamics and leadership issues are explored. Students will design and lead a group of their choosing.
Outcomes:
From various approaches to structured and unstructured groups, students develop a design for a specific group in which they are interested and which they plan to use in their subsequent career

IPS 507 Pastoral, Psychodynamic Assessment and Intervention (3 Credit Hours)
This course offers students the opportunity to integrate theoretical insights with the practical issues of assessment, diagnosis and response strategies for individuals and families. Psychodynamic and theological models are used in this effort, as is a strong commitment to naming the pastoral dimensions of assessment and response.
Outcomes:
Gain awareness of how healing and renewal is strengthened therapeutically; Examine how prevailing cultural attitudes contribute to human distress and / or renewal

IPS 509 Psychopathology (3 Credit Hours)
Pre-requisites: IPS 517
Students will learn how to use the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5) for diagnosing various psychopathological disorders.
Outcomes:
Familiarity with the DSM-5; DSM-IV TR multi-axial system; examine the etiology, treatment, and prognosis of selected mental disorders; develop interviewing skills to identify psychopathology; integrate a pastoral dimension of dealing with persons suffering from psychopathology

IPS 511 Internship Supervision I (3 Credit Hours)
Internship Supervision/Practicum I intend to facilitate entrance into the clinical internship site. Students will obtain further development of theory and skills of pastoral counseling. The course will facilitate the integration of theory and praxis, psychological and theological, and the personal and professional dimensions of one's identity as a pastoral counselor.
Outcomes:
Demonstrate growing integration of pastoral counseling skills and psychological theory into practice; Develop knowledge and understanding of competencies and diverse perspectives needed by spiritually integrated and clinically informed pastoral counselors

IPS 512 Ethics, Pastoral Counseling, and Spirituality (3 Credit Hours)
This course introduces students to the richness and diversity of the Christian moral tradition, giving particular attention to the deep interconnections between spirituality and ethics. It also introduces students to the codes, procedures and theoretical underpinnings of professional ethics, essential for those pursuing vocations as pastoral counselors and spiritual directors.
Outcomes:
Articulate ethical methodologies, relationship between spirituality and ethics, knowledge of several professional codes, skills of assisting clients, awareness of personal ethical stances and their integration in counseling and spiritual direction

IPS 513 Internship Supervision II (3 Credit Hours)
Pre-requisites: IPS 511
Supervision II/Practicum intends to facilitate ongoing development of theory and skills of pastoral counseling. Students will facilitate the integration of theory and practice, psychological and theological, personal and professional dimensions of one's identity as a pastoral counselor. The course includes the completion of the clinical integration project.
Outcomes:
Demonstrate integration of pastoral counseling skills and psychological theory into practice; Consolidate knowledge and understanding of competencies and diverse perspectives needed for spiritually integrated counseling by pastoral counselors

IPS 515 Research Methods (3 Credit Hours)
This course familiarizes students with research methods quantitative and qualitative approaches, experimental research design, interview and survey methods, descriptive and analytical statistics and evaluative research.
Outcomes:
Increased knowledge of research methods and statistics; critically evaluate research literature; become familiar with current research in counseling and pastoral counseling; identify research topics of personal and professional interest

IPS 517 Models of Pastoral Counseling (3 Credit Hours)
Models act like paradigms that inform therapists about what is important to focus on in their clients and what is healing, restorative, and growth-inducing in therapy. Each says something about what normal and abnormal functioning looks like and how therapy helps a person move from unhealthy to healthy functioning.
Outcomes:
Become familiar with basic counseling theories; articulate key concepts, assumptions about human nature, therapist, client relationship, process and goals, techniques, as well as strengths and limitations of each approach

IPS 518 Career Counseling for the Pastoral Counselor (3 Credit Hours)
This course will shed light on the value of the career counseling process by integrating career counseling theory, career inventories case studies, experiential learning and class discussion.
Outcomes:
General understanding of major career development theories and their relevance to the counseling process; Utilize multiple career development exercises and job search strategies, including resume-writing and interviewing techniques

IPS 520 Testing, Measurement & Assessment (3 Credit Hours)
Pre-requisites: Completion of a minimum of 24 credit hours, including Models of Pastoral Counseling (517), Psychopathology (509), and Human Development (555)
The course is required for licensure but is not a prerequisite for other courses. This course will provide an understanding of the role of individual and group approaches to assessment and evaluation and its role in diagnosis, clinical intervention, and treatment planning. It will cover assessment of the various attributes of a person though standardized tests, and also include an overview of statistical procedures relevant to test standardization and interpretation. Students will gain first-hand exposure to specific tests and learn to read and evaluate such instruments.
Outcomes:
This course is being added to the MA PC curriculum in response to a new requirement in state licensure for master level counselors

IPS 530 Clinical Pastoral Care Registration (1 Credit Hour)
Pre-requisites: Must be in MDiv or MAPS program to register for this course; CPE site must be approved prior to engagement; Clinical Pastoral Care registration for MDiv and MAPS students provides confirmation of CPE requirement for degree
This course serves as continuous enrollment and fulltime status verification for IPS students for whom CPE is a program requirement.
Outcomes:
Fulfills CPE or Contextual Ed requirement for MDiv and MAPS students

IPS 531 Christian Doctrine (3 Credit Hours)
The course is divided into two sections: (1) the historical evolution of Christian doctrine and its theological interpretations through Vatican II; (2) the development of doctrine in the post-Vatican II era, including an in-depth study of Karl Rahner's fundamental theology and contemporary theological issues with applications to present-day pastoral ministry.
Course equivalencies: X - IPS 531 / BEHL 502
Outcomes:
Students will discover the tools of historical theology and correlation; revising theological understanding in changed historical-cultural contexts; and the hermeneutical task of translating their meaning into present contexts

IPS 532 Social Context of Ministry (3 Credit Hours)
Christian life and ministry are socially located; they take place in specific social, cultural, political and economic contexts. We cannot minister effectively if we do not have a better understanding of the context in which we are called to serve. These contexts are the environment within which persons minister.
Outcomes:
Gain skills of critical social analysis and theological assessment for strategies of social change to facilitate ministry in a given context

IPS 541 Liturgy and Christian Sacraments (3 Credit Hours)
The Sacraments express our faith bringing us into an encounter with God's grace, forming us into the image of Christ. This course explores the theological, religious, and cultural origins of the liturgy and the sacraments as they have developed in response to the needs of the Church communities throughout time.
Outcomes:
Students will develop the ability to articulate a sacramental theology and understanding of the sacraments that enables them to address the meaning of the sacraments in connection to contemporary culture

IPS 545 The Foundations of Christian Spirituality (3 Credit Hours)
Enrollment Conditions: This course is required of all students in the MASp: Contemporary Spirituality Concentration and/or the Spiritual Direction Concentration; Is also required of all MDiv students. Christian spirituality (the "lived experience of Christian faith") is a separate but partnered academic field with theology today. Key issues are: defining "spirituality", methods in the field, spirituality vs. institutional religion, Jesus Christ (christology), major figures and movements in Christian spirituality's 2000 year history, and classical and contemporary themes.
Course equivalencies: X -IPS 545 / BEHL 503
Outcomes:
Facility defining spirituality and Christian spirituality, and an informed understanding of the person Jesus Christ, the history of Christian spirituality, and the relationship of spirituality to theology and institutional religion

IPS 551 Social Ethics in the Catholic Tradition (3 Credit Hours)
Students should ideally complete IPS 416, 417, and 531 prior to taking this course. This course focuses on the tradition and practice of Catholic social thought. Students will become familiar with the documentary tradition of Catholic social teaching, as well as the ways that Catholic social thought has been embodied and advanced through the lives of Catholic activists and liberation theology. Particular attention will be given to history, texts, methodology, and significant figures in the tradition.
Outcomes:
Upon completion of this course, students will have a thorough knowledge of the tradition of Catholic social thought, will be able to analyze contemporary issues through the lens of this tradition, and will be able to enact this tradition in their ministerial contexts

IPS 553 Moral Theology and Christian Ethics (3 Credit Hours)
This course focuses primarily on methods in ethics. Students will become familiar with the tradition of Catholic moral theology as well as different contemporary methodologies in ethics. Particular attention will be given to the history of the discipline, the role of scripture in moral reasoning, and Catholic social teaching. To articulate the history and central categories in Catholic moral theology; to analyze a variety of contemporary methodologies in theological ethics.

IPS 555 Human Person and Psychological Development (3 Credit Hours)
Human beings are created to grow and mature into their full humanity. Every phase of life carries particular psychological and spiritual agendas. While each person is unique, our developmental story from birth to death is also our universal human story with particular variations, sharpened around gender and cultural differences.
Outcomes:
Exploration of developmental differences; Discovery of reliable markers for ministry to persons throughout the life cycle

IPS 560 Liturgical Leadership (3 Credit Hours)
This practicum develops skills in preparation for preaching and presiding at liturgical celebrations. The student will become familiar with different preaching styles, as well as theories of preaching and presiding. The focus includes public communication and preaching skills, as well as supervising and training volunteer liturgical ministers. Knowledge of preaching and presiding styles and theory.
Outcomes:
Ability to preside at liturgical celebrations; Development of preaching and public speaking skills; Familiarity with liturgical rites

IPS 564 Foundations of Pastoral Care (3 Credit Hours)
Pastoral Care is the ministry of accompanying people in the difficult times of their lives. Students explore the history, theology and purpose of pastoral care, including their own personal loss experiences. Students will be able to assess who they are as minister and what they bring into the pastoral care environment. Students will demonstrate the ability to implement pastoral care skills.

IPS 565 Pastoral Leadership (3 Credit Hours)
Examines recent and contemporary leadership theories, principles and practices, and assists students' applications as pastoral leaders in their own religious traditions and institutions. Offers a wide array of readings from the organizational and corporate literature, church documents, and pastoral literature from Roman Catholic, hierarchical church, and congregational church perspectives.
Outcomes:
Apply leadership literature from organizational, corporate, and pastoral perspectives, growing personal capacity for integrating pastoral management and leadership performances appropriate to their religious traditions, governance structures, and communities

IPS 570 Introduction to Theology and Ministry (3 Credit Hours)
IPS 570: Introduction to Theology and Ministry is recommended as the first course in the program. This course explores the interplay among traditions of theology and ministry, the history of ministry and the challenge of relating foundational traditions to the present array of ministries. The course allows you to become more certain and deliberate about the skills that constitute ministerial practice and ministerial theology.
Outcomes:
Students clarify and articulate a theory of ministry and method of ministry from which to operate; The heart of the course is development of self-confidence ministerial capacities as a professional

IPS 572 Ignatian Spirituality (3 Credit Hours)
This course invites students to consider core elements and principles of Ignatian spirituality, through the study of Ignatius of Loyola's major works and relevant Ignatian literature. Particular attention will be given to the Spiritual Exercises and their use for spiritual direction and formation, discernment and prayer.
Outcomes:
Identify the distinctive characteristics of Ignatian spirituality; Acquire practical knowledge of Ignatian imaginative prayer and discernment of spirits; Learn to adapt and direct Ignatius' Spiritual Exercises for spiritual direction

IPS 573 Spiritual Exercises of St Ignatius (3 Credit Hours)
This course provides an introduction and overview to Ignatian spirituality and the Spiritual Exercises of St. Ignatius of Loyola, equipping students to provide spiritual direction to individuals making the Exercises. Throughout the course we will address and discuss Ignatian topics, such as the movements of the Spiritual Exercises, the importance of discernment as a spiritual director, and one's own personal experience with the Exercises.
Outcomes:
Recognize the Ignatian Rules for Discernment within the context of directing an individual making the Spiritual Exercises; Identify and witness the key movements and meditations of the Spiritual Exercises; Recognize key elements of Ignatian spirituality and how they fit in the Spiritual Exercises; Articulate one's own personal experience and transformation due to Ignatian Spirituality and the Spiritual Exercises; Engage with current and prudent practices and be aware of opportunities for continuing education as spiritual directors

IPS 578 Contextual Education Preparation (1 Credit Hour)
Restricted to Institute of Pastoral Studies students. Prepares students to engage in the practice of contextual education by orienting students to the contextual education framework, focusing on their own vocational identity, and reflecting on how students view the work of ministry. It also covers the logistics of procuring a site and conducting theological action research.
Outcomes:
Facilitate site selection and completion of site agreement; introduce the practice of Theological Action Research; be orientated to contextual education

IPS 579 Contextual Education Introduction (1.5 Credit Hours)
Restricted to Institute of Pastoral Studies students. Facilitates the student's initial foray into work at their contextual education site, through regular coaching for reflection and guidance as well as workshops on useful skills for ministry. Students gain 100 hours of hands on experience at their site of ministry and begin to develop a community-based theological action research project.
Outcomes:
To gain basic familiarity with the contextual education site and to build relationships within the community, and gain basic experience in the work of ministry pertaining to the site

IPS 580 Contextual Education I (1.5 Credit Hours)
Pre-requisites: Completion of at least 18 credit hours, attendance at prep session, approval of site and supervisor by CCE, completed required documentation
Students apply for placement with an approved site at which they will exercise & develop professional/ministerial skills. Students engage in a minimum of 200 hours of leadership praxis. Students receive practically oriented instruction, participate in practice-based workshops & reflect on their leadership experience with their peers & an experienced coach.
Course equivalencies: IPS 580/IPS 640
Outcomes:
Gain tangible skills for leadership in ministry; Test vocational commitments and refine vocational identity; Develop capacity for theological reflection especially toward the integration of discipleship, leadership and mission

IPS 581 Contextual Education II (3 Credit Hours)
Pre-requisites: IPS 580
Students continue in their field placement exercising professional/ministerial leadership and further developing their self-identified professional/ministerial skills. While continuing to engage these contexts, students meet in class to further reflect on their leadership in ministry, discerning emerging strengths and areas of needed growth.
Course equivalencies: IPS 641/IPS 581
Outcomes:
Gain further proficiency in skills for leadership in ministry; Deepen & refine vocational identity in relation to present & future work; Further develop capacities of theological reflection on their work of ministry

IPS 585 Intro to Spiritual Direction Certificate Praxis for Contextual Ed (1.5 Credit Hours)
Designed particularly for Spiritual Direction Certificate students, IPS 585 launches a year-long praxis sequence focused on building competency and experience in the practice of offering spiritual direction. Through an eight-week, 1.5-credit online seminar, students establish a learning plan, form supervision agreements, and begin recruiting, screening, and meeting with directees in a manner consistent with professional and ethical standards. Students engage in guided practice, peer learning, and structured reflection (including verbatim work) while developing an initial plan for a silent or spiritual direction retreat that will be implemented during the fall-spring course sequence.
Outcomes:
Design a personalized praxis plan (learning plan) that identifies formation goals, supervision arrangements, and benchmarks for progress across the year-long sequence; Demonstrate foundational spiritual direction session practices (eg, attentive listening, discernment-oriented questioning, and session structure) in initial directee encounters; Apply ethical and professional standards for spiritual direction practice, including confidentiality, boundaries, documentation, and appropriate referral; Analyze sessions using verbatim reporting and reflective writing to evaluate personal strengths, growth edges, and next steps for competency development; Develop a feasible retreat concept note and preliminary retreat plan (purpose, structure, logistics, and evaluation approach) aligned with program expectations

IPS 586 Spiritual Direction Certificate Praxis I for Contextual Ed (0 Credit Hours)
IPS 586 is the first semester of a two-term, supervised practicum for Spiritual Direction Certificate students. Building on the foundational preparation of IPS 585, students engage in sustained spiritual direction practice with directees and in structured supervision designed to deepen competence, confidence, and ethical integrity. Students work toward the benchmark of completing substantial directee contact hours during the academic year (approximately 50 hours across IPS 586 and IPS 587), with ongoing reflection through verbatim work and self-assessment. During IPS 586, students also refine their retreat plan and complete the preparations necessary to host a silent or spiritual direction retreat during the practicum sequence.
Outcomes:
Sustain regular spiritual direction practice with directees and document progress toward program benchmarks using accurate hour logs and supervision verification; Integrate supervisory feedback to refine spiritual direction skills (eg, presence, listening, discernment, and ethical practice) and demonstrate growth over time; Analyze spiritual direction sessions through recurring verbatim reporting and reflective writing to strengthen critical reflection and self-assessment; Develop and finalize an implementable retreat plan (purpose, schedule, logistics, hospitality, and evaluation) appropriate to the student's context and scope; Evaluate vocational fit and formation needs in light of practicum experiences and articulate concrete next steps for continued growth

IPS 587 Spiritual Direction Certificate Praxis II for Contextual Ed (0 Credit Hours)
IPS 587 is the second semester of the Spiritual Direction Certificate supervised practicum sequence. Students continue providing spiritual direction with directees, deepen their competence through structured supervision, and complete remaining benchmarks for the certificate practicum (approximately 50 total directee contact hours across IPS 586 and IPS 587). The course culminates in the student's leadership of a silent or spiritual direction retreat and in a final integrative self-assessment of readiness for ongoing practice. Students submit a concise praxis portfolio that documents learning, supervision engagement, ethical practice, and next steps for continued formation.
Outcomes:
Demonstrate sustained, ethically grounded spiritual direction practice and complete required directee contact hours with accurate documentation and supervisor verification; Synthesize supervisory feedback across the year to articulate an emerging personal approach to spiritual direction and areas for continued development; Evaluate spiritual direction practice using advanced verbatim reflection that integrates theological/spiritual insight, self-awareness, and practical skill refinement; Plan and lead at least one silent or spiritual direction retreat and assess its effectiveness using participant feedback and self-evaluation; Create a final praxis portfolio that evidences competence, vocational commitment, and a realistic plan for continued supervision and professional/ministerial growth

IPS 593 Integration Project (0 Credit Hours)
The Integration Project (typically a written paper) involves the personal integration and application of one's course of studies at IPS into one's vocational/ministerial identity. 593 is required for MDIV, MASJ, MASp, MAHCML and MAPS students (though MAPS-Health Care Chaplaincy concentration students take 493 instead). Enrollment Conditions: Students should register in their final semester of coursework, or when they are within 9 credits of completing the degree. Registration requires a signed copy of the Integration Project Proposal.
Outcomes:
Successful integration and assessment of students' studies and vocational development

IPS 596 Special Topics in Health Care Ethics (1-3 Credit Hours)
This course is restricted to IPS graduate students.

IPS 599 Special Topics (1-6 Credit Hours)
Topics will vary.
Outcomes:
Outcomes will vary

IPS 605 Master's Study (1 Credit Hour)
IPS students who have not completed their degree are required to be continuously enrolled in a course until their degree is completed. This zero credit hour course fulfills that requirement for those who are finished with their coursework but not their final projects. Maintaining enrollment for those who are finished with their coursework but not their final projects.

IPS 610 Foundations of Social Justice (3 Credit Hours)
This course explores the philosophical, ethical and theological foundations for social justice with a particular emphasis on Catholic Social Teaching and Catholic social ethics, addressing the practice of justice with attention to concrete dilemmas which confront Christians in their efforts to do justice.
Outcomes:
To develop an in-depth understanding of social justice in the Catholic social teaching tradition, and in the Jewish and Christian scriptures; to articulate and support a working definition of social justice informed by the course

IPS 615 Liberation Theology (3 Credit Hours)
Liberation Theology refers to several related theologies that emerged in Latin America. Many more have been developed but all share the same basic methodology, focus their efforts on issues of social justice, and proceed with a prophetic voice. The course introduces the method of liberation theology and surveys a selection of primary texts from a variety of social contexts.
Outcomes:
Students will critically and constructively assess the contributions of Liberation Theology in the broader theological conversation; develop the skills necessary to assess and respond theologically to their own social contexts

IPS 620 Diversity and Equity (3 Credit Hours)
This course explores diversity in a global environment characterized by color, ethnicity, culture, national origin, class, gender, age, religion, physical or mental ability, gender identity and sexuality. Students will effectively analyze and assess the cultural and institutional context of social justice issues. IPS 620 is cross-listed with SOWK 502: Oppression,Privilege,Diversity.
Course equivalencies: ASIA/SOWK/URB370/AFR369/SOWK50

IPS 625 Social Ethics: Politics and Global Economics (3 Credit Hours)
Economic institutions and issues of global justice are considered in the writings of philosophers, economists and socio-political theorists. Students effectively analyze institutional contexts of social justice issues and understand foundational local, national, and international justice issues linked to the political, economic, and social arenas. Analyze & evaluate current trends in international relations policy, economic markets & environmental impact from social justice perspective. Develop tactics for engaging in the work of social change within emerging global context.

IPS 627 Social Entrepreneurship (3 Credit Hours)
Intensive consideration of different examples of social entrepreneurship, including at least one utilizing Catholic Social Teaching; and more general observations of other models of social engagement and challenging unmet needs.
Outcomes:
Creation of an initial business sketch for a viable social entrepreneurship project to address a specific need

IPS 635 Community Organizing and Community Development (3 Credit Hours)
This course combines experiential learning with theories of community organization and development, exploring methods, strategies and key ideas of broad-based community organizing. Students will learn and practice the tools needed to organize as well as exhibit initial (foundational) competencies in social advocacy, community organizing and social change. IPS 635 is cross listed with SOWK 509: Community Intervention.
Course equivalencies: X- SOWK 509/IPS 635
Outcomes:
Increase understanding of approaches and methods of community organizing and community development; Become competent in evaluating resources available for the work of community organizing and development

IPS 651 Clinical Bioethics (3 Credit Hours)
This course will provide an overview of the major areas of clinical biomedical ethics. Issues that will be examined and analyzed include problem-solving methods, the theory and practice of informed consent, end-of-life decision making, physician-assisted suicide, pediatric ethical dilemmas, spirituality in clinical encounters, the injustice of health care disparities, and the role of ethics committees.
Course equivalencies: IPS 651/BEHP 401/BEHL 401
Outcomes:
Participants will gain familiarity with the terminology, resources, and major frameworks of ethical analysis in biomedical ethics

IPS 652 Organizational Ethics I (3 Credit Hours)
This is a two-month long blended course of online learning and a two-day intensive experience on the HSD campus. This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community.
Course equivalencies: IPS 652/BEHP 412/BEHL 412
Outcomes:
Social and economic context of health care in the United States will be overviewed as the background for considering the responsibilities social justice entails to self, one's profession, one's patients, and the underserved

IPS 653 Organizational Ethics II (3 Credit Hours)
This is a two-month long blended course of online learning and a two-day intensive experience on the HSD campus. This course examines the theory, role, and elements of leadership that effectively serve non-profit healthcare systems. In particular, the nature of leadership is examined.
Course equivalencies: IPS 653/BEHP 419/BEHL 419
Outcomes:
Questions of leadership style and theories of what constitutes effective leadership are considered; Communication strategies and methods of organizational change key focuses

IPS 654 Catholic Bioethics and Clinical Practice (3 Credit Hours)
This course offers a topical survey of bioethical issues pertinent to clinical practice in the Catholic context. Topics and concepts considered include abortion, contraception, sterilization, nutrition and hydration, withdrawal of life support, care of the dying, cooperation, conscience, human dignity and personhood.
Course equivalencies: IPS 654/BEHP 415/BEHL415
Outcomes:
Assist students in establishing a substantive familiarity with the positions and moral reasoning of the Catholic tradition in clinical bioethics

IPS 655 Catholic Bioethics and Social Justice (3 Credit Hours)
Course involves an historical study of the development of the body of official Catholic Social Teaching specific to its impact on healthcare delivery in the United States. Current developments in select key social issues and movements are also addressed insofar as those issues and movements influenced healthcare delivery.
Course equivalencies: IPS 655/BEHP 416/BEHL 416
Outcomes:
Develop the participants understanding of the principles of Catholic Social Teaching and their application to the healthcare context

IPS 656 Advancing Health Equity Practice (3 Credit Hours)
A two-month long blended course of online learning and a two-day intensive experience on the HSD campus. Topics cover the role of racial and economic health disparities in the process of care and health outcomes, Cultural and Linguistic Appropriate Standards (CLAS) in health care, self-assessment and evaluation of institutional needs.
Course equivalencies: IPS 656/BEHP 418 / BEHL 418
Outcomes:
Knowledge and skills gained in this course can be used to develop an advocacy role for evaluating and promoting cultural competency within a health care system

IPS 657 Advanced Concepts in Health Systems Management (3 Credit Hours)
The course is structured around a framework that links strategic management with health care outcomes for today and tomorrow. Areas covered include: leadership, team building, planning, customers, markets, information and analysis, communication skills, conflict resolution, resource management, budgeting and organizational performance.
Course equivalencies: X-CMAN 468/BEHL 505/IPS 657
Outcomes:
Analyze major strategic management processes, describe how evidence-research practice can be applied in health systems management, and integrate a framework for strategic management with the key concepts of outcomes-based performance management

IPS 658 Fiscal Management for Health Care Organizations (3 Credit Hours)
The course explores the relationship between the national economic environment and the financial context for current models of health care delivery. A variety of fiscal concepts and techniques such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, cost variance analysis, and performance budgeting are explored.
Course equivalencies: X-IPS 658/CMAN 533/BEHL 506
Outcomes:
Students will develop a framework for understanding key issues in health care financial management; Students will develop a quantitative approach to decision making in health care administration through application of concepts

IPS 659 Management of Professionals in Healthcare Organizations (3 Credit Hours)
This course offers students the opportunity to analyze, expand, and synthesize their understanding of technical, human relations and conceptual skills essential to functioning within the role of manager/administrator in health care settings.
Course equivalencies: X-IPS 659/CMAN568
Outcomes:
Analyze and synthesize knowledge of the concepts of professional role and organizational dynamics for use as a foundation for the role of manager/administrator in health care settings

IPS 660 Leadership in Social Justice Organizations (3 Credit Hours)
This course explores different approaches to leadership on behalf of social justice with a strong focus on developing a personal leadership style and practices to deepen students' sense of vocation. Develops a number of practical leadership skills connected to discernment, leading through adaptive challenges, team development and bridge building, management, and visioning.
Outcomes:
To understand leadership models and techniques for social justice organizations; To integrate spiritual practices and disciplines into leadership and management; To develop skills managing and interfacing with faith-based and non-profit

IPS 672 Media for Ministry and Mission (3 Credit Hours)
For more than a hundred years, film, radio, and television have had a profound effect on the practice on ministry and pastoral care. Now in the 21st century, the explosion of new types of interactive and social media have revolutionized our interactions, our economy, and our world. Churches and social justice organizations, however, have often been slow to adopt or even explore these new technologies.
Outcomes:
Participants will leave this course with an understanding of how to navigate the changing media landscape, think theologically about digital communications, and put media tools to work for ministry and mission; You will learn to plan strategic campaigns, create content, and measure results; Coursework will include engagement with various platforms, as well as an introduction to key concepts from media history and theory

Instructional Design (INDN)

Discover, search, courses (p. 2661)!

INDN 420 Instructional Design Theories and Models (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
This course covers how theories of human learning can be applied to the instructional process to make it more effective, efficient, and appealing. The course has a two-fold focus: the theoretical principles that have contributed to the field of ID, and how those principles can be applied within practical settings.
Outcomes:
Differentiate/compare/contrast among learning theories, ID theories and ID models; Identify/describe the basic tenets of behavioral, cognitive, and constructivist theories; Identify/describe motivational theories; Select/apply principles in practical learning situations

INDN 421 Design & Development of Instructional Materials (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
This course builds upon instructional design theories and best practices introduced in the Principles of Instructional Design course. It provides an overview of a variety of instructional tools and technologies and allows students to implement design principles in the development of instructional materials.
Outcomes:
Recall/describe/apply learning theories and methodologies to design/develop instructional materials; Recognize/describe/apply visual literacy strategies and accessibility standards to create instructional materials; Design/develop/implement instructional materials using multiple media

INDN 430 Performance Improvement in Organizations (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
In this course, learners will identify a problem/cause/solution to a performance problem within an organization using the Human Performance Improvement model. Learners will select a learning intervention and create an evaluation plan to assess its effectiveness. Learners will compare/contrast the instructional design process within a variety of organizations.
Outcomes:
Compare/contrast ID teams in organizations; Analyze data to identify performance gaps/causes; Select a performance intervention based on needs analysis; Compose an evaluation plan; Identify Change Management strategies for implementation

INDN 431 Fundamentals of Learning Analytics (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
In this course, students will build a foundation for deploying learning analytics to be used in instructional design. The course employs a combination of theory and hands-on experience using business-intelligence tools. Emphasis will be centered on specific models and methodologies in data collection, normalization, visualization, and analysis.
Outcomes:
Explain learning analytics theory; identify recent trends; Use reporting tools to compile/isolate/summarize data; Differentiate between learning models; Align data models to assessments; Conduct predictive data analysis; Discuss ethics considerations

INDN 440 Applications of Human Centered Design Principles (3 Credit Hours)
Pre- or co-requisites: CIEP 470 Principles of Instructional Design
Human-centered design places humans and their needs at the center of the design, compels us to take a holistic/thoughtful approach to our designs. This course uses these principles to examine the design process to create learning experiences that are inclusive and responsive. Learners will also craft their own design philosophy.
Outcomes:
Describe principles of human-centered design; Create a space for learning that incorporates principles of human-centered design; Critique the application and use of these principles; Formulate your own philosophy of design

INDN 490 Instructional Design Capstone (3 Credit Hours)
Pre-requisites: CIEP 470 Principles of Instructional Design, last semester of the program, program director approval; Corequisite: 8W1 remaining course requirements must be completed
Students will apply program outcomes to real-world settings in preparation for an ID career. The course combines research and service learning towards the creation of a project, portfolio and professional artifact. Students will partner with a SME to build a module tailored to their course or institution.
Outcomes:
Conduct a needs assessment, compose learning goals/outcomes, and create an evaluation plan by partnering with a subject matter expert; Create a training module incorporating SME content; Develop a professional portfolio

Integrative Cell Biology (ICB)

Discover, search, courses (p. 2661)!

ICB 401 Gross Anatomy (6 Credit Hours)
The student develops a knowledge and understanding of the basic concepts and facts of human gross anatomy as it relates to function and clinical problems. Lectures, clinical case-based and problem-based learning, computer-aided instructional materials, and cadaver dissection serve as guides to laboratory study.

ICB 403 Graduate Histology (3 Credit Hours)
The course is designed to provide the student with a basic knowledge and understanding of the structure and function of the human body at the light and electron microscopic level. The interdependence between structure and function in the different tissues and organs of the body is emphasized. Clinical and research application of the course material are also stressed.

ICB 411 Advanced Gross Anatomy (2 Credit Hours)
The study of the gross structure of the human body at an advanced level presented at conference sessions. Registrants for this course may include graduate students, advanced medical students, as well as those who hold the M.D. degree and are concurrently registered for advanced work in one of the clinical departments.

ICB 445 Scientific Literature: Review & Critique (0-1 Credit Hours)
Students are taught critical evaluation of scientific literature, hypothesis testing, and presentations. This course involves attendance at scientific presentations by students and outside speakers and a journal club component. Both staff and students participate and the class is only offered during the fall semester. This course alternates with ICB 446 - Review and Seminar.
Outcomes:
Be competent with public speaking and broaden scientific knowledge; Learn to understand and evaluate the scientific contribution of the paper

ICB 446 Review Seminar (0-1 Credit Hours)
The student participates in a series of seminars and journal clubs that provide a forum for intensive review of scientific topics. Research progress reports of the students is incorporated into this course as a part of the scientific presentation. This course alternates with ICB 445 - Scientific Literature: Review & Critique and is only offered during the spring semester.
Outcomes:
Gained exposure to research scientists from outside Loyola University Chicago; Obtained opportunities to network with established scientists

ICB 459 Research (1-8 Credit Hours)
Independent research for thesis or dissertation under the supervision of an appointed faculty adviser. Credit various upon assigned effort and time spent in the laboratory. Requires a written report.

ICB 462 Teaching of Anatomy I (0-2 Credit Hours)
A practical experience in the teaching of Gross Anatomy to graduate and medical students. Students assist in the planning, preparation, and teaching of laboratory sessions. The course allows students to place the experience of teaching gross anatomy on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 463 Teaching Anatomy II (0-2 Credit Hours)
A practical experience in the teaching of histology to graduate and medical students. Students assist in the planning, preparation and teaching of laboratory sessions. The course allows students to place the experience of teaching histology on their transcripts as a graded course indicating to future employers that they have gained teaching experience.

ICB 501 Special Topics in Anatomy (1-2 Credit Hours)
Occasionally specific faculty members may offer a specialized seminar course. The purpose of such courses is to further graduate student's knowledge in a specialized current scientific research area. The graduate students explore in detail one or more areas of special interest through seminars, conferences, library and laboratory work.

ICB 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

ICB 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

Interdisciplinary Studies (INDS)

Discover, search, courses (p. 2661)!

INDS 380 Newberry Seminar (6 Credit Hours)
This course is for students selected for the Newberry Library Undergraduate Seminar, an interdisciplinary, humanities research course offered every Spring. The theme of research changes annually. The competition for the five spots for Loyola students is held every Fall. This course satisfies the Engaged Learning requirement.

INDS 400X TBA-Foreign Stdy (0.5-15 Credit Hours)
Temporary indicator course for the duration of the study abroad program.

International Affairs (INTA)

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INTA 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems. Restricted to Graduate School students.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

INTA 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics. Restricted to Graduate School students.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

INTA 470 Fieldwork in PLSC-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

INTA 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science. Restricted to Graduate School students.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

International Business (IBUS)

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IBUS 201 Introduction to International Business (3 Credit Hours)
This course will introduce students to the theory and practice of international business with a focus on international environments and activities of multinational enterprises (MNEs). Topics to be included: cultural, social, legal, trade, and financial characteristics in the world markets. The course will also discuss diverse functional areas of MNEs across national borders such as international: production, logistics, finance, human resource management, and marketing.
Interdisciplinary Option: Global Studies
Course equivalencies: IBUS 201/BSAD 202/BHNR 338
Outcomes:
Develop students' theoretical and practical insights for understanding the real world of international business in terms of both external environmental forces and internal strategic management issues surrounding multinational enterprises (MNEs) in the world markets

IBUS 201H Business Management: A Global and Social Perspective (3 Credit Hours)
Pre-requisites: Open to students in the Quinlan business honors program only
This course provides Honors students with opportunities to learn about managing international businesses in a sustainable global environment. The course contents cover the differences in economic, social, and political environments of countries around the world. The course features corporate and academic speakers and discussions of various aspects of international business.
Course equivalencies: IBUS 201/BSAD 202/BHNR 338
Outcomes:
An understanding of global economics, management, and sustainable business of nations and regions in our global economy and social and financial structures under which global businesses are conducted

IBUS 315 International Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
This course deals with analyzing, formulating, and implementing firm strategies that involve an international component and, accordingly, focuses on the cultural differences, political/economic influences, global market factors, and other contingencies specific to the international marketplace and different host countries/regions that are served by multinational enterprises (MNEs).
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: X-MGMT315/INTS315
Outcomes:
Students will practice skills for formulating and implementing an international strategy using case discussions and group projects that simulate the decision-making process for international market selection and entry by MNEs

IBUS 370 Inernational Business Internship - Engaged Learning (3-6 Credit Hours)
Pre-requisites: Sophomore standing, Permission of Instructor
IBUS 370 is a seminar course that challenges students to analyze the theory and practices from the world of work that impact the ethics of leading, interpersonal and organizational dynamics, and competent work place contributions required for success in the modern business world. Concepts associated with internship/engaged learning as related to career development will be addressed. Students are required to work a minimum of 120 hours over the course of one semester. All internships must be supervised by professionals and may be paid or unpaid.
This course satisfies the Engaged Learning requirement.
Outcomes:
a) Developing a foundation on which a student may build a career; b) Understanding the role of the Jesuit tradition as it relates to leadership and service

IBUS 399 Special Topics in International Business (3 Credit Hours)
Special Topics are classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

IBUS 455 International Strategies for Multinational Enterprises (3 Credit Hours)
This course is designed to provide graduate students with (1) a broad overview of modern theories and practices of MNEs for understanding such firms¿ successful international (or global) strategies and (2) an analytical framework for evaluating and developing corporate strategies to help MNEs succeed in the competitive global marketplaces.
Outcomes:
An understanding of the major theoretical perspectives and practical approaches of managing MNEs, and an understanding of successful cases of MNEs; Experience designing strategic management tools for MNEs¿ global success

IBUS 499 Special Topics in International Business (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Italian (ITAL)

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ITAL 101 Italian I (3 Credit Hours)
This course provides an introduction to the basic grammatical elements of Italian, promoting the development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 102 Italian II (3 Credit Hours)
Pre-requisites: ITAL 101
This course continues the introduction to the basic grammatical elements of Italian, promoting the further development of listening comprehension, speaking, reading and writing skills while examining the geography and culture of Italy.
Outcomes:
Students will be able to understand and write basic Italian sentences and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian

ITAL 103 Italian III (3 Credit Hours)
Pre-requisites: ITAL 102
This course examines more complex grammatical elements of Italian, and promotes the development of intermediate listening comprehension, speaking, reading and writing skills.
Outcomes:
Students will be able to understand and write more complex Italian sentences and paragraphs, and to produce orally and in writing paragraphs and longer pieces providing accounts of their present past and future activities, and oral and written reactions to Italian cultural products

ITAL 104 Italian IV (3 Credit Hours)
Pre-requisites: ITAL 103
This course is a comprehensive review of the basic grammatical elements of Italian, while continuing to promote all language skills with particular emphasis on reading and writing proficiency in areas of cultural and societal investigation.
Outcomes:
Students will be able to understand and write increasingly complex Italian sentences and paragraphs and to produce orally and in writing utterances and texts about Italy, its cultural distinctness and its differences from the United States

ITAL 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: ITAL 104
This advanced conversation and composition course can either be taken as a continuation of ITAL 250 or independently. It also emphasizes the development of advanced Italian speaking and writing skills and examines advanced grammar and vocabulary in relation to advanced skill development.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skill acquired in previous courses and through experience and will strive for functional conversational fluency and the ability to write with clarity, precision and control of grammatical elements

ITAL 270 Main Currents of Italian Literature I (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts of the Middle Ages and early Renaissance in relation to the cultural and social and political history of Italy during its most noteworthy period of development.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how medieval and Renaissance Italian literary text reflect in a profound way Italy's cultural, artistic and political history in a systematic manner

ITAL 271 Main Currents of Italian Literature II (3 Credit Hours)
This course, taught in Italian, is an introduction to Italian literary texts and films in relation to the cultural and political history of Italy from 1700 to the present.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of how Italian literary texts and film reflect in a profound way Italy's social, cultural, economic and political history in a systematic manner

ITAL 280 Masterpieces of Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected literary masterpieces written in Italian. Canonical and non-canonical works may be included, alongside essays that reflect on the definition and the history of Italian literature and its canon.
Outcomes:
By the end of the course, students will be able to describe, discuss, and present works of literature in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course explores a theme chosen by the instructor on any social, artistic, and intellectual currents in the cultural history of Italy. The course may include cultural expressions such as the visual arts, music, theatre, performance, and film. It may consider different communication platforms such as - but not limited to - social media and pop culture. It may examine different genres and periods.
Outcomes:
By the end of the course, students will be able to identify the historical and social roots of Italian cultural phenomena and differentiate traditions and cultural perspectives in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 283 Studies in Italian Authors (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course is dedicated to the study of selected Italian authors. Canonical and non-canonical writers may be included, alongside authors of the Italian diaspora.
Course equivalencies: X-ITAL283/MSTU376
Outcomes:
By the end of the course, students will be able to describe, discuss, and present the works of Italian authors in expository writing; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 284 Studies in Italian Film (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course will focus on one or more aspects of Italian films and may concentrate on narrative structure, genre, authorship, cinematography, casting, setting, and so on. The course may include a diverse selection of Italian high-brow and popular films, alongside readings that highlight their societal and cultural roots.
Interdisciplinary Option: Global Studies
Outcomes:
By the end of the course, students will be able to describe, discuss, and present on various aspects of Italian cinema and the work of Italian filmmakers; Students will demonstrate adequate reading and writing skills at level through oral presentations and term papers; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 290 The Italians (3 Credit Hours)
Pre-requisites: ITAL 250 and ITAL 251, with C or better; If either 250 or 251 have been completed, the other may be taken simultaneously with this course
This course aims at the acquisition of the Italian language for professional purposes in conducting business in Italy or with Italian companies. It will provide students with professional opportunities in an international and global environment.
Interdisciplinary Option: Italian American Studies
Outcomes:
By the end of the course, students will be familiar with business etiquette and the organization of Italian companies and corporations; Students will demonstrate use of appropriate written professional language in business letters and CV writing, and in oral communication; Achievement level desired: ACTFL* Intermediate High to Advanced Low

ITAL 300 Tutorial for Credit (1-6 Credit Hours)
Students will cover a specially designed program of study through regular meeting with Italian faculty.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of literature and culture and will improve their language skills

ITAL 301 Stylistics (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course helps students develop writing skills in expository prose. Based on intensive study of advanced grammar and syntax, the course enhances students' vocabulary through prose, poetry, and essay readings.
Outcomes:
By the end of the course, students will demonstrate a firm and comprehensive command of the complexities of written and spoken Italian in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low

ITAL 305 Advanced Grammar (3 Credit Hours)
This course, taught in Italian, is a study of advanced Italian composition and rhetoric, with advanced study of Italian grammar.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will further develop their Italian language skills acquired in previous courses and through experience and will strive to achieve as high a proficiency level as personally possible in their advanced Italian reading and writing ability

ITAL 308 Literary Criticism (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
Students will study major schools and themes in literary theory, both historical and contemporary. Rhetorical, philosophical, and cultural approaches to literature will be studied in conjunction with specific literary texts drawn from several linguistic and cultural traditions.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study and theory of literature in expository writing and oral presentations; ACTFL* achievement level desired: Advanced Low to Mid

ITAL 312 Dante-The Divine Comedy (3 Credit Hours)
This course, taught in Italian, will examine the Vita Nuova and Divine Comedy of Dante Alighieri and study Dante's poetic world in the context of Medieval culture.
Interdisciplinary Option: Catholic Studies, European Studies, Italian Studies, Medieval Studies
Course equivalencies: X-ITAL312/CATH312/MSTU364
Outcomes:
Students will demonstrate knowledge of Dante's Italian and understanding of the historical, cultural, critical and technical vocabulary needed to analyze the Divine Comedy

ITAL 314 Survey 13th & 14th Century Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Francis Petrarch and Giovanni Boccaccio with emphasis on their respective masterpieces: the Canzoniere and the Decameron.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-ITAL314/MSTU368
Outcomes:
Students will demonstrate knowledge of Petrarch's poetry and Boccaccio's difficult prose and their techniques of composition

ITAL 315 Italian Renaissance Literature (3 Credit Hours)
This course, taught in Italian, will examine the influential literary works of Poliziano, Lorenzo dei Medici, Machiavelli and Castiglione.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Renaissance literature in a variety of genres

ITAL 316 Renaissance Chivalric Poems (3 Credit Hours)
This course, taught in Italian, will examine the Chivalric Romance Epics of Boiardo, Ariosto and Tasso.
Outcomes:
Students will demonstrate knowledge of Renaissance literature 's greatest works

ITAL 317 Survey Early 19th Century Literature (3 Credit Hours)
This course will examine the influential literary works of Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni and other authors in a crucial period in the formation of modern Italian cultural identity.
Interdisciplinary Option: European Studies
Outcomes:
Students will demonstrate knowledge of Foscolo and Leopardi poetry and Manzoni's prose and their literary style

ITAL 318 Survey Late 19th Cent Lit (3 Credit Hours)
This course will examine the influential literary works of Giovanni Verga and the school of Verismo and the "romanzi di formazione" of Edmondo De' Amicis, Carlo Collodi, and other significant Italian authors.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Verga and verismo and of the works of other major late-19th century authors

ITAL 319 Survey of 20th Century Prose (3 Credit Hours)
This course, taught in Italian, will examine representative Italian novels of the 20th century by authors such as Svevo, Silone, Calvino, Bassani, P. Levi, and Ginzburg.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian novelists and their prose and their literary style; Students will improve their Italian reading and writing skills

ITAL 320 Survey of 20th Century Poetry (3 Credit Hours)
This course will examine the major Italian poets of the twentieth century with emphasis on Ungaretti, Quasimodo, Montale, Pasolini, Zanzotto and Luzi.
Interdisciplinary Option: Global Studies
Outcomes:
Students will demonstrate knowledge of Italian poetry and major 20th century poets, Students will demonstrate the ability to interpret Italian poetry and will write their own Italian poetry

ITAL 331 Survey of Italian Theater (3 Credit Hours)
This course will examine representative works of Italian theater from the Renaissance to the present. Featured authors will include Machiavelli, Goldoni, Pirandello and Dario Fo.
Interdisciplinary Option: Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian theater in its historical development; Students will demonstrate the ability to analyze Italian plays and act out famous scenes

ITAL 340 Italian Short Story (3 Credit Hours)
This survey course will examine representative works of the Italian short story tradition from the 13th century Novellino to the present.
Interdisciplinary Option: European Studies, Italian Studies
Outcomes:
Students will demonstrate knowledge of Italian short story in its historical development; Students will demonstrate the ability to analyze Italian short stories and will create their own

ITAL 390 Culture & Civilization (3 Credit Hours)
This course taught in Italian studies the Italy that has emerged since the World War II. examines contemporary Italian culture and society and the problems Italy faces through study of a variety written texts (literary, historical, journalistic) and media.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-ITAL390/INTS394
Outcomes:
Students will demonstrate knowledge of Italian society as it has been transformed over the past 60 years and will be able to under the role of representative political and cultural figures and forces in promoting change

ITAL 395 Internship (3 Credit Hours)
The internship will enable students to gain practical experience in working in Italian government institutions in Chicago (such as the Italian Cultural Institute) or working in businesses or education.
Interdisciplinary Option: Italian Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will work 4-8 per week and reflect on their experience in conversations with supervising professor and other interns

ITAL 397 Topics in Italian Literature (3 Credit Hours)
Pre-requisites: ITAL 270 and ITAL 271, with C or better; If either 270 or 271 have been completed, the other may be taken simultaneously with this course
This course explores a topic chosen by the instructor on any genre, tradition, and form in the literary history of Italy. The course may include literary expressions such as poetry, the short story, the novel, theatre, travel literature, etc., and may also consider different genres and periods.
Outcomes:
By the end of the course, students will be able to debate, contextualize, and interpret major critical issues in the study of Italian literature in expository writing and oral presentations; Achievement level desired: ACTFL* Advanced Low to Advanced Medium

ITAL 399 Italian Honors Tutorial (3 Credit Hours)
Pre-requisites: Instructor's consent, restricted to students in Italian BA Eligible students majoring in Italian and with departmental honors may elect tutorial for credit; topic chosen in consultation with faculty member.
Interdisciplinary Option: Italian Studies
Course equivalencies: ITAL399H / ITAL399
Outcomes:
Students will explore a topic of their choice guided by a faculty member, and will conduct a research project that will result in a final paper; Achievement level desired: ACTFL* Advanced Low to Advanced-Mid

Japanese (JAPN)

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JAPN 101 Japanese I (3 Credit Hours)
This course introduces the four basic communicative skills in Japanese: listening, speaking, reading, and writing. Students gain knowledge of Japanese culture and ways of thinking which provide the context for communicating in Japanese. No previous knowledge of Japanese is required.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN101/ASIAJ01
Outcomes:
Students will be able to understand and respond to greetings, introductions, and basic question about time, location, and directions and will be able to read and write hiragana and katakana, the two phonetic Japanese scripts as well as about 25 ideographic characters

JAPN 102 Japanese II (3 Credit Hours)
Pre-requisites: JAPN 101
Students will build on the skills in listening comprehension, speaking, reading and writing gained in JAPN 101.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN102/ASIAJ02
Outcomes:
Students will be able to introduce themselves and others, discuss daily life, and read and write simple paragraph length compositions with the aid of vocabulary lists

JAPN 103 Japanese III (3 Credit Hours)
Pre-requisites: JAPN 102
Students will expand their knowledge of Japanese vocabulary, grammar, usage, and speech levels, using Japanese as a medium for learning Japanese.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN103/ASIAJ03
Outcomes:
Students will use written and spoken Japanese to ask for and express opinions, to ask for assistance, and to participate in a variety of written and verbal social routines

JAPN 104 Japanese IV (3 Credit Hours)
Pre-requisites: JAPN 103
This course extends students' knowledge of Japanese grammar, vocabulary, verbal routines, and cultural patterns. Students will read and respond in Japanese to short works of fiction and non-fiction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture
Course equivalencies: X-JAPN104/ASIAJ04
Outcomes:
Students will converse in Japanese for extended periods and be able to decode and create many written items from daily life such as application forms, catalogs, and recipes

JAPN 250 Composition & Conversation I (3 Credit Hours)
Students gain mastery of intermediate Japanese grammar and increase their ability to use honorific and humble speech, with increasing use of Japanese as the medium of instruction.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

JAPN 251 Composition & Conversation II (3 Credit Hours)
This class is conducted mostly in Japanese with students developing the ability to read and discuss longer texts, including primary sources, to gain greater knowledge and understanding of Japan.
Interdisciplinary Option: Asian Studies, Japanese Language and Culture

Latin (LATN)

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LATN 101 Latin I (3 Credit Hours)
This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of Latin, and simple readings in the language.
Course equivalencies: LATN131/LATN101
Outcomes:
students should be able to demonstrate basic knowledge of Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Latin sentences and passages into English

LATN 102 Latin II (3 Credit Hours)
Pre-requisites: LATN 101
This course continues the study of the fundamentals of the Latin language, including more vocabulary, grammar, syntax and more advanced readings. (Latin I or its equivalent is a prerequisite for this course.)
Course equivalencies: LATN132/LATN102
Outcomes:
students should be able to demonstrate advanced knowledge of basic Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately more advanced Latin sentences and passages into English

LATN 271 Introduction to Reading Latin (3 Credit Hours)
Pre-requisites: LATN 101, 102 (grade of 'B' or higher) or their equivalents (AP Latin credit; CAS Latin competency exam)
This intermediate-level course centers on translation of prose and poetry of Roman authors, with special emphasis on review of Latin grammar as it is encountered in the selected texts.
Outcomes:
Students will be able to translate selected passages of Latin prose and poetry with accuracy, analyze and appreciate Roman literature, and demonstrate understanding of the content of the passages

LATN 281 Intro to Roman Historians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation of representative selections from the historical works of Republican, Augustan and other Latin authors.
Outcomes:
Students should be able to translate accurately Latin historical prose passages, analyze and appreciate their style and contents, and demonstrate knowledge and understanding of their various contexts and meanings

LATN 283 The Age of Caesar (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Julius Caesar, in particular translation of selected readings from such authors as Lucretius, Catullus, Sallust, Caesar and Cicero.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 284 The Age of Augustus (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Augustus. Selected readings are from such authors as Vergil, Horace, Livy, Ovid, Tibullus and Propertius.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 286 The Age of Nero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of Nero. Selected readings are from such authors as Tacitus, Petronius, Seneca, and Lucan.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 287 Age of Flavians (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the literature and society of Rome at the time of the emperors Vespasian, Titus and Domitian. Selected readings are from such authors as Tacitus, Suetonius, Martial and Juvenal.
Outcomes:
Students should be able to translate accurately the selected readings, analyze and appreciate their style and content, and demonstrate knowledge and understanding of their contexts and meanings

LATN 289 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 303 Latin Composition (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course involves practical exercises to develop correct and fluent expression in written Latin prose.
Outcomes:
Students should be able to write Latin in various styles, demonstrating facility in deploying fluent knowledge of vocabulary, syntax and grammar in the writing of Latin prose

LATN 314 Cicero's Letters (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of Cicero, as well as the political, social, and intellectual context of Classical Rome.
Outcomes:
Students should be able to translate these works with proficiency, to demonstrate knowledge in detail of the genre of formal Latin correspondence, the author and his times, and to understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 315 The Latin Fathers (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the writings of the early church fathers, including such as Ambrose, Jerome and Augustine; it also comprises an introduction to the historical background of Western patristic thought.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the writings, their authors and their times, and appreciate more deeply the issues and concerns located in these writings

LATN 317 Pliny The Younger (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the correspondence of the younger Pliny, as well as the political, social, and intellectual context of later Classical Rome and Roman customs in public and private life.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, and understand and appreciate the ideas, issues and concerns expressed in the letters

LATN 325 The Orations of Cicero (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on the public orations of Cicero, his methods of oratorical persuasion, and the judicial processes of late Republican Rome that form the context for these orations.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of the genre, the author and his times, understand and appreciate the ideas, issues and concerns expressed in the orations, and comprehend the historical and judicial background of the orations

LATN 328 Quintilian (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on Quintilian and his Institutio Oratoria, a comprehensive textbook of the technical aspects of ancient rhetoric.
Outcomes:
Students should be able to translate these works with proficiency, demonstrate knowledge in detail of Latin rhetoric and oratory, and understand and appreciate Latin rhetorical styles, literary figures, and the structure and contents of Latin speeches

LATN 332 Historical Masterworks I (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Livy or Sallust and their contexts in the later Republic and early Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual context

LATN 335 Historical Masterworks II (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the works of Tacitus, Suetonius or Latin historical writers of the later Roman Empire.
Outcomes:
Students should be able to translate these works with proficiency and demonstrate knowledge in detail of the author/s studied and the contents of the writings, as well appreciation for the genre of historical writing and for its significance within its political and intellectual contexts

LATN 341 Vergil (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on Vergil's Aeneid and the genre of Latin epic poetry, in particular, on the character of Aeneas and his place within the context of Augustan Roman politics and society.
Outcomes:
Students should be able to translate the Aeneid with proficiency, and demonstrate detailed knowledge of the author, the poem, and its contents and meanings, as well as deeper understanding and appreciation of various contexts of the poem and Vergil's accomplishments in composing it

LATN 343 Latin Verse (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin poetic verse, including selections from Catullus, Horace, Martial, Statius and other Latin poets.
Outcomes:
Students should be able to translate the works with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and the various poetic styles they employed, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 344 Roman Elegy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
The subject of this course is Latin elegiac poetry, including selections from Catullus, Tibullus, Propertius, and Ovid.
Outcomes:
Students should be able to translate Roman elegy with proficiency, and demonstrate knowledge in detail about the authors, their poetry, and Latin elegy, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 345 Horace (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on selections of the odes, satires and epistles of Horace, set against the backdrop of late Republican and Augustan Rome.
Outcomes:
Students should be able to translate the selections of Horace with proficiency, and demonstrate knowledge in detail about the author, his poetry, the various styles he used, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 346 Juvenal (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the satires of Juvenal, set against the backdrop of Flavian Age Rome and the Roman Empire.
Outcomes:
Students should be able to translate the satires with proficiency, and demonstrate knowledge in detail about the author and his satires, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 347 Early Christian Poetry (3 Credit Hours)
Pre-requisites: LATN 101 and LATN 102 or their equivalents
This courses centers on early Christian poets such as Ausonius, Prudentius and Fortunatus, and their works.
Outcomes:
Students should be able to translate the selected works with proficiency, and demonstrate knowledge in detail about the authors and their poems, as well as deeper understanding and appreciation of the historical, social, spiritual, and intellectual contexts of their works

LATN 351 Roman Comedy (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on the genre of Roman comedy, including selected plays of Plautus and/or Terence.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate selected texts in Roman comedy with proficiency and demonstrate knowledge in detail about the authors and their comedies, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 360 Lucretius (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course centers on translation and understanding of the De Rerum Natura of Lucretius.
Outcomes:
Students should be able to translate the poetry of Lucretius with proficiency and demonstrate knowledge in detail about the author and his work, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to it

LATN 361 St Augustine's Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of Saint Augustine.
Interdisciplinary Option: Catholic Studies
Course equivalencies: LATN361/CATH361
Outcomes:
Students should be able to translate these works with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 362 Cicero's Philosophical Works (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the philosophical works of the orator Cicero, including, for example, De Amicitia.
Outcomes:
Students should be able to translate the philosophical works of Cicero with proficiency and be able to demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 364 Seneca (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on translation and understanding of the works of the philosopher and playwright, Seneca.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students should be able to translate the selected works of Seneca with proficiency and demonstrate knowledge in detail about the author and his works, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 373 Workshop-Secondary School Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course examines the objectives, standards, methods of presentation, testing, audiovisual aids, and desirable backgrounds for the teaching of Latin in secondary schools. This course is for prospective teachers of Latin and is taught in cooperation with Loyola's School of Education.
Course equivalencies: X-CIEP373/LATN373
Outcomes:
Students should be able to demonstrate knowledge of these objective and standards, etc, as well as be able to employ them effectively in classroom contexts

LATN 387 Medieval Latin (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
This course focuses on readings in medieval Latin prose and poetry, as well as on comparison with classical Latin style and content.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-LATN387/MSTU384
Outcomes:
Students should be able to translate the selected works of the course with proficiency, and demonstrate knowledge in detail about their authors, as well as deeper understanding and appreciation of the historical, social and intellectual contexts and influences pertaining to them

LATN 388 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 389 Readings in Latin Literature (3 Credit Hours)
Pre-requisites: LATN 101 and 102 or their equivalents
Students study a selected range of masterworks in Latin literature. (This is a special topics course in Latin.)
Outcomes:
Students should be able to translate the selected works with proficiency and demonstrate deeper knowledge and understanding of selected Latin literature, its style and its possible interpretations

LATN 415 The Latin Fathers (3 Credit Hours)
This course examines the writings of the early church fathers such as Ambrose, Jerome, and Augustine, looking through them to the historical and intellectual background of Western patristic thought.
Outcomes:
Students should demonstrate knowledge in detail of the texts, their authors, and their times; They should engage critically with current scholarship of the field

LATN 418 St Augustine (3 Credit Hours)
This course focuses on selected works of Augustine, set against the backdrop of Roman society and Mediterranean Christianity in the later Roman period.
Outcomes:
Students should demonstrate knowledge in detail about Augustine, his world, and his works; They should engage with current scholarship addressing Augustine's religious, intellectual, literary, social, and historical contexts and influences

LATN 431 Caesar (3 Credit Hours)
This course focuses on Julius Caesar's Commentaries on his Gallic War and the Civil War against Pompey the Great. It examines the texts within multiple frameworks in order to understand the political, military, intellectual, and historical contexts of Caesar's writing.
Outcomes:
Students should demonstrate detailed understanding of Caesar, his texts, and contexts; Additionally, students should engage critically with scholarship relating to Caesar and his place in the world

LATN 432 Livy (3 Credit Hours)
This course focuses on Livy's Ab Urbe Condita and the historical, intellectual, literary, and cultural contexts of this work. It considers Livy's place in Rome's historiographical tradition and the relationship of his work to the emerging imperial government.
Outcomes:
Students should demonstrate detailed understanding of Livy and his historical and cultural context; Additionally, students should engage critically with scholarship on Livy and his work

LATN 435 The Annals of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 436 The Histories of Tacitus (3 Credit Hours)
This course focuses on the historical writings of Tacitus and the historical, intellectual, literary, and cultural contexts of their production. It considers Tacitus's place in the Roman historiographical tradition and the relationship of his work to the Roman imperial administration and socio-political systems of power.
Outcomes:
Students should demonstrate detailed understanding of Tacitus, his texts, and contexts; They should engage critically with scholarship relating to Tacitus, his project, and his world

LATN 438 Suetonius (3 Credit Hours)
This course focuses on Suetonius's Lives and the historical, intellectual, literary, and cultural contexts of his writing. It examines the genre of biography in the ancient historiographical tradition and explores Suetonius's depiction of the Roman Emperors as both biographical and literary creations.
Outcomes:
Students should demonstrate detailed understanding of Suetonius and his historical and cultural context; They should engage critically with current scholarship on Suetonius, his project, and his milieu

LATN 441 The Aeneid of Virgil (3 Credit Hours)
This course centers on Vergil's Aeneid. It examines the poem's place in the tradition of Latin epic poetry with attention to Vergil's literary technique. It explores the poem's participation in and resistance to the Augustan imperial political program. It will touch on the enduring influence of the poem.
Outcomes:
Students should demonstrate detailed understanding of Vergil and the Aeneid; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 442 Earlier Works of Virgil (3 Credit Hours)
This course centers on Vergil's Eclogues and/or Georgics. It examines the genre(s) of bucolic and/or didactic poetry, focusing on Vergil's developing technique, especially his commitment to Alexandrian and Neoteric principles. It will explore how these poems respond to the uncertainty of the political moment and emergence of Imperial rule.
Outcomes:
Students should demonstrate detailed understanding of Vergil and his early poems; They should engage critically with scholarship concerned with Vergil's social, cultural, and literary contexts and influences

LATN 443 Catullus (3 Credit Hours)
This course centers on Catullus, the literary genres and traditions in which he worked, and the particular moment of late-Republican neoteric poetry. It considers Catullus' importance as an innovator in Latin poetry, his place in the social fabric of aristocratic Roman culture and how his poetry reflects that culture.
Outcomes:
Students should demonstrate detailed understanding of Catullus' works, literary technique, and world; They should engage critically with scholarship relating to Catullus' historical, social, literary, and intellectual contexts

LATN 444 Roman Elegy (3 Credit Hours)
This course focuses on Latin elegiac poetry through selections from Catullus, Tibullus, Propertius, and/or Ovid. The course explores elegy as a peculiarly Roman literary tradition linked closely to the Late Republic and Early Empire. It examines the recurrent themes and techniques of Latin Elegy.
Outcomes:
Students should demonstrate detailed understanding of Latin elegy; They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre

LATN 445 Ovid (3 Credit Hours)
This course centers on the poetry of Ovid, the genres in which he wrote, and the cultural, social, and historical contexts in which he worked. It explores Ovid's role as both a continuator and innovator within the Roman literary tradition and how his poetry responds to his socio-political moment.
Outcomes:
Students should demonstrate detailed understanding of Ovid and his work; They should engage critically with scholarship concerned with Ovid's social, cultural, and literary contexts and influences

LATN 446 The Odes of Horace (3 Credit Hours)
This course centers on the Odes of Horace, their relationship with traditions of lyric poetry and Roman Alexandrianism, and the cultural, social, and historical contexts to which Horace responded. The course examines Horace's poetic technique and his engagement with the emerging Augustan imperial regime.
Outcomes:
Students should demonstrate detailed understanding of Horace's Odes and their place in Roman poetry; They should engage critically with scholarship addressing Horace's work and various contexts

LATN 451 Roman Comedy (3 Credit Hours)
This course focuses on Roman comedy, including selected plays of Plautus and/or Terence. It examines the place of these works in the traditions of New Comedy more generally, exploring how they are produced in Latin as theater in the context of Roman Republican society.
Outcomes:
Students should demonstrate detailed understanding of the authors, the comedies, and their traditions; They should engage critically with scholarship addressing the plays multiple contexts and influences

LATN 455 Tragedies of Seneca (3 Credit Hours)
This course focuses on selected tragedies of Seneca. It examines these works in light of the traditions of ancient tragic drama and Latin literature more generally. It also explores the connection of these plays to Seneca's Stoic philosophy and the imperial regimes of Claudius and Nero.
Outcomes:
Students should demonstrate detailed understanding of Seneca's tragedies; They should engage critically with scholarship addressing Seneca's literary, philosophical, cultural, and historical contexts and influences

LATN 461 Lucretius (3 Credit Hours)
This course centers on the De Rerum Natura of Lucretius. It examines Lucretius' literary technique and his place in the Roman tradition of hexametric poetry. It also explores Lucretius as a major exponent of Epicurean philosophy and the scientific world view of that philosophical tradition.
Outcomes:
Students should demonstrate detailed understanding of Lucretius' work and its significance; They should engage critically with scholarship addressing Lucretius' literary, philosophical, cultural, and historical contexts and influences

LATN 462 Philosophy of Cicero (3 Credit Hours)
This course focuses on the philosophical works of Cicero and the Roman reception of Greek philosophical thought. It explores Cicero's role as a conduit into the Roman world for Greek ideas, including his contribution to the establishment of a philosophical vocabulary, and the enduring influence of his work.
Outcomes:
Students should demonstrate detailed understanding of individual works and Cicero's greater project; They should engage critically with scholarship addressing the various contexts and influences of Cicero's treatises

LATN 488 Readings in Latin Literature I (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 489 Readings in Latin Literature II (3 Credit Hours)
This course offers extensive and in-depth study of selected works of ancient Roman literature. The course includes consideration of these works in their social, historical, and literary contexts-that is, both as part of a tradition and as responses to particular moments in Roman social history.
Outcomes:
Students should demonstrate detailed understanding of the authors studied and their work; They should engage critically with scholarship concerning each author/work and their various contexts

LATN 499 Directed Study (3 Credit Hours)
This course frames extensive and in-depth study of a selected author or topic involving Latin language or literature written in Latin, for graduate students to pursue under the direction of a faculty member of the department.
Outcomes:
Students will engage with current scholarship in the field of the investigation, and will demonstrate significant learning

LATN 546 Seminar in Roman Satire (3 Credit Hours)
This course investigates Roman verse satire and its traditions through selections from Horace, Persius, and/or Juvenal, considered in their social, historical, and literary contexts. The Romans claimed satire as the one truly Roman genre: this course will explore the key themes and techniques animating the genre and its tradition. They should engage critically with scholarship concerned with the historical, social, intellectual, and literary contexts of this genre.
Outcomes:
Students should demonstrate detailed understating about Roman Satire

Latin Amer Studies (LASP)

Discover, search, courses (p. 2661)!

LASP 196 Topics in Latin American Studies: Introductory (3 Credit Hours)
This is the 100-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to evaluate students

LASP 297 Special Topics (3 Credit Hours)
This is the 200-level special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America. Topics will vary from semester to semester.

LASP 395 Capstone in Latin American Studies (3 Credit Hours)
Topics in Latin American Studies. Completes the minor in Latin American studies. This tutorial course serves an integrative purpose, requiring the student to focus on a specific issue or theme in Latin American studies research. Each student completes a research project integrating Latin American studies and his/her major field.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: LASP395/INTS395A

LASP 396 Topics in Latin American Studies-Advanced (3 Credit Hours)
This is the advanced special topics course. It is interdisciplinary in nature, and it may cover a wide variety of issues and topics related to Latin America and to Latinos in the U.S.
Outcomes:
Students who successfully finish this class will be able to demonstrate a more complex and nuanced understanding of the topics covered in class, as shown in exams, papers, and other assignments designed to test students at an advanced level

Law (LAW)

Discover, search, courses (p. 2661)!

LAW 100 Well-Law for Students (2 Credit Hours)
The purpose of Law School is to equip students for the practice of law. We now know, however, that for many, the law school experience comes at a high cost to their personal wellness. The goal of this course is to provide students with the introductory knowledge and tools necessary to begin to manage the stresses of school, work, and life in healthy ways. The blended learning design includes content accessed asynchronously along with live online interaction. The on-demand content consists of course readings, group discussions, wellness and meditation videos, and other self-care resources.

LAW 107 Illinois Litigation Racism, Injustice & Poverty (2 Credit Hours)
This course will explore why well over fifty percent of the cases pending in Illinois courts involve taking liberty, money, or homes from poor people and how race factors into this reality. While the course will explore the interrelationship of racism, injustice, and poverty, the course will be focused on training students to try cases is these courts and win cases for poor people. The objectives of this course are to (1) to prepare Loyola students to represent poor people in Illinois courts and (2) excite their imagination about social and legal change, while empowering them to see the law as a vehicle for change.

LAW 108 American Indian Law: Indigenous Justice (3 Credit Hours)
This course examines the legal, regulatory, ethical, policy and pragmatic aspects of indigenous cultural heritage and the role of anthropology and archaeology in the United States and globally. Topics include cultural resource management in public and private contexts, participation of stakeholders, and expert anthropological knowledge in legal contexts and public participation. Topics include: the Native American Graves Protection and Repatriation Act (NAGPRA); cultural patrimony; museums; the role of government; the role of the courts; the role of the United Nations; postcolonialism; decolonizing methodologies; social justice issues; tourism, environmental and cultural relationships; oral sources; case studies and other ways of knowing the past that are embedded in law and policy.

LAW 110 Labor and Employment Law in the Education Workplace (2 Credit Hours)
.This course, which meets once a week for two hours, will explore in depth labor and employment issues in the 21st century education workplace. Students will form teams -- representing individual employees, the union, and management- and advocate their respective positions in a variety of contexts, including collective bargaining, unfair labor practice proceedings, teacher discipline and dismissal proceedings, and contract grievance arbitration. Current events and contemporaneous developments will provide the backdrop for the course materials and class activities. Topics will include: tenure, reduction-in-force and seniority rights, and teacher accountability and evaluation of professional personnel under new education reform legislation; public sector bargaining trends in Illinois and nationally; the 2012 Chicago Public Schools teachers strike; LGBT issues, free speech, and workplace right of privacy.

LAW 111 Practical Skills Boot Camp (1 Credit Hour)
Loyola has prepared you to think like a lawyer. In this intensive Boot Camp legal practice seminar, learn to be a lawyer. This seminar will help bridge the gap as you transition from law school into private practice. You will gain the personal skills, practical skills, and business sense to succeed in your legal practice from day one. Among other things, you will learn to think and behave like a practicing attorney. You will learn how to create professional correspondence, organize your practice, interact with colleagues and staff, and build a consistent book of work. You will also learn substantive litigation and transactional skills that will enhance the quality of your legal practice from day one. And you will hear from prominent attorneys in the community as to what they look for in new lawyers and what makes a successful new lawyer.

LAW 113 Civil Procedure (4 Credit Hours)
An introduction to and analysis of the concepts and doctrines that govern the procedure followed in civil litigation, with a focus primarily on litigation pre-trial, reflecting reality. For example, various aspects of jurisdiction to bring suit, choice of law (Erie), as well as pre-trial process, including joinder of claims, parties, and discovery and motion practice are covered. Emphasis is placed on practice in the federal trial courts.

LAW 114 Advanced Legal Analysis (1 Credit Hour)
The class will strengthen students' analytical and reasoning skills. By the end of the course students will have a better understanding of how to read and extract information from cases, and synthesize multiple cases into law, as well as apply that law to new fact patterns.

LAW 117 Philosophy of Law (3 Credit Hours)
Philosophy of Law: Legal and Moral Issues of Economic Sanctions. This course will start with a brief overview of economic sanctions in the contexts of international relations and global governance, and will then look closely at the issues of effectiveness and humanitarian impact. Throughout the course we will draw on materials from a number of sanctions regimes, including South Africa, Cuba, Iraq, and Iran. We will examine a number of ethical topics, looking at the issues of intent, consent, and moral agency in the context of economic sanctions. We will also look at a number of legal issues: whether sanctions come into conflict with international human rights law, such as the International Covenant on Economic, Social, and Cultural Rights; the problem of extraterritoriality; and the recent cases coming out of the European Courts on asset freezes, such as the Kadi case.

LAW 122 Constitutional Law (4 Credit Hours)
An introduction to the United States Constitution. Subjects include the role of the United States Supreme Court, federalism, separation of powers, and individual rights under the Constitution. Particular attention is paid to judicial power and judicial review, national legislative power including commerce power, commerce clause limitations upon state power to regulate, and presidential power and authority in both international and domestic affairs. In addition, the course covers individual rights under the equal protection and due process clauses of the 14th Amendment to the Constitution.

LAW 124 Rapid Response Refugee Clinic (2 Credit Hours)
This one-time experiential offering will pull students into the fast-moving world of refugee law, policy, and practice. Students will join a lecture, held once a week, as they take on refugee cases in a "pop-up clinic" setting. Three day-long weekend clinical sessions will be held throughout the semester.

LAW 125 Sexuality and the Law (2 Credit Hours)
No course description is available

LAW 126 Corporate Compliance Programs (2 Credit Hours)
This is a Skills course. The course will cover the elements necessary to implement a basic compliance and ethics program in a company. Students will become familiar with the basic principles of the Federal Sentencing Guidelines that define an "effective" compliance program. Students will learn the fundamentals of the job of Chief Compliance Officer by working with compliance issues in the media, commercially available compliance training programs and compliance techniques used in major corporations.

LAW 127 Law and Psychology (2-3 Credit Hours)
For many years, the field of psychology focused primarily on mental illness. But more recently, many psychologists have begun to analyze happiness and to study the ways in which all people, healthy or ill, can increase their enjoyment of life. This course will explore the new field of hedonic psychology, evaluating its methods and examining its findings. We will consider whether legal policy can or should be shaped by these findings in an effort to help people become happier.
Outcomes:
Students will learn how the law affects people and will develop their own capacities to work in the law via an improved understanding of themselves and others; Through class discussion and projects, they will hone their abilities to make decisions in work and life and will ideally become more fulfilled and productive future members of the legal profession

LAW 128 Interprofessional Writing and Communication for Hlth Literacy & Hlth Equity (1 Credit Hour)
Students from various disciplines including communications, law, medicine, nursing, public health, and/or social work will learn the fundamental components for good writing and communication with patients. With a focus on low health literacy populations, students will review various documents that patients need to understand for making decisions about their health and wellness, for realizing their health care rights, as well as for ensuring their safety while using health care products. Students will have an opportunity to identify poor communications illustrated within medical appointment details and medication instructions, informed consent documents, medical power of attorney forms, arbitration agreements, and healthcare marketing material. Students will write collaboratively, and problem solve through simulated exercises and hypotheticals to determine how their respective professions can work together for addressing issues of low health literacy and in doing so enhance health equity. Relevant learning outcomes and skill development include: interprofessional teamwork, analysis, as well as written and oral communications.

LAW 130 Transactional Skills Seminar (2 Credit Hours)
The course will examine the lawyer's role in business transactions by looking at examples of two decidedly different transactions - the negotiation of commercial real estate leases and the structure of the purchase, ownership, and operation of a corporate aircraft. The practical skills and knowledge acquired by examining these examples can be applied to virtually all commercial transactions. The class will consider the art of negotiating those transactions - and will focus on the role of the lawyer in those negotiations. We will consider a variety of negotiating strategies and how to deal effectively with opposing counsel who may, or may not, share your particular strategy. In addition, the class will examine a corporate aircraft transaction - with a myriad of parties and opposing interests and regulations - with the goal of appreciating the juggling and balancing necessary to achieve the best result possible. Along the way, we will look at how there is not ONE way to do things, rather there are many ways and many strategies. The rules and processes taught in law school are there to provide guidance; they are not hard and fast rules about the way that a transaction must be done. That's one of the benefits of being a transactional lawyer - the rules are set by the parties as they negotiate. Students will be evaluated on the basis of classroom participation and attendance, a paper, and , in lieu of final exam, a one-on-one negotiation session with the instructor. Regular attendance is expected; if a student cannot attend class, please notify the instructor.

LAW 132 Contracts (4 Credit Hours)
An analysis of the formation, transfer and termination of contract rights and duties, and the legal and equitable remedies available upon breach of contract. This is a Juris Doctor Required course.

LAW 133 Judicial Practicum (2-3 Credit Hours)
The objectives of the course are to hone research skills, learn judicial writing skills, observe the rules of civil procedure in action, follow judicial ethics, and learn the appropriate etiquette in working with a judge and judicial law chambers staff. Students will work in a judicial chambers for 2 or 3 credits (110 hours or 165 hours of work respectively) and also complete the weekly course. The course will focus on building the skills to make this a successful experience by providing research, writing, and ethical scenarios and to translate the experience for future career planning. Students will present on a topic approved by the course instructor related to the judiciary.

LAW 135 Copyright (3 Credit Hours)
No course description is available

LAW 136 Law & Catholic Social Thought (2-3 Credit Hours)
On its website Loyola University Chicago defines itself as "Chicago's Jesuit, Catholic university." It also makes clear that Loyola is fiercely dedicated to promoting "social justice." Likewise, in its Mission Statement, the Law School claims to be "inspired by the Jesuit tradition" and that it seeks "to prepare graduates who will be ethical advocates for justice and equity." Did you ever wonder what this means? What is the justice that Loyola claims to support? There are, of course, many ways of defining justice, and many critical perspectives through which law may be examined: Law & Economics, Legal Positivism, Classical Liberalism, Rawlsian Welfare State Liberalism, Legal Feminism, Legal Realism (and its successor Critical Legal Studies) and Critical Race Theory. For each of these schools of thought there is a whole body of literature that addresses the basic questions of jurisprudence: What is law? What is justice? And what is the relationship between the two? What are rights? And where do they come from? How are law and morality alike, and how are they different? Is law simply the exercise of coercive power or is it something more? There is, in fact, an older school of thought from which these others are derived - a tradition that matches them in depth and rigor. The Judeo-Christian tradition has been thinking about questions of law and justice for well over two millennia. Moreover, since the late 19th century, with the advent of industrialization and urbanization and the new social problems brought on by these phenomena, the Catholic Church has been offering its reflections on questions of law and justice in a body of thought known as Catholic Social Teaching. This literature is composed of papal letters (called encyclicals), documents from the Second Vatican Council, and other magisterial texts. In the course we will read samples of this literature as we think about contemporary problems and possible legal solutions: poverty, racism, capital and labor, globalization, war and peace, environmental deterioration, the family, marriage and sexuality, cultural and religious pluralism. The course will not, however, simply be an historical review of abstract concepts and ideas within the tradition. Law is a practical art, and legal concepts and theories have meaning in application. They are best understood when their consequences are laid bare. Thus, in conjunction with the various documents from Catholic Social Teaching described above, students will also read a number of cases that will help them examine the meaning of these ideas in concrete terms. The aim of this two credit course is philosophical analysis and critical reflection. To this end, students will be required to submit a 2-4 page reflection paper every other week. The goal is for students to emerge from the course not only with a better understanding of law and justice, but with an appreciation for what their own beliefs might mean in the practice of law. The option of a third course credit is available for students who are willing to write an additional paper of at least 20-pages.

LAW 139 The Art of In-House Counseling (3 Credit Hours)
This course will introduce students to the evolving history, roles and responsibilities of in-house legal counsel. Students will investigate the skills and characteristics that contribute to successful and effective practice as an in-house counsel and explore the similarities and differences between in-house legal practice and outside legal practice. Topics covered during the course will include: the relationship between in-house counsel and his/her client; in-house counsel's role in adding value to his/her organization; advising and counseling clients; fact gathering and investigation; managing an in-house counsel to address a variety of situations in which an in-house counsel would be expected to act. Students also will observe experienced, practicing in-house counsel address similar situations and analyze the factors and considerations that contribute to effectively addressing the situations. Students will be expected to regularly attend and participate in class. There will not be a final exam in this course. Students will be evaluated on the basis of a final project (which will involve a class presentation and a written assignment or assignments) and class participation.
Outcomes:
Students will demonstrate the ability to analyze problems that in-house counsel comes across in the course of their employment

LAW 140 Criminal Law (3 Credit Hours)
This course introduces the elements of crime by teaching principles that apply to many crimes. These principles include the nature of criminal acts and of criminal fault, as well as defenses such as self-protection. Homicide and other specific crimes may also be discussed, as may theories of punishment. The primary materials are statutes -- in particular, the Model Penal Code and/or the Illinois Criminal Code. This is a Juris Doctor Required course.

LAW 141 Asylum Law (2 Credit Hours)
This course will provide an overview of U.S. asylum law and procedure, as well as international refugee law. Additionally, we will explore the politics and ethics of bordering practices, both domestically and internationally and within our own communities. In lieu of an exam, students will write a final paper.

LAW 143 Environmental Justice: Race, Class and the Environment (2-3 Credit Hours)
This course explores the disproportionate environmental burdens borne by communities of color and low-income people in the United States and the role of law in contributing to these inequities and in addressing them.
Outcomes:
After taking this course, students will understand the underlying causes and consequences of the disproportionate concentration of polluting industry in low-income communities and communities of color; After taking this course, students will be familiar with a variety of legal strategies and tools that can be used to combat environmental injustice

LAW 145 Gender Based Violence: Law, Practice, and Policy (2 Credit Hours)
Pre-requisites: None, except no 1L
The objective of GBV: Law, Practice, and Policy is to expand students' knowledge and understanding of the web of laws addressing gender-based violence while building practical civil litigation skills The course will begin by reviewing principles of gender- based violence and protections around safety, while also working with students on how to provide trauma-informed advocacy in intaking and representing a GBV survivor in practice. The course will cover civil state and federal housing and family law protections available to survivors of GBV while working through the building blocks of litigation in Illinois circuit courts: drafting a petition, motion to dismiss, and other responsive pleadings, and conducting an in-class oral argument and mediation. This course will help students understand not only the existence and purpose of laws protecting survivors of gender-based violence, but will also give students the opportunity to experience the challenges and considerations in the practical application of these laws in representing survivors in civil court.

LAW 146 Mass Incarceration (2 Credit Hours)
The class covers the rise of the carceral state from the 1970s onward, with a particular focus on the disproportionate impact on Black and Brown people. We trace the roots of the carceral state to slavery and its end, and then move into the war on drugs and war on crime. We will spend the semester exploring the causes of the carceral state (or mass incarceration), its consequences, particularly with respect to families and children and public health, and then we focus on how to address changes to it. Readings vary from poems and law review articles by people who have been formerly incarcerated to scholarship by historians and activists, and political scientists, and a few cases from the Supreme Court. We will have a few guest speakers throughout, as well. There are two short reflection papers assigned (6 pages each) and students are expected to participate in class discussion.

LAW 149 International Intellectual Property Law (3 Credit Hours)
Examines the growing importance of intellectual property in the international context. Covers the scope of protection granted trademarks, copyrights and patents in foreign jurisdictions so that effective comparisons can be made between foreign and domestic law. Explores the scope and substance of international treaties. Strategies for obtaining cost effective intellectual property protection in the global economy will be examined.

LAW 152 Property (4 Credit Hours)
The study of the legal principles governing intellectual property, personal property and real property, including the study of conveyancing, co-ownership, donative transfers, eminent domain, estates and future interests, landlord-tenant, land use controls and title assurance.

LAW 156 Abolition and Movement Lawyering (2 Credit Hours)
This class is designed to be a space for reimagining our world, and how we, as lawyers and future lawyers, can work to dismantle the systems of White supremacy and oppression that incarcerate, punish, and harm Black and brown people in the U.S. while failing to prevent, address, or repair harm or facilitate accountability. Abolition is not just about the dismantling or absence of systems, but as Ruth Wilson Gilmore states, abolition is about presence. Movement lawyering/community lawyering is about taking direction from directly impacted communities and from organizers, as opposed to imposing our leadership or expertise as legal advocates. What can we work to build that is life-affirming instead of life-destroying, that is in solidarity and not another manifestation of the underlying problems? This class will discuss the difference between reform and abolition, the history of abolitionist organizing in Chicago, and the historical and current role of lawyers in social movement.

LAW 158 Comparative Mass Incarceration (1 Credit Hour)
This course will explore mass incarceration and conditions of confinement globally, and compare and contrast racial and ethnic disparities in incarcerated populations, the global use of pretrial detention, its disproportionate impact and use on marginalized populations, and the sentencing and prison practices of countries such as Germany, the Netherlands, and the United States. The course will focus on the disproportionate impact of punishment and incarceration on those from Black and Brown communities and on migrant and refugee populations.

LAW 159 Tax Policy and Inequity (2 Credit Hours)
The objective of this course is to explore the history, evolution, and racial impact of tax policy in the United States. Students will explore the various theories of taxation's role in modern day society; examine the purpose and intent of tax on incomes, consumption, "sins" and assets; highlight the role interest groups play in tax policy and discuss the disparate impact such policy has on communities of color (namely black and brown). Students will be tasked with learning and discussing the intricacies of federal and state and local tax law. They will also write a tax policy that seeks to encourage and/or discourage a societal behavior, which will be discussed and analyzed from various stakeholders' perspectives.

LAW 162 Torts (4 Credit Hours)
A basic course in the substantive law governing compensation for injuries to property and to the person. Considered are intentional wrongs, negligence, malpractice, products liability and strict liability; invasions of personal integrity and emotional well-being; injury to tangible and intangible rights in property; liability insurance and alternatives; and damages. Other risk-bearing alternatives are considered and contrasted with the traditional common law theories. This is a Juris Doctor Required Course.

LAW 163 Climate Justice, Racial Justice, and International Law (1 Credit Hour)
The climate crisis is in the news on a regular basis, as wildfires, melting glaciers, mega-storms, floods, droughts, heat waves, and rising sea levels wreak havoc all over the world. While the climate crisis has often been depicted as a technical problem requiring technical solutions, this course will examine the emerging body of legal scholarship, reports by UN human rights experts, and case studies on the relationship among climate change, racial injustice, and international law. It will analyze the ways that international law contributes to these intersecting injustices and how international law can be used as a tool of transformation and resistance. Caused primarily by the greenhouse gas emissions of the world's most affluent inhabitants, climate change is an injustice because its impacts are experienced most acutely by those who contributed least to the problem and have the fewest resources to protect themselves from harm. These include Indigenous peoples, the small island states, racial and ethnic minorities, poor people, and those who reside in climate-vulnerable geographic regions, including tropical, coastal, and agriculture-dependent low-income countries. While most analyses of climate injustice focus on the impacts of climate change, this course will take a deeper dive into the origins of the fossil fuel-based global economy, and the harms it inflicts on states and peoples racialized as inferior throughout its life cycle historically and currently. For example, the Industrial Revolution, which launched the age of fossil fuels, was made possible by colonialism, slavery, and the international law doctrines that justified and facilitated these practices. In the post-colonial period, international law gave primacy to the rights of foreign investors engaged in natural resource exploitation, at the expense of the states and local communities in which these projects were located. These doctrines enabled European and settler colonial states to control the world's petroleum reserves in collusion with autocratic petro-states and transnational corporations. They also produced corporate impunity for human rights and environmental violations. Today, the extraction, processing, and combustion of fossil fuels has created "sacrifice zones" all over the world in territories belonging to peoples and nations that were colonially designated as inferior.

LAW 164 Mergers and Acquisitions (3 Credit Hours)
This course will introduce students to the issues that arise in merger and acquisition transactions. Students will study the legal framework within which merger and acquisition transactions and the negotiation and documentation of such transactions take place. Students will analyze the considerations involved in selecting various structural alternatives for merger and acquisition transactions, examine the dynamics of the merger and acquisition transactions negotiation process, investigate the various stages of merger and acquisition transactions and focus on the lawyer's role in adding value to such transactions. Students will also have the opportunity to study, evaluate, draft and/or negotiate various types of documents that are commonly encountered in merger and acquisition transactions (such as, confidentiality agreements, employee retention agreements, investment banker engagement letters, letters of intent and purchase and sale agreements.) There will be a take-home final examination. Students taking this class would benefit by having previously taken Business Organizations and Securities Regulation; these classes are not, however, required to take the course.

LAW 166 Education Law Practicum (1-4 Credit Hours)
Law 166-001 (Seminar): This online seminar addresses substantive education law issues and skill development tailored to the practice of education law. Topics to be explored may include systemic reform litigation in education law, special education litigation, school discipline reform, the role of implicit bias in school decision-making, litigation related to trauma-informed practices, bullying litigation, and receiving feedback. This seminar may optionally be paired with a field placement in the area of education law. Placement options include local organizations, school districts, law firms and government agencies. Students must separately register for the field placement component for 1-3 credits (Law 166-002). No permission is required for the seminar portion of this class. Students may enroll in this seminar without registering for the field placement component. Students registering for the field placement component (166-002) must enroll in the seminar component (166-001). This course satisfies the Skills and the Bias, Cross-Cultural Competency and Racism (BCCR) requirements. Law 166-002 (Field Placement): This section is the field work component of the Education Law Practicum. Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may also participate in Loyola¿s Educational Advocacy Project as an alternative to an external field placement. For part-time students interested in placements outside of the Chicagoland area, additional placements can be identified and approved on a case-by-case basis. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor. Because you will need to identify and obtain a field placement, permission of the instructor is required. If you are interested in participating in the Education Law Practicum, please complete this form: https://luclawschool.formstack.com/forms/application_for_the_education_law_practicum&r=&t=0&bc= . You will need to separately apply for a field placement, which you may do in advance of applying for the Practicum or after applying for the Practicum and receiving additional information on placement options. This course counts as an Experiential Learning (Live Client Experience) and a Skills Course. Law 166-003 (SUFEO): This section of the Education Law Practicum is restricted to students working on education law cases through Stand Up for Each Other Chicago (SUFEO). The course seminar will provide skills-building tailored to direct representation of students and families on school discipline, bullying, special education cases, and other education law matters. Students will be provided with guidance and supervision regarding practical and ethical issues related to representing children and families in these cases. Students will also work on aspects of the SUFEO project, including client intake, case advocacy, legal drafting, outreach to local organizations, know-your-rights trainings, training and mentoring to law student volunteers working on the project, and policy and systemic advocacy to address the barriers experienced by SUFEO¿s clients. (Ross/Moran) Stand Up for Each Other (SUFEO) Board Members will automatically be granted permission to enroll in this class. Other students who would like to seek academic credit for their participation in SUFEO's educational advocacy work should complete this form: https://luclawschool.formstack.com/forms/application_for_the_education_law_practicum&r=&t=0&bc

LAW 170 Race and Real Estate (2 Credit Hours)
The objective of this course is to understand the laws and policies, politics and financial systems in our country that established and sustained segregation, creating our cities' black slums, ghettos and urban neighborhoods. The course would address federal, state and local legal systems, with particular emphasis on Illinois and Chicago. It would cover the Fair Housing Act as well as the Kerner Report; FHA policies, including the Underwriting Manuals that led to redlining; zoning laws and urban planning; public housing and HUD's HOPE VI program; the legality of restrictive covenants; as well as case law related to each of these areas. And finally, this course would address where this has led us to today: the policies, laws and regulations that have attempted to reverse segregation, and those that continue to allow discrimination to continue by exploiting and financially devastating minority neighborhoods.

LAW 173 Advanced Education Law Practicum (1-4 Credit Hours)
This course is for students who have already completed the Education Law Practicum seminar course and field placement. Students will build on the knowledge and skills gained through the Education Law Practicum by engaging in a second field placement, either with an organization or firm where they have been placed previously or with a new education law-related placement. More information about available placements is available on Pearson. The application form is available here. The seminar component of this class will be conducted in-person for 6-8 sessions; the days and times will be selected based on instructor and student availability. This course includes an instructional component that includes seminar discussions and individual meetings with a faculty member to develop skills, enhance understanding of ethical and other practice issues, and discuss cases and legal issues in students field placements. The class aims to deepen students knowledge of current legal and policy issues related to educational inequity, with a focus on race, ethnicity, disability, gender, and their intersection and the role of lawyers in addressing educational inequities. Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may participate in Loyola's Educational Advocacy Project as an alternative to an external field placement. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor.

LAW 175 Natural Resource Law (3 Credit Hours)
This is the broad survey course on Natural Resources Law. We will explore the protection and multiple uses of natural resource systems; regulation of federal public lands; forests; the National Park System; the Wilderness Preservation System; tribal lands; fish and wildlife management (including the Endangered Species Act and other sources of protection for fisheries and marine mammals); and rangelands. There will be a take-home final exam and in-class presentations.

LAW 176 International Trade Law (1-3 Credit Hours)
The primary goal of this course is to learn the fundamental or basic principles of the international trading system contained in the General Agreement on Tariffs and Trade (GATT) and the treaties of the World Trade Organization (WTO). Students will learn how rules of the GATT/WTO legal system are made and how they are used in domestic legal systems such as the United States. There are five additional learning goals in this course. First, students will gain factual knowledge about how the WTO is run and how disputes are resolved among WTO member countries. Second, students will learn to analyze and critically evaluate how GATT/WTO legal rules are applied in specific cases with a view to gaining and improving their problem solving skills in international trade law. Third, students will gain a broader understanding of how law works in an increasingly global and heterogeneous world and how the proliferation of mega-regional trade agreements and trade wars and COVID-19 have affected the global trading regime. Fourth, the course will promote student interest in learning more about international law on their own including where to find the resources they need for further study. Finally, the paper requirement in the course will develop writing and argument skills.

LAW 178 Antiracism Under Law (2 Credit Hours)
This course will examine the role of the law in replicating our nation's racial hierarchy as manifest across indicia of socio-economic well-being. The class will also analyze various legal means for disrupting this hierarchy. In particular the court will assess the underlying legal dynamics of all material racial disparities along with legal solutions for the diminution of such disparities. The course will take a social justice approach to the continued influence of race on social well-being. As such, the course will focus on the legal system's ability to secure broad-based and sustainable human development, and to actualize the full potential of the entire US population. The course will consider theories suggesting that law should promote the common welfare and secure liberty for all.

LAW 179 The Law of Jury Selection (2 Credit Hours)
This course will focus on the various legal and practical considerations that attorneys must face both during and following the jury selection process. The course will cover: constitutional issues; what must be proven to establish bias; the role of trial consultants (particularly in high profile cases); challenges to the array, challenges for cause and peremptory challenges; timing and procedural limitations; the significance of group dynamics; questioning techniques and the use of questionnaires; problems at trial and during deliberations; and the extent to which the parties may be entitled to examine prospective jurors in various areas of inquiry (such as occupation, education, knowledge of the case, legal and government experience, religious and educational beliefs). Students will participate in mock voir dire, prepare a draft questionnaire, and complete a final paper (7-10 pages).

LAW 184 Advanced Litigation Skills (2 Credit Hours)
Learning litigation skills task-by-task can leave the young practitioner with little guidance on how to form the overall strategy necessary to develop and present an effective civil case. While covering a wide range of specific skills, including opening statement and closing argument, the careful researching of local rules, techniques for examining witnesses, techniques for oral argument and applying a structured approach to settlement negotiations, this course will emphasize the aspects of these skills that support an overall civil litigation strategy. This course will require students to review a variety of materials in preparation for class, to participate in in-class exercises and to submit written work that displays the learning acquired through the in-class exercises. Evaluation of each student's performance will be based primarily on the student's written work.

LAW 185 Business and the Law (2 Credit Hours)
The majority of practicing lawyers represent businesses or individuals with business or investment interests. Unfortunately, the majority of law students have had limited exposure to business law and the first year curriculum offers few opportunities to explore this area. This course is intended to expose first year law students to the fundamental issues and perspectives that pervade business law. The goal is to make these topics accessible to all students, particularly those who have not taken many, if any, undergraduate courses in business, economics or accounting. The course will be divided into three segments. The first segment, entitled "The Law of Business," will introduce students to fundamental business and tax law concepts as well as transactional issues that business lawyers confront. These issues include the alternative ways of organizing a business (corporation, partnership or limited liability company) and the alternative ways of structuring a business acquisition or merger. The second segment, entitled "The Ethical Practice of Business Law" will explore the pressures on new lawyers to conform to an existing culture, how lawyers get into trouble, and how business law can be practiced in an ethical manner. The third segment, entitled "Developing a Financial Mindset" will introduce planning tools (e.g., the time value of money, compound interest) and the planning process in the context of both personal financial planning and business planning. Certain classes may be taught with other professors and practicing lawyers. There will be no final exam in this course. Students will be required to take a mid-term exam and to submit a short final paper. Class participation may also be taken into account. Students will also be expected to read the Wall Street Journal on a daily basis. This course is available to first-year students only.

LAW 189 Employment in the Gig Economy (3 Credit Hours)
No course description is available

LAW 190 Legal Writing I (2 Credit Hours)
Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. Second semester, the course builds on the basic writing, analysis, and research skills students have learned first semester and introduces persuasive writing skills. Students also learn how to present an oral argument to the court. Computerized research techniques are included in the course. In order to provide significant opportunities for instructor feedback, the first-year writing classes are organized into sections of approximately twelve students. Each section is staffed by both a legal writing instructor and a student tutor. This is a JD Required Course.

LAW 190R Basic Legal Research (0 Credit Hours)
This course is an introduction to the tools and sources of legal information you will need during your first year of law school and beyond. This course is a pass/fail component of Legal Writing I.

LAW 191 International Human Rights in Rome: Field Study (1 Credit Hour)
This 1-credit International Human Rights field study course will be co-taught by the School of Law and the School of Education to gain an interdisciplinary perspective on the advocacy work of international sites such as NGOs, schools, and international organizations in Rome. These sites are at the forefront of promoting and protecting human rights and fundamental freedoms of individuals or groups within the city of Rome, Italy and the Mediterranean. This is a pass/no pass course that will be delivered with the materials covered asynchronously for a total of 8 hours prior to May 25th followed by applied learning during specific site visits to be conducted on tentatively Sunday, May 26, the afternoons of May 28 and 29th. This course will have a 5 pages or 2500 word paper requirement due 4 weeks after the Rome Program ends.

LAW 192 Legal Writing II (2 Credit Hours)
Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. Second semester, the course builds on the basic writing, analysis, and research skills students have learned first semester and introduces persuasive writing skills. Students also learn how to present an oral argument to the court. Computerized research techniques are included in the course. In order to provide significant opportunities for instructor feedback, the first-year writing classes are organized into sections of approximately twelve students. Each section is staffed by both a legal writing instructor and a student tutor. This is a JD Required Course.
Course equivalencies: LAW 192 / LAW 591

LAW 193 Diversity and Inclusion: A Professional and Social Responsibility (2 Credit Hours)
This 2 hour course will examine the legal profession which remains one of the least diverse of American professions. Lawyers have unique and varying roles as counselors, advocates, confidants, government officials, adjudicators, and civic leaders. In this course, students will have an opportunity to learn about the legal profession's diversity and inclusion history and challenges, organizational and individual roles and strategies, and current research. This course will engage students with lectures, guest speakers, group discussion, and readings--all materials will be provided by instructors. There will be no cost to the students for materials utilized in this course. There will be a final presentation where students can discuss and elaborate on important topics in the legal profession. Students will gain a deeper understanding of how diversity and inclusion efforts intersect with professional responsibility and its impact on social justice.

LAW 194 Bar Exam Writing Skills (1-2 Credit Hours)
The Bar Exam Writing Skills courses focus on refining your memorization, analytical and writing skills and all skills that are necessary for the bar exam. Whether you need practice writing essays or synthesizing the facts and law and producing a legal work product, these courses will help you master your test-taking skills. This is a Bar course.

LAW 198 The Fundamentals of School Law (2 Credit Hours)
This course provides an overview of statutory, administrative and case law affecting Illinois school districts. Legal issues addressed include: powers and duties of the school board; compliance with open records and open meetings laws; teacher tenure, evaluation, reduction-in-force, and for cause dismissal; collective bargaining and labor dispute resolution; legal aspects of supervision, teacher/school liability, common law and statutory immunities; mandated child abuse reporting. Student issues include state law requirements pertinent to residency; discipline, drugs/weapons offenses, suspension and expulsion; federal and state student confidentiality laws.

LAW 201 Academic Tutor (2 Credit Hours)
Academic tutors assist first-year students with their doctrinal courses. This assistance includes holding office hours, reviewing outlines, and conducting skills workshops. Tutors are selected through an interview process. Academic Tutors receive up to two hours of ungraded credit for each semester in which they tutor.

LAW 202 Human Trafficking Seminar (2 Credit Hours)
The sexual exploitation and trafficking of minors has reached a crisis point, both in the United States and abroad. The United States Congress has responded to this ever-increasing threat by passing extensive legislative enactments aimed at deterring this pernicious activity, providing severe - and often controversial - punishment for those who engage in it. While federal and state prosecutions in this area are at an all-time high, law enforcement and prosecutors continue to miss critical opportunities because they fail to fully understand the nature of the threat, and lack a solid grasp on the integrated arsenal of statutory tools at their disposal. Similarly, members of the judiciary, as well as victim advocates and pretrial service officers, may appreciate the laws on the proverbial books, but often lack familiarity with the sophisticated means employed by organized criminal group and the role of public corruption involved in the large-scale exploitation of children. They also misunderstand the rationalization through which individuals engaged in the exploitation of children tend to self justify their conduct, and have never confronted the statistical realities challenging the belief in meaningful rehabilitation of sex offenders. Put simply, although the complex and inter-related legislative anti-exploitation and anti-trafficking framework is now the firmly established law of the land, its theoretical and practical nuances are widely misunderstood, and indeed are all too frequently not understood at all, by the very professionals entrusted with the difficult task of protecting humanity's most vulnerable. This seminar will start with the statutory analysis rendered more comprehensible through the vehicle of real-world examples from the experience of Judge Kendall who will explain the history and present-day reality of the federal response to child exploitation. The seminar will analyze the various laws that govern the roles of the stakeholders: prosecutors, defense attorneys, judges, immigration officials, pretrial services officers, and victim advocates. The seminar will further explore all of the victim issues that make these cases complex and challenging. Students will explore victims' needs, rights, and opportunities for redress including restitution and expungement of criminal records. Students will hear first hand from federal agents who have prosecuted human trafficking cases; will see and hear the evidence presented to federal juries, will hear from a victim of the crime, and will learn from those victim advocates who seek to redress the harms inflicted upon victims. The seminar will span two days and have multiple speakers and employ an interactive question and answer format. Students will be required to submit a 15 page paper on a topic of interest from the seminar for a final grade. This is a Skills course.

LAW 206 Sex Trafficking: International Comparative Law (1 Credit Hour)
This class will examine the ways countries attempt to regulate sex trafficking. This class will compare and contrast the Nordic and Dutch models of sex trafficking legislation. This class will engage a comparative analysis of each of the aforementioned nation's attempts to regulate sex trafficking, as well as relevant statistics.

LAW 208 Advanced Criminal Law (2 Credit Hours)
In this course, you make the choices that lawyers make in real-world cases. We break down how to apply statutes to fact patterns in a repeatable, step-by-step method, using excerpts from the Model Penal Code. We also hone skills such as eliminating errors in writing. Finally, we question some of the core values underlying our laws. There is no exam, and the grade is based primarily on class participation and on a final presentation in which you discuss a topic of your choice.

LAW 209 Law, Life and Jesuit Spirituality (2 Credit Hours)
Drawing from their legal and personal experiences the students will actively participate in this seminar styled course which examines complementary articles, films, Jesuit documents and Sacred Scripture as objective criteria for their personal reflection and class discussion. The goal of the course is to formulate and hone the skills of reflection, meditation and contemplation as means of developing a spirituality garnered from a Jesuit perspective. Students will be expected to present and lead classroom discussion, submit a brief weekly reflection paper, and present a summary at the end of the course. (Costello)

LAW 210 Evidence (4 Credit Hours)
An evaluation of the rules used to present information to a fact finder in a trial. The three primary units are the rules of relevancy, the rules governing witnesses, and the rule against hearsay. In addition, time is spent on privileges, writings, and demonstrative evidence. The Federal Rules of Evidence provide the focus. This is a Bar course.

LAW 212 Civil Rights (2 Credit Hours)
Pre-requisites: Constitutional Law
The course will focus on the post Civil War constitutional amendments (13th, 14th and 15th Amendments) and the various federal civil rights statutes that have been enacted thereafter in both the 19th and 20th centuries. These laws as a whole are designed to guarantee that all Americans receive equal treatment under law.

LAW 214 Race and the Law (2-3 Credit Hours)
This course covers interdisciplinary, critical perspectives on race and racism and the roles of law and history in shaping the meanings of race in the United States. We will study the histories of the major racialized groups in the United States: African Americans, Indians, Latinos/Latinas, Asian Americans, and Whites. We will also study the differing implications of enslavement, conquest, colonization, and immigration. We will explore how race and racism play out in selected areas such as equality, education and crime and explore significant current events and findings such as: important studies of implicit bias; the Voting Rights Act and allegedly race-neutral restrictions on voting; disparate treatment of minorities in the criminal justice system; and demographic changes and their implications. I expect each student to complete a 25-page research paper on a subject of her choice related to the course. I will work with you to develop a topic and to organize your research in productive ways. Your final grades will be based primarily on your papers, together with your preparation for and participation in class. I.E., you must also do the reading for the course to get anything out of it. There is no final exam in this course. This is a Skills course.

LAW 215 Domestic Violence Practicum (1-3 Credit Hours)
The Domestic Violence Law Practicum provides students with a live-client experience (LCE) through the provision of legal advice and brief services to families served by supervised visitation-exchange centers as part of the Justice for Families program. Student LCE work will be supervised by an experienced domestic relations attorney. Students who participate will be required to attend a seminar designed to complement the LCE work. Students will gain experience with a range of lawyering skills including client counseling, case planning, and written and oral advocacy. The practicum will provide students with training on the substantive law of domestic violence, family law and other areas of law that are likely to impact clients served by the supervised visitation centers. Supervised visitation center clients will sign up for advice an counseling sessions with law students on weekends and possible weeknight appointments. Parents who are utilizing any of the supervised visitation centers will need advice and brief service regarding modification or adjustments to the visitation related remedies in their Order of Protection. Any motions which follow this limited pro se support are filed on a self-represented basis and will not include student court appearances. Referrals for legal representation will be offered in instances in which this is appropriate.

LAW 216 Women and Leadership (1-2 Credit Hours)
Women & Leadership is a 1-2 credit, 7-week seminar course for second- and third-year law students that examines the obstacles that prevent women from reaching leadership positions in proportional numbers, and examines solutions and strategies for overcoming these obstacles. Over the course of 7-weeks, students will engage in dialogue in response to assigned readings, hypotheticals, podcasts, and video presentations such as TED Talks. Students also hear from guest speakers who will discuss their experiences and the decisions that helped shape their careers.
Outcomes:
Understand the status of women in the legal profession and the unique challenges might women face when navigating their career; Define different styles of leadership and how leadership impacts office culture and norms; Identify socioeconomic hinderances and strategies for overcoming these barriers; Attain a basic understanding of privilege and intersectionality and why these concepts are important in a discussion of women and leadership

LAW 217 International Climate Change Policy (1 Credit Hour)
Anthropogenic climate change has become one of the most significant environmental, economic, and societal challenges confronting the global community. This seminar will explore the legal, political, and scientific challenges involved in addressing and responding to climate change. The class will consider international strategies and laws, including the Kyoto Protocol, the Paris Agreement, emissions trading schemes, and approaches to involving the developing world in climate change mitigation.

LAW 220 First Amendment Rights (3 Credit Hours)
This course examines the history, theory, and jurisprudence of the First Amendment, with particular emphasis on the speech, press and religion clauses.

LAW 221 Administrative Law (3 Credit Hours)
This course examines the rules by which federal administrative agencies operate, including the source of administrative authority and procedures governing the exercise of that authority, and considers problems of delegation, agency rulemaking, adjudication and enforcement powers, judicial review of administrative action, and due process requirements.

LAW 224 Student Initiated Capstone Project II (1-4 Credit Hours)
This variable credit course may be repeated for a maximum of four credits.

LAW 231 Secured Transactions (3 Credit Hours)
This course examines the law of consensual liens on personal property under Article 9 of the Uniform Commercial Code. (I know; it sounds boring, but it's actually pretty cool.) The course deals with the use of personal property (both tangible and intangible) as collateral to secure payment or performance obligations. Course materials cover creation of the security interest, effectiveness of the security interest as against the claims of third parties, priorities of claims between competing secured parties and other lien holders and rights upon foreclosure. Having spent my career as a partner-level transactional lawyer (corporate matters, secured debt work, securitization, bankruptcy) at two large firms (Mayer Brown and Kirkland & Ellis) as well as several years as general counsel at a NASDAQ-listed company, I want students to get a deep sense of the practical considerations that should inform their work with the UCC. Article 9 is also tested for the bar exam, so this course will have some immediate pay-offs for law students, irrespective of their intended career path. I will use anonymous polling software to facilitate class discussions. Class time will be split between lectures that give the essential principles of each topic we study and interactive question periods as we work through hypothetical problems contained in the text book.

LAW 232 Bar Exam Fundamentals (2 Credit Hours)
Bar Exam Fundamentals is a two-credit course that will teach you the analytical and organizational skills necessary to enhance your bar exam preparation. In this pass/fail course, we will focus on a combination of substance and skill through the presentation of specific techniques for maximizing performance on all parts of the bar exam. The course will focus on the most heavily tested doctrine in three bar exam topics, exhibiting how those topics have been tested on the Multistate Bar Exam (MBE) and on the Multistate Essay Exam (MEE). In this class, you will learn and review heavily tested subtopics, learn essay and MBE test-taking strategies, increase proficiency in taking MBE questions, and learn how to write a passing bar exam essay answer. You will receive individualized feedback on written assignments that will help you hone your writing skills and give you the tools you need to successfully self-grade during bar prep.

LAW 233 Bankruptcy (3 Credit Hours)
This course will provide a comprehensive survey of basic bankruptcy law. We will devote roughly equal time to consumer bankruptcy and business bankruptcy. Throughout the course, we will touch on the economic, political, and ethical issues underlying bankruptcy's competing goals: providing overextended consumer and business debtors with a fresh start and satisfying creditors' claims in an orderly, fair way. There are no prerequisites. Students' grades will be based on classroom participation and a take-home final exam. (Krivinskas-Shepard) This course will provide a comprehensive survey of basic bankruptcy law. There are no prerequisites. Students' grades will be based on a take-home final exam. (Rosenberg)

LAW 236 Entertainment and Sports Law (2 Credit Hours)
This seminar will introduce students to the real world(s) of sports and entertainment law, examining the separate and distinct bodies of law and practices of both, while giving due to the many commonalities between the two fields, from intellectual property to professional contracts. As legal issues in both sports and entertainment law frequently appear in the headlines, this course will address up-to-the minute issues, while covering the seminal topics and cases within each, both in litigation and transaction. Guest lecturers may participate, as their schedules permit. As there will be efforts made to accommodate guests relevant to this course, the syllabus will be in flux. Further, attendance and class participation are required, making up a significant portion of the grade along with a take-home final examination. Reading assignments can be significant on a weekly basis relevant to the upcoming week's topic.

LAW 240 Criminal Procedure:Investigation (3 Credit Hours)
This course provides a general overview of the criminal justice process, and focuses on the constitutional and other legal requirements that affect law enforcement practices and procedures. Specific topics may include confessions and interrogations, identification procedures, arrest, search and seizure, surveillance, police entrapment, and the right to counsel. This is a Bar course.

LAW 241 Criminal Procedure: Adjudication (3 Credit Hours)
This course is designed to provide a detailed examination of the criminal judicial process, pre-trial to post-trial, and includes an examination of: prosecutorial discretion, right to bail, pre-trial motions, double jeopardy, plea bargaining, discovery, jury selection, various trial issues, appeals, and post-trial remedies. This is a Bar course.

LAW 242 International Criminal Law (1-3 Credit Hours)
This course will explore the main differences in European and American Criminal Law and Procedure. It will feature a discussion of the Amanda Knox case, and discuss the different aspects of trial procedure in both systems.

LAW 244 Cyberlaw (2-3 Credit Hours)
The emergence of the Internet and digital technologies that enhance human abilities to access, store, manipulate, and transmit information has brought with it a host of new legal issues that lawyers preparing to practice in the 21st century will need to understand and address. This survey course will introduce and explore specific problems in applying law to issues arising on the Internet. Topics expected to be covered include the bounds of jurisdiction, privacy, governance and regulation, online commercial transactions, content protection (through intellectual property, contract, and technological means), and cybercrime. There are no prerequisites. Grades for the course will be based on a take home exam and class participation.

LAW 245 Family Law (3 Credit Hours)
This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, annulment, divorce, division of property incident to divorce, maintenance, custody, visitation, child support, adoption, termination of parental rights, and ethical issues. (R. Anderson) This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, annulment, and divorce, division of property incident to divorce, maintenance, custody, visitation, child support, tax law, and ethical issues. (S. Coupet) This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: ante nuptial agreements, marriage, and divorce, division of property incident to divorce, maintenance, custody, visitation, child support, reproductive technologies, adoption, and termination of parental rights. (K. Baker)

LAW 246 Advanced Mediation Advocacy Practicum (1-4 Credit Hours)
Students will represent pro se clients pursuing employment discrimination claims at mediations taking place at the Equal Employment Opportunity Commission (EEOC) or the Illinois Department of Human Rights (IDHR). Under the supervision of an experienced attorney, students will work in pairs and conduct an interview and counseling session, develop a negotiation strategy and represent the client at the mediation conference. Representation is limited to the mediation. Class time will be devoted to discussions of pending cases and assigned readings in client counseling, mediation advocacy, and basic employment law. This course, which has won high praise from both students and clients, is open to students who have some prior experience with interest - based dispute resolution through a negotiation, mediation, client counseling or ADR course or through participation on a team. LLM students are also eligible for this class. Eligibility for a Supreme Court Rule 711 student license (43 credit hours completed) is preferred but not required. This course counts as a Skills and Live Client Experience course.

LAW 249 Human Trafficking: Advancing Protections for Children Practicum (1-2 Credit Hours)
Section 001 (2 credits) Human trafficking is one of the most egregious crimes that occurs both globally and domestically. While there have been improvements to both global and domestic responses to human trafficking, children who are compelled into forced labor and sexual exploitation continue to be the least identified cohort of survivors. This interactive and interdisciplinary seminar will explore the legal, social, and practical issues confronting children who are survivors of human trafficking, as well as an examination of efforts to prevent and intervene in this social problem. While the seminar will focus on unique issues affecting (international and US citizen) survivors of child trafficking, students will gain knowledge and skills that are applicable to other marginalized populations of children and youth, as well as adult trafficking survivors. The seminar will begin with an overview of a history of anti-slavery statutes and case law to provide a foundation for contemporary international human rights and domestic laws addressing human trafficking. Students will be introduced to various frameworks, including criminal justice, public health, gender-based, human rights, and abolitionist, to combat human trafficking. Students will analyze current research in the field, and explore interventions utilized by both legal, social and public health providers. Assignment and exercises will include mock interviews, critical analysis of legislation, and a final project addressing ways to advance the movement to combat child trafficking in the United States. Scholars and practitioners in the field will provide occasional guest lectures. Section 002 (1-2 credits) The live client experience (LCE) component of this course is available for a select number of students who are interested in augmenting the seminar with experiential work (legal research, advocacy, direct services) that intersects with child trafficking. This can include working on projects at the Center for the Human Rights of Children (CHRC), or placement at an off-site organization providing legal services to human trafficking survivors. Applications for Section 002 are required, and student selection will depend on the number of positions available at selected external sites and CHRC (minimum 6). Participants will be selected by Katherine Kaufka Walts, Director, Center for the Human Rights of Children. While students with a demonstrated interest in this topic will be prioritized, no prior training or experience is required. Note: 1L students are not eligible for LCE credits.

LAW 250 Estates (3 Credit Hours)
This course is a study of the basic legal devices available for transmission of wealth at death: intestate succession, the will, "non-probate" transfers, and trusts. Recurring themes include the special role of lawyers representing clients in these matters, the advantages and disadvantages of different wealth transmission techniques, and the social ramifications of our wealth transmission policies and laws. This is a Bar course.

LAW 251 Commercial Real Estate Transactions (2 Credit Hours)
Commercial Real Estate Transactions focuses on the basic principles of commercial real estate acquisition, financing, and development (including leasing). The course follows a mixed use commercial development project through acquisition (letter of intent through purchase contract and closing) and development (leasing/sale of condominium units). The course highlights the purchase and sale contract, easements, zoning and environmental regulations and closing; the loan process and financing issues; as well as leasing. The course emphasizes the role of the lawyer in real estate transactions and the broad issues involved in modern real estate practice.

LAW 254 Consumer Law (2-3 Credit Hours)
The course surveys consumer law from a transactional perspective, beginning with issues of deception, including false advertising, related to consumer purchases. There is coverage of the law of consumer credit, including issues of discrimination, overpriced credit and deceptive credit practices, and standard form contracts of adhesion and recent Supreme Court rulings covering binding arbitration and class actions. Consumer remedies and special issues of consumer fraud on the Internet complete course coverage. The course is especially recommended for students interested in public interest law.

LAW 255 Business Skills for Name, Image, and Likeness and the Law (1 Credit Hour)
While Name Image Likeness (NIL) is primarily associated with sports, it touches a broad spectrum of individuals; businesses, retailers, fashion designers, magazines and museums; and agencies and organizations that represent musicians, athletes, artists and businesses. This course will examine the intersection of multiple disciplines through exercises in the NIL landscape.

LAW 258 International Cross-Cultural Negotiation and Communication Skills (1 Credit Hour)
This course will introduce students to practical cross-cultural negotiation and communication skills useful in international settings. The course will address the work of Geert Hofstede and the 6D cultural dimensions model as well as the writings of Edward T. Hall regarding high and low context communicators. Learning objectives include: understand basic interest-based negotiation theory; apply negotiation techniques to engage in a problem-solving conversation; identify culture clusters based on the Hofstede 6D model; understand personal cultural preferences in comparison to a country of interest; and use appropriate questions, listening skills and other communication strategies to increase understanding and obtain results that meet client needs and interests. Students will learn though assigned readings, simulated negotiations, feedback, and guest speaker(s).

LAW 262 Genetics Law and Policy (2 Credit Hours)
This course will examine a variety of legal, policy, scientific, social, and ethical issues relating to genetics and genomics. This course will take an interdisciplinary approach to examination of these issues, drawing upon a diverse set of reading materials within the casebook. Topics to be covered include the intersection of law and science generally; genetics research and bioethical issues in human subject research; commercialization, ownership, and patenting; genetic testing and reproduction; gene therapy research and gene editing; access and liability issues; clinical applications of genetics research; and genetic privacy.

LAW 265 Black Traditions in International Law (1-2 Credit Hours)
International Law has neglected the experiences and perspectives of African Americans, in particular, and of black peoples more generally. Yet, international law was central to justifying black subjugation through slavery, colonialism, and their aftermaths today. The purpose of this course is to uncover those hidden histories. In doing so, Black Traditions in International Law will express and foreground the goals, histories and thoughts of black struggle that are not represented in journals, books and other materials of international law that we use to teach international law today. The premise of the proposed course is that Black traditions have long offered visions of global order that challenge the color blindness embedded in accounts of international law. Black traditions counter visions of international law that order the world in accordance with predominantly European and white conceptions of hierarchy and order. They challenge distortions black and non-white peoples as inferior and therefore fair game for subjugation and dehumanization through practices such as slavery and colonialism and the continuing legacies of these practices to date. Learning (c) To unearth the various ways is obscured or how it becomes invisible in international law and what international lawyers are doing about it.
Outcomes:
(a) To demonstrate the centrality of international law both as a site that legally justified black disempowerment but also as a resource for black empowerment including through efforts by African Americans today through United Nations processes such as those established under the United Nations Convention on the Elimination of Racial Discrimination; (b) To demonstrate how racial differences have been mobilized to create and sustain inequality in a wide variety of places through rules of international law and why this is very important for understanding how domestic law intersects with race

LAW 266 Intl Law Review Executive Editors (1-3 Credit Hours)
Students enroll in this course to receive credit for their work as Executive Editors on the International Law Review.

LAW 267 International Law Review Senior Editors (1-2 Credit Hours)
Students enroll in this course to receive credit for their work as Senior Editors on the International Law Review.

LAW 268 International Law Review Members (1 Credit Hour)
Students enroll in this course to receive credit for their work as Members on the International Law Review.

LAW 270 Business Organizations (4 Credit Hours)
This course gives brief treatment to agency and covers partnership as an alternative to the corporate form. Principal emphasis is on the law as it applies to the organization and functioning of corporations. The course focuses on structure and mechanics, capitalization, distributions, organic changes, and duties and liabilities of directors, officers, and controlling shareholders. The federal securities acts are introduced with particular attention to Rule 10b-5. Substantial attention is given to the special problems of the close corporation. This course counts as a Bar course.

LAW 272 Educational Advocacy Practicum (1-3 Credit Hours)
Students study education law in a weekly seminar while also getting live client experience working on education cases supervised by ChildLaw clinical faculty. Students help represent low- and mid-income families in a range of educational disputes including discipline, special education, and bullying.
Outcomes:
Advocate effectively for preK-12th grade students by conducting culturally responsive client intakes, identifying relevant education-law issues, and implementing appropriate legal and non-legal remedies; Communicate and collaborate with stakeholders to advance client interests: present clear, evidence-based arguments in school meetings and written correspondence

LAW 273 Refugee Law and Policy: Welcoming the Stranger (2 Credit Hours)
Refugee law is one of the most dynamic and rewarding areas of law. Nonetheless, in observing the administration of refugee law, we bear witness to some of the United States' most egregious human rights abuses and the abandonment, in some cases, of the rule of law. The goal of this course is to teach students the history of the norm of non-refoulement, in doing so to understand how political, religious, racial and other minority groups are intended to be protected (from persecution, from torture, and from death). Students will learn the history of the Refugee Convention-for whom the document was written, and, consequently, who is left out of protection (considering for example the treatment of victims of private-sphere persecution or climate refugees). Students will learn the role of xenophobia, racism, and subjugation of the "other" in this case the "alien"-other in administering the rule of asylum law. The class will contain a comparative analysis of refugee law under various international and domestic systems. Finally, students will learn about the treatment of child asylum seekers in the United States-namely, the treatment of children as adults in miniature and the "othering" that facilitates this deviant practice.

LAW 276 Criminal Law Practicum (1-3 Credit Hours)
This 2 to 4 credit course will help students develop a broader understanding of the criminal justice landscape. Students will be exposed to practical and substantive issues, garner a better understanding for what it means to practice criminal law, and be exposed to current and historical policies that have helped to shape our criminal justice systems. This course includes a mandatory weekly classroom seminar as well as either a field placement or research component. Students who pursue the field placement option will work in an approved agency under the supervision of practicing attorneys. Students must secure unpaid externships on their own using each agency's own hiring procedures for law students. Past field placements have included the Cook County State's Attorneys Office, The Law Office of the Public Defender - Cook County, and Office of the State Appellate Defender, as well as various legal aid agencies and law firms that have criminal law as a practice area. Approved field placements are available on the Pearson system (https://law-luc.12twenty.com/Login). You may also contact the course instructor at bkantor@luc.edu for additional options or if you have questions about the placement component. Field placement students should register for section 1 seminar (one credit hour) & as well as section 2 (live client experience). Students seeking live client experiential (LCE) credit must enroll in the field placement section 2. Students must complete 55 hours at their placement for each hour of live client credit sought. Accordingly, students may register for up to 3 credit hours of section 2 if they anticipate completing 165 hours at the placement over the course of the semester. Students do not need to have a field placement to participate in this course. Students who do not to work at an approved field placement site will conduct in-depth research on an approved criminal law or policy matter during the semester. Students who pursue the research component will present their findings to the class at the end of the semester. Research students only need to register for section 1 (for 2 credit hours). Whether the student elects to do a field placement or research, each student will have the opportunity to observe courtroom proceedings during the semester. This is a graded course. There is no final exam.

LAW 277 Intellectual Property Litigation (2 Credit Hours)
This advanced intellectual property seminar course uses a simulated litigation format to implement the fundamental concepts introduced in the survey IP class. The goal is to provide students with "real-world" intellectual property litigation experience. Students will be divided into plaintiffs and defendants and will participate in various aspects of a theoretical dispute including prefiling investigations, discovery, claim construction for patents, and summary judgment. Through this process the course will cover both practical and substantive aspects of pre-trial intellectual property litigation practice.

LAW 279 International Data Protection and Artificial Intelligence Law (1 Credit Hour)
This course will explore data protection, informational privacy, and cybersecurity laws around the world, and their intersection with civil rights. We will focus on laws that regulate technologies that can be used unfairly and discriminatorily, as in artificial intelligence, as well as policy strategies to promote fair and safe AI.

LAW 280 Federal Income Tax (3 Credit Hours)
This course introduces and analyzes the basic concepts underlying the law of federal income taxation. Topics include gross income, identification of the taxpayer, deductions, and timing of income, characterization and recognition. These concepts are developed through the study of the Internal Revenue Code, Treasury Regulations and case law. Students who might be interested in pursuing the Tax Certificate MUST take this course in the Fall of their 2nd year. Prof. Kwall's section of this course is only open to first year full-time students who are rising to second year full-time status.

LAW 281 Corp & Partnership Tax (3 Credit Hours)
Pre-requisites: Federal Income Tax (mandatory); Business Organizations is recommended
This course is intended to follow Federal Income Tax. It focuses on the income tax consequences associated with the three principal business forms: the corporation, the partnership, and the limited liability company. The tax issues confronted at the start-up, operating and winding-down phases are examined for each business form.

LAW 282 Law and Accounting (2 Credit Hours)
This course is intended to provide an understanding of basic accounting principles and their practical application in connection with the practice of law. There are no prerequisites and no requirement of a business background. Topics covered include fundamental principles of accounting for business enterprises; how to analyze and understand an income statement, balance sheet, and statement of cash flow; basic concepts of revenue recognition; conventions for capitalization versus expenses; and how to recognize possible manipulation of financial and accounting statements. Recent high profile accounting scandals such as Enron and WorldCom will also be explored.
Outcomes:
Students will become equipped with essential knowledge of the laws and accounting concepts concerning Generally Accepted Accounting Principles (GAAP)

LAW 285 International Law Review Associate Editor (1 Credit Hour)
Students enroll in this course to receive credit for their work as Associate Editors on the International Law Review.

LAW 287 Separation of Powers (3 Credit Hours)
This course will consider the dynamic nature of separation of powers in the American constitutional system, particularly with respect to the relationship between the executive and legislatives branches of the national government, but consideration will also be given to the role of the judicial branch and its interactions with the executive and legislative branches (to which the courts typically refer as the "political branches"). The readings will include some of the founding era documents, constitutional cases, materials such as presidential messages and statements, executive branch legal opinions, and secondary materials. Students will gain a working knowledge of the field through the required readings and develop seminar paper topics during the first part of the semester; they will present the results of their research to the class in the latter part of the semester and will submit papers at the end of the semester. The goal of the course is to provide students with a fundamental understanding of the separation of powers doctrine in the American system of government. They will be expected to show that mastery through classroom participation, oral research presentations, and the submission of final written papers.

LAW 289 Advanced Legal Research: Special Topics (1-2 Credit Hours)
This course is designed to help students learn how to perform legal research in specialized areas of law. The course will introduce students to statutes, legislative history, case law, regulations, state law, international law, and/or treatises and other secondary sources. The course will also help student learn and develop research strategies and techniques.
Outcomes:
By the end of the class, students should be able to identify different types of legal resources, recognize when to use those resources, know how to use them, and describe in writing and verbally their research results

LAW 290 Advanced Legal Research (1 Credit Hour)
In this course, you will explore more sophisticated and advanced areas of legal research, including judicial, administrative, legislative, and subject-specialized research resources. You will also learn about non-legal research resources which can be of value to attorneys.

LAW 293 Advanced Writing for Legal Practice (1-3 Credit Hours)
This skills-based course simulates a legal practice environment. Students complete a series of writing projects related to simulated case files or legal problems. Students are permitted to take multiple sections of this course, as different sections incorporate different practice areas and experiences. Advanced Legal Writing: Business Practice This course emphasizes and builds effective writing and communications skills in the transactional, business practice setting. The course will focus on a range of formal and informal documents and communication formats: drafting contract provisions and letters to clients and counterparties in transactional and pre-contentious settings; reviewing, interpreting, and editing the (often imperfect) contracts submitted by opposing counsel; preparing transaction task lists, due diligence memoranda or other internal communications for use by colleagues; and presentations to a board of directors or other client audience supported by written materials including PowerPoint visuals with substantive content and impact. Some attention will be given to ethics and professionalism in written content, including in the context of engagement letters with clients, declination letters with prospective clients, and conflict waivers among clients. Several sessions will also focus on special considerations when working and communicating with clients and counterparties in or from other countries where the laws, customs, practices, and language are different from our own. In-class sessions will typically be used for lecture and discussion to develop concepts and facts from selected readings and materials, which students will then incorporate in brief written assignments before the next class. There may be occasional in-class brief, flash quizzes based on the assigned readings to launch our discussions. Students will be graded based on written assignments, quizzes and exercises, and class participation. Advanced Writing for Legal Practice: Illinois Civil and Criminal Litigation The preparation of a case for trial calls upon a powerful kind of thinking that is useful in any field of law, as well as necessary to present the case at trial. This course provides specific training in advanced legal writing to build strength and maturity in the kind of analysis that a trial lawyer performs. The course focuses on the development of skills necessary for particular writing assignments that arise in the course of civil and criminal litigation. Students learn how to perform these skills through in-class discussion of the assignments and through the writing necessary to complete the assignments. Because practice in oral advocacy highlights ways in which a lawyer's writing can be improved, this course will call on you to participate in oral advocacy exercises as well as undertake the specific writing assignments. The course covers a wide range of skills, including the drafting of legal memoranda and pleadings, the preparation and presentation of motions, opening statements and closing arguments, the development of outlines to examine or interview witnesses, the use of discovery tools, and the application of a structured approach to settlement negotiations.

LAW 294 International Human Rights (1-3 Credit Hours)
This course offers an introduction to the theory and practice of international human rights law. Through course readings and rigorous discussion, students will learn about international and domestic laws and institutions responsible for the creation and operation of the human rights regime. The course will examine sources of international human rights laws including treaties, customary international law, and domestic law. The course will evaluate international mechanisms involved in human rights protection including the United Nations, regional mechanisms (such as the Inter-American, European and African systems) and various national courts and hybrid tribunals tasked with enforcing international human rights law. In addition to legal theory, the course will help students understand the practice of human rights law with an eye toward understanding the place of the United States in the support of and adherence to human rights norms.

LAW 296 Legal Writing Tutors (1-2 Credit Hours)
Legal Writing tutors work with students in the first-year writing program. They attend all classes of their Legal Writing section, hold regular office hours, and help students develop their research and writing skills.

LAW 297 Legal Technology (1 Credit Hour)
This course will introduce students to a wide variety of law office technologies, including law firm use of everyday software programs like Adobe Acrobat and Microsoft Word, Excel, and Outlook, plus law-firm-specific programs for document automation and assembly, time and billing, case management, e-discovery, and others as time permits.

LAW 301 Police Accountability (3 Credit Hours)
This course examines how the law regulates policing in the United States. We will spend part of the class exploring important court decisions related to police accountability. We will also study other legal mechanisms designed to combat police misconduct, like civil litigation, criminal prosecution, and federal oversight. Ultimately, this course will encourage students to consider whether existing regulatory tools effectively combat police misconduct, and whether these regulations impair the ability of law enforcement to fight crime.

LAW 302 Intellectual Origins of "Othering" in the Law of Nations (2 Credit Hours)
Today, many nations and peoples with formal legal equality are not, in practice, treated equally in international relations. One reason for this is that some nations and peoples were once unequal under prevailing law and legal theory. This course surveys key Western political and legal thought that led to "othering," or legal inequality, in the "Law of Nations," which was a general body of law that eventually became what we today call "international law." After setting out key concepts and themes, the course traces the evolution of thought regarding: the nature of human societies, the interrelationship of human societies, the rights and rules of war, and the acquisition and possession of land by peoples and nations. As necessary, students will be required to review relevant geopolitical history that both influenced and resulted from this evolution. A note of caution: this course will encounter detestable concepts, such as the persistent idea that some humans were "natural slaves," "infidels," "savages," or "barbarians" unworthy of equal legal or moral status or treatment. These concepts played a significant role in legal and moral justifications for colonization and other subjugation, including dispossessing indigenous peoples of their native lands. During the course, students will be required to independently research (at least 1 book or 3 significant scholarly articles) and consider the influences of this history on a contemporary issue in the U.S. or international legal system. The final grade will be determined by a student's effort in completing short reflection papers for each reading assignment, and the quality of a final seminar reflection paper that considers the course as a whole in relation to the student's independent research.

LAW 306 Intellectual Property Colloquium (1 Credit Hour)
This a unique course offered once a year to a select group of students from Loyola and Chicago-Kent. Enrolled students read and discuss draft articles of nationally renowned professors in the field of intellectual property; the articles are typically draft law review articles. The discussions are focused on helping the professors to refine and improve their articles, such that a strong foundation of intellectual property is expected, even though there is no official pre-requisite. This course meets every week, but the students only meet in person roughly half the time, with the other half of the sessions done by videoconference. Three of the in-person classes will be at Chicago-Kent; for those days, the class will begin at 4:10 pm and end by 5:50pm to allow students adequate travel time. There is no final exam or research project required for this class. Instead, students are required to attend and actively participate in all classes. Students are selected based on an application that is available at: www.chicagoip.com.

LAW 310 Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 310B Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 310P Special Topics in Law (1-4 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate an understanding of specialized topics not otherwise covered by department regular course offerings

LAW 311 Advanced Evidence (2 Credit Hours)
This course offers an in-depth study of three important areas in the presentation of evidence at trial: character (e.g., habit, routine and prior bad acts, as well as traditional character traits), hearsay, and expert testimony. Although not a "techniques" course, students will be called upon to participate actively in the class discussions and simulation.

LAW 312 Street Law (3 Credit Hours)
Second- and third-year students teach about law and the legal system in Chicago area elementary and high schools. Students attend a weekly seminar and teach classes in their assigned school. In some schools, students have the option of preparing high school students for a mock trial competition. For that experience, prior or current enrollment in Trial Practice is advisable, but not required. This is a Skills and Comprehensive Simulation course.

LAW 314 Housing, Race, and Poverty (3 Credit Hours)
This course will focus on the enduring impacts of systemic racism and other structural inequities on access to housing. It will proceed in three stages: We begin with a historical review, during which we will explore the myriad laws, policies, and subsidies over the past century in particular, but also throughout American history, that have served to entrench racial segregation and ensure white dominance in access to housing. Next, we take a deep dive into the impacts of this history and the struggles of housing insecurity in the modern era. In addition to our failure to ensure housing to those in poverty, this portion of the course will also review the impacts of discrimination in housing based on race, gender, or LGBTQIA + status. In the final month of the semester we will turn to the topic of modern policy development, especially at the local level, to enable students to interrogate zoning policies and development patterns that have formed the context of their lives so far. We will take a critical lens to these routine practices and empower students to seek out better choices for their communities now and in their future. This is a 3-unit elective course, with substantial class discussion, that will culminate in a take-home exam.
Outcomes:
Prepare students to advocate for policies that provide equitable, safe, and quality housing opportunities to all, reduce car-dependency, and ensure access to resources for all households; Understand the history of racially discriminatory housing policies, including public housing, zoning laws, and other federal and local policies

LAW 315 Cybersecurity (3 Credit Hours)
In a seminar format, this course will introduce tenets of cybersecurity as it unfolds in multiple contexts: from legal, business, economic, and technical perspectives. This course takes an interdisciplinary approach to explain how cybersecurity law has developed and the challenges all attorney face in this rapidly developing area. This class also provides theoretical and practical introductions to the distinctions between privacy and cybersecurity, technical foundations needed to understand the challenges of securing complex systems, and an introduction to the legal concepts that motivate cybersecurity law and policy. This class also introduces processes and frameworks used by private and public institutions to manage cybersecurity programs as industry standards and best practices, and will help students engage in discussion about cybersecurity from a risk management perspective, essential both to business decisions and court outcomes.

LAW 319 Jurisprudence I (3 Credit Hours)
This course will consider a number of topics residing at the cutting edge where law and legal philosophy meet, including: What is law? Must law be related to morality? What is the interpretative function of courts? Should integrity constrain what courts decide? From whence does the duty to obey law come? Are there any human rights? Might some of these rights by manifested by our ideas of liberty, privacy and freedom of expression? Need we respond to terrorism by changing our values? What is distributive justice as compared with corrective or retributive justice? Are distributive justice questions implicated by court decisions involving affirmative action, gender, and sexual orientation? How is corrective justice manifested in tort and contract law? What is ownership? Is ownership of intellectual property morally justified? What is the relationship of causation to responsibility, and what is punishment and how is it justified. Students may take this three hour course either as a lecture course with a midterm and final exam or a seminar with a 20 page research paper due at the end.

LAW 323 Business Skills for New Lawyers (1 Credit Hour)
Currently, the legal marketplace requires new lawyers to have more skill sets than just the traditional one's law schools have provided in the past. To be competitive, 21st century lawyers will require a level of knowledge and proficiency in new areas including, but not limited to, fundamental financial matters, marketing and communication, and how to add value for clients. This course is an introduction to necessary business skills for new lawyers.

LAW 325 Conflict of Laws (3 Credit Hours)
Conflict of Laws considers what law to apply when two or more states or other jurisdictions have connections to a dispute. Suppose that a court has concluded that it has subject matter and personal jurisdiction, so it can "speak law" or "speak rights" to the parties before it (as the term "jurisdiction" suggests) but faces two or more sovereigns whose law arguably might apply. At its most basic, this course addresses the next question: which sovereign's law should the court speak? The course explores this and related questions in many contexts and the various methods that courts and scholars have proposed and adopted to answer them. We consider contrasting points of view regarding choice of law, jurisdiction, and recognition of foreign judgments, asking which policies best promote fairness and harmony both nationally and internationally and meet the federal constitutional requirements of due process of law and full faith and credit for the judgments of other states. A remarkable aspect of this course is the way it cuts across time and many practice areas, probably first introducing you to some of those areas and inviting you to wrestle both with historical legal questions and cutting-edge, or even future, issues.

LAW 326 Reviewing and Righting Wrongful Convictions (2 Credit Hours)
The course explores and addresses the causes of wrongful convictions. We will also explore how the law has changed in response to what we've learned about wrongful convictions. Among other factors, the course will specifically consider interrogations and false confessions, forensics and their (mis)use in the criminal law, and eyewitness testimony and memory and factors that may make it fallible. The course will draw from case law, national academy of science reports and related research, and multidisciplinary research in the areas of psychology, social sciences, and the law. The course will also focus on solutions: how have system actors responded? What changes in law have emerged? What changes in practice, including practices in prosecution or police departments. We address the systemic causes of wrongful convictions and consider the impact of such convictions on men and women of color, particularly on Black men and teenagers, who have been disproportionately impacted. In addition to the seminar component, the course will provide students experience addressing and advising the Minnesota Conviction Review Unit (CRU.) The Minnesota CRU is one of a handful of state-wide conviction review units in the country. In the wake of the murder of George Floyd, community members, legislatures, and policy makers sought ways to address the harms created by the criminal legal system. The CRU formed in 2020, when its partnership with the Great North Innocence Project led to grant funding from the U.S. Department of Justice. That same year, Attorney General Keith Ellison created an advisory board composed of diverse legal and community experts with direct experience in the Minnesota criminal legal system. Students in the course will work directly with the Minnesota CRU to assist the CRU in designing protocol and a prioritization of the hundreds of cases it has been asked to review. Students will not be involved in direct representation of any individuals, nor in the investigation of any individual claims. Rather, students will assist in reviewing and identifying the claims presented for review, and devising a system for their review. Students will work on the issues in small groups during every class. Assessments will be conducted in the following manner: Students will ask to write two short (3 pages) response papers during the semester; students' participation will also be considered; finally, the preparation and development of the experiential work will also be considered and weigh heavily in the grading.

LAW 330 Remedies (3 Credit Hours)
This course examines what courts, including juries, have the power to do in civil cases once a litigant shows he or she has been legally wronged or is threatened with legal wrong. The subject matter of Remedies, now a required subject of inquiry on most state bar examinations, is very broad, meaning, in part, that it draws on many topics of legal study. Constitutional Law, Torts, Contracts, and Federal Civil Procedure, in particular, bear directly on the subject matter of the course. Remedies is therefore sometimes called a "capstone course," because it provides students an opportunity to bring together what they have learned in other courses on substantive and procedural law. One important component of the course is review problem sets (problems similar to examination questions and often presaging them) that are discussed in class. Another is an emphasis on how the remedial issues that become the subject of appellate opinions arise in the first instance, and are presented and play out at the trial court level. Open to all second and third year students. This is a Bar course.

LAW 335 Labor Law (3 Credit Hours)
Labor Law provides students with a comprehensive review and study of United States labor history and policy, with an emphasis on the National Labor Relations Act and its amendments (NLRA), as well as the rights and obligations of individuals, employers and unions under the NLRA, unfair labor practices under the NLRA, the National Labor Relations Board and its enforcement and policy-making powers, a thorough review of how employees select and de-select a bargaining representative (a union), the collective bargaining process, and the role of arbitration in effectuating national labor policy. The course also includes related constitutional, preemption and state law issues.

LAW 337 Employment Law (2-3 Credit Hours)
The law governing the employment relationship is not limited to the union management confrontation of traditional labor law and the proscriptions of employment discrimination statutes. Both common law claims and other statutes have become major sources in challenging, e.g., drug testing, plant closings, lie detectors, whistleblowers, wrongful discharge. This course explores those legal problems. This is not a duplication of either Labor Law or Employment Discrimination; neither is a pre-requisite. The course focuses on the total configuration of statutes regulating employment as well as the emerging common law principles affecting employment relationships.

LAW 339 Biodiversity and Ecosystem Management (2 Credit Hours)
This course will review the issues impacting biodiversity and ecosystems in the 21st century, as well as the policy choices that federal, state, and local governments have made to address these concerns. We will cover biodiversity law, ecosystem management methods, and the emerging relationships these areas have with climate change law and renewable energy development. The grade will be based on a 20-25 page paper, presentation of that paper, and class participation.

LAW 340 Patent Law (2-3 Credit Hours)
Pre-requisites: Intellectual Property is recommended, but not required
This course is designed to expose students to legal issues concerning patents. The substantive law governing patents, including how they are obtained and enforced, is addressed. The format of the class includes lecture/discussions, as well as problem-solving and practical/clinical exercises. No technical background is required (although students should be aware that some patent cases may involve technical subject matter).

LAW 341 Educational Advocacy Lab (2 Credit Hours)
This experiential course explores the intersections between racism, poverty, disability, mental health, gender, and juvenile justice through the lens of education law. As part of their work in this class, law students will participate in simulations and exercises as well as conducting intakes with parents and students who seeking assistance from a free legal helpline for K-12 families facing educational barriers in school. The goal of the intakes is to identify families' legal issues relating to education and support advocacy related to children's educational rights in discipline, special education, bullying, language access, and school enrollment. These intakes will help elucidate the topics covered in the seminar portion of the class which grapples with how school systems historically oppressed low-income students of color and students with disabilities, the laws that were put in place in an attempt to mitigate these harms, and the practices that continue to disproportionately disengage vulnerable populations from school. By the end of the course, you should be able to: 1) describe the laws that protect students in K-12 schools; 2) conduct a culturally competent intake; and 3) illustrate ways that one can effectively advocate for educational equity in schools. This Educational Advocacy Lab course is a prospective elective course and is open to 1Ls, 2Ls, 3Ls, and 4Ls.

LAW 342 IP Bytes (1 Credit Hour)
Students in this course will be writing blog posts and/or editing blog posts for Loyola's IP Bytes blog under supervision of Prof. Ho.

LAW 343 Aviation Law (2 Credit Hours)
This course will serve as both an introduction to the laws of aviation and space in their broadest sense, as well as a survey of legal issues associated with, and bearing on modern aviation and space issues against the backdrop of fundamental business principles. It will incorporate all areas of law covered in the first-year law school curriculum to cover the basic legal frameworks of aviation and space law, including: international treaties; federal and state statutes; federal and state regulations; government regulation of aircraft including drones, air carriers, pilots, airspace, and airports (including land use); choice of law issues relating to all aviation and space related litigation; and case law. Current international space law in U.N. resolutions, treaties, and customary law will be identified as will the legal theory and principles used in the advancement of civil, military, and commercial space activities. Recent developments and more specific topics in space law will be covered, including: property rights and claim of sovereignty over outer space and celestial bodies, Outer Space Treaty requirement applicable to new proposed activities in space, commercialization and privatization of low earth orbit, orbital debris--legal issues and governance, intellectual property, and export control laws as applicable to space activities. Materials will consist of a textbook, as well as cases, statutes, treaties, regulations, and policy statements. Based on availability, guest speakers, employed in key aviation and space related positions internationally, will share perspectives, wisdom, and experiences.

LAW 346 State & Local Taxation (2-3 Credit Hours)
Pre-requisites: Federal Income Tax (Law 280) Recommended: Corporate and Partnership Tax (Law 281)
State and local taxes in the United States are numerous, diverse and constantly evolving. These taxes are also the source of some of the most significant controversies in tax practice today. This course explores the federal and state constitutional and statutory frameworks that underlay state and local income tax (corporate and personal), sales and use taxes, and as time permits, the other significant types of state and local taxes (property taxes, capital based franchise taxes and gross receipts taxes, etc.). While there is a special focus on Illinois, the course is designed to equip a tax practitioner with the tools to approach and understand the tax regimes in most states and localities.

LAW 347 Title IX Compliance in Higher Education (2 Credit Hours)
Students will learn the historical foundations and regulatory evolution of Title IX of the Education Amendments Act of 1972, tracing Title IX and its related regulations from their civil rights origins through the contemporary application of Title IX to admissions, athletics, sexual harassment, and employment. The course invites students to examine and critique all aspects of this important and controversial law, while also introducing the practical knowledge and skills needed by lawyers and education administrators to ensure (or challenge) Title IX compliance in higher education.

LAW 348 Law & Poverty (3 Credit Hours)
This course concerns those areas of civil law which most affect low income persons: landlord/tenant, federal housing, welfare, social security, Medicaid, Medicare, unemployment compensation, and civil rights. Other systemic issues will be explored, such as wealth discrimination, use of legal remedies to promote social change, and the delivery of legal services to low income persons. This is a Perspective Elective course.

LAW 349 Environmental Law (3 Credit Hours)
An introductory course aimed at introducing the major federal environmental statutes and the types of analytical and practical problems encountered in the practice of environmental law and in environmental litigation. The course is devoted to reading and discussion of statutes, cases, articles, and problems in the various environmental media: air, water, and land disposal of waste. The course examines the environmental justice implications of these statutes. Some technical science and economics concepts are included.

LAW 350 Land Use (2-3 Credit Hours)
This course explores land use controls such as zoning and subdivision regulations as exercised by local and state governmental units. The course analyzes the history of land use controls and explores topics such as flexibility and discretion, improper influence and corruption, alternative land use control schemes, suburban zoning and racial/economic exclusion, environmental protection by land use schemes, and growth control. In the process of exploring land use controls, the course analyzes the local institutions and procedures, constitutional issues, and the question of when an improper taking of property occurs in our legal system.

LAW 353 Bankruptcy Litigation Skills Seminar (3 Credit Hours)
This course will explore principles of Federal Bankruptcy Law, with particular emphasis on corporate reorganization under Chapter 11 of the Bankruptcy Code. The course will involve simulated law practice problems and other exercises to provide a hands-on approach to bankruptcy issues.

LAW 354 American Legal History (2 Credit Hours)
Deep controversies over political issues present now: immigration, health care, the power of states, even presidential power will be shaped and possibly resolved by law. This has been so from the Colonial era until this moment. The fundamental idea of this course is that, seen through the lens of history, law has molded and been molded by our social, political and economic relations. American law has been essential in determining the most fundamental questions affecting us: slavery, voting, property-holding, the status of women, the role of religion, what agreements we may make, who is responsible for accidents, whether wealth may be taxed, pollution, and countless other topics. The class critically surveys the legal concepts, forms and institutions that have shaped and been shaped by American society throughout its history.

LAW 355 Privacy Law (2 Credit Hours)
This course is designed to give students an in-depth introduction to the law of data and information privacy around the world as well as practical experience regarding how data privacy issues arise and are resolved. The course will follow a lecture and discussion format focusing on fundamental principles of data privacy and how they apply to various jurisdictions around the world with a particular focus on the United States and Europe. Along the way, students will be given a series of small assignments tied to the substance of the class material and structured around privacy-related problems with which a practicing privacy attorney might be faced.

LAW 356 Storytelling and Presentation Skills for Lawyers (2 Credit Hours)
This course is designed to train student lawyers in the art of storytelling and persuasive presentation for the courtroom. This course will focus on the goal of persuading juries by presenting complex material in narrative form with the ease of a conversation. Students will learn how to construct powerful stories that illustrate critical aspects of the case, using simple language, effective pacing, and vivid character development. Students will also learn how to use vocal inflection and body language to tell the story between the words, project confidence, and how to make a mental/emotional connection with the jury. Courtroom delivery is examined through principles that apply to all spoken interaction: use of space, use of visuals, and use of time. The course focuses concepts drawn from literature, theatre, and public speaking. Students learn the practical storytelling skills that apply to openings, closings, and other forms of legal presentation. Lectures will be viewed in advance of the course in a series of short videos. Each class day includes group work, solo work, and multiple short presentations. Students will study one case file before class and come prepared to develop the facts into a story.
Outcomes:
Ability to construct engaging narratives from case facts; Ability to speak with professional confidence; Ability to use common language for complex legal concepts; Ability to employ voice and body language to aid juror comprehension

LAW 357 Bar Exam Multistate Workshop (1-2 Credit Hours)
This unique workshop will help to prepare students for the Multistate Bar Examination (MBE). The MBE contains 200 multiple choice questions in the areas of constitutional law, contracts, criminal law and procedure, evidence, property and torts. In most states, including Illinois, the MBE constitutes one-half of the entire bar exam. Each workshop will focus on three of the substantive areas tested on the MBE. Students will receive test taking strategies, guidance in answering commonly tested questions, practice answering questions and analysis of their performance. This is a Bar course.

LAW 358 The Quest for Racial Justice in the Long 1960s (3 Credit Hours)
This course will consider the legal and social history of the quest for racial justice in the aftermath of Brown, primarily as it was experienced in the Fifth Circuit, which covered the entire of the Deep South and the Panama Canal Zone at that time.

LAW 361 Insurance Law (2 Credit Hours)
This course offers a basic study of the legal aspects of insurance. Problems common to all types of insurance are considered, including problems of policy interpretation, rights and liabilities of parties and companies, and the regulation of the insurance industry. In addition, special problems raised by particular types of insurance policies are considered. Course covers the comprehensive overview of laws, standards, concepts and remedies related to insurance, including: interests protected by insurance; selection and control of risks; insurable interest; the principle of indemnity; types and classifications of insurance; making, dealing with and termination of insurance contracts; agency, underwriting and claims handling; insurance regulation; subrogation; and extra-contractual liability.

LAW 362 Workers Compensation (2 Credit Hours)
This course will study the rights and responsibilities of injured employees and their employers under workers' compensation and occupational diseases statutes. Third-party actions also are examined.

LAW 366 Immigration Law and Policy (2 Credit Hours)
This course is a survey of U.S. immigration law with an emphasis on immigration policy and current developments. This class is intended to provide a foundation on which to understand immigration law as it currently exists. Topics include the history and legal foundations of U.S. immigration law and will cover family and employment-based immigration benefits, criminal immigration provisions, grounds of inadmissibility, detention/removal, refugee and asylum law, and U.S. citizenship.

LAW 367 Adv Electronic Discovery Skills (1 Credit Hour)
Electronic discovery ("e-discovery" or "eDiscovery" for all the hipsters that joined the practice after 2008 including Professor Tilot) is a discipline required to work with digital evidence during litigation, arbitration, and investigations. It is arguably the most complex part of modern civil litigation in the United States. Fast paced advancement in information technology and the resulting tsunami of digital evidence have proven to be profoundly challenging to the judicial system. The enormous volumes of data generated by litigants and the resultant costs of eDiscovery drive litigation and settlement strategy. The law, the courts and legal practitioners have all had to adjust. Both knowledge of eDiscovery and practical application of eDiscovery are differentiators for many clients choosing counsel and for law firms hiring litigation attorneys. This course will provide you with practical skills that will help you advocate for your clients and be cognizant of the challenges that eDiscovery can create from a litigation and cost perspective. These are must-have skills for litigators regardless of the area of practice. Law 367 will focus on early stage eDiscovery practice. Development of an eDiscovery strategy and negotiation of discovery protocols are two particularly challenging and vitally important aspects of litigation practice. The decisions and concessions made during these early stage tasks ripple throughout the course of a lawsuit. Law 367 will focus on developing the legal acumen and practice skills necessary to successfully navigate these two areas. The purpose of the course is twofold, providing students with a practical understanding of: ¿ eDiscovery concepts that are critical to discovery planning and successful conduct of party negotiations including Meet & Confer Sessions (Rule 26(f) Conferences) ¿ The impacts that early eDiscovery decisions have on case strategy and downstream outcomes

LAW 368 Higher Education Law (2 Credit Hours)
The administration of each college and university in the United States undeniably intersects with the American legal system in multiple ways. Indeed, in today's increasingly regulated and politically charged context, the enterprise of higher education may now be more impacted by the law than ever before. Students in this course will learn how foundational concepts across traditional legal areas (e.g., administrative law, civil rights, torts, intellectual property, etc.) apply to the unique domain of "higher education law" and will explore hot topics such as student discipline, free speech, diversity & inclusion, sexual misconduct/Title IX, and faculty and student unionization - to name a few. Course format will be entirely online, with most weeks taught synchronously and occasional class content delivered asynchronously.

LAW 370 Securities Regulation (3 Credit Hours)
This course introduces students to U.S. regulation of securities and securities markets. It focuses on, among other things, federal regulation of the offer and sale of securities and the public offering process under the Securities Act of 1933; exemptions from federal registration; the reporting obligations of public companies under the Securities Exchange Act of 1934; and antifraud and insider trading doctrine.
Outcomes:
At the end of the course, you will have acquired facility in reading and analyzing the securities laws and associated rules and applying those laws and rules to facts

LAW 371 International Business Trans (1-3 Credit Hours)
An introduction to the legal aspects of international business. The course emphasizes what lawyers need to know to represent clients doing business in the 21st century. It covers international treaties like the Convention on International Sales of Goods (CISG), international letters of credit, international commercial terms, conflicts of laws, international trade policy, the Foreign Corrupt Practices Act, international corruption, international arbitration, and import and export issues and how to draft international agreements. Students will actually draft an international distribution agreement, and will also deal with drafting issues for international agency agreements, international licensing agreements and international franchise agreements. A focus will be on advising clients who are doing international business, in order to help them engage in best practices and avoid pitfalls. (Moses)

LAW 372 International Law and Practice (3 Credit Hours)
This course introduces the structure of the international legal system, examining the sources of international law; the roles of states, individuals and other actors; methods of dispute resolution; and the status of international law in the U.S. The course examines topics of substantive law, including the use of force. Finally, the course examines how international law affects, and can be used in, domestic practice.

LAW 375 Antitrust (3 Credit Hours)
This course treats in depth many aspects of the Sherman and Clayton Acts. Emphasis is placed on an understanding of the policies and objectives underlying the antitrust laws and the extent to which enforcement of the antitrust laws has fulfilled those objectives. Areas examined include monopolies, price fixing, division of markets, exclusive dealing arrangements, boycotts, resale price maintenance, and mergers. Recent trends in sports and health care industry antitrust cases may be discussed. The impact of economic analysis in the antitrust area is also examined.

LAW 376 Student Initiated Capstone Project I (1-4 Credit Hours)
Student Initiated Capstone Project: Engaged Learning (comprehensive simulation and skills) This variable credit course may be repeated for a maximum of four credits. This course is limited to 3L students or rising 3Ls unless exceptional circumstances apply to allow 2L enrollment. The student-initiated capstone project provides students an opportunity to synthesize and apply substantive knowledge, legal analysis, skills and professionalism to a complex legal issue and receive feedback that facilitates their move to practice. Students may propose the provision of project-based legal assistance to a public, non-governmental or professional organization or another proposal that allows students an opportunity to exercise planning, project-management, problem-solving and other skills in a real-world setting, while at the same time developing the capacity for self-directed learning. Project requirements: Students must submit a written proposal for review and approval to the Associate Dean for Academic Affairs in the semester prior to enrollment in the course setting forth the following: - A description of the project, including its purpose and potential impact on the organization on whose behalf the project is being undertaken; - An implementation work plan, including time line and progress benchmarks; - The number of students participating in the project; - A plan for faculty supervision (student must seek out and secure the participation of a faculty adviser); - Memorandum of understanding from the relevant organization (if applicable); - The specific knowledge, skills and values that would be needed to bring the project to successful completion; - Proposed deliverables, which should include a mechanism for student reflection on the capstone experience; - Proposed criteria for evaluating student performance. Examples of approved Capstone projects: SUFEO (Stand Up For Each Other) suspension advocacy project, Dialogue De Novo a Loyola Law community and legal interview podcast, and Legislative Advocacy Supporting the LGBTQ+ Community project.

LAW 377 Intellectual Property Law (3 Credit Hours)
The course is an introduction to the law of intellectual property. This course is a pre-requisite for advanced courses in IP, but also a good survey of the area for students interested in pursuing other legal careers. The focus of the course is on understanding the distinctions and similarities between the various aspects of intellectual property law. The predominate focus on the course is on trademark, patent and copyright law (in about equal proportions), with some attention also devoted to the law of trade secrets. No technical background is expected or required.

LAW 380 Estate & Gift Tax (3 Credit Hours)
The course examines the basic components of the federal transfer tax system (estate tax, gift tax and generation skipping tax), and as their interrelationship. The course emphasizes the structure of the federal transfer tax system and includes suggestions for revision. Students who intend to take Estate Planning must complete this course. Federal Income Tax is highly recommended.

LAW 382 International Tax Law (3 Credit Hours)
Pre-requisites: Federal Income Tax or Permission Required This course focuses on U.S. income tax issues with respect to the foreign activities of U.S. taxpayers and U.S. activities of foreign taxpayers
Particular emphasis is placed on the corporate taxpayer. Foreign tax systems are not addressed specifically except to highlight differences from the U.S. system. Specific topics include the foreign tax credit, sourcing rules, the "effectively connected" doctrine, the concept of trade or business in the U.S. Code section 482 allocations, subpart F income, and tax treaties.

LAW 384 Tax Controversy Practice and Procedure (2 Credit Hours)
Pre-requisites: Federal Income Tax
This course covers procedures and strategies for representing clients and resolving Federal civil tax controversies arising from Internal Revenue Service audits and appeals, including litigation. The course also includes a discussion of tax penalty provisions and the ethical issues faced by advisors in structuring tax motivated transactions and resolving tax controversies.

LAW 385 Nonprofits (3 Credit Hours)
Nonprofit organizations play a crucial part in the U.S. economy. Among other things, they account for almost 10 percent of the wages paid in the United States, and they account for more than 5 percent of the country's GDP. This class will go over the laws that govern this nonprofit activity, including the organization and operation of nonprofit organizations under state law, the rules governing federal tax exemption and charitable deductions for donors, and the laws that govern noncharitable nonprofit organizations. By the end of this class, you should have basic knowledge that you will need to advise nonprofit boards of directors of their legal obligations and ensure that nonprofit organizations comply with relevant federal and state laws.

LAW 386 Advanced Corporate Tax (3 Credit Hours)
This course follows Corporate and Partnership Tax. The principal focus is on taxable and nontaxable acquisitions of a corporate business. The first part of the course focuses on taxable asset sales and stock sales; the second part explores and analyzes the detailed statutory and common law requirements with respect to "non-taxable" acquisitive reorganizations (mergers, stock/asset acquisitions), "nontaxable" divisive reorganizations (spinoffs, split-offs, split-ups) and other nontaxable corporate adjustments (recapitalizations, reincorporations). Please note: Corporate and Partnership Tax is a pre-requisite for this course.

LAW 387 International Environmental Law (3 Credit Hours)
International Environmental Law introduces some of the legal and policy responses to global environmental degradation. The course begins with an introduction to the international legal framework within which international environmental law has developed and provides an overview of the major environmental problems confronting the international community. The course then examines a variety of global environmental problems and the legal regimes that have developed to address these problems. The emphasis throughout the course is on the relationship among environmental protection, economic development, and social development (the three pillars of sustainable development) and on the conflicting goals and priorities of affluent countries (the Global North) and middle- and low-income countries (the Global South). The North-South divide will serve as the key analytical framework through which the course will examine global environmental governance - with particular emphasis on environmental justice and on the perspectives and concerns of historically marginalized states and peoples.

LAW 388 Global Access to Medicine: A Patent Perspective (3 Credit Hours)
This course considers how patents impact access to medicine in today's global economy. While there are many issues that impact access to medicine, patents are the highlight here because patents are often poorly understood, yet have an enormous impact on access to medicine. After all, the existence of a life-saving or sustaining drug is essentially of no utility if it is priced beyond reach. This class aims to broaden students' consideration of different views of patents in the context of exploring a growing web of international agreements that require nations to adopt specific types of patent laws that have implications for the cost of drugs. No prior knowledge of patents or international law is required, although students will learn some aspects of each by the conclusion of the course. Student grades will be based on class participation, as well as a final project and presentation; there will be no final exam.

LAW 389 Public Interest Law Seminar (1-2 Credit Hours)
2L, 3L, and 4L students may enroll in the Public Interest Law Seminar for 1-2 credits. The seminar is a survey of social justice issues, including mass incarceration and the prison industrial complex; inequities relating to education, the environment, health care, and housing; economic justice and labor rights; voting rights and public participation; and migration and immigration, among other topics. Additionally, the course examines how the topics discussed impact communities and intersect with various social identities and systems of oppression. The Public Interest Law Seminar is required to obtain a Public Interest and Social Justice Certificate. At the time of enrollment in the Seminar, students shall have completed or be in the process of completing the 30 required volunteer service hours. In addition, at the time of enrollment in the Seminar, students shall have completed or be in the process of completing a clinical program, practicum, or externship. During the Seminar, students will either write a publishable article on a public interest topic or complete a project related to the public interest. The length of the paper or hours committed to the project will depend on whether the student is enrolled for 1 or 2 credits.

LAW 392 Consumer Law Review Associate Editors (1 Credit Hour)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 394 Consumer Law Review Senior Editor (1-2 Credit Hours)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 395 Consumer Law Review Executive Editors (1-3 Credit Hours)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 396 Consumer Law Review Members (1 Credit Hour)
This is the course to provide credit to student editors of the Consumer Law Review.

LAW 399 Financial Wellness for New Lawyers (1 Credit Hour)
The purpose of this course is to prepare students for the opportunities and personal financial challenges they will encounter during their legal careers. My goal is to show each student that strong financial habits are crucial and beneficial for all types of attorneys and all levels of income. Students will learn that it is possible for all of us to obtain financial freedom, which translates into the power of choice. When we have the power to choose, we have the power to live a life that conforms to our personal values, including the strong values instilled upon us at Loyola. When we are not encumbered by poor financial choices, we are free to choose our professional focus, to share our talents with the disadvantaged members of our community, and to work on passion projects. Importantly, we can choose to spend more time with loved ones.

LAW 400 Corboy Fellows I (3 Credit Hours)
Corboy I is a graded course available to students in their first year of the Corboy Fellowship program. Instructor permission is required for enrollment. In the Corboy I course students earn 3 graded units in the Fall and 3 graded units in the Spring which includes mandatory participation in the evidence/trial practice boot camp at the start of each semester in addition to successful completion of course work in trial practice as required by the syllabus provided by the instructor. In the Fall semester of the course students develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. In the Spring semester of the course students build upon the basic trial advocacy skills developed in the Fall through in-depth case analysis and strategy, advanced direct and cross examination including expert witnesses, and use of the motions in limine to support the basis for evidentiary objections and foundations for admissibility of evidence. Each Fellow is required to apply their learned skills in a local, regional, national or invitation mock trial competition. The Corboy I course satisfies the requirements for Trial Practice I (LAW 411 or LAW 416) and Trial Practice II (LAW 412). Credit: Graded 3 units Fall; Graded 3 units Spring Permission is Required.

LAW 401 Corboy Fellows II (2-3 Credit Hours)
Corboy II is a graded course available to students after their first year in the fellowship program. Only students who have successfully completed the Corboy I course are eligible to enroll in the Corboy II course with instructor permission. In the Corboy II course students earn a maximum of 6 hours of graded credit for participation in mock trial competitions. Graded 3 units Fall; Graded 3 units Spring Permission Required
Outcomes:
Students will become more effective advocates

LAW 402 "Say Her Name:" Intersectional Feminism & Police Violence (4 Credit Hours)
Drawing on literature from criminology, Critical Race Theory, social ethics, and feminist/womanist thought, this seminar will apply an intersectional lens to state violence, from mass incarceration to police shootings of racialized people. This course will introduce students to the foundational concepts of Critical Race Theory and Intersectional Feminism. The course will reflect on the legal and intellectual context out of which white supremacy, white heteropatriarchy, hypermasculinity, and economic exploitation pervade our understanding of normativity as law and order. Students will map and critically examine the multiple trajectories along which the moral and legal authority of the state and its justifications for violence against its most vulnerable are engendered by the convergence of racism, sexism, and classism under the guise of normality, social order, common good, and even the will of God. Further, we will explore how to develop social interventions that disrupt these normative patterns of racialized state violence and facilitate the elimination of racially based, gender biased structures and practices in order to facilitate critical pedagogy, moral leadership, legal practice, and social movement organizing.

LAW 404 Client Counseling (3 Credit Hours)
This class will focus on the attorney client relationship, from interviewing perspective clients to counseling clients throughout the representation process from the perspective of the advocate. In addition to interviewing and counseling skills this course will focus on negotiation skills in the context of negotiation process that occurs between lawyer and client, and with opposing counsel from the perspective of the advocate. The goal is for students to gain an understanding of the best practices for client interviewing, counseling, and negotiation. As a part of this focus, students will learn a variety of models, strategies, tactics and conceptual frameworks to use when they analyze legal matters, counsel clients, and negotiate with their attorney counterparts in a matter. The course will emphasize communication and problem-solving skills with particular attention to communication, cognitive and emotional obstacles to effective negotiation and counseling. The course will also address public policy, legal and ethical issues that arise during legal representation. Interviewing, counseling, and negotiation skills are best learned from hands-on experience. Therefore, a substantial portion of this class will involve in-class exercises and role-playing simulations in small groups. Over the course of this class, you will have the opportunity to serve as advocates, clients, and observers. Every student will be assigned a role for each exercise and will be expected to contribute meaningfully to the learning experience through their role.

LAW 405 Business Practice Transactional Skills (3 Credit Hours)
This course counts as a Comprehensive Simulation and Skills Course
This course will promote skills essential to successful lawyers in business transactional practice: evaluating facts; understanding the central business objectives of clients as well as the goals of other parties to the proposed transaction or relationship; issue spotting and problem solving; and developing, advocating for, and implementing responsive strategies. Three parallel case studies will run through the course, illustrating the application of each topic to different types of client organizations: a Fortune 500 industrial company, an entrepreneurial family-owned business, and a medium-sized not-for-profit organization. The class will be presented with a series of problem simulations built around diverse, realistic business situations for these mock clients. Topics may include structuring; due diligence; letters of intent and similar preliminary documentation; suggesting changes to sample transactional documents that protect and advance clients' objectives; and deal implementation. The course will use traditional learning techniques as well as simulations throughout the semester to explore the role of the transactional lawyer in both a familiar, domestic U.S. context and an increasingly global marketplace. More than ever, business lawyers are afforded the opportunity - and the challenge - of coordinating and planning projects abroad in markets unfamiliar to them, as well as advising international clients with in-bound investments in the lawyer's home market. There are frequent occasions to interact with people whose experience, way of doing business, and goals are different from our own. They may be clients, partners, or counterparties. The professional opportunity in law practice is to become progressively adept at discarding jargon and misconceptions and bridging expectations among transactional participants and their advisors. The course will use primarily real estate project fact situations, since most students can easily imagine and relate to client objectives involved in buying, selling, leasing, or otherwise occupying real property, and since in the international aspects of the course the approaches to property rights and occupancy are so fascinatingly different country to country. But the course's learning points will also have general application in other types of commercial transactions. The course's emphasis on case studies and commercial transaction scenarios is also designed to act as a capstone course which complements and draws upon the students' prior coursework in contracts, real estate and commercial transactions, ethics, and government regulation. Students will be graded based on written assignments and exercises and class participation. There is no final examination for this course. (Hagy)

LAW 406 Mediation Advocacy (2-3 Credit Hours)
This course is designed to give you an important skill set: preparing for and negotiating on behalf of a client in a mediation setting. Unlike a trial, arbitration or appellate setting, where the people listening to you are neutral, in a mediation you are dealing with the decision makers on the other side, people who often behave in a hostile manner towards you and your client. Through practice you can acquire skills that will make you an effective advocate in a mediation setting, including learning to communicate information to the other side in a way they can hear it, identifying the various needs and interests of the parties (as opposed to just the positions), and approaching a dispute as an opportunity to solve a problem creatively. We will touch on the decision science (neuroscience, psychology, and behavioral economics) and cultural competency tools that can make you more effective, and also explore Online Dispute Resolution (ODR), which is quickly emerging as a way to resolve disputes using AI in combination with human mediators. The problem solving skills you will learn in this class can be tremendously helpful whether you are representing a client in a mediation, negotiating a deal in a business or government setting, or settling a case in a pre-trial conference with a judge. Clients appreciate lawyers with these skills because they are able to preserve business and family relationships while still obtaining results that protect client interests at a reasonable cost. Conflict management skills are also highly valued in non-traditional legal careers. The course will also prepare you to represent a client in positional negotiations where the mediator provides an evaluation of the case. Mediation skills are best learned from hands-on experience. Therefore, a substantial portion of this class will involve role-playing simulations. Over the course of this class, you will have the opportunity to serve as mediators, represent clients, be clients, and give feedback as observers.

LAW 407 Immigration Litigation: Admin Law Challenges to Immigration Policy (2 Credit Hours)
Pre-requisites: None, except no 1L
The objectives of the course are to learn how to apply principles of administrative law in the immigration context, in both individual immigration cases and systemic challenges to the immigration system. As to individual claims, students will learn about the numerous limits on judicial review and will study recent Supreme Court decisions that implicate federal court jurisdiction over immigration matters. As to systemic claims, students will learn about how to apply the Administrative Procedure Act to immigration policies, arguing for example that a particular policy is arbitrary and capricious and/or contrary to law, Finally, students will come away with an additional understanding of the pragmatic concerns regarding client standing and the availability of various remedies in the immigration context. The course will use a real world immigration policy as the foundation for this learning. Students will learn about a contemporary immigration policy and develop arguments to challenge or defend it. The principle assignments will be to draft a motion for summary judgment as well as a legal memorandum that addresses the issues that would likely be raised by opposition and potential responses to those arguments. During the classroom sessions, students will read and discuss recent cases challenging administrative policy changes in the immigration space in anticipation of the application of those cases in their final paper.

LAW 408 Restorative Justice Workshop (1 Credit Hour)
In recent decades, courts, communities and schools are returning to restorative methods to address family issues such as child guardianship; escalating violence in our schools and streets; reintegrating prisoners into their communities; making decisions about appropriate sentencing; and the role of victims in the process. In each context, the same issues must be addressed: who is involved, what are the needs of the parties, and what can be done to resolve the issues at hand. This one credit course will be conducted in workshop format over the course of one weekend. Students will be able to identify the core principles underlying the restorative justice paradigm, compare and contrast restorative and retributive justice models, and learn the basic elements of conflict resolution techniques through a restorative lens. We will address the history of restorative justice and students will be trained on a restorative dialogue process.

LAW 409 Negotiation Weekend Workshop (1 Credit Hour)
This skills training course is conducted in an intensive workshop format over the course of one weekend. Students will learn basic negotiation principles and skills and apply them during a series of simulated negotiations where they will play the roles of counsel and clients. The course will explore the negotiation process from negotiation planning to the execution of a final agreement. The course will cover concepts including, but not limited to, needs and interests, BATNA, information-gathering, dealing with emotions and option development. The course is ungraded; however, students will be evaluated by in class performance to determine a grade of pass or fail. Students may register for the Negotiation Weekend Workshop to receive one credit. It is an option to also register for the Client Counseling Weekend Workshops to receive a total of two credits for participating in both weekends. Registration in both courses is not a requirement and each course does stand-alone.

LAW 410 Legal Writing III (2 Credit Hours)
This course focuses on persuasive written and oral communication skills which are necessary for critical analysis and the competent representation of all clients. Students will explore all sides of an argument, provide evaluations of the merits of particular cases, and persuade the reader/listener of the student's position. Pre-requisites: successful completion of Legal Writing I and II. This is a Juris Doctor Required course.

LAW 411 Trial Practice I (3 Credit Hours)
Pre-requisites: Evidence
This graded 3 unit course offers the opportunity to develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a bench trial and a jury trial during the course of the semester.

LAW 412 Trial Practice II (3 Credit Hours)
Pre-requisites: Evidence and Trial Practice I
Law 412 Trial Practice II, Section One This graded 3 unit course offers the opportunity to build upon the basic trial advocacy skills developed in the Trial Practice I course through in-depth case analysis and strategy, advanced direct and cross examination including expert witnesses, and use of the written and oral motions in limine to support the basis for evidentiary objections and foundations for admissibility of evidence. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a two bench trials and a jury trial during the course of the semester. Law 412 Trial Practice II, Section Two TRIAL PRACTICE II: A SECURITIES FRAUD TRIAL This semester-long course provides a unique opportunity to try a securities fraud case to verdict culminating in a full-day mock jury trial as the final. Students in this class, limited to 8 students, will try one complex civil case: a private claim of securities fraud alleging that the Defendants operated a Ponzi scheme in violation of Rule 10b-5 under the Securities Exchange Act of 1934. Students will work with a complex case file, including deposition transcripts, sworn statements, an expert report, investment offering materials, correspondence, bank records, and accounting records. Students will create their own summary and demonstrative exhibits to better inform and persuade the jury, and learn how to persuasively use courtroom technology to use exhibits at trial. Leading up to trial, the students will submit brief written motions in limine and responses; these and other pretrial matters will be addressed at a pretrial conference the week before trial. This course satisfies the Trial Practice II requirement.

LAW 414 Professional Responsibility (3 Credit Hours)
This course, required of all students focuses on ethical questions in the practice of law, and examines the basic premises underlying the lawyer-client relationship and the duties assumed by the members of the legal profession, including duties to clients, the public, the courts, and other professionals. Materials consist of the ABA Model Rules of Professional Conduct, and other pertinent standards regarding lawyers' ethics. This is a Juris Doctor Required course.

LAW 415 Trial of a Business Dispute (2 Credit Hours)
This course will focus on trials and arbitrations of complex commercial disputes, including breach of contract and fraud claims. Students will develop skills examining witnesses, deliver opening/closing, discussing specific pre-trial and trial issues relevant to business disputes, and conduct a full trial of a breach of contract or fraud action.

LAW 416 Trial Practice I (Intensive) (3 Credit Hours)
Pre-requisites: Evidence Corequisite: Evidence, Summer term only
This intensive eight day course is a 3 unit graded course that offers the opportunity to develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. The student/faculty ratio is 8 to 1. The faculty rotate among the student groups and each student is given the opportunity to perform the exercises necessary to learn the skill. Each student is paired with a partner and required to conduct a bench trial and a jury trial during the course.

LAW 417 Advanced Business Law (3 Credit Hours)
This course teaches corporate business law and negotiation skills through a simulated class in which Northwestern and Loyola law students represent either a US pharmaceutical company or an African agricultural production company. The two companies are interested in working together to exploit a new technology and the form of their collaboration will consist of drafting and negotiating a non-disclosure agreement, letter of intent, a joint venture agreement, a licensing agreement, and a long-term supply contract. The negotiations will take place through written exchanges and live negotiations that will be conducted via zoom.

LAW 418 Pre-Trial Litigation (2 Credit Hours)
This course integrates a theoretical and practical approach to the pretrial components of litigation. Students gain an understanding of the purpose of pleadings, pretrial motions, depositions, and settlement conferences, and extend their knowledge through practical experience. The second portion of the course complements the courses in trial practices by investigating the psychology of courtroom communication and its related effects. Overall, students should develop a more well-rounded perspective of the pretrial aspects of litigation.

LAW 419 Business Skills in Sports and Entertainment Law: The Introductory Skill Set (2 Credit Hours)
This course will use current trends, current business practices and the experience of current practitioners in the Sports & Entertainment Industry to introduce, examine and understand Business Skills which are necessary for success in these fields. The use of past deals, structures and documentation from current practitioners will give insight, strategy and the thought process of the facets and nuances to complete a transaction. Engagement via technology or classroom presentation from practitioners in Sports & Entertainment will provide context to course material and provide students a "real world perspective" of the Business Skills necessary for success. Students will be required to draft legal documents and create oral presentations to demonstrate their ability to apply concepts presented during the course.

LAW 424 Professional Identity Formation (1 Credit Hour)
Loyola's mission is to educate diverse, talented students to be responsible leaders in a rapidly changing, interdependent world, to prepare graduates who will be ethical advocates for justice and the rule of law, and to contribute to a deeper understanding of law and legal institutions through a commitment to research, scholarship and public service. The Professional Identity Formation course seeks to advance the mission of the law school by fulfilling two of the main education goals as Loyola Law: advancing the Jesuit tradition of social justice and ethics and law; and to prepare students to be accomplished and ethical leaders in the legal profession and the larger community. The individual development of a professional identity is critical to meeting these goals. This required 1 credit, 5 week first year course seeks to assist students in the recognition and elimination of personal bias and building awareness of how diversity and inclusion of others whose world view is different from one's own is critical to professional development and success in the practice of law. The course objectives include the education and development of professionals prepared to enter the workplace with the tools needed to successfully engage and manage diverse environments with the ability to think critically about various legal issues, problems and solutions and how they impact different groups of people and communities differently based on identity, privilege and oppression. This course is only open to incoming first year Juris Doctor students.

LAW 426 Special Education Law and Advocacy (2-3 Credit Hours)
This course will be offered as a 2-credit course, online only, in Spring 2019. This online course will deal in depth with current and timely issues in the education of children with disabilities. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and provision of services in the least restrictive environment. The education of special needs children from early childhood through post-secondary transition will be addressed. The course will focus on advocacy, statutory and regulatory compliance, and dispute resolution. Students will assume the roles of parent/student advocate, school administrator, third-party mediator, and school service provider in a variety of online activities, including: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan.

LAW 427 Public Interest Law Reporter Executive Editor (1-3 Credit Hours)
Students enrolled in this course receive credit for their work as the executive editors of the law school's Public Interest Law Reporter.

LAW 428 Pub Int Law Reporter Associate Editors (1 Credit Hour)
Students enrolled in this course receive credit for their work as the associate editors of the law school's Public Interest Law Reporter.

LAW 429 Pub Int Law Reporter Members (1 Credit Hour)
Students enrolled in this course receive credit for their work as the members of the law school's Public Interest Law Reporter.

LAW 431 Documenting and Negotiating Finance Transactions (2 Credit Hours)
Pre-requisites: Students taking this class will be expected to have taken Business Organizations
This course offers students an opportunity to focus on the legal issues that arise between borrowers and their financial advisor/banker. Topics covered include a focus on commercial loan agreements, other capital raising vehicles and mergers and acquisitions. The course also focuses on the perspective of the CFO and the banker in deciding when and how to raise additional capital, expansion through acquisition and partnership/joint-ventures with other entities. Students also study examples of actual loan agreements and other related documents as well as analyzing case law involving financial institutions and loan agreements. This course uses practical examples of actual transactions including details of their negotiation and execution with the student actively involved on a case study basis. Knowledge of Secured Transactions and Federal Income Tax would greatly assist the student; these classes are not, however, required to take the course. This is a Skills course.

LAW 435 Deposition Advocacy Workshop (2 Credit Hours)
This Skills and Comprehensive Simulation Program is designed to teach students about Illinois and Federal deposition practice. Topics covered will include: effective deposition questioning strategies and techniques; thorough deponent preparation; efficient and technical use of exhibits; proper objections; methods of rehabilitating your witness; ethical considerations; and how to deal with the most difficult opposing counsel. This class will have lectures, but primarily focus on in class participation and interaction. The grade for this course will be based on individual mock deposition performances, in class participation, and overall contribution to self-critique and classmate critique.

LAW 437 Public Interest Law Reporter Senior Editors (1-2 Credit Hours)
Students enrolled in this course receive credit for their work as the senior editors of the law school's Public Interest Law Reporter.

LAW 438 Dispute Resolution Skills Teams (1-3 Credit Hours)
This is a non-graded course that requires instructor permission to enroll. The course is limited to students that are currently or previously enrolled in the LAW 400, 401, 438, or 499. Students are required to prepare and compete in one or more advocacy competitions. Variable non-graded credit is available from one to three units depending on circumstances as determined by the instructor. Credit: Non-Graded 1-3 units

LAW 440 Advanced Criminal Procedure (2-3 Credit Hours)
Pre-requisites: One other Criminal Procedure course
This unprecedented course will prepare you for criminal law practice by revealing the reality missing from doctrinal courses and most experiential programs. We will dig into that reality in exercises and class discussion rooted in behavioral research on prosecutors, defense attorneys, police officers, judges, and juries. Interesting guest speakers will guide you through the difficulties and dilemmas of contemporary practice. Past guests have said, "I wish I had something like this in law school." You do.
Outcomes:
Evaluate critically the operation of the legal rules presented in the class in light of how the law works in practice; Demonstrate substantial knowledge of challenges faced in the operation of the criminal justice system; Identify the roles and interaction of a variety of actors in the criminal court system--including lawyers, judges, police officers, court personnel and juries; Show how empirical research shows them operating and delineate the impact of how they carry out their jobs has on defendants

LAW 445 Humanitarian Law and Conflict (3 Credit Hours)
This seminar examines the international rules regulating armed conflicts and other armed violence. Topics include the rights and responsibilities of states and individuals under international law, armed conflict identification and classification, the law of the sea, and rules regulating the conduct of fighters and other aspects of armed hostilities, and international human rights law. The course is designed to prepare students for competitions and/or future practice in these areas of law, such as in a government/military or non-governmental organization setting. The final grade is determined by group projects that include answering scenario-based humanitarian law questions and a research project to be selected and completed by assigned student groups. LLM students may enroll in this course with permission.
Outcomes:
Understand the origins, theory, sources and important principles of international law, including the basic attributes of states and of the international legal system; Recognize when conduct is or may be attributable to a state under international law

LAW 446 Mini MBA for Law Students (1 Credit Hour)
Since the onset of the global financial crisis, the role of the lawyer has expanded. Law firms and their clients alike expect new lawyers to not only understand the law but the basics of accounting and finance as well. This intensive pass/no pass course in accounting and finance is designed to help prepare law students for the demands of a career within a law firm. Topics covered include: How to read and analyze financial statements How to calculate returns on investments How to value companies How to structure securities Goal: To prepare law students for careers in a changing economy in which lawyers will be expected, and even obligated, to understand the intricacies of the business world. Description: This Unique program was designed to bring the world of finance and accounting to aspiring lawyers. It seeks to offer law students an overview of business concepts most relevant to legal professionals and relates these concepts to a broad array of practice areas. The course progresses in order of difficulty beginning with basic elements of accounting and concluding with more advance concepts related to securities pricing. Agenda Financial Statements: Analyzing financial statements has been a tsk traditionally performed by investment bankers and accountants. However, with accounting scandals threatening to erode confidence in corporate America, attorneys are taking on a prominent role in preparing and analyzing financial statements. Including the Balance Sheet, Income Statement, and Cash Flow Statement, this course is designed to give students an overview of accounting techniques and their relevance. Financial Analysis: The process of analyzing financial statements is involved in virtually every business decision. As corporate managers and bankers rely more on the advice of their inside and outside counsel, it is now imperative that an attorney better understand basic business decision making tools. This course will allow students to understand different methods of analyzing financial statements, what they are used for, and who uses them. Issues in Financial Reporting: In the wake of the massive corporate accounting scandals such as Enron, WorldCom, and Parmalat, the importance of detecting such fraud has taken on new proportions. No longer a matter reserved exclusively for accounts and financial analysts, accounting fraud is a concern of most attorneys who must be able to detect and report any suspicious of questionable reporting practices. This course is designed to equip students with the basic skills to determine signs of corporate accounting fraud along with guidance on what to do when confronted with such matters. Corporate Finance: With Issues related to corporate finance becoming more relevant today than ever, the role a lawyer plays in structuring transactions, negotiating deal terms, and coordinating the underwriting process is becoming increasingly important. This course provides the basic tools to understand, apply and challenge most aspects of financial management. Valuation: Valuation forms the cornerstone of nearly every business transaction. Whether it involves mergers and acquisitions, leveraged buyouts, venture capital, or real estate, a solid understanding of valuation will ensure an equitable transaction. Attorneys play an active role in these transactions but all too often become entrenched in the purely legal aspects of them. This course will help students to better understand the methodology and techniques behind various forms of valuation and in turn, better serve the needs of their clients. Securities: Attorneys play a vital role in capital formation and deal structuring for companies of all sizes. This course is designed to offer students a better understanding of the financial instruments they help structure. Topics covered will include stocks bonds, and derivatives. Additionally, the course will explore these concepts in the context of real cases drawn from recent transactions. Students will be responsible for class participation and a review project.

LAW 447 Federal Indian Law (3 Credit Hours)
Federal Indian law examines the jurisdictional balance between tribes, states, and the federal government. The course explores the historical development of Indian law, highlighting its relevance to contemporary tribal sovereignty. Topics covered include criminal law, natural resources, taxation, and gaming.

LAW 449 Negotiations Seminar (3 Credit Hours)
Negotiating effectively is one of the most important qualities of a successful lawyer. This course seeks to help you move from negotiating by instinct, as most people do, to negotiating more thoughtfully, more comfortably and with a clearer sense of purpose. This course merges theory with practice to: (1) develop your understanding of negotiation, and your awareness as a negotiator; (2) give you tools and concepts for analyzing and preparing for negotiations; (3) enhance your negotiating skills through frequent role plays, analysis, and feedback; and (4) teach you how to keep learning from your own negotiation experience. In addition to negotiation skills and theory, you will be introduced to issues of representation, ethics, and the place of negotiation in our legal system. The Negotiation Seminar is a highly rewarding and interactive course. The course syllabus consists of assigned readings, simulations, and written assignments almost every class, and attendance at one video debrief where we will analyze your skill set.

LAW 450 Independent Study: Mock Trial Witness (1 Credit Hour)
In this course students participate as witnesses and bailiff/timekeepers during a mock trial, moot court or dispute resolution competition. Students must complete their assigned role as determined by the instructor. Students are required to read, review and learn material in order to perform role. Students are required to adhere to competition rules for the particular role assignment.

LAW 451 Estate Planning (3 Credit Hours)
Pre-requisites: Estate and Gift Tax; Estates is highly recommended
This seminar attempts to simulate the day-to-day practice of an estate planner. The topics range from the initial client interview to the formulation of sophisticated estate plans for those with substantial property, such as a successful business. The goal is to provide exposure to a broad range of client situations with supervised formulation and implementation of estate plans. Students generally work in teams of two or three and submit several drafting assignments throughout the semester. You may not also take Wills and Trust Drafting.

LAW 453 Legal Writing Tutors - Senior Tutors (1-2 Credit Hours)
Pre-requisites: Legal Writing Tutor (LAW 296)
No course description is available

LAW 455 Appellate Advocacy-Intellectual Property (2 Credit Hours)
Pre-requisites: None, except no 1L
This course will teach writing an appellate brief to the U.S. Court of Appeals for the Federal Circuit. The problem will involve one patent law issue and one other related intellectual property issue. The problem is designed to teach an aspect of patent litigation beyond basics covered in introductory doctrinal courses by focusing appealable issues on real-world, common litigation issues such as: claim construction, admissibility of experts in IP cases, damages, and the intersection of patents and antitrust law. The goals of the course are to encourage students to think critically about issues and to evaluate complex issues, learn to organize thoughts around those issues, and learn to communicate clearly, conclusively and with credibility in writing and through oral presentation.

LAW 456 Mediation Seminar (1-2 Credit Hours)
Mediation is a dispute resolution process that enables parties to negotiate their own settlement with the assistance of an impartial third party neutral (the mediator), instead of having a judge decide the outcome for them. As it has become increasingly institutionalized within the legal system, it is important that lawyers be familiar with its benefits, as well as with how it works. This course will offer an overview of mediation theory, techniques, applications, and history. Through simulations and other in-class exercises, students will consider how mediation differs from other types of dispute resolution processes, how mediation styles differ from one another, in what different contexts mediation is used (including commercial, divorce, community, and employment conflicts), and what the role of the attorney-advocate is during mediation. Mediation techniques and skills are extremely beneficial to attorneys. It makes them more effective problem solvers when dealing with a case; it helps them communicate more effectively with opposing counsel; and it helps them in their interviewing skills so that they can better understand the needs and interests of their clients.

LAW 459 Intro to English Legal Profession (1 Credit Hour)
This lecture series is a mandatory preparatory course for students who have been selected to participate in the annual London Comparative Advocacy Program. It explores a variety of issues pertaining to the English history and its legal professions. Topics include the history of the common law, the development of the English legal profession, English civil and criminal procedure, the modern legal professions and the history of London. (Permission is required) This is a Perspective Elective course.

LAW 460 Humanitarian Law in Practice (2 Credit Hours)
Pre-requisites: Humanitarian Law and Conflict
This seminar meets for four hours each week during the first half of the spring semester. It is a scenario-driven course that further deepens a student's knowledge, understanding and practical application of international humanitarian and human rights law. Students are required to prepare group presentations on assigned legal topics (Thursdays) and then participate in scenario-based, role-playing exercises that require practical application of the law (Saturdays). The final grade is determined by contributions to and performance during student group presentations on assigned international humanitarian and human rights law topics and role-playing practical exercises.

LAW 461 Education Law and Policy (2-3 Credit Hours)
This seminar will explore the difficult legal, political and practical issues currently confronting American education. The course will begin with an analysis of the fundamental political and legal principles underlying the American public education system. Students will then be challenged to apply these principles to difficult areas of education law, such as: (1) the adequacy and equity of school funding; (2) the nature of a constitutional right to education; (3) the relationship between public education and religious institutions and practices; (4) legal issues relating to curriculum; (5) equal educational rights, including issues of desegregation and affirmative action; (6) the constitutional rights of students; (7) special education; and (8) the rights and responsibilities of educators. Students will be required to participate actively in class, to facilitate class discussion of a selected topic, and to submit a paper which analyzes critically an important issue raised in the class. There will be no final examination. This course counts as a Perspective Elective course.
Course equivalencies: MPP 461/LAW 461

LAW 463 Mindfulness and Well-Being (1 Credit Hour)
Are you stressed? Would you like improve your focus and memory? Prioritizing a healthy brain is important not only because learning the law is intellectually challenging, but also because lawyers suffer from anxiety, stress and substance abuse at an alarming rate. The objectives of this course include learning how mindfulness meditation, food choices, exercise, and various stress reduction techniques can improve brain health and well-being. You will practice meditating regularly both in class and on your own and will be introduced to science that demonstrates how mindfulness meditation can physically change your brain in a short period of time. This course will also cover using mindfulness to heal from technology and other addictions. You will also learn how mindfulness practice builds a variety of human capacities and skills that can be consciously applied with clients, colleagues, staff, opposing counsel, judges, juries and others. We will make these connections throughout the course using readings, meditation (together and apart), videos, class discussion, in-class exercises, personal journaling and guest speakers. You will also learn about recent advances in scientific research on the human microbiome, the mind-gut connection, and how to improve your well-being and brain performance through eating an anti-inflammatory diet. We will also explore the impact of exercise, gratitude practices, and quick stress reduction techniques. Students will also examine the stress response, brain biases (including implicit racial bias), and techniques to improve emotional intelligence in stressful conflict situations. Developing these skills will help you gain resilience to flourish in a demanding profession and bring your best self to serve your clients and communities. (Disclaimer: I am not a therapist, or a certified nutritionist, and I encourage students with mental health concerns to seek/continue treatment as needed with their therapists and/or physicians. The university Wellness Center also provides services and guidance for students with mental health concerns.)

LAW 464 Information Technology and Human Rights Practicum (1-3 Credit Hours)
In light of the ongoing digital transformation, societies are more reliant than ever on innovative technological solutions and ICT to address modern-day challenges. At the same time, this can raise fundamental rights issues in the digital space that confront companies and require highly skilled legal counsel to guide companies in their risk and impact assessments, due diligence and compliance processes, and government relations. The course examines timely human rights issues pertaining to digital technologies (especially ICT) in the areas of data privacy, content regulation, and other on- and offline fundamental rights issues in a US, transatlantic and international context. The goal is to provide students with the knowledge and tools to advise corporate clients on how to navigate these cutting-edge legal challenges. There are many highly topical and timely human rights issues pertaining to digital technologies and ICT confronting companies and their legal counsel, that this course will cover. Challenges around these emerging issues dominate the headlines almost on a daily basis and include biases in artificial intelligence, privacy issues in cross-border data transfers and innovative technologies (i.e. IoT, digital identity), disinformation and election integrity, government access to personal data (on public policy grounds, including public health, national security, etc.), hate speech and other harmful online content, cyberattacks (including during armed conflicts), and internet shutdowns. The course also features an optional practicum component (for one additional credit hour) providing interested students with the opportunity to become engaged in a real-life project on the topic with a relevant entity involving ICT companies and intersecting in a systemic and impactful way with human rights issues in IT, domestically or internationally. The class will be held synchronously via Zoom every Saturday from 9.30am to 11.30am CST. This will enable live class discussions with students and the instructor. Guest speakers from the industry, international organizations, law firms, and/or civil society may occasionally join the class discussion. For any questions about the course, please email Dr. Caroline Kaeb at ckaeb@luc.edu; Dr. Kaeb is a policy officer on digital issues at the European Commission in Brussels and you can find more information about Dr. Kaeb's profile at https://www.luc.edu/law/faculty/facultyandadministrationprofiles/kaeb-caroline.shtml

LAW 467 Advocacy Competition Supplement (1-3 Credit Hours)
This is a non-graded course that requires instructor permission to enroll. The course is limited to students that are currently or previously enrolled in the LAW 400, 401, 438, or 499. Students are required to prepare and compete in one or more advocacy competitions. Variable non-graded credit is available from one to three units depending on circumstances as determined by the instructor. Credit: Non-Graded 1-3 units

LAW 470 Immigration Practicum Advancing (1-4 Credit Hours)
Immigration law is one of the most complex, dynamic, and rewarding areas of practice. Yet, it is often viewed as a specialized field that rarely is connected to other public interest areas of law, including child and family law, poverty law, housing, education, health, and criminal justice. The goal of this course is to teach the current realities of immigration law as experienced in practice, and to show how it intersects other field of public interest law in the pursuit of social justice. This unique course has a classroom component and a field-work component. The class meets formally two hours per week in the evening to cover substantive immigration law issues, current topics/changes in immigration practice, and to develop practical skills tailored to the practice of immigration law practice and advocacy, with an emphasis on issues affecting families and children. Topics include family-based petitions, persons fleeing persecution, unaccompanied children, forced family separation, providing trauma informed services, intersection of family law and immigration law, and deportation defense. The course includes in-class simulations and role-plays. One course is NOT required to take the other. Students are expected to work at their extern field placement site a minimum of 55 hours in order to earn 1 academic credit hour, or 110 hours in order to earn 2 academic credit hours. Instructors may vary across terms, and are experienced professionals with diverse areas of practice in immigration law. You are required to complete assigned readings before class. Readings will also be posted to TWEN. If you are interested in pursuing externship credits, please contact the Director of the Immigration Law Practicum, Katherine Kaufka Walts.

LAW 471 Teaching Assistants (1-3 Credit Hours)
Course enrollment requires permission of the instructor or Academic Dean. Teaching assistants receive academic credit for serving in a tutor capacity for identified courses not otherwise within the jurisdiction of the academic tutor program.

LAW 472 Structured Finance (2 Credit Hours)
Securitization is a form of highly sophisticated business transaction in which a company seeking financing gathers together pools of its financial assets, such as auto loans, deposits them in a bankruptcy remote subsidiary and causes the subsidiary to issue securities or borrow loans that are backed by the pool of financial assets. Well-known types of securitizations include mortgage-backed securities and collateralized debt obligations. Although these types of transactions received a great deal of scrutiny during and after the financial crisis, securitization also includes other forms of asset-backed securities that are an essential component of modern financial markets. As this course will demonstrate, a successful securitization integrates a bunch of different bodies of commercial law, including securities law, bankruptcy law, secured transactions, corporation law, tax, and regulatory acts such as Dodd-Frank and ERISA. This course uses an actual securitization transaction to illustrate the interplay of these bodies of law. The course also looks at the greater legal implications of these transactions on the financial markets in the wake of the financial crisis. 2L and 3L students that have an interest in corporate or transactional law, general business law or finance should consider this course I shall assign homework problems for most classes, which we shall discuss in the next class. The course grade will be based on participation in this class discussion and on the results of a take-home examination. This course also counts as an elective course for the Certificate in Transactional Law.

LAW 473 Class Actions (2 Credit Hours)
Some of the most cutting-edge and challenging litigation in the courts today are class actions or complex cases involving numerous parties and/or very complicated claims. These cases can take up enormous resources of our courts and the litigants and yet result in resolutions that are fair and efficient if litigated and adjudicated properly. This course focuses on the emerging issues in such cases, the innovative uses to which scientific evidence is being put in class actions, and the methods used to resolve such disputes. Students will be expected to participate as part of litigation teams in strategic discussions and exercises highlighting the material covered in the course and will be evaluated on those exercises as well as a final examination. The class would meet, at a mutually convenient time, once a week for two credits and feature at least two guest speakers (e.g., class action lawyer, jurist, expert). Students will be given a hypothetical class action highlighting key issues and tensions within class, and brief and argue their positions on (1) class certification and (2) class settlement approval.

LAW 475 Multistate Bar Exam Fundamentals (2 Credit Hours)
This is a Bar course.

LAW 476 Art Law (3 Credit Hours)
Art Law and Transactions is a study of the main legal issues involved in the acquisition, ownership and disposition of works of art. The primary perspective is that of an attorney in the representation of an art collector, and how the transactional arc involves regular concerns, such as contract law, as well as art specific concerns, such as Nazi-era looted art. Part I Acquisition begins with a focus on the legal issues raised by the various venues for art purchases (art commissions, through a dealer, at auction) and follows with the two core issues of authenticity and good title. Part II Ownership concerns three topics that could arise during the ownership phase: crossing borders, moral rights and art loans. Part III Disposition completes the transactional loop with a discussion of how one transfers works of art during life or at death, whether by sale or gratuitous transfers, including valuation concerns. The course will include several drafting exercises (some of which will be done in teams) and a one-hour in-class final.

LAW 478 Real Estate Transactions (2-3 Credit Hours)
Real Estate Transactions focuses on the basic principles of commercial real estate transfer, development, finance and leasing. The course follows a multi-party commercial development project through acquisition, financing and leasing. The course highlights the purchase and sale contract, easements, zoning and environmental regulations and closing; the loan process and financing issues; as well as leasing. The course also addresses the role of the lawyer in real estate transactions and the broad issues involved in modern real estate practice.

LAW 480 Business Planning (3 Credit Hours)
Business Organizations is a prerequisite for Business Planning, but is recommended for Business Planning: Transactions. Business Planning: Transactions A business lawyer needs to know, or at least be generally familiar with, many areas of law. Therefore, the purpose of this course is to teach many legal issues, including: (1) the organization of a business (e.g., the types of legal entities including "C" corporation, "S" corporation, partnership, and limited liability company), organizational documents for a corporation and a limited liability company, control issues including the problems of a minority shareholder in a privately owned business, and understanding balance sheets and income statements; (ii) the financing of that business (including compliance with the federal securities laws in connection with private offerings and public offerings, bank borrowing and granting collateral pursuant to Article 9 of the UCC); (iii) certain key day-to-day transactions (including intellectual property, environmental law, labor law, real estate law, and sales of personal property as regulated by Article 2 of the UCC); (iv) buying and selling a business (including certain tax and non tax issues, documentation, hostile tender offers, going private and leveraged buyouts); and (v) the financially trouble business (including workouts and the rudiments of securitization). There is a large handout, but the substance of the course is contained primarily in the lectures. Therefore, regular attendance is expected. There is no prerequisite for this course but some prior exposure to business law (e.g., Business Organizations) is desirable.

LAW 481 Employee Benefits Law (3 Credit Hours)
No course description is available

LAW 482 Advising Not-For-Profit Organizations (3 Credit Hours)
This course counts as a Comprehensive Simulation and Skills Course There are more than 1.5 million not-for-profit organizations in the United States alone, and more throughout the world. Not-for-profit organizations contribute to society in many ways, through diverse missions from education and research, to social services, relief, and advocacy, to religion, to arts and culture. In addition to the impact made through their missions, not-for-profits as a group are significant as employers and for their contribution to the general economy as well. Not-for-profit organizations exist to further their charitable purposes, do not distribute dividends or net revenues (having no private shareholders or owners), and often are formed and operated to qualify for Federal income tax exemption under Section 501(c)(3) or other provisions of the Internal Revenue Code. Nonetheless, they have many of the same operational needs and characteristics of any other business. They occupy space (whether owned, leased, or hosted by others). They purchase and consume goods and services from vendors and suppliers. They manage and cope with attendant risks. Interestingly, commentators suggest that not-for-profits can be more complex to manage, and to advise, than a for-profit business. The organization may have funding constraints, staff constraints, and knowledge constraints, particularly when coping with transactions or situations that arise only occasionally or where the organization is governed or operated in whole or in part by volunteers. Not-for-profit facilities and operations can be uniquely complex (think for example about a museum, a zoo, a hospital, or a cathedral), and their diverse sources of governmental and private funding can come with extensive conditions, restrictions, and reporting requirements. They may even be offered (or accept) donated goods or services in kind, gifts that come with their own implications. This course will explore the opportunities and challenges for lawyers involved with not-for-profit organizations, whether as paid or pro bono legal advisors, or as board members or volunteers. The course will use a combination of traditional lecture and discussion, case study simulations, and guest speakers, as well as individual meetings with students on directed work. The course will be centered around a recurrent series of fictional clients, each a not-for-profit organization, engaged in a variety of operational and transactional situations. Each client organization will have a different mission, size, and resources, as well as mock client representatives who will have different business and style preferences, which the class will need to accommodate and will come to anticipate in fashioning and recommending solutions for each client. Each student will be invited to select and imagine a mock client organization with a not-for-profit mission suited to the student's interest and will have the opportunity to identify and explore individual topics relevant to not-for-profit transactions, operations, and governance. The course will also consider issues of legal ethics and professional conduct, as well as governance and fiduciary duty of board members, in the not-for-profit context. The course's emphasis on case studies and commercial transaction scenarios is also designed to act as a capstone course which complements and draws upon the students' prior coursework in contracts, real estate and commercial transactions, ethics, and government regulation. In these ways, the course emphasizes skills relevant in any transactional project, for-profit or otherwise. Students will be graded based on class participation, written assignments and exercises, and a paper and presentation resulting from research and study on their chosen mock client and individual study topics. There is no final examination for this course. (Hagy)

LAW 483 Federal Tax Clinic I (2-4 Credit Hours)
The purpose of the Federal Tax Clinic is to educate the student in the practice and procedures of federal tax law and dispute resolution before the Internal Revenue Service (IRS) and the United States Tax Court. The tax clinic is neither exclusively a "skills center" nor a "theory center." Instead, all the numerous components of tax law practice are integrated in the curriculum of both classroom study and legal practice with actual clients. Some of the subjects include client interviewing and counseling, negotiations, and tax litigation. Students handle cases at the IRS and Tax Court level on a clinical basis and, with the clinic attorneys, prepare all appropriate written responses to the IRS, prepare Tax Court petitions, and litigate tax cases. Federal Income Tax is a prerequisite. This is a Skills and Live Client Experience course.

LAW 485 Journal of Regulatory Compliance Executive Editor (1-3 Credit Hours)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 486 Federal Tax Clinic II (1-2 Credit Hours)
The purpose of the Federal Tax Clinic is to educate the student in the practice and procedures of federal tax law and dispute resolution before the Internal Revenue Service (IRS) and the United States Tax Court. Federal Tax Clinic II affords students from the tax clinic the opportunity to carry their cases through to completion. It is more independent and sophisticated than tax clinic I. Students continue to develop the skills that they learned in tax clinic I, including client interviewing, negotiations, tax litigation, correspondence with the IRS, and preparation of petitions to Tax Court. Federal Income Tax and Tax Clinic I are prerequisites. This is a Skills and Live Client Experience course.

LAW 487 Law Journal Members (1 Credit Hour)
Law Journal Members are responsible for editing, cite checking, page-proofing and proofreading articles selected for publication in the Loyola University Chicago Law Journal under the supervision of Executive Editors and Senior Editors. Each Law Journal Member must also prepare and submit an original note or comment of publishable quality.

LAW 488 Journal of Regulatory Compliance Senior Editor (1-2 Credit Hours)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 489 Journal of Regulatory Compliance Associate Editor (1 Credit Hour)
The Journal of Regulatory Compliance (the JRC) is a semiannual legal journal published by second- and third-year law students at Loyola University Law School, Chicago. Members of the Journal of Regulatory Compliance staff review, analyze and edit articles prepared and submitted by authors who are not members of the JRC. Members of the JRC Staff also complete and submit or review and edit three blogs for the Inside Compliance blog per semester. The JRC also hosts an symposium on critical Compliance issues with a host of leading experts in the field. Students are invited for membership on the JRC Staff based upon academic achievement and entry in a writing competition. The course is presented on a pass / fail basis.

LAW 490 Law Journal Executive Editors (1-3 Credit Hours)
Law Journal Executive Editors are ultimately responsible for the publication of the Loyola University Chicago Law Journal. They oversee the selection, editing, cite checking, page-proofing and proofreading of articles chosen for publication in the Journal. They also oversee Law Journal Members and Senior Editors in the performance of their responsibilities. Law Journal Executor Editors are also responsible for planning and hosting the Law Journal's annual symposium conference.

LAW 491 Law Journal Senior Editors (1-2 Credit Hours)
Law Journal Members are responsible for editing, cite checking, page-proofing and proofreading articles selected for publication in the Loyola University Chicago Law Journal under the supervision of Executive Editors. Law Journal Senior Editors are also responsible for other tasks assigned to them by Executive Editors that contribute to the operation of the Journal.

LAW 493 Adult Guardianship Project (3 Credit Hours)
This course offers 3 graded experiential learning credits for weekend JD students and students whose non-traditional schedules do not allow them to participate in a legal clinic or externship. The Adult Guardianship Project allows 711-license eligible law students the opportunity to represent real clients seeking guardianship of adult family members. The course requires three two-hour lecture components covering the requisite substantive areas of law as well as biweekly office hours for individual casework instruction. Lectures include client interviewing, case management procedures, substantive issues in the Probate Division, hearing advocacy, as well as best practices for working with diverse populations. To be inclusive of more law students, this course is designed to accommodate remote participation as needed given all client meetings and court appearances will be held on Zoom. Students must be eligible to appear in Court under Supreme Court Rule 711. Students who have successfully completed a minimum of 43.0 credit hours at the School of Law may enroll in the course.
Outcomes:
Conduct client interviews and develop rapport critical to advocating for real clients; Develop sufficient knowledge of adult guardianship of the person under the Illinois Probate Statute; Learn to draft and file the legal pleadings necessary in adult guardianship matters; Use 711 license to appear at all court dates on behalf of clients under the supervision of a licensed attorney

LAW 494 Law Journal Associate Editors (1 Credit Hour)
This is the course to provide credit to student editors of the Loyola University Chicago Law Journal.

LAW 495 ABA Tax Section Law Student Tax Challenge (1 Credit Hour)
An alternative to traditional moot court competitions, the Law Student Tax Challenge (LSTC) is organized by the Section¿s Young Lawyers Forum. The LSTC asks two-person teams of students to solve a complex business problem that might arise in everyday tax practice. Teams are initially evaluated on two criteria: a memorandum to a senior partner and a letter to a client explaining the result. Based on the written work product, six teams from the J.D. Division and four teams from the LL.M. Division receive a free trip to the Section¿s Midyear Meeting, where each team presents its submission before a panel of judges consisting of the country¿s top tax practitioners and government officials, including tax court judges. The competition is a great way for law students to showcase their knowledge in a real-world setting and gain valuable exposure to the tax law community. The problem is released in September and the written submissions are due in November. Teams are notified in December if they have been selected to present their papers at the ABA Tax Section Midyear meeting which happens at the end of January or beginning of February.

LAW 498 Corporate Governance Law and Practice (2 Credit Hours)
Pre-requisites: Business Organizations
In this course students will study and analyze the law and practice of corporate governance law for publicly-held corporations. Introductory sessions will detail corporate governance law and regulation, with a specific focus on the impact of the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010. Thereafter, a number of alternative proposed reforms will be assessed Finally, the course will address practical element of corporate governance practice including professional responsibility issues, the director selection process, board diversity, and empirical learning regarding the best corporate governance practices.

LAW 499 Trial Practice I Applied (1-3 Credit Hours)
This graded 3 unit course requires instructor permission to enroll. Students develop the skills necessary to conduct a trial, including case analysis, opening statements, direct and cross examinations of witnesses, evidentiary objections and foundations for admissibility of evidence, and closing arguments. Students are required to participate in the mandatory evidence boot camp at the start of the semester. Each student is required to apply their learned skills in one or more local, regional, national or invitation mock trial competition. This course satisfies the requirements of Trial Practice I (LAW 411 or LAW 416).

LAW 504 Lawyers as Leaders (2 Credit Hours)
No course description is available

LAW 506 Patent Prosecution Seminar (2 Credit Hours)
During the Patent Prosecution Seminar, students will learn the requirements needed to procure a patent and navigate through the different stages of the patent examination process with the U.S. Patent and Trademark Office. Skills that are developed during the Seminar include conducting an Inventor Interview, drafting claims of a patent, responding to an Office Action, conducting an Examiner Interview, and drafting a petition or preliminary response for an Inter Partes Review proceeding. After taking the seminar, students are confident in their skills to procure a patent on behalf of clients.

LAW 509 Federal Courts (2-3 Credit Hours)
This course builds on the knowledge gained in constitutional law and civil procedure. One of the most important features of our constitutional system is the general division of governmental authority between state and national governments, and nowhere is that division of authority more important to practicing lawyers than in the allocation of judicial power between the state and federal courts. The former are, of course, courts of general jurisdiction, while the latter are courts of limited jurisdiction. The overall design of the course seeks to assist students in thinking about this allocation of power, not as a merely theoretical matter, but as one of real practical consequence in connection with a client's substantive goals and how best to serve them. Litigants typically want access to the federal courts for very specific (and often very important) reasons: to obtain remedies for violations of federal constitutional and statutory law, or, in some cases, to secure a forum that they believe will be more hospitable to their claims. Seen in this way, the law of the federal courts consists of doctrines that either facilitate or frustrate litigants in achieving their substantive goals in the federal (and state) courts. The aim of the course is to provide students with a basic framework for thinking effectively about these problems. This course may be offered only every other year.

LAW 510 Graduate Fellowship Independent Research (1-4 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn credit. The scope and subject is arranged between the student and the faculty member.

LAW 511 London Comparative Advocacy Prgrm (1 Credit Hour)
Each year, students are selected to travel to London for about two weeks between semesters. In London, students engage in a number of activities focusing on the British legal professions, the system of advocacy in the U.K., and legal history. For students who hope to be selected for the program, completion of Evidence is recommended. Applications for the program are due each April and the program faculty selects the participants for the following year. There are always far more applicants to the program than available space. This course is the second credit of a two-credit ungraded program. To prepare for the visit to London, students are required to take "Introduction to the English Legal Profession" (1 credit) during the fall semester prior to the trip. Participants are then required to register for this course in the spring semester after the conclusion of the trip to London. Students are required to submit a 20 page research paper by a deadline in May on a topic approved by the instructor.

LAW 515 Special Topic: Alternative Energy (2 Credit Hours)
No course description is available

LAW 516 Prisoner Constitutional Rights Litigation (3 Credit Hours)
Pre-requisites: None, except no 1L
Prisoner Rights Litigation is enormous. It accounts for up to twenty percent of cases filed in federal courts; indeed, over 300 of the roughly 1,500 civil cases filed in the U.S. Court of Appeals for the Seventh Circuit in 2022 were brought by prisoners alleging unconstitutional conditions of confinement (lack of healthcare or dental care, cell infestations, inhumane temperatures, discipline without due process, suppression of religion or speech, or inadequate diet-to name some). And in this area, access to counsel is a critically unmet legal need, forcing many prisoners to litigate potentially meritorious claims without counsel. Yet this absence of counsel is perplexing given that this practice area can be lucrative for attorneys due to the guarantee of attorneys' fees under the Civil Rights Attorneys Fees Act. To resolve that discrepancy, this course is intended to prepare students for practice in prisoner's rights cases. This course will benefit students whether they practice in this area full time or on a pro-bono basis. The topics this course will cover include the federal rights that individuals retain while detained pending trial and after conviction, as well as areas of practice unique to litigating prisoners' constitutional claims. Students will also have an opportunity during the semester to hear from a guest speaker (TBA) who was formerly incarcerated and will discuss common issues of living in prison, including physical conditions, medical and mental health care, access to the grievance process and the courts in general. Course formative and evaluative assessments will provide students opportunities to learn the material, demonstrate understanding, and hone writing skills for practice. The primary method to assess student learning in this course will be the preparation of both a trial brief and an appellate brief. Students will also undergo four unannounced quizzes that will measure how well they understand the material. In addition to these assignments, class participation is critical and will be part of the final course grade.

LAW 518 Advanced Mediation and Courthouse Practicum (1-3 Credit Hours)
This course is for students who have already taken and passed the Mediation Certification & Courthouse Practicum. Students in this course will further develop and build upon their mediation skills by mediating actual long model cases at the Center for Conflict Resolution, as well as short model cases at the Cook County courts. Students will turn in written case summaries and assessments after the mediations and use the classroom time to discuss and learn from each other's mediation experiences. This is a 1-3-credit course. Grading is based on participation in mediations, class discussions and written work. Professor permission is required. This is a Skills and Experiential Learning course.

LAW 519 National Security Law (2 Credit Hours)
This course examines the current constitutional and statutory framework guiding government institutions tasked with national security responsibilities, as well as their historical roots. It covers such themes as the allocation and interplay of power between the Congress and the President on matters of war making, emergency powers, intelligence gathering, targeted killing, indefinite detention, Military Commissions, and the looming prospect of a statutory schema for addressing the rising threat of domestic terrorism. Conventional wisdom overweighs 9/11 and its aftermath as the anchor point for examination of this field of law. In fact, and as the course explores, its roots must be traced from 19th century conflicts with native peoples to slavery and the Civil War, and then coursing through industrial and social strife in the early 20th century, Cold War anti-Communism and the 1947 National Security Act, to the ongoing War on Terror - foreign in the wake of 9/11 to which paralleling concerns of domestic forms now proliferate, with each draw on organizing tenets involving the othering of minorities. To the extent that "national security law," can be said to cogently exist as a discreet field, it operates from the underpinnings of a complex mix of legal and political theory under the penumbra of Emergency Powers or, more classically, The State of Exception made famous by Weimar jurist and political theorist Carl Schmitt, with antecedents in the work of John Locke and Thomas Hobbes. The mix is inextricably intertwined with U.S. foreign policy concerns and their historical fluctuations. These theoretical considerations therefore frame and inform the course's interrogation of the legal structures and doctrines. It also engages with the topic of how ideas of membership and belonging have shaped our judgments as a world power nation-state about who and what counts as an external threat.

LAW 522 Election Law (2-3 Credit Hours)
Election Law will introduce students to the legal regulation of elections and politics. It will cover major Supreme Court cases with respect to the right to vote, regulation of political parties and candidates, redistricting, race and representation, and campaign finance. This course provides a good foundation for students interested in the law of democracy.
Outcomes:
Understand the legal limitations on governmental infringements of electoral rights; Understand how constitutional guarantees like the freedom of speech intersect with the nontextual constitutional right to vote

LAW 524 Sales (3 Credit Hours)
Sales is an advanced contracts course and offers an opportunity to develop drafting, contractual and statutory interpretation, and client counseling skills. Students will gain an in-depth understanding of the law governing sales of goods and Article 2 of the UCC.

LAW 525 Law, Politics, and Society (2 Credit Hours)
This seminar focuses on the relationship between law, politics, and society in one particular area - the criminal justice system. Drawing on a variety of sources, including court decisions and empirical studies, we will examine how the criminal law works, "on the ground." The seminar is organized in the following manner: after a brief introduction to some socially created bases for popular notions of criminality and lawbreaking, we will focus on socio-legal studies in six areas: criminal courts and criminal justice personnel, criminal trials, prosecutors, defense attorneys, the police and punishment. Issues we will consider include the disparity between what the law says and what happens in reality; the role of race, class, and gender in the decisions made by those whose job it is to enforce the criminal law; the role the criminal justice system is intended to play in society, and finally whether the criminal justice system lives up to the goal of balancing the interests of justice, order, and liberty.

LAW 530 International Law Colloquium (2 Credit Hours)
This seminar will examine select topics in contemporary international law practice and scholarship. Approximately every other week, the course will feature presentations of papers or works in progress by a leading international law scholar or practitioner. Students will submit short written comments of each paper in advance of its presentation. These comments will be sent to the speaker and the two hour session will be devoted to discussion of the paper and these comments.

LAW 531 The Administrative State (2-3 Credit Hours)
Pre-requisites: Preference will be given to 1LFT students
2L and 3L students may enroll on a space available basis. This 1L perspective elective seminar examines the role of executive branch and independent federal agencies (like the Federal Trade Commission) under our Constitution. These agencies regulate much of the economy and much of our daily lives far more than the state and federal court systems. Despite being critical to our individual liberties, health, and economic well-being, the work of such agencies is under attack. The seminar will look at recent Supreme Court cases which challenge in different ways the work and very existence of such agencies.
Outcomes:
Understand the role of administrative agencies in our legal system; Prepare a thoughtful 20 page page on one or more of the legal challenges such agencies face under current and anticipated Supreme Court litigation; This course may be used to satisfy the upper class writing requirement with permission of instructor for 3 credit hours upon completion of a more substantial seminar paper meeting the requirements of the writing requirement

LAW 536 Legislative Drafting (1-2 Credit Hours)
The Legislative Drafting Workshop will provide law students with an introduction to legislative drafting with a specific focus on the unintended consequences that can result from well-meaning legislation. Students will learn the basics of how to draft a law for enactment in the state of Illinois. We will analyze several statutes to identify common problems, and other well-known unforeseen issues. There are several types of unintended consequences, and students will learn how to identify and prevent them. The course will consist of several in-class assignments where students will be given proposed legislation and they will identify many possible unintended consequences of the law and they will then correct them either by rewriting the law or drafting an amendment. The course will be taught by legal professionals with extensive experience in legislative drafting and litigation. The students will gain practical skills by learning from two practicing litigators who experience the effects of unintended consequences every day.

LAW 538 Critical Race Theory (2 Credit Hours)
Critical Race Theory teaches analytical tools to study how law can create and cure racism. The course re-examines the first year curriculum (e.g., torts, contracts, criminal law, property, and civil procedure) to show that the law is conscious of race, and to explore how seemingly neutral application of the law can have devastating consequences for racial minorities.The course puts Critical Race Theory in conversation with other critical approaches like feminist theory and class studies. Our course goal is to address the following question: What would the legal landscape look like if society were to account for (and address) racial oppression?

LAW 539 Affordable Housing Law & Policy (2 Credit Hours)
The course will a provide an historical overview of federal housing statutes and programs to lay the groundwork for understanding how these programs and their successors are being utilized today to preserve and construct affordable rental housing. Case studies analyzing the legal organizational and financing structure of mixed income public housing developments in Chicago will demonstrate how public-private partnerships work in practice. Supreme Court and lower court cases that have impacted the course of affordable housing will be analyzed particularly in relation to the Fair Housing Act of 1968. The course will conclude with a review of employment opportunities in this field and how most effectively to pursue them.

LAW 540 Community Law Center Clinic III (2 Credit Hours)
Pre-requisites: Must have previously taken Community Law Center Clinic I
This course is open to returning Community Law Center Clinic I students seeking 2 credit hours. .

LAW 542 Trademark Law Seminar (2 Credit Hours)
Pre-requisites: Intellectual Property or Instructor Permission
No course description is available

LAW 549 Antitrust & Intellectual Property Seminar (2 Credit Hours)
Pre-requisites: Intellectual Property, Copyright or Antitrust Law or instructor permission
This seminar focuses on the interface between Intellectual Property (IP) and antitrust law. Patents, copyrights and trademarks and other IP regimes confer exclusionary rights. Exclusive rights provide incentives and serve other ends, but their exercise can also impede competition distort otherwise competitive markets. This seminar will address the intersection of IP and Antitrust with respect to issues such as standard setting, licensing, corporate strategy, product design, efforts to increase market share and mergers and acquisitions.

LAW 551 eDiscovery and Problem Solving (2 Credit Hours)
Pre-requisites: Civil Procedure, Criminal Law, Constitutional Law
Electronic discovery ("eDiscovery") is the practice of working with digital evidence during legal proceedings. It is at the intersection of law and such information technology disciplines as computer forensics, information governance, data analytics, machine and rule based learning, and artificial intelligence (and so that we do not scare anyone away, we expect that most students will have little experience with these concepts). Proficiency in e-discovery has become a must-have skill set for litigators. The Federal Rules of Civil Procedure and Evidence have already been modified multiple times in the last few years to try to address e-discovery concerns, and additional changes are under review by the drafters. The states have followed suit with their own rules. A burgeoning body of case law comes down each year, attempting to define the legal and ethical obligations of parties and counsel when preserving, collecting, reviewing, and producing electronically stored information. The result is a fundamental change in litigation practice. For example: the enormous costs of e-discovery drive settlement strategy in commercial litigation; divorce and trade-secret cases hinge on the contents of a party's cloud email account; product liability and personal injury cases focus on output from the Internet of Things; prosecutors and criminal defense attorneys fight to balance the wealth of evidence available from mobile phones with privacy rights; legal privilege protections are diminished because it is difficult to find attorney/client communications among large volumes of email; technology-savvy attorneys use their expertise to contest the authenticity and probative value of key pieces of evidence based on arcane metadata; parties seek arbitration or trial venues based on the protections and burden of local discovery rules; international reaction to US cyber-snooping hindered the ability of US litigants to obtain information from foreign parties; and, attorneys and litigants are sanctioned with alarming frequency for failure to properly manage e-discovery. Mastery of e-discovery is a differentiator for clients choosing counsel and for law firms in the hiring of new attorneys.
Law 551 is a survey course, to familiarize students with foundational concepts, and to delve into some of the more challenging questions that e-discovery poses. It will also look at creative and strategic ways that lawyers use digital evidence to advance their cases. The course will include a combination of lecture, discussion, and practical application, allowing students an opportunity to explore issues and practice their advocacy and problem solving skills. Readings will consist of case law, statutory and regulatory guidelines, ethical guidelines, research, and white papers. Grading will be based on class participation, a mid-term exam and a theme paper.
Outcomes:
Understanding eDiscovery workflows and best practices; Understanding governing rules and case law regarding eDiscovery

LAW 552 Political Civil Rights (1 Credit Hour)
The purpose of this course is to provide students with a survey of current and emerging issues in American civil rights litigation. It defines civil rights broadly and incorporates issues related to food justice as well as traditional doctrines addressing discrimination based on race, gender and other identities. As a start, the materials on racial discrimination serve as an anchor. The foundational framework for our civil rights laws is directly related to our racially discriminatory laws. For that reason, the course starts with landmark cases and historical developments impacting the social and legal treatment of blacks and other communities of color. Additionally, it asks students to think about what law is, what law is doing, and what it should be. The coverage, then, expands to the diverse areas of civil rights laws. Throughout, students will learn the contours of each doctrine, the principles that form it and their practical relevance. This begins with a discussion of racial discrimination as the catalyst for civil rights jurisprudence in America. The Civil Rights Act and relevant doctrines of the 14th Amendment are important to understanding the development of civil rights litigation. Ongoing and emerging issues affecting gay, transgender, women, nonconforming individuals, and poor classes are also covered as vibrant parts of civil rights jurisprudence. To this end, the course's materials are divided into three parts: the first part deals with foundational and historical issues that impact today's jurisprudence. Chapters in this first section examine the road to Brown and the struggle for desegregation in school systems nationally. It also discusses pre and post Reconstruction cases and statutes still relevant today. The second part examines in detail the cases and laws that make up the modern civil rights landscape. As such, it starts with the Civil Rights Act and a close examination of Title VII, Tile IX and Title VI. This section also includes cases that make up the voting rights canon as well as chapters on disability law, language minorities, and gender discrimination. The third section delves into a study of emerging issues in the twenty-first century. In these materials, relevant issues include the struggle for sustainability as civil rights issues, food justice, gender identity, sexual orientation, and same sex marriage.

LAW 553 Sex Trafficking (3 Credit Hours)
This seminar will explore sex trafficking as a structural problem of intersectional inequality and sexualized violence. This class will combine theory with a comprehensive overview of legal doctrine in areas of substantive criminal law and procedure. Students will also read several articles addressing intersectional feminism and critical race theory approaches to law, hierarchy, and vulnerability.

LAW 554 Family Law Practicum (1 Credit Hour)
Students in this practicum will administer a skills component of the traditional Family Law foundational course, focusing specifically on the drafting of an antenuptial agreement in a complex case hypothetical. Practicum students will serve as clients in the drafting exercise. In this capacity, students will meet face-to-face with the collective group of student attorneys representing each client and engage in ongoing, timely and detailed electronic communication with student attorney teams throughout the course of the skills exercise. Practicum students will also assist in evaluating the client counseling facet of the exercise, and in reviewing each prenup for its substantive terms. Each practicum student will spend approximately 40 hours engaged in work related to the exercise. Students may enroll in this practicum only with permission from the instructor.

LAW 555 Children and the Law (2 Credit Hours)
This course adopts a novel Critical Youth Theory approach to address a range of legal claims grounded in substantive due process from a child-centered perspective. We will explore the various ways in which child-centeredness shapes the legal discourse and how centering children invites us to think differently about legal problem-solving. Topics include: Voting, Right to Identity, Climate Crises, Global Perspectives on Children, Gun Violence, Poverty among others.

LAW 556 Alternative Dispute Resolution (2-3 Credit Hours)
This course aims to help law students become effective problem solvers through development of their knowledge and skills in negotiation, mediation, and arbitration as applied to a range of legal disputes. Students will learn to assist clients in identifying their goals and searching for creative solutions that produce efficient, expansive and effective outcomes. Students will learn about negotiation, mediation, and arbitration through lectures, but primarily through case simulations followed by critical feedback. Class attendance is critical. Class focus will be on the mediation and collaborative legal forums of Alternative Dispute Resolution, with an emphasis on learning procedural aspects of mediation and arbitration, and the collaborative skills of negotiation. This course will provide students with the opportunity to gain practical knowledge and familiarity with the different methods of alternatives to litigation. Classes will include lectures, simulations, role-playing, and outcome-based actual case studies. This is a Skills course.

LAW 558 Comparative Freedom of Speech (1-2 Credit Hours)
This course will explore the first amendment provisions dealing with free speech, freedom of association and religion with particular emphasis on free speech and association in a time of terror. We will also study the European counterpart protections with significant stress on civil and criminal defamation.

LAW 560 International Research (1-2 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn credit for a project related to an international law subject. The scope and subject is arranged between the student and the faculty member.

LAW 564 Animal Law and Policy (2-3 Credit Hours)
Animals (meaning comprehensively for this purpose non-human mammals, birds, reptiles, fish, and insects) are central to our world in a myriad of ways. Historically, and still today (not without controversy and for better or worse depending both on degree and on your perspective), animals were and are a major source of food, as well as a tool of production as farm labor, transportation, policing and security, military activities, and entertainment and education, an object of scientific and medical research, and work as service and support animals. Animals are also key components - and participants - in our ecology and environment; after all, they have been on the planet in one form or another 500 million years before the first humans are believed to have emerged (and, even then, Darwin might point out that we have them to thank). Moreover, companion animals have been sources of friendship, companionship, and love throughout centuries and especially in modern society where they are often viewed as family members and not as possessions. These attachments, and public concern for the welfare of animals, also result in a determination to protect animals (although arguably in some contexts but not others) from neglect and abuse. For all of these reasons, animals intersect with virtually every aspect of legal concept and practice: property law, contracts, tort, criminal law, environmental law, wills and trusts, constitutional law, international law and trade, and more. And, like every area of law, animal law continues to evolve through legislative and regulatory action, judicial decision, and societal sentiment. That change can be complex, involving considerations of both human and non-human safety and wellbeing, ethical and moral beliefs, and economic interests. In this course, together we will explore themes across the spectrum of how the law touches and treats animals in our society, in our economy, in our homes, and in the wild. We will use a textbook as a starting resource, supplemented by materials from primary and real-world sources and contexts, as points of discussion and discernment. Each class member will also select an individual topic in an area of personal interest to develop in further depth and to share with the class to expand our knowledge. Coursework on which the performance assessment is based will be composed of a series of objective or short-answer written assignments throughout the course, a concise paper and class presentation on the student's chosen individual in-depth topic, a brief take home final examination that also serves as a summative reflection on the course, and class participation.

LAW 566 Blockchain & the Law (2 Credit Hours)
No course description is available

LAW 568 European Union Law (1-3 Credit Hours)
This seminar will provide a survey of the key Treaty provisions and legislation of the European Union (EU) and the key institutions of the EU that enforce these provisions. The course will focus on the so-called four freedoms of EU law - the free movement of goods, services, people, and investments. The course will also discuss the progress of the EU towards its long term goal of the completion of a single European market and discuss selected areas of the substantive law of the EU including competition law (antitrust). Students will prepare a paper on a mutually agreeable topic and submit an outline, first draft, and final version as well as present their topic in class toward the end of the seminar.

LAW 572 Special Education Dispute Resolution (1 Credit Hour)
This one credit hour weekend course will provide students with an intensive simulated experience in the various processes of resolution of special education disputes. Areas addressed will include some or all of the following: contested IEP meetings, manifestation determination reviews, resolution meetings, mediation, and due process hearings. Assuming the roles of parent¿s counsel and school district counsel, students will develop a practical working knowledge of federal and Illinois statutes and regulations governing special education dispute resolution; develop a legal understanding of, and working familiarity with, student special education records and documents; and learn how to interview and prepare clients, witnesses, school personnel, experts, and others for their respective roles in the dispute resolution process.

LAW 573 Terrorism Prosecution: Civil Rights & Executive Power in Theory & Practice (2 Credit Hours)
This class will examine how terrorism cases are investigated, prosecuted, defended and punished. It will address how suspected terrorists are targeted and captured, including surveillance methods and interrogation techniques, as well as the questions of whether these measures are effective and potentially undermine well-established and deeply in-grained constitutional liberties and culture. It will cover classified evidence in the adversarial process -- including how it is gathered, how it impacts charging decisions and trial strategies, and how courts manage it in adversarial proceedings. In addition to drawing out these issues as they operate in civilian courts, the course will also examine judicial alternatives, including the use of military tribunals or national security adjudicative systems in other constitutional democracies, as well as extra-judicial and judicially pre-emptive measures such as preventative detention, designations and the freezing of assets. Overarching issues that will animate our exploration will be the need for emergency rules and powers, the role(s) of the courts and counsel, and how well the U.S. legal system faces the challenge of balancing rule of law and civil liberty principles with the national security concerns in countering terrorism, both internationally and domestically. This is a non-exam course. Grades will be based (i) short written impression statements on assigned weekly readings which will be used as prompts for class discussion; (ii) classroom participation, and; (iii) a 15-20 page paper on a topic of choice in the field. The class will include participation by guest speakers, including scholars and practitioners in the field. This is a Skills course.

LAW 575 Futures, Swaps, & Other Derivatives (2 Credit Hours)
No course description is available

LAW 576 The Corporation and the Constitution (2 Credit Hours)
This class will investigate the origin in law of the corporate form and explore the challenges presented by the modern corporation, both from the standpoint of its legal structure as a business organization formed by law, and the rights and privileges afforded corporations under case law that interprets the corporation as a jural "person." Readings will be considered from colonial charters to the recent U.S. Supreme Court decision in Citizens United v. FEC (2010). There will be special emphasis on the contracts and commerce clauses of the Constitution, as well as the 14th Amendment. This course is not so much concerned with corporate responsibility as it is with corporate governance and accountability. We will explore the concept of limited liability, trace the evolution of legal personhood, examine the original public purpose requirement of the corporate entity as contemplated in law, and consider the role of public law in the world of the self-regulating market.(Class will meet at Chicago Kent Law School.)

LAW 578 Student Disciplinary Hearing Workshop (1 Credit Hour)
This one credit weekend course will provide students with an intensive simulated experience in conducting a student disciplinary administrative hearing. Assuming the roles of counsel for the student and counsel for the school district, workshop participants will prepare for and represent their respective clients in a school expulsion hearing. Participants will develop an understanding of the constitutional principles of due process, freedom of speech, and search and seizure as they pertain to students in the public school setting; as well as Illinois School Code statutory provisions regarding student discipline, suspension and expulsion.
In the course of preparing for the culminating disciplinary hearing, participants will gain a working familiarity with student codes of conduct and student school records and documents, and they will hone their skills in interviewing and preparing clients, witnesses, and school personnel for their respective roles in the discipline process and administrative hearing. Students will also deliver opening and/or closing statements and conduct direct and cross-examinations of witnesses and, through this process, will enhance skills applicable to a variety of court and administrative hearing settings. This is a Skills and Experiential Learning course.

LAW 584 Mediation Certification & Courthouse Practicum (4 Credit Hours)
Students in this course will be trained to become certified mediators and then develop their mediation skills through hands-on experience mediating in court. The course starts with a mandatory intensive mediation skills training conducted by the Center for Conflict Resolution (CCR) at the beginning of the semester. The course will thereafter meet once a week as part of CCR's certification process to discuss, practice and improve upon student mediation skills. Students who meet all of CCR's certification requirements will be certified as CCR volunteer mediators and mediate actual cases in Cook County courts, while continuing to meet in class to discuss and build on what they learn in the mediations. Upon completion of this course and the CCR certification process, students will be able to continue volunteering as mediators for CCR, as long as they continue to meet CCR's volunteer requirements. Instructor Permission Required. Spots are limited so students are encouraged not to delay seeking permission to register for the course. To apply, email Professors Block and Eatherton. Preference will be given to students who have already completed a mediation or negotiation course, whose fall schedules are compatible with the court mediation schedule, and who are in their final year of school. Those who do not get a spot may request to be put on the waitlist. Enrollment Requirements: Restricted to J.D. and LL.M. students

LAW 586 Community Law Center Clinic Veterans Practicum (2-4 Credit Hours)
Pre-requisites: 44 credit hours completed
The Veterans Practicum is a cross-disciplinary effort in partnership with the School of Social Work designed to better address veterans' social and legal needs. Senior law students will use 711 license to represent veterans and their families in a myriad of civil legal matters under the supervision of the director, Emily Vaughan. Students who enroll in this course must be available to be for office hours one morning or one afternoon each week (Monday-Friday). The Practicum also has a classroom component that meets each Wednesday from noon to 2 p.m. The purpose of the classroom component is to provide students with a theoretical overview of the lawyering skills that will be required of them in their casework.

LAW 590 Victims and the Criminal Process (2 Credit Hours)
This course tracks the victim's role and the rights of and responsibilities to victims. The course considers the different stages of the criminal process, from investigation through sentence and post-sentence matters, and the law of victims' rights through that process. It examines state constitutions and federal statutory victims' rights. The course also examines definitions of "victim" to see who is included and excluded; examines gender and racial bias in criminal justice and how these impact response to crime; it examines historical and comparative responses to victims of crime, and analyzes how the law serves different kinds of victims, including victims of wrongful convictions, victims of financial fraud, and other classes of victims. The course will require a research paper. No exam.
Outcomes:
Students will learn the statutory and constitutional rights and laws pertaining to victims; Students will examine and consider policy implications related to the rights of victims; Students will collaborate with colleagues to present on at least one area of victims' rights and proposed reforms

LAW 592 Independent Research (1-2 Credit Hours)
With the consent of a faculty member supervising the research, a student may earn one or two units of ungraded credit. The scope and subject is arranged between the student and the faculty member. It is expected that for each hour of academic credit the student will produce a scholarly work of publishable quality of approximately 30 pages in length. The project that is the subject of the Independent Research must be completed during the semester in which the registration occurs. This variable credit course may be repeated for a maximum of six (ungraded) credits. (For additional requirements see the associate dean.) This is a Non-Graded Course.

LAW 593 Graduate Fellowship Extern (1-4 Credit Hours)
Students may earn externship credit for working at an approved externship site. This program is designed to offer students practical experience.

LAW 594 Directed Study (1-2 Credit Hours)
A student may earn up to two units of ungraded credit for undertaking a research project for a faculty member. The scope and subject is chosen by the faculty member, who exercises control over the project. It is expected that for each hour of academic credit the student will engage in substantial legal work for at least fifty-five (55) hours during the semester. The project that is the subject of the Directed Study must be completed during the semester in which the registration occurs. This variable credit course may be repeated for a maximum of six (ungraded) credits. (For additional requirements see the Associate Dean.)

LAW 595 Community LawCtr Clinic I (4 Credit Hours)
The Community Law Center Clinic (LUCLC) course is designed to teach students the essential skills involved in the practice of law, including client interviewing and counseling, hearing advocacy, negotiation and practice management. These skills are taught in conjunction with the representation by students of clients in civil cases under the supervision of Professor Theresa Ceko and the law school's clinical faculty. The Law Center is located in Room 1005 of the law school. Students who enroll in the clinic course must be available to be in the clinic either one morning or one afternoon each week (Monday-Friday). The course also has a classroom component that meets each Wednesday from noon to 2 p.m. The purpose of the classroom component is to provide students with a theoretical overview of the lawyering skills that they perform at the clinic. In addition to regular clinic hours and classroom work, clinic students work on their cases during an additional 6 hours a week, most of this work done on the student's own time. Any student who has completed the first year of law school can enroll in the clinic course. Students in the LUCLC represent children in contested guardianship cases and clients in civil cases involving landlord/tenant, family and elder law problems. Many of LUCLC's clients are low income persons. Serving persons who cannot afford legal services sensitizes students to the special ways that the law affects the lives of the indigent. Another important aspect of the LUCLC course is the opportunity for students to develop their own sense of the lawyer's professional role. Students experience the complexity of the attorney-client relationship and the myriad ethical dimensions of lawyering. Students are exposed for the first time to the conflicts, frustrations and rewards inherent in legal practice. Enrollment in the Community Law Center Clinic course also helps students prepare for the performance tests that have been added to many state bar examinations, including Illinois. The skills that these performance tests measure are the same skills that students learn through their client representation. The Community Law Center Clinic course is an excellent bridge from the law school classroom to the law office. It allows students to begin to learn how to practice law in a reflective environment.

LAW 596 Community Law Center Clinic II (3 Credit Hours)
Students in the LUCLC represent children in contested guardianship cases and clients in civil cases involving landlord/tenant, family and elder law problems. Many of LUCLC's clients are low income persons. Serving persons who cannot afford legal services sensitizes students to the special ways that the law affects the lives of the indigent. Another important aspect of the LUCLC course is the opportunity for students to develop their own sense of the lawyer's professional role. Students experience the complexity of the attorney-client relationship and the myriad ethical dimensions of lawyering. Students are exposed for the first time to the conflicts, frustrations and rewards inherent in legal practice. Enrollment in the Community Law Center Clinic course also helps students prepare for the performance tests that have been added to many state bar examinations, including Illinois. The skills that these performance tests measure are the same skills that students learn through their client representation. The Community Law Center Clinic course is an excellent bridge from the law school classroom to the law office. It allows students to begin to learn how to practice law in a reflective environment.

LAW 597 The Use of Force in International and Domestic Law (2 Credit Hours)
This course introduces students to constraints on the use of force in international and U.S. domestic law. International law topics include: (1) a brief introduction to international law and legal theory; (2) the United Nations Charter and limits on the use of force between states; (3) the difference between armed conflict and law enforcement matters; (4) rules regulating the conduct of fighters during an armed conflict; (5) human rights law, and; (6) the law of the sea. Domestic law topics include: (1) the general relationship between international law and the U.S. legal system; (2) the allocation of authority to use and limit the use of force under the U.S. Constitution; (3) domestic law regulating the conduct of armed hostilities, and; (4) domestic statutes regulating the use of the armed forces for domestic law enforcement and other emergencies. The final grade is determined by a take-home final exam, class preparation and participation, and contributions to in-class group work.

LAW 598 Appellate Advocacy Honors Program (2 Credit Hours)
The Appellate Advocacy Honors Program is the classroom component of Loyola's Moot Court Program. Students will learn effective appellate advocacy through lectures and workshops. Work completed in the classroom will not only prepare students for their competitions, but also strengthen written and oral advocacy skills for legal practice. This is a Skills and Comprehensive Simulation course.

LAW 599 Externship Intensive Field Placement (1-3 Credit Hours)
Externship - Intensive Field Placement - Chicago (1-3) Skills, Live Client Experience Students enrolled in the JD program who have completed all required first year courses may apply for an externship at an approved field placement site. Certain field placements may limit eligibility to students who have completed certain course work or who have obtained their Illinois Supreme Court Rule 711 license. Students in the externship program may earn 2 or 3 hours of non-graded credit for supervised work performed at an approved field placement site. Students participating in the externship program are also enrolled in a contemporaneous and competency based seminar course. The classroom component of the course has been designed to complement the legal work performed by the student in the field. The focus of the seminar course is on professional identity formation, professional skills, ethics, and cultural competence. The goal of the course is to assist students as they transition to the practice of law. There is no final examination in this course. This course is offered each semester. Externship: Intensive Field Placement - Washington, DC (2-3) Skills, Live Client Experience Students enrolled in the JD program who have completed all required first year courses may apply for an externship at an approved field placement site. Certain field placements may limit eligibility to students who have completed certain course work. Students in the externship program may earn 2 or 3 hours of non-graded credit for supervised work performed at an approved field placement site. Students participating in the externship program are also enrolled in a contemporaneous and competency based seminar course. The classroom component of the course has been designed to complement the legal work performed by the student in the field. The focus of the seminar course is on professional identity formation, professional skills, ethics, and cultural competence. The goal of the course is to prepare students who expect to practice law in the DC area with their transition to the practice. There is no final examination in this course. There is no final examination in this course. This course is offered only during the summer semester.
Outcomes:
Students will integrate substantive law and legal skills learned in the classroom into real-world legal settings through supervised practice, reflection, and feedback; Students will exhibit professionalism by adhering to ethical obligations, communicating effectively with supervisors and clients, managing time and workload expectations, and engaging in reflective practice to improve their lawyering skills

LAW 601 Child, Family, and the State (2 Credit Hours)
This course examines the legal relationships among children, families, and the state. Areas of law to be examined include child welfare, education, and juvenile justice. The course will explore Supreme Court jurisprudence on the issue of parental rights and family privacy as well as the doctrine of children's rights. Attention will be paid to the role of race, gender, and class and their intersection in shaping the ways in which children and families interface with governmental systems. Students in the course will be asked to grapple with critiques of governmental systems impacting children and families, explore calls to reconstruct and reconstitute these systems, and examine the role of lawyers working from within and outside these systems.

LAW 602 ChildLaw Trial Practice (Intensive) (3 Credit Hours)
This is Trial Practice I with an emphasis on those issues important to advocacy in cases involving children. The course is taught by a team of lawyers and judges experienced in child advocacy, with a student/faculty ratio of no more than 8 to 1. The principal objective is to introduce students to litigation principles, and to teach them advocacy skills in an intensive learn-by-doing environment. The case files from which exercises are drawn also enable students to prepare for the special challenges involved in the representation of children (child witnesses, unique problems in expert testimony, special evidentiary issues, etc.). At the end of the course each student conducts a complete trial before a mock jury at the Daley Center. Evidence is a prerequisite and the course requires instructor permission. This is a Skills and Experiential Learning course.

LAW 606 Legislation and Policy Clinic (2-4 Credit Hours)
The ChildLaw Legislation and Policy Clinic is part of the Civitas ChildLaw Center. Students in this Clinic have an opportunity to work, under the supervision of a faculty member, on a legislative or policy project that may involve any or all of the following: critiquing pending bills or existing legislation, drafting bills, developing summaries and fact sheets about pending bills, and building and working with coalitions to develop legislative ideas and consensus. Topics cover a range of child and family issues. Spring semester students primarily work on projects begun during the Fall Clinic, including researching and drafting legislation concerning child protection and juvenile justice reform issues. Students work in teams and must have sufficient time or flexibility during the work day to participate in some internal team meetings as well as attend meetings outside the Law School, as needed. (Instructor permission required.)

LAW 608 Juvenile Justice (2 Credit Hours)
In this course, we will explore legal and policy questions centered on how society should respond to children, adolescents and youth adults who commit crimes. To what degree should developmental differences between youth and adults be reflected in law and policy? Are legislators or individual judges in the best position to decide how to meet the needs of youthful offenders while at the same time protecting the interests of victims and the larger community? What responsibility do parents and communities bear in providing children and opportunity to change their behavior? How should the justice system interact with other systems, including education, mental health and child welfare? Summative assessment in the course will be measured by student performance on a midterm exam and a final paper, together with exemplary preparation, attendance and participation.

LAW 613 ChildLaw Fellows Seminar (1 Credit Hour)
This seminar serves as a capstone opportunity for ChildLaw Fellows to contextualize their interdisciplinary legal education and to explore their roles as advocates in working in and reforming the complex and evolving systems that affect children and their families.

LAW 615 Child and Family Law Mediation (2 Credit Hours)
This course will explore the use of mediation in disputes involving children and families. Students will survey various models and uses of mediation and related dispute resolution processes in the following contexts: divorce, custody and visitation issues; child protection; juvenile delinquency; balanced and restorative justice; adult guardianships; youth violence prevention and peer mediation; and special education. Further, students will consider the impact of domestic violence and other impairments on the child and family mediation process. In addition to reviewing basic mediation skills, students will participate in classroom exercises designed to develop their ability to think critically about issues, as well as apply mediation strategies to dispute resolution scenarios. This is an Experiential Learning course.

LAW 617 Policy Practicum: Issues in Childlaw (1-3 Credit Hours)
Instructor Permission Required

LAW 620 Civitas ChildLaw Clinic (1-4 Credit Hours)
The Civitas ChildLaw Clinic represents children in a variety of settings including child protection (abuse and neglect), family separation (custody and visitation), education, and other kinds of cases involving children and youth. Students typically work on at least two cases during the course of a semester, under the supervision of at least one member of the Clinic faculty. The Clinic also includes a weekly seminar that addresses relevant substantive law, advocacy skills, and ethical issues in the representation of children. Students will learn about the law governing their areas of practice and gain experience with a range of lawyering skills, including client interviewing and counseling, case planning, and written and oral advocacy. While the subject matter of the Clinic's cases focuses on children's issues, students should expect to develop skills transferrable to any practice setting. The course is open to all students eligible for a student practice license under Illinois Supreme Court Rule 711, and no prior experience in working with children is required. Instructor permission is required for enrollment, and the application for the course can be found here: https://www.luc.edu/media/lucedu/law/experiental/pdfs/childlaw-clinicapplication_fillable.pdf. Professor Bruce Boyer (bboyer@luc.edu) serves as the Clinic Director, and Professor Stacey Platt (splatt@luc.edu) serves as Associate Director. Students receive four credits for their first semester enrolled in the course; students repeating the Clinic for a second semester receive three credits, with other credit options available with permission of the instructor. This is a Skills and Live Client Experience course.

LAW 622 Operationalizing Treaties (2 Credit Hours)
Operationalizing Treaties probes the relationship between multilateral treaty implementation and economic, social, and institutional development at the domestic level. Particular attention will be devoted to treaties involving arms control, the environment, human rights, labor, and transnational crime for which economic considerations offer limited motivation for state compliance. A central theme of the course is the relation of treaty operationalization to national development.

LAW 625 Mediation Workshop (1 Credit Hour)
Mediation is an alternative to litigation which enables disputing parties to negotiate their own agreed settlement. It involves an impartial third party neutral, the mediator, who assists disputing parties in this alternative dispute resolution (ADR) process. This course will offer an overview of mediation techniques, applications, and history. Through simulations and other in-class exercises, students will consider how mediation differs from other types of ADR processes, how mediation styles and models differ from one another, and how the role of the attorney-advocate changes during mediation. This course will be conducted in an intensive workshop format over the course of one weekend where students will role play as client and attorney. No textbook is required, nor is there a first assignment. This is a Skills and Experiential Learning course.

LAW 631 ChildLaw Graduate Extern (1-3 Credit Hours)
Students seeking credit for successful completion of an experiential learning opportunity (externship) may register for up to 3 credits. Students are responsible for securing an externship placement that focuses on issues impacting children and families. Prior to accepting the placement, a student must receive prior approval from the Academic Director of Child and Family Law Programs. Students must commit to work 60 hours per credit at the approved internship site. At the end of the externship, students must submit a short paper describing the nature of the work performed and how the externship experience advanced their understanding of child and family law.

LAW 641 Childlaw Directed Study (1-3 Credit Hours)
Students have the option of working individually on a research project with a faculty member on a credit/no credit basis. An interested student must first identify a faculty member willing to supervise the project and submit an abstract of proposed work to the faculty member. The project must relate to issues of child and/or family law. If the faculty member agrees to supervise the project for the requested credit hours, he or she will work with the student to develop a supervision schedule to ensure successful completion of the project.

LAW 643 Children's Legal Rights Executive Journal Editor (1-3 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 644 Chldrn Leg Rights Jrnl Assoc Editors (1-3 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 645 Children's Legal Rights Journal Senior Editors (1-2 Credit Hours)
The Children's Legal Rights Journal ("CLRJ") is a legal journal published by law students at Loyola University Chicago School of Law in cooperation with the National Association of Counsel for Children. Members of the CLRJ staff review, select, and edit articles prepared and submitted by authors from multiple disciplines - including law, social work, and psychology - focused on legal and adjacent issues related to children's care and empowerment. All new staff must also write a short feature article that is published in either the fall or spring issue as well as a long-form student article which may be selected for publication in the spring. The CLRJ staff hosts a yearly symposium on child law issues, with presentations by nationally recognized experts. Students are invited for membership on the CLRJ Staff after their first year of law school based upon an application and entry in a writing competition. The course is graded on a pass/fail basis.

LAW 651 LL.M. Childlaw Thesis (3 Credit Hours)
Students enrolled in the Child and Family Law LLM degree program must enroll in this course in order to graduate. Working with a thesis supervisor, students have the option of completing a research paper of publishable quality. Students and their supervisor work together to agree on a topic and supervision schedule. LLM students must complete all required elective credits before enrolling.
Outcomes:
Develop focused, original research topic in partnership with the thesis supervisor that aligns with academic interests and scholarly standards, demonstrating potential for academic contribution and publication; Create a comprehensive research plan in collaboration with the thesis supervisor, outlining clear research questions, methodologies, and a timeline that supports the completion of a publishable paper; Execute independent research through the selection of appropriate methodologies, critical analysis of existing literature, and data gathering to address defined research questions; Apply critical thinking to the work, with integration of supervisor feedback to refine and strengthen the research findings, methodology, and overall structure, enhancing the clarity and depth of the paper

LAW 652 LL.M. Paper Completion-Childlaw (1 Credit Hour)
Students who are unable to complete their thesis in the LLM ChildLaw Paper course in a timely manner must enroll in this course. Depending on the status of research and writing completed during the LLM ChildLaw Paper course, the faculty supervisor will, in consultation with the student, agree on the required number of credits needed for successful completion of the course requirement.

LAW 654 Current Issues in Children's Law Seminar (2 Credit Hours)
This interdisciplinary seminar is designed to give students an opportunity to engage in an in-depth exploration of current and emerging issues in children's law. The seminar will focus on the legal implications of current child welfare policy and practice, ongoing efforts at child welfare and juvenile justice reform through state and federal initiatives, the use of empirical research in guiding child welfare and juvenile justice initiatives, and long term implications for families and children. Specific topics include, among others, an introduction to the concept of therapeutic jurisprudence, advocacy for children in the child welfare and juvenile justice systems, the role of race and class in permanency planning for children, the legal and ethical implications of privatized child welfare services, and ancillary domestic relations issues that often arise within child welfare.

LAW 663 Children's Summer Institute (3 Credit Hours)
The focus of this year's class is on the safety nets in place - and needed - to support children and families and prevent entry into our child welfare and juvenile justice systems. Over the course of the week, students from different graduate programs will engage in an interdisciplinary exploration of a series of complex questions involving children's best interests, and the policy and practice considerations and challenges impacting government decision making when it comes to reimagining our current structures. Instructor Permission Required

LAW 665 Introduction to the Study of Law and Legal Systems (2 Credit Hours)
This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then lean to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses child and family law cases and problems and provides students with the background they will need for future children's law and policy studies. MJ students should take Law 665 in conjunction with Law 667 in their first term.

LAW 667 Introduction to Children's Law, Policy and Practice (2 Credit Hours)

Co-requisites: MJ students should take LAW 667 in conjunction with LAW 665

This required course is designed to give students an introductory overview of the law as it affects children. It begins with a discussion of the constitutional relationship among children, parents and the state, as well as the respective roles of the federal and state governments in the regulation of children and families. The course then introduces students to the principal areas of civil and criminal law that affect children and families. With this baseline of understanding, students can choose elective courses that provide a more in-depth study of a particular topic (e.g. education law, child welfare, etc.).

Outcomes:

Create a community of learners and leverage shared experiences in an online forum; Understand the difference between rights granted to adults compared to children; Apply leading US Supreme Court cases affecting children's law through discussions and course writing assignments; Remember Juvenile Court's jurisdiction over: 1) abused/neglected/dependent youth, 2) delinquent children, and 3) children who commit status offenses; Evaluate general facets of educational law including students' rights, schools' rights, and private education; Analyze general facets of mental health law including voluntary and involuntary treatment or institutionalization of minors; Understand general facets of family law including marriage, divorce, child support, and "best interest" custody determinations; Evaluate general facets of children's international law and international treaties affecting children, including the United Nations Convention on the Rights of the Child; Remember ethical and liability issues in practice including areas such as confidentiality, record-keeping, responses to a subpoena, and testifying as an expert; Create ways to be a trauma-informed advocate and understand expectations in the courtroom when testifying as an expert witness or lay person

LAW 668 Leadership Development (4 Credit Hours)

Pre-requisites: For Child Law MJ students: LAW 665 and LAW 667

One of the distinguishing features of the Online MJ in Children's Law and Policy is its focus on the development of leadership skills for child advocates across a range of disciplines and organizations. This required cornerstone course begins with an introduction to different types and styles of leadership before turning to a more practice-based preparation for leadership in such areas as operations, human resources, finance, and communications.

Outcomes:

Define "management" and "leadership" and discriminate between them; Observe and grasp the bigger picture of the global trends and leadership challenges that call for servant leadership in today's world-especially concerning child and family welfare; Define and provide examples of the basic concept of "servant leadership"; Understand what motivates people and discern what motivates them as individuals; Be familiar with the history of organization development and dynamics and where the field of organization behavior is in today's environment; Understand why people resist change and the barriers to making it happen for people and systems; Apprehend how adults learn and how this is relevant to leadership, to "unlocking the human equation" and to aligning others to transformational change; Define the concept and role of "culture" in organizations and systems and understand the leader's role in shaping the values and ethos of an organization or group; Learn their own personality "type" and understand how personality affects behavior in the workplace; Demonstrate commitment to treating differences in the workplace such as generational gender, ethnic, religious, sexual preference, class, country of origin, educational background, etc, with sensitivity and mindfulness; Be exposed to the disciplinary approaches and tools of "organization development" as a tool for strategic leadership and change; Master the "leaders' tool chest"-a variety of tools, templates and models that leaders use to diagnose leverage points in organizations, engage in problem finding and definition and then utilize a strategic blueprint to manifest change; Can name the most popular organizational large scale approaches to lead change in organizations and systems; Know what strategic thinking is and how the ability to take a strategic viewpoint translates into change initiatives; Demonstrate outcomes oriented strategic thinking by drafting SMART goals-specific, measurable, achievable, realistic and timely; Name a variety of leadership models, including situational leadership, servant leadership, authentic leadership, transactional vs transformational, 5th level leadership, leading with soul and leadership as jazz; Develop and articulate the key elements of their own unique leadership brand or "identity", building from the models studied and reflecting on their own mission and leadership "journey"; Reflect on their own life story, career lifeline and values to create a vision and mission statement for their own leadership agenda; Define the elements of two way communication and how to listen actively as well as conduct "fierce or powerful conversations"; Knows the value using story to align others to their vision-can demonstrate how telling a powerful story can be a valuable tool for persuasion for leaders; Complete several self assessments and determine how self-awareness is a vital part of the EQ and CQ-and essential to being a successful servant leader; Articulate a leadership "mantra" and life's mission statement; Understand the concept of creating a learning organization and know a variety of ways to develop the talents and human potential in staff, colleagues and themselves (aka demonstrate a commitment to lifelong development and learning); Demonstrate the ability to find and define a problem or challenge in their own field or discipline and create a compelling proposal for a project, innovation or initiative that creates change or improves the welfare of the target group of children and or families; Demonstrate curiosity about cutting edge thinking in leadership-such as "anti-fragility" training, neuro-science brain research, how AI will impact the workplace, leadership as jazz, Positivist Psychology and Appreciative Inquiry, etc; Envision how they will apply the insights from this course to their own leadership agenda and utilize their insights about change both personally and professionally

LAW 669 Education Law and Policy (3 Credit Hours)
Pre-requisites: LAW 665, 667 & 668
This course explores some of the challenging legal and practical issues confronting education in America, including the uncertain boundaries between public and private education, the constitutional and statutory rights of students, including equal access and treatment, the increasingly fluid constitutional and statutory rights of teachers, and the structure of educational governance, including the role of the federal government, local control, school board powers and even strategic planning.

LAW 670 Child Welfare Law and Policy (2-3 Credit Hours)
Pre-requisites: Law 665, 667 and 668
This course focuses on federal and state legal and policy efforts to protect children from abuse, neglect and other forms of maltreatment. Topics include mandatory reporting laws, liability issues, the general structure and content of child protection laws, including permanency planning termination of parental rights. Students will explore the concept of the best interest of the child in a legal context and review laws and research aimed at promoting children's welfare.

LAW 671 Juvenile Justice Law and Policy (2-3 Credit Hours)
This course explores the law, policies and practices of the American juvenile justice system, past, present and future. The focus is on children who are in conflict with the law and those who, by virtue of their status as children, are subject to the jurisdiction of the juvenile court for engaging in conduct such as curfew violations, running away, and other forms of potentially harmful adolescent behavior. Among other issues, the course will examine how juvenile justice law and policy has been shaped by new research on adolescent development, including brain research.

LAW 672 Family Law and Policy (3 Credit Hours)
The focus of the course is on the rapidly changing legal, social, and scientific landscape of family law. The course covers traditional areas such as marriage formation and dissolution, support, child custody and the role of the child's attorney, as well as emerging areas such as same-sex marriage, collaborative law, and defacto and equitable parenthood.

LAW 673 Mental Health Law and Children (2 Credit Hours)
Pre-requisites: LAW 665, LAW 667 and LAW 668
Mental health and substance abuse impacts everyone. According to the National Institute of Mental Health, in a given year approximately one quarter of adults in the United States are diagnosable for one or more mental illnesses. Additionally, one out of five children, either currently or at some point during their life, are diagnosed with a mental illness. Mental illness has a profound impact on children and families, including the legal response to these issues. Students will study the cases, statutes, and legal doctrines relating to the rights and inpatient/outpatient treatment of persons with mental illness or a developmental disability, with a special emphasis on children, youth, and parents and/or legal guardians. Topics covered include: informed consent to outpatient and inpatient treatment, admission/transfer/discharge, confidentiality of mental health records, litigation issues addressed by practitioners, and risk management strategies for mental health practitioners. This course will use cases and examples to compare and contrast application of the law and policies.

LAW 674 Law, Poverty and Public Benefits (2 Credit Hours)
According to the National Center for Children in Poverty, children are disproportionately impacted by poverty, especially children of color and immigrant children. These risks are greatest for children who experience poverty when they are young and/or experience deep and persistent poverty. This course concerns those areas of civil law which most affect low income children and families, including public benefits such as welfare, housing, education, and health care. Other systemic issues will be explored, such as wealth discrimination, use of legal remedies to promote social change, and the delivery of legal and other services to children.

LAW 675 Legislation and Law Reform (2 Credit Hours)
This course introduces students generally to the legislative process and more specifically to federal and state laws and policies that affect children and families. Students will have an opportunity to draft model legislation, critique existing or proposed legislation, and learn techniques for educating lawmakers and policies makers about children's needs and the importance of research and data in formulating child-centered and effective laws an policies.

LAW 676 Conflict Resolution in Child and Family Law (2 Credit Hours)
One of the newest trends in children's law is the effort to find ways to resolve disputes without resort to the adversary system. Examples include restorative justice initiatives in schools and the juvenile justice systems, collaborative decision-making in family law, and mediation in the health care and child protection contexts. in this course students learn about the various types of alternative dispute resolution (ADR) (e.g., mediation, negotiation, collaborative dissolution) through a series of case examples and practical exercises.

LAW 677 ChildLaw Thesis/Capstone (4 Credit Hours)
Pre-requisites: Law 665, 667, 668, and required elective credits
Students are expected to complete either a thesis or capstone project of substantial depth that explores a specific area of children's law and policy and that integrates subject matter and/or leadership skills learned in the M.J. curriculum. The project is completed in close cooperation with a faculty advisor. Students are required to present their thesis or capstone project to faculty and fellow students during their graduation (Educational Immersion) weekend.

LAW 678 International Children's Rights (2-3 Credit Hours)
Pre-requisites: LAW 665, LAW 667, and LAW 688
This 3-credit elective course serves as an introduction to international children's rights. It provides an overview of international human rights principles and procedures affecting children, with special emphasis on the UN Convention on the Rights of the Child. With this baseline understanding, you will explore thematic topics affecting children, including issues such as corporal punishment, child marriage, child labor, international adoption and abduction, discrimination, child soldiers, environmental challenges and child participation. Issues of equity, leadership and advocacy are identified and discussed throughout the course. As you proceed through the material, you are asked to remember and reflect on the fact that the world's most vulnerable children, those who most need the protection of international human rights law, are poor children of color. Please hold that thought near to you as you examine the range of issues that children experience around the globe and the potential for international human rights to respond to those issues.
Outcomes:
Identify human rights that all children should enjoy; Articulate the nature and scope of challenges children face around the world; Assess ways in which globalization has impacted children and families positively and negatively

LAW 679 Children's Health Law and Policy (2 Credit Hours)
Pre-requisites: LAW 665, LAW 667 & LAW 668
The purpose of this course is to teach interested students the application of law to critical public health issues that affect children and youth. Students will first learn basic principles of public health including the distinction between health promotion, disease prevention, and health protection. Next, the course will address the constitutional and statutory foundation of public health law, how legislative and regulatory decisions must negotiate the balance between individual rights and public good, and how the principles of parents patriae and state police powers affect child health. Cases studies in the areas of obesity, reproductive health rights of minors, mandatory school immunizations, student drug testing, and violence prevention will illustrate the application of public health jurisprudence from the national to the state levels.

LAW 680 ChildLaw MJ Independent Study (1-4 Credit Hours)
Pre-requisites: LAW 665, LAW 667, LAW 668 Research paper/project to be approved by a Child Law faculty member and Director before enrolling
The student will be engaged in research and in initiating the development of a curriculum targeted to a teen audience that educates teens about local and federal laws that have an impact on their lives as adolescents, including juvenile justice issues, mental health laws, custody issues, drinking and driving. The student has been working with adolescents on psychological issues as part of her field placement for the Masters of Social Work degree. This course will allow her to broaden that focus to include legal considerations that play an important role in helping teens who will soon be emancipated and facing lives as adults. The first part of the course will require the student to identify the specific issues and laws that will be included in the curriculum and to explore resources, both in law journals and in interviews with teaching faculty, that will inform her presentation of the issues. The second part of the course will be devoted to developing the format for the curriculum that will be most effective in reaching this media savvy audience. The format will be informed by the student's knowledge from the field of social work of the psychological development of adolescents and their needs, supported by current research. The goal of the course is to begin a project which will be fully completed at the end of the thesis capstone course in the Master's in Jurisprudence Degree.

LAW 682 Education Immersion Weekend Seminar (0-2 Credit Hours)
In addition to the required curriculum, students are required to travel to Loyola's Chicago campus at least once during their tenure in the program for an Education Immersion Weekend (EIW). During the weekend, students gather in person to workshop or present their thesis/capstone project, attend experiential learning workshops, and meet with faculty, students and alumni.

LAW 683 Legal Issues in School Discipline (2 Credit Hours)
The course will address the Constitutional implications of student discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about `zero tolerance' policies, the role that school discipline plays in the `school-to-prison pipeline' and the discriminatory impact of school discipline policies. Issues relating to discipline in charter schools and discipline of students with disabilities will also be addressed. Other topics to be discussed include disciplinary-related challenges that arise in the context of protecting vulnerable children, including issues of harassment and bullying of LGBT students and students with disabilities, and the legal tenets governing school districts' responses to cyberbullying and the rise of social networks and digital media. Emerging trends in alternatives to punitive school discipline practices, such as human rights approaches, positive behavior interventions and supports, and restorative justice, will be examined.
Course equivalencies: X-CIEP 620/LAW 683

LAW 684 System Consultation in School Discipline Reform (2 Credit Hours)
The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).
Course equivalencies: LAW 684 / CIEP 535

LAW 685 Restorative Justice (2 Credit Hours)
This course begins with an intensive in-person weekend retreat where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the retreat and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, and systems and structures to accommodate restorative practice within school life. Through additional seminars, students will strengthen their knowledge of the history, theory, research, and practice of restorative justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.

LAW 687 Introduction to Legislative and Policy Advocacy (3 Credit Hours)
The purpose of this course is to provide tools and strategies for students interested in learning the techniques for effective advocacy at the state and federal levels. The first portion of the course will provide historical context on the three branches of governments' ability to make policy. The course will then examine the processes that turn a problem into a legislative solution, including how to move a bill into law. The These tools include identifying an issue, conducting national surveys, building a base through community organizing, drafting, lobbying, and offering testimony in committee. A recurring theme in the course is the need to examine external obstacles that impact policy making. Students will also learn how to conduct racial equity impact assessments and how the absence of this work has impacted policy decisions in the United States in the past.

LAW 689 Family Law (3 Credit Hours)
This 3-credit elective course in family law specifically designed for post J.D. students provides an overview of the laws and court decisions in the United States that have shaped family life and the institutions of marriage and parenthood, with a special emphasis on the role of the legal system as it affects children's rights and welfare within these institutions. With a base line understanding of the general principles of constitutional law in family law cases, students then turn to an exploration of thematic topics, including evolving standards for child custody and the factors in custody decisions, including race, religion and domestic violence and the formation of multiple- parent families and child custody. We also explore corporal punishment and other parental decisions of child rearing, including emerging issues of children's privacy in the age of social media and the increasing recognition in family law of children's rights to be heard in decisions affecting their welfare.

LAW 690 Financial Aspects of Divorce (3 Credit Hours)
The Financial Aspects of Divorce is a 3 credit course designed for students practicing in the area of family law that will cover what a practitioner needs to know from both theoretical and pragmatic perspectives. The course will explore the historical background of divorce law and the jurisdictional limitations on resolving financial issues in divorce litigation. We will study the establishment, modification and enforcement of child support and spousal maintenance obligations. We will examine numerous aspects of property distribution, including determining the marital or nonmarital character of property, equitable distribution of marital property, valuation and treatment of specific types of property such as real estate, retirement accounts and business interests, and dissipation of marital assets. The course will also include discussions of financial discovery and awards of attorneys fees in divorce litigation.

LAW 691 Domestic Violence: Theories, Policies and Societal Impact (2-3 Credit Hours)
Domestic Violence (Theory, Polices and Societal Impact) will provide students with an understanding of the evolution of domestic violence theory; an overview of what acts constitute domestic violence; myths surrounding the causes of domestic violence; common misconceptions regarding the types of people who abuse and are abused; the various state and federal laws that affect domestic violence arrests, police liability, prosecution, and services; and the impact of domestic violence in family law, child welfare, and immigration proceedings. Through weekly modules incorporating readings, lectures, videos and supplemental materials, students will become familiar with the many components (social and legal) of this complex subject.

LAW 692 Special Education Law and Advocacy (2 Credit Hours)
This online course will deal in depth with current and timely issues in the education of children with disabilities. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and provision of services in the least restrictive environment. The education of special needs children from early childhood through post-secondary transition will be addressed. The course will focus on advocacy, statutory and regulatory compliance, and dispute resolution. Students will form teams assuming the roles of parent/student advocate, school administrators, and school service providers in a variety of simulated activities throughout the semester, including: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan.

LAW 703 Informed Consent Law and Patient Rights (3 Credit Hours)
This introduces students to the legal, ethical, and practical issues related to physicians' duty to secure patient consent to medical treatment, addressing (1) historical injustices, (2) common law doctrine, (3) current controversies implicating constitutional law, and (4) practical challenges of implementing informed consent for diverse patient populations.
Outcomes:
Describe the historical injustices and unethical medical practices that led to the development of informed consent law in the US; Identify the elements of a cause of action for breach of informed consent and critically evaluate whether these elements adequately protect patients' rights; Demonstrate the interplay between the common law of informed consent and constitutional principles of equal protection, substantive due process, and free speech; Reflect on complex challenges relating to informed consent and patient rights in the context of end-of-life, reproductive, sexual, and mental health care; Propose changes to the law and practice of informed consent that would more effectively meet the needs of vulnerable patients, particularly patients with low health literacy

LAW 710 Health Law: Patients and Populations (3 Credit Hours)
This course provides a broad survey of the most fundamental legal issues surrounding the delivery of health care in America. No prior knowledge of health law is required. Major topics include state and federal regulation of health care providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health. By the end of this course, students should understand both the current state of American health law, and the social forces that have shaped its historical development.

LAW 711 Corporate Transactions in Health Law (2-3 Credit Hours)
This course addresses key corporate and regulatory concepts impacting the delivery of health care. The course focus will be transactional, with students first gaining an understanding of basic corporate law and regulatory principles, and then learning to integrate core federal and state laws into choice and use of corporate structures and operational strategies. The course will examine health care transactions from the perspectives of a hospital, physicians and other providers. It is recommended that students take Health Law: Business & Finance and Business Organizations prior to taking this course.

LAW 712 Legal Writing for Medical Malpractice Trial: The Expert (2 Credit Hours)
Pre-requisites: None, except no 1L
The course is designed to provide second-year students who are interested in health law litigation-or civil litigation and trial work generally-the opportunity to analyze medical expert opinions and challenge them by motion. A medical malpractice trial often becomes a "battle of the experts". If the trial is the battle, then pre-trial motion practice defines the battlefield. Students will research both the Frye standard that applies to challenges in Illinois, and the subsequent Daubert standard that applies to challenges in federal court and most state courts. Students will be provided with a closed "record" that includes a complaint, answer, selected written discovery, excerpts from depositions of treating physicians, and a full deposition of the expert to be challenged. The exact facts and opinions will need to be developed over the spring and summer but could include a dispute based on the preferred approach for a surgical procedure, the process for extracting and freezing eggs for fertility treatment, best practices for preventing falls in a nursing faculty, the use of homeopathic medicine, or off-label use of prescription medicine. The course will be mindful that most (if not all) second-year students have not taken Evidence but will include some discussion of motions to exclude expert opinions in the context of pre-trial motions in limine and pre-trial preparation. The course will culminate in a final motion to exclude using the Daubert standard and a mock hearing of that motion. Learning objectives include understanding how trial judges use Frye or Daubert to review proposed expert opinions to determine if sufficiently reliable, analyzing expert opinions and testimony, preparing oral arguments against opposing expert testimony, writing persuasively about medical opinions using case law, medical literature, evidentiary standards and policy, and gaining practical experience about the type of writing that trial lawyers do before trial. Learning objectives include understanding how trial judges use Frye or Daubert to review proposed expert opinions to determine if sufficiently reliable, analyzing expert opinions and testimony, preparing oral arguments against opposing expert testimony, writing persuasively about medical opinions using case law, medical literature, evidentiary standards, and policy, and gaining practical experience about the type of writing that trial lawyers do before trial.

LAW 713 Health Law Directed Study (1-3 Credit Hours)
Pre-requisites: none
Open to: LLM, MJ, SJD, and DLaw students. LLM, MJ, SJD, and DLaw students may earn credit for participation in a targeted research tutorial. The scope and subject are chosen with the guidance of a faculty member who directs the students. (JD students can research in the health law field, but must register for the JD Directed Study.) This is a Non-Graded Course.

LAW 714 Health Law Graduate Externship (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in the LLM in Health Law degree program may earn externship credit for working at an approved health law externship site. This program is designed to offer students practical experience to further develop lawyering skills and health law expertise. Students may receive up to three credits. This is a Non-Graded course.

LAW 715 Bioethics, Law & Policy (2-3 Credit Hours)
This course provides an overview of American law as it relates to emerging ethical issues in medicine and health care. It is intended to give students an appreciation of the ways in which medical practice and decision-making are guided by modern American principles of constitutional, tort, administrative, and criminal law. Students will learn how the law's regulatory powers have been used to set boundaries in medicine, and, in turn, how theories of medical ethics and practice have informed modern legal developments. Topics covered vary from year to year, but may include issues in end-of-life care, research ethics, reproductive autonomy, distributive justice, and genetic technology. This course counts as a Perspective Elective course.

LAW 717 Mental Health Law (2 Credit Hours)
This course introduces students to the cases, statutes, and legal doctrines relating to the rights, treatment, and commitment of persons with mental illness, developmental disabilities, or intellectual disabilities. Topics covered include: confidentiality of mental health records, forms of surrogate decision-makers (i.e. guardianship, powers of attorney), mental health treatment for minors, right to refuse treatment, special education, and the Americans with Disabilities Act (ADA). Students will discuss real-life cases and examples to compare and contract application of the law and policies.

LAW 718 Food and Drug Law (3 Credit Hours)
This course provides an overview of the regulation of a variety of health care and medical products overseen by the Food & Drug Administration, including foods, dietary supplements, pharmaceuticals, medical devices, and tobacco products. The course will explore topics regarding premarket research and development, clinical trials, review and approval, and post-marketing monitoring and reporting. Legal concepts of agency rulemaking, products liability, commercial free speech, human subjects research, state regulation and preemption, civil and criminal remedies, and enforcement mechanisms will also be explored. A science background is not required for this course.

LAW 720 Health Care Payment and Policy (2 Credit Hours)
Health Care Payment and Policy is a course which focuses on the roles of payers, purchasers, providers and consumers in the shifting arena of health care coverage. Throughout the course, we will consider the Affordable Care Act and the regulations implemented over the past decade to implement that law and set in motion the health care industry's move to value-based care. The first part of the course will explore the development of health insurance, the growth of managed care models and the role of employers in shaping health benefits. The second portion of the course will explore the evolution of Medicare and Medicaid. The final portion of the course will consider the ongoing transition to value-based care payment and delivery models. This will include an evaluation of new payment models such as Accountable Care Organizations and Patient Centered Medical Homes. Students will also examine value-based strategies that drive better quality outcomes, enhance patient experiences and lower health care costs, including those needed to improve health and wellness of individuals and address the social determinants of health across communities.

LAW 722 Health Care Innovation & Regulatory Compliance (1 Credit Hour)
The health care sector features rapid changes in technology, business models, patient needs, and payor requirements. Innovation can create potential risk under legal frameworks that were not designed with a modern health system in mind. While it is important to identify these legal risks, clients often want lawyers to go a step further to design legally-compliant solutions to facilitate innovation. This course will help students learn practical skills to evaluate and manage legal risk for novel or developing health care concepts. These skills may include: evaluating exposure under anti-fraud laws like the Anti-Kickback Statue to scenarios where no safe harbor applies, understanding implications of different uses or transfers of Personal Health Information, understanding the role of coverage policies (Medicare, Medicaid, commercial), and evaluating FDA guidance concerning Software as a Medical Device. For example, students may be asked to write an Advisory Opinion request or other request for guidance from an applicable Federal or State agency regarding an innovative model, or a draft policy memo identifying applicable legal risks and potential.

LAW 726 Health Law Competition Team (1 Credit Hour)
This course is to be taken by students selected to compete on Loyola's health law competition teams. A JD student representing Loyola at either the L. Edward Bryant, Jr. National Health Law Competition OR at the Maryland Health Law Regulatory & Compliance Competition may register for one ungraded credit. This course will count for skills credit.

LAW 727 Annals of Health Law Executive Editors (1-3 Credit Hours)
Pre-requisites: none
Open to: JD students by permission only. Annals of Health Law Executive Editors are solely responsible for the management of the entire process of publication of the Annals, including selecting the staff, communicating with authors, and performing final edits on all articles before publication. Additionally, Executive Editors oversee the planning of the annual symposium, maintain the website, and work on other special projects. These selected positions require immense dedication and responsibility. Executive Editors must possess superior legal knowledge and editing/ writing skills. Additionally, the abilities to manage, delegate and supervise others are essential. This is a Non-Graded course.

LAW 729 Health Care Litigation and Medical Malpractice (2 Credit Hours)
This course will cover key areas of health care litigation. Students will explore the substantive and procedural law of medical negligence litigation and learn about pretrial matters such as drafting pleadings, motions and deposing experts. Students will have the opportunity to develop trial techniques including preparing direct and cross examinations. They will also be able to participate in a medical negligence mock trial. Additional topics will include compliance and internal investigations, licensing procedures, technology litigation, managed care litigation, and ERISA preemption. This is a Skills course.

LAW 730 Health Justice Practicum (3 Credit Hours)
Students will address the health harming legal needs of vulnerable low-income families and individuals by conducting holistic client intake interviews with patients referred to Legal Aid Chicago's medical-legal partnership projects. Students will engage in issue spotting, legal research, identifying appropriate resources, and drafting intake memos and advice and referral letters to clients. Students may also participate in pro se outreach at health clinics, providing direct support to patients preparing pro se legal documents. Students may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own intakes, collaborate with health partners, and be responsive to supervising attorneys. The Health Justice Practicum is geared towards weekend students and consists of a bi-weekly four-hour seminar, remote weekly intakes and research on cases, and remote supervision with an adjunct instructor from Legal Aid Chicago. Students should expect to spend 4 hours weekly on intake activities and 3 hours per week on readings and assignments. The Health Justice Practicum is open to 2L, 3L and 4L students.
Outcomes:
Develop and improve fundamental lawyering skills including issue spotting, case analysis, investigation, and legal research and writing

LAW 733 Annals of Hlth Law Senior Editors (1-2 Credit Hours)
Pre-requisites: none
Open to: JD students by permission only. Annals of Health Law Senior Editors prepare each article for publication. They generally supervise the editing work of Annals members. They manage and oversee the cite-checking process. This is a Non-Graded course.

LAW 734 Annals of Health Law Members (1 Credit Hour)
Pre-requisites: none
Open to: JD students by permission only. The members of the Annals of Health Law are responsible for editing and cite-checking article submissions, including providing substantive recommendations. They generally assist the Senior Members with the preparation of articles for publication. Members must be organized, detail-oriented, and dedicated to their role in the Annals publication process. They must possess superior cite-checking and editing skills. Additionally, each member must write an article of publishable quality for Advance Directive, the Annals online counterpart. This is a Non-Graded course.

LAW 739 Health Information Privacy and Technology (1-2 Credit Hours)
This course covers the Health Insurance Portability and Accountability Act and the statutory and regulatory framework for the privacy and security of health information. Students will learn about the historical basis of privacy and global comparisons. Topics will include data privacy, security, oversight, and breaches of protected health information.

LAW 741 Health Law: Business and Finance (3 Credit Hours)
In a survey format, this course will introduce tenets of healthcare business, and how operations and business status introduce potential legal issues. In order to explore these issues, we will introduce the variety and types of healthcare businesses and organizations and their attendant financial operations, as well as the types of relationships and situations that give rise to potential lawsuits (including fiduciary trust relationships between physicians and patients and insurers and their customers, and the government and its citizens or residents).

LAW 745 Access to Health Care (2-3 Credit Hours)
Access to Health Care is a seven-week course exploring the legal, political, environmental, financial and medical issues surrounding access to health in the United States and internationally, with particular emphasis on people who are experiencing poverty and the uninsured. The course is complemented with a required spring break field study to an impoverished region in the United States or abroad.

LAW 746 Women's Health: Law & Policy (1 Credit Hour)
In this course, students will evaluate the laws and policies that have impacted the heallth of women in the United States. The first part of the course will be an introduction to women's health law and policy. Discussion will focus on the challenges, opportunities, and existing efforts to improve access to health, healthcare, innovation, and research for women including the laws and policies that influence women's health. This course will cover topics including equal pay and the wage gap; clinical research; reproductive health; maternal health; sexual health and menopause, menstruation and period poverty. This will be an interactive, discussion-based, weekend seminar that offers an opportunity to learn from leading women's health experts from across the country.

LAW 748 Public Health Law (3 Credit Hours)
No course description is available

LAW 750 Health Law LLM Thesis Project, Term 2 (2 Credit Hours)
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the campus LLM program.

LAW 751 LL.M. Paper Supervision (3 Credit Hours)
Open to: LLM students only with permission. LLM students who do not complete the LL.M. Paper within the requisite period of time must register for this class each semester until the paper has been accepted by the advisor. This is a Non-Graded course.

LAW 754 Health Justice Lab (3 Credit Hours)
This interprofessional and experiential course will bring together students from law, public health, and medicine to explore racism and its impact on health.

LAW 755 Health Justice Project (3-4 Credit Hours)
The Health Justice Project is a medical-legal partnership clinic that provides law students with an intensive, challenging education in the fundamentals of legal practice, interdisciplinary collaboration, creative upstream problem solving, poverty law, systemic advocacy, and professionalism. Through collaborative and holistic representation of vulnerable low-income families and individuals, student attorneys will address the social, legal and systemic barriers that prevent long-term health and stability. HJP student attorneys may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own cases in teams of two, maintain client relationships, attend hearings and court appearances, collaborate with interdisciplinary partners, and tend to other client matters throughout the semester. Students must be available to participate in a mandatory orientation prior to the start of the semester. LAW 755-022 Student attorneys will address the health harming legal needs of vulnerable low-income families and individuals by conducting holistic client intake interviews with patients referred by HJPs health partners, issue spotting, engaging in legal research, identifying appropriate resources, and drafting intake memos and advice and referral letters to clients. Students may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own intakes, collaborate with HJP partners, and be responsive to supervising attorneys.

LAW 757 Advanced Health Justice Project (2-4 Credit Hours)
Students who have successfully completed the Health Justice Project clinic may enroll in the Advanced Health Justice Project, in which they will continue to represent clients and complete projects to improve the health and well-being of vulnerable low income families and individuals in Chicago through holistic, collaborative, and systemic advocacy. Faculty permission required.

LAW 760 Disability Law (2 Credit Hours)
This class focuses on the large issues of doctrine, theory, and policy that disabled persons and disability rights law raise in employment, government services, public accommodations, health care, housing, and education. We will address key theoretical and policy questions, as well as remedies under the Americans with Disabilities Act (As Amended), the Rehabilitation Act, and the Individuals with Disabilities Education Act, in light of recent Supreme Court decisions, as well as recent judicial and regulatory developments relating to deinstitutionalization. The class will survey the history of the disability rights movement, and trace the development of legal and social thinking about disability and disabled persons, from frameworks of affliction, to charity/medicalization, through civil rights, human variation, and contemporary intersectional and critical disability theories.
Outcomes:
Students will be able to express, orally and in writing, how the development of US law regarding disabled persons reflects evolving understandings of disability; Students will be able to evaluate critically (positively and negatively), orally and in writing, selected major contemporary legal developments affecting the life prospects of disabled persons

LAW 765 Constitutional Issues in Health Law (2 Credit Hours)
The Supreme Court's recent decision upholding the major provisions of the Patient Protection and Affordable Care Act has brought new attention to the intersection between constitutional law and health care. This seminar gives students the opportunity to engage deeply with some of the most compelling constitutional issues of our time, including the use of federal spending powers to expand state Medicaid programs; the health insurance mandate as a regulation of interstate commerce; federalism conflicts in the medicalization of marijuana; medical providers' free speech rights; compelled commercial speech in the tobacco industry; religious objections to controversial medical procedures; cruel and unusual medical treatment of prisoners; as well as substantive due process challenges relating to public health, end of life care, and reproductive autonomy.

LAW 770 Doctoral Dissertation Research I (2 Credit Hours)
Pre-requisites: none
Open to: SJD and DLaw students only. Candidates will be required to rework the doctoral proposal s/he submitted with his/her admission application into a 30-40 page summary paper which shall serve as a roadmap for the first draft of the dissertation. Students must also make a presentation on an aspect of their research to a group of doctoral students and advisors. This is a Non-Graded course.

LAW 772 Doctoral Dissertation Research II (2 Credit Hours)
Pre-requisites: Doctoral Dissertation Research I
Open to: SJD and DLaw students only. Candidates must draft a detailed dissertation outline, have it evaluated by his/her advisor, and incorporate any necessary changes into a final outline. Once the dissertation outline is approved, the first draft of the dissertation should be completed and submitted to the advisor. This is a Non-Graded course.

LAW 773 Doctoral Dissertation Supervision (1 Credit Hour)
Pre-requisites: Doctoral Dissertation Research I and II, Bibliography Tutorial
Open to: SJD and DLaw students only. The dissertation advisor will work with the candidate to form a doctoral committee comprised of the advisor and two outside readers. (In the case of foreign students, one outside reader may be sufficient.) The committee will assist the student by consulting on dissertation substantive issues, reviewing the working draft and approving the final product. Dissertations should represent important contributions to the field, (minimum length 150 pages and double spaced) but specific format and content needs to be clarified between the candidate, the advisor, and the committee. Once clarified, the suggested format must be followed. Once the dissertation has been completed, it must be presented at an open forum to be attended by interested members of the law school community. Students must enroll in this course during both fall and spring semesters of his/her second year. This is a Non-Graded course.

LAW 777 Doctoral Dissertation Supervision and Completion (1 Credit Hour)
Pre-requisites: Doctoral Dissertation Research I and II, Bibliography Tutorial
The dissertation advisor will work with the candidate to form a doctoral committee comprised of the advisor and two outside readers. (In the case of foreign students, one outside reader may be sufficient.) The committee will assist the student by consulting on dissertation substantive issues and reviewing the working draft. Students must enroll in this course during the fall semester of his or her second year. Open to: S.J.D. and D.Law students only

LAW 779 Current Topics in Pandemic Law and Policy (2 Credit Hours)
This course examines the legal and ethical foundations of pandemic and emergency preparedness, intervention, and evaluation in the context of the ongoing SARS-CoV-2/COVID-19 pandemic. Using open-access resources developed by health law experts, students will study the pandemic from multi-doctrinal (e.g., constitutional, criminal, administrative, health, employment, privacy, and civil rights) perspectives.

LAW 793 Administrative Law and Health Care Regulation (2 Credit Hours)
Administrative Law (Law 221) is a pre-requisite.

LAW 797 Risk Management, Patient Safety & Quality (2 Credit Hours)
Students will utilize reading materials, case studies, hospital risk management scenarios and data sets provided in class to apply knowledge to specific RM and patient safety scenarios and to use critical thinking skills to solve problems. Through the readings and case study analysis students will learn to identify legal, ethical, administrative, compliance, risk management and patient safety issues and to reach resolutions for the problems presented, even when a clear legal response may not be available or in the best interests of the patient. We will be learning how to respond to a variety of risk management issues from the perspective of clinicians, lawyers, administrators, managers and patients and appreciate how events are perceived and managed. We will also discuss how these perceptions of key stakeholders are in conflict and how those conflicts can be managed. Finally, students will also learn how principles of risk management have changed since the 1998 IOM Report and how the changes in our current health care system will further challenge both patients and providers. This report called for increased focus on systemic failures and moving away from a culture of blame and shame to a culture of transparency and learning. With the passage of the ACA and not efforts to repeal and replace we will also discuss how risk management, safety and compliance are likely to further change as our health care delivery system evolves.

LAW 798 Health Care Compliance (2 Credit Hours)
This course is designed to expose law students to key legal concepts in the health care corporate compliance and ethics fields, which may be broadly defined as the application of internal corporate initiatives to ensure compliance with applicable federal and state laws and regulations. Health care is a highly regulated industry, and a health care attorney must have a broad understanding of compliance issues. Through readings and class discussion on common health law topics such as the Anti-kickback Statute, the Stark law, the False Claims Act and its whistleblower provisions, students will develop an understanding of the need for and the role of the Compliance Officer in a health care institution. Students also will begin to explore recent movement toward more broadly-based organizational integrity and ethics programs. Underlying course themes will include how to structure an effective compliance program and the role of government enforcement in controlling health care costs. Readings will derive from various sources. There is no required book. Case law, legislation, regulations, government reports and legal articles will be available on Sakai. As in any graduate-level course, thinking about and discussing the issues with an open and creative mind is actively encouraged.

LAW 803 Business Organizations (3 Credit Hours)
This course is taken in the second semester of study and introduces agency law, partnership law, corporate law and the LLC. Principal emphasis is on the law as it applies to the organization and functioning of business entities, including the duties and obligations of managers of such entities. The course focuses on structure and mechanics, capitalization, distribution, organic changes, and duties and liabilities of directors, officers, and controlling shareholders. The federal securities acts are introduced with particular attention to Rule 10b-5. Substantial attention is given to the special problems of the close corporation.
Outcomes:
Evaluate the rationale behind businesspersons' choice of a particular business entity in a given business context; Assess the relative merits of general partnerships, corporations, limited liability companies, and limited partnerships as business entities; Analyze shareholder rights and directors' and officers' powers and duties; Examine the relationships between principals and agents; Describe various filing policies and processes for business entities at secretary of states' offices; Explore key facets of federal securities regulation

LAW 806 Introduction to Business Law Clinic for International LLM Students (1-2 Credit Hours)
This course is designed to introduce international students to clinical work with for profit and not for profit businesses in the Chicagoland area, developing their counseling and drafting skills.

LAW 808 Governance, Ethics, & Compliance (3 Credit Hours)
This course emphasizes the importance of legal compliance and ethics to the mission of the corporation and the business entrepreneur. Students will write a paper undertaking a legal case study of losses sustained by actual business (in reputation or otherwise) from acting in an unethical or illegal manner. The role of the corporation and the business leader in society is examined.
Outcomes:
Understand the importance of legal compliance and ethical practices in ensuring the long-term success of corporations and business entrepreneurs; Analyze the impact of unethical and illegal business practices by examining real-world case studies of businesses that sustained losses in reputation, financial stability, or legal standing; Evaluate the role of business leaders in promoting ethical decision-making and legal compliance within their organizations and in society; Develop critical thinking skills by researching and writing a paper on a legal case study, highlighting the consequences of ethical and legal failures in business; Apply legal and ethical frameworks to assess the social responsibility of corporations, emphasizing the interconnectedness of business practices and societal well-being; Enhance communication skills through written analysis, demonstrating the ability to clearly present and support arguments regarding legal and ethical issues in business

LAW 812 Financial Institution Regulation (2 Credit Hours)
The course has two objectives. First, it will examine and analyze the current bank regulatory system. Consideration will be given to the function and regulation of depository institutions, as well as, that of various classes of affiliated entities such as those involved in the issuance of securities, insurance and merchant banking. Second, the course will examine the mechanics of key bank operations including, syndicated lending, underwriting and the securitization of debt securities.

LAW 814 Business Law Graduate Externship (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in the LLM in Business Law degree program may earn externship credit for working at an approved business law externship site. This program is designed to offer students practical experience to further develop lawyering skills and business law expertise. Students may receive up to three credits.

LAW 816 Racial Justice Seminar Series (3 Credit Hours)
This course exposes students to seven unique and emerging racial justice in health care or compliance. Each emerging issue is selected based on its likely impact on the industry and its timeliness, given current political, business or health care challenges. This course is structured over 13 weeks, in which we alternate between reading weeks, where students are given reading material to introduce them to each issue, and synchronous classroom lectures by national experts on each subject. At the end of the course, each student is asked to write a reflective paper on one of the issues presented and describe the impact that they believe it will have on their practice.

LAW 817 Compliance and Securities Regulation (3 Credit Hours)
This course will focus on the basic principles of the Securities Act of 1933, which sets forth the requirements for registration of all securities sales unless an exemption is available. The course will cover the concept of what is a security, the registration requirements of Section 5 of the '33 Act, the exemptions from registration, particularly the intrastate offering exemption (Section 3 (a)(11) and Rule 147); Section 4(1) and 4(2) (and Regulation D) regarding private offerings; Rule 144A "big boy" transactions and certain other exemptions; the timing and rules for preparation of registration statements and prospectuses under Section 5; key aspects of Regulation S-X; the consequences of the failure to register (Sections 11, 12, 13 and 17); jurisdiction; and other similar topics.

LAW 819 Diversity, Inclusion, and the Law (2 Credit Hours)
This course will cover skills used in cultural competency and diversity, equity, and inclusion (DEI) positions in an organization. Students will learn about organizational context and structure, leadership and communication styles, and sources of workplace disputes. Students will also learn about conflict prevention strategies.

LAW 820 Compliance and Culture (2-3 Credit Hours)
The course will study the best practices in the compliance industry and lessons learned from corporate scandals. The faculty will share examples how to deal with "compliance issues" across multiple industries. The course will be organized as a series of hypotheticals presented to the students who will work through issue spotting regulatory and compliance concerns, developing an audit plan for the issues, protocols, identifying needed policies and procedures, and establishing corrective actions for remediation.
Outcomes:
Understanding of the Federal Sentencing Guidelines and their application to the development of appropriate corporate compliance programs; Recognition of the importance of a company's culture and the relationship between corporate culture and an effective compliance program; Understanding of basic corporate laws and ability to identify possible violations of those laws; Development of appropriate compliance plans and actions to address the improvement of a company's culture; Recognition of and understanding of lessons learned from the major corporate scandals, attendant investigations and corrective actions taken studied in the class; Recognize the concept of institutional fairness and understand and apply ethics as a foundation to a successful corporate compliance program

LAW 821 International Business Transactions (2 Credit Hours)
This course serves as an introduction to the background and legal framework of international business transactions. Students will: - study the business and legal issues that impact international business transactions; - gain insight into the dynamics of structuring international business transactions; - learn about the role that lawyers and legal professionals play in international business; - examine key legal topics that often arise in international business transactions; and - explore careers in international business law.

LAW 823 Privacy and Security of Corporate Information (2 Credit Hours)
This course provides an overview of compliance issues and requirements in information management, including information technology and record keeping requirements.

LAW 825 Business Law Center Clinical & Seminar (2-4 Credit Hours)
The Business Law Clinic (the "BLC") is a live client transactional legal clinic that represents for profit and not for profit businesses in the Chicagoland area. Student clinicians work with several BLC clients during the course of a semester. All work is overseen by BLC faculty. In addition to client work, the BLC includes a weekly seminar (Tuesday, 10:00am - 12:00 p.m.), which covers relevant substantive law, ethical issues and pragmatic lawyering skills, such as drafting, negotiating and client counseling. The work in the BLC is completely transactional in nature. The BLC does not handle contested matters or complex tax. Participation in the BLC requires a significant time commitment (a minimum of 3 hours per week per credit hour, in addition to the seminar), and a degree of flexibility in the student's schedule. All student clinicians are expected to communicate with their clients regularly, meet with their clients as needed, efficiently and effectively perform the related transactional work, maintain their client's files in an organized and professional manner, regularly attend the seminar classes and participate in various seminar exercises. Recommended courses, in order of preference, are Business Organizations, Federal Income Tax and Corporate & Partnership Tax. Class is limited to 14-16 students and instructor permission and an application is required. This is a Skills and Live Client Experience course.

LAW 826 Business Law Clinic II (1-3 Credit Hours)
Pre-requisites: Business Law Clinic and Seminar I, Permission Required
Business Law Clinic II is a continuation of Business Law Clinic I. Student clinicians will continue working with for profit and not for profit businesses in the Chicagoland area. Learning from their experience in Clinic I, Clinic II students have the opportunity to further develop their counseling and drafting skills. Clinic II student clinicians have the same hourly requirements as Clinic I, however, there is no seminar component.

LAW 828 LLM Externship Field Placement (1-3 Credit Hours)
Open to: LLM students enrolled in campus courses. Students enrolled in any campus based LLM program may earn between one to three externship credits for working at an approved LLM externship site. This externship is designed to offer practical experience to further develop law related skills and expertise in various legal fields. A maximum of 3 credit hours can be attained during the LLM program. This is an Experiential Learning course.

LAW 829 Global Compliance (2-3 Credit Hours)
This course will offer students the opportunity to study significant areas of law from foreign jurisdictions that impact doing business abroad or foreign companies doing business in the U.S. A selection of areas of law that will be covered include the UK Bribery Act, European Union privacy regulation, technology transfer laws (including U.S. import-export controls), national security issues associated with doing business in certain companies, and developing laws of emerging markets in Asia.

LAW 832 Contracts (3 Credit Hours)
This course describes the basic anatomy of a contract, including the key components of contracts and how they are organized. The course then uses multiple exercises to teach how to review, negotiate, and draft provisions of business contracts. Students will also learn how to manage risk through careful drafting.

LAW 833 Securities Regulation for Lawyers (2 Credit Hours)
This course will provide attorneys with an overview of securities regulation as well as case studies and practical drafting exercises designed for the securities attorney.

LAW 835 Compliance Training Methods (3 Credit Hours)
This course is designed to provide students with practical experience in developing training and education material. An emphasis will be placed on explaining complex regulations and laws to a workforce. The course will also explore varying pedagogical methods for delivering compliance education.

LAW 836 Compliance Seminar Series (1 Credit Hour)
This course is designed to provide an overview of recent developments in corporate compliance. The course will feature bi-weekly guest speaker on topics of interest to the compliance community. Students will be assessed through short written responses to each lecture and a final essay.

LAW 837 Breach Incident Management and Reporting (3 Credit Hours)
A breach of privacy is considered inappropriate use or disclosure of personal data. Numerous laws regulate what constitutes a breach and the legal obligations if there is a breach. This course will examine: (a) what constitutes a "breach" or "incident" under a variety of scenarios and industries, (b) what legal obligations regulated entities have to act on a breach or incident, (c) what liabilities in tort or contract may exist as the result of breaches, (d) corrective actions to manage breaches and minimize recurrence, (e) electronic security measures to minimize breaches and incidents, (f) a survey of the most common cyberattacks for students to gain familiarity with trends in electronic breaches, and (g) practice in drafting notices, incident reports, and corrective actions.

LAW 838 European Union Privacy Law (3 Credit Hours)
European Union Regulation 2016/679 was adopted by the European Parliament and European Council in 2016 and has world-wide privacy law implications, not merely for activities inside the European Union. The law seeks to protect natural persons when their personal data is used by any regulated entity doing business in the EU. The law also requires regulated entities to have organized compliance efforts on a global scale. The course will examine: (a) the history of privacy law in the EU, (b) the response of the EU member states to past EU privacy directives and the current law, (c) the current EU privacy law's impact on business and data storage around the world, (d) the compliance organizational structures needed to respond to the law, and (e) liability associated with non-compliance. No background on EU law is needed; the course will begin with teaching the basic legal and constitutional structure of the European Union in order to situate the course privacy law material.

LAW 839 Corporate Compliance (2-3 Credit Hours)
This course will cover the elements necessary to implement a basic compliance and ethics program in a company. Students will become familiar with the basic principles of the Federal Sentencing Guidelines that define an effective compliance program. Students will learn the fundamentals of the job of Chief Compliance Officer by working with compliance issues in the media, commercially available compliance training programs and compliance techniques used in major corporations.
Outcomes:
Understand the role of Compliance in an organization and its effect upon an organization's culture; Comprehend the legal underpinnings for a corporate compliance program, including the Federal Sentencing Guidelines, as well as the key frameworks for a corporate compliance program such as COSO;Learn and understand the seven elements of an effective compliance program and how they work to create and influence an organizations culture and its employees' behavior; Appreciate the relationship between ethics and compliance and how both concepts contribute to an organization's well-being, as well as recognize how each corporate function like Legal, HR, Audit and Compliance must be responsible for some part of a company's compliance program

LAW 841 Intntl Commercial Arbitration & the CISG (1-3 Credit Hours)
The course uses as a focus the Willem C. Vis International Moot Arbitration Competition. Sponsored by Pace Law School, the Vis Moot is based on a problem governed by the U.N. Convention on Contracts for the International Sale of Goods (CISG). In the spring, an oral competition is held in two different venues, Vienna and Hong Kong. Recently, Loyola has been able to send a different team of students to each of the venues. The course includes about three weeks of study of the CISG, as well as approximately three weeks of study of international commercial arbitration, including basic laws and rules, how to draft an arbitration clause, how to choose an arbitrator, and how to participate in an arbitration as an advocate and as an arbitrator. While the first half of the semester is spent learning about the CISG and arbitration, the second half is spent putting that knowledge into practice. When the problem on which the Moot Competition is based comes on line in October, students work collaboratively to draft Claimants' and Respondents' memoranda. The Claimant's memorandum is due in early December, and the Respondent's memorandum is due in late January. Students also present tow oral arguments: one at the law school before a panel of moot alumni, and one before arbitrators from Chicago law firms, at the offices of the respective law firms. At the end of the semester, eight students are chosen who will have the opportunity to compete in Vienna and Hong Kong during the spring semester, for an additional two hours of credit. Through the emphasis on both brief writing and oral arguments, students make significant progress in their skills as advocates, as well as their understanding of dispute resolution in an international context. Their accomplishments have been well recognized in both competitions. More information about the Vis Moot is on the Pace Law School Website: www.cisg.law.pace.edu/vis.html. Eligibility: If a student is part of a moot court team that will be arguing in the fall semester, he or she is not eligible to take this course, since this is a skills-based course requiring substantial out of class effort in both brief writing and oral argument. If a student is part of a moot court team that will be arguing in the spring semester, he or she is eligible to take the course in the fall, but will not be eligible to compete to be an oralist in the Vienna or Hong Kong competition. Corboy Fellows are not permitted to take this course. Important: Permission of the professor is required. In order to apply, please submit a resume and a statement of interest by mid-April to Professor Moses, mmoses1@luc.edu explaining a little about your background, and why you are interested in taking this course.

LAW 842 International Commercial Arbitration (1-2 Credit Hours)
The course uses as a focus the Willem C. Vis International Moot Arbitration Competition. Sponsored by Pace Law School, the Vis Moot is based on a problem governed by the U.N. Convention on Contracts for the International Sale of Goods (CISG). In the spring, an oral competition is held in two different venues, Vienna and Hong Kong. Recently, Loyola has been able to send a different team of students to each of the venues. The course includes about three weeks of study of the CISG, as well as approximately three weeks of study of international commercial arbitration, including basic laws and rules, how to draft an arbitration clause, how to choose an arbitrator, and how to participate in an arbitration as an advocate and as an arbitrator. While the first half of the semester is spent learning about the CISG and arbitration, the second half is spent putting that knowledge into practice. When the problem on which the Moot Competition is based comes on line in October, students work collaboratively to draft Claimants' and Respondents' memoranda. The Claimant's memorandum is due in early December, and the Respondent's memorandum is due in late January. Students also present an oral argument before arbitrators from Chicago law firms, at the offices of the respective law firms. At the end of the semester, a second oral argument is held at the law school, after which students are chosen who will have the opportunity to compete in Vienna and Hong Kong during the spring semester, for an additional two hours of credit. Through the emphasis on both brief writing and oral arguments, students make significant progress in their skills as advocates, as well as their understanding of dispute resolution in an international context. Their accomplishments have been well recognized in both competitions. More information about the Vis Moot is on the Pace Law School Website: www.cisg.law.pace.edu/vis.html. Eligibility: If a student is part of a moot court team that will be arguing in the fall semester, he or she is not eligible to take this course, since this is a skills-based course requiring substantial out of class effort in both brief writing and oral argument. If a student is part of a moot court team that will be arguing in the spring semester, he or she is eligible to take the course in the fall, but will not be eligible to compete to be an oralist in the Vienna or Hong Kong competition. Corboy Fellows are not permitted to take this course. Important: Permission of the professor is required. In order to apply, please submit a resume and a statement of interest to Professor Moses, mmoses1@luc.edu explaining a little about your background, and why you are interested in taking this course

LAW 844 Advanced Trial Practice (3 Credit Hours)
This course will teach students the law and techniques used during the trial process. The course will instruct students and require them to simulate jury selection and voir dire, opening statements, witness examinations, exhibits, objections, and closing statements.

LAW 845 The Foreign Corrupt Practices Act (3 Credit Hours)
This course will examine the FCPA in-depth from the perspective of U.S. companies doing business in foreign jurisdictions and interacting with public officials and regulatory bodies. The course will also examine how companies that might consider themselves a "U.S.-only" business could find themselves with FCPA risk. The course will examine both the law and enforcement actions. The course will also review ways to incorporate FCPA risk into a compliance program so that a company's workforce is educated on FCPA risk and examine how to remediate potential non-compliance with FCPA.

LAW 847 Business Law Graduate Directed/Independent Study (1-3 Credit Hours)
Open to campus based LLM or MJ students. Students will work under the supervision of a member of the Loyola law faculty for purposes of completing scholarly work as defined by the supervising faculty member. This may include but is not limited to assisting a faculty member on an article for publication or on the development of new teaching methods particularly those using technology as part of instructional practices, or producing a scholarly proposal or paper, relating to business law topics, which can be counted as preliminary work towards the completion of a the LLM or MJ thesis requirement. Students may receive up to three credits.

LAW 857 Leadership and Strategy (3 Credit Hours)
As a leader or manager in your organization, it is your job to find the right people, engage and motivate them, and structure and operate the organization in a way that enables and inspires people to perform at their best. And, you have to do this in a way that preserves the organization's financial health and protects it from legal risks. Your professional success depends directly on your ability to make the right strategic decisions, and effectively lead and inspire individuals, teams and projects. This course is designed to enhance your ability to do this. This course also will enable students to examine varied approaches to leadership that are based on personal and organizational mission, vision and values. Students will have an opportunity to explore their own values and approach to leadership and accountability.
Outcomes:
By the end of this class students will be able to: Model the characteristics and skills of visionary leaders; Critically define and analyze business problems and formulate data- and information-driven business decisions; Articulate the responsibility leaders have to all stakeholders and the application of ethical principles to business practices; Successfully participate in and lead multi-functional team projects; and Demonstrate proficiency in the various forms of communication

LAW 858 Cybersecurity Management (2-3 Credit Hours)
This course will introduce students to the key legal, business and ethical issues related to cybersecurity. Students will gain familiarity with a framework for approaching cybersecurity through evaluating threats, risks and vulnerabilities and developing appropriate and proportional policies, processes and countermeasures to maintain the integrity of computers, systems and data.
Outcomes:
Students will gain familiarity with a framework for the management of cybersecurity through evaluating threats, risks and vulnerabilities and developing appropriate and proportional policies, processes and countermeasures; Be able to maintain the integrity of computers, systems, devices and data

LAW 859 Environmental Enforcement and Compliance (2 Credit Hours)
This class will provide an overview of corporate compliance principles applied in the environmental context, as well as to provide a general overview of federal environmental law compliance. This course will examine the principles of an "effective" corporate environmental compliance program and will provide a framework for students to identify, prevent, detect, respond and correct any environmental non-compliance.

LAW 860 LLM Tax Seminar (2 Credit Hours)
In the LLM Tax Seminar, tax LL.M. students will research a topic in tax deeply and write a thesis on that topic.

LAW 866 Antitrust & Intellectual Property (2 Credit Hours)
This seminar focuses on the interface between Intellectual Property (IP) and antitrust law. Patents, copyrights and trademarks and other IP regimes confer exclusionary rights. Exclusive rights provide incentives and serve other ends, but their exercise can also impede competition distort otherwise competitive markets. This seminar will address the intersection of IP and Antitrust with respect to issues such as standard setting, licensing, corporate strategy, product design, efforts to increase market share and mergers and acquisitions.

LAW 874 Environmental, Social, and Governance (ESG) (3 Credit Hours)
This course explores the relationship between corporate compliance and Environmental, Social, and Governance (ESG) principles. ESG has gained importance in recent years as a framework for businesses striving to be profitable and socially responsible. The course will analyze the application of Compliance principles from the Federal Sentencing Guidelines to the ESG model, covering aspects such as climate change, sustainability, workers' rights, diversity, and governance ethics. Students will trace the evolution of ESG from the Triple Bottom Line to Corporate Social Responsibility and examine the viability of the Friedman Model. Additionally, the course will explore ESG reporting models and their impact on governance and investing. Upon completion, students will understand ESG principles, their relation to compliance, and best practices for corporate governance and ESG reporting.
Outcomes:
Summarize the background and key milestones of the ESG movement, and the key drivers; Articulate the basic elements of a corporate ESG program (generally), as well as the benefits of an effective ESG program, and the risks arising from a poor one; Articulate/explain the various definitions, reporting standards and individual parameters/criteria that are commonly used (and tailored) within a Corporation's Environmental, Social and Governance ("ESG") program; Review and assess the adequacy of a Corporation's ESG strategy, internal policies, disclosures, and related initiatives by applying an understanding of both applicable regulatory requirements and program best practices; Understand the role of standard setting and rating agencies; Locate, assemble and compare ESG reports (and the various evaluative criteria) for various companies within different industry sectors - that were prepared by the top four ESG rating agencies for various industry sectors (eg MSCI, Sustainalytics, Bloomberg and ISS); Recommend the processes, the supporting initiatives, the supporting players (from various corporate departments), as well as outside ESG experts and advisors that must be engaged and coordinated to develop and implement an effective ESG program; Forecast some of the upcoming issues in the future of ESG, and how companies can best be prepared

LAW 878 Orientation Program for International LLM Students (1 Credit Hour)
Introduction to Core Concepts of Common Law and Studying Techniques for International LLM Students This online summer course is limited to international LLM students. The orientation is an immersive preparation for students and lawyers trained abroad who will learn what to expect from their law school courses and how they can meet the expectations of their professors. We will introduce core common law concepts and structure of US legal institutions. Students will hone their written and oral communication skills and train practice skills critical to success in law school.

LAW 880 Introduction to U.S. Law and the Legal System (1 Credit Hour)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then learn to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses cases from various fields and provides students with the background they will need for understanding American law.
Outcomes:
Describe the structure, functions, and traditions of the American court system, including the roles of various courts and legal actors in the administration of justice; Develop the ability to read and critically analyze judicial opinions, statutes, and other legal texts, identifying key legal principles, issues, and reasoning used in reaching decisions; Identify and explain the primary sources of American law (statutes, case law, and regulations) and understand their interrelationship within the legal system; Use case examples from various fields of law to understand how legal principles are applied in different contexts, including civil, criminal, and administrative law

LAW 881 Legal Research and Writing for Foreign Lawyers I (2 Credit Hours)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. During the fall semester, students take Legal Research and Writing I and are introduced to legal research methods and the fundamentals of legal writing. Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda and exam writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. During the spring semester, students take Legal Research and Writing II which builds on the basic writing, analysis, and research skills learned in the first semester. In the spring semester, students are also introduced to persuasive writing and learn how to present an oral argument to the court. Computerized research techniques are included in the course.
Outcomes:
Identify and apply various legal research tools and strategies to locate relevant case law, statutes, and secondary sources; Interpret and analyze legal texts, including cases, statutes, and secondary sources, to understand their relevance and application to specific factual situations; Apply legal research findings to hypothetical factual scenarios, demonstrating a solid understanding of how to structure legal arguments

LAW 882 Legal Research and Writing for Foreign Lawyers II (2 Credit Hours)
This course is required for international students in the LL.M. and U.S. Law or the LL.M. in International Law. During the fall semester, students take Legal Research and Writing I and are introduced to legal research methods and the fundamentals of legal writing. Students read and analyze legal authority and learn how to apply the legal authorities to particular fact situations. Through a series of legal memoranda and exam writing assignments, students develop their analytical and writing skills. Students are taught legal research methods through written exercises, research memos, and lectures. During the spring semester, students take Legal Research and Writing II which builds on the basic writing, analysis, and research skills learned in the first semester. In the spring semester, students are also introduced to persuasive writing and learn how to present an oral argument to the court. Computerized research techniques are included in the course.
Outcomes:
Develop the ability to present oral arguments clearly and persuasively to a court; Synthesize legal research, analysis, and writing in the context of real-world legal practice, preparing them for future legal internships and employment

LAW 883 Introduction to the Law of the United States II (1 Credit Hour)
This course is required for international students in the LL.M. in U.S. Law or the LL.M. in International Law. It is taught as a 1-credit hour course in the spring semester (I) and in the fall semester (II). This required foundational course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure and traditions of the American court system. Students then learn to read and analyze cases and statutes and develop basic legal written and oral presentation skills. The course uses cases from various fields and provides students with the background they will need for understanding American law.

LAW 884 Doctoral Dissertation Research and S.J.D. Colloquium I (1 Credit Hour)
This course will consist of three distinctive components: 1. Doctoral Research: Candidates will learn research methods as well as get thoroughly acquainted with the variety of research materials, (on-campus, online and otherwise) that will aid them in the development of their dissertation projects. 2. Legal Theory: Candidates will learn the fundamentals of current legal academic thought in areas such as comparative law, law and economics, legal theory, legal realism, and critical race theory. 3. Scholars Forum: Candidates will discuss their research with their peers and others and elicit feedback on drafts of their work at various stages.

LAW 885 Doctoral Dissertation Research and S.J.D. Colloquium II (1 Credit Hour)
Pre-requisites: (LAW 884) Doctoral Dissertation Research and S.J.D
This course will allow further development of the three distinctive components from part one of this course: 1. Doctoral Research: Candidates will continue to learn research methods as well as get thoroughly acquainted with the variety of research materials, (on-campus, online and otherwise) that will aid them in the development of their dissertation projects. 2. Legal Theory: Candidates will continue to learn the fundamentals of current legal academic thought in areas such as comparative law, law and economics, legal theory, legal realism, and critical race theory. 3. Scholars Forum: Candidates will continue to discuss their research with their peers and others and elicit feedback on drafts of their work at various stages. Colloquium I

LAW 886 Doctoral Dissertation Supervision (1 Credit Hour)
Pre-requisites: (LAW 885) Doctoral Dissertation Research and S.J.D
This course will allow candidates to focus on developing their dissertation and building on the preliminary research they conducted during the first year. Candidates will continue to meet, either in person or by remote means, with their Advisory Committee twice a year. Colloquium II

LAW 887 Doctoral Dissertation Supervision and Completion (1 Credit Hour)
Pre-requisites: (LAW 877) Doctoral Dissertation Supervision II
This course will allow candidates to continue to develop and complete the dissertation.

LAW 900 Introduction to Legal Study and Legal Writing (4 Credit Hours)
This foundation course introduces students to the sources and functions of law in our society. The course begins with an explanation of the structure of the American court system. Students then learn to read and brief cases, synthesize cases, and develop basic legal writing and analysis skills. Through multiple short writing assignments, students learn to construct a legal office memorandum, the final course requirement. The course utilizes health law cases and problems and provides students with background for future health law studies. This course is open to online Master of Jurisprudence students in the Health Law and Business Law programs.

LAW 901 Introduction to Legal Research (3 Credit Hours)
This course provides an overview of the legal research process. The student will learn basic legal research skills with a focus on online legal sources. Students will search for health law cases, statutes, regulations and law journal articles. They will learn how to use citators to verify that a case or statute is still good law and also learn the proper form for citation of legal authorities.
Outcomes:
Explain the fundamental principles underlying legal research; Use LexisNexis to find cases, statutes, regulations and secondary sources; Explain the importance of using citations and avoiding plagiarism

LAW 902 Introduction to Health Law and Policy (3 Credit Hours)
Co-requisites: Health Law LLM students should take Law 902 in conjunction with Law 903 in their first term
This course is designed to expose students to the legal issues that arise from the relationship between and among patients and health care providers. Primary areas include: conflicts between cost effective and high quality health care; access to care; individual and institutional liability; public and private regulation; accreditation and licensure; hospital/medical staff relationships; patient rights, with a special focus on informed consent; and other legal issues in the acute care setting.
Outcomes:
Identify and explain the key legal principles that govern the relationship between patients and health care providers, including the roles of individual and institutional liability; Synthesize theoretical legal concepts and practical applications in health law, utilizing case studies and real-world scenarios to understand how laws affect health care decisions; Cultivate the ability to reason ethically and legally through complex health care issues, making informed decisions that balance patient rights, provider responsibilities, and institutional obligations; Evaluate the tension between cost-effective health care delivery and maintaining high-quality care, and explore the legal implications of these conflicts for health care providers and patients; Discuss the legal challenges related to equitable access to health care, including the impact of public and private regulations on health care delivery and patient access; Critically assess the legal principles surrounding individual and institutional liability in health care settings, including the identification of negligent conduct, vicarious liability, and the allocation of responsibility between health care providers, institutions, and patients; Compare and contrast public and private regulations that govern health care practices, including federal and state laws, and their impact on health care providers, patients, and institutions; Describe the processes and legal requirements for health care provider accreditation and licensure, and the implications for compliance and accountability in the health care system; Investigate the legal dynamics between hospital administrators, medical staff, and other stakeholders in acute care settings, focusing on their respective responsibilities and liabilities; Analyze the legal standards surrounding patient rights, with a special focus on the doctrine of informed consent, and its application in acute care settings; Critically assess the role of law in the acute care setting, including legal risk management, liability concerns, and the rights of patients and health care providers

LAW 903 Health Care Financing (3 Credit Hours)
Pre-requisites: Prerequisite for Health Law MJ students: Law 900, 901, and 902
Health Law MJ students should take Law 903 in conjunction with Law 904. Health Law LLM students should take Law 903 in conjunction with 902 in their first term. Students explore the general principles and techniques of financial management and accounting as applied to health care organizations. Considerable focus is placed upon definition, history, and methods by which providers of health care services are reimbursed by third parties., insurance companies, government programs) impact financial operations of health care organizations; Examine common reimbursement methods, such as capitation, bundled payments, and Medicare/Medicaid; Identify financial challenges faced by health care providers due to third-party reimbursement; Investigate the impact of underpayment or delayed payments on health care organizations' financial health.
Outcomes:
Define key financial management concepts and principles as they apply to health care organizations; Analyze the role of financial management in ensuring the sustainability of health care providers ; Identify the historical developments that have shaped reimbursement systems in health care; Understand how reimbursement models have evolved over time, from fee-for-service to modern value-based care structures; Demonstrate proficiency in applying basic accounting techniques, including budgeting, forecasting, and financial reporting, within health care organizations; Understand how financial statements (balance sheets, income statements, cash flow statements) are used in health care decision-making; Analyze how third-party payers (e.g

LAW 904 Health Care Regulation and Policy (3 Credit Hours)
Pre-requisites: Prerequisites for Health Law MJ students: LAW 900, 901, and 902
Health Law MJ students should take LAW 904 in conjunction with LAW 903. This course looks at patient representation issues in the context of judicial advocacy and public policy formation and explores patient rights in the context of federal opinions and strategies they utilize. The role of government in health care is explored through a review of major government health programs, particularly Medicare and Medicaid, with a focus on the fundamentals of legislative and administrative processes in health policy development and implementation. Issues to be explored will be drawn from the wide array of health matters in which governments are involved.
Outcomes:
Describe the three separate branches of government and the role each plays in the policymaking process; Identify five specific reasons achieving meaningful health care reform is so difficult in the United States; Research a health policy issue that negatively impacts citizens of the US or of the state where you live; Advocate for necessary policy change by providing a balanced analysis of available and best options for advancing a specific health policy option

LAW 907 Bioethics & Social Justice (3 Credit Hours)
Students investigate issues arising from advances in biological science and technology and learn about their impact on the legal rights and of patients, health providers, and government policy makers. Issues explored range from legal and ethical dilemmas in the treatment of individuals to broader societal issues addressing the allocation of health care resources.
Outcomes:
Identify and evaluate key legal and ethical dilemmas arising from advances in biological science and technology, such as gene editing, AI integration, stem cell research, and personalized medicine; Discuss the balance between innovation in health technologies and the protection of individual patient rights; Explore how emerging biological sciences and AI impact the legal rights of patients, including issues of consent, privacy, and autonomy; Investigate the legal implications of patient data use and the role of artificial intelligence in clinical decision-making; Analyze the responsibilities and legal liabilities of health care providers in the use of advanced technologies, including AI-driven diagnostics and treatment protocols; Explore issues of malpractice and negligence in the context of innovative treatment methods and technologies; Investigate the role of government policy in regulating emerging technologies, such as biotechnology, AI, and digital health tools; Examine the regulatory frameworks for ensuring safety, efficacy, and ethical use of new technologies in health care; Articulate the need for an effective compliance program, and the legal and business benefits of having an effective compliance program; Describe the elements of a successful corporate compliance program designed to deter, and to detect and remedy fraudulent or abusive practices; Discuss the fundamental health care fraud and abuse and related laws, privacy and security laws, and research laws that apply to most health care providers in the context of "compliance"

LAW 909 Risk Management, Patient Safety and Quality (2 Credit Hours)
This course is designed as a general survey course to provide you with an introduction to the concepts associated with managing risk, promoting quality and enhancing safety in the health care industry. The course begins with a general description of traditional risk management and then proceeds to discussion the various aspects of risk management, patient safety and quality that influence the delivery of health care.

LAW 910 Health Care Compliance (2-3 Credit Hours)
This course will progress from the basics of a compliance program, including the compliance operations and the Code of Conduct, to specific issues facing the healthcare industry such as anti-kickback, Stark, False Claims Act, and civil monetary penalties; conflicts of interest and governance; tax; coding and billing; privacy, technology, data, and security; and the link between regulatory issues and quality of care. Students will be assigned projects to show them how to implement in a practical setting the various laws, regulations, and standards as well as understand the enforcement environment. THIS CLASS IS ONLY AVAILABLE ONLINE AND WITH PERMISSION.

LAW 912 Liability & Dispute Resolution in Health Care (2 Credit Hours)
In this course students will take an in-depth look at both the substantive and procedural law of medical negligence litigation and ways to avoid litigation through communication and resolution processes and the use of other alternative means of reconciliation following harm. Students will also review and discuss the motivations behind medical malpractice litigation and will include detailed discussions about the comprehensive, principled, and systematic approach to the prevention and response to patient harm including communication and resolution programs such as the Michigan Model, CANDOR, and the BETA HEART program. Students will discover, during the course, the impact of medical harm and litigation on patients, families, caregivers and society. Case-based videos involving actual patient harm events and demonstrating the power of empathic communication are used throughout the course.

LAW 916 Telemedicine (3 Credit Hours)
This class will explore the evolution of Telemedicine to Telehealth. It will begin by describing the legal and regulatory framework which governs all Telehealth encounters and the reimbursement and coverage parity issues which have, for years, limited growth in this critical aspect of health care. The course will also cover the impact of state licensing compacts, the challenges associated with technology, HIPAA and privacy concerns and how Telehealth can serve to reduce health care disparities and issues associated with access to needed health care services for geriatric and other patients.
Outcomes:
Analyze the legal and regulatory landscape governing Telehealth, including the key laws, policies, and guidelines that shape Telehealth practice, and evaluate their impact on the growth and implementation of Telemedicine services; Evaluate the technological barriers and challenges that impact Telehealth, including issues related to connectivity, platform accessibility, and the integration of health information technologies and examine HIPAA regulations and privacy concerns in the context of Telehealth services; Examine the potential benefits and drawbacks of Telehealth in improving patient care, focusing on patient outcomes, continuity of care, and the quality of healthcare delivered remotely; Discuss the ethical issues surrounding Telehealth, including equity, informed consent, and the challenges of ensuring the security and confidentiality of patient information in virtual care settings; Propose strategies and solutions for overcoming the challenges faced by Telehealth, including addressing regulatory, technological, and access issues, and ensuring the equitable delivery of Telehealth services across diverse patient populations

LAW 917 Public Health and the Law (3 Credit Hours)
Public Health Law is a two-credit survey course that covers core legal issues encountered in regulation and public policy affecting population health. The course will provide students with an overview of topics that concern regulatory theory, administrative law, legislation, and individual rights' concerns. As public health authorities are confronted with ever complex challenges, the role of law is pivotal in both directing regulatory responses, as well in shaping strategies to combat perceived abuses of government power. Few areas of law and policy are as dynamic as public health law as the field plays a central role in major, ongoing areas of population health such as Covid-19, opioid abuse, climate change, disaster preparedness and response, etc. The course will focus on four themes: (1) the structure and powers of public health agencies in confronting traditional and evolving health threats, (2) the challenge of balancing individual rights against population health concerns, (3) the role of civil litigation in influencing changes in public health with a focus on legal settlements in the areas of tobacco and opioids, (4) international and comparative law approaches to meeting cross border health challenges. The course is taught online and combines several live class sessions with programmed modules. Students will be required to make several in-class presentations that will be the basis of three required essay assignments.
Outcomes:
Develop an understanding of legal issues concerning vaccines, and how regulators need to balance public need with individual rights in this context particularly in relation to Covid-19; Appreciate key legal issues that concern the adoption of isolation and quarantine measure, as well as travel restrictions that can be invoked to protect population health, drawing on both domestic and international law principles; Explore the role of regulators in developing policies to deal with population health disparities, focusing on the issue of obesity and its implications in minority populations; Describe the key variables in the formation of public health regulation including risk assessment, cost benefit analysis, transparency and the application of the precautionary principle; Demonstrate a mastery of the Bill of Rights' issues that impact public health regulation and have an appreciation of the legal tension between individual liberty and population health, of particular importance will be an understanding of due process and equal protection, and how those principles are manifest in public health case law, and students will be expected to have a solid understanding of the elements of Jacobson v Massachusetts and an awareness of how those elements can serve as a basis of regulatory analysis; Understand how the issue of federalism is central to public health law; Develop a familiarity with public health activities regarding access to clean water; Appreciate the role tort law plays in public health law with a special focus on tobacco and opioids

LAW 918 Health Care Privacy and Security (3 Credit Hours)
This course is an overview of Health Information Law and Policy as it pertains to data security and privacy of electronic health records here in the United States. Students will examine how individual health information is collected, maintained, and transferred in this electronic information age, and the ramifications when such information is improperly protected, stolen, and misused.
Outcomes:
Identify the key federal laws and regulations related to the privacy and security of electronic health records (EHRs), such as HIPAA (Health Insurance Portability and Accountability Act) and the HITECH Act; Understand the role of state laws and regulations in complementing federal health information privacy and security requirements; Analyze the processes by which health care organizations collect, store, and transfer electronic health records (EHRs) across different systems and platforms; Discuss the challenges and opportunities presented by health information technology, including electronic health records, health information exchanges, and patient portals; Assess the legal consequences and regulatory responses to breaches of electronic health information, including data theft, unauthorized access, and misuse; Explore the ethical dilemmas surrounding the protection of patient privacy in the context of health information technology; Understand the compliance mechanisms, such as audits, risk assessments, and security protocols, that organizations use to ensure adherence to health information privacy and security regulations; Analyze case studies of organizations that have successfully implemented privacy and security measures and those that have faced significant challenges or penalties; Engage with current issues such as the growing concern over cyberattacks, data sharing across organizations, and health data interoperability; Explore potential future developments in health information law and policy, considering technological advancements, evolving legal frameworks, and new public health concerns

LAW 920 Health Law Seminar Series (1 Credit Hour)
This course exposes students to seven unique and emerging issues impacting the health care industry. Each issue has the potential to impact providers, health care organizations, health care attorneys, and consumers. Each emerging issue is selected based on its likely impact on the industry and its timeliness, given current political and health care challenges. This course is structured over 14 weeks, in which we alternate between reading weeks, where students are given reading material to introduce them to each issue, and synchronous classroom lectures by national experts on each subject. At the end of the course, each student is asked to write a reflective paper on one of the issues presented and describe the impact that they believe it will have on their practice or the delivery of health care in general. This course is graded pass/fail.
Outcomes:
Increase knowledge of emerging issues in health law; Increase understanding of the complexity and importance of health care law and compliance

LAW 921 Health Insurance and Health Care Regulation (2 Credit Hours)
This course is designed around the regulation of health insurance companies in the United States with an eye toward the coming changes brought about by the Affordable Care Act. Although the Affordable Care Act (ACA) is federal, its implementation is reliant on the states. This course will address how the current regulatory system will adapt to the new federal health care scheme.

LAW 922 Advanced Health Care Compliance (2 Credit Hours)
Pre-requisites: LAW 910 - Health Care Compliance (Online)
This course explores advanced concepts in health care compliance. This course will present a complex health care compliance scenario each module which the student must analyze and comment upon. The scenarios will cover a broad array of regulatory subject matters which must be analyzed in the context of compliance program principles.
Outcomes:
Gain experience unpacking complex compliance scenarios; Put into practice regulatory compliance knowledge gained in compliance curriculum

LAW 923 Privacy Program Management (2 Credit Hours)
Pre-requisites: LAW 918 or LAW 823 is a prerequisite
If working on the Certificate in Privacy Law, no prerequisites are required for this course. This course explores advanced concepts in privacy and security law and is designed as a continuation of either of the introductory privacy courses (LAW 918 or LAW 823). This course will present a complex compliance privacy and security scenarios each module which the student must analyze and comment upon.
Outcomes:
Understand and apply the 7 elements of a compliance program to the analysis and formation of an effective privacy compliance program; Apply basic legal and regulatory principles to the evaluation of issues in complex scenarios related to privacy and security issues; Demonstrate an understanding of the risks and mitigation tactics needed to enhance privacy/security program management

LAW 924 Conducting Internal Investigations (2-3 Credit Hours)
This course will cover practical techniques in responding to suspected non-compliance as well as liability exposure in how investigations are handled. The course will also discuss resolution of identified non-compliance and methods for discharging an organization's legal obligations to correct non-compliance, including self-disclosures and refunds. Additionally, the course will cover responding to government inquiries and audits.
Outcomes:
Students will understand the context for internal investigations; Students will learn practical skills for planning and conducting internal investigations; Students will learn how internal investigations are resolved; Students will understand how to identify and access the information available on websites of relevant regulatory/accreditation agencies; Students will understand how to respond to government inquiries, audits, and investigations (including those of government contractors); Students will understand the interplay between government and internal investigations

LAW 925 Drafting Policies and Procedures (3 Credit Hours)
This course is designed to provide practical experience in drafting operational policies from compliance regulations. Having clear policies and procedures is an essential element of an effective compliance program. The course will explore liability associated with how policies are drafted as well as non-compliance with an institution's policy commitment. The course will teach skills and techniques for turning complex regulations into accessible policies for the workforce.
Outcomes:
Understand the types and roles of written standards; Understand the considerations for writing and editing written standards; Articulate the process for deploying and managing effective written standards

LAW 926 Human Subjects Protection (3 Credit Hours)
This course will cover the law of protecting human subjects in clinical research. Federal agencies require institutions conducting research to have a study approved by an Institutional Review Board (IRB), obtain informed consent from the human subject, and self-disclose to the government various events. The course will review the regulations governing IRBs, the content of informed consent forms, the monitoring of research studies, and the disclosure of unanticipated events and significant non-compliance. The course will look at enforcement cases as well as tort liability. Financial relationships between investigators and sponsors will also be covered.
Outcomes:
Examine the regulatory requirements governing human research; Gain a thorough understanding of how to apply the regulations to clinical research protocols; Understand the operational and regulatory requirements of research ethics committees; Examine the role of Legal Counsel to institutions conducting human research

LAW 927 Food and Drug Law (2 Credit Hours)
This course will cover advanced topics in the law governing development and approval of devices, drugs, and biologics under the jurisdiction of the U.S. Food and Drug Administration. The course will review regulatory obligations for both manufacturers and providers conducting FDA-regulated clinical research. The course will also cover enforcement of non-compliance and how organizations develop compliance infrastructure to manage the highly detailed FDA regulations.
Outcomes:
Discuss the background of drug/device regulation in the U.S. and the structure of the FDA; Discuss basic terms used in drug pricing; Distinguish among drugs, devices, biologics, dietary supplements and food; Discuss FDA inspections and enforcement mechanisms; Discuss the various approval pathways for "new drugs," and regulation of over-the-counter drugs; Discuss FDA patent concepts and market exclusivities; Discuss the various approval pathways for devices; Describe FDA regulatory paradigm for biologics; Describe the process for the conduct of clinical investigations in humans of drugs and devices and identify common compliance issues arising in the context of these investigations; Discuss FDA regulations for ensuring quality and consistency (eg, GMP, GLP, QSR); Describe FDA's processes for post-market surveillance of drugs and devices, including recalls; Discuss FDA's labeling and advertising requirements, and understand interaction between FDA and FTC; Describe off-label promotion and the intersection of FDA promotional requirements with First Amendment law and the False Claims Act

LAW 929 Enterprise Risk Management (2-3 Credit Hours)
Enterprise Risk Management (ERM) provides a comprehensive framework for making strategic decisions, taking into consideration concepts of both value creation and value protection. The approach looks at strategies for managing risk, uncertainty and growth and their relationship to total value. This course will cover the specific skills and techniques necessary to manage risk across increasingly complex organizations and to align business strategies with goals and culture. Prerequisites for Compliance and Enterprise Risk Management MJ students: Law 900, 901, and 903. CERM MJ students should take Law 929 in conjunction with Law 839. CERM LLM students should take Law 929 in conjunction with Law 839 in their first term.

LAW 930 Leadership and Management Seminar Series (1 Credit Hour)
This course is comprised of a series of lectures on topics in leadership and management by different experts in the field. Every other week students attend a live synchronous class on a leadership or management topic. Topics vary each term and are intended to cover hot topics and essential skills in leadership and management. The course is open to students in online business and health law programs.

LAW 937 Dispute System Design (2 Credit Hours)
This course will focus on the theory and practice dispute system design. Through the semester we will explore dispute systems, analyze design processes, and advance practical skills. Students will participate in simulated dispute resolution processes as a party and analyze real-world dispute systems.

LAW 938 Mediation & Turning Conflict Convo into Dialogue (2 Credit Hours)
This course will focus on the theory and practice of mediation. Through the semester we will explore mediation models and skills. Students will participate in simulated mediations as mediators and parties. Students will learn mediation skills to manage challenging conversations and conflicts and assist others in conflict situations.

LAW 939 Problem-Solving Negotiation Skills (2 Credit Hours)
The purpose of this course is to study and practice effective negotiating strategies and techniques, as well as improve students¿ understanding of negotiation and their effectiveness as negotiators. The readings and class discussions will provide students with a theoretical framework to prepare, conduct, and review negotiations and several strategies to enhance their abilities as negotiators. Through participation in a series of negotiation simulations and critical reflection in class, students will increase awareness of their negotiation behavior and their ability to negotiate more skillfully. This course seeks to help you move from negotiating by instinct, as most people do, to negotiating more thoughtfully, more comfortably and with a clearer sense of purpose. This course merges theory with practice to: (1) develop your understanding of negotiation, and your awareness as a negotiator; (2) give you tools and concepts for analyzing and preparing for negotiations; (3) enhance your negotiating skills through frequent role plays, analysis, and feedback; and (4) teach you how to keep learning from your own negotiation experience. In addition to negotiation skills and theory, you will be introduced to issues of representation, ethics, and the place of negotiation in our legal system. The course syllabus consists of assigned readings, simulations, and written assignments for almost every class, and attendance and one video debrief where we will analyze your skill set.

LAW 940 Restorative Processes in Conflict Resolution (2 Credit Hours)
This course prepares community members and professionals from all fields to apply Restorative Practices to their contexts. The curriculum focuses on proactive techniques to mitigate harm and responsive techniques to address harm, connecting anti-oppression and Restorative Justice, and leadership methods to implement systemic organizational restorative change. Specific restorative practices which students will learn include self-regulation, restorative mindsets and language, facilitation of a variety of Circles, restorative conversations, restorative mediation, and contracting. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own setting.

LAW 951 MJ Thesis/Capstone Term One (2 Credit Hours)
Pre-requisites: Students must successfully complete 26 credit hours to be eligible to enroll in 951; Prerequisites for Health Law MJ students: Law 900, 901, 902, 903, 904,910 and required elective credits; Prerequisites for Compliance and Enterprise Risk Management MJ students: Law 900, 901, 803, 839, 929, and required elective credits
MJ students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This first thesis course will focus on topic selection, thesis creation, detailed outline, research methodology, introduction, and writing a partial draft. This course is for students in the online MJ program.
Outcomes:
Produce a final submission of publishable quality, demonstrating strong research, writing, and analytical skills; Conduct independent research, critically analyze data, and present their findings clearly and concisely in a scholarly thesis format; Receive and apply personalized feedback to make meaningful improvements in their writing and research processes; Engage with selected readings and resources to enhance their research and writing, tailoring their use based on individual needs and topics

LAW 952 MJ Thesis Project Term Two (2 Credit Hours)
Pre-requisites: Law 951
MJ students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the online MJ program.

LAW 955 Administrative Law and Health Care Regulation (3 Credit Hours)
The course focuses on the role of federal and state agencies and government branches in regulating health care. Students will learn the fundamentals of administrative law through a health care lens. Topics covered will include government rulemaking, investigations, and enforcement. Students will learn how to locate and understand the interplay of sources of administrative law and analyze statutes and regulations.

LAW 956 Health Care Payment and Policy (3 Credit Hours)
This course covers the types of health care payors and the relationships between them, including HMOs, PPOs, CMPs, Medicare and Medicaid, and other managed care arrangements. Topics will include utilization review, ERISA, agency doctrine and payor operational and contracting issues. Students will become familiar with managed care and analyze healthcare plans and policies. (LLM only or with permission)) will likely affect access to care and health care spending; Explain the major drivers of cost growth and the factors that threaten the sustainability and solvency of the US health care system.
Outcomes:
Describe the structure and organization of the US health care system; Identify basic concepts related to health insurance coverage; Explain how both private health insurance and public health insurance function and how they are financed; Compare and contrast health care delivery models; Identify the various determinants of access to care for low-income and vulnerable populations; Evaluate how specific policy considerations (including quality of care, aging population, technology, etc

LAW 957 Corporate Health Care Transactions (2 Credit Hours)
This course overs the business and legal issues that arise in health care transactions and the business and regulatory environment surrounding transactions. Topics covered will include organizational operations, the contents and role of organizational documents, and the application of tax laws to transactions. Students will analyze organizational documents and prepare presentations on issues presented by transactions (LLM only or with permission.)

LAW 958 Clinical Research Compliance (2 Credit Hours)
This course serves as an introduction to the growing area of health law known as "life sciences". The theme for this course centers on the research and development of pharmaceutical drugs and devices and the role of the FDA in regulating this process. Topics covered will include genomics, personalized medicine, the FCPA, basic patent and intellectual property issues, and financing. Students will learn to analyze the FDA approval process (LLM only or with permission.)

LAW 959 Physician Regulation & Practice Management (2 Credit Hours)
This course is designed to introduce students to the laws, agencies, and other bodies that license, regulate and discipline physicians. Topics covered will include licensing proceedings and hearings and health care entity policies addressing these issues (LLM only or with permission.)

LAW 960 Fraud and Abuse - Stark Intensive (3 Credit Hours)
This course covers federal physician self-referral law, commonly known as stark law, and fraud and abuse law. Students will learn about the statutes, regulations and advisory opinions that define the parameters of physician referrals and anti-kickback laws, analyzing case studies for fraud and self-referral issues. Students will also familiarize themselves with the laws, regulations and government regulatory actions designed to combat false claims and other types of fraudulent activities. (LLM only or with permission.)

LAW 981 Advocacy Dynamics: Legislating for Equity (2 Credit Hours)
The purpose of this course is to provide tools and strategies for students interested in learning the techniques for effective advocacy at the state and federal levels. The first portion of the course will provide historical context on the three branches of governments¿ ability to make policy. The course will then examine the processes that turn a problem into a legislative solution, including how to move a bill into law. These tools include identifying an issue, conducting national surveys, building a base through community organizing, drafting, lobbying, and offering testimony in committee. A recurring theme in the course is the need to examine external obstacles that impact policy making.

LAW 982 Advancing DEI in the Corporate Compliance Program (2 Credit Hours)
This course will examine the relationship between corporate Compliance and the emerging corporate governance principles known as Environmental, Social and Governance (ESG). ESG represents a set of operating principles assist business entities as they strive to be both profitable and socially responsible. The ESG model has grown in use and popularity over the past decade and now is considered essential for many businesses. This course will examine the application of Compliance principles as outlined in the Federal Sentencing Guidelines to the ESG framework. It will examine 8 discreet elements of each principle, such as climate change, sustainability and emission standards for Environmental, workers and human rights, equality and fairness and diversity and inclusion for Social and board independence, fair compensation and ethics and compliance for Governance. It will trace the roots of the ESG movement from the Triple Bottom Line to sustainability to Corporate Social Responsibility to ESG. It will also examine the fundamental purposes of corporations and whether the Friedman Model from the Chicago School remains viable. The course will also consider various reporting models for ESG elements and their impact upon corporate governance and investing.

LAW 983 Advancing Social Justice in the HC Industry (2 Credit Hours)
This is a survey course covering a range of topics including: ethical theory, end of life care issues, informed consent, assisted reproduction, research ethics, social justice, and health care reform and related impacts on public health issues. Due to the breadth of the subject, a thorough consideration of each topic listed cannot be achieved and certain important topics, such as genetics issues, will not be addressed here. Broad health care policy issues are also covered in other Loyola courses, so that content will not be duplicated in this course.

LAW 995 LLM Thesis Project Term One (2 Credit Hours)
Pre-requisites: This course is for students in the online LLM program; Students must successfully complete 20 credit hours to be eligible to enroll in 995, which is the final course in the program; Prerequisites for Health Law LLM students: Law 902, 903, 910 and required elective credits; Prerequisites for Compliance and Enterprise Risk Management LLM students: Law 839, 929, and required elective credits
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking, and clear, concise writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This first thesis course will cover all the vital parts of a thesis which includes topic selection, thesis creation, detailed outline, research methodology, introduction, and writing a partial draft.
Outcomes:
Develop focused, original research topic in partnership with the thesis supervisor that aligns with academic interests and scholarly standards, demonstrating potential for academic contribution and publication; Create comprehensive research plan in collaboration with the thesis supervisor, outlining clear research questions, methodologies, and a timeline that supports the completion of a publishable paper; Execute independent research through the selection of appropriate methodologies, critical analysis of existing literature, and data gathering to address defined research questions; Apply critical thinking to the work, with integration of supervisor feedback to refine and strengthen the research findings, methodology, and overall structure, enhancing the clarity and depth of the paper

LAW 996 LLM Thesis Project Term Two (2 Credit Hours)
Pre-requisites: Law 995
LLM students are required to complete a written thesis, demonstrating scholarly research of an important legal issue. The thesis must be of a quality determined to be acceptable by the student's faculty advisor, reflecting mastery of the subject matter explored, critical thinking and clear, sophisticated writing. The thesis is completed over the course of two semesters in close cooperation with a faculty advisor. This second course will focus on completing and refining the thesis project, and presenting a thesis defense to faculty and fellow students. This course is for students in the online LLM program.

Legal Environment of Business (LREB)

Discover, search, courses (p. 2661)!

LREB 315 Law and the Regulatory Environment of Business I (3 Credit Hours)
Pre-requisites: Junior standing
This course is designed to familiarize the student with the American legal system. Intended primarily for students who have not previously studied law, the course includes a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law are developed through the vehicle of a detailed analysis of contract law and a survey of other topical headings.
Course equivalencies: LREB315/315H
Outcomes:
The students should achieve an awareness of the necessity of voluntary compliance with general legal concepts in order for society to enable all persons to live together in harmony; An understanding of the court system as a substitute for self-help is deemed essential and knowledge of binding contract law is fostered as a basis for all agreements

LREB 315H Law and the Regulatory Environment of Business I - Honors (3 Credit Hours)
Pre-requisites: Junior standing; restricted to SBA honors students
This course is designed to familiarize the student with the American legal system. Intended primarily for students who have not previously studied law, the course includes a review of the concept of law, the function of the courts, and the dual judicial system of the United States. An appreciation of legal history and the operation of law are developed through the vehicle of a detailed analysis of contract law and a survey of other topical headings.
Course equivalencies: LREB315/315H
Outcomes:
The students should achieve an awareness of the necessity of voluntary compliance with general legal concepts in order for society to enable all persons to live together in harmony; An understanding of the court system as a substitute for self-help is deemed essential and knowledge of binding contract law is fostered as a basis for all agreements

LREB 443E Executive Legal Liability (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Treats selected areas of corporate activities in which officers and directors are subject to personal liability including conflicts of interest, security transactions, and provisions of the Foreign Corrupt Practices Act. Students will design company compliance programs related to such matters including anti-trust regulations.
Course equivalencies: LREB600E/LREB443E

LREB 445 Entrepreneurship Law (3 Credit Hours)
Pre-requisites: Quinlan School of Business graduate students
This course provides aspiring and established business owners with an understanding of the recurring legal issues at various stages in entrepreneurship. Comprehending these principles will assist business owners in better organizing their business structures and operations.
Outcomes:
The goal is to help increase a business' duration and profitability by implementing appropriate processes to reduce the potentially substantial costs and irreparable harm associated with failing to apply proper attention to foreseeable commercial risks

Linguistics (LING)

Discover, search, courses (p. 2661)!

LING 302 Methods of Teaching Foreign Language (3 Credit Hours)
This course is an introduction to the fields of Second Language Acquisition as well as Foreign Language Teaching.
Outcomes:
Students will gain a solid understanding of the underlying psychological processes of language acquisition, and how this knowledge is used in the design of pedagogical materials for the second/ foreign language classroom; Students will also receive pragmatic instruction in the teaching of the different linguistic skills

Literature in Translation (LITR)

Discover, search, courses (p. 2661)!

LITR 161 Introduction to Italian Culture (3 Credit Hours)
This course introduces students to major social, artistic, and intellectual currents in the cultural history of Italy from antiquity to contemporary times. The overall goal is to reflect on how Italian culture has transcended the strict confines of its national origin to become a source of universal values and inspiration.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Outcomes:
Students will be able to identify the historical roots of Italian cultural phenomena; Students will become familiar with differing traditions and cultural perspectives; Students will enhance their reading and critical thinking skills

LITR 200 European Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
Major European literary texts will be examined in a historical and cultural context and in their transhistorical, universal aspects that make them masterpieces. Students will understand how literary masterpieces help us develop critical consciousness of our experience.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR200/INTS200

LITR 202 European Novel (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will focus on major EUROPEAN novels.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR202/INTS204
Outcomes:
Students will gain an overview of the literary production of representative EUROPEAN novelists studied in the historical and societal context

LITR 203 European Drama (3 Credit Hours)
This course will focus on major European novels.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR203/INTS205
Outcomes:
Students will learn how drama enhances our understanding of human interaction, violence, social order and the margins of individual freedom

LITR 204 European Film (3 Credit Hours)
This course will focus on major European films in order to give students an overview of the film production of representative European filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR204/INTS206/IFMS205
Outcomes:
Students will gain an understanding of the distinctive aspects of the major European movements such as Italian neorealism, French new wave, New German Cinema and old and new Spanish surrealism

LITR 211 Latina Authors (3 Credit Hours)
The course will examine the writings of Latina authors: women writers from diverse Hispanic backgrounds who make their home in the United States and publish their writings in a particular form of English full of offerings from standard Spanish, "street Spanish", regional speech, and Spanglish.
Interdisciplinary Option: Global Studies
Course equivalencies: LITR211/INTS207
Outcomes:
Students will gain an understanding of the principal thematic and formal differences and similarities that characterize today's writings by Latina authors

LITR 219 African Film (3 Credit Hours)
This course will survey African film from the 1960s to the present, concentrating on the cinema of Francophone West Africa, the center of the African film industry.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR219/INTS219/IFMS219
Outcomes:
Students will gain an understanding of the legacies of colonialism, identity formation, corruption and violence in post-colonial society, globalization, the positive and negative effects of tradition, and changing sex roles in modern Africa

LITR 221 Polish Authors (3 Credit Hours)
This course focuses on the major Polish writers from the Renaissance through the Enlightenment and Romantic periods, and into the modern era.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-LITR221/INTS221
Outcomes:
Students will gain an understanding of the Polish cultural traditional and the basis of Polish cultural identity

LITR 225 Russian Masterpieces (3 Credit Hours)
This course will study 18th, 19th, and 20th century Russian literature, including poetry, drama, and fiction.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR225/INTS225
Outcomes:
Students will learn of the importance of Pushkin, Russia's most influential poet and about influential Russian psychological realists - Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov

LITR 230 German Masterpieces (3 Credit Hours)
Students will study German novels or other literary texts in which German authors explore their historical and human experience and reflect on the process of literary creation.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR230/INTS230
Outcomes:
Student will gain or enhance their abilities to examine the portrayal of human values in literary texts

LITR 238 Arabic Literature in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course is a survey of Arabic literature in translation with a focus on continuity and change, influence, and major trends, themes, and genres.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: LITR238/INTS238/IWS238
Outcomes:
Students will gain a foundational knowledge of literature in the Arabic language

LITR 243 South Asian Literature (3 Credit Hours)
This course will explore literature originally written in languages of the Indian sub-continent such as Hindi, Urdu, Bengali, Assamese, or Tamil. Themes such as nationalism, the Partition experience, communal identities, gender and class may be highlighted.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LIT243/INTS243/ASIA243
Outcomes:
Students will gain an understanding of how social hierarchies, gendered structures, and religious differences are central issues in the historical and social evolution of South Asian nations

LITR 244 Indian Film (3 Credit Hours)
This course will provide an introduction to popular cinema (Bollywood), as well as regional and parallel cinema, to arrive at an assessment of the link between culture and nationalism in modern South Asia.
Interdisciplinary Option: Asian Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: LITR244/INTS244/IFMS/ASIA244
Outcomes:
Students will be introduced to political and socio-cultural issues including religious, gender, and caste identities as reflected in and refracted through South Asian cinema; We will examine the conventions of popular cinema in contrast to the "realism" of parallel cinema

LITR 245 Asian Masterpieces (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study masterpieces of Asian literature in a variety of literary genres in their cultural context.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-LITR245/INTS245/ASIA245
Outcomes:
Students will gain a significant understanding of how Asian literary works reflect their Asian cultural context

LITR 260 Italian Masterpieces (3 Credit Hours)
This course will focus on major Italian literary works in order to give students an overview of the literary production of representatives, Italian poets and writers studied in the historical, art-historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: LITR260/INTS260
Outcomes:
Students will understand how the importance of key authors in shaping the Italian cultural imagination and their great influence on European culture

LITR 262 Modern Italian Novel (3 Credit Hours)
This course will provide an introduction to the 20th century Italian novel and will examine literary works in the historical and societal context.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: X-LITR262/INTS262
Outcomes:
Students will gain an understanding of the transformation of Italian society in the 20th century

LITR 264 Italian Film Genre (3 Credit Hours)
This course will feature celebrated films of the Italian comic tradition from the age of "commedia all'italiana" in the 1950's to the present.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR264/INTS264/IFMS264
Outcomes:
Students will learn to understand and appreciate Italian comic films and gain insights into the Italian national character

LITR 267 Italian Film History (3 Credit Hours)
This course will focus on major Italian films in order to give students an overview of the development of representative Italian filmmakers studied in the historical and societal context.
Interdisciplinary Option: European Studies, Film & Digital Media Studies, Global Studies, International Film & Media Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR267/INTS267/IFMS267
Outcomes:
Students will gain an understanding of the importance of film art in the Italian 20th and 21st century cultural traditions

LITR 268 Italy: Cultural History (3 Credit Hours)
This interdisciplinary, multimedia course provides a comprehensive view of Italian civilization from its origins in Classical Antiquity to the present, and includes an overview of the history of architecture and art from the Greco-Roman period and the Renaissance to the modern period as well as the study of Italian political, social, religious and cultural development through examination of key literary and other texts.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies
Course equivalencies: X-LITR268/INTS268
Outcomes:
Students will develop a critical consciousness of the importance of a multidisciplinary panoramic overview of Italy's rich past as they explore the Italy of today

LITR 268R Italian Culture: Food & Wine (3 Credit Hours)
The course deals with the history of Italian cuisine and wines through centuries up to present day. It outlines the development and change of taste, how it has been affected and defined by historical events. A dynamic pattern of society is thus given by the intersections among history, culture, food and wines. The course will also offer on-site classes and guest speakers. Students will demonstrate an historical appreciation of the change in eating and drinking habits in modern Italy, and a knowledge of Italy's move towards a more ethnic and global taste.
Interdisciplinary Option: European Studies, Global Studies, Italian American Studies, Italian Studies

LITR 280 World Masterpieces in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study literary masterpieces, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Course equivalencies: LITR280/INTS280
Outcomes:
Students will gain an appreciation of the literary masterpieces of another culture or nation

LITR 283 Major Authors in Translation (3 Credit Hours)
Pre-requisites: UCLR 100, UCLR 100C, UCLR 100E, UCLR 100M, or equivalent; please check requirements for declared majors/minors for exceptions
G3This course will study the works of selected authors, in translation, of a selected culture or nation.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Global Studies
Course equivalencies: LITR283/INTS283
Outcomes:
Students will gain an appreciation of the writings of authors of another culture or nation

LITR 284 International Film (3 Credit Hours)
This course will study selected films of a specific nation, region, or culture.
Interdisciplinary Option: Film & Digital Media Studies, Global Studies, International Film & Media Studies
Course equivalencies: X-LITR284/INTS284
Outcomes:
Students will gain an appreciation of the cinematic themes and techniques of another culture or nation

LITR 287 Topics in Asian Literature (3 Credit Hours)
This course introduces students to representative works of Asian literature within their cultural, historical, and aesthetic contexts.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR287/INTS287
Outcomes:
Students will be able to analyze literary texts of a particular genre and write critical essays on the works read in the course

LITR 290 Classical Chinese Literature (3 Credit Hours)
This course is a survey of the classical Chinese literature from ancient time to the fall of Qing Dynasty.
Interdisciplinary Option: Chinese Language & Culture, Global Studies
Outcomes:
Students will reach aesthetical appreciations and cultural understandings of classical Chinese literature, and grasp the styles and creative skills of different Chinese poets and writers; They will learn to read literary texts within their particular Chinese social, historical, cultural and mental contexts

LITR 291 Italian & Italian-American Women Writers (3 Credit Hours)
This course is a comparative study of 20th century Italian & Italian-American writers from different periods and geographic areas. What unites these writers in addition to their nationality and ethnicity is that the city of Rome played a central role in their development as artists. Special emphasis will be given to the construction of the female and male subject; ties among women, and the dynamic interplay of gender, politics, spirituality, etc.
Interdisciplinary Option: European Studies, Italian American Studies, Italian Studies, Women & Gender Studies
Outcomes:
To identify the differences between women and men who hail from different parts of Italy and different immigrant communities in America, while highlighting their common national heritage; To understand the city of Rome as having played a central role in literary history from the 19th century to the present

LITR 292 Modern Chinese Fiction (3 Credit Hours)
This course introduces selected fictional works by some of the most insightful writers of modern China. The course focuses on significant aspects of these works with an objective to enhance students' fascination with and skill in the reading and analysis of modern Chinese fiction. Knowledge of modern Chinese fiction will enable students to understand central aspects of 20th century Chinese culture.
Knowledge Area: Tier 2 Literary Knowledge
Interdisciplinary Option: Asian Studies, Chinese Language & Culture, Global Studies
Course equivalencies: X-LITR292/ASIA292/INTS290
Outcomes:
Students will be able to analyze literary texts of a particular historical period and write critical essays on works read in the course

LITR 299 Comparative Literature (3 Credit Hours)
This course will examine literary themes and problems of the instructor's choice in multiple literary traditions. Literary theory will be an important component of the course.
Interdisciplinary Option: Global Studies
Course equivalencies: X-LITR299/INTS299

LITR 392 Theories of Myth (3 Credit Hours)
This course surveys important models used to interpret the mythology of Classical Greece and Rome and other cultures.
Course equivalencies: X-CLST392/LITR392
Outcomes:
Students should be able to demonstrate a sophisticated understanding of different interpretive theories applicable to mythology, their advantages and limitations; They should be able to apply these theories and to demonstrate what learning may be derived from them

Management (MGMT)

Discover, search, courses (p. 2661)!

MGMT 201 Managing People and Organizations (3 Credit Hours)
Pre-requisites: Sophomore standing or above OR first-year students with a declared Management BBA
This course introduces students to the dynamics of human behavior in the workplace through the study of topics such as attitudes, personality, values, ethics, and leadership. The course also examines topics at the group and organizational levels, including culture, structure, change, decision making, power, and politics, as well as team development.
Course equivalencies: MGMT 201 / MGMT 201H
Outcomes:
Learn and apply organizational behavior concepts and theories to analyze how individuals work in teams/groups within organizations to achieve goals

MGMT 201H Managing People and Organizations - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to students in the Quinlan School of Business Honors program
This course introduces students to the dynamics of human behavior in the workplace through the study of topics such as attitudes, personality, values, ethics, and leadership. The course also examines topics at the group and organizational levels, including culture, structure, change, decision making, power, and politics, as well as team development.
Course equivalencies: MGMT 201 / MGMT 201H
Outcomes:
Learn and apply organizational behavior concepts and theories to analyze how individuals work in teams/groups within organizations to achieve goals

MGMT 304 Strategic Management (3 Credit Hours)
Pre-requisites: Senior Standing; C- in MGMT 201, MARK 201, (SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H), and (FINC 301 or FINC 334)
This capstone course analyzes the responsibilities of general management in formulating and implementing business¿level and corporate¿level strategies. Strategic management addresses the strategic positioning, organizational structure, resources and capabilities of the organization to generate and sustain competitive advantage. The course applies strategic analysis principles to integrate all the BBA core courses.
Course equivalencies: MGMT304/304H
Outcomes:
Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole; Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment

MGMT 304H Strategic Management - Honors (3 Credit Hours)
Pre-requisites: Senior standing; minimum grade of "C-" in MGMT 201 or MGMT 201H, MARK 201 or MARK 201H, SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H, and FINC 301 or FINC 334 or FINC 334H; restricted to SBA honors students
This capstone course analyzes the responsibilities of general management in formulating and implementing business¿level and corporate¿level strategies. Strategic management addresses the strategic positioning, organizational structure, resources and capabilities of the organization to generate and sustain competitive advantage. The course applies strategic analysis principles to integrate all the BBA core courses.
Course equivalencies: MGMT304/304H
Outcomes:
Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole; Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment

MGMT 318 Organizational Development and Change (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201 or HSM 368
This course examines the theory and practice of organizational development and change, with an emphasis on effective change management.
Outcomes:
Students will understand the complexity of change in organizations and learn how to use change interventions to manage different types of organizational changes, including the redesign of jobs and restructuring

MGMT 320 Leading and Managing Teams (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
This course examines the characteristics of effective teams and team players in an organizational context and covers theories and concepts of team composition, roles and leadership, decision making, team charters, conflict management, team networks and international teams.
Outcomes:
Students will gain an understanding of team processes and team performance in organizations, learn tools that make teams effective, develop team skills and practice creating, monitoring and improving an ongoing team effort

MGMT 331 Managing Nonprofit Organizations (3 Credit Hours)
Pre- or co-requisites: MGMT 201
Students will learn the knowledge, skills, and values for managing nonprofit organizations. We will examine how non-profits develop their mission, strategic plan, and program model, as well as how they fund their efforts and continuously improve their performance. Students will apply their knowledge through case study explorations of different Chicagoland non-profits. Students will demonstrate an understanding of the evolving non-profit sector; students will demonstrate an analytic ability to assess non-profit strategy; students will understand the management skills needed at high-performing non-profits
This course satisfies the Engaged Learning requirement.

MGMT 335 Micro-Enterprise Consulting (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201; Instructor permission
In the Jesuit tradition of using knowledge to serve humanity, students utilize and improve their business knowledge and skills by meeting the real-life business consulting needs of individual entrepreneurial and not-for-profit clients starting up or operating businesses in economically distressed communities.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve skills in service-oriented communication, project management, teamwork, and cross-functional business analysis; and learn how locally-owned business can foster community economic development; Consulting clients receive a feasibility analysis or business plan to help guide business operations and obtain financing for a new or struggling business

MGMT 345 Ethics, Economics & Entrepreneurship (3 Credit Hours)
Pre-requisites: Junior Standing, 'C-' or better in MGMT 201
The entrepreneur has been reviled as a social parasite and cheered as a moral hero. Through an examination of some classic works on entrepreneurship and the writings of our guest speakers, in Ethics, Economics, and Entrepreneurship we will take up three main questions: Who is the entrepreneur - that is, what activities or characteristics make one an entrepreneur?; Why did the entrepreneur largely disappear from intellectual discourse in the middle 20th century?; How ought we to evaluate the entrepreneur morally - and does the answer depend upon who we understand the entrepreneur to be?

MGMT 360 Values-Based Leadership (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in MGMT 201
An examination of several major approaches to leadership that are based on personal and organizational values.
Course equivalencies: MGMT360/360H
Outcomes:
Students will understand major approaches to leadership, examine their own values and approach to leadership and improve their leadership skills

MGMT 363 Sustainable Business Management (3 Credit Hours)
Pre-requisites: ENVS 101 or ENVS 137; or MGMT 201 for Quinlan School of Business students
Course introduces students to the emerging field of sustainability in business and the growing focus on the social, environmental, and economic performance of businesses. The course presents the scientific, ethical, and business cases for adopting sustainability. This course fulfills a MGMT elective.\\n
Course equivalencies: MGMT/ENVS 363/ENVS 463
Outcomes:
Understand the dimensions of sustainability; Understand economics for sustainability; Understand the tools and techniques to apply sustainability in each functional area of the business

MGMT 377 Family Business Management (3 Credit Hours)
Pre-requisites: Grade of C- or better in MGMT 201
This course examines family, ownership and management challenges in operating a family business, including governance and leadership succession. It is designed for students pursuing a career in family business or providing service to one. It will use a systems model of family and business to demonstrate connections among key stakeholders. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will understand the goals, characteristics, social and economic impact, and dynamics of family businesses; They will know how to integrate entrepreneurial/management concepts and available resources to strengthen business performance

MGMT 395 Independent Study in Management (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
No course description is available

MGMT 399 Special Topics in Management (1-3 Credit Hours)
Pre-requisites: Junior standing
No course description is available

MGMT 400B Values-Based Leadership (1.5 Credit Hours)
This course will explore major approaches to leadership that are based on personal and organizational values. Students will have an opportunity to explore their own values and approach to leadership and be challenged to identify opportunities for improvement.
Outcomes:
Students will: 1) learn and understand fundamental and diverse principles and theories of leadership and management; 2) develop a clearer understanding of and commitment to personal values as a way of developing a sound basis for making personal and professional decisions; 3) apply what they learn in this course to clarify thinking on leadership and to solve problems in the future; 4) learn to analyze and critically evaluate different ideas, concepts and points of view on the concepts of leadership and management; 5) develop a personal style that will begin to answer the question "What kind of leader do I want to be?"; and 6) Understand the meaning of "vocation" and how it applies to each student's life

MGMT 401B Innovative Corporate Social Responsibility (1.5 Credit Hours)
This course will analyze why and how global businesses are innovating to address corporate responsibility expectations. The course will focus on companies that are co-creating value and will examine impacts from businesses, civil society and public policy that enhance (or detract from) competitiveness.
Outcomes:
Students will be able to: 1) examine the interaction between market and civil society institutions in the development of corporate responsibility initiatives; 2) demonstrate understanding of changing legal, social, and political environments as they affect organizations; and 3) analyze organizational situations, identify key issues, and formulate arguments and appropriate ways to innovatively implement changes

MGMT 402B Social Enterprise (1.5 Credit Hours)
Social enterprise seeks to create ventures that provide critical social services in innovative ways using the concepts and methods of business. This course aims to prepare students to engage in social enterprise by focusing on how to create social value by business means; how to start and sustain an entrepreneurial social venture; how to scale social innovation and grow an organization; how to obtain funding and generate earned revenue; how to adopt an appropriate legal governance structure and tax status; and how to measure, document, and communicate social impact.
Outcomes:
Students will demonstrate: 1) an understanding of the social enterprise sector, including what distinguishes social entrepreneurship from both traditional social services and traditional entrepreneurship; 2) a strategic understanding of how social enterprises succeed; 3) the ability to use analytical tools to develop and measure the impact of social enterprise models; and 4) the ability to formulate their ideas into a social enterprise model presentation

MGMT 403B Creating Ethical Work Environments (1.5 Credit Hours)
This course will explore how companies create and sustain ethical work environments and challenge students to systematically think about ethical dilemmas in human resources. The course will explore ethical practice across four areas of human resources: 1) acquiring employees (employment planning, recruitment, and selection); 2) developing employees (training, mentoring, performance feedback); 3) rewarding employees (salary, incentives, benefits); and 4) managing employment relations (unions, safety). The course will include an emphasis across these areas on diversity, inclusion, and social responsibility.
Outcomes:
Students will: 1) have familiarity with major ethical issues in human resources; 2) understand how companies make ethical human resources decisions aligned with their values; and 3) demonstrate knowledge of current human resource approaches to diversity, inclusion, and social responsibility

MGMT 404B ESG Investing (1.5 Credit Hours)
This course will explore the growing integration of environmental, social and governance (ESG) factors into global investment decision-making. Students will learn about: 1) the history and growth of ESG in investing; 2) how to assess a company's climate impact, water management, health and safety policies, supply chain integrity and other ESG factors in the context of financial risk and performance analysis; and 3) how companies can improve their ESG performance.
Outcomes:
Students will: 1) understand why ESG factors influence a company's financial performance; 2) assess a company's ESG performance; and 3) develop recommendations for ESG improvement

MGMT 405B Sustainable Business Management (1.5 Credit Hours)
No course description is available
Outcomes:
Understand the dimensions of sustainability; understand economics for sustainability; understand the tools and techniques to apply sustainability in each functional area of the business

MGMT 406B Influential Leadership (1.5 Credit Hours)
This course will equip students with the tools to be influential leaders by better understanding their own leadership styles, further developing their emotional intelligence, and learning how to best apply their styles effectively in the workplace. Students will be able to: 1) identify their personal leadership styles; 2) know how to apply their leadership most effectively in different organizational contexts with an emphasis on emotional intelligence; and 3) demonstrate familiarity with coaching techniques to improve personal and team performance.

MGMT 407B Impact Investing (3 Credit Hours)
This course will explore the rise of investments aimed simultaneously at social, environmental, and financial returns.
Outcomes:
Explore the rise of investments aimed simultaneously at social, environmental, and financial returns; Understand how impact investing works and the growing spectrum of investment firms with impact investing strategies; Evaluate an investment with an SROI (social return on investment) framework

MGMT 426N Leadership Development (1.5 Credit Hours)
Leader development is a systematic process that outlines self-improvement goals and strategies to assist leaders to take advantage of opportunities. Development planning consists of identifying development needs, prioritizing development needs, building a development plan, and modifying the development plan. Restricted to School of Business graduate students.
Outcomes:
1) Develop an understanding of the skills that are necessary to be an effective leader; 2) Create a development plan to become a more effective leader and responsible leader who exhibits personal integrity and ethical awareness

MGMT 430B Strategy and Leadership (3 Credit Hours)
The MBA Capstone explores the manner in which companies develop and implement a strategic plan and examines characteristics of effective general managers and leaders. This course is restricted to students in the MBA program and should be taken during the student's final quarter.
Outcomes:
Students will develop an explicit personal way of thinking about the business enterprise as a total system and the manner in which it can gain a sustainable competitive advantage by drafting a complete business plan for a start-up entity; Students will also sharpen their team, analytical, writing, and presentation skills and begin to evaluate the type of leadership skills they will need to move into increasingly more responsible positions inside organizations

MGMT 430E Capstone (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Brings all of the learning together from the program as it concludes. This course builds on the Entrepreneurship course by having teams prepare a complete business plan for the concept they have developed.
Course equivalencies: MGMT610E/MGMT430E

MGMT 430N Strategy and Leadership (3 Credit Hours)
Pre-requisites: MGMT 425N, MGMT 426N, MARK 470N, FINC 470N, and INFS 596N
The MBA Capstone explores the manner in which companies develop and implement a strategic business plan and also examines characteristics and responsibilities of effective general managers and strategic leaders in business organizations.
Outcomes:
An understanding about the business enterprise as a total system and the way it can gain a sustainable competitive advantage; Development of team, analytical, writing, and presentation skills, and the type of leadership skills they will need to move into organizations

MGMT 431N Business Consulting Course (3 Credit Hours)
Pre-requisites: MGMT 425N, MGMT 426N, MARK 470N, FINC 470N, and INFS 596N
This applied fieldwork project provides an opportunity to apply the knowledge and skills learned in the classroom to a client. The student teams will work directly with companies to create implementable business solutions.
Outcomes:
1) Increase proficiency in integrating the techniques, processes and procedures of the fundamental business disciplines; 2) Learn to apply the theory, skills, and knowledge from the business disciplines to business practice; 3) Demonstrate an innovative, entrepreneurial approach to management decisions

MGMT 444 Introduction to ESG - Expectations & Opportunities (3 Credit Hours)
Pre-requisites: Open to all graduate degree and graduate certificate students
Concepts and practices of ESG are introduced within the context of growing and emerging megatrends such as climate change and social justice concerns that presents companies with new risks and new opportunities. Themes related to private and public companies will be explored.
Outcomes:
Develop strong grounding in the overall themes of ESG; Develop an understanding of the core methods for assessing ESG outcomes; Establish the foundation for delivering ESG impact

MGMT 445 ESG in Practice-Business Leadership in Times of Change (3 Credit Hours)
Pre-requisites: MGMT 444
Class integrates the full knowledge of ESG by building on introductory course while encouraging students to integrate prior ESG knowledge from both practice and other classes. Students apply content and build out plans and pathways for a specific organization.
Outcomes:
Demonstrate understanding of reporting tools and approaches; Demonstrate applied understanding of ESG topics; Demonstrate understanding of ESG values based on leadership and change management

MGMT 460B Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MGMT 460E Values Based Leadership (1.5 Credit Hours)
This course is focused on "values-based" leadership. This is an umbrella term that covers a wide range of approaches to leadership, all of which have at their foundation a set of values or principles, or at least an examination of one's values and beliefs.
Outcomes:
To assist students in beginning to develop a personally relevant and valuable style of leadership and management that will positively impact them and their organizations in a complex, diverse, and interdependent world

MGMT 472 Leading Change in Organizations (3 Credit Hours)
The course focuses on enhancing managers' capabilities in integrating strategic issues with "people" issues, enabling them to effectively implement change initiatives within diverse global environments. Special Note: MGMT 472 is cross-listed with HRER 430.
Course equivalencies: X - MGMT472 / HRER430
Outcomes:
Students will learn fundamental principles, theories, and generalizations needed for competent approaches to implement organizational change that prioritizes managing the "people" aspects of change, as participants or managerial change agents

MGMT 472E Organizational Change and Development (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Explores the complexity and dynamics of change in organizations. Topics covered include organization development, managing resistance, and change leadership.
Course equivalencies: MGMT 602E/MGMT 472M

MGMT 474E Strategic Management (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. This course introduces and develops strategic techniques to facilitate an organization's articulation of its mission and goals and its formation, implementation, and evaluation of key strategies. Additional topics include: strategic thinking, competitive advantage, vertical and horizontal integration, and planning horizon.
Course equivalencies: MGMT 604E/MGMT474E

MGMT 475 Cross-Cultural Dimensions of International Management & Marketing (3 Credit Hours)
This course examines cross-cultural management and marketing topics both within the business organization and across the global marketplace. Special note: MGMT 475 is cross-listed with MARK 475.
Course equivalencies: X-MARK475/MGMT475
Outcomes:
Students learn how differences in national and ethnic cultures affect the behavior of employees working in organizations, managers making business decisions and consumers making product choices

MGMT 477 Family Business (3 Credit Hours)
This course examines the family, ownership and management challenges involved in operating a family business, including governance and leadership succession.
Outcomes:
Students will be able to analyze the stumbling blocks to family business succession, compare differences between family and non-family owned firms and understand the impact of systems of family ownership and management on a firm's stakeholders and advisors

MGMT 479 Independent Study in Management (3 Credit Hours)
Student will conduct in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of management not otherwise covered by department course offerings.
Outcomes:
Students will be able to demonstrate in-depth understanding of a specialized area or topic in management

MGMT 481E Innovation and the Entrepreneurial Mindset (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Introduces the tools necessary for an individual to determine a relevant business concept and prepare to form a business to take that concept to market.
Course equivalencies: MGMT 607E/MGMT 481E

MGMT 482 Entrepreneurial Marketing (3 Credit Hours)
This course is about the marketing challenges in an entrepreneurial firm. Entrepreneurship is the discovery, enactment and pursuit of new business opportunities. Successful execution of an entrepreneurial idea requires a sound marketing plan. In this course, we will investigate how marketing tools can enable entrepreneurs to realize the full potential of their ideas."
Course equivalencies: X-MGMT 482/ENTR 482

MGMT 483 Strategic Entrepreneurship and Innovation Management (3 Credit Hours)
This course will focus on the application of strategic management tools to entrepreneurial situations with an emphasis on the early stages of new venture creation. We will discuss how new opportunities are discovered, how inventions are turned into innovations, and how societal value is created throughout this process. At the end of this course, you will be able to: Recognize and discover entrepreneurial opportunities; Manage the creation and appropriation of the value generated by innovations; Apply analytical and critical thinking skills in an uncertain business environment; Apply your learning in a real-life project.
Course equivalencies: X-MGMT 483/ENTR 483

MGMT 485 Social Enterprise (3 Credit Hours)
Social enterprise seeks to create ventures that provide critical social services in innovative ways using the concepts and methods of business. This course aims to prepare students to engage in social enterprise by focusing on how to create social value by business means; how to start and sustain an entrepreneurial social venture; how to scale social innovation and grow an organization; how to obtain funding and generate earned revenue; how to adopt an appropriate legal governance structure and tax status; and how to measure, document, and communicate social impact.

MGMT 499 Special Topics in Management (3 Credit Hours)
Pre-requisites: Graduate Business Student
No course description is available

MGMT 573 Business Strategy (3 Credit Hours)
This course analyzes the responsibilities of general management in formulating, communicating, and implementing a strategic plan. Whereas corporate strategy (MGMT 574) defines the vertical and horizontal scope of a firm, business strategy (MGMT 573) is concerned with how the firm generates and sustains competitive advantage within a particular industry or product market. Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole. Through case studies, students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the challenges of the business environment.

MGMT 574 Corporate Strategy (3 Credit Hours)
This course focuses on the strategic management of multi-business firms. Whereas business strategy or competitive strategy is concerned with how the firm competes within a particular industry or product market, corporate strategy defines the scope of the firm in terms of the industries and markets in which it competes.

MGMT 602E Organizational Change & Development (1.5 Credit Hours)
Explores the complexity and dynamics of change in organizations. Topics covered include organization development, managing resistance, and change leadership.
Course equivalencies: MGMT 602E/MGMT 472M

MGMT 605E Conflict Management & Negotiation (1.5 Credit Hours)
Students participate in hands-on exercises designed to increase their knowledge of conflict resolution and negotiation techniques.
Course equivalencies: MGMT 605E/HRER 511E

MGMT 606E International Immersion (3 Credit Hours)
Students take an international trip to two countries to gain a better understanding of the opportunities and challenges and opportunities related to international business endeavors.

MGMT 607E Entrepreneurship (1.5 Credit Hours)
Introduces the tools necessary for an individual to determine a relevant business concept and prepare a business concept for the marketplace.
Course equivalencies: MGMT 607E/MGMT 481E

MGMT 610E Capstone (1.5 Credit Hours)
Enrollment limited to students in MBA for Executives program.
This course brings together all of the learning from the program as it concludes. Students prepare and present a complete business plan for the concept they developed in the Entrepreneurship course (MGMT 607E).
Course equivalencies: MGMT610E/MGMT430E

Marketing (MARK)

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MARK 201 Principles of Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing or first-year students with a declared Marketing BBA
This course develops an understanding of the marketing systems by which organizations plan, price, promote, and distribute products and services to selected target markets.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization

MARK 201H Principles of Marketing - Honors (3 Credit Hours)
Pre-requisites: Sophomore standing or above; Restricted to SBA honors students
This course develops an understanding of the marketing systems by which organizations plan, price, promote and distribute products and services to selected target markets.
Course equivalencies: MARK201/201H/301/CPST340
Outcomes:
Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization

MARK 310 Consumer Behavior (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of how consumers behave before, during, and after the consumption process through a discussion of cultural, social, and perceptual factors.
Outcomes:
Students evaluate consumer behavior and apply their understanding in the creation of a marketing plan designed to improve the brand equity of a firm

MARK 311 Marketing Research (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in MARK 310 and (ISSCM 241 or ISSCM 241H or STAT 103)
This course develops an understanding of the research process from problem formulation through research report preparation. Both qualitative and quantitative research methodologies are discussed. The focus is on using research results in marketing decision making. Empirical data are analyzed using state of the art analytical tools.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students identify managerial problems, research objectives, design data collection instruments, and sampling procedures; Data collection and analysis is discussed; Cases, exercises and/or a written research proposal or report is a primary outcome of the course

MARK 312 Gender and Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
How do the 4Ps of Marketing - product, price, place, and promotion - influence gender, and how does gender influence the 4Ps? Students will learn how to address the relationship between Gender and Marketing. Example topics may include, but are not limited to: Masculinity, Media, and Marketing; Women, Media, and Marketing; and Millennials, Gender, and Marketing.
Outcomes:
Understand how marketing strategy reflects and shapes socio-cultural norms so that you can build strategies that reflect and shape those norms; Learn how research on social trends is conducted and how it is used in strategy, so that you can perform such research in marketing contexts

MARK 320 Marketing for Environmental Sustainability (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
The course shows students how to use marketing to address the complexities of sustainability including: climate change, poverty, food shortages, oil depletion, and species extinction. Design-for-environment, full-cost pricing, greening the channels of distribution, and life-cycle impact are some of the concepts covered in this course.
Outcomes:
Provide students with the knowledge and skills needed to develop marketing products that contribute to environmental sustainability

MARK 321 Ignatian Design Thinking (3 Credit Hours)
Pre-requisites: Minimum grade of C- in MARK 201 and Junior standing
This course will provide an in-depth look into the role design thinking plays in our Ignatian tradition for servant leadership. Through human-centered design practices, we will explore our Ignatian imagination to seek and solve for our world's grandest challenges.
This course satisfies the Engaged Learning requirement.
Outcomes:
An understanding in the scope and application of human-centered design as a Mindset and a Method

MARK 323 Personal Selling (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of the role of personal selling and sales force management, which are extremely critical in business-to-business marketing strategies, and the ethical and legal responsibilities of sales managers.
Outcomes:
Students develop skills in sales force organization and sales techniques as well as in the recruiting, selecting, training, motivating, compensating, and evaluating sales people

MARK 334 Services Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
Service organizations (eg banks, transportation companies, hotels, hospitals, educational institutions, and professional services) require a distinctive approach to marketing strategy in both development and execution. Also, the course focuses on the role of service in manufacturing businesses. The course will cover why people are essential to service success. Differentiate between product and service characteristics; understand, analyze, develop, modify employee behavior in a service environment, identify critical issues to service design, understand importance of facility location.
Outcomes:
Identify the differences between marketing in service versus manufacturing organizations and understand how "service" can be a competitive advantage in manufacturing organizations; Understand the unique challenges involved in marketing and managing services

MARK 360 Retailing Management (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of retailing and the role that retailing plays in the marketing system and in marketing strategies.
Outcomes:
Students analyze and develop retail strategies that fit and support overall marketing strategies

MARK 363 International Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of how marketing strategies are developed in the global environment.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Students evaluate cultural, governmental, economic, and competitive conditions to illustrate how these factors impact an organization's marketing strategy; Attention is paid to the positive and negative consequences of globalization

MARK 367 Multicultural Marketing (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in MARK 201
In this course, we address (1) past and current knowledge on multicultural marketing, (2) important challenges with respect to marketplace diversity and inclusion, and (3) what approaches can be used to construct better marketing plans and tactics.
Outcomes:
Students should have a working knowledge of the principal theories and research findings in multicultural marketing and should be able to integrate and apply this knowledge with respect to effective strategies for marketplace diversity and inclusion

MARK 370 Political Marketing (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in MARK 201
No course description is available

MARK 373 Integrated Marketing Communications (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
This course develops an understanding of advertising strategy and advertising campaigns, including the external environment, how agencies are structured, and how consumer metrics are integrated.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students develop skills in managing the integration of media, strategy, and creative design in developing sound advertising campaigns

MARK 380 Digital Marketing (3 Credit Hours)
Pre-requisites: Sophomore standing; minimum grade of "C-" in MARK 201
Emphasis is on strategies and tactics for creating, retaining, and enhancing customer relationships via the internet, including social media, and on integrating the digital environment into the marketing mix. In addition to learning fundamental principles of the digital channel, students will apply the learned principles of the digital channel in a class project. Readings, lectures, and industry professionals may be used to provide insights and relevance to this area of marketing.
Outcomes:
Students will be able to analyze and assess online marketing platforms and develop an integrated digital marketing plan

MARK 390 Marketing Strategies (3 Credit Hours)
Pre-requisites: Senior standing, minimum grade of "C-" in MARK 310, (FINC 301 or FINC 334 or FINC 334H), (SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H), and prior or concurrent enrollment in MARK 311
This capstone course develops an understanding of all marketing decisions involved in planning marketing strategies.
Course equivalencies: MARK390 / MARK324
Outcomes:
Students develop a comprehensive marketing plan by applying skills in financial analysis, competitive scanning, and appropriate marketing strategies

MARK 395 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing; Instructor and Dean permission
Independent Study is an in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of marketing not otherwise covered by the department course offerings.
Outcomes:
Varies with topic

MARK 399 Special Topics in Marketing (1-3 Credit Hours)
Pre-requisites: Junior standing
Special Topics are scheduled classes offered on an ad hoc basis. Specific titles and content will vary.
Outcomes:
Varies with topic

MARK 425N Business Communication (1.5 Credit Hours)
Effective communication skills are important because they give leaders and followers the ability to transmit and receive information with a high probability that the intended message is passed from sender to receiver. Good leaders communicate ideas, articulate arguments, advocate positions, solicit ideas from others, and persuade others. Restricted to School of Business graduate students.
Outcomes:
1) Learn to communicate effectively in an oral presentation; 2) Develop specific skills to enhance effective professional interpersonal communication as well as written and oral communication

MARK 460 Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MARK 460B Marketing Management (3 Credit Hours)
This course develops a broad understanding of the marketing principles that undergird successful marketing strategies and marketing plans with special attention given to international and ethical considerations.
Outcomes:
Students use and apply marketing principles, strategic research, consumer analysis and target marketing to either a project or to case studies

MARK 460E Marketing Management (3 Credit Hours)
Pre-requisites: Restricted to students in the Executive MBA Program
Introduces use of strategic research, customer analysis, target market, and the application of marketing tools to a variety of case problems. Emphasis is placed on product planning, pricing policies, promotional methods, and distribution channels. Considers cultural, governmental, economic, business, and environmental factors affecting the marketing of goods and services globally.
Course equivalencies: MARK600E/MARK460E

MARK 461 Research Methods in Marketing (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the marketing research process and the role of survey research in it.
Outcomes:
Students formulate research problems and a design research study, including the development of a questionnaire, selection of an appropriate sample and data analysis

MARK 463 Sales and Strategic Leadership (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the tools and techniques required for developing a sales force and for managing revenue generation within organizations.
Outcomes:
Students apply processes for hiring and managing sales professionals; tools for successful account management; and skills in solving revenue generation problems facing profit and non-profit organizations

MARK 464 Integrated Marketing Communication (3 Credit Hours)
Pre-requisites: MARK 460; MARK 467 is recommended
This course develops an understanding of how advertising, sales promotion, public relations, personal selling and in same cases packaging decisions form a coordinated marketing communications plan.
Outcomes:
Students apply the elements of integrated marketing communications and develop a coordinated Marketing Communications plan for a project or case study

MARK 465 International Marketing (3 Credit Hours)
Pre-requisites: MARK 460 or by Department Consent
This course develops an understanding of marketing problems in an international context with particular attention given to how international factors impact consumers, competition, and marketing strategies. Students analyze cases and identify optimal solutions to international marketing problems.
Outcomes:
Students apply the principles of marketing to solve marketing problems in an international context

MARK 467 Consumer Behavior (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of how consumers behave before, during, and after the consumption process by exploring both the micro-level mental processes that impact consumer decision-making as well as the macro- level cultural and social influences on consumer behavior.
Outcomes:
Students apply course concepts and theories to develop a consumer analysis and marketing strategies for a firm or non-profit organization

MARK 468 Digital Marketing (3 Credit Hours)
Pre-requisites: MARK 460 or by Department Consent
This course develops an understanding of the Internet as part of an overall marketing strategy by considering the ways in which the Internet has changed marketing and business. The course covers topics such as online consumer behavior, web analytics, online advertising, email, social media, mobile, and search engine marketing (paid and organic). In addition to learning fundamental principles of digital channels, students will apply the learned principles in a class project; example projects include creating a paid search campaign for a client, running a digital marketing simulation, writing a digital marketing plan, or conducting a social media audit.
Outcomes:
Students develop the power to act effectively by using technology in increasingly complex buying environments

MARK 469 Independent Study-Marketing Management (3 Credit Hours)
Pre-requisites: MARK 460
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area not otherwise covered by department course offerings. Variable credit. Permission of area coordinator required. Special Topics are scheduled classes; specific titles and content will vary.
Outcomes:
Varies with course of study selected

MARK 470N Research, Insights and Storytelling (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent
Students will learn to monitor trends and shifts in the socio-cultural landscape, identify relevant market information, gather consumer research and translate into actionable strategies through storytelling. Enrollment limited to MBA Students. Collect, analyze & glean insights from data; Apply & translate insights into compelling stories for actionable business outcomes & social impact.
Outcomes:
Understand research process & approaches

MARK 472E Market Opportunity Analysis (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Enables students to discover market opportunities and business relationships that are critical to sustainable business growth. Course will challenge students to move away from "copy cat" business ideas to innovative business solutions.
Course equivalencies: MARK 604E/MARK472E

MARK 561 Comparative Consumer Behavior (3 Credit Hours)
This course develops an understanding of the marketing implications of cultural differences and similarities between the people of two or more nations and considers two opposing views of marketing scholars as to whether the similarities or the differences are the more important factor.
Outcomes:
Students apply methods of cross-cultural analysis as well as examine frameworks for assessing multinational strategies

MARK 562 Database Marketing Strategy (3 Credit Hours)
Pre-requisites: MARK 460
This course develops an understanding of the development and use of databases for marketing, retrieval of appropriate data and analysis of that data to increase marketing effectiveness.
Outcomes:
The student will perform database manipulation and analysis of data; Analysis includes at least univariate analysis, cross-tabulation, creation of new variables, regression analysis and recency-frequency-monetary analysis

MARK 564 Brand Equity and Marketing Strategy (3 Credit Hours)
Pre-requisites: MARK 460 or by Departmental Consent
This course develops an understanding of the way firms may increase their share of market and profits by creating, building, and managing strong, unique, and favorable brand equity for their products and services.
Outcomes:
Students develop a Brand Plan, evaluating the contributions of traditional brand elements, and develop a framework for creating the marketing strategies required for successfully building and managing brand equity

MARK 566 Integrated Media Planning (3 Credit Hours)
The course provides an overall understanding of media planning: basic media concepts, buying and selling of media, development and evaluating effective media strategies and plans, and the role that media plays in an integrated marketing and communications plan. The course is recommended for students with little or no media planning experience.

MARK 567 Customer Relationship Management (3 Credit Hours)
Pre-requisites: MARK 460; MARK 468 is recommended
This course develops an understanding of CRM as a business philosophy that involves acquiring new customers as well as maintaining long-term and profitable relationships with existing customers. Key concepts such as customer experience, customer satisfaction, loyalty, customer lifetime value, among others, will be explored.
Outcomes:
Students conduct an analysis and critique of a firm's CRM strategy and provide recommendations for improving the customer-firm/customer-brand relationship

MARK 568 Social Media & Content Marketing (3 Credit Hours)
Pre-requisites: MARK 460
This course examines the connection between social media and content marketing for the purposes of branding, acquisitions, customer retention, employee recruitment, and other important organizational initiatives. Assess, implement, and leverage tools to build community and attract customers. Prove the ROI of any social media or content marketing effort.
Outcomes:
Develop social media and content marketing strategies that drive value

MARK 569 Special Topics (3 Credit Hours)
Pre-requisites: MARK 460
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

MARK 660 Digital Marketing Analytics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent
Restricted to Graduate Business students. This course is centered around decision-making based on data gathered from users' interactions with digital channels such as websites, online search (organic and paid), display media, social media, email, and mobile. Students will learn how to define objectives, collect, and analyze data, and recommend useful insights for more effective marketing strategies.
Outcomes:
Students will be able to understand how consumers interact with brands across owned, paid, and earned media; Students will be able to apply the digital marketing analytics process into various decision-making situations\\n; Students will be equipped to establish business measurement models and identify KPIs for various digital media; Students will have the ability to analyze the digital marketing strategies adopted by a firm and recommend data-driven decisions; Students will be able to evaluate the effectiveness of different digital media channels

MARK 661 Customer Analytics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent and (ISSCM 402N or ISSCM 491); Restricted to Graduate Business students
In this course students will study how to use data analytics to learn about customer needs and improve targeting individual consumers. The course will encourage students to apply scientific methods and models to predict and respond to customer choices. This is the key part of learning Big Data. The term Big Data is viewed in the broad sense as it relates to various aspects of the consumer behavior, which may be captured, measured, and transformed to the digital form.
Outcomes:
Through applications of statistical models to the analysis of the real-world databases, the students will learn how firms may use customer data to serve customers better

MARK 662 Marketing Metrics (3 Credit Hours)
Pre-requisites: MARK 460 or equivalent and (ISSCM 402N or ISSCM 491); Restricted to Graduate Business students
This course is designed with marketing managers in mind. As profession marketing is evolving, it is no longer based primarily on the conceptual content. Marketers get exposed to thousand times the volume of data she(he) saw five years ago. More data cannot lead to better decision making unless managers learn how to use that data in meaningful ways. In this course, students will be introduced to the analytical decision models that assist modern managers in making marketing decisions related to targeting, product design, communications, and more.
Outcomes:
Learn analytical techniques and decision models for enhancing marketing decision making in the modern organizations; Improve skills to viewing marketing processes and relationships systematically and analytically; Learn power of decision models applied in the real managerial contexts; Provide students with toolkit that may be used to assess, and measure return on marketing investments in organizations

Master of Public Health (MPBH)

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MPBH 400 Determinants of Population Health (3 Credit Hours)
This course will introduce students to the public health perspective population perspective. A major focus of the course is understanding the fundamentals of health disparities and how they are produced and reproduced, and how simple solutions to our most pressing public health problems are unlikely to succeed. Graduate standing in the MPH or Public Health Certificate Program, or permission of instructor.

MPBH 401 Environmental Health (3 Credit Hours)
This course is designed as an introduction to environmental public health issues, laws, regulations, research, and advocacy. Environmental factors including biological, physical and chemical factors that affect the health of a community will be presented. The environmental media (air, water and land) and various community exposure concerns will also be presented. The course will utilize available internet resources to access environmental data, and focus related research. A team project will be completed requiring literature review and presentation and critical assessment of a successful (or unsuccessful) environmental advocacy campaign.
Course equivalencies: X-ENVS301/PUBH301/MBPH401

MPBH 402 Public Health Practice and Management (3 Credit Hours)
This course will provide an introduction to public health practices and cover management basics as applied to the public health field. The topics covered in the course will be examined through the lenses of prevention, social justice and the role of governmental public health. In Part I of the course, we will study basic public health concepts, core public health functions and practices, public health infrastructure at the local, state and federal levels, and the major areas of public health services and interventions. In Part II, we will cover management principles and functions such as planning, organizing, controlling and leading. We will apply these concepts to the administration of public health organizations.
Outcomes:
Assess population needs, assets and capacities that affect communities' health; Apply awareness of cultural values and practices to the design or implementation of public health policies or programs; Design a population-based policy, program, project or intervention; Explain basic principles and tools of budget and resource management; Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

MPBH 403 Introduction to Epidemiology (3 Credit Hours)
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including design and measures of association. This course will be taught as an online course combined with an intensive interactive session with faculty and students one weekend in Spring.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403

MPBH 404 Biostatistics for Health and Biological Science (3 Credit Hours)
Introductory course allows students to utilize SAS software to perform analytical methods including Graphical and Numerical Descriptive Statistics, Probability calculations and distributions with emphasis on the binomial(discrete) and normal (continuous) distributions, Inferential Statistics: Point Estimation, Interval Estimation and Hypothesis Testing, Nonparametric statistical methods and Sample Size Calculation.
Course equivalencies: CRME420/BMSC402/MPBH404

MPBH 407 Public Health Policy: Concepts and Practice (3 Credit Hours)
Pre-requisites: Open for registration for MPH students; All other students require department approval
No course description is available
Course equivalencies: PUBH 307/MPBH 407

MPBH 409 Biostatistics I (3 Credit Hours)
Pre-requisites: Introductory course
Introductory biostatistics course which allows students to utilize STATA software and perform/ operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

MPBH 410 MPH Practicum (1-3 Credit Hours)
All MPH students are required to complete at least 1 credit of a practicum (internship) to gain a better understanding of a public health practice, directly utilize their own MPH training, and network with public health professionals in the field. Students need to provide a signed agreement and must be in the process of completing 21 credit hours, including at least four core courses.

MPBH 411 MPH Capstone (1-3 Credit Hours)
The goal of the Capstone project is to provide students the opportunity to demonstrate knowledge and skills acquired in the academic coursework and through practicum experience. The objective is to enable the student to work on a project which translates both general and discipline specific information into public health practice. Students should complete the core, program specific courses. We recommend to split credits over last two semesters and register 1 credit each semester.
Outcomes:
The Capstone will provide the students an opportunity to exhibit their proficiency in public health skills through a written report and oral presentation

MPBH 412 Intro to Statistical Computing for Public Health (1-3 Credit Hours)
Pre-requisites: This course is designed for students who have taken or are taking Introduction to Epidemiology (MPBH 403) and Biostatistics I (MPBH 404 or 409)
This course introduces students to statistical computing. The emphasis is on manipulating data sets and basic statistical procedures such as t-tests, chi-square tests, and correlations. The course currently focuses on the use of SAS and STATA software packages., data importation from various sources, cleaning, validation, subsetting, merging, and transforming datasets); Construct clear and concise documentation of newly created datasets; Use SAS data-step programming, macros, and built-in procedures for statistical analysis and visualization (i.e., PROC MEANS, FREQ, SGPLOT, and UNIVARIATE); Demonstrate the ability to use descriptive techniques to summarize public health data (i.e., t-tests, chi-square tests, and basic regression models); Describe the results of basic statistical analyses.
Outcomes:
Execute data management techniques to create public health analytical datasets (i.e

MPBH 414 Introduction to Global Health (3 Credit Hours)
This course is is an introduction to global health at the graduate level to provide the student with an understanding of health surveillance systems, and determinants, consequences and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women's health, nutrition, immigration health and environmental health. The format of the course will be both didactic, with some asynchronous lectures online, and student-led discussion and teamwork in the classroom.
Outcomes:
Synthesize the most commonly used global health metrics, intervention frameworks, and monitoring and evaluation strategies in the creation of a global health program plan; Summarize reasons for health inequities and disparities which exist in low- and middle-income countries, as well as higher-income countries; Examine specific risk factors for poor outcomes in common global health issues; Illustrate the concept of global health security and its impact on disease outbreaks; Evaluate case studies of existing global health interventions and policies; Compare and contrast existing global health funding and implementation systems, such as bilateral aid, multilateral agencies, and public/private partnerships, including ethical concerns

MPBH 415 Non-Communicable Disease Epidemiology (3 Credit Hours)
Pre-requisites: MPBH 403 or consent of instructor
This course covers public health topics related to non-communicable diseases (NCDs). The course explores topics such as: burden of NCDs in populations; the conceptual frameworks for studying chronic disease causation and control; the epidemiology of cardiometabolic diseases as well as the epidemiologic transition in relation to risk factors for the major chronic diseases (e.g. nutrition, obesity, physical exercise, alcohol and tobacco use) as well as upstream factors impacting on diseases such as food policy and the built environment; integrated healthcare services and public health interventions; and, the study designs used to assess associations between exposures and NCDs.
Outcomes:
Apply frameworks to understand social and ecological determinants of non-communicable diseases, as well as the biological and behavioral risk factors across the life-course; Articulate the methodological issues in the study of non-communicable diseases including tools for surveillance, the limits of observational evidence, life-course epidemiology and genetic associations, assessment of risk and risk scores, burden of disease estimates; Explain the drivers of non-communicable disease epidemiology; Discuss interventions to prevent and control non-communicable diseases low-middle income countries

MPBH 416 Health Services Research Methods (3 Credit Hours)
This course introduces students to the scope of health services research by addressing issues central to understanding and applying modern research to public health and health policy. Formulate questions and develop studies using primary data collection approach that are timely and relevant to contemporary organization, financing, and delivery of U.S. public health.
Outcomes:
Determine health services research's scope

MPBH 417 Global Maternal and Child Health (3 Credit Hours)
Pre-requisites: MPBH 414 and MPBH 403
This course prepares the student to gain substantive knowledge of the key issues in global maternal and child health. With a focus on low-and-middle income countries (LMICs), the course will provide the student an opportunity to delve into critical issues faced by women and children, assess health disparities, and examine social justice issues in LMICs. In addition, the student will be expected to think critically about existing programs, research, and policy involving maternal and child health.
Outcomes:
Identify specific risk factors for poor outcomes in reproductive health; Discuss contemporary issues surrounding maternal and child health; Apply methods of program evaluation to health programming for women and children in an international setting; Analyze major causes and trends of morbidity and mortality among women and children in LMICs; Explain the social, political and economic determinants of maternal and child health and how they contribute to population health and health inequities; Explain how globalization affects global burdens of disease among women and children

MPBH 418 Global Health Experience Seminar (0 Credit Hours)
This 0-credit seminar course prepares students selected for the summer global health internship to engage ethically, professionally, and effectively in international public health settings. Through interactive sessions, students will explore foundational global health concepts, complete ethics and safety training, analyze key public health indicators for their assigned site, and reflect on the role of culture in shaping health beliefs and health systems. Emphasis will be placed on responsible global engagement, cultural humility, and comparative analysis of health systems. Successful completion of this course is required for participation in the summer field internship abroad.
Outcomes:
Analyze the health status of populations using available data for your assigned local sit; Describe how cultural context influences perceptions of health and disease in your local implementation context; Compare and contrast the local national model or health system for provision of healthcare to the US system, including their respective effects on health and healthcare expenditure; Define local, national, and international codes of ethics and how they are relevant to one's working environment

MPBH 420 Public Health Law: Theories and Cases (3 Credit Hours)
This course explores how the law can be utilized to promote, or impede, proposed public health interventions at the local, state, federal level. Students review key theories of public health law that examine the role of the legislature, executive agencies, and the courts in crafting, executing, reviewing public health policy. This course is geared towards MPH students in Public Health Policy and Management track, and no prior training in law or legal analysis is assumed.
Outcomes:
Describe the inter-dependence of law and public health; Identify areas of law applicable to promoting public health; Articulate the legal, ethical and practical conflicts that arise in approaching public health through law

MPBH 421 Biostatistics II (3 Credit Hours)
Pre-requisites: MPBH 409 Biostatistics I Students will utilize text on Biostatistics for Public Health
Course will cover linear and logistic regression and ANOVA. Students will utilize STATA software for hypothesis testing.
Outcomes:
Students will conduct statistical hypothesis testing using methods presented in class

MPBH 422 Population Health Planning & Management (3 Credit Hours)
This course prepares students to confront--thoughtfully and systematically-resource allocation decisions by developing the knowledge, tools, and skills needed to plan, implement, and evaluate programs, interventions, and services that address public health problems, improve population health, and reduce inequities.

MPBH 423 Intermediate Epidemiology (3 Credit Hours)
Pre-requisites: MPBH 403 Introduction to Epidemiology and MPBH 412 Introduction to Statistical Computing for Public Health Research
Intermediate Epidemiology focuses on analysis of observational data. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 424 Health Economics and Healthcare Financing (3 Credit Hours)
This course will examine selected topics in health economics with major implications for healthcare delivery, healthcare financing and clinical and public health research. Essential economic theories and methods for exploring each topic will be discussed along a review of existing empirical research.
Outcomes:
Describe the US health delivery and financing system; Apply essential economic theories/methods to study consumer behavior and healthcare demand, healthcare market and supply of services, and medical cost-effectiveness analysis

MPBH 425 Policy Analysis (3 Credit Hours)
This course will provide an introduction to the issues and methods of health policy analysis. Health policy analysis requires several distinct sets of skills: technical understanding of analytical tools, understanding the policy and managerial context within and outside of your organization, and the ability to produce and communicate practical advice. This is a track-specific requirement for MPH Graduates in the Health Policy track.
Outcomes:
Students will develop a good working understanding of the methods specific to these issues examined through this course and will also learn how to apply these to specific problems

MPBH 426 Infectious Disease Epidemiology (3 Credit Hours)
Pre-requisites: Introduction to Epidemiology (MPBH 403)
This course will introduce the basic methods for infectious disease epidemiology and review case studies of important disease syndromes and entities. Important terminology and definitions for infectious disease epidemiology will be reviewed, including nomenclature related to outbreak investigations, disease surveillance, laboratory diagnosis, molecular epidemiology, disease transmission and susceptibility.

MPBH 427 Advanced Statistical Methods (1-3 Credit Hours)
Co-requisites: MPBH 421 (or prior completion of a two-semester course sequence in Biostatistics) and one course in statistical computing such as MPBH 412
This course covers a broad overview of statistical models and estimation methods for outcome variables (normal and non-normal) that are clustered or measured repeatedly in time or space. The focus is on applications and computer software methods for correlated regression models, including ANOVA based methods, hierarchical linear models, etc.
Outcomes:
Apply generalized linear models to regress a set of explanatory variables against non-normally distributed outcomes, including binary outcomes (logistic regression), multinomial outcomes (ordinal and multinomial logistic regression), and count outcomes (Poisson and negative-binomial regression); Identify and employ appropriate methods for the analysis of repeated measures, including the use of generalized estimating equations (GEE models) and/or mixed-effects models for nested and hierarchical data; Analyze data using Parametric methods for time-to-event data; Conduct Bayesian estimation for unknown parameters; Employ multivariate methods to solve real-world problems and dimensionality reduction; Use statistical programming to apply learned statistical models and estimation methods; Explain the results of statistical analyses

MPBH 430 Environmental Health Policy (3 Credit Hours)
This course provides an introduction overview of the health consequences associated with climate change and the local, federal, and global response to mitigate these negative health outcomes. During the course students will be expected incorporate course content and develop a realistic response public health plan to climate change for a locality of their choosing. This course is offered both online and in-person.
Outcomes:
1) Outline fundamental public health concerns that have been associated with climate change; 2) Identify and critique future steps forward to reduce public health concerns of climate change

MPBH 431 Grant Writing (3 Credit Hours)
This course will provide an overview of the NIH extramural funding process, with additional information on funding opportunities outside NIH. Students will learn the key components of successful grants and factors that may lead to grants not being reviewed favorably. The focus will be on grant writing skills.
Outcomes:
Students will be required to write a 10-12 page R01-style grant proposal (application), as described in the NIH guidelines

MPBH 432 Health Impact Assessment (3 Credit Hours)
This course is an introduction to health impact assessment which is a decision-support tool that uses a combination of procedures, methods, and approaches to determine how a policy, project/program may affect the health of a community, and the distribution of those effects within the population of the community.

MPBH 433 Clinical Trials (3 Credit Hours)
Clinical Trials course is designed for students interested in the design, implementation and management of clinical trials and their ethical and clinical implications. Topics include trial design, randomization, recruitment and sample size, monitoring and analysis. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 434 Systematic Review and Meta-Analysis (3 Credit Hours)
Meta analysis course provides instruction on methods for synthesizing clinical research information and how to assess the strength of the evidence for policy development and clinic contexts. The course is designed to highlight rigorous systematic review methods while students complete a systematic review on a topic of their choice. Students should have completed Introduction to Epidemiology and Biostatistics I prior to enrolling in this course.

MPBH 449 Biostatistics for Public Health Interventions (3 Credit Hours)
This course targets the application of sophisticated statistical methodologies to enhance the efficacy and precision of public health interventions. At the heart of this course is a rigorous examination of strategies for reducing bias in observational studies through advanced techniques such as imputation for missing data and propensity scores. The curriculum is expanded to include psychometric analysis, providing essential tools for the evaluation of measurement instruments, and ecological analysis, which aids in the interpretation of population-level health outcomes. A significant addition to this course is the analysis of screening and diagnostic tests, focusing on studying measures of accuracy and agreement critical for evaluating the performance of these tests in public health. The course also explores the complexities of survey design, offering insights into managing and analyzing data from multifaceted study designs to ensure the reliability and validity of intervention assessments.
Outcomes:
Apply advanced statistical techniques including imputation for missing data, and propensity score analysis to reduce bias in observational studies; Evaluate the design of public health research studies and interventions for methodological soundness; Apply psychometric principles to evaluate the reliability and validity of measurement instruments used in public health research; Use ecological analysis to interpret population-level health outcomes, understanding the impact of environmental and social factors on public health

MPBH 450 Biostatistics for Electronic Health Record (EHR) Data (3 Credit Hours)
Pre-requisites: Students must have completed MPBH 449
This course delves into the analysis and interpretation of data from Electronic Health Records (EHRs), a cornerstone of clinical, epidemiologic, and translational research. Emphasizing a hands-on approach, it covers EHR system fundamentals, data extraction and cleaning, privacy standards, case identification, study design, and advanced statistical analysis. Students will learn to navigate EHR data structures, medical vocabularies, and relational databases, applying these skills to design research studies and create patient cohorts. The goal is to equip students with the ability to harness EHR data for innovative healthcare solutions., ICD, CPT, NDC, SNOMED, and LOINC codes) for accurate case identification; Develop skills in constructing patient cohorts and extracting relevant data; Identify controls and apply propensity score matching in observational research; Design robust matched case-control and retrospective cohort studies using EHR data; Recognize privacy and security standards, including HIPAA regulations; Apply advanced statistical methods to analyze EHR data and assess research findings critically.
Outcomes:
Explain relational database and data warehouse models pertinent to EHR data; Use medical vocabularies and ontologies (i.e

MPBH 460 Public Health Data Visualization and Reporting (3 Credit Hours)
Pre-requisites: Students must have completed MPBH 421 (Biostatistics II) or equivalent experience in biostatistical methods and public health principles
This course is designed to navigate the intersection of public health data, visual communication, and ethical representation, focusing on creating impactful visuals that cater to diverse audiences including patients, healthcare providers, policymakers, and the broader community. It emphasizes the ethical considerations in data visualization, tackling potential biases, and ensuring visuals are both informative and accessible. Through practical applications, students will learn to craft infographics, community health maps, dashboards, and effective manuscript tables, all while understanding the unique needs of different user groups. The course will explore advanced visualization techniques like heatmaps, interaction visuals, and temporal data displays, equipping students with the skills to present complex health data.
Outcomes:
Develop the ability to create impactful and ethically responsible visual representations of public health data tailored to diverse audiences, including patients, healthcare providers, policymakers, and the general public; Explore advanced data visualization techniques, including heatmaps, interactive visuals, and temporal data displays, to effectively present complex health information; Apply ethical considerations in data visualization, addressing potential biases and ensuring that visuals are accurate, accessible, and inclusive; Design visual communication strategies into public health research and reporting to enhance the impact and understanding of data-driven insights

MPBH 495 Special Topics (1-3 Credit Hours)
This course covers a specific topic in public health. Restricted to students in the Master of Public Health (MPH) program, or with permission of the instructor. Outcome: students will be able to articulate a general understanding of the selected topic.

MPBH 499 Public Health in Action (3 Credit Hours)
Public Health in Action prepares MPH students for the real world through practical hands-on learning that addresses the cross-disciplinary competencies in advocacy, leadership, budgeting, planning and implementing programs with limited resources, building a shared vision and mission, setting priorities and goals, contributing on inter-professional teams, advancing cultural diversity and inclusiveness in community health efforts, building partnerships, leading community initiatives, and communicating to media. It is intended students will take this course at the end of the MPH program. Enrollment Conditions: Graduate standing in the MPH Program and graduating in the current or following semester, or permission of instructor. Students should have completed at least 18 credit hours of coursework, including all other core courses. MD/MPH students may take this course in the spring of their first year in the program.

Master of Public Policy (MPP)

Discover, search, courses (p. 2661)!

MPP 400 Policy Design and Analysis (3 Credit Hours)
Students will learn to analyze issues to determine if there is a role for government intervention, to evaluate public policy options that could address the identified problem, and to design programs that would target the specific issues. The role of political factors in affecting these decisions is also covered.

MPP 401 Analytical Tools in Public Policy (3 Credit Hours)
This class covers diverse modeling tools in public policy, drawing from fields such as economics, geography, demography, spatial analysis, risk analysis. decision theory. The emphasis is on applied analysis to address current public policy issues.

MPP 402 Cost Benefit Analysis (3 Credit Hours)
The course cover the basics of the CBA technique with applications in several policy areas. CBA is grounded in the policy evaluation framework, including discussion of ethical issues and the use of CBA information in policy and program decisions.
Outcomes:
Ability to conduct CBA analysis, understand its use in the policy process, including ethical issues

MPP 403 Public Budget and Finance (3 Credit Hours)
This course provides students with practical knowledge about the budget process and the tools to construct and analyze a public budget. General theories of public finance and the role of the budget as a political document are covered. Assignments will provide practice in the budgeting approaches covered in the readings.

MPP 404 Public Policy Process (3 Credit Hours)
This class provides an introduction to the major theories of the public policy process. We consider issues of problem definition, social construction, agenda setting, the role of government institutions and interest groups in determining policy outcomes.
Outcomes:
Students will understand how political considerations, institutions, and rules of government affect public policy outcomes

MPP 405 Statistical Methods & Analysis for Public Policy I (3 Credit Hours)
This course is an introduction to statistical modeling, and hypothesis testing for applied problems in urban affairs and public policy. This class will provide the foundation for thinking about casual relationships, determining differences among groups, and what might account for those differences.
Outcomes:
Students will learn to conduct basis statistical analysis and write literate data analysis reports

MPP 406 Statistical Methods & Analysis Public Policy II (3 Credit Hours)
Pre-requisites: MPP 405
This class develops the multiple linear regression model and extensions of it that are commonly used in the study of public policy. We investigate the relationships between the type of data available and the quantitative models to use, including logistic analysis and use of simultaneous equations.
Outcomes:
Students will learn to use the tools necessary to understand, critique, and conduct advanced statistics

MPP 407 Local Economic Development (3 Credit Hours)
Students will learn the current theories of local economic development, including the role of infrastructure, access to markets, workforce quality (human capital), technology development, the role of universities, and the value of networks among business actors. Students will use these theories to create a metropolitan benchmarking report and strategic plan.

MPP 408 Political Feasibility Analysis (3 Credit Hours)
Pre-requisites: Graduate Students Only
Students will analyze strategies for assessing the political feasibility of enacting and implementing public policies. Crafting a message, use of media to communicate that message, identification of allies and opponents, and how to navigate legislative and bureaucratic processes will be covered.
Outcomes:
Ability to craft and implement a comprehensive political strategy to change public policy outcomes; Includes: creating messages, use of media, development of grassroots campaign, work within legislatures and government agencies

MPP 409 Education Policy and Politics (3 Credit Hours)
Pre-requisites: Graduate Students Only
This seminar focuses on K-12 policy in the U.S. using a policy analysis framework. We evaluate alternative policy proposals related to different theories of equality and school quality. We examine market-driven, standards-based, human capital, fiscal, and community-based models of reform. The course concludes by examining the political context for reform.
Outcomes:
Develop analytical ability to identify the contemporary problems with education, what causes them, and what policy reforms could be used to address those problems

MPP 410 Special Topics in Public Policy (3 Credit Hours)
This seminar course will cover specialized topics in public policy in greater detail.
Outcomes:
Students will learn about current issues related to the topic, relevant theoretical approaches, and application of theories to the specific issue in order to develop policy solutions

MPP 411 Environmental Governance (3 Credit Hours)
Environmental governance examines the institutions used to manage the environment and natural resources. The class pulls from political, economic, sociological and ecological frameworks to develop an interdisciplinary examination of the management of resources, both in the US and abroad.

MPP 412 Urban Politics and Policy (3 Credit Hours)
The course examines sources of power in the city and their impact on city policies, including the role of economic power, federalism, government structures, neighborhood groups, and voting. The focus is on any systematic bias in city policies and how likely that the bias could be overcome.
Outcomes:
Understand the major theories of urban politics and use them to analyze potential policy outcomes in cities

MPP 413 Intergovernmental Relations (3 Credit Hours)
This class looks at what determines the allocation of responsibility and power across U.S. levels of government, how do the different levels interact with each other, and how does this system affect why some policy problems appear to receive a lot of attention and others do not. Department consent required.
Outcomes:
Understand how principles of federalism shape policy subsystems, which then affects who addresses policy problems and how outcomes are shaped by the various governments

MPP 414 Affordable Housing Finance and Policy (3 Credit Hours)
This course focuses on how affordable housing programs work - the policy side, the development side, the investment side, and the legal side. This requires an understanding of the legal principles underlying real estate finance, the principles of investment, impact of tax laws, and demographic and economic factors that affect the supply and demand for housing. Department Consent Required.
Outcomes:
Gain knowledge of affordable housing criteria, needs assessments, financial and investment factors that affect supply, structure of common affordable housing policies

MPP 461 Education Law & Policy (3 Credit Hours)
This seminar explores legal, political and practical issues confronting American education. The course begins with analysis of fundamental political and philosophical principles underlying the educational system. Students then apply these principles to areas of education law - such as school finance, governance, the balance between federal and state roles in curriculum. Department consent required for enrollment.
Course equivalencies: MPP 461/LAW 461
Outcomes:
Students will be able to: understand fundamental legal doctrines governing US education law, research legal and political issues in education policy; analyze education problems and develop policy options

MPP 499 Directed Readings (3 Credit Hours)
An independent study course provides the opportunity for a student to develop knowledge regarding a particular topic of interest, beyond that available in traditional courses. The student will develop a contract with the faculty member who supervises the independent study to specify the topics covered, the tasks to be performed, and the grading criteria. Students are expected to participate in development of a reading list. Regular meetings of the student and the faculty supervisor will occur throughout the semester.

MPP 500 Public Policy Evaluation (3 Credit Hours)
Pre-requisites: PLSC 476 or SOCL 414
This class covers basic methods of evaluating the impact of public policies. We will read examples of each type of evaluation and discuss the difficulties each case illustrates in doing applied research - including statistical problems, ethical issues, and the potential impact of the evaluation on policy change.

MPP 501 Public Policy Internship (3 Credit Hours)
Enrollment is restricted to students in MUAPP program. Students will work with an organization in the public sector (typically nonprofit or government) to apply concepts and skills from the first-year MUAPP curriculum. They will develop a portfolio of work products to demonstrate their competencies and interests to future employers. Students will gain relevant work experience; apply concepts and skills developed in other courses in the MUAPP curriculum; create a portfolio of work products to demonstrate abilities to future employers.

MPP 502 Professional Development Skills (1 Credit Hour)
Requirement for MPP graduate students. The class develops professional skills for students to identify and pursue internship and career options. Policy practitioners discuss their experiences, illustrating different work in the policy field. Job search strategies, resume writing, and informational interviews are covered.

MPP 503 Public Policy Practicum (3 Credit Hours)
Enrollment is restricted to students in MUAPP program. This is a capstone course for the masters degree in public policy or urban affairs. The goal is to gain experience working as a team conducting a policy analysis or program evaluation project. Faculty will determine the topic for the course, often based on a real world client's interests.
Outcomes:
Students apply concepts and skills developed in the MUAPP curriculum to a real world problem; work with a client and stakeholders; create a research report appropriate to an applied environment

MPP 606 Childlaw Legislation and Policy Clinic (3 Credit Hours)
Permission of instructor is required prior to registration. Students work on a legislative project under faculty supervision that involves: developing an advocacy and coalition building strategy, drafting bills, developing fact sheets and summaries for pending legislative in Springfield, visiting the state legislature to observe and participate in the process of policy advocacy regarding a child or family law issue.
Outcomes:
Develop skills necessary in policy advocacy: critiquing legislation, assessing a legislative problem, researching the problem, proposing solutions, and drafting materials and presenting information orally

Maternal/Child Nursing (MCN)

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MCN 273 Family Health Patterns I (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, GNUR 294 with a C- or better; Must have taken and passed MSN 277L with a P; Must also enroll in MCN 273L
This course allows students to apply concepts from systems theory and the levels of prevention models to structure the presentation of selected concepts related to health promotion and health maintenance of childbearing and parenting families.
Outcomes:
The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of childbearing and parenting families

MCN 273L Family Health Patterns I: Lab (3 Credit Hours)
Co-requisites: Must enroll on MCN 273
No course description is available

MCN 374 Family Health Patterns II: Care of the Child and Family (3 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277 and 277L, GNUR 294 with a C- or better; Must also enroll in MCN 374L
This course uses the Health People 2010 initiative to structure the presentation of selected concepts related to the health promotion, health maintenance and health restoration of infants, children, adolescents and their families.
Outcomes:
Students will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of infants, children, adolescents and their families

MCN 374L Family Health Patterns II: Lab (3 Credit Hours)
Co-requisites: Must also enroll in MCN 374
No course description is available

MCN 401 Child/Family Health (3 Credit Hours)
Pre-requisites: B- or higher in GNUR 413, GNUR 425, and GNUR 442
MCN 401 is designed to prepare the Nurse Practitioner to assume responsibility for the coordination and management of health care for children, birth through adolescence. A developmental perspective is used to address the primary health care needs of the childrearing family with an emphasis on meeting the psychosocial and developmental needs of children and families. A major focus of the course is to prepare the student to assess, diagnose and manage selected common health problems of the pediatric population in primary care settings. Indications for collaboration, consultation, and/or referral to other members of the health care team are emphasized as an integral part of the nurse practitioner's role. The accompanying practicum offers the student an opportunity to exercise critical clinical judgment and implement theoretical knowledge in the management of the pediatric population, both in health and when experiencing common health problems.

MCN 414 Childbearing/Family (3 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This course will prepare the advanced practice nurse to manage the health care of essentially normal childbearing women during the prenatal and postpartum periods. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for childbearing women and families. Emphasis is on the concept of wellness during pregnancy, recognition of high-risk conditions requiring referral or collaborative practice, and the importance of support from family and community networks.

MCN 420 APN Practicum: Child/Family Health (1-3 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425, and GNUR 442 (minimum grade of B-)
Co-requisites: MCN 401 (as prerequisite, minimum grade of B-)
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student's level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent. Pre or
Course equivalencies: MCN 420 / MCN 406

MCN 430 Reproductive Health and Nursing Care of the Childbearing Family (3 Credit Hours)
This course examines the reproductive health and nursing care of people with gender-related needs across the lifespan, including perinatal families from preconception through the postpartum period, including care of the newborn. Emphasis is on the concept of wellness during the preconception, pregnancy, and postpartum periods with recognition of high-risk conditions, and the importance of support from family and community networks. The course is designed to foster an understanding of reproductive justice and the impact of social determinants on family health. Upon completing the course, learners will be able to provide evidence-based, and equitable care for birthing individuals and their families.
Outcomes:
Synthesize physiologic, developmental, and psychosocial knowledge to analyze the adaptations of the perinatal person; Evaluate how social, structural, environmental, and policy determinants of health influence reproductive and family outcomes; Appraise and apply evidence-based interventions to promote wellness, prevent complications, and manage high-risk reproductive and perinatal conditions; Integrate leadership and communication competencies to coordinate interprofessional, person-centered, and family-inclusive reproductive care across the lifespan; Integrate principles of reproductive justice and ethics to advocate for equitable care and informed decision-making for all birthing individuals; Analyze neonatal growth, adaptation, and developmental trajectories across varying levels of risk to inform evidence-informed nursing management

MCN 430L Reproductive Health and Nursing Care of the Childbearing Family Clinical (2 Credit Hours)
This clinical course provides students with opportunities to apply theoretical knowledge and evidence-based practice to promote wellness, prevent complications, and manage high-risk reproductive and perinatal conditions across the lifespan. Students will engage in the care of individuals with gender-related reproductive health needs, from menarche through menopause, with an emphasis on the care of childbearing families throughout pregnancy, birth, and the postpartum period. Priority is placed on clinical reasoning, interprofessional collaboration, reproductive justice, and culturally responsive, person-centered care.
Outcomes:
Evaluate physiological, psychosocial, and pathophysiological adaptations of the childbearing person and fetus/neonate to conduct comprehensive assessments of the perinatal family; Provide safe, equitable, and therapeutic nursing care to individuals and the perinatal family across varying levels of risk and complexity, integrating cultural, social, and environmental contexts to inform clinical reasoning; Collaborate effectively with individuals, families, and interprofessional teams to optimize reproductive health outcomes through communication, advocacy, and shared decision-making; Integrate advanced pharmacologic principles and current evidence to ensure safe medication management during the perinatal period; Integrate ethical reasoning, professional accountability, and reflective practice to guide nursing actions in perinatal scenarios; Exemplify professional behaviors through leadership, accountability, and role modeling in professional conduct, including reliability, appearance, communication, and decision-making

MCN 431 Pediatric Nursing (3 Credit Hours)
This course prepares students to provide comprehensive, evidence-based, person-centered care to pediatric patients and families from infancy through adolescence and across the healthcare continuum. The course integrates the four spheres of care (health promotion and disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative/supportive care), the levels of prevention model, and the Healthy People initiative to address complex health needs and promote health equity for diverse pediatric populations. Major pediatric topics are covered, with an emphasis on family-centered care, pediatric assessment, developmental assessment, interprofessional communication, and care coordination.
Outcomes:
Synthesize nursing and interdisciplinary knowledge to analyze normal and altered physical and psychosocial growth and development patterns from infancy through adolescence, including application of theoretical frameworks to inform clinical reasoning and judgment; Implement and evaluate evidence-based preventive interventions and population-focused risk reduction strategies for pediatric populations and families, incorporating principles of health equity, social determinants of health, and cultural responsiveness; Develop and evaluate evidence-based care for pediatric patients and families experiencing health alterations, integrating person-centered care principles and systems-based practice approaches; Critically evaluate and advocate for policy changes and system-level interventions that address current trends, structural barriers, and health disparities affecting pediatric populations, demonstrating leadership in advancing health equity and transforming healthcare delivery systems

MCN 431L Pediatric Nursing Clinical (2 Credit Hours)
This clinical course provides students with structured, faculty-supervised practice experiences to synthesize and apply theoretical concepts, evidence-based knowledge, and clinical competencies to provide comprehensive, developmentally supportive, person-centered nursing care to pediatric patients and families. Students will incorporate concepts of family-centered care, teamwork, and patient safety into the care provided. Students practice across the four spheres of care (health promotion and disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative/supportive care), the levels of prevention model, and diverse healthcare settings to promote health equity and optimal outcomes for diverse pediatric populations.
Outcomes:
Synthesize developmental theories of Piaget and Erickson to conduct developmental assessments from infancy through adolescence, identify developmental variations and risk factors, and translate findings into developmentally supportive interventions to promote optimal growth and well-being; Demonstrate competence in conducting comprehensive and focused physical assessments on pediatric patients from infancy through adolescence, integrating developmental considerations, family-centered approaches, and culturally responsive techniques and distinguishing between normal and abnormal findings; Synthesize pediatric assessments to formulate evidence-based nursing concept maps to guide care that addresses complex health needs across multiple settings (acute hospital, primary care, outpatient, and community); Demonstrate effective communication strategies across interprofessional teams, patients, families, and communities; Demonstrate exemplary professional behaviors including integrity, appropriate professional presence, ethical conduct, confidentiality, and advocacy

MCN 516 Pediatric Primary Care NP Practicum (3 Credit Hours)
Pre-requisites: MCN 401 Child/Family Health
This course guides the student toward a synthesis of content from nursing and related sciences, applying this knowledge to the role of the nurse practitioner in the primary care of pediatric patients. During this practicum experience, the student will care for children from birth through adolescence across a continuum from health promotion to the management of common health problems.
Outcomes:
At the successful completion of this practicum, students will be able to: 1) Perform a complete physical, psychological and social health assessment incorporating principles of child development, health promotion and health maintenance; 2) Provide developmentally appropriate teaching, counseling, and anticipatory guidance; 3) Apply preventive interventions and risk reduction strategies for infants through adolescents, and their families; 4) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens; 5) Implement evidence-based, developmentally supportive plans of care for pediatric patients and their families; 6) Modify management plans according to clinical responses and changes in condition; 7) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 8) Demonstrate effective communication, collaboration and relationship building with patients, families, and interprofessional team members; 9) Analyze quality issues in the clinical setting, prioritizing patient safety and cost effectiveness

MCN 530 Topical Seminar for Nursing (1-5 Credit Hours)
These are seminars in specialty areas of nursing theory (e.g., Parse theory), methods (e.g., historical research, grounded methods), as well as concepts (e.g., spirituality, decision-making, bereavement). Students are encouraged to take those seminars to prepare them for their dissertation. Restricted to Graduate Nursing students.
Outcomes:
Students are expected to use the specialty information to further enhance their understanding of their research phenomenon

Mathematical Sciences (MATH)

Discover, search, courses (p. 2661)!

MATH 100 Intermediate Algebra (3 Credit Hours)
Pre-requisites: Math Placement Test
This course covers the fundamentals of algebra, ranging from linear equations and their graphs through exponents and systems of equations.
Course equivalencies: ACMAT100/MATH100
Outcomes:
Students will receive the preparation needed to use algebra in other courses or, if they plan to take calculus, to enroll in Precalculus I

MATH 108 Real World Modeling with Mathematics (3 Credit Hours)
This course investigates mathematical modeling applied to a variety of topics such as linear programming, coding information, probability and statistics, scheduling problems and social choice.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will understand the usefulness of mathematical modeling in a variety of disciplines within the life sciences, the social sciences, and business; This course satisfies the quantitative literacy requirement of the core curriculum

MATH 110 Business Precalculus (3 Credit Hours)
Pre-requisites: (MATH100 or math placement of MATH117 or above) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
A one-semester course in precalculus designed for business students. It includes the study of functions, their graphs, and their basic properties. Techniques for solving equations involving linear, quadratic, polynomial, exponential and logarithmic functions are explored, and ideas like inverse functions are developed. An emphasis is placed on business applications.
Outcomes:
Students will be able to work with and analyze polynomial, logarithmic and exponential functions using a variety of techniques and apply those skills in a variety of contexts, especially business applications

MATH 117 Precalculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 100
This course covers a variety of algebraic topics, including functions and their applications, graph transformations, composition and inverse functions, as well as polynomial and rational functions.
Course equivalencies: ACMAT 117/MATH 117
Outcomes:
Students who plan to study calculus will obtain the algebraic background needed to enroll in Precalculus II

MATH 118 Precalculus II (3 Credit Hours)
Pre-requisites: MATH 110, MATH 117, or Math Placement Test
This course covers topics ranging from exponential and logarithmic functions to trigonometric functions. It also considers applications of these topics in various settings.
Course equivalencies: MATH 118/ ACMAT 118
Outcomes:
Students will obtain the background needed to enroll in either of the department's calculus sequences

MATH 123 Topics (1-3 Credit Hours)
Freshman Mathematics/Statistics Seminar (1-3 Credit Hours): A freshman seminar with no prerequisites on topics in the mathematical sciences drawn from algebra, geometry, statistics, and their applications.

MATH 130 Business Calculus (4 Credit Hours)
Pre-requisites: (MATH110 or MATH118 or math placement of MATH131 or 161) AND (Declared major in the Quinlan School of Business OR the ECON-BA Major)
An introduction to calculus focused on business applications. The following topics are considered: modeling change using algebraic, exponential and logarithmic functions, derivatives, optimization, integration, functions of two variables, and partial derivatives.
Outcomes:
Students will understand and be able to use methods of calculus (especially differential calculus) and be able to apply these in a variety of contexts, especially business applications

MATH 131 Applied Calculus I (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
An introduction to differential and integral calculus, with an emphasis on applications. This course is intended for students in the life and social sciences, computer science, and business. Topics include: modeling change using functions including exponential and trigonometric functions, the concept of the derivative, computing the derivative, applications of the derivative to business and life, social and computer sciences, and an introduction to integration.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of calculus and methods for applying calculus (especially differential calculus), including modeling/analyzing processes (such as population growth and cooling), interpreting the derivative (numerical, graphical, and algebraic), and optimization (such as finding the time and level for a peak drug concentration)

MATH 132 Applied Calculus II (3 Credit Hours)
Pre-requisites: MATH 131
This course is a continuation of MATH 131. Topics include: definition and interpretations of the integral (numerically, graphically, and algebraically), basic techniques for computing anti-derivatives, applications to probability, an introduction to multi-variable calculus and optimization for functions of several variables, and mathematical modeling using differential equations. (This course is not a substitute for MATH 162.)
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will obtain an understanding of integral and multi-variable calculus, including modeling/analyzing processes with the integral, optimization of functions of several variables, and modeling with differential equations

MATH 147 Mathematics For Teachers I (3 Credit Hours)
For course description, see CIEP 104.
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-CIEP104/MATH147

MATH 148 Mathematics For Teachers II (3 Credit Hours)
For course description, see CIEP 105.
Course equivalencies: X-CIEP105/MATH148

MATH 160A Seminar A for Calculus Transition (1 Credit Hour)
Pre-requisites: (MATH 130 or MATH 131) and department consent
Co-requisites: MATH 162
This seminar is a corequisite support course for students transitioning from applied or business calculus (MATH 130 or MATH 131) to the more rigorous theoretical calculus sequence (MATH 162). Topics include applications of differentiation, optimization, implicit differentiation, related rates and techniques of integration. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 162 when they make the transition from MATH 130 or MATH 131, including concurrent support and enrichment for the corequisite course

MATH 160B Seminar B for Calculus Transition (2 Credit Hours)
Pre-requisites: MATH 132 and department consent
Co-requisites: MATH 263
This seminar is a corequisite support course for students transitioning from applied calculus (MATH 132) to the more rigorous theoretical calculus sequence (MATH 263). Topics include applications of differentiation, optimization, implicit differentiation, related rates, techniques of integration, vectors and matrices, and double integrals. Designed to bridge the conceptual and technical gaps between the two calculus tracks, the seminar emphasizes conceptual understanding, problem-solving strategies, and mathematical communication.
Outcomes:
Students will obtain the background and skills needed in MATH 263 when they make the transition from MATH 132, including concurrent support and enrichment for the corequisite course

MATH 161 Calculus I (4 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
This course provides a standard introduction to differential and integral calculus and covers topics ranging from functions and limits to derivatives and their applications to definite and indefinite integrals and the fundamental theorem of calculus and their applications.
Interdisciplinary Option: Bioinformatics, Forensic Science
Course equivalencies: ACMAT 161/MATH 161
Outcomes:
Students will obtain a theoretical understanding of principles of differential and integral calculus, will demonstrate computational skills in support of reasoning and interpretation, and will apply concepts such as the derivative and the integral to modeling processes; Students will be able to make use of a wide variety of techniques of differentiation

MATH 162 Calculus II (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, three-dimensional geometry, and differentiation and integration in two variables.
Interdisciplinary Option: Bioinformatics
Course equivalencies: ACMAT 162/MATH 162
Outcomes:
Students will obtain an understanding of techniques for finding anti-derivatives, and applications of the integral to questions in three-dimensional geometry and physics; Students will obtain conceptual understanding about functions of several variables and apply these concepts to optimization and integration questions for functions of two variables; Students will employ techniques for solving differential equations and their applications

MATH 162A Calculus II, Alternate (4 Credit Hours)
Pre-requisites: MATH 161
This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, sequences and infinite series, and an introduction to differential equations. This course follows a traditional approach to calculus sequencing.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the background needed for further study in mathematics and to apply mathematics in the physical sciences

MATH 170 Service Learning in Mathematics (3 Credit Hours)
Pre-requisites: B+ or higher in any of the following (MATH 118 or MATH 131 or MATH 132 or MATH 161 or MATH 162 or MATH 263 or MATH 263A)
Students will learn best practices to communicate mathematical concepts and skills to diverse populations by engaging in tutoring mathematics to the undergraduate population at Loyola. This course is designed to promote and encourage engagement and rigor in mathematical concepts and skills among the diverse communities of learners at Loyola.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students in this course will deepen their understanding of mathematical concepts and skills and be able to communicate this effectively to diverse communities of learners

MATH 201 Introduction to Discrete Mathematics & Number Theory (3 Credit Hours)
Pre-requisites: MATH 161
This course covers topics from discrete mathematics and number theory, areas of mathematics not seen in calculus courses and abundant in applications, that provide students with the concepts and techniques of mathematical proof needed in 300 level courses in mathematics.
Outcomes:
Students will obtain an understanding of the basic concepts and techniques involved in constructing rigorous proofs of mathematical statements

MATH 212 Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course provides an introduction to linear algebra in abstract vector spaces with an emphasis on Rn, covering topics such as Gaussian elimination, matrix algebra, linear independence and spanning, linear transformations and eigenvalues; software packages such as MAPLE may be used.
Outcomes:
Students will receive an introduction to abstract mathematics in a setting that encourages the thinking needed in more advanced mathematics courses

MATH 215 Object-Oriented Programming with Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This is an introductory programming course for students interested in mathematics and scientific computing. Students will program primarily in a general object-oriented language such as Python, with supplementary exercises in a computer algebra system. Examples will be drawn primarily from applications of calculus, elementary number theory, and cryptography.
Course equivalencies: X-COMP215/MATH215
Outcomes:
Students will learn basic scripting and object-oriented programming, with the goal of being able to solve mathematical and scientific problems

MATH 263 Multivariable Calculus (4 Credit Hours)
Pre-requisites: MATH 162
This course covers the differential and integral calculus of multivariable and vector valued functions, and sequences and infinite series, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 263A Multivariable Calculus, Alternate (4 Credit Hours)
Pre-requisites: MATH 162A
This course covers the differential and integral calculus of multivariable and vector valued functions, culminating with Green's Theorem, the Divergence Theorem, and Stokes' Theorem. This course follows a traditional approach to calculus sequencing.
Outcomes:
Students will obtain an understanding of multivariable calculus and its applications, as well as background needed for the study of more advanced mathematics

MATH 264 Ordinary Differential Equations (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (Can also be a corequisite)
This course covers the theory, solution techniques, and applications surrounding linear and non-linear first- and second-order differential equations, including systems of equations.
Outcomes:
Students will obtain an understanding of elementary differential equations and their applications

MATH 266 Differential Equations and Linear Algebra (3 Credit Hours)
Co-requisites: MATH 263 or MATH 263A
This course provides an introduction to basic topics in ordinary differential equations and linear algebra. Topics include first and second-order differential equations, Laplace transform, systems of first-order differential equations, systems of linear algebraic equations, matrix algebra, bases and dimension for vector spaces, linear independence, linear transformations, determinants, eigenvalues, and eigenvectors.
Prerequisites or
Outcomes:
Students will learn fundamental results and methods in ordinary differential equations and linear algebra, with a strong emphasis on topics that are particularly relevant for Engineering Science

MATH 277 Problem-Solving Seminar (1 Credit Hour)
In a seminar setting, students discuss and present proofs (or computer examples) as solutions to regional and national mathematics contest problems usually involving techniques drawn from elementary logic, calculus of one and several variables, combinatorics, number theory, geometry, basic algebra, and abstract algebra.
Outcomes:
To improve a student's ability to communicate mathematically and to strengthen the student's problem-solving skills

MATH 298 Research Seminar in Mathematics (1 Credit Hour)
Pre-requisites: MATH 162 or MATH 162A
A seminar-style course that covers various topics about how to conduct research in mathematical sciences while engaging students in active research projects with faculty mentors.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain an initial insight into a number of areas of advanced study in mathematics

MATH 301 History of Mathematics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A
This course explores selected topics in the history of mathematics ranging from Babylonian and Egyptian mathematics to Pythagoras and Euclid to the Hindu-Arabic numeration system to Newton and Leibniz to geometries other that Euclid's to the mathematical art of Escher.
Outcomes:
Students will obtain a unique historical perspective on the various areas of mathematics that they are studying in their other courses

MATH 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
For description, see STAT 304.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

MATH 305 Introduction to Mathematical Statistics (3 Credit Hours)
For prerequisites and description, see STAT 305.
Course equivalencies: X-MATH305/STAT305

MATH 306 Intro to Stochastic Processes (3 Credit Hours)
For prerequisites and description, see STAT 306.
Course equivalencies: X-MATH306/STAT306

MATH 309 Numerical Methods (3 Credit Hours)
Pre-requisites: (COMP 170 or COMP 215) and [(MATH 212 and MATH 264) or MATH 266]
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, solutions to systems of linear equations, numerical differentiation and integration, numerical solutions to ordinary and partial differential equations equations, and other selected topics.
Course equivalencies: X-COMP309/MATH309
Outcomes:
Students will obtain an understanding of how numerical methods can be used in a variety of areas of mathematics

MATH 313 Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 201 and 212
This course provides a rigorous introduction to the study of structures such as groups, rings, and fields; emphasis is on the theory of groups with topics such as subgroups, cyclic groups, Abelian groups, permutation groups, homomorphisms, cosets, and factor groups.
Outcomes:
Students will be able to read, understand, and communicate arguments about group theory and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 314 Advanced Topics Abstract Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course studies advanced algebraic systems with an emphasis on rings and fields, culminating with the Galois theory of equations.
Outcomes:
Students will be able to read, understand, and communicate arguments about rings, fields and abstract algebraic structures, preparing them for further advanced work in mathematics

MATH 315 Advanced Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: MATH 313
This course offers a rigorous abstract approach to vector spaces and transformations, including similarity, duality, canonical forms, inner products, bilinear forms, Hermitian and unitary spaces, and other selected topics.
Outcomes:
Students will obtain an understanding of advanced linear algebra structures that will prepare them for graduate level work in mathematics and industry work involving mathematics

MATH 318 Combinatorics (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 162A) and MATH 201
This course offers a rigorous introduction to combinatorics, including topics such as induction, the pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, the inclusion-exclusion principle, and other selected topics.
Outcomes:
Students will obtain an understanding of the basic topics in combinatorics that will prepare them for advanced study of related topics in mathematics and computer science

MATH 320 Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 201
This course in modern mathematical logic begins with a study of propositional logic and leads to the study of first-order predicate logic, including quantifiers, models, syntax, semantics, the completeness and compactness theorems, and other selected topics.
Outcomes:
Students will develop a fuller understanding of mathematical logic and therefore of the underlying theory behind proofs of mathematical assertions

MATH 322 Advanced Number Theory (3 Credit Hours)
Pre-requisites: MATH 201
This course will cover Pythagorean triples, problems related to Fermat's Last Theorem, Pell's equation, Fermat's method of descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA public key encryption, quadratic residues, and quadratic reciprocity. Additional topics will be covered as time permits.
Outcomes:
Students will be able to solve important practical and theoretical number theory problems; Students will be exposed to both significant recently solved number theory problems and currently unsolved conjectures

MATH 328 Algebraic Coding Theory (3 Credit Hours)
Pre-requisites: MATH 212 or MATH 266
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-MATH328/COMP328

MATH 331 Cryptography (3 Credit Hours)
Pre-requisites: Theoretical Foundations: MATH201 or COMP363; Programming Foundations: COMP125 or COMP150 or COMP170 or COMP/MATH 215
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics.
Course equivalencies: X-COMP331/MATH331
Outcomes:
Students will gain an understanding of cryptosystems widely used to protect data security on the internet, and be able to apply the ideas in new situations as needed

MATH 344 Geometry (3 Credit Hours)
Pre-requisites: MATH 212
This course discusses axiomatic systems which define geometries and includes topics from synthetic and analytic projective geometry.
Outcomes:
Students will obtain an understanding of the many different geometries that are studied by teachers and researchers

MATH 345 Introduction to Financial Mathematics Derivatives (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 304
The course provides an introduction to the mathematical theory of option pricing. We will rigorously derive option relationships using no arbitrage conditions, introduce rudimentary stochastic calculus and Brownian motion as models for stock prices, and give an introduction to methods for solving partial differential equations to give explicit Black-Scholes formulas.
Outcomes:
The students will gain knowledge of the theory of options, bond and stock pricing, portfolio optimization, and will be exposed to other relevant applications of Mathematics to Finance

MATH 351 Introduction to Real Analysis I (3 Credit Hours)
Pre-requisites: MATH 201 and (MATH 263 or MATH 263A) and (MATH 212 or MATH 266)
An introduction to the topology of, and to the functions on the real line or more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will obtain an understanding of the fundamentals of real analysis that will prepare them for advanced work in mathematics

MATH 352 Introduction to Real Analysis II (3 Credit Hours)
Pre-requisites: MATH 351
A continuation of MATH 351. Topics include Riemann integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will obtain an understanding of topics in advanced analysis that will prepare them for graduate level work in mathematics

MATH 353 Introduction to Complex Analysis (3 Credit Hours)
Pre-requisites: (MATH 264 or MATH 266) and MATH 351
An introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, the Fundamental Theorem of Algebra, and other selected topics.
Outcomes:
Students will obtain an understanding of the fundamentals of complex analysis that will prepare them for advanced work in mathematics

MATH 355 Methods of Applied Mathematics (3 Credit Hours)
Pre-requisites: MATH 264
Vector calculus, linear transformations, matrices, series solutions of differential equations, special functions; Fourier series, Fourier and Laplace transforms; Partial differential equations and topics from complex analysis, Green's functions, integral equations, the calculus of variations.
Course equivalencies: X-PHYS301/PHYS271/MATH355
Outcomes:
Facility with mathematical methods used in sciences and engineering

MATH 356 Introduction to Mathematical Modeling (3 Credit Hours)
Pre-requisites: MATH 266 or (MATH 264 and MATH 212)
This course will teach students how to use various areas of mathematics, such as vector calculus, linear algebra, and/or differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will learn how to use the tools from previous mathematics classes to formulate models of real world phenomena

MATH 358 Introduction to Optimization (3 Credit Hours)
Pre-requisites: (MATH 162 or MATH 263A) and (MATH 212 or MATH 266)
The course is an introduction to linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH358/STAT358
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, perform mathematical analysis of the problems, and solve the problems using computational tools

MATH 360 Introduction to Game Theory (3 Credit Hours)
Pre-requisites: MATH 162 or MATH 162A
The noncooperative and cooperative theories of games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory and will be able to apply this knowledge in a variety of settings

MATH 365 Introduction to Partial Differential Equations (3 Credit Hours)
Pre-requisites: MATH 264 or MATH 266
This course provides an introduction to basic topics in partial differential equations (PDE). In addition to first order PDE, such as the transport equation, the main types of second order PDE, including the Laplace equation, the heat equation, and the wave equation, will be studied in detail.
Outcomes:
Students will learn fundamental results and methods in partial differential equations and their applications

MATH 366 Applied Dynamical Systems (3 Credit Hours)
Pre-requisites: MATH 266 Linear Algebra and Differential Equations or (MATH 264 Ordinary Differential Equations and MATH 212 Linear Algebra)
Modeling, analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will learn how to model dynamical systems and predict their behavior

MATH 376 Formal Language & Automata (3 Credit Hours)
Pre-requisites: COMP 163 or MATH 201 or MATH 212 or MATH 266
This course introduces formal language theory, including such topics as finite automata and regular expressions, pushdown automata and context-free grammars, Turing machines, undecidability, and the halting problem.
Course equivalencies: X-COMP376/MATH376
Outcomes:
An understanding of the theoretical underpinnings of computability and complexity in computer science

MATH 386 Introduction to Topology (3 Credit Hours)
Pre-requisites: MATH 201 and 212 This first course in topology discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms, and other selected topics
No course description is available
Outcomes:
Students will obtain a background in topology that will allow them to apply this topic to other areas of mathematics or to pursue graduate studies

MATH 388 Special Topics in Mathematics (1-3 Credit Hours)
This course covers advanced topics in mathematics, including analysis, topology, algebra, applied mathematics, and logic.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

MATH 390 Advanced Research Seminar in Mathematics (2 Credit Hours)
Pre-requisites: MATH 304/STAT 304 or MATH 313 or MATH 351
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain the ability to present material in Mathematics and applications to a general audience

MATH 395 Capstone Seminar (3 Credit Hours)
Pre-requisites: MATH 313 Abstract Algebra, MATH 351 Introduction to Real Analysis I, and MATH 390 Undergraduate Seminar
The course unifies the knowledge gained in previous Mathematics courses and provides an opportunity for in-depth study and presentation of advanced material not usually covered in the standard Mathematics curriculum.
Outcomes:
Students will learn how to integrate previous knowledge in exploring new topics in Mathematics, discover applications to other disciplines, and refine their mathematical writing and presentation skills

MATH 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in mathematics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

MATH 401 Introduction to Graduate Study in Mathematics (1 Credit Hour)
Pre-requisites: Graduate Student status
This is a professional development seminar for the beginning graduate student. Through short lectures, faculty panels, career panels, regular reading and writing assignments, and assorted workshops, it provides the student with the tools they need to succeed in the program, and beyond.
Outcomes:
Students will: gain practice reading, writing, listening to, and summarizing advanced mathematics; learn the pedagogical, ethical, and DEI matters associated with careers in the mathematical sciences; gain practice giving lectures, writing problem-sets, and grading mathematics; explore possible career trajectories

MATH 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

MATH 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

MATH 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov processes and Markov chains, classification of states, long-run behavior, continuous time processes, birth and death processes, random walks, and Brownian motion.
Course equivalencies: X-MATH406/STAT406

MATH 409 Advanced Numerical Analysis (3 Credit Hours)
Pre-requisites: Some background in programing, linear algebra and differential equations
An introduction to numerical techniques for solving mathematical problems where exact solutions are impractical or computationally intensive. Topics include numerical errors, root finding, interpolation and approximation, methods for solving systems of linear equations, high order numerical differentiation and integration, eigenvalue problems, numerical solutions to ordinary and partial differential equations, and other selected topics.
Course equivalencies: X-COMP409/MATH409
Outcomes:
Students will obtain an understanding of theoretical concepts and rigorous analytical skills for the use of numerical methods to analyze and solve complex mathematical and real-world problems

MATH 413 Algebra I (3 Credit Hours)
Pre-requisites: Graduate standing
This course covers basic algebraic structures, focused mainly on groups. Topics include normal subgroups, isomorphism theorems, and actions on sets. Additional topics chosen from the theory of groups or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about groups and their actions, preparing them for further advanced work in mathematics

MATH 414 Algebra II (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 413 or permission from the Graduate Program Director
This course covers basic algebraic structures, focused mainly on rings, fields and Galois theory. Additional topics chosen from the theory of rings fields or closely related structures.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about rings and fields, preparing them for further advanced work in mathematics

MATH 415 Topics in Linear Algebra (3 Credit Hours)
Pre-requisites: Graduate standing
An abstract approach to the study of finite- and infinite-dimensional vector spaces and their transformations. Selected topics may include similarity, duality, canonical forms, singular value decomposition, inner products, discrete Fourier transform, bilinear forms, Hermitian and unitary spaces.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about finite- and infinite-dimensional vector spaces and their transformations, preparing them for further advanced work in mathematics

MATH 416 Survey of Algebra (3 Credit Hours)
Pre-requisites: Graduate Student status
A survey course in three parts. I: the theorems of Burnside, Sylow, and Jordan-Holder, toward the classification of finite simple groups. II: (noncommutative) rings and modules over PIDs, including applications to classification problems. III: additional topic chosen by instructor, e.g., category theory, homological algebra, division rings, and representation theory.
Outcomes:
Students will demonstrate facility with standard proof techniques in abstract algebra, and the ability to work with algebraic structures (including actions, morphisms, and quotients; concretely and abstractly); Students will recognize the common theme of classification uniting the course topics

MATH 418 Combinatorial Mathematics (3 Credit Hours)
An introduction to the basic methods of counting and generation, including: induction, pigeon-hole principle, permutations, combinations, recurrence relations, generating functions, and inclusion-exclusion principle. Topics drawn from partitions, graph theory, graph coloring, and combinatorial design, Polya's theory, Ramsey's theorem, and optimization problems.
Course equivalencies: X-COMP418/MATH418

MATH 420 Topics in Mathematical Logic (3 Credit Hours)
Pre-requisites: MATH 313 or MATH 351 or permission of the instructor
This course will be a mathematical study of the concepts of truth and proof and how they relate to each other. The main topics to be covered are propositional logic, first order predicate logic, computability and undecidability results.
Outcomes:
Students will develop proof writing skills, expand mathematical literacy, understand the expressive power and limitations of propositional and predicate logics and learn the mathematical meaning of "truth" and "proof"

MATH 422 Advanced Topics in Number Theory (3 Credit Hours)
Pre-requisites: MATH 201 or the equivalent or permission of the instructor
Topics chosen from: Pythagorean triples, Fermat's Last Theorem, Pell's equation, Fermat descent, primes in arithmetic progressions, Mersenne primes, perfect numbers, primitive roots, primality testing, Carmichael numbers, RSA encryption, quadratic residues, quadratic reciprocity, integers as the sum of squares, Gaussian integers, continued fractions, the distribution of primes, Diophantine approximation, elliptic curves; others.
Outcomes:
Understand the importance of historically significant concepts and problems in number theory; Understand the proofs of related theorems; Solve problems and prove theorems from topics covered in class

MATH 428 Algebraic Coding Theory (3 Credit Hours)
Codes with algebraic structure for error control are examined. Block codes including Hamming codes and Reed-Muller codes, BCH codes, quadratic residue codes, and other cyclic codes and their implementation are treated. Other topics may include: convolutional codes, efficiency considerations, and Shannon's fundamental theorem of information theory.
Course equivalencies: X-COMP428/MATH428

MATH 431 Cryptography (3 Credit Hours)
This course introduces the formal foundations of cryptography and also investigates some well-known standards and protocols, including private and public key cryptosystems, hashing, digital signatures, RSA, DSS, PGP, and related topics. Additional topics may include more modern cryptosystems, such as those based on elliptic curve and lattices.
Course equivalencies: X-COMP431/MATH431

MATH 443 Intro to Algebraic Topology (3 Credit Hours)
In the study of topology, algebraic constructions (called "invariants") are used to help determine whether two differently presented topological spaces are indeed different. In this course, we introduce various topics related to this endeavor, including homotopy equivalence of topological spaces, group presentations, homomorphisms of spaces and of groups, covering spaces, the fundamental group, and homology theories. Time permitting, the cohomology ring of a space will also be introduced.

MATH 444 Topics in Geometry (1-3 Credit Hours)
An axiomatic approach to the study of geometry. While Euclidean geometry will be the main focus, elliptic and hyperbolic geometries will also be studied in detail. Additional non-Euclidean geometries (including projective, metric, and finite) and additional approaches (such as transformations and synthetic treatments) will also make an appearance.

MATH 445 Financial Math Derivatives (3 Credit Hours)
A first course in the mathematics of derivatives pricing. Topics include options markets, Black-Scholes pricing formulas, stochastic calculus, hedging schemes, binomial option pricing, exotic options, and more general derivatives.

MATH 451 Analysis I (3 Credit Hours)
Pre-requisites: Graduate Standing
A rigorous review of the topology of, and of the functions on, the real line and more general metric spaces. Topics include sequences, including sequences of functions, completeness, compactness, continuity, uniform continuity, and differentiation.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 452 Analysis II (3 Credit Hours)
Pre-requisites: MATH 451 or MATH 351 or permission from the Graduate Program Director
A continuation of MATH 451. A rigorous treatment of Riemann and elements of Lebesgue integration, series, including series of functions, and select topics in continuity and differentiation of multivariable functions, fixed point, implicit and inverse function theorems.
Outcomes:
Students will master the mathematical rigor behind undergraduate real analysis and obtain preparation for further graduate courses in analysis and its applications

MATH 453 Complex Analysis (3 Credit Hours)
Pre-requisites: MATH 351 or MATH 451 or permission from the Graduate Program Director
A rigorous introduction to the algebra and geometry of complex numbers, topology of the complex plane, and the theory of functions of a complex variable, including: analytic functions, contour integrals, the Cauchy integral formula, harmonic functions, Laurent series, residues and poles, conformal mapping, analytic continuation, transfer theory, etc.
Outcomes:
Students will master the mathematical rigor behind undergraduate complex analysis, gain exposure to advanced topics in complex analysis, and obtain preparation for further graduate courses in analysis and its applications

MATH 454 Survey of Analysis (3 Credit Hours)
Pre-requisites: Graduate Student status
An introduction to advanced topics in analysis, including measure theory, functional analysis and partial differentials equations. Measurable sets; the Lebesgue integral in Rn; Lp and other function spaces; weak convergence; Lax-Milgram Theorem; and the calculus of variations. These topics are then applied to the study of linear PDEs. Students will be able to apply these concepts to study PDEs.
Outcomes:
Students will understand the central elements of Lebesgue integration (from measurable sets to the fundamental theorem of calculus for Lebesgue integrals) and of Lp spaces (including Minkowski and Hölder inequalities)

MATH 456 Mathematical Modeling (3 Credit Hours)
Pre-requisites: Graduate standing
This course will involve students using various areas of mathematics, such as vector calculus, linear algebra, and differential equations, to formulate and analyze mathematical models in, for example, mechanics, physics, biology, economics, etc.
Outcomes:
Students will gain experience using the tools from previous mathematics classes to formulate models of real world phenomena

MATH 458 Optimization (3 Credit Hours)
Pre-requisites: MATH 351 or permission from the Graduate Program Director
The course is a rigorous treatment of linear, nonlinear, and integer optimization, and may include optimization on graphs, stochastic optimization, etc. Modeling of real-life problems as optimization problems, mathematical analysis of resulting optimization problems, including proving existence of solutions, optimality conditions, convergence of algorithms, and computational approaches to solving the problems will be covered.
Course equivalencies: X-MATH458/STAT458/428
Outcomes:
Students will learn how to recognize optimization problems, model real-life challenges as optimization problems, solve the problems using computational methods, and perform rigorous mathematical analysis of the problems and prove convergence of the computational methods

MATH 460 Game Theory (3 Credit Hours)
Pre-requisites: Graduate standing
The theory and applications of noncooperative and cooperative games. Two person zero sum matrix games, nonzero sum N-person games, Nash equilibria of games with a continuum of strategies, auctions, duels. Cooperative game theory, including the theory of bargaining, the theory of fair allocation of rewards using the nucleolus and using the Shapley value.
Outcomes:
Students will obtain an understanding of the fundamentals of mathematical game theory, including the theoretical underpinnings of this theory, and will be able to apply this knowledge in a variety of settings

MATH 465 Introduction to Partial Differential Equations (3 Credit Hours)
This course is an introduction to the subject of partial differential equations. Focus will be on studying linear partial differential equations, such as the wave equation, that appear ubiquitously in nature. To solve these equations we will use techniques such as separation of variables and Fourier series. We will also discuss different boundary conditions, and their physical interpretation.

MATH 466 Dynamical Systems (3 Credit Hours)
Pre-requisites: Graduate standing
Modeling, rigorous analysis, and prediction of short-term and asymptotic behavior of dynamical systems is studied. Continuous-time and discrete-time dynamical systems are considered, and modeled by usually nonlinear differential and difference equations, respectively. Motivation comes from biological, chemical, mechanical, and engineering systems.
Outcomes:
Students will be able to model dynamical systems, perform rigorous mathematical analysis of them, and predict their behavior

MATH 475 Functional Analysis (3 Credit Hours)
Metric, normed, Banach, Hilbert, and sequence spaces. Linear operators and Fourier analysis. Hahn-Banach extension principle, Baire category, and uniform boundedness. Selected applications to economics, physics, engineering, and quantum theory.

MATH 476 Automata & Formal Languages (3 Credit Hours)
Pre-requisites: MATH 201 or MATH 212 or COMP 163
No course description is available
Course equivalencies: X-COMP476/MATH476

MATH 486 General Topology (3 Credit Hours)
Pre-requisites: Graduate standing
This course builds on the basics of point-set topology and discusses topological spaces, continuity, connectedness and path-connectedness, compactness, product spaces, quotient spaces, metric spaces, countability and separation axioms. Further topics may include category theory and basic homotopy theory.
Outcomes:
Students will strengthen their ability to read, understand, and communicate arguments about general topological spaces, preparing them for further advanced work in mathematics

MATH 488 Special Topics in Mathematics (1-4 Credit Hours)
Selected topics in mathematics not covered in the department's regular course offerings. May be repeated for credit.

MATH 495 Graduate Practicum in Mathematics (2 Credit Hours)
Pre-requisites: MATH 401 and (MATH 414 or MATH 452 or MATH 416 or MATH 454); Graduate Student status
A project-based course. Under faculty consultation, students will design and independently carry out a research project devoted to the development, pedagogy, or application of mathematics. To earn credit for this course, the student will deliver both an oral presentation and technical paper at the level expected in the professional workplace.
Outcomes:
Students will have: analyzed professional literature from multiple sources, resulting in a motivating question for the project; gained practice communicating clearly, concisely, and in-step with discipline norms; and contributed to the learning, teaching, or application of mathematics through their findings

MATH 498 Independent Study (1-6 Credit Hours)
This is a directed study course undertaken by advanced students and supervised by a member of the graduate faculty.

MATH 595 Thesis Supervision (1-6 Credit Hours)
Research under faculty guidance including training in scientific writing and the production of a thesis and research presentation.

MATH 605 Master's Study (1 Credit Hour)
This course is a non-credit means of permitting students to be formally enrolled at Loyola while preparing for the final practicum.

Medical Laboratory Science (MLS)

Discover, search, courses (p. 2661)!

MLS 401 Laboratory Fundamentals (2 Credit Hours)
Introduction to life in the clinical laboratory. Safety practices, laboratory mathematics, statistical analysis, and fundamental laboratory training in phlebotomy, pipetting, microscopy and calibrations.
Outcomes:
Demonstrate and identify safe and professional knowledge consistent with the field of Medical Laboratory Science, including use of universal precautions and ability to decipher Safety Data Sheets; Accurately perform skills needed in medical laboratory science including phlebotomy, processing of specimens, pipetting, microscopy, and calibrations\\n; Demonstrate competency in use of laboratory calculations\\n; Understand the history and role Medical Laboratory Scientists play in health care

MLS 410 Clinical Immunology (2 Credit Hours)
This course focuses on principles and procedures of immunology and serology. Emphasis will be on the role of the immune system in health and disease and developing an understanding of the role of both humoral and cellular immunity. Admission to M.S. in Medical Laboratory Science program. Upon completion, students will demonstrate understanding of the discipline of immunology and apply theoretical concepts to differentiate patient health and disease states.

MLS 415 Urinalysis and Body Fluids (2 Credit Hours)
Theoretical and applied concepts related to the formation, collection, processing, and evaluation of urine and body fluids. Study of urine and body fluids including chemical, physical, and microscopic properties. This course also encompasses the evaluation of normal fluid characteristics, and those that reflect abnormality or disease. Restricted to students in the M.S. in Medical Laboratory Science program. Upon completion, students will be able to explain the formation of fluids in the human body and correlate normal and pathological states associated with chemical, physical and microscopic findings.

MLS 420 Molecular Diagnostics (2 Credit Hours)
This course is will provide students with an understanding of the processes which have been collectively referred to as molecular biology as they relate to laboratory medicine. Instruction emphasizes molecular methodologies and current applications of molecular diagnostics utilized in the clinical laboratory. Upon completion of this course students will gain a background in molecular biology which will promote critical thinking and problem solving as it relates to clinical molecular diagnostics.

MLS 430 Clinical Chemistry I (3 Credit Hours)
Pre-requisites: Admission to M.S. in Medical Laboratory Science program
This course is designed for medical laboratory science students to gain an understanding of the analytical principles and components of instrumentation utilized in clinical chemistry laboratories.
Outcomes:
Upon completion of this course, students will describe chemical constituents of bodily fluids, their regulation and laboratory methods of analysis for compounds including electrolytes, carbohydrates, lipids and proteins

MLS 440 Clinical Chemistry II (2 Credit Hours)
Advanced course in clinical chemistry/biochemistry which continues study of measurement and interpretation of chemical constituents in human blood and body fluids. Topics include endocrinology, organ systems, therapeutic drug monitoring, toxicology, tumor markers and nutritional chemistry. This course will prepare students for their clinical practicum in Clinical Chemistry. Enrollment Condition: Admission to the M.S. in Medical Laboratory Science program
Outcomes:
Upon completion, students will be able to identify interrelated human metabolic functions in normal and disease states, analyze laboratory data, interpret results, and utilize information to determine a diagnosis

MLS 450 Hematology (2 Credit Hours)
Co-requisites: MLS 450L
This course focuses on the study of formed elements of blood including production and maturation. Normal cell morphology and abnormal morphologic changes due to disease states are studied. Recognition and correlation of pathological changes in morphology, cytochemistry and distribution of cells in peripheral blood and bone marrow are discussed. This course will prepare students for their clinical practicum in Hematology.
Outcomes:
Describe the physiology, development of cells, and process of hematopoiesis; Discuss the function of normal cellular elements of blood and associate abnormal elements to disease states; Identify the morphological characteristics of both normal and abnormal cellular elements of blood; Describe anemias, determine appropriate testing for disorder, and classify based on morphology and underlying cause; Differentiate myeloproliferative, myelodysplastic, and lymphoproliferative disorders by connecting laboratory findings with diagnosis

MLS 450L Hematology Laboratory (2 Credit Hours)
Co-requisites: MLS 450
This course emphasizes the integration of hematologic theory and applied laboratory practice to prepare students for clinical testing environments. Students perform manual and automated hematologic procedures while applying conceptual knowledge to interpret laboratory results. Professional conduct and laboratory safety are emphasized throughout the course. This course will prepare students for their clinical practicum in Hematology.
Outcomes:
Demonstrate competency in routine and specialized hematology procedures, including identification and troubleshooting of common sources of laboratory error to ensure accurate patient results; Analyze and evaluate laboratory findings with hematologic disease states, including anemias, leukocyte disorders, and platelet abnormalities, using provided cases and unknown specimen analysis; Apply laboratory safety guidelines, including standard precautions and PPE use, to promote personal and laboratory safety

MLS 455 Hemostasis (2 Credit Hours)
This course will cover the mechanisms by which blood coagulates. Topics explored include the pathophysiology of hemostatic disorders and the antithrombotic therapies utilized to manage them. Focus on examination of the coagulation system and correlations of laboratory results to clinical findings in the classification of disorders. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course students will apply knowledge of the process of coagulation to interpret laboratory results as they relate to hemostatic dysfunctions and treatment of clinical disease.

MLS 460 Immunohematology (3 Credit Hours)
Co-requisites: MLS 460L
This course focuses on principles of antigen/antibody reactions and their relevance to Immunohematology. The ABO and Rh systems, major blood group systems, regulation, common procedures, adverse reactions, and donation of blood components are all studied as integral parts to the practice of transfusion medicine. This course will prepare students for a clinical practicum in Immunohematology.
Outcomes:
Apply theoretical Immunohematology concepts in the technical evaluation of the antigen and antibody characteristics of blood group systems; Evaluate ABO/Rh blood groups and resolve discrepancies utilizing forward and reverse blood typing of test samples; Solve simple and complex antibody identifications, including identification of multiple antibodies; Analyze the roles and responsibilities of the transfusion service within the healthcare system, including donor screening, blood component selection, transfusion support, and specialized testing for maternal, neonatal, and other special patient populations

MLS 460L Immunohematology Laboratory (2 Credit Hours)
Co-requisites: MLS 460
This course focuses on applying immunohematology theory through hands-on laboratory testing and clinical problem solving. Students perform routine and specialized immunohematology testing, interpret serologic findings, and resolve discrepancies using case-based and unknown specimens to support transfusion decision-making. This course will prepare students for a clinical practicum in Immunohematology.
Outcomes:
Perform routine and specialized immunohematology testing, including ABO/Rh typing, antibody screening and identification, and compatibility testing, following established laboratory procedures; Interpret serologic reactions and laboratory data to identify clinically significant antibodies and discrepancies; Use laboratory findings from given cases and unknown specimens to resolve immunohematologic problems and support appropriate transfusion decisions; Apply laboratory safety guidelines, including standard precautions and PPE use, to promote personal and laboratory safety

MLS 465 Laboratory Leadership I (1 Credit Hour)
Pre-requisites: Admission to the M.S. in Medical Laboratory Science program
This first of three courses in the leadership series, prepares the student for an entry-level laboratory position by developing skills in basic laboratory management practices including principles of leadership, functions of a manager, and personnel management.
Outcomes:
Upon completion of this course students will be able to utilize leadership theories to evaluate and demonstrate effective management through evaluation of common clinical laboratory issues

MLS 466 Laboratory Leadership II (1 Credit Hour)
The second installment in the three course Leadership series prepares the student for a laboratory position by developing skills in basic laboratory management practices including financial considerations, laboratory regulations, and laboratory operations. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course students will exhibit knowledge of the financial requirements needed for effective laboratory management and the role of laboratorians in regulation and accreditation of laboratories.

MLS 467 Laboratory Leadership III (1 Credit Hour)
The final installment in the Leadership series of courses prepares the student for a laboratory position by developing skills in career planning, introduction to professional development, grant writing, and process improvement planning. Completion of MLS 466 Laboratory Leadership II and good academic standing as defined by the M.S. in Medical Laboratory Science handbook. Upon completion of this course students will exhibit skills needed for effective laboratory management including departmental improvement planning, professional development and performance feedback.

MLS 470 Bacteriology and Virology (3 Credit Hours)
Co-requisites: MLS 470L
Introduction to bacteria and viruses, with a focus on organisms that are medically relevant to humans. Specimen collection, processing, identification techniques, and recognition of key diagnostic features will be emphasized. Students will correlate clinical features to laboratory findings. This course will prepare students for their clinical practicum in Microbiology.
Outcomes:
Differentiate pathogens from commensal bacteria for specific sites of the human body; Evaluate appropriate methods for collection and processing of clinical specimens, transport devices, and diagnostic laboratory methods for recovery and identification of bacteria and viruses; Accurately identify bacteria and viruses through key features including specimen type, diagnostic testing, treatment, and other clinical information

MLS 470L Bacteriology Laboratory (2 Credit Hours)
Co-requisites: MLS 470
This course focuses on applying bacteriology concepts through hands-on laboratory work in a student microbiology laboratory. Students connect theoretical knowledge to practice by cultivating organisms, interpreting laboratory results, and evaluating organism significance within diagnostic workflows. Emphasis is placed on linking laboratory findings to clinical context, troubleshooting results, and supporting clinical decision-making. This course prepares students for a clinical practicum in Microbiology.
Outcomes:
Apply bacteriology concepts through hands-on laboratory practice to evaluate clinically relevant microorganisms from human specimens; Differentiate pathogens from normal or commensal flora by interpreting laboratory findings; Analyze and troubleshoot microbiology testing outcomes through evaluation of laboratory data, organism characteristics, diagnostic methods, workflow, and potential sources of error; Integrate laboratory findings with clinical features to support diagnostic reasoning while adhering to laboratory safety guidelines, including standard precautions and appropriate PPE use

MLS 475 Clinical Parasitology and Mycology (2 Credit Hours)
Study of parasites and fungi that are medically relevant to humans. This course introduces students to the taxonomy and identification of morphologic and microscopic characteristics of parasites and fungi. Diagnosis of disease states based upon laboratory findings will be emphasized. Admission to the M.S. in Medical Laboratory Science program. Upon completion of this course, students will be able to identify the pathogenesis, symptomatology, laboratory diagnosis, and treatment for the parasites and fungi included in the course.

MLS 481 Clinical Practice in Hematology (3 Credit Hours)
Pre-requisites: Completion of MLS 410, MLS 415, MLS 450, MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Hematology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Hematology testing in a medical laboratory

MLS 482 Clinical Practice in Chemistry (3 Credit Hours)
Pre-requisites: Completion of MLS 440, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Chemistry under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Chemistry testing in a medical laboratory

MLS 483 Clinical Practice in Immunohematology (3 Credit Hours)
Clinical experience in Immunohematology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control. Completion of MLS 455, MLS 460, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook. Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Immunohematology testing in a medical laboratory.

MLS 484 Clinical Practice in Hemostasis and Body Fluids (1-2 Credit Hours)
Pre-requisites: MLS 415, MLS 455, MLS 466, and good academic standing as defined by the M.S. in Medical Laboratory Science Handbook
Clinical experience in Hemostasis, Urinalysis, and other Body Fluid analyses under the guidance of qualified medical laboratory professionals. Application of knowledge and clinical skills gained from first year courses. Focus on acquisition of manual and automated laboratory skills, laboratory safety, principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will demonstrate evidence of possessing the knowledge and skills necessary to perform Hemostasis, Urinalysis, and Body Fluid analyses testing in a medical laboratory

MLS 485 Clinical Practice in Microbiology (3 Credit Hours)
Pre-requisites: Completion of MLS 470, MLS 475, and good academic standing as defined in the M.S. in Medical Laboratory handbook
Clinical experience in Microbiology under the guidance of qualified medical laboratory professionals. Students will apply knowledge and clinical skills gained in their first-year courses. This course focuses on the acquisition of manual and automated laboratory skills, laboratory safety, understanding the principles of test procedures, instrumentation, and quality control.
Outcomes:
Upon completion of this course students will provide evidence of possessing the knowledge and skills necessary to perform Microbiologic testing in a medical laboratory

MLS 486 Clinical Practice - MLS Special Topics (1-2 Credit Hours)
Clinical experience in specialty areas of laboratory medicine under the guidance of qualified medical laboratory professionals. Students will actively engage in applying the medical knowledge and clinical skills gained in the didactic and student training laboratory courses in Molecular Diagnostics, Flow Cytometry, HLA testing, and laboratory administration. Completion of MLS 420, MLS 466, and good academic standing as defined in the M.S. in Medical Laboratory Science handbook. Upon completion of this course students will provide evidence of possessing the knowledge and skills needed to enter into specialty areas of a medical laboratory.

MLS 490 MLS Educational Practice and Review (2 Credit Hours)
Pre-requisites: Completion of MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science handbook
This course will prepare students for taking a Medical Laboratory Science certification exam. Students will gain basic educational and pedagogical approaches needed to train others in the field of Medical Laboratory Science. Application of theories demonstrated through presentation of review lectures and assisting in kinesthetic instruction for laboratory sessions.
Outcomes:
Upon completion of this course students will be able to utilize effective teaching strategies to plan and present a lecture unit, including writing objectives and assessment strategies

MLS 495 Medical Laboratory Science Capstone (1-2 Credit Hours)
Pre-requisites: Completion of MLS 466 and good academic standing as defined by the M.S. in Medical Laboratory Science handbook
The MLS Capstone exposes students to leadership and ancillary niche aspects beyond those of a standard Medical Laboratory Science curriculum. Students will create a Capstone project to reflect on their unique experience in the field and demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding laboratory medicine.
Outcomes:
This course will provide students the opportunity to demonstrate knowledge and skills acquired in the academic coursework, professional practice, and their Capstone Experience

Medical Physics (MPHY)

Discover, search, courses (p. 2661)!

MPHY 400 Interactions of Radiation with Matter (3 Credit Hours)
Introductions of radiation with matter and provides the foundation for future courses in imaging and therapy. Topics covered include: exponential attenuation, x-ray production, interactions of radiation with matter, radioactive decay, atomic and nuclear structure, charged particle equilibrium, cavity theory, dosimetry, ionization chambers and other measurement devices.
Outcomes:
Students will understand how x-rays are produced, basic interactions of photons and electrons in matter, cavity theory, ionization chambers and other devices

MPHY 402 Image-Based Anatomy and Physiology (3 Credit Hours)
Pre-requisites: Graduate standing in the MPHY program or permission of instructor
This course will cover all the expected basic elements of human anatomy and medical physiology with a particular emphasis on the radiographic anatomy of relevance to medical physicists.

MPHY 404 Physics and Mathematics of Medical Imaging I (3 Credit Hours)
Pre-requisites: Enrollment in MPHY 400
The fundamental physics and mathematics related to image creation are the primary pics of this course. Specific topics related to imaging include: linear algebra, Fourier analysis, sampling theory, random variables and stochastic processes, image formation, biokinetics and compartmental analysis. Graduate standing in the MPHY program or permission of instructor.

MPHY 410 Medical Physics Seminar (1 Credit Hour)
Pre-requisites: Graduate standing in the MPHY program or permission of instructor
Held once per week, seminars are required for all graduate students in Medical Physics so as to introduce them to the research actively being pursued by the program's faculty and senior graduate students.

Medical/Surgical Nursing (MSN)

Discover, search, courses (p. 2661)!

MSN 277 Medical/Surgical Nursing: Adult Health I (4 Credit Hours)
Pre-requisites: Must have taken and passed PSYC 273 or PSYC 274 and GNUR 294 with a C- or better OR Must have taken and passed PSYC 273 or PSYC 274 with a C- or better and be enrolled in GNUR 294
This course is designed to use levels of prevention to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families and communities across the health care continuum.

MSN 277L Medical/Surgical Nursing: Adult Health Lab I (3 Credit Hours)
Must also enroll in MSN 277. This course is designed to apply levels of prevention in nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families, and communities across the health care continuum.

MSN 377 Adult Health II - Advanced Medical-Surgical (4 Credit Hours)
Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 290, GNUR 294, GNUR 360,with a C- or better; Must also enroll in MSN 377L
This course builds on MSN 277, Adult Health I, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of interventions within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues

MSN 377L Adult Health II - Advanced Medical Surgical Clinical (3 Credit Hours)
Must also enroll in MSN 377. This course builds on MSN 277L, Adult Health I Clinical, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are obtained and interventions are provided within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.
Outcomes:
Nursing care of adults experiencing selected critical health issues - clinical

MSN 408 APN Practicum (1-9 Credit Hours)
Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This course prepares the student to understand that scholarly inquiry, evaluation of evidence, and the development of evidence-based practices/protocols form the foundation for evidence-based practice. Methods of operationalizing scholarly inquiry include understanding relationships among nursing theory, research, principles of epidemiology and practice; formulating research questions and evidence-based practice questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. The importance of the translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed, consistent with the Jesuit values surrounding social justice.

MSN 422 Adult Health Nursing I: Foundations of Medical-Surgical Care (3 Credit Hours)
This didactic course prepares nursing students to deliver evidence-based, person-centered care to adults with common acute and chronic conditions affecting multiple body systems. Through interactive lectures, case-based analysis, clinical reasoning activities, and integration of informatics and quality-improvement concepts, students apply the nursing process while synthesizing pathophysiological and pharmacological knowledge to promote safe, effective, and equitable care across diverse healthcare settings. Grounded in Jesuit values of cura personalis and social justice, learning experiences emphasize the influence of health systems, social determinants of health, and emerging technologies, including artificial intelligence, while highlighting the ethical responsibilities and essential role of human judgment in clinical decision-making. By the end of the course, learners will be able to analyze complex adult health conditions, prioritize and coordinate nursing care using evidence and clinical judgment, collaborate effectively within interprofessional teams, and apply systems-based and informatics-informed strategies to optimize adult health outcomes.
Outcomes:
Analyze assessment data using pathophysiology, pharmacology, and clinical decision tools to prioritize nursing care for adults with acute and chronic conditions; Design evidence-based, person-centered nursing care plans that integrate clinical reasoning and prioritize patient safety to achieve effective outcomes for adults with acute and chronic conditions; Evaluate interprofessional collaboration frameworks and therapeutic communication strategies to support culturally responsive, team-based care for adults and their families; Analyze healthcare delivery systems, care coordination processes, and health information technologies to determine their influence on health equity, access, and quality of care for adult populations; Develop patient- and family-centered education strategies that promote health literacy, self-management, and shared decision-making for adults with acute and chronic condition

MSN 422L Adult Health Nursing I: Foundations of Medical-Surgical Care Clinical (2 Credit Hours)
This clinical course provides pre-licensure nursing students with supervised experiential learning opportunities to apply evidence-based, person-centered nursing care for adults with common acute and chronic conditions across healthcare settings. Building on concurrent didactic content, students actively integrate pathophysiologic and pharmacologic knowledge, clinical judgment, and the nursing process to assess, plan, implement, and evaluate care for adults with complex health needs. Through direct patient care, interprofessional collaboration, and reflective practice, students examine how health systems, social determinants of health, and emerging technologies influence care delivery and outcomes. Grounded in Jesuit values of cura personalis and social justice, the clinical experience emphasizes ethical practice, patient safety, health equity, and accountability within scope of practice. By the end of the course, students will demonstrate the ability to deliver safe, compassionate, and coordinated nursing care, communicate effectively within interprofessional teams, and reflect on their development as professional nurses in adult healthcare environments.
Outcomes:
Apply comprehensive assessment skills and clinical judgment to deliver safe, evidence-based nursing care for adults with common acute and chronic conditions under faculty or preceptor supervision; Implement evidence-based, person-centered nursing care plans that reflect clinical priorities, patient goals, and quality and safety principles in diverse adult health care settings; Demonstrate effective interprofessional communication and teamwork, including timely documentation and SBAR handoffs, to support coordinated, culturally responsive care for adults and families; Integrate health systems knowledge, care coordination processes, and health information technologies to support continuity of care, patient safety, and equitable access to services; Educate patients and families using health-literacy-responsive strategies that promote self-management, shared decision-making, and safe transitions of care

MSN 433 Suturing and Acute Wound Management (1 Credit Hour)
This course is designed to enable the APRN student to obtain the theoretical knowledge and practical skills necessary to assess and manage acute wounds. This didactic/lab course discusses principles of wound care and teaches students techniques of wound closure including pain control, basic suturing and advanced skin closures; management of infections and injuries to the skin, hands and feet; and simple incision and drainage of abscesses. The student will be able to practice advanced skills that essential in the clinical management of the patient with acute wounds.

MSN 447 CNS Practice Across the Adult Age Spectrum (3 Credit Hours)
This course promotes in-depth exploration of significant clinical problems occurring in adult health patients from the vantage point of the advanced practice nurse prepared as a clinical nurse specialist (CNS). This course will prepare the CNS student for expert clinical practice and the competencies to translate clinical expertise into quality, cost-effective outcomes for adult patients. A major focus of the course is to prepare CNS students to assume responsibility for coordination, management and assurance of safety and quality of care of adult patients across the three spheres of influence: patient/client, nurses and nursing practice, organization/system of adult health patients. Attention will be directed to identifying and analyzing selected problems, designing effective advanced nursing interventions and evaluating health care outcomes related to adult health patients. Special consideration with be given to the top Medicare diagnoses, National Patient Safety Goals, CMS core performance measures, and new models for healthcare delivery. Indications for leadership, collaboration and consultation with other health care professionals are emphasized to insure optimal clinical management and achievement of evidence-based outcomes for the hospitalized adult patient. Strategies for improving the quality of health care through patient safety interventions and strategies are incorporated into patient care protocols at the individual, group and system level. The subsequent APN practicum offers the student an opportunity to exercise critical judgment and implement theoretical knowledge in the coordinating and managing the care of adults experiencing acute and chronic health problems.

MSN 465 Adult Health Nursing II: Complex and High Acuity Care (3 Credit Hours)
This concept-based course prepares nursing students to plan care for adults with complex, acute, and life-threatening conditions through advanced clinical reasoning across interacting physiological, professional, and psychosocial concepts. Using case-based learning, concept mapping, and unfolding high-acuity scenarios, students examine how multisystem interactions drive patient deterioration, how professional practice addresses systems-level challenges, and how ethical, cultural, and end-of-life considerations shape crisis care. Grounded in Jesuit values of cura personalis and social justice, learners evaluate quality and safety initiatives, healthcare systems, and emerging technologies, including artificial intelligence, with emphasis on equity, advocacy, and the nurse's role in improving outcomes. By course completion, students will recognize and respond to complex patient deterioration, coordinate care in high-acuity environments, and apply systems-based, ethical, person-centered decision-making to support safe, equitable care for critically ill adults and those facing end-of-life transitions.
Outcomes:
Synthesize advanced pathophysiologic and pharmacologic concepts to plan evidence-based nursing care for adults with complex, multisystem, and life-threatening conditions; Analyze clinical data and patterns of deterioration, and safety risks to guide nursing responses for adults with complex health needs; Design interprofessional collaboration and care coordination strategies that support effective teamwork and safe transitions of care in high-acuity and complex clinical environments; Appraise health policies, informatics applications, and organizational structures to propose system-level improvements that enhance equity, efficiency, and patient safety; Integrate ethical principles, psychosocial considerations, and evidence-based palliative approaches to plan compassionate, person-centered care for adults experiencing serious illness and end-of-life transitions

MSN 465L Adult Health Nursing II: Complex and High Acuity Care Clinical (2 Credit Hours)
This clinical course provides nursing students with supervised experiential learning focused on the care of adults with complex, multisystem, and life-threatening conditions in high-acuity healthcare settings. Building on concurrent Adult Health II didactic content, students apply advanced clinical judgment, prioritize care for deteriorating patients, and integrate pathophysiologic, pharmacologic, psychosocial, and ethical considerations into nursing practice. Through direct patient care, interprofessional collaboration, documentation, and reflective practice, students examine how health systems, technology, policy, and equity influence outcomes for critically ill and dying patients. Grounded in Jesuit values of cura personalis and social justice, the clinical experience emphasizes compassionate, ethical, and accountable nursing care across acute, transitional, and community-linked settings. By the end of the course, students will demonstrate readiness to safely manage complex patient assignments, communicate effectively within interprofessional teams, and provide person-centered care in high-acuity and end-of-life contexts.
Outcomes:
Apply advanced assessment skills and clinical judgment to deliver safe, evidence-based nursing care for adults with complex, multisystem, and high-acuity health conditions; Prioritize and manage care for deteriorating patients by integrating physiologic data, medication effects, and safety indicators within scope of practice; Demonstrate effective interprofessional communication, including SBAR handoffs and professional documentation, to support coordinated care across high-acuity settings and transitions; Integrate systems awareness, informatics tools, and safety principles to support quality care, risk mitigation, and equitable outcomes for complex adult patients; Provide compassionate, person-centered nursing care that incorporates ethical principles, psychosocial support, and palliative approaches for adults experiencing serious illness and end-of-life transitions

MSN 485 APN Practicum: Adult/Older Adult Acute Care NP (1-12 Credit Hours)

Pre-requisites: GNUR 413, GNUR 425 & GNUR 442 (minimum grade of B-)
This clinical practicum is designed to guide the student toward the development of scientific knowledge and advanced practice skills in the area of acute care nursing. The attainment of this advanced practice mastery involves the synthesis of concepts, knowledge and skills gained in the previous courses applied to the care of the acutely ill adult patient. Course content focuses primarily on the advanced practice of acute care nursing and guides the student toward an actualization of the role of the acute care practitioner. The student will care for the acute care patient from admission to the tertiary care center through discharge/rehabilitation when possible. Through the use of nursing frameworks, nursing diagnosis, the nursing process, application of advanced knowledge, and advanced practice skills, the student will develop strategies for the nursing management of the critically ill patient. Professional, legal, cultural and ethical implications are presented. The practicum offers the student opportunities to work with the interdisciplinary team and to develop skills necessary for advanced practice nursing, advanced management, and exploration of research in the area of acute care nursing. Clinical seminars will include discussion of concepts that have been introduced in previous courses and will be built upon with added depth. A grand rounds/case study approach will be utilized with cases cared for by students in the clinical arena. Other possible topics include: implementation of the advanced practice nursing role, social support, patient advocacy, vulnerable populations, cultural diversity, contracting, credentialing, privileging, etc. Seminars will also include identification of ethical issues in the students' practice, application of research findings, applying a Jesuit philosophy in the care of the acutely ill individual or family, and individual development of a philosophy of advanced practice nursing. Seminars will include student and faculty-led discussions.

MSN 510 Clinical Practicum for Advanced Practice in the CNS role (2-4 Credit Hours)

Pre-requisites: MSN 447 CNS Practice Across the Adult Age Spectrum
This practicum course guides the student toward a synthesis of concepts and content from nursing and related sciences, and toward the application of this knowledge to the advanced practice nursing of patients across the adult age spectrum. Clinical Nurse Specialist (CNS) students are prepared to impact three spheres: client, nurse/ nursing practice and the healthcare system. This course prepares students to make important contributions to health care including: disseminating new knowledge; designing and evaluating innovative strategies to improve quality of care and safety in all settings; improving systems of care; providing leadership that promotes interprofessional collaboration; and influencing and shaping health policy. Clinical experiences are provided in clinical areas related to the student's population as well as area of specialization in order to demonstrate achievement of quality, cost-effective, patient focused outcomes across all three spheres of impact.

Outcomes:

At the end of the course the student will be able to: 1) Apply nursing health related models in the clinical practice setting; 2) Collaborate with the interprofessional team to support and improve patient outcomes; 3) Demonstrate the role of the CNS across the three spheres of impact: client, nurse/ nursing practice, and the healthcare system; 4) Design, deliver and evaluate evidence-based solutions to health-care problems that represent translation of best evidence into practice; 5) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 6) Incorporate teaching-learning principles in meeting the educational needs of patients, their families, professional nursing staff, and the community at large; and 7) Analyze psychosocial, legal, ethical, political, and spiritual factors relevant to advanced nursing practice across the three spheres of impact

MSN 516 Adult Gerontology Acute Care NP Practicum (2-5 Credit Hours)

Pre-requisites: GNUR 536 Mgmt of Adults with Acute/Critical Conditions I and 538 Mgmt of Adults with Acute/Critical Conditions II
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of the nurse practitioner in acute care. The practicum offers the student opportunities to work with the interprofessional team and to develop skills necessary for advanced practice nursing, including advanced management and exploration of evidence in the area of acute care nursing.

Outcomes:

1) Assess acutely ill adults applying nursing, behavioral and natural sciences concepts; 2) Collaborate with an interprofessional team in providing care to acutely ill patients in primary, secondary and tertiary health care settings; 3) Apply evidence-based strategies to the management of acutely ill adults; 4) Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; 5) Incorporate teaching-learning principles in meeting the educational needs of patients, families, and the community at large; 6) Examine quality improvement issues in the clinical setting, prioritizing patient safety and cost effectiveness; 7) Evaluate cultural, spiritual, ethical, legal, financial, and policy factors that influence care in the clinical environment through a social justice lens

MSN 520 Clinical Nurse Specialist Practicum I (3 Credit Hours)
This practicum introduces students to the role and functions of the clinical nurse specialist (CNS) in the systematic delivery of advanced practice nursing within organizations. Students will demonstrate initial role development as a CNS in the care of patients across the adult age spectrum. Competencies and components of the role of CNS are explored in the three spheres of impact (Patient Care, Nurses and Nursing, Organization and Systems).
Outcomes:
Apply current evidence to guide CNS practice; Generate clinical decisions based on integrated pathophysiological, pharmacological, and psychosocial knowledge; Collaborate with the interprofessional team to support and improve patient outcomes; Identify the role of the CNS across the three spheres of impact: client, nurse/ nursing practice, and the healthcare system; Operationalize the CNS role in direct patient care and consultation

MSN 522 Clinical Nurse Specialist Practicum II (3 Credit Hours)
In this practicum the CNS student will continue to develop CNS role competencies. Students will employ data-driven decision-making to enhance clinical and organizational outcomes. Students will demonstrate leadership in care delivery, safety, and quality improvement at the system level.
Outcomes:
Assess the practice environment and processes for improvement opportunities; Participate in systematic quality improvement and safety initiatives; Mentor nurses and nursing staff in using evidence-based practice principles; Participate in the process of selecting, integrating, managing, and evaluating technology and products to promote safety, quality, efficiency; Incorporate teaching-learning principles in meeting the educational needs of patients, their families, professional nursing staff, and the community at large; Facilitate interprofessional collaboration to address practice gaps

MSN 523 Clinical Nurse Specialist Practicum III (3 Credit Hours)
This practicum continues student growth in CNS role development actualizing functions and competencies of the clinical nurse specialist (CNS) in the systematic delivery of advanced practice nursing within complex organizations. Competencies and components of the role of the CNS are explored in the care of patients across the adult age spectrum to demonstrate assessment and intervention strategies, including pharmacologic and nonpharmacologic interventions, to address acute and chronic health conditions and human responses to illness. Students are expected to exhibit professional accountability and role identity as CNS.
Outcomes:
Design evidence-based interventions, including advanced nursing therapies, to meet the needs of complex patients; Incorporate determinants of health and health equity assessments and perspectives into practice; Prescribe medications, therapeutics, diagnostic studies, equipment, and procedures to manage the health issues of patients; Lead quality improvement and safety initiatives; Apply clinical practice guidelines and evidence to inform CNS-led interventions

MSN 524 Clinical Nurse Specialist Practicum IV (3 Credit Hours)
This final CNS practicum offers CNS students the opportunity to fully enact CNS role competencies in all spheres of impact (patient, nurse, system). Students will achieve competency in designing and evaluating innovative strategies to improve quality of care and safety in all settings; improving systems of care; providing leadership that promotes interprofessional collaboration; and influencing and shaping health policy. This course provides the student an opportunity to demonstrate a synthesis of previous coursework and clinical practicum in preparation for independent advanced practice as a clinical and professional leader. Students are expected to exhibit professional accountability and role identity as CNS.
Outcomes:
Implement advanced CNS role competencies across the client, nurse/nursing practice, and healthcare system spheres of impact; Demonstrate CNS practice and fiscal outcomes to internal stakeholders; Design, deliver, and evaluate evidence-based solutions to health-care problems that represent translation of best evidence into practice; Utilize technology to manage information, support decision-making, deliver care, and evaluate outcomes; Apply ethical decision-making frameworks to advocate for patients/families, nurses, other healthcare providers, populations, and the community; Demonstrate leadership in interprofessional collaboration for evidence-based care; Integrate scholarship, leadership, and clinical expertise to improve health outcomes

Medieval Studies (MSTU)

Discover, search, courses (p. 2661)!

MSTU 300 Integrative Experience I (1.5 Credit Hours)
This course is the first in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

MSTU 301 Integrative Experience II (1.5 Credit Hours)
This course is the second in a two-semester sequence of courses designed to provide students with a synoptic view of the field of Medieval Studies and train them to do cross-disciplinary work within that field.
Interdisciplinary Option: Medieval Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to produce original research on some topic pertaining to the Middle Ages that utilizes and integrates no less than two methodologies drawn from diverse disciplines

Microbiology and Immunology (MIIM)

Discover, search, courses (p. 2661)!

MIIM 411 Basic Molecular Microbiology (2-3 Credit Hours)
This course is an introduction to fundamental concepts in microbiology
Outcomes:
Students will be able to demonstrate an understanding of the morphology, growth, division, development, molecular biology, genetics and physiology of microorganisms

MIIM 413 Basic Concepts of Immunology (3 Credit Hours)
This course is an introduction to the concepts of host immunity and defense.
Outcomes:
Students will be able to understand the fundamental principles of immunobiology, immunochemistry and immunogenetics, host immunity and defense, and the basic concepts of normal host defense versus the untoward responses (hypersensitivity) and their consequences

MIIM 414 Virology (3 Credit Hours)
This is a survey course that examines animal viruses and their interactions with host cells.
Course equivalencies: X-MBIO414/MIIM414
Outcomes:
Students will be able to demonstrate an understanding of viral structure and multiplication, and molecular interactions of important animal viruses with their host cells

MIIM 415 Medical Immunology (2 Credit Hours)
Pre-requisites: General Biology and/or Cell Biology Course is open to all Integrated Program in Biomedical Sciences PhD and MS students, graduate Nursing students, medical students, and advanced undergraduate students
The medical immunology course provides an in depth description of the components of the innate and adaptive immune system and how they interact to protect humans against infectious microorganisms. The course will have two 3 hour sessions per week for 8 weeks as well as 2 written exams.
Outcomes:
Be able to describe the development and mechanism(s) of activation of the innate and adaptive immune systems, their regulation and outcomes of their inability to do so

MIIM 420 Methods & Techniques in Microbiology Research (1 Credit Hour)
This course is an introduction to the theory of techniques used for research in microbiology and immunology.
Outcomes:
Students will be able to demonstrate competency with various research techniques including spectrophotometry, centrifugation, chromatography, photography, as well as other methods necessary for the study of microbiology, immunology or virology

MIIM 431 The Molecular Biology of Viruses (3 Credit Hours)
Pre-requisites: Include undergraduate or graduate-level courses in cell biology and biochemistry, graduate course 402 Microbes and Hosts, and / or prior approval from the course director(s)
The course will cover molecular biology and biochemistry of virus infections. Current understanding of virus-cell entry, replication, and assembly will be prominent themes. Course will include lectures on viral evolution, ecology, pathogenesis and viral immunology. The interactive course will include lectures, review of current virology literature, and student-led presentations.
Course equivalencies: MBIO431/MIIM431
Outcomes:
Detailed understanding of virology; be able to integrate concepts in this field with chemistry and health science; comprehend and appreciate current literature; be prepared for lab studies

MIIM 441 Immunology-Immunochemistry (3 Credit Hours)
This is an advanced immunology course that emphasizes structural concepts in immunology. Review and discussion of current literature exemplifies concepts presented in lecture.
Outcomes:
Students will demonstrate an understanding of the chemical definition of antigens, immunogens, structural concepts in immunology, immunoglobulin structure, structure of antigens and their interactions, and recognition of antigen by T-cells and B-cells

MIIM 442 Cell & Molecular Immunology (3 Credit Hours)
This is an advanced immunology course that examines the cellular and molecular basis of the immune response.
Outcomes:
Students will be able to demonstrate an understanding of the cellular and molecular basis of the immune response, as well as the cellular cooperation essential to the nature of immunology

MIIM 443 Molecular B-Cell Immunology (4 Credit Hours)
This is an advanced molecular immunology course with emphasis on proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system. Course includes critical evaluation of recent literature.
Outcomes:
Students will demonstrate an understanding of proteins, genes and molecular interactions within the B-lymphocyte compartment of the immune system

MIIM 461 Microbiological Cytology & Ultrastructure (3 Credit Hours)
This is an advanced course that presents the principles and application of light and electron microscopes for the study of cell structure and function.
Outcomes:
Students will demonstrate an understanding of the principles of light and electron microscopes and their use as tools in cellular and molecular biology

MIIM 471 Molecular Microbial Genetics (3 Credit Hours)
This course introduces advanced students to the importance of genetics to a wide range of biological problems.
Outcomes:
Students will demonstrate an ability to read, think, write, and speak critically about various genetic approaches used to identify essential genes, mutagenesis and recombination, transcription, development, symbiosis, and pathogenesis

MIIM 490 Molecular Biology of Oncogenesis (2 Credit Hours)
This course is an advanced course that provides a detailed analysis of molecular events that result in the tumorigenic transformation of eukaryotic cells.
Outcomes:
Students will demonstrate an understanding of oncogenesis by DNA and RNA tumor viruses, the role of oncogenesis and their relationship to normal genes, hormonal effects, and chromosomal abnormalities

MIIM 492 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Students will learn how to perform laboratory work, including how to appropriately control their experiments, how to interpret results, and what conclusions they may draw

MIIM 501 Seminar (0 Credit Hours)
This course provides opportunities for students to hear about cutting-edge research being conducted nationally and internationally.
Outcomes:
Students will be able to demonstrate a general awareness of current research in the area of microbiology, immunology and virology

MIIM 502 Special Topics (1-4 Credit Hours)
This course is covers a specific topic in microbiology, immunology or virology.
Outcomes:
Students will be able to able to articulate a general understanding of the selected topic

MIIM 503 Current Literature (0-1 Credit Hours)
This course is a paper-driven course in which papers of current interest are read and discussed.
Outcomes:
Students will demonstrate an ability to identify, critically analyze and articulate key concepts of scientific papers

MIIM 595 Thesis Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will contribute to the existing body of scientific knowledge and/or methodology in their thesis area; They will defend their results to their committee members

MIIM 600 Dissertation Supervision (1 Credit Hour)
This course allows the student to pursue a research topic under the mentorship of a faculty advisor.
Outcomes:
Students will add new knowledge to the existing body of scientific knowledge in their dissertation area; They will defend their results in a public forum

Military Science (MLSC)

Discover, search, courses (p. 2661)!

MLSC 101 Introduction to the Army (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 101 consists of both lecture and lab sections. Focuses on introduction to the Army and basic Soldier skills. Students receive an introduction to the Army Profession and examine what it means to be a professional in the U.S. Army.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 102 Foundations of Leadership (1 Credit Hour)
Pre-requisites: This course is open to all students
MLSC 102 consists of both lecture and lab sections. Introduces students to the personal challenges and competencies that are critical for effective leadership.
Outcomes:
Understand the basic structure of the US Army and its customs and courtesies; Accept the Army as a Values-based organization and embrace the scholar-athlete-warrior ethos

MLSC 201 Leadership and Ethics (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 201 consists of both lecture and lab sections. Focuses on leadership and ethics. Adds depth to the student's knowledge of the different leadership styles.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 202 Army Doctrine and Decision Making (2 Credit Hours)
Pre-requisites: This course is open to all students
MLSC 202 consists of both lecture and lab sections. Focuses on Army doctrine and decision making. Begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions.
Outcomes:
Student grounded in foundational leadership doctrine and skills, comprehends critical thinking, problem-solving, and value of diversity, understands the officer's role in leading change and the Army as a profession

MLSC 250 Physical Readiness Training (1 Credit Hour)
This course is designed to develop the fitness capabilities of future Army officers. Students will be introduced to and become proficient in the physical components of muscular strength, muscular endurance, aerobic endurance, anaerobic endurance, and power.
Outcomes:
Future Army officers ready to meet the physical demands of any duty or combat position, move lethally on the battlefield, accomplish the mission and continue to fight, win, and come home healthy

MLSC 301 Training Management and the Warfighting Functions (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 202 or departmental consent is required
MLSC 301 consists of both lecture and lab sections. Focuses on training management and the warfighting functions. Student will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting Functions.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially

MLSC 302 Applied Leadership in Small Unit Operations (3 Credit Hours)
Pre-requisites: Restricted to ROTC students; MLSC 301 or departmental consent is required
MLSC 302 consists of both lecture and lab sections; focuses on applied leadership in small unit operations; analyze, test, and relate the fundamentals of direct level leadership and small unit tactics at the platoon level.
This course satisfies the Engaged Learning requirement.
Outcomes:
Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially; Successful completion of this course will help prepare contracted Army ROTC students for the Cadet Summer Training Advance Camp, which students normally attend summer of junior year at Fort Knox, KY

MLSC 311 The Army Officer (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 302 or departmental consent is required. MLSC 311 consists of both lecture and lab sections. Focuses on development of the Army Officer. Students will learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder

MLSC 312 Company Grade Leadership (3 Credit Hours)
Pre-requisites: Restricted to ROTC students
MLSC 311 or departmental consent is required. MLSC 312 consists of both lecture and lab sections. Develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Multidomain Operations and Company Grade Officer roles and responsibilities.
Outcomes:
Produces a leader of character possessing a professional identity, who thrives in operationally ambiguous environments and is a moral exemplar and skilled critical thinker, problem solver, and team builder; Successful completion of this course will assist in preparing contracted ROTC students for the Basic Officer Leadership Course-B and is a mandatory requirement for commissioning

Music (MUSC)

Discover, search, courses (p. 2661)!

MUSC 101 Music: Art of Listening (3 Credit Hours)
Focus is on the acquisition and enhancement of listening skills through direct experience of musical works along with an examination of cross-cultural similarities and differences among musical styles. Concert attendance is required.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A cultivation of musical perception through a process of repeated and guided listening; strengthening of listening skills while developing and expanding styles perspectives

MUSC 102 Class Piano for Beginners (3 Credit Hours)
For the student who has never had keyboard instruction and is interested in learning the art of performance on the piano. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic keyboard ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 103 Class Guitar for Beginners (3 Credit Hours)
For the student who has never had guitar instruction and is interested in learning the art of performance on the guitar. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach music in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
A basic guitar ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 104 Gospel Choir (1 Credit Hour)
Admission through audition. A mixed ensemble of singers performing primarily Gospel music (Spirituals, Blues, etc). Admission through audition. The choir participates in at least one public performance each semester. May be repeated to a limit of eight hours.
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC104/BWS 104
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; They reflect on their personal and collective artistic growth through the process

MUSC 105 Symphony Orchestra (1 Credit Hour)
Admission through audition. The study and performance of standard orchestral literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper instrumental technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 106 Guitar Ensemble (1 Credit Hour)
Admission through audition. For advanced guitarists. The study, rehearsal and performance of transcriptions and original works for guitar ensemble. Repertoire from the Renaissance through the present will be performed. Students must provide their own instruments. Gives at least one concert each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper guitar technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the process

MUSC 107 Chorus (1 Credit Hour)
University Chorus is a topics course in ensemble singing devoted to the study, rehearsal and performance of standard choral literature of all periods. Admission through audition. Gives at least two performances each semester. Some sections require audition for admission.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve their vocal/choral technique and knowledge of the musical literature through rehearsal and performance; They reflect on their personal and collective artistic growth throughout the performance process

MUSC 108 Liturgical Choir: Cantorum (1 Credit Hour)
Admission through audition. An SATB ensemble providing music for the Sunday liturgies in Madonna della Strada Chapel and other university liturgical and choral functions and concerts. Repertoire includes both traditional and contemporary sacred music. Admission through audition.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain proper vocal/choral technique and knowledge of the musical literature offered each semester through rehearsal and performance; Students reflect on their personal and collective artistic throughout the performance process

MUSC 109 Jazz Ensemble (1 Credit Hour)
Admission through audition. Rehearsal and performance of standard Jazz and Big Band music. Members must have previous Jazz Band experience. Performs publicly at least twice each semester of the academic year.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: African Studies and the African Diaspora
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-MUSC109/BWS 109
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 110 Wind Ensemble (1 Credit Hour)
Admission through audition. The study and performance of standard wind ensemble literature. Students must provide their own instruments and should have previous ensemble experience. The ensemble gives at least two concerts each semester.
Knowledge Area: Artistic Knowledge and Experience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 111 Percussion Ensemble (1 Credit Hour)
Enrollment Requirements: Audition and permission of the instructor. The study and performance of standard percussion ensemble literature. The ensemble gives at least two concerts each semester.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students improve instrumental technique and gain knowledge of the musical literature offered through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 112 Loyola University Technology Ensemble (1 Credit Hour)
Loyola University Technology Ensemble (LUTE) is a performing ensemble with a composition & engineering component. Its primary instrumentation is electronic or electroacoustic, encompassing digital and analogue electronic instruments, live coding, circuit bending, and repurposing of devices or objects, etc. LUTE will appear in public at least once during each semester.
Course equivalencies: X-COMP 112/MUSC 112
Outcomes:
Collaborate to compose, engineer, and perform unique technology-driven musical experiences; design interface modules for electroacoustic performance; encode musical ideas in software or digital musical instruments; perform publicly

MUSC 122 Introduction to Digital Music (3 Credit Hours)
Computers and digital tools have been seeping into the world of music, and this course aims to explore this newly formed territory. This course is intended for students who wish to learn more about electronic music, signal processing, and algorithmic music composition. Understanding of the physics of musical sound and digital audio, facility with hands-on applications of algorithmic music composition and musicology, and ability to design and render digital instruments.
Knowledge Area: Quantitative Knowledge
Course equivalencies: X-COMP 122/MUSC 122

MUSC 142 Class Voice for Beginners (3 Credit Hours)
For the student who has never had voice instruction and is interested in learning the art of vocal performance. Fundamentals of music theory, note reading and personal enjoyment are emphasized. Strongly recommended for those preparing to teach in elementary school.
Knowledge Area: Artistic Knowledge and Experience
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
A basic vocal ability with an emphasis on reading music symbols accurately while also enjoying the making and doing of music

MUSC 144 Music Theory I (3 Credit Hours)
Co-requisites: MUSC 145
An introduction to the fundamentals of melodic construction in all the diatonic modes (major/minor and modal) and culminates in control of two-part counterpoint. Melodies will be examined and broken down into their essential components. The class strengthens the basic musicianship skills of the student through performance of the students' written compositions illustrating the class concepts. Must be taken concurrently with MUSC 145.
Outcomes:
Through the study of melody students will develop an understanding of musical notation, the organization and color of all diatonic scales (major/minor and modal), interaction between intervals, transposition and its implications, rhythmic and beat structure, and begin developing critical analysis skills

MUSC 145 Musicianship Lab I (1 Credit Hour)
Co-requisites: MUSC 144
This course reinforces concepts presented in Music Theory I and introduces students to the basic concepts of sight singing, ear training and dictation. The voice is the class's primary focus. This course must be taken concurrently with MUSC 144.
Outcomes:
Recognize Music Theory I concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 153 The Music of China (3 Credit Hours)
This course surveys the broad range of Chinese musical traditions as well as the practice of fieldwork, music theory and methodological issues encountered in Chinese music studies.
Outcomes:
Students will identify Chinese musical traditions throughout history and their connections to the Chinese language, history, cultural and religious studies and politics

MUSC 154 Intro to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

MUSC 154R Introduction to Opera in Rome (3 Credit Hours)
This course offers the student an overview of the development of opera in Europe with a particular emphasis on some of the most representative Italian operas and authors from the 17th to the 20th century. As the course considers opera as a cultural phenomenon, the historical, intellectual, political, social, religious and economic conditions that influenced the development of this art will be also examined.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Italian Studies
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Students will acquire the basic understanding the cultural phenomenon of opera and the style differences of different historical periods, as well as musical terms

MUSC 155 Intro to Symphonic Music (3 Credit Hours)
Survey of the principal forms of orchestral music from the Baroque to the present. Course will include: the symphony, concerto suite, overture, and symphonic poems. (Also offered at Rome Center.)
Outcomes:
Functional knowledge of the language and grammar of music through selected analysis and experience of specific symphonic literature

MUSC 156 Intro to Jazz (3 Credit Hours)
Survey of the development of jazz emphasizing the major trends and artists of this unique American style. Listening skills will be developed.
Interdisciplinary Option: African Studies and the African Diaspora
Course equivalencies: X-MUSC156/BWS 156
Outcomes:
Functional knowledge of the language and grammar of this uniquely American music through selected analysis and experience of specific jazz literature

MUSC 157 America Popular Song (3 Credit Hours)
Survey of American popular song from the early 19th century minstrel shows to the present. The evolution of this music and its relationship to society will be studied. Listening skills will be developed.
Outcomes:
Functional knowledge of the language and grammar of popular music through selected analysis and experience of specific repertoire

MUSC 161 Music in United States (3 Credit Hours)
An historical survey and guided listening experience of the evolution of music in the United States from the earliest inhabitants and settlers to the dawn of the 21st century. Special emphasis will be given to a selected era and/or music type.
Outcomes:
An understanding of the societal influences on the music of the United States and an appreciation of its music repertoire

MUSC 185 Jazz Improvisation (3 Credit Hours)
Previous basic understanding of theory and analysis is essential. Fundamentals will be expanded and enhanced through writing, listening and performing. An emphasis will be placed on learning the jazz language by ear. Students will also learn to read lead sheets and chord symbols, developing the ability to apply the jazz language to the repertoire.
Outcomes:
Appreciation for and ability to create and perform jazz improvisation

MUSC 186 Jazz Arranging (3 Credit Hours)
Fundamentals of composition and arranging will be expanded and enhanced through writing and listening. Students will learn information about the instrumentation of the big band, instrument ranges, and how to use software to make arrangements. Previous basic understanding of theory and analysis is essential.

MUSC 201 Music Technology I (3 Credit Hours)
This introductory course in Music Technology is designed to introduce students to MIDI orchestration, sequencing and digital audio editing. The course is designed to present software and hardware as tools for the creation of sound design as musical composition.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Demonstrate proficiency in using software as a musical instrument to orchestrate, perform and record

MUSC 202 Class Piano II (3 Credit Hours)
Pre-requisites: MUSC 102 or permission of the instructor
This applied group class is designed for students who have successfully completed MUSC 102, or have previously attained a similar level of proficiency. Emphasis is on a variety of styles and levels of keyboard repertoire to promote a balance of new information with musical material that reinforce concepts.
Outcomes:
Students will demonstrate basic keyboard skills, piano repertoire and musical styles, to express themselves musically at the piano

MUSC 203 Class Guitar II (3 Credit Hours)
Pre-requisites: MUSC 103 or permission of the department
This course is a continuation of (MUSC 103) or a previously attained equivalent level of study and musical skill development. Throughout the course students refine technical skills and music theory as applied to the guitar. Students perform in both solo and ensemble settings.
Outcomes:
Students will demonstrate an ongoing development of coordination skills, fingerboard knowledge, sight-reading skills, performance practices and intermediate repertoire knowledge

MUSC 207 Chamber Choir (1 Credit Hour)
Audition Required. An ensemble of advanced singers performing works written especially for the smaller choir. Performance of music from all historical periods suitable for this type of choir. The choir participates in at least two public performances each semester. Admission through audition. May be repeated for up to eight credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered through rehearsal and performance, while integrating proper vocal/choral technique; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 244 Music Theory II (3 Credit Hours)
Pre-requisites: MUSC 144; Corequisite: MUSC 245
An introduction to the fundamentals of harmonic progressions controlled through either expansion of a tonic-dominant phrase structure, elaborations of two-part counterpoint structures, or control of the three basic root motion models. Music will be analyzed using chord matrixes and reductions into two-part frameworks. The class strengthens the basic musicianship skills through performance students' compositions illustrating the class concepts. Must be taken concurrently with MUSC 245.
Outcomes:
Through the study of harmony students will develop an understanding of all chord types, root motion, cadence types, how tonal music expands upon the basic tonic-dominant phrase, voice leading techniques, and begins exploring the techniques of chromaticism and modulation; The class will also further develop the student's critical analysis skills

MUSC 245 Musicianship Lab II (1 Credit Hour)
Co-requisites: MUSC 244
Students build on basic voice and board skills acquired in Musicianship Lab I and reinforce concepts introduced in Music Theory II by recreating the concepts on the keyboard and voice. This course must be taken concurrently with MUSC 244.
Outcomes:
Recognize Music Theory II concepts by ear, dictate accurately those concepts, and recreate them on the voice and piano; Apply these concepts to student's primary instrument

MUSC 246 Composition I (3 Credit Hours)
Course deals with the study of music theory and simple and binary forms. In addition to that, students compose an original piece of music for two instruments that receives public performance.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through the study of relevant music scores, students learn the principles of composition and instrumentation to then apply them to their own compositions

MUSC 247 Composition II (3 Credit Hours)
Pre-requisites: MUSC 246
This course deals with the study of melody, counterpoint, harmony, and shorter forms. In addition to the study of theory and form, students compose an original piece of music for two instruments that is presented professionally at a public performance.
Outcomes:
Through the study of related scores and with the supervision of instructor, students compose an original work for violin and piano or violoncello and piano

MUSC 248 Jazz Composition and Arranging (3 Credit Hours)
Pre-requisites: MUSC 144
A study of the harmonic, melodic, and rhythmic theories that lead to the ability to compose and arrange in the jazz idiom. Emphasis will be placed on common harmonic progressions, scale / chord relationships, melody, song forms, and extended harmony and reharmonization. Students will also learn the basic principles of arranging and music notation, culminating in a final composition and arranging project for jazz quintet.
Outcomes:
The ability to compose and arrange music for small jazz combos of up to two horns plus rhythm section

MUSC 252 Music History I (3 Credit Hours)
Pre-requisites: MUSC 144 and MUSC 145 or taken concurrently
European music from the Medieval to the early Baroque where vocal music dominated, and the study of counterpoint led to the birth of harmony.
Interdisciplinary Option: Catholic Studies, European Studies
Outcomes:
Through listening, performance and study students demonstrate an understanding of how melodic composition gave rise to harmony and formed the foundation of Western music

MUSC 255 Music in Catholic Worship (3 Credit Hours)
Pre-requisites: MUSC 252
This course will trace the development of music in liturgy from Gregorian chant through Vatican II and to the present, examining repertoire and forms, musical and theological trends, and how music has been employed in the expression of the living prayer of the Roman Catholic Church through the centuries.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-MUSC255/CATH255
Outcomes:
Students can identify the major shifts and movements of music in the Catholic Church from the Middle Ages to the present, including the shifts represented by the Second Vatican Council

MUSC 256 Jazz Music History (3 Credit Hours)
This course is a historical and listening survey exploring the development of jazz music from its origins at the turn of the 20th century to the music of the present era. Many styles of jazz and a multitude of important musicians will be discussed, as well as important cultural and sociological aspects of the art form.
Interdisciplinary Option: Italian American Studies
Outcomes:
Through listening, lecture, required reading, and concert attendance, the student will gain an understanding of the basic musical elements of jazz, it's musical and sociological contexts, and how these elements have developed and changed over the music's varied history

MUSC 260 Conducting (3 Credit Hours)
The student will acquire a personal conducting style through study and practical application and will develop the basic skills that make one an effective, well-rounded conductor.
Outcomes:
Students will demonstrate rudimentary skills of conducting: including conducting patterns, cues, score reading and analysis

MUSC 261 Lyric Diction I: Italian and German (1 Credit Hour)
This course will acquaint students with the rules of diction in the two major languages of classical singing, German and Italian. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make the relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe Italian and German into IPA; To learn and produce all of the relevant sounds of German and Italian; To sing in German and Italian with accurate diction

MUSC 262 Lyric Diction II: French and Other Languages (1 Credit Hour)
This course will acquaint the student with the rules of French, English and Latin. Students will gain both a theoretical understanding of the rules of diction and the practical ability to make relevant sounds and sing in these languages. Concurrent enrollment in 280K Applied Music: Voice is required.
Outcomes:
To successfully transcribe French, English and Latin texts into IPA; To learn to produce all of the relevant sounds of French; To sing in French, English and Latin with accurate diction

MUSC 280A Applied Music: Clarinet (1 Credit Hour)
Twelve 30-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280AA Applied Music: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 30-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 280B Applied Music: Percussion (1 Credit Hour)
Twelve 30-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280BB Applied Music: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 30-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 280C Applied Music: Oboe (1 Credit Hour)
Twelve 30-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280E Applied Music: Trumpet (1 Credit Hour)
Twelve 30-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280F Applied Music: Saxophone (1 Credit Hour)
Twelve 30-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280G Applied Music: Guitar (1 Credit Hour)
Twelve 30-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280I Applied Music: Organ (1 Credit Hour)
Twelve 30-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280J Applied Music: Piano (1 Credit Hour)
Twelve 30-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280K Applied Music: Voice (1 Credit Hour)
Twelve 30-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280L Applied Music: Violin (1 Credit Hour)
Twelve 30-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280M Applied Music: Flute (1 Credit Hour)
Twelve 30-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280N Applied Music: Cello (1 Credit Hour)
Twelve 30-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280O Applied Music: Double Bass (1 Credit Hour)
Twelve 30-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280P Applied Music: Viola (1 Credit Hour)
Twelve 30-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Q Applied Music: Horn (1 Credit Hour)
Twelve 30-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280R Applied Music: Trombone (1 Credit Hour)
Twelve 30-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280S Applied Music: Harp (1 Credit Hour)
Twelve 30-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280U Applied Music: Drum Set (1 Credit Hour)
Twelve 30-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280V Applied Music: Low Brass (1 Credit Hour)
Twelve 30-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Y Applied Music: Bassoon (1 Credit Hour)
Twelve 30-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 280Z Applied Music: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 30-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 289 Chamber Music (1 Credit Hour)
Small ensemble (2-10 member) applied music study through non-jazz instrumental ensembles. Open to strings, woodwinds, brass, keyboard instruments. One or more public performance is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature offered and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 290 Jazz Combo (1 Credit Hour)
Small group applied jazz music study through ensemble playing. One or more public performance is required. Enrollment Conditions: Audition and permission of the instructor
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain knowledge of the musical literature and improve their ensemble playing skills through rehearsal and performance; Students reflect on their personal and collective artistic growth throughout the performance process

MUSC 320 Rehearsal and Performance (1 Credit Hour)
This course allows students to receive credit for performing in an on-campus production during the semester. Completion and submission of a journal or paper is required. Permission of department is required.
This course satisfies the Engaged Learning requirement.

MUSC 326 Digital Music Programming (3 Credit Hours)
Pre-requisites: COMP/MUSC 122, MUSC 201, COMP 125, COMP 150, COMP 170, or permission of instructor
This course is an exploration of coding for music applications. Topics include digital audio and synthesis theory and basic, musical data structures, and principles of computer music composition and interactivity. Students will design synthesis and sampling instruments, algorithmic music generators, signal processors, and interactive control systems using one or more music programming languages.
Course equivalencies: X-COMP 326/MUSC 326
Outcomes:
Create software modules for processing digital audio, MIDI, and generative music; develop interactive interfaces; export applications or modules; produce a portfolio of creative projects in areas of real-time audio/MIDI processing

MUSC 333 Music and Ritual in Catholic Liturgical Life (3 Credit Hours)
Drawing both from liturgical documents and the ritual texts themselves, this course explores how the theology and spirituality of our Catholic tradition are expressed in the music, liturgies, and rituals of the Roman Catholic Church.
Outcomes:
Students are conversant with the components, structure, and musical elements of the Catholic liturgy and how the Mass interacts with the spiritual and cultural lives of the faithful

MUSC 344 Music Theory III (3 Credit Hours)
Pre-requisites: MUSC 244 or permission of chair
Study of large compositional forms and the extended harmonic vocabulary of music of the 19th century. Continued development of aural, keyboard, sight-singing, compositional and analytical skills in class, computer lab and small group sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 345 Music Theory IV (3 Credit Hours)
Pre-requisites: MUSC 344 or permission of chair
Continued examination of the structural aspects of music with a focus on contrapuntal forms. Study of the compositional vocabularies of 20th century music. Continued development of aural, keyboard, sightsinging, compositional and analytical skills in class, computer lab and weekly skills sessions.
Outcomes:
Expansion and deepening of knowledge of the language and grammar of music and their interaction; Ability to use this understanding in both written and aural analysis and to form and defend evaluative judgments about music

MUSC 347 Composition III (3 Credit Hours)
Pre-requisites: MUSC 247
Course provides students with the ability to compose an original work for string quartet and examines larger forms, chromatic harmony, extended tonality, and modern techniques.
Outcomes:
Through the writing of original music and the study of related scores students demonstrate an understanding of musical forms and techniques and the ability to compose music for string quartet

MUSC 353 Music History II (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
A new shared musical language spreads through Europe during the Baroque through Romantic period giving rise to the best known composers of Western music.
Interdisciplinary Option: European Studies
Course equivalencies: MUSC353 / MUSC253
Outcomes:
Students demonstrate an understanding of how composers developed music during this common practice period to create some of the most well known works of the Western cannon

MUSC 354 Music History III (3 Credit Hours)
Pre-requisites: MUSC 244 and MUSC 245
Composers in the modern era turn to innovative and foreign influences as technological developments allow the Western musical tradition to spread throughout the world.
Course equivalencies: MUSC354 / MUSC254
Outcomes:
Students are able to identify and articulate the many musical innovations and movements that helped turn Western music into a global force of expression

MUSC 363 Foundations of Vocal Technique and Pedagogy (3 Credit Hours)
This course will acquaint students with the basics of anatomy and physiology associated with singing technique, including the anatomy of the larynx, the structure of posture and breathing, and the physics of resonance. Additional topics will include vocal registers, healthy use of voice, and the basics of vocal instruction. Recognize healthy modes of phonation across musical styles. Learn to structure a voice lesson.
Outcomes:
Identify the major anatomical structures used in singing and their function

MUSC 364 Vocal Repertoire (3 Credit Hours)
This course covers a broad spectrum of vocal repertoire from 1600 to the present. Emphasis will be given to the application of stylistic conventions and the development of effective performance skills, culminating in public performance.
Outcomes:
To gain knowledge of important vocal repertoire and history; To develop the creative capacity to perform vocal music of different styles and eras

MUSC 365 Vocal Performance Workshop (3 Credit Hours)
The class aims to develop students' ability to deliver compelling performances on the musical stage. The first portion of the semester is focused on gaining and applying theoretical knowledge of acting for the singer. The second portion of the class focuses on preparing and performing opera/musical scenes.
Outcomes:
Acquire foundational skills in acting for singers / Learn basics of stagecraft for musical production / Perform operatic and/or musical theatre scenes

MUSC 370 The Business of Music (3 Credit Hours)
The Business of Music will offer a broad overview as to how the music industry works and provide insight into various career options. The course will include weekly discussions on current events in the music industry as they occur and feature a host of guest speakers. Students will also learn about the recording industry, music publishing, and the digital music world.
Outcomes:
An understanding of careers in the areas of performance, composition, production, management, education, and radio

MUSC 374 Musical Theatre Repertoire (4 Credit Hours)
This capstone repertoire course synthesizes musical theatre history, theory and performance. It is designed to develop students' ability to perform vocally, dramatically and physically within the canon of musical theatre repertoire. It culminates in a musical theatre showcase which features student performance of the repertoire learned in class.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the history of musical theatre performance by comparing the work of significant composers, directors and choreographers and demonstrate understanding of the intrinsic requirements for effective synthesis of vocal, dramatic and dance performance

MUSC 380A Applied Music Advanced: Clarinet (1 Credit Hour)
Twelve 60-minute individual lessons in clarinet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380AA Applied Music Advanced: Conducting (1 Credit Hour)
Pre-requisites: MUSC 144, MUSC 145, MUSC 244, MUSC 245, MUSC 260
Twelve 60-minute individual lessons in conducting. Topics include: baton techniques, gestural mechanics, ear training, score study, transpositions, orchestrational basics, phrasing, and chord recognition. Choral, orchestral, or wind band considerations will be explored in greater detail, according to the background of the student.
Outcomes:
Advanced skills in conducting both small and large ensembles, score study, rehearsal, and concert programming

MUSC 380B Applied Music Advanced: Percussion (1 Credit Hour)
Twelve 60-minute individual lessons in percussion. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380BB Applied Music Advanced: Improvisation (1 Credit Hour)
Pre-requisites: MUSC 144, 145, 244, 245, 185, 385
Twelve 60-minute individual lessons in improvisation. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction on the harmonic, melodic, and rhythmic theories that lead to the ability to improvise. Students may study with any of the jazz faculty regardless of their primary instrument.
Outcomes:
Students will learn to improvise over intermediate to advanced tunes in the jazz repertoire

MUSC 380C Applied Music Advanced: Oboe (1 Credit Hour)
Twelve 60-minute individual lessons in oboe. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380E Applied Music Advanced: Trumpet (1 Credit Hour)
Twelve 60-minute individual lessons in trumpet. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380F Applied Music Advanced: Saxophone (1 Credit Hour)
Twelve 60-minute individual lessons in saxophone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380G Applied Music Advanced: Guitar (1 Credit Hour)
Twelve 60-minute individual lessons in classical or electric guitar. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380I Applied Music Advanced: Organ (1 Credit Hour)
Twelve 60-minute individual lessons in organ. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380J Applied Music Advanced: Piano (1 Credit Hour)
Twelve 60-minute individual lessons in piano. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380K Applied Music Advanced: Voice (1 Credit Hour)
Twelve 60-minute individual lessons in voice. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380L Applied Music Advanced: Violin (1 Credit Hour)
Twelve 60-minute individual lessons in violin. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380M Applied Music Advanced: Flute (1 Credit Hour)
Twelve 60-minute individual lessons in flute. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380N Applied Music Advanced: Cello (1 Credit Hour)
Twelve 60-minute individual lessons in cello. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380O Applied Music Advanced: Double Bass (1 Credit Hour)
Twelve 60-minute individual lessons in double bass. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380P Applied Music Advanced: Viola (1 Credit Hour)
Twelve 60-minute individual lessons in viola. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Q Applied Music Advanced: Horn (1 Credit Hour)
Twelve 60-minute individual lessons in horn. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380R Applied Music: Advanced Trombone (1 Credit Hour)
Twelve 60-minute individual lessons in trombone. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380S Applied Music Advanced: Harp (1 Credit Hour)
Twelve 60-minute individual lessons in harp. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380U Applied Music Advanced: Drum Set (1 Credit Hour)
Twelve 60-minute individual lessons in drum set. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380V Applied Music Advanced: Low Brass (1 Credit Hour)
Twelve 60-minute individual lessons in low brass, including euphonium and/or tuba. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Y Applied Music Advanced: Bassoon (1 Credit Hour)
Twelve 60-minute individual lessons in bassoon. Performance opportunities including studio classes, Honors Recital, and an end-of-semester jury. May be repeated for up to 8 credit hours.
Outcomes:
Functional to advanced performance ability based on technical and musical development

MUSC 380Z Applied Music Advanced: Composition (1 Credit Hour)
Pre-requisites: MUSC 144, 244,145, 245; 246 or 248
Twelve 60-minute individual lessons. Building upon a strong theoretical foundation attained from the prerequisite courses, students receive focused instruction to develop original compositions from concept to completion. Idioms, genres, forms, instrumentation, and other considerations will vary from student to student. May be repeated for up to 8 credit hours.
Outcomes:
The ability to more fully develop original musical ideas into completed, and professionally notated, compositions

MUSC 385 Jazz Improvisation II (3 Credit Hours)
Pre-requisites: MUSC 185 Jazz Improvisation
A continued study of the harmonic, melodic, and rhythmic theories that lead to the ability to improvise in the jazz genre. Emphasis is on ear training, listening, extended harmony, motivic development, rhythm, and scale /chord relationships.
Outcomes:
Students will be able to construct bass lines, build four-part chordal accompaniment at the piano, and improvise melodies and improvise over intermediate to advanced tunes in the jazz

MUSC 386 Orchestration (3 Credit Hours)
Pre-requisites: MUSIC 144 or permission of chair
Immersion in the art of writing for the instruments of the orchestra in order to understand and write /arrange music for the indigenous capability of each instrument while achieving desired sound effects.
Outcomes:
Ability to score effectively for every instrumental family and also to write/arrange music for any instrumental ensemble

MUSC 387 Solo Recital: MUSC Capstone (1-4 Credit Hours)
Pre-requisites: Department's permission and audition
Preparation and presentation of a full-length, balanced program by memory in one's major area of performance. This may be taken twice for credit.
Outcomes:
For the performance-oriented student, the capstone of 4 years of applied study as well as fulfillment of an experience required by graduate schools for performance majors

MUSC 388 Lecture/Recital: MUSC Capstone (3 Credit Hours)
Pre-requisites: Music Major only
A directed studies capstone experience course. Project proposal must be approved by the course advisor by the end of the first week of the semester. A Public presentation of the project is required. Examples of appropriate capstone projects include, a performance of a composition, paper presentation, digital music design for a commercial product, conduct a chamber ensemble or the creation of a music installation. This course satisfies the Engaged Learning requirement.
Outcomes:
Synthesize previous course work into a public presentation in the students' area of interest

MUSC 389 Topics in Music (1-9 Credit Hours)
Specific course titles and content will vary. May be taken as directed study under the supervision of a designated faculty member for independent or small group research in special areas of interest. Because of variations described, students may repeat the course for a total of six hours.
Outcomes:
Opportunity to experience a music elective which is not ordinarily in the music offerings and thus enables individual enhancement of unique interests

MUSC 394 Internship in Music (1-6 Credit Hours)
Music students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department permission required. No more than 6 credit hours of Internship or Fieldwork can be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a music organization while reflecting on their work experience and applying theories and techniques acquired from their music courses

MUSC 397 Fieldwork in Chicago - Music (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional music organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours to be assigned to be determined by the student in consultation with the Director of Music and the project supervisor

MUSC 399 Independent Study (1-6 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a music faculty member.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the chairperson and theatre faculty supervisor

Neuroscience (NEUR)

Discover, search, courses (p. 2661)!

NEUR 101 Introduction to Neuroscience (3 Credit Hours)
Pre-requisites: None; Recommended: BIOL 101 and PSYC 101
This course will introduce students to basic concepts and the variety of topics in the field of neuroscience, including neuroanatomy (gross and cellular), neurophysiology, the neural basis of behavior, malfunctions due to disease and injury, and methods used to study these areas, laying a foundation for advanced coursework in neuroscience.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-BIOL 202/PSYC202/NEUR 101
Outcomes:
Knowledge of the organization of the nervous system, neural processes underlying cognitive functioning and behavior, and awareness of research methods and techniques for advancing the interdisciplinary field of neuroscience

NEUR 300 Seminar in Neuroscience (1 Credit Hour)
Pre-requisites: NEUR 101 with grade of C- or better; Restricted to Neuroscience Majors or Minors
The seminar introduces students to the interdisciplinary nature of modern neuroscience with an emphasis on the various neuroscience research activities employed in the field both at Loyola University Chicago and other academic and professional environments.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become proficient in reading and listening to primary neuroscience research; Students will also reflect on current neuroscience research with respect to contemporary issues in society

Peace Studies (PAX)

Discover, search, courses (p. 2661)!

PAX 201 Peace Studies Overview (3 Credit Hours)
A general introduction to peace studies as an area of inquiry. Students identify concrete social justice issues and their relevance to domains of societal, international and ecological spheres of violence and address literature on nonviolence or limited use of violence through a critical research paper and other course applications.
Interdisciplinary Option: Interreligious and Interfaith Studies, Peace, Justice, and Conflict Studies

PAX 390 Directed Readings in Peace Studies (3 Credit Hours)
An independent program of reading and research developed in consultation with a supervising faculty member and the PAX director. It usually includes a review of the peace studies literature in the student's major field, with a final research project that integrates the student's major with peace studies.
Interdisciplinary Option: Peace, Justice, and Conflict Studies

Pharmacology (PHAR)

Discover, search, courses (p. 2661)!

PHAR 405 Pharmacology Journal Club (0-1 Credit Hours)
This course involves students in reading and presenting the scientific literature in journal club format with the goals of learning to, i) evaluate the pharmacological literature and voice a critique in a constructive manner, ii) present such literature in a peer-context, and iii) assimilate information presented by other speakers and formulate, ask, and discuss around relevant appropriate questions.

PHAR 406 Special Problems in Pharmacology (1-4 Credit Hours)
This course covers a specific topic in pharmacological or biomedical sciences. The topics can vary among different special topics courses.

PHAR 407 Fundamentals of Drug Discovery and Development (3 Credit Hours)
This course introduces the process of drug discovery, and students will explore the theoretical and practical aspects of the entire process from concept to clinical trials. Topics include selection, design and use of disease models, current methods and strategies of drug target identification, lead molecule identification, the clinical trial process and pre- and post-market safety.
Outcomes:
Upon completion of this course, the students will have sufficient understanding of the drug discovery process to: 1) Discuss the methods and strategies used to identify potential drug targets; 2) Describe approaches used to screen for lead molecules; 3) Articulate the general FDA regulatory requirements encountered in bringing a new drug to market; 4) Identify requirements for pre-clinical assessment of potential compounds; 5) Define and describe the steps of the clinical trials process; and 6) Articulate and discuss ethical aspects in drug development, including, but not limited to, animal use, clinical trials, intellectual property and research design and integrity

PHAR 408 Molecular Basis of Disease and Therapeutics (3 Credit Hours)
The course focus is on understanding contemporary research in the pathophysiology of major human diseases and in the development of respective therapeutic treatment strategies. Emphasis will be on cutting edge studies in molecular medicine, including topics in cardiology, endocrinology, oncology, inflammatory diseases and in the neurosciences. There are no prerequisites, but students should have a solid understanding of cell and molecular biology, biochemistry and systems physiology.
Outcomes:
Understand contemporary research strategies applicable to investigating the molecular basis of disease and therapeutics and develop critical thinking and writing skills in hypothesis testing, experimental design and data analyses

PHAR 409 Principles of Pharmacology (3 Credit Hours)
This course introduces students to the fundamental principles of pharmacology and the clinical use of the major classes of drugs currently used with a focus upon fundamental concepts. Topics include drugs and their receptors, molecular aspects of drug targets and drug action, pharmacodynamics and the quantitative aspects of drug-receptor interactions, pharmacokinetic properties of drugs influencing drug distribution and drug dosing, drug metabolism and the effects of genetics on drug action, mechanisms of drug toxicity, and scientific approaches to the discovery of new drugs. Finally, the pharmacology and clinical uses of the major classes of drugs, including drugs used to treat diseases of various systems including cardiovascular, central nervous system, endocrine/reproductive systems, and cancer are covered.

PHAR 410 Signal Transduction (3 Credit Hours)
This course is open to all Ph.D., M.D./Ph.D., and M.S. students. Students will gain a theoretical and practical understanding of how extracellular signals are transduced through receptors into metabolic events. It is designed for second year PhD students who have completed the Biomedical Sciences core curriculum. The format is one lecture followed by one research paper discussion for each topic. Students will also gain in-depth knowledge of the signal transduction topics covered in the course.
Outcomes:
Students will be able to interpret data and design experiments examining signal transduction pathways

PHAR 415 Current Topics in Pharmacology and Epidemiology of Disease (2 Credit Hours)
This advanced graduate level course will cover an up-to-date overview of topics directly relevant to pharmacovigilance, pharmacoepidemiology, and the factors that play a role in success or failure of approved therapeutic agents.
Outcomes:
Students who complete this course will gain knowledge of major epidemiology concepts and statistical principles used in epidemiology and pharmacovigilance

PHAR 420 Pharmacovigilance: A Practical Approach (4 Credit Hours)
This advanced graduate level course will provide an up-to-date and in-depth understanding of pharmacovigilance in the context of modern pharmaceutical drug development and pharmacology. Pharmacovigilance is the pharmacological science relating to the detection, collection, assessment, monitoring, and prevention of adverse effects associated with pharmaceutical products. Enrollment Condition: Drug Discovery (PHAR 407), recommended but not required Students will be able to identify and describe the regulatory environment and product safety as it pertains to the collection, assessment, reporting and analysis of adverse events.
Outcomes:
Upon completion of this course, students will demonstrate an understanding of pharmacovigilance and patient safety

PHAR 453 The Teaching of Pharmacology (0-1 Credit Hours)
This course teaches the practice and pedagogy of graduate level teaching. Students work under supervision to prepare and present a didactic lecture which is reviewed by faculty and students.

PHAR 499 Research (1-12 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.
Outcomes:
Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Develop and write a research thesis proposal addressing a significant question in molecular pharmacology; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

PHAR 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Develop and write a research dissertation proposal addressing a significant question in molecular pharmacology; Apply appropriate experimental methodologies to investigate the hypotheses in your proposal, including, if appropriate, therapeutic discovery/development, molecular mechanisms of disease and drug action, toxicology, and drug safety/pharmacovigilance; Generate, analyze, and interpret original research data using appropriate analytical and statistical approaches; Integrate findings from experimental studies with current scientific literature to advance understanding of pharmacological mechanisms; Demonstrate independence, professionalism, and ethical conduct in the planning, execution, and reporting of your research

Philosophy (PHIL)

Discover, search, courses (p. 2661)!

PHIL 130 Philosophy & Persons (3 Credit Hours)
This course introduces students to the fundamental philosophical issues that bear on our understanding of persons in three equally weighted components, namely, Persons & Knowledge, Persons & Values, and Persons & Reality.
Knowledge Area: Foundational Philosophical Knowledge
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to explain a claim to truth, to explain theories of value in human life, and to describe theories of the metaphysical nature of human persons

PHIL 180 Being Human: Philosophical Perspectives (3 Credit Hours)
The course examines the way philosophy looks for fundamental characteristics that identify life as a properly human life, asks about its ultimate meaning or purpose, and raises questions about what counts as a good life.
Course equivalencies: PHIL120/130/180/ACPHI130
Outcomes:
Students will be able to demonstrate understanding of the various approaches of the philosophical question of what it means to be human

PHIL 181 Ethics (3 Credit Hours)
This course is a general introduction to ethics and moral philosophy.
Knowledge Area: Ethics
Course equivalencies: PHIL 181 / PHIL 281 /ACPHI 281
Outcomes:
Students will be able to demonstrate understanding of criteria for choosing between conflicting ethical theories, moral disagreement, the justification of moral judgments, and the application of ethical standards to practical decision-making and ethical questions that arise in everyday life

PHIL 182 Social and Political Philosophy (3 Credit Hours)
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together.
Knowledge Area: Ethics
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 190 Loyola's Mission: The Philosophical Vision (3 Credit Hours)
Enrollment is limited to transfer students with 30 or more credit hours. The course introduces transfer students to the mission of LUC, especially "Transformative Education," by means of the methodology of philosophy."
Outcomes:
Students who take the course acquire an intellectual and experiential assimilation of LUC's mission, especially as it relates to "Transformative Education

PHIL 193 Contemporary Chinese Philosophy (3 Credit Hours)
Students will analyze the development of Chinese contemporary thought in its different stages: rejection of the tradition and its recent reevaluation.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PHIL193/ASIA193/INTS193

PHIL 262 Social & Political Philosophy - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course will investigate one of the central questions of philosophy and social theory: how we, as human beings, should live together. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Knowledge Area: Ethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHIL162/182/262/282/ACPHI205
Outcomes:
Students will be able to demonstrate understanding of the major philosophical questions in the area of social philosophy with attention to the historical and conceptual development of these questions, and be able to articulate some of the major problems and responses central to this area of philosophy

PHIL 263 Contemporary Ethical Issues - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130
This course explores ethical reasoning by considering a variety of contemporary issues in ethics. Because it includes a service learning experience it satisfies the civic engagement core requirement.
Outcomes:
Students will develop a deeper appreciation of moral problems, and will gain practice in using philosophical moral reasoning

PHIL 264 Health Care Ethics - Civic Engagement (3 Credit Hours)
Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. This course studies philosophical ethics as practiced in the health care setting. It includes a service-learning experience and satisfies the civic engagement core requirement.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
This course satisfies the Engaged Learning requirement.
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 267 Aesthetics - Civic Engagement (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
The course explores philosophical issues in aesthetics like the nature of art and beauty through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate their understanding of aesthetics and the value of leadership development and civic engagement

PHIL 271 Philosophy of Religion (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development, not only of some classic positions within the philosophy of religion, but also of how these views have affected the formulation of more contemporary discussions.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 171 / PHIL 271
Outcomes:
Students will be able to demonstrate understanding of the enterprise of using reason, broadly construed, to articulate issues arising out of religious belief and practice and to formulate and defend positions with respect to those issues

PHIL 272 Metaphysics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the fundamental principles by which the nature of reality can be explained.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 172 / PHIL 272
Outcomes:
Students will be able to demonstrate understanding of the central issues surrounding the field of metaphysics

PHIL 273 Philosophy of Science (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature of scientific knowledge and its claim to possess a distinctive method of inquiry.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Neuroscience
Course equivalencies: PHIL 173 / PHIL 273
Outcomes:
Students will be able to demonstrate understanding of the mode of inquiry which is the scientific method

PHIL 274 Logic (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course is a detailed study of the deductive methods and principles of correct reasoning, from both the traditional and modern point of view.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 174/PHIL 274/ACPHI 274
Outcomes:
Students will be able to formally analyze, evaluate, and demonstrate the various aspects of argumentation

PHIL 275 Theory of Knowledge (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines both the nature and the reliability of human knowledge.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 175 / PHIL 275
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the study of knowledge

PHIL 276 Philosophy of Mind (3 Credit Hours)
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies.
Interdisciplinary Option: Neuroscience
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176
Outcomes:
Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter

PHIL 277 Aesthetics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty?
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 277R Aesthetics: the Aesthetic Experience in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course will explore one or more of the following philosophical questions in aesthetics, with reference particularly to aesthetic experience in Rome: What is art? What is good art (art evaluation or critical theory)? What is beauty? What is it about human nature that allows us to experience beauty? Outcomes: Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian Studies
Course equivalencies: PHIL 277/PHIL 277R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of beauty and the arts

PHIL 279 Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
Students can take only one course from PHIL 279, PSYC 279, PSYC 280.
This course examines the philosophical and psychological foundations of decision-making.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to demonstrate understanding of the principles of reasoning and decision-making

PHIL 283 Business Ethics (3 Credit Hours)
Effective Spring 2007 students who have taken and successfully passed PHIL 185 are not eligible to take MGMT 341. This course is an introduction to ethics which focuses on ethical issues in the world of business and commerce.
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in business

PHIL 284 Health Care Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent, Please check requirements for declared majors/minors for exceptions
This course studies philosophical ethics as practiced in the health care setting.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: ACPHI 284 / PHIL 264/ PHIL 284
Outcomes:
Students will be able to demonstrate understanding of traditional moral theories in a health care framework, as well as the varieties of ethical challenges facing contemporary health care

PHIL 285 Contemporary Ethical Issues (3 Credit Hours)
This course explores ethical reasoning through consideration of a variety of contemporary issues in ethics, such as: abortion, euthanasia, corruption, discrimination, poverty, and justice.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a deeper appreciation of moral problems and will gain practice at using philosophical moral reasoning to come to justifiable ethical choices and answers

PHIL 286 Ethics and Education (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines philosophical ethics as it informs and guides the activity of teaching.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will be able to examine and assess various ethical theories and apply those theories to ethical issues in teaching

PHIL 287 Environmental Ethics (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course introduces students to ethical reasoning and to various topics in environmental ethics. Topics may include: pollution, animal rights, and natural resources.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Bioethics
Course equivalencies: PHIL187/BIET187
Outcomes:
Students will demonstrate an understanding of diverse ethical theories and an ability to use philosophical reasoning to defend positions in topics covered

PHIL 288 Culture and Civilization (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 288R Culture & Civilization in Rome (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the nature, causes, and possible future development of human culture and civilization with an emphasis on Italian philosophers during the Renaissance.
Knowledge Area: Tier 2 Philosophical Knowledge
Interdisciplinary Option: Italian American Studies, Italian Studies
Course equivalencies: PHIL 288/288R
Outcomes:
Students will be able to demonstrate understanding of the various approaches to the philosophical study of human culture and civilization

PHIL 289 Philosophy and Gender (3 Credit Hours)
This course considers gender as a philosophical question. Is gender simply a biological truth, or is it a social construct? How does gender affect our roles and opportunities in society? Should gender play a role in discussion of human rights?
Outcomes:
The student will develop a philosophical understanding of gender and will be able to articulate in a thoughtful manner understanding of issues concerning ethics, society and biology concerning gender

PHIL 301 Symbolic Logic (3 Credit Hours)
This course is an introduction to the study of modern symbolic logic, emphasizing formalization and proof construction. The student is introduced to the terminology and chief concepts of modern logic.
Outcomes:
Students will be able to symbolically analyze, evaluate, and demonstrate the various aspects of formal reasoning

PHIL 302 Topics in Formal Logic (3 Credit Hours)
Selected topic regarding logical theory or metatheory, such as the completeness of formal systems, non-standard logics, computability, foundational issues regarding mathematics.
Outcomes:
Students will develop an advanced understanding of the selected topic in formal logic

PHIL 304 History of Ancient Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies the philosophies of the ancient Greeks, including the pre-Socratics, Plato, and Aristotle.
Interdisciplinary Option: European Studies, Italian Studies
Course equivalencies: X-PHIL304/CLST304
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the ancient Greek philosophers

PHIL 305 Medieval Philosophy (3 Credit Hours)
This course studies the philosophies of the major thinkers of the 4th to the 12th centuries, such as Augustine, Scotus, Boethius, Avicenna, Anselm, Abelard, Maimonides, and Averroes.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-PHIL305/CATH305/MSTU344
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early medieval philosophers

PHIL 306 19th Century Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies 19th century post-Kantian philosophy from idealism toward phenomenology. May include philosophers such as Hegel, Nietzsche, and Husserl.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of 19th century post-Kantian philosophy

PHIL 307 13th & 14th Century Philosophy (3 Credit Hours)
This course studies major thinkers of the 13th and 14th centuries, such as Albertus Magnus, Aquinas, Scotus, William of Ockham, Roger Bacon.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-PHIL307/CATH307
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the late medieval philosophers

PHIL 308 Islamic Philosophy (3 Credit Hours)
Covers the development of classical Islamic philosophy from 800 to 1200 CE. Attention will be given to the central topics (God, the cosmos, knowledge, the human good) with which Muslim philosophers were concerned and to major figures such as Al-Kindi, Al-Farabi, Ibn Sina (Avicenna). Al-Ghazali and Ibn Rushd (Averroes).
Interdisciplinary Option: Middle East and Islamic World Studies
Course equivalencies: X-PHIL308THEO357MSTU334IWS308
Outcomes:
Students will be able to articulate and discuss major philosophical problems of concern to Muslim philosophers of the classical period

PHIL 309 Classical Modern Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies selected philosophers from the early modern period, such as Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant.
Interdisciplinary Option: European Studies, German Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of the early modern philosophers

PHIL 310 Issues in Philosophy of Human Nature (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course gives intensive consideration to various issues that pertain to being human, such as freedom, determinism, person, society, mind-body, immortality, etc.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key issues of human nature

PHIL 311 Issues in Metaphysics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding the nature of all reality, including existence, causality, relations, abstract entities, purpose, the possibility of knowledge of reality.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key metaphysical issues

PHIL 312 Problems in the Philosophy of God (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies classical and contemporary approaches to knowledge of the existence of God, divine attributes, good and evil, providence and human freedom.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding philosophical views of God

PHIL 318 Philosophy of Art (3 Credit Hours)
Reading and discussion of selected philosophical texts concerning the nature of art and artistic experience.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of art and artistic experience

PHIL 319 Studies in Philososphy & Literature (3 Credit Hours)
This course is a study of selected works of literature and a discussion of philosophical issues in relation to these works.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the nature of literary work, the relations of philosophical and literary language, and methods of interpretation

PHIL 320 The Philosophy of St Augustine (3 Credit Hours)
This course is a study of the principal works of Augustine, such as the Confessions, City of God.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL320/CATH320/MSTU346
Outcomes:
Students will be able to understand and articulate philosophical problems and answers found in the works of Augustine

PHIL 321 Ethics and Society (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a study of the rights, duties, and virtues of individuals as members of societies, covering issues such as family and state, social justice, international society, war, and globalization.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding ethics in social contexts

PHIL 322 Feminist Philosophies (3 Credit Hours)
This course will examine a variety of philosophical frameworks for thinking about gender, sexuality, the problems of sexism, and proposed solutions to those problems. Students will explore the complexity and diversity of feminist thought by examining many different feminist philosophies including liberal, radical, cultural, Marxist/socialist, existentialist, postmodern, ecological, and indigenous perspectives.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will demonstrate competence in the terminology, concepts, methodologies, and theories used by feminist philosophers; Students will learn to analyze feminist philosophies from multiple perspectives and will develop reasoned solutions to problems; Students will learn to communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms

PHIL 323 Philosophy of Law (3 Credit Hours)
This course pursues a philosophical analysis of law. It deals with topics such as philosophical presuppositions of law, origin and purpose of law, law as social control, current legal problems involving ethical issues.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding law and its applications

PHIL 324 Topics in Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of ethics.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 324B Bioethics Minor Capstone: Philosophical Topics (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
This course number will only be used when PHIL 324 is tagged with the Bioethics Minor Capstone course.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in philosophy

PHIL 325 Ethics & Case Based Reasoning (3 Credit Hours)
Pre-requisites: Two previous philosophy courses
This course is an engaged learning course that provides students with a unique opportunity to practice applying moral theories and argumentative principles to personal and social- ethical problems, and to teach middle school students how to do the same. The course focuses on presenting solutions to cases and hence involves research, writing, and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions using a case based system

PHIL 326 Political Philosophy (3 Credit Hours)
This course is an examination of the major theories of political society, studying important aspects of political society and their relationships to human nature.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the nature of political society in relation to its members

PHIL 327 Topics in Political Philosophy (3 Credit Hours)
This course will concentrate on a specific issue or issues in political philosophy. Typical topics include civil disobedience, war and peace, political revolution, punishment, and criminal justice.
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic

PHIL 328 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Two prior courses in Philosophy
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 329 International Ethics (3 Credit Hours)
Pre-requisites: Two prior courses in either Philosophy or Political Science
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 330 Theory of Knowledge (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course will study major philosophical positions regarding knowledge, belief, thought and language, truth, evidence, reason, perception, skepticism.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the field of knowledge and related issues

PHIL 331 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course introduces students to various philosophical approaches to technology with a special emphasis on computation and artificial intelligence.
Outcomes:
Describe and evaluate various approaches to technology's capacity to frame or shape human life; Describe and evaluate various philosophical approaches to artificial intelligence

PHIL 333 Language: Theories Ancient & Modern (3 Credit Hours)
Classical, modern, and contemporary philosophical theories on the nature and structure of human language.
Course equivalencies: X-LING333/PHIL333
Outcomes:
Students will be able to understand and articulate some philosophical problems and answers regarding the nature and structure of human language

PHIL 335 Asian Philosophy (3 Credit Hours)
A study of fundamental tenets of major Eastern philosophies (Chinese, Japanese, Indian) in comparison to Western tradition. Course may vary in emphasis on particular philosophies and themes.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-PHIL335/ASIA335/INTS334
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding Eastern philosophical thought

PHIL 340 Philosophy of St Thomas Aquinas (3 Credit Hours)
A study of the philosophy of Thomas Aquinas, including background regarding his life and medieval context.
Interdisciplinary Option: Catholic Studies, Medieval Studies
Course equivalencies: X-PHIL340/MSTU348
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Aquinas and its medieval context

PHIL 342 Topics in the Catholic Philosophical Tradition (3 Credit Hours)
Pre-requisites: One class in philosophy or permission of instructor
This course examines the Catholic philosophical tradition, beginning with its roots in ancient Greek philosophy, through the medieval period in the work of figures such as St. Augustine and St. Thomas Aquinas, and up to and including contemporary Catholic philosophy.
Course equivalencies: X-CATH 303 / PHIL 342
Outcomes:
Students will be conversant and familiar with the Catholic philosophical tradition throughout its history, demonstrating proficiency in operating within the philosophical framework of this tradition

PHIL 344 Philosophy of Human Nature (3 Credit Hours)
The course explores at an advanced level the relation of human nature and aesthetics through, in part, service-learning in retirement communities and theaters, as examples.
Outcomes:
Students will be able to demonstrate advanced understanding of the relation between human nature and aesthetics and the value of leadership development and civic engagement

PHIL 350 Directed Reading (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Independent research according to program developed jointly by the student and a faculty director. Open to majors and to non-majors with the permission of the chairperson.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 354 Topics in Bioethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies a particular topic selected from the field of bioethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers to questions regarding the selected topic in bioethics; Students will develop effective philosophical writing and presentation skills

PHIL 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PHIL 360 Contemporary European Philosophy (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Readings and discussion drawn from contemporary French and German philosophers, such as Merleau-Ponty, Sartre, Heidegger, Derrida, Foucault.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of contemporary French and German philosophy

PHIL 362 The British Philosophers (3 Credit Hours)
Readings and discussion drawn from early modern and modern British philosophers such as Hobbes, Locke, Hutcheson, Hume, Smith, Bentham, Mill.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of early British philosophy

PHIL 369 Philosophy of Medicine (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course investigates philosophical questions concerning the practice of medicine, such as the epistemology of medicine, the nature of health and disease, what is a profession, and the nature of suffering.
Interdisciplinary Option: Bioethics
Course equivalencies: X-PHIL369/BIET369
Outcomes:
The student will develop a critical understanding of the practice of medicine from a philosophical point of view

PHIL 370 Intro to American Philosophy (3 Credit Hours)
This course studies American Philosophers such as Peirce, James, Dewey, with an evaluation of their principles.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers representative of American philosophy

PHIL 374 Philosophy of History (3 Credit Hours)
Study of the nature of historical knowledge and of theories concerning historical process.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding history as a discipline and a historical process

PHIL 375 Philosophy of Marxism (3 Credit Hours)
A study of the philosophical dimensions of the thought of Karl Marx, his 19th century precursors and 20th century interpreters.
Interdisciplinary Option: German Studies
Course equivalencies: PHIL394/PHIL375
Outcomes:
Students will be able to understand and articulate philosophical problems and answers to questions regarding the thought of Karl Marx and Marxism

PHIL 379 John F. Grant, M.D., Symposium on Health Care Ethics (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course explores contemporary philosophical, ethical, and social policy questions concerning issues in health care and biomedical ethics.
Interdisciplinary Option: Bioethics
Outcomes:
Students will develop a more advanced understanding of contemporary health care ethics and bioethics through direct student participation in an interactive seminar environment; Students will learn to apply ethical reasoning and ethical judgment (concepts, theories, methods) to discuss issues in health care and biomedical ethics; Students will develop effective writing and oral presentation skills

PHIL 380 Topics in Philosophy of Religion (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course studies various philosophical issues regarding religion. May include issues such as religious concepts, types of religion, divine attributes, free will and providence, problem of evil.
Course equivalencies: PHIL391/PHIL380
Outcomes:
Students will be able to understand and articulate a deeper awareness of philosophical problems and answers regarding key religious issues

PHIL 381 Philosophy of Science (3 Credit Hours)
Readings and discussion of selected texts regarding theories of scientific methods, scientific reasoning, metaphysical foundations of science, philosophical problems of scientific theories about physical reality.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding scientific inquiry and theory

PHIL 382 Philosophy of Social Science (3 Credit Hours)
Study of philosophical issues in the practice of contemporary behavioral sciences: theory, fact and value, causality, relativism, functionalism, statistical generalization, social planning.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the behavioral sciences

PHIL 383 Philosophy of Psychology (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
A philosophical analysis of theoretical positions in psychology. May include issues regarding methodology, perception, learning theory, rationality, emotions.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the field of psychology

PHIL 384 Topics in Philosophy & Science (3 Credit Hours)
Particular topics selected from philosophy and science. Typical topics include the Scientific Revolution, positivism, space and time, relativity theory, cosmology, evolution.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 385 Environmental Ethics (3 Credit Hours)
This course will examine a number of controversial moral issues involving our environment. Theoretical and applied topics may include animal rights and species rights, nonwestern environmental perspectives, ecofeminism, duties to future generations, overpopulation, pollution, nuclear power, and environmental issues in policy making and business ethics.

PHIL 386 Analytic Philosophy (3 Credit Hours)
A survey of 20th century British and American philosophy in the analytic tradition, including philosophers such as Russell, Moore, Wittgenstein, Carnap, Quine.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the analytic tradition in philosophy

PHIL 387 Topics in Philosophy of Mind (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
This course is a critical study of issues such as the mind-body problem, personal identity, knowledge of other minds, consciousness, and perception.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding issues in the philosophy of mind

PHIL 388 History of Ethics (3 Credit Hours)
An intensive study of the ethical theories of several major figures in the history of western moral philosophy, including, for example, the systems of Aristotle, Kant, and Mill.
Outcomes:
Students will develop a more advanced understanding of philosophical problems and answers to questions in the field of ethics by means of this historical study

PHIL 389 Contemporary Issues (3 Credit Hours)
Pre-requisites: Students must have taken at least two philosophy courses
Study of a selected topic in some area of contemporary philosophy.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 390 Independent Study for Majors (3 Credit Hours)
Pre-requisites: Students must be a philosophy major with adequate background
In-depth independent research developed jointly by the student and a faculty director. The topic should be one with which the student has some familiarity so that the research can be an examination of it in-depth.
Outcomes:
Students will be able to understand and articulate philosophical problems and answers regarding the selected topic

PHIL 391 Topics in Philosophy of Religion (3 Credit Hours)
PHIL 391 was re-numbered to PHIL 380.
Course equivalencies: PHIL391/PHIL380

PHIL 393 Philosophy & The Human Sciences (0 Credit Hours)
This seminar explores a selected theme in health care ethics. Extensive use is made of visiting guest experts. Students should have completed four courses in philosophy, including a course in health care ethics.
Outcomes:
Students will develop a more advanced philosophical understanding of health care ethics, through direct student participation in an interactive seminar environment

PHIL 395 Seminar in Ancient Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 304.
Outcomes:
Students will develop a more advanced understanding of ancient philosophy, through direct student participation in an interactive seminar environment

PHIL 396 Seminar in Medieval Philosophy (3 Credit Hours)
This course will study selected issues from ancient philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including a course in medieval philosophy.
Interdisciplinary Option: Medieval Studies
Course equivalencies: X-PHIL396/MSTU350
Outcomes:
Students will develop a more advanced understanding of medieval philosophy, through direct student participation in an interactive seminar environment

PHIL 397 Capstone Seminar in Classical Modern Philosophy (3 Credit Hours)
This course will study selected issues from early modern philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses, including PHIL 309.
Outcomes:
Students will develop a more advanced understanding of early modern philosophy, through direct student participation in an interactive seminar environment

PHIL 398 Capstone Seminar in Contemporary Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course will study selected issues in contemporary philosophy. Course intended for philosophy majors. Students should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of contemporary philosophy, through direct student participation in an interactive seminar environment

PHIL 399 Capstone Seminar on a Topic in Philosophy (3 Credit Hours)
Pre-requisites: Course intended for philosophy majors
Students should have completed at least five philosophy courses. This course engages the student in an analysis and discussion of special problems found in various areas of philosophy. Student should have completed five philosophy courses.
Outcomes:
Students will develop a more advanced understanding of the philosophical enterprise, through direct student participation in an interactive seminar environment

PHIL 400 Philosophy Research Tools (3 Credit Hours)
This course introduces students to several methodological approaches to philosophical issues.

PHIL 401 Plato (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Plato
Course equivalencies: X-PHIL401/CLST412

PHIL 402 Aristotle (3 Credit Hours)
Prepares students for advanced work on some aspect of the philosophical thought of Aristotle.

PHIL 403 Ancient Philosophy (3 Credit Hours)
Prepares students for advanced work on a particular philosophical theme or problem in ancient philosophy.

PHIL 405 Augustine (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Augustine.

PHIL 406 Aquinas (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Aquinas.

PHIL 407 Medieval Philosophy (3 Credit Hours)
Introduces students to a specialized topic in medieval philosophy.

PHIL 408 Late Medieval Philosophy (3 Credit Hours)
Prepares students for advanced work on one or more late medieval philosophers such as Scotus and Ockham.

PHIL 410 Descartes (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Descartes.

PHIL 411 Classical Rationalism (3 Credit Hours)
Introduces students to a specialized topic in early modern rationalism, typically with reference to Descartes, Leibniz, and/or Spinoza.

PHIL 412 Classical Empiricism (3 Credit Hours)
Introduces students to a specialized topic in early modern empiricism, typically with reference to Locke, Berkeley, and/or Hume.

PHIL 415 Kant (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Kant.

PHIL 416 17th-18th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in early modern philosophy from Descartes to Kant.

PHIL 417 Classical German Philosophy (3 Credit Hours)
Pre-requisites: Graduate student status
Classical German Philosophy begins with Kant and his immediate predecessors, and extends to the early mid-19th century, including figures such as Herder, Fichte, Schelling, Goethe, Schiller , and Hegel, Feurebach, and Marc, among others. This course may include critiques of developments out of classical German philosophy. Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical Philosophy. Students will also become competent in engaging basic research in the philosophy of this era.
Outcomes:
Students will become conversant with the major projects and schools of thought in the wake of Kant's Critical philosophy

PHIL 419 Aesthetics (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in aesthetics.
Outcomes:
Students will become conversant with the major projects and schools of thought in the field of aesthetics; Students will also gain knowledge of contemporary scholarship and develop basic research skills in this field

PHIL 420 Hegel (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Hegel.

PHIL 421 Marx (3 Credit Hours)
Prepares students for advanced work on Marx and Marxist philosophy.

PHIL 422 Nietzsche (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Nietzsche.

PHIL 425 19th Century Philosophy (3 Credit Hours)
Introduces students to a specialized topic in nineteenth century philosophy.

PHIL 430 Husserl (3 Credit Hours)
Prepares students for advanced work on the phenomenology of Husserl.

PHIL 431 Marxism (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Marx and/or philosophers working in the Marxist tradition.

PHIL 432 Heidegger (3 Credit Hours)
Prepares students for advanced work on the thought of Heidegger.

PHIL 433 Phenomenology/Existentialism (3 Credit Hours)
Introduces students to a specialized topic in either phenomenology and/or existential philosophy.

PHIL 434 Hermeneutics & Critical Theory (3 Credit Hours)
Introduces students to a specialized topic in either philosophical hermeneutics and/or the critical theory of the Frankfurt School.

PHIL 436 Contemporary French Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent French philosophy.

PHIL 437 Contemporary German Philosophy (3 Credit Hours)
Introduces students to a specialized topic in recent German philosophy.

PHIL 438 Topics in Continental Philosophy (3 Credit Hours)
Introduces students to a specialized topic in some aspect of European philosophy from Kant to the present.

PHIL 439 Chinese Philosophy (3 Credit Hours)
Prepares students for advanced work on Chinese philosophy.

PHIL 440 American Philosophy (3 Credit Hours)
Prepares students for advanced work on the American philosophical tradition.

PHIL 441 Wittgenstein (3 Credit Hours)
Prepares students for advanced work on the philosophical thought of Wittgenstein.

PHIL 442 Anglo-American Philosophy (3 Credit Hours)
Prepares students for advanced work on some aspect of the pragmatist and/or analytic philosophical traditions.

PHIL 443 Anglo-American Epistemology (3 Credit Hours)
Introduces students to a specialized topic in analytic epistemology.

PHIL 444 Studies in Logic (3 Credit Hours)
Introduces students to some aspect of formal logic, such as formal systems, axiomatic set theory, mathematical logic, modal logic, tense logic, epistemic logic, deontic logic, formal semantics, and philosophical logic.

PHIL 445 Philosophy of Mind (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the problem of consciousness and the nature of mental functions.

PHIL 446 Philosophy of Perception (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to perception.

PHIL 447 Issues in Cognitive Science (3 Credit Hours)
Introduces students to specialized topics in the philosophy of cognitive sciences.

PHIL 449 Philosophy of Language (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the relationship between language, thought, meaning, and reference.

PHIL 450 Epistemology (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning the nature of belief and knowledge.

PHIL 451 Metaphysics (3 Credit Hours)
Prepares students for advanced work on philosophical issues about the nature of reality.

PHIL 452 Philosophy of Science (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the natural sciences.

PHIL 453 Philosophy of Technology (3 Credit Hours)
Pre-requisites: Restricted to Graduate Philosophy students, Other graduate students may enroll with Graduate Program Director permission
Introduces students to key issues, debates, and figures in the philosophy of technology, including both metaphysical and ethical issues related to computation, artificial intelligence, and human versus machine personhood.
Outcomes:
Interpret and compare the work of major figures in the philosophy of technology; Analyze and evaluate the ethical implications of technology on human persons and society; Analyze and evaluate theories of the ontology of technology; Produce original arguments based on the text, figures, and themes engaged in the course and apply these arguments to contemporary technological issues

PHIL 454 Philosophy of Religion (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning religious practices and beliefs.

PHIL 455 Philosophical Theology (3 Credit Hours)
Prepares students for advanced work in philosophical issues and/or figures in philosophical theology.

PHIL 457 Aesthetics (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to the nature of art and aesthetic judgment.

PHIL 458 Philosophy of History (3 Credit Hours)
Prepares students for advanced work on philosophical issues pertaining to history and historiography.

PHIL 459 Philosophy of Law (3 Credit Hours)
Prepares students for advanced work on philosophical issues concerning legal institutions and practices.

PHIL 462 Kant's Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the practical philosophy of Kant.

PHIL 463 Virtue Ethics (3 Credit Hours)
Prepares students for advanced work on classical and/or contemporary themes in the virtue tradition in moral philosophy.

PHIL 464 Utilitarianism (3 Credit Hours)
Introduces students to classical and contemporary formulations of utilitarian ethics.

PHIL 466 Major Authors in Moral Philosophy (3 Credit Hours)
Prepares students for advanced work on the ethical theories of one or more key figures in the history of philosophy.

PHIL 467 Contemporary Ethical Theories (3 Credit Hours)
Prepares students for advanced work on issues in contemporary moral philosophy.

PHIL 468 Topics in Ethics (3 Credit Hours)
Introduces students to specialized topics in ethical theory.

PHIL 469 Ethics and Rationality (3 Credit Hours)
Introduces students to philosophical issues concerning the relationship between rationality and moral thinking.

PHIL 470 Ethics & Economic Justice (3 Credit Hours)
Prepares students for advanced work on ethical and social-political issues concerning economic practice and theory.

PHIL 474 Principles of Business Ethics (3 Credit Hours)
Introduces students to philosophical approaches to ethical issues concerning the relationship between business and society.

PHIL 475 Philosophy of Nursing: Nursing as a Moral Practice (3 Credit Hours)
This course provides an opportunity for students to analyze ethical issues and personal, institutional/organizational, societal and global values and beliefs that have an impact on nursing practice, the nursing profession, and healthcare delivery. Students will clearly and carefully articulate their thinking and approach to moral reasoning about various contemporary issues and justify their responses. Presuppositions about clinical practice, education, administration, and their impact will be explored. The realities of the social context and the effects on moral/ethical practice will be discussed.
Course equivalencies: X-GNUR540/PHIL475

PHIL 477 Social Health Care Ethics (3 Credit Hours)
Prepares students for advanced work in philosophical approaches to social issues in health care.

PHIL 478 Research Methods in Social Justice (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course looks at several different methodological approaches to social justice issues: broad ethical frameworks; specific ethical issues, such as intent and volition; quantitative analysis; US law; and international law.
Outcomes:
Students are expected to know how to conduct literature reviews, how to use these approaches in analyzing social justice issues, and how to write up and present their research

PHIL 479 Issues in Applied Ethics (3 Credit Hours)
Introduces students to specialized topics in applied ethics.

PHIL 480 Social & Political Philosophy (3 Credit Hours)
Introduces students to specialized topics in social and political philosophy, such as theories of justice, social contract theory, human rights, and issues pertaining to race, class, and gender.

PHIL 481 Philosophy of Action (3 Credit Hours)
This course deals with the distinction between action and mere behavior. Related topics: causal vs. teleological views, intention, reasons for action (as distinct from causes of action), practical identity, free agency, practical reason, deliberation and choice, the relationship between emotional capacities and responsible agency.
Outcomes:
Students will understand the basic features of human agency

PHIL 482 Philosophy of Social Science (3 Credit Hours)
Introduces students to philosophical issues concerning the social sciences.

PHIL 483 Philosophical Questions in Human Rights (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course addresses questions in human rights such as the concept of rights and its critics, sovereignty and its relation to global governance, the role of intent, and how human rights are gendered.
Outcomes:
Students are expected to have an overview of the major legal frameworks for human rights, as well as an understanding of several of the major philosophical issues and related literature

PHIL 484 Philosophical Anthropology (3 Credit Hours)
Prepares students for advanced work about philosophical conceptions of human existence.
Interdisciplinary Option: Women & Gender Studies

PHIL 485 International Ethics (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course is intended to give students an overview of some of the major frameworks for addressing ethical issues in the international arena. This includes Just War doctrine, economic rights, and global governance.
Outcomes:
Students are expected to be familiar with the major treaties, international law doctrines, and institutions relevant to international ethics, as well the pertinent secondary literature

PHIL 487 Moral and Legal Issues of Economic Sanctions (3 Credit Hours)
Pre-requisites: Limited to graduate students only
This course will provide an introduction to economic sanctions in the context of foreign relations and global governance. We will look closely at the issues of effectiveness and humanitarian impact. We will also look at legal issues, such as the problem of extraterritoriality.
Outcomes:
It is expected that students will have an overview of how sanctions interact with international law, institutions of global governance, and human rights law

PHIL 490 Current Philosophical Issues (3 Credit Hours)
Introduces students to specialized topics in some area of contemporary philosophy.

PHIL 500 Directed Readings and Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 501 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 502 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 503 Directed Readings & Research (3 Credit Hours)
This course is a directed reading focused on an advanced topic in philosophy. The student and the faculty supervisor will agree on the topic and nature of the work.

PHIL 505 Teaching Internship I (0-3 Credit Hours)
This course introduces students to best practices in philosophical pedagogy.

PHIL 510 Clinical Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of clinical ethics. The student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 511 Social Ethics Practicum (3 Credit Hours)
This course will include some combination of academic and non-academic work, involving some aspect of social ethics. the student and the faculty supervisor will agree on the scope of the project and the nature of the work.

PHIL 550 Integrative Seminar (3 Credit Hours)
This course prepares students for advanced work in philosophy, and emphasizes ways in which philosophy can play an integrative role.

PHIL 590 Dissertation Proposal Seminar (1 Credit Hour)
This semester-long, non-credit, pass/non-pass course is intended for Ph.D. students in their third or fourth years. Our purpose consists in taking students from their initial, general ideas on a dissertation to a developed proposal.
Outcomes:
The class will culminate in producing a final dissertation proposal and a community of researchers who are able and willing to support each other in the development and writing up of dissertation proposals

PHIL 595 Thesis Supervision (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 600 Dissertation Supervision (1 Credit Hour)
This course is intended for students who have completed their dissertation proposal and are currently working on their dissertation. Please consult with department graduate program director before registering.

PHIL 605 Master's Study (1 Credit Hour)
This course allows continuing master's students to continue work on their master's thesis or paper. Please consult with philosophy department graduate program director before registering.

PHIL 610 Doctoral Study (1 Credit Hour)
This course is intended primarily for students who are currently working on their dissertation proposal. Please consult with philosophy department graduate program director before registering.

Physics (PHYS)

Discover, search, courses (p. 2661)!

PHYS 101 Liberal Arts Physics (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
For non-science majors. Selected topics from classical and modern physics emphasizing beauty, symmetry, and simplicity. Contemporary issues of physics and society.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Understanding of interaction between theory and experiment, role of physics in society, science vs. nonscience; solve problems using algebra, geometry, vectors, and graphs; synthesize disparate physics topics

PHYS 102 Planetary and Stellar Astronomy (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
This course covers the astronomy of the solar system and planetary science as well as the astronomy of stars and galaxies. This includes study of earth and comparative study of all the planets, as well as the birth, evolution, and death of stars, the clustering of stars and galaxies, the expanding universe and cosmology.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Students will demonstrate an understanding of the fundamental knowledge and concepts in astronomy, the qualitative and quantitative reasoning used, and how this science can be applied

PHYS 106 Physics of Music (3 Credit Hours)
Pre-requisites: ENVS 101 or equivalent; please check requirements for declared majors/minors for exceptions
Language, structure, history and styles of music; motion, force, energy and waves applied to production of sound; physical properties of instruments and musical acoustics.
Knowledge Area: Tier 2 Scientific Knowledge
Outcomes:
Knowledge of music fundamentals; understand how instruments function; apply physics concepts and experimentation to analyze the production of music and acoustics

PHYS 111 College Physics I Lec / Dis (3 Credit Hours)
Pre-requisites: Math Placement Test or MATH 118
Non-calculus introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 111L College Physics Laboratory I (1 Credit Hour)
Pre- or co-requisites: PHYS 111 or PHYS 121; Prerequisite: MATH 118 or MDT
Laboratories cover selected topics in introductory mechanics, including freefall, uniform circular motion, work-energy, collisions, rotational motion, and harmonic motion.
Interdisciplinary Option: Forensic Science
Outcomes:
Experience and familiarity with basic measuring devices and simple mechanics equipment; Understand measurement errors and their propagation, plotting and interpretation of data, the connection between theory and experiment for selected topics in elementary mechanics

PHYS 112 College Physics II Lec/Disc (3 Credit Hours)
Pre-requisites: PHYS 111 or equivalent
PHYS 111 and 112 provide a non-calculus introduction to physics. Topics include electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 112L College Physics Lab II (1 Credit Hour)
Pre-requisites: PHYS 112 or PHYS 122 (may also be taken as corequisite); also prerequisite PHYS 111L; For ESBE, ESCE, and ESEE majors only: Prerequisite or corequisite of PHYS 122
Laboratories cover selected topics in electrical circuits and optics, including DC circuits, resonance in AC circuits, ray optics, and prism and grating spectrometers.
Interdisciplinary Option: Forensic Science
Outcomes:
Understand the connection between theory and experiment for selected topics in elementary electrical circuits and optics; Experience and familiarity with DC power supplies, digital multi-meters, function generators, oscilloscopes, mirrors, lenses, and spectrometers; Ability to correlate simple electronic schematic diagrams with actual circuits

PHYS 121 College Physics I with Calculus Lecture/Discussion (3 Credit Hours)
Co-requisites: MATH 131 or MATH 161
Calculus-based introduction to vectors, kinematics, Newtonian mechanics of translational, rotational, and oscillatory motion, energy and momentum conservation, and thermodynamics.
Interdisciplinary Option: Forensic Science
Outcomes:
Understanding of analytical description of motion and application of conservation laws; develop scientific insight and proficiency in solving representative problems

PHYS 122 College Physics II with Calculus Lecture/Discussion (3 Credit Hours)
Pre-requisites: PHYS 121; Corequisite: MATH 132 or MATH 162
Calculus-based introduction to electricity and magnetism, sound, optics, and selected topics from modern physics.
Interdisciplinary Option: Forensic Science
Course equivalencies: PHYS112/PHYS112K/PHYS122
Outcomes:
Understand and apply electromagnetism to 2- and 3-dimensional problems in physical and biological sciences

PHYS 126F Freshman Projects (1 Credit Hour)
Pre-requisites: PHYS 111 or 121 (C- or better); Enrollment restricted to PHYS, BPHY, TPAM, and PCSC majors Outcomes: Students should gain a deeper understanding of the material covered in introductory physics and learn about research methods employed by physicists
Under the guidance of a faculty member, students perform research on a physics-related topic through a semester-long project. The project involves development of a proposal, building of experimental apparatus, data collection/analysis, and theoretical calculations.
This course satisfies the Engaged Learning requirement.

PHYS 130 Introduction to Computational Physics (3 Credit Hours)
Pre-requisites: PHYS 121 (C- or better); Corequisite: PHYS 122
This is an introductory computational physics course. The course will cover basic computational skills using Python and common scientific Python packages. We will solve a set of programming exercises that enhances both the understanding of introductory physics (Newton's laws, work, energy, momentum) and physics problem solving skills.
Outcomes:
Students should be able to write a Python program to perform numerical calculations in physics and gain computational skills that would be utilized in upper division physics coursework and research

PHYS 235 Modern Physics (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: PHYS 235L and MATH 263; Enrollment is restricted to PHYS, BPHY, TPAM and PCSC majors and PHYS minors
This course covers the Special Theory of Relativity and Introductory Quantum Mechanics.
Outcomes:
Understand the relative nature of space and time; the duality of waves and particles; the microscopic structure of matter and its macroscopic consequences

PHYS 235L Modern Physics Laboratory (1 Credit Hour)
Co-requisites: PHYS 235
Modern physics experiments including electromagnetic waves (microwaves), interferometry, spectroscopy, electron and quantum physics, and solid-state physics.
Outcomes:
Students will gain hands on experience and familiarity with experiments from early modern physics, the ability to use spreadsheets and symbolic algebraic software for problem solving and data interpretation, and experience documenting and reporting results including historical background searches

PHYS 301 Mathematical Methods in Physics (3 Credit Hours)
Pre-requisites: PHYS 235; Corequisite: MATH 264
Lecture and computer laboratory; Mathematical and computer methods in physics and engineering; Topics include vector calculus, functions of a complex variable, phasors, Fourier analysis, linear transformations, matrices, first and second order differential equations, special functions, numerical and symbolic computer applications.
Course equivalencies: X-PHYS301/PHYS271/MATH355

PHYS 303 Electronics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Study of analog electronics, including direct and alternating circuit analysis, resonant circuits, diodes, transistors, amplifiers, operational amplifiers, noise, feedback and oscillators.
Outcomes:
Students will understand and manipulate equations and concepts, and gain experience with electronics equipment, plotting and interpretation of data, synthesizing and writing laboratory results, and the formal verbal presentation of results

PHYS 303L Electronics Laboratory (1 Credit Hour)
Pre-requisites: PHYS 122 (C- or better); Corequisite: PHYS 303; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various electronic components, instruments, techniques, and applications. This course is the lab component for PHYS 303.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 303 (Analog and digital electronics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 310 Optics (3 Credit Hours)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310L; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
The course covers electromagnetic nature of light, geometrical optics, polarization, Fresnel relations, interference, Fraunhofer and Fresnel diffraction, Fourier optics, lasers, and holography.
Outcomes:
Students will gain knowledge of the principles of classical and modern optics, the role of optics in the development of quantum mechanics and its applications to modern technology

PHYS 310L Optics Lab (1 Credit Hour)
Pre-requisites: PHYS 235 (C- or better); Corequisite: PHYS 310; Enrollment restricted to PHYS, BPHY, TPAM, PCSC majors and PHYS minors
Students will learn to use various optical components, instruments, techniques, and applications. This course is the lab component to PHYS 310.
Outcomes:
Students should get a deeper understanding of the material covered in PHYS 310 (Geometrical and wave optics) by experimentally verifying many of the concepts covered in that course; Students will also learn to recognize various components and develop confidence in using them

PHYS 314 Theoretical Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 122 (C- or better); Corequisites: MATH 264 and PHYS 301 Outcomes: Students will gain understanding of analytical and numerical methods of mechanics, understanding of principles in dynamics, and experience in applying formalisms of Lagrange and Hamilton to mechanics in preparation for other areas of physics and engineering
Newtonian particle dynamics, conservation theorems, oscillations, gravitation, generalized coordinates, Lagrange and Hamilton formalisms.

PHYS 315 Theoretical Mechanics II (3 Credit Hours)
Pre-requisites: PHYS 314
This course is a continuation of PHYS 314 and covers dynamics of system of particles, moving coordinates, rigid body dynamics, systems of oscillators, motion in a central force field, relativity.
Outcomes:
Students will gain understanding of analytical and numerical methods of mechanics, and of the laws of dynamics and their applications

PHYS 328 Thermal Physical & Statistical Mechanics (3 Credit Hours)
Pre-requisites: PHYS 235 and PHYS 301
This course examines the fundamental concepts of temperature, entropy, and thermodynamic equilibrium, the first and second law, engines, the third law, and Boltzmann, Fermi-Dirac, and Bose-Einstein statistics.
Outcomes:
Students will learn to compare thermodynamical versus statistical characterizations of macroscopic systems with applications ranging from analyzing Fermi gases and black body radiation to information theory

PHYS 338 Advanced Physics Laboratory (2 Credit Hours)
Pre-requisites: PHYS 301 and PHYS 314; Restricted to PHYS, TPAM, PCSC, and BPHY majors
Lab course with advanced experiments in mechanics, biophysics, electromagnetism, quantum mechanics, solid state, and particle physics. Students will receive training in data analysis methods, data acquisition systems, signal processing, and 3D fabrication. Students will work in teams on a final independent project.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain an understanding of experiment design, data analysis, and error estimation in the context of investigating physical principles and using different instrumentation

PHYS 351 Electricity and Magnetism I (3 Credit Hours)
Pre-requisites: PHYS 235, 301 & MATH 264
Electrostatics and magnetostatics in a vacuum as well as in linear media, and an introduction to electrodynamics.
Outcomes:
Students will gain an understanding of mathematical methods of electrodynamics, of static electricity and magnetism including Coulomb's, Gauss', Ampere's, and Faraday's laws and their applications, and of solutions of Laplace's and Maxwell's equations

PHYS 352 Electricity and Magnetism II (3 Credit Hours)
Pre-requisites: PHYS 351
Introduction to electrodynamics and the special theory of relativity.
Outcomes:
Students will gain an understanding of electromagnetic field energy and momentum, Maxwell's equations and their applications including electromagnetic radiation and emission, involving retarded potentials and Lorentz covariance

PHYS 361 Quantum Mechanics I (3 Credit Hours)
Pre-requisites: PHYS 235 & PHYS 301
Non-relativistic quantum mechanics.
Outcomes:
Students will understand and use separation of variables, finite polynomials, and matrix algebra to solve the Schroedinger equation, explain microscopic structure of matter, and describe philosophical interpretations of quantum mechanics

PHYS 371 Biophysics (3 Credit Hours)
Pre-requisites: For Biology and Molecular Biology majors: BIOL 251, (PHYS 112 or 122), and (MATH 132 or 162); For all other majors: PHYS 235 and BIOL 101
An upper-level course in biological physics focused on a quantitative description of the physical processes driving molecular and cellular processes with an emphasis on experiment design and analysis.
Outcomes:
Students will understand how to apply physical principles and probabilistic analysis toward the study of biological phenomena at molecular and cellular levels

PHYS 380 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students will understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 381 Special Topics in Physics (1-3 Credit Hours)
Pre-requisites: Instructor's permission
This variable (1-3) credit enrichment course introduces students to a topic not generally covered in other courses. This course can be repeated.
Outcomes:
Students understand the material of the course and develop an ability to apply the knowledge gained to other contexts

PHYS 391 Research (1-12 Credit Hours)
Research in physics or an associated field. This is a variable credit course and can be repeated.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PHYS391 / PHYS385 / PHYS386
Outcomes:
Under the guidance of a faculty member, students study and understand research methods employed by physicists and gain a deeper understanding of a particular area of physics

PHYS 394 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

PHYS 395 Argonne Lab Research (3 Credit Hours)
Pre-requisites: Chairperson's permission and acceptance by appropriate program
Study and research at the Argonne National Laboratory. Only those students who are accepted into the Argonne National Laboratory's student program (or similar programs elsewhere) are eligible. No tuition is charged.
Outcomes:
Students will work with a research group at Argonne or other laboratory to understand research methods employed by physicists and get a deeper understanding of a particular area of physics

PHYS 495 AP Physics Workshop (3 Credit Hours)
This graduate level course offers pedagogical content knowledge training for in-service high school teachers preparing to teach AP Physics.

Physiology (PIOL)

Discover, search, courses (p. 2661)!

PIOL 301 Functions of the Human Body (5 Credit Hours)
This course explores major organ systems in an integrative fashion covering all aspects from physiology to metabolic biochemistry. Emphasis is placed on understanding key concepts of normal physiological and biochemical systems in healthy humans.

PIOL 401 Physiology (4 Credit Hours)
This course integrates the contents of two sections of the medical school (M1) course Function of the Human Body course (PIO L301); with additional meetings to present discuss papers at graduate level (2 paper presentations per graduate student). In the Fall semester, students will review cell physiology and autonomic neuroscience, and will learn cardiovascular and renal physiology in depth. The course topics will include introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations, and renal physiology. In the Spring semester, students will learn pulmonary, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. Instructor Consent Required.
Outcomes:
Students familiar with introductory physiology are expected to learn and understand cardiovascular, reproductive and endocrine systems in an integrative fashion in this course; Emphasis will be placed on understanding key concepts of normal physiological and biochemical systems in healthy humans; Selected aspects of pathophysiological processes will be discussed to illustrate how an understanding of normal function can be applied to clinical medicine

PIOL 410 Intro to Research (1-3 Credit Hours)
This course provides an introduction to a wide variety of commonly used techniques in cell and molecular physiology research, with concomitant laboratory rotations to learn those techniques.

PIOL 412 Research (1-6 Credit Hours)
Independent research for thesis or dissertation under the supervision of a faculty research advisor. Credit varies based upon assigned effort and time spent in the laboratory. Students receive a letter grade from their research advisor.

PIOL 414 Graduate Colloquy (1-8 Credit Hours)
Special advanced topics course with variable credit. Paper discussion and instructor-led presentations.

PIOL 416 Research Seminar (1 Credit Hour)
Seminar presentation on PhD candidate's dissertation topics advance.

PIOL 417 Cellular Physiology (3 Credit Hours)
Pre-requisites: Restricted to Master of Physiology Program students
The major goal of the Cellular Physiology course is to define the molecular and cellular basis of systems Physiology and Pathophysiology. The course consists in distinct sessions of teaching, problem solving, and reviews.
Outcomes:
- Understand the relationships among molecular, cellular and systems physiology; - Understand membrane structure and function; - Understand distinct metabolic and signaling pathways

PIOL 418 Teaching of Physiology (0 Credit Hours)
Teaching training and practice opportunities for upper level PhD candidates.

PIOL 420 Methods/Technical in Physiological Research (2 Credit Hours)
This course is intended for students seeking advanced knowledge of cutting-edge experimental approaches currently used in cardiovascular, metabolic, and neuroscience research. These topics will be discussed in both a technical/methodological sense, and in the context of the current scientific literature.

PIOL 421 Function of the Human Body I (4 Credit Hours)
This course will present the basic concepts and principles of human physiology. The course topics will include: introductory cell & neurophysiology, skeletal and smooth muscle, cardiac electrophysiology, EKG, cardiac muscle mechanics, circulation, special circulations and pulmonary physiology. The format will be lectures, simulations, small group problem sessions and scheduled reviews. Small group problem sessions will be held after each subject area and will focus on clinical application and integration of conceptual information presented in lectures. Small group sessions and reviews also will provide the student with the opportunity to obtain clarification from instructors of any outstanding questions and are designed to encourage active learning, as well as develop critical thinking and problem solving skills. Students will be evaluated by multiple choice and essay exams given after each of the 5 major topic areas. Course material will be geared toward non-thesis Masters students. Given that physiology is the basis of medicine, this course will prepare students with the basic science knowledge to successfully continue their professional development in future biomedical programs.
Outcomes:
Students will be able to describe the cellular mechanisms responsible for cardiac, skeletal and smooth muscle contraction and the factors that regulate their activity

PIOL 422 Function of the Human Body II (4 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course presents the basic concepts and principles of human physiology. The course will be presented over one semester and the topics include: renal, acid-base balance, gastrointestinal, endocrine, and reproductive physiology. The format will be lectures, small group problem sessions and scheduled reviews.
Outcomes:
Students will be able to explain the cellular mechanisms responsible for normal renal, acid-base, endocrine, gastrointestinal and reproductive physiology

PIOL 423 Biochemical Physiology (3 Credit Hours)
Biochemical Physiology will give students knowledge of foundational processes that dictate cellular physiologic processes. Topics include the structure and properties of nucleic acids, amino acids, protein structure and folding, enzyme kinetics, metabolic pathways and intracellular signal transduction. The course will present the biochemical physiology.
Outcomes:
Student completing this course should: - Understand the biochemical mechanisms which underlie physiological processes; - Understand protein structure dynamics and how these structures are dictated by second

PIOL 425 Physiology of Aging (3 Credit Hours)
Pre-requisites: BMSC 410, BMSC 412, BMSC 416
The focus of this special topics course is on the unique physiological changes that occur with aging. Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
1) Acquire advanced knowledge of aging processes; 2) Identify key gaps in knowledge in the aging field; 3) Engage in transformational/critical discussion of seminal papers in the aging field

PIOL 426 Biophysical Research Methods (3 Credit Hours)
Pre-requisites: IPBS Core curriculum The focus of this special topics course is to introduce students to the field of biophysics, with special focus on practical applications of biophysical methods in research Didactic instruction will be supplemented with readings from current primary literature in the field. Students will be responsible for reading and presenting articles for group discussion.
Outcomes:
Demonstrate a general understanding of the field of biophysics; Demonstrate deep knowledge and understanding of fundamental aspects cell mechanics, muscle mechanics, and integrated biomechanics; Demonstrate knowledge of current biophysical methods used in research; Demonstrate knowledge of fluorescence spectroscopy; Demonstrate knowledge of microscopy; Demonstrate understanding of computational biology approaches; Critically evaluate biophysical data from the literature; Interpret biophysical data for a general audience and effectively communicate biophysical information in both oral and written forms; Incorporate high standards of ethics into data interpretation and presentation

PIOL 430 Basic Human Anatomy (2 Credit Hours)
Enrollment limited to Masters of Science in Physiology students. This course will provide students with the basic concepts and facts of human gross anatomy as they related to physiology and function. Specific sections include the musculo-skeletal components of the extremities, trunk and head, the peripheral nervous system to include both the somatic and autonomic systems, the cardiovascular system, respiratory system, digestive system, urinary system and reproductive system. Each system will integrate embryology, radiology and basic clinical applications.
Outcomes:
Students will be able to describe and integrate basic human anatomy of the major organ systems to physiology and clinical medicine

PIOL 446 Cardiovascular Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on cardiovascular physiology topics.

PIOL 450 Fundamentals Of Neurophysiology (4 Credit Hours)
This course imparts the basic concepts and fundamentals of Neurophysiology, with emphasis on concepts relevant to human neuroscience. Students will learn Neurophysiology fundamentals at the cellular, structural and physiological levels of various complex systems in the brain, with specific discussion of clinical correlates of Pathophysiological conditions.
Outcomes:
Students successfully completing this course will be able to understand and explain neurophysiological mechanisms relevant to normal and abnormal conditions

PIOL 461 Introduction to Human Pathophysiology (5 Credit Hours)
Restricted to students in the Masters of Science in Physiology program. This course presents the basic concepts and principles of human pathophysiology. The course will be presented over one semester and the topics include: clinical evaluation of cardiac structure and function followed by a review of the major disorders of cardiovascular function.
Outcomes:
Students will be able to critically evaluate basic pathophysiological mechanisms underlying the most common forms of adult human cardiovascular disease

PIOL 468 Neurophysiology Journal Club (1 Credit Hour)
Presentation and discussion of original research papers with focus on neurophysiology topics.

PIOL 470 Excitability & Ion Transport (1-4 Credit Hours)
The course focuses on basic concepts of the physical movement of ions during activation of voltage- and ligand- gated ion channels.

PIOL 472 Structure/Function Membrane Proteins (3 Credit Hours)
The course explores basic and advanced concepts of membrane proteins structure, cell biology and function.

PIOL 500 Professional Development I (3 Credit Hours)
Must be enrolled in the MSP program. Professional Development will meet once/month throughout the one-year MSP program. Students will receive information about the options available for a career in the health sciences and will enhance their professional portfolio by participating in a variety of workshops designed to better equip them for a health science career.
Outcomes:
Students will be able to understand the curriculum and admission requirements of the various professional health programs and gain an understanding of the interview process

PIOL 501 Professional Development II (1 Credit Hour)
Pre-requisites: PIOL 500
Professional Development will meet and have self-directed study time throughout the spring semester of the MSMP program. Students will receive bi-weekly, specific individualized one-on-one mentoring from their academic advisors and also meet with the course director for specific lectures on their AMCAS and AACOMAS applications for medical and DO schools. Students will continue to enhance their knowledge of the admissions process by having general lectures and individual sessions discussing their motivation, enhancing their self-awareness, writing their personal statements, their selection of appropriate medical schools, selection of activities (community and medical volunteering, health care exposure (shadowing, scribing, etc.), research for their application, overall discussions on writing their secondary statements, choice of letters of recommendation, etc. MSMP students only.
Outcomes:
Following successful completion of this course, the MSMP student will: 1) Demonstrate enhanced ability for self-awareness and analysis regarding their medical school application; 2) Demonstrate self-reflection in the selection of target medical schools, discussing their fit in terms of each medical school's mission statement; 3) Continue working with their academic advisor to prepare a well-written personal statement appropriately tailored to the professional program of choice; 4) Demonstrate understating of the application process and preparation of application forms

PIOL 595 Thesis Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the masters of science thesis and degree.
Outcomes:
Form hypotheses, design and perform appropriate experiments to test these hypotheses; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 600 Dissertation Supervision (1 Credit Hour)
Supervised research and writing leading to the completion of the Ph.D. dissertation and degree.
Outcomes:
Propose original biomedical research questions and hypotheses; Design and execute critical experiments to evaluate the hypotheses proposed; Search and critically evaluate scientific literature and data; Clearly and effectively communicate scientific information in both oral and written forms; Incorporate high standards of ethics into research design, execution, data interpretation, and presentation

PIOL 605 Physiology Study (0 Credit Hours)
Must be enrolled during fall semester of MS program in Physiology. Holding course to keep the student active in the program while completing MS degree requirements.

Polish (POLS)

Discover, search, courses (p. 2661)!

POLS 101 Polish I (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 102 Polish II (3 Credit Hours)
This course focuses on introducing the student to the basics of Polish, through conversation, pronunciation and grammar. Primary emphasis is on enabling the student to speak and understand basic Polish.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand the basic grammatical forms of the verbs, nouns and adjectives of Polish as an inflected language; They will be appropriately prepared to complete the full view of Polish structures in Polish

POLS 103 Polish III (3 Credit Hours)
Pre-requisites: POLS 102
This course is designed to further develop and improve student's ability to speak and read Polish, by introducing advanced grammar, vocabulary, idioms, phraseology and syntax structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to use correctly and understand various grammatical forms of verbs, nouns, adjectives, adverbs and numbers; They will be appropriately prepared to use Polish grammatical and stylistic structures required in POLS 104

POLS 104 Polish IV (3 Credit Hours)
Pre-requisites: POLS 103
This course focuses on improving the student's ability to communicate in Polish both oral and written. Primary emphasis is on speaking and basic writing in Polish using proper grammatical and stylistic structures.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish with the level of fluency appropriate for POLS 250

POLS 201 Polish Medical Terminology (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical and healthcare related professions, future physicians and nurses, healthcare administrators and health insurance specialists. We will study Polish vocabulary for anatomy and physiology, and introduced Polish terms for medical procedures and tests. We will use phraseology common for taking medical history. Students will practice using medical terminology in patient interviews, reading articles from healthcare publications as well as understanding and formulating medical instructions. In this course we will also talk about cultural issues in practicing medicine, including the cultural differences between Polish and American approach. There will be strong emphasis on speaking, listening, and reading Polish.
Outcomes:
Students will expand their Polish vocabulary, including body parts and functions, diseases and their manifestations; They will practice taking a medical history in dialogues between medical professionals and their clients as well as use medical names and description

POLS 202 Polish for Healthcare (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
This course is designed to prepare students for medical professions, future physicians, dentists, and nurses. We will practice vocabulary for anatomy and physiology, Polish terms for medical procedure and test as well as phraseology used in every day in doctor-patient communication. This course will cover medical specializations such as: pediatrician, nutritionist, internist, immunologist, neurologist, psychiatrist and surgeon. We will also talk about cultural issues in practicing medicine. There will be strong emphasis on speaking, listening, and reading Polish and using more advanced aspects of Polish grammar.
Outcomes:
Students will learn medical vocabulary, including body parts and organs, physiology and functions of various systems; They will practice taking medical history in dialogues between medical professionals and their patients, and they will write descriptions of medical conditions

POLS 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: POLS 104
This course focuses on improving and further developing student's ability to converse and write in literary Polish language. Primary emphasis is on proper grammatical and stylistic expression in Polish with extended vocabulary and phraseology.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to express themselves in spoken and written Polish by making oral presentations and writing short compositions; They will be appropriately prepared for POLS 251

POLS 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: POLS 250
This course focuses on enhancing and polishing student's ability to converse and write in contemporary Polish language. Primary emphasis is on standard, literary Polish with its grammatical, orthographical and stylistic level expected of an educated Polish speaker.
Interdisciplinary Option: Polish Studies
Outcomes:
Students will be able to speak fluently, make oral presentations and write essays in standard literary Polish language with fluency of an educated Polish speaker

POLS 270 Contemporary Polish Culture in the Original Language (3 Credit Hours)
Pre-requisites: POLS 104 or equivalent
We will discuss the key elements of Polish culture as it is evolving in the fast changing social, technological, and economic circumstances after the political transformation of Central Europe. Students will explore the cultural traditions and values of the pre-WWII generation and the Soviet era generation, which led many to emigrate from Poland.
Interdisciplinary Option: Polish Studies

Polish Studies (POST)

Discover, search, courses (p. 2661)!

POST 199 Topics in Polish Studies: Introductory (1-6 Credit Hours)
Introduction to a specific theme in Polish Studies, e.g. Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To gain a basic knowledge of Poland through its art, history, politics, religion, philosophy, or cinema

POST 299 Topics in Polish Studies: Intermediate Topics (1-6 Credit Hours)
Exploration of important themes in Polish Studies, such as Polish immigration, emergent Poland after World War II, etc.
Interdisciplinary Option: Polish Studies
Outcomes:
To enhance knowledge of Polish Studies through different disciplines: art, history, politics, religion, philosophy, or cinema

POST 395 Polish Studies Capstone (3 Credit Hours)
Capstone course to the POST Minor program. This is a tutorial course with a service learning component that serves an integrative purpose. In the tutorial students will focus on a specific issue or theme in POST. The syllabus will reflect the research interests of the faculty member who administers the course.
Interdisciplinary Option: Polish Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to integrate their coursework in the POST minor with their major concentration

POST 399 Topics in Polish Studies: Advanced (1-6 Credit Hours)
Intensive study of a specific theme or themes in the broad field of Polish Studies: language, art, literature & film, politics, music, and history.
Interdisciplinary Option: Polish Studies
Outcomes:
To provide an in-depth knowledge of Polish Studies

Political Science (PLSC)

Discover, search, courses (p. 2661)!

PLSC 100 Political Theory (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions
An introduction to political theory, covering the principal ideas, controversies and institutions of political society.
Knowledge Area: Tier 2 Philosophical Knowledge
Course equivalencies: ACPOL 200 / PLSC 100
Outcomes:
Students will be able to demonstrate an understanding of major approaches to the normative study of politics; to identify the assumptions underlying philosophical arguments; and to critically assess different theories of political justice

PLSC 101 American Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
American national government and politics, including institutions, group and electoral processes, and public policy.
Knowledge Area: Tier 2 Societal Knowledge
Course equivalencies: ACPOL 101 / PLSC 101
Outcomes:
Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of US political institutions

PLSC 102 International Relations in an Age of Globalization (3 Credit Hours)
Competing perspectives on international politics and global issues such as North-South relations, human rights, war and peace, population growth, and environmentalism.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: ACPOL 202 / PLSC 102
Outcomes:
Students will be able to demonstrate an understanding of the main approaches to the study of international politics and to analyze and assess such major substantive issues as interstate war, terrorism, arms control, international political economy, and sustainable development

PLSC 103 Comparative Politics (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
A cross-national comparison of political institutions and political behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn why political systems differ and how different political systems function and change

PLSC 123 Speak Up Democracy (0-3 Credit Hours)
"Speak Up Democracy" is a course on perennial questions about the workings of democracies. Participating students will investigate the connection between speech and political power, ruminating on whose voices are heard (and silenced) in a democracy. This summer program is animated by a central question: how should we speak to one another in a democracy? The course is open to high school students participating in the summer program.

PLSC 202 Mock Trial (3 Credit Hours)
Students will study the trial as a process for finding truth and administering justice by learning the dynamics of the trial, by developing trial strategy, by learning how to conduct and respond to direct and cross examination and by delivering effective opening and closing arguments. Mock trial is an engaged learning course. Prior Permission is required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Mock trials are an activity that promotes critical thinking and reasoning; They call upon students to employ their problem-solving and public-speaking skills, and students gain knowledge of legal practices and procedures

PLSC 203 Moot Court (3 Credit Hours)
Students will study the appeal as a process for finding truth and administering justice by learning the dynamics of appellate advocacy, by developing oral argument strategies, by learning how to respond to questions posed by judges in competition, and by delivering effective summations and rebuttal arguments. Moot court is an engaged learning course.
This course satisfies the Engaged Learning requirement.
Outcomes:
Moot court competitions are an activity that promotes critical thinking and reasoning; They will enhance their ability-to-think- on-their-feet skills, their legal research skills, and their public-speaking skills; Students gain knowledge of legal argumentation and constitutional law

PLSC 204 Conflict Management (3 Credit Hours)
This course considers a variety of different approaches to international conflict management: direct bargaining, mediation, military intervention, economic sanctions, arbitration, adjudication, and peacekeeping. In addition to learning about the differences among these various conflict resolution techniques.
Interdisciplinary Option: Global Studies
Outcomes:
This course will treat state conflict as a natural phenomenon that must be understood before it can be mitigated; Doing so requires scientific investigation

PLSC 208 Representation in the United States (3 Credit Hours)
Considers what "political representation" means and how scholars study how well representation works in the contemporary United States.
Outcomes:
Understanding of concept of political representation and tools scholars use to study representation

PLSC 213 International Human Rights (3 Credit Hours)
This course focuses on the theoretical foundations of such international human rights as well as their practical implications. It discusses the roles of states, intergovernmental organizations, and nongovernmental organizations in shaping human rights norms and practices. They will also understand practical causes and consequences of human rights policies.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to identify assumptions of arguments and critically assess different theories of international human rights

PLSC 215 Politics of Marginalized Groups (3 Credit Hours)
This course focuses on the role that race, ethnicity, and marginalized status plays in American politics and public policy. It will provide a general overview of several groups, including Blacks, Latinxs, Asian and Muslim Americans, Women, LGBTQ, immigrants and refugees, indigenous peoples and other groups.
Outcomes:
Students will acquire an understanding of the historical exclusion of various groups from the political system and the resulting political participation and behavior patterns of minoritized groups in American society

PLSC 216 Political Numbers (3 Credit Hours)
This course will train participants to be critical consumers of political arguments that cite quantitative evidence. The course will take a hands-on approach where students learn how to conduct, interpret, and critique quantitative analysis using common statistical software packages.
Knowledge Area: Quantitative Knowledge
Outcomes:
Students will learn to critically engage with the numbers-based claims they encounter in the political arena and beyond; They will also learn how to conduct and present quantitative analysis

PLSC 218 African-American Politics (3 Credit Hours)
The political goals, behavior, voting patterns, group structures, values, and attitudes of various segments of the African-American population, and how these affect the political system.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Race and Ethnicity
Course equivalencies: X-PLSC218/BWS 218
Outcomes:
Students will be able to demonstrate an understanding of the patterns of political participation and behavior of African-American individuals and groups in American society

PLSC 232 Politics of the United Kingdom (3 Credit Hours)
This course offers an introduction to politics in the United Kingdom (officially known as the United Kingdom of Great Britain and Northern Ireland, and unofficially referred to as Britain).
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to demonstrate an understanding of the structure and operation of the United Kingdom's domestic political system, as well as its relations with the rest of the world, especially the European Union

PLSC 236 Political Communication (3 Credit Hours)
The purpose of this course is to explore and examine how elected officials and institutions communicate to the public - and the role journalists and PR professionals play in the process--through readings, seminar, and practicum. The class will challenge students to grapple with questions like - What is the meaning of the "truth" in today's media environment?
Outcomes:
Students will understand how and why journalists cover what they cover, and the roles PR professionals/spin doctors attempt to shape the media narrative

PLSC 238 Political Advocacy (3 Credit Hours)
Policy-making and implementation in the United States is a complicated process. In any given year laws are passed by elected officials, decisions that guide our implementation of the law are made by government agencies, and rulings handed down by the courts shape our interpretation of those laws.
Outcomes:
Students will understand their place in the policy-making ecosystem, and the efficacy of those efforts

PLSC 251 Women in American Politics (3 Credit Hours)
This course focuses on Women and Politics in the United States. It looks at women's movements both historical and current, how women and men in the United States act differently in politics in terms of voting behavior, as political candidates, and as elected leaders. Students will gain a better understanding of the U.S. political system and how and when women are treated equally and unequally when compared with men.
Interdisciplinary Option: Women & Gender Studies

PLSC 252 Capitalism and Its Discontents (3 Credit Hours)
This course analyzes the intersection of capitalist economics and politics from a critical perspective. Capitalism and Marxism will be reviewed, followed by a critical examination of how capitalism has played out in economic/political practice in the world today. Includes discussions of many economic topics recently in the news, and the potential for change in a variety of directions. Students will learn to critically analyze the ways in which modern economics leads to less than optimal solutions, including economic inequality. They will also learn to identify other options that may lead to greater equality and economic success.
Interdisciplinary Option: Global Studies

PLSC 300 Contemporary Political Issues (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in politics. This course may apply to any of the four areas of the department, and may be repeated depending on subject matter.
Outcomes:
Students will gain an in-depth knowledge of a unique topic in contemporary politics

PLSC 300A Contemporary Political Issues: American Politics (3 Credit Hours)
Investigation of selected topics or methods in American Politics. This course may be repeated depending on subject matter.

PLSC 300B Contemporary Political Issues: Political Theory (3 Credit Hours)
Investigation of selected topics or methods in Political Theory. This course may be repeated depending on subject matter.

PLSC 300C Contemporary Political Issues: Comparative Politics (3 Credit Hours)
Investigation of selected topics or methods in Comparative Politics. This course may be repeated depending on subject matter.

PLSC 300D Contemporary Political issues in International Relations (3 Credit Hours)
Investigation of selected topics or methods in International Relations. This course may be repeated depending on subject matter.

PLSC 301 Political Justice (3 Credit Hours)
A study of alternative conceptions of political justice and the attempts to institutionalize them in various political systems.
Outcomes:
Students will be required to demonstrate a mastery of competing theories about how various goods should be distributed fairly, and apply the just-war doctrine to various real-world cases; This course will help students to analyze and appraise social practices and policies that claim to be consistent with principles of justice

PLSC 302 American Political Thought (3 Credit Hours)
Major political themes from the founding era to the present.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major American political theorists, and to reflect on their significance in the evolution of American politics and society

PLSC 304 Ancient Political Thought (3 Credit Hours)
(CLST 305) A study of major political theorists from Plato to the fall of the Roman republic.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major Ancient Greek and early Roman political theorists

PLSC 306 Modern Political Thought (3 Credit Hours)
A study of major political theorists from Machiavelli to the French Revolution.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of the major political theorists from Machiavelli to Rousseau

PLSC 307 Democratic Theory (3 Credit Hours)
This course examines normative arguments for and against popular rule.
Outcomes:
Students will be able to explain and assess critically arguments for and against democratic government

PLSC 308 Contemporary Political Thought (3 Credit Hours)
A study of major political theorists from the nineteenth century to the present.
Interdisciplinary Option: German Studies
Outcomes:
Students will learn to interpret and evaluate the assumptions and guiding principles of the writings of major political theorists from the nineteenth century to the present

PLSC 310B Catholic Political Thought (3 Credit Hours)
A survey of classic and contemporary political thinkers in the Roman Catholic tradition. The problems examined include religious pluralism, moral decay, natural law, distributive justice, political obligation, war, and peace.

PLSC 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: PLSC 216 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

PLSC 312 Feminist Theory (3 Credit Hours)
(WOST 318) A survey of classical and contemporary feminist political theory.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-PLSC312/WOST318/WSGS318
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of influential feminist political theorists and their critics, and to reflect on the significance of feminist political theory in promoting a more just society

PLSC 313 Resistance and Obligation (3 Credit Hours)
This course examines normative arguments about the source of political obligation and the right to resist government through various means, both violent and nonviolent.
Outcomes:
Students will be able to explain and assess critically various arguments about the duty to obey and the right to disobey government

PLSC 314 Liberalism (3 Credit Hours)
A survey of classical and contemporary political theorists in the liberal tradition.
Outcomes:
Students will learn to interpret and evaluate the assumptions and principles guiding the writings of major liberal political theorists and their critics, and to reflect on the significance of liberal political theory in promoting a more just society

PLSC 316 Politics of Genocide (3 Credit Hours)
This course analyzes the politics surrounding genocide, war crimes and crimes against humanity in contemporary times. The primary focus is on occurrences since the end of the Cold War, including the former Yugoslavia, Rwanda, Sudan and the Democratic Republic of the Congo.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Race and Ethnicity
Outcomes:
Students will be able to demonstrate an understanding of genocide and other massive human rights violations, along with the role of the international community in preventing future atrocities

PLSC 317 Politics of International Health (3 Credit Hours)
This course discusses political issues in the field of international health, including comparing health care systems in the industrialized world, and treatment of diseases in the developing world, particularly Africa (HIV/AIDs, TB, Malaria, etc). Students will be able to demonstrate an understanding of international health and comparative health systems.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies

PLSC 319 Women, Law & Public Policy (3 Credit Hours)
The legal arrangements and public policies that structure the relationships of women and men in American society.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-PLSC319/WOST319/WSGS319
Outcomes:
Students will be able to analyze and appraise the impact of judicial decisions and public policies on women in the United States

PLSC 320 Constitutional Law-Due Process (3 Credit Hours)
The Supreme Court's role in defining substantive and procedural due process issues such as criminal procedure, individual autonomy, and economic regulation.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning and application of due process in American law and its impact in safeguarding individual freedoms and civil rights

PLSC 321 Constitutional Law-Powers of Government (3 Credit Hours)
The Supreme Court's role in allocating power among the three branches of the national government and between the state and federal governments.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of alternative judicial approaches to the separation of governmental powers

PLSC 322 Constitutional Law-Rights and Liberties (3 Credit Hours)
The Supreme Court's role in defining constitutional guarantees of equal protection and individual freedom.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Students will be able to demonstrate an understanding of the meaning, protection and boundaries of civil rights and individual liberties in American law

PLSC 325 American Foreign Policy (3 Credit Hours)
(INTS 375) Origins and development of American foreign policies; the method of their formulation and conduct.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC325/INTS375
Outcomes:
Students will be able to demonstrate an understanding of the formulation, adoption and implementation of American foreign policy and its impact on domestic and international affairs

PLSC 326 American National Security (3 Credit Hours)
American national security policy, including the role of major political actors, the defense budgetary process, and the capability and effectiveness of the military.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC326/PAX 327
Outcomes:
Students will be able to analyze and assess the formation, adoption and implementation of national security policies in the United States and their impact on domestic and international affairs

PLSC 327 Political Psychology (3 Credit Hours)
Political attitudes from a social psychological perspective with emphasis on cognitive development models.
Outcomes:
Students will be able to understand the psychological sources of political decision making

PLSC 329 Interest Group Politics (3 Credit Hours)
A study of the role of interest groups in American politics and policy.
Outcomes:
Students will be able to analyze and assess the patterns of political participation and behavior of diverse interest groups and their impact on the American political system

PLSC 330 Global Justice (3 Credit Hours)
This course explores debates about global justice such as immigration, climate change, free trade, and humanitarian interventions. Rooted in political theory, the course also includes readings from sociology, philosophy, and economics.
Interdisciplinary Option: Global Studies
Outcomes:
Students will learn to critically assess different theories of political justice and learn how to evaluate the moral and political justifications of international practices and policies

PLSC 331 Islamic Political Thought (3 Credit Hours)
An introduction to Islamic political thought, covering main ideas, questions, debates of the Islamic religio-political society, from the Qur'an to the present. Among the authors studied include al-Farabi, al-Mawardi, Ibn Khaldun, Islamic feminists, Islamic modernists, and Islamists.
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Outcomes:
Students will be able to identify assumptions of arguments, critically assess different theories, and, having been familiarized with the inherent entanglement of religion and politics, will be able to identify what is specific to Islamic governance and what may be universalized

PLSC 332 Politics of American Bureaucracies (3 Credit Hours)
The political and social aspects of American bureaucracies at the local, state and national levels with emphasis on the roles of administrators and administrative institutions in the political system and policy process.
Outcomes:
Students will be able understand the role of the federal bureaucracy in the formulation, adoption and implementation of public policies, and their impact on the everyday lives of citizens

PLSC 333 Crossing Borders: The Politics of Immigration (3 Credit Hours)
This course explores immigration policies and practices around the world. The primary goal is to gain a better understanding of the choices both countries and would-be immigrants face, as well as the consequences of the laws and policies enacted to regulate the movement of people across borders.
Interdisciplinary Option: Global Studies
Outcomes:
Understand the range of motivations that cause people to migrate, the laws and policies to regulate this movement, the consequences of migration, and contribute to societal debates about migration

PLSC 334 Urban Policies and Problems (3 Credit Hours)
An analysis of selected problems confronting governments in urban America as well as the range of public policies that address urban problems. (May be repeated with different issues.)
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of urban policy-making

PLSC 335 Urban Semester Seminar (3 Credit Hours)
See course description for SOCL 335.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
See outcome for SOCL 335

PLSC 336 Politics in Contemporary China (3 Credit Hours)
This course primarily focuses on domestic politics in post-1978 China. It introduces and examines China's key political institutions and players, various forms of political participation by political elites and ordinary citizens, and issues on governance and political reforms.
Interdisciplinary Option: Asian Studies, Global Studies
Outcomes:
Students will be able to make informed use of China as a case in more general arguments and have a solid footing from which to pursue more in-depth study of particular topics in China

PLSC 337 Terrorism (3 Credit Hours)
An analysis of different types of terrorist insurgencies across the globe and of the efforts by governments to combat terrorism
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC337/INTS337/CJC337
Outcomes:
Students will be able to explain what motives the turn to terror as a method of struggle and to assess the morality and effectiveness of the counterterrorism tactics adopted by various governments

PLSC 339 Political Ideologies (3 Credit Hours)
(INTS 369) A comparative analysis of important modern political ideologies and the functions they serve in the political system. Attention will be devoted to the ideologies of non-Western regimes and movements.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC339/INTS339
Outcomes:
Students will be able to analyze and assess the role and impact of political ideologies in the foundation, development, and justification of various political regimes

PLSC 340 International Relations of Africa (3 Credit Hours)
An introduction to the international relations of the countries that comprise the African continent. The primary focus is the evolution of African international relations during the post-colonial period (c. 1960-present).
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC340/BWS 340/INTS340
Outcomes:
Students will be able to demonstrate an understanding of the nature and evolution of African international relations with the major northern industrialized democracies and various regions of the developing world

PLSC 342 African Politics (3 Credit Hours)
Forces shaping political societies south of the Sahara: the heritage of colonialism, the sociology of modernization, race related stresses, economic factors, and political movements.
Interdisciplinary Option: African Studies and the African Diaspora, Global Studies, Middle East and Islamic World Studies
Course equivalencies: PLSC342/BWS 342/INTS342/IWS342
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of African political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in African societies, and evaluate the roles and processes of African political institutions

PLSC 343 Latin American Politics (3 Credit Hours)
(INTS 343) (LASP 343) Historical, cultural, economic and political forces in the governments of Latin America and the Caribbean.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-PLSC343/INTS343/LASP343
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Latin American and Caribbean political systems, the patterns of political participation and behavior of diverse individuals, groups, and governments in Latin American and Caribbean societies, and evaluate the roles and processes of Latin American and Caribbean political institutions

PLSC 346 East Asian Politics (3 Credit Hours)
(ASIA 342) (INTS 346) The social forces and structure of politics and government of East Asia.
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: X-PLSC346/ASIA342/INTS346
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of East Asian political systems, the patterns of political participation and behavior of diverse individuals and groups in East Asian societies, and evaluate the roles and processes of East Asian political institutions

PLSC 347 The European Union (3 Credit Hours)
(INTS 381) An introduction to the European Union, a regional organization linking the nations of Europe.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC347/INTS381
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the European Union, the patterns of political participation and behavior of diverse individuals, groups, and governments in the European Union, and evaluate the roles and processes of the European Union's political institutions

PLSC 348 Soviet & Post-Soviet Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC348/INTS382
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 349 Eastern European Politics (3 Credit Hours)
(INTS 382) An examination of the institutions, processes, and policies of the former Soviet Union and its successor states.
Interdisciplinary Option: European Studies, Global Studies, Polish Studies
Course equivalencies: X-PLSC349/INTS349
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of the former Soviet Union, the patterns of political participation and behavior of diverse individuals and groups in the former Soviet Union, and evaluate the roles and processes of the former Soviet Union's political institutions; Students will also be able to understand the collapse of the former Soviet Union and the formation and structure of its successor states

PLSC 350 Global Political Economy (3 Credit Hours)
An examination of the modern global economy with attention to the interrelationship between the economic and political orders.
Course equivalencies: GLST 309 / PLSC 350
Outcomes:
Students will be able to demonstrate knowledge of the global economy and the interrelationship between economic and political systems in the modern world

PLSC 353 International Law (3 Credit Hours)
(INTS 353) (PAX 353) Introduction to legal principles and procedures of recognized international law.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies, Sociolegal Studies
Course equivalencies: X-PLSC353/INTS353/PAX 353
Outcomes:
Students will be able to demonstrate an understanding of the role and impact of law and legal principles and institutions in international relations

PLSC 354 Global Environmental Politics (3 Credit Hours)
(ESP 354) (INTS 354) (PAX 354) Examines the linkages between the world's natural environment and the global political system.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC/ESP/INTS/PAX 354
Outcomes:
Students will be able to demonstrate an understanding of the role of various private, national and international actors in the formulation, adoption and implementation of environmental public policies

PLSC 355C Women and Politics: A Cross-National Perspective (3 Credit Hours)
This course offers a cross-national perspective of women's status in the political world, as voters, activists, and officeholders. It examines women's participation in the developed and developing world. Students will acquire knowledge of the role of women as political actors in a multitude of nations in the world.
Interdisciplinary Option: Global Studies, Women & Gender Studies
Course equivalencies: PLSC355C/WSGS355C/INTS361C

PLSC 356 Intervent in World Politics (3 Credit Hours)
(INTS 356) (PAX 356) Examines the purposeful use of political, economic, and military instruments by one country to influence the domestic or the foreign policies of another country.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC356/INTS356/PAX 356
Outcomes:
Students will obtain an in-depth knowledge of the historical evolution, potential constraints, and case studies of U.S. intervention in the post World-War II era

PLSC 357 Hollywood and Law (3 Credit Hours)
This course analyzes films that focus on justice, the law, and the legal system, to see what they tell us about political and legal culture, and what messages (if any) they have for contemporary politics.
Outcomes:
Student will analyze how Hollywood portrays law, policy, and major trials and court decisions as well as be able to locate and ask questions about how the depiction of law, politics, and civic responsibility have changed across time

PLSC 358 War, Peace and Politics (3 Credit Hours)
(PAX 358) The historical evolution of war, the nature of wars in the 20th century and into the 21st century, the nature of threats, sources of conflict, and procedures for peaceful resolution of disputes.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC358/INTS358/PAX 358
Outcomes:
Students will be able to demonstrate an understanding of the principal causes of wars, the means and ends of warfare, and the process and prospects of reestablishing peace

PLSC 358D The Scientific Study of War (3 Credit Hours)
This course provides an introduction to & overview of the concepts & approaches related to the causes of war, conflict, and peace in the international system. The main topics of the course are: (1) an introduction to understanding war as a social science topic, (2) the origins of the demands and disputes that can lead to war, (3) the escalation of these, (4) the expansion of war, (5) the consequences of war, and (6) the possibility of peace.
Interdisciplinary Option: Global Studies

PLSC 359 Revolutions (3 Credit Hours)
(INTS 368) A critical examination of different empirical theories of revolution. Case studies will be drawn from Europe, Asia, Africa, and the Americas.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC359/INTS384
Outcomes:
Students will be able to analyze and assess the causes, development, and consequences of modern revolutionary movements and revolutions

PLSC 360 Western European Politics (3 Credit Hours)
(INTS 360) Comparative study of the structures, processes, and functions of the parties and governments of the western powers with emphasis on the United Kingdom, France and the German Federal Republic.
Interdisciplinary Option: European Studies, Global Studies
Course equivalencies: PLSC360/INTS360
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of West European political systems, the patterns of political participation and behavior of diverse individuals and groups in West European societies, and evaluate the roles and processes of West European political institutions

PLSC 362 Politics Developing Societies (3 Credit Hours)
(INTS 362) Social, economic, and ideological factors influencing political developments in emerging nations.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC362/INTS362
Outcomes:
Students will be able to demonstrate an understanding of the foundation and structure of emerging nations, the patterns of political participation and behavior of diverse individuals, groups, and governments in developing societies, and evaluate the roles and processes of political institutions in developing societies

PLSC 363 International Politics (3 Credit Hours)
This course is intended to serve as an advanced exploration of the field of international politics. Students will explore the most recent developments in international relations theory and select political developments within the international system, including the evolution of these developments in various regions of the world.
Interdisciplinary Option: Global Studies
Outcomes:
Students will hone their ability to assess/critique cutting edge theories and developments within the field of international politics

PLSC 364 UN & International Organization (3 Credit Hours)
(INTS 364) (PAX 364) An examination of the purposes, organization, background, and operations of existing international organizations.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
Course equivalencies: X-PLSC364/INTS364/PAX 364
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of various International Organizations, especially the United Nations, the patterns of political participation and behavior of individuals, private and public groups, and governments in International Organizations, and evaluate the roles and processes of International Organizations

PLSC 365 Italian Politics & Government (3 Credit Hours)
(INTS 365) (ROST 365) An examination of the institutions, processes, and practices of Italian political life. Major concern is with post-1945 Italian politics.
Interdisciplinary Option: European Studies, Global Studies, Italian Studies
Course equivalencies: X-PLSC365/INTS365/ROST365
Outcomes:
Students will be able to demonstrate an understanding of the formation and structure of Italy's contemporary political system, the patterns of political participation and behavior of diverse individuals and groups in Italian society, and evaluate the roles and processes of Italian political institutions

PLSC 366 Dictatorship (3 Credit Hours)
This comparative politics course examines the origins, dynamics, and contradictions of various nondemocratic forms of government, including military and party dictatorships.
Interdisciplinary Option: Global Studies
Course equivalencies: X-PLSC366/INTS366
Outcomes:
Students will be able to explain why authoritarian systems rise and fall and how politics in these systems compares to the political process in democratic states

PLSC 367 Model United Nations (3 Credit Hours)
Introduction to the operations and practices of United Nations, including training for student participation in the Model U.N. program. Students taking PLSC 367 Model UN class and act as leaders of the team that represents Loyola at the New York conference. Prior permission required to enroll.
Interdisciplinary Option: Global Studies, Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC367/INTS367/PAX 367
Outcomes:
Students will demonstrate an understanding of the formation and structure of the United Nations; Understanding in enhanced by the practical experience gained by participating in Loyola's Model UN program

PLSC 368 Politics of the Middle East (3 Credit Hours)
This course will draw upon the theoretical insights of comparative politics to examine politics in the Middle East and North Africa. The seminar focuses on issues that are important for understanding the contemporary politics of the region, from the persistence of authoritarianism, petropolitics, political Islam, Arab-Israeli conflict, and the rise of ISIS to ethnic divisions, gender relations, and social movements.
Interdisciplinary Option: Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-PLSC368/INTS391/IWS368

PLSC 369 Politics of Energy (3 Credit Hours)
The course will discuss how the challenges of climate change, energy security, and poverty alleviation are being tackled by politicians and the public. It will also assess the degree to which changes in energy resources bring changes in economic, political, and social power.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain a firm understanding of the various global and regional trends that are shaping 21st Century foreign policy behavior generally, and energy diplomacy specifically

PLSC 370 Fieldwork in Political Science-Internship (1-6 Credit Hours)
Practical experience in political and governmental agencies and organizations in Chicago and Washington, D.C.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn about different forms of public service and the ethical responsibilities of civic engagement; Working in a professional office for fifteen weeks allows students to experience the world of public service first-hand; Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 371 Roman Law (3 Credit Hours)
(CLST 362) An introduction to the general principles and basic concepts of Roman civil law with emphasis upon the Late Republican-Early Imperial period.
Interdisciplinary Option: European Studies
Course equivalencies: X-CLST362/PLSC371/ROST362
Outcomes:
Students will be able to demonstrate an understanding of the assumptions and principles guiding the formulation and implementation of Roman civil law

PLSC 372 Crime, Race & Violence (3 Credit Hours)
This course discusses the political aspects that affect crime and violence in the United states, with a special focus on questions of race.
Interdisciplinary Option: African Studies and the African Diaspora, Human Services, Peace, Justice, and Conflict Studies, Psychology of Crime and Justice, Sociolegal Studies, Urban Studies
Course equivalencies: X-CJC/BWS/AFR/PLSC372/PAX373

PLSC 373 Politics and Literature (3 Credit Hours)
Literature as a medium of political analysis and political criticism. The literary tradition examined may vary, and the course may be repeated for credit, depending on the subject matter.
Outcomes:
Students will learn to interpret and evaluate the political assumptions and principles underlying the writings of major literary figures, and to reflect on the role and significance of literature in promoting a more just society

PLSC 374 Democracy (3 Credit Hours)
A critical examination of the theory and practice of democratic government. The subfield to which this course belongs varies depending on its content.
Outcomes:
Students will be able to analyze and assess the theoretical arguments for and against democracy, and to demonstrate an understanding of the various institutional arrangements of democratic government

PLSC 376 Political Behavior and Public Opinion (3 Credit Hours)
This course will cover a range of topics pertaining to public opinion and political behavior in the United States. Topics will include how public opinion is measured, research on the factors that shape public attitudes about political matters, and work that examines who participates in politics and why.
Outcomes:
Students will learn about substantive scholarly findings on these topics, as well as the methodologies researchers use to answer questions about public opinion and political participation

PLSC 377 American Public Policies (3 Credit Hours)
Public policy-making at the national and state government levels; includes social, economic, fiscal, judicial, and moral policies.
Course equivalencies: PLSC377 / PLSC205
Outcomes:
Students will obtain in-depth knowledge of a unique topic in the area of American public policy adoption and implementation

PLSC 379 The Legislative Process (3 Credit Hours)
Legislative campaigns and elections, the formal procedures of law making, the influence of political parties and interest groups, and the interaction with the president, the judiciary, and the bureaucracy.
Course equivalencies: PLSC379 / PLSC210
Outcomes:
Students will be able to analyze and assess the role and processes of the US Congress in the deliberation and formulation of domestic policies and their impact on the everyday lives of citizens

PLSC 380 Public Policy Analysis (3 Credit Hours)
The course offers a broad approach to the study of public policy.

PLSC 381 The American Presidency (3 Credit Hours)
The powers, roles, and responsibilities of the presidential office with special attention to political leadership, the bureaucracy, and political parties.
Course equivalencies: PLSC381 / PLSC211
Outcomes:
Students will be able to analyze and assess the role and impact of the U.S. presidency on domestic policy and foreign affairs

PLSC 384 The Judicial Process (3 Credit Hours)
The judicial process in the American court system from the Supreme Court to local trial courts, civil and criminal procedure, appellate court decision-making, and the impact of judicial policies on American politics and society.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: PLSC384 / PLSC212
Outcomes:
Students will be able analyze and assess the role and impact of the U.S. court system on the protection of individual freedoms and civil rights

PLSC 385 Introduction to Law (3 Credit Hours)
The nature of law in society, including the constitutional origins and institutional structure of legal systems, the practices of the legal profession, and the substance of selected areas of case law.
Interdisciplinary Option: Sociolegal Studies
Course equivalencies: CRMJ375/PLSC385/PLSC214
Outcomes:
Students will be able to understand the role of law and the legal system in American politics and its impact on the everyday lives of citizens

PLSC 386 Campaigns and Elections (3 Credit Hours)
The organization, functions, and behavior of political parties and elections in the United States.
Course equivalencies: PLSC386 / PLSC217
Outcomes:
Students will be able to analyze and evaluate the role and impact of political parties and elections on the American political system

PLSC 387 Politics and the Press (3 Credit Hours)
A study of the dynamics between politics and the press, including its impact on campaigns, elections, and public policy.
Course equivalencies: X-PLSC387/CMUN340
Outcomes:
Students will be able to analyze and assess the role and impact of the press on the American politics

PLSC 388 The Morality and Legality of War (3 Credit Hours)
Competing perspectives on the moral, legal, and practical challenges of military force as a tool of foreign policy, especially focused on the complexity of using force to pursue humanitarian goals.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to demonstrate an understanding of just war theory, international humanitarian law, and major theories of humanitarianism, to analyze the stakes and trade-offs involved in decisions about war and peace, and to critically engage with contemporary foreign policy events

PLSC 389 State Politics (3 Credit Hours)
A comparative study of the composition and powers of state governments.
Course equivalencies: PLSC389 / PLSC221
Outcomes:
Students will be able to demonstrate an understanding of state governments, the patterns of political participation and behavior of diverse individuals and groups in state politics, and evaluate the roles and processes of state political institutions

PLSC 390 Urban Politics (3 Credit Hours)
Political processes in cities and other local governments, Examination of mayors, city councils, bureaucrats, and their interaction with local citizens and interest groups.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: PLSC390 / PLSC222
Outcomes:
Students will be able to demonstrate an understanding of urban governments, the patterns of political participation and behavior of diverse individuals and groups in urban politics, and evaluate the roles and processes of urban political institutions

PLSC 391 Chicago Politics (3 Credit Hours)
The political groups in Chicago, their political power and impact on city politics and policy. Attention will be given to the powers and roles of city council and the mayor's office.
Interdisciplinary Option: Human Services, Italian American Studies
Course equivalencies: PLSC391 / PLSC224
Outcomes:
Students will be able to demonstrate an understanding of Chicago government, the patterns of political participation and behavior of diverse individuals and groups in Chicago politics, and evaluate the roles and processes of Chicago's political institutions

PLSC 392 Environmental Politics (3 Credit Hours)
The issues, significant actors, and public policies relating to the environment. (ESP 235) (PAX 235)
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: PLSC392/PLSC/ESP/PAX235
Outcomes:
Students will be able to analyze and assess the role of various actors in the formulation, adoption and implementation of environmental public policies, and their impact on the everyday lives of citizens

PLSC 395 Political Science Honors Seminar (3 Credit Hours)
Variable titles. Investigation of selected topics or methods in Political Science.
Outcomes:
Students will gain an in-depth knowledge of a unique topic or method in Political Science

PLSC 396 Directed Readings (1-3 Credit Hours)
Opportunity for an unusually accomplished student to pursue a discrete area of knowledge in political studies in a format designed to stimulate highly productive effort.
Outcomes:
Students will hone research and writing skills in close collaboration with a faculty sponsor

PLSC 397 Urban Studies Research (3 Credit Hours)
The course allows students to engage in research-related projects related to urban studies.
Interdisciplinary Option: Urban Studies
Course equivalencies: X-PLSC397/URB397

PLSC 398 Washington DC Internship Seminar (3 Credit Hours)
This course requires you to combine your academic interests and your internship, allowing you to reflect on and think deeply about the relationship between your internship, experience and academic learning. This course will also explore political Washington.
Outcomes:
This course will clarify students' career goals, and demonstrate how these goals can be enhanced by their academic work

PLSC 399 Tunisia On-Site: Arab Spring, Democratic Change, Islam (3 Credit Hours)
A combination of site visits, lectures, and group discussions throughout Tunisia provides a unique experiential understanding of the relationship between the Arab spring, democratic change, Islam, gender relations, and U.S. foreign policy amidst the historical inheritances of the Carthaginian, Roman, Islamic, and French empires in North Africa.
Interdisciplinary Option: African Studies and the African Diaspora, Arabic Language and Culture, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: X-PLSC 399/HIST 313T
Outcomes:
Experientially based knowledge of the politics, society, culture, history, and international relations of a country (Tunisia) in a region (North Africa) at the intersection of Africa and the Middle East

PLSC 400 Scope and Methods of Political Science (3 Credit Hours)
This is a broad course that lays out the main approaches to political science.

PLSC 401 Intro to Research Design & Method (3 Credit Hours)
This course is an introduction to principles of research design in political science. The main objective of this course is to familiarize students with the social scientific approach to studying politics.
Outcomes:
Students will learn how to ask empirical questions about the political world, how to develop theories and generate testable hypotheses, how to collect appropriate types of evidence, how to answer research questions scientifically using such evidence, and how to clearly convey their evidence and argument to others

PLSC 402 Seminar on Empirical Analysis (3 Credit Hours)
The course allows students to develop additional methods to empirical analysis.

PLSC 404 Selected Problems in American Politics (3 Credit Hours)
This course focuses on selected problems in the study of American politics and the American Political system.
Outcomes:
Gain an in-depth understanding of selected problems in American politics and the American Political system

PLSC 405 American Executive Branch (3 Credit Hours)
This course relies on historical and contemporary scholarly literature on the American presidency to analyze the development and scope of rhetorical and party leadership, legislative relations, the commander-in-chief and diplomatic roles as well as the growth of the institutionalized presidency.
Outcomes:
Students will master the key literature on the American presidency as well as conduct research on a particular aspect of the US presidency

PLSC 406 American Legislative Branch (3 Credit Hours)
This course focuses on the organization of and decision-making in the US legislative branch.
Outcomes:
Students will fully understand how the US Congress is structured and legislates, as well as its interactions with other US institutions and with American society

PLSC 407 Public Policy-Making & Implementation (3 Credit Hours)
This course examines the process and dynamics of US policy-making systems.
Outcomes:
Students will understand the development of the public sector agenda, the policy formation and legitimation processes, and the role of implementation functions, as these relate to substantive issues or policy arenas

PLSC 409 Organizational Theory (3 Credit Hours)
The course offers a broad approach to the various theoretical and practical approaches to the study of organizations.

PLSC 410 Urban Politics (3 Credit Hours)
This course addresses the major theories, studies and issues of urban politics.
Outcomes:
Students will understand "political machines", parties, interest groups, voting, protests, minority and ethnic groups, city councils, mayors, bureaucrats and community power structures

PLSC 411 American Political Parties/Electoral Process (3 Credit Hours)
This course analyzes the roles and functions of the party system and voting behavior in the United States.
Outcomes:
Students will understand the role of mass communication and issues in elections, the impact of party identification, and the impact of the electoral system on behavior of party and voter

PLSC 412 Constitutional Politics (3 Credit Hours)
This course examines constitutional policy-making in the United States.
Outcomes:
Students will understand the political role of the Supreme Court, judicial values in constitutional adjudication, and the impact of court decisions

PLSC 416 US Political Institutions (3 Credit Hours)
The course surveys academic literature on political institutions in the United States including the legislative, executive, and judicial branches of the federal government, state and local governments, parties, interest groups, media organizations, and civic organizations.
Outcomes:
Students will gain an in-depth understanding of a wide variety of political institutions and how they interact with one another

PLSC 417 The American Legal System (3 Credit Hours)
This course examines the structure, functions, interrelationships, dynamics, and decision-making processes of the US legal system.
Outcomes:
Students will understand the major components of the American legal system - legislatures, administrative agencies, and courts

PLSC 418 Political Psychology & Socialization (3 Credit Hours)
This course examines psychological, social and environmental influences on political attitudes and behavior.
Outcomes:
Students will understand the psychodynamics of political development and socialization as they interact with opinion formation and political participation

PLSC 419 Managing Urban Government (3 Credit Hours)
This course studies the politics of urban government management.
Outcomes:
Students will understand the environments in which the urban manager functions

PLSC 420 Comparative Political Systems (3 Credit Hours)
This course examines political institutions and political behavior in various political systems.
Course equivalencies: X-INTA 420/PLSC 420
Outcomes:
Students will master the literature on comparative politics, including the methodology of comparative analysis

PLSC 421 Democratic Political Systems (3 Credit Hours)
This course examines selected democratic political systems.
Outcomes:
Students will understand how selected democratic systems operate, focusing on their similarities and differences

PLSC 422 Authoritarian Political Systems (3 Credit Hours)
This is a graduate-level seminar on authoritarian political systems. The course explores theoretical perspectives on authoritarianism, political institutions in non-democracies, and paths to democratization.
Outcomes:
Students will become familiar with concepts and theories of authoritarianism, gain knowledge about different types of authoritarian rule, and learn about how authoritarian governments work and perpetuate power

PLSC 423 Soviet & Post-Soviet Politics (3 Credit Hours)
This course analyzes the development of Soviet and post-Soviet politics since 1917.
Outcomes:
Students will understand the emergence and development of Soviet politics, as well as its decline in the mid-1980s

PLSC 424 Politics of Developing Areas (3 Credit Hours)
This course examines the politics of the "developing world."
Outcomes:
Students will understand the methods used to analyze politics in the developing and underdeveloped nation-states

PLSC 425 Sub-Saharan Africa (3 Credit Hours)
This course examines politics in Africa from the pre-colonial period to the present.
Outcomes:
Students will understand issues relating to decolonization, ethnicity, class, political economy, democratization, and regime transition in Sub-Saharan Africa

PLSC 426 Latin American Politics (3 Credit Hours)
This course examines important themes in the study of politics in Latin America.
Outcomes:
Students will understand the current scholarship and methodologies in the study of Latin American politics

PLSC 427 Politics of the Middle East (3 Credit Hours)
Enrollment Conditions: Permission of the instructor required. This course offers a historical and thematic approach to study the society and politics of the contemporary Middle East. Two central aims of the course are to cultivate critical perceptions regarding widespread images and descriptions of the region and to bolster students' historical, socioeconomic and political knowledge of the region.
Outcomes:
Students will master important political science literature on the Middle East and be well positioned to pursue original research

PLSC 428 Political Violence (3 Credit Hours)
This course offers a thematic approach to the study of political violence with a particular focus on armed conflicts involving non-state actors (i.e., civil wars). It addresses a wide variety of questions informed by the cutting-edge research in political science and other disciplines.
Outcomes:
Students will develop an understanding of the causes of different forms of violence in different parts of the world, motivations of people who participate in violence, and solutions to armed conflicts

PLSC 429 Comparative Politics Selected Problems (3 Credit Hours)
This course examines selected issues in comparative politics.
Outcomes:
Students will master the literature or conduct research in a particular area of comparative politics

PLSC 430 Theories of International Politics (3 Credit Hours)
This course analyzes theories and major issues of international politics.
Course equivalencies: X-INTA 430/PLSC 430
Outcomes:
Students will master the literature in major research areas and theoretical frameworks in international relations

PLSC 431 Formulation US Foreign Policy (3 Credit Hours)
This course examines how US foreign policy is made.
Outcomes:
Students will understand the decision-making institutions and their interaction in the formulation and execution of political, military and economic foreign policy

PLSC 432 Comparative Foreign Policy Analysis (3 Credit Hours)
This course examines contemporary policy positions of major blocs of nations as well as specific nations.
Outcomes:
Students will understand how foreign policy is made in countries other than the United States, as well as the policy of blocs of nations

PLSC 433 International Organization (3 Credit Hours)
This course examines the development and role of international organizations.
Outcomes:
Students will understand the political and administrative principles and problems of various types of international organizations, including the United Nations, the World Trade Organization, the World Bank, the International Monetary Fund and other key global and regional organizations

PLSC 435 International Political Economics (3 Credit Hours)
This course examines global economic systems.
Outcomes:
Students will understand global political-economic relations in the post-WWII period, including international monetary relations, international trade, regional integration, direct investment, debt, and development assistance

PLSC 436 International Conflict (3 Credit Hours)
This course focuses on concepts and approaches related to the causes of war, conflict and peace in the international system.

PLSC 437 Selected Problems International Law (3 Credit Hours)
This course examines selected issues or problems in international law.
Outcomes:
Students will understand contemporary theories of international law and the relationships among the various traditional and contemporary areas of international law

PLSC 439 Selected Problems in International Politics (3 Credit Hours)
This course examines important themes and theories in international politics.
Outcomes:
Students will master a specific body of literature or conduct research in a particular area of international relations

PLSC 440 Ancient Political Thought (3 Credit Hours)
This course examines the major works of the most important theorists within the classical tradition.
Outcomes:
Students will master key writings of Thucydides, Plato, Aristotle, and other theorists

PLSC 442 Modern Political Thought (3 Credit Hours)
This course examines major modern political thinkers.
Outcomes:
Students will master key works of from the Italian Renaissance to the French Revolution

PLSC 444 Great Authors (3 Credit Hours)
This course focuses on the works of political theorists in the western tradition.
Outcomes:
Students will master key works of theorists in the western tradition

PLSC 446 Political Ethics (3 Credit Hours)
This course surveys classic debates on ethics - such as utilitarianism and deontological ethics - to provide students with analytical tools to answer the deceptively simple question "What is the right thing to do?" The course draws on classical readings of political philosophy, while seeking to make those abstract problems tangible by applying them to real world cases and examples.

PLSC 447 American Political Thought to Civil War (3 Credit Hours)
This course examines pre-Civil War US political thought.
Outcomes:
Students will master the works of key thinkers from the American founding to the Civil War

PLSC 449 19th Century Political Thought (3 Credit Hours)
This course examines key theorists in the nineteenth century.
Outcomes:
Student will master the works of key theorists beginning with the French Revolution and through the nineteenth century

PLSC 470 Fieldwork in Political Science-Internship (1-3 Credit Hours)
This is a graduate level course that allows students to get experience through internships. Restricted to Graduate School students.
Course equivalencies: X-PLSC 470/INTA 470
Outcomes:
Students will be able to demonstrate an understanding of models of leadership and public service by working with supervisors who are normally leaders in their fields

PLSC 475 Political Analysis I (3 Credit Hours)
This course provides an introduction to the use of inferential statistics in political science.
Course equivalencies: X-INTA 475/PLSC 475
Outcomes:
Students will master the basic statistical techniques used in political science

PLSC 476 Political Analysis II (3 Credit Hours)
This is an intermediate course in data analysis methods in political science.
Outcomes:
Students will master intermediate research and quantitative methods in political science

PLSC 499 Directed Readings (3-6 Credit Hours)
This course involves specialized study under the supervision of a faculty member.
Outcomes:
Students will master a particular segment of academic literature or conduct in-depth research on a specific topic

PLSC 502 Seminar in Political Behavior (3 Credit Hours)
This course examines selected topics in the development and shaping of political behavior.
Outcomes:
Students will master the political behavior literature and conduct research in specific areas of the discipline

PLSC 503 Seminar: Law & Political Behavior (3 Credit Hours)
This course analyzes selected topics concerning the relationship between legal processes, policies, and politics.
Outcomes:
Students will understand a particular topic in law and political behavior

PLSC 504 Seminar: American Public Policy (3 Credit Hours)
This seminar analyzes the American public policy.
Outcomes:
Students will understand the formation, implementation, and evaluation of public policies in the United States

PLSC 505 Seminar in Urban Problems (3 Credit Hours)
This course analyzes selected policies in urban and state politics.
Outcomes:
Students will understand the politics of specific urban and state policies

PLSC 506 Seminar State & Urban Policy Analysis (3 Credit Hours)
This course examines current perspectives and techniques in the analysis of state and urban policies.
Outcomes:
Students will understand contemporary policy analysis perspective and techniques as well as methods in policy analysis

PLSC 515 Seminar-Public Administration (3 Credit Hours)
This is an upper-level seminar on complex questions related to public administration.

PLSC 520 Seminar: Comparative Politics (3 Credit Hours)
This course examines an important, contemporary area of research in comparative politics.
Outcomes:
Students will master a specific body of literature and conduct research in a specific area in comparative politics

PLSC 521 Seminar Western European Politics (3 Credit Hours)
This course examines contemporary politics in Western European countries.
Outcomes:
Students will understand political and policy developments in Western Europe, as well as the structures of the European Union and the North Atlantic Treaty Organization

PLSC 531 Seminar: International Politics (3 Credit Hours)
This course examines various research topics in international politics.
Outcomes:
Students will master a particular body of work or conduct research in a specific area of international politics

PLSC 532 Soviet/Post-Soviet Foreign Policy (3 Credit Hours)
This course examines the foreign policies of the Soviet Union and the post-Soviet states.
Outcomes:
Students will understand the formulation and application Soviet and post-Soviet foreign policies

PLSC 533 U.S. National Security (3 Credit Hours)
This course examines the U.S. security establishment and the national security process.
Outcomes:
Students will understand how US security policy is made, including the defense budget, US force structure, intelligence, covert operations, and the role of Congress

PLSC 543 Liberalism (3 Credit Hours)
This course analyzes liberal political thought.
Outcomes:
Students will master key works and theorists focusing on equality, liberty, natural rights, utilitarianism, and idealistic bases of modern liberal society

PLSC 546 Political Philosophy Selected Problems (3 Credit Hours)
This course examines a selected theoretical issue in the history of political thought.
Outcomes:
Students will master the writings and theories in a particular theme of political theory

PLSC 595 Thesis Supervision (1 Credit Hour)
The is the first course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 596 Thesis Research (3 Credit Hours)
The is the second course in a two-course sequence for researching a thesis towards earning a Master's degree.

PLSC 597 Dissertation Research (3-6 Credit Hours)
The course is for students researching a thesis topic towards writing a dissertation prospectus.

PLSC 598 Teaching Internship (3 Credit Hours)
The course allows students to complete an internship focused on teaching.

PLSC 600 Dissertation Supervision (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

PLSC 605 Master's Study (1 Credit Hour)
The course is for students researching a thesis towards earning a Master's degree.

PLSC 610 Doctoral Study (1 Credit Hour)
The course is for students researching a dissertation towards earning a PhD.

ProLaw (PLAW)

Discover, search, courses (p. 2661)!

PLAW 101 Comparative and Ethical Lawyering for the Rule of Law (3 Credit Hours)
This course will develop the students' knowledge and skills required to provide advice and assistance in a country with a culture and a legal tradition different from the culture and legal system in which they received their education. The course will examine and compare the main elements of particular relevance to rule of law assistance work in major world legal traditions: common law, civil law, Islamic law, customary law and mixed legal traditions. It will also explore how the force of their normativity is effectively applied and how institutional frameworks deal with overlaps. Finally, the course will encourage students to consider the ethical dimension of cross-systems rule of law advising.

PLAW 102 History, Theory and Practice of Rule of Law for Development (3 Credit Hours)
This course provides an overview of the main intellectual foundations supporting the view that law and development are linked. While this connection may appear obvious, the course seeks to show that the relationship may not be as straightforward as first impressions might lead one to believe. Indeed, proponents of the presumed relation between law and development must confront two important distinctions well known to social scientists: causation versus correlation. Evidence that societies, which have achieved high levels of development, typically have good legal systems is incontrovertible. What is less clear is how they got where they are and in what sequence. Put differently, do good laws and institutions generate good development outcomes or does development lead to good laws and institutions? The course applies interdisciplinary and comparative research in history, economics, sociology, political science, regulatory theory, and philosophy to questions of law and the development of legal institutions and does not assume any prior knowledge in any field outside of law.

PLAW 103 Theory and Practice of Assessments in Rule of Law Advising (2 Credit Hours)
This course will provide students with the knowledge and skills required to undertake assessments, the crucial lynchpin which supports the design of specific policies, legal and regulatory reforms and administrative actions. The course demonstrates how developing a clear understanding of problems facing a society is fundamental to good governance and the rule of law. The course assumes that such understanding can be facilitated through professionally prepared assessments which identify the root causes of problems facing a country in a given area and put forward options for remedial action. Students will learn how to use the rich body of documented experience and guidance available on structuring and preparing assessments by learning how to plan and carry out assessments linked, for instance, to justice sector reform, access to justice, the improvement of the legal framework for investment and sustainable business and the control of human trafficking.

PLAW 104 International Development Architecture (3 Credit Hours)
This course covers the rule of law and governance dimensions to international development assistance. It examines both the institutional frameworks and legal mechanisms by which international development assistance is distributed for rule of law and state-building activities and the legal and regulatory structures that apply to development assistance. The course begins by considering the reasons that donors provide aid generally and for rule of law, followed by the examination of the normative frameworks and standards that shape the manner in which aid is distributed, institutions and actors, mechanisms by which aid is programmed and actual use of aid by recipients. The overall approach begins at the global level and follows the chain of development aid through its various elements down to the national level. A key theme of the course is that the approach to international development assistance is broadening. Historically, financing for development was understood primarily in terms of public sector resources. As a result of a confluence of factors, development institutions have been seeking to gather resources from the private sector to supplement official development aid.

PLAW 105 Sustainable Development Through International Commerce and Investment (2 Credit Hours)
International commercial transactions and investments can serve as the vehicles for sustainable development that respects economic, social, environmental, and other important values of the parties involved. Modern-day corporations have enormous resources and, when properly deployed, significant capabilities to promote sustainable development. This course explains the life cycle and range of international transactions and investment - from procurement of goods and services and licensing of technology to large infrastructure and public-private partnership projects. It sets out how properly structured transactions can promote prudent and sustainable development in developing and emerging economies. It describes how private companies, investors, regulators, financiers, governments, NGOs, and other stakeholders can work for the mutual benefit of the communities and countries involved as well as responsible long-term goals.

PLAW 106 Design of Rule of Law Programs and Proposal Preparation (2 Credit Hours)
This course will build the understanding and skills of students in project design and the preparation of written proposals related to rule of law assistance, which can be carried out either in the context of an internationally financed assistance arrangement or as a nationally-driven and self-financed initiative. Building on the needs assessments PROLAW course, the course will position project design as it fits into the overall project lifecycle, as well as its relationship with results-based management. The course will allow the student to understand the theory behind and the methods for conducting problem, stakeholder and risk analyses, designing a logical intervention including project objectives, outcomes, outputs and activities, setting a budget, performance indicators, and means of measuring project progress, and applying theory of change and other logical framework tools. In the second half of the course students will out their newly acquired knowledge and skills to use by preparing a full written project proposal. The course will examine donor thinking behind requirements and how to respond to them, examine current thinking concerning the effectiveness of the project approach to rule of law reform and consider the meaning of innovation, such as problem-driven iterative approaches.

PLAW 107 Rule of Law in Conflict Prevention and Peacebuilding (2 Credit Hours)
This course explores the relationship between rule of law, conflict prevention, mitigation and peacebuilding for development. Drawing from ongoing case studies and international practice, the course examines the drivers of conflict, the dynamics and changes in the social fabric during conflict and how rule of law addresses those challenges. Focus is on justice as foundational to establishing the security and institutional legitimacy necessary for human development. The course will examine how unaccountable and ineffective law enforcement and governance institutions contribute to conflict. Given an understanding of the context, course discussions will seek to identify practical modalities for strengthening rule of law and justice reform, including transitional justice. Course materials include case studies, evidence-based analyses and commentary. Students will be called upon to apply the course learning to a specific conflict affected context. Drawing on other courses in the program such as assessment, program design, implementation and oversight, students will identify opportunities for rule of law engagement in conflict contexts and propose relevant strategies and adaptive programming.

PLAW 108 Legal Systems and Methods (3 Credit Hours)
This course aims at providing those PROLAW students with first degrees in other than law with a framework for understanding the central features, branches, functions and notions of law and the evolution of legal systems and their influence on systems of governance. After a general introduction on legal methods and the sources of law in the main legal traditions, the course will examine the interaction between norms, policies and societal values in different branches of the law. Students will learn key law-related skills such as legal reasoning, analysis, planning and problem solving and how law influences advising, negotiating and mediation.

PLAW 110 Principles of International Economic Law (3 Credit Hours)
Principles of International Economic Law is a required PROLAW course covering selected topics in the law governing international business transaction, international trade law, alternative dispute resolution, and international litigation. It is an asynchronous online course with two modules per week of recorded video lectures, required readings, and follow up assignments with feedback from the instructors. The course is also available as an elective for JD and other LLM students with permission of instructor.

PLAW 250 Research and Writing on the Rule of Law (3 Credit Hours)
.This course is designed to assist lawyers and other professionals working with the law in developing the techniques of researching and writing in relation to rule of law development. The primary objective of this course is to enable students to apply research skills, which will be instrumental for conducting in depth studies on rule of law development topics for major papers during the PROLAW Program and for the final capstone project. With a focus on development issues, substantial emphasis is given to socio-legal and empirical legal research methodologies. A secondary objective is that students will acquire writing skills that can be used in various practice settings involving legal and policy analysis, policymaking, and implementation of rule of law development research studies. Students will also gain expertise on how to research and analyze issues from other disciplines that contribute to the processes and dynamics of legal and institutional reform. This knowledge is foundational for developing theories of change and is critical to formulating strategies, plans, and analyses of rule of law advocacy and reform programs.

PLAW 251 Rule of Law Thesis Supervision and Completion (3 Credit Hours)
Open to LLM students only by permission provided by Program Director.

PLAW 252 PROLAW Completion (0 Credit Hours)
Open to: Students within the LLM and MJ programs in Rule of Law for Development (PROLAW program). Students who do not complete their capstone project or thesis paper within the requisite period of time set by the PROLAW Program must register for this course. Permission to register is required.

PLAW 253 Rule of Law Capstone Project (2-3 Credit Hours)
The Rule of Law Capstone Project is the culmination of the student's academic and personal experiences in the PROLAW program. In carrying out the Capstone Project, students will have the opportunity to consolidate everything they have learned in the PROLAW curriculum and reinforce their practical experience in applying this knowledge and skills through a final multi-faceted exercise. The final outcome of this course will enable each student to demonstrate in relation to a specific real-world law and governance reform process that he or she is capable of using what was learned in PROLAW to produce useful and professional documentation and communicate this content to clients and stakeholders effectively. In some cases, students may develop or have a preexisting relationship with an external organization, which provides an opportunity for the student to work on their particular topic. Students may alternatively decide to conduct research and determine the need and feasibility of a possible initiative to address the problem they identify. Likewise, students can also choose to develop a project to implement an existing agenda or initiative at the national or international levels. Each student will be supervised by a Capstone Project advisor.

PLAW 907 Rule of Law Project Management, Monitoring & Evaluation (3 Credit Hours)
This course will analyze the main principles, tasks and tools commonly used to manage a rule of law project, particularly in comparison to other types of project management. Topics will include the control of the timing of various steps in implementation (start up, work planning, activities, monitoring and evaluation, reporting, and close out), human resource management, stakeholder management, procurement, inventory, and budgeting. The course will also address common challenges including managing a project with weak design or insufficient budget, managing conflicts, dealing with emergencies and mid-course corrections, and the key requirements for successful project management, teamwork, accountability, leadership, substantive knowledge and skills, and cultural literacy. Students will have an opportunity to apply their knowledge and skills by working through a model project in teams and producing a sample deliverable on time, on budget, and according to specifications.

Psychology (PSYC)

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PSYC 100 Psychological Perspectives on the Experience of Globalization (3 Credit Hours)
Globalization from a psychological perspective. Applying core psychological concepts, research and theory to cross-cultural issues of behavior and development. Topics may include human rights of children, human trafficking, immigration, moral issues of international trade, parenting across cultures.
Outcomes:
Students will learn basic concepts and theories and apply them to real-world globalization problems

PSYC 101 General Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, biological and social aspects of behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 201 / PSYC 101
Outcomes:
Students will master basic concepts and key theories and learn to apply them to real-world situations

PSYC 201 Psychology Advising and Career Development (1 Credit Hour)
Pre-requisites: PSYC 101, PSYC-BS major
Overview of the psychology major at Loyola and career options in psychology. Introduces students to psychology career development resources. Students will also prepare for opportunities in independent research and internships and plan for a career including creating a resume and CV.
Outcomes:
Students will learn about career options in psychology and plan their psychology major to support and develop their career interests

PSYC 225 Psychology of Peace (3 Credit Hours)
Application of psychological theories, concepts, and research to issues of peace and conflict. Areas covered include international conflicts and international peacebuilding (including war, terrorism, and global environmental issues) as well as interpersonal conflicts and conflict resolution (including crime, family violence, and conflict arising from prejudice and perceived threat). Classic theories of peace are also analyzed and connected to psychological theory and research.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Course equivalencies: PSYC 225/PAX225

PSYC 235 Psychology of Human Sexuality (3 Credit Hours)
Pre-requisites: PSYC 101
This course will explore sexuality as a multi-faceted and diverse phenomenon structured by individual experience, interpersonal relationships, and societal institutions. Topics include anatomy and physiology, intersectionality, power and privilege, sexual diversity, attraction and love, relationships, and sexual health education.
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will demonstrate an understanding of the biological, psychological and socio-cultural aspects of human sexuality, along with gender and sexual diversity

PSYC 237 Cross-Cultural Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Students will learn about cultural factors that influence cognition, perception, emotion, behavior, motivation, and mental health. Similarities and difference in both explicit and implicit cultural factors will be emphasized. Students will explore their identities, values, and biases. Students will engage in reflection to increase cultural awareness and sensitivity towards others.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of concepts and research methodologies in cross-cultural psychology; Students will develop critical thinking skills, as well as increased cultural awareness and sensitivity towards others

PSYC 238 Psychology of Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course reviews psychological research and theory concerning gender and sex from a biopsychosocial perspective. Course material emphasizes how gender as an identity, social role, and system of power affects nearly every aspect of our lives.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Bioethics, Human Services, Women & Gender Studies
Outcomes:
Students will learn about the diversity of gender within and across cultures, gender socialization and its effects, the role of gender inequality in multiple contexts, and how gender intersects with other identities

PSYC 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness. Articulate how personal power can be used to create change.
Interdisciplinary Option: Race and Ethnicity, Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue

PSYC 240 Psychology-Biology of Perception (3 Credit Hours)
Pre-requisites: For Biology majors: BIOL 102, BIOL 112, and PSYC 101; For all others: PSYC 101
Introduction to the study of sensory systems, especially vision and audition, emphasizing historical development of the field, multi-disciplinary scientific approaches, recent research and theory on the mechanisms of seeing and hearing, and applications of research to real-world problems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand and be able to explain how knowledge of the functioning of sensory systems is obtained using a variety of experimental methods, how stimulus energy is translated into neural signals, how the brain processes sensory information, and how these processes determine conscious perception

PSYC 250 Cognitive Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Overview of cognitive psychology. Topics include: human information processing, object recognition, memory, attention, language production and comprehension, reasoning and problem solving.
Outcomes:
Students will understand and be able to explain how knowledge about mental events is obtained using a variety of experimental methods, discuss current empirical research and theories of cognition, understand well established cognitive theories about attention, memory, language processing, reasoning and decision-making

PSYC 251 Learning and Memory (3 Credit Hours)
Pre-requisites: Grade of C- or better in PSYC 101 and NEUR 101
This course surveys the field of learning and memory, including working, episodic, and semantic memory, nonassociative learning, classical and operant conditioning, skill learning, and neuroplasticity. Behavioral, neuroscientific, and clinical perspectives will be considered.
Interdisciplinary Option: Neuroscience

PSYC 273 Developmental Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of theory and research relevant to human growth and development with emphasis on physical, cognitive, and social development from infancy through adolescence.
Interdisciplinary Option: Human Services
Course equivalencies: X-CPSY273/PSYC273
Outcomes:
Students will demonstrate understanding of basic theory and research in human development, and will develop skills in critical examination of psychological research as applied to current issues in human development

PSYC 274 Lifespan Development (3 Credit Hours)
Pre-requisites: PSYC 101
This course provides a survey of current theory, research, and applications on development (physical, cognitive, and social/emotional development) that are present at each stage of the lifespan. Normal development is emphasized; however, special human circumstances are also explored.
Outcomes:
Students will demonstrate an understanding of theory and research in development across the lifespan; Students will develop critical thinking skills, applying research to contemporary issues in lifespan development

PSYC 275 Social Psychology (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
Introduction to the field of social psychology; including topics such as social cognition, impression formation, social influence, attitude formation and change, stereotyping and prejudice, aggression, pro-social behavior, and group behavior.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: ACPSY 275 / PSYC 275
Outcomes:
Students will demonstrate the ability to think critically about fundamental theoretical approaches within social psychology, scientific methods of hypothesis testing, and potential applications of social psychology that address real-world problems

PSYC 276 Philosophy of Mind (3 Credit Hours)
Pre-requisites: PHIL 130
This course is a study of the different philosophical views regarding the nature and the existence of the mind and its relation to material bodies. Students will be able to demonstrate understanding of the various philosophical views and problems regarding the mind and its relation to matter.
Course equivalencies: X-PSYC 276/ PHIL 276/PHIL 176

PSYC 277 Environmental Psychology (3 Credit Hours)
Human behavior is at the root of environmental degradation. This course examines how psychological processes influence behaviors that help or hurt the environment and how psychology can promote conservation. The course identifies theory-based interventions and evaluates their effectiveness. Class activities allow students to practice applying psychology to promote environmental sustainability.
Outcomes:
Students will be able to identify the psychological bases of environmental problems; Students will be introduced to theories and practical strategies to change behavior as it relates to environmental issues

PSYC 280 Psychology of Judgment and Decision-Making (3 Credit Hours)
Pre-requisites: PHIL 130 or equivalent; please check requirements for declared majors/minors for exceptions; Students can only take one course from PHIL 279, PSYC 279, PSYC 280
This course examines the forces that shape decision-making, from the individual and day-to-day to the shaping of public policy. Psychological research on cognitive biases, economic models, and philosophical perspectives on deductive reasoning and what makes a good decision will be discussed.
Knowledge Area: Tier 2 Philosophical Knowledge
Outcomes:
Students will learn fundamental principles and theories - including various biases and decision-making errors, and learn to apply the course to improve thinking, problem-solving, and decisions

PSYC 302 History & Systems in Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
A systematic treatment of the historical roots and foundation of psychology. Special emphasis is placed on relating past trends to current developments in the field.
Outcomes:
Students will demonstrate knowledge of the foundations of psychology as a science, including major schools and theoretical frameworks, and make connections between past trends and current approaches

PSYC 304 Statistics (3 Credit Hours)
Pre-requisites: PSYC 101
This course is an introduction to fundamentals of statistical analysis in psychology.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate the ability to analyze data, interpret the results of research using basic statistical methods, and understand the conceptual foundation, appropriate use, and limitations of these statistical methods

PSYC 306 Research Methods in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 or STAT 335
Logic and theory of the scientific method. Basic principles of scientific research methodologies employed in approaching major problem areas in psychology. This class is writing intensive.
Interdisciplinary Option: Human Services, Neuroscience, Urban Studies
Outcomes:
Students will demonstrate knowledge and skills necessary to: formulate research questions and hypotheses, develop research designs, operationalize variables, and gather data in an ethical manner; choose appropriate statistical methods for analyzing data and interpret results of statistical analyses; write a scientific paper in APA style; and critically evaluate research

PSYC 307 Psychology of Language (3 Credit Hours)
Pre-requisites: PSYC 101
Analysis of language as symbol-behavior specific to humans, language structure and competence, language performance, and the neurophysiological basis of language. Methods for investigating language processing, acquisition, bilingualism, and language disorders will be considered.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of language

PSYC 310 Lab in Program Evaluation (3 Credit Hours)
Pre-requisites: PSYC 306; PSYC 275 is also recommended
Special attention is given to the fundamental skills needed to evaluate human service programs including research methodology and research diplomacy. The strengths and weaknesses of several evaluation strategies will be discussed in terms of scientific validity, ethical constraints, and political acceptability.
Outcomes:
Students apply their developing evaluation skills in a class project and present the data in a written report

PSYC 311 Lab in Psychobiology (3 Credit Hours)
Pre-requisites: For Psychology BS and Cognitive & Behavioral Neuroscience majors: PSYC 306 and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-; For all others: (STAT 335 or PSYC 304) and (NEUR 101, PSYC 240, or PSYC 382) with minimum grades of C-
Introduction to the structures and functions of vertebrate nervous systems and how these systems compute and process information. Laboratory experience with concepts and methods in the neurophysiological study of the bases of perception and other behaviors. Hearing is used as an example.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will learn the concepts of basic neurophysiology and the theory of signal detectability and have experience applying the logic and formulation of neurophysiological theories of perception

PSYC 312 Lab in Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and PSYC 382
This course is a laboratory practicum in the techniques of cognitive neuroscience, with an emphasis on electrophysiological and hemodynamic methods of measuring nervous system function during cognitive and behavioral tasks and the effects of noninvasive brain stimulation.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will develop scientific research skills as they relate to the field of cognitive neuroscience, including experimental design, physiological methods of data collection, statistical analysis and interpretation, and reporting findings

PSYC 313 Lab in Behavioral Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 251 or PSYC 382
Provides an understanding of the structure and function of the brain as it relates to behavior through empirical data collection and analyses. Course objectives will be met through demonstrations, hands-on laboratory experience with different behavioral assays, histology, an evaluation of scientific literature, and scientific communication via poster presentations.
Outcomes:
Develop a breadth of neuroscientific knowledge and skills involving critical thinking, research ethics, experimental design, animal behavior, data collection and analysis, and dissemination of scientific findings in different formats

PSYC 314 Lab in Experimental Psychology: Cognition (3 Credit Hours)
Pre-requisites: PSYC 306 (C-) and (C- in PSYC 250, PSYC 251, PSCY 307, or PSYC 382)
Laboratory demonstrations, experiments, and microcomputer applications in the area of human cognition. Topics vary, but include learning, memory, thinking and language processing.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research on human cognition

PSYC 315 Lab in Tests & Measurements (3 Credit Hours)
Pre-requisites: PSYC 306 and either PSYC 331 or PSYC 346
Topics include: theory of psychological testing and assessment; historical context and related legal and ethical considerations; basics of test construction and evaluation, including reliability, validity, and standardization; and common measures of personality, attitudes, and ability and their psychometric properties. PSYC 338 is recommended.
Outcomes:
Students will learn to demonstrate proficiency with psychological testing terminology and concepts

PSYC 316 Lab in Experimental Psychology: Sense & Perception (3 Credit Hours)
Pre-requisites: PSYC 306, NEUR 101 (formerly PSYC/BIOL 202) or PSYC 240
Laboratory demonstrations, experiments, and microcomputer applications to the psychophysical and physiological study of sensory systems. The course stresses the research methods and quantitative measures that are used in characterizing sensory processes, especially visual and auditory systems.
Interdisciplinary Option: Neuroscience
Outcomes:
Students gain skills and experience in experimental design, measurement, statistical analyses, and report writing as they relate to research in sensory processes

PSYC 318 Lab in Developmental Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 273 or PSYC 274
Lecture and laboratory on empirical studies of developmental processes in humans. Focus is on research in particular content areas within developmental stages (e.g., infancy, childhood, adolescence, adulthood) and research on changes in behavior across time.
Outcomes:
Students will demonstrate skills and knowledge of developmental methodology, designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 321 Laboratory-Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275 and 306
Lectures, demonstrations, readings, and individual or group research projects illustrating various methods, such as observation, interviewing, archives, standardized tests, and experimentation, are used to learn about topics such as group influences on the individual, attitudes, prosocial and antisocial behavior, and perception of self and others.
Outcomes:
Students will demonstrate skills and knowledge of methodology in social psychological research; designing, conducting, and analyzing and interpreting the results of a research project, and writing a research paper in APA format

PSYC 327 Lab on Body Image (3 Credit Hours)
Pre-requisites: C- or better in PSYC 306 and either PSYC 275 or PSYC 338
Lab on Body Image focuses on the scholarly study of body image and eating disorders, as well as how research is conducted in the field. Students will complete smaller labs and a larger research project in the field.
Outcomes:
1) Learn about the scholarly study of body image and eating disorders; 2) Learn general research methods in Psychology and specific ones pertaining to the topic; 3) Learn about computer packages, including SPSS to analyze data

PSYC 331 Psychopathology (3 Credit Hours)
Pre-requisites: PSYC 101
Nature and causes of maladjustment and mental disorders. History of mental illness, diagnosis, research, and treatment of mental disorders.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Course equivalencies: X-CPSY333/PSYC331/ACPSY280
Outcomes:
Students will demonstrate understanding of current approaches to researching maladaptive behavior, current views of maladaptive behavior, major categories of "mental disorders", factors contributing to development of problems, different types of intervention strategies, and appreciation of social, ethical, and legal issues

PSYC 332 Affective Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101 or NEUR 101 (formerly PSYC/BIOL 202)
Affective experiences promote human adaptability and survival, and healthy emotion function is critical to promoting physical and psychological well being. The course will provide an overview of fundamental neurobiological correlates associated with emotion function and processing affective stimuli.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 338 Psychology of Personality (3 Credit Hours)
Pre-requisites: PSYC 101 Facts and principles of personality study
Nature of personality, its structure, development, expression, and measurement. Exposition and evaluation of personality study methods with critical review of traditional and modern theories of personality.
Interdisciplinary Option: Psychology of Crime and Justice
Course equivalencies: X-CPSY338/PSYC338
Outcomes:
Students will acquire an understanding of different personality theories, critically evaluate these theories, and apply what they have learned

PSYC 340 Psychology of Women (3 Credit Hours)
Pre-requisites: PSYC 101
Review of psychological aspects of women's experiences. Topics include psychological aspects of biological events such as menarche, pregnancy, menopause; aspects of women's work and family roles; and mental health issues relevant to women.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: PSYC340/WOST340/WSGS340
Outcomes:
Students will demonstrate knowledge of critical contemporary issues impacting women and girls, and critically evaluate/analyze academic theory, social institutions, and media

PSYC 346 Psychopathology of Childhood (3 Credit Hours)
Pre-requisites: PSYC 273
Consideration of the nature and causes of maladjustment, emotional disorders, and learning disabilities in children in conjunction with approaches to prevention and remediation.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will demonstrate knowledge of the major categories of childhood psychopathology and methods of diagnosis, theories of causes of maladjustment and mental illness in children and adolescents, and types of intervention strategies

PSYC 348 Psychology of Adolescence (3 Credit Hours)
Pre-requisites: PSYC 273
In-depth study of adolescence using an interdisciplinary approach. Integration of cultural, social, psychological, and biological perspectives.
Interdisciplinary Option: Human Services, Psychology of Crime and Justice
Outcomes:
Students will appreciate the various factors leading to similarities and differences in the experience of adolescence in America and in other cultures, and will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of adolescence

PSYC 349 Maturity and Aging (3 Credit Hours)
Pre-requisites: PSYC 273 or PSYC 274 with a C- or better
Overview of theory and research relevant to middle age and aging. Topics include personality, cognitive and social functioning as well as biological functioning. Applications to life situations such as living arrangements, provision of health services, and retirement are discussed.
Interdisciplinary Option: Bioethics, Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the study of maturity and aging, and learn to recognize and reject myths and stereotypes associated with adult development and aging

PSYC 350 Developmental Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: PSYC 101, NEUR 101 (formerly PSYC/BIOL 202)
An overview of theory and research relevant to the study of the developing child through the use of neuroscience methods; topics may include: brain plasticity and maturation, sensorimotor systems, attention, memory, executive function, language, social cognition, and typical and atypical development.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will gain knowledge of basic theory and research in the field of developmental cognitive neuroscience and will acquire understanding of brain and behavior relationships in a developmental context

PSYC 352 Neuropsychology (3 Credit Hours)
Pre-requisites: PSYC 101 and NEUR 101
Neuropsychology is the interdisciplinary study of the relation between human brain function and behavior. This course is an undergraduate survey of topics related to neuropsychology, including neuroanatomy, psychophysiology, and cognitive neuroscience. A primary goal of the course is to introduce undergraduate students to neuropsychological concepts in research and applied settings.
Interdisciplinary Option: Neuroscience
Outcomes:
Successful completion of this course leads to mastery of CNS function and structure; The ability to integrate this information will allow students to develop and test hypotheses about brain-behavior relationships

PSYC 353 Applied Social Psychology (3 Credit Hours)
Pre-requisites: PSYC 275
Applications of principles and methods of social psychology to social issues and problems in such areas as: law and justice, health and health care, education, natural and built environments, population, work, life and intergroup relations.
Outcomes:
Students will demonstrate the ability to apply knowledge of major theories, research methodologies, and empirical knowledge in social psychology to real-world issues and problems

PSYC 355 Neuroethics (3 Credit Hours)
Pre-requisites: students must have taken at least two philosophy courses
This course focuses on ethical considerations emerging from contemporary research in neuroscience, as well as neuroscientific techniques for studying ethical questions. Students will be able to demonstrate understanding of the ways in which the study of ethics and neuroscience inform each other
Interdisciplinary Option: Bioethics
Course equivalencies: X - PSYC355/PHIL355

PSYC 356 Consumer Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the field of consumer psychology; including topics such as consumer attitude formation and change, persuasive communication and consumer behavior, the psychology of advertising, consumer decision making, personality and consumer behavior, identity and consumer behavior, and culture and consumer behavior.
Outcomes:
Students will understand and apply theoretical approaches within consumer psychology and the psychology of advertising

PSYC 360 Understanding Prejudice (3 Credit Hours)
Pre-requisites: PSYC 101
Prejudice from a psychological perspective. Applying psychological concepts, research, and theory to understand the origins and consequences of prejudice as well as potential remedies.
Interdisciplinary Option: African Studies and the African Diaspora, Psychology of Crime and Justice, Race and Ethnicity, Women & Gender Studies
Course equivalencies: BWS360/WSGS360
Outcomes:
Students will learn the origins of stereotypes and prejudice, the nature of prejudice against different social groups, how people are affected by prejudice and cope with prejudice, and the processes that may change stereotypes, reduce prejudice, and improve intergroup relations

PSYC 362 Industrial/Organizational Psychology (3 Credit Hours)
Pre-requisites: C- or better in PSYC 101 Outcomes: Students will demonstrate understanding and ability to think critically about how the science of behavior is applied to work environments
Study of human behavior in work settings. Topics include principles of employee selection, job analysis, motivation and morale, managerial behavior, organization development and socialization, leadership, conflict management, work design and group process.
Course equivalencies: PSYC362 / PSYC364

PSYC 368 Counseling (3 Credit Hours)
Pre-requisites: PSYC 101; PSYC 331 or 338 is also recommended
Introduction to the theory, techniques, and research behind major helping interventions, focusing on individual psychotherapy with adults.
Interdisciplinary Option: Human Services
Outcomes:
Students will critically evaluate different approaches to intervention in terms of their theoretical underpinnings, applications, goals and effectiveness, and will develop the ability to utilize some basic counseling skills

PSYC 369 Psychology Honors Readings (3 Credit Hours)
Pre-requisites: Membership in the Psychology Honors award program and approval of the Department Honors Advisor
Directed readings and development of a formal research proposal on a topic of interest to the student and the faculty member with whom he/she has chosen to work. Students are not restricted to working with the faculty member whose name is listed in the schedule of classes.
Outcomes:
Students will write a literature review and research proposal for the honors thesis

PSYC 370 Psychology Honors Research (3 Credit Hours)
Pre-requisites: PSYC 369
Students carry out the research proposed in PSYC 369 and prepare a formal report constituting the honors thesis. Approval of the thesis by the honors committee earns the psychology honors award. PSYC 370 is a capstone course.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PSYC370H / PSYC370
Outcomes:
Students will conduct research, analyze and interpret data, and write a thesis

PSYC 371 Psychology of Political Behavior (3 Credit Hours)
Examination of the determinants of political judgments and decision; including topics such as voting preference, stereotypes and political thinking, racism and political behavior, ideology and public opinion, the effect of the media on political thought.
Outcomes:
Understanding of core theoretical and methodological approaches commonly applied to the study of political psychology

PSYC 372 Psychology & Law (3 Credit Hours)
Pre-requisites: PSYC 101
Introduction to the areas of overlap between psychology and the law. Topics include roles of psychologists in legal settings, accuracy of eyewitness testimony, jury processes, accuracy of polygraph examinations, and issues surrounding the insanity defense.
Interdisciplinary Option: Psychology of Crime and Justice, Sociolegal Studies
Course equivalencies: X- CJC 377 / PSYC 372
Outcomes:
Students will learn to analyze biases in the U.S. jury system, elucidate the weaknesses of eyewitness testimony, outline the issues in the insanity defense, understand the issues in Rape Trauma Syndrome and Battered Spouse Syndrome, understand the methods and effects of scientific jury selection, understand the complex issues surrounding confessions, and view the US justice system in a social justice context

PSYC 373 Health Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of psychological and behavioral influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: health behavior and primary prevention, stress and coping, patient-physician interaction, and management of chronic illness.
Interdisciplinary Option: Bioethics, Human Services
Outcomes:
Students will demonstrate an understanding of the complex interaction of an individual's psychology and physical health, as well as understanding of different intervention and prevention programs, the structure of the health care system, and the various roles psychologists play in this system

PSYC 374 Community Psychology (3 Credit Hours)
Pre-requisites: PSYC 101
Prevention of mental disorder and promotion of well-being, primarily through creating more mentally healthy environments, but also by enhancing individual resilience. Recognizing the toxicity of psychosocial stressors such as inequality, poverty, alienation, and discrimination, community psychologists also fight for social justice through empowerment of oppressed groups and policy advocacy. Understanding of the methods of community psychology; effects of societal, cultural, and environmental influences on psychological and community well-being.
Interdisciplinary Option: Human Services, Neuroscience

PSYC 375 Psychology of Addiction (3 Credit Hours)
Pre-requisites: PSYC 101
Survey of historical, demographical, and statistical aspects of substance abuse. Abuse of alcohol and drugs, as well as eating disorders, may be considered. A variety of theoretical models and interventions are discussed.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Students will demonstrate understanding of the psychopharmacological effects of various substances, major research findings in the area of substance abuse, and prevention and intervention techniques

PSYC 376 Psychology of Religion (3 Credit Hours)
Introduction to the major issues, theories and empirical approaches in the psychology of religion; effect of religion on beliefs, motivations, emotions and behaviors.
Outcomes:
Understanding of the relationship between religion and psychological variables (eg, adjustment, prejudice, and prosocial behavior)

PSYC 377 Psychology of Music (3 Credit Hours)
Pre-requisites: PSYC 101
Engagement in musical activities is common across all human cultures. This course will introduce students to the interdisciplinary field of psychology of music and will focus on how humans perceive and are affected by music, how we create music, and how music is integrated into human life.
Outcomes:
Students will understand theories regarding brain mechanisms associated with emotion processing and the techniques used for studying these mechanisms

PSYC 378 Drugs and Behavior (3 Credit Hours)
Pre-requisites: NEUR 101
This course will introduce students to neuropsychopharmacology. Acute and long term effects of addictive drugs and drugs used to treat psychiatric disorders on neural function and behavior are discussed by integrating human and preclinical animal studies. Major types of drugs of abuse, antidepressants, antipsychotics, and anxiolytics will be discussed.
Outcomes:
Knowledge of the mechanisms of action of drugs, including illicit drugs and drugs used to treat psychiatric disorders

PSYC 381 Advanced Statistical Analysis-Computer:Social Science (3 Credit Hours)
Pre-requisites: PSYC 304 or SOCL 301
Expanded treatment of topics covered in PSYC 304 with emphasis on using standard computer analysis packages (SPSS).
Outcomes:
Students will demonstrate the ability to discuss theoretical assumptions of various statistical techniques, choose the appropriate statistical test in a variety of situations, use SPSS to enter data and perform a statistical analysis, and interpret the results of statistical analyses

PSYC 382 Behavorial and Cognitive Neuroscience (3 Credit Hours)
Pre-requisites: For BIOL-BS, BIOL-MINR, and BIOE-BS students: BIOL 102 and NEUR 101; For all others: NEUR 101
Overview of topics and methodologies used in behavioral and cognitive neuroscience including: attention, learning and memory, language, reasoning, decision making, intelligence, emotions, social cognition, and consciousness.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will understand theories regarding brain mechanisms, underlying mental events and the technologies used for studying these mechanisms

PSYC 383 Methods in Computational Neuroscience (3 Credit Hours)
Pre-requisites: NEUR 101; (MATH 131 or MATH 161); and (COMP 150, COMP 170, COMP 180, or DSCI 101) This course introduces the methods necessary to work with computational models of neural processing in the brain
These methods include differential equations for neuroscience, Simulink programming, linear algebra for neural networks, MATLAB coding, and probability theory for neuroscience. For each method, classes will include lectures, and computer exercises or illustrations.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 386/PSYC 383
Outcomes:
Appreciation of the mathematical and computational techniques used to understand the brain, specially differential equations to model neurons, linear algebra used for neural networks, and probability theory capturing brain performance

PSYC 384 Computational Modeling of the Brain (3 Credit Hours)
Pre-requisites: PSYC 383/COMP 386 or instructor permission This course uses a mix of lectures and computer labs to introduce computational models of the neural processing in the brain
These models capture single neurons and synapses, biological neural networks, and high-level computational theory. Each class will cover the models with lectures and computer labs, the latter using MATLAB and Simulink.
Interdisciplinary Option: Neuroscience
Course equivalencies: X - COMP 389/PSYC 384
Outcomes:
Appreciation that brain function cannot be understood without proper mathematical and computational frameworks, and ability to apply these frameworks adeptly in the various domains of neuroscience from neurons to cognition

PSYC 385 Practicum in Peace Activism (3 Credit Hours)
Students will learn how to recognize and navigate the psychological pitfalls that accompany work as a peace activist. Topics include building programs, recruiting volunteers, managing media messages, avoiding burnout, handling conflict within organizations, and securing funding for peace activities. Psychological constructs and theories such as group dynamics, perceived control, learned helplessness, attitude change, and altruism will be used to increase understanding of processes related to peace activism.
Course equivalencies: PSYC385/PAX385

PSYC 386 Psychology Seminar: Selected Topics (3 Credit Hours)
Pre-requisites: PSYC 101
An upper-level, intensive seminar on selected aspects of psychology.
Outcomes:
Students will demonstrate understanding of major theories, research methodologies, and empirical knowledge in the selected topic

PSYC 387 Seminar in Behavorial and Cognitive Neurosciences (3 Credit Hours)
Pre-requisites: NEUR 101 (formerly PSYC/BIOL 202); PSYC 382/BIOL 284, limited to NRCB-BS seniors
Lecture/discussions will focus on issues central to behavioral neuroscience, emphasizing human and animal mental processes and neural information processing mechanisms. Students will read primary research papers and practice analytical skills in class discussion and presentations. Presentations and exams will promote critical thinking and a general understanding of current issues in behavioral and cognitive neurosciences.
Interdisciplinary Option: Neuroscience
Outcomes:
Students will become familiar with principles of cognitive and behavioral approaches to the study of the neural bases of behavior; Students will also learn how to critically read primary research papers and present these papers to the class

PSYC 390 Internship in Psychology (3 Credit Hours)
Pre-requisites: PSYC 304 and approval via an internship application due on the 5th Friday of the previous semester
Capstone service-learning experience for psychology majors, involving application and development of psychological knowledge and skills through an internship (100 hours) in a human service organization or applied research setting, combined with regular class meetings, reading and writing assignments. Students arrange placements and complete a project on site. Application details may be found here: https://luc.edu/psychology/undergraduate/internshipinpsychology. Practical, pre-professional job skills, critical analysis and connection between theory and practice, on topics of: human service agency operation; effective working relationships; professional communication; cultural competence; values and ethics.
This course satisfies the Engaged Learning requirement.

PSYC 396 Teaching Internship in Psychology (3 Credit Hours)
Pre-requisites: Junior or Senior standing; Department consent required
This course provides undergraduate students serving as teaching assistants in psychology academic structure and guided reflection. Through readings, discussions, and reflective assignments, students will develop skills in supporting student learning and managing classroom responsibilities. The course complements practical work as teaching assistants in psychology courses, integrating theory and practice.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate understanding of how students learn and how to facilitate effective classroom engagement; Connect teaching experiences to psychological and educational theory; Develop transferable professional skills such as leadership and organization

PSYC 397 Independent Research (3 Credit Hours)
Pre-requisites: PSYC 306 and approval of internship coordinator
Limited to psychology majors with senior standing. Capstone opportunity to conduct research under the guidance of a psychology faculty member. Only one of PSYC 397 and 399 may count toward the psychology major.
Interdisciplinary Option: Neuroscience
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain experience in all aspects of psychological research, including literature review, formulating hypotheses, designing and conducting research, analyzing data and interpreting results, communicating the results of research in written reports

PSYC 399 Special Studies in Psychology (1-3 Credit Hours)
Pre-requisites: permission of instructor and department
Opportunity for individual reading or research in a specialized area not otherwise covered by the Department's course offerings. Only one of PSYC 397 and 399 may count toward the psychology major.
Outcomes:
Students will gain experience (eg, integrating research results from various sources, conducting research) working directly with a faculty member on a current topic in psychology

PSYC 401 History & Systems of Psychology (3 Credit Hours)
History and systems is a survey course that covers past events and persons that directly influenced the formation of contemporary psychology in the United States.
Outcomes:
Students will become familiar with the history of psychology and influential theoretical systems in the field of psychology; The course is partly designed to aid in preparation for the EPPP licensing exam for those students intending to seek professional licensure

PSYC 412 Introduction to the Profession of Clinical Psychology (3 Credit Hours)
Required course for PhD program in Clinical Psychology-an introduction to our field. This course provides an introduction to the profession of Clinical Psychology by focusing on basic research and clinical skills necessary for a career as a clinical scientist and practitioner.
Outcomes:
Students will develop skills such as establishing rapport, empathic and reflective listening, gathering information, and making intervention decisions via supervised interview experiences

PSYC 420 Research Methods in Psychology (3 Credit Hours)
An intensive coverage of classical and current psychological research methodology and a review and implementation of various strategies for proposing research, collecting and analyzing data, and writing scholarly articles.
Outcomes:
Students will learn multiple methods for conducting psychological research, how to critique published research, and how to write research proposals and reports

PSYC 432 Intellectual & Personality Assessment (3 Credit Hours)
This course covers the psychometric properties, administration procedures, and applications of the most common adult psychological measures. Students will gain an understanding of psychometric theory.
Outcomes:
Students will be able to administer and become familiar with how to interpret a WAIS-III, the MMPI-2, the Sentence Completion Test, and the TAT

PSYC 435 Seminar in Cognitive Neuroscience (3 Credit Hours)
The way that information is represented and processed in the brain is central to a broad range of topics in psychological science. In this course we will consider how the methods of cognitive neuroscience including brain imaging (e.g., EEG/ERP, fMRI) and dissociation-based techniques such as neuropsychology and TMS, have revolutionized the exploration of these topics. We will pay particular attention to how these techniques can be used to understand higher-level cognition during development and in questions related to social psychology and psychopathology. Class participants will be introduced to these techniques, read, critique and present results from the primary literature, and also have an opportunity to develop ideas using these methods relating to their own research interests.

PSYC 436 Psychopharmacology (3 Credit Hours)
The types and mechanisms of medications used in the treatment of mental disorder are reviewed. Emphasis is given to behavioral effects and treatment effectiveness of drugs. Psychopharmacological research design and literature are reviewed.
Outcomes:
Students will learn basics of neurotransmission and be informed about medications including antidepressants, mood stabilizers, anti-psychotics, and substance abuse

PSYC 438 Principles of Psychological Assessment Child & Adult (3 Credit Hours)
This course is designed to expose students to a variety of assessment tools and tests available for children ranging from 1 month to 18 years of age.
Outcomes:
Students will develop competence in the administration and write-up of basic intelligence, achievement, and visual motor tests for children presenting with, for example, learning disabilities, mental retardation, social/communication disorders

PSYC 440 Theory & Research in Psychology of Language (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language.

PSYC 446 Psychopathology (3 Credit Hours)
This course reviews concepts, research, and theory (historical and current) in psychopathology and emphasizes diagnosis and etiology.
Outcomes:
Students will gain an appreciation for the major issues in the area of psychopathology, the ability to think clearly and scientifically about these issues, and an understanding of major mental disorders

PSYC 451 Psychopathology of Childhood & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on adjustment problems during childhood and adolescence using an ecological-developmental perspective.
Outcomes:
By gaining insight into the factors that enhance or interfere with positive developmental processes, students learn how to apply research and theory to improve the services they will offer to children and families in their professional careers

PSYC 452 Clinical Treatment of Children & Adolescents (3 Credit Hours)
This course provides an overview of theory and research on empirically-supported interventions for children and families.
Outcomes:
Students learn how to select and evaluate needed prevention programs and interventions for children and families to achieve therapeutic goals

PSYC 455 Developmental Psychology (3 Credit Hours)
This course provides an overview of theory and research on developmental psychology.

PSYC 460 Social Psychological Theory (3 Credit Hours)
Survey of basic concepts, theories, and research in social psychology. Contents include foundations of social psychology; broad theoretical orientations (e.g., evolutionary, behavioral, cognitive, affective, individual, societal, cultural); specific theories at the intrapersonal, interpersonal, intra-group, and inter-group levels of analysis.
Outcomes:
Knowledge and skills in theory construction and criticism; understanding relation between theory and research methods; applying theories to social problems

PSYC 461 Attitude and Attitude Change (3 Credit Hours)
Survey of attitude formation and change literature. Topics include the nature and measurement of attitudes, explicit versus implicit attitudes, effects of attitudes on cognition and behavior.
Outcomes:
Knowledge and skills that enable the integration of multiple theories to conceptualize attitudinal phenomena, critical evaluation of research, written and oral expression about attitude topics, application of attitude theories to practical problems

PSYC 462 Cognitive Social Psychology (3 Credit Hours)
In depth examination of the human cognition within its social context; including topics such as impression formation, attribution, stereotyping, prejudice, social information processing, mental control, affect and social information processing, unconscious social cognition.
Outcomes:
An understanding of basic theoretical approaches and scientific methods of hypothesis testing within social cognition; Development of skills needed to perform research within social cognition

PSYC 464 Practicum in Psychotherapy I (3 Credit Hours)
This two semester practicum course provides applied experience conducting psychotherapy at Loyola University Chicago's Wellness Center.
Outcomes:
For client populations seeking psychotherapy, practicum students will be able to develop a treatment plan, articulate treatment goals, develop a working therapeutic alliance, and execute elementary psychotherapeutic techniques

PSYC 472 Organizational Psychology (3 Credit Hours)
Covers theory, research, and methods associated with behavior in organizational settings. Learning outcomes include knowledge of theory and methods of personnel selection, performance measurement and appraisal, knowledge and skills training; theory and research on leadership, motivation, group behavior, etc.

PSYC 473 Social Development (3 Credit Hours)
This course is designed to provide an advanced level introduction and discussion of critical issues essential to the study of social development. The contribution of multiple contexts (e.g., family, peers, culture) to social development is a major focus of this class.
Outcomes:
Students will become familiar with the several theoretical accounts as well as major empirical findings in the core areas of social development

PSYC 474 Research in Group Dynamics (3 Credit Hours)
Covers theory, methods, and research on behavior in and by groups from a social psychological perspective. Learning outcomes include knowledge of theory and research on group structure, group performance, group decision making, negotiation, and intergroup behavior; ability to design research about group behavior and to analyze data from group research.

PSYC 475 Cognitive Development (3 Credit Hours)
This course is designed to provide an advanced level introduction to critical issues in the study of cognitive development from infancy through childhood.
Outcomes:
Students will be expected to draw connections between the major theoretical accounts of cognitive development and the empirical literature in core areas of children's cognition

PSYC 477 The Self and Self-Esteem (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the self and self-esteem. Course will focus on where self knowledge comes from and how it affects human behavior.
Outcomes:
Knowledge of psychological theory and research on the self and self-esteem

PSYC 479 Cognition and Emotion (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on the role that emotion plays in cognitive activity and behavior. Course will focus on how emotion affects cognition and how different emotions have different effects.
Outcomes:
Knowledge of psychological theory and research on cognition and emotion

PSYC 482 Advanced Statistics (3 Credit Hours)
Covers analysis of factorial designs and other multifactor data sets.
Outcomes:
Learning outcomes include theory and assumptions underlying analysis of variance and multiple regression; ability to use SPSS to analyze data from factorial designs and other multifactor research endeavors

PSYC 484 Prejudice and Intergroup Relations (3 Credit Hours)
Pre-requisites: Graduate Standing
Graduate seminar focusing on psychological theory and research on intergroup relations, stereotyping and prejudice. Course will focus on the perceptions, cognitions and behaviors toward members of our own group and members of outgroups.
Outcomes:
Knowledge of psychological theory and research on intergroup relations and prejudice

PSYC 485 Psychology and Law (3 Credit Hours)
Application of social psychological theory and research to criminal behavior and the criminal justice system. Specific topics include crime causation, mass media effects, jury selection, eyewitness accuracy, and crime prevention.
Outcomes:
An understanding of core theoretical and methodological approaches to criminal justice research, development of skills needed to perform psychologically oriented criminal justice research

PSYC 486 Methods of Program Evaluation (3 Credit Hours)
Overview of program evaluation methods, politics, ethics, and applications; including topics such as quasi-experimental design, statistical analysis issues, ethical guidelines, implementation strategies, and presentation styles.
Outcomes:
An understanding of the methods, strategies, ethical issues, and implementation obstacles of evaluation research; Development of skills needed to perform high quality evaluation research in a variety of applied settings

PSYC 489 Political Cognition (3 Credit Hours)
Examination of the cognitive determinants of political judgments and decision; including topics such as political information processing, voting preference, political stereotyping, racism, ideology and public opinion, and media effects.
Outcomes:
An understanding of core theoretical approaches within political psychology, scientific methods of hypothesis testing within political psychology, and the development of skills needed to perform research within political psychology

PSYC 491 Multivariate Analysis (3 Credit Hours)
An introduction to the theory and application of multivariate statistical techniques in psychology.
Outcomes:
Students will learn the conceptual underpinnings (including matrix algebra) and will also learn to conduct analyses for the following procedures: multiple and logistic regression, MANOVA, loglinear analysis, canonical correlation, factor analysis, and cluster analysis

PSYC 493 Structural Equation Modeling (3 Credit Hours)
An introduction to structural equation modeling as a multivariate statistical tool, including confirmatory factor analysis, path analysis, causal modeling, diagramming structural models, assessing model fit, model development and identification, multi-sample analysis, and longitudinal analysis.
Outcomes:
An understanding of the logic and mechanics of structural equation modeling, and the skills necessary to use LISREL 8 software to conduct structural analyses

PSYC 509 Seminar on Teaching Psychology (0 Credit Hours)
This course provides an introduction to the psychology teaching and learning.

PSYC 510 Ethics & Professional Practice (3 Credit Hours)
The ethical standards and practice of psychologists, including basic principles of ethics, application of ethics to professional practice and to research, and professional problems and practices are reviewed.
Outcomes:
Students will learn to manage complex ethical problems encountered in psychological practice, research, and education

PSYC 513 Adolescence (3 Credit Hours)
This course offers an in-depth study of adolescence from a psychological as well as cultural and historical perspective, with a focus on biological, cognitive, psychological, and social changes.
Outcomes:
Students will learn important components of psychological health and maladaptation during the adolescent developmental period and how family, peer, and school contexts affect adolescent development

PSYC 514 Research in Development Psychology (3 Credit Hours)
The goal of this course is to survey important methods, issues, research designs, and other topics specific to research in developmental psychology and cultivate students¿ scientific skills like critical thought and evaluation of research.
Outcomes:
Students will be able to demonstrate understanding of developmental methodology, design, ethical concerns, and other issues relevant to developmental science

PSYC 515 Infancy (3 Credit Hours)
The goal of this course is to survey important topics in the field of infancy, the period of development from birth through approximately 3 years.
Outcomes:
Students will demonstrate understanding of infant developmental science in particular content areas and the processes underlying change

PSYC 518 Seminar Selected Topics-Clinical Psychology (3 Credit Hours)
This course provides an overview of selected topics in clinical psychology.

PSYC 525 Seminar in Social Psychology (3 Credit Hours)
This course provides an overview of theory and research on social psychology.

PSYC 535 Internship in Applied Social Psychology (1 Credit Hour)
Students complete an applied social psychology internship during this course.

PSYC 540 Psychology of Language Development (3 Credit Hours)
This course provides an overview of theory and research on the psychology of language development.

PSYC 545 Select Topics in Developmental Psychology (3 Credit Hours)
This course provides an overview of selected topics in developmental psychology.

PSYC 548 Risk and Opportunity in Childhood and Adolescence (3 Credit Hours)
This course provides an overview of theory and research on risk an opportunity in childhood and adolescence.

PSYC 552 Neuropsychology (3 Credit Hours)
Neuropsychology involves the interdisciplinary study of the relations between human brain function and behavior.

PSYC 553 Neuropsychological Assessment (3 Credit Hours)
This course covers the major areas of neuropsychological assessment, including major assessment techniques, interviewing, report writing, and psychometric issues.
Outcomes:
Students will learn major issues and topic areas in neuropsychological assessment (eg, attention, language, memory, visual perception, motor functioning, executive functioning, and emotional functioning)

PSYC 555 Social Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Graduate student standing in Social Psychology
Course will involve research presentations and other forms of professional development.
Outcomes:
Course will involve research presentations and other forms of professional development

PSYC 556 Developmental Psychology Research and Professional Development (0 Credit Hours)
Pre-requisites: Restricted to graduate students in Developmental Psychology
This course will involve research presentations and other forms of professional development.
Outcomes:
Students will gain the skills and knowledge necessary to present their research to colleagues; Students will possess greater readiness for their post-graduate career

PSYC 560 Human Diversity (3 Credit Hours)
This course provides a foundation in human diversity as it relates to the practice of clinical psychology. The course will examine theoretical perspectives and research findings related to human diversity. The goal of this course is to challenge students to think critically about the influence of human diversity on their psychological practice, research, and teaching.

PSYC 568 Evidence-Based Practice in Clinical Psychology (3 Credit Hours)
Pre-requisites: PSYC 412, or approval of instructor
This course provides a theoretical and skills-based overview of evidence-based practice (EBP) in clinical psychology, and surveys the theoretical and applied aspects of various evidence-based intervention approaches in psychology, including Motivational Interviewing (MI), Interpersonal Therapy (IPT), Cognitive Behavior Therapy (CBT), and Dialectical Behavior Therapy (DBT). Students will demonstrate an understanding of current theories and methods in evidence-based psychotherapy.

PSYC 595 Thesis Supervision (1-3 Credit Hours)
Pre-requisites: Enrollment is Restricted to Psychology graduate students
Students will make supervised progress towards completion of their theses.

PSYC 596 Internship in Clinical Psychology (1 Credit Hour)
Students complete a full time APA approved clinical internship during this course.

PSYC 597 Integrative Readings in Psychology (3 Credit Hours)
Students complete integrated readings under the supervision of a faculty member.

PSYC 598 Research (3-6 Credit Hours)
Students complete research under supervision of a faculty member.

PSYC 599 Directed Readings (3-6 Credit Hours)
Students complete directed readings under the supervision of a faculty member.

PSYC 600 Dissertation Supervision (1 Credit Hour)
Students complete dissertation research under the supervision of a faculty member.
Outcomes:
Students will make progress on their dissertation research

PSYC 605 Master's Study (1 Credit Hour)
Students complete master's thesis readings and research under the supervision of a faculty member.
Outcomes:
Students will make progress on their MA thesis proposal

PSYC 610 Doctoral Study (1 Credit Hour)
Students complete dissertation readings and research under the supervision of a faculty member.

Psychology of Crime and Justice (PSCJ)

Discover, search, courses (p. 2661)!

PSCJ 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Psychology of Crime and Justice minor's usual curriculum. Program permission required.
Interdisciplinary Option: Psychology of Crime and Justice
Outcomes:
Gain supervised research experience in a specific area of psychology and law

Public Health (PUBH)

Discover, search, courses (p. 2661)!

PUBH 199 Service-Learning in Health Sciences Leadership (3 Credit Hours)
This introductory course aims to teach students the fundamental concepts, principles, and practices associated with interprofessional health approaches. The course will emphasize the importance of teamwork, communication, and respect among various health professionals in delivering holistic care across the health continuum.
Outcomes:
Compare roles, responsibilities, values, ethics, communication, and teamwork of various health professions; Discuss evidence-based impact of interprofessional research, practice, and education; Communicate effectively across professions; Participate in interprofessional teams and case-based activities

PUBH 300 Introduction to Public Health (3 Credit Hours)
Public health is the science of preventing disease and protecting and promoting the health of populations and communities. Through interactive exercises and application of concepts, this course considers its history; ethical principles; scientific foundation and tools; biomedical bases; socioeconomic and behavioral factors; environmental issues; and relationship to medical care.
Course equivalencies: X -PUBH 300/ ENVS 300
Outcomes:
Describe the history, core concepts, functions, and methods of public health; Define health disparities and explain how they are produced; Synthesize public health information and communicate it effectively

PUBH 301 Health and the Environment (3 Credit Hours)
This course is designed as an introduction to the field of environmental health, including regulations, research, disease prevention, and advocacy.
Course equivalencies: X-ENVS301/PUBH301/MBPH401
Outcomes:
Students will be able to outline approaches for assessing and controlling environmental hazards that affect community health and discuss major local, national, and global health challenges

PUBH 303 Fundamentals of Epidemiology (3 Credit Hours)
Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including study design and measures of association.
Course equivalencies: X- PUBH 303/ENVS 303/MPBH 403
Outcomes:
Apply epidemiological methods to public health problems; select appropriate quantitative data collection, study designs, and analytical methods; apply adjustment techniques; and calculate measures of association; and interpret and communicate results

PUBH 304 Health Behavior and Health Promotion (3 Credit Hours)
This introductory course is designed to provide students with a foundation in behavioral theory as applied to public health practice, including health education and health promotion. Health education strategies will be examined from the perspective of health literacy, cultural competency, and adult learning behaviors among other dynamics.
This course satisfies the Engaged Learning requirement.
Outcomes:
Describe a range of health behavior theories and frameworks commonly incorporated into public health interventions on the individual, interpersonal, and community level

PUBH 305 Public Health Communication (3 Credit Hours)
This course will teach students effective use of health literacy and health communication tools, including the use of mass media, online social media, and health professions' communication with patients in clinical settings.
Outcomes:
Students will be able to develop communication tools such as infographics and brief web-based videos and evaluate public health information

PUBH 306 Critical Thinking in Public Health (3 Credit Hours)
This course is designed to prepare students to make reasoned, intelligent decisions about public health matters by learning about and practicing how to think, read, write, and speak critically.
Outcomes:
Be able to evaluate the credibility of sources of information, scrutinize arguments, recognize biases in oneself and in others, and take a stand on public health issues and support it

PUBH 307 Foundations of Public Health Policy (3 Credit Hours)
Provides students with theoretical frameworks to understand public health policy issues, introduces public policy making processes, and enables students to analyze position papers on policy topics. Drawing from law, economics, political science, ethics and epidemiology, the course provides students with the knowledge and skills to understand policy-making processes.
Course equivalencies: PUBH 307/MPBH 407
Outcomes:
Explain how federal, state, and local health policy is formulated, implemented and evaluated; Assess the balance between the public good and individual rights in the policy process in public health

PUBH 309 Introduction to Biostatistical Methods for Public Health (3 Credit Hours)
This course offers an introductory overview of the fundamental and foundational biostatistical concepts and methods that are critical in the field of public health. Emphasizing the application and interpretation of biostatistical methods, it covers a broad spectrum of topics including graphical and numerical descriptive statistics for data summarization and exploration; probability theory with an emphasis on the binomial (discrete) and normal (continuous) distributions, which are crucial for understanding statistical inference; and inferential statistics, encompassing point estimation, interval estimation, and hypothesis testing to support evidence-based decision-making. The course also introduces nonparametric statistical methods for analyzing data without assuming a specific distribution.
Outcomes:
Explain the fundamental concepts of probability and statistics as they apply to public health data; Analyze graphical and numerical descriptive statistics to effectively summarize public health data; Evaluate basic inferential statistical methods, including hypothesis testing and confidence intervals, to draw and justify conclusions from public health data; Justify the appropriate statistical methods for specific public health research scenarios based on the data type and research question; Communicate statistical information effectively to various audiences within the field of public health

PUBH 310 Public Health Internship (3 Credit Hours)
This practical internship course will integrate theory, where students will unpack the complexities of Public Health and gain an understanding of the roles and responsibilities of professionals. Careers in Public Health are multidimensional, students will integrate real world experience reflecting on experiences of leadership, health equity, community engagement, and professional development.
This course satisfies the Engaged Learning requirement.
Outcomes:
Integrate academic internship experience with course curriculum academic content through critical reflection of leadership theory and development; assess leadership identity, leadership behavior, and civic role in a public health framework

PUBH 313 Community Assessment and Program Planning (3 Credit Hours)
This course will teach the basics of community health assessment and public health program planning, implementation, monitoring, and evaluation. This will include learning data collection techniques, program design, data analysis strategies, and how to present evaluation findings to different audiences. Students will then apply the lessons learned in class by developing a project plan for a hypothetical public health program.
Outcomes:
Describe a community health assessment; Define conceptual frameworks and logic models and their purpose in the context of public health programs; Design data collection tools for community health assessment and program evaluation purposes; Determine the best evaluation strategy to use in various programmatic scenarios; Apply program planning, implementation, monitoring, and evaluation methods to case study assessment

PUBH 314 Global Public Health (3 Credit Hours)
This course is an introduction to global health at the undergraduate level to provide the students with an understanding of global health goals and governance, health surveillance systems, and the determinants, consequences and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women's health, children's health, nutrition, immigration, and environmental health.
Course equivalencies: HSM 210 / PUBH 314 / ENVS 385
Outcomes:
Define the most commonly used global health metrics, international goals, and common global health issues; Describe the various ways historical colonialism and modern globalization impact global health outcomes and programs; Analyze case studies of existing global health interventions and policies; Apply knowledge of global health statistics, common health issues, and public health interventions in the development of a country health profile; Identify reasons for health inequities/disparities which exist in low- and middle-income countries, as well as higher-income countries; Compare current global health funding and implementation systems, such as foreign aid, the United Nations, public/private partnerships

PUBH 315 Public Health Advocacy (3 Credit Hours)
This course is designed to equip students with a foundational understanding of the essential role of advocacy in informing and advancing public health policy, as well as skills necessary to engage in that process. Students will examine public health advocacy campaigns, the legislative process at the local, state, and federal level, the need for evidence-based research in shaping public health policy, the importance of critically evaluating policy proposals, and the incorporation of health equity in the process. The course will cover assessment of the political landscape, stakeholder engagement, and the development of strong written, verbal, and multi-media communication skills. The class will address current public health issues through lectures, class discussions, and projects, including projects aimed at engaging legislators.
Outcomes:
Develop effective advocacy strategies tailored to public health issues; Evaluate evidence-based research to support policy recommendations; Engage diverse stakeholders to advance public health initiatives; Craft persuasive advocacy messages for diverse audiences; Explain the legislative and policy-making processes involved in implementing public health changes

PUBH 320 Global Health Internship (3 Credit Hours)
Pre-requisites: Restricted to students accepted into an official Parkinson School study abroad program
Co-requisites: PUBH 321 (may also be taken as a Prerequisite)
This internship course is for students selected for the global health field experience. Students will travel to an international site and collaborate, either individually or in groups, with a local community partner on a practical public health project that will result in a deliverable students will provide to the partner. Each student is expected to complete at least 100 hours of fieldwork and fulfill all project requirements while abroad. Students will use an asset-based assessment modality, as opposed to deficit-based, when developing their projects. Upon return, students will share their experience with the Loyola University Chicago community through a final presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Collaborate with a host or partner organization to determine a local project that will meet their programmatic needs; Co-create strategies with the partner organization and implementation community to address the assigned health issue; Summarize lessons learned and project plans for the local partner, implementation community, and LUC community via a presentation; Demonstrate interprofessional values and communication skills that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities, and expertise represented by other professionals and groups that work in global health

PUBH 321 Global Health Experience Seminar (1 Credit Hour)
Pre-requisites: Only for students accepted into an official Parkinson School study abroad
This 1-credit seminar course prepares students selected for the summer global health internship to engage ethically, professionally, and effectively in international public health settings. Through interactive sessions, students will explore foundational global health concepts, complete ethics and safety training, analyze key public health indicators for their assigned site, and reflect on the role of culture in shaping health beliefs and health systems. Emphasis will be placed on responsible global engagement, cultural humility, and comparative analysis of health systems. Successful completion of this course is required for participation in the summer field internship abroad.
Outcomes:
Analyze the health status of populations using available data for your assigned local site; Describe how cultural context influences perceptions of health and disease in your local implementation context; Compare and contrast the local national model or health system for provision of healthcare to the US system, including their respective effects on health and healthcare expenditure; Define local, national, and international codes of ethics and how they are relevant to one's working environment

PUBH 390 Special Topics: Public Health Intelligence (3 Credit Hours)
Pre-requisites: Students must have completed one statistics course including STAT 103, PSYC 304, STAT 335, ISSCM 241 equivalent
This course provides both a conceptual foundation and a hands-on introduction for PH informatics - the science of collecting, organizing, and using information to promote and protect the health of all people. Students will work with real-life data sets, from food safety to crime reports, while furthering their understanding of the intersection of public health practice and informatics.
Outcomes:
After taking this course, students will have developed a conceptual foundation for quickly assessing data sets and evaluating informatics approaches to produce high-quality information resources for decision makers

PUBH 391 Leadership and Public Health Entrepreneurship (3 Credit Hours)
Public health entrepreneurship provides a pathway for action to solving public health challenges. Students will learn how to identify public health challenges, ideate, develop sustainable solutions rooted in evidence, cultivate partnerships, lead with authenticity, communicate through the art of storytelling, and champion community well-being.
Outcomes:
Define public health entrepreneurship and explore its role in addressing health disparities with communities

PUBH 392 Special Topics In Public Health (1-3 Credit Hours)
Pre-requisites: Restricted to students in the Bachelor of Public Health (BSPH) program, or with permission of the instructor
This course covers a specific topic in public health.
Outcomes:
Students will be able to articulate a general understanding of the selected topic

PUBH 395 Independent Study in Public Health (1-4 Credit Hours)
This is a directed study course in public health for approved students, supervised by a member of the faculty. Students must have an assigned professor, written objectives, planned outcomes and timelines. Students must have permission from the Public Health Program Director to enroll.
Outcomes:
Upon successful completion of this course, the student will be able to articulate a general understanding of the selected topic

PUBH 399 Public Health Capstone Experience (3 Credit Hours)
This course is a cumulative, integrative and scholarly or applied experience or inquiry project. It may include internships, service-learning projects, senior seminars, portfolio projects, or research paper. The project provides the opportunity for students to demonstrate proficiency in effective communication skills through a written report and oral presentation.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate in written report and oral presentation the knowledge and skills acquired during the undergraduate program through selected projects which translate gained information into public health practice, including research

Public Service Leadership (PSLD)

Discover, search, courses (p. 2661)!

PSLD 400 Introduction to Public Service (3 Credit Hours)
Introduces students to organizational theories and practices useful to public service managers. Teaches students how to use structural, human resource, political and symbolic perspectives to rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making, and leadership; stresses critical thinking skills. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge of ethics, values, and skills for organizational leadership in human service and public service agencies; Knowledge of theory, organizational functions and structures, leadership styles, and value-driven leadership

PSLD 402 Foundations of Global Strategic Communication (3 Credit Hours)
Globalization challenges almost every aspect of communication from creating and delivering messages to spreading ideas that cross language, time, and cultural barriers. The course focuses on using strategies communication planning and management to guide communication activities in organizations. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge of critical communication skills and values; Understand the interplay between communication, technology, and culture

PSLD 403 Program Management and Development (3 Credit Hours)
There is an increasing demand for public service workers who can work with diverse communities through program management and development using strengths and empowerment perspectives and social and economic justice principles. This course builds on the ecological systems perspective that views program development as an arena for social change. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Knowledge and skills needed for planning new or adapting existing programs within the context of diverse communities; Develop skill set for program development and quality improvement

PSLD 404 Data, Visualization and Evaluation (3 Credit Hours)
Using Microsoft Excel, this course introduces students to the use of quantitative data in policy, public management, and non-profit decision making. Topics include causal inference, descriptive statistics, data visualization, probability, statistical inference, and regression analysis. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Hands-on knowledge and experience managing and analyzing data sets; Best practices for presenting data to diverse stakeholders

PSLD 405 Design Thinking in Mitigating Complex Social Problems (3 Credit Hours)
Design thinking is a way of working with user-centered innovation to address problems where not all knowledge is available at the outset, i.e. the problem itself is unknown (wicked problems). Design thinking rests on principles such as user involvement, problem framing, experimentation, visualization, and diversity. Open to students admitted into the MA in Public Service Leadership program (PSLD-MA).
Outcomes:
Develop critical skills for management and innovation; Develop creative potential of individuals and enable them to deal with wicked problems

PSLD 420 Disaster Operations and Management (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Introduction to emergency management theories and practices that are critical in the emergency management profession. Covers the phases of emergency management, human and political aspects, the importance of effective resource management, environmental concerns, and the threats and hazard identification and risk assessment process that is important to emergency management organizations. Introduces participants to issues related to managing personnel, including volunteers, workforce diversity, decision-making, leadership, and stresses critical thinking skills.
Outcomes:
Knowledge of theory, organizational functions and structures, phases of emergency management, resource management, ethics, politics, and threats and hazards; Develops ability to solve complex problems and engaged with a wide variety of organizations that support emergency management

PSLD 422 Disasters and Vulnerable Populations (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Disasters create lasting impacts for communities large and small. This course introduces students to emergency management concepts that ensure the needs are being met for citizens with access and functional needs, those living in areas with high social vulnerability, and other vulnerable populations throughout the community. Teaches students to include vulnerable populations in all phases of emergency management and provides students with the opportunity to learn critical communication and problem-solving skills.
Outcomes:
Understand the make-up of the community being served, ensure plans, processes, and disaster response includes vulnerable populations within the community; Knowledge of tools and resources available to assist in preparedness activities to ensure they involve the community in its entirety

PSLD 423 Integrated Social-Medical Issues in Emergency Management (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA) Outcomes: Identify social and medical issues in EM practices; Apply the concepts of EM within a social-medical context; Describe EM social and medical organizations and structures and their relation to public service; Apply concepts of leadership to public service, EM, and other sectors
This course builds on existing leadership and public service knowledge with the application of emergency management principles under the shared perspectives of social-medical outlooks. It analyzes current trends and issues within emergency management through a social-medical paradigm and their impact on the public service models and leadership outcomes, including leadership challenges, ineffective communication and processes, and emergency response software, and their impact on medical and social infrastructure,

PSLD 430 Understanding and Mitigating Poverty (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course examines the nature, extent, and causes of poverty and inequality in the US while relying on literature from sociology, political science, economics, psychology and other disciplines. It analyzes the anti-poverty initiatives and policies launched over the past five decades and examines the role of culture, discrimination and classism as well as policy issues.
Outcomes:
Understand key issues regarding causes and consequences of poverty; Describe approaches to understanding and providing solutions to poverty; Explore the dynamics of commitment to social change and anti-poverty initiatives through grantmaking

PSLD 431 Foundations of Social and Sustainable Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
Addresses global design for economic and social development via the UN adoption of Sustainable Development Goals and targets. Examines policies and programs that aim to achieve inclusive, people-centered and sustainable development. Covers the basics of narrative policy analysis, measures and outcomes. Explores environmental, social, and economic concerns and their impact at local, national and global levels.
Outcomes:
Identify challenges in social and sustainable development especially in transition to renewable resource use in specific populations; Assess the complex overlap of current science, economics, and geopolitics underlying the overuse of resources, impact on population, and considerations of economic growth

PSLD 432 Gender Diversity & Sustainable Social Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course uses the UNWomen's approach to gender diversity and sustainable development to encompass the issues that hinder and those that contribute to the progress of women and gender diversity within sustainable development. The course reviews the environmental, social, and economic relevance and impact on gender. The specific topics will include, the intersectionality of gender and sustainability in the context of agriculture, forestry, water, health, investment and corporate social responsibility and each topic will highlight a specific region or nation. The course will provide an overview of the underlying intersectionalities of class, age, region within Asia, Latin America, and Africa.
Outcomes:
Describe sustainability and the significance of its interaction with gender; Critically review the history of global development agenda from a gendered perspective; Utilize interdisciplinary frameworks of gender inequity and sustainability; Assess variations in women's contributions to social development - historically, culturally, and politically; and Analyze women and gender within issues of Agriculture, Forestry, Water, Health and Investment in sustainable development

PSLD 433 Social Analysis Inequality Poverty and Development (3 Credit Hours)
Pre-requisites: Only open to students admitted into the MA in Public Service Leadership (PSLD-MA)
This course will introduce students to some of these key concepts and debates to enable critical evaluation of how well sociological understandings of development inform the social analysis of exclusion, poverty and inequality, as well as what implications this might have for development policy especially when focusing on underserved communities.
Outcomes:
Describe the key concepts and debates surrounding poverty and inequality; Evaluate sociological understanding that inform the social analysis of exclusion; and Assess implications for policy regarding underserved communities

PSLD 441 Public Service Leadership Capstone Project Proposal (2 Credit Hours)
Pre-requisites: Last semester of the program and program director approval
Co-requisites: Summer 8wk session: elective course completed
The Public Service Leadership Capstone Project is an opportunity for students to integrate and synthesize the knowledge, values and skills developed in the program as they prepare for a career in public service leadership. The Capstone Project will showcase the student's skill as a leader in a chosen area of professional interest. From the perspective of a leadership role, students will design a public service project that is applicable to a real-world setting or population. Students' specific interests, backgrounds, previous coursework, and personal and professional goals will contribute to their further exploration of leadership. Selection and investigation of an area of interest will allow students to focus and deepen their understanding of the role(s) of leadership in that specific context. These may include such areas as social services, public administration, emergency management, healthcare, education. Projects may include case studies, program evaluations, policy analysis studies, organizational analyses, strategic plans.
Outcomes:
Apply knowledge gained throughout the MPS to a relevant public management, nonprofit management, or policy problem; Identify and define a topic /research question for the capstone project focusing on leadership roles; Practice leadership in planning a project in a chosen area of focus; Design a project that applies concepts and theories learned in the program

PSLD 442 Public Service Leadership Capstone Project Implementation (2 Credit Hours)
Pre-requisites: PSLD 441
Co-requisites: Summer 8wk session: elective course completed
The Public Service Leadership Capstone Project is an opportunity for students to integrate and synthesize the knowledge, values and skills developed in the program as they prepare for a career in public service leadership. The Capstone Project will showcase the student's skill as a leader in a chosen area of professional interest. The Capstone Project Implementation course allows students to apply many aspects of the program to a real-world setting and helps them prepare for a career in public service leadership. The capstone project will allow students practice leadership in executing a project of their design within a chosen professional setting. Students will showcase their skill as a leader through project presentation and reflection.
Outcomes:
Implement a project that applies concepts and theories learned in the program to a chosen area of focus; Practice leadership in executing the project; Present and reflect on leadership role

Quinlan Business (QUIN)

Discover, search, courses (p. 2661)!

QUIN 101 Business Learning and Careers (0 Credit Hours)
Pre-requisites: Quinlan School of Business undergraduates only
This course provides an overview of business majors at Quinlan and related career outcomes for graduates in each major.
Outcomes:
Students will understand the different attributes of Quinlan majors, variation in skill development and focus, and pathways for career success

QUIN 102 Financial Literacy and Well-Being (1 Credit Hour)
Pre-requisites: Quinlan School of Business undergraduates only
Students develop a comprehensive understanding of financial literacy by learning practical knowledge and tactics for successful personal financial management. This course makes direct connections between financial literacy and financial well-being.
Outcomes:
Students will understand personal finance terminology and resources, know how to choose financial instruments, comprehend basic economic function and policies, and be able to make ethical financial decisions and set goals

QUIN 202 Career Preparation (2 Credit Hours)
Pre-requisites: Sophomore standing, Quinlan School of Business student
Career Preparation provides an introduction to the critical skills required for successful career development and job search navigation. Students will learn about career development; develop job/internship search skills; establish a job/internship search action plan and begin to become oriented to employer research. Topics addressed will include resume/job search correspondence; interviewing skills; network building; career & employer research and career development resource building.
Course equivalencies: QUIN 202 / QUIN 202H
Outcomes:
Develop skills that can be used for career and life planning both now and in the future, including resume & cover letter writing, interviewing, salary negotiation, maintaining a professional online presence, plus effective communication skills through class discussions and individual presentations, and personal responsibility

QUIN 202H Career Preparation - Honors (2 Credit Hours)
Pre-requisites: Quinlan Business Honors Student
Career Preparation provides an introduction to the critical skills required for successful career development and job search navigation. Students will learn about career development; develop job/internship search skills; establish a job/internship search action plan and begin to become oriented to employer research. Topics addressed will include resume/job search correspondence; interviewing skills; network building; career & employer research and career development resource building.
Course equivalencies: QUIN 202 / QUIN 202H
Outcomes:
Develop skills that can be used for career and life planning both now and in the future, including resume & cover letter writing, interviewing, salary negotiation, maintaining a professional online presence, plus effective communication skills through class discussions and individual presentations, and personal responsibility

QUIN 300 Business Internship - Elective Credit (1-3 Credit Hours)
Pre-requisites: Sophomore standing, Quinlan School of Business student
This course provides general elective credit for an approved internship, with credit based on hours worked for the term (1cr for 56-84 hours, 2cr for 85-119 hours, 3cr for 120+ hours). Internships must be approved by the instructor in advance, no later than last date of late/change registration.

QUIN 351 Business Internship-Engaged Learning (3 Credit Hours)
Pre-requisites: Junior standing, School of Business student, & "C-" or better in QUIN 202 or BSAD 220
This course satisfies the Engaged Learning requirement and connects an internship with academic learning and reflection. Topics include goal-setting, navigating the workplace, and career planning. Internships must be approved by instructor by the last date of late/change registration (required: work 120+ hours during term enrolled, submit name of supervisor). Students must be working in an internship during the term of enrollment into QUIN 351.
This course satisfies the Engaged Learning requirement.

QUIN 390 Capstone in Business of Applied Artificial Intelligence (3 Credit Hours)
Pre-requisites: ACCT 331
This immersive, hands-on course focuses on solving a real-world business problem in collaboration with a sponsoring firm. Students will work through all phases of an AI project lifecycle: defining the business problem, analyzing data, developing KPIs, preparing large data sets, building and refining AI models, and delivering actionable recommendations. The project emphasizes consultative team-based work, critical thinking, stakeholder management, and professional communication skills. Students will learn how to translate business objectives into technical solutions, leverage syndicated and government data, and apply best practices in AI model development and deployment. Students will present to the sponsoring firm at key milestones, culminating in a final presentation and required course deliverables including a detailed project description, model notebooks and related documentation, and a user guide.
Outcomes:
Translate business challenges into AI solutions; Acquire, clean, and integrate large and diverse data sets; Evaluate and select appropriate analytical and modeling techniques; Develop, validate, and refine AI models; Communicate findings effectively to technical and non-technical stakeholders; Understand and address ethical, legal, and societal issues in AI implementation

QUIN 399 Special Topics (3 Credit Hours)
This course will cover a variety of special topics in Economics.

QUIN 401 US Culture & Academic Success Skills for International Students (0 Credit Hours)
This course is restricted to international students admitted to the Quinlan School of Business Graduate Programs. Verbal and nonverbal communication, active listening, participation in classroom discussions, collaborative group work, presentation skills, reading comprehension strategies, academic writing, understanding and avoiding plagiarism.
Outcomes:
International students will be better prepared for achieving success in graduate business studies by adapting to unfamiliar cultural differences in and out of the classroom

QUIN 403 Fundamentals of Business (3 Credit Hours)
Only students with undergraduate degrees other than business are eligible to take this course. This course examines essential topics in management, marketing, operations, information systems, accounting and finance. Within each discipline, we examine the key decisions that are made and how those decisions are or should be made. They will understand what decisions are made in each discipline and how those decisions should be made.
Outcomes:
By the end of this course, students will be familiar with the key discipline areas in business

QUIN 499 Special Topics (3 Credit Hours)
Enrollment is restricted to students in the Quinlan Graduate School of Business. This course offers students the opportunity to gain additional understanding of special business topics not otherwise addressed in the standard graduate business curriculum. The subject and content vary and are offered on an ad hoc basis.
Outcomes:
Students will demonstrate an understanding of a specialized topic not otherwise addressed in the standard graduate business curriculum

QUIN 501 Internship - Curriculum Practical Training (1-3 Credit Hours)
This is the companion course for any Graduate Business student concurrently engaged in an internship for 1 to 3 hours of elective academic credit. BSAD may be taken for academic credit up to three times for a total of 3 credit hours.
Outcomes:
Students will gain first-hand experience with a particular project or area of business operations, will engage in reflection on their contributions to the workplace and the overall internship experience

Research Methods (RMTD)

Discover, search, courses (p. 2661)!

RMTD 380 Statistical Methods (3 Credit Hours)
This undergraduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.
Course equivalencies: RMTD380 / CPSY380
Outcomes:
Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

RMTD 400 Introduction to Research Methodology (3 Credit Hours)
This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs.
Course equivalencies: RMTD400 / CIEP495
Outcomes:
Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects

RMTD 403 Survey Research (3 Credit Hours)
This course provides an introduction to the design and analysis of survey research, and the psychological foundations of questionnaire design.
Course equivalencies: RMTD403 / CIEP494
Outcomes:
Students will be able to develop a survey or questionnaire, design a study using a survey or questionnaire, gather and record data from a survey or questionnaire, analyze the resulting data from a survey or questionnaire, and present and interpret the results in oral and written form

RMTD 404 Introduction to Educational Statistics (3 Credit Hours)
This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.
Outcomes:
Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

RMTD 406 Educational Evaluation (3 Credit Hours)
The course will focus on the theories, models, strategies and practices that are germane to educational evaluation, including the history of evaluation studies in the social sciences, the various roles of the evaluator in the development and assessment of programs, evaluation theory and social policy.
Course equivalencies: RMTD406 / CIEP496
Outcomes:
Students will be able to state the purposes, benefits and importance of evaluation research, describe the history and culture associated with evaluation in the US, to read and critique a range of evaluation proposals and reports, to compare and contrast different approaches to evaluation, to develop a proposal for a program evaluation including writing measurable program objectives, planning data collection methods and presenting results to consumers

RMTD 407 Introduction to Evaluation Theory (3 Credit Hours)
This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.
Outcomes:
Students will engage major theoretical concepts of the field - methods, use, values, and practice - from the perspectives of various evaluation theorists; Throughout course readings, discussion and assignments, students will have the opportunity to critically reflect on understandings of social justice, implicitly and explicitly, evident in the evaluation theories

RMTD 408 Evaluation and Evidence in Cross Cultural Contexts (3 Credit Hours)
M.Ed. IEPE Cohort: Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders. Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence. Enrollment Restrictions: M. ED. Online Cohort IEPE.
Outcomes:
This course focuses on the writing, presentation and publication dimensions of evaluative work; Develop students ability to communicate quantitative, qualitative and mixed method data to a range of stakeholders; Emphasis placed on multicultural contexts and the development of sophisticated understandings of the politics of evaluation and evidence

RMTD 410 Communicating Research Findings (3 Credit Hours)
This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.
Outcomes:
Students will have enhanced skills in communicating research findings to diverse audiences, both verbally and in writing

RMTD 411 Introduction to Human Performance Technology (3 Credit Hours)
This course introduces students to the models, practices and competencies associated with field of Human performance improvement.
Outcomes:
Students will be able to apply the practices associated with the roles of an HPT professional; Students will conduct an analysis of an organizational problem and plan an appropriate intervention and change management strategy

RMTD 412 Needs Assessment (3 Credit Hours)
In this course, students will learn the principles of needs assessment to improve programs and organizations. Needs assessments are a systematic set of procedures to identify within an organization a set of priorities to improve programs and/or organizations.
Outcomes:
Students will plan a needs assessment, develop data collection tools and conduct a practice assessment

RMTD 415 Practicum in Organizational Evaluation (3 Credit Hours)
This practicum course is intended to help candidates integrate theoretical and research coursework with the practice of organizational evaluation and to reflect on their own development as professionals in the service of social justice. The practicum project involves the planning, conducting and reporting results of an evaluation, human performance improvement, or needs assessment project.
Outcomes:
During the course of the practicum candidates are expected to complete a practicum project

RMTD 420 Educational Research I: Building a Body of Evidence With Qualitative Method (3 Credit Hours)
Pre-requisites: RMTD 400 or equivalent
This course explores the discipline and practice of qualitative research, introducing students to the discipline of qualitative research through examination of various theories, traditions, genres, and components of this form of inquiry.
Outcomes:
Students will be able to discuss the meanings of research and of research traditions within the social sciences, to recognize and discuss various epistemologies, traditions, designs, theories, ethical issues and components of qualitative research, to analyze qualitative studies in terms of design, methodology, validity, findings, ethics and conclusions in oral and written critiques, to conceptualize, design, and implement a small-scale qualitative study, and to interpret and present research study findings

RMTD 421 Educational Research II: Building a Body of Evidence Quantitative Method (3 Credit Hours)
This course introduces students to the theories, traditions and components of quantitative research in the social sciences, integrating basic design principles of quantitative research with commonly used statistical methods for analyzing data from these designs.
Outcomes:
Students will be able to recognize and discuss various epistemologies, designs, theories and ethical issues in quantitative research, to critique quantitative studies in terms of design, methodology, validity, statistical analysis, results, ethics and conclusions in oral and written critiques, to apply statistical methods to quantitative data using a statistical analysis computer program, to understand and discuss the theoretical basis and underlying assumptions of various statistical methods in the context of common quantitative study designs, and to analyze, interpret and present the findings of a data analysis

RMTD 422 Single Subject Design (3 Credit Hours)
Pre-requisites: RMTD 400
This course will introduce students to single-case experimental designs as they apply to research and practice in special education and other educational settings. Methods for single-case experiments are applicable to monitoring response to intervention as well as research on low-incidence conditions. Students will learn to critique single-subject experimental research studies and to design studies to monitor treatment interventions in educational settings.

RMTD 430 Psychological Measurement (3 Credit Hours)
This course introduces the assumptions underlying measurement in psychology and education including types of measurements, test development, and theoretical, quantitative and practical issues of reliability, validity and scoring.
Course equivalencies: RMTD430 / CPSY430
Outcomes:
Students will be able to critique studies of the development, reliability and validity of measurement instruments, and to design and plan a study of the reliability and validity of a measurement instrument

RMTD 432 Item Response Theory (3 Credit Hours)
No course description is available
Course equivalencies: RMTD432 / CPSY488

RMTD 440 Mixed Methods Research (3 Credit Hours)
Pre-requisites: RMTD 420 and RMTD 421; Enrollment is restricted to Graduate Education Students
The course addresses the theory and practice of mixing inquiry methodologies in educational and social inquiry. The course covers selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. Students will develop a historical understanding of mixed methods and various frameworks for mixed methods, as well as basic competencies in mixed methods practice.

RMTD 470 Case Study Research (3 Credit Hours)
Pre-requisites: RMTD 420
This course in an in-depth study of a qualitative research methodology: case study. This course allows students to carry out a case study, as well as engage issues common across qualitative research methodologies, such as the flexibility in research design, the ethical dimensions of qualitative research, and qualitative data analysis. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices.

RMTD 481 Advanced Educational Statistics (3 Credit Hours)
This course covers statistical inference, hypothesis testing, estimation of power, factorial analysis of variance, multiple regression and selected non-parametric statistical techniques.
Course equivalencies: RMTD481 / CPSY490
Outcomes:
Students will be able to identify and justify the use of particular statistical techniques for a given research question, to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to critique the assumptions and limitations of statistical techniques in a given analysis

RMTD 482 Introduction to Linear Models (3 Credit Hours)
This course covers simple/multiple regression, one- and two- way analysis of variance (ANOVA) followed by multiple comparisons, and analysis of covariance (ANCOVA). Knowledge of basic algebra is required; knowledge of calculus is not required.
Course equivalencies: RMTD482 / CPSY493
Outcomes:
Students will be able to identify and justify the use of particular univariate statistical techniques for a given research question, to analyze quantitative data using SPSS, and to interpret the results of a statistical analysis in written and oral presentations

RMTD 483 Multivariate Statistics (3 Credit Hours)
Pre-requisites: RMTD 421 (B or Better)
This course covers multiple regression, multivariate analysis of variance (MANOVA), multivariate analysis of covariance (MANCOVA), repeated MANOVA, discriminant analysis, canonical correlation and possibly principal components/factors analysis. Knowledge of basic algebra and univariate inferential statistical techniques is required; knowledge of calculus is not required.
Course equivalencies: RMTD483 / CPSY492
Outcomes:
This course equips students with knowledge and hands-on experience for conducting valid quantitative research focusing on multivariate statistics; Students will be able to identify and justify the use of particular multivariate statistical techniques for a given research question, to analyze multivariate data using SPSS, and to interpret and communicate the results of a statistical analysis in written and oral presentations

RMTD 484 Hierarchical Linear Models (3 Credit Hours)
This course examines the conceptual, substantive, and methodological issues in analyzing multilevel data (i.e., on individuals in organizational settings such as schools, corporations, hospitals, communities) using methods for hierarchical linear models.
Course equivalencies: RMTD484 / CPSY491
Outcomes:
Students will be able to identify and justify the use of hierarchical linear models for a given research question, to analyze multilevel data using a statistical computing package, to interpret and communicate the results of a hierarchical linear model in written and oral presentations, and to critique the assumptions and limitations of the use of hierarchical linear models in a given analysis

RMTD 487 Factor Analysis (3 Credit Hours)
No course description is available

RMTD 488 Meta-Analysis (3 Credit Hours)
This course introduces statistical methods in the design and analysis of quantitative research syntheses.
Outcomes:
Students will be able to design and plan a small-scale research review, to locate and evaluate the studies for a review, to code and organize the studies for a review, to analyze the effect sizes from a review, and to produce a comprehensive written synthesis of the study results

RMTD 520 Research Seminar I (3 Credit Hours)
This course will provide doctoral students with an intro to their PhD/EdD program as well as an intro to the dissertation process. The course will focus on methods and processes involved in developing a prospectus and review of literature for a dissertation.
Outcomes:
Students will develop a plan of study for their degree as well as prospectus for their dissertation

RMTD 530 Seminar in Tests & Measurements (3 Credit Hours)
Educational and psychological tests are commonly used to measure latent traits (e.g., knowledge, aptitude, achievement, attitude, and personality), often with the goal of making inferences on individuals or groups of individuals. Item response theory (IRT) measurement models are useful tools in examining the quality of the data that arises from the administration of such tests, which in turn allows us to make judgements about the validity of the test scores (or latent trait estimates) and the quality of the tests (are the items confusing and/or are they biased). This course will introduce students to commonly used IRT models for analyzing dichotomous (e.g., 0=incorrect and 1=correct) and polytomous (0=never, 1=sometimes, 2=always) test data. While much of the course will be application oriented, some technical details that facilitate the understanding of the IRT and highlight the advantages of it over classical test theory (CTT) will be provided. Knowledge of basic algebra, linear modeling, and CTT is required.
Course equivalencies: RMTD530 / CPSY590

RMTD 580 Selected Topics (3 Credit Hours)
What is the role of qualitative critical research when the need for social justice has never been greater? (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

RMTD 590 Seminar:Advanced Mixed Methods (3 Credit Hours)
Pre-requisites: RMTD 420, 421
This course explores the theory and practice of mixed methods research in program evaluation and applied social science research.
Course equivalencies: RMTD590 / CPSY580
Outcomes:
Students will become familiar with selected roots of the contemporary interest in mixed methods research and evaluation, as well as various approaches to mixing research paradigms, purposes, designs, analyses, methods, and so on; Students will develop knowledge for identifying and critiquing mixed method research; They will also be able to develop a mixed methods study

Rome Studies (ROST)

Discover, search, courses (p. 2661)!

ROST 199 Topics in Rome Studies: Introductory (1-3 Credit Hours)
Variable topics in Rome Studies at the elementary level.

ROST 299 Topics in Rome Studies: Intermediate (1-3 Credit Hours)
Variable topics in Rome Studies at the intermediate level.

ROST 370 International Internship - Rome Focus (3-6 Credit Hours)
Enrollment is limited to Rome Center Students Only. This course offers students at the John Felice Rome Center an opportunity to gain valuable professional experience as an intern in Italian and international organizations and companies, essentially making the city of Rome their classroom.
Interdisciplinary Option: Italian American Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain in-depth knowledge and practical experience in an international professional work setting relevant to the student's future career

ROST 382 Human Rights: View from Rome (3 Credit Hours)
Pre-requisites: Enrollment is restricted to Rome Center Students Only
The course aims to discuss with the students the socio-juridical developments of human rights and their applications in the Mediterranean area. The course provides basic tools for understanding the history and principles underlying human rights. It is organized in two parts to discuss human rights related to two fundamental issues of the contemporary age: migration and religious freedom.
Interdisciplinary Option: Catholic Studies, Global Studies, Italian American Studies, Italian Studies, Race and Ethnicity
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate knowledge of history and principles underlying human rights; Assess application of human rights related to migration and religious freedom; Identify current challenges regarding the enjoyment of human rights in the Mediterranean area; Demonstrate self-reflection, anchored in the service-learning experience

Russian (RUSS)

Discover, search, courses (p. 2661)!

RUSS 101 Russian I (3 Credit Hours)
This course is an introduction to the basic elements of the Russian language and to Russian culture.
Outcomes:
Students will develop communicative skills and a fundamental knowledge of the Russian people, language and culture

RUSS 102 Russian II (3 Credit Hours)
Pre-requisites: RUSS 101
This course continues the study of the Russian language and culture.
Outcomes:
Students will continue developing communicative skills and further their knowledge of the Russian people, language and culture

RUSS 103 Russian III (3 Credit Hours)
Pre-requisites: RUSS 102
This course is an intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read simple texts in Russian

RUSS 104 Russian IV (3 Credit Hours)
Pre-requisites: RUSS 103
This course continues the intensive review of speaking, listening, reading, and writing Russian.
Outcomes:
Students will develop audio-lingual facility in communication and the ability to read short literary and cultural texts in Russian

RUSS 290 Russia and Russians in the World (3 Credit Hours)
RUSS 290 is a service learning course focusing on leadership through service learning and the study of the Russian language and history.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Students will develop Russian language skills (speaking, listening, reading, writing) and expand their knowledge of Russian history and culture; 2) Student will develop civic engagement leadership skills through practical service work and reflection

Social Work (SOWK)

Discover, search, courses (p. 2661)!

SOWK 200 Introduction to Social Work (3 Credit Hours)
This course is an introduction to the social work profession through the identification of some of the human problems in society and the role of both society and social services in response to the problems. Students have the opportunity to observe several social service agencies and to evaluate current ways in which agencies interpret social problems and administer services. Students will be able to evaluate current ways in which agencies interpret social problems and administer services.
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Describe and apply the mission, values, and roles of the social work profession and demonstrate ethical and professional behavior through participation in service-learning experiences; 2) Analyze social problems and human needs within historical, cultural, and structural contexts to explain how social, racial, and economic injustice affects individuals and communities; 3) Apply the person-in-environment perspective to engage with individuals, groups, organizations, and communities and reflect on civic responsibility and community involvement

SOWK 301 Practice Skills with Individuals and Families (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior Standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
Co-requisites: SOWK 380
This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families.
Course equivalencies: SOWK 301/SOWK 503
Outcomes:
1) Apply ethical standards, professional values, and cultural humility to social work practice situations involving individuals, families, groups, organizations, and communities; 2) Engage and assess individuals, families, groups, organizations, and communities by integrating biopsychosocial perspectives and evidence-informed practice frameworks; 3) Develop and implement appropriate intervention strategies that respond to client needs and promote well-being across social work practice settings

SOWK 302 Integrated Micro/Mezzo/Macro Theory and Practice (3 Credit Hours)

Pre-requisites: Undergraduate Social Work majors; Senior Standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350

This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies; as well as practice knowledge; the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.

Outcomes:

1) Apply integrated micro, mezzo, and macro practice frameworks to analyze social problems affecting marginalized populations using ethical, anti-racist, and justice-oriented perspectives; 2) Engage and assess individuals, families, groups, organizations, and communities by synthesizing theory, research, and contextual factors within an integrated practice model; 3) Design and evaluate integrated interventions that address social problems through coordinated micro, mezzo, and macro strategies informed by research and reflective practice

SOWK 303 Group Work Practice in Social Work: Micro/Mezzo/Macro (3 Credit Hours)

Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses - SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350; SOWK 301 is also required as a pre or corequisite

This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes.

Course equivalencies: SOWK 303/SOWK 505

Outcomes:

1) Demonstrate and apply ethical and professional behavior by integrating social work values, self-awareness, and group facilitation skills that promote inclusivity, collaboration, and mutual support among diverse group members; 2) Analyze and synthesize group dynamics, theories, and evidence-based practices to assess group needs, develop goals, and implement interventions that foster empowerment and social justice; 3) Engage and collaborate with individuals and groups to plan, lead, and evaluate group processes that enhance collective well-being, inclusion, and effective problem-solving across diverse settings

SOWK 305 Life Span Development, Human Behavior, Trauma, & Theory (3 Credit Hours)

Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Junior standing; For Social Work majors only, SOWK 200, SOWK 370 (these courses may also be a corequisite); For SW minors only, SOWK 200 and SOWK 370 (courses may also be a corequisite)

This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.

Course equivalencies: SOWK 305/SOWK 500

Outcomes:

1) Analyze biopsychosocial-spiritual development across the life span by examining how trauma, resilience, culture, and social environments influence individuals and families at different developmental stages; 2) Apply human development and social work theories to real-life contexts in order to interpret individual and family experiences across the life course, with attention to diversity, oppression, and resilience; 3) Evaluate how social work knowledge of life span development informs ethical, culturally responsive practice and contributes to effective engagement, assessment, and intervention across systems

SOWK 307 Social Work Policy and Community Intervention (3 Credit Hours)

Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Junior standing

Co-requisites: SOWK 200 and SOWK 370

Drawing from social work theory, research, and practice, Social Work Policy and Community Interventions examines the roles of social workers in policy practice as well as change agents within community and organizational contexts.

Outcomes:

1) Analyze how social, racial, economic, and environmental injustices are embedded in existing policies and evaluate their impacts on individuals, families, and communities; 2) Design and advocate for equitable, evidence-informed policies that promote social change and address systemic inequities at local, national, and global levels; 3) Apply policy analysis frameworks and research evidence to assess the effectiveness of policy interventions and design strategies for implementation that improve service delivery and community well-being

SOWK 308 Integrated Micro, Mezzo, and Macro Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work students; BSW major; Senior Standing; "C" or higher in the following courses: SOWK 200, 370, 305, (201 or 307), and 350
This course focuses on integrated practice approaches that span three frameworks, including micro (e.g. individuals, families, and groups), mezzo (e.g. communities), and macro (e.g. systems, society) levels. It will examine various theories and models, the quality and utility of empirical research, as well as the impact of interprofessional and interdisciplinary collaboration efforts.
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards, Aligned with Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion in Practice, Aligned Assignments: Research Ethics Tutorial (CITI Training Certification), Article Critique, Midterm Exam; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice, Aligned with Competency 4: Engage in Practice-Informed Research and Research-Informed Practice, Aligned Assignments: Midterm Exam, Article Critique, Evaluation Research Proposal\\n; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness, Aligned with Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, Aligned Assignments: Evaluation Research Proposal, Article Critique, Research Ethics Tutorial (CITI Training Certification)

SOWK 330 Internship I and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, SOWK 305, (SOWK 201 or SOWK 307), and SOWK 350
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SOWK 340 Internship II and Simulated Experience (4 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350
Co-requisites: SOWK 330
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
This course satisfies the Engaged Learning requirement.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SOWK 350 Preparation for Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Junior standing
Co-requisites: SOWK 200 and SOWK 370; If SOWK 200 or SOWK 370 have been taken previously, a grade of C or higher is needed
Students will strengthen professional identification and to facilitate the transfer from social work education to professional practice or graduate studies.
Outcomes:
1) Demonstrate ethical and professional behavior by applying social work values, self-awareness, and reflective practice to the development of a professional social work identity and readiness for field placement; 2) Apply an understanding of diversity, difference, and systems of oppression to analyze social work practice areas and ethical dilemmas across micro, mezzo, and macro contexts; 3) Examine the role of policy, organizations, and professional systems in shaping social work practice and prepare for effective engagement in field and inter-professional settings

SOWK 360 Independent Study (1-3 Credit Hours)
Pre-requisites: Junior standing
A course designed for individuals or small groups to focus on selected issues and problems in social work practice beyond course offerings.

SOWK 361 Special Topics (3 Credit Hours)
Pre-requisites: Sophomore standing
A survey course on a particular topic, such as aging, alcoholism and drug dependency, family process, group process, African-American men, gender, race, and culture. Students will understand how these issues affect social work practice.

SOWK 370 Power, Oppression, Privilege, and Social Justice (3 Credit Hours)
Pre-requisites: Sophomore standing
This course is designed to assist social work students with understanding the concepts of power, privilege, oppression, and social justice in their work with historically marginalized and oppressed populations.
Outcomes:
Analyze how their personal identities, values, and biases influence professional behavior, and apply ethical principles and cultural humility to evaluate their practice within diverse and oppressive systems; Evaluate how systems of power, privilege, and oppression shape human rights and opportunities, and create strategies to advance social, economic, and environmental justice through advocacy and allyship at the micro, mezzo, and macro levels; Synthesize theoretical frameworks (critical race theory, intersectionality, anti-oppressive and strengths-based practice) to design and apply culturally responsive, collaborative interventions that promote empowerment and systemic change

SOWK 380 Assessment of Client Concerns in Context (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors; Senior standing; A grade of "C" or higher in the following courses: SOWK 200, (SOWK 201 or 307), SOWK 370, SOWK 305, and SOWK 350
Co-requisites: SOWK 301
Course will teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed bio-psycho-social-spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources.
Course equivalencies: SOWK 380/SOWK 501
Outcomes:
1) Demonstrate and apply knowledge and skills for conducting a biopsychosocial-spiritual assessment; 2) Conceptualize culturally-informed diagnostic assessment; 3) Develop and apply DSM-5-TR diagnostic assessment to a simulated patient, producing a culturally-informed DSM-5-TR diagnosis

SOWK 390 Research and Evaluation in Social Work Practice (3 Credit Hours)
Pre-requisites: Undergraduate Social Work majors, Social Work minors, or Human Services majors; Senior standing; For Social Work majors only: A grade of "C" or higher in the following courses: SOWK 200, SOWK 370, (SOWK 201 or 307), and SOWK 305
This course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis through a social justice/anti-racist/global perspective.
Interdisciplinary Option: Human Services, Urban Studies
Course equivalencies: SOWK 390/SOWK 506
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness

SOWK 500 Life Span Development, Human Behavior, Trauma, & Theory (3 Credit Hours)
This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.
Course equivalencies: SOWK 305/SOWK 500
Outcomes:
1) Analyze how racism, oppression, cultural context, and structural inequities influence human development and adaptation across the life span using biopsychosocial spiritual and life course perspectives; 2) Apply theories of human development, trauma, resilience, and neuroscience to explain engagement with individuals and families within their social and environmental contexts; 3) Assess developmental strengths, stressors, risk and protective factors, and environmental influences affecting individuals and families at different life stages using relevant social work theories and empirical literature

SOWK 501 Assessment of Client Concerns in Context (3 Credit Hours)
Course will teach students to conduct a strengths-based and contextual assessment of client concerns. Students will learn to conduct a culturally informed bio-psycho-social-spiritual assessment in which they gather information about presenting concerns from the perspective of clients and collateral sources.
Course equivalencies: SOWK 380/SOWK 501
Outcomes:
1) Demonstrate and apply knowledge and skills for conducting a biopsychosocial-spiritual assessment; 2) Conceptualize culturally-informed diagnostic assessment; 3) Develop and apply DSM-5-TR diagnostic assessment to a simulated patient, producing a culturally-informed DSM-5-TR diagnosis

SOWK 502 Power, Oppression, Privilege, and Social Justice (3 Credit Hours)
This course is designed to assist social work students with understanding the concepts of power, privilege, oppression, and social justice in their work with historically marginalized and oppressed populations.
Course equivalencies: ASIA/SOWK/URB370/AFR369/SOWK50
Outcomes:
Analyze how personal identities, values, and biases influence professional behavior, and apply ethical principles and cultural humility to evaluate practice within diverse and oppressive systems; Evaluate how systems of power, privilege, and oppression shape human rights and opportunities, and create strategies to advance social, economic, and environmental justice through advocacy and allyship at the micro, mezzo, and macro levels; Synthesize theoretical frameworks (critical race theory, intersectionality, anti-oppressive and strengths-based practice) to design and apply culturally responsive, collaborative interventions that promote empowerment and systemic change

SOWK 503 Practice Skills with Individuals and Families (3 Credit Hours)
Pre-requisites: Corequisite is SOWK 501; Restricted to Graduate Social Work students
This introductory micro practice course begins by focusing on the development of core skills for social workers in their encounters with individuals and families.
Course equivalencies: SOWK 301/SOWK 503
Outcomes:
1) Analyze biopsychosocial-spiritual development across the life span by examining how trauma, resilience, culture, and social environments influence individuals and families at different developmental stages; 2) Apply human development and social work theories to real-life contexts in order to interpret individual and family experiences across the life course, with attention to diversity, oppression, and resilience; 3) Evaluate how social work knowledge of life span development informs ethical, culturally responsive practice and contributes to effective engagement, assessment, and intervention across systems

SOWK 504 Integrated Micro/Mezzo/Macro Theory and Practice (3 Credit Hours)
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies, as well as practice knowledge, the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.
Outcomes:
1) Understand integrated practice models that apply across micro, mezzo, and macro domains, 2) appraise the quality and utility of empirical research related to the key theories, topics, and problems examined

SOWK 505 Group Work Practice in Social Work: Micro/Mezzo/Macro (3 Credit Hours)
This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes.
Course equivalencies: SOWK 303/SOWK 505
Outcomes:
1) Demonstrate and apply ethical and professional behavior by integrating social work values, self-awareness, and group facilitation skills that promote inclusivity, collaboration, and mutual support among diverse group members; 2) Analyze and synthesize group dynamics, theories, and evidence-based practices to assess group needs, develop goals, and implement interventions that foster empowerment and social justice; 3) Engage and collaborate with individuals and groups to plan, lead, and evaluate group processes that enhance collective well-being, inclusion, and effective problem-solving across diverse settings

SOWK 506 Research and Evaluation in Social Work Practice (3 Credit Hours)
This course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis through a social justice/anti-racist/global perspective.
Course equivalencies: SOWK 390/SOWK 506
Outcomes:
1) Critically analyze social work research studies for ethical rigor, cultural responsiveness, anti-racist practice, and methodological quality using established research standards; 2) Apply practice-informed research principles to formulate research questions, select appropriate qualitative, quantitative, or mixed-methods designs, and justify methodological choices relevant to social work practice; 3) Design and evaluate a research or program evaluation proposal that includes ethical considerations, sampling strategies, data collection plans, and analysis approaches to assess practice and program effectiveness

SOWK 508 Integrated Micro, Mezzo, and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work Students
This course focuses on integrated practice approaches that span three frameworks, including micro (e.g. individuals, families, and groups), mezzo (e.g. communities), and macro (e.g. systems, society) levels. It will examine various theories and models, the quality and utility of empirical research, as well as the impact of interprofessional and interdisciplinary collaboration efforts.
Outcomes:
1) Apply ethical, professional, and anti-oppressive social work values to engage individuals, families, groups, organizations, and communities using integrated micro, mezzo, and macro practice frameworks that advance human rights and social justice; 2) Assess social problems, client systems, and policy contexts using person-in-environment, systems, and policy-aware frameworks to identify strengths, risks, and structural influences across micro, mezzo, and macro levels of practice; 3) Design and implement integrated intervention strategies that address social problems through coordinated micro, mezzo, and macro actions to promote equitable, sustainable change

SOWK 509 Social Work Policy and Community Intervention (3 Credit Hours)
Drawing from social work theory, research, and practice, Social Work Policy and Community Interventions examines the roles of social workers in policy practice as well as change agents within community and organizational contexts.
Outcomes:
1) Analyze how social, racial, economic, and environmental injustices are embedded in existing policies and evaluate their impacts on individuals, families, and communities; 2) Design and advocate for equitable, evidence-informed policies that promote social change and address systemic inequities at local, national, and global levels; 3) Apply policy analysis frameworks and research evidence to assess the effectiveness of policy interventions and design strategies for implementation that improve service delivery and community well-being

SOWK 600 Dissertation Supervision (1 Credit Hour)
Students register for this course once they have finished their core curriculum, passed their comps, and have an approved dissertation proposal.\\n
Outcomes:
Design and defend a dissertation proposal and prepare and submit an application for Institutional Review Board (IRB) approval; Implement original research by executing the approved study and defending the final dissertation according to program standards

SOWK 602 Health and Behavioral Health Policy and Systems (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides students with frameworks for understanding the interrelationship between developments in health and behavioral health policy, delivery systems, and social work practice on micro, mezzo, and macro levels. Practice issues associated with organizational structure, patient-centered care, team and interdisciplinary relations, as well as collaboration and conflict, are considered.
Outcomes:
Analyze and evaluate the structure and financing of US health and behavioral health systems to identify disparities and propose strategies that promote equitable access to care; Critically assess and apply theories and models of health policy to develop evidence-informed recommendations that address systemic inequities in health and behavioral health service delivery; Design and advocate for policy and organizational changes that advance social, racial, and economic justice within health and behavioral health systems through interdisciplinary collaboration and stakeholder engagement

SOWK 603 Seminar in Brief Treatment (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This seminar builds on the student's knowledge of short-term treatment, expanding this knowledge and skill toward understanding, and the practice of brief treatment as a modality of social work intervention. It examines the essential components of brief treatment (task-centered, crisis intervention, brief psychotherapy) with individual clients.
Outcomes:
Demonstrate ethical and culturally responsive professional behavior by applying social work values, self-reflection, and critical thinking to diverse brief treatment settings and client populations; Integrate and apply evidence-informed theories and research to assess client needs and formulate treatment goals within brief therapeutic frameworks such as psychodynamic, cognitive-behavioral, and solution-focused models; Design, implement, and evaluate time-limited interventions that promote client empowerment, well-being, and measurable progress within ethical and evidence-based social work practice

SOWK 604 Advanced Clinical Social Work Practice with Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course focuses on multiple theoretical approaches in group work practice with diverse and at-risk populations with an emphasis on social and economic justice
Although the focus is on treatment groups, content will include the structure, function and techniques of intervention with all types of groups, emphasizing the conscious use of self. The method of instruction is interactive, collaborative, and experientially based.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values, group work standards, and anti-oppressive frameworks in diverse group settings; Analyze and synthesize theories, research, and policies that inform group work practice, and design interventions that promote human rights, social, racial, economic, and environmental justice within therapeutic and community groups; Engage, assess, intervene, and evaluate group processes by applying evidence-informed models, facilitating collaboration, and evaluating outcomes to strengthen group cohesion and empower members

SOWK 605 Human Sexuality and Sexual Dysfunction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 506, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course provides basic knowledge about the physiology and psychology of human sexuality as well as consideration of some areas of sexual dysfunction. Attention is also focused on cultural, societal, and personal attitudes which may affect the student's response to this area of practice.
Outcomes:
Analyze how their own identities, values, and biases influence perceptions of human sexuality and evaluate how ethical principles and cultural humility can be applied to promote sex-positive, inclusive, and affirming practice across client systems; Evaluate how intersecting systems of power, privilege, and oppression shape sexual health outcomes and create strategies to advance human rights and sexual justice through advocacy, policy development, and macro-level interventions; Synthesize research, theory, and clinical frameworks to design and implement evidence-informed interventions that address sexuality-related issues across the lifespan and promote empowerment, advocacy, and systemic change

SOWK 606 Practicum in Research & Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 506, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to introduce MSW students to a range of philosophies, methods, and techniques that are useful for evaluating human service programs and practice interventions. The course is intended to help you become more aware of the range of evaluation activities conducted in health care and human service agencies and to prepare you to conduct your own small and mid-range evaluations of programs and practice.

SOWK 609A School Social Work Policy and Practice I (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the first of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, anti-racist, and equity-informed professional behavior by analyzing the roles and responsibilities of school social workers within P-12 systems and adhering to NASW standards and school-based policies; Critically analyze and synthesize school and education policies to evaluate their impact on student well-being, access, and equity, and propose strategies that promote human rights and social, racial, and economic justice; Design and evaluate evidence-informed, systemic interventions that address barriers to learning and promote inclusive, trauma-informed, and data-driven practices in school settings

SOWK 609B School Social Work Policy and Practice II (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course is the second of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, and appreciation of school social workers' current and historical contributions to K-12 education.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior in school settings by integrating anti-racist, anti-oppressive, and evidence-informed principles in their assessment and intervention practices; Analyze and synthesize data from multiple sources to assess student strengths and needs, design functional behavioral analyses, and develop evidence-informed intervention plans that promote equity and positive student outcomes; Evaluate and advocate for policies and crisis intervention strategies that advance human rights, social and racial justice, and systemic well-being within educational environments

SOWK 611 Social Work Practice with Couples (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course explores clinical models and techniques for the treatment of couples with relationship problems
Primary attention is given to the integration of systemic and analytical theories. Specific strategies and techniques are presented and demonstrated. Attention is given to the range of symptomatology and challenges including sexual dysfunction.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-based perspectives in analyzing relational dynamics, power imbalances, and cultural influences in couple therapy; Integrate and synthesize evidence-informed theories, research findings, and systemic frameworks to assess couple functioning and develop treatment plans responsive to diverse relational contexts; Design, implement, and evaluate therapeutic interventions using multiple couple therapy models to promote emotional connection, relational resilience, and positive outcomes for diverse and non-traditional couples

SOWK 612 Family Assessment and Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The course examines different theoretical approaches to assessment and intervention with families
The focus will be on interpersonal interaction patterns and on systems rather than on individual feelings and behaviors, although those aspects of working with family members are not excluded. Different models of family therapy will be described, applied to case problems, compared with other models and/or theories, and evaluated for their effectiveness.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, anti-oppressive, and equity-based principles into family assessment and intervention practices; Analyze and evaluate family dynamics, structures, and systems through evidence-informed frameworks to develop assessment plans and advocate for policies that promote human rights, justice, and equitable access to family support resources; Design, implement, and evaluate family-centered interventions that promote communication, resilience, and systemic change within diverse, nontraditional, and intergenerational family systems

SOWK 613 Advanced Family Treatment (3 Credit Hours)
This course deepens students clinical practice competence in family therapy. Through discussion and experiential exercises, use of case vignettes and films, it will refine understanding of the therapeutic process and the development of treatment skills. Students will advance their understanding of the relationship between treatment goals and treatment techniques.

SOWK 614 Clinical Social Work Practice in Health Care (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will view the practice of social work in health care as the integration of physical and mental health. We will explore in depth the biopsychosocial concomitants of physical and mental disorders. The integration of both health and mental health has implications for assessment and intervention and relies upon a person-centered/relation-centered framework.
Outcomes:
Demonstrate and apply ethical, professional, and collaborative behavior by integrating social work values, standards, and interprofessional communication skills in healthcare settings to support holistic client care; Analyze and evaluate health disparities and systemic inequities by applying evidence-informed research and policy frameworks that advance human rights, social, racial, and economic justice in healthcare practice; Design, implement, and assess biopsychosocial-spiritual interventions that address the complex needs of individuals and families across diverse healthcare contexts through culturally responsive and client-centered practice

SOWK 615 Social Work Practice with Adolescents (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Social workers encounter adolescents in a variety of settings, including schools, mental health, child welfare, medical, juvenile justice, and substance abuse treatment. This course seeks to prepare students for direct intervention with adolescents and their families in these settings and within young people's own social contexts.
Outcomes:
Integrate and apply research-informed theories and evidence-based frameworks to understand adolescent developmental processes (neurobiological, cognitive, emotional, and social) in order to differentiate normative behavior from indicators of psychological distress or maladjustment; Evaluate how environmental, cultural, and systemic factors influence adolescent identity formation, risk-taking, and resilience within diverse social contexts; Design and implement developmentally appropriate, strengths-based intervention strategies to support adolescents and their families across multiple practice settings, including schools, mental health, and other child-serving systems

SOWK 616 Psychotherapy with Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This practice course focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. The focus will include psychotherapy informed by psychodynamic and developmental frameworks.
Outcomes:
Demonstrate and apply ethical, reflective, and culturally responsive professional behavior by integrating social work values and anti-oppressive principles into psychotherapy with diverse adult populations; Analyze and evaluate the impact of systemic inequities, intersectionality, and human rights concerns on adult mental health to develop psychotherapeutic approaches that promote social, racial, and economic justice; Design, implement, and assess evidence-informed psychotherapeutic interventions that enhance client well-being and strengthen therapeutic relationships through engagement, assessment, intervention, and evaluation processes

SOWK 618 The Role of Religion and Spirituality in Psychotherapy (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course examines the predominant practice theories regarding religion and spirituality for the "person-in-the-situation". Included in the course material are relevant neurological, psychological, philosophical, theological, and sociocultural understandings of the interface between social work practice and religion and spirituality.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating social work values, critical self-reflection, and cultural humility in the assessment and understanding of how clients' religious practices and spiritual beliefs interface with mental health disorders; Analyze and evaluate the impact of systemic oppression, social inequities, and human rights issues on mental health to develop culturally responsive and justice-oriented approaches to clinical practice and psychopathology; Apply and integrate evidence-informed theories and diagnostic frameworks to assess, formulate, and intervene effectively with individuals and families experiencing mental health challenges within diverse social, religious, and spiritual contexts

SOWK 619 Issues in Treatment of Women (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
The focus of the course is the identification and application of clinical social work assessment and intervention relevant to practice with women. The circumstances of women are directly relevant to the studies of children and families, as well as health and mental health since they generally are the primary caregivers for others in our society.
Outcomes:
Analyze and apply feminist, intersectional, and research-informed frameworks to evaluate gendered experiences and inform evidence-based clinical and advocacy practices with cisgender women; Demonstrate and integrate engagement strategies that build collaborative, culturally responsive, and trauma-informed relationships with women and their families in diverse practice settings; Design, implement, and evaluate feminist-informed interventions that promote empowerment, resilience, and systemic change to improve well-being and advance social justice for women

SOWK 620 Clinical Social Work Practice with Children (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course focuses on learning about clinical social work with children through helping students deeply understand a clinical relationship that children find meaningful in advancing their self-determination. In keeping with the present and future of clinical social work, this course includes a multicultural and global focus.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how cultural, developmental, and systemic factors influence social work practice with children and their families; Integrate and implement evidence-informed theories, developmental frameworks, and assessment tools to engage, assess, and intervene effectively with children and their families across diverse contexts; Evaluate and reflect on practice outcomes by measuring intervention effectiveness and adapting strategies to enhance trauma-informed, ethical, and strengths-based practice with children and families

SOWK 621 Clinical Practice in Addiction (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This advanced-level course is associated with counseling clients affected by Substance Use Disorders (SUD). The core Functions and skills examined include: screening, intake, orientation, assessment, treatment planning, counseling (individual, family and group), case management, crisis intervention, client education, referral, reports and recordkeeping, consultation with other professionals and intervention.
Outcomes:
Demonstrate and apply ethical decision-making frameworks and professional standards to analyze complex situations involving clients with substance use disorders, ensuring integrity and accountability in practice; Integrate and evaluate research-informed theories, diagnostic criteria, and assessment tools to develop individualized, evidence-based treatment plans that promote client recovery and resilience; Design, implement, and assess intervention strategies that enhance client engagement, family support, and community collaboration to promote sustainable recovery and systemic change

SOWK 622 Substance Abuse Treatment in Groups (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus on the many applications of group work to serve substance use disorder (SUD) affected clients. Through a combination of assigned readings, attendance at group meetings, and hands-on participation in small groups within the class, students will gain a working knowledge of how groups function to assist those recovering from SUDs.
Outcomes:
Demonstrate and apply ethical, culturally responsive, and evidence-informed professional behavior by integrating social work values and anti-oppressive principles into group treatment with individuals experiencing substance use disorders; Analyze and synthesize theoretical models and research evidence to design and facilitate effective, trauma-informed, and strengths-based group interventions that promote recovery and resilience among diverse populations; Implement and evaluate group-based interventions by applying motivational interviewing, mutual aid, and empowerment-focused strategies to enhance client engagement, well-being, and sustained behavioral change

SOWK 626 Social Work with Severely Mentally Ill (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course offers students the chance to learn about leading-edge social work approaches providing humane care for severely mentally ill clients, especially those clients with concomitant substance abuse, developmental disabilities, and severe socioeconomic disadvantage. Working with the client's environment, collaboration with other systems, advocacy and program development are considered.
Outcomes:
Demonstrate ethical, culturally responsive, and anti-oppressive social work practice with individuals, families, groups, organizations, and communities affected by severe mental illness and upholding human rights, equity, and social justice; Analyze and integrate research-informed and practice-informed evidence to assess, intervene, and evaluate services for individuals and families experiencing severe mental illness, applying critical thinking and reflective judgment to improve outcomes; Design advocacy strategies, policy initiatives, and community-based interventions that address systemic barriers and promote inclusion, empowerment, and recovery among people with severe mental illness

SOWK 631 Clinical Social Work Practice with Family Violence (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course will focus primarily on interpersonal and family violence between partners and the impact of violence on the family. It will examine the various epistemological conceptualizations of violence, and the treatment of violence as it is experienced by and from various family members within an ecological framework with consideration of micro, mezzo, and macro areas of practice.
Outcomes:
Analyze family violence using ethical reasoning and an intersectional, justice-oriented lens to demonstrate professional behavior, uphold human rights, and integrate anti-racism, diversity, equity, and inclusion in clinical decision-making; Apply research-informed theories, policies, and evidence-based frameworks to engage, assess, and intervene with individuals, families, groups, organizations, and communities affected by violence across the lifespan; Evaluate clinical, policy, and programmatic responses to family violence and construct informed recommendations while maintaining reflective awareness of professional values, biases, and well-being, Aligned with: Competencies 1-8 (integrated and holistic alignment)

SOWK 632 Clinical Social Work with Older Adults (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course includes a review of the basic concepts of gerontology/ geriatric practice, mental health issues, and interventions. The content of the course is intended to challenge students to move beyond basic levels of knowledge. It is intended to help students adapt social work theory (person-in-environment), practice principles, standards, and values to practice with older adults.
Outcomes:
Demonstrate knowledge of theories and practice concepts regarding the unique and diverse needs and capacities of older adults and their families, including mental health, substance abuse, and neurological challenges; Identify diversity, social justice, and human rights challenges for older adults with attention to the unique challenges of aging for groups that have been marginalized and discriminated against during their lifetimes; Utilize the elements of a biopsychosocial assessment and apply relevant laws, policies, and knowledge of resources to social work practice with older adults

SOWK 634 Special Topics (1-3 Credit Hours)
Topics for these courses are diverse. The purpose of having these courses is to expand the curriculum content and expose students to new and innovative subject matter. The topic of the course will be included in the class notes.

SOWK 637 Neurodevelopment and Trauma (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is an advanced concentration year practice elective focused on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Students will learn to identify major regions of the brain, appreciate the sequential nature of brain development, and determine which areas of the brain have likely been affected by developmental trauma. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective. This course is a hybrid course, incorporating recorded material supplied by The Child Trauma Academy. By the end of the course, students will have completed the majority of the requirements for Phase I Certification in the Neurosequential Model of Therapeutics. Because of this, the reading and out-of-class workload for this course is heavier than usual.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and equity-centered perspectives to analyze how social, cultural, and systemic factors influence neurodevelopmental and trauma-related outcomes across the lifespan; Integrate and synthesize neuroscience-informed theories and trauma assessment tools to assess the developmental, relational, and environmental impacts of trauma on individuals and families; Design and evaluate evidence-informed, brain-based, and relationally focused interventions that promote resilience, recovery, and healing for individuals and communities affected by trauma

SOWK 645 Crisis Intervention (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course provides students with the theoretical bases and practical skills for working with clients in crisis. This course focuses on general crisis theories, assessment models, and treatment/ intervention strategies. Students will concentrate on the application of these theories, models, and strategies in various practice settings.
Outcomes:
Demonstrate and apply ethical and professional behavior by integrating the NASW Code of Ethics, professional values, and self-reflective practice when assessing individual crises through an intersectional, culturally responsive, and anti-oppressive lens; Analyze and evaluate how political, systemic, and cultural factors contribute to crises in order to inform holistic, equitable, and evidence-informed crisis interventions with individuals, groups, families, and communities; Identify and implement evidence-based, trauma-informed crisis interventions that promote stabilization and enhance the well-being of individuals, groups, families, and communities

SOWK 650 Leadership & Supervision in Service Organizations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Course content focuses on providing knowledge, values, ethics, and skills in guiding the work of others within social service organizations. Content areas include but are not limited to staff management, administrative supervision principles, models and styles, staff development, clinical supervision, teamwork, staff selection, legal and ethical issues, evaluation and termination, mediation, and conflict resolution.
Outcomes:
Demonstrate and apply ethical, inclusive, and socially just leadership behaviors by integrating professional values, anti-oppressive principles, and human rights frameworks into supervision and organizational practice; Analyze and synthesize research-informed theories and models of leadership, supervision, and organizational behavior to assess group and organizational dynamics and develop effective strategies for staff engagement, communication, and change management; Design, implement, and evaluate leadership and supervision practices that enhance team effectiveness, promote equity and professional growth, and improve outcomes across organizational systems

SOWK 652 Organizations, Program Development, and Evaluation (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course builds knowledge and skills in the areas of program development, sustainability, and evaluation. Program development is presented using an approach that also highlights the role of power, values, needs, and resources in decision-making processes. Grant-writing skills are developed alongside a critical analysis of social entrepreneurship and longstanding models of philanthropy. Knowledge and application of technology-based strategies to monitoring, evaluation and program improvement through data collection, data analysis, and data presentation are covered as well.
Outcomes:
Demonstrate and apply ethical and culturally responsive professional behavior by integrating anti-racist, inclusive, and justice-oriented principles into the design, implementation, and evaluation of social service programs; Analyze and synthesize research-informed theories, organizational models, and policy frameworks to develop logic models, evaluation plans, and funding strategies that strengthen organizational effectiveness and sustainability; Design, implement, and evaluate evidence-informed programs and fiscal strategies that enhance community impact, promote equity, and improve outcomes through ethical decision-making and continuous program improvement

SOWK 653 Community Organizing and Policy Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course focuses on the practice of community and political organizing designed to bring about social, economic, and racial justice. It explores interdisciplinary theories relating to processes of social change, representation, and power.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and justice-oriented approaches to analyze systemic inequities and advocate for policies and practices that promote human rights and social, racial, economic, and environmental justice; Integrate and synthesize community organizing, policy practice, and participatory frameworks to assess power structures, identify community needs and assets, and develop strategies for collective social action; Design, implement, and evaluate community-based and policy-driven interventions that empower marginalized groups, mobilize resources, and advance structural change through collaborative organizing and advocacy

SOWK 656 Social Work Practice with LGBTQ Populations (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
This course is designed to provide students with an in-depth and critical understanding of social work practice issues related to individuals who are lesbian, gay, bisexual, transgender, and queer (+) (LGBTQ+), which includes intersex, two-spirit, demisexual, asexual, pansexual, omnisexual, their families, and the communities in which they live.
Outcomes:
Analyze how personal values, biases, and social identities influence professional relationships with LGBTQ+ clients and apply ethical decision-making frameworks to evaluate culturally responsive and affirming interventions across micro, mezzo, and macro levels of practice; Evaluate how intersecting systems of power, oppression, and privilege shape the lived experiences of LGBTQ+ individuals and create strategies that advance human rights, social, economic, and environmental justice through policy practice, advocacy, and coalition-building; Synthesize theories, research, and clinical frameworks (eg, minority stress theory, intersectionality, and trauma-informed care) to design and implement affirming, evidence-informed interventions that promote resilience, empowerment, and systemic change in LGBTQ+ communities

SOWK 662 Professional Development (3 Credit Hours)
This course focuses on the student's development as a social work professional and as a potential leader within the field, and the opportunities and strategies for personal professional impact. It is designed for the student who wants to develop a vision for advancing within the profession.

SOWK 670 Bridging Psychodynamic Theory and Cognitive Behavioral Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students or 5 Year Social Work Students
Psychodynamic theory and cognitive-behavioral theory are each associated with methods of intervention that have consistently been found to have therapeutic value for clients with a variety of psychosocial problems.
Outcomes:
Demonstrate and apply ethical, professional, and culturally responsive practice by integrating psychodynamic and cognitive-behavioral theories into clinical assessment and intervention with diverse client populations; Analyze and synthesize psychodynamic and cognitive-behavioral theoretical frameworks to assess client needs, formulate treatment goals, and select evidence-informed strategies that promote growth and resilience; Design, implement, and evaluate integrated treatment plans that enhance client well-being and advance effective therapeutic outcomes through the combined use of psychodynamic and cognitive-behavioral approaches

SOWK 680 Advanced Micro-Level Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
Micro Practice extends foundation knowledge of generalist practice and requires critical understanding of diverse theories and their related evidence-informed practice models. Critical analysis examines these models from an anti-racist and strengths perspective in order to intervene effectively using a variety of systems perspectives in situations of increased complexity.
Outcomes:
Demonstrate ethical, professional, and culturally responsive behavior by integrating anti-oppressive frameworks, critical self-reflection, and respect for diversity to advance human rights and equitable clinical social work practice with individuals, families, and groups; Assess clinical cases using clinical theories and policy-aware frameworks, develop treatment plans grounded in research-informed practice, and effectively engage with individuals, families, and groups in clinical settings; Implement evidence-based clinical interventions that improve client functioning and evaluate intervention outcomes across diverse individuals and families

SOWK 681 Advanced Mezzo & Macro Practice (3 Credit Hours)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504, SOWK 505, SOWK 509, and SWII 530S; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course will focus on integrated practice approaches that span the micro (e.g., individuals/families/groups), mezzo (e.g., communities), and macro (e.g., systems, societal) frameworks. Numerous theories and models will be examined throughout the semester. The course also explores the role of the social work profession in creating social and organizational change, as well as interprofessional and interdisciplinary efforts.
Outcomes:
Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations; Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration

SOWK 682 Advanced Mezzo and Macro Practice (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students, Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, and SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, or 5 Year Social Work Students
This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community-engaged practices and considers the community as a place of practice and source of social change and discusses the role. Emphasis is given to philanthropy and its critiques, as well as grant-writing. In addition, the course will provide(s) practical experience such as creating work team contracts, articulating the elements of a typical grant proposal, and reviewing grant proposals.
Outcomes:
Demonstrate and apply ethical, professional, and justice-oriented practice by integrating diverse theoretical frameworks and engaging in advocacy to promote equity and inclusion across systems of care; Analyze and synthesize policy, research, and practice perspectives to assess problems across micro, mezzo, and macro contexts and develop interventions that address the complex needs of individuals, families, and communities; Design, implement, and evaluate integrated practice interventions that promote collaboration, empowerment, and sustainable change within and across systems

SOWK 689 Arts-Based and Experiential Approaches to Social Work (3 Credit Hours)
Pre-requisites: SOWK 501 and SOWK 503 (Grade of C or better), or Advanced Standing or 5-Year SOWK Students
Students learn about arts-based and experiential approaches in social work practice, the theories that drive and support their use, and the evidence that supports their use throughout all levels of social work practice, including the micro, mezzo, and macro levels.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and inclusive practice by integrating arts-based and experiential approaches to promote social justice, equity, and empowerment among diverse client populations; Engage and collaborate with individuals, families, groups, organizations, and communities to incorporate creative, somatic, and expressive interventions that enhance engagement, communication, and healing across social work contexts; Design, implement, and evaluate arts-based and experiential treatment plans that promote resilience, growth, and transformation through innovative and culturally responsive interventions

SOWK 690 Independent Study (1-3 Credit Hours)
Independent studies generally consist of research, activities, and papers. Dependent on a student's needs, the course can be either 1, 2 or 3 credit hours and the requirements are adjusted accordingly. Students need to find a full-time faculty member willing to teach this course, obtain approval from the faculty member, as well as the Program Director to register for this course.

SOWK 714 Philanthropy, Public Policy, and Community Change (3 Credit Hours)
Pre-requisites: Graduate Social Work; Or Advanced Standing Students or 5-Year Social Work Students
This course examines the roles that philanthropy and foundations play in advancing, influencing, and preventing social and community change. It explores relationships between public policy and philanthropic giving. Patterns of giving, policy intervention strategies, structural issues, and programmatic opportunities and constraints will be illuminated.
Course equivalencies: PHPY402/SOWK714
Outcomes:
Engage with individuals, groups, organizations, and communities to critically examine philanthropy, public policy, and social change and reflect on their own positionality within systems of power and funding; Assess the roles, impacts, and accountability of philanthropic foundations and public policies by applying research, theory, and critical analysis to social welfare systems and community change efforts; Intervene and evaluate strategies for philanthropy-driven and policy-informed social change by analyzing evidence, engaging community perspectives, and assessing outcomes of alternative funding and advocacy approaches

SOWK 722 Introduction to Alcohol and Other Drug Disorders (3 Credit Hours)
This course will inform students about the prevalence of substance use disorders. These disorders are a part of the broad spectrum of social work practice. An assumption of the course is that SUD manifests in a variety of social work practice settings, therefore all social workers must have basic skills to identify, intervene with and refer to SUD-involved clients.
Outcomes:
Apply ethical, professional, and anti-oppressive social work principles to substance use practice by examining social justice, diversity, and human rights issues affecting individuals, families, and communities impacted by substance use disorders; Analyze substance use patterns, cultural contexts, and policy influences to assess the impact of alcohol and other drugs on individuals, families, and communities across micro, mezzo, and macro levels of practice; Evaluate substance use interventions, prevention strategies, and recovery-oriented approaches by integrating research-informed knowledge, experiential learning, and reflective practice to inform social work responses to substance use disorders

SOWK 730 Immigration Dynamics and U.S. Social Policy (3 Credit Hours)
This course also offers an exploration into some of the social policy and social welfare concerns associated with contemporary migration. This examination considers the social, political, environmental, and economic causes and consequences of migration; public policy regarding migration and the rights of immigrants; and the roles of governmental and nongovernmental local, national, and international organizations. Social justice themes related to migration are also explored.
Outcomes:
Analyze how US migration laws, policies, and historical practices produce and reproduce social, racial, economic, and environmental injustices, and apply that analysis to explain implications for immigrant well-being and service access; Apply anti-racist, diversity, equity, and inclusion principles to critically evaluate immigration-related programs, case materials, and classroom discussions, and to design culturally responsive teaching cases or interventions; Evaluate policy options and synthesize research, primary sources, and community perspectives to propose evidence-informed policy or practice recommendations and to assess their likely effects on individuals, families, and communities

SOWK 731 Social Work Practice with Refugees and Immigrants (3 Credit Hours)
This course focuses on identification and application of clinical social work assessment and intervention with major migrant groups. It considers immigrant and refugee individuals and families currently living in the U.S., helping students build a knowledge base for effective work, especially with those experiencing violence and trauma.
Outcomes:
Analyze and apply anti-racist, culturally responsive, and trauma-informed frameworks to advance human rights and social, racial, economic, and environmental justice in clinical practice with immigrants and refugees; Integrate research evidence, theoretical perspectives, and client narratives to develop and evaluate practice-informed interventions that promote resilience and empowerment among immigrant and refugee individuals, families, and communities; Design and implement collaborative, multi-level intervention strategies that strengthen engagement, assessment, and advocacy with immigrant and refugee populations while fostering sustainable change in organizational and community contexts

SOWK 732 Migration, Social Justice, and Human Rights (3 Credit Hours)
This course offers an exploration into some of the human rights and social justice concerns associated with global migration. It addresses distinct perspectives and practices of justice as they relate to concrete ethical and justice dilemmas posed by contemporary migration, immigration policies, and the social, political, and environmental factors that contribute to voluntary and forced migration.
Outcomes:
Evaluate and apply social work ethical principles and professional standards to complex human rights and migration scenarios, demonstrating integrity, critical reflection, and ethical decision-making in practice; Analyze and advocate for equitable social policies and practices that promote human rights, anti-racism, and social justice for migrants and refugees across micro, mezzo, and macro levels of practice; Design and propose policy-informed interventions that address human insecurities and systemic inequities affecting immigrant and refugee communities, integrating diverse social justice frameworks and evidence-informed approaches

SOWK 733 North American Migration Dynamics, Challenges & Opportunity (1-3 Credit Hours)
This course is offered in Mexico in collaboration with IberoAmericana an opportunity for Loyola students to come together with Mexican students to study migration related issues affecting our respective countries and shared continent. Specifically, the course will focus on central themes concerning the opportunities as well as challenges to fundamental social institutions and migration dynamics of policies for North America.

SOWK 734 Social Policy and Older Adults (3 Credit Hours)
This course will focus on services issues related to geriatric case management, home care and the continuum of community based services as well as the relationship between informal and formal support. In addition to exploring direct services and programs for older adults, there will be consideration of the needs and services for family caregivers.
Outcomes:
Students in this class will demonstrate the capacity to engage in critical thinking, apply knowledge of human behavior and the social environment, engage in policy practice to advance social and economic well-being and to deliver effective social work services; and respond to contexts that shape practice

SOWK 735 Loss, Grief, and Dying (3 Credit Hours)
Losses, followed by grief reactions are present in nearly every clinical situation that Social Workers encounter. This course will help students acquire skills in helping clients (and themselves) transition through grief in response to non-death and death experiences. The course builds on knowledge of direct practice, human behavior theory, life span development, and cultural diversity.
Outcomes:
Evaluate ethical and professional responsibilities in social work practice with loss, grief, and bereavement across diverse cultural and social contexts; Assess individual, family, and community responses to loss and grief using culturally responsive and theoretically informed social work frameworks; Apply and evaluate intervention strategies that support healing, meaning-making, and resilience in individuals and communities experiencing loss and bereavement

SOWK 754 Global Social Work: Reflective Practice for Justice and Peace (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course provides an introduction to social work practice in an international context. The emphasis is on understanding cross-cultural peace-building practices using clinical skills and community action activities that build civil society structures and promote peaceful resolution of socially traumatized experiences. This course includes video conferencing.
Outcomes:
Demonstrate and apply anti-racist, diversity-informed, and human rights-based frameworks to analyze global issues of oppression, inequality, and justice across diverse cultural contexts; Integrate and synthesize policy, advocacy, and global practice models to develop strategies that influence international social welfare systems and promote equitable and sustainable community development; Design and evaluate culturally responsive and collaborative interventions that strengthen cross-national partnerships and promote social change, peace-building, and community resilience

SOWK 763 Women in a Global Context (3 Credit Hours)
Pre-requisites: Restricted to Graduate Social Work students
This course covers understanding women in a global context, social development institutions, and women's representation within them and in related media and social media. It builds the knowledge of relevance to students of social work, women's studies, international studies, migration, and communication.
Outcomes:
By the end of this course, students will be able to: 1) Critically analyze global social policies through a feminist lens to evaluate their impact on women's rights and social, racial, economic, and environmental justice (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice); 2) Assess and interpret diverse cultural, social, and political perspectives influencing women's lived experiences globally to enhance cross-cultural understanding and advocacy in social work practice (Aligned with Competency 5 - Engage Diversity and Difference in Practice)\\n; 3) Create evidence-informed media or policy advocacy products that promote equitable representation and justice for women in global and local contexts (Aligned with Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice and Competency 5 - Engage Diversity and Difference in Practice)

SOWK 780 Integrative Seminar I Advanced School Mental Health Program (1 Credit Hour)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. This is the first semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar.

SOWK 781 Integrative Seminar II Advanced School Mental Health Program (2 Credit Hours)
Enrollment Conditions: Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 780 prior to taking this course. This is the second semester of a two semester first level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to apply material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 782 Integrative Seminar III Advanced School Mental Health Program (1 Credit Hour)
This is the first semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program. Students must be enrolled in the Advanced School Mental Health Certificate program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 783 Integrative Seminar IV Advanced School Mental Health Program (2 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed SOWK 782. This is the second semester of a two semester second level integrative seminar for students in the Advanced School Mental Health Certificate Program.
Outcomes:
Students will have the opportunity to expand their application of material covered in certificate program classes and receive guidance and feedback during the course of the seminar

SOWK 784 Evidence Based Practice in Schools (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of evidence based practice techniques in the school setting.
Outcomes:
Students will have an increased ability to apply EBP interventions in educational settings

SOWK 785 Solution-Focused Brief Therapy Techniques (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course focuses on increasing understanding and the utilization of solution-focused brief therapy techniques in school settings.
Outcomes:
Students will have an increased ability to apply solution-focused brief therapy techniques in educational settings

SOWK 786 Special Topics in School Social Work (3 Credit Hours)
Students must be enrolled in the Advanced School Mental Health Certificate program. This course will focus on different critical issues related to social work interventions in school settings.
Outcomes:
Students will gain expertise in various interventions of importance to effective social work in school settings

SOWK 787 Special Topics in School Social Work - Immersion Weekend (1 Credit Hour)
This is a one credit course that compliments SOWK 786 and provides an immersion experience related to the special topic course for that year. Students must be enrolled in the Advanced School Mental Health Certificate program. They must have completed or be concurrently enrolled in SOWK 786.
Outcomes:
Students will gain additional expertise in various interventions of importance to effective social work in school settings

SOWK 788 SMHAPP Independent Study (2 Credit Hours)
Independent study for students admitted into the SMHAPP certificate program. Restricted to SMHAPP certificate program.

SOWK 800 Statistics (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is the first in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference. The focus for the course is the applied use of statistical methods for the analysis of social science data using SPSS and manual calculations. In addition to covering applied statistical concepts and their application to data, the course will also critically examine the question of causality.
Outcomes:
Understand basic statistical concepts of probability, sampling distributions, confidence intervals, and statistical inference, including z-tests, t-tests, ANOVA, and Chi-square; Examine critically the question of causality; Demonstrate critical thinking around how statistics and quantitative analysis can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups

SOWK 801 Historical & Contemporary Issues in Social Work Practice (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
The course will provide a critical review and analysis of the historical development of social work practice and identify and explore contemporary issues that impact the current delivery of social work practice services. Students will read from the professional literature ranging from the early 1900s to the present; critically evaluate the development of social work practice theory, knowledge, and skills as the profession sought to define what constitutes social work practice; examine the broader social, cultural, political, economic, and other contextual forces that shaped (and were shaped by) the development of social work practice and the provision of services to individuals, families, groups, and communities.
Outcomes:
Evaluate the general historical development of social work practice in the 19th, 20th, and 21st centuries, and its impact upon the empowerment and oppression of historically marginalized communities; Evaluate how historically marginalized communities created systems of mutual aid to support each other outside of the profession of social work; Identify the domains of social work practice knowledge and the intellectual currents which have influenced its ongoing development

SOWK 802 Grand Theories & Perspectives in Social Work Knowledge (3 Credit Hours)
Pre-requisites: Restricted to Social Work PhD students; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course focuses on grand theories and perspectives which guide social work practice, research, and policy. Students in this course will critically examine the grand theories and perspectives which have influenced social work in the past, currently influence social work, and will likely shape the profession of social work in the future. Through examining and critiquing the grand theories and perspectives, students will be challenged to think about how these theories do and do not address social and economic justice while also acquiring more knowledge regarding how these theories and perspectives help students better understand their substantive areas.
Outcomes:
Examine various theoretical models and perspectives of practice in social work; Explore the advantages and limitations of social work paradigms; Understand the utility and difficulties associated with a multi-theoretical approach to social work practice and research

SOWK 803 Advanced Statistics (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program; Completion of SOWK 800 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director; Completion of a course comparable to SOWK 800 with a grade of B- or higher is required; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This is the second in a two-semester sequence of statistics courses required of all social work doctoral students. The course covers various multivariate statistical analysis techniques to test hypotheses that are most relevant to issues of social, economic, racial, and environmental justice.
Outcomes:
Understand correlation, two-way ANOVA, linear, multiple, and logistic regression; Apply these techniques, test assumptions, and interpret results using statistical software; Promote critical thinking around how statistics can be used to both marginalize and empower racial, ethnic, and other identity and/or geographic community groups, and around ethics in quantitative analysis

SOWK 804 Qualitative Research (3 Credit Hours)
Pre-requisites: Restricted to students in the Social Work PhD program with completion of SOWK 818 with a grade of B- or higher; For non-social work PhD students, completion of a course comparable to SOWK 818 with a grade of B- or higher and approval from the School of Social Work Doctoral Program Director; Interested non-social work PhD students are to submit the comparable course syllabus to the social work Doctoral Program Director for review and approval
This course provides an overview of the fundamentals of qualitative research. It provides a detailed consideration of knowledge and skills in qualitative inquiry. The science and paradigms for qualitative inquiry in social work are examined as well as principles for qualitative inquiry design including data collection, analysis, and writing.
Outcomes:
Articulate the connections between paradigm, research question, qualitative method, and methods for data analysis; Design and implement a qualitative research project that appropriately matches research questions; Describe the development and usefulness of different qualitative research methods, including ethnography and ethnomethodology, grounded theory, phenomenological approaches, historical research, and constructivist inquiry

SOWK 805 Research Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies and identify their strengths and weaknesses, as well as their contributions to social work practice; Identify a research problem and select an appropriate design and analysis plan; Create at least 2 manuscripts for publication or other similar documents reporting on the findings of their project

SOWK 806 Research Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing in the School of Social Work at Loyola University Chicago; Completion of SOWK 805 with a grade of B- or higher
This is a two-semester course emphasizing research methodology, development, and acquisition of measurement tools if applicable, quantitative and qualitative analysis, ethical considerations, and dissemination of research. Students will carry out team-based projects using both methods across both semesters working together with the instructors of the courses. The first semester will emphasize methodology, data analysis, and developing findings, while the second semester will focus on study write-up, revisions, and preparing manuscripts for submission to peer-reviewed journals.
Outcomes:
Critique research articles or their designs that demonstrate various methodologies; Identify strengths, weaknesses, and contributions of research articles to social work; Complete a research project that identifies a research problem and select an appropriate design and analysis plan

SOWK 808 Integration of Research, Practice, & Theory in Social Work Scholarship (3 Credit Hours)
Pre-requisites: Completion of SOWK 800, SOWK 803, SOWK 804, SOWK 818 with a grade of B- or higher and Social Work PhD Student; For non-social work PhD students, completion of comparable courses with a grade of B- or higher; Interested non-social work PhD students are to submit the comparable course syllabi to the social work Doctoral Program Director for review and approval
This course focuses on the examination of research, practice, and theory as well as the integration of these focal areas in doctoral students' substantive areas. Students will examine the research, theories, and practices that have been used in their substantive areas to gain further knowledge of the current state of their substantive areas and address key research questions.
Outcomes:
Examine research, theories, and practices in student's own substantive areas; Identify gaps in knowledge in student's own substantive areas of research; Explore ideas for future research and scholarship; Critically evaluate existing evidence in student's own areas of research

SOWK 817 The Nature of Social Work Knowledge (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course aims to help students understand the variety of contemporary understandings of science in the social and behavioral sciences and foundational aspects of designing research to develop conceptual frameworks for social work practice. Emphasis will be on science as a problem-solving process, with scientific knowledge development being a major link for the social worker between the roles of practitioner and researcher.
Outcomes:
Evaluate key aspects in philosophy of research for the social and behavioral sciences; Evaluate and analyze the major paradigms of knowledge generation in social work; Formulate an approach to scientific knowledge, with a focus on emancipation, anti-oppression as values key to the mission of social work, considering how approaches to science support or undermine those goals

SOWK 818 Social Work Research Methodology: Overview of the Fundamentals (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course presents an overview and critical analysis of the research methods commonly used in social work and other related disciplines. The course will involve reading about these research methods, critically analyzing a variety of research reports, and applying research methods to an area relevant to the advancement of knowledge about social work selected by each student.
Outcomes:
Understand the epistemological bases of various approaches to research on the research process and knowledge development in the social sciences; Understand the variety of traditions of research in and relevant to the social work profession, with an emphasis on research about practice, to identify and analyze the research and evaluation designs or strategies of inquiry; Understand problem formulation process, including engaging in the process of identifying and refining the description of a study issue, the statement of a research question, and the connection of it to a strategy of inquiry

SOWK 820 Social Theory & Social Change (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course will explore the evolution and development of macro practice in the United States with a focus on theory and methods that undergird community practice and policy practice. Course content will include a conceptual history of macro practice within social work, including the unique role of macro practice methods in carrying out the mission of the social work profession. The role of different forms of power, at the institutional and social level, as well as values and ethical dilemmas associated with macro practice and their relation to social work, will also inform the course.
Outcomes:
Evaluate the use of macro practice, including community practice (ie, development, planning, organization) and policy practice in the United States; Critically analyze how macro practice evolved within the social work profession, including the degree to which macro practice methods and models have advanced social work's historic mission and values; Identify how macro practice methods are used to address forms of social, political, and economic inequality, promote social justice, and secure human rights

SOWK 822 Organizational Analysis (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course explores the ways in which an organizational lens can be usefully applied in the context of social welfare-related research. The course will provide an overview of the ways in which scholars have approached the study of organizations and highlight theoretical traditions useful for understanding the work of human service organizations.
Outcomes:
Apply an organizational lens to analyze the roles and functions of human service organizations-such as social service agencies, schools, and advocacy organizations-in addressing social problems; Critically evaluate major theoretical traditions in organizational studies and assess their relevance to contemporary social welfare research contexts; Integrate organizational theory into original research designs, selecting appropriate theoretical frameworks and methodological approaches to explore questions related to social welfare and human service delivery

SOWK 827 Doctoral Study (1 Credit Hour)
Students register for this course during the semester they are taking their comprehensive exams and any semesters they do not yet have an approved proposal.
Outcomes:
Evaluate and demonstrate mastery of core disciplinary knowledge by successfully completing the comprehensive examination according to program criteria; Design a dissertation proposal plan and select a dissertation chair/adviser in collaboration with the doctoral program director

SOWK 828 Teaching Seminar and Practicum I (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from social justice and anti-racist perspective and the practical experience of preparing and teaching a course. This course focuses on theories of learning, the application of these theories to the teaching process, and the teaching process itself. SOWK 829 is a continuation of this content.
Outcomes:
Identify, discuss and analyze various teaching activities in relation to theories of learning and antiracist pedagogy; Identify and know how to develop a course in an area of specific academic interest and professional expertise; Develop a personal pedagogical style and accompanying statement, supplemented by additional relevant technological expertise which will support a sense of competence in your own ability to teach

SOWK 829 Teaching Seminar & Practicum II (3 Credit Hours)
Pre-requisites: Doctoral student standing at Loyola University Chicago and completion of SOWK 828 with a grade of B- or higher; Students in other LUC Doctoral programs may register for the course with approval from the School of Social Work Doctoral Program Director
This course is designed to provide doctoral students with a thorough overview of teaching within a university setting from a social justice and anti-racist perspective with the practical experience of preparing and teaching course content. SOWK 829 also continues focus on integrating material from SOWK 828 and creating and managing an inclusive environment via a variety of learning platforms with diverse students.
Outcomes:
Identify one's own biases and triggers to include and conduct class discussions on issues of social justice and diversity as it relates to the various topics in all social work courses; Develop ability to manage conflict around issues of diversity, whether it be political, theoretical, or personal issues raised in class discussion; Assess and critique their own and their colleagues' teaching style, instructional methods, and general strengths and weaknesses as a social work instructor

Social Work Internship Instruction (SWII)

Discover, search, courses (p. 2661)!

SWII 530 Internship I & Simulated Experience (1 Credit Hour)
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SWII 531 Internship II & Simulated Experience (1 Credit Hour)
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Demonstrate ethical and professional behavior in field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining professional responsibility in internship settings; 2) Engage and assess individuals, families, groups, organizations, and communities using culturally responsive, anti-racist, and person-in-environment frameworks to inform social work practice and policy-relevant decision-making; 3) Implement, evaluate, and advocate for evidence-informed and policy-relevant interventions in collaboration with clients and constituencies to achieve practice goals and improve outcomes

SWII 630 Field Instruction III & Simulated Experience (1 Credit Hour)
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Understand the professional purpose, values, and ethical implications of social work practice, 2) develop knowledge of the multiple frames of reference that reflect the organization and diversity of the profession

SWII 630S Integrative Seminar (2 Credit Hours)
This course is the second of two seminars that serve to enrich students' field experience. The focus of this course is upon experiences and progress of the student in the first semester of advanced field and the relationship of the field experience to specific advanced practice class content.
Outcomes:
1) Integrate classroom knowledge and skills into the field setting, 2) reflect on field learning experiences and growth of professional sense of self

SWII 631 Field Instruction IV & Simulated Experience (1 Credit Hour)
The goal of the field education program is to provide an integrative experience that brings classroom theory to the field of practice. The field education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
1) Understand the professional purpose, values, and ethical implications of social work practice, 2) develop knowledge of the multiple frames of reference that reflect the organization and diversity of the profession

SWII 632 Internship Instruction III & Simulated Experiences (1 Credit Hour)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, Students or 5 Year Social Work Students
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in specialized field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining accountability and professionalism in internship settings; Advance human rights and social, racial, economic, and environmental justice by applying anti-racist, culturally responsive, and inclusive frameworks within specialized internship settings; Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities by integrating theory, research, and practice-informed strategies within specialized field settings

SWII 633 Internship Instruction IV & Simulated Experiences (1 Credit Hour)
Pre-requisites: Grade of C or higher in SOWK 500, SOWK 501, SOWK 502, SOWK 503, SOWK 504 or SOWK 508, SOWK 505, SOWK 509; P in SWII 530; or Advanced Standing Students, Advanced Standing Online Students, Students or 5 Year Social Work Students
Co-requisites: SWII 632
The goal of the internship education program is to provide an integrative experience that brings classroom theory to practice. The internship education program will challenge the student to integrate professional values and personal perspectives.
Outcomes:
Demonstrate ethical and professional behavior in specialized field practice by applying the NASW Code of Ethics, engaging in reflective supervision, and maintaining accountability and professionalism in internship settings; Advance human rights and social, racial, economic, and environmental justice by applying anti-racist, culturally responsive, and inclusive frameworks within specialized internship settings; Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities by integrating theory, research, and practice-informed strategies within specialized field settings

Sociolegal Studies (SLGL)

Discover, search, courses (p. 2661)!

SLGL 200 Introduction to Sociolegal Studies (3 Credit Hours)
The course will introduce students to several complementary perspectives from the interdisciplinary "Law and Society" movement: the sociology of law; the psychology of justice; the anthropology of disputing; the economics of rulemaking; and the institutional politics of courts and legislatures.
Interdisciplinary Option: Sociolegal Studies
Outcomes:
Compare & critique different social science theories of law; understand the role of law in society and the intersection of law, politics, economics, and culture

SLGL 399 Independent Study (3 Credit Hours)
This course provides students with the opportunity to work under the direction of a faculty member on a particular area of interest that is not part of the Sociolegal Studies minor's usual curriculum. Program permission required. Students will gain an understanding of a specific area of sociolegal studies through the close reading of selected texts or through directed research.
Interdisciplinary Option: Sociolegal Studies

Sociology (SOCL)

Discover, search, courses (p. 2661)!

SOCL 101 Society in a Global Age (3 Credit Hours)
This foundational course in the social sciences introduces students to key sociological perspectives and methods to examine global issues. Students explore how institutions, culture, and systems of power and inequality shape people's lives across diverse communities and contexts.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Identify examples of the relationship between institutions and individuals; Explain the impact that culture has on group dynamics and social interactions within local, national, and global settings; Summarize how people's identities are formed through a complex interaction of biographical, societal, or cultural contexts; Describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression; Analyze how systems of power, privilege, and oppression (eg, racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted

SOCL 121 Social Problems (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course is an opportunity to examine major issues facing society. In addition to analyzing the roots of social problems, the course addresses social policy concerns and explores solutions.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Peace, Justice, and Conflict Studies
Course equivalencies: SOCL121/PAX 121
Outcomes:
Students will be able to critically examine the impact of a social problem and its possible solutions; to integrate knowledge gleaned from a variety of disciplines; to find and utilize relevant data and research in defining issues and solutions; and to view social problems from macro and micro perspectives as a means of applying workable solutions for the issues facing society

SOCL 122 Race and Ethnic Relations (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the development of cultural, society, and self-understanding by exploring the social construction of race in the United States. The course explores how social constructions of race affect interpersonal relations, laws, policies, and practices in various racial and ethnic communities.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Italian American Studies, Peace, Justice, and Conflict Studies, Race and Ethnicity
Course equivalencies: X-SOCL122/ASIA122/BWS 122/PAX
Outcomes:
Students will be able to demonstrate understanding of the conditions which have worsened racial tensions as well as how social movements have been successful at eradicating racially oppressive laws and working towards a just society

SOCL 123 Mass Media and Popular Culture (3 Credit Hours)
This course examines the connections between the media of mass communication and multiple forms of popular art and culture. Topics considered include the social, political, and cultural organization of mass communication and its impact on values, expectations, and life styles of contemporary society.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies, Women & Gender Studies
Course equivalencies: SOCL123/WSGS123/IFMS123
Outcomes:
Students will be able to demonstrate understanding of the social relationships between mass media and the general population

SOCL 125 Chicago: Urban Metropolis (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the development of Chicago metropolitan region from the 1830's to the present day. Students will explore the urban area not only through texts, but also through fieldwork.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Urban Studies
Course equivalencies: SOCL125/URB125
Outcomes:
Students will be able to demonstrate understanding of the geography, history, and people of the Chicago metropolitan region

SOCL 127 Social Analysis and Social Action (3 Credit Hours)
This course helps students who are volunteering at local congregations and agencies better understand the communities and issues they will encounter in Chicago. It emphasizes the analysis of "social solutions" to social problems as well as personal reflection and action.
Interdisciplinary Option: Peace, Justice, and Conflict Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL127/PAX127
Outcomes:
Analyzing and acting on social issues

SOCL 145 Religion & Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines how religion and society interact.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of how individual behavior, organizations, and society as a whole are affected by religious ideas and institutions, and how religion is itself changed by its encounter with changing social circumstances

SOCL 171 Sociology of Sex and Gender (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the social organization of sex and gender.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL271/WOST271/WSGS271
Outcomes:
Students will be able to situate their pre-conceived experiences of the naturalness of gender in a particular historical and cultural context

SOCL 205 Sociological Thought (3 Credit Hours)
This course examines classical and contemporary sociological theories and uses them as frameworks for understanding modern society. Such social theories attempt to explain and understand the world, as well as inspire further research and theory.
Interdisciplinary Option: German Studies
Outcomes:
The class provides students with theoretical foundations for understanding social organizations as well as the social processes that transform societies

SOCL 206 Principles of Social Research (3 Credit Hours)
This course is an introduction to the basic research methodologies of sociology. A variety of methods used in sociological analysis and data generation will be considered. Students learn how to select and use methodologies appropriate for various research projects. They will be able to critically evaluate existing research and select appropriate techniques to undertake original research.
Interdisciplinary Option: Human Services, Urban Studies
Outcomes:
Students will learn how social science research is conducted

SOCL 210 Gender and Work (3 Credit Hours)
This course looks at the nature of work through the lens of gender. It considers how male and female labor force participation has changed over time. It examines the ways working families are transformed when women combine employment with domestic responsibilities and child care, or when men's jobs no longer provide a family wage.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-SOCL210/WOST210/WSGS210
Outcomes:
Students learn how gender has been and remains a fundamental organizational principle in the workplace and the labor force

SOCL 215 Law & Society (3 Credit Hours)
This course trains students to examine the law as a sociological concept and to look at the relationship between the legal system and society. A critical concern is whether changes in the legal system reflect societal change or do changes in the legal system stimulate change in society.
Interdisciplinary Option: Global Studies, Sociolegal Studies
Outcomes:
Students learn to recognize the close linkage between the law and social structure; They also gain experience examining legal texts and decisions

SOCL 216 The Sociology of Violence (3 Credit Hours)
The threat of violence is a significant concern for individuals in many societies. In this course, violence will be studied as a social phenomenon. Topics of particular concern include: family violence, gang violence, and terrorism.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL216/PAX 291
Outcomes:
Students learn to examine the causes of violence from a sociological perspective; They also learn methods to reduce violence and the harm it causes

SOCL 221 Sociology and Culture of the Life Course (3 Credit Hours)
Life course studies emerged in response to the sociological need to understand how social change intersects with the aging process. Social and cultural contexts, individual experience and agency, and historical time and place are elements in the construction of a life and the social relationships that make it up.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: X-ANTH221/SOCL221
Outcomes:
Students learn sociological concepts and theories relevant to the life course and how they help us understand local and global changes; Learn about programs and policies pertinent to an aging society

SOCL 222 Poverty & Welfare in America (3 Credit Hours)
In this course, students learn to think critically about the character, causes and responses to poverty in American society, using both historical and contemporary evidence.
Outcomes:
Students will understand the strengths and limitations of American welfare policy in relation to poverty

SOCL 225 Sociology of Health Care (3 Credit Hours)
This course examines the sociology of health care with particular attention to: social and psychological factors; health care professionals; inter-personal relations in health care; the organization and use of health services; and the relationship between aging and health.
Interdisciplinary Option: Bioethics, Race and Ethnicity
Course equivalencies: X-SOCL225/BIET225
Outcomes:
Students will understand the role that social forces play in the health and wellness of individuals, the community and society; Students will engage with different theoretical perspectives to examine how race, ethnicity, and gender shape health outcomes and access to health care in the US and other countries; Students will learn about empirical patterns of racial and ethnic disparities in health, health care delivery, and health policy

SOCL 226 Science, Technology, & Society (3 Credit Hours)
This course serves as a broad introduction to the social study and analysis of science and technology in society. It examines how scientific knowledge and technologies are created and constructed and how they influence and are influenced by society.
Outcomes:
Students will be able to understand how scientific knowledge and technologies are developed in particular historical and cultural contexts and analyze their impact on our daily lives

SOCL 228 Sociology of the African American Experience (3 Credit Hours)
A sociological inquiry into the historical and contemporary experience of African Americans. Social movements and social change, urban and institutional processes, social values and collective behavior, and African Americans and public policy are among the topics explored.
Interdisciplinary Option: African Studies and the African Diaspora, Race and Ethnicity
Course equivalencies: X-SOCL228/BWS 228
Outcomes:
Students will gain a deeper understanding of the experiences that African Americans have in American society and of the social, political and institutional forces that have contributed to the historical and contemporary experience of African Americans

SOCL 230 Self & Society (3 Credit Hours)
This course examines the relationships between the self as a social product and the larger society in which that self is socialized, develops and expresses itself. Various theories of selfhood are explored.
Outcomes:
Students will come to appreciate how selfhood, their own and others, is a product of historical factors as well as social contexts such as class, gender, race and ethnicity

SOCL 231 Childhood and Society (3 Credit Hours)
This course looks at the social construction of childhood, the impact of parents, the media, peer groups, and educational institutions as well as changing social attitudes about the place of children in society.
Interdisciplinary Option: Human Services
Outcomes:
Students will gain a better understanding of the historical and social manner in which childhood is constructed and the impacts of various social institutions, family, religion, media, education on childhood development

SOCL 234 City, Suburbs & Beyond (3 Credit Hours)
This course studies the historical emergence of cities, focusing on the ecological, demographic, and organizational processes involved in the continuing growth and change of metropolitan areas and in the relationship of a metropolitan area to the surrounding region.
Interdisciplinary Option: Human Services, Race and Ethnicity, Urban Studies
Course equivalencies: X-SOCL234/URB234
Outcomes:
Students will understand fundamental facts and theories about the character and development of cities and urban regions

SOCL 235 Communities in a Global Age (3 Credit Hours)
This course examines communities sociologically, both as a concept and as they exist in society. The course covers urban, racial/ethnic, religious, territorial, utopian, ideological, and web-based communities, and their strengths and limitations in a rapidly changing global world.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will identify, describe, and analyze communities using sociological concepts and be able to assess the mechanisms by which old and new communities are being formed as well as their consequences for social life

SOCL 236 Population Studies (3 Credit Hours)
This course introduces the study of demography by examining trends of fertility, work, marriage, migration and mortality.
Interdisciplinary Option: Bioethics, Human Services
Course equivalencies: SOCL236 / SOCL285
Outcomes:
Students will gain an understanding of how the size, composition, and dynamics of a population influence the social, economic, and political structure of individual nations and the world

SOCL 237 Professions and Society (3 Credit Hours)
Work involving high levels of expertise - medical, legal, technical, and much else - is a critical component of modern society. This course examines how professional work is structured, the way professionals are trained and organized, the privileges and responsibilities of professional work, and the role of conflicts over expertise in modern society.
Outcomes:
Students will gain an understanding of how work based on knowledge and expertise is organized and on the social and economic factors that contribute to the position of professionals in society

SOCL 239 Understanding Bias and Inclusivity (3 Credit Hours)
Using an intersectional lens, students learn about how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. They consider how ourselves and others are shaped by and operate within the larger social system. Students explore their identities, values, and biases. Students engage in self-reflection to increase self-awareness.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - PSYC 239/ SOCL 239
Outcomes:
Identify feelings about course topics; Demonstrate self-awareness of identities and values, including the value of difference; Engage in intergroup dialogue; Articulate how personal power can be used to create change

SOCL 240 Families (3 Credit Hours)
Contemporary family structures encompass a variety of living arrangements and social relationships. This course considers differences and similarities among the various family types and explores the social, cultural, and economic forces structuring family life.
Interdisciplinary Option: Human Services, Women & Gender Studies
Course equivalencies: X-SOCL240/WOST242/WSGS242
Outcomes:
Students will develop an expanded understanding of the varieties of family arrangements and the connections between family life and the wider social, political, and economic environment

SOCL 245 Sociology of Education (3 Credit Hours)
This course is a rigorous introduction into the scholarly traditions and contemporary research developments in the sociology of education. Topics include: educational stratification and inequality, how educational institutions function and with what policy implications, and social psychology/human development.
Interdisciplinary Option: Race and Ethnicity
Outcomes:
Identify areas of research interest; trace connections to studies in the field; analyze and evaluate policy effectiveness; evaluate the capacity and potential for institutions to support efforts at social justice

SOCL 247 Sociology of Culture (3 Credit Hours)
This course examines the social production, consumption, and use of culture and cultural objects, especially in the fields of literature, art, music, mass media and religion.
Outcomes:
Students will learn sociological methods of analyzing culture and cultural objects, and will understand the social organization of cultural production and consumption

SOCL 250 Inequality in Society (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the manner in which contemporary society is divided by race, ethnicity, class, sexuality and gender, and the impact of social institutions on these divisions. An emphasis will be placed on income/wealth differences, status differences, class conflict and social conflict over time.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Human Services, Peace, Justice, and Conflict Studies, Race and Ethnicity, Women & Gender Studies
Course equivalencies: ASIA/AFR/SOCL/WSGS 250
Outcomes:
Students will acquire a better understanding of social inequality and what can be done to make society more just

SOCL 252 Global Inequalities (3 Credit Hours)
This course examines inequality on a global scale, focusing on the impact of globalization processes on race, class, and gender inequalities here and abroad.
Interdisciplinary Option: Global Studies, Human Services, Race and Ethnicity
Outcomes:
Students will analyze how race, class, and gender inequalities influence each other across national boundaries, and will recognize global causes and consequences of inequality

SOCL 254 Sociology of Migration (3 Credit Hours)
This course is designed to provide a sociological understanding concerning various impacts of immigration in the United States. International migration patterns have significantly affected the development of US society since its inception. In recent decades, the United States experienced a record number of new immigrants from a variety of countries. In this course, we examine fundamental concepts for studying migration and theories that explain international migration. We also discuss how immigrants have redefined - and will keep redefining - local and foreign demographic dynamics in receiving and sending societies, transnational networks, and a more complex ethno-racial diversity with meaningful international roots.
Interdisciplinary Option: African Studies and the African Diaspora, Asian Studies, Global Studies, Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Be familiar with key theories, concepts, and analyses that explain migration issues in the United States; Understand the relevance of historical and contemporary associations among cultural, economic, political, and social forces, as well as their impact on immigration; Understand the relevance of sociological knowledge on migration issues for dealing with current social problems at different levels (ex: remedial policies, activism, educational objectives)

SOCL 255 Deviance and Social Control (3 Credit Hours)
This course is a socio-historical look at definitions of deviant behavior and individuals, an examination of techniques of social control, and an analysis of specific forms of deviant behavior such as crime and mental illness.
Interdisciplinary Option: Human Services
Outcomes:
Students learn to analyze how history, science, and philosophy combine to define the nature of deviant behavior and to identify deviant individuals

SOCL 258 Confronting Homelessness: Local to Global (3 Credit Hours)
Pre-requisites: SOCL 101 or PSYC 100 or PLS 102 or ANTH 100
Who are homeless people in the United States and beyond? Why are they homeless? What is being done to address the issues of homelessness? This course addresses these questions from a variety of disciplinary perspectives. As an "engaged learning" course, students will also learn by assisting at various agencies. The student will be able to discuss framings of the causes of homelessness and evaluate different policy approaches for addressing it while contributing work to a local agency.
Interdisciplinary Option: Urban Studies

SOCL 260 Power in Society (3 Credit Hours)
This course focuses on sociological theories and case studies of power, authority, and social change. It explores the ways in which power relations perpetuate social inequality and the ways in which social conflicts and power struggles transforms society.
Outcomes:
Students learn about the structures of power in economic systems, political systems, and organizations; the cultural and ideological underpinnings of power relationships; and political struggles for social change

SOCL 261 Social Movements & Social Change (3 Credit Hours)
This course examines the dynamics of collective behavior and movements promoting social change.
Interdisciplinary Option: Peace, Justice, and Conflict Studies, Sociolegal Studies
Outcomes:
Students will demonstrate understanding of competing explanations of social movements and social change and will be able to test various theories by analyzing historical movements for change

SOCL 265 Globalization & Society (3 Credit Hours)
This course examines the nature of contemporary globalization and considers how it influences communities, nations and the world.
The course examines the positive and negative consequences of globalization and the global justice movements that have emerged seeking more equality, tolerance and environmental stewardship.
Interdisciplinary Option: Global Studies, Urban Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students learn how economic, political and cultural aspect of globalization impact society in an increasingly interconnected world

SOCL 267 Italy Today (3 Credit Hours)
Pre-requisites: One Tier I Foundational Social and Cultural Knowledge Core course: SOCL 101, ANTH 100, PLSC 102, or PSYC 100
Italy Today traces the nation's extraordinary transformation from the ashes of World War II to the leading economic and cultural power it is today and analyses a broad range of issues in contemporary Italy, such as Catholicism, gender, family, emigration and immigration, regional identities, media and material culture.
Interdisciplinary Option: Global Studies, Italian American Studies, Italian Studies
Outcomes:
Understand the transformation of Italy since WWII Think critically about issues such as stereotypes, regional identities, and diversity

SOCL 272 Environmental Sociology (3 Credit Hours)
This course examines the distinctively social aspect of the relationship of people to their environments, both built and natural.
Interdisciplinary Option: Bioethics, Global Studies, Human Services, Peace, Justice, and Conflict Studies, Urban Studies
Course equivalencies: X-SOCL272/ESP272PAX 272BIET272
Outcomes:
Students will recognize the role that both social and physical factors play in the environmental problems facing the world; Students will also develop critical thinking skills needed to evaluate statements and policy proposal to improve environmental quality

SOCL 276 The Sociology and Politics of Food (3 Credit Hours)
Explores the impact of globalized economic, political, and social relationships through the prism of food. Considers the cultural and ideological dimensions of food, the structure of food production and consumption, and responses to the global food system.
Interdisciplinary Option: Urban Studies
Outcomes:
Students will gain awareness of themselves as consumers of food and food products

SOCL 278 Global Health (3 Credit Hours)
This course addresses the underlying social, economic, political, and cultural mechanisms driving some of the leading issues in global health today, including the rise of non-communicable diseases in low and middle income countries, neglected infectious diseases, human resources for health, and access to global pharmaceuticals.
Interdisciplinary Option: Bioethics
Outcomes:
Students will become familiar with evaluating the global health policy process and debating possible routes to achieving health equity

SOCL 280 Topics in Contemporary Sociology (3 Credit Hours)
The course examines selected contemporary sociological issues. Topics addressed represent specialized or newly developing areas of sociological inquiry. Topics will vary from semester to semester.
Outcomes:
Students gain insights into contemporary social issues and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 281 Current Issues in Medical Education (1 Credit Hour)
Pre-requisites: Sophomore Standing or Above; Instructor Permission
This class is an opportunity to examine selected reform and innovation movements facing health professional education and training. Sophomore standing or above is required.
Outcomes:
Students will demonstrate critical analysis of selected reforms and innovations in health professional education and training

SOCL 301 Statistics for Social Research (4 Credit Hours)
Pre-requisites: SOCL 206
The course is a comprehensive introduction to statistical analysis in social research. Topics include: univariate, bivariate, and multivariate analysis, computer statistical applications and interpretation of results.
Interdisciplinary Option: Human Services
Outcomes:
Students will demonstrate understanding of statistical thinking and data analysis techniques and be able to use them to evaluate existing research and conduct original research

SOCL 302 Qualitative Research (3 Credit Hours)
An introduction to the major qualitative methods of social inquiry. Participant observation, interviewing, historical analysis, and content analysis, as well as ethical issues of field research are studied.
Outcomes:
Students will gain understanding of important methods of data collection and analysis common in social science research; Students will gain experience using these techniques to conduct research and evaluate the research of others

SOCL 304 Global Civil Society and Social Movements (3 Credit Hours)
This course focuses on global civil society groups (both advocacy groups or apolitical) and on social movements that seek to fight injustices. We discuss a variety of examples of civil society projects ranging from monitoring government corruption and promoting micro-credit to organizing transnational protest campaigns.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 304/SOCL 304
Outcomes:
Students will demonstrate a comprehension of the dynamics of global civil society and social movements, both for cases discussed in class and to material from outside class

SOCL 306 International Development (3 Credit Hours)
This course provides an interdisciplinary overview of the international development system and issues related to development in those countries variously referred to as third world, developing, underdeveloped, or peripheral countries.
Interdisciplinary Option: Global Studies
Course equivalencies: X-GLST 306/SOCL 306
Outcomes:
Students will develop a fundamental knowledge of the various factors that are considered to help or hinder development

SOCL 311 Social Science Research Practicum: Cook County Community Survey (3 Credit Hours)
Pre-requisites: SOCL 301 or equivalent
Familiarity with R, Stata, SAS, or SPSS necessary. Students will analyze this year's iteration of the annual Cook County Community Survey. They will draw on the data to prepare written, public-facing reports, public presentations, and scholarly research.
This course satisfies the Engaged Learning requirement.
Course equivalencies: PLSC 311/SOCL 311
Outcomes:
Describe the strengths and limitations of modern polling techniques; Use statistical software to analyze survey data; Communicate findings from surveys to a broad audience orally and in written form

SOCL 334 Latinas/os/xs in Space (3 Credit Hours)
Latinas/os/xs are the largest minoritized population in the United States with a population of more than 60 million. As the fasting growing demographic in the U.S., how is this complex and variegated population (re)conceptualizing, (re)framing, (re)making, and (de)constructing spatial boundaries? Further, how are Latinas/os/xs both transforming and challenging U.S. physical and conceptual landscapes? Drawing from spatial, decolonial, and feminist of color theories, we will engage these questions through a thematic exploration of the ways that Latinas/os/xs have influenced, shaped, and (re)used space as a struggle to maintain dignity and engage in place-making. We will connect these ideas to geography, citizenship, civil rights, social justice, and cultural practices. This is a discussion and project-based course.
Interdisciplinary Option: Latin American Studies, Race and Ethnicity, Women & Gender Studies
Outcomes:
Identify and describe the impact Latinas/os/xs have on US culture, history, and geography; Critically analyze political, social, and cultural treatment of Latinas/os/xs in the US; Critically analyze US culture using spatial and decolonial theories; Understand the intersection(s) of space, race, and opportunity within the US; Link social issues and responses to creative outlets/endeavors; Work in small teams; Gain oral presentation skills

SOCL 335 Urban Semester Seminar (3 Credit Hours)
Pre-requisites: Junior or senior standing
Students explore how cities work through texts, field trips, and guest speakers, and help find solutions to pressing urban issues. They fulfill civic engagement core value requirement.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-SOCL335/PLSC335
Outcomes:
Students will understand and address inequities in urban communities, and identify avenues of leadership and civic engagement in contemporary cities

SOCL 365 Social Theory & Social Research (3 Credit Hours)
Pre-requisites: SOCL 205, 206, 301, and senior standing, or permission of instructor or chair
In this capstone course, each student designs and conducts an empirical research project resulting in a senior research paper.
Outcomes:
Student demonstrate mastery of sociological theory and methods by writing a research paper bringing a full complement of sociological skills to bear on an issue of substantial theoretical and/or practical importance

SOCL 370 Undergrad Seminar-Special Topics (3 Credit Hours)
Using a seminar format, the course undertakes an in-depth study of selected contemporary sociological issues in depth. Topics addressed represent specialized or newly emerging areas of sociological inquiry and will vary from semester to semester.
Outcomes:
Students have opportunity to examine contemporary social issues in a seminar environment and learn how to use the concepts, theory and methods of sociology to examine them

SOCL 372 Directed Readings (3 Credit Hours)
Pre-requisites: Permission of instructor or chair
Independent study of a selected body of sociological literature on a topic defined by the student in collaboration with a faculty advisor.
Outcomes:
Student gains in-depth knowledge of a selected sub-field of sociology

SOCL 380 Internship (3-6 Credit Hours)
Pre-requisites: Permission of instructor or chair
Supervised field experience for students working in a selected community organization, government agency, social agency, or business.
Interdisciplinary Option: Human Services
This course satisfies the Engaged Learning requirement.
Outcomes:
Students have opportunity to apply the skills and analysis of sociology to a concrete situation

SOCL 397 Independent Study Projects (3 Credit Hours)
Independent study of a topic delineated by the student in collaboration with an individual faculty member.
Outcomes:
Student gains experience and expertise in defining and conducting independent scholarly work

SOCL 398 Independent Study Projects (1-6 Credit Hours)
Independent research done in collaboration with a faculty member on a sociological topic defined by the student in consultation with a faculty member.
Outcomes:
Student gains experience and expertise conducting independent research

SOCL 399 Independent Study Projects (3 Credit Hours)
Advanced independent research in collaboration with a faculty member on a sociological topic relevant to the student. Limited to senior Sociology majors.
Outcomes:
Student gains experience and expertise conducting independent research

SOCL 403 Sociological Perspectives I (3 Credit Hours)
Important theoretical and methodological concerns will be discussed with particular attention paid to how these concerns affect substantive areas in sociology.
Outcomes:
Students will gain familiarity with major themes that will shape their graduate education in sociology

SOCL 404 Sociological Perspectives II (3 Credit Hours)
Faculty will discuss their intellectual biographies and work that is of current interest to them.
Outcomes:
Students will gain familiarity with the range of substantive, theoretical and methodical concerns of the department's faculty

SOCL 405 History Sociological Thought (3 Credit Hours)
This course looks at the intellectual roots and expressions of the foundations of sociological theory in the 19th and early 20th century.
Outcomes:
Students will gain familiarity with the classical texts in sociological theory that established some of the basic perspectives, issues and debates that inform contemporary social theory and research

SOCL 406 Modern Sociological Theory (3 Credit Hours)
This course examines some of the dominant perspectives and trends of modern social theory.
Outcomes:
Students will develop familiarity with the primary sources that represent current trends in modern and postmodern theories

SOCL 410 Logic of Sociological Inquiry (3 Credit Hours)
This course explores the structures of sociological research, analyses, and explanations. Several major types of data collection will be examined and evaluated.
Outcomes:
Students will be able to formulate sociological problems, understand the relationship between problem formulation and data collection, measurement and analyses and develop the capacity to utilize different social scientific methods

SOCL 412 Qualitative Methods in Social Research (3 Credit Hours)
This course is an introduction to the major qualitative methods of social inquiry and the ethical issues raised by qualitative research.
Outcomes:
Students learn the skills of participant observation, interviewing, historical analysis, building theory from qualitative data, coding and content analysis

SOCL 413 Sociological Practicum (3 Credit Hours)
The class examines theoretical issues and past research relating to a particular social topic and then designs and completes a collective research project. Topics vary.
Outcomes:
Students gain facility with research design and group research practices

SOCL 414 Statistical Methods Analysis I (3 Credit Hours)
After a review of bivariate regression and cross-tabular analysis, the course provides an extended treatment of the general linear model. Topics include model construction, interpretation of results, partitioning of variance, tests of statistical significance and interactions.
Outcomes:
Students will be able to employ general linear models in original research and critically evaluate existing empirical research

SOCL 415 Statistical Methods of Analysis II (3 Credit Hours)
The course extends the applications of the general linear model to topics including path analysis, logistic regression, factor analysis and spatial and cluster analysis.
Outcomes:
Student will: understand the techniques with enough clarity to recognize when they are appropriate research tools; gain sufficient expertise to apply the techniques to moderately complex research problems; be able critically review the relevant literature

SOCL 418 Demography (3 Credit Hours)
This course examines the basic techniques used to assemble, analyze, and present demographic information. It also examines U.S. and world demographic trends and the causes and consequences of such demographic change.
Outcomes:
Students will gain an in-depth knowledge of demographic trends and an understanding of the sources, limitations, and advantages of various types of demographic data

SOCL 421 Theories Social Change (3 Credit Hours)
The course will critically appraise major theories of social change and examine different methodologies on both the macro- and micro-sociological levels.
Outcomes:
Students will gain a working knowledge of the major theoretical and methodological issues in the field

SOCL 423 Social Movements (3 Credit Hours)
This course will use case studies of contemporary social movements to examine collective efforts to promote social or cultural change. They will gain an understanding of the recursive relationship between empirical research and theory development.
Outcomes:
Students will be able to apply major theoretical perspectives on social movements to a variety of historical cases

SOCL 425 Inequality and Society (3 Credit Hours)
This is an empirical and theoretical inquiry into the causes, consequences, and dynamics of social inequality in modern societies.
Outcomes:
Student will be able to explain the distribution of economic, political, and social resources in society; the processes of class formation and the role of race and gender

SOCL 426 Sociology of Gender (3 Credit Hours)
This course surveys sociological and related scholarship on women and gender relations.
Outcomes:
Students will come to understand the social construction of gender and its centrality to studies of identity and sexuality, the division of labor, families and reproduction, violence, poverty, race, class and globalization

SOCL 427 Political Sociology (3 Credit Hours)
The course examines major theories of political action and change. Particular attention is paid to policy development.
Outcomes:
Students will develop an empirical and theoretical knowledge of the working of political systems and to be able to apply that knowledge to the development of social policy

SOCL 428 Poverty and Social Welfare (3 Credit Hours)
This course examines the development of poverty and social welfare efforts over time in the United States, with some comparisons to other industrial societies.
Outcomes:
Students will understand the character and consequences of poverty and social welfare policies in the United States, emphasizing current conditions and possibilities for the future

SOCL 431 Social Structure and Personality (3 Credit Hours)
This course examines the relationships between the individual and larger social structure and social trends.
Outcomes:
Students will gain familiarity with current research and theory concerning the relationship of self identity and personal narratives to socialization and structural factors, and the ways in which social class, work, race and nation construct age, gender and sub-cultural forms of subjectivity

SOCL 432 Socialization Thru Life Cycle (3 Credit Hours)
This course traces the nature of socialization and development of the individual through the life cycle.
Outcomes:
Students will become familiar with research and theory concerning the processes by which persons are socialized into sexual, racial, religious, occupational, marital, and parental social roles, identities and patterns of interactions at various stages of life

SOCL 435 Adult Development and Aging (3 Credit Hours)
The older adult population and adult development is examined from social and cultural perspectives.
Outcomes:
Studies will develop a knowledge of gerontological theories and research which pertain to the family, the community, political life, the economy, work and retirement, religious life, and other social institutions

SOCL 438 The Family (3 Credit Hours)
This course explores families, their changing internal structures, and their roles in contemporary societies.
Outcomes:
Students will develop an understanding of the household division of labor, mothering, the shifting character of marriage, the paid and unpaid work of care, dual career families, single parent households, racial/ethnic families, adoption, blended families, welfare policies, families in the class structure, and global issues

SOCL 439 Community Change (3 Credit Hours)
Contemporary communities are examined from a sociological perspective. Both geographic communities and communities of interest are studied.
Outcomes:
Students gain an understanding of how research can be used to facilitate social change in community settings; and an awareness of how community organizations, informal networks, and broader social forces shape the character and sustainability of particular communities

SOCL 440 Organizations & Organizational Change (3 Credit Hours)
This course examines the structures and processes that typify contemporary organizations, with particular attention to how organizations change.
Outcomes:
Students will be able to apply sociological methods to analyze organizations, and will develop an understanding of bureaucracy and alternative structures; the effect of organizational structure on administrators, workers, and clients; and how organizations are affected by their social environment

SOCL 441 Sociology of Religion (3 Credit Hours)
This course studies the relationship between religion and society, and explores central topics in the sociology of religion.
Outcomes:
Students will learn to define and explain religious organizations, beliefs, and practices as distinctly social phenomena, and understand how social processes both shape the form and content of religious life and in turn are shaped by them

SOCL 442 Religious Conflict & Change (3 Credit Hours)
This course will explore the complex reciprocal relationship between religion and historical processes of social change.
Outcomes:
Students will be able to analyze historical instances of religious conflict and change in the U.S. and other regions of the world; They will gain an understanding of how religion both affects and is affected by historical, political, and social change

SOCL 446 Knowledge, Power & Expertise (3 Credit Hours)
This course focuses on the relationship between knowledge, expertise and power in societies and how this relationship has consequences for the structure of knowledge and the organization of society.
Outcomes:
Students will be able to demonstrate a sociological understanding of the construction of knowledge and the organization of authority and expertise

SOCL 447 Sociology of Culture (3 Credit Hours)
This course will examine the relationship between social phenomena and cultural expressions, and the various ways sociologists have conceived of those relationships.
Outcomes:
Students will learn to apply sociological theories and methods to an analysis of cultural fields and understand the diversity of contemporary cultural objects and expressions, and how they are produced and used in social action

SOCL 448 Technology & Material Culture (3 Credit Hours)
This course will serve as an introduction to the sociology of things, most notably the sociology of technology, design and the built environment.
Outcomes:
Students will develop an understanding of both cultural, constructivist and political-economic approaches to the construction of technology and artifacts, and of a variety of theoretical approaches to the study of their impact and audience-response

SOCL 452 Complex Organizations (3 Credit Hours)
Formal organizations treated comparatively and systematically as major components of modern social organization are featured.
Outcomes:
Students will develop an understanding of leading theoretical traditions, historical and cross-national variation, organization-environment relations, and selected internal processes in the field of complex organizations

SOCL 453 Occupations and Professions (3 Credit Hours)
This course focuses on the structure of paid work in modern society, and its relationship to unpaid work and to self-employment. Special attention is given to the role of skills and knowledge in the structuring of work.
Outcomes:
Students will develop an understanding of how both macro and micro factors structure work; from capitalism, industrialism, gender, race and globalization to workplace interaction and culture

SOCL 461 Race & Ethnicity (3 Credit Hours)
This course explores the construction, meaning, uses and consequences of racial and ethnic identity in American society over time.
Outcomes:
Students will understand the role of migration and immigration on the construction of identity; analyze prejudice, discrimination, and inter-group conflict; and explore how social movements have and are changing these group relationships

SOCL 462 The Urban Metropolis (3 Credit Hours)
This course examines urbanization and its consequences through social theory and empirical studies emphasizing the modern European and American experience.
Outcomes:
Students will understand ecological and political economy perspectives on metropolitan development; changing regional patterns of population, housing, and employment; and urban governance, planning, and policies for the future

SOCL 463 Sociology & Natural Environment (3 Credit Hours)
This course examines the relationship between social life and the natural environment.
Outcomes:
Students will be able to demonstrate a sociological understanding of the relationship of humans to the natural environment and draw connections between basic ecological understandings of nature and the human impact on the natural world

SOCL 471 Sociology of Deviance & Control (3 Credit Hours)
This course is a socio-historical look at definitions of forms of deviant behavior and the identification of individuals as deviant.
Outcomes:
The student will learn how history and philosophy shape the definitions of deviant behavior and the methods used to control it; They will develop a sociological imagination to perceive the meaning of deviance beyond the superficialities of today's headlines

SOCL 473 Criminology (3 Credit Hours)
This course examines modern and traditional theories of criminology and their implications for social control, with emphasis on current work in criminology theory, social planning, and evaluation research.
Outcomes:
The student will acquire knowledge of the relationship between the various explanations of crime patterns and how these theories work to reduce or fail to reduce the level of criminal behavior

SOCL 481 Medical Sociology (3 Credit Hours)
This course will examine critical factors affecting mortality and morbidity; mental health; health services; community health; cross-cultural differences; aging and the strategy and conduct of socio-medical research.
Outcomes:
The student will be able to critically analyze the social components of illness and of health and to integrate theory and research in the study of health care institutions globally

SOCL 482 Education in Society (3 Credit Hours)
This course focuses on the social processes that affect both the means and ends of education. It has three units: Schools as Organizations; Inequality in Education; and Education and Cultural Reproduction. Open to all Graduate students.
Outcomes:
Improved understanding of the social processes and outcomes of education

SOCL 483 Teaching Sociology (3 Credit Hours)
Pre-requisites: Completion of at least one semester of graduate coursework
Students will learn to identify good teaching practices, to practice relevant skills, and to begin a lifelong process of professional development. They will develop materials for an undergraduate course.
Outcomes:
Students will create a portfolio of materials for an undergraduate course that reflect "best practices" in education

SOCL 490 Workshop: Applied Sociology (1 Credit Hour)
This focuses on special issues for methods used by applied sociologists, and topics vary from semester to semester. Most workshops involve presentations by faculty or applied sociologists from outside the university.
Outcomes:
Students will develop expertise in, for example: survey research, evaluation research, use of population data in policy making, focus groups, and developing community leadership

SOCL 491 Sociological Discourse (3 Credit Hours)
The course examines the nature of sociological argumentation in existing scholarly and popular literature and in the students' own writing.
Outcomes:
Students will be able to formulate and present sociological arguments in both oral and written forms, and to demonstrate their understanding of the relationship between problem formulation, data collection and measurement and analysis in their own and others' work

SOCL 494 Internship (3 Credit Hours)
Placements are typically in non-academic settings, e.g., government agencies, community organizations, businesses, or labor organizations. Students are expected to work a minimum of 100 hours and write an internship report.
Outcomes:
Students will develop skills in applying sociological methods and theoretical perspectives to the understanding and ameliorating of social issues in real world settings

SOCL 497 Independent Research (3 Credit Hours)
Students registered for independent study will meet as a workshop, under the guidance of a faculty member, at least three times per semester. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 498 Independent Research (1-3 Credit Hours)
Work on an individual research project under the supervision of a faculty member. These skills are important for expeditious completion of proposals, theses, and dissertations.
Outcomes:
Students will develop the skills and dispositions necessary to be successful and productive in independent work

SOCL 499 Directed Study (3 Credit Hours)
Develop a reading list and paper under the supervision of a faculty member.

SOCL 500 Seminar-Applied Sociology & Social Policy (3 Credit Hours)
This course examines the use of sociology in determining and selecting alternative social policies.
Outcomes:
Students will develop knowledge about the roles that applied sociologists play in society; the relationship between sociologists and clients or organizations; the social research process and how it affects the research product; and ethical considerations of applied sociologists

SOCL 505 Controversery Current Social Thought (3 Credit Hours)
This is a seminar in which students and faculty will examine in detail particular controversies that are emerging in theoretical approaches to sociology. Topics will vary.
Outcomes:
Students will develop advanced skills in theoretical discourse

SOCL 510 Research Special Areas (3 Credit Hours)
Advanced methodology seminar in special topics.
Outcomes:
Students will develop advanced skills in the special area

SOCL 520 Topics in Contemporary Society (3 Credit Hours)
Various topics in the study of modern society
Outcomes:
Students will develop advanced skills in the particular area

SOCL 525 Seminar in Comparative Studies (3 Credit Hours)
The seminar will expose participants to comparative approaches in defining issues, topics or institutions, researched by comparative sociologists and cultural anthropologists. Specific topics for consideration will vary.
Outcomes:
Students will acquire knowledge of the utility of comparative approaches to cultural and social structures in developing greater definition and clarity, and a deeper understanding of a given topic

SOCL 540 Issues: Sociology of Religion (3 Credit Hours)
Focused study on a variable topic in the sociology of religion.

SOCL 560 Seminar-Issues in Communities & Urban Sociology (3 Credit Hours)
This course explores current issues in cities and in the sociological study of cities.
Outcomes:
Students will become familiar with current debates in urban sociology and apply sociological theories and analysis to contemporary issues in cities

SOCL 580 Seminar: Issues in Medical Sociology (3 Credit Hours)
This course explores a specialized topic in the sociology of health and medicine. Restricted to Graduate Students.
Outcomes:
Ability to analyze individual, social and institutional effects on health and medicine

SOCL 595 Thesis Supervision (1 Credit Hour)
Write a thesis under the supervision of a faculty member.

SOCL 600 Dissertation Supervision (1 Credit Hour)
Write a dissertation under the supervision of a faculty member.

SOCL 605 Master's Study (1 Credit Hour)
Develop a reading list and paper for an MA project under faculty supervision.

SOCL 610 Doctoral Study (1 Credit Hour)
This course can only be taken two times during a doctoral student's career.

Spanish (SPAN)

Discover, search, courses (p. 2661)!

SPAN 101 Spanish I (3 Credit Hours)
This course is an introduction to the basic elements of Spanish language and culture. It is designed for students with no previous experience in Spanish.
Outcomes:
Students will be able to understand simple messages and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, as well as understand basic written texts

SPAN 102 Spanish II (3 Credit Hours)
Pre-requisites: SPAN 101
This course builds on SPAN 101, and introduces students to new topics and grammatical structures.
Interdisciplinary Option: Latin American Studies
Outcomes:
Students will be able to produce sounds in Spanish more accurately, express appropriate reactions to ordinary situations, understand basic oral commands, read more complex texts, and write sentences in cohesive paragraphs

SPAN 103 Spanish III (3 Credit Hours)
Pre-requisites: SPAN 102
This course is the first semester of second-year Spanish.
Outcomes:
Students will increase their knowledge of Spanish grammar and vocabulary, and their Spanish communication skills

SPAN 104 Spanish IV (3 Credit Hours)
Pre-requisites: SPAN 103
This course is the second semester of second-year Spanish.
Outcomes:
Students will continue to perfect their knowledge of Spanish grammar and vocabulary, with greater stress on reading and speaking

SPAN 190 Spanish for Medical Professionals I (3 Credit Hours)
This course develops intermediate-level skills in comprehension and conversation for the health professions. It is for students who have completed at least Spanish 104 who have intermediate-level Spanish language skills.
Outcomes:
Students will be able to understand and use appropriate Spanish expressions in a variety of situations involving use of Medical Spanish; Students will understand essential information about the dialects and cultural characteristics of major Spanish speaking populations in Chicago

SPAN 195 Spanish for Medical Interpretation (3 Credit Hours)
This course is part of an intermediate advanced sequence focusing on (mainly) advanced oral intercultural skills in Spanish language oriented to preparing students for the interaction with Spanish speaking patients with none or little English skills. Students will develop a strong cultural sensitivity to improve future patient-doctor communications, while reflecting on the role of medical interpreters in successful medical outcomes. An intensive speaking, translating and interpreting training will help to strengthen students' knowledge of language and their confidence in its use.

SPAN 250 Composition & Conversation I (3 Credit Hours)
Pre-requisites: SPAN 104
This course is the first in an intermediate-level sequence designed to develop greater fluency in speech and writing through diverse readings and activities and is taught in Spanish.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the intermediate level

SPAN 251 Composition & Conversation II (3 Credit Hours)
Pre-requisites: SPAN 250
Advanced conversation and composition course designed to develop greater fluency in speech and writing through diverse readings and activities. Taught in Spanish and required for Spanish majors.
Outcomes:
Students will be able to speak, read, write, and comprehend readings in Spanish at the advanced, third-year college level

SPAN 252 Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: fluency in Spanish
This course is designed for Spanish-speaking students, and is an Intensive study of grammar and composition.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 253 Advanced Composition & Conversation: Native Speakers (3 Credit Hours)
Pre-requisites: SPAN 252 or equivalent
This course is a continuation of SPAN 252.
Outcomes:
Students will develop greater fluency in written Spanish

SPAN 270 Introduction to Critical Analysis in Spanish (3 Credit Hours)
This course reviews and sharpens the essential skills and techniques necessary to critically read, interpret, and write and speak about all genres of Hispanic literature (narrative, poetry, drama, and essay) in Spanish. In so doing, students refine their linguistic skills, and gain awareness of the complexities of the Spanish-speaking world.
Interdisciplinary Option: European Studies
Outcomes:
Students will gain the necessary skills for critically reading, writing and discussing all genres of Hispanic literature

SPAN 271 Introduction to Iberian Literature and Culture (3 Credit Hours)
An introduction to Iberian literature, film, and cultural production, designed to provide students with an understanding of Iberian culture, history, and society, while also honing their linguistic and analytical skills.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain a grounding in Iberian literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 272 Introduction to Spanish American Literature and Culture (3 Credit Hours)
An introduction to Spanish-speaking Latin American literature, film, and other forms of cultural production, designed to provide students with an understanding of the region's variety and complexity while also honing their linguistic and analytical skills.
Outcomes:
Students will obtain a grounding in Spanish-speaking Latin American literary and cultural production, an understanding of various literary and cultural forms, and an awareness of their context of production

SPAN 282 Studies in a Theme (3 Credit Hours)
Pre-requisites: SPAN 104 or equivalent, and/or intermediate or above proficiency in Spanish as indicated by the foreign language placement exam
Close examination of a particular theme within the contemporary Spanish-speaking world not covered by the Department's regular course offerings. Focus may vary from term to term and depending on the instructor. This course counts towards the SPAN-MINR but not the SPAN-BA or SLIT-MINR. This course also counts towards satisfying the CAS language competency requirement.
Outcomes:
Describe a variety of social values, traditions, texts, artifacts, and other cultural expressions within historical contexts; Compare cultural phenomena across Spanish-speaking communities; Evaluate critical perspectives within cultural, literary, and social contexts

SPAN 300 Tutorial for Credit (1-6 Credit Hours)
Pre-requisites: permission of chairperson
Course material will be agreed upon by the student and instructor.
Outcomes:
Students will explore an aspect of Spanish language, culture and civilization, or literature not present in the curriculum or not offered that semester

SPAN 302 Business Spanish (3 Credit Hours)
Introduction to the fundamentals of the Spanish language and Hispanic culture as it relates to business practices.
Outcomes:
Students will learn the language of commerce in Spanish

SPAN 305 Advanced Spanish Grammar (3 Credit Hours)
Pre-requisites: SPAN 251 and permission of chairperson
This course is an overview of the most important aspects of Spanish grammar: sentence components, verbal systems, pronominal system, sentence structure, and paragraph structure.
Outcomes:
Students will be able to analyze words, sentences, both simple and compound, and to properly use pertinent linguistic terminology

SPAN 308 Literary Criticism (3 Credit Hours)
Introduction to various theories and methods of literary criticism and textual analysis. Conducted in English.
Course equivalencies: X-FREN/GERM/ITAL/SPAN308
Outcomes:
Students will be able to demonstrate a comprehensive critical knowledge of major currents and themes in international literary criticism and theory

SPAN 311 Generation of 1898 (3 Credit Hours)
Pre-requisites: Permission of chairperson
This course studies the distinctive group of turn-of-the-century Spanish writers known as the 'Generation of 1898': Unamuno, Baroja, Valle-Inclán, Machado, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to discern the similarities and differences among the writers of this generation, as well as their relationship to modernism

SPAN 314 Survey of Medieval Literature (3 Credit Hours)
This course is a survey of the more prominent works of the Spanish Middle Ages - El Cantar de Mío Cid, El libro del buen amor, El conde Lucanor, and La tragicomedia de Calisto y Melibea o La Celestina - which reflect the religious, spiritual, and intellectual currents of Medieval Spain. In the form of seminar discussions and independent study, students will examine the aesthetic, social, and political trends of the ninth through fifteenth centuries, as well as the most important themes writers developed in pre-modern Iberia: honor, authority, vice and virtue, pilgrimage, devotion, and humor. These themes will be explored in the major works (primary sources), which will be complemented by secondary source readings and each student's independent research. The writers and texts studied in this course will also be viewed in the context of the greater artistic production in Spain and Medieval Europe.
Interdisciplinary Option: European Studies, Medieval Studies

SPAN 319 Romanticism (3 Credit Hours)
Pre-requisites: permission of chairperson
Study of the principle philosophical and esthetic characteristics of romanticism through readings in the major Spanish and/or Latin American romantic authors.
Interdisciplinary Option: European Studies
Outcomes:
Students will be able to recognize the principle characteristics of romanticism, its foreign influences, and its historical development in a variety of genres, including drama, prose fiction, essay, and poetry

SPAN 321 20th Century Theatre (3 Credit Hours)
Pre-requisites: permission of chairperson
An examination of 20th Century Theater in Spain covering such dramatists as Valle-Inclán, J. Benavente, M. Mihura, García Lorca, Buero Vallejo, and others.
Interdisciplinary Option: Global Studies
Outcomes:
Students will gain an understanding of dramatic genres and the contribution of Spanish playwrights to contemporary discussions on political and aesthetic issues

SPAN 326 Theater of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
A study of major Renaissance and Baroque plays by Calderón, Lope de Vega, Tirso de Molina, Mira de Amescua, Juan Ruiz de Alarcón, and others.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn to recognize mythological and historical themes while discussing the ethics of tragedy, the evolution of comic characters, and social concerns in the era of absolutism

SPAN 330 Survey-Poetry Theory & Practice (3 Credit Hours)
The poetry of the 19th century in Spain and Latin America derives from two literary, artistic and cultural movements: romanticism and modernism.

SPAN 331 20th Century Poetry (3 Credit Hours)
Pre-requisites: Permission of chairperson
A study of the development of modern Spanish poetry from post-modernism to the present with a special emphasis on the Hispanic poets of the avant garde.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will able to recognize the major poetic trends, forms, themes, and movements in 20th century Spanish verse

SPAN 336 Poetry of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An exploration of the influence of the Italian Renaissance on the Spanish tradition: Garsilaso de la Vega, Herrera, San Juan de la Cruz, Fray Luis de León, Quevedo, Góngora and others.
Outcomes:
Students will learn to recognize classical themes and rhetorical techniques, and to trace the development of such genres as epic, satire, and the lyric

SPAN 339 19th Century Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of 19th-century literature, with emphasis on Romanticism and Realism.
Outcomes:
Students will become acquainted with the rich literature of the nineteenth century and will improve their critical and analytical skills

SPAN 340 Survey Prose-Fictional & Nonfiction (3 Credit Hours)
Pre-requisites: permission of chairperson
This course traces the development of Spanish prose from the Middle Ages to the present day. All prose genres are included.
Interdisciplinary Option: European Studies
Outcomes:
Students will come to appreciate and understand how peninsular prose has developed

SPAN 341 20th Century Spanish Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
Beginning with the Generation of 1898 and concluding with post-modernism, this course studies the rich literature of modern Spain.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will better understand and appreciate the complexities of modern Spanish literature, as well as improve their critical and analytical skills

SPAN 346 Prose of The Golden Age (3 Credit Hours)
Pre-requisites: permission of chairperson
An approach to the picaresque, the pastoral novel and the essay with their concern with power and submission in everyday life. A study of the growing role of individual experience in fictional modes.
Interdisciplinary Option: European Studies
Outcomes:
Students will recognize the confluence of different prose styles, and the creation of individual voices in fiction; They will also become familiar with emerging concerns with religious and scientific issues during the period

SPAN 347 Cervantes Don Quijote (3 Credit Hours)
Pre-requisites: permission of chairperson
This course reads Cervantes' masterpiece with an emphasis on critical approaches, and on the book's impact on the invention of the modern novel.
Interdisciplinary Option: European Studies
Outcomes:
Students will learn about Cervantes's contribution to the development of modern fiction; They will become familiar with the novel's connection to other literary genres, and the role of metafiction and textuality

SPAN 349 Realism and Naturalism (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is primarily a study of the novel of Realism and Naturalism, as well as of the short story.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will be able to understand the goals of the great Realists and Naturalists and see their relationship to the major European masters of the nineteenth century

SPAN 352 Masterpieces of Latin American Literature (3 Credit Hours)
Pre-requisites: permission of chairperson
This course is a survey of representative works from pre-Colombian times to the present day, and an introduction to literary genres and defining themes in Latin American literature. It is taught in Spanish.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN352/LASP372
Outcomes:
Students will be able to understand the principal works, movements, and genres in Latin American literature

SPAN 353 Literary Masterpieces of Spain (3 Credit Hours)
This course is a survey of representative works of Spanish literature from the Middle Ages to the present, that is, from the first texts in the Castilian Spanish language (eleventh century), to works of the Renaissance and Baroque, and beyond, to key works of modern and contemporary times.
Outcomes:
Students will obtain a firm grasp of Iberian literary production, and an awareness of their context of production

SPAN 360 Intro to Hispanic Linguistics (3 Credit Hours)
Pre-requisites: SPAN 271 or 272
Introduction to Hispanic Linguistics is an introductory course on the structure of Spanish and its use in the Spanish-speaking world. Introducing the linguistic terminology and the basis for this science, helping the student analyze the grammatical structure and sounds of Spanish, and familiarizing the student with the different varieties of Spanish.

SPAN 361 Hispanic Women Writers (3 Credit Hours)
Pre-requisites: SPAN 271 or SPAN 272
A comparative study of 20th century Spanish and Latin American women writers who practice a variety of genres: autobiography, memoir, novel, short story, poetry, and testimonio.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to recognize the major concerns of 20th century Hispanic women's writing

SPAN 362 History of Hispanic Feminism (3 Credit Hours)
This course challenges the usual view of feminism in Hispanic societies - that it played a minimal role in the revolutionary movements of the 20th century - through the reading of a series of works from the colonial period to the present, that chart the Hispanic woman's struggle to achieve liberation and self-realization.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to trace the true history of Hispanic feminism, beginning with Sor Juanna Ines de la Cruz, and ending with such contemporary feminist writers as Rosario Ferre, Rosario Castellanos, Montserrat Roig, and Rosa Montero

SPAN 363 Borges (3 Credit Hours)
This course focuses on the poetry and prose of Jorge Luis Borges, one of the central figures in 20th century Latin American literature, and one of the major writers of modern times.
Interdisciplinary Option: Global Studies
Outcomes:
Students will be able to recognize the major themes and forms of Borges, as well as appreciate his seminal role in the creation of the so-called literature of the "boom" in Latin America

SPAN 364 Advanced Spanish Oral Expression (3 Credit Hours)
This advanced Spanish course will induce students to acquire more sophisticated tools for conversational management and oral expression, and in enlarging their vocabulary through structured practice.
Outcomes:
Students will gain more sophisticated skills and fluency in Spanish

SPAN 365 Latin American Cinema (3 Credit Hours)
This course will focus on Latin American cinema, from its early beginnings in silent cinema to the present. Instructor's consent required to enroll.
Interdisciplinary Option: Global Studies, Latin American Studies
Outcomes:
Students will gain an understanding of the formation of national film industries, the emergence of larger regional trends, and the cinematic treatment of social, political and economic aspects of various Latin American countries

SPAN 366 Spanish Cinema (3 Credit Hours)
Spanish film from early Surrealistic cinema to contemporary pastiche: Bunuel, Berlanga, Erice, Borau, Saura, Aranda, Almadovar, etc.
Interdisciplinary Option: European Studies, Global Studies
Outcomes:
Students will gain an understanding of the development of cinema in Spanish society, and how it incorporated old genres such as comedy or melodrama

SPAN 367 Spanish Sociolinguistics (3 Credit Hours)
This course is an introduction to sociolinguistics.
Outcomes:
Students will gain a rudimentary knowledge of the linguistic sciences (semantics, phonology, syntax, language acquisition) with a focus mainly on linguistic issues of great relevance in contemporary United States: Ebonics, Spanglish, language in the media, language and gender, and language in politics, and the 'English only' movement

SPAN 368 Baroque and Neobaroque (3 Credit Hours)
The course will examine XVII century literature, including poetry, drama and prose of the periods in Spain and Latin- America, and will study the works of Quevedo, Gongora, Maria de Zayas, Lope de Vega, Calderon, Sor Juana, Carpentier, Sarduy.
Interdisciplinary Option: European Studies
Outcomes:
Students will understand the aspects of XVII century literature that relate to visual and spatial contexts, and the transformation that literature into a new style

SPAN 370 Latin American Poetry (3 Credit Hours)
Pre-requisites: permission of chairperson
Panoramic view of Latin American poetry with special emphasis on modernism, the avant-garde, and the post-World War II period. Selected authors include Gabriela Mistral, Delmira Agustini, César Vallejo, Vicente Huidobro, Octavio Paz, Pablo Neruda, and Gio
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN370/LASP370
Outcomes:
Students will understand the principle forms, trends, themes and movements in Latin American verse through the work of poets from Sor Juana Inés de la Cruz to Ernesto Cardenal

SPAN 371 Latin-American Poetesses (3 Credit Hours)
Pre-requisites: permission of chairperson
Survey of Latin American women's poetry from Sor Juana Inés de la Cruz to Gioconda Belli.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN371/LASP371
Outcomes:
Students will be able to discern a distinctive female voice in Latin American verse, while familiarizing themselves with the principle women poets from the colonial period to the present

SPAN 380 Latin American Prose Fiction (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
Representative selection of Latin American fiction from first half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN380/LASP380
Outcomes:
Students will be able to comment knowledgeably on content, form, and context of selected Latin American works of fiction

SPAN 381 Contemporary Spanish-American Novel (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This course covers a representative selection of Latin American fiction from second half of twentieth century. Taught in Spanish.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN381/INTS383/LASP381
Outcomes:
Students will be able to identify and assess both the contextual and the formal features of modern Latin American fiction

SPAN 382 Latin American Theatre (3 Credit Hours)
An introduction to major playwrights from Argentina, Chile, Cuba, México, Venezuela and Colombia from the early baroque to the 20th Century. Topics include realism, existentialism, meta-theatre, performance art, and female dramatists.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN382/LASP382
Outcomes:
Students will be able to discuss different schools of drama and their impact on the stage in South America; They will also become familiar with playwrights who have used theater to approach social problems and critique contemporary mores

SPAN 385 Caribbean Literature (3 Credit Hours)
The course covers novelists and/or poets from Cuba, the Dominican Republic and Puerto Rico: Cabrera Infante, Alejo Carpentier, Reinaldo Arenas, Luis Rafael Sánchez, Ana Lidia Vega, Zoe Valdés, Lezama Lima, Severo Sarduy and others.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: SPAN385/LASP385
Outcomes:
Students will explore the role of Afro-Caribbean mythology, and learn about the use of humor and music forms in fiction; They will recognize certain historical patterns (slavery, dictatorship) and how they shape the creation of extreme characters and situation

SPAN 389 Latin American Short Story (3 Credit Hours)
Survey of the Latin American short story from the middle of the 19th century to the present.
Interdisciplinary Option: Global Studies, Latin American Studies
Course equivalencies: X-SPAN389/LASP389
Outcomes:
Students will be able to contextualize short stories, to analyze them both formally and thematically, and to recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 390 Latin American Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 or 271
This is a survey course of Latin American culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Latin America. Special attention is given to the art and literature that has come to from contemporary Latin American culture within the context of colonization and independence.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-SPAN390/INTS397/LASP390
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin American culture; This will be accomplished through the study of texts, art and film

SPAN 391 Spanish Culture and Civilization (3 Credit Hours)
Pre-requisites: SPAN 270 & SPAN 271
This is a survey course of Spanish culture and civilization and examines the main cultural, intellectual and political currents that have taken shape in Iberia and Spain. Special attention is given to the art and literature that has come to from contemporary Spanish culture within the context of European history.
Interdisciplinary Option: Catholic Studies, Global Studies
Outcomes:
To gain knowledge, analyze and understand the main characteristics which define Latin Spanish culture; This will be accomplished through the study of primary texts, back-ground reading, art and film

SPAN 395 Internship (3 Credit Hours)
The internship will allow students to work in a variety of settings using Spanish - business, education, government, or social service agencies. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain practical experience in speaking and writing Spanish

SPAN 396 Saints and Sinners of Spain (3 Credit Hours)
Pre-requisites: SPAN 270 and SPAN 271 or 272
This course surveys prominent Spanish Golden Age authors whose writings reflect the religious, spiritual, and intellectual currents of early Modern Spain, with a concentration on the culture of the Counter-Reformation. Its primary focus is how Christian life in reflected in literature and art and the portrayal of virtue and vice. To comprehend religious, spiritual and intellectual currents in Spanish culture, as reflected in literature and art.
Interdisciplinary Option: Catholic Studies

SPAN 397 Topics in Hispanic Literature (3 Credit Hours)
This revolving-topics course allows students to focus on a specific theme, such as Hispanic Feminism, Visions of America, or The Literature, Cinema ad Music of 21st century Spain. It also provides for in-depth study of a single author, such as Federico Garcia Lorca, Miguel de Unamuno or Jorge Luis Borges.
Interdisciplinary Option: Latin American Studies
Course equivalencies: X-SPAN397/LASP397

SPAN 402 Methods of Teaching Spanish (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. Students will explore theoretical, investigative, and practical issues of communicative language teaching that will help them develop communicative classroom environments that blend listening, speaking, reading, and writing.
The material in this course should encourage students to question assumptions and begin to formulate their own ideas about what goes on in their classrooms and in second language learning in general.

SPAN 403 Structure of Modern Spanish (3 Credit Hours)
An introduction to Spanish linguistics to provide a general understanding of phonology, morphology and syntax, as well as a history of Spanish grammar including variation and change.
Outcomes:
Students will understand the rules that govern sounds, word and sentence structure, and the dynamic interaction between Spanish and its neighboring languages

SPAN 405 Critical Methods (3 Credit Hours)
This course provides training in the application of contemporary critical methods with attention to the development of greater proficiency in literary analysis and written expression.
Outcomes:
Students will be able to discuss and write about knowledgeably works from the major literary genres: drama, prose fiction, essay, and poetry

SPAN 410 General Linguistics & Romance Languages (3 Credit Hours)
This graduate course introduces an overview of major theories and current issues in heritage language acquisition in both classroom and natural/non-instructed settings while providing guidance and practice with their applications to teaching. The material in this course should encourage students to question assumptions and begin to formalize their own ideas about what goes on in their classrooms and in heritage language learning in general.
Course equivalencies: X-SPAN410/CLST410/FREN410

SPAN 415 Medieval Spanish Literature (3 Credit Hours)
This course studies the development of Spanish medieval literature from the jarchas through the Celestina.
Outcomes:
Along with increasing their knowledge of Spanish history in the medieval period, students will be able to appreciate how the literature reflects the culture of the period

SPAN 416 Golden Age of Spanish Literature (3 Credit Hours)
This course is a graduate seminar whose primary focus is the literary production of the Spanish Golden Age, which dates from the second half of the sixteenth century to the end of the seventeenth. Students will analyze works of various genres - autobiography, prose, drama, poetry and the novel - by the most prominent authors of the time, including Teresa of Ávila, John of the Cross, Miguel de Cervantes, Baltasar Gracián, Francisco de Quevedo, Luis de Góngora, Félix Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina and María de Zayas. We will give special attention to the historical, social and cultural context of early modern Spain, and students will gain exposure to the major critical trends and interpretation of Golden Age literature. The authors to be studied confront readers with the complex social fabric of pre-modern Spain and immerse us in the religious and economic realities of the Iberian Peninsula, the Mediterranean world and Europe. Our close reading of the texts will allow us to explore how early modern Spanish writers reflect the spiritual, intellectual and political currents of their time, especially as they shed light upon the network of institutions, practices, and beliefs that constituted Spanish culture.

SPAN 419 Romanticism in Spanish Literature (3 Credit Hours)
This course is a survey of Romanticism as a literary movement including its influence upon nineteenth-century culture.
Outcomes:
Students will be able to understand the philosophical, artistic, and esthetic tenents of Romanticism and their representation in a series of Hispanic texts from prose fiction to poetry and drama

SPAN 420 Realism & Naturalism (3 Credit Hours)
This course focuses on the various political, ideological, and intellectual trends that have shaped nineteenth-century Spanish literature and emphasizes the aesthetic and cultural influences that made the Spanish literary universe unique. It also takes up the question of the ways in which the literature of nineteenth-century Spain might be compared to that of Latin America and of the Western world generally. It will provide an overview of the key topics, writers, and literary genres of nineteenth-century Spanish literature, with particular emphasis on novels, poetry, folletines, short stories and, to a lesser extent, visual art. We will discuss the complexities of Spanish modernity using current theoretical perspectives in addition to various historical approaches, while emphasizing the way in which these texts offer multiple views of Spanish national identity and the construction of different models of the modern self.

SPAN 421 Theatre of Twentieth Century (3 Credit Hours)
The evolution of theatrical modes in 20th Century Spain. Authors: M. Mihura, Benavente, Valle Inclán, Arniches, García Lorca, Buero Vallejo, etc.
Outcomes:
Students will be able to explain how theater has dealt with contemporary experiences such as the Spanish Civil War, civil war, the polarization of society, group thinking, dictatorship, the inception of new mores and the inevitability of change

SPAN 426 Theater of The Golden Age (3 Credit Hours)
This course is a graduate seminar with a primary focus on theatrical works written in the Spanish Golden Age, which began in the mid-sixteenth century with the dramatist Lope de Rueda and ended in the late seventeenth century with the death of Calderón de la Barca. It combines the study of shorter works, entremeses, and full-length plays, or comedias, written by the most renowned playwrights of early modern Spain, including Cervantes, Lope de Vega and Tirso de Molina. Through the reading of these authors, students will explore the themes and social factors which shaped the plays of the Golden Age and will become familiar with the theatrical tradition that impacted Spanish society at all levels. Attention will also be given to the role of gender, religion, and socio-economic status in pre-modern Spanish society. We will use these texts in order to understand the historical context and the main currents of thought in early modern Spain.

SPAN 431 Poetry of The 20th Century (3 Credit Hours)
This course traces developments in Spanish poetry through a study of the works of selected poets, with special emphasis on the writers of the Generation of 1927.
Outcomes:
Students will understand the relationship between modernism and the avant garde, as well as the turn toward free verse and social poetry in the post-war period

SPAN 436 Poetry of The Golden Age (3 Credit Hours)
This course covers poetic theory and practice from Garcilaso to Góngora. It presents the classic modes as they were imitated and transformed to create a new poetic language.
Outcomes:
Students will be able to recognize the distinct styles and forms of Golden Age poetry

SPAN 437 Golden Age-Spanish Mysticism (3 Credit Hours)
This course is a survey of the most prominent authors of the Spanish Golden Age mystics - Ignatius of Loyola, Teresa of Avila, and John of the Cross, whose writings reflect the religious, spiritual, and intellectual currents of Counter-Reformation Spain. In the form of an independent study, students will examine the ascetical, mystical, and Illuminist trends of the sixteenth and seventeenth centuries, as well as the most important themes these writers developed in early modern Iberia: conversion and authority, vice and virtue, penance and pilgrimage, devotion and humor. These themes will be explored in the majors works (primary sources) of these authors, which will be complemented by secondary source readings and each student's independent research. The writers studied in this course and their texts will also be viewed in the context of the greater literary and artistic production of the Spanish Golden Age.

SPAN 441 Prose of The 20th Century (3 Credit Hours)
This course studies the development of Spanish prose from the Generation of 1898/ Modernism through Post-modernism, with emphasis on the novel, short story, and essay.
Outcomes:
Students will better appreciate and understand the complex literature of modern Spain

SPAN 446 Prose of The Golden Age (3 Credit Hours)
The course studies representative selections from the pastoral and the picaresque novel, the short novel, and didactic works of the period (Gracián and Quevedo).
Outcomes:
Students will understand how these authors expressed colliding sensibilities, and incorporated traditional themes-love, knowledge, deception, violence-through parody and satire

SPAN 447 Don Quijote (3 Credit Hours)
This course is a graduate seminar and its primary focus is the literary masterpiece of Miguel de Cervantes, El ingenioso hidalgo don Quijote de la Mancha (1605, 1615). Students will analyze the work that has come to be known as the first modern novel of Europe, and, through a close reading of the text, study the novel in relation to the literary traditions of the Renaissance: novella, the pastoral romance, the romance of chivalry, the humanist dialogue, the picaresque novel, including poetry and the comedia. We will give special attention to the historical, social and cultural context of Cervantes' world, and students will gain exposure to the major critical trends and interpretations surrounding his novel. Cervantes confronts readers with the complex social fabric of early modern Spain, and immerses us in the religious and economic realities of the Iberian Peninsula and the Mediterranean world. Our close reading of Don Quijote will explore its links to the network of institutions, practices, and beliefs that constituted early modern Spanish culture.

SPAN 470 Hispanic-American Poetry (3 Credit Hours)
The course traces the development of Latin American poetry in such representative poets as Rubén Darío, Gabriela Mistral, and Octavio Paz.
Outcomes:
Students will recognize the major themes and forms of Latin American poetry with a special emphasis on the 19th and 20th centuries

SPAN 480 Hispanic-American Novel (3 Credit Hours)
Pre-requisites: graduate standing
Analyzes salient themes and formal features of twentieth-century novel. Taught in Spanish. Prerequisite: graduate standing.
Outcomes:
Students will identify stylistic and thematic contours of the modern Latin American novel and draw connections between works of literature and the broader culture

SPAN 487 La Novela De La Revolucion Mexico (3 Credit Hours)
Pre-requisites: graduate standing
An analysis of representative works and themes of the Mexican Revolution, its mystique, critique, and legacy. Taught in Spanish.
Outcomes:
Students will comprehend main features of literature of the Revolution and draw relationships to contemporary Mexican cultural themes

SPAN 489 Cuento Hispano-Americano (3 Credit Hours)
The development of the Hispanic short story is studies in this course. Authors included are Quiroga, Cortázar, García Márquez, Castellanos, Valenzuela, and Ferré.
Outcomes:
Students will be able to contextualize the stories, analyze them both formally and thematically, and recognize the different types of short story written in Latin American: realist, fantastic, folkloric, indigenist, humorous, detective, metaphysical, social protest, feminist, etc

SPAN 490 Hispanic Culture & Civilization (3 Credit Hours)
Pre-requisites: graduate standing
Interdisciplinary seminar brings to bear perspectives of literary intellectuals, anthropologists, sociologists, educators, and theologians on the topic. Visions of America. Taught in Spanish.
Outcomes:
Students will understand significance and many facets of theme of cultural identity in Latin America as expressed in various disciplines

SPAN 499 Graduate Internship (1-6 Credit Hours)
A course designed to provide students with the opportunity to make a connection between Hispanic Studies and its praxis in a professional work environment.

SPAN 500 Directed Readings (3 Credit Hours)
The course is composed of special readings undertaken only by highly qualified students and supervised by a member of the department.
Outcomes:
Students will be able to work individually on a research project of their own selection

SPAN 501 Thesis Research (3 Credit Hours)
Pre-requisites: Completion of initial thesis forms appearing on the GS website; permission of thesis director
Designed for graduate students who wish to write an M.A. thesis, and therefore conduct, and receive credit for, thesis-related research under the direction of the thesis director.
Outcomes:
To advance the student's knowledge in the area of focus; to enhance research skills and allow the student to develop bibliographies and a research paper

SPAN 595 Thesis Supervision (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their MA thesis.

SPAN 599 Directed Primary Research (3 Credit Hours)
Pre-requisites: Students must have the permission of the Instructor of Record to enroll in this course
This course will culminate in the completion and presentation of a well-polished article-length paper in modern languages, literatures and linguistics to faculty members in the form of an oral defense. This course fulfills the Masters Essay.
Outcomes:
To refine and articulate a specific article-length research project in Hispanic Studies, and to research, write and defend this successfully completed project

SPAN 605 Master's Study (1 Credit Hour)
This course provides ongoing guidance and supervision, with a view to project completion, for students writing their Masters' essay.

Sport Management (SPRT)

Discover, search, courses (p. 2661)!

SPRT 130 The Business of Sports (3 Credit Hours)
An overview of the sport industry intended to increase student awareness of the structure and operations of sport organizations from a management and leadership perspective.

SPRT 320 Social Aspects of Sport Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
This course provides an examination of the role and relevance of sport in modern American society; impact of sport on society and the influence which cultural institutions have on sport. Sport related issues and controversies in contemporary sport as framed from a sociological and ethical perspective will be discussed.

SPRT 330 Economics of Sport (3 Credit Hours)
Pre-requisites: Minimum grade of "C-" in ECON 201 and SPRT 130
Using the tools of economic analysis, this course will examine issues pertaining to professional and amateur sports. It will also address economic policy of various sport industry segments.
Outcomes:
Examine issues pertaining to professional and amateur sports; Address economic policy of various sport industry segments; Use economic analysis tool

SPRT 335 Fundamentals of Sport Finance (3 Credit Hours)
Pre-requisites: Junior standing, minimum grade of "C-" in SPRT 130
No course description is available

SPRT 339 Sports Facility Management and Operations (3 Credit Hours)
Pre-requisites: Junior standing; minimum grade of "C-" in SPRT 130
This course examines the comprehensive planning for development and operations of new and existing sport and fitness facilities and the management of those events.
Course equivalencies: X-SPRT339/ISOM339

SPRT 345 Globalization of Sport Industry (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
The course provides an analysis of the impact of the globalization of sport in relation to the organization and management of international sport, including the Olympic movement and the examination of U.S. professional sports. A comprehensive investigation of international governance, political, social, and economic issues which leagues and corporations must consider in conducting business in foreign markets.
Interdisciplinary Option: Global Studies, International Business
Outcomes:
Students will be able to explain how sport is organized, managed, funded, and governed across the different regions of the world; Students will be able to identify the major forms of sport governance that exist worldwide; Students will analyze how different cultures interpret sport differently

SPRT 365 Fundamentals Sport Marketing (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130 and MARK 201
This course focuses on the application of marketing principles and practices to the sport industry. Consideration given to marketing sport both as a spectator and a participant.
Course equivalencies: X-SPRT365/MARK365

SPRT 375 Sport Media (3 Credit Hours)
Pre-requisites: Sophomore Standing, minimum grade of "C-" in SPRT 130
A course designed to expose students to sports media in the digital age. The course covers topics in journalism, broadcasting, and production and outlines best practices for success in the industry. The course also analyzes the market forces that control sports media as well as legal and ethical dilemmas in the field.

SPRT 380 Legal Aspects in Sport Management (3 Credit Hours)
Pre-requisites: Junior Standing, minimum grade of "C-" in SPRT 130
An examination of legal issues which arise in the sport industry, including both amateur and professional sports with a strong emphasis on ethical concerns.

SPRT 385 Sport Analytics (3 Credit Hours)
Pre-requisites: Junior standing, C- or better in SPRT 130 and BSAD 343
This course examines the collection and analysis of data to enhance decision making within sport. The course reviews analytic usage across different sport management segments such as finance, marketing, sales and logistics. Additionally, data and analytics within sport performance, wearable technology, coaching and player management are investigated.
Outcomes:
Obtain introductory knowledge and technical competence using statistical and analytical software; Determine and perform appropriate statistical analysis to think critically; reason, analyze and problem solve sport industry specific issues

SPRT 395 Independent Study (1-3 Credit Hours)
This course will provide independent study opportunity in Sports Management.

SPRT 399 Special Topics in Sport Management (1-3 Credit Hours)
Pre-requisites: Junior Standing & C- or better in SPRT 130
No course description is available

SPRT 532 Sport Law (3 Credit Hours)
This course examines and analyzes legal issues connected to amateur and professional sport associated with the fundamental concepts of law, sport business structure and legal authority and understanding the process of legal research. Students will comprehend the legal and court system, legal process, and the fundamental concepts of common, statutory, and constitutional law; perform and analyze sport law research; understand the elements of negligence; discuss recent court interpretations; and recommend a risk management standard of practice in the sport industry.

Statistics (STAT)

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STAT 103 Fundamentals of Statistics (3 Credit Hours)
This course provides an introduction to statistical reasoning and techniques in descriptive and inferential statistics and their applications in economics, education, genetics, medicine, physics, political science, and psychology. Not open to students who have completed ISOM 241.
Knowledge Area: Quantitative Knowledge
Course equivalencies: ISSCM/H/241/STAT103/ACST101/03
Outcomes:
Students will obtain a background in the fundamentals of descriptive and inferential statistics along with an understanding of their uses and misuses; This course satisfies the quantitative literacy requirement of the core curriculum

STAT 203 Introduction to Probability & Statistics (3 Credit Hours)
Pre-requisites: MATH 132 or MATH 162 or MATH 162A; MATH 162 may also be taken concurrently as a co-requisite
This course is a Calculus-based rigorous introduction to basic topics in probability (distributions, expectations, variance, central limit theorem and the law of large numbers) and statistics (estimation, hypothesis testing, regression, design of experiments) needed in engineering and science applications.
Outcomes:
Students will obtain required knowledge in probability and statistics useful in every area of engineering and science; They will learn how to assess data and outcomes of experiments

STAT 303 SAS Programming and Applied Statistics (3 Credit Hours)
Pre-requisites: STAT 103, STAT 203, or STAT 335
This course provides an introduction to SAS programming in the context of practical problems taken from applied statistics.
Outcomes:
Students obtain extensive experience with data-set manipulations, SAS procedures, and their application in contexts such as t-tests, simple and multiple regression, ANOVA, and regression

STAT 304 Introduction to Probability (3 Credit Hours)
Pre-requisites: MATH 263 or MATH 263A (may also be taken as Corequisites)
This course provides a calculus based introduction to probability theory, including topics such as combinatorial analysis, conditional probability, and a variety of statistical distributions.
Course equivalencies: X-MATH304/STAT304
Outcomes:
Students obtain the theoretical background in probability needed for further study in probability and statistics

STAT 305 Introduction to Mathematical Statistics (3 Credit Hours)
Pre-requisites: STAT 304
This course is a continuation of STAT 304 and applies the techniques of calculus and probability to the study of advanced topics in statistics.
Course equivalencies: X-MATH305/STAT305
Outcomes:
Students obtain the theoretical background in statistics needed for graduate level work in probability and statistics

STAT 306 Introduction to Stochastic Processes (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (MATH 212 or MATH 266)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion.
Course equivalencies: X-MATH306/STAT306
Outcomes:
Students will obtain a background in stochastic processes and apply this in areas like biology, social science, sports, and finance

STAT 307 Statistical Design & Analysis of Experiments (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better
This course discusses comparative experiments, analysis of variance and covariance, fixed and random effects models, and a variety of experimental design models including cross-over and split plot designs; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain the background in statistical design and analysis of experiments needed to apply them in their own areas of interest

STAT 308 Applied Regression Analysis (3 Credit Hours)
Pre-requisites: STAT 203 or 335
This course discusses simple and multiple linear regression methods, multiple comparison estimation procedures, residual analysis, and other methods for studying the aptness of a proposed regression model; contemporary statistical software will be used extensively.
Outcomes:
Students will obtain an extensive background in the applications of regression analysis and computer coding of regression models

STAT 310 Categorical Data Analysis (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335) and (STAT 303 or STAT 308)
An introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modelling techniques based on generalized linear models. Methods for matched-pair, small datasets, ordinal and multi-category data also discussed. This course focuses on applications using real-life data sets, and uses popular software packages.
Outcomes:
Students will obtain an extensive background in the applications of categorical data analysis methods

STAT 311 Applied Survival Analysis (3 Credit Hours)
Pre-requisites: STAT 308 (Applied Regression Analysis)
This course focuses on methods for analyzing time-to-event data. The course will explore non-parametric methods for analyzing time-to-event data like Life tables, the Kaplan-Meier method, the Nelson-Aalen method and the log-rank test. This course will also explore semi-parametric models such as the Cox proportional hazards regression models and parametric models including exponential, Weibull and log-logistic regression model.
Outcomes:
Derive survival and hazard functions from an underlying distribution, calculate survival probabilities and hazard rates, compare survival probabilities and hazard ratios between two or more cohorts

STAT 321 Computational Aspects of Modeling and Simulation (3 Credit Hours)
Pre-requisites: STAT 308
This course uses SAS and R languages to address statistical modelling and to conduct statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs.
Course equivalencies: X-STAT356/COMP321/STAT321
Outcomes:
Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or intractable

STAT 335 Introduction to Biostatistics (3 Credit Hours)
Pre-requisites: For Bioinformatics majors: BIOL 101 and (MATH 132, MATH 162, or MATH 162A); For all others: BIOL 102 and (MATH 132, MATH 162, or MATH 162A); MATH 162 may be taken as a Corequisite for all majors
This course provides an introduction to descriptive and inferential statistics in the biological sciences. Topics include data visualization, probability, discrete and continuous probability distributions, confidence intervals, t-tests, tests of proportions, chi-square tests, correlation, linear regression, and ANOVA. Contemporary computer software will be used to apply the methods.
Interdisciplinary Option: Bioinformatics, Forensic Science
Outcomes:
Students will be able to visualize data appropriately, properly design a statistical experiment, apply the correct statistical methods, and properly analyze the results

STAT 336 Advanced Biostatistics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course overviews applied statistical methods useful in biomedical modelling chosen from: experimental design, categorical data analysis including logistic regression, nonlinear regression, bioassay and synergy modelling, multivariate methods, survival statistics, and longitudinal data analysis techniques. Modern statistical software methods will be extensively used and illustrated.
Outcomes:
Students are expected to obtain expertise in applying this course's advanced biostatistical methods application areas including knowing how best to implement these methods, interpret results, and use statistical software output

STAT 337 Quantitative Methods in Bioinformatics (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course develops the mathematical and statistical methods necessary to analyze and interpret genomic and proteomic data, including signal analysis, sequence alignment methods, data-base search methods useful in bioinformatics and data mining.
Interdisciplinary Option: Bioinformatics
Outcomes:
Students will obtain the quantitative skills used in BLAST, including inference, stochastic processes and hidden Markov models, random walks, microarray analysis and biological sequence analysis

STAT 338 Predictive Analytics (3 Credit Hours)
Pre-requisites: STAT 308
Students will study methods for predicting future events and properly classifying data using both supervised and unsupervised statistical learning techniques.
Outcomes:
Learn methods for predicting and classifying; Model Selection; Evaluate the effectiveness and accuracy of a model/prediction

STAT 344 Longitudinal Data Analysis and Mixed Modelling (3 Credit Hours)
Pre-requisites: (STAT 203 or STAT 335 with a C- or better) and STAT 308 with a C- or better or permission of the instructor
Repeated measures and longitudinal data are ubiquitous in studies, research and applications. This course explores methods for repeated measures, longitudinal (time-series), and nested/hierarchical data in a detailed manner. These methods take account of correlations between measurements by allowing each individual in a study to serve as their own control.
Outcomes:
Students are expected to master the analysis and interpretation of repeated measures, longitudinal, mixed, and nested/hierarchical data; This includes effectively using R, SAS or other software for these data analyses

STAT 351 Nonparametric Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335 with C- or better
This course will cover the basic principles of nonparametric methods in statistics including: one, two and K sample location methods; tests of randomness; tests of goodness of fit; nonlinear correlation; histogram; density estimation; nonparametric regression. Students should learn how to apply the nonparametric techniques in real datasets, interpret the results and draw conclusions.

STAT 360 Introduction to Bayesian Statistics (3 Credit Hours)
Pre-requisites: STAT 308
An introduction to Bayesian data analysis and statistical inference. Topics include single and multiple Bayesian models, hierarchical models, Bayesian linear regression models. The course will also consider computational methods related to Bayesian inference such as Markov Chain Monte Carlo methods. Emphasis is placed on both theoretical understanding and practical implementation using statistical software.
Outcomes:
Students will understand the principles of Bayesian inference; implement and evaluate Bayesian models using computational tools; and effectively communicate Bayesian results in applied contexts

STAT 364 Introduction to Multivariate Statistics (3 Credit Hours)
Pre-requisites: STAT 308
This course introduces students to the concepts and methods used to analyze multivariate data in an applied context. Topics include exploring and visualizing multivariate data, linear algebra for multivariate methods, principal components and factor analysis, canonical correlation, discriminant and cluster analysis, multivariate normal distributions, MANOVA, and other dimensionality reduction techniques. Emphasis will be placed on interpreting results and applying methods using real-world data. Statistical software such as R will be used for computation and visualization.
Outcomes:
Students will be able to: 1) describe and visualize relationships among multiple variables in multivariate datasets; 2) apply linear algebra concepts relevant to multivariate analysis; 3) perform and interpret principal component and factor analyses; 4) communicate results from multivariate analyses clearly and effectively

STAT 370 Data Science Consulting (3 Credit Hours)
Pre-requisites: STAT 308
Students will work on a research project with a client acting as a consultant on the statistical and computational aspects of the project. Students are required to meet with a client, develop a strategy for addressing their problem, and present their results to the client (and their classmates).
This course satisfies the Engaged Learning requirement.
Outcomes:
1) Apply methods learned in classes to a address a real world problem; 2) Oral and Written presentation skills; 3) Collaboration skills

STAT 388 Topics (1-3 Credit Hours)
Pre-requisites: STAT 203 or STAT 335
This course covers advanced topics in statistics, such as multivariate analysis, sampling theory, non-parametric methods, decision theory, and Bayesian analysis.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 390 Undergraduate Seminar (1 Credit Hour)
Pre-requisites: Senior Standing, including completion of MATH 304/ STAT 304
The seminar will cultivate students' presentation skills through participation in and critical discussion of brief lectures on familiar and unfamiliar topics; preparation and presentation of two brief lectures by the student (one on a familiar topic from the curriculum, one on a higher level material not customarily from the curriculum); and preparation of an extended abstract summarizing the advanced material presented.
Outcomes:
Students will gain the ability to present material in Statistics, and their applications to a general audience

STAT 391 Internship in Actuarial Science (1-3 Credit Hours)
Pre-requisites: STAT 304 and 396; approval of the internship director
This course offers an opportunity to obtain experience in actuarial science in a professional environment; placement requires approval of the internship coordinator and acceptance by an employer.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will obtain first hand experience doing actuarial work in a real world environment

STAT 396 Actuarial Seminar I (1 Credit Hour)
Pre-requisites: MATH 263
The seminar provides a comprehensive review of the probability topics that most commonly appear on the Actuarial Exam P. Topics covered include: axiomatic probability, combinatorial probability, conditional probability and Bayes' Theorem, independence, random variables and their various distributions, joint distributions, marginal distributions, conditional distributions of tow of more random variables.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 397 Actuarial Seminar II (1 Credit Hour)
Pre-requisites: MATH 263
The seminar is a continuation of STAT 396. It provides a comprehensive review of topics in probability and risk management directed toward students preparing for the Actuarial Exam P. Additional topics may include order statistics, moment-generating functions, the Central Limit Theorem and risk analysis.
Outcomes:
The purpose of the seminar is to prepare students for the Actuarial Exam P; The students will also learn test-taking strategies and will have the opportunity to take practice tests

STAT 398 Independent Study (1-6 Credit Hours)
This course allows students to engage in independent study on selected topics in statistics under the supervision of a faculty member.
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 399H Honors Tutorial (1-3 Credit Hours)
This course allows students in the honors program to engage in independent study of selected topics in statistics for honors credit under the supervision of a faculty member.
Course equivalencies: STAT399H / STAT399
Outcomes:
Students will obtain an understanding of an advanced topic in their major

STAT 401 Introduction to Applied Statistics Using R (1 Credit Hour)
Pre-requisites: Limited to Graduate Students Only
This course covers the basics of applied statistics including descriptive statistics and visualization (including graphing), univariate methods, inference, hypothesis testing and confidence intervals, two-sample and paired analyses, simple and multiple linear regression, ANOVA and logistic regression. The course introduces and uses the R freeware package.
Outcomes:
Upon completion of this course, it is expected that students will skillfully and accurately perform real-time data analysis using R and R/Studio

STAT 403 SAS Program & Applied Statistics (3 Credit Hours)
While simultaneously reviewing basic statistical methods (t tests, regression, ANOVA, interaction, etc.), this course introduces statistical modelling using the SAS program, involving the DATA step and various SAS procedures. Working on hands-on projects using real datasets, students present their final project results.

STAT 404 Probability & Statistics I (3 Credit Hours)
As the first part in a two-semester sequence, this course introduces basic principles of probability including combinatorial methods, probability and cumulative density and mass functions, moment generating functions and applications, expected values and variance and other moments, and order statistics. This course emphasizes related theorems and proofs.
Course equivalencies: X-MATH404/STAT404

STAT 405 Probability & Statistics II (3 Credit Hours)
As the second part in a two-semester sequence, this course thoroughly explores the central limit theorem and its variants and uses, estimation, hypothesis testing, sufficiency, efficiency, uniformly most powerful methods, information, and asymptotic methods. Time permitting, Bayesian topics may also be explored and discussed.
Course equivalencies: X-MATH405/STAT405

STAT 406 Stochastic Processes (3 Credit Hours)
This course addresses topics such as finite-state Markov chains, classification of states, long-run behavior, birth and death processes, random walks, Poisson processes and their variations, and Brownian motion. In addition to applications, some theoretical derivations/proofs will also be emphasized.
Course equivalencies: X-MATH406/STAT406
Outcomes:
Students mastery of methods in stochastic processes and the ability to apply these in areas like biology, social science, sports, and finance

STAT 407 Statistical Design (3 Credit Hours)
This course provides students with a thorough introduction to statistical experimental design and to the statistical methods used to analyze the resulting data. The concepts of comparative experiments, ANOVA and mean separation procedures will be reviewed; blocking (complete and incomplete) will be discussed, as will be factorial designs, fractional factorial designs, and confounding. The course will focus on biometric applications such as clinical trials, HIV studies, and environmental and agricultural research, but industrial and other examples will occasionally be provided to show the breadth of application of experimental design ideas.

STAT 408 Applied Regression Analysis (3 Credit Hours)
This course provides students with a thorough introduction to applied regression methodology. The concept of simple linear regression will be reviewed and discussed using matrices, and multiple linear regression, transformations, diagnostics, polynomial regression, indicator variables, model building and multicolinearity will be discussed, as will be nonlinear and generalized linear regression. The course will focus on applications such as those from biometry and biostatistics (clinical trials, HIV studies, etc.), sports, engineering, agriculture and environmental science.

STAT 410 Categorical Data Analysis (3 Credit Hours)
This course provides an introduction to modern-day extensions of simple linear regression and ANOVA to the chi-square test including logistic regression and log-linear modeling techniques based on generalized linear models. Specialized methods for ordinal data, small samples, multi-category data, and matched pairs will also be discussed. The focus throughout this course will be on applications and real-life data sets.

STAT 411 Applied Survival Analysis (3 Credit Hours)
Modern statistical methods are covered to analyze data that is right, left and/or interval-censored. Nonparametric approaches such as the Kaplan-Meier estimation technique, log-rank test and proportional-hazards model are considered as are parametric methods such as those based on the Exponential and Weibull distribution. Accelerated failure time models and nonlinear models are also discussed.

STAT 421 Math Modeling & Simulation (3 Credit Hours)
This course uses SAS, R and high-level languages to perform statistical modelling by conducting statistical simulations to assess linear, generalized linear, nonlinear and complex models and experimental designs. Students will gain practical experience and knowledge in real-world statistical situations for which underlying theory is cumbersome or otherwise intractable.
Course equivalencies: X-COMP421/MATH421/STAT421

STAT 426 Advanced Statistical Inference (3 Credit Hours)
This course presents the role of likelihood methods in a whole range of statistical problems. The course reviews theoretical developments such as efficiency, completeness, and the Cramer-Rao lower bound, and shows how the likelihood approach is used to surpass these methods and to analyze regression problems, to deal with nuisance parameters by using marginal likelihood methods, and to deal with complex data structures such as censored and spatial data.

STAT 436 Topics in Biostatistics (3 Credit Hours)
This course covers experimental design (including interaction, analysis of covariance, and crossover designs) and the analysis of designed studies, simple and multiple linear regression, generalized linear and nonlinear regression, bioassay, relative potency and drug synergy, multivariate analysis (including MANOVA and multivariate regression), repeated measures (designs and analysis), and survival analysis (Cox proportional odds, log-rank tests, Kaplan-Meier estimation) of censored data. The emphasis of the course will be on applications instead of statistical theory, and students will be required to analyze real-life datasets using popular statistical packages.

STAT 437 Quantitative Bioinformatics (3 Credit Hours)
This course explores recently developed mathematical, probabilistic and statistical methods currently used in the fields of bioinformatics and DNA microarray and protein array data analysis. These include stochastic processes, (hidden and traditional) Markov chains, tree- and clustering techniques (including principal components analysis and biplots), discriminant analysis, experimental design strategies and ANOVA methods. Our focus in this course is on the application of these techniques and on meaningful interpretation of results.

STAT 438 Introduction to Predictive Analytics (3 Credit Hours)
Pre-requisites: Graduate students only
This course focuses on finding patterns, associations, and relationships in data. In examining real-world datasets, this course highlights, develops and applies methods in simple and multiple linear and logistic regression, classification and discriminant analysis, resampling methods, model selection, additive models and splines, tree-based methods, support vector machines, and unsupervised learning techniques such as clustering and PCA.
Outcomes:
Upon completion of this course, it is expected that students will master applied methods in predictive analytics (using R and/or Python) with applications to real data-sets

STAT 444 Longitudinal Data Analysis and Mixed Modeling (3 Credit Hours)
Pre-requisites: Graduate Students only
This course focuses on repeated measures, longitudinal, hierarchical and mixed modeling data analysis with an eye to applications, model identification, software implementation, and interpretation of computer results.
Outcomes:
Upon completion of this course, it is expected that students will master applied mixed-modelling methods (using R and/or SAS) with applications to real data-sets

STAT 451 Applied Nonparametric Methods (3 Credit Hours)
Pre-requisites: Graduate Students only
Many basic statistical techniques are based upon normal or binomial distributional assumptions which may not be appropriate in practice. This course introduces and illustrates rank-based methods, permutation tests, bootstrap methods, and curve smoothing useful to analyze data when normal and/or binomial assumptions are not valid.
Outcomes:
Upon completion of this course, it is expected that students will master applied nonparametric statistical methods (using R and/or SAS) with applications to real data-sets

STAT 460 Bayesian Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
A graduate-level treatment of Bayesian methods for data analysis focusing on the theoretical foundations and computational strategies for modern Bayesian inference. Topics include the formulation and analysis of single- and multi-parameter Bayesian models, hierarchical and multilevel structures, and Bayesian generalized linear models. The course will also consider advanced Markov Chain Monte Carlo computational techniques such as Gibbs sampling, Metropolis-Hastings algorithm, and Hamiltonian Monte Carlo. Emphasis is placed on both the mathematical underpinnings of Bayesian analysis and the implementation of complex models using contemporary software tools.
Outcomes:
By the end of the course, students will be able to: formulate and analyze complex Bayesian models; compare and select complex Bayesian models; critically interpret and communicate Bayesian analyses in research settings; extend basic Bayesian methods to advanced/nonstandard models

STAT 464 Multivariate Statistical Methods (3 Credit Hours)
Pre-requisites: STAT 308 or STAT 408
The course emphasizes both the theoretical foundations and applied aspects of multivariate analysis. Students will examine data exploration, inference, and model-based approaches, including principal components, factor and canonical correlation analysis, discriminant and cluster analysis, MANOVA, and modern dimensionality reduction techniques. The course will also introduce extensions of these methods and encourage critical evaluation of their assumptions and limitations. Statistical software, such as R, will be used for implementation and analysis.
Outcomes:
By the end of the course students will be able to: explain and analyze the theoretical framework underlying common multivariate methods; derive and interpret results from principal component and factor analyses; apply and critique modern dimensionality reduction and visualization techniques

STAT 465 Actuarial Theory I (0 Credit Hours)
This course provides an introduction to the models and methods used in actuarial mathematics and risk theory. Students are expected to gain a broad understanding of frequency and severity modelling, pricing, and accumulated risk. This course includes a blend of theory and applications.
Course equivalencies: X-MATH465/STAT465

STAT 466 Actuarial Theory II (0 Credit Hours)
With an introductory background in the field provided in STAT 465, this course thoroughly explores modelling and estimation techniques in actuarial mathematics and risk theory.
Course equivalencies: X-STAT466/MATH466

STAT 468 Risk Theory (0 Credit Hours)
With a focus on insurance, pensions and investments, this course provides an overview of the theory of risk, emphasizing the statistical challenges and assumptions inherent in models and methods.
Course equivalencies: X-STAT468/MATH468

STAT 488 Topics in Statistics (1-3 Credit Hours)
This topics course provides the means for new courses on current or 'hot' topics to be offered to students, with the topics being crafted to the given topic at hand. As such, the course may be taken repeatedly.

STAT 495 Statistical Consulting Capstone (2 Credit Hours)
Pre-requisites: Graduate Students only
Students enrolled in this course will be introduced to statistical consulting techniques useful for work with researchers and decision-makers in university, medical, financial and industrial settings; students will engage in actual hands-on statistical consulting with administrators, researchers, or students at one of Loyola's lakeside campuses or remotely.
Outcomes:
Upon completion of this course, it is expected that students will master the soft-skills of statistical consulting, communication, active listening, and real-time data analysis

STAT 498 Independent Study Statistics (1-6 Credit Hours)
Working with a statistics faculty member on a one-on-one or small group format, this course affords students the opportunity to thorough explore a statistical topic at greater depth. Generally, it involves a good deal of outside reading and/or programming, and weekly meetings with the professor.

Supply Chain Management (SCMG)

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SCMG 232 Introduction to Supply Chain Management (3 Credit Hours)
Introduction to the concept of supply chain management, including a broad overview of main functional roles such as procurement, transportation, and inventory. Introduction to best practice methods for planning and managing supply chains, including how to do so efficiently, ethically, and sustainably. Methods include analytics and lean management.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of fundamental activities in supply chain management, methodologies to support those activities, and how they impact a firm both in terms of its profit and its impact on society and the planet

SCMG 232H Introduction to Supply Chain Management-Honors (3 Credit Hours)
Introduction to the concept of supply chain management, including a broad overview of main functional roles such as procurement, transportation, and inventory. Introduction to best practice methods for planning and managing supply chains, including how to do so efficiently, ethically, and sustainably. Methods include analytics and lean management.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of fundamental activities in supply chain management, methodologies to support those activities, and how they impact a firm both in terms of its profit and its impact on society and the planet

SCMG 332 Operations Management (3 Credit Hours)
Pre-requisites: Sophomore standing and minimum grade "C-" ISSCM 241
Introduction to concepts and methods for managing production and service operations. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, and logistics.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of basic issues and role of operations management in organizations, and of tools for problem-solving in operations management

SCMG 332H Operations Management - Honors (3 Credit Hours)
Pre-requisites: Sophomore Standing or above; minimum grade of "C-" in ISSCM 241 or ISSCM 241H; Restricted to SBA Honors Students
Introduction to concepts and methods for managing production and service operations. Topics include demand forecasting, aggregate and capacity planning, inventory management, facility layout and location, just-in-time, managing quality, project planning, resource allocation, and logistics.
Course equivalencies: SCMG332/332H/SCMG232/232H
Outcomes:
Understanding of basic issues and role of operations management in organizations, and of tools for problem-solving in operations management

SCMG 337 Inventory and Warehouse Management (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course explores strategies for efficient and environmentally sustainable management of inventory in supply chains. Topics include inventory tracking and classification, warehousing activities, and inventory replenishment strategies. Emphasis is placed on the development and implementation of quantitative decision-making models.
Course equivalencies: OPMG337 / MGSC337
Outcomes:
Students will understand how material flows through a warehouse and the primary tasks involved in a warehouse (receiving, order picking, put-away, etc); Understand how to measure and improve key performance indicators related to warehousing and inventory management (inventory turns, days of supply, etc); Identify, understand, and implement different inventory review strategies (periodic vs continuous) and replenishment policies; Gain experience with using spreadsheet tools and simulation software to support supply chain decision-making

SCMG 338 Global Transportation (3 Credit Hours)
Pre-requisites: Sophomore Standing; Minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
The goal of this course is to give students exposure to and understanding of how freight transportation is managed within the supply chain, with a special emphasis on sustainability. Students will learn how different modes of transport, cost structures, and environmental considerations interact to shape strategic and operational decisions in global logistics.
Interdisciplinary Option: Global Studies, International Business
Course equivalencies: OPMG338 / MGSC338
Outcomes:
Students will develop an understanding of the role of transportation within the supply chain and how it is managed; Gain familiarity with key transportation management techniques that support the creation of more sustainable and efficient supply chains

SCMG 340 Global Procurement (3 Credit Hours)
Pre-requisites: Sophomore Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the core principles of sourcing and supplier management, emphasizing real-world applications. It presents best practices in sourcing and supplier management and covers specific areas such as spend management, risk management, contract management, and supplier scorecards. It also highlights integral complementary processes such as inventory management, logistics and order fulfillment.
Outcomes:
Students will engage in discussions about best practices in global procurement and analyze their application; Research a global organization that performs sourcing and supplier management and present findings to the class; Participate in discussions on emerging topics like spend management, risk, contract management and scorecards; Analyze a sourcing and supplier management strategy to present to a Board of Directors

SCMG 341 Supply Chain Analytics (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the application of business and data analytics across key supply chain functions. Students learn to identify, manipulate, visualize, and model data to support strategic and operational decision-making in modern supply chains. Topics include demand forecasting, customer segmentation and cohort analysis, supplier selection and risk assessment, inventory classification and prediction, and supply chain performance measurement. Through hands-on use of a widely used programming software and real-world business cases, students develop the skills to design, execute, and communicate business analytics projects that enhance supply chain performance, profitability, and sustainability.
Course equivalencies: ISOM341 / MGSC341
Outcomes:
Students will develop an understanding of the fundamental concepts and tools used to analyze\\nand improve core supply chain functions through business and data analytics; Students will be able to identify and describe key data sources and performance metrics related to demand, customer, supply, and inventory management; Prepare, visualize, and analyze supply chain data using widely used programming software; Apply forecasting, segmentation, and classification techniques to real supply chain problems\\nsuch as demand prediction, customer analysis, supplier evaluation, and inventory classification; Interpret and communicate analytics results to support decision-making

SCMG 342 Supply Chain Optimization (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course studies various analytical methods and tools for making decisions that will lead to cost effective products, services and processes. Topics include developing decision-making optimization models and implementing those models in Excel. The course will highlight models used in supply chain management; including facility location, transportation network design and vehicle routing.
Outcomes:
Students will develop an understanding of optimization modeling, implementing optimization models in Excel and problem-solving techniques; Students will learn how to build and solve decision-making optimization and simulation models in Excel to develop skills in spreadsheet modeling/optimization/engineering

SCMG 346 Analytics for Social Good (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; INFS 247 or INFS 247H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces students to the application of analytics methods in the context of humanitarian, nonprofit, public health, and public service supply chains. Students will develop foundational skills in probability, descriptive analytics, data visualization, simulation, and predictive modeling using Excel and Python. Through cases and projects, students will apply these tools to analyze and address challenges in socially focused supply chain and operations settings.
Outcomes:
Students will be able to use data-driven methods to evaluate, interpret, and communicate solutions to operational problems in social-good contexts; Develop technical proficiency in key analytics methods, including descriptive analysis, data visualization, probability, simulation, predictive modeling, and clustering techniques, using Excel and Python; Understand the unique goals and challenges of humanitarian, nonprofit, public health, and public service supply chains, and apply analytics to address real-world problems in these contexts; Analyze, interpret, and solve operational problems by applying quantitative methods and evaluating the trade-offs between various objectives in social-good contexts; Communicate findings effectively through concise briefs, reports, and presentations tailored to both technical and non-technical stakeholders; Work collaboratively to design and evaluate data-driven solutions for case-based and project-based problems; Reflect on the broader ethical and societal implications of applying analytics in social-good contexts

SCMG 383 Service and Operations Management (3 Credit Hours)
Pre-requisites: Junior Standing; minimum grade of "C-" in SCMG 332 or SCMG 332H or SCMG 232 or SCMG 232H; ISSCM 241 or ISSCM 241H or STAT 103
This course introduces analytical methods and managerial tools for improving the design and control of service and operations systems. Topics include process analysis, capacity planning, queuing theory, Lean management, quality improvement, and forecasting. The course places special emphasis on applications in healthcare operations, such as patient flow, scheduling, and resource utilization.
Course equivalencies: ISOM383 / MGSC383
Outcomes:
Students will learn to analyze processes, evaluate capacity, manage variability, and enhance quality and efficiency in manufacturing and service operations; Understand and analyze processes using operations management concepts; Evaluate capacity and flow to identify bottlenecks and recommend improvements; Apply queuing theory to model waiting lines and design more effective service systems; Use Lean principles and statistical process control to reduce waste and improve quality in healthcare and service operations; Develop and interpret forecasts for demand and resource planning in service systems; Integrate analytical tools and managerial thinking to make evidence-based operational decisions

SCMG 395 Independent Study in Operations Management (1-3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member in a specialized area of Operations Management not otherwise covered by departmental course offerings. Variable Credit. May count for Operations Management major or minor. Permission of Assistant Dean required.

SCMG 396 Supply Chain Seminar (0 Credit Hours)
Professional speaker series for all students majoring in Supply Chain Management. Students will benefit from hearing professionals in the supply chain industry discuss current events, opportunities and challenges within the industry.

SCMG 399 Special Topics in Operations Management (1-3 Credit Hours)
Special topics are scheduled classes offered on an ad hoc basis. Specific titles, prerequisites and content will vary.

SCMG 480 Intro to Operations Management (3 Credit Hours)
Introduction to concepts and methods for managing operations in manufacturing and service organizations. Topics typically include forecasting, capacity and aggregate planning, material requirements planning, scheduling, facility layout and location, inventory management, just-in-time, total quality management, project planning, and logistics.
Course equivalencies: ISOM480 / MGSC480
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 480B Operations Management (3 Credit Hours)
Pre-requisites: Restricted to MBA Baumhart Scholars students
This course explores concepts and methods for managing operations, including forecasting, capacity and aggregate planning, sustainable management, material requirements planning, scheduling, project planning, logistics, supply chain transparency, and supplier diversity.
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 480C Intro to Operations Management (3 Credit Hours)
Pre-requisites: Enrollment is restricted to students in the Healthcare Management MBA Program
Introduction to concepts and methods for managing operations in manufacturing and service organizations. Topics typically include forecasting, capacity and aggregate planning, material requirements planning, scheduling, facility layout and location, inventory management, just-in-time, total quality management, project planning, and logistics.
Outcomes:
Students will understand the basic issues and role of operations management in organizations and learn tools for problem-solving in operations management

SCMG 481 Performance Improvement in Business Processes (3 Credit Hours)
Focuses on process view of the organization and provides students with a formal approach to designing, monitoring and improving business processes. The course provides the tools, methods and practical examples to help managers learn how to think from a process standpoint and how to ensure critical processes are controlled and functioning efficiently and effectively in their organization.
Course equivalencies: ISOM481 / MGSC481
Outcomes:
Understanding of the quality management concepts, performance improvement frameworks (Six Sigma, ISO, Baldridge), and process improvement practices using a step-by-step problem solving methodology

SCMG 481E Performance Improvement in Business Processes (1.5 Credit Hours)
Enrollment is restricted to students in the Executive MBA Program. Focuses on teaching students how to successfully analyze a business process, research methods for improving a process, and adapt/integrate the improvement methods into the business process in a prioritized and actionable manner. The course accomplishes this through the concepts of benchmarking, best practices, and performance improvement principles.
Course equivalencies: OPMG 603E/OPMG 481E

SCMG 482 Lean Production Concepts and Practices (3 Credit Hours)
Methods for managing manufacturing and service operations based upon Toyota Production System. Topics include the principles of JIT and lean production, pull production, setup reduction, preventive maintenance, cellular manufacturing, standard operations, visual management, employee empowerment, and supplier partnerships.
Course equivalencies: ISOM482 / MGSC482
Outcomes:
Understanding of concepts and tools for reducing waste and continuously improving operations based upon Toyota's success-proven approach

SCMG 483 Management of Service Operations (3 Credit Hours)
Pre-requisites: SCMG/ISSCM 480
This course explores the application of operations management concepts and techniques in service-sector organizations, and, in particular, how services are delivered to the customer.
Course equivalencies: OPMG483/CSIS483
Outcomes:
Understanding how service management requires unique tools for managing customer expectations while simultaneously delivering services that exceed those expectations

SCMG 486 Global Logistics (3 Credit Hours)
Pre-requisites: Graduate School of Business student
This course examines how business partners along the supply chain can work together to gain competitive advantage in moving products and services around the world to satisfy customers.
Outcomes:
Understanding best practices like vendor-managed inventory and category management, and the application of information technologies for sharing information

SCMG 486E Global Supply Chain Management (1.5 Credit Hours)
Explores the current business revolution in global logistics and partnering by members of the supply chain to more effectively provide products and services to customers. Must be part of the Cohort of Executive MBA (EMBA) students to enroll.

SCMG 487 Purchasing Management (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of organizational procurement processes and decision making framework. Topics include in-sourcing/out-sourcing decisions based on total cost of ownership; purchasing cycle and processes; developing material and technical specifications; supplier evaluation, selection and management; supplier quality management; purchasing capital goods and services; global sourcing and e-commerce; and purchasing tools and analytics.
Outcomes:
Students will have developed an understanding of fundamental and strategic issues in material planning and procurement, with the ability to source in a global marketplace

SCMG 488 Inventory Management (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of the fundamental principles of effective management of inventory with emphasis on inventory costs, product stratification, performance measures, demand forecasting, periodic and continuous review, safety stock, material requirements planning, customer service and use of technology in inventory management. Issues related to storage and handling of inventory stock are also studied.
Outcomes:
Students will have developed an understanding of the issues involved in planning, managing and control of inventories and materials in a supply chain

SCMG 489 Supply Chain Analytics (3 Credit Hours)
Pre-requisites: Graduate School of Business students
A study of the design, development, and use of decision models for analysis of supply chain problems. This course provides an example-driven approach to learn about important supply chain models, problems, and solution methodologies. The objectives of this course are to develop valuable modeling skills that students can appreciate and use effectively.
Outcomes:
Students will have developed an understanding of the issues involved in the use of decision support tools for analysis of supply chain problems

SCMG 499 Independent Study-Production & Operations Management (3 Credit Hours)
Independent study is in-depth research or reading, initiated by the student and jointly developed with a faculty member, into a specialized area of operations management not otherwise covered by department course offerings.

SCMG 589 Supply Chain Management Consulting (3 Credit Hours)
Pre-requisites: SCMG 480 Intro to Operations Mgmt; Graduate School of Business students
This course is the capstone of the Supply Chain Management Portfolio of the Master of Science in Supply Chain Management curriculum. As such, it is designed to integrate course topics covered in the foundation courses and engage students in discussions of critical supply chain leadership topics.
Outcomes:
Students will have developed an understanding of how to apply the concepts learned throughout the Supply Chain Management curriculum to a variety of full scale problems

SCMG 595 Risk Analysis for Business and Supply Chain Strategy (3 Credit Hours)
Pre-requisites: Restricted to Graduate School of Business students
This course introduces students to practical tools for evaluating complex choices under uncertainty, quantifying trade-offs, and generating managerial insights. Students will learn how to structure decision problems, build decision trees, conduct scenario planning, and model uncertainty to support strategic business decisions. Through case studies - ranging from investment decisions and project management to new product launches - students will see how these methods are applied in practice. Emphasis is placed on using software to address real-world risk analysis problems commonly encountered in supply chain management, finance, accounting, marketing, and business analytics contexts.
Outcomes:
Students will be able to design advanced decision-analysis models - including decision trees, scenario plans, and quantitative risk assessments; Students will be able to implement advanced decision-analysis models to evaluate complex business choices under uncertainty and generate defensible, data-driven managerial recommendations across functional contexts; Students will be able to apply specialized software tools to analyze risk scenarios, quantify trade-offs, and synthesize insights that inform strategic business and supply chain decisions

SCMG 603E Performance Improvement in Business Processes (1.5 Credit Hours)
Restricted to Executive MBA students. This course focuses on the process view of the organization and provides students with a formal approach to designing, monitoring and improving business processes. The course provides tools, methods and practical examples to help managers learn how to think from a process standpoint and how to ensure critical processes are controlled and function efficiently and effectively.
Course equivalencies: OPMG 603E/OPMG 481E
Outcomes:
Understanding the quality management concepts, performance improvement frameworks (Six Sigma, ISO, Baldridge), and process improvement practices using a step-by-step problem solving methodology

SCMG 799 Special Topics in Supply Chain Management (3 Credit Hours)
Scheduled classes are offered on an ad hoc basis. Specific titles, prerequisites and content will vary.
Outcomes:
Students will be able to demonstrate understanding of specialized topics not otherwise covered by department regular course offerings

Teaching, Learning & Leading with Schls and Commun (TLSC)

Discover, search, courses (p. 2661)!

TLSC 110 The Profession and Our Program (TLLSC) (1 Credit Hour)
This module (course) introduces teacher candidates (students) to the profession and our program (TLLSC) with a focus on collaborative relationships within and among schools, families, and communities. This module (course) will expose teacher candidates (students) to specific knowledge and skill indicators necessary for educators to embody the dispositions of the profession.
This course satisfies the Engaged Learning requirement.
Outcomes:
Teacher candidates (students) will reflect on the knowledge, skills, and dispositions of educators with regard to teaching diverse students, the mission of Professionalism in Service of Social Justice, and the connection between research and practice related to collaborative relationships

TLSC 120 Bringing Language, Learning & Development Theory into Practice (2 Credit Hours)
In this module, students will observe and learn key principles and stages developmental and learning theories via clinical experiences in birth to grade 12 settings (including infant/toddler, preschool, elementary, middle, and high schools). The primary focus of these experiences is to explore the ways in which physical characteristics, communication skills, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings with both typically and atypically developing children.
This course satisfies the Engaged Learning requirement.
Outcomes:
Through guided observation, students will explore the ways in which social, cultural, and environmental contexts shape the development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 130 Sequence One: 130 Community Immersion (1 Credit Hour)
This module (course) is designed to engage teacher candidates (students) in an authentic exploration of the inherent relationship between P-12 schools and the surrounding community. Teacher candidates (students) are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities. Must be registered for TLSC 110 and TLSC 120 concurrently.
This course satisfies the Engaged Learning requirement.
Outcomes:
Teacher candidates (students) will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

TLSC 140 Teaching, Learning and Leading for Social Justice (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may also be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc.

TLSC 150 Constructive Learning Environments For Diverse Students (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may also be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment.

TLSC 160 Analyzing Culturally-Responsive Classroom Instruction (1 Credit Hour)
Pre-requisites: (TLSC 110, 120, and 130 (may be taken as Corequisites)) OR CIEP 360; Restricted to All SOE Undergraduate Majors
This module (course) builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching.

TLSC 210 Educational Policy For Diverse Students (2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors
This module (course) specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs). Candidates will learn the policies, laws and court cases that impact classrooms, see how educational policies are enacted into classroom practice to support students, and make suggestions on continued ways to improve the achievement of students in urban classrooms and schools. Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution.

TLSC 221 Individualized Instruction and Assessment for Diverse Learners (1-2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to all SOE Undergraduate Majors
This module is designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement, particularly students with diverse learning and behavioral needs. Through the use of case study research to conduct individualized assessments with diverse learners, candidates will work with students with special needs or those at risk of this being identified as having a disability. Candidates will apply learning to the instructional context with academically, behaviorally, culturally, cognitively, and socially/emotionally diverse students.
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Use data to drive instruction and assess teaching and learning effectiveness; Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Hold high expectations and build on the assets of diverse students (including, but not limited to, race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity); Explicitly integrate the teaching of reading, writing, communication and technology across content area; Create and support safe and healthy learning environments for all students

TLSC 222 Authentic Assessment and Instruction for Bilingual Learners (2 Credit Hours)
Pre-requisites: TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors
This module is designed for teacher candidates to appreciate, discern, and utilize the individual strengths and needs of students who speak a language other than English to plan instruction and support student achievement. Through the use of case study research, candidates conduct individualized, authentic assessments that focus on cultural backgrounds and language development of focal students. Candidates apply their learning with bilingual learners to support language and literacy development and acclimation to learning in the academic context
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Use data to drive instruction and assess the effectiveness of their teaching and students' learning; Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country; Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status); Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do; and Create and support safe and supportive learning contexts for all students

TLSC 231 Teaching Science/Writing in Elem and Middle Grades (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Co-requisite TLSC 232; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors
This course introduces candidates (students) to the discipline and culture of science; provides experiences that engage candidates in the teaching and learning of science across varied school and non-school contexts; develops knowledge and skills to teach science through an inquiry approach and integrate writing.
This course satisfies the Engaged Learning requirement.
Outcomes:
Candidates will develop, implement, analyze, and reflect upon instructional and materials that ensure rigorous, relevant, inquiry-based science instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 232 Integrated Teaching/Learning Social Studies & Writing in Elementary Grades (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, TLSC 222, Corequisite TLSC 231; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors
This introduces candidates (students) to the disciplines of the social studies; provides experiences engaging in the teaching and learning of elementary social studies across varied school and non-school contexts; develops knowledge and skills to teach social studies through an inquiry approach and integrate writing.
Outcomes:
Candidates will develop, implement, analyze, and reflect upon instruction that ensure rigorous, relevant, inquiry-based social studies instruction is accessible to all students; Candidates complete an authentic personal inquiry project

TLSC 240 Language, Culture, and Pedagogy in Bilingual Classrooms (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, AND TLSC 222 (Grade "C" or better); Restricted to BILI-BSED, and BILI-MINR
This module deals with bilingual education, schools, classrooms, and learners, with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will engage with parents, families, and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities.

TLSC 250 Developmentally Appropriate Practice with Infants/Toddlers & Their Families (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 251, 252, 253; Restricted to ECSE-BSED
Infants-Toddlers-EI 1 is the first of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course explore current knowledge and research findings about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants and toddlers (including those with special needs) and their families and is designed to prepare future teachers to fill the role of an effective early interventionist and infant/toddler specialist.
Outcomes:
As a result of this experience (which includes components related to assessment, intervention, work with families, and infant/toddler development), students will demonstrate proficiency at designing safe, supportive environments of nurturing care for infants and toddlers (including those with special needs) and their families by applying the principles of developmentally appropriate practice in curriculum design/delivery, assessment, and intervention

TLSC 251 Family-Centered Assessment and Intervention in Early Intervention (3 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 250, 252, 253; Restricted to ECSE-BSED
Infants-Toddlers-EI 1 is the second of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course includes intensive clinical experiences in EI with infants and toddlers with special needs and their families, and is designed to complement Infants-Toddlers-EI 1 (Developmentally Appropriate Practice (DAP) with Infants/Toddlers and their Families) in preparing future teachers to fill the role of an effective early interventionist and infant/toddler specialist.
Outcomes:
As a result of this experience which (like I-T-EI 1) includes components related to assessment, intervention, diverse families, and infant/toddler development, students will develop their skills in working directly with families in designing assessment systems and interventions for infants and toddlers with special needs that address family resources, priorities, and needs

TLSC 252 Foundations, Settings, and Studies of Effective Early Childhood Education (1 Credit Hour)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 253; Restricted to ECSE-BSED
This field-based module provides an introduction to the diverse settings in which children birth-8 are served. Candidates will investigate the interlaced professions of early childhood education and early childhood special education.
Outcomes:
Students will interpret and analyze trends in early care and education

TLSC 253 Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds (2 Credit Hours)
Pre-requisites: TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 252; Restricted to ECSE-BSED
This course frames sequence 4 in the TLLSC teacher preparation program. It addresses knowledge and skills in understanding the development of young children with special needs and the implications of that understanding for assessment and intervention in birth to five.
Outcomes:
Candidates will develop classroom environments, curriculum, and instructional strategies for working with infants, toddlers, and preschoolers, as well as demonstrating mastery of authentic assessments required for IL state credentialing

TLSC 260 Typical and A-Typical Development (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.
Outcomes:
Teacher candidates (students) will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 261 Significant Disabilities and Life Planning (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs within individualize education plans

TLSC 262 Assistive and Adaptive Technology (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 263 Transition Planning (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.
Outcomes:
Teacher candidates (students) will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 300A Professional Learning Communities (0 Credit Hours)
Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 300B Professional Learning Communities (1 Credit Hour)
Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

TLSC 310 Language and Literacy for Diverse Students (2 Credit Hours)
This module (course) introduces teacher candidates (students) to essential foundations in teaching reading. Emphasized will be skills developmentally appropriate for the candidate's teaching endorsement level including phonological awareness, phonics, vocabulary, fluency and text comprehension. A balance of instructional practices appropriate for a variety of narrative and informational texts will be included.
Outcomes:
Teacher candidates (students) will learn to design and teach lessons, focusing on standards based reading skills to linguistically diverse students, through use of research based reading strategies

TLSC 320 Using Classroom Data in a Collaborative Env to Advance Student Achievement (2 Credit Hours)
This module (course) develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs
Outcomes:
Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

TLSC 325 Teaching Internship in Informal Education Settings (3 Credit Hours)
The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences , digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 326 Informal Science Education Seminar (3 Credit Hours)
This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.
Outcomes:
Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 330 Discipline-Specific Literacy for Diverse Students (2 Credit Hours)
This module (course) supports teacher candidates (students) in developing their knowledge and skills in teaching and assessing literacy in discipline specific contexts. Emphasized will be the identification and use of culturally responsive texts, evidence based strategies, data based decision making skills and new literacies (technology and online resources) designed to target all students' literacy needs, including those with linguistically diverse backgrounds.
Outcomes:
Teacher candidates (students) will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts, They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

TLSC 340 Teaching and Learning in an Area of Specialization (2 Credit Hours)
This module (course) further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12
Outcomes:
Teacher candidates (students) will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 350 Teaching and Learning with a Global Framework (4 Credit Hours)
Teacher candidates (students) will work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates (students) for teaching in schools that offer an International Baccalaureate program.
Outcomes:
Teacher candidates (students) assess their instruction using a global framework in this module (course) and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

TLSC 360 Developing Rigorous and Relevant Instruction & Assessment (2-3 Credit Hours)
Pre-requisites: TLSC 350
Co-requisites: TLSC 370; TLSC 360 and 370 must be taken together; Register for TLSC 370 first
This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.
Outcomes:
Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 370 Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep (2-3 Credit Hours)
This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will, while delivering the instructional unit designed in Module 7.1, be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.
Outcomes:
Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 380 Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (6-12 Credit Hours)
This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module. This course satisfies the Engaged Learning requirement.
Outcomes:
Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and collaboration for impact on teaching and learning, (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators, (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity, (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher, (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs, (1H, 3J, 5H, 5K, 5M, 5P,7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families, (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion (4K, 4N, 5K, 5M, 5N, 8I, 8J,8O, 8P,8S, 9C, 9K, 9N) (IB) EU9 S6, S8

TLSC 401 Language, Learning & Development Theories in Practice (2 Credit Hours)
Students will learn key principles and stages of language acquisition, developmental and learning theories through clinical experiences with children from birth to grade 12. Field experiences provide opportunities to explore ways in which physical characteristics, communication skills, cognitive capacities, and the social-emotional needs of children are used to understand theory and inform adult-child interaction and developmentally appropriate practice.
Outcomes:
Students will explore the ways in which social, cultural, and environmental contexts shape language, development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

TLSC 403 Teaching for Social Justice and Equity (3 Credit Hours)
This module targets candidates' understandings of the School of Education's mission of professionalism in service of social justice, the core tenets of culturally responsive pedagogy, and the applications via backwards design and Universal Design for Learning. Candidates will explore their own identities as future teachers and consider how teachers' identities and experiences transfer into and influence instructional practice with students.
Outcomes:
Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc

TLSC 404 Constructive Learning Environments for Diverse Students (3 Credit Hours)
This module is designed for candidates to discern and utilize students' needs and design classroom environment and instruction to support learning and development. In this module, candidates hone knowledge and skills for working with students with special needs, specifically taking the lens on social, emotional, and behavioral needs.
Outcomes:
Candidates will demonstrate learning through the completion of a functional behavioral analysis (FBA) of one student within the specific environmental and instructional classroom context

TLSC 406 Educational Policy for Diverse Students (3 Credit Hours)
This module specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs).
Outcomes:
Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

TLSC 407 Individualized Assessment and Instruction for Diverse Students (3 Credit Hours)
This module is specifically designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural, and linguistic. Through the use of case study research to conduct individualized assessments with diverse students, candidates will be able to apply learning to the instructional context with culturally, linguistically, and cognitively diverse students, specifically working with a labeled English language learner (ELL) and a student with special needs.
Outcomes:
Through the use of case study research to collect individualized, authentic language and literacy assessments, candidates will apply learning through work a labeled English learner

TLSC 410 Language, Culture and Pedagogy in Bilingual Classrooms (3 Credit Hours)
This module deals with bilingual education, schools, classrooms and learners with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism.
Outcomes:
Candidates will engage with parents, families and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities

TLSC 420 Teaching Mathematics in Elementary Grade Classrooms (2 Credit Hours)
This module introduces teacher candidates (students) to developmentally appropriate instruction in mathematics in the elementary grades and how to use assessment data to inform instruction.
Outcomes:
Teacher candidates will develop, teach, and reflect upon mathematics instruction that develops conceptual understanding, targets the use of Specialized Content Knowledge, guides student problem solving through extended response questions, builds mathematical knowledge, strategies and explanation

TLSC 421 Teaching Science in Elementary Grade Classrooms (2 Credit Hours)
Pre-requisites: Graduate Education Students Only
This module introduces candidates to the discipline of science, providing them experiences engaging in the teaching and learning of elementary science, and specifically works to help candidates integrate literacy into their science instruction. Candidates develop knowledge and skills needed to teach science through an inquiry approach and integrate literacy into their science teaching.
Outcomes:
Candidates will set and work towards professional development goals related to science content, science pedagogy, and science assessment; They will compile a portfolio of evidence to show they have worked towards their goals and reflect on how their understanding of science teaching and learning has shifted throughout the module

TLSC 422 Teaching Social Studies in Elementary Grade Classrooms (2 Credit Hours)
Pre-requisites: Graduate School of Education Student Only
This module introduces candidates to the disciplines of the social studies, providing them experience in the teaching and learning of elementary social studies, and specifically helps candidates integrate literacy into their social studies instruction. Candidates develop knowledge and skills needed to teach social studies through an inquiry approach and integrate literacy into their social studies teaching.
Outcomes:
Teacher candidates will develop and implement an interdisciplinary social studies unit over the course of the module and will develop an essay of demonstrating their understanding of role social studies plays in the elementary school curriculum

TLSC 425 Teaching Internship in Informal Education Settings (3 Credit Hours)
The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences , digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

TLSC 426 Informal Science Education Seminar (3 Credit Hours)
This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education.
Outcomes:
Describe characteristics of teaching and learning in informal science settings; Describe practices that support learning and development in informal science settings; Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; Explain challenges and barriers to collaboration between in and out of school science teaching and learning; Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

TLSC 430 Typical and A-Typical Development (2 Credit Hours)
This module further develops and deepens candidates' understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.
Outcomes:
Teacher candidates will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review

TLSC 431 Significant Disabilities and Life Planning (2 Credit Hours)
This module further develops and deepens candidates' understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.
Outcomes:
Teacher candidates will apply information related to students with significant support needs within individualize education plans

TLSC 432 Assistive and Adaptive Technology (2 Credit Hours)
This module further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.
Outcomes:
Teacher candidates will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

TLSC 433 Transition Planning (2 Credit Hours)
This module further develops and deepens candidates' understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.
Outcomes:
Teacher candidates will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

TLSC 440 Language and Literacy (3 Credit Hours)
This module introduces candidates to the foundational knowledge for effective literacy instruction, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Candidates develop the knowledge and skills required for core curriculum based literacy instruction, then apply these skills and knowledge while designing and teaching lessons focused on supporting linguistically diverse students language and literacy development through the use of research based literacy strategies.
Outcomes:
Teacher candidates will learn to design and teach lessons, focusing on standard-based reading skills to linguistically diverse students through use of research based reading strategies

TLSC 442 Disciplinary Literacy (3 Credit Hours)
This module supports candidates in developing their knowledge and skills related to literacy in discipline specific contexts, with an emphasis on culturally responsive texts, evidence based strategies, data based decision making skills, and new literacies to target all students' literacy needs, including those with linguistically diverse backgrounds. Additionally, teacher candidates will collect, represent, and analyze classroom data, and use this analysis to adjust literacy instruction for students, as well as target individual students' needs. Teacher candidates will design and teach disciplinary literacy lessons using data based decision making, as well as technology during lesson delivery.
Outcomes:
Teacher candidates will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts; They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery

TLSC 443 Adolescent Literacy Instruction (3 Credit Hours)
This course focuses on developing effective instructional practices that promote the ongoing development of adolescent literac(ies) including essential reading skills, critical literacy skills, multimodal literacy skills, and disciplinary literacy skills. Foundational in the premise that all adolescents have and can develop a variety of literacies that facilitate reading the word to read the world, teacher candidates will develop a repertoire of strategies for building essential reading skills and developing academic language informed by CCSS and WIDA standards. They will also learn how to bring together their content knowledge, understandings of academic language and literacy, criticality, and the importance of using multimodal texts to create lessons that address the needs of all learners, including emerging bilinguals.
Outcomes:
Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity)

TLSC 450 Teaching and Learning in an Area of Specialization (3 Credit Hours)
This module further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12 students in a particular curricular area.
Outcomes:
Teacher candidates will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

TLSC 452 Advanced Foundations of Early Childhood Education (1 Credit Hour)

This course is an exploration of contemporary issues in early childhood programs for young children (both typically developing and those with disabilities) aged birth to eight and their families. In this course, graduate students will investigate the interlaced professions of early childhood education, early intervention, and early childhood special education. By learning about diverse settings in which young children and families are served, candidates gain an overview of early education, experience a variety of program models/types, and learn standards of ethical behavior and practice.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 453 Early Childhood Development and Developmentally Appropriate Practices (2 Credit Hours)

This course provides a framework for understanding early childhood development and the role of early childhood educators in understanding individual development through authentic and other forms of assessment for children aged birth to 5 (including those with special needs) and their families. The course prepares candidates to understand and assess children's development, as well as to participate in developmentally appropriate assessment, select classroom environments, curriculum, and interventions/instructional strategies for infants, toddlers, and preschoolers. This course emphasizes that practices are only developmentally appropriate when families are included in these processes. Students will gain knowledge and skills required to serve as inclusive educators and assessment leaders in early childhood and special education.

Outcomes:

Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 455 Secondary Content Mthds: Currclm, Instrctn & Assmt Secondary Content Areas (6 Credit Hours)
This 6-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas.
Outcomes:
This course module focuses on current bodies of knowledge in the field of Science Education; Candidates must demonstrate understanding of A Framework for K-12 Science Education and the Next Generation Science Standards], as well as current literature; They will also critically evaluate curriculum, instructional and assessment practices in a variety of diverse classroom and community settings, with a focus on equity

TLSC 456 Language & Literacy in the Secondary Content Area (3 Credit Hours)
This 3-credit course content-area methods course focuses on three primary areas: curriculum design, instruction, and assessment within the secondary content areas - language and Literacy.

TLSC 460 Developing Rigorous and Relevant Instruction and Assessment (2 Credit Hours)
This module requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.
Outcomes:
Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

TLSC 461 Designing and Implementing Rigorous and Relevant Instruction (3 Credit Hours)
This module requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.
Outcomes:
Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

TLSC 462 Advanced Inclusive Practices in Early Childhood Education (3 Credit Hours)
This course focuses on the role of ECSE professionals in inclusive preschool programs, including the role of ECE and ECSE teachers in supporting tiered models in general education, and the development, implementation, and evaluation of individualized education plans. In addition, these personnel are called upon to provide services that are interdisciplinary, multicultural, family-centered, inclusive, and developmentally appropriate, and that prove effective regardless of family circumstances. Students will gain experience in developing strategies for meeting the educational and developmental needs of preschoolers who experience circumstances and conditions that potentially interfere with optimal growth and development.
Outcomes:
Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 463 Supporting and Serving Families in Early Childhood Education (2 Credit Hours)
In this course, students apply models, skills, and processes of teaming when collaborating to support and serve families in the role of an early childhood educator. and professionals. Culturally and linguistically responsive and affirming practices will be explored, in addition to family systems and family diversity, and students will explore a variety of collaborative strategies while working with and supporting families. Teaming models, skills, and processes, including appropriate uses of technology will also be explored as avenues for ensuring responsive early childhood education, early intervention, and early childhood special education. Students will learn about and engage directly with families as a result of this course.
Outcomes:
Candidates will understand that effective educators enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups; Candidates will understand that effective educators engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students; Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; Candidates will understand that effective educators use data to drive instruction and assess teaching and learning effectiveness; Candidates will understand that effective educators apply knowledge of policy and local, state, national, and international educational contexts to advocate with and for students and families; Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity); Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas; Candidates will understand that effective educators create and support safe and healthy learning environments for all students; Candidates will understand that effective educators utilize information from theories and related research based practices when making decisions and taking action in their professional practice; Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement

TLSC 470 Student Teaching for Change (7 Credit Hours)
This module represents the candidate's full-time student teaching experience. It serves as the culmination of candidate's full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 470A Student Teaching for Change (1-6 Credit Hours)
This module represents the candidates full-time student teaching experience. It serves as the culmination of candidates full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete part of the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter

TLSC 470B Student Teaching for Change (1-6 Credit Hours)
This module represents the candidates' full-time student teaching experience. It serves as the culmination of candidates' full-time student teaching experience and allows for focused reflection on student teaching and their entire teacher preparation program.
Outcomes:
Candidates will complete the edTPA to document and demonstrate each candidate's ability to effectively teach his/her subject matter; Candidates also complete the School of Education's Professional Practice Profile essay

TLSC 480 Teaching for Change Field Seminar (1 Credit Hour)
This module introduces teacher candidates' to learning and development through observation, investigation, and analysis of teaching practice and student learning in secondary-level classrooms. Candidates will complete a classroom profile assignment and develop a related action plan for enhancing a constructive classroom environment. Recognize the role of choice, motivation, and scaffolded support in creating a low-risk and positive social environment; (5F) Identify significant components of healthy learning environments (e.g., where students, teachers, and families feel safe, mutual respect, connected, and demonstrate high levels of self- efficacy). (4A, 4E) (IB)
Outcomes:
EU7K7 - Summarize the connection between teacher expectations and attitudes and student academic achievement, inclusion, and excellence; (3H)

Theatre (THTR)

Discover, search, courses (p. 2661)!

THTR 100 Intro to Theatre Experience (3 Credit Hours)
This course is an introductory study of the theatrical art form and its contemporary production practice. Students engage in a series of workshops and participatory creative projects.
Knowledge Area: Artistic Knowledge and Experience
Outcomes:
Students will demonstrate the ability to identify the variety of collaborating arts and artists that combine to create of a work of theatre; to analyze a play script for live performance; to evaluate theatrical production; and to creatively apply knowledge of theatrical process through expressive and creative endeavors

THTR 142 Class Voice for Beginners (3 Credit Hours)
This class is for the student who has never had voice instruction and is interested in learning the art of performance in voice. Strongly recommended for those interested in the music major, theater or public speaking/performance
Course equivalencies: THTR242/THTR142/MUSC142
Outcomes:
Students will demonstrate understanding and application of the fundamentals of music theory, diction, and tone

THTR 154 Introduction to Opera (3 Credit Hours)
Survey of opera from 1600 to the present and consideration of opera as an art form which combines music and drama. Analysis of libretto structure and study of the variety of operatic styles are included.
Course equivalencies: X-MUSC154/THTR154
Outcomes:
Fundamental acquaintance with a wide selection of operatic literature and the principle eras of the European and American traditions

THTR 203 Dramatic & Theatrical Process (3 Credit Hours)
This course is an introduction to the basic methods of analyzing and interpreting plays representative of the modern stage (from Ibsen to the present). It explores how text analysis is, for all theatre artists, a critical first step in transferring the printed play text to the stage.
Outcomes:
Students will acquire the ability to analyze a play's structure and ideational content, its characters, and the potential challenges each play presents to theatre artists seeking to produce the play on the stage for a modern audience

THTR 204 Playwriting (3 Credit Hours)
This course is and introduction to the theories and techniques of playwriting with particular emphasis on the analysis of dramatic structure.
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will demonstrate an understanding of the theories and techniques of playwriting and dramatic structure through application of these skills in several playwriting exercises and the development of a one act play

THTR 205 Theatre in Chicago (3 Credit Hours)
This course is an introduction to live theatre in the rich Chicago theatre scene. Students will develop an appreciation and enjoyment of drama through attendance at live theatre performance and sharpen critical thinking skills through written critiques and discussion of those productions.
Outcomes:
Students will demonstrate knowledge of and appreciation for the range of theatrical experiences, traditions and expressions available in the City of Chicago

THTR 227 Stage Management (3 Credit Hours)
This course explores the role of the stage manager in theatrical production from pre-production through closing documentation.
Outcomes:
Students will demonstrate understanding of the responsibilities and duties of a Stage Manager to a production; develop the necessary communication and organizational skills to fulfill these responsibilities in a production experience; and be exposed to various techniques and tools used in professional stage management

THTR 241 Voice & Diction for Stage I (3 Credit Hours)
This course focuses on the techniques of effective voice and speech production.
Course equivalencies: THTR 241 / THTR 241E
Outcomes:
Through class exercises and presentations, students will demonstrate greater knowledge and control over their breath support, tonal placement, vocal resonance, projection, clarity of articulation, Standard American vowel and consonant formation, language orchestration and coloration

THTR 252 Theatrical Design I (3 Credit Hours)
This course introduces the theatre student to the fundamentals of design especially as they relate to the theatrical design of sets, lights, and costumes.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will demonstrate understanding of the tools a set, costume, and lighting designer use to express their ideas; improve their abilities to communicate their creative ideas; appreciate how design affects an overall theatrical experience; and be prepared to engage in practical design experience in our theatre

THTR 261 Beginning Acting (3 Credit Hours)
Beginning Acting is an introduction designed to provide a foundation in the critical understanding and practical application of contemporary acting theories and techniques. Content will focus on stimulating full utilization of the actor's instrument (mind, body, voice, imagination, and emotion) and using exercises and improvisations to provide a practical approach to standard acting challenges.
Knowledge Area: Artistic Knowledge and Experience
Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies
Outcomes:
Students will develop skills in observation, concentration and imagination, as well as critical skills in script analysis

THTR 267 Acting Theories and Techniques II (3 Credit Hours)
Pre-requisites: THTR 261
This course builds on the skills introduced in THTR 261 and development of physical and vocal skills towards performance of character from classical texts.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will develop skills to research historical information for application in performance of characters and improve use of the body and voice to communicate character

THTR 300 Design Technology: Special Effects, Sound Engineer (3 Credit Hours)
Special Effects, Sound Engineering, Moving Light Programing, Projections, Computer Aided Drafting and Automation Design
Outcomes:
To provide a broad overview of current state of the art stage design technologies through lectures, demonstrations, and hands-on work

THTR 305 Theatre Workshop: Special Topics (3 Credit Hours)
This course introduces the student to a style, genre or method theatre making through active application in exercises, demonstrations, games and workshops.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will develop skills in applying performance theory to practice; develop performance skills in a particular style or genre; expand a repertoire of rehearsal techniques; and develop skills to create original theatre pieces

THTR 321 Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321C Practicum: Costumes (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience scenic or costume construction.
Course equivalencies: THTR321/THTR 321E/THTR321C
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321E Practicum: Electrics (2 Credit Hours)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with electrics.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321P Theatre Practicum: Production Staff (1 Credit Hour)
Pre-requisites: Permission of the Department
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience as production staff.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321R Theatre Practicum: Running Crew (1 Credit Hour)
This course is a practical application of the material studied in a variety of theatre classes, and provides hands on experience with a running crew.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre; including collaboration and organization skills and will gain appreciation for the complexity play production

THTR 321S Practicum: Scenic (2 Credit Hours)
Theatre Practicum (Scenery) is one of four experiential learning courses that will provide the student with an opportunity for practical application of varied techniques and theories in planning and construction of theatrical scenery and properties. The specific topics and skills the course will focus on vary from semester to semester as per the demands of each design.

THTR 321T Theatre Practicum: Scene Painting (1 Credit Hour)
Theatre Practicum: Scene Painting is a hands-on learning course that will provide the student with an opportunity for practical application of varied scenic painting techniques as applied to Loyola Theatre productions. The course is introductory and assumes no prior skills. A student with a background in painting in other mediums will be able to gain theatre specific, and more advanced, skills in this course.
Outcomes:
Students will acquire a variety of skills necessary for producing theatre, including collaboration and organization skills, and will gain appreciation for the complexity of play production

THTR 323 Rehearsal & Performance (1-12 Credit Hours)
Pre-requisites: permission of the instructor
This course allows students to receive credit for stage managing, acting in or directing a campus production during the semester. Completion and submission of a journal or paper is required. Course may be repeated up to 12 times for a total of no more than 12 credit hours.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will gain performance experience, assess personal artistic growth, and reflect on application of performance theory and technique covered in coursework to production practice

THTR 324 Applied Design and Management (1-3 Credit Hours)
This independent study course supports student scene, costume, lighting, make-up, sound or property designers and stage managers selected by the faculty to design or manage for university productions. Department Permission Required.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will deepen their understanding of a design process via first hand experience in our theatre

THTR 324D Applied Design (1-3 Credit Hours)
This class will teach Stage Design techniques in practice in production through mentorship. Students will design productions or assist faculty designers.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Design, Application and Reflection

THTR 324M Applied Management (1-3 Credit Hours)
This class will teach Stage Management techniques in practice in production through mentorship. Students will Stage Manage or Assistant Stage Manage productions.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students will accomplish goals in Communication, Collaboration and Conception; Application; Reflection

THTR 327 Theatre Management and Arts Leadership (3 Credit Hours)
Pre-requisites: THTR 100 or THTR 203
This course is an introduction to the economic, managerial and administrative aspects of American Theatre and performing arts in general, with an emphasis on the non-for profit Chicago and Regional Theatre Industry and practical and contemporary aspects of the field. Any student looking to work in performing arts leadership or administration or start their own company will find this course valuable.
Outcomes:
Students demonstrate knowledge of the evolution of arts organizations and theatrical management; practical management tools; the economic challenges of producing theatre; production trends in the industry; the theories and processes behind planning and decision making; and students will gain appreciation for the importance of management in theatrical productions and organizations

THTR 329 Make-up and Mask Design (3 Credit Hours)
This course involves a hands-on study of make-up techniques especially as they relate to basic theatrical needs, character make-up, and special effects make-up.
Outcomes:
Students will be prepared to use make-up effectively in the theatre either as performers or beginning make-up designers, and to understand the variety of techniques and tools a make-up designer has available

THTR 331 Movement: Theories & Technique I (3 Credit Hours)
This course examines the relationship between the kinetic and kinesthetic experiences and personality development.
Course equivalencies: THTR 331 / THTR 331E
Outcomes:
Through a series of exercises, students will demonstrate an awareness of one's physical mannerisms, increased confidence in one's physical presence on stage and demonstrate physical transformation into character

THTR 335 London Theatre Experience (3 Credit Hours)
This course is a month long study abroad experience which allows the student to intensively study British theatre through excursions within London, special guest lecturers, walking tours, workshops, gallery and museum visits, and attendance of at least eight plays.
Outcomes:
Students will gain an understanding of the importance of London theatre and its influence on the rest of the world's theatre

THTR 336 Stage Combat for Actors (3 Credit Hours)
This class will teach Stage Combat techniques that will allow actors to perform fights effectively and safely. Students will work towards a final performance involving all students in a story told through violence.
Outcomes:
Be able to perform a choreographed stage combat sequence effectively and safely at full speed and before a live audience

THTR 341 Studies in Dramatic Form (3 Credit Hours)
This course studies the various structural forms drama has taken from the Greeks to the present. In particular it looks at tragedy, comedy, and melodrama and seeks to find their roots in the cultures which nurtured them.
Outcomes:
the student will be able to distinguish various dramatic forms as well as their roots in their cultures, and will have a vocabulary with which to discuss and evaluate them

THTR 344 Dialects for the Stage (3 Credit Hours)
This course provide instruction in the dialects most frequently used by the American actor and to explore a systematic approach to dialect acquisition which will serve the student in further independent dialect study.
Outcomes:
Students will acquire a working knowledge of the International Phonetic Alphabet, an understanding of the historical and cultural background of each dialect, skills in applying dialects to dramatic texts, and an introduction to the work of the dialect coach in the theatre

THTR 346 Scenic Art: Color Elevation to Scene Painting (3 Credit Hours)
This course is introduces the student to basic scene painting techniques for the theatre.
Outcomes:
Students will demonstrate understanding of the role of the scenic artist in relationship to the scenic designer, develop basic level skills required to execute the designer's intention or vision and execute a paint elevation

THTR 348 Theatre Pedagogy (3 Credit Hours)
This course explores the process of engaging children with teaching artistry techniques such as theatre acting games, design, and technical theatre as a means towards self-expression, personal development and content learning. This course will utilize planning tools and teach facilitation techniques that can be utilized across artistic practices. Laboratory experiences working with children are provided.
This course satisfies the Engaged Learning requirement.
Course equivalencies: THTR348/CIEPM95
Outcomes:
Students will articulate the differences and similarities between theatre for children and creative dramatics disciplines, develop age appropriate materials and exercises, identify appropriate facilitating methods and techniques and apply these techniques in a laboratory setting

THTR 352 Theatrical Design II (3 Credit Hours)
Pre-requisites: THTR 252
An Intermediate course of study to explore the process of Theatre Design (Scenic, Costumes, and Lighting). Collaboration and storytelling through visual means is the key to understanding text-based theatre. Each individual will have the opportunity to express ideas in class discussions, written critical analysis, and execution of design while enhancing the process of design.
Outcomes:
The purpose of this course is to develop intermediate design skills building upon those learned THTR 252 and preparing students for assistant level production design experiences; Students will learn to merge and implement visual ideas to communicate with directors, fellow designers, actors, and technicians; Students will develop a critical eye in a group setting and have the ability to appraise the process in an open forum of discussion and reflection; Students will demonstrate evidence of research and written analysis through technical skills, preliminary sketching, and drawing techniques; Students will develop a better understanding of how to read scripts and how to describe and discuss the material in a cohesive manner in a group, and discover new and innovative ways of translating the text into thoughtful and inspiring designs

THTR 353 Theatrical Design III (3 Credit Hours)
Pre-requisites: THTR 252 and THTR 352
This team taught course will alternate between full group discussions on topics valuable to all disciplines and small group instruction on specific techniques within sub-disciplines. Students will declare a discipline at the beginning of the course. Students can repeat the course to pursue a second discipline. Students will be placed in teams of complimentary disciplines.
Outcomes:
Students will gain advanced level theories, practices, and techniques in one of the following theatrical design disciplines: scenery, costumes, lighting, or sound; Students will further deepen collaboration, communication, and presentation skills; Students will develop individual artistic voice as expressed through theatrical design

THTR 354 Storytelling Design: Puppetry, Properties and Toy (3 Credit Hours)
Pre-requisites: THTR 252, and either THTR 261 or 266
Puppetry is one of the oldest forms of storytelling. This course is intended to allow the student to several explore different forms of storytelling through the use of puppets and puppetry. The course will explore shadow puppetry, toy theatre and hand & rod puppetry. Each student will develop, as a member of a series of "production teams", a brief performance piece base.
Outcomes:
Students will gain skill in design through the storytelling techniques of puppetry and toy theatre

THTR 364 Theatre History and Literature I (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature I focuses on the development of theatre from Greek through Jacobean and Caroline periods.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture, and significant plays within their historical context; Students will apply research to creative practice

THTR 365 Theatre History and Literature II (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature II focuses on the development of theatre from the 16th through 19th centuries.
Interdisciplinary Option: European Studies, Shakespeare Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context, They will also apply research to creative practice

THTR 366 Theatre History and Literature III (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a part of a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature III focuses on the development of theatre from the 19th through mid-20th centuries.
Interdisciplinary Option: European Studies
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 367 Theatre History and Literature IV (3 Credit Hours)
Pre-requisites: THTR 203 or THTR 100
Theatre History and Literature is a four-course sequence that examines works of dramatic literature in their historical context. Theatre History and Literature IV focuses on contemporary and post-modern theatre.
Outcomes:
Students will identify and describe events, practitioners, practices, theatre architecture and significant plays within their historical context; Students will apply research to creative practice

THTR 368 Acting Theories and Techniques III (3 Credit Hours)
This course continues the work of THTR 261, based on the needs of the students, using plays by modern and contemporary playwrights as the primary material.
Outcomes:
Students will be able to demonstrate an understanding of how to interpret and effectively perform plays written since the early 19th century up to present day

THTR 369 Acting Theories and Techniques IV (3 Credit Hours)
Pre-requisites: THTR 267
This course continues the work of THTR 368 based on the needs of the students. Performance material is at discretion of the instructor.
Outcomes:
Students will further develop performance skills and workshop areas of weakness based on individual needs and interests

THTR 375 Play Direction: Theater Capstone (3 Credit Hours)
Pre-requisites: THTR 203, 252, 266, 267, 364, 365, 366 and 367, or 375 may be taken concurrently with THTR 367
This course explores the fundamental principles of play direction. Students are required to direct a monologue, select a play script for production, develop a production concept, stage a fifteen-minute scene, and develop a detailed Director's Notebook.
Outcomes:
Students acquire the skills to identify the basic elements of stage direction; analyze a play script from the point of view of the director; articulate and defend a production concept; develop actor-coaching skills; and identify elements of direction that communicate story, theme, and concept

THTR 377 Audition Seminar (3 Credit Hours)
Pre-requisites: THTR 368
This course focuses on preparing to audition for professional theatre, commercial and film with particular emphasis on audition for Chicago Theatre.
Outcomes:
Students will demonstrate the ability to engage an auditor through an audition, demonstrate the ability to score and read copy truthfully, develop a head shot and resume and develop a personal repertoire of suitable audition pieces

THTR 393 Shakespeare Seminar (3 Credit Hours)
Pre-requisites: ENGL 326, THTR 365, and 9 credit hours for electives in the minor
This course provides a capstone seminar experience for students, focusing on how Shakespeare has been interpreted on the page and the stage. It will culminate with a thesis project, either scholarly or creative, that will serve as the capstone for the Shakespeare Studies Minor.
Interdisciplinary Option: Shakespeare Studies
Outcomes:
Students will engage in advanced scholarly work in Shakespearean Studies towards development of a scholarly thesis or significant project

THTR 394 Internship in Theatre (1-6 Credit Hours)
Theatre students complete a semester long internship providing an opportunity to use their technical, research or organizations skills in a professional setting. Students must complete and reflect upon 50 hours of internship experience per credit hour that is pre-approved by the Department of Fine and Performing Arts. Department Permission Required. No more than 6 credit hours of Internship of Fieldwork may be applied to the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Students gain professional experience working at a theatrical organization while reflecting on their work experience and applying theories and techniques acquired from their theatre courses

THTR 395 Seminar in Theatre (3 Credit Hours)
Subject and requirements of this course will be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 396 Seminar in Theatre II (3 Credit Hours)
Subject and requirements to be determined by needs and interests of the students.
Outcomes:
To be determined by the instructor in consultation with the chairperson

THTR 397 Fieldwork in Chicago - Theatre (1-6 Credit Hours)
Variable credit (1-6 hours) given for performances or projects undertaken with professional theatre organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied towards the major.
This course satisfies the Engaged Learning requirement.
Outcomes:
Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Theatre and the project supervisor

THTR 399 Independent Study (3 Credit Hours)
Pre-requisites: written permission of chairperson
Independent study projects may be of various kinds and in any recognized area of the theatre arts. Such projects should be done under the close supervision of a theatre faculty member.
Outcomes:
To be determined by the student in consultation with the chairperson and theatre faculty supervisor

Theology (THEO)

Discover, search, courses (p. 2661)!

THEO 100 Christian Theology (3 Credit Hours)
This course is an introduction to reflection on and analysis of the Christian theological tradition.
Knowledge Area: Foundational Theological Knowledge
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: ACTHE 101 / THEO 100
Outcomes:
Students will be able to demonstrate understanding of the tasks of Christian theology in its efforts to understand the human situation from the perspective of faith, various challenges to theology in the contemporary world, and will focus on one or more current theological issues

THEO 107 Introduction to Religious Studies (3 Credit Hours)
This course is an introduction to the contemporary field of religious studies, focusing on both the theoretical investigations of religious traditions, as well as on the study of selected religious texts and practices (such as creation stories, sacred biographies, sacred scriptures of a religious tradition(s) rituals, ritual taboos, religiously motivated behaviors.
Knowledge Area: Foundational Theological Knowledge
Course equivalencies: THEO170 / THEO270 / ACTHE 107
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 185 Christian Ethics (3 Credit Hours)
Introduction to Christian Ethics is a core course that explores the major sources, methods, and insights of Christian social and theological ethics. Particular attention is given to Roman Catholic thought. The course will concentrate on the foundational sources in Christian ethics and examine the moral significance of major theological themes and affirmations.
Knowledge Area: Ethics
Outcomes:
Students will identify the major sources of Christian ethics (Scripture, Church tradition, philosophy, the social and human sciences, and human experience), and gain practice in identifying how different thinkers use, interpret, and prioritize these sources

THEO 186 Global Religious Ethics (3 Credit Hours)
Religious Ethics explores fundamental moral sources and methods in Christian ethics in dialogue with the ethical understandings of at least one other religious tradition, and with special attention to Roman Catholic thought. In doing so, it explores moral issues faced by individuals and communities from theological perspectives, particularly mindful of how the economic, political and cultural structures in a religiously plural world affect those issues.
Knowledge Area: Ethics
Interdisciplinary Option: Peace, Justice, and Conflict Studies
Outcomes:
In this course, students will explore and compare the ethical understandings of Christianity and at least one other religious tradition; With respect to each tradition, students will learn about the foundational sources, doctrines and questions that guide its ethical thinking

THEO 190 Loyola's Mission: Ignatian Traditions (3 Credit Hours)
The course introduces students to LUC's mission through theological reflection on the main themes of the Transformative Education mission-statement: spirituality and faith, interlinked human knowing, moral compass, civic and environmental responsibility.
Course equivalencies: THEO190 / THEO290
Outcomes:
Integration into the LUC community, ethos, and vision

THEO 203 Social Justice and Injustice (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course introduces students to Catholic and Protestant approaches to social justice. Students will also study theories and analyses of social injustice. Students will study specific instances of social injustice (gender, race, and class). It will increase student awareness of diversity, in the United States and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Peace, Justice, and Conflict Studies, Race and Ethnicity
Outcomes:
Summarize relevant social, economic, policy history/context that related to current sites of injustice related to racial-ethnic inequalities, economic inequality, immigration status, healthcare, and sex/gender inequality; Distinguish among distinct theories of justice in both theological and philosophical thought; Describe the moral challenges posed by injustice; Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help individuals and societies move closer to approximating justice in society/world

THEO 204 Religious Ethics and the Ecological Crisis (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
Advances in technology and industry confront us with unprecedented abilities for altering long standing climate patterns. These capacities challenge many traditional religious and ethical assumptions about humanity and our relationship to the nonhuman world. We will examine the resources that religious traditions of the world offer for promoting ecological responsibility.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Bioethics, Catholic Studies, Peace, Justice, and Conflict Studies
Outcomes:
students will be able to:*Summarize relevant history related to scientific, policy & political data and decisions *Describe central scientific and ethical challenges posed by the climate crisis *Relate key ideas, traditions, & practices in Christian theological, philosophical, and other religious thought that may help address this crisis

THEO 214 Introduction to the Qur'an (3 Credit Hours)
This course provides an introduction to the central Islamic scripture, the Qur'an in terms of its main features and themes, and as a basis for the theological and ethical teachings of Islam, employing both classical interpretive traditions and contemporary academic approaches. Outcome: Students will be able to demonstrate and understanding of the nature of the main Islamic scripture, the Qur'an, and its influence on Muslim beliefs, ethical understandings, and social and religious practices.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Black World Studies

THEO 231 Hebrew Bible/Old Testament (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to the Old Testament / Tanakh (Hebrew Scriptures).
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Middle East and Islamic World Studies
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 232 New Testament (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course is an introduction to the historical and theological reading of the various documents of early Christianity known as the New Testament.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO112/CATH112
Outcomes:
Students will be able to demonstrate understanding of the literary genres found in the New Testament and explain why the recognition of genre is essential to the interpretation of the New Testament, as well as the importance of how the New Testament documents have reached their present state

THEO 265 Sacraments and the Christian Imagination (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course studies the realities of Christian faith life as expressed and celebrated in the concrete rituals of the Christian communities.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO265/CATH106
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts such as poetry, music, painting, literature, and film, and recognize and interpret the impact of history and cultures on the development of Christian doctrine and practices

THEO 266 Church & Global Cultures (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to ways in which the Christian churches, and primarily the Roman Catholic Church, understand and enact their identity in relation to the secular world of culture, economics, and politics, both nationally and globally.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: X-THEO105/CATH105
Outcomes:
Students will be able to analyze and interpret contrasting Christian understandings of the notion of original sin, and demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition

THEO 267 Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO104/CATH104
Outcomes:
This course examines the life of Jesus Christ, utilizing the Gospels, the writings of Paul and other biblical authors, the early ecumenical councils, and the history of church doctrine, including contemporary scholarship

THEO 272 Judaism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Judaism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO172/THEO272/INTS172
Outcomes:
Students will be able to name and discuss some of the most important Jewish scriptures, articulate the general outline of the historical evolution of Judaism, and define and discuss key concepts, terms, values, and religious practices foundational to Judaism

THEO 276 Black World Religion (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores the revelatory manner in which the divine comes to unique presence and expression among African peoples throughout human history. It will examine the religious experiences and traditions of: Africa's ancient Nile valley civilizations, long recognized as cradling the world's spiritual and philosophical wisdom and as influencing the formative development of Judaism, Christianity, and Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: African Studies and the African Diaspora
Outcomes:
Students will demonstrate their knowledge of African peoples' religious experiences within their various historical and cultural contexts

THEO 278 Religion & Gender (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will study the role of women in at least one (if not more) of the major world religious traditions.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: THEO178/THEO278/WSGS278
Outcomes:
Students will be able to demonstrate understanding of the influence of religion on gender roles, and how women in the contemporary world are reinterpreting their religious traditions

THEO 279 Roman Catholicism (3 Credit Hours)
Pre-requisites: THEO 100 or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Roman Catholicism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, Italian Studies
Course equivalencies: THEO179/THEO279/CATH179
Outcomes:
Students will be able to demonstrate understanding of the most important Roman Catholic beliefs, the historical evolution of Roman Catholicism, the key Roman Catholic concepts, terms, values, and religious practices, and the main lines of current Roman Catholic identity in today's world

THEO 280 Religion & Interdisciplinary Studies (3 Credit Hours)
Course topics will rotate to incorporate the study of religion in a variety of other disciplines. Focus will be on the influence or application of religious teachings and traditions in the fields of healthcare, politics, education, etc.
Knowledge Area: Tier 2 Theological Knowledge
Course equivalencies: THEO180 / THEO280
Outcomes:
Describe the ethical implications of the religious beliefs and traditions of at least one religion for the primary field of study

THEO 281 Christianity Through Time (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
The course is a survey course in the history of Christian thought. Not a course in Church history, this is a course whose primary goal is to investigate the major interactions between Christian thought and practice and the cultures that it has been a part of in its two thousand year history.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies, German Studies, Medieval Studies
Course equivalencies: THEO181/ THEO281/CATH181
Outcomes:
Students will learn to analyze and interpret religious texts, beliefs and practices using standard scholarly methods and tools

THEO 282 Hinduism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Hinduism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
Course equivalencies: THEO196/ASIA196/INTS294
Outcomes:
Students will be able to demonstrate understanding of the most important Hindu scriptures, the general outline of the historical evolution of Hinduism, the key Hindu concepts, terms, values, and religious practices, and the basic narratives and imagery of Hinduism

THEO 293 Christian Marriage (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course examines the Christian understanding of marriage.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Catholic Studies
Course equivalencies: THEO193/THEO293/CATH193
Outcomes:
Students will be able to demonstrate understanding of historical & ethical principles used to evaluate particular issues relevant to the understanding of the Christian tradition of marriage

THEO 295 Islam (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course will provide an introduction to Islam.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: THEO195/ASIA195/INTS295/IWS195
Outcomes:
Students will be able to demonstrate understanding of the most important Muslim scriptures, the general outline of the historical evolution of Islam, the key Islamic concepts, terms, values, and religious practices, and the diversity within Islam

THEO 297 Buddhism (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
This course provides an introduction to Buddhism.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: THEO197/ASIA197/INTS297
Outcomes:
Students will be able to demonstrate understanding of the most important Buddhist scriptures, the general outline of the historical evolution of Buddhism, including its different major branches, and the key Buddhist concepts, terms, values, and religious practices

THEO 299 Religions of Asia (3 Credit Hours)
Pre-requisites: THEO 100, THEO 107, or equivalent; please check requirements for declared majors/minors for exceptions
An introductory survey of selected teachings, institutions, and practices of the great religious traditions of South Asia and East Asia placed in historical context.
Knowledge Area: Tier 2 Theological Knowledge
Interdisciplinary Option: Asian Studies, Global Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-THEO199/ASIA199/INTS199
Outcomes:
Students will be able to demonstrate understanding of the central texts, beliefs, ethical understandings, and practices of at least three Asian religions

THEO 302 Wisdom Literature and Psalms (3 Credit Hours)
Pre-requisites: THEO 111
A study of the wisdom literature of the Old Testament, attention to the nature of the wisdom tradition in Israel; study of the Psalms as the prayer of Israel.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 303 Pentateuch (3 Credit Hours)
Pre-requisites: THEO 111
The literary structure of the first five books of the Bible.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 304 Israel Conquest to Exile (3 Credit Hours)
Pre-requisites: THEO 111
A study of the so-called historical books of the Bible (Joshua, Judges, Samuel, Kings) with attention to the history of Israel from conquest to exile.
Outcomes:
Students will be able to demonstrate understanding of central texts, beliefs, ethical understanding, and practices of Judaism and Christianity

THEO 308 Biblical Hebrew I (3 Credit Hours)
The sound, forms and grammar of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO308/CLST101
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 309 Biblical Hebrew II (3 Credit Hours)
Pre-requisites: THEO 308
Further study of biblical language. Selected readings from the Old Testament.
Course equivalencies: X-THEO309/CLST102
Outcomes:
Students will demonstrate an understanding of Biblical Hebrew

THEO 311 The Meaning of Jesus Christ (3 Credit Hours)
Pre-requisites: THEO 104
Interpretations of the person and work of Jesus.
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the nature of Jesus Christ as both human and divine, what this might mean, how this formulation was derived, and the varieties of understanding of Christ within the Scriptures, the church, and modern scholarship

THEO 313 Gospels of Matthew, Mark & Luke (3 Credit Hours)
Pre-requisites: THEO 112
An analysis of the development of the synoptic tradition (the gospels of Matthew, Mark and Luke).
Interdisciplinary Option: Catholic Studies
Outcomes:
Students will be able to demonstrate understanding of the various literary elements found in these particular gospels

THEO 314 Topics in Biblical Studies (3 Credit Hours)
This variable-topics course will focus on a specific method, theme, or topic in biblical scholarship. Areas of focus may include methods in biblical scholarship, thematic studies of the biblical canon, extracanonical literature, traditions of commentary on the biblical text, and historical, social, cultural, and economic realities pertinent to understanding and interpreting biblical texts.
Outcomes:
Students will analyze the relevant biblical and related ancient literature in light of the course's special topic, theme, or method; Students will critically evaluate biblical and ancient studies scholarship on the course topic, demonstrating awareness of the current state of scholarly debates; If the special topic is (or includes) a method of biblical or ancient scholarship, students will understand and utilize the method in the study of biblical literature and/or ancient literature relevant to biblical studies

THEO 317 Christian Thought: Ancient-Medieval (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the first fourteen centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies, Medieval Studies
Course equivalencies: X-THEO317/CATH317/MSTU360
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 318 Christian Thought: Reformation to Modern (3 Credit Hours)
The development of various Christian doctrines in light of their historical milieu during the last six centuries of Christian thought.
Interdisciplinary Option: Catholic Studies, European Studies
Course equivalencies: X-THEO318/CATH318
Outcomes:
Students will be able to assess how various configurations of theological perspectives can both expand and foreshorten the way human thinking has gone on

THEO 330 Liberation Theology (3 Credit Hours)
An introduction to the contemporary theologies of liberation emerging in Latin American, African, and Asian Christian.
Interdisciplinary Option: Catholic Studies, Global Studies, Latin American Studies
Course equivalencies: X-THEO/INTS/LASP330/PAX332
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 331 Theology of Secularization (3 Credit Hours)
An exploration of the history of secularization and the context it establishes for American Christianity. Focus on practical issues of Christian living.
Outcomes:
Students will be able to analyze and interpret various ways in which religious traditions intersect with contemporary issues

THEO 340 Foundations of Christian Morality (3 Credit Hours)
A survey of theological and philosophical issues which shape the articulation of specific moral principles.
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 342 Perspectives on Life and Death (3 Credit Hours)
Examination of the exploration of our perception of the life range for possible reevaluation and rearticulation, in view of modern scientific developments.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO342/BIET342
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 343 Contemporary Christian Sexuality (3 Credit Hours)
Examination of inter-religious perspectives in contemporary sexual ethics.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO343/BIET343
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 344 Theology and Ecology (3 Credit Hours)
Examination of the ecological, ethical and theological analyses of humanity's relationship to the natural world.
Interdisciplinary Option: Bioethics
Course equivalencies: X-THEO344/ESP 344/BIET344
Outcomes:
Students will be able to demonstrate understanding of ethical comprehension, analysis, and decision-making within the context of select theological and religious traditions

THEO 348 Supervised Ministry (3 Credit Hours)
Placement in a ministerial position, on-site supervision, and biweekly individual or group meetings with the course director is required. This course satisfies the Engaged Learning requirement.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 349 Theological Topics for the Bioethics Capstone (3 Credit Hours)
Pre-requisites: Two Science courses and two Ethics courses
The interdisciplinary team-taught Bioethics capstone course examines a topic in bioethics from both scientific and ethical points of view. Topics may include bio-technologies, concepts of race and gender, the environment, reproduction, and others. This course number provides an elective for Theology students when the Bioethics capstone's topic is theological.
Interdisciplinary Option: Bioethics
Outcomes:
Students will understand the connection between ethical and scientific issues with regard to the special topic in theology

THEO 350 Topics in Islam (3 Credit Hours)
A deeper and more focused study of significant aspects of the religion of Islam.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: XTHEO350INTS387ASIA350IWS350
Outcomes:
Students will be able to demonstrate understanding of Islam

THEO 352 Topics in Buddhism (3 Credit Hours)
A deeper and more focused study of significant aspects of Buddhism.
Interdisciplinary Option: Asian Studies, Global Studies, Japanese Language and Culture
Course equivalencies: X-THEO352/INTS352/ASIA352
Outcomes:
Students will be able to demonstrate understanding of Buddhism

THEO 353 Religious Traditions (3 Credit Hours)
This course investigates the historical, social, ritual and reflective positions of one or more religious traditions. It likewise develops the student's abilities to use contemporary methods of historical, theological, and social scientific analysis of religious traditions.

THEO 356 Topics in Judaism (3 Credit Hours)
A deeper and more focused study of significant aspects of Judaism.
Outcomes:
Students will be able to demonstrate understanding of Judaism

THEO 365 Women, Gender and Embodiment in Islam (3 Credit Hours)
This course will consider gender both as articulated in normative Islamic religious and legal systems and as embodied during various historical periods in a range of Muslim societies.
Interdisciplinary Option: Arabic Language and Culture, Asian Studies, Global Studies, Middle East and Islamic World Studies, Women & Gender Studies
Course equivalencies: THEO/ASIA/INTS/WSGS/IWS365
Outcomes:
Students will read a number of the most important academic studies in this field and consider anthropological and cultural materials including films and short stories that disclose Muslim practices and concepts of maleness, femaleness, and gender relations

THEO 366 Contemporary Islamic Thought and Movements (3 Credit Hours)
This course will consider contemporary Islamic thought and movements world-wide. After a brief introduction to Islam and the historical development of the tradition up to the present, students will learn about a range of contemporary Muslim intellectual and activist movements and thinkers through the study of original writings and secondary analysis. Some major figures to be considered include: Syed Maududi, Sayyid Qutb, Fazlur Rahman, and other Muslim intellectuals representing movements such as Jama'at-i Islami, the Muslim Brotherhood, and Islamic liberalism. We will focus on the 20th century up to the most current trends. Some of the theological and social issues that will be discussed are gender, the ideal political order, Islamic law and its role in society, and pluralism.
Interdisciplinary Option: Asian Studies, Global Studies, Middle East and Islamic World Studies
Course equivalencies: X-THEO/ASIA/IWS366/INTS366A

THEO 373 Theology Capstone (3 Credit Hours)
Students enrolling in this course must have junior status and be Theology majors. This 3 credit capstone course gives students an opportunity to integrate various aspects of their theological education, drawing upon the major sources of Christian and Catholic tradition, including Scripture, History, Systematic Theology, and Ethics.
Outcomes:
Students will be able to demonstrate an understanding of the varied sources within Christian theological traditions and how to make reasoned theological arguments

THEO 378 Theology and Culture (3 Credit Hours)
This course can count as an elective for the major or minor. The course will be divided into three parts: (1) an exploration of the interaction between theological reflection & culture; (2) a look at some theological texts that compare Christian and non-Christian practices and practices in the U.S. where different cultural understandings interact; (3) a study of postmodernism.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 382 Readings-Liturgy (3 Credit Hours)
Examination of the readings, prayers, songs, rites of contemporary liturgies. Comparison of these materials with those of traditional liturgies and evaluation of the underlying principles.
Outcomes:
Students will be able to demonstrate how a sacramental system of aesthetics is often embedded in cultural artifacts

THEO 383 Theology Arts & Literature (1-3 Credit Hours)
Study of theological and religious symbols and themes in modern literature and/or in the arts.
Interdisciplinary Option: Catholic Studies
Course equivalencies: X-THEO383/ENGL383/CATH383
Outcomes:
The student who successfully completes this course will be able to demonstrate knowledge about religion and its intersections with selected contemporary ethical, social, political, economic, or cultural issues

THEO 392 Readings in Theology (3 Credit Hours)
A reading course with variable content in the area of theology. Open to major and non-majors with permission of instructor.

THEO 393 Seminar (3 Credit Hours)
An undergraduate seminar course for majors and minors in the Theology department; variable content, addressing topical issues that are not covered by the regular offerings at the 300 level.
Outcomes:
Students will gain an in-depth understanding of a selected topic

THEO 395 Theology Tutorial (3 Credit Hours)
Tutorials for seniors on selected topics in biblical, systematic, historical or moral theology.
Outcomes:
Students will gain an in-depth understanding of a selected topic

THEO 401 Tutorial in Biblical Studies (3 Credit Hours)
A reading course with variable content and readings in the area of biblical studies.

THEO 403 Topics in Rabbinic & Medieval Literature (3 Credit Hours)
Topics in post-biblical Jewish literature and thought, covering texts from approximately 200 to 1600.

THEO 404 History of Israel (3 Credit Hours)
A study of the history of ancient Israel, with particular attention to the principal features of its religion and its historical evolution, in the context of the ancient Near East.
Course equivalencies: IPS 440/THEO 404
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 405 Formation of The Pentateuch (3 Credit Hours)
An in-depth examination of the first five books of the Hebrew Bible and the Christian Old Testament, in their unity and discreetness, with a view to articulating the principal themes of the Pentateuch and the history of its composition.
Course equivalencies: IPS441/THEO 405
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 406 Basic Hebrew Grammar (3 Credit Hours)
Study of the fundamental elements of classical Hebrew.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 407 Hebrew Exegesis (3 Credit Hours)
Introduction to the fundamentals of classical Hebrew, including the Hebrew alphabet, basic syntax, and the basic grammatical forms of the language, designed to advance reading knowledge of the Old Testament.

THEO 418 Theological Prophets-Ancient Israel (3 Credit Hours)
This course examines the prophetic literature of ancient Israel, in its ancient historical context and as it can be illuminated by contemporary sociological and anthropological perspectives. Standard historical-critical methods will be used throughout.
Course equivalencies: IPS 442/THEO 418
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 420 Seminar (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 421 Directed Reading in Bible Studies (1-3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 422 Directed Reading in Bible Studies (3 Credit Hours)
Independent research in topics in bible studies according to program developed jointly by the student & faculty director.

THEO 424 The Synoptic Gospels (3 Credit Hours)
Study of the diversity of early Christianity as represented in the Synoptic Gospels, particularly the commonalities and contrasts in the worldviews operative in Mark, Luke, and Matthew.
Course equivalencies: IPS 445/THEO 424

THEO 425 Luke-Acts & New Testament Church (3 Credit Hours)
This course examines the material on the early church in the Gospel of Luke and the Acts of the Apostles from a historical and critical point of view.
Course equivalencies: IPS 446/THEO 425
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 427 St Paul's Contribution to Christianity (3 Credit Hours)
Examination of Paul's thought through exacting analysis of Pauline passages; an attempt to formulate what is uniquely Pauline in the New Testament witnesses; and an awareness of how deeply Paul affected the formation of Christianity.
Course equivalencies: IPS 448/THEO 427
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 429 Person of Jesus in New Testament (3 Credit Hours)
In this course, attention will be given to the presentation of the meaning of Jesus Christ within the earliest Christian communities.
Course equivalencies: IPS 449/THEO 429
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 436 Christology (3 Credit Hours)
This course will study the speculations and formulations concerning the person of Christ and the redemptive incarnation from the early fathers and councils up to and including modern times.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 437 Mystery of God in Christian Theology (3 Credit Hours)
The Christian church has insisted, from the beginning, that Jesus Christ is decisive in humanity's access to, and understanding of, God. This realization was expressed in the doctrine of the Trinity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 440 Seminar in Systematic Theology (1-12 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 441 Directed Reading in Systematic Theology (3 Credit Hours)
Independent research in topics in systematic theology according to program developed jointly by the student & faculty director.

THEO 447 Philosophical Theology (3 Credit Hours)
A study of the ways in which philosophical assumptions, systems, and methodologies shape theological reflection.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 449 Phenomenology of Religion (3 Credit Hours)
This course will examine religion from a phenomenological point of view, allowing the methods and texts of phenomenology to shape our understanding of religious phenomena, such as revelation, givenness, metaphysics, incarnation, etc.. Topics may also include investigations of the borders between phenomenology and theology.

THEO 459 Contemporary Theology (1-12 Credit Hours)
Advanced study of readings and themes in contemporary theology, in conversation with a variety of disciplines.

THEO 460 Seminar in History of Theology (1-12 Credit Hours)
A consideration of the organizing models characteristic of theology in particular periods. The seminar is organized around a specific doctrinal theme determined, in part, by the specialized interests of the students.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 461 Directed Readings in History of Theology (3 Credit Hours)
Independent research in topics in history of theology according to program developed jointly by the student and faculty director.

THEO 464 Religion & Politics in Christian History (3 Credit Hours)
Exploration of the intersections of religious and political thought in Christian history from the 19th century to today.

THEO 470 Foundations Crititical Issues Theological Ethics (1-12 Credit Hours)
Devoted to a critical analysis of theological ethics firmly rooted in the historical method, studying the various methodologies, critical issues and the personalities.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 475 Natural Law & Theological Ethics (3 Credit Hours)
Some of the many theological interpretations of natural law developed in Western Christian thought will be examined. The issue of a specific Christian ethic vis-à-vis a universal humanistic ethic will be investigated.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 477 Feminist Issues in Theology and Ethics (3 Credit Hours)
Designed around current issues in feminist theology and ethics. Issues include the role of the Bible in feminist theology, hermeneutics, theological education, church and sacraments, as well as normative theory, sexuality and reproduction, and ecology.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X-THEO477/WOST468/WSGS468
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 478 Issues in Medical Ethics (3 Credit Hours)
The course will deal with the problems of abortion, genetic engineering, technological reproduction, sterilization of the handicapped, prolonging life, etc.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 480 Seminar in Christian Ethics (1-12 Credit Hours)
In-depth study of select topics in contemporary Christian ethics. Topics vary from faith and morality, religion and politics, church-state relations, and work to ecology, sexuality, and eschatology.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 481 Directed Readings Christian Ethics (3 Credit Hours)
Independent research in topics in Christian ethics according to program developed jointly by the student and faculty director.

THEO 500 Theological Pedagogy I (0 Credit Hours)
Theological Pedagogy is designed for graduate students interested in teaching theology courses at LUC. The hope is to help future instructors succeed in the classroom with a thoughtful reflection on course learning goals and then constructing a syllabus that reflects those individual goals - all while discussing and keeping in focus the "special" nature of theology and religious studies.
Outcomes:
Students will reflect on course learning goals for their own future courses; Students will produce a syllabus for their own future courses

THEO 502 Theological Pedagogy II (0 Credit Hours)
Theological Pedagogy is designed for graduate students to take simultaneously with their first semester as an instructor of record for a core Theology course. Among other goals, students are encouraged to develop a greater sense of one's own personal identity in the classroom through the crafting of a Teaching Philosophy, foster a community of support and critical reflection with other first-time instructors, and participate in the culminating Symposium on the Teaching of Theology and Religious Studies.
Outcomes:
Students will craft a Teaching Philosophy that reflects on their personal identity in the classroom; Students will reflect on their teaching in the classroom through presenting in a Symposium on the Teaching of Theology and Religious Studies

THEO 515 Gospels in Early Christianity (3 Credit Hours)
This course will focus on the study of one or the other of the four gospels.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 517 Early Christian Letters (1-12 Credit Hours)
This course studies letters from Christian leaders of the first two centuries A.D. in their original Greek language.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 519 Latr Nt-Subapost Writ (3 Credit Hours)
This course studies New Testament and non-canonical Christian writings in their original Greek language from the late first and early second century A.D.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 523 Cultural-Religious Environment Early Christianity (3 Credit Hours)
This course examines specific aspects of the cultural and religious environment of the Mediterranean world between 200 B.C. and A.D. 300 relevant to early Christianity. Outcomes A deep level of understanding and of critical thinking with respect to the subject matter of the course.

THEO 527 Various Community Early Christianity (3 Credit Hours)
The course will examine the identity, cohesion, and institutions of various communal groups in early Christianity.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 530 Seminar - Variable Titles (1-12 Credit Hours)
Extensive and in-depth study of selected topic.

THEO 536 Christian Doctrine-Catholic Theology (3 Credit Hours)
This course will examine the dialectical relationships between Christian doctrine and theological learning.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 560 Contemporary Authors (1-12 Credit Hours)
This course will examine the methods, concerns, major issues, achievements, and lasting influence of twentieth century writers whose work has significantly shaped theology today.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 570 Fundamental Issues in Christian Ethics (1-12 Credit Hours)
Fundamental issues raised in defining Christian ethics, delineating its sources and methods, developing normative theories, and analyzing processes of moral decision-making.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 573 Roman Catholic Ethics (3 Credit Hours)
This course will concentrate on one or more classic topics in Roman Catholic ethics.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 575 Religious Ethics and Social Theory (3 Credit Hours)
This course investigates what religious ethics gains from and contributes to basic concerns.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 580 Christian Social Ethics (3 Credit Hours)
The course will examine the sources, transformation, problematics, and potential directions in developing the middle principles which articulate the interaction of theological ethics and social questions.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 585 Issues Applied Theology Ethics (3 Credit Hours)
An examination in depth one or more areas which have traditionally engaged religious ethicists.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 590 Directed Readings and Research (3 Credit Hours)
No course description is available
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 592 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 593 Directed Readings (3 Credit Hours)
Independent research according to program developed jointly by the student and faculty director.

THEO 600 Dissertation Supervision (1 Credit Hour)
Students who have filed the dissertation paperwork and are currently writing, should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 605 Master's Study (1 Credit Hour)
Students who have completed their Master's level course work and are preparing for the comprehensive exams should enroll in this course, unless they plan to take the exam while taking courses. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

THEO 610 Doctoral Study (1 Credit Hour)
Students who have completed their doctoral level course work and are studying for the written and oral comprehensive exams should be enrolled in this course. You must be enrolled in some course every semester.
Outcomes:
A deep level of understanding and of critical thinking with respect to the subject matter of the course

University CORE Literary Foundations (UCLR)

Discover, search, courses (p. 2661)!

UCLR 100 Interpreting Literature (3 Credit Hours)
This class will be a prerequisite for all second tier literature courses, as designated by each department. The foundational course of literary studies will require students to read closely and analyze carefully a representative variety of prose, poetry, and drama, master key literary and critical term, and explore a variety of core critical approaches to the analysis and interpretation of literature. Only one section of UCLR 100, UCLR 100C, UCLR 100E, or UCLR 100M may be taken for credit as an undergraduate.
Knowledge Area: Foundational Literary Knowledge
Course equivalencies: ACENG 110 / UCLR 100

UCLR 100C Interpreting Literature - Classical Studies (3 Credit Hours)
This foundational class will require students to read closely and analyze carefully a representative variety of prose, poetry, and drama. It will be a prerequisite for all second tier literature courses, as designated by each department. Only one section of UCLR 100, UCLR 100C, UCLR 100E, or UCLR 100M may be taken for credit as an undergraduate.
Knowledge Area: Foundational Literary Knowledge
Outcomes:
Students will master key literary and critical terms, and explore a variety of core critical approaches to the analysis and interpretation of literature

UCLR 100E Interpreting Literature - English (3 Credit Hours)
This foundational class will require students to read closely and analyze carefully a representative variety of prose, poetry, and drama. It will be a prerequisite for all second tier literature courses, as designated by each department. Only one section of UCLR 100, UCLR 100C, UCLR 100E, or UCLR 100M may be taken for credit as an undergraduate.
Knowledge Area: Foundational Literary Knowledge
Outcomes:
Students will master key literary and critical terms, and explore a variety of core critical approaches to the analysis and interpretation of literature

UCLR 100M Interpreting Literature - Modern Langs&Literatures (3 Credit Hours)
This foundational class will require students to read closely and analyze carefully a representative variety of prose, poetry, and drama. It will be a prerequisite for all second tier literature courses, as designated by each department. Only one section of UCLR 100, UCLR 100C, UCLR 100E, or UCLR 100M may be taken for credit as an undergraduate.
Knowledge Area: Foundational Literary Knowledge
Outcomes:
Students will master key literary and critical terms, and explore a variety of core critical approaches to the analysis and interpretation of literature

University Course (UNIV)

Discover, search, courses (p. 2661)!

UNIV 101 First Year Seminar (1 Credit Hour)
This class is intended to help first year students enhance their academic skills and social integration into Loyola University Chicago.
Course equivalencies: UNIV101 / ACUNI 101

UNIV 102 Loyola Seminar (1 Credit Hour)
This is a 1-credit, letter-graded, elective, special topics course taught by faculty or staff experts at Loyola. These small classes are intended to connect students to a faculty or staff member and their peers through meaningful discussions on topics of shared interest.

UNIV 112 Strategies for Learning (1 Credit Hour)
This course is designed primarily for first and second year students to strengthen their academic skills. This course provides an opportunity for students to evaluate their goals and motivation for studying at Loyola and to develop effective strategies for academic success.
Course equivalencies: CIEP 112/UNIV 112
Outcomes:
Students will gain a clear view of their goals and the steps and strategies needed for achieve academic success

UNIV 114 Bridge to Loyola Workshop (1-3 Credit Hours)
As part of the Bridge to Loyola program this course is designed to develop critical thinking and effective strategies for academic success. Restricted to students in the LEAP and STEP programs.
Course equivalencies: UNIV 114/CIEP 111
Outcomes:
Students will develop a capacity for critical and ethical judgements, effective study strategies, an introduction to scientific inquiry, and an understanding of the Loyola Mission

UNIV 201 Transfer Seminar (1 Credit Hour)
Enrollment restricted to Transfer Students. This seminar course is designed for students who transferred to Loyola from other institutions. Students in this course will develop strategies to succeed academically, transition smoothly and strengthen their connection with Loyola.
Outcomes:
1) Understand Loyola's mission/identity and participate in the Loyola Experience; 2) Improve study habits and academic motivation; 3) Enhance ability to find and utilize campus support and resources

UNIV 224 Career & Life Planning Seminar (3 Credit Hours)
Unsure of how your classes and previous experiences will turn into a career? Many students feel unsure about how to plan for life post-graduation. This seminar will allow you to reflect on who you are as a person (not just as a particular "major"), as well as how to research and connect with relevant opportunities and plan effectively for the next chapter of your life. Highly recommended for 3rd/4th year students.
Course equivalencies: CPSY 224/UNIV 224
Outcomes:
Clarify career identity and appropriate pathways; develop effective application materials, networking, and job/internship search skills; develop plan for next steps

UNIV 301 Ricci Seminar Rome (3 Credit Hours)
A research seminar in which a Ricci Scholar develops a project and refines it under the tutelage of a faculty member based in Rome. The focus of the project will be Rome-, Italy-, or Euro-centered.
Interdisciplinary Option: Global Studies
This course satisfies the Engaged Learning requirement.

UNIV 302 Ricci Seminar Asia (3 Credit Hours)
Pre-requisites: Restricted to Ricci Scholar students; UNIV 301 (Can also be taken as corequisite)
A research seminar in which a Ricci Scholar develops a project and refines it under the tutelage of a faculty member based on location at a LUC-approved study abroad site in Asia. The focus of the project will be Asia centered, based on the study abroad location of the Ricci Scholar student.
Interdisciplinary Option: Asian Studies, Global Studies
This course satisfies the Engaged Learning requirement.
Outcomes:
Design and conduct original research on a topic selected by student and approved by the Ricci Scholars Program; Evaluate the merits of different research methodologies, and be able to adopt or modify existing methods to do qualitative and quantitative research in different cultural contexts; Communicate effectively through written reports, oral presentations, and discussion; Provide constructive feedback to peers and work collaboratively in a multi-disciplinary setting

UNIV 340 Ricci Scholars Seminar (1 Credit Hour)
Pre-requisites: UNIV 301 and UNIV 302
This course is the culmination of one year junior study abroad experience of RICCI scholars who have done their two supervised individual research projects on East (Vietnam) and on West (Italy). In the course, student's East and West research studies are combined and compared to make a cohesive final report of their findings.

UNIV 370 Responsible Conduct in Research and Scholarship (0 Credit Hours)
Loyola University actively promotes a culture of responsible and ethical behaviors among all people associated with the University. This includes the LUC faculty, staff, and students of all levels. This course provides students with a strong foundation of the basic ethical principles and professional standards that can then be built upon by future experiences. Topics include the nine identified by Office of Research Integrity critical to research activities as well as those of value to scholars here at LUC. Taught over a three day period, students will be presented with information and relevant background and given the opportunity to apply these ethical principles in a small group setting. NOTE: This course satisfies the LUC policy requirements for students that are enrolled in graduate programs, undergraduate students that are involved in research activities, and faculty and staff that receive funds from external agencies that require evidence of ethics training.

Urban Studies (URB)

Discover, search, courses (p. 2661)!

URB 397 Urban Studies Research (3 Credit Hours)
Pre-requisites: Junior or Senior standing
In Urban Studies Research, undergraduates work on collaborative, community-based research projects through CURL (Center for Urban Research and Learning). The research teams include graduate students, faculty, and community leaders. This course must be taken concurrently with SOC/PLSC 335 Students will contribute to a research project that addresses inequities in urban communities.
Interdisciplinary Option: Urban Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: X-PLSC397/URB397

Urdu (URDU)

Discover, search, courses (p. 2661)!

URDU 101 Introductory Urdu I (3 Credit Hours)
This course is an introduction to the Urdu language. No previous knowledge is assumed. It also introduces the Urdu script.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Outcomes:
Students will be introduced to the spoken language and the script in which Urdu is written

URDU 102 Introductory Urdu II (3 Credit Hours)
Pre-requisites: URDU 101
This course is a continuation of URDU 101. The course imparts basic grammatical structures and vocabulary of Urdu as well as greater familiarity in reading and writing using the Urdu script.
Interdisciplinary Option: Asian Studies, Middle East and Islamic World Studies
Outcomes:
Students will be able to develop basic proficiency in the language and will be able to speak, read and write in simple sentences at the elementary level

Women & Gender Studies (WSGS)

Discover, search, courses (p. 2661)!

WSGS 101 Introduction to WSGS from a Global Perspective (3 Credit Hours)
This is an introduction to the interdisciplinary fields of both Women's Studies and Gender Studies which explore the ways that sex and gender manifest themselves in social, cultural, and political arenas. It draws upon scholarship in women's studies, masculinities studies, and queer studies which themselves draw upon a variety of intellectual perspectives, including historical, psychological, rhetorical, sociological, literary, and biological.
Knowledge Area: Foundational Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Outcomes:
students will demonstrate understanding of historical developments, key concepts, theories and themes in women's studies and gender studies, the impact that gender can have on social, cultural, political and economic material conditions

WSGS 201 Contemporary Issues in WSGS (3 Credit Hours)
Pre-requisites: ANTH 100, PLSC 102, SOCL 101, WSGS 101, or equivalent; please check requirements for declared majors/minors for exceptions
This course explores issues in women's studies, feminism, and gender studies from the perspective of a particular discipline, depending on the faculty member teaching the course. This may, for example, include Communication, English, History, Sociology, or Theology.
Knowledge Area: Tier 2 Societal Knowledge
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST201/WSGS201
Outcomes:
Students will examine the subjects of women and gender, as well as the challenges of conducting feminist or gender scholarship, within the discipline and how new research changes or transforms that scholarship

WSGS 297 Topics in WSGS (3 Credit Hours)
This course allows students to explore intermediate courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies

WSGS 330 History of Feminist Thought and Social Action (3 Credit Hours)
This course focuses on the history and development of feminist thought and activism since the late eighteenth century. Attention goes beyond just U.S. and European feminist history, exploring Indigenous, Black, and postcolonial feminism to investigate their unique feminist ideas and the challenges they pose to "traditional" feminist thought and action.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: X - WSGS 330 / HIST 339F
Outcomes:
Students will learn to identify key concepts, thinkers, activists; analyze and critique some of the major works; and develop an integrated understanding of the history of feminist thought, broadly conceived

WSGS 350 Global Feminisms (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course offers critical and theoretical tools to evaluate feminist theories by women of color in the global South. Adopting a decolonial, anti-racist approach, the course evaluates how women and gender relations are affected by economic, cultural, and political changes related to the racial regimes of globalization and migratory movements.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will acquire and utilize key theoretical concepts in the study of feminisms, race theory, border studies, postcolonial studies, transnationalism, and migration studies

WSGS 360 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
In this seminar WSGS course we will explore how crossing borders, identity politics, and sexuality intersect to produce a rich and necessary conversation on contemporary global immigration issues. We will explore the gendered dynamics and experiences of recent immigrants.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Acquire and utilize key theoretical concepts in the study of borders, identity politics, transnationalism, and sexuality from an intersectional lens

WSGS 370 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 375 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: WSGS 101
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 380 Queer Theory: Beyond the Binary (3 Credit Hours)
Pre-requisites: WSGS 101 or 201
This course maps the field of Queer Theory from an interdisciplinary, global perspective in order to cover a wide range of theoretical and disciplinary approaches (race theory, transnational theory, postmodernism, Latinx-American Studies, among others) and interpretative applications (film, literature).
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will be able to identify key concepts and thinkers of this influential field of study; they will develop an intersectional, global understanding of this field of critical theory

WSGS 388 Women's Studies Practicum (3 Credit Hours)
This supervised field experience uses experiential learning at a wide variety uses experiential learning at a variety of women's political, cultural or educational organization as the basis for learning and refining skills which cab benefit gender equity.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST388/WSGS388
Outcomes:
Students demonstrate skill proficiency, professional conduct, and systematic reflection on their experience; Students learn about public and private sector responses to women's issues and concerns

WSGS 389 Independent Study (1-3 Credit Hours)
This course consists of independent research or engaged learning in a specific area of WSGS; work must be completed under the supervision of a WSGS faculty member.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will gain a deeper understanding of a specific WSGS topic through research, service, reading, or other mode of learning; The product of this work will vary depending on the interests of the student

WSGS 390 Directed Readings Women Studies (3 Credit Hours)
An independent program of reading and research arranged between the student and the supervising faculty member in the student's major department. Students will complete a final research project integrating their major fields with women's studies. Permission of women's studies director is required.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST390/WSGS390

WSGS 391 WSGS Methodologies (3 Credit Hours)
Pre-requisites: WSGS 101 or WSGS 201, and WSGS 330
This course is part of a two-semester sequence for the final year of the WSGS major and minor. In this course we review several approaches to feminist research methods and consider ways to put them into practice, individually or combined with other methods. Enrollment by permission.
Interdisciplinary Option: Women & Gender Studies
Outcomes:
Students will produce a project proposal that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the use of feminist methodologies in practice

WSGS 397 Special Topics in WSGS (3 Credit Hours)
This course allows students to explore advanced courses or seminars focused on the intersection of gender, sexuality, race, class, and other categories of power, privilege, and oppression.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST397/WSGS397
Outcomes:
Students demonstrate an understanding of a unique topic in women's studies

WSGS 398 Women's Studies Internship (3 Credit Hours)
This course uses supervised project-based experiential learning to allow students the opportunity to apply feminist analysis and practical skills to a student-designed project that will be completed within the timeframe of a course term.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST398/WSGS398
Outcomes:
Students learn application of feminist concepts and principles to pragmatic outcomes; leadership, planning, time management, and assessment skills

WSGS 399 WSGS Capstone (3 Credit Hours)
Pre-requisites: WSGS 330 and WSGS 391; Enrollment by permission
This is a project-oriented course that represents the culmination of the WSGS major. Students build on their work in WSGS 391/WSGS Methodologies to complete a project under the direction of a faculty or community organization mentor, either individually or as a group.
Interdisciplinary Option: Women & Gender Studies
This course satisfies the Engaged Learning requirement.
Course equivalencies: WOST399/WSGS399
Outcomes:
Students will complete a project that (1) demonstrates an interdisciplinary approach; (2) draws on theory and scholarship in WSGS; and (3) reflects the intentional use of feminist methodologies in practice

WSGS 401 History of Feminist Thought (3 Credit Hours)
This course surveys the historical development of feminist thought from Mary Wollstonecraft to second wave feminism and beyond and analyzes the impact of feminism on the general culture.
Course equivalencies: WOST401/WSGS401

WSGS 402 Foundations of Women's Studies (3 Credit Hours)
This course investigates how gender has become a critical category in education and knowledge and traces the institutional and intellectual development of women's and gender studies as a field, focusing on the evolution of WGS in the academy (here and in other countries) and on the changes in concepts of knowledge, in methodologies, and in pedagogy that women's studies scholarship has produced in various fields.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST402/WSGS402

WSGS 450 Global Feminisms (3 Credit Hours)
This course is a course that explores feminism and the study of gender in a global dimension. Chosen texts privilege the study of women, gender, and sexuality from an international perspective. The course highlights the intimate relationship between the study of feminism, (post/de)colonialism, and racism.
Course equivalencies: WOST450/WSGS450

WSGS 455 Feminist Pedagogy (3 Credit Hours)
Pre-requisites: Graduate Status
This course will focus on distinctly feminist ways of learning and teaching. As with feminist theory and research methods, feminist pedagogy has been understood to include characteristics like self-reflexivity, de-centered authority, standpoint epistemologies, examinations of power dynamics, and attention to embodied ways of learning and knowing.
Outcomes:
Understand the foundational principles of feminist pedagogy and related approaches to teaching; Develop skills to analyze and produce sound teaching practices within a feminist intersectional framework

WSGS 460 Migration, Identity, Sexuality (3 Credit Hours)
Pre-requisites: Graduate Status
We will explore how crossing borders, identity politics, gender, and sexuality intersect to produce a conversation on contemporary global immigration issues. Focus is on movement from three geographic locations from/to the Global South and North: Latin America to the US and Europe; Africa to Europe; Europe to Latin America and back.

WSGS 470 Sexual Assault Advocacy (3 Credit Hours)
Pre-requisites: Graduate Status
This course provides specific skills of support and advocacy services to sexual assault survivors. Students will gain an understanding of the impact of sexual assault on victims, the social and cultural context in which sexual assault occurs, and the roles systems play to both support and inhibit survivors recovery.
Course equivalencies: WOST370/WSGS370/WGSG470
Outcomes:
Students who successfully complete the course may be eligible to serve as Loyola University Chicago sexual assault advocates

WSGS 475 Masculinity Studies: Equity, Race, Transformation (3 Credit Hours)
Pre-requisites: Graduate Status
This course highlights the intersectional exploration of how masculinity is embodied, experienced, and replicated in the United States and globally. With this transnational lens, students gain a better understanding of contemporary global masculinity sociocultural issues and concerns which include race/racism, "angry white men," and the "crisis of masculinity."
Course equivalencies: WSGS 375/WSGS 475
Outcomes:
Students will acquire and utilize key theoretical concepts in Masculinity studies from an international lens; Students will apply a wide critical terminology to literary texts and visual/cultural phenomena globally

WSGS 480 Queer Theory (3 Credit Hours)
Pre-requisites: Graduate status
This graduate level course maps the field of queer theory from an interdisciplinary perspective in order to cover a wide range of theoretical and disciplinary approaches and interpretive applications. Outcome: Students will acquire and utilize theoretical concepts in queer studies, develop cultural competency in queer studies and present information about the field orally and in writing.
Interdisciplinary Option: Women & Gender Studies

WSGS 497 Topics in Women's Studies and Gender Studies (3 Credit Hours)
This topics course may originate in Women's Studies and Gender Studies or as a cross-listed course and deals with women's and gender topics including identity, sexuality, diversity, relationships of power in national, transnational and international contexts. The ethical and social justice implications of topics include feminist perspectives.
Course equivalencies: WOST497/WSGS497
Outcomes:
Students understand feminist perspectives on gender in literature; Students connect theory and practice in writing, performance, action or in combined formats

WSGS 498 Practicum (1-3 Credit Hours)
WSGS Practicum gives students the option of doing an internship, teaching assistantship, or research assistantship under the supervision of a faculty member. This practicum counts as an elective credit towards the student's MA degree.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST498/WSGS498
Outcomes:
Develop intersectional research and critical thinking skills in academic/socio-cultural contexts while being fully engaged in Practicum; Enhance written and verbal communication through creative use of Feminist pedagogy and methodology to enhance classroom education and public/academic presentations

WSGS 499 Independent Study (1-3 Credit Hours)
An independent study provides students with the opportunity to work closely and one-on-one with a faculty member. The student can choose her/their/his topic or creative project. The independent study should be comparable to a graduate-level course.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST499/WSGS499

WSGS 500 Thesis Research (3 Credit Hours)
A Thesis Research course allows graduate students to fine tune their research skills, academic writing, and independent thought while they are preparing their thesis proposal and/or writing their thesis.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST500/WSGS500

WSGS 595 Thesis Supervision (1 Credit Hour)
The focus of a Thesis Supervision is to help students better strategize, structure, and organize themselves as they write their thesis. Students will also be advised about how to prepare for a successful oral defense.
Interdisciplinary Option: Women & Gender Studies
Course equivalencies: WOST595/WSGS595

WSGS 599 Capstone Presentation (0 Credit Hours)
Pre-requisites: Successful completion of 12 hours in the MA program in WSGS
WSGS 599 is the culmination of the Master's program in Women's Studies and Gender Studies. Requirements include a 10 page synthesis paper or detailed outline, annotated bibliography, and public presentation at our biannual capstone ceremony.
Outcomes:
Synthesis of the students' graduate coursework; performance of the diversity of outcomes in WSGS; celebration of students' achievements; networking

WSGS 605 Master's Study (1 Credit Hour)
Continuing work on completion of the Master's Degree in Women's Studies and Gender Studies.
Interdisciplinary Option: Women & Gender Studies

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